

Corporate Trainer

FF06 HR, recruitment and L and D · ISCO-08 2424 · CBS 0415 Human Resources and Career Development Specialists · seniority medior · Also known as: Learning Facilitator, Business Trainer

Designs and delivers training for employees, guides groups in learning situations and adapts methods to the level and practice of participants.

The corporate trainer stands in front of the group and owns the design and delivery of learning interventions. Unlike the training adviser, the focus is didactics, group dynamics and transferring skill rather than planning or budget. Selection stalls on presentation ability as the criterion, while the role depends on handling participants who were sent under obligation and do not want to learn, and on adapting the programme when the actual level turns out to differ.

Key figures for this profile

23 skills · 5 competencies to measure · 3 knockout skills · centre of gravity: Professional knowledge domains 24%, Leadership and organising 20%, Collaboration and interpersonal effectiveness 18%

1 Competencies to measure

These are the behavioural and ability constructs in this profile. Each one shows which hrmforce questionnaire measures it.

Competencies to measure	Target level	hrmforce instrument	Assessment method	Behavioural anchor at target level
Listening and probing Competency (50-framework): Listen	 N4	Big Fifty, 360 Feedback	360-degree feedback	Summarises both the content and the feeling of the other party and probes until the real interest behind the request becomes visible.

Competencies to measure	Target level	hrmforce instrument	Assessment method	Behavioural anchor at target level
interpersonal sensitivity Competency (50-framework): Sensitivity	 N4	Big Fifty, 360 Feedback, Colour Profile (Jung)	Personality questionnaire	Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.
organisational awareness Competency (50-framework): Organizational Sensitivity	 N4	Big Fifty, Competency Check, 360 Feedback	Situational Judgement Test	Assesses which interests a proposal touches, involves the right people beforehand and chooses a suitable moment to raise it.
integrity and dependability Competency (50-framework): Integrity	 N4	Big Fifty (Integrity Scale), 360 Feedback, Structured interview	Personality questionnaire	Reports a possible conflict of interest on own initiative and asks for review before a decision is taken.
independence Competency (50-framework): Independence	 N3	Big Fifty, 15PF	Personality questionnaire	Takes a decision that departs from the group line, explains the reasoning behind it and accepts the consequences.

2 Full skill profile

Every skill in this profile, sorted by weight. The behavioural anchor under each skill belongs to the target level.

T	Skill	Target level	Weight	Knockout	Assessment method	hrmforce instrument
V	Presenting Presents at external conferences on behalf of the organisation, sets the key message for the field and coaches others on their delivery.	■■■■■ N5	5	no	Assessment centre	Competency Check, 360 Feedback
V	Instructing and explaining Sets the instruction standard for the entire field and trains others to convey complex material understandably.	■■■■■ N5	5	no	Work sample test	Work sample test, 360 Feedback
V	Designing training and instruction Determines the training model of the organisation, chooses didactic principles and aligns programmes with strategic workforce questions.	■■■■■ N5	5	yes	Portfolio or evidence	Portfolio, Work sample test
V	Advisory skill Reframes the question behind the question, offers two supported options with consequences and agrees a decision moment.	■■■■■ N4	5	yes	Assessment centre	Competency Check, Structured interview

T	Skill	Target level	Weight	Knockout	Assessment method	hrmforce instrument
V	Coaching Holds coaching conversations with open questions, names patterns in behaviour and lets the other person formulate a learning goal.	 N4	5	no	Simulation	Competency Check, 360 Feedback, Development Review
V	Instructional practice Independently varies formats with a mixed ability group and adjusts the explanation on the basis of signals from the class.	 N4	5	no	On-the-job observation	Work sample test, Competency Check
G	Listening and probing Summarises both the content and the feeling of the other party and probes until the real interest behind the request becomes visible.	 N4	4	no	360-degree feedback	Big Fifty, 360 Feedback
G	interpersonal sensitivity Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.	 N4	4	no	Personality questionnaire	Big Fifty, 360 Feedback, Colour Profile (Jung)
G	organisational awareness Assesses which interests a proposal touches, involves the right people beforehand and chooses a suitable moment to raise it.	 N4	4	no	Situational Judgement Test	Big Fifty, Competency Check, 360 Feedback
G	integrity and dependability Reports a possible conflict of interest on own initiative and asks for review before a decision is taken.	 N4	4	no	Personality questionnaire	Big Fifty (Integrity Scale), 360 Feedback, Structured interview

T	Skill	Target level	Weight	Knockout	Assessment method	hrmforce instrument
V	Organising learning and development Independently draws up a training plan for a department, chooses learning formats and measures whether the intended behaviour changes.	 N4	4	no	Portfolio or evidence	Development Review, Competency Check
K	Applying basic employment law Applies rules on contracts, leave and dismissal correctly in own decisions and involves a lawyer when in doubt.	 N3	4	yes	Knowledge test	Knowledge test (client-specific)
V	Employer branding and recruitment Independently determines channel and target group approach for a hard to fill vacancy and approaches candidates actively.	 N3	4	no	Work sample test	Work sample test, Competency Check
G	independence Takes a decision that departs from the group line, explains the reasoning behind it and accepts the consequences.	 N3	3	no	Personality questionnaire	Big Fifty, 15PF
V	Change management Makes a change approach for the team with those involved, chooses interventions per group and follows the implementation.	 N3	3	no	Assessment centre	Competency Check, 360 Feedback

T	Skill	Target level	Weight	Knockout	Assessment method	hrmforce instrument
V	Workforce planning and strategic workforce planning Draws up a staffing forecast for the own team including turnover and retirement and names the vacancies to fill.	 N3	3	no	Work sample test	Knowledge test (client-specific), Work sample test
K	GDPR and privacy in practice Judges in own processes whether a legal basis exists, applies data minimisation and handles requests from data subjects correctly.	 N3	3	no	Knowledge test	Knowledge test (client-specific)
K	Working conditions and absence policy Independently holds absence conversations, draws up an action plan with company doctor and manager and keeps the file complete.	 N3	3	no	Knowledge test	Knowledge test (client-specific), Development Review
V	Data analysis Carries out a predefined analysis step on a supplied data set and records the outcome in the agreed format.	 N2	2	no	Work sample test	Ability Scan, Work sample test
V	Prompting and task delegation to AI Gives an AI tool a single task with a clear question and required format and uses the result after checking it.	 N2	2	no	Work sample test	Work sample test, Portfolio

T	Skill	Target level	Weight	Knockout	Assessment method	hrmforce instrument
K	HR policy and instruments Explains to an employee which HR scheme applies and refers deviant situations to the adviser.	 N2	2	no	Knowledge test	Knowledge test (client-specific), Competency Check
K	Assessment and selection methodology Administers a test under supervision according to the manual and records the outcomes without own interpretation.	 N2	2	no	Certificate or diploma	Competency Check, Knowledge test (client-specific)
V	Recruiting and selecting Carries out recruitment tasks such as posting a vacancy text and scheduling interviews according to procedure.	 N1	1	no	Structured interview	Structured interview, Knowledge test (client-specific), Work sample test

3 Levels per seniority

The same profile with the job family seniority adjustment applied. Target levels are clamped to 1 to 5.

Skill	junior	medior	senior
Presenting	N4	N5	N5
Instructing and explaining	N4	N5	N5
Designing training and instruction	N5	N5	N5
Advisory skill	N3	N4	N5
Coaching	N4	N4	N4
Instructional practice	N3	N4	N5
Listening and probing	N3	N4	N5
interpersonal sensitivity	N3	N4	N5
organisational awareness	N3	N4	N5
integrity and dependability	N3	N4	N5
Organising learning and development	N4	N4	N4
Applying basic employment law	N2	N3	N4
Employer branding and recruitment	N2	N3	N4
independence	N2	N3	N4
Change management	N2	N3	N4
Workforce planning and strategic workforce planning	N2	N3	N4
GDPR and privacy in practice	N2	N3	N4
Working conditions and absence policy	N2	N3	N4
Data analysis	N1	N2	N3
Prompting and task delegation to AI	N1	N2	N3
HR policy and instruments	N2	N2	N2
Assessment and selection methodology	N2	N2	N2
Recruiting and selecting	N1	N1	N1

4 The proficiency scale

Level	Label	Autonomy	Complexity	Scope	Depth of knowledge
N1	Guided	works under supervision and follows instruction	routine, one variable at a time	own task	basic understanding of terminology
N2	Applying	works independently within set frameworks	familiar situations with limited variation	own role	working knowledge, applies standard approach
N3	Proficient	sets own approach and seeks input proactively	several variables, some ambiguity	own team or process	thorough knowledge, weighs alternatives
N4	Advanced	directs others and decides on the approach	complex, with conflicting interests	several teams or a department	in-depth knowledge, advises others
N5	Leading	sets the standard and the policy	strategic, under high uncertainty	organisation, value chain or profession	authority, advances the profession

5 Behavioural anchors per skill

Anchors sit at N1, N3 and N5. N2 and N4 are deliberately not anchored: raters interpolate between them, following the O*NET convention.

Skill	N1	N3	N5
Presenting Building and delivering a message to a group with a clear line of argument, fitting materials and attention to reactions and questions from the audience.	Presents a prepared set of slides about own work and answers factual questions with help from an experienced colleague.	Tailors structure, examples and level of detail to the knowledge of the audience and handles critical questions without preparation.	Presents at external conferences on behalf of the organisation, sets the key message for the field and coaches others on their delivery.
Instructing and explaining Explains a task or topic so the other can perform it independently, matches the starting level and checks whether the explanation was understood.	Demonstrates a simple operation following the instruction card and asks whether the other can copy it.	Builds an explanation up in steps, uses examples from the work of the other and has the task performed as a check.	Sets the instruction standard for the entire field and trains others to convey complex material understandably.

Skill	N1	N3	N5
Designing training and instruction Designs a learning programme with objectives, methods and assessment, chooses the format that suits the audience and delivers or supervises the execution.	Drafts a programme for one work instruction using a template and submits it to the trainer.	Designs a training of several sessions with clear objectives and assessment moments and delivers it to a group personally.	Determines the training model of the organisation, chooses didactic principles and aligns programmes with strategic workforce questions.
Advisory skill Sharpening the question of a client and delivering a well founded recommendation in a way that the receiver adopts and implements it.	Supplies requested information and explains a standard recommendation following the fixed structure used by the team.	Reframes the question behind the question, offers two supported options with consequences and agrees a decision moment.	Advises the board on issues with conflicting interests, challenges established assumptions and safeguards the quality of advice across the organisation.
Coaching Helping employees reflect on their own behaviour and choices through questions, mirroring and feedback, so they take a next step in their work themselves.	Asks a colleague after a job what went well and what they would do differently next time.	Holds coaching conversations with open questions, names patterns in behaviour and lets the other person formulate a learning goal.	Trains managers in coaching behaviour, guides peer supervision groups and determines how coaching is deployed across the organisation.
Instructional practice Delivers lessons in which learning goals, explanation, assignments and feedback align, and attunes pace and format to the group.	Delivers a lesson segment under guidance according to a prepared lesson plan and keeps to the indicated formats.	Independently varies formats with a mixed ability group and adjusts the explanation on the basis of signals from the class.	Develops the school's instructional framework, grounds it in research and guides colleagues through lesson observation and feedback.
Listening and probing Taking in the message of the other party fully, checking whether it is understood correctly and using targeted questions to surface underlying interests and assumptions.	Lets the other person finish speaking, takes notes and afterwards asks about anything that stayed unclear.	Summarises both the content and the feeling of the other party and probes until the real interest behind the request becomes visible.	Picks up sensitive signals in conversations with directors and supervisors and uses them to adjust organisational policy in good time.

Skill	N1	N3	N5
interpersonal sensitivity Noticing verbal and non-verbal signals from others, naming what stands out and adjusting own behaviour accordingly during the contact.	Notices when a conversation partner disengages or hesitates and asks whether the explanation is clear.	Names observed tension or reticence during a conversation and adapts tone, pace and wording accordingly.	Trains others in recognising social signals and uses that insight when designing sensitive change processes across the organisation.
organisational awareness Recognising how formal and informal relations, interests and decision making work in the organisation and taking these into account in own actions.	Asks who needs to be involved in a topic before a proposal is shared with others.	Assesses which interests a proposal touches, involves the right people beforehand and chooses a suitable moment to raise it.	Sees through relations between organisational units and external parties and steers decision making by organising support at an early stage.
integrity and dependability Acting in line with applicable standards and agreements, also without supervision, and being transparent about own interests, mistakes and doubtful cases.	Keeps to agreements and rules of conduct made and reports an own mistake to the manager.	Reports a possible conflict of interest on own initiative and asks for review before a decision is taken.	Sets the organisation's integrity standards, enforces them also with influential parties and explains the resulting choices publicly.
Organising learning and development Determines the learning needs in the organisation, chooses learning formats and providers and organises training including evaluation of its effect.	Arranges the practical side of a training course under guidance and tracks participation and cost.	Independently draws up a training plan for a department, chooses learning formats and measures whether the intended behaviour changes.	Determines the organisation's learning strategy, sets up the learning infrastructure and accounts for the return to the board.
Applying basic employment law Knowing and applying rules on employment contracts, working hours, dismissal and employee participation in personnel decisions, and knowing when legal advice is needed.	Looks up in the collective agreement or staff handbook which rule applies to a question.	Applies rules on contracts, leave and dismissal correctly in own decisions and involves a lawyer when in doubt.	Sets the employment law policy of the organisation, negotiates terms of employment with trade unions and assesses precedents and legal risks.

Skill	N1	N3	N5
Employer branding and recruitment Finds and engages candidates through vacancy texts, channels and networks and guides them through the procedure up to an offer.	Posts a vacancy in the standard text format and tracks candidate responses in the system.	Independently determines channel and target group approach for a hard to fill vacancy and approaches candidates actively.	Determines the organisation's labour market strategy, steers recruitment results and positions the employer brand in the sector.
independence Forming and maintaining an own position on the basis of own judgement, even when the environment or an authority expects something different.	Forms an own opinion on a familiar issue and compares it with the advice of a colleague.	Takes a decision that departs from the group line, explains the reasoning behind it and accepts the consequences.	Protects own professional judgement against pressure from stakeholders in senior forums and makes dissenting positions traceable and explainable.
Change management Planning and guiding change by involving stakeholders, phasing steps, influencing behaviour and tracking the results the change is meant to deliver.	Adapts own way of working to an announced change and asks for explanation when steps are unclear.	Makes a change approach for the team with those involved, chooses interventions per group and follows the implementation.	Leads organisation wide change programmes, aligns with works council and supervisors and sets the change approach of the organisation.
Workforce planning and strategic workforce planning Determining current and future staffing needs in numbers and qualifications, comparing them with the present workforce and deriving actions for hiring and development.	Supplies data on staffing and turnover and checks the personnel list for errors and duplicates.	Draws up a staffing forecast for the own team including turnover and retirement and names the vacancies to fill.	Builds strategic workforce planning for the whole organisation, links it to strategy and labour market and puts the risks on the executive agenda.
GDPR and privacy in practice Knows privacy legislation requirements for own work, which legal basis and retention period apply and recognises when notification is required.	Processes personal data only according to the applicable work instruction and refers doubtful cases to the privacy officer.	Judges in own processes whether a legal basis exists, applies data minimisation and handles requests from data subjects correctly.	Sets privacy policy, decides on high risk processing operations and represents the organisation towards the supervisory authority.

Skill	N1	N3	N5
Working conditions and absence policy Knows the rules for safe and healthy work and the steps in absence and reintegration and applies them in conversations and files.	Registers absence reports according to procedure and flags when a statutory step in the file is due.	Independently holds absence conversations, draws up an action plan with company doctor and manager and keeps the file complete.	Develops the policy on sustainable employability and absence, analyses the figures and tackles causes in the work itself.
Data analysis Prepares and analyses data sets to find patterns, relationships and outliers and connects the outcomes to the original question.	Carries out a predefined analysis step on a supplied data set and records the outcome in the agreed format.	Selects analysis methods for an open question, turns raw data into a working file and supports every conclusion with figures.	Sets the organisation's analysis standards, reviews the analyses of others and establishes new analysis methods in the profession.
Prompting and task delegation to AI Divides work between person and AI system, formulates task, context and required output format and adjusts based on the output.	Gives an AI tool a single task with a clear question and required format and uses the result after checking it.	Splits a work task into steps, decides which step AI does and which not and improves the instruction based on outcomes.	Develops organisation wide practices for dividing tasks with AI and trains others in effective and responsible instruction giving.
HR policy and instruments Develops and manages HR instruments such as job architecture, appraisal, reward and mobility and links them to the organisation's staffing needs.	Explains to an employee which HR scheme applies and refers deviant situations to the adviser.	Independently applies HR instruments to a department's issues and advises the manager on their appropriate use.	Determines the organisation's HR policy, links it to the strategy and sets frameworks for all HR instruments.
Assessment and selection methodology Selects and uses selection instruments such as tests, interviews and work samples, weighs the outcomes and substantiates an advice on suitability.	Administers a test under supervision according to the manual and records the outcomes without own interpretation.	Independently combines test results and interview data into a substantiated advice and discusses it with candidate and client.	Determines the organisation's selection methodology, tests instruments for reliability and validity and sets guidelines for their use.

Skill	N1	N3	N5
Recruiting and selecting Defining vacancies sharply, attracting candidates and making a substantiated selection choice using fixed criteria, structured interviews and assessment instruments.	Carries out recruitment tasks such as posting a vacancy text and scheduling interviews according to procedure.	Sets selection criteria, conducts structured interviews with the same questions per candidate and records the judgement traceably.	Sets the selection policy of the organisation, chooses instruments on validity and equal opportunity and monitors the quality of appointments.

6 Assessment methods and validity

The validities are the corrected meta-analytic estimates from Sackett, Zhang, Berry and Lievens (2022) in the Journal of Applied Psychology, which replace the older Schmidt and Hunter (1998) figures. The spread matters as much as the mean: with a high SD, validity varies strongly by context.

Assessment method	rho	SD	What it is
Assessment centre	0.29	0.09	Multiple exercises, multiple assessors, dimension-wise scoring.
Work sample test	0.33	0.09	The candidate performs a representative work sample under standardised conditions.
Portfolio or evidence	-	-	A collection of prior work or results, assessed against fixed criteria.
Simulation	-	-	Simulated work situation, usually digital, with standardised scoring.
On-the-job observation	-	-	Structured workplace observation with a form based on behavioural anchors.
360-degree feedback	-	-	Multiple raters around the person rate behaviour against behavioural anchors.
Personality questionnaire	0.40	0.15	Self-report of behavioural preferences. At hrnforce the Big Fifty and the 15PF.
Situational Judgement Test	0.12	0.11	Scenario with response options, scored on knowledge or behavioural tendency.
Knowledge test	0.40	0.13	Test of declarative job knowledge, usually assembled per client.
Certificate or diploma	-	-	Formal proof of completed education or examination.
Structured interview	0.42	0.19	Behaviour-based interview with fixed questions and a rating scale per question.

7 Assessment instruments for this job

hrnforce instrument	Skills	What it measures
Competency Check	10	Behavioral-Level Competency Assessment
360 Feedback	8	Multiple assessments based on behavioral anchors
Work sample test	8	Representative work sample under standardized conditions

hrmforce instrument	Skills	What it measures
Knowledge test (client-specific)	7	Professional knowledge test, customized for each client
Big Fifty	4	Personality questionnaire, 150 items, 25 factors
Structured interview	3	Behavioral interview with a fixed structure
Development Review	3	Structured development interview
Portfolio	2	Evaluation of prior work against fixed criteria
Colour Profile (Jung)	1	Four color types, linked to Big Fifty factors
Big Fifty (Integrity Scale)	1	
15PF	1	Personality Profile, a shorter alternative to the Big Fifty
Ability Scan	1	Aptitude Test: Verbal, Numerical, and Abstract Reasoning Skills

8 How to use this profile

1. Agree the profile with the hiring manager before the first candidate is measured. Weights shifted afterwards make the outcome indefensible.
2. Choose the assessment method per skill from the Assessment method column. Combine at most three methods per candidate.
3. Calibrate the assessors in a two-hour session using the anchors in chapter 5. Anchors without rater training deliver little.
4. Fill in the match calculator and discuss the gaps in the development conversation. Type A and type G are selection criteria, not one-quarter development goals.

Source: hrmforce Skills Framework 2.0, version 2.0.0, built 2026-09-08. Crosswalks to ESCO v1.2.1, O*NET 31.0, Lightcast Open Skills, SFIA 9, DigComp 3.0, EntreComp, LifeComp, GreenComp, AILit, WEF Future of Jobs 2025, ISCO-08 and the Dutch CBS occupational classification BRC 2014 edition 2025. This profile is a starting point, not a standard: align it with your own organisation before selecting on it.