



APPLYING E-LEARNING AT A COMPANY FOR TRAINING STAFF

CASE: VINPEARL ONE MEMBER LIMITED COMPANY

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<p>Abstract</p> <p>The main objective of the thesis was to research the feasibility of E-learning application at Vinpearl one member limited company through analyzing the company's existing needs and then suggest and build the most appropriate E-learning method for the improvement of the staff's skills. The research also aimed at inspiring E-learning values and its dominant features to the company's staff and managers.</p> <p>In order to acquire opinions and attitudes of employees and managers about the pros and cons of E-learning on staff training, qualitative research method was used in this thesis which comprised of two unstructured open-ended interviews: a group interview with five managers whose departments called for a new more appropriate training method and an interview with director of human resource manager who would determine whether E-learning is applied for training or not.</p> <p>The result of the interviews yielded a lot of insights in which employees faithfully revealed their concerns of current training situation and their expectations of new training system that might generate outcomes and encourage a new learning culture within the company. However, as director of human resource department stated E-learning application seems to be a high risk-taking mission since it requires an extensive adaption from the company.</p> <p>Concluded, the interviews succeeded in imparting E-learning's potential to the managers as a precious candidate on a race of selecting the best training method. Through analysis and assortment, the research thrived on building the company a prospective E-learning model for the so-called "remarkable innovation" for employee training area in Vietnam generally.</p>			
Keywords Application, E-learning system, staff training.			

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1 INTRODUCTION

Recognition of the importance of training need and employee development has been raised in recent year and it was evidenced by the successes of many world leading economies like Germany, Japan, Sweden... (Beardwell and Holden 2004, 335) However, “training methods”, “cost” and “effectiveness” are still controversial problems. Faced with on-going challenges, E-learning has emerged as a technology-based learning method that meet firms’ prospective needs by bringing innovations and doing what other training methods have never done before. Getting out of traditional training, enabling constant change and insatiable need of knowledge on a massive scale have created a change in status for training as well as a significant breakthrough for E-learning development (Driscoll 2010, 2).

Although E-learning has developed and been applied worldly in the last decade, it was quite new and far of reach to developing economies where information technologies are still under construction and learning facilities are limited due to financial constraints. Among those developing countries, Vietnam-my home country is a typical example of aforementioned situation. For some Vietnamese companies, the so-called E-learning has just stopped at computer-based training with CD-ROM performed guidance without Internet connection. And Vinpearl one member limited company is no exception when it has a high demand for training by e-learning but its E-learning did not work out and act effectively.

So, the objective of this thesis was to analyse the demands of case company in building a specific training courses, then suggest and develop the most suitable E-learning model to develop the skills of the company’s staff. The research aims at inspiring e-learning’s value and its advantages to executors who are able to empower the company to adopt new training method and to employees who directly get the training by offering them the most appropriate e-learning method. Overall, the final goal that must be reached through an interview was to find proper ways to adopt e-learning into the company step-by-step. The research was first started with E-learning definition and its SWOT analysis, then an overview of Vinpearl company with its current needs follows.

After that the company's existing needs were found out and why they need E-learning for employee capability improvement, when the demands were identified, an appropriate E-learning system was selected and built with sufficient technology tools and other material needed for the Vinpearl company. Lastly, this research also examines how the company's staff responses towards this E-learning application.

The theoretical part of this thesis is based on reference sources such as books and internet sources and more important is information supplied by employees on their needs of training. The empirical part was carried out by qualitative method, employees were sent questionnaires and interviewed for their opinion about the effectiveness of this E-learning model for training staff.

2 E-LEARNING IN EMPLOYEE TRAINING AND DEVELOPMENT

The growing significance of employee training has promoted companies to invest in training's quality that demands an effective training method. The explosion of modern technologies and internet led to the existence of E-learning which offers companies better choice for training employees. In addition, the faithful and popular application toward e-learning of developed economies claimed the influence and advantage of e-learning. Having in-depth consciousness about e-learning is necessary to find out why companies need e-learning for staff training.

2.1 E-learning Definition

The revolution of multimedia technologies and Internet has changed the world, thus led to the pervasiveness of technology based activities across society everyday such as working, purchasing, communicating... and spread to learning and training (Home and Gardner 2006, 13). And according to Marc Rosenberg: "the use of technologies to support learning is commonly referred to as E-learning". However, E-learning was not applied popularly until the late 1990s, when Internet made it more practical on a massive scale, investment and interest in the field soared (Rosenberg 2006, 3). Today, e-learning is defined entirely as the use of networked information and communication technologies as vehicles to deliver education or broad array of training solutions at a specified time and place.

The following graphic illustrates the increasing scope of e-learning definition. Each ring builds upon previous foundation and adds new elements: technology, methodology and social context.

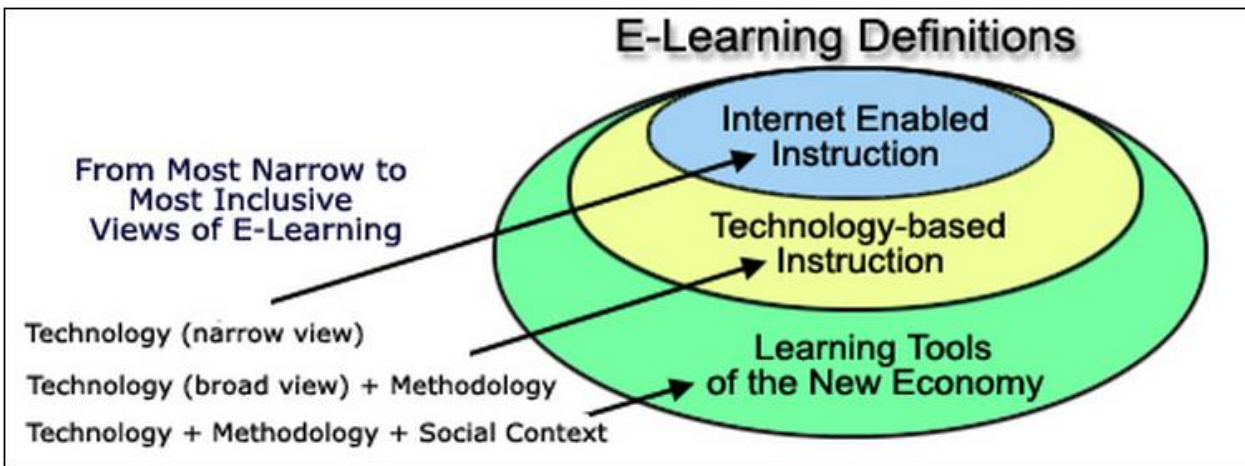


FIGURE 1: An increasing scope of e-learning (Cognitive design solution, 2012)

E-learning is a boarder term of online learning, virtual learning, network or web-based learning that all refer to activities of embracing or exchange of information through intranet or internet carried out by individuals or groups working online or offline. And these various types of e-learning activities were sorted into two different kinds of learning are asynchronous and synchronous (Garrison 2011, 2).

Asynchronous e-learning is a situation in which learners are experiencing the learning at different time. Media facilities used to support this kind of activity could be email, discussion board, text- based conference within learning management system (Garrison 2011, 15) in order to ensure mutual interaction between learners with leaners or learners with teacher. Because of asynchronous nature, learners are more flexible and independent in completing learning activities or module on their own, in their own environment and schedules.

Versus to asynchronous mode, synchronous e-learning requests learners experiencing the learning at the same time frame. Audio, video conferences or chat rooms, whiteboards... are all powerful vehicles that offer the immediacy of two-way communication and has the potential to support learners in the development of learning communities. Many surveys conducted and proved that synchronous increased motivation and aroused learners that made them feel like participants in the real classroom (Hrastinski, S 2008, 3).

By the way, whether asynchronous or synchronous e-learning are also engage to the same set of e-learning's features that used for transferring and

accessing a huge knowledge from resources to learners at anytime, anywhere and collaborating learners together. However, e-learning itself will not get us where we have to go, internet and technologies are essential elements for effective and perfect e-learning.

2.2 Why organizations need e-learning?

In today's new economy, organizations are increasingly facing with new challenges. High competition in global market, shrinking of corporation resources, expanding market, rapid shift and innovation of technology or recruitment and retention of talented and well-skilled people are just some of those challenges. Therefore, organization need to play a leading role in innovation and renewal in order to survive in this competitive environment and highly skilled employees would empower organizations to hold up. If in the past organizations have viewed training as a necessary expense rather than investment and training was conducted as a mere formality without knowing its effects, now in response to these challenges, organizations are beginning to emphasize on training and consider it as investment. Knowledge and skills of employees are now compared in equal with company's assets. Thus company must vigilant and clear sight to select a training method that matches company's culture most. However, faced with on-going challenges of insatiable need for knowledge as well as state-of-art technology updates, technology based learning or E-learning is the best choice for company to keep up for the following reasons (THINQ's research department 2012)

As we can see traditional training conducted in classroom with hard-copy book is no longer effective with organizations whose operations rely heavily on continuous variability of information or global market for example, the training material maybe out of date or old concepts are no longer exist in new life. And e-learning is considered the solution for organizations who demand for newest information to work on. Moreover, instead of storing training materials in form of a mounting pile of paper, the documents now can be kept in computer with hard disk up to hundreds of Gigabyte that increases information storage capability and comfort the users. John Chambers, Cisco Systems' CEO stated : “

The biggest growth in the Internet, and the area that will prove to be one of the biggest agents of change, will be e-learning” (Cisco 2012).

With the demand of training for numerous employees but still can ensure the quality of learning process and collaborative interaction between learners. While traditional training class only can train a limited number of employees that fits a classroom, organizations need e-learning which can reach people even they are dispersed geographically and it allows large numbers of people to participate in a course. Moreover, e-course can be sorted out or divided into different smaller instructional chunks so that employees can take it easy to select training components that meet their needs. Many companies who have not been able to train their sale force, customer service representatives, product developers and others (who rely on accurate content to do their jobs quickly) enough to adapt to ever changing competitive threats, customer needs or take advantages of innovation can overcome those obstacles by deploying e-learning’s features which provide trainers and learners the most up-to-date information for job performance (Rosenberg, M 2006, 47).

The significance of e-learning in training staff can be proven by AVST company who claimed “using e-learning as a recipe for business success”. AVST is a large global telecommunication company located in USA with more than 15 million users. Few year ago, Chris Sullivan- a manager in training of AVST company oversee the development of training for AVST’s end users, resellers technicians and partners, so he processed traditional training classroom at this time. Unfortunately, the company faced up with a big issue concerning training cost since classroom training typically required dedicated time and a huge of money sent on facility expenses and travel costs. By 2009, the company had determined to transform all classroom training into e-learning and this experiment has brought in successes which enable the company “dropped its expenses by 22% and increased profitability by 62%”, stated Chris Sullivan. Moreover, the company’s training could be able to reach to technicians who were outside USA or were not able to travel and to customers who needed training. AVST’s successes has encouraged for motivating e-learning in the large organizations who want to train their personnel on large

scale or want to enhance an increased use of technology blended in learning process (Jeanette 2010).

Moreover, organizations specialized in technology, digital or machinery industries wish to provide learners most advance and realistic learning environment, learning technologies can enable organizations to depict learners with more authentic scenarios, offering learners opportunities to solve infrequent problems or complete tasks in a matter of minutes that could take hours of a day in real world. Thanks to the combination and convergence of the most advanced features of digital information and communication technologies like three dimensional (3D), graphics, live broadcast, Web... , the real pictures from outside world can be brought into the training courses through simulations, making training more relevant, more effective, more challenging and even more fun (Rosenberg, M 2006, 48). It was evidenced from the research of Clark and Mayer in the book E-learning and the sciences of instruction that a lots of e-learning's functions can create double effect for learning. For example, multimedia principles application in e-learning of using words and graphics are much rather than using words alone or presents words as audio narration rather than on-screen text... . So, although building technologies based training is hard and complex, the advantages and facilities inherited from advanced technologies in e-learning can bring organizations and learners the benefits that traditional training could not do (Clark, R & Mayer, R 2011, 3).

By the aforementioned illustrations, e-learning can be claimed the optimum solution not only for large organizations who want to save time and cost to train their employees in large scale but also for companies who need to adapt to frequent changes of the world to do business.

2.3 E-learning's goal

E-learning's goal refers to e-learning lessons are intended to help learners reach personal learning objectives or perform their job in ways that improve the bottom-line goals of organization (Clark, R & Mayer, R 2011, 10). The "e-learning" word itself has contained the meaning of its goal. "e" interprets "how" – using electronic form to conduct the training. "Learning" in e-learning refers to "what"- the course includes contents and dominant ways to help people learn it, and the "why" - determines purpose of the learning: that help learners achieve educational goals or help organizations build skills in relation to improve job performance (Clark, R & Mayer, R 2011, 11).

From the last decade, Masie had realized e-learning's full potential by a comment that: "I expect to see an increase alignment between e-learning and e-commerce. Information collected on the World Wide Web about product knowledge, for example, can be accessed in the same way for someone else to learn from. Organization are even focusing on delivering knowledge and competences to their whole supply chain by this method" (Masie 1999, 32). E-learning's goal in general is to build job transferable knowledge and skills linked to organizational performance to help individuals achieve their learning goals.

The companies who adopt e-learning for training employees would be beneficiaries of following e-learning's critical goals. First of all, e-learning attempts to enhance organization's learning agility to respond to change through the acquisition and application of just-in-time knowledge and skills. This endeavor gained by having well-prepared and skilled workforce plus instant access to up-to-date materials that e-learning's features bring in. Secondly, e-learning's supportive goal will be conducted through on-demand information and materials reinforcement. It means that learners get to be more engaged in learning by advanced collaboration technology tools that enrich interaction between learners and instructors. Last but not least, an e-learning's goal which also fits to organization's goal is the improvement of organizational learning culture through collaboration activities and knowledge-sharing. Virtual classroom environment that e-learning create might facilitate discussions and meeting

among learners, help to promote continuous sharing of information which was a basis of a strong organizational learning culture (Barb, A 2011, 21-28).

Likewise, cognitive theory defined e-learning's goals in form of a progressive model.



FIGURE 2: Four primary goals of e-learning (Cognitive design solution, 2012)

This graphic illustrates four primary goals of e-learning that follows a progressive line from awareness to mastery, includes: broadcast information, transfer critical knowledge, develop skill and competencies, certify skills and proficiencies. In particular, broadcast information aims to demonstrate awareness through dissemination of facts, figures, data, and notes to an organization to support individual and team learning and performance by using back-up tools like: email, power point, html, webcast and podcast, online presentation... A higher step is transfer critical knowledge that plan to build an understanding through delivering key information and knowledge about a business, product or service to enable individual or team performance. This step can be conducted by simple web-based-training, virtual classroom or blended learning. The next goal is to develop skills and competencies or another phrase is application of skills, knowledge and attitudes in a meaningful context by providing a process of individual and team learning of verbal or motor behavior as well as strategies to control and efficiently perform the related behavior . And the last goal need to be achieved is to certify skills and proficiencies that re-

quires a systematic practice of observable and measureable knowledge, behavior, skills, abilities and attributes that enable individual or team learning and performance identified for organization successes (Cognitive design solution, 2012).

Anyhow, though e-learning can be designed in different forms or structures, the only goal of e-learning is to impart transferable skills that contribute to personal education development and further organization's successes.

2.4 E-learning benefits on employee training

The adoption of e-learning technology for workplace training and human resource development is rapidly growing in large organization , both public and private sectors. However, different organizations have different choice of e-learning methods as well as customized design e-learning for individually specialized usage. So, recognizing benefits and features are the prior and determining factors in company's choice of e-learning.

E-learning brings the most convenient and flexible environment for both trainers and trainees.

Asynchronous nature of e-learning classes will allow trainees to attend at times most convenient to them. Training can take place anytime during the day and duration of training can be varied, depending on workload. So, it is easier for trainees to schedule their times. Training place is also unbound for both sides which can be accessed from a desktop at work, by sales persons in stores or field service engineer on the road. In other words, e-training class can be provided to employees anywhere regardless of geographical location and time zone restriction (Jamil A, 2012).

Cost saving and time saving over traditional training method.

Training materials, once developed and stored in Web-server or any driver that can be accessed from trainees' locations and viewed on screen within company's intranet that employees can get the hard copy of training materials whenever they need by printers at work station. Thus, printing, warehousing, shipping costs for bulky paper materials are invisibly saved. . Moreover, numerous courses already developed in e-learning format are free or available at reasonable prices that allow company to save training fees, travel cost or costs of maintaining a separate training area (training classroom outside work station) (Roy, A & Raymond, L. 2008, 3).

E-learning courses have benefit company which reduce the loss of employees' production time or the need to replace employees when they absent because of attending training class. So, instead of spending a lot of time and initial expenditures for traditional training class, company can save those when using e-learning. However, it is just one good point among so many that e-learning can bring to company listed in the below chapter.

E-learning is self-pacing learning.

Employees who are offered e-learning class of distance training have a tendency to retain much more of the knowledge they learn. They are able to work at their own pace and continue on only if they thoroughly grasp of their yesterday training. This benefit is seen more obviously in a difficult concept, learners can revise and work on it until they have a clear understand of it and move to next segment. However, different learners absorb and obtain knowledge differently, a person who learn fast or she/he has already a bit of knowledge on a particular subject will take it easy to understand the lesson's content while the counter-part take time to grasp it. So, with distance e-learning, learners can go as fast or as slow as they want to master of knowledge (E-learning in workplace, 2012).

E-learning fosters greater collaboration between learners.

Technology tools make collaboration among learners much easier. Since many projects involve collaborative learning, online environment with conference

chat and video can take place physical interaction between employees but still ensure the efficiency of projects (Worldwide learn, 2012).

E-learning ensures efficiency and productivity in workplace.

An employee has a job to do. In daily operations, often questions need to be asked and sudden issues need to be address and solved. In traditional training classroom, employees often out of workplace in a significant period of time and it firmly affect to work efficiency and production capability. So, when using e-learning in workplace, the normal flow of business is not interrupted and productivity is not halted since employees can pause the training whenever they want and come back to work when company immediately need their collaboration.

In addition, employees can practice right and translate what they have learned into real work. Thus, company can have an indirect financial impact by allowing the employees to use their newly developed skills to the benefit of company. The result is to foster company's productivity and capability (E-learning in workplace, 2012)

E-learning helps to enhance employees' computer and internet skills.

The principle of e-learning is computer-based training, so employees have to use computers as a tool to learn and they are promoted and guided to deploy different functions of computer and internet in purpose of achieving lessons. After training course, not only do employees get the knowledge but they also upgrade their computer skills (Worldwide learn, 2012).

E-learning is customizable.

Since e-learning is adjustable and flexible, it can customize the training according to each participant's need. Moreover, e-learning enables trainer present course materials in various formats that meet various learning styles of employees. This feature of e-learning has promised to bring the best condition for employees to learn (Roy, A & Raymond, L. 2008, 91).

With many benefits of e-learning in workplace, there is no doubt that companies nowadays are turning to this method of continuing education to benefit their employees. The employees who are equipped well with an in-depth knowledge will serve their company better. In fact, e-learning tend to outweigh the other training methods by its dominant features and create a positive impact on future generations.

2.5 Challenges

Each training method has its own positive and negative sides and e-learning is not an exception. There are many challenges that should be taken into account before and after the company adopt e-learning.

The corporate culture.

The first challenge company has to face up with is corporate culture. A company who has familiar with traditional training seems to be inactive and afraid of adventure. Or a company whose view access to information as a matter of individual or department empowerment and wish to maintain centralized control then it is difficult for trainer to persuade management allows open access to any portion of company intranet (Klaus, R & Friedrich, S. 2012).

The corporate infrastructure.

In order to conduct e-learning, company need to invest in training station with sufficient equipment like: accessible intranet and internet, providing sufficient technology tools for teaching and learning purpose... Moreover, company must be ensure of the transmission speed for downloading data plus performances of sound, video and graphics in training process. Only when adequate conditions are achieved, company can using e-learning.

Development might costly and time consuming.

Once company decides to use e-learning for training employees, it means that not only are costs measured by money, but also the amount of time spent to

set up and develop e-learning is significantly. The primary costs of e-learning course are infrastructure, required hardware and support hardware as well as applications needed for an accomplished e-learning course. Beside those costs, there is also a limited additional costs over the life of the course. Moreover, instructors need to restructure and fine-tune e-learning class very often to adapt their approaches and meet students' needs in learning that require substantial time and efforts to work on. E-learning fundamentally is costly and take time compared to traditional training but the dominant benefits inherited from it are undeniable. So, trainers must consider two-sides of each training type to choose one that copes with company culture and their employees most (Klaus, R & Friedrich, S. 2012).

Corporate lacks of expertise.

Company may meet several technical issues that hamper instructors' activities in adapting e-learning course process but the question is "whether lack of training or software itself cause these issues?" and the answer is both. David Dibiese, head of Penn State's E-Education Institute at the College of Earth and Mineral Sciences pointed to support staff's lack of technical expertise: "to make an e-learning course compelling, especially in our field requires development of multimedia: flash, shock ware and technical simulation". He explained: "That causes problems because a person who has the technical skills and the understanding of our field to make compelling content is not always available" (Klaus, R & Friedrich, S. 2012). Others cited evidence for lack of technology proficiency of instructors: when operating software, lack of awareness when server crashes, and real or perceived CMS short coming cause confusion. However, some technical issues may come from: unreliable technologies can hinder instructor's ability to monitor learners activities. So, e-learning is successful only when instructors and students possess adequate skills to use e-learning tools effectively.

Some challenges of e-learning are identified as a foresight picture that draw the companies who want to use e-learning for training employees with drawback and difficulties so that companies can have a good preparation and better back-up before using e-learning.

2.6 Get familiar with some e-learning models for training employees.

Nowadays, when the use of e-learning has become more popular, a lot of designed e-learning programs are available in internet that people can use them instantly for formal task division or e-learning software that must be downloaded and installed into personal computers for private customized use. Here is a typical sample of an e-learning course– a product from Ispring organization, this kind of e-learning model is applied widely in organizational training which suitable for group training in companies and it was evaluated in top ten out of all e-learning software (Now, 2012).



FIGURE 3: Screen capture of Ispring e-learning course (Ispring, 2012)

This is an easy-to-use and effective e-learning software, that all a producer need to do are first upload e-learning content to the course software format through Ispring converter in form of slides, the course training content now automatically turn to HTML format so that it can shared and viewed publicly.

Second step is to record or import informative audio narration to explain your presentation, synchronize voice over with animations and slides to help producer build a logical content for training staff. Moreover, instructor's video is also delivered by using video narration that approach to virtual training classroom (Ispring, 2012).

3 THE DEMAND FOR UTILIZING E-LEARNING IN VINPEARL ONE MEMBER LIMITED COMPANY

A variety of training methods have been offered for companies in recent years. However, once a company determines to adapt one training method, it has been definitely addressed with the company's strategies and goals. Likewise, through introducing and analysing Vinpearl limited company's current situation, this chapter will prove e-learning is the most appropriate training type for the company which can track the company's business goals and objectives.

3.1 Case company introduction

Vinpearl one member limited company is a branch of mother company known as Vingroup Joint Stock company, was officially established in January 2012 after the merger of the two leading real estate companies in Vietnam: Vincom Joint Stock company and Vinpearl Joint Stock company. Vingroup company runs a variety of business lines which include comprehensive operation in the real estate field, consisting of commercial property and tourism property in prime locations in Vietnam (Vingroup, 2012).

Vinpearl one member limited company specialized in providing services of tourism and entertainment in Vietnam which owned a lot of hotels, resorts and spas in Vietnam. The company is the owner of Hon Tre island located in Nha Trang, Vietnam, Hon Tre island is designed to be an independent recreational area harmoniously linked with five-star international Vinpearl hotels, Vinpearl Amusement park consists of many modern large scale facilities for enjoyment with outdoor and indoor activities, Vinpear's under water world, event hall, shopping mall and other entertaining... (Vinpearlland, 2012).

In recent years, Vinpearl land has been the most favourite tourist destination that attracted millions of people from Vietnam and all over the world every year. So, in order to serve up a huge number of customers come to enjoy the beauty of Vinpearl land, the company has set up two booking agencies in Ha-

noi and Da nang, Vietnam with a duty of receive room booking or one package tourist from customers then report those bookings to Vinpearl hotels in Nha Trang and this thesis will research on training staff problems of Vinpearl booking agency in Hanoi.

3.2 Analyse company's training needs

This section is going to analyse company's training situation in purpose of showing restrictions and difficulties that company's staff has to deal with in normal working days without any exclusive training in advance. This state of affair then would be turn out to a big question for the company in which the answer is to identify demands of the company for a specific training method in order to handle those inconveniences. Besides, once necessary training method for the company is singled out, the matter will be settled down at suggestion of the most appropriate training method for the Vinpearl limited company.

3.2.1 Overview of Company operations.

Vinpearl booking agency responsible for receiving in advance room booking or one package tourist to Vinpearl land from customers then updating them to the mutual database management named CSDL solution where the hotels' staff can get the same information and the hotels will take care of updating the newest information concerning room availability so that the company can report it to customers. Room booking department is the biggest department of company which consists of more than twenty persons and mainly computer-based work. In order to ensure punctuality and accuracy of information transferring, the company and hotels were set up the same database management system unit named CSDL (Collaborative Software Development Laboratory) Solution which can display exactly all information concerning room booking, customer requirement, time check in and check out... (Vinpearl land, 2012)

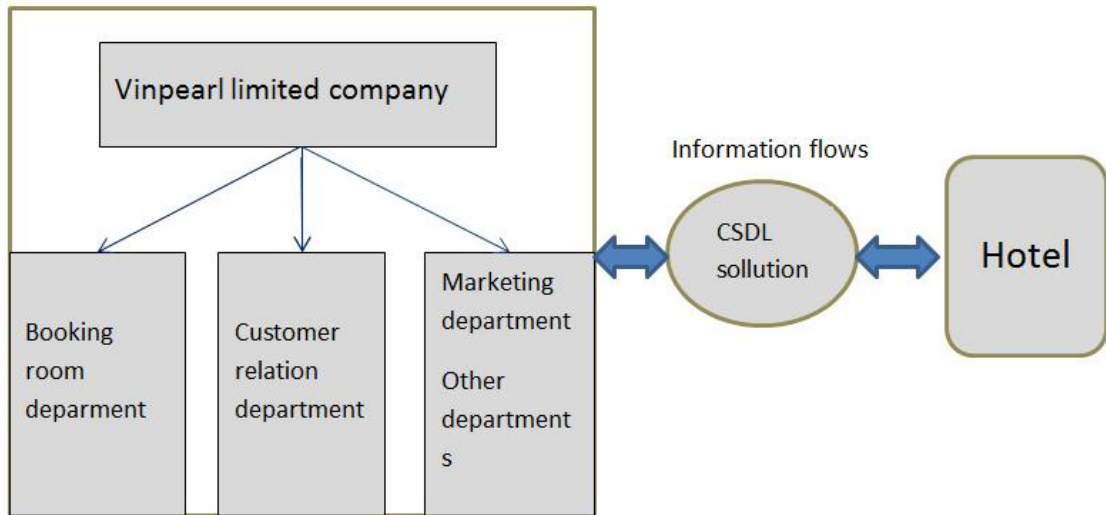


FIGURE 4: The model of company's operations

CSDL Solution is a management software package designed specifically for hotel room management and has a lot of different functions like:

To booking room department:

- Playing as a large-sized memory disk which can memorize all input and output information related to room booking from company's staff.
- Helping company and hotel keep track of every customers, single bookings, rooms through maps and reports, hotel's room availability are always updated on CSDL booking system so that the company can response instantly to customers when orders coming.
- Every groups of database are independent to each other so that users can input, output or delete every single groups of data.
- Be able to restore database to its former condition if there are any disruptions in hardware and software of computers. (Vingroup's working rules, 2012).
- All information stored in CSDL database management system are strictly confidential. Different group users have their own accounts and rights to access CSDL booking system depending on their different positions in company in order to prevent illegal accesses.
- All the values and data stored and updated in CSDL system must be ensured the coherent and correlation among all values. Moreover, the database management system will not save and update information or values that already existed or able to get rid of redundant values automatically.

FIGURE 5: Window displays CSDL booking system (Hotel management software, 2012)

To accountancy department: accountancy staff can calculate monthly revenue of hotels base on sum of value that customers had to pay for using hotel services saved in CSDL software (tailieu, 2012).

So, CSDL booking system is considered as a key for every company's option

3.2.2 Company's training goal.

Because booking room department relies heavily on CSDL solution to work on, employees are required to master of this system. However, according to company's staff point of view: this booking system is very difficult to capture its all functions, they can handle smoothly just the basic functions related to create and input customer account information, make reports, total query... the more complex the functions were, the more confuse the staff got.

Going to find out the reason for this situation, a member of staff had been explained: when they were new comers, they did not get any methodical training from training course. That all they got were CD-ROM for usage of booking software system, guidance from seniors in the same department and learning by themselves from daily work experience mainly. Almost people in booking room department agreed that: even though they has worked here for two to

three years, they have not completely mastered of this system and lots of useful functions still have gone unused (Company's staff interview 10th October 2012).

An advanced function named "Macro access" could be cited as a typical example that most of employees in the booking room department have no idea about it when they were asked. This function enable users handle regularity tasks automatically instead of doing a lot of same steps, open many forms and reports at the same time in macro window, transfer information between different tables... that are much convenient, fast, effective rather than on manual. However, the employees have missed such useful function out due to lack of guidance (tai lieu, 2012).

So, an important issue raised is to set up a well-structured training course so that employees will be fully qualified when they get into the company.

3.2.3 Analysing company's training needs.

The first vital in Human Resource Development is " the identification of needed skills and active management of employees learning for their long-range future in relation to explicit corporate and business strategies" (Hall, 1984). It is necessary to discern that the training need of organization is achieved only when the training need of individual and group adequate to organization's objectives (Beardwell et al. 2004, 318). This concept is totally fit with Vinpearl limited company that improving lacked skills of employees will lead to upgrade working standard and high qualified working environment. However, how to choose the most appropriate training method that match organization's conditions most is the big issue. Of course, the major factors that any company concern most in determining which format to use are often include cost, time and efficiency. Following those factors, this paragraph is going to analyse what kind of training method the company need and giving out the clues to show that e-learning is the best choice for company training need.

The first requirement that ideal training method have to meet is totally computer-based-training. Because the employees mainly work on CSDL system

which was set up in computer, it is essential that they can practice right in training class. Each of booking functions consist a complex of actions conducted in the computer, so, learning process can fulfil employees' fundamental need only with computer-based-training.

The line between learning and working disappears when it come into practice is also the issue that need to be taken into consideration once Vinpearl company selects its training method. The company's work characteristic that requires employees have to stick into workplace to respond customers' bookings immediately will meet difficulties if workflow is disrupted for traditional training class. According to Gloria Gery: "the context of business learning is changing due to no-time-to-spare pace of today's work environment. Event-based or just in case learning is no longer adequate, now, employees need knowledge, data and tools integrated into workflow so that it is available at the moment of need". So, if integrating training into work, people are not necessary to be away from work in order to learn while they can still ensure of working productivity (Rosenberg 2006, 205). Fortunately, this idea of integrating training into workflow has been existed and conducted by e-learning model. This dominant feature has voted for e-learning to be more convenient and flexible than other training method and it should be a solution for Vinpearl company to keep harmony between working and training.

Moreover, as aforementioned in previous graph, because of high dependability of every departments towards CSDL booking system to conduct their own duties, an employee who is fully conscious of CSDL booking system will do their work well and versus. In this situation, a large scale training class with most of employees in the company is an impossible mission which might takes time and costly. However, e-learning can handle those problems that offers training for a large number of employees while they still can stay at desk, training is delivered at high speed and e-learning lesson can be recorded for reusing several times (see e-learning benefits).

Since CSDL booking system is a complex and difficult system to understand, explanations, image illustrations and guiding videos must be used in training content for clarification. In addition, video conference will enable mutual com-

munication between learner and learner, learner and trainer so that they can keep track with progress of a class and discuss with each other. Only by online environment with the support of internet and intranet, these needs can be undertaken.

By the way, computer-based-training, distant learning, integrating training into working or online learning are distinct aspects of e-learning. Even though other training methods may show a number of benefits rather than e-learning, it is still the most appropriate training method which can satisfy company's specific needs.

3.3 Suggest the most appropriate type of e-learning for the company

After e-learning's goals and objectives are clarified, the next step is selecting an e-learning type that can meet the company's needs and conditions based on learning domain and purpose of instruction. Since the selection directly determines learning capability of employees, different e-learning types must be sorted out one by one through classification and identification carefully in order to choose the most suitable one.

TABLE 1: Four kinds of e-learning/ web-based-training (Driscoll 2010, 111)

Characteristics	Web/Computer-based training	Web/Electronic Performance Support System	Web/Virtual Asynchronous Classroom	Web/Virtual Synchronous Classroom
Purpose	To provide learners performance-based training with measurable goals and objectives	To provide learner practical knowledge and problem-solving skills in a just-in-time format	To provide group learning and communication in an asynchronous environment	To provide collaborative learning in a real-time environment
Types of e-learning	Highly structured problems that require transferring knowledge, building comprehension and practicing application of skills	Ill-structured problems that require analysis and synthesis of elements, relationships and organizational principles	Less structured problems that require application, analysis, synthesis and evaluation	Ill-structured problems that require the synthesis and evaluation of information and shared information

According to table 1, there are four main kinds of e-learning/ web-based-training which are used for different using purposes and in different situations. In particular, electronic performance support systems is used to provide learner practical knowledge and problem-solving skills in a just-in-time format but what the Vinpearl company want to heading its employees to is comprehensive and collective learning that they can use for their whole working life, not a just-in-time format. Virtual synchronous classroom aims to provide collaborative learning at real-time environment while the company's employees are incapable of getting training at any exact time. Computer-based-training look like more favourable but it is unlikely to conduct when there is no internet support for learning. Come to an end, virtual asynchronous classroom is the most

suitable e-learning method that offers group learning and communication in very flexible learning environment but its negative side is no instructor leading the training class, just self-paced and facilitated learning is not enough to conduct the training goals.

Fortunately, synchronous e-learning can have asynchronous feature when it is recorded, allowing learners to be viewed by a single learner in a self-paced manner. And an synchronous e-learning type named Instructor-led-e-learning is the best solution for Vinpearl company since it satisfy two basic need of the company that providing instructor to conduct conventional class while still ensuring facilitated learning (Clark, R & Mayer, R. 2011, 10).

4 APPLYING E-LEARNING SYSTEM INTO VINPEARL LIMITED COMPANY

According to William Horton: “Technology does not educate people and organizations. All technologies will do is make you faster and more efficient. If you are doing things wrong, technology will help you do more things wrong in less time. So, focus first on the top priorities you really need to address, they will drive your technology requirement”. In general, we can understand that technology is just a tool to fasten people learning goals and make it easier. If focusing too much on cutting-edge of technology, we may ignore the role of learners. The problem here is focus on how people learn and technology is adapted to the learners in order to assist the learning process (Mayer, 2009). So, the first priority is learner-centred approach that using technology in a way that supports people learning. Let’s examine instructor-led e-learning to see how it works and all the elements and technology tools contribute to an e-learning course.

4.1 What is instructor-led e-learning method?

Instructor-led e-learning is originally synchronous e-learning that uses Web technology to conduct conventional classes with distant learners through an instruction of trainer. These classes use a variety of real-time technologies, such as video and audio conference, chat, screen-sharing, whiteboard and telephone... The instructor conducts training by showing images and slides for demonstration. These presentations are transmitted by a streaming media server along with the instructor’s voice and possibly video image of instructor to make a friendly training class. Learner may use a media player for the presentation and they can ask questions when they meet troubles by typing their questions into chat window or sending email to instructor.

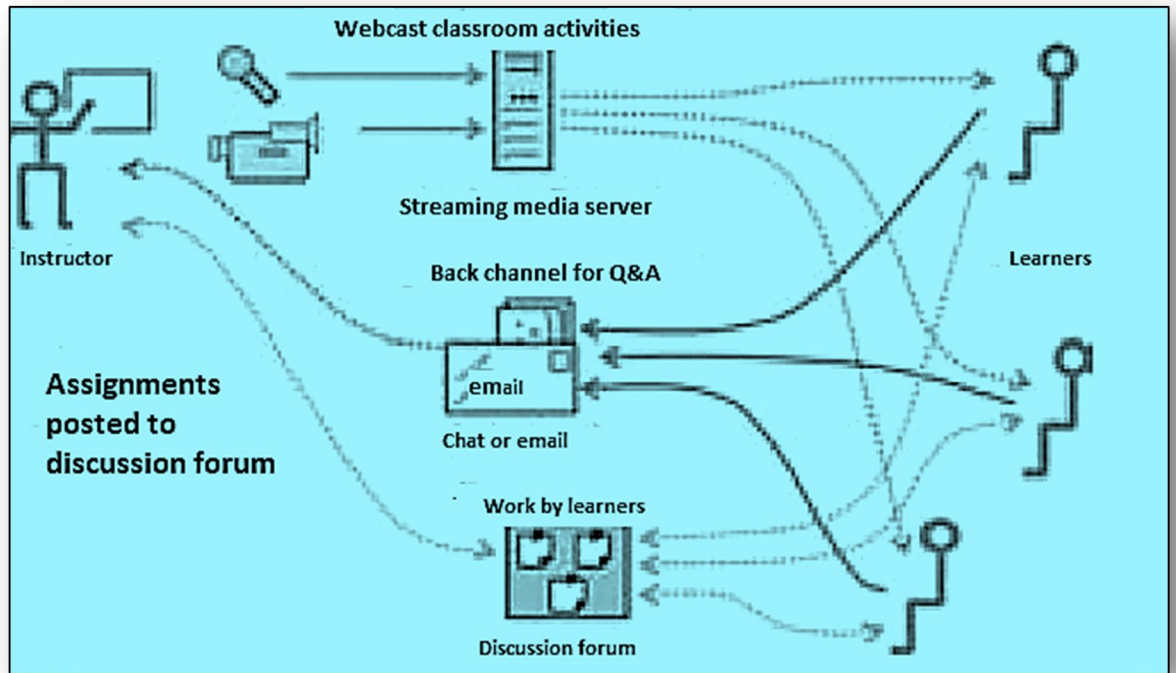


FIGURE 6: Flows of information found in instructor-led e-learning (Horton, W & Horton, K. 2003, 18)

If learners have fast connections, this back channel may use audio conference. Moreover, assignments can be posted to a class discussion board, where learners can hand-in their finished homework to instructor for checking (FAO, 2011).

Instructor-led e-learning seems familiar to learners in a point that they can experience the training class through computer-screen desktop with the same structure and expectations as the real life. However, beside those dominant features, it has some limitations that requires learners the least effort to convert materials, be patient when holding themselves up in front of camera or due to low speed internet, audio conference can not work and material can not be transmitted...

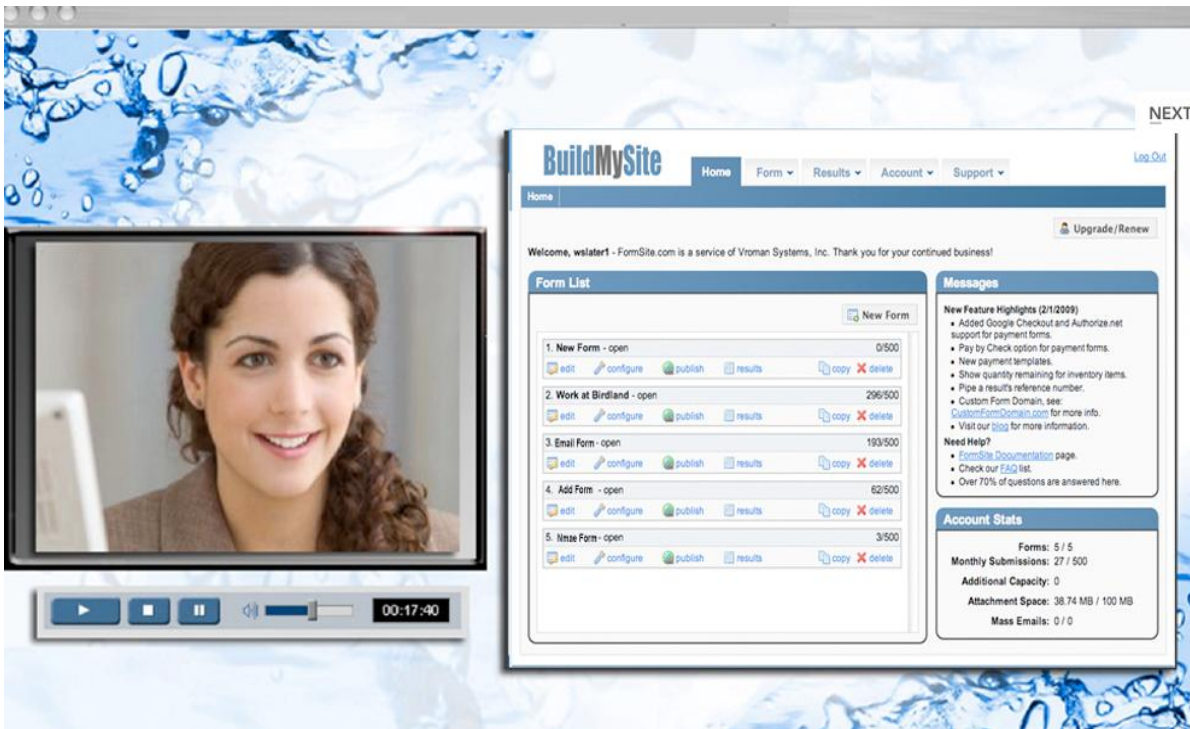


FIGURE 7: A screen capture from a instructor-led e-learning lesson (Challenge Training & Consulting, 2013)

4.2 Technology needed for instructor-led e-learning

There is now a range of technologies able to support the pedagogic models and instructional design that are the foundation of e-learning. However, each type of e-learning has a number of categorized technologies go along with it. So, picking up the right tools will drive the training course to the right way. Here is a list of must-have technology to create an effective instructor-led e-learning course :

TABLE 1: Technology needed for instructor-led e-learning (Horton, W & Horton, K. 2003, 19)

Producer	Host	Learner
<ul style="list-style-type: none"> - Multimedia computer capable of viewing audio and video input - Microphone and perhaps a video camera - Presenter's version of the online meeting client component - Presentation software for preparing display - Other software to be demonstrated - Other authoring tools, such as Adobe Acrobat, for producing content learners can download 	<ul style="list-style-type: none"> - Server hardware (may require separate machine for streaming media) - Server operating system - Fast Internet connection - Web server software - Online meeting virtual-school, or collaboration system providing slide presentations, audio conferencing, video conferencing, chat application-sharing, whiteboard, and discussion forums 	<ul style="list-style-type: none"> - Multimedia – capable computer - Web browser - Client for online meeting (web-conference, cloud computing services), virtual school, or collaboration systems - Connection to the internet

Producers include the designers, authors, writers, illustrators, photographers or other creative member who contribute to bring e-learning products into practice. Learners can be students who directly get the training from e-learning courses. Host is the organization that makes e-learning widely available over a network. So, e-learning product can not be accessible without one of them (Horton, W & Horton, K. 2003, 4).

However, there are several external factors which might upset e-learning course. For example, bandwidth is a measurement of the amount of information that a particular computer network or internet connection can send in a

particular time, often measured in bits per second. Bandwidth is the limiting factor in determining the mix of media could be delivered in e-course. Because video or audio conference require a large sized bandwidth, e-learning class can be conducted only when learners have fast internet connections or unstable network will also affect to learning efficient. On the other hand, most organizations nowadays prefer internal network that offers better internet connection and not overloaded with other traffic (Horton, W & Horton, K. 2003, 19).

4.3 Design E-learning content

“The content, basically, can be documents, courses, job aids, and other explicit forms of captured knowledge”, stated by William Horton. E-learning content plays a massive part that contributes to the success of an e-learning course. The better structure an e-learning content made, the more effective learning process . An effective e-learning content must converge three critical factors that meets learning objectives, fits learners’ abilities and creates engagement (Epic Group, 2003). When no or poor design learning occurs, there is inadequate in transferring knowledge that confuses learners with a morass of information. So, the goal here is getting the right information to the right person at the right time. Learner-centered approach had been stressed through cognitive learning theory that came to examine what the learner’s impact on their own learning could be and explained how mental process transform information received by eyes and ears into knowledge and skills contained in human memory (Clark, R & Mayer, R. 2011, 37). So, using relevant, coherent and explicit learning materials so that it can meet learning objectives and fit with what learners are supposed to learn. There are three important cognitive processes in designing an e-learning content:

- Selecting words and images: the first step is to pay attention to relevant words, images and graphics in the presented material.
- Organizing words and images: mentally organize the selected material in coherent verbal and pictorial representation.

- Integrating: this final step is to integrate incoming verbal and completed material together.

Because each learner has limited capacity in working memory, overloaded information will lead to inefficient learning. Therefore, integration of auditory and visual sensory information will create double effects that would construct unified structure with existing knowledge in learners' long-term memory (Clark, R & Mayer, R. 2011, 41).

Come back to the real case of Vinpearl limited company with learning objective is get hold of CSDL booking system. So, the company need to aware of what the employees already know and can do and what they need to know and be able to do so that learning content would be specific, measurable, attainable, relevant and targeted to the learners (Steve Pena, 2012).

For example: when the instructor wants to introduce a new function of CSDL booking system, she/he must explain "what is it used for?" and clarify the information with illustrated images. In addition, using variety of media available in e-learning to show step-by-step guidance of how to conduct the function, the key information displayed slides have to appeal to learners in a sense of prior notification by using circle or color to draw the eye to important text that trainer want to stress. Here is a sample of screen capture of visual cue help learners attend to key elements of the lesson:

Using Spreadsheets in Your Small Business Lesson 4: Absolute vs. Relative Cell

Course Menu
Course Introduction
Naming Cells
Formulas
Copying Formulas
Absolute Cell Reference
Application Case Study

Audio Off On

< Previous Next >

	A	B	C
1	Commissions January		
2		Total Sales	Commission
3			
4	Jake	\$60,000	\$4,800
5	Loretta	\$40,000	\$3,200
6	Chin	\$94,000	
7	George	\$32,000.0	
8			
9	Rate:	8.00%	
10			
11			

When you want to keep a cell value in a copied formula the same, you need to use an absolute cell reference. Place a dollar sign in front of the column letter and row number of the cell value you want to maintain.

Note above in column C the value in each B column will be multiplied by 10% when the formula in Cell C4 is copied to C5 –C7.

FIGURE 8: Using visual cue to attract learners' attention (Clark, R & Mayer, R. 2011, 40)

Moreover, a virtual learning environment with assessment will engage learners with learning activities in a way of taking monthly test, creating portfolios or submit assignments. Learning assessment enables interaction between tutor and the students for issuing grades and providing feedback (Holmes, B & Gardner, J. 2006, 92).

By the way, before design e-learning content map, the instructor initially aware of learners' needs and then apply common sense to meet them.

4.4. Tools for creating e-learning content

If you are handed in a task of creating learning content for an e-learning course from a treasure trove of Power Point presentation, Microsoft Word document or Excel spread sheet and you need to make those information available as Web pages, online learning, sale brochures or other forms, no worry because content converter will help you solve this problem. Content converter is a tool that e-learning producers use to convert conventional formats used in daily work into formats that can easily be read, shared and displayed in any Web page. The converter has not only transform one format to another, but it also can contain material in different format (Horton, W & Hor-

ton, K. 2003, 385). Moreover, thanks to content converter, any documents in original versions would be more widely available by converting them into Web ready format and then posted in Web server so that everyone can download and read them. For example, you can create animated presentation in Power Point with voice, video and text notes, then convert the result to Flash for your use in Web site and online learning or you can also convert it to Microsoft Word for use in documentation and sale brochures while the original file in Power Point can still remain the same for use in conventional classroom. There are several types of content converters, the most common type is Adobe Acrobat reader. If you want to create some formal e-learning courses, you should get authoring tools like ToolBook or Authorware.

Fortunately, the processes of converting from Microsoft office to html can be cut down since latest version of Microsoft office enable users to save files directly to PDF form by adding support for opening PDF documents so that they can edited within Microsoft office and saved to any supported formats. The information concerning the release of Microsoft office 2013 has revealed that the new Microsoft office will give you more options for sharing, collaborating and archiving office documents regardless of your preferred document file formats (Office next, 2012).

Moreover, many types of converter for Power Point designed to meet customers' diverse needs from simple slides to **high standard slides**. Depending on the company's requirements in delivering course content, there are some suggestions for the company to select converter tools for power point:

Ispring Converter is a product of Ispring vendor, considered as an add-in for Power Point that appears on a special tab of its toolbar and allows producers to convert power point presentation to the Flash or HTML5 in no time. Ispring converter preserves virtually all animations and transitions with the highest accuracy. Moreover, audio and video files embedded into power point are maintained in HTML5, or even most advanced features of them kept their original appearance. After conversion power point to HTML5, your HTML presentation can play smoothly in modern Web browsers, i-pad or other mobile de-

vices... And the price of this converter tool is about 300 dollars, it can be purchased directly from home page of ispring (Ispringsolution, 2012).



FIGURE 9: screen captured of Ispring converter embedded in power point toolbar (Ispringsolution.com, 2012)

Impatica converts power point presentation to a Java applet. It can convert all animation effects found in power point 2000 as well as videos, sounds attached to the slides. Impatica costs around 500 dollars (Impatica, 2012).

Presedia Producer is a service that enables users to convert Power Point presentation to Macromedia Flash. Like ispring, Presedia add-in embedded into power point, so you can record narration directly into a slide or import recorded file somewhere else and added into slide, then upload the power point presentation to the Presedia server for conversion. The converted file can reside in the Presedia server or be download to your own server (Presedia, 2012).

4.5 Tools for offering e-learning

Tools for offering e-learning make sure that the e-learning you create can be accessed by learners conveniently and efficiently. Main functions of tools for offering e-learning include: making e-learning available over a network or publishing e-learning course widely in the internet, administering e-learning offering and controlling and tracking access. All the functions listed in regard to management of e-learning course and enrolled students in the course. Offering tools consists of several main categories:

- Web server: to deliver Web page and other media requested by a Web browser
- Learning management system: it manages the whole process of formal learning by handling registration and tracking students' learning activities as well as learning courses.
- Learning content management system (LCMS): it manages the integration of lessons, topics, modules, tests and other objects of individual courses. In addition, LCMSs offer the possibility of reusing content modules for the courses.
- Collaboration tools: enables fluid communication among distant learners.
- Virtual school system: to conduct instructor-led e-learning over the network.
- Media servers: to transmit sound, video, and other dynamic media smoothly over the network (Horton, W & Horton, K. 2003, 148).
-

All the tools for offering e-learning are the most expensive and technically complex over other tools. However, this section is going to examine several tools needed to conduct an instructor-led e-learning environment, they are: web server, collaboration tools and virtual school system.

4.5.1 Web server

Web server, is probably not a technology tool involved in setting up an e-learning course but it might be core technology for e-learning endeavors. Web servers are often selected as part of an organizational IT strategy that goes beyond the needs for e-learning but it may constrain your choice of the other tools which formulate e-learning structure or enable e-learning to run smoothly. For example, Learning Management System, Learning Content Management System or Virtual-school-system, all these require web-server to run on (Site ground, 2013). Let's have a deeper look on web server to know what the capabilities it provides to e-learning.

What is Web server ?

Web server refers to either hardware (the computer) or software that dispatches Web content requested from other computer on the network to browsers. In particular, Web server is a conduit between course authors and learners. Once learners request and display specific parts through their Web browsers, course authors will upload course content right to the server, which make it available to learners (Web developers note, 2012).

Relationship to other components

The interdependence relationships of Web server and other modules has built up the below stack of blocks. It can be seen from the image that the higher level blocks need a firm basis to work on. At the bottom, we find server hardware. Server hardware can be understood as high-speed and high-capacity computers connected to the network that will be a basis for many software to run on.

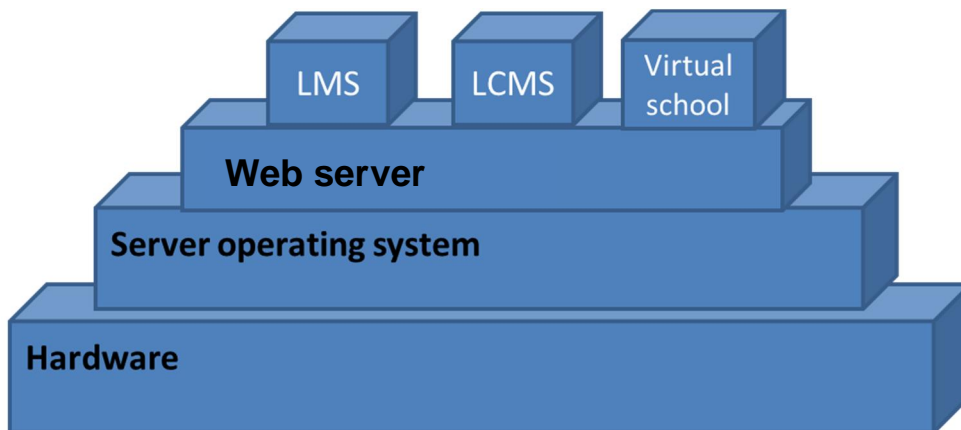


FIGURE 10: Relationship of Web server and other components (Horton, W & Horton, K. 2003, 151)

Atop server hardware runs server operating system or another name is server platform, used to handle such tasks as dispensing files to people in the office, queuing up jobs going to a shared printer and sending email messages. Server operating system could be called a server because it is not only a founda-

tion for Web server and other software to rest on, but it also serves other machines on the network.

Atop server operating system is Web server. Web server is specialized software that runs above server operating system and be in charge of dispatching Web page that displays content, images, videos and other related media according to requests from remote computers on the network.

Lastly, additional pieces of software (LMS, LCMS, virtual school system) on top of the block describes the dependent relationship of them towards the other lower-level blocks (Hardware, server operating system and web server). These tools use capabilities provided by both server operating system and web server to operate (Horton, W & Horton, K. 2003, 151).

How Web server work?

A transaction between users' browser and Web server starts when the user types the requested URL for example " <http://www.ntchhosting.com/web-server.htm> " in the web browser's address bar or clicks on the hyperlink the user want to make request. The user's browser splits the URL into three separate part: in this example, the protocol is " http ", the server name is " www.ntchhosting.com" and the path of URL is " web-server.html" and then contacts Domain Name server to translate entered domain name into personal IP address to find the correct Web server (Free hosting tips, 2012). After IP address of Web server is established, browser determines which protocol will be used for communication in order to load the requested web site and HTTP protocol is used in this example. Once the connection to Web server has achieved, the Web server will responses to browser's requests by verifying that the given address exist, looking for " web-server.html" file location, running appropriate script and then returns result back to browser.

The browser will translates all the data given into HTML format and displays result to the users on his/her screen computer (Ntchhosting, 2012).

4.5.2 Collaboration tools

Collaboration tool refers to the use of technologies to communicate distant learners in the time and space that suits them best. Thanks to easily accessible and user-friendly features, collaboration tools allow learners to explore, share, engage and connect with people and content in meaningful way that help them learn (Cyprien Lomas, Michael Burke, and Carie L. Page 2008). Some popular collaboration tools that are used widely today include: email, online discussion, audio conferencing, video conferencing, application sharing... Let's have a look at specific tools to observe how they are used for e-learning.

Email

Although email is the oldest collaboration tools, it still has been using by a lot of people in the world which showed up for 3.3 billion accounts in 2012, especially in Asia Pacific region (Email Statistic Report, 2012) since it is such a simple, reliable, familiar, inexpensive and easy-to-use tool. In e-learning class, email can be used to conduct a range of activities. Those activities are easy to construct and deliver that do not require instructor or learners to access to sophisticated software or hardware. For instance, learners use email to ask questions, discuss with fellow learners or submit assignments and instructor responses by giving instruction, answering questions, uploading assignment... So, there is no doubt when email is considered as the communication tool between instructor and learners in e-learning classes (Designing flexible e-learning, 2012)

Emails used in e-learning have similar format with other free Web mail application like Yahoo Mail, Gmail or HotMail that display the sender, receiver, date and subject of the message. However, the choices of using email vary depending on different types of e-learning courses. To meet various needs, two popular methods offered for sending email in e-learning class are: internet email tools and embedded email tools.

- Internet e-mail tools refer to the way of delivering e-mail over the internet using standard protocols. Messages are written and read in e-mail clients

and sent by e-mail servers. Internet e-mail servers include Sendmail, Eudora Worldmail server, Microsoft Exchange Server... Internet e-mail clients like Microsoft Outlook, Outlook Express, Eudora or Netscape Mail (FAO. 2012, 108).

- Embedded e-mail tools applied in internal system where messages are exchanged internally among learners, instructors and administrators within the system but not to the whole internet.

Whether internet or embedded e-mail tools, a list of must-have prerequisites and functions set in e-mail should be taken into consideration by the company like file attachment, HTML formatting, multiple folders, automatic routing of messages, back-up and restore... These functions are responsible for flowing collaborative communication freely among learners and instructor in e-learning classes.

Online discussion

Online discussion designed to facilitates asynchronous learning and knowledge management. In online discussion, learners can participate actively by sharing and replying text messages to each other even though they can not attend e-learning class at the same time. This collaboration tools can best serve to the learners who have different schedules scattered over 24 time zones or those who have insufficient language skills to communicate fluently in real-time class. Online discussions proceed in sequence, starting when instructor posts an assignment to the discussion forum (the assignment posted must be URLs, hyperlinks or attached files so that everyone can read and answer). After reading assignment, learners answer and send completed solution back to discussion forum where instructor and other learners and review, discuss and evaluate them. Such discussion-based courses preferred in collaboration tasks or team works.

There are a number of online discussion tools available in internet to support teaching and learning in e-learning classes such as Google Doc, Blogging, Azendo, Kloudo, Discussion server... which construct the same discussion formats specialized for collaboration work (FAO. 2012, 109).

Application sharing

Application sharing method enable learners to view exactly what is displayed on the instructor's window screen such as programs, Web browsers, drawing program or presentation program through sharing tools. In addition, learners can join real collaborative work by entering information into spreadsheet despite the spread sheet program is running on the instructor's window.

This collaboration tool is often used to show computer programs in a way that instructor demonstrates the program and then transfers control to the learners to repeat the demo. This tool is more useful when some programs are too expensive to set up in every learner's computers, learners still can access and experience the real programs. There is no separate application sharing program, it is actually online meeting tool. Some of the popular application sharing tools must be sensed as Sync.in – a web-based-word professor or Twid-dla, Tokbox, DimDim... (Wong, J. 2011).

Audio conferencing

Audio conferencing contributes the more spontaneous learning environment to instructor and learners by providing voice call feature. Verbal communication drives e-learning course constructively since a lot of time spent saved on writing explanation down will lengthen learning time and free expression of thought might enhance learning capability. Moreover, audio conferencing also ensures one-way (instructor and learners) and two-way (among all participants) flows.

When visual matter is paramount, sound quality, networking system as well as choice of voice technology must be under controlled for effective audio collaboration (FAO. 2012, 113).

Video conferencing

Video conferencing brings in the most innovation feature than others collaboration tools as it lets people involved in e-learning courses can see and hear each other through camera and audio. Thanks to this function, either instructor or learners can see three-dimensional objects, movement and they can even

notice passion and nervousness. Video conferencing promises to create a conventional class that helps learners to picture the instructor as human being and shorten the physical gap invisibly.

In order to conduct an effective video conferencing, the company must pay attention to technical issues like network speed, video camera, speaker phone or speed of instructor's and learners' computer. Besides that, quality of video displayed on users' computer screen is at high solution and large enough learners can see important details and facial expressions.

Most of video conferencing tools used in e-learning are embedded into Online Meeting Tools or advanced collaboration tools like Microsoft Exchange Collaboration Server (FAO. 2012, 113). For example, Anymeeting – a collaborative online meeting which was built to be fitting with small business by holding many leading features such as: enable to hold a large or small meeting, share screens to others in the meeting, six-ways video conferencing, built-in conference calling, present power point slides, record the meeting and tweeter and facebook integration... (Anymeeting, 2013). Other audio conferencing serve best for collaborative learning included Skype Premium, Cisco WebEx Web, Microsoft Lync, Citrix Gotomeeting (Strom, D. 2012).

Social media tools

Social media is where you can feel freely to post and share information and receive feedback as comments from other users in your friend list. The growth of social media has motivate location-independent communications and it can help staff more engaging in collaborative environment through information sharing and updating, connecting people in anytime, anywhere with no constraint of participants that were seen in Tweeter, Facebook, Blogs... (CDW, 2013). Moreover, multiple users can take it easy to edit or simply view documents by creating shared documents or folders in Google docs, Google Analytics, Wikis or Dropbox... , then your files will be stored in original formats and downloadable from anywhere.

Could computing services

The cloud is emerging as a vehicle to reap the benefits of collaboration tools in a form of service. Collaboration tools in the cloud could be utilized as much as possible since it is not only included web conference services such as Microsoft Live Meeting, WebEx and proven track record but it also provides new ways for the company to procure and consume collaboration technologies. Moreover, Cloud service could be applied in the company for staff training due to cost-effectiveness and lower deployment costs. So, the company when looking for a collaboration tool can see cloud services as the valuable choice to address its goals and objectives (Hartman, 2009).

Beside those collaboration tools mentioned above, there are also a lot of tool used in e-learning such as voting, whiteboard, chat and instant message, web tour or online meeting tools... Even though they are supposed to be the communication means between instructor and learner and among learners, each of them has distinct domain attribute which is going to cope with the company's demand in e-learning. Since collaboration tools encompass a range of media and capabilities, picking the right tools might be complex and tricky. So, the company has to determine what are ideal collaboration tools needed for its e-learning, then select collaboration client, server and other devices to implement them.

4.5.3 Virtual school system

Newman, Stein and Trask (2003) propose four broad components of virtual school system are: technology, curriculum, instruction and administration. Essential aspects of these components include: learning management system, course content and instructional service delivered via this learning management system and administrative functions such as supervisor and evaluation . Since virtual school systems tend to be more course-oriented or curriculum oriented, they have been applied to any educational organizations that offer K-12 education (from kindergarten to 12 grades) through Internet and Web-based learning (Clark, 2001). Likewise, virtual school system is the crucial

element in e-learning that enables the delivery of instructor-led and facilitated-led e-learning.

Instead of assembling separate tools for e-learning system, virtual school system can be understood as a complete package which has sufficient tools to construct, administer and conduct an e-learning course. Virtual school systems ease course developers through advanced features that can assemble content and organize it into lessons and other instructional units, instructors can feel free to post assignments, assessments, send messages or assign grades among learners in the process of instruction and learners are supported by an easy way to obtain materials, post assignments, interact with instructor and other classmates (Horton, W & Horton, K. 2003, 254).

Virtual school systems consist of an extensive database with a set of learning aspects such as learners, courses, classes, curricular, tests... and a collection of collaboration tools. All learning activities and even learners enroll in particular courses are tracked in database and reported to administrators (Horton, K & Horton, W. 2003, 256).

Here is a list of some popular virtual school systems used for both education and organizational training according to top 20 learning management system:

TABLE 2: Popular virtual school systems (Capterra, 2012)

Product	Vendor	Web address
Moodle	Moodle	rvsmoodle.sd38.bc.ca
Blackboard	Blackboard	blackboard.net
Desire2learn	Desire2learn	desiretolearn.com
Convene	Convene	convene.com
Edmodo	Edmodo	edmodo.com
Schoology	Schoology	schoology.com
.LRN	dotLRN	dotlrn.org
Skillsoft	Skillsoft	skillsoft.com

Since Virtual school systems can vary regarding to scales and demands of different organizations, evaluation and assessment of prospects are necessities before adopting a virtual school system. According to Vinpearl company, training scale is about more than 30 learners include booking room, accountancy and other departments. Only IT department of the company is capable of course development and administration. The training for the company's staff aims to build skills and capabilities for using CSDL system, thus, instead of creating curricula with a sequence of courses, different topics corresponding to various steps of using CSDL system should be applied for easy use. Moreover, in order to run instructor-led e-learning, virtual-school system must consist of a collection of collaboration tools or collaboration system provides audio conferencing, video conferencing, whiteboard, application sharing, slide presentation (Vinpearl company's interview 10th November 2012).

4.6 Hardware and network

Hardware and network refer to persistent backup that e-learning relies on to operate or in other words, they provide infrastructure on which software and content depend. So, computer hardware equipped for staff and organizational network capability needed for accessing e-learning must reach the required standard to run e-learning system.

Hardware

Hardware equipment of the company is standardized with Acer brand computers (include 20-inch monitors, keyboards, hard disks and mouse) which were equipped for three main departments directly involved in CSDL system. The computers run on Microsoft Window seven Professional, processor is Intel (R), Core(TM) 2 CPU, U3500 with speed up to 2.2 gigahertz. Installed memory (RAM) is 4.00 GB and capacity in hard disk driver is about 305244 Megabytes of memory. However, in order to taking e-learning, the company need to make sure that there is enough disk space for required for the operating system and other purposes like work files and personal data the learners will store on the system. According to IT department in Vinpearl company, all

the computers on the server are synchronized under control of the IT department so that the staff are allowed to access and browse to some certified or internal websites and dispatch emails within the company.

Moreover, audio system of the computer is in charge of sound and voice is adequate to undertake e-learning. The company also equipped the staff with high quality headphones and speakers for everyday oral conversation with customers. So, the hardware capacities are authorized to conduct an e-learning course (Vinpearl company's interview 10th November 2012).

Network

An intranet is actually an internal Internet installed inside company and it has been used for the Vinpearl company. Web server is connected to the LAN and serve Web pages only for those computers on the LAN network. However, Web server of each department is constrained so that the staff can access only a few internal Web pages of the company, all the internet access activities not concerning working duty are blocked. Therefore, content delivered on every departments' server are typically private to that departments while content delivered on the organization's main server is available on the whole network.

Moreover, high connection speed is mandatory to an organization who desire to run e-learning course for training. The speed of Vinpearl company's network measured is 24 Megabits per second – an adequate speed to conduct e-learning course (Vinpearl company's interview 10th November 2012).

In conclusion, the company might easily sink into a pool of technology tools while there are a lot of dominant technology tools which offer the most advanced competitive functions. So, after retrieving an e-learning course frame, the company should question in mind that “what do I need?”, “ which one is the most suitable one to meet the needs or to cover my shortage?” to pick the right tools for accomplishment from learning method to deliver e-learning content to technology tools to conduct an e-learning course.

5 RESEARCH ON THE POTENTIAL OF E-LEARNING APPLICATION INTO VINPEARL LIMITED COMPANY

The empirical part of this thesis work carried out by researching on applicability and feasibility of e-learning into Vinpearl limited company with qualitative research method.

5.1 Research objective

The aim of this research is to acquire information from employees about current training state and then their viewpoints about application of e-learning training method into company. Promotion and attitudes toward e-learning will be charted in an interview to impart optimal thinking about e-training to the employees as well as director of human resource development. The main research questions are: What are the goals of e-learning and how it can be used in Vinpearl limited company? What are the employees' responsibilities concerning e-learning method? And how e-learning can be applied efficiently into the company? This research aims to inspire e-learning's value and its advantages to executor who is able to empower the company to adopt new training method and to employees who directly get the training. Overall, the final goal that must be reached through an interview is to find the proper ways to adopt e-learning into the company steps-by-steps.

Hence, the main research objective will be determined to target at the company's employees whose concerns about booking room system are more meticulous than anybody else and their contributions and assessments considered the most objective for the feasibility of applying e-learning method into the company for staff training.

5.2 Research method

Qualitative research method will be used in this thesis work because there is insufficient to research only numerically and quantitatively. When drawing up a vision of e-learning application to the company, it is essential to find out executor as well as employees' point of views and attitudes in regard to e-learning method. Both primary and secondary research types of data collection are used by researcher to conduct theoretical part of thesis work that aspired to outline the framework of e-learning model for the company. The secondary information collected based on someone else's examination and investigation already, usually the primary research of academicians or authors written used for reference sources by other researchers. To begin with, the researcher made use of available information from the company's main website, unpublished documents acquired from company and advanced interviews with employees to analyze the company's training needs, then figure out what is the most appropriate training method to company.

Since this research desire to obtain employees and executor's opinions about e-learning applicability for staff training, unstructured open-ended interview was used for exploratory purpose that let interviewer probe respondents and guide an interview according to their answers. However, interviewing process consisted of two sections: one was interview with a group of employees picked randomly from those departments that heavily relied on CSDL system to work on and other was an interview with director of human resource department.

5.3 Interview process and result

Interview process

This interview process started with choosing interviewees so that the results achieved are most trustful and convincing. Group interview included five team leaders from booking rooms department (two persons), IT department (one

person) and accountant department (two persons). All interviewees were suitable for participant in the research because they used the booking system every day and their viewpoints by some means would affect directly to the outcome when final objective was the executives' decision of whether or not the company should apply e-learning for training staff. Those interviewees were sent emails in advance that responsible for providing them information concerning the meaning and topic of an interview. The questions might be asked in the interview also were attached in the messages so that the employees could orientate the subject and have influenced proposition formerly. Group interview would be prior proceed on 7th December 2012, an interview with Director of human resource department conducted afterwards which was reserved by interviewer on 2nd December 2012 and permission granted on 15th December 2012. The interview with the company's human resource Director officially carried out on 17th December 2012. Since the tight schedule of Director, interview time was limited within 11 minutes, thus a plan of pre-determined interview questions was necessary. All participants were interviewed privately in break time at Vinpearl company office through phone call, each calls length altered from seven to fifteen minutes.

Interview result

The result from the group interview:

The interview yielded a lot of insights in which employees faithfully revealed their concerns of current training situation and their expectation of new training system that might generate outcomes and encourage a new learning culture within the company. The group interview can be summarized in detail as following points:

Rehearsal of difficulty in working on booking room system

Most employees in the interview agreed that current booking room system-CSDL system was hardly to use. An interviewee stated that: "the staff in our booking room department often asked for help from seniors when they met a more complex situation than usual even they have been working here for five

or six years". All interviewees agreed that it was necessary to provide staff meticulous instructions about multifunctional CSDL booking system since a lot of complex but useful functions were still unexplored that might bring in less efficiency, constraint working pace and reduce productivity. According to the interviewees, the most common failure that the booking room staff often meet called " Syntax error in FROM clause". There were thousands of files contained customer information, rooms booked information or customer orders that required a set of command rules to search for every single file. So, the files named often matched with command words in searching commands was the frequent mistake that led to no searching results.

Interviewees' opinions concerning e-learning method

When interviewees were asked about e-learning, they all knew e-learning. Three of them had got a short intensive training course about organizational working rules by e-learning before and they seemed to be interested in this kind of training whereby the delivery of training material was logical and well-organized with coherent narrative and pictorial demonstration. Those interviewees also stated that they had experienced a new way of learning through just-in-time e-learning course that saved much time and enabled learners remember for a long period. The main idea was that it would be much easier for staff to follow step-by-step of instructing the CSDL system on their own computers with their own pace. On the other hand, an employee in accountant department debated with some divergent opinions that highly appreciated face-to-face collaboration in traditional training class and he granted it would be the most effective training method because e-learning had been totally a new training method which was not applied popular in Vietnam. In his opinion, it was such an adventure and the company has to accept to take risk when applying this training method. Moreover, an interviewee in IT department paid a fairly negative attitude towards e-learning even though he was excited about it since "application of e-learning involved a complexity of software needed to set up for e-learning so that they are compatible with existing Web server as well as some adjustment in the company' IT system"- he claimed.

Overall, behind the interviews, e-learning more or less have inspired employees with its dominant features. All interviewees are very aware of what benefits this training method can bring to both the company and its staff but their weakness was lacking of adventurism.

Feasibility of e-learning application to the company

Observation from the company's infrastructure showed that working condition was 100 percentage of computer-based-work that would be favorable for application of e-learning into the company since the employees had sufficient computing skills so as to able to handle computer-based-training. Moreover, the company's network connection and web server system are adequate to set up a potential e-learning system.

The result from the interview with Director of Human resource department.

In this interview, all employees' opinions attained from previous interview were reported to the Director as a brief summary. Result from the interview shows that application of e-learning to the company in the near future is possible. The Director revealed that the company has been planning for a training course which is not only reinforce and supplement the staff necessary skills in using booking room system but also provide them new helpful functions that were rarely known before so that the staff are able to handle any complex tasks. Moreover, since the booking system contained a huge data related to customers' information and hotel rooms' information, the caution when using the system must be first priority. So, it is a critical matter to bring a training course into action for those departments who have been working on CSDL booking system the sooner, the better.

However, the director also exposed his burden concerning e-learning construction expenses which still bother company from letting the plan into action. He claimed that this e-learning course require a very extensive adaptation in IT department that take time and costs also since this is the first time the company set up e-learning course for training employees. Still, he granted e-

learning application as a risk-taking mission although he gave it a lot of compliments. The director stressed that e-learning application is preferable and an e-learning building investigation will be in progress soon once a rehearsal of new training course must be acknowledged by majority before it is got through.

5.4 Conclusion

Through the short interviews with managers of different departments and director of Human resource department in Vinpearl one member limited company, the picture of a new training course had been drawn up with specific demands, duties and training techniques. All interviewees responded positively regarded to e-learning application since its utilities might maximize training effect. Although they all were aware of e-learning benefits in training, high risk-taking was the biggest problem that they worried about. The director showed potential for a training innovation only when majority acceptance are reached.

5.5 Research limitation

The challenges encountered can be attributed to costs, time, and material collection for the proposed subject. Since most useful materials which were not available at school library required payment for access, I had to seek them from another university library and it took much time for seeking and sending by post from other university. Moreover, the subject of e-learning is very wide that withdrew a lot of time from my time bank to filter and resort up-to-date and valuable information.

The time spent on the research work exceeded rather than what was actually planned due to the difficulties in getting contact with the company. Since interviewees were all managers or team leaders, interview time constrained that affected interview processes and interview quality.

6 IMPLEMENTATION

Only training designers know exactly how difficult to design an effective e-learning course to meet training needs. However, when an e-learning course is ready in use, it just means that one step done already. A final complication is the fact that there is no one-size-fits-all approach to the design of e-learning since the e-learning course also has to be completed within constraints involved in all phases of training design and implementation. So, action plans for further enable e-learning to the company are mandatory to have an effective e-learning course. First, let's take into account those elements which contribute to an effective e-learning course (Steen 2008, 526).

6.1 Elements to build an effective e-learning course

E-learning is considered as the new exciting means of delivering education and training whereby it is differ from traditional training in term of excitement and experience based learning. Therefore, Henry Steen - an e-learning specialist had stated in his journal "Effective e-learning design" that: "blends of color, styles, sound and video usage in a manner that educates while entertaining the students without distracting from the learning experience" (Steen, 2008). From this perspective, the so-called effective e-learning course must include following elements:

Interactivity between learners and e-learning course is a key to retain learning. From the research of educational psychologist William Glasser, reading purely information can only produce 10 per cent of information retention, hearing is more optimistic with 20 per cent of information retention. If learning process requires both hearing and seeing video, pictorial or graphical information, retention of information can raise to 50 per cent. The result from multimedia-driven learning (e-learning course) that information retention can up to 80 per cent thank to the active experiential learning methods. So, the company when designing an e-learning course should emphasis on utilizing benefits of multimedia to have an effective e-learning course (Jones, 2012).

Usability is a critical factor to familiarize an e-course with learners. The employees are supposed to learn course content, not how to work a program. Hence, an e-course must be simple, consistent and easy-to-use templates so that learners can keep track of every phases of learning process. On the other hand, complex methods of transferring information might distract learners that require them spend more time on getting to know the system rather than focusing on subject matters (Jones, 2012).

A key to make learners more engaged with e-learning course is **feedback**- a positive feature of e-learning. Feedback can be generated regularly after every lessons or frequent assignments that will raises motivation and provide learners both interaction and rehearsal of given information. Thus, feedback is necessary to form an effective e-course.

Last but not least, learners will pay attention to instructor's presentation only when **relevance** training content is maintained. Problematic information which is not work related or far out of realistic might cause distractions. So, in the process of designing e-learning, course content designer should keep in mind that work related information with real examples or personalizing information through storytelling are always more appreciated and relevance than anything else to get employees' notice (Jones, 2012).

6.2 Action plan for further enable e-learning to the company

In order to stimulate the adoption of e-learning for workforce development, a long-term planning as well as progressive rollout of e-training must be focused initially. Since the feasibility of e-learning implementation depends on how well action plan is constituted, there are a number of essential pre-requisites for plan approach.

The first pre-requisite mentioned is the need to develop an e-learning culture within organization, where managers and employees are truly motivated and committed to use e-learning. If e-learning perception is totally a new to the company, promotion and introduction of e-learning's value must be widely dis-

semination within the company. Employees are supposed to believe that implication of e-learning will raise their individual development and their organization development which might directly lead to foster workforce productivity and profitability. Beside employee awareness matter, the provision of adequate working conditions will be strong encouragement that contributes to enhance working efficiency of both instructors and learners. Working condition improvement also involves subsidizing the acquisition of equipment required for accessing e-learning platform such as: computers, laptops, microphone, camera and internet connection (Roy & Raymond. 2008, 94).

The second pre-requisite refers to sufficient capabilities of employees to take advantage of e-learning. This implies that employees possess the computer knowledge, and soft skills required so that they can utilize e-learning effectively. Moreover, the company also plays an important role in providing employees with e-learning software that is easy-to-use and relevant to the task at hand or technical support for e-training from the company should be emphasized to enrich and expand employees' knowledge of IT (European Commission Liaison, 2011).

7 CONCLUSION AND SUGGESTION

By specifying and analysing the training need in Vinpearl one member limited company, the researcher has illustrated many matching points between e-learning utilities and current specific training demands of the company. In particular, e-training needs were derived from the complexity and difficulties in using booking room system that has confused the staff and reduced work productivity. Based on researching in the company's structure and working rules association with many research of e-learning models from famous authorities and references from a lot of e-learning resources, the thesis writer started up an investigation in selecting the most appropriate e-learning method for the company. By all efforts, an idea for e-learning method was instructor-led-e-learning had been released. Since database management system has challenged all booking room staff, instructor-led e-learning was best-match-ever with the company's demands that further collaborative learning between instructor and learners by direct sharing, discussing, illustrating and irritating. In order to develop instructor-led e-learning model, the researcher introduced necessary tools for creating and accessing e-learning which are inclusive of the most popular and up-to-date technology tools in recent years. The success of e-learning adaption relied on how well the harmony among those e-learning elements was formed as well as how well e-learning is utilized in training staff of the company.

Moreover, the qualitative research method was conducted with the group interviews of five managers in three departments and another interview with the director of Human Resource department. The result achieved through the interviews has drawn a brilliant picture for potential of e-learning application into the company for staff training. All interviewees admitted the necessity of an exclusive training method that would be affect certainly to work productivity and ensure the accuracy within workload. That consult the staff's opinions about e-learning influence in training was a great opportunity that had raised their awareness of e-learning's cutting edge as well as to what e-learning would contribute. However, concerns in regard to the application of e-learning were also exposed since e-training is still unfamiliar in Vietnam generally. So,

a phase of examination and assessment and majority consultation are needed for further application of e-learning into the company for training staff.

Suggestion

Instructor-led E-learning method would be the perfect match with company demands that bring innovative change-based-effects. Thanks to the combination of instructor driven with the pictorial and narration illustration featured in e-learning, the company's staff might take it easy to acquaint a very complex database management system while a plenty of time saved and training enjoyment raised. From the researcher's point of view, despite a wise adaptation might be conducted to set up e-learning, the changes it would bring in are considerable. Moreover, if Vinpearl one member limited company success in applying e-learning in training employees, it would be a pioneer in popularizing e-learning- a very new staff training method into Vietnam. In my opinion, using of graphics, illustrations, applicant sharing features in e-learning will bring in the impressive outcomes since every functions of booking room system will be shown up step-by-step while learners can imitate all the operations performed from display screen in their own computers. Besides, thanks to the increasingly advanced of technology, a lot of completed versions of e-learning are launched and sold out that offer company more choices in applying e-learning into company without setting up every separate software.

This thesis work is the wonderful experience I have ever had for four years of studying. I had chance to take an in-depth research of e-learning that costed me plenty of time in researching and studying about Information Technology site such as all sorts of e-learning, collaboration tools, web-server etc. Since I was a technology-blinded-person, I have gained a valuable knowledge of IT after this thesis work and learnt a new lesson of a completed research work as well. Though the research, I hope the Vinpearl one limited company will take the suggestion of applying e-learning for staff training into consideration and turn it into realistic.

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APPENDIX

INTERVIEW QUESTIONS

Group Interview

1. I was known that booking room system is the hardly to use system. So, Could you please tell me current state of employees toward booking room system?
2. Do you know e-learning?
3. Have you ever trained by e-learning?
4. All of you were aware of e-learning method for learning and training. So, what are your opinions regard to e-learning method?
5. Do you think that e-learning would be suitable to your company for employees training?

Interview with human resource director

1. I had interviewed with manager of booking room department and some other managers, they showed up the current state of booking department struggled with the difficulties of booking system due to its complexity and critical consequences if any of personnel make a mistake from it. So, what do you think about this situation and Have you had any plans to handle this problem?
2. E-learning for employee training is considered the effective training solution for the company. So, what are your opinions toward e-learning? and Could you please tell me about the feasibility of applying e-learning into the company for employee training?

