

Leadership Competency Assessment Form - Level 3

Instructor Name: _____

Self Assessment ☐

Assessment ☐

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency.

Core Competency	Performance Criteria	Competency Achieved	
		YES	NO
Planning	Designs varied learning situations for participants that require critical thinking and are age and skill level appropriate	☐	☐
	Analyses and adapts Lifesaving Society resources to meet the needs of participants and the environment	☐	☐
	Plans address program content in a way that supports participants meeting identified goals	☐	☐
Evaluating	Provides opportunity for participant evaluation through self and peer reflection	☐	☐
	Identifies and communicates the root causes of success or failure to meet program standards	☐	☐
	Provides feedback including next steps for participants personal growth	☐	☐
	Provides participants with tools and opportunities to track their own progress	☐	☐
Presentation Skills	Incorporates the use of a variety of presentation tools (e.g. props, media or technology) in presentations	☐	☐
	Uses gestures and body language to enhance presentations	☐	☐
	Recognize and adapt presentations which do not meet participants needs	☐	☐
Lifesaving Society Knowledge	Explains that: - The Lifesaving Society has branches across Canada - The Lifesaving Society has programs which are created by and managed by branches and programs that are consistent across Canada - Describes branch activities (ex. Program development and delivery, fund raising, prevention campaign, etc.)	☐	☐
	Encourages others to apply Lifesaving Society values and create enthusiasm for the organization	☐	☐
Curriculum Knowledge	Collects information about the skills, knowledge, research and teaching methods of the curriculum	☐	☐
	Uses technical research, to explain the rationale of why knowledge, skill, judgement or fitness items are included in Lifesaving Society programs they are eligible to teach	☐	☐

Learner Characteristics	Creates and implements strategies to prevent or stop challenging behaviours	☐	☐
	Explains the differences between the decision making abilities of adults, adolescents and children	☐	☐
	Explains the differences between the creative and critical thought capacities of adults, adolescents and children	☐	☐
	Motivates and engages participants	☐	☐
	Explains how moral development impacts candidate choices	☐	☐
Health and Safety	Discusses occupational health and safety, occupational injury and illness	☐	☐
	Describes the roles and responsibilities of the government, employers, and employees in occupational health and safety	☐	☐
	Provides examples of how to control hazards in an instructional environment	☐	☐
	Recognizes employee rights in the workplace and where to find supporting resources	☐	☐
	Applies due diligence when teaching	☐	☐
Facilitating and Mentoring	Manages group dynamics to enhance learning and resolve conflict	☐	☐
	Promotes participant mastery of skills	☐	☐
	Provides opportunity to apply knowledge and skills to new situations	☐	☐
	Creates a positive and inclusive learning environment	☐	☐
	Uses problem solving skills while delivering Lifesaving Society program content	☐	☐
Ethics and Valuing Diversity	Explains the role, importance, value and dynamics of diversity and describes its relationship to inclusion	☐	☐
	Describes how personal dimensions of diversity include and exclude participants from certain groups	☐	☐
	Explains commonalities between diverse groups and how groups may influence individual behaviour	☐	☐
	Creates a learning environment where individuals are included by the group	☐	☐
	Represents the Lifesaving Society in a positive light	☐	☐
Communicating	Considers multiple perspectives when giving feedback	☐	☐
	Gives objective feedback to participants on how to achieve the "Must Sees"	☐	☐
	Uses personal experiences to provide insight and give feedback to participants	☐	☐
Teamwork and Collaboration	Exhibits respect for different perspectives and opinions	☐	☐
	Collaborates with other instructors	☐	☐
	Identifies the root cause of team difficulties	☐	☐

Problem Solving and Decision-making	Identifies underlying issues and concerns	☐	☐
	Objectively considers information from multiple perspectives when problem solving and making decisions	☐	☐
	Makes inclusive, objective, evidence-based decisions based on gathered information and aligned to Lifesaving Society values	☐	☐
	Shows judgment and explains rationale of decision and/or solution	☐	☐
Skill Demonstration	Performs safe adaptations to technical skills, designed to respond to the learning environment and participant needs in programs they are trained to teach	☐	☐

ASSESSMENT INFORMATION - Please print clearly	
Completed by:	Date:
Signature:	