



Essential Skills Profile

Industry Trainer

2014

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This *Employment Ontario* project is
Paid for in part by the Government of Ontario
Payé en partie par le gouvernement de l'Ontario.

ESSENTIAL SKILLS PROFILE FOR INDUSTRY TRAINER

What are Essential Skills?

Essential Skills are the skills that people need for work, learning and life. They are used in the community and the workplace, in different forms and at different levels of complexity. There are a total of nine (9) Essential Skills including: Reading Text, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Working with Others, Digital Technology and Continuous Learning.

The following Essential Skills Profile for industry trainer provides detailed examples of a job incumbent's use of Essential Skills on the job.

Introduction

Industry trainers are responsible for conducting training within their organizations for a variety of learners inclusive of apprentices (who are learning their respective trade), Journeypersons (who are receiving ongoing refresher and/or certification training), certified professionals and/or other workers. Industry Trainers have the responsibility of effectively passing on the skills, knowledge and attitudes necessary for learners to perform their jobs safely and efficiently. Industry Trainers are responsible for setting a positive example and for instilling the importance of continuous learning in their learners.

Industry Trainers may deliver training in a classroom setting, online, in a skills-lab training facility or in the field. Industry Trainers often serve as Subject Matter Experts (SMEs), having demonstrated heightened skill in their trades or occupations, and act as coaches, evaluators and assessors of learners. Subject matter of the training provided by Industry Trainers varies and may include: apprenticeship training, refresher trades training, Occupational Health and Safety Training, business-skills training, mandatory and compliance training, legislative training and more.

Industry Trainers may participate (fully or with a team) in the assessment of training needs, design of training programs, implementation and delivery of training programs and the evaluation of training effectiveness. The level of involvement of the Industry Trainer in the complete training cycle is dependent upon the size of the organization and the structure and existence of an internal training department. While some organizations require their Industry Trainers to obtain specific Certification (e.g., Registered Trainer, Adult Education Certificate), others offer in-house Train-the-Trainer programs to orient new Trainers to their new roles.

In some instances, Industry Trainers are employed full-time within their organization's training departments. In other instances, Industry Trainers play a training role on a contract basis and spend the majority of their time working in the field in their respective trades/occupations and are brought into the training role when program delivery is required. In a service-driven industry, training is planned and organized with close attention to work load to mitigate service interruptions.

The most important Essential Skills for industry trainers, as identified through interviews with current job incumbents, are:

1. Oral Communication
2. Critical Thinking
3. Document Use

The following Essential Skills Profile outlines each of the 9 Essential Skills and provides real-life examples of the use of each skill on the job as identified by current Industry Trainers.

A. Reading Text

The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of industry trainers are at Complexity Levels 1 to 3. Their most complex text reading tasks are at Complexity Level 4.

Examples

Industry trainers:

- read notes. For example, they read summary notes in lesson plans and other training resources to prepare for lectures and presentations. (1)
- read e-mail messages and memos. For example, industry trainers working in the field and as mentors may read e-mail messages from learners asking about upcoming training sessions. They may read e-mail messages from learners asking for technical assistance with procedures and other work. (2)
- read text entries in completed forms. For example, they read learners' feedback in training evaluation forms to modify their training approach or course materials. They may read learners' entries in workplace forms used as training materials to assess learners' understanding of concepts and their abilities to complete workplace forms on the job. (2)
- read industry journals and magazines. For example, they read articles, reports and case studies within trades-, technical- and training-specific journals, magazines and newsletters to glean relevant information and findings from the industry to include within their training sessions. (2)
- may read reports. For example, they may read training session evaluation reports from previous training delivered by themselves or by fellow trainers to identify areas or topics that presented difficulty for learners in past sessions. They may scan the learner evaluation reports from previous training sessions to gauge the skill level of their incoming class. (2)
- read manuals. For example, they read training manuals to prepare for training sessions and familiarize themselves with the content they teach. They read equipment manuals carefully to provide clear and appropriate operation instruction to learners. They read manufacturers' documents and equipment manuals to locate best practices, recommendations and specifications for equipment usage. (3)
- read textbooks and training curricula. For example, they may read excerpts in organizations' existing training program materials to augment their own lesson plans and teaching concepts. They read complicated passages in theory textbooks to prepare discussion points and presentation notes that learners can identify with and understand. (3)
- read standards and regulations. For example, they may read Occupational Health and Safety guidelines so they can accurately answer learners' questions. They may read regulations such as the Canadian Electrical Code to ensure their training materials and courses comply with any updates and changes. (3)

- read specifications. For example, they may read manufacturers' specifications for equipment such as cable kits and may read switching specifications to precisely demonstrate safety processes and correct operating techniques. (4)
- may read complex standard operating procedures. For example, they may read organizations' operating procedures from various departments and occupational groups to ensure their training content and learning materials reflect the organizations' technical and procedural expectations. They may read design procedures that detail assembly, repair, and maintenance protocols and processes to accurately instruct learners. (4)



B. Document Use

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of industry trainers are at Complexity Levels 1 to 3. Their most complex document reading tasks are at Complexity Level 3.

Examples

Industry trainers:

- locate data in forms. For example, they locate learner responses in evaluation sheets and examination answer forms. (1)
- complete entry forms. For example, they complete learner evaluations by entering brief descriptions of learners' progress and achievements. (2)
- locate data in textbooks and training manuals. For example, they may locate numeric entries for sections of national and industry codes. They may locate formulas and equations in theory textbooks. (2)
- locate data in lists and tables. For example, they locate learner names, room numbers and other data in training schedules. They may locate learner employment and training achievement data in employers' databases. (3)
- may interpret scale drawings. For example, they locate positions and structures on printed and electronic maps to calculate travelling distances. They interpret scale measurements of components and equipment in schematic drawings to instruct learners. (3)

Examples of Creating Documents

- create drawings to illustrate concepts. For example, they draw sketches, rough shapes and simple diagrams during training sessions to explain theory, proper use of equipment and work procedures.
- create forms. For example, they may create training evaluation forms to gauge learners' opinions and assessments of their training courses, materials and teaching methods. They may create quizzes and tests for learners to complete during training sessions and fieldwork.
- create training schedules. For example, they may create training session schedules to accommodate apprentices' and other learners' shifts. They may create schedules to offer remedial and additional sessions with learners and provide refresher training outside usual training dates.
- may create training materials. For example, they may create worksheets for learners using workplace materials such as organizational forms, tags, labels, reporting templates and other materials.

C. Writing

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of industry trainers are at Complexity Levels 1 to 3. Their most complex writing tasks are at Complexity Level 4.

Examples

Industry trainers:

- write notes. For example, they write summary notes to paraphrase and deliver instructional content from textbooks and training manuals. (1)
- write e-mail messages. For example, they write e-mail messages to other trainers and their employers to provide updates on training sessions. They write e-mail messages to learners to answer questions and provide additional guidance to learners working in the field. (2)
- write training outlines and lesson plans. For example, they write training outlines to plan the delivery of learning content for each training session. They write lesson plans for training sessions to ensure they cover required topics and learning objectives within the number of available training sessions. (2)
- write brief reports. For example, they write assessment and evaluation reports to describe learners' achievements in activities, quizzes, tests and practical observations. They compose descriptive paragraphs to outline learners' abilities and may add these reports to training and employee records. (3)
- may write training manuals and curricula. For example, trainers employed by internal training departments write detailed training manuals and supplemental learning materials. They use their technical and instructional subject matter expertise to compose learner-appropriate readings, activities, assessment instruments and authentic workplace materials for training programs. (4)
- may write procedures. For example, they may be responsible for developing procedures to dictate the standard performance of various tasks within their organizations. They rely on their personal knowledge and expertise, supplier information, various rules and regulations and existing standards to develop the new procedures. (4)



D. Numeracy

Numerical Calculation

The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numeracy tasks of industry trainers involve:

- Scheduling or Budgeting and Accounting Math at Complexity Levels 2 and 3.
- Measurement and Calculation Math at Complexity Levels 2 and 3.
- Data Analysis Math at Complexity Level 3.

Examples

Industry trainers:

- may purchase office products, textbooks and other training materials. For example, industry trainers purchase equipment for use during practical teaching sessions. (Scheduling or Budgeting and Accounting Math) (2)
- schedule training sessions and meetings with learners. For example, they coordinate sessions with learners' shift schedules and create daily, weekly, monthly and annual training schedules for groups of learners. (Scheduling or Budgeting and Accounting Math) (2)
- may monitor and manage budgets. For example, they may monitor expenses associated with training sessions and training equipment maintenance. Industry trainers employed by internal training departments may adjust and manage their training budgets according to the number of learners attending sessions and the number of training sessions they provide. (Scheduling or Budgeting and Accounting Math) (3)
- measure physical properties during practical training sessions. For example, they may measure weights, distances, dimensions, temperatures and other physical properties using tools and equipment specific to their industries when illustrating measurement techniques to learners. (Measurement and Calculation Math) (2)
- perform calculations using industry standards and theory. For example, they use basic and complex mathematical functions to provide instruction and demonstrate concepts to learners. They may use formulas to illustrate complex theory so learners understand how to perform the calculations on the job and in the field. (Measurement and Calculation Math) (3)
- may analyze data from learners in the field. For example, industry trainers employed by internal training departments may analyze equipment readings and data recorded by learners in the field during practical training sessions and work shifts to provide in-time support. (Data Analysis Math) (3)
- compile and analyze data to provide learner assessments. For example, they compile scores from quizzes, examinations and observations to assess learners' comprehension and practical skills. They may calculate numerical scores and average results for entry into employee training records and personnel files. (Data Analysis Math) (3)

Numerical Estimation

The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The numerical estimation tasks of industry trainers are at Complexity Level 1.

Examples

Industry trainers:

- estimate times and durations of training sessions. (1)

Measurement Instruments Used

Industry trainers measure:

- time. For example, using a watch or clock.
- weight or mass. For example, using scales.
- distance or dimension. For example, using rulers and measuring tapes.
- liquid volume. For example, using meters and gauges.
- pressure. For example, using gauges.
- temperature. For example, using digital thermometers and gauges.
- electrical potential (Volt). For example, using voltmeters.

They use the:

- System International (Metric) measuring system.
- Imperial measuring system.



E. Oral Communication

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of industry trainers are at Complexity Levels 1 to 4. Their most complex oral communication tasks are at Complexity Level 4.

Examples

Industry trainers:

- speak with other trainers to discuss training content and resources, best practices in training, industry standards and developing trends within their industries that affect their training programs. (2)
- discuss ongoing work with co-workers and supervisors. For example, they discuss availability of training and conference rooms with administrative staff. They provide updates to managers and supervisors about learners' progress and achievements. (2)
- discuss training materials and equipment with vendors. For example, they may ask equipment suppliers for demonstrations during training sessions to ensure learners use tools and equipment according to manufacturers' specifications. They may discuss prices and delivery terms with suppliers. (2)
- discuss learning content with subject matter experts. For example, they may speak to occupational health and safety representatives to create relevant learning activities. They may speak to industry experts to better understand practical applications of their teaching and incorporate subject matter expertise into their training materials. (3)
- discuss training needs and requirements with clients. For example, external trainers often speak with potential and existing clients to discuss training needs, ask questions regarding training delivery, provide updates on training status, report training results and debrief following training sessions. (3)
- may chair meetings. For example, industry trainers may facilitate meetings with other trainers to discuss training needs, updates to training materials, ideas on training development and learner progress. They use their discussions to fine-tune their materials and instructional methods. (3)
- facilitate training sessions with groups of learners. For example, they present in-depth lectures and provide technical instruction to small and large groups of learners. They use their technical expertise and anecdotal industry experience as contextual background for their presentations and provide examples during training sessions. (4)
- mentor and counsel learners. For example, they recommend remedial and additional training opportunities for learners who require skills upgrading. They provide learners with real-life examples from their own experiences to enrich the learning experience. They may discuss possible managerial training opportunities with individual learners who demonstrate teamwork and leadership qualities. Industry trainers must clearly convey their observations and assessments to learners, managers and supervisors as required. (4)

F. Thinking Skills

- 1. Problem Solving:** Involves problems that require solutions; most problems concern mechanical challenges, people or situations

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of industry trainers are at Complexity Level 2 to 3. Their most complex problem solving tasks are at Complexity Level 3.

Examples

Industry trainers:

- experience faulty and malfunctioning equipment. For example, they encounter faulty overhead projectors and audio-visual equipment, which delays training sessions. They may encounter issues with occupation-specific tools and equipment during practical exercises. Industry trainers troubleshoot malfunctions by consulting equipment manuals and may try to find replacement equipment. They reorganize lesson plans to work around the malfunctions and may re-schedule training sessions. (2)
- encounter scheduling conflicts. For example, they may find that learners were not notified of upcoming training sessions. They may discover that two training sessions have been scheduled for the same time. Industry trainers contact administrative staff and learners to re-schedule sessions and offer additional sessions to offset missed instructional time. (2)
- find that learners are not meeting requirements for success. They discuss possible causes with learners and may provide additional teaching and coaching sessions to help learners meet training requirements. Industry trainers may revisit complex concepts during subsequent sessions and add additional activities to lesson plans to ensure learners achieve their learning goals. (3)

- 2. Decision Making:** Refers to making a choice among options.

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of industry trainer are at Complexity Level 2. Their most complex decision making tasks are at Complexity Level 3.

Examples

Industry trainers:

- decide when to schedule practical training. For example, they may choose to postpone field training during inclement weather. (2)
- choose learning activities, resources and assignments for their sessions. For example, they may choose sections of provincial Occupational Health and Safety legislation to assign as take-home reading. They select quizzes and practical assignments from training curriculum to assess learners' knowledge and technical expertise. (3)

- 3. Critical Thinking:** Refers to the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgment about value, or to identify strengths and weaknesses.

The Critical Thinking Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical critical thinking tasks of industry trainers are at Complexity Levels 3 to 4. Their most complex critical thinking tasks are at Complexity Level 4.

Examples

Industry trainers:

- evaluate their personal performance as trainers. For example, they continually monitor learners' comprehension during training sessions to modify their training delivery and approach. They review learner feedback gathered during meetings and collected in training assessment questionnaires to adjust lesson plans and find additional resources to increase learners' success. (3)
- assess evolving technologies and industry trends to update their training materials and presentations. For example, they may evaluate information from technical experts, equipment suppliers and other trainers to incorporate developing industry trends into their work. They identify appropriate information and may adjust their practical training sessions to integrate new techniques. (3)
- assess learners' training needs to develop appropriate curricula. For example, industry trainers employed by internal training departments may review corporate goals, consider required skills with job supervisors and human resources professionals, and identify perceived training gaps with workers in the field to create effective training programs. (3)
- evaluate the effectiveness of training curricula. For example, they may review learners' responses in quizzes and examinations to identify variances in learners' comprehension and conduct formal training evaluations to judge the effectiveness of lesson plans, learning objectives and training manuals. (4)
- assess learner achievement and aptitude. For example, they observe learners on-the-job and during practical training sessions, administer tests and examinations and discuss training progress with learners. They measure learners' performance and knowledge against specific training goals and outcomes to provide feedback, improvement suggestions and ongoing supportive commentary. (4)

- 4. Job Task Planning and Organizing:** Refers to the extent to which the industry trainers plan and organize their own tasks.

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Industry trainers plan and organize their job tasks at Complexity Level 3.

Description

Industry trainers plan and organize their work tasks within training schedules and the schedules of the workers they train. They may be responsible for scheduling training sessions and practical on-the-job training in the field, and may adjust their work tasks to accommodate learners' shift schedules. Industry trainers may re-organize their work tasks according to the needs of learners by offering additional training or mentoring.

Industry trainers employed by internal training departments may plan and organize the work of assistants or administrative helpers.



G. Working with Others

The Working with Others Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Industry trainers work with others at Complexity Level 3.

Description

Industry trainers often work alone to deliver training sessions and provide instruction to learners in the field. Industry trainers employed by internal training departments may work as part of a training delivery team and co-ordinate their tasks with the work of other staff members and trainers. They collaborate with learners, both in the classroom and the field, to achieve their learning goals. They lend their leadership and expertise to other trainers and organizational staff and play a role in the development, revision and enhancement of training programs. Industry trainers often play a coaching and mentoring role for their fellow trainers and often work with members of other organizational teams to develop and implement effective programming.

H. Digital Technology

The Digital Technology Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The Digital Technology tasks of industry trainers are at Complexity Levels 2 to 3.

Examples

Industry trainers:

- use word processing software. For example, they may use common functions of Word to create quizzes, training assessment sheets and other training forms. (2)
- use graphics software. For example, they may use advanced functions of PowerPoint and other presentation software to create informative and engaging presentations. They may add illustrations and complex schematic drawings to their slides for training purposes. (2)
- use databases. For example, they may access employee databases to find learner identification and create attendance lists for upcoming training sessions. (2)
- use communication software. For example, they send e-mail messages to learners about training schedules and provide one-on-one support. They receive e-mail messages from supervisors and corporate staff regarding training sessions. (2)
- may use spreadsheets. For example, they use basic functions of Excel to enter learner data such as names, occupations, employee numbers and training achievements. (2)
- use the Internet. For example, they use keyword searches to find training resources, tools and equipment. They may visit websites such as YouTube for instructional videos related to their industries. (2)
- use other computer and software applications. For example, they may use interactive and responsive displays like SmartBoards while leading training sessions. They may use industry- and equipment-specific software while demonstrating the safe and appropriate use of equipment to learners. (3)

- use electronic learning management systems (LMS). For example, they may record learners' attendance and achievements and write supporting documentation into employers' Learning Management Systems. They may administer online training activities, modules and curricula within Learning Management Systems. (3)
- use specialized equipment software. For example, they utilize the software applications associated with various trade/occupation-specific equipment and tools to complete a variety of tasks and to demonstrate usage to learners. (3)



I. Continuous Learning

The Continuous Learning Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Industry trainers perform Continuous Learning tasks at Level 3.

Description

Industry trainers must learn continuously to remain knowledgeable in their specific technical fields and must stay abreast of developments in training methods and delivery options. While they often receive industry-specific, on-the-job training of a technical and theoretical nature, they hone their instructional and training expertise using self-directed methods including preparing training materials, speaking with other trainers, and on work time by attending workshops provided by their employers and organizations. Industry trainers may identify and attend “train-the-trainer” programs and workshops to enhance their teaching methodologies. As technology continues to play a key-role in training and development, many industry trainers participate in web-based training and online learning methodologies to enhance their own skills and expertise.

J. Other Information

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

Physical Aspects of the Trade

Industry trainers often stand for extended periods of time while delivering training sessions. They exert light to medium strength to lift and carry textbooks and training materials, and walk moderate distances to training locations indoors and in the field. When training is practical and field-based, the physical and strength requirements of the role are often heightened. In addition, industry trainers are often required to travel, which can have both physiological and psychological consequences if travel is required for extended periods of time.

Attitude

Industry trainers require positive, assertive and respectful attitudes to maintain a level of authority while teaching. They must maintain a professional appearance at all times, and remain open to learner questions and concerns.

Future Trends Affecting Essential Skills

Industry trainers will require enhanced digital technology skills to work with hand-held technology and other computerized tools and equipment. As workplace tools and equipment continue to become more technologically advanced, industry trainers will be required to enhance their own skills and knowledge for the use of this equipment and in turn ensure that they have the skills required to instill this skill in their learners for safe and effective use.

Industry trainers require advanced critical thinking skills to assess digital training delivery methods and adapt their training approach to meet the needs and wants of incoming learners. For example, a number of utility training departments have implemented the use of computer simulators to provide learners with the opportunity to practice their newly learned skills with minimal consequence for error. Industry trainers utilizing simulators must thoroughly understand the software to be able to

present scenarios on the simulators to enhance learning. Other organizations are issuing tablet computers to learners to access their training documents and complete assignments and examinations. As such, industry trainers will require increasingly adept digital technology skills to utilize tablets, Smart Boards and other technology in their training delivery and in the management of training program data (i.e., electronic Learning Management Systems (LMS)).

