PRE-COURSE QUESTIONNAIRE

The **pre-course questionnaire** is not intended to be a test but rather an assessment of what the participants, individually and as a group, know about the course topic. Participants, however, are often unaware of this and may become anxious and uncomfortable at the thought of being "tested" in front of their colleagues on the first day of a course. The trainer should be sensitive to this attitude and administer the questionnaires in a neutral and nonthreatening way as the following guide illustrates:

- Participants draw numbers to assure anonymity (e.g., from 1 to 12 if there are 12 participants in the course)

- Participants complete the pre-course questionnaire

- The trainer gives the answers to each question

- Pass around the individual and group learning matrix for each participant to complete according to their number

- Post the completed matrix

- Discuss the results of the questionnaire as charted on the matrix and jointly decide how to allocate course time

PRE-COURSE QUESTIONNAIRE ANSWER KEY

AN APPROACH TO QA TRAINING

1. Evaluating participant knowledge is the primary focus of competency-based training.	**FALSE**	Participant Objective 1 (Chapter 1)
2. Practice is necessary for learning a new skill.	**TRUE**	Participant Objective 1 (Chapter 1)
3. The mastery learning approach recognizes that not all of the participants will be able to master all of the learning objectives.	**FALSE**	Participant Objective 1 (Chapter 1)
4. When the participant is able to perform a skill satisfactorily, but may not progress from step to step efficiently, s/he has attained skill competency.	**TRUE**	Participant Objective 1 (Chapter 1)
5. To reduce evaluation apprehension among the participants, the trainer should refrain from assessing how well each individual is doing.	**FALSE**	Participant Objective 1 (Chapter 1)
6. A verbal (one-way) lecture is more effective than an illustrated lecture (visual and verbal) in improving participant recall.	**FALSE**	Participant Objective 1 (Chapter 1)

CREATING A POSITIVE TRAINING CLIMATE

7. People learn best when they are actively involved in the training process.	**TRUE**	Participant Objective 2 (Chapter 2)
8. It is the QA trainer's responsibility to design the course as part of planning for a positive training climate.	**FALSE**	Participant Objective 2 (Chapter 2)
9. To encourage interaction among participants, classroom tables and chairs are most commonly arranged in a U-shape.	**TRUE**	Participant Objective 2 (Chapter 2)
10. Warmup activities are used at the end of each training day to energize the participants.	**FALSE**	Participant Objective 2 (Chapter 2)

USING AUDIOVISUALS

11. One of the disadvantages of using the overhead projector is that classroom lights are off when the projector is being used.

   FALSE   Participant Objective 3 (Chapter 3)

12. When showing slides, set up and test the slide projector after the participants are seated.

   FALSE   Participant Objective 3 (Chapter 3)

13. Prior to showing a videotape to a group of participants, focus their attention on the reason for viewing the tape.

   TRUE   Participant Objective 3 (Chapter 3)

14. An advantage of using a flipchart is that a great deal of information can be presented on one page at one time.

   TRUE   Participant Objective 3 (Chapter 3)

USING INTERACTIVE TRAINING TECHNIQUES

15. The QA trainer should avoid asking questions of specific individuals as this may embarrass them.

   FALSE   Participant Objective 4 Chapter 4)

16. Reviewing the lecture content is the first step in planning an illustrated lecture.

   FALSE   Participant Objective 4 (Chapter 4)

17. Participant names should be used as often as possible when presenting an illustrated lecture.

   TRUE   Participant Objective 4 (Chapter 4)

18. Small group activities require ground rules and instructions

   TRUE   Participant Objective 5 (Chapter 4)

19. Written case studies can be used to develop effective problem-solving skills.

   TRUE   Participant Objective 5 (Chapter 4)

USING COMPETENCY-BASED ASSESSMENTS

20. While pre-course assessment of knowledge is important, it does not serve to motivate participants to acquire new knowledge.

   FALSE   Participant Objective 6 (Chapter 5)

21. A participant in a QA training course is more likely to use a job aid before using a checklist.

   TRUE   Participant Objective 6 (Chapter 5)

22. An effective QA coach/trainer does not continuously assess participant progress.

   FALSE   Participant Objective 6 (Chapter 5)

23. The trainer(s) must be proficient in all of the skills and activities the participants are expected to learn.

   TRUE   Participant Objective 6 (Chapter 5)

TEAMS IN TRAINING

24. The norming stage is characterized by increased expressions of feelings.	**TRUE**	Participant Objective 7 (Chapter 6)
25. The forming stage is characterized by arguing and competition among the group's members.	**FALSE**	Participant Objective 7 (Chapter 6)
26. Team roles include time keeper.	**TRUE**	Participant Objective 7 (Chapter 6)

CONDUCTING A QA TRAINING COURSE

27. The course syllabus provides a summary of the major components of a course.	**TRUE**	Participant Objective 8 (Chapter 7)
28. The course content or essential need-to-know information in a training package is contained in the participant's handbook.	**FALSE**	Participant Objective 8 (Chapter 7)
29. The course outline is a teaching document.	**FALSE**	Participant Objective 8 (Chapter 7)
30. The first step in planning an effective training session is to review the objectives.	**TRUE**	Participant Objective 8 (Chapter 7)

QA TRAINING SKILLS COURSE: INDIVIDUAL AND GROUP ASSESSMENT MATRIX

COURSE:_____   DATES:_____   TRAINER(S) :_____

Question Number	Correct Answers (participants)																								CATEGORIES
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1																									
2																									AN APPROACH TO QA TRAINING
3																									
4																									
5																									
6																									
7																									CREATING A POSITIVE TRAINING CLIMATE
8																									
9																									
10																									
11																									USING AUDIO-VISUALS
12																									
13																									
14																									

Question Number	Correct Answers (participants)																								CATEGORIES
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
15																									**USING INTERACTIVE TRAINING TECHNIQUES**
16																									
17																									
18																									
19																									
20																									**USING COMPETENCY BASED ASSESSMENTS**
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23																									
24																									**TEAMS IN TRAINING**
25																									
26																									
27																									**CONDUCTING A QA TRAINING COURSE**
28																									
29																									
30																									

CASE STUDIES

GENERAL NOTES

Case studies provide an excellent training opportunity for small groups to explore options and to work as a team solving problems. In QA training, there are two common types of case studies:

- narratives which present situations and pose questions; this type is used in this Training of Trainer's course; teams will identify problems, analyze situations and suggest solutions or courses of action

- detailed cases of specific QA activities such as quality design or problem solving; this type is often used in problem solving, coaching, and quality design training; teams learn by imitating the actions of the original team and comparing their work to the original work

During a case study, there are many levels of learning taking place at the same time. While considering the problems presented in the content, participants have a chance to hear about the experiences of other group members and to learn from them. Creative problem solving involves active listening, sharing information and respecting the abilities of others.

When doing case studies of team-based problem solving or quality design, participants will have a chance to be a coach, team leader, or recorder and practice those skills. In addition, participants will practice using QA tools and techniques (such as constructing a process flow chart) by receiving just-in-time training and following job aids or performance standards.

Case studies also encourage team building. Participating in group problem solving allows individuals to learn about their own communication styles and strengths, as well as those behaviors or attitudes which may require modification. The trainer can encourage this awareness by asking small groups to evaluate the process as well as the content in their exercise. People who complete a QA Coaching course get special training in process evaluation, but any trainer can help teams make observations about their own processes. Some questions might include:

- Did everyone get a chance to speak?

- Did anyone feel that they lacked the knowledge or experience to address this case study?

- Did anyone change their minds during the discussion?

- Did anyone learn anything new?

- Did anyone take a leadership role?

When discussing the team approach to activities, stress the importance of "awareness" rather than "correctness." Leaders do emerge during group exercises. Some participants say very little but feel that they've participated fully. A healthy group, or team, is respectful of individual styles, sensitive to mood and feeling, and comfortable with the knowledge that the dynamic is constantly changing. The trainer should be aware of the stages of team development discussed in this training course, and be prepared to assist a team to progress through appropriate developmental stages.

The Facilitator Notes accompanying each of these case studies are meant to serve as guidelines and suggestions. Trainers are encouraged to build on their personal knowledge and experience and to remain open to the potential of each unique training situation.

DISCUSSION QUESTIONS

Discussion questions accompany each case study in this training. If the group is relatively inexperienced and new to training issues, the trainer may want to use **Pre** questions in order to guide the small group discussion. The **Pre** questions can incorporate any or all of the **Mid** and **Post** questions. However, **Mid** questions may be appropriate for more experienced participants or if the case studies are used midway through the course. **Post** questions offer a broader scope of discussion in recognition of the participant's ability to identify key issues.

Remember: Participants may be working in a culture that has different norms and responses to situations. It is important to remain sensitive to this issue during all discussions and problem-solving activities.

CASE STUDY 1: HOW AND WHY PEOPLE LEARN

The Integrated Health Project

You have been contracted by an international donor agency to conduct a training course for branch managers in a region of a country. Your first meetings have been with the local government health ministry staff who have outlined the need for strengthening of the project's Management Information Services (MIS). Initial discussions have included some discussion of the nature of the problem and you arrive at the training course aware that the donors and the local government wish to have more accurate reporting from the field and that your training will focus on the role of mid-managers in the delivery of health services. However, during the opening ceremony, the project coordinator makes several angry remarks about the lack of professionalism among management staff and threatens their job security if they don't do well in the training and "clean up" the mess in the reporting system.

Discussion Questions

Pre Questions

- Is training an effective tool for addressing issues of efficiency or motivation?

- How will these participants feel about you and/or the course?

- What can you do to involve the participants in the course?

- Why is it important that the participants feel some "ownership" of the training course?

Mid Questions

- To whom is the trainer responsible? The donor? The participants?

- What are some of the problems that the trainer may face in this course?

- What are some things that a trainer can do to avoid or lessen some of these problems?

Post Questions

- Are there ethical dilemmas for the trainer?

- How does the trainer negotiate between the needs of the participants and those of the donor?

- What are some ways in which the trainer can gain the trust of the participants?

- How can the trainer enhance the learning experience?

Facilitator Notes For Discussion

During the large group discussion, encourage participants to consider the following points:

- Training is not always the best response to issues of motivation or efficiency but can work well in an integrated management response.

- The trainer is accountable to the donor and to the objectives of the training course. However, s/he is also accountable to the participants and to the quality of their training experience. The trainer must clarify these issues in her/his own mind.

- The participants will not likely be happy or trustful at the beginning of this training course.

- There is a higher risk of "failure" for the trainer in such an environment.

- Mutual respect is a major issue and must be facilitated, perhaps through small group discussion. It is important to come to consensus on issues such as privacy, respect for individual opinions and so on.

- Participants may resort to blaming others or "outsiders" if they are feeling threatened and this may impede problem solving. This potential can be lessened through agreed upon rules at the beginning of the course.

- Emphasize discussion problems so that personal responsibility can be anonymous. This can be facilitated through the use of fictitious examples and case studies so that the group is not always discussing their own situation.

Discussion of possible solutions can include:

- Maintain a flexible agenda to allow the group to deal with issues as they arise.

- Involve the group in identifying problems and solutions.

- Set realistic goals for yourself and the group.

CASE STUDY 2: CREATING A POSITIVE TRAINING CLIMATE

The City Health Department

You have traveled to a city to provide training to 15 staff members of the city health department in QA training skills. The course will involve some large group discussions as well as working in smaller teams. Many of the participants also have arrived early. When you go to set up the room, several of them accompany you and offer to help. You enter the room to find long rows of tables, all facing the front of the room where a podium is placed on a raised platform. The room is designed for groups of 60 to 100 people and the tables are positioned in the center of a very large room.

Discussion Questions

Pre Questions
- How will people feel in this room?
- When participants sit at long tables, whom/what do they face?
- What role might the trainer be put in if the room remains in this arrangement?
- What problems regarding sound, vision and interaction might arise?
- What can be done with the furniture?
- What role can the participants play in dealing with this situation?

Mid Questions
- What impact does this arrangement have on group interaction and dynamics?
- What options are available to the trainer?
- What experience have you had with similar situations?
- If the furniture cannot be moved, what else can the trainer do?

Post Questions
- Why are training rooms so often set up in this way?
- What are we challenging when we change the setup?
- What options are available to the trainer?

Facilitator Notes For Discussion

During the large group discussion, encourage participants to consider the following points:

- Rooms arranged such as this one often remind participants of previous educational experiences. This can stimulate unhappy memories and fears.

- Formal arrangements encourage the view of the trainer as "expert."

- This arrangement interferes with peer learning, group interaction, relaxation and the development of trust between group members and the group and trainer.

- Participants will have problems being heard and seeing and hearing the others and the trainer.

- The trainer cannot easily walk around, maintain eye contact, read body language and so on.

Discussions of possible solutions can include:

- Talk about the situation with the participants and involve them in the solution.

- Check if the furniture can be moved. If not, use the tables only as needed and move chairs to create circles for discussion, etc.

- Look for alternate ways to post flipcharts. For example, a chair can be set on the table where everyone can see the flipchart posted on the back of it. Or, invite the entire group to walk over to the wall to view the flipchart as it is posted.

- Use the situation as a training opportunity.

CASE STUDY 3: CREATING A POSITIVE TRAINING CLIMATE

The Health District

You are providing a 1-week training course on "Setting and Communicating Standards" for nurse-midwives in a health district. The participants are traveling from throughout the district. One bus with 12 participants breaks down on the way to the course and the group is stranded for most of the afternoon in the severe heat of the day. They arrive at the training center 4 hours late, very tired, hot and angry. You have delayed the beginning of your training and the six other participants have waited with you. The agenda is very full for the week and you are now worried about covering all of the material. When the 12 delayed people come into the room, several of the others immediately question them about why they have kept everyone waiting so long.

Discussion Questions

Pre Questions
- How are people feeling when they arrive?
- Which is more important—the agenda or the feelings of the group?
- How can the trainer involve the participants in coping with the situation?
- Would it be better just to ignore the bad start?
- How should the trainer deal with it if the topic keeps coming up during the training course?

Mid Questions
- To what extent do people bring these types of experiences to a training course?
- What is the trainer's role in this?
- How can the trainer make this situation into a topic for exercises or discussions?
- How can the trainer strike a balance between the agenda and the needs of the participants?

Post Questions
- Discuss the trainer's role in facilitating the participants' overall training experience.
- Explore ways of mediating anger and frustration without allowing it to dominate the course.

Facilitator Notes For Discussion

During the large group discussion, encourage participants to consider the following points:

- People need to feel comfortable and welcome in order to relax.

- The trainer is largely responsible for facilitating this.

- Trainers must demonstrate a friendly manner, empathy for participants and flexibility.

- A positive training climate reassures participants, recognizes that they are adults and that their feelings are important.

Discussion of possible solutions can include:

- Openly acknowledge the problem and the impact it has had on participants and the trainer.

- Immediately reassure the group that the problem is important to you.

- Negotiate the agenda with the group and come to some consensus on any changes.

- The trainer can adapt warmup exercises to incorporate the participants' experiences (e.g., during one-on-one interviews, participants can identify which animal best represents their response to the situation or they can answer the question "one thing that really worried me while we were stuck out there. . . .").

CASE STUDY 4: CREATING A POSITIVE TRAINING CLIMATE

The Ministry of Health

You have prepared a training course for 18 staff members of the Ministry of Health in "Quality Assurance Awareness." You receive a list of the participants and their positions at the beginning of the course and become aware that there is considerable diversity within the group. It becomes obvious that there are very senior staff members as well as several junior ones. When the participants arrive, the women sit separately from the men and the younger staff members obviously show great respect for the four older and wait for them to initiate discussion or to lead the group in responding to suggestions or questions.

Discussion Questions

Pre Questions
- How do people feel when they are meeting strangers?
- How do they find out what they have in common?
- Why is it important that the group not feel awkward in the learning environment?
- What role can the trainer play in a situation such as this?

Mid Questions
- What are the risks for participants when there are noticeable age, gender or status differences in the group?
- What are some activities or exercises the trainer can use in this situation?
- How can the trainer handle this situation?

Post Questions
- Explore several ways in which the trainers can handle such a situation.
- In a situation where status differences remain marked, what options does a trainer have?

Facilitator Notes For Discussion

During the large group discussion, encourage participants to consider the following points:

- Cultural differences are an important aspect of this discussion.

- People can feel very shy in such a situation.

- Those in the "core group" experience greater comfort and may dominate the group.

- "Outsiders" may feel angry, worried or left out.

- It is important to break this down immediately so that larger group cohesion can be established.

- It may not be possible to completely alter this dynamic.

Discussion of possible solutions can include:

- Increase the use of small group partners to allow less time for the "core group" to be together.

- Assign "homework" projects so that social time is also shared.

- Address the situation openly. In dealing with intercultural standards regarding age, gender, etc., it is important that your efforts are acceptable to the group.

- When dealing with issues of status it is sometimes helpful to use first names only and to avoid titles.

- Avoid risky questions that would require participants to expose themselves to derision or censure. Respect silences and facilitate anonymity through general presentation of group work rather than individual opinions.

MID-COURSE QUESTIONNAIRE

USING THE QUESTIONNAIRE

This knowledge assessment is designed to help the participants monitor their progress during the course. By the end of the course, **all** participants are expected to achieve a score of 85% or better.

The questionnaire should be given at the time in the course where all subject areas have been presented. A score of 85% or more correct indicates knowledge-based mastery of the material presented in the reference manual. For those scoring less than 85% on their first attempt, the clinical trainer should review the results with the participant individually and guide her/him on using the reference manual to learn the required information. Participants scoring less than 85% can retake the Questionnaire at any time during the remainder of the course.

Repeat testing should be done **only** after the participant has had sufficient time to study the reference manual.

MID-COURSE QUESTIONNAIRE

Instructions: Write the letter of the single **best** answer to each question in the blank next to the corresponding number on the attached answer sheet.

AN APPROACH TO QA TRAINING

1. The primary focus of competency-based training is on:

    a. knowing rather than just doing
    b. doing rather than just knowing
    c. evaluating participant knowledge
    d. assessing participant behavior

2. One of the basic principles of QA skills training is that:

    a. evaluation occurs only at the end of training
    b. participants' previous experience is not important
    c. practice is necessary for learning a new skill
    d. learning is easier when only one or two training methods are used

3. Breaking an activity into its component steps is called:

    a. standardization
    b. reductionism
    c. mastery learning
    d. computer-based learning

4. When the participant knows the steps and their sequence (if necessary) and can perform the required skill or activity, s/he has attained:

    a. skill proficiency
    b. skill acquisition
    c. skill competency
    d. skill progression

5. Relative to other learning approaches, the mastery learning approach is designed to be:

    a. less stressful for the participant
    b. less stressful for the trainer
    c. educational in nature
    d. mostly instructor driven

6. A person's ability to recall information:

    a. increases as more verbal lecture is used
    b. increases as presentations become more participatory
    c. decreases as presentations become more participatory
    d. decreases as s/he does more reading

CREATING A POSITIVE TRAINING CLIMATE

7. People learn best when:

    a. only one type of training method is used
    b. performance is evaluated only at the end of the course
    c. learning experiences focus only on what participants don't know
    d. participants are actively involved in the training process

8. Which of the following is **not** the responsibility of the QA trainer in terms of planning for a positive training climate immediately before the course?

   a. designing the course
   b. reviewing course materials
   c. organizing the physical resources of the training site
   d. obtaining information about the participants

9. Which of the following is the most common arrangement for classroom tables and chairs to encourage interaction among participants?

   a. rectangular
   b. circular
   c. theater style
   d. U-shaped

10. To stimulate involvement and interaction and to energize the participants, the QA trainer should use which of the following activities at the beginning of each training day?

   a. review of the day's agenda
   b. daily summary involving all participants
   c. warmup exercise
   d. discussion of the day's objectives and activities

USING AUDIOVISUALS

11. One of the disadvantages of using the overhead projector is that the:

   a. classroom lights must be off during use
   b. transparencies require equipment to develop
   c. projector is more difficult to use than the writing board
   d. projector cannot project directly from the printed page

12. When showing slides it is important to:

   a. turn off all of the lights in the room for maximum legibility
   b. show the slides as quickly as possible so that participants don't become bored
   c. set up and test the projector before the participants arrive
   d. use as few slides as possible for the presentation

13. Prior to showing a videotape it is important to prepare the participants. Which of the following is **not** a recommended technique for preparing the participants?

   a. administering a quiz or test covering the content to be presented
   b. reviewing the objective of viewing the videotape
   c. providing an overview of the videotape
   d. providing participants with a list of points to look for during the videotape

14. Which of the following is **not** an advantage of using a flipchart?

   a. available in most training rooms
   b. easy to use
   c. one page can be used to display lots of information
   d. suitable for participant use

USING INTERACTIVE TRAINING TECHNIQUES

15. Which of the following is an **inappropriate** questioning technique?

   a. allowing volunteers to answer the question
   b. allowing volunteers to answer every question

c. stating a participant's name and then asking the question
d. stating the question and then directing it to a specific participant

16. The first step in planning an illustrated lecture is to:

a. review the lecture objectives
b. develop test questions
c. review the lecture content
d. prepare the introduction for the lecture

17. When presenting an illustrated lecture, the QA trainer should:

a. stay at the front of the room during the presentation
b. use participant names as often as possible
c. include only one type of audiovisual
d. limit questions to the end of the lecture

18. Small group activities:

a. should be short in terms of time required
b. do not require participation by the QA trainer
c. require ground rules and instructions
d. should be developed only by the QA trainer

19. Which of the following situations **would** not be used to develop effective problem-solving skills?

a. reviewing written case studies
b. discussion of practice cases
c. case presentations by participants based on their own experience
d. initial demonstration by the trainer only

USING COMPETENCY-BASED ASSESSMENTS

20. Which of the following is a valid reason for assessing pre-course knowledge?

a. to motivate participants to attend a course
b. to determine whether learning objectives have been achieved
c. to motivate the participant to acquire new knowledge
d. to help measure knowledge retention after training

21. Which of the following is a participant in a QA skills course more likely to use first?

a. competency-based checklist
b. performance-based checklist
c. job aid
d. course outline

22. An effective QA trainer/coach:

a. focuses on theoretical material
b. continuously assesses participant progress
c. controls all course activities
d. does not ask questions of the participants

23. When the QA trainer as evaluator is using a checklist, the participant is:

a. demonstrating her/his ability to perform a skill
b. practicing performance of a skill
c. observing another participant perform a skill
d. observing a skill demonstration

TEAMS IN TRAINING

24. Conflict management techniques would be most useful in which stage?

    a. performing
    b. storming
    c. closing
    d. norming

25. At the forming stage, the most useful activity for the trainer to use is:

    a. encouraging competition among the group members.
    b. assigning tasks to each group member
    c. helping the group establish ground rules for behavior
    d. setting deadlines for the group

26. Team roles include all of the following except:

    a. time keeper
    b. team spokesperson
    c. team leader
    d. team recorder

CONDUCTING A QA TRAINING COURSE

27. Which of the following provides a summary of the major components of a course?

    a. course outline
    b. course syllabus
    c. course schedule
    d. course reference manual

28. Which of the following provides the essential need-to-know information in a training package?

    a. course outline
    b. course syllabus
    c. course schedule
    d. course reference manual

29. Which of the following is the primary planning document in a training package?

    a. course outline
    b. course syllabus
    c. course schedule
    d. course reference manual

30. Which of the following is the first step in planning a training session?

    a. prepare trainer's notes
    b. create overhead transparencies
    c. review the objectives
    d. set up the training room

MID-COURSE QUESTIONNAIRE
ANSWER SHEET

AN APPROACH TO QA TRAINING

1. _____   Participant Objective 1 Chapter 1

2. _____   Participant Objective 1, Chapter 1

3. _____   Participant Objective 1, Chapter 1

4. _____   Participant Objective 1, Chapter 1

5. _____   Participant Objective 1, Chapter 1

6. _____   Participant Objective 1, Chapter 1

CREATING A POSITIVE TRAINING CLIMATE

7. _____   Participant Objective 2, Chapter 2

8. _____   Participant Objective 2, Chapter 2

9. _____   Participant Objective 2, Chapter 2

10. _____   Participant Objective 2, Chapter 2

USING AUDIOVISUALS

11. _____   Participant Objective 3, Chapter 3

12. _____   Participant Objective 3, Chapter 3

13. _____   Participant Objective 3, Chapter 3

14. _____   Participant Objective 3, Chapter 3

USING INTERACTIVE TRAINING TECHNIQUES

15. _____   Participant Objective 4, Chapter 4

16. _____   Participant Objective 4, Chapter 4

17. _____   Participant Objective 4, Chapter 4

18. _____   Participant Objective 5, Chapter 4

19. _____   Participant Objective 5, Chapter 4

USING COMPETENCY-BASED ASSESSMENTS

20. _____   Participant Objective 6, Chapter 5

21. _____   Participant Objective 6, Chapter 5

22. _____   Participant Objective 6, Chapter 5

23. _____   Participant Objective 6, Chapter 5

TEAMS IN TRAINING

24. _____   Participant Objective 7, Chapter 6

25. _____   Participant Objective 7, Chapter 6

26. _____   Participant Objective 7, Chapter 6

CONDUCTING A QA TRAINING COURSE

27. _____   Participant Objective 8, Chapter 7

28. _____   Participant Objective 8, Chapter 7

29. _____   Participant Objective 8, Chapter 7

30. _____   Participant Objective 8, Chapter 7

MID-COURSE QUESTIONNAIRE
ANSWER KEY

AN APPROACH TO QA TRAINING

1. The primary focus of competency-based training is on:
   a. knowing rather than just doing
   B. DOING RATHER THAN JUST KNOWING
   c. evaluating participant knowledge
   d. assessing participant behavior

2. One of the basic principles of QA skills training is that:
   a. evaluation occurs only at the end of training
   b. participants' previous experience is not important
   C. PRACTICE IS NECESSARY FOR LEARNING A NEW SKILL
   d. learning is easier when only one or two training methods are used

3. Breaking an activity into its component steps is called:
   a. **STANDARDIZATION**
   b. reductionism
   c. mastery learning
   d. computer-based learning

4. When the participant knows the steps and their sequence (if necessary) and can perform the required skill or activity, s/he has attained:
   a. skill proficiency
   b. skill acquisition
   C. SKILL COMPETENCY
   d. skill progression

5. Relative to other learning approaches, the mastery learning approach is designed to be:
   a. **LESS STRESSFUL FOR THE PARTICIPANT**
   b. less stressful for the trainer
   c. educational in nature
   d. mostly instructor driven

6. A person's ability to recall information:
   a. increases as more verbal lecture is used
   B. INCREASES AS PRESENTATIONS BECOME MORE PARTICIPATORY
   c. decreases as presentations become more participatory
   d. decreases as s/he does more reading

CREATING A POSITIVE TRAINING CLIMATE

7. People learn best when:
    a. only one type of training method is used
    b. performance is evaluated only at the end of the course
    c. learning experiences focus only on what participants don't know
    D. PARTICIPANTS ARE ACTIVELY INVOLVED IN THE TRAINING PROCESS

8. Which of the following is **not** the responsibility of the QA trainer in terms of planning for a positive training climate immediately before the course?
    A. DESIGNING THE COURSE
    b. reviewing course materials
    c. organizing the physical resources of the training site
    d. obtaining information about the participants

9. Which of the following is the most common arrangement for classroom tables and chairs to encourage interaction among participants?
    a. rectangular
    b. circular
    c. theater style
    D. U-SHAPED

10. To stimulate involvement and interaction and to energize the participants, the QA trainer should use which of the following activities at the beginning of each training day?
    a. review of the day's agenda
    b. daily summary involving all participants
    C. WARMUP EXERCISE
    d. discussion of the day's objectives and activities

USING AUDIOVISUALS

11. One of the disadvantages of using the overhead projector is that the:
    a. classroom lights must be off during use
    b. transparencies require equipment to develop
    c. projector is more difficult to use than the writing board
    D. PROJECTOR CANNOT PROJECT DIRECTLY FROM THE PRINTED PAGE

12. When showing slides it is important to:
    a. turn off all of the lights in the room for maximum legibility
    b. show the slides as quickly as possible so that participants don't become bored
    C. SET UP AND TEST THE PROJECTOR BEFORE THE PARTICIPANTS ARRIVE
    d. use as few slides as possible for the presentation

13. Prior to showing a videotape it is important to prepare the participants. Which of the following is **not** a recommended technique for preparing the participants?
    A. ADMINISTERING A QUIZ OR TEST COVERING THE CONTENT TO BE PRESENTED
    b. reviewing the objective of viewing the videotape
    c. providing an overview of the videotape
    d. providing participants with a list of points to look for during the videotape

14. Which of the following is **not** an advantage of using a flipchart?
    a. available in most training rooms
    b. easy to use
    C. ONE PAGE CAN BE USED TO DISPLAY LOTS OF INFORMATION
    d. suitable for participant use

USING INTERACTIVE TRAINING TECHNIQUES

15. Which of the following is an **inappropriate** questioning technique?
    a. allowing volunteers to answer the question
    B. ALLOWING VOLUNTEERS TO ANSWER EVERY QUESTION
    c. stating a participant's name and then ask the question
    d. stating the question and then direct it to a specific participant

16. The first step in planning an illustrated lecture is to:
    A. REVIEW THE LECTURE OBJECTIVES
    b. develop test questions
    c. review the lecture content
    d. prepare the introduction for the lecture

17. When presenting an illustrated lecture, the QA trainer should:
    a. stay at the front of the room during the presentation
    B. USE PARTICIPANT NAMES AS OFTEN AS POSSIBLE
    c. include only one type of audiovisual
    d. limit questions to the end of the lecture

18. Small group activities:
    a. should be short in terms of time required
    b. do not require participation by the QA trainer
    C. REQUIRE GROUND RULES AND INSTRUCTIONS
    d. should be developed only by the QA trainer

19. Which of the following QA situations would not be used to develop effective problem-solving skills?
    a. reviewing written case studies
    b. discussion of practice cases
    c. case presentation by participants based on their own experience
    D. INITIAL DEMONSTRATION BY THE TRAINER ONLY

USING COMPETENCY-BASED ASSESSMENTS

20. Which of the following is a valid reason for assessing pre-course knowledge?
    a. motivate participants to attend a course
    b. determine whether learning objectives have been achieved
    C. MOTIVATE THE PARTICIPANT TO ACQUIRE NEW KNOWLEDGE
    d. to help measure knowledge retention after training

21. Which of the following is a participant in a QA skills course more likely to use first?
    a. competency-based checklist
    b. performance-based checklist
    C. JOB AID
    d. course outline

22. An effective QA trainer/coach:
    a. focuses on theoretical material
    B. CONTINUOUSLY ASSESSES PARTICIPANT PROGRESS
    c. controls all course activities
    d. does not ask questions of the participants

23. When the QA trainer as evaluator is using a checklist, the participant is:
    A. DEMONSTRATING HER/HIS ABILITY TO PERFORM A SKILL
    b. practicing performance of a skill
    c. observing another participant perform a skill
    d. observing a skill demonstration

TEAMS IN TRAINING

24. Conflict management techniques would be most useful in which stage?
    a. performing
    b. **STORMING**
    c. closing
    d. norming

25. At the forming stage, the most useful activity for the trainer to use is:
    a. encouraging competition among the group members.
    b. assigning tasks to each group member
    c. **HELPING THE GROUP ESTABLISH GROUND RULES FOR BEHAVIOR**
    d. setting deadlines for the group

26. Team roles include all of the following except:
    a. time keeper
    b. **TEAM SPOKESPERSON**
    c. team leader
    d. team recorder

CONDUCTING A QA TRAINING COURSE

27. Which of the following provides a summary of the major components of a course?
    a. course outline
    B. **COURSE SYLLABUS**
    c. course schedule
    d. course reference manual

28. Which of the following provides the essential need-to-know information in a training package?
    a. course outline
    b. course syllabus
    c. course schedule
    D. **COURSE REFERENCE MANUAL**

29. Which of the following is the primary planning document in a training package?
    A. **COURSE OUTLINE**
    b. course syllabus
    c. course schedule
    d. course reference manual

30. Which of the following is the first step in planning a training session?
    a. prepare trainer's notes
    b. create overhead transparencies
    C. **REVIEW THE OBJECTIVES**
    d. set up the training room

CHECKLISTS FOR CLASSROOM PRESENTATION SKILLS AND SKILLS IN LEADING EXERCISES

USING THE CHECKLISTS

The **Checklist for Classroom Presentation Skills** and **Checklist for Skills in Leading Exercises** are used by the QA trainer to assess each participant's competency in conducting training sessions. These checklists are derived from the information contained in the reference manual *Training of QA Trainers*.

Criteria for satisfactory performance by the participant are based on the knowledge, attitudes and skills needed to meet learning objectives. The necessary knowledge and skills are described in the reference manual and were practiced during training.

Satisfactory: Performs the task according to guidelines

Unsatisfactory: Unable to perform the task according to guidelines

Not observed: Task or skill not performed by participant during evaluation by trainer

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When determining competence, the judgment of a skilled trainer is the most important factor. In the final analysis, **competency** carries more weight than the **number** of presentations (which may be two or less, depending on the number of participants attending the course). Because the goal of this training is to enable **every** member to achieve competency, additional training or practice in classroom presentation or leading exercises may be necessary.

CHECKLIST FOR QUALIFICATION AS A QA TRAINER

To become qualified as a QA trainer, a candidate must demonstrate competency in these skills of classroom presentation and leading exercises. In addition, the candidate must demonstrate competency in presenting QA information accurately and in conducting a training session. Conducting a training session includes preparation for training and completing required reports as well as training delivery. These skills are practiced and evaluated during a cotraining session. The **Checklist for Qualification as a QA Trainer** is used to assess each participant's performance during a cotraining session. A participant may need to cotrain more than once to be deemed qualified.

CHECKLIST FOR CLASSROOM PRESENTATION SKILLS

Place an ✓ in the box if performance is satisfactory, an ✗ if it is not satisfactory, or **N/O** if not observed.

Satisfactory: Performs the task according to guidelines

Unsatisfactory: Unable to perform the task according to guidelines

Not Observed: Task or skill not performed by participant during evaluation by trainer

Participant: _____Date Observed: _____

CONTENT ORGANIZATION	OBSERVATIONS					
1. Presents an effective introduction - previews the topic						
2. States the objective(s) as part of the introduction						
3. Presents all information included in trainer notes or reference						
4. Uses internal summarization during presentation						
5. Checks participant understanding of main points before moving ahead						
6. Summarizes main points in conclusion						
7. Finishes presentation within allotted time						
DELIVERY						
8. Uses clear voice, loud enough for whole room to hear						
9. Speaks in a comfortable pace, not too slow or too fast						
10. Avoids talking to the overhead or screen						
11. Avoids reading materials from the overhead or screen						
12. Stands with comfortable posture						
13. Uses gestures calmly, without distracting viewers						
14. Moves about the room without being disruptive						
15. Encourages group participation with non-verbal cues						

CHECKLIST FOR CLASSROOM PRESENTATION SKILLS

OBSERVATIONS					
16. Makes eye contact with people throughout the room					
17. Flip charts or overheads are readable even at the back of the room					
18. Summarizes main points on overheads/flip charts (not writing text)					
19. Uses pointers/pens without distraction (not hitting screen, clicking)					
QUESTIONING					
20. Asks questions of the entire group					
21. Uses questions to involve participants in discussion					
22. Responds to participant questions (does not ignore questions)					
23. Uses active listening and clarification to understand participant questions (listen attentively, request clarification, restate questions)					
24. Reflects some questions back to the group					
25. Answers questions with correct and sufficient detail					
26. Distinguishes between questions or topics that need to be addressed immediately and those that need to be put off until later					
Comments:					
Delivered an effective classroom presentation					

CHECKLIST FOR SKILLS IN LEADING EXERCISES

Place an ✔ in the box if performance is satisfactory, an ✗ if it is not satisfactory, or **N/O** if not observed.

Satisfactory: Performs the task according to guidelines

Unsatisfactory: Unable to perform the task according to guidelines

Not Observed: Task or skill not performed by participant during evaluation by trainer

Participant: _____Date Observed: _____

	OBSERVATIONS				
1. Presents an effective introduction - previews the topic					
2. States the objective(s) as part of the introduction (unless to do so is inappropriate to the exercise)					
3. Presents all key information included in exercise guides					
4. Captures and reflects learning which the group develops through self-discovery					
5. If skills demonstration is required, never uses incorrect techniques					
6. Summarizes outcomes of the exercise and the application of the exercise to learning					
7. Projects voice so that all participants can hear					
8. Uses questions to involve participants in discussions					
9. Guides group appropriately when they require redirection on the task					
10. If team is organized with a leader and coach, allows those members to take action in redirecting and guiding the team ; works through those members to provide guidance (trainer does not take over the team)					
11. When appropriate to the exercise, provides positive feedback on the steps or tasks the team performed well					
12. When appropriate to the exercise, provides specific suggestions for performance improvement					

CHECKLIST FOR SKILLS IN LEADING EXERCISES

13. Recognizes stages of group development and makes interventions appropriate to the group's stage					
Comments:					
Effectively led an exercise					

CHECKLIST FOR QUALIFICATION AS A QA TRAINER

Place an ✔ in the box if performance is satisfactory, an ✗ if it is not satisfactory, or **N/O** if not observed.

Satisfactory: Performs the task according to guidelines

Unsatisfactory: Unable to perform the task according to guidelines

Not Observed: Task or skill not performed by participant during evaluation by trainer

Participant: _____ **Date Observed:** _____

QA topic(s) presented: _____

Preparation responsibilities: _____

Reporting responsibilities: _____

	OBSERVATIONS				
1. Delivered an effective classroom presentation as noted on a checklist for classroom presentation skills					
2. Effectively led exercises as noted on a checklist for skills used in leading exercises					
3. Presents assigned technical QA content accurately, as outlined in reference or training manuals					
4. Prepared course participants, venue, or materials appropriately, according to assigned responsibilities					
5. Completed reports appropriately, according to assigned responsibilities					
Comments:					
Qualified as QA trainer					

Chapter 1- An Approach to Quality Assurance Training

Training vs. Education

- Training transfers knowledge and skills needed to carry out a specific task or activity.
  - It presumes immediate application.
- Education provides a broad array of knowledge (and skills) to prepare for a future role

Mastery Learning

- Assumes that all student will master the needed knowledge and skills
- Enables participants to have a self-directed learning experience
- Uses a variety of teaching and training methods

Mastery Learning Assessment

- Competency-based
- Dynamic
- Less stressful

Chapter 1- An Approach to Quality Assurance Training

Competency-Based Training is Learning by Doing

Type of Presentation	Ability to Recall	
	After 3 Hours	After 3 Days
Verbal (one-way) lecture	25 %	10-20 %
Written (reading)	72%	10%
Visual and verbal (illustrated lecture)	80%	65%
Participatory (role plays, case studies, practice)	90%	70%

Coaching Skills

■ Providing positive feedback
■ Active listening
■ Questioning
■ Problem-solving

Responsibilities of the Trainer and Participants

■ Trainer
  – Help each participant attain full competency
  – Facilitate learning
■ Participants
  – Be actively involved in the learning process
  – Contribute what they already know

Chapter 1- An Approach to Quality Assurance Training

Criteria for Selecting QA Trainers

- Demonstrate proficiency in using QA skills
- An interest in training
- Humility

Levels of Performance

Skill Acquisition	Knows the steps and sequence (if necessary) to perform the required skill or activity but needs assistance
Skill Competency	Knows the steps and their sequence (if necessary) and can perform the required skill or activity
Skill Proficiency	Knows the steps and their sequence (if necessary) and efficiently performs the required skill or activity

Chapter 2- Creating a Positive Training Climate

Positive Training Environment

- Acknowledges how people learn
- Encourages and is conducive to learning
- Creates an atmosphere of safety - participants can ask questions
- Gives responsibility for accomplishing course objectives to everyone participating

Participant Expectations for Training

- Training must be relevant
- They will be motivated if the training is relevant
- Participation and active involvement
- Variety of learning experiences
- Positive feedback
- Personal concerns (safety, etc..)

Expectation - cont.

- Need recognition as individuals
- Maintain self-esteem
- High expectations of themselves and trainers
- Personal needs

Chapter 2- Creating a Positive Training Climate

Implications for Training

- The learning experience must relate directly to participant's job responsibilities
- Increase and channel motivation through clear training goals and objectives
- The learning experience must actively involve the participants in the training process

How to Involve Participants

- Allow input regarding schedules, activities, and events
- Questioning and feedback
- Brainstorming and discussion
- Hands-on work
- Group and individual projects
- Classroom activities

Implications - cont.

- Include a variety of training methods
- Provide time to give feedback
- Organize activities that will place participants at ease
  - Ice breakers
  - Expectations for the course
- Treat participants as individuals (examples - use participant names, involve participants as often as possible)

Chapter 2- Creating a Positive Training Climate

Implications - cont.

- Maintain participant self-esteem (example - avoid negative feedback)
- Respond to participant high expectations by talking (modestly) about your background and abilities
- Acknowledge and try to meet personal needs (examples - lighting, reducing tension)

Planning Before the Course

- Obtain basic information about participants
- Review existing course materials
- Organize training site (physical resources)
- Anticipate needs or participants
- **Prepare yourself for the course**

Participant Information

- How many participants?
- Why are participants enrolled?
- Experience and educational background?
- Types of QA activities participants will perform in their work?

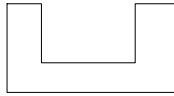# Chapter 2- Creating a Positive Training Climate

Physical Resources

- Is the training space size appropriate?
- Is the room properly heated/cooled? Ventilated?
- Writing board with chalk or markers?
- Is lighting adequate?
- Is there proper AV and demonstration equipment? Does everything function?

Training Room Arrangement

- U-shaped

- Rectangular or circular

- Small Group

Planning for Participant Needs

- Are there physical barriers?
- Will participants be able to see the AVs?
- Will there be electricity?
- Meals? Refreshments?
- What is the policy regarding smoking or alcohol?

Chapter 2- Creating a Positive Training Climate

Participant Needs - cont.

- Restrooms available? Functioning?
- Telephones available? Functioning?
- Arrangements for emergencies? First aid kit?

Trainer Pre-Course Preparation

- Update knowledge about course topics
- Review and refresh training skills, as appropriate
- Revise training aids as needed
- Prepare any personalized trainer's notes

Maintaining a Positive Climate During Training

- Use an introductory course overview
- Include warm-up activities
- Use effective verbal and nonverbal communication
- Use humor
- Informal learning activities

Chapter 2- Creating a Positive Training Climate

Effective Verbal Communication

- Vary voice pitch, tone and volume
- Use strong session introductions to capture interest
- Communicate on a personal level
- Incorporate participants' ideas and examples
- Avoid repeating words or phrases

Effective Verbal Communication - cont.

- Vary the pace and delivery
- Make logical and smooth transitions between topics
- Give clear directions for all activities

Effective Non-Verbal Communication

- Greet participants and make a positive first impression
- Use eye contact
- Use positive facial expressions
- Walk about the room
- Walk towards participants as they respond

Chapter 2- Creating a Positive Training Climate

Effective Non-Verbal Communication - cont.

- Avoid distracting gestures or body language
- Limit the use of desks, lecterns, or podiums between you and the participants
- Display enthusiasm

Use Humor

- Cartoons and transparencies related to topic
- Topic-related puns and stories
- Cartoons integrated into training handouts

Continue Positive Training Climate After the Course

- If appropriate, ask participants how they will use their new knowledge and skills when they return to their workplace
- If possible, allow for providing follow-up after training

Chapter 3- Using Audiovisual Aids

Tips for Using a Write Board

- Keep the board clean
- Use color chalk and pens that participants can see well
- Write large enough to be seen in back of room
- Prepare complex drawings in advance
- Underline headings and important words

Write Board Tips - cont.

- Do not talk while facing the board
- Do not block the participants' view of the board
- Allow sufficient time for participants to copy information

Tips for Using a Flipchart

- Use wide-tipped pens or markers
- Print in block letters large enough to be seen from back of room
- Use different colored pens for contrast
- Use headings, boxes, cartoons, and borders
- Use bullets for items
- Leave white space; don't crowd the page

Chapter 3- Using Audiovisual Aids

Flipchart Tips - cont.

- If prepared in advance, use every other page
- Have masking tape available to tape up pages around the room
- To hide a portion of the page, fold up lower portion of page and tape
- Face participants, not the flipchart, while talking

Guidelines for Making Transparencies

- Limit the information on each transparency to one main idea and about 5-6 lines of type
- Use large lettering
- Print text
- Make graphics and drawing large enough to be seen from back of room
- Mount transparencies or insert in plastic holders

Transparency Guidelines - cont.

- Number transparencies to keep in order
- Store transparencies in a box with a lid or in an envelope to protect from scratches
- The trainer can a use a paper copy of the transparency to write notes and important points

Chapter 3- Using Audiovisual Aids

Tips for Using Overhead Projectors

- Before presentation, locate and check on/off switch
- Be sure there is extra projector bulb
- Focus and check position before presentation
- Turn the projector on after the transparency is placed on glass
- Turn it off before removing the transparency

Projector Tips - cont.

- Face the participants, not the screen
- Show one point at a time, using paper to cover other points
- Use a pointer or pencil directly on the transparency
- Allow time for participants to read screen
- Turn off projector when transparencies are finished

Chapter 4- Using Interactive Training Techniques

Purpose of a Training Introduction

■ Capture the interest of participants

■ Make participants aware of trainer expectations

■ Help foster a positive training climate

Techniques for the Training Introductions

■ Review the session objectives

■ Ask a series of questions about the topic

■ Relate the topic to previously covered content

■ Share a personal experience

■ Relate the topic to real-life experiences

Introduction Techniques - cont.

■ Use a case study or small group activity

■ Use a videotape or other AV aid

■ Use imaginative transparencies

■ Make a provocative statement

■ Give a classroom demonstration

■ Use a game, role play, or simulation

■ Relate the topic to future work experiences

Chapter 4- Using Interactive Training Techniques

Summarizing a Training Session

The summary should:
- Be **brief**
- Draw together the **main points**
- **Involve** the participants

Summary Techniques

- Ask participants for questions
- Ask questions of the participants
- Administer a practice exercise or test
- Use a game to review main points

Effective Questioning Techniques

- Ask a question of the entire group
- Target the question to a specific participant by using his/her name
- State the question, pausing and then directing the question to a specific participant

The key is to avoid a pattern

Chapter 4- Using Interactive Training Techniques

Question Techniques - cont.

- Use participant names
- Repeat a correct response
- Provide positive reinforcement
- If the answer is partially correct,
  - Give positive reinforcement for correct part
  - Improve the incorrect part or redirect to another participant

Question Techniques - cont.

- If the answer is incorrect
  - Make a non-critical response
  - Restate the question to lead to the correct response
- If no response
  - Try some of the above techniques or
  - Redirect to another participant

Cautions for Questioning

- When the trainer does not know the answer, acknowledge it
  - Do not make up an answer, research the correct answer after the training
- If a participant's question will take discussion off the topic, the trainer must decide if it is worthwhile
  - If yes, answer if there is time
  - If no, move the discussion back on topic

Chapter 4- Using Interactive Training Techniques

Planning an Illustrated Lecture

Plan should include:
- The lecture objective(s)
- An outline of key points
- Questions to involve the participants
- Reminders of the participant activities, use of AV aids, etc.

Effective Illustrated Lectures:

- Begin with a **strong introduction**
- Are followed by a **smooth transition**
- Follow the **planned outline**
- Use a variety of **AV aids**
- Include activities that **involve the participants**
- Conclude with **effective summary**

Presentation Skills

- Follow the lecture plan and trainer notes
- Communicate on a personal level
- Maintain eye contact
- Project one's voice
- Avoid slang, repetitive words, phrases, or gestures
- Show enthusiasm
- Move about the room

Chapter 4- Using Interactive Training Techniques

Presentation Skills - cont.

- Use appropriate AV aids
- Ask simple and challenging questions
- Provide positive feedback
- Use participant names when possible
- Use a positive sense of humor
- Provide smooth transitions
- Be an effective role model

Why Small Groups?

- Participants learn from each other
- Involves all participants
- Creates a sense of teamwork
- Provides a variety of viewpoints

How to Create Small Groups

- Assign participants to groups
- "Count off" method
- Ask participants to form own teams
- Ask participants to draw a group number or name

Chapter 4- Using Interactive Training Techniques

Small Group Activities

■ Case studies
■ Role plays
■ Brainstorming
■ Group Discussion

Chapter 5- Using Competency-Based Assessments

Goal of QA Training

To assist health professionals in learning to adapt QA techniques in order to improve work performance and service to clients.

How Learning is Measured

In mastery learning, learning is measured by:

- Initial assessment of general knowledge and skills in course topics.
- Continuous assessment of mastery of knowledge and skills defined in **course objectives**.

Competency Assessment Terms

- Competent
- Indicator
- Performance indicator
- Competency based assessment

Chapter 5- Using Competency-Based Assessments

Why Conduct Knowledge Assessments?

- To determine participant knowledge at beginning of training (**pre-course questionnaire**)
- To motivate the participant to acquire new knowledge necessary to meet learning objectives
- To determine whether progress has been made toward objectives (**mid-course questionnaire**

Skills Assessments

- Based on **performance indicators**
- Job aids such as **checklists** can be used to evaluate indicators for:
  - process
  - outcomes

Three Levels of Performance

- Skill acquisition
- Skill competency
- Skill proficiency

Chapter 5- Using Competency-Based Assessments

Competency-based assessment measures behaviors in a **realistic** job-related situation

Competency-based Assessment Instruments

- Break down tasks and activities into essential steps
- Focus on skills and activities that participants typically perform on the job

Considerations for Using Competency-based Assessments

- Instruments require **time and effort**
- Must be performed by **proficient** QA trainers or coaches
- Require **adequate number** of skilled QA trainers or coaches

Chapter 5- Using Competency-Based Assessments

Job Aids

- Individual process steps or skills required to perform a task or activity
- Help to learn correct skills and sequence (**skill acquisition**)
- Help to measure progressive learning (**skill competency**)

Using Job Aids in Competency -based Training

- Ensures training based on process standards
- Standardizes training materials and aids
- Forms the basis of training exercises and practice sessions
- Can be used as self- or peer-assessment tools

Using Checklists in Competency-based Training

- Focus only on key steps or skills
- Measure participant's **actual** mastery skills, not just capacity to perform
- Ensures that all participants skills are measured according to same standard
- Forms the basis of follow up observations and evaluations