

DXO Performance Attribute	Technical Trainer Task	Performance Standard	Assoc	Train	Sr. Train	Mstr. Train	Metric to Use
Planning & Organizing	Prepare for instruction	Schedules and confirms training resources such as classroom, lab, equipment, etc. are booked for the session.		x	x	x	Pre/Post Checklist
		Budgets enough time to prepare for the course delivery relative to the complexity and duration of the program.	x	x	x	x	Pre/Post Checklist
		Reviews materials to prepare for activities, discussions, key points, relevant examples, relevant anecdotes, and questions/answers.	x	x	x	x	Pre/Post Checklist
		Anticipates and prepares for potential questions and where participants may have difficulties with the learning content or process.			x	x	Pre/Post Checklist
		Reviews the participant list to gauge class size, job roles, and experience levels.		x	x	x	Pre/Post Checklist
	Prepare instructional equipment	Has sufficient learning materials on hand for each participant before the session begins.	x	x	x	x	Pre/Post Checklist
		Confirms that all tools, equipment, or technology-based resources needed for class are ready for class use.	x	x	x	x	Pre/Post Checklist
		Sets up classroom for training (logistics/classroom, items on tables, slides or signage, trainer materials, etc.).	x	x	x	x	Pre/Post Checklist
		Establishes a back-up plan in case of adverse conditions: weather issues, tool or equipment failure, etc.			x	x	Pre/Post Checklist
Customer Focus	Prepare for instruction	Communicates training locations, start and end times, prerequisites, and other details to participants at least two weeks prior to session.		x	x	x	Pre/Post Checklist
	Prepare instructional methods	Completes all preparation activities at least 60 minutes before the session begins and is ready to greet participants.	x	x	x	x	Pre/Post Checklist
	Assesses learning and performance	Monitors individual and group performance throughout training.	x	x	x	x	Classroom
	Evaluates instructional effectiveness	Asks participants to complete feedback surveys to collect course feedback.	x	x	x	x	Classroom
Individual Leadership	Demonstrates effective facilitation skills	Establishes ground rules to enable a safe and positive learning environment for all participants.	x	x	x	x	Classroom
	Demonstrates effective platform skills	Expresses themselves in a confident manner without being overbearing when speaking to a group.		x	x	x	Classroom
	Manages an environment that enables learning	Takes appropriate corrective action in a timely manner when disruptive, disrespectful, or undesirable behaviors arise.		x	x	x	Classroom
		Attempts to resolve conflicts between and among participants quickly and fairly so no hard feelings persist.			x	x	Classroom
	Demonstrates coaching skills	States the purpose and expected outcomes of a hands-on practice, as well as any specific ground rules.	x	x	x	x	Classroom
		Encourages participants to demonstrate their knowledge and skill through teach-backs.	x	x	x	x	Classroom
		Observes participant practice without interfering unless a safety issue is present.	x	x	x	x	Classroom
		Is flexible in approach during a practice activity and is open to changing direction depending on participant needs.			x	x	Classroom
		Observes performance during practice to determine when the participant needs more assistance or when the participant has demonstrated mastery.	x	x	x	x	Classroom
		Engages participants in reviewing their own performance, such as by asking "What went well?" or "What might you do differently next time?".	x	x	x	x	Classroom
Oral Communication	Communicates purpose of program	Appears to follow all provided facilitator guides, participant guides, lesson plans, and other training materials during the delivery.	x	x	x	x	Classroom
		Explains the purpose and objectives of the training session or program, including completion requirements.	x	x	x	x	Classroom
		Explains how the specific course fits participant's role and line of progression to create relevance for participant motivation.	x	x	x	x	Classroom
	Demonstrates effective presentation skills	Presents the content in their own words without reading from the materials.	x	x	x	x	Classroom
		Models the message: owns the message, uses we, us, not them or they.			x	x	Classroom
		Speaks so the entire group may hear them, uses correct grammar, uses appropriate language, and speaks at the right pace.	x	x	x	x	Classroom
		Stands up while presenting, uses open and positive body language, maintains supportive eye contact, and limits distracting movements.	x	x	x	x	Classroom
		Uses appropriate and brief storytelling to engage participants and further training outcomes.		x	x	x	Classroom
		Manages classroom time to balance efficient progress yet ensures there is time to address participant questions and concerns.	x	x	x	x	Classroom

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Oral Presentation	Manages to group dynamics	Reads the audience and tailors delivery to group dynamics and their energy levels.	x	x	x	x	Classroom
		Communicates key ideas in a variety of ways and provides appropriate examples to clarify meaning.	x	x	x	x	Classroom
		Helps participants work through the steps to learn, instead of doing the task for them or telling them how to perform the task.	x	x	x	x	Classroom
	Manages to the program schedule	Lays out the course topics so participants know what they will work on during the session.	x	x	x	x	Classroom
		Keeps the session on schedule with breaks, lunch, and training activities without skipping learning content.	x	x	x	x	Classroom
		Establishes and explains a Parking Lot.	x	x	x	x	Classroom
Meeting Leadership	Demonstrates effective facilitation skills	Uses open-ended questions to engage and prompt group discussion.	x	x	x	x	Classroom
		Pauses so participants have adequate time to formulate and answer questions.	x	x	x	x	Classroom
		Seeks participation from all participants, not just the willing participants.	x	x	x	x	Classroom
		Facilitates discussion to keep it aligned with content and timelines.	x	x	x	x	Classroom
		Defers off-topic questions to the Parking Lot or other question-capture method for later follow-up as needed.	x	x	x	x	Classroom
		Observes practice and break-out group progress to monitor class performance.	x	x	x	x	Classroom
		Debriefs the activity, lesson, or module to help participants define their key take-aways.	x	x	x	x	Classroom
	Demonstrates platform skills	Uses a brief icebreaker at the beginning of the session.	x	x	x	x	Classroom
		Demonstrates applications as defined in the training materials.	x	x	x	x	Classroom
		Leads participants through relevant systems practice activities as laid out in the training materials.	x	x	x	x	Classroom
		Uses the performance support platform as indicated in the training materials and as a classroom resource.	x	x	x	x	Classroom
		Reviews objectives and summarizes key points to wrap up a session.	x	x	x	x	Classroom
	Uses appropriate technology to manage instructional process	Uses provided assessments (Questionmark, OJT checklists, etc.) to assess participant learning and performance outcomes.	x	x	x	x	Classroom
		Uses appropriate systems to manage post-training functions (course evaluation, notification of completion, sharing feedback to OJT and field leadership) on a timely basis.	x	x	x	x	Pre/Post Checklist
	Assesses learning and performance	Communicates assessment outcomes as appropriate.	x	x	x	x	Pre/Post Checklist
Composure	Demonstrates effective platform skills	Positively engages with participants at all times, even if participants challenge the instructor.	x	x	x	x	Classroom
	Manages an environment that enables learning	Adapts delivery to the learning context and makes adjustments based on participant answers, feedback, or changing conditions.	x	x	x	x	Classroom
Technical/Professional Proficiency	Demonstrates knowledge of the subject matter	Demonstrates knowledge of program subject matter as appropriate to the situation.		x	x	x	Classroom
		Explains relevant federal and state regulations as appropriate to the situation.			x	x	Classroom
		Explains DEX Standard Operating Procedures as appropriate to the situation.			x	x	Classroom
	Demonstrates proficiency with technology and applications	Uses specified classroom technology such as interactive display panels, Survey Monkey, QuestionMark, and others as needed.	x	x	x	x	Classroom
	Uses media and technology to enhance delivery	Maintains and develops technical competency/proficiency regarding hardware and software, classroom equipment, and field equipment and tools used in training.	x	x	x	x	Classroom
	Demonstrates knowledge of equipment and facilities	Demonstrates the correct and safe use of tools and equipment.	x	x	x	x	Classroom
		At the beginning of a learning activity, the trainer demonstrates the key steps participants will practice.	x	x	x	x	Classroom
	Updates and improves professional knowledge and skills	Time permitting, conducts field observations to keep up-to-date on current practices.	x	x	x	x	Team Engagement

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Integrity	Complies with established ethical and legal standards	Keeps commitments made with others and follows through in a timely manner.	x	x	x	x	Team Engagement
		Complies with specific ethical and legal requirements related to instructional practices (e.g. adherence to the integrity of the OQ program).	x	x	x	x	Team Engagement
		Complies with DEX workplace rules.	x	x	x	x	Team Engagement
		Respects requirements for confidentiality and anonymity, such as not sharing assessment results, etc.	x	x	x	x	Team Engagement
		Respects intellectual property and copyright requirements, such as fair use of manufacturer materials.	x	x	x	x	Team Engagement
	Establishes and maintains professional credibility	Models respect for the values and opinions of others.	x	x	x	x	Team Engagement
Teaming	Demonstrates a willingness to collaborate	Actively communicates and shares information with stakeholders such as training peers, instructional designers, Ops, HR, Safety, etc.	x	x	x	x	Team Engagement
		Seeks out the advice of peers to enhance their training effectiveness and incorporates this feedback where appropriate.	x	x	x	x	Team Engagement
		Volunteers to assist, support or back up others, even outside respective areas of expertise.	x	x	x	x	Team Engagement
	Updates and improves professional knowledge and skills	Actively participates in professional development activities.	x	x	x	x	Team Engagement
		Leads professional development activities as requested.				x	Team Engagement
	Manages an environment that enables learning	Cleans up the training facilities at the end of each day and returns tools/equipment to their respective storage bins.	x	x	x	x	Pre/Post Checklist
Initiative	Demonstrates a willingness to collaborate	Is open to change and improving their knowledge and skills.	x	x	x	x	Team Engagement
	Updates and improves professional knowledge and skills	Expands knowledge of adult learning principles, instructional strategies, delivery techniques, and company goals.	x	x	x	x	Team Engagement
		Establishes and maintains knowledge and skills related to the industry, best practices, gas standards, and manufacturer's recommendations using all available resources.	x	x	x	x	Team Engagement
	Evaluates instructional effectiveness	Evaluates the effectiveness of instructional materials and assessments.				x	Team Engagement
		Evaluates instructional methods and learning activities.				x	Team Engagement
		Provides feedback concerning instructional setting and equipment, instructional methods, and learning activities to training leadership.				x	Team Engagement
		Assists with the observation of trainer effectiveness as requested.				x	Team Engagement
	Self-Awareness	Sets developmental goals	Participates in self-evaluation and formal evaluation practices and follows up with development activities.			x	x
Develops and executes self-improvement plans in consultation with their manager.			x	x	x	x	Team Engagement
			65	72	80	85	