

Instructor Competency Assessment

Description

The Instructor Competency Assessment is used to assess the 15 key competencies of an instructor based on the following rating scale: inexperienced, developing, accomplished, and mastered.

How can you use it?

- As a performance appraisal tool.
- To assess competencies that need to be developed/improved.
- To assess staff when making staffing decisions.
- To develop hiring criteria/requirements.
- To assess the competencies of consultants you may be considering hiring.

Tip

Ask instructors to assess their competencies on a periodic basis and link the results of the assessment to an ongoing development plan.

Note

The Successful Training Manager workshop also includes assessments for the needs analysis, design/development, and evaluation core competencies. From strategic planning to managing the core training processes, this workshop shows you how to create a high-performance training function.

Instructor Competency Assessment

Read the competencies listed below and rate the instructor's current ability to fulfill each requirement based on the following rating scale:

1 = Inexperienced	2 = Developing	3 = Accomplished	4 = Mastered
<ul style="list-style-type: none"> • Has not had prior experience in performing this skill. • Requires extensive guidance and coaching to be able to perform at the expected level. 	<ul style="list-style-type: none"> • Has shown potential to develop this skill. • Requires regular guidance and coaching. 	<ul style="list-style-type: none"> • Frequently demonstrates this skill effectively in most situations and at the expected level of performance. • Requires some guidance and coaching in more complex situations. 	<ul style="list-style-type: none"> • Consistently demonstrates this skill beyond the expected level of performance. • Requires minimal or no guidance, even in complex situations; could teach others how to perform this skill.

Employee Name: _____

Rating	Skills and Knowledge
	1. Presenting content: able to deliver content in a conversational yet articulate manner that conveys expertise on the subject matter.
	2. Managing time: able to manage time appropriately during a course (i.e. a third of the time spent on the presentation of content and two-thirds on application and feedback).
	3. Structuring lessons: able to maintain a logical flow for each lesson (i.e. introduction, presentation, application, monitoring, feedback, summary).
	4. Facilitating groups: able to recognize signs of difficulty and other learner reactions and responds in a flexible and appropriate manner to address learner needs.
	5. Building and maintaining climate/rapport: able to create a warm and friendly learning climate through enthusiasm, sense of humor, and genuine interest in learners.
	6. Involving learners: able to interact with learners in a positive way that encourages participation and holds learner attention.
	7. Questioning: able to pose clear, concise questions that will generate valuable discussion or challenge the learners, give clear answers, and handle challenges appropriately.
	8. Listening: able to use active listening skills such as paraphrasing, reflecting feelings, and using encouragers.
	9. Observing performance: able to observe the application of skills and knowledge and identify areas that are done well, as well as areas for improvement.
	10. Giving feedback: able to provide learners with positive, constructive feedback that identifies ways to improve their performance.

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Rating	Skills and Knowledge
	11. Responding to learners: able to respond intelligently, professionally, and in a timely manner, to learner questions, needs, problems, or objections.
	12. Applying non-verbal communication: able to make eye contact, suitable facial expressions, and gestures that convey a calm and confident attitude.
	13. Audio-visuals: able to work with a variety of audio-visual devices (e.g. flip charts, multimedia equipment, etc.) to help enhance the presentation of course material.
	14. Organizing logistics: able to organize and coordinate materials and classroom set-up.
	15. Adult learning principles: able to use training techniques that will draw on the experience of adult learners and appeal to their adult learning needs.

Total: _____

Scoring and Interpretation

Add up your responses and write the total on the line above. Compare your answers to the scores listed below to help you decide whether this employee has the potential to become an instructor/course leader.

51 – 60:	This individual has the majority of the competencies required to be an effective instructor/course leader with little to no additional training. This person will be a valuable asset as you train others in the department how to conduct a training program.
25 – 50:	This individual has many of the core competencies required to be an effective instructor/course leader but does need some improvement in certain areas. A person scoring near the higher end of the scale will likely be able to learn how to conduct a training program with a fairly minimal amount of training and coaching. A person scoring near the bottom of the scale will likely be able to learn how to conduct a training program as well, but will require a greater amount of training and coaching.
15 – 24:	This individual’s current competencies do not make this person a suitable instructor/course leader at this time. An extensive amount of training, coaching, and experience will be required before this person is ready to conduct a training program on his/her own. It is at your discretion to determine whether you are prepared to invest the time and money required to bring this individual’s skills up to the expected level of performance.