

ADVANCED TRAIN THE TRAINER™ · COMPLETE
CONTENT PACKAGE

A Complete 5-Day Train-the-Trainer Programme.

Built. Tested. Ready to Deliver.

Not a workshop booking. A fully designed, AI-integrated 5-day, 40-hour T3 curriculum — 28 component folders of decks, guides, workbooks, tools and calculators — ready for you to brand, deliver, and certify under your own name.

5 DAYS · 40 HOURS OF CONTENT

28 COMPONENT FOLDERS

210+ SLIDES

AI-INTEGRATED THROUGHOUT

EDITABLE & WHITE-LABEL READY

↓ Available to Download

See What's Inside

A Quick highlights of This 5 Day Training content

- 5-Day Decks
- Day-by-Day Training Folders
- Experiential Methods
- Participant Handbook
- Trainer Handbook
- 44 Advanced Tools
- Operational & Continuity
- Take-Home Files
- 30 Activity Cards
- AI Mastery Suite (6 items)
- ROI Calculations Kit
- 5 Worked ROI Case Studies



For Master Trainers & Organisations

ICARIANS

DESIGNED & DEVELOPED FOR

- **Master Trainers who conduct TTT Program.**
- **Training Firms in process of launching their T3 Program**
- **Corporate L&D Teams to train their in-house trainers.**
- **Organisations building internal trainer capability**

5 DAY PRE-DESIGNED PROGRAM

WITH TRAINER'S NOTES FOR EACH SLIDE

Let's Look inside the Collection





This Pre-Designed Content holds 28 Folders



And Each Folder holds
specific Files



1. Program Brochure and Agenda

A detailed program brochure with Training Agenda

2. PPTs - Each Day

All 5 days ppts with 200+ slides at one place for ease of access.

3. Day 1 - Training Content

Complete day 1 with PPT, notes, Icebreakers, Roleplays, case studies etc.

4. Day 2 - Training Content

Complete day 2 with PPT, notes, Icebreakers, Roleplays, case studies etc.

5. Day 3 - Training Content

Complete day 3 with PPT, notes, Icebreakers, Roleplays, case studies etc.

6. Day 4 - Training Content

Complete day 4 with PPT, notes, Icebreakers, Roleplays, case studies etc.

7. Day 5 - Training Content

Complete day 5 with PPT, notes, Icebreakers, Roleplays, case studies etc.

8. Experiential Training Methods

3 Detailed files with 15 Methods

9. Participant Handbook

A 27 page detailed Participant Handbook

10. Trainer's Handbook

A 47 page detailed Trainer's Handbook

11. 44 Advanced Tools and Templates

Advanced Tools and Templates in 8 different categories

12. Participant Experience Kit

Editable Kit in PPT format with 15+ slides

13. Facilitator Operational Kit

Editable Kit in PPT format with 15+ slides

14. Post Program Continuity Kit

Editable Kit in PPT format with 15+ Slides

15. Business Development Kit

Editable Kit in PPT format with 15 slides

16. Digital Formats Kit

Editable Kit in PPT format with 10+ slides

17. Take Home File 1 - Program Guide

A 20+ page PDF file for participants

18. Take Home File 2 - Reference Cards

10 cards in editable PPT format

19. Take Home File 3 - Facilitator Canvases

6 Canvases in editable PPT format with printing guide

20. Activity Cards - 30

30 Activity Cards in editable PPT format in portrait and landscape

21. AI Prompt Passport - A5 Booklet

An editable PPT format A5 size AI prompt cards.

22. AI Mastery Tracker

A detailed AI Mastery Tracker in PPT format

23. AI Ethics Pocket Card

Editable 8 cards with front and back in credit card size.

24. The L&D AI Cheat Sheet

A3 Poster in Editable PPT format

25. AI Build Log - A5 Cards

Editable A5 Cards in PPT format

26. AI Infographic Cards

Editable A5 Cards in PPT format

27. ROI Calculations Kit

Editable ROI Planning, ROI Calculator and ROI Evidence and Reporting files

28. ROI Case Studies

ROI case studies with calcifications

Let's Look at Screenshots



Of all the 28 Folders one by one.



ADVANCED T3 PROGRAM

AI-INTEGRATED • 2026 EDITION

CORPORATE LEARNING & DEVELOPMENT

Train the Trainer Mastery Program

A comprehensive 5-day advanced certification for Master Trainers, Training Managers and HR Leaders — built for the age of AI-augmented learning.

DURATION

5 Days

LEVEL

Advanced

HOURS

40 HRS

FORMAT

Blended

FACILITATION MASTERY

AI-BASED DELIVERY

VIRTUAL TRAINING

MICROLEARNING DESIGN

DAY 01

FACILITATION MASTERY • ACTIVITY DESIGN

The Master Facilitator — Presence, Psychology & Design

Transforming knowledge transfer into transformative learning experiences

SESSION SCHEDULE

09:00

Opening Practicum: Your Facilitation Fingerprint

360° self-assessment using AI-generated diagnostic. Identify facilitation blind spots and strengths via recorded micro-delivery (3 min) + AI feedback analysis.

AI TOOL

PRACTICUM

18:30

Advanced Facilitation Frameworks

Socratic facilitation vs directive instruction. The ORID model. Managing group dynamics, resistance, and dominant personalities. Reading room energy.

DAY 1 LEARNING OUTCOMES

✓

Apply advanced facilitation techniques including Socratic questioning, ORID model, and energy management

✓

Design activities using the 5E model that achieve measurable cognitive engagement

✓

Use AI tools to accelerate and diversify activity design across formats

✓

Manage cognitive load through deliberate pacing, chunking, and visual design decisions

✓

Conduct structured peer feedback sessions using evidence-based debrief protocols

01 / 06

Facilitation Mastery

Day 1 • Advanced Presence & Process

—

ORID & Socratic questioning frameworks

—

Reading and managing group dynamics

—

Facilitation presence and vocal authority

—

Managing resistance, conflict, and dominance

—

Cross-cultural facilitation competencies

—

Debrief mastery: Plus/Delta, STAR-AR, PPP

02 / 06

Activity Design

Day 1 • Engagement Architecture

—

5E Model and Experiential Learning Cycle

—

10 activity archetypes: when to use each

—

Gamification principles for adult learning

—

Scenario and simulation design

—

AI-assisted rapid activity prototyping

—

Accessibility and inclusive activity design

03 / 06

Microlearning

04 / 06

Instructional Design

🌿 Room & Tech Setup

—

Breakout rooms pre-configured (6–8 groups of 4–5)

—

Dual screens: facilitation view + participant view

—

AI tools pre-loaded with organisational examples

—

Miro boards prepared per day (not revealed in advance)

—

Backup activities for tech failure scenarios

—

Recording consent obtained pre-programme

👥 Group Dynamics Management

—

Pre-assign diverse groups: seniority, sector, expertise

—

Rotate groups on Days 2, 3, and 4 for cross-pollination

—

Designate rotating group roles (scribe, timekeeper, spokesperson)

—

Check-in temperature questions each morning

—

Use anonymous Mentimeter for sensitive discussions

—

Psychological safety contract established on Day 1

📊 Differentiation Strategies

—

Pre-programme tech comfort diagnostic (sent 1 week prior)

—

Tiered activities: foundational / advanced / extension tracks

🏠 Ongoing Energy Management

—

Energiser activities bank (30 options, 2–5 mins each)

—

Movement breaks every 90 minutes minimum

—

Afternoon sessions: always activity-led, never lecture-led

Folder 1

Program Brochure and Agenda

DAY 03

AI-BASED TRAINING DELIVERY

AI-Augmented Training — Personalisation at Scale

Harnessing artificial intelligence to deliver, personalise, and measure learning impact

SESSION SCHEDULE

09:00

The AI Learning Landscape: 2026 State of Play

From LMS to LXP to AI tutors. Adaptive learning engines, intelligent content recommendations, and AI coaching systems. Current vendor landscape and maturity models.

AI TRENDS

18:00

Prompt Engineering Masterclass for Trainers

Advanced prompting techniques: chain-of-thought, few-shot, role assignment, persona prompts. Building reusable prompt templates for scenario generation, assessment creation, and content summarisation.

DAY 3 LEARNING OUTCOMES

✓

Navigate the current AI L&D ecosystem and evaluate tools against organisational readiness criteria

✓

Apply advanced prompt engineering techniques to accelerate content, assessment, and scenario creation

✓

Design and build a functional custom AI training assistant for a specific learning programme

✓

Design AI-personalised learning pathways incorporating adaptive sequencing and learner profiling

✓

Articulate and apply responsible AI principles in

CONTENT AI

VIDEO AI

AUDIO AI

Articulate AI

AI-powered eLearning course generation and intelligent authoring

AUTHORING

Canva Magic Studio

AI-assisted visual design for slides, infographics, and learning materials

DESIGN AI

NotebookLM

AI-powered knowledge synthesis and podcast generation from source materials

RESEARCH AI

Miro / FigJam

AI-enhanced collaborative whiteboards for virtual workshops and ideation

COLLABORATION

Mentimeter / Slido

Real-time audience engagement, polling, and live Q&A with analytics

ENGAGEMENT

Kahoot! / Quizizz AI

AI-generated gamified assessments and spaced repetition quiz systems

ASSESSMENT

TIME	DAY 1 – FACILITATION & ACTIVITY	DAY 2 – ID & MICROLEARNING	DAY 3 – AI DELIVERY	DAY 4 – VIRTUAL MASTERY	DAY 5 – STRATEGY & CERTIFICATION
09:00–10:30	Facilitation Fingerprint AI Assessment + Practicum	Modern ID Models Lecture + Discussion	AI Landscape 2026 Expert Panel + Demo	Virtual Mindset Shift Research + Discussion	Training Impact Measurement Workshop + Analytics
10:30–12:00	Advanced Facilitation Frameworks Demonstration + Practice	AI-Assisted Needs Analysis Hands-on Lab	Prompt Engineering Masterclass Workshop + Lab	Zoom/Teams Mastery Live Practice	Learning Ecosystem Design Mapping Workshop
12:00–13:00	Lunch Break — Networking + Optional Peer Coaching				

13:00–14:00	Cognitive Load Theory Case Study Analysis	Microlearning Neuroscience Research Seminar	AI Personalised Pathways Design Workshop	Collaborative Digital Tools Tool Exploration Lab	L&D as Business Function Business Case Workshop
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Facilitation Mastery & Activity Design

The Master Facilitator — Presence, Psychology & Design

DAY 1

of 5



Folder 2

5 Days PPTs,
210+ Slides

Day 1 PPT

DAY 1 OVERVIEW

What We Cover Today

**09:00**
Facilitation Fingerprint
AI-assisted self-assessment + micro-delivery

**10:45**
Advanced Frameworks
ORID, Socratic Questioning, Energy Management

**13:00**
Cognitive Load Theory
Designing for how the brain actually learns

**14:00**
Activity Design Lab
The SE Model & 10 activity archetypes

**15:45**
AI Activity Generation
Prompt engineering for rapid design

**17:00**
Reflection & Debrief
Plus/Delta + overnight challenge

DAY 1 OVERVIEW

RESEARCH

The Business Case for Master Trainer Development

218%
Higher Revenue Per Employee

24%
Higher Profit Margin

3x
Faster Skill Acquisition

ATD State of the Industry

**Key Insight**
Organisations with structured trainer development programmes see dramatically better commercial outcomes. This programme is not a cost — it is a multiplier. Your development directly determines the learning quality of every person your learners will ever train.

OPENING ACTIVITY

3-Minute Micro-Delivery + AI Feedback

01
Choose Topic
Any subject you know well — work or personal

02
Deliver 3 Min
Partner records on phone — no notes allowed

03
Self-Review
Watch back, score yourself on 8 dimensions

04
AI Analysis
Paste reflect — get your r

Structure Every AI Prompt for Maximum Quality

C CONTEXT	Set the learning environment, audience, and constraints	"...for 25 mid-level managers in a global pharmaceutical company"
R ROLE	Assign AI an expert persona	"You are an expert instructional designer with deep experience in corporate training"
A ACTION	State precisely what you need	"Design a 20-minute Explore phase activity that creates a safe space for sharing challenges"
F FORMAT	Specify the output structure	"Provide: facilitator instructions, participant brief, 4 questions for discussion"
T tone	Define style and constraints	"Virtual-ready, no conflict role-plays, inclusive for neurodivergent participants"

RESEARCH

The 5E Evidence Base

1.5
Standard Deviations higher learning gains vs lecture-based delivery

Explore Before Explain
The single most important design decision — generating 'productive failure' that primes long-term retention.

105
Studies reviewed

Blanchard & Brickman (2021) - Journal of Research in Science Teaching

5-DAY PROGRAMME MAP

Where Day 1 Sits in the Full Journey

TODAY
Day 1
Facilitation Mastery

Day 2
Instructional Design

Day 3
AI-Based Delivery

Day 4
Virtual & Hybrid

01

Modern Instructional Design Models

SAM · Agile ID · 4C/ID — Choosing the Right Architecture · 09:15 – 10:30

SESSION 1 OF 5



Folder 2 cont.

5 Days PPTs,
210+ Slides

Day 2 PPT

Scrum Principles Applied to Learning Design

Sprint

1–2 week cycle producing one complete, testable module

Backlog

Prioritised list of modules or assets to design next

MVP

Simplest solution that behaviour change

Retrospective

Post-sprint: what did we learn about our design process?

Stakeholder Review

Learner + manager review of draft before full production

Definition of Done

Objective achieved, 5A with 3+ learners

McKinsey (2021): Agile ID reduces development time 30–50% and improves content relevance from 54% → 81%.

AI-ASSISTED NEEDS ANALYSIS — 5-STAGE WORKFLOW

From Performance Gap to Learning Objective in Hours

1

Survey Design

Design surveys at Organisational, Job, and Individual levels using Kaufman's framework.

2

Interview Qs

Generate critical incident questions using STAR format — expert vs novice performance.

3

Data Synthesis

Paste responses into Claude. AI identifies top 5 gaps, classifies by BEM, recommends objectives.

4

Objective Writing

Translate gaps into Bloom's-aligned objectives: level, verb, condition, and standard.

WRITING POWERFUL LEARNING OBJECTIVES

Mager's Formula + Bloom's Digital Taxonomy

✗ WEAK

"Understand the importance of customer service"

No observable behaviour · No condition · No standard

✓ STRONG

"Given a real complaint email, apply achieving 4/5 from a trained assess

BLOOM'S DIGITAL TAXONOMY — KEY LEVELS

Remember

Bookmark, search, highlight

Apply

Run, upload, share, calculate

Analyse

Mash, link, validate, mine

Evaluate

Post, moderate, rate

CIPD SURVEY · 2024 · L&D PROFESSIONALS

The AI Production Advantage

43h → 11h

Dev time per hour of learning

74%

Reduction in production time

Eq



The Key Enabler

Not the tools — a clear, repeatable workflow. Random tool use without a system produces inconsistent quality. Systematic

DAY 2 SUMMARY

What You Built Today

1

ID Model Toolkit

SAM, Agile ID, 4C/ID — and when to use each

2

Needs Analysis Skills

AI-assisted gap diagnosis + Bloom's objectives

3

Microlearning Science

5 memory principles with design applications

4

5-Asset Series

Sprint Canvas with all 5 formats designed

WATCH FOR

The Quality vs Speed Tension

Before sharing any AI-generated asset with a learner, ask:



Is every fact verified against source material?



Is the scenario realistic for YOUR audience?



Is the tone right for your organisational culture?



"AI produces fast. YOU produce good. Your professional judgment is the quality filter"

AI Is Reshaping Corporate Learning

70%

of L&D orgs piloting AI tools by 2025

4.3×

More content variants in same design time

28%

Higher learner satisfaction with AI content



The L&D Tipping Point

AI is not replacing trainers — it is replacing trainers who do not use AI. The question is not whether to integrate AI into your L&D practice, but how fast and how well.

Folder 2 cont.

5 Days PPTs,
210+ Slides

Day 3 PPT

ADVANCED TRAIN THE TRAINER · DAY 3

01

The AI L&D Ecosystem & Maturity Model

Landscape Mapping · 5-Level Maturity Scale · 09:15 – 10:30

SESSION 1 OF 5



AI ETHICS IN L&D — PANEL DEBATE

5 Questions Every L&D Leader Must Answer

- | | | |
|---|------------------|--|
| 1 | Transparency | Do learners know they are interacting with AI? Should they always know? |
| 2 | Data Ownership | Who owns the learning data AI systems generate? Learner, employer, or platform? |
| 3 | Algorithmic Bias | If AI personalises learning using historical data, does it entrench existing inequalities? |
| 4 | Authenticity | Is an AI-generated scenario less valid than a human-written one? Does it matter? |
| 5 | Displacement | What is the ethical responsibility of L&D leaders as AI replaces some design tasks? |

Activity: Assign one position to each group — argue FOR or AGAINST. 5 minutes each. Then open to floor debate.

3 ADVANCED PROMPTING TECHNIQUES

Beyond CRAFT — The Power Moves

Chain-of-Thought (CoT)

Ask the model to reason step-by-step before answering. Forces logical structure and reduces errors.

"Before writing this scenario, think through: (1) what makes a workplace conflict realistic, (2) what behaviours need to be practised, (3) what cognitive load is appropriate. Then write."

Few-Shot Prompting

Provide 2–3 examples of what you want BEFORE asking for the final output. The model mimics your examples precisely.

"Here are 2 examples of learning objectives I have approved: [example 1], [example 2]. Now write 5 more in the same format for the topic of performance management."

Role Assignment

Assign a specific knowledge, role or perspective to improve domain-specific output.

"You are a senior financial services compliance officer. Always cite relevant regulations and use professional jargon."

ADAPTIVE PATHWAY — VISUAL BLUEPRINT

The Decision-Tree Approach



AI generates personalised example sets and difficulty adjustments for each track automatically.

KEY CONCEPTS — DAY 3

AI Ecosystem & Prompting

1 Chain-of-Thought (CoT)

Prompting technique that asks the AI to reason step-by-step before answering. Improves output quality by 34% (Stanford, 2023) for complex instructional design tasks.

2 Few-Shot Prompting

Providing 2–3 examples before asking for output. The AI mimics examples precisely — the fastest route to consistent format c

3 Role Assignment

Giving AI a specific expert persona with defined knowledge, constraints, and values. Massively improves domain specificity and appropriate tone.

4 AI Maturity Model

5-level framework: Unaware → Experimenting → Adopting → AI-Native. Most corporate L&D sits at Level 2–3.

AI TOOL COMPARISON — WHICH TO USE WHEN

ChatGPT vs Claude vs Gemini for L&D

ChatGPT GPT-4o

Volume generation, first drafts, brainstorming, varied scenario types. Strong at structured formats.



Best for: rapid content generation at scale.

Claude Sonnet

Nuance, long-context retention, complex instructional design tasks. Strong on detailed rubrics + programme-level design.



Best for: quality-critical design work.

Gemini 1.5 Pro

Multimodal — strong with documents, images and video.



Best for: auditing existing training materials and content gap analysis.

Pro Tip: Run the same prompt in all three and compare. Empirical testing beats any vendor claim.

AI Ecosystem & Prompting

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Folder 2 cont.

5 Days PPTs,
210+ Slides

Day 4 PPT

The Research-Backed Benchmark for Virtual Engagement

8

Meaningful interactions per hour

Clay & Laborie (2018)

✓ COUNTS as an interaction:

Chat response · Poll answer · Whiteboard annotation · Breakout room discussion · Verbal response · Reaction button · Unmute to spe
Document contribution

✗ Does NOT count:

Passively watching slides · Listening to a monologue · Reading chat without responding · Being in a room but not contributing

Design rule: Plan your interaction points BEFORE writing slides — not after.



Before You Deploy an AI Avatar, Ask:

1 Disclosure

Are learners always told they are watching an AI avatar — not a live human being?

2 Consent

Has the person whose likeness is used given informed, specific consent for L&D deploy

3 Accuracy

Has a human SME reviewed and approved every factual claim in the AI avatar script?

4 Representation

Does the range of avatars used reflect the diversity of your learner population?

5 Review Cycle

Is there a defined schedule for reviewing and updating AI avatar content for accuracy?

Why Hybrid Is Harder Than Both Pure Formats

IN-ROOM PARTICIPANTS

- ✓ Can read the room
- ✓ Natural side conversations
- ✓ Strong group energy
- ⚠ Dominate discussion
- ⚠ Forget remote colleagues
- ✓ Get all whiteboard content

REMOTE PARTICIPANTS

- ✗ Miss side conversations
- ✗ Reduced social presence
- ⚠ Camera fatigue risk higher
- ✓ Equal access via digital tools
- ✓ Can contribute anonymously
- ✗ Often forgotten by facilitator

Hybrid Equity & HIVE Framework

1 HIVE Framework

Hybrid equity design model: Human-First Design, Inclusion by Design, Visible Equity, Equal Accountability. Applied when some learners are in-room and some are remote.

2 Hybrid Learning Problem

Hybrid sessions create a two-tier learning experience by defl participants dominate; remote participants are forgotten. Re design intervention.

3 Hybrid Room Architecture

Four levels from Basic (single back camera) to Immersive (AI-powered spatial cameras). Level 3+ required for genuine learning equity in hybrid contexts.

4 Visible Equity

HIVE principle: all content must be simultaneously accessible remote participants. No whiteboard, side conversation, or re remote cannot access equally.

Transform a Face-to-Face Session in 30 Minutes

Take a session you actually deliver. Apply the virtual architecture template. Minimum 8 interactions per hour.

1

Audit the original

5 min

List every learner activity in your current face-to-face session. Count actual interactions per hour.

2

Identify the core

5 min

What are the 3 non-negotiable learning moments? These must survive the virtual translation.

3

Map the 8 interactions

10 min

Using the session architecture template, plan exactly where and how 8 interactions occur per hour.

4

Choose your tools

8 min

Assign a digital tool to each interaction moment: poll, chat, Miro, annotation, breakout, or reaction.

5

Produce

2 min

What does the virtual session look like to set up and interact?

Apply the Framework to Your Own Experience

Think of a hybrid session you delivered or attended recently. Score it against each HIVE principle below.

PRINCIPLE	1 — Violated	2 — Partial	3 — Mostly Met	4 — Fully Met
H — Human-First Design	Not at all	Some attempt	Mostly	Fully
I — Inclusion by Design	Not at all	Some attempt	Mostly	Fully
V — Visible Equity	Not at all	Some attempt	Mostly	Fully
E — Equal Accountability	Not at all	Some attempt	Mostly	Fully

Apply the Framework to Your Own Experience

Think of a hybrid session you delivered or attended recently. Score it against each HIVE principle below.

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I — Inclusion by Design	Not at all	Some attempt	Mostly	Fi
V — Visible Equity	Not at all	Some attempt	Mostly	Fi
E — Equal Accountability	Not at all	Some attempt	Mostly	Fi

Folder 2 cont.

5 Days PPTs,
210+ Slides

Day 5 PPT

Why L&D Measurement Still Fails

72%

of L&D teams cannot show business impact

43%

of CLOs struggle to get programme funding

150–200%

Median ROI of well-designed programmes



The Strategic Gap

Most L&D professionals are brilliant at design and delivery — and invisible at business strategy. Today closes that gap. You leave with the language, the data, and the framework to be taken seriously in the boardroom.

How to Calculate the Return on Learning Investment

$$ROI \% = (\text{Net Programme Benefits} \div \text{Total Programme Costs}) \times 100$$

1

Collect Data

Gather L1–L4 data using your evaluation plan. For L4: business metrics at 60–90 days post-training.

2

Isolate Effects

Use one or more methods to attribute the improvement to training — not market conditions or management changes.

3

Convert to Money

Translate behaviour change into a monetary value. Error reduction × cost per error. Sales increase × margin.

4

Tabulate Costs

Full programme costs: design, delivery, materials, technology, participant time, travel, opportunity cost.

Example: £45k programme → £18k costs, £63k measured benefit → ROI = (63–18)/18 × 100 = 250%

Measurement & Evaluation

1

Kirkpatrick New World Model

Updated four-level model with critical innovation: design backwards from L4 Results to L1 Reaction. Every L1 question must link to a L4 business outcome.

2

Phillips ROI Methodology

Fifth level beyond Kirkpatrick: converts L4 business impact to subtracts programme costs, calculates ROI%. Industry media

3

Chain of Evidence

Five-question diagnostic linking training to business results. Includes isolation methodology to attribute changes credibly to the learning intervention.

4

Learning Analytics

Systematic collection and analysis of data generated by learn enables analysis at scale — but humans must interpret and a

Evidence-Based Scoring — Not Impressions

Score what you SEE and HEAR — not what you know about the person or how you feel about their topic.

5

Exceptional

Exceeds expectations. Specific evidence of mastery beyond programme standards. Could mo

4

Accomplished

Meets all expectations with strength. Clear evidence of programme frameworks applied effe

3

Developing

Meets basic expectations. Evidence of frameworks applied but with room for refinement.

2

Foundation

Partially meets expectations. Frameworks understood but inconsistently applied.

The 10 Books Every Master Trainer Should Own

Make It Stick

Brown, Roediger & McDaniel (2014)

The cognitive science of durable learning. Essential.

Leaving ADDIE for SAM

Michael Allen (2012)

The case for iterative design. Practical and readable.

The Art of Facilitation

Dale Hunter et al. (2007)

Classic facilitation reference. Foundations.

Interact and Engage

Cynthia Clay (2018)

75 activities for virtual training. Immediately usable.

Ten Steps to Complex Learning

Van Merriënboer & Kirschner (2007)

Evaluating Training Programs

Donald Kirkpatrick (2006)

The Power and Progress

Brynjolfsson & McAfee (2023)

Power and Prediction

Agrawal et al. (2022)



MASTER
TRAINER

CERTIFIED 2026

Congratulations.

You Are a Master Trainer.

You have completed five days of the most advanced Train the Trainer programme in the field.

You leave with:

- Frameworks that will change your practice

- AI tools fully integrated into your workflow
- A network of peers who speak your language
- A 90-day plan with real accountability
- A certification that you have earned



TRAINER'S GUIDE

DAY 1

Facilitation Mastery & Activity Design

The Master Facilitator — Presence, Psychology & Design
Transforming Knowledge Transfer into Transformative Learning Experiences

Designed and Developed by STDS - Structured Training Design Systems

Folder 3

Day 1 - Trainer's Notes, icebreakers, roleplays, case studies, worksheets

Icebreaker 1: Facilitation Fingerprint Speed Mapping

Day 1 – Session 1 | Facilitation Fingerprint (09:00–09:15)

DURATION 15 Minutes	FORMAT Individual Reflection + Movement + Group Sharing	GROUP SIZE 8–60 participants	ENERGY & DIFFICULTY Moderate → High / Easy
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Purpose of This Icebreaker

This activity immediately shifts participants from:

"I am here to learn facilitation" → *"I already have a facilitation identity—and today I will discover and improve it."*

Roleplay 2: ORID Recovery Conversation

Day 1 – Session 2 | Advanced Facilitation Frameworks – ORID Model

DURATION 30 Minutes	FORMAT Team Reflection Roleplay + Guided Debrief	GROUP SIZE Groups of 5–6	ENERGY & DIFFICULTY Medium → Deep Reflection / Mod–High
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Purpose of This Roleplay

This roleplay trains participants to resist one of the most common facilitation mistakes:

Moving to solutions before understanding.

Participants experience how great facilitators slow conversations down and guide groups through structured thinking.

The learning is:

Not:

Case Study 1: The Trainer Everyone Loved (But Nobody Learned)

Day 1 – Session 3 | Cognitive Load Theory in Practice

DURATION 35–40 Minutes	FORMAT Group Analysis + Diagnosis + Redesign Lab	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Analytical → Creative / Mod
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Purpose of This Case Study

This case study challenges one of the biggest assumptions in training:

High engagement does not automatically mean high learning.

Participants discover the difference between entertaining training and effective training. The activity helps participants apply: Cognitive Load Theory (CLT), Intrinsic Load, Extraneous Load, Germane Load, and instructional redesign. This case intentionally creates tension because many trainers see themselves in this

Case Study 3: The AI-Generated Disaster

Day 1 – Session 5 | AI-Assisted Activity Generation – CRAFT Framework

DURATION 35–40 Minutes	FORMAT Case Analysis + Prompt Redesign + AI Simulation	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Creative → Practical / Moderate
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Purpose of This Case Study

This case helps participants discover a modern trainer capability:

AI does not replace instructional design.

Weak prompts create weak learning. Participants learn that excellent AI outputs depend on: clear context, defined roles, precision in requests, instructional thinking, and design constraints. This case directly supports: CRAFT Framework, Activity Design, Prompt Engineering, and AI-assisted facilitation.

Worksheet 2: Cognitive Load Diagnostic Sheet

Day 1 – Session 3 | Cognitive Load Theory (CLT) in Practice

DURATION 25–30 Minutes	FORMAT Individual Analysis → Group Diagnosis → Redesign Discussion	PURPOSE Diagnose training overload and redesign for better learning
---------------------------	---	---

Why This Worksheet Exists

Many trainers believe:

If learners struggle, the content must be difficult.

But often:

The design—not the content—is creating the struggle.

Worksheet 1: Facilitation Fingerprint Reflection Canvas

Day 1 – Session 1 | Facilitation Self-Assessment

DURATION 20–25 Minutes	FORMAT Individual Reflection → Pair Discussion → Action Planning	PURPOSE Self-awareness + Facilitation Development Planning
---------------------------	---	--

Why This Worksheet Exists

Most trainers know **what they teach**, but few know **how they teach**. This worksheet helps participants identify:

"What type of facilitator am I today?"

Before improving facilitation, participants must first see their current patterns. This worksheet becomes the baseline participants revisit on Day 5.

Instructions for Participants

TRAINER'S GUIDE

DAY 2

Instructional Architecture & the Science of Microlearning

From Curriculum Blueprints to Bite-Sized, Brain-Friendly Learning Assets

Designed and Developed by STDS - Structured Training Design Systems

Folder 4

Day 2 - Trainer's Notes, icebreakers, roleplays, case studies, worksheets

Icebreaker 2: Training or Not Training?

Day 2 – Session 2 | AI-Assisted Needs Analysis + Gilbert's Behavior Engineering Model (BEM)

DURATION 20–25 Minutes	FORMAT Movement Activity + Diagnostic Discussion + Decision Making	GROUP SIZE Entire Room	ENERGY & DIFFICULTY High → Analytical → Reflective / Moderate
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Purpose of This Icebreaker

This activity challenges one of the most expensive mistakes in L&D:

Assuming every performance problem needs training.

Participants experience the shift from a Training Order Taker to a Performance Consultant. The activity builds readiness for Needs Analysis, Performance Consulting, Gilbert's BEM, AI-Assisted Diagnosis, and Evidence-based interventions. Participants discover that sometimes the correct recommendation is: **No training**.

Learning Objectives

Worksheet 2: AI Needs Analysis Diagnostic Sheet

Day 2 – Session 2 | AI-Assisted Needs Analysis + Gilbert's Behavior Engineering Model (BEM)

DURATION 30–35 Minutes	FORMAT Individual Diagnosis → Team Review → Recommendation Design	PURPOSE Help participants stop prescribing training too early and build performance consulting capability
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Why This Worksheet Exists

Many trainers receive requests like: "Conduct communication training," "Run leadership training," "Employees need motivation," or "People need upskilling." But often, training is requested when performance is the real issue. This worksheet helps participants move from a Training Creator to a Performance Diagnostician by investigating evidence, environment, incentives, capability, and root causes before recommending learning.

Instructions for Participants

Case Study 3: The Microlearning Illusion

Day 2 – Session 3 | Forgetting Curve + Memory Principles + Microlearning Design

DURATION 35–40 Minutes	FORMAT Diagnosis + Learning Redesign + Sequence Building	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Analytical → Creative / Moderate
---------------------------	---	-----------------------------	---

Purpose of This Case Study

This case challenges a common misunderstanding:

Short content does not automatically create better learning.

Participants discover that breaking training into smaller pieces does not guarantee retention, transfer, or behaviour change. This case develops understanding of the Forgetting Curve, Retrieval Practice, Spacing Effect, Learning Reinforcement, and Microlearning Design. Participants learn that microlearning is not

Case Study 2: The Wrong Training Solution

Day 2 – Session 2 | Needs Analysis + Gilbert's Behavior Engineering Model (BEM)

DURATION 35–40 Minutes	FORMAT Root Cause Diagnosis + Performance Consulting + Recommendation Design	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Investigative → Strategic / Mod–High
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Purpose of This Case Study

This case helps participants confront a common L&D trap:

Solving performance problems with training before understanding the cause.

Participants discover that a successful training programme can still fail—if training was never the right intervention. This case develops capability in: Needs Analysis, Performance Consulting, BEM (Behavior

Worksheet 3: Microlearning Sprint Builder

Day 2 – Session 3 | Microlearning Design Sprint + AI Production Workflow

DURATION 35–40 Minutes	FORMAT Individual Build → Team Review → Sprint Pitch	PURPOSE Help participants convert large learning experiences into a focused microlearning sequence that improves retention and application
---------------------------	---	---

Why This Worksheet Exists

Many training teams do this: 90-minute workshop → Record it → Cut into short videos → Call it microlearning.

But microlearning is not shorter content. Microlearning is smaller learning decisions. This worksheet helps participants design one learning objective, multiple reinforcement moments, memory-driven sequencing, and AI-assisted production.

Learning should be designed for recall—not consumption.

Roleplay 1: The Stakeholder Who Wants Training for Everything

Day 2 – Session 2 | AI-Assisted Needs Analysis + Gilbert's Behavior Engineering Model (BEM)

DURATION 30–35 Minutes	FORMAT Diagnostic Roleplay + Consulting Conversation + Debrief	GROUP SIZE Groups of 4	ENERGY & DIFFICULTY Medium → Analytical → Strategic / Mod– High
---------------------------	---	---------------------------	--

Purpose of This Roleplay

This roleplay develops one of the most valuable capabilities for trainers and L&D professionals:

Moving from training provider to performance consultant.

Participants experience a common workplace reality: A stakeholder already believes they know the solution. But the facilitator must diagnose before prescribing. The challenge is not to prove training wrong, but to

TRAINER'S GUIDE

DAY 3

AI-Based Training Delivery — Personalisation at Scale

Harnessing Artificial Intelligence to Deliver, Personalise, and Measure Learning Impact

Designed and Developed by STDS - Structured Training Design Systems

Folder 5

Day 3 - Trainer's Notes, icebreakers, roleplays, case studies, worksheets

Icebreaker 1: The AI Identity Map

Day 3 – Session 1 | AI L&D Ecosystem + AI Maturity Model

DURATION 20–25 Minutes	FORMAT Movement Activity + Reflection + Maturity Mapping	GROUP SIZE Entire Room	ENERGY & DIFFICULTY Medium → Interactive → Reflective / Easy
---------------------------	---	---------------------------	--

Purpose of This Icebreaker

This activity is designed to surface an invisible reality: People may attend the same AI training—but they are not starting from the same place. Some participants may never have used AI, use AI casually, depend on AI daily, or already redesign work with AI. The purpose is not evaluation; the purpose is awareness. Participants experience that AI maturity is not about tool count—it is about how work changes. This creates readiness for: AI adoption discussions, AI capability building, AI maturity models, and AI transformation conversations.

Learning Objectives

Case Study 3: The Helpful Assistant Nobody Trusted

Day 3 – Session 3 | Custom AI Assistant + Ethics + Governance

DURATION 40–45 Minutes	FORMAT Diagnosis + Trust Audit + Governance Redesign + AI Validation	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Reflective → Strategic / High
---------------------------	--	-----------------------------	--

Purpose of This Case Study

This case explores a challenge many organisations discover too late: building an AI assistant is easier than creating trust. Participants discover that adoption failure is not always caused by poor technology, low capability, or weak interfaces. Sometimes people stop using AI because they no longer trust what it says. This case develops capability in trust design, governance thinking, human oversight, AI validation, and responsible deployment. Participants learn that trust is not created by accuracy alone—it is created by predictability, transparency, and accountability.

Case Study 1: The AI Tool Explosion

Day 3 – Session 1 | AI Ecosystem + AI Maturity Model

DURATION 40–45 Minutes	FORMAT Diagnosis + Portfolio Rationalisation + Adoption Roadmap Design	GROUP SIZE Groups of 4–6	ENERGY & DIFFICULTY Medium → Strategic → Reflective / Moderate– High
---------------------------	--	-----------------------------	---

Purpose of This Case Study

This case explores a mistake many organisations make: they mistake AI adoption for AI purchasing. Participants discover that transformation does not happen because tools exist. Transformation happens when workflows change, capabilities grow, governance matures, and users adopt. This case develops: AI maturity assessment, ecosystem thinking, prioritisation, change management, and phased implementation. Participants learn that more tools do not automatically create more value.

Roleplay 1: The Executive Who Wants AI Everywhere

Day 3 – Session 1 | AI Maturity + AI L&D Ecosystem Mapping

DURATION 35–40 Minutes	FORMAT Executive Simulation + Strategic Decision Making + Roadmap Design	GROUP SIZE Groups of 4–5	ENERGY & DIFFICULTY High → Strategic → Reflective / High
---------------------------	--	-----------------------------	--

Purpose of This Roleplay

This roleplay develops a capability that modern L&D leaders increasingly need:

Saying “yes” to transformation without saying “yes” to everything.

Participants experience a realistic pressure: Leadership wants immediate AI adoption. But the team must decide what to automate, what to redesign, what to preserve, and what to sequence. The challenge is not resisting AI. The challenge is creating responsible adoption. Participants practice: AI maturity assessment, ecosystem thinking, strategic prioritisation, executive conversations, and roadmap design.

Step 5 – Output Evaluation

Generate your prompt output inside the sandbox, or evaluate structural expectations:

OUTPUT QUALITY SCORE

Dimension	Before	After
Clarity		
Relevance		
Creativity		
Practicality		
Deployment Ready		

Improvement score / shift delta notes:

Step 6 – Prompt Iteration Lab

Roleplay 1: The Stakeholder Who Wants Training for Everything

Day 2 – Session 2 | AI-Assisted Needs Analysis + Gilbert’s Behavior Engineering Model (BEM)

DURATION 30–35 Minutes	FORMAT Diagnostic Roleplay + Consulting Conversation + Debrief	GROUP SIZE Groups of 4	ENERGY & DIFFICULTY Medium → Analytical → Strategic / Mod– High
---------------------------	---	---------------------------	--

Purpose of This Roleplay

This roleplay develops one of the most valuable capabilities for trainers and L&D professionals:

Moving from training provider to performance consultant.

Participants experience a common workplace reality: A stakeholder already believes they know the solution. But the facilitator must diagnose before prescribing. The challenge is not to prove training wrong, but to

DAY 4 TRAINER'S GUIDE

Virtual & Hybrid Facilitation Mastery

Slide-by-Slide Facilitator Notes with Scripts, Frameworks & Coaching Cues

Designed and Developed by STDS - Structured Training Design Systems

www.stdsglobal.org

Folder 6

Day 4 - Trainer's Notes, icebreakers, roleplays, case studies, worksheets

Programme: Advanced Train the Trainer
Day: 4 of 5
Duration: Full day — approx. 7–8 hours with breaks
2026

ICEBREAKER 1: THE ZOOM FATIGUE SIMULATION

TRAINER'S GUIDE • DAY 4 – SESSION 1: ZOOM FATIGUE SCIENCE

Purpose: This activity intentionally creates a poor virtual learning experience to simulate fatigue signals and cognitive overload. Only after participants experience the discomfort do you reveal that the session was intentionally designed poorly to prove that virtual fatigue is often a result of design—not just technology.

ACTIVITY OVERVIEW

- Duration:** 20–25 Minutes
- Format:** Immersive Experience → Reflection → Scientific Reveal
- Learning Objectives:** Recognize fatigue signals, experience cognitive overload, identify harmful habits, and understand why interaction is critical.

Preparation Checklist

Physical/Virtual Room Requirements:

- Poorly Designed Presentation:** 6 Slides with dense text, small font, and long bullets.

Case Study 1: The Virtual Session Nobody Remembered

Day 4, Session 1 | Zoom Fatigue + Virtual Architecture | Duration: 40–45 Minutes

Purpose of This Case Study

This case explores a difficult truth in virtual facilitation: People can enjoy a session, and still remember almost nothing.

Participants discover: High satisfaction does not always mean high learning.

A virtual session may appear successful because: slides looked professional, trainer spoke confidently, cameras stayed on, attendance remained high.

But invisible costs may exist: fatigue, overload, passive participation, weak retention.

Worksheet 1: Virtual Facilitation Energy Dashboard

Day 4, Session 1 | Zoom Fatigue + Energy Management | Duration: 20–30 Minutes

Purpose

This worksheet helps participants read energy before engagement collapses. Participants learn:

“Great facilitators do not create energy. They detect and redirect it.”

Instructions

Reflect on a recent session or observe today's session live. Track moments where learner energy changed. Record what happened, learner signals, facilitator responses, and outcomes. Do not judge; diagnose.

PART 1 — Energy Dashboard

Moment	Learner Signal	State	Facilitator Response	Interaction
Opening				

ROLEPLAY 3: THE HYBRID EQUITY BREAKDOWN

TRAINER'S GUIDE • DAY 4, SESSION 3: HIVE FRAMEWORK

Purpose: To create an immersive experience that simulates common hybrid inequities. By putting participants through a session designed to be exclusive to remote participants, the trainer forces the realization that hybrid success requires more than just connectivity—it requires deliberate, visible equity.

ACTIVITY OVERVIEW

- Duration:** 40–45 Minutes
- Format:** Hybrid Facilitation Simulation → Inclusion Recovery → Reflection
- Learning Outcomes:** Recognize exclusion signals, apply the HIVE framework, redesign for equitable participation, and restore hybrid equity.

ROOM SETUP & ROLES

Group Assignments: Groups of 6–8 participants.

CASE STUDY 2: THE PRODUCER THAT SAVED THE SESSION

Day 4, Session 2 | Producer–Facilitator Model | Duration: 40–45 Minutes

Purpose of This Case Study

This case explores a reality of modern virtual delivery: Sessions rarely fail because technology breaks. They fail because recovery breaks.

Participants discover: Virtual excellence is not created by one expert facilitator; it is created by role clarity, backstage coordination, decision discipline, and calm recovery.

Participants learn: Participants judge a session less by problems and more by how problems are handled.

Learning Objectives

Worksheet 3: HIVE Hybrid Equity Audit Canvas

Day 4, Session 3 | Hybrid Facilitation | Duration: 30–40 Minutes

Purpose

This worksheet helps participants diagnose a hidden hybrid facilitation risk: believing access equals inclusion [cite: 3]. It helps evaluate hybrid experiences using the HIVE Framework: Human-first, Inclusion, Visible Equity, and Equal Accountability [cite: 3].

Participants learn:

“Hybrid excellence happens when distance stops predicting participation.” [cite: 3]

PART 1 — Hybrid Session Snapshot

Title: _____ | Audience: _____ | Duration: _____ | Format: _____

In-Room: ____ | Remote: ____ | Learning Objective: _____

TRAINER'S GUIDE

DAY 5

The Strategic L&D Leader — Impact, ROI & Master Trainer Certification

Connecting Training to Business Outcomes and Building the Learning Organisation of Tomorrow

Icebreaker 1: The Training That Should Never Exist

Day 5, Session 1 | Performance Consulting + Strategic L&D Partner

Duration: 20–25 Minutes | **Format:** Movement Activity + Decision Debate + Consulting Reflection | **Group Size:** 10–60 Participants | **Energy Level:** High | **Difficulty:** Moderate

Purpose of This Icebreaker

This activity challenges one of the most common assumptions in Learning and Development: *If performance drops, training must be the solution.*

Participants experience how quickly trainers and L&D professionals jump to designing programmes without diagnosing causes.

Case Study 3: The Dashboard Nobody Used

Day 5, Session 3 | Learning Analytics + Strategic Leadership

Case Type: Analytics Failure + Executive Decision Making + Measurement Strategy

Difficulty: Advanced | Duration: 45–60 Minutes

Purpose of This Case Study

This case helps participants experience a common learning analytics problem: Organisations collect more data, but make fewer decisions [cite: 1]. Participants discover that reporting activity is not the same as reporting impact [cite: 1].

"Analytics becomes valuable only when somebody changes behaviour because of it."
[cite: 1]

Worksheet 3: 90-Day Master Trainer Roadmap

Day 5, Session 3 | Certification + Continuous Development

Duration: 40–50 Minutes | **Format:** Individual Planning → Peer Accountability → Commitment Review

Purpose of This Worksheet

Certification proves attendance; application proves mastery. This roadmap helps convert learning into visible professional outcomes over the next 90 days.

PART 1 — My Master Trainer Starting Point

Role: _____ | Exp: _____ | Sessions/Month: _____
Primary Audience: _____ | Development Goal: _____

PART 2 — My Master Trainer Vision

Folder 7

Day 5 - Trainer's Notes, icebreakers, roleplays, case studies, worksheets

3: The Strategic L&D Partner Conversation

Day 5, Session 3 | Performance Consulting + L&D Ecosystem

Duration: 45–50 Minutes | Format: Consulting Conversation + Diagnosis + Recommendation Design

Purpose of This Roleplay

This roleplay develops one of the most valuable shifts in modern L&D: Moving from **Training Order Taker** to **Strategic Business Partner**.

Participants experience a common situation: Business leaders often arrive with a solution, but not necessarily the right problem definition. Participants learn to shift conversations from: Request →

Engagement	
Experience	

Feedback question matters most? _____ | Stop immediately? _____

PART 4 — Level 2 (Learning Indicators)

Learning Outcome	Measurement
Knowledge	
Skill	
Decision Quality	
Confidence	
Application Readiness	

Case Study 1: The Training Everyone Loved but Finance Cancelled

Day 5, Session 1 | Kirkpatrick + ROI

Case Type: Evaluation Failure + Executive Decision Making + Strategic Measurement

Difficulty Level: Advanced | Duration: 45–60 Minutes

Purpose of This Case Study

This case challenges one of the most common assumptions in learning: High participant satisfaction means training succeeded. Participants discover a difficult business reality: People can enjoy training; people can learn; and the organisation can still see no measurable value.

GALLERY WALKS WITH DECISION FORCING

EVALUATIVE JUDGMENT & COGNITIVE FRICTION UNDER SOCIAL PRESSURE

What It Is

Six to eight design artefacts are displayed around the room, each one representing a different solution to the same professional challenge. Participants move through them independently, study each one, score it against a rubric, and commit their verdict in writing before any discussion begins.

Then the forcing happens.

Each participant must stand next to the artefact they scored highest and defend their choice publicly, to someone who scored it lowest. Not explain it. Not present it. Defend it, against a genuine, prepared counter-argument.

The gallery format is familiar to most participants. The decision forcing element is not. That distinction is the entire point. A standard gallery walk produces browsing. A decision-forced gallery walk produces evaluative thinking under social pressure, which is precisely the cognitive condition

LIVE FACILITATION LABS

STRUCTURED EXPERIENTIAL METHODOLOGY

What it is

Participants facilitate a real segment of the programme to the actual cohort group, not a role-played audience, not a practice scenario. The rest of the day is learners engaging with real content. The facilitator is teaching something that they actually need to learn.

This is the single most powerful experiential method in the programme because it forces

Case Study 3: The Dashboard Nobody Used

Day 5, Session 3 | Learning Analytics + Strategic Leadership
Case Type: Analytics Failure + Executive Decision Making + Measurement Strategy
Difficulty: Advanced | Duration: 45–60 Minutes

Purpose of This Case Study

This case helps participants experience a common learning analytics problem: Organisations collect more data, but make fewer decisions [cite: 1]. Participants discover that reporting activity is not the same as reporting impact [cite: 1].

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Purpose of This Worksheet

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PART 1 — My Master Trainer Starting Point

Role: _____ | Exp: _____ | Sessions/Month: _____
Primary Audience: _____ | Development Goal: _____

PART 2 — My Master Trainer Vision

Folder 8

15+ Experiential Training Methods

VIDEO AUTOPSY

EVIDENCE-BASED DIAGNOSTIC PRECISION & PERCEPTUAL DISCIPLINE

What It Is

A short video clip of real facilitation, two to four minutes long, is played to the group. No introduction. No framing. No warning about what to look for.

The clip ends. The room is silent for 30 seconds.

Then the facilitator asks one question: "What happened in that room?"

What follows is a structured diagnostic conversation in which participants identify, name, and analyse the specific facilitation failures, partial successes, and missed opportunities they observed before being told what the clip was selected to illustrate, before being given any analytical framework, and crucially, before anyone in the room has had the chance to anchor to an expected interpretation.

Engagement	
Experience	

Feedback question matters most? _____ | Stop immediately? _____

PART 4 — Level 2 (Learning Indicators)

Learning Outcome	Measurement
Knowledge	
Skill	
Decision Quality	
Confidence	
Application Readiness	

Case Study 1: The Training Everyone Loved but Finance Cancelled

Day 5, Session 1 | Kirkpatrick + ROI
Case Type: Evaluation Failure + Executive Decision Making + Strategic Measurement
Difficulty Level: Advanced | Duration: 45–60 Minutes

Purpose of This Case Study

This case challenges one of the most common assumptions in learning: High participant satisfaction means training succeeded. Participants discover a difficult business reality: People can enjoy training; people can learn; and the organisation can still see no measurable value.

5-Day Master Programme

Participant Handbook & Workbook

Folder 9

Participant Handbook

Day 1
Facilitation Mastery

Day 2
Instructional Architecture

Day 3
AI-Based Delivery

Day 4
Virtual & Hybrid

Day 5
Strategy & Certification

2

of 5

Instructional Architecture & Microlearning

SAM · Agile ID · 4C/ID · BEM · Mager · Forgetting Curve · Memory Principles

Day 2 Objectives

- Select and apply the right ID model for a given design context
- Conduct an AI-assisted needs analysis using Gilbert's BEM and Kaufman's three levels
- Write precision learning objectives using Mager's formula and Bloom's Digital Taxonomy
- Apply five memory science principles to microlearning design
- Produce a 5-asset microlearning series using the AI production workflow

ID Model Decision Framework

Model Use When Ask This First Core Principle

Horizon	My Specific Action (concrete, time-bound, verifiable)	By When?
Days 1–30APPLY		
Days 31–60EMBED		

7 Socratic Question Types

Type	Purpose	Example
Opening	Activates prior knowledge, establishes shared starting point	"What do you already know about X from your own experience?"
Probing	Deepens surface answers, moves from description to analysis	"What leads you to that conclusion?"
Redirecting	Broadens perspective, prevents one voice dominating	"Who has a different experience here?"
Scaling	Creates nuance, avoids binary thinking	"On 1–10, how confident are you? What would move you one point up?"
Hypothetical	Stretches thinking beyond current experience	"If you had no constraints, how would you approach this?"
Reflective	Turns insight back to the learner	"What does your answer tell you about how you approach this?"
Challenge	Tests rigour, surfaces assumptions	"What is the strongest argument against your view?"

Kirkpatrick New World Model — Design Backwards

Programmes designed backwards from L4 produce 40% higher L3 behaviour change than those designed forward from L1 (Kirkpatrick Partners, 2021).

Level	Measures	Design Question	Order	Design This...
L4 RESULTS	Business impact: KPIs, revenue, error rates, staff retention	What business result must change? What is it worth financially?	DESIGN FIRST	L4 → L3 → L2 → L1
L3 BEHAVIOUR	On-the-job behaviour: observable, measurable, specific	What must people DO differently? So a manager could observe it.	DESIGN SECOND	See above
L2 LEARNING	Knowledge, skills, attitude, confidence, commitment	What is the MINIMUM learning sufficient to produce L3 behaviours?	DESIGN THIRD	See above
L1 REACTION	Learner experience: relevance, engagement,	What experience will make participants motivated and ready to learn?	DESIGN LAST	See above

ROLE ASSIGNMENT — Assign a specific expert persona with defin constraints, and values. Changes the frameworks the AI applies. Im 28%.

My master prompt combining Role + CRAFT + CoT + Few-Shot for my most freq

Virtual & Hybrid Facilitation Mastery

4
of 5

Zoom Fatigue Science · 8-Interaction Standard · Producer-Facilitator · HIVE · Rubric

Day 4 Objectives

- Identify and counteract the four scientifically identified causes of Zoom fatigue
- Design virtual sessions meeting the 8-interaction standard using the session architecture
- Apply the producer-facilitator model and 5 collaborative digital tools
- Apply the HIVE framework to audit and redesign a hybrid session for equity
- Self-assess virtual facilitation quality using the 25-point Virtual Excellence Rubric

4 Causes of Zoom Fatigue — Bailenson (2021)

Trainer's Handbook

Complete facilitation guide for all five programme days

Folder 10

Trainer's Handbook

Programme:

Advanced Train the Trainer

Audience:

Training Firms · Corporate L&D · Master Trainers · HR Managers

Duration:

5 full days — approx. 7–8 hours each with

Facilitator:

1
of 5

Facilitation Mastery & Activity Design

ORID · Socratic Questioning · Energy States · CLT · 5E Model · CRAFT

Day 1 — At a Glance

09:00–09:30	Welcome + programme overview + Facilitation Fingerprint
09:30–10:30	SESSION 1: ORID + Socratic Questioning + Energy States
10:30–10:45	BREAK
10:45–12:30	SESSION 2: Cognitive Load Theory + 5E Instructional Model
12:30–13:30	LUNCH
13:30–14:30	SESSION 3: 10 Activity Archetypes + CRAFT Prompt Framework
14:30–15:30	SESSION 4: AI-Assisted Microdelivery Activity
15:30–15:45	BREAK

3
of 5

AI-Based Training Delivery

AI Ecosystem · Maturity Model · CoT · Few-Shot · Adaptive Pathways · Custom AI Assistant · Ethics

Day 3 — At a Glance

09:00–09:30	Welcome + overnight showcase
09:30–10:30	SESSION 1: AI L&D Ecosystem + 5-Level Maturity Model
10:30–10:45	BREAK
10:45–12:30	SESSION 2: Advanced Prompting — CoT, Few-Shot, Role Assignment
12:30–13:30	LUNCH
13:30–15:00	SESSION 3: Adaptive Learning Pathways + Custom AI Assistant Build
15:00–15:30	SESSION 4: AI Assessment Formats + Analytics
15:30–15:45	BREAK

Dimension	Score 1–2	Score 3	Score 4–5	/5
Engagement Design	No planned interactions (1); 1–2 per hour (2)	4–5 per hour	6–7/hr (4); 8+/hr (5)	
Energy Management	Never reads or ignores energy (1–2)	Occasionally adapts (3)	Usually (4) / consistently adapts in real time (5)	
Equity — Hybrid	All in-room focus (1); rarely includes remote (2)	Sometimes equitable (3)	Usually (4) / always equitable by design (5)	
Technical Fluency	Struggles with basics (1); basics only (2)	Uses most features (3)	Advanced features (4); seamless, invisible (5)	
Presence & Warmth	Flat, disconnected (1); minimal connection (2)	Some warmth, inconsistent (3)	Genuine connection (4); compelling presence (5)	

< 15 = Foundation | 15–19 = Developing | 20–23 = Accomplished | 24–25 = Master Virtual Facilitator

SLIDE 5 | OVERNIGHT CHALLENGE — DAY 2 | 17:00 – 17:10

Three Options — 30–45 Minutes

OPTION A: MODULE REDESIGN — Take a module you currently deliver. Reopening 30 minutes using SAM's rapid prototyping approach — create a testable, not a polished design. Identify the 3 design decisions you made and why.

OPTION B: BEM ROOT CAUSE ANALYSIS — Apply Gilbert's BEM to a performance problem in your current organisation. Identify which factors are environmental (fixed by management) and which are individual (training can address). Write one recommendation for each environmental factor.

OPTION C: MICROLEARNING PROTOTYPE — Using the 5 memory principles, create one microlearning asset (3–7 minutes) for a topic you regularly deliver. Apply all the 5 principles and note explicitly where each appears in the design.

1. Excessive Close-Up Eye Contact	Gallery view places 20 faces at intimacy distance simultaneously. The brain processes this as continuous social threat — a state that has no face-to-face equivalent.	Switch to Speaker View during input segments. Reduce gallery window size. Teach participants to use this as standard practice.
2. Cognitive Load from Self-View	Seeing yourself on camera all day requires continuous self-monitoring — which consumes working memory needed for thinking. Research: hiding self-view reduces fatigue without reducing communication quality.	Teach participants to hide their self-view after initial camera setup. One instruction. Every session.
3. Reduced Mobility	Camera frame physically constrains movement. Natural movement — walking to a whiteboard, turning to someone — supports cognitive flexibility and creativity.	Build one audio-only segment into every 60-minute session. Name it as a deliberate design choice, not permission to disengage.
4. Higher Cognitive Decoding	Non-verbal communication is degraded online. The brain must work harder to decode intent, tone, and emotional state from a fraction of the available	Check in verbally twice as often as face-to-face. Name emotional tone explicitly: 'I notice the energy is lower.'

Individual Recognition — What to Say

FACILITATOR SCRIPT

[Before reading the pledge, take 2–3 minutes for specific individual recognition. Prepare these in advance — one specific observation per participant from across the five days. Generic congratulations are forgotten. Specific recognition is remembered for years.]

Before we read the pledge together, I want to say something specific about each of you.

[Specific recognition — one per participant. Examples:]

'During the BEM session on Day 2, you were the first person to name something your organisation does that training cannot fix — and you said it directly, without diplomatic softening. That kind of precision is what a Master Trainer brings to a room.'

'The HIVE audit you shared this morning showed a level of self-honesty that I rarely see. You identified things in your own practice that most facilitators never admit to themselves let alone to a group.'

Activity Design Canvas

A structured template for designing training activities across 10 archetypes | Day 1 Resource

01

Define the Learning Intent

What specific behaviour or insight must participants walk away with? Link to Bloom's verb.

02

Select the Archetype

Choose from the 10 archetypes: Role Play, Case Study, Simulation, Debate, Jigsaw, Gallery Walk, Fishbowl, World Café, Design Sprint, or Quiz.

03

Apply the 5E Model

Map your activity to Engage → Explore → Elaborate → Evaluate stages.

04

Set Cognitive Load Level

Identify intrinsic, extraneous, and germane load. Adjust pacing, chunking, and support scaffolds.

05

Design the Debrief

Plan your Plus/Delta or STAR-AR debrief questions. What insight should surface?

06

AI-Assist & Prototype

Use your prompt library to generate variations. Test with a peer before live delivery.

Folder 11

44 Tools and Templates in 8 Categories

Category 1

MICROLEARNING SPRINT CANVAS · Participant Working Template

Topic: _____ Target Audience: _____ Time Constraint: _____

Learning Objective (single, precise): _____

01 VIDEO SCRIPT

Hook / 3 points / CTA

AI Prompt Used:

02 INFOGRAPHIC

Framework / visual logic

AI Prompt Used:

03 QUIZ

3–5 retrieval questions

AI Prompt Used:

04 PODCAST SCRIPT

Conversational narrative

AI Prompt Used:

05 REFLECTION PROMPT

Real-world application question

AI Prompt Used:

CANVAS 03 · HIVE HYBRID DESIGN

HIVE Hybrid Design Framework Canvas

Hybrid Inclusion · Visibility · Equity | Designing for learners in-room AND remote | Day 4 Resource

H

HYBRID INCLUSION

Every activity must work equally for in-room and remote participants. No split-experience moments where remote learners are spectators.

I

INTERACTION DESIGN

Minimum 8 interaction touchpoints per activity. Link each touchpoint to a specific tool and method.

V

VISIBILITY

Remote participants must be seen and heard at all times. Camera protocols, gallery view standards, and acknowledgement rituals.

E

EQUITY OF EXPERIENCE

Assess every activity: does the in-room experience have an advantage? Redesign where asymmetry exists.

CANVAS 05 · COGNITIVE LOAD CALIBRATION

90-Day AI Integration Roadmap

Your personal plan for embedding AI into training practice post-programme | Day 5 Resource

DAYS 1–30

Quick Wins

Implement one AI tool in next live session

Share AI prompt library with your team

Complete one microlearning series using AI tools

Conduct AI-assisted needs analysis for one programme

DAYS 31–60

Build & Embed

Build one custom AI training assistant

Redesign one programme using 5E + CLT principles

Conduct hybrid session using HIVE framework

Introduce peer coaching with STAR-AR feedback

DAYS 61–90

Scale & Measure

Run Kirkpatrick L3 evaluation on one programme

Present ROI case to leadership

Establish team AI-in-L&D policy

Launch alumni/cohort community or masterclass

Cognitive Load Calibration Worksheet

Analyse and adjust intrinsic, extraneous, and germane load in any training session | Day 1 Resource

INTRINSIC LOAD

DEFINITION
The inherent complexity of the content itself. Determined by element interactivity.

HOW TO REDUCE
Break complex tasks into sequenced sub-tasks. Use worked examples before practice.

HOW TO INCREASE
Introduce variability. Remove scaffolds progressively (desirable difficulty).

EXTRANEEOUS LOAD

DEFINITION
Load caused by poor design: split attention, redundancy, or unnecessary complexity.

HOW TO REDUCE
Remove decorative elements. Combine text and visuals spatially. Eliminate redundancy.

HOW TO INCREASE
N/A — always minimise extraneous load. It never aids learning.

GERMANE LOAD

DEFINITION
Productive cognitive effort that builds schema and transfers learning to new contexts.

HOW TO REDUCE
Only reduce if learners are overwhelmed — ordinarily desirable.

HOW TO INCREASE
Use variation, interleaving, reflection prompts, transfer tasks.

ID Model Selection Decision Tree

Choose the right instructional design model based on your context | Day 2 Resource

How complex is the learning?

Simple / linear

ADDIE

USE WHEN
Stable content. Known audience. Low risk of rework.

BEST FOR
Compliance training, onboarding, certification prep.

⚠️ Avoid when requirements are unclear or changing.

Iterative / agile

SAM / AGILE ID

USE WHEN
Rapid development needed. Stakeholder iteration required.

BEST FOR
Corporate L&D, product training, tight timelines.

⚠️ Requires disciplined sprint management.

Highly complex

4C/ID MODEL

USE WHEN
Complex procedural or professional skill transfer needed.

BEST FOR
Clinical training, technical expertise, leadership programs.

⚠️ Time-intensive to design. Needs expert facilitation.

CANVAS 07 · TRAINING ROI BUSINESS CASE

Training ROI Business Case Template

Phillips ROI Methodology · Kirkpatrick New World Model · Executive-ready structure | Day 5 Resource

01

Business Need & Performance Gap

Identify the business problem. Quantify current vs desired performance. Link to OKRs or KPIs.

02

Proposed Learning Solution

Describe the programme. Duration, format, delivery mode, number of participants.

03

Expected Learning Outcomes

Kirkpatrick Level 1: 2 changes expected.

04

Behaviour Change Indicators

Kirkpatrick Level 3: What will participants do differently on the job? How will this be measured?

05

Business Impact Metrics

Kirkpatrick Level 4: Revenue, productivity, quality, retention. Isolate training's contribution.

06

ROI Calculation

Phillips formula: ROI = (Net Benefits / Total Costs) × 100. Include opportunity costs.

LIBRARY

01

AI Prompt Library
for L&D Activity Creation

50+ Ready-to-Use Prompts · Day 1 Resource

Rapidly prototype role plays, case studies, simulations, debates, quizzes and more using AI

Advanced T3 Master Programme · Corporate Learning & Development · 2026 Edition

QUICK REFERENCE INDEX · All 50 Prompts by Category

Section 1: Role Plays (01–06) 01 Conflict Scenario 02 Sales / Negotiation 03 Leadership / Feedback 04 Cross-Cultural 05 Customer Service 06 Virtual / Remote	Section 2: Case Studies (07–12) 07 Strategic Decision 08 Change Management 09 Ethical Dilemma 10 Team Dynamics 11 AI in the Workplace 12 ROI / Measurement	Section 3: Simulations (13–18) 13 Business Simulation 14 Gamified Quiz 15 Escape Room 16 Scenario Branching 17 Team Challenge 18 Fishbowl Debate
Section 4: Reflection (19–24) 19 Plus/Delta Debrief 20 ORID Debrief 21 STAR-AR Feedback 22 Transfer Prompts 23 Peer Learning 24 Overnight Challenge	Section 5: Assessment (25–30) 25 Exit Quiz 26 Scenario Assessment 27 Competency Rubric 28 360 Feedback 29 Knowledge Check 30 AI-Generated MCQ	Bonus Prompts (31–50) 31–35 Microlearning scripts 36–40 Virtual icebreakers 41–45 AI personalisation 46–50 Advanced chain prompts

LIBRARY

03

Bloom's Digital Taxonomy
Verb Bank with AI Prompts

Complete verb reference + AI prompting guide · Day 2 Resource

Write sharper objectives, design smarter assessments, and prompt AI at the right cognitive level

Advanced T3 Master Programme · Corporate Learning & Development · 2026 Edition

WRITING SHARP LEARNING OBJECTIVES · Formula + 12 Worked Examples

BLOOM'S DIGITAL TAXONOMY · The 6 Levels Explained

6 CREATE

5 EVALUATE

4 ANALYSE

3 APPLY

2 UNDERSTAND

1 REMEMBER

DIGITAL VERBS BY LEVEL

L6 CREATE: Design, build, produce, devise...
Portfolio, capstone project, design sprint deliverable

L5 EVALUATE: Judge, critique, justify, defend...
Peer assessment, STAR-AR critique, structured panel feedback

L4 ANALYSE: Compare, contrast, differentiate, examine...
Case study analysis, root cause exercise, comparative framework

L3 APPLY: Use, demonstrate, execute, implement...
Role play, simulation, build activity, worked example

L2 UNDERSTAND: Explain, paraphrase, classify, compare...
Exit quiz, explanation challenge, concept mapping

L1 REMEMBER: Define, list, recall, name...
Multiple choice, matching, flashcard knowledge check

THE FORMULA:

"By the end of this [SESSION], participants will be able to [BLOOM'S VERB] [CONTENT] in order to [BUSINESS OUTCOME]"

L1 IDENTIFY Identify the 5 core principles of the ORID model in order to prepare for structured facilitation	L2 EXPLAIN Explain the difference between intrinsic and extraneous cognitive load in order to improve session pacing
L3 APPLY Apply the 5E model to design a 30-minute training activity in order to increase learner engagement	L4 ANALYSE Analyse learner assessment data to identify knowledge gaps in order to personalise follow-up learning
L5 EVALUATE Evaluate a training programme using Kirkpatrick Level 3 evidence in order to recommend improvements	L6 DESIGN Design a 5-asset microlearning series for a real workplace challenge in order to demonstrate instructional competence
L1 RECALL Recall the key differences between SAM, ADDIE, and 4C/D models in order to select the appropriate framework	L3 DEMONSTRATE Demonstrate advanced Zoom facilitation techniques including breakout choreography in order to improve virtual engagement
L4 COMPARE Compare AI prompt engineering techniques (chain-of-thought, few-shot, persona) in order to select the most appropriate for each task	L5 JUSTIFY Justify the ROI of a learning programme to a CFO using Phillips method in order to secure continued investment
L2 DESCRIBE Describe the neuroscience principles behind spaced repetition in order to apply them to microlearning design	L6 CREATE Create a custom AI training assistant for a specific programme context in order to personalise learning at scale

CRAFT PROMPTING FRAMEWORK

C CONTEXT	R ROLE	A ACTION	F FORMAT	T TONE
Set the scene. Who are the learners? What is the industry, company, team size, current skill level and business challenge? Consider the context, the better the input.	Assign a role to the AI. Expert instructional designer, seasoned facilitator, executive coach, L&D consultant. Role assignment dramatically improves quality and tone.	State the specific task clearly. Design, create, write, generate, analyse, evaluate. Be precise. One action per prompt gives the best results.	Specify the exact output format. Participant handout, facilitator guide, PowerPoint outline, Word document, table, JSON, step-by-step script. Specify length too.	Define the communication register. Professional, conversational, provocative, empathetic, direct, academic. Tone shapes how learners receive the content.
Example: "You are designing for a cohort of 20 mid-level bankers in Southeast Asia who have limited digital literacy..."	Example: "You are a senior instructional designer with 15 years of experience in financial services training..."	Example: "Create a 45-minute workshop activity that applies the ORID model to a real customer complaint scenario..."	Example: "Format as a two-column participant handout. Include a left column for notes. Maximum 1 A4 page..."	Example: "Write in a direct, conversational tone suitable for senior leadership audience. Avoid jargon..."

Section 5: Assessment & Evaluation

Generate assessments, rubrics, and evaluation tools at any level of complexity

Pre/Post Competency Self-Assessment

Scored across all 6 programme pillars · Complete on Day 1 & Day 5

Measure your own growth across the full programme — from opening self-assessment to certification

Folder 11 cont.

44 Tools and
Templates in
8 Categories

Category 3

PRE/POST COMPETENCY ASSESSMENT · Growth Summary · Day 5

Complete the Post column on Day 5, then calculate your growth score
Name: _____ Pre-Assessment Date: _____ Post-Assessment Date: _____

PILLAR	PRE SCORE	POST SCORE	GROWTH	% CHANGE	TARGET ME
Facilitation Mastery					
Activity Design					
Microlearning Design					
Instructional Design					
AI-Based Delivery					
Virtual & Hybrid Facilitation					
PROGRAMME TOTAL (max 150):					

KEY REFLECTIONS

The dimension I grew most in was:

25-Point Live Facilitation Observation Rubric

Day 5 Panel Assessment · Master Trainer Showcase

TECH DIAGNOSTIC · Learning Goals & Facilitator Grouping Guide

Participant goals (page 1 of survey) + facilitator guide for using diagnostic data
PARTICIPANT SECTION · Your Learning Goals

1. What is the single most important thing you want to be able to DO differently after this programme?

2. Which AI tool are you most curious to learn and why?

3. What is your biggest concern or challenge about integrating AI into your training practice?

4. Is there anything the facilitation team should know about your learning needs or preferences?

LIVE FACILITATION RUBRIC · Observer Scoring & Evidence Sheet

Record your score AND specific behavioural evidence for each dimension
Observer: _____ Participant: _____ Time slot: _____

1

Facilitation Presence

12345

Evidence:

2

Questioning & Dialogue

12345

Evidence:

3

Activity Design & Execution

12345

Evidence:

4

Group Dynamics Management

12345

Evidence:

5

AI Integration

12345

Evidence:

AI Tool Vendor Evaluation Scorecard

Evaluate any AI L&D tool against 6 organisational criteria · Days 3 & 5

COMPETENCY ASSESSMENT · Growth Summary · Day 5

Post column on Day 5, then calculate your growth score
Pre-Assessment Date: _____ Post-Assessment Date: _____

	PRE SCORE	POST SCORE	GROWTH	% CHANGE	TARGET ME
Mastery					
sign					
ing Design					
al Design					
elivery					
ybrid Facilitation					
ME TOTAL (max 150):					

IONS

ASSESS

AI Tool Vendor Evaluation Scorecard

Evaluate any AI L&D tool against 6 organisational criteria · Days 3 & 5

Make evidence-based AI tool adoption decisions — not vendor-led ones

Folder 11 cont.

44 Tools and Templates in 8 Categories

Category 4

TOM GPT BUILD GUIDE · System Prompt Templates

customise, and paste these system prompts when building your GPT

PROGRAMME ASSISTANT

You are an expert L&D assistant for the Advanced Train the Trainer Master Programme. Your role is to help trainers design evidence-based learning experiences using frameworks taught in the programme.

ALWAYS:

- Apply the CRAFT prompting framework when creating content
- Reference the 5E model for activity design
- Use Bloom's Digital Taxonomy verbs in learning objectives
- Apply Cognitive Load Theory principles to design recommendations

NEVER:

- Generate content outside the L&D domain
- Provide responses longer than 300 words unless specifically asked
- Make up research citations – say "I don't see a source for that"

Best to expect a detailed ultra-cursor, when building the programme GPT assistant.

ACTIVITY DESIGN ASSISTANT

You are a specialist activity design consultant with expertise in experiential learning. You help trainers rapidly design high-quality training activities.

When given a topic and audience, you ALWAYS:

1. Confirm the learning objective first
2. Recommend an appropriate activity archetype from the 10 archetypes
3. Structure the activity using the 5E model
4. Suggest an AI prompt for generating scenario content
5. Provide 3 debrief questions

Keep responses concise. Use bullet points. Format for easy reading.

USE: Deploy as a standalone activity design GPT. Link in Day 1 participant resource pack.

ASSESSMENT GENERATOR

You are an expert assessment design specialising in L&D and workplace learning. You create scenario-based assessments at Bloom's Application level and above.

For every assessment request:

- Write scenario-based questions (not definition recall)
- Include exactly 4 options per MCQ
- Mark the correct answer clearly
- Explain why each distractor is wrong
- State the Bloom's level of each question
- Suggest one follow-up micro-learning per question

Never generate questions that test recall of definitions.

USE: Use for rapid daily exit quiz generation throughout programme.

Custom GPT Build Guide for L&D

Step-by-step guide to building AI training assistants · Day 3 Resource

Create a custom GPT scoped to your specific programme — in under 60 minutes

REFERENCE

AI Tools Evaluation Matrix for L&D

Compare 20+ tools across 5 dimensions · Days 3 & 5 Resource

RESPONSIBLE AI

Responsible AI in L&D Policy Template

Organisational AI governance framework for learning professionals · Day 3 Resource

Make informed, evidence-based AI tool decisions — mapped to your specific L&D use case

DETAILED RESOURCE PACKS · FILES 3-4 OF 6

Co-create your organisation's responsible AI policy using this structured template

FACILITATION RUBRIC · Observer Scoring & Evidence Sheet

PILLAR 03 · MICROLEARNING DESIGN · Day 2

CORE FRAMEWORKS

- Spaced Repetition — Ebbinghaus Forgetting Curve
- Retrieval Practice — Roediger & Karpicke
- Interleaving — Kornell & Bjork
- Microlearning Design Standards — Shank
- 5-Asset Microlearning Architecture — T3 Programme

FURTHER READING

- Small Teaching — James Lang
- Impossible to Ignore — Carmen Simon
- The Spacing Effect — Cepeda et al. meta-analysis
- Video Length & Engagement — Guo et al. (Coursera/edX study)
- Microlearning: Where Does It Fit? — Torgerson & Iannone

RECOMMENDED TOOLS

- Articulate Rise for microlearning modules
- H5P for interactive content
- iSpring for rapid development
- Adobe Express for quick visual assets

PILLAR 04 · INSTRUCTIONAL DESIGN · Day 2

CORE FRAMEWORKS

- SAM — Successive Approximation Model (Allen)
- Agile Instructional Design — Conrad & Dabbagh
- 4C/ID Model — van Merriënboer
- ADDIE — widely attributed
- Merrill's First Principles of Instruction

FURTHER READING

- e-Learning and the Science of Instruction — Clark & Mayer
- Design for How People Learn — Julie Dirksen
- The Systematic Design of Instruction — Dick, Carey & Carey
- Efficiency in Learning — Clark, Nguyen & Sweller
- Learning Experience Design — Niels Floor

RECOMMENDED TOOLS

- Mural for curriculum mapping
- Airtable for project management
- Coda for collaborative ID documentation
- Figma for storyboarding

Record your score AND specific behavioural evidence for each dimension

Observer: _____ Participant: _____ Time slot: _____

Facilitation Presence

1 2 3 4 5

Evidence: _____

Questioning & Dialogue

1 2 3 4 5

Evidence: _____

Activity Design & Execution

1 2 3 4 5

Evidence: _____

Group Dynamics Management

1 2 3 4 5

Evidence: _____

AI Integration

1 2 3 4 5

Evidence: _____

PSYCHOLOGICAL SAFETY CONTRACT · Our Learning Agreement

Advanced T3 Master Programme · Cohort: _____ Dates: _____ Location: _____

We, the participants and facilitators of this programme, commit to the following behaviours to create the conditions for deep, meaningful learning:

OUR COMMITMENTS (co-created by the group — these are suggested norms to start the conversation):

☐ We will listen to understand, not just to reply

☐ We will bring our honest experience — not just the 'right' answer

☐ We will honour confidentiality — what's shared here, stays here

☐ We will take risks — and celebrate when others do

☐ We will challenge ideas, not people

☐ We will stay curious — especially when we don't know

☐ We will name it when the contract is broken

☐ We will be present — phones on silent

ADDITIONAL AGREEMENTS ADDED BY OUR COHORT:

Folder 11 cont.

44 Tools and Templates in 8 Categories

Category 6

MORNING CHECK-IN BANK · 5 Questions × 5 Days

Select one question per morning — rotate to ensure variety across the week

DAY 1 MORNING CHECK-INS

1. In one word, what do you most want to get from this programme — and why that word?

2. What is one facilitation habit you know you need to break?

3. Think of the best facilitator you've ever experienced. What made them exceptional?

4. What's the riskiest thing you've ever done in a training room?

5. If you could only keep ONE thing from your current training practice, what would it be and why?

DAY 2 MORNING CHECK-INS

1. From yesterday's learning, what is one specific thing you'll do differently in your next programme?

2. What's a training activity you've delivered for years that you now realise could be dramatically better?

3. Which AI tool from yesterday surprised you most — and what's the first thing you'll use it for?

4. What does 'good instructional design' actually look like in your organisation right now?

5. When you think about microlearning, what's the biggest barrier to implementation in your context?

DAY 3 MORNING CHECK-INS

1. On a scale of 1–10, how confident are you with your facilitation tools right now — and what would move you one number higher?

2. What's one ethical concern about AI in L&D that you haven't heard us address yet?

3. Share the best prompt you wrote yesterday. We made it work?

4. What's the gap between how your organisation uses AI in L&D currently and where you want it to be?

5. If you built a custom GPT for one specific training challenge in your org, what would it do?

DAY 4 MORNING CHECK-INS

1. What's the biggest virtual facilitation mistake you've made — and what did you learn from it?

2. How has your organisation's approach to hybrid learning changed in the last 2 years — and is it enough?

3. What did you notice about your own presence and energy on camera during yesterday's practicum?

4. Which HIVE principle do you think your current virtual programmes are weakest on?

5. What one digital tool discovery from yesterday could you implement before the end of this week?

DAY 5 MORNING CHECK-INS

1. What has been your single biggest insight from the whole programme — the one thing that changes everything?

2. Which of the 6 mastery pillars do you feel most proud of your development in this week?

3. What is the most honest thing you can say about the gap between who you were as a trainer on Day 1 and who you are now?

4. What support do you need from your manager to implement your 90-day plan?

5. What is the one commitment you want to make to this cohort before we close?

P ROTATION SCHEDULE · Design Principles & Planning Guide

Rotation ensures every participant works with different peers across Days 2, 3 and 4

01 Diversity First

Rotation group should mix: seniority levels, roles/sectors, AI comfort levels, and facilitation experience. Pre-assign using Day 1 diagnostic data.

02 Rotate on Days 2, 3, 4

Day 1: establish stable groups. Day 2: first rotation. Day 3: second rotation (maximum new faces). Day 4: optional third rotation or return to Day 1 groups for continuity.

03 Group Size: 4–5

Groups of 4–5 are optimal. Below 4 lacks energy. Above 5 reduces individual airtime. For 24 participants: 4 groups of 5. For 28: 6 groups of 5.

04 Assign Roles

Each group has rotating roles per session: Facilitator (leads the activity), Timekeeper (monitors pace), Scribe (captures outputs), and Observer (reports back to plenary).

05 Anchor 1 Person

In each rotation, keep 1 person from the previous group as an 'anchor'. They carry context and continuity into the new group, reducing re-orientation time.

06 No Friendship Groups

Tactfully break up colleagues from the same organisation who would naturally group together. Cross-pollination is only possible if participants work outside their comfort zone.

STAR-AR Feedback Methodology Reference Card

Evidence-based structured feedback framework · Used throughout the programme

Use this template to structure your feedback before delivering it

STAR-AR PRACTICE TEMPLATE

S SITUATION — When and where?

T TASK — What were they trying to achieve?

A ACTION — What did you specifically observe?

R RESULT — What was the observable impact?

A ALTERNATIVE — What could they try next time?

COMMON FEEDBACK PHRASES TO AVOID

X Jumping to conclusions

X Mixing up observations with assumptions

X Giving vague feedback

X Making assumptions about intent

X Skipping context

X Skipping the "what" to go straight to "why"

X Using "I" statements

TRIADIC COACHING · Roles, Structure & Timing

Each person plays all three roles across three rounds — coach, client, observer

THE CLIENT

Shares for 2 min

Brings a real challenge from their training practice — something unresolved, stuck, or complex. Not a hypothetical. Not a complaint. A genuine puzzle they want to think through.

DO:

✓ State your challenge clearly in 60 seconds

✓ Be honest about what you've already tried

✓ Allow yourself to be coached — resist defending or explaining

✓ Commit to one action at the end

DON'T:

X Lecture about background — keep it focused

X Ask for advice — let the coach ask questions

X Dismiss questions — sit with ones that feel uncomfortable

THE COACH

Coaches for 15 min

Uses powerful questions to help the client gain new insight. The coach's job is NOT to give advice, share their experience, or solve the problem. The goal is to help the client think more clearly.

DO:

✓ Ask open, curious questions

✓ Follow the client's thread, not your own agenda

✓ Use silence — 5 seconds is not too long

✓ Summarise what you're hearing to check understanding

✓ Ask: "What feels most important about this?"

DON'T:

X Give advice (even if asked)

X Share your own story or experience

X Ask leading questions that contain your answer

X Interrupt or finish the client's sentences

THE OBSERVER

Observes for 15 min

Watches the coaching interaction with curiosity. Notes specific coaching behaviours — moments of insight, when the coach slips. Gives structured feedback at the end.

DO:

✓ Note specific question words that opened up thinking

✓ Mark moments when the client's energy shifted

✓ Track when the coach slipped into advice or sharing

✓ Prepare 2 pieces of STAR-AR feedback

DON'T:

X Interrupt the coaching conversation

X Nod, react, or show visible agreement/disagreement

X Give unsolicited feedback to the client

X Check your phone or disengage

Triadic Coaching Round Facilitation Guide

Days 3 & 4 · Peer coaching in groups of 3 · 25 minutes per round

Activity Design Pack Brief

Day 1 Portfolio Deliverable · Overnight Application Challenge

Design a complete activity pack that demonstrates mastery of the 5E model, archetypes, and AI

Folder 11 cont.

44 Tools and Templates in 8 Categories

Category 7

PROLEARNING SERIES · Quality Rubric & Peer Review Guide

Review conducted using STAR-AR — one reviewer per asset, rotating across table group as creator: _____ Reviewer: _____ Review date: _____ Total score: _____/25

Objective Alignment	1	2	3	4	5	Evidence:
Do all 5 assets clearly serve the same single learning objective?						
Microscience Application	1	2	3	4	5	Evidence:
Is spaced repetition, retrieval practice or interleaving visibly applied?						
AI Tool Integration	1	2	3	4	5	Evidence:
Are AI tools used purposefully to enhance quality (not just speed)?						
Learner Experience Quality	1	2	3	4	5	Evidence:
Could a real learner find this engaging, useful and actionable?						
Production Readiness	1	2	3	4	5	Evidence:
Could these assets be deployed in a real programme without further work?						

PROLEARNING SERIES · Strengths (assets that stand out)

Additional notes (optional)

Custom AI Training Assistant Build Brief

Day 3 Portfolio Deliverable · Guided Build Lab

MASTER TRAINER SHOWCASE · Brief & Specifications

The culminating portfolio evidence — assessed live by panel using the 25-Point Observation Rubric

THE BRIEF: Deliver a 15-minute facilitated learning segment that draws on real content from your current or planned training work. Your showcase must demonstrate mastery across all 6 programme pillars, integrate at least one AI tool meaningfully, and leave participants with a genuine learning advance — not just an entertaining experience.

NON-NEGOTIABLES (all must be present)

- ☐ Duration: exactly 15 minutes — not 12, not 18
- ☐ One clear, stated learning objective (Bloom's Level 3+)
- ☐ At least one AI tool integrated with explicit pedagogical purpose
- ☐ A structured activity using the 5E model (not just a presentation)
- ☐ A facilitated debrief using ORID or Plus/Delta
- ☐ Participants leave able to DO something they couldn't before
- ☐ Panel assessment using the 25-Point Observation Rubric
- ☐ Video recording for portfolio — consent obtained

DESIGN FREEDOMS (your creative choices)

- ☐ Topic: any topic from your real training context
- ☐ Format: in-person, virtual, or hybrid
- ☐ Audience: fellow participants as your learners
- ☐ AI tool: any tool from the programme — your choice
- ☐ Activity archetype: any of the 10 archetypes
- ☐ Debrief model: ORID, Plus/Delta, STAR-AR, PPP — your choice
- ☐ Materials: any slides, tools, or physical materials you need
- ☐ Facilitation style: directive, facilitative, or hybrid approach

MASTERY PILLARS · Your showcase must visibly demonstrate each pillar — tick when evidenced in your plan:

☐ Facilitation Mastery Socratic questioning, energy management, ORID debrief	☐ Activity Design 5E model, chosen archetype, cognitive load calibration	☐ Microlearning Micro-asset used in session (infographic, or quiz)
☐ Instructional Design Objective at Bloom's Level 3+, learning design rationale	☐ AI-Based Delivery AI tool deployed with explicit pedagogical purpose	☐ Virtual/Hybrid Facilitation Platform feature used OR HIT principle applied (if hybrid/virt)

MASTER TRAINER SHOWCASE · Session Planning Template

Complete this before Day 5 — submit to facilitator by end of Day 4
Name: _____ Topic: _____ Format: ☐ In-person ☐ Virtual ☐ Hybrid Time slot: _____

LEARNING OBJECTIVE (Bloom's Level 3+ verb + content + business outcome): _____

5E ACTIVITY DESIGN · What happens at each stage:

Engage (0:00–2:00)	
Explore (2:00–6:00)	
Explain (6:00–9:00)	
Elaborate (9:00–12:00)	
Evaluate / Debrief (12:00–15:00)	

AI TOOL INTEGRATION · Which tool, what it produces, how it serves the learning objective: _____

MATERIALS NEEDED · Slides, handouts, tools, physical materials: _____

CONTINGENCY PLAN · If tech fails, what is your backup?

STAR-AR REFERENCE CARD · Practice Template & Common Mistakes

Master Trainer Showcase Brief

Day 5 Capstone Deliverable · 15-Minute Facilitated Segment

Your defining moment — demonstrate mastery of all 6 programme pillars in a single live facilitation

STAR-AR PRACTICE TEMPLATE

Use this template to structure your feedback before delivering it

S SITUATION — When and where?

T TASK — What were they trying to achieve?

A ACTION — What did you specifically observe?

R RESULT — What was the observable impact?

A ALTERNATIVE — What could they try next time?

COMMON MISTAKES

- ☒ **Jumping**
Always lay to accept the
- ☒ **Mixing**
"You seemed you looked
- ☒ **Giving**
One specific vague ones
- ☒ **Making**
STAR-AR is feedback s
- ☒ **Skipping**
Without it, I suggestion
- ☒ **Using "**
Replace v

Master Trainer Certification Portfolio

Digital portfolio template · Compiled across all 5 days · Submitted Day 5

Your definitive evidence of Master Trainer capability — built piece by piece across the entire

Folder 11 cont.

44 Tools and
Templates in
8 Categories

Category 8

ADVANCED TRAIN THE TRAINER MASTER PROGRAMME

Certificate of Master Trainer Certification

This certifies that

[PARTICIPANT FULL NAME]

has successfully completed the Advanced Train the Trainer Master Programme

demonstrating mastery across all six programme pillars:

Facilitation Mastery · Activity Design · Microlearning · Instructional Design · AI-Based Delivery · Virtual Facilitation

A comprehensive 5-day, 40-hour advanced certification for Master Trainers and Senior L&D Professionals

Programme: Advanced T3 Master Programme · 2026 Edition · CPD Hours: 40 Hours · 24 CPD/CPE Credits · Verified: Credly Digital Badge · verification link

DIGITAL BADGE SPECIFICATION · Credly Implementation Guide

Configure this badge in your Credly Acclaim account before Day 1 — issue on Day 5



BADGE METADATA · Enter exactly as specified into Credly Acclaim

Badge Name:	Advanced Master Trainer Certification — T3 Programme
Issuing Organisation:	[Your Organisation Name] · Corporate Learning Development
Badge Level:	Advanced Professional Certification
Criteria URL:	[Your organisation URL]/master-trainer-criteria-page
Description:	Awarded to learning professionals who demonstrate mastery across all 6 pillars of the Advanced T3 Programme: Facilitation, Activity Design, Microlearning, Instructional Design, AI-Based Delivery, and Virtual Facilitation.
Skills Tagged:	Virtual Facilitation · Prompt Engineering · Kirkpatrick HIVE Framework
CPD Credits:	24 CPD/CPE Hours · 40 Total Learning Hours
Expiry:	No expiry — credentials are permanent. Optional renewal available.

Post-Programme 30-Day Check-In Survey

Sent 30 days after Day 5 · Kirkpatrick Level 3 evidence

Kirkpatrick L3 Behaviour Change Report

Programme impact report template · Completed 90 days post-programme

KIRKPATRICK L3 REPORT · Structure & Section Guide

1-section report format that synthesises all evaluation data into an executive-ready impact narrative

01 Executive Summary One-page overview for senior leaders. Key findings, headline ROI estimate, and top 3 recommendations. Written last — after all data is gathered. Source: Synthesised from all other sections Guide: 300–400 words	02 Programme Overview Programme dates, cohort profile, delivery format, and learning objectives. Establishes context for all evaluation findings. Source: Programme records, registration data Guide: 150–200 words	03 Level 1 — Reaction Learner satisfaction data from daily exit quizzes, end-of-programme survey, and Net Promoter Score. Their analysis across 5 days. Source: Exit quizzes, Day 5 closing survey Guide: 200–300 words + charts
04 Level 2 — Learning Repost competency self-assessment scores across 6 pillars. Portfolio completion rates. Showcase scores, knowledge gain analysis. Source: Pre/post assessment, portfolio metrics, showcase drafts Guide: 300–400 words + comparison table	05 Level 3 — Behaviour Change 30-day survey results. Manager interview findings. Specific behaviour change examples. Barriers identified and support provided. Source: 30-day survey, manager interviews Guide: 400–500 words + evidence table	06 Level 4 — Results & ROI Business impact data provided by managers and participants. Phillips ROI calculation with isolation methodology. Recommendation for future cohorts. Source: Manager interviews, business unit data, cost records Guide: 300–400 words + ROI calculation

KIRKPATRICK L3 REPORT · Working Template

Complete each section using data collected across the evaluation cycle — present to senior leaders at 90 days
Programme: _____ Cohort: _____ Report author: _____ Report date: _____

EXECUTIVE SUMMARY · 3 headline findings + overall ROI estimate	
L1 REACTION · Average satisfaction score: ___/5 · NPS: ___ · Key insight:	
L2 LEARNING · Average pre score: ___/150 · Average post score: ___/150 · Growth: ___% · Showcase average: ___/25	
L3 BEHAVIOUR CHANGE · % applying learning (30-day survey): ___% · Most common behaviour change observed:	
L4 BUSINESS RESULTS · Business metrics impacted · Manager-reported improvements · ROI estimate:	
RECOMMENDATIONS · 3	

WELCOME PACK

Dear [Participant Name],

Welcome to the Advanced Train the Trainer Master Programme.

You are joining a small, carefully selected cohort of senior learning professionals for five days of intensive, hands-on development. This is not a sit-and-listen programme. From Day 1, you will be designing, facilitating, building, and receiving structured feedback from peers who share your standards.

By the end of Day 5, you will have produced a complete Master Trainer Portfolio, built a functioning AI training assistant, delivered a 15-minute facilitated showcase to a live panel, and developed a 90-day implementation roadmap tied to your real organisational context.

Folder 12

Participant Experience Kit

Daily Participant Agenda Cards

One visual schedule per day · Printed and placed at each seat before the day begins

Participants know exactly what's coming — reducing anxiety and maximising focus on learning

DAY 1 · FACILITATION MASTERY & ACTIVITY DESIGN

Today you become a student of your own facilitation.

09:00–10:30	PRACTICUM	Facilitation Fingerprint AI-powered 360° self-assessment. Record your 3-min micro-delivery. Identify your blind spots across 6 dimensions.
10:30–12:00	DISCUSSION	Advanced Facilitation Frameworks Socratic questioning. ORID model deep-dive. Managing dominant personalities. Reading room energy.
12:00–13:00	BREAK	Lunch · Peer Coaching (optional) Table conversations encouraged. Facilitator available for 1:1 queries.
13:00–14:00	DESIGN	Cognitive Load Theory in Practice CLT calibration workshop. Applying intrinsic / extraneous / germane load principles to session design.
14:00–15:30	LAB	Activity Design Lab · 5E Model Design sprint using the 5E model. 10 activity archetypes. Templates, peer testing, iteration.
15:30–17:00	AI LAB	AI-Assisted Activity Generation Prompt engineering for role plays, case studies, simulations. ChatGPT + Claude + Gemini side-by-side.

Glossary & Framework Reference Card

All 20 frameworks in one reference · Provided on Day 1 · Keep for programme and beyond

AI Tools Quick-Start Wallet Card

12 tools · One-line description · Access URL · First prompt · Provided Day 1

FREQUENTLY ASKED QUESTIONS · Answered Honestly

Real questions from past participants — answered without spin

Q: Do I need to be technical to do the AI sessions?

No. The programme starts from first principles. If you can type a question into Google, you can use these AI tools. Day 3 begins with guided setup. Novice buddy pairing is available if you are concerned.

Q: Is the Showcase assessment pass/fail?

The 25-point rubric has a pass threshold of 18/25 and a Distinction threshold of 23/25. Below 18, you will be invited to resubmit within 30 days using a revised version of your showcase recording.

Q: How much time do overnight challenges take?

30–45 minutes each evening on Days 1–4. Day 3 (custom GPT build) may take up to 60 minutes depending on your familiarity with AI tools. Day 4 is the quickest! — approximately 30 minutes.

Q: What happens after Day 5?

Q: What if I miss a day?

Portfolio deliverables are sequential — missing Day 4 a genuine emergency, speak to the facilitator immed partial attendance affects certification.

Q: Can I use my existing training content?

Yes — and you should. Every activity, overnight chal more valuable when applied to real content. You are

Q: Will I receive feedback on my portfolio?

Yes. Your Activity Design Pack and Microlearning S peer feedback. Your Showcase receives panel obse Your overall portfolio is reviewed by the lead facilitat

Q: What do I do if I am struggling during the

Lead Facilitator Run-of-Show

Minute-by-minute master schedule · All 5 days · Facilitator eyes only

Your complete operational guide — transitions, energy flags, contingency triggers, and critical

FACILITATOR EYES ONLY · Do not project to participants			
07:45	SETUP	Room Reset + Overnight Review	FLAG: If fewer than 10 people, do not start
15m		Review overnight challenge submissions (check group channel). Note who has and hasn't completed. Prepare 2 'share' questions for check-in. Arrange Microlearning Sprint Canvas packs at seats.	
09:00	CHECK-IN	Morning Check-In + Overnight Share	FLAG: ENERGY: If no energy, stop and reset
30m		Table shares first (3 min). Then 3 volunteers share with room. Focus on WHAT CHANGED and WHY — not just what they designed. Co-facilitator captures key themes on Miro.	
09:30	CONTENT	Modern ID Models + AI-Assisted Needs Analysis	FLAG: DEPTH FL: If no depth, stop and reset
90m		ID model section: use decision tree as the frame, not a comparison table. Let participants self-diagnose their current model first. AI needs analysis: live demo with real data — use a fabricated but realistic.	
11:00	CONTENT	Microlearning Neuroscience + Sprint Briefing	
60m		Research seminar format — participants read 3 key excerpts (pre-printed), then present to each other. Facilitator synthesises. This is NOT a lecture — resist the urge to present the neuroscience yourself.	
12:00	LUNCH	Lunch	
60m		Brief co-facilitator on afternoon sprint groupings. Confirm AI tool access is working for afternoon lab.	
13:00	LAB	Microlearning Design Sprint	FLAG: QUALITY: If no quality, stop and reset
90m		Each participant works on their own series. Co-facilitator runs 'AI clinic' at a separate table for those needing prompt support. Lead circulates and coaches on design decisions, not AI mechanics.	
14:30	AI LAB	AI Rapid Content Creation Tools	FLAG: TECH FAIL: If no tech, stop and reset
90m		Canva Magic Studio demo (10 min), NotebookLM podcast demo (10 min), Synthesia walkthrough (15 min), ElevenLabs (10 min), open practice (45 min). Do not demo all tools equally — spend most time on Canva.	
17:00	CLOSE	Portfolio Review + Debrief	FLAG: End on a V: If no V, stop and reset

Folder 13

Facilitator Operational Kit

Co-Facilitator & Producer Brief

Role split, responsibilities, and escalation protocol · Share 48 hours before Day 1

Two roles, one team — how lead and co-facilitator operate as a seamless unit across 5 days

Room Setup & Tech Checklist

Complete before 08:45 each day · Co-facilitator primary responsibility

The programme starts at 09:00 — but it is won or lost in the 60 minutes before that

WHO IT IS FOR · INVESTMENT · WHAT HAPPENS NEXT

Everything a sponsor needs to make the decision

IDEAL PARTICIPANTS

☒	Master Trainers	2+ years facilitating. Ready for advanced practice.
☒	Training Managers	Responsible for programme quality and team development.
☒	HR Business Partners	Designing learning solutions for business units.
☒	L&D Consultants	Internal or external; designing across multiple programmes.
☒	Instructional Designers	Ready to move beyond ADDIE and into AI-integrated design.
☒	Learning Technology Leads	Bridging L&D practice and technology strategy.

INVESTMENT

Programme fee:	[Insert price]
Included:	All material assessments reference guide Master Trail badge
Certification:	
CPD Credits:	24 CPD/CP
Post-programme:	30-day survival alumni com series
Format options:	In-person /
Customisation:	Industry case branded m
Min. group size:	12 participants
Max. group size:	24 participants

ADVANCED T3 MASTER PROGRAMME

Investment Brief for HR & L&D Leaders

Presented by: _____

Why this programme. What your team will build. What the organisation will gain.

Alumni Masterclass Series

6 monthly deep-dive sessions · 60 minutes each · Virtual delivery

Folder 14

Post Program Continuity Kit

DAY NUDGE CAMPAIGN · Design Principles & Delivery Guide

Based on spaced repetition research — each nudge is short, specific, and actionable

01 One nudge per day — never more

Research on notification fatigue shows that more than one daily message from a learning programme decreases engagement by 60%. One message, one action, one idea.

02 Under 50 words every time

Nudges read in under 20 seconds. If a participant has to scroll, it is too long. Every message fits in a single WhatsApp preview or SMS — no tapping required to read it.

03 Action-oriented, not informational

Every nudge ends with one specific action. Not 'think about X' but 'try X in your next session' or 'send this prompt to a colleague today'. Information without action decays within 48 hours.

04 Varied format across 4 week types

Week 1: Quick wins (immediate application). Week 2: Open (framework re-activation). Week 3: Social (social reinforcement). Week 4: Commit (90-day roadmap anchoring).

05 Personal, not broadcast

Where possible, use the participant's name. Reference something specific from the programme. A nudge that reads like a newsletter is ignored. A nudge that reads like a personal message is read.

06 Track opens and act on non-engagement

If a participant has not engaged with any nudge by Day 7, trigger a personal check-in message. Do not let non-engagement compound silently — address it by Day 10 at the latest.

Peer Accountability Pairing Guide

12-week structured peer coaching protocol · Pairs formed on Day 5

The research is unambiguous: peer accountability doubles the likelihood of sustained behaviour change

WEEK 3 · DAYS 15–21 · SHARE · Social Reinforcement

DAY 15 TEACH

Share something from the programme to a colleague today — in 5 minutes or less. Use the ID model, 5E stages, CRAFT framework. Pick one. Teaching is the deepest consolidation strategy we know.

DAY 16 SHARE OUTPUT

Post one thing from your portfolio in your team channel or L&D community today. Not to show off — to invite a conversation. Generosity with ideas compounds.

DAY 17 AI PROMPT

Use today's prompt for your team: 'I'm going to share a prompting technique I learned on the training programme. Try this with ChatGPT...' Share the CRAFT framework with a colleague.

DAY 18 MANAGER

Have you had the 30-day conversation with your manager yet? Today is a good day. Show them your 90-day roadmap. Ask for one specific piece of support to make it happen.

DAY 19 OBSERVATION

Watch another trainer deliver a session this week — live or recorded. Use your observation form as the lens. Give them STAR-AR feedback. Even if they didn't ask for it.

DAY 20 COHORT

Message your cohort group today with one question: 'What's the most useful thing you've applied from the programme so far?' Read every reply. One of them will change your thinking.

DAY 21 WEEK 3 ANCHOR

Three weeks in. What would your Day 1 self think of where you are now? Write three sentences. Keep them. Read them on Day 90.

Use these questions every call — they prevent accountability conversations becoming progress reports

OPENING (Week 1–4)

1. What have you done since our last call that moved you forward — even slightly?

2. What did you commit to last time? Did you do it? If not, what happened?

3. What is one thing you are proud of from this week, even if it has nothing to do with the programme?

DEEPENING (Week 3–8)

1. What is the real reason you haven't done [specific thing]? Not the surface reason — the real one?

2. If you had done it, what would be different right now?

3. What does your best self know about this that you haven't said yet?

EVIDENCE (Week 5–12)

1. What specific evidence do you have that something has changed in your training practice?

2. If your manager were here, what would they have noticed has changed?

3. What would a participant who attended the programme 6 weeks ago notice is different?

CHALLENGE (Any week)

1. What are you avoiding and why?

2. If this were easy, what would you do?

CLOSING (Every call)

1. What is your one specific commitment before our next call?

2. How will you know you've done it?

RULES FOR COACHES

1. Ask questions — never give advice unless explicitly asked for it

2. Sit with silence — 5 seconds is not awkward

WHY YOU ARE HERE · The Manager's Role in Learning Transfer

Kirkpatrick research is clear: manager behaviour accounts for 40–60% of whether training transfers to the workplace

The evidence: Programmes that include structured manager involvement before and after training show 3× the Kirkpatrick Level 3 results compared to those that don't. You are not here for a courtesy briefing — you are a critical part of the learning architecture.

40–60%

of whether training transfers to the job is explained by manager behaviour — specifically: pre-briefing, post-briefing, and opportunity to apply (Brinkerhoff, 2006)

85%

of participants say their manager never asked them about their training programme after they returned. This single factor is the biggest predictor of failed transfer.

3×

higher Kirkpatrick Level 3 results in programmes with structured manager involvement opportunities within 30 days.

Manager Briefing Webinar Deck

20-minute pre-programme webinar for line managers · Delivered 1 week before Day 1

The programme's ROI depends significantly on what happens in the manager relationship before and after training

Client Customisation Playbook

How to adapt the programme for any industry, context, or delivery format

Folder 15

Business Development Kit

Every client sees their world in the programme — without losing the integrity of the core

PROGRAMME INVESTMENT · Three Delivery Tiers

All tiers include the full 5-day programme and certification — tiers differ in customisation depth and post-programme support

STANDARD <i>The full programme, delivered as designed</i> [Insert per cohort] INCLUDED: 5-day programme delivery (in-person or virtual) - All participant materials — printed and digital - Full facilitator pack and run-of-show - Master Trainer certification + Credly digital badge 24 CPD/CPE hours per participant - Post-programme: 30-day survey + 90-day manager interview - Access to alumni masterclass series (6 months) - Cohort size: 12–24 participants IDEAL FOR: Training firms, open cohort programmes, HR teams with clear budget	PROFESSIONAL <i>Fully adapted to your industry and organisational context</i> [Insert per cohort + customisation fee] INCLUDED: - Everything in Standard, PLUS: - Industry-specific case studies (your sector) - Branded slide decks, canvases, and certificates - Day 5 showcase aligned to real client projects - Manager briefing webinar delivered live - Custom AI assistant scoped to client's L&D function 30-day check-in webinar facilitated by programme team - Cohort size: 12–24 participants IDEAL FOR: Corporate L&D teams, HR Directors, organisations running a single cohort	ENTERPRISE <i>Organisation-wide deployment with integration</i> [Insert annual licence or fee] INCLUDED: - Everything in Professional, PLUS: - LMS/LXP integration (xAPI tracking) - Trainer licensing — train your trainers - Branded participant handbook - Quarterly alumni masterclass (internal) - Annual programme review and refresh - Priority booking for up to 4 cohorts - Dedicated programme consultant IDEAL FOR: Large enterprises, training academies, organisations running multiple cohorts
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THE PROGRAMME YOUR TRAINERS NEED IN 2026

Advanced Train the Trainer Master Programme

5 Days · 40 Hours · Advanced Certification · AI-Integrated · 2026 Edition

6

Mastery Pillars

20+

AI Tools

10

Portfolio Deliverables

THE PROBLEM YOUR TRAINERS FACE RIGHT NOW

67% underprepared	AI is reshaping L&D — but most trainers are building skills through trial and error Generative AI has fundamentally changed what participants expect from training. Most training professionals are adopting AI without a structured framework for how to use them well, ethically, or measurably.
89% need upskilling	Virtual and hybrid facilitation is business-critical, but skill development has lagged The pandemic accelerated virtual delivery, but research consistently shows that trainer capability in virtual environments remains low. Trainers adapted their in-person content rather than redesigning for the medium.
42% zero L3 evidence	Training rarely changes behaviour — and even more rarely proves it The persistent gap between training activity and measurable workplace behaviour change is not a design flaw — it is a capability gap. Most training professionals are not trained to design for transfer.

[Insert participant quote — ideally referencing a specific skill they applied and a measurable outcome they achieved]

[Name], [Role] · [Organisation]

[Insert participant quote — ideally referencing the AI tool they built and how it changed their team's practice]

[Name], [Role] · [Organisation]

[Insert manager quote — ideally referencing what changed in their team member's practice at 90 days]

LICENSING AGREEMENT · Additional Clauses & Execution

Schedule A + Signature Block · Complete all fields before execution

CONFIDENTIALITY

The Licensee agrees to keep confidential all proprietary information shared under this Agreement, including but not limited to training programme content, client lists, pricing, and delivery details. This obligation survives termination of the Agreement for a period of 3 years.

GOVERNING LAW

This Agreement is governed by the laws of [Jurisdiction]. Any disputes shall be referred to the courts of [Jurisdiction]. Both parties agree to attempt good-faith mediation prior to formal proceedings.

8. INDEMNIFICATION

The Licensee indemnifies the Licensor against any claims, damages, or losses arising from the Licensee's delivery of the Programme, including but not limited to standard failures, misrepresentation of certification, or unlicensed use.

10. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties and supersedes all prior discussions, representations, and agreements. Amendments require written consent from both parties.

· LICENCE PARAMETERS

_____ Max cohorts per year: _____ Max participants per cohort: _____ Approved facilitators: _____

Both parties must sign for this Agreement to take effect

Trainer Licensing Agreement Template

For Training Firms licensing the programme to deliver to their own clients

eLearning Storyboard

Day 3 AI Module

Self-paced async version of Day 3 · For organisations who cannot attend the full programme

Folder 16

Digital Formats Kit

Programme One-Pager

Single A4 summary · Conferences · HR networks · Client leave-behind

Everything a senior L&D leader needs to know — in under 2 minutes of reading

Advanced T3 Master Programme · Corporate Learning & Development · 2026 Edition

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Video Script Pack

6 Framework Explainers

3-minute scripts for Synthesia, Loom, or live recording · Standalone microlearning assets

LMS Course Architecture Blueprint

Blended programme structure for Articulate, Moodle, Cornerstone, or any LMS · xAPI throughout

Configuration notes for 4 major platforms + full xAPI statement taxonomy for the programme

Articulate 360 / SCORM Cloud

SETUP STEPS:

1. Export Rise modules as SCORM 2004 (4th edition)
2. Enable xAPI alongside SCORM for richer data capture
3. Set completion tracking: quiz score threshold 80% for Exit Quizzes
4. Use Storyline for branching scenarios (L3 AI ethics, HIVE equity)
5. Host on SCORM Cloud for LMS-agnostic distribution

BEST FOR: Building the eLearning Day 3 module and Exit Quizzes

- _____

Moodle / Totara

SETUP STEPS:

1. Install H5P plugin for interactive content
2. Configure completion tracking per activity (grade, submit, view)
3. Use Moodle Forums for peer observation and accountability logs
4. Set up grade book to aggregate portfolio scores
5. Install sAPI (Logstore) plugin for statement tracking

BEST FOR: Open-source deployment; large cohort management; custom gradebook

Moodle / Totara

SETUP STEPS:

1. Install H5P plugin for interactive content
2. Configure completion tracking per activity (grade, submit, view)
3. Use Moodle Forums for peer observation and accountability logs
4. Set up grade book to aggregate portfolio scores
5. Install sAPI (Logstore) plugin for statement tracking

BEST FOR: Open-source deployment; large cohort management; custom gradebook

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Cornerstone OnDemand

SETUP STEPS:

1. Upload SCORM packages to Content Library
2. Create a Learning Path linking pre-work → live → post-programme
3. Configure Observation Checklists for peer observation forms
4. Use Connect (social) for accountability pairing discussions

Cornerstone OnDemand

SETUP STEPS:

1. Upload SCORM packages to Content Library
2. Create a Learning Path linking pre-work → live → post-programme
3. Configure Observation Checklists for peer observation forms
4. Use Connect (social) for accountability pairing discussions

- _____

Workday Learning

SETUP STEPS:

1. Create a Programme with child courses per phase
2. Link external content (Synthesia videos) via URL or SCORM
3. Configure completion rules for prerequisite gating
4. Use Workday Surveys for 30-day check-in instrument

Workday Learning

SETUP STEPS:

1. Create a Programme with child courses per phase
2. Link external content (Synthesia videos) via URL or SCORM
3. Configure completion rules for prerequisite gating
4. Use Workday Surveys for 30-day check-in instrument

- _____

ADVANCED TRAIN THE TRAINER
Master Programme

Take Home Portfolio

Your Personal Evidence, Resources & Reference Materials

Participant Name: _____

Organisation: _____ Cohort dates: _____

Facilitator: _____ Certification date: _____

Folder 17

Take Home
File 1

Item 2 — Pre/Post Competency Assessment Summary

Your growth across all 6 mastery pillars — scored pre-programme (Day 1) and post-programme (Day 5). The growth column is your primary evidence of development for CPD records and portfolio submission.

PILLAR	COMPETENCY FOCUS	PRE	POST	GROWTH
Facilitation Mastery	ORID, Socratic questioning, group dynamics, debrief mastery	___/25	___/25	+___
Activity Design	5E model, archetypes, cognitive load, AI-assisted design	___/25	___/25	+___
Microlearning Design	Spaced repetition, 5-asset series, neuroscience principles	___/25	___/25	+___
Instructional Design	SAM, Agile ID, 4C/ID, needs analysis	___/25	___/25	+___
AI-Based Delivery	Prompt engineering, custom GPT, adaptive pathways	___/25	___/25	+___

Item 3 — Responsible AI Policy Draft

Your draft Responsible AI Policy for your organisation — developed during the Day 3 ethics session. Complete all 6 sections. When signed and approved, this becomes your organisation's governing framework for AI in L&D.

Organisation: _____ Drafted by: _____

Date: _____

Approved by: _____ Review date: _____ Version: 1.0

SECTION 1 — PURPOSE & SCOPE

Why are we adopting AI in L&D, and who does this policy apply to? Include effective date and review cycle.

SECTION 2 — APPROVED TOOLS

Which AI tools (learning management, performance support, content creation, and personalisation) have been approved for use?

PATRICK L4 — BUSINESS RESULTS

Which organisation achieved targeted outcomes?
Preferred method: Business metrics, performance data, manager-reported impact

Key questions:
Which business metrics have improved since the programme (with data)?
What is your manager's estimate of the programme's contribution to those improvements?
What is the isolation factor — what % of improvement can be attributed to training?

Data collected:

ADVANCED TRAIN THE TRAINER MASTER PROGRAMME

Certificate of
Master Trainer Certification

This certifies that

_____ has successfully completed the Advanced Train the Trainer Master Programme demonstrating mastery across all six programme pillars

Facilitation Mastery · Activity Design · Microlearning · Instructional Design · AI-Based Delivery · Virtual & Hybrid

Programme: Advanced T3 Master Programme · 2026 Edition
CPD Hours: 40 Learning Hours · 24 CPD/CPE Credits

SECTION 6 — INCIDENT & ETHICS RESPONSE

What is our response process when AI produces harmful, biased, or incorrect output? Include escalation contacts and response timelines.

SIGNATORIES — Both must sign for this policy to take effect

L&D Director: _____ Signature: _____

Date: _____

ADVANCED T3 MASTER PROGRAMME | Take Home Portfolio | 2026 Edition

Item 14 — ROI Business Case Calculator

The Phillips ROI Methodology in practice. Complete this calculator for the programme you redesigned and delivered post-T3. Present the completed version to your manager or L&D sponsor as evidence of programme impact.

Programme: _____ Evaluation period: _____ Completed by: _____

PROGRAMME COSTS		
Programme fee (all-in)	£ / \$ / _____	Include delivery, materials, certification
Participant time cost	____ participants × ____ days × avg. daily rate	Use loaded salary cost including on-costs
Technology costs	AI tools, LMS, recording equipment	Pro-rated over 12 months if recurring
Manager time cost	Briefing + check-ins + 90-day interview	Estimate in hours × hourly rate
TOTAL FULLY-LOADED	£ / \$ _____	Sum of all above

O OBJECTIVE

What did people actually see, hear, or experience? Ground in observable facts only.

R REFLECTIVE

What feelings or reactions came up? What surprised you? What energised or drained you?

I INTERPRETIVE

What does this mean? What patterns or insights emerge? What's the learning here?

D DECISIONAL

What will we do? What commitment or action will we take as a result?

6 CREATE Design, Build, Produce, Devise, Construct, Compose

5 EVALUATE Critique, Judge, Justify, Argue, Assess, Defend

4 ANALYSE Compare, Contrast, Distinguish, Examine, Deconstruct

3 APPLY Use, Implement, Execute, Demonstrate, Solve

2 UNDERSTAND Explain, Summarise, Classify, Paraphrase, Interpret

1 REMEMBER Define, List, Recall, Recognise, Identify, Name

S SITUATION

Describe the specific context: when, where, what was happening.

'During the 5E activity sprint at 14:30, when your group was working on the Engage phase...'

T TASK

What was the person trying to achieve? Establishes shared intent before commenting on

'Your task was to design an Engage phase that created genuine curiosity before the content arrived...'

A ACTION

The specific, OBSERVABLE behaviour — what you saw and heard. Not what you inferred

'You opened with a statement rather than a question, then answered before anyone had responded...'

Four-component instructional design for complex professional skills requiring coordination

1 Learning Tasks

Whole, authentic, real-world tasks. Progressive complexity. Start simple, increase difficulty

2 Supportive Information

Background knowledge needed for non-routine aspects. Problem-solving schemas. Available

3 Procedural Information

Just-in-time rules and procedures for routine sub-skills. Presented exactly when needed

4 Part-Task Practice

Repetitive practice for routine sub-skills requiring high automaticity before full task performance

Folder 18

Take Home File 2 -
Framework
Reference Cards

HYBRID INCLUSION

H Every activity must work equally for in-room AND remote participants. Test: If joining remotely, would my experience be equivalent?'

INTERACTION DESIGN

I Minimum 8 interaction touchpoints per 60 minutes. A touchpoint = any moment of interaction, annotation, verbal contribution, whiteboard.

VISIBILITY

V Remote participants must be seen and heard at all times. Not on a thumbs up/down. All participants proactively — never let them become observers.

EQUITY OF EXPERIENCE

E The in-room group must not have a participation advantage. Mixed breakout rooms must not be inferior.

- ☐ No activity requires physical presence only (whiteboard, physical handout, standing room only)
- ☐ Digital versions of all physical activities are prepared and tested
- ☐ Mixed breakouts: each group has at least one in-room and one remote participant
- ☐ In-room participants have been instructed to use Zoom chat, not speak only to the room

I — INTERACTION DESIGN

- ☐ Minimum 8 interaction touchpoints planned per 60-minute segment
- ☐ First interaction occurs within the first 5 minutes

#	ARCHETYPE	BEST FOR	BLOOM'S
01	Role Play	Interpersonal skills, difficult conversations	L3–L4
02	Case Study	Complex analysis, decision-making with ambiguity	L4–L5
03	Simulation	High-stakes practice in a safe environment	L3–L5
04	Fishbowl	Modelling expert practice, observational learning	L2–L4

ACTIVITY DESIGN CANVAS

Advanced T3 Master Programme · Use with the 5E Instructional Model · Design every activity

Facilitator: _____ Topic: _____ Audience: _____

LEARNING OBJECTIVE (Bloom's Level 3+):

Action verb: _____ Learner group: _____ Condition: _____

1 ENGAGE

Create genuine curiosity. What hook, question, or provocation will open this activity?

2 EXPLORE

Learners work with a problem BEFORE the solution is revealed. What experience or task drives discovery?

Folder 19

Take Home File 3 - Facilitator Canvases

90-DAY AI INTEGRATION ROADMAP

Advanced T3 Master Programme · Calendar-commit every action · A goal for every day

Name: _____ Programme completion: _____ Account: _____

DAY 1–30 QUICK WINS

Apply immediately. One action per pillar. Real sessions only.

Facilitation Mastery

DAY 2

Personal Design & Learning

built things that will outlast my room.

BEST INSIGHT:

DAY 3

AI-Based Training Delivery

Today we went from AI users to AI architects.

MY BIGGEST INSIGHT:

DAY 4

Virtual Training

Today the

MY BIGGEST INSIGHT:

OUR COHORT

Advanced T3 Master Programme · 2026 Edition

Venue/Platform: _____ Lead Facilitator: _____

[Participant 1] [Role · Organisation] [LinkedIn]	[Participant 2] [Role · Organisation] [LinkedIn]	[Participant 3] [Role · Organisation] [LinkedIn]	[Participant 4] [Role · Organisation] [LinkedIn]
[Participant 5] [Role · Organisation] [LinkedIn]	[Participant 6] [Role · Organisation] [LinkedIn]	[Participant 7] [Role · Organisation] [LinkedIn]	[Participant 8] [Role · Organisation] [LinkedIn]
[Participant 9] [Role · Organisation] [LinkedIn]	[Participant 10] [Role · Organisation] [LinkedIn]	[Participant 11] [Role · Organisation] [LinkedIn]	[Participant 12] [Role · Organisation] [LinkedIn]
[Participant 13] [Role · Organisation] [LinkedIn]	[Participant 14] [Role · Organisation] [LinkedIn]	[Participant 15] [Role · Organisation] [LinkedIn]	[Participant 16] [Role · Organisation] [LinkedIn]

MASTER TRAINER PLEDGE

Advanced Train the Trainer Master Programme · 2026 Edition

I, _____,

and the Advanced T3 Master Programme, make the following commitments to my participants, my peers, and my practice:

Every training activity with the participant's cognitive load in mind — reducing extraneous load and maximising essential load.

Is to enhance the quality of my participants' experience — not to replace my professional judgement or my own practice.

What I teach — collecting Kirkpatrick Level 3 evidence that my training changed real behaviour in the workplace.

Four-component instructional design for complex professional skills requiring coordination

1 Learning Tasks

Whole, authentic, real-world tasks. Progressive complexity. Start simple, increase difficulty.

2 Supportive Information

Background knowledge needed for non-routine aspects. Problem-solving schemas. Advanced

Dominant Participant Card

Your job is to protect every voice in the room — including their

- Parking lot redirect — 'That's a rich point — let me park it here s the original question?'
- Round-robin structure — 'I want to hear from everyone on this c sentence each.'

Going Off-Track Card

Every tangent contains a clue. Use it — then redirect.

Rich tangent — genuinely interesting but out of scope

"That's worth a whole conversation — I'm adding it to the parking lot. Let's ho

Participant processing out loud — not asking a question

Socratic Question Starters

PROBE DEEPER	REDIRECT	APP
What evidence supports that?	Who else sees it differently?	Where would y tomorrow?
What would someone who disagrees say?	What question should we actually be asking?	What would ne true for this to

STAR-AR Feedback Model

- S SITUATION**
When and where — specific context, not general.
- T TASK**
What were they trying to achieve? Establish shared intent.
- A ACTION**
Specific observable behaviour — what you SAW and HEARD.
- R RESULT**
Observable impact on participants or learning outcomes.

Folder 20

30 Activity Cards

ORID Debrief Starters

AFTER A ROLE PLAY

- O: What specific words did you hear during that exchange?
- R: What felt uncomfortable — or surprisingly easy?
- I: What does this reveal about how feedback lands in practice?
- D: What one thing will you try differently next time?

AFTER AN ACTIVITY

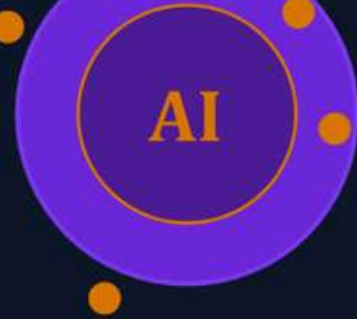
- O: What did you literally do, step by step, in that task?
- R: Where did you get stuck — or feel genuinely surprised?
- I: What does that experience tell us about how learners feel?

E Instructional Model

- 1 ENGAGE**
Hook the learner's curiosity BEFORE any content arrives.
- 2 EXPLORE**
Learners work with a problem or experience — before explanation.
- 3 EXPLAIN**

Bloom's Question Ladder

- 6 CREATE**
Design a training activity that... · How would you construct a framework for... · (
- 5 EVALUATE**
What criteria would you use to judge... · Which approach is most effective and w decision to...
- 4 ANALYSE**
What is the relationship between... · How does this compare with... · What evio
- 3 APPLY**



AI Prompt Passport

Your Personal AI Reference for L&D Practice

THIS PASSPORT BELONGS TO

1

My Top 10 Prompts

The prompts you'll return to every week — tested, refined,

MY BEST PROMPTS · Fill in during Sessions 1–3

2

My Custom GPT Record

Everything you built on Day 3 — system prompt, test log, c

MY AI ASSISTANT · Fill in during Day 3 Lab

Folder 21

AI Mastery Tracker

3

Tool Mastery Log

Your confidence rating for each tool — and the best prompt you've found for

4

Responsible AI Commitments

Your personal AI ethics commitments — drafted on Day 3, signed on Day 5

MY AI COMMITMENTS · Complete during Day 3 Ethics Session

5

90-Day AI Experiment Plan

Three AI experiments you commit to trying in your real programmes v

MY AI EXPERIMENTS · Complete during Day 5 Roadmap Session

AI TOOL MASTERY TRACKER

Advanced T3 Master Programme

Folder 22

SCALE: 1 = Aware (know it exists) · 2 = Trying (used once) · 3 = Applying (getting strong results) · 5 = Mastery (teaching others)

Organisation: _____

AI Prompt Passport (A5 booklet)

01 ChatGPT *chat.openai.com*

USE CASE

Writing and refining training scripts, role play scenarios, facilitator guides, learning objectives, and case studies.

BEST FOR

Any text-generation task. Start here for most L&D content creation tasks.

MY NOTES

02 Claude *claude.ai*

USE CASE

Long-form document analysis, complex instructional design, iterative prompt refinement, and handling large source documents.

BEST FOR

Analysing uploaded documents, designing multi-day programmes. chain-of-thought tasks.

06 Synthesia *synthesia.io*

USE CASE

Creating AI avatar training videos without a camera, presenter-style explainer videos, multilingual content.

BEST FOR

Consistent video content at scale. Works best with short, teleprompter-style scripts.

MY NOTES

03 Miro *miro.com*

USE CASE

Virtual whiteboard for hybrid sessions, design sprint facilitation, collaborative activity templates, and gallery walks.

BEST FOR

Any hybrid session requiring shared visual collaboration between in-room and remote participants.

MY NOTES

12 Perplexity AI *perplexity.ai*

USE CASE

Finding peer-reviewed research evidence, claims, fact-checking, and sourcing academic backing for design decisions.

BEST FOR

Academic mode for verified research. Always check the citations it provides.

10 Kahoot! *kahoot.com*

USE CASE

Gamified knowledge quizzes, competitive review sessions, spaced retrieval practice, and end-of-day energy boosters.

BEST FOR

Any knowledge check that benefits from competition and energy. Best for teams.

MY NOTES

AI ETHICS POCKET CARD — PRINT SHEET

Front) and page 2 (BACK) duplex on card stock · Cut along card borders
Each sheet produces 8 cards — one per participant plus spares

AI Ethics
Card

RESPONSIBLE AI COMMITMENT

Advanced T3 Master Programme · 2026

NAME: _____

1

TRANSPARENT

— I will always tell learners when AI is involved in their training

2

RIGOROUS

— I will review all AI output before it reaches participants

3

PROTECTIVE

— I will never input personal data into public tools

4

JUDICIOUS

— AI assists my decisions, it never replaces them

5

COMMITTED

— I will keep learning as AI in L&D continues to evolve

AI ETHICS POCKET CARD — BACK SIDE

Print on the reverse of page 1 (flip on short edge) · The backs will align

MY AI COMMITMENT CARD

CRAFT Quick Reference

C

Context

— who are the learners, what's the gap?

R

Role

— assign the AI an expert identity

A

Action

— one specific, precise task

F

Format

— exact output structure required

T

Tone

— professional, conversational, direct?

MY #1 COMMITMENT THIS YEAR:

Advanced T3 Master Programme · Corporate L&D · 2026

THE L&D AI CHEAT SHEET

Advanced T3 Master Programme

Everything you need to know about AI in L&D — pinned above your desk

AI augments human professional judgement — it never replaces it

Organisation: _____

Folder 24

The L&D AI Cheat Sheet

PROMPTING FRAMEWORK — APPLY TO EVERY AI PROMPT

02	CONTENT	Claude claude.ai	Long-form document and design across multiple chain-of-thought tasks, documents uploaded and
03	CONTENT	Gemini gemini.google.com	Analysing uploaded slides for visual clarity, Google V Sheets, Slides), multimodal generation.
04	AUDIO	NotebookLM notebooklm.google.com	Upload 3–5 source documents. 'Overview' for an instant generates key insights from your sources.

05	VIDEO	Loom loom.com	Recording async face + screen video of participant work. Loom AI auto-generates summary and action items after recording. Chrome extension.
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06	GRAPHICAL	Canva Magic canva.com/magic	Creating infographics, visual handouts, branded participant materials. Set your brand (colours + fonts) before generating content in the visual structure.
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07	INTERACTION	Mentimeter mentimeter.com	Live polling, word clouds, audience sentiment, real-time temperature checks during presentations. Show results until all participants have responded. Prevents anchoring.
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KIRKPATRICK NEW WORLD MODEL · START WITH L4

L4 RESULTS <i>Before design</i>	What business metric? Set the target before you design anything. If you cannot name a metric, do not commission the training.
---	---

L3	Are participants applying learning on the job?
-----------	--

90-DAY AI INTEGRATION PLAN

DAY 1–30: QUICK WINS	Apply CRAFT to one task this week. Deploy one tool in your next session. Rate your confidence on all 12 tools.
-----------------------------	--

DAY 31–60: EMBED	Share one framework with your team. Collect L3 evidence. Iterate your Custom GPT based on real use.
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RESPONSIBLE AI IN L&D · 5 PRINCIPLES

1 TRANSPARENCY	Always tell participants when and how AI was used. Learners have a right to know.
-----------------------	---

2 QUALITY ASSURANCE	Review and edit all AI output before it reaches participants. It is always a first draft.
----------------------------	---

AI BUILD LOG

Advanced T3 Master Programme

vidence of everything you built, tested, and refined during the

Folder 25

AI Build Log

Complete each session page as you build. Be
are wasted entries. Name the prompt, the
nged. This document becomes your portfolio

SESSION 1 OF 5 · PROMPT ENGINEERING

GOAL: Design 3–5 high-quality CRAFT prompts
— test, iterate, and rate each one.

WHY THIS MATTERS:

The prompts you build here become your personal
saves hours of editing AI output. Bad prompts

WHAT YOU'RE DOING — tick as you complete:

- ☐ Choose a specific L&D task from your own
- ☐ Write the prompt using CRAFT: Context.

ASSISTANT NAME:

PROGRAMME IT SERVES:

PRIMARY PURPOSE ('This assistant helps [WHO] to [DO WHAT] for [WHY])

SYSTEM PROMPT — FULL TEXT (or key sections):

REFLECTION: What one improvement would make this assistant
useful to your team or clients — not just to you?

PORTFOLIO NOTE: This assistant and its system prompt are Portfolio
3. Include the system prompt and test log in your portfolio submission.

SESSION 3 OF 5 · CUSTOM AI ASSISTANT

GOAL: Build a functional Custom GPT or CoPilot
specific programme you deliver — with a do
log, and iteration record.

WHY THIS MATTERS:

A well-built AI assistant for your programme c
is entirely determined by the quality of the sys

WHAT YOU'RE DOING — tick as you complete:

- ☐ Define scope precisely: what will this ass

SESSION 5 OF 5 · MASTER TRAINER SHOWCASE

GOAL: Document your most significant AI build from the
articulate its value, and set your 90-day integration con

WHY THIS MATTERS:

Your showcase is not a presentation about AI. It is evidence
programme. The question is not 'what is this?' — it is 'wh

WHAT YOU'RE DOING — tick as you complete:

- ☐ Select your single best AI build from the programme

----- Page break -----

The AI Landscape

What exists, what works, and what L&D should know

THREE TIERS OF AI FOR L&D

TIER 1 — CREATE

AI that generates text, images, audio, and video from prompts. The tool

AI Across Learning Design

Where AI adds value — and where it doesn't

LEARNING NEEDS ANALYSIS

AI CAN:

- Generate stakeholder interview questions
- Synthesise interview transcripts
- Identify root cause patterns across data

AI CANNOT:

- Replace genuine stakeholder voices
- Interpret organisational culture

LEARNING DESIGN

...

AI CANNOT

Prompt Types

When to use each approach — and why

ZERO-SHOT

WHEN: Simple, well-defined tasks where you want a quick first draft.

'Write a 3-question quiz on cognitive load theory at Bloom's A

FEW-SHOT

WHEN: You want AI to match a specific style, format, or quality standard.

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AI Lnd Infographic Cards

Your 90-Day AI Plan

A goal without a date is a wish — commit before you leave

DAY 1–30 QUICK WINS

Apply immediately in real sessions. Build confidence. Don't wait for perm

CRAFT Framework

s to every AI prompt you write

CONTEXT

Who are the learners? Industry, seniority, prior knowledge, and the gap.

→ No context = generic output that fits no one.

ROLE

Assign an expert professional identity to the AI before the task.

ROI PLANNING PACK

anced T3 Master Programme · Bundle A · 2026 E
ssets 1–4 and 8 · Use before and during programme des

Folder 27

ROI Calculations Kit

ibility Audit Tool (Is ROI measurement justified for this p

ASSET 1 · ROI FEASIBILITY AUDIT TO

PURPOSE: Use this tool before any measu
a full ROI study. This audit tells you whether
what level.

HOW TO USE: Score each criterion (0–2). To

SCORING AND RECOMMENDATION

SCORE	VERDICT	RECOMMENDED ACTION
13–16	GO — FULL ROI	Proceed with full Kirkpatrick + Phillips ROI study. Design measurement system before content. Assign a named data owner.
9–12	GO — L3 FOCUS	Measure through Level 3 behaviour change. Collect L3 data at 30 and 90 days. Quantify impact narratively.

	COST CATEGORY	UNIT
4	DIRECT COSTS	
5		
6	Facilitator / trainer fees (design)	0.00
7	Facilitator / trainer fees (delivery)	0.00
8	External consultant / SME fees	0.00
9	Venue hire	0.00
10	Catering	0.00
11	Materials and printing	0.00

HOW TO USE THIS CALCULATOR

COLOUR CODING

Blue cells	INPUT CELLS — e you should type in.
Black cells	CALCULATED CEI
Yellow cells	RESULTS AND OU

SHEET GUIDE

HOW TO USE THIS CALCULATOR

COLOUR CODING

Blue cells	INPUT CEI you should
Black cells	CALCULAT
Yellow cells	RESULTS

SHEET GUIDE

KEY ROI RESULTS

Total Programme Cost

Total Adjusted Benefit

Net Benefit (Benefit – Cost)

Benefit-Cost Ratio (BCR)

ROI CASE STUDY COMPA

Advanced T3 Master Programme · ROI Toolkit Com
5 worked case studies across 5 industries — applying Assets 1–9 to

Folder 28

USE THIS COMPANION

study below is a complete worked example — from feasibility audit th
stakeholder recommendation. They are designed for three uses:

ORE your first ROI study — read 1–2 case studies that resemble your

ROI Case Studies

CASE STUDY 1 · BANKING & FINANCE

THE PROGRAMME: A regional retail bank
Handling programme for 30 relationship m
product referral conversion has been stati

THE LESSON THIS CASE TEACHES: How

CASE STUDY 2 · MANUFACTURING & ENGINEERING

THE PROGRAMME: An automotive parts manufacturer with
2-day Quality Control Coaching programme for 35 productio
problem-solving (5 Whys), visual management, and coachin

*THE LESSON THIS CASE TEACHES: How to set up and use a
defensible isolation method available to a trainer.*

WALKING THROUGH THE TOOLKIT

CASE STUDY 5 · RETAIL & HOSPITALITY

THE PROGRAMME: A hotel chain commissions a
Resolution programme for 60 front-of-house team
guest satisfaction (NPS) and reduce complaint res

*THE LESSON THIS CASE TEACHES: How to report
itself reveals WHY the result was poor, turning a nega*

WALKING THROUGH THE TOOLKIT

THE ROI CALCULATION — FIRST PASS (using initial

Calculation: Additional deals/RM/month = $4.4\% \times 12$ opp
revenue/RM/month = $0.53 \times £8,000 = £4,224$. Margin cont
12 months = £486,720 gross annual benefit.

With 70% isolation: $£486,720 \times 0.70 = £340,704$ adjuste

Total programme cost: £58,400 (facilitator fees, material

**RESULT: BCR = 5.83x | ROI% = 483% — the Da
as '>200% — verify assumptions, unusually high**

WHAT THIS CASE TEACHES

- Not every L4 outcome fits the 90-day window template — adapt the timing to the metric, not culture metrics often need 6–12 months.
- The Stakeholder Alignment Interview (Asset 2 to say 'that metric won't move meaningfully by what we'll show later' built more credibility than
- BCR of 2.82x sits squarely in the Dashboard's 'above cost' band. It is not flagged for scrutiny, strong result worth reporting

THE ROI CALCULATION

Inputs: Cost per defect (rework + scrap + inspection units. 18 supervisors in Wave 1.

Calculation: Defect reduction (training-attributable) defects/supervisor/month. Saving = $12.6 \times £185 = £2,331$ = £503,496 gross annual benefit.

Apply isolation factor: $£503,496 \times 0.75 = £377,622$

Total programme cost: £42,300 (facilitator fees for supervisors $\times$ 2 days, plus coaching-visit follow-up c

RESULT: BCR = 8.93x | ROI% = 793%



Master Training Frameworks Collection

A Collection of 100+ Training Frameworks, Instructional Design Methods, Leadership & Management Models

With White-Labelled infographics

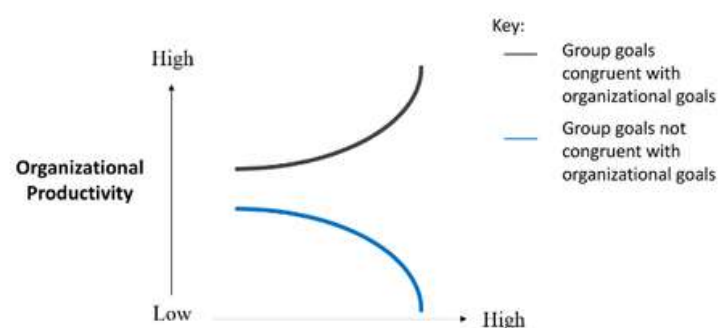
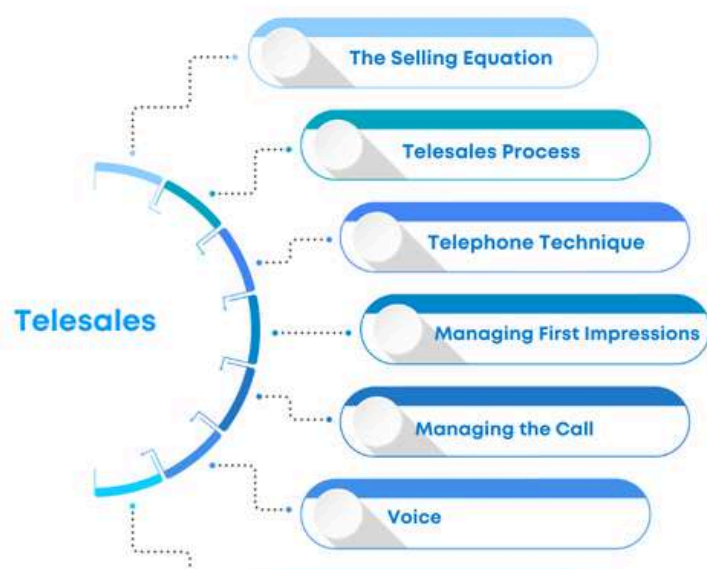
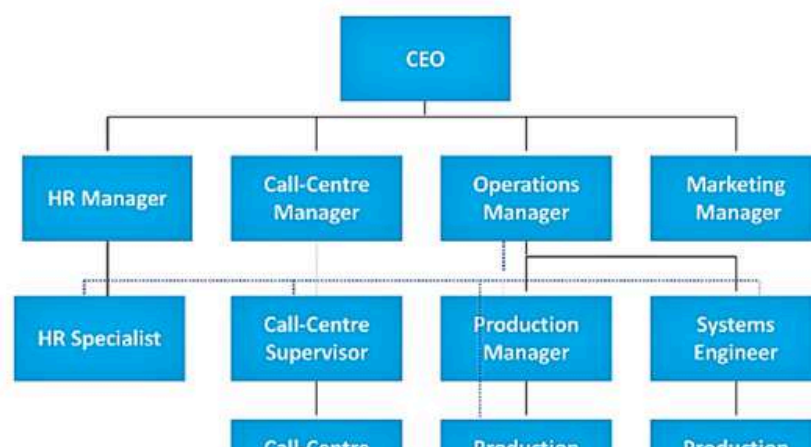
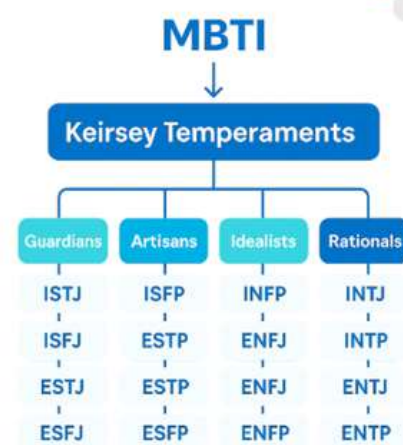
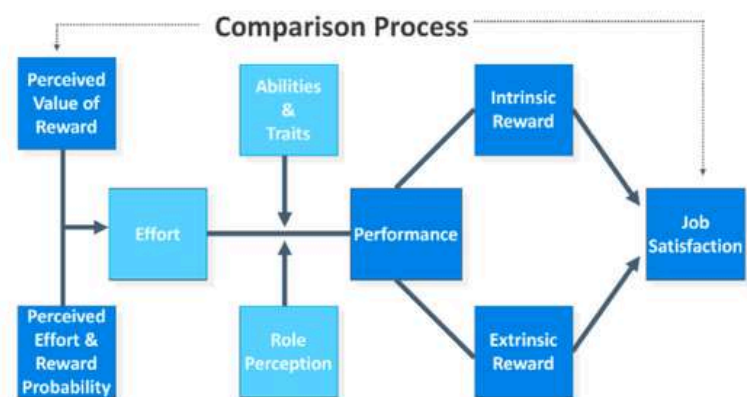
Here are some Folders -

-  **The Benchmarking Process**
-  **The Excellent Organisation**
-  **Leader's Behaviour**
-  **Decision Making Process**
-  **Problem Solving Techniques**
-  **360 Degree Feedback**
-  **Merill's Principles of Instruction**
-  **Total Quality Management**
-  **Blue Ocean Strategy**
-  **Successive Approximation Model**

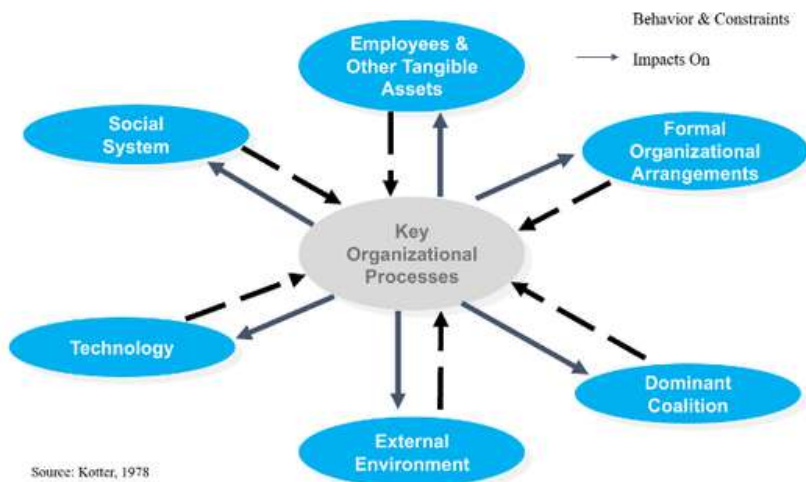
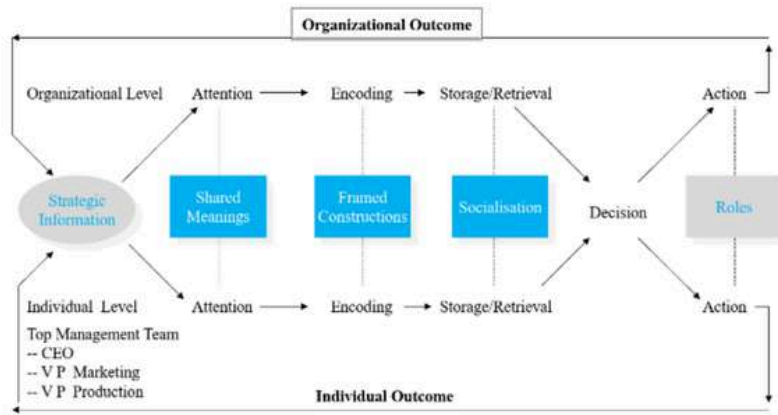
Cont..

-  **General Adoption Syndrome**
-  **Maslow's Hierarchy of Needs**
-  **Components of Goal Setting Theory**
-  **Models of Organisational Behaviour**
-  **Stages of Team Development**
-  **Organisational Dynamics**
-  **Conflict Handling Strategies**
-  **The Design School**
-  **Stages of Sales Call**
-  **Keirsey Temperaments MBTI Approach**

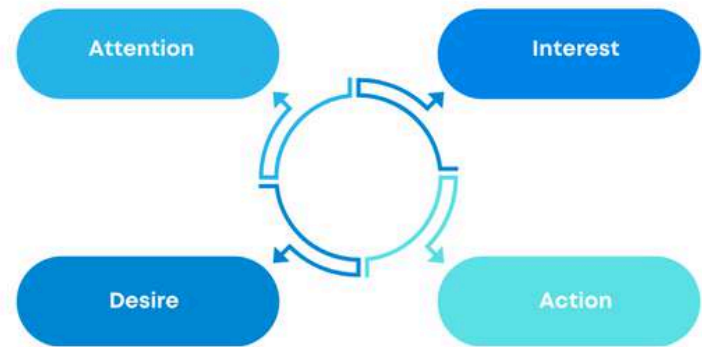
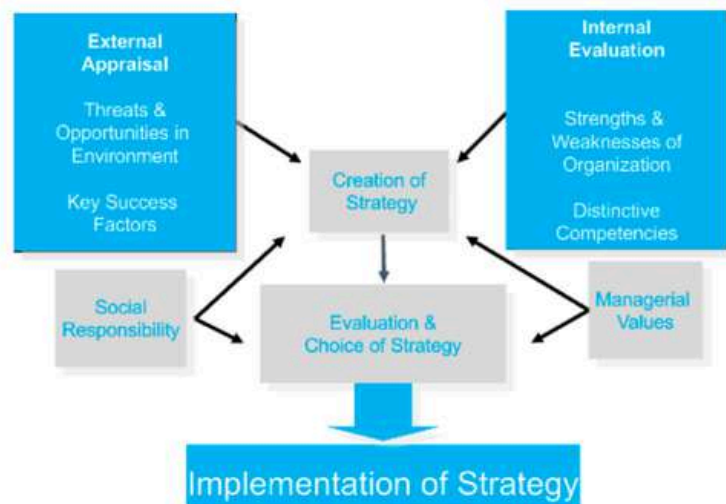
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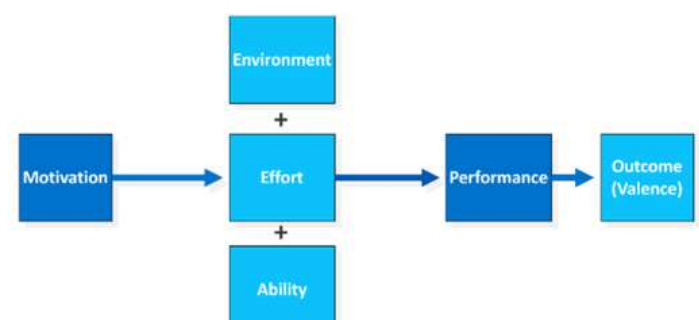
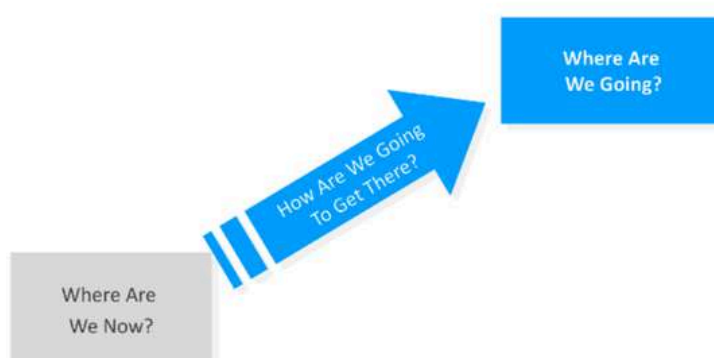
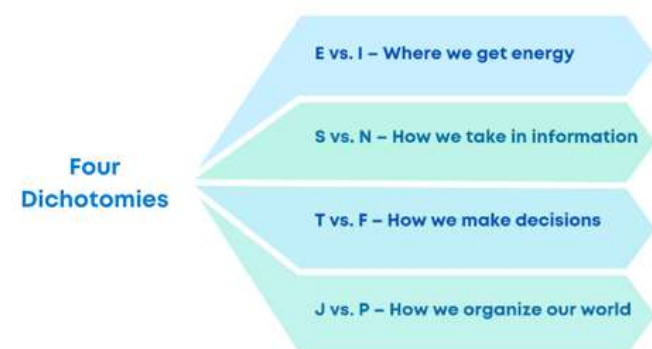
For Professionals



Source: Kotter, 1978



Style	Key Traits	Best For
Autocratic	Direct Control, Clear Authority	Crisis Management
Democratic	Team involvement, Collaboration	Innovation and Engagement
Transformational	Visionary, Inspires Change	Organisational Growth
Servant Leadership	Empathy, Team First Approach	Employee Engagement & Morale



Supporting Files

Screenshots

Training Models, Frameworks, Methods

Situational Leadership Model (Hersey & Blanchard)

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Notes -

📌 Concept

The Situational Leadership Model suggests there is no single best leadership style.

Instead, effective leaders adapt their style depending on:

1. The task at hand.
2. The skill level (competence) of their followers.
3. The commitment level (motivation/confidence) of their followers.

👉 In short: Leaders must be flexible, not rigid.

Training Models, Frameworks, Methods

Managing First Impressions in Sales

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Notes -

Managing First Impressions in Sales is one of the most crucial skills because customers often decide in the first 7-15 seconds whether they trust you, respect you, and want to continue the interaction. Since you've given the two attributes (Appearance + Behaviour).

First impressions form within the first 7-15 seconds.

Training Models, Frameworks, Methods

Michael Porter's Five Forces Model of Competition

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Notes -

Training Models, Frameworks, Methods

Organisational Dynamics

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Notes -

Organisational Dynamics = the study of how different parts of an organisation interact, adapt, and evolve in response to internal and external pressures.

It's not static — organisations are living systems influenced by people, processes, and environment.

Leaders who understand organisational dynamics can predict challenges, manage change, and drive sustained success.

🔑 Key Organisational Processes

Training Models, Frameworks, Methods

Group Cohesiveness, Goals, and Productivity

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Notes -

Group cohesiveness refers to the strength of relationships, unity, and solidarity among team members.

Productivity depends not only on how cohesive the team is, but also on whether the team's goals are aligned (congruent) or misaligned (not congruent) with organizational goals.

Key insight: Cohesiveness amplifies outcomes. If goals align with the organization → productivity increases. If goals conflict → productivity decreases.

🔑 Two Key Dynamics

1. Cohesiveness + Congruent Goals → High Productivity

Meaning: When teams are united and their objectives match organizational goals.

Impact: Cohesion enhances collaboration, commitment, and performance. The stronger the bond, the better the results.

Workplace Example:

A marketing team aligned with the company's goal of expanding into a new market works

This Lifetime Content is White labelled and Editable



**It means you can put your logo or
customise it for your professional
training sessions**



For Master Trainers & Organisations

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Available to Download

5 Day - Advanced Train The Trainer Training Content

- 28 Folders with 5-Day Decks
- Day-by-Day Training Folders
- Experiential Methods
- Participant Handbook
- Trainer Handbook
- 44 Advanced Tools
- Operational & Continuity
- Take-Home Files
- 30 Activity Cards
- AI Mastery Suite (6 items)
- ROI Calculations Kit
- 5 Worked ROI Case Studies
- Bonus - 100+ Training Frameworks

\$696.00

~~\$1299.00~~

For any questions

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