

- Address each of the questions above to clarify that you have the full picture
- Agree the topics that people believe should be included in the blend, and identify the ideal delivery format for each – eLearning, coaching, a document, video or workplace learning
- Work out the expected learner time for each of the deliver components

4. Go on a Journey

You should consider all of the above and then check them against the profile of your learners. If they are reflective types, they will need some reading up front with forums or access to people they can contact, once they have reflected on the points of the learning. Your theorist will need plenty of upfront learning prior to any face-to-face, and will generally be a lot more private about their learning approach. Your pragmatist will be a hybrid of the theorist and activist, needing access to plenty of upfront learning.

So, how do you adjust for each learner type?

- Consider your learner personas and map your learning objectives against a journey that works best for each one
- Be open to the fact that you may need to go beyond your original ideas of how to deliver your learning, particularly if it is not right for the persona of the learner
- Consider your 70 (on the job) 20 (coaching) 10 (formal) balance – This is not a hard and fast rule, but can be used as a guideline to get the right balance
- Think about the role of assessment and evaluation as part of this learning program – is assessment formal or informal, and what exactly is it measuring? Make sure you are not just measuring the easiest things to measure!

5. Get Viral (...and Talk About It)

It can be a common mistake to believe that if your learning is engaging, learners will use it on their own volition. Some programs fail, not because of the learning design, but because of the lack of communication and excitement generated around the benefits of attending the program.

Consider implementing a campaign of communication that could include key learning points to generate intrigue and excitement, whilst subtly influencing behavior and triggering change. If it's a compliance blend, you may even have to do a bit of myth busting.

6. Reflect and Measure

Once you have an initial blend, take a moment to reflect on how you will measure the learning that takes place. Reflect on these:

- * Who needs to see the design at the beginning - who should 'sign it off'?
- * Do you have a reasonable business case identified for this learning initiative?
- * How realistic is this solution to design and deliver?
- * Do the original business and learning objectives in your analysis still hold true? Do you need to add more or amend the existing ones?
- * Build in the constant challenge "How will I know it has met its learning objectives?"
- * Measure right from the start of implementation – how is it doing, could it be improved?
- * How can you build in ways of checking that learners have met those objectives?
- * When should you evaluate individual learner knowledge (for

example, immediately after the experience or sometime after?)

At the end, ask yourself, "Do the benefits of the proposed approach outweigh the costs and challenges of implementing the solution?"

Measurement is something that needs to be considered from the beginning so that you have all the matrices and mechanisms in place to measure the success of the program for the business and for the learners. You need to identify whether or not you need to measure the audience in sections, or measure them ahead of the learning - for the purposes of comparison.

Reflection is something that never ends. The workplace is a forever changing environment and so it is important to note that your learning must also change to reflect this; it is never a static product but a dynamic one. You also have to accept the fact that you do not always get it right first time, and the measurements put in place as part of the program will help you to identify where the program is not working. It's good to hear bad news sometimes!

7. Document, Document, Document

You will need a good document trail of what happened during the design stage. Here are some main areas of focus that your design effort should have un-earthed:

- Business requirements (summary of what was learnt from the analysis stage)
- Overall goals of the learning intervention (related to business and learner needs revealed during the analysis stage)
- Definition of target audience (including a breakdown of the Personas identified during the analysis stage)
- Learning objectives (these should have been defined at the analysis stage and should be related to each learning requirement, showing linkages to the business and learner needs)
- Overview of the proposed learning solution (related to the learning objectives and suitability to the target audience)
- Description of the overall learning approach and content outline (to check that the design concepts are cohesive and complete. It makes it easier to spot areas that have unresolved questions or needs additional information)
- Proposed learning sequence (to ensure each activity will have a definite purpose)
- Explanation of the learning delivery methods (cross referenced to the learning objectives)
- Description of the learning process (what the learners will do from start to end, possibly in terms of the 70:20:10 model)
- Schedule and plan (this could be a tentative project plan for all the different blended workstreams to give stakeholders an indication of project duration)

So, there we go - seven steps to blended design heaven. **TEL**

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Nina Brebner is Account Director at Kineo. With over 10 years' experience in the education and L&D sectors, Nina is responsible for working with a range of global clients to understand their needs, and interpret these needs into viable solutions. Nina is passionate about her customer relationships and ensuring they receive a high quality service and a solution that is fit for purpose. Connect [Nina Brebner](#)
Follow [@NBrebner](#)
Email info@cgkineo.com
Visit www.kineo.com

