Implementation Toolkit

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Introduction

This Implementation Toolkit has been developed by the Global Learning and Development team to help assist learning and development professionals in implementing a formal learning solution. Implementation is the third step in our ADDIE instructional design process, and is part of the **Instructional Design and Effectiveness competency**. Use this toolkit to assist you throughout the implementation of your learning opportunity.

Four key assumptions that should be considered before jumping into implementation include:

- A **Learning Needs Analysis (LNA)** is complete (Functional and business goals, training objectives, audience, competencies to be developed are all known) and available for review.
- **Learning Design** is complete (Course outlines / design documents for all courses with delivery method, learning objectives, prerequisites, audience, content flow exist) and an overall program design and/or course designs are available.
- **Learning Development** is under way using the design documents but is most likely not complete.
- The implementation of **Social Learning is NOT covered here**. Refer to the **Social Learning Playbook** for information on designing and implementing social learning as part of your learning program.

Implementation (aka Training Delivery) plans usually need to be in place BEFORE development is complete; therefore, we typically leverage the outputs of the Analysis and Design phases, as well as Development to inform our Implementation plans.

How to Use This Toolkit

The combination of learning components (called the “Learning Program Design”) for every learning initiative is different, which means that the way it needs to be implemented will also be unique. Most learning program designs are some combination of:

- Instructor Led Training (ILT) aka Live Classroom Training
- Virtual Instructor Led Training (VILT) via video conference tool (i.e. Zoom)
- E-learning or Web Based Training (WBT) hosted on a Learning Management System like the Cummins Learning Center
- Hands-on activities to increase retention and skill development (i.e, role playing, practice scenarios, social learning)

The decision on which components to include and the actual building of them, is not covered in this toolkit. See the appendix for additional resources to assist if you have not already completed these steps, or which to improve on them.

Additionally, this guide cannot prescribe an exact step-by step-implementation process or list of tools that will work for every project. Instead, we will try to introduce some common, yet occasionally complex, scenarios as brainstorming prompts. If you have questions about how to apply these ideas to your specific learning program, you should discuss these with your Functional Learning Consultant (part of the Global Learning and Development Team).

Roles and Responsibilities

The actual role and titles of people that are involved in the implementation of training vary widely, based upon the size of the audience, the training delivery methods being used, the number of locations, trainers, etc. To give you a feel for the types of roles that are often involved in learning implementation planning and execution, here are a few examples:

- Training Project Manager, Training Leader, Project Coordinator
- Instructional Designer, Training Developer, Content Developer
- Training Site Coordinator, Training Admin, Administrative Assistant, Business Representative
- Trainer, Instructor, SME
- VILT Roles (Producer, Virtual Trainer)

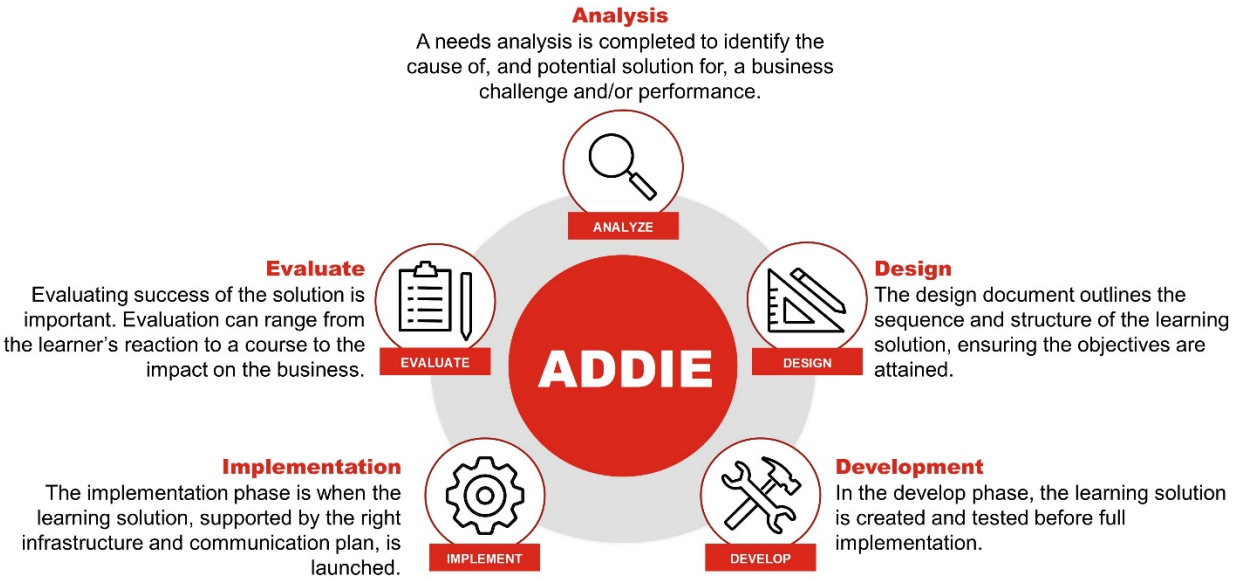
Depending on the size of the learning program, one or more people may play these roles. If you are using the Cummins Learning Center, Cummins learning management system, you will also need to decide who will perform the training administration roles. This topic is covered in more detail in **Utilizing the Cummins Learning Center (CLC)** later in this toolkit.

The success of a learning program is not only dependent upon the quality of the learning content and implementation, but also Change Management and Communication efforts. Those topics are not covered in this toolkit, but you can find resources listed in the **Appendix: Additional Resources**.

ADDIE Instructional Design Model: A Refresher

You will remember that ADDIE is the systematic process of instructional design involving the analysis, design, development, implementation, and evaluation of learning experience as shown below.

Figure 1: ADDIE Instructional Design Model



You can also visit the **ADDIE Resources for Learning Developers page** on our **Global Learning and Development Connect Site** to learn more about ADDIE and how we apply the learner-centered mindset to our instructional design process.

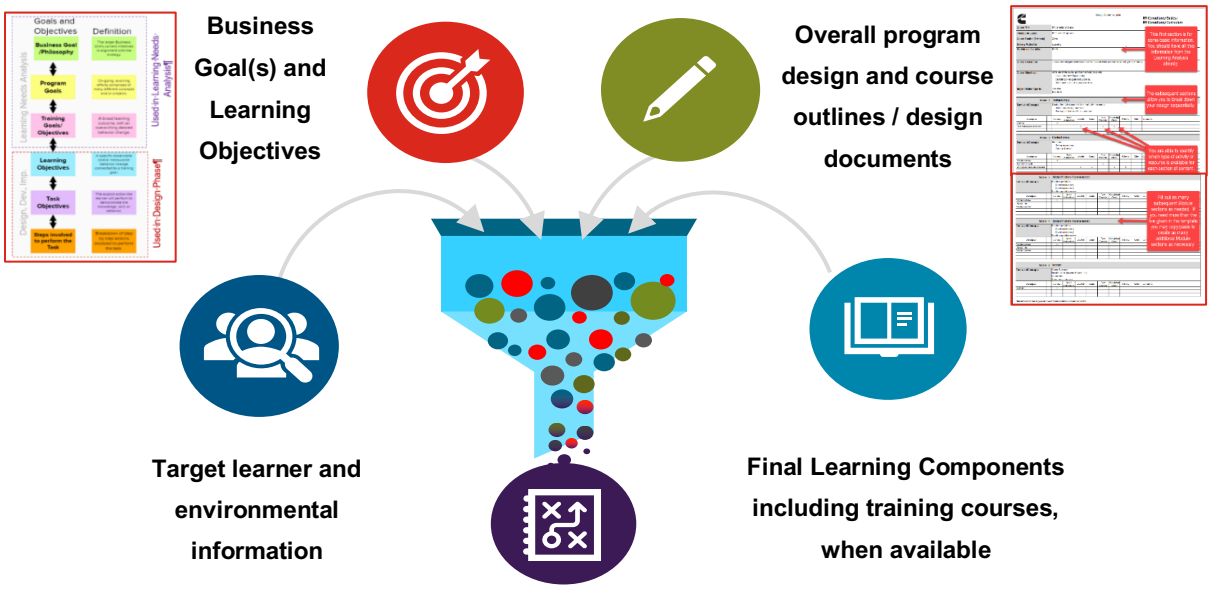
Utilizing Learning Analysis & Design Information

Before you begin planning your implementation, we recommend you start with a review of the business goals and project objectives so that you keep them in mind as you build your learning implementation plan. This is especially important for adult learning programs, because adults learn best when they know what their organization is trying to accomplish with a business change, and what their role is within that context. Therefore, we should make sure that the learning materials and implementation plans reinforce those goals.

Because Learning Development is usually incomplete when we start implementation planning, to get this "big picture" view we usually need to review the outputs from the Analysis (the **Learning Analysis Framework** questions) and Design phases (**Design Outline Template**).

Reviewing these documents with trainers and other new team members during their team onboarding is best practice. Since they were not part of the initial analysis and design work, this information can give them the “big picture” which will help them when making decisions, such as where to focus their talk track during training.

Figure 2: How Learning Analysis and Good Design Feed a Strong Implementation Plan



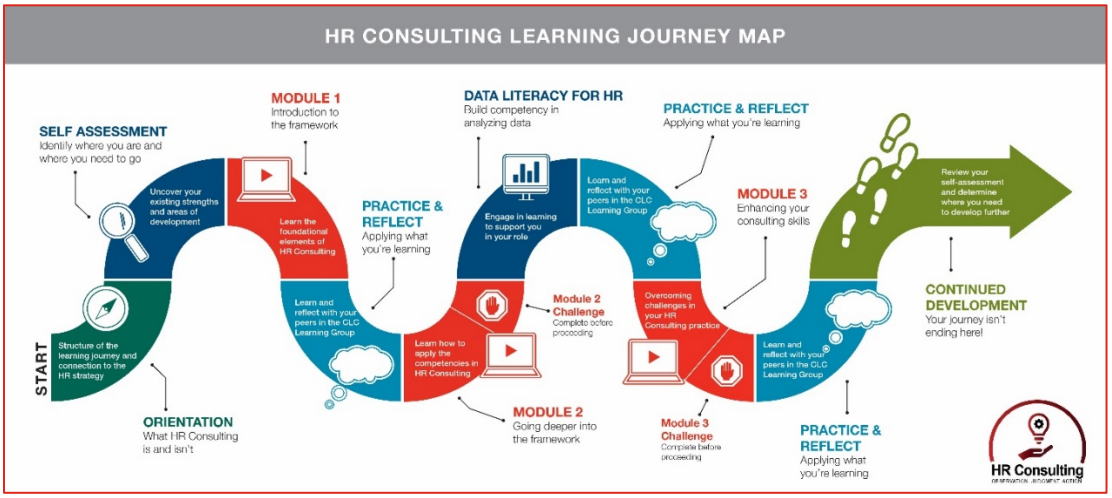
In some cases, the program design will have a different set of learning components based upon the learner’s role, this is called **role-based training.** When implementing role-based training, it is very important that the courses and activities needed for each role are communicated very clearly. This can be done in a variety of ways. Below is an example called a **curriculum map** that shows one prerequisite e-learning course to be taken by everyone, followed by four virtual instructor led training (VILT) courses assigned to six different roles.

Figure 3: Sample Curriculum Map

Course Code	Course Title	Course Length	Delivery Method	Pre-Requisites	Training Roles	User Role #1	User Role #2	Approver	User Role #3
Phase 1									
3214	**Project Overview**	1	e-learning	N/A		X	X	X	
3215	**System Navigation Basics**	1	VILT	Project Overview		X	X		
3216	**User Role #1 Course**	8	ILT	Project Overview, System Navigation Basics		X			
3217	**User Role #2 Course**	4	ILT	Project Overview, System Navigation Basics			X		
3218	**Approving Change Requests**	0	Job Aid	Project Overview				X	
				Phase 2 Sub-Total		**10**	**6**	**1**	**0**
Phase 2									
3214	**Project Overview**	1	e-learning	N/A					X
3215	**System Navigation Basics**	1	VILT	Project Overview					X
3214	**System Navigation Refresher (Optional)**	1	ILT	Phase 1 User #1 or User #2 Course		X	X		
3215	**User Role #1 and #2 Update**	1	VILT	Phase 1 User #1 or User #2 Course		X	X		
3216	**User Role #3 Course**	3	ILT	Project Overview, System Navigation Basics					X
				Phase 2 Sub-Total		**2**	**2**	**0**	**5**
					Grand Total	***12***	***8***	***1***	***5***

When the learner's training needs are complex, such as when they include several courses and activities spread out over an extended timeframe, it helps to present these requirements visually by using a "learning journey map", like the sample below.

Figure 4: Sample Learning Journey Map



Building a Training Delivery Schedule

One of the questions Training Project Managers hear a lot is, "When is training scheduled?" This is another topic that varies based upon the type of training and complexity of the solution.

If you are launching a single e-learning course that learners should complete in 30 days following an assignment in the Cummins Learning Center, your constraints are around content development timeframe, content review and testing, and CLC Intake and Publishing process timeframe.

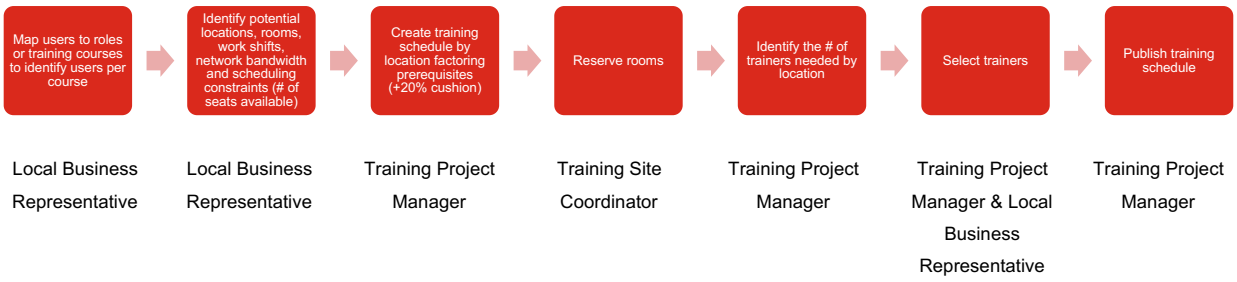
If you are leading a system training implementation, the training should be scheduled and delivered as close to the system go-live as possible, to help learners retain what they were taught. This can make some people uncomfortable, so additional system demonstrations, process overview and change management sessions scheduled earlier in the project lifecycle, can help alleviate fears without conducting formal training too early.

For instructor led training, both virtual and classroom, the use of a Training Delivery Schedule is very helpful. A Training Delivery Schedule is a calendar showing when, where and by whom the training courses will be delivered. The training schedule is heavily influenced by the following data and therefore often cannot be available until these items are known:

1. Overall number of courses
2. Length of each course
3. Order in which the courses must be taken (prerequisites)
4. Number of learners that need to take each course and the language(s) they speak
5. Staffing coverage requirements (can the entire team be away at the same time?)
6. Number of trainers available to teach each course
7. Additional considerations for instructor-led classroom training:
8. Location of the learners and their need and/or ability to travel
9. Size and number of training rooms and network bandwidth available at each potential training location
10. Number of trainers available to teach at each location

The figure below shows how a training project manager might work with a business representative at a site to gather the inputs needed to build an onsite training schedule. If a program is made up of only e-learning or VILT, there is more flexibility and rooms may not be needed but class size, shifts, # of learners, etc. are all still valid considerations.

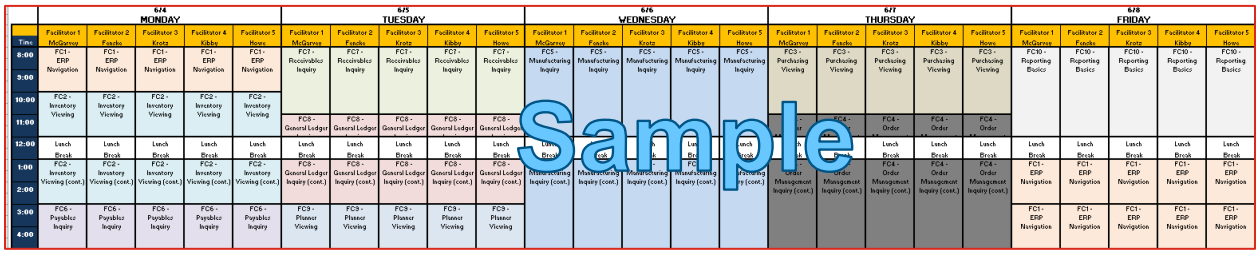
Figure 5: Develop Local Training Schedule Process



In the example above the number of trainers was not a constraint. However, when it is, this means that the training project manager will need to factor that in when creating the training schedule. Building a training schedule on complex training projects is both an art and a science. If you need assistance, reach out to the Global Learning and Development team.

Below is a sample of a training schedule showing five (5) trainers conducting eleven (11) prerequisite training courses simultaneously at five (5) different locations all in the same week.

Figure 6: Sample Training Schedule



Most training initiatives are not this complex, but if you have more than one course being delivered more than once or twice, creating a calendar view in Excel like the one above can help you share drafts to get input and approval and reserve resources like rooms and trainers, before the schedule is communicated, or invitation sent.

Selecting and Preparing Trainers

In a Cummins six-sigma project survey of learners, the most important feature of a successful systems training program was the selection and preparation of the trainers. While the question was asked around the context of systems training, it is not a reach to assume the same is true for most, if not all, training programs.

As a result, we built the **Trainer Selection and Preparation Guide** which defines a strategic approach to the selection and preparation of trainers, in detailed in a separate document. It focuses on system implementations because this is a recurring, complex type of training initiative that is challenging for first time training project managers, and often leverages internal trainers and SMEs who are new to the system as well.

One of the most challenging steps is selecting trainers. To assist with this activity, **Figure 7: Trainer Selection Matrix** lists some of the common sources of trainers and the benefits and challenges of each approach. These are described in more detail in the **Trainer Selection and Preparation Guide**.

Figure 7: Trainer Selection Matrix

(Excerpt from the Trainer Selection and Preparation Guide)

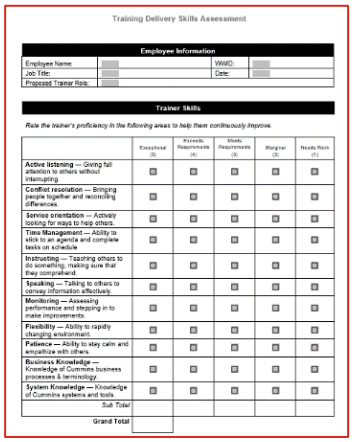
Option	Benefits	Challenges
Site SMEs	• Have current business knowledge • Builds skills for post go-live training needs (new hires, retraining, upgrades, etc.) • Prepares internal users for post go-live support • Least expensive option	• Resources may not be available • May spread business coverage to thin • May not have training skills
SMEs from previous sites	• Have Cummins business knowledge • Builds skills for future deployments (get ready early) or help the next location (pay it forward) • Less resources needed from 1 location, spread out amongst locations • Prepares internal users for post go-live support	• Resources may not be available • May do some things differently between locations • Potential travel costs • May not have training skills
External Contractor	• Have system knowledge • Have training experience	• Do not have Cummins business knowledge • Most expensive options (travel and hourly contractor rate)
Project Team	• Have Cummins business knowledge • Have new system knowledge	• Limited number of resources that may not match training needs at large locations • Will have many responsibilities right before go-live that might overlap training schedule
Hybrid	• Do not need to use the same approach for every location • Combination of the approaches listed above	• May not be available • Combination of the approaches listed above

Cummins has a field in the Talent Management System that employees can check to indicate that they are willing to be an SME (Subject Matter Expert) in the competencies in which they are either Advanced or Expert. This can be helpful in finding people who are willing to share their knowledge and help others grow.

*Trainers should add the **Training Delivery Competency** to their competency assessment, and Individual Development Plans to provide visibility to leadership.*

A Train-the-Trainer (TTT) approach should be used to prepare the trainers to conduct the training. Regardless of where the trainers come from some preparation is needed to conduct effective training even if the trainers are very familiar with the solution itself. Refer to the **Trainer Selection and Preparation Guide** for details on what components should be included in an effective train-the-trainer program.

Figure 8: Training Delivery Skills Assessment


Training Delivery Skills Assessment

Employee Information

Employee Name:		WWID:	
Job Title:		Date:	
Proposed Trainer Role:			

Trainer Skills

Rate the trainer's proficiency in the following areas to help them continuously improve.

	Exceptional (5)	Exceeds Requirements (4)	Meets Requirements (3)	Marginal (2)	Needs Work (1)
Active listening — Giving full attention to others without interrupting					
Conflict resolution — Bringing people together and reconciling differences					
Service orientation — Actively looking for ways to help others					
Time Management — Ability to stick to an agenda and complete tasks on schedule					
Instructing — Teaching others to do something, making sure that they comprehend					
Speaking — Talking to others to convey information effectively					
Monitoring — Assessing performance and stepping in to make improvements					
Flexibility — Ability to rapidly changing environment					
Patience — Ability to stay calm and empathize with others					
Business Knowledge — Knowledge of Cummins business processes & terminology					
System Knowledge — Knowledge of Cummins systems and tools					
Sub Total					
Grand Total					

I included a **Training Delivery Skills Assessment** in this toolkit that trainer can use as a self-assessment tool before or after the train-the-trainer, or it can be used to share feedback between peers during the Teach Backs. Regardless of when it is used, the mindset should be to increase awareness of blind spots and a spirit of continuous improvement, not as a performance evaluation.

The Importance of Practice, Practice, Practice!

It is not possible to overestimate the importance of trainers scheduling dedicated time to practice. Not just to become more comfortable with the content, although that is very important as well, but to also get comfortable with the tools that will be used during the session:

- Projectors, multiple monitors, screen share, Notes, view, etc.)
- System demonstrations – What data will you use? Where do you want to go and where do you want to avoid?
- And of course, practice what you are going to say on each slide, or during the demonstrations so that you do not ramble and stay focused.

One last important point should be highlighted here. Regardless of what mix of trainers is used, don't forget to consider your approach to training new hires AFTER the project implementation. Therefore, it is recommended that at least one person should be identified as the post-go-live trainer for each course and should go through the train-the-trainer program and teach at least one of the sessions during the training deployment so that they are set-up for success for delivering training after go-live.

Utilizing a Training Environment

The second and third most important components of an effective training program, as identified in the Cummins six- sigma project survey mentioned previously, were:

- Hands on practice [in the system]
- Real life examples

The decision to use a live system in training, should have been made during the Design phase, and during the Development phase exercise scenarios and data are created to provide learners the hands-on practice they need. We mention it here in the Implementation phase because using a live system will add additional training preparation steps and resource needs versus a course that is more conversational in nature and only needs a trainer and slides.

While it can add complexity and cost to a learning program, the most effective training programs will include hands-on practice, not just watching demos or simulations. For systems training, this may mean that a training system or environment is needed.

To be most effective the training environment should meet the following requirements:

- Includes realistic business data that is preloaded before training.
- Includes the latest version of system code.
- Exercises have been tested and any data / functional errors have been resolved.
- The training environment refresh policy should match that of the UAT environment until it is frozen at the start of training to guarantee stability during training events.
- Meets standards for system performance and be fully integrated to simulate production, where possible.
- Be accessible to the end users via their laptops or shared training computers.
- Include standard training logins assigned all roles & responsibilities to simplify access.

If the learning program design includes live system demonstrations and/or exercises, then your implementation plans will need to include steps to address the points above. For example, you may need to test the demonstrations and exercise data at several points to make sure that changes to the system haven't "broken" your samples.

If your program design includes a training environment and you need a thought partner to help you think through scenarios to build your implementation plan, reach out the Global Learning and Development team.

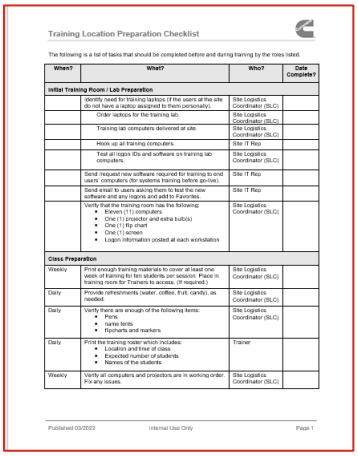
Preparing Training Locations

If you are conducting live instructor led training, you will need to identify someone at each location to be the Training Site Coordinator to support the training efforts at that site. Often this can be done by administrative personnel, since knowledge of the training content is not needed, but organization skills and knowledge of the facility is required. Some of the responsibilities they will perform are:

- Reserve rooms.
- Confirm resource (computers, projectors, projector bulbs, flipcharts, name tents, candy) availability and order additional suppliers when needed.
- Print materials, as needed.
  - Large training locations – Due to the scale of printing needs, this many need to be done externally.
  - Small locations – If only a few courses with a few users are being taught, the printing may be able to be done by the coordinator.

When consider where to conduct classroom training, the following requirements should be considered:

1. Room for up to 10/12 participants
   - ***Note:*** *If rooms are too small, not many people will be able to be trained at one time, extending the length of time needed to train everyone and potentially burning out the trainers. On the other hand, if rooms are too large, it is difficult for the trainer to manage the class and usually a second trainer is needed. Typically, eight to ten is the target number of students in a class.*
2. Network bandwidth to accommodate additional users, if applicable
3. One (1) laptop/PC for the trainer and each attendee (sharing is NOT recommended) with tested and verified access to the systems being trained.
4. Projector and extra bulbs
5. Flipcharts or whiteboards
6. Name tents (1 per student, they will bring to each class)
7. Snacks



Training Location Preparation Checklist

The following is a list of tasks that should be completed before and during training by the roles listed.

When?	What?	Who?	Date Complete?
Initial Training Room / Lab Preparation			
	Identify need for training laptops (if the users at the site do not have a laptop assigned to them personally).	Site Logistics Coordinator (SLC)	
	Order laptops for the training lab.	Site Logistics Coordinator (SLC)	
	Training lab computers delivered at site.	Site Logistics Coordinator (SLC)	
	Hook up all training computers.	Site IT Rep	
	Test all logon IDs and software on training lab computers.	Site Logistics Coordinator (SLC)	
	Send request new software required for training to end users' computers (for systems training before go-live).	Site IT Rep	
	Send email to users asking them to test the new software and any logins and add to Favorites.	Site IT Rep	
	Verify that the training room has the following: • Eleven (11) computers • One (1) projector and extra bulb(s) • One (1) flip chart • One (1) screen • Logon information posted at each workstation	Site Logistics Coordinator (SLC)	
Class Preparation			
Weekly	Print enough training materials to cover at least one week of training for ten students per session. Place in training room for Trainers to access. (If required.)	Site Logistics Coordinator (SLC)	
Daily	Provide refreshments (water, coffee, fruit, candy), as needed.	Site Logistics Coordinator (SLC)	
Daily	Verify there are enough of the following items: • Pens • name tents • flipcharts and markers	Site Logistics Coordinator (SLC)	
Daily	Print the training roster which includes: • Location and time of class • Expected number of students • Names of the students	Trainer	
Weekly	Verify all computers and projectors are in working order. Fix any issues.	Site Logistics Coordinator (SLC)	

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Figure: 9: Training Location Preparation Checklist

The **Training Location Preparation Checklist** was created to help training administrator's prepare rooms for live instructor led training. For virtual learning, see Training Delivery in Action below.

Utilizing the Cummins Learning Center (CLC)

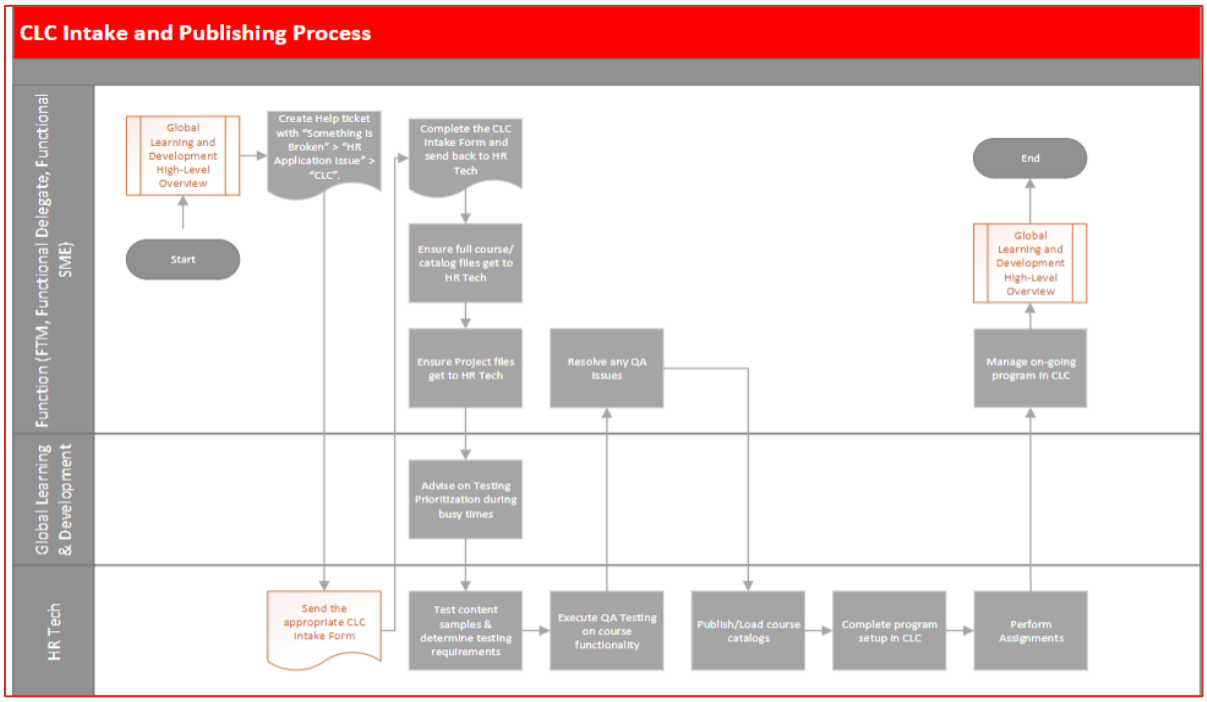
As mentioned earlier, the Cummins Learning Center (CLC), is Cummins' learning management system (LMS), and along with the course intake/upload process are owned by the HR Technology team and is used to:

- Host e-learning courses
- Track completion of the e-learning prerequisites
- Assign and reassign students to training classes
- Send reminders to students
- Track attendance at instructor led courses
- Print student rosters and attendance reports

E-learning courses can be stand along or may be part of a learning journey that includes, virtual instructor led training, traditional instructor led training in person, and other components like social learning, labs, office hours, etc.

All e-learning courses will go through a CLC testing process to identify errors, such as links or buttons that don't work. The critical errors must be fixed before the course will be uploaded into the CLC. Below is a high-level view of the CLC Intake and Publishing process. For more information on this process reach out to the **Cummins Learning Center Support** team.

Figure 10: CLC Intake and Publishing Process



The HR Technology team that supports the CLC, has built several system administration roles that provide CLC system access to learning program team members so that they can perform some administrative activities themselves as needed. One role that is required of every course, is a **Course Owner**. When a person changes role and will no longer be the point of contact for the course, they should transition its ownership for any courses that are still needed and must to remain in the CLC. Courses without course owners will eventually be retired and removed from the system.

Figure 11: CLC System Roles & Responsibilities

Below is a list of the CLC system roles and their responsibilities.

LLR	Class Scheduler	Instructor	Course Owner	Customer Service Representative
WBT, Checklists & Certifications	**ILT & VLT**	**ILT & VLT**	**Owns the Content**	**Course Admin**
Administer WBT training in CLC	Schedule new ILT/VLT classes from active courses in the CLC catalog	Manage rosters	Responsible for upkeep and accuracy of content	Responsible for Running/Scheduling training reports
Liaison for Learners and CLC team	Edit/Cancel ILT/VLT classes	Mark class attendees complete	Provides approvals for large import assignments and PRs	Provides approvals for large import assignments and PRs
Identify necessary WBT courses for learners	Add new rooms for ILT classes in the CLC	Communicate and Coordinate with Class Schedulers	Auditing course usage and completions	Auditing course usage and completions
Help learners with system, content and program issues	Add, Edit and Delete instructors for ILT/VLT classes	Manage class waitlists	Ensuring/Validating WBT is working properly/marking complete	Assist owner in upkeep and accuracy of content
Protect and ensure the security and integrity of the CLC	Communicate and coordinate with instructors	Protect and ensure the security and integrity of the CLC	Protect and ensure the security and integrity of the CLC	Ensuring/Validating WBT is working properly/marking complete
Protect individual training records and people data	Protect and ensure the security and integrity of the CLC	Protect individual training records and people data	Protect individual training records and people data	Protect and ensure the security and integrity of the CLC
Run/Schedule training reports	Protect individual training records and people data	Run/Schedule training reports	Liaison for Learners and CLC team	Protect individual training records and people data
Manage unnecessary assignments on learners' records - removing old/discontinued assignments	Run/Schedule training reports			Liaison for Learners and CLC team

As part of the administrator access request and based upon the role(s) needed, one of the following three e-learning courses will be assigned to new administrators to introduce CLC functionality:

1. Cummins Learning Center - Class Scheduler
2. Cummins Learning Center - Instructor Training
3. Local Learning Registrar CLC Admin Training

- *For additional information on the these CLC Administration roles or the CLC Intake Process, check out the **Learning Technologies Connect site** or send an email to the **Cummins Learning Center Support team via learn@cummins.com**.*

Training Delivery in Action

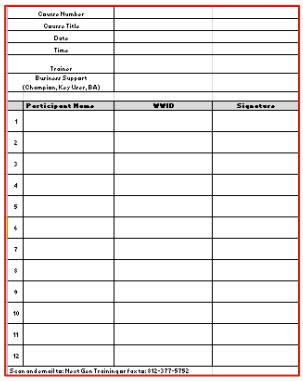
After the trainers are selected and prepared, it's time for end user training delivery to begin. As mentioned early in the training delivery schedule section, end user training should be scheduled and delivered as close to go-live as possible to help end user retain what they learn.

Additionally, for the training deployment to be successful, business leaders must support the effort by making the training a priority and ensuring their staff:

- Complete any prerequisite e-learning classes BEFORE the deadlines communicated.
- Participate in required web conference calls to make sure they have the latest information.
- Attend their scheduled training classes.

Training project managers should work with business representatives to schedule training sessions on days and times that work best considering working shifts, busy times of the day and week, and can even work with business managers to assign their employees to specific sessions, so that they can maintain business coverage. In exchange, the business should stick to this schedule and allow their employees to attend the classes they are scheduled to take. Occasionally, emergencies happen, and training project managers and schedulers should work with the business to reschedule the learner into another session, wherever possible.

Figure 12: Sign-In Sheet



Course Number	
Course Title	
Date	
Time	
Trainer	
Business Support (Champion, Key User, BA)	

	Participant Name	WWID	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

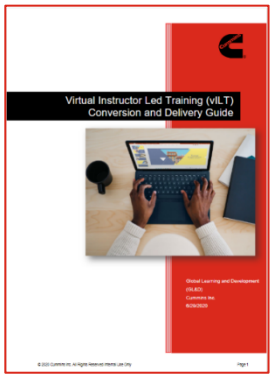
Scan and email to: Next Gen Training or Fax to: 812-377-5752

Trainers should be taught during the train-the-trainer program how to perform tasks like printing rosters before class so that they know who to expect, how to mark learner's attendance in the CLC, etc. If a roster is not available, a **Manual Sign-In Sheet** can be used. Or if you are conducting virtual instructor led sessions, the producer can take a screen shot of the participants halfway through the session or Zoom data can be used.

Below are some training delivery principles that are often covered in Training Delivery skills workshops that we want to highlight here as a reminder:

1. Don't skip slides like introductions summaries and exercises, they are there for a reason.
2. Making sure that your learners can perform the module and course objectives should be your #1 goal.
3. Don't add "extra content" until the end.
4. Use a parking lot to keep track of these ideas for if you have time.
5. Watch the time. You must end on time. If you go over, they are not paying attention.
6. Consider neurodiversity and ask for reading volunteers, avoid using red-green colors, etc.
7. Have a few techniques ready to deal with difficult participants

Figure: 13: Instructor Led Training (vILT) Conversion and Delivery Guide



For virtual instructor led training delivery tips, refer to **Virtual Instructor Led Training (vILT) Conversion and Delivery Guide** located in the Virtual Learning Resources section of the Global Learning and Development site.

Introduction to Learning Evaluation

The next phase of the of the ADDIE model is Learning Evaluation and it is covered in its own toolkit. During the Learning Implementation phase, we will request feedback on the course content, learning experience. This is especially true when conducting a training pilot, where we are testing out the content, exercises, etc. with a live audience.

While we also recommend that, as a Training Delivery best practice, trainers check in with learners throughout the session to confirm that:

- The pace of the session is comfortable for the audience
- The learners are understanding the content and exercise instructions
- The learners have been given enough time to ask questions.

These questions are more about how the training is being delivered. **Learning Evaluation** on the other hand is where we are trying to confirm that the learning has met its objectives, which usually means, answering the question, “Have learner behaviors changed?” These topics and more will be covered in the Learning Evaluation toolkit.

Note:

Interested in learning more about Learning Evaluation? Check out the Learning Evaluation Toolkit (*Coming Soon).*

Appendix: Additional Resources

Here are some additional resources to help you further your understanding and application of Learning Design, as well as our ADDIE process we use here at Cummins:

General Learning and Development Resources

- Global Learning and Development Site
- GLD Intake Questionnaire
- Instructional Design and Effectiveness competency
- Training Delivery Competency

Learning and Development (ADDIE) Resources

- Social Learning Playbook
- ADDIE Resources for Learning Developers page
- Learning Analysis Page
- Learning Analysis Framework
- Learning Design Page
- Design Outline Template
- Trainer Selection and Preparation Guide
- Training Delivery Skills Assessment
- Training Location Preparation Checklist
- Manual Sign-In Sheet
- Virtual Learning Resources
- Virtual Instructor Led Training (vILT) Conversion and Delivery Guide
- H. Stolovitch, E. Keeps, M. Rosenberg, “Telling Ain’t Training”, 2nd Edition, Association for Talent Development, 2011.
- W. Rothwell, “Adult Learning Basics”, 2nd Edition, Association for Talent Development, 2020.
- Learning Evaluation Toolkit - *Coming Soon*

Related Resources

- Cummins Change Management Site
- Communication Functions Site
- Learning Technologies Connect site

If you have additional questions, or need assistance, reach out to the Global Learning and Development team via email at gld@cummins.com