

L&D REFERENCE BUNDLE · 12 ONE-PAGE CARDS

Frameworks Cheat-Sheet Bundle

The 12 most-used learning & development frameworks — each on a single page, designed to be skimmed in 60 seconds and used on the job in minutes.

01 · ADDIE	02 · SAM
03 · Kirkpatrick	04 · Phillips ROI
05 · 70-20-10	06 · Bloom's Taxonomy
07 · Adult Learning Theory	08 · Gamification
09 · Blended Learning	10 · Microlearning
11 · Learning Analytics	12 · Competency Frameworks

Inside the toolkit: one-page reference cards for ADDIE, SAM, Kirkpatrick, Phillips ROI, 70-20-10, Bloom's, adult learning theory, gamification, blended learning, microlearning, learning analytics, and competency frameworks.

Published by **Global Skill Development Council (GSDC)**

An independent certification body for skill validation across the globe.

How to use this bundle

Each of the next 12 pages is a self-contained reference card. You don't need to read them in order — skim the cover, then jump to the framework you need today.

Three ways people use these cards

- **As a refresher** — open the right card the night before a stakeholder meeting or interview.
- **As a design aid** — keep one card pinned while you scope a new learning programme.
- **As study material** — work through all 12 over a fortnight to build a complete L&D mental model.

What's inside every card

- **The one-line definition** — what the framework actually is.
- **When to use it** — and when it's the wrong tool.
- **Core steps or components** — the load-bearing structure.
- **Quick-apply example** — the framework in real practice.
- **Common pitfalls** — what trips up first-time users.

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CARD 01 OF 12

ADDIE

The classic 5-phase instructional design model — the lingua franca of L&D.;

Definition

ADDIE is a linear, structured instructional design framework with five sequential phases: **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation. It is the most widely referenced model in the field.

The 5 phases

Step	Phase	What you do	Output
A	Analysis	Identify the audience, the problem, the gap, the constraints.	Needs analysis document
D	Design	Define learning objectives, sequence, modality mix, and assessments.	Design blueprint
D	Development	Build content, slides, modules, job aids, and assessments.	Course assets
I	Implementation	Launch the programme. Train facilitators. Onboard learners.	Live programme
E	Evaluation	Measure outcomes against objectives. Refine for next iteration.	Evaluation report

When to use ADDIE

- Compliance and onboarding programmes that need predictability.
- Regulated industries where a clear audit trail matters.
- Large-scale programmes where multiple teams must coordinate.

Watch-outs

- Linear flow can be slow when requirements keep changing.
- Easy to over-invest in Analysis & Design before any learner sees content.
- Pair with rapid prototyping for modern, iterative projects.

CARD 02 OF 12

SAM (Successive Approximation Model)

The agile alternative to ADDIE — iterative, prototype-driven, stakeholder-light.

Definition

SAM, developed by Michael Allen, breaks learning design into short, iterative cycles. Instead of moving linearly from analysis to evaluation, teams build small prototypes, review them, and refine — usually in three rounds.

The 3 iterative phases

Step	Phase	What you do	Output
1	Preparation	Quickly gather background, audience, and goals. Time-boxed.	Information backbone
2	Iterative Design	Rapidly sketch, prototype, and review with stakeholders.	Approved design prototype
3	Iterative Development	Develop, implement, evaluate in alpha → beta → gold cycles.	Released programme

The SAM principle: build small, review fast

SAM assumes that no one — not the SME, not the learner, not the sponsor — really knows what the right learning solution looks like until they see a draft. So you make drafts cheaply, early, and often. Each prototype gets sharper.

Use SAM when

- Requirements are fuzzy or rapidly evolving.
- You have access to engaged stakeholders for short, frequent reviews.
- You can ship a v1 in 4–6 weeks rather than 4–6 months.

Use ADDIE instead when

- Content is compliance-heavy and must be signed off centrally.
- Stakeholders prefer one big review over many small ones.
- Audit trail and documentation are a primary requirement.

CARD 03 OF 12

Kirkpatrick's 4 Levels

The default model for evaluating training effectiveness.

Definition

Donald Kirkpatrick's four-level model measures the impact of training in a logical chain: did learners enjoy it, did they learn, did they apply it, and did the business benefit?

The 4 levels

Step	Phase	What you do	Output
L1	Reaction	Did learners find it relevant and engaging?	Smile sheets, NPS, feedback
L2	Learning	Did they gain the knowledge/skill?	Pre/post tests, observations
L3	Behaviour	Are they applying it on the job?	Manager check-ins, observation
L4	Results	Is the business outcome improving?	KPIs, error rates, sales, NPS

The trap most L&D teams fall into

90% of programmes measure only Level 1 because it's easy. Strong L&D functions design Level 3 and Level 4 measurement *before* the programme launches — not as an afterthought.

Tips that work

- Define L3/L4 metrics with the business sponsor up front.
- Use control groups where possible to isolate impact.
- Measure L3 at 30, 60, 90 days after learning — not immediately.

Common mistakes

- Treating L1 happiness as proof of learning.
- Skipping L2 because “the test takes too long.”
- Attributing all business changes to one programme.

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Phillips ROI Methodology

Adds a fifth level — return on investment — to the Kirkpatrick chain.

Definition

Jack Phillips extended Kirkpatrick by adding a fifth level: ROI. The model also introduces *isolation techniques* to attribute business results specifically to the learning intervention, not to other factors.

The 5 levels

Step	Phase	What you do	Output
L1	Reaction & Planned Action	Did learners react well — and what will they do differently?	Surveys
L2	Learning	What knowledge or skill was acquired?	Tests, observation
L3	Application	Are learners applying it on the job?	Follow-up surveys, KPIs
L4	Business Impact	What changed in the business?	KPIs, financial metrics
L5	ROI	Did the benefit exceed the cost?	ROI % = (Net benefit / Cost) × 100

How ROI is calculated

$$ROI \% = ((\text{Monetary benefits} - \text{Programme costs}) / \text{Programme costs}) \times 100$$

A score of 100% means the programme returned twice what it cost. The harder work is *isolating* what portion of the benefit came from the learning, using control groups, trend analysis, or expert estimation.

When ROI evaluation is worth it

- High-stakes leadership programmes.
- Sales enablement with clear revenue metrics.
- Programmes the CFO is questioning.

When ROI is overkill

- Mandatory compliance training (do it anyway).
- Small pilot programmes.
- Soft-skill programmes with diffuse outcomes.

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70-20-10 Framework

How adults actually develop on the job — and what L&D; should design for.

Definition

Developed at the Center for Creative Leadership, the 70-20-10 framework argues that adults develop most of their capability through experience, not classroom learning. L&D's job is to design across all three channels — not just the 10%.

The split

Step	Phase	What you do	Output
70%	Experience	Stretch assignments, on-the-job challenges, real projects.	Project plans, job rotations
20%	Exposure	Coaching, mentoring, social learning, peer feedback.	1:1 coaching, communities
10%	Education	Formal learning — courses, workshops, certifications.	Modules, classes, programmes

The number is a heuristic, not a law

Treat 70-20-10 as a useful split for *budget and design attention*, not a precise formula. The point: if your L&D plan only addresses the 10%, you're influencing less than a sixth of how your people actually learn.

How to design for the 70

- Build stretch-assignment libraries managers can pull from.
- Pair every formal programme with an on-the-job application task.
- Capture lessons-learned and put them in front of the next cohort.

How to design for the 20

- Mentor matching at scale via simple criteria.
- Cohort-based learning so peers form lasting networks.
- Communities of practice with light governance.

CARD 06 OF 12

Bloom's Taxonomy

The 6 cognitive levels you use to write strong learning objectives.

Definition

Bloom's revised taxonomy (Anderson & Krathwohl) maps thinking into six hierarchical levels — from simply remembering, all the way to creating. Strong learning objectives use a verb from the right level for the audience and outcome.

The 6 levels (lowest → highest)

Level	Tier	What learners do	Sample verbs
1	Remember	Recall facts, terms, definitions.	list, recall, name, define
2	Understand	Explain ideas in your own words.	describe, summarise, explain
3	Apply	Use knowledge in a new but related situation.	use, apply, demonstrate
4	Analyse	Break things down, see relationships.	compare, contrast, examine
5	Evaluate	Judge, justify, defend a position.	assess, critique, justify
6	Create	Combine elements into something new.	design, build, propose

A good learning objective looks like

“By the end of this module, learners will be able to **[Bloom verb]** **[specific knowledge/skill]** in order to **[outcome]**.”

*Example: By the end of this module, learners will be able to **evaluate** three pricing strategies and **recommend** one for their region.*

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Adult Learning Theory (Andragogy)

Malcolm Knowles' six principles of how adults learn differently from children.

Definition

Andragogy — coined by Malcolm Knowles — is the theory of adult learning. Adults are not big children; they bring experience, agency, and pragmatic motivations that should shape every programme you design.

The 6 principles

#	Principle	What it means for design
1	Need to know	Adults need to know <i>why</i> they're learning something before they invest energy.
2	Self-concept	Adults see themselves as self-directed and resist being lectured to.
3	Experience	Adults bring rich prior experience — design must connect to it.
4	Readiness	Adults learn best when content is relevant to their current life or job stage.
5	Orientation	Adults are problem-centred, not subject-centred. Start with the problem.
6	Motivation	Adults are mostly driven by internal motivators — growth, mastery, autonomy.

Design checklist

- Open every module with “**Here's why this matters to you, today.**”
- Give learners choices — sequence, depth, examples.
- Use real workplace scenarios drawn from their actual roles.
- Replace long lectures with short content + reflection + practice.

CARD 08 OF 12

Gamification in Learning

Applying game mechanics — not making everything a game.

Definition

Gamification is the use of game-design elements — points, levels, challenges, narrative, feedback — in non-game contexts to drive engagement and behaviour. In learning, it's about motivation, not just decoration.

Core game mechanics for learning

Mechanic	What it does	Use it well by...
Points & XP	A simple, visible measure of progress.	Use sparingly — meaningless points feel hollow.
Levels & badges	Mark mastery or progression milestones.	Tie badges to real, defensible criteria.
Challenges	Time-bound goals or quests.	Match difficulty to skill — too easy or too hard kills motivation.
Leaderboards	Social comparison.	Optional team-based; avoid public shaming.
Narrative	A story arc that ties content together.	Strong narrative > all other mechanics combined.
Feedback loops	Immediate, specific response to action.	The single most underused mechanic in L&D.;

The gamification trap

Adding points to a boring module makes it a boring module with points. Start by asking: **what behaviour do I want, and what intrinsic motivation does the learner already have?** Layer mechanics on top of that — not in place of it.

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Blended Learning

Mixing modalities for stronger outcomes than any single channel can deliver.

Definition

Blended learning combines two or more learning modalities — typically self-paced digital with live (virtual or in-person) experiences — and links them with on-the-job application.

Common blend patterns

Pattern	How it works	Best for
Flipped classroom	Pre-work digital, live time for practice and dialogue.	Topics where dialogue adds value
Rotation model	Learners rotate between online, group work, and 1:1.	Cohort programmes
Flex model	Self-paced backbone, optional live support sessions.	Self-directed adult learners
A La Carte	Digital course supplements traditional class.	Compliance + soft-skill stack
Enriched virtual	Mostly virtual, periodic in-person anchors.	Distributed teams

What makes a blend actually work

- **Sequence with intent.** Each modality builds on the last — not just sits beside it.
- **Make pre-work non-optional.** Live time is precious; protect it for application.
- **Connect to the job.** End every blend with a concrete on-the-job task and follow-up.
- **Measure across the blend,** not just the live event.

<p>Good fits for blended</p> <ul style="list-style-type: none"> • Leadership and soft-skill development. • Onboarding journeys spanning weeks or months. • Sales enablement with practice loops. 	<p>Poor fits</p> <ul style="list-style-type: none"> • Truly short, single-topic compliance refreshers. • Audiences with no reliable digital access. • Topics that need only one modality (e.g. pure psychomotor skill).
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Microlearning

Short, focused, just-in-time learning units — typically 2–7 minutes.

Definition

Microlearning delivers learning in small, focused units — each addressing one objective. It's designed for the way modern learners actually work: distracted, time-poor, and often learning on a phone between meetings.

Anatomy of a strong microlearning unit

Element	Time	What it does
Hook	≤15 sec	Open with a question or scenario the learner cares about.
Single objective	—	One thing the learner can do at the end. Just one.
Core content	2–5 min	Video, text, infographic, or interaction. Tight, no filler.
Practice	30–60 sec	A short scenario or quiz that demands application.
Recall trigger	—	Job aid, email reminder, or push notification 1–3 days later.

Microlearning is not just “shorter learning”

Chopping a 60-minute course into ten 6-minute videos is not microlearning. True microlearning is designed from scratch around *one objective* and *one moment of need* — before a sales call, in the middle of a process, after a mistake.

Use microlearning for

- Just-in-time performance support.
- Reinforcement after a longer programme.
- Compliance refreshers and policy updates.
- Onboarding bite-sized content delivery.

Avoid microlearning when

- The skill requires extended deliberate practice.
- Concepts depend on long context to make sense.
- Complex behaviour change needing coaching.
- Group dialogue is essential to the outcome.

CARD 11 OF 12

Learning Analytics

Measuring learning with data — to inform decisions, not decorate reports.

Definition

Learning analytics is the systematic collection and analysis of data about learners and learning, used to understand and improve the learning process and its business impact.

The four levels of analytics maturity

Level	Type	Question it answers	Examples
1	Descriptive	What happened?	Completions, time spent, scores
2	Diagnostic	Why did it happen?	Drop-off points, segment analysis
3	Predictive	What will happen?	At-risk learners, demand forecasts
4	Prescriptive	What should we do about it?	Personalised recommendations

Standards worth knowing

SCORM — the legacy standard. Tracks completion, time, and basic scores. Still everywhere.

xAPI (Tin Can) — modern standard. Tracks any learning experience as “actor + verb + object” statements stored in a Learning Record Store (LRS). Works inside and outside the LMS.

cmi5 — bridges SCORM and xAPI for LMS-managed xAPI content.

Metrics that matter

- Completion rate by audience segment.
- Time-to-competency (not just time-on-course).
- On-the-job application rate (manager check-in).
- Business KPI movement linked to learning.

Vanity metrics to deprioritise

- Total learning hours consumed.
- Catalogue size.
- Number of badges issued.
- Generic NPS without context.

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Competency Frameworks

Mapping the skills, behaviours, and knowledge a role needs — by level.

Definition

A competency framework defines the observable skills, knowledge, and behaviours people need to perform a role well — usually at several levels of mastery. It is the backbone of hiring, development, performance, and learning design.

The anatomy of a competency

Component	What it is	Example
Name	A short, clear label.	Stakeholder Management
Definition	A one-line description in plain language.	Influences without authority
Behavioural indicators	Specific actions you would see at each level.	Anchored at L1/L2/L3
Proficiency levels	Usually 3–5 levels from awareness to expert.	Foundational → Expert
Examples & non-examples	Concrete cases to anchor the rating.	Real situations from the company

Three traps that kill competency frameworks

- **Too many competencies.** If a role has 25, no one will remember them. Aim for 6–10.
- **Vague indicators.** “Demonstrates leadership” is not measurable. Anchor in specific behaviours.
- **Built and abandoned.** A framework that doesn't drive hiring, learning, and reviews dies in 18 months.

<p>Where a good framework gets used</p> <ul style="list-style-type: none"> • Hiring scorecards and interview rubrics. • Individual development plans. • Learning programme objectives. • Performance and promotion conversations. 	<p>How to keep it alive</p> <ul style="list-style-type: none"> • Review annually — small changes only. • Tie one workflow (e.g. hiring) to it immediately. • Show managers how to use it in 10 minutes. • Retire competencies that no one uses.
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Putting it all together

Twelve frameworks, one toolkit. None of them is a silver bullet — and you rarely use just one. Strong L&D professionals pick the right combination for the problem in front of them.

A simple decision guide

You are...	Reach for...
Designing a new programme from scratch	ADDIE or SAM + Bloom's + Adult Learning
Trying to prove training impact to the CFO	Kirkpatrick L3/L4 + Phillips ROI
Re-thinking how your team develops people	70-20-10 + Competency Framework
Engaging time-poor distributed learners	Microlearning + Blended Learning
Boosting completion and motivation	Gamification (light touch)
Deciding what to fund next year	Learning Analytics + Competency gaps

Your next 30 minutes

- Re-read the one card you'd most need this week.
- Pick **one** framework you want to formally master in the next 90 days.
- Find a real workplace problem and apply it end-to-end — not just on paper.
- Get the credential that signals you can apply these in practice, not just name them.

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