



# LIONS CERTIFIED INSTRUCTOR PROGRAM LCIP

## LIONS CERTIFIED INSTRUCTOR COMPETENCIES

Lions Certified Instructors meet or exceed the competencies listed below:

### PROFESSIONALISM - Preparation

<b>Familiarity with Training Materials</b>	Instructor demonstrates significant knowledge of the training session; uses script as a guide but puts content in his or her own words. Adds some personal stories/relevant examples to make the session more meaningful.
<b>Effective Use of Physical Space</b>	Instructor knows materials well enough to move about the room during the session, occasionally checking his or her notes at opportune times. Frequently checks in with participants during activities. Takes care not to obstruct participant views of flip charts or screen while moving.
<b>Organization</b>	Instructor exhibits above average organization and preparation; missteps with materials are minimal, and training flow is not affected by them.
<b>Time Management</b>	Instructor completes the session on time without sacrificing too much content. Sometime adjustment is required to accommodate unexpected discussions or questions. Instructor is able to refocus the participants and move forward, making some accommodations for the remaining time.

### PROFESSIONALISM - Delivery

<b>Use of Activities and Materials</b>	Instructor usually uses the provided materials to support the delivery of session content as intended; some opportunities are missed.
<b>Clarification of Objectives</b>	Instructor clearly defines and explains course objectives; participants have a general idea of the purpose of the session.
<b>Providing Direction</b>	Instructor states directions in a straightforward and easy to understand manner using one standard approach (e.g. speaking).
<b>Focus</b>	Instructor occasionally gets off topic, but impact on schedule is minimal and/or infrequent.
<b>Adaptability</b>	Instructor frequently makes adjustments to the session in response to the level and needs of participants. If it occurs, he or she can adapt to unforeseen challenges from participants and/or technology, getting only a little distracted.
<b>Incorporation of Teaching Tools</b>	Instructor skillfully and consistently uses all tools as directed.



## COMMUNICATION - Verbal

<b>Speaking</b>	Instructor frequently expresses thoughts clearly, articulately, and in a poised manner, using inflection and tone appropriately. Instructor has some pauses and distracting mannerisms, but they do not affect the overall training.
<b>Listening</b>	Instructor listens to participants' views/questions and responds in a polite and professional manner.
<b>Pace</b>	Instructor generally speaks at an appropriate rate. Upon request, repeats important information to ensure accuracy and understanding.
<b>Volume</b>	Instructor usually speaks at an appropriate volume for participants throughout the room, regardless of activity or size of immediate group.

## COMMUNICATION - Nonverbal

<b>Eye Contact</b>	Instructor makes eye contact most of the time and/or with most participants.
<b>Responsive-ness to Visual Cues</b>	Instructor frequently recognizes if/when a participant(s) is(are) confused, bored, or lacking attentiveness; tends to respond appropriately with questions, restatements, breaks, etc. as needed.
<b>Physicality / Hand Gestures</b>	Instructor frequently uses hand gestures to aid learning; mannerisms do not interfere in learning.

## ATMOSPHERE

<b>Facilitation / Engagement</b>	Instructor successfully encourages most participants to contribute to activities and discussions; occasionally encourages participants to answer each other's questions; generally, maintains control and order.
<b>Group Dynamics</b>	Instructor establishes a positive classroom environment in which participants express thoughts freely, but respectfully. The atmosphere in the room is fun and engaging.
<b>Respect</b>	Instructor frequently communicates with participants in a respectful and supportive manner. Instructor usually encourages respect and support among participants; participants occasionally talk over one another or dominate conversation.
<b>Feedback</b>	Instructor recognizes and acts on opportunities to give feedback that is useful and appropriate.

## KNOWLEDGE

<b>Subject Matter Knowledge</b>	Instructor demonstrates a broad knowledge about subject matter.
<b>Sharing Knowledge</b>	Instructor recognizes and takes advantage of opportunities to increase participant knowledge and/or understanding. Instructor occasionally references related topics and includes recent developments in the field but may not tie it clearly to the topic at hand nor use it as a springboard for additional discussion.
<b>Confirming Knowledge</b>	Instructor usually debriefs activities and ties discussions back to objectives to ensure participants have acquired the intended knowledge.
<b>Participant Knowledge</b>	Instructor utilizes participant's knowledge from time to time, even when not prompted by Instructor Guide to do so. For example, asking participants to help answer another participant's question or provide feedback.