Welcome

PLEASE COME IN AND SPEND SOME TIME WRITING DOWN WHAT YOU ALREADY KNOW ABOUT COMPETENCIES, COMPETENCY-BASED TRAINING AND ASSESSMENT

From Chaos to Competency

Standardizing Training

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What is Competency?

- "POSSESSION OF SUFFICIENT KNOWLEDGE OR SKILL"

  MERRIAM WEBSTER DICTIONARY

- "THE ABILITY TO DO SOMETHING SUCCESSFULLY OR EFFICIENTLY"

  OXFORD DICTIONARY

Creating Competencies

There are two elements to creating competencies:

1) The competency itself

2) Knowledge and performance objectives

Creating Competencies

<u>**EXAMPLE:**</u>

1) The competency itself

Able to clean a cat without getting clawed

2) Knowledge and performance objectives

Uses soap and warm water

Holds the cat with two hands

Takes less than 5 minutes to clean the cat

Speaks softly and offers calming words of encouragement

<u>These need to be Measurable and Observable</u>

From the outside world

Core Competencies For Managers	Competency Description	Performance Statement Examples
Attention to Detail	Diligently attends to details and pursues quality in accomplishing tasks.	• Performs tasks with care; is thorough. Makes few if any errors. • Checks work to ensure accuracy and completeness. • Compares observations or finished work to what is expected in order to find and correct inconsistencies. • Remains aware and takes care of details that are easy to overlook or dismiss as insignificant.
Business Alignment	Aligns the direction, products, services, and performance of a business line with the rest of the organization.	• Seeks to understand other programs in the department, including their services, deliverables, and measures. • Integrates executive direction into every decision and consultation. • Advocates for and positively represents other programs and services when working with customers and stakeholders.

From us

Technical Skills

Identify and manage risk in a mountaineering environment

Facilitation Skills

Able to present information engagingly and accurately, as part of a progression, with focus on the learner's experience.
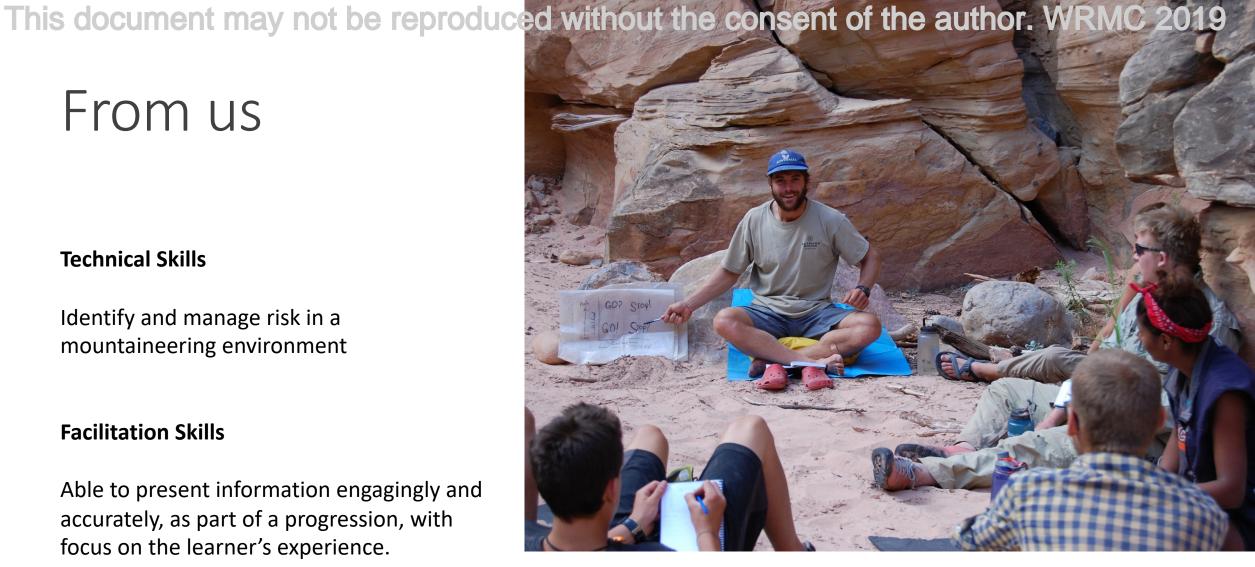
Photo by Ren Ledford

Identify and mange risk in a mountaineering environment

Identify and manage risk in a mountaineering environment

This competency outlines the skills and knowledge to effectively assess risk using the STOP and PLAN assessment tool and understand pertinent policies as they relate to mountain activities. This competency is a building block from Alpine Backpacking and ensures trainees know and practice risk management, specifically in a more technical terrain.

Topics	
	a. Effectively implement quality Guides Meetings
	i. Identify subjective and objective hazards present for the given activities
	a. Understand all pertinent Policies and Procedures regarding mountaineering activities
	b. Understand the subjective factors that affect how students are managed in technical terrain
	c. Assess and select appropriate terrain for travel methods, students, outcomes, and conditions
	d. Demonstrate leading a group on scree, talus, steep grass, and 3rd-5th class terrain
	i. Identify and implement appropriate management strategies for terrain
	ii. Understand instructor positioning while traveling on 3rd-5th class terrain
	iii. Talus school-
	iv. Understand non-technical methods for increasing student security on 3rd-5th class terrain
	• Coaching
	• Spotting
	• Active Spotting
	• Handlines

FACILITATION SKILLS	Able to present information engagingly and accurately, as part of a progression, with focus on the learner's experience.			
	At Standard	Below Standard	No Pass	Comments
Uses the outdoor setting/classroom, recognizing opportunity, minimizing distraction				
Selects leadership style appropriate to situation				
Is able to apply OB curricula and OB Core models to framing and debriefs				
Beginning repertoire of initiatives with ability to adapt presentation and metaphor to adult populations				
Ability to work with sophisticated and challenging adult business populations. Demonstrates effective energy and enthusiasm to motivate participants. Comfortable speaking in front of large groups.				

Why do we need to assess our staff's competencies?

We need to know that our staff have the skills to do their job and keep people safe.

We need to know what our staff know.

Aligning Assessment

Photo by Luke O'Neill

Methods of Assessing

Questions: written and oral

Quizzes

Practical demonstration

Products

Simulations/Scenarios

Portfolios
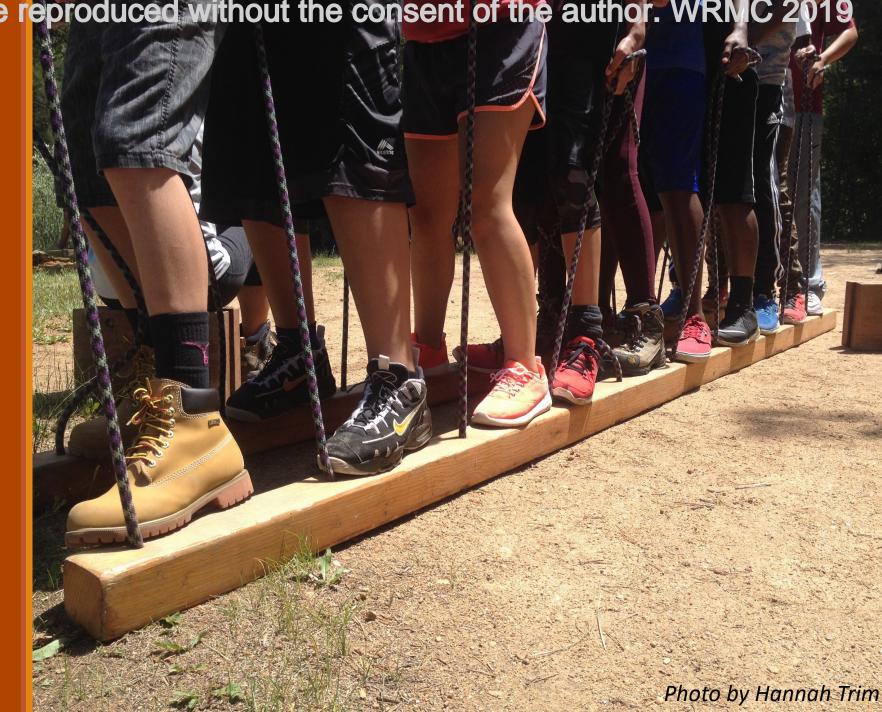
Assignments

Workplace documents

Third party reports

Self-assessment
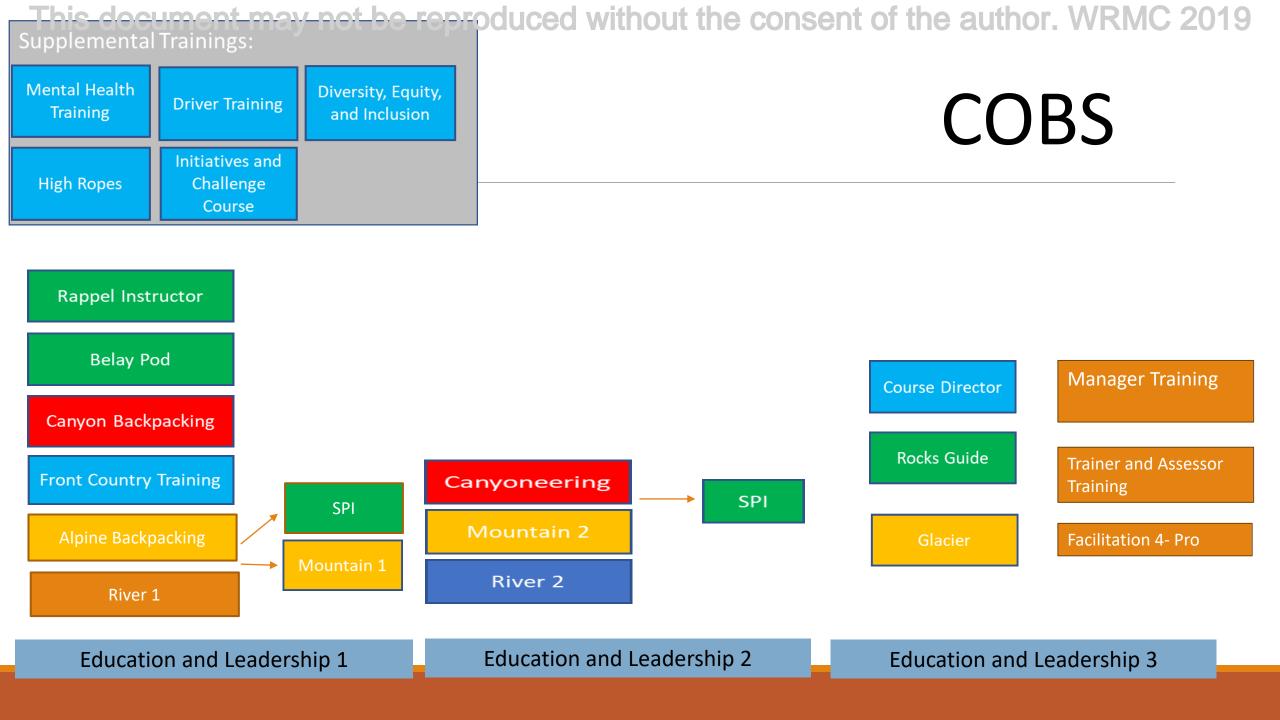
Competency	Method of Assessment
Able to teach, demonstrate, and assess in different orientations a Munter hitch with mule knot	• Practical demonstration- ties the knot • Answers oral questions- articulates when to use the knot and can describe how to visually check that the knot is correct • Quizzes- identifies knots based on photographs
Understands behavioral expectations and can intervene and address issues	• Simulations- participates in a staged simulation that requires intervention • Assignment- reads handbook on intervention strategies and answers assigned questions

Training Assessors

Description:	This Training is designed to support Trainers to further their skills and abilities to assess staff on trainings. They will explore what makes a fair and reliable assessment and how to create a safe assessment environment including various ways to assess trainees to meet their needs.
Duration:	1 Day
Curriculum Competencies:	1. Apply the core principles of assessment 2. Conduct fair and reliable assessments 3. Use a variety of assessment methods to assess for competence 4. Effectively question staff to check for competence
Desired Outcomes:	1. Trainees can employ various assessment methods to gather the evidence needed 2. Trainees can conduct fair and reliable assessments 3. Trainees can ask questions that meet the needs of the assessments

Implement
Training

Photo by Hannah Trim

COBS

Supplemental Trainings:

- Mental Health Training
- Driver Training
- Diversity, Equity, and Inclusion
- High Ropes
- Initiatives and Challenge Course

- Rappel Instructor
- Belay Pod
- Canyon Backpacking
- Front Country Training
- Alpine Backpacking
- River 1
- SPI
- Mountain 1
- Canyoneering
- Mountain 2
- River 2
- SPI
- Course Director
- Rocks Guide
- Glacier
- Manager Training
- Trainer and Assessor Training
- Facilitation 4- Pro

Education and Leadership 1

Education and Leadership 2

Education and Leadership 3

HIOBS	Second & Third Year Staff	Senior Staff (4+ years)
Technical Skills Credit	4	2
Teaching Skills Credit	4	2
Gen Ed/HR Credit	2	2
TOTAL	10	6

Technical Skills	**Teaching Skills**	**Gen Ed/HR**
• Rocks Skills • Rocks 1 • Rocks/Ropes Refresher • Whitewater Skills • Swiftwater rescue • Sailing Skills • Ropes Course Monitor	• Student Management Skills • Instructor Development Training • Leadership Models • Semester Training • Equity, Inclusion and Diversity seminar • Facilitating an OBP Program	• All Staff Training • New Land • New Sea

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Learning and Outcomes

Where to from here?

Set the Fundamentals

Create a Structure or Framework for Implementation

Create Competency Objectives

Align Competencies to Assessments

Implement Training

Analyze and Review

What does this mean for you?

Questions

"Companies should do a better job to develop the skill set of the people they are putting responsibility on"
- Darly Brister