

Trainer Certification Evaluation System

Taking part in Certification

The certification process is one of the cornerstones of Quality Control & Continuous Improvement of the Training Delivery Process at RASCI.

The objectives of the certification system are:

- To certify all new entrants to RASCI as being competent to deliver classroom training sessions and demonstrate proven ability to hand hold & coach.
- To build familiarity and conceptual understanding of the RASCI training products pertaining to skill development for retail / customer interfacing jobs.
- To provide a common basis and understanding of quality by basing the certification on commonly understood and accepted competency sets and ratings.
- To empower trainers to carry out some of the training product development procedures.
- To provide a framework to keep track of all the trainers in order to provide the most appropriate expertise for different customer engagements / levels.

The following certification factor & observation worksheet is proposed to be used:

General observations and feedback by Observers will be based on the following criteria –

Things done well....

Areas for Improvement....

Observations and recommendations....

Competency Rating System

The rating categories in the competency system are as follows:

Final certification rating scale:

<u>Rating</u>	<u>Description</u>
6	Has used this competency throughout & shows a high degree of consistency in this competency.
5	Adapts competency to different environments and learners.
4	Performs with initiative, supports and coaches others in performance.
3	Performs individually at accomplished level.
2	Needs periodic supervision and assistance.
1	Has the knowledge about the competency, however needs extensive delivery practice & experience.
0	Performance below acceptable norms, hence not suitable at all for training delivery.

Note: The above rating system will be used for the final evaluation process, which will be:

- A consolidation of all the individual practice sessions observed by various observers & feedback given thereof.
- The overall observation of the participant during the entire Train-the-Trainer (TTT). In particular the following aspects need to be observed:
 - How the trainer goes about preparing himself / herself for his / her sessions – some traits to be observed are:
 - Ability & discipline towards self study.
 - Seeking support of fellow trainees.
 - Seeking support of the coach.
 - How the trainee offers support to other trainees.
 - By way of coaching.
 - Buddy method.

Competencies

The requisite Trainer job competencies, which will be rated during TTT workshops, include the following:

Competency # 1 – Planning and organizing the delivery.

Did the trainer take care of organizing, preparation & logistics before the presentation like:

1. Organise the classroom:
 - a. Appropriate seating arrangement.
 - b. Equipment availability and its functioning.
2. Planning delivery:
 - a. Plan the schedule of delivery.
 - b. Prepare the required training material.
3. Prepare self:
 - a. Cue cards / other learning aids to streamline thoughts and session flow.
 - b. Preparation of examples, metaphors, case studies, role plays, simulations, etc.
 - c. Grooming and confidence.

Competency # 2 – Adapting the presentation content to meet the needs of the learners.

Did the trainer adapt the presentation content to meet the needs of the participants by:

1. Understanding the participant's requirements & expectations.
 - a. Adapting the content for focused delivery through appropriate use of examples, etc.
 - b. Tailor make training materials to suit expectations / requirements.

Competency # 3 – Creating a conducive learning environment.

The trainer makes a comfortable, positive, open-to-learning atmosphere for the participants by:

1. Make participants comfortable with their:
 - a. Surroundings
 - b. Colleagues
 - c. Trainer
 - d. Topic / Learning objectives

Competency # 4 – Employing the appropriate skills and communication style.

The extent to which the trainer uses his / her communication skills and platform skills to ensure a clear understanding of the course message, via:

1. Appropriate speaking style
 - a. Voice modulation
 - b. Pronunciation
 - c. Vocabulary
 - d. Pace of speech

2. Body Language
 - a. Appropriateness
 - b. Control of nerves
3. Ability to field questions
4. Using training environment effectively

Competency # 5 – Demonstrating knowledge and expertise in course content

The trainer shows expertise and credibility in delivering the course content to the participants, through:

1. Conceptual understanding
 - a. Structuring of the session
2. Use of appropriate
 - a. Examples
 - b. Metaphors
 - c. Simulations
 - d. Case studies
 - e. Games / Activities

Competency # 6 – Assessing and evaluating self-results and performances

The trainer practices continuous improvement of his / her delivery and techniques, and learns from experience, by:

1. Analysing own sessions by way of:
 - a. What was done well
 - b. What should change
 - c. What can be done differently
2. Taking and handling feedback effectively.
 - a. Listening
 - b. Non argumentative

Competency # 8 – (Summary Competency) Working according to established training conventions.

The trainer employs sound training conventions by:

1. Competence – Quality of presentation and understanding of content; professionalism as a trainer
2. Compatibility – Ability to work well with other trainers, participants and peers
3. Credibility – From life experience, education, empathy, knowledge of customer business needs and work situations
4. Energy and enthusiasm maintained throughout the program – Energy is ‘infectious’

Training Evaluation Form

Date:

Observer's Name:

No	Observation Description	Rating	Remarks
1	<u>Planning and organizing the delivery</u> <ol style="list-style-type: none"> 1. Organise the classroom 2. Plan of delivery 3. Prepare self 		
2	<u>Adapting the presentation content to meet the needs of the trainees</u> <ol style="list-style-type: none"> 1. Understanding and capturing participant's expectations and requirements 		
3	<u>Creating an environment conducive to learning</u> <ol style="list-style-type: none"> 1. Make participants comfortable with their surroundings, etc. 		
4	<u>Employing the appropriate skills and communication style</u> <ol style="list-style-type: none"> 1. Appropriate speaking style 2. Body language 3. Ability to field questions 4. Using training environment effectively 		
5	<u>Demonstrating knowledge and expertise in course content</u> <ol style="list-style-type: none"> 1. Conceptual understanding 2. Use of appropriate examples, metaphors, simulations, games and activities 		
6	<u>Managing the learning environment</u> <ol style="list-style-type: none"> 1. Establishing personal rapport & relationship with the group 2. Combining different training methodologies / styles to suit audience requirements 3. Helping participants overcome learning difficulties & monitoring individual requirements and efforts 4. Managing energy levels of the group 		
7	<u>Assessing and evaluating self-results and performances</u> <ol style="list-style-type: none"> 1. Analysing own sessions by way of: <ol style="list-style-type: none"> a. What was done well b. What should change c. What can be done differently 2. Taking and handling feedback effectively <ol style="list-style-type: none"> a. Listening b. Non argumentative c. Usage of previous feedback 		
8	<u>Summary – Working according to established training conventions</u> <ol style="list-style-type: none"> 1. Competence – Quality of presentation and understanding of content; professionalism as a trainer 2. Compatibility – Ability to work well with other trainers, participants and peers 3. Credibility – From life experiences, education, empathy, knowledge of customer business needs and work situations 4. Energy and enthusiasm maintained throughout the program – Energy is 'infectious' 		

Rating Parameters: Exemplary Performance – 4. Demonstrated skills throughout session – 3. Demonstrated skill through most of the session – 2. Demonstrated skill infrequently – 1. Has not exhibited competency at all – 0.

Competencies and Behaviours

Planning, Organising and scheduling course delivery

Selects the venue most ideal for the course delivery

- Ensures the requirements for a quality delivery
- Ensures participants comfort and learning environment

Prepares the venue & audience for course delivery

- Arranges coffee and lunch breaks with the venue
- Agrees on timing and schedules of the breaks and lunches
- Agrees on the length of the lunch break
- Agrees on rewards & consequences for late coming / active participation
- Confirms reservations of the participants and fills attendance sheet
- Gathers information on the facility
 - Knows where fire exits, toilets, etc. are located & explains the same to audience
- Decorates the venue and classroom with relevant training collaterals

Arranges the classroom layout

- Checks the seating arrangements
- Checks visibility and accessibility of seating positions
- Locates the equipment according to the course standards
- Arranges the trainer's desk
- Places the handouts in the order of distribution
- Ensures a professional desk image
- Places all the required materials and tools at hand
- Distributes starting kit (if applicable)
- Places name plates / tent cards on the table
- Places note pads and pens on the table
- Prepares welcome signs in the classroom
- Checks characteristics of the classroom
- Checks control of air-conditioning
- Checks possible sound barriers / disturbances
- Check power back up facilities
- Check room acoustics
- Check first aid facilities

Planning and scheduling for course delivery

Schedules the resources required for the course delivery

- Checks availability of materials in time (at least 30 minutes before start of delivery)
- Checks availability of equipment in time
- Coordinates the schedule of other trainers and training assistance

Planning for the course delivery

- Prepares a schedule for the course preparation
- Prepares a daily schedule for course delivery
- Makes checklist of required resources, equipment and materials

Inviting participants

- Invites participants on time
- Gives an overview of the course in the invitation letter
- Gives directions on how to get to the venue
- Includes a course schedule
- Confirms participation

Preparing and producing materials required for the course

Preparing training tools

- Prepares tools required for the process activities
- Prepares tools required for the illustration or metaphors
- Prepares sport and activity equipment for breaks and free time
- Prepares tools equipment needed for an evening program
- Prepares a spare tool kit
- Prepares give-aways
- Prepares prizes for achievements / contributions
- Prepares motivational gifts

Prepares the materials

- Prepares and produces participant handbooks
- Prepares and produces handouts to exercises
- Prepares and produces display collaterals
- Prepares and produces evaluation forms
- Checks language and grammar correctness, spelling mistakes

Obtaining, checking and preparing equipment and media; arranges the availability of technical equipment with the venue and tests them

- Confirms availability of video equipment and TV set as required
- Confirms availability of overhead projector and screen as required
- Specifies projector and screen type
- Confirms availability of any special equipment needed for the course delivery
- Tests the equipment prior to course start
 - Test the overhead projector, obtains spare bulbs and cleans the glass surface

- Adjusts the screen
- Tests video and TV sets
- Tests working of markers, pens, etc.
- Ensures adequate quantity of flipcharts, stands, white boards, etc.
- Checks and tries out other relevant equipment
- Tests and checks the audio / music system

Checks and prepares relevant media

- Proof reads overhead sheets prior to course start
- Prepares laminated or pre-designed flip chart sheets
- Checks or prepares special decoration materials

Preparing (himself / herself) to deliver training

- Dresses to meet expectations of the audience
- Reaches the venue 45 minutes prior to course start
- Grooms as per the specified standards

Prepares mentally for the training delivery

- Adopts a positive attitude
- Checks the first modules of the course
- Makes trainer notes if needed

Prepares and adapts the course content to meet the needs of the target group

- Adapts the course to the industry / segment
- Adapts course to the local culture

Acquires knowledge of the customer needs and expectations

- Acquires knowledge of the customer's market
- Identifies industry trends
- Understands customer market position
- Identifies major competition
- Identifies other information about customer's industry related to the course content

Is familiar with customer's organisation

- Demonstrates knowledge of major procedures and standards of customer relevant to course content
- Demonstrates knowledge of the organisation chart of the customer
- Is familiar with the customer's background and history
- Demonstrate knowledge of the vision / mission of customer
- Demonstrates knowledge of product-lines
- Demonstrates knowledge of the market position and marketing positioning of the products
- Demonstrate knowledge of the prices and prices of competition
- Is familiar with the strengths, weakness and benefits of the customer's product
- Is familiar with any other information of the products required for the course content
- Has an understanding of the customer's business goals
- Has an overall understanding of the customer's training goals
- Knows the expectations of customer's from the training course
- Adapts course content to customer's needs

Follows the course manual step by step in adapting and preparing

- Create value examples for the customer's situation
- Modifies exercise to customer's situation

Adapts the messages, examples and metaphors to participants of the course

Acquires knowledge about the participants

- Interviews participants on their practices
- Observes participants during job performance
- Interview participants on their specific problems related to course content
- Interviews participants on expectations from the course
- Collects necessary information suggested by the specific course manual

Adapts examples, metaphors to participants reality

- Prepares value examples relevant to participant experience
- Prepares examples and metaphors that match to participants job practice
- Builds preparation experiences into the examples
- In a positive manner, uses experiences gained while observing participation

- Builds on examples provided by participants during the interviews / session

Tailor the participant materials and visuals to the customer

- Places customer logo on the top of sheets
- Puts header on participant materials with customer name and logo
- Inserts customer specific examples in participant materials
- Creates customer specific exercises
- Designs role play situations addressing customer specific situations
- Designs role play situations answering specific customer problems
- Customises relevant exercises in the course to suit the need of the customer

Establishing an attitude of learning to learn and developing an art of holding the attention when opening the course

- Starts when everyone pays attention
- Starts the course with enthusiasm
- Demonstrates friendliness to the group
- State the course objectives and the benefits to achieving them in the first few minutes

Making the participants comfortable – states norms and standards

- Includes venue specific rules
- Includes customer related examples
- Informs group about schedule and technical issues
- States course procedures
- Shares information about units and modules in the course
- Shares information on the various exercises

Encourage the group to participate

- Explains the benefits of the course
- Explains benefits of exercises
- Explains procedures of exercises
- Explains and demonstrates that learning can be fun

Asks participants to introduce themselves

Platform skills and communication using the visuals and equipments professionally

Uses the overhead projector professionally

- Knows how to operate the projector
- Checks the contrast and focus
- Switches on only when in use
- Switches off when engaging in discussions / activities
- Reads text from the projector
- Uses pointer as needed

Uses the flip chart professionally

- Structure the flip chart page
- Uses more than 1 flip chart
- Writes in block / capital letters which are legible to all
- Uses good quality pens – black or blue
- Use of other colours to highlight
- Maintains eye contact with the group whilst writing on the flip chart
- Turns pages when subject if over
- Effectively uses the groups to use flip charts to capture collaborative thoughts

Uses the video camera and TV set professionally

- Knows how to operate the camera
- Makes sure the scene is visible and audible
- When playing pauses where comments should be given

Uses other devices professionally

- Uses sound / music
- Knows how to operate the sound / music system
- Volume should not be jarring / disturbing

Using the environment effectively

Manages room characteristics

- Utilize the room layout to the fullest
- Changes light and climatic conditions through the course of the day

Using body language

Uses classroom space effectively

- Walks into the 'U' form to keep contact with the whole group
- Moves between technical equipment professionally
- Moves closer to inattentive participants
- Answers the participants questions from a distance
- Changes position of the flip chart occasionally
- Uses the movement space to underline the mood of the subject
- Walks functionally – room coverage

Controls the posture

- Keeps hands alongside the body when no gestures are used
- Stands on both feet

Uses gestures

- Uses emphasizing gestures when needed
- Uses gestures to illustrate the message of the course
- Harmonises the gestures and atmosphere of the training course
- Refrains from pointing at people
- Refrains from culturally unexpected gestures

Uses facial expressions

- Smiles
- Keeps eye contact with the entire group
- Exhibits different moods with the face
- Uses dramatic skills to grab attention

Using voice clarity

- Articulates words correctly
- Speaks without space fillers
- Pronounces the words correctly
- Uses pauses to place emphasis
- Changes tone depending on the topic
- Uses voice modulation effectively
- Alternates the rate and pace of talking
- Plays with the voice to suit the topic

Chooses the correct language

- Uses repetition and reinforcement to give importance
- Uses a variation of words, a large vocabulary
- Uses the correct grammar
- Avoids jargons / short forms
- Avoids unnecessary repetition of words

Handling questions

- Repeats each question so that everyone can hear
- Re-phrases badly structured questions
- Answers questions succinctly
- Deliver the questions to the whole audience
- Refrains from getting into discussions with a single participant
- Takes note of questions unable to answer and ensures a reply later
- Remains courteous and professional in the face of hostility and aggressive questioning
- Checks understanding of answer

Uses nervous energy effectively

- Conscious of own stress level
- Able to channel nervous energy to classroom energy

Demonstrates knowledge and expertise in course content

Structuring the course content and using presentation skills

- Shares objectives with the group
- Uses YOU from to communicate
- Supports messages with illustrations and examples
- Explains benefits to the audience
- Provides written handouts for reinforcement
- Ensures the 30% theory and 70% practice / activity ratio

Matches the content to the audience profile

- Relates answers to the participants practice
- Shows flexibility in rearranging the modules of a course if appropriate
- Uses spontaneous illustrations and examples with the participants

Follow the course manual providing an example “walks the talk”

- Ensures own behavior is congruent with course suggested behavior
- Maintains the suggested behavior out of the classroom as well
- Provides personal examples with modesty
- Project self confidence about the subject matter
- Talks passionately about the subject matter in all situations
- Talks passionately about the customer in all situations
- Makes positive statements about the customer

Demonstrates thorough knowledge of the course content

- Knows theories and concepts behind the course content
- Able to answer deeper questions and concerns of participants
- Able to share background information on the concepts
- Uses no notes during the training delivery

Managing the learning environment

Establishing and maintaining a professional relationship with the entire group

- Ensures group interactions
- Gives support to the participants
- Gains commitment from the participants
- Builds mutual respect in the group
- Encourages silent or inactive participants to contribute

Maintains the role of a trainer

- Maintains position even outside the classroom
- Supports participants as the 'host' of the event
- Controls the situation after the class has finished
- Establishes and maintains credibility about the participant's job and course content
- Organises evening activities is appropriate
- Using blended training methods to ensure effective learning

Uses facilitation

- Encourages guided and unguided discussions
- Supports individuals and groups to provide solutions for a problem
- Applies leading questions
- Building on previous discussions
- Building on examples given by participants
- Controls the direction of the discussions effectively

Uses exercises

- Communicates the objective of the exercise clearly
- Communicates the rules and tasks clearly
- Shares the benefits of the exercise with the group
- Controls the timing effectively
- Debriefs the exercise according to the respective course manuals
- Gives feedback to individuals

Uses variety of methods

- Ensures the exercises are different
- Often, varies presentation / interactive presentation with exercises, examples and facilitation

Manages difficult situations

- Manages difficult behavior
- Manages difficult group reactions
- Manages unfair jokes and sensitive issues raised
- Manages emergency situations
- Avoids distractions
- Deals with interruptions
- Manages confusion

Detects and removes individual barriers

- Removes lack of attentiveness
- Clears misunderstanding
- Adjust to individual learning style
- Manages eager beavers
- Manages hostile personalities

Managing the energy level of the group

- Manages time and priorities of the group
- Adjusts pace of learning to the group requirements
- Manages priorities in the course flow
- Adjusts the sequence of modules if appropriate
- Keeps break times as needed
- Applies energizers whenever needed
- Organises activity post lunch

Monitoring the learning process using summaries and reviews

- Starts the day with a review of the previous day
- Finishes the day with a summary
- Applies interim summaries when appropriate
- Refreshes a previous course when needed

Checks understanding

- Applies control questions
- Applies review exercises
- Uses tests to measure knowledge retention

Provides feedback

- Encourages participants by giving positive feedback
- States development directions by giving tips
- States positive feedback before constructive feedback
- Seeks improvement suggestions from the involved participant first
- Asks participants to give each other feedback
- Ensures positive atmosphere in the feedback session

Asks commitment from the group

- Asks participants what they will change in their behavior
- Runs a commitment round at the end of the course

Following up the training course

- Checks knowledge retention on critical elements post a gap
- Checks the need for a refresher through random questioning

Assessing and evaluating results and performances

- Ensures evaluation questions are in line with the course objectives
- Ensures a calm atmosphere to fill the evaluation form
- Refrains from looking into the forms while participants are filling it

Handling feedback constructively

- Encourages group to give feedback
- Encourages colleagues to give feedback
- Listens actively and considers constructive feedback
- Receives positive feedback with modesty

Using evaluation outcomes

- Concludes consequences and summarises to the customer
- Mentions the learning process of the participants
- Gives general feedback to participation results
- Includes evaluation form summary
- Suggests continuation of training course

Drawing conclusion from results

- Studies trainer performance scores
- Identifies improvement areas
- Works out an improvement plan
- Studies course content results
- Identifies strengths and weaknesses
- Works out a plan for improvement
- Studies questions on organization and venue
- Draws conclusion and provides feedback to the venue organiser

Consulting with other trainers

- Shares experience with others
- Consults results with others
- Commits to improvement
- Gives suggestions for improvement based on this experience

Respecting the RASCI values / working as a team

- Demonstrates knowledge of values
- Supports other trainers by sharing best practices
- Maintains good communication and relations with all other trainers
- Promotes team work effectively
- Respects the local culture

Educating, developing and coaching others

- Gives feedback to colleagues honestly and supportively
- Educates less experienced trainers in a supportive way
- Supports less experienced trainers in designing a development plan
- Coaches other trainers