

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 skill sets and technology to manage the learning environment
- 660-04: Ability to include information relevant to diverse groups in training and facilitate discussions related to diversity
- 660-05: Ability to develop and utilize a variety of transfer of learning activities
- 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 use a variety of learning activities
- 660-10: Ability to use technology hardware integrated in training
- 660-11: Ability to use software program and services integrated in training
- 660-12: Ability to manage the use of personal technology in the learning environment.
- 660-13: Ability to use the “Everyone” side of E-Track to perform development-specific trainer functions
- 660-14: Ability to use the “Administrator” side of E-Track to perform trainer-specific functions

Skill Set 660-01: Ability to apply principles of a competency-based training system

660-01-001	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	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	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	Understands the purpose and uses of competencies and how they are developed and organized
660-01-005	Understands the functions of the Universe of Competencies as the criterion for individual training needs assessment, individual development plans, trainer assessment and selection, and curriculum development
660-01-006	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	Knows how competency-based training can promote evidence-based practice throughout the service system
660-01-008	Can differentiate between training needs and other types of employee performance problems

Skill Set 660-02: Ability to apply principles of adult learning

660-02-001	Understands principles of adult learning and how they relate to competency-based in-service training
660-02-002	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
660-02-003	Understands how individual development, generational differences, learning preferences, cultural and other dimensions of diversity can affect a person's approach to learning
660-02-004	Knows how to engage learners in identifying their own learning needs and setting personal learning objectives
660-02-005	Knows how to elicit and incorporate learners' past experiences and expertise in the learning environment
660-02-006	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
660-02-007	Knows how to adapt curricula and learning activities to enable inclusion by learners with special needs
660-02-008	Can create and sustain an engaging, supportive, and safe learning environment that enhances learning
660-02-009	Can identify individuals with various learning styles in the learning environment, and can make appropriate adaptations in managing individual and group dynamics in the classroom and adapt the curriculum as needed

Skill Set 660-03: Ability to use a variety of skill sets and technology to manage the learning environment

660-03-001	Knows introductory activities that begin the engagement process and help create a positive learning environment
660-03-002	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	Understands the effect of physical positioning, hand and body movements, positioning of a podium or tables, on training quality and learner receptivity
660-03-004	Knows how to choose training delivery strategies best suited for specific learning objectives, levels of learning, and diverse groups
660-03-005	Knows strategies to keep learners focused, on task, and within established time frames, while remaining responsive to learners' needs and concerns
660-03-006	Knows how to develop and use guided group discussion, application exercises, provocative questioning, case examples, talk shows, fish bowl exercises and problem scenarios to enhance learning and skill development

660-03-007	Can use reflective listening and feedback to encourage learner involvement and enhance learning
660-03-008	Can use supportive engagement strategies to help learners identify personal learning objectives and develop an investment in the learning
660-03-009	Can use examples and illustrations, creative phrasing, analogies, quotations, rhetorical questions, humor and comparing and contrasting concepts to enhance learning
660-03-010	Can use summarization, bridging, and segue to help preserve continuity between sections of the learning activity

Skill Set 660-04: Ability to include information relevant to diverse groups in training and facilitate discussions related to diversity

660-04-001	Understands why the development of diversity competence is a lifelong process and knows the stages in its development
660-04-002	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	Understands the dangers of stereotyping and implications for training about families from various ethnic, cultural, or religious groups
660-04-004	Understands how issues related to prejudice and discrimination can affect child welfare practice and the training environment
660-04-005	Knows how issues of diversity impact the content area he/she will train
660-04-006	Knows strategies for encouraging and facilitating constructive expression and discussion of diversity content
660-04-007	Can model an approach to cross-cultural encounters characterized by an open mind, respect, and willingness to learn from others
660-04-008	Can differentiate stereotyping from relevant information about cultural and other groups and can include-relevant information and examples into the training
660-04-009	Can identify when-a misunderstanding about diversity may be contributing to interpersonal conflict in the learning environment and can use a variety of strategies to explore and resolve those conflicts
660-04-010	Can promote open discussion in the learning environment about difficult and emotionally charged diversity issues such as ethnocentrism, prejudice, and discrimination

Skill Set 660-05: Ability to develop and utilize a variety of transfer of learning activities

660-05-001	Understands the concept of transfer of learning and its importance as an essential element in any learning process
660-05-002	Understands the role of the workplace, the RTC staff, trainers and learners in promoting transfer of learning before, during, and after a learning activity
660-05-003	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	Knows a variety of strategies to assess knowledge and skill acquisition by learners before, during, and after learning activities
660-05-005	Knows how to collaborate with learners and agency managers to design and implement targeted on- the- job transfer of learning activities
660-05-006	Knows how to use a variety of technologies available to promote transfer of learning and skill building (e.g., email, websites, wikis, discussion boards)
660-05-007	Can develop or adapt instructional or other learning activities to promote transfer of learning and skill development
660-05-008	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

660-06-001	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	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	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	Understands the OCWTP’s expectations regarding trainers’ roles and responsibilities
660-06-005	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	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	Understands responsibilities related to training best practice, maintaining a productive learning environment, and managing factors that could negatively affect learning
660-06-008	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	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

660-07-001	Knows factors that create a supportive learning environment and encourage group cohesion, participation, and risk taking during training
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660-07-002	Understands the personal, organizational, and group dynamics that can create resistance, dissention, and conflict during training
660-07-003	Understands how and why some learning activities can result in cognitive dissonance and emotional distress
660-07-004	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	Knows strategies to engage and involve participants who appear to be uninvolved, resistive, or are disruptive, without alienating these individuals or the group
660-07-006	Knows strategies to engage learners and develop group cohesion in diverse groups
660-07-007	Knows strategies for managing cognitive dissonance in the classroom
660-07-008	Can explore, clarify, and help resolve disagreements among learners while discouraging disruptive behavior and preventing emotional withdrawal
660-07-009	Can provide timely, sensitive, and relevant feedback to participants during the training
660-07-010	Can challenge ideas and misconceptions in a manner that stimulates creative thinking and promotes growth
660-07-011	Understands typologies that describe differences in actor, sensor, reflector, thinker learning styles and knows behavioral indicators of each

Skill Set 660-08: Ability to develop or adapt curriculum

660-08-001	Understands basic principles of human cognition and learning and can apply these principles to curriculum development
660-08-002	Understands the structural elements of a curriculum, and knows the principles involved in the development of each element
660-08-003	Understands how overall learning objectives and objectives for specific sections of the curriculum sets are determined
660-08-004	Understands the unique characteristics of curricula used in an in-service training system
660-08-005	Knows the values, ethics, and standards of the social work and child welfare professions and can address and reinforce these during training activities
660-08-006	Understands the principles of curriculum sequencing and organization, and knows how to sequence content and design activities to achieve a coherent and integrated curriculum
660-08-007	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
660-08-008	Knows the philosophy and values that can underlie the content area or practice specialty to be trained and can integrate this information throughout the training
660-08-009	Knows how to design, produce, and distribute handouts in a logical and organized manner

660-08-010	Knows strategies to develop strong visual presentations to increase engagement and enhance learning
660-08-011	Knows how to review curricula and other training resources to determine their adherence to principles of curriculum development, and make changes needed to improve their effectiveness and relevance
660-08-012	Can formulate overall and section-specific learning objectives for curriculum and can demonstrate how these achieve the competencies the curriculum is to address
660-08-013	Can identify and incorporate the most appropriate delivery methods to achieve the learning objectives of a particular section of curriculum
660-08-014	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
660-08-015	Understands and can integrate relevant information about federal, state, local legislation, rules and policies into the training
660-08-016	Understands and can integrate into his training information about relevant community services, how clients access those services, and how agency staff/caregiver collaborate with those service providers

Skill Set 660-09: Ability to develop and use a variety of learning activities

660-09-001	Understands how experiential exercises can increase awareness, modify attitudes, challenge misconceptions, and facilitate learning and mastery of both knowledge and skills
660-09-002	Knows how to divide complex skills into teachable parts and to develop and conduct activities to train those skills
660-09-003	Knows how to develop learning activities that meet specific learning objectives and address specific levels of learning
660-09-004	Knows how to adapt planned activities during the planning or delivery of training, when necessary due to time constraints, group dynamics, or group size
660-09-005	Knows how to recognize the impact of a learning activity on participants' knowledge and skill
660-09-006	Knows how to elicit information to evaluate the effectiveness of experiential activities in achieving learning objectives and make the necessary modifications
660-09-007	Knows how to encourage application of training content to child welfare direct practice
660-09-008	Can facilitate experiential activities including providing instructions, guiding learners, providing feedback, and helping learners process their experiences

Skill Set 660-10: Ability to use technology hardware integrated in training

660-10-001	Knows the types of hardware required to deliver a learning activity, (e.g., laptop, projector, DVD/video player, CPS)
660-10-002	Knows strategies to correct malfunctions and implement contingency plans if hardware fails
660-10-003	Can prepare and support participants to use learning technologies and provide guidance as needed
660-10-004	Can operate the technology required in a learning activity

Skill Set 660-11: Ability to use software programs and online services integrated in training

660-11-001	Knows the types of software and online services required to deliver a learning activity (e.g., PowerPoint, CPS, I-Back-Up, Google Apps, Go-To-Meeting, Blog, wiki, PDF, Word)
660-11-002	Knows how to access, use, and retrieve information from software programs and online services required for learning activities
660-11-003	Knows strategies to correct malfunctions and implement contingency plans if software programs fail
660-11-004	Can prepare and support participants to use software programs and online services, and can provide guidance if necessary
660-11-005	Can operate the various software and/or online services required to deliver a learning activity

Skill Set 660-12: Ability to manage the use of personal technology in the learning environment

660-12-001	Understands the appropriate uses, benefits, and limitations of personal technology in the learning environment
660-12-002	Understands issues of confidentiality regarding the use of personal technology in the learning environment
660-12-003	Knows strategies to manage personal technology related disruptions in the learning environment
660-12-004	Knows strategies to incorporate personal technology in the learning environment to enhance the learning of participants
660-12-005	Can engage participants in a way that minimizes disruptions from the use of personal technology while-reducing emotional withdrawal and alienation of the participant

Skill Set 660-13: Ability to use the "Everyone" side of E-Track to perform development-specific trainer functions

660-13-001	Understands the utility, and features of the "Everyone" side of E-Track in supporting and
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	tracking trainers' work with the OCWTP
660-13-002	Can search for and enroll in or withdraw from trainer-development sessions in E-Track
660-13-003	Can access and print own transcript of training attendance and certificates for these sessions
660-13-004	Can access own trainee "To-Do" list and complete evaluation surveys for sessions attended
660-13-005	Can access own trainer individual development plan (IDP)
660-13-006	Can access and navigate competency catalog in E-Track

Skill Set 660-14: Ability to use the "Administrative" side of E-Track to perform trainer-specific functions

660-14-001	Can access own facilitator calendar in E-Track
660-14-002	Can view enrolled attendees in contracted sessions from facilitator calendar and use email links to communicate with attendees
660-14-003	Can add and edit "blackout" dates to own training calendar (to note vacations, outside training commitments, etc.)
660-14-004	Can review and sort own list of approved learnings and historical record of sessions trained
660-14-005	Can run a session survey report
660-14-006	Can access "Facilitator Edit Web Form" to update trainer contact information

TOPIC 661

SPECIALIZED TRAINING SKILLS

Skill Sets

661-01: Ability to coach others

661-02: Ability to co-facilitate learning activities

661-03: Ability to facilitate distance learning

661-04: Ability to design or adapt a learning for the virtual classroom

661-05: Ability to use technology to enhance learning

661-06: Ability to demonstrate SACWIS operation in the training environment

Skill Set 661-01: Ability to coach others

661-01-001	Understands the purpose and benefits of coaching and understands the role of coaches in a competency-based training system
661-01-002	Understands the similarities and differences between coaching and mentoring, including the nature of relationships, strategies, teaching methods, and intended outcomes
661-01-003	Understands how principles of adult learning and skill development apply to coaching
661-01-004	Understands ethical considerations involved in coaching

661-01-005	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	Understands the importance of establishing and sustaining trusting relationships with persons involved in the coaching experience; the RTCs; their supervisors and other agency staff; and knows strategies to maintain effective relationships over time
661-01-007	Understands the OCWTP's expectations regarding coaches' roles and responsibilities in developing and implementing coaching plans and providing feedback to RTCs
661-01-008	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
661-01-009	Understands potential conflicts that can exist between the individual and his/her supervisor and understands the coach's role in navigating this conflict
661-01-010	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
661-01-011	Knows one-on-one coaching strategies to help individuals develop job skills and resolve performance problems in their work
661-01-012	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
661-01-013	Can collaborate with the individual(s) to be coached, RTCs and agency administrators/supervisors to develop and implement coaching plans

Skill Set 661-02: Ability to co-facilitate learning activities

661-02-001	Understands the dynamics, appropriate uses, benefits and limitations of co-leading/facilitating training
661-02-002	Understands the importance of clear roles and responsibilities and mutually agreed-on expectations when co-leading a learning activity
661-02-003	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
661-02-004	Can assess, negotiate, and resolve differences and conflicts with a training partner

Skill Set 661-03: Ability to facilitate distance learning

661-03-001	Understands strategies that contribute to enhanced learning, learner satisfaction, and retention in distance learning activities
661-03-002	Understands the various types of distance learning delivery methods (synchronous,

	asynchronous, and blended) and how each impacts the achievement of learning objectives
661-03-003	Knows how to apply principles of adult learning theory to distance learning activities
661-03-004	Understands the strengths, weaknesses, and requirements of technologies used in distance learning
661-03-005	Understands the importance of providing continuous, timely, and relevant feedback to learners in creating and sustaining a distance learning community
661-03-006	Understands the role of a session “producer” in the virtual classroom environment and how the producer’s responsibilities differ from and support the role of the trainer
661-03-007	Can use strategies to engage learners and keep them involved during distance learning activities

Skill Set 661-04: Ability to design or adapt a learning suitable for the virtual classroom

661-04-001	Understands the requirements for course development, design, and implementation using distance learning delivery methods
661-04-002	Knows how to utilize strategies and tools specific to the virtual learning environment to maximize learner interaction with the trainer and other learners
661-04-003	Can determine when content is appropriate for distance learning and which modality (synchronous, asynchronous, blended) best suits the content
661-04-004	Can adapt a classroom training curricula for use in a virtual classroom or blended learning experience

Skill Set 661 05: Ability to use technology to enhance learning

661-05-001	Knows the types of technologies available to enhance learning and their most appropriate uses
661-05-002	Knows how to adapt learning technologies for learners with physical or learning challenges
661-05-003	Knows how to select and integrate learning technologies that best achieve desired learning objectives
661-05-004	Knows strengths, weaknesses, set-up requirements, and standards for technologies used in a learning activity
661-05-005	Knows how to use learning technologies that support active learner interaction and collaborative learning, such as chat rooms, message boards, email, and blogs
661-05-006	Knows how to use a variety technology-enhanced learning resources
661-05-007	Can prepare and support learners to use learning technologies and provide guidance to learners with limited technological skills
661-05-008	Can operate equipment, correct malfunctions and implement contingency plans if equipment fails

Skill Set 661-06: Ability to demonstrate SACWIS operation in the learning environment	
661-06-001	Understands how using SACWIS as a training tool can promote application of training
661-06-002	Understands how agencies have discretion in SACWIS business practices for some SACWIS functions
661-06-003	Knows common SACWIS data entry and navigation mistakes and how to help participants correct such mistakes
661-06-004	Knows how to access the SACWIS training environment
661-06-005	Can use SACWIS as a training tool
661-06-006	Can log in to SACWIS and navigate within SACWIS to access case specific information
661-06-007	Can teach others how to navigate and enter data in correct SACWIS fields
661-06-008	Can identify and correct learner-specific barriers that interfere with SACWIS navigation and entry
661-06-009	Knows curriculum specific application of SACWIS