

FROM CHAOS TO COMPETENCY

STANDARDIZING TRAINING: THE EFFECT IT HAS AND HOW TO DO IT

Welcome! This session will explore the effect of implementing competency-based training and assessment on our training systems as well as provide a framework to use when considering the implementation of standardized training, based on competency, in your organization.

This document provides space for notetaking, reflection and some additional resources.

TO BEGIN: Start writing! Spend some time writing down what you already know about competencies, competency-based training and assessment.

WHAT IS COMPETENCY?

CLOSING REFLECTION: Take some time to answer these questions as a way to understand what this session may mean for you.

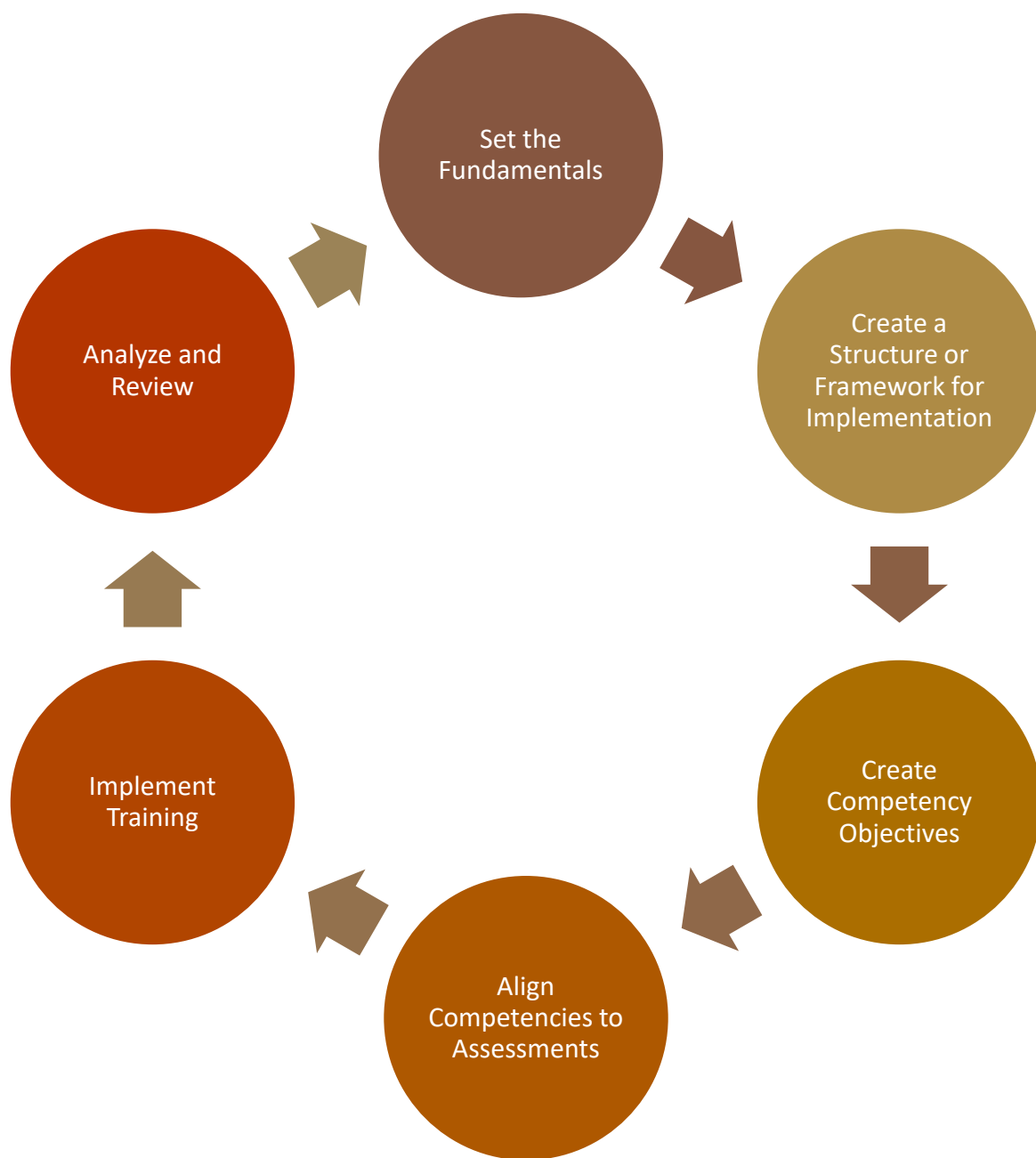
WHAT ARE THE KEY TRAINING NEEDS YOUR STAFF HAVE? WHAT ARE THE SKILLS GAPS?

Other questions to consider: What is your biggest safety concern? What do you worry most about that your staff do not know? What do you already think you know and need further confirmation? What are the barriers you face at your organization in having clear competencies and being able to objectively assess staff?

NEXT STEPS: If you are interested in making your training more systematic and integrating competency-based trainings and assessment, what are the three next steps for you to move your organization towards a competency-based training system?

- 1.
- 2.
- 3.

6 STEPS TO CREATING AND MAINTAINING COMPETENCY BASED TRAINING



1. SET THE FUNDAMENTALS: What are your skills gaps? What are the training needs of your staff? If you don't know where to start you may need a Training Needs Analysis. Here are a couple of helpful resources or starting points:

- <https://www.talentlms.com/blog/training-needs-analysis-performance-gaps/>
- <https://www.slideshare.net/SallyPeters1/training-needs-analysis-8-steps-to-conducting-a-training-needs-analysis>

2. CREATE STRUCTURE OR FRAMEWORK FOR IMPLEMENTATION: As you begin, here are some questions to ask in order to create your structure and implement competency-based training.

- What structures do you already have in place?
- What structures will support the move to a competency-based training?
- Who is overseeing your structure? Who is accountable?
- What is the format for your trainings? How long are they? Will you be able to do assessments as a part of training or do they stand alone?
- How are your trainers trained? How are they trained to work within this new system?
- How will your trainers know what to do? Who will train your trainers?
- Do you have training reports? Do your training reports capture appropriate and helpful information?
- What does your structure need to look like in the next year? In 3 years? In 5 years?

3. CREATE COMPETENCIES: *Clear and concise. Observable and measurable.*

“Knowledge and performance objectives should outline the specific results that the competency training will yield and how these results will be measured.”

<https://elearningindustry.com/implementing-competency-based-training-12-steps>

Below are examples of the knowledge and performance objectives:

Effectively navigate and carry out safe route assessment	
This competency outlines the skills and knowledge needed for Trainees to safely carry out route assessment on all terrain as the Lead Instructor in exploring scouting considerations.	
Topics:	a. Macro navigation <ol style="list-style-type: none"> I. Triangulation II. Taking and walking on a bearing III. Route planning based on terrain <ul style="list-style-type: none"> • Commitment – Grade I-VI • Terrain Classification – Class 1-5 • Scouting • Weather reports • Route beta • Timing • Location • Constructing and teaching Time Control Plans (TCP’s) b. Micro Navigation

FACILITATION SKILLS	Able to present information engagingly and accurately, as part of a progression, with focus on the learner’s experience.			
	At Standard	Below Standard	No Pass	Comments
Uses the outdoor setting/classroom, recognizing opportunity, minimizing distraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selects leadership style appropriate to situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is able to apply OB curricula and OB core models to framing and debriefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beginning repertoire of initiatives with ability to adapt presentation and metaphor to adult populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to work with sophisticated and challenging adult business populations. Demonstrated effective energy and enthusiasm to motivate participants. Comfortable speaking in front of large groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. **ALIGN COMPETENCIES TO ASSESSMENT:** Organizations use a variety of methods to check staff’s skills and knowledge in an objective way. After identifying the essential skills, the assessments needs to be aligned with the skills. Below is a list of different types of strategies or techniques for assessing a skill as well as examples of specific competencies and the different methods of assessment that can be used:

Types of Assessment
Practical demonstration Indirect demonstration Products Workplace documents Questions- written and oral Assignments Quizzes Third party reports Self-assessment Simulations/Scenarios Portfolios

Competency	Method of Assessment
Able to teach, demonstrate, and assess in different orientations a Munter hitch with mule knot	<ul style="list-style-type: none"> • Practical demonstration- ties the knot • Answers oral questions- articulates when to use the knot and can describe how to visually check that the knot is correct • Quizzes- Identifies knots based on photographs
Understands behavioral expectations and can intervene and address issues	<ul style="list-style-type: none"> • Simulations- participates in a staged simulation that requires intervention • Assignment- reads handbook on intervention strategies and answers assigned questions
Route planning	<ul style="list-style-type: none"> • Assignment- writes in guidebook to make an effective route plan using weather data, terrain, group dynamics, etc.

Important elements of assessment: fair, unbiased, consistent, and balanced

5. **IMPLEMENT TRAINING:** This part of the model focuses on making sure that the training system is in place and that it runs smoothly. Do your trainers know what they are being asked to do? Are they set up to train and assess your staff’s critical skills?

6. **ANALYZE AND REVIEW:**

- Analyze- What is working? What are your next steps? Which parts of the model do you need to revisit?
- Access- Use materials and feedback (training reports, trainers, trainees) to identify what worked and what didn’t.
- Action Plan- Develop plan for next steps, next training, next year, and beyond.