

“ *T R A I N I N G T H E T R A I N E R* ”

This interactive two-day course teaches participants the processes and approach used to design effective training programs using proven Instructional Systems Design (ISD) methodology and known “best practices”. This course is for anyone involved in the design and delivery of adult training courses.

Learning Objectives

- Know the background and purpose of Instructional Systems Design
- Know how to communicate the six phases of the C.A.D.D.I.E. process to course design
- Know who to involve at the beginning of course design
- Know how to assess participant needs
- Know how to develop a Work-Task Breakdown outline
- Know how to plan and prepare for a training class
- Know the six principles of Adult Learning Theory
- Know how to measure course effectiveness using Kirkpatrick’s Four Levels of Evaluation

Module One: Why ISD	Time
1. Table of Contents: Results Tester Quiz?	8:30 — 9:00
2. Objectives and Introductions: Which Do You Prefer?	9:00 — 9:20
3. What to Expect: History of Challenged Projects (Hubble/Terminal Five/ FBI Upgrade)	9:20 — 9:50
4. BREAK	9:50 — 10:00
5. Exercise: Taking a Vacation	10:00 — 10:15
6. The Standish Report: Project Chaos	10:15 — 10:25
7. Practice: Factors Influencing the Outcome of Training	10:25 — 10:45
8. Influence and Costs: the C.A.D.D.I.E. process	10:45 — 11:00
9. BREAK	11:00 — 11:10
10. Personal Preferences: Who Do You Prefer to Train?	11:00 — 11:15
11. DiSC Model	11:15 — 11:30
12. How styles affect training design...delivery...audience	11:30 — 11:50
13. Summary of Module One	11:50 — 12:00

(Participants should come to the workshop prepared to discuss a training project that they have developed or are currently developing.)

Module Two: Charter and Analysis	Time
1. History of Organizational Development	1:00 — 1:15
2. Training as a Business	1:15 — 1:25
3. Creating Your Value Statement: Effective and Efficient Training	1:25 — 2:00
4. BREAK	2:00 — 2:10
5. Foundation Competencies	2:10 — 2:15
6. Where to Begin: Quiz/Self-Assessment	2:15 — 2:30
7. Business Justification: Chartering your New Training Initiative	2:30 — 2:40
8. Business Justification: Questions to Ask	2:40 — 3:00
9. BREAK	3:00 — 3:10
10. Training Agreement: SPEC out the environment	3:10 — 3:30
11. Needs Analysis Assessment	3:10 — 3:20
12. Conducting a Needs Analysis Assessment	3:20 — 3:40
13. Conducting Focus Group Sessions	3:40 — 4:00
14. Surveys, Questionnaires and Reports	4:00 — 4:10
15. Create a mind-map of Day-one learning activities: discuss	4:10 — 4:20
16. Summary and Close	4:20 — 4:30

Audience	Length	Tools	# Participants	Format
SME's and Professionals	2-day	DiSC Profile Presentation Skills Profile	10-12	Classroom, leader led, interactive, skills practice, group critiques



Module Three: Designing and Developing	Time
1. Review of Day-One: Jeopardy Quiz	8:30 — 9:00
2. Objectives: Day-Two	9:00 — 9:05
3. The Design Phase	9:05 — 9:10
4. Know Your Audience: Visual, Auditory or Kinesthetic	9:10 — 9:30
5. Learner Characteristics	9:30 — 10:00
6. BREAK	10:00 — 10:10
7. Adult Learning Theory: Six Principles	10:10 — 10:30
8. Andragogy versus Pedagogy: Adult Guidelines	10:30 — 10:50
9. BREAK	10:50 — 11:00
10. The Design Report	11:00 — 11:15
11. The Development Phase	11:15 — 11:20
12. Writing Objectives: Condition, Performance, Criterion	11:20 — 11:30
13. Work Breakdown Structure: Lesson Plans	11:30 — 11:45
14. Create a Training Road Map	11:45 — 11:55
15. Summary	11:55 — 12:00

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Module Four: Implementation and Evaluation	Time
1. Objectives: Implementation Phase	1:00 — 1:05
2. Steps to Implementation: Planning Ahead	1:05 — 1:20
3. Steps to Implementation: Preparation	1:20 — 2:15
4. BREAK	2:15 — 2:30
5. Steps to Implementation: Delivery	2:30 — 3:00
6. Facilitation versus Lecture	3:00 — 3:15
7. Evaluation Phase: Kirkpatrick's Four Levels of Evaluation	3:15 — 3:45
8. Assessment: Presentation Style Profile	3:45 — 4:00
9. Summary and Evaluation	4:00 — 4:15

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