

## **Appendix D**

### **Training Manual**

#### **A Competency-Based Evaluation Scale**

##### **Numerical/Adjective Rating:**

###### **5 = Outstanding**

Can perform this skill without supervision or assistance with proficiency in speed, quality quantity, self-initiative, reliability and judgment; can lead or assist others in performing this skill.

###### **4 = Above Standard**

Can perform this skill consistently within established standards of speed, quality and quantity without assistance and / supervision.

###### **3 = Standard**

Can perform this skill generally consistent with established standards of speed, quality and quantity, but requires periodic assistance and or supervision.

###### **2 = Short of Standard**

Can perform this skill only with some assistance and or supervision to insure consistency with established standards of speed, quality and quantity; Able to perform some parts of the skill, but cannot perform the entire skill.

###### **1 = Unacceptable**

Has limited ability or knowledge to perform this skill; Continuous assistance and or supervision required; Performance does not meet established standards of speed, quality and quantity; Demonstrates possible problems in having the learning ability to acquire the skill.

###### **Not Responsive to Training**

Has been repeatedly instructed in a particular subject matter and still fails to demonstrate a knowledge of the subject or is unable to perform the particular task which would exhibit this knowledge, the training instructor should rate the new inspector NRT the training instructor the narrative comments the training attempted and the results of the new inspectors attempt to perform the task.

## Interpersonal Skills For Field Training Inspectors

### **Commitment to service:**

Predisposition to seek responsibility  
Responsive to the public need  
Responsive to the goals of the Department and weights and measures

### **Oral Communication and Listening:**

Conveying ideas to another in a coach-pupil atmosphere  
Clear and Concise in nature  
Responsive to the trainee's needs  
Ability to adjust to the personality of the trainee  
Patience

### **Flexibility:**

Ability to adapt to changing conditions as needed

### **Planning and Organizing:**

Implementing decisions according to a timeline  
Utilizing resources at your disposal to achieve a desired result  
Knowledge of subject matter

### **Follow Through:**

Verifying effectiveness  
Assessing results  
Timely response to inquires

### **Essential FTI Duties**

#### **Observer:**

Patient oversight of the trainee  
Allowing the trainee to act, then giving feedback as to performance  
Implies listening as well as viewing

## NATIONAL WEIGHTS AND MEASURES FIELD TRAINING PROGRAM

### INSPECTOR ROUTINE OBSERVATION REPORT

#### STANDARDIZED EVALUATION GUIDELINES

#### PERFORMANCE

##### 1. REPORT WRITING:

###### NEEDS IMPROVEMENT

General inability to accurately organize a concise, understandable report in a timely fashion:

- a. Omission or misstatement of facts
- b. Elements of violation missing/incomplete inspections
- c. Confusing or misleading narrative
- d. Continual spelling errors
- e. Consistent improper grammar
- f. Illegible
- g. Excessive time used

###### COMPETENT

General ability to write reports accurately in organized and timely fashion:

- a. Complete statement of facts
- b. Specific violation elements delineated/completes thorough inspections
- c. Legible
- d. Minimal spelling errors
- e. Correct grammar
- f. Concise, understandable language
- g. Reasonable time used in completion of necessary reports

##### 2. DRIVING SKILLS:

###### NEEDS IMPROVEMENT

Incorrect evaluation of driving situations with loss of vehicle control:

- a. Continually violates Vehicle Code
- b. General disregard for public safety
- c. Involvement in preventable accidents
- d. Inappropriate use of safety lighting equipment
- e. Excessive and inappropriate speed
- f. Inability to exit vehicle safely

**NATIONAL WEIGHTS AND MEASURES FIELD TRAINING PROGRAM  
ROUTINE OBSERVATION REPORT (ROR)  
(DOCUMENTED AT LEAST WEEKLY)**

TRAINEE:

FTI:

DATE:

PHASE:

DATE:

RATING INSTRUCTIONS: Rate observed performance of trainee in the following categories.

**\*NI** = Needs Improvement; **\*\*C** = Competent; **NO** = Not Observed

**A. PERFORMANCE**

1. Report Writing	NI	C	NO
2. Driving Skills: Routine	NI	C	NO
3. Self-initiated Activity	NI	C	NO
4. Knowledge of locations	NI	C	NO
5. Stress Control: Verbal/Behavior	NI	C	NO
6. Safety: Self/Others	NI	C	NO
7. Violator Control: Verbal/Physical	NI	C	NO
8. Decision-Making/Problem-Solving	NI	C	NO
9. Coordination: Multiple Tasks	NI	C	NO

**B. INTERPERSONAL SKILLS**

1. Communication Skills	NI	C	NO
2. Acceptance of Criticism	NI	C	NO
3. Behavior Toward Citizens	NI	C	NO
4. Behavior Toward regulatory Personnel	NI	C	NO
5. Self-Image/Confidence	NI	C	NO

**C. KNOWLEDGE**

1. Agencies Policies/Procedures	NI	C	NO
2. Enforcement Codes	NI	C	NO
3. Resources	NI	C	NO
4. Inspection Procedures/Techniques	NI	C	NO

**D. JOB READINESS**

1. General Appearance	NI	C	NO
2. Forms/Equipment /Specialized Equipment	NI	C	NO
3. Informed on Current Issues/Community Problems	NI	C	NO

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TRAINEE SIGNATURE

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FTO SIGNATURE

# TRAINING PROGRAM FOR DEPARTMENT OF COMMERCE WEIGHTS AND MEASURES INVESTIGATOR I TRAINEE

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## I. PURPOSE

Very few, if any, entry level candidates for Weights and Measures Investigator I positions have well-rounded experience working with weighing and measuring devices. Even candidates from private industry involved in the manufacture or repair of weighing and measuring devices normally have experience with only one or two types of devices, and are not familiar with the principals of legal metrology, or have experience working as government regulators. A significant training period is necessary to teach candidates with demonstrated aptitudes the specific skills they need to function successfully as a Weights and Measures Investigator I before they are able to work on their own and assume responsibility for a territory.

This training program is designed to facilitate the recruitment of entry level candidates capable of mastering the required skills including minority and women applicants in conjunction with the Department of Commerce's Affirmative Action Program.

## II. METHODS FOR TRAINEE SELECTION

Job openings will be posted on the state employment website as light duty or heavy duty territories become vacant. The posting will make it clear whether the vacancy being posted is a light duty or a heavy duty position. Jobs will also be advertised on electronic sites or in print publications aimed at women and minorities in an effort to get a candidate pool which is representative of the state's population. Application is via resume on the state employment website. All resumes are reviewed to find candidates who possess the following prerequisite capabilities:

- Ability to interact in a professional manner with a wide variety of people including co-workers, members of the public, business owners and service agents, and employees of other government agencies such as the DNR and the MPCA;
- Ability to communicate complex technical information coherently in both written and verbal formats ;
- Ability to work independently with little supervision and to manage scheduling and routing work in a large territory;
- Computer skills sufficient to work from a remote laptop through a VPN connection;
- Mechanical skills sufficient to maintain their vehicles, test equipment and standards in good condition, as well as to assess the likelihood of mechanical tampering in the weighing and measuring devices they inspect;
- Physical ability to walk, stand and sit for extended periods of time, to lift up to fifty pounds repeatedly throughout the day, and to work outside in all weather conditions for up to ten hours a day;

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