

Competency Model, Roles, and Responsibilities For PEV Training Facilitators

The Partnership to Advance Volunteer Excellence (PAVE) focuses on supporting the development of ABET volunteers as Program Evaluators (PEVs). The new PEV training includes pre-work (completing online modules and reading a mock Self-Study) followed by a 1½ day training session, which is done in small groups designed to simulate a campus visit. The trainers for these PEV training sessions are nominated from the ABET member societies and trained by volunteer trainers.

Purposes of Training Facilitator Competency Model

- Serves as a tool for ABET member societies in their nomination and orientation process of trainers (who support facilitators)
- Sets expectations for trainers as to what is required and how they may be evaluated during and after the training

This competency model has been developed to assist member societies, lead trainers, and training committees in recruiting, selecting, orientating, evaluating, and developing trainers. The competency model is intended to communicate what is expected of trainers in preparing for and delivering PEV training.

Roles and Requirements of Training Facilitators

Below are explanations of the roles of the facilitators as well as suggested minimum requirements for each of those roles.

Training Facilitator Roles

Lead Facilitator

- Holds overall responsibility for managing the flow and timing of training
- Establishes an engaging but welcoming learning environment for participants to practice and experiment

Co-Lead Facilitator

- Supports lead facilitator in his/her responsibilities
- Ensures support facilitators are working well with participants and in sync with overall training objectives
- Shadows lead facilitator

Support Facilitator

- Holds responsibility for the learning of the assigned visit simulation group
- Uses experience as a Team Chair to assist in the learning of participants
- Manages a small group of PEV candidates

Minimum Qualifications and Requirements

A candidate for facilitator training must meet the following minimum qualifications prior to attending training.

Competency Model, Roles, and Responsibilities For PEV Training Facilitators

Lead Facilitator

- Must have previously served as a Support Facilitator
- Must have served as Co-Lead with Lead Facilitator and successfully demonstrated the Lead Facilitator competencies

Co-Lead Facilitator (not at every training session)

- Must be an experienced Team Chair

Support Facilitator

- Must be an experienced Team Chair (The design of the new training requires the content expertise of participating Team Chairs.)

Additional Preferred Qualifications and Requirements:

Support Facilitator

- Has served as a Mentor to a PEV
- Has observed the revised training for PEVs
- Has experience in leading groups of adult learners

Assignment Process

- 1) Those interested in being a trainer for the PAVE-PEV training must first attend the Train-the-Trainer program.
- 2) Attendance in the Train-the-Trainer program will be finalized by the **Training Committee** based on the number of openings and trainings required, desired diversity and representation across societies to deliver training, how well the participants fulfill the competencies, etc
- 3) Candidates will be given feedback during and after training by their peers and Lead facilitators on how well they demonstrate the competencies to model what will be expected of them as trainers in working with PEVs during PEV training.

Assignment/Evaluation Processes

For those using the competency model to ‘evaluate’ or ‘give developmental feedback’ to candidates (member societies, lead trainers, etc.), below is a rating guideline. Please note that feedback is best given when specific data and examples are given along with the actual rating, if the ratings are used.

Competencies

Following the Train the Trainer sessions, candidates will be assessed on the competencies using a scale of 1-5:

- 5 = Very strong evidence competency is present
- 4 = Strong evidence competency is present
- 3 = Some evidence competency is present
- 2 = Strong evidence competency is NOT present
- 1 = Very strong evidence competency is NOT present

Competency Model, Roles, and Responsibilities For PEV Training Facilitators

PEV Training Facilitator Competency Model		
Desired Competency	Demonstrated Proficiency (in other areas of life/work or as a facilitator if currently a trainer)	Application as a Facilitator
Technically Current/Capable of Learning	<ul style="list-style-type: none"> • Engaged in life-long learning • Picks up on the need to change personal and interpersonal behavior quickly • Seeks feedback • Picks up on verbal and non-verbal cues regarding their impact on others and adjusts 	<ul style="list-style-type: none"> • Shares personal successes and failures to enhance participant learning • Applies experience as a PEV and as a Team Chair to facilitate excellent learning and experience for participants • Remains current in and shows an ability to apply knowledge of outcomes-based accreditation as well as accreditation procedures and requirements to the learning experience
Capable of Creating an Environment for Learning	<ul style="list-style-type: none"> • Creates a positive and safe atmosphere for participants to experiment to enhance personal learning • Expresses thoughts, feelings, and ideas in a clear, concise, and compelling manner • Adjusts style to engage participants • Assesses learning needs and adjusts as necessary <p><u>Additional for Lead Facilitators:</u></p> <ul style="list-style-type: none"> • Manages the front of the room – has an engaging presentation style and platform skills • Promotes a successful experience in training and facilitating experiential adult learning • Promotes a successful experience in leading other trainers 	<ul style="list-style-type: none"> • Demonstrates a style that values different learning styles (visual, experiential, auditory) as well as backgrounds and experience (industry vs. academia) • Brings personal background and experience as a PEV and as a Team Chair with Draft Statements, onsite experiences, etc., that contribute to participant understanding • Makes appropriate judgments that represent ABET and member societies well • Demonstrates competence in delivering experiential learning <p><u>Additional for Lead Facilitators:</u></p> <ul style="list-style-type: none"> • Demonstrates an ability to lead Support Facilitators • Treats facilitators as valued members of the training team • Intervenes as necessary to ensure facilitators are fully contributing members of the training team, enhancing the learning of participants
Interpersonally Skilled	<ul style="list-style-type: none"> • Builds trust • Listens and places input into context • Maintains an open mind and avoids personal bias • Finds common ground and gets cooperation easily • Diffuses high tension situations • Displays culturally sensitivity • Communicates well 	<ul style="list-style-type: none"> • Provides constructive feedback to participants to assist in their learning • Deals tactfully with participants who don't complete training requirements • Makes an objective evaluation of a participant's potential as a PEV • Communicates effectively concerns to individuals and/or appropriate parties

Competency Model, Roles, and Responsibilities For PEV Training Facilitators

Team-Oriented	<ul style="list-style-type: none"> • Fosters open dialogue • Invites and builds on the ideas and input of others • Acknowledges and celebrates team accomplishments • Readily accepts input from colleagues • Works with colleagues to reach consensus • Values team success over personal success 	<ul style="list-style-type: none"> • Works effectively with other facilitators, society liaisons, volunteers, and ABET staff • Encourages and models teamwork for participants in training • Focuses on the “greater good” of ALL member societies • Displays the capability of working with a diverse set of participants across societies and backgrounds
Professional	<ul style="list-style-type: none"> • Conveys professional appearance and demeanor • Displays a commitment to contributing and adding value to the training process • Is perceived as a person with high integrity and ethical standards 	<ul style="list-style-type: none"> • Represents ABET and member society well • Stimulates learning and continuous improvement in participants • Shows professional respect for participants, member society liaisons/volunteers, and ABET staff • Upholds ABET Code of Conduct at all times
Organized	<ul style="list-style-type: none"> • Focuses on critical issues and avoids minutia • Takes responsibility and works under minimum supervision <p><u>Additional for Lead Facilitator:</u></p> <ul style="list-style-type: none"> • Manages capably training logistics 	<ul style="list-style-type: none"> • Meets all training deadlines • Takes responsibility to thoroughly prepare prior to training • Communicates in a responsive and timely manner to all involved parties <p><u>Additional for Lead Facilitator:</u></p> <ul style="list-style-type: none"> • Manages entire training process from beginning to end, including integrating the support facilitators into the process • Ensures that the training experience runs smoothly