OpusWorks LSS/OPEX/CI Blended Learning:

Central Content Control AND Distributed Delivery Flexibility

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Purpose
Inevitably, the change to OpusWorks blended learning causes organizational disruption. The purpose of this brief is to help leaders overcome change resistance through governance that enables some change implementation flexibility.

Introduction
Too much variation in the LSS/OPEX/CI training process handcuffs an organization aiming for common understanding and consistent execution, enterprise-wide.

OpusWorks clients attack this variation by gaining control over content quality and assuring that all learn from the same body of knowledge. They also use OpusWorks capabilities to govern how content can be packaged and delivered in various class structures so discrete needs can be met without compromising overall goals. Class managers need guidance on if/how to customize standard class offerings.

Class Setup Process
Clients typically start by defining their desired blended learning offerings – i.e. Yellow Belt, Green Belt, Black Belt – and develop learning objectives for each. Next, they identify the content elements (e-Modules, class sessions, materials, capstones, quizzes, assignments, surveys, tests, project work) that comprise each offering. The elements are then organized into activity groupings which when put together, form a master class for that offering. Once the master classes are input into the OpusWorks portal, the "clone" feature is used to create derivative classes for students. Authorized portal administrators can either use the class as is or modify it as directed.

Class Structure Non-Negotiables
All classes (standard and customized) for an offering, must use the same content elements and feature the same completion requirements.

All classes must embrace a blended learning model that integrates the self-paced e-Learning for *knowledge transfer* with expert-led sessions for *knowledge application*. E-Learning and session combinations can vary from class-to-class, per governance policy. Regardless, those considering a custom class version need to factor in the following:

> **E-Learning:** OpusWorks e-Learning takes 50% or less time to cover comparable material when compared with traditional instructor-led teaching. Daily seat time should not exceed 3-4 hours. Though built for self-paced training purposes, some small group use of the e-Learning can enhance learning in some circumstances.

> **Sessions:** e-Learning is best consumed in organized chunks that are interspersed with facilitated sessions (classes, events, capstones etc.) Think one (1) session hour per e-Learning hour. For White/Yellow Belt, the percent of e-Learning will be greater; for Black/Master Black Belt, more proportional time will be spent in sessions. Schedule sessions as soon after the e-Learning chunk completion date as possible.

All classes must allow for proper stakeholder expectation setting so that:
> Students are accountable to complete pre-work on-time, avoid cramming and have time to amply reflect.
- Instructors are to excel as knowledge application facilitators not knowledge regurgitators.
- Management must provide their students with the time and space for completing all their class work, on-time.
- Only the right students (and instructors) take and teach the class.

Blended Learning Delivery Models (Examples below)
The following table illustrates several delivery models that can be considered for LSS/OPEX/CI blended learning. Each model can be delivered in one of three ways: all virtual, all in-person or in combination. Other models can be certainly considered as needs evolve.

Model Type	Description	Pros	Challenge
Open Access Model	Selected e-Modules available to all; Suggest including activity assignments	Available on-demand No oversight needed	Marketing to encourage use
Guided Model	Self-Paced on a Timetable with Live Sessions, recorded	Ideal for Large Class Sizes Allows student flexibility Effective for WB/YB Levels Low Instructor/Admin Cost	Promote human/team interaction Integrate Project Work
Extended Model	1-2 sessions per week of 2-3 hours with 2-4 hours e-Learning pre-work, weekly	Allows for reflection time Can integrate project work Least disruptive to daily work	Maintain between session engagement
	Click to view sample Extended Model		
Intensive Model	Multiple 3-4 days of 4-6 hour sessions with large chunks of e-Learning pre-work	Concentrated focus Most like traditional classes	Finish e-Learning Pre-Work without cramming
	Click to view sample Intensive Model		
Immersion Model	Multiple 3-4 Day Bootcamps w/ 2-3 e-Learning hours scheduled between 1-2 hour sessions	Little/No e-Learning Pre-Work Strict adherence to schedule Sense of a Cohort	Make time for reflection Fully unplugging
	Click to view sample Immersion Model		
Hybrid Model	Creative Combination of any of the above for optimum fit	Ex: Immersion for 1st GB week; Intensive for 2nd GB week	

Delivery Model Considerations
Delivery model fit is based upon the organization's strategic objectives, learner profiles, student experience goals, budget constraints and learning culture. Consider the following when deciding if/how to customize a standard class.
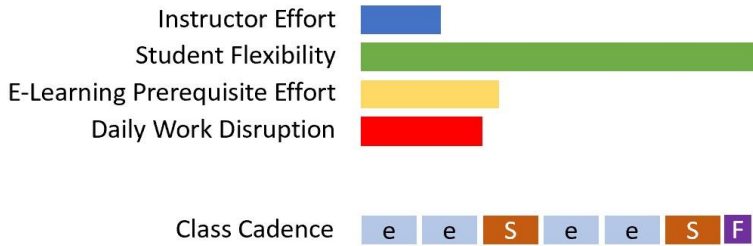
- Demand/Pull: If many are to be trained quickly, opt for more of a "Guided Model"
- Resources: If project work is required, and mentors are needed, lean toward the "Extended Model"
- Learning Culture: If there is aversion to new learning models, aim for the "Intensive Model"; if there is also no appetite for pre-work assignments, look closely at the "Immersion Model"
- Accountability Culture: If students are highly motivated, offer the "Guided Model."
- Travel: If travel for class is problematic, the "Guided Model" and the "Extended Model" are preferable.
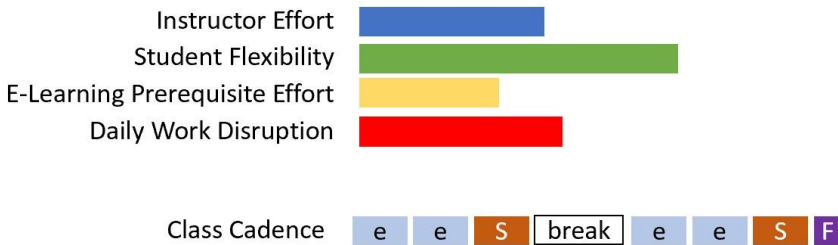
Governance
Governance of a blended learning rollout must define baseline delivery designs, explain flexibility options, provide guidance, approve exceptions, and oversee implementation. Questions for those seeking to customize standard classes include: virtual and/or in-person sessions; e-Learning module chunk definition; session length and frequency; expectations for students, instructors and other class stakeholders etc.
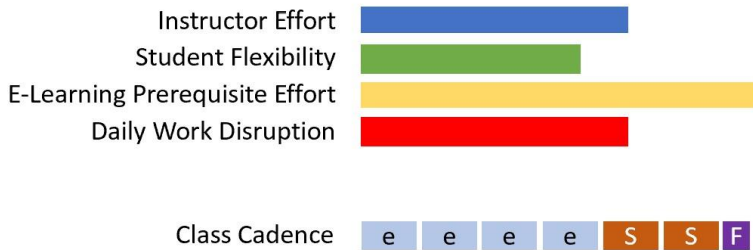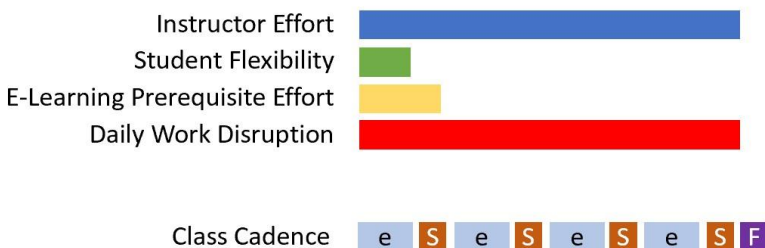
Model Characteristics (WB/YB Example)

Guided

Instructor Effort
Student Flexibility
E-Learning Prerequisite Effort
Daily Work Disruption

Class Cadence   e e S e e S F

Extended

Instructor Effort
Student Flexibility
E-Learning Prerequisite Effort
Daily Work Disruption

Class Cadence   e e S break e e S F

Intensive

Instructor Effort
Student Flexibility
E-Learning Prerequisite Effort
Daily Work Disruption

Class Cadence   e e e e S S F

Immersion

Instructor Effort
Student Flexibility
E-Learning Prerequisite Effort
Daily Work Disruption

Class Cadence   e S e S e S e S F

e   e-Learning
S   Class Session
F   Final Exam