

# Certified Training Professional

- *Blended or*
- *Full e-Learning*

In Collaboration with  
DR. MARIO DEL CASTILLO



Available via  
E-LEARNING &  
E-WORKSHOP



Jointly awarded by  
ARTDO INTERNATIONAL  
and ITD WORLD

## DIGITAL TRANSFORMA

### *Preparing you for Industry 4.0!*

You now have a choice of taking this outstanding program on a full e-learning or blended platform and you decide which modules to attend face-to-face and which ones to take on a self-paced mode. Whichever you choose, you will get the same immersive and engaging experience which is the hallmark of CTP which remains as the benchmark for high quality certification for L and D professionals.

The Certified Training Professional (CTP) Program is offered by the ARTDO International in collaboration with the Institute of Training and Development (ITD). The award is given upon the satisfactory completion of a five-module competency-based skills development program and submission of work-based projects during the assessment period.



## What's New in CTP 9th Edition?

CTP has been keeping in step with the fast-evolving training and development landscape. This latest version has the following innovations.

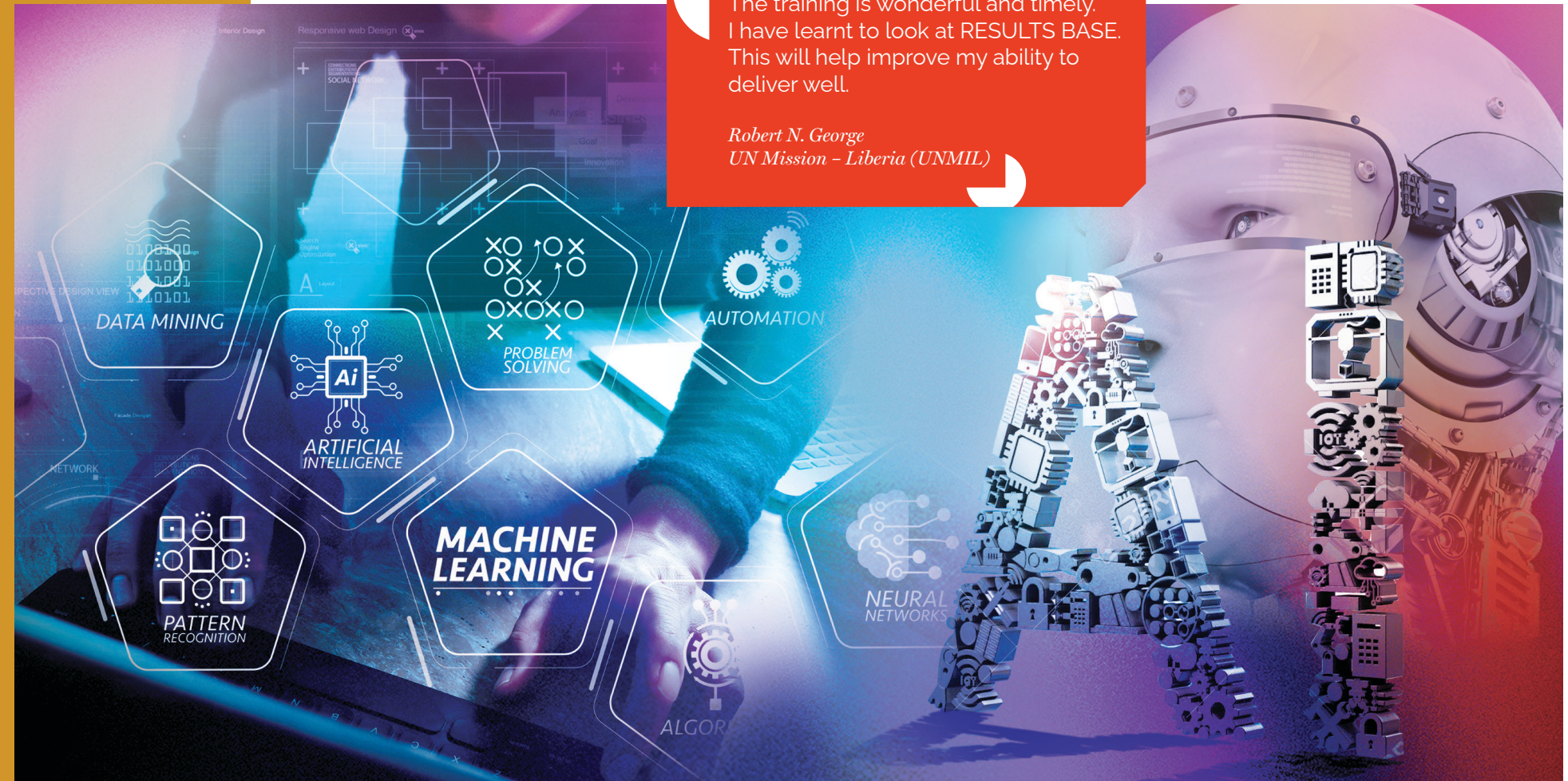
- It is based on the latest ARTDO Competency Model which includes new competencies such as Adopting Technology Solutions and Using Appropriate Methodologies
- The training has been completely revised to accommodate the new competencies
- 9<sup>th</sup> Edition Participant Manual and Study Guide
- More support for the CTP candidates through video and virtual tutorials and live coaching sessions
- Additional editable templates for immediate use back at work.

## Why is CTP the gold standard for trainer certification?

- First offered in 2004 and is now on its 15th year of continuous offering.
- More than 1000 certified trainers from 25 countries
- Accredited by HRDF for trainer certification
- Adopted by the United Nations for trainer certification
- Now on its 9th edition

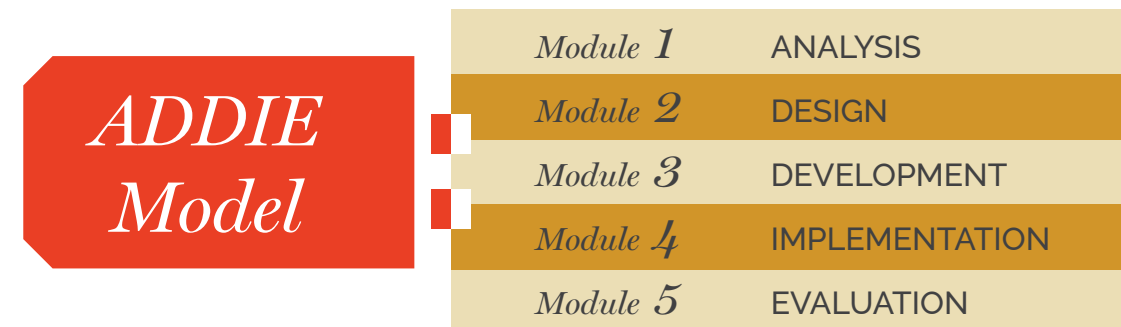
## Who should attend?

Training managers, training specialists, design specialists, learning specialist, trainers, facilitators and technical experts who are required to do training. Individuals who see training as a significant part of their work life.



## The CTP Program

The five modules expand on the well-accepted ADDIE model consisting of Analysis, Design, Development, Implementation and Evaluation.







## MODULE 1 – ANALYSIS

### Competency Focus

- Organizational Awareness
- Performance Orientation
- Investigative Analysis
- Intervention Selection

### Purpose of the module

- Provides a business-wide strategic perspective to training and development
- Introduces the training process framework as basis for analysis
- Adopt a systematic, measured approach to needs analysis

### Module objectives

- State performance gaps correctly
- Use theoretical tools to determine root causes
- Use four methods of collecting data
- Develop a needs analysis recommendation

### Content

#### Session 1

- Overview and introductions
- The Big Picture : Role of L and D in strategy
- Instruction to the Instructional Systems Design Model
- The Phases of Needs Analysis

#### Session 2

- Problem Analysis
- Factors that influence performance
- Needs Analysis
- Verifying root cause

#### Session 3

- Data Collection methods
- Table research method
- Interviews and focus groups
- Surveys
- Observation method

#### Session 4

- Job analysis techniques
- Competency mapping
- Identifying competency gaps
- Preparing a training recommendation

## MODULE 2 – DESIGN

### Competency Focus

- Instructional Analysis
- Writing instructional objectives
- Adult learning theory
- Planning the learning solution

### Purpose of the module

- Provides a template for training design
- Explains the step-by-step procedure in training design
- Gives sufficient opportunity for participants to do prototype design
- Encourages creativity in design
- Demonstrate the necessary components of learning outcomes
- Distinguish between learner-centered and trainer-centered considerations

### Module objectives

The participants are expected to gain competencies in

- Job / task – based curriculum development
- Using a participative method of job analysis
- Using mind-mapping techniques in design
- Writing learning objectives that are always measurable
- Using design parameters

### Content

#### Session 1

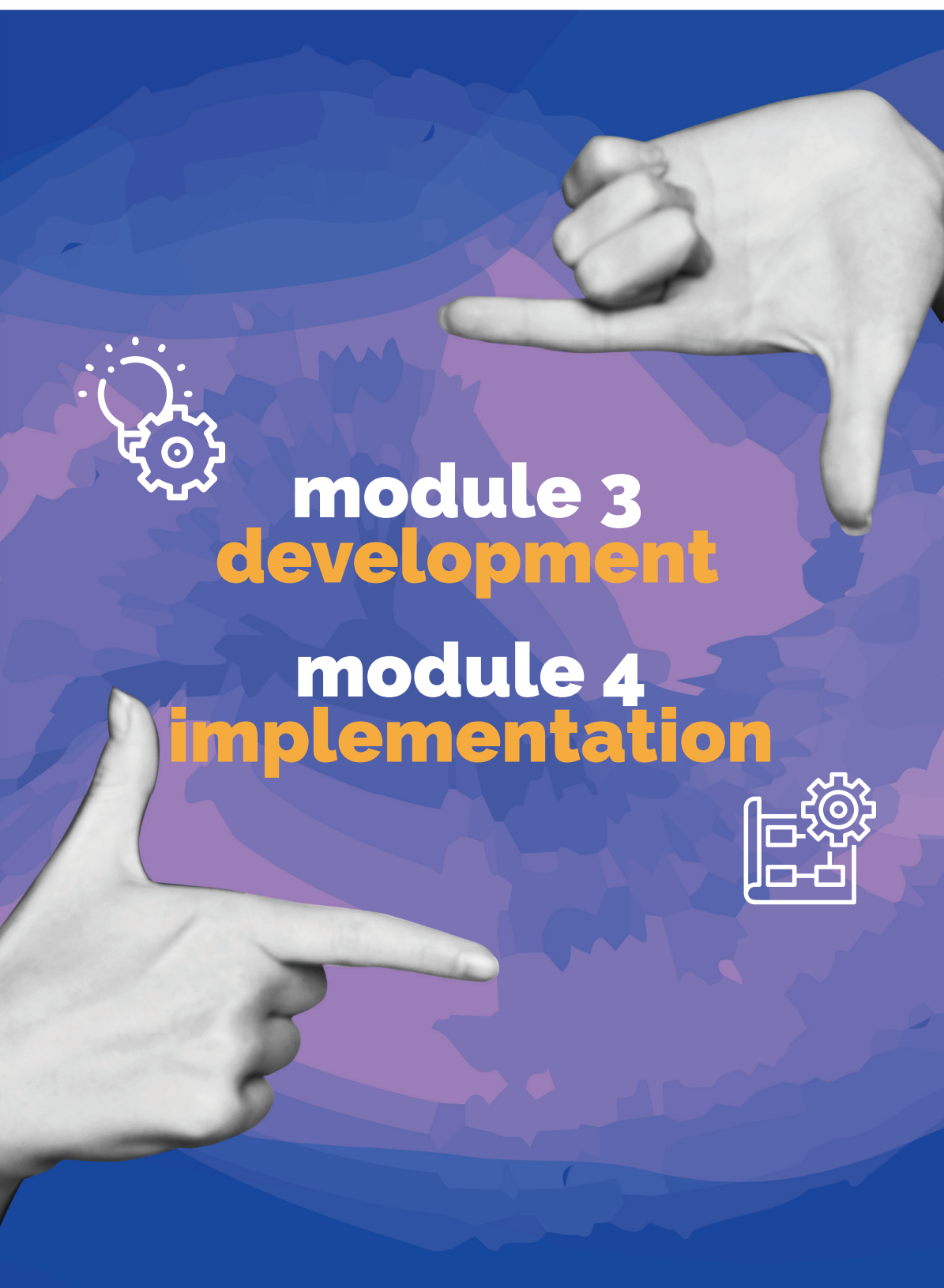
- Summary of instructional theories – what works in adult learning
- The design process
- Writing performance goals and learning objectives
- Planning the assessment

#### Session 2

- Choosing the course format
- Design parameters and strategies
- Job Instruction design

#### Session 3

- Topic sequencing
- Selecting instructional methods
- Preparing the design matrix
- Formative assessment of the design



## MODULE 3 – DEVELOPMENT

### Competency Focus

- Apply instructional process theories
- Prepare course lesson plans
- Develop course materials
- Adopt technology solutions

### Purpose of the module

- Gain insight into the process of creating course materials
- Create lesson plans consistent with learning theories and principles
- Build active learning activities
- Develop instructions for learner-led courses

### Module objectives

The participants are expected to gain competencies in:

- Establishing conditions that are appropriate for adult learners
- Observing the guidelines for session structures
- Develop the suite of instructional elements required for delivering a course
- Use tools for creating learner-led instruction such as e-learning and self-study

### Content

#### Session 1

- Robert Gagne's Conditions for Learning and 9 Steps of Instruction
- Distinguishing facilitator-led and learner-led instruction parameters
- Facilitator-led course leader guides

#### Session 2

- Working with Power Point 2016 to produce presentation slides
- Building a participant manual
- Inserting active learning activities
- Creating learner-led material

#### Session 3

- Introduction to e-learning development tools
- Recording videos on Power Point
- Introduction to web-enabled learning platforms
- Gamification for the millennial learner

## MODULE 4 – IMPLEMENTATION

### Competency Focus

- Create and maintain a positive learning environment
- Facilitate learning
- Ensure achievement of objectives

### Purpose of this module

- Build confidence in delivering a training assignment
- Know how to create a conducive learning environment
- Achieve greater learner engagement
- Handle challenging situations
- Facilitate experiential and group learning activities

### Module objectives

The participants are expected to gain competencies in:

- Preparing for a training assignment
- Running icebreakers and expectation sharing activities
- Conducting an active presentation
- Demonstrate a work skill
- Facilitate a structured experiential learning activity

### Content

#### Session 1

- Getting ready for training
- What factors influence learner engagement
- The session structures
- Conducting icebreakers and energizers
- Conducting an expectation sharing activity

#### Session 2

- Presentation techniques using Power Point
- Body language and non-verbal messages

#### Session 3

- How is facilitation different from other training skills?
- Process observation skills
- Feedback skills
- Workshop on process observation and feedback

#### Session 4

- Facilitating group activities
- Facilitating role plays
- Facilitating case studies
- Learning summaries and "re-entry"

#### Session 5

- Workshop on facilitation
- Controlling the process
- Handling difficult situations

#### Session 6

- Workshop on facilitation
- Using props and theatricals
- Applications and debriefing





## module 5 evaluating learning

### MODULE 5 – EVALUATING LEARNING

#### Competency focus

- Evaluation theory
- Plan for evaluation
- Data collection
- Analysis and Reporting

#### Purpose of the module

- Encourage more depth in the level of training evaluation
- Provide the theoretical basis for training evaluation
- Provide the main distinctions among the different levels of evaluation
- Develop the tools of evaluation

#### Module objectives

The participants are expected to gain competencies in:

- Developing an evaluation system
- Distinguishing the different levels of evaluation
- Developing evaluation methods and instruments
- Preparing an evaluation report

#### Content

##### Session 1

- The goals of evaluation
- The dimensions of evaluation
- The process of evaluation
- The measures of evaluation

##### Session 2

- Linking needs assessment, training goals and evaluation
- The levels of evaluation
- Improving on reaction questionnaires
- Improving on knowledge and skills testing

##### Session 3

- Measuring results – transfer of learning to the workplace
- Measuring benefits – impact of training to business goals

##### Session 4

- Translating results and benefits to ROI
- Impact analysis

## *An Immersive & Engaging Experience*

- Access to Dr. del Castillo's video tutorials
- Teleconference discussions with CTP coaches
- Content for all modules and participant guides
- Detailed 9th edition On-Line CTP Study Guide
- Copy of Bottom Line Training (official text)
- Chat rooms for conversations with coaches and participants
- Face-to-face class experience (blended option)

## *Comprehensive Evaluation*

Each participant will be evaluated based on the competency criteria at two stages:

- a~ At the learning level after the CTP Training Program, and
- b~ At the application level after the submission of competency reports.

The reports will be based specifically on performance against competency criteria. The client organization will be provided with the participant evaluation. Assessment will be 360 degrees with inputs from direct superior, participants, internal/external clients, program facilitators as well as self-assessment by the participant. The Certified Training Professional conferred and recognized by ITD and ARTDO International will be given on the basis of the assessment of completed projects.



## ■ Assessed ■ Competencies

Within 90 days from completing the CTP program, the participants are expected to apply the newly acquired competencies to actual on-the-job situations.

Each participant will accomplish a formatted report (provided by ITD) which requires the concurrence of their immediate supervisor in the organization.

### Needs Analysis

- Complete a NA project and submit a NA report for a work group inclusive of data-gathering instrument used ( either self- developed or pre-existing ), description of sample population, statistical analysis methods applied, training recommendation

### Design

- Submit a design project consisting of self- developed training modules inclusive of linkage with NA recommendation, mind-map, design matrix, training objectives, topic outline, schedule, methods, actual materials, and trainers guide.

The module could be new or a re-design of a pre-existing module.

### Development

- Produce course lesson plans, presentations slides, participant materials, and learner led e-learning modules

### Implement

- Demonstrate use of active learning models that are based on multiple modalities and adult learning guidelines.
- Report must be accompanied by an evaluation report from the participants
- Submission of video coverage of the sessions conducted

### Evaluation

- Develop a course evaluation plan
- Conduct and prepare a level 1 report – submit copy
- Conduct a prepare a level 2 report – submit copy
- Conduct and prepare a level 3 report – submit copy



The CTP program provided us with a comprehensive and structured view of training. It was very effective, enabling us to have a common and holistic view of training principles and methodologies.

The participants now better understand training requirements, thus bringing EPF Learning Centre to the next level

*R. Vijaya Kumar*  
Director  
EPF Learning Centre  
Employees Provident Fund

## Certification

Certified Training Professional (CTP) will be awarded by ARTDO International-ITD upon completion of all requirements (in conformance with ARTDO International-ITD competency clusters) within the 90-day assessment period after the training.

### CANDIDATE SUPPORT

While the criteria may be rigorous, it is our intention to provide all participants with all the means to excel. Candidates may seek help from assigned coaches, arrange live or electronic meetings and exchange assignment drafts and comments.

### ACCESS TO VIDEO TUTORIAL LIBRARY

Aside from the classroom instruction, CTP participants may access a large volume of video tutorials that are in addition to the information available in the textbook and participant manual.



# Training Model

ESTABLISH  
ORGANIZATION'S  
OBJECTIVES &  
STRATEGIES

ESTABLISH  
ORGANIZATION'S  
COMPETENCY  
REQUIREMENTS

VERIFY  
COMPETENCY-BASED  
GAPS

DEFINE COMPETENCY  
IMPROVEMENT STRATEGIES

DESIGN AND DEVELOP  
LEARNING INTERVENTIONS

DELIVER INTERVENTIONS

MEASURE SUCCESS AND  
IMPACT

They use the most appropriate approach in conducting CTP training efficiently and effectively. I have gained so much in the 10-day training; especially in the term of ADDIE (Analyze, Design & development, Implementation and Evaluation). I have no doubt in their qualification, potential and skills in delivery CTP program internationally and I can confidently recommend ITD as a solid and reliable supplier, and experts in their field

*Eunee @ Nur Ainnee Binti Abdullah  
Genting Centre of Excellence*

"The program delivers results and a great ROI for those who are serious about improving the quality of their training. It was a very insightful course for me as it really goes to the heart of what training is all about

*Sivalingam Navaratnam  
General Manager  
Securities Industry Development  
Corporation, Malaysia*





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