Trainee evaluation & Definition of Rating Scale for M&P Scores

Evaluation Criteria

- The Trainee evaluation will consist of the following 3 elements (for MTT/CT/AT)
- Continuous evaluation
- Mock evaluation
- Written examination

The weightage of the 3 scores is given as below:

S. No.	Criteria	Assessor training	Consultant training	Master Trainer training
1	Continuous / Ongoing Evaluation (P Score)	10	10	10
2	Case-Study Exercises / Role play (M Score)	30	30	30
3	Written Examination (W Score)	60	60	60
	Base	100	100	100

- Mandatory Requirement:
- The participant must attend all 5 days of the training.
- The participant will not be eligible to appear for the written exam even if one day of the training is not attended.

- The M (Mock) and P (Participation) scores have to be recorded correctly online through Mobile Monitoring Application by the Training Organization. Their formats for recording these scores can be referred to at "" and the definition of the rating scale is mentioned at Annexure 1 to 4 appended below.
- Please note the image of faculty signed copy of the Mock and P scores is to be captured and uploaded on the monitoring App as well.
- The written examination paper will be open book exam through mobile application and will consists of multiple-choice type, 60 revolving questions.
- TO shall conduct a 2-hour written examination at the 5th day of the training program.

- Before conducting online written examination the TO shall conduct a mock of online written examination, provided as pre-course examination in the **ZED Training App** so as to familiarize the participants on the pattern and on how to undertake the online written examination.
- Minimum Overall Passing Marks are:
  - Master Trainer: 60%
  - Assessor: 60%
  - Consultant: 60%
- TO shall conduct a 2-hour written examination at the 5th day of the training program.

Annexure: 1

DEFINING THE RATING SCALE FORMAT FOR ZED MASTER TRAINER TRAINING PROGRAM

DEFINITION OF RATING SCALE FOR ASSESSMENT OF MASTER TRAINER

Enablers	Apparent behaviours for assigning rating score			
	9 to 10	7 to 8	4 to 6	1 to 3
Confidence	Well poised demeanour with High level of articulation	Well poised demeanour with moderate level of articulation	Looking unsure about his/her responses or sounding overconfident	Looking confused or mumbling while responding to questions
Communication clarity	Ability to structure thoughts correctly with high level of articulation	Ability to structure thoughts correctly with reasonably good level of articulation	Having moderate ability to structure thoughts in a logical manner while speaking	Lacks ability to structure thoughts in a logical manner while speaking
Stress handling ability	High demonstrated ability to handle any stress in the training program	Medium Ability to handle stress but high level of recovery	Medium ability to handle stress, breaks concentration	Low ability to handle stress, loses concentration and flow of thoughts
Energy Level	Positive and High-infectious energy to audience	Positive	Medium	Low – does not give energy to audience
Subject understanding	Has conceptual understanding of terminologies along with wide spectrum of practical applications	Has conceptual understanding of terminologies along with practical applications in one or two areas	Has conceptual understanding of terminologies but does not know practical applications	Only heard of terminologies without having in-depth conceptual understanding
Body Language	Correct sitting posture and maintaining proper eye contact with the trainer throughout the training	Correct sitting posture and showing no signs of diversion of attention	Some level of interest in training with occasional diversion of attention (looking here and there/ yawning/ looking at the watch frequently)	Looking completely disinterested in training

DEFINITION OF RATING SCALE FOR ASSESSMENT OF MASTER TRAINER

Training Session Conduct	Apparent behaviours for assigning rating score			
	9 to 10	7 to 8	4 to 6	1 to 3
Time management	Completes the training delivery within stipulated period of time always	Completes the training delivery within stipulated period of time on most of the times	Completes the training delivery within stipulated period of time sometimes	Does not complete the training delivery in stipulated period of time on regular basis
Query Handling	Confidently handle all the queries raised during the session conduct	Confidently handle most of the queries raised during the session conduct	Does not respond to any query during the training session but proposes to answer the query after the session is over	Does not respond to any query during the training session at hall and continues the session in monologue fashion
Difficult participant handling	Holds a cogent discussion around the issues raised by the difficult participant and closes at mutually agreeable resolution	Listens to the argument of difficult participant and invites the participant to discuss his/her issues	Listens to the difficult participant but chooses to ignore him / her and continue with the session	Getting irritated/ losing temper while interfacing with a difficult participant
Control on session	Participants maintaining proper discipline in the classroom, listening the master trainer and responding positively to the questions asked by the master trainer	Participants maintaining proper discipline in the classroom and listening the master trainer with rapt attention	Participants sitting at their places properly but occasionally talking among themselves	Chaos in classroom/ participants not exhibiting basic classroom discipline
Involvement/ engagement level	Involves all the participants in the classroom session	Involves most of the participants in the classroom session	Only shows involvement with specific set of participants in the classroom session	Practices monologue approach to classroom session conduct
Use of case studies	Elucidates all the case studies and involves all the participants in problem solving	Elucidates all the case studies and involves the willing participants in problem solving	Elucidates some case studies to the participants but also gives some case studies for self-study purpose	Hand over all the case studies to the participants for self-study. Takes no responsibility to elucidate the case study to the participants

Speaking beyond slide	Does not read out from the slides at all. Speaks in his/ her own words only along with giving supporting examples	Reads out few slides verbatim but can handle most of the slides without looking into them	Reads out some slides verbatim but can handle some slides without looking into them	Reads out all the slide content verbatim
Holding attention of trainee	All the trainees paying attention to the master trainer	Most of the trainees paying attention barring few who are looking distracted	Few trainees paying attention while most of the others looking distracted	All the trainees looking disinterested in the session/ looking distracted
Creativity	Adopts interactive approach for training backed with attractive PowerPoint presentation, sharing interesting examples, anecdotes etc.	Adopts interactive approach for training backed with attractive PowerPoint presentation	Training approach largely transactional but the trainer also shares relevant examples on few occasions also	Adopts plain vanilla approach to training/ Transactional approach
Treatment of trainee	Treats the trainees professionally with high level of engagement	Treats the trainees professionally with optimum level of engagement	Treats the trainees properly but shows cursory engagement only	Treats the trainees indifferently
Recovery from mistake if any	Develops a recovery plan and also executes it in full spirit	Develops a recovery plan but does not execute it fully	Acknowledges his mistake but makes not undertake any recovery planning	Does not accept his mistakes committed during training session

Annexure: 2

DEFINING THE RATING SCALE FORMAT FOR ZED ASSESOR TRAINING PROGRAM

DEFINITION OF RATING SCALE FOR ASSESORS

Training Session Conduct	Apparent behaviours for assigning rating score			
	9 to 10	7 to 8	4 to 6	1 to 3
Confidence	Well poised demeanour with High level of articulation	Well poised demeanour with moderate level of articulation	Looking unsure about his/her responses or sounding overconfident	Looking confused or mumbling while responding to questions
Observation Skills	Paying adequate attention level to all the aspects of observation and documenting the same properly	Paying adequate attention level to most of the aspects of observation and documenting the same properly	Paying some attention to some aspects of observation	Not paying adequate attention to any of the aspects of observation. Adopting tick box approach
Ability to query	Asking all the questions with proper explanation of context	Asking most of the questions with proper explanation of context	Asking some questions with proper explanation of context	Just throwing questions with explaining the context
Planning Skills	Plan all of their work of assessment with 100% rigour	Plan most of their work of assessment with high level of rigour	Plan assessment is not done appropriately	Do not undertake planning exercise of assessment,
Listening Skills	Assessor listens carefully to all the parts of discussion and also regularly affirms the speaker about what is being listened by him	Assessor listens carefully to many parts of discussion and also occasionally affirms the speaker about what is being listened by him	Assessor listens carefully to some parts of discussion but does not affirm the speaker about what is being listened by him	Listens casually/ looks distracted while listening
Analytical Skills	Can go into depth of things in all of the aspects of enquiry and also come up with insights leading to action points	Can go into depth of things in most of the aspects of enquiry and also come up with insights leading to action points	Can go into depth of things occasionally but may not come up with insights leading to action points	Cannot go into depth of things. Can do cursory assessment only

Judgement Skills	Judgement is totally driven by facts and supported by data in most of the cases	Judgement is largely driven by facts and supported by data in most of the cases	Judgement can be a mix of emotions and facts supported by data	Exhibit judgements largely based on emotions, hearsay etc.
Correlation Skills	Can identify variables which are interlinked in most of the cases, and also able to give analytical outputs	Can identify variables which are interlinked in some of the cases, and also able to give analytical outputs	Can identify variables which are interlinked in few cases, but may not be able to give any analytical output	Cannot identify variables which are interlinked
Persuasion Skills	Able to gravitate the person towards his narrative, argument, logic etc. in most of the cases	Able to gravitate the person towards his narrative, argument, logic etc. in some cases	Able to gravitate the person towards his narrative, argument, logic etc. in few cases	Not able to gravitate the person towards his narrative, argument, logic etc.
Ability to resolve conflict	Able to find a win-win situation for both the parties by generating trust and frameworks for co-working	Ability to plausibly defend his case while acknowledging the merit of other party's argument	Able to hold his ground generally and holding a peaceful dialogue with the party having conflict with	Not able to hold his ground/ stonewalling behaviour towards other party

Annexure: 3

DEFINING RATING SCALE FORMAT FOR ZED CONSULTANT TRAINING PROGRAM

DEFINITION OF RATING SCALE FOR CONSULTANTS

Training Session Conduct	Apparent behaviours for assigning rating score			
	9 to 10	7 to 8	4 to 6	1 to 3
Confidence	Well poised demeanour with High level of articulation	Well poised demeanour with moderate level of articulation	Looking unsure about his/her responses or sounding overconfident	Looking confused or mumbling while responding to questions
Correlation between assumptions and action plans	High level of correlation between assumptions and action plans	Significant level of correlation between assumptions and action plans	Some level of correlation between assumptions and action plans	Very little or no correlation between assumptions and action plans
Logic in the score simulation sheet	High level of logic in score simulation sheet	Significant level of logic in score simulation sheet	Some level of logic in score simulation sheet	Very little or no logic in score simulation sheet
Presentation Skills	High level of articulation and clarity in communication	Reasonably good level of articulation and clarity in communication	Moderate level of articulation and clarity in communication	Lack of articulation and clarity in communication
Response to queries and disagreements	Showing positive intent towards addressing queries and disagreements in all of the cases	Showing positive intent towards addressing queries and disagreements in most of the cases	Showing cursory level engagement towards addressing queries and disagreements	Showing indifferent attitude/ lack of desire for addressing queries and disagreements
Understanding and usage of quality tools	Reasonably good level of understanding of tools and can apply the tool in all the practical situations	Reasonably good level of understanding of tools and can apply the tool in many practical situations	Some level understanding of tools and can apply the tools in few practical situations	Cursory level understanding of tools with no ability to apply the tools in practical situations
Attention to detail	High level of attention to detail as well as review ability	Reasonably good level of attention to detail as well as review ability	Pays attention initially but lacks objective review ability	Cursory level/ not documenting the output expectations
Correctness of matrix in context of SCOSIM	Fully correct	Mostly correct	Partially correct	Not correct

Creativity	Adopts interactive approach for consulting backed with workshops, brainstorming sessions etc.	Adopts interactive approach for consulting	Consulting approach largely transactional but the consultant also shares relevant examples to support his narrative/ opinion	Adopts plain vanilla approach to consulting/ Transactional approach
Understanding of SME mind-sets reflected	Excellent	Good	Moderate	Poor

Annexure: 4

EVALUATION OF PARTICIPATION FOR PARTICIPANTS

			Test	Attendance	Participation
SI No.	Name	Score out of 10	Marks out of 2	Marks out of 5	Marks out of 3
		Program ID			

	Program ID	
	Location	
	Evaluation by (Training Organization)	
	Session	
	Name of trainer	
	Date of Training (DD/MM/YY)	

			Test	Attendance	Participation
SI No.	Name	Score out of 10	Marks out of 2	Marks out of 5	Marks out of 3
		0			
		0			
		0			
		0			
		0			
		0			
		0			
		0			
		0			
		0			

	Test	Trainers have to give 1 written test during the 5 days as homework and rate the answers and give marks out of 2
		2 marks for fully correct answer
		1.5 marks for correct understanding but not fully detailed answer
		1 mark for aggregate answer
	Attendance	1 mark for every day trainee comes on time and 0 for coming late
		Take this from QCI personnel managing the hall
	Participation	To be rated out of 3 based on
		Participation (Full 1.5 marks for complete participation- asking questions and answering questions

		Asking questions (Full 1 marks for asking questions only)
		Seeming to absorb the learning (0.25 marks)
		Not doing own work while undergoing training (0 marks)
		Team participation (0.25 marks)