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Models to Map the Learner's Journey

Iuliia Algasova



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MODELS TO MAP THE LEARNER'S JOURNEY

How Mapping Works....2
Components....3
Types of Learning Maps....4
The Building Process....5
Change Management Use Case....9
Conclusion....10
References & Additional Reading....11

Tools & Resources

Worksheet: Learner Journey Map....12
Template: Learner Journey Map....15

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When designing a learning solution—whether it's a course, training session, or academic program—L&D professionals need to focus on many things at once. Consider, just for a start, the learners and their pain points, gaps, and preferences; the objectives, ranging from program level to course level to task level; content and formats; trainers, tools, and technology; and communication plans. Even when the process of designing and developing learning solutions is smooth, components still fall through the cracks.

You can include all aspects by mapping out the learner's journey and viewing the big picture. That process establishes connections, predicts learner reactions, anticipates challenges, and reveals missing pieces. Such maps not only enable L&D practitioners to visualize a learner's journey but also to create a learning strategy, plan a skill adoption, change a delivery model, and revamp a department. They bring the design to life.

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In this issue of *TD at Work*, I will:

- Provide an overview of learner journey maps.
- Showcase examples of mapping techniques.
- Describe key components.
- Explain how to improve learning design.
- Detail a change management use case.

How Mapping Works

Visualizing concepts is a practice as ancient as humanity itself. From the earliest cave drawings to modern digital visualizations, humans have used images to explain phenomena. Map creation is one of the most widespread and universally understood visualization techniques.

At its core, a map's purpose is to help orient and guide. Historically, maps identified locations of vital resources, outlined geopolitical boundaries, or navigated transportation systems. Whether to avoid danger or locate necessities such as food and water, humans used maps to provide a practical understanding of their surroundings. The archetypal need to plot a route to that which a person seeks is why maps represent any journey, real or metaphorical.

There's no limit to what L&D staff can put on a map. For example, you can plan how learners will graduate from novice to intermediate proficiency, demonstrate how an individual lesson starts and ends, predict how learners will feel and act at each stage, or imagine how participants will manage work and studying at the same time.

The process is simple. First, you need a place to put your map, such as a sheet of paper or a digital whiteboard. Next, define what kind of journey you are visualizing. Establish a starting point (point A) and a desired destination (point B). Then, determine the critical steps to progress from point A to point B. Recognize any potential interactions along the route.

For effective mapping, consider the relationships between different locations or stages within the journey. How do the phases connect? Are there any obstacles? What about alternative paths that offer different advantages or challenges? By exploring those questions, you will create more than a map—it will become a dynamic tool that not only depicts a journey but also offers a chance to think more deeply and improve the overall learner experience.

Four Benefits of Mapping

You may ask yourself: "Why would I use learner mapping? I understand how these processes work. Why would I spend time visualizing?" The answer lies in the numerous benefits that mapping offers.

Provides clarity. Visually laying out the components of a journey or process enables L&D professionals to more easily comprehend the relationships and dependencies among different elements. That clarity can lead to more informed decision making because you have a better picture of the entire landscape and can identify less obvious opportunities or challenges.

Helps you reflect. I once had the idea of a mentoring program for busy learning creators. I was confident it would be perfect. But once I put my plans on a map, identified learner reactions, determined the time to complete each exercise, and realized how the modules' intensity differed from week to week, it became clear that I needed a different approach. Mapping gives you an objective picture of a project and becomes a source of healthy critique.

Eases communication. Introducing a new team member or transferring project responsibility to a colleague usually involves a significant time investment. You must create copious training documents and job aids and conduct numerous meetings to explain the initiative. A well-constructed map, however, serves as a universal language. It clearly outlines the process and shows interaction points. It enables you to quickly explain concepts to individuals with different expertise or perspectives. It is a focal point that facilitates discussion, ensuring everyone is on the same page and working toward the same goals.

Encourages collaboration. The process of creating a map is engaging and facilitates creativity. Staff can work simultaneously, discuss ideas, move priorities to new locations in the journey, and ascertain whether the journey they construct will work as they expect. Such a collaborative effort fosters a deeper sense of involvement and ownership among participants.

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Components

Map components exist within two groups: scope and elements.

Scope

The scope of the map outlines where the experience starts and ends. Identifying the map's scope is one of the first exercises in the visualization process. There's no right or wrong way to define it. Present the scope as a timeline or a collection of stages, scenarios, or nodes. For example, for a network-like map (see Types of Learning Maps section), the scope can be all learning experience items within L&D's influence such as content, facilitation, accessibility, and timing. In a grid-like map, the scope is usually the horizontal axis, but it can vary its position in scenarios and network nodes.

If you are mapping the stages of a learning journey, try narrowing the scope to just one activity and its outcomes or use a broad lens, such as participants' commute to work, as the start of a larger journey map.

> **At its core, a map's purpose is to help orient and guide.**

Elements

Think of the map elements as the focus. Is the goal of the map to see how students would react to the learning experience? If so, include their feelings and actions. Or do you want to determine whether the learner has enough L&D support at each stage? In that case, incorporate organizational touchpoints and support activities.

There are two types of learning map elements: learner perspective (What are they feeling and doing? How are they doing it? What outcomes should they achieve?) and organizational perspective (How do you deal with learner feelings? What are you proposing? What media will you use? How do you plan to assess results?).

Technically, no maximum number of elements is standard, but it's best to narrow your choices to no more than seven to gain the most effective insight into how they interact. When choosing what to visualize, always start with a *why*.

Learner perspective

- **Feelings.** The range of emotions the learner experiences at different stages or in response to various elements
- **Actions.** Specific activities or behaviors in which the learner engages as a result of their feelings or to further their understanding of the subject matter
- **Results.** The measurable learning outcomes or objectives that the learner must achieve by the end of the experience
- **Role.** The capacity in which the learner interacts with the learning material or environment such as being a learner, observer, visitor, or experimenter or varying between active and passive participation
- **Involvement.** The degree of the learner's engagement and participation, quantified on a scale (for example, from 1 to 5) where higher numbers indicate greater involvement
- **Magical moments.** Elements of the learning experience that the learner finds particularly enjoyable, inspiring, or fulfilling that leave a lasting positive impression
- **Miserable moments.** Aspects of the learning experience that cause the learner dissatisfaction, frustration, or disengagement

Organizational perspective

- **Touchpoints.** Interactions or points of contact between the organization and the learner that facilitate the learning delivery
- **Tools and media.** The various instruments and platforms that deliver content and engage the learner
- **Communication.** Methods and strategies that convey information, provide support, and maintain engagement with the learner
- **Trainer actions.** Specific actions and strategies educators or trainers use to guide, instruct, and support the learner throughout the learning process
- **Friction.** Challenges or barriers within the learning environment that hinder the learning process or learner engagement
- **Opportunities.** Potential areas for growth, improvement, or innovation within the learning programs or strategies

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- **Assessment.** Methods and criteria that evaluate learner progress, comprehension, and achievement of learning outcomes
- **Duration.** The length of time L&D allocates for the learning experience, which includes individual sessions as well as the overall program timeline
- **Facility.** The physical or virtual environment in which the learning experience takes place, including considerations for accessibility, resources, and comfort

Types of Learning Maps

L&D professionals can select from several types of learning maps depending on the project's purpose and their personal preferences.

Grid-Like Map

A grid is a classic style for visualizing a learner's journey through an educational experience, an individual's skills development, or company strategic planning. A grid-like map (see Figure 1) is similar to a table: the map's scope, such as journey stages, is the horizontal axis, and the elements are on the vertical axis. The model enables you to add multiple components and easily see how they interact at a given stage. For instance, in a simple learner journey map, you may place stages such as pre-learning, learning, and postlearning on the horizontal axis. For the elements, you could include categories such as learner actions, learner feelings, and organizational touchpoints.

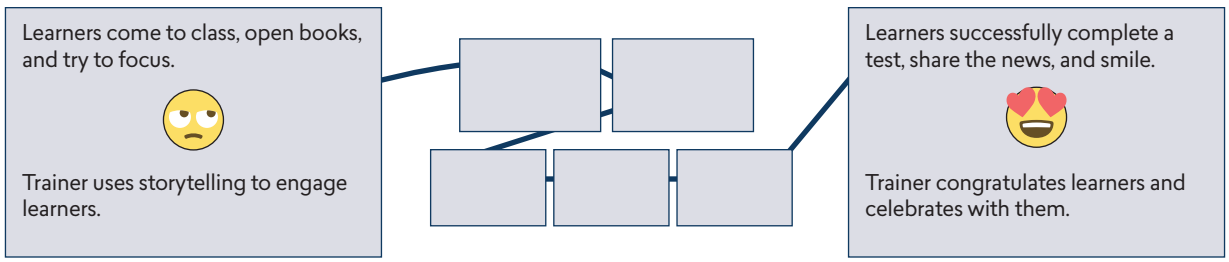
Scenario-Like Map

Similar to an algorithm, scenario-like maps (see Figure 2) begin with an initial situation and illustrate potential pathways, integrating typical elements of a learning map. The approach demonstrates how each scenario may lead to different outcomes, emotions, and actions and determines how users may reach a successful conclusion. The model is particularly useful in

Figure 1. Grid-Like Map

	Pre-Learning	Learning	Postlearning
Learner Actions	Action 1	Action 2	Action 3
Learner Feelings			
Organizational Touchpoints	Touchpoint 1	Touchpoint 2	Touchpoint 3

Figure 2. Scenario-Like Map



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unclear situations because it details the learning journey while illuminating variables and enabling you to adjust to meet the learning goals.

For example, start with a base situation: "Learners come to class." Set a target: "Learners successfully complete a test." Next, map out the intervening steps: How do you progress toward your goal? Do obstacles exist? If so, what should you do?

Network-Like Map

Differing from the previous two models, network-like maps (see Figure 3) are neither hierarchical nor chronological. Use this technique when you need to show interrelationships between different components, outline abstract concepts, or provide an overarching view of an experience.

For example, imagine the overall learning experience for an online, beginner-level IT course. Start by identifying the main elements of the course such as accessibility, content quality, assessment, effectiveness, duration, and support, representing them as the main nodes on the map.

Next, add sub-nodes that reflect participants' positive or negative emotions next to each main node. Color-code the sub-nodes to distinguish between positive and negative sentiments. To gain feedback data, add the learner's actions to see how individuals interact with the outlined elements (that step is not pictured in Figure 3).

The Building Process

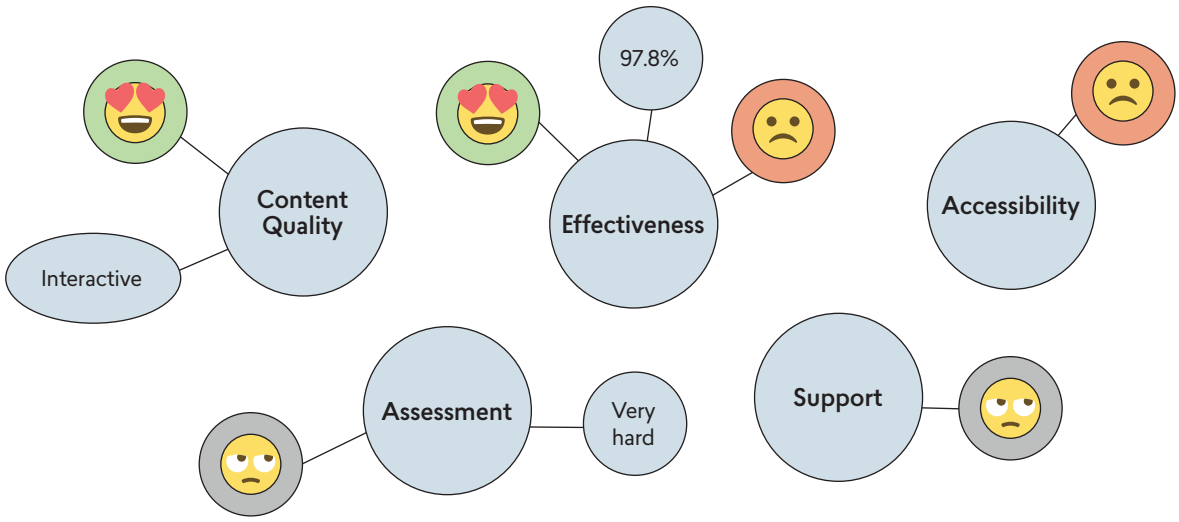
You will usually create learner journey maps during the design stage when you have already established the target audience and learning objectives but haven't yet defined the delivery model, structure of the training program, or other components. Mapping brings visualization to the forefront, enabling the learning team to see how objectives align with learner sentiments and goals.

The overall map-building process may look different depending on the task and the learning designer's preference. I find the following process to be the most effective.

Step 0. Prepare

Before creating a learner journey map, thoroughly understand the audience by creating learner personas (see sidebar). Then, set clear learning objectives. Assess the learner's baseline: What knowledge and skills do they already possess? Conducting an assessment will inform the learning journey's content complexity and starting points.

Figure 3. Network-Like Map



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Creating Learner Personas

When drafting a learner journey map, its effectiveness and relevance largely depend on detailed learner personas. A persona serves as a profile that includes the characteristics, needs, and motivations of your target learners.

Personas include real audience data such as demographic information, behavioral patterns, motivations, and goals. Create multiple personas if the audience is diverse to ensure that learning solutions are empathetic and match individuals' varied needs, challenges, and motivations.

Name the personas. Regularly reference them during the educational design process to maintain focus on the purpose of the course, thereby enhancing the relevance and effectiveness of your learning solution.

There are several types of personas.

Research based. Ideally, creating a robust learner persona involves a mix of data and research. Start by surveying your future or potential learners. Focus on information about their motivations, challenges, pain points, interests, prior knowledge, and learning experiences.

If conducting extensive surveys is impractical for the target group, consider interviewing a subset of potential learners. Select five to 10 individuals and ask them a consistent set of questions. Such qualitative data can provide deep insights and serve as a strong foundation for a learner persona.

Proto learner. If the course has a tight timeline, creating a proto persona is a feasible alternative. This type of persona uses the L&D team's informed assumptions, supplemented by stakeholder insights. While less accurate than data-driven personas, proto personas can still effectively guide the early stages of educational design.

Synthetic. Another approach is to develop a synthetic persona, which blends real data and assumptions. This method balances time efficiency with the need for grounded information. You can usually obtain some learner demographic data without extensive research, and assumptions can be helpful when filling in interests and challenges.

Example: Maryam is creating a learning solution for adult job switchers who want to transition into the IT field and secure a junior-level automation tester position. After conducting surveys and several interviews to validate the data, Maryam discovers that the learner's primary motivation revolves around job security and higher pay. The biggest challenge is time management as the learner juggles a full-time job with training programs. Moreover, the learner's interests include science-fiction movies as well as computer games.

Step 1. Create a Layout

Choose the structure for your map. The most popular layout is a grid because it provides a clear distinction between the learner's actions, feelings, and organizational touchpoints. Establish the components and think through the scope of the map; include major phases.

Whenever I start creating a learning-related map, I'm struck with a fear of the blank space—the map is a big thing that helps visualize an even bigger concept, and I'm unsure of where to start. You wouldn't believe how many incomplete files named "Learner Journey Map for Project X_v1" I have abandoned.

To overcome the complexity of the task, use these strategies:

- Start small and proceed gradually. Begin with the fundamentals: feelings, actions, and touchpoints.
- If the scope is clear, lay it out first.
- If the scope is unclear, begin with the touchpoints and use them to reverse engineer the scope.
- Use the backward design approach. Begin by defining the end goal for learner actions and feelings. Then, work backward based on the logical steps to achieve the outcomes.
- Alternatively, identify the major touchpoints or actions throughout the journey.

Example: Because beginners in IT must quickly acquire skills to see their progress and maintain motivation, balance their need for practical skills with requisite theoretical knowledge. Maryam can make use of their initial enthusiasm by starting with theoretical aspects in an onboarding phase, followed by a more interactive engagement phase focused on skills development, leading the learner to a tangible achievement via a portfolio

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piece in the certification phase. The structure aligns with both the learner personas and Maryam's established learning objectives.

For the map's components, Maryam includes the learner's actions, feelings, organizational touchpoints, duration (considering that time management is a significant challenge for the group), friction points, magical moments, and miserable moments.

Step 2. Identify Key Touchpoints

I prefer to start by filling in the map with key touchpoints because L&D professionals tend to already have ideas for a training program and known resources to use or reuse. Key touchpoints are moments when the learner interacts with learning materials, instructors, or peers, such as watching a tutorial video, attending a live webinar, completing an assignment, or participating in a discussion forum. Plot the touchpoints to ensure that they logically contribute to the learning objectives.

It may feel scary or uncomfortable to select the touchpoints because you may not be sure whether they are in the right order or whether all of them are necessary. But that's the whole point of mapping; rearrange them, shuffle them, remove some, and add others when other components appear and affect the bigger picture. In fact, it's not a good sign if you don't need to move any touchpoints during the process. That may mean you are idealizing the learner or creating a map for the map's sake.

Example: Touchpoints for the IT beginners could include an introductory video, a short assessment or survey to gauge their existing knowledge and expectations, live sessions with instructors, a self-paced theoretical course with quizzes, hands-on practical activities, peer collaboration tasks, and end-of-chapter projects.

Which Tool Should I Use?

A popular and reasonable concern when individuals start building a map is where to house it. Tools do matter, but the choice largely depends on the map style, personal preference, budget, and level of digital expertise.

My colleagues and I use the following tools.

Paper or whiteboard with sticky notes. Building a map on paper or a whiteboard with sticky notes is the most cost-effective method, needing no digital tools. It is a go-to if you work in an office or school and can collaborate with others in person. The manual practice fits those who prefer a tactile approach, permits hands-on interaction, and enables you to easily rearrange elements.

The main drawbacks are the lack of scalability and difficulty in sharing and collaborating online. Physical maps can't extend or adjust, and you need photos or scans to share them, which detracts from the interactive benefits.

Microsoft Excel. It may sound like a strange choice, but Excel can serve as a surprisingly effective tool when using straightforward, text-heavy maps. The cells organize information in a structured, easy-to-read format, and the program allows for extensive customization with cell merging, shading, and text formatting.

The disadvantage is in the lack of visual and interactive capabilities, and incorporating too many elements clutters the sheets.

Microsoft PowerPoint. This software is widely accessible and enables users to create visually appealing maps with ease. You can lay out your journey with shapes, text boxes, and connectors, then share and present the map with others.

The tool, however, has limits in terms of map-building options, rearranging elements can be cumbersome, and the linear slide format may not be ideal for complex maps that require extensive space and interactivity.

Digital whiteboard. This is my favorite tool. Digital whiteboards are incredibly versatile. They provide an expansive canvas where you can easily enlarge the map, extend it in different directions, and incorporate various elements such as text, shapes, images, stickers, and links. One of the standout features is the ability to copy and reuse elements in other maps, saving time and effort. The platforms are user-friendly and support collaboration, making it easier for teams to contribute in real time, regardless of location.

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Step 3. Map Learner Actions and Feelings

For each touchpoint, identify the learner's actions and reactions in detail. Consider whether they already have the knowledge or skills to perform the action. If not, add another touchpoint or move the activity to a later stage.

Define how each activity may make the learner feel to ensure you empathetically design each part of the journey.

Example: When a job switcher listens to a live session with an expert, they hear many complex technical concepts for the first time. That alienates them and makes them feel like the course is too difficult. They doubt their ability to complete the course now or in the future. To mitigate that challenge, Maryam moves the self-paced theoretical course before the first live session so that the terms aren't new or intimidating.

> **It's not a good sign if you don't need to move any touchpoints during the process.**

Step 4. Confirm Whether Actions Lead to Achievement

Review the mapped actions to ensure they effectively lead the learner toward achieving the objectives. Sometimes, the learner's feelings are on the positive side—the touchpoints seem to line up well, but there's no real outcome for the learner. If that is the case, consider modifying them or introducing new ones that better serve the end goals.

Example: The theoretical course helps IT beginners learn theory, and engaging live sessions show how to use that theory in practice. All the students feel confident; however, the main objective was for them to be able to create an automatic test. Include a time and place for participants to practice creating the test and receiving feedback.

Step 5. Think Through Other Components

Once the three fundamental parts of the map (meaning touchpoints, learner feelings, and actions) are in place, add other components such as friction points, tools, magical moments, or miserable moments.

Example: Magical moments for IT beginners may include creating a first automatic test based on a detailed example with step-by-step instructions and immediate feedback. Miserable moments may include a group activity where the learner must complete a coding project without clear instructions.

Step 6. Adjust to Achieve Balance

When you finish the map, review it for potential overwhelm, confusion, or disengagement. Adjust the pacing, difficulty, and resources to maintain an engaging and supportive learning environment. Evaluate whether the touchpoints provide adequate support and interaction opportunities throughout the learner journey.

Example: As Maryam assesses the IT beginners' journey, she notices that there's no touchpoint or reward at the end so they feel accomplished. She adds an online certification party, where the facilitator presents participants with their certificates of completion, gathers real-time feedback, and officially congratulates attendees on finishing the training program.

Step 7. Review With Colleagues

Take colleagues through the full experience to gain new insights and feedback to further optimize the program.

Example: Maryam walks the chief technology officer through her map. He notices that the tool components do not account for a new artificial intelligence app the IT department will implement next quarter; Maryam adds the tool as both a training touchpoint and a resource.

A Continuous Process

The beauty of a learner journey map lies in its flexibility. It is never truly complete, and you can revisit and refine it as needed. Consider expanding the map's scope by incorporating new components. An ongoing process will enable you to adapt and continually improve the learning experience.

For instance, Maryam explores how students initially discover the IT beginners' course. Additionally, the AI tool inspires her to add other technology, such as time management software or a coding demo interface, to the training program.

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Insights From User Experience Research

Peeking into neighboring fields of science, such as user experience, is always exciting—you never know what you may find. Although it is not a classic subject instructional designers or trainers learn, UX affects both groups. For example, journey maps and personas originated in UX and now commonly appear in instructional design.

Other UX ideas instructional designers can use include:

- User-centric design
- Iterative design, meaning to constantly improve design based on user feedback
- Accessible and user-friendly design
- Universal design principles

Change Management Use Case

Learning maps are versatile. To decide whether an L&D program or problem would benefit from mapping, ask "Can I treat the problem as a learning process or journey?"

If the answer is yes, then a learning map can help you visualize a better design. Potential scenarios include planning a skills adoption, mapping the contribution cycle of community authors, and creating a strategy for change management.

Let's focus on the latter.

Implementing organizational change can be challenging, but a well-constructed strategy map can make it smoother. Imagine a performance management change in a consulting firm. Managers will need to provide performance reviews four times a year instead of two and fill in the expectations section every time to make the process easier for employees. The adjustment is an internal systems redesign that affects compensation reviews for all staff.

Step 0. Prepare

The objective—to provide more frequent and structured feedback to employees and refine the performance evaluation process—is clear. Begin by analyzing the target audience and change process objective as it relates to the audience's actions.

Creating a learner persona may be tricky due to the company-wide scope. You must consider large and varied groups of people. Therefore, the best course of action is to create role-based personas such as senior managers, middle managers, employees, and HR staff. That will help you clearly see each segment's pain points and motivators so you can formulate role-based objectives.

Collect resources accompanying the new change such as templates for the expectations section and training materials for conducting reviews.

Step 1. Create a Layout

Design a visual map with stages such as initial communication, training sessions, pilot phase, full implementation, and continuous feedback. Give each stage specific milestones such as "complete initial training" or "conduct first quarterly review."

Step 2. Identify Key Touchpoints

Key touchpoints for this performance management change could include:

- Initial communication to introduce the new process
- Communication after the first and second quarterly reviews to provide support and gather feedback
- A support group midway through the pilot phase to assess progress and adjust
- An official report and webinar post-implementation to review overall effectiveness and gather final feedback

Step 3. Map Learner Actions and Feelings

During the initial communication stage, managers may feel resistant or confused. Actions include attending briefings and reading new guidelines. The learner may feel more informed and prepared during

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training sessions, leading to actions such as participating in workshops and practicing new review techniques. During the pilot phase, participants may exhibit both enthusiasm and apprehension, necessitating additional L&D support and Q&A sessions.

Step 4. Confirm Whether Actions Lead to Achievement

If the objective is to provide more frequent and structured feedback, examine how your planned actions, such as attending training and conducting pilot reviews, contribute to the goal. Choose training content that focuses on structured feedback or managing negative reactions rather than on grammatically correct reports. Follow up with managers and employees to assess whether more frequent reviews are beneficial and whether the expectations section makes the process easier or more convoluted.

Step 5. Think Through Other Components

Components such as duration, resources, and friction will flesh out the map. Setting realistic timeframes for each stage will enable managers to gradually adapt. Ensure templates for the expectations section and necessary training materials are accessibility friendly. Plan for challenges such as resistance to change by providing clear communication, ongoing support, and involving managers in the planning process.

Step 6. Adjust to Achieve Balance

Review the map with a critical eye. With change management maps, individuals often fall into an idealization trap by predicting staff actions and reactions in a rosier way than the reality. Double-check the map against the learning personas. Then, create a focus group or pilot program with individuals from each target group and listen to their feedback. Adjust to match the real-life situation.

Step 7. Review With Colleagues

Present the change management strategy map to key managers, HR colleagues, department heads, and top leadership. Walk them through each stage, explaining the actions and touchpoints. Encourage open dialogue. Stakeholders may suggest additional training sessions

Examine how your planned actions ... contribute to the goal.

or highlight potential hurdles you haven't considered. Incorporate their feedback to refine the map, ensuring it's comprehensive and practical.

Conclusion

Learning maps enhance learning design by accounting for many small and large details that could otherwise get lost in the shuffle. Mapping can be a powerful tool, but it can also be tiring and daunting. The key to success is realizing how many benefits lie within the process.

When building your first map, start simple and gradually build complexity as you become more comfortable. Engage your team throughout the process to gather diverse perspectives and foster a sense of ownership. Remember, the map is a living document, so feel free to iterate and change it. With practice, learning maps will become an invaluable resource for any instructional, process, or product designer.

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Worksheet: Learner Journey Map

Follow these steps to start mapping a learner journey.

Step 0. Prepare

Collect information on your target audience and build a learner persona. Include a generic name, demographics, learning preferences, and main challenges and motivators.

Finalize and outline learning objectives.

Step 1. Create a Layout

Choose a map type (e.g., grid, scenario, network). _____

Outline map stages.

- Initial engagement. How the learner first interacts with the learning material _____
- Active learning. Key activities and resources for skills acquisition _____
- Application. How the learner will apply new skills in real-world scenarios _____
- Feedback and reflection. Mechanisms for evaluating progress and collecting feedback _____

Step 2. Identify Key Touchpoints

- Recognize critical moments for support and feedback. _____
- Determine feedback mechanisms. _____
- Think through both formal and informal touchpoints. _____

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Worksheet: Learner Journey Map (Cont.)

Step 3. Map Learner Actions and Feelings

Anticipate learner actions at each stage.

- Engage (e.g., register for the course and log in to the learning platform). _____
- Learn (e.g., watch videos, read materials, and participate in discussions). _____
- Practice (e.g., complete quizzes, assignments, and hands-on tasks). _____
- Review (e.g., reflect on learning, seek feedback, and make improvements). _____

Consider learner emotions.

- Initial excitement. Capitalize on high motivation with engaging content.
- Midcourse plateau. Provide encouragement and support to counter potential drop in motivation.
- Achievement. Celebrate satisfaction and pride upon mastering skills or completing the course.
- Reflection. Write a postcourse reflection on what information or skills learners gained and how such knowledge applies.

Step 4. Confirm Whether Actions Lead to Achievement

- ❑ Ensure every activity has a clear purpose that ties back to the learning goals.
- ❑ Regularly review and adjust activities to stay aligned with objectives.
- ❑ Monitor progress and make necessary adjustments.

Step 5. Think Through Other Components

- Involvement. The degree of the learner's engagement and participation, quantified on a scale (e.g., from 1 to 5), where higher numbers indicate greater involvement.
- Magical moments. Elements of the learning experience that the learner finds particularly enjoyable, inspiring, or fulfilling and leave a lasting positive impression.
- Miserable moments. Aspects of the learning experience that cause the learner dissatisfaction, frustration, or disengagement.
- Friction. Challenges within the learning environment that may hinder the learning process or learner engagement.
- Duration. The length of time in which the learning experience will take place.

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Worksheet: Learner Journey Map (Cont.)

Step 6. Adjust to Achieve Balance

- ❑ Check for potential points where the learner may feel overwhelmed, confused, or disengaged.
- ❑ Adjust the pacing, difficulty, and support to maintain an engaging and supportive learning environment.

Step 7. Review With Colleagues

With your answers from this worksheet, use this space to flesh out your map, note adjustments, or track lessons you learned for future maps. Note any further adjustments or suggestions from colleagues and stakeholders.

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Template: Learner Journey Map

Use this template to map the learner and organization perspectives and their respective components.

	Elements	Prepare	Learn and Practice	Transfer/Use Over Time
Learner Perspective	Actions			
	Feelings			
	Role			
	Assessment			
	Magical Moments			
	Miserable Moments			
Touchpoints				
Organizational Perspectives	Actions			
	Friction			
	Opportunities			

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