

Training & Development – Competency Standards

Unit of Competency

Functional Area: Training Approach and Delivery

1. Name : Process Skills

2. Code : TDZZAD406A

3. Level : 4

4. Credit : 2 units (1 QF unit is equivalent to 10 notional hours of learning)

5. Range : Able to organize and provide/arrange training components (e.g. training materials, equipment, venue, logistics) facilitating a smooth, logical and effective intervention for achieving desired learning outcome. Possessing the appropriate level of sensitivity/awareness of the motivational state of learners and able to apply relevant skills in facilitating interactions in various learning situations.

6. Competency : Performance Requirements

Knowledge and Intellectual Skills

- Knows where and how to acquire a broad knowledge base on interpreting learners' motivation, style, and other behavioral characteristics affecting their learning.
- Under superior's guidance, is able to group and present the learners' behavioral characteristics so as to help them recognize their learning style and preference, and enable self and other colleagues in the training department to decide and act upon these assessment results.
- Able to deal with typical, or familiar cases of personality and learning behavior assessment, follow provided instructions in deriving assessment scores from popular tools – such as MBTI, Learning Style, DISC, Belbin's team roles, Enneagram. Can draw simple verdict summaries following guides provided by these assessment instrument developers, subject to vetting by his/her superior.
- Able to administer the above common assessment tools following the vendors' instructions/guides and work out reasonably accurate scores for the trainees' as well as training department colleagues' reference. Able to carry out observation, questioning, active listening, facilitation, presentation, communication, intervention and providing feedback in group training and team development activities.

Process

- Under superior's guidance designs and facilitates individuals and groups in a number of learning situations using common tools and techniques (such as those mentioned above).
- Under superior's guidance exercises judgment in selecting appropriate intervention approaches and/or applies facilitation actions in helping individual learners and groups to

better understand themselves in terms of motivation, learning preference, stage of team formation, team roles and dynamics, and supports the desired changes taking into account individual, team and organizational factors.

- Monitors and checks interaction processes in learning groups/work teams to measure/reflect the learning and practice effectiveness. Able to spot pertinent note-worthy points from this operation and accurately documents the outcome for reporting to superior for subsequent interventions or adjustments in future similar situations.

Application, Autonomy and Accountability

- Able to, in consultation with superior, apply the investigative, problem solving and process design in training and development program design and development for achieving learning, skills mastery and team building objectives of employees within the organization.
- Selects the appropriate assessment tools, stimuli, intervention approaches and integrates them in the organization's training and development programs, following the directives from, and subject to the approval of his/her superior.
- Understands the organization's policies on HR development and resource allocation, and be able to select and apply process skills to tackle issues/problems relating to T&D and team building on his/her own and/or in collaboration with colleagues within or outside own work unit as well as external parties – e.g. external training consultants.
- Accountable for the outcome of the learning, development and team building activities initiated by self and approved by superior as above-described.
- Able to create an atmosphere conducive to learning, and maintain harmony and cohesion in own and with other work units, internal and external, in order to help bring about satisfactory quality outcomes.
- Shares responsibility of the training, development and team building jobs rendered by his/her junior trainers, helping them meet both the quality and quantity requirements set.

Communication, IT and Numeracy

- Able to communicate effectively and use a wide range of investigative – questioning & active listening – and facilitation skills in different training & development situations.
- Able to use the appropriate interaction design and enlivening skills in both familiar and non-routine situations to activate and involve trainees, and promote their feeling of process partnership and problem/solution ownership.
- Able to accurately interpret assessment scores of trainees and follows the instructions/guides from assessment tool vendors in producing simple and concise reports that other trainers and the trainees concerned can readily understand and assimilate.
- Able to administer computerized versions of the above-mentioned assessment tools as well as using other common IT software in presenting the assessment data and results, individually and cumulatively (e.g. group scores), for reporting to stakeholders, for subsequent analysis, and for presentation in training sessions.
- Able to understand the needs of different situations and target clientele and selects for self/recommends to other trainer colleagues the appropriate assessment tools, intervention and facilitation approaches and measures for achieving the training and development objectives.

7. Assessment Guideline

The trainer must be able to demonstrate the capability to document the behavioral characteristics (through observation, questioning, participation, etc.) of individual trainees and trainee groups/teams, report to superior with his/her preliminary judgment and recommendations to seek further advice and approval, and administer/exercise the

recommended assessment, intervention, and facilitation for achieving the training and development objectives.