electricity
HUMAN RESOURCES CANADA

RESSOURCES
HUMAINES, INDUSTRIE
électrique
DU CANADA

NOS User Guide

Industry Trainer

2014

About Electricity Human Resources Canada

Electricity Human Resources Canada (EHRC) is a national, not-for-profit organization that conducts research focused on the human resource challenges and opportunities impacting the electricity and renewable energy sector, and develops tools to support industry in addressing these challenges and opportunities. We are a hub for research into human resources trends and sector-specific solutions to Canada's skilled-labour shortage.

EHRC is governed by an industry-represented Board of Directors and managed by a staff team based in Ottawa. For more information, please visit the EHRC website at www.electricityhr.ca.

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

Use of Content Disclaimer

Electricity Human Resources Canada (EHRC) nor its licensors, content providers, contributors, employees, agents and contractors shall be held liable for any information contained herein (including its accuracy or fitness for any purpose) or for any improper or incorrect use of the information described and/or contained herein and EHRC does not assume, and expressly denies, any liability or responsibility for anyone's use of the information and/or documents contained or referenced to within the National Occupational Standard for Industry Trainer User Guide.

What are National Occupational Standards?

National Occupational Standards (NOS) outline the skills, knowledge and abilities required to perform one's job effectively and efficiently. NOS are an invaluable HR tool as they serve as the basis for training development, skills assessment, job descriptions and more.

The National Occupational Standard for Industry Trainer will help to unify the Canadian electrical and renewable energy sector in terms of identifying the skills, knowledge and abilities requirements for Industry Trainers employed by electrical organizations and utilities across the country.

For all Businesses, Big and Small

The National Occupational Standards can be used by all organizations – small, medium and large. In fact, the document is particularly useful for small- and medium-sized organizations that may not have established training departments as the NOS can assist in the development of HR resources and tools to enhance the training function.

Uses for National Occupational Standards

National Occupational Standards are a highly useful and valuable tool that can be utilized by a variety of industry stakeholder groups, ranging from individual Industry Trainers to educational institutions. NOS, outlining the skills, knowledge and abilities required to be an effective Industry Trainer, can serve as a foundation for the development of various HR tools and strategies to support the development of Industry Trainers within the electrical and renewable energy sector.

Electricity Human Resources Canada

Potential NOS End-users:

Potential Trainers	Potential Trainers may be: • Skilled tradespeople transitioning from field work to training, • Individuals seeking employment with third-party training providers.
	NOS may be used by Potential Trainers for: • Identifying skills, knowledge and abilities required for the role, • Providing a scope/description for the trainer role, • Providing insights into skills development requirements for obtaining employment as a Trainer.
Industry Trainers	Trainers may be employed by organizations such as: • Private/public utilities, • Electrical contractors, • External technical training providers, • Labour organizations and unions, • Educational institution faculty.
	NOS may be used by Industry Trainers for: • Identifying skills and attitudes required for their position, • Professional performance appraisals; • Professional development planning.
Training Departments	Training departments may be within: • Private/public utilities, • Electrical contractors, • External technical training providers, • Labour organizations and unions, • Educational institutions.
	NOS may be used by Training Departments for: • Informing program development (e.g., Train-the-Trainer), • Identifying roles and responsibilities of personnel, • Developing hiring protocols for training positions.
Electrical and Renewable Energy Utilities and Contractors	Organizational personnel from: • HR departments, • Operations departments.
	NOS can be used by Utilities and Contractors for: • Informing change management, • Informing job descriptions, • Identifying inter-departmental and occupational dependencies within the organization, • Assessing third-party training providers.
Labour Organizations and Unions	NOS can be used by Labour Organizations and Unions for: • Informing collective agreements, • Identifying skills requirements and aptitudes for the role,

Electricity Human Resources Canada

	• Marketing of position and role.
Educational Institutions and Technical Training Providers (i.e., who provide training for the Trainer role)	Programs for Industry Trainers may be offered by: • Post-secondary training institutions (i.e., colleges and universities), • Continuous learning and development organizations, • Training certification providers/associations.
	NOS can be used by Educational Institutions and Technical Training Providers for: • Developing training programs, • Evaluating and benchmarking programs, • Conducting trainee assessments, • Informing professional certification criteria.
Electrical Sector Associations (like EHRC)	NOS can be used by Electrical Sector Associations for: • Developing Trainer resources, • Developing marketing tools and resources, • Developing certification schemes.

This NOS User Guide illustrates 6 potential uses for the National Occupational Standard for Industry Trainer, including:

- Developing a Train-the-Trainer program (Pg. 5)
- Developing a job description for the industry trainer role (Pg. 7)
- Developing a certification scheme for the industry trainer role (Pg. 10)
- Conducting performance appraisals (Pg. 12)
- Identifying professional development goals (Pg. 16)
- Assessing industry trainer program curriculum (Pg. 19)

Electricity Human Resources Canada

Use 1: Developing a Train-the-Trainer Program

A 'Train-the-Trainer' Program is designed to teach the skills, knowledge and abilities required to be an effective Industry Trainer. Train-the-trainer programs utilize a variety of training methodologies (inclusive of classroom training, scenario-based learning, modelling and practical methods) to ensure that future Industry Trainers are prepared for their roles in the training setting. In essence, train-the-trainer programs teach trainers how to train others.

Key Users of a Train-the-Trainer Program:
- Training Departments
- Electrical Utilities and Contractors
- Educational Institutions and Technical Training Providers
- Labour Organizations and Unions
- Electricity Sector Associations (like EHRC)

An effective train-the-trainer program will prepare Industry Trainers for their roles in sharing their expertise and knowledge with learners to help ensure a safe and competent electrical workforce. This program will introduce future trainers to all aspects of the training cycle inclusive of: Needs Assessment, Training Design, Training Development, Training Implementation and Delivery and Training Evaluation. While an Industry Trainer may not be required to perform all of the learned tasks within his/her current workplace, it is important that the training that he/she receives during a train-the-trainer program provides the trainer with a set of foundational skills that will be built upon during his/her career.

NOS Content Used:
- All NOS

How To Apply The NOS:
The electricity sector is a strong proponent of competency-based training rooted in practical learning and evaluation. The NOS for Industry Trainer is competency-based, outlining the tasks that a job incumbent must be able to perform presented as:

- **Duties** – groups of related tasks.
- **Tasks** – meaningful units of work related to each Duty.
- **Sub-Tasks** – the steps required to safely, efficiently and effectively complete a Task.
- **Supporting Knowledge and Abilities** – the additional 'enablers' that allow the Industry Trainer to complete a Sub-Task in the proper manner.

Competency-based training programs are often modular in nature; that is, a series of modules focusing on a particular topic area. For example, a modular-based Train-the-Trainer program could have 7 modules corresponding with the 7 Duties in the NOS:

- **A.** Assess Training Needs (Module 1)
- **B.** Develop Training Session Plan (Module 2)
- **C.** Conduct Training (Module 3)
- **D.** Assess Learners (Module 4)
- **E.** Evaluate Training (Module 5)
- **F.** Communicate (Module 6)

Electricity Human Resources Canada

G. Demonstrate Professionalism (Module 7)

Within each module, the Tasks (i.e., A1, B1, C1,…) and their corresponding Sub-Tasks (A1.1, B1.1, C1.1,…) would become module units. Each module is comprised of learning objectives and outcomes, training content, practical exercises, and practical examinations. The purpose of the training is to teach the content associated with each Duty, Task and Sub-Task and to engage learners in the practical application of the learned material in a variety of ways. The modular approach to training can be extremely effective as it can be delivered in a self-directed manner, allowing learners to progress at their own pace and sequence.

To develop a modular-based train-the-trainer program, a competency-based curriculum development process, such as Systematic Curriculum and Instruction Design (SCID), can be utilized. According to the College of Education and Human Ecology (CETE) at The Ohio State University, "SCID is a systematic process model used to develop curriculum and instructional materials needed to train tomorrow's workforce." (CETE: http://www.dacumohiostate.com/SCID.htm). The SCID process involves extensive analysis of the Sub-Tasks within the NOS across 6 essential domains including:

- Steps required to perform the Task (already included as Sub-Tasks within the NOS)
- Performance Standards (Observable and Measurable Criteria)
- Tools, Equipment, Supplies and Materials Required
- Required Knowledge (Math, Science, Language)
- Safety Concerns
- Worker Behaviours (Important to Worker Success)

The resulting analysis, along with the NOS, provides the extensive level of detail associated with each Sub-Task that is required to develop competency-based learning modules for a specific group of Tasks and Sub-Tasks within the NOS. These competency-based modules are conducive to the hands-on, practical training approach that is learner-led and includes tactical, scenario-based learning activities and assumes competency-based testing as an evaluation methodology.

When other curriculum development processes are used for developing a Train-the-Trainer program, the following uses for the NOS remain constant:

- NOS can serve as a reference document for developing learning objectives, learning outcomes and program evaluation tools.
- Following the development of the Train-the-Trainer program, the NOS can be used to evaluate the program to ensure that all skills, knowledge and abilities are addressed in the content.
- Tasks and Sub-Tasks included in the NOS can provide content for an applicable module or topic.
- If an organization is utilizing a third-party Train-the-Trainer program, the NOS can be used to inform the third-party of the benchmark standard of skills, knowledge and abilities that the training program must include to be considered valid.

Electricity Human Resources Canada

Use 2: Developing a Job Description for the Industry Trainer Role

Job descriptions are a highly useful tool for setting clear skills and performance expectations for workers in various roles. Job descriptions typically describe the responsibilities of a particular job, the work conditions, physical demands and specialized knowledge and skills requirements.

Key Users:
- Current Industry Trainers
- Training Departments
- Labour Organizations and Unions
- Electrical Utilities and Contractors

Clear and specific job descriptions that identify the duties, responsibilities and qualifications for each worker are effective for:

What?	Who?	How?
Setting clear expectations	• Potential Trainers • Current Trainers	• Identify skills, knowledge, abilities, physical requirements, etc. required for the job.
Developing hiring requirements	• HR Managers • Training Department Managers • Electrical Utilities and Contractors	• Provides a clear overview of the requirements for the job to attract qualified candidates; • Provides a benchmark against which to assess qualified candidates for employment.
Defining roles and relationships within organizational groups	• Training Managers • HR managers • Labour Organizations and Unions	• Identifies shared and unique roles and responsibilities associated with various training positions within a larger group to illustrate relationships and dependencies in practice.
Serving the basis for a performance management system	• Current Trainers • Training Managers • HR Managers	• Serves as an objective foundation (skills, knowledge and abilities) upon which to assess the competence of an individual trainer.
Developing compensation plans	• HR Managers • Electrical Utilities and Contractors • Labour Organizations and Unions • Technical Training Providers	• Identifies the breadth and depth of roles and responsibilities to ensure trainers are being adequately compensated based on their level of performance.

How To Apply The NOS:

The National Occupational Standard for Industry Trainer outlines what an industry trainer 'must be able to do' in the form of Duties, Tasks, Sub-Tasks and Supporting Knowledge and Abilities. The occupational information included in the NOS can serve as a foundational document for developing a job description for the role using the following steps:

Electricity Human Resources Canada

STEP 1: Develop a high-level summary of the job

This summary paragraph provides a quick snapshot of the job (typically in 3-4 sentences) and can be very useful to include in job advertisements.

NOS Content Used:
- Occupational Description – Industry Trainer
- Scope of the Analysis – Industry Trainer

The high-level summary typically includes an overview of the main responsibilities of the job; the level of supervision and management received; and the level of supervision performed by the trainer (if any). The NOS content can be revised and adapted to fit the reality of the individual organization.

STEP 2: Develop list of key responsibilities

This section lists the critical responsibilities of the job and is the most important section of the job description. While not meant to be an exhaustive list of all of the duties that a trainer may be responsible for performing, this section serves as an outline and sets an expectation for the role.

NOS Content Used:
- Duties
- Tasks
- Sub-Tasks

To develop a list of key responsibilities for a job description:
1. Using the Task Chart, circle all of the Tasks and Sub-Tasks that you will expect your Industry Trainer to perform.
2. For each Sub-Task selected, review the supporting knowledge and abilities within the NOS and extract the relevant information.
3. Use the information that you have extracted from the Sub-Task to write a 1-2 sentence description which will become a key responsibility:
   - For each responsibility, it can be helpful to include approximate percentages of time that the Trainer will spend performing the task described. Alternatively, each responsibility can be ranked according to importance to the job or frequency. When any type of modifier is used (e.g., percentage, importance or frequency) a clear explanation should always be provided.

Example of Developing a Responsibility from NOS Content

1. Identify your Sub-Task, e.g., B2.1: Develop training materials
2. Extract relevant, key points that your organization will consider as critical for performing this responsibility.[1]
   - **B2.1 a)** determine methodology or format of training materials, e.g., written manuals, visual aids, videos, simulations, scenarios
   - **B2.1 e)** incorporate approaches/methodologies within the training materials that appeal to various learning styles, e.g., visual, auditory, kinesthetic and combinations
   - **Bc.1 f)** develop materials accordingly to literacy levels of learners

---

[1] Remember, the responsibility does not have to be all inclusive – instead, focus on highlighting the aspects that you deem critical. New job incumbents can review the NOS upon assuming their role as an Industry Trainer to familiarize themselves with all job expectations.

Electricity Human Resources Canada

3. Write a responsibility description:
    o The Industry Trainer will be responsible for developing training materials utilizing a variety of formats (written, visual, video) that incorporate approaches that appeal to various learning styles and meet the literacy levels of all learners.

STEP 3: Develop a summary of specific requirements
Specific experience or knowledge requirements will be dependent upon the training subject matter, delivery requirements and organizational requirements.

NOS Content Used:
- Occupational Requirements – Industry Trainer

Trainers who will be responsible for technical training delivery may require previous experience and/or certification (where applicable) in the trade/technical area being taught. Some organizations require trainers to complete train-the-trainer courses or to receive certification as a Trainer to train others.

Example of a Summary of Specific Requirements from NOS Content:

Specific Experience Requirements
- Minimum 5 years of on-the-job experience within the trade/technology being taught
- Previous training experience or completion of Train-the-Trainer course within 1 month of accepting the position

Specific Certification Requirements
- Certification in trade/technology being taught (e.g., Red Seal Certification)
- Current WHMIS and First-Aid Certification

STEP 4: List any special working conditions or physical requirements
The type of training that an Industry Trainer is responsible to deliver will have a direct impact on the working conditions and physical requirements associated with the role. For example, delivering practical training in the field setting can be more physically demanding than delivering theory-based training in a classroom. When practical training is required, any physical strength requirements should be noted.

In addition, for organizations that provide off-site training, travel may be a requirement for the job. Any requirements associated with delivering off-site training (inclusive of a valid driver's license, overnight travel, etc.) should be identified.

Electricity Human Resources Canada

Use 3: Developing a Certification Scheme for the Industry Trainer Role

Certification serves as proof or confirmation that an individual has the skills, knowledge and abilities associated with his/her job or role. There are various national and international organizations and associations that provide trainer certification. However, there is currently no program or scheme that certifies Industry Trainers who work within the electricity sector. Although there are similarities between trainers working in the electricity and renewable energy sector and trainers working in other sectors at large, there are unique aspects to the Industry Trainer role that make the position different (such as technical expertise, technological requirements, safety considerations, etc.).

The development of a certification program for Industry Trainer would not only enhance the professionalism of the role, but also help to ensure that Industry Trainers working in the sector have the skills, knowledge and abilities required to effectively fill this important and in-demand role.

Key Users:
- Electrical Utilities and Contractors
- Electrical Sector Associations

How To Apply The NOS:
There are various factors that need to be considered to develop and implement a certification scheme based on the NOS for Industry Trainer.

Factor 1 – Certifying Body:
All certification programs must be implemented and managed by an objective certifying body. Most often, certification programs are managed by professional associations or industry organizations that are mandated to uphold the integrity and enhance the capacity of the workforce. At a national level, a certifying body develops the processes and procedures required for certification and are responsible for ensuring that they remain reflective of the current demands and skills requirements for Industry Trainers.

Factor 2 – Certification Process:
All certification programs must have an objective and well-defined certification process to ensure validity of the overall credential. Careful thought should be put into developing a certification process that is relevant and attainable for current job incumbents as well as future Industry Trainers. It is imperative to remember that the certification process sets a benchmark level for skills and abilities and should neither be too difficult nor too easy to attain.

There are various criteria and requirements for certification that can be implemented, including:
- Educational requirements (e.g., the completion of a Train-the-Trainer program or other course that is recognized and endorsed by the certifying body).
- Experience requirements (e.g., prescribed number of training hours; prescribed number of years of technical expertise, etc.).
- Examination of qualification (e.g., written examination; practical examination; peer evaluation of training capacity).

Electricity Human Resources Canada

The NOS can be a very useful tool in developing examination of qualification criteria for certification programs. As aforementioned, the NOS detail the skills, knowledge and abilities required for competent practice as an Industry Trainer. As such, the content within the NOS can be utilized to format scenarios and questions on written examinations. They can also be used as the foundational document for assessment of training ability during practical examinations by an Assessor.

The NOS can also be a helpful tool for individuals seeking their certification. The NOS provides a snapshot of all of the skills required to perform the job. As preparation for challenging their certification, Industry Trainers can utilize the NOS to target their development ensuring that their skills, knowledge and abilities include all of the Duties, Tasks and Sub-Tasks presented.

As mentioned above, there are often educational requirements related to certification. The NOS can form the basis of a Train-the-Trainer program that could be recognized and endorsed as the preferred training program for the certification. The Train-the-Trainer program could be offered by the certifying body or licensed to other training providers as the official preparatory course for the certification program.

Factor 3 – Certification and Credential Management:
A final consideration for a certification program for Industry Trainer is the set of guidelines and regulations for the issuance and management of the official credential. Certification guidelines set the parameters for:
- Who is eligible for applying for certification – which may include criteria associated with years of experience, educational qualifications, etc.
- The process for certification renewal – while some certifications have no expiry, others will stipulate a renewal process that may include demonstrated professional development hours, reassessment of skills, update of a professional training portfolio, or a combination of criteria.
- The costs associated with the certification process.
- Whether the credential will be considered compulsory or voluntary – many certifications will begin as a voluntary process. However, as the certification program gains recognition and respect, organizations may choose to make certification a hiring/employment requirement.

Electricity Human Resources Canada

Use 4: Conducting Performance Appraisals

Performance appraisals, often referred to as 'performance reviews' or 'performance evaluations,' involve evaluating the job performance of an individual with the purpose of identifying areas of strength and areas for growth. A performance appraisal is meant to be a positive experience that highlights what an individual does well and sets goals and targets for learning and development in areas requiring enhanced performance.

Performance appraisals can be conducted within an organization – for example, a training manager can evaluate the job performance of an individual trainer and discuss the results during an interview to develop a professional development plan. However, in some organizations, there may not be a training manager or a direct supervisor to conduct a performance appraisal. In these cases, an individual trainer can perform a self-assessment to identify areas of strength and to develop a personal learning and development plan for the immediate future.

Performance appraisals are an excellent way of promoting continuous learning and growth among Industry Trainers. To be an effective and positive tool, performance appraisals should be tailored to address the professional development level and experience of the Industry Trainer.

Succession Planning
Performance appraisals can serve as an excellent tool within an organization's succession planning process. As experienced trainers transition out of the workplace, succession planning is critical to ensure that organizational training capacity remains strong. Performance appraisals assist in identifying the skills and knowledge requirements for junior trainers to assume more senior positions. After skills and knowledge requirements are identified, learning development activities can be utilized to enhance competence.

Key Users:
- Current Industry Trainers
- Training Departments
- Training Managers

How To Apply The NOS:
There are typically 4 key steps involved in the performance appraisal process including:
1. Select or develop a performance rating scale
2. Develop performance appraisal criteria/forms
3. Prepare for the performance appraisal
4. Conduct the performance appraisal

STEP 1: Develop a Performance Appraisal Scale
The first step in developing a performance appraisal process is to define a rating scale that objectively measures the Industry Trainer's ability to perform a specific task. There are a number of scales that can be utilized to rate performance: some scales are numerical (1, 2, 3), others are descriptive (novice, functional, expert) and others assign grades or letters (A, B, C). The most fundamental principle associated with any type of scale is that the criteria for each rating are clearly defined, measurable and performance-based to ensure the validity and objectivity of the appraisal process.

Sample Rating Scale 1:

Electricity Human Resources Canada

Level 1	Level 2	Level 3	Level 4
Can perform some parts of this task satisfactorily but requires assistance and/or supervision to perform the entire task.	Can perform the task but requires assistance and/or supervision.	Can perform the task without assistance and/or supervision.	4A – Can perform this task with more than acceptable quality. 4B – Can perform this skill with initiative and adaptability to special situations. 4C – Can perform this skill satisfactorily and can lead others in performing it.
1 and 2 may be considered as entry level, or: • less than critical tasks for the position, or • reflect shared responsibility, or • requires authorization/approval, or • is a developmental task		Level 3 may be considered as a benchmark for many essential tasks. Successful performance may require 2 or 3 years experience. Must demonstrate knowledge and competency (Benchmark)	A – Quality B – Problem-solving C – Leadership Level 4 is used sparingly and may only be appropriate for carefully selected tasks.

Sample Rating Scale 2:

None	Novice	Functional	Competent	Mastery
Individual has no experience in this area	Individual is developing skills and knowledge for this area	Individual can perform this task with some support	Individual works independently at this task with initiative and adapts to special situations	Individual demonstrates this task well enough to mentor others

Sample Rating Scale 3:

1	2	3	4
Can perform this Task satisfactorily but only with considerable assistance	Can perform this Task satisfactorily but requires some assistance	Can perform this Task satisfactorily with little or no assistance	Can perform this Task with efficiency, accuracy, and a high level of quality

STEP 2: Develop Performance Appraisal Criteria/Forms

The NOS for Industry Trainer contains all of the Tasks and Sub-Tasks that may be performed by an Industry Trainer across the sector. When developing criteria for the performance appraisal, the Tasks and Sub-Tasks that are applicable to the individual Industry Trainer (which depends upon numerous factors inclusive of the organizational expectations and individual skills and experience level of the

Electricity Human Resources Canada

trainer) can be selected for assessment. If performance appraisals are conducted on a regular basis (e.g., annually or every 6 months), different performance areas can be assessed during each appraisal resulting in dynamic professional development plans and goals for the Industry Trainer.

NOS Content Used:
- Tasks
- Sub-Tasks
- Supporting Knowledge and Abilities

Performance appraisals typically measure the performance of Sub-Tasks within a Task group. The number of Tasks and Sub-Tasks assessed will vary based on the complexity of the Tasks and the frequency of the assessment process. For example, performance appraisals that occur at intervals throughout the year may be shorter in length, focusing on one particular area, whereas performance appraisals that are conducted on an annual basis may be more comprehensive and include the majority of applicable Tasks and Sub-Tasks extracted from the NOS.

Sample Performance Appraisal Criteria based on Tasks and Sub-Tasks:

	1	2	3	4	1	2	3	4
	Job Incumbent				Assessor			
Duty B: Develop Training Session Plan								

Task B1: Develop Training Session Plan
 	
Sub-Tasks
   B1.1 Develop training session plan
   B1.2 Develop training lesson objectives
   B1.3 Prepare for instruction
	☐	☐	☐	☐	☐	☐	☐	☐

Task B2: Develop Training Materials *Sub-Tasks* B2.1 Develop training materials	☐	☐	☐	☐	☐	☐	☐	☐
Comments:								

The Performance Appraisal Criteria form provides a written record of the assessment process. It should be noted that during the actual appraisal process, the Supporting Knowledge and Abilities listed for each Sub-Task should be deemed as *Performance Indicators* to assess the Trainer's ability to effectively perform the Sub-Task.

Performance appraisal forms should also include areas to write comments, identify major achievements and strengths, define personal development activities and set learning goals and objectives.

Electricity Human Resources Canada

STEP 3: Prepare for the Performance Appraisal
Within organizations that have established training departments and personnel (e.g., training managers, trainers, etc.), performance appraisals are often conducted through an interview process between an Assessor (typically a manager or supervisor) and the Job Incumbent (Industry Trainer). However, in smaller organizations that have Industry Trainers but do not have a training department, an individual can conduct a self-assessment to identify professional development goals.

Step 3 outlines the key areas of preparation for a performance appraisal interview process between an Assessor and Job Incumbent. For trainers working alone, the self-assessment process can be followed:

> **Job Incumbent (Industry Trainer) Preparation:**
> Prior to the performance appraisal interview, the Industry Trainer should be encouraged to conduct a self-assessment exercise to reflect on his/her current practice. During this self-assessment, the Industry Trainer can identify major achievements and contributions that he/she has made since the last performance appraisal, identify professional development goals and rate his/her performance of the Tasks and Sub-Tasks being assessed according to the identified rating scale. Once the self-assessment has been completed, the Industry Trainer can submit the form to the Assessor prior to the interview for review.[2]

> **Assessor (Supervisor, Manager) Preparation:**
> Prior to the interview with the Industry Trainer, the Assessor can review the results of the self-assessment conducted by the trainer and provide his/her own assessment of the Tasks and Sub-Tasks, provide comments and highlight particular strengths and accomplishments. For areas that the Assessor identifies as 'requiring improvement,' he/she can start thinking of options for professional development to discuss during the interview.

STEP 4: Conduct the Performance Appraisal
When possible, the most beneficial aspect of a performance appraisal is the opportunity for the Assessor and Job Incumbent to have a meaningful discussion about job performance that can lead to mutual understanding and professional development. The interview provides the Assessor and Job Incumbent with the opportunity to discuss the results of the appraisal. During the interview, the Job Incumbent must be comfortable with sharing their rationale behind their personal self-assessment and the Assessor must also be open to discussing why their assessment of the performance may differ from the Job Incumbent's self assessment.

This open and honest discussion can lead to identifying professional development goals for the immediate future. As such, performance appraisals can serve as a critical tool for succession planning by identifying skills and knowledge areas that require development for future positions. All professional development goals should be SMART (Specific, Measurable, Attainable, Relevant and Time Oriented).

---

[2] If the Trainer is completing the appraisal him/herself (i.e., without an assessor), his/she can then take the information to identify strength and growth areas and identify professional development goals.

Electricity Human Resources Canada

Use 5: Identifying Professional Development Goals

Identifying professional development goals and engaging in professional development activities helps to solidify the importance of continuous learning among Industry Trainers. The electricity and renewable energy sector is dynamic and innovative; as such, Industry Trainers must ensure that they keep abreast of the newest techniques, technologies and work practices associated with their technical and training expertise. By identifying professional development goals, Industry Trainers set a positive example for their learners and foster a culture of life-long learning and development.

Key Users:
- Potential Industry Trainers
- Current Industry Trainers
- Training Departments

How To Apply The NOS:
As explained above, the NOS for Industry Trainer can serve as a very useful tool for appraising an individual's performance of work tasks. Furthermore, the NOS can also be used to identify areas (e.g., Tasks and/or Sub-Tasks) that require improvement to enhance ability and performance. Prior to identifying professional development goals, it is beneficial to first complete a performance appraisal (though the interview method described above or self-assessment). Regardless of how the performance appraisal is conducted (be it formally or informally), the result will show areas of strength, areas that require improvement and areas of personal interest that can be further explored and developed.

STEP 1: Identify Areas for Professional Development
Following the assessment process, the Industry Trainer (with assistance from his/her Assessor, if applicable) can identify the Tasks and Sub-Tasks that require further development. For each Sub-Task identified, the Supporting Knowledge and Abilities included in the NOS can help to add additional context to the performance area and provide insights in regards to how to focus professional development efforts.

NOS Content Used:
- Tasks
- Sub-Tasks
- Supporting Knowledge and Abilities

Time is of the essence for Industry Trainers; as such, not every area that is identified as requiring improvement or that is of particular interest to an individual trainer needs to be addressed at the same time. Instead, key areas can be identified as high priority for professional development. The identification of priority areas will take a number of factors into consideration. For industry trainers that work within a training department, the identification of priority areas for professional development may take into consideration the needs and requirements of the department as a whole as well as the strengths and growth areas of fellow trainers.

STEP 2: Identify Potential Professional Development Activities
Once the Sub-Tasks requiring additional professional development have been identified, opportunities for learning and development can be considered. There are a number of ways to

Electricity Human Resources Canada

facilitate professional development and the methods used will vary depending on the skill-set being enhanced. Professional development activities and methods can include:

- Training workshops or courses (which may be offered in-person or online)
- Industry and training conferences
- Mentoring (i.e., obtaining knowledge and guidance from a fellow colleague with experience, skills and knowledge in a particular area)
- Self-directed learning (e.g., reading professional journals and periodicals, etc.)
- Job shadowing (e.g., observing and/or assisting a colleague with the performance of a particular task to gain knowledge and develop skills)

STEP 3: Develop a Professional Development Plan

Following the identification of professional development needs and potential activities, a customized professional development plan can be developed. A professional development plan should be SMART (Specific, Measurable, Attainable, Relevant and Time Oriented).

Identify Area for Professional Development:

As part of the performance appraisal process, Sub-Task *B2.1 – Develop training materials* has been identified as an area for professional development as the Industry Trainer's employer is interested in pursuing in-house training content development

Identify Potential Professional Development Activities:

To enhance his/her skills and knowledge of 'developing training materials' the Industry Trainer could:

- Enroll in an online training course (or program) relating to curriculum development;
- Connect with a fellow industry trainer who has experience in developing training content to receive guidance and advice;
- Read books and resources related to developing training content on personal time;
- Complete a combination of all of the above mentioned activities.

Develop a Professional Development Plan:

At the heart of the professional development plan are SMART goals. For example:

Specific – a sentence that clearly states what the Industry Trainer is going to do:
"I will increase my skills and knowledge in the area of developing training content."

Measurable – a statement that outlines the criteria for assessing if a goal has been met:
"I will develop a training module for an upcoming technical course that will be reviewed and evaluated by a fellow trainer who develops training content."

Attainable – considers the Industry Trainer's current situation and determines if the goal can be accomplished:

- Company will reimburse costs of training course upon successful completion
- Self-directed learning will happen at home during personal time
- Fellow trainer with training development expertise has agreed to serve as a mentor and evaluator of final module

Relevant – links the goal back to the NOS (e.g., Sub-Task)
Sub-Task B2.1 – Develop training materials

Electricity Human Resources Canada

Time Oriented – assigns a time-frame and estimated completion date for the goal. Avoid vague statements like 'immediately;' instead, assign a specific calendar date.

STEP 3: Evaluate Professional Development Progress

For many Industry Trainers, professional development is an on-going cycle. However, to ensure that professional development activities are having the intended, positive impact on one's skills, knowledge and abilities, it is important to take the time to evaluate the success of the professional development plans by assessing the outcome of the SMART goals that have been set. For short term goals, an evaluation can be conducted upon completion of the activity to assess if the goal was met as planned. If not, thought should be put to identifying possible road blocks and brainstorming alternative methods to make the goal more attainable. For long-term goals, regular periods of reflection to assess progress can be an effective way to keep the plan on track and to avoid potential roadblocks before they happen.

Electricity Human Resources Canada

Use 6: Assessing Industry Trainer Program Curriculum

The NOS has been developed by current Industry Trainers and Training Managers to reflect the current practice of Industry Trainers across the country. Unlike other trainer skills profiles, the NOS for Industry Trainer has been developed *by* industry and *for* industry to illustrate the unique skills and knowledge required within the electricity and renewable energy sector. They outline 'what an Industry Trainer must be able to do' by providing a snapshot of the daily tasks completed by job incumbents. Because the NOS includes the depth and breadth of skills, knowledge and abilities required by industry trainers working in a variety of settings (e.g., traditional and renewable energy; private and public utilities and contractors; unions and labour organizations; educational institutions and training providers), the NOS can serve as an excellent foundational document for benchmarking training program curriculum.

Key Users:
- Educational Institutions and Technical Training Providers
- Training Departments

Using the NOS to Inform Industry Trainer Program Curriculum
All training programs and curricula for industry trainers must adequately prepare learners for their role as trainers by teaching them the skills, knowledge and abilities associated with competent practice. The NOS presents the most current skills requirements for industry trainers and as such, can form the basis of training program outlines which prescribe training program content. While a variety of organizations may decide to develop curriculum or training programs for the role, using the NOS to develop a benchmark for training outlines would foster consistency in program content and set a benchmark for curriculum.

NOS Content Used:
- Tasks
- Sub-Tasks
- Supporting Knowledge and Abilities

Using the NOS to Evaluate Existing Industry Trainer Program Curriculum
The NOS for Industry Trainer may also be used to assess and evaluate existing training program curriculum to ensure relevance. The NOS content (particularly the Tasks and Sub-Tasks) can be used as a benchmark to determine if there are topic areas missing from the current curriculum.

NOS Content Used:
- Tasks
- Sub-Tasks
- Supporting Knowledge and Abilities

How To Apply The NOS:
The Tasks and Sub-Tasks of the NOS can form the basis of an assessment spreadsheet. Starting with the Tasks, the corresponding course topic areas within a training program can be identified and recorded in the spreadsheet to match the related Task. This same procedure can be completed for each Sub-Task. Following this benchmarking exercise, the results can be assessed to evaluate areas that are missing in current training content (i.e., any Tasks or Sub-Tasks that do not have corresponding references in the course content). For each missing Task, the Sub-Tasks should be

Electricity Human Resources Canada

further reviewed. For each missing Sub-Task, the Supporting Knowledge and Abilities will provide additional information and content for training development.

Electricity Human Resources Canada