

Designing AIS Staff Training Guidance

Using a Competency Based Approach

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Federal Aviation
Administration



Overview

- **Original Design & Assumptions**
- **Current Approach**



Introduction

- **Background on AIS Training Manual**
 - Original Assumptions
 - Traditional training manual assuming all AIS Officers have similar job or functional responsibilities
 - Training focus: **Teaching to job or functional requirements**
 - Challenges
 - Multiple functions within AIS with little commonality within some AIS organizations
 - No standard job descriptions or certifications for AIS
 - Technological differences among organizations



Introduction

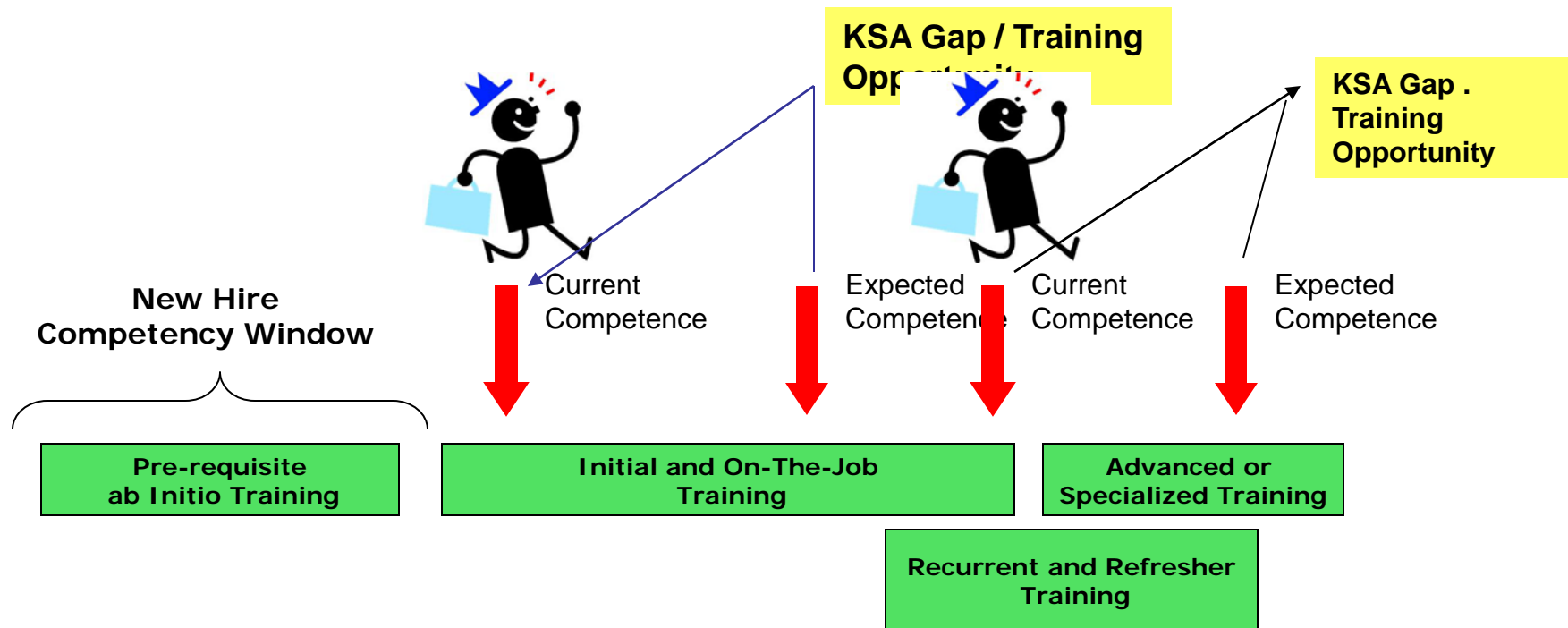
- **New Approach**

- Enhanced training manual format to a training guidance manual using a competency-based framework instead of job or functional based training
 - Training focus: **Teach to the gap of competence** in the knowledge, skills, and abilities (KSAs) required at the individual, functional, or organizational level



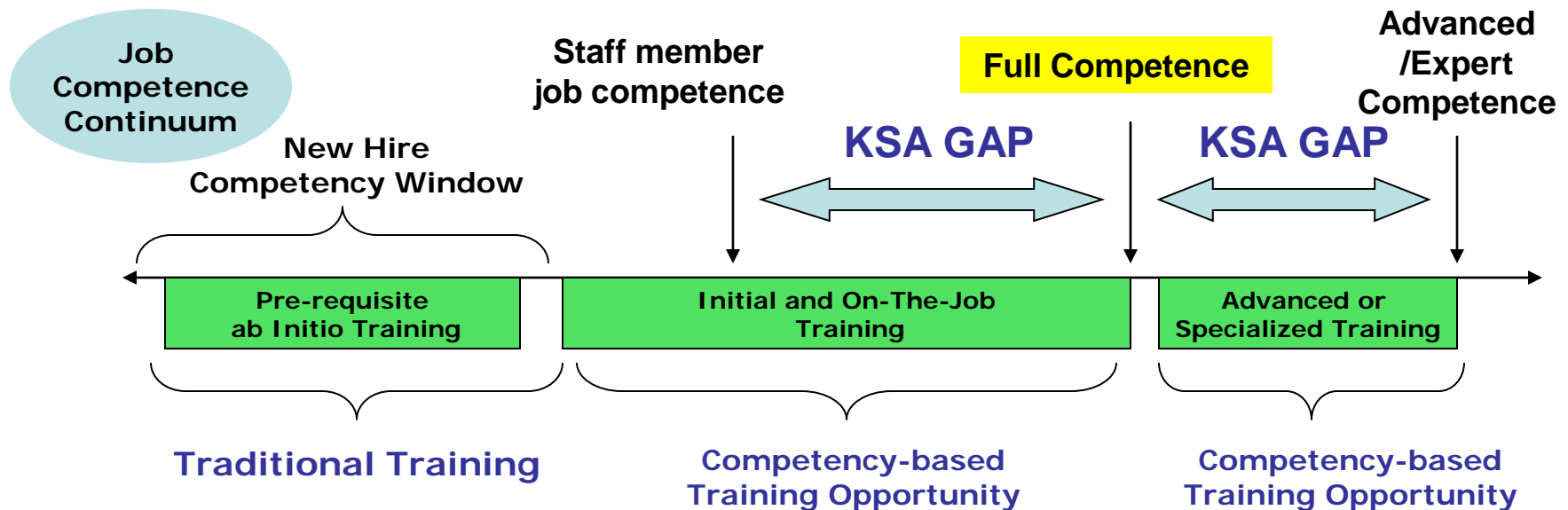
Competency Based Framework

Two Examples



Competency-Based Framework

- Focuses on developing training specific to a gap in the competence of knowledge, skills, or ability



Competency-Based Framework

- **Advantages**

- Training is designed **to a gap of competency in knowledge, skills, and abilities**
- Allows training resources to be optimized
 - training is specific and doesn't waste resources
 - participants are appropriately challenged
 - over-training or under-training does not occur
- Flexible

What will the AIS/AIM Framework provide?

- **Guidance on training development**
- **AIS Competency Framework/Model**
- **Examples**
- **Resources**



Guidance

- **Guidance**

- Process for training development

- Assess and document
 - Job competencies required
 - Assess staff member competence
 - Identify the Gap between the job and the staff KSAs
 - Identify and design training
 - Conduct training
 - Evaluate

Competency Model/Framework

- **AIS functional competencies**
- **Sample AIS model:**
 - Identified terminal objective and enabling (supporting) tasks
 - Associated learning objectives based on terminal objectives

Examples

- **Case studies: illustrating how this process of using a framework could address specific learning's for:**
 - New hire (prerequisite and basic or initial training)
 - Staff member not yet proficient (refresher or ab initio training)
 - Specific change in technology applied to everyone (recurrent training)
 - Promotion (advanced training)

Resources

- **Sample competency framework/model based on Annex 15**

