Response to United Industries Corporation’s RFP entitled “e-Learning Course Development”

Media-Vox, Inc.
1504 Lindgate Drive
St. Louis, MO 63122

December 14, 2012
Brandon Dodge  
United Industries Corporation  
1 Rider Trail Plaza Drive, Suite 300  
Earth City, MO 63045  

RE: “E-Learning Course Development” RFP  

Dear Brandon:  

On behalf of the skilled team at Media-Vox, I am pleased to offer this response to United Industries’ Request for Proposal titled “e-Learning Course Development.” Our proposal is effective 90 days from the Proposal due date.  

Our proposed solutions are consistent with recognized instructional models and standards and are offered as a comprehensive approach to training development and distribution for the success of your organization and its employees.  

In summary, we propose a simultaneous, four-activity approach at the start of the project to cover the following content development:  

1. Develop the training program’s High Level Design document and curriculum maps  
2. Develop the course prototype (“look and feel”)  
3. Develop the first course (The Welcome course)  
4. Consult on selection of an LMS  

Following completion of the above, we will continue to develop courses as they will have been outlined in the High Level Design document.  

We respond to your RFP with the hope of building a long-term relationship for your training and e-Learning needs. To that end, we look forward to learning more about your organization and your training goals.  

Thank you for the opportunity to respond to your request, and we look forward to helping provide excellent learning and technical solutions to United Industries.  

Sincerely,  

Beth Haselhorst  
President, Media-Vox, Inc.
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**Executive Summary**

The strength of our unique offering is based on a partnership and collaboration between successful consultants and developers with excellent complementary educational skills and experience. We work together quickly and efficiently as one team. The end result is a focused, interactive, engaging training program implemented across your organization that meets the overall company’s and individual audience’s objectives for performance improvement.

Our RFP response is broken into these sections as required by the RFP:
- Company Overview
- Learning Solution
- Technical Solution
- Proposed Learning Course
- Customer References
- Future Considerations
- Additional Information
- Contracting & Pricing is presented as a separate document

Samples of content presented in this proposal can be viewed here: [http://www.e-learninginteractive.com/unitedindustries.html](http://www.e-learninginteractive.com/unitedindustries.html)

**Company Overview**

**Contact Information**

Please feel free to contact either of the two Media-Vox principals:

Beth Haselhorst, President  
Phone: 314.803.9700  
beth@media-vox.com

John Reichert, Creative Director  
Phone: 314.753-5220  
john@media-vox.com

**Company History**

Media-Vox, Inc. is a creative services agency located in St. Louis, MO, specializing in interactive course development and video production. Founded in 2008 by Beth Haselhorst and John Reichert, and with over 30 years of combined business experience, we apply our proven methods to help businesses achieve their instructional goals and take advantage of the digital age.
Media-Vox’s business model is scalable. We assemble teams from a vetted list of collaborators and employees to meet the specific needs of the client and their project; providing efficiency and cost effectiveness.

**Our Custom e-Learning Solutions**

Media-Vox’s team of instructional designers, project managers, developers, and graphic designers have decades of experience in employee development, adult training, instructional design, and web and mobile technologies.

Our instructional designers use thorough and creative storyboards to clearly communicate interactive e-Learning content. This ensures the client, IDs and developers are all on the same page which saves time and costs. Strong writing, editing, research and interviewing skills are the backbone of the team. Our IDs conduct situational analysis to assess the learning need, analyze the audience and figure out exactly what is needed to address the existing knowledge or skill gap. We understand the difference between practice and assessment and measure our own success by performance improvement.

We believe in engaging the learner with the content in real-world situations. Our creative and instructional approach, described later in this proposal, will provide more details around our custom e-Learning solutions.

**Top Clients and the Services provided to them**

<table>
<thead>
<tr>
<th>E-learning, Instructional Design, Interactive Course Development, Training and Consulting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB InBev</td>
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<tr>
<td>Ameren</td>
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<td>Asimilate eCommerce</td>
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<td>Exact eCommerce</td>
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<td>BAI Banking Strategies</td>
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<tr>
<td>Husch Blackwell LLP (formerly Husch &amp; Eppenberger)</td>
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<tr>
<td>Maritz</td>
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<tr>
<td>McCarthy Building Companies, Inc.</td>
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<tr>
<td>Technology Services Consulting Group</td>
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<tr>
<td>Selman Breitman, LLP</td>
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<tr>
<td>Sniperdyne</td>
</tr>
</tbody>
</table>
Company Recognition

Here are recent comments from three clients on e-Learning courses developed by Media-Vox.

(11/8/12) From a Senior Manager at AB InBev: “Every person this week who commented on the training raved about the courses and how helpful and well put together they were. Many commented that they were the best training courses they had seen here at AB. Fantastic work!”

(12/3/12) From the President of Sniperdyne regarding a “Getting Started” tutorial: “The ROI was more than the ability to train our customers on our ecommerce solution; it’s also become a marketing tool to show potential clients the capabilities of our software. We couldn’t be happier with the responses and the results.”

(10/4/12) From the Corporate Accounting Director at McCarthy Construction regarding change management a new timekeeping process: “Your ID is outstanding. She understood what we needed to achieve and jumped in with hardly any assistance. Can we hire her?”

We continue to receive positive feedback from clients and the learners themselves on the degree of interest and engagement provided by the courses we develop. We have ongoing working relationships with most clients as they continue to see performance improvement results from our e-Learning solutions.
Learning Solution

Initial Approach

For the first six weeks of the project (to begin with a Kickoff meeting) we propose the following four activities be performed simultaneously:

1. Develop the training program’s High Level Design document (HLD)
2. Develop the first course (The Welcome course)
3. Develop the course prototype (“look and feel”)
4. Consult on selection of an LMS

Roles involved in this process will be a Project Director, two instructional designers, one developer, one graphic designer, one video producer, and one LMS consultant.

For all courses, we estimate 30 slides plus 10 additional question slides (i.e., multiple choice, true/false, matching). Within the 30 slides, development will include 5 screens with simple interactions (i.e., mouse hovers, click to reveal), and 4 screens with more complex interactions (i.e., drag and drop, scenario-based interactions).

Here is a description of each activity. Dates provided are based on a kickoff meeting occurring the week of January 7, 2012.

Activity 1: Develop the training program’s High Level Design document (HLD) and Curriculum Maps

The High Level Design document will describe each audience, list each course, the objectives, specific topics, and a learning path/curriculum for each audience. This design document will drive all course development (except for course 1 which is described in activity 2 below).

Process for development of the High Level Design document:

1. The instructional designer (ID) will conduct one strategic meeting with members from each audience segment, or one meeting with a subject matter expert from each segment if necessary.
2. A draft of the HLD will be provided for review and edit.
3. We will request additional management reviewers to ensure the necessary individuals are on board with the proposed design.
4. We will then request a meeting with these managers to review the final HLD.
5. This analysis will begin on January 7th for completion by January 31st.

Media-Vox roles in the above process:

- Instructional Designer
- Project Director
Activity 2: Develop the course prototype ("look and feel")

The prototype allows the client to visualize the course by incorporating screen layouts, graphic design, navigation items, basic interactivity.

Process for development of the prototype:
1. The ID will work with an assigned client contact to learn the technical requirements and corporate standards of the client.
2. The ID and Graphic Designer will collaborate on design options (i.e., course shell, screen layouts) for fulfillment of the learning and technical requirements of the project.
3. Three design compositions will be presented for client review and selection.
4. The ID and Developer will collaborate on templated interactivity options (i.e., drag-and-drop, multiple choice, true/false, discovery, situational simulations, etc.).
5. Interactivity options will be presented for client review, one round of changes, and approval.
6. The prototype will be complete by 1/21/12.

Media-Vox roles in the above process:
- Instructional Designer
- Project Director
- Developer
- Graphic Designer (if needed)

"Look and Feel" examples:
Activity 3: Develop the first course (the Welcome course)

This activity is proposed concurrently with previous activities to meet the requirement of available content to present at the national sales meeting on February 4th.
We use the ADDIE (Analyze, Design, Develop, Implement, Evaluate) instructional design model for course development.

During development, we propose Alpha, Beta, and Gold Candidate versions for review, and a final Gold version for client sign-off. A project management website will be established for Clients to access all versions of the course.

Process for development of the first course (the Welcome course):

1. The ID will conduct two meetings with a subject matter expert to research the course content.
2. The ID will develop and present the course HLD for review and approval.
3. The ID will begin development of the course’s storyboard, writing the script and correlating content to templated layouts.
4. If it is determined that video is appropriate for the content, the ID will communicate the HLD to the video producer/editor for development. This video development will happen concurrently with course development. Likewise, if existing video footage is available and relevant for the topic, we will incorporate the content where appropriate.
5. Upon approval of the storyboard, the Developer will develop the Alpha version of the course using Lectora and Flash, ensuring conversion to HTML for mobile devices.
6. The Project Manager/ID will review/test the Alpha version for proper navigation, graphic elements, text, and fully-functioning technical elements (i.e., interactivity).
7. The developer will ensure all changes to the Alpha are incorporated, fixed and verified. At this time, the Beta version of the course will be presented for client review.
8. The developer will ensure all changes to the Beta version are incorporated, fixed and verified. At this time, the Gold Candidate version will be presented for client review.
9. The developer will ensure all changes to the Gold Candidate are incorporated, fixed and verified; and the Gold version will be presented for client sign-off. Client sign-off indicates course development completion, and any future changes, alterations, or issues arising are beyond the scope of this proposal and are to be discussed and negotiated.
10. A draft of this course will be available for the National Sales meeting on February 4th, 2013, with course finalization by February 18th, 2013.

Media-Vox roles in the above process:
- Instructional Designer
- Project Director
- Developer
- Graphic Designer (if needed)
- Video Producer/Editor (if needed)
Activity 4: Consult on selection of an LMS

We are proposing a consultant role for your selection of an LMS to cover the many nuances of company requirements and LMS capabilities.

Process for consulting on selection of an LMS:
1. The LMS Consultant will meet with an assigned client contact(s) to learn the company’s LMS technical and tracking requirements.
2. The LMS Consultant will put together a matrix of requirements and will recommend approximately four LMS solutions based on those requirements.
3. The LMS consultant will provide basic information about each recommended LMS. If vendor presentations are requested, these are to be scheduled by the client.
4. The LMS Consultant will work with the client to select the solution that meets technical and budgetary needs.
5. If an open-source LMS is selected, Media-Vox will assist with identifying an experienced consultant to help with the LMS implementation.
6. The decision on an LMS to be final by 1/31/12.

This proposal includes LMS consulting costs to assist with the selection of the LMS but does not include the cost of LMS implementation. Consulting services during implementation can be negotiated.

Media-Vox roles in the above process:
- LMS Consultant
- Project Director

Upon completion of the above activities (the High Level Design document for the entire training program, an approved prototype, Course 1 development, and an identified LMS), development of the rest of the program’s courses (based on the HLD) will continue with a similar process as development of the Welcome course.

The estimated project completion of 10 courses would be August 9, 2013.

A timeline for development of each course will be created following development of the High Level Design Document.

Creative and Instructional Approach

We view e-Learning as the synergy of information-on-demand, multimedia communication, discovery, and exploration. The specific methodology will be determined through development of the High Level Design document and the first course. During this development process, we will gain a view into the world of each audience and what motivates them to learn.
A problem-solving approach will be applied to each course’s direction. How we direct the learner through the problem and solution will be determined through a concept development process among the Media-Vox team (and client contact if requested). We will develop an approach to each course based on the learning objectives. Concepts we will explore include the use of video, scenario-based solutions, self-directed learning through discovery, or a combination of methods. We will also consider the mobile nature of audience segments.

Here is a concept development example for this objective: “Identify the correct wasp insecticide based on the need of the customer.”

- A real-life problem could be presented via video (customer communicating with sales rep).
- Then analysis questions are presented to allow the learner to think about what’s important in the situation.
- Feedback on analysis questions teaches the learner about identifying the needs of the customer.
- Solution options are presented which teaches the learner the specific features of United Industries’ products and competitor products.
- Feedback on selected solutions creates a logical connection between the insecticide and the need of the customer, and thereby achieving the overall learning objective.

This content approach teaches through experience which is more easily translated into real-world situations that the learner may encounter. It also enables the learner to make other connections relating to the topic that they may not have made if the information were simply told to them.

**Approach to Assessing Learning Comprehension**

The ultimate purpose of e-Learning is to drive business results. To ultimately arrive at that level of evaluation, you first have to know if the e-Learning program itself is being used and if it is changing people’s knowledge and behavior. We suggest looking at enrollments, level of activity, completion, scores and feedback/surveys.

The data for the suggested evaluation method below should come from your LMS. We will consult on these requirements when assisting with your selection of an LMS. Gathering the data from the LMS will be the responsibility of a United Industries team member, but the Project Director will consult with the team member on how to analyze the results.

1. **Enrollments**
   Is the audience actually enrolling in the courses? We suggest monitoring enrollments over time on a weekly basis. If learners are not enrolling, there may be a marketing problem. Either people can’t find the course, they don’t know how to enroll, or perhaps they do not understand why it is important.
2. **Level of Activity**
   Are people moving through the course? What percent have they completed? Monitor activity correlated to enrollment date. For example, if you take a group of people who enrolled the first week of February, how far have they progressed by the end of February? If a large number of these people started but are not completing or using the course, there may be a content problem. Either the content is inappropriate, too difficult, hard to operate, or just uninteresting and hard to work through. The incentive to complete the course is an important factor in the level of activity.

3. **Completion**
   Did they finish? People who truly complete a course will give you the best feedback on content quality and effectiveness toward the business goal. Be sure not to “average” completion percentages. A group of learners who achieved 30% completion is not the same as 1/3 of the students who achieved 100% completion. The former means that you have a poorly performing program. The latter means that you may have a great program, but it’s not targeted very well.

4. **Scores**
   “How well did they score?” If people score highly they have learned something. But in e-Learning you don’t always know why they scored high. Did they really learn the material? Did they already know the material? Did they just try the test 15 times until they got it right? Ideally, the LMS can count the number of times a learner attempts the test. And the best assessment will categorize scores by learning objective, so you can measure exactly what someone has scored well on and where they have fallen short.

5. **Feedback or Surveys**
   “How did they like it?” Feedback is a critically important part of e-Learning. Feedback will tell you very important things, such as: Did the content play? Did the assessments work? Did the video, audio, and other media work? Were the material and interactivities engaging? Was the material useful? Were the graphics interesting? Incorporating real people into e-Learning has a large influence on effectiveness. In addition, we recommend surveying managers of learners regarding any performance improvement. In addition to getting this valuable information from managers, learners who know their managers will receive test results or be contacted regarding performance improvement, are more likely to complete the courses.

With the above measures, we can gain valuable insights into the effectiveness of the e-Learning program.
Technical Solution

Software and Skills

E-Learning Development

Media-Vox is proficient in a wide variety of software and skills to complete projects for a variety of applications. The primary tools we will use to create the e-Learning modules include:

- Microsoft Office – Primarily Word, Excel and Power Point for design, concepts and storyboarding.
- Adobe CS 6 Suite of tools – Primarily Illustrator, Photoshop, and Acrobat for image manipulation and animation creation. Dreamweaver for creation of a project management website (utilizing PHP where needed) where you may review the projects as they go through the stages of development and track project progress.
- Audio/Video Software for Voice Over and any Video including Cakewalk Sonar X2 Producer, Sony Vegas Video 12, Sony Sound Forge 10.
- Lectora Enterprise Edition – For creation of completed courses. Includes Lectora Inspire for integration of all content into e-Learning courses in all browsers and mobile/tablet delivery (HTML5), SCORM/AICC compliant LMS’s, CD & DVD.
- Programming languages used include HTML (4 & 5), Javascript, Actionscript (2 & 3), jQuery.
- Any testing will be done on various software and/or hardware platforms on an as-needed basis (i.e. iPad, iPhone, MacOS, etc.) along with emulators.

Video Production

Media-Vox is a full service audio/visual creative agency for video, broadcast, radio, webcast, corporate production, marketing, and cross platform advertising. In addition to a full range of creative/production services, we specialize in streaming video content for your marketing, training, and B2B/B2C needs.

The following are examples of video types that can be developed and incorporated into any e-Learning course or as a stand-alone video. You can see samples of each video type here: http://www.e-learninginteractive.com/unitedindustries.html

1. On-camera testimonials or sound bites from subject matter experts. These can be incorporated as needed into any course, as part of any video mentioned above, or edited together as a marketing tool to play on line.
   - Illustration storyboard creation
   - Stock photos or in house photography
   - Scripting
   - HD footage if needed
   - Voice Recording
   - Video Editing
2. Live Action Demonstration with narration
   Services involved:
   - Illustration storyboard creation
   - Stock photos or in house photography
   - Scripting
   - HD footage if needed
   - Voice Recording
   - Video Editing

3. Roleplaying with narration
   Services involved:
   - Illustration storyboard creation
   - Stock photos or in house photography/ HD Video enactments
   - Scripting
   - HD footage if needed
   - Voice Recording
   - Video Editing

4. Course/Project Internal Promotions Video
   Services involved:
   - Illustration storyboard creation
   - Stock photos or in house photography
   - Scripting
   - HD footage if needed
   - Voice Recording
   - Video Editing

5. Animated photo or graphics segments with narration
   Services involved:
   - Illustration storyboard creation
   - Scripting
   - Voice Recording
   - Video Editing

**Deliverables and Review Process**

The following phases of development occur with the first course, but then are streamlined for future courses once look and feel and basic navigation and interaction elements are decided.

1. Concept:
   a. Storyboard/Flowchart
   b. Graphic design & layout (Usually 3 design compositions to choose from).
c. Once graphic design is chosen, 3 rounds of client changes. These can be rolled into the next phase, Prototyping.
d. SCORM/AICC compliancy. Complete reporting requirements defined and specified with regard to client’s learning management system (LMS) and management needs.
e. Quiz/testing requirements defined as well as types of testing (e.g. drag-and-drop, multiple choice, true/false, etc.).

2. Prototype:
   a. Graphic design & layout (Usually 3 design compositions to choose from).
   b. Basic functionality incorporating graphic design/layout and minimal interactivity to allow the client to visualize the navigation/navigation items (e.g. rollovers, button placement, keyboard interactivity, possible 508 compliance).
   c. Partial programming of 1-2 pages/elements to illustrate interactivity for client to review and provide feedback/suggestions.
   d. One (1) round of changes due back from client to proceed to the next phase, Alpha.

3. Alpha:
   a. All changes to any design, layout, functionality, quiz/test elements, etc. incorporated into the project.
   b. All programming of project completed as per specifications. All navigation elements, graphic elements, interactivity fully programmed and functional ready for client review/approval.
   c. One (1) round of changes due back from client.
   d. Once these changes have been incorporated, the project is then submitted for testing by either a third party or the client’s designee to identify any bugs, interactivity problems, usability, browser/platform issues, etc..
   e. Once the testing report comes back, the project is ready to proceed to the next phase, Beta.

4. Beta:
   a. All changes to the Alpha along with all issues found during Alpha testing incorporated, fixed and verified.
   b. User Beta Testing: Project rollout to users on a limited basis to verify usability and functionality. Any and all issues reported by user identified and addressed (addressed to mean either changed, fixed or left as-is).
   c. One (1) round of corrections/changes due back from the client to proceed to the next phase, Gold.

5. Gold:
   a. Any and all issues addressed from the Beta phase and full rollout of project to all users.
   b. Client sign off as project completed and developer’s responsibilities fulfilled. Any future changes, alterations, issues arising from the use of the project, etc. are deemed out-of-scope.

6. Analysis:
   a. Meeting: Wrap-up of project to help identify best practices for future projects and identify opportunities.
Timeline and Project Management Approach

Timeline

The average time to develop one e-Learning course is 6-8 weeks, including client review time. Here is a breakdown of activities and number of days to complete:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Research/SME interviews</td>
<td>Day 1-5</td>
</tr>
<tr>
<td>Storyboarding</td>
<td>Day 6-12</td>
</tr>
<tr>
<td><em>Client Review of Storyboard</em></td>
<td>Day 13-15</td>
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<tr>
<td>Storyboard Revisions</td>
<td>Day 16-18</td>
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<tr>
<td><em>Client Review/Approval of Storyboard</em></td>
<td>Day 19-20</td>
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<tr>
<td>Programming (Alpha version)</td>
<td>Day 21-26</td>
</tr>
<tr>
<td>ID Testing/Review of Development</td>
<td>Day 27-28</td>
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<tr>
<td>Programmer Revisions (Beta version)</td>
<td>Day 29-31</td>
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<tr>
<td><em>Client Review of Development</em></td>
<td>Day 32-34</td>
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<tr>
<td>Programmer Revisions (Gold Candidate)</td>
<td>Day 35-36</td>
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<tr>
<td><em>Client Review/Approval of Development</em></td>
<td>Day 36-37</td>
</tr>
<tr>
<td>Upload Gold version to LMS &amp; Test</td>
<td>Day 38-40</td>
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</tbody>
</table>

The estimated project completion of 10 courses would be **August 9, 2013**.

NOTE: Course development will overlap as we are able to begin instructionally designing the next course once the current course is in development. If an accelerated timeline is requested, we can add team members to the project as needed.

Project Management

Media-Vox takes project management very seriously. We appreciate the importance of this role and know that a project cannot succeed without proper communication between team members and with the client.

The Project Director will oversee the entire training project, communicating with team members frequently to keep the project within scope and deliver on time. Our Instructional Designers have strong project management backgrounds and work closely with the Project Director.

You will receive status reports on a weekly basis. We will work with you to determine the information to be presented on the report. Typically, the status report includes an Overview worksheet showing a high level view of the project to quickly see the status, and a Detailed worksheet showing a daily timeline of progress. This spreadsheet will reside in a box.com folder where all team members are assigned as collaborators.
On a weekly basis, or as requested by the client, the status report will be updated on box.com. We will communicate any issues or concerns in writing with a follow-up phone call where discussion is needed.

**Proposed Learning Course**

The proposed learning course is presented as an example of one approach to content. The objective used to develop the sample course is:

After completion of this course, the learner will be able to identify which wasp insecticide solves the consumer’s problem, explain the reason for the choice, and provide direction on using the product.

You can view the proposed learning sample (and other samples) here:

http://www.e-learninginteractive.com/unitedindustries.html

**Customer References**

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**Future Considerations (Potential Phase 2 or 3)**

Following development of the high level design document, if it is determined that an audience will benefit from more mobile app offerings, we would like to discuss opportunities.

For example, augmented reality is a development approach whereby the learner’s reality is augmented with visuals, text or videos. For example, using GPS tags or QR codes, an employee who is physically walking through the plant with their mobile device could receive immediate information about that area of the plant. Interactivity around the experience could be incorporated.

Likewise, using similar technology, a decision-making app could provide consumers and/or sales reps with analysis interactivity while standing in the insecticide aisle at a retail store to select the right product for their needs.

Please advise us if you would like further information.
**Additional Information**

**Team Bios**

**Beth Haselhorst - Project Director**
Beth Haselhorst brings over 12 years of experience managing, designing and delivering e-Learning and instructor-led solutions to a variety of industries, organizational levels and audience personalities. From small businesses to Fortune 500 companies, Beth approaches each project with the same level of detail and appreciation for what the company is trying to accomplish. Prior to Media-Vox, Beth held positions as Training Manager, User Services Supervisor, Instructional Designer, Instructor, and e-Learning Designer. She has coordinated, managed, and designed instruction for 10,000+ company personnel and for hundreds of courses ranging from Building Information Modeling to Effective Sales Leadership. Over the years, Beth has mastered the art of the subject-matter-expert interview – quickly and effectively gathering content to create real-life experiences that translate well into the real-life workplace.

**John Reichert – Creative Director, Video Producer/Editor**
John brings over 14 years of hands on experience as a writer, producer, director, and editor for video and film production. From small businesses to Fortune 500 companies, television commercials to marketing news packages, documentary films to viral videos, live broadcasts to live web casts, classrooms to large public events, John has worked in every corner of visual media. John has seen the industries explosive growth in the last decade from analog TV, VHS tapes, and DVD’s to the explosive potential of the digital age: streaming video and social media. His passion is to explore and maximize the potential of this ever changing digital media. His experience working in all aspects of the creative process, from initial creative brainstorming to editing the final cut, brings a unique perspective to every project; and insures that the integrity of your message is maintained through the entire creative process.

**Katy Hellyar – Instructional Designer/Project Manager**
Katy Hellyar is a senior instructional design and learning professional with over 20 years extensive experience in training, creating strategy, organizational development, process improvement, project management and performance management for Fortune 500 and 1000 companies in the financial industry, insurance industry, computer software services and aerospace/defense industry, among others. She specializes in developing and managing e-Learning courses. She has excellent communication and leadership skills, and over ten years’ experience in managing internal consultants, project managers, business analysts, instructional designers, trainers and programmers.

**Krista Knuffman – Instructional Designer/Project Manager**
Krista has over 20 years of experience helping individuals and organizations discover answers they need to move forward with confidence. Her areas of expertise are in training development and delivery, group facilitation, feedback collection and the employee-customer connection. Krista has facilitated a focus group for Spectrum in year’s past. She will bring invaluable insight into the development of the High Level Design document and curriculum maps.
**Water Treppler – Developer**

Walter has over 25 years of experience as a deadline-oriented, conscientious team player with excellent development and troubleshooting skills. He can work with a variety of interactions and provides great insight into alternative solutions. Walter’s experiences and skillset include audio/video recording and editing, SCORM/AICC compliant e-Learning, iPod/iTunes/iPad programming, voice over recording and performance, digital signage, corporate sales presentations, web design and programming, and project management.

**Heath Bishop - Developer/Graphic Designer**

Heath is a results-oriented individual with 6 years of experience in development and design. He has proven success in deadline-driven graphic design, object-oriented programming, e-Learning, project management, and quality control. His key strengths are in problem solving, creativity, research, and organization. He’s a fast learner with a genuine interest in coding.

**Michael Bartlett – LMS Consultant**

Michael Bartlett has extensive experience with Learning Management Systems as an Engagement Consultant and Trainer/Instructional Designer with various corporations. He concluded a two year engagement at Elsevier in September 2012 with focus on implementing a new LMS, a Performance Manager component and eCommerce component that incorporated with the LMS. Bart was responsible for presenting and demonstrating the LMS to potential vendors as well as doing a comparative analysis with the competition. Once the purchase was made, Bart was the Engagement Consultant providing on-boarding, project implementation plan, train the trainer, training of personnel, marketing strategies, and evaluation and follow-up. He traveled exclusively to the client sites and worked with organizations throughout the United States from groups of less than 100 employees to conglomerates and major universities.