

## ➤ Recertification self-assessment



## ➤ Self-assessment of:

## TABLE OF CONTENTS

|    |  |     |
|----|--|-----|
| 1. | Personal data.....   | 2   |
| 3  | Foreword recertification and accountability                  | 2   |
| 7  | Self-assessment (step 1 questionnaire)                       | 3a. |
| 16 | Self-assessment (step 2 orientation on professional profile) | 3b. |
| 21 | Self-assessment (step 3 your ambitions)                      | 3c. |
| 22 | Development plan (step 4 PDAR)                               | 4.  |
| 23 | Development plan (PDAR) 1st year                             |     |
| 24 | Development plan (PDAR) 2nd year                             |     |
| 25 | Development plan (PDAR) 3rd year                             |     |
| 26 | Customer satisfaction (step 5)                               | 5.  |
| 27 | Appointment with the IBCT career counsellor (step 6)         | 6.  |
| 28 | Annexes (published ads)                                      | 7.  |

## 1. PERSONAL DATA

### Personal data

Last name :  
First & middle name(s) :  
Date of birth :  
Place of birth :  
Address :  
Postal code :  
City/town :  
State :  
Phone number :  
Mobile phone :  
E-mail address :

### Professional data

Employer/organisation :  
Current position :  
Phone number :  
Mobile phone :  
Website :  
E-mail address :

### IBCT data

Certification date :  
Expiration date :

The general terms and conditions apply to all offers and agreements between the IBCT and a customer, unless the parties have expressly departed from these terms and conditions in writing. The terms and conditions are deposited under the name 'algemene leveringsvoorwaarden IBCT – European Division in October 2006 at the Chamber of Commerce Haaglanden in Zoetermeer – The Netherlands.

## 2. FOREWORD RECERTIFICATION AND ACCOUNTABILITY

**Dear Certified Trainer,**

The IBCT issues a **'quality guarantee'** to IBCT certified trainers and consultants. We inform purchasers, employers, clients, trainees and HR-professionals about the professionalism of IBCT certified trainers.

This way we strengthen the image of the IBCT training professionals. We enable our Certified Trainers to distinguish themselves both content-wise and personally. Through several media we communicate that **Certified Trainers** have:

- ✓ **Multi-annual experience**
- ✓ **Actual know-how**
- ✓ **Shown expertise**
- ✓ **Proven customer satisfaction**

The last ten years the IBCT has done this by several actions, such as:

- Gaining free publicity through press bulletins.
- Adverts and publicity in professional HRM magazines.
- Adverts in professional HRD magazines.
- Sponsoring of an ASTD congress.
- Advertising in congress guide and on ASTD DVD.
- Advertising on the internet.
- Distributing leaflets on professional trade fairs.
- Advertising in the HRD exhibition catalogue
- Renewal, maintaining and promoting the website.
- Banners and links on the internet.
- Free IBCT workshops and seminars.
- Regular IBCT Newsletters "Certified Class".
- Broadcasting radio commercials
- Meetings
- Participating on international expositions

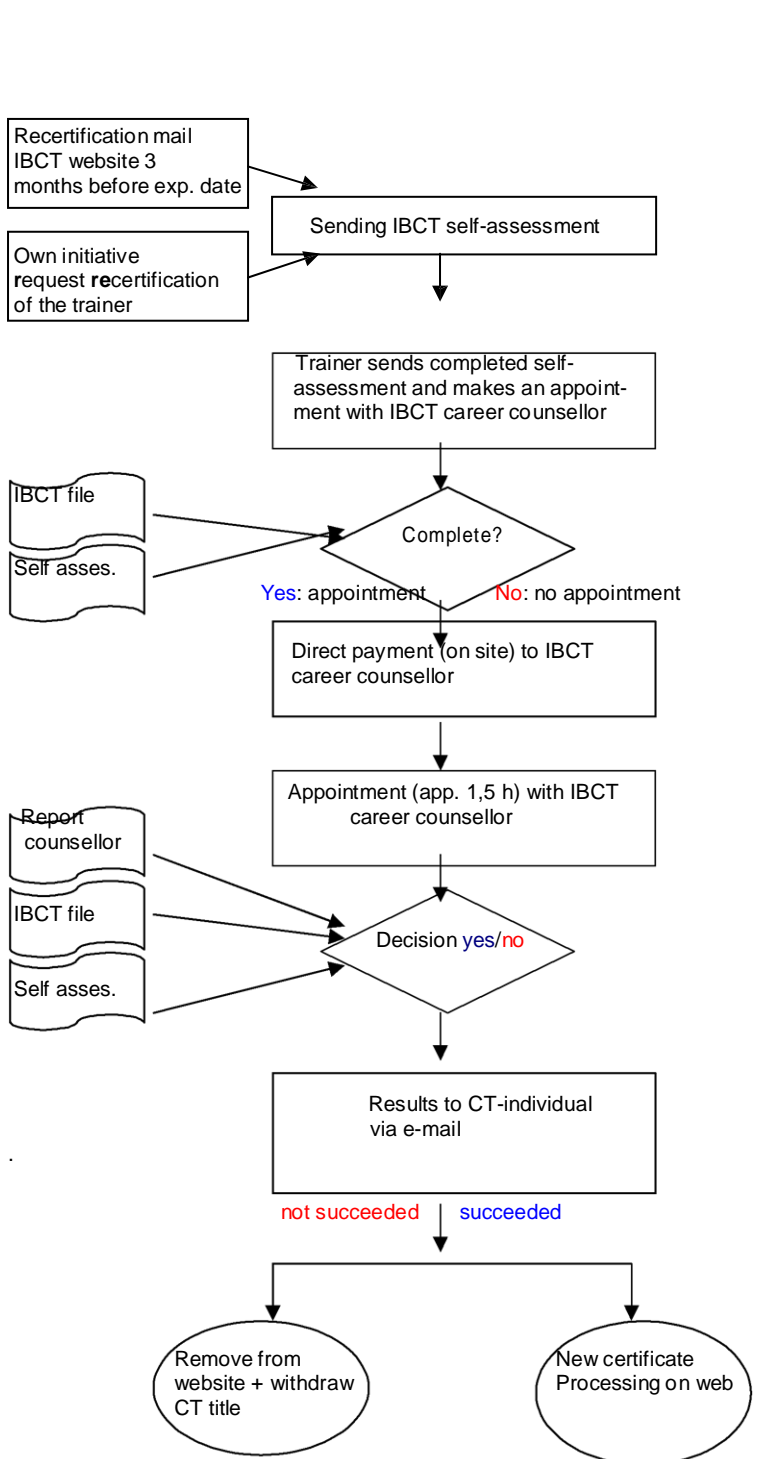
In previous years, an average of more than 80 percent of your membership dues (contribution of Certified Trainers) has gone toward funding the aforementioned items. The balance of your dues has been allocated toward general and administrative costs. Initial certification, PDAR and management-activities were of a voluntary nature.

Apart from PR- and informational activities, IBCT follows through on certification processes and offers support to its certified trainers in their own continued professional development. This happens both through the interactive web-based directory which automatically (through email) reminds you about your own professional growth activities and the PDAR-system (planning of development activities, realizing and reporting), as well as through re-certification interviews and career counselling.

**A tri-annual re-certification interview is necessary in order to support you in your personal development, as well as to insure our continuous guarantee of quality to our purchasers, employers, clients, trainees and HR-professionals.**

Within several months, you will need to renew your IBCT certification. Before your (telephone) interview with the IBCT career counsellor, we offer you this self-assessment. The purpose of this self-assessment is to encourage a focus that assists in tracing potential areas for improvement, hence targeting the most appropriate avenue for on-going professional development as HRD professionals.

The recertification procedure is as follows:



After completing the self-assessment and reflecting on your professional development as a training professional, you can start making a (concept) development plan (PDAR) for the next three years. If you desire advice and/or reflection from the IBCT career counsellor you may present your questions during the interview. The IBCT Re-certification exam is comprised of the following elements:

- PDAR activities over the last three years;
- Self-assessment;
- Personal development plan for the next three years;
- documents supporting customer satisfaction (i.e. course-evaluations, appraisal reports, etc.)
- Interview with the IBCT career counsellor;

The personal development plan, together with interview serve as the base for the next re-certification in three years. Following are the standards to support IBCT's decision to re-certify.

### Personal Development Activity Report (PDAR)

- Has the training professional submitted PDAR-reports (yearly)?
- Has the training professional realised in a verifiably way 300 credits?

### Self-assessment (optional)

- Has the training professional submitted the self-assessment?

### Personal development plan

- Has a development plan been established (based on this self-assessment)?

### Recent customer satisfaction (only for CT's)

- Has recent customer satisfaction been demonstrated?

### Interview with IBCT career counsellor

- Did an interview with the IBCT career counsellor take place?

### Contribution

- Has contribution been paid?

### Time period

- The recertification process has been completed successfully (within 45 days after the expiration date in the directory of certified trainers).

If and when you have questions regarding this self-assessment you may notify IBCT career counsellors. You may choose from the following list of IBCT career counsellors:

| Middle East & North Africa  | America   | Europe   |
|---|---|--|
| <i>Call the office for the actual list of IBCT career counsellors in the region</i>                                       | <i>Call the office for the actual list of IBCT career counsellors in the region:</i>                        | - Drs. Jan den Breejen, CT   |
|   |   | - Marga Oude Maatman MCE, CT   |
|   |   | - Sandor Lemstra, CT   |
| <b>+ (20) 233458610 or mail to <a href="mailto:info.middle-east@ibct-global.com">info.middle-east@ibct-global.com</a></b> | <b>+ (1) 302-235-2267 or mail to <a href="mailto:info.usa@ibct-global.com">info.usa@ibct-global.com</a></b> | <b>+31 (0) 105192150 or mail to <a href="mailto:info@ibct-global.com">info@ibct-global.com</a></b> |

**Independency:** Every certified trainer avoids any conflict of interests of a personal, moral, legal and/or financial economic nature that conflicts with the independent and objective advising role of the career counsellor when choosing his or her IBCT career counsellor.

We wish you the best of luck both with your personal development plan and with your recertification as a training professional.

### Stichting International Board of Certified Trainers

On behalf of the credentialing and certification committees



Erik Boshuizen  
Director

### 3a. Self-assessment (optional)

Training professionals play an important role in helping people to learn. No matter how skilled the training professional, people can not be forced to learn. The only thing a trainer can do is to ensure people want to learn. This is the essence of a trainer's work.

The questionnaire in this self-assessment has been used for many years by trainers and educational professionals. It is very revealing and helps training professionals to identify potential areas for development. While these questions cannot address all aspects of the work of a training professional, the outcome does provide an extensive checklist from which the training professional can more clearly work toward achieving optimum professional growth.

The outcome of this questionnaire (which is an internationally and scientifically, validated professional profile – competencies/roles-matrix), together with your personal ambitions, will assist you in more adequately determining your own development goals to discuss with your career counsellor.

Self-assessment in summary:

1. Questionnaire training professionals
2. Orientation on the international professional profile
3. Assessing personal ambitions
4. Establishing a personal development plan
5. Verifying recent customer satisfaction
6. Submitting the document and making an appointment with the career counsellor



Good luck!

## Questionnaire competencies training professional

These seventy behavioural descriptions apply to training professionals. All are relevant and important; decide for yourself how skilled you are. Use the ranking-system mentioned below.

1. I do not do this well enough at present and find this **a very important development need.**
2. I do this adequately and find this **a less important development need.**
3. Although there is always room for improvement I find I do this very well and **this is not a development need.**

*This ranking-system will be found on top of each page as a reminder.*

|   |     |
|---|-----|
| Contacting a department and establishing an open and supportive relationship with key people.   | 1.  |
| Communicating the training, the processes and techniques towards others.  | 2.  |
| Quickly assessing an organisation to retrieve nature and characteristics of climate, corporate politics, structure, products, processes, employees and willingness to change.   | 3.  |
| Acquiring knowledge pertaining to clients in their own working environment, through active listening, questioning, analysing and facilitating skills.   | 4.  |
| Analysing an organisation, system, department, section or unit in order to establish goals, objectives, tasks, techniques, important working conditions and restrictions and determine what employees need to accomplish to reach the organisational goals. | 5.  |
| Developing questionnaires to gather information pertaining to educational needs, formulate short, clear and unambiguous questions which provide valid, reliable, objective and comprehensive data.  | 6.  |
| Evaluating the results from an analysis of educational needs, formulating recommendations to report these to the management in either writing or oral presentation.   | 7.  |
| Analysing performance, to diagnose organisational problems and formulating solutions.   | 8.  |
| Analysing functional tasks in order to determine the skills and knowledge necessary to competent task completion.   | 9.  |
| Establishing performance standards that describe the desired performance level (quantity, quality, time, tolerance, speed, accuracy.)   | 10. |
| Using specific techniques to establish important competencies to discern differences between effective and ineffective employees.   | 11. |

1. A very important development need.
2. A less important development need.
3. This is not a development need.

|  |     |
|--|-----|
| Describing competencies using clear definitions and behavioural indicators and ensure that these are accepted as relevant.   | 12. |
| Determining where and when you will intervene in the change process within an organisation.  | 13. |
| Predicting and explaining when and why important organisational changes impacting training and education take place.   | 14. |
| Advising management of the potential impact decisions and change can have on the necessity for greater education.  | 15. |
| Forming coherent groups which are characterised by common goals, openness, trust, mutual support, cooperation, objective conflict handling and rational decision making.   | 16. |
| Organising workshops with management and work teams to set priorities and implement action plans to resolve problems.  | 17. |
| Evaluating efficiency and effectiveness of existing courses.   | 18. |
| Ensuring that all means (gathering, analysing, interpreting) have been utilised efficiently to obtain training objectives.   | 19. |
| Carrying out performance assessments in the work area to establish changes in functional behaviour as a result of the training.  | 20. |
| Advising and assisting the management in naming educational on-the-job opportunities.  | 21. |
| Choosing and utilizing a variety of coaching and counselling techniques.   | 22. |
| Identifying and clarifying your own perceptions, preconceptions, values and ideas, as well as any presuppositions which might inhibit your development as a coach and trainer.   | 23. |
| Managing your own physical and emotional health in relation to the demands and stress of your work. Developing and maintaining emotional resistance using techniques to relax, stay fit, handle your feelings and deal with changes. | 24. |
| Remaining current with the latest developments in training.  | 25. |
| Applying the principles of adult learning on the design of the training.   | 26. |
| Describing the target group for the training.  | 27. |
| Transforming vague, non-quantifiable training goals into specific goals.   | 28. |

1. A very important development need.
2. A less important development need.
3. This is not a development need.

|  |     |
|--|-----|
| Determining training goals which are unambiguous and describe clear results that are quantifiable and relevant to the function.  | 29. |
| Appointing the relation between various educational goals and structuring the training materials based on this relation.   | 30. |
| Establishing initial norms in order to find out which trainees meet the training standards.  | 31. |
| Appointing the test types and their purpose (pre-test and post-tests, diagnostic test, etc.).  | 32. |
| Developing practical written and aural tests to check progress and end results.  | 33. |
| Verifying goals and choosing appropriate learning methods.   | 34. |
| Appointing the role of senses as information and educational device in order of importance.  | 35. |
| Determining whether individual or group learning is appropriate.   | 36. |
| Creating course manuals which contain educational method type, supporting demands in staff, facilities, equipment, nomination systems, criteria for success, contents of modules and sessions, requirements in preparation before training, guidelines for trainers and trainees, duration of training and number of participants. | 37. |
| Determining session goals stating which skills the trainee should possess in order to prove he reached the objective.  | 38. |
| Creating session plans for individual or group learning in which goals, used methods, required means, trainer and student activities and evaluation of training are determined.  | 39. |
| Validating training concerning initial purpose and to trace eventual ambiguity, inappropriate language, incorrect tempo or learning method, unreachable or irrelevant goals.   | 40. |
| Creating examples of PowerPoint presentations.   | 41. |
| Creating video's, overhead sheets, slides and instruction materials using video camera, computer, beamer, copier, etc.   | 42. |
| Creating computer-aided instruction methods and materials.   | 43. |

1. A very important development need.
2. A less important development need.
3. This is not a development need.

|  |  |     |
|--|--|-----|
|  | Describing the function of media specialists and their possible contribution to instruction development (for example: photographers, graphical designers, printers, IT-specialists, film and video producers, script writers, journalists, cartoonists and artists). | 44. |
|  | Developing simulations, case studies, role playing, projects and exercises.  | 45. |
|  | Presenting and demonstrating in front of individuals and groups using regulatory methods and media (media consists of beamer, films, video, cassettes, laptops, models, displays etc.).  | 46. |
|  | Influence attitudes towards learning in order to ensure that trainees are willing to apply acquired knowledge and skills they gained during formal training on the job, to improve their performances and as a basis for further education.                          | 47. |
|  | Presenting your self as an example and as an instrument of change by means of your appearance and actions.   | 48. |
|  | Using adult education principles and conditions in order to simplify the process of perception, research, discovery and understanding.   | 49. |
|  | Recognising that adults learn through an evolutionary and sometimes painful process, in which they sometimes have to "dislearn" existing habits, and counselling of trainees with learning problems.   | 50. |
|  | Exploit experience, ideas and feelings of the trainee.   | 51. |
|  | Retrieving physical, perceptual, cultural, emotional and/or intellectual obstructions in learning.   | 52. |
|  | Managing the learning situation in order to help the trainee pass all phases in the learning cycle (doing, evaluating, concluding, planning).  | 53. |
|  | Recognising the trainee's right to make mistakes and to work at his or her own tempo.  | 54. |
|  | Supporting the process of self-assessment.   | 55. |
|  | Controlling the learning situation in order to increase chances of success and avoid repeated failure.   | 56. |
|  | Seeing conflicts in the learning situation as natural, healthy and as an incentive for learning.   | 57. |
|  | Stimulating openness in an environment without shame, threats or fear of failure.  | 58. |

1. A very important development need.
2. A less important development need.
3. This is not a development need.

|  |   |     |
|--|---|-----|
|  | Build the trainee's self-confidence and confidence in his/her own abilities.  | 59. |
|  | Providing knowledge of results (feedback) which is specific, positive, correcting and strengthening in order to increase learning tempo and level of achieved performances.   | 60. |
|  | Get trainees to communicate by asking open questions.   | 61. |
|  | Developing and supporting role playing, case studies, group discussions, workgroups, team exercises and individual instructions.  | 62. |
|  | Attentive listening.  | 63. |
|  | Detect and remove obstructions in interpersonal communication with trainees. Avoid the following: giving orders, threatening, punishing, moralising, preaching, arguing, criticising, name calling, blaming, judgmental behaviour and sarcasm.                          | 64. |
|  | Building a sincere, helpful relationship with trainees, based on unconditional respect, empathy and the reality of the situation.   | 65. |
|  | Observing the trainee's behaviour and reactions in dealing with the learning situation in order to motivate, communicate and to analyse individual differences and to deal with fear, stress, anger, disorientation, lack of self-respect, lack of self-confidence etc. | 66. |
|  | Using clear and unambiguous language.   | 67. |
|  | Stimulating the formation of coherent learning groups characterised by conventional goals, openness, trust, mutual support, cooperation, objective conflict handling and rational decision making.  | 68. |
|  | Evaluate accommodations in their suitability as a training room in aspects like lighting, heating, ventilation, seats, electricity, noise and other distractions, toilets, etc.   | 69. |
|  | Carry out practical, written and oral tests to evaluate progress, trace learning problems and validate achievement of goals.  | 70. |

## Competencies of the training professional - details –

**Competencies are strange things. They often consist of a mixture of properties, skills, attitudes and other characteristics but do offer an honest attempt to define effectiveness. These so-called behavioural indicators are always the most useful component, since they explicitly show the perceptible aspects of effective performances. This is more useful than silent assumptions or 'instinct'.**

Explicit competencies:

- can be discussed;
- can be challenged, adapted and enhanced;
- can be used as a tool for acquisition and selection;
- can be used as a tool to evaluate performances;
- can be used as a tool in coaching, evaluating and performance improvement;
- are useful to describe educational needs;
- are useful as a tool in self-development;
- etcetera.

The work of trainers and educational professionals has become more diverse and complex as the emphasis nowadays lies on the trainees and not the training professional. It is no longer enough (was it ever?) to be a gifted artist that can amuse the audience with anecdote after anecdote. These days more subtle, less striking skills are just as important in the complex task to help people learn.

The seventy questions in the questionnaire are subdivided in three sections. These sections focus on three complementary roles within the job of the training professional; diagnosing/consulting, designing and performing. Calculate your score to determine which roles you need to improve and which role aspects you need to develop specifically in order to become an even more effective training professional.

## Competencies of the training professional – score form -

The seventy questions are subdivided in three main sections:

- Questions 01-25 describe the training professional in the role of diagnoser/consultant.
- Questions 26-45 describe the training professional in the role of designer.
- Questions 46-70 describe the training professional in the role of trainer.

In the form these sections are divided by double lines.

Count the number of times that you have given yourself a 1, 2 or 3 in each section.

### Questions 1 – 25

|   |                   |  |                   |
|---|-------------------|--|-------------------|
|   | Multiplied by 1 = |  | Number of times 1 |
|   | Multiplied by 2 = |  | Number of times 2 |
|   | Multiplied by 3 = |  | Number of times 3 |
| <b>Total for the role of diagnoser/consultant</b> |                   |  |                   |

### Question 26 – 45

|                                       |                   |  |                   |
|---------------------------------------|-------------------|--|-------------------|
|                                       | Multiplied by 1 = |  | Number of times 1 |
|                                       | Multiplied by 2 = |  | Number of times 2 |
|                                       | Multiplied by 3 = |  | Number of times 3 |
| <b>Total for the role of designer</b> |                   |  |                   |

### Question 46 – 70

|                                      |                   |  |                   |
|--------------------------------------|-------------------|--|-------------------|
|                                      | Multiplied by 1 = |  | Number of times 1 |
|                                      | Multiplied by 2 = |  | Number of times 2 |
|                                      | Multiplied by 3 = |  | Number of times 3 |
| <b>Total for the role of trainer</b> |                   |  |                   |

### Competencies of the training professional – interpretation -

Before you draw a conclusion, based on the three rough scores, you must convert these to percentages in order to make a fair and unambiguous comparison due to the different number of questions in each section.

| Trainer                             | Designer                             | Diagnoser/consultant                             |
|-------------------------------------|--------------------------------------|--|
| total                               | total                                | total  |
| multiply each total by 100          |                                      |  |
|                                     |                                      |  |
| divide by 75                        | divide by 60                         | divide by 75                                     |
|                                     |                                      |  |
| <b>percentage score for trainer</b> | <b>percentage score for designer</b> | <b>percentage score for diagnoser/consultant</b> |

The **lower** your percentage score, the more development needs you could have on the particular subject.

### 3b. Orientation on the professional profile

According to the instructions of the questionnaire all behavioural descriptions were considered 'relevant and important', which does not necessarily have to be so.

The first step is to evaluate all questions you ranked with a 1 (a very important development need). Mark those that you *indeed* consider to be relevant and important. These will become your highest development priority. When in doubt ask your manager or a colleague for help.

The second step is to evaluate which combination of competencies and roles you want to develop. These can be mapped onto the matrix. In order to gain correct understanding of the matrix it is necessary to first read the following descriptions.

Determining which tasks and competencies belong to the profession of the training professional is very important, since this establishes the professional domain of the training professional. Competencies show for which area a person carrying out the profession is addressable (accountability).

An inventory amongst trainers has resulted in reasonably extensive lists of typical professional competencies for trainers (74 in total), which have been merged to 11 key-roles for the training professional.

#### **Evaluator**

The role of a trainer to assess impact and success of a program or intervention in relation to both individual as organisational effectiveness.

Products include: evaluation, designs and instruments, evaluation data, concluding reports and recommendations for improvement of training.

#### **Administrator**

The role of a trainer to offer coordination and support at providing and delivering HRD programs and services. Products include: selection of material and means, facilities and support programs, client files and services and logistic support for trainees.

#### **Manager of training**

The role of a trainer to organise and lead the work and create ties with the organisation as a whole. Products include: drawing up work plans and goals, performance, management, connecting to other groups and organisations, acquisition and financial management.

#### **Material developer**

The role of a trainer to develop materials for instructional and educational purposes. Products include: video materials, printed manuals, trainee and trainer aids.

#### **Career counsellor**

The role of a trainer to help employees assess personal goals and qualities in relation to organisational goals and identifying and implementing career measures. Products include: supervision, career advice and support, support during career changes, counselling.

### **Instructor and trainer**

The role of a trainer to present information and coordinate learning experiences and group processes. Products include: creating a learning environment, offering structured learning opportunities, usage of multimedia, handling groups.

### **Broker (selling and buying HRD-services)**

The role of a trainer to offer and sell programs and training services, in and outside the organisation. Products include: creating a positive image on training products, public relations, concluding contracts, promotional work and presentation.

### **Analyser**

The role of a trainer to identify ideal and actual needs and wishes and to analyse the discrepancies between them. Products include: strategies to analyse individual and organisational behaviour, using analysing tools and advising on required changes.

### **Organisational developer**

The role of a trainer to implement changes in organisations. Products include: solving conflicts, changing group climate and cultures, drawing up and implementing innovation plans.

### **Program developer**

The role of a trainer to set goals and select contents for specific training interventions. Products include: program development and design, strategies for selection of contents and methods.

### **Researcher**

The role of a trainer to identify new information, to develop and/or to test and to translate this information to individual or organisational behaviour. Products include: developing concepts and theories, data analysis, implication and interpretation.

This summary of key roles and tasks is by no means complete, it is indicative for the work of trainers. In order to perform these roles/tasks properly it is also necessary that the trainer possesses a number of competencies or skills.

35 different competencies are recognised, grouped in the following manner:

### ***Technical competencies***

Knowledge about adult learning and career development, skills in identifying job demands and accompanying skills, analysis of educational materials and instructional skills, computer skills, knowledge concerning educational materials and determining starting behaviour as well as knowledge about training.

### ***Organisational competencies***

Knowledge about management, costs/benefit analysis, negotiation skills and knowledge of organisational behaviour, skills in project- and data management.

### ***Interpersonal competencies***

The ability to support and coach, give feedback and apply group guidance skills, presenting and negotiating, building relationships and presenting ideas.

### ***Intellectual competencies***

The ability to write, analyse data, observe and creatively approach ideas. Knowledge of oneself and general insight are also part of these skills

When looking at activities of different training professionals in specific professional environments it turns out that these eleven roles more or less occur clustered, which leads to a certain degree of professional differentiation in tasks for training professionals (in other words, there are different kinds of training professionals).

A first cluster or profile with coherent competencies can be described as the analyse cluster. It contains the following roles

- Evaluator.
- Analyser.
- Researcher.

A second cluster or profile with coherent competencies can be described as the development cluster. It contains the following roles:

- Evaluator.
- Material developer.
- Program developer.

A third cluster or profile with coherent competencies can be described as the strategic cluster. It contains the following roles:

- Training manager.
- Vendor.
- Organisation changer.
- Career developer.

A fourth cluster or profile with coherent competencies can be described as the instruction cluster. It contains the following role:

- Instructor.

A fifth cluster or profile with coherent competencies can be described as the administration cluster. It contains the following role:

- Administrator.

Regarding the importance that trainers themselves assign to these clusters for their performance, research shows the following priority list of roles:

1. Strategic role.
2. Development role.
3. Analyse role.
4. Instruction role.
5. Administration role.

Now is the time to take the second step in the self-assessment and determine within which combinations of competencies and roles you wish to develop yourself. These can be mapped onto the matrix on the next page. Boxes which are dashed grey are those competence areas which *might* occur in the corresponding role as a training professional.

### ROLE MATRIX

Put an **x** for each role you have already fulfilled and an **o** for each role you would like to fulfill in the future.

| Competence/role matrix of the training professional |           |               |                   |         |                    |                   |           |                          |        |            |   |                 |
|---|-----------|---------------|-------------------|---------|--------------------|-------------------|-----------|--------------------------|--------|------------|---|-----------------|
| manager   | evaluator | administrator | career counsellor | trainer | material developer | program developer | analysier | organisational developer | broker | researcher | Roles □                                   | competence type |
|   |           |               |                   |         |                    |                   |           |                          |        |            | <b>Competencies □</b>                     |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Knowledge of adult education              |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Knowledge of career development           |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in ability assessment             |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in computers and media            |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in electronic systems             |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in facilities                     |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in determining goals/objectives   |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in behavioural observation        |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Knowledge of training content (own subs.) |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Knowledge of training and development     |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in research                       | organisational  |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Knowledge of enterprises                  |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in cost/benefit analysis          |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in delegation                     |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Understanding of business                 |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Understanding of organisational behaviour |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Understanding of organisational           |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Understanding of organisations            |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in project management             |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in data management                | interpersonal   |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in coaching                       |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in feedback                       |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in group processes                |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in negotiating                    |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in presenting                     |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in asking questions               |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in developing relations           |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in writing                        | intellectual    |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in data reduction                 |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in finding information            |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Intellectual clarity (congenital)         |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in model development              |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Skilled in observing                      |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Self-knowledge                            |                 |
|   |           |               |                   |         |                    |                   |           |                          |        |            | Visionary skills                          |                 |

### 3c. Your ambitions

The third step is to *consider* your ambitions. The questions below will support you to map your ambitions more concrete. (use a maximum of 1.000 characters)

#### Current and desired situation

**Current role/environment?**

**Desired professional goals in two years?**

**Desired professional goals in five years?**

#### 4. Development plan

The fourth step is to draw up your own development plan, focused at making you more effective in the priority areas of your choice. There are numerous possibilities in development. The IBCT career counsellor can give you professional education advice.

Planning and report over the year 2011 of Mrs. Jane Example

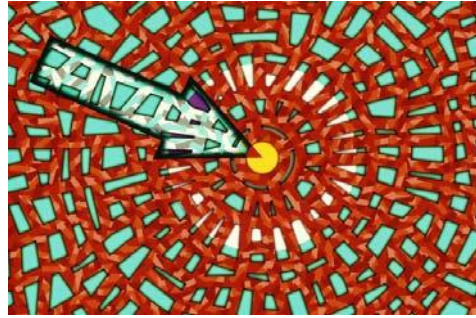
| Development goals                             | Development completed   | Hours | Date                       | Credits | Location                     |
|---|---|-------|----------------------------|---------|------------------------------|
| To improve my communication skills            | Workshop: Effective Communication   | 2 h   | 2/3/2011                   | 30      | Company in house             |
| To master spreadsheet applications            | Workshop: Excel for Trainers  | 3 h   | 7/7/2011                   | 5       | Local Computer World Store   |
| To develop my Leadership skills               | ASTD National Conference Workshops 1 & 2  | 16 h  | 10/4/2011 – 10/6/2011      | 30      | Fort Worth TX                |
| To upgrade my knowledge on Motivation         | Read – Seven habits of highly effective people  | 5 h   | 10/2011                    | 5       | Self-study at home & office. |
| To update my knowledge on presentation skills | I enjoyed reading a great book entitled "Presentation skills for success" ( <a href="#">Click this</a> to know more about such a book). It's very useful tool to train students and all the beginners on presentation skills. | 10 h  | June 2011 to December 2011 | 25      | Self-study at home & office. |
| To improve didactics                          | Work as a co-trainer with the pin wall method   | 8 hrs | December 2011              | 20      | Cairo                        |
|   |   |       |                            | 115     |                              |

#### Important information

Under the system, emphasis is placed on setting goals and planning to achieve them, rather than the reporting of the planned professional development activities.

Most important aspect is that the amount of 300 credits divided over three years can be demonstrated in a verifiable way during the recertification process.

For the most part, members will be required to provide documentation (copies) of their professional development activities. You have to submit the completed form by post or e-mail one year after the certification or due date.



**Professional Development Activity Report (P.D.A.R.)**

For completing your professional development goals for the next year.

Concerning the **FIRST** year after (re)certification as CT.

Please submit an average of 100 credits or more per year.

|                          |                              |              |             |                |                 |
|--------------------------|------------------------------|--------------|-------------|----------------|-----------------|
| Name                     |                              |              |             |                |                 |
| Address                  |                              |              |             |                |                 |
| Postcode                 |                              |              |             |                |                 |
| City                     |                              |              |             |                |                 |
| Country                  |                              |              |             |                |                 |
| E-mail address           |                              |              |             |                |                 |
| Year when last certified |                              |              |             |                |                 |
| <i>Development goals</i> | <i>Development completed</i> | <i>Hours</i> | <i>Date</i> | <i>Credits</i> | <i>Location</i> |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |
|                          |                              |              |             |                |                 |

**By signing below I am certifying that the items reported on this form are true.**

|           |  |
|-----------|--|
| Signature |  |
| Date      |  |



**Professional Development Activity Report  
(P.D.A.R.)**

For completing your professional development goals for the next year.

Concerning the **second** year after (re)certification as CT.

Please submit an average of 100 credits or more per  
year.

|                          |                              |             |                |              |                 |
|--------------------------|------------------------------|-------------|----------------|--------------|-----------------|
| Name                     |                              |             |                |              |                 |
| Address                  |                              |             |                |              |                 |
| Postcode                 |                              |             |                |              |                 |
| City                     |                              |             |                |              |                 |
| Country                  |                              |             |                |              |                 |
| E-mail address           |                              |             |                |              |                 |
| Year when last certified |                              |             |                |              |                 |
| <i>Development goals</i> | <i>Development completed</i> | <i>Date</i> | <i>Credits</i> | <i>Hours</i> | <i>Location</i> |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |

**By signing below I am certifying that the items reported on this form are true.**

|           |  |
|-----------|--|
| Signature |  |
| Date      |  |



**Professional Development Activity Report (P.D.A.R.)**  
**For completing your professional development goals for the next year.**  
**Concerning the THIRD year after (re)certification as CT.**  
**Please submit an average of 100 credits or more per year.**

|                          |                              |             |                |              |                 |
|--------------------------|------------------------------|-------------|----------------|--------------|-----------------|
| Name                     |                              |             |                |              |                 |
| Address                  |                              |             |                |              |                 |
| Postcode                 |                              |             |                |              |                 |
| City                     |                              |             |                |              |                 |
| Country                  |                              |             |                |              |                 |
| E-mail address           |                              |             |                |              |                 |
| Year when last certified |                              |             |                |              |                 |
| <i>Development goals</i> | <i>Development completed</i> | <i>Date</i> | <i>Credits</i> | <i>Hours</i> | <i>Location</i> |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |
|                          |                              |             |                |              |                 |

**By signing below I am certifying that the items reported on this form are true.**

|           |  |
|-----------|--|
| Signature |  |
| Date      |  |

## 5. Proving customer satisfaction about you as a training professional (for CT's only)

The fifth step is proving customer satisfaction. Through the media IBCT communicates that **certified trainers** possess:

- ✓ **Multi-annual experience.**
- ✓ **Actual know-how.**
- ✓ **Shown expertise.**
- ✓ **Proven customer satisfaction.**

Since IBCT issues a *public quality guarantee* for you as trainer/consultant both a verification of your **actual know-how** and a verification of **customer satisfaction** is necessary. This way we can also issue a founded quality guarantee to third parties about your educational performance.

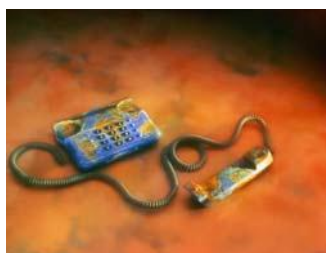
Therefore send or fax your self-assessment together with a verifiable document that shows continuous satisfaction about your performance as a training professional. Documents to prove this could be:

- A recent (trainees) evaluation report about educational performances
- A recent satisfaction report from a client
- A recent assessment or performance report about you as a training professional
- Etcetera.

### Appointment with the IBCT career counsellor

- The sixth step is sending in your recertification document (by mail) to the career counsellor of your choice and planning a meeting for discussion. Mention any specific questions to your career counsellor when sending in your self-assessment.
- For trainers in the American and Middle East regions please contact your regional headquarters for the list with counsellors.
  - USA **+(1) 302-235-2267**      **USA** ask for Karen Pontrelli
  - Middle East **+(20) 233458610**      **Egypt** ask for Dr. Samir Helal or Nahed
- Trainers in the European region can direct contact the following career counsellors

### European counsellors



|  |   |                      |                 |
|--|---|----------------------|-----------------|
| Mr. Jan den Breejen  | ☎ | +31 (0)6 18 57 06 54 | The Netherlands |
| ○ <a href="http://www.personae.nl">www.personae.nl</a>           |   |                      |                 |
| Mrs. Marga Oude Maatman  | ☎ | +31 (0)6 10 84 08 50 | The Netherlands |
| ○ <a href="http://www.ontmaskering.com">www.ontmaskering.com</a> |   |                      |                 |
| Mr. Sandor Lemstra   | ☎ | +31 (0)6 15 51 85 23 | The Netherlands |
| ○ <a href="http://www.discnederland.nl">www.discnederland.nl</a> |   |                      |                 |
| Or contact the European office                                   | ☎ | +31 10 5192150       | The Netherlands |

**By sending in this recertification, as a certified trainer I declare this information to be correct as well as truthful.**

□

## Appendix



### Building a demonstrable portfolio

Applicants will be asked to show a portfolio which meets the standards in a way that the IBCT is able to verify the documents in an objective way. The responsibility of convincing the Board lies with the applicant. The following examples show how trainers could demonstrate their competences in a thorough and convincing way that could be verified by the Board.

Example **education**: a copy of a diploma that has been officially verified by a notary or a therefore appointed official governmental organization, guided with the contact details of the educational institute.

Example **experience**: curriculum vitae with details (employer, address, phone number, reference, position held, years of service, etcetera). Documents that could support the curriculum vitae are for example: a copy of the employment contract, appraisal report, or written references/testimonials.

Example **customer satisfaction**: original letters of recommendation, written testimonials from references that can easily be verified, etcetera.

Example **personal development**: written planned educational activities which could later easily be demonstrated and verified as completed for the committee. Examples of development activities could be: in and external training, co training, supervision, provide and receive professional coaching or training room observation, writing and reading a book related to training, visiting a conference, structured and documented peer to peer inter-vision, career development activities, developing training materials, reviewing educational exams or writing educational papers.