

# Creating a Trainer CQI Tool & Process

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# What is a CQI Process?

**“The systematic process of identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions.”**

- US Department of Health and Human Services

**The goal is to enable improvement of performance on an ongoing basis.**





# RUTGERS

School of Social Work

## **Institute for Families**

**advances the professional practice and knowledge base of individuals and organizations dedicated to improving the lives of children and families.**

## **Training is A Core Service**



# IFF Portfolio & Experience

Leadership and professional development:

- NJ Child Welfare Training Partnership
- Grow NJ Kids Training Services
- NJ Child Support Institute
- NJ Coordination Center for Child Abuse & Neglect Forensic Evaluation and Treatment
- NJ Victim Assistance Academy

# Why Focus on Trainer CQI?

- Trainers are ambassadors
- Quality control and accountability
- Skills and knowledge impact children, families
- Cross-cutting need across our programs





Consider your favorite performer.....



**What makes  
an excellent  
performer?**



# **An Excellent Performer**

**How do you  
identify and measure  
behaviors  
that indicate  
an  
excellent performance?**



# Group Activity

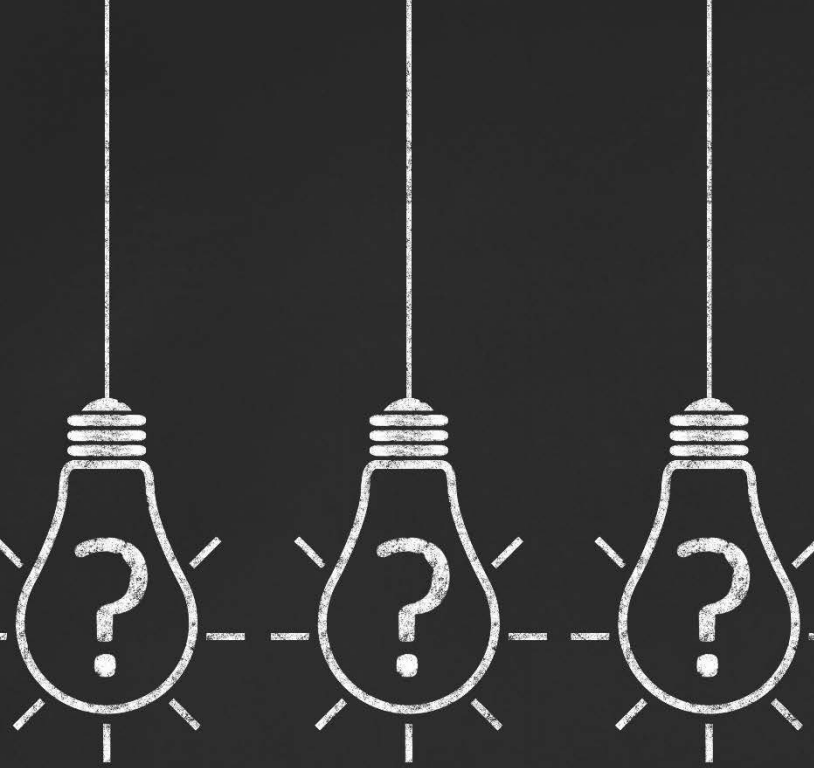


- 1. Consider a great performer.**
- 2. Identify at least three behavioral indicators you would use to rate their performance.**
- 3. Determine a scale (numbers or adjectives) use to rate them.**



**What behaviors do  
you observe  
in an excellent  
trainer?**

# Developing the CQI Process



- What is available on evaluating trainer effectiveness?
- How did other organizations review and observe trainers?
- Where can we locate a listing of trainer competencies?



# National Scan of Models

Trainer Competency Model (North Carolina Office of Personnel)

Association for Talent Development and the North America Resource for Child Welfare (Institute for Human Services)

Ohio Child Welfare Trainer Competencies

International Training and Education Center on HIV, "Trainer's Skills: Competencies Checklist"

Minnesota Child Welfare System Trainer Academy "Trainer Self-Assessment"

The Instructor Competency Assessment (2006) Langevin Learning Services [www.langevin.com](http://www.langevin.com)



# **Developing IFF Trainer CQI Tool**

**After a review of  
existing training competency listings and a  
number of trainer observation tools –  
this led us to create our own.**

**The NSDTA Trainer Competencies best suited  
our trainer roles.**



# Prioritizing NSDTA Trainer Competencies

- NSDTA includes 29 trainer competencies
- Arranged within 11 categories
- Broken down into sets of 1-7 subcategories
- Full listing includes 133 subcategories

# IFF's Trainer Competencies

## Communication Cluster

- Presentation Skills
- Oral/Verbal Communication
- Interpersonal Communication
- Non-verbal Communication

## Cultural Sensitivity

## Problem Analysis

## Judgement

## Flexibility

## Group Dynamics Cluster

- Interpersonal Understanding
- Managing Process
- Group Climate

## Instructional Management Cluster

- Instructional Strategies
- Assessment & Transfer
- Learning Climate
- Environment

## Job Commitment

# Considerations on Ratings

Options include:

- Quantitative questions  
Likert Scale (5) Excellent to (1) Poor
- Qualitative comments  
Strengths and areas for Improvement
- Combination of both
- Ideal number of total items on form?





# IFF Trainer CQI Observation Tool

## PRESENTATION SKILLS: Ability to make effective presentations

Performance	Highly Effective (H)	Effective (E)	Needs Strengthening (S)	Level of Performance or N/A
<b>01.1 Lesson Objectives.</b> Presents an overview of the lesson objectives at the beginning of the session.	<i>All learning objectives were clearly presented, in a way that set expectations and tied those objectives to the needs of the participants.</i>	<i>Learning objectives were presented verbally, provided in a handout, or shown on a PowerPoint presentation at the beginning of the session.</i>	<i>Learning objectives were not presented verbally, provided in a handout, or shown on a PowerPoint presentation at the beginning of the session.</i>	
<b>01.2 Questioning.</b> Asks participants open or closed questions, which are related to the lesson objectives; answers all relevant questions.	<i>Often used open and closed questions to encourage further discussion. Used questioning techniques to obtain clear answers from participants. Answered participant questions and verified understanding.</i>	<i>Used open or closed questions, and answered relevant questions.</i>	<i>Did not consistently use open or closed questions. Did not answer or answered only some questions throughout the training.</i>	
<b>01.3 Range of Techniques.</b> Selects from a range of techniques (e.g., paced presentations, activities, or media presentations, anecdotes, stories, analogies, or “humor” and “past experience”) to convey key ideas.	<i>Effectively, creatively, and consistently used four (4) or more techniques and approaches to accommodate all participants’ learning styles.</i>	<i>Used three (3) of the following techniques to convey main points: hands-on experience, role-play, lecture, visual aids, and concrete examples.</i>	<i>Primarily used only one (1) teaching technique to convey main points. For example, the instructor lectured for the majority of the session.</i>	
<b>COMMENTS:</b> Please indicate the specific behaviors observed in the training session and the impact on the learning that led to the rating.				

# Practice Observation and Coaching

<https://www.youtube.com/watch?v=LjHORRHXtyI>



# IFF Instructor Observation Report (internal)

## Institute for Families Instructor Observation Report

Name of Trainer: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Course Title: \_\_\_\_\_

Program Area: (circle) NJCWTP      NJCSI      GROW NJKIDS      NJVAA      OTHER: \_\_\_\_\_

Observer(s): \_\_\_\_\_

**Instructions:** For each competency area, list the number assigned to each performance indicator in the appropriate rating column:

Competency Area	Highly Effective	Effective	Needs Strengthening	N/A	Target Area for Coaching (Y/N)
<b>Communication Cluster</b>					
Presentation Skills					
Oral/Verbal Communication					
Interpersonal Communication					
Non-verbal Communication					
<b>Cultural Sensitivity</b>					
<b>Problem Analysis</b>					
<b>Judgement</b>					
<b>Group Dynamics Cluster</b>					
Interpersonal Understanding					
Managing Process					
Group Climate					
<b>Instructional Management Cluster</b>					
Instructional Strategies					
Assessment & Transfer					
Learning Climate					
Environment					
<b>Flexibility</b>					
<b>Job Commitment</b>					
<b>TOTAL (add # listed in each rating column)</b>					

# IFF Instructor Observation Report (external)

## Institute for Families Observation Summary and Coaching Plan

**HIGHLY EFFECTIVE AREAS:** Identify competency area and observable skills/behaviors

1.
2.
3.

**AREAS TO STRENGTHEN:** Identify competency area and observable skills/behaviors

1.
2.
3.

### COACHING PLAN

Competency Area to Strengthen	Steps to Strengthen Competency Area	Timeframe to complete	Follow-up Coaching to look for these observable skills/behaviors
1.			
2.			
3.			

Date Completed: \_\_\_\_\_

Date Shared with Program Lead: \_\_\_\_\_

Date Shared with Trainer: \_\_\_\_\_

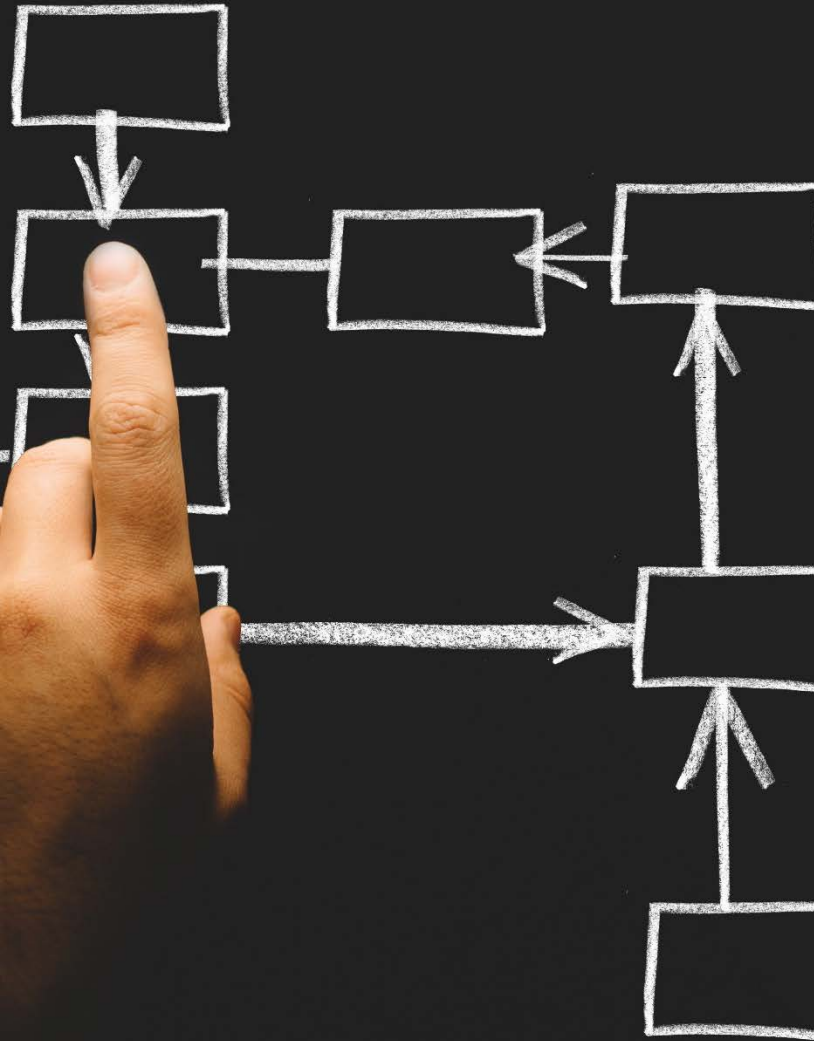
# Documenting Trainer Observations



- Instructor Observation Report records ratings related to each competency
- First page is for internal use only
- Page 2 mirrors last page of Observation Tool
  - Completed jointly by observer
  - Shared with program lead and the trainer
  - Goal is to initiate a conversation regarding coaching plan, if needed

# IFF CQI Process

- Trainers notified of process, introduced to tool
- Unannounced observations conducted
- Joint observations with review for interrater compatibility
- Supervisors receive trainer observations and report
- Meeting to debrief the process
- Goal is the creation of a trainer coaching plan
- Coaching plan identifies strengths, opportunities to enhance competency areas





# Coaching Plan

1. What were the teacher's highly effective competencies?
2. What were the teacher's competencies that could be strengthened?
3. Select one targeted competency area to strengthen and identify a few steps or tasks that could address and enhance his skills.



# Why Should Organizations have a Trainer CQI Process?

- Deliver a high level of service to its constituency
- Identify strengths and areas of growth, provide feedback to support professional development
- Through ongoing observations and feedback, provides timely assessments to reinforce best practices, allow continuous skill development, and address training delivery concerns

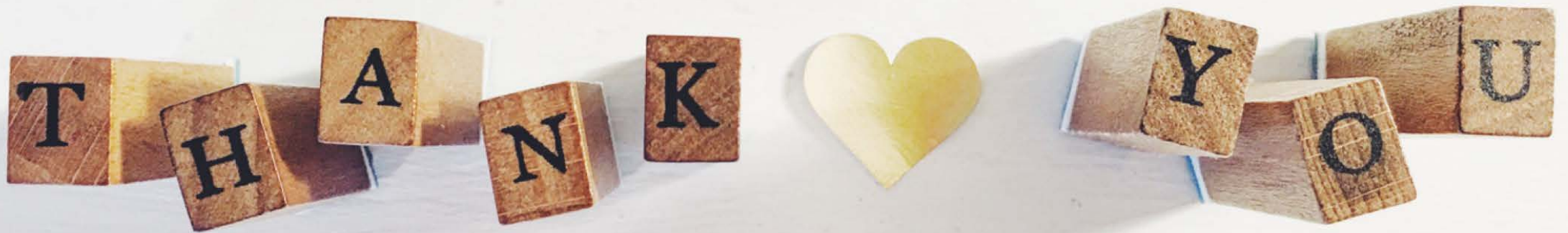




**Questions?**

# Let's keep improving together...

[childwelfare@ssw.rutgers.edu](mailto:childwelfare@ssw.rutgers.edu)



# References

## Trainer Competencies

American Public Human Services Association (APHSA) National Staff Development and Training Association (NSDTA). (2002). Instructor Competency Model.

Association for Talent Development (ADT) Trainer Competency Model, [adt.org](http://adt.org)

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U.S. Department of Education Division of Adult Education and Literacy. (2002). Instructor Competencies Assessment Instrument. Building Professional Development Partnerships for Adult Educators Project.

## Trainer Competency Checklists

International Training and Education Center on HIV, "Trainer's Skills: Competencies Checklist".

Minnesota Child Welfare System Trainer Academy "Trainer Self-Assessment".

The Instructor Competency Assessment (2006) LANGEVIN LEARNING SERVICES [www.langevin.com](http://www.langevin.com)

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