

## Trainer Competency Framework

Conducting training	
Prepare your session carefully	<ul style="list-style-type: none"> <li>• Knowing your subject: You should know more about the subject than those you are trying to teach, and always be looking to learn more. If you lack knowledge, this will be quickly detected.</li> <li>• Less is more! Few slides, less text, more pictures/diagrams.</li> <li>• The PPT is no more than a visual aid, and not the focus of the session.</li> <li>• No copy/paste from the training handbooks.</li> <li>• Use colour and animations.</li> <li>• Ensure realism in the choice of your scenario, content and examples.</li> <li>• Maintain a consistent approach in the conduct of the scenario and exercises.</li> <li>• Relate content to practical cases and professional experience.</li> <li>• Train yourself a few times before the presentation.</li> </ul>
Get to know and understand trainees	<ul style="list-style-type: none"> <li>• Be aware of trainee characteristics (experience, language, culture) and revise your approach accordingly.</li> <li>• Generate a cooperative relationship with trainees.</li> <li>• Develop and sustain trainees' motivation on the subject.</li> <li>• Be flexible and supportive to trainees' performance and needs.</li> </ul>
Lead by example and maintain credibility	<ul style="list-style-type: none"> <li>• Demonstrate a role model's behaviour.</li> <li>• Maintain an atmosphere of mutual respect.</li> <li>• Be humble and respectful.</li> <li>• Create value, significance of what you transmit to ensure a strong sense of purpose.</li> <li>• Set high standards in what you do: content &amp; training skills.</li> </ul>

<p>Create a favourable learning environment: Demonstrate effective instruction and facilitation</p>	<ul style="list-style-type: none"><li>• Engage with participants &amp; encourage participation in discussions.</li><li>• Ask, don't tell: a balance is needed between giving information and getting the audience to participate. Turn your subject into questions that draw from the experience of the group.<ul style="list-style-type: none"><li>➤ Ask questions of the entire group, target questions to individuals and ask questions at a variety of levels.</li><li>➤ Generate content by questioning, redirecting, balancing participation, etc.</li><li>➤ Uses a variety of questions (factual, leading, rhetorical, problem-solving), employ various questioning techniques and manage classroom participation.</li></ul></li><li>• Listen actively to verbal and non-verbal messages.</li><li>• Provide opportunities for trainees to ask questions, positively addresses incorrect responses.</li><li>• Keep discussions focused on the key issues.</li><li>• Regular repeating of concepts by confirming understanding or paraphrasing.</li><li>• Provide positive feedback and enhance idea by incorporating relevant experiences and/or examples.</li><li>• Use material support such as flipchart, post-its, games etc.</li><li>• Have fun: use a little humour, in particular to make a dull topic more attractive.</li><li>• Show enthusiasm and passion: it is infectious and sets a good tone for the learning atmosphere.</li></ul>
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<p>Demonstrate effective presentation skills</p>	<ul style="list-style-type: none"> <li>• Avoid conference-style presentations, don't read slides: facilitate in a group setting rather than present.</li> <li>• Stimulate and sustain trainees' interest.</li> <li>• Use your voice effectively: project your voice – it will give you confidence and commands attention.</li> <li>• Make eye contact with participants.</li> <li>• Use gestures and body movement effectively: don't point, or point using an open hand avoid turning your back on the group, be dynamic – feel free to move around avoid crossing arms/legs – a physically open stance encourages interaction.</li> <li>• Use silence to keep time for reflection.</li> <li>• Present a readable structure of your presentation: introduction, clear objectives, a plan, explain the various steps, a summary etc.</li> <li>• Convey information clearly and concisely and communicate both verbally and non-verbally.</li> <li>• States clear objectives and clarifies roles for the training or evaluation being undertaken.</li> <li>• Show flexibility in presentation delivery and approach to engage with participant.</li> </ul>
<p>Good time Management</p>	<ul style="list-style-type: none"> <li>• Realistically design a session and presentation adapted to the timeframe allocated.</li> <li>• Allocate time appropriately one each topic and activities.</li> <li>• Adjust time to ensure that the main messages and information is conveyed.</li> <li>• Regularly check time and adjust presentation.</li> </ul>
<p>Assess performance of trainees</p>	<ul style="list-style-type: none"> <li>• Observe behaviours and reactions.</li> <li>• Interpret behaviour and reactions to make sure everyone follows and understands. Adapt the level of your presentation accordingly.</li> <li>• Allow trainees more time if needed.</li> <li>• Identify individual differences in learning capability and adapt your approach accordingly.</li> <li>• Summarizes key points and relate the activity to the training objectives.</li> </ul>

<p>Provide understandable feedback</p>	<ul style="list-style-type: none"><li>• Ensures applicant fully comprehends the assessment.</li><li>• Applies appropriate corrective actions.</li><li>• Uses facilitation techniques where appropriate.</li><li>• Provides positive reinforcement.</li><li>• Encourages mutual support.</li><li>• Develops and seeks agreement on any plan for improvement or remediation.</li></ul>
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