

Selection Criteria for Certification Candidates

Since the inception of the CT Basics certification, ELI® has prepared thousands of instructors to teach its Civil Treatment® courses. Our experiences, and that of our clients, have proven that the most effective ELI® course instructors possess and consistently demonstrate a specific set of competencies. These competencies effectively support the philosophies of the courses and position an instructor to maximize the impact ELI® courses can have on an organization’s risk management strategy, culture, and productivity.

Certified Instructor candidate competencies are based upon demonstration of expertise in four distinct areas. Candidates are evaluated for demonstration of the following competencies throughout the certification process via the completion of all assigned pre-work and written assessments, classroom participation, and performance during the participant practice sessions:

1. Content Knowledge

- Displays an understanding of fair employment practice law and course content. Measured through written certification assessments, active participation in the certification process, and certification candidate practice sessions.
- Utilizes subject matter expertise and course materials to effectively relay key course points. Measured through appropriate and accurate use of legal, human resource related, and course-specific terms during candidate practice sessions; active participation in the certification process; and in written certification assessments.
- Displays an understanding of ELI® course instructional methods. Measured through the candidate’s effective and accurate use of designated instructional methods during candidate practice sessions and via written certification assessments.
- Communicates the relevance of participant reference material (e.g., company policy, legal terms, and issues). Measured by the candidate’s ability to incorporate “Cases-in-Point,” agency policies, etc. to enhance participant learning.

2. Presentation Skills

- Utilizes verbal communication techniques effectively (e.g., speaks clearly and uses appropriate grammar). The candidate is able to effectively use language, vocal variety, inflection, and articulation (e.g., speaks at a slower pace when emphasizing a key point and modifies tone of voice to match the message).
- Utilizes non-verbal communication techniques effectively. The candidate is able to maintain eye contact with participants throughout the presentation of course materials and when responding to participant questions and/or comments. Additionally, candidates should maintain a professional demeanor at all times (e.g., avoid slouching, keeping hands inside of pockets, swaying or “dancing” in front of the room, or clicking the tops/caps of markers or pens).
- Incorporates the use of audio/visual techniques effectively (e.g., easel charts, notes, vignettes). The candidate demonstrates an ability to enhance the learning process by utilizing a variety of audio/visual techniques to relay key points with minimal distraction. In addition, the candidate

is able to provide accurate and clear introductions to the video vignettes by utilizing ELI® course instructional methods.

- Follows manual format (e.g., refers participants to page numbers, sets up exercises, and uses transitions). The candidate is able to transition smoothly through the course flow and to provide clear, concise explanations of course exercises and expected outcomes.

3. Facilitation Skills

- Generates classroom discussion (e.g., solicits appropriate input from participants).
- The candidate asks effective and appropriate probing questions, allowing participants to expound upon their responses (e.g., with jury exercises, once a verdict has been presented, asking members of the group for the “why’s” of their decision).
- Acknowledges participant contributions to the learning process. The candidate effectively encourages participant involvement and responds to questions, comments, and responses.
- Minimizes classroom disruptions (e.g., handles “challenging behaviors”). The candidate is able to minimize or stop inappropriate behavior in the classroom in a way that is not demeaning or intimidating to participants.
- Uses effective facilitator time management techniques. The candidate is able to designate and communicate realistic timeframes for moving through the course agenda and adhere to them (e.g., starts and ends sessions on time, sticks to designated break times).

4. General Competencies

- Displays professionalism inside and outside the classroom. Unless the organization for which you are working has its own guidelines for dress, a standard rule of thumb in training is that facilitators dress one notch above their participant groups (e.g., if participants wear business casual attire for their session, the facilitator should wear traditional business attire).
- Utilizes excellent interpersonal skills and adapts his/her personal style to meet the needs of the participant group. For example, if an instructor is normally more reserved and structured in his/her style and the participant group needs more flexibility, he/she is able to adjust his/her personal style to meet the needs of the participants..
- Models the Prescriptive Rules® and other key course concepts during course sessions and in his/her other daily business interactions. Measured by general observation throughout the certification process.

