

Learning design checklist

Before the learning	Have I:	How to:	column to be a checklist column with a box beside each bullet point
	Worked with stakeholders at a strategic level	<p>It's critical to engage senior stakeholders and to get their view on what success would look like</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> • <i>What will success look like for the organisation if we address the problem's root cause(s).</i> • <i>If we are starting to turn around performance, what will we see happening in the organisation</i> • <i>Apart from lifting job performance, what else needs to change if we are to solve the problem long term? Is there a clear answer to this?</i> 	
	Agreed with stakeholders how we will measure the success of the training	<p>Stakeholders generally are interested in whether people are doing what needs to be done and that this is achieving better business results</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> • <i>Are there key company or organisational metrics you are hoping to improve with this training initiative?</i> • <i>How can performance be tracked?</i> 	
	Agreed the on-the-job performance expectations with key stakeholders	<ul style="list-style-type: none"> • It is important to gain an understanding with key stakeholders of the key behaviour changes needed 	

		<p>from the target learner group.</p> <ul style="list-style-type: none"> • Determine, discuss and address any system or cultural issues that might affect the ability of the learners to change what they do on the job <p>Ask the questions</p> <ul style="list-style-type: none"> • <i>What performance issues or opportunities are you trying to address?</i> • <i>What should people actually do on the job after training?</i> • <i>If you were to video people doing what was needed on the job, what would you see?</i> • <i>What support/tools/resources do people need in order to be successful?</i> 	
	Explained expectations to managers of the targeted learners	<ul style="list-style-type: none"> • Discuss with and get input from line managers on their role in (1) briefing their learners before they attend the training and (2) supporting learners back on the job after the training • Or work with managers to design and develop a package to support participants after learning¹. Take managers through the reflective diary which sets out what the learners need to do before and after the training and provides a place for the learner to reflect on their training, on the job learning and progress 	

¹ See our blog on this topic at gmdpartnerships.co.nz/blog

	Explained on-the-job performance expectations to learners	<ul style="list-style-type: none"> • It is imperative that learners understand the context of the learning and the role of everyone • Work with the line managers to brief learners on the context and purpose of the training • Consider holding a meeting or conference call • Provide learners with a reflective diary • Provide pre-work so that learners have some familiarity with the topic before attending the training • 	

During the learning	Have I:	How to:	Notes
	Ensured the training is relevant and targeted at the specific behaviours expected back on the job?	<ul style="list-style-type: none"> • Practise using actual job aids that learners will use back on the job • Practice with real simulations 	
	Evaluated <i>Reaction</i>	<p>Ask:</p> <ul style="list-style-type: none"> • <i>To what degree will participants react favourably to the learning event – how engaged are they? How relevant is the training to their jobs? How satisfied are they?</i> 	
	Evaluated <i>Learning</i>	<p>Ask:</p> <ul style="list-style-type: none"> • <i>To what degree will participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event? How confident and committed will they be to</i> 	

		<i>perform new skills on the job after training?</i>	
	Asked learners about their confidence to apply what they have learnt back on the job	<ul style="list-style-type: none"> Identify any roadblocks to learners confidence levels and work with learners and relevant stakeholders to minimise them 	
	Asked learners about their commitment to apply what they have learnt back on the job	<ul style="list-style-type: none"> Identify any roadblocks to learners commitment levels and work with learners and relevant stakeholders to minimise them 	

After the learning	Have I:	How to:	Notes
	Developed on the job learning	<ul style="list-style-type: none"> With line managers ensure learners have the opportunity to apply what they have learnt Have post training takeaway tasks for learners to put into action the skills learnt at the training 	
	Put in place an on the job performance support package	<ul style="list-style-type: none"> Develop a comprehensive package of support actions that encourage, reinforce and reward on-the-job behaviour Schedule manager and learner structured catch ups/coaching at 7, 30, 60, 90 & 120 days Hold monthly learner catch ups Provide job aids and checklists Provide video clips reminding learners of what we want them doing on the job Provide reminders and refresher modules 	
	Monitored on the job performance	<ul style="list-style-type: none"> Identify a range of actions to monitor that the required on the job behaviours are happening 	

		<ul style="list-style-type: none"> Evaluate the success (or otherwise) of the program 	
	<i>Evaluated on the job behaviour</i>	<p>Ask:</p> <ul style="list-style-type: none"> <i>To what degree participants apply what they learned during training when they are back on the job</i> 	
	<i>Evaluated how organisational results have been impacted</i>	<p>Ask:</p> <ul style="list-style-type: none"> <i>To what degree targeted outcomes occur as a result of the learning event(s) and subsequent reinforcement</i> 	