



## Handbook and Application for Certified Facilitator of Training (CFT)

Endorsed By:



Applications are processed throughout the year.

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# Certified Facilitator of Training (CFT)

## Overview

This certification was developed in response to the need for competent facilitators. Facilitation is the discipline of presenting instructional content and executing learning tactics, while effectively engaging learners and managing group dynamics so learners' attention is on comprehending, retaining, and mastering skills.

The certification is awarded by the Center for International Credentials, LLC (CIC), in collaboration with and endorsed by the International Society for Performance Improvement (ISPI). It is administered and awarded in Africa and the Middle East by International Certifications Centre.

## Target audience

This certification is intended for professionals with demonstrated expertise in facilitating live and online learning events. This certification is **not** designed for people who facilitate decision-making meetings, such as strategic-planning sessions; psychological interventions, such as addiction or self-mutilation; or the resolution of conflicts, such as business or family disagreements, and the like.

## Eligibility Requirements

To be eligible to apply for the certification, you must have the equivalent of three-years' experience facilitating learning, with at least 50% of that time dedicated to facilitation. The premise is that facilitation is a skill that is honed over time rather than mastered on the first try. The experience can be either for facilitating learning events for remuneration or as a volunteer.

## Application Requirements

Once you satisfy the eligibility requirements, you must:

1. Submit attestations completed by people who have witnessed you facilitating different learning events. The events must have been at least 90-minutes long. Attestations are statements by a third party that validate a) your performance over time and under real conditions and b) the longer-term performance of your learners. The attestations can be from direct supervisors, internal or external clients, or sponsors.
2. Submit a set of end-of-course evaluations for one learning event of at least 90-minutes in length, completed by participants. The evaluations must include questions about your skill as a facilitator and how that facilitation enabled them to apply the skills.
3. Submit a live or video recording of no more than 35 minutes in length that includes you facilitating each of the following:
  - A presentation.
  - A practice exercise such as a role-play or analysis of a case study.
  - A discussion and debrief.

The recording should contain approximately 10 minutes of lecture, 10 minutes of facilitating a practice exercise, and 10 minutes facilitating a discussion and debrief. You can adjust the times

depending on the nature of your topic. As a guide, each segment should be at least 5-minutes long, and the total time should not exceed 35 minutes.

4. Agree to the Certified Facilitator Code of Conduct, the Declaration and Release, and the Application Agreement.
5. Agree to maintain the designation.
6. Display the certification marque or logo in personal and professional physical and online materials, unless prohibited by your employer.
7. Submit payment with your application.

### Maintenance Requirements

To maintain the certification, you must recertify every five years. To retain the certification, you must:

1. Earn 40 recertification credits by participating in continuing education events related to facilitation, presentation, or adult learning. One credit is equivalent to one hour of training.
2. Complete and submit the online recertification form.
3. Recommit to the Certified Facilitator Code of Conduct.
4. Submit a recertification fee.

### Fees

Application Fee:

- \$750 for ISPI and Center for International Credentials members
- \$925 for non-members

Maintenance Fee due every five years:

- \$250 for ISPI and Center for International Credentials members
- \$375 for non-members

### Summary

Earning the Certified Facilitator of Training is a two-step process. First, you must meet the eligibility requirements. Second, you must demonstrate proficiency in facilitation of training events. Retaining the certification requires you to participate in continuing education events. Applications are accepted throughout the year.

## Application Instructions

1. Prepare and submit a resume detailing your experience.
2. Identify three people whom you want to attest to your competence. The attestations must be for different learning events. Send the people the letter of attestation that appears later in this document.
3. Collect a set of end-of-course evaluations from at least 20 people. Your overall mean rating should be no less than 4 on a 5-point scale or its equivalent. The evaluations should include questions related to your ability to:
  - Establish your competence in the content.
  - Establish the relevance of the content to the learners' world.
  - Facilitate a discussion or practice exercise.
  - Engage learners.
4. Identify and prepare one video recording of you facilitating three different segments of a learning event. There can be no edits within a segment, but there can be edits between segments. The segments must include you:
  - Presenting.
  - Facilitating a practice exercise.
  - Facilitating a discussion and debrief.
5. Read and check that you agree to the Code of Conduct, the Declaration and Release, and the Application Agreement.
6. When you are ready to apply, please do the following to submit all completed application materials for the Certified Facilitator of Training (CFT) and Certified Developer of Training (CDT).
  - a. Set up a Dropbox account if you do not already have one. Dropbox provides safe and secure cloud storage, and it allows the easy transfer of large files. There is no fee to you for create an account. (Go to [www.dropbox.com](http://www.dropbox.com) and click on *Create an account.*)
  - b. Create a folder in Dropbox and name it XX [person's name?]
  - c. Save each of your files using the naming convention as follows:
    - Name each of your files:  
Your last name\_CFT\_file contents
    - File contents may include:
      - Completed application
      - Video recording (Include # if more than one)
      - End-of-course evaluation
      - Attestation letter
    - Examples:
      - Hale\_CFT\_Application

- Hale\_CFT\_Video1of3
  - Hale\_CFT\_CourseEvals
  - Hale\_CFT\_Attestation
7. Upload your completed application and all supporting documents (video/recordings, exhibits, and attestation letter) to the Dropbox folder. The application form must be a Microsoft Word document (.doc or .docx). No other format will be accepted for the *application form*. The attestation and Part Two may be either .docx or .pdf format.
  8. Share the Dropbox folder with [Credentials@HaleCenter.org](mailto:Credentials@HaleCenter.org).
  9. Submit payment if you have not already done so. Visit [www.HaleCenter.org](http://www.HaleCenter.org) and click on certifications.

Within two working days, you will receive an email acknowledging that access was confirmed, and payment was received.

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### Tips for Success

- When reviewing your past work, select examples that demonstrate the behaviors listed on the scoring checklists included in this document.
- You are expected to declare exactly what you are demonstrating.
- Explain the certification requirements and criteria to the people whom you want to attest to your skill.
- Read the Code of Conduct, the Declaration and Release, the Application Agreement, and Facilitation Standards before preparing your documentation.

## Facilitator of Training Standards

Effective facilitators of training and learning events exemplify standards that fall under four categories:

1. **The Facilitation Process** – Competent facilitators:
  - A. Ask questions that:
    - Promote participation.
    - Engage learners equitably.
    - Promote reflection.
    - Reinforce learning points.
    - Clarify participants' remarks and questions.
    - Follow up on participants comments.
  - B. Promote conversation among learners so they process the content.
  - C. Ensure conversations are relevant to learners' work environments.
  - D. Redirect questions to other participants to promote engagement.
  - E. Redirect attention to the learning objectives.
  - F. Confirm learning expectations are meeting learners' needs.
  - G. Confirm learning expectations are relevant to learners' work environment.
  - H. Transition topics and attention so there is unity and cohesiveness across sub-topics and learning tactics.
2. **The Learning Process** – Competent facilitators:
  - A. Introduce the purpose, content, participants, and value.
  - B. Establish the relevance of the content; relate content to needs and learner experience.
  - C. Give examples that illustrate and reinforce the learning objectives.
  - D. Explain the guidelines and rules for learning activities.
  - E. Demonstrate how rules, concepts, and procedures are applied.
  - F. Give learners constructive feedback so they know how well they are learning and what to focus on.
  - G. Explain the rules and criteria being used to judge learning and competence.
  - H. Discuss application and transfer to the workplace.
  - I. Summarize and recap key points.
3. **The Learning Assessment Process** – Competent facilitators:
  - A. Elicit examples from learners on how they will apply the content in the workplace.
  - B. Assess comprehension.
  - C. Confirm understanding.
  - D. Assess learners' progress.
4. **Professionalism** – Competent facilitators:
  - A. Demonstrate technical and facilitation expertise.
  - B. Respect participants' opinions and perspectives.
  - C. Maintain eye contact.
  - D. Use plain language and unbiased context.
  - E. Use clear illustrations and examples.
  - F. Demonstrate alignment with organizational goals and values.
  - G. Respect participants' time.



## Applicant Information

Applicant's Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Street or Postal Address: (Where certificate can be sent):

\_\_\_\_\_

City/State/Country/ZIP or Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_ SKYPE \_\_\_\_\_

Email: \_\_\_\_\_

URL/Website: \_\_\_\_\_

## Code of Conduct

The Code of Conduct is intended to promote ethical practices in the profession of facilitating live and online training. You agree to the following:

**1. Value**

Strive to conduct yourself and manage your engagements in ways that add value to your internal and external clients, customers, and learners.

**2. Proven Practice**

Make use of and promote practices proven to enhance learner engagement, comprehension and retention of the content, and the competence of your learners.

**3. Respect**

Respect all learners and demonstrate interest in their perspectives and attitudes. Respect cultural differences.

**4. Integrity**

Be honest and truthful when representing your capabilities and not allow for any conflict of interest that would benefit you or others.

**5. Uphold Confidentiality and Privacy**

Maintain the confidentiality and protect the privacy of internal and external clients, sponsors, and learners.

**6. Continuous Improvement**

Continually improve your proficiency in the discipline of facilitation.

## Declaration and Release

Please acknowledge that you, the person applying for the certification, agree to the following statements.

- I understand the information gathered in the certification process may be used by the Center for International Credentials (CIC) for statistical purposes in the evaluation of the certification or for other research or study.
- I understand that CIC staff and Application Reviewers will follow privacy protection or non-disclosure procedures to keep the information in their possession confidential.
- I agree to inform CIC immediately of any changed circumstances that may affect this application and the information that has been provided by me, or that may affect my continuing eligibility.
- I understand and agree that CIC owns all right, title, and interest in and to all names, trademarks, logos, copyrights, applications, and other materials related to the Certified Facilitator of Training Credential. I agree that I shall only use such intellectual property in accordance with policies promulgated by CIC and agree to cease using such intellectual property upon the expiration, suspension, or termination of my certification.
- In consideration of this application to and participation in the CIC certification, I do hereby:
  - Release, discharge, and hold harmless, individually and collectively, CIC and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any decision, action, or omission relating to this application, the failure to grant certification, the revocation of certification, or the certification standards;
  - Indemnify, save, and hold harmless, individually and collectively, CIC and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any acts or omissions of mine. The foregoing release and waiver of liability, and the foregoing indemnification, shall be binding on me and my heirs, executors, administrators, successors, and assigns.
- I understand and agree that in considering this application, CIC may make inquiry of such persons or entities, inspect such records, and make and retain copies of such materials as they deem appropriate.
- Without limiting the generality of the foregoing, I hereby authorize to make such inquiries regarding my application and authorize any persons or entities contacted to respond to such inquiries and provide copies of any relevant and non-confidential information to the requesting organization.
- I further authorize CIC to provide a copy of this Declaration and Release to those entities contacted in connection with this application.

## Application Agreement

I am applying for the Certified Facilitator of Training and:

- Affirm that I meet the eligibility requirements.
- Agree to use the designation only as approved by the Center for International Credentials.
- Understand that misuse or misrepresentation of the designation may result in forfeiture of the designation.
- Attest that experience described in this application is accurate.
- Agree to the Statement of Expectations and the Code of Conduct.
- Agree to accurately represent the credential to employers and customers.
- Understand that obtaining the certification is an indication that my experience described in this application met the CFT Standards and is not an endorsement of my future work.

If awarded the CFT certification, I understand that I will be required to re-apply every five years to renew this certification. I further understand that:

- The CFT Standards and the process for achieving and maintaining the CFT designation may be revised from time to time. (Note: Be certain that the application you are completing is a current one).
- An incomplete application will be returned to me.
- I must complete and sign the appropriate forms.
- Applications that contain erroneous or misleading information may result in denial of the application and forfeiture of the application fee.
- The Center for International Credentials will not be responsible for lost or damaged application materials.
- This application and all accompanying and subsequently submitted materials will become the property of the Center for International Credentials upon submission.
- Certification may be revoked for the following reasons, among others:
  - Any misrepresentation in the application, whether intentional or unintentional;
  - Non-payment of applicable fees.

I also understand that, if not awarded the certification, I will be advised as to the Standards that I have not met, will have the right to appeal this decision within 60 days of receipt, and I will have an opportunity to meet those specific Standards within the next 6 months without additional charge beyond the balance of the original submission fee. After the original submission and one resubmit, I may be charged a re-review fee of up to \$200, depending on the amount of work needed. Should I appeal the decision, another impartial reviewer will evaluate my application.

- Checking here means I agree to the terms in the Code of Conduct, the Declaration and Release, and the Application Agreement.

**Letter of Attestation:**

Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Attester's Name, Position, and Contact Information:

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Please indicate your relationship to the candidate:

**Candidate was employed by my organization:**

- I was the direct supervisor
- I was an Internal customer
- I was an external client

**Candidate was contracted to facilitate:**

- I was the client
- I was a learner
- I was a sponsor

Check the type of event(s) you witnessed the candidate facilitate:

- Classroom learning event
- Online learning event
- Virtual learning event
- Course sponsored by an academic institution
- Also check here if the event(s) was at least 90 minutes in length.**

How many opportunities did you take to observe the candidate in the act of facilitating learning?

- Once
- Twice
- Three times
- Four or more times

This letter affirms I have personally witnessed **(insert Candidate's name)** effectively demonstrate the behaviors or achieve the desired outcomes checked below when facilitating a learning event.

**Note:** Only check what you personally witnessed.

- Earned the trust and goodwill of learners.
- Presented information clearly and confidently.
- Emphasized the relevance and on-the-job application of what was being learned.
- Sustained engagement over the course of the event.
- Elicited and drew on learners' experience.
- Told stories and shared experiences that enhanced the learning experience.
- Kept the learning environment light and non-confrontational without resorting to gimmicks, trickery, or time-wasting activities.
- Set up, facilitated, and debriefed learning activities clearly and efficiently.
- Was an excellent listener.
- Allowed for nuanced discussions and was able to connect concepts back to learning objectives and on-the-job application.
- Reinforced what was previously learned.
- Was spontaneous and flexible with the plan when necessary for learner engagement and outcomes.
- Encouraged discussions while maintaining appropriate levels of control over the group and the content.
- Honored cross-cultural differences.
- Respected all learners and demonstrated interest in their perspectives and attitudes.
- Learners applying what was learned on the job resulting in improved performance of the learners.

In addition, did the candidate exhibit any of the following behaviors:

- Was late.
- Forced unnecessary ice breakers.
- Left a learner feeling embarrassed.
- Wasted time.
- Pontificated.
- Forced a resistant learner to conduct or complete an activity.
- Stuck to the plan if the plan wasn't working.
- Confused learner activity with learner engagement.
  
- By checking this box, I attest to the accuracy of what I noted above.**

## Instructions for the Digital Video or Recording

Please create a digital video or recording that shows you presenting and facilitating a group of learners around a topic of your choice. The demonstration should have three segments: presenting, facilitating a practice exercise, and facilitating a discussion with a debrief. There can be no edits within a segment; however, there can be an edit between segments. The demonstration can be no more than 35 minutes in length. As a guide, the sample of your facilitating might include approximately 10 minutes of presentation, 10 minutes of facilitating a role play or practice exercise, and 10-minutes facilitating a discussion or debrief. You can adjust the times depending on the nature of your topic; however, a segment should be at least 5-minutes long. The goal is to demonstrate your competence as a facilitator of training in the performances listed on the following checklists. If a segment reveals the images or identities of your learners, please attach a release signed by each learner allowing us to review the video. To set the stage, please fill in the following information about your demonstration:

1. Describe the content and the learning objective.
2. Why is the content important to the learners?
3. Who are the learners?
4. How is this demonstration typical of your work?
5. Is there anything you would like us to know as we review the demonstration?

Check the three types of facilitation you are demonstrating:

### **Classroom**

- Presentation
- Learning exercise
- Discussion with debrief

### **Online training**

- Presentation
- Learning exercise
- Discussion with debrief

## Evaluation Checklists

Trained reviewers use the following checklists to evaluate each candidate's video submission.

### *Demonstrate Effective Presentation Skills*

| Behaviors   | NA | Y (1) | Comments |
|---|----|-------|----------|
| 1. Established relevance of the topic by relating it to needs & experience.                             |    |       |          |
| 2. Explained or demonstrated how the rules, concepts, or procedures applied to the learning objectives. |    |       |          |
| 3. Gave examples that illustrated/reinforced learning objectives.                                       |    |       |          |
| 4. Used plain language and unbiased contexts.   |    |       |          |
| 5. Used helpful illustrations and examples.   |    |       |          |
| 6. Demonstrated command of the content.   |    |       |          |
| 7. Maintained eye contact (if live); verbally acknowledged each participant (if online).                |    |       |          |
| 8. Asked questions that promoted reflection.  |    |       |          |
| 9. Transitioned topics for unity, cohesion, flow across tactics/content.                                |    |       |          |
| 10. Discussed application and transfer to the workplace.  |    |       |          |
| 11. Summarized & recapped key points.   |    |       |          |
| <b>Total Points</b>   |    |       |          |

### *Demonstrate Effective Facilitation of a Learning Exercise*

| Behaviors   | NA | Y (1) | Comments |
|---|----|-------|----------|
| 1. Established relevance of the exercise by relating it to needs & experience.    |    |       |          |
| 2. Explained the rules being used to judge learning & competence.                 |    |       |          |
| 3. Properly set up the exercise.  |    |       |          |
| 4. Explained or demonstrated how to do the exercise.                              |    |       |          |
| 4. Provided helpful hints, but not the answer, if necessary.                      |    |       |          |
| 5. Asked questions to:  |    |       |          |
| a. Promote reflection.  |    |       |          |
| b. Confirm understanding.   |    |       |          |
| c. Promote discussion about workplace application and transfer.                   |    |       |          |
| d. Clarify learner's remarks or questions.  |    |       |          |
| 6. Asked follow-up questions to reinforce learning points.                        |    |       |          |
| 7. Redirected questions to other participants to promote engagement.              |    |       |          |
| 8. Redirected attention to the learning objective if needed.                      |    |       |          |
| 9. Gave feedback so learners knew how well they were learning & what to focus on. |    |       |          |
| 10. Discussed application and transfer to the workplace.                          |    |       |          |
| 11. Summarized & recapped key points.   |    |       |          |
| <b>Total Points</b>   |    |       |          |

***Demonstrate Effective Facilitation of a Discussion with a Debrief***

| Behaviors  | NA | Y (1) | Comments |
|--|----|-------|----------|
| 1. Established relevance of the discussion by relating it to needs & experience.   |    |       |          |
| 2. Facilitated a conversation among participants about what they learned and its relevance to them, so they processed the content. |    |       |          |
| 3. Asked questions to:   |    |       |          |
| a. Promote reflection.   |    |       |          |
| b. Confirm understanding and comprehension.  |    |       |          |
| c. Promote discussion about workplace application and transfer.  |    |       |          |
| d. Clarify learner's remarks or questions.   |    |       |          |
| 4. Asked follow-up questions to reinforce learning points.   |    |       |          |
| 5. Clarified comments or questions before responding   |    |       |          |
| 6. Redirected questions to other participants to promote engagement.   |    |       |          |
| 7. Respected learners' opinions.   |    |       |          |
| 8. Redirected attention to the learning objective if needed.   |    |       |          |
| 9. Gave feedback so learners knew how well they were learning & what to focus on.  |    |       |          |
| 10. Explained the rules being used to judge learning & competence.   |    |       |          |
| 11. Summarized & recapped key points.  |    |       |          |
| <b>Total Points</b>  |    |       |          |

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 Signature of Reviewer 1/Date

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 Signature of Reviewer 2/Date