## Competency Based Training Model

<table>
<thead>
<tr>
<th>Phase</th>
<th>Steps</th>
<th>Details and examples</th>
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| **Analysis**           | Conduct competency analysis of job or function  | • Job incumbents work with a facilitator to identify responsibilities and tasks  
• 1-2 day process  
• Results in two-dimensional chart of responsibilities and tasks  |
| **Select tasks for training** |                                                  | • Consider organizational and individual needs to set priorities for training development                                                                                                                               |
| **Conduct task analysis** |                                                  | • Job incumbents work with a facilitator to identify:  
  o Steps required to perform tasks  
  o Knowledge and skills required to perform tasks  
  o Safety factors  
  o Tools, equipment and supplies  
  o Worker decisions that may affect task outcomes  
• Results in detailed document that forms the basis for training development |
| **Group related tasks for training development** |                                                  | • Training will reflect how tasks are performed on the job                                                                                                                                                    |
| **Design**             | Select training design and setting              | • Possibilities include:  
  o Instructor-led  
  o Coach/mentor  
  o Self-directed  
  o Classroom  
  o On-line  
  o Paper-based  
  o Blended approaches  |
| **Develop learning objectives** |                                                  | • Learning objectives drawn from task analysis  
• Learning objectives reflect actual job requirements                                                                                                                                                    |
| **Develop performance measures** |                                                  | • Performance measures drawn from task analysis  
• Performance measures reflect actual job requirements  
• Performance measures define desired skill, knowledge and attitudes                                                                                                                                  |
| **Plan learning activities** |                                                  | • Learning activities follow adult learning principles  
• Example learning activities:  
  o Reading  
  o Skill practice  
  o Group interaction  
  o Scenarios  
  o Quizzes  
  o Lectureettes  |
| **Develop**            | Develop learner materials                       | • Example learner materials include:  
  o Learning modules  
  o Learning aids  
  o Participant manuals  
  o Online learning  
  o Podcasts  
  o webinars  
  o On-the-job support tools  |
| **Develop instructor materials** |                                                  | • Example instructor materials include:  
  o Instructor guides  
  o Coaching guides  
  o Lesson plans  |
| **Implementation**     | Conduct training                                | • Training revised as required                                                                                                                                  |
| **Conduct formative evaluation** |                                                  | • Evaluation measures performance standards drawn from task analysis                                                                                                                                       |
| **Evaluation**         | Conduct summative evaluation                    | • Evaluation measures results on an individual and organizational level  
• Training revised to reflect improvements needed.                                                                                                                                          |