



Girl Guides
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A HOW TO GUIDE

for Trainers, Trainer Candidates and
Area Training Advisers
In Alberta, Northwest Territories
and Yukon





*A **HOW TO GUIDE** to assist Trainers, Trainer Candidates, OAL Adventure Facilitators, OAL Expedition Leaders and Area Training Advisers understand the requirements and processes for yearly renewal, appointment, reappointment, evaluating, and mentoring a trainer.*

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How to Become a Trainer Candidate (TC)

A Guider interested in becoming a Trainer Candidate must complete the **Trainer Candidate Application Form (TR.3)** and submit the signed form along with a recent iMIS profile to her Area Training Adviser (ATA).

- Once the ATA receives a TR.3 and recent iMIS profile, she or her delegate (an experienced trainer) will contact the Guiding reference on the TR.3 and record the results on the AB-Training.04 (Trainer Candidate Reference) form.
- Once reference has been contacted, the ATA is to contact the AC, preferably by email to obtain the Area Recommendation. Once a reply has been received from the AC, the ATA is to forward that email along with the 3 documents (TR.3, iMIS profile & AB-Training.04) to the Trainer Records & Development Coordinator.
 - **Incomplete or incorrect forms will be returned.**
 - **These can be submitted to the Trainer Records & Development Coordinator at any time during the year.**
- Following the submission of the TR.3, iMIS profile and AB-Training.04 to the Trainer Records & Development Coordinator the documents will be reviewed by the Provincial Training Sub-Committee Executive and if approved, the Guider will receive a welcome email from Provincial Training Adviser. The candidate appointment will be entered into iMIS which will then give the Trainer Candidate access to the trainers' section in Member Zone on the national website as well as they will begin receiving Training specific communications.
- The new trainer candidate will receive a New Trainer Kit from the Provincial Training Sub-Committee at the earliest opportunity following the completion of the *TEAM Trainer Stream modules*.

The final approval for appointment of a Trainer Candidate is done by the Executive of the Provincial Training Sub-Committee.

Trainer Candidate (TC) Process

The TC will be informed of opportunities to take the **trainer pre-requisites**: *Understanding the Adult Learner* TEAM enrichment module and the *TEAM Trainer Stream Modules* if she has not taken them previously or received equivalency. The Trainer Stream modules are offered provincially, usually at the Provincial Trainers Workshop.

- It should be noted that any Guiding member is able to take the *TEAM Trainer Stream Modules* however completion of these modules does not automatically appoint the guider as a Trainer Candidate. Once these modules have been completed she will be awarded the Trainer Stream pin and there is no obligation to become a Trainer Candidate. The Trainer Candidate process still must be followed if she chooses to apply to become a Trainer Candidate.
- If the prospective trainer has experience as a 'trainer of adults' she may request equivalency for some or all of the Trainer Stream Modules. To request equivalency for these modules, the Guider must complete the **Training Equivalency Form (TR.1)** and submit it to her Area Training Adviser (ATA).
- Once a Candidate has been appointed, the ATA will invite the TC to the Area training meetings.
- The TC will be invited to attend trainings as an observer.
- The TC is assigned a Mentor by the ATA in consultation with the TC.
 - The ATA notifies the Trainer Records & Development Coordinator of the mentoring partnership who then updates her records and has iMIS updated accordingly.
 - If there is not a Mentor indicated on the submitted paperwork, the Trainer Records



- & Development Coordinator goes back to the ATA and asks if one has been assigned or assists in finding an appropriate Mentor.
- The Trainer Candidate may request several mentors to help her expand her skills.
- Once a mentor is assigned, the TC and mentor will work together on the following:
 - TC works with her mentor to develop and understand the goals they are trying to achieve. Completing the **Mentor Work Sheet Goal Setting form** will assist them in this mentoring relationship.
 - Observe her mentor/designate deliver at least one training
 - Team train at least two trainings (different modules, if possible)
 - Perform a self-assessment of trainer competencies using the Trainer Observation Rubric and discuss with mentor
 - Do one training solo and receive feedback from her mentor/designate to gauge experience and create a further development plan if required.
- The Trainer Candidate is to submit the **Annual Trainer Report (TR.4)** and the **Alberta Trainer's Biographical Record (AB-Training.01)** each year indicating the trainings she has facilitated and any professional development trainings she has taken over the year. Submission of these forms allows the TC to become familiar with the forms and how/when to submit them. Their submission also keep the ATA apprised of Candidate's progress.
 - The forms must be sent to the ATA for submission to the Trainer Records & Development Coordinator on or before July 15th each year.
- A Trainer Candidate has up to three years from the candidate appointment date, to complete the Trainer Candidate process. This date is also listed in iMIS however the Trainer Records & Development Coordinator will send a letter to the Trainer Candidate, her Mentor and her ATA, 6 months in advance of the 3-year completion date as a reminder that her candidacy expiry date is fast approaching.

Trainer Candidates Responsibilities

- Complete Trainer pre-requisite trainings, *Understanding the Adult Learner* and the *TEAM Trainer Stream Modules* at the earliest opportunity.
- Complete the Mentor Work Sheet Goal Setting form with mentor early in the mentoring partnership.
- Observe Mentor/designate facilitating at least one training.
- Team train at least two trainings.
- Do one solo training to receive feedback from mentor/designate to gauge experience.
- Perform a self-assessment of trainer competencies using Trainer Observation Rubric.
- Ensure an annual TR.4 and AB-Training.01 is submitted to ATA by the Area due date.
- Attend Area Training meetings
- Attend Provincial Trainer's Workshop at least once during 3-year Candidate term.

Mentor's Responsibilities to Trainer Candidates

The role of the Mentor is to provide guidance and support to the Trainer Candidate to become familiar with her new role. The Mentor should be prepared to:

- Complete the Mentor Work Sheet Goal Setting form with the TC
- Be observed by the mentee
- Assist a mentee to develop and expand her skills
 - Complete the Mentor Work Sheet Goal Setting form
 - Observe at least one mentee training and provide feedback
- Be a positive role model
- Share experiences, knowledge and resources



- Be genuinely interested in the mentee as an individual
- Establish a good mentee/mentor working relationship
- Offer problem solving techniques
- Help set and review goals
- Be prepared to team train with the mentee
- Provide helpful feedback
- Acknowledge achievements
- Inform and encourage mentee to participate in trainings

ATA's Responsibilities to Trainer Candidates

- Assign a mentor to the Trainer Candidate in consultation with her.
- Advise the Trainer Records & Development Coordinator of this mentoring partnership.
- Invite the TC to attend Area Training meetings.
- Start an AB-Training.03 Area Training Adviser Checklist for Trainer Appointment form for each candidate.
- Review TC's annual TR.4 and AB-Training.01 forms to ensure proper completion and to track progress.
- Forms are to be sent in as soon as the ATA receives and reviews them rather than waiting for the deadline date. Ideally within 2 weeks of receiving the forms. Ideally forms should be submitted electronically in either word or pdf. They are not to be submitted as jpegs.

PTC's Responsibilities to Trainer Candidates

- The Trainer Records & Development Coordinator presents the documentation to the Provincial Training Sub-Committee Executive.
- Once approved, the Provincial Training Adviser sends a welcome email to the Trainer Candidate; cc's her Mentor, her Area Training Adviser and Trainer Records & Development Coordinator.
- If appointment is not approved, a discussion with the ATA and PTA takes place. The discussion is followed up by an explanation letter sent by the Provincial Training Adviser to the potential candidate and the ATA.
- The Trainer Records & Development Coordinator updates the Trainer Candidate's iMIS profile with the appointment date and mentoring partnership so that the Trainer Candidate can access the trainer section on the national website as well as receive communications specific to Training.
- Provide TC with a New Trainer kit upon becoming a candidate, once she has completed the Trainer Stream modules (or been granted equivalency).

Appointment of a Trainer

When the trainer candidate feels she is ready to be appointed as a trainer, she must have her training skills assessed in partnership with her mentor using the Trainer Self-Evaluation (TR.5), the Trainer Observation (TR.6 along with the Trainer Observation Rubric) and Participants Evaluation (TR.8 or an equivalent summary) forms. **Note:** The Trainer Candidate has three years from her candidate appointment date to complete the Trainer Candidate process and get to this stage, but may do so earlier if she is ready. It is strongly recommended that the evaluation training session is on a TEAM Foundation or Enrichment module and are done solo.

Once the trainer has been assessed, she is to submit the following documentation to her ATA within 30 days of the training.



- The Self-Evaluation (TR.5) form from the assessed training.
- The signed Trainer Observation (TR.6) form from the assessed training. If the trainer candidate is comfortable, she is encouraged to submit the Trainer Observation Rubric.
- A summary of the Participant Session Evaluation (TR.8 or an equivalent summary) from the assessed training.

Please note, the TR.5, TR.6 and TR.8s must be from the same training session and are to be sent into the trainer's Area Training Adviser within 30 days of the end of the training. The assessment training is to take place within three years of becoming a trainer candidate.

Once the ATA has received the above documents, she will look them over to ensure all information is included. She will then complete the AB-Training.03 including a recommendation from the mentor and the Area. **Please note:** The Area recommendation must be done in consultation with the Area Commissioner with a note or signatures of recommendation.

Once all pertinent documents and recommendations have been obtained, the ATA will submit everything to the Provincial Trainer Records & Development Coordinator. This should be done within two weeks of being received. The application will then be reviewed by the Provincial Training Sub-Committee Executive at the earliest opportunity.

Upon approval, the trainer candidate will be appointed as a trainer for a three-year term, receive a Trainer pin at the earliest opportunity and her iMIS profile will be updated to reflect that she has been appointed as a trainer.

Should the candidate be unsuccessful, a discussion will take place between the TC, ATA and PTA to determine the next course of action. A new mentor should be arranged if the candidate wishes to continue.

The final approval for appointment to trainer is done by the Executive of the Provincial Training Sub-Committee.

Trainer Candidates Responsibilities for Trainer Appointment

- Ensure all Trainer Candidate Responsibilities as listed above are complete within three years of her candidate appointment date.
- Work with Mentor and/or ATA to find a suitable training session for the TC to be assessed.
- Compile the TR.5, TR.6, Trainer Observation Rubric, and TR.8s (or equivalent summary) and submit to ATA within 30 days of assessed training.

Mentor's Responsibilities for Trainer Appointment

- Work with Mentee to find a suitable training session for her to be assessed.
- Using the TR.6 and Trainer Observation Rubric, assess the mentee and discuss findings following the training.
- Sign and date the TR.6 along with the mentee to show it was discussed.
- Be prepared to provide a recommendation as the mentor to the ATA on the AB-Training.03.

ATA's Responsibilities for Trainer Appointment

- Complete the AB-Training.03 for the Trainer Candidate
- Work with Candidate and/or Mentor to find a suitable training session for her to be assessed.
- Ensure the TR.5, TR.6, Trainer Observation Rubric and TR.8s are complete, including signatures as required. Things to watch for:



- some with no scoring
- some with no comments
- long gap between training session and forms being submitted
- that they are from the same training session
- no TR.8 summary (or equivalent) accompanying the TR.5 & TR.6
- documents not signed or dated
- Obtain the mentor's recommendation and record this on the AB-Training.03. An email copy from the mentor is also acceptable.
- Once reviewed at the Area level, the ATA, in consultation with the AC provides an Area recommendation recording this on the AB-Training.03. An email from the AC is also acceptable.
- Determine how and when the trainer will be presented with her Trainer pin upon successful appointment and record this on the AB-Training.03.
- Compile all relevant completed documents (AB-Training.03, TR.5, TR.6, Trainer Observation Rubric and TR.8s and submit to the Trainer Records & Development Coordinator for approval by the Provincial Training Executive Sub-Committee.
- If the Trainer Candidate requires more time (i.e. not able to get all their trainings completed) then a request should be sent to the Provincial Training Sub-Committee for a new completion date. It may also help the Trainer Candidate by appointing a new Mentor at that time.
- Forms are to be sent in as soon as the ATA receives and reviews them rather than waiting for the deadline date. Ideally within 2 weeks of receiving the forms. Ideally forms should be submitted electronically in either word or pdf. They are not to be submitted as jpegs.

Provincial Training Sub-Committee's Responsibilities to Trainer Appointment

- The Trainer Records & Development Coordinator reviews the submitted forms and puts a motion to the Provincial Training Sub-Committee Executive for approval.
- If approved, the PTA sends a congratulatory letter to the new Trainer and cc's her Area Training Adviser and the Trainer Records & Development Coordinator.
- The Trainer Records & Development Coordinator sends a Trainer pin to the ATA for presentation unless otherwise noted.
- If appointment is not approved, a discussion with the trainer candidate, ATA and PTA takes place to determine next steps. The discussion is followed up by an explanation letter sent by the Provincial Training Adviser to the candidate and the ATA.

Annual Requirements for a Trainer

Annual Trainer Responsibilities

- To maintain the trainer appointment, a trainer must be active in the trainer position by training a minimum of 10 hours per year. The training records run from July 1st – June 30th each year.
 - At least three hours must be on training Foundation modules.
 - A letter of cancellation is sent to any trainer who has not meet the minimum 3 hours Foundation trainings consecutively over a 3-year period.
 - If a Trainer wishes to train a Foundation or Enrichment Module (e.g. OAL Tent Camping or Building Strong Teams) that they haven't trained



before, there should be a discussion between the trainer and her Area Training Adviser (or Provincial Training Adviser if there is no ATA) regarding the knowledge and skills needed to deliver the training. This is to ensure the trainer feels comfortable with going ahead to train a new module. Training with a Mentor or team training is also a good way to train a module that the trainer has never trained before.

- A maximum of three hours prep time may be considered towards training hours.
- Trainers must be committed to their own personal learning by participating in a minimum of four hours of enrichment training each year of their appointment. (Training taken outside of Guiding is eligible for training credit assessment.)
- Trainers are expected to attend training team meetings and events regularly, in person or via teleconference.
- Trainers are expected to attend the Provincial Trainer's Workshop annually but at a minimum at least once during their three-year appointment.
- Trainers are to complete the **Annual Trainer Report (TR.4)** to record the trainings they have given and trainings they have taken, during the one year timeframe. This form is to be sent to their Area Training Adviser (ATA) for submission to the Trainer Records & Development Coordinator on or before July 15th each year.
 - Failure to submit the TR.4 by the due date will imply that the trainer does not want to be a trainer anymore. Their iMIS profile will be updated accordingly, meaning that they will no longer have access to the training modules on *Member Zone* nor be on the training roster.
- Trainers are required to complete the Alberta Trainer's Biographical Record (AB-Training.01) and submit to their ATA for submission to the PTC on or before July 15th each year. This form reports on the following:
 - All trainings they have given that year,
 - Trainings they are interested in training in the coming year,
 - Trainings they are interested in team training in the coming year, and
 - Provincial Training Events that they are willing to coordinate or to be part of the training team in the coming year

The yearly Renewal Forms (TR.4 and AB-Training.01) must be sent to the ATA for submission to the Trainer Records & Development Coordinator no later than **July 15th each year**.

Please Note: The Provincial Training Sub-Committee uses the TR.4 and AB-Training.01 forms for record keeping and for consideration in choosing Trainers to coordinate and/or train at a Provincial Training Event.

Annual ATA Responsibilities

Area Training Advisers must be sure all trainers and trainer candidates are using the current forms only. Current AB-Training.01, AB-Training.02, AB-Training.03, AB-Training.04, Trainer Observation Rubric and Mentor Worksheet-Goal Setting Forms are on the Alberta website under *Training>Training Forms and Resources* with a link also to the current National Website forms (TR.1-TR.10) or go directly to the National website under *Forms* for the TR.1-TR.10.

- Area Training Advisers are responsible to keep track of the national trainer reappointment requirements for each trainer in their Area. As such, the **Area Training Adviser Checklist for Trainer Reappointment (AB-Training.02)** is to be used by the



Area Training Advisers to keep track of the yearly requirements and the reappointment process.

- Area Training Advisers are responsible to keep track of each Trainer Candidate's progress. The **Area Training Adviser Checklist for Trainer Candidate Appointment (AB-Training.03)** is to be used by the ATA for this purpose.
- The Area Training Advisers are to review the TR.4's and AB-Training.01s of all trainers and candidates in their Area to confirm the forms have been completed properly. This will keep the Area Training Adviser aware of how the Trainer Candidate is progressing on becoming a trainer and to confirm the forms have been completed properly. Things to watch for include:
 - have they written the actual number of hours (the word "lots" is not acceptable)
 - have they indicated what type of training it was (such as foundation, enrichment, administration)
 - have they indicated the number of participants?
 - did they note if the training did not take place and why it did not
 - have they noted preparation time?
 - have they indicated who delivered the training
- Record the date received and other pertinent information on each individual's AB-Training.02 (or .03 for candidates) when the TR.4 and AB-Training.01 forms are received.
- Forward only the TR.4 and AB-Training.01 to the Trainer Records & Development Coordinator on or before July 15 of each year. **Incomplete or incorrect forms will be returned.**
- Forms are to be sent in as soon as the ATA receives and reviews them rather than waiting for the deadline date, ideally within 2 weeks of receiving the forms. Forms should be submitted electronically in either word or pdf but hard copies will be accepted if necessary. They are not to be submitted as jpegs.
- ATA's need to be aware of when their trainers need to be evaluated for reappointment so they can remind and assist the trainer in find a suitable training to be evaluated on. This information can be obtained from the Training Roster, or from the Trainer Records & Development Coordinator.

Guidelines for Reporting on the TR.4 and AB-Training.01

Reporting on the TR.4 Form

1. **What can be recorded under TRAININGS PRESENTED on the TR.4?**
 - Use the number of hours National Modules state, provided the trainer has met all the learning objectives in the module. I.e. Safe Guide states 2.5 hours then the trainer records 2.5 hours regardless of how long the session was. *(the hours are indicated beside the modules on the AB-Training.01)*
 - A maximum of 3 hours preparation time may be considered towards training module time.
 - In special circumstances, if the trainer holds a senior position in guiding (i.e. AC or in some cases DC etc.) equivalency hours may be granted. Please speak to the PTA for more information.
2. **What can be recorded under OTHER TRAINING ACTIVITES on the TR.4?**
 - Participation in training meetings at area level (record the number of hours participating at the meetings)
 - Participation on training sub-committee at provincial level (record the number of hours participating at the meetings)
 - Preparation time over and above the 3-hour maximum listed under Trainings



Presented.

- Provincial Co-ordinator for an event (record the number of preparation hours)
- Mentoring another trainer (record the number of hours spent mentoring)

3. How are Provincial Training Event Hours Recorded on the TR.4?

- Participant at the Trainers Workshop:
 - For recording *TRAINER DEVELOPMENT* hours the Event Coordinator will inform all participants the hours allotted for the event. (I.e. 1.5 hours Friday evening, 7.5 hours Saturday and 3 hours Sunday.) This ensures all participants will be recording the correct number of learning hours for this event (These hours are set by the Event Coordinator, in discussion with the Training Events Coordinator.)
 - If a trainer chooses to take a break or not participate in a session that trainer must decrease the number of hours of training taken accordingly.
- Training at the Trainers Workshop, Multi-Faceted, or Commissioners Workshop:
 - These should be recorded based on the number of hours actually spent training. For instance, if you facilitate two 1.5 hour sessions at Multi-Faceted, then you can record 3 hours.
- If the trainer is a participant in other sessions during the event, those hours can be recorded under *TRAINER DEVELOPMENT* using the hours allotted for each session.

4. Where to send Questions Regarding Reporting on the TR.4?

- Any questions regarding whether something counts or does not count towards training hours, goes to the ATA who in turn will take it to the PTA for discussing/answering.
- The reply will be sent to the ATA concerned and if required, the reply will be sent to all other trainers.

Reporting the Alberta Trainer's Biographical Record (AB-Training.01)

Each year trainers are required to complete the Alberta Trainer's Biographical Record (AB-Training.01) to report on the following:

- All trainings they have given that year,
- Trainings they are interested in training in the coming year,
- Trainings they are interested in team training in the coming year, and
- Provincial Training Events that they are willing to coordinate or to be part of the training team in the coming year.

Trainer Reappointment

Trainers are required to be reappointed every three years. At the end of a trainer's three-year term, she has the option to apply for re-appointment, take a leave of absence for one year or resign.

- If taking a leave of absence or resigning, trainers are to complete the Leave/Resignation Form (TR.7) and submit to their Area Training Adviser.
- Leave of Absence requests are not permitted by Trainer Candidates.
- It is the trainer's responsibility to notify her ATA of her availability to return to the position. Trainers who have been inactive beyond one year are considered to have resigned.

Please note: Trainers who request a Leave of Absence are still expected to submit a TR.4 to their ATAs before July 15th as it is expected that they would have done some sort of training prior to requesting their Leave of Absence.

Trainer Responsibilities for reappointment

The Trainer is responsible for ensuring the following requirements are completed if reappointment is being sought:



- Attend a Provincial Trainer's Workshop at least once during the 3-year appointment.
- Participate in Area Training meetings and events.
- Obtain 10 Hours training each year during the 3-year appointment of which at least 3 hours are to be TEAM Foundation or Enrichment modules.
- Obtain 4 Hours enrichment training each year during the 3-year appointment
- Ensure Training Forms (TR.4 and AB-Training.01s) are submitted to ATA annually and on time.
- Find a training, in consultation with her ATA (or PTA, if there is no ATA), where she can be evaluated,
 - **Please Note:** The Provincial Training Sub-Committee understands that not all areas, specifically our smaller areas, will have a training taking place when a Trainer needs to be re-evaluated. As such, Trainers may facilitate their reappointment evaluation trainings at any time in the year preceding their reappointment date. It is strongly recommended that early reappointment evaluations taking place between the 6 and 12 month be **the exception and not the rule**. Please note, requesting an early reappointment will not change the Trainer's reappointment schedule.
 - It is strongly recommended that the trainer, in consultation with her ATA, take the following into consideration when choosing which session will be used for her reappointment evaluation session:
 - That the training session is done solo and not as a team training session.
 - That the training session be either a Foundation or Enrichment module from the **Training and Enrichment for Adult Members (TEAM)**.
- Upon the completion of the evaluation training, ensure that the TR.5 (self-evaluation), TR.6 (peer review performed by Training Advisor or designate), Trainer Observation Rubric and TR.8s are filled out, signed as applicable and submitted to her ATA within 30 days of evaluated training.
 1. **The TR.5 is meant to give the evaluated trainer:**
 - an opportunity to look inward at her skills and training techniques at what she would change or add
 - an opportunity to set new goals with timelines
 2. **The TR.6 with the Trainer Observation Rubric is meant to give the evaluated trainer**
 - valuable feedback
 - suggestions for growth as a trainer
 - If the trainer is comfortable, the Training Sub-Committee would also like to have the Trainer Observation Rubric submitted with the rest of the paperwork. This Rubric will not only assist the trainer in identifying specific areas where they excel, or where there could be improvement, this document will also assist the Training Sub-Committee in determining areas of concern within our training community and possibly focus on these areas with training sessions at the Trainer's Workshop.
 3. **The TR.8 (or an equivalent summary) is meant to give the evaluated trainer**
 - feedback on participants' satisfaction with the content
 - feedback on participants' satisfaction with the training methods used
 - can provide the information on how to improve the training

Please note, these three evaluations must be from the same training session and are to be sent into the trainer's Area Training Adviser **within 30 days of the end of the training session**.

Trainer Self-Evaluation Form (TR.5)

What is expected of the trainer?



- Continue to be stimulated as a trainer
- Know the subject well
- Have everything prepared in advance
- Be organized during the training
- Be time conscientious,
- Complete the TR.5, as soon as possible, after peer review training, ideally immediately following the session so it is fresh in the trainer's mind,
- Review the TR.6 and the Trainer Observation Rubric with the evaluator then sign and date the TR.6.
- Compile the TR.8s into a summary sheet or scan all TR.8s into a single document to submit with the TR.5 and TR.6,
- Submit all documents, including the Trainer Observation Rubric if comfortable doing so, to the ATA within 30 days after the evaluated training session.

Trainer Observation Form (TR.6) with Trainer Observation Rubric

What is expected of the evaluator?

- Know who is being evaluated and which training they will be delivering. Be familiar with the objectives of the training.
- Read over the TR.6 and the Trainer Observation Rubric prior to the training to be familiar with what to look for.
- Make notes during the training on the Trainer Observation Rubric in order to complete the TR.6 after the training (If the evaluator is comfortable, just fill in the two forms during the training.)
- Provide constructive and encouraging feedback. Strengths as well as limitations, as this indicates areas for improvement, otherwise the trainer will not benefit in full from the evaluation.
- Make time to discuss the evaluation with the trainer. Ideally it should be done immediately following the training, if not, then within no more than 2-3 weeks so that the paperwork can be submitted to the ATA within the 30 day timeline. Both the evaluator and the trainer being evaluated must sign and date the TR.6 to indicate it has been discussed.
- Be prepared to answer any questions the trainer being evaluated has.
- If required, there should be a discussion between the evaluator and the trainer's ATA to facilitate formal support to address any help the trainer needs to meet her goals or to meet any recommendations made by the evaluator.

Participant: Session Evaluation (TR.8 or an equivalent summary)

The trainer is to use the TR.8 but it is acceptable to use an evaluation form that has been designed for the training as long as it covers these three (3) areas: the module; the trainer; and the training venue.

Whichever form of the TR.8 a trainer uses, it is requested that a summary of all the evaluations be completed and submitted along with the TR.5 and TR.6 to the ATA, which in turn, is submitted to the Provincial Training Sub-Committee for reappointment approval.

ATA Responsibilities for reappointment

- Work with Trainer to find an eligible evaluation training (see Trainer Responsibilities above)
- Agree to observe evaluation training, or find an alternate, experienced trainer.
- Ensure that all forms are complete and the most current, **Incomplete or incorrect forms will be returned**. Some things to look for:
 - some with no scoring



- some with no comments
- long gap between training session and forms being submitted
- that they are from the same training session
- no TR.8 summary (or equivalent) accompanying the TR.5 & TR.6
- documents not signed or dated
- Complete the AB-Training.02 including the Area recommendation in consultation with the Area Commissioner and Area Training.
- Once approved, the ATA submits the signed and dated electronic AB-Training.02 form, accompanied by the TR.5, TR.6, Trainer Observation Rubric, TR.8s (or an equivalent summary) and recommendation from the AC to the Trainer Records & Development Coordinator as soon as possible after receiving them.
 - **Please Note:** If evaluations for reappointment are between 6 – 12 months prior to the trainer's reappointment date, the ATA needs to find out why and record this on the AB-Training.02. **It is recommended that early reappointments are the exception and not the rule.** Please note, early reappointment will not change the Trainer's reappointment schedule.
- Forms are to be sent in as soon as the ATA receives and reviews them rather than waiting for the deadline date. Ideally within 2 weeks of receiving the forms. Forms should be submitted electronically in either word or pdf. They are not to be submitted as jpegs.

The final approval for reappointment of a trainer is done by the Executive of the Provincial Training Sub-Committee.

PTC Responsibilities for reappointment

- The Trainer Records & Development Coordinator reviews the forms to ensure all required information is submitted and submits a motion to the Provincial Training Sub-Committee Executive for reappointment as soon as reasonably possible.
- If approved, the Provincial Training Adviser sends a congratulatory letter for reappointment to the Trainer and cc's her Area Training Adviser and the Trainer Records & Development Coordinator.
 - If not approved, a discussion with the trainer followed by an explanation letter is sent by the Provincial Training Adviser to the trainer and the Area Training Adviser involved.
- When the appointment has been approved the Trainer Records & Development Coordinator has the trainer's record updated in iMIS. The trainer can then continue to access the trainer section on the national website as well as receive any training specific communications from National and/or Province.

Other Information

- If for any reason the annual TR.4 and AB-Training.01 forms are not received by July 15th, an email will be sent to the trainer by the PTA, and cc'd to the ATA, to inform the trainer that her forms have not been received. The letter will also note that if the forms are not received within two weeks of receipt of the letter, her iMIS profile will be updated to reflect that she has not fulfilled the annual requirements of being a Trainer and her trainer status will be ended. If the trainer's forms are submitted after iMIS has been updated, the reappointment expiry date will be changed back to their original expiry date. Ongoing late submission of the annual forms will be considered when the trainer's 3-year reappointment is reviewed.
- If a trainer's reappointment end date is reached before she and the Area Training Adviser send in TR.5, TR.6 and TR.8 (or an equivalent summary) reappointment forms, the trainer



will no longer be on the trainer roster. She will not be able to access the training section of the National website until the Training Sub-Committee receives the forms and have passed the motion to accept the reappointment. Any delay in getting the paperwork to the Sub-Committee may result in the trainer appointment being cancelled completely.

- If there are circumstances that prevented the trainer from being observed, she must submit in writing, through her ATA, using the AB-Training.05 form, stating why she cannot meet the reappointment requirements and request an extension. The ATA will then forward the completed AB-Training.05 form to the Provincial Training Adviser/Designate. Extensions are granted for a maximum of 6 months. **Please note** extensions should only be requested due to extenuating circumstances which prevented the trainer from completing the reappointment requirements and should not be considered common practice.
- To be reappointed as a WAGGGS Trainer, they complete the National reappointment criteria, then once complete, the PTA sends an email to National indicating that the requirements for reappointment have been done, National then makes the change to the WAGGGS trainer expiry date. The WAGGGS expiry date and the Trainer expiry date are to be the same and will be adjusted accordingly if required.

Outdoor Activity Leadership (OAL) Adventure

OAL Adventure Camping Training Team

This training must only be delivered by a team that includes Adventure Facilitators and/or an Expedition Leader and a GGC Trainer. The Trainer may but does not need to have the experience and skills to take on the role of Adventure Facilitator or Expedition Leader.

- **Adventure Facilitators (AF)** – are Members who meet the requirements of a Safe Guide Red Level Trip Assist with recent relevant experience or are professional guides/outdoor school subject matter experts.
- **Expedition Leaders (EL)** – are Members who are Safe Guide Red level Trip Leads or professional guides/outdoor school subject matter experts with similar qualifications.
- **Trainers** – As trainers have a background in adult education and training execution it is recommended that this person be involved in the coordination of the training through the provincial or local training department, help support the team and the adult education aspect of the knowledge sessions.

Adventure Facilitator and Expedition Leaders Reappointment

These roles do not map perfectly to the systems in place for Trainer re-appointment. For reappointment, Adventure Facilitators and Expedition Leaders need to demonstrate that they are continuing to adventure camp and can bring recent and relevant experience to the trainings. As per the Training the OAL Adventure Camping Training Program FAQ, Adventure Facilitators and Expedition Leaders will be asked to submit their Trip Experience Log to the Provincial Training Sub-Committee, through their ATA once every three years. Once received, the PTC, in collaboration with the Camping and Safe Guide Networks, will evaluate if the member is continuing to adventure camp, and keeping current as a Safe Guide Trip Assist and Trip Lead.



Samples of the Forms

- *AB-Training.01*
- *AB-Training.02*
- *AB-Training.03*
- *AB-Training.04*
- *AB-Training.05*
- *AB-Training-Mentor Goal Setting Worksheet*
- *The Trainer Observation Rubric used with permission by the Girl Guides of Canada BC Training Committee*

NOTE: *Ensure the most current training documents are used. Forms can be found at these links:*

[National Member Zone – Trainer Forms](#)

[Alberta Council Training Forms](#)



GIRL GUIDES OF CANADA-ALBERTA COUNCIL

Trainer's Biographical Record (July 1, 20 , to June 30, 20)

We protect and respect your privacy. Your personal information is used to communicate within our organization. We do not provide or sell this information outside our organization. For further information, see our privacy statement at www.girlguides.ca

Name: _____ **iMIS Number:** _____

Area: _____

Designation: Trainer Candidate Trainer WAGGGS Trainer

Please indicate the modules you have trained this year and/or are interested in training. Also indicate the provincial trainings/events you are interested in being the coordinator or part of the coordinating team.

Provincial Volunteer Opportunities for you

- | | |
|---|--|
| <input type="checkbox"/> Be a Trainer Mentor
<input type="checkbox"/> Travel to other Areas to Train
<input type="checkbox"/> Be a Telephone Trainer
<input type="checkbox"/> Be an Adobe Connect Trainer
<input type="checkbox"/> Be an OAL Mentor
<input type="checkbox"/> Be a Team Trainer | Act as a Coordinator for: <i>Please note the last year you coordinated the event.</i>
<input type="checkbox"/> Adult Art Events _____
<input type="checkbox"/> Commissioners' Workshop _____
<input type="checkbox"/> Multi-Faceted _____
<input type="checkbox"/> Trainers' Workshop _____
<input type="checkbox"/> VAN-GO _____ |
|---|--|

Train at Provincially Sponsored Events: *Please note the last year you trained at the event:*

- | | | |
|--|---|---|
| <input type="checkbox"/> Adult Art Events _____ | <input type="checkbox"/> Commissioners Workshop _____ | <input type="checkbox"/> Multifaceted Event _____ |
| <input type="checkbox"/> Trainers Workshop _____ | <input type="checkbox"/> VAN-GO _____ | <input type="checkbox"/> Wild Rose _____ |
| | | <input type="checkbox"/> OAL _____ |

Foundation Modules
(recommended hours in left column)

		Trained this year	Interested in training	Want to Team Train					
2.5	Safe Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Unit Guider Stream									
		Branch							
		S	B	G	P	R			
1	About the Girl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	All About Your Branch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Programming for the Girl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Quick Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Putting the Pieces Together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Building Unit Guider Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Activity Leader (OAL) Stream									
2	Getting Outside: Taking Girls Outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Residential Camping: Leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Residential Camping: Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Residential Camping: Food & Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Residential Camping: Camp Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Foundation Modules
(recommended hours in left column)

		Trained this year	Interested in training	Want to Team Train
3.5	DC Getting Started: Foundation of your Position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	DC Getting Started: District Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	DC Getting Started: Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	DC Getting Started: Building your District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	DC Getting Started: Risk management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Commissioner Stream

Administrator Stream

2.5	Effective Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Building Strong Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Conflict Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Trainer Stream

3	Understanding the Adult Learner** <i>Not part of Trainer Stream, but pre-requisite</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Training Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Training Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Facilitation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Training the Streams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enrichment Modules

		Recommended Hours	Trained this year	Want to train	Want to Team Train			Recommended Hours	Trained this year	Want to train	Want to Team Train
Unit Guider Working with Girls	Dramatic Arts	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicating with Girls	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Exploring the Branches	1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girl EmPower	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Promise and Law	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls for Safer Communities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	International Guiding	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls United: Helping Girls Connect in Healthy Ways	2.25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Leading Active Games	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Outdoor Activity Leadership (Tent)	Planning and Packing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tents and Tarps		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Kitchens and Cooking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activities and Program		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DC More Depth	Foundation of your Position	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	District Administration	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Human Resources	3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building your District	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Risk Management	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Personal Development	Bias Awareness/Equity	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building Strong Teams	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Conflict Management	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective Communication	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Event Planning	3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mentor Training	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Financial Management	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer Management	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Time Management	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Any other sessions (e.g., arts, science, program ideas, unique skills, etc) you have trained this year and/or are willing to in the future.	Trained this year	Interested in training
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>



Area Training Adviser Checklist for Trainer Reappointment

Area Training Advisers are responsible to keep track of the National Trainer reappointment requirements for each trainer in their Area. As such, this checklist has been created to assist the ATAs in this role. It is requested that the ATAs will use this form to track the yearly requirements and the reappointment process for each trainer in their Area. Upon the completion of the Year 3 reappointment requirements for each trainer in their Area, the ATA submits an electronic copy of this form accompanied by the TR.5, TR.6 and TR.8 Summary, to the Trainer Records & Development Coordinator.

For more information on the National Trainer Reappointment requirements, please refer to the Managing TEAM document on Memberzone, or visit the Alberta Training Website at

<http://www.girlguides.ca/AB/Volunteers/Training/Events/AB/More/Training-Trainers.aspx>

Trainer Name: Tammy Trainer

Area: Horizon Area

iMIS Number: 987654

Reappointment date: June 23 2016

Requirement	Year 1 Yes/No	Year 2 Yes/No	Year 3 Yes/No	Comments <i>(If requirements were not fulfilled please explain)</i>
10 hrs training (3 Foundation)	yes	yes	yes	
4 hours enrichment	yes	yes	yes	
Attend training meetings/events	yes	yes	yes	
Attend Trainer's Workshop <small>(at least once during 3 year appointment)</small>	yes	yes	yes	

	Date Rec'd	Date Rec'd	Date Rec'd	Comments	Date Submitted to PTC/Designate
TR.4	June 10, 2013	May 4, 2014	June 12, 2015		By July 15 each year
AB.01	June 10, 2013	May 4, 2014	June 12, 2015		By July 15 each year
TR.5	n/a	n/a	Jan 15, 2016		Feb 1, 2016
TR.6	n/a	n/a	Jan 15, 2016		Feb 1, 2016
TR.8 Summary	n/a	n/a	Jan 15, 2016		Feb 1, 2016

If reappointment evaluations are from a session 6-12 months prior to the reappointment date, please explain why:

Tammy will not have an opportunity to train after January 2016 due to work commitments so was evaluated on a Safe Guide session on January 15th.

Recommendation from AC & ATA *(Please attach email from AC if obtaining signature is not possible):*

Tammy is a great addition to our training team. In consultation with the AC, Horizon Area Training Committee recommends Tammy for reappointment. Please see attached email from Horizon Area Commissioner.

Date recommendation passed: Jan 28, 2016

Name: Angie Smith

Position in Guiding: ATA, Trainer

Telephone Number: 780-123-4567

Email Address: fictionalata@fakeemail.com



Area Training Adviser Checklist for Trainer Appointment

Area Training Advisers are responsible to keep track of the National Trainer Appointment requirements for each candidate in their Area. As such, this checklist has been created to assist the ATAs in this role. It is requested that the ATAs will use this form to track the requirements of the appointment process for each candidate in their Area. Once the Candidate has been assessed for appointment, the ATA submits an electronic copy of this form accompanied by the TR.5, TR.6 and TR.8 Summary, to the Trainer Records & Development Coordinator.

For more information on the National Trainer Appointment requirements, please refer to the Managing TEAM document on Memberzone, or visit the Alberta Training Website at

http://www.girlguides.ca/AB/Volunteers/Training/Events/AB/More/Training-Become_a_Trainer.aspx

Trainer Candidate Name: Susy Trainer **Area:** Horizon Area **iMIS Number:** 123321

Date Appointed as Trainer Candidate: Feb 22, 2013 **Appointment no later than date:** Feb 22, 2016

Requirement	Date Completed	Requirement	Date Completed	Name of Session Observed:
Trainer Foundation modules	April 2014 (or equivalency granted)	Observed Mentor deliver Training	May 20, 2013	Safe Guide
Mentor Worksheet-Goal Setting	March 2013	Team Trained 2 Sessions	Session 1 Date: Sept 2013 Session: Safe Guide Team Trainer: Martha Mentor	Session 2 Date: March 2014 Session: Dramatic Arts Team Trainer: Angie Smith

	Year 1 Yes/No	Year 2 Yes/No	Year 3 Yes/No	Comments	
Attend Trainer's Wksp <small>(at least once during three year Candidate term)</small>	Yes	Yes	No	Susie was not able to attend in 2015	
	Date Rec'd	Date Rec'd	Date Rec'd	Comments	Date Rec'd
AB-Training.01	Jun 1 2013	Jun 8 2014	May 20 2015		Jun 1 2013
TR.4	Jun 1 2013	Jun 8 2014	May 20 2015		Jun 1 2013
TR.5	n/a	n/a	Oct 2015		n/a
TR.6	n/a	n/a	Oct 2015		n/a
TR.8 Summary	n/a	n/a	Oct 2015		n/a

Recommendation from Mentor: Susie has shown great enthusiasm for this position. She ensures she is prepared and I recommend her being appointed as a Trainer.

Name: Martha Mentor **Position in Guiding:** Trainer, Unit Guider

Telephone Number: 780-123-4567 **Email Address:** fictionalmentor@myemail.com

Recommendation from AC & ATA *(Please attach email from AC if obtaining signature is not possible):*
In consultation with our AC, Abigail Commissioner, Horizon Area recommends Susie for appointment as a trainer. Please see attached email from the AC.

Name: Angie Smith **Position in Guiding:** ATA, Trainer, Unit Guider

Telephone Number: 780-987-6789 **Email Address:** fictionalata@fakeemail.com

Pin Presentation: (How will the pin and congratulations letter be presented?)
We will present at our Area Awards Banquet in March if she is present. If she is not available then we would like to present at the Trainers' Workshop in April 2016.



Trainer Candidate Reference

It is intended that the trainer candidate reference is interviewed either face-to-face or via phone.

Applicant's Name:	Applicant's current position(s) in Guiding:

Do you agree to be a reference? YES NO

Reference Name:	iMIS:
Current position in Guiding:	Tel:
	E-mail:

1. How long have you **known** the applicant and **in what capacity**?

2. Tell me about her **Communication** skills?
(Prompt if necessary. I.e. electronically, face to face in small & larger groups, in listening)

3. Please comment on the following **Skills** in relation to this applicant:
 - Interpersonal skills *(Prompt if necessary: patient, welcoming, engaging, empathy etc)*

 - Follows through with commitments

 - Meets deadlines

 - A good understanding of the different branches and levels of Guiding

4. How would you describe the applicant's work style?
(Prompt if necessary: quick and efficient, steady, conscientious, thorough, collaborative, and team player etc)

5. What is your perception of her overall ability to fill this position?

6. Is there anything else you would like to tell me about this applicant?

7. Would you recommend her for the position as a Trainer Candidate?

Interviewed By: _____ Position: _____ iMIS #: _____

Signature: _____ | Date: _____
Signature of interviewer

Once complete, please attached this form with the applicant's TR.3 Trainer Candidate Application Form and submit together to the Trainer Development Adviser.



Trainer Extension Request Form

If there are circumstances that prevent a trainer from having a training observed as per the National Trainer reappointment requirements due date, the Trainer, through her ATA, must submit in writing to the Provincial Training Adviser/Designate stating why the trainer cannot meet the reappointment requirements. An extension can be requested for a maximum of 6 months.

Every effort is made to ensure that Trainers are reminded of their reappointment date well in advance however it is expected that Trainers take responsibility for ensuring the necessary requirements are completed prior to their reappointment date.

Extension requests should be the exception and not the rule!

Trainer Name: _____

Area: _____ Select Area

iMIS Number: _____

Reappointment Date:
Month/Day/Year _____

Alberta Council Training Committee understands that situations arise whereby a Trainer may not have been able to facilitate a scheduled evaluation training and that not all Areas will have a training taking place when an evaluation training needs to happen. As such, if necessary, trainers may facilitate their reappointment evaluation at any time in the year preceding their reappointment date.

What is the reason it was not possible for you to complete the trainer reappointment requirements by your reappointment date?

What is your "action plan" to complete the requirements for your reappointment within the extension period?

Comments and/or Signature from Area Training Adviser:
(ATA iMIS number and name)

Date:
Month/Day/Year



MENTOR WORK SHEET

Goal setting

Mentor's goals	Mentee's goals
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Mentoring plan: <i>List goals together; check once completed</i>	✓
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Communication

Preferred method (i.e. e-mail, phone, over coffee) (<i>Mentor</i>)	
Preferred method (i.e. e-mail, phone, over coffee) (<i>Mentee</i>)	
Availability for meetings (i.e. face to face, phone, msn) (<i>Mentor</i>)	
Availability for meetings (i.e. face to face, phone, msn) (<i>Mentee</i>)	

Communication plan (*be clear on time expectations and the needs of the partnership*)

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GIRL GUIDES OF CANADA – BC COUNCIL PROVINCIAL TRAINING COMMITTEE TRAINER OBSERVATION RUBRIC



COMMUNICATION SKILLS					
VOICE					NOTES
Inflection	Mostly monotone	Limited use of inflection	Voice is expressive	Voice is dynamic and expressive	
Enunciation	Words are indistinct	Words are understood most of the time	Enunciates clearly	Speaks naturally, enunciates clearly	
Volume	Minimal variation in volume	Varies voice volume	Uses volume variation and voice projection appropriately	Adapts volume and voice projection to enhance presentation	
Speed	speed limits comprehension	Speed allows for comprehension	Speed variation used within presentation	Speed variation used for emphasis or to engage participants	
NON VERBAL					
Eye-Contact	Rarely looks at participants	Looks predominately in one direction	Scans room	Scans room; engages participants	
Gestures	Gestures distract from the presentation	Gestures contribute to presentation	Gestures are an evident part of the presentation	Gestures enhance presentation	
Facial Expression	Non-expressive	Expressive	Appropriate to the topic	Engages the participants	
Mannerisms	Distracts from presentation	Distracts somewhat from presentation	Does not distract from the presentation	Effective use of natural mannerisms enhances presentation	
Body Language	Distracts from presentation	Distracts somewhat from presentation	Body language used effectively in presentation	Relaxed use of body language enhances presentation	
LANGUAGE					
Grammar	Distracts from presentation	Does not interfere with presentation	Adds to the clarity of presentation	Effective use of words enhances presentation	
Terminology	Uses incorrect terms/ no explanation of Guiding terms or abbreviations	Explains Guiding terms when asked	Explains terms during presentation	Introduces GGC terms and reinforces during presentation	
ORGANIZATIONAL SKILLS					
Materials & Equipment	Appears disorganized	Materials organized; unfamiliar with operation of equipment	Materials organized and ready to use; familiar with equipment	Highly organized; equipment use is smooth; contributes to effectiveness of session	
Creativity	No variation in presentation	Cautiously tries various techniques	Blends a variety of styles to enhance presentation	Frequently breaks "out of the box" to enhance presentation	

PRESENTATION SKILLS					
VISUAL AIDS					NOTES
Relevance	Not used	Used occasionally to reinforce key points	Complements the presentation; information is accurate and current	Enhances the presentation; provides additional information	
Readability	Not easily seen or read	Easily seen; not easily read	Easily seen; easily read	Creative and eye catching; easily read	
Variety of Media	Uses one medium	Uses at least 2 media	Uses a variety of media	Enhances without overpowering	
FACILITATION SKILLS					
RAPPORT					
Enthusiasm	Demonstrates minimal interest in the topic; no involvement of participants	Demonstrates interest in topic; encourages participation	Demonstrates strong interest in topic; participants are involved	Demonstrates passion for topic; participants are actively involved	
Interaction	Closed questions only; interaction not encouraged	Mix of open and closed questions; generates feedback	Open questions; encourages interaction	Active listening used to promote ongoing interaction	
Flexibility	Uses a predetermined session	Modifies the session with direction	Modified the session to meet the participants needs	Skillfully and unobtrusively modified the session while presenting	
Teamwork	Contributes only when asked	Contributes ideas without being asked; accepts input of team members	Contributes equally with other team members; willing to take a leadership role	Anticipates team's needs; encourages team success	
KNOWLEDGE					
Current Information	Information is outdated	Majority of information is outdated	Uses a mixture of current and outdated information	Uses current information	
Context within GGC	Presents information without relating to the philosophy of Guiding	Relates information to the philosophy of Guiding	Relates the philosophy of Guiding to the program and the participants	Engages the participant in relating the philosophy of Guiding to the program	
Resources	No evident use of resources	Ineffective use of resources	Effectively uses available resources	Seeks out new and additional resources	
PERSONAL APPEARANCE					
Uniform	Absent	Inappropriate	Appropriate	Worn with pride; encourages uniform use indirectly	
Poise & Confidence	Appears nervous, hesitant	Appears relaxed; nervous when questioned	Appears confident; is comfortable fielding questions	Appears relaxed and confident; puts participants at ease	