

Trainer Competencies

ORGANIZATIONAL MISSION

- Models Youth-Adult Partnerships while training
- Motivates and inspires clients to action for healthier communities

CLIENT RELATIONSHIPS

- Corresponds with Client a minimum of two times and confirms all details and supplies prior to arrival.
- Researches the client's needs and community information to contextualize the training.
- Customizes the training for the clients needs and context.
- Utilizes statements and client knowledge to make connections during the training.
- Researches the local laws, policies, and practice that impact the participants' community
- Creates a training evaluation

LEARNING STYLES

- Understands different learning modalities and incorporates many of them into every training.
- Understands how his or her own cultural background affects values, attitudes, and beliefs, and recognizes ways that this background may impact his or her ability to train and relate to some participants.
- Incorporates cultural and geographic information to help clients access the training content.

FACILITATION SKILLS

- Knows how to defuse charged interactions in a training.
- Meets participants where they are, but pushes their development.
- Articulates and promotes open discussion about the "isms"
- Constructively deals with expressions of prejudice in the training
- Models successful youth/adult partnerships
- Motivates participants to make change in their lives and communities
- Breaks down barriers and norms that are exclusionary

TECHNICAL SKILLS

- Creates and changes powerpoints.
- Incorporates pictures and video into a powerpoint
- Assembles and connects necessary equipment for a training (all A/V equipment)
- Creates a training slideshow with appropriate music

Office of Research, Education & Training

- Uses appropriate music to create a positive environment

PRESENTATION SKILLS

- Prepares in advance and is thoroughly familiar with the training materials.
- Arrives early and prepares the room physically
- Sets up an environment that is emotionally safe and promotes involvement
- Uses appropriate modifications to meet cultural, age or learning differences
- Dresses professionally
- Uses introductory exercises to break the ice and increase participation
- Speaks clearly, loud enough for the room, and uses intentional language (appropriate vocabulary, minimal extra words, pacing)
- Adjusts training to keep the flow going, knows when to stay with an activity and when to move on
- Achieves the highest engagement level of participants possible
- Uses tools like reflexive listening, round robins, and small groups to encourage participant voice
- Never says what participants can say
- Recognizes non-verbal clues from participants
- Challenges participant responses in a way that pushes the group forward

FOLLOW-UP PRACTICES

- Reflects on the training and her or his own trainer practice and notes areas for improvement
- Accepts feedback and incorporates it into trainings
- Follows-up with any participant/client requests
- Checks in with client a month after the training