Add some **muscle** to your training with ID9®

**The best way to flex your instructional design muscle in the world of corporate training**

In our modern business world, training professionals are under constant pressure to flex their muscle to deliver heavy-hitting results. Clients want high quality training... fast! We’re constantly on the go. We juggle multiple training requests. We’re under immense pressure to transform a tsunami of content into application-focused and engaging learning solutions, on-demand and in record time.

We’re expected to do more with less, budgets are strict and deadlines are “yesterday”. The latest core skills include anticipating needs and developing expertise in any subject overnight.

What if there was a solution for all these issues and more?!... A process, framework AND comprehensive toolkit that enables every trainer or instructional designer to rapidly produce interactive and balanced training, and without the need for direct subject matter expertise...

Look no further – your solution is right here!
What is Instructional Design?

Instructional Design is the systematic development of training materials for both trainers and participants to ensure the quality of training delivery and achievement of learning objectives. Instructional Design is the entire process of analysis of learning needs and the development of a delivery system to meet those needs. It includes development of instructional materials and learner activities. The person who undertakes this work is the Instructional Designer.

Why is Instructional Design important to the training process?

Instructional Design is, in my opinion, the key step to quality professional training delivery. High quality Instructional Design will maximize the success of the training program. It provides the trainer with confidence to deliver the program so that the training goals and learning objectives are met.

Good Instructional Design meets the needs of all adult learners regardless of their preferred learning style. Most importantly, when Instructional Design meets the learning objectives of the training program, it increases the probability that the participant will apply his or her learning and therefore change their behavior. Changing behavior by applying new skills and knowledge is the aim of all training programs and Instructional Design is the driving force to get participants to the point where they have the ability for learning application.

Components of Instructional Design

Instructional Design often begins with just a glimmer of an idea of how the end training product will look. Often the Instructional Designer (who may or may not be a subject matter expert) will need to research the subject and decide on the scope of the training program.

Needs Analysis

The preliminary step of Instructional Design is to conduct needs analysis to determine the learning gap of potential participants. This analysis is generally undertaken as part of the Internal Performance Consulting role, a role which may or may not be held by the same person undertaking the Instructional Design.

Training Goals and Objectives

Once the learning gap is established, the Instructional Design process begins with writing a clear training goal and learning objectives. The objectives state the end goal of the training program. This is the most important key step in the entire Instructional Design process. Solid learning goals and objectives mean that the complete writing and training process is targeted to meet the learning objectives, thus filling the gap.

Once the aim and objectives are written, then the Instructional Designer writes the program opening, then each topic including learning checks and measures and the program closing.
Creation of Training Materials

The Instructional Design deliverables include creating and documenting the program to a level of detail so that an accomplished trainer, who has subject matter expertise, is able to pick up the Instructional Design materials and deliver the program.

Program Delivery

If the training is being delivered by an electronic form, such as eLearning, the Instructional Designer designs the program, including the program aim and learning objectives, creates the topics including learning and review activities and then creates the eLearning product themselves, or hands their work over to an eLearning programmer.

Measurement of Program Effectiveness

ID9® is a process that builds on learning through the use of learning activities and confirms new knowledge through structured measurable review activities.

Instructional Design: Process Summary

Regardless of the platform by which the learning will be delivered the process is similar:

1. Needs analysis to establish the learning gap
2. Instructional Design
   a. Create training aim and learning objectives that maximize the potential of filling the learning gap
   b. Write the training program (instructor-led, eLearning or any other platform)
3. Deliver the program
4. Measure the effectiveness of the program to establish if the learning gap was filled

What is ID9®?

ID9® Defined

ID9®: Mattiske’s rapid Instructional Design process.

ID9® is a constructivist approach to learning design that encourages collaborative experiential learning. The ID9® framework and process was developed by Catherine Mattiske in 1997.

ID9® is a process that builds learning through the use of learning activities and confirms new knowledge through structured review activities.

ID9® Overview

ID9® provides a comprehensive and innovative Instructional Design process for writing and creating training programs. The ID9® framework and process is suited for instructor-led programs, either in a physical or virtual classroom, eLearning, distance learning, or any other platform on which learning is delivered to produce interactive and engaging highly focused learning.

ID9® is a four-phase training framework followed by a nine step Instructional Design process that reduces Instructional Design time and increases participant retention with the aim of maximizing learning application.

Mattiske has developed ID9® based on many different adult learning principles and theoretical approaches. By using the ID9® framework and process Instructional Designers and trainers can be confident that all adult learners, regardless of their personal learning style, are catered for.

ID9® Framework – 4 phases

There are four phases to the overall ID9® framework as shown above. The following table outlines each phase and whose role it is to deliver it:

<table>
<thead>
<tr>
<th>ID9® Phase</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Needs Analysis</td>
<td>Internal Performance Consultant</td>
</tr>
<tr>
<td>2. Instructional Design</td>
<td>Instructional Designer</td>
</tr>
<tr>
<td>3. Training Delivery</td>
<td>Trainer</td>
</tr>
<tr>
<td>4. Measurement</td>
<td>Internal Performance Consultant</td>
</tr>
</tbody>
</table>
Many trainers will wear three hats because they have a integrated role combining Internal Performance Consultant, Instructional Designer and Trainer.

In some organizations these roles are divided amongst the training team with specialized roles for Internal Performance Consulting, Instructional Design and Training.

The 4-phase ID9® framework is applicable for both integrated and specialized training roles.

### 4-phase ID9® Framework

#### Phase 1 – Needs Analysis

The process begins with the Internal Performance Consultant role working with their internal client group to establish the learning needs aligned with business objectives. The goal of this step is to establish ‘the gap’ and to define what success looks like. After this research the deliverables of this step are the training program aim, learning objectives and high level course content, identified target audience and sometimes the program duration incorporated into a training project plan and a course outline.

#### Phase 2 – Instructional Design

The Instructional Design phase delivers the learning design and all physical materials required for the training program.

*Instructional Design is the systematic development of training materials for both trainers and participants to ensure the quality of training delivery and achievement of learning objectives. Instructional Design is the entire process of analysis of learning needs and the development of a delivery system to meet those needs. It includes development of instructional materials and learner activities. The person who undertakes this work is the Instructional Designer.*

ID9® includes a robust Instructional Design process. According to the ID9® 9-step process training design includes a strong opening which connects participants to the course topic and sets them up to work together to achieve their learning goals. Then, each topic of training is perfectly balanced to incorporate the needs of different types of adult learners. Training and review activities are written to ensure each participant practices the content in order to build their motivation to apply their learning. To round out a training course written using ID9® engaging activities to measure and close the course are included to maximize learning application.
Phase 3 – Training Delivery

For many people they say “Oh, delivering training...that is the hardest part.” According to Mattiske, “Delivering a training course is the easiest part. The hardest part for me is finding the needs, establishing the true gap and then writing the program to fill the gap. When I train, it’s so easy; all I do is train what’s been written and focus my attention not on what to train but the needs of the individual participants on that day!”

Training delivery should not be confused with presentation skills. It is the task of a Trainer to impart skills and knowledge to participants so that they can implement the new skill or knowledge when they return to their workplace, thus, learning application. Training programs should be highly interactive two-way interactions between trainer and participants who learn new skills, practice them through learning activities and measure their learning during the training program during review activities.

By contrast, Presenters present information where there is no requirement for a change of behavior or learning application. Presentations are usually one-way meetings with the presenter using PowerPoint or another visual aid to help impart their message usually with very little or no participant interaction.

ID9® is focused on training, not presenting.

Phase 4 - Measurement

There have been many books and training programs about measuring training. Using the ID9® process to design training does not focus on traditional measurement of ROE or ROI after the training program, but rather measures learning during the training program by way of learning and review activities. Using the ID9® process also shifts the focus of training to provide pre-course learning activities and post-course review activities to strengthen the learning process. Every topic or activity designed using ID9® forms the basis of the measurement process.

Traditional learning measurement models include a two-step post-course measurement process asking two questions: (1) does the participant have the skill/knowledge? And (2) have they applied the skill/knowledge? Using the ID9® process the trainer knows that question (1) is answered ‘yes’ during the training, by way of participants completing learning and review activities which provides proof of participants’ learning, leaving only question (2) to answer as the post-course measure.

The ID9® process also adds to many traditional measurement processes by establishing solid learning objectives before creating any training materials, up front, as the first step in the Instructional Design process. After the training has been conducted training professionals must be able to measure against these solid learning objectives otherwise the question must be asked, what are they measuring? By setting down a specific and clear training aim, establishing behavioral learning objectives that meet the aim and then writing the program targeted to these two elements, the post-course measurement data becomes targeted, realistic and meaningful.

By incorporating learning and review activities during the training program the trainer can be confident that by the time participants leave the training course they are ready and confident to apply their new skills and knowledge. Therefore, during the post-course measurement it is assured that participants know what they are expected to apply and only needs to check whether participants have or have not chosen to apply their learning.
“Training measurement doesn’t have to be complex. The trainer can informally observe the learning in real-time and make instant adjustments to fill any gaps before moving on.”

Phase 4 - Measurement (continued)

The benefits of measuring during the training program are that:

1. The participant, during the program...
   - Has evidence of his or her learning which builds learning motivation
   - Can be provided with positive and corrective feedback by the trainer which ensures the participant doesn’t derail
   - Builds confidence that propels and fuels the chance that participants will apply their learning after the course

2. The trainer, during the program...
   - Has evidence that each of their participants has activated their learning
   - Has evidence that each of their participants has reviewed each learning topic therefore providing further evidence and proof of learning achievement
   - Reduces ‘presentation’ of materials and increases interaction with active and participative learning and review activities
   - Can collect data to provide feedback to key stakeholders, as required, on each participant’s progress and provide this feedback during or after the program
   - Can further support participants with debriefing pre-course learning activities during the course which potentially reduces in-class time and or strengthens and deepens the learning content
   - Can further support participants by providing post-course review activities further strengthening the learning (i.e. providing points of measurement on learning application) and or deepen the content trained

3. The organization (managers, key stakeholders, other key influencers) as a result...
   - Receives feedback from the trainer on the progress and accomplishments of individual participants
   - Can provide support to participants through targeted review activities post-course
   - Is provided with high training value knowing that the training courses are:
     i. targeted to learning objectives which link to business objectives
     ii. embedded with interactive learning and review activities providing participants with confidence and the skills required to embrace behavior change
     iii. designed so that their employees are returning from training ready to apply their learning
   - All roles in training (internal performance consultants, instructional designers, trainers and other learning professionals) are targeted to deliver the course aim and objectives resulting in providing learning application and therefore behavior change to the organization.
Theoretical basis of ID9®

ID9® ‘automatically’ incorporates many different adult learning principles. All you have to do is follow the process, check for balance and... hey-presto!

Overarching Influence for ID9®
ID9® is a constructivist approach to learning design that encourages collaborative experiential learning. The ID9® framework and process was developed by Catherine Mattiske in 1997.

ID9® is a process that builds on learning through the use of learning activities and confirms new knowledge through structured review activities.

Various learning and psychological theories have influenced the design and development of instructional systems design which create the foundations of ID9®.

The following list of authors demonstrates the ‘learning theory pathway’ which has informed our knowledge on the application of learning and specifically, the importance of aligning learning interventions to individual and corporate objectives.

Major Influential ID9® Theorists:
The ID9® framework and process (Mattiske 1997) was influenced by Benjamin Bloom (1913 – 1999), John Dewey (1859 – 1952), Jerome Seymore Bruner (Born 1915), Robert Mills Gagne (1916 – 2002), Howard Earl Gardner (Born 1943), Hermann Ebbinghaus (1850 – 1909) and Marton and Saljo (Published 1976). The theories and models presented by these authors are major influences that form the foundations of the ID9® framework and process.

- **Benjamin Bloom**: Bloom’s Taxonomy – the use of verbs to describe learning objectives, content and outcomes
- **John Dewey**: Experiential learning
- **Jerome Seymore Bruner**: Constructivism and the role of structure in learning
- **Robert Mills Gagne**: The building block for ID9®’s step 5 ‘Topic Rotation’
- **Howard Earl Gardner**: The use of Multiple Intelligences in course design
- **Hermann Ebbinghaus**: Primacy and Recency - overarching influence over ID9® process
- **Marton and Saljo**: Deep Learning principles for ID9®

Supportive ID9® Theorists:
Further theories and models which are supportive influences to the ID9® framework and process are John Biggs (Born 1934), David Kolb (Born 1939), Jean Piaget (1896 – 1980), Burrhus Frederic Skinner (1904 – 1990), David A. (Anthony) Sousa, Roger Sperry (1913 – 1994), and Edward Thorndike (1874 – 1949).

- **John Biggs**: Constructive alignment of learning, surface and deep learning and the SOLO Taxonomy
- **David Kolb**: Experiential learning
- **Jean Piaget**: Constructivism, progressively building and constructing upon learning and the importance of learning activities
- **Burrhus Frederic Skinner**: Learning feedback, learning reinforcement and self-paced learning
- **David A. (Anthony) Sousa**: Importance of emotions, feedback, past experiences and meaning in adult learning.
- **Roger Sperry**: Left-Right brain and adult learning engagement methods and styles
- **Edward Thorndike**: Adult learning theory

Further Information
For further information on the theoretical research basis for ID9® please refer to Training Activities That Work, by Mattiske et al. Appendix A: Theoretical Research Reference.
ID9® CURRICULUM MAPPED TO ID9® FRAMEWORK

REALIZE YOUR POTENTIAL
Join the ID9® Pathway
Become a Certified ID9® Professional.

Explore ID9® Custom Design
Contact us for a FREE business consultation on your latest training project.

Try out an ID9® blended learning experience
ID9® FOCUS Courses and bite-sized Learning Short-takes - fast, effective professional development training all powered by ID9®.

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