



Day One: 10:00 am – 5:00 pm

Day Two: 8:30 am – 5:00 pm

Day Three: 8:30 am – 5:00 pm

Day Four: 8:30 am – 12:30 pm

Train-the-Trainer Workshop

SITE's 3½ day Train-the-Trainer (TTT) Workshop is facilitated by a knowledgeable and experienced faculty. This workshop is open to all.

TTT Workshop Goal

At the conclusion of SITE's Train-the-Trainer program, participants will be able to use Adult Learning Theory and the ADDIE Instructional Design Model (**A**nalysis, **D**esign, **D**evelopment, **I**mplementation and **E**valuation) to design and facilitate training.

Workshop Format

- ◆ The workshop lasts 3½ days. It starts on Tuesday at 10 am and ends Friday at 12:30 pm.
- ◆ **There is approximately 12 hours of required pre-work.**
- ◆ The workshop is approximately 90% hands-on.
- ◆ Participants will make two presentations and will receive individual feedback on both.
- ◆ Each participant is encouraged to bring a non-proprietary project to work on during the course.

Target Audience

- ◆ Conducting training activities included in job accountabilities on a full-time or part-time basis
- ◆ Employed by insurance company or insurance-related business
- ◆ Responsible for some stand-up training
- ◆ Lack formal education in instructional design.

Workshop Objectives

DAY ONE: Analysis

1. Explain the purpose of a needs analysis.
2. Explain the importance of five essential elements of a needs analysis.
3. Conduct a learner audience analysis.
4. List in order the activities in a needs analysis.
5. Document a simple task analysis.
6. Generate a list of likely causes of poor work performance.
7. Determine how to best combine common analysis tools in a needs analysis.

DAY TWO: Adult Learning Theories; Design

1. State the basic principles and applications of prominent adult learning theories.
2. Using Bloom's Taxonomy, select appropriate verbs for learning objectives.
3. Write learning objectives that comply with industry standards.
4. Determine the best instructional strategies for learning objectives.
5. Describe seven factors that influence the selection of the delivery strategy.
6. State one appropriate evaluation technique for each level of Bloom's Taxonomy.

DAY THREE: Design (concluded); Development; Implementation

1. Design a detailed learning plan.
2. Describe the five purposes of the Development phase of the ADDIE Model.
3. Determine which format or combination of formats is appropriate for student material supporting learning objectives.
4. Given common training situations, determine which practices violate the law according to the U.S. Copyright Law.
5. Critique PowerPoint slides for compliance with industry standards.
6. Identify key implementation guidelines for scheduling, marketing, registration and evaluation.
7. Demonstrate core presentation techniques.
8. Using Power Points and a flipchart, conduct a five-minute interactive training session in compliance with industry standards.
9. State solutions to common classroom management problems.

DAY FOUR: Evaluation

1. Describe two quality standards of any evaluation.
2. State the purpose of a formative evaluation.
3. State the purpose of a summative evaluation.
4. Describe all four levels of Kirkpatrick's Model.
5. Given a scenario, calculate Phillips' Level 5, Return-on-Investment, evaluation.
6. Create a Level 1 evaluation instrument that complies with industry standards.
7. Create a Level 2 evaluation instrument that complies with industry standards.

Program Cost:

- ◆ \$595 registration fee for SITE members and \$795 fee for non-members. Registration includes:
 - o Participant Guide
 - o Breaks and lunches
 - o USB media stick to store participant's PowerPoint Presentations