

## Observation Sheet for Training

The following observation sheet for training can be used to assess training. Assessing training implies the assessment of the trainer, his implicit (body language) and explicit (training activity) behaviour, the usage of training methods, the formal organisation of the training centre and its routines and procedures, the learning environment e.g. the classroom and the behaviour and the motivation of the trainees.

With this observation sheet the assessment is accomplished by using a polarity profile. Features characterising the mentioned training dimensions are given in a polar form. This means a feature like the appearance of the trainer can be rated along a polar dimension from presentable to scruffy. Regarding this item you can rate your assessment by using a scale ranging from 1 (= presentable) to 5 (= scruffy).

1=excellent

2=very good

3=acceptable

4=somewhat poor

5=very poor

## OBSERVATION SHEET for Training

LGA and Place: \_\_\_\_\_  
 Name of Trainer: \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Date: From \_\_\_\_ till \_\_\_\_\_

### Polarity Profile

Please indicate your appraisal by ticking appropriately

	Not observed; neutral		1	2	3	4	5	
<b>1. TRAINER</b>								
<b>TRAINER behaviour</b>								
Appearance	<input type="checkbox"/>	Presentable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scruffy
Preparedness	<input type="checkbox"/>	Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disorganized
Flexibility	<input type="checkbox"/>	Adaptable/not rigid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rigid/rigidity to change
Body language	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TRAINERS VERBAL COMMUNICATION SKILLS</b>								
Intonation	<input type="checkbox"/>	Appropriately variable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monotone or high pitched
Language	<input type="checkbox"/>	Simple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complicated
Questioning	<input type="checkbox"/>	Probing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lecturing
<b>SENSITIVITY AND ORGANISATION OF LESSON</b>								
Time management	<input type="checkbox"/>	Punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Laissez fare
Cultural sensitivity	<input type="checkbox"/>	Embracing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insensitive
Gender sensitivity	<input type="checkbox"/>	Unbiased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Biased
<b>2. DIDAKTICS</b>								
<b>CONTENT</b>								
Expectationms collected and discussed	<input type="checkbox"/>	yes	<input type="checkbox"/>				<input type="checkbox"/>	no
Knowledge of the particular subject	<input type="checkbox"/>	Knowledgeable/answering for questions in appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not knowledgeable /cannot answer to questions
Focus of Content	<input type="checkbox"/>	Relevancy /summarizing/ findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Irrelevant
Level of delivering	<input type="checkbox"/>	Concrete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abstract
Examples	<input type="checkbox"/>	Relevant examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Irrelevant examples
Closes every learning unit	<input type="checkbox"/>	yes	<input type="checkbox"/>				<input type="checkbox"/>	no
<b>USE OF METHODS</b>								

	<b>Not observed; neutral</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Diversity	<input type="checkbox"/>	Variable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stick to one method
Structure	<input type="checkbox"/>	Simple and clear method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complicated methods
Interaction	<input type="checkbox"/>	Interactive [questions/answers/discussions]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not interactive
Exercises	<input type="checkbox"/>	Relevant and illustrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Irrelevant and meaningless for learning
<b>VISUAL AIDS</b>								
Usage of media	<input type="checkbox"/>	Skilful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not skilful
<b>3. PARTICIPANTS</b>								
<b>PARTICIPANTS</b>								
Expectations	<input type="checkbox"/>	Similar expectation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total dissimilar expectation
Participation	<input type="checkbox"/>	Open and active participation (ask questions, discuss, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inactive (not communicating/reading newspaper etc.)
<b>4. ENVIRONMENT</b>								
<b>ORGANIZATION AND COURSE PLANNING</b>								
Timing	<input type="checkbox"/>	Adherence to schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time wastage
<b>LEARNING ENVIRONMENT</b>								
Space	<input type="checkbox"/>	Huge and ventilated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Congested
Position/location	<input type="checkbox"/>	Calmness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Noisy
Technique	<input type="checkbox"/>	Various media available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Media not available