Domain 1
Communication and Interpersonal Skills • 17.42%

Knowledge of:

1. Communication techniques
2. Communication styles
3. Communication cues (e.g., nonverbal cues and verbal cues)
4. Language considerations (speaking)
5. Literacy considerations (read and write)
6. Technology literacy
7. Adult learning strategies
8. Trainee diversity (e.g., special needs, cultural, geographical, individual, organizational, generational, gender, etc.)
9. Conflict resolution
10. Learning facilitation techniques
11. Instructional leadership techniques
12. Training terminology
13. Evaluation criteria

Skill to:

1. Apply appropriate communication/facilitation techniques
2. Apply conflict resolution techniques
3. Interpret non-verbal communication cues
4. Establish mutual respect and rapport
5. Build consensus with stakeholders about objectives
6. Encourage participant interaction and engagement
7. Recognize behaviors that might negatively impact training outcomes
8. Address disrespectful behavior
9. Prevent disruptive behavior
10. Control disruptive participants
11. Set and implement clear guidelines for communicating with trainees
12. Use appropriate language
13. Recognize, understand, and respond to communication cues (e.g., nonverbal cues and verbal cues)
14. Use proper styles of feedback needed (e.g., positive, constructive, and corrective feedback)
15. Identify sources for feedback
16. Listen actively
17. Assess feedback
18. Apply feedback (e.g., reinforce successful strategies and identify areas needing improvement)
19. Define training terminology

Domain 2
Needs Assessment • 12.62%

Knowledge of:

1. Performance goals
2. Target audience
3. Stakeholder needs (e.g., stakeholder objectives, organizational culture, target audience needs, and special needs)
4. Techniques for job and task analysis
5. Job descriptions
6. Task matrix

Skill to:

1. Conduct a training needs assessment
2. Analyze training criteria (e.g., courses needed, budgetary considerations [cost benefit analysis], and delivery strategies)
3. Assess job knowledge data
4. Assess job performance data
5. Assess existing training
6. Assess trainee special needs
7. Assess current performance on tasks based on acceptable level of performance
8. Assess resources
9. Perform gap analysis as part of an overall Training Needs Assessment
10. Perform gap analysis as part of a job analysis
11. Perform a job analysis
12. Verify training topics needed (company policies or regulatory requirement)
13. Verify knowledge, skills, and abilities required for the jobs being reviewed
14. Prioritize tasks to be trained
15. Develop a task matrix
16. Perform a task analysis

Domain 3
Course Design • 14.27%

Knowledge of:

1. Adult learning strategies (e.g., collective learning, dynamic learning, interactive learning, case studies, role plays, performance demonstrations, etc.)
2. Instructional systems design (e.g., need for learning objectives such as the ADDIE model [analysis, design, development, implementation, evaluation], systematic approach to training [SAT], Successive Acceleration Model [SAM], AGILE, etc.)
3. Regulatory and consensus standards, if and when required
4. Competency (knowledge, skill, and abilities) and capability requirements
5. Minimum required performance standards
6. Learning objective hierarchy (e.g., Bloom's taxonomy)
7. Learning styles
8. Target audience baseline knowledge level
9. Resources management
10. Opportunity costs (e.g., time away from production, conflicting uses of resources [conference room, projector], travel costs, etc.)

Skill to:

1. Apply the Instructional Systems Design process
2. Establish training goals and learning objectives (criterion, condition, and action, such as Specific, Measurable, Actionable, Realistic, Time-oriented [SMART] or Terminal Learning Objective [TLO], and Enabling Learning Objective [ELO])
3. Define expected participant learning outcomes (e.g., behavior change, transfer of knowledge, and skill development)
4. Use appropriate teaching strategy (e.g., blended learning strategies, audiovisual aids, simulators, video demonstrations, instructor-led classroom, instructor-led online, electronic learning [e-learning], and mobile learning [m-learning])
5. Select the preferred trainee learning strategy
6. Consider special needs in course design
7. Determine prerequisite (e.g., medical, knowledge, regulatory, best practices, company, etc.)
8. Verify prerequisite (e.g., medical, knowledge, regulatory, best practices, company, etc.)
9. Select/determine the best use of resources
10. Research/evaluate resources

Domain 4
Course Development • 14.37%

Knowledge of:

1. Lesson plan components (e.g., trainee materials, instructor manuals, handouts, job aids, group activities/simulations, etc.)
2. Available training delivery platforms (e.g., blended learning, distributed learning, electronic learning [e-learning], mobile learning [m-learning], instructor-led online training, computer based training, and classroom training)
3. Validation criteria (e.g., references, regulations, and consensus standards)
4. Subject matter expert requirements
5. Final approval process
6. Pilot course, if appropriate
7. Representative training sample for pilot

Skill to:

1. Develop lesson plan components (e.g., trainee materials, instructor manuals, handouts, job aids, group activities/simulations, etc.)
2. Determine when to outsource development
3. Oversee outsourced development
4. Develop checklists for review, comment, consensus, and validation
5. Select, plan, and coordinate with subject matter experts
6. Evaluate process and techniques
7. Revise process and techniques if needed
8. Determine a representative sample of target audience for pilot course
9. Analyze and use results of pilot evaluation (e.g., clarity of lesson plan, effectiveness of activities, flow, and timing) to improve the course

Domain 5
Course Implementation • 13.94%

Knowledge of:

1. Environmental effects on learning
2. Environmental, safety, and health considerations
3. Classroom selection and set-up options
4. Recordkeeping requirements (e.g., paper/hardcopy, electronic/digital, onsite and offsite storage, and regulatory)
5. Record retention requirements (e.g., regulatory and stakeholder needs)
6. Training program security (e.g., test security, course materials, evaluation results, and regulatory)

Skill to:

1. Use a lesson plan to guide training delivery to effectively achieve learning outcomes and objectives
2. Tailor instructional delivery to an audience
3. Modify delivery method for training as needed
4. Recognize and apply opportunities for collective learning
5. Accommodate trainee special needs during course implementation
6. Manage time
7. Engage trainees
8. Recognize indicators of trainee disengagement (e.g., trainee confusion, browse the internet during the training, send email, text on the phone, boredom, hostility, etc.)
9. Create optimal learning environments (e.g., temperature, lighting, and noise)
10. Eliminate (or reduce) distractions
11. Arrange classroom setups
12. Create and maintain a filing reporting system that is recoverable

Domain 6
Trainee Evaluation • 9.22%

Knowledge of:

1. Performance standards (e.g., stakeholder specifications, regulatory requirements, standard operating procedures, and standard operating guidelines)
2. Tasks and course objectives
3. Evaluation instruments (e.g., materials, tools, tests, activities, management observations, surveys, and quality and time comparisons [before and after])
4. Methods to determine competency
5. Skill and performance evaluation

Skill to:

1. Relate standards (e.g., regulatory, best practices, and company) and specifications to evaluation criteria
2. Develop evaluation instruments (e.g., test questions and skill checklists)
3. Align evaluation instruments to the learning objectives, outcomes, and target audience (e.g., select format, delivery of evaluation, validation, maintenance, proctored vs unproctored exams, and exam security)
4. Select the most appropriate evaluation instrument
5. Administer and analyze evaluation instruments
6. Collect data generated from evaluation instrument
7. Analyze data collected during evaluation
8. Link data analysis to job performance
9. Remediate trainee as needed
10. Document and report behavior changes

Domain 7
Course Evaluation • 10.10%

Knowledge of:

1. Course evaluation techniques (e.g., Kirkpatrick Evaluation Model)
2. Feedback surveys
3. Audit methods
4. Participant post-course behavior
5. Data collection and analysis

Skill to:

1. Develop course evaluation instruments (e.g., classroom feedback sheet, self-evaluation, etc.)
2. Administer course evaluation instruments
3. Measure course outcomes
4. Assess course evaluation instruments usefulness
5. Use results of an evaluation of the effectiveness of a course to make improvements
6. Gather feedback data (e.g., from stakeholders, peer reviewers, and subject matter experts)
7. Revise a training course based on feedback and evaluations of the return-on-investment of the course
8. Facilitate discussions
9. Build consensus
10. Assess on-the-job performance
11. Conduct jobsite observations (workplace audits and management observation)
12. Evaluate job performance change/improvement
13. Review job performance reports
14. Measure training course effectiveness (e.g., participant reaction surveys, formative and summative evaluations)
15. Prepare training reports (e.g., attendance, interim, and post-training documentation)

Domain 8
Ethics in Training • 8.06%

Knowledge of:

1. Ethics and integrity
2. Legal considerations

Skill to:

1. Apply concepts of BCSP Code of Ethics (e.g., obligation to report hazards, environmental, or safety issues; chain of custody of samples and specimens; ethics related to conducting audits)
2. Protect confidential information (e.g., privacy, trade secrets, medical, etc.)
3. Respect the relationship for stakeholders
4. Interpret and apply laws, regulations, and consensus codes and standards
5. Adhere to ethical standards of course delivery
6. Conduct training in accordance with requirements (e.g., secure the test, deliver the exam as intended, consistency of evaluation across trainees, etc.)
7. Comply with trademark and copyright requirements

BLUEPRINT REFERENCES CIT1

The questions that appear on the CIT examination are written by subject matter experts, and every question is supported by a published reference. The following is a list of references that were frequently used during development of the CIT examination. This is not intended as a comprehensive list of all materials available to CIT candidates and should not be intended as a guaranteed means of passing the exam. Candidates are also strongly advised to become familiar with industry regulations, standards, and practices in preparing for the CIT certification examination.

Title & Auxiliary Information

BCSP Code of Ethics
Board of Certified Safety Professionals. (2013). Retrieved from http://www.bcsp.org/Portals/0/Assets/DocumentLibrary/BCSPcodeofethics.pdf.

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Noe, R. A. (2017). New York, NY: McGraw-Hill.

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Incidental Trainer: A Reference Guide for Training Design, Development and Delivery
Wan, M. (2014). Boca Raton, FL: Taylor & Francis Group, LLC.

ISD From the Ground Up: A No-Nonsense Approach to Instructional Design; 4th Edition
Hodell, C. (2016). Alexandria, VA: American Society for Training & Development.

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Roughton, J. & Whiting, N. (2000). Rockville, MD: Government Institutes.

Safety Training Ninja, The
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Safety Training That Delivers: How to Design & Present Better Technical Training
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Onion, M. L. & O'Toole, M. F. (2003). Itasca, IL: National Safety Council.