

## **CORE COMPETENCIES Recommended for Training of Trainer Participants**

### **A. INTERPERSONAL CORE COMPETENCIES**

1. Communicates effectively and demonstrates passion and extensive knowledge about the topic to build trust with participants.
2. Maintains confidentiality and models ethical behavior.
3. Creates a positive and encouraging climate of diversity for ideas, questions, and learning.
4. Knows, articulates, and remains current of best practices in professional development, early childhood, and training.
5. Understands and applies principles of adult learning to the delivery of the session.
6. Creates and orients participants to an appropriate learning environment, including preparation of the room, greeting participants, engaging participants in cooperative learning, and addressing the social, emotional, and comfort needs of the learners.
7. Knows and adapts to various learning styles and addresses all styles throughout the session.
8. Demonstrates mutual respect with clients and TS staff.

### **B. PERSONAL CORE COMPETENCIES**

1. Demonstrates adaptability, flexibility, and it able to problem-solve independently.
2. Models professional and personal development, seeks new learning opportunities, and maximizes those that are present.
3. Demonstrates professionalism through dress and appearance, written and verbal communication and language, and preparedness and the use of TS material and products.
4. Uses technology with ease and regularly to communicate and to facilitate training sessions.
5. Adheres to TS policies and procedures.
6. Displays a sense of humor.

### **C. TRAINING DELIVERY AND TRANSFER OF LEARNING SKILLS**

1. Designs and arranges the training environment for comfort, interaction, and learning.
2. Understands and is mindful how personal appearances, dress, use of body language, and the tone of voice impact the presentation, the environment, and how participants engage.
3. Employs strategies, such as ice-breakers activities and introductions, to build trust among participants and a positive learning environment.

4. Adjusts presentation style and language for the specific group. Speaks clearly, varies volume, pace, tone, and inflection appropriately and avoids distractions in speech, such as “you know” and “umm.”
5. Uses active and reflective listening and feedback to facilitate group discussion.
6. Creates seamless transitions, such as summarizing and bridging, to segue to the next section of the session.
7. Uses strategies to keep the group on task, focused, on schedule, and is responsive to breaks and questions.
8. Employs appropriate strengths to engage participants who are uninvolved, resistant, or disruptive.
9. Assesses the skill level of learners and accommodates for a variety of levels and expertise across a continuum, seeks their feedback throughout the session and adjusts accordingly to meet their needs and the client’s goals.
10. Uses written participant evaluations and feedback to improve. Makes an action plan for future sessions.
11. Identifies opportunities and activities with the client to promote the transfer of learning before, during, and after the session by including activities to transfer learning to their job, such as action planning and writing training logs. Links these activities to adult learning using summarizing and pair-share.