

●●●kineo THE Oxford Group

BLENDED LEARNING TODAY

10 TIPS FOR DESIGNING BLENDS IN THE NEW LEARNING ARCHITECTURE



TABLE OF CONTENTS

- 01 / BLENDED LEARNING TODAY
- 06 / TIP 1: ALL GOOD BLENDS HAVE A SPINE
- 07 / TIP 2: BE SYSTEMATIC IN YOUR BLENDED DESIGN PROCESS
- 08 / TIP 3: WORK OUT YOUR ASSESSMENT STRATEGY RIGHT FROM THE START
- 08 / TIP 4: USE PERSONAS
- 10 / TIP 5: KEEP ASKING WHY
- 11 / TIP 6: 70:20:10 - A BLEND FORMULA?
- 14 / TIP 7: THINK OF A BLEND AS A LEARNING JOURNEY
- 15 / TIP 8: TEST YOUR BLEND
- 16 / TIP 9: IT DOESN'T STOP AFTER YOU HAVE DESIGNED YOUR BLEND
- 17 / TIP 10: MANAGE THE CAMPAIGN

BLENDED LEARNING TODAY

It's not a new term. But blended learning does have a new life.
It used to mean just e-learning plus classroom, in one order or the other.

But there's an emerging set of new opportunities and channels to solve your performance challenges.

So what's available to the learning architect, the person who is ultimately responsible for a coherent and effective blend design?

Clive Shepherd's breakdown of the options below is an excellent one to use as a checklist (See *The New Learning Architect* – the Kindle download is nice and cheap!):

Experimental	On-demand	Non-formal	Formal
Benchmarking Job rotation / enrichment Project reviews Performance appraisals Action learning Continuous improvement Personal reflection Reflecting with others Blogging Getting a life	Performance support materials Online books Help desks Mobile learning Benchmarking Job rotation / enrichment Online search Using forums Using wikis	Coaching / OJT Mini-workshops Rapid e-learning White papers Podcasts Webinars Open learning Communities of practice Continuing professional development	Classroom courses Self-study e-learning Outdoor learning Collaborative distance learning Computer games and simulations Blended learning Professional and post-graduate qualifications Formal adult education

Let's not kid ourselves that everyone now uses all of these in their blends. There are many organisations out there who dream of being able to roll out programs that effectively use just e-learning and workshops!

But, it is true that the options are so much greater than they have ever been and this has led to the growing move towards a '*resources*' not '*courses*' approach to blended learning. Increasingly this means taking a more campaign-style approach. The blend isn't a one-off event. It's a carefully planned sequence of activities. Think of promoting and embedding the blend as a programme, that needs a marketing and service management element beyond just project management.

But what is blended learning? What are some real examples?

Before we get ahead of ourselves, let's return to first principles: What is blended learning?

Blended learning is the *seamless* integration of online and offline learning methods. These methods can be formal and informal in the way they are created or accessed.

There's no silver bullet, or pre-fabricated set of blended templates that 'just work'. Each situation requires a bespoke design approach.

To illustrate by example, here are some blends we have worked on. These will give you a sense of how we and our clients have approached challenges with blended approaches.

Mini case studies of blends

Client: Global Manufacturing Company

Key challenge

Developing skills and capability for front-line and middle managers with measurable positive impact on local business results with a geographically dispersed workforce.

Blend elements

Face-to-face launch event to introduce the program and consolidation event at the end + e-learning modules + a mid-term webinar (to provide learners with the opportunity to review their learning as a supported network of peers) + support webinars for managers of the participants, to enable them to reinforce and build on learning in the workplace.

Benefits

Learning connects, engages and inspires learners in every part of the world.

Client: Global Professional Services Firm

Key challenge:

Rolling out interviewing training that provides a consistent and robust level of training and incorporates role-play and feedback.

Blend elements:

E-learning interactive tutorials + interview eSimulation + telephone roleplay with professional actors/coaches, and post-roleplay phone coaching.

Benefits:

Lower cost of delivery than face-to-face training, reduced lead time for training, ability to satisfy demand for this popular course and reach higher numbers of potential interviewers within the organisation.

Client: Oil and Gas Multinational

Key challenge:

Stimulate safer and more effective behaviour throughout the business by encouraging a Continuous Improvement methodology and mindset – a focus on safety, people and performance.

Blend elements:

Face-to-face workshops and local visits to define problems and assess issues + live virtual sessions + online resources + e-learning modules + coaching support towards 3 months of continuous improvement work, leading to a final project presentation.

Benefits:

Early engagement and acceptance with sites, local CI leads and coaches training on the ground, flexible on-demand resources, ongoing coaching and support with real projects

Situation: UK-based retailer

Key challenges:

To train staff in a wide range of key skills more quickly and more effectively. To record staff levels of proficiency. To reach large staff population who are geographically dispersed and who work a variety of shift patterns. To have the ability in the medium and long term to produce and maintain own training e-learning content.

Blend elements:

E-learning for induction and key skill fundamentals + classroom-based, practical training and on-the-job buddy training in stores. All training records maintained in Totara LMS for audit purposes.

Benefits:

New starters can begin training before joining company. New starters require less hands-on training when they join. Reduced trainer costs (time, travel) and training venue costs associated with classroom training. E-learning is able to reach all staff whatever their shift pattern. Greater standardisation of training so staff can move more easily between stores.

Client: International Bank

Key challenges:

Improve current level of line management skills and ability across the group and raise it to a consistent level of performance. The focus was on 1500 new line managers across the core businesses.

Blend elements:

6-month blended programme + e-learning to focus primarily on knowledge + concepts and models + classroom activities to focus on practical application + access to a management fundamentals course + support portal for ongoing support and reference + online assessment + ongoing coaching, direction setting and support from managers.

Benefits:

Fully integrated programme, consistent knowledge and benchmark for managers to use and work towards, cost-effective solution delivered in over 6 languages.

Client: Building Society

Key challenge:

Combine 8 current customer operations telephone helpdesks into one centralised (virtual) telephone helpdesk to deal with all customer operations queries and issues; the aim being to multi / cross-skill existing employees.

Blend elements:

Classroom training, e-learning for core role-based tasks and common problems supported on the helpdesk + online pulse checks and assessments + a local buddy system + use of reference material for ongoing support.

Benefits:

Reduced time to competency, multi-skilled workforce, detailed MI to help place employees on the right helpdesk, wider and deeper blend of training materials.

Client: Global Oil and Gas Corporation

Key challenge:

Reaching shift-based team leaders distributed across a global – often remote – operation and delivering a cost-effective and high-quality learning experience.

Blend elements:

Onboarding sessions + diagnostics + scenario and tutorial based e-learning + practical workshops + transfer of learning through personal action plans and manager / team meetings.

Benefits:

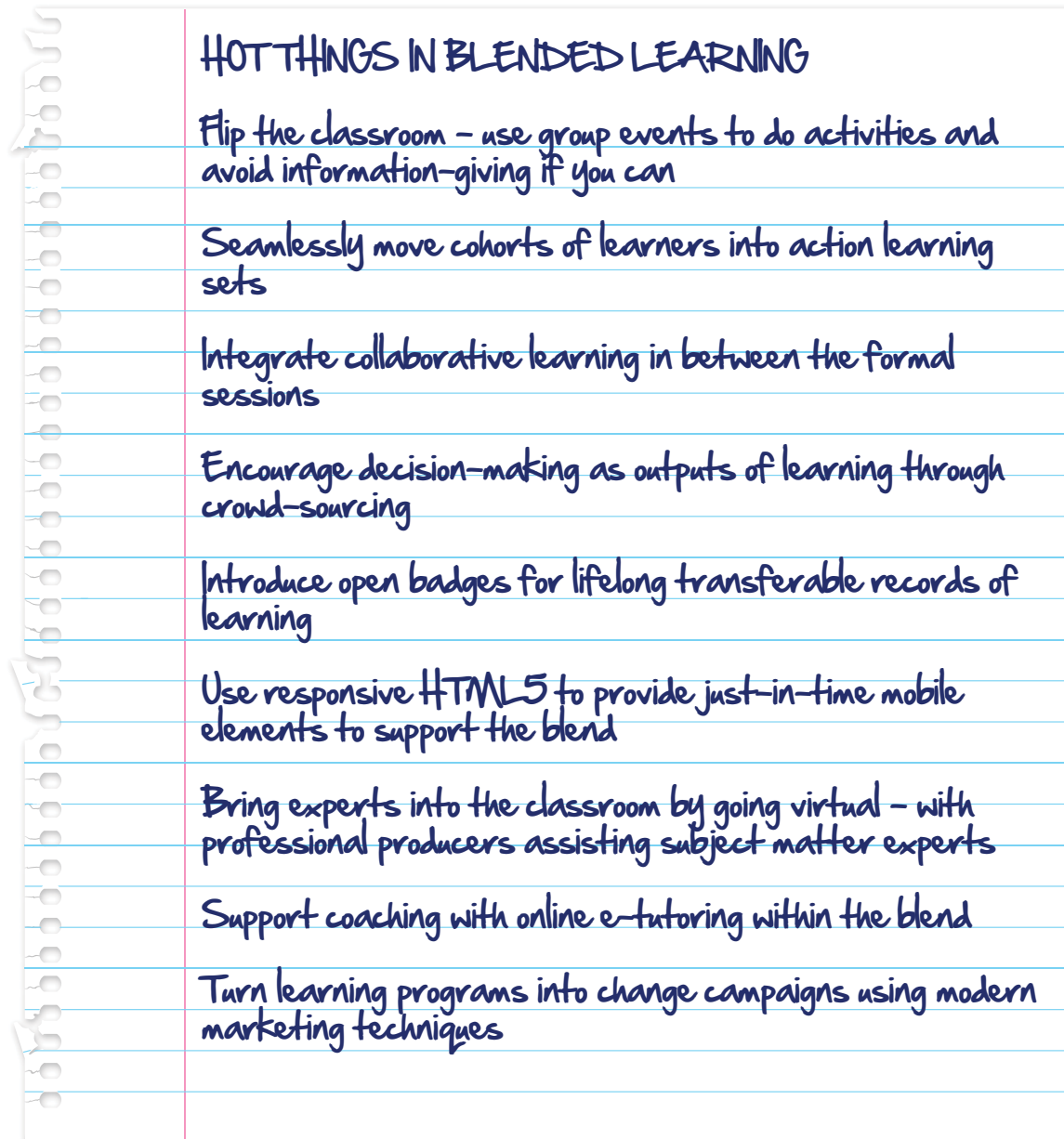
Flexible, tailored learning experience allowing for different learner profiles. Strong focus on application of learning and follow-through to on-the-job performance.

Are these blended templates for re-use? No. Each was right for its situation. Each was guided by a performance need, an understanding of the culture and environment, the budget and technology considerations, and the right channels to the target audience. They share some principles in how they were constructed, but the approach was different for each.

So let's step back from these and look at the process and best practices that will help you get it right for your situation. First though – what's really new out there?

What's new in blended learning?

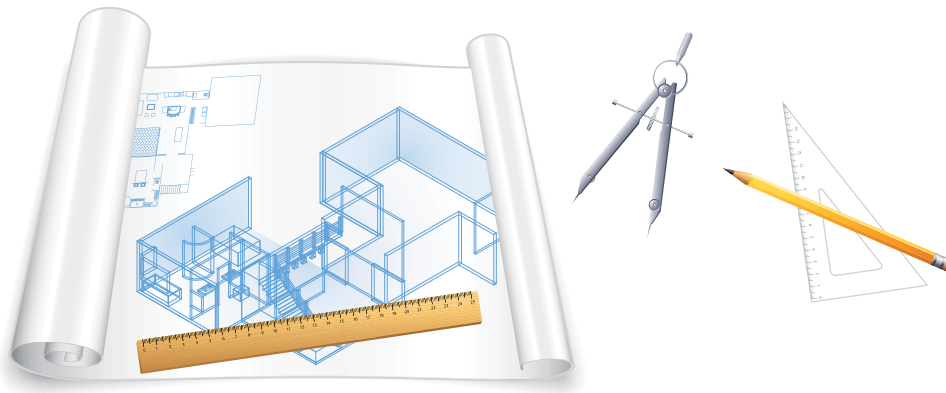
The landscape of blended learning is changing all the time as more informal and mobile elements start to get integrated into the overall blend. Here are a few elements that we are introducing into our latest blends:



TIP 1: ALL GOOD BLENDS HAVE A SPINE

Blended learning is becoming a rather nebulous term nowadays. *Is blended learning simply a collective term for everything a learner can find and do around a particular topic, chosen from a smorgasbord of learning objects?* The welcome shift to learning strategies based more on ‘resources’ and less on ‘courses’ could lead you to believe that you just have to send out an instruction to your learners to go out there and find whatever you want.

This may be a good approach for some learners, notably confident, experienced or senior employees. But blended learning has to be more than just ‘resources’. For many learners there needs to be some spine and flow to the learning process even if they do not want to be told what they should be doing every step of the way. The need for that ‘spine’ is why we talk about a blended learning architecture. A well designed building allows free movement around the rooms but it makes it easy for people to navigate and not get lost.



The same is needed for designing a blend. It should feel to the learner that they have some decision-making powers in the process but, where it is important, that they have a clear path through, what could be, many learning options. We all know that learners are very different and so when designing blends we should bear this in mind. The challenge is how far you can go to accommodate all those different contexts, personalities and learning styles. One example of trying to be as flexible as possible was a blended design for a client that allowed learners to either go through self-study modules before, or after, a face-to-face workshop. This was great for the theorists and the activists. It was however a real challenge to get the blended design right, as the core workshop could be attended by people who had completed a certain amount of theory (through the e-learning) and others who planned to do this **after** the workshop.

Truly **learner-centric blends** put pressure on everyone to create flexible interventions. There’s no point creating a comprehensive online learning experience prior to a workshop in which the trainer feels that they have to cover the same ground again.

Getting the right balance between all of the types of learning approaches that Clive Shepherd categorises (*Experiential, On-demand, Non-formal and Formal*) is a challenge. This is especially the case in the area of encouraging and integrating informal channels into your overall learning solution.

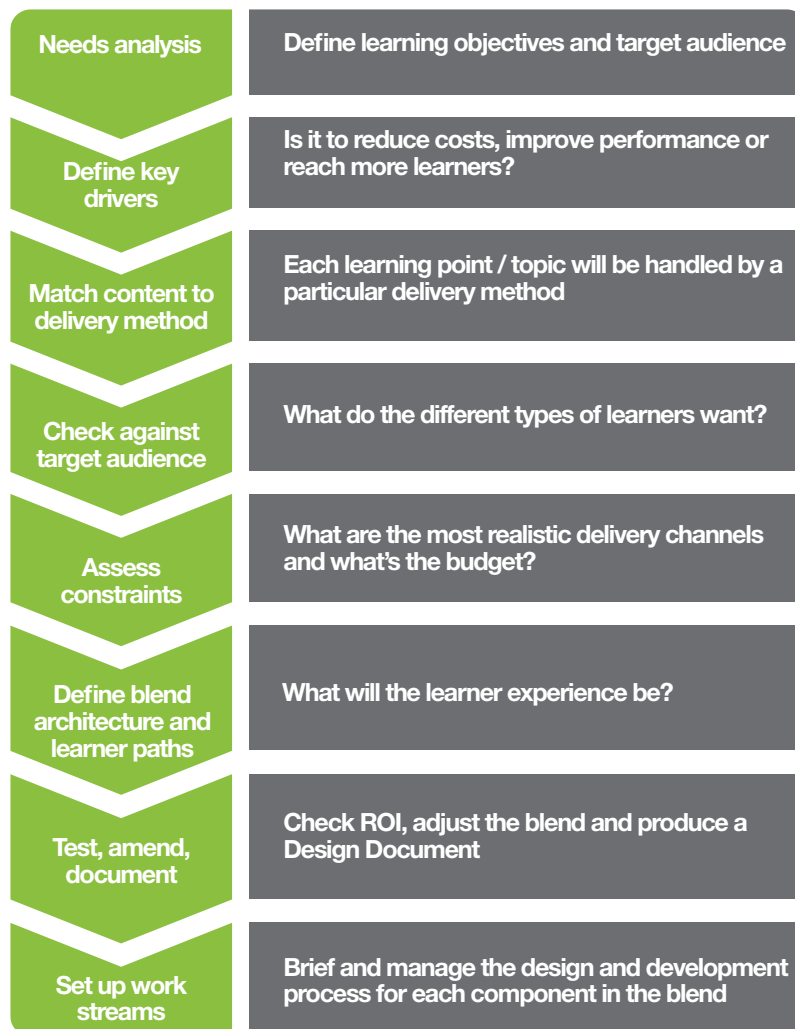
So, at the heart of an effective blend, there needs to be an *architect*. This **blended learning designer** must be able to assess all of the options available to the organisation and create a learning structure that seamlessly links the different learning options and provides a coherent learner journey. They also have to be a bit of a whizz at calculating **return on investment business cases** because ultimately the blends must make financial sense – often you have to tweak a blend to make sure the numbers are right. On that note, it is wise to be able to back-up your blend with a figure for how much your approach saves, compared with the default approach (**savings against investment**) or, if you are ambitious go for a **return on investment** calculation (more on this later!).

It’s clear that a perfect blend is one that matches the learners’ needs and preferred way of learning and, at the same time, represents the most cost-effective way to implement the learning solution. Often, there is a need to compromise; this is where the blended learning designer’s people skills are most needed!

TIP 2: BE SYSTEMATIC IN YOUR BLENDED DESIGN PROCESS

You don't create a blended design in isolation from others. So, you should create a schedule and bring in the right people at the right time.

Here's an overview of steps that a blended learning designer or architect should try to follow when defining any kind of blend:



TIP 3: WORK OUT YOUR ASSESSMENT STRATEGY RIGHT FROM THE START

Blends can be based around **formal accreditation or qualifications** but even less formal learner paths need some kind of ongoing assessment and feedback so learners know they are *'getting it'* and you know they are getting it as well. So, it is crucial that you define right from the start how you are going to know whether your learners have achieved their learning goals. **Informal knowledge or skills checks** can be done very easily by online tests or classroom observation respectively. But if you are serious about this (or it is part of a formal qualification) you need to add more **formal elements** such as invigilated tests, assessed practical exercises, observation at work, writing job-based assignments or interviews by experienced assessors. Not all blended designers will necessarily have a background in assessment so, if you are going down this path, make sure you have someone experienced in assessment techniques involved right from the start.

TIP 4: USE PERSONAS

The key to success in blended design is to know your audience. This is more than knowing what job roles and experience they have, as the best blends should have a multiple options and paths. So, in determining the right blend, you have to acknowledge the expected pre-existing range of **knowledge and experience** and the range of **different personalities and learning styles plus attitudes** to the learning in the first place.

Learning = Marketing

In doing this – set learning design aside for a moment and think like a marketing professional. Why?

Because blended design is really about engagement and persuasion. We're trying to sell a concept to learners. Who engages people for a living? Who spends their waking hours trying to provoke, stimulate, shock and humour people into changing behaviour? Marketing professionals. They're in the persuasion business. If you involve them (as we do) in 'learning projects', they are refreshingly disinterested in the efficacy of the design model or the details under the bonnet of your approach. They talk about how you're going to stimulate demand. Who are you trying to reach? With what message? Where do those people hang out now? How do we use those channels? How are we going to get action? What is the campaign theme? How will we know if it's working?

These won't answer all of your design questions. But they're very useful starting points for understanding your learners and the channels to market you should use to reach them.

The ideal blend caters for as many of these disparate groups as possible. We find that a really useful exercise at this stage is to define a number of typical learners (representing some of the extreme, e.g. one could be an activist, another a theorist and another could be very experienced, another a complete beginner). These are referred to in the software industry as **personas**.

This is a great exercise to do with subject matter experts or stakeholders, as it gets them to see that different delivery approaches and media types might be needed, possibly challenging preconceived ideas of how training should be delivered. It certainly helps in unearthing forgotten learning requirements.

The aim is then to create a blend that appeals to all of these **personas**. Maybe not all of the time but certainly a lot of time!

Here is an example set of personas created by one of our clients for a Data Protection learning requirement:



Bob:
“I want the whole picture”

- IT Analyst
- Works at WHQ
- 34 years old
- College graduate
- Why am I doing this?
- Isn't this complex?
- Where are the principles?
- Don't want to be exposed sharing my thoughts
- No glitz please
- “I think I'm pretty good at this”– they think they are well organised



Jan:
“Let me have a go”

- Sports Marketing Specialist
- Works at EHQ
- 28 years old
- College graduate
- Thinks training is a lot of noise and a waste of time
- Just wants to know how fast she can get through the training
- Comfortable with IT and computers
- Get straight to it



Kim:
“Just tell me what I need to know”

- HR Specialist
- Works in Asia
- 42 years old
- College graduate
- Engaged in the process, just tell me what I should do...
- Slight training overload
- Comfortable with IT and computers
- Has the time to do the training
- Wants: Make it clear
- Has too much work
- Tends to work at home a lot – takes things home all the time!

TIP 5: KEEP ASKING WHY

There tends to be three main drivers behind a blended learning design. It can be aimed at:

- **Delivering better performance**
- **Reducing costs of delivery**
- **Reaching more people, more quickly**

Quite often it is a combination of these three but, if there is one prime driver, then it could make a significant difference to the nature of the final blend.

If it is primarily aimed at **delivering better performance**:

- It may need ample opportunities for **coaching** and skills development through **practical face-to-face workshops**
- **Knowledge-based** elements could be provided by **e-learning** with realistic online simulations
- It should encourage **best practice sharing** and collaborative learning
- Ongoing assessment and perhaps formal qualifications could be built into the blend

If it is primarily aimed at **reducing cost of delivery**:

- It may need a higher proportion of online elements like **e-learning and virtual classrooms**
- It should encourage **ongoing coaching by line managers and collaborative learning** (though of course this only addresses the above-the-line costs – if you take into account the additional time of managers and learners the figures might not look so good)

If it is primarily aimed at **reaching more people, more quickly**:

- Again, it may need a higher proportion of online elements like **e-learning and virtual classrooms**
- It should focus on **performance support** and **on-the-job learning**

Every situation is unique, of course, and so it will all depend on what you discover as you go through the next steps in the filtering process. For example, if keeping delivery costs down is crucial, it might depend on the number of learners you have. If there are low numbers, more traditional face-to-face delivery might in the end be less costly than developing an e-learning module from scratch on the topic.

Let's look at a global orientation program with 500 learners joining at irregular times in the year. There are limited funds. But the key, as in all orientation programmes, is to ensure every new joiner gets a quality learning experience and reaches the appropriate levels of knowledge and competence as soon as possible. So, what are the key drivers?

Delivering better performance?		Probably
Reducing costs of delivery?	✓	Definitely
Reaching more people, more quickly?	✓	Definitely

TIP 6: 70:20:10 - A BLEND FORMULA?

When you start to design your blend you need to look carefully at what you want to achieve and what you want to cover in your overall program.

There are a variety of ways in which you can do this. You can focus on the learning objectives or the key learning points or messages. For each of these, you need to assess what type of learning delivery is most suitable.

Here are the options you have and the topics/type of learning that are typically best suited (using the much used 70:20:10 categories of Lombardo and Eichinger):

The 10%: Formal learning PLUS reading	
Classroom	Experiential learning Activities which can engage learners at different levels e.g. logical (the head), practical (hand) or emotional (heart) Sharing experiences Applying knowledge Skill building Awareness raising
Standalone e-learning	Knowledge development (good for processes and procedures, core job knowledge and principles) Attitude changing Structured reflection
Online group simulations	Decision-making skills and working in groups Emulating the reality of the workplace
Webinars	Knowledge sharing
Virtual Classrooms	Knowledge sharing (from experts and fellow learners) Practical activities and exercises – applying knowledge Problem solving
Workbooks	Structured reflection and work practice observation
Podcasts	Knowledge
Guided reading and research	Knowledge gathering and sharing
Assessment and accreditation	Confirmation that learners achieve their learning goals and identification of remaining learning gaps Formal acknowledgement of knowledge and capability which helps build confidence and motivation and successful career paths
The 20%: Feedback	
Coaching	Skills development and application of knowledge Building an individual learner's commitment to change Focusing on specific development areas for the individual learner (rather than the general needs a learner group may have) Target and measure business improvements within the learner's remit
Mentoring	Providing positive role-modelling Support and advice for long-term personal development
The 70%: Informal on-the-job experiences, tasks, and problem solving	
Performance support	Just-in-time knowledge (which applied immediately helps build skills and competence)

Online collaboration and communities of practice (information sharing and wikis)	Knowledge sharing
Assignments	Practical knowledge acquisition and skills development
Job rotation	Practical knowledge acquisition and skills development
Action learning	Peer-to-peer guidance and problem-solving help
Performance Reviews	Reflection on performance to build learning action plans

This is not an exhaustive list, of course, but it demonstrates that you can build a comprehensive learning experience only if you apply an appropriate spread of them within your blend.

Check out how much of your blend is in that more traditional 10% formal learning camp. Obviously a lot will be in there as, by definition, you are designing it. But, if you are a little light in the 70% area (the informal / on the job area) you should think how much can you stimulate and support informal learning on the job. What are the possible performance support channels or resources or communities of interest that you could add into your blend?

EXAMPLE	
Our example orientation program blend could look like this:	
Formal Face-to-Face	
Classroom	The values of the organisation in practice – skills practice and role playing Meet senior managers and opportunity to do Q&A Set up supportive cohort of new joiners
Formal online	
Standalone e-learning	Structure of the organisation Vision and mission Products and services Our customers Core processes and procedures How to carry out key tasks in job role
Group online	
Webinars	Briefings from key managers in the organisation
Virtual Classrooms	Action learning sets
Formal offline	
Workbooks	Self-reflection on the first 100 days Learning logs Guided observation of best practice
Guided reading and research	Understand relevant products and services to your job Understand the marketplace in which the organisation operates Get to use the Intranet to find information Learn about opportunities within the organisation
Assessment and qualification	
Ongoing assessment and feedback	Assignments and practical work could be reviewed by the program facilitators
Apprenticeship qualifications	For some new joiners, technical vocational qualifications could be offered

Coaching and mentoring	
Feedback and modelling best performance	Direct feedback by line managers on performance on the job Best practice sharing
Allocation of senior mentor	Guidance on how the organisation works in practice Advice on personal and career development
Informal offline	
Personal research	Review organisational marketing collateral
Informal online	
Podcasts	Gather the latest developments and trends in the organisation
Intranet information	Review the information on the organisations and its divisions or departments
On-the-job	
Performance support	Just-in-time knowledge (which applied immediately helps build skills and competence)
Online collaboration and communities of practice (information sharing and wikis)	Knowledge sharing via regular work forums
Assignments	Practical knowledge acquisition and skills development through set projects
Job rotation	Practical knowledge acquisition and skills development – getting a wider experience of the organisation, learning a wider range of skills
Action learning	Peer-to-peer guidance and problem-solving help during the first 100 days and beyond
Performance Reviews	Reflection on performance to build learning action plans and address capability gaps

TIP 7: THINK OF A BLEND AS A LEARNING JOURNEY

If you have a rich mix of options in your blend you will find that you should have enough variety for everyone in terms of the learning opportunities available to them.

The key to success though, will be **how you lay out that learning path**. Too much of one learning approach at the beginning may de-motivate a particular learner, e.g. a series of workshops to start a blend might not be appealing to a strong theorist. They would want some background and detail early on to get the whole picture, an ideal scenario for some e-learning before and between the workshops.

We will look at how you create these learning paths and overall structure your blend at a later stage in the process. First, we have to take into account all the constraints such as technology infrastructure, budget, time to roll-out, etc that will significantly modify our blend. It's time to get 'real'!

You will now have a high-level breakdown of all the elements that will be in your blend, but there is one thing missing: a **vision of the learner journey**. Even if the idea is to provide a wide spread of resources with a pre-ordained specific route through them, it is important that you visualise how typical learners might take their own paths and ensure the way you present these paths will be intuitive and useful.

It's handy to provide this as a quick reference matrix (that becomes a key part of your final blend design document):

Blend component	Delivery method	Learner time	Typical timeframe (if applicable)
Our customers	Self-study e-learning module	15 mins	Week 3
Handling customers	Virtual classroom	1 hour	Week 3
Coaching debrief etc	Meeting with line manager	30 mins	Week 4

Mapping each component to a **typical average learner time** (this could be down to a much more detailed level than the categories above) will allow you to plan how much you can expect your learners to do each week. Obviously not all blends are linear in nature – it can be a genuine smorgasbord of options – with structure but no set linear curriculum.

TIP 8: TEST YOUR BLEND

You should always calculate the total learner time; a key component in making your business case for the new blend. If one of your drivers was to reduce costs, it is essential to compare your new blend to the status quo to show it is less expensive to deliver. The learner time will be a significant part of that cost. If you can show that your blend takes less time to do or reduces wasteful travel time, you will have a key part of your business case already worked out.

Remember these key drivers:

Delivering better performance
Reducing costs of delivery
Reaching more people, more quickly

Ask yourself: *“Does this blend meet the requirements identified right at the beginning of the process?”*

If it is about **delivering better performance**, you need to show there is a clear **return on investment (ROI)**. The investment will be a combination of design and development costs, the delivery of the learning and finally the learner costs (travel, accommodation and of course the actual productive time lost while the learners are learning). Put against this you need to estimate what financial benefits you can expect from this investment.

Here are some possible areas in which you could see financial benefits:

- **Increased productivity**
- **Increased sales**
- **Improvements in attendance**
- **Reduction of errors**
- **Reduction in staff turnover**

Return on investment is often presented as a ratio or percentage. So, it could be 100% or 2:1, if your benefits are twice as large as the overall costs.

For some areas, potential ROI is easier to assess than others notably in the area of sales training. But there is a reason why most training programmes are launched without an ROI analysis; it involves a lot of assumptions and a lot of number crunching.

It is much easier though to work out a savings on investment (SOI) i.e. show that a new blend is less expensive to design and deliver. Obviously this is straightforward to do for an existing program (such as 1 or 2 day workshop) but, if it is a fresh learning requirement, you could work out a baseline figure for what it would cost to design and deliver it in a standard format such as a face-to-face workshop.

If the key driver is to reduce costs then this is an important calculation. The assumption in these instances is that you aren't necessarily looking to make the learning significantly more effective; you will be judged on the fact that it is as effective but less expensive.

So, although it is understandable that you don't try to estimate ROI on your blend, there's no excuse for you to skip doing a quick SOI. All the data is at your disposal (number of learners, cost of development, average salaries of learners, travel and accommodation costs etc), you just need to feed in your proposed blend in a spreadsheet and see what it tells you.

We regularly use this approach to assess likely savings on investment for a blend.

If you have a target cost reduction for your blend, then you may start to tweak the blend, perhaps adding more e-learning if the numbers of learners are significant. Remember: it's all a numbers game. In some cases, you may find the numbers of learners don't justify either e-learning or face-to-face delivery – so maybe more use of virtual classrooms could be the answer?

Your key driver for the blend might be simply reaching more people, more quickly. If the blend you have come up with relies too much on fixed delivery points, such as workshops, or makes it hard for all the target audience to get what they need, you will need to look for more flexible or more standalone elements.

TIP 9: IT DOESN'T STOP AFTER YOU HAVE DESIGNED YOUR BLEND

Your role as a blended designer – or let's promote you to a new Learning Architect, shall we?! – must involve ensuring the vision is delivered.

So, you need to document it all first. This specification or blueprint tends to include the following sections:

YOUR BLEND DESIGN DOCUMENTATION

- **Business aims and key drivers for the learning**
- **Breakdown of learning outcomes for the target audience**
- **Blend breakdown** (description of each blend component, its delivery method, the average learner time to complete each component and typical timeframe in which this component is started and completed)
- **Assumptions behind the blend** (a chance to state what pre-requisites are necessary e.g. line manager support if on-the-job coaching is a key part of your solution)
- **The business case for the blend** (ROI, SOI or the total reduction in time to reach all learners)
- **Risk analysis** (what are the risks and how will they be mitigated?)
- **Personnel and budget requirements for the blend**
- **Responsibilities for overseeing and delivering each component in the blend**
- **Initial project plan for designing and delivering the blend**

This document will set out each of the components in the blend. The design and development of each component represents a work stream that may progress in parallel with others or may be linked directly to the completion of another.

The role of the blended designer is to brief each group involved so they understand how their part of the blend interacts with others.

Ideally, you will have project managers and learning consultants / interactive designers for each of the work streams. The job of the blended learning designer is to ensure they stick to the initial blend blueprint and the final solution delivers the business case set out in the design document.

TIP 10: MANAGE THE CAMPAIGN

You should always think about the ongoing campaign management after launch.

Blends are rarely perfect right out of the gate. You need to keep watching and listening and be prepared to adjust.

For campaign management of blends, we recommend you think about:

- **Who is going to programme manage and respond to the changes, and adjust course as needed?**
- **Who will be the editorial voice to maintain consistency of tone?**
- **Who will moderate and be the voice in any feedback channels or forums?**
- **What data will tell you what's working? MI from your LMS, Google Analytics from your Portal? Surveys with learner feedback?**
- **What's the hard data telling you? You must target a change in agreed business metrics (e.g. reduction in accident levels, increase in reporting of potential security breaches, improved customer feedback)?**
- **Who will design and produce any quick interventions needed (e.g. a webinar to respond to an emerging theme, a quick guide for managers on how to deal with a business challenge?)**

You need to plan in the ongoing programme and editorial management, along with regular reviews against your success criteria. Ultimately all blended learning solutions are judged on the results we achieve against the metrics that our organisations care about. Innovation is one thing – hard measurable results is quite another.

So align with the business from the outset, be open to all available methods, test and refine, and never stop measuring against your goals.

Ok, so it doesn't fit on a t-shirt. But that should be the mantra of the new learning architect responsible for the next generation of blends.

YOUR NEXT STEPS

Want to take blended learning forward in your organisation?

Kineo and The Oxford Group work together to provide high-quality blended solutions, based on Kineo's expertise in blended design and implementation, and The Oxford Group's learning consultancy and expertise in face-to-face and virtual learning delivery.

Get in touch – we'd love to help you make blended learning happen for your organisation:

Email Kineo at enquiries@kineo.com, or [Visit the contact pages on our website](#) for details of your local Kineo office.

You can also follow Kineo via the following social media platforms:



[/kineolearning](#)



[@kineo](#)



[/kineolearning](#)



[/company/kineo](#)

Or join the discussion in our [eLearning Professionals Group](#).

If you'd like to take things further with the Oxford Group:

Email marketing@oxford-group.com or visit www.oxford-group.com

You can also follow Oxford Group via following social media platforms:



[@The_OxfordGroup](#)



[/company/The Oxford Group](#)