

Human Services Staff Development
And Training Roles and Competencies: Instructor

APHSA American Public Human Services Association
NSDTA National Staff Development and Training Association

Instructor Competency Model

THE NATIONAL STAFF DEVELOPMENT AND TRAINING ASSOCIATION

(an affiliate of the American Public Human Services Association)

The National Staff Development and Training Association (NSDTA) was founded in 1983 and incorporated as an affiliate of APHSA in 1985 to support persons responsible for human service training and staff development on the local, state, or federal level.

Vision

NSDTA has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

Mission

NSDTA builds professional and organizational capacity in the human services through a national network of membership sharing ideas and resources on organizational development, staff development, and training.

Objectives

- To promote a network of contacts to discuss and disseminate best practice methods and strategies.
- To provide a national forum for discussion of staff development and training issues.
- To provide leadership in the development of local, state, and federal programs and procedures that enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.
- To develop public policy recommendations and advocate for staff development and training issues.
- To create opportunities for continual learning and professional development for itself as an organization and for its members.

Membership

Membership of NSDTA consists of persons who are responsible for the consultation, delivery, promotion, or management of staff development, training, personnel, or human resource development on the local, state, or federal level. Membership in NSDTA requires APHSA membership. Please designate NSDTA as your choice of an affiliate organization. To join APHSA, contact Doris Pollard at:

American Public Human Services Association
810 First Street NE, Suite 500
Washington, D.C. 20002-4267
(202) 682-0100
Fax: (202) 289-6555

To learn more about NSDTA or to become an active member, visit our web site at <http://nsdta.aphsa.org>

**ACKNOWLEDGEMENTS FOR FIRST EDITION OF
INSTRUCTOR COMPETENCY MODEL**

This manual is the second in a series of guidebooks developed by the Standards Committee of the National Staff Development and Training Association (NSDTA). As such, it continues and develops the work begun in the first manual, *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). *A Key to Success* provides basic information about the essential components for effective staff development and training programs. Such areas as the organization of the staff development and training function, staffing, resources, processes, policies, and procedures are examined.

I wish to acknowledge the care and rigorous work of the committee that researched and developed this second guidebook, *National Staff Development and Training Association Instructor Competency Model*, over a three-year period under the guidance of the committee's chair, Mary Urzi. The coeditors of this manual are Mary Urzi and Freda Bernotavicz. Format editing was provided through the painstaking work of Amy Locke, with final copyediting by Cheryl Bell.

This manual would not exist without the dedicated leadership of Mary Urzi in conceiving the project and coordinating the efforts of the committee, which worked within the considerable constraints of distance, time, and their own job responsibilities. Freda Bernotavicz provided invaluable research and revisions for the document. Appreciation is also expressed to all the unnamed contributors who provided suggestions, especially those who supplied feedback for the initial draft at the 1996 NSDTA conference in Charleston, South Carolina. It is with admiration and appreciation that I acknowledge the following committee members for their highly conscientious and competent work on this project.

—David P. Wegenast
President, National Staff Development & Training Association
and Executive Director, Center for Development of Human
Services

NSDTA Standards Committee 1996

Chairperson

Mary Urzi
Staff Development Director
Wake County Department of Social Services
Raleigh, North Carolina

Committee Members

Donna Anderson
Training Consultant
Shannon, Anderson & Associates
Richmond, Virginia

Freda Bernatovicz
Director, Institute for Public
Sector Innovation
University of Southern Maine
Portland, Maine

Stephen M. Ferrer
Director, Human Resources
Administration
Family Independence Administration
New York, New York

Nancy Hall
Training Coordinator
Division of Social Services
Winston-Salem, North Carolina

James McGroarty
Training Manager, Division of
Temporary Assistance Programs
Department of Social Services
Richmond, Virginia

Welker Mitchell
Director, HRS Professional
Development Centre
Florida International University
North Miami, Florida

Joseph Newell
Training Consultant
Dillsburg, Pennsylvania

Rose Marie Wentz
Staff Development and
Training Specialist
The Casey Family Program
Seattle, Washington

ACKNOWLEDGEMENTS FOR REVISED EDITION

The Instructor competency model has proved to be a valuable tool for staff development and training programs. Agencies are using the model for a variety of purposes, including selection, assessment, and professional development of trainers.

In developing the models for the manager and administrative support staff roles, the Standards Committee developed a more comprehensive matrix of the competencies and functions of staff development and training staff.

Leadership for this effort was provided by Freda Bernotavicz, chair of the Standards Committee, who is the senior author of this series. James McGroarty provided invaluable advice to the group in drawing their attention to the 1982 study of public child welfare staff development and reminding them of the importance of continuity in our work. In addition to developing the conceptual framework for the roles, outputs, and competencies, Freda coordinated the work of the Standards Committee, did background research for additional competency data, and made the necessary edits to move the process along. Rose Wentz was responsible for reorganizing and editing the Instructor model to ensure its consistency with the new framework and for reviewing all three reports for consistency. Final editing was done by Freda, with the patient assistance of Janice Overlock who formatted and reformatted multiple drafts throughout the process.

I would also like to express my appreciation to the NSDTA members who provided feedback on the draft materials at the 2000 NSDTA Annual Conference in New York City. It is with great admiration that I acknowledge the teamwork and dedication of the following members of the Standards Committee in producing this information.

—Mary Urzi, President
National Staff Development and Training Association

NSDTA STANDARDS COMMITTEE 2000- 2001

Chairperson

Freda Bernatovicz, Director
Institute for Public Sector Innovation
Muskie School, University of Southern Maine
Portland, Maine

Committee Members

Mike Lawler, Director
Center for Human Services Training & Development
University Extension, University of California
Davis, California

James McGroarty
Training Manager
Division of Benefit Programs, Department of Social Services
Richmond, Virginia

Joan Richardson
Training Manager
Protective Services Training Institute
Austin, Texas

David Wegenast
Professor
Buffalo State College
Buffalo, New York

Rose Marie Wentz
Training for Change
Seattle, Washington

INSTRUCTOR COMPETENCY MODEL

In 1993, the National Staff Development and Training Association (NSDTA) Standards Committee published *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). One of the guidelines addresses staff competencies: “The function is staffed by competent, qualified professional and clerical personnel” (p. 6).

Using this guideline, the NSDTA Standards Committee developed a set of competencies (knowledge, skills, and characteristics) that define the role of instructor. The resulting publication in 1997 was the first in a planned series that at the time was described as not definitive, but as work that can be modified or added to as needs and professional evolution dictate. Since then, the Standards Committee has further refined the concept of staffing of the field and expanded the roles that need to be performed.

Definition of Roles

The staff development and training field is staffed by people who perform different roles. Roles are not synonymous with jobs or people. In a large organization, a higher degree of specialization exists and it is possible that individuals may have only one key role. In smaller organizations, however, staff often wear multiple hats and may perform multiple roles.

Based upon a review of the literature and discussions with leaders in the field, the committee identified nine major roles. Two major sources from the literature were used to develop this listing: *Models for HRD Practice* (McLagan and Suhadolnik, 1989), which describes 11 roles in the training and development field, and *Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction* (Kinney, Cooke, and Fox, 1982), which identifies six roles for staffing in public welfare training programs. Both studies provided invaluable information that was updated to reflect emerging priorities. The following chart shows how the roles are reflected in the proposed NSDTA listing.

Instructor Competency Model

Roles and Competencies in Public Human Services Staff Development and Training (NSDTA, 2000)	Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction (Kinney, Cooke, and Fox, 1982)	Models for HRD Practice (McLagan and Suhadolnik, 1989)
Administrative Support		Administrator
Communications Specialist		Marketer
Evaluator/Researcher	Evaluator/Researcher	Evaluator Researcher
Human Resource Planner	Manpower Planner	
Instructional Media Specialist	Instructional Media Designer	HRD Materials Developer
Instructor/Trainer	Instructor/Trainer	Individual Development Advisor Instructor or Facilitator
Manager	Manager	HRD Manager
Organizational Development Specialist	Assessor/Consultant	Needs Analyst Organizational Change Agent
Training Program and Curriculum Designer	Curriculum Designer	Program Designer

Definitions of NSDTA Roles

Administrative Support: Providing the administrative support to ensure the facilities, equipment, materials, participants, and other components of a learning event are present and that program and organizational logistics run smoothly.

Communications Specialist: Designing processes and materials for storage, retrieval, and dissemination of information and products within the program and to other target audiences.

Evaluator/Researcher: Identifying the impact of an intervention and developing and testing theories of learning, training, development, and transfer of learning.

Human Resource Planner: Planning for the use and development of human resources.

Instructional Media Specialist: Designing systems for and producing written or electronically mediated instruction.

Instructor/Trainer: Facilitating individual performance improvement, including delivering training, directing structured learning, and facilitating groups.

Manager: Facilitating and leading a group's work, including linking training and development with other organizational units and monitoring contract activities.

Organizational Development Specialist: Facilitating organizational improvement, including assessing training needs, diagnosing organizational problem areas, consulting on OD strategies, and conducting team-building sessions.

Training Program and Curriculum Designer: Developing programs and curriculum, including defining the content and outcomes, selecting and sequencing appropriate learning activities, writing modules, and developing case studies.

Discussion of NSDTA Roles

Administrative Support: This role is similar to the program administrator role in the ASTD model (McLagan, 1989). In the NSDTA model, however, this role is conceptualized as the logistical support role most often played by classified staff. The competency model for this role is based on a model developed for secretarial support (Bernotavitz and Clasby, 1984).

Communications Specialist: This role corresponds with the marketer role in the ASTD study. Unlike that role which focuses on “selling,” however, this role reflects the need within the public arena to develop mechanisms to share information within the training agency, with the client agencies, and with the field as a whole. In addition, this role incorporates the librarian function of storage and retrieval of information and products in both hard copy and electronic forms.

Evaluator/Researcher: Two trends in the human services training and development field are making this role more critical. One trend is the increased demand for accountability resulting in the need to demonstrate a relationship between training and improved program outcomes. The other is the need to design training that is efficient and effective, both in terms of learning activities and delivery systems, and builds on theories of learning.

Human Resource Planner: In some states, such as New York, this role is a large part of the job of individuals who work for the public agency. This role includes responsibility for predicting future staffing needs of the agency and assisting in planning for the necessary types of training. The name of

the role has been updated from manpower planner to human resource planner.

Instructional Media Specialist: This role draws on instructional media rather than program content expertise. The individual in this role converts and formats materials that have already been designed, selecting the most appropriate media to fit the learning goals.

Instructor/Trainer: This role focuses on performance improvement for individuals or groups and includes preparation of individuals for training (development planning), direct delivery of instruction, and follow-up activities to promote transfer of learning. In 1999, NSDTA developed a competency model for this role.

Manager: This role reflects both the traditional role of the manager in planning, organizing, and staffing operations or projects and the strategic role of developing long-range plans to accomplish the mission of the training and development program.

Organizational Development Specialist: In contrast to the instructor/trainer role, this role focuses on organizational performance improvement and includes functions outside the scope of traditional classroom training.

Training Program and Curriculum Designer: Unlike the instructional media specialist, this role requires program knowledge and includes specifying learning goals, designing interventions, and writing content.

Outputs of NSDTA Roles

Outputs are the tangible results or products of the roles. The following list is intended to be illustrative and can act as a guide to clarifying roles and responsibilities within a specific program or agency.

Administrative Support: Facility and equipment selections and schedules; inventory and projections of future equipment needs; records of programs and clients, e.g., training transcripts, continuing education credits or CEUs, and attendance and evaluation documents; logistical support and service to participants; on-site program support and staff management; functioning equipment; contracts and agreements to provide services.

Communications Specialist: Positive image for products, services, and programs; plans to disseminate products, services and programs; promotional and information material; articles, presentations, catalogs of training materials and curriculum, reports, articles, web sites, resource libraries, public service announcements.

Evaluator/Researcher: Evaluation and research designs and plans; instruments; evaluation processes; evaluation feedback; concepts, theories, or models of development or change; data analysis and interpretation; current evaluation and research findings, conclusions and recommendations; best practices; information on future forces and trends.

Human Resource Planner: Predictions of future staffing needs; analysis of retention issues; recruitment strategies; plans for program staffing requirements; skill surveys; data on staff; analysis of legislation and regulations to determine agency staff needs; competency models; task analysis; job descriptions; employee development plans, tools for performance management.

Instructor Competency Model

Instructional Media Specialist: Graphic, video-based material or live broadcasts; audio- or computer-based material; print-based learner material; job aids; instructor and facilitator guides; hardware and software purchasing specifications; advice on media use; recommendations on appropriateness of media-based training.

Instructor/Trainer: Learning environment; presentation of materials; facilitation of structured learning events, e.g., case studies, role plays, games, simulations, and tests; facilitation of group discussions; facilitation of media-based learning events, e.g., videotapes, films, audiotapes, teleconferences, and computer-assisted instruction; test delivery and feedback; group members' awareness of their own group process; feedback to learners; individual action plans for learning transfer; individuals with new knowledge, skills, and attitudes.

Manager: Staff work direction, plans, and performance management; resource acquisition and allocation; linkage to other groups or organizations; budgets and financial management; work environment, strategy, structure, and long-range plans; policy; negotiating and monitoring of agency and contract training and consultation; project plans and progress reports; training program priorities; evaluation of process (goals, outcomes, and activities); management of training tracking system.

Organizational Development Specialist: Teams; resolved conflicts for an organization or groups; diagnosis of organizational problem areas; performance analysis; assessment of training needs; consultation on O.D. strategies; changes in group norms, values, or culture; designs for change; client awareness of relationships within and around the organization; plans to implement organization change; implementation of change strategies; recommendations to management regarding training and development systems; strategies for analyzing individual or organizational behavior; tools to measure individual, workgroup, or organizational performance discrep-

ancies; recommendations for needed change in individual, workgroup, or organizational performance; definitions and descriptions of desired individual or group performance.

Training Program and Curriculum Designer: Program or intervention objectives and designs; learning activities; role plays; case studies; training and curriculum modules; learning objectives; competency-based approaches; transfer of learning techniques; adult learning principles.

Definitions of Competencies

Prior to developing the Instructor model, the committee reviewed definitions of competencies and decided not to endorse a single definition or approach, but to develop a set of competencies that embraced multiple approaches. Those definitions that were most useful in guiding the work were:

- 1 “A competency is a grouping of the knowledge and skills necessary for the performance of a job task. Competent workers have the knowledge and skills they need to perform their jobs.” (Hughes and Rycus, 1989, p. 9).
- 1 “[A competency is] any attribute of a person that underlies effective performance; a job competency is simply an attribute related to doing a job effectively. People carry with them a wide assortment of knowledge, abilities, interests, traits, and motives, but unless these attributes relate demonstrably to doing a job well, they are not job competencies” (Klemp, 1981, p. 55).
- 1 “A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation” (Spencer and Spencer, 1993, p. 9).

Instructor Competency Model

- 1 “[Competencies are] internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors” (McLagan, 1989, p. 77).
- 1 “Skill—those activities at which one is proficient or capable of being proficient. For example, a tennis player must be proficient at using a racket (a skill); a musician must be proficient at playing an instrument (also a skill)” (Powers, 1992, p. 15).
- 1 “Knowledge—the state of knowing about or understanding something, such as knowing about tennis or understanding music” (Powers, 1992, pp. 15-16).
- 1 “Characteristics—those traits that constitute a person’s character, such as enthusiasm, honesty, integrity, and so on” (Powers, 1992, p. 16).

Role/Competency Matrix

To help organize the data, the committee built upon the competency clusters previously identified: Administration, Communications, Course Design, Evaluation, Group Dynamics/Process, Instructional Techniques, Learning Theory, Manpower Planning, Person/Organization Interface, Research and Development, Training Equipment and Materials, Training Needs Analysis (Kinney, Coke, and Fox, 1982). The following changes were made to the listing:

- Conceptual Knowledge/Skills, Information Management and Self-Management Skills were added;
- Human Resource Management replaced Manpower Planning and Logistics replaced Training Equipment and Materials;
- Evaluation was added to Research and Development.

Instructor Competency Model

While each role requires a different mix of competencies, there are also core competencies that are common to all of the roles. These include: Cultural Sensitivity, Conceptual Knowledge/Skills (Problem Analysis, Judgment, Conceptual Thinking) and Self-Management Skills (Self-Responsibility, Self-Control, Flexibility and Professional Standards/Ethics). Recognizing the growing importance of competencies related to Information Management, this function was added and Basic Computer Skills has been included as a core competency.

Comprehensive competency models were developed for two roles (Administrative Support and Manager) and the Instructor/Trainer model has been updated to make it consistent with the role/competency matrix. To promote consistency across all the roles, the following format was used for each of the competencies:

- Competency name,
- brief definition of the competency, and
- behavioral indicators or examples of ways in which the individual demonstrates the competencies stated as action verbs.

Note that while some competencies are common to more than one role, the behavioral indicators may be different reflecting a different level of responsibility.

Uses

A set of competencies translates the functions of a role into the specific skills, knowledge, and characteristics needed to perform on the job. Any agency or organization that has a training and staff development component can take these competency statements and rate their importance (high, moderate, low, none) to that particular agency. Once rated, the remaining competencies can be used in several ways:

- **Human Resource Planning**

The role/competency matrix can be used to look at functions across a staff development program to identify gaps or needs, to reallocate responsibilities and roles to existing staff, and to plan for new roles and positions.

- **Developing Job Descriptions**

The role/competency matrix can also be used as the basis for developing job descriptions. The role definitions and outputs can guide defining job responsibilities and the matrix provides a framework for grouping roles into positions.

- **Career Pathing**

The matrix can be used to identify both horizontal and vertical career paths for professional growth and development.

- **Recruiting/Selecting Applicants for a Position**

The competency statements can be used to more clearly frame job descriptions and interview questions, to help both managers responsible for hiring and job candidates better determine if they have the attributes, interest, and experiences suitable to the role(s) in question.

- **Strengths Inventory and Professional Development**

The competency statements can be used as an inventory instrument by a person in the role to determine the degree (high, moderate, low, none) to which she or he possesses the needed knowledge, skills, and characteristics. This, in turn, can guide an individual's professional development plan to acquire needed competencies or enhance existing ones through courses, workshops, mentoring/coaching, and other methods of professional development. A sample assessment instrument is provided on page 39.

- **Performance Management/Appraisal**

The competency statements can be used as the basis of the yearly performance appraisal cycle, providing clear articulation of expectations, ongoing feedback and coaching, plans for professional development, and other components of the appraisal process.

- **Curriculum Development**

Certain agencies (particularly state agencies or universities that manage training functions) undertake the development of courses or workshops addressing the development of skills for staff development and training staff. Competency statements can usefully drive the development of these curricula.

DEVELOPMENT OF THE INSTRUCTOR COMPETENCY MODEL

To develop the original competency model in 1997, the committee reviewed existing competency models for the instructor role (see concluding reference list). These were grouped into six clusters: Learning Theory, Instructional Management, Logistics, Group Dynamics, Communication, and Self-Management. In smaller workgroups, the committee developed listings of the competencies for each of the clusters. The first draft of the competency model was presented at a session of the NSDTA annual conference in Charleston, South Carolina, in October 1996. The model was enthusiastically received by the participants who provided feedback and recommendations for revisions. Final editing and formatting provided consistency across the six clusters.

To develop this updated version of the competency model, the information was reformatted to be consistent with the expanded number of competency clusters and core competencies (e.g., Basic Computer Skills) were added.

**INSTRUCTOR COMPETENCY
MODEL OUTLINE**

Administration

1. Human Service Policy and Framework

Communication

2. Presentation Skills
3. Oral Communication
4. Interpersonal Communication
5. Nonverbal Communication
6. Cultural Sensitivity

Conceptual Knowledge/Skills

7. Problem Analysis
8. Judgment
9. Conceptual Thinking

Curriculum Design

10. Objectives and Activities

Group Dynamics

11. Interpersonal Understanding

12. Group Process

13. Managing Process
14. Group Climate

Information Management

15. Basic Computer Skills

Instructional Management

- 16. Instructional Strategies
- 17. Training Objectives
- 18. Assessment and Transfer

Learning Theory

- 19. Learning and Human Development
- 20. Learning Climate

Logistics

- 21. Environment
- 22. Audiovisual and Multimedia Aids
- 23. Distance Learning

Self-Management

- 24. Self-Responsibility
- 25. Self-Concept
- 26. Self-Control
- 27. Flexibility
- 28. Job Commitment
- 29. Professional Standards/Ethics

**INSTRUCTOR COMPETENCY MODEL
COMPREHENSIVE LISTING**

ADMINISTRATION

1.00 Human Service Policy Framework

Ability to demonstrate understanding of human services policy and laws

01.01 Human Services Philosophy and History: Demonstrates understanding of relevant human services history, theory, values and ethical considerations.

01.02 Federal, State Laws and Regulations: Demonstrates knowledge of federal/state laws, legislation, regulations, and agency guidelines.

COMMUNICATION

2.00 Presentation Skills

Ability to make effective presentations

02.01 Lesson Objectives. Presents each of the lesson objectives at the beginning of the session both orally and in writing.

02.02 Questioning. Asks participants open or closed questions, which are related to the lesson objectives; answers all relevant questions.

02.03 Job-Relevant. Uses job-specific materials and references to enhance the relevancy of the presentation.

02.04 Modes of Expression. Uses multiple modes of expression to convey and to gather information (e.g., uses all five senses).

02.05 Range of Techniques. Selects from a range of techniques (e.g., paced presentations, concrete examples, analogies, non-verbal activities, or media presentations) to convey key ideas.

3.00 Oral Communication

Ability to demonstrate effective oral communication

03.01 Projection. Speaks loudly and clearly enough to be heard and understood by everyone in the room.

03.02 Highlights Information. Uses verbal communication skills to emphasize important points and demonstrate his/her personal interest.

03.03 Varies Speech. Frequently varies vocal characteristics (e.g., pitch, speed, modulation) throughout the session.

4.00 Interpersonal Communication

Ability to demonstrate effective interpersonal communication

04.01 Expectations. Discusses individual participant expectations and relates them to the session objectives.

04.02 Examples. Provides or elicits from participants relevant examples, anecdotes, stories, analogies, or humor.

04.03 Clear Explanations. Adequately explains participant roles, requests feedback, and monitors the learning activities.

04.04 Probing Techniques. Uses interviews, questions, and other probes to gather information and stimulate participant insight.

04.05 Feedback. Provides constructive feedback to individuals and groups to encourage continued progress.

04.06 Modeling. Models effective communication skills (e.g., coaching, counseling, and contracting).

04.07 Listening Skills. Uses active listening skills to gather information, encourage discussion, and elicit feedback from the participants.

5.00 Nonverbal Communication

Ability to demonstrate effective nonverbal communication behavior

05.01 Eye Contact. Frequently makes eye contact with the participants.

05.02 Appropriate Behavior. Refrains from distracting behaviors and mannerisms.

05.03 Emphasis. Frequently uses nonverbal communication skills to emphasize important points and to demonstrate his/her personal interest.

05.04 Stimulates Involvement. Uses nonverbal communication skills to stimulate participant involvement throughout the session.

6.00 Cultural Sensitivity

Ability to demonstrate effective cross-cultural communication techniques

06.01 Cross-Cultural Diversity. Adapts communication and behaviors to interact effectively with different types of individuals or groups.

6.02 Cross-Cultural Sensitivity. Recognizes and validates the differences in cultural, ethnic, and religious values, perceptions, customs, and behaviors.

6.03 Cross-Cultural Content. Integrates cultural content into the curriculum when relevant.

6.04 Cross-Cultural Discussion. Engages participants in the discussion of cultural issues.

6.05 Managing Conflict. Manages disagreement and conflict concerning cultural issues.

CONCEPTUAL KNOWLEDGE/SKILLS

7.00 Problem Analysis

Ability to clarify issues by breaking them down into meaningful components

07.01 Identifying Elements: Seeks relevant data and analyzes complex information to determine the important elements of a problem situation.

07.02 Approaches: Uses critical judgment to assess alternative approaches to problems or decisions.

07.03 Analysis: Identifies underlying issues or causes and gaps between theory and practice.

8.00 Judgment

Ability to demonstrate sound judgment

08.01 Using Information: Reaches sound conclusions and makes reasonable decisions based on available information.

08.02 Balance: Balances short- and long-term considerations.

08.03 Priorities: Sets priorities for tasks in order of importance.

08.04 Objectivity: Maintains objectivity in handling difficult issues, events, or decisions.

9.00 Conceptual Thinking

Ability to see patterns and synthesize related items

09.01 Using Frameworks and Experience: Uses theoretical frameworks as well as learning from past experience to guide analysis or actions.

09.02 Past Experience: Applies past experience to interpret events, seeing crucial similarities and differences in present and past situations.

09.03 Systems View: Looks at the big picture to assess a situation, focuses on interactions and dynamics thereby creating a climate for action, recognizes tension as a catalyst for positive change.

CURRICULUM DESIGN

10.00 Curriculum Design

Ability to design curriculum

10.01 Objectives and Activities. Understands learning outcomes and objectives for the adult learner and delivers training to support the outcomes and objectives.

GROUP DYNAMICS CLUSTER

11.00 Interpersonal Understanding

Ability to demonstrate interpersonal understanding

11.01 Valuing Participants. Maintains and enhance participants' self-esteem by valuing and listening to each member of the group.

11.02 Empathy. Shows empathy by viewing situations from the perspective of others and by understanding their feelings.

11.03 Feedback. Provides timely, sensitive, and relevant feedback and challenges a participant's ideas in a way that maintains self-esteem.

12.00 Group Process

Ability to apply group process theory including task and maintenance functions

12.01 Theory. Knows and understands theories and principles of group dynamics such as the difference between task and growth groups, task and maintenance functions, phases of group development, and small group behavior.

12.02 Task Functions. Effectively implements group interaction task functions such as initiating, information or opinion seeking, information or opinion giving, clarifying, summarizing, and consensus testing.

12.03 Maintenance Functions. Effectively implements group interaction maintenance functions such as encouraging, expressing group feelings, harmonizing, modifying, gatekeeping, and evaluating.

13.00 Managing Process

Able to manage group process, including conflict and difficult situations

13.01 Managing Conflict. Resolves problems and manage conflicts through negotiations, aiming for win-win agreements.

13.02 Maintains Focus. Refocuses straying groups so as to adhere to the training plan.

13.03 Difficult Situations. Manages problem situations (e.g., hostile participants, disengaged participants, monopolizers) in a way that maintains the participants' self-esteem.

14.00 Group Climate

Able to establish and maintain an effective group climate

14.01 Ground Rules. Negotiates and clarifies with the group what constitutes effective/ineffective behavior and establish ground rules.

14.02 Group Decision-Making. Involves the group in discussing and making decisions on process and procedures.

14.03 Environment. Creates an environment where participants feel psychologically safe to explore ideas, disagree, and move in and out of role-plays and simulations.

INFORMATION MANAGEMENT

15.00 Basic Computer Skills

Ability to apply basic computer concepts, including e-mail, scheduling and word processing

15.01 Computer Basics: Applies basic computer concepts, including the ability to turn on computer, log on and turn off, display start and help menus, open programs, use the mouse, move cursor within documents, delete files, and use recycle bin.

15.02 E-Mail: Uses e-mail to compose, reply to and forward messages, attach files and save attachments, set up files, and file messages.

15.03 Scheduling: Uses scheduling, including creating new tasks, viewing, editing, and deleting appointments, printing appointments.

15.04 Word processing: Uses the word processing function, including editing and maneuvering, selecting, deleting, and inserting text. Indenting paragraphs; cutting, copying, and pasting; saving and securing documents.

INSTRUCTIONAL MANAGEMENT CLUSTER

16.00 Instructional Strategies

Ability to apply instructional strategies, including preparedness, information flow, communication, and instructional approaches

16.01 Preparedness. Knows the importance of studying the training curriculum and of being adequately prepared for delivering it. Demonstrates a clear knowledge of the training curriculum.

16.02 Information Flow. Properly sequences the content and flow of training commensurate with the level and sophistication of the participant group.

16.03 Communication. Customizes her or his language and presentation commensurate with the level and sophistication of the participant group.

16.04 Instructional Approaches. Uses a balanced combination of individual presentation and group interaction to maximize the impact of the training.

17.00 Training Objectives

Ability to use training objectives to guide learning

17.01 Needs Assessment. Assesses participant needs and makes appropriate adjustments to training objectives.

17.02 Reinforcement of Learning. Values the importance of communicating with supervisors and participants, both before and after training, to introduce learning objectives and to reinforce learning.

17.03 Versatility. Demonstrates methodological versatility within the session to better meet the learning objectives with a given group of participants.

18.00 Assessment and Transfer

Ability to assess learner performance and promote transfer of meaning

18.01 Transfer of Learning. Uses techniques to facilitate the transfer of learning from a classroom experience to a practical application.

18.02 Evaluation of Participants. Assesses learner performance as it relates to the training objectives.

18.03 Modification. Uses participant feedback to modify the training design and to improve future presentations.

LEARNING THEORY

19.00 Learning and Human Development

Ability to apply understanding of how adults learn

19.01 Learning Theory. Understands the principles of adult learning theory and human development theory and can implement them in a variety of ways in the training session.

19.02 Contexts for Learning. Understands the impact of past and current experiences of the trainer and participants on their values, attitudes, and behaviors and recognizes the implications for training.

19.03 Self-Directed Learning. Enhances participants' awareness of their capacity for self-directed learning and the use of their own experiences in guiding their learning.

19.04 Personal/Learning Styles. Knows conceptual frameworks for describing different personal and learning styles and their implications for individual development and for training.

20.00 Learning Climate

Ability to create a positive learning climate

20.01 Positive Climate. Believes participants can learn and are capable of performing all the tasks presented in the training.

20.02 Motivation. Engages and motivates adult learners to integrate new ideas and practices into existing ones.

20.03 Accelerated Learning. Values the use of music, peripherals, and preparing the physical learning environment

LOGISTICS

21.00 Environment

Ability to arrange the environment in a way that facilitates learning

21.01 Training Tools. Makes certain the necessary training tools, aids, and supplies are in place, operational, and in sufficient quantity.

21.02 Training Site. Makes certain the training site is comfortable and participant comfort is assured.

21.03 Training Protocols. Discusses the training protocols and facility amenities with the participants at the commencement of the session.

21.04 Facility Maintenance. Returns the facility to an acceptable pretraining condition prior to leaving.

21.05 Accessibility. Makes certain the classroom and facilities are accessible to the handicapped and adhere to ADA protocols.

21.06 Communication. Uses strategies for communicating with colleagues, managers, participants, or sponsors to address logistical or instructional problems.

22.00 Audio-Visual and Multimedia Aids

Ability to use audio-visual multimedia aids

22.01 Application. Constructs and uses various aids to enhance presentations and facilitate learning, including multimedia, computer technology, and conventional audio-visual aids.

22.02 Presentation Methods. Uses alternative presentation methods in the event of an equipment malfunction.

22.03 Equipment Functioning. Knows the importance of confirming power supply and functioning of equipment prior to the commencement of training.

22.04 Accessibility. Positions aids for visual accessibility by all the participants and for ease of presentation.

22.05 Preparation. Prearranges audio-visual materials for a smooth presentation flow (e.g., queued tapes and slides, indexed flip charts, framed and sequenced overheads, sequenced computer screens).

23.00 Distance Learning

Ability to use distance learning

23.01 Instructional Methodology. Selects the most appropriate methodology for distance learning based on cost effectiveness and participant needs.

23.02 Instructional Media. Knows both the requirements and the limitations of the instructional medium.

23.03 Instructional Approaches. Uses appropriate teaching techniques to fit the requirements of the technology.

23.04 Instructional Equipment. Coaches participants on the use of equipment.

23.05 Communication. Uses the instructional equipment in a manner that enhances communication capability.

SELF-MANAGEMENT SKILLS

24.00 Self-Responsibility

Engages in ongoing learning to improve professional capabilities

24.01 Self-Awareness. Identifies personal values, needs, interests, style, and competencies and their effects on others.

24.02 Reflective Practice. Uses reflective practice in a regular and systematic way to assess the effects of his/her choices and actions on others (participants, colleagues, agency personnel, community members).

24.03 Professional Growth. Actively seeks opportunities to grow professionally, including learning from the expertise or perspectives of colleagues.

24.04 Knowledge of Field. Stays up-to-date on policy and best practice.

25.00 Self-Concept

Believes in own capabilities and judgment

25.01 Pride. Takes pride in own expertise and in ability to handle situations.

25.02 Feedback. Actively seeks and accepts feedback for improvement without loss of self-esteem and without responding defensively.

25.03 Assertive. Demonstrates assertiveness as an advocate for professional standards or for participants and their needs.

26.00 Self-Control

Maintains emotional equilibrium and optimism

26.01 Self-discipline. Maintains self-control in high stress situations.

26.02 Checks Behavior. Inhibits impulses to do or say inappropriate things.

26.03 Self-Monitors. Monitors own personal values and biases so they do not undermine objectivity and professionalism.

26.04 Patience. Shows patience and perseverance in working for desired results.

27.00 Flexibility

Demonstrates ability to respond to challenge and change

27.01 Stress Reduction. Controls own stress; finds ways, such as humor, to reduce or manage it.

27.02 Coping Skills. Perseveres in the face of disappointment, hostility, or adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.

27.03 Openness. Is open to new information and to changing own opinions.

27.04 Flexibility. Is able to shift gears and redirect activities.

28.00 Job Commitment

Demonstrates commitment to the role and responsibilities of a trainer

28.01 Enthusiasm. Shows enthusiasm for teaching and learning and sees self as a role model for participants.

28.02 Responsibility. Takes responsibility for projecting and maintaining a professional image for the sponsoring unit or organization.

28.03 Follow-Through. Demonstrates willingness to solve problems and see things through to completion.

28.04 Sets Standards. Sets high standards for self and for participants.

28.05 Initiative. Takes initiative to correct problems, meet new needs, or address unexpected developments.

28.06 Focuses on Goals. Stays focused on larger goals and what must be done to achieve them.

28.07 Indicators. Uses a variety of indicators to gauge success in achieving objectives.

29.00 Professional Standards/Ethics

Conducts self in an ethical and honest manner

29.01 Legal Issues. Complies with all copyright laws and the laws and regulations governing the position.

Instructor Competency Model

29.02 Confidentiality. Maintains confidentiality and integrity in the practice of the profession.

29.03 Professional Conduct. Supports peers and avoids conduct that impedes the practicing of their profession.

29.04 Public Service. Improves public understanding of human resource development and management.

29.05 Accurate Representation. Fairly and accurately represents credentials, qualifications, experience, and abilities.

REFERENCES

- Bernotavicz, F. (1995). *Trainer Competency Model*. Unpublished manuscript, Edmund S. Muskie Institute of Public Affairs, University of Southern Maine, Portland, ME.
- Gustafsen, N., and Saunders, B. (1994). *Model Instructor Competencies*. Unpublished manuscript. North Carolina Staff Development Advisory Group.
- Hughes, R.C., and Rycus, J.S. (1989). *Target Competent Staff: Competency-Based Inservice Training for Child Welfare*. Washington, DC: Child Welfare League of America.
- Klemp, G.L. (1981). *Job Competence Assessment: Defining the Attributes of the Top Performer*. Alexandria, VA: American Society for Training and Development.
- Kinney, T., Coke, K., and Fox, R. (1982). *Public Child Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction*. Albany, NY: Continuing Education Program, School of Social Welfare, State University of New York at Albany.
- McLagan, P. (1989). *Models for HRD Practice*. Alexandria, VA: American Society for Training and Development.
- Powers, B. (1992). *Instructor Excellence: Mastering the Delivery of Training*. San Francisco: Jossey-Bass.
- Rothwell, W.J., Sanders, Ethan S., and Soper, J.G. (1999). *ASTD Models for Workplace Learning and Performance: Roles, Competencies, and Outputs*, Alexandria, VA: American Society for Training and Development.
- Spencer, L., and Spencer, S. (1993). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons.
- Virginia Institute of Social Services Training Activities. *Individual Skills for VISSTA Trainers*. Unpublished manuscript, Richmond, VA.

**ASSESSMENT INSTRUMENT FOR INSTRUCTOR
COMPETENCIES**

The following rating scale may be used as an individual assessment tool. After rating the individual on the degree to which he/she possesses each competency, the instrument can function as a guide in the following areas: hiring, professional development, performance appraisal, and training of trainers.

Individual Demonstrates the Competency

1 2 3
Low Moderate High

ADMINISTRATION

1.00 Human Service Policy Framework

- 01.01 Human Services Philosophy and History _____
- 01.02 Federal, State Laws and Regulations _____

COMMUNICATION

2.00 Presentation Skills

- 02.01 Lesson Objectives _____
- 02.02 Questioning _____
- 02.03 Job-Relevant _____
- 02.04 Modes of Expression _____
- 02.05 Range of Techniques _____

Instructor Competency Model

3.00 Oral Communication

- 03.01 Projection _____
- 03.02 Highlights Information _____
- 03.03 Varies Speech _____

4.00 Interpersonal Communication

- 04.01 Expectations _____
- 04.02 Examples _____
- 04.03 Clear Explanations _____
- 04.04 Probing Techniques _____
- 04.05 Feedback _____
- 04.06 Modeling _____
- 04.07 Listening Skills _____

5.00 Nonverbal Communication

- 05.01 Eye Contact _____
- 05.02 Appropriate Behavior _____
- 05.03 Emphasis _____
- 05.04 Stimulates Involvement _____

6.00 Cultural Sensitivity

- 06.01 Cross-Cultural Diversity _____
- 06.02 Cross-Cultural Sensitivity _____

Instructor Competency Model

06.03	Cross-Cultural Content	_____
06.04	Cross-Cultural Discussion	_____
06.05	Managing Conflict	_____

CONCEPTUAL KNOWLEDGE/SKILLS

7.00 Problem Analysis

07.01	Identifying Elements	_____
07.02	Approaches	_____
07.03	Analysis	_____

8.00 Judgment

08.01	Using Information	_____
08.02	Balance	_____
08.03	Priorities	_____
08.04	Objectivity	_____

9.00 Conceptual Thinking

09.01	Using Frameworks and Experience	_____
09.02	Past Experience	_____
09.03	Systems View	_____

CURRICULUM DESIGN

10.00 Curriculum Design

10.01 Objectives and Activities _____

GROUP DYNAMICS CLUSTER

11.00 Interpersonal Understanding

11.01 Valuing Participants _____

11.02 Empathy _____

11.03 Feedback _____

12.00 Group Process

12.01 Theory _____

12.02 Task Functions _____

12.03 Maintenance Functions _____

13.00 Managing Process

13.01 Managing Conflict _____

13.02 Maintains Focus _____

13.03 Difficult Situations _____

14.00 Group Climate

- 14.01 Ground Rules _____
- 14.02 Group Decision-Making _____
- 14.03 Environment _____

INFORMATION MANAGEMENT

15.00 Basic Computer Skills

- 15.01 Computer Basics _____
- 15.02 E-Mail _____
- 15.03 Scheduling _____
- 15.04 Word Processing _____

INSTRUCTIONAL MANAGEMENT CLUSTER

16.00 Instructional Strategies

- 16.01 Preparedness _____
- 16.02 Information Flow _____
- 16.03 Communication _____
- 16.04 Instructional Approaches _____

17.00 Training Objectives

- 17.01 Needs Assessment _____
- 17.02 Reinforcement of Learning _____

Instructor Competency Model

17.03 Versatility _____

18.00 Assessment and Transfer

18.01 Transfer of Learning _____

18.02 Evaluation of Participants _____

18.03 Modification _____

LEARNING THEORY

19.00 Learning and Human Development

19.01 Learning Theory _____

19.02 Contexts for Learning _____

19.03 Self-Directed Learning _____

19.04 Personal/Learning Styles _____

20.00 Learning Climate

20.01 Positive Climate _____

20.02 Motivation _____

20.03 Accelerated Learning _____

LOGISTICS

21.00 Environment

21.01 Training Tools _____

21.02 Training Site _____

Instructor Competency Model

21.03	Training Protocols	_____
21.04	Facility Maintenance	_____
21.05	Accessibility	_____
21.06	Communication	_____

22.00 Audio-Visual and Multimedia Aids

22.01	Application	_____
22.02	Presentation Methods	_____
22.03	Equipment Functioning	_____
22.04	Accessibility	_____
22.05	Preparation	_____

23.00 Distance Learning

23.01	Instructional Methodology	_____
23.02	Instructional Media	_____
23.03	Instructional Approaches	_____
23.04	Instructional Equipment	_____
23.05	Communication	_____

SELF-MANAGEMENT SKILLS

24.00 Self-Responsibility

24.01	Self-Awareness	_____
24.02	Reflective Practice	_____
24.03	Professional Growth	_____

Instructor Competency Model

24.04 Knowledge of Field _____

25.00 Self-Concept

25.01 Pride _____

25.02 Feedback _____

25.03 Assertive _____

26.00 Self-Control

26.01 Self-Discipline _____

26.02 Checks Behavior _____

26.03 Self-Monitors _____

26.04 Patience _____

27.00 Flexibility

27.01 Stress Reduction _____

27.02 Coping Skills _____

27.03 Openness _____

27.04 Flexibility _____

28.00 Job Commitment

28.01 Enthusiasm _____

28.02 Responsibility _____

28.03 Follow-Through _____

Instructor Competency Model

- 28.04 Sets Standards _____
- 28.05 Initiative _____
- 28.06 Focuses on Goals _____
- 28.07 Indicators _____

29.00 Professional Standards/Ethics

- 29.01 Legal Issues _____
- 29.02 Confidentiality _____
- 29.03 Professional Conduct _____
- 29.04 Public Service _____
- 29.05 Accurate Representation _____

Instructor Competency Model