Introduction

Welcome to the Instructional Designer Starter Kit. We’re so glad you decided to take advantage of this free resource! This kit will provide you with a step-by-step overview of the Langevin Design Cycle and, as an added bonus, we’ll even let you in on a few of our secrets!

But what’s the Langevin Design Cycle, you ask? Well, here at Langevin, we’ve simplified the instructional design process into twelve steps that allow you to consistently design sound performance-based instruction faster.

An overview of the process is shown below. You will learn more about each step as you read through this kit.

What is the purpose of this kit?
To give you a peek into the world of instructional design? To give you a starting point for the design of your courses? To help you begin your journey towards improving your instructional design skills? Well, it’s all of the above, and more! It all depends on what your needs are.

Our goal is to give you a solid introduction to instructional design so when you embark upon your journey as an instructional designer, you will know how to apply a performance-based focus to all of your training.

So without further ado, let’s take a look at what’s involved in each step of the Langevin Design Cycle.

Looking for a little direction? This kit will definitely help put you on the road to success!
Looking for a workshop that will give you a faster needs analysis approach that is realistic in today’s climate? Look no further!

Presenting...

Training Needs Analysis: A Step-by-Step Procedure

Here’s a little training-related lingo to whet your appetite as we serve up the first meaty portion of the Design Cycle: “training needs analysis.” As you chew on that nifty new term, ask yourself this: what “needs” are we referring to when we talk about determining needs or conducting a training needs analysis?

A common misconception among new instructional designers (and even some “seasoned” veterans) is to think that the needs you’re determining are related to the end product—the training program. “How many tables and chairs are required?” “What technical equipment is needed?” “Will we provide the learners with highlighters or will they be expected to bring their own?”

Stop and think about this for a sec; how can you start planning all the logistics of a training program before you know if the course is even needed?

That’s why the first step in the Design Cycle exists; before you design anything, you first need to determine whether there is, in fact, a need for training. To quote William Shakespeare’s younger brother, Billy, the corporate trainer, “To train, or not to train? That is the question!”

Training is defined as providing employees with the knowledge and skill to improve performance on their current job. Often it is assumed that training is the solution to every performance issue; this is not the case. A lack of knowledge and skill is the only “thing” training can fix.

The process we use to determine the need for training is called a training needs analysis (otherwise known as TNA). It will help you identify “unnecessary training” so you can focus on training needs that are legitimate. In this first step of the Design Cycle, Determine Needs, you’re doing a little detective work (i.e., a TNA) to figure out if training can fix the performance gap in question. The only way to know for sure is to get to the root cause of the gap.

There are seven potential causes for a gap in job performance: capacity, standards, measurement, feedback, conditions, incentive/motivation, and knowledge and skill. In every situation the gap will be due to at least one (and often more than one) of these factors.

If your detective work tells you that the performance gap is due to a lack of knowledge or skill, you can be confident that training is the best solution to address the gap. But if your findings indicate that any one or more of the other six factors are at the root of the performance problem, something other than training is needed to fix the gap.

By identifying the cause of a performance gap we minimize the chance of conducting training for the wrong reason. Can you imagine how much money and resources are wasted each year on training that really isn’t needed in the first place? We can effectively train employees if they lack knowledge or skill, but their supervisors need to ensure their skills are maximized on the job by managing the other factors of job performance.

And there you have it—an overview of the needs analysis process. Want more? Check out our 1-day Training Needs Analysis workshop. It’s paired well with our 3-day Instructional Design for New Designers workshop!

For now, let’s get back to our Design Cycle. Assuming you’ve determined that the performance problem is due to a lack of knowledge and skill, you’re ready to move on to the next step in the cycle: Plan Project.

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**training** [trey-ning] Noun

1. the knowledge and skill to improve performance on the current job

**What do our clients have to say about our Training Needs Analysis workshop?**

“By far the most practical, useful, 1-day course I’ve ever attended. It will definitely make my job much easier.”

Scott Carbonara
Blue Cross Blue Shield

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Plan Project

Once you’ve determined there is, in fact, a training need, the second step in the instructional design process is to plan the project. You may have lofty plans for designing what you’d consider to be the ideal training program but before you get too gung-ho you need to identify design constraints. It’s critical to know these up front when planning the project so you can work within your limitations. You never want to over-promise and under-deliver because you’ll just undermine your credibility. Make sure you know what you are up against before you get started.

If your back was up against the wall and you only had time to ask the project sponsor ten questions about the design project, what would they be? Here are our thoughts...

At bare minimum, you should ask the following four basic questions:
1. How many learners will attend the course?
2. When is the deadline for the design to be finished?
3. Has a specific budget been established?
4. How long is the course intended to be?

Once you have the answers to these four questions clearly documented, you then need to ask the following six critical (but often overlooked) questions:
5. Will job aids be acceptable?
6. Is some course material already available?
7. Is job documentation available?
8. Is job documentation easy to obtain?
9. Is the job documentation current?
10. Is the job documentation targeted appropriately to the lower 25% of the group?

These ten questions will provide adequate information for you to be able to plan your design project. But are there other questions you could ask? Absolutely! There are thirty other questions you could ask if your project sponsor happens to be feeling chatty, but you’ll have to attend our Instructional Design for New Designers workshop to get the complete list! Our world-class course leaders are more than eager to share their lessons learned and best practices with you as well!

For now, let’s move on to the next step in the Design Cycle: Analyze Learners.

Analyze Learners

Once you’ve identified the design constraints and developed your plan, the third step in the instructional design process is to analyze your learners. Finding out more detail about the learners will help you to better meet their needs.

Targeted courses will be more effective than a “one-size-fits-all” course. To make training job-specific, you must target the course to the group of learners who will perform the tasks. And how do you do that? By finding out the characteristics of the learners who are part of your target audience, that’s how!

Now, when we talk about learner characteristics, we’re not talking about eye color and shoe size; we mean characteristics that will have an impact on the way you design the training. So, what are some of the characteristics you’d need to consider? Things like job experience, education level, language(s) spoken, geographic location, age, gender, and ethnicity, would all be good to know, wouldn’t you agree?

But what happens if you just can’t get access to critical data about the target audience when you’re about to design a course? You can always make these three safe assumptions:
1. Assume everyone in your target audience has at least a grade six reading level and write your training content at a sixth grade level. Making sure the learners “get” what they’re being taught is too critical to get caught up in your multi-syllabic word choice tendencies, so seal your training materials with a K.I.S.S.— keep it simple, silly!
2. Assume that at least some of your learners are complete newbies (or have limited experience) to whatever the course is designed to teach them; accordingly, target your course content to the lower 25% of the learner group so everyone is set up for success in the course.
3. Assume that learners will be motivated to succeed in the training if you make the content job-relevant. Design the content to be meaningful, specific, and realistic so learners can easily see how training translates back to the job.

If you’re lucky enough to get the green light to find out everything you can about the target learner group, you’d definitely benefit from our list of over 25 items to consider when analyzing learners. Guess where we’ve hidden those gems? In our Instructional Design for New Designers workshop, naturally!

All right, time to roll up your sleeves and maybe even tie on a bib. The next step in the Design Cycle is where things really start to get juicy; get ready to list tasks!
Listing tasks; THAT’S juicy? Yep, it sure is! Why? Because the most critical factor you must consider before designing a course is the content. The more complex the content, the more time required to complete all aspects of the design process. Just how important is content when it comes to training? Content is KING!

Ask yourself this question, “What can be more important when designing training than knowing what the learners are expected to do on the job and how they are expected to do it?” The answer to this question provides the content for the training.

Okay, so content is super-duper important. But what’s the link to this so-called “juicy” task listing business? Your content will come from the tasks the learners need to perform, which brings us to the fourth step in the instructional design process: determining what the learners are expected to do on the job (i.e., the tasks) and creating a listing of current job. Every job is an accumulation of tasks that employees perform on the job. Once we know what the participants do on the job, we can design training to teach them how to do these tasks. The task listing outlines the “what” of our training and that’s why it’s so juicy!

Every job consists of a variety of duties; each of these duties is made up of tasks. One of the duties of a sales clerk in a retail clothing store, for example, might be “sales.”

A task is a complete activity resulting in a product or service that has value. Tasks should be written as follows:

- Describe what a person does on the job.
- Start with an action verb.
- Contain a noun shortly after the verb.
- Contain no overlap between tasks.
- Be brief.

Within the duty of “sales,” some of the tasks performed by a sales clerk in a retail clothing store might include “Greet customers,” “Provide clothing recommendations,” “Process sales transactions,” etc.

But just wait; it gets juicier. The next step in the design process builds on this one; now you need to take your task listing and analyze the tasks.

Time to sink your teeth into the juiciest part of the instructional design process. This is where you take each task and break it down into the steps the learners follow while actually performing the job. This is the point where you will create the how-to of the training program; it’s the heart of the design process.

It may sound as though we’re mocking the importance of listing and analyzing tasks by calling them “juicy” but really, we’re not. In all seriousness, your task listing and task analysis are so critical that they can actually make or break your training; they are the most important steps in the Design Cycle. If you don’t nail the task analysis in particular, your training can end up being a complete failure. Unsuccessful training means the performance gap will still exist when learners return to the job—and the poor results will be a negative reflection on your training.

A task analysis breaks each task into sub-tasks. The sub-tasks are listed by breaking down the task into smaller “chunks.” They should be written as follows:

- Describe what the person does on the job.
- Start with an action verb.
- Contain a noun shortly after the verb.
- Contain no overlap between sub-tasks.
- Be brief.

Want to know more about developing performance-based content? Our Instructional Design for New Designers workshop will show you the eight errors to avoid in task listing, how to conduct a thorough task analysis quickly, and provide you with multiple task analysis examples. In addition, you’ll walk away with a list of over 200 common action verbs that you can refer to when creating your task listing and task analysis. Mark our words, this handy tool will become your best friend when you are experiencing difficulties with this step in the design process!

If task listing and task analysis are so important to the design process, what does this imply for the remaining steps? Well, it doesn’t mean that the next steps are unimportant or that you can skip them; it does mean that the hard work you invest in these two steps will make it easier moving forward in the design process. Let’s take a look at the next step, Write Objectives, for example.
Many people think the very first thing you do when you design a training program is write the objectives. To the contrary, writing objectives (i.e., the desired results of your training) is actually the sixth step in the Instructional design process. You might be wondering, “How can this be? How can you get so far in the design process without objectives?” The answer is simple: “task listing.”

Your task listing is the foundation for all your objectives; if you have tasks, you have objectives. By basing your objectives on your task listing, you’re ensuring that your objectives are performance-based since they’re derived directly from the tasks performed on the job. If you write the objectives prior to doing your task listing, you’ll be designing a training program around objectives that may not even have anything to do with what the learners actually do on the job.

But let’s back the truck up a bit; what exactly is an objective anyway? An objective identifies what the learners will be able to do after the training; in other words, what the employee must do on the job when performing the task. You must have one objective for each task that will be taught in your training program; if you have ten tasks, you need ten objectives.

Remember that the objective does not describe the training; it describes what you want the participants to do after the training when they are back on the job. Your training should mirror the job as closely as possible.

A task is the main component of an objective. By adding two more components (conditions and standards) you have an objective that is measurable.

Components
A performance-based objective should include these three components:

- the task statement
- the conditions under which the task is performed (e.g., location, resources available, equipment used)
- the standards that describe how well the task must be performed (e.g., accuracy, quality, quantity)

Format
Use the following format when writing objectives:

- “Given <conditions>, the employee will <task>. All steps must be completed in accordance with <standards>."
- Example: “Given a cash tray, a deposit stamp, and access to the AMS (Account Management System), the teller will process the check deposit to the correct customer account.”

Now that you have objectives, you’re ready to get into the nitty-gritty aspects of the course design. Next up—designing tests.

What do our clients have to say about our Instructional Design for New Designers workshop?

This class holds an unbelievable amount of valuable, relevant, useful information. All instructional designers should be required to take this course!

Sandra Pietrowsky
MetLife

WOW! Loaded with very valuable information that will improve my job by 500%.

Wendy Bloomquist
American Express
Up to this point in the design process you've listed all the tasks the target audience is expected to perform on the job and you've written objectives that identify what the learners will be able to do when they've completed the training. But before you set your learners free to apply their newfound skills and knowledge, it's imperative that you test them throughout the training to make sure they're able to perform each task they will be expected to perform back on the job.

Now let's get something straight; tests in training are not the study-till-your-eyes-are-bloodshot-then-spend-three-hours-writing-feverishly-until-your-hand-cramps kind of tests you might recall from your school days. So when you get to step seven of the Design Cycle—Design Tests—don't panic.

Once you've written the course objectives, you need to design tests that will help you assess the learners' ability to apply the skills and knowledge you've taught them. If it's less daunting, simply think of tests as practice exercises or activities. Think about it; without the practice and application opportunities that tests provide, how would you know if the learners are able to apply their newfound skills when they return to the job?

Think back to your high school days; remember how your math teacher would make you do a little quiz at the end of each unit, to make sure you understood how to do all the stuff he/she just taught you, before moving on to the next unit? You'd need to understand how to add and subtract before you could tackle adding and subtracting fractions, right?

Similarly, you need to do tests in training to check that your learners understand what they're supposed to do on the job (i.e. the sub-tasks) for each individual task. No sense moving on to the next task if learners don't understand what precedes it, right? For the record, we call these kinds of tests review tests. Your goal in designing these tests is to make them as job-like and realistic as possible.

At the end of each task, you need to have some sort of major application exercise (called a criterion test) to assess whether or not the objective has been achieved during training. In some cases, the criterion test may be a repetition of all of the review tests. Once again, your job as the instructional designer is to try to make each criterion test simulate the job as closely as possible.

Whenever possible, you want both the review tests and criterion tests to be performance-based so you can measure both the learners' knowledge and skill. This means that learners are required to do exactly what they are expected to do on the job (or something that replicates the workplace conditions as closely as possible). Sometimes, you'll be faced with constraints that make it impossible to conduct performance-based testing during training. In these instances, you may need to use non-performance tests for some, or all, of your review and criterion tests. This is never the preferred choice since non-performance tests can only be used to measure knowledge, rather than performance or skill.

Once you've figured out how you're going to make sure the course objectives are met, your next step in the design process is to select the methods you'll use to present the course content and give learners the opportunity to practice and receive feedback.
Let's take a brief time out from the Design Cycle for a minute so we can discuss what we at Langevin call PAF; it stands for presentation, application, and feedback.

Anytime training is delivered, only one-third of the class time should be spent on the presentation (i.e. delivery) of the course content. The other two-thirds of the total class time should be spent on providing learners with opportunities to apply what they've learned and to receive feedback on their performance.

How each chunk of course content is presented and applied, and how feedback is given, is something that is carefully determined by the Instructional Designer during the design of the course. This brings us back to step eight in the instructional design process: selecting the presentation, application, and feedback methods to be used in the training.

Each participant learns differently, so you must select methods that reflect a variety of learning styles (i.e. visual, auditory, and kinesthetic). Be creative! In addition, a variety of methods will help keep your learners engaged; this is very important!

**Presentation Methods**
- Used to deliver content to the learners.
- Can be done by the learners themselves, by a course leader, or by prepared materials (e.g. a video, audio clip, etc.).

**Application Methods**
- Used to give the learners an opportunity to practice, apply, or respond to the course content.
- Application must be done by the learners themselves. It cannot be done by the instructor.

**Feedback Methods**
- Used to provide learners with information about their performance.
- The instructor, other learners, and materials (e.g. answer keys) can provide feedback to learners.

You can choose from a wide-range of instructional methods to create the presentation-application-feedback loop throughout training. Some of the most commonly used presentation (P) and application (A) methods are brainstorming (P), case study (A), demonstration (P), games (P and A), lecture (P), practice exercise (A), and role play (A). For detailed descriptions, check out our free glossary of 50 instructional methods.

So what's next, you ask? Well, now it's time to pull together the task listing, task analysis, objectives, and methods to create a structured lesson. This brings us to the next step in the design process: structure the course!
All the work you’ve done up to this point in the design process now needs to be pulled together into structured lessons, or modules, as some like to call them. In other words, you need to determine how the instructor will be expected to teach the content and check that the learners understand how to perform each task (through review tests and criterion tests) in order to fulfill each objective. You will do this by applying a process called the learning strategy.

Notice how each step of the learning strategy flows from one step to the next in a cyclical fashion? That’s because you need to repeatedly follow this process to cover the content for each objective of the course. Every objective is covered through its own lesson, and unless the course consists of only one objective, you will continuously flow from the summary of one lesson into the introduction of the next, and so on.

By following the learning strategy when you design each unit of instruction, you will set the learners, and Instructors, up for success. As the instructional designer, you need to outline how the instructor is expected to introduce the lesson to his/her learners. This means that you must write a brief overview of the content and a summary of what the learners will learn in the lesson.

For the “Present Content” part of the lesson, you need to provide a step-by-step procedure for the instructor, including key points, a summary of those points, and a check for understanding. Next, you need to plan how the instructor will administer application so the learners have an opportunity to apply what they have just learned. You’ll then need to determine who will observe the learners to monitor their performance during the application exercise as well as who will provide the learners with feedback (and how). And finally, you need to design a session summary that recaps the objective and covers the key points from the lesson. Once this critical step is behind you, it’s time to create the deliverables for the course—the lesson plan and participant materials. This next step on the Design Cycle is called Develop Materials.

Developing materials should be fairly painless; it’s really just a matter of organizing and reformatting the information you’ve already gathered. A common mistake among instructional designers is to develop the materials too early in the design process. You know what we mean? They write objectives then fire up the old PC and create PowerPoint slide after PowerPoint slide. They end up with a “training manual” that consists of nothing more than a copy of the instructor’s entire PowerPoint slide deck.

Sound instructional design is about sound content. In other words, the task listing and task analysis has to be done before you can even think of creating your first slide. And by following the Design Cycle, developing materials becomes a far easier and less time consuming task.

When you apply the Design Cycle, the content for the course manual and handouts will come directly from the task analysis; you just need to decide how each chunk should appear—in a worksheet, a checklist, a list of tips or guidelines, etc. The content for the instructors’ lesson plan will come from the work you completed with regards to task analysis, objectives, tests, and instructional methods.

A lesson plan is a job aid for the instructor to use while conducting the training. It should contain all the content to be delivered (the what) and the process to be used (the how).

Care to see a list of all the items that should be included in a lesson plan, along with a detailed example? C’mon, we can’t give you all that for free! You’ll just have to attend our Instructional Design for New Designers workshop to get all the goods! With all the useful stuff in this kit, tell us we haven’t tempted you to enroll!

So what’s next after you’ve developed all your materials? Is it time to go live with your course? Absolutely not! Before the course is officially implemented you need to validate it—which brings us to the eleventh step in the Design Cycle: Validate Course.
Validating (i.e. testing) the course before it is implemented is the most commonly ignored step of the design process. Big mistake! It’s actually one of the most critical steps in the entire process. Why?

Validating your course is much like a chef sampling the soup of the day before putting it out on the buffet; he/she needs to make sure the soup has been prepared correctly before serving it to his/her patrons. Likewise, before delivering your course to the target learner group, you want to try out the content, process, and materials so you can revise and fine tune them before rolling out the course. Ideally, validation should be a three-phased process.

**Phase 1: Individual Validation**
In this phase, you need to select a person from the bottom 25% of the learner group to read your materials or listen to your explanations as if they were being delivered to a larger group. Based on the individual’s feedback, revise the materials accordingly, then try the revised program on a second learner to see if the revisions work. If they do, move on to small group validation.

**Phase 2: Small Group Validation**
Next, you need to select approximately 4-6 people from the learner population. After you have administered the course to the learner group, solicit their feedback and revise the course accordingly.

**Phase 3: Large Group Validation**
In the final phase of the validation process, you need to select a cross section of individuals from the learner population that are representative of a typical class.

During the delivery of the course, the course designer should act as an observer, taking notes as the course progresses. Based on the designer’s observations and the learners’ feedback, any tweaks to the course should then be made.

As we said before, “ideally” validation should consist of all three phases, but the reality is that it’s rare to be able to do all three phases. Time and resources are often scarce at this point in the design process. That’s just reality! So what’s a designer to do to ensure his/her course is adequately validated? Well, you have the following four options at your disposal (and if you can, try to do all four or a combination of the options):

Option 1: Validate the course with at least one representative learner or SME. Conduct a walkthrough.

Option 2: Have a fellow designer or instructor validate your design decisions (e.g. tests, design plan, etc.) throughout the design process.

Option 3: Validate the task analysis with the lower 25%; at least the content will be validated.

Option 4: Make the first run of the course the validation session. It’s not ideal, but it’s better than no validation at all.

Our Instructional Design for New Designers workshop contains a more detailed explanation of the three phases of validation, along with some powerful validation tools, so if we haven’t mentioned it before, it really is worth checking out!

Alright, drum roll please! You’re about to move on to the final step in the design process: Evaluate Course!
So you’ve designed a brilliantly creative course that uses a variety of methods unlike anything ever taught before in your organization. During the validation phases the learners were engaged and genuinely seemed to enjoy the course. The first official offering of the course had learners laughing, smiling, and commenting that they’d never had more fun in a training session. Success... right?

Not necessarily. It’s fine and dandy that learners have fun in your course but if the training doesn’t have an impact on performance, and ultimately, the bottom line, your training ends up being nothing more than an expensive play date among employees.

The focus of evaluation is to determine what went well or didn’t go well in your training and to assess the impact of training on the organization. Training evaluation is based on the well-known and accepted four-level model developed by Donald Kirkpatrick. His four levels are as follows:

- **Level 1: Reaction** - Did learners like the course?
- **Level 2: Learning** - Did training have an impact on learners’ knowledge and skills?
- **Level 3: Application** - Did job performance improve as a result of the training?
- **Level 4: Results** - Did training have an impact on the bottom line?

Most organizations evaluate training at level 1 because it is easy. As you move through each level, data collection requires more planning and becomes more time-consuming. You should be evaluating training at levels 3 and 4. Even though these levels require greater time and effort, the results are much more meaningful to management and to the bottom line.

The best chance for success in evaluation is to plan for it at the beginning of a training project, specifically during the needs analysis stage. Why? Because evaluation is the flip side of TNA. The TNA confirms that training is needed to address a performance gap; evaluation is needed to measure whether training has addressed the gap once learners return to the job. So as soon as you have determined that training is necessary, that’s when you should start planning for evaluation.

Looking for a comprehensive process, tools, and best practices to make a seemingly complex process simple and easy to implement? Then you gotta check out our Evaluation of Training workshop! Those level 3 and 4 evaluations won’t be quite so daunting once you have the right tools to do your job.

And there you have it; our 12-step instructional design process from start to finish. See how easy design can be if you just have a roadmap to guide your way?

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**Looking for a comprehensive workshop that shows you how to build and communicate a compelling case for the effectiveness of your training programs?**

**Presenting...**

**Evaluation of Training:**
Proving Your Value

**What do our clients have to say about our Evaluation of Training workshop?**

“Evaluation of Training is a pre-requisite to a perfect life in training.
Raymond Bliodeau
Immigration Canada”

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**Summary**

Take a moment now, to reflect on everything you’ve read in this kit. You were introduced to the twelve steps in the Langevin Design Cycle, from determining the need for training through to evaluating and assessing the impact of the course. In addition, you were shown how each step fits together to create a solid process for consistently designing sound performance-based instruction.

So, what’s next you ask? Depending on your personal and professional goals, and the path you’re ready to take, you might consider these next steps...
Enroll in one of Langevin’s world-class training programs—it’s as easy as 1-2-3!

Step 1: Choose your path

Step 2: Choose a workshop(s)

**Designers**

If you’re an **instructional designer**, consider enrolling in the following Langevin workshops:

- Instructional Design for New Designers
- Training Needs Analysis
- Advanced Instructional Design
- Writing Skills for Trainers

Accredited Instructional Designer/Developer Accelerated Certification Program

**Instructors**

If you’re an **instructor**, check out the following workshops:

- Instructional Techniques for New Instructors
- 25 Creative Ways to Add Excitement to Your Training
- Advanced Instructional Techniques
- Polish Your Presentation Skills

Certified Instructor/Facilitator Accelerated Certification Program

**Managers**

If you’re a **training manager**, think about enrolling in one (or all!) of these workshops:

- The Successful Training Manager
- Marketing Your Training Internally
- The Advanced Training Manager
- Make Your Training Stick

Certified Training Manager/Director Accelerated Certification Program

Step 3: Enroll

To enroll in a workshop, contact one of our friendly Client Service Representatives at 1-800-223-2209, or visit our website to enroll online. Click the button below to start browsing through our extensive list of course offerings!
Need help? Contact one of our knowledgeable client service representatives at 1-800-223-2209 to discuss your personal training plan. You may also chat live with a CSR on the www.langevin.com website, or you may email us at training@langevin.com.

Need some time to figure things out but want to stay in touch? Follow us on Twitter and Facebook for daily tips, best practices, and resources for trainers; subscribe to the Langevin blog for weekly posts from our valued course leaders; and sign up for our Learning with Langevin Daily for tons of learning resources from countless experts in the training industry.

Want to chat about your day-to-day training dilemmas, share ideas, or just see what other training professionals are talking about? Join our exclusive Langevin Learning Services Alumni Group on Linkedin for great discussions and networking opportunities.

Keep an eye on your mailbox for our twice yearly special offers and promotions. If you don’t currently receive our offers and promotions, contact us and ask to be added to our mailing list. Privacy Policy.

Thanks, once again, for taking advantage of this awesome free resource! We wish you luck on your training adventures and look forward to hearing from you soon!