MERCURY

Train the Trainer Course: Instructional Design and Delivery Techniques

12 – 16 April 2027
Washington DC (USA)



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Train the Trainer Course: Instructional Design and Delivery Techniques

Ref: 52_1082861 **Date:** 12 – 16 April 2027 **Location:** Washington DC (USA) **Fees:** 8300 Euro

The Train the Trainer Course: Instructional Design and Delivery Techniques is a one-week course for subject matter experts, workplace instructors, and talent development specialists who build and facilitate organizational learning programs. Working with needs assessments, lesson blueprints, and facilitation scorecards, you assemble an operational Instructional Design and Delivery Dossier. Mercury Training Center delivers this course to establish disciplined instructional design and classroom delivery standards across organizational functions.

About This Course

Unstructured lesson plans, passive lecture methods, and inadequate assessment tools lead to low participant engagement and minimal workplace skill transfer. To follow this course, you must already possess subject expertise in your operational area and have delivered basic briefings or technical presentations. Through structured drafting sessions, live micro-teaching simulations, and structured peer critiques, you practice rapid curriculum design and interactive delivery.

Who It Is For

- Subject matter experts responsible for translating technical workflows, engineering principles, and operating standards into structured training sessions.
- Corporate trainers responsible for designing departmental onboarding schedules, facilitating standard operational curricula, and evaluating learning outcomes.
- Talent development specialists responsible for conducting performance gap assessments, managing internal instructor pools, and reviewing instructional material.
- Operational supervisors responsible for conducting on-the-job training, coaching team members through equipment procedures, and assessing frontline job qualification.

This course is not for executive public speakers who require keynote speechwriting and media interview coaching, nor is it for primary school educators who need child pedagogy and developmental psychology frameworks.

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Competencies You Will Build

- Instructional Needs Analysis: Identifying workplace performance gaps and selecting appropriate training interventions using performance data and task breakdowns.
- Curriculum Architecture: Structuring learning objectives and course flows using Bloom's Taxonomy and the ADDIE instructional systems design model.
- Interactive Facilitation: Engaging adult learners through structured questioning, case discussions, scenario-based drills, and adult learning principles.
- Classroom Dynamic Management: Managing participant pacing, neutralising disruptive behaviors, and maintaining inclusive group discussions during practical exercises.
- Virtual and Hybrid Delivery: Facilitating synchronous online learning sessions using digital collaboration boards, breakout rooms, and audience polling tools.
- Learning Impact Evaluation: Formulating assessment rubrics, knowledge checks, and workplace behavioral transfer audits using Donald Kirkpatrick's 4-Level Evaluation Model.

What You Will Be Able to Do

By the end of the course you will be able to:

- From business performance reports and frontline skill audits, conduct a structured training needs analysis that defines measurable performance targets.
- Given operational standard operating procedures, formulate learning objectives aligned with Bloom's Taxonomy cognitive and psychomotor levels.
- Using the ADDIE instructional design framework, construct modular session plans with time allocations, participant activities, and media resources.
- From adult learning principles and learner profile assessments, deliver interactive micro-teaching modules that incorporate guided practice and formative feedback.
- Given challenging classroom scenarios, apply behavioral de-escalation and engagement techniques to maintain learner focus and group participation.
- Using Donald Kirkpatrick's 4-Level Evaluation Model, design end-of-course assessments, participant reaction forms, and sixty-day post-training behavioral audits.

Course Content

Day 1: Adult Learning Principles and Needs Analysis

- Foundations of Andragogy and Adult Learning Motivations in Professional Settings
- Performance Gap Identification and Data Collection for Training Needs Analysis
- Task Analysis and Competency Mapping Aligned with the ATD Talent Development Capability Model
- The ADDIE Framework: Scoping Analysis and Establishing Program Constraints
- Drafting Measurable Learning Objectives Using Bloom's Taxonomy and SMART Criteria

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Day 2: Instructional Design and Curriculum Architecture

- Sequencing Learning Units and Structuring Five-Step Modular Lesson Plans
- Instructional Media Selection and Visual Slide Design for Working Memory Optimization
- Formative Assessment Design: Knowledge Checks, Practical Exercises, and Scoring Rubrics
- Designing Job Aids, Participant Workbooks, and Facilitator Guide Documents
- Rapid Prototyping of Course Content for Hybrid and Virtual Classroom Environments

Day 3: Facilitation Techniques and Delivery Dynamics

- Facilitation Mechanics: Voice Modulation, Purposeful Movement, and Non-Verbal Presence
- Active Learning Methods: Case Studies, Small Group Problem-Solving, and Role-Play
- Questioning Strategies: Socratic Probing, Overhead Questioning, and Directed Inquiries
- Managing Group Dynamics, Disengaged Participants, and Challenging Classroom Behaviors
- Virtual Classroom Facilitation: Driving Engagement across Breakout Rooms and Polls

Day 4: Learning Measurement and Evaluation Systems

- Kirkpatrick Level 1: Formulating Valid Reaction Measures beyond General Satisfaction
- Kirkpatrick Level 2: Constructing Objective Knowledge Checks and Practical Skill Rubrics
- Kirkpatrick Level 3: Designing Post-Training Behavioral Audits and Manager Check-Ins
- Kirkpatrick Level 4: Tracking Operational Impact Metrics and Capability Improvement
- Facilitator Self-Evaluation Protocols and Peer Feedback Collection Methodologies

Day 5: Micro-Teaching Practicum and Portfolio Assembly

- Exercise on Rapid Course Structuring and Lesson Plan Refinement
- Exercise on Live Micro-Teaching Delivery with Structured Peer Evaluation
- Exercise on Virtual Facilitation Delivery and Digital Collaboration Tool Integration
- Exercise on Formative Assessment Delivery and Participant Performance Feedback
- Final Assembly and Review of the Instructional Design and Delivery Dossier

Case Studies and Exercises

These suggested activities provide practical application of instructional design and delivery methods across distinct operational sectors:

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- Case study: A logistics and transport facility experiencing dispatch errors, where you analyze workflow data to distinguish training needs from operational defects, write three performance objectives, and design a four-hour modular lesson outline.
- Case study: A commercial banking operations center transitioning to a new core banking platform, where you develop an interactive software rollout training module, establish participant practice scenarios, and create an end-of-unit skill rubric.
- Exercise: A manufacturing plant equipment safety training scenario, where you structure a fifteen-minute micro-teaching session, deliver it before peer evaluators, incorporate active questioning, and receive structured feedback on delivery posture.
- Exercise: A healthcare support services department, where you construct a Kirkpatrick Level 3 behavioral follow-up framework to audit whether clean-room sanitation protocols taught in class are sustained on the hospital floor.

What You Take Back

The Instructional Design and Delivery Dossier provides modular lesson plan templates, questioning prompt lists, classroom facilitation rubrics, and four-level evaluation forms for your immediate operational use. You will apply it during your first month back at work to structure training requests, draft facilitator guides, and deliver interactive departmental learning sessions.

- Modular lesson plan templates and Bloom's Taxonomy objective formulation matrix
- Facilitator delivery checklists, questioning guides, and classroom disruption protocols
- Micro-teaching peer assessment scorecards and instructional design review checklists
- Kirkpatrick Level 1 through Level 3 evaluation forms and post-training behavioral audits

Quick Answers FAQ

What knowledge is required before attending this Train the Trainer Course?

You need working knowledge of your technical or functional field and experience delivering operational instructions, team briefings, or informal presentations. You do not need formal instructional design experience, as the course systematically establishes curriculum architecture and adult learning foundations from the start.

How does this Train the Trainer Course differ from presentation skills training?

Presentation skills courses focus primarily on speech delivery, slide aesthetics, and stage presence for passive audiences. This course develops the complete instructional life cycle, covering systematic needs analysis, interactive curriculum design, structured questioning, objective assessment, and post-training behavioral evaluation.

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Why is structured instructional design necessary for operational subject matter experts?

Subject matter experts often suffer from the curse of knowledge, presenting excessive technical detail without clear learning sequence. Structured instructional design organizes operational insights into clear, actionable units that enable learners to acquire, practice, and retain job-critical skills.

What completed materials do I take back from this Train the Trainer Course?

You leave with your Instructional Design and Delivery Dossier, which includes a completed modular lesson plan for your operational topic, peer-reviewed micro-teaching rubrics, classroom facilitation checklists, and Kirkpatrick evaluation templates ready for immediate workplace application.

For Your Manager

Your team member will return equipped to design and facilitate structured, business-aligned training sessions that accelerate workplace skill transfer. They will bring back an operational Instructional Design and Delivery Dossier, containing standard lesson templates, assessment rubrics, and evaluation tools. They will first deploy this dossier to standardize internal departmental training and improve training impact measurement.