# Leadership Competency Assessment Form - Level 1

**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** | Uses Society resources to plan a clear, logical flow of progressions and activities session-to-session and topic-to-topic | ☐ | ☐ |
| | Uses situations for participants that require critical thinking and are age and skill level appropriate | ☐ | ☐ |
| | Modifies short and long term plans in a way that accommodates session timing, format, locations, class safety, and participant's needs, and which includes all required content items | ☐ | ☐ |
| **Evaluating** | Explains the importance of accurate evaluation and completion of program administration | ☐ | ☐ |
| | Accurately evaluates and provides feedback to participants using the applicable Lifesaving Society Award Guide | ☐ | ☐ |
| | Ongoing documentation of participant performance | ☐ | ☐ |
| | Accurately completes program administration | ☐ | ☐ |
| | Identifies adaptations to long and short term plans based on evaluation result | ☐ | ☐ |
| **Presentation Skills** | Presentations and demonstrations can be seen and heard by all participants | ☐ | ☐ |
| | Presents from a variety of locations within a learning space and faces the audience | ☐ | ☐ |
| | Presentations meet participant needs and address program content | ☐ | ☐ |
| | Presents skills and knowledge in logical progressions | ☐ | ☐ |
| | Delivers complex instructions as a series of simple steps | ☐ | ☐ |
| | Participants are engaged during presentations | ☐ | ☐ |
| **Lifesaving Society Knowledge** | Applies Lifesaving Society values and adheres to Code of Conduct at all times | ☐ | ☐ |
| | Describes Lifesaving Society history and activities | ☐ | ☐ |
| | Explains the mission of the Lifesaving Society | ☐ | ☐ |
| | Explains the roles and responsibilities of instructors, trainers, affiliate delivery partners and the Lifesaving Society | ☐ | ☐ |

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| **Curriculum Knowledge** | References Lifesaving Society approved resources for program content and technical information | ☐ | ☐ |
| | Explains policies and procedures applicable to programs which they are eligible to teach | ☐ | ☐ |
| | Explains the purpose of knowledge, skill, judgement or fitness items included in Lifesaving Society programs they are eligible to teach | ☐ | ☐ |
| | Identifies differences in and progression through programs which they are eligible to teach | ☐ | ☐ |
| **Learner Characteristics** | Describes why learner characteristics and identifying participants needs is important to instructors / coaches | ☐ | ☐ |
| | Describes the age group characteristics of children, adolescents and adults | ☐ | ☐ |
| | Provide at least one (1) example of a participants':<br>• Social need<br>• Emotional need<br>• Cognitive need<br>• Physical need | ☐ | ☐ |
| | Describes and explains strategies for identifying and managing challenging behaviours | ☐ | ☐ |
| **Health and Safety** | Discusses legislation and Lifesaving Society policies regarding harassment and violence in the workplace | ☐ | ☐ |
| | Explains the importance of health and safety policies and procedures in an instructional setting | ☐ | ☐ |
| | Maintains a safe environment by:<br>• Promoting and modelling safe behaviour<br>• Identifying and stopping unsafe behaviour | ☐ | ☐ |
| **Facilitating and Mentoring** | Uses a minimum of two facilitation methods and a minimum of two teaching formations | ☐ | ☐ |
| | Builds an environment of trust where participants are engaged, actively participate, and are encouraged to ask questions | ☐ | ☐ |
| | Gives participants opportunities to:<br>• Practice judgment<br>• Demonstrate problem solving skills<br>• Build on their strengths<br>• Improve their weaknesses | ☐ | ☐ |
| | Applies Lifesaving Society policies and procedures when teaching Lifesaving Society programs | ☐ | ☐ |
| **Ethics and Valuing Diversity** | Adheres to Lifesaving Society Code of Conduct, inclusion policy and freedom of information and protection of privacy policy while representing the Lifesaving Society | ☐ | ☐ |
| | Creates a respectful learning environment which meets the needs of all participants | ☐ | ☐ |
| | Identify and describes at least three (3) dimensions of diversity | ☐ | ☐ |
| | Demonstrates manners (pro-social behaviours) | ☐ | ☐ |

| | | | |
|---|---|---|---|
| **Communicating** | Recognizes and responds to verbal and non-verbal cues | ☐ | ☐ |
| | Uses active listening and accepts feedback professionally and graciously | ☐ | ☐ |
| | Gives objective feedback that tells participants how to improve and describes what they are doing correctly | ☐ | ☐ |
| **Teamwork and Collaboration** | Describes personal role in terms of tasks and relationships as a member of the Lifesaving Society | ☐ | ☐ |
| | Provides a variety of activities to encourage the development of teams | ☐ | ☐ |
| | Provides opportunities for participants to express their ideas to one another | ☐ | ☐ |
| | Adjusts plans to meet the needs of the team | ☐ | ☐ |
| | Seeks help when needed | ☐ | ☐ |
| **Problem Solving and Decision Making** | Adapts to changing environments and situations | ☐ | ☐ |
| | Identifies the problem and collects information | ☐ | ☐ |
| | Identifies and applies criteria to solve the problem | ☐ | ☐ |
| | Uses Lifesaving Society resources to support decision making | ☐ | ☐ |
| **Skill Demonstration** | Meets evaluation criteria "Must Sees" for technical skill items in programs they are trained to teach | ☐ | ☐ |

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