

Course Activity Matrix

This will be used to build the course in Moodle, and indicates resources that need to be developed for the [course](#). It is an ever-changing draft. As the course progresses, forum topics will suggest themselves, and the sequence and timing of assignments may change as well. The “build out” of the course in Moodle should not be complete when the course begins, but follow the cycles of alpha build / alpha test (Clarity staff), beta build, beta test (friends of Clarity), course release, implementation, evaluation. A copy of this document should be built as course modules are released, so that it reflects the actual course and not this early imagining.

Goal / Date	Strategy	Objectives	Activities / Sub-Objectives	Needed / Explanation	Hrs	Readings/Resources	Assessment
O. Bridging In							
Before Orientation	Preparing learners for applying action plans to course activities, culminating in Creative Brief.	<ul style="list-style-type: none"> Update (or create) Action Plan from Brand Camp 		Mitch Video & Job Aid	?		
		<ul style="list-style-type: none"> Create WBS that indicates milestones / benchmarks / deadlines / resources to align with course. 		Bram / Todd Video & Google Sheet / Excel Sheet	?		
During Orientation (First week in October?)	Preparing learners for active participation in the LMS and establishing communication channels and roles.	<ul style="list-style-type: none"> Get to know the training (objectives & background) Get to know each other (who they are, what they do, why they're here) Become acquainted with the organization of course technologies: Moodle LMS tools, Google Apps. Develop an online presence by completing a Moodle profile. <p>Prerequisites:</p> <ul style="list-style-type: none"> Bring portable computer. If none, borrow one with same O/S as desktop. Be able to login to Gmail / Google Account OR prepare to create one. 	<p>Meet & Greet: 9-9:30am Computer Config: 9:30-10am Course Intro: 10-12</p> <ul style="list-style-type: none"> What is the Brand Development Journey? Group Concept Map Look at Action Plans & WBSs Look at a Creative Brief Go over Syllabus <p>Lunch: 12-1 (eat out together) Demonstrations: MOODLE 1-2pm</p> <ul style="list-style-type: none"> Moodle Tour <ul style="list-style-type: none"> Assignments Forum Wiki Chat Customizing Interface Complete profile <p>Demonstrations: GOOGLE (2-3:30pm)</p> <ul style="list-style-type: none"> Google Accounts & Mail Google Drive & Docs <ul style="list-style-type: none"> Sharing Commenting Google Hangouts <p>Rubric Peer Review Training (3:30-4:00pm)</p> <ul style="list-style-type: none"> Q&A: 4:00 + 	Do this F2F, record screencasts for those who can't make it.	7	Forums Tutorial: https://youtube.com/watch?v=VO4fDVKJdy8 Learner Survey: Rubric:	<ul style="list-style-type: none"> Follow-up questions asked on Q&A forum. View postings on Q&A Forum. View student profiles and quickmail those who have not completed them. View Discussion Board postings, Learner Survey, Phone & Chat.

I. Learning Goals

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Ongoing	A. To experience the OBC community as an extension of Brand Camp's, learners will:	<ul style="list-style-type: none"> Participate in substantive collaborative interactions prompted by course tasks. 	Forums, Wikis, Chats, Google Groups, Google Docs throughout course.	Add summary of each tool to syllabus	*	Are there external CoPs that we can send learners to participate in? Comment exchange/copies?	View activity logs by student (Moodle); export Google docs to word to view who commented by when.
Ongoing		<ul style="list-style-type: none"> Participate actively in at least one of the optional online course meetings. 	Google Hangouts (weekly or biweekly -- per instructor; also can have student-initiated).	Link to best current Hangouts Training in syllabus; do demo during orientation.	1+		Screenshot shows participant list; chat threads show follow-up.
Week 1		<ul style="list-style-type: none"> Kick off the course with a forum post: What does my best customer think of me? 	This recalls Brand Camp and should not be difficult. It helps learners get to know each other, prompting visit of profiles.		.25		
Ongoing	B. To maintain an experience of self-efficacy as they adopt online tools and workflows, learners will:	<ul style="list-style-type: none"> Complete 80% of required course tasks on schedule and to specifications. 	Course wants two full-focus hours per week (preferably on a desktop/laptop computer), plus daily check-ins and replies to other student posts (preferably via mobile device).	This should be addressed in pre-course survey.	*		Course task submission analysis.
Ongoing		<ul style="list-style-type: none"> Access online Clarity Tools introduced in Camp to complete course tasks. 	This requires creating a space for these tools ... needs Mitch/Todd focus. Can do them in Moodle, but better make them public and launch each one via blog post.	List of "Clarity Tools" and development status. Tools can be process documents or resource documents or ...?	*		Course task completion.
During or After Orientation	B. To maintain an experience of self-efficacy as they adopt online tools and workflows, learners will: (CONTINUED)	<ul style="list-style-type: none"> Configure a personal computer for online course and brand development software. 	<ul style="list-style-type: none"> Validate up-to-date browser with appropriate plugins Identify or create a Google account Validate ability to access key tools (Hangouts, Captivate tutorials) 	If they have no portable, then learners will need a Job Aid to help them do this at home after Orientation.	*		Checklist with pasted output.
Week 1	C. To overcome personal learning barriers identified in post-camp surveys, learners will:	<ul style="list-style-type: none"> Establish and maintain a FOS: A personal environment for online learning and brand development. 	<ul style="list-style-type: none"> Separate space at office or home? Turn off email / social media / phone needed? 	Tools for shutting out FB and other interruptions.	.25		Students post FOS photos to forum
Week 1		<ul style="list-style-type: none"> Develop habits of mind for effective strategic thinking 	<ul style="list-style-type: none"> Kick the "Event Driven" addiction (5 Stages of Behavior Change – Prochaska) Patiently explore the process ("Combing Hair") Stay Data-Driven (Ask Questions / Lean Launch) Establish a Strategic Vision (Think 5 Years from Now) 	Complete Moodle Questionnaire to self-diagnose.	.25	Develop Moodle Questionnaire	Students identify any issues via Moodle Questionnaire and add to journaling task. If no issues, students can volunteer to serve as coaches for others.

II. Performance Goals

Goal / Date	Strategy	Objectives	Activities / Sub-Objectives	Needed / Explanation	Hrs	Readings/Resources	Assessment
Ongoing	A. To outreach to clients and peers for market research and practice support, learners will:	<ul style="list-style-type: none"> Hold interview calls with at least 15 different people as part of brand development process. 	<ul style="list-style-type: none"> Use work CRM preferably (if exports allowed) or copy Google Form 	Google Form with drop-downs that predict moments for outreach.	*		Post Screenshot Call Log (Google Form or CRM) MAKE THIS EASY.
Week 1		<ul style="list-style-type: none"> Establish ongoing support relationship with someone else in your role (business owner, etc) outside the course preferably. 	Purpose of relationships: Before doing customer outreach about work, check in with peer coach. Reason for outside course: pick someone who does branding well.		.5		Peer Coach Log / Wiki etc. MAKE THIS EASY.
Week 1	B. To establish productive supervisor and co-worker engagement in brand development, learners will:	<ul style="list-style-type: none"> Assess organizational capacity for brand development via audit. 	<ul style="list-style-type: none"> Custom-develop instruments from question banks: Self survey, team survey, supervisor interview, focus group questions. 	Need checklist and Moodle Questionnaire for this - one for Organizations , one for Businesses.	1		Submitted checklist as Moodle Questionnaire.
Week 2			<ul style="list-style-type: none"> Apply above instrument to team. 				
Week 2+		<ul style="list-style-type: none"> Engage co-workers in a productive strategic brand development conversation. 	This can be prompted by the focus interview previously mentioned or timed based on action plan.	Develop Moodle Questionnaire with space to upload files & media.			Best: Transcript of recording. Better: Journal of meeting. OK: Moodle Questionnaire.
Week 2+		<ul style="list-style-type: none"> Get team buy-in for a project requiring a creative brief. 	Can be same activity as above, or based on timing for action plan.	Need Creative Brief spec sheet developed from current notes.			
Week 1	C. To effectively apply the three stages of brand development to action plans, learners will:	<ul style="list-style-type: none"> Define their audiences using research, interviews, and the construction of segments, profiles and personae. 	<ul style="list-style-type: none"> Define up to three demographic segments via sales records and anecdotal research. 	Submit as Google Doc link; attach PDFs, photos, or other records of research.			
Week 2			<ul style="list-style-type: none"> Talk to 3-5 favorite clients who "get" you and your brand about "sample questions". 	Include in contact log.			
Week 3			<ul style="list-style-type: none"> Define the "brand personality" (psychographic profile). 	Share with peer mentor for advice, then submit as Google Doc link.			
Week 3			<ul style="list-style-type: none"> Talk to 3-5 representative acquaintances. 	Share (verbally or written) and get feedback. Put in call log.			
Week 4			<ul style="list-style-type: none"> Develop persona, reflecting most important demographic and psychographic profile. 	Share with peer mentor for advice, then submit as Google Doc link.			
Week 4			<ul style="list-style-type: none"> Talk to 3-5 reps re: needs. <ul style="list-style-type: none"> If clients, ask about what was going on for them when they engaged. If not clients, choose from NVC needs questions. 	Share (verbally or written) and get feedback. Put in call log.			

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Week 5		<ul style="list-style-type: none"> Define their brand promise in relation to audience definition 	<ul style="list-style-type: none"> Create a features / benefits analysis (not what you do, how you help me). Rank benefits 1-3. 	Share with peer mentor for advice, then submit as Google Sheet link.			
Week 5			<ul style="list-style-type: none"> Call clients: does this resonate for you? 	Share (verbally or written) and get feedback. Put in call log.			
Week 6		<ul style="list-style-type: none"> Define the differences that distinguish their brand from top competitors. 	<ul style="list-style-type: none"> Research and rank competitors as threat in spreadsheet. 	Copy Course Template (google sheet). Include links to web pages.		Optional: Perform location+ keyword search to check.	
Week 6			<ul style="list-style-type: none"> Pick top 1-3 competitors, analyze features / benefits / brand promise? 	Include links to F/B web pages found. Share with peer mentor for advice, then submit as Google Sheet link.			
Week 6			<ul style="list-style-type: none"> Define how product differs from top 1-3 competitors (differentiation). 	Share with peer mentor for advice, then submit as Google Doc link.			
Week 6			<ul style="list-style-type: none"> Call clients to check out the assumption. 	Share (verbally or written) and get feedback. Put in call log.			
Week 7			<ul style="list-style-type: none"> Develop up to three messaging strategies for maintaining competitive difference (leverage). 	Use Google Form (for scaffolded design)		NOTE: THIS needs to be developed by Clarity.	
Week 7		<ul style="list-style-type: none"> Apply brand promise to business model that maintains difference. 	<ul style="list-style-type: none"> Complete Creative Brief from Scenario. Submit for Peer Review. 				
Week 8			<ul style="list-style-type: none"> Peer Review 2 Creative Briefs using Rubric. 			Review "Trustee Training" eLearning.	
Week 8			<ul style="list-style-type: none"> Develop a creative brief for a project that integrates all brand development principles above (see rubric). 	Copy Course Template (google doc). Share with peer review quad.		Establish peer review quad at this point.	
Week 9			<ul style="list-style-type: none"> List the required tasks you or your company will perform as part of this project. 	Develop with site team Then share with peer review quad.			
Week 9			<ul style="list-style-type: none"> Analyze each required task for brand differentiation opportunities. 	Develop with site team			
Week 10			<ul style="list-style-type: none"> Finalize Brief and submit for rubric review to peer review quad. 				
Week 11			<ul style="list-style-type: none"> Review Creative Briefs from Quads using Rubric. 				Instructor provides feedback. Further consulting \$\$\$ after.
Week 11			<ul style="list-style-type: none"> Modify Brief and submit for rubric review to instructor. 				

III. Bridging Out

Goal / Date	Strategy	Objectives	Activities / Sub-Objectives	Needed / Explanation	Hrs	Readings/Resources	Assessment
Week 12	Participate in an online Community of Practice and take concrete steps toward adoption.	<ul style="list-style-type: none"> Consider Collective Next Steps, e.g. scheduling monthly get-togethers or Google Hangouts. Initiate Network-Building activity by posting to Google Group and replying to at least two posts Evaluate post potential for network building with other Branding/Marketing CoPs and cross post. 	<ul style="list-style-type: none"> F2F Meeting or Google Hangout followed by Google Group posts. Build summary Wiki. Share on topics regarding past experience with listservs and networks, brainstorming goals. Discussion forum post and reply to at least two posts to stimulate development of a Community of Practice. 	<ul style="list-style-type: none"> View handout on composing useful responses 		Update your Profile: https://www.youtube.com/watch?v=eYHRLjVdzv8 Set your Notification Preferences: https://www.youtube.com/watch?v=eAPYjuPT608	<ul style="list-style-type: none"> Analysis transcript and notes and develop Wiki. Review discussion board postings and post-discussion Wiki edits. View postings in discussion forum. Instructor responses when appropriate but not dominating or being closed-ended.

Formal objectives (Diamond, 1988) contain:

1. A verb that describes an observable action
2. A description of the conditions under which the action take place: "when given x, you will be able to?"
3. The acceptable performance level