Master Trainer Capstone Project Criteria

The Master Trainer Capstone Project is comprised of four key components of a training program: Design, Development, Delivery, and Presentation. Successful completion of the project will require you to follow the process completely from the very beginning until the final steps. Though it will be an intensive journey, you will be supported by the instructor of your choosing. The instructor will mentor you through the process, provide feedback, and assess your successful completion of the project. The Master Trainer Certificate is awarded after successful completion of the Master Trainer Capstone Project.

Listed is the criterion to be used in putting together your training program. It is intended to give you a general framework to use in designing, developing, and delivering your training program.

Design and Development

1. Introduction/Instructional Design Plan
   • Provide a summary of the training program you are designing
   • Include the overall goals

   **Important Note:** Please submit your Introduction/Instructional Design Plan prior to moving on to the ‘Needs Assessment’. Your mentor will review and give you feedback as to whether or not you can move forward on the next steps of the project.

2. Needs Assessment
   • List, and explain, at least three sources of information you will use to assess your needs
   • List, and explain, at least two data collection methods
   • Describe in detail the information to be gathered and/or questions being asked
   • Provide assessment description of training needs identified and/or conclusions drawn

3. Learning Objectives
   • Provide program objective(s) as appropriate based on needs assessment
   • Provide learning objectives properly formatted based on program objectives. Learning objectives should include conditions, actions and standards.

4. Course Outline/Overview
   • Include an outline/overview in lesson plan or detailed outline that includes timing
   • Provide a description of a rollout strategy or marketing plan and/or any special considerations given to corporate culture, demographics, logistics, etc.
• Provide outline/overview that is rooted solidly in adult learning methodologies
• Include elements that appeal to visual, auditory, and tactical learners
• Provide evidence of learning cycles and/or sections of the program and end in “application”, i.e., how will I use this on the job or back home
• Provide an explanation of support material, equipment, tools, etc. the learner will need to complete the class. Note- a full learner’s manual is not necessary

5. Evaluation Strategy
• Provide evaluation instruments for levels one & two (reaction & learning)
• Provide content of instruments based on objectives
• Include reaction strategy to include minimum of two methods of gathering data along with timing, i.e., when will you administer
• The learning level should include a minimum of ten questions along with who will evaluate

And testing technique

Delivery and Presentation
The Delivery and Presentation section of the Capstone Project requires that you submit a recording of you delivering a training program (a minimum of 30 minutes and maximum of 60 minutes). Instructions on how to submit the recording will be given upon registration.

General criteria and evaluation of your training session will include:

Trainer’s notes
• Provide a copy of your trainer’s notes, PowerPoint slides (if applicable) along with a copy of the participants materials (including learning objectives).
• Include how effectively you used your training notes when delivering training.
• Include a timeline for the training session.

You will be evaluated on the following:

Content
• Knew the material well and demonstrated competence.
• Content flowed well from point to point and was well organized.
• Effectively used stories and examples to clarify concepts.
• Summarized and transitioned between main points.
• Managed the time well (or made good choices to deviate from the timeline).
Instructional Methods
- Varied the instructional methods (lecture, demonstration, large group discussion, small group discussion, activities, games)

Delivery Style & Communication
- Was comfortable in front of a group.
- Used a speaking pace that was effective.
- Was interesting to listen to and varied their tone of voice.
- Made good eye contact with all the learners.
- Used context and examples from the learners frame of reference.

Learning Environment
- The room setup was appropriate for the learning activities.
- The trainer set up a safe learning environment.
- The trainer used accelerated learning techniques.

Large Group Discussion
- Learning level of the questions the trainer asked was appropriate to the level of learner’s knowledge (Bloom’s Taxonomy).
- Appropriate and effective reply by the trainer to the learner’s response to the questions asked.
- Appropriate and effective response to questions the participants asked the trainer.
- The trainer handled any difficult classroom situations.

Media
- Effective use of media (i.e. PowerPoint, flipcharts, dry erase boards, handouts, learner workbook).

Learner Performance
- The learners were able to achieve the learning objectives listed.
- The learning was measured at least once during the video portion of the training session (i.e. discussion, tests, questionnaires, practice, observation).