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Introduction

In the past not very many people had heard the term e-learning. But within months, there was a short evolution: Technology-enabled learning *and* distance education changed to *online learning* and Web-based training, which changed smoothly and gradually from one image to another in e-learning.

The introduction of e-learning added new meaning to training, and the possibilities for delivering knowledge and information to learners at an accelerated pace opened a new world for knowledge transfer. By now, industry pioneers (and stragglers) agree that e-learning is here to stay. With that in mind, it is needed to examine some trends to help set the stage for current status and beyond and to help understand why and how e-learning will continue to become a driving force in business and education.

In the project report task 1 explain future e – learning trends such as social, technological, economic and political /legal trends and business risks**. The e-learning Guild research, current trends in e-leaning research report, analysis and commentary is well analysed by Joe Pulichind**.I have used their research as a guidance to do my project. This report gives the clear idea about current statistical situation in e-learning trends.

Task 2 defines about the virtual organization, advantage and disadvantage of virtual organization, suitable collaborative tools for our small virtual environment.

Task 3 explains about the successful recruitment process of the company.

TASK 1

E-learning trends and Business risks

E-Learning is the convergence of the web and learning on all levels, whether it be elementary school, college, or business. Knowledge is now considered a competitive advantage and a company's most important asset. Many facts, figures, and forces behind e-Learning are not only causing excitement in boardrooms across the world but are also making Wall Street and the investment community. E-Learning is made up of several methods of learning, which are enhanced or facilitated by technology**.** As a component of e-Learning, web-based or online learning is likely to be the fastest-growing method for delivering education and training.

What is e-learning?

E-Leaning can be defined in many different ways by different authors.

(i) e-Learning is the use of network technology to design, deliver, select, administer, and extend LEARNING. – Elliott Masie, The Masie Center

(ii)We define e-Learning companies as those that leverage various Internet and Web technologies to create, enable, deliver, and/or facilitate lifelong learning. – Robert Peterson, Piper Jaffray

E-learning is Internet-enabled learning. Components can include content delivery in multiple formats, management of the learning experience, and a networked community of learners, content developers and experts. E-Learning provides faster learning at reduced costs, increased access to learning, and clear accountability for all participants in the learning process. In today's fast-paced culture, organizations that implement e-Learning provide their work force with the ability to turn change into an advantage. – Cisco Systems

Social Trends

- A higher percentage of beginning freshmen who enrol in institutions of higher education will attend community colleges.
- More full-time students will be employed while attending school.
- The requirements of the non traditional student will necessitate changes in traditional university calendars, schedules, and instructional and student delivery systems.
- More students will make school choice decisions based on financial aid factors.
- The University will face more competition for students from an increasing number and diversity of providers of educational services. The university will have to more carefully focus its recruitment efforts to be successful.

- Public concerns related to safety, crime, and alcohol issues have heightened awareness of personal risk issues on college campuses. This concern makes non-urban campuses more attractive for many students seeking a residential college atmosphere.
- The percentage of out-of-state students who enrol in an institution of higher education will remain relatively stable.
- The current gender ratio in colleges and universities will remain stable.
- The need for continuing professional education for workers will increase.
- Career mobility will increase retraining needs for an aging work force.
- A growing number of women will enter the work force, requiring continued increasing needs for quality childcare.
- Due to the current trends in managed care and insurance, demand for student wellness programs will increase.
- Sensitivity toward diverse lifestyles and backgrounds will increase as students demand more personal rights.

The Statistical Information Obtained by Guild Research

Demographics of the surveys Respondents

The statistical information obtained by the company on e- leaning Guild research shows that the most surveys respondents were offered the choice of management , designers , developers and instructors , teachers or professors.

Respondents role in their organization

34% Management

22% Designers

13% Developer

8% Instructor, teacher or professor

6% Executive

5% Individual contributors

2% Consultant

10% Other

- 40% of respondents occupy management or executive positions.
- 35% of respondents are designers or developers
- 8% of respondents are in an instructional role.

Size of organization

- 47% respondent's organizations have more than 2, 500 employees.
- 29% of respondent's organizations have between 101- 2500 employees.
- 24% of respondent's organizations have fewer than 100 employees.

Types of organizations

There are many different types of respondents used in an organization.

38% Corporation - Non learning

26% Corporation - Learning

13% College or University

7% Government or military

6% Non – profit organization

5% Individual consultant

3% Other

- **Business Expectations**

Many companies are adopting an enterprise-wide learning architecture that supports consistent global learning. Some are even embracing value-collaboration learning where employees, vendors, partners and customers learn across the value chain. They seek to measure the return on learning investment and are ready to outsource education when needed.

- **Learning Model**

The learning model is shifting from instruction-centric to learning-centric. The learning process itself has become less structured: self-directed individuals learn at periods of ad-hoc availability and the distinction between formal and informal education has blurred. To constantly keep pace with rapid changes, learners undergo patterns of learning, unlearning and re-learning.

Learning is a social behaviour: identity and affiliation matter in effective learning. Virtual classrooms are therefore used to provide live interaction and collaborative tools are developed to help form relationship in e-mentoring. The interaction can even occur during pre-learning and post-learning activities such as catalog search, registration, assessment and counselling.

- **Learner Demography**

The learner profile is used in formal education, e-learning benefits the adult learners with its anytime anywhere flexibility. Adult learners also feel the need to maintain employability and the push for lifelong learning. Communities of practice are formed on the Internet where adult learners bookmark their common interests.

A hurdle for adult learners in e-learning is their fear of technology. By far, the early adopters of e-learning are the business users who like the timeliness of e-content. Ironically, the IT professionals still prefer brick-and-mortar training as e-learning still does not offer the hands-on training that instils confidence at work. This will change as remote labs and computer simulation become more affordable.

- **Learning Technology**

E-learning is often web-based with computer technologies offering electronic performance support systems (EPSS), remote labs, authentication and simulation. Voice-over-IP from technology convergence will enable virtual classrooms to be conducted through single Internet connection and multimedia will also increasingly be available to facilitate learning as Internet bandwidth increases.

Currently mobile learning involves downloading content for offline learning. However, live mobile learning will appear as wireless technology improves. Future learning may be based on mobile devices thus truly enabling learning whenever opportunity arises. Content units would have to be reduced to compact learning paces that fit the opportunistic learning environment.

Technological Trends

One of the most important attributes of e-learning is that it depends upon technology for its implementation. Computer users, at all proficiency levels, have access to constantly improving technology. This includes browser technology, platform-independent transmission protocols, and media-capable features such as Java-enabled client-server interactivity. It also extends to readily accessible new media such as online multimedia and hypermedia. Technology now offers gateways to an array of full-motion, fully animated, interactive, responsive information resources. With browser robustness and platform interoperability, users can now index, store, and retrieve data files in multiple formats. They can modify or even create data on the fly by interacting with the system.

Multimedia refers to an application that combines text, graphics, full-motion video, and sound into an integrated package.

Multimedia includes a wide variety of products. Introducing interactivity makes communication more effective than other forms such as print or radio or even television.

Macromedia's Shockwave, Flash & Director are popular tools for creating compelling multimedia experiences. We have high level of skills in using Macromedia's Flash technology. These skills include Character Creation, Animation, Action script programming and database integration to create truly interactive and customizable user experience that can be delivered online over the internet or offline using CD-ROM's.

The Learning Experience and Practice of Survey Respondents

E learning Flash

In the e learning development flash is one of the most widely used tools.

70%	Self –taught by using the software
57%	Self- paced learning using some type of documentation
46%	Flash tutorial help screen
38%	Formal classroom training
35%	Collaborating with colleagues on the job
18%	Asynchronous e-Learning
17%	Monitoring from experts outside of a formal classroom
4%	Synchronous e learning

3% Other

The Guild survey shows that top three modalities for leaning flash among the respondents are self paced and each could be considered a type of informal learning or learning on the job. The highest frequency at 70 percent is "self- taught" by using the software clearly and informal mode which could take place in an on the job and perhaps in just in time situation.

Formal classroom training ranks fourth at 38 percent and quite a bit a head of synchronous and asynchronous forms e learning.

Collaborating with colleagues on the job was reported by 35 percent of respondents and mentoring from expert outside of a formal learning environment by only 17 percent.

The Learning Experience and practice of surveys respondents shows that:

42% Expert

38% Intermediate

9% Novice

In this particular survey the respondents are being asked to rank themselves to show how long they have been using flash and how often they use flash to produce e- learning content.

Multitask during a synchronous e-learning event

17% Always

33% Often

37% Sometimes

10% Rarely

3% Never

Multi-task interface with e-leaning

2% Always

12% Often

52% Sometimes

28% Rarely

3% Never

3% Does not apply for the reason I do not multitask

- Information literacy gained through the ability to use technology will be the underlying principle of quality education for the next century.
- Expanding technology will provide a greater variety of course and program options for students.
- More powerful computing devices linked to expanding and higher-speed campus, state, national, and international networks will provide students, faculty, and staff access to a continuously expanding menu of information and computing resources.
- New technologies, computer-assisted instruction, and computer-based instruction will require development programs for staff, faculty, and administration.
- The increase in technological support for faculty and staff will demand a substantial increase in computer services.
- Information resources will become increasingly electronically accessible.
- University activities in distance learning will dramatically increase and could substantially affect on-campus enrolments and lead to cooperative programs with secondary schools.
- Advanced technology will change the way classroom instruction and library services are delivered.
- Non-educational organizations will begin to deliver higher education via distance learning.
- Computing will become increasingly less dependent on location.
- Computer applications will become more user-friendly.

Economic trends

In a time of economic downturn, the rationale for employing e-learning is more compelling than ever. Online learning provides a much faster, more cost-effective way to deliver training than traditional classroom methods.

The data about return on investment (ROI) is clear: E-learning saves 14 percent in costs over traditional classroom instruction. Because of this compelling data, e-learning is projected to grow at a brisk clip over the next few years, assuming a larger share of corporate training expenditures. A number of problems - such as travel costs, scheduling difficulties, and the opportunity costs of employees' time - make it increasingly difficult for traditional classroom instruction to address the training needs of many larger corporations. Web-based training and other distance learning techniques, such as video and audio tapes and CD-ROMs are fastest-growing area of corporate training by far is e-learning.

Measuring e Learning

56%	Time to competency for the organisation's employees
49%	Quality of the organisation's products or services
47%	Efficiency of the organisation's business processes
46%	Efficiency in the use of organisation's knowledge asset
38%	Quality of the organisation's business processes
28%	Time to competency for the organisation's customers
28%	Time to market for the organisation's products or service
9%	None of the above

The choice for frequently selected has to do with speed improving the time to competency for the organizations employees 56 percent.

Organization measure the effectiveness of its blended learning programs

75%	Had a positive learning experience
72%	Met the objectives of course and retained the learning
45%	Transferred the new learning to the work environment
24%	New learning had an impact on business results
14%	New learning impacted return on investment
7%	Other
4%	None of the above

- Although total appropriation will increase per users enrolled, controlled for inflation, will decline.

- Demands for support for non-educational services state wide will increase.
- There may be a move to allocate users financial aid directly to students rather than through the formula to institutions.
- The information and service sectors of the economy will increase in importance.
- Universities will continue to increase their scholarship funds in order to provide more financial aid.
- Grantors and funding sources will look for more multi-disciplinary proposals and projects.
- Society, business, and government will show an increasing need for applied and problem-solving/problem-oriented research.

Political/Legal Trends

- State and federal regulation of public higher education will increase and will result in increased expenditures to document compliance.
- Affirmative action and equity will become increasingly complex.
- There is potential for realignment of higher education entities.
- The formula as a mechanism for state funding of higher education will not change substantially and will continue to place an emphasis on enrolment.
- Changes in the distribution of Higher Education Assistance Fund (HEAF) resources are anticipated.
- The legislature will demand greater emphasis and accountability for meeting the Access and Equity Plan goals of diversity for faculty, staff, and students.
- The trend toward regionalization may result in the emergence of more multi-institutional teaching centres (MITCs), which will negatively impact on-campus enrolments.
- Communities will continue to pressure lawmakers for their own locally developed and controlled higher education options.
- Universities will increasingly be tested in the courts.
- The demand to purchase University goods and services from historically underutilized businesses (HUBs) will increase.
- Universities will play a more active role in addressing student loan default rates.

Business Risks

- environmental risks such as fire, flood or wind damage
- operational risks including the breakdown or theft of key equipment
- financial risks such as non-payment by a customer or increased interest charges on a business loan

- **Process risks** :

  Operation risks

  - Customer satisfaction
  - Human recourse
  - Product development
  - Efficiency
  - Capacity
  - Performance gap
  - Cycle time
  - Sourcing
  - Commodity pricing
  - Obsolescence/ shrinkage
  - Compliance
  - Business interruption
  - Product / Service failure
  - Environmental
  - Health & Safety
  - Trademark /brand name erosion

Empowerment risk

- Leadership
- Authority
- Limit
- Performance incentives
- Communications

Financial risk

- Currency
- Interest rate
- Liquidity
- Cash transfer/ velocity
- Derivative
- Settlement
- Reinvestment / rollover
- Credit
- Collateral/ Security
- Counterparty

Information Processing /Technology risks

- Access
- Integrity
- Relevance
- Availability

Environment risks

- Competitor
- Sensitivity
- Shareholder relations
- Capital availability
- Catastrophic loss
- Sovereign/ Political
- Legal/ Regulatory
- Industry
- Financial markets

Information for decision making risk

Operational

- Pricing
- Contract commitment
- Measurement
- Alignment
- Completeness & accuracy
- Regulatory reporting

Financial

- Budget & planning
- Completeness & accuracy
- Accounting information
- Financial reporting evaluation
- Taxation
- Pension fund
- Investment evaluation
- Regulatory reporting

Strategic

- Environmental scan
- Business portfolio
- Valuation
- Measurement
- Organisational structure
- Resource allocation
- Planning
- Life cycle.

TASK 2

Virtual Organisation

In an increasingly globalise world, the creation and transformation of knowledge is paramount. In this world, a prevalent image of the necessary organisation form is that of the 'virtual organisation'. Its aim is to provide an organisational solution to problems posed by the uncertainties arising from increasingly intense global competition. Along with increasing reliance on IT, the idea of the virtual organisation emphasises the decentralisation of control, the creation of more flexible patterns of working, a greater empowerment of the workforce, the displacement of hierarchy by team working, the development of a greater sense of collective responsibility and the creation of more collaborative relationships among co-workers. IT is seen as a key element in supporting this organisational transformation, especially systems that facilitate coordination and communication, decision making and the sharing of knowledge, skills and resources.

The ways to examine empirically some of the claims embodied in the notion of the 'virtual organisation'. The project's field sites are the functional areas of smaller companies. In the past years, the smaller companies have been undergoing major changes in its business delivery strategy. These have involved concurrent changes in working practices, the creation of a 'selling culture' and technological innovation through the increasing use of IT to facilitate decision making, coordination and the flow of work. Our interest is in how these concurrent changes are managed and implemented on a day-to-day basis. In particular, the project will focus on the creation, use and experience of 'virtual teams' for the flexible organisation of work, the use of 'expert programmes' and 'virtual customers' to support decision making and risk assessment, and the relation of IT support to processes of coordination, awareness of work and collaboration.

Virtual Organisation can be explained in many different ways.

Virtual Organisation (VO)

(i) A Virtual Organisation is simply a group of grid users with same interested and requirements who are able to work collaboratively with other members of the group or share resources such as data, software, CPU, storage space etc. regardless of geographical location.

(ii) Virtual Organisations are base on communication. The entity comprised of individuals, committees, work groups, geographically disperses which always depends on the fact that distance and time zones do not hinder work.

(iii) A Virtual Organisation is one that subcontracts anything and everything.

Technology used within a Virtual Organisation

Intranet

An Intranet can boost internal virtual organisational communication and improve the flow and exchange of information securely within multiple sites using a local area network. An Intranet is different to the Internet because it is protected by firewalls that are the information is kept within the virtual walls. An Intranet connection can close the distance gap and redirects the flow of information toward users who access and use information. At Silicon Graphics, Intranets are important for the integration of information, intellectual capital, organisational goals and improving communication capability.

Extranet

An Extranet uses a wide area network (WAN) and can be extended to users outside the company, often as an alternative way to do business with other companies. Additionally selling e learning materials to consumers, and although limited is the preferred form of extremely sharing information.

Internet

Networking Technologies such as the Internet play a major role in sharing public information using a global area network. Virtual organisations can effectively communicate, coordinate and collaborate using high-speed connections to set up for E-Business using the Internet.

Virtual Organisations have to understand networks and will have the leading edge and the resultant customer. Clients are more discerning and demanding ever-improved service including personalised Web pages and targeted marketing.

Advantages of virtual organization

- Incentives to work harder, faster and take more risks.
- Responsiveness.
- Harness power of the market for free agents.
- The most important advantages of virtual organization are the flexibility and the cost saving.
- Operating is a virtual environment is that it takes advantage of the ability of the internet to provide access to groups and individuals which would be difficult and impossible to reach through other channels.
- Virtual Organisation as a medium of communication to the market offers a mechanism through which an organization can gain access to users who share specific interests, attitudes, beliefs and values regarding a product, an issue, problem or activity.

- Virtual organisation saves time is communicating to their market and servicing their markets.
- Reduce travel cost.
- Minimize opportunity costs
- Increase the consistency in quality of work delivered.
- Increase work control.
- Increase collaboration among disparate population.
- More flexible working time needed of virtual team members can be a desirable feature of the role leading to increased motivation and efficiency of the individuals.
- The more informal communication channels that might exist within a virtual team may lead to a more agile and responsive approach to rapid change.
- Gives access to a wide range of specialized resources.
- Unified face to large corporate buyers can be presented.
- Enhanced organizational ability to respond flexibly to change.
- Equal opportunities.
- Can be reshaped and change members according to the project or task.
- Individual members retain their independence and continue to develop their niche skills.
- Direct and existing access routes to local organizations and regulatory bodies are immediately available.
- Reduce costs and more efficient resource utilities.
- 24/7 working through formal handovers from team to team.
- Resident local knowledge relating to the areas such as environment, culture, financial conventions and regulations, taxes, risk management.
- Decreased need to relocate people leading to a reduction in potential disruption.
- No need to worry ponderously about divorce settlements as in formal joint ventures.

Disadvantages of Virtual Organisation.

- Coordination more difficult as risk-taking increases and incentive go up – self-interested.
- Alignment difficulty when it comes to innovation as surpluses work to the advantage at of some and to the disadvantage of others.
- Lack of experience or unavailability of best practice guidelines in managing virtual teams.
- Technology managers tend to balance the technology when users do not have the skills to work online effectively and comfortably.
- Electronic communication fuels information overload cause stress in online workers which is considered as a primary cause.
- Travel continues to be major barrier to distributed work, which leads to time wasting and consuming money.

- Anyone with intranet or internet email account can interact with customers and other organizations
- Managers have problems such as motivating people at distance, the problem for the remote staff is to deal with increased autonomy and reduce feedback.
- Working online gives the feeling of communicating with a computer not with other human beings which lead to loss of self regulations.

- Time effort band with are often wasted in online conferences and forums which are stillborn because of the organizers overlook basic principles of need and relevant and are unaware of the special techniques required to sustain online dialogue.
- Lack of sensitivity to culture difference such as national culture corporate culture and individual culture.
- Uncertainly about outputs of partners.
- Rapid pace of change such that the rules are still being formed.
- Difficulty in facilitating a group identity.
- Implicitly information exchange such as passing on culture of the organizations.

Collaborative Tools

Communication is one of the linchpins of modern learning organizations, and Web-based virtual collaboration tools have earned significant credibility as communication aids. Instant messaging (IM), chat, and Web and video conferencing help enable widespread deployment of timely content to aid employee education on new product releases, corporate strategies and critical job function skills. Collaborative learning solutions reduce learning costs, increase productivity and generally surpass communication boundaries for the enterprise.

Chat and IM

A highly collaborative online learning environment replicates aspects of the traditional classroom and offers additional features like mentoring sessions and refresher training that can be organized and deployed quickly and tailored to all kinds of learning. Chat and IM tools, close cousins of traditional e-mail, have caught on quickly in organizations that want to provide their employees with a fast and easy way to deliver knowledge and collaborate with one another. Using tools such as Path lore's Collaboration Path, which includes built-in chat capabilities, learners can talk to one another in class and ask the instructor questions using customizable features that allow users to tailor the tool to whatever type of chat best meets their needs.

Advanced chat options include breakout sessions where an instructor can break the class into multiple groups with specific tasks to complete, and then reassemble to share findings and assessments publicly or privately as well as separate audio conference and Voice over IP to use the computer to deliver audio to students and instructors.

Web and Video Conferencing

Virtual collaboration tools such as Web and video conferencing are particularly attractive because they allow organizations to leverage a key asset, their employees. Collaborative tools help to train employees so that they can adapt more quickly to rapidly changing work environments. Microsoft Office's Live Meeting Web conferencing solution helped AutoDesk, a computer-aided design pioneer with global operations, to expand its training and marketing programs. Deploying Live Meeting enabled the company to conduct training programs that would otherwise be available only on a classroom basis and doubled the number of classes the company offers each year. The platform also helped AutoDesk generate so many qualified leads, the company cut back the number of trade shows it attends and reduced direct mailings. The company estimates that reduced marketing costs, plus the savings from offering classes without having to fly instructors into the field, provides a combined benefit.

E-mail

This is a collaboration tool for sending principally written message to one person or an address list by computer.

Interactive bulletin board

It allows participants to post message that all other parties can view, and the text chat capabilities, similar to Internet chat rooms, enables real-time communications among participants, either typed in broadcast or private mode.

Whiteboard application

Shared whiteboard application, as a part of multimedia desktop conferencing systems, integrated into collaborative environment, is certainly the best solution. It allows controlled and synchronized presentation of text and different type of images.

E-learning Software Tools in Virtual Collaborations

The numbers of tools that are available for e-learning development are far too many these days. Starting from media creation tools, web publishing tools, online conferencing tools, to multimedia authoring tools, integrated learning environments, collaboration and management tools and so on.

Digital multimedia creation tools

Media types can include text, images, graphics, sound, animation, video and virtual reality. The only problem encountered in using multimedia in e-learning development on the Internet is bandwidth issues.

Text creation tools

HTML or Hyper Text Mark up Language is the native language read by most web browsers like Internet Explorer and Netscape. Other text formats are Adobe Acrobat .pdf files that offer a 'published and easily printable' look. .TXT, .DOC, .RFT are the more common formats that can be created using any common word processor and text editor.

Graphic and Image creation tools

Images are useful in not just improving the look of content, but also aid in easy understanding of difficult topics. Graphics can be scanned and then imported to the web in various formats (GIF, JPEG, BMP and TIFF formats). Image authoring tools that are used to modify and edit images are Adobe Photoshop, Adobe Illustrator, CorelDraw, Freehand, Super Paint, and Fractal Design Painter and so on.

Audio formats on the web are WAV, AU, MPEG, MPEG2, MIDI, RA and they can be played using audio players that are usually bundled along with operating systems. If one is interested in creating audio files, then Macromedia's Shockwave, RealAudio server, and Voxware's Toolbox are the most popular. Video formats for the web are AVI, QuickTime and MPEG and can be played using video players that are supported by common web browsers. Macromedia Director, Movie star Maker is some of the professional authoring tools to create video.

Animation tools

Animation formats on the web are JAVA, Shock wave, GIF89a and they can be created using tools like Corel Web Graphics, Web Painter or GIF builder.
Now, the web is going 3D and VRML (virtual reality modelling language) is an emerging standard, but viewing VRML requires a specific web browser like VRScout, Web space navigator and so on.

Web Publishing Tools

In a web-based education site, the content must be in HTML format. The simplest method is to use a web publishing tool like any HTML editor. Common web publishing tools are Macromedia Dream Weaver, Microsoft Front Page, HTML Assistant Pro, Claris Home Page, Hot Metal and so on.

Internet-based Conferencing Tools

The Internet is not just about information anymore. It's about interaction! And to achieve communication and collaboration tools such as email, discussion boards, lists, live chat and newsgroups are a part of this. Newer applications like Internet phones and desktop video conferencing and shared workspace tools are moving collaboration on the Internet to a new level.

Such tools have found a natural home in distance education where they provide remote users with a way to interact with each other and the instructor. Ideal for learner guidance and practice/feedback elements of instruction, conferencing areas on the web are the most effective and active areas of development today.

Some of the common conferencing tools are:

Web Chat
Internet Phones
Desktop video conferencing
Multi-user domains (MUDs) (text-based virtual environments)
Collaboration tools like real-time chat, audio and video conferencing, application and document-sharing, white boarding, discussion lists, news groups, email, document/file sharing.

Popular software tools available are the following:

Lotus Notes Domino
Collabra Share
First Class
Microsoft NetMeeting
Intel Pros hare
Internet Conference Pro

Multimedia Internet Authoring Tools

Tools like Director and Author ware Professional (Macromedia), Quest Net, Icon Author and Tool Book II Instructor offer different visual programming techniques to create applications. Among others are the Apple Media tools, Course Builder, Hyper Card and so on.

Integrated Learning Distributed Environments

They are a collaborative learning instructional environment that makes extensive use of collaborative tools and comprise media creation tools and authoring tools designed specifically for learning applications. The most popular ones are FORUM, Learning Space, Virtual U, Symposium, and Learning Server and so on.

The above tools are some of which comprise of a learning environment and can build the right one for the particular user.

Task 3

The Recruitment and Selection Process

How to Know When a Job Is Available

Job announcements describing the position and minimum qualifications are updated on a continuous basis as new positions become available and posted at the Human Resources Department, on the company web site, and on our 24-hour Job Hotline. Job openings may also be advertised in various employment offices and local publications.

Getting Started

The following information is intended to give applicants information about the selection process at the company. Suggestions for completing the employment application, getting ready for the written test(s), attending an appraisal interview, and other general procedures are included.

General Information

Selection Process

Selections at the company are made through what is termed the "competitive examination" process. This process begins with the completion of an employment application (unless otherwise stated in the job announcement) and continues through to the Qualifications Appraisal Interview and/or departmental Selection Interview. Other steps may be added depending on the nature of the position under recruitment.

The **first step** is the completion of the employment application; a résumé with a ten-year employment/salary history may be substituted for selected positions. The job announcement will clearly state if a résumé will be an acceptable substitute. In either case, this is the initial opportunity to provide information on the applicant's qualifications as they related to the position for which the applicant is applying. Completed applications are initially screened to determine whether an applicant meets the minimum qualifications for the position as outlined in the Job Announcement. Applications of those applicants determined as meeting the minimum qualifications are then reviewed by a Human Resources Analyst and a subject matter expert to determine who is to be invited to continue in the examination process. A limited number of candidates whose applications clearly show that among those competing are better qualified in terms of relevant training and experience will be invited to continue in the examination process as outlined in the Job Announcement under "Application Process."

Depending on the extent of the recruitment, the examination process may include a written test, performance test(s), a typing test, or other specialized tests. These tests are additional selection devices used to determine qualifications for performing essential job functions; they be qualifying only or weighted and/or combined with the other tests. Exams frequently will include a Panel Interview as well as a departmental Selection Interview. The applicant will be notified of the results of each examination step in writing. So, it is imperative that the applicant keep the company informed of any change in address to ensure the applicant receives notification.

The Employment Application

The employment application is the applicant's first chance to present the applicant's qualifications to the company and it is extremely critical to the applicants continued participation in the examination process. Before the applicant begin to review thoroughly about the Job Announcement specified as the requirements to qualify for the position. The applicant needs to meet these criteria to be considered for the position and ensure the applicant do, or will be wasting their effort in completing the application. Most entries on the form are self-explanatory, but a few pointers on filling it out may help:

- The easiest way to fill out the application is to complete it on-line using either the PDF or Word version or the applicant can print and mail or fax it. Or using the Word version, they can save it as a file and e-mail it.
- If the applicant chooses to fill it out manually, ensure it is legible. Print clearly in ink or use a typewriter.
- Be accurate and honest. Falsification can lead to disqualification or dismissal.
- Be thorough when discussing experience. Convey experiences most directly related to the particular position, including volunteer work.
- Resumes may be attached, but will not substitute for application entries. The application form provides a standard format necessary for consistent review of applications. "See resume" may result in disqualification.

- Applications must be received no later than the Final Filing Date specified on the Job Announcement. Postmarks are normally not accepted, so allow for mail delivery time.
- If the applicant need more space to discuss their qualifications, the applicant can attach additional sheets, provided they are similar in format to the original application form.

Written Exams

Written exams are usually obtained from one of several test construction firms available to the company. These tests are designed to determine the applicant's level of technical and/or analytical abilities associated with the particular position for which the applicant has applied. Questions are usually multiple choices, using scanned answer sheets for computerized scoring.

Typing Exams

A Typing Certificate issued within the last twelve months will be required to be submitted with the employment application for those positions involving typing and/or word processing skills. The required typing speed is shown on the Job Announcement. The speed indicated is the Net Words per Minute (NWPM) needed for the position...

Performance Exams

Performance exams test the applicant's ability to accomplish specific job-related tasks by providing the opportunity to actually perform them. These tests are scheduled through the Human Resources Department office, with notification to the applicant in writing of the date, time, location and duration of the test. The applicant will be given instructions on the tasks to be completed and then asked to complete them. Individuals with considerable relevant experience will conduct the evaluations. Safety, quality of work, adaptability, performance under stress, etc. are evaluated.

Specialized Testing

Some positions will require specialized testing, such as agility, shorthand, writing, etc. These tests are scheduled just as other tests are and the applicant would be notified in writing of results.

The Panel Interview

When used, the results of this component of the exam process will be used to determine if the applicant should be included on the List of Eligible Candidates forwarded to the hiring authority for consideration for a departmental Selection Interview.

This portion of the examination is normally weighted 100%. Generally the applicant's previous test results are used only to qualify the applicant's for participation in the Panel Interview.

The Panel is comprised of qualified individuals, which may or may not be employees of the company. Normally, the panel will consist of three evaluators. These individuals will evaluate the applicant's responses to a variety of job-related questions over the scheduled time period. Candidates receiving an average score of 70% or higher are placed on the List of Eligible Candidates. The List of Eligible Candidates is categorized into three blocks determined by the candidate's averaged score: "A" block: Superior Candidate; "B" block: Well Qualified; "C" block: Qualified.

The Selection Interview

Once the List of Eligible Candidates is established it is sent to the Department(s) that is hiring to fill a current vacancy. The Department Head is responsible for setting up Selection Interviews. He/she may interview anyone on the list, since all persons referred to the department are qualified. The Department Head will be looking for the candidate with the best qualifications for their particular position.

The candidate selected to fill the vacancy will undergo a medical examination, drug screen, background investigation, and a probationary period before attaining permanent employment status. Additionally, in accordance with Federal Law, the candidate is required to provide proof of identity and proof is needed to work legally... All employees are also required to sign an oath of affirmation of allegiance as required by Law.

Once Hired

If the applicants are hired, there are a variety of employment benefits that accompany most company positions:

- A League of company award winning employee training and development program providing all employees an opportunity to acquire and enhance job specific and professional skills, which includes a Tuition Reimbursement Program.
- Paid medical and life insurance provided upon employment and dental insurance coverage after the candidates serve a qualifying period
- Paid retiree health benefits that include qualifying dependents
- Liberal vacation policy which increases with additional years of service
- Paid holidays

Bibliography

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