

Trainer Competency Framework



Building rapport – sensing others' feelings and concerns

- Quickly establishes an appropriate level of rapport with delegates, both individually and as a group
- Gives plenty of verbal encouragement and uses positive language throughout
- Appears energetic and enthusiastic, and exhibits positive body language
- Accurately reads moods and non-verbal clues, and takes appropriate action
- Gains the co-operation and support of the group for working through the learning process
- Encourages delegates to express their individual views, and respects their right to hold differing opinions and make their own decisions
- Helps the group to share, reflect on and learn from their diverse experiences
- Shares own views and experiences as appropriate

Delegate learning & development

– helping others to reach their full potential

- Removes any practical and environmental barriers to learning
- Agrees learning expectations with the group, and works to meet those expectations
- Adapts the manner, level and speed of delivery to suit different groups and individuals
- Encourages delegates to express concerns and ask questions; and responds in a non-judgemental way
- Provides delegates with the opportunity to practice new skills in a safe and supportive environment
- Gives immediate and constructive feedback when required, to assure full understanding of the key points
- Listens to reactions and feedback from delegates and responds or adjusts appropriately
- Uses relevant models, frameworks and standards to support the learning points
- Demonstrates the benefits of the learning points and how they can be applied in the workplace
- Creates links to consolidate key learning points

Group Management – managing the group process and involving all participants equally

- Organises and manages logistics, resources, tools, housekeeping and Health & Safety issues effectively
- Is fully prepared and organised at all times, regarding course materials and the training environment
- Helps the group to establish and maintain group norms and standards of behaviour
- Gives appropriate time and attention to all delegates and encourages active participation
- Adapts course content if required, to help the group meet their learning objectives
- Responds appropriately to the dynamic of the group
- Balances the diverse learning needs and styles of individuals in the group
- Adapts activities to the needs of the delegates and manages timings effectively
- Handles and resolves queries and disputes using reasoned argument, empathy and professionalism
- Takes appropriate action if delegates disrespect or discriminate against others

Session structure – creating a learning environment that promotes behaviour change

- Makes learning aims, objectives and expectations clear to delegates
- Clearly explains the process of how the objectives will be met
- Establishes and then builds on delegates' previous knowledge
- Learning points progress in a logical and structured order, with regular recaps and summarising
- Organises and manages time and pace effectively
- Employs interactive training methods and collaborative group work
- Ensures that all exercises and activities clearly support the learning objectives
- Reviews the objectives at the end of the session and clarifies achievement, understanding and application
- Encourages delegates to commit to specific actions they will take as a result of the learning
- Promotes ongoing self-development and signposts next steps and resources

Trainer presence & authority – credible leadership style in the training room

- Appropriate dress code and personal presentation
- Establishes personal credibility and professionalism, through knowledge, experience and approach
- Provides inspiration and guidance to delegates, acting as a role model for the required skills and behaviours
- Promotes a positive learning environment, through own actions and management of the group
- Uses position and power in a positive and non-exploitative way
- Stays composed and positive when dealing with difficult situations
- Controls voice and body and projects an air of confidence; in self and in the course material
- Presents information in a clear and precise way that delegates are easily able to understand

Facilitation techniques – using a portfolio of facilitation and questioning techniques to keep the group engaged

- Uses a range of visual, active and other learning aids, to support learning outcomes
- Uses a variety of exercises and activities, to accommodate different learning needs and styles
- Regularly monitors individual and group progress and checks understanding before moving on
- Asks a range of open questions to elicit ideas and input from delegates
- Digs for the meaning behind the questions asked and answers given
- Achieves a suitable balance between providing and generating information
- Professionally facilitates exercises, activities and discussions, with clear guidance, instruction, time limits and summary
- Identifies any individual learning needs and uses coaching and facilitation techniques to aid understanding
- Processes and organises the information and ideas that have been generated and takes appropriate action
- Helps the group to solve problems and make decisions; while remaining neutral