

CERTIFIED TRAINING PROFESSIONAL

BLENDED OR FULL E-LEARNING

In Collaboration with DR. MARIO DEL CASTILLO



Jointly awarded by
**ARTDO
INTERNATIONAL
and ITD WORLD**

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
- 9th 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.

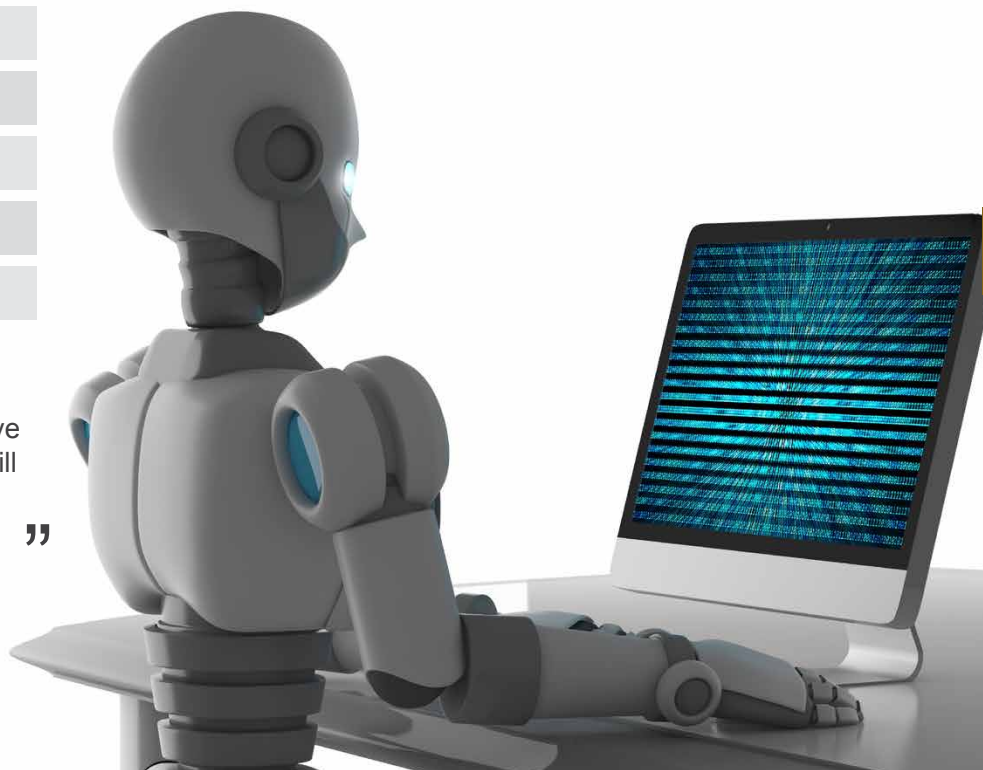
MODULE 1	ANALYSIS
MODULE 2	DESIGN
MODULE 3	DEVELOPMENT
MODULE 4	IMPLEMENTATION
MODULE 5	EVALUATION

“

The training is wonderful and timely. I have learnt to look at RESULTS BASE. This will help improve my ability to deliver well.

Robert N. George
UN Mission – Liberia (UNMIL)

”



PROGRAM OUTLINE

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



PROGRAM OUTLINE

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

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

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 AND 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 and 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

1. A Certificate of Achievement for each module will be issued by ARTDO International-ITD upon completion of the training.
2. 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

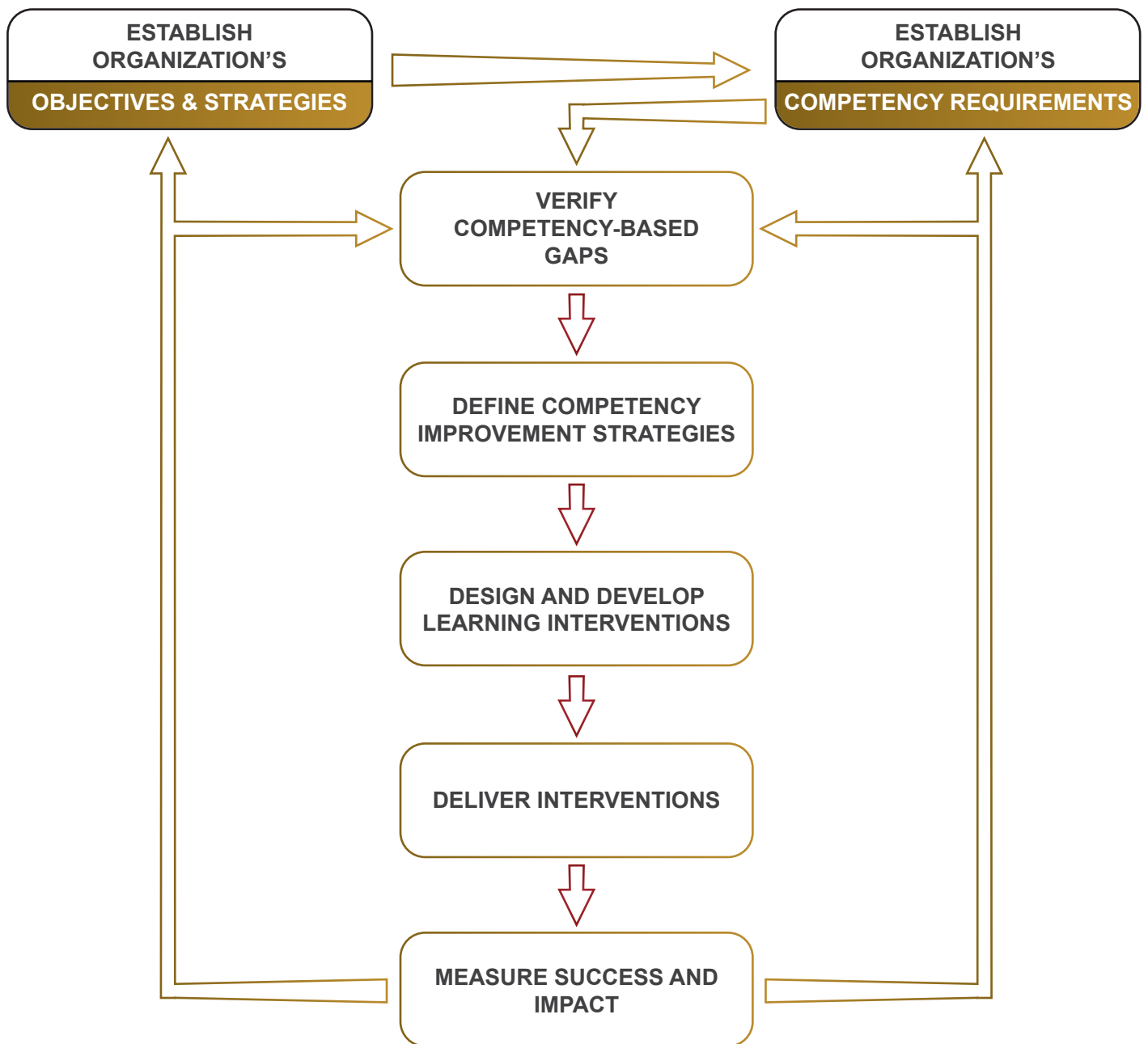
While the criteria may be rigorous, it is our intention to provide all participants with all the means to excel. Candidates may seek help from assigned coaches, arrange live or electronic meetings and exchange assignment drafts and comments.

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



ENDORSEMENT

“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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INTERNATIONAL AWARD & RECOGNITION



Mission

Transforming leaders and changing the world for the better.

Vision

The #1 global leadership development expert.

Core Values (LISTEN):

Love, Innovation, Synergy, Trust, Excellence and Nurture.

Competitive Advantage Statement:

ITD World is an award winning Multinational Corporation that provides the world's best leadership development solutions to leading global organizations. We offer comprehensive & innovative solutions that produce superior results.

Core Activities & Resources:

Talent and Leadership Development; Corporate Training and Consulting; Professional Competency Certification; Mega Events and Seminars; Coaches, Mentors and Speakers Bureau; Community Services and Campaigns. Over 238 world-class programs and more than 100 dedicated mega gurus, top international resource persons, trainers, speakers, coaches and consultants from around the world.

Mega Gurus:

Dr. Marshall Goldsmith, Dr. Jack Phillips, Dr. John C. Maxwell, Dr. William Rothwell, Dr. Jack Canfield, Dr. Peter Chee, Brian Tracy, Robert Tucker, Thomas G. Crane.

Quality Certification, Awards & Publications:

- Winner of the **ARTDO International HRD Excellence Award** in recognition for outstanding contribution to international Human Resource Development
- Bestowed the **Brand Laureate International Award** for the Best Brand in Training.
- Cutting edge books co-authored with the **world's Top Mega Gurus**- "Coaching for Breakthrough Success," "12 Disciplines of Leadership Excellence," "Becoming an Effective Mentoring Leader," "The Leader's Daily Role in Talent Management" and "5 Levels of Mastery".

Clients:

Intel, IBM, United Nations Missions, American Embassy, Agilent, Dell, Motorola, Nike, First Solar, Accenture, Citibank, Central Bank of Malaysia & Philippines, DHL, Ericsson, OSRAM, Infineon, Siemens, B Braun, Bosch, Beiersdorf, Schneider, TOTAL SA, Saint Gobain, Toyota, Ajinomoto, Samsung Vina, Singapore Press Holdings, Capitaland, PT Telkom, Siam Cement Group, Thaibev Group, CP Group, BaoViet, Sacombank, PetroVietnam, Petron, SM Supermalls, Thai Airways, Philippine Airlines, Shangri-La Hotels, Six Senses Resort, Sheraton, Prudential, AIA, GSK, MSD, Bayer, Johnson & Johnson, Unilever, Nestle, Pepsico, Flex.

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ITD WORLD

www.itdworld.com



ARTDO INTERNATIONAL

ARTDO INTERNATIONAL, formerly known as Asian Regional Training and Development Organization was founded in 1974 as an international non-profit NGO umbrella body comprising national training organizations, training and education institutions, HRD practitioners and multi-national companies from over 30 countries.

Based in Asia with its Secretariat in Manila, Philippines, ARTDO INTERNATIONAL organizes a major international Management and HRD Conference annually and confers a region-wide annual "Asia Pacific HRD Award" on outstanding contributors to HRD. It also publishes a reference journal, the "HRD Focus", which is a quarterly newsletter dealing with the latest management and HRD issues and occasional papers on best practices.

Specific objectives

- To assist the formation and growth of training and development organizations and to foster closer relations among these organizations.
- To co-operate with international, private and government organizations and institutions working in the field of HRM and HRD.
- To encourage and sponsor researches and publications designed to meet the training and development needs of the Asia-Pacific region and other parts of the world.
- To upgrade the standards of the HRD profession through a planned programme of education and skills development.
- To serve as an international resource centre for training and development. Being an ARTDO International member gives you access to a global network of international bodies and organizations. Some of the members of ARTDO international include:
 - Institute of Training and Development (ITD)
 - Asian Development Bank (ADB)
 - Australian Human Resource Institute (AHRI), (Australia)
 - Association of Business Executives (ABE, UK)
 - Bahrain Society for Training and Development (Bahrain)
 - Civil Service Development Institute (Taiwan, China)
 - Chinese Society for Training and Development (Taiwan, China)
 - Gas Authority of India Ltd (India)
 - Hong Kong Productivity Council, Hong Kong (China)
 - Indian Institute of Technology-Delhi (India)
 - Indian Institute of Management (Kerala, India)
 - Indian Society for Training and Development (India)
 - Indonesian Personnel Management Association (PMSM), (Indonesia)
 - Indovina Bank (Vietnam)
 - International I.T.D. Limited (Thailand)
 - Intel Technology (M) Sdn Bhd (Malaysia)
 - Kaizen Institute of Japan (Japan)
 - Motorola Malaysia Sdn Bhd (Malaysia)
 - Macau Productivity and Technology Transfer Centre (China)
 - Malaysian Institute of Training and Development (MITD)
 - National Service Civil Service Institute (Taiwan, China)
 - National Institute of Development Administration (NIDA), (Thailand)
 - Philippine Society for Training and Development (Philippines)
 - Sarawak Shell Berhad (Malaysia)
 - Saudi Aramco (Saudi Arabia)
 - Singapore Institute of Management (SIM), (Singapore)
 - Team International (Cairo, Egypt)
 - Tenaga Nasional Berhad (Malaysia)
 - Universiti Sains Malaysia (USM), (Malaysia)
 - New Zealand Association of Training and Development, (New Zealand)

