



GInI[®] Course Delivery Checklist

GInI® Course Delivery Checklist

GInI® – the Global Innovation Institute® – operates the most comprehensive and professionally managed evidence-based innovation certification and accreditation program anywhere in the world – for both individuals and businesses.

GInI® is the only innovation certification body in the world that has employed the role delineation study process to establish its certification examinations. GInI® has likewise established a series of globally-recognized exam preparation courses designed for preparing individuals to take each certification exam.

The following series of checklists are intended to aid the GInI® Authorized Provider in determining which GInI® exam preparation courses to deliver, in preparing for and marketing the chosen courses, in actually delivering those courses, and in wrapping up each course at its conclusion.

Tasks to complete prior to delivering a GInI® exam preparation course.

<p>Determine what individuals and organizations in your market want and need, and based on this establish which of the GInI® exam preparation courses you should offer.</p>	<p>The current GInI® exam preparation courses include: CInP® / CDTP® / CInS® / CCInO® / AInA®.</p> <p>Undertake research within your markets using questionnaires, direct client discussions, and other means to establish which of these will best address your market's unique needs and desires.</p>	<input data-bbox="1386 619 1479 715" type="checkbox"/>
<p>Determine what GInI® certified trainer(s) you will use to deliver each course.</p>	<p>If needed, you may contact GInI® directly to help secure one or more trainers appropriate for your situation.</p>	<input data-bbox="1386 1174 1479 1270" type="checkbox"/>
<p>Establish the dates and locations where you intend to deliver each course.</p>	<p>Establish specific dates and a specific venue for each course, as well as the daily class schedules you will use.</p> <p>You should give consideration to the following matters:</p> <ul style="list-style-type: none"> • Who is each course targeted for? • How many participants should each course target to have? (Ideal class sizes are between 20 and 25). • What important characteristics should be considered about those who will participate in the course? (For example, age, education, experience, availability, etc.). 	<input data-bbox="1386 1725 1479 1821" type="checkbox"/>

Making preparations to deliver a Glnl® exam preparation course.

<p>Establish and confirm your goals and objectives for each course.</p>	<p>Establish your specific goals and objectives for each course, and to the extent needed, confirm these with your registered participants and your chosen trainer. Your primary goal should be to help prepare the participants for taking the corresponding Glnl® certification exam.</p>	<input type="checkbox"/>
<p>Announce and market each course.</p>	<p>Aggressively announce and market each planned course in order to attract the types of individuals and organizations being targeted for the course. Use whichever marketing methods are believed will be the most effective in letting your markets know about each course, where that be your web site, email newsletters, social media, videos, mobile apps, or anything else.</p>	<input type="checkbox"/>
<p>Manage the course registration process.</p>	<p>Establish your ideal audience profile and ideal number of course participants. Ensure that those registering for the course adequately match this profile – including being qualified to take the corresponding Glnl® certification exam. Ensure that you are registering an appropriate number of participants (not too few; not too many) to achieve good classroom dynamics for the course.</p>	<input type="checkbox"/>
<p>Plan out the logistics for the course, and for each day within the course.</p>	<p>This will involve creating detailed plans for the following:</p> <ul style="list-style-type: none"> • Course location / venue (including ensuring that participants have been provided with directions on how to locate the venue, and any special instructions they will require for parking, sign-in, etc.). • Overall length of the course, in number of days. • The detailed schedule for each day – times and durations for starts, breaks, lunch, ending, etc. • Classroom set up – tables, chairs, whiteboards, posters, exercise materials, instructor lectern, projector, audio, etc. 	<input type="checkbox"/>
<p>Encourage participants to procure the Glnl® AlnMB prior to the course.</p>	<p>For the benefit of participants, strongly encourage each person to procure and review a copy of the Glnl® Applied Innovation Master Book® prior to attending the course.</p>	<input type="checkbox"/>

Delivering the GInI® exam preparation course.

<p>Establish a detailed agenda for the course.</p>	<p>This will involve a detailed agenda prescribing the times for introductions, recaps, lessons, Q&A sessions, exercises, breaks, meals, and summarizations.</p>	<input data-bbox="1382 491 1474 583" type="checkbox"/>
<p>Set up the classroom for being able to deliver the course most effectively.</p>	<p>Set up the classroom in such a way as to induce the best possible classroom and team dynamics.</p> <ul style="list-style-type: none"> • Tables & chairs – ideally use round tables with 4 – 6 supportive chairs distributed around each one. <p>The optimal arrangement is five tables / five teams with five participants each.</p> <ul style="list-style-type: none"> • Whiteboard easel & flipcharts – ensure that each table / team has their own whiteboard easel and flipchart with several pages on it. • Exercise materials – ensure that each table / team has been provided with appropriate exercise materials – working table posters, post-it notes, markers, voting dots, construction materials, etc. • Wall posters – ensure that all of the large wall posters used for that particular course have been placed on the walls around the room in easy-to-view locations. • Instructor equipment – ensure that the instructor has an appropriate laptop connected to a project and audio system in the room, and that he/she is provided with a lectern or equivalent easy-to-use surface on which to place their laptop and instructional materials. It can also be useful in many cases to provide the instructor with their own whiteboard easel & flipchart. 	<input data-bbox="1382 1151 1474 1242" type="checkbox"/>
<p>Manage the class.</p>	<p>At all times, act as timekeeper and work to keep participants on schedule with starting the course each day and with returning from breaks, as well as focused on their exercise tasks during each course exercise.</p> <p>Also ensure that no one team is disturbing the other teams with excessive talking, phone calls, and so on.</p>	<input data-bbox="1382 1842 1474 1934" type="checkbox"/>

Wrapping up the GInI® exam preparation course at its conclusion.

<p>Explain to participants the exam registration process along with the details of the associated certification exam.</p>	<p>Have the instructor or host explain to participants the details of the exam registration process, as well as the details of the exam itself (number & type of questions, allotted time, passing score, etc.). Ensure that each person understands these details thoroughly. For more information, refer them to www.gini.org/exam-info.</p>	<input type="checkbox"/>
<p>Ensure that each participant feels prepared to take the certification exam (to the extent possible). Providers and their trainers are expected to strongly encourage all participants to prepare for and take the associated certification exam.</p>	<p>A best practice is to distribute the GInI® exam registration form to participants at the end of the course, via either email or USB flash drives. Participants can also be referred to www.gini.org/resources, where this registration form can be found.</p>	<input type="checkbox"/>
<p>Inform participants how they can go about earning IDUs toward the maintenance of their certification.</p>	<p>A good practice is to inform participants about how they can go about earning Innovation Development Units (IDUs) toward the maintenance and renewal of their certification. Participants can be referred to: www.gini.org/frequently-asked-questions/maintenance.</p>	<input type="checkbox"/>
<p>Use course evaluation forms to solicit and collect participant feedback on the course.</p>	<p>Following the course, review the evaluations to learn:</p> <ul style="list-style-type: none"> • What they felt were the course’s strengths and weaknesses. • The extent to which they felt the course achieved its stated objectives. • Ways in which the course could be improved. • If an in-course exam was delivered, how each person scored on the exam. 	<input type="checkbox"/>
<p>- Provide to each participant a document certifying their completion of the course (e.g., a Certificate of Completion). - GInI® expects this of all Providers. - These documents must bear GInI’s logo.</p>	<p>Ensure this document reflects the following information for each person completing the course:</p> <ul style="list-style-type: none"> • Full Name. • Course Name (using GInI’s officially designated name). • Course duration in days & contact hours. • Trainer’s name, certification number, and signature. • Provider’s GInI® license number. 	<input type="checkbox"/>