

# TRANSFORMATION CASE STUDIES

The following are two example case studies of large, global organizations transforming their instructor-led classroom for virtual distribution. There are three phases or approaches to transforming for virtual learning:

## **Phase I**

- Allows classroom to continue uninterrupted but also assures effectiveness for virtual classroom delivery
- Focuses on training the facilitator
- Includes redesign of some learning activities to maximize effectiveness in virtual distribution model

## **Phase II**

- Focuses on blending learning assets (virtual classroom, pre-reads, learning communities)
- Increases learning effectiveness and efficiency

## **Phase III**

- Provides maximum learning effectiveness and flexibility
- Focuses on extending the blending learning assets (self-paced micro-mods, performance support tools, learning community activities) and minimizing reliance on virtual classroom

## Case Study #1

### Global Company (Onboarding for Sales Associates)



**Objective:** Transform majority (80%) of onboarding instructor-led classroom courses for virtual learning

**Approach:** Moved directly to Phase III

- Transformed selected content to digital self-paced learning assets (eLearning micro-mods, pre-reads, digital magazines, etc.)
- Created digital performance support tools for application of knowledge
- Redesigned learning activities to maximize effectiveness for virtual learning environment
- Trained trainers on executing new virtual learning program as well as technical capabilities of virtual classroom technologies (breakout rooms, whiteboarding, etc.)

**Results:**

- Increased training resiliency and flexibility
- Reduced training time
- Reduced training costs
- Increased learning retention

## Case Study #2

### Global Company (Lean Manufacturing)



**Objective:** Transform all instructor-led classroom courses for virtual learning

**Approach:** Started with Phase I

- Focused on training the facilitator (both how to conduct virtual learning facilitation and use of technical capabilities)
- Designed and developed digital self-paced pre-read assets
- Redesigned learning activities to maximize effectiveness in virtual distribution model

**Results:**

- Increased training resiliency and flexibility
- Allowed classroom to continue uninterrupted
- Increased number of employees that could be trained per month
- Dramatic spike in course enrollments (based on success of pilot program)
- Reduced training time
- Reduced training costs
- Increased learning effectiveness