



National Occupational Standard

Industry Trainer

2014

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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 industry, 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.

NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) outline the skills, knowledge and attitudes 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 sector in terms of identifying the skills, knowledge and attitudes requirements for Industry Trainers employed by electrical organizations and utilities across the country.



USES FOR NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards are a highly useful and valuable tool for that can be utilized by a variety of industry stakeholder groups, ranging from individual Industry Trainers to educational institutions. This document, outlining the skills, knowledge and attitudes 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.

While the uses of National Occupational Standards are limitless, practical and strategic uses may include:

Industry Trainers: An individual Trainer can use the National Occupational Standard to self-assess task areas requiring professional development and continuous learning to enhance their occupational skills.

Training Departments: Training departments within electrical and renewable energy organizations can utilize the National Occupational Standard as a foundation for the development of a Train-the-Trainer program to better prepare Industry Trainers for their role.

Electrical and Renewable Energy Contractors and Utilities HR: HR departments can utilize the National Occupational Standard to develop job descriptions and hiring protocols for Industry Trainer positions as well as assessment tools when hiring third-party trainers to deliver training within their organizations.

Labour Organizations and Unions: Labour organizations and unions can use the National Occupational Standard to develop occupational descriptions for unionized trainer positions.

Educational Institutions: Educational institutions can utilize the National Occupational Standard to identify what skills,

knowledge and attitudes are required within training and/or certification programs for Industry Trainers.

A Guide and Essential Skills Profile have been developed to assist with the use of this standard in a variety of workplace situations. Visit www.electricityhr.ca/NOS to obtain a copy.

READING THE STANDARDS

The National Occupational Standard (NOS) for Industry Trainer contains four (4) levels of analysis, including:

- **Duties** are groups of related tasks. Any analysis will contain between five (5) and 10 Duties. Duties are general areas of responsibility that represent large areas or segments of the work performed by Industry Trainers.

Denoted by A, B, C... within the NOS

- **Tasks** are meaningful units of work related to each Duty. Each task has a beginning and an end; is typically performed within a specific time period; involves two (2) or more steps to complete; is observable and measurable; can be assigned or delegated and describes what an Industry Trainer 'must be able to do.'

Denoted by A1, B1, C1... within the NOS

- **Sub-Tasks** are the steps required to safely, efficiently and effectively complete a Task.

Denoted by A1.1, B1.1., C1.1... within the NOS.

- **Supporting Knowledge and Abilities** describe the additional 'enablers' that allow the Industry Trainer to complete a Sub-Task in the proper manner.

Denoted by a), b), c)... within the NOS

- **Critical Essential Skills** provide a snapshot of the most important Essential Skills (the 9 skills required for work, learning and life) that are required to perform the Sub-Task. A more detailed breakdown of all of the Essential Skills (and their complexity ratings) associated with the occupation can be found in the EHRC **Essential Skills Profile for Industry Trainer**.

Please note that tasks associated with personal competencies (such as manage stress) may not have identified Critical Essential Skills.

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The National Occupational Standard for Industry Trainer has been developed **for** industry, **by** industry.

The emerit® National Occupational Standard for Workplace Trainer (Canadian Tourism Human Resource Council, 2011) was used as a foundational document for the development of the NOS for Industry Trainer and industry specific skills, knowledge and attitudes unique to the Industry Trainer occupation were added based on industry research.

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NOS STEERING COMMITTEE MEMBERS

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OCCUPATIONAL DESCRIPTION – INDUSTRY TRAINER

Industry trainers are responsible for conducting training and/or managing training programs/initiatives 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 to perform their jobs safely and efficiently. Industry Trainers are set positive examples for their learners and instill the importance of continuous learning.

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, 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. In particular, Industry Trainers working for smaller organizations may be responsible for managing the complete training cycle. In these instances, time management and prioritization of training needs (at an organizational and industry level) is particularly important. In addition to conducting training, Industry Trainers may be responsible for managing the overall training program as a whole. For these trainers, knowledge and skills

within the discipline of Project Management are critical to ensure the successful implementation of the training cycle from needs assessment to evaluation.

Internal Industry Trainers (i.e., Trainers employed internally by their organizations), often have demonstrated/recognized experience in their occupation and/or have shown a high level of skill, expertise and passion for their trade/occupation. 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 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.

Note: Industry Trainers also include external Trainers (those trainers that are hired by an organization to deliver training to employees). External Trainers often hold Trainer Certification as well as years of experience in their given occupations. Unlike many internal Industry Trainers who split their time between training and field work, external Industry Trainers typically act as trainers on a full-time basis and work with a number of organizations over the course of the year to provide training to learners on a variety of topics.

NOTES ABOUT THE NOS

For the purpose of this National Occupational Standard, the term 'learner' will be used to denote those individuals who are receiving



training from the Industry Trainer. 'Learners' may include (but are not limited to): apprentices, Journeypersons, tradespeople, field personnel, technicians/technologists, management personnel and other workers depending on the training being delivered.

It should be noted that the NOS for Industry Trainer is meant to be reflective of the range of duties and responsibilities required of Industry Trainers working within various types and sizes of organizations. As such, no single Industry Trainer is expected or required to perform every Task presented in this document. Instead, it is up to the discretion of the employer and the employee to determine the requirements and requisites for Industry Trainers within their organizations.

The Frequency, Importance and Relevance of each Task is individual, subjective and very much dependent upon the work environment. For this reason, we encourage all end-users to consider this NOS document as a bench-mark which can be adapted and implemented based on individual needs and requirements.

ESSENTIAL SKILLS PROFILE

EHRC has also developed an Essential Skills Profile (ESP) to accompany this National Occupational Standard. The nine (9) Essential Skills include: Reading Text, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Working with Others, Digital Technology and Continuous Learning. The Essential Skills Profile for industry trainer provides detailed examples of a job incumbent's use of Essential Skills on the job.

A copy of the Essential Skills Profile can be obtained at www.electricityhr.ca/NOS.



SCOPE OF THE ANALYSIS – INDUSTRY TRAINER

The scope of the occupation analyzed within this National Occupational Standard includes the skills, knowledge and attitudes required to deliver training within the electrical and renewable energy sectors. The involvement of the Industry Trainer in the complete training cycle (inclusive of Analysis, Design, Development, Implementation and Evaluation) will depend upon the organization and is often dictated by the number of training personnel employed. While some organizations have personnel dedicated to each aspect of the training cycle, others (often smaller utilities and contractors) employ Industry Trainers who are responsible for all aspects of the organizations' training programs.

OCCUPATIONAL REQUIREMENTS – INDUSTRY TRAINER

Industry Trainers may require some of the following related supportive equipment, materials, behaviours and licenses to successfully perform their jobs.

In addition to the supportive elements presented below, the existing knowledge and experience of the Industry Trainer cannot be underestimated as a critical training tool; Industry Trainers often rely on anecdotal evidence and personal experiences to lend context and provide examples during training sessions.

REQUIRED EQUIPMENT

- Personal computer/new electronic technologies
- LCD Projector
- Visual aids
- Simulators
- Tools and field equipment (appropriate to subject matter being taught)

REQUIRED MATERIALS

- Training materials (e.g., textbooks, modules, teaching aids, handouts)
- Safety manuals
- Corporate policies and procedures
- Drawings (e.g., schematics, blueprints, CAD drawings)
- Standards manuals
- Various circulars/bulletins

WORKER BEHAVIOURS

- Reliable
- Respectful
- Professional
- Adaptable
- Competent
- Responsive
- Detail oriented
- Patient
- Organized
- Approachable
- Prompt
- Safety oriented
- Responsible
- Compliant

GENERAL KNOWLEDGE AND SKILLS

- Leadership skills
- Troubleshooting skills
- Training and Mentoring skills
- Facilitation skills
- Project Management skills
- Evaluation skills
- Current technical trade proficiency and skill
- Listening skills
- Communication skills
- Time management skills
- Computer skills
- Organizational skills
- Training cycle knowledge

REQUIRED CERTIFICATIONS/LICENSES

- Professional Designation (e.g., provincial, Red Seal Certification)
- Equipment certifications
- Drivers' License(s)
- Trainer Certification (varies across utilities)
- Industry certifications (e.g., First Aid, WHMIS)



A. ASSESS TRAINING NEEDS

Assessing training needs:

- identifies skills deficiencies
- provides framework for training plan
- provides context for ongoing training
- helps to ensure relevance of training
- helps to develop or adapt training plan
- makes training more efficient and effective

A1: Assess training needs

A1.1 Identify organization's training goals

Training goals:

- a) describe overall outcome of training
- b) should be realistic and achievable

A1.2 Identify organization's training objectives

Training objectives:

- a) should be focused, specific and measurable
- b) are based on goals and on assessed training needs
- c) determine what, when and how a task will be done
- d) should be prioritized according to order of importance

A1.3 Conduct needs assessment

Conducting a needs assessment:

- identifies prior knowledge and areas for improvement
 - directs training development and delivery
 - identifies gaps in tasks and training
- a) evaluate skills that need improvement, e.g., review incident, accident and near-miss reports to identify skills gaps
 - b) review identified needs from organization's goals and priorities with

supervisors, operations personnel, HR and other relevant internal stakeholders

- c) review skills needs of individual crews and work groups
- d) review, interpret and identify all applicable legislation and requirements
- e) identify needs and qualifications of work crews to be trained
- f) use measurement tools and techniques to assess needs, e.g., meeting with supervisors and front-line workers to discuss training needs
- g) review past training

Note: Training needs will vary over time; ongoing assessment is critical to ensure effective and meaningful training delivery.

Critical Essential Skills:

- Critical Thinking;
- Oral Communication.

B. DEVELOP TRAINING SESSION PLAN

B1: Develop training session plan

Developing a training session plan:

- provides framework for training
- provides standard to evaluate against
- helps to ensure that needs are addressed
- increases efficiency and effectiveness of training
- identifies number of training resources needed and time required (length of training sessions)
- lends legitimacy to training
- reduces costs
- identifies tools needed for training

B1.1 Develop training session plan

- a) analyze requests for training received from the field, e.g., identify who will be

training, what will be trained and when the training will be delivered

- b)** develop training objectives based on identified needs
- c)** adapt existing training session plan if necessary
- d)** estimate training time requirements, e.g., calculate time per lesson, such as per module, activity or exercise
- e)** identify resource requirements, e.g., number of trainers, SMEs, etc.
- f)** establish criteria for successful training, e.g., match training methods, content and work tools to training objectives; consider conditions of training, including the training audience and subject matter
- g)** identify training methods, e.g., demonstration/skills lab, coaching, scenarios
- h)** identify assessment methods to be used during and following training session
- i)** consider barriers to training, e.g., scheduling conflicts
- j)** consider adult learning principles, e.g., adults learn best when:
 - learning focuses on realistic and relevant situations, e.g., they see the value and applicability of the training
 - doing tasks, as they need opportunities to practice new skills
 - life experience is valued and integrated into learning process
 - they are physically, socially and emotionally comfortable, i.e., learning environment is non-threatening
 - they are engaged in the process
- k)** prioritize training plan objectives
- l)** describe benefits of training to learners
- m)** organize training tools and equipment, e.g., copies of training modules, required tools and equipment for demonstration and practice

Critical Essential Skills:

- Scheduling or Budgeting and Accounting Math;
- Critical Thinking;
- Writing.

B1.2 Develop training lesson objectives

Developing training lesson objectives:

- provides a framework for the daily training
 - helps to ensure that topic areas are addressed
- a)** identify tasks to be covered during the daily training session
 - b)** identify how each of the tasks will be taught during the day, e.g., training modules/textbooks, visual aids, practical exercises
 - c)** identify training outcomes
 - d)** determine how the task will be measured, e.g., learners will complete a specific task according to occupational health and safety and organizational standards

Critical Essential Skills:

- Critical Thinking.

B1.3 Prepare for instruction

Preparing for instruction:

- ensures that potential issues are considered and mitigated prior to training
 - helps to ensure successful training delivery
- a)** anticipate potential learner difficulties and questions
 - b)** prepare strategies for potential learner difficulties and responses to questions
 - c)** ensure availability/suitability of physical training environment
 - d)** ensure availability/suitability of trainers, SMEs, equipment for training delivery



- e) confirm readiness of all equipment, technology and tools to be used for training purposes
- f) prepare alternative training plans to implement in the event of unforeseen circumstances
- g) prepare learners for training, e.g., identify required PPE, location of training and travel arrangements

Critical Essential Skills:

- Problem Solving;
- Critical Thinking;
- Oral Communication.

B2: Develop training materials

Developing training materials:

- ensures that learners are taught relevant skills and abilities
- ensures that the proper methodologies and approaches are used for instruction

B2.1 Develop training materials

- a) determine methodology or format of training materials, e.g., written manuals, visual aids, videos, simulations, scenarios
- b) consider innovative and creative methods of presenting information, e.g., participant-driven learning methods
- c) conduct secondary research including:
 - searching the Internet and websites, e.g., manufacturers', associations, and more, for credible and accurate information
 - scanning existing training materials to identify relevant and applicable information
 - ensuring most relevant information and technology is being used
- d) conduct primary research including:
 - collaborating with fellow industry trainers, curriculum developers,

- previous learners, and Subject Matter Experts from the field
- networking with training professionals from other industry organizations to share ideas regarding training
- communicating with supervisors and managers to confirm training requirements

- e) incorporate approaches/methodologies within the training materials that appeal to various learning styles, e.g., visual, auditory, kinesthetic and combinations
- f) develop materials accordingly to literacy levels of learners
- g) utilize inclusive language and terminology and imagery in all training materials
- h) provide input and guidance for the development of specialized training programs or approaches, e.g., simulators, computer-based training, multi-media training materials
- i) obtain feedback (e.g., from fellow trainers, supervisors, managers, etc.) on training materials prior to delivery

Critical Essential Skills:

- Reading;
- Writing;
- Oral Communication;
- Critical Thinking.

C. CONDUCT TRAINING

Conducting training:

- enhances the skills and capabilities of learners
- improves safety and efficiency of workers
- builds consistency in knowledge and skills across occupational/trade groups

C1 Use training methods

Using training methods:



- allows for more effective training

C1.1 Use training methods

- implement training session plan
- apply adult learning principles, e.g., ensure that instructions are learner-centred, recognize learners' previous life and work experiences, ensure that adult learners are active participants in the instruction
- use various training methods, e.g., six step:
 - demonstrate the skill
 - repeat demonstration while involving the learner(s)
 - let learner(s) perform skill while trainer watches and guides
 - allow learner(s) to practice skill
 - watch/notice/mentor
 - review skill and recognize learner(s)' achievement in mastering the skill

Critical Essential Skills:

- Oral Communication;
- Critical Thinking;
- Working with Others.

C2 Demonstrate effective training skills

Demonstrating effective training skills:

- increases learners' support of training and trainer
- demonstrates personal interest in employees and the organization
- addresses individuals' learning needs
- provides effective training
- supports development of knowledge, skills and attitudes
- develops a safe and competent workforce
- assists learners to be successful
- ensures successful transfer of knowledge, skills and attitudes

C2.1 Demonstrate effective training skills

- identify training method, e.g., formal, informal, field-based, classroom-based
- explain training plan and expectations clearly
- deliver training
- review principles taught
- give schedules and instructions clearly
- assess learner progress
- provide learner feedback throughout the training session
- adapt training style to meet learner needs
- ensure training is meeting all required standards

Critical Essential Skills:

- Oral Communication;
- Critical Thinking;
- Working with Others.

C2.2 Manage the learning environment

Managing the learning environment:

- ensures that all learner needs are met
 - promotes quality training delivery
- encourage a positive learning environment, e.g., show recognition, be receptive to questions
 - relate content to learners, e.g., explain the benefits of training and development
 - mentor effectively, e.g., encourage learners throughout the training session
 - encourage learners to ask questions and provide feedback
 - give meaningful feedback and constructive criticism
 - ensure required logistics and equipment are available
 - ensure safety of all learners and promote a safe work culture

- h) manage time effectively, e.g., respect prescribed time limits, limit side discussions, return to unresolved issues as required
- i) be flexible, e.g., adjust training plan as required to suit learners' needs and ensure objectives can be met

Critical Essential Skills:

- Oral Communication;
- Problem Solving;
- Working with Others.

C2.3 Facilitate learner discovery of skills and knowledge

Facilitating learner discovery of skills and knowledge:

- ensures that learners obtain the required skills and knowledge from the training
 - ensures transformation of behaviour in field
- a) maximize similarity between job and training situation where appropriate, e.g., emphasize that learning takes place all the time on the job
 - b) provide as much experience as possible with the task being taught, e.g., visual aids, anecdotal experiences, etc.
 - c) provide a variety of examples when teaching concepts, e.g., varying scenarios where skill may be applied, YouTube videos, etc.
 - d) ensure general principles are understood by all learners, e.g., monitor body language, ask questions
 - e) encourage learners to ask questions and provide feedback
 - f) present material in manageable sections to enhance learner comprehension, e.g., avoid bombarding learners with massive amounts of information at one time

Critical Essential Skills:

- Oral Communication;
- Working with Others.

C2.4 Respond to learners' needs

Responding to learners' needs

- helps to ensure learners are grasping material
 - enhances success rates of training
- a) accommodate individuals' training needs, e.g., adapt to various learning styles, such as:
 - visual learners, who learn by watching
 - kinetic learners, who learn by doing
 - auditory learners, who learn by hearing
 - b) demonstrate practical skills in a manner that the learner can repeat
 - c) confirm learners' understanding, e.g., ask questions, complete skills checks
 - d) respond accordingly to learners experiencing difficulty by:
 - explaining or presenting information in alternate ways
 - providing additional one-on-one support for learners experiencing difficulty
 - seeking out additional supports for learners when required
 - reflecting on personal teaching style or approach and modifying if required

Critical Essential Skills:

- Oral Communication;
- Problem Solving;
- Critical Thinking ;
- Working with Others.

C2.5 Maintain understanding of training subject matter

Maintaining understanding of training subject matter:



- enhances trainer’s ability to effectively deliver training and respond to learner questions
 - enhances trainer credibility
- a) review all training materials prior to training delivery to familiarize self with content and to ensure that training is reflective of current standards and procedures
 - b) review personal notes from previous sessions and past training evaluation forms to identify areas requiring additional focus or modification
 - c) research (e.g., Internet searching, reading textbooks, etc.) topic areas that are unfamiliar to strengthen understanding
 - d) communicate with fellow trainers, management, supervisors and workers to keep abreast of changes in techniques, tools, regulations or processes
 - e) liaise with content developers and vendors regarding training content
 - f) conduct field visits and hands-on work to familiarize self with tools and techniques
 - g) attend training sessions related to new tools and equipment being used in the field to enhance own skills
 - h) incorporate own personal experiences into training content where appropriate
 - i) identify training areas where updates are required

Critical Essential Skills:

- Reading;
- Data Analysis Math;
- Critical Thinking;
- Continuous Learning.

C3 Complete administrative tasks

Completing administrative tasks:

- ensures accurate training records and documentation
- tracks training delivery

C3.1 Complete administrative tasks

- a) establish and implement training schedules, for example:
 - determine times, dates and subject matter of training
 - send invitations to learners
 - send e-mail messages to managers and coordinators from various departments to request SMEs, equipment, tools, etc.
 - manage learner documentation, e.g., time-sheets
 - coordinate training delivery with external vendors
- b) prepare training packages for learners prior to session, e.g., print modules, prepare binders and booklets, etc.
- c) monitor enrollments and training schedule throughout delivery cycle
- d) record training results accurately into organization’s paper-based or electronic Learning Management System (LMS), for example:
 - names of learners
 - locations
 - dates
 - content/topic of training session
 - results
 - evaluation summaries
- e) complete training session follow-up reports if applicable, e.g., file reports, make recommendations for further training/action

Critical Essential Skills:

- Scheduling or Budgeting and Accounting Math;
- Writing;
- Digital Technology.



D. ASSESS LEARNERS

Assessing learners:

- determines effectiveness of training
- fosters sense of responsibility for trainer
- increases training credibility

D1 Prepare for learner assessment

Preparing for learner assessment:

- confirms assessment method/style to be used
- identifies which skills and knowledge will be assessed

D1.1 Prepare for learner assessment

- determine style of assessment, e.g., written test, practical exercise
- understand assessment techniques, for example:
 - observation
 - discussion
 - peer review
 - on-the-job assessment

Critical Essential Skills:

- Critical Thinking.

D2 Perform learner assessment

Performing a learner assessment:

- measures impact of training
- verifies that learning goals were achieved, e.g., through examination or performance review
- evaluates impact of training to individual learner and organization

D2.1 Perform learner assessment

- establish an objective assessment process and procedure to evaluate the learners'

technical knowledge, skills and abilities (KSAs)

- explain assessment procedures to all learners
- ensure proper environment for assessment, i.e., reduce background noise and distractions, provide a neutral environment for assessment
- administer assessment (e.g., written or verbal)
- perform assessment (if practical skill assessment):
 - be accurate, e.g., use documentation to record actions and illustrate results
 - be fair, e.g., do not let personal issues/biases affect judgement
 - be positive, e.g., highlight positive behaviours first
 - use assessment techniques to evaluate performance, for example:
 - observe learner
 - discuss learning with learner
 - ask for self-evaluation
- adjust to learner's communication style, e.g., provide assessment in writing and verbally as required
- provide learner with opportunities to ask for clarification if required
- compare learner's performance to training and learning objectives
- record assessment results

Critical Essential Skills:

- Oral Communication;
- Critical Thinking.

D3 Communicate learner assessment results

Communicating assessment results:

- provides feedback to learner and management staff

- provides opportunities for continuous improvement

D3.1 Communicate learner assessment results

- ensure accuracy
- remain objective
- communicate results clearly
- when providing constructive feedback to learners:
 - communicate observed results and ensure understanding
 - acknowledge learner's progress, e.g., positives and negatives
 - detail areas/tasks to be improved
 - ensure learner understands assessment
 - obtain learner signature on assessment form if required
 - provide opportunity for learner to comment or ask questions
- when providing feedback to learners' managers/supervisors, when required:
 - provide written and/or verbal report
 - explain learner's degree of skill mastery clearly
 - explain any follow-up training or intervention required
 - confirm next steps

Critical Essential Skills:

- Writing;
- Oral Communication.

E. EVALUATE TRAINING

Evaluating training:

- allows for constant improvement
- determines effectiveness of training
- provides opportunities to adjust training
- assesses impact of training

E1 Conduct training evaluation

Conducting a training evaluation:

- encourages feedback
- provides an opportunity for identifying strengths and weaknesses of training
- serves as a method of improvement and enhancement

E1.1 Identify various evaluation methods

- identify stages and purposes of Kirkpatrick's Training Evaluation Model:
 - Level 1: Reaction – to find out what learners thought of the training
 - Level 2: Learning – to find out how much knowledge and skill was gained from the training
 - Level 3: Behaviour – to find out to what extent the training changed behaviours on-the-job
 - Level 4: Results – to find out what impacts/effects (e.g., saving time, money, less accidents) that the training had overall
 - Level 5: Return on Investment (ROI) – to determine how much of an impact training had on the organizational bottom line
- recognize strengths of each level of evaluation

E1.2 Conduct evaluation process

Conducting the evaluation process:

- validates credibility of trainer and training program
- allows for the collection of meaningful feedback and results

- a) conduct Level 1: Reaction evaluation following training session, for example:
 - assess learner reactions to the training as it is being delivered
 - distribute and collect feedback forms from learners
 - obtain verbal feedback on what learners enjoyed and/or would change for future training through open communication
 - obtain feedback from trainers about training session
- b) conduct Level 2: Learning evaluation following training session, for example:
 - administer written examinations following training
 - assess results of written examinations
 - conduct practical observations and assessments of learners following training
- c) conduct Level 3: Behaviour evaluation following training session, for example:
 - conduct work-site visits to observe changes in worker behaviours post-training
 - discuss changes in behaviours among workers with supervisors and managers
- d) conduct Level 4: Results evaluation following training session, for example:
 - examine safety statistics for training topics
 - assess long-term changes in learner behaviour on the job to examine effective transfer of knowledge
- e) conduct Level 5: Return on Investment (ROI) evaluation, for example:
 - consider costs associated with design, development and implementation of training
 - forecast anticipated cost savings and benefits as a result of the training, e.g., enhanced productivity, decreased accidents and incidents

- consider rate of return on investment

Critical Essential Skills:

- Reading;
- Data Analysis Math;
- Document Use;
- Oral Communication;
- Critical Thinking;
- Working with Others.

E1.3 Follow-up on evaluation results

Following-up on evaluation results:

- ensures that feedback is taken seriously
- ensures quality of training

- a) interpret evaluation results, for example:
 - examine content validity to ensure that training content matched and met training objectives
 - interpret learner responses on feedback forms
 - analyze results of written examinations
 - interpret observations of practical evaluations and site-visits
- b) identify training areas that need to be addressed, e.g., negative responses, results and observations
- c) examine the complete training process to identify strengths and weaknesses
- d) determine course(s) of action required to address identified issues, e.g., modifying training content and/or delivery, re-training individual learners
- e) follow through with determined course(s) of action:
 - involve all necessary parties in action, e.g., other trainers/training department staff, learners, supervisors, managers, HR personnel

Critical Essential Skills:

- Reading;
- Data Analysis Math;



- Document Use;
- Decision Making;
- Critical Thinking;
- Working with Others.



F. COMMUNICATE

Communicating:

- allows for exchange of ideas
- increases training efficiency
- helps to ensure training benefits
- increases morale
- promotes teamwork
- promotes consistency in training and job performance
- increases understanding of learners' needs, expectations, skills and concerns

F1 Demonstrate effective communication

Demonstrating effective communication:

- ensures intended messages are received
- increases learning levels
- increases productivity
- saves time
- avoids misunderstandings
- provides a basis for quality training
- promotes teamwork

F1.1 Demonstrate active listening

Demonstrating active listening:

- builds rapport
 - builds trust
- give speaker undivided attention, e.g., concentrate on what is being said
 - be open-minded, e.g., wait for the speaker to finish before making decisions, do not assume outcomes
 - use body language and nonverbal cues, e.g., nod to show agreement
 - show interest, e.g., establish eye contact, do not interrupt speaker
 - repeat back to confirm understanding, i.e., for self and learners
 - respond to comments, e.g., offer feedback, confirm understanding
 - maintain eye contact
 - observe speakers' nonverbal behaviour, e.g., watch body language

Critical Essential Skills:

- Oral Communication.

F1.2 Speak effectively

Speaking effectively:

- aids understanding
 - increases benefits of training
- consider needs and limitations of audience

- b) organize ideas before speaking, e.g., have a plan
- c) be considerate of the listener, e.g., do not interrupt
- d) be enthusiastic
- e) monitor pace and tone, e.g., avoid speaking too quickly or too slowly, avoid sounding angry or bored
- f) use appropriate language, e.g., avoid profanity, use proper grammar
- g) project voice
- h) face audience when speaking, e.g., make eye contact
- i) avoid excess words, e.g., redundant words or phrases
- j) pause appropriately, e.g., to allow listener time to absorb what has been said
- k) use workplace language appropriately, e.g., ensure listener understands industry jargon being used
- l) ensure inclusive language, respect various ethnicities and cultures
- m) speak clearly, e.g., enunciate words
- n) ensure that message is understood, e.g., repeat message if necessary

Critical Essential Skills:

- Oral Communication;
- Working with Others.

F1.3 Use questioning techniques

Using questioning techniques:

- helps to ensure understanding
 - clarifies information
- a) ask open-ended questions:
- obtain further information without limiting answers, for example:
 - opinion-based, e.g., ‘why do you think this happened?’
 - comparison-based, e.g., ‘how does your opinion of this new technique compare to your old method?’

- b) ask closed questions:
 - limit answers to yes, no or other short responses
- c) ask probing questions:
 - seek further detail, e.g., usually as follow up to a response

Critical Essential Skills:

- Oral Communication.

F1.4 Use nonverbal communication

Using nonverbal communication:

- increases understanding
 - clarifies information
- a) use gestures to reinforce message, e.g., stand to make important points
- b) use eye contact
- c) respect personal space of others, e.g., use appropriate physical contact when demonstrating skills
- d) use facial expressions, e.g., smile

Critical Essential Skills:

- Working with Others.

F1.5 Write effectively

Writing effectively:

- increases understanding
 - clarifies information
- a) write and print legibly
- b) use proper grammar and sentence structure
- c) write materials with readers’ needs in mind
 - adapt content and structure of existing materials to audience
- d) ensure that content is clear and accurate
- e) check presentation to ensure that document is:
 - neat
 - visually attractive



- f) edit presentation materials:
- revise as necessary

Critical Essential Skills:

- Writing.

F1.6 Demonstrate facilitation skills

Demonstrating facilitation skills:

- ensures that discussions and training sessions run smoothly
 - fosters active and collaborative learning
- a) encourage active discussion from the group, e.g., ask questions, solicit feedback and opinions
- b) interpret group dynamics, e.g., be mindful of learners’ body language, tone, general attitude
- c) moderate discussions to keep session on track and focused on objectives
- d) use training space strategically, e.g., move around the space to keep learners’ attention
- e) exercise creativity, e.g., use various technologies as teaching aids

Critical Essential Skills:

- Oral Communication;
- Working with Others;
- Critical Thinking.

F1.7 Respond to criticism

Responding to criticism:

- demonstrates professionalism and integrity
 - encourages discussion
- a) remain objective, e.g., do not get angry
- b) reiterate others’ points of view
- c) respond rationally
- d) validate position

Critical Essential Skills:

- Oral Communication;

- Problem Solving.

G. DEMONSTRATE PROFESSIONALISM

Exhibiting professionalism:

- sends positive impressions of individuals, organization and industry
- provides positive experiences for trainer and learners
- lends credibility and integrity to trainer, organization and industry
- sets standard for individuals and organization
- builds trust with learners
- enhances trainer and learner confidence
- increases job security
- promotes mutual respect

G1: Be professional

Being professional:

- builds credibility of individuals, organization and industry
- builds trust with learners

G1.1 Be professional

- a) treat others with respect, e.g., respect privacy
- b) speak positively about others
- c) be objective, e.g., do not discriminate or show favouritism
- d) be conscientious, for example:
- follow requirements of training program
 - do not take short cuts
 - consider actions before acting
 - be attentive to detail
- e) be punctual, e.g., be prepared to start training on time
- f) comply with organizational policies and procedures, e.g., dress code



- g)** keep confidential information (e.g., learner identification numbers, grades, contact information) secure
- h)** maintain positive attitude, e.g., speak positively about training material, organization and industry
- i)** support organization's values, culture, policies and rules
- j)** be polite, e.g., address learners by name, create a comfortable training atmosphere
- k)** be diplomatic, e.g., avoid unnecessary conflict
- l)** be ethical, e.g., avoid gossip

Critical Essential Skills:

- Oral Communication;
- Working with Others.

G2: Demonstrate commitment to the training profession

Demonstrating commitment to the training profession:

- sets a standard for industry trainers
- builds credibility
- establishes consistency among trainers

G2.1 Maintain professional appearance

Maintaining professional appearance:

- builds one's credibility as a trainer
 - promotes respect from learners
- a)** follow organization's dress code for trainers
 - b)** maintain role of trainer (rather than a peer)
 - c)** dress according to role and tasks, e.g., dress-casual style in classroom, PPE and work clothes in field
 - d)** maintain personal hygiene

G2.2 Keep current

Keeping current:

- ensures that training is relevant
 - validates one's credibility as a trainer
- a)** maintain professional credentials, e.g., provincial/Red Seal/occupational certification, trainer certification
 - b)** upgrade skills and knowledge (in both technical and training areas), e.g., by participating in personal and professional development activities such as training sessions, workshops, courses, field visits/hands-on activities and certification programs
 - c)** be aware of changes within the organization, sector and industry, e.g., read association newsletters, consult with supervisors and training department personnel
 - d)** be aware of changes in legislation and standards (e.g., Occupational Health and Safety Guidelines, regulations) by reading trade magazines, journals and newsletters
 - e)** be aware of local news, events and trends, e.g., industry conferences, association meetings
 - f)** participate in:
 - staff meetings (e.g., training, operations, HR) and provide input
 - in-house training and development sessions
 - skill development programs, e.g., standards and certification

Critical Essential Skills:

- Reading;
- Oral Communication;
- Continuous Learning.

G3: Develop interpersonal relationships



Developing interpersonal relationships:

- establishes trust and respect between trainers and learners

G3.1 Establish rapport

Establishing rapport:

- creates positive environment for training
 - encourages teamwork
- encourage involvement, e.g., ask learners to get involved in work-related events
 - network with others
 - provide specific, relevant feedback
 - be polite, e.g., greet learners by name, build high-level relationships with learners
 - adapt to communication style of others
 - adapt own level of interaction, depending on number of learners and situation
 - initiate conversations and dialogue among learners

Critical Essential Skills:

- Oral Communication;
- Working with Others.

G3.2 Motivate learners

Motivating learners:

- increases positive impact of training
- recognize positive behaviour
 - reward positive behaviour
 - determine learners' strengths and weaknesses
 - provide positive feedback
 - encourage learners, e.g., acknowledge progress

Critical Essential Skills:

- Oral Communication.

G3.3 Build trust

Building trust:

- builds credibility
 - establishes value of training
- maintain confidentiality, for example:
 - provide feedback to learners regarding their growth
 - respect confidences
 - avoid gossip
 - keep organizational matters private
 - be honest, e.g., give truthful feedback
 - act with integrity, e.g., follow up after training, honour commitments, set positive example for learners, respond equally to both positive and negative feedback on training ability

Critical Essential Skills:

- Oral Communication;
- Working with Others.

G3.4 Be a positive role-model

Being a positive role-model:

- encourages relationships
 - builds effective teams
 - increases positive impacts of learning
- be available to learners
 - be approachable
 - be knowledgeable, e.g., know learners' positions and job roles
 - share information
 - provide feedback, e.g., in the field, in training situations
 - mentor learners, e.g., offer one-on-one instruction, offer immediate feedback, use hands-on/practical teaching methods
 - show active interest in learners, e.g., nod, smile, make eye contact
 - be positive, e.g., focus on effort and progress, respond effectively to negatives
 - be an ambassador for organization, profession and trade/occupation



Critical Essential Skills:

- Oral Communication;
- Working with Others.

G3.5 Be a leader

Being a leader:

- encourages positive modelling
 - builds effective teams
- a) influence the behaviour of others, e.g., express and promote ideas, take a clear stand on issues
 - b) model positive and safe work practices for peers, learners and co-workers

Critical Essential Skills:

- Oral Communication;
- Working with Others.

G4: Manage stress

Managing stress:

- facilitates productivity
- sets an example for others
- helps learners to make appropriate decisions

G4.1 Manage stress

- a) separate personal life from business life
- b) control reactions and emotions, e.g., do not react immediately
- c) encourage open communication, e.g., listen, discuss, welcome comments and feedback
- d) maintain a positive attitude
- e) identify personal stressors, e.g., fatigue, noise
- f) recognize others' stress limits
- g) practice stress management techniques, for example
 - remove self from situation
 - take a walk

- take deep breaths
- talk to someone

- h) adapt appropriately to unforeseen events, e.g., adjust plans as needed
- i) be calm, e.g., monitor facial expression, do not raise voice
- j) identify personal needs, e.g., quiet time, physical space, dietary needs
- k) manage personal needs, e.g., handle personal relationship issues, financial pressures and health problems
- l) maintain a sense of humour, e.g., be able to laugh with others and at yourself
- m) ask for assistance when needed, e.g., when overwhelmed

Note: Difficulty managing stress depends on the individual. Personal situations also affect one's ability to manage stress.

G5: Manage Time

Managing time:

- helps to complete training tasks on schedule
- ensures learners feel comfortable and not rushed in the training setting

G5.1 Manage time

- a) assess training lessons, e.g., what the lesson involves, how much time is required
- b) prioritize lessons, e.g., complete critical lessons first
- c) schedule lessons, e.g., create daily lesson plans
- d) manage discussions and training sessions to ensure training objectives are met and schedules are followed
- e) follow daily lesson plans
- f) use time management system, for example:
 - day planner



- calendar
- computer scheduling program

Note: The relevancy and difficulty of managing time and priorities is dependent upon the Industry Trainer's work environment. For example, trainers working within smaller organizations are often required to manage all aspects of the training cycle, which adds to the difficulty of juggling training priorities (at both the organizational and individual level).

Critical Essential Skills:

- Critical Thinking;
- Job Task Planning and Organizing;
- Scheduling or Budgeting and Accounting Math.

