

TRAINING BLUEPRINT BUILDER

Confident conversations. Capable people leaders.

A sample learning plan for a national organisation

FICTIONAL SAMPLE / SEPTEMBER 2026

This illustrative Blueprint shows the type of thinking and structure a client could receive. The organisation, source materials, audience details and scenarios are invented. No client engagement or achieved results are represented.

The brief

A national organisation has promoted experienced technical specialists into their first people-leader roles. They know the work well, but need a consistent way to set expectations, address everyday performance concerns and agree useful next steps.

The fictional brief brings together a leadership framework, a 40-slide SME presentation, manager guidance and stakeholder notes. The task is to turn this mixed content into a practical learning pathway before development begins.

THE DESIGN RECOMMENDATION

A short blended pathway: three digital modules, a facilitated conversation lab and supported workplace application. Learning centres on the conversations new leaders need to have, with tools they can use afterwards.

AUDIENCE	LEARNING PATHWAY	PERFORMANCE FOCUS
New people leaders First 12 months in role	4 weeks elapsed 3 hours planned learning	Prepare clearly Listen and respond Agree and follow through

Inside: performance and audience (02); outcomes and priorities (03); learning architecture (04); practice and assessment (05); delivery and roadmap (06); client deliverables and decisions (07).

01 / CONTEXT & PERFORMANCE

Start with the work.

Define the change before selecting the learning format.

The performance need

At the point where an expectation is unclear or an everyday issue emerges, leaders need to prepare an evidence-based conversation, explore the other person's perspective and agree a specific action and follow-up. The assumed gap is inconsistent practice, rather than a lack of policy information.

ASSUMED CURRENT PATTERN	DESIRED WORKPLACE ACTION
Delay a conversation until frustration builds.	Address an everyday concern promptly and privately, using specific observations.
Lead with a judgement or prescribe a solution.	Describe the gap, ask open questions and check understanding before agreeing action.
Finish with a vague agreement.	Confirm the action, owner, timing, support and review point.

Audience and constraints

Primary audience: a fictional cohort of 60 new leaders across office, regional and hybrid teams. Technical experience is strong; people-management experience varies. Examples need to work across locations and job types.

Design assumptions: desktop access to an LMS; protected time for three 15-minute modules; small virtual practice groups; accessible text alternatives; managers available for a 15-minute debrief. L&D validates these assumptions before build.

TRAINING IS ONLY PART OF THE RESPONSE

Leaders also need clear role expectations, time to practise and access to current people guidance. The sponsor protects time; managers reinforce the approach; People & Culture validates role boundaries and support routes.

Scope boundary: routine expectations, feedback and follow-through. Formal performance procedures, investigations and other specialist matters are excluded. Organisation-specific guidance must define when and where a leader seeks support.

02 / OUTCOMES & CONTENT

Prioritise what leaders do.

Four observable outcomes guide the content, practice and evidence.

OUTCOME	DEMONSTRATION
O1 / Prepare	Given a fictional concern, separate observations from assumptions and draft a clear conversation purpose.
O2 / Explore	In a role-play, open with specific observations, ask an open question and summarise the response before proposing action.
O3 / Agree	Produce an action summary identifying action, owner, timing, support and follow-up.
O4 / Apply judgement	Using an approved support guide, distinguish routine coaching from a situation requiring specialist advice and select the appropriate route.

Content prioritisation

PRIORITY	ILLUSTRATIVE SOURCE & DESIGN DECISION
Teach and practise	S1: leadership framework / everyday behaviours; S2: SME slides / conversation examples. Use only the behaviours needed for O1-O3.
Explain briefly	S1: transition to leadership. Retain a short rationale for early, constructive conversations; remove repeated leadership definitions.
Move to job aids	S3: manager guidance / preparation prompts and follow-up template. Put detail at the point of work; link to the maintained version.
Consolidate	S2: overlapping models and duplicated slides. Use one agreed conversation structure across learning and tools.
Hold for validation	S3: support routes and role boundaries for O4. People & Culture must supply and approve these before authoring.

Source boundary: S1-S3 are fictional source categories; S4 represents assumed stakeholder notes informing audience and constraints. No actual source documents were supplied. In a live project, each decision would link to document versions and page or slide references.

03 / LEARNING ARCHITECTURE

A pathway from insight to action.

Spaced learning supports rehearsal and workplace use over four weeks.

WHEN / FORMAT	LEARNER ACTION & TREATMENT	ALIGNMENT
Week 1 / Digital 1 Prepare with purpose 15 min; 6-8 screens	Identify a tempting assumption, compare a worked example and complete a conversation planner.	O1 S1, S2, S3
Week 1 / Digital 2 Explore before solving 15 min; 6-8 screens	Choose and revise opening statements in a branching conversation. Feedback shows how wording affects the dialogue.	O2 S1, S2
Week 2 / Digital 3 Agree the next step 15 min; 6-8 screens	Improve a vague action summary; use the support guide to decide when advice is needed.	O3, O4 S2, S3
Week 2 / Virtual lab Rehearse and refine 75 min; groups of 9-12	Briefing (10), demonstration (10), triad practice with role rotation (45), debrief and transfer plan (10).	O1-O4 S1-S3
Weeks 3-4 / Application Use it at work 45 min + 15 min debrief	Prepare (10), hold a suitable routine conversation (20), reflect (15), then review learning with a manager (15).	O1-O4 S3, S4

WHY THIS MIX

Digital learning establishes a shared approach. The lab gives each leader time to speak, listen and receive feedback. Workplace application tests whether the approach is usable in the leader's own context.

Effort estimate: 45 minutes digital + 75 minutes lab + 60 minutes application/debrief = 180 minutes. Digital estimates include reading, decisions, feedback and navigation; no mandatory narration or waits. Validate screen counts and timing with a prototype. Scheduling and optional retries add elapsed time.

04 / PRACTICE & ASSESSMENT

Make the thinking visible.

A worked example shows how the Blueprint becomes purposeful practice.

ILLUSTRATIVE SCENARIO / THE MISSED HANDOVER

Jordan, a new team leader, has noticed that two recent handovers omitted agreed information. A colleague had to seek clarification, delaying the next task. Jordan is tempted to say, “You need to take more ownership.” The learner must prepare an opening that uses observations and invites the team member's perspective.

Decision and feedback: contrast a judgement, an immediate solution and an observation-led question. The strongest option names the two omissions and asks what got in the way. Feedback explains why a judgement invites defensiveness and why solving too early can miss the cause. The learner then writes their own opening.

OUTCOME	PRACTICE → ASSESSMENT EVIDENCE	WORKPLACE TOOL
O1	Sort facts from assumptions → assessor reviews a completed scenario planner.	Conversation planner
O2	Revise an opening → observed role-play checks specificity, questioning, listening and summary.	Opening and listening prompts
O3	Repair a vague agreement → assessor reviews the action summary produced in the role-play.	Action and follow-up template
O4	Compare case variants → learner uses the approved guide to justify a routine/support decision.	Maintained support guide

Proposed assessment approach

Use one integrated lab scenario plus a support-route variant. Rate each behaviour as **demonstrated**, **developing** or **not yet observed**. Give criterion-specific feedback, then repeat the relevant part. L&D confirms the rubric, assessor calibration, retry process and completion rules before launch.

Transfer evidence: the manager debrief reviews what the leader tried, what changed in the conversation and the next adjustment. Record a de-identified reflection; do not upload employee names or sensitive conversation details. No real case should be used where specialist advice is needed.

05 / DELIVERY & DEVELOPMENT

Build with clear decisions.

A provisional six-week development roadmap, followed by a four-week learner pathway.

Delivery recommendations

Digital: responsive, self-paced modules with save/resume and downloadable tools. Keep essential content available as text; avoid compulsory audio and decorative interactions. Confirm the LMS package format and reporting requirements with the platform owner.

Facilitation: provide a run sheet, model conversation, role cards and observation rubric. Practise in triads so each leader experiences the speaker, team member and observer roles. Managers receive a concise debrief guide.

Accessibility: design for keyboard use, visible focus, readable contrast and meaningful reading order. Provide captions/transcripts for media and an equivalent supported practice option. Test the published course with assistive technology and representative users; conformance is not yet established.

STAGE	OUTPUT / APPROVAL GATE	OWNER
Week 1 / Validate	Confirm source versions, audience assumptions, role boundaries and success measures.	Sponsor + P&C
Week 2 / Design	Approve outcomes, content map, storyboards, scenarios and assessment rubric.	L&D + SMEs
Weeks 3-4 / Build	Produce modules, tools and lab materials; test a timed prototype before full production.	Design + development
Week 5 / Pilot	Trial with a small representative group; review clarity, access, timing and scoring consistency.	L&D + pilot leaders
Week 6 / Release	Resolve pilot issues; test LMS reporting and resume behaviour; obtain content and delivery sign-off.	P&C + LMS owner

Dependencies: indicative schedule assumes one consolidated review per stage, timely SME input and available platform access. The estimate excludes procurement or major policy revision. Confirm content accuracy, published-package usability and LMS acceptance separately.

06 / CLIENT DELIVERABLES

A clear plan. A shared direction.

What the client receives before development begins.

BLUEPRINT COMPONENT	WHAT IT ENABLES
Performance brief and audience profile	Agreement on the workplace problem, learner context and factors beyond training.
Outcomes and content decision map	Traceability from approved source material to what is taught, practised or held as reference.
Learning architecture and effort estimate	A defined sequence, format, interaction rationale and realistic learner commitment.
Practice and assessment strategy	Scenario specifications, evidence requirements, feedback approach and alignment to outcomes.
Delivery and development roadmap	A build scope with responsibilities, review gates, risks and implementation checks.
Workplace support and evaluation plan	Specifications for job aids, reinforcement, maintenance and evidence of application.

Decisions to close before build

Sponsor: confirm the performance priority and protect learner time. **People & Culture:** approve the source material, boundaries and support routes. **L&D:** agree evidence criteria, completion and facilitation capacity. **LMS owner:** confirm access, package compatibility and reporting.

Evaluation proposal: use a baseline scenario, lab rubric and 30-day manager check to compare preparation, listening and follow-through. Establish baselines and targets with the sponsor; completion and confidence alone do not demonstrate workplace impact. No results are claimed in this sample.

Maintenance: L&D owns the pathway and job aids; People & Culture owns changing guidance. Review before each cohort and when policy or support routes change.

FROM COMPLEX CONTENT TO A PRACTICAL LEARNING PLAN

Finished learning materials are developed in a separately agreed build scope.
thelearninglens.com.au/learning-lens-blueprint-builder