Vivayic
LEARNING AS STRATEGY

Learner Needs Analysis

WORKBOOK

Who is Your Learner?

Who do you want to get in front of? Who is your audience going to be?

It's important to understand that your content and final product have to fit your audience. You can't just expect to write or produce something and have it work for everyone. You have to define your audience in terms of the people that will be using your end product. Base your audience on the real people you know will be using this. Use these examples below to craft a definition of the person you're trying to reach. Once you've clearly defined your audience, you can begin to identify their needs, what they seek in a training setting, and what they desire from the experience.
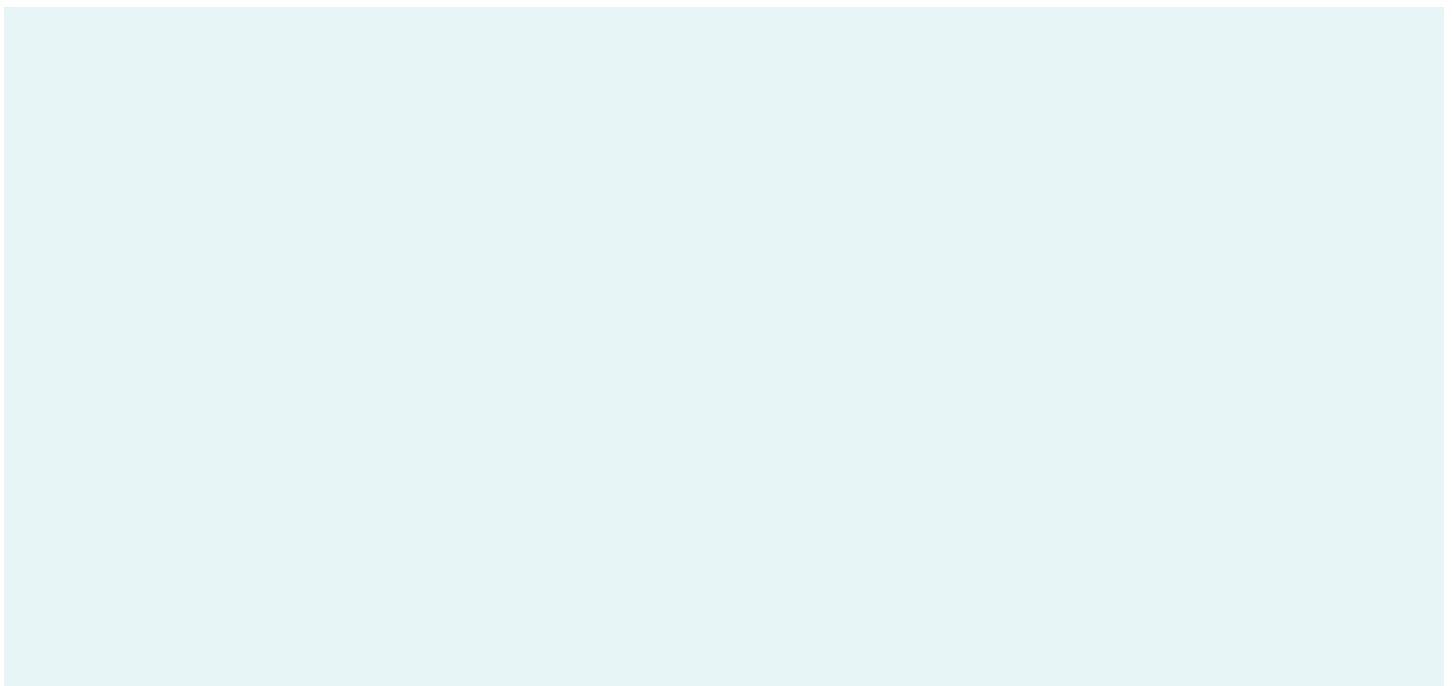
Consider the following sections. Use a real person you know as the example of your learner. A one size fits all approach doesn't work for everyone. Explain what each of these facts about your learner means and how would this impact the product you're making.

What is your learner's primary goal?

Why are they completing this program?

What will your learner gain from taking part in this program?

Notes:

Demographics (Learner Group)

Age Range: _____

Education Level: _____

Role/Title/Job: _____

Diversity: _____

Language: _____

What does this mean for your product or program?

_____

Personal Insights (Typical Learner)

Related Knowledge: _____

Prior Training: _____

Incentives: _____

External Motivation: _____

Internal Motivation: _____

Attitude/Perspective: _____

What does this mean for your product or program?

_____

Environmental Insights (Typical Learner)

Workspace: _____

Work Schedule: _____

Team Dynamics: _____

KPIs: _____

Influencers: _____

Customers: _____

What does this mean for your product or program?

_____

System Insights (Typical Learner)

Equipment: _____

Learning Tools: _____

Systemic Barriers: _____

Personal Pinch Points: _____

Support System: _____

What does this mean for your product or program?

_____

Who are You to Them?

Ensuring authority and respect between your organization and the learner is critical to establishing the credibility of your learning solution.

What gives you the authority, expertise, or the position to teach them something new? Why should this solution matter to your learner?

What will your learner gain from taking part in this program?

Why should your learner listen to you? Describe your expertise, your experience, etc.

Are there any external motivations for the learner to use your product or program? Can they receive accreditation? Are there business needs your program or product meets, like learning how to use a newly launched product?
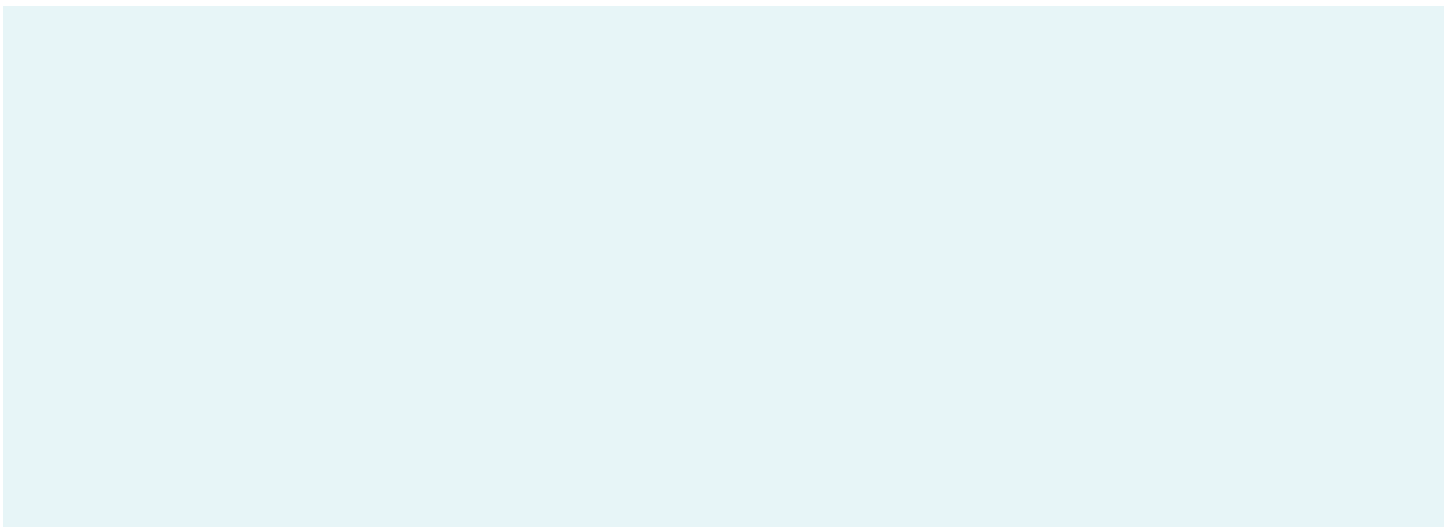
What is your Learner's Current State?

Factors about your learner's current state will help us further understand how to best reach your audience.

Consider information about the your learner's industry or situation, accessibility needs, potential barriers, or legal requirements. Think of these as additional boxes to check while writing your content and developing your product or program.
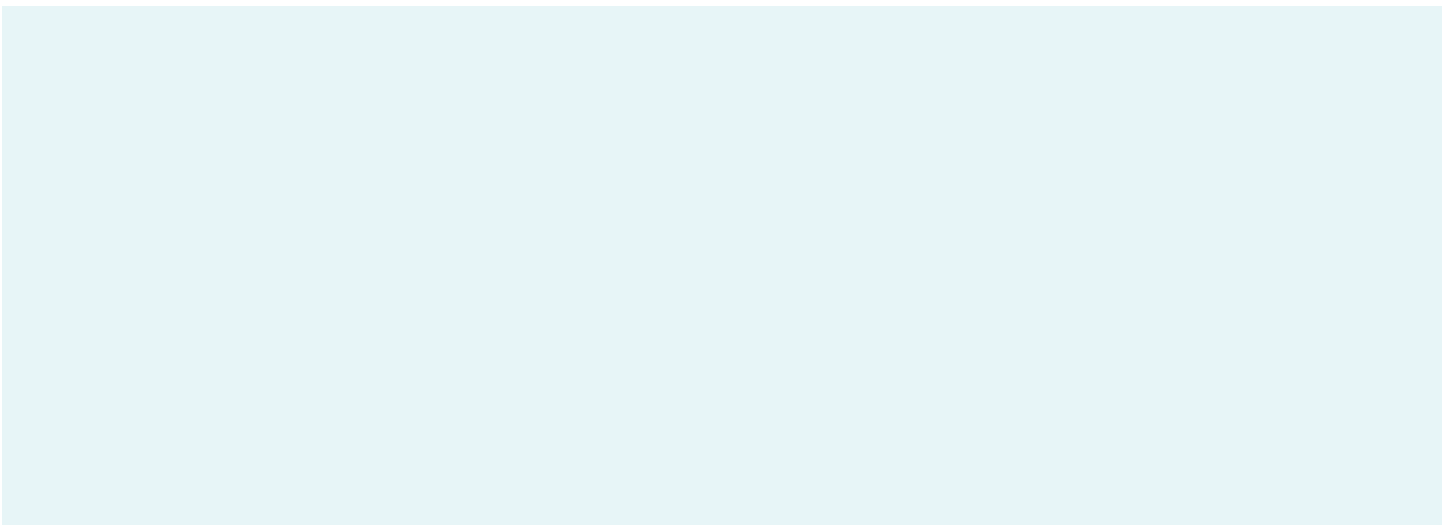
What learning resources already exist that your learners might be familiar with?
This helps us to understand where the learner is likely starting from and what support they might already have within their organization.
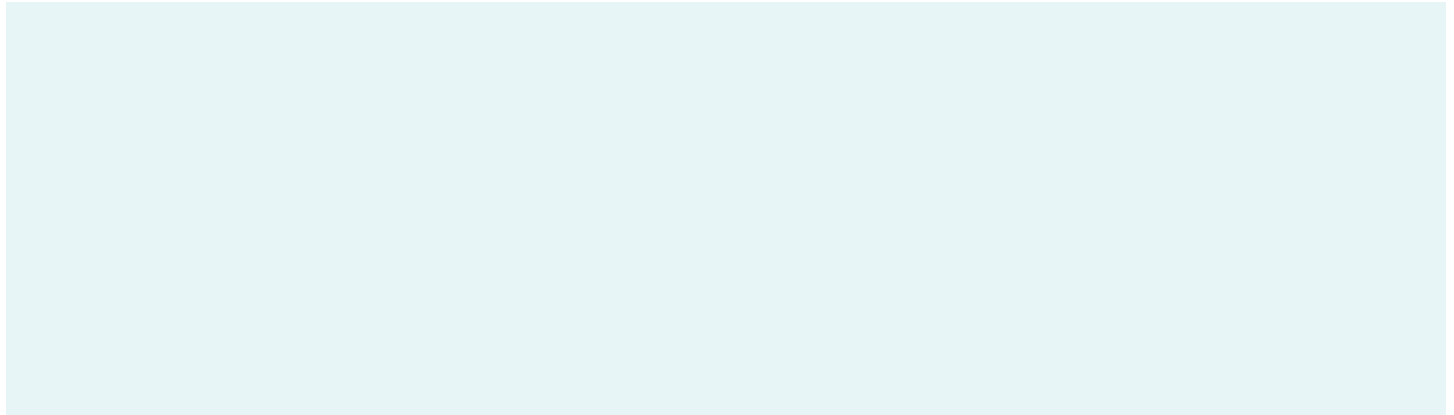
What tone most closely aligns with the industry or situation?
This will impact the tone of the learning assets you write. Tone can be friendly, professional, casual, conversational, etc.
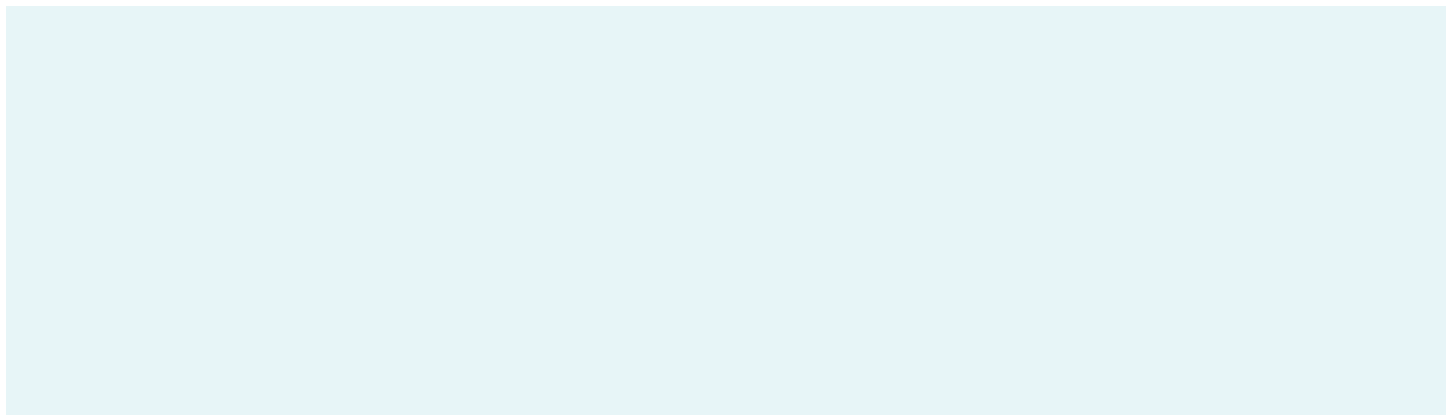
What does the industry or organization require that could impact the product or program?

Consider what additional guidelines you must write within. This could be industry assessments, standards, local or regional laws, business rules, etc. How will these shape your end product? What should be included or avoided as a result of these regulations?
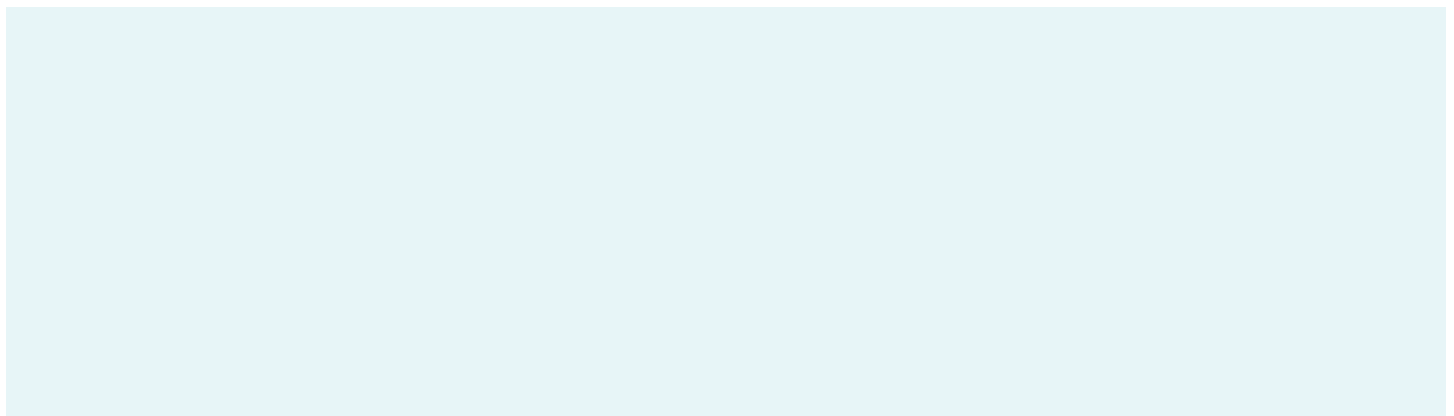
What does access to this information look like? What barriers or restraints might exist?

This consideration covers a lot of territory including, accessibility requirements for various communities, thoughts around internet access, access to a computer versus a smart phone or tablet, time restrictions, comfort with technology, etc.

What current mindset or behavior(s) might your learner currently hold in relation to your subject matter or topic?

If these behaviors or mindsets need to be changed as a result of your program or product, you'll need to add on a few extra steps to follow up on the behavior change and to make sure it sticks.
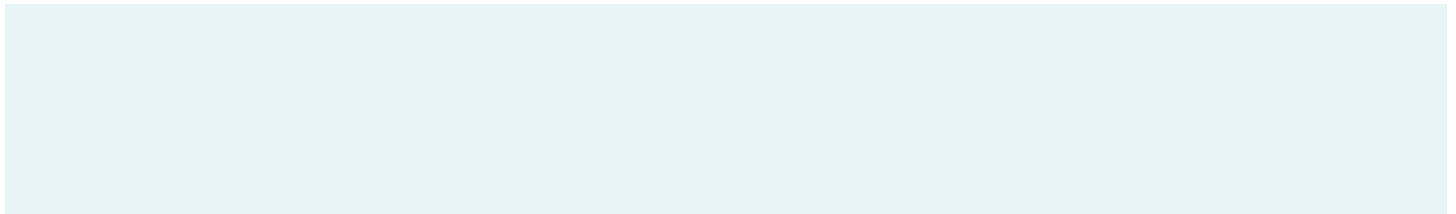
Where do you need your Learner to go?

What is your end goal for the learner?

What do you want them to be able to do as a result of this product or program? How skilled do you expect them to be? How well do you think they should know the information or content? In order to shape and write your information in a way that learners can use to reach certain goals, you first have to know what those goals are.
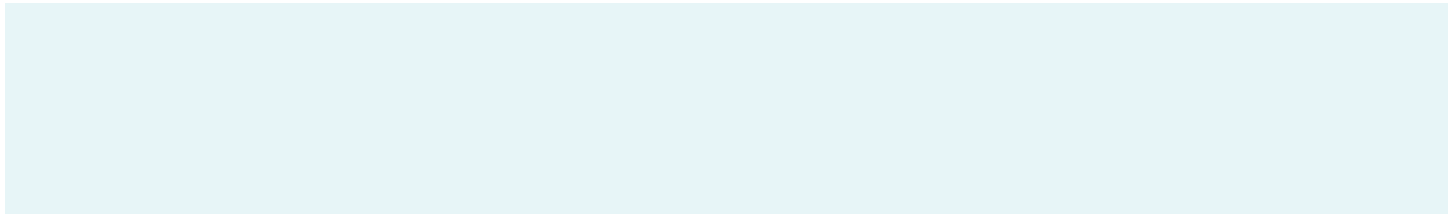
What level of learning do you expect from this product or program?
Do you want them to only be able to to recognize the information? Or should they be able to replicate the information in an exam or conversation? Should they be able to apply what they've learned in real life? Are you expecting a mindset or behavior change? Explain below.

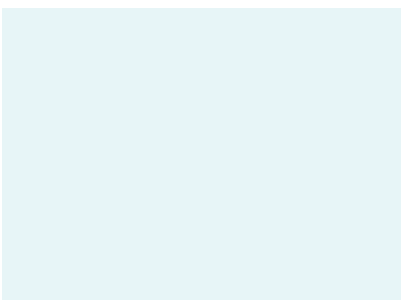What learning objectives do you have for your learner?
Try to list things you want your learner to know or be able to do after interacting with your product or program. Brainstorm two to three learning objectives below.
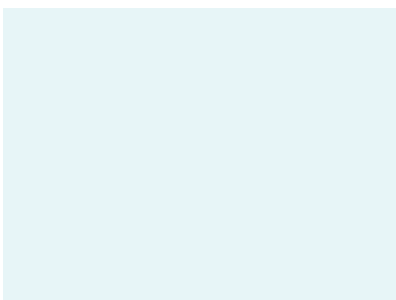
Are there different skill levels associated with these objectives?
Consider one of your learning objectives above. Can you think of skill levels for this objective? For example, what would be the characteristics of someone needing improvement in this area versus someone that is excelling in this area? Is there a middle ground? Write descriptions for each of these cases.
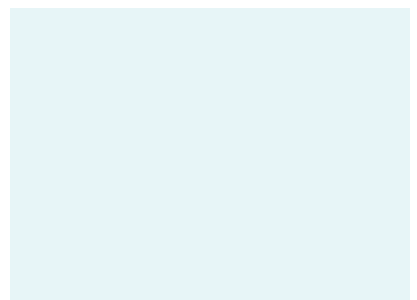
Needs Improvement

Acceptable

Excellent

The list you just worked on is similar to what we call a Competency Model. To learn more about Competency Models and how to create them, visit our online module!

Where do you need your Learner to go?

How do you plan to get your learner from Point A to Point B?

You won't just be able to write up the information you have and hand it to your learner. You need to help guide your learner from their current state to the end of their learning destination. How can you help bridge that gap?

Review the page on your learner's current state.
What do these factors mean for your product or program? How can we make this learning experience easier in relation to the learner's current state?

Consider the end destination of the learner's journey.
What knowledge or information do they specifically need to meet the learning objectives you wrote?

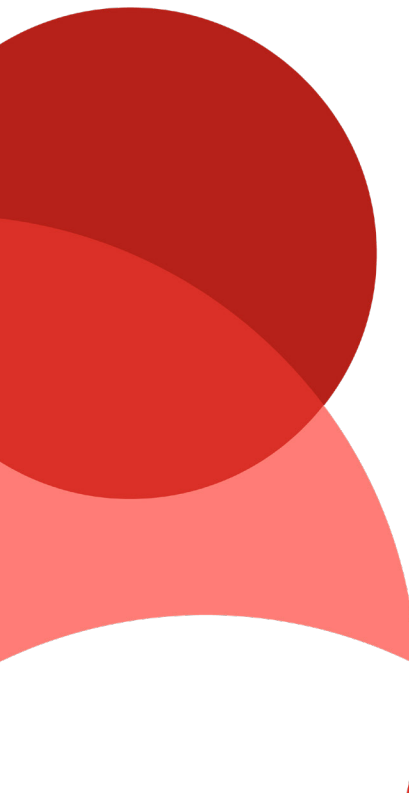Think of potential learning activities or interactions.
How can you teach that knowledge or information in a way that is easy for them to understand and to connect to their daily tasks or life?

Plan how you hope to encourage information retention.
What support systems exist in the learner's environment to help them commit to this new skill, information, or behavior? Who will check in to ensure they continue on their learning journey?

Evaluate the outcomes.
How can you measure or determine if learners met your learning objectives? How will you ensure they gained the necessary skills?

If you've completed this entire workbook, you're ready to start gathering and writing your content! Unsure where or how to start? We would love to talk to you about it. Email us at _____. If you're not quite ready to reach out, take our online quiz to help you determine content readiness for your learner. Check it out here!

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