

311 TIPS

on the **MANAGEMENT** *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 311 tips on LMS/LCMS management.

B. The tips

As we have done with our earlier 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 management tips fall into nine major groups:

1. Comprehensive tips: This is the largest single group. Each of these 156 tips addresses several key areas or best practices.
2. Tips on content maintenance.
3. Tips on the IT/HR partnership.
4. Tips on reports.
5. Tips on selecting courses to add to the LMS.
6. Tips on staffing.
7. Tips on system maintenance.
8. Tips on user support and training.
9. 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 manage your LMS or LCMS.

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Have one technical super-administrator. Teachers should be able to manage their own courses from ground up to heaven (i.e. from technical parameter setting up to course design guides)

ERIK WIN, ASSOCIATE
PROFESSOR, LUND
UNIVERSITY

II. Comprehensive Tips for Management of an LMS or LCMS

Build strong personal relationships with as many areas that the tools impact as possible — you're going to need those relationships at times. Don't try to be all things to all people. Over time, you can add functionality and develop workarounds as needed, but over-customization, nightly jobs, and batch files, etc., all impact performance and later upgrades. Build a strong relationship with Systems/IT — you WILL need it! — 23

Clear roles; clear governance model, e.g., creation of an LMS board; collaborative process; periodic review. — 113

Centralize (as much as possible) the management of the system. Dedicate one systems manager who oversees other administrators. Clearly defined architecture is just as important. It's very easy to let the system get away from you in terms of inconsistent data, competency links, organization, and job profiles, etc. Ownership of functional data should be handled by functional administrators, but in terms of data input changes or global system changes this should be managed at one high level. Having said that, the hierarchy of management in place is important, but just as important is the ongoing "team" that administers the system. Quarterly meetings, virtual conference calls, and on-going system analysis are excellent best practices. — 245

Work collaboratively with IT. Have policies defined and modified once putting management into practice. Again, communication! — 416

Have one technical super-administrator. Teachers should be able to manage their own courses from ground up to heaven (i.e. from technical parameter setting up to course design guides). — 174

Document policies and procedures. Staff with competent learning administrators. Conduct marketing campaign to users. Deploy it on a robust architecture. — 374

In so many cases allowing full access to everyone who wants a piece of the pie ends in disaster when standards are not implemented, and control is not placed in an "administrator." It is easy to move forward with functionality, and to move too quickly without taking the time to implement standards, and best practices. Many organizations view these activities as afterthoughts, and then struggle to convince and implement. — 226

Functional management works well because it is the functional managers who are responsible for ensuring their employees are effective and efficient in carrying out their role in the organization. COMMUNICATION is key within functions and across the organization. — 227

Have central points of contact for the system. Answer questions in a timely fashion. Communicate status of requests to customers (if you cannot help them immediately). Provide user training and a user group. — 33

Have a dedicated e-Learning manager within client workplace; workforce consultation prior to system selection; recognition and addressing of change management implications in relation to workforce perceptions, change from chalk-and-talk delivery, productivity and downtime issues. — 390

Have central points of contact for the system. Answer questions in a timely fashion. Communicate status of requests to customers (if you cannot help them immediately). Provide user training and a user group.

LORRAINE WEST,
SYSTEMS ANALYST,
SANDIA NATIONAL LABS

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Articulate LMS management as a business process so that tasks and results are clearly understood. Hire or train qualified administrators. — 49

Sustain the learner reference group with the expectation of continuous improvement related to sharing objects, design principles, adherence to industry standards. Tie metrics back to KPIs established to measure the success of the project. Be sure that someone is accountable for producing the metrics and, importantly, for evaluating their meaning over time. Decide the extent to which the administration will be centralized and establish SLAs for those services that are provided from a central point. Nurture the relationship with the service provider. — 24

Again, multiple people receiving training on the management of the system as well as continuously training new people as people leave the company. Initially, you may only use portions of the functionality that is available, and because of the lapse in time, people don't realize the capabilities that are available in the system. — 340

Flexibility and understanding that no one LMS is a catch-all and will not meet the needs of everyone within the organization, especially if it is a third party LMS. Whoever is managing it must come to terms with the fact that the LMS is not a static application and must be dynamic in order to meet the needs of the corporate learning vision. — 356

Four areas of focus in startup and management of the site and content: buy in, relevance, adoption, and maintenance. — 348

Identify your standards and governance structure before the system is put into production. Have your archiving and deletion standards in place as well. — 292

- Define who is responsible for the academic support and technical support for the application.
- Develop well-written procedures for developing and maintaining online programs, degrees, certificates, and courses.
- Provide a calendar when specific activities are completed in live or in development in order to open and close semesters according to the academic calendar.
- Provide "course area management" guidelines to faculty for uploading and downloading files. — 25

Demonstrate, demonstrate, demonstrate. 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

LMS/LCMS implementations tend to be driven predominantly by the business sponsor or by the technical support sponsor: a strong partnership between the two provides a greater degree of success that the deployed solution will be integrated into larger corporate systems while meeting business needs. A strong and implementable set of standards and practices around content and learning delivery will also assist in the daily management of learning activities. Without agreed-to (or at least acknowledged) standards and practices, solutions may need to be created for numerous individual situations, challenging sustainability. — 335

Articulate LMS management as a business process so that tasks and results are clearly understood. Hire or train qualified administrators.

JOSEPH WILLIAMS,
PARTNER, EXEGI

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Processes, processes, processes. Ensure that there are best-practice processes in place for the management of the materials. Set strict criteria for the creation of administrators and ensure that full administrator access is confined to the essential few — if not to one person only. Have a formal process to request creation of users and courses and upload of materials. PD, PD, PD — professional development of teachers prior to use of the LMS is absolutely essential. — 262

- Clear policy guidelines posted so the campus community is aware of the policies.
- Fully functioning support center for technical and design support for the users, including faculty, staff, and students.
- Load balancing set-up to avoid downtime and slow functioning.
- Testing group set up to beta test new releases and add-ons (building blocks for Blackboard). — 149

Thank goodness, this is not my responsibility — but ... having a personable individual to work one-on-one with users who can communicate the user's issues to the usually more tech-savvy server manager is a good idea. A LMS or LCMS is a SERVICE. Therefore, building good customer relationships with the vendor, the users, and the support team is critical. — 84

Make your criteria clear. If you want the LMS to be the repository of all training at the company, or all training of a certain type, you have to be prepared politically to enforce that. The LMS can't do that for you. Again, make ONE person or group in charge of the management. — 13

Communicate capabilities over and over again to end users. Have a plan to measure its effectiveness — what did the organization gain? Provide proof of results without having to be asked. Clearly define administrator roles, responsibilities, and accountabilities. — 269

- Reports: Only produce reports that tell you what you need to know. In some cases, the best way to determine what you need to know is to collect the raw data and massage it in a spreadsheet until it takes the form that works best for you. Expand your reporting to include all four levels of the Kirkpatrick Scale of Evaluation. This practice not only helps you improve your solution but provides you with the fodder you need to present ROI numbers to management.
- Feedback: Asking for feedback doesn't always get you an unbiased answer. Find inventive ways to gather feedback from your constituency. For instance, use forum boards with open-ended questions which will promote collaboration by the very people you are trying to support.
- Check out the competition: Always take the time to see what other companies are doing in the way of LMS/LCMS and join groups that foster this sort of communication (AKA The eLearning Guild).
- Manage by walking around: This is an age-old business philosophy that can be extended to the electronic age. Instead of literally walking around your organization to get a feel for things, "let your fingers do the walking" and make sure you walk around your virtual campus from time to time to look for things that need improvement and for successes too. (But it was hard to do.) — 95

Demonstrate, demonstrate, demonstrate. Select LMS managers that have a combination of training development, 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.

CAROL TAYLOR, MANAGER,
INSTRUCTION PROGRAMS
DEVELOPMENT, CHICAGO
TRANSIT AUTHORITY

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Need a thoughtful contingency plan to cover for the LMS administrator's absence. I also look forward to the day when the LMS/LCMS technology isn't so cost prohibitive. That, I believe, is the major reason my organization has taken it off its radar. — 58

Perceived flexibility within the system to accommodate a variety of subsidiary or divisional systems. Create an active, permanent, and "On-going Council" across the corporation to share ideas, recommend standards, and to be given the authority to enforce standards. Provide regular publishing of reports to contributing administrators. Don't go overboard on publicity of the LMS — that makes it seem like something "extra" for employees to do. Instead, make it appear as just part of the regular work to do. — 286

Determine your governance structure up front and stick with it. Have a committee or council to handle policy issues and a separate team focused on operations. — 246

Course management launch and track online courses; online access to modify/update; online collaborative development; workflow management; automated functions: registration, payment, reporting, authentication; tracking and feedback for all user access levels; online calendar for task assignment and tracking; track certification and regulatory compliance; built-in search; global email messaging; virtual meetings. — 313

One primary person controlling the system, technology-wise. Another person controlling the system, pedagogy-wise. Ensure success in small courses or in one area so that others (faculty, staff, students) can witness that. — 263

Make sure the defined reports (non-functional needs phase) are run on time, make sure the ad-hoc groups can run their own. Communicate early and often about network traffic, planned outages, unplanned outages, etc. Keep a steering committee active and involved, especially early on (think PMO for 3 months). Track usage, plan growth for hardware and network by 150% over trend. Communicate, communicate, communicate with user groups, developers and end users. — 122

LMS/LCMS systems are databases, so data entry must be consistent and accurate. Make use of the reporting tools to identify and track usage and accuracy. — 295

Setting data validation that prevents duplicate accounts and bad accounts. Scripting to compare lists of accounts against report data from other personnel systems. Scheduled updates, not reactive ones. Sniffer scripts to make sure client machines can run the training collateral material. — 101

Get constant feedback from managers and learners. Track report usage. — 15

Ensure that administrators and students have adequate training. Nothing will impede success more than poorly educated users! Set clear expectations concerning who is responsible for data management, helping users, etc. Write specific processes regarding how routine operations should be performed. Train users on the procedures, and periodically verify that they are following the procedures. Thoroughly test any new process in a test system before applying to a production system. Survey users for satisfaction with the product, ease of use, and suggestions for improvement. Constantly evaluate the product and look for areas of improvement. — 41

Communicate capabilities over and over again to end users. Have a plan to measure its effectiveness — what did the organization gain? Provide proof of results without having to be asked. Clearly define administrator roles, responsibilities, and accountabilities.

BONNIE STONE, SR.
ADMINISTRATOR LEARNING
& DEVELOPMENT, CENTRAL
ARIZONA PROJECT

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Train the staff exceptionally well. Train the administrative staff in every report. Train them in telephone technique for upset learners. Train them in mid-level computer usage so that they can actually help people who call with basic problems. Train the IT administrators in how the system actually operates. Train them in problem-solving skills and in the system that they will be supervising. If the provider does not offer this training — don't buy the system. Tell management what they can expect out of the system before you buy it. It doesn't matter if the vendor is selling it as the "Best Training Solution EVER!" It's not! Predict it to be worthless in seven years, expect it to be worthless in two. Never tie yourself to a vendor, especially one whose Web site has nothing but marketing material. — 65

Have dedicated resources support an enterprise LMS. Train, train, train (see that change management thing). Make sure the training on how to use the LMS is part of the ongoing management of the tool. — 362

Identify and secure resources with previous experience or relational database and coding backgrounds. An LCMS administrator should have a strong programming/authoring background that is rooted in Instructional Design. Resume of the individual managing the LMS should also include academic or instructional design experience in building curricula structure that works. Build a close relationship with your IT, IS and Help desk counterparts. — 156

Be clear and simple. Adopt a flat management structure — no middle layers. Use management as a process — not a role. Involve learners in the management process. Delegate specific areas of authority and responsibility to individuals. Move power appropriately. Insist on the use of a simple project management system. Insist on the use of a simple reporting system. Identify a few simple measures of activity and progress. Report on these consistently and regularly. "Do nothing that is of no use." (*Go Rin No Sho*, Miyamoto Musashi.) — 212

Define your processes. We sat down and defined who has responsibility for each function regarding the LMS. Limit the number of global administrators — we have just two for our entire organization. When we have to contact the vendor for help, our documented and defined processes help them to help us. Make sure that there is a dedicated IS resource. Honestly, I think that we did enough up-front work so that the ongoing management of the LMS has really been a non-issue. We've even gone through an upgrade with few issues. The implementation of our LMS has given our group much higher visibility within the organization, and we have the problem of people wanting to make things available on the LMS that really shouldn't be there, but they know how much it gets used and see it as a way to increase visibility. It's a good problem to have. — 361

Governance to keep all administrators in compliance with policy is important. We use user groups to help keep communication levels high. — 154

Continually track — Continual improvement — Have a dedicated team. — 248

Involve all constituents — the LMS cannot be "owned" just by training alone or by IT alone. 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

Determine your governance structure up front and stick with it. Have a committee or council to handle policy issues and a separate team focused on operations.

JOSEPH SMITH, PROJECT
MANAGER, OPM GOLEARN

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Good organization and establishment of procedures. Good knowledge of authoring tools that are available. Good knowledge of the difference between traditional and rapid e-Learning. Maintenance of curricula. — 400

Ensure everyone has defined and specific roles and has been trained and checked-out on the system. Start small, build internal experience, and expand deployment to ensure management is manageable. — 28

Remember that this is usually an ongoing process, not a one-time fix. New version releases of your systems may require reintegration with your other systems. For example, the latest version of your LMS may not smoothly integrate with the latest version of your Performance Management System. — 45

Establish a good relationship with the vendor, and upgrade as required. — 136

In a word — evaluation, evaluation, and evaluation. Evaluate the use of the LMS, the faculty using the LMS, and how the LMS is being used across your organization. — 86

Have constant monitoring, feedback, evaluation, and train-the-trainer programs to spread best practices and create content and methodology uniformity. — 414

Best tips for management of an LMS/LCMS:

- Have a centralized support hotline for support. Depending on the usage, work out if it needs to be 24 x 7. Some companies may have training distributed globally from a central point.
- Support team should educate the trainers and those that would like to make use of the system. Critical to maintain.
- Build a relationship with the internal customers and help them overcome any frustrations.
- Look for ways to leverage the system through the organization and even outside. — 74

A set of successful management criteria might include the following:

- Allocate a project manager(s) to coordinate every step, role, and responsibility of the project.
- Recruit a company executive to “sponsor” your efforts, and who will go to bat for you.
- Identify liaisons throughout the company who will help communicate and train their fellow co-workers on the new system.
- Listen to your users and make appropriate changes based on their feedback and suggestions.
- Get marketing involved (or create a campaign yourself), to push the idea of a new learning system.
- Get training involved to schedule regular training sessions on the system.
- Make sure you have lots of available and relevant content for your users to use. — 60

Be responsive to user requests, but do not be the slave to them. The system has limitations and processes. Try to set expectations instead of promising the world. — 202

(For companies over 5000 employees) Define who is responsible (email, person). Important: make support available by phone, too — 16

Get constant feedback from managers and learners. Track report usage.

B. J. SCHONE, ELEARNING
SPECIALIST, FERRELLGAS

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Backup, backup, backup. Clear emergency operations and actions plan (standard IT program security stuff, but DON'T leave it up to IT to do it!!). Make it as easy as possible for supervisors to take an active role in managing their personnel's activities. Clearly establish lines of communication and access rights, permissions, and roles to management and HR. — 99

If it's a major shift in how you've supported training before, encourage people to use the LMS for things that they used to call or email you about (e.g., running their own reports vs. you running them). Get creative with uses of the LMS. For instance, can you base competency profiles and succession planning on info contained in the LMS? Is there a way to create online assessments (i.e., tests) in the LMS? Find ways for the LMS work for you. — 130

Must be universally implemented throughout the organization to reflect accuracy. Must have fail-safe processes to avoid circumventing the system or overriding it. Must be tailored to the needs of the organization. One size doesn't fit all! — 276

Develop a management plan. — 164

Manage roles and responsibilities in system so that management of content can be delegated and distributed. Hold vendor accountable for training to each role identified. Someone must be in charge of both assigning rights and communicating status, changes, training needs, performance, etc. to all. — 188

Establish your measurements for success and communicate them to the LMS/LCMS stakeholders and the LMS/LCMS administrator. Use tracking and control methods to monitor your measurements. Appoint a team member to formally document trends and conclusions in a regularly distributed report. Work with the team to make adjustments when measurements fall out of line with expectations. — 309

Have knowledge of the application being used, what you will be presenting on the system, and your audience. — 240

Managing a LMS is an ongoing effort. However, we shouldn't just concentrate on the technology — it's also a process! Process improvement must be always be considered and "built-in" through periodic assessment, and ongoing collection of data. — 214

Identify stakeholders and overall learning objectives, then establish management procedures to achieve those objectives. Reporting of LMS activity is critical to success — understand what reports are needed and make sure that data is made available. — 160

Keep your own issues list or database so you don't lose track of the things you're asking them to fix. As you help with users' questions, maintain a troubleshooting list or database so you can quickly see whether something happened before and how it was resolved. Continually review your initial implementation decisions, and take quick action if you see a better way to do something. — 170

Be realistic about the time and energy you're prepared to devote to management. If a cheap solution can be made to work, but only if it's a Rube Goldberg, don't do it. Spend more time and money getting something that works without the pain, it will pay off in the end. — 344

Have dedicated resources support an enterprise LMS. Train, train, train (see that change management thing). Make sure the training on how to use the LMS is part of the ongoing management of the tool.

TERRY RINEY, SENIOR
MANAGER - TRAINING, AOL

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Establish a formal process for approving and developing content. Make your IT analyst your “best friend.” Develop a backup and disaster recovery plan with your IT analyst and TEST IT before you need it. Establish a review cycle for all content and hold course authors and subject matter experts to the schedule. Remove content when authors and SMEs don’t meet review deadlines. — 411

Continue to resist customization whenever possible. Be aggressive in managing your vendor relationships for LMS systems and for content. Hold vendors accountable for delivering on their promises. — 239

Having a technical background for the LMS manager is essential. Be organized. Plan and manage constantly. — 104

You need to have a very good understanding of learning, a very good understanding of quality assurance including setting up a Help desk, a very good understanding of existing authoring tools, very good communication skills, a very good understanding of SCORM and AICC — but also other tracking mechanisms like the Breeze platform, ftp/databases, etc. — 352

Developing the proper standards and procedures is critical. — 168

A team approach is best suited for managing a LMS. Open sharing of information is also helpful in the implementation process. Running focus groups to establish a sense of what users are looking for in a LMS and obtaining input from key groups on campus are helpful in the process as well. — 391

Have technical knowledge and a good understanding of the features, and clear definition of the roles of the people with access to the LMS/ LCMS, such as LMS administrator, line managers, HR managers etc. — 150

Ensure that several staff members are trained and available to respond to problems, and there will be problems. Keep records and content up to date and accurate, or the end-users will stop trusting, and stop using the system. Assign responsibility and accountability for the system to specific individuals, and ensure they have enough time to effectively manage the system. — 100

Plan regular maintenance and have a solid naming convention for programs and courses. — 211

The system must be very user-friendly and simple to navigate. Single-click data entry for instructors is necessary. Having to navigate through three or four different levels, to enter a grade for instance, is a huge time-consumer. Also, greater success can be achieved if the student screen and instructor screens are very similar in look and feel. This allows the instructor to more fully understand what the student is seeing in the classroom and enables them to provide accurate instructions for navigation and operation of the course-room environment. — 297

Good organization and establishment of procedures. Good knowledge of authoring tools that are available. Good knowledge of the difference between traditional and rapid e-Learning. Maintenance of curricula.

JANE MULLOOLY,
ASSOCIATE DIRECTOR,
LEARNING AND
DEVELOPMENT, EISAI

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

This of course has much to do with the size, location and mission of the program. It's important that each component (and the corresponding professionals) have a hand in creating a smooth-working (communicating) wheel. Most programs have two or three layers of management to oversee and maintain the vision, mission, and integrity. However, it's important enough that freedom and development remain evident throughout any program. Without any freedom — discontent and compromised loyalty and productivity usually follow. My curriculum writing is completely up to me, my training, passion and mission to develop a learning environment conducive to student success. This of course means much time on my part, however creates a peaceful work environment. Course curriculum then travels to a higher-up math curriculum person who merely checks for content, standards, and district alignment. Back to me for revisions if necessary, then to a techie person to work bugs, loading, compressions etc., then another (unbiased and unaffiliated) teacher for ease of use and proofing etc. Back to me, then to the e-School admin personnel. There's enough management and eyes, but not too much to compromise my intent or their mission. — 326

Be sure to identify your naming convention early on, so you can begin to use it for production and population. Identify how to migrate legacy information if applicable, and determine if you will have a cut-off date for bringing forward information. — 341

Get well trained in the tools. Understand the growth needs before they occur. Do several test runs before implementing changes. Try to find where problems can arise and then soften the impact as much as possible. Keep the users informed of any changes. Be available and open for feedback. — 264

Regular maintenance schedule. Regularly scheduled feedback opportunities from end-users. Match compensation and managing objectives to use of the LMS. — 324

Keep it current. Get rid of old content by reviewing it on a regular basis. Have policies/guidelines to set standards of quality and usage but be flexible when appropriate. If you're not happy with your vendor, find a new one. — 330

Establish protocols regarding user ID and password conventions. Establish protocols regarding the naming and deploying of course shells. Have a plan for archiving and recycling of courses. — 388

Administrators should:

- Have access to manage student registrations, define teacher/student access, assign teachers, develop courses, manage content, and administer student payments, etc.
- Be able to create standard and customized reports on individual and group performance.
- Be able to access management features through user-friendly screens. — 102

Restrict the Administrator access to only those who need it. Provide regular reports to stakeholders, in particular the Executive team. Develop conventions and standards and stick to them. Monitor usage closely in the first six months and fine tune the system. Use the completion and success statistics to improve the quality of your training programs. Publish the results. — 81

In a word — evaluation, evaluation, and evaluation. Evaluate the use of the LMS, the faculty using the LMS, and how the LMS is being used across your organization.

ROBERT MORGAN,
ASSISTANT CAMPUS
DIRECTOR/DIRECTOR OF
DISTANCE LEARNING,
SOUTHEAST COMMUNITY
COLLEGE

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Keep key people informed of changes and new needs as time goes on. Do not neglect training on use, management of, and selling the product. — 260

Don't allow too many people to have admin access. Keep a strict record of your course codes. Utilize features that will benefit the learner. — 229

Create processes, procedures, and guidelines of management. Ensure the system and processes are scalable for growth and change. — 83

- DON'T make the mistake of thinking it is a one-person show. No control freaks allowed!
- Share the load and responsibility.
- Determine who your administrators will be.
- Create user groups.
- Determine who the managers are for each user group.
- Set expectations and guidelines for both students and managers.
- Define their roles within the LMS (report manager, curricula manager, email/announcements manager, site manager, development path manager, etc.).
- Train them how to use the LMS within their defined role.
- Encourage and communicate with managers and students on a regular basis — 52

Regular user representative meetings, well-developed and tested job aids, issue-tracking and problem analysis, and open-mind regarding issues and customers. — 373

Keep a strategic roadmap that covers the LMS/LMCS project as well as ensure that the manager(s) are well trained in what LMS/LMCS bring to the organization. Then match this ability with the goals and objectives of the organization. — 125

Keep a tight grip on the budget. Very good project management. — 66

Dedication to needs of, and services provided to, a diverse range of stakeholders. Strategic prioritization of continuous improvement efforts. — 376

Identify how much time would be needed for user management. Logins (passwords), separating into groups, assigning courses, reporting, and any other tasks needed in your LMS. Identify a good staffing level for just managing the LMS (approx. two people for every 1,000 — 5,000 learners). — 268

Establish a governance team and process. Give them the authority to make all decisions about running the applications. Keep upper management up-to-date about how the system is contributing to the business. — 184

Have a dedicated Administrator, well-defined business rules and work flow, document procedures, business rules, and best practices. Have established goals for how you want to grow with your LMS. Stay current on changes at all levels: takeovers and mergers, new technology, case studies, etc. — 19

Have individuals dedicated to the management of a system and have the support of upper management. — 311

Be responsive to user requests, but do not be the slave to them. The system has limitations and processes. Try to set expectations instead of promising the world.

CHRISTOPHER MCSPIRITT,
LMS ADMINISTRATOR,
EPHARMALEARNING

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

The best tips for management:

- Administration needs to be easy, get the appropriate approvals where needed
- Easy to correct or change data
- Good reporting
- Users need a contact mailbox or a place to have questions and problems addressed — 337

Think Quality, Risks, Disaster Recovery, Security, Training, Processes, and People. — 89

Have various levels of function that can be purchased for the first wave, with add-on as it is oriented to the business. We have done searches in the past and most companies provided these systems with 100 possible functions when we currently may only want to use 10. Make training information flexible, easily accessible, and reasonably priced for getting started.

— 225

Recognize the change management necessary to move forward. Know what you want from reporting ... after all, that's probably why you are getting the software. — 296

A help desk that's always available. An easy-to-use interface. Easy module plug-in ability. — 140

- Establish processes for validating data integrity — especially in the early months when administrators are still learning how to use the LMS and making lots of mistakes.
- Monitor and learn from calls to the Help Desk — this is the best way to find out what is wrong with the application or the user training and support you provide.
- Be prepared to offer a lot of one-on-one support to your administrators — LMSs can be difficult to use and you don't want frustrations to drive people from using the system.
- Put a process in place for making configuration change decisions and document all of these in your system design documentation.
- Establish forums for your administrators — find out what they are having problems with or ideas they have for how the LMS could be made better or used in a new way.
- Keep informed as to where your vendor is going with their product — it will give you new ideas about how the LMS can be used and eventually you will probably have to move forward with them so it is better to be forewarned.
- Get involved in LMS user groups to share and take away lessons learned. — 133

Solid policies and procedures need to be put into place. These policies and procedures need to be communicated. Cross-training in the different areas related to the management of the LMS needs to be completed. You need to be organized. — 383

Customize the LMS where possible to meet the employee's needs. Create custom reports where possible to ease administrative burden. Use/Create/Purchase SCORM- and AICC-compliant courseware! Automate business processes where possible to streamline administrative tasks. Keep track of your ROI! This stuff is expensive but saves the company a lot of money and time. You have to track it to prove it. — 255

Training and accountability. — 106

You will need excellent planning and coordination. — 222

Having a technical background for the LMS manager is essential. Be organized. Plan and manage constantly.

DIANE KRIEGER,
INSTRUCTIONAL DESIGNER
(INFORMAL LMS
MANAGER!), BETHPAGE
FCU

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Though you most likely need a main super-admin or two who really know the system, push the management of the system down to the lowest level that you can. Having more people who can do the work on the system prevents one person from being a bottleneck. It also prevents (or at least reduces) the problems that can happen the administrator is not around. Also, document the heck out of all your policies and procedures, particularly the ones that aren't in the usual LMS manual. — 318

I think the hardest part is maintaining the changes in the organization. Adding new users and removing users. I would think that if you had a good import utility this could be minimized. I also spend a lot of time trouble-shooting courses that did not transfer the score back to the LMS. I had many problems getting Netg courses to work in my OutStart LMS and continue to have issues with the courses. We are dropping Netg April 1st. — 293

Have one primary administrator who understands every part of the process. Determine mission-critical information and protect access to only those who completely understand the process. The worst thing you can do is just jump in without having a plan, and sticking to the plan. When you begin to report on training activity, your data better be accurate, and this is difficult to manage if there are too many hands in the system. — 369

Include key faculty. — 315

Think MEASUREMENT. Management of an LMS must include ready access to reports and to information that can be “sliced and diced” depending on the requests and requirements of the stakeholders. Think MAINTENANCE. The use of the LMS/LCMS will radically decrease if its content is not updated in a timely manner. This takes longer and demands more resources than you think. — 279

Thoroughly understand how it works, and how it interacts or integrates with other systems. Provide excellent customer support, encourage feedback (positive and negative). Listen to the voice of the customer. Be patient! — 191

The learning organization should be very clear on what is managed centrally vs. locally — especially in large organizations. Organizations that try to do too much centrally many times will fail due to the weight and variety of the requests. Organizations that delegate too much locally lose much of the value of having a central LMS because there is a lack of consistency, redundancy of content, and reduced central reporting. A balance between the two must be met that is driven by business need. What are the central priorities (i.e., building the professional development skills)? What are the local priorities (i.e., building deep industry skills)? Once this is determined, design the configuration of roles, permissions, and business rules accordingly. The organization can be designed in line with this strategy as well. — 358

Understand that it has to be managed. Many people think that once you have it up and running, it can run alone. Someone has to manage the data and provide the right reports that will be useful to the right people. Data that isn't used is wasteful. — 403

If the previous tips are built-in then management will easy to implement. — 5

Be sure to identify your naming convention early on, so you can begin to use it for production and population. Identify how to migrate legacy information if applicable, and determine if you will have a cut-off date for bringing forward information.

STEVE KAUFFMAN,
E-LEARNING MANAGER,
INTUIT

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Establish dedicated staff; keep current on latest trends and technologies. — 166

Understand your processes — the LMS will not automate all of your work, so you need to examine your entire management environment. Make sure roles and responsibilities are clear. Document your procedures and processes. — 118

Hire competent resources. Do not allow owners (of companies or projects) without technical expertise to decide how and why systems are implemented. — 283

Have a strong governance model with a clear idea of strategy and direction. Strong linkage with the business to proactively represent system capability to influence strategy, rather than finding out the strategy once it's in place and making the system fit it. — 408

Set up a routine schedule for maintenance and upgrades as much as possible. Make users aware as soon as possible that you know about problems that are occurring and that you are working to fix them. Let users know what deadlines affect them — deadline date to request courses, etc. Let instructors know when customers/students will have access to their course content and when the access will end. Post support documentation online where instructors and students can have access to what they need at their convenience. Post a FAQ. Have Help desk software to support users and keep documentation of issues. Have support available as much as possible for instructors and students/customers. Have support available in different formats: online, phone, in person. If possible, have a database available for users to query to get answers to their questions. — 54

Hire the best and most experienced administrators (server and GUI), trainers, and instructional designers you can. Rely on self-serve user help as much as possible. Recommend instructors start small and build as they become more confident. — 14

Be selective with customizations to make migrations to updated versions simpler. Develop internal standards to ensure consistency. — 380

Set up a team of experts to gather feedback, conduct research in the literature, test out solutions, and facilitate decision making so that all parties have the opportunity for input, but there is, at the same time, standardization and consistency. — 7

Provide good support. Frequently touch base with your users and administrators to get feedback about the system. — 171

Allow only few powerful commands/functions in the hands of the administrator. The teachers should run all the routine stuff. — 63

You don't need to centralize learning in your organization — but you do need to centralize the management of the LMS. — 208

Keep key people informed of changes and new needs as time goes on. Do not neglect training on use, management of, and selling the product.

DARVE HORAK,
CURRICULUM DEVELOPER,
TEXAS HEALTH AND
HUMAN SERVICES

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Have first-level help support provided by people particularly conversant in the system. Second-level support should be provided by the operational managers of the system for things like adding instructors or students or making backups of content before wholesale changes to the content. Additional good management practices regarding any enterprise system — 22

Decide naming conventions, file locations, document formats early — be flexible and willing to revise as needed. Establish internal and external support systems for assistance and discussions. Conduct periodic surveys, evaluations, and needs analyses to insure needs are being met. Network through organizations — find allies within the business units and in other entities. Consistently share the same message regardless of audience. Be available for questions, comments, and issues. Offer training to managers and supervisors if they are using the tool for reporting, assigning curriculums. Create job aids or forms for requests. Inquire about the inter-workings of the system — what language is it written in, what updates are coming? Participate in vendor-sponsored training, discussion sessions, and feedback opportunities. — 105

- Change control process is critical. Otherwise, changes are not trackable, and performance and functionality issues are inevitable.
- Ad hoc reporting capability for management is critical, especially if operating a certification program.
- Student access to transcripts, submission of outside learning, etc., in an online tool is critical to reduce admin demands
- Templates for e-Learning development to speed new online content delivery
- Hold post-launch audits of how users are using the system, their likes and dislikes, suggestions for improvement.
- Prioritize and act upon their inputs, and most importantly, communicate the actions you are taking on their inputs. — 178

Strong project management skills and vendor oversight is crucial on the side of the client. The LMS/LCMS vendor should also provide strong project management, with the authority to make things happen back at their office. — 384

Project development and implementation that includes appropriate IT, training, and end users. — 357

Listen to your users — make sure their questions and concerns get addressed. In addition, maintain a very close relationship with your vendor to influence future development. — 172

Ensure that you have a strategic plan for the business need. Map out the process of managing the learning, with involvement of the stakeholders (various roles are required at many levels of the organization or business. Develop a strategy with guiding principles such as optimizing resources, change request process (maintenance input), continuous improvement, etc. — 30

Dedication to needs of, and services provided to, a diverse range of stakeholders. Strategic prioritization of continuous improvement efforts.

BRUCE HAVELOCK,
LEARNING ARCHITECT,
ACCENTURE

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

If you don't have a dedicated LMS Administrator (i.e. they've still got to do their normal work) create a set of rules and/or schedules for tasks such as adding content, updating new users etc, and stick to it — otherwise it can become a full time role. Ensure the administration burden is spread out. By all means have a main administrator, but create groups of users and give their managers certain admin rights. Make sure the vendor you choose gives you a flexible support contract — it's always reassuring to know that you can just call them and get a quick response when needed. — 307

Three things:

- Make sure you keep the setup of your LMS as user-friendly as possible.
- Train your entire staff on how to properly use the LMS and to troubleshoot common user problems. That way there won't be one person taking all the calls.
- Keep in close contact with your LMS service rep so that when problems arise (and they will) you can resolve them quickly. — 350

Have efficient Reloading and Downloading capabilities. Respond to the feedback from users and peers. Identify existing learning material and link up to the sites. Do a needs analysis from time to time. Provide instant "Help" during browsing of courses. Develop "well-thought" course material. — 345

Identify key administrative support position. Provide support for end-users. Provide support for technology. Plan updates to LMS carefully and far in advance. — 121

Thorough knowledge of the system allows you to trouble-shoot problems early on. Either planning up-front, or having the ability to develop the reports needed is a key to successful management. In addition to having a full history of each employee's training, summaries of each class, and many of the standard reports, a very useful report is "The most commonly missed questions." Our subject matter experts really like this report as it helps them to see if they have written a valid question or not. You must be available and responsive to the users. — 187

Have good understanding of the core objectives. Know the best and worst benefits of the program. Know its limitations and its focus. Use as it was designed, then find new uses. — 406

Enough manpower, suited to your organization's size and the extent that the LMS will be utilized (system administration, database administration, system maintenance, development, and customization, Web server administration, application server administration, technical end-user support, user training, report developers, etc.). Quick response to customer needs and demands — if horror stories about your system start blossoming during water cooler conversations, you're in trouble. Have well-defined procedures, protocols, and standards for user levels and access control (if your LMS has the capability). Always have active projects dedicated toward minor system improvements. There's always a way to do what you're doing better. — 284

Involve as many stakeholders as possible. Set up regular communications. Allow people to find the roles they are suited to. Work towards incremental growth. — 96

Solid policies and procedures need to be put into place. These policies and procedures need to be communicated. Cross-training in the different areas related to the management of the LMS needs to be completed. You need to be organized.

LINDA FORSTER,
PRODUCT MANAGER

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Pay attention to the database management — garbage in — garbage out! Set up an organized archival system. Give management as much access to reporting as possible — it will decrease your workload. Join any SIGs or listserv group that your vendor has and attend their conferences — the contacts and solutions you will gain are invaluable. A reliable help desk, whether internal or external, is crucial to user success. — 135

Solidarity in acceptance of core values. Widen Circle of Trust in the organization. Training for strategy implementation. — 68

Ensure currency of materials and technology. Ensure that your company's upper management is totally supportive of your e-Learning program and associated tools. — 53

Identify hours of operation. Identify (and post) administrators' names along with their backups. Regularly review open issues with vendor. — 204

Don't spread system administration capability too far; keep this to an absolute minimum to ensure data integrity. Whenever possible, use the LMS's built-in functions to limit what can be put into various data fields. Integrate your HR's data with the LMS to be consistent with what should be the "source of truth" data about your people. Establish standards for course development to maintain a familiar look-and-feel across curriculums. This includes establishing technical setting standards so that content behaves consistently throughout the system. — 155

Designate one primary person or group to manage the LM/LCMS. Allow users and managers some use at different levels. Train other key people in the company to use the system so there is back-up. Keep data up to date. Once you start using one system, stick with that system. Don't try to track data in a number of different places. — 181

Management of an LMS is the real challenge. Course development, quality assurance, accessibility and content validity are all important issues to consider. Course development can be a time consuming endeavor. It is important that course developers are given resources needed to implement training modules (time, personnel, software, and so on) that are directly and immediately applicable in the learner's context in a timely manner. Quality assurance, some system of review and ratification of course content, is also important. To ensure valid content, consult SMEs in the subject matter. Consider presentation and assessment. The LMS must be accessible to learners, wherever they are, as long as they have a computer and an internet connection. Consider network capacity when developing learning modules. — 62

Make communications with internal and external customers a top priority. Prepare a change management initiative that spans implementation through a phased integration. Institute customized documentation and training for the user community. Understand the implications of an application's downtime for upgrades and IT changes. Be aware of changes in technology that apply and impact the application and your organizational needs. Prepare for inevitable change. — 334

Determine ahead of time how users and courses will be identified. Plan roles and responsibilities of user groups. Create written Standard Operating Procedures for: creation of courseware, creation of user accounts, and system housekeeping. Combine power and flexibility with ease of use. — 48

Thoroughly understand how it works, and how it interacts and integrates with other systems. Provide excellent customer support, encourage feedback (positive and negative). Listen to the voice of the customer. Be patient!

JULI DROHAN, SR. SYSTEMS ANALYST, FIDELITY INVESTMENTS

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

Questions to consider:

- Who needs to be in the room during configuration to make the decisions about how the LMS you purchase will talk to your current HR or Member databases?
- 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. — 37

Devote at least one fulltime person to managing the LMS. Have a close working relationship with IT if LMS management is outside this department. — 161

1. Communication 2. End-user training 3. Proactivity 4. Ability and willingness to do custom reports, etc. — 42

Work with all training groups in the corporation to get consensus on standards. — 17

Understand the people and understand the business. Have a strong partnership with HR. — 17

A neutral party who does not have ties to any one department within an organization should do management. LMS/LCMS management should be its own department. Have dedicated Help desk personnel who respond quickly to problems. — 17

Organization is the key to managing an LMS. It is amazing how fast four or five different users can cause mayhem in a file storage system if there is not some convention or style guide to follow. I think this should be one of the core competencies you seek to provide. — 17

Successful management criteria might include the following:

- Allocate a project manager(s) to coordinate every step, role, and responsibility of the project
- Recruit a company executive to “sponsor” your efforts who will go to bat for you
- Identify liaisons throughout the company who will help communicate and/or train their fellow co-workers on the new system
- Listen to your users and make appropriate changes based on their feedback/suggestions
- Get marketing involved (or create a campaign yourself) to push the idea of a new learning system
- Get training involved to schedule regular training sessions on the system
- Make sure you have lots of available and relevant content for your users to use — 60

Understand your processes — the LMS will not automate all of your work, so you need to examine your entire management environment. Make sure roles and responsibilities are clear. Document your procedures and processes.

SIMON CURRY, PROJECT
MANAGER, LEHMAN
BROTHERS

II. Comprehensive Tips for Management of an LMS or LCMS *continued*

- Needs to run from a consortium of masters level programs.
- Needs to be seen as entry into these programs, but at a faster pace.
- Would best be managed by a mix of above programs and sponsor vendors.
- Needs to be able to change management if after a year or two an outside evaluation found significant problems.
- Needs to be of such quality to attract both NSF, Foundation, and Vendor sponsorship.
- The management should build further cooperation within these groups and open door to membership. — 21

III. Tips for Content Maintenance in an LMS or LCMS

As far as I'm concerned, the identification and mapping of employee's competency is a must in managing LMS/LCMS. Most of these applications rely on a dictionary of competencies, and those supplied by organizations like the Lominger Group, for example, are simply too limiting. We need to be able to map technical competencies and use them in the development of programs, courses, and activities, online or not. — 59

SCORM/AICC-compliant courses are a must for information to be of most use. — 287

Develop and adhere to standards for naming courses, classes, etc., and enforce compliance. — 98

Establish regular forums for user groups to gain feedback. Standardize procedures and processes for managing courses and content. — 73

Make sure there is enough content in the LMS so employees have to use the system frequently, otherwise they forget how to log in, their passwords, and how to enroll in courses. — 17

Make certain that a pool of providers has been already lined up as resources. Pre-test the courses prior to making commitments to vendors. — 17

Create a library of courses with dates created, dates updated, when modified, and when course should be reviewed. Assign courses annually. Review and update course assignments before assigning. — 17

This has to have coordination and collaboration between IT (or maybe in the case of commercial systems, administrators?) and academics (educators!). One of the worst scenarios for LMSs is when IT or the package “dictates” pedagogy.

MELINDA LYONS,
ASSESSMENT
COORDINATOR,
NORTHCENTRAL
UNIVERSITY

IV. Tips for Managing the IT/HR Partnership on an LMS or LCMS

I have seen in many learning institutions where IT personnel who are NOT familiar with the academic calendar do the management of the LMS. These individuals schedule “down time” (or maintenance time) during exams, or on the first day of class, etc., because this is the time that the software became available. I would suggest that the department managing the system have some faculty advisors. — 355

Should be managed by the training department. and not the IT dept. — 147

In my opinion, the Training department should “own” the LMS/LCMS, and IT should “support” it through user support, fixing hardware problems, maintenance (upgrades), and testing. Contrary to popular belief, LMS/LMCS is software, not hardware. IT should “own” the servers. There also should be an LMS administrator in the Training Department — a connection between Training and IT. — 363

This has to have coordination and collaboration between IT (or maybe in the case of commercial systems, administrators?) and academics (educators!). One of the worst scenarios for LMSs is when IT or the package “dictates” pedagogy. — 277

Need dedicated, knowledgeable resources from both the education/staff development and technical sides. — 232

To have a good team of IT and people with knowledge in education. — 365

Don’t isolate the development and management of the LMS to only the Web developers, make sure that the persons responsible for learning are involved in every aspect of the implementation and upgrades. — 405

It must be managed just like any other IT solution. Content and users, though, require a completely different management, which is, in my opinion, much more critical than software management. — 353

Self service, “parameterized” reporting, managers and individuals can pull their own reports.

ANONYMOUS

V. Tips for Managing Reports from an LMS or LCMS

Accessing data and generating reports would need to be as intuitive as possible. Use the Windows approach as that seems to be what most people use. This should not be rocket science where only you who have built the system have the key. That approach is useless to me, and will not gain my business. — 314

Self service, “parameterized” reporting, managers and individuals can pull their own reports. — 17

VI. Tips for Selecting Courses to Add to an LMS

Define a courseware integration process that works best with your LMS and courseware providers. Automate whatever pieces of this process you can. Let the content developers concentrate on what they do best, and let the integrators work with what they know best. — 198

Put standards in place to regulate what gets published to the LMS. Garbage in equals garbage in the catalog. The first course a learner takes creates an opinion of the whole e-Learning concept. — 50



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In a large scale enterprise implementation, ensure that at least one individual is assigned as a fully dedicated resource for LMS management and reporting.

CHRIS WILLIS,
CEO, MEDIA 1

VII. Tips for Managing Staffing in Support of an LMS or LCMS

Have a detailed administrator on your team who understands the system well and can respond to inquiries and issues. Remember, your provider will NOT be able to do all you ask for free — 234

Acquire a manager who is skilled in programming as well as being an excellent communicator so user issues can be resolved quickly and easily. — 301

In a large scale enterprise implementation, ensure that at least one individual is assigned as a fully dedicated resource for LMS management and reporting. — 169

Depending on the size of your company, have one system administrator. Then assign a system manager to each function on the LMS. That way, people at remote locations can manage their groups and course listings appropriately. It takes the burden of maintaining the whole system off the shoulders of the system administrator. — 258

Have a minimum of two key players who know the system inside and out. — 306

A multi-tiered team to offer complete support for the organization. Each team member “owns” a specific portion of the system. Training Coordinators own enrollments, and three different LMS Specialists with specialties of their own (reporting, projects, and on-boarding). — 402

Have someone who is fully trained and who understands the expectations of the various stakeholders in the position. — 103

Management of the LMS is best done by technical people. Taking the previous “training administrator” who enrolled people in off-line classes and giving them the new responsibility of managing any part of the new on-line class system never works. — 351

To manage an LMS successfully there needs to be adequately skilled and knowledgeable personnel, well-qualified in the technology and pedagogy. — 325

Provide one individual who has responsibility for system administration. Don’t allow vast numbers of people to mess with the data. (Buy a product that is so intuitive that users don’t require tons of support, so that administration can be consolidated in one or two individuals.) Provide the administrator with good training. Support them in dealing with the software rep if help isn’t given in an acceptable manner. Trust them when they tell you about problems with the software, don’t just assume they don’t know what they are talking about. Include them in the selection process from the very beginning, if possible, and if they have the skills for it. (If they don’t, don’t choose them for the job!) Choose someone who is exacting and thorough. Data management is no place for slipshod work. Recognize that LMS administration is a very demanding job. It’s OK to assign the administrator other tasks, but ensure that they have adequate time to focus on the LMS. (Don’t dilute their job so that LMS administration becomes an irritating side task.) — 328

Rely on competent team of LMS administrators having good left and right brains. — 247

Managing a LMS or a LCMS should not necessarily be done by IT. Also, it is an important task, not just a secondary thought in an otherwise busy day. This needs to be a priority for an L&E person with technical background (or vice versa).

GAIL L'ESPERANCE,
INSTRUCTIONAL SYSTEMS
SPECIALIST, IRS

VII. Tips for Managing Staffing in Support of an LMS or LCMS *continued*

Managing a LMS or a LCMS should not necessarily be done by IT. Also, it is an important task, not just a secondary thought in an otherwise busy day. This needs to be a priority for an L&E person with technical background (or vice versa). — 57

Clearly define what those management responsibilities will be. Match the personnel to manage the system by their abilities and experience, not by title. Remain flexible in approach to management. Provide enough decision-making authority to responsible parties to enable successful management. — 242

Make LMS administration someone's full time job — don't add it to a list of other responsibilities. — 190

It is critical to have dedicated resources to manage the system(s). — 123

Make sure you identify the roles needed for LMS management and get the right people assigned up front so they can be part of the implementation. — 256

Have at least one dedicated manager with technical expertise to ensure the system is functioning well. — 31

Have a sustaining team established — 323

Properly staff with personnel who are sensitive to users needs. — 111

The implementation is not complete without having at least two people from within your organization trained to operate the system. — 115

Dedicated, qualified people resources, not half-a-head for two business quarters or other, comparable drivel. — 300

Have adequate personnel for LMS system administration, and adequate technical personnel for server/network administration. — 378

Best tip: Have one person whose sole responsibility is to manage the LMS. — 90

Don't hire a training manager, particularly if they've been managing your classroom instructor-led division. It's a different world, and they lack technology knowledge and vision. They can't get there fast enough, they'll hold you back, and make the wrong decisions due to their lack of knowledge. — 142

You need a dedicated core team at the corporate level, and as many business unit and manufacturing site representatives as you can get! — 91

The ongoing management of the LMS should be approached as an important project with a dedicated project manager, and this important function should be included in the project manager's job description. The PM should be exposed to continuing education. — 6

Make sure you identify the roles needed for LMS management and get the right people assigned up front so they can be part of the implementation.

GILLIAN JEFFY-ANDERSON,
E-LEARNING SPECIALIST,
ALLIANZ LIFE

VII. Tips for Managing Staffing in Support of an LMS or LCMS *continued*

Get a divorce ahead of time (Just kidding). Let's see ... this is just one part, not a big-picture answer. I have learned that you may need a Learning Manager (or supervisor) to interface between learners and their supervisors. That is, someone in the trenches to help with individualized learning plans, consistency of information (learning objectives!) in the catalogue listings, overseeing the completion of meaningful evaluations, someone to answer learners' questions, etc. The managers' use and input is very important but if implementation or success relies on their consistent and in-depth communication on behalf of or with the learner, you are expecting too much of their very important involvement. — 241

Have one person dedicated to keeping the LMS updated. — 252

I'm not sure, but I think two of the most important issues are the manager's understanding and expertise with the system and his/her ability to speak to non-specialists with minimal jargon. If those who manage the system don't understand it, you're in deep trouble. If they can't communicate with others, the trouble gets a lot deeper. Competencies for the manager would need to include ISD/education understanding, technical understanding, and people understanding. — 185

Form a team that is (a) committed to working together, (b) has open lines of communication, and (c) doesn't have competing political battles. — 289

Hire/train competent individuals with the necessary skills. Hopefully, these individuals will already be in place. — 17

Have a dedicated individual who can effectively coordinate with IT, e-Learning designers and developers, and SMEs. Management of a LMS system is a full time project manager position, not a task for multi-individuals to tackle. — 17

Engage the best project manager you can from a vendor who has proven expertise and experience in LMS implementation. — 17

VIII. Tips for System Maintenance for an LMS or LCMS

Ensure that there is no outdated information on the LMS/LCMS. Back up and archive data regularly. — 94

Keep the data updated. As soon as data becomes outdated, the LMS loses its ability to be utilized as a successful learning tool. — 285

Improve the interface to make content the focus, and not the features — 44

Get your CBT Admin networking with the technicians that will install the LMS/LCMS from day one. Have them married at the hip if need be to ensure that your in-house technician knows all the ins and out of installing, setup, and aligning the system. — 192

Ensure that there is no out-dated information on the LMS/LCMS. Back up and archive data regularly.

SACHIN UTTAM

VIII. Tips for System Maintenance for an LMS or LCMS *continued*

The LMS/LCMS should be easy to enter data into as well as easy to retrieve data from. — 218

Good technical knowledge of how it works. If there is a problem, finding out what the core of the problem is. Dedicating time to upgrade and improve its contents. — 2

Management of the LCMS requires an almost daily commitment. You must be willing to attend to every little detail the day it is noticed. If you try to put off the management to once a week or less you will miss details or spend almost as much time trying to make notes to do things as it would have taken just to get them out of the way. — 395

Manage your LMS/LCMS as you would any other successful program in the organization, with appropriate resources, attention to detail, and interest in continued success. — 271

As a community, proactively support open source applications where it will evolve with developers, learners, and facilitators. — 163

Constant renewal, resilience, maintain the vision, be aware of user's needs, view the real application, provide opportunity for feedback from all levels of users, good communication of updates and changes, flexibility, able to change directions when needed. — 280

Need a structured program for implementing new releases and versions. — 393

Keep it simple. Avoid too many great features nobody will use. — 216

I believe that LMS management can be centralized or decentralized, depending on very particular characteristics. I only have experienced the decentralized model, what I can say is be careful about federating models. they require a lot more support in order to prevent your database (course catalog, users, evaluations, models etc.) from being a complete mess. — 9

Make sure you have someone dedicated to supporting this system (if you're a large company). Someone will need to be available to answer emails and phone calls from anyone who might have issues with the system. Make sure at least two people know the system in and out. Keep track of the percent of utilization. Be sure to have a plan for upgrading when your system is reaching 100% utilization or more. — 131

Management is an oxymoron. If you really do your homework, your staff and system will do much of the management, otherwise you are always trying to hit a moving target as your goal. More reports, more data, more integration, an off the shelf program, acquisitions of both you and the LCMS or LMS company, etc. — 312

Technical and business acumen on the part of the one(s) supporting the system. — 317

Always be in the know as to what your clients need and want from the systems. — 85

Update it continuously! — 152

Keep up to date with revisions — 305

Need a structured program for implementing new releases and versions.

CHARLES DOOLITTLE, SR.
TECHNOLOGY ANALYST,
EMT ASSOCIATES, INC

VIII. Tips for System Maintenance for an LMS or LCMS *continued*

Hold the vendor to agreements and SLAs. — 82

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

Control permissions wisely. Allow users to see as much information as possible, with an eye to privacy etc., but not necessarily access it. Availability of information will foster buy-in and make users' jobs easier. — 17

IX. Tips for LMS or LCMS User Support and Training After Implementation

Again, communication, and providing a place where people can go to talk to someone about any problems they are having, or to get help using the new system. It is ideal if there are a number of support staff and administrators available for redundancy of support. What we did on our campus is start a distributed support model — there is a main LMS administrator with a small staff for centralized support, but each department has trained at least one person on the system who has administrator access so that individual faculty and students can go to their LMS specialist instead of straight to central support. This lends friendly faces to the support process and allows us to help each other when problems occur. — 404

Make sure that the person doing the management knows their way around the system and can troubleshoot without losing patience! — 243

Help and user support are readily available. — 261

Train the end-users well. Have a support mechanism in place before going live. Set up roles of responsibility. Run through a season “in the life of” everyone who is going to be accessing it, and be prepared with processes. — 342

Effective training and support on use. — 146

Provide a short, clear User Manual (Quick Start). Most people do not have to eat the whole enchilada. — 412

Again, training is very important for everyone involved from the top administrative official to the freshman level students. The people responsible for the actual technical management of the LMS need to stay current on the new features and pass that information along to the rest of the college. Have problems identified and corrected as soon as possible. — 253

- Train faculty and support staff well. Encourage through incentive the expansion of their knowledge of the management, administration and effective use of the LMS/LCMS.
- Build a self-service knowledge bank of frequently asked questions. Offer both printable step-by-step documents and narrated screen recording help files to reach different kinds of learners.
- Teach Faculty the basics of file management. Establish an organizational naming convention for courses and resources. — 27

If possible, ensure you can refer all end user issues/questions to the vendor. It's worth paying for this service. This can be a real time-killer if you provide all support in-house.

GABE LEWALL, TRAINING &
DEVELOPMENT
COORDINATOR, SUREWEST
COMMUNICATIONS

IX. Tips for LMS or LCMS User Support and Training After Implementation *continued*

If possible, ensure you can refer all end user issues/questions to the vendor. It's worth paying for this service. This can be a real time-killer if you provide all support in-house. — 35

Good planning; training for all users. — 162

We just rolled our system out last week. We are conducting Lunch & Learn sessions and we created a step-by-step screen-shot user guide which seems to be working so far. Not many issues for the employee group. — 250

Establish standards and best practices right away, and use them as the core of the user training program. This way, at least if the system cannot be managed from a central place, different installations will at least be producing same/similar content. — 387

Get your admin team to go through certification training for the product — there's nothing like it. — 11

Put together processes for creating learning activities and also processes for the administration of the system. Make sure that all admins are aware of the processes. — 79

Make sure more than one person is capable of handling all administrative functions. Create solid training/reference materials for instructors and SMEs who may use the LMS/LCMS only occasionally. — 116

Thoroughly train administrators in the capabilities of the LMS and use groups to separate learning paths. — 43

Train your business area administrators well and you will be able to focus on management of the LMS rather than crisis control. — 238

Make sure the individual or individuals working the thing understand not just its functions, but its purposes. — 139

Provide training (certification) to learning managers and instructors. — 55

Limit the student's server space. Provide lots of communication to all users. Use a master group of users, and a test group of users. — 333

Training. — 46

Don't leave it all to the end user. Provide training via IT staff. — 129

I would consider the training factor to be an important criterion for the successful management of an LMS. — 203

Knowledge of the full functionality of the system by the teachers, and ability of learners to use the system. — 107

Thoroughly train administrators in the capabilities of the LMS and use groups to separate learning paths.

MARYBETH JONES,
TRAINING DESIGN
SPECIALIST, RCIS

IX. Tips for LMS or LCMS User Support and Training After Implementation *continued*

Frequent updates and support for the vendor/Principal. — 56

Training, technical support — 151

Create detailed work instructions for all functions of managing the LMS. — 17

It's not all about the technology ... it's about what employees need to know in order to achieve business results. Therefore, the people managing the LMS/LCMS need to be well versed in the issues facing employees and management. — 17

Establish a support team to field LMS Admin questions, instead of the BA who worked on the project who no longer has time to answer questions. Offer monthly learning sessions for LMS Admins to continue building their knowledge. — 17

X. Other Management-related Tips for an LMS or LCMS After Implementation

Know the system inside and out, especially the limitations. — 249

Measure use and effectiveness. — 189

Know your learner. Know your business units. — 233

Keep the process simple. — 228

Get reliable data on how your system is being used, and be willing to change your management practices based on that information. — 370

Consistency. — 230

Stay on top of things. Don't let them get out of hand. — 180

Enforce standards. — 179

Build some anticipation. Establish an effective feedback loop, so that users and other stakeholders can ask questions, identify issues, and get responses. Ensure the system "works" with all levels of technology in the user universe. — 26

Be open to constructive criticism. Have a smooth running, easy to understand system. Remember that anyone responsible for the smooth running of the system can quit, get sick, or be run over by a truck at any time. Talk to the families and friends of the 9/11 victims and the families of the thousands of people killed every year in auto accidents. Make sure that the operating procedures are well and simply documented. — 38

Time. — 304

Build some anticipation. Establish an effective feedback loop, so that users and other stakeholders can ask questions, identify issues, and get responses. Ensure the system “works” with all levels of technology in the user universe.

CHARLES SEILNACHT,
CONSULTANT

X. Other Management-related Tips for an LMS or LCMS After Implementation *continued*

Develop clear, written policies and make sure everyone stays updated — 117

The acid test is whether the system is adequate to the needs of the stakeholders — all the stakeholders. — 290

Centralized management. I’ve seen too many organizations (frequently universities) which permit distributed management of course content and enrollment. This never turns out well. — 70

Decentralize management for a global deployment. — 126

Estimate how much maintenance is needed. — 137

Use it consistently, so that the users know what to expect. Nobody likes surprises. Constantly evaluate your goals and objectives and grow your learning experience. Incorporate it into your daily activities and be aware of innovation and changes in the field. Stay in contact with your vendor and build the relationship, this will be crucial when problems occur. — 281

Take expert advice before you make a decision. Use multiple experts from different companies. — 165

When managing a LMS one has to focus on the goals of the organization and its customers. Despite all the functionality, it is still just a glorified data collection and reporting tool. Because of that, smart managers should focus on a proper business process to collect clean and valid data into the system. — 220

Value end-user feedback. — 119

Separate the system from the purpose. — 183

Without support from the top, your effort will fail. This section should outline how to get that buy-in. My recommendation is to develop a list of benefits that align with the company’s business strategy. — 201

A team approach works best in the overall management of the LMS/LCMS. Different audience members require different supports on a daily basis. Any LMS manager would need to understand what those support needs are and determine how best to provide them. Ignorance is not bliss when it comes to managing LMS/LCMS systems! — 397

Establish an empowered governance group that also has influence and control over business process and process owners. — 61

An LCMS is a key part of any organization’s infrastructure — therefore it needs a full time manager/administrator to manage it on a day-to-day basis. Too often this function is left to the IT Department. — 87

Put the right person in the right position. — 215

The acid test is whether the system is adequate to the needs of the stakeholders — all the stakeholders.

ROY REESE, DIRECTOR,
DEPT. OF SPECIAL PROJECTS,
COLUMBUS CONSOLIDATED
GOVERNMENT

X. Other Management-related Tips for an LMS or LCMS After Implementation *continued*

Easy configuration. — 265

I believe that if the LMS is an enterprise solution, then domains and administrators should be set up for each line of business — 209

Work closely with the vendor to make sure your organization's needs are addressed. The most successful vendors are the most flexible. — 321

Maintain things simple to people. — 298

If you have chosen the right system, management should be an easy process. That said, if you don't keep on top of it you will quickly get overwhelmed. — 368

There's got to be top-down support and bottom-up enthusiasm for the solution based upon everybody's understanding that this is a beneficial change and not just more make-work. — 392

Review and measurement of the ROI (Return on Investment) to the business — from these systems — as this is the easy way of recognizing and justifying the need and good maintenance of the system. — 173

Keep a correspondence between what your evangelists tell the rest of the business and what is achievable. — 186

De-centralized management, if possible — 347

Make the job visible in the organization. — 273

Keep in mind the limitations of the system. Sometimes people want it to do things it can't. — 336

We strive for adaption (get them to use it), then compliance (use it all the time), then adoption (use it correctly as second nature and come to rely on it). — 182

Get a good marketing plan and follow it repeatedly. — 120

Know your data. Keep records up to date and well maintained. Keep tight control over who can modify what within the LMS. — 69

Understanding of the process with certain level of detail. Everybody involved should understand the whole process. — 177

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

There has to be a complete buy in by the entire organization. This cannot be pushed from the middle up and down, but must be embraced by all levels and factions within the organization. — 316

Get reliable data on how your system is being used, and be willing to change your management practices based on that information.

ADAM TARNOFF,
PROVOST'S SPECIALIST FOR
LEARNING TECHNOLOGIES
& ASSESSMENT, LOYOLA
UNIVERSITY CHICAGO

X. Other Management-related Tips for an LMS or LCMS After Implementation *continued*

Have enough resources. Do not think you'll change the world with an LMS (be a realist). — 377

Shall conform to SCORM and other learning management and content management protocols and guidelines. — 366

Outsource the day-to-day management of the platform to the vendor who sells it to you. — 343

Insist the manager be a member of The eLearning Guild and attend its conferences and workshops to network and learn how to improve what they do. — 143

Decentralize as much as you can without losing control of what must be kept centralized — 18

Keep your fingers in every pot in the company. — 17

Culture. If the company culture values learning then there isn't much to do. If it doesn't, well then your work is cut out for you. — 17

Understanding my organization's needs and goals and knowing how to use the chosen LMS/LCMS — 17

XI. The Tipsters

- 1 Norbert Aubuchon, President, Aubuchon & Associates
- 2 Maria Fuertes, Training Manager, Babel Media
- 3 R. Wayne Walvoord, CMC RWW Associates
- 4 Andre Lafleur, e-Learning, UCB Pharma
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- 8 Doug Talbott, eLearning Advisor, online-learning.com
- 9 Julio Cunha, e-Learning manager, Datasul
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- 11 Uday Kranti, Business Solution Architect, LIQVID eLearning Services
- 12 Karin Albert, Consultant, Karin Albert Consulting
- 13 Leslie Stompor, Principal Training Specialist, Oracle
- 14 Paula Christopher, Project Manager Georgia State University
- 15 B. J. Schone, eLearning Specialist, Ferrellgas
- 16 Hans Meier
- 17 Anonymous NOTE: this number is used for all Anonymous tipsters!
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XI. The Tipsters *continued*

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| 178 Tim Carlson, Training & Certification Mgr., Nokia | 196 Rebecca Kuhlman, Visual Communications Consultant, Fredrickson Communications | 216 Ina deGroot, ilisa |
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| 181 Bonni Baird, Consultant | 199 Heike Philp | 219 Niels Peter Johansson, Senior Flash Developer, Effective-Learning AS |
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| | 204 Fred Banks, CBT Software Engineer, The Boeing Company | 224 Connie Gallagher, e-Learning Manager |
| | 205 Helen Coleman, Manager, New Hanover Regional Medical Center | 225 Doug Gifford, Learning Process Lead, Sara Lee |
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XI. The Tipsters *continued*

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| 236 Shannon O'Keefe, Technology Training Manager, PwC | 253 Debi McGuire, Director of Distance Learning and Professional Development, Wilkes Community College | 271 Loreta Ferguson, Content Developer |
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| 239 Joe Kyle, Instructional Technology Strategy and Infrastructure, Motorola | 256 Gillian Jeffy-Anderson, e-Learning Specialist, Allianz Life | 274 Sheila Cook, Corporate Facilitator, St. Joseph's Health Care, London |
| 240 Chris Marth, Manager Instructional Design & Development, Elsevier MDL | 257 Unused | 275 Mary Camp, Supervisor, User Experience & New Media, NJM Insurance Group |
| 241 Judith Blair, Partner, Brains at Work | 258 Jean Tertl, e-Learning Manager, The Clorox Company | 276 Barbara Mayron, Learning Consultant |
| 242 Patricia Lake, Instructional Designer, P&L Solutions | 259 Greg Willmarth, e-Learning Training Consultant, Standard Insurance Company | 277 Melinda Lyons, Assessment Coordinator, Northcentral University |
| | 260 Darve Horak, Curriculum Developer, Texas Health and Human Services | 278 Don Yanaitis, Training Manager, The Children's Hospital of Philadelphia |
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XI. The Tipsters *continued*

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| 280 Westley Field, Director of Online Learning, MLC Sydney | 297 Linda Kaiser, Instructional Designer, Panhandle State Bank | 316 Timothy Boyd, Military Analyst, Cubic Defense Applications |
| 281 Susan Reed, Trainer, Anthem | 298 Alexandra Mondez, Ingeniera, Alyatec | 317 Paula Cancro, IS Training Specialist, IFMG, Inc. |
| 282 Christine Young, Call Center Analyst, CaseRev | 299 Marilyn Walker, Technical Program Manager, LifeCenter Northwest | 318 Erick Emde, Instructional Developer/LMS Admin., EarthLink, Inc. |
| 283 Rob Dahl, Production Manager, Pinnacle Performance Group, Inc. | 300 Terry Follmer, MLD Program Mgr. | 319 Sue Paige Mastin |
| 284 James Beckmeyer, e-Learning Application Programmer, DENSO Manufacturing Michigan, Inc. | 301 Meg Yanalunas, Instructional Designer, Walsh College | 320 Sang Mok Jeong, KNUE |
| 285 Heidi Tollefson, e-Learning Content Development Specialist, Yahoo! | 302 Unused | 321 Leslie Newland, Instructional Designer, The Boeing Company |
| 286 Bruce Smith, Corporate Manager, eLearning, Emerson | 303 Margaret Collins, e-Learning Project Leader, Progress Software | 322 Russ Hall, Learning Architect, First Interstate BancSystem |
| 287 Robin Fruitticher, E-Learning Development Manager, Powell's Books | 304 Johnny Rivli, Managing Director, Braincraft | 323 Tomas Hall |
| 288 Mary Lynn Monge, Instructional Design Lead, OAKS Project Management Office, State of Ohio | 305 Tricia Allen, Training Program Manager, Polycom, Inc. | 324 Patricia Keithan, Learning Architect, Training Designs |
| 289 Jay Allen, e-Learning Program Manager, U. S. Coast Guard | 306 Diana Scott, Online Learning Manager, Express Services, Inc. | 325 Marielle Patronis, Zayed University |
| 290 Roy Reese, Director, Dept. of Special Projects, Columbus Consolidated Govt. | 307 Matt Brewer, Business Applications Training Consultant, Chubb Insurance Company of Europe | 326 Melissa Kaltenberg, Owner/Consultant, Bell Canyon |
| 291 Kathy Napierala, Sr. Systems Programmer/eLearning Strategist, GEICO | 308 Marcos Fontela, CCO, AXG Inc. | 327 Lynn Baron, Instructional Developer, e-Learning, McGraw-Hill Ryerson |
| 292 Scott Trefren | 309 Catherine Manning, Graduate Student, Macquarie University | 328 Irene Morrison, Sr. Training and Development Instructor, Nationwide Financial |
| 293 Louann Engel, Training Development Specialist, McNaughton McKay Electric Co. | 310 Tonia Grigg, LMS Administrator, TEEX | 329 Ellen Paxton, Founder, Professional Learning Board |
| 294 Beate Vagt-Traore, Instructional Designer, Zaxby's Franchising, Inc. | 311 C. Green, JLI Systems | 330 Heather Kelley, Senior Instructional Designer, Nemours |
| 295 Victoria Sandvig, Training Coordinator, Wyle Laboratories | 312 Orlando Castillo, Director of Education Services, St. Joseph Regional Health System | 331 Jennifer Zapp, e-Learning Specialist, Latham & Watkins |
| | 313 Rita Sparkman, Online Learning, TASB | 332 Simon Smidt, ATFCM training specialist, Eurocontrol |
| | 314 Barbara Bates, Senior Instructional Designer, C-17 ATS, Boeing Aerospace | 333 C. Fisher, Instructional Technology Specialist, NFSTC |
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XI. The Tipsters *continued*

- 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 Manager, 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
- 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

XI. The Tipsters *continued*

- 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



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Info Exchange – Access & Post	✓	✓	✓	✓
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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	\$	\$	✓	✓
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Pre-Conference Workshops	\$	\$	\$	✓*
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Other Event Site License Discounts	✗	✗	20%	20%

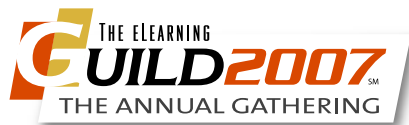
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✓ = Included in Membership

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