

USING E-LEARNING



Your Turn Workbook

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INTRODUCTION TO THE *USING E-LEARNING* WORKBOOK

Here is a little background information for those of you who have downloaded this workbook but do not have the book *Using E-Learning* by William Horton.

About this workbook

At the end of each chapter in *Using E-Learning*, is a special section called “Your Turn.” These Your Turn sections contain worksheets you can use to apply what you have just learned. They just involve thinking deeply about how the ideas in the chapter apply to your situation. Use the worksheets in this workbook as the basis for your own plan on how to use e-learning within your organization.

This workbook is available in two versions, Adobe Acrobat PDF and Microsoft Word. Print the PDF version and complete the worksheets from the comfort of your reading chair. Download and complete the Word version using your computer and cut-and-paste segments into your own e-learning plan.

In addition to the workbook, there are other online resources available at the *Using E-Learning* companion Website: www.horton.com/using.

About *Using E-Learning*

Using E-Learning explains how to use e-learning for corporate purposes, not as an end in itself. With this book you can develop a comprehensive, concrete, and specific strategy for using e-learning in your organization.

This book assumes that the organization has decided to use e-learning and is now interested in how to do so in an effective, efficient, and financially responsible way.

It goes beyond deciding whether to use e-learning. It will guide you in deciding what types of e-learning to use, how much e-learning to implement, how to mix e-learning with other forms of learning and electronic media, and how to implement e-learning projects to accomplish precisely targeted organizational objectives.

Some of the issues discussed here apply at the level of the training department. Others apply at the level of the organization. Some will be ideas you can implement directly. Others will require sharing visions, building alliances, and relentless experimentation.

This is the last in a series of books designed to explore the key issues associated with bringing e-learning into the organization. The other books include *Leading E-Learning* (also by William Horton), *Selling E-Learning*, *Evaluating E-Learning* (also by William Horton), *Designing E-Learning*, and *Blending E-Learning*.

CHAPTER 1. THE POTENTIAL OF E-LEARNING

How Can E-Learning Help My Organization Deliver Training?

Worksheet 1-1 lists the ways that e-learning can benefit organizations that use it. Which of these benefits is important to your organization? Identify the ones that are important to your organization and assign them a numerical priority.

Worksheet 1-1: Benefits for organizations using e-learning.

Benefit	Important to your organization? (yes/no)	Priority
Benefits to the organization as a whole		
Increase sales		
Increase organizational speed and flexibility		
Improve work performance		
Reduce time-off-job for training		
Recruit and retain better employees		
Initiate and nurture knowledge-management activities		
Support fast-track and affirmative-action programs		
Open job positions to those with disabilities		
Benefits to the training department in particular		
Cut the costs of training		
Train those not well served by conventional training		
Revitalize classroom training		
Revamp the training department's image		
Implement particular instructional strategies		
Become more of a profit center		
Align training with business purposes		

How Can E-Learning Benefit Individuals?

E-learning can benefit those who take training, those who conduct training, and those who use products supported by e-learning. Worksheet 1-2 lists these individuals. For each group of individuals, specify what you feel will be the main benefit of e-learning.

Worksheet 1-2: Benefits for individuals using e-learning.

Group	Main benefit
Instructors, trainers, and teachers	
Learners	
Users of products supported by e-learning	

What Fundamental Changes Will E-Learning Require?

To achieve the benefits of e-learning people in your organization will have to make fundamental changes in the ways they create, deliver, and possibly think about training. In Worksheet 1-3, list a few of these changes and who must make them.

Worksheet 1-3: Fundamental changes required to implement e-learning

Change in the way training is created, delivered, and thought about	Who must make this change?

CHAPTER 2. CATALOG OF E-LEARNING COMPONENTS

Even if you are just considering e-learning you probably have in place many of the components of e-learning solutions. For the components of e-learning listed in Worksheet 2-1 identify which you are already using.

Worksheet 2-1: Components of e-learning solutions

Category	Component	Using now?	How are you using this component now?
Online presentations	Page sequences		
	Animations		
	Video segments		
Online readings	Web-ready materials		
	Linked Web materials		
	Network search queries		
Web meetings	Live online presentations		
	Online briefings		
	Online seminars		
Conferencing activities	Chat and instant messaging		
	White boards		
	Screen sharing		
	Videoconferencing		
Discussions with others	E-mail exchanges		
	Discussion forums		
Test questions	Types:		
Practice activities	Simulations		
	Role playing		
	Voting		

Category	Component	Using now?	How are you using this component now?
	Storytelling		
	Learning puzzles		
	Adventure games		
	Scavenger hunts		
Online information	Libraries		
	Databases		
	E-books		
	Online galleries		
	Help files		
	Guided tours		
Online advisors	Telementors		
	Online coaches		
Job aids	Checklists		
	Calculators		
	E-consultants		
	Glossaries		
Conventional media	List:		

CHAPTER 3. INCREASING REVENUES

In this segment, you plan how you will use e-learning to increase revenues.

Get to Market Sooner

How can you use e-learning to get your organization's products to market quicker? Sketch out your plan here.

1. Pick a Project

What product do you need to get to market sooner? Or what project do you need to complete quicker? List it here:

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2. Plan Uses of E-Learning to Speed Up the Project

How will e-learning help? In Worksheet 3-1, list uses of e-learning and estimate how much time each will save.

Worksheet 3-1: Uses of e-learning and the time saved by each

Use of e-learning	Time saved
Total time saved	

3. Estimate Economic Benefit

Using techniques such as those in this chapter, estimate the economic benefit of completing the project earlier.

\$

Promote Products and Services

Consider how you can use e-learning to increase sales of non-training products and services. In Worksheet 3-2, list these items, state how you will use e-learning to promote their sales, and estimate the additional revenue this will generate.

Worksheet 3-2: How e-learning will promote sales of products and services

Product or service	How to use e-learning to promote its sales	Current sales	% Increase	\$ Increase
		\$	%	\$
		\$	%	\$
		\$	%	\$
		\$	%	\$
		\$	%	\$
Total increase				

Promote Sales of Conventional Training

How can you use e-learning to increase your sales of conventional training? Sketch out your plan in Worksheet 3-3.

Worksheet 3-3: Plan for promoting sales of conventional training

Conventional training offerings whose sales you want to increase:
By how much: _____%
How much will this increase revenue? \$ _____ per year
How will you use e-learning to accomplish this objective?

CHAPTER 4. IMPROVING OPERATIONS

How can e-learning help your organization improve its operation? In this segment, consider each of the ways discussed in this chapter. Pick one and detail how e-learning can help accomplish this goal.

Worksheet 4-1: Improving organizational effectiveness

1. Pick a General Goal.

- Improve workforce performance
- Recruit and retain better employees
- Advance specific employees
- Smooth labor relations

2. Specify an Objective.

Specify exactly what you hope to accomplish. Be specific. Designate specific groups of people and spell out the percentages or amounts of improvement you anticipate for each group.

3. Identify Ways E-Learning Can Help.

Specify how e-learning can help you accomplish this objective. List some specific benefits of e-learning that will directly contribute to this objective.

1. _____
2. _____
3. _____

4. Estimate the Value of the Improvement.

5. Make Your Plan.

List the exact ways you will use e-learning to achieve these benefits.

Action	Person responsible	Due date

CHAPTER 5. SELLING E-LEARNING

If you plan to sell e-learning to raise revenues, you need a business plan. Let's step through the decisions you will need to make to flesh out your plan.

1. Decide what You Will Offer.

Your first step is to decide what you plan to sell. List your planned offerings in worksheet 5-1.

Worksheet 5-1: Products, services, and materials you will offer for sale

Products	Services	Materials

2. Build Your Economic Model.

Calculate how you will make money and how much you will make. If you plan to sell courses, you can use Worksheet 5-2 to calculate profits. (Or download the spreadsheets from the book's Web site (www.horton.com/using). For other offerings you may need to use a different formula.

Worksheet 5-2: Economic model for e-learning

Revenue

Class size	<input type="text"/>	learners per class
x Offerings per year	<input type="text"/>	classes per year
= Annual enrollments	<input type="text"/>	learners per year
x Enrollment fee	\$ <input type="text"/>	per learner
= Annual revenue	\$ <input type="text"/>	per year

Costs

Development cost	\$ <input type="text"/>	per course
÷ Service life of course	<input type="text"/>	years
= Annualized development cost	\$ <input type="text"/>	per year
+ Administrative costs	\$ <input type="text"/>	per year
= Total Costs	\$ <input type="text"/>	per year

Profit	
Total revenue	\$ <input type="text"/> per year
- Total costs	\$ <input type="text"/> per year
= Profit	\$ <input type="text"/> per year
Profit margin	<input type="text"/> %

3. Pick a Form of Business.

Which kind of business do you plan to operate? Pick one and briefly justify your choice. Enter your choices on Worksheet 5-3.

Worksheet 5-3: Choose a type of business

Type of business:	Reasons for choosing this form:
<input type="checkbox"/> Portal <input type="checkbox"/> Application Services Provider <input type="checkbox"/> Course vendor <input type="checkbox"/> Contract developer <input type="checkbox"/> Other: _____	

4. Pick a Pricing Model.

How do you plan to price your offerings? Pick a pricing model and justify your choice. Enter your choice on Worksheet 5-4.

Worksheet 5-4: Choose a pricing model

Pricing model:	Reasons for choosing this model:
<input type="checkbox"/> Ticket <input type="checkbox"/> Library card <input type="checkbox"/> Rental <input type="checkbox"/> Group subscription <input type="checkbox"/> Server-license <input type="checkbox"/> Other: _____	

5 Price Your Offerings.

Taking into account the competition, the timeliness of your offerings, your organization's reputation, the preferences of your learners, and the efficiency of your offerings, put a price on your offerings.

\$ _____ per _____

CHAPTER 6. REDUCING COSTS OF TRAINING

Now it is time for you to begin cutting costs. In this section you can plan how to use e-learning to reduce costs associated with training. For each of the major cost areas in this chapter, state how you will use e-learning to reduce costs and estimate how much you can save.

Delivery Costs

How can you use e-learning to reduce delivery costs? List some specific ways you can reduce delivery costs.

How much will these steps save you? Calculate the potential savings, using Worksheet 6-1.

Worksheet 6-1: Calculating savings of delivery costs

How much does it cost to deliver training by conventional means?	\$	per learner per course
- How much would it cost to deliver training by e-learning?	\$	per learner per course
= Individual savings		per learner per course
x Number of learners who could take e-learning		learners
= Estimated savings	\$	per course

Development Costs

Development costs are usually higher for e-learning than for classroom training, but you can take steps to keep e-learning development costs in line. What will you do to hold down development costs for your e-learning?

How will these costs compare to those for classroom training? Use Worksheet 6-2 to enter your answers.

Worksheet 6-2: Comparing development costs for classroom training and e-learning

Development costs for classroom training	\$ _____	per _____ (unit)
Development costs for e-learning training	\$ _____	per _____ (unit)
Difference (amount)	\$ _____	per _____ (unit)
Difference (percentage)		%

Infrastructure Costs

Estimate the savings of using more e-learning in your training blend. Be sure to convert costs to a common basis, such as the costs to teach an equivalent number of people over the same period of time. Enter your answers on Worksheet 6-3.

Worksheet 6-3: Reducing infrastructure costs

Infrastructure cost	Before	After
Classrooms		
Offices		
Equipment and furniture		
Servers		
Learners' computers		
Network		
Learning management system		
Collaboration software		
Total		
Savings		

Travel Costs

How can e-learning reduce travel costs incurred for training? First estimate the typical costs for an employee who must travel to take training. Enter your answers on Worksheet 6-4.

Worksheet 6-4: Estimating travel costs

Travel cost	Amount
Transportation to and from airport	\$
Air fare	\$
Rental car	\$
Lodging	\$
Meals	\$
Phone charges	\$
Taxi	\$
Parking	\$
Tips and other minor items	\$
Other:	\$
Other:	\$
Other	\$
Travel cost per trainee	\$

Next estimate how e-learning will reduce the number of people who travel to training. Then to calculate potential savings in travel costs, multiply this number by the travel cost per employee. Use Worksheet 6-5 to perform your calculations.

Worksheet 6-5: Estimating total travel-cost savings

Number who must travel to training now	
- Number who will travel once e-learning is deployed	
= Reduction in number who travel to training	
x Travel cost per employee	\$
= Savings in travel costs	\$

Lost-Opportunity Costs

Identify a group within your organization that may be under trained because of the high-cost of taking these people off the job.

Group:

Estimate the cost to your organization for each day one of these individuals is not on the job and also the potential savings from using e-learning to reduce the time off the job. Enter your answers on Worksheet 6-6.

Worksheet 6-6: Estimating savings of lost-opportunity costs

Off-job time required for training now	days
- Off-job time required for training with e-learning	days
= Savings in off-job time	days
x Cost per day off the job	\$
= Savings per person in the group	
x Number of persons in the group	
= Total savings	\$

How will you design and deploy e-learning to reduce lost-opportunity costs for this group?

Costs of Informal Coaching

How much time does your organization spend on unplanned, informal coaching (“water cooler training”)? Use Worksheet 6-7 to estimate the percentage of time spent in informal training.

Worksheet 6-7: Estimating time required for informal coaching

How much of an employee’s time is spent receiving such training?	%
How much of an employee’s time is spend providing such training to co-workers?	%
How much of the time of managers and supervisors is spent informally coaching employees?	%

Are these amounts excessive? _____.

If so, how can you use e-learning to reduce them to desired levels?

CHAPTER 7. MAKING TRAINING AVAILABLE TO MORE PEOPLE

Consider how e-learning can make high-quality training available to everyone in your organization. For each of the groups identified in this chapter, estimate how many fail to receive the training they need and how many of these could be reached by well designed e-learning. Then, on Worksheet 7-1, list a few things you will do to bring e-learning to each group.

Worksheet 7-1: Making training available to more people

Group	Number who fail to receive adequate training	Number who can be served by e-learning	How to use e-learning to reach this group.
Busy workers			
Those at distant locations			
Workers who travel			
Those with language difficulties			
Those of different cultures			
Older learners			
Younger learners			
Those with disabilities			

CHAPTER 8. ACCOMPLISHING GENERAL LEARNING GOALS

For at least one of the general learning goals discussed in this chapter, consider how important it is to your organization and how e-learning can help. If you want to perform this activity for multiple goals, photocopy this section or download and print copies from this book's Web site (www.horton.com/using). Use Worksheet 8-1 to record your answers.

Worksheet 8-1: Accomplishing general learning goals

1. Pick your goal:

- Getting beginners started
- Turning novices into experts
- Activating self-directed learners
- Increasing transfer from job to work

2. Gauge its importance to your organization

For how many learners must you accomplish this goal each year?	
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How much does your organization spend on this goal each year?	\$
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What would be the value to your organization if you were perfectly successful accomplishing this goal?	\$
--	----

3. Identify ways e-learning can help

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4. Plan your use of e-learning

Action	Person responsible	Due date

CHAPTER 9. RETHINKING THE TRAINING DEPARTMENT

Ready to rethink your training department? Use this activity to guide your thoughts—and actions.

Revamp Your Image

Identify three negative perceptions about your training efforts and list ways you can use e-learning to reverse these perceptions. Enter your answers on Worksheet 9-1.

Worksheet 9-1: Reversing negative perceptions about training

Negative perception	How I can use e-learning to reverse this perception

Align Training to Organizational Goals

Pick a training project and show how its goals derive from high-level organizational goals.

1. List your main business goal. What does the business want to accomplish?
2. Derive the performance goals necessary to accomplish that business goal. Who must do what in order for the organization to meet the business goal?
3. Pick the one performance goal that your project aims to accomplish.
4. Set the training goal for your project. What must it teach? To whom?
5. List other solutions necessary to accomplish the performance goal you have chosen.

Enter your answers on Worksheet 9-2.

Worksheet 9-2: Translating business goals to training goals

Business goal	Performance goals	Training goal
What does the business want to accomplish?	To meet the business goal, who must do what?	What must your training accomplish to ensure the performance goal is met?
		Other solutions

Turn Your Department into a Profit Center

If you work in an internal training department, imagine that you want to make it a profit center. Use Worksheet 9-3 to define your plan.

Worksheet 9-3: Turning your department into a profit center

1. Identify Reasons to Make Your Department a Profit Center.

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2. Identify Markets for Your E-Learning Products.

Market	How will you promote your offerings in this market?

3. Establish Your Economic Model.

Specify how your department will make money selling e-learning. Show the financial results for the first few years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Internal charge backs	\$	\$	\$	\$	\$
External sales	\$	\$	\$	\$	\$
Total revenue	\$	\$	\$	\$	\$
Expenses					
Developing e-learning	\$	\$	\$	\$	\$
Conducting e-learning	\$	\$	\$	\$	\$
Total costs	\$	\$	\$	\$	\$
Net profit	\$	\$	\$	\$	\$
Cumulative profit	\$	\$	\$	\$	\$

CHAPTER 10. BLENDING E-LEARNING AND CLASSROOM TRAINING

Now you can apply the knowledge in this chapter to plan blended solutions of your own. This activity guides you in planning one blended solution.

Worksheet 10-1: Planning a training blend

1. Identify a Subject for Blending.	
2. Explain Why Blending is the Best Solution.	
3. Specify How to Teach Each Part of the Subject.	
Part of the subject	How to teach it (classroom, e-learning, or some other form)
4. Decide how to Combine Components.	
Describe how components are combined in the blend. Include a sketch if necessary.	

CHAPTER 11. EXPANDING INTO KNOWLEDGE MANAGEMENT

Use this section to define a strategy for using e-learning to bootstrap your knowledge management efforts.

Identify Knowledge Management Efforts Underway

Look around your organization to identify active knowledge management efforts. Enter your answers on Worksheet 11-1.

Worksheet 11-1: How e-learning will contribute to knowledge management

Knowledge management effort	Led by	How can e-learning contribute to this effort?
Best practices		
Resource catalogs		
Publications management		
Competency measurement		
Collaboration systems		
Information repositories		
Data mining		
Process reengineering		

Deploy E-Learning for Knowledge Management

For each of the basic processes of knowledge management, identify ways you will use e-learning to accomplish that process. Enter your answers on Worksheet 11-2.

Worksheet 11-2: How e-learning will support knowledge-management processes

Process	How you will use e-learning for this process
Increasing knowledge	
Capturing knowledge	
Refining knowledge	
Sharing knowledge	
Applying knowledge	

Turn Courseware into Knowledge-ware

List ways you will design your e-learning so it can do double duty: first as effective training and second as a tool of knowledge management.

1. _____
2. _____
3. _____
4. _____
5. _____

CHAPTER 12. ELECTRONIC LEARNING ENVIRONMENT

Design a Personal Learning Environment

What resources should your learners have at their disposal to obtain the training, information, and knowledge they need? In words or pictures describe your ideal electronic learning environment from the viewpoint of the individual worker.

Blend Training and Information

Specify steps you will take to link e-learning and information resources. Enter your answer on Worksheet 12-1.

Worksheet 12-1: Steps to link e-learning and information resources I

Action	Due date	Done?

Embed Training into Work

Specify steps you will take to embed training into workflow processes so that learning becomes a natural part of working. Enter your answer on Worksheet 12-2.

Worksheet 12-2: Steps to embed training into work.

Action	Due date	Done?

Enunciate Your Vision

What is your vision for what e-learning should become and how we will learn in the future?

ABOUT THE WILLIAM HORTON AND HIS COMPANY

William Horton

William Horton has been designing technology-based training since 1971 when, as an undergraduate, he designed a network-based course for the Massachusetts Institute of Technology's Center for Advanced Engineering Study.

William Horton is an internationally sought-after speaker. He recently delivered the keynote addresses for the Human Resources Association National Congress in São Paulo, the Information Technology Training Association conference in Barcelona, and the Knowledge Management Seminarium in Stockholm.

William Horton is a registered Professional Engineer, an MIT graduate, and Fellow of the Society for Technical Communication. He currently serves as a member of ASTD's commission on e-learning certification.

William Horton is a prolific author. His books include *Designing Web-Based Training*, *Designing and Writing Online Documentation*, and *Secrets of User-Seductive Documents*. He is co-author of *Getting Started in Online Learning* and *The Web Page Design Cookbook*. He is also the author of three books to be published in ASTD's series on e-learning: *Leading E-learning*, *Evaluating E-learning*, and *Using E-learning*.

William and his wife Kit, the other half of William Horton Consulting, live in downtown Boulder, Colorado, just five blocks east of the Rocky Mountains, in a hundred-year old house they are lovingly restoring. The kitchen, which he and Kit redesigned themselves, was featured in the April 1999 and September 2000 issues of *Better Homes and Gardens*.

About William Horton Consulting, Inc.

For the past 12 years, the two-person team of William and Katherine Horton has helped organizations plan, design, justify, and perfect e-learning initiatives.

William Horton Consulting, Inc., develops prototypes, critiques designs, leads Problem-Bashing® sessions, and conducts training in the design and management of e-learning.

William Horton Consulting's client list contains both established and emerging companies throughout North America and Europe, including Allen Communications, Apple Computer, Arthur Andersen, AT&T, Compaq Computer, Cray Research, DataChannel, El Paso Independent School District, Enlightened Leadership International, Ericsson, Exxon, Hewlett Packard, IBM, Intel, International Speakers Bureau, Lotus, Lucent, Macromedia, Microsoft, Mindlever.com, Northwestern Mutual Life, Nokia, Novell, SAP AG, SAS Institute, Sun, ThinkCAD Bleu, U. S. Army, and Wilson e-Learning.

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