

INTERNATIONAL CONFERENCE AND EXPOSITION

May 6-9, 2018 | San Diego, California

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2018



SU412

Keys to An Amazing Competency Based Training Program

Introductions



Joe McClary

- Chief Executive Officer, International Association for Continuing Education and Training (IACET)



Jennifer Naughton

- Principal & Founder
Naughton Consulting



Dr. Manny Straehle

- President & Founder (AERE)
Assessment, Education & Research
Experts

Presentation Outcomes



- **Analyze** CBL and its benefits
- **Recognize** the best conditions for CBL
- **Identify** and **apply** best practices via the IACET Standard for CBL
- **Recognize** a quality competency model based upon the IACET Standard
- **Improve** the confidence of attendees to implement a CBL program

How confident are you?

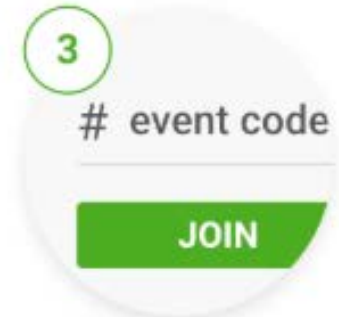
- If you had to implement a quality competency based learning program today, on a scale from 0 to 5 with 0 being the least confident, how would you currently rank your confidence in your knowledge of CBL to do so?



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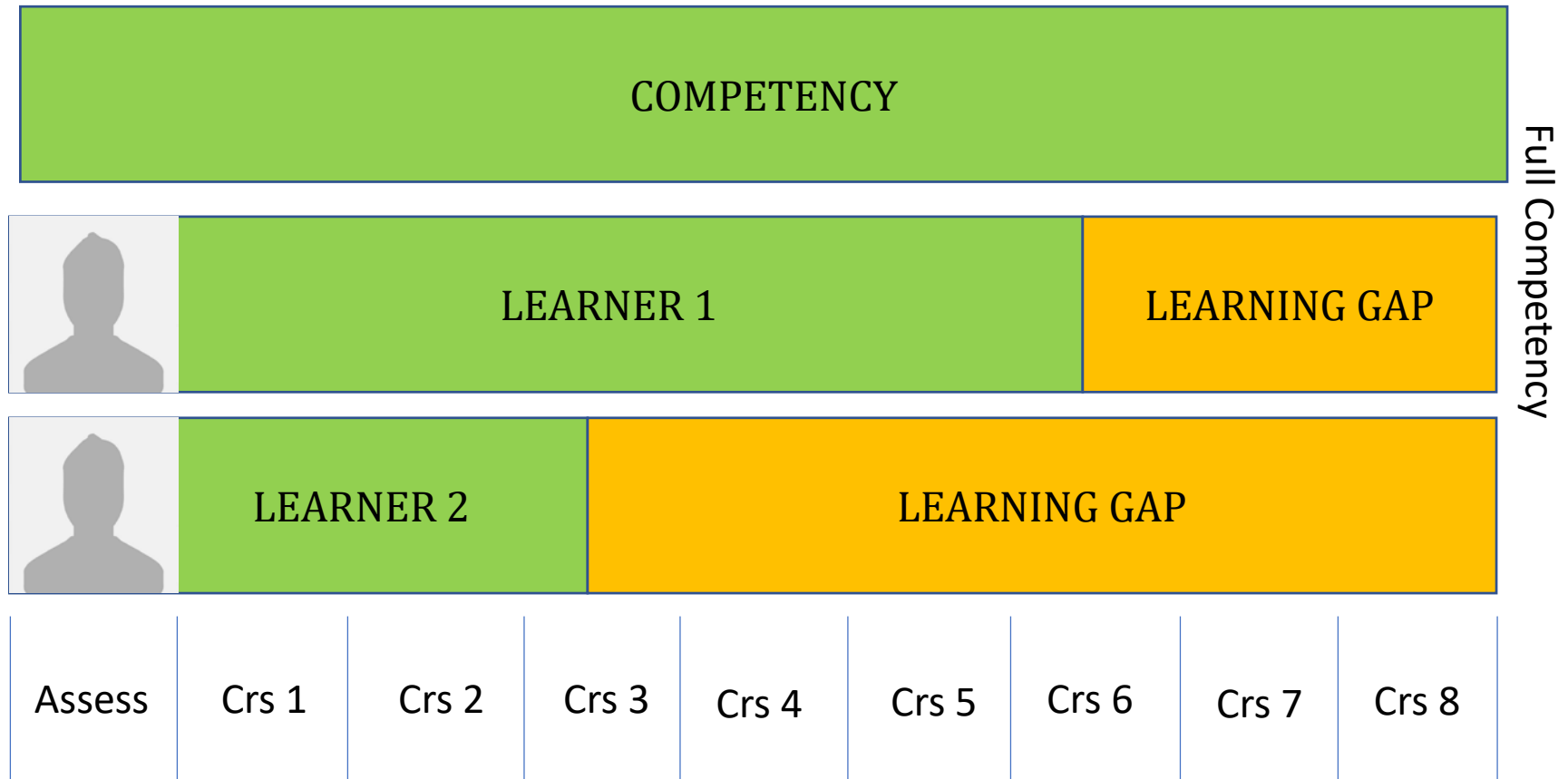


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What is Competency Based Learning?

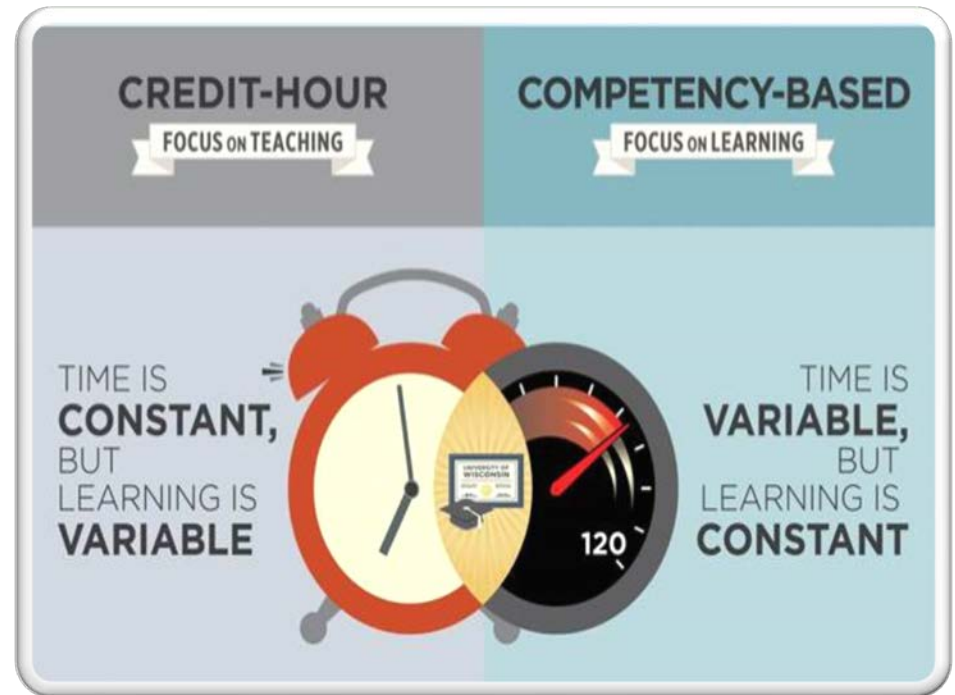
Learning events with the goal of mastering specific pre-determined individual knowledge, skills, attitudes, and/or other characteristics required to meet a specific standard/proficiency.

Competency Based Learning



Competency Based Learning (CBL)

- Trading clock hours for competency
 - CBL in Academia
 - CBL in Training
 - CBL in Professional Education
- Micro-learning, MOOCs, previous work experience
- Saving\$ is a driving force
- IACET's Standard for Competency Based Training



AVAILABLE

Other characteristics of CBL?

Competency Based Learning	Traditional Training Approaches
Achieves outcomes and demonstrates mastery	Earns credit through attendance
Achieves competency through a variety of informal and formal learning activities	Attends classes
Focus is on specific outcomes	Focus is on the subject matter
Learner-centered	Instructor-centered and lecture-centered
Self-paced	Time-based
Frequent use of technology-enabled solutions	Frequently classroom based

How did IACET develop the CBL keys and Standard?

1. Identified the need from providers and other stakeholders
2. Hired the best consultants
3. Sought out the best thought leaders and practical practitioners
4. Formed consensus in a series of virtual and onsite meetings

CBL Standard Development Taskforce

Thelma Michelle Moore, MA

Michelle Moore Consulting

Phillip Tanzilo, MBA, CPLP

Phillip Tanzilo, Inc.

Ruth Moskowitz, Ph.D.

Development Dimensions International

Jennifer Naughton, MA

Naughton Consulting

Cathy Stawarski, Ph.D

Booz Allen Hamilton

Manny Straehle, Ph.D.

AERE

Teri Laliberte, MA

IACET

Joseph McClary, Ed.S. CAE

IACET

Deborah Covin Wilson, MS, CPLP

Covin Wilson Associates



IACET CBL Standard Development Blue Ribbon Taskforce

Dr. William “Bill” Rothwell, Ph.D.

Darin Hartley, M. Ed. CPLP

Elaine Biech, CPLP

Dr. Patti Phillips, Ph.D

Dr. Manny Strahle, Ph.D

Joe McClary, Ed.S., CAE

Jennifer Naughton, MA Ed, SPHR

Rothwell & Associates/Penn State University

Building Industry Consulting Services International

ebb Associates Incorporated

ROI Institute

AERE

IACET

Naughton Consulting



CBL Standard Business Advisory Taskforce

Dr. Irving Brown

Daryl Lim

Marie Martin

Kris Newbauer

Sandra Schwarz

Thomas Yeo

Siemens

CET Global (Singapore)

Chevron

Rotary International

Emerson

CET Global (Singapore)



What's the value of a standard?

Leveraging a research-based standard helps organizations to:

Quality

Reliable

Safe

Reduce Costs

Streamline

**Drives
Innovations**

IACET CBL Standard

Categories – “The Keys”

Category 1: Provide Organization, Responsibility, and Control	PROVIDER
Category 2: Provide Learning Environment and Support Systems	
Category 3: Analyze Needs	DESIGNER
Category 4: Define Competencies	
Category 5: Define Learning Outcomes	
Category 6: Provide Content and Instructional Requirements	
Category 7: Facilitate Learning	FACILITATION
Category 8: Assess Learner Achievement	LEARNER ACHIEVEMENT
Category 9: Evaluate the Program	PROGRAM IMPACT



CBL Case Study



Keys 1-2



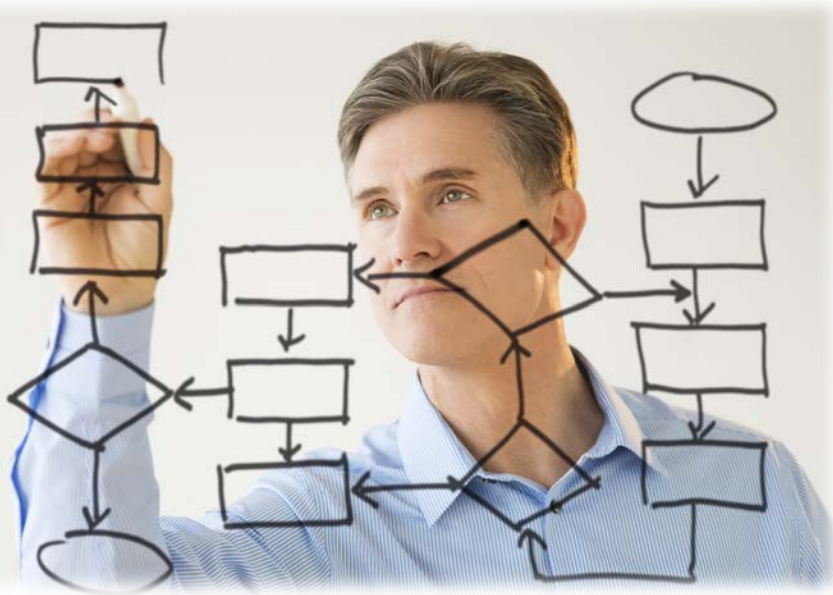
1. Provide Organization, Responsibility, and Control

- refers to the provider's institution

2. Provide Learning Environment and Support Systems

- refers to the systemic support provided by the stakeholders

Keys 3-6



- 3. Define Competencies**
 - identifying desired performers
- 4. Analyze Needs**
 - pinpointing gaps
- 5. Define Learning Outcomes**
 - clarifying the on-the-job desired performance targets
- 6. Provide Content and Instructional Requirements**
 - instructional content and media targeted to outcomes

Create the competency model

- Identify high performers for rapid workshop
- Brainstorm the categories (100,000 ft level of what high performers do)
- Unpack each category into the tasks they do (10,000 ft level)
- Describe the behaviors at various levels of proficiency (1,000 ft level)
- Select the target minimum level of proficiency

Assessment methods



- Self-assessment
- Manager assessment
- Team assessment
- Data-based assessment (360 / 180)
- Work samples and quality reviews

Behavioral examples provide you with the best chance of unbiased assessment

Activity

- What methodologies have you used in your organization to define and/or assess competencies?

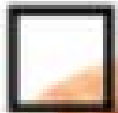
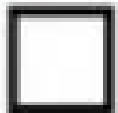
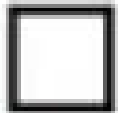
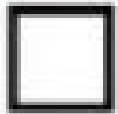


Key 7



- ## 7. Facilitate Learning
- Refers to the steps taken by the learners to use the content and media to achieve the identified learning outcomes

Key 8



8. Assess Learner Achievement

- Refers to the question:

Did the individual learn such that he or she closed the measurable gap?

Key 9



9. Evaluate the Program

- Refers to two key questions:
 1. Is the program relevant to the job?
 2. Did learners build the competencies needed for success on the job?



Final Questions

- What final questions do you have?
- What were your key takeaways?

These can be recorded on your handout



How confident are you?

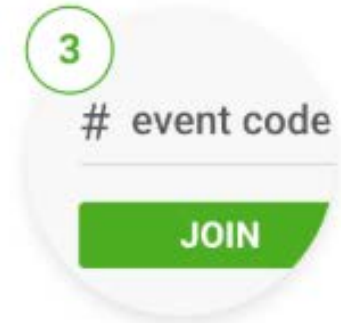
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How to get involved?

IACET CBL Standard

- To promote and advance the IACET 1-2018 Standard for Competency Based Learning we need:
 - People or organizations familiar with CBL to contribute to blog posts, webinars, educational events involving CBL.
 - Find out more or signup at IACET.org/CBL

Questions?



Joe McClary

- Joe@iacet.org



Jennifer Naughton

- Jennifer@Naughtonconsults.com



Dr. Manny Straehle

- Manny@aerexperts.com



Sun. May 6
4:30 - 5:30 pm

SU412 - Keys to an Amazing Competency-Based Training Program

Speakers: Joe McClary, Jennifer Naughton, Manny Straehle

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