

# I.N.D.I.A TRUST

TRAINING RESOURCE – CODE NO: 0981/IT

## COMPETENCY MAPPING OF OUR TRAINING SYSTEM

### SAMPLE PERFORMANCE

<b><u>COMPETENCY ONE:</u> ANALYSE COURSE MATERIALS AND LEARNER INFORMATION</b>	<b>INDICATOR</b>
Review materials and audience information and identify areas where adjustments may be needed.	
Make minor adjustments to learning materials.	
Judge the appropriateness and adequacy of any adjustment.	
State a rationale for the judgment and the adjustment.	
Make appropriate adjustments to learning materials when needed	
<b><u>COMPETENCY TWO:</u> ASSURE PREPARATION OF THE TRAINEE</b>	
Confirm logistical arrangements.	
Confirm the physical arrangement of the training site, materials, equipment, and furniture.	
Control the physical environment.	
Plan ways to minimize distractions.	
Assure proper disposition of equipment, materials , and furniture.	
Judge how well logistical and physical arrangements support the instruction.	
State a rationale for decisions regarding logistics and physical environment.	
<b><u>COMPETENCY THREE:</u> ESTABLISH AND MAINTAIN TRAINER CREDIBILITY</b>	
Judge the degree to which credibility is an issue or distraction at any time during instruction.	
State a rationale for the judgment and the actions taken to establish, maintain and re-establish credibility in a particular situation or in general.	
Demonstrate content expertise.	
Demonstrate acceptable personal conduct.	
Demonstrate acceptable social practices.	
Provide a model for professional and interpersonal behavior.	
Demonstrate flexibility in response to learner needs and interests.	

<b><u>COMPETENCY FOUR:</u></b> <b>ENVIRONMENT</b>	<b>INDICATOR</b>
Select initial presentation strategies.	
Involve Students in establishing an appropriate level of learner comfort.	
Adapt delivery to account for Students characteristics.	
Manage time available for course.	
Provide opportunities for Students success.	
Manage group interactions and participation.	
Resolve Students behaviour problems judge whether the learning facilitates successful performance.	
State a rationale for the judgment.	
<b><u>COMPETENCY FIVE:</u></b> <b>DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS</b>	
Use appropriate verbal and non-verbal language.	
Adapt verbal and non-verbal messages to Students' needs.	
Use frames of reference familiar to the Students.	
Determine whether learners understand messages.	
State a rationale for the judgment.	
<b><u>COMPETENCY SIX:</u></b> <b>DEMONSTRATE EFFECTIVE PRESENTATION SKILLS</b>	
Judge the effectiveness of a presentation.	
State a rationale for the judgment.	
Use the voice effectively.	
Use gestures, silence, movement, posture, space, and props effectively.	
Organize content effectively.	
Use anecdotes, stories, analogies, and humor effectively.	
<b><u>COMPETENCY SEVEN:</u></b> <b>DEMONSTRATE EFFECTIVE QUESTIONING SKILLS AND TECHNIQUES</b>	
Judge the adequacy of instructional questions.	
State a rationale for the judgment.	
Use appropriate question types and levels.	
Direct questions appropriately.	
Use active listening techniques.	
Repeat, rephrase, or restructure questions.	
Provide opportunity and adequate time for Students to state questions, comments, and concerns and respond to questions	

<b><u>COMPETENCY EIGHT:</u> RESPOND APPROPRIATELY TO STUDENTS' NEEDS FOR CLARIFICATION OR FEEDBACK</b>	<b>INDICATOR</b>
Identify Students with clarifications and feedback needs.	
Determine when and how to respond.	
Judge the adequacy of feedback and responses.	
State a rationale for the judgment.	
Provide prompt, timely, and specific feedback.	
<b><u>COMPETENCY NINE:</u> PROVIDE POSITIVE REINFORCEMENT AND MOTIVATIONAL INCENTIVES</b>	
Match learning outcomes to Student and organisational needs and goals.	
Use introductory activities appropriate to developing Student motivation.	
Plan and deliberately use feedback and reinforcement during instruction.	
Judge the adequacy and appropriateness of motivational strategies used during Training and adjust as necessary.	
State a rationale for the judgment.	
<b><u>COMPETENCY TEN:</u> USE INSTRUCTIONAL METHODS APPROPRIATELY</b>	
Implement a variety of standard Training methods.	
Manage the group dynamics associated with each method.	
Employ instructional techniques appropriate to methods and instructional situations prescribed.	
Judge the appropriateness and effectiveness of methods and techniques.	
State a rationale for the judgment.	
<b><u>COMPETENCY ELEVEN:</u> USE MEDIA EFFECTIVELY</b>	
Use media and hardware properly.	
Troubleshoot minor hardware and other simple problems.	
Substitute for, add to, switch, or create media as required.	
Judge the effectiveness of the use of media.	
State a rationale for the judgment.	
Administer examinations and instruments.	
Evaluate attainment of en-of-course objectives.	
Judge the adequacy of the evaluation.	
State a rationale for the judgment	

<b>COMPETENCY THIRTEEN: EVALUATE DELIVERY OF TRAINING</b>	<b>INDICATOR</b>
Evaluate the Training design, as modified, during delivery.	
Evaluate the Trainer's performance as it relates to the instructional design.	
Evaluate the effects of other variables, including the instructional environment, on learner accomplishments.	
Judge how well a course works for a particular group of Students in a particular situation.	
State a rationale for the judgment.	
<b>COMPETENCY FOURTEEN: REPORT EVALUATION INFORMATION</b>	
Prepare to report post-course summary and evaluation.	
Report the evaluation and end-of-course information.	
Recommend revisions and changes to existing materials and provide suggestions for new programs and activities.	
Report information about learning and physical environments.	
Judge the adequacy, appropriateness, and timeliness of reports to instructional designers and appropriate management.	
State a rationale for both the information included in evaluation and summary reports and the audiences to receive that information.	