
COMPETENCY PROFILE OF TRAINING PROGRAM MANAGER

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National Institute of Corrections

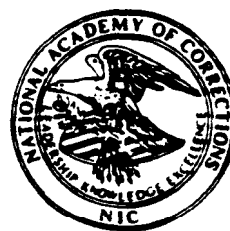
October, 1991

TRAINING PROGRAM MANAGER

... promotes individual and organizational performance through planning, designing, and managing employee development and training programs/services

Duties		←				
A	Conduct Strategic Planning	A-1 Monitor the internal/external political process	A-2 Identify & involve stakeholders in planning process	A-3 Determine internal/external needs of staff & clients	A-4 Predict future trends	A-5 Establish benchmarks for total quality management
B	Develop Policies & Procedures	B-1 Identify need for policy/procedure	B-2 Review enabling legislation & industry standards	B-3 Draft policies/procedures	B-4 Elicit comments/feedback from stakeholders	B-5 Revise per comments/feedback
C	Develop Training Programs & Services	C-1 Establish training standards	C-2 Involve training committee in design/development of training program	C-3 Conduct formal/informal needs assessments & job task analysis	C-4 Develop criteria for evaluating training & training related services	C-5 Develop curriculum design
D	Manage Delivery of Training Services	D-1 Identify/employ program delivery strategies & methodologies	D-2 Manage facilities/training space	D-3 Manage equipment & materials	D-4 Schedule programs, staff, & participants	D-5 Disseminate program/service information
E	Manage Finances	E-1 Assess/project expenditures to meet identified training needs	E-2 Develop & draft budget proposal	E-3 Present/negotiate budget	E-4 Secure & manage supplemental financial resources	E-5 Develop expenditure plan
F	Manage Personnel	F-1 Recruit, hire, & dismiss staff	F-2 Supervise staff	F-3 Develop training plan for training staff	F-4 Train trainers	F-5 Coach, counsel, & mentor training staff
G	Manage Information	G-1 Establish data base to determine training needs	G-2 Develop & maintain individual/organization training records	G-3 Maintain property/materials inventories	G-4 Develop/maintain qualitative/quantitative information training program	G-5 Review/interpret information to support training goals/objectives
H	Market Programs/Services	H-1 Participate in executive management/planning/marketing	H-2 Develop/implement internal/external marketing plan	H-3 Develop/disseminate program information through various media	H-4 Promote training programs with diverse organizational groups	H-5 Participate in community organizations
I	Promote Professional Growth & Professionalism	I-1 Participate in professional organizations & training community	I-2 Pursue continuing education/training	I-3 Read professional literature & keep abreast of HRD principles & practices	I-4 Research & develop articles for professional journals & newsletters	I-5 Provide/participate in leadership of organizations & training community

October 7, 1991
 Boulder, Colorado



Tasks

A-6 Analyze strengths, weaknesses, opportunities, & problems of current programs (w/in)	A-7 Coordinate the mission philosophy of staff development/ training with agency	A-8 Develop short & long-range action plans			
B-6 Seek approval	B-7 Implement new procedures or policy				
C-6 Acquire or develop new curricula	C-7 Coordinate the development of lesson plans & training aids	C-8 Identify providers of training services	C-9 Conduct research, e.g., coordinate field testing of programs	C-10 Create reciprocal opportunities with other providers of training services	C-11 Establish/maintain alternative training resources & supplemental services
D-6 Coordinate alternative staffing patterns/ coverage (while in training, etc.)	D-7 Enforce training standards	D-8 Evaluate current training programs components & program impact	D-9 Organize formal/informal achievement, incentive, & recognition activities		
E-6 Review/ approve requisitions & tuition reimbursements	E-7 Negotiate/ manage with contract providers	E-8 Track, document, & justify expenditures	E-9 Prepare cost effectiveness expenditure report		
F-6 Conduct performance evaluations	F-7 Establish awards & incentives for training staff				
G-6 Develop a plan for research	G-7 Develop/ disseminate & present reports to stakeholders				
H-6 Develop network of internal/external advocates for training progs.					
I-6 Contribute to professional standards	I-7 Seek feedback & assessment to further self-awareness				

Traits & Attitudes

Resourceful
Creative
Innovative
Ethical
Persuasive
Flexible
Self-motivated
Credible
Risk-taking
Committed
Articulate
Persistent
Visionary
Integrity
Sense of humor
Energetic
Optimistic/positive
Sincere
Perceptive
Adaptable
Supportive
Professional
Role model
Dynamic
Vigilant
Enthusiastic
Assertive
Initiative

Knowledge & Skills

Knowledge of:
Personnel adm./EEO/Affirm. Action
Budget Management
Curriculum development
Learning theory/Learning styles
Agency policies/procedures
Criminal justice system
Legislative law
Assessment tools
Testing evaluation instruments
Group dynamics
Agency mission/goals/operations
Staffing analysis
Organizational development
Administrative law
Cultural & ethnic diversity
Stress/time management
Human resource development
Legislative process
Technology

Skills in:
Written/oral communication
Negotiation
Organization/coordination
Decision making
Delegation
Prioritizing
Public speaking
Instruction
Public relations
Leading meetings
Conducting research
Managing change
Supervision
Problem resolution
Grant writing
Leadership

Tools & Equipment

Microfilm
Audio-visual aids (i.e., flipcharts, overheads, Postermakers, Kroys, video/audio equip.)
Computers/software
Residential accommodations
Presentation Products
Simulation props & training equipment
Publishing, binding, copier
Office equipment & furniture
Interactive video learning centers
Commercial assessment/evaluation tools
Tele-conference Lab (satellite dish, screen)
Resource libraries & Database
Comfortable tables/chairs
Space for storage & learning

DACUM Facilitators

from the

National Academy of Corrections:

Ida Halasz, Ph.D.

Steve Swisher

TRAINING PROGRAM MANAGER

Panel Members

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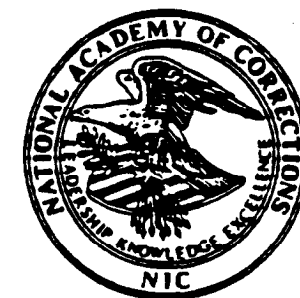
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