



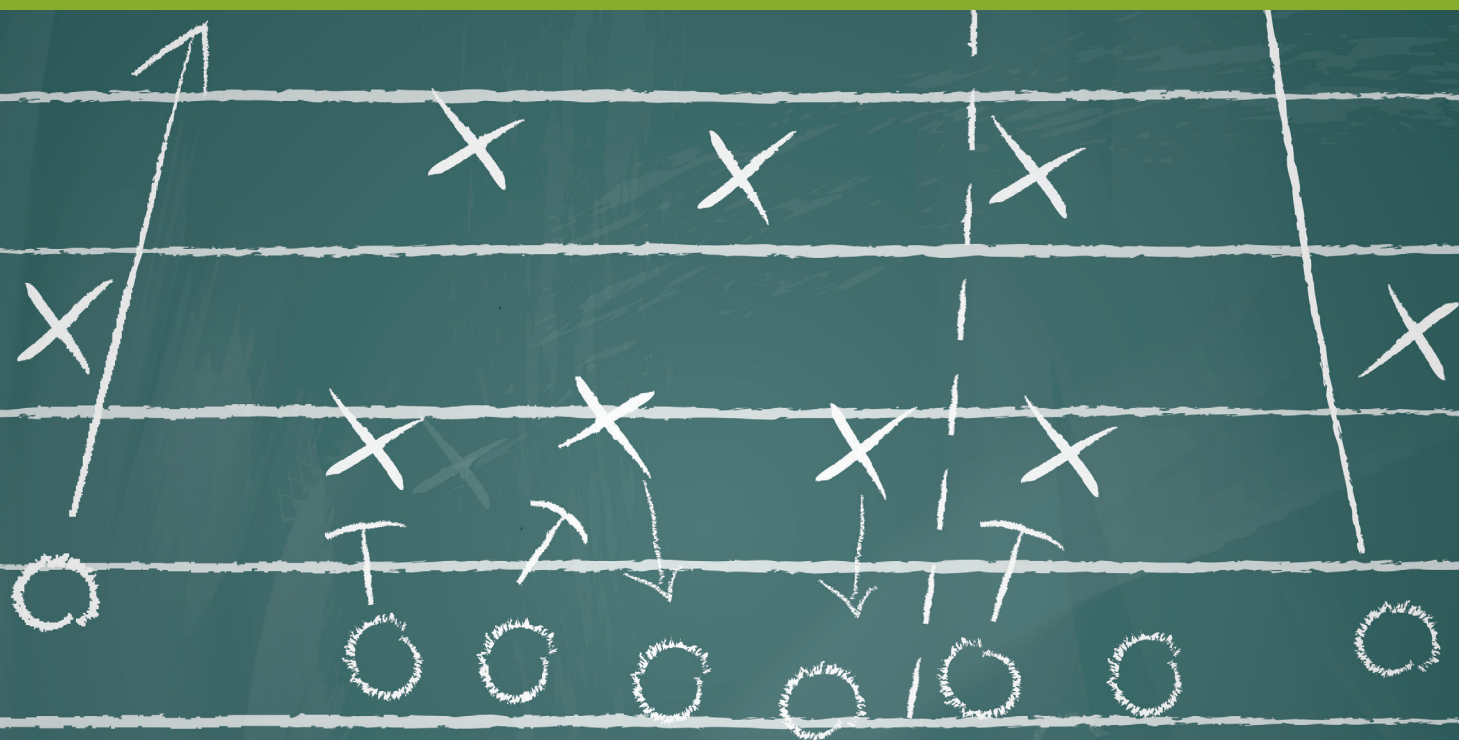
Intrepid by VitalSource
www.intrepidlearning.com

Business Transformation MOOC Playbook

At the end of a really effective corporate MOOC the stadium cheers, the leadership high-fives, and you get to do your touchdown dance in the endzone, yeah baby!

But what if you're in the huddle trying to figure out how to run that MOOC, the one that will win the learning game for your learners and your organization?

This playbook will walk you through the basic components of choosing a program to run as a MOOC and how to execute it effectively for the utmost impact on your learners and on your organization's priorities.



First, Find the Fit

The first step is to evaluate your programs and choose one that is likely to work well as a MOOC. Not all initiatives are a good fit for a MOOC (though they might be a good draft pick for a performance support site instead).

On the next page there's a chart that will help you determine if the learning program you have in mind is a good choice to start with when shifting to the MOOC model.

GETTING FANS

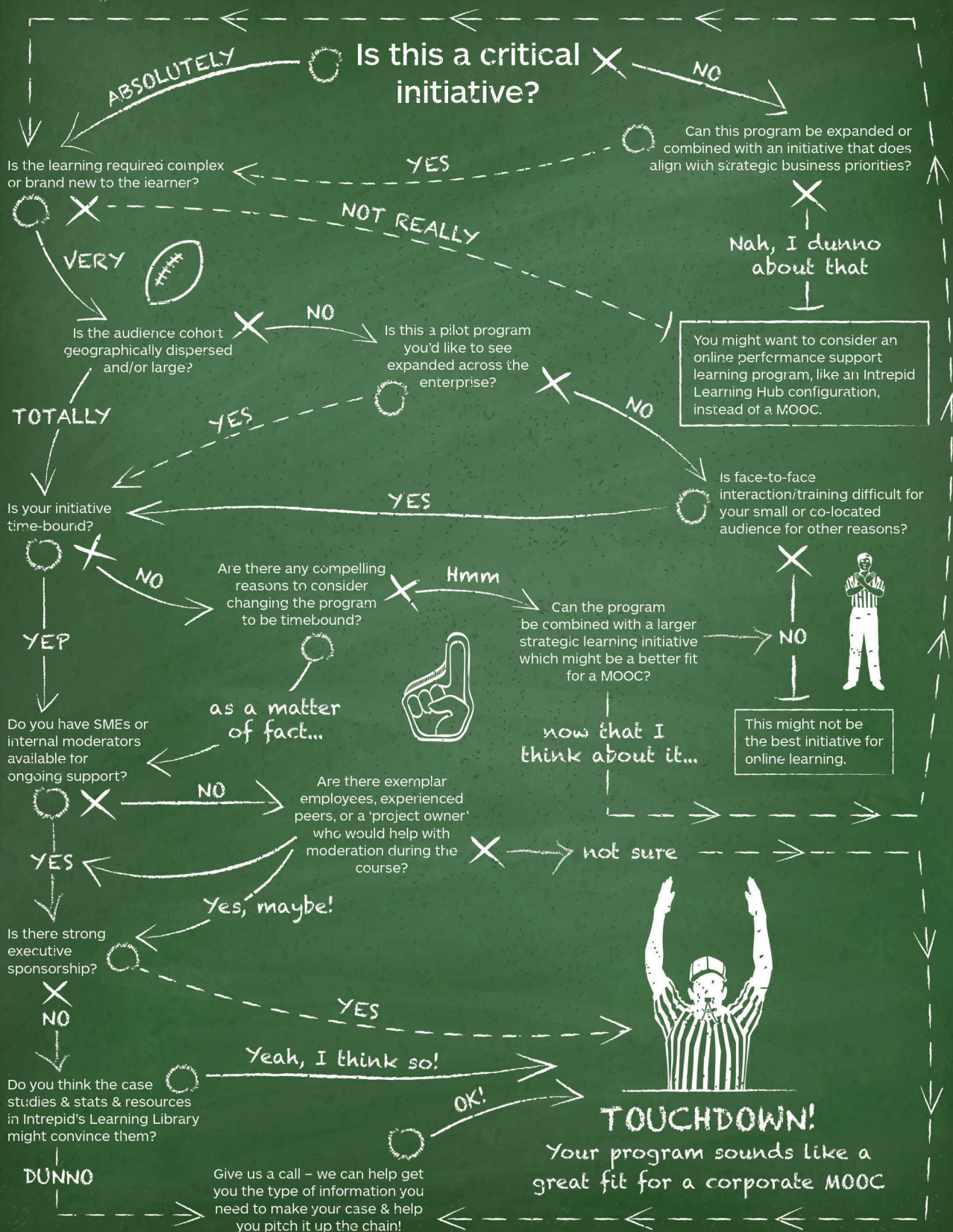
Let's take a time-out to talk buy-in. Although 79% of enterprise learning leaders are exploring MOOCs, only 20% of executives know what a MOOC is (Bersin by Deloitte). Your leadership might be already in favor of the idea, with their foam fingers and beverage helmets on, but it's also possible that you're going to need to convince a few skeptics that a corporate MOOC is something to cheer for.

A few key points for your 'elevator pitch' in favor of the corporate MOOC:

- ✕ **Superior engagement.** (Intrepid's clients are seeing completion rates in the 80%+ range, 3-5x more engaging than other technology-enabled learning experiences.)
- ✕ **Reduced training time.** (For onboarding, this might be shorter time to productivity. For product adoption, this might be reduced cycle time.)
- ✕ **Reduced cost.** (ILT is expensive, and there's a limit to how many students an instructor can teach at once face-to-face. But with online learning, the same instructor can teach more than one course at once with no travel costs, and we've seen a 20% reduction in time-to-proficiency for some clients.)

For more fuel for your argument, check out the case studies, articles, and statistics available at INTREPIDLEARNING.COM

IS IT A GOOD FIT FOR A MOOC?



Content Creation

Now that you've decided on a strategic initiative, it's time to talk content.

You have two options for content—partner with an outside source like a business school, or use/build your own internal content. Which is best will depend on your budget, your goals, your existing training, and your organization's requirements.

B-School Option

A business school partner can be a great way to go for corporate MOOC content, especially when official certification can be used as a driving factor for learner engagement—sought-after business schools with deep, relevant expertise hit the mark for senior-level audiences. But we're not talking just off-the-shelf, theory-heavy academic content.

The magic of a b-school content partnership for a corporate MOOC is in the tailoring, the contextualization of the information. It's not enough to have SMEs with great theoretical knowledge—for a corporate MOOC to really motivate and reward corporate learners, it needs to be tailored to your organization, your challenges, your opportunities, your initiative.



Microsoft ran a sales enablement MOOC program on Intrepid's platform that was phenomenally successful in part because the courses' outcomes—a salesforce able to talk financial acumen and business strategy with business decision makers, not just software features with IT decision makers—are tightly aligned with Microsoft's overall business transformation goals. In Microsoft's case, the organizational urgency and clear intended result helped with both management buy-in and learner motivation, resulting in an 85% completion rate, 99% learner satisfaction rate, and 95% of learners in a post-course survey saying "This course will improve how I perform my job." All of which in turn is driving real business impact for the company.

Things to Keep in Mind When Working with a B-School for MOOC Content:

HOLD A DESIGN WORKSHOP EARLY IN THE PROCESS

- Include internal SMEs (for context), b-school professors (for content), MOOC designers (for learning experience), and program/organization stakeholders (for buy-in/business priorities' alignment).
- Think about how to connect what your b-school partner does really well (i.e. expert lectures) with your organization's specific context.
- Think about creative ways, in addition to videotaping live lectures, to bring the b-school content into the online environment in a way that drives engagement. If a professor likes to have students act out role plays in class, for instance, record a separate video with a group of participants doing the role play, and then include a discussion forum to debrief, or ask learners to use an observation checklist to evaluate the protagonist.

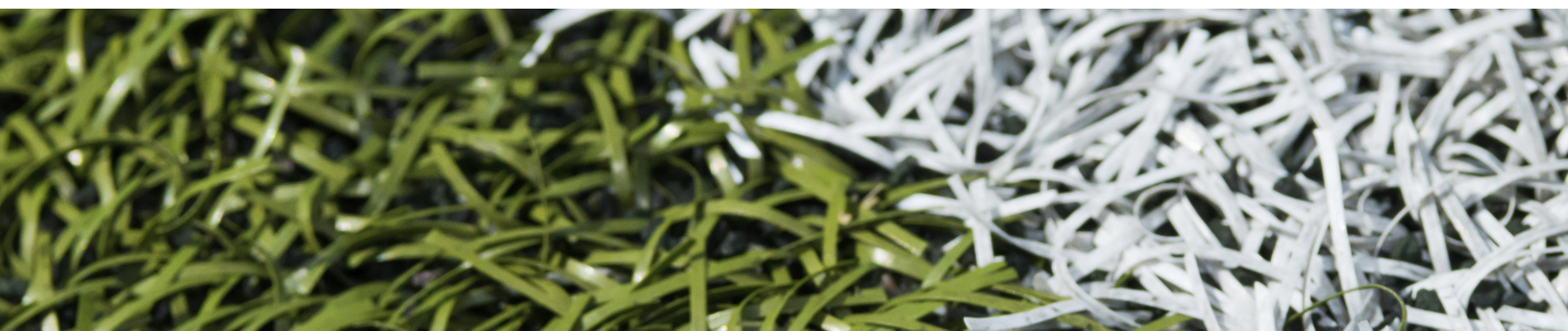
In the Microsoft sales enablement example, they partnered with global business school INSEAD, whose history of innovation made them a good fit for this groundbreaking program. As did their cachet with a global audience—learners who pass the course receive a digital INSEAD badge they can add to their LinkedIn profile. The course content was tailored specifically to Microsoft's context and salespeople, with real-world examples in lectures, and assignments applied right away to a learner's work and actual customers and prospects.

ASSIGN PROJECT MANAGERS

- From your organization, from the technology platform provider, and from the business school. And have them talk regularly! There are a lot of moving parts when putting together a MOOC, and a clear communication structure will keep the ball moving towards the next down.

GET ALIGNMENT ON BRANDING AND CERTIFICATION UP FRONT

- Determine your requirements and the b-school's criteria for “completing” the course and for “passing” the course. B-schools are likely to be selective about what level of mastery they will award a certificate for, and it's important to have that established before getting down to the brass tacks of choosing points and a badging structure.



Internal Content Option

Another route to take that can be equally viable is to use and/or create your own content from internal sources. A great place to start is by mining any knowledge repositories (such as a team Sharepoint), and of course calling on your own SMEs and exemplar employees who just might have exactly the sort of organization-specific field knowledge that can be dug up, contextualized, modified, and repackaged into an engaging and relevant online learning experience.

Things to Keep in Mind When Using Your Own Content for a MOOC:

CURATION BEFORE CREATION

- Most companies have vast content and knowledge repositories like Sharepoint sites, but most learning leaders probably don't know exactly what's in there. It's worth digging into this existing trove of content and information. Identifying and harvesting those pieces first will save you time and effort in building new content. The same goes for existing ILT workshop materials and other training programs.

FILL THE GAPS

- Focus on the core message.
- Find SMEs for different facets of the topic, and don't forget, a SME can be a learner who took a similar course before and did well (bonus: using previous students boosts internal buzz about the MOOC too).
- Use a variety of media (video, job aids, pdfs, articles, infographics, etc.).

CONVERT CREATIVELY

- When converting, for instance, a 3-day seminar for online learning, look for new perspectives – don't get too hung up on existing modalities. Just because an activity was a “table activity” in the ILT course doesn't necessarily mean you should keep that part of the content as a synchronous webinar. You could, for instance, convert that table activity into a Mission (assignment) without losing all the interactivity—break it up into questions that people can answer individually in a Mission and then follow it up with a group discussion forum. For instance, a learner does a Mission, then the next step is to go and review other learner's Missions, and vote for the top 3 they like best. Then, the next discussion question is “What did you learn from your peers on this assignment?”
- Be intentional with your MOOC's content, end to end.

Designing The Learner Experience

The brilliance, and demand, of the MOOC model is learner-centricity. One-way broadcasts just don't work, and online learning environments that feel like they're the best 2002 can offer will not grab the modern learner's attention in 2015.

Platform Requirements

YOUR LEARNER'S ONLINE EXPERIENCE WITH THE MOOC SHOULD HAVE:

- Consumer-grade design
- Clear learning paths
- Sharable assignments
- Real-world (i.e. real job) application of concepts
- Social features (liking, sharing, commenting) within the course itself
- Networking between cohorts
- Peer to peer learning
- The ability to release content on a week-by-week basis
- Badging and gamification options

To see the Intrepid LEARN platform in action as a MOOC, please visit: www.intrepidlearning.com/demo-request

NO PAIN NO GAIN

Next-generation blended learning initiatives like corporate MOOCs require the building up of some different instructional design muscles in order to tackle the new challenges of short-form content. Otherwise, the curation and asset tracking demands could lead to cognitive overload for designers.

The following articles are great places to start working on those new muscles your team:

“Bite-Size Learning Turns Less Into More”

Training Industry Magazine, Winter 2015

“Seven “C”s Ensure Learner Engagement in a Corporate MOOC”

Learning Solutions Magazine, March 2015



Badging and Gamification

Just like teams measure progress toward the endzone by yards and downs, so learners measure progress through a MOOC by points and badges. Badging really does make learners feel good about their progress, and seeing numbers on the scoreboard in relation to peers hits that highly motivating friendly competition button.

But you shouldn't earn a certificate just for clicking through videos—points and badges should be awarded for progress and for assignments that align with learner objectives and demonstrate that you can apply and do, not just repeat back information. For instance, creating a sales deck in a sales course, or practicing positive feedback with an employee in a management course.

BADGES

Create badges to **reward learners for completing content** or activities within the platform. Badges incentivize the desired learner behavior and can be identified for a wide variety of accomplishments, such as: Course Started, Week 1 Complete, First Discussion Post, Complete a Learning Path, etc.

NOTE: Badging, which occurs during the course and is intended to boost friendly competition and learner engagement, is different than certification, which is awarded at the end of the course for a passing grade and is for external recognition.



POINTS

The **majority of activities in a MOOC platform can be assigned points**, for things like watching/listening to video/audio clips, publishing a field report, downloading a document, posting to a discussion forum, clicking a link, etc.

But how do you decide what actions get what number of points?

- **Keep it simple.** Learners shouldn't be confused by how points are earned.
- **Keep it fair.** Assign higher points to required content and lower to optional content. If learners need a certain number of points to "pass" the course, calculate that threshold on required points only.
- **Stay consistent.** Create a point structure that places the same value on similar actions (e.g. Videos and Job aids – 5 points; Quizzes and Assignments – 20 points)

Things to keep in mind about points and badges:

- If using points, make sure to direct learners to a guide that explains the point system.
- Have a Leaderboard that lists the top ten scores for all participants. (Or, if more than one cohort is moving through the MOOC at once, you can show an individual's score compared to their cohort as a whole).



If You Build It, They Will Come... Once You've Marketed the Heck Out of It Internally

In sports, winning teams have tons of fans, and losing teams have only hardcore, dyed-in-the-wool fans.

Teams no one has ever heard of have no fans.

Which is to say, you have to market your first MOOC in order to make it successful. Learners are busy, and a lot of them have had lousy experiences with online training before. So at first you are going to have to convince them this is a good game to get in on.

Marketing to Managers

PRE-GAME

Communicate with regional managers before the course, about:

- What their learners will learn
- How many hours the course will require per week
- What the course outcomes are and how they will help the manager hit business goals for their sector
- Case studies that prove corporate MOOCs have moved the performance needle for other organizations. (You can find Intrepid's client success stories at www.intrepidlearning.com/solutions.)

DURING THE COURSE

Regularly update regional managers during the course with stats and progress:

- How their learners are doing in comparison to other regions (friendly competition is a motivator for management as well as learners!)
- Highlight any particularly stellar discussion posts or assignments by learners under their purview

During Microsoft's first sales enablement MOOC, one country's cohort was on track for 100% completion. When Microsoft communicated completion rates to all the regional managers, the leadership in other sectors started bugging their employees to keep up, "Hey, how come Canada is beating us?" and the like. This helped not only motivate learners during the course, but has helped perpetuate buzz about the MOOC program.



Marketing to Learners

It's equally important to market your corporate MOOC to your learners (especially the very first cohort). And don't forget to keep cheering your learners as they progress through the course.

PRE-GAME

Even if your intent is to have an enterprise-wide MOOC program, we suggest starting with a nomination-only audience for your first run (opening it to all learners for the next run, once word-of-mouth has spread). Exclusivity creates buzz, and makes learners want to be in the course, which increases engagement right from the start.

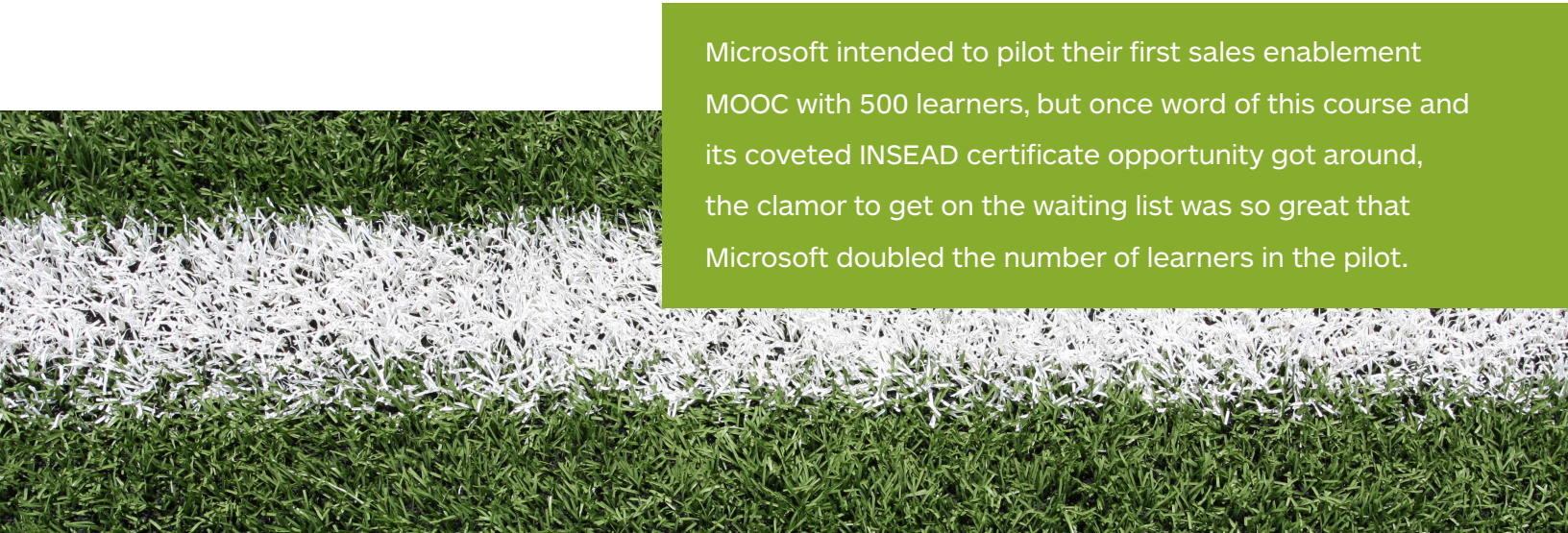
- Set regional caps for number of learners in your pilot
- Arm managers with materials to explain the course's objectives and how learners will benefit
- Have managers nominate top-performing employees for the course

DURING THE COURSE

Keep the engagement high by communicating consistently with your learners. Keep it concise, but stay in touch regularly.

- Communicate deadlines with regularly scheduled reminders. (For instance, a weekly reminder of Friday assignment deadlines sent every Wednesday.)
- Curate content. (Monitor discussion forums and highlight the most common topics (word clouds work well for this) and promote any particularly well-thought-out answers).
- Respond to common learner questions about a topic. (You can have a professor record a short video addressing a popular issue or frequently asked question on their phone or computer and post it in the course's discussion forum.)

Good communication goes both ways, so enable feedback at the asset level, and keep track of what really resonates with learners and what doesn't, so you can re-use high-performing content and tweak what doesn't need adjusting.



Microsoft intended to pilot their first sales enablement MOOC with 500 learners, but once word of this course and its coveted INSEAD certificate opportunity got around, the clamor to get on the waiting list was so great that Microsoft doubled the number of learners in the pilot.

Post-Game Analysis

After your pilot MOOC's success, and then after every run of the program, do a post-game analysis to determine what adjustments can be made to make the experience even better for your learners next time.

- Look at assignment completion rates, and raise or lower the bar for a passing grade.
- Review course feedback from learners on the asset level. Keep what's working and adjust or redo what isn't.
- Select high scoring learners from the first course to be moderators or mentors for the second run.

And keep celebrating your MOOC's success even after it's over, communicating the accomplishments of learners as they apply what they've learned to their jobs and start moving the performance needle for your organization (e.g. noting increased sales from a region's sales enablement MOOC participants).

Wrap-up

Sales enablement, onboarding, leadership and professional development, customer and partner education, technology adoption, strategic initiatives—corporate MOOCs can make a huge difference in the effectiveness of your learning programs for all these critical business priorities.

If your learning initiative is urgent, directly related to your top business goals, and if your current approach just is not getting it done to your leadership's satisfaction, check out a corporate MOOC. And get your endzone touchdown dance ready!

CONTACT INFO

Intrepid by VitalSource

intrepid@vitalsource.com

www.intrepidlearning.com

INSEAD

peter.zemsky@insead.edu

<http://executive-education.insead.edu/virtual-learning/>

