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# I NEED TO LEARN. NOW

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## Why Just-in-Time Learning is going to help



Let me paint a picture for you. You work with sales. Everyday you go to work with a “to-do” list and everyday when you drive home through traffic listening to Kings of Leon blare on the radio, you have a bigger “to-do” list. You feel great when you get to check at least one nagging little thing off the list and you might even reward yourself with a run or a glass of wine to celebrate. Soon you will have your annual Performance Development Dialogue and you have big plans to bring up your efforts to investigate this trend or that trend in the industry... yet you secretly feel overwhelmed by the sheer amount of information that should sort. And quite frankly you are tired of the usual way your manager goes about influencing your performance. You attend conferences or trainings and you wait and wonder (as does your boss) why haven't your great intentions emerged as great behaviours?

**The familiar cycle of the packed to-do list, information overload, and lack of training results is all too common.**

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Sound familiar? We hate to say it... but it sounds familiar.

Organisations have been plagued by the “to-do” list, information overload, and the failure to really implement key learning for some time. It isn’t new. It is the reality of living in the knowledge economy. What is new means approaching the situation in a new light; proposing a new way of learning and working.

Just-in-Time Learning doesn’t solve these organisational challenges. There is no quick fix. Just-in-Time Learning is learning when and where you need it. It helps you through your to-do list. It sorts out the important information and organises its content in smaller bite-sized pieces so the learner can really flourish in skill-sets before expecting a major behavioural change. It is smaller steps. eBricks if you like.

The Institute for Research on Learning has identified that an estimated 80% of learning in the workplace happens informally. This means by the water cooler, trial and error, calling the expert and various other unscheduled activities (Cross, 2006). This the fabric of Just-in-time learning. It wears the cloak of informal learning and structures a learning event around it.

And it isn’t just eLearning. You can only prepare for variation in the workplace by experiencing variation continuously (Marton & Trigwell, 2000). These events can be videos, job aids, eLearning, coaching... the sky is the limit providing they follow the guidelines of strong just-in-time learning experiences. At Lorensbergs, we are passionate about finding out what works for you and your organisation... We use the 5As of JITL to support us.

Can you remember Steve Jobs' "fish-nose"?



An example of using impactful and influential rhetoric in small steps for application engineers in a sales organisation. Right before they leave for the customer meeting, they prepare just-in-time

## THE 5As of JIT

**AIM**

**ACCESSIBILITY**

**AUTHENTICITY**

**ACTIVE**

**ENGAGEMENT**

**ACCOUNTABILITY**

**AIM:** does the learning event hold a purpose when someone is lost and needing direction? Does it have return on investment and expectation?

**ACCESSIBILITY:** does the learner have immediate access to the learning? Do they have it quick and at the finger-tips?

**AUTHENTICITY:** is the learning real and down-to-earth; usable later? Are learners motivated to do it?

**ACTIVE ENGAGEMENT:** does the learning engage the learner and get them to do something differently immediately?

**ACCOUNTABILITY:** is the learner accountable and committed to using the new skill-set right there and then?

So the challenge now: where is there a learning motivation opportunity in your organisation to make learning arrive just-in-time?

**Watch more about our approach here!** <http://www.youtube.com/watch?v=Scip0BzuHtA&feature=share&list=UUA7VvXy70IYgOP5L2uRIQ>

## REFERENCES

Cross, Jay (2006) "Informal Learning" Found at <http://www.internetttime.com/2006/04/informal-learning-clo-april-06/>  
 Marton, F. & K. Trigwell (2000). "Variatio est mater studiorum". Higher Education Research & Development, Vol. 19, No. 3.