

Will Thalheimer, PhD, MBA



Learning as a Competitive Advantage and Business Imperative



22-23 October 2025

Brussels

ltdtalks.stimulearning.be

2 MASTERCLASSES: Performance-Focused Learner Surveys - Will Thalheimer (US) •
Interactive Techniques for Learning - Matthew Richter (US)
6 INTERNATIONAL KEYNOTES: Caner Akova (TR) • Ashley Hinchcliffe (UK) •
Will Thalheimer (US) • Egle Vinauskaite (UK) • Matthew Richter (USA) • Srishti Sehgal (IN)
6 BEST OF PROEVERIJEN: Tom Nijsmans • Els Minner • Frederik Imbo • Steve Daponte •
Elke Van Parys • Mieke Vandewaetere



THE TIPPING POINT
Building Cultures of Dialogue



DE OPLEIDINGSCOACH



FLOWSPARKS®





We are Workplace Learning & Performance Professionals

**We Have
Our Frustrations**

Order Takers





We Can't Do Stuff We Know Would be Better

A modern conference room with a long white table, black chairs, and large windows overlooking a city. The room is bright and airy, with natural light streaming in from the windows. The table is set with water bottles, glasses, and a blue folder. The chairs are black and modern. The windows provide a panoramic view of a city with a prominent red-roofed building in the foreground and a blue sky in the background.

**Get a Seat
at the Table**

Sound Businessy





Grovel to Our Stakeholders

Frustrations!

Have Any?

What Frustrations, if any...



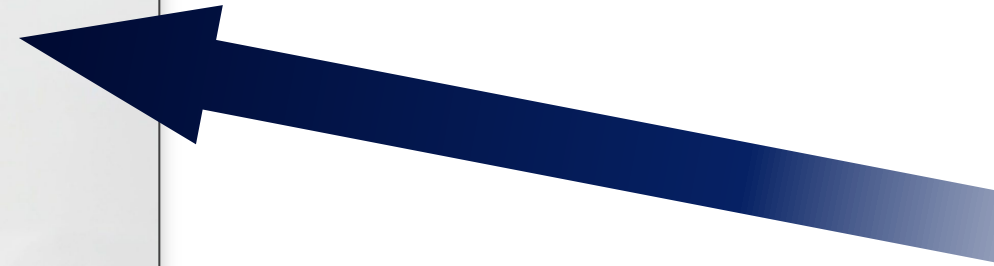
Empowering Learning

THE
CEO's
Guide to Training,
eLearning & Work

EMPOWERING LEARNING
FOR A COMPETITIVE ADVANTAGE

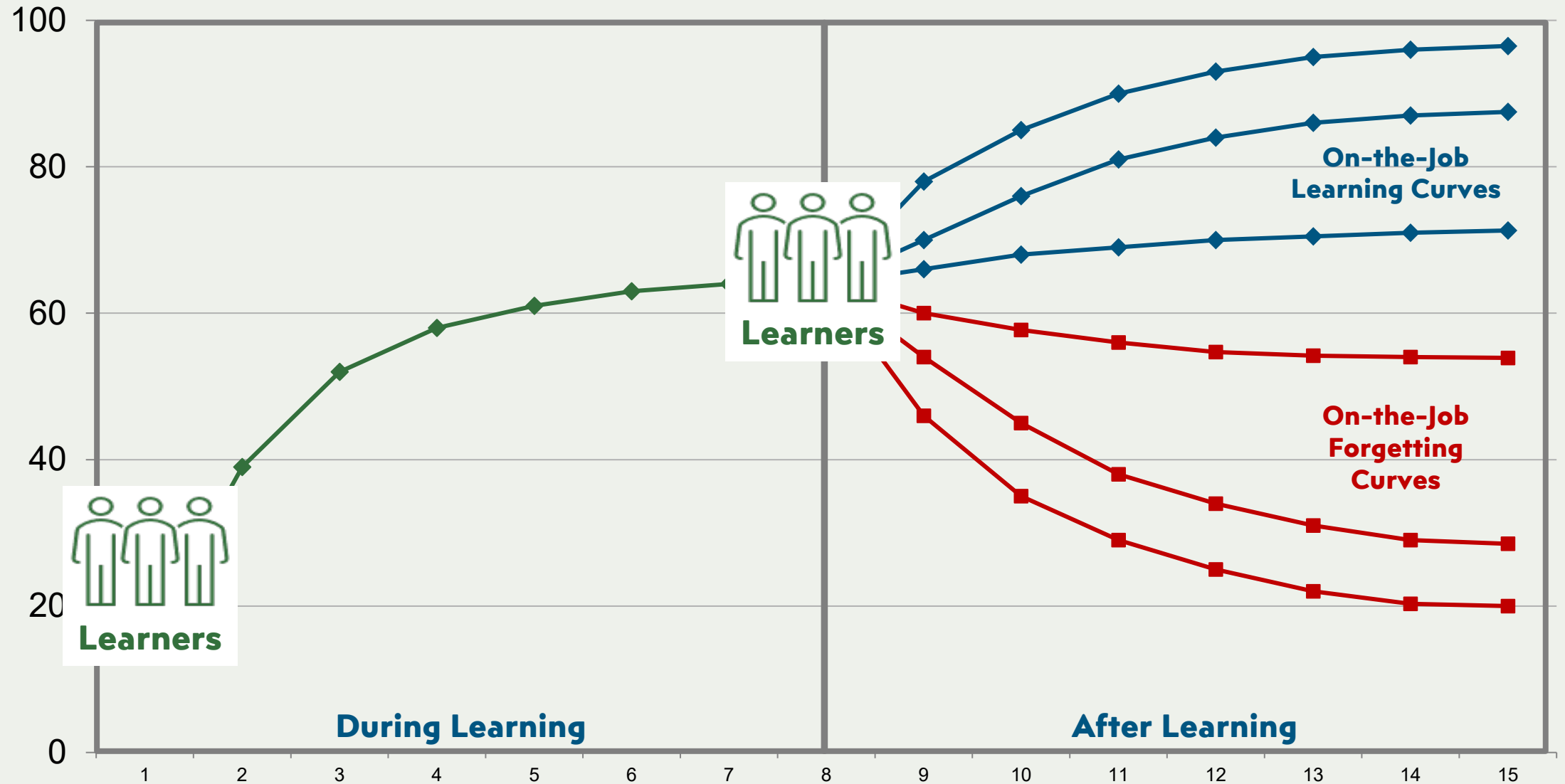


Will Thalheimer, PhD MBA



Why We Need Empowerment

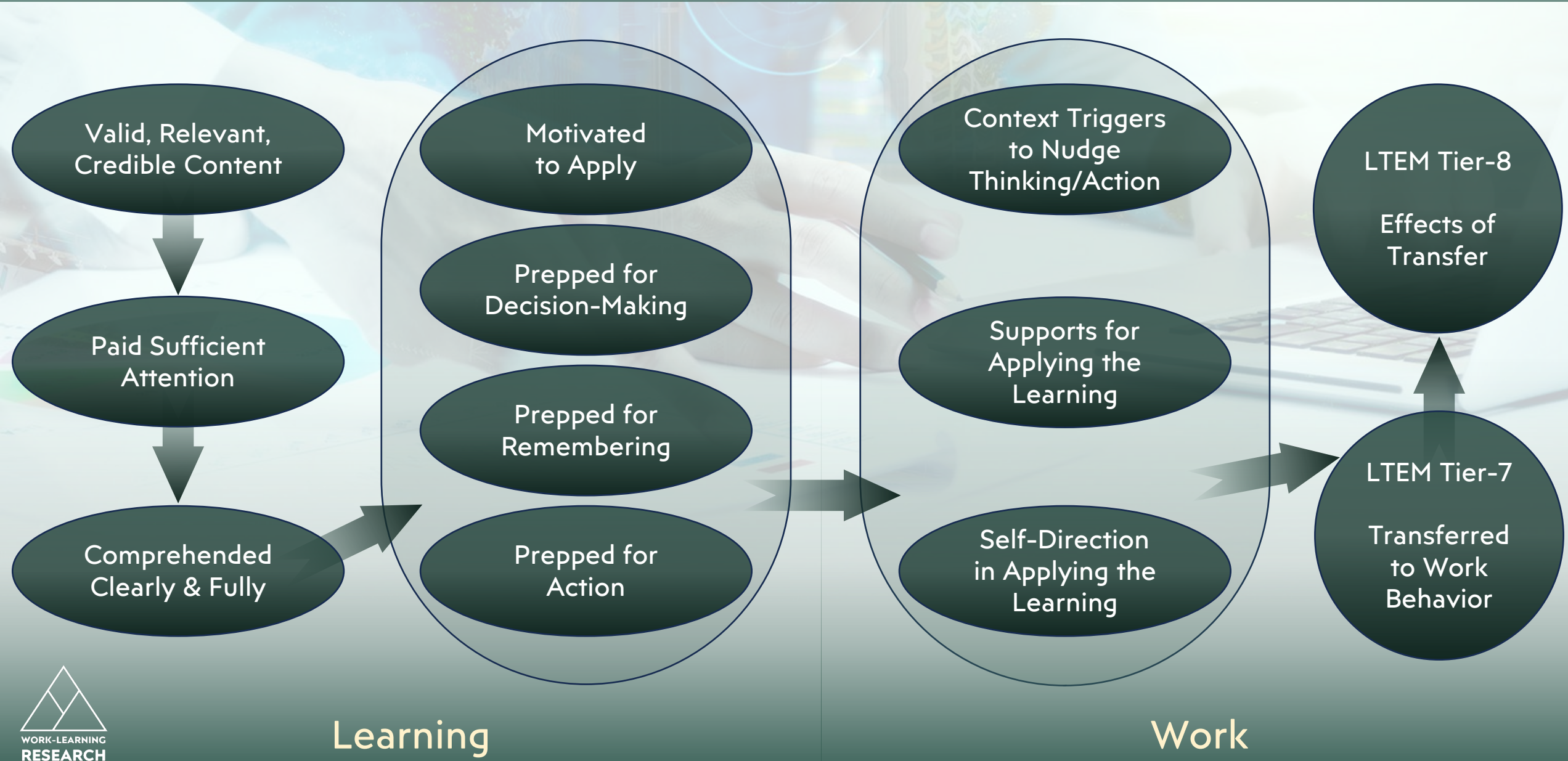
Learning and Forgetting Curves



Causal Pathway from Learning to Results

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Version 1.1

The illustration below shows some of the major leverage points we have in learning...



The CEO Landscape

PwC's 28th Annual Global CEO Survey

Reinvention on the edge of tomorrow



CEOs report early productivity gains from generative AI and rising payoffs from investments in sustainability. The challenge is to increase scope and speed.



www.ceosurvey.pwc

42% of CEOs say they are not confident their companies will survive more than 10 years on their current path.

They say:

reinvention is critical.

Home > Our Insights > Value Creation >
KPMG 2024 CEO Outlook

KPMG 2024 CEO Outlook

More than 1,300 global CEOs share their views on geopolitics, return-to-office, ESG and generative AI.

Share



September 2024

“CEOs recognize they need to future proof the skillsets of their people and demonstrate increased employee value proposition to attract and retain talent.”

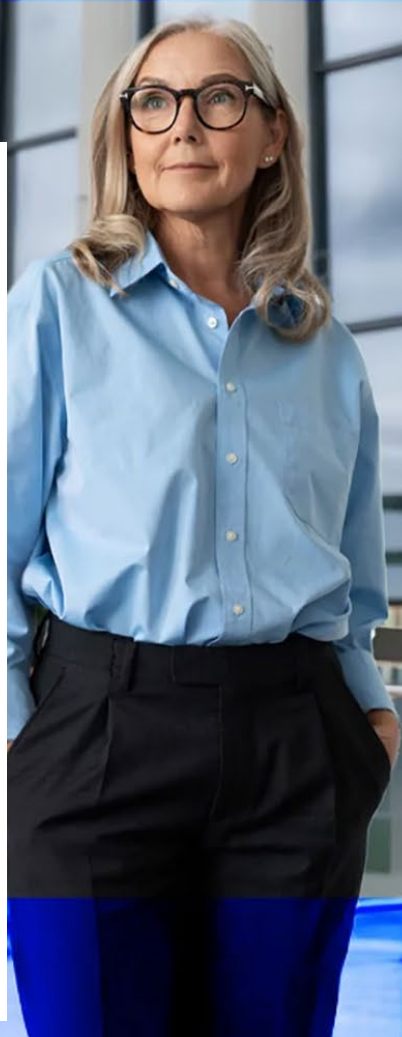
KPMG 2025 Global CEO Outlook

CEOs doubling down on AI and talent investment as the keys to resilience and growth

September 2025

“Economic uncertainty is seen as the top threat by CEOs.”

“69 percent are allocating up to a fifth of their budget on AI.”



KPMG 2025 Global CEO Outlook

CEOs doubling down on AI and talent investment as the keys to resilience and growth

September 2025

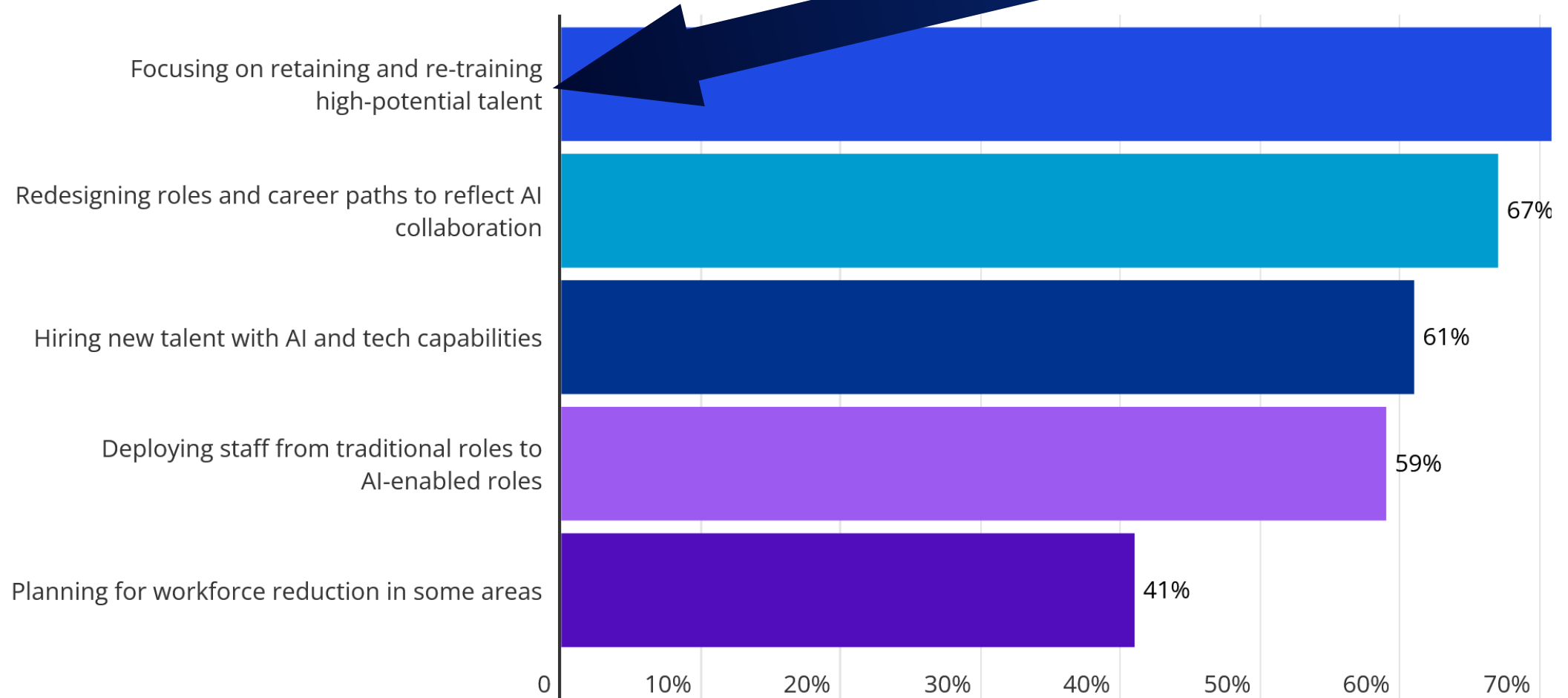
“CEOs see experimentation as a critical step in scaling AI adoption: 84 percent believe that employee experimentation, at all levels, is key and that everyone should be encouraged to take part.”



KPMG 2025 Global CEO Outlook

CEOs doubling down on AI and talent investment as the keys to resilience and growth

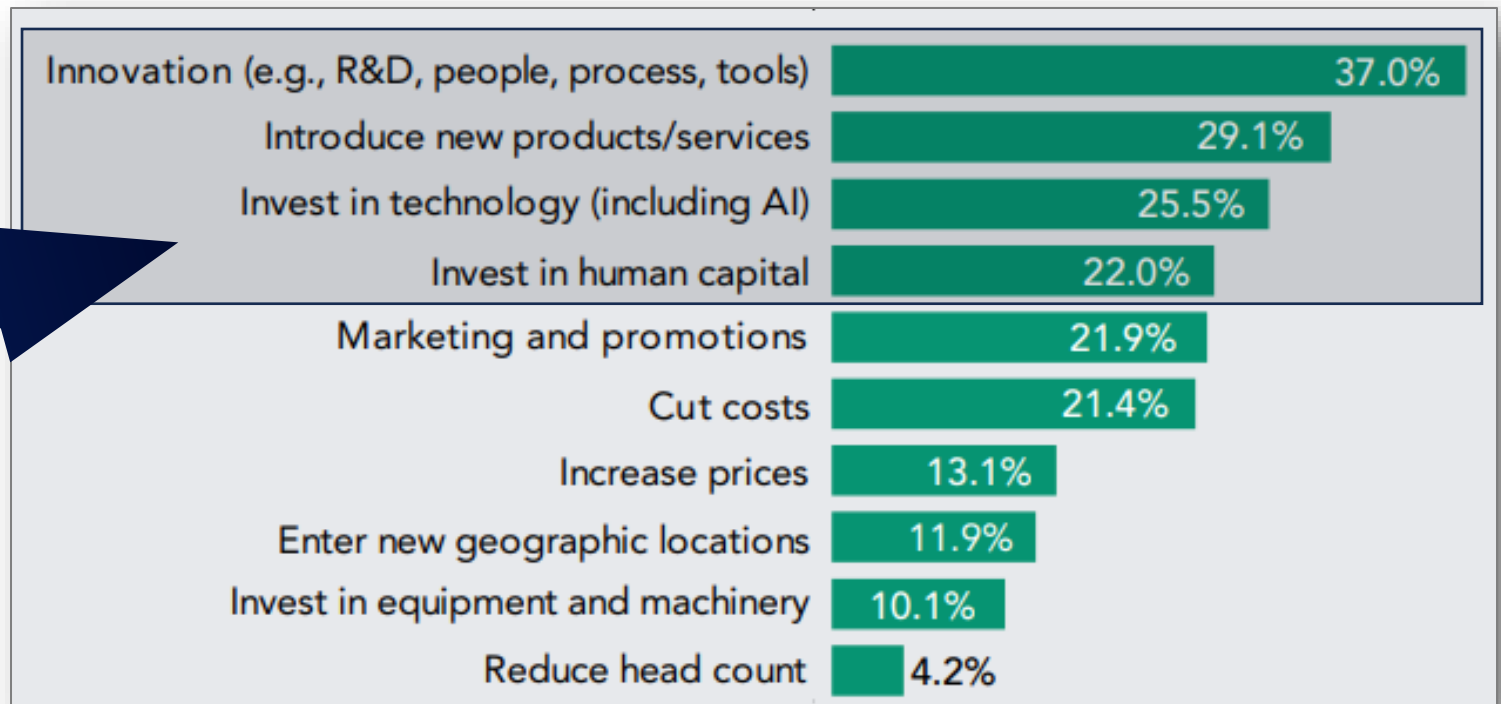
Long-term workforce strategy in response to AI



C-Suite Outlook

Our annual flagship survey of
global business leaders

What are the top 2 priorities for
growing profits in 2025?



**As Learning Professionals, We Can
Create Competitive Advantage**



How is your L&D team doing in focusing on creating competitive advantages?



- A. We **HAVE NOT** considered competitive advantage as a goal.
- B. We have **NOT** considered competitive advantage as a goal, but we have worked hard to **IMPROVE OUR PRACTICES**.
- C. We have **NOT** considered competitive advantage as a goal, but **WE HAVE CREATED SOME CRITICAL COMPETITIVE ADVANTAGES**.
- D. We **ROUTINELY CONSIDER** competitive advantage as an important goal.

Will's Introduction



**Short-Order Cook, Counselor, Vacuum Salesperson,
Insurance Claims Processor, Menswear Salesperson**

**Instructional Designer,
Simulation Architect**

Project Manager

Product Manager

eLearning Developer

Trainer

Consultant

Research Translator

Speaker/Presenter

Learning Evaluator

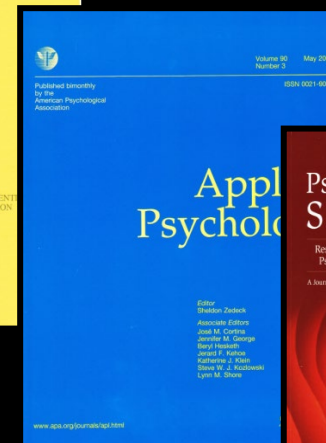
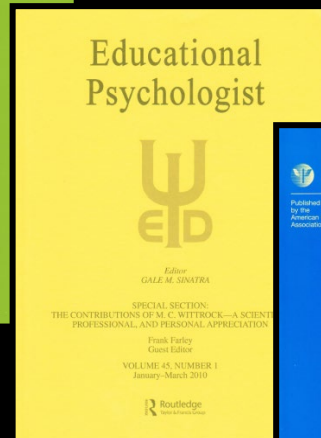
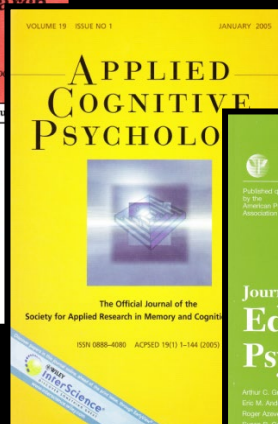
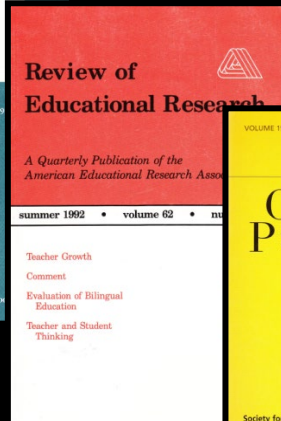
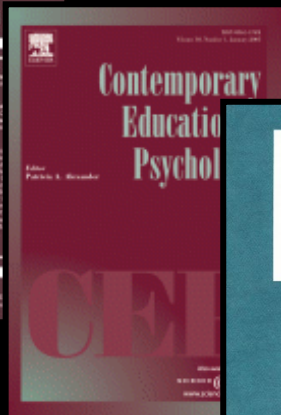
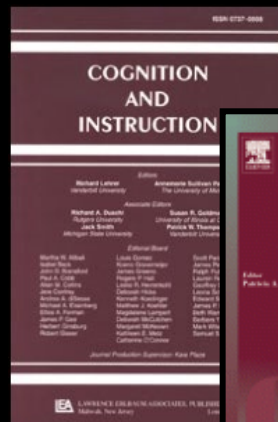
My Career “Path”



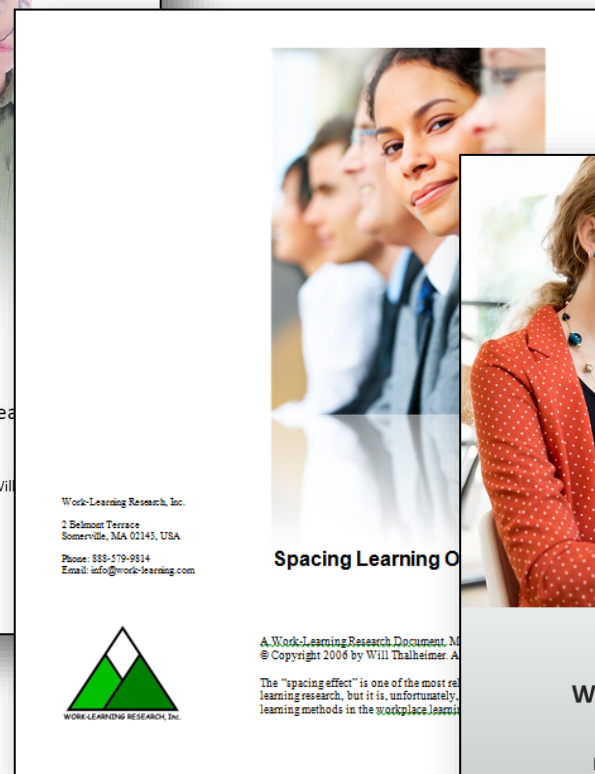
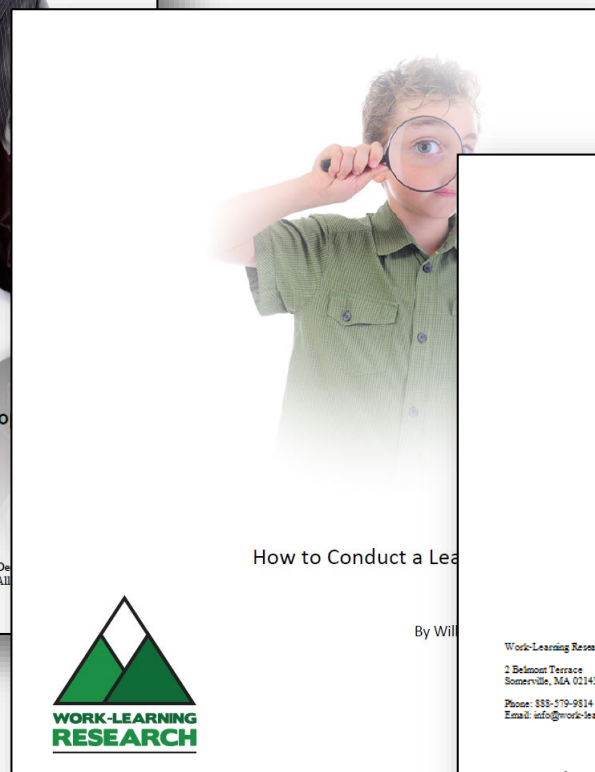
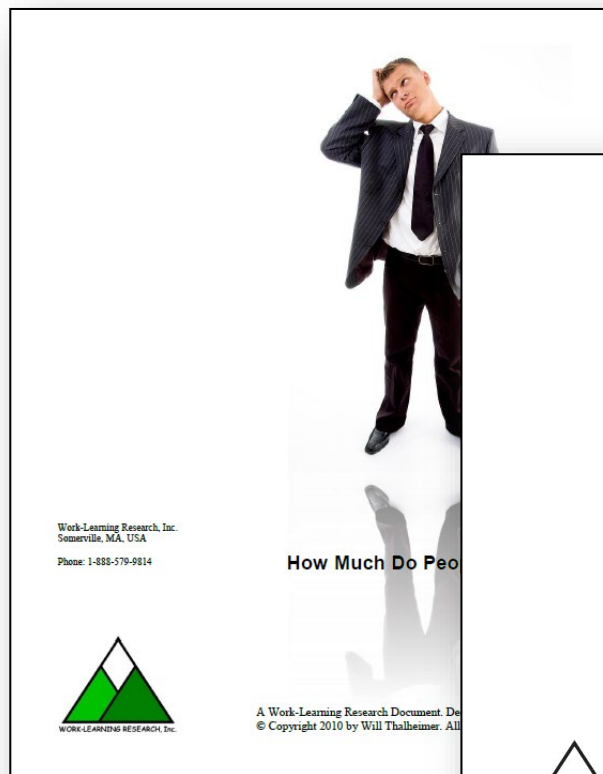


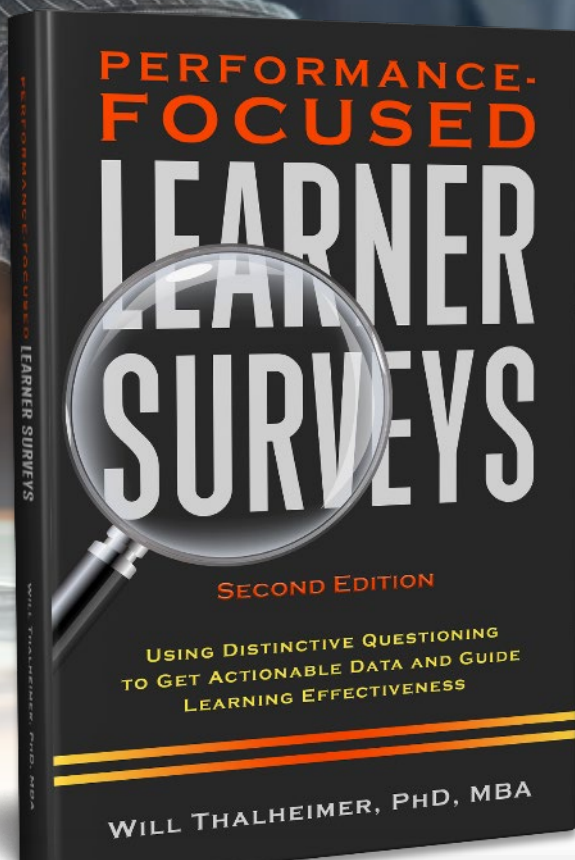
```
End of /INFO list.  
<Bout_Compag> /motd  
- concrete.slashnet.org Message of the Day -  
- 9/4/2014 1:48  
- Welcome to the SlashNET IRC Network - http://www.slashnet.org/  
- -----  
- | c o n c r e t e |  
- | concrete.slashnet.org |  
- | 6667/6668/7081/6637 SSL |  
- -----  
- | concrete.slashnet.org is located in Topeka, KS, USA, at 181 Internet |  
- | ----- |  
- | * Use of SlashNET is a privilege, not a right. |  
- | * Harassment of users and/or IRC operators is expressly forbidden. |  
- | * A single user may not have more than 3 simultaneous |  
- | connections to SlashNET (even if from different hostmasks). |  
- | * No harmful scripts or bots, such as advertisers or flooders are |  
- | permitted. |  
- | * Treat users with respect. |  
- | * Do not abuse network services. |  
- | * Any user may be removed from the server and/or network at |  
- | any time. |  
- | ----- |
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Research Translation

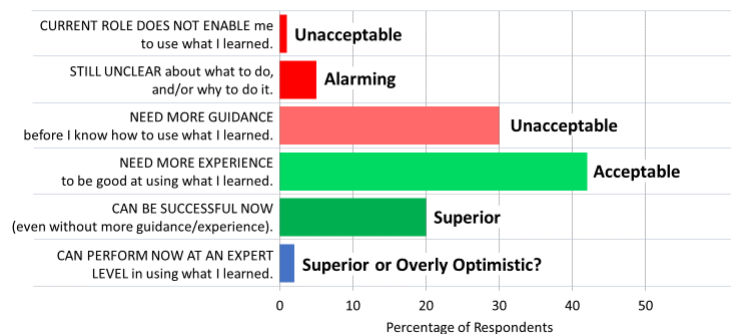


<https://WorkLearning.com/catalog/>





HOW ABLE ARE YOU to put what you've learned into practice in your work?



The Learning-Transfer Evaluation Model			Will Thalheimer		
A Framework on the Outcomes of Learning. Version 13. (Known as LTEM, pronounced "L-tem.")					
Outcomes Measured In the Work					
Tier					
8	Effects of Transfer	Learners' work possible stakeholders coworkers/family <i>Tier-8 should utilize positive, negative, or neutral</i>			
7	Transfer to Work Performance	Learners PERFORM Validated by objective <i>Tier-7 requires negative, or neutral must be operational</i>			
Outcomes Measured In the Workplace					
6	Task Performance	Learners PERFORM Demonstrated work - Assessed Showed - Not a fully adequate transfer - Assessed for Adequate Transfer	The Learning-Transfer Evaluation Model: Sending Messages and Nudging Evidence-Informed Thinking to Enable Learning Effectiveness Aligned with LTEM Version 13 by Will Thalheimer, PhD, MBA 		
5	Decision Making	Learners MAKE Scenarios should they know how to - Assessed Showed - Not a fully adequate transfer - Assessed for Adequate Transfer			
4	Knowledge	4A. Learners answer - Assessed Showed - Not a fully adequate transfer - Assessed for Adequate Transfer			
		4B. Learners answer - Assessed Showed - Assessed for Inadequate transfer			
3	Learner Perceptions	3A. Learners are - Assessing: senior - Such measures			
		3B. Learners are - Assessing: learner - Such measures			
2	Learner Activity	Learners ENGAGE Measures measures <i>These measures activities but</i>			
1	Attendance/Completion	Learners ENROLL <i>These measures experience but</i>			
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THE
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EMPOWERING LEARNING
FOR A COMPETITIVE ADVANTAGE



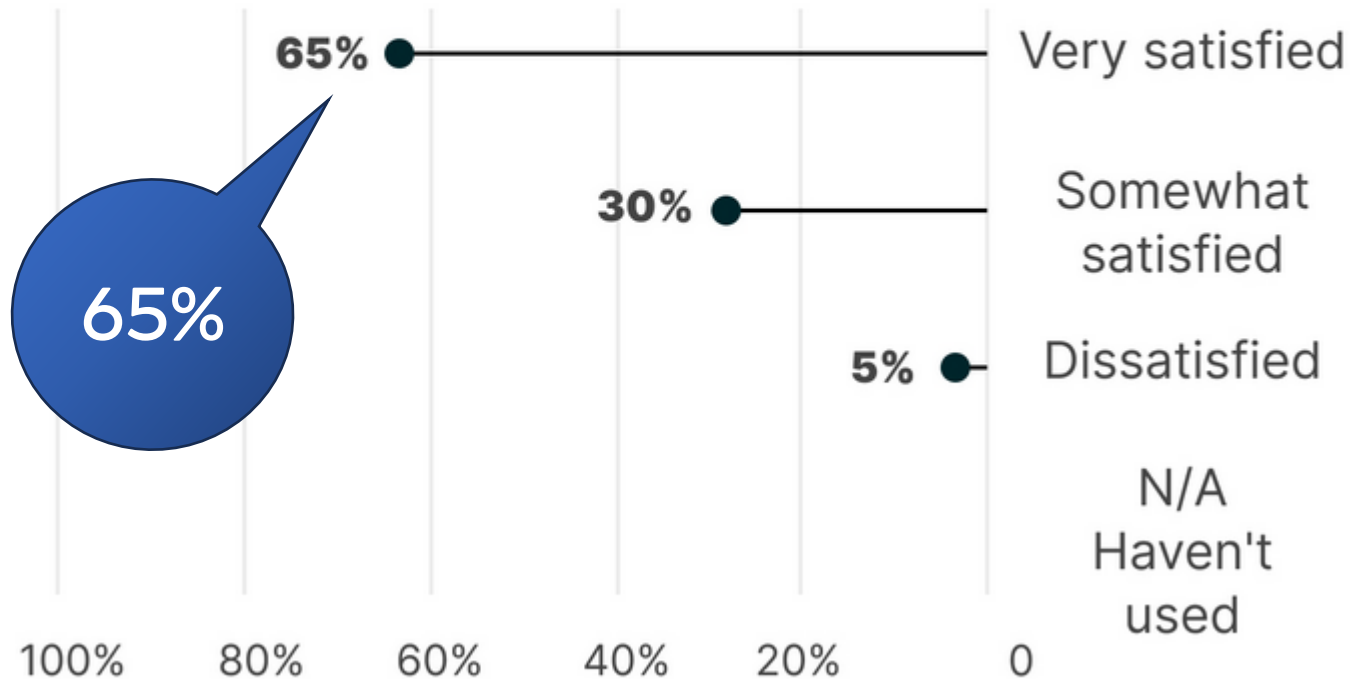
Will Thalheimer, PhD MBA

- **For Senior Leaders**
- **For Learning Professionals**

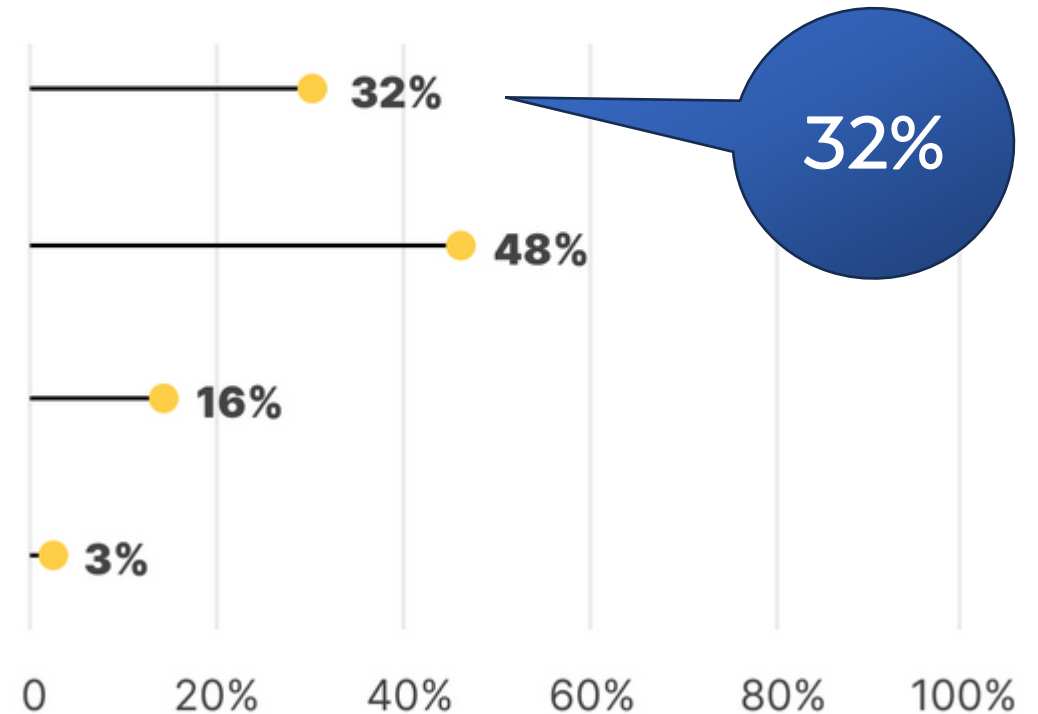
**What do Senior Leaders
Understand about
Our Work?**



C-suite Based on your observations, how satisfied are your employees with your company's learning & development program?



Employees Overall, how satisfied are you with your company's learning & development program?



In your experience, or with your best guess, what do you think?

A. Do senior leaders mostly understand the work that we do?

B. Do they have blind spots or misconceptions about our work?



Learning Science

Research shows that learners don't always know their own learning...

Learners Who are Confident can be Wrong about Their Knowledge.

Finn & Tauber (2015).

Learners are Overly Optimistic about Their Ability to Remember.

Zechmeister & Shaughnessy (1980).

Learners Fail to Give Themselves Retrieval Practice

Karpicke, Butler, & Roediger (2009).

Speakers are Overly Optimistic about Their Success in Communicating.

Keysar & Henly (2002).

Learners Fail to Properly Use Examples

Renkl (1997).

Learners can't always Overcome Faulty Prior Knowledge

Kendeou & van den Broek (2005).

Learners Prefer Showing How They Compare but Learn More with Feedback about Their Performance.

DiMenichi & Tricomi (2015 + 2017).

Learners Who Lack Knowledge are Overly Confident in What They Know.

Prinz, Golke, & Wittwer (2018).

Three Recent Reviews Emphasize Learners' Lack of Knowledge of Learning

Brown, Roediger & McDaniel (2014); Kirschner & van Merriënboer (2013); Rhodes (2016).

Experts Tend to be Bad at Teaching



Mutual Understanding

Better Partnership



Becoming Trusted Partners Is Key

Creating a Competitive Advantage







How to Create Competitive Advantage with L&D



Learning Sciences

By using the learning sciences, learning can be massively more effective, maybe increasing retention of learning by 100% or more.

Retrieval Practice

Spacing Effect

**About
100% Minimum
Improvement**



**Maybe up to
400%
Improvement**

Context Alignment

Feedback

Learning Team #1

**Gets 100% Extra
Improvement**

Learning Team #2

**Gets No Extra
Improvement**

Performance Sciences

By using the performance sciences—because they are so new—you'll be doing things your competitors are not.

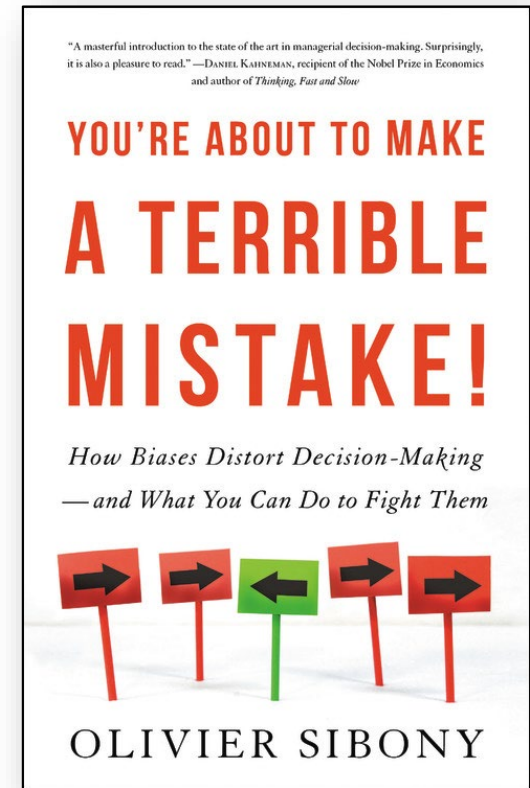
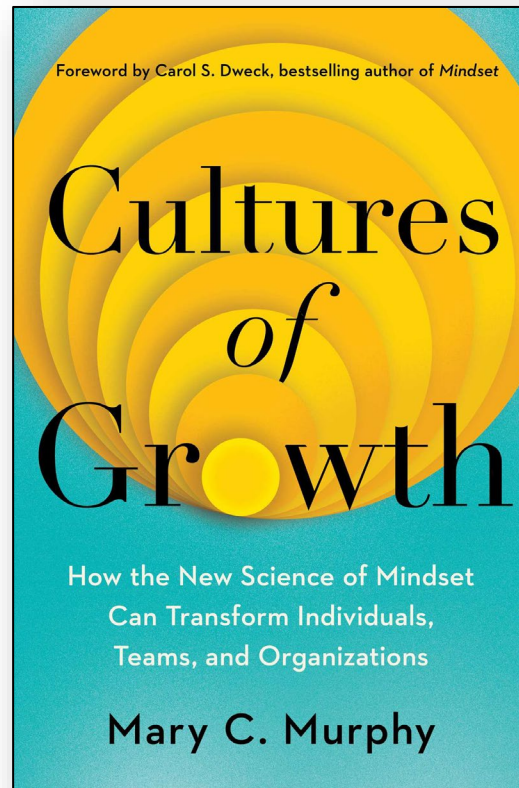
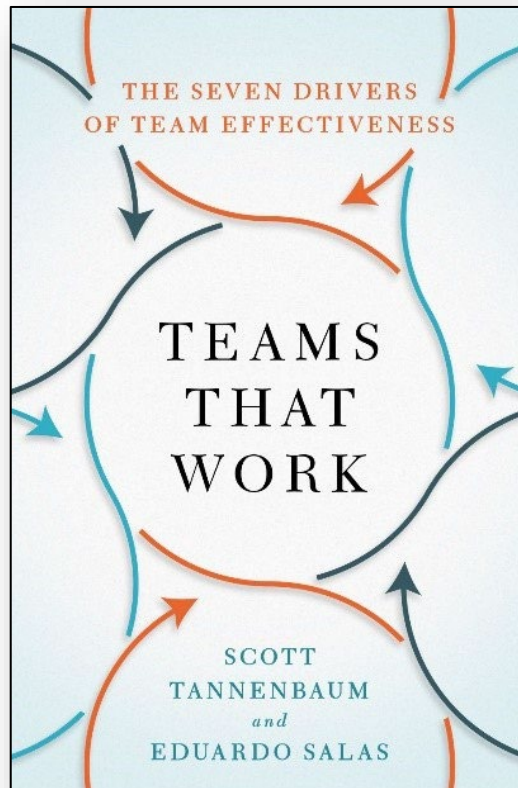
Things like habits, nudges, network science, persuasion, creativity, growth mindset, performance triggering.

Research-Based Leadership Training

Too often leadership development is based on so-called leadership gurus and popular books, but many of their recommendations have not been tested.

We can create a competitive advantage by starting with proven content.

Research-Based Leadership Training



Managers Enabling Learning

By helping managers help their team members learn, those team members can be more productive, more creative, more fulfilled.

And learning creates a ripple effect.

Better Learning Evaluation

Better learning evaluation helps us make better learning-design decisions, which helps us create more effective learning and more learning transfer.

We need evaluation frameworks with learning wisdom baked into them.

How is your L&D team doing in creating impact?



- A. We **DO NOT OFTEN MEASURE** impact, so I'm not sure.
- B. We **MEASURE IMPACT WITH SURVEYS**, so I can't be sure.
- C. We **MEASURE KNOWLEDGE, DECISION-MAKING, and TASK PERFORMANCE**, so I'm fairly confident we are creating impact.
- D. We **MEASURE WORK IMPACT WITH SOME PARTIALLY-RIGOROUS evaluation practices**, so I'm somewhat confident we are creating impact.
- E. We **MEASURE IMPACT RIGOROUSLY**, so I know we are creating impact.

The Learning-Transfer Evaluation Model

A Framework on the Outcomes of Learning. Version 13. (Known as LTEM, pronounced "L-tem.")

Will Thalheimer



The Learning-Transfer Evaluation Model

Helpful Hints on How to Use LTEM

Outcomes Measured In the Work

Tier		
8	Effects of Transfer	Learners' work performance impacts KEY PERFORMANCE INDICATORS AND KEY STAKEHOLDERS. Possible stakeholders: beneficiaries, learners, the organization, customers, sponsors, coworkers/families/friends, investors, community, society, and the environs, etc. <i>Tier-8 should utilize objective metrics and rigorous methods to determine the causal impact of learning—positive, negative, or neutral. Surveys almost always provide weak evidence for KPIs.</i>
7	Transfer to Work Performance	Learners PERFORM WORK TASKS AND/OR CREATE WORK OUTPUTS using what they learned. Validated by objective measures of task behaviors and/or outputs—or multiple subjective measures. <i>Tier-7 requires rigorous methods to determine the causal impact of the learning program—positive, negative, or neutral. KBIs (Key Behavioral Indicators) can be outlined as generally-worded goals but must be operationalized using valid constructs that are transparent and measurable.</i>

Outcomes Measured In the Learning

6	Task Performance	Learners PERFORM RELEVANT REALISTIC TASKS. Demonstrated without unrealistic hints or help. May involve multiple tasks chained together. - Assessed Shortly After Learning—measured during or right after learning event. <i>Not a fully adequate metric because learners may forget how to perform.</i> - Assessed for Remembering—measured after several days or more. <i>ADEQUATE TO CERTIFY SUCCESSFUL TASK PERFORMANCE.</i>
5	Decision Making	Learners MAKE DECISIONS GIVEN RELEVANT REALISTIC SCENARIOS. Scenarios should include both relevant and non-relevant information so that learners can demonstrate they know how to evaluate (make sense of) contextual work factors. - Assessed Shortly After Learning—measured during or right after learning event. <i>Not a fully adequate metric because learners may forget how to make these decisions.</i> - Assessed for Remembering—measured after several days or more. <i>ADEQUATE TO CERTIFY SUCCESSFUL DECISION MAKING.</i>
4	Knowledge	4A. Learners answer questions about FOUNDATIONAL CONCEPTS—those critical to work decisions. - Assessed Shortly After Learning—measured during or right after learning event. <i>Not a fully adequate metric because knowing concepts does not always enable performance.</i> - Assessed for Remembering—measured after several days or more. <i>ADEQUATE TO CERTIFY FOUNDATIONAL KNOWLEDGE.</i> 4B. Learners answer questions on TRIVIAL KNOWLEDGE—info not central to work decisions. - Assessed Shortly After Learning—measured during or right after learning event. - Assessed for Remembering—measured after several days or more. <i>Inadequate measures because knowing facts/terminology does not usually enable performance.</i>
3	Learner Perceptions	3A. Learners are queried in a way that REVEALS INSIGHTS RELATED TO LEARNING EFFECTIVENESS. - Measuring: whether learners feel they know, motivation to apply, practice, after-learning support, etc. <i>Such measures can hint at outcomes but should be augmented with objective metrics.</i> 3B. Learners are queried about CONSTRUCTS NOT RELATED TO LEARNING EFFECTIVENESS. - Measuring: learner satisfaction, course reputation; or using poorly-designed metrics. <i>Such measures are inadequate to validate learning success.</i>
2	Learner Activity	Learners ENGAGE IN ACTIVITIES RELATED TO LEARNING. Measures may focus on learner attention, interest, participation, or other learner actions. <i>These measures are not adequate to validate learning success because learners may engage in these activities but not learn, or learn wrong information, or be unmotivated to apply what they've learned.</i>
1	Attendance/Completion	Learners ENROLL, START, ATTEND, OR COMPLETE A LEARNING EXPERIENCE. <i>These measures are not adequate to validate learning success because learners may engage in a learning experience but not learn, or learn wrong information, or be unmotivated to apply what they've learned.</i>

LTEM

- LTEM** is a conceptual framework enabling flexibility in how things are measured. You will need to select valid metrics for each tier within which you plan to measure.
- LTEM** is designed to measure factors in learning transfer. It has learning wisdom baked into it. For example, it recognizes the importance of measuring remembering after a delay. It suggests we measure more than knowledge, specifically decision-making and task performance.
- LTEM** discourages the use of measuring attendance, completion rates, learner activities, and poorly-designed smile sheets as a way to VALIDATE our learning results. These are deemed inadequate to validate learning, because learners may seem successful on these measures but (a) may not have learned, or (b) learned wrong information, or (c) be unmotivated to apply what they've learned, or (d) be unprepared to take action, etc. We can use these metrics for FORMATIVE purposes—that is, to assess for ourselves what is happening in the learning.
- LTEM's** color scheme has meaning. Red table row measures are NOT AT ALL ADEQUATE to certify or validate learning success (Tiers 1, 2, 3B). Yellow row measures are NOT FULLY ADEQUATE to certify success (Tiers 3A, 4B). Green row measures are ADEQUATE TO CERTIFY SOME LEVEL OF LEARNING SUCCESS (Tiers 4A & up), though no one metric tells the whole story.
- LTEM** conveys the complexity of learning evaluation. Evaluation can be straightforward, as when we survey learners. But to more fully understand learning outcomes, we must engage in a process of discovery, one requiring rigorous methods, expertise, and significant time investment.
- LTEM does NOT** suggest that we measure at all eight tiers. Learning measurement takes time and resources and should only be undertaken where there are benefits. We must prioritize.
- LTEM does NOT** suggest we start at the first tier and move upward. Indeed, it specifically discourages us from trying to validate our learning at Tiers 1, 2, and 3B.
- LTEM does NOT** suggest we always aim for measuring at Tiers 7 and 8. Measuring work performance or the effects of transfer requires rigorous practices involving substantial time and investment. Measuring at Tier 7 or Tier 8 may simply not be worth the investment and can be counterproductive if we fail to measure learning at Tiers 4, 5, and 6—because foundational knowledge, decision making, and task performance provide higher-fidelity information about whether our learning programs were well designed.
- LTEM is NOT** a survey methodology. Will Thalheimer, LTEM's creator, has also developed the Performance-Focused Learner Survey approach; but they are separate things.
- LTEM has many uses, not just for learning evaluation.** It can be used for (a) learning-evaluation gap analysis (examining how you're evaluating now and what you want to do in the future), (b) planning your overall evaluation strategy, (c) credentialing courses, (d) motivating improved learning designs, (e) having sales discussions, (f) brainstorming and prioritizing evaluation options, (g) outlining evaluation goals at the beginning of development, (h) negotiating/discussing possible program outcomes with sponsors or other key stakeholders, and (i) framing evaluation methods to maintain clarity within a complex evaluation project, etc.

The Learning-Transfer Evaluation Model

A Framework on the Outcomes of Learning. Version 13. (Known as LTEM, pronounced "L-tem.")

Will Thalheimer



Outcomes Measured In the Work

Tier		
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The Learning-Transfer Evaluation Model: Sending Messages and Nudging Evidence-Informed Thinking to Enable Learning Effectiveness

Aligned with LTEM Version 13

by Will Thalheimer, PhD, MBA

52-Page Report

Compared to Kirkpatrick- Katzell Four-Level Model of Learning Evaluation

Level 4 -- Results

Level 3 -- Behavior

Level 2 -- Learning

Level 1 -- Reaction

Outcomes Measured In the Work

Tier		
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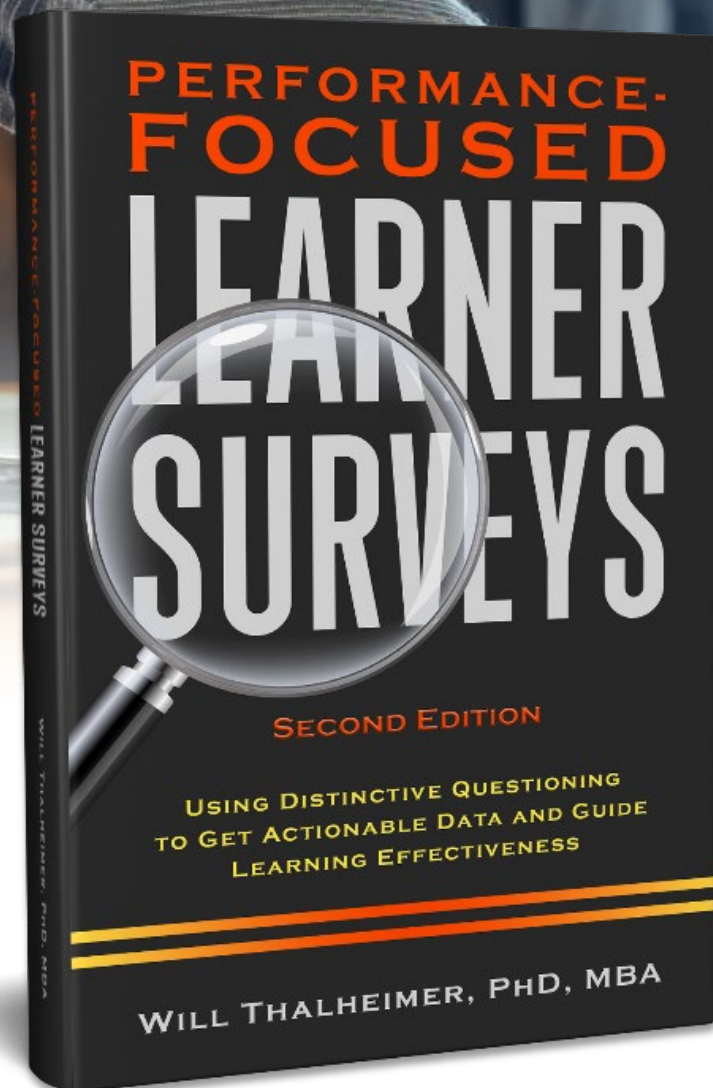
Outcomes Measured In the Learning

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5	Decision Making	Learners MAKE DECISIONS GIVEN RELEVANT REALISTIC SCENARIOS. Scenarios should include both relevant and non-relevant information so that learners can demonstrate they know how to evaluate (make sense of) contextual work factors. <i>Assessed Shortly After Learning</i>—measured during or right after learning event. <i>Not a fully adequate metric because learners may forget how to make these decisions.</i> <i>Assessed for Remembering</i>—measured after several days or more. <i>ADEQUATE TO CERTIFY SUCCESSFUL DECISION MAKING.</i>
4	Knowledge	4A. Learners answer questions about FOUNDATIONAL CONCEPTS—those critical to work decisions. <i>Assessed Shortly After Learning</i>—measured during or right after learning event. <i>Not a fully adequate metric because knowing concepts does not always enable performance.</i> <i>Assessed for Remembering</i>—measured after several days or more. <i>ADEQUATE TO CERTIFY FOUNDATIONAL KNOWLEDGE.</i>
		4B. Learners answer questions on TRIVIAL KNOWLEDGE—info not central to work decisions. <i>Assessed Shortly After Learning</i>—measured during or right after learning event. <i>Inadequate measures because knowing facts/terminology does not usually enable performance.</i>
3	Learner Perceptions	3A. Learners are queried in a way that REVEALS INSIGHTS RELATED TO LEARNING EFFECTIVENESS. Measuring: whether learners feel they know, motivation to apply, practice, after-learning support, etc. <i>Such measures can hint at outcomes but should be augmented with objective metrics.</i>
		3B. Learners are queried about CONSTRUCTS NOT RELATED TO LEARNING EFFECTIVENESS. Measuring: learner satisfaction, course reputation; or using poorly-designed metrics. <i>Such measures are inadequate to validate learning success.</i>
2	Learner Activity	Learners ENGAGE IN ACTIVITIES RELATED TO LEARNING. Measures may focus on learner attention, interest, participation, or other learner actions. <i>These measures are not adequate to validate learning success because learners may engage in these activities but not learn, or learn wrong information, or be unmotivated to apply what they've learned.</i>
1	Attendance/Completion	Learners ENROLL, START, ATTEND, OR COMPLETE A LEARNING EXPERIENCE. <i>These measures are not adequate to validate learning success because learners may engage in a learning experience but not learn, or learn wrong information, or be unmotivated to apply what they've learned.</i>



The Idea:

We create a competitive advantage when we design our evaluation practices using frameworks that integrate science-of-learning wisdom.



The Learning-Transfer Evaluation Model			Will Thalheimer		 	
A Framework on the Outcomes of Learning. Version 13. (Known as LTEM, pronounced "L-tem.")						
Outcomes Measured In the Work						
Tier						
8	Effects of Transfer	Learners' work Possible stakeho coworkers/famil Tier-8 should ut positive, negati				
7	Transfer to Work Performance	Learners PERFO Validated by obje Tier-7 requires negative, or neu must be operat				
Outcomes Measured In the						
6	Task Performance	Learners PERFO Demonstrated w • Assessed Sho Not a fully ad • Assessed for ADEQUATE T	The Learning-Transfer Evaluation Model: Sending Messages and Nudging Evidence-Informed Thinking to Enable Learning Effectiveness Aligned with LTEM Version 13 by Will Thalheimer, PhD, MBA WorkLearning.com/LTEM			
5	Decision Making	Learners MAKE Scenarios should they know how to • Assessed Sho Not a fully ad • Assessed for ADEQUATE T				
4	Knowledge	4A. Learners ans • Assessed Sho Not a fully ad • Assessed for ADEQUATE T				
		4B. Learners ans • Assessed Sho Assessed for Inadequate m				
3	Learner Perceptions	3A. Learners are • Assessing: sen Such measur				
		3B. Learners are • Assessing: lea Such measur				
2	Learner Activity					
1	Attendance/Completion					
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Seed Ideas Across Learning

Don't just share key ideas within a course. Seed ideas across many courses and through other channels.

- Insert GenAI projects in many training programs.**
- Seed company values in decision exercises.**

If we do these things, we gain advantage over competitors who don't.

Spacing Repetitions Over Time is among the Strongest Research Findings!

“Because of its robustness, the spacing effect has the potential to be applied across a variety of contexts as a way of improving learning and memory.” (p. 684)

The most recent scientific review of the spacing effect said the following:

- “observed in different animal species” ---
- “across the human lifespan” ---
- “with numerous experimental manipulations” ---
- “observed with educationally relevant verbal materials” ---
- “observed in the classroom” ---
- “[observed with] memory impaired populations” ---

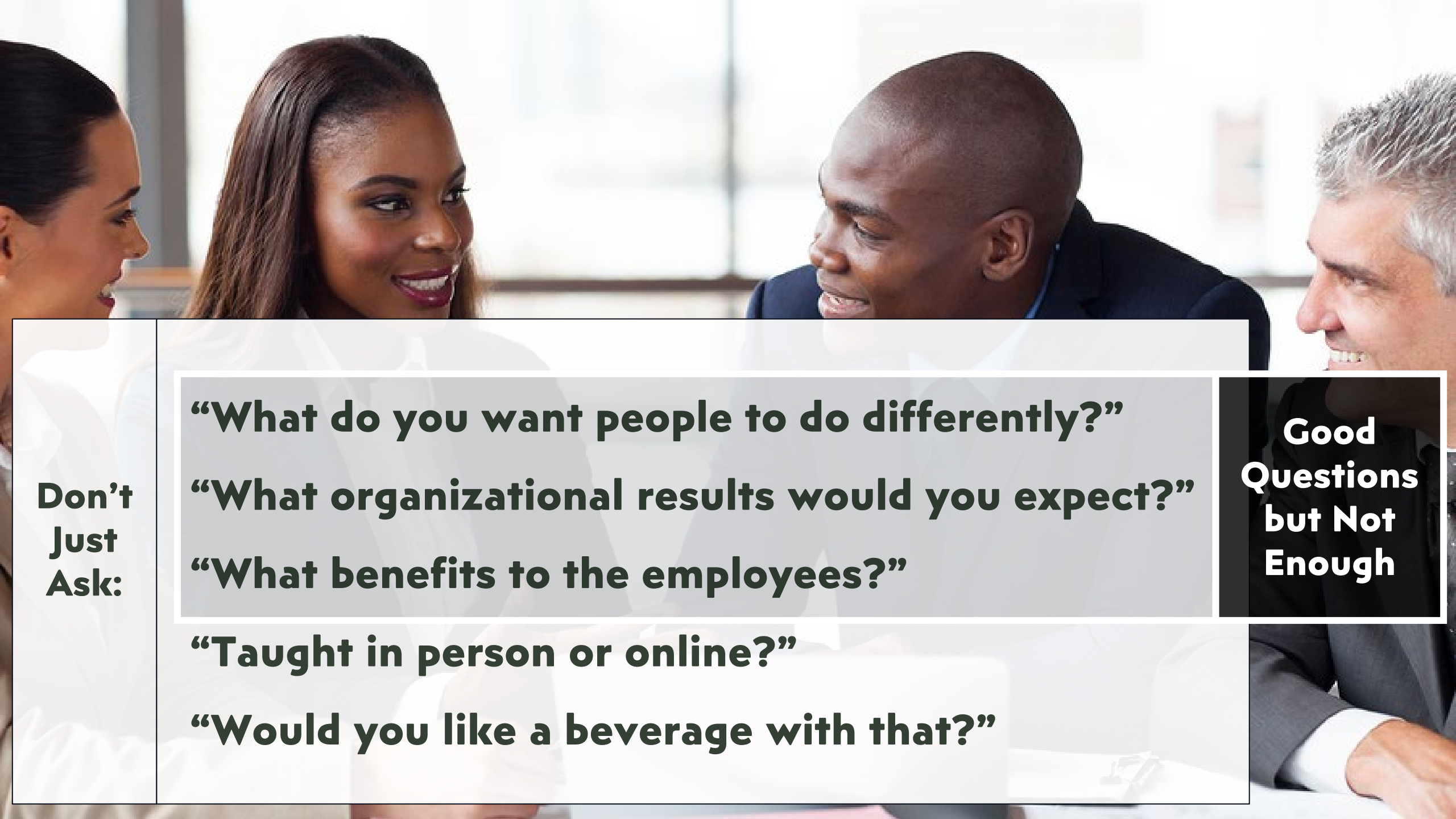
Maddox, G. B. (2016). Understanding the underlying mechanism of the spacing effect in verbal learning: A case for encoding variability and study-phase retrieval. *Journal of Cognitive Psychology*, 28(6), 684-706.

By 1992, over 300
scientific studies had
been carried out.

Bruce, D., & Bahrick, H. P. (1992).
Perceptions of past research. *American Psychologist*, 47(2), 319-328.

Learning-Request Process

When we use a learning-request process that nudges us and our sponsors to consider factors and solutions beyond training, we will align with more effective research-aligned practices, and we'll create more effective learning.



**Don't
Just
Ask:**

“What do you want people to do differently?”

“What organizational results would you expect?”

“What benefits to the employees?”

“Taught in person or online?”

“Would you like a beverage with that?”

**Good
Questions
but Not
Enough**

Ask Questions that Nudge Thinking:

Why is this training needed now?

- Long-term performance problem.
- New performance problem.
- New opportunity to leverage.
- To increase creativity.
- Keep employees up to date.
- Regulatory requirements.
- Keep employees aware of info.
- Et cetera...

**Nudges those
requesting
training to think
through the
issues.**

**Helps us
determine
whether it's a
training issue.**

Ask Questions that Nudge Thinking:

What OTHER factors might be impacting performance?

- Lack of clear goals.
- Lack of time.
- Too few people to do the work.
- Poor teamwork.
- Inadequate tools or equipment.
- Unclear standards of performance.
- High levels of stress.
- Et cetera...

Nudges those requesting training to think about what else might be involved.



Negotiating for Learning that Works

A Full-Factor Learning Request Process

<https://www.linkedin.com/pulse/full-factor-learning-request-process-will-thalheimer/>



Will Thalheimer

Consultant, Speaker, Researcher at Work-Learning Research

20 articles

Enabling All of Our Learners.

Learning teams that better support all of their learners in learning—creating inclusive learning programs—will create a competitive advantage.

Survey Questions to Boost Inclusive Learning



ILSurvey.org

Ingeborg Kroese, EdD, MSc



Will Thalheimer, PhD, MBA



Workflow Learning Hacks

By helping people learn within their work, we open a new opportunity for employee growth, collaboration, creativity, & more.

It's a competitive advantage to have employees who are learning more deeply—in collaboration—every day.

Workflow Learning for Competitive Advantage



Workflow Learning is Learning As Work

After-Action
Reviews

Trial, Pilot,
Experiment

Premortems &
Previctoriums

Wrangling &
Dissent

Guided
Cognition

Learning Maximizers

- A. Valid Credible Content
- B. Engaging Learning Events
- C. Support for Basic Understanding
- D. Support for Decision-Making Competence
- E. Support for Full Task Competence
- F. Support for Long-Term Remembering
- G. Support for Work Application of Learning
- H. Support for Perseverance in Learning

In building learning, we should
provide as many of these as possible.

Learning Maximizers Model v4

What Lessens Competitive Advantage In L&D?

What Lessens Competitive Advantage?

Doing what everybody else is doing.

Following traditional practices.

Using legacy models and solutions.

Relying on industry survey research.

Accepting the role of order taker.

Not evaluating our learning.

Not educating our rookies.

Not being lifelong learners.

Planning for Competitive Advantage

Some Options for Creating Competitive Advantage

Learning
Sciences

Performance
Sciences

Researched
Leadership
Training

Managers
Enabling
Learning

Better
Learning
Evaluation

Seeding Ideas
Across
Courses

Learning
Request
Process

Include All
Your
Learners

Workflow
Learning
Hacks

Stop Being
Satisfied

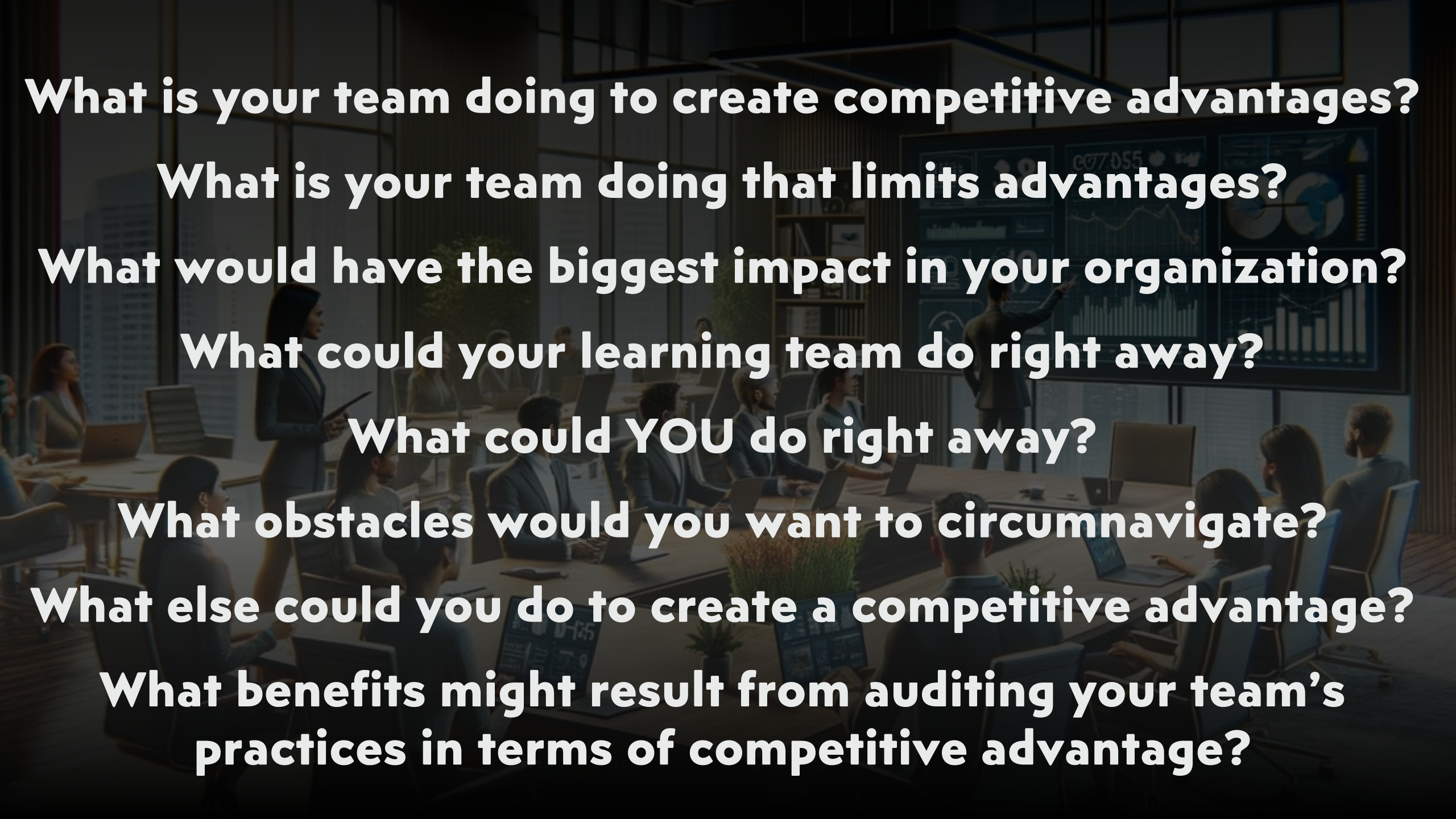
Something
Else?

Happiness and Competitive Advantage



**We can Empower Ourselves by Working to
Create a Competitive Advantage.**

To Learn More



What is your team doing to create competitive advantages?

What is your team doing that limits advantages?

What would have the biggest impact in your organization?

What could your learning team do right away?

What could YOU do right away?

What obstacles would you want to circumnavigate?

What else could you do to create a competitive advantage?

What benefits might result from auditing your team's practices in terms of competitive advantage?

THE
CEO's
Guide to Training,
eLearning & Work

EMPOWERING LEARNING
FOR A COMPETITIVE ADVANTAGE



Will Thalheimer, PhD MBA

- **For Senior Leaders**
- **For Learning Professionals**

**To Learn
about LTEM**

The Learning-Transfer Evaluation Model

A Framework on the Outcomes of Learning. Version 13. (Known as LTEM, pronounced "L-tem.")

Will Thalheimer



Outcomes Measured In the Work

Tier		
8	Effects of Transfer	Learners' work performance impacts KEY PERFORMANCE INDICATORS AND KEY STAKEHOLDERS. Possible stakeholders: beneficiaries, learners, the organization, customers, sponsors, coworkers/families/friends, investors, community, society, and the environs, etc. <i>Tier-8 should utilize objective metrics and rigorous methods to determine the causal impact of learning—positive, negative, or neutral. Surveys almost always provide weak evidence for KPIs.</i>
7	Transfer to Work Performance	Learners PERFORM WORK TASKS AND/OR CREATE WORK OUTPUTS using what they learned. Validated by objective measures of task behaviors and/or outputs—or multiple subjective measures. <i>Tier-7 requires rigorous methods to determine the causal impact of the learning program—positive, negative, or neutral. KBIs (Key Behavioral Indicators) can be outlined as generally-worded goals but must be operationalized using valid constructs that are transparent and measurable.</i>

Outcomes Measured In the Learning

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The Learning-Transfer Evaluation Model: Sending Messages and Nudging Evidence-Informed Thinking to Enable Learning Effectiveness

Aligned with LTEM Version 13

by Will Thalheimer, PhD, MBA

WorkLearning.com/LTEM

The LTEM Boot Camp

“This is one of the most impactful and useful courses I’ve attended in 30 years.”

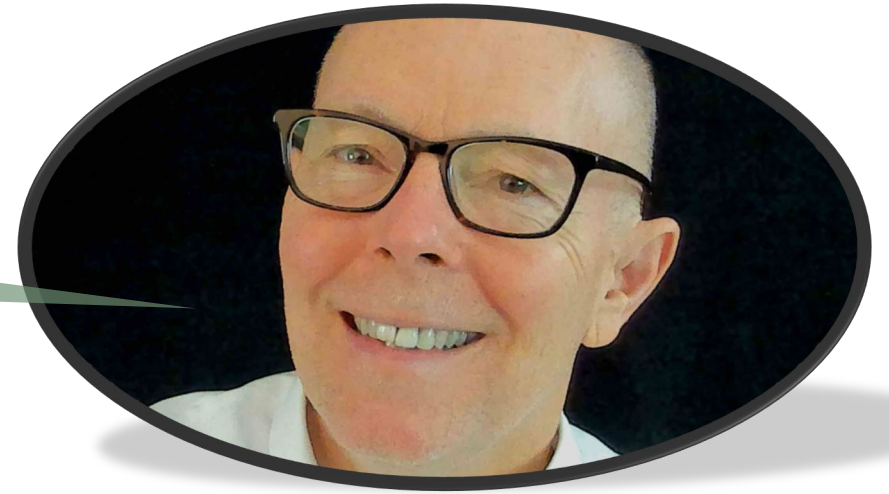
“This class has been excellent from top to bottom. Truly a gift to the world of learning professionals.”

“This course is really special. Valuable, practical, and challenging.”



bit.ly/LTEM_Boot_Camp

Thank You!



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**WORK-LEARNING
RESEARCH**

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Chapters Available as Articles



A picture of training in action.

Training Works! Says the Science!



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<https://www.linkedin.com/pulse/training-works-says-science-will-thalheimer>



Your Learners Don't Always Know Learning



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Experts Have Difficulty Being Good Teachers, Trainers, and Course Designers

Why Your Experts Aren't Always Great at Teaching



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Learning Strategy for Learning Teams



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Separating Good Research from Bad in Workplace Learning



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<https://www.linkedin.com/pulse/separating-good-research-from-bad-workplace-learning-will-thalheimer-tsk7e/>



Image created by Will Thalheimer and DALL-E

Learning Data is Often Crap Data



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