

SKILL BUILDING TASK ANALYSIS

LEADERSHIP TASKS - (LL)

These tasks could be performed by directors, administrators, board members, human resource directors, trainers, others.

- LL-1** Sets expectations that the agency is a learning organization that creates an open, nurturing climate for self-development, learning, and feedback.
- LL-2** Promotes the ongoing development of all staff at all levels of the organization and supports the implementation of mission driven activities to support skill-building strategies throughout the agency and leadership team.
- LL-3** Develops and maintains an organizational culture which supports lifelong performance growth and learning in the team, unit or agency.
- LL-4** Reviews evaluative feedback from skill-building initiatives with agency, unit, or team and uses this information when developing agency specific skill-building developmental plans.
- LL-5** Promotes and leads organizational efforts to learn from other organizations and agencies.
- LL-6** Keeps abreast of current child welfare practice issues, informs staff of ongoing changes in the child welfare profession and attends to own developmental needs.
- LL-7** Provides for the development and allocation of resources and makes effective and creative use of resources to support skill building.

MANAGING TASKS - (MP, MS)

These tasks could be preformed by supervisors, co-workers, professional mentors, trainers, content experts, community partners, others.

Planning Skill- Building and Transfer-of-Learning Interventions (MP)

- MP-1** Keeps abreast of current child welfare practice issues, informs staff of ongoing changes in the child welfare profession and attends to own developmental needs including the development of necessary clinical skills.
- MP-2** Determines practice areas for skill building based on goals and objectives of the unit.

- MP-3** Uses assessment information (such as the ITNA, learning styles, communication styles, current skill level, etc.) to jointly formulate developmental plans.
- MP-4** Uses assessment data to match staff with appropriate coaches or mentors.
- MP-5** Identifies performance expectations of staff and uses the ITNA to jointly assess their need for knowledge and skill development.
- MP-6** Plans the use of skill-building tools including the TOOL Manual, Trainee Guide, the Field Guide and other learning resources (job aids, learning cues, etc.)
- MP-7** Coordinates with skill-building coaches or mentors to plan and structure skill-building sessions, including transfer-of-learning strategies before and after training.
- MP-8** Assures policy issues are integrated into best practice skill-building strategies.
- MP-9** Considers cultural issues in planning skill-building experiences for staff.
- MP-10** Plans use of trainers or collateral contract staff for skill-building activities following training sessions, especially in related-area skills.
- MP-11** Uses feedback from coaches and mentors to determine if barriers to skill application and performance are organizational barriers or barriers related to lack of motivation, confidence or skill and plans skill-building interventions accordingly.

Supporting Transfer of Learning and Skill Development

- MS-1** Assures staff receives foundation knowledge and understanding through orientation and training before beginning skill-building activities in the agency.
- MS-2** Assures staff is oriented to the OCWTP competency-based training system and explains use of Individual Training Needs Assessment, OCWTP training, and expectations with respect to training and TOL, including how the agency will support staff's efforts in achieving competence.
- MS-3** Provides developmental opportunities through delegation of substantive tasks or assignments and by providing opportunities to interact with other community providers.
- MS-4** Prepares staff to attend workshops through review of individual training needs assessments, review of workshop competencies, providing pre-training assignments using a variety of resources, and meeting with staff prior to training to identify learning objectives.
- MP-5** Supporting staff during training to assure their uninterrupted participation.

- MS-6** Supports the worker in using self-directed learning activities such as shadowing experiences, supplemental reading or computer-based training.
- MS-7** Encourages mentoring relationships in agency and facilitates the mentoring process.
- MS-8** Engages and supports unit staff in peer mentoring activities to facilitate skill development.
- MS-9** Ensures staff has the time to develop skills by helping them develop workload management skills including time management and workload efficiency.
- MS-10** Reviews post-training action plans and provides reinforcement for skill application and consequences and feedback when it does not occur.
- MS-11** Uses case conferences and staff meetings to reinforce skills, provide supportive feedback concerning the application of practice standards, and provide clinical feedback relevant to reviewed cases.
- MS-12** Participates in skill-building activities with staff when appropriate such as teleconferencing, videoconferencing, chat rooms, or learning labs with trainers, coaches, or other consultants.

COACHING TASKS - (CP, CA)

These tasks could be preformed by supervisors, co-workers, professional mentors, trainers, content experts, community partners, others.

Planning Skill-Building Interventions (CP)

- CP-1** Engages staff in the learning relationship.
- CP-2** Plans and implements (individualized) coaching activities for the learner, based on assessment information as well as goals and objectives of the learner's developmental plan.
- CP-3** Incorporates staff's action plans from training sessions in the coaching plan.
- CP-4** Organizes and sequences coaching to support the natural and predictable process by which most people learn (i.e., levels of learning.)
- CP-5** Considers cultural issues in planning learning experiences and skill- building for staff.
- CP-6** Applies principles of adult learning to on-the-job training.

- CP-7** Creates a safe learning environment to encourage staff to take risks when practicing new skills.
- CP-8** Keeps abreast of current child welfare practice issues, informs staff of ongoing changes in the child welfare profession and attends to own developmental needs.

Applying Coaching Strategies (CA)

- CA-1** Applies various skill-building strategies and techniques based on the individual's or groups' assessed needs and preferences such as:
- Coaching
 - Modeling
 - Shadowing
 - Observation with feedback
 - Use of "learning cues"
 - Role Playing
 - Use of Hypothetical Situations
 - Planned Repetition and Reinforcement of Concepts.
 - Demonstrations
 - Experiential Activities
 - Guided Imagery, Visualization
- CA-2** Conducts on-the-job training activities to model and reinforce culturally competent practice.
- CA-3** Identifies and uses "teachable moments" and "naturally-occurring opportunities" to apply newly learned concepts.
- CA-4** Develops and teaches use of job aids (i.e., learning cues) to assist staff in skills application.
- CA-5** Integrates OCWTP products as tools in skill building including the TOOL Manual, Trainee Guide and the Field Guide.
- CA-6** Develops and utilizes learning retention techniques and methods such as the use of mnemonic devices, advanced organizers, logical sequencing of presentation and connecting new information to previously learning information.
- CA-7** Provides self-directed learning activities for staff and supports use of the activities.
- CA-8** Uses computer-based learning, distance learning and other technological tools and strategies appropriately in skill building.
- CA-8** Integrates policy issues into best practice skills strategies

- CA-9** Debriefs coaching sessions and assignments with staff and gives strength-based evaluative feedback on the use of developing skills.
- CA 10** Recognizes the potential for conflict in the coaching process and the importance of supporting continuous feedback while coaching.
- CA-11** Provides evaluative feedback to supervisors concerning staff, unit, or teams' performance.
- CA-12** Uses information gained through coaching to help diagnose performance problems and develop intervention strategies.
- CA-13** Recognizes organizational barriers to skill application and reports this information to appropriate staff.

MENTORING TASKS – (ME)

These tasks could be performed by supervisors, co-workers, professional mentors, trainers, content experts, community partners, others.

- ME-1** Engages selected staff, team, or unit in ongoing mentoring relationship.
- ME-2** Completes joint assessment and planning with staff, team, or unit to develop mentoring objectives, goals and activities.
- ME-3** Provides guidance to protégé on issues related to career development.
- ME-3** Uses mentoring strategies to enhance motivation, competence, and self-confidence and to guide leadership and career development issues.
- ME-4** Keeps abreast of current child welfare practice issues, informs staff of the ongoing changes in the child welfare profession and attends to own developmental needs.
- ME-5** Considers cultural issues in planning skill-building experiences for staff.
- ME-6** Recognizes the potential for conflict in the mentoring process and the importance of supporting continuous feedback while mentoring.

CONSULTIVE TASKS – (CR, CC):

RTC (CR)

- CR-1** Promotes and assists county agencies in the completion and interpretation and use of the ITNA in planning skill-building interventions.

- CR-2** Offers technical assistance to agency staff on standardized and agency-specific TOL and skill-building interventions.
- CR-3** Offers training to agency staff to facilitate skill-building activities.
- CR-4** Offers regional skill-building interventions including learning labs, computer-based follow-up activities, videoconferencing, etc.

Consultants (CC)

- CC-1** Provides technical assistance to agencies in developing and sequencing skill-building activities.
- CC-2** Provides direct skill-building activities in the agency, including individual coaching with workers and group coaching sessions.
- CC-3** Provides technical assistance to the RTC for skill-building activities.

LEARNER TASKS - (LE)

- LE-1** Understands and accepts the responsibility to actively participate in the learning environment by seeking feedback from others, and seeking learning opportunities and available resources to support own development.
- LE-2** Shares new ideas and knowledge with others, provides peer mentoring when appropriate and gives developmental feedback to coworkers.
- LE-3** Actively participates in joint assessment and planning to develop skill-building plan for assigned job tasks that includes the completion of the ITNA, development of action plans, and other diagnostic skill building assessments.
- LE-4** Uses and is receptive to developmental interventions including shadowing, coaching, mentoring and other skill-building activities.
- LE-5** Provides feedback to supervisor regarding new knowledge and skills gained post training in the skill-building process and participates in on-going assessment of the process to identify performance gaps.
- LE-6** Keeps abreast of current child welfare practice issues and ongoing changes in the child welfare profession.