

TRAIN THE TRAINER TRAINING IN THE PHILIPPINES

DESIGN TO DELIVER

End-to-End Instructional Design Using the A.D.D.I.E. Framework for Relevant, Engaging, and Results-Oriented Training Programs

TRAINING OVERVIEW

An effective trainer does more than present slides, explain information, facilitate activities, and speak confidently in front of participants.

Before entering the training room, the trainer must determine:

- What organizational or performance problem needs to be addressed;
- Whether training is genuinely the correct intervention;
- Who the learners are and what they already know;
- What they must be able to do differently after training;
- What content is essential;
- Which learning activities will develop the required capability;
- How learning will be assessed;
- What materials and resources must be prepared;
- How the program will be implemented consistently; and
- How its effectiveness and workplace application will be evaluated.

When these responsibilities are overlooked, organizations may conduct training programs that are engaging but irrelevant, informative but impractical, or well-delivered but disconnected from actual performance needs.

Common design problems include:

- Training topics selected without sufficient needs analysis;
- Objectives that describe what the trainer will discuss instead of what participants will do;
- Excessive content for the available time;
- Presentation slides treated as the entire training program;
- Activities included mainly for entertainment;
- Assessments that do not measure the stated objectives;
- Facilitator guides that lack delivery instructions;
- Participant materials that merely reproduce the slides;
- Trainers who are unprepared for logistical or learner-related challenges;
- Evaluation forms limited to participant satisfaction; and
- Little or no follow-through after the session.

Design to Deliver: Train the Trainer Training in the Philippines equips corporate trainers, subject-matter experts, HR and Learning and Development professionals, supervisors, managers, internal facilitators, and other workplace educators with an end-to-end process for creating and implementing effective learning interventions.

The program focuses on the **A.D.D.I.E. Instructional Design Framework**:

- **Analyze**
- **Design**
- **Develop**
- **Implement**
- **Evaluate**

The ADDIE model traces its development to instructional-systems work undertaken by Florida State University's Learning Systems Institute for the United States military. It remains widely used as a systematic framework for developing education and corporate training programs.

Participants learn that ADDIE should not be treated as a rigid checklist in which one phase is completed permanently before the next begins. Analysis, design, development, implementation, and evaluation continuously inform one another. New information may require the trainer to revisit objectives, activities, materials, assessments, delivery arrangements, or evaluation measures.

This **Training on Train the Trainer in the Philippines** therefore moves beyond presentation skills. Participants learn how to:

- Diagnose performance and learning needs;
- Define the target learners and workplace context;
- Determine whether training is the appropriate solution;
- Write measurable performance-based learning objectives;
- Align objectives, assessments, content, activities, and outputs;
- Structure an engaging and manageable training flow;
- Develop facilitator and participant materials;
- Prepare implementation requirements;
- Design formative and summative evaluation;
- Support workplace application; and
- improve the learning intervention using evidence.

Consistent with MSS Corporation's **EnterTRAINment** methodology, the program is designed around approximately **30% concise trainer input and 70% participant application**. Participants analyze a learning need, prepare a preliminary design, develop a sample learning component, plan implementation, and construct an evaluation approach.

The program may be customized according to the client's competency framework, training templates, internal curriculum, learning-management system, operational standards, regulatory requirements, employee roles, delivery platforms, and actual training projects.

TRAINING GOAL

To equip participants with the knowledge, skills, attitude, process, and practical tools required to analyze learning needs, design structured interventions, develop appropriate materials, implement training effectively, and evaluate learning application and organizational contribution using the A.D.D.I.E. Instructional Design Framework.

TRAINING OBJECTIVES

By the end of the program, the participants should be able to:

1. **Explain** the role of instructional design in creating relevant, engaging, and performance-oriented workplace learning;
2. **Differentiate** instructional design, instructional systems design, training delivery, facilitation, presentation, curriculum development, and training administration;
3. **Describe** the five interconnected phases of the A.D.D.I.E. Framework;
4. **Analyze** an organizational request, performance concern, target learner group, workplace context, and possible causes of a capability gap;
5. **Determine** whether training, performance support, management action, process improvement, or another intervention is required;
6. **Develop** measurable learning objectives based on the required workplace knowledge, skills, attitudes, behaviors, and outputs;
7. **Align** learning objectives with assessment methods, essential content, participant activities, training methodologies, and workplace applications;
8. **Prepare** an organized instructional design or training process plan appropriate to the available time and delivery modality;
9. **Develop** essential trainer materials, participant resources, learning activities, assessment tools, and job aids;
10. **Plan** the operational, technological, logistical, communication, and facilitator-readiness requirements of training implementation;
11. **Apply** formative evaluation throughout the A.D.D.I.E. process rather than waiting until the training has ended;
12. **Design** evaluation measures addressing participant reaction, learning, workplace behavior, and organizational results where appropriate;
13. **Identify** the respective responsibilities of trainers, learners, managers, HR/L&D, subject-matter experts, and other stakeholders;
14. **Review** an instructional design for relevance, alignment, feasibility, engagement, accessibility, and measurable value; and
15. **Produce** a preliminary end-to-end A.D.D.I.E. Training Design Blueprint for an actual or anticipated workplace learning requirement.

LEARNING DOMAINS ADDRESSED

Cognitive Domain

Participants understand instructional design principles, learning-needs analysis, objective writing, content architecture, assessment alignment, material development, implementation planning, and training evaluation.

Affective Domain

Participants strengthen learner-centeredness, curiosity, discipline, openness to feedback, respect for adult learners, commitment to evidence, and responsibility for training quality and business relevance.

Psychomotor and Behavioral Domain

Participants practice analyzing training needs, writing objectives, creating learning sequences, selecting methodologies, developing materials, planning implementation, designing evaluation, and reviewing instructional alignment.

FROM POINT A TO POINT B

Point A: Before the Training

Participants may:

- Begin developing slides immediately after receiving a training topic;
- Accept every training request without validating the need;
- Treat training as the solution to every performance problem;
- Focus on what the trainer wants to discuss rather than what learners must do;
- Write vague objectives using words such as “understand,” “know,” or “appreciate” without observable evidence;
- Include too many topics for the available schedule;
- Design activities that are enjoyable but disconnected from learning objectives;
- Use lectures as the default methodology;
- Develop presentation slides without a facilitator guide;
- Give participants copies of slides instead of application-oriented materials;
- Design assessments after all other materials have been completed;
- Measure only participant satisfaction;
- Overlook implementation logistics and technology;
- Fail to involve managers and other stakeholders;
- Assume that attendance means learning occurred;
- Assume that learning automatically transfers to the workplace;
- Continue using a program without reviewing evaluation findings; or
- View instructional design as an academic process that is too complicated for corporate training.

Point B: After the Training

Participants should be better able to:

- Clarify the business and performance context before designing training;
- Identify the target learners and their relevant characteristics;
- Separate capability gaps from motivation, process, resource, policy, and management problems;
- Define the workplace behaviors or outputs the program should support;
- Write observable and measurable learning objectives;
- Select only essential content;
- Align objectives, assessments, activities, methodologies, and outputs;
- Develop an organized and realistic learning flow;
- Produce usable trainer and participant materials;
- Integrate application, reflection, practice, and feedback;
- Prepare logistical and technological requirements;
- conduct pilot testing or quality review;
- design evaluation while the program is being designed;
- involve supervisors and managers in supporting transfer;
- use evidence to improve the intervention; and
- manage training as an end-to-end performance-support process.

ORGANIZATIONAL CHALLENGES ADDRESSED

This **ADDIE Training in the Philippines** may help organizations address situations such as:

- Internal trainers have strong subject knowledge but limited instructional-design capability;
- Training programs are developed from topics rather than verified needs;
- Departments request training without defining the expected performance improvement;
- Trainers prepare different versions of the same program without a consistent standard;
- Training objectives, activities, and assessments are misaligned;
- Learning programs contain excessive information and limited participant application;
- Facilitators depend heavily on slides;
- Training materials are difficult for another trainer to use;
- Activities are engaging but produce no meaningful learning output;
- Internal courses lack facilitator guides, participant workbooks, or assessment tools;
- Virtual programs simply reproduce face-to-face lectures online;
- Programs are implemented without adequate logistics or learner communication;
- Training evaluation ends with attendance records and satisfaction surveys;
- Managers do not reinforce learning after participants return to work;
- Training records exist but provide little evidence of capability improvement;
- Subject-matter experts struggle to convert expertise into teachable content;
- New internal trainers need a shared design process;

- Existing courses require standardization or redesign;
- The organization is establishing a corporate university, training academy, or internal trainer pool; or
- L&D needs to demonstrate stronger connection between training and organizational performance.

WHAT TRAIN THE TRAINER MEANS IN THIS PROGRAM

Train-the-Trainer development can cover several different trainer responsibilities:

1. Instructional Design

Determining what should be learned, why it matters, how it should be taught, how learning will be measured, and how the program will support performance.

2. Material Development

Creating facilitator guides, participant materials, presentations, activities, assessments, simulations, job aids, and digital learning resources.

3. Training Delivery

Explaining concepts, demonstrating skills, facilitating activities, asking questions, managing time, and guiding participant learning.

4. Facilitation

Helping groups discuss, analyze, decide, solve problems, reflect, collaborate, and produce agreed outputs.

5. Training Administration

Managing schedules, venues, invitations, attendance, materials, technology, records, suppliers, and other operational requirements.

6. Training Evaluation

Collecting and interpreting evidence about participant experience, learning, workplace application, and organizational contribution.

The standard one-day program gives primary attention to **instructional design through ADDIE**. Organizations requiring extensive delivery practice, facilitation assessment, or individual teachbacks should select the two- or three-day version.

INSTRUCTIONAL DESIGN, ISD, AND ADDIE

Instructional Design

Instructional design is the systematic process of creating learning experiences that enable participants to achieve defined outcomes.

It asks:

- What must learners be able to do?
- What prevents them from doing it now?
- What should they learn?
- How will they learn it?
- How will achievement be measured?
- What will support workplace application?

Instructional Systems Design

Instructional Systems Design, commonly abbreviated as **ISD**, takes a broader systems perspective. It considers the relationships among organizational needs, learners, objectives, content, delivery, technology, materials, instructors, management support, assessment, and evaluation.

ADDIE

ADDIE provides five practical phases through which instructional-design work can be organized:

1. Analyze;
2. Design;
3. Develop;
4. Implement; and
5. Evaluate.

For this program, ADDIE is used as a connected and iterative cycle rather than a rigid one-way sequence.

THE A.D.D.I.E. INSTRUCTIONAL DESIGN FRAMEWORK

A – ANALYZE

Determine the Need Before Designing the Training

The Analyze phase establishes why a learning intervention may be needed and what it must address.

The instructional designer examines:

- Organizational goals;
- Business or operational problems;
- Expected and actual performance;
- Required job behaviors;
- Competencies;
- Target learners;
- Existing knowledge and skills;
- Workplace conditions;
- Available resources;
- Constraints;

- Risks;
- Stakeholders; and
- possible non-training causes.

Key Questions

- What result must improve?
- What are employees expected to do?
- What are they currently doing?
- What evidence confirms the gap?
- Who needs the intervention?
- What do the learners already know?
- Is the gap caused by insufficient knowledge or skill?
- Are expectations, tools, processes, incentives, resources, staffing, or management support contributing to the problem?
- What delivery conditions and limitations must be considered?
- What would indicate that the intervention worked?

Analyze-Phase Outputs

Possible outputs include:

- Business-needs statement;
- Performance-gap statement;
- Learner profile;
- Task or competency analysis;
- Training-needs analysis;
- Stakeholder map;
- Delivery-context analysis;
- Constraint and risk list;
- Training-versus-non-training recommendation; and
- preliminary success measures.

Common Analyze-Phase Mistakes

- Beginning with a preferred topic;
- relying only on management opinion;
- confusing symptoms with causes;
- assuming that every performance problem requires training;
- overlooking learner differences;
- failing to define the expected workplace behavior; and
- designing without sufficient operational data.

D – DESIGN

Build the Learning Architecture Before Creating Materials

The Design phase converts the analysis into an organized blueprint.

The trainer determines:

- Learning objectives;
- assessment evidence;
- content priorities;
- training sequence;
- methodologies;
- participant activities;
- major outputs;
- delivery format;
- timing;
- resources;
- accessibility considerations; and
- evaluation approach.

Performance-Based Learning Objectives

Objectives should clarify:

- **Audience:** Who will perform?
- **Behavior:** What observable action will be demonstrated?
- **Condition:** Under what situation, information, or limitation?
- **Degree:** According to what standard or quality level?

Constructive Alignment

Each essential component should support the same intended outcome:

Performance Need → Learning Objective → Assessment → Content → Activity → Participant Output → Workplace Application

For example:

- **Required performance:** Supervisors conduct structured coaching conversations.
- **Learning objective:** Conduct a coaching conversation using the required organizational process.
- **Assessment:** Observed role simulation.
- **Learning activity:** Coaching triad practice.
- **Participant output:** Completed coaching conversation and action plan.
- **Workplace application:** Conduct one actual coaching session within 30 days.

Design-Phase Outputs

Possible outputs include:

- Instructional design document;
- learning-objective matrix;

- assessment plan;
- content architecture;
- module sequence;
- training process design;
- methodology plan;
- activity specifications;
- storyboard;
- delivery-modality plan;
- evaluation strategy; and
- implementation requirements.

Common Design-Phase Mistakes

- Starting with slides;
- selecting content before writing objectives;
- using the same methodology for every objective;
- overloading the agenda;
- treating breaks and transitions as afterthoughts;
- failing to allocate practice time;
- assessing information recall when the objective requires performance; and
- adding activities without defining their learning purpose.

D – DEVELOP

Produce and Test the Learning Resources

The Develop phase turns the approved design into usable materials.

These may include:

- Facilitator guide;
- presentation deck;
- participant workbook;
- activity instructions;
- case studies;
- scenarios;
- simulations;
- role-play guides;
- observer checklists;
- assessment instruments;
- answer guides;
- job aids;
- reference materials;
- videos;
- e-learning content;

- digital worksheets;
- evaluation forms; and
- post-training application tools.

Facilitator Guide

A useful facilitator guide may specify:

- Purpose of each module;
- learning objectives;
- estimated time;
- required materials;
- preparation;
- trainer talking points;
- questions;
- activity instructions;
- expected responses;
- debriefing questions;
- transitions;
- assessment process; and
- possible facilitation risks.

Participant Materials

Participant materials should help learners:

- Follow essential concepts;
- record insights;
- complete activities;
- practice skills;
- produce required outputs;
- apply tools after training; and
- continue learning in the workplace.

They should not merely duplicate every presentation slide.

Development Quality Review

Materials should be reviewed for:

- Accuracy;
- relevance;
- instructional alignment;
- readability;
- consistency;
- language and grammar;
- timing;

- accessibility;
- visual clarity;
- brand compliance;
- technical functionality;
- cultural and workplace appropriateness; and
- ease of use by the facilitator and participants.

Develop-Phase Outputs

Possible outputs include:

- Complete facilitator guide;
- participant workbook;
- presentation materials;
- activity kit;
- assessment package;
- digital resources;
- job aids;
- pilot version;
- quality-review checklist; and
- revised final materials.

I – IMPLEMENT

Prepare the People, Environment, and Systems for Learning

Implementation is more than the facilitator appearing on the scheduled training date.

It includes:

- Trainer preparation;
- participant communication;
- manager communication;
- venue readiness;
- technology testing;
- material production;
- accessibility arrangements;
- registration;
- attendance;
- learning-platform setup;
- supplier coordination;
- facilitation;
- learner support;
- issue management; and
- post-training follow-through.

Trainer Readiness

Facilitators should understand:

- The business purpose;
- target learners;
- learning objectives;
- content;
- activity process;
- timing;
- assessment criteria;
- likely participant questions;
- logistical arrangements;
- escalation procedures; and
- post-training expectations.

Implementation Responsibilities

The organization may need contributions from:

- Sponsor or requesting department;
- HR/L&D;
- immediate managers;
- subject-matter experts;
- instructional designers;
- facilitators;
- administrators;
- IT support;
- venue or platform providers; and
- participants.

Implement-Phase Outputs

Possible outputs include:

- Implementation plan;
- trainer briefing;
- participant communication;
- logistics checklist;
- technology checklist;
- material-distribution plan;
- facilitation plan;
- contingency plan;

- attendance and completion records; and
- workplace-transfer commitments.

E – EVALUATE

Determine What Worked, What Changed, and What Must Improve

Evaluation takes place throughout ADDIE.

Formative Evaluation

Formative evaluation occurs while the program is being analyzed, designed, developed, and prepared.

It may include:

- Stakeholder review;
- subject-matter expert validation;
- learner feedback;
- prototype review;
- pilot testing;
- observation;
- readability checks;
- technical testing; and
- timing validation.

Summative Evaluation

Summative evaluation examines the completed or implemented learning intervention.

Possible questions include:

- Did participants find it relevant and engaging?
- Did they achieve the learning objectives?
- Can they demonstrate the required skill?
- Are they applying the learning at work?
- Are managers reinforcing the new behavior?
- Did the performance indicator improve?
- What should be retained, revised, expanded, or discontinued?

The Kirkpatrick Model organizes evaluation into four levels: participant Reaction, Learning, workplace Behavior, and organizational Results. These levels can help organizations move beyond satisfaction surveys and examine transfer and contribution where the importance of the program justifies deeper evaluation.

Evaluation Evidence

Possible evidence includes:

- Participant feedback;
- pre- and post-assessments;
- demonstrations;
- simulations;
- scored work products;
- facilitator observations;
- manager observations;
- action-plan completion;
- work samples;
- performance records;
- quality indicators;
- productivity measures;
- customer indicators;
- safety or compliance measures; and
- organizational results.

Evaluate-Phase Outputs

Possible outputs include:

- Evaluation plan;
- reaction instrument;
- learning assessment;
- skills-observation rubric;
- workplace-application check;
- manager follow-through tool;
- results-measurement plan;
- evaluation report;
- improvement recommendations; and
- revised learning design.

END-TO-END INSTRUCTIONAL ALIGNMENT

An effective training program should demonstrate a clear line of sight:

1. Organizational Need

What business, operational, customer, compliance, or people result requires attention?

2. Required Workplace Performance

What must employees do correctly or differently?

3. Capability Gap

What knowledge, skill, attitude, judgment, or confidence is missing?

4. Learning Objectives

What should participants be able to demonstrate after training?

5. Assessment Evidence

What would prove that the learning objective was achieved?

6. Content and Methodology

What essential content, practice, feedback, and reflection will enable achievement?

7. Participant Output

What tangible product or demonstrated performance will learners complete?

8. Implementation Support

What managers, systems, tools, reinforcement, and opportunities will support transfer?

9. Evaluation

What evidence will show participant response, learning, application, and organizational contribution?

When these elements are aligned, training becomes more than an event. It becomes a deliberate organizational capability-building intervention.

ONE-DAY TRAIN THE TRAINER TRAINING OUTLINE

Time	Modules and Essential Topics	Major Activity and Participant Output
8:00 AM–10:00 AM	MODULE 1: ANALYZE–DESIGN THE RIGHT SOLUTION FOR THE RIGHT NEED 1. From Subject-Matter Expert to Instructional Designer • Training delivery versus end-to-end training responsibility • The trainer as performance partner and learner advocate 2. Understanding ADDIE and Instructional Systems Design • Analyze, Design, Develop, Implement, and Evaluate • Iterative rather than rigid application	Major Activity: Training Request Investigation Laboratory – Teams analyze a realistic organizational training request, identify missing information, distinguish symptoms from causes, and determine whether training is the complete or partial solution. Major Output: Learning and Performance Needs Analysis Brief

Time	Modules and Essential Topics	Major Activity and Participant Output
	3. Clarifying the Organizational and Performance Need • Business problem, performance gap, required behavior, and evidence • Symptoms, causes, and stakeholder expectations 4. Understanding the Target Learners and Context • Existing capability, role, experience, motivation, language, and work environment • Modality, time, resource, technology, and accessibility constraints 5. Training Versus Non-Training Solutions • Knowledge and skill gaps versus unclear standards, weak processes, insufficient resources, poor incentives, or inadequate management support	
10:00 AM–10:15 AM	MORNING BREAK	
10:15 AM–12:00 NN	MODULE 2: DESIGN—ALIGN OBJECTIVES, ASSESSMENTS, CONTENT, AND ACTIVITIES 1. Defining the Required Learning and Performance • Knowledge, skills, attitudes, behaviors, decisions, and workplace outputs • Prioritizing what participants must learn 2. Writing Performance-Based Learning Objectives • Audience, behavior, condition, and degree • Observable and measurable action verbs 3. Designing Assessment Evidence	Major Activity: Instructional Alignment Design Challenge – Participants convert the analyzed need into measurable objectives and align each objective with assessment evidence, essential content, methodology, activity, and participant output. Major Output: Instructional Design and Alignment Blueprint

Time	Modules and Essential Topics	Major Activity and Participant Output
	• Knowledge checks, demonstrations, simulations, work products, and application plans • Measuring the objective rather than merely covering the topic 4. Building the Learning Sequence • Opening, relevance, input, demonstration, practice, feedback, application, and synthesis • Managing topic load and available time 5. Selecting Learning Methodologies • Discussion, case analysis, simulation, role play, demonstration, practice, reflection, and workplace projects • Matching methodology with the objective and learners	
12:00 NN–1:00 PM	LUNCH BREAK	
1:00 PM–3:00 PM	MODULE 3: DEVELOP—CREATE MATERIALS THAT ENABLE LEARNING AND APPLICATION 1. Translating the Design into Training Materials • Facilitator guide, participant workbook, presentation, activity tools, assessments, and job aids • Determining what each resource must accomplish 2. Developing the Facilitator Guide • Objectives, timing, talking points, instructions, questions, debriefing, transitions, and risks • Designing for consistency across trainers 3. Developing Participant-Centered Resources	Major Activity: Learning Component Development Sprint – Participants select one objective from their blueprint and develop a usable learning component containing concise input, participant instructions, practice, assessment criteria, and debriefing questions. Major Output: Prototype Facilitator-and-Participant Learning Package

Time	Modules and Essential Topics	Major Activity and Participant Output
	• Worksheets, practice guides, tools, references, reflection, and application • Moving beyond printed slide copies 4. Designing Activities and Assessments • Clear purpose, instructions, time, roles, criteria, and debriefing • Connecting engagement with measurable learning 5. Reviewing and Pilot-Testing Materials • Accuracy, readability, alignment, timing, accessibility, brand consistency, and technical functionality • Collecting feedback and revising before rollout	
3:00 PM–3:15 PM	AFTERNOON BREAK	
3:15 PM–5:00 PM	MODULE 4: IMPLEMENT AND EVALUATE—DELIVER CONSISTENTLY, MEASURE EFFECTIVELY, AND IMPROVE CONTINUOUSLY 1. Preparing for Implementation • Trainer, participant, venue, technology, materials, communication, and logistical readiness • Roles, timelines, contingencies, and escalation 2. Facilitating the Designed Experience • Following the design while responding appropriately to learners • Time management, instructions, learner support, and assessment administration 3. Supporting Workplace Transfer • Manager involvement, job aids, practice opportunities, coaching, reinforcement, and accountability • Why training alone may not produce sustained behavior	Major Activity: Training Launch and Evaluation Simulation — Participants review a sample implementation problem, finalize launch requirements, select evaluation evidence, and determine how findings will guide program improvement. Major Output: A.D.D.I.E. Implementation, Evaluation, and Continuous-Improvement Plan

Time	Modules and Essential Topics	Major Activity and Participant Output
	4. Designing Formative and Summative Evaluation • Quality review before, during, and after implementation • Reaction, learning, behavior, and results where appropriate 5. Closing the ADDIE Loop • Interpreting evidence, identifying design or implementation problems, and deciding what to sustain, improve, redesign, or stop	
5:00 PM	PROGRAM CLOSING	Learning synthesis, participant commitments, program evaluation, and recommended next steps

MAJOR PARTICIPANT OUTPUTS

Each participant or project team is expected to complete:

1. **Learning and Performance Needs Analysis Brief;**
2. **Instructional Design and Alignment Blueprint;**
3. **Prototype Facilitator-and-Participant Learning Package;** and
4. **A.D.D.I.E. Implementation, Evaluation, and Continuous-Improvement Plan.**

Together, these outputs form a preliminary **End-to-End A.D.D.I.E. Training Design Portfolio**.

TRAINING ACTIVITIES

Depending on the client's context, the program may include:

- Training-request diagnostic;
- training-versus-non-training challenge;
- learner-persona development;
- performance-gap analysis;
- objective-writing laboratory;
- instructional-alignment exercise;
- content-prioritization challenge;
- methodology-selection workshop;
- training-flow development;

- facilitator-guide drafting;
- activity and assessment design;
- material-quality review;
- pilot-testing simulation;
- implementation-risk analysis;
- evaluation-design workshop;
- peer critique;
- facilitator feedback; and
- workplace application planning.

TRAINING METHODS

The program follows the MSS Corporation **EnterTRAINment** standard:

- Approximately **30% concise trainer discussion, demonstration, guided processing, and synthesis**; and
- Approximately **70% participant analysis, instructional design, material development, evaluation planning, peer review, feedback, and workplace application**.

The program uses:

- Short concept discussions;
- actual or simulated training requests;
- instructional-design workshops;
- individual and group work;
- examples and non-examples;
- design templates;
- rapid prototyping;
- peer review;
- facilitator consultation;
- case-based decision-making;
- design critique; and
- output presentation.

The primary output of the standard one-day program is an instructional-design blueprint and prototype. Extensive individual teachbacks or trainer-delivery assessments require a longer program.

TARGET PARTICIPANTS

This **Train the Trainer Training in the Philippines** is recommended for:

- Corporate trainers;
- internal trainers;
- subject-matter experts;
- technical trainers;

- operations trainers;
- product trainers;
- sales trainers;
- customer-service trainers;
- compliance trainers;
- safety trainers;
- Human Resources professionals;
- Learning and Development professionals;
- organizational-development practitioners;
- training supervisors and managers;
- instructional designers;
- curriculum developers;
- e-learning developers;
- facilitators;
- training administrators;
- department heads;
- supervisors and managers responsible for employee development;
- onboarding personnel;
- quality-assurance personnel;
- knowledge-management teams;
- business owners; and
- professionals expected to create or improve workplace learning programs.

RECOMMENDED NUMBER OF PARTICIPANTS

A class size of approximately **12 to 20 participants** is recommended for intensive instructional-design work, facilitator consultation, peer review, and output feedback.

Groups of up to approximately 25 participants may be accommodated with adjusted breakout arrangements, additional facilitation support, or team-based project outputs.

DELIVERY OPTIONS

The program may be delivered through:

- Face-to-face in-house training;
- offsite corporate workshop;
- live virtual instructor-led training;
- hybrid learning;
- public seminar;
- internal trainer academy;
- corporate-university development program;

- subject-matter-expert conversion program;
- curriculum-development intervention;
- training-standardization initiative; or
- customized training-and-consultancy engagement.

AVAILABLE PROGRAM FORMATS

Half-Day ADDIE Orientation

Recommended for participants who require a shared understanding of the ADDIE phases and the basic instructional-design process.

The half-day version contains exactly two modules and provides limited development practice.

One-Day ADDIE Instructional Design Training

Recommended for building essential end-to-end capability and producing a preliminary design blueprint and learning prototype.

Two-Day Instructional Design Workshop

Recommended when the client requires:

- Deeper needs analysis;
- learner and task analysis;
- extensive objective writing;
- complete module sequencing;
- assessment development;
- facilitator-guide preparation;
- participant-material development;
- quality review; and
- individualized design feedback.

Three-Day Train-the-Trainer A.D.D.I.E. Bootcamp

Recommended for organizations requiring an end-to-end trainer-development experience.

A possible structure is:

- **Day 1:** Analyze and Design;
- **Day 2:** Develop, Implement, and Evaluate;
- **Day 3:** Practice teaching, observation, structured feedback, revision, and final presentation.

Participants may produce and facilitate a short learning module based on their own workplace subject.

Internal Trainer Certification Journey

May include:

- Trainer competency assessment;
- ADDIE workshop;
- instructional-design project;
- material-development clinic;
- facilitation-skills workshop;
- practice teaching;
- assessor observation;
- workplace training implementation;
- coaching;
- portfolio review; and
- internal certification.

Instructional Design Consultancy

Recommended when the organization needs MSS Corporation to support or complete:

- Curriculum architecture;
- training-needs analysis;
- competency-based program design;
- course standardization;
- facilitator-guide development;
- participant-workbook development;
- activity and assessment creation;
- e-learning storyboards;
- train-the-trainer rollout;
- evaluation-system design; or
- complete learning-academy development.

CUSTOMIZATION OPTIONS

This **Training on ADDIE in the Philippines** may be customized using:

- Organizational strategy;
- competency framework;
- job descriptions;
- performance scorecards;
- training-needs analysis;
- employee survey results;
- existing curriculum;
- course templates;
- facilitator guides;
- participant workbooks;

- presentation standards;
- learning-management system;
- internal trainer competencies;
- regulatory or compliance standards;
- quality-management requirements;
- operational procedures;
- customer-service standards;
- product or technical content;
- company branding;
- delivery modalities;
- evaluation requirements;
- actual training requests; and
- existing programs requiring redesign.

Participants may work on actual authorized training projects during the workshop. Confidential, proprietary, personal, or restricted information should be handled according to the client's policies.

SAMPLE WORKPLACE APPLICATIONS

Activities may be customized around programs such as:

- New-employee onboarding;
 - supervisory leadership;
 - customer service;
 - sales capability;
 - product knowledge;
 - technical skills;
 - operational procedures;
 - quality and safety;
 - information security;
 - data privacy;
 - code of conduct;
 - compliance;
 - coaching;
 - performance management;
 - change management;
 - process improvement;
 - digital-system adoption;
 - train-the-trainer;
 - internal policy orientation; or
 - management development.
-

PROFESSIONAL BOUNDARIES AND REALISTIC EXPECTATIONS

The one-day program develops foundational instructional-design capability. It does not automatically make every participant a fully qualified instructional designer, master facilitator, e-learning developer, learning technologist, graphic designer, video producer, psychometrician, or training evaluator.

A complete learning program may require contributions from:

- Business sponsors;
- subject-matter experts;
- instructional designers;
- facilitators;
- graphic and multimedia professionals;
- learning technologists;
- IT;
- legal or compliance advisers;
- data-privacy personnel;
- quality representatives;
- managers;
- learners; and
- evaluation specialists.

Participants can produce preliminary designs and prototype materials during the workshop. Full course development requires sufficient content access, stakeholder decisions, testing, revision, production, and implementation time.

FREQUENTLY ASKED QUESTIONS

What is Train the Trainer Training in the Philippines?

Train the Trainer Training in the Philippines prepares employees and professionals to design, develop, facilitate, and evaluate workplace learning programs.

This particular program concentrates on end-to-end instructional design using the ADDIE Framework rather than focusing only on public speaking or presentation delivery.

What is Training on Train the Trainer in the Philippines?

Training on Train the Trainer in the Philippines refers to capability-building for employees who will train, facilitate, coach, instruct, onboard, or transfer knowledge to others.

The scope may include instructional design, adult learning, material development, delivery, facilitation, assessment, evaluation, and practice teaching.

What is ADDIE Training in the Philippines?

ADDIE Training in the Philippines teaches participants how to organize instructional-design work through five phases:

- Analyze;
- Design;
- Develop;
- Implement; and
- Evaluate.

Participants apply the framework to actual or simulated workplace learning requirements.

What does ADDIE stand for?

ADDIE stands for:

- **A – Analyze**
- **D – Design**
- **D – Develop**
- **I – Implement**
- **E – Evaluate**

Is ADDIE a linear process?

ADDIE is often illustrated as a sequence because the phases provide a logical flow.

In practice, instructional designers may move backward and forward among the phases. Evaluation findings, stakeholder feedback, new learner information, pilot results, and implementation constraints may require changes to earlier decisions.

What is Instructional Design Framework Training in the Philippines?

Instructional Design Framework Training in the Philippines teaches trainers and L&D professionals how to use a systematic process for identifying learning needs, developing objectives, selecting methodologies, creating materials, implementing programs, and evaluating effectiveness.

ADDIE is the primary instructional-design framework used in this program.

What is Instructional Systems Design Training in the Philippines?

Instructional Systems Design Training in the Philippines develops the ability to examine training as an interconnected system involving business needs, learners, objectives, content, assessment, trainers, resources, technology, management support, delivery, and evaluation.

What is ISD Training in the Philippines?

ISD Training in the Philippines is another search term for Instructional Systems Design Training. It is relevant to corporate trainers, instructional designers, curriculum developers, HR and L&D professionals, subject-matter experts, and managers responsible for organizational learning.

Is this program only for professional trainers?

No.

It is also suitable for subject-matter experts, supervisors, managers, technical specialists, HR professionals, quality personnel, team leaders, and employees who must develop or deliver workplace learning.

Does this program include adult-learning principles?

Yes.

Adult-learning considerations are integrated into learner analysis, methodology selection, activity design, relevance, application, participation, and feedback.

A more extensive adult-learning program may be added when the client requires deeper treatment.

Will participants create a training program?

Participants develop a preliminary end-to-end training design and a prototype learning component during the one-day program.

A complete facilitator guide, participant workbook, presentation, assessments, and teachback normally require the two- or three-day format or a post-training project.

Does the program include practice teaching?

The one-day version may include brief presentation or peer-review moments, but its primary focus is instructional design.

Organizations requiring scored practice teaching, individual observation, recorded delivery, and trainer feedback should select the three-day bootcamp or internal trainer certification journey.

Is ADDIE suitable for virtual and e-learning programs?

Yes.

The same phases can be applied to face-to-face, live virtual, hybrid, self-paced, mobile, and e-learning interventions. The methods, resources, learner-support requirements, and implementation conditions will differ by modality.

Can ADDIE be used for short training sessions?

Yes.

The amount of documentation should be proportionate to the importance, complexity, risk, frequency, and scale of the program.

A short toolbox talk may require a concise design, while an organization-wide certification curriculum requires more extensive analysis, development, testing, and evaluation.

Does every performance gap require training?

No.

A gap may result from unclear expectations, inefficient processes, insufficient tools, poor systems, conflicting priorities, weak supervision, inappropriate incentives, inadequate staffing, or other factors that training alone cannot correct.

The Analyze phase helps determine whether training is the correct intervention.

Does the program cover training evaluation?

Yes.

Participants learn to integrate formative evaluation throughout ADDIE and design summative measures for reaction, learning, workplace application, and organizational contribution where appropriate.

Can the training use our organization's existing course?

Yes.

Participants may analyze and redesign an authorized existing program using the organization's learning objectives, materials, templates, standards, and evaluation requirements.

Can this program help standardize our internal training?

Yes.

ADDIE can provide a shared process and documentation structure for internal trainers. MSS Corporation may also support course-template development, facilitator-guide standards, quality review, trainer certification, and curriculum governance.

Is one day enough for Train-the-Trainer Training?

One day is sufficient for understanding and applying the essential ADDIE process to a preliminary design. A two- or three-day program is recommended for complete course development, extensive material preparation, repeated feedback, practice teaching, and individual trainer assessment.

How can the effectiveness of the program be measured?

Possible measures include:

- Quality of participants' instructional-design outputs;
- alignment of objectives, assessments, activities, and materials;
- completion of actual training-development projects;
- improvement in internal course quality;
- trainer confidence and competence;
- consistency across internal trainers;
- participant-learning results;
- workplace application;
- manager feedback;
- reduction in unnecessary or poorly targeted programs; and
- contribution to relevant performance indicators.

RELATED MSS CORPORATION TRAINING PROGRAMS

Organizations considering this program may also explore:

- Training Needs Analysis Training in the Philippines;
- Training Program Design and Development;
- Adult Learning Principles Training;
- Facilitation Skills Training;
- Presentation Skills for Trainers;
- Practice Teaching and Trainer Assessment;
- Training Evaluation Training;
- Competency-Based Training Design;
- Curriculum Development Training;
- Learning Needs Analysis;
- Learning and Development Planning;
- E-Learning Instructional Design;
- Virtual Training Facilitation;
- Training Materials Development;
- Facilitator Guide and Participant Workbook Development;

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- Training the Online Trainer;
- Internal Trainer Certification;
- Coaching and Mentoring Training; and
- Corporate Learning Academy Development.

WHY CHOOSE MSS CORPORATION FOR TRAIN THE TRAINER TRAINING IN THE PHILIPPINES?

End-to-End Rather Than Delivery-Only

The program develops capability across analysis, design, development, implementation, and evaluation instead of treating trainer competence as presentation skill alone.

Performance-Oriented Analysis

Participants learn to validate whether training is needed and connect the intervention with required workplace performance.

Clear Instructional Alignment

Objectives, assessments, content, activities, methodologies, outputs, and workplace applications are intentionally connected.

Practical A.D.D.I.E. Application

Participants do not merely memorize the five phases. They use them to create a preliminary learning solution.

Tangible Design Outputs

Each module produces a major workplace-ready output that contributes to an A.D.D.I.E. Training Design Portfolio.

EnterTRAINment Methodology

The program follows an approximately 30% trainer-input and 70% participant-application design with analysis, creation, feedback, and practical outputs.

Customized to the Organization

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The workshop may use the client's competencies, templates, learning standards, existing programs, delivery platforms, and actual training priorities.

Appropriate for Internal Trainers and Subject-Matter Experts

The program helps experienced employees convert expertise into structured learning that other people can understand, practice, and apply.

Training and Consultancy Capability

MSS Corporation may provide not only trainer training but also instructional design, curriculum development, training materials, trainer assessment, learning-academy development, evaluation planning, and course standardization.

CALL TO ACTION

Do Not Just Prepare People to Present—Prepare Them to Design Learning That Produces Performance

Equip your internal trainers, subject-matter experts, HR and L&D professionals, supervisors, and managers with an end-to-end framework for analyzing needs, designing learning, developing materials, implementing programs, and evaluating results.

Partner with MSS Corporation for a customized:

- **Train the Trainer Training in the Philippines**
- **Training on Train the Trainer in the Philippines**
- **ADDIE Training in the Philippines**
- **Training on ADDIE in the Philippines**
- **Instructional Design Framework Training in the Philippines**
- **Training on the Instructional Design Framework in the Philippines**
- **Instructional Systems Design Training in the Philippines**
- **Training on Instructional Systems Design in the Philippines**
- **ISD Training in the Philippines**
- **Training on ISD in the Philippines**

designed around your organization's trainers, learners, workplace requirements, curriculum, and capability-building priorities.

With MSS, We Make Strong Success.