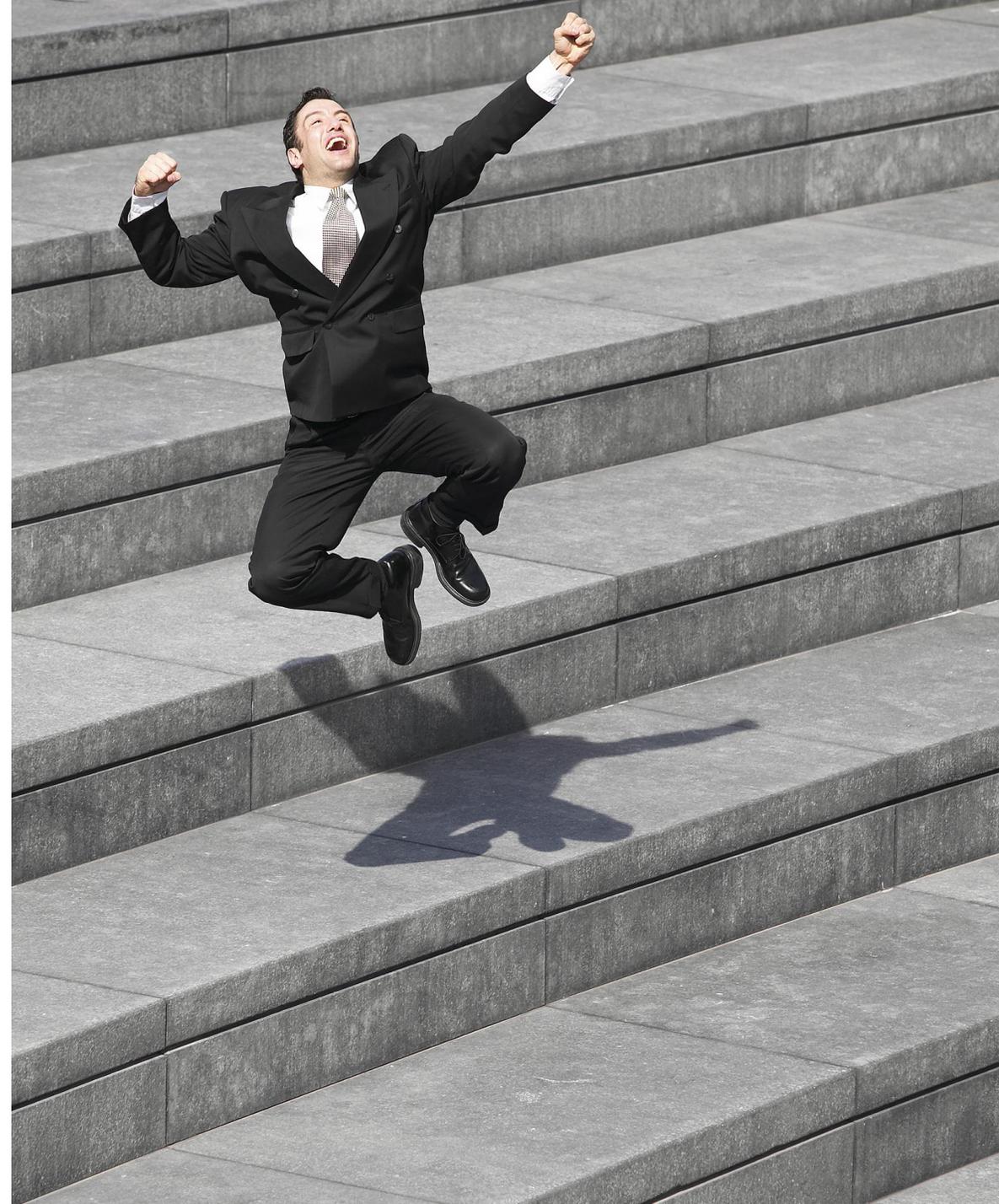


How To Accelerate Learning Transfer Through Competency-Based Learning

Presented By: Cheryl Lasse



Other Webcasts you may want to watch based on questions

- ⚙ How to Build a Competency Model in Record Time
<http://webcasts.td.org/webinar/2235> AND <http://webcasts.td.org/webinar/2644>
- ⚙ How to Use Standard Competency Models to Accelerate Learning Transfer
<http://webcasts.td.org/webinar/1809>
- ⚙ Create Informal, Competency-based Learning In Only 1 Day
<http://webcasts.td.org/webinar/2642>

Other Articles you may want to read based on questions

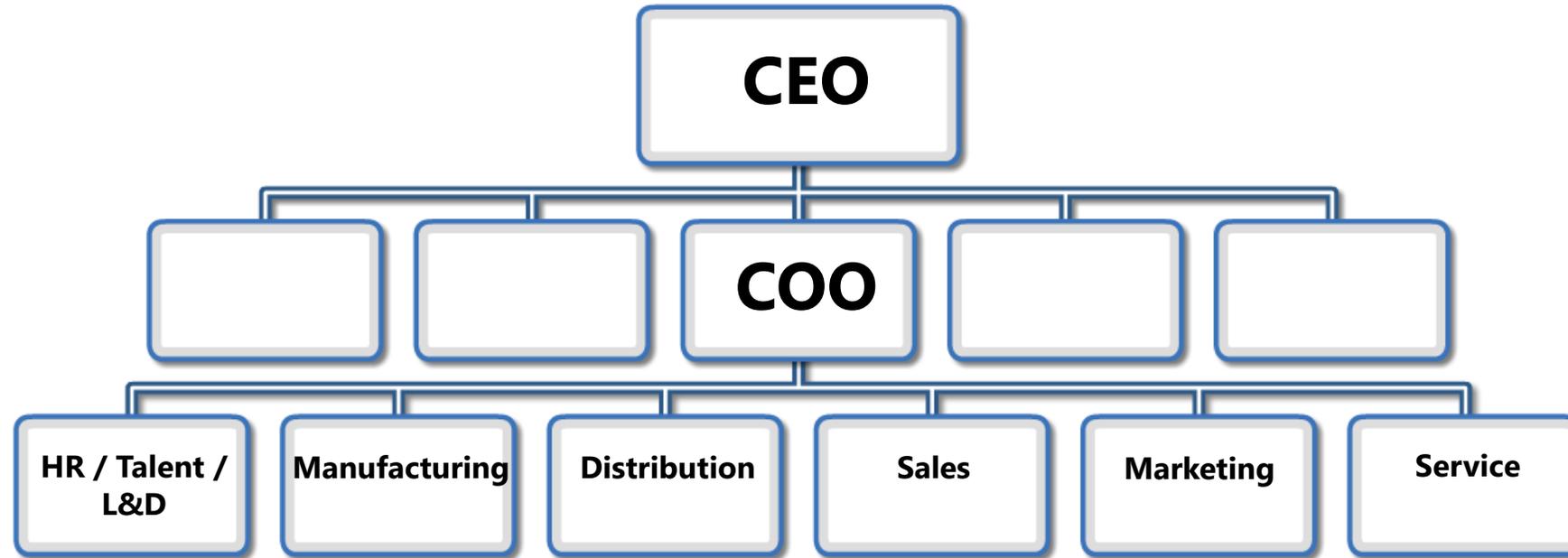
- ⚙ [Why employees taking charge of their learning is good for you \(millennials\) – Including how to sell it internally!](#)
- ⚙ [The value of competency models](#)
- ⚙ [How can my company use competency models](#)
- ⚙ [Using competency models for mentoring](#)
- ⚙ [Using competency models for coaching](#)
- ⚙ [3 Traits that will make you a Learning & Development rock star in 2020](#)

Webcast Objectives



- ⚙ How to link competency models to **existing** learning opportunities
- ⚙ How to use competency models to identify learning opportunities you need **to develop** (fill gaps)
- ⚙ How to keep your mapping current

Competency Models



Ensure that people in the organization have the ability to DO their job and grow into other roles.

A competency model describes what each person in their role needs to be able to do, specifically, in order to perform their part of corporate strategy



A competency model describes to each person what it looks like to be GREAT in your role

Why Competency-Based Learning accelerates learning transfer



We crave mastery



Job requirements - your proficiency = skill gaps

Intrinsic motivation to act
and consume
competency-based learning



Competency Models

Consistently deliver customer-focused presentations

Level	Examples
5 - Expert	<ul style="list-style-type: none"> Consistently influence others (when appropriate) at all organizational levels Build templates and tools for enabling customer-focused presentations, capturing the motivation, needs and requirements of stakeholders Anticipate questions and proactively answer them with data and persuasion before objections arise Craft a persuasive argument on-the-fly to neutralize dissenters Actively pursue communication effectiveness improvement opportunities (e.g., soliciting feedback) Demonstrate Skilled behaviors
4 - Skilled	<ul style="list-style-type: none"> Achieve influence and impact even when holding a position contrary to the majority Perform thorough research before building any presentation Use a structured technique for communication preparation <ul style="list-style-type: none"> Anticipate objections and have a response Plan for contingency Accommodate different learning styles <ul style="list-style-type: none"> Present clear, easy-to-understand information orally Support information with examples Use visual aids, slides, graphs Use multiple presentation tools and media to maintain audience interest/engagement Customize communications to the audience <ul style="list-style-type: none"> Present recommendations to peers tactfully Translate technical to layman's language and vice versa with ease -- speak the audience's language Interpret non-verbal and verbal cues to alter my messaging Advise others on tailoring the message to adapt to others' cultures and perspective, especially when communicating with globally diverse audiences Demonstrate Applied behaviors
3 - Applied	<ul style="list-style-type: none"> Use a customer-focused approach to presentations – ensure every presentation has a purpose and delivers value Research the role and background of stakeholders before the presentation <ul style="list-style-type: none"> Ask probing, open-ended questions about their needs Ask “why?” Talk to peers about stakeholder motivations, needs, and requirements Plan presentations to weave supporting data throughout to support recommendations and timing considerations Use presentation tools (Microsoft PowerPoint, Teleconference tools) Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none"> Use clear and concise communication (e.g., bullet points, summaries, etc.) Emotional/inspiring visuals that support my message Use active listening techniques
2 - General	<ul style="list-style-type: none"> Use proper grammar and spelling in presentations Proof my work before delivering Can prepare a complete, logical presentation Gather appropriate supporting data and have it available should the need arise
1 - Limited	<ul style="list-style-type: none"> Successfully help others to understand my agenda Focus on the speed of preparing a presentation, more than the quality Am great at “winging it” – can deliver a presentation without much preparation

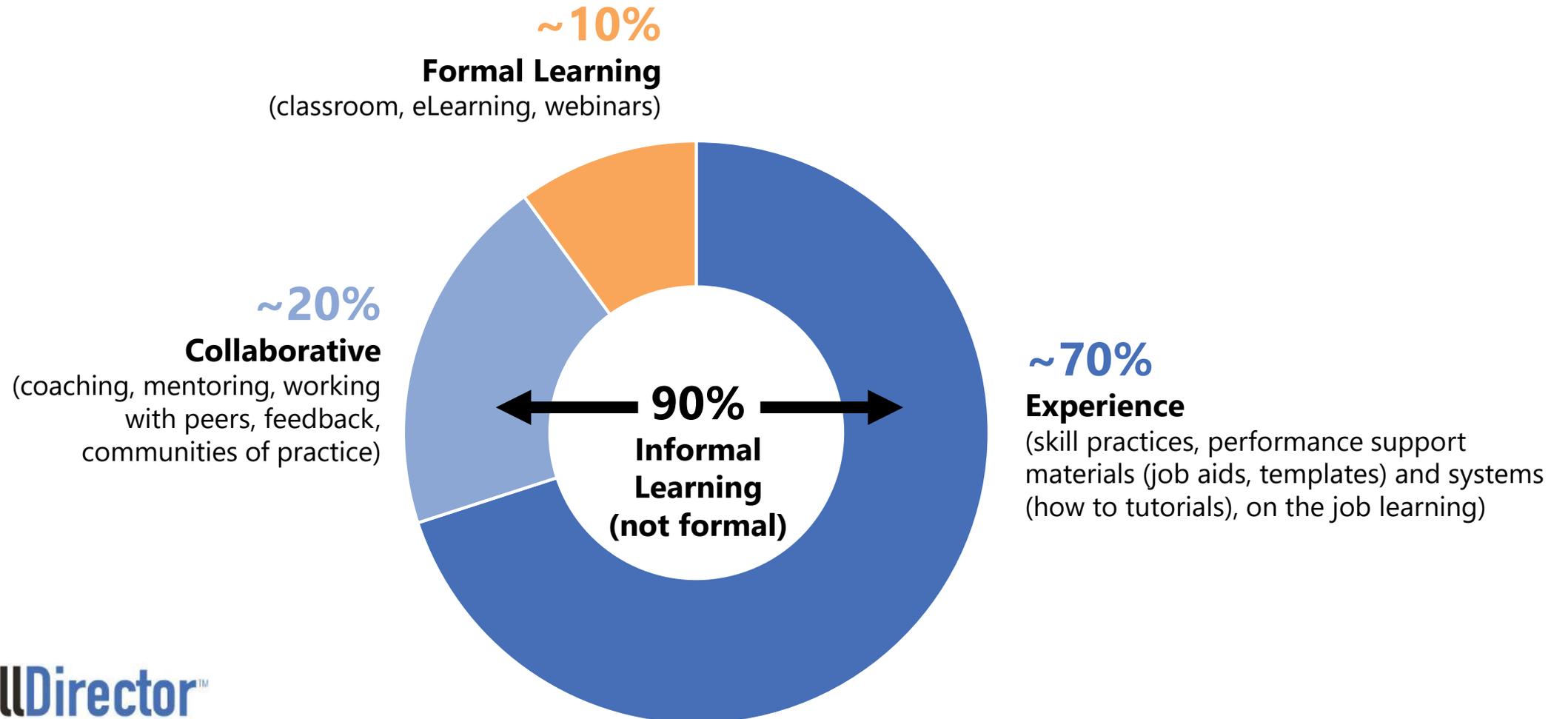
Skills/tasks grouped into competencies or task categories

Behavioral examples that show what each skill or task looks like at various levels of proficiency

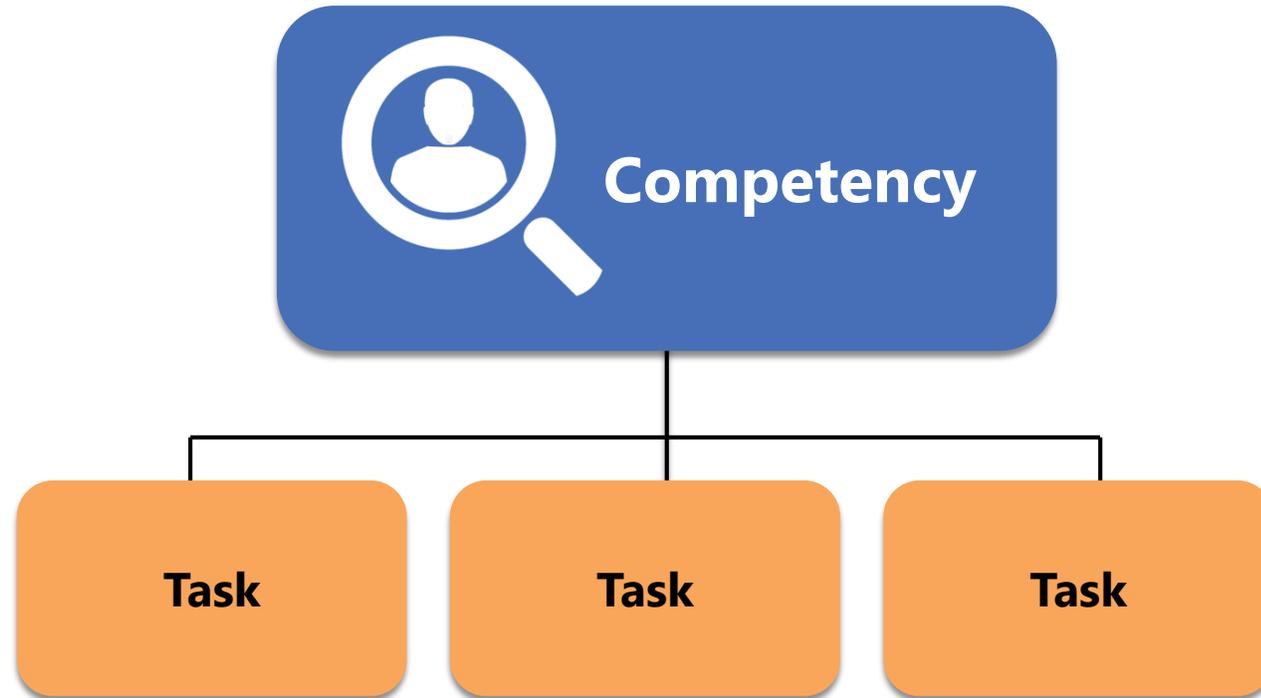
A target level of proficiency

What is a competency?

Terminology: “Learning Opportunities”



Terminology: Competency & Task



Competency-Based Learning

Task: Consistently deliver customer-focused presentations

This task could be in any of these 3 competencies.

Competency	Competency	Competency
Communication	Account Management	Field Service Delivery

If you try to map to the competency, instead of the task, you might select vastly different learning opportunities that would not address the skill of a person in this role who needs to perform this task.

Competency-Based Learning

Task: Consistently deliver customer-focused presentations

Level 3 Examples	Learning opportunity whose learning objective matches the examples
Use a customer-focused approach to presentations – ensure every presentation has a purpose and delivers value	Presentation Skills classroom course
Research the role and background of stakeholders before the presentation <ul style="list-style-type: none">○ Ask probing, open-ended questions about their needs○ Ask “why?”○ Talk to peers about stakeholder motivations, needs, and requirements	
Plan presentations to weave supporting data throughout to support recommendations and timing considerations	
Use presentation tools (Microsoft PowerPoint, Teleconference tools)	Using Microsoft PowerPoint eLearning
Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none">○ Use clear and concise communication (e.g., bullet points, summaries, etc.)○ Emotional/inspiring visuals that support my message	Presentation Skills classroom course
Use active listening techniques	

Competency-Based Learning at THIS level of granularity

Essential if you want to ensure what you create or deploy...

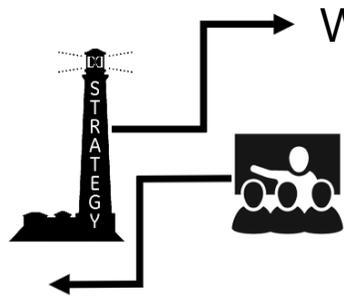
- Is relevant
- Supports corporate strategy
- Creates the **best opportunity** for learning transfer to occur
- Closes skill gaps

It **accelerates learning transfer**

because the individual performing the learning opportunity knows it's relevant and they buy into it.



What happens if you **DON'T** apply competency-based learning



WASTE: Develop/buy activities that don't support skills people need to have

Don't have learning opportunities that enable people to close skill gaps, and the skill gaps grow



Make it likely that someone with a skill gap will consume content that won't help them, so they will become disengaged with L&D and try to close skill gaps on their own

People will get frustrated with the inability to do their jobs, and will leave



Steps for Competency-Based Learning

1

Itemize your learning opportunities (Curriculum Analysis)

2

Map existing learning

3

Fill gaps



One job role or job family at a time

Step 1) Itemize your learning opportunities



Familiarize

3					
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the recipient(s)	Applied
8	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Applied
9	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Can prepare a concise, motivating and persuasive presentation o Use clear and concise communication (e.g., bullet points, summaries, etc.) o Emotional/inspiring visuals that support my message	Applied
10					

Search

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Curriculum Analysis												
2													
3							Optional Fields						
4	Activity Cod	Type (e.g., classroom, eLearning, webinar, job aid, template, video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of larger activity)	Learning Objectives (this should not be a description -- it is important that this be actual terminal learning objectives if they exist) * Identify key financial drivers that drive decision making. * Describe how power companies make money. * Analyze how company impacts financial drivers. * Demonstrate the effect your decisions have on the financial results of your company and your customer. * Illustrate how to sell profits and value rather than products or services.	Duration (hours)	Price (\$)	Proficiency Achieved With Activ	Notes	Date Create	Date Last Revised	Reviewer (SME who can ensure it is current)
5	KYCFM_Basic	Classroom	Know Your Customer's Financial Model	[link to LMS signup page]			12	500	3	Designed for sales people and those who have some sales responsibilities	1/1/2006	12/1/2015	John Smith
6													
7													
8													
9													
10													
11													

Step 1) Itemize your learning opportunities

Put identified items in the template

Learning objectives are **key** to the mapping process

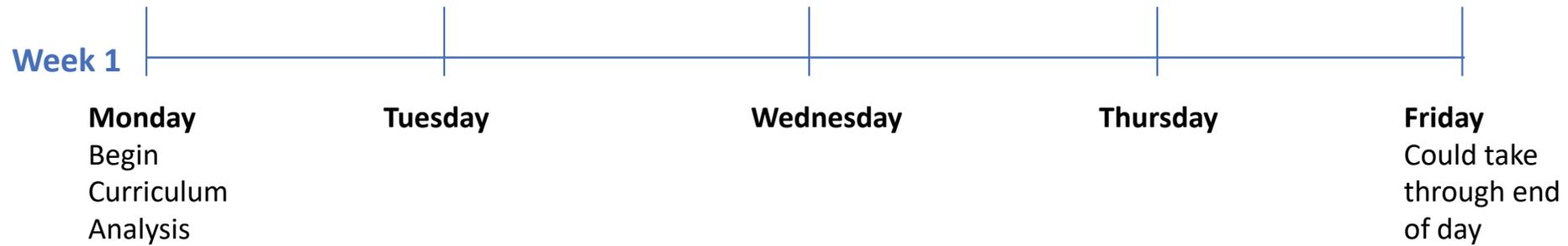
	A	B	C	D	E		N	O	P
1	Curriculum Analysis								
2									
3									
4	Activity Code	Type (e.g., classroom, eLearning, webinar, job aid, template, video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of a larger activity)	Learning Objectives (this should not be a description -- it is important that this be actual terminal learning objectives if they exist)		Communication	Financial Analysis
5	HMCMM_001	Classroom	How My Customer Makes Money	[link to LMS signup page]		<ul style="list-style-type: none"> Identify key financial drivers that drive decision making. Describe how your customers make money. Demonstrate the effect your decisions have on the financial results of your company and your customer. Illustrate how to sell profits and value rather than products or services. 			x
6	Template_001	Template	Presentation needs analysis template			Use this template to identify the needs and motivation of presentation participants		x	

Resource: Curriculum Analysis Template.xlsx

Categorize for easy mapping

Competency-Based Learning Timeframe

Unless you have no content



Step 2) Map existing learning

Place a copy of your competency model into the mapping template

3								
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency	Activity Code	Type	Learning Opportunity Name or Description
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied			
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied			
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the recipient(s)	Applied			
8	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Applied			
9	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Can prepare a concise, motivating and persuasive presentation o Use clear and concise communication (e.g., bullet points, summaries, etc.) o Emotional/inspiring visuals that support my message	Applied			
10								

Resource: [Task To Training Mapping Template.xlsx](#)

Step 2) Map existing learning

Map tasks for one competency, one at a time

	A	B	C	D	E	F	N	O
1	Curriculum Analysis							
2								
3								
4	Activity Code	Type (e.g., classroom, eLearning, webinar, job aid, template, video, checklist)	Training Activity Name/Description	Link To Activity, Asset, or person (regardless of where it is located)	Module Name (only if it is a part of a larger activity)	Learning Objectives (this should not be a description -- it is important that this be actual terminal learning objectives if they exist)		Communication
6	Template_001	Template	Presentation needs analysis template			Use this template to identify the needs and motivation of presentation participants		x

	A	B	C	D	E	F	G	H
1	Mapping Template							
2								
3								
4	Job Title	Competency / Task Category	Skill / Task	Behavioral Example	Required Proficiency	Activity Code	Type	Learning Opportunity Name or Description
5	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Use a customer-focused approach to presentations	Applied			
6	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Research the role and background of stakeholders before the presentation o Ask probing, open-ended questions about their needs o Ask "why?" o Talk to peers about stakeholder motivations, needs and requirements	Applied			
7	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Ensure every presentation has a purpose and delivers value to the recipient(s)	Applied			
8	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Applied			
9	Field Services Manager	Communication	Consistently deliver customer-focused presentations	Can prepare a concise, motivating and persuasive presentation o Use clear and concise communication (e.g., bullet points, summaries, etc.) o Emotional/inspiring visuals that support my message	Applied			

1. Filter both templates by competency/category (columns O and B in the images)
2. Using first task and examples, look for activity whose learning objectives match task examples for target proficiency
3. Match found? Add match to mapping template
4. Move to next task in competency

Step 2) Map existing learning

Sort your mapping template by Skill/Task, then Activity Type, then Activity Description – this will enable you to review and evaluate the mix of learning opportunities being recommended for each task

Skill/Task	Behavioral Example	Required Proficiency	Activity Code	Activity Type	Activity Description
Consistently deliver customer-focused presentations	View	3	SD_PRESENTATION_SKILLS	Classroom	Presentation Skills classroom course
Consistently deliver customer-focused presentations	View	3	MS_PPT_101	eLearning	Using Microsoft PowerPoint eLearning
Consistently deliver customer-focused presentations	View	3	EMI_CUST_FOCUS_PPT	Job Aid	Customer-Focused Presentation Template
Consistently deliver customer-focused presentations	View	3	JA_SD1COMM006	Job Aid	List of activities to consistently deliver customer-focused presentations
Consistently deliver customer-focused presentations	View	3	SD_SKILL_PR_PEROPEX_18	Skill Practice	Customer-Focused Presentations: Prepare and deliver customer-focused presentations that address the needs and motivation of the audience

- ✿ Try to have a blend of different activity types at the task level for learner preference
- ✿ Consider activity types relevant to the nuances of your audience

Step 3) Fill gaps

Propose learning opportunity for any gap with activity description, type and learning objective

- The learning objective comes from the behavioral example for which you have a gap

Skill/Task	Behavioral Example	Required Proficiency	Activity Code	Activity Type	Activity Description	Activity List	Learning Objective
Consistently deliver customer-focused presentations	Use presentation tools (Teleconference tools)	3		Video	Overview and performance support tutorials for using Zoom teleconference		Use teleconference tools
Consistently deliver customer-focused presentations	Use active listening techniques	3		Activity	Meet with someone from whom you need to gather input. Ask them only open ended questions. As they provide answers, probe for more information, including asking "why" until you have a thorough understanding of what they told you. Then summarize what they told you and ask for confirmation.		Use active listening skills to thoroughly understand a topic/need

Examples of "70" (experiential) activities:

- Sit with someone while they perform [X]. Challenge their rationale and be sure you understand it. Participate in their discussion/validation with others. Make a checklist to document the process they followed, and list the specific [system] changes they made as a result of this particular [piece of information].
- Sit with someone while they prepare the [X]. Ask them to explain what they're doing and why they are doing it, with their best practices. Make a checklist of the steps in the process.
- Sit with someone who is performing [X]. Do what they do. Identify/ask questions. Compare your results to theirs. Document what they do differently. Make a checklist for yourself.
- Shadow someone who has been asked to [X]. Document the request and the steps for completion. Do this for 3 separate requests, preferably of different types.
- Ask 3 internal/external customers how you're doing and how you can improve your service to them. Ask for specifics. On your own, make a list of how you can do good things better and how you can improve. Create an action plan for a short term plan to operationalize this change. Share your action plan with your manager and ask for feedback.
- Build and present a customer-specific business case to my team or an individual for their feedback before delivering it to the customer
- Make a presentation to the team on business model and competitive position in the marketplace
- Brainstorm with your team how to find the best data sources for [X] and how to automate them

Examples of "20" (collaborative) activities:

- As your manager to locate a task-based mentor
- As your manager to assign you as a task-based mentor for others
- Ask a task-based mentor to observe you in a sales meeting and provide feedback

See Competency-Based Learning - Steps To Implement.docx for examples of informal activities you may want to propose

Competency-Based Learning: Fill gaps example

Task: Consistently deliver customer-focused presentations

Level 3 Examples	Learning opportunity whose learning objective matches the examples
Use a customer-focused approach to presentations – ensure every presentation has a purpose and delivers value	Presentation Skills classroom course
Research the role and background of stakeholders before the presentation <ul style="list-style-type: none"> ○ Ask probing, open-ended questions about their needs ○ Ask “why?” ○ Talk to peers about stakeholder motivations, needs, and requirements 	Skill practice: identify the needs and motivations of presentation participants
Use presentation tools (Microsoft PowerPoint, Teleconference tools)	Using Microsoft PowerPoint eLearning
Can prepare a concise, motivating and persuasive presentation <ul style="list-style-type: none"> ○ Use clear and concise communication (e.g., bullet points, summaries, etc.) ○ Emotional/inspiring visuals that support my message Plan presentations to weave supporting data throughout to support recommendations and timing considerations	Build a business case for some change I think should be made in our department, with a focus on supporting data and timing that would influence the decision. Present it to my team and ask if they would agree with my recommendation. Then ask for presentation feedback.
Use active listening techniques	Meet with someone from whom you need to gather input. Ask them only open ended questions. As they provide answers, probe for more information, including asking “why” until you have a thorough understanding of what they told you. Then summarize what they told you and ask for confirmation.

Competency-Based Learning: Fill gaps activity

Task: Consistently deliver customer-focused presentations

Level 4 Examples	Learning opportunity
Perform thorough research before building any presentation	
Customize communications to the audience <ul style="list-style-type: none"> ○ Present recommendations to peers tactfully ○ Translate technical to layman’s language and vice versa with ease -- speak the audience’s language 	
Adapt my communication style to the preferences of the audience	
Accommodate different learning styles <ul style="list-style-type: none"> ○ Present clear, easy-to-understand information orally ○ Support information with examples ○ Use visual aids, graphs 	
Use a structured technique for communication preparation <ul style="list-style-type: none"> ○ Anticipate objections and have a response ○ Plan for contingency 	
Interpret non-verbal and verbal cues to alter my messaging	
Achieve influence and impact even when holding a position contrary to the majority	
Use multiple presentation tools and media to maintain audience interest/engagement	
Advise others on tailoring the message to adapt to others' cultures and perspective, especially when communicating with globally diverse audiences	

Adding Structure: Skill Practice With Instructions



Example Skill Practice
Document Name: Example skill practice.docx Page 1 of 2

Learning Objectives:

- Identify the needs and motivation of presentation participants
- Ensure every presentation has a purpose and delivers value to the recipient(s)

Instructions

For this activity, you should pick some presentation that either you have to give, or a peer will be giving. Identify the topic and the purpose (what you/peer want to happen as a result of the presentation).

Presentation Topic	
Presentation Purpose	
Attendees (Names & Titles)	

Step 1) Make a list of the questions you'd want to know about their motivations, needs and requirements in order to ensure you can accomplish the purpose. Be sure they are probing, open ended questions, and that you ask "Why" if their answer requires more depth.

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	

Step 2) Make a copy of the template for each attendee. If you have 5 attendees, you'll have 5 templates.

Step 3) Do your homework. Using any company resources, LinkedIn profiles, and your peers who have a relationship with this person, try to get the answers to the questions you've written. Use the template below to capture the details. Be sure to identify the source.

Step 4) Schedule 15 minutes with each of the attendees (one-on-one, in person or virtually) and ask them the questions – your homework should help you to be able to understand their position. Use the template below to capture the details from your conversation. It may not be possible to meet with each person.

Step 5) Identify how you will tailor your presentation (or how your peer should be tailoring their presentation) in order to achieve your purpose based on what you learned about the participants. Use the template below to capture your plans.

Note that you won't necessarily use this template the same way for all presentations, but it can serve as a good reminder for consistent presentation preparation, and to ensure that you capture the voice of your presentation customers.



Example Skill Practice
Document Name: Example skill practice.docx Page 2 of 2

TEMPLATE

Attendee: John Smith, VP of Sales

Homework:

Source	What I learned
LinkedIn	Says goal is XXX
Mary Brown	Says focused on YYY

Conversation answers:

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	

How I will tailor the presentation
Be sure to include an overview on how this project will impact John's supply chain project and how it will integrate with his timeline, adding value to his project, as opposed to detracting from it.

Create Informal, Competency-based Learning
 In Only 1 Day: <http://webcasts.td.org/webinar/2642>

Found in the materials you can download.

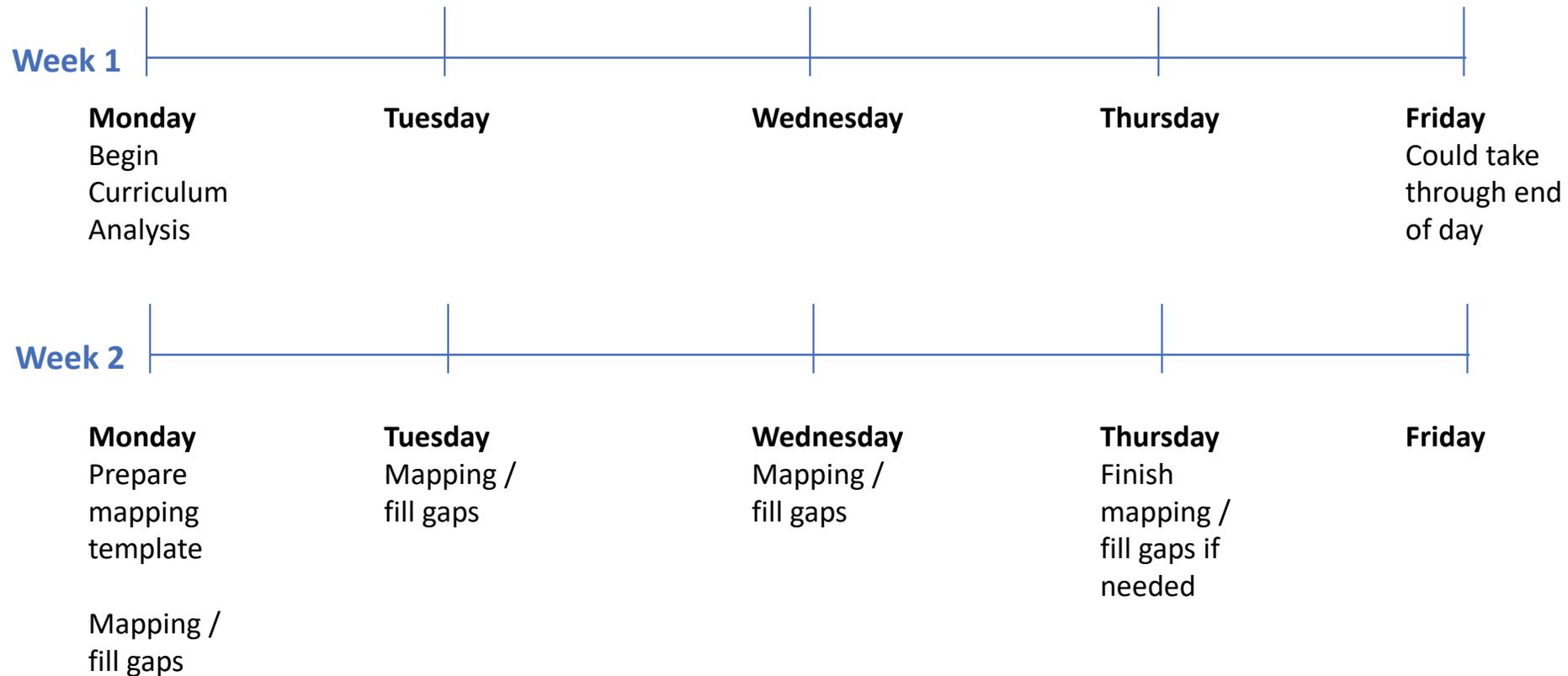
Competency-Based Learning: Learning Curation

Skill/Task	Behavioral Examples	Required Proficiency	Activity Code	Activity Type	Activity Description	Activity Link	Learning Objective
Manage time efficiently such that I consistently adhere to commitments and changing priorities	View	3	EMI_TED1	Video	Humorous TED talk that explains how to better manage your time and avoid bad meetings	View	<ul style="list-style-type: none"> • Avoid meetings that are not well structured. • Promote better meeting organization among peers.
Manage time efficiently such that I consistently adhere to commitments and changing priorities	View	3	JA_SD1PERMG004	Job Aid	List of activities to establish and reinforce a strong focus on internal/external customer satisfaction	View	Manage time efficiently such that I consistently adhere to commitments and changing priorities
Manage time efficiently such that I consistently adhere to commitments and changing priorities	View	3	EMI_PROFESSIONAL_PRESENCE_ILT_04	Classroom	Professional Presence: Time Management	View	<ul style="list-style-type: none"> • Explain how to address the needs of multiple customers.
Manage time efficiently such that I consistently adhere to commitments and changing priorities	View	3	SD_SKILL_PR_PEROPEX_01	Skill Practice	Task List: Use a structured process to differentiate, prioritize, and complete high value tasks	View	Create a personal project plan to consistently achieve daily operational excellence by prioritizing and completing high value tasks
Manage time efficiently such that I consistently adhere to commitments and changing priorities	View	3	HMM-TIME-MGMT	eLearning	Harvard Manage Mentor: Time Management	View	<ul style="list-style-type: none"> • Analyze how you currently spend your time. • Identify opportunities for improvement. • Set goals. • Prioritize tasks. • Plan your time efficiently using scheduling tools. • Control time-wasters. • Evaluate

- ✿ See TD Magazine for ideas on Learning Curation
- ✿ It can be as easy as going to YouTube, TEDx, Khan Academy, or relevant associations or government sites and searching for a behavioral example

Competency-Based Learning Timeframe

Assuming Curriculum Analysis takes 5 days & mapping takes 3 days



Competency-Based Learning Timeframe



The competency model for each role defines the skills required to accomplish their part of corporate strategy

You know what learning opportunities (built or proposed) someone with a skill gap can leverage to close that gap



Know the demand for what you don't have BEFORE you build/buy it (Competency assessment like <https://td.org/skilltracker>)

The screenshot displays the Skill Tracker web application interface. At the top, the logo for 'atd SKILL TRACKER' is visible, along with the text 'Skill Tracker'. A user profile for 'Hi, Cheryl' is shown with a 'Logout' button. A navigation bar includes links for 'Self-Assessment', 'Career Planning', 'ATD Practice Tests', and 'Skill Tracker Resources'. The main heading is 'Perform Self-Assessment', with 'Help' and 'Tutorial' icons. Below this, instructions state: 'Use this function to assess yourself in your current role, shown in the header below. Click here to change your role.' and 'For each task/skill, click on the [i] to review behavioral examples and then rate your proficiency. Click Submit.' 'Assessment Details' are listed: 'Assessment Date: 5/11/2017' and 'Role/Track: HR/OD Professional Track'. A control bar contains 'Submit', 'Save', and 'Cancel' buttons. The main content is a table with columns for 'Competency', 'Task/Skill', and five proficiency levels: 'No to Little Proficiency', 'Limited Proficiency', 'Consistent Proficiency', 'Advanced Proficiency', and 'Exceptional Proficiency'. Each cell in the proficiency columns contains a radio button.

Competency	Task/Skill	No to Little Proficiency	Limited Proficiency	Consistent Proficiency	Advanced Proficiency	Exceptional Proficiency
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Design	Conduct a targeted needs assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Design	Identify learning approach that best addresses learner/organization needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Instructional Design	Apply adult learning theory to instructional design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Provide Competency-Based Learning to each person to accelerate learning transfer

The screenshot displays the 'Self-Directed Learning Engine' interface. At the top, it shows the user's name 'Hi, Cheryl' and a 'Logout' button. Below this is the title 'My Personalized Learning Plan' with 'Help' and 'Tutorial' icons. A progress bar indicates the current stage: 'SELF-ASSESSMENT' (green), 'RESULTS' (red), 'LEARNING PLAN' (orange), and 'DEVELOPMENT PLAN' (blue). The main content is a table with columns for Priority, Task/Skill, Activity Description, Activity Type, On Development Plan?, Target Completion Date, Link, Status, Hrs, and Activity Votes.

Priority	Task/Skill	Activity Description	Activity Type	On Development Plan?	Target Completion Date	Link	Status	Hrs	Activity Votes
1	Generate interest in your solution (fill the top of the funnel)	Skill practice on gaining in-depth knowledge of the Customer to help deliver tailored solutions that will differentiate us from the competition	Skill Practice	<input type="checkbox"/>		view	Active		3 0
1	Generate interest in your solution (fill the top of the funnel)	Skill practice on tailoring your communications so they are better received by individual stakeholders	Skill Practice	<input type="checkbox"/>		view	Active		4 0
2	Consistently use well prepared, customer-focused verbal communication	Skill practice on tailoring your communications so they are better received by individual stakeholders	Skill Practice	<input type="checkbox"/>		view	Active		4 0

Keep your mapping current



The skills and behaviors in your model will change

- Usually updated annually or due to major changes
- Mapping can be reviewed via pre-work with 4-6 high performers and recommended updates consolidated during 1-2 hour meeting

Learning opportunities are updated

- Changes to learning opportunities should now be driven by the competencies themselves, so the mapping should be updated before the learning opportunities
- If you don't own an opportunity being modified, verify learning objectives still link
- **If curating learning, curation and mapping occur simultaneously**



Keep your mapping current



Crowdsource: Actively solicit feedback for continuous improvement

TEMPLATE

Attendee: John Smith, VP of Sales

Homework:

Source	What I learned
LinkedIn	Says goal is XXX
Mary Brown	Says focused on YYY

Conversation answers:

Question 1	
Question 2	
Question 3	
Question 4	
Question 5	

How I will tailor the presentation
Be sure to include an overview on how this project will impact John's supply chain project and how it will integrate with his timeline, adding value to his project, as opposed to detracting from it.

[Click here](#) if you have ideas for improving this skill practice. We'd love to hear them!

Use automated workflow to keep them current

Sat 2/10/2018 9:48 AM
 SE SDLE@my-sdle.com
 SDLE: Training Activities to review/revise
 To: classe@skilldirector.com

This is an automated message informing you that the following list of Activities should be reviewed:

Activity Code	Activity Description	Review date
SD_SP_CONT_PLAN	Contingency Planning: Use a structured process to define and plan for both known risks and the unexpected so you can anticipate breakdowns in execution and quickly make changes when required	02/07/2018
SD_SP_VALUE_FOCUS	Customer Satisfaction: Value Focus: For each of several internal or external requests, determine how you will meet them in a customer-focused way that delivers value	02/08/2018
SD_CUSTOMER_CENTRAL_ILT_03	Customer Central (ILT): Personality Types	01/29/2018
SD_PROBLEM_SOLVING_e_02	Problem Solving & Analysis (e): Improving Decision Quality	01/29/2018

The following list of Activities should be revised:

Activity Code	Activity Description	Revision date
SD_DISC_ONLINE	DISC Overview	02/28/2018

To review/revise the Training Activities, please click the following link:
[Review/Revise](#)

[Click here](#) if you have ideas for improving this skill practice. We'd love to hear them!

Summary

- ⚙ You learned how to link competency models to existing learning opportunities, how to identify learning activities to fill gaps, and how to keep your mapping current
- ⚙ You can't accelerate learning transfer unless you have relevance and employee buy-in
 - ⚙ Starts with competency model
 - ⚙ Ends with competency-based learning
- ⚙ If you have learning opportunities that are not tied to your competency model, they are wasting your time and valuable resources
- ⚙ The most important thing you can do is to ensure that your audience has the skills they need to execute their part of corporate strategy – “competency-based learning”

Contact Information



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Download materials from this webinar: <http://ow.ly/QgxC30kTOHx>

[Link to ATD Skill Tracker](#)

[Link to Competency Models For Professional Development LinkedIn Group](#)

[Link to white paper: Why employees taking charge of their learning is good for you](#)

[Link to other webinars](#)