



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.

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

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	<input type="checkbox"/>	<input type="checkbox"/>
	Uses situations for participants that require critical thinking and are age and skill level appropriate	<input type="checkbox"/>	<input type="checkbox"/>
	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	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating	Explains the importance of accurate evaluation and completion of program administration	<input type="checkbox"/>	<input type="checkbox"/>
	Accurately evaluates and provides feedback to participants using the applicable Lifesaving Society Award Guide	<input type="checkbox"/>	<input type="checkbox"/>
	Ongoing documentation of participant performance	<input type="checkbox"/>	<input type="checkbox"/>
	Accurately completes program administration	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies adaptations to long and short term plans based on evaluation result	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Skills	Presentations and demonstrations can be seen and heard by all participants	<input type="checkbox"/>	<input type="checkbox"/>
	Presents from a variety of locations within a learning space and faces the audience	<input type="checkbox"/>	<input type="checkbox"/>
	Presentations meet participant needs and address program content	<input type="checkbox"/>	<input type="checkbox"/>
	Presents skills and knowledge in logical progressions	<input type="checkbox"/>	<input type="checkbox"/>
	Delivers complex instructions as a series of simple steps	<input type="checkbox"/>	<input type="checkbox"/>
	Participants are engaged during presentations	<input type="checkbox"/>	<input type="checkbox"/>

Lifesaving Society Knowledge	Applies Lifesaving Society values and adheres to Code of Conduct at all times	<input type="checkbox"/>	<input type="checkbox"/>
	Describes Lifesaving Society history and activities	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the mission of the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the roles and responsibilities of instructors, trainers, affiliate delivery partners and the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Knowledge	References Lifesaving Society approved resources for program content and technical information	<input type="checkbox"/>	<input type="checkbox"/>
	Explains policies and procedures applicable to programs which they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the purpose of knowledge, skill, judgement or fitness items included in Lifesaving Society programs they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies differences in and progression through programs which they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
Learner Characteristics	Describes why learner characteristics and identifying participants needs is important to instructors / coaches	<input type="checkbox"/>	<input type="checkbox"/>
	Describes the age group characteristics of children, adolescents and adults	<input type="checkbox"/>	<input type="checkbox"/>
	Provide at least one (1) example of a participants': <ul style="list-style-type: none"> • Social need • Emotional need • Cognitive need • Physical need 	<input type="checkbox"/>	<input type="checkbox"/>
	Describes and explains strategies for identifying and managing challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety	Discusses legislation and Lifesaving Society policies regarding harassment and violence in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the importance of health and safety policies and procedures in an instructional setting	<input type="checkbox"/>	<input type="checkbox"/>
	Maintains a safe environment by: <ul style="list-style-type: none"> • Promoting and modelling safe behaviour • Identifying and stopping unsafe behaviour 	<input type="checkbox"/>	<input type="checkbox"/>

Facilitating and Mentoring	Uses a minimum of two facilitation methods and a minimum of two teaching formations	<input type="checkbox"/>	<input type="checkbox"/>
	Builds an environment of trust where participants are engaged, actively participate, and are encouraged to ask questions	<input type="checkbox"/>	<input type="checkbox"/>
	Gives participants opportunities to: <ul style="list-style-type: none"> Practice judgment Demonstrate problem solving skills Build on their strengths Improve their weaknesses 	<input type="checkbox"/>	<input type="checkbox"/>
	Applies Lifesaving Society policies and procedures when teaching Lifesaving Society programs	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
	Creates a respectful learning environment which meets the needs of all participants	<input type="checkbox"/>	<input type="checkbox"/>
	Identify and describes at least three (3) dimensions of diversity	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates manners (pro-social behaviours)	<input type="checkbox"/>	<input type="checkbox"/>
Communicating	Recognizes and responds to verbal and non-verbal cues	<input type="checkbox"/>	<input type="checkbox"/>
	Uses active listening and accepts feedback professionally and graciously	<input type="checkbox"/>	<input type="checkbox"/>
	Gives objective feedback that tells participants how to improve and describes what they are doing correctly	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration	Describes personal role in terms of tasks and relationships as a member of the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
	Provides a variety of activities to encourage the development of teams	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunities for participants to express their ideas to one another	<input type="checkbox"/>	<input type="checkbox"/>
	Adjusts plans to meet the needs of the team	<input type="checkbox"/>	<input type="checkbox"/>
	Seeks help when needed	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving and Decision-making	Adapts to changing environments and situations	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the problem and collects information	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies and applies criteria to solve the problem	<input type="checkbox"/>	<input type="checkbox"/>
	Uses Lifesaving Society resources to support decision making	<input type="checkbox"/>	<input type="checkbox"/>
Skill Demonstration	Meets evaluation criteria "Must Sees" for technical skill items in programs they are trained to teach	<input type="checkbox"/>	<input type="checkbox"/>