



# COMPETENCY BASED TRAINING

## NPC TRAINING PROGRAM

### STUDENT HANDOUT



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# COMPETENCY BASED TRAINING

## *Definition*

- A person, who is suitably trained, adequately qualified and has sufficient experience to safely perform work independently or with minimal supervision.

## **Competency Based Training**

- Unconscious Incompetent - Don't know what they don't know!
- Conscious Incompetent - Know what they don't know!
- Conscious Competent - Ability, knowledge, training, skill and professionalism. Minimal or no supervision.
- Unconscious Competent - Short Cuts, complacency, no recognition of inability.

## *Adult Learners*

For training programs to be successful the needs of the adult learner must be taken into consideration. To keep learners motivated and involved in training their learning needs must be addressed. Adult learners:

- Pursue immediate objectives; new knowledge is sought for practical application to their work.
- Want to acquire knowledge connected with their responsibilities.
- Learn more easily if the subject is relevant to their past experiences.
- Prefer to do their work correctly, rather than quickly and perhaps make mistakes.
- Do well when the task requires judgment, stability and reliability rather than strength and speed.
- Learn better when working at their own speed without having to compete.
- Do not learn as well when confronted with several tasks.

- Prefer to be assessed by means other than written examinations.
- Want to acquire skills and learn behaviour that will help them to assume responsibilities.
- Are afraid of failing and of what others will think.
- Tend to rely less on reading.
- Learn best by doing.
- Want to know just enough to do the job. They expect to learn extra information on the job.
- Prefer to learn the job in the order that it is performed.
- Need to know “Why” they are learning particular information or skill.

## DEVELOPING A TRAINING PROGRAM

### *Needs Assessment*

To complete a needs assessment the current worker performance needs to be compared to desired worker performance to identify worker training needs and goals. A needs analysis:

- Distinguishes between training and non-training needs.
- Helps one to thoroughly understand the problem or need before designing a program.
- Saves time and money by ensuring that the solutions effectively address the problems that they are intended to solve.

Essentially the needs assessment is the process of determining the 5 W's "who, what, where when and why". Typically a needs analysis determines:

- Who does the job?
- What do they do in their jobs?
- When do they do the job?
- Where they do the job?
- Why do they do the job?
- How do they do the job?

The needs assessment helps identify training goals. Training objectives are built upon training goals.

An analysis of the learners will help to identify any specific characteristics that they may have. The learner's attitudes, knowledge, skills and previous experience will impact the design of the training materials. When completing the analysis the tendency is to focus

on the new hire. However, it is important not to overlook the workers who are currently performing the job.

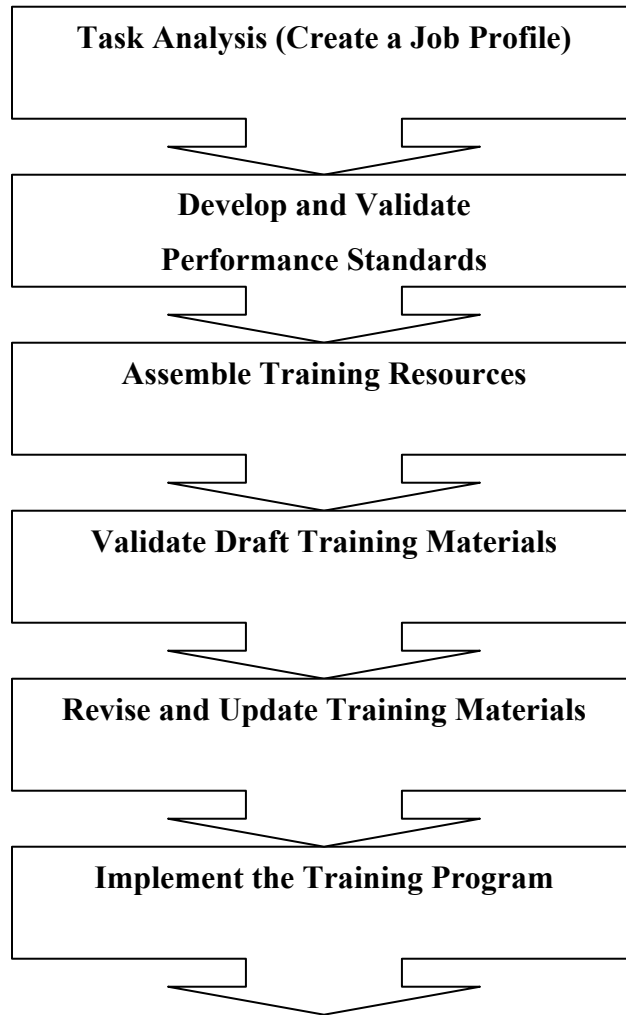
Once it is determined a training program is required a decision will be made to determine which type of program will best meet company needs. Traditional based training refers to training that takes place in the classroom setting. Competency training refers to training that is job specific and takes place on-the-job. The comparison below will help you achieve a better understanding of competency based training.

### *A Comparison*

<i>Competency Based Training</i>	<i>Traditional Classroom Training</i>
<ul style="list-style-type: none"> <li>• Training is individualized.</li> </ul>	<ul style="list-style-type: none"> <li>• Training is often done in a group.</li> </ul>
<ul style="list-style-type: none"> <li>• The individual trainee dictates pace of training.</li> </ul>	<ul style="list-style-type: none"> <li>• An instructor with fixed course schedule sets the pace.</li> </ul>
<ul style="list-style-type: none"> <li>• The trainee knows what standards he/she will be trained to before starting training.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific training objectives are not always provided.</li> </ul>
<ul style="list-style-type: none"> <li>• The training program focuses strictly on the trainee’s needs in relation to the job. Training happens at the job site and is directly related to the job to be performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional classroom based training usually includes a lot of “nice to know” information that can sometimes make learning the important things more difficult. Traditional training is not always applicable to the job you are learning.</li> </ul>

<i>Competency Based Training</i>	<i>Traditional Classroom Training</i>
<ul style="list-style-type: none"> <li>• Evaluation of training matches the standards. The trainee knows how he or she will be evaluated before starting training.</li> </ul>	<ul style="list-style-type: none"> <li>• There are often no standards, so the trainee does not know what he/she will be evaluated on.</li> </ul>
<ul style="list-style-type: none"> <li>• There is no “pass or fail”. Trainees get all the help they need to master all skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees are “marked” and judged as either passing or failing.</li> </ul>
<ul style="list-style-type: none"> <li>• There is more quality training, as training is directed to the individual. This allows for continuous feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Training is directed at the group. The amount of individualized training is limited.</li> </ul>

## *Developing Competency Based Training Programs*



## ***Task Analysis***

Task Analysis is the process used to determine the knowledge, skills and procedures that the trainee will be required to learn. An accurate and complete task analysis (job profile) is the key to effective training. Key people in completing a Task Analysis are the people doing the job (subject matter experts) and an experienced facilitator. There should be no more than six or seven people involved in completing the Task Analysis. Too many slow down the process, and tasks may be missed when working with one or two people.

Weaknesses in the task analysis can result in wasted time, wasted money and poor worker performance. Programs that fail usually have erroneous tasks and performance standards.

When defining a task consider using short statements, starting with a verb, to accurately describe measurable performance, e.g., Perform Monthly Maintenance, Issue Safe Work Permits.

- Tasks are independent of each other.
- Tasks usually can be observed.
- The task or its results can always be measured.
- Tasks have beginning and ending points.

## ***Develop and validate Performance Objectives***

Performance objectives provide the framework for developing the training materials. Objectives are important as they:

- Provide the learner with a target for performance.
- Help learner identify the scope of the job.
- Help the learner identify how they will be evaluated.

Objectives are measurable and observable. The performance objectives should provide specific information about what trainees will be able to do as a result of training. When developing training materials, focus on the performance objectives and include only information that is “need-to-know” and leave out extra information.

Once developed, Performance Objectives should be validated to ensure that they are technically correct and that there is no missing information. Validation is simply a review by experienced personnel.

### ***Assemble Training Materials and Resources***

From the performance objectives look for existing materials that may be used for training purposes. When little or no information exists consider developing the information from scratch. All materials should have an overview or introductory section, procedures practice and feedback, and an evaluation. Training information should be organized and presented in a manner that helps the trainees remember important facts. Types of materials that may be used include:

- Text
- Graphics
- Examples
- Checklists
- Tables

### ***Validate Draft Training Materials***

Validation ensures that the resulting materials meet the performance objectives and are technically correct with no missing information.

## ***Testing and Evaluation***

Evaluation or testing is a fundamental part of any training program, and without it training is not complete. Testing and evaluation are required to determine if the trainees have achieved the performance objectives. Cognitive or knowledge skills may be evaluated with a self-test and a final written test. The primary focus of all competency based programs should be the mastery of skills. Skills or procedures are evaluated by having the trainee perform the skill on their own by following the written procedure. For many skills, such as operating machinery and equipment, the only way to determine if the trainee can actually perform the task is observation.

In a competency based training program, the learner is expected to achieve 100% on his/her evaluation. This standard is normally met because:

- The trainee is made aware of the standard before training starts.
- A logical, simple and effective learning system, which includes practice time and coaching, is provided.
- Evaluation is conducted when both the learner and the trainer are ready.

If a learner is **unsuccessful** in meeting the performance evaluation:

- Determine what was missed or wrong.
- Point out the errors to the learner.
- Arrange for re-testing when additional training or practice has taken place.

As much of the learning is designed to take place on the job, feedback is important to the learner, and should become a continual process. Frequent observations of training performance and encouragement are important.

During the design phase consider how training and certification will be tracked. The tracking system must be able to accommodate refresher training. For companies that use standard operating procedures that are regularly revised, the tracking system must be able

to link procedural revisions to employee training records to alert the employee when refresher training is required.

### ***Role of Trainer or Coach***

An on-job-skill demonstration is the most practical and common method of helping a trainee learn a new skill. Where **no** practical skill is involved, a self-study test or discussion may be more appropriate.

### **Six steps to preparing for the training session are:**

- 1. Determine the objectives for the training session.**
  - What will the learner be able to do after training?
  - Under what conditions must the skill be performed, e.g., system on standby?
- 2. Review the material and obtain any reference material.**
- 3. Determine the teaching points.**
- 4. Decide on learning materials and resources.**

There are 2 methods of demonstrating practical skills:

- A. The “Watch me, then do it” approach.
  - ❖ Useful when the learners do not have their own equipment.
  - ❖ Best when safety is a concern.
  - ❖ May have to use questions to keep the learner’s attention. .
- B. The “Do it along with me” approach:
  - ❖ Learner has own equipment.
  - ❖ Allows for maximum activity.

Prepare a detailed list of equipment, materials and space for every training session. Remember that time is a resource. Plan how much time is needed, and ensure that it is available.

## **5. Review Methods**

Training is complete when the learner's knowledge and skill have been evaluated. Learning evaluation must directly relate to the performance objectives. Knowledge usually is tested by a written test. Practical skills (procedures) are tested by performing or simulating the skill under job conditions.

## **6. Prepare for Practice Sessions**

Most people learn best by doing. Involve learners by asking questions such as "what do you think would happen if you...? Practical skills are learned by doing.

## ON-THE-JOB TRAINING

On-the-job-training is popular, as it allows the trainee to be productive during the training period. In determining the feasibility of an On-the-Job Training Program the following should be considered:

- Does the person selected to conduct the training have the proper training skills?
- Will the program include that all workers be trained in the same way (standardized)?
- Is there adequate time available to the trainer and trainee to ensure that the training material is adequately covered?

### *Development Considerations*

Resources are needed to develop competency based training programs.

- The program is built on performance objectives and training activities need to match performance objectives.
- Continuous participant interaction and feedback must take place.
- Trainers must be trained to deliver competency based training programs.

### *Design Considerations*

During the design phase consider how the training materials will be developed, updated and controlled. Some things to consider include:

- Who will develop and maintain the training material?
- How will the material be delivered – paper training modules, computer based training?

- How will production or process changes be incorporated into the training materials?
- How will proposed changes be submitted?
- Who will make the changes to the training material?
- How will proposed changes be approved?