



Training Design and Delivery Certificate

A 5-day instructional design and training delivery boot camp.

REGISTER



Certificate of Completion



Face-to-Face Courses



5 Days to Complete



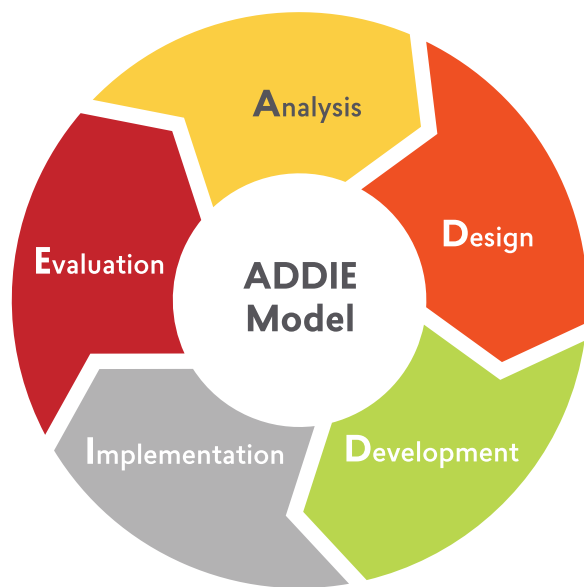
Focused on Two Broad Topics Within the ATD Capability Model



On-Site Offerings Available

Are you ready to advance your career as a talent development professional? Get started with this fast-paced training design boot camp that combines key knowledge and actions from the instructional design and training delivery areas of expertise, as defined by the ATD Talent Development Capability Model.

For five days, your learning will be focused on how to apply the tools and principles of instructional design using a human performance improvement approach. You will also gain insight into the best practices and latest techniques in training and facilitation to ensure the success of your learning programs.



To achieve bottom-line results, your trainers need a process and a framework to follow. ATD's design model and training cycle are proven processes that lead to desired business objectives.

Related Learning Offerings:

Related Learning Offerings
Prove your ability. Elevate your design. Develop impactful learning solutions.

ATD Master Trainer Program
Tailor your learning. Prove your ability. Deliver the most engaging and effective training.

E-Learning Instructional Design Certificate
Develop meaningful, memorable, and motivational e-learning programs.

Microlearning Certificate
Use bite-sized learning to enhance employee development.

Writing for Instructional Design and Training Certificate
Improve the quality of your learning programs through clear, engaging writing.



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Derived From ATD Research, Backed by Our Capability Model

ATD's Training Design and Delivery Certificate program follows the key knowledge and actions that successful trainers must have to meet business needs, as defined by research.

Advance your career as a talent development professional with this fast-paced program, which combines key knowledge and actions from instructional design and training delivery as defined by the ATD Capability Model. Enroll in this program to take the leading step in becoming a learning superstar.

In this program, you will:

- Learn adult learning theory basics and instructional design methodology.
- Build a foundation for conducting a needs assessment, developing learning objectives, and evaluating the impact of your training initiatives.
- Learn and apply effective training techniques for managing participants, engaging various learning styles, creating an effective positive learning environment, and managing classroom challenges.
- Develop engaging, learner-centered training solutions.
- Create participant guides, facilitator guides, and supporting materials using templates provided in the workshop.
- Ensure your training delivers the impact you and your organization expect.

After the design phase, you will be able to:

- Describe and apply the ADDIE model.
- Conduct a training needs assessment that aligns performance needs with organizational results.
- Select and use data collection techniques as part of the training needs assessment process.
- Demonstrate how to structure instructional events that address psychological learning processes.
- Apply the ROPES phases of instruction to construct effective learning events.
- Write complete learning objectives based on observable actions or behaviors.

- Select learning methods and media to support the attainment of learning objectives.
- Apply guidelines to the use of visuals, text, and audio in instructional materials.
- Create participant guides, facilitator guides, and supporting materials.
- Prepare reports that document the training needs assessment, program design, and recommendations for training implementation, including pilot tests and rollout.
- Develop an evaluation strategy for training initiatives.

After the delivery phase, you will be able to:

- Describe the training cycle.
- Apply adult learning concepts, develop supportive climates, and customize off-the-shelf materials.
- Use training activities and alternatives to lecture, strategize for different learning needs, and create effective questioning techniques.
- Prepare properly for a training session and prepare participants to foster learning.
- Manage and encourage participants of all backgrounds and learning styles.
- Address challenging participants and behaviors.
- Present and facilitate a training program, including use of audio visuals and handouts.
- Identify the five levels of evaluation.
- Evaluate program impact at different levels using various methods.



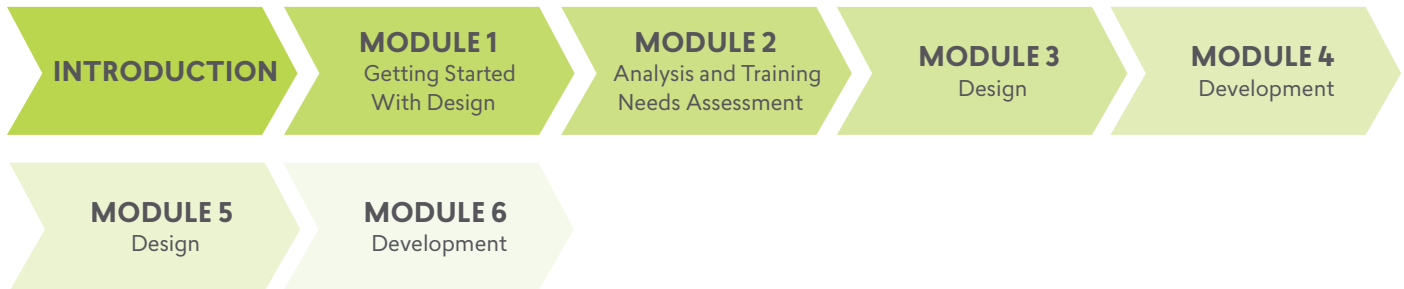


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COURSE OVERVIEW: DESIGN



Introduction

- Icebreaker: What's Your Bag?
- **Design Phase Overview Objectives**
- **Participant Guide Overview**

Module 1: Getting Started With Design

- **HPI Overview**
- Recognizing an HPI Approach Activity
- **ADDIE Overview**
- **Other ISD Models**
- **ADDIE Phases**
- **How HPI and ADDIE Work Together**

Module 2: Analysis and Training Needs Assessment

- **Needs Assessment Process Overview**
- Which Questions? Which Phases? Activity
- Reliable Utility Case Study
- **Organizational Analysis**
- **Performance Analysis**
- Reliable Utility Case Study Data
- **Task Analysis**
- **Performer Analysis**
- Data Collection Techniques Activity
- **Individual Interview Resources**
- **Creating an Interview Guide**
- **Asking Effective Questions**
- **Work Observation Resources**
- **Advantages and Risks of Work Observation**
- **Group Interview (Focus Group) Resources**
- **Guidelines for Effective Survey Questions**
- **Advantages and Risks of Data Collection Techniques**
- **Data Organization and Storage**
- **Evaluation Planning**
- Reliable Case Study Needs Assessment Report
- **Documenting Your Training Needs Analysis**





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Module 3: Design

- Training Delights and Disappointments Activity
- **How People Learn**
- **The Psychological Processes of Learning**
- **Transfer of Learning**
- Which Psychological Learning Process? Activity
- **Gagne's Nine Events of Learning and the Psychological Processes of Learning**
- **Bloom's Domains and Taxonomy of Learning**
- **Three Domains of Educational Activities KSAs**
- **Bloom's Original Taxonomy**
- Which Bloom's Domain? Activity
- **Writing Learning Objectives**
- **The Importance of Learning Objectives**
- **Objective Levels**
- **Robert Mager Model for Writing Performance-Based Objectives**
- Writing a Performance-Based Learning Objective Activity
- **Alternative Method of Writing Learning Objectives: ABCD**
- **Instructional Methods and Media**
- Methods or Media? Activity
- **Selecting Instructional Methods**
- **Learning Methods Linked to Bloom's Taxonomy**
- Learning Objective and Method Practice Activity
- **Selecting Media for Blended Learning**
- Selecting Media Practice Activity
- **Course and Lesson Outlines (ROPES)**
- **Creating the Course Design**
- **Guidelines for Writing a Course Outline**
- Lesson Outlines
- ROPES

Module 3: Design *continued*

- Designing a Course Outline Using ROPES Activity
- **What Is a Design Document?**
- **Elements of a Design Document**

Module 4: Development

- **What to Develop, Why, and for Whom**
- **Developing Materials for the Classroom**
- **Visuals and Learning**
- **Six Ways Designers Can Leverage the Superiority of Images in Learning**
- **Slide Formatting Guidelines**
- Slide Share and Feedback Activity
- **Developing Materials for the Facilitator**
- Your Next Facilitator Guide Activity
- **Developing Materials for the Learner**
- **Participant Guide Components**
- **Key Principles of Information Mapping**
- **Formatting to Reduce Cognitive Load**
- **Writing to Reduce Cognitive Load**
- **Presenting Step-by-Step Instructions**
- **Annotated Illustration**
- **Step Action and Decision Tables**
- **Developing Job Aids**
- **Developing Infographics**
- Is This a Good Practice Exercise Activity
- **The Importance of Practice**
- **Developing Assessment Materials**
- **Benefits of Testing**
- **Formal Versus Informal Testing**
- **Test Validity**





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Module 5: Implementation

- Implementation Considerations Activity
- **Coordinating Program Support and Administration**
- **Preparing Facilitators**
- Preparing Facilitators Activity
- **Running a Pilot and Making Revisions**
- **Course Follow-Up**

Module 6: Evaluation

- **Evaluation: Kirkpatrick's Four Levels**
- **An Overview of Kirkpatrick's Evaluation Levels**
- **Formative and Summative Evaluation**
- **Relationship Between the Four Levels and Formative Evaluation**
- **Summative Evaluation**
- **Relationship Between the Four Levels and Summative Evaluation**
- Your Turn: Planning Evaluation Practice Activity
- **ROI (Level 5) Evaluation**
- Your Turn: Personal Planning Activity

Additional Tools and Resources:

- 13 Checklists Including Training Needs Assessment Process Checklist, Task Analysis Checklist, and Selecting Media and Blended Training Checklist
- Performance Analysis: Key Tasks and Competencies Slide Example
- Nominal Group Technique Focus Group
- Priority Matrix Technique
- Affinity Sort Technique
- Gagne's 9 Instructional Events
- Learning Styles: Going, Going, Almost Gone
- "Blended Learning That Works," *TD at Work*
- Sample Design Documents
- "Effective Job Aids" by Susan Russell, *TD at Work*
- "Really Bad PowerPoint" by Seth Godin
- Why Aesthetics Matter
- Crash Course in Visual Design of Your Learning Presentation
- "The Art of Test Creation" by Nanette Miner, *TD Magazine*
- ATD Competency Model
- "The Basics of ISD Revisited" by Chuck Hodell, *TD at Work*
- Reliable Utility Case Study Introduction
- Reliable Utility Case Study Task Analysis Example
- Reliable Utility Case Study Work Observation Sample





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COURSE OVERVIEW: DELIVERY

INTRODUCTION

MODULE 1

Purpose and Assessment

MODULE 2

Planning and Preparation

MODULE 3

Presentation and Facilitation

MODULE 4

Evaluation and Performance

Introduction

- My Training Toolbox Activity
- Participation Best Practices Activity
- **Opening Training Sessions With PUNCH!**
- **The ATD Competency Model**
- **The Training Cycle**

Module 1: Purpose and Assessment

- **Needs Assessment Review**
- Training Needs Assessment Checklist Activity
- **Learning Objectives**
- **Writing Learning Objectives**
- Learning Objectives Activity
- **Strategies for Learning**
- **Applying Verbs to Levels of Learning**
- Your Personal Learning Objectives Activity

Module 2: Planning and Preparation

- **The Four Dimensions of Training**
- Four Dimensions Applied to Training Activity
- **Personal Analysis Activity**
- Adult Learning Principles
- Adult Learning Key Points Activity
- Three Things Activity
- Assumptions and Applications Activity
- What I've Learned Activity
- **Adult Learning Theory in Action**
- **Additional Considerations**
- **Instructional Design Review**
- Characteristics of an Effective Activity
- **Training Program**
- **Matching Learning Methods and KSAs**
- Delivery Options Activity
- **A Sample Template: ROPES**
- **Preparing Materials, the Environment, and Yourself**
- Preparation Considerations Activity
- **Developing Training Support Materials**
- **Ethical and Legal Considerations**
- **Selecting and Customizing Materials**
- **Preparing the Logistics for the Session**
- **Preparing to Prevent Nervousness**





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Module 3: Presentation and Facilitation

- How I Learn Best Activity
- **Preferences for Learning**
- **Taking Action to Reach Learners**
- Taking Action to Reach Learners Activity
- **Cultural Uniqueness**
- **Establishing a Positive Learning Environment**
- **Ways to Create Positive Learning**
- **Presenting, Training, and Facilitating**
- Presenting: A Dynamic Delivery Activity
- Presentation Tool Tips Activity
- Lecturettes: Positives and Negatives Activity
- **Making a Lecturette Work**
- Critical Facilitator Techniques Activity
- Skills Practice Deliver Activity
- **Challenges of the Profession**
- Challenging Situations Activity
- Challenging Behaviors Activity
- **Managing Challenging Behaviors and Situations**
- **Training With a Partner or Producer**

Module 4: Development

- **Evaluation**
- After Training Assessment Activity
- Levels of Evaluation Activity
- **Exemplary Performance**
- Self-Assessment Activity
- **Maintain Your Professionalism**
- Strive for Excellence Activity
- Training Toolbox

Additional Tools and Resources:

- A Day in the Life
- Self-Assessment
- ROPES Phases of Instruction
- Training Preparation Checklists
- Prevent Nervousness
- Learning Styles: Going, Going, Almost Gone
- Critical Facilitator Techniques
- Training and Facilitating Competency Checklist
- Transfer of Training
- Levels of Evaluation
- Recommended Reading and Resources
- Tips and Trip-Ups
- Skills Practice Delivery
- Preview of Skills Practice
- Training and Facilitating Competency Checklist
- Constructive Feedback

What Participants Are Saying

“ I am a staunch ATD member and would not go anywhere else for this kind of credentialed training.” ”

—Bo Dean

ATD Education Course Participant





RESOURCE SAMPLE

Design Phase: Assembling a Design Document

ELEMENT	DESCRIPTION
Background	A brief statement describing the context of the training project, the sponsors, and the participants.
Purpose of Training	Identify the specific organizational goals that are to be addressed through training. This information should come directly from the training needs assessment report, such as the targeted tasks, performance goals, and recommendations on the solution.
Target Population, Including Audience Analysis and Prerequisites	List all audience characteristics and factors that may affect the training strategy or the results of training. List all skill and knowledge prerequisites identified in the task analysis.
Course Objectives	State the overall objectives to be accomplished.
Total Course Length and Length of Units	Identify the total course length and length of modules.
Course Materials	Provide a listing of all the deliverables that will make up the final training package, such as the participant guide, facilitator guide, slides, and wall charts.
Instructional Methods	List the media that you will use to deliver the instructional methods, such as classroom, video, synchronous or asynchronous e-learning, and written materials.
Instructional Media	List the media that you will use to deliver the instructional methods, such as classroom, video, synchronous or asynchronous e-learning, and written materials.
Assessment Strategy	List the activities that will be used to determine if the learning objectives were met and the participants learned the content.
Approval Signatures	Include a section at the bottom of the document where all critical parties can sign off, indicating approval of the training design.
Appendices and Attachments	Attach the course outline and lesson outlines. Include any detailed analysis results or design documents that should be made available to readers of the design document.





RESOURCE SAMPLE

Delivery Phase: Critical Facilitator Techniques

Checklist

Consider using these methods to maintain a focus on the learners:

- Establish objectives and how they relate to the participants.
- Create a vision of success.
- Demonstrate interest and enthusiasm in the learners and for the topics.
- Identify a process to achieve the objectives.
- Break the group into smaller groups as needed to promote interaction.
- Ask sufficient questions of the participants to prevent “telling.”
- Include everyone in the discussions to support engagement.
- Provide feedback to participants to affirm progress and offer recommendations for improvement as necessary.
- Deliver positive reinforcement to encourage application of the concepts.
- Keep the discussion moving, focusing on the objectives and the participants.
- Ask review questions frequently to assess understanding and clarify content.
- Ensure that learners are participating in the way that they desire.
- Adhere to time agreements; assign a timekeeper if that would assist the group.
- Offer opportunities to celebrate success.
- Debrief every exercise, helping participants see the relevance and how to transfer the learning back to the workplace.





Why Choose ATD as Your Professional Development Resource?


Over the last 75 years, our mission has been to empower talent development professionals with the knowledge and skills they need to be successful and remain competitive. We accomplish this by providing learning that sticks and leads to measurable results in your on-the-job performance.


What You Can Expect From an ATD Course

- ✓ Research- and competency-based learning with applied adult learning principles
- ✓ Hands-on practical activities
- ✓ An engaging environment that builds confidence and makes learning personally relevant
- ✓ Actionable take-home materials to ensure real application back at work

95+ 
Course Topics

900+ 
Organizations Have Trained With Us

120+
Countries With an ATD Presence 

100,000+
Professionals Have Learned With ATD Education 

Ready to Get Started?



Register by Phone or Get a Consultation

Not sure what to take? Call a professional development specialist to help you enroll. They can give you course recommendations based on your learning goals and your role.

Call: **855.404.2783**

Visit: td.org/LearningPath



Register Online

- Visit td.org/education-courses/training-design-and-delivery-certificate
- **Choose** your preferred dates and times.
- **Click** Enroll.
- **Follow** the cart and checkout prompts.



Register a Team/ On-Site Training

Interested in bringing a course to your company as an on-site learning event?

Call: **888.816.7813**

Email: enterprise@td.org

We Are Here to Help You and Your Team Learn, Grow, and Improve!



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