IBM and Twitter Partnership Certification Program

IBM
Best Advance in Custom Content
February 2017

Company Background

Company At-a-Glance	
Headquarters	Armonk, New York
Year Founded	1911
Revenue	$99.8 billion
Employees	434,246
Global Scale	N/A
Customers/Output, etc.	N/A
Industry	Aerospace and defense, Automotive, Banking, Chemicals and petroleum, Communications, Construction, Consumer products, Education, Electronics, Energy and utilities, Financial markets, Forest and paper, Government, Healthcare, Insurance, Life sciences, Media and entertainment, Metals and mining, Retail, and Travel and transportation
Stock Symbol	NYSE: IBM
Website	http://www.ibm.com/us/en/

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Budget and Timeframe

Budget and Timeframe	
Overall budget	Development budget $449,647.00 (excludes delivery costs)
Number of (HR, Learning, Talent) employees involved with the implementation?	29
Number of Operations or Subject Matter Expert employees involved with the implementation?	26 (IBM) and 9 (Twitter)
Number of contractors involved with implementation	2
Timeframe to implement	26 weeks
Start date of the program	December 2014

Overview

Background

In 2014, IBM and Twitter agreed that IBM would become the first Twitter-certified consultancy partner if IBM meets the criteria in the following categories:

- Integration of Twitter data with IBM Analytics Services on the cloud.
- New data-intensive capabilities for the enterprise.
- Specialized enterprise consulting.

To meet the education criteria of the partnership agreement, IBM committed to train 11,100 IBM resources on four tiers of Twitter knowledge.

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Figure 1: Training Tier and Number of IBM Resources to be Trained

Training Tier	Number of IBM Resources to be Trained
General Communication (Tier 1)	10,000
Awareness (Tier 2) and Knowledge (Tier 3)	1,000
Expert (Tier 4)	100

Source: IBM 2016

Learning Content

The IBM and Twitter education program addresses the learning components of the IBM and Twitter partnership certification agreement. With contractual requirements to address, the intention of the education program is to provide a mix of content modules and a community-based learning experience. This blended learning approach would not only include the necessary classroom and online education but would also enable continuous peer-to-peer learning through discussions and forums using the existing collaborative platforms to build a community of practice.

The blended learning approach was developed for:

- Cross IBM (IBM general population)
- Sales and Delivery Champions
- Sellers
- Consultants
- Experts (Black Belt Data Analysts and Technical Architects)

And consisted of customized content on the following Twitter topics:

- Market Overview
- Using Social Data
- Social Data in Business
- IBM Value Proposition
- IBM Solutions
- IBM Use Cases
- Social Data Analysis

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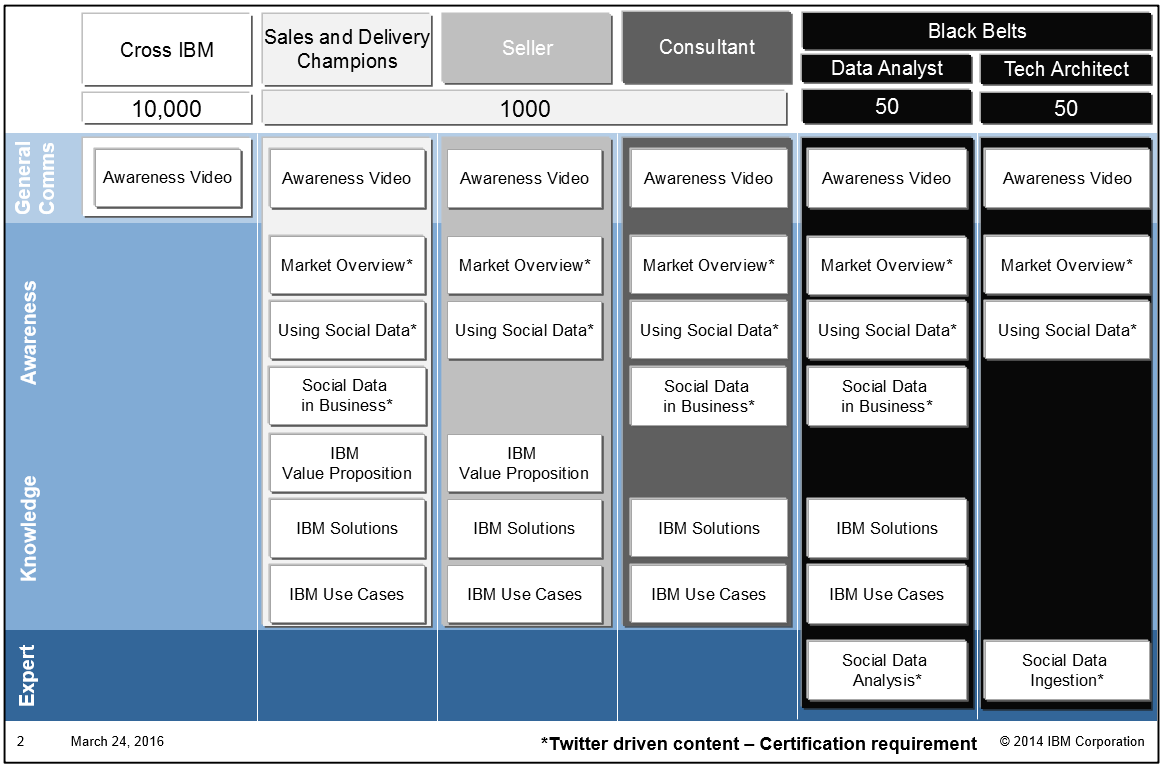
Figure 2: Blended Learning Approach



Source: IBM 2016

The blended learning approach focused on the learner's experience by incorporating easy navigation, mix of media, and interactivity while engaging and motivating the IBM practitioners to voluntarily complete the education tiers within the specified timeframe.

Figure 3: Focus on the Learner's Experience

	General Communication and Social Collaboration	Awareness	Knowledge	Expert
Education Tier	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 4**
Learning Deliverables	Online communities, wikis, bookmarks, blogs, forums, and electronic cards	Asynchronous online education (interactive self-paced offering) and video	Asynchronous online education (interactive self-paced offering, quiz games), face-to-face classroom, and informal and formal assessments	Online education (synchronous virtual classroom and asynchronous interactive self-paced offerings), face-to-face classroom, conference call series, and informal and formal assessments
Content Presentation and Navigation	Graphical layout, view content through mobile or PC; easy overall and navigation	Graphical layout, view content through mobile or PC, easy overall, and navigation	Role based, custom content; graphical layout, view content through mobile or PC; easy overall and module navigation	Role based, custom content; graphical layout, view content through mobile or PC; easy overall and module navigation
Use of Media	High-end, closed caption videos, hyperlinks, graphics, and informative text	High-end, closed caption videos, hyperlinks, graphics, animation, downloadable transcripts, and informative text	High-end, closed caption videos, hyperlinks, graphics, animation, downloadable transcripts, informative text, and assessments	High-end, closed caption videos, hyperlinks, graphics, animation, downloadable transcripts, and informative text, assessments; hands on computer exercises; computer demos
Interactivity and Engagement	Collaboration and sharing content; two-way communication through feedback and comments; leverage forums functionality during sales process	Call to Action (Learner's action plan)	Pop text, clickable diagrams, informal and formal assessments, panel discussion, and group activities	Pop text, clickable diagrams, informal and formal assessments, in-depth discussions, hands on exercices, computer lab practice
Learning Consumption	45,092 views	42,236 learners	18,402 learners	668 learners

Source: IBM 2016

Twitter fully supported the four-tier education program. It reviewed and approved majority of the learning content. In addition, Twitter co-taught the Face-to-Face

Workshops and Virtual Classroom sessions. In addition, it reviewed the Brandon Hall application for custom content and fully supported the entry.

Intended Audience

IBM GBS employees in Business Analytics and Services, that are Global Business Services Consultants, Sellers, Consultants, Data Analysts, or Technical Architects, spread across Europe, Japan, North America, and Growth Market Unit areas of South East Asia, India, Greater China, Korea, Australia, Central and Eastern Europe, Middle East, Africa, and Latin America (approximately 11,100 IBM employees) are the intended audience.

Learning Objectives

The overall goal of the program was to educate IBM resources on four tiers of Twitter knowledge as defined below:

Figure 4: Learning Objectives/Outcomes and Partnership Contractual Requirement

	Education Tier	Learning Objectives/Outcomes, Partnership Contractual Requirement
General Communication and Social Collaboration	Tier 1	1. Learning Objective: Be aware of the IBM and Twitter partnership. 2. Learning Outcomes: • Describe why the partnership was made. • Describe what the partnership will achieve. • Identify the Business Analytics and Strategy Practice at which they may direct future questions. 3. Partnership Contractual Requirement: Proof of material creation and dissemination.
Awareness	Tier 2	1. Learning Objective: The content covered in Tier 1, plus: Understand the social data ecosystem, including key developments that affect current market dynamics and an understanding of top use cases. 2. Learning Outcomes: • Describe how social data moves through the ecosystem. • Describe common and cutting edge use cases for Twitter Data. • Provide concrete examples of key use cases. • Give an overview of consultancy products that incorporate Twitter data. 3. Partnership Contractual Requirement: Proof of material review.

Knowledge	Tier 3	1. Learning Objective: The content covered in Tier 1 and 2, plus: Learn how to evaluate a customer's use case to clarify the business application for social data. 2. Learning Outcomes: • Use a framework to assess the client's use case for social data. • Describe key considerations for the business application of social data. • Describe common analysis techniques and current analysis trends. • Provide a detailed description of how these considerations correlate with Twitter products offered by the consultancy. 3. Partnership Contractual Requirement: Proof of material review; metrics (learners passing assessments).
Expert	Tier 4	1. Learning Objective: The content covered in Tier 1,2, and 3, plus: • Black Belt: Data Analysts – In-depth review of certain analysis techniques and a process for developing, and iterating upon data science projects. • Black Belt: Technical Architects – Review of all process steps and best practices for ingestion, storing, parsing, and delivering social data to different end users or applications. 2. Learning Outcomes: • Black Belt: Data Analysts: • Evaluate analysis techniques and their fit for different use cases. • Identify poorly-constructed methodologies and how they may impact results. • Structure a data science project, including business objective, process steps, and outcomes. • Complete selected data science analyses. • Black Belt: Technical Analysts: • Successfully ingest Twitter data into their organization. • Demonstrate ability to meet best practices in their application, as described in the course. Partnership Contractual Requirement: Proof of material review; metrics (learners passing assessments)

Source: IBM 2016

Content Presentation and Navigation, Media, Interactivity and Engagement

The education program consisted of a blended learning solution to adhere to the IBM and Twitter partnership agreement. It consisted of four tiers of Twitter education, starting from creating awareness about the partnership and moving to a very specific knowledge building exercise for a niche audience. To train 11,000+ IBM resources, a blended learning program was developed which included the following deliverables:

- **Communities.** A social collaboration tool that enables learners to create and join communities of interest. Connects learners and promotes the IBM and Twitter partnership. Incorporates informative text, videos, demos, hyperlinks, and graphics/diagrams for key subjects, such as resources, sales toolkits, resources, processes, solution artifacts and demos, and learning content.
- **Wikis.** An easy-to-navigate space that allow learners to access valuable content. Consists of simple, intuitive design that enables easy navigation in three clicks or less and seamless flow to every page. Promotes a user-friendly design in which key messages are highlighted and includes a central repository for key subjects and topics that are relevant to the Community membership. Contains easy graphical layout to encourage interaction with subject matter experts, leadership, and instructors. Learners can add comments stating issues, feedback, etc. Comments concerning issues are addressed within 24 hours.
- **Bookmarks.** New strategic, social bookmarking tool for learners. Simple, one-click for community members to add bookmarks of websites of interest to the Twitter-community membership. Encourages sharing of content.
- **Blogs.** Strategic web blog tool for learners to share information. Simple, intuitive design which enables easy navigation. Written by senior IBM leadership, blogs incorporate narrative, videos, hyperlinks, graphics, and diagrams on various topics. Learners are encouraged to add comments in response to blogs.
- **Forums.** Interactive and collaborative discussion space that can be accessed through a browser, for all members. Enables focused conversations by entering a question, problem, or discussion topic. Anyone can read, answer, or reply. Allows users to search for past discussions and responses to historical questions. Forums consist of simple, intuitive design. Enables one click to view a topic and

two clicks to reply to a topic. Encourages sharing and collaborating with community members.

- **E-Cards.** Digital version of customized training announcement cards. Visually-appealing communication medium containing hyperlinks to access learning content to encourage online or classroom course enrollment. Distributed through email and the dedicated IBM/Twitter community and are accessible through mobile or PC.
- **Videos.** Professionally-produced, high-end videos that include music, graphics, diagrams, transition images (B-rolls), text, and key points. Learners can view closed caption, download PDF transcripts, pause, play, fast forward, rewind, and view videos in full screen. Videos detail key points while encourage learners to enroll in additional training, view dedicated wiki, promote change to current selling practices, and embrace IBM and Twitter partnership. They can be standalone and displayed on a graphical interface like YouTube or inserted in Role-based, Interactive Offerings and Face-to-Face Workshops.
- **Role-based, Interactive Offerings.** Asynchronous, custom, online courses that contain role-based content, professionally-produced, high-end, closed caption videos, hyperlinks, animation, downloadable transcripts, key points, pop up text, clickable diagrams, informal and formal assessments, and informative text built in a graphical HTML page that readjusts to display in PC or mobile devices.

iSPOs promote easy overall navigation, in which learners:

- Select a curriculum.
- Select an introduction course [100 level] or advanced course [200 level].
- Complete all modules.
- Complete informal quiz questions to check knowledge.
- Complete formal assessment to obtain course credit (passing score triggers course credit).

iSPOs also contain easy module navigation in which learners scroll vertically to view videos, text, breadcrumbs, hot buttons, key facts, key points, graphics, diagrams, hyperlinks, pop up text, etc.

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IBM and Twitter education program included the following iSPOs:

Twitter Talk Awareness iSPO. 45-minute online education course featuring key IBM and Twitter Subject Matter Experts.

Role-based iSPO

- **Sellers.** Nine foundation and advanced modules.
- **Consultants.** Nine foundation and advanced modules.
- **Technical Architects.** Three foundation and advanced modules.
- **Data Analysts.** Three foundation and advanced modules.
- **Assessments.** Formal and informal online test questions built in the interactive self-paced offerings.

iSPO. Formal and informal online test questions built in the interactive self-paced offerings or supplement Expert Face-to-Face Workshops.

- **Informal Assessments.** Each role-based interactive self-paced offering contains four to five informal quiz questions per module; questions are displayed immediately below online lessons to check learners' knowledge; question formats include multiple choice, multiple correct, or true/false and are not scored; learners have two attempts to select correct answer and receive feedback for correct and incorrect answers; quiz prepares learners for formal assessment.
- **Formal Assessment.** Contains 11 questions; learners have two attempts to select correct answer; must obtain a passing score (60% or higher) to receive course credit; metrics were provided to Twitter on a weekly basis to fulfill the Twitter partnership agreement criteria. Uses IBM Certification and Assessment Service (CAS) to create and deliver assessments. Hosted on the IBM Learning Management System and accessed using learner intranet credentials.
    - **Expert.** Formal and informal online test questions; supplements online and classroom education.
    - Learners complete a series of informal quizzes in order prepare for formal assessment. Created using online quiz tool.

Learners must pass a 20-question formal assessment with a 100% score to receive Black Belt (Expert) certification. Created using online quiz tool.

Face-to-Face Workshops. The education program consisted of two types of Face-to-Face Workshops:

- **Sales Champions Workshop for Sellers and Consultants.** Two-day workshop facilitated by IBM and Twitter SMEs. Consists of a mix of lecture, videos, group and panel discussion, customized IBM/Twitter Power Point template, and breakout activities. Six total sessions delivered in Sao Paulo, London, Tokyo, Herndon, Chicago, and London. Learning content for each session was uploaded to Wiki for reference.
    - **Videotaped Workshops.** First two Face-to-Face workshop sessions were videotaped. The recorded videos were professionally edited and a selected number of video clips were incorporated in the online Role-based Interactive Self-Paced Offerings.
    - **Activities.** During breakout activity, learners collaborate, develop, and present a sales pitch to a panel of judges. Judges award a winning team a significant prize. To engage learners, Twitter statistics were displayed in monitors during classroom breaks.
    - **Engagement and Interactivity.** Music was played during speaker introductions and before and after sessions; learners were encouraged to Tweet during workshop and document questions, concerns, or issues on wall posters, or index cards placed around the room.
- **Technical Workshops for Data Analysts and Technical Architects.** Custom, role-based education consisting of intense hands on exercises focusing on data analysis. Contains a mix of lecture, videos, in depth technical discussions, case studies, and hands on computer exercises. (96 hours total duration). Consists of the following classroom courses:
    - IBM and Twitter Social Data Ingestion for Technical Architects.
    - IBM and Twitter Social Data Analysis for Data Analysts.
    - Social Media Analytics.
    - Technical Bootcamp classroom series presented with Research Scientists to deliver hands on education for Technical Architects and Data Analysts.
    - Customer Entity Resolution - Big Match.
    - Micro-segmentation.
    - Influencer Analysis.

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- Watson Personality Insights.
- System G Social Media Solution.
- Like Minded Communities.

Interactive, Video-based Online Games

Two online quiz games to promote education and test knowledge:

- **Spin Online Game.** Simple, intuitive design. Consists of five questions randomly selected; points allocated to questions; learners spin the spinner to view question and point value; learners view short video clip and answer a multiple choice, multiple correct, or true/false question; if learners answer questions correctly, points are added to their score.
- **Jump Shot Online Game.** Simple, intuitive design. Consists of five questions randomly selected; learners view short video clip and answer a multiple choice, multiple correct, or true/false question.

Virtual Classroom

Synchronous, online education that consists of role-based content while promoting interactivity using whiteboard and polling functionality. Deployed through Blackboard Collaborate tool.

- Black Belt Virtual Train the Trainer for Technical Architect trainers
- Black Belt Virtual Train the Trainer for Data Analyst Trainers
- Technical Architect Black Belt
- Data Analyst Black Belt

Technical SME Conference Call Series

A series of conference calls that contain a mix of lecture and in depth technical discussions for Technical Architects and Data Analysts. Each engaging deliverable incorporated a mix of media and interactivity and focused on the learner experience.

Specifically, each deliverable adhered to the following design principles:

- **Purpose.** Each deliverable had a clear purpose. For example, Communities, Wikis, Blogs, Bookmarks, and Forums enabled learners to socially collaborate and view set of valuable, up to date content in real time.
- **Communication.** Each deliverable communicated clearly, and contained information that is easy to read and digest. Wikis consisted of a user-friendly

design in which key messages, subjects, and topics were organized by People, Sell, Deliver, and Learn categories. Each Wiki category contained an easy graphical layout, key messages, and hyperlinks, for learners to clearly view set of valuable, up to date content in real time.

- **Typefaces and Colors.** For consistency, each deliverable contained similar typefaces and color palette. Wikis, E-Cards, Role-based Interactive Self-paced Offerings, Face-to-Face Workshops, and Virtual Classroom contained similar fonts and incorporated the Twitter blue color palette.
- **Images.** Each deliverable incorporated professional graphics. Communities, Wikis, E-Cards), Role-based Interactive Self-paced Offerings, Videos, Face-to-Face Workshops, Interactive Video-based Online Games, and Virtual Classroom incorporated custom created vector graphics, infographics, and diagrams. When needed, high-resolution stock images were purchased from stockphotos.com. All images adhered to strict Twitter image guidelines.
- **Navigation and Design.** Each deliverable enabled easy navigation and consisted of logical page hierarchy, bread crumbs, clickable buttons, and hyperlinks. Online deliverables adhered to the "three click rule" in which learners viewed valuable content within three clicks. In addition, each deliverable was designed to put the learner experience first and promote easy navigation while clearly communicating valuable, custom content.
  - **Communities.** Single-click access to dedicated communities which can be accessible through mobile or PC.
  - **Wikis.** Consists of a simple, intuitive design which enables easy navigation in three clicks or less and seamless flow to every page. Accessible through mobile or PC.
  - **Bookmarks.** Simple, one click for community members to add bookmarks of Websites of interest to the Twitter community membership. Accessible through mobile or PC.
  - **Blogs.** Simple, intuitive design which enables easy navigation (one click to view Twitter blogs). Accessible through mobile or PC.
  - **Forums.** Simple, intuitive design in which enables one click to view start a topic and two clicks to reply to a topic. Accessible through mobile or PC.
  - **Electronic Cards.** Contains hyperlinks to access learning content to encourage online or classroom course. Accessible through mobile or PC.

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- **Role-based Interactive Self-paced Offerings.** Contained easy overall and module navigation. Learners scroll vertically to view videos, text, breadcrumbs, hot buttons, key facts, key points, graphics, diagrams, hyperlinks, pop up text, etc.

Per the IBM and Twitter partnership agreement, education program was comprised of four tiers:

- General Communication and Social Collaboration
- Awareness
- Knowledge
- Expert

Figure 5: General Communication and Social Collaboration

	Description	Content Presentation and Navigation, Use of Media, Interactivity, and Engagement
Communities	Service for creating and joining communities of interest.	1. Single-click access to dedicated communities; accessible through mobile or PC. 2. Connects learners and promotes IBM and Twitter partnership. 3. Incorporates informative text, videos, demos, hyperlinks, and graphics/diagrams for key subjects, such as resources, sales toolkits, resources, processes, solution artifacts and demos, and learning content (Learn).
Wikis	An easy to navigate space that allow learners to access valuable content.	1. Simple, intuitive design; navigation in three clicks or less; seamless flow to every page; user-friendly design; key messages highlighted; accessible through mobile or PC. 2. Central repository for key subjects/topics relevant to the Community membership, such as People, Sell, Deliver, and Learn; easy graphical layout to encourage interaction with Subject Matter Experts, leadership, instructors in which learners add comments stating issues, feedback, etc. Comments concerning issues were addressed within 24 hours.
Bookmarks	New strategic social bookmarking tool for learners	1. Simple, one click for community members to add bookmarks of Websites of interest to the Twitter community membership; accessible through mobile or PC. 2. Encourage sharing of content in which community members can contribute bookmarks of websites of interest to the IBM/Twitter group; can also share

		important bookmarks so that they stand out.
Blogs	Strategic web blog tool for learners to share information	1. Simple, intuitive design; navigation in one click to view Twitter blogs; accessible through mobile or PC. 2. Written by senior IBM leadership, blogs incorporate narrative, videos, hyperlinks, and graphics/diagrams on various topics, such as communicate latest news and motivate learners to complete education, and so on. Learners are encouraged to add comments in response to blogs.
Forums	Interactive, collaborative discussion space accessed through browser, for all members; enables focused conversations by entering a question, problem, or discussion topic that anyone can read, answer, or reply to. Also allows users to search for past discussions, responses to historical questions.	1. Simple, intuitive design; navigation in one click to view start a topic; two clicks to reply to a topic; accessible through mobile or PC. 2. Encourages sharing and collaborating with community members, interaction with leadership, subject matter experts; leverages functionality to assist in the sales process in which sellers use forums to request data analysis for clients.
Electronic Cards	Digital version of an announcement card; contains hyperlinks to launch course; distributed through email.	1. Graphic layout driving leader message, includes hyperlinks to learning content; accessible through mobile or PC. 2. Customized and visually appealing communication medium that contains hyperlinks to access learning content to encourage online or classroom course enrollment.

Source: IBM 2016

Figure 6: Awareness

	Description	Content Presentation and Navigation, Use of Media Interactivity and Engagement
Twitter Talk - Awareness interactive self-paced offering	A 45-minute online education course featuring key IBM (GBS and Software Group) and Twitter subject matter experts	1. Simple, intuitive design; includes professionally produced, high-end, closed caption videos, hyperlinks, animation, downloadable transcripts, and informative text built in a graphical HTML page that readjusts to display in PC or mobile devices. 2. Learners scroll down to navigate to six main content sections and a Call to Action request which encourages enrolling in additional training, viewing dedicated wiki, promoting change to current selling practices, and embracing IBM and Twitter partnership.
Twitter Awareness video	A one-minute video presented by IBM Twitter Lead to 1,500 practitioners	1. Uses a graphical interface like YouTube; accessible through mobile or PC. 2. Consists of professionally produced, high-end video, includes music, graphics, diagrams, transition images (B-rolls), text, such as speaker's names and titles and key points; learners can view closed caption, download PDF transcripts, pause, play, fast forward, rewind, and view video in full screen. 3. Encourages enrolling in additional training, viewing dedicated wiki, promoting change to current selling practices, and embracing IBM and Twitter partnership.

Source: IBM 2016

Figure 7: Knowledge (Learning Deliverables)

	Description	Content Presentation and Navigation, Use of Media Interactivity and Engagement
Role-based Interactive Self-paced Offerings	Asynchronous, online education courses that are accessible. Included informal and formal assessments. Promoted and distributed through dedicated wiki; hosted on the IBM Learning Management System.	Consists of two asynchronous custom, online courses that contain role based content (Sellers and Consultants), professionally produced, high-end, closed caption videos, hyperlinks, animation, downloadable transcripts, key points, pop up text, clickable diagrams, informal and formal assessments, and informative text built in a graphical HTML page. Role based, custom content: Sellers (Nine foundation and advanced modules; 4 hours and 45-minutes total duration) Consultants (Nine foundation and advanced modules; 5 hours and 40-minutes total duration) Easy overall navigation – Learners: Select a curriculum Select an introduction course or advanced course Complete all modules Complete informal quiz questions Complete formal assessment to obtain course credit (passing score triggers course credit) Easy module navigation – Learners scroll vertically to view videos, text, breadcrumbs, hot buttons, key facts, key points, graphics, diagrams, hyperlinks, pop up text, and so on.
Assessments	Formal and informal online test questions built in the interactive self-paced offerings. Uses IBM Certification and Assessment Service (CAS) to create and deliver assessments. Hosted on the IBM Learning Management System and accessed using learner intranet credentials.	Informal Assessments - Each role based interactive self-paced offering contains four to five informal quiz questions; questions are displayed immediately below online lessons to check the learner's knowledge; question formats include multiple choice, multiple correct, or true/false and are not scored; learners have two attempts to select correct answer and receive feedback for correct and incorrect answers; quiz prepares learners for formal assessment. Formal assessment - Contains 11 questions; learners have two attempts to select correct answer; must obtain a passing score (60% or higher) to receive course credit; metrics were provided to Twitter on a weekly basis to fulfill the Twitter partnership agreement criteria.

Face-to-Face Workshop	Two-day workshop facilitated by IBM and Twitter SMEs. Six total sessions delivered in Sao Paulo, London, Tokyo, Herndon, Chicago, and London.	Consists of a mix of lecture, videos, group and panel discussion, customized IBM/Twitter PowerPoint template, and breakout activities. First two Face-to-Face Workshop sessions were videotaped and professionally edited; selected number of video clips were incorporated in the Role Based Interactive Self-Paced Offerings During breakout activity, learners collaborate, develop, and present a sales pitch to a panel of judges. Judges award a winning team a significant prize. To engage learners, Twitter statistics were displayed in monitors during classroom breaks; music was played during speaker introductions and before/after sessions; learners were encouraged to Tweet during workshop and document questions, concerns, or issues on wall posters or index cards placed around the room. Learning content for each session was uploaded to Wiki for reference.
Interactive, Video-based Online Game	Two online quiz games to promote education and test knowledge.	Spin Game - Simple, intuitive design; accessible through mobile or PC; consists of five questions randomly selected; points allocated to questions; learners spin the spinner to view question and point value; learners view short video clip and answer a multiple choice, multiple correct, or true/false question; if learners answer questions correctly, points are added to their score. Jump Shot Game - Simple, intuitive design; accessible through mobile or PC; consists of five questions randomly selected; learners view short video clip and answer a multiple choice, multiple correct, or true/false question.

Source: IBM 2016

Figure 8: Expert (Learning Deliverables)

	Description	Content Presentation and Navigation, Use of Media, Interactivity and Engagement
Virtual Classroom	Role-based webinars	Synchronous, online education that consists of role based content while promoting interactivity using whiteboard and polling functionality Black Belt Virtual Train the Trainer for Technical Architect trainers (8 hours total duration) Black Belt Virtual Train the Trainer for Data Analyst Trainers (8 hours total duration) Technical Architect Black Belt (8 hours total duration) Data Analyst Black Belt (8 hours total duration) Deployed through Blackboard Collaborate tool

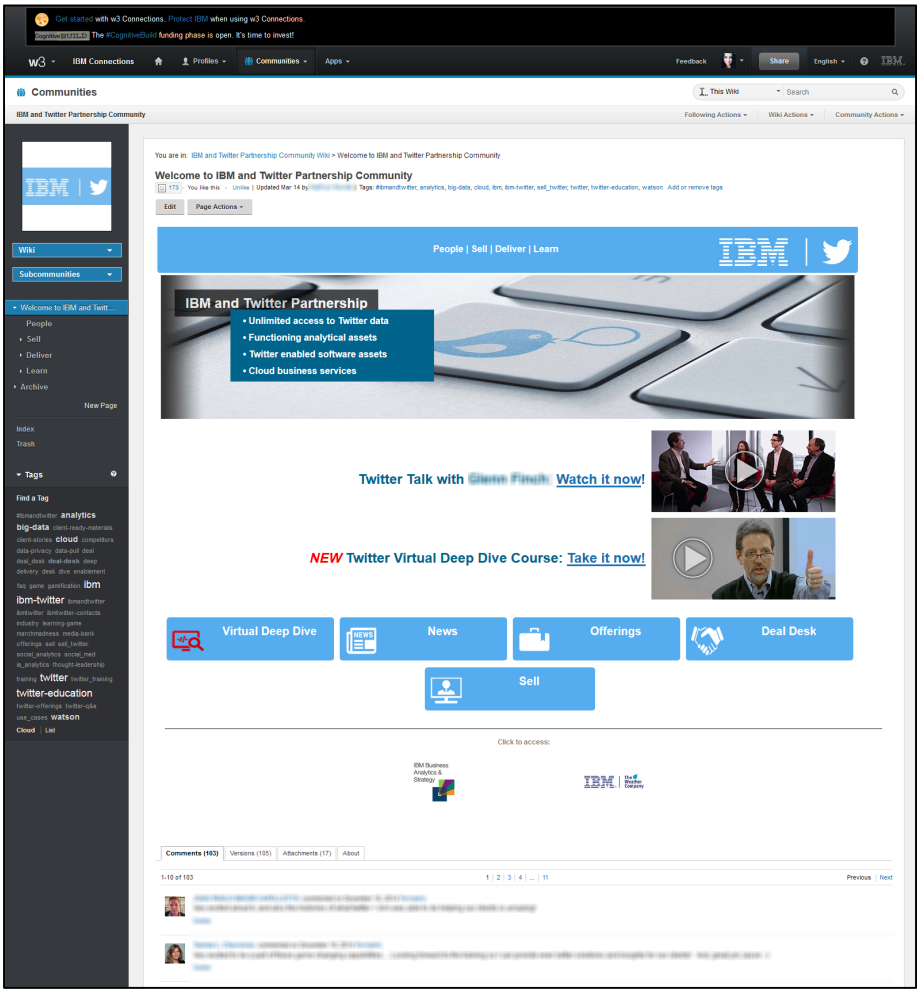
Role-based interactive self-paced offerings	Asynchronous, online education courses. Includes informal and formal assessments. Promoted and distributed through dedicated wiki; hosted on the IBM Learning Management System.	Consists of professionally produced, high-end, closed caption videos, hyperlinks, animation, downloadable transcripts, and informative text built in a graphical HTML page that readjusts to display in PC or mobile devices. Role based, custom content: Technical Architects (3 foundation and advanced modules; 2 hours and 40-minutes total duration) Data Analysts (3 foundation and advanced modules; 2 hours and 40-minutes total duration) Easy overall navigation – Learners: Select a curriculum Select an introduction course [100 level] or advanced course [200 level] Complete all modules Complete informal quiz questions Complete formal assessment to obtain course credit (passing score triggers course credit) Easy module navigation – Learners scroll vertically to view videos, text, breadcrumbs, hot buttons, key facts, key points, graphics, diagrams, hyperlinks, pop up text, etc.
Face to Face Classroom Courses	Custom, role based education consisting of intense hands on exercises focusing on data analysis. (96 hours total duration).	Contains a mix of lecture, videos, in depth technical discussions, case studies, and hands on computer exercises. Consists of the following courses: IBM and Twitter Social Data Ingestion for Technical Architects (6 hours total duration) IBM and Twitter Social Data Analysis for Data Analysts (6 hours total duration) Social Media Analytics (24 hours total duration) Technical Bootcamp classroom series - Co-presented with Research Scientists to deliver hands on education for Technical Architects and Data Analysts; (60 hours total duration) Customer Entity Resolution/Big Match (6 hours total duration) Micro-segmentation (10 hours total duration) Influencer Analysis (8 hours total duration) Watson Personality Insights (6 hours total duration) System G Social Media Solution (24 hours total duration) Like Minded Communities (6 hours total duration)

Technical SME Conference Call Series	Series of conference calls	Contains a mix of lecture and in depth technical discussions for Technical Architects and Data Analysts, (3 hours total duration)
Assessments	Formal and informal online test questions; supplements online and classroom education.	Learners must complete series of informal quizzes in order prepare for formal assessment. Created using online quiz tools. Learners must pass a 20-question formal assessment with a 100% score to receive Black Belt Expert certification.

Source: IBM 2016

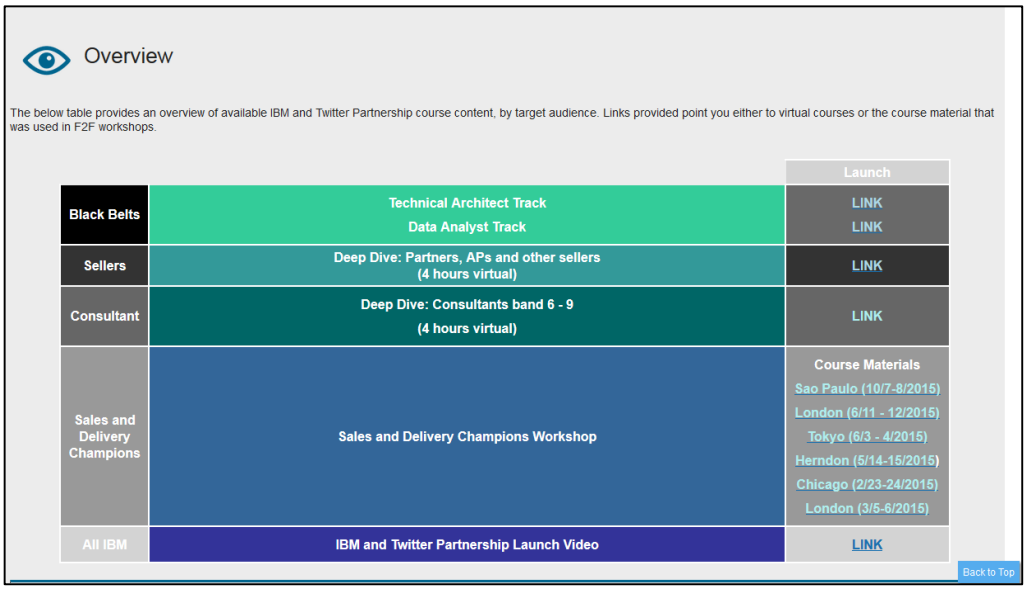
General Communication and Social Collaboration

Figure 9: Communities



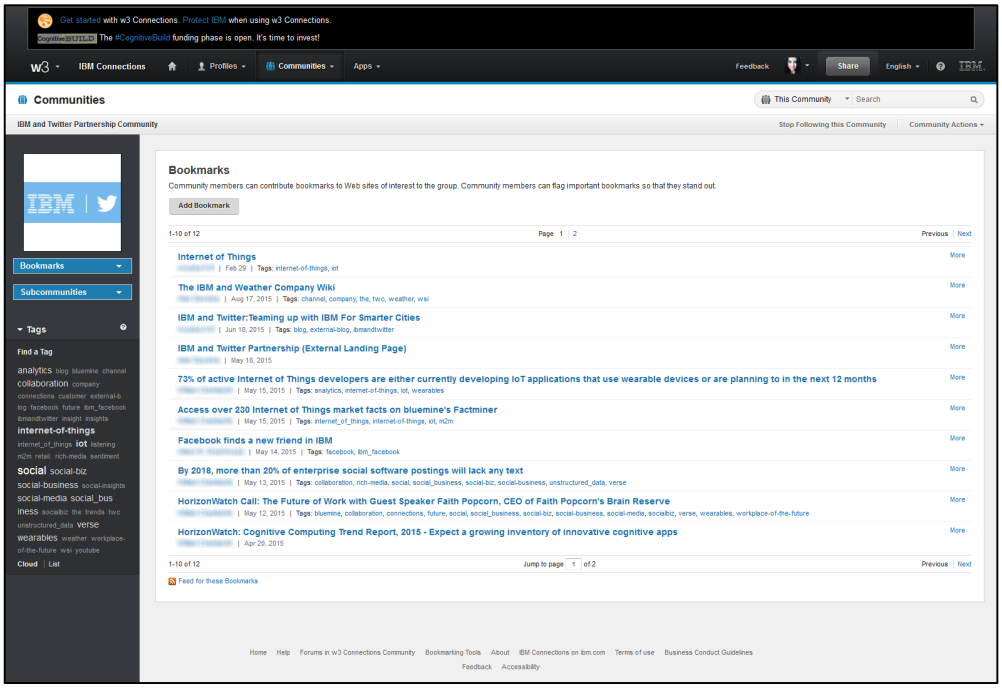
Source: IBM 2016

Figure 10: Wikis



Source: IBM 2016

Figure 11: Bookmarks

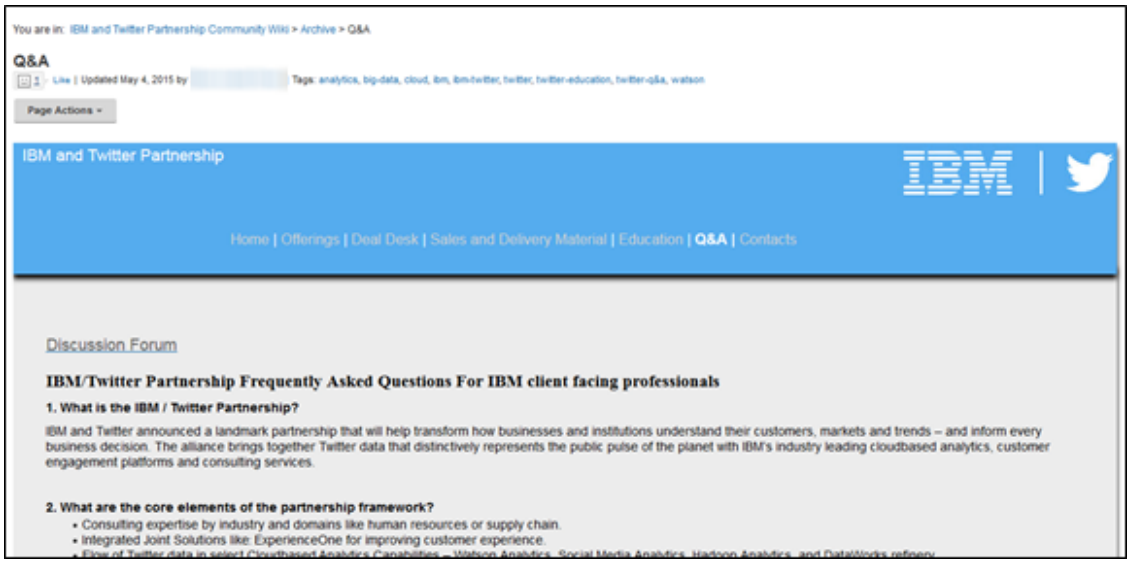


Source: IBM 2016

Figure 12: Blogs

Source: IBM 2016

Figure 13: Forums



Source: IBM 2016

Figure 14: Electronic Cards 1

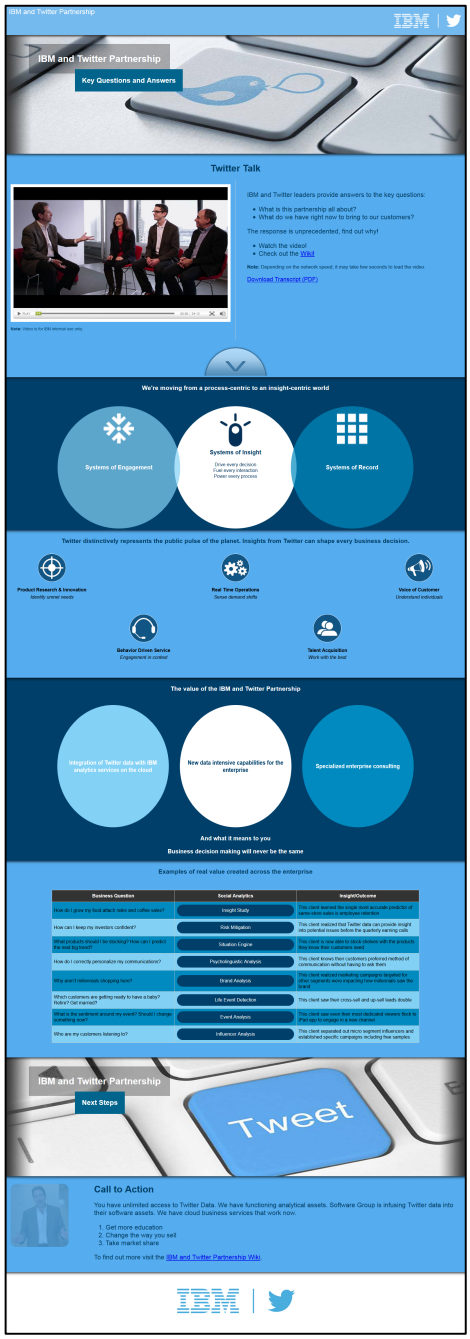
Source: IBM 2016

Figure 15: Electronic Cards 2

Source: IBM 2016

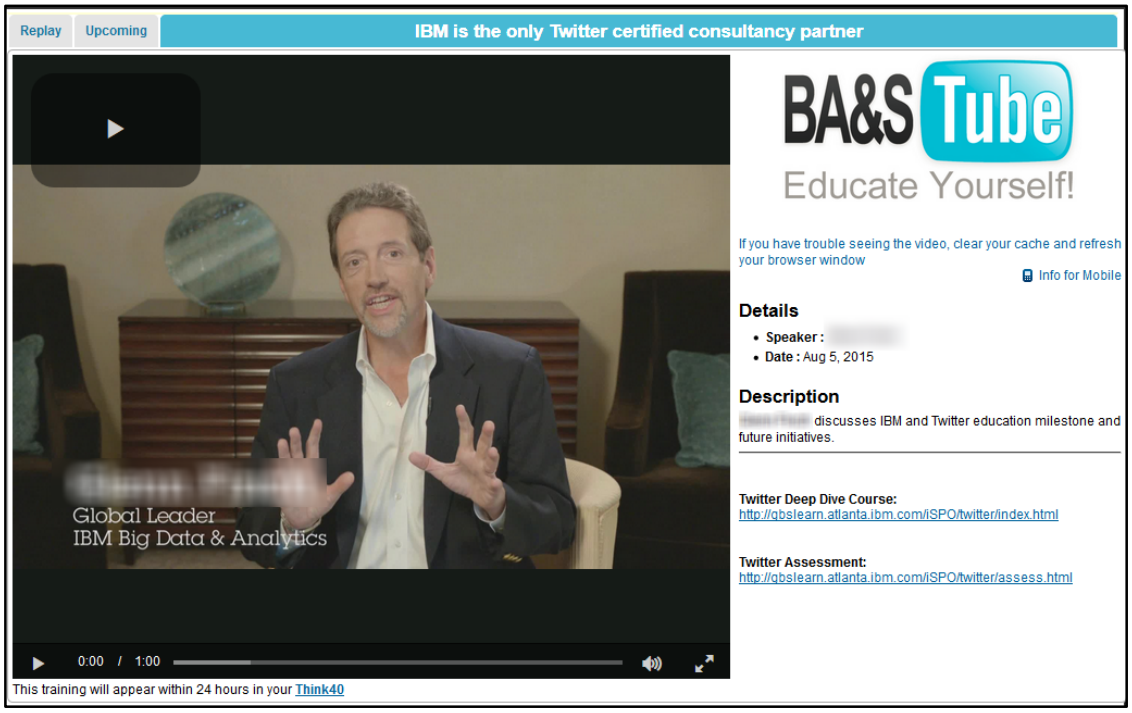
Awareness

Figure 16: Twitter Talk – Awareness Interactive Self-paced Offering



Source: IBM 2016

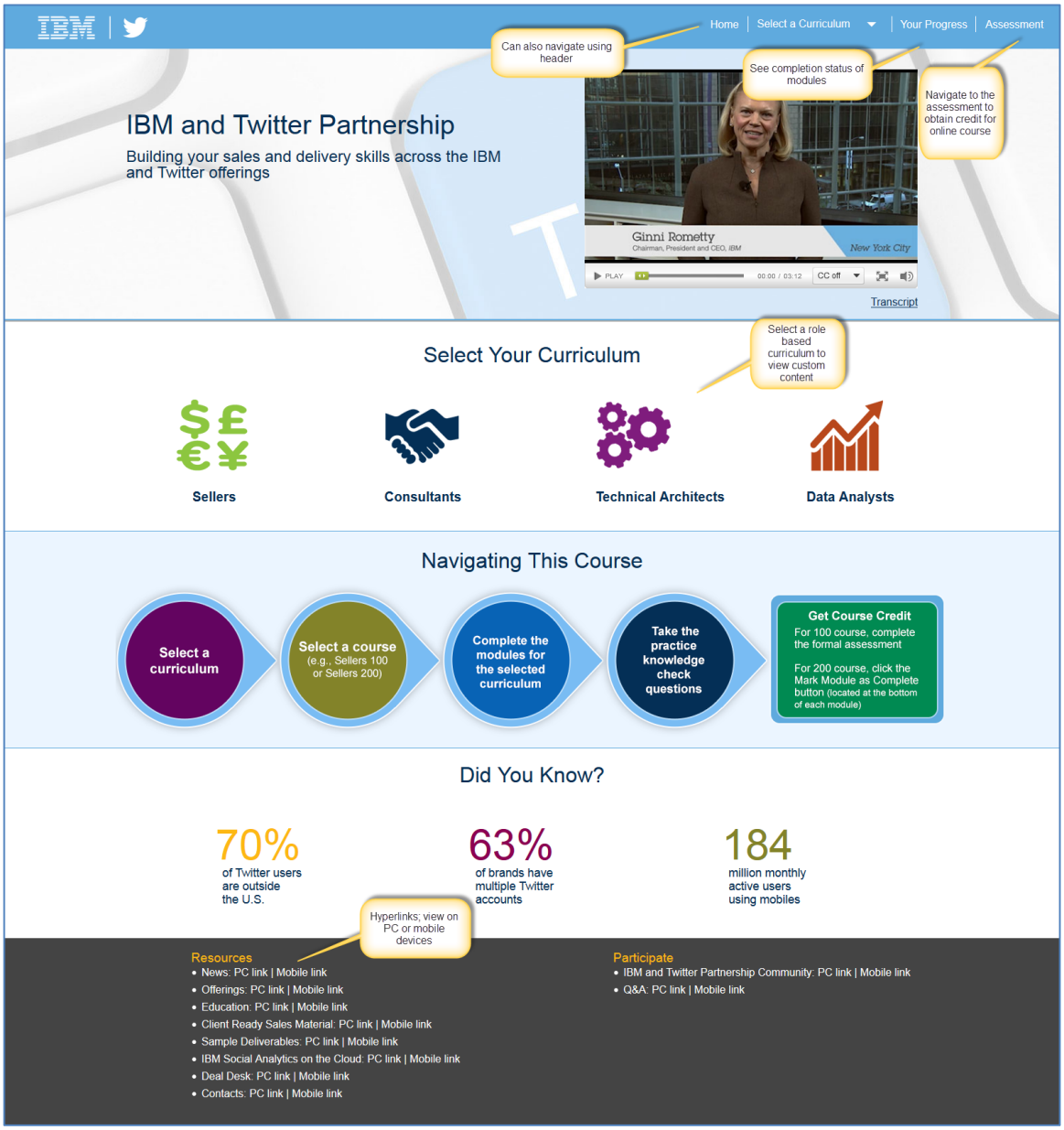
Figure 17: Twitter Awareness Video



Source: IBM 2016

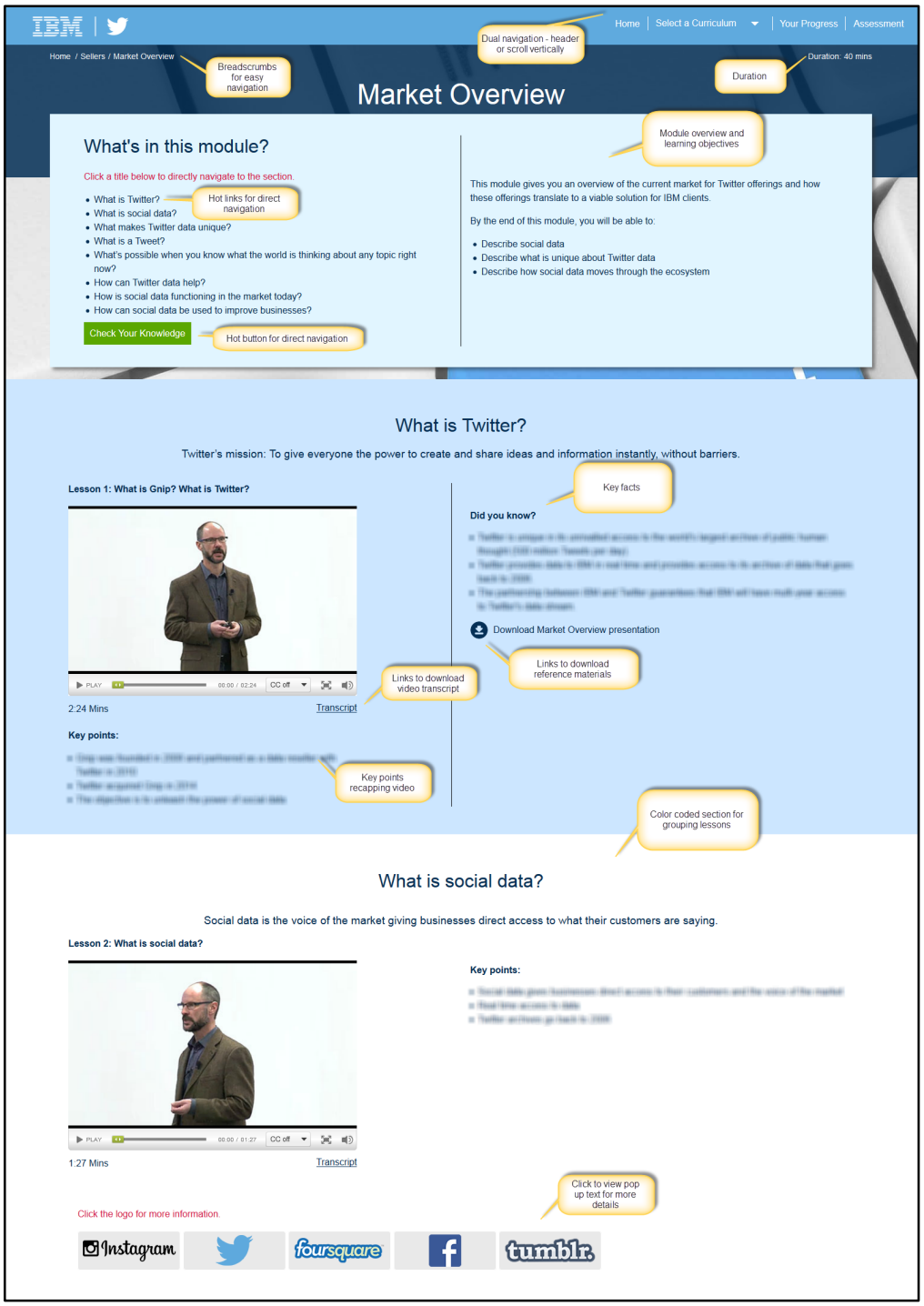
Knowledge

Figure 18: Interactive Self-Paced Offerings – Overall Navigation



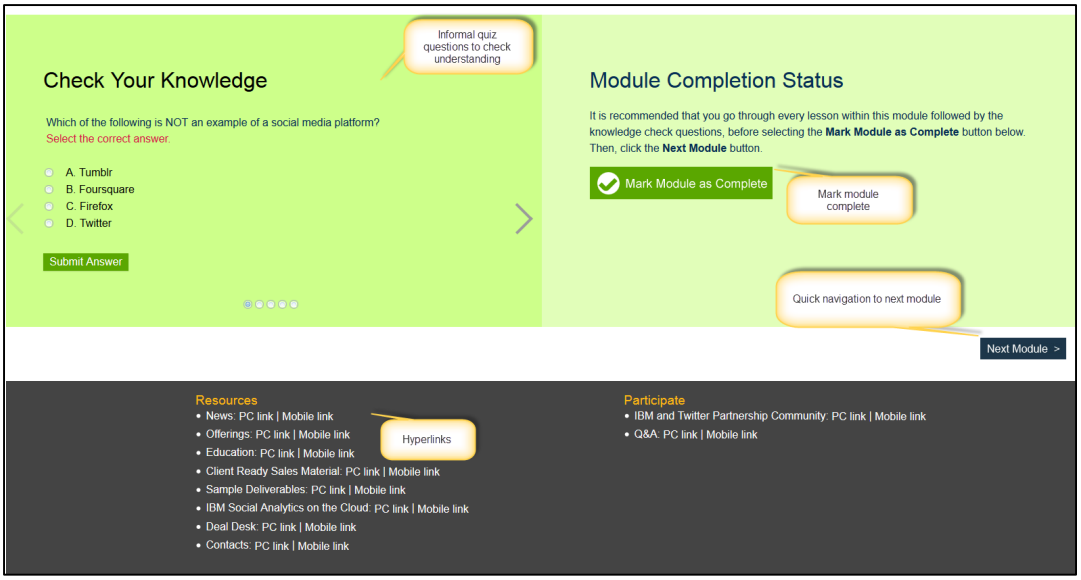
Source: IBM 2016

Figure 19: Interactive Self-Paced Offerings – Module Navigation



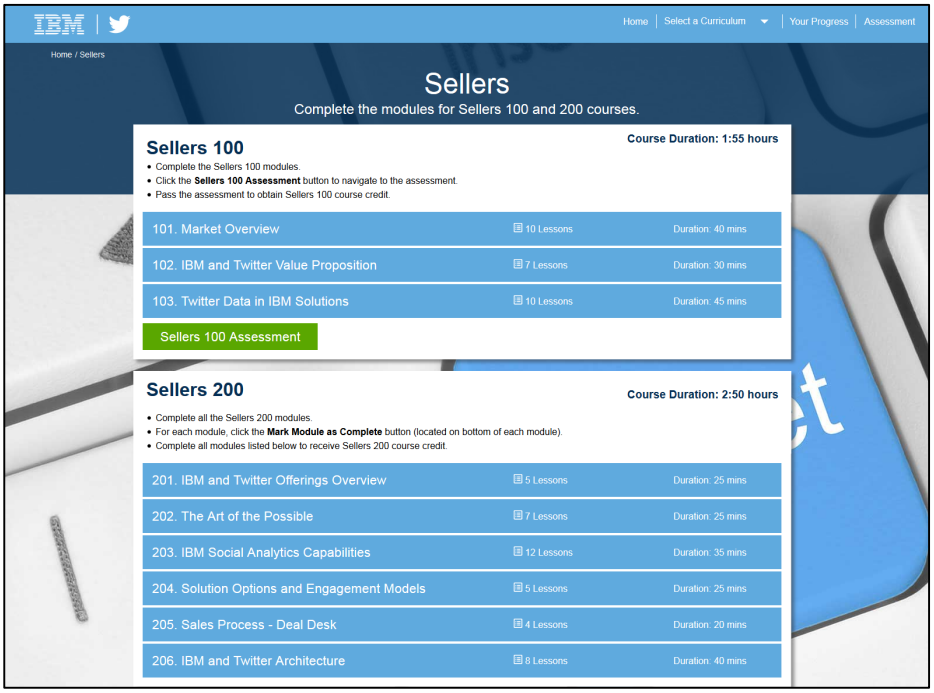
Source: IBM 2016

Figure 20: Informal Assessment and Footer



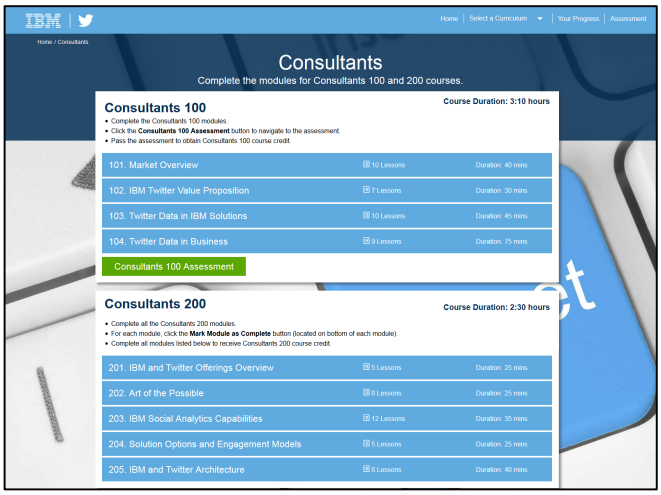
Source: IBM 2016

Figure 21: Interactive Self-Paced Offerings – Sellers Role Based Curriculum



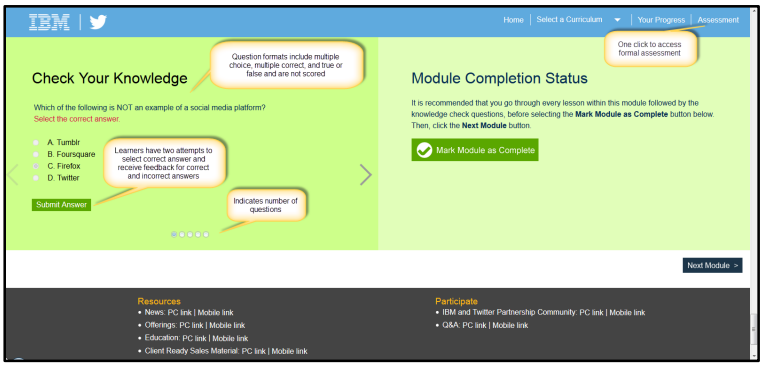
Source: IBM 2016

Figure 22: Interactive Self-paced Offerings – Consultants Role Based Curriculum



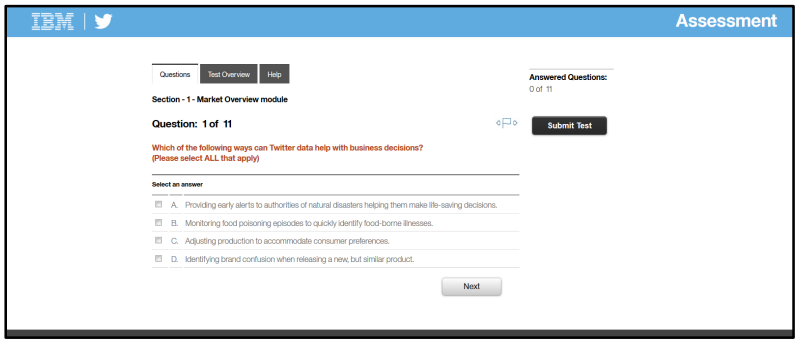
Source: IBM 2016

Figure 23: Example of Informal Assessment



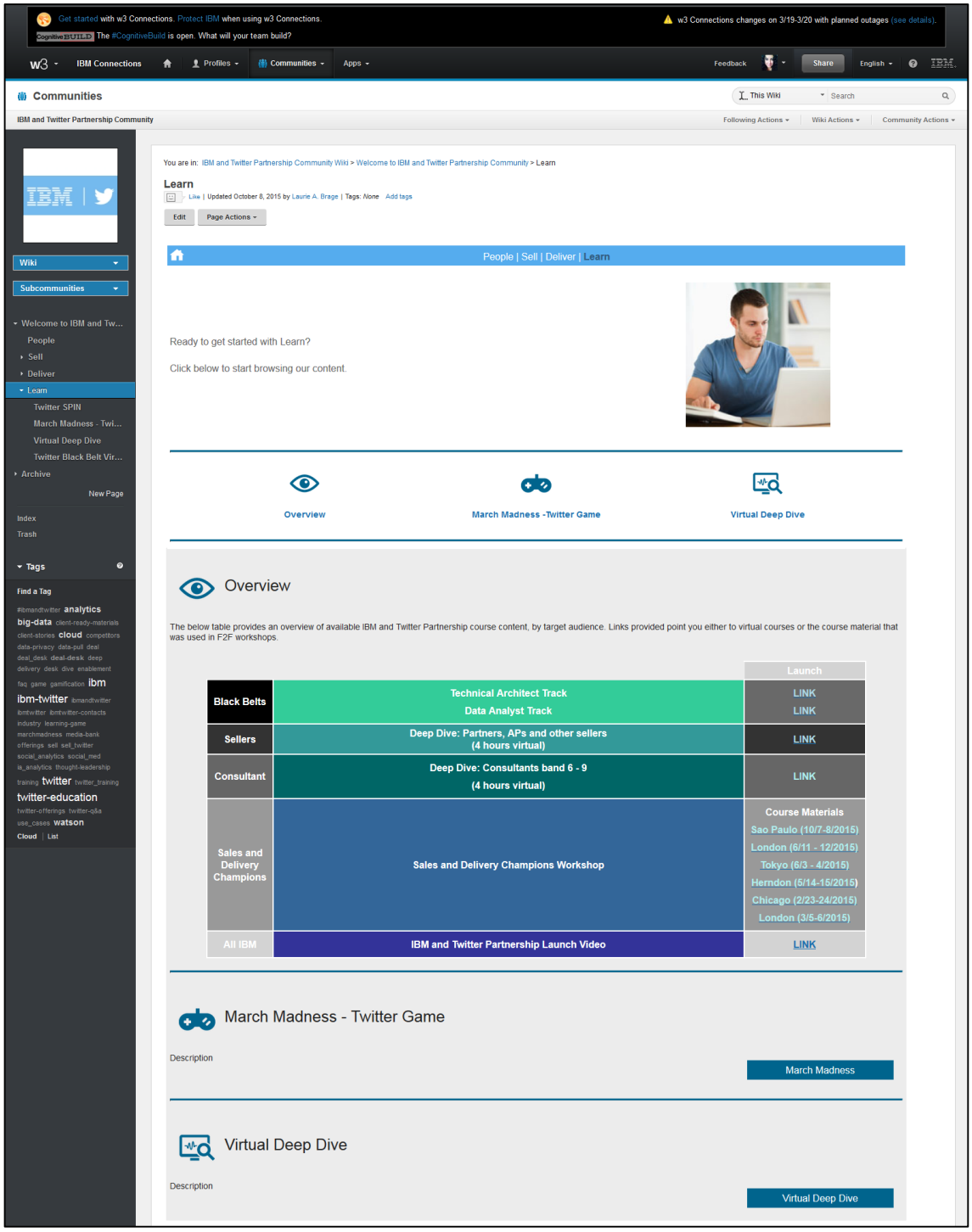
Source: IBM 2016

Figure 24: Example of Formal Assessment



Source: IBM 2016

Figure 25: List of Classroom Courses

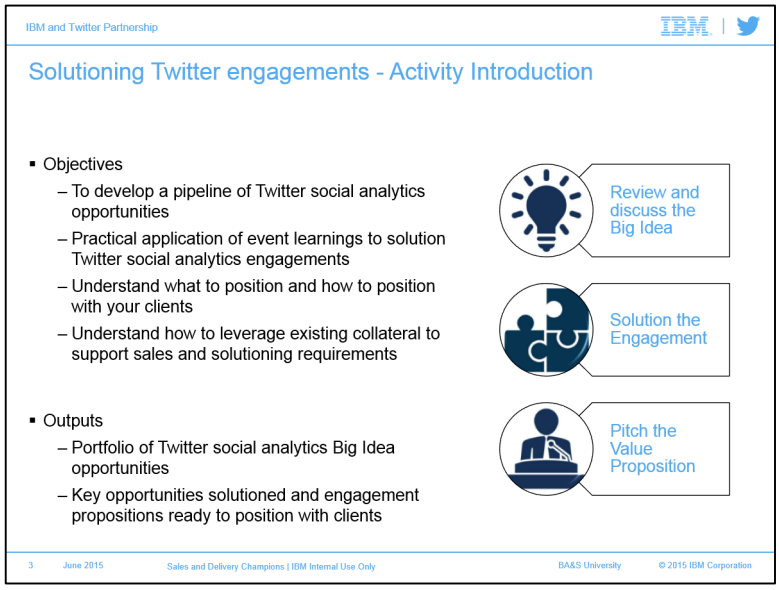


Source: IBM 2016

Figure 26: Example of Classroom PowerPoint Template

Source: IBM 2016

Figure 27: Example of Classroom Activity

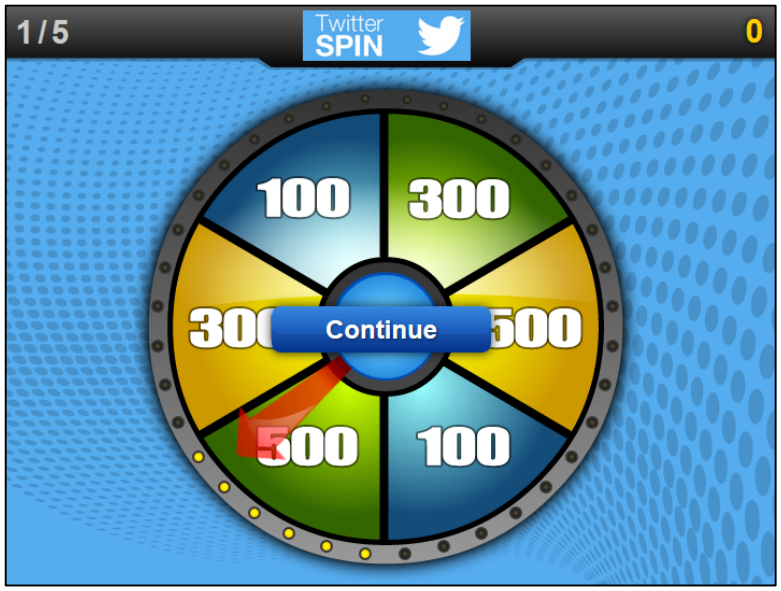


Source: IBM 2016

Figure 28: Spin Game Landing Page

Source: IBM 2016

Figure 29: Spin Game Spin Page



Source: IBM 2016

Figure 30: Spin Game Question Page

Source: IBM 2016

Figure 31: Spin Game Counter Page

Source: IBM 2016

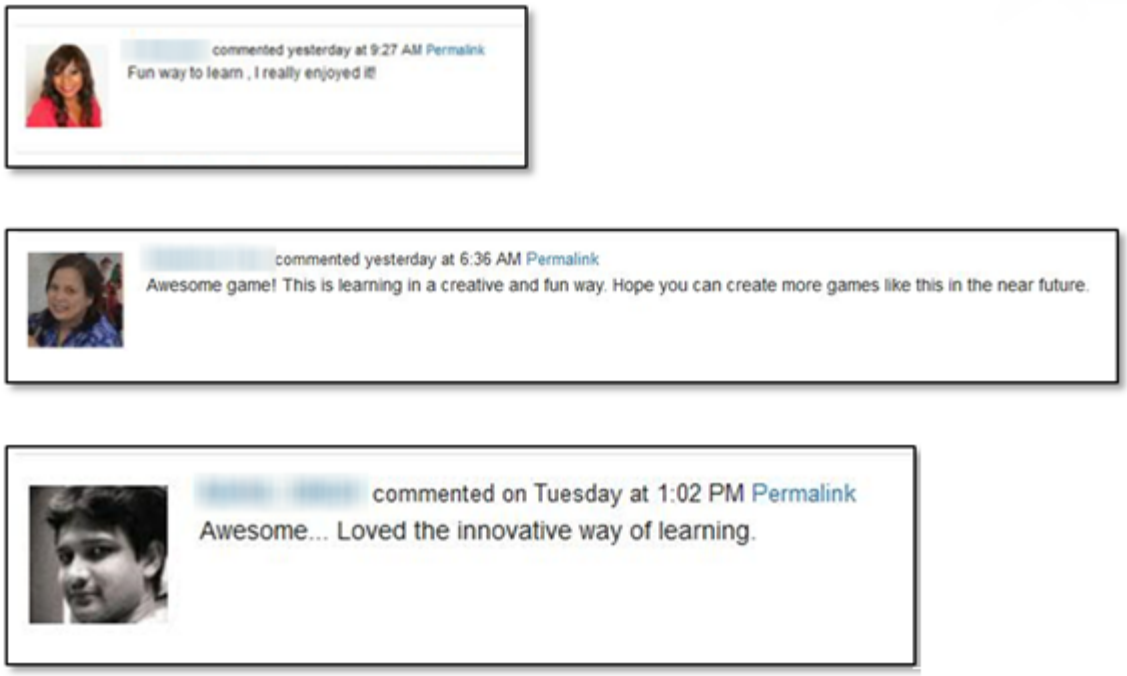
Figure 32: Jump Shot Landing Page

Source: IBM 2016

Figure 33: Jump Shot Question Page

Source: IBM 2016

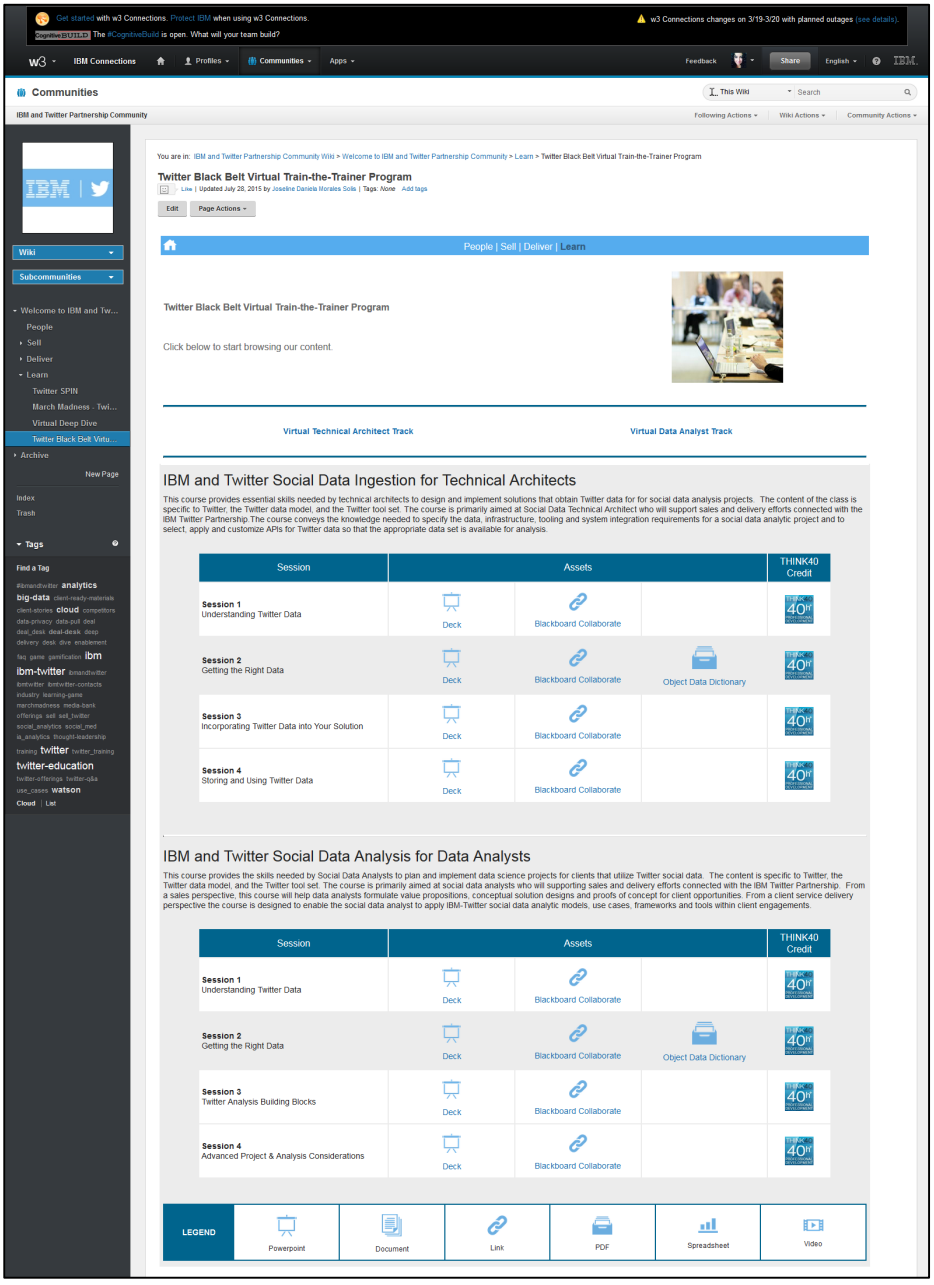
Figure 34: Online Game Feedback



Source: IBM 2016

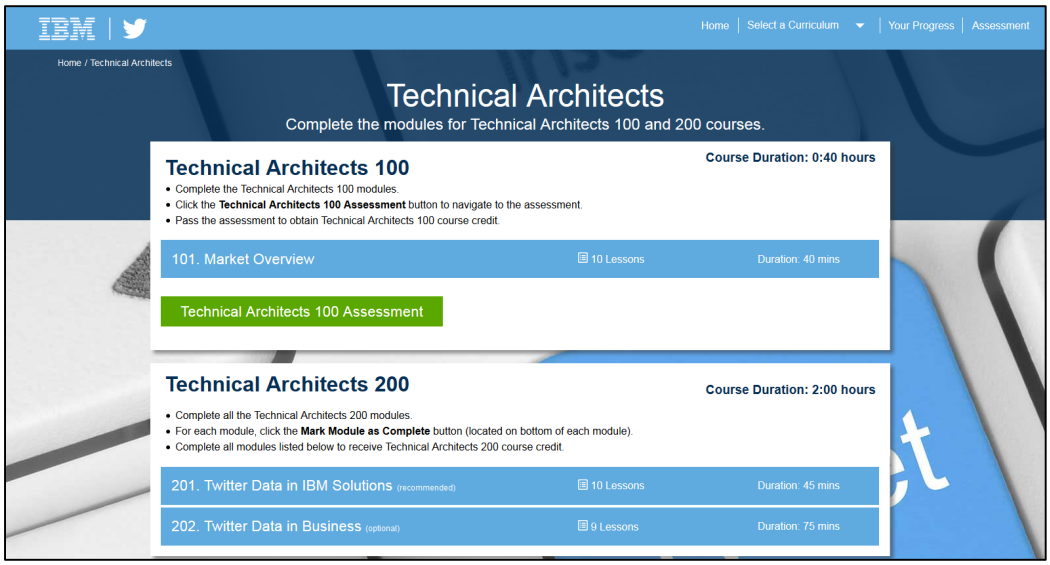
Expert

Figure 35: List of Virtual Courses



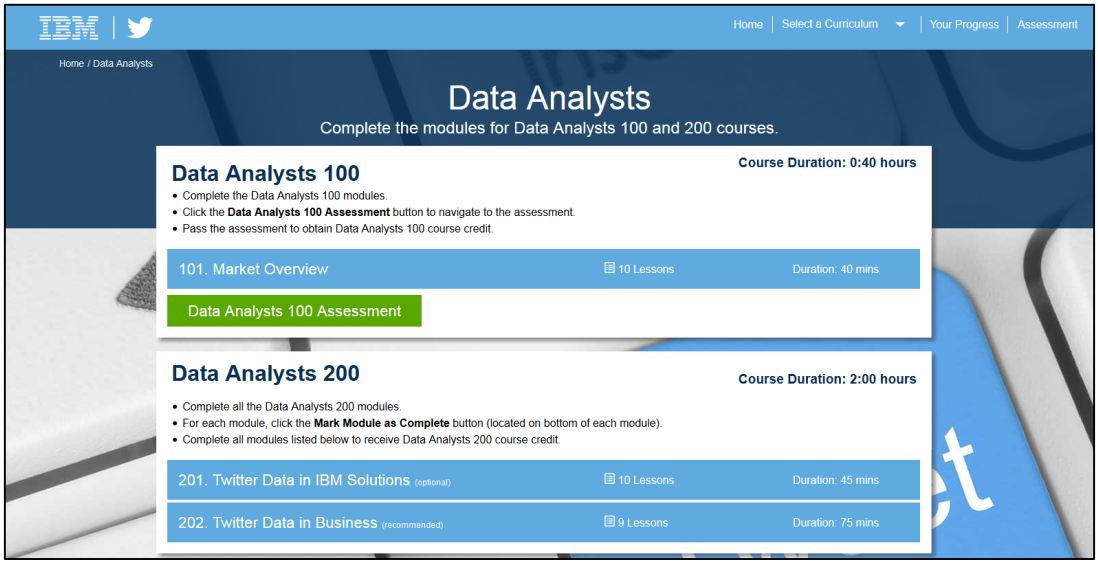
Source: IBM 2016

Figure 36: Interactive Self-paced Offerings-Technical Architects Role-based Curriculum



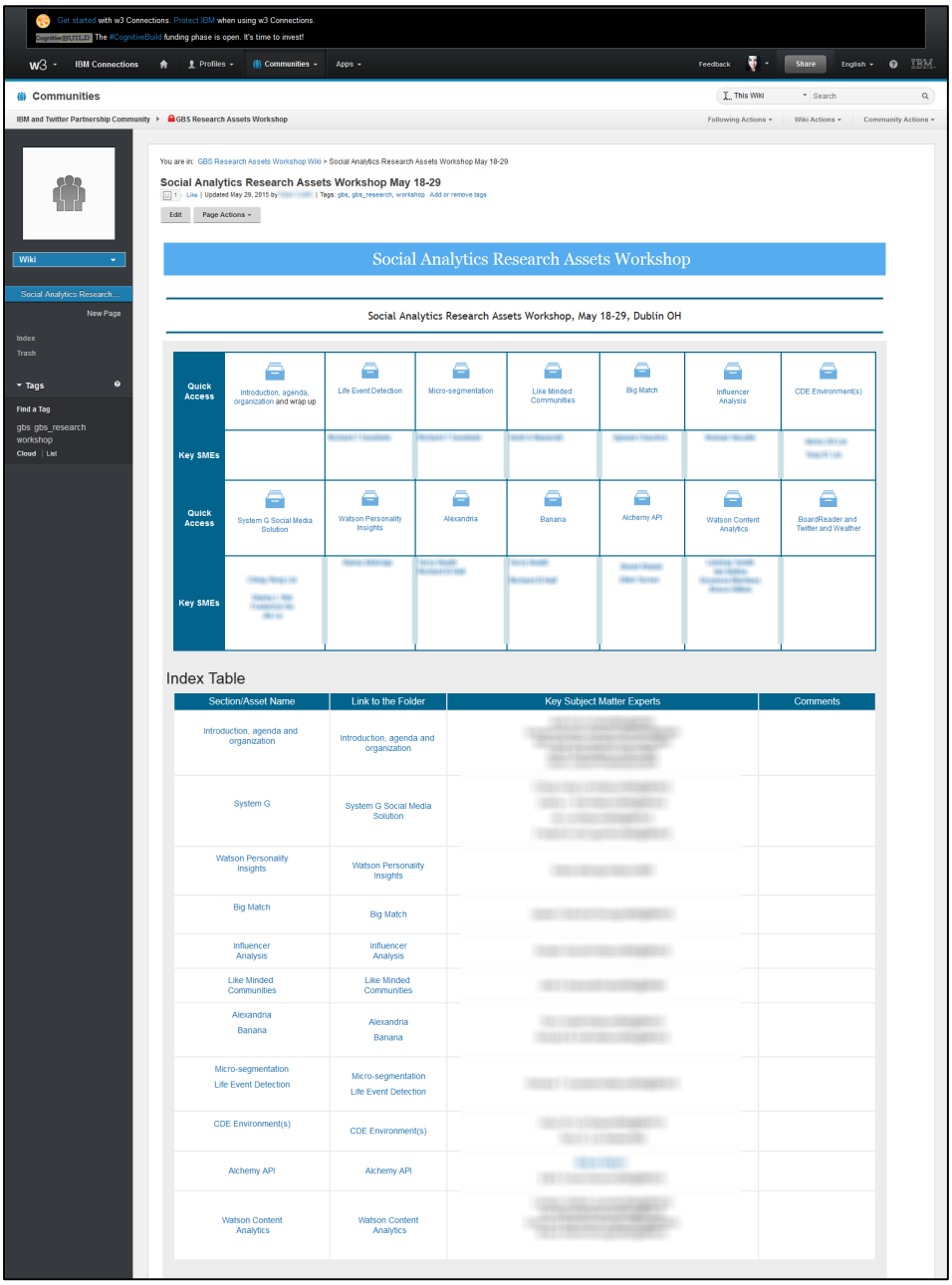
Source: IBM 2016

Figure 37: Interactive Self-paced Offerings-Data Analysts Role Based Curriculum



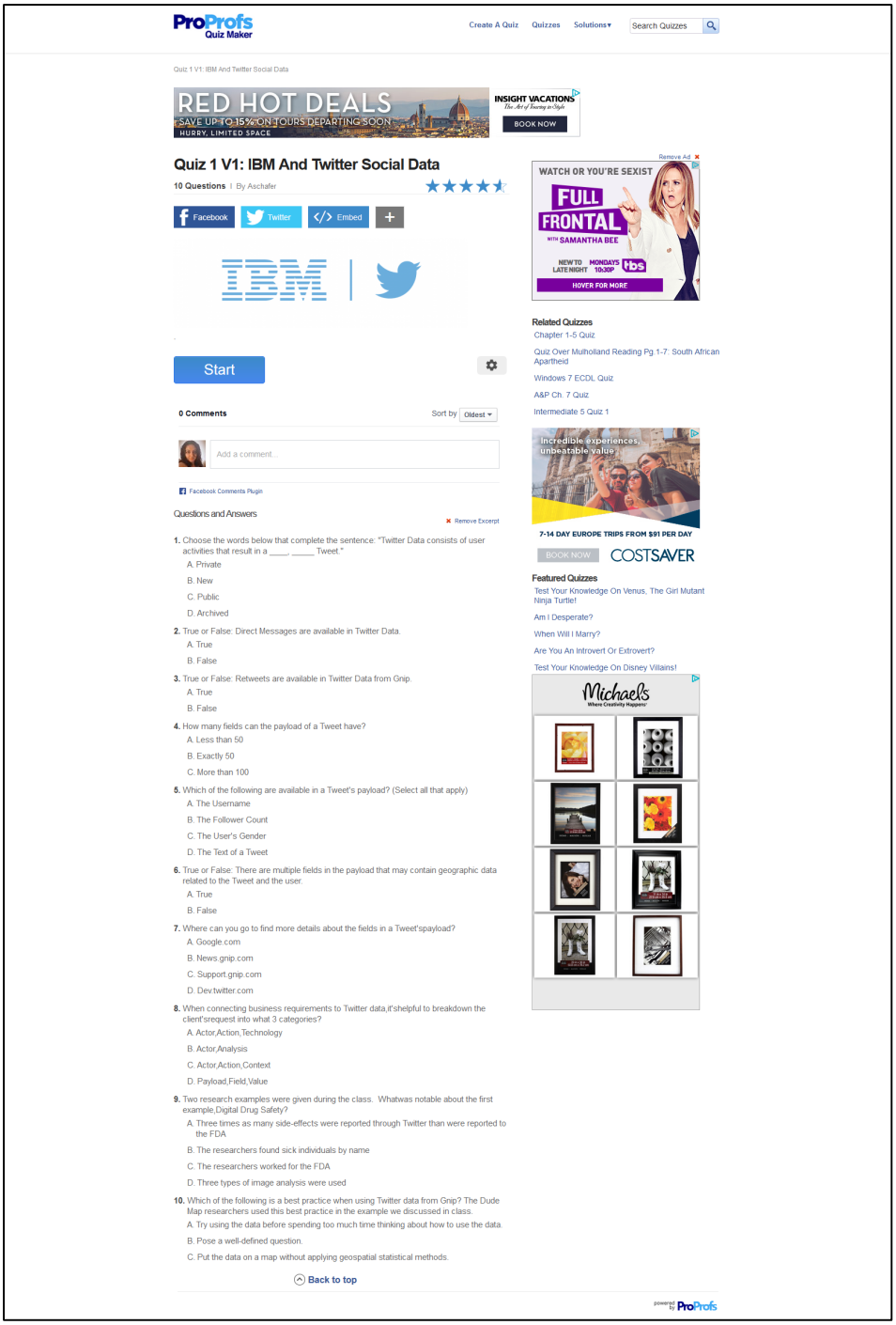
Source: IBM 2016

Figure 38: Face-to-Face Workshop



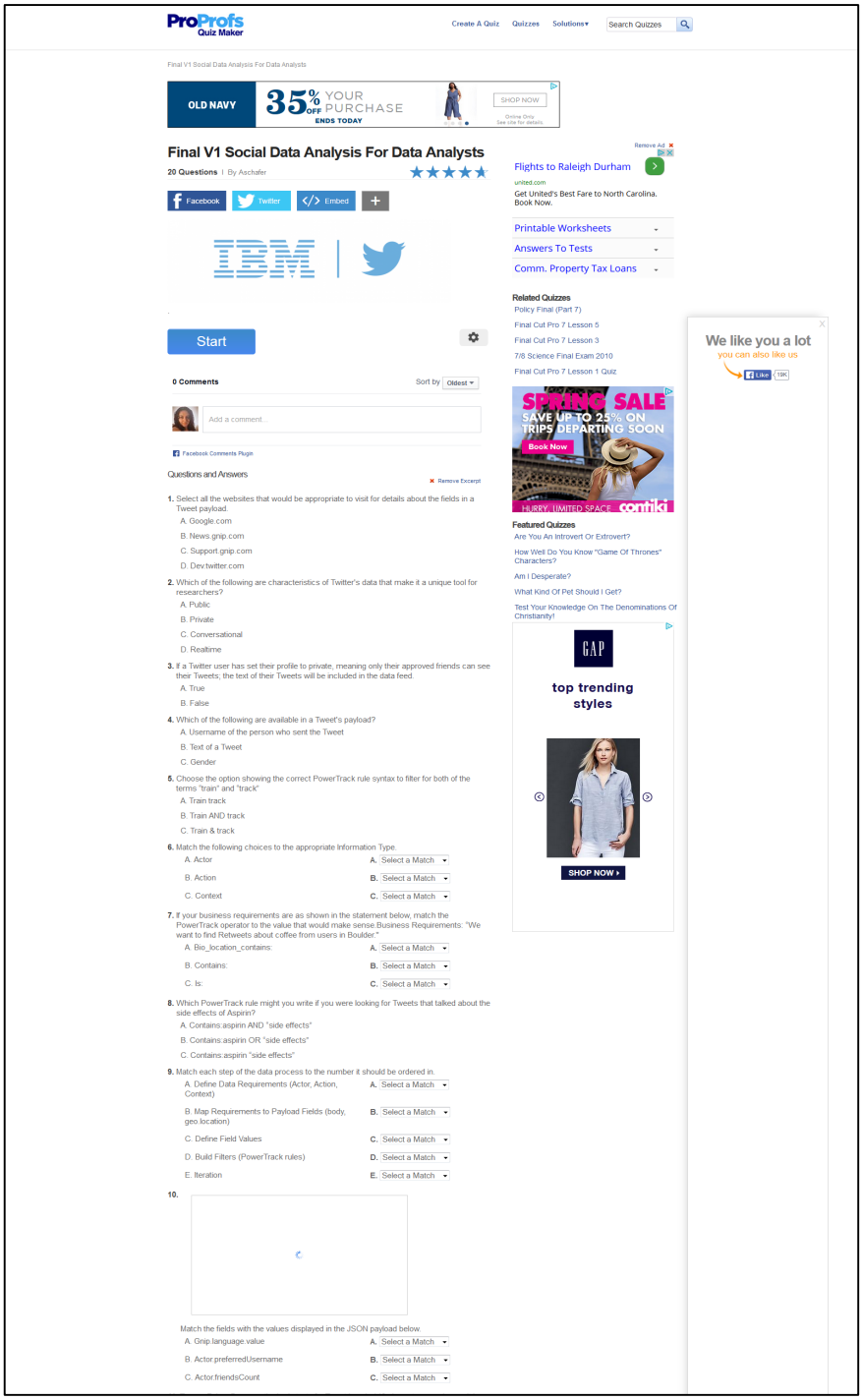
Source: IBM 2016

Figure 39: Informal Assessment



Source: IBM 2016

Figure 40: Formal Assessment

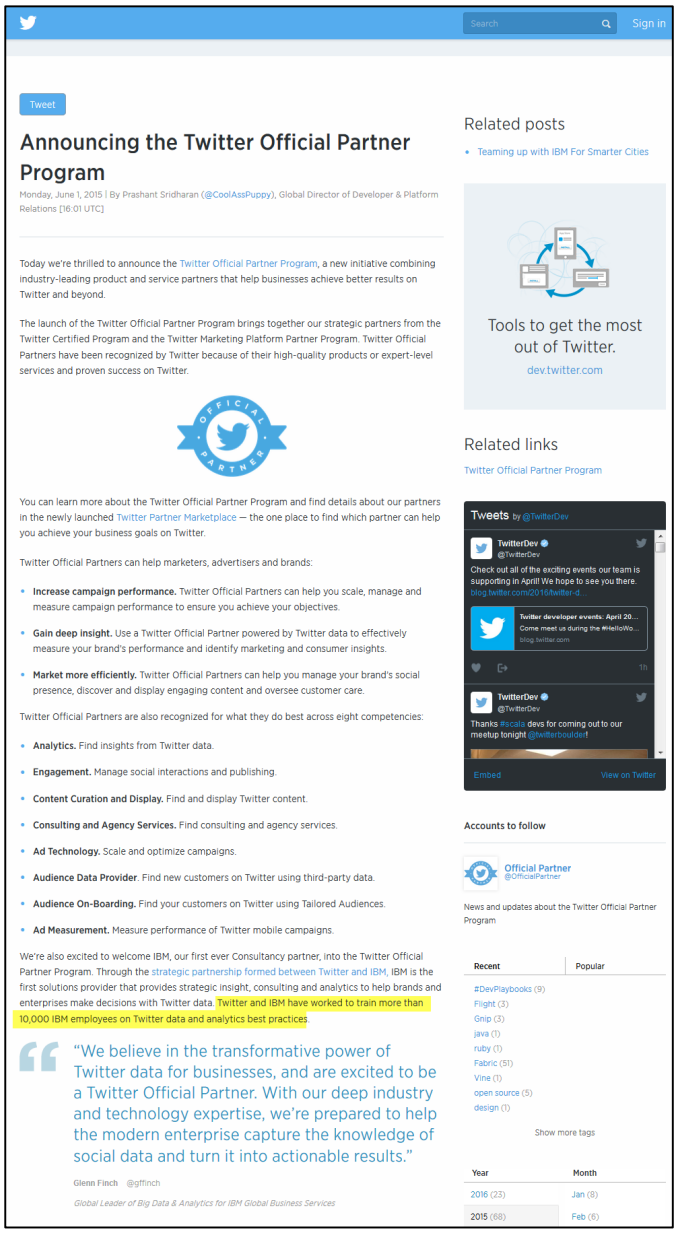


Source: IBM 2016

Overall

IBM far exceeded the partnership agreement to train 11,100 resources and became the first Twitter-certified consultancy partner.

Figure 41: Partner Program Announcement



Source: IBM 2016

The challenge for this education program was to reach a broad global IBM audience across business units. The company had a clearly defined number of students that had to consume a clearly defined set of courses at a clearly-defined competency level, but did not have one single IBM leader that could “tell them” to take the training.

There was no way it could simply mandate the different courses. Instead, the company had to think about how to engage its audience and to make them feel this was an education program that they wanted to spend time learning about that would help them to either sell or deliver more and/or better work.

IBM learned that developing a set of engaging, differentiated offerings, leveraging all enablement channels and a good portion of creativity and stamina creates a “drum beat” that makes an education program like this “go viral” in a large, global, enterprise setting. The feedback it received on its high-end, professionally-produced videos, online games, dedicated Twitter Wiki, and community were so positive and plentiful that it enabled the company to ultimately achieve more than 300% past the target set by its IBM and Twitter partnership agreement.

It thought about the learners first and what would be most useful and interesting to them and designed a custom, robust education program that centered on the IBM audience. This is the secret to the success of this education program.

The IBM and Twitter education program set a standard for our strategic education and knowledge sharing programs. The success of this education program and the contribution that this program provides to the overall IBM and Twitter partnership was well noted by the business.

The company set a gold standard and an expectation for future education programs and it is already implementing what it learned with Twitter on strategic projects like Cognitive (Watson), The Weather Company Acquisition, and the Internet of Things.

In addition, IBM continued to leverage role-based Interactive self-paced offerings templates, processes, methodology, project plans, etc., for other IBM education programs (e.g., Apple).

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