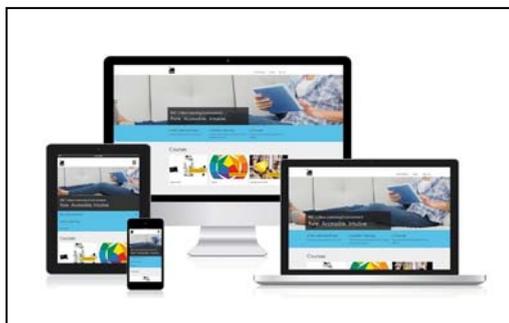


BOOST

A CASE STUDY FROM THE PILOTING PHASE IN GERMANY



IMC AG

With more than 5 million users and over 1,000 customers all over the world, IMC AG (www.im-c.com), which emerged as university spin-off, is today one of the leading full service providers in the field of digital training. With over 15 years of experience and with 170 employees worldwide, IMC supports companies, public institutions and training establishments of all sizes and from all industries with the implementation of tailor-made training processes.

The integrated product portfolio, comprising solutions in the fields of learning and talent management, e-learning content, authoring and publishing, performance support, smart shows and video, represents flexibility, customer- and process orientation and the efficient use of cloud technologies.

BOOST Evaluation

This company is one of key European players in the e-learning field, so we tried to receive their feedback. We managed to organize a virtual meeting with two of their employees – Diana Dikke and Lena Fleckinger, where we explained the BOOST approach and demonstrated the platform. Afterwards they had time to test it for several days before providing their feedback in the form of questionnaires.

During the online discussion Diana and Lena emphasized the value of collaborative learning, where employees play an active role and can specify their goals and learning resources as well as share them with each other. This requires a configurable threshold between privacy and collaboration, which can vary in different companies. They also suggested distinguishing between the business goals of companies and learning goals of employees more clearly. Also the whole BOOST methodology can be better illustrated by concrete examples (that could be presented as instructional videos).

Diana Dikke



Lena Fleckinger



What do you think of BOOST approach?

A methodological guideline would be useful, explaining how to define learning goals, which indicators are appropriate and how to measure skill levels, which types of content are the most useful to support the development of which skills or for studying which topics, etc. Such guideline can be created under involvement of pedagogic experts. This is important, because managers typically do not have pedagogic knowledge or experience, so they will define goals, learning indicators and learning resources as they feel it is right, but this may not lead to the desired learning outcomes.

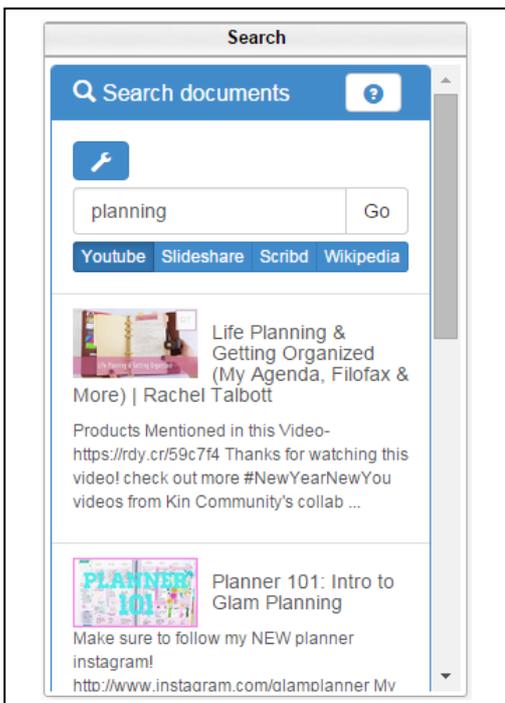
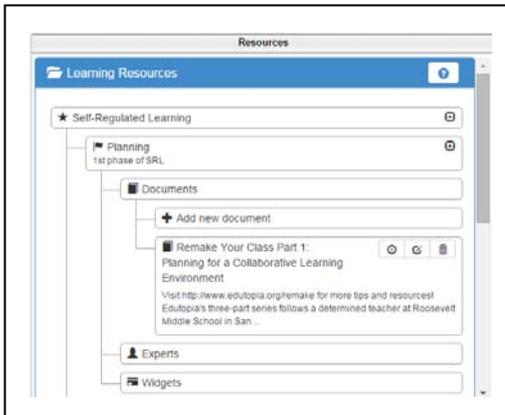
Is assessment support satisfactory?

In BOOST, the employee has no influence on the learning progress monitoring and is not involved in the evaluation process. It would be beneficial to add self-assessment functionality. In order to satisfy the organization's need for unification and transparency in the assessment, an approval function can be added, so the manager can view and confirm the values added by the employee.

How do you see it as an employee?

Diana: It's a quite useful system. However, I miss the option to add my own learning goals. The learning progress is estimated by the manager only. Automatic update based on studied materials or self-assessment would be good. I didn't use the system for a long time, but I think it would contribute to my competency development.

Lena: I can directly monitor my learning process and results, have my learning resources with me. But I would wish a mobile version to support mobile learning. Also a team category would be useful, as a group learning goal can motivate employees to work together. As you always see the company's goals, you can focus on them.



Conclusion

Such tool, as a light-weight alternative to a Learning Management System, can be used for planning of learning processes. Provided high-quality learning content is available, the use of such system will contribute to the development of the employees' skills.