

A best practice for designing learning experiences is to facilitate a design meeting where numerous design decisions are made and initial ideation and prototyping happen. Here is a sample agenda for a one-day design meeting. A design meeting like this often results in a small curriculum of three to five training components, such as e-learning courses, instructor-led workshops, reinforcement activities, and job aids. For the purpose of this agenda, assume that an initial conversation with the core stakeholders to better understand the training need or request has already taken place.



Time	Activity	Description	Your Notes
8:30-8:50 a.m.	Make introductions	Participants will share their stake in the project and the role they will play throughout. One fun way to get acquainted is Rory's Story Cubes. Each participant will roll a die then share a fact about themselves that relates to the icon showing on the die or a way their view of the project relates to what they see on the story cube.	
8:50-9:30 a.m.	Refine the need and outcomes	Allow participants to augment the info gathered during initial conversations with stakeholders. Ask participants to identify challenges that can be resolved via training versus challenges that cannot.	
9:30-10 a.m.	Build an empathy map	This activity assumes a single audience. If you anticipate multiple empathy maps for multiple audiences, extend the timing here. You can begin the learner persona at this stage of the design meeting and finish it later. If you were able to do premeeting interviews and observations, you can come into the meeting with the empathy map started and invite participants to refine it.	
10-10:15 a.m.	Break		
10:15-11 a.m.	Build an experience map	Experience maps are a good way for the team to gain an understanding of how a job is performed or what a day in the life of the learner looks like.	

Time	Activity	Description	Your Notes
11-11:20 a.m.	Agree on the instructional goal	This is a full-group discussion. What behavior change is expected from the learning experience being designed? This involves pulling in data from a strategy blueprint (challenges section, empathy map, and experience map).	
11:20 a.m.-12:30 p.m.	Confirm and edit instructional objectives	You may have predrafted some suggested objectives, or you may need to brainstorm them based on the newly created instructional goal and information gleaned from mapping activities.	
12:30-1:30 p.m.	Lunch	You can flip things and go to lunch after forming the instructional goal. The first activity after lunch becomes the creation of instructional objectives.	

Time	Activity	Description	Your Notes
1:30-2 p.m.	Align solution formats' meaning and options as well as confirm constraints and discuss style	<p>There has been a lot going on here in a short amount of time. First, share examples of potential solutions:</p> <ul style="list-style-type: none"> • Create a shared understanding of what we mean by "coaching guide," "web app," or "how-to video," for example. • Help warm up the team's creative muscles. <p>Within those examples, we include various visual styles to help the team articulate their style preferences. Finally, we confirm what constraints and parameters a solution must be designed within. Are there file size limits? Is data required for completion or scored assessments? Is translation required? Are we really rolling out in six weeks? What specifications do any tech components have to comply with? What kinds of reporting do we need? Who is or is not available to help?</p>	
2-2:30 p.m.	Map the learning journey	This is when you can decide which components and activities will be part of each step within the journey.	

Time	Activity	Description	Your Notes
2:30-4:30 p.m.	Brainstorm (break as needed)	Use various ideation techniques. For a curriculum, divide into small groups and assign each group one solution to design.	
4:30-5 p.m.	Share ideas and conclude the meeting	Unless the full group ideates together, a sharing session allows everyone to weigh in on the solution designs.	

Source: Boller, S. and L. Fletcher. "A Design Thinking Framework for Training and Development." *Design Thinking for Training and Development*, pages 38-40. Alexandria, VA: Association for Talent Development.

This resource is an ATD member benefit. Interested in reading the full book? Purchase *Design Thinking for Training and Development* [here](#).