

TRAINER COMPETENCIES

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TOPIC 660 CORE TRAINING SKILLS

Skill Sets

- 660-01: Ability to apply principles of a competency-based training system**
- 660-02: Ability to apply principles of adult learning**
- 660-03: Ability to use a variety of training delivery strategies**
- 660-04: Ability to include culturally relevant information in training and facilitate discussion about culture and diversity**
- 660-05: Ability to utilize a variety of transfer of learning activities to help learners apply knowledge and skills to their specific job tasks**
- 660-06: Ability to fulfill responsibilities as an Ohio Child Welfare Training Program (OCWTP) trainer in a professional and ethical manner**
- 660-07: Ability to manage group dynamics**
- 660-08: Ability to develop or adapt curriculum**
- 660-09: Ability to develop and conduct learning activities in specific content areas or practice specialties**
- 660-10: Ability to develop and use a variety of learning activities**

Skill Set 660-01: Ability to apply principles of a competency-based training system.	
Comp. No.	Competency Description
660-01-001	The trainer knows the structural components in a competency-based in-service training system, the function of each component, and roles and responsibilities of personnel.
660-01-002	The trainer understands the role and functions of in-service training as a component of management and a means of helping the organization achieve its mission.
660-01-003	The trainer understands her role as a member of the training development and delivery team, and knows how and when to collaborate with training managers and agency staff.
660-01-004	The trainer understands the purpose and uses of competencies and how they are developed and organized.
660-01-005	The trainer understands the functions of the Universe of Competencies as the criterion for individual training needs assessment, trainer assessment and selection, and curriculum development.
660-01-006	The trainer understands principles of evidence-based practice (EBP), and knows how these principles are used in the development of curricula and learning activities.
660-01-007	The trainer knows how competency-based training can promote evidence-based practice throughout the service system.
660-01-008	The trainer can differentiate between training needs and other types of employee performance problems.

Skill Set 660-02: Ability to apply principles of adult learning.	
Comp. No.	Competency Description
660-02-001	The trainer understands principles of adult learning and how they relate to competency-based in-service training.
660-02-002	The trainer understands the typologies that describe differences in individual learning style and knows behavioral indicators of various learning styles.
660-02-003	The trainer understands typical stages in the development and mastery of new knowledge and skills, and understands the concept of Levels of Learning and other adult learning paradigms that represent developmental stages.
660-02-004	The trainer understands how individual development, cultural background, and generational differences can affect a person's learning style and preferences.
660-02-005	The trainer knows how to engage learners in identifying their own learning needs and setting personal learning objectives.
660-02-006	The trainer knows how to elicit and incorporate learners' past experiences and expertise in the learning environment.
660-02-007	The trainer knows how to use experiential and interactive training techniques, help learners apply training content to their jobs, and create practice opportunities during the learning experience.
660-02-008	The trainer knows how to adapt curricula and learning activities to enable inclusion by learners with special needs.
660-02-009	The trainer can create and sustain an engaging, supportive, and safe learning environment that enhances learning.
660-02-010	The trainer can identify individuals with various learning styles in the learning environment.
660-02-011	The trainer can design and implement training strategies that address differences in learning styles and preferences.

Skill Set 660-03: Ability to use a variety of training delivery strategies.	
Comp. No.	Competency Description
660-03-001	The trainer knows introductory activities that begin the engagement process and help create a positive learning environment.
660-03-002	The trainer knows the importance of speaking clearly and at an appropriate volume, and varying volume, pace, tone, and inflection to maintain learners' attention.
660-03-003	The trainer understands the effect of physical positioning, hand and body movements, positioning of a podium or tables, and tone of voice on training quality and learner receptivity.
660-03-004	The trainer knows how to choose training delivery strategies best suited for specific learning objectives, levels of learning, and learning styles.

660-03-005	The trainer knows strategies to keep learners focused, on task, and within established time frames, while remaining responsive to learners' needs and concerns.
660-03-006	The trainer knows how to use guided group discussion, application exercises, provocative questioning, case examples, and problem scenarios to enhance learning.
660-03-007	The trainer knows how to develop and implement debates, talk shows and other simulations, and fish bowl exercises.
660-03-008	The trainer can use reflective listening and feedback to encourage learner involvement and enhance learning.
660-03-009	The trainer can use supportive engagement strategies to help learners identify personal learning objectives and develop an investment in the learning.
660-03-010	The trainer can use examples and illustrations, creative phrasing, analogies, quotations, rhetorical questions, and comparing and contrasting concepts to enhance learning.
660-03-011	The trainer can use summarization, bridging, and segue to help preserve continuity between sections of the learning activity.

Skill Set 660-04: Ability to include culturally relevant information in training and facilitate discussion about culture and diversity.	
Comp. No.	Competency Description
660-04-001	The trainer understands why the development of cultural competence is a lifelong process and knows the stages in its development.
660-04-002	The trainer understands the nature and characteristics of ethnocentrism and how an ethnocentric perspective may affect the trainer's capacity to engage, understand, and relate to learners.
660-04-003	The trainer understands the dangers of stereotyping and implications for training about families from various ethnic, cultural, or religious groups.
660-04-004	The trainer understands how issues related to prejudice and discrimination can affect child welfare practice and the training environment.
660-04-005	The trainer knows strategies for encouraging and facilitating constructive expression and discussion of cultural content.
660-04-006	The trainer can model an approach to cross-cultural encounters characterized by an open mind, respect, and willingness to learn from others.
660-04-007	The trainer can differentiate stereotyping from culturally relevant information and can include culturally relevant information and examples into the training.
660-04-008	The trainer can identify when cultural misunderstanding may be contributing to interpersonal conflict in the learning environment and can use a variety of strategies to explore and resolve those conflicts.

660-04-009	The trainer can promote open discussion in the learning environment about difficult and emotionally charged cultural issues such as ethnocentrism, prejudice, and discrimination.
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Skill Set 660-05: Ability to utilize a variety of transfer of learning activities to help learners apply knowledge and skills to their specific job tasks.

Comp. No.	Competency Description
660-05-001	The trainer understands the concept of transfer of learning and its importance as an essential element in any learning process.
660-05-002	The trainer understands the roles of Public Children Services Agencies (PCSA), Regional Training Center (RTC) staff, trainers, and learners in promoting transfer of learning before, during and after a learning activity.
660-05-003	The trainer understands how organizational barriers and disincentives in the work place can prevent and undermine transfer of learning from a learning activity to the job or in resource homes.
660-05-004	The trainer knows a variety of strategies to assess knowledge and skill acquisition by learners before, during, and after learning activities.
660-05-005	The trainer knows how to collaborate with learners and agency managers to design and implement targeted on- the- job transfer of learning activities.
660-05-006	The trainer knows how to use various forms of technology to promote transfer of learning and skill building.
660-05-007	The trainer can design self-instructional or other learning activities that promote transfer of learning and skill development by learners back on their jobs or in resource homes.
660-05-008	The trainer can help learners identify and overcome personal and organizational barriers to transfer of learning in the work place or in resource homes.

Skill Set 660-06: Ability to fulfill responsibilities as an Ohio Child Welfare Training Program (OCWTP) trainer in a professional and ethical manner.
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Comp. No.	Competency Description
660-06-001	The trainer knows OCWTP and national standards and ethics for training (American Society for Training and Development, National Staff Development and Training Association, Council on Accreditation) and knows how to comply with these standards.
660-06-002	The trainer knows the laws and ethical standards regarding copyright and plagiarism, and knows how to fully and accurately cite sources for materials used in the learning.
660-06-003	The trainer recognizes how stress and anxiety related to the facilitation of learning can affect performance, and can use a variety of strategies to manage personal stress and anxiety.

660-06-004	The trainer understands the OCWTP's expectations regarding trainers' roles and responsibilities.
660-06-005	The trainer understands the liabilities and potential ethics violations of misrepresenting credentials, or training in content and competency areas in which the trainer lacks sufficient knowledge, skill, or practice experience.
660-06-006	The trainer understands standards for adult learning and professional development including respect for learners; supporting learners' self-determination; and maintaining appropriate confidentiality, privacy and self-disclosure.
660-06-007	The trainer understands responsibilities related to training best practice, maintaining a productive learning environment, and managing factors that could negatively affect learning.
660-06-008	The trainer understands dilemmas involved when a learner appears to condone unethical casework practice, and knows when and how to notify training managers of these concerns.
660-06-009	The trainer understands the liabilities of promoting and training learners to use intervention methods and strategies that lack empirical support.

Skill Set 660-07: Ability to manage group dynamics.	
Comp. No.	Competency Description
660-07-001	The trainer knows factors that create a supportive learning environment and encourage group cohesion, participation, and risk taking during training.
660-07-002	The trainer understands the personal, organizational and group dynamics that can create resistance, dissention, and conflict during training.
660-07-003	The trainer understands how and why some learning activities can be emotionally distressing for learners, and knows how to constructively respond to their discomfort.
660-07-004	The trainer understands the unique group dynamics, potential benefits, and challenges of training groups of participants who work together, attend training together or know each other well and knows strategies for addressing the challenges.
660-07-005	The trainer knows strategies to engage and involve participants who appear to be uninvolved, resistive, or are disruptive, without alienating these individuals.
660-07-006	Trainer knows strategies to engage learners and develop group cohesion in diverse groups.
660-07-007	The trainer can facilitate discussion of emotionally charged topics and issues, and can monitor and manage group dynamics to maintain a safe, comfortable, and open environment.
660-07-008	The trainer can explore, clarify and help resolve disagreements among learners while discouraging disruptive behavior and preventing emotional withdrawal.

660-07-009	The trainer can provide timely, sensitive, and relevant feedback to participants during the training.
660-07-010	The trainer can challenge ideas and misconceptions in a manner that stimulates creative thinking and promotes growth.

Skill Set 660-08: Ability to develop or adapt curriculum.	
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Comp. No.	Competency Description
660-08-001	The trainer understands basic principles of human cognition and learning and can apply these principles to the curriculum development.
660-08-002	The trainer understands the structural elements of a curriculum, and knows the principles involved in the development of each element.
660-08-003	The trainer understands the unique characteristics of curricula used in an in-service training system.
660-08-004	The trainer understands the principles of curriculum sequencing and organization, and knows how to sequence content and design activities to achieve a coherent and integrated curriculum.
660-08-005	The trainer knows how to find, evaluate, and use the best available evidence, including formal research, when developing curriculum, and can determine the extent to which conclusions can be drawn from the evidence.
660-08-006	The trainer knows how to design, produce, and distribute handouts in a logical and organized manner.
660-08-007	The trainer knows how to review curricula and other training resources determine their adherence to principles of curriculum development, and make changes needed to improve their effectiveness and relevance.
660-08-008	The trainer knows how to adapt training curricula for use in an on-line or blended learning experience.
660-08-009	The trainer can formulate learning objectives for each section of a curriculum, and can demonstrate how these achieve the competencies the curriculum is to address.
660-08-010	The trainer can identify and incorporate the most appropriate delivery methods to achieve the learning objectives of a particular section of curriculum.

Skill Set 660-09: Ability to develop and conduct learning activities in specific content areas or practice specialty.	
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Comp. No.	Competency Description
660-09-001	The trainer knows the values, ethics, and standards of the social work and child welfare professions and can address and reinforce these during training activities.

660-09-002	The trainer knows the philosophy, values, and supporting research evidence that underlie the content area or practice specialty to be trained, and can integrate this information throughout the training.
660-09-003	The trainer understands how community services related to the practice specialty are organized and delivered, in the specific areas in which they train; how clients access those systems, and how agency staff/caregivers should collaborate with these organizations
660-09-004	The trainer can integrate information about relevant federal, state, and local legislation, rules, and policies into training and communicate how these affect direct practice.

Skill Set 660-10: Ability to develop and use a variety of learning activities.

Comp. No.	Competency Description
660-10-001	The trainer knows which learning activities are best suited for different learning styles, levels of learning, and curriculum objectives.
660-10-002	The trainer understands how experiential exercises can increase awareness, modify attitudes, challenge misconceptions, and facilitate learning and mastery of both knowledge and skills.
660-10-003	The trainer knows how to divide complex skills into teachable parts and to develop and conduct activities to train those skills.
660-10-004	The trainer knows how to assess the effects of a learning activity on participants' knowledge and skill.
660-10-005	The trainer knows how to elicit information to evaluate the effectiveness of experiential activities in achieving learning objectives and make the necessary modifications.
660-10-006	The trainer knows how to encourage application of training content to child welfare direct practice.
660-10-007	The trainer can facilitate experiential activities including providing instructions, guiding learners, providing feedback, and helping learners process their experiences.
660-10-008	The trainer can adapt experiential exercises for use in trainer-led distance learning programs.

TOPIC 661 SPECIALIZED TRAINING SKILLS

Skill Sets

661-01: Ability to coach others

661-02: Ability to facilitate distance learning activities

661-03: Ability to co-facilitate learning activities

661-04: Ability to use technology to enhance learning

Skill Set 661-01: Ability to coach others.	
Comp. No.	Competency Description
661-01-001	The trainer understands the purpose and benefits of coaching and understands the role of coaches in a competency-based training system.
661-01-002	The trainer understands the similarities and differences between coaching and mentoring, including the nature of relationships, strategies, teaching methods, and intended outcomes.
661-01-003	The trainer understands how principles of adult learning and skill development apply to coaching.
661-01-004	The trainer understands ethical considerations involved in coaching.
661-01-005	The trainer understands how typical stages of professional development; lack of skill, motivation, and confidence; and organizational barriers can contribute to performance gaps and can undermine the coaching process.
661-01-006	The trainer understands the importance of establishing and sustaining trusting relationships with persons being coached; their supervisors and other agency staff; and knows strategies to maintain effective relationships over time.
661-01-007	The trainer understands the activities in negotiating individualized coaching plans, including jointly establishing roles, setting learning goals, identifying desired outcomes and measures of completion, and laying out a defined action steps.
661-01-008	The trainer understands the potential impact of culture and other types of diversity on relationships with persons being coached, and knows how to encourage dialogue about differences to prevent them from becoming barriers to effective coaching.
661-01-009	The trainer knows one-on-one coaching strategies to help individuals develop job skills and resolve performance problems in their work.
661-01-010	The trainer can help learners assess the quality of their work, identify performance gaps, and assess the personal, interpersonal, systemic, and environmental factors contributing to those gaps.
661-01-011	The trainer can collaborate with the individual(s) to be coached, Regional Training Centers (RTCs), and agency administrators/supervisors to develop and implement coaching plans.

Skill Set 661-02: Ability to facilitate distance learning activities.	
Comp. No.	Competency Description
661-02-001	The trainer knows strategies that contribute to enhanced learning, learner satisfaction, and retention in distance learning activities.
661-02-002	The trainer knows various types of distance learning delivery methods such as synchronous, asynchronous, and blended; and how each impacts the achievement of learning objectives.
661-02-003	The trainer knows how to apply principles of adult learning theory to distance learning activities.
661-02-004	The trainer understands the strengths, weaknesses, and requirements of technologies used in distance learning.
661-02-005	Trainer understands the requirements for course development, design, and implementation using distance learning delivery methods.
661-02-006	The trainer understands the importance of providing continuous, timely, and relevant feedback to learners in creating and sustaining a distance learning community.
661-02-007	The trainer knows how to design a learning environment that maximizes learners' interactions with the trainer and with other learners.
661-02-008	The trainer can determine when training content is appropriate for distance learning and which of several modalities best suit the content (modalities include synchronous or asynchronous, instructor-led or self-directed, or a blending of options).
661-02-009	The trainer can use strategies to engage learners and keep them involved during distance learning activities.

Skill Set 661-03: Ability to co-facilitate learning activities.	
Comp. No.	Competency Description
661-03-001	The trainer understands the dynamics, appropriate uses, benefits and limitations of co-leading/facilitating training.
661-03-002	The trainer understands the importance of clear roles and responsibilities and mutually agreed-on expectations when co-leading a learning activity.
661-03-003	The trainer knows how to share and coordinate responsibility for responding to participant's questions, managing group dynamics, interjecting comments, and transferring the lead between training partners.
661-03-004	The trainer knows how to select a training partner and develop a delivery plan to achieve the best mix of content expertise, previous experience, presentation skills, teaching and personality styles.
661-03-005	The trainer can assess, negotiate, and resolve differences and conflicts with a training partner.

Skill Set 661-04: Ability to use technology to enhance learning.	
Comp. No.	Competency Description
661-04-001	Trainer knows the types of technologies available to enhance learning and their most appropriate uses.
661-04-002	The trainer knows how to adapt learning technologies for learners with physical or learning challenges.
661-04-003	The trainer knows how to select and integrate learning technologies that best achieve desired learning objectives.
661-04-004	The trainer knows strengths, weaknesses, set-up requirements, and standards for technologies used in a learning activity.
661-04-005	The trainer knows how to use learning technologies that support active learner interaction and collaborative learning, such as chat rooms, message boards, email, and blogs.
661-04-006	The trainer knows how to use technology-enhanced learning resources such as Power Point slides, Classroom Performance System (CPS), blogs, and wikis.
661-04-007	The trainer can prepare and support learners to use learning technologies and provide guidance to learners with limited technological skills.
661-04-008	The trainer can operate equipment, correct malfunctions and implement contingency plans if equipment fails.