



## **SKILLS VERIFICATION CHECKLIST**

(To be completed by Candidate's Supervisor)

### **TRAINER**

Candidate: \_\_\_\_\_

Registration No.: \_\_\_\_\_ Candidate Job Title: \_\_\_\_\_

Period Covered: \_\_\_\_\_ Avg. No of Work Hrs per Wk: \_\_\_\_\_

Employer: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Supervisor's Job Title: \_\_\_\_\_

Supervisors Professional Qualification (Optional): \_\_\_\_\_

- 1 – 2: Below minimum standards of competence  
3: Meets minimum standards of competence  
4: Meets most standards of competence  
5: Meets highest standards of competence

<b>Trainer Competencies</b>		<b>Have Competencies been achieved in this period (YES/NO)</b>	<b>Supervisor's Comments</b> (Highlight strengths and weaknesses and future work experience and development requirements)
<b>1.</b>	<b>Training Policy Statement</b>  Defines the training policy statement to comprise the organization's approach to training, allocation of training responsibilities, resources of people and money to be set aside for training, communicating the organization's intentions to the staff.		
<b>2.</b>	<b>Identifying Training Needs</b>  Uses a variety of methods of identifying training needs – observation, talking to customers, customer comment cards, customer complaints, departmental diaries, handover books, talking to staff, staff meetings, consultants.		
<b>3.</b>	Uses a variety of methods of identifying training needs for individual employees – job descriptions, performance appraisals, standard operating procedures manual, documentation, training evaluation, training follow-up.		

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<b>4.</b>	<b>Preparation Skills</b> Allows plenty of time for preparation.		
<b>5.</b>	Evaluates the training audience to identify their unique characteristics and specific needs.		
<b>6.</b>	Identifies course objectives and content by reviewing all course materials and references.		
<b>7.</b>	"Tailors" existing course materials to the training audience by identifying and including specific work-related examples that will make the workshop more meaningful to participants.		
<b>8.</b>	Prepares questions that will be used in guided discussions to assist learners in discovering the main content points.		
<b>9.</b>	Develops visual aids to use during the training session.		
<b>10.</b>	Prepares leaders notes to be used as reference during the delivery of the session.		
<b>11.</b>	Organizes information in a meaningful sequence.		
<b>12.</b>	Practices conducting the workshop (at least once) so as to work out any bugs.		
<b>13.</b>	<b>Physical Set-up</b> Ensures training occurs in a well-ventilated meeting room, away from distracted noise.		
<b>14.</b>	Ensures comfortable seating space with clear view of trainer and any material displayed in the room during training.		
<b>15.</b>	Chooses room set-up that has positive impact on learning climate.		
<b>16.</b>	<b>Delivery Skills</b> Uses a facilitative approach that focuses on assisting the participant in learning and practicing specific skills.		
<b>17.</b>	Uses an opening exercise or event that stimulates the interest of the participants.		
<b>18.</b>	Sets tone from the beginning as participative, asking learners to take responsibility for their own learning.		
<b>19.</b>	Informs participants of the course objectives at the beginning of the session.		

<b>Trainer Competencies</b>		<b>Have Competencies been achieved in this period (YES/NO)</b>	<b>Supervisor's Comments (Highlight strengths and weaknesses and future work experience and development requirements)</b>
20.	Uses <b>processing</b> techniques to present content by asking questions that lead the participants to discover the content.		
21.	Provides trainees with a variety of learning experiences to accommodate audio, visual and kinesthetic learners – charts, graphs, slides, colour-coding, written reminders, cue cards, diagrams, debates, storytelling, small group discussions, role-playing, games, demonstrations, simulations, practice, site visits, etc.		
22.	Projects a professional image – dress, personal hygiene, posture, enthusiasm, punctuality, readiness.		
23.	Delivers vital information in order to achieve session objective.		
24.	Delivers important information to support vital information.		
25.	Delivers non-vital information that is useful to add interest.		
26.	Uses “open” questions to encourage group discussions.		
27.	Uses a variety of questioning techniques – overhead, direct, combined or 3 “P” rule, relay, rhetorical.		
28.	Provides relevant, work-related examples to illustrate main points		
29.	Follows content discussions with activities that allow the learners to practice the skills to apply the knowledge presented.		
30.	Uses visual aids to highlight major content points and concepts.		
31.	Summarizes, provides links and transitions so that the learners can see how everything is related to the “big picture”.		
32.	Keeps the flow of discussion on target and gets it back on track when it strays.		
33.	Acts as mediator – irons out any differences between members of the group.		
34.	Acts as a pulse-taker – periodically determines how people are feeling and how they are reacting to the session.		

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35.	Gives clear, appropriate instructions when conducting an activity.		
36.	Acts as an encourager – warm, friendly and responsive.		
37.	Keeps all activities within the allotted time-frames.		
38.	Consistently asks learners to relate principles and ideas discussed in the session to specific on-the-job applications.		
39.	Presentation style is energetic and enthusiastic.		
40.	Tunes in and responds to the needs of the participants.		
41.	Effectively deals with a variety of personalities during the session.		
42.	Aware of and works to minimize any personal habits that may be distracting.		
43.	Demonstrates effective presentation techniques: good posture, natural gestures, eye contact, appropriate voice tone, rate of speech and volume.		
44.	Works to motivate participants throughout the session by using recognition, encouragement and approval.		
45.	Works to create a supportive and safe climate for participants – listens to participants and avoids being argumentative or making “right/wrong” judgements.		
46.	Uses humour when appropriate.		
47.	Starts and ends the session on time.		
48.	Schedules the training session at a time that will facilitate the best attendance.		
49.	Co-ordinates with the proper personnel to clarify who is responsible for which administrative details of the training sessions.		
50.	Recognizes the unique needs of the adult learner and supports those needs during the workshop sessions.		
51.	<b>Evaluation Skills</b>  Asks participants about the training experience either by interview or by questionnaire.		

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52.	Checks the knowledge gained by participants via a quick quiz, end-of-session test, "flash cards", peers checking each other out, or role play.		
53.	Observes employees on the job (when this is appropriate) via the use of service audits, checklists, and product evaluation (observes employees' interaction with people, employees interacting with fellow-employees).		
54.	Reviews the company's bottom line – looks for increases in productivity, sales and revenue; notes decrease in employee absenteeism and turnover; watches for fewer accidents, less mistakes, less waste, decreased costs; observes customer comments.		
55.	<b>Closing Skills</b>  Ends training with a closing activity or a summary of the training.		
56.	Thanks participants for investing the time by coming to the training.		
57.	<b>Miscellaneous Training</b>  Keeps accurate, proper and current training records:  <ul style="list-style-type: none"> <li>✱ Information about training carried out</li> <li>✱ Information about the quality and results of training</li> <li>✱ Information to assist training arrangements and administration</li> </ul>		
58.	Maintains a library of up-to-date training materials, training video/DVDs, books.		
59.	Prepares monthly and annual training reports.		
60.	Prepares or assists in the preparation of the organization's training budgets.		
61.	Performs well under pressure.		
62.	Role-models the behaviour expected from trainees.		

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*You may attach a copy of the organization's own internal documentation, provided that it addresses the achievement of elements of Competencies*

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**Candidate's Signature:** \_\_\_\_\_

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

**RECOMMENDATION:** I attest that the above information is true and understand that any misinformation provided may affect the candidacy of the applicant. I recommend this individual for certification and verify that the candidate currently holds the position of Trainer.

**Supervisor's Signature:** \_\_\_\_\_

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

### **Resources Implications**

The worker to be assessed should have access to appropriate training material, equipment used for work, workplace policies and procedures and good working conditions.

### **Method and Context of Assessment**

Competency should be assessed under normal working conditions, but abnormal situations may be very informative but not judgmental.

Assessment may be done in the actual workplace or in a simulated environment.

Assessment may be a one-off check as well as intermittent checks at various stages of the job.

Assessment should be done in accordance with the outlined competencies as well as the organization's policies and procedures.

Skills and knowledge will be assessed in tandem with the stated critical performance competencies.