



APPLIED SKILLS & KNOWLEDGE, LLC

"A Leader in Measuring Success"

## Systems View of Training

AS&K's integrated approach to training and assessment is the basis of our Systems View of Training and Assessment that includes competency modeling, functional context and competency-based training, competency-based assessment and training evaluation. The goal of our Systems View of Training and Assessment is to align assessment and training with performance improvement on the job and the mission of the organization or agency. A brief description of the Systems View of Training and Assessment follows.

The Systems View of Training and Assessment begins with the identification or creation of competency models and performance and productivity measurements. Jobs that are targets for training require competency models to determine the skills and skill levels required to be successful on the job. These target jobs also require performance and productivity measurements for evaluation purposes. Once the skill requirements of a job are known through the competency models, training and assessment tools can be built. Training and its learning objectives must be designed around a valid competency model – this is called competency-based learning. Similarly, assessments should be built around valid competency models – this is called competency-based assessment.

AS&K's success in developing competency-based learning (see CBL attachment) is due in part to our unique *functional context training* design approach. This approach ensures that the training is the most effective possible and learning will translate into success on the job. Functional context training is an approach to training design that increases the effectiveness of learning by using "critical incidents" from the work setting as the basis of training design. By focusing training on the critical incidents or key job tasks and how "experts" perform them, the trainee learns faster and achieves a higher level of learning. This approach also enables the training to serve as a job and learning aid once the learner returns to the work setting. When trainees are faced with a "critical incident" back on the job, the critical incidents design approach enables them to use the training material to guide their approach to taking quick action and making correct decisions.

Similar to competency-based learning, competency-based assessment uses competency models and critical incidents to design the assessments. The competency models contain specific and detailed information about the skill and knowledge needed to perform successfully on the job. The critical incidents provide the context for the assessment. We design assessments around competency models and critical incidents for more accurate assessment of job performance.

In summary, the competency models and functional context approach make it possible to integrate and align training and assessment. Assessment then becomes diagnostic and points to required training. The assessments and performance and productivity measurements for each job enable more effective training evaluation (see Training Evaluation attached). This, in short, is the Systems View of Training and Assessment.