

THE **e**LEARNING DEVELOPERS' JOURNAL™

Strategies and Techniques for Designers,
Developers, and Managers of eLearning

JOURNAL™

THIS WEEK — MANAGEMENT STRATEGIES

Developing e-Learning In-house: A Nonprofit Case Study

BY KATHY NAPIERALA AND LYNN M. TVESKOV

United Way of America (UWA) has a long, successful thirty-year tradition of providing customized training, or learning opportunities, for the fourteen hundred United Ways across the United States. Over one hundred programs are offered each year and have always been presented via traditional classroom training. Thanks to the expertise and commitment of United Way staff from around the country who volunteer to serve as faculty, the tuition for these programs is very affordable.

We need e-Learning. Now!

In 2000, we made our first foray into the world of e-Learning. After exploring a variety of training alternatives, we provided subscriptions to a package of fifty-one off-the-shelf e-Learning programs with topics ranging from management skills to conducting effective interviews. The result? A resounding lack of interest from our local United Way professionals. For the most part, they wanted customized educational opportunities that spoke directly to their work as members of the United Way movement. After giving the program two years to take hold, we canceled the subscription.

Talk had been in the air for several years about putting one of our most popular

courses, *United Way 101*, on CD-ROM.

United Way 101 covers the history, structure, philosophy, mission, and business of the United Way system. The terrorist attacks of September 11th added to the urgency of our efforts to create this initial e-Learning program. We anticipated a strong reluctance on the part of customers to travel for training, and reduced ability and willingness to spend already scarce budget resources on travel.

In late September of 2001, UWA made the decision to move forward with a new, condensed version of *United Way 101*, to be called *Introduction to United Way*. This program would also provide participants

Continued on next page

United Way's foray into e-Learning was confronted by a number of challenges: a small budget, a small team, and resistant learners. Learn how this non-profit consensus-driven organization overcame these challenges to create not only a successful e-Learning program, but also a highly functional template that could be applied to all future e-Learning development efforts.

with an excellent introduction to and practice in applying technology to learning. The target audience would include United Way staff and volunteers as well as other social service providers.

Teambuilding, part 1

A two-person team was assigned to manage the project. Kathy Napierala, a twelve-year UWA veteran, would finish her tenure with United Way of America at the end of 2001. Kathy is a multimedia developer and would serve as the Project Manager, working as a consultant after her staff assignment ended.

Lynn Tveskov, as Director of Programs and Curricula for UWA's Learning Opportunities (LO) team, was embarking on a redesign of the two-year-old *United*

Way 101 curriculum to reflect a major paradigm shift in the business direction of United Way. United Way's new mission placed the focus of the United Way's work squarely on delivering community impact, and recast our "traditional" vocation of fundraising as a community impact strategy. Lynn would be in charge of program content.

Of course, neither of us had experience developing e-Learning, but we were excited to be the pioneers in this new venture and felt confident that our partnership afforded us several advantages. Kathy's final project had been an interactive CD-ROM for another department, and Lynn was familiar with the ins-and-outs of developing curriculum for the United Way system.

Other team members involved were

Carlos Gomez, Director of Budget and Administration for Learning Opportunities, and Adria Mueller, Learning Opportunities Registrar. Ellen Evans, Vice President of Learning Opportunities, would support the entire effort under the senior leadership of Debbie Foster, Executive Vice President, Learning and Transformation Group.

We need to decide what we need. Wait.

Since our initial e-Learning effort, Carlos had spoken with many well-respected e-Learning companies and learned a lot about the options that were available to us. Many were built along the "pre-packaged" model that our members had already rejected; many others were out of our price range.

TABLE 1: Introduction to United Way, Delivery Options Comparison Chart

Method	Video	DVD	Video Tele-conferencing (satellite)	Video conferencing	Web-casting	CBT	WBT
Instructor/Learner Led?	Either	Either	Instructor	Either	Instructor	Learner	Either
Individual or Collaborative?	Either	Either	Collaborative	Collaborative	Collaborative	Either	Either
Synchronous/Asynchronous?	Either	Either	Synchronous	Synchronous	Synchronous	Asynchronous	Either
Inter-activity?	No	Yes	Yes	Possibly	Yes	Yes	Yes
Just In Time?	Yes	Yes	No	Yes	No	Yes	Possibly
Rich Media?	Yes	Yes	Yes	Possible (unlikely)	Possible (unlikely)	Yes	Possible (unlikely)
Measuring Impact	Marginally effective	Effective	Marginally effective	Very effective	Very effective	Effective	Very effective
Tech Requirements Level	Low	High	High	High	Low/Medium	Low	Low
Availability	High	Low	Low	Low	High	High	High
Effort	Low	Low	High	High	Medium	Medium	Medium
Ideal Uses	Films, stories, case studies, addresses, announcements	Films, stories, case studies, games, simulated activities, product show-cases	Real-time panel discussions with presentations, simulations, high-quality mixed media	Meetings, small-group discussions, team collaborations	Large-audience presentations with PowerPoint, shared access tasks	Training with high-quality media, material unlikely to change, low interactivity required	Training with material requiring frequent updates, some inter-activity desired
Current Assets: Equipment	In-house	No	Uplink in-house, downlink sites to be located	No	Hosting company/in-house	Mostly in-house	Mostly in-house
Expertise	High (? w/ contractors)	Low	High (w/ contractors)	Low	Medium	Med/High (w/ contractors)	Medium/High (w/ contractors)
Costs	Medium	Medium/High	High	Very High	Medium	Medium	Medium
Conclusions	No	Future	No	No	Yes	Yes	Yes

We decided to take a step back and examine all the options in light of the kinds of learning our members expect. It was also important that we be able to show our leadership that the way we were moving forward was establishing an infrastructure that would be the foundation for future CD-ROM ventures and not just a one-shot experiment.

One of the great strengths of the United Way system is that our member United Ways are independent, locally governed, and diverse. United Ways range from those in large metropolitan areas that raise tens of millions of dollars and employ more than one hundred people to those in small communities that are run by a few volunteers. This translates to widely divergent budgets for training, as well as a wide range of technical capabilities. Whatever we decided on would have to be accessible enough to meet the needs of all of our members.

After an analysis of methods ranging from videotape to videoconferencing, we decided to focus on a strategy of asynchronous, self-directed learning for introductory material, with more advanced training to be delivered using a blended learning model

involving instructor-led webcasts and online interaction. DVD would be a medium to keep in mind for the future.

The details of this analysis are shown in Table 1 (previous page).

Goal reconciliation

Now it was time to define specifically what *Introduction to United Way* would be. What were our goals in creating the program? We had several, and some of them seemed at first glance to be diametrically opposed:

"Updatability" vs. consistent user experience

Introduction to United Way was originally conceived as a CD-ROM. However, we realized early on that we needed more flexibility than the CD approach afforded. Naturally, we wanted all learners to experience the program in the same way, without differences in browsers, screen size and computer settings becoming a factor.

With the implications of our new mission still being defined, we knew we had to be able to update content as needed. Also, we wanted to be able to measure user

completion rates and the effectiveness of our content as measured by quizzes.

The obvious solution was to deliver our program via the Web, which would allow us to populate our program and gather information using a database structure.

Compelling user experience vs. low technology requirements

As we all know, dropout rates for e-Learning are high. We wanted to make sure our content was as compelling and interactive as possible without being frustrating for our learners, especially those with low-bandwidth connections. We were especially concerned about videos, since UWA does not yet have a streaming server, nor did we have the budget to contract to have them housed elsewhere. We decided that, for now at least, we would distribute our media on CD-ROM.

We decided on a blended distribution system: content and measurement on the Web, media on CD-ROM. Our next decision was whether we would house the user interface on the CD and pull content from the Web, or house our interface on the Web and pull media from the CD. In the

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end we chose the latter course because of the increased flexibility we would have to add pages or modules to the program.

Knowledge expansion vs. cost recovery

From reading articles in the *eLearning Developers' Journal*, we know that many organizations have wrestled with this one. On the one hand, we need to make sure that all our members have the knowledge they need to do their best work as part of the United Way movement. This imperative would lead us, in a perfect world, to offer all learning opportunities as a membership

benefit, with no extra charge.

But in reality, we must recover development costs (or, ideally, bring in revenue). Therefore, there had to be a user fee. The amount of this fee would be a matter of discussion throughout the project.

Many organizations are able to realize cost reductions by reducing travel costs. But in the United Way system these costs are borne by our members. Because our traditional classroom costs are so low, the development costs for e-Learning would be very high by comparison. To justify the expense of this initial e-Learning program we needed to ensure that the infrastruc-

ture developed for *Introduction to United Way* would be appropriate for future e-Learning endeavors, thereby reducing future development costs.

A budget is born

In 2001, the budget and expertise to develop a *United Way 101* e-Learning program came through: \$25,000 plus consulting fees. The budget did not include the cost of in-house staff time. The two of us, with Kathy in the lead, would be responsible for creating this product.

From the beginning, we knew that the program would not be just a CD-ROM, but a blended learning experience combining content from a CD-ROM and UWA's extranet, *United Way Online*. Working back from our delivery deadline we created a six-month timeline that helped us break down the steps and assignments for this new process:

1. Pre-production (3 weeks)

Goal: Produce brand-consistent orientation — a snapshot — of the history, philosophy, structure and business strategy of the United Way system. Each component would conclude with a multiple-choice quiz designed to reinforce learning. *Introduction to United Way* would not replace the live classroom program but would complement further learning.

Budget (Lynn, Kathy): Driven by curriculum needs. Program design considerations to keep in mind: closed captioning toggle, written materials in Braille, Spanish version. Questions: How do we sell this? How do we handle registration?

Curriculum (Lynn): Create/redesign two-year-old curriculum framed within the new community impact model. Choose content, decide vehicles for content, select what is static, what will go on the CD-ROM, and choose what will change and therefore would reside on UWA's extranet.

Database Needs (Kathy, Lynn, Carlos, Adria, IS&T staff): Meet with UWA's Information, Services & Technology (IS&T) Department staff to determine database needs — for material that would change in the Web site, for sign-in, usage tracking and test scoring; and to issue proof of completion.

2. Information Architecture (1 week)

(Kathy): An ongoing process that would occur concurrently with steps 1-4. Content is specifically determined and organized into an information path.



These Workshops can be Taken Independently or as a Series

Developing Your Organizational Strategy for e-Learning

October 1 & 2, 2002

The goal of this workshop is to help participants prepare a strategy for justifying, designing, developing, deploying, and evaluating e-Learning throughout a corporation or institution.

Developing Your Technology Strategy for e-Learning

October 3 & 4, 2002

The goal of this workshop is to help participants prepare a strategy for identifying, specifying, evaluating, and acquiring the tools and technology needed to broadly implement e-Learning.

Who Should Attend These Workshops?

- Senior e-Learning Project Managers
 - Training Managers
 - Training Directors
- Human Resource Managers
- Chief Information Officers
- Chief Learning Officers

Workshop Authors & Instructors

Bill & Kit Horton, William Horton Consulting, Inc.



Bill and Kit are internationally recognized experts on the productive and appropriate use of new media and communications technologies. Bill is the author of numerous books including *Leading e-Learning* and *Using e-Learning*.

3. Content gathering and creation (2 weeks)

(Lynn, Kathy): All materials to be included in the program would be gathered and/or created.

4. Design (1 week)

(Kathy): All graphic elements including backgrounds and navigation elements would be created. Packaging is designed.

5. Programming (4-6 weeks)

(Kathy): Based on the target technology level and information architecture, all elements are tied together through navigation programming.

6. Network Building (3 weeks)

(TBD): Determine and implement database needs.

7. Delivery (Maintenance/Support) (2 weeks)

(TBD): Product is duplicated and distributed. In some cases, user support may be required. If materials need to be periodically upgraded, maintenance would be required as well.

The budget is cut

In short order, our \$25,000 development budget was reduced by \$15,000. The original and revised budgets are shown in Table 2.

The primary victims of the budget cuts were:

- Number of CDs produced.
- Programming.
- Number of videos, professional voiceovers, music rights, and animation.

Kathy was able to revise the project by reducing the videos, deleting animation, and using staff volunteers for the voiceovers. We also agreed to produce only one thousand CD-ROMS.

Teambuilding, part 2

Now that we had defined our product and knew what our budget was, it was time to flesh out our team and get going. We were incredibly fortunate in having United Way Online, a very successful extranet created and maintained by the UWA's IS&T Department. It is exclusive to United Way staff and volunteers and at this writing has 8,790 registered users. Since we were going to deliver our program over the Web, United Way Online would be the perfect mechanism.

United Way Online was appealing for a number of reasons. First and foremost, working with an in-house programmer fit our budget. UWA is fortunate to often have vendors looking to partner with us; they

often offer free or reduced development in return for access to our market.

Some of these partnerships have been very beneficial to both parties. Others have not worked as well. In some, *pro bono* services have been worth what we paid for them, with paid work naturally taking priority with our partners so that it was hard for us to get things done. In others, the partner company has gone out of business before the United Way market could build enough business to keep the company afloat.

We spoke with the Vice President of IS&T, Phillip Walker, and the Director of United Way Online, Trish Moxie. They assigned Michael Pinck, a top-notch database expert at UWA, to work with us. Later, Casey Cichowicz would join us on loan from the UWA's Internet Strategies Initiative.

Content: Write it and they will edit

Consensus is a beautiful thing... Except when it's not. Especially when you have just six months to get a project done that nobody's ever done before. The United Way

system is in the midst of reinventing itself. Our new mission is to improve lives by mobilizing the caring power of communities. The implications of this new mission for the United Way system are being developed as we write this.

As you can imagine, this presents unique challenges for someone creating an introduction to the system. Since Lynn had to rely on UWA's subject matter experts to provide the most current content on the new paradigm, the budgeted two weeks for content gathering and creation quickly turned out to be a beautiful but completely unrealistic dream. It was not simply a matter of taking material from the current *United Way 101* curriculum and transposing it for electronic delivery.

Kathy provided concrete guidelines about how the text should look on the screen — short, to the point, using lots of interactions and bulleted lists. To ensure that waiting for UWA staff to produce the content would not bog down this process, we drafted the content and presented it to the subject matter experts for vetting and comments.

TABLE 2: Introduction to United Way, Product Budget

Line Items	Original Budget	Revised Budget
CD-ROMs (Duplication, packaging, and mailing)	(3000 CD-ROMs)	(2000 CD-ROMs)
Subtotal	\$6,800	\$5,408
Programming (Creation of Graphical User Interface, video conversion to CD quality, database integration, conversion of existing materials to Web/CD format, multimedia programming, mastering) <ul style="list-style-type: none"> • Software • Supplies • Video Conversion • Consultant Services 		\$600 \$600 \$600 \$2,000
Subtotal	\$6,000 to \$8,000	\$3,800
Content Creation (Production of six video clips in-house requiring two days of work for all six, voiceover recording with two professional narrators, five days editing time for videos and voiceovers, and music rights for six pieces) <ul style="list-style-type: none"> • Welcome from Brian Gallagher (video shoot) • Essential music/sound effects • Narration by one professional and two days editing 		\$1,500 \$400 \$1,400
Subtotal	\$8,000 to \$10,000	\$3,300
TOTAL	\$20,000 - \$24,000	\$12,508

Note: This budget includes out-of-pocket costs only; staff time is not included. Detailed breakdowns are not given for the original budget. The revised budget included only outside expenditures and internal chargebacks.

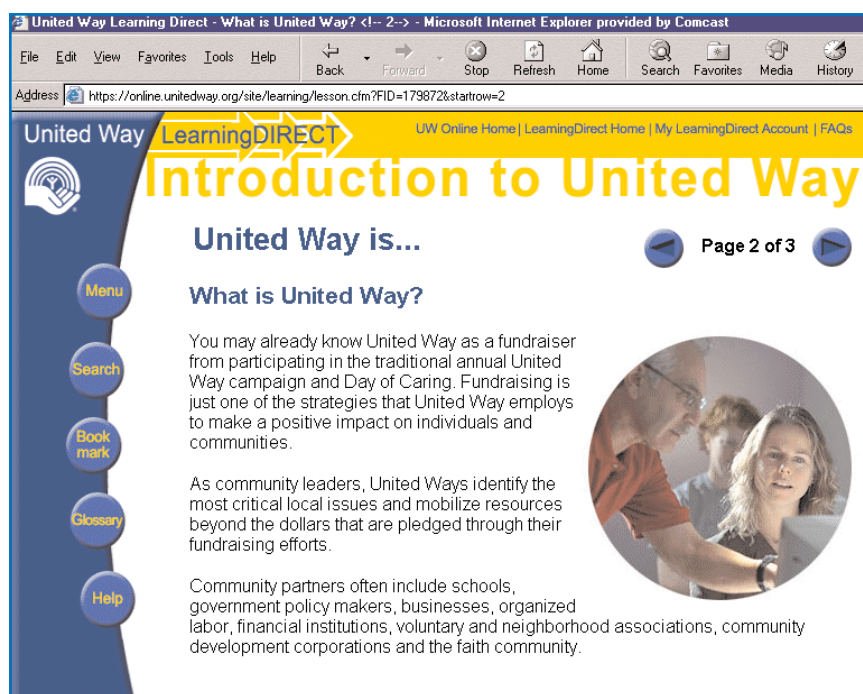


FIGURE 1 We developed a simple user interface that could be re-used.

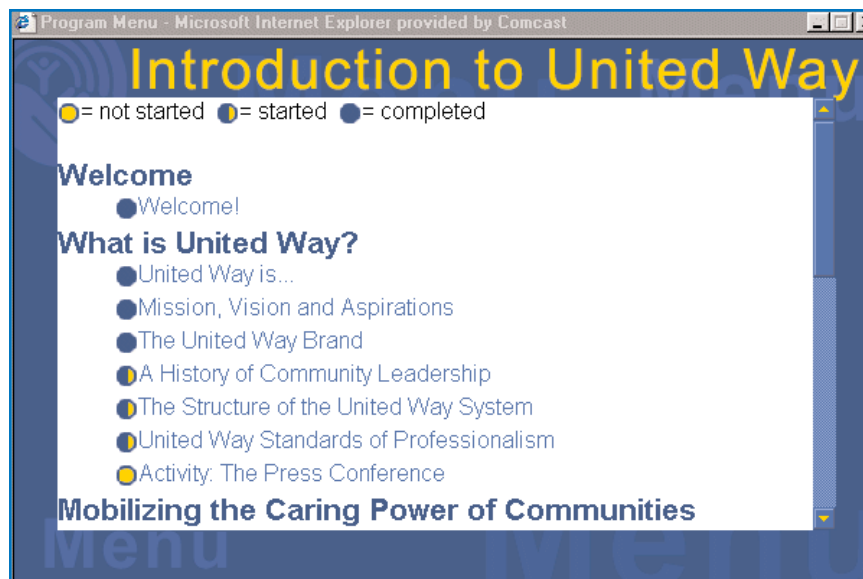


FIGURE 2 The menu provides selection and progress information.

This helped enormously. Our overloaded colleagues were happy to edit material that was already produced and in most cases made surprisingly few changes. Involving a variety of our UWA colleagues, while time-consuming, also ensured that we had consensus on our program's message.

The user interface: Keep it simple

Creating the user interface was Kathy's job, and it is one of her favorite aspects of multimedia development. She had ample guidelines to follow from United Way of America's brand strategy, so colors, fonts

and some basic design elements were easy to decide upon.

It was also important that the design be applicable not just to *Introduction to United Way*, but something that could be used for future programs as well. Our goal was to develop not just one e-Learning opportunity but also an infrastructure for future offerings.

Our design (Figure 1) includes the logo for United Way LearningDirect (the umbrella under which all of our e-Learning is offered) in the upper left of the screen, with the program title across the top but part of a background element. Within the content

area, the name of each module appears, along with back/next buttons and page information.

Kathy worked with Michael and Casey to define the program navigation and feature set. Along the top row, there are universal links to information that comes from outside: Introduction to United Way, United Way Online Home, LearningDirect Home, My LearningDirect Account (information on programs for which the learner is registered) and FAQs.

Along the left side are buttons to navigate within the program. Some of these functions are fairly universal among e-Learning programs. For example, the Search button enables a search of all program text for a word or phrase. Bookmark allows the learner to flag individual pages. Help gives answers to technical questions and contacts in case the learner needs additional assistance.

Two of the buttons provide access to unique United Way features. Choosing the Menu button brings up a screen (Figure 2) where the user selects modules and lessons. This screen also indicates the learner's progress.

The Glossary button provides access to a multitude of United Way terms (Figure 3 on page 7).

Testing, testing

We created a CD-ROM prototype of our product to test at the 2002 United Way Community Leaders' Conference, where United Way staff and volunteers gather annually to share strategies and inspiration. There we would be able to do user testing and get feedback on our direction.

The results were very gratifying, confirming that our members found the content on target and the interface easy to use. They also told us that they wanted lots of interactivity, plenty of graphics, and that they preferred large, visible text—all of which we were ready and willing to give them.

Technical integration

Now that we knew our product was on the right track, we needed to make sure it would work. As you know, e-Learners working on their own are easily discouraged; we were anxious to make the right choices so that the program would be very user-friendly.

One decision point was what authoring software we would use to create our interactions. Kathy looked at Macromedia Authorware, Dreamweaver/CourseBuilder and Flash. Because of built-in functionality and data-gathering capability, Authorware

was the ultimate choice.

The only concern was that Authorware requires a plug-in. We didn't want our members to have to go through too much preparation to sign on to *Introduction to United Way*, so this was problematic. Since we had already made the decision to deliver our videos on CD, and our videos were to be QuickTime movies, we decided to include an installer on the CD-ROM that would add the Authorware plug-in. The installer would also check for the QuickTime player and install it if the learner did not already have it. We obtained the necessary permissions from Macromedia and Apple to distribute the players so that our users would not have to go through the download process.

Our database wizards, Michael and Casey, were able to create a structure that worked with existing UW Online tables. United Way of America uses ColdFusion for database integration with its Web pages. There were three aspects to the structure:

Registration

United Way Online already required users to register and type in a password to enter, so this capability was extended to track whether the user had registered and paid for *Introduction to United Way*. If so, the learner would be able to access the program.

The learner has two months to complete the program, so United Way Online generates automatic reminders to the user when there is one month and one week left. When the user finishes the program, the system generates a message linking to an evaluation form. Once that's completed, the learner may download a Certificate of Completion.

Course building

This was the most challenging aspect of the database integration. United Way Online already featured an interface for content providers (known as Online Divas) to add material to their team pages without any coding skills. But those pages included only text and a few graphics. For effective e-Learning, we needed much more. (See Figure 4.)

This is where Michael and Casey really made a difference to the product we ultimately produced. They continually thought ahead to future needs, pushing the envelope of what we could do within the Diva interface. The features that are now available to our future e-Learning Divas are:

- Decorative/illustrative graphics.

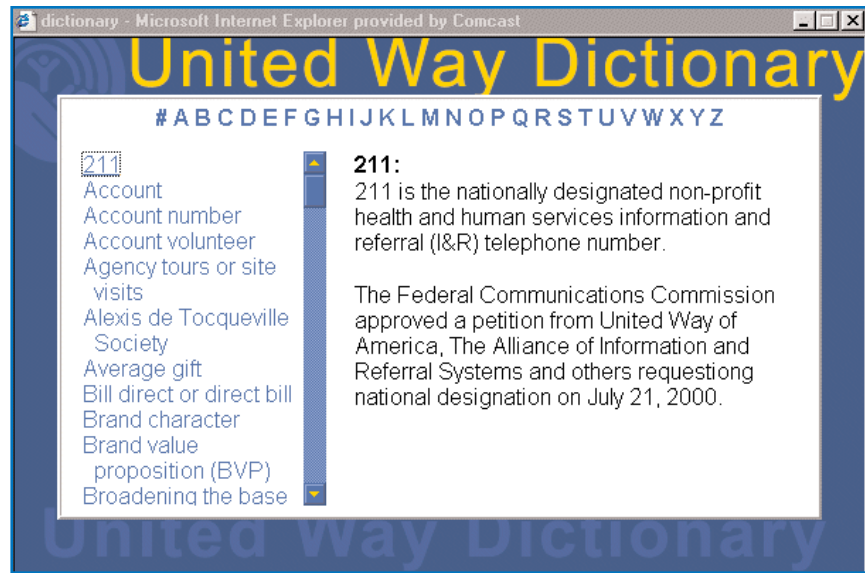


FIGURE 3 The United Way Glossary helps learners understand terms unique to UWA.

<p>UNITED WAY ONLINE The private & free online service for United Way Professionals.</p> <p>Home Search Discussion Forums News Desk</p> <p>UWA Services and Teams Directory of United Ways Where to Turn at UWA IRS Agency Directory</p> <p>Your E-mail Your Account Need Help? UW Online Users</p>	
<p align="center">Edit a Description</p>	
Area	United Way is...
Description:	What is United Way?
Type:	Note
<p align="center">Hidden from top page</p>	
File Area	United Way is...
Short description	What is United Way? <1-2>
Long description	<p>mobilize resources beyond the dollars that are pledged through their fundraising efforts</p> <p>Community partners often include schools, government policy makers, businesses, organized labor, financial institutions, voluntary and neighborhood associations, community development corporations and the faith community.</p> <p>Breakfast message:</p> <p><!--in imageset database--></p>
Contact person	Tveskov, Lynn M.
File Dates	<p>Start Date: <input type="text"/></p> <p>Date the note should go live. Enter as mm/dd/yyyy.</p> <p>End Date: <input type="text"/></p> <p>Date the note should be archived. Enter dates as mm/dd/yyyy.</p> <p>It will expire at 12:01 AM on the end date.</p>
Allow note to archive?	<p><input checked="" type="radio"/> No, do not automatically archive</p> <p><input type="radio"/> Yes, automatically archive according to the area's schedule</p>
Hide highlight on top page?	<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
Also give access to	<p><input type="checkbox"/> NCL Online Users</p>
<p align="center">OK Reset Cancel</p>	

FIGURE 4 This template interface facilitates content addition and editing.

- Image map graphics.
- Links to pop-up window in three different sizes.
- Links to media files.
- Form questions, either unchecked (for surveys etc.) or checked with response.
- Single and multiple-choice questions, checked with response.
- Links to interactive exercises/activities.

In addition, we created a framework of information about the program, including objectives, registration and payment information, technical requirements, a user agreement, copyright statements and other introductory information. For future instructor-led programs, there will also be presenter profiles.

Outcome measurement

Again, United Way Online had been programmed to store data on a number of aspects of the site. Michael and Casey extended this capability to track when the user accesses each page of the program. They also added the capability to store results of quizzes and exercises and to store how many tries it took the learner to get the correct answer. United Way learning

opportunities are not graded, so this information was tracked for outcome measurement purposes. We wanted to test the effectiveness of our training by seeing whether learners were answering questions correctly.

We still needed programming help in two areas. First, we needed to be able to pull media from the CD-ROM, no matter what letter was assigned to that drive. We also needed the data from user exercises to write to our tables. Kathy, Michael and Casey were not familiar with Authorware programming on that level.

We contracted with Dazzle Technologies, Corp. to handle both of those aspects of the project as well as to write our installer program. Joe Ganci of Dazzletech is an Authorware expert. Joe created a movieplayer, programming for Authorware output to write to our database, and an installer that placed a file specifying the location of the movies on the user's system. Some tweaking was required to get these to work with the United Way system, but they all ultimately worked very well.

Launch and revise

We are now ready to launch *Introduction to United Way*. Our Lessons Learned are

summarized in the sidebar below. We are pleased with our results and believe that we have met our goals. We have:

- Created an *Introduction to United Way* for new staff, volunteers and leadership.
- Made the program interesting and attractive to learners with lots of interaction and graphics, while keeping download waits to a minimum.
- Built a structure that includes registration, data tracking and outcome measurement information.
- Developed a framework that will allow future programs to be built through a text-editor interface by non-programmers.

It now remains to be seen how our members react to the program and whether they will be willing to invest the \$99 user fee (the final figure decided upon). Timing is in our favor as the membership is very excited about United Way's new mission and eager to learn more about deploying it.

In the coming months, we will of course be gathering user feedback and will revise the program as necessary. We are especially interested to see how the United Way members deal with the technical aspects

LESSONS LEARNED

Lynn Tveskov:

First lesson: Overestimate, rather than underestimate, the time needed to create content. Even with ready-made and easily "cannibalized" material, creating content was extremely time-intensive. I would guesstimate it took three months to put together the content.

Second lesson: Our expectation, after we created the content infrastructure, was that the subject matter experts would be able to independently create e-Learning content. This was not the case; they needed guidance in this process.

Third lesson: The entire development process was relatively painless because everyone involved was committed to the project, and we enjoyed an intangible *esprit de corps* that greatly eased our efforts. It seemed that departmental and personal agendas were left behind. It was enjoyable, but kind of scary. Also, the presence of a single dedicated project manager was essential to keeping the project on target.

Kathy Napierala:

First Lesson: Because we had a working pre-existing database infrastructure, we assumed that adding registration, data gathering and content-building capabilities would be a quick job — that we would just add a few more tables. In fact, we essentially created a learning management system with needs and features we had not originally anticipated.

Still, because of the flexibility of the United Way Online structure, I feel that we saved a lot of time and money working in-house. By building on existing resources, United Way of America has the security of knowing that they have a framework for e-Learning that will not go out of business and leave them with potentially incompatible programming. However, for any organization without a structure already in place on which to build, I would counsel outsourcing.

Second Lesson: We did our best to create a framework that was robust and easy to use. But I am anxious to see how well the United Way members handle the hybrid CD-ROM installation/web deployment. I am confident that we made a sound decision when we chose to go with Authorware, but will be interested to see how our users react to the plug-in install.

Third Lesson: I agree with Lynn that we had an ideal team for this project, and will be on the lookout for workgroups that combine expertise, creativity, enthusiasm and cooperation to work with in the future. Without the cooperation of everyone from the encouraging senior-level leaders we worked with, to the subject matter experts who made many helpful improvements and suggestions, to the talented video specialists, to the programmers who were always ready to consider the next level, *Introduction to United Way* would not have been possible.

of the program. As technical capabilities increase and more United Ways enjoy high-speed Internet connection, we hope to eliminate the CD-ROM media delivery and deploy our programs wholly through United Way Online.

For the future, we will look to developing synchronous, instructor-led programs, and will seek to acquire existing generic courseware that is applicable to non-profits while developing United Way-specific programs as needed.

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AUTHOR CONTACTS

Lynn M. Tveskov is the Director of Programs/Curricula for the Learning Opportunities team at United Way of America. She produces about one hundred learning opportunities a year for the over fourteen hundred United Ways across the country, primarily utilizing volunteer faculty. *Introduction to United Way* was her e-Learning shakedown cruise; she can now use the phrase "beta testing" with aplomb. Contact Lynn at lynn.tveskov@uwa.united-way.org or 703.683.7841.

Kathy Napierala has been a Multimedia Developer since 1995. She has created many products for United Way of America,

including a greeting card center, screen-savers and The Website Starter Kit. Having undergone a baptism by fire with *Introduction to United Way*, Kathy is eager to use her new skills on more e-Learning projects. Contact Kathy at kjnapierala@comcast.net or 301.526.9430.

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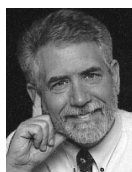
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The eLearning Developers' Journal™ is
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Even if you have not been published before, we encourage you to submit a query if you have a great idea, technique, case study or practice to share with your peers in the e-Learning community. If your topic idea for an article is selected by the editors, you will be asked to submit a complete article on that topic. Don't worry if you have limited experience writing for publication. Our team of editors will work with you to polish your article and get it ready for publication in the **Journal**.

By sharing your expertise with the readers of the **Journal**, you not only add to the collective knowledge of the e-Learning community, you also gain the recognition of your peers in the industry and your organization.

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If you have an idea for an article, please submit your article idea by:

- **Sending an email to** Bill Brandon at bill@eLearningGuild.com.
- **Include the following information in your query email message:**

- 1: The title of the article.
- 2: What will the article be about? What is the issue/problem that will be addressed?
- 3: Why is this issue important to the reader? Industry?
- 4: Why are you the one to tell this story?
- 5: List your contact information (name, job title, company, phone, email). This information should be for the WRITER of the article. NO agents please.

- **Limit the information above to approximately one page.**

If the topic appears to be of interest, we will ask you to submit an article. Refer to www.eLearningGuild.com for more details.



The eLearning Guild™ is
a Community of Practice
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and managers of e-Learn-

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we provide high-quality learning opportunities,
networking services, resources, and publica-
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opers, web developers, project managers, con-
tractors, consultants, and managers and direc-
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whom share a common interest in e-Learning
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The Guild publishes the only online "e-Journal"
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published weekly and features articles written
by both industry experts and members who
work every day in environments just like yours.
As an active member, you will have unlimited
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The Guild has an ongoing industry research
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The Guild hosts the e-Learning industries most
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The Guild provides a variety of online member
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The Guild draws leadership from an amazing
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