



CIPT

CERTIFIED INTERNATIONAL PROFESSIONAL TRAINER (CIPT)

This Certification Program is a core certification program of the American Certification Institute. This program offers the designation of CERTIFIED INTERNATIONAL PROFESSIONAL TRAINER (CIPT) to candidates who demonstrate their understanding of the fundamentals of the profession through the successful completion of rigorous professional certification examinations based upon the INTERNATIONAL PROFESSIONAL TRAINER BODY OF KNOWLEDGE. (IPTBOK).

Introduction

Globalization represents a revolutionary integration of capital, technology and information across national borders in a way that is creating a single global market and, to some degree, a global village. While globalization is of greatest concern to businesses and agencies working transnationally, globalization trends affect all businesses whether or not they are truly global. The International Training certifications are designed for the sophisticated manager who knows from his/her experience THAT EVERY MANAGER IS A TRAINER and further that TRAINING, LIKE MOST BUSINESS FUNCTIONS, IS GLOBAL/INTERNATIONAL IN ITS OUTLOOK.

International Trainers are increasingly called upon to communicate in a myriad of formal and informal ways. The evolving complexity of the field, the development of electronic information systems, technological innovations, and the development of different management structures and styles, calls for creative communications skills.

The program focuses on three aspects of the International Professional Trainer. They are:

- The Trainer as a Technical Expert
- The Trainer and His/Her Training Environment
- The Trainer as an Organizational Change Agent



Course Goals

1. Describe learning theories and knowledge of learning and training.
2. Describe the training process and system including the processes of needs assessment, training design, training methods, delivery of training, and training evaluation.
3. Apply effective and efficient teaching and instructional techniques.

Student Learning Objectives

(ASSESSMENT OF THE PROBLEM AND CONCEPTUAL DESIGN)

1. The various phases of the training cycle.
2. The use of needs assessment to determine how to meet organizational (training) goals.
3. The degree of emphasis given by organizations to career skills training.
4. Why the job is the starting point for what a person needs to know within the organization.
5. The various sources of information relating to learning and training needs, including exit interviews, customers, and end-of-course evaluations, among others.
6. When an organization should conduct needs assessments.
7. The various methods used to conduct needs assessments.
8. The three necessary components of a behavioral cognitive student learning objectives.
9. The six levels of Bloom's (Cognitive) Taxonomy and how to employ them in preparing learning objectives and evaluations.

(DESIGN OF CONTENT)

1. Why learning is a process and not an output.
2. The difference between pedagogy and andragogy.
3. Kolb's Learning Style Inventory and its focus.
4. How to employ Maslow's Hierarchy of Needs in developing courses and programs of instruction.
5. The use of learning theories in designing and developing courses and programs of instruction.
6. The major (learning) differences between older and younger students.
7. How adult learners learn best.
8. The relationship between instructional objectives and instructional strategies.



(TRAINING IMPLEMENTATION)

1. The main advantages and disadvantages of the lecture method and other methods of instruction.
2. The different methods of supplementing lectures in order to stimulate interest and prevent boredom.
3. The proper use of case studies in courses.
4. The various instructional aids available and how to use them.
5. The use of presentation software to prepare color charts, flipcharts, and handouts.
6. The proper ratio of instructor preparation to delivery time.

(EVALUATION)

1. The various stakeholders involved in training evaluation.
2. Reasons why organizations often fail to conduct training evaluations.
3. When to conduct training evaluations.
4. The most effective training evaluation method.
5. The importance of performing evaluations frequently during a course.
6. The reason why multiple observations are used in recording a task or activity during needs assessment and evaluation.
7. How trainers improve validity and statistical significance of their exams and other evaluations.

Examination

Completion of the certification program requires completion of multiple choice examination. The examination is prepared by a Board of Examiners consisting of a range of Certified, Sustaining, and Educator Members within the Institute.

Professional Designation

Successful candidates are granted the designation of CITP. The designation CITP may be used just as similar recognitions are employed in accounting, insurance, medicine, law, and other professions. Either the full expression or the initials may be used after the individual's name on business cards, stationery, etc.



Program Duration

The Program is covered in 24 hours delivered on 8 sessions – 3 hours per session.

MINIMUM REQUIREMENTS TO QUALIFY FOR CIPT CERTIFICATION

Candidates who wish to become certified must meet the following requirements:

1. Associate Diploma OR more than three years of experience as a trainer or training manager.
2. Satisfactory completion of a 3 hour multiple choice examination covering the "International Professional Trainer" Body of Knowledge" (IPTBOK) addressed in the training program.
3. Completion of an application for certification and payment of all fees.