



## CURRICULUM RECOMMENDATIONS REPORT

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*Submitted by:*

**Maher & Maher**  
www.mahernet.com



3535 Route 66, Bldg. 4  
Neptune, NJ 07753  
732-918-8000

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## INTRODUCTION

The Kentucky Workforce Academy Project (Academy Project) was conceived by the Kentucky Workforce Investment Board (KWIB), in conjunction with the Education and Workforce Cabinet and local workforce officials. The goal of the Academy Project was two-fold: (1) to build support and understanding of Kentucky’s brand promise, and build capacity to support the transformation of the workforce system to an integrated delivery system, benefitting the citizens of the Commonwealth and each of its economic regions; and (2) to provide valid inputs into a comprehensive curriculum plan to support the transformation and personal growth of those individuals who make up the workforce system in the Commonwealth.

*“Kentucky will transform the workforce system through innovative practices which enhance sustainable economic and job growth to improve the lives of Kentuckians”*

According to this original vision for the Academy Project, the KWIB, Education and Workforce Cabinet, and local workforce officials envisioned a transformed workforce system wherein those leading and staffing the workforce system would be flexible, would respond effectively to changing economic conditions in Kentucky and nation-wide, would provide customer-focused service 100% of the time, and would work as part of a cross-functional team to improve the overall performance of the Kentucky Workforce System. The reason this vision is considered transformational is because historically, the system – with the exception of pockets of strategic and innovative approaches – has conducted business in “silos,” creating operational inefficiencies and disconnects with the variety of customers it is tasked to serve. The diagnosed ineffectiveness of the core service delivery model was the catalyst for this project as well as others, such as Kentucky’s Sector Strategy Initiative, Work-Ready Communities, One-Stop Career Center Certification, and the High-Impact WIBs initiative.

### Kentucky’s Brand Promise

*As a team of experts, we are dedicated to providing Kentucky employers with a qualified, skilled workforce and the people of Kentucky with career and job training and educational opportunities.*

*With the unique ability to connect employees and employers through the combined efforts of state and local partners, we will become a valuable, competitive and best-in-class asset in the growth of our regional and national economy.*

*By guiding, empowering and inspiring our customers, we will continue our mission to create success stories across the Commonwealth.*

In order to articulate and promote this transformational vision, the Commonwealth created a Brand Promise, which creates an overarching set of principles and standards under which the vision of a transformed system can flourish. The vision holds the Kentucky Workforce System accountable, as the key coordinator of service delivery, in creating a world-class talent pipeline of workers to fuel growth in the Commonwealth. A critical component of the successful adoption of the brand promise and vision is a clearly communicated transformation plan. This plan includes a description for how the system will have to adapt in order to achieve its transformational goals, and sets expectations for leaders, staff and partners participating in the process.

Essential to a transformation plan is a roadmap for leaders, staff and partners to follow in navigating workforce system employees' expectations for the upcoming changes in their roles and responsibilities. The suggested curriculum plan outlined in this report is designed to answer some of these navigational questions. The transformed roles of employees across the system will require interconnectedness at all levels across agencies, offices, staff, and services. These strategic partnerships will create "horizontal" and "vertical" alignment, an integrated service delivery system between and among all partners, and a solutions-based, customer-centric, seamless process, resulting in exceptional customer service.

As a roadmap for transformation, this comprehensive curriculum plan will benefit the Commonwealth's workforce system and its customers by providing professional development aligned to the Commonwealth's strategic vision and goals. Active participation in the transformation requires that individuals within the system fully understand the Commonwealth's overall vision and goals, as well as the potential changes to their individual roles and responsibilities. The curriculum plan can be a source for understanding and clarity for those in the system in determining what they do and how they do it, and will contribute to the articulation of the vision and goals across the system.

Thus, this report sets out to provide the reader with background on: (1) an introduction to the target audiences for the suggested curriculum plan, as well as baseline competency requirements to be successful in the transformed vision; (2) the information gathering process that resulted in the inputs for this proposed curriculum plan; and (3) a suggested curriculum plan that matches each audience cohort group to a set of courses designed to meet its specific skill competency training needs.

## TARGETED AUDIENCES

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Six occupational categories (cohorts) were identified as essential to the successful transformation of the System, and thus were identified as target audiences for all of the Academy Project activities. To identify the six cohort groups and the occupations included in each, the Kentucky Workforce System subject matter experts (SMEs) researched job roles within the current system, and grouped them by major job categories and titles that would be representative of all Kentucky Workforce employees and partners. These cohort groups then became the basis for qualification of all future data gathering and training needs.

The table below ([Table 1](#)) identifies the six occupational categories (cohorts) and a representative list of sample job titles within each cohort group:

**Table 1: Occupational Category (Cohort) Groups**

Occupational Category (Cohort)	Sample job titles included in cohort (representative list only)
Program/Agency Management Staff (Policy)	KWIB & LWIB members & staff; Economic Development; Community College; Chamber Leaders; Principals and Other Partners at policy and strategy level.
One-Stop and Other Service Office Management Staff (Operations)	One-Stop Managers, Community College Curriculum Designers, Managers of Partner Service Offices
Employer Services Staff	Business Service Representatives, Business Service Team Managers
Individual or Job Seeker Services Staff	Counselors, Case Managers, Placement Staff, Instructors
Reception/Intake Staff	Reception, Libraries, Resource Room Support Staff
Service Delivery Staff (Other)	Educators (other than Community Colleges), teachers and instructors, Community Based Organizations, Faith Based Organizations.

## TRAINING NEEDS ASSESSMENT & COMPETENCY ANALYSIS

Consistent with the Kentucky brand—*compassionate advisors, empowering solutions, inspiring people*—and the Commonwealth’s brand promise, is the System’s ability to deliver total customer satisfaction on a daily basis in support of the ultimate goal of creating a world-class pipeline of qualified workers. This is the driver for creating a comprehensive curriculum plan for leaders, managers and service delivery staff. Therefore, understanding what learners need to know, what they already know, and what they will need to learn in support of their work role(s), is an essential first step. Of equal importance to ensuring optimal learning outcomes is gaining a strong understanding of what barriers—real or perceived—learners may feel about how they “fit in” to the transformation.

To gain understanding of what learners need to know/need to learn, and how they feel about fitting into the transformation, we gathered information using a variety of formats to allow us to capture a wide breadth and depth of information. Three primary information gathering activities were used: (1) A research-based competency analysis, (2) an online needs assessment survey, and (3) onsite focus groups.

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## COMPETENCY ANALYSIS

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In order to determine the baseline competency requirements for each of the six targeted occupational categories identified, we first performed background research on core job competencies. The sources examined for information about core job competencies included:

- The Commonwealth of Kentucky’s Job Classifications System position descriptions;
- The Kentucky Personnel Cabinet’s Employee Personnel Evaluation Handbook, Appraisals, and Performance Criteria;
- The Kentucky Workforce System’s “Customer Journey” and “Employer Customer Journey” flowcharts;
- Kentucky’s One-Stop Certification Initiative Job Seeker Services / Employer Services Standards and Measures;
- Job competency statements from the federal Occupational Information Network (O\*NET);
- Job competency data from the federal Bureau of Labor Statistics (BLS);
- The National Association of Workforce Development Professional’s (NAWDP) Certified Workforce Professional Competency Definitions; and
- We worked with Kentucky’s Office Employment and Training leaders to compile a database that includes a listing and descriptions of current Kentucky training assets (job training and personnel development courses), which we analyzed for key themes and skills content.

The table below ([Table 2](#)) provides the baseline competency requirements for each of the six targeted occupational categories identified for the Academy Project. Competencies are defined as, “*core knowledge areas, professional skills, and attitudes*” which cross-cut all job titles within each category and are necessary for individuals to effectively support the transformational vision. For reference, the representative list of job titles for each of the six categories can be found in the [Targeted Audiences](#) section of this report.

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### COMPETENCY REQUIREMENTS: KNOWLEDGE AREAS, PROFESSIONAL SKILLS

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The table below represents the current baseline competencies (Technical Knowledge and Professional Skills) for the six occupational categories that support the Kentucky brand promise, vision, and transformation. An additional set of “attitudes” found to be common to all six cohort groups is also detailed following the table below. It should be noted, however, that occupational competency requirements will continue to shift and this table will require periodic review and adjustment as the transformation proceeds.

**Table 2: Competency Requirements by Cohort Group**

Occupational Category/Cohort	Knowledge Areas	Professional Skills
Program/Agency Management Staff (Policy)	<ul style="list-style-type: none"> <li>• Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>• Ability to understand and communicate with the WIB's and local leaders about regionalism context.</li> <li>• Understand the economic landscape in the region.</li> <li>• Understand how and why the WIB region is defined as it is.</li> <li>• Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> <li>• Economics and accounting principles.</li> <li>• Practical understanding of the programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Writing</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Conflict Management</li> <li>• Data Analysis</li> <li>• Strong Verbal Communication</li> <li>• Management</li> <li>• Proactive Leadership Style</li> </ul>
One-Stop & other Service Office Management Staff (Operations)	<ul style="list-style-type: none"> <li>▪ Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>▪ Administration and management.</li> <li>▪ Understand the economic needs of the region.</li> <li>▪ Understands the Kentucky workforce system talent pipeline and how federal and state policy impacts service delivery and relationships with partner agencies.</li> <li>▪ Practical understanding of the services offered by workforce system partners, such as community- and faith-based organizations, etc.</li> <li>▪ Relevant policy requirements.</li> <li>▪ Customer service.</li> <li>▪ Practical understanding of the programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrative Management (Financial, Material and Personnel)</li> <li>▪ Proactive Leadership Style</li> <li>▪ Strategic Planning</li> <li>▪ Critical Thinking</li> <li>▪ Problem Solving</li> <li>▪ Conflict Management</li> <li>▪ Strong Verbal Communication</li> <li>▪ Networking</li> <li>▪ Advocacy</li> </ul>
Employer Services Staff	<ul style="list-style-type: none"> <li>▪ Understand the Kentucky brand promise and vision and ability to communicate it to others.</li> <li>▪ Understand the economic needs of the region.</li> <li>▪ Understands the basic economic landscape of the region in which they serve.</li> <li>▪ Understand the business needs of the region in which the office is serving.</li> <li>▪ Knowledge of initiatives/strategies for stable/emerging and retracting sectors in the region.</li> <li>▪ Knowledge of existing and potential regional partners relevant to advancing workforce strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Business Acumen</li> <li>▪ Project Management</li> <li>▪ Gap Analysis</li> <li>▪ Strategic Planning</li> <li>▪ Critical Thinking</li> <li>▪ Problem Solving</li> <li>▪ Conflict Management</li> <li>▪ Strong Verbal Communication</li> <li>▪ Networking</li> <li>▪ Advocacy</li> </ul>

Occupational Category/Cohort	Knowledge Areas	Professional Skills
Individual or Job Seeker Services Staff	<ul style="list-style-type: none"> <li>▪ Understand the Kentucky brand promise and vision and ability to communicate it to others.</li> <li>▪ Understands the basic economic landscape of the region in which they serve.</li> <li>▪ Understand the business needs of the region in which they serve and how that relates to the individuals they serve.</li> <li>▪ Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>▪ Practical understanding of the social services offered by Kentucky workforce system partners such as community-based organizations, faith-based organizations, etc.</li> <li>▪ Practical understanding of the education and training opportunities offered by Kentucky workforce system partners, such as community-based organizations, faith-based organizations, etc.</li> <li>▪ Relevant policy requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case Management</li> <li>▪ Data and Gap Analysis</li> <li>▪ Critical Thinking</li> <li>▪ Problem Solving</li> <li>▪ Conflict Management</li> <li>▪ Strong Verbal Communication</li> <li>▪ Networking</li> <li>▪ Advocacy</li> <li>▪ Management of Records</li> </ul>
Reception/Intake Staff	<ul style="list-style-type: none"> <li>▪ Understand the Kentucky brand promise and vision and ability to communicate it to others.</li> <li>▪ Customer service.</li> <li>▪ Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>▪ Practical understanding of the social services offered by Kentucky workforce system partners, such as community-based organizations, faith-based organizations, etc.</li> <li>▪ Practical understanding of the education and training opportunities offered by Kentucky workforce system partners, such as community-based organizations, faith-based organizations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Customer care</li> <li>▪ Critical Thinking</li> <li>▪ Problem Solving</li> <li>▪ Conflict Management</li> <li>▪ Strong Verbal Communication</li> <li>▪ Networking</li> <li>▪ Advocacy</li> <li>▪ Understand customer needs and proper routing to required services</li> </ul>
Service Delivery Staff (Other)	<ul style="list-style-type: none"> <li>▪ Understands the Kentucky brand promise and vision and ability to communicate it to others.</li> <li>▪ Customer service.</li> <li>▪ Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>▪ Practical understanding of the social services offered by Kentucky workforce system partners, such as community-based organizations, faith-based organizations, etc.</li> <li>▪ Practical understanding of the education and training opportunities offered by Kentucky workforce system partners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case Management</li> <li>▪ Data &amp; Gap Analysis</li> <li>▪ Critical Thinking</li> <li>▪ Problem Solving</li> <li>▪ Conflict Management</li> <li>▪ Strong Verbal Communication</li> <li>▪ Networking</li> <li>▪ Advocacy</li> <li>▪ Management of Records</li> </ul>

Note: Green = Competencies deemed as “non-core” and crucial to the transformation.

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## COMPETENCY REQUIREMENTS: ATTITUDES

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Attitudes are the beliefs and opinions that support or inhibit behavior; in other words, people also need to be concerned about other things beyond attitudes.

In addition to the cohort-specific Knowledge Areas and Professional Skills listed in the table above, our Competency Analysis research revealed that there is a common set of Attitudes that are crucial to the Kentucky Workforce System’s transformation:

Attitudes
<ul style="list-style-type: none"><li>• Commitment to the Kentucky Brand Promise</li><li>• Commitment to be a Change Agent</li><li>• Compassionate Determination</li><li>• Commitment to Customer Satisfaction</li><li>• Commitment to Professional Development (both personal and staff development)</li></ul>

These attitudes are important because they represent crucial buy-in and commitment to the transformational vision and initiative as a whole. They are common to all six cohort groups because it is imperative that all employees in the Kentucky Workforce System buy into and support the transformational initiative, by committing to deliver on the Kentucky Brand Promise, committing to be an agent of the change (i.e. being a supporter and advocate of the change rather than a passive reactionary or a resistor), etc. In general terms, Attitudes as a competency represent “the will” to participate in the transformation of the workforce system, whereas Knowledge and Skills as competencies represent knowing “the way” to participate in the transformed system.

Given the importance of Attitudes in successfully transforming the system and realizing the Vision, the use of Attitudes can be leveraged effectively in the selection and performance management processes within the system. Selection processes can be updated to include behavior-based questions that reveal compatible attitudes that will lead to productive, supportive system employees. Performance Management processes can be adjusted to include feedback on specific attitudes that are supporting or detracting from an individual’s performance allowing for appropriate feedback and coaching to take place.

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## ONLINE NEEDS ASSESSMENT

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Following the Competency Analysis research, we used the information we had gathered to design and disseminate an online Needs Assessment survey. The purpose of the online Needs Assessment was to identify (or confirm) the training needs (knowledge, skills, and attitudes) of all Kentucky workforce development system stakeholders, from executives to front-line employees, across all system partners. Using the defined competency requirements as a baseline, we designed questions in the Needs Assessment Survey to ask Kentucky practitioners across all levels about their current job responsibilities; their awareness and understanding of Kentucky’s transformational initiatives; their organization’s culture, management, and communication paradigms; and their self-assessment of their particular job skills by functional area (cohort group). The ultimate goal of the survey was to use the results (i.e. the demonstrated training needs by competency) to develop the Commonwealth-wide training and technical assistance plan and curriculum for the Kentucky Workforce Academy.

The online Needs Assessment was sent to nearly 1,000 representatives of the Kentucky workforce system and its partners, representing the six targeted audiences for the training (the cohort groups). Results were received from 718 respondents and were analyzed by our team. The results of the survey provided insight into:

- How informed respondents felt about the Kentucky transformation initiatives;
- How prepared respondents felt they were for that transformation;
- The degree of confidence respondents felt about their current skills and knowledge;
- The deficiencies in knowledge, skills and attitudes (related to their job roles in the transformed system) that participants could identify; and,
- Opinion leaders to whom respondents look to for guidance and advice.

Overall, the majority of respondents surveyed felt that they understand the importance of, and their role in, the transformation; however, they do not understand the impact of the change on their job and how they personally would be affected. Many felt that “change is happening to me” rather than “I am participating in changing our system.”

Eighty percent (80%) of respondents felt confident they could contribute to the strategic planning efforts, but only fifty-one percent (51%) felt the plan actually guided their day-to-day activities. In other words, respondents did not understand how the transformation was to be implemented or how it would change their work.

Another important component in the success of the transformation is an ability to translate how Kentucky’s sector strategy-based service delivery framework will affect actual service delivery processes. Although respondents felt confident in their ability to build relationships with business customers, they were not sure what the sector strategy-based framework for service delivery to both employers and jobseekers meant to their ability to deliver service.

Detailed results from the online survey are included in [Appendix A](#).

## ONSITE FOCUS GROUPS

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**F**ollowing the Competency Analysis and the online Needs Assessment survey, the final step in performing a full Training Needs Assessment and Competency Analysis was to hold onsite Focus Groups with live Kentucky Workforce System practitioners, in order to validate and clarify the identified job competencies and training needs. The focus groups’ objectives were to:

- Validate the findings of our online needs assessment;
- Clarify potential obstacles and barriers (or pockets of cultural resistance);
- Test branding and other concepts being considered for the training design phase;
- Recruit advocates for the initiative; and,
- Review, refine and validate competencies for each of the targeted cohorts.

The Focus Group participants were opinion leaders from all levels and disciplines of the Kentucky system, who were identified by their peers as a part of the Needs Assessment survey. The Focus Groups were held onsite in Lexington, Kentucky, on September 27, 2011, with nearly one hundred (100) professional staff

from around the Commonwealth. Participants were divided into smaller focus groups representing each of the six occupational cohort groups, with each group facilitated by a member of the Maher & Maher team.

After hearing the vision for Kentucky's transformation from Commonwealth leadership and learning the results of the online survey, the smaller cohort groups were each asked to validate and identify specific training needs and cultural obstacles in their job cohorts that should be addressed in order to facilitate Kentucky's transformational vision. Specifically, they were asked to:

- Understand and validate/refine the results of the needs analysis survey;
- Analyze the "gap" in staff skills for their cohort's job roles that would need bolstering (training);
- Inform the curriculum planning and training design for the Kentucky Workforce Academy; and
- Help to communicate interest in supporting the future vision of the Kentucky Workforce System.

Overall, all cohort groups acknowledged needing a clearer understanding of sector strategies as an approach to improving the workforce system and how to operationalize this new approach. There was little confidence in reallocating resources to support the changes needed to realize this new vision. Another issue identified by the cohort groups was the lack of integration among the reporting systems, as well as duplicative client/customer assessments and case files. Additionally, each cohort had concerns about confidentiality, sharing information and data, and how their new roles would apply between partners. The agenda from the onsite focus groups are included in [Appendix B](#), and the results are summarized in the Kentucky Academy Training Needs Report which can be found in [Appendix C](#).

This information provided our Kentucky Workforce Academy curriculum designers with direct insight into the training needs of a system poised for significant transformation. Ultimately, the scope of transformation envisioned for the Kentucky Workforce System will require long-term, concentrated communication and professional development, which the Kentucky Workforce Academy curriculum will be particularly well-suited to provide.

## TRAINING NEEDS REPORT

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**A**t the conclusion of the Focus Groups, the vast amount of knowledge collected between the Competency Analysis research, the online Needs Assessment survey, and the onsite Focus Groups was compiled into a single report called the Training Needs Report. This report summarized the overall findings, job competencies, and training needs identified as a result of our three information-gathering activities. Using this comprehensive needs summary, we were then able to perform a Gap Analysis to compare the empirically identified competency needs vs. the Focus Groups' experientially identified training needs. The final result was a Needs Report that gave a thorough outline of the critical training needs to be addressed by the Kentucky Workforce Academy training curriculum.

A full copy of the Kentucky Academy Training Needs Report, summarizing our findings, can be found in [Appendix C](#).

## KENTUCKY WORKFORCE ACADEMY: FOUNDATION COURSE

The purpose of the Kentucky Workforce Academy training curriculum is to build support and understanding of Kentucky’s brand promise, and build capacity to support the transformation of the workforce system to an integrated delivery system benefitting the citizens of the Commonwealth and each of its economic regions. The training curriculum begins with a core introductory course, “Foundations for the Future,” which is a course designed to shift culture and attitudes, and tackle some of the most basic training needs which were identified for all cohort groups. The transformation anticipated in Kentucky will require some significant shifts in culture and in the mindsets (attitudes) of those working within the state’s System at all levels, before significant knowledge and skills development can take place. Thus, the introductory course will kick off the larger Kentucky Workforce Academy training curriculum, and get workforce professionals across the state on board with the transformational vision.

Following the introductory course, more specific skills, knowledge, and attitudes training will be needed, targeted specifically towards the identified competency gaps of each cohort group. This will be the full Kentucky Workforce Academy training curriculum, the recommendations for which are outlined in the final section of this report.

### Kentucky Workforce Academy Training Modules

*Pre-Work Module (for Managers Only): Managers as Mentors for Change*

*Module One: Building a Foundation for Transformation*

*Module Two: Building the Future Kentucky Workforce System*

*Module Three: Setting the Standard*

*Module Four: Our Vision, Our Promise*

## INTRODUCTORY COURSE DESIGN

The core curriculum – the first level of professional development in the Academy’s overall training plan – is an introductory course called “Foundations for the Future.” This foundational curriculum, which we have designed and delivered to training professionals in Kentucky as of the time of this writing, will focus on the following basic training needs:

- Focus on the new Kentucky “brand” and what it means for customers, employees, managers, leaders and partners engaged with the Kentucky System;
- Re-define performance expectations in the context of Kentucky’s High-Impact WIBs and One-Stop Certification projects and be consistent with the Academy values statements as articulated in your RFP;
- Build understanding on how roles and responsibilities will need to shift to meet different expectations in the future and “model” that shift for all major cohorts of personnel identified in your RFP;
- Focus on customer service – but be much more than a customer service training program. In our eyes, this resembles more of a total quality training curriculum; and,

- Include (on Day 2) learning activities, case studies and role plays designed specifically for each targeted cohort so that foundational learning may be applied to each job role and learning may be experiential and specific to each job.

In addition to these basic training needs, we also identified that a particular focus needed to be shone upon the critical role of middle-level managers as the agents and supporters of the change and transformation process. This was clearly identified during the focus group sessions as a primary need to ensure the success of the Kentucky Workforce Academy, as well as the entire Kentucky Workforce system transformation process.

To address all of these training needs, the “Foundations for the Future” course was designed as a combination of four highly interactive learning modules, and one online managers-only pre-work module. This tiered structure is designed to help participants answer questions about the Kentucky Workforce transformation process; to understand why transformation must occur; to identify the specific staff and partner roles in this transformational process; and then to go back to their offices in between each training module to actively participate in and implement desired changes.

The specific learning objectives of the “Foundations for the Future” course are for participants to:

- Understand and be able to articulate a future vision for the Kentucky workforce system.
- Understand their critical roles in the future Kentucky workforce system, and how those roles are different from those they have played previously.
- Own and accept being advocates for change, and become positive forces in Kentucky’s workforce system transformation.
- Understand and be able to articulate how the future vision better serves Kentucky’s workforce system customers (both employers and job seekers).
- Begin to formulate ideas about the types of process changes and subsequent training that will be required to successfully implement system-wide change in Kentucky.

Following the initial design of the “Foundations for the Future” course, a pilot session was designed to test the validity and effectiveness of the course in accomplishing its stated objectives for all six target audiences.

## PILOT TRAINING

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In February of 2012, in Louisville, Kentucky, eighty (80) participants representing all cohorts and regions attended the pilot of the “Foundations for the Future” introductory course. Participants were engaged in the curriculum design process and asked to provide feedback to the content and delivery of each module. Feedback was received from all participants, including the Kentucky Workforce Academy Steering Committee members in attendance, and was gathered on-site immediately following each module, on-site at the completion of the entire (four-module) course, and through an online survey one week following the training to allow additional time for reflection.

Below are some of the key pieces of feedback and themes from the pilot training:

- Respondents felt that the training objectives were achieved across all modules;
- Respondents felt the group work enhanced the learning – the most popular activities were the Personal Agility Test, the Dispelling the Myths Panel and Action Planning in small breakout groups;
- Several respondents indicated that they experienced the following “a-ha!” moment during the training: “We all represent the brand and, therefore, our actions impact the value of the overall brand” (stakeholders vs. stockholders);
- Several respondents indicated that the training helped them to realize and better understand the importance of customer service, quality standards, and a customer-centric system/attitude;
- Most respondents felt the rollout would be met with some resistance, but would be well-received if supported by their managers.

Detailed results from the pilot training are included in [Appendix D](#) and [Appendix E](#).

Following the pilot, the Kentucky Workforce Academy curriculum designers revised the “Foundations for the Future” course in order to incorporate this feedback and the content adjustments from the pilot training delivery. The course materials were finalized, and the “Vision” segment from Commissioner Brinly and the “Panel” segments were re-enacted and recorded remotely in order to produce them as finished videos that are now a re-usable part of the “Foundations” course (as revised). To house all course materials and to provide a forum for course participants to interact with and ask questions of the Kentucky leadership, a series of webpages were created on the Kentucky Sector Strategies website:

- [Kentucky Workforce Academy](#) homepage
- [“Ask Your Leaders”](#) interactive blog page (moderators selected from Kentucky were trained to field questions)
- [Participant Materials](#) page
- [Trainer Materials](#) page (available only to certified trainers, as detailed in the section below)

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## TRAIN-THE-TRAINER

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**W**ith the Kentucky Workforce Academy’s Introductory course and materials finalized, a comprehensive rollout plan was developed in order to enable members of the Kentucky Workforce System to teach the course throughout the state. Potential trainers were selected through an online application process with the Kentucky Workforce Academy Steering Committee ([Appendix F](#)), and trainer applications were reviewed by a subset of the Steering Team. In addition to the online application, potential trainer candidates were also vetted through a short interview and a presentation or “audition” process.

Ultimately, the Kentucky Workforce Academy Steering Committee selected forty-six (46) trainer-candidates, and in June of 2012, the Kentucky Workforce Academy Train-the-Trainer (TTT) was held for these participants in Shelbyville, Kentucky. The TTT was a three-day, highly interactive training on the principles and delivery of the “Foundations for the Future” introductory course. The TTT agenda can be found in [Appendix G](#). Participants who successfully completed the TTT gained a clear understanding of Kentucky’s transformational vision, how to convey that vision to others, and how to use program materials

in continued training. Participants in the TTT will need to pass a final examination to earn the designation of “Certified Trainer” and the right to champion the vision across the state by leading additional trainings.

During the TTT, each trainer candidate was given a full Trainer’s Kit, consisting of a Facilitator’s Guide, a copy of the Participant Guide and Participant Agenda, PowerPoint files, and all other training materials necessary to conduct the “Foundations for the Future” introductory course. Trainers were also given access to digital copies of all of the training materials via the trainers-only section of the Kentucky Workforce Academy web page (above) that was developed for Academy Trainers and participants to access training materials, maintain a training calendar for the public, and provide a virtual community for trainers and participants to connect with KY leadership and one another for support and collaboration.

As a part of the TTT, all of the trainer candidates participated in “teach-backs” that were evaluated by their peers and the TTT Lead Facilitators. All trainer candidates had to reach proficiency levels on a variety of teaching skills on the behavioral evaluation form ([Appendix H](#)) in order to be considered as a Certified Trainer. The required skills assessment capstone exam is included in [Appendix I](#). Upon successfully passing both the behavioral evaluation and the assessment exam, each of the Certified Trainers will be expected to conduct a minimum of 10 regional training sessions for local workforce system staff across the Commonwealth, beginning in the summer of 2012 and continuing through fall 2012.

## KENTUCKY WORKFORCE ACADEMY: CURRICULUM PLAN

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Following the Commonwealth-wide delivery of the Kentucky Academy introductory course, “Foundations for the Future,” further skills training will be needed across the state to target additional soft-skills and functional competency gaps identified during our Formal Needs Assessment phase described above. From this project’s inception, “Foundations for the Future” was intended to be only an introductory course, to kick off the Kentucky Workforce Academy and to get workforce professionals across the state familiar with (and hopefully committed to) the transformational vision. As a result of participating in the introductory course, workforce system practitioners will have an awareness of the direction that the state is moving in an effort to better serve its customers. However, more specific skills, knowledge, and attitudes training will be needed to enable the state workforce to fulfill this vision.

The table below ([Table 3](#)) outlines the proposed system transformation curriculum plan for the Kentucky Workforce Academy. It begins, of course, with the “Foundations for the Future” introductory course, and then the follow-up recommended courses to be implemented or developed will each cover a specific set of skills, knowledge, and/or attitudes. We have identified below which cohort groups should receive each course based on their identified competency gaps.

For each recommended course, we have provided the following information for consideration by Kentucky’s leaders as you move forward to construct the Kentucky Workforce Academy continuing transformation plan:

- Each course has been mapped to competencies (knowledge, skills and attitudes) that had been identified by our initial competencies & needs analysis, or by our learning experts’ further competencies analysis. Competencies deemed critical to the transformational vision have been called out specifically (in the chart these are highlighted in **green**).

- Each course has been mapped to specific cohort groups as recommended target audiences.
- Each course title is linked within this document to a brief course abstract which summarizes the course description and learning objectives, together with our recommendations for potential delivery format and media to be used (instructor-led, e-learning, webinar, etc.).
- Course recommendations include reference notes which indicate where the course material can be found – for example, indicating that a particular course has been developed by Maher & Maher during this project, or may be available within Kentucky’s current training library or from a third party, or pointing to possible reference sources for content for future instructional design efforts.

Finally, although our mission is to focus on courses critical to Kentucky’s transformational vision, we have also included some “core” skills course recommendations ([Appendix I](#)) that are important to supporting the transformational topics in the “system transformation” course track. For the most part, we see “core” courses as representing competencies that are assumed to be present in the workforce; these core topics are worthy of mention in that they deal with competencies that are particularly important core skills when facing the challenges inherent in large-scale change initiatives. These “core” courses were largely identified as being present, in one form or another, in Kentucky’s current training library or are readily available from third-party sources. We recommend that these core courses be reviewed with the new transformational vision in mind, and against targeted competencies in this new transformational curriculum, in order to align content and eliminate potential overlap and redundancies.

**Table 3: Recommended Curriculum Courses by Cohort Group**

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<b>Track 1: Foundations for Transformation</b>								
<a href="#">Academy Introductory Course: Foundations for the Future</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand the economic landscape in the region.</li> <li>Understand how and why the WIB region is defined as it is.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Customer Care</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	Maheer Provided

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Foundations for the Future</a> <a href="#">Now What? A Hands-On Practicum</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Strong Verbal Communication</li> <li>Conflict Management</li> <li>Customer Care</li> <li>Advocacy</li> <li>Ability to understand needs and proper routing of customers to required services</li> <li>Business Acumen</li> <li>Gap Analysis</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>		✓	✓	✓	✓	✓	To be developed

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<b>Track 2: Leadership and Management</b>								
<a href="#">Foundations for the Future - Manager's Module</a> (part of <a href="#">Foundations course</a> )	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understand how and why the WIB region is defined as it is.</li> <li>Understand the elements of an adaptive office culture</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Customer Care</li> <li>Change Management</li> <li>Leadership</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓				✓	Maher & Maher

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Understanding Kentucky's Career Center Certification Standards</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understand the need for and critical elements of One-Stop Certification</li> </ul> <p><b>Skills:</b> N/A</p> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓		To be developed

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">World-Class Sector Strategies</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand how and why the WIB region is defined as it is.</li> <li>Understand the economic needs of the region.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Data &amp; Gap Analysis</li> <li>Strategic Planning</li> <li>Business Acumen</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	Maher & Maher

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Sector Strategies Workshop for One-Stops</a>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the application of World-Class Sector Strategies in the context of One Stop service delivery</li> <li>Understand the economic needs of the region.</li> <li>Understands the Kentucky workforce system talent pipeline</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Goal-setting</li> <li>Team-building</li> <li>Customer care</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓					To be Developed from Partner for Success

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">The Transformational Leader</a></p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand the Kentucky workforce system talent pipeline</li> <li>Understand the key characteristics of a transformational leader and the importance of this leadership style in leading change initiatives</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Strong Verbal Communication</li> <li>Customer Care</li> <li>Business Acumen</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓				✓	To be developed

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">Toward Transformational Leadership</a></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand the Kentucky workforce system talent pipeline</li> <li>Understand the key characteristics of a transformational leader and the importance of this leadership style in leading change initiatives</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Strong Verbal Communication</li> <li>Customer Care</li> <li>Business Acumen</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	Kentucky

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Collaborative Center Management: Fostering Integrated Customer-Focused Services</a>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> <li>Understand collaborative Center management in the context of Kentucky’s One-Stop certification standards.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Management</li> <li>Team-building</li> <li>Customer care</li> <li>Change management</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓					To be Developed from Partner for Success

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Functional Supervision: Customer-Focused Career Center Organization and Service Delivery</a>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Understand “functional organization” and “functional supervision”</li> <li>• Understand the benefits of functional supervision</li> <li>• Understand how to handle employee supervision and performance evaluation in a functionally-organized Center environment</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Management skills</li> <li>• Performance and evaluation</li> <li>• Customer care</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>• Commitment to the Kentucky Brand Promise</li> <li>• Commitment to be a Change Agent</li> <li>• Compassionate Determination</li> <li>• Commitment to Customer Satisfaction</li> <li>• Commitment to Professional Development (personal &amp; staff)</li> </ul>		✓					To be Developed from Partner for Success

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">Goal Setting and Continuous Improvement</a></p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understand the principles of a SMART goal and the importance of goal setting in the context of One Stop Certification Standards</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Customer Care</li> <li>Goal setting and continuous improvement basics</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	To be Developed from Partner for Success

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Resource Leveraging and Alignment for Improved Impact and Efficiency</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand how and why the WIB region is defined as it is.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Proactive Leadership Style</li> <li>Networking</li> <li>Advocacy</li> <li>Business Acumen</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓		✓	To Be Developed

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<b>Track 3: The Talent Pipeline</b>								
<a href="#">Working with Employers to Define Occupational Competencies and Curriculum Standards</a>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand the economic landscape in the region.</li> <li>Understand the business needs of the region.</li> <li>Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>Practical understanding of the services offered by workforce system partners</li> <li>Knowledge of initiatives/strategies for stable/emerging and retracting sectors in the region.</li> <li>Knowledge of existing and potential regional partners relevant to advancing workforce strategies.</li> </ul>	✓	✓	✓	✓	✓	✓	Kentucky

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">(continued)</a></p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Data &amp; Gap Analysis</li> <li>• Using LMI Tools and economic data</li> <li>• Interviewing skills</li> <li>• Strong Verbal Communication</li> <li>• Customer Care</li> <li>• Business Acumen</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> </ul> <p><u>Attitudes:</u></p> <ul style="list-style-type: none"> <li>• Commitment to the Kentucky Brand Promise</li> <li>• Commitment to be a Change Agent</li> <li>• Commitment to Customer Satisfaction</li> <li>• Commitment to Professional Development (personal &amp; staff)</li> </ul>							

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Solutions-Based Business Services: Working Together as One Unit to Meet Business Needs</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand the Characteristics of Premier Business Services</li> <li>Understand the Changing Role of Agency/System Staff With Business Sector</li> <li>Understand How Employers Recruit today</li> <li>Understand the Steps to Become a Solutions Manager</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>				✓		✓	To be Developed from Partner for Success

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">The Power of LMI in Sector-based Business Services</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Ability to understand and communicate with the WIBs and local leaders about regionalism context.</li> <li>Understand the economic landscape in the region.</li> <li>Understand the economic needs of the region.</li> <li>Understand the business needs of the region.</li> <li>Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>Practical understanding of the services offered by workforce system partners</li> <li>Knowledge of initiatives/strategies for stable/emerging and retracting sectors in the region.</li> <li>Knowledge of existing and potential regional partners relevant to advancing workforce strategies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Data &amp; Gap Analysis</li> <li>Strong Verbal Communication</li> <li>Customer Care</li> <li>Business Acumen</li> <li>Case Management</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Consultative Selling Skills</li> </ul>			✓				To Be Developed

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">(continued)</a>	<p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Compassionate Determination</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>							
<p><a href="#">Talent Pipeline Development: An Introduction to Career Pathways</a></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand and explain the definition of a career pathway</li> <li>Understand and explain the importance of developing career pathways to benefit both employers and job seekers</li> <li>Understand Competency Models</li> <li>Understand career ladders and lattices</li> <li>Understand the need to gain employer engagement in developing career pathways</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	To be Developed from Partner for Success

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Career Pathways Workshop</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understand the economic landscape in the region.</li> <li>Understand the business needs of the region.</li> <li>Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>Practical understanding of the services offered by workforce system partners</li> <li>Knowledge of initiatives/strategies for stable/emerging and retracting sectors in the region.</li> <li>Knowledge of existing and potential regional partners relevant to advancing workforce strategies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Data &amp; Gap Analysis</li> <li>Using LMI Tools and economic data with job seekers</li> <li>Interviewing skills</li> <li>Case Management</li> <li>Strong Verbal Communication</li> <li>Customer Care</li> <li>Business Acumen</li> <li>Critical Thinking</li> <li>Problem Solving</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>		✓					Kentucky

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<a href="#">Job Development: Marketing Our Customers' Unique Skills &amp; Talents to Employers</a>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand a sectors-based approach to job development</li> <li>Understand the importance of a shift in mind-set from an employee to employer focus</li> <li>Understand how it varies from more traditional job development approaches</li> <li>Understand and apply the use of OJT, Work Experience, Customized training, Internships and Apprenticeship to the role of job development</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>				✓		✓	To be Developed from Partner for Success

		Program / Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">The Power of LMI in Sector-based Service Delivery (Job seeker services edition)</a></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understand the economic landscape in the region.</li> <li>Understands the Kentucky workforce system talent pipeline and how Federal and state policy impacts service delivery and relationships with partner agencies.</li> <li>Practical understanding of the education and training opportunities offered by Kentucky workforce system partners.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Conflict Management</li> <li>Data &amp; Gap Analysis</li> <li>Strong Verbal Communication</li> <li>Ability to understand needs and proper routing of customers to required services</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>				✓			To Be Developed

		Program /Agency Management (Policy)	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<p><a href="#">Social Media Orientation</a></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the Kentucky brand promise and vision and the ability to communicate it to others.</li> <li>Understands and can explain the Kentucky workforce system talent pipeline model.</li> <li>Knowledge of relevant social media tools.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Networking</li> <li>Advocacy</li> <li>Customer Care</li> <li>Ability to understand needs and proper routing of customers to required services</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Commitment to the Kentucky Brand Promise</li> <li>Commitment to be a Change Agent</li> <li>Commitment to Customer Satisfaction</li> <li>Commitment to Professional Development (personal &amp; staff)</li> </ul>	✓	✓	✓	✓	✓	✓	To Be Developed

**Track 4: Core Skills Courses** (see [Appendix I](#))

**Track 5: Compliance Courses** (see [Appendix I](#))

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## TRACK 1: FOUNDATIONS FOR TRANSFORMATION

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### ACADEMY INTRODUCTORY COURSE: FOUNDATIONS FOR THE FUTURE

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**Course Summary:** The Kentucky Workforce Academy is an initiative designed to build the capacity of Kentucky’s Workforce System professional staff, in support of our broader vision for the transformation of the Commonwealth’s Workforce Development System. The “Foundations for the Future” introductory course is a foundational curriculum designed to get all System staff prepared to understand the transformational vision, why we’re transforming, and what their critical roles will be in support of the transformation.

**Target Audiences:** This training is designed to benefit a cross section of Kentucky’s workforce system and partner staff, representing all different levels and positions.

**Course Length:** This course is divided into five (5) Modules – four primary Modules and one pre-work Module:

- **Managers’ Module:** Managers as Mentors For Change (one hour)
- **Module 1:** Building a Foundation for Transformation (half day)
- **Module 2:** Building the Future Kentucky Workforce System (half day)
- **Module 3:** Setting the Standard (half day)
- **Module 4:** Putting it All Together: My Local Plan for Action (half day)

**Suggested Format:** One online module and four instructor-led training modules. The Managers’ Module will be delivered first via online training, before the onsite training in Modules 1-4 begins. Following the Managers’ Module introductory training, the onsite training will be delivered in four half-day modules (4 hours each), which will be delivered one per week with 1-2 weeks in between each.

**Learning Objectives:** At the end of training, participants should be able to:

- Understand and be able to articulate a future vision for the Kentucky workforce system.
- Understand their critical roles in the future Kentucky workforce system, and how those roles differ from ones they’ve played previously.
- Own and accept being advocates for change, and become positive forces in Kentucky’s workforce system transformation.
- Understand and be able to articulate how the Future Vision better serves Kentucky’s workforce system customers (both employers and job seekers).
- Begin to formulate ideas about the types of process changes and subsequent training that will be required to successfully implement system-wide change in Kentucky.

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### FOUNDATIONS FOR THE FUTURE: NOW WHAT? A HANDS-ON PRACTICUM

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**Course Summary:** Now that you understand the transformational vision, why you are transforming, and what your critical role will be in support of the transformation, now what? How will this transformation impact how you communicate with your customers—jobseekers, employers, colleagues and, yes, your supervisor(s)? This scenario-based course is designed to help bring the transformation to life for staff by helping them develop their elevator pitch for a transformed system. In addition, participants will engage in highly-interactive, scenario-based activities designed to examine “real-life” interactions that occur on the front lines (relevant to each cohort) and how to approach these situations as transformed change agents.

**Target Audience:** Everyone who has completed the Foundations for the Future 4 -Module Course

**Course Length:** Four 90-minute practicums

**Suggested format:** Instructor-led by office, highly interactive, role play

**Learning Objectives:** At the end of training, participants should be able to:

- Understand Kentucky's vision for transformation and how it may apply to local office and individual roles
- Understand and articulate how my role and the larger vision will improve customer care and improve future economic prosperity in my region.

## TRACK 2: LEADERSHIP AND MANAGEMENT

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### FOUNDATIONS FOR THE FUTURE – MANAGER'S MODULE (PART OF FOUNDATIONS COURSE)

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**Course Summary:** This course is a stand-alone module of learning that provides a summary of key learning points from the "Foundations for the Future" classroom training course (4 modules) and defines the critical role of managers in the transformational vision for Kentucky's Workforce System. Managers are introduced to that vision, to the structure and purpose of the Foundations training course, and to their critical role as agents of change. The course also introduces the concept of agile workers and organizations, and introduces key characteristics of an agile office environment. It also includes tips to help managers work proactively to create an environment conducive to innovation and the transformation being sought in Kentucky.

**Target Audiences:** All System Managers and Supervisors

**Course Length:** One Hour.

**Suggested Format:** Self-paced, web-based learning module.

### LEARNING OBJECTIVES: UNDERSTANDING KENTUCKY'S CAREER CENTER CERTIFICATION STANDARDS

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**Course Summary:** Provides partners in the Career Center system with an orientation to Kentucky's standards and measures for Center certification in the areas of job seeker services, employer services, and Center management, as well as the framework for implementation of the Center certification system in Kentucky.

**Target Audiences:** Anyone

**Course Length:** 4 hours (half day)

**Suggested Format:** Live webinar

**Learning Objectives:** At the end of training, participants should be able to:

- Be familiar with Kentucky's Center certification standards and measures for employer services, job seeker services, and Center management
- Understand the framework, roles, and timelines for implementation of the certification system in the State
- Identify areas of focus to prepare for meeting Center certification standards

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## WORLD-CLASS SECTOR STRATEGIES

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**Course Summary:** Provides workforce system partners with an understanding of industry sector strategies, and how to use sector strategies to better meet employers' needs, build a skilled workforce, align resources effectively, and develop competitive regional economies.

**Target Audiences:** Program & Agency Management (Policy) Staff; One-Stop & Service Office Management (Operations); Employer Services Staff; Individual & Job Seeker Services Staff; Service Delivery (Other) Staff

**Course Length:** Two hours

**Suggested Format:** Self-paced, web-based training

**Learning Objectives:** At the end of training, participants should be able to:

- Define target sectors and describe their relationship to job growth
- Identify the regional stakeholders/leaders involved in sector strategies and employ ways to reach consensus-based decisions
- Use data to determine target sectors and inform strategies
- Use basic building blocks to build a successful sector strategy and develop priority areas for participants' own regions

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## SECTOR STRATEGIES WORKSHOP FOR ONE-STOPS

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**Course Summary:** A brief workshop directed at helping staff in One Stop Career Centers understand how to apply the principles in World Class Sector Strategies (self-paced course) to goal setting to begin implementing sector-based service delivery strategies in a One Stop. Based utilized after all participants take the World-Class Sector Strategies course, this workshop could be used locally as a brown-bag or lunch-and-learn session that could set up initial goals and action plans to begin the adoption of sector based service delivery.

**Target Audiences:** One Stop Managers and staff

**Course Length:** One to two hour workshop

**Suggested Format:** Instructor-led

**Learning Objectives:** At the end of training, participants should be able to:

- Understand how to apply the 7 characteristics of World-Class Sector Strategies to One Stops
- Work collaboratively to set and achieve goals
- Begin to establish a collaborative and change-based office culture

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## THE TRANSFORMATIONAL LEADER

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**Course Summary:** A critical part of Kentucky's future vision is solid and visionary leadership. Leaders and managers are a key to the success of the broader system transformation objective, because they are in a position to foster innovation and reinforce the drive for change. This course addresses the need for leadership development by identifying the role of transformational leadership, and defining the core skills of a transformational (visionary) leader and the importance of that role to any critical change initiative.

**Target Audiences:** Senior and Middle-level Managers.

**Course Length:** 1.5 hours

**Suggested Format:** Live webinar or self-paced, web-based module.

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### TOWARD TRANSFORMATIONAL LEADERSHIP (WORKSHOP)

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**Course Summary:** An interactive working session designed as a follow up to the introductory course on Transformational Leadership. Participants will review the key characteristics of transformational leaders, and identify models of transformational leaders from their work and/or life experience. An individual, private self-assessment will help learners identify their areas of strength and those that need to be developed. Case studies will help to instill a keen understanding of where and when transformational leaders impact on organizational change. The session will end with an individual action plan and peer/mentor assignments (optional) for ongoing assistance and support.

**Target Audiences:** Senior and Middle Level Managers.

**Course Length:** 3.5 to 4 hours

**Suggested Format:** Interactive, Instructor-led course.

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### COLLABORATIVE CENTER MANAGEMENT: FOSTERING INTEGRATED CUSTOMER-FOCUSED SERVICES

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**Course Summary:** The short course is an introduction to the concept of collaborative center management in the context of Kentucky's One Stop Certification standards. It will help local leaders and management understand the need for collaborative Center management, and is a good primer for preparing for functional supervision and overall system transformation around sector-based service delivery as well as a first-step to meeting the new One Stop Certification Standards in Kentucky.

**Target Audiences:** WIB members and Directors; One Stop Managers.

**Course Length:** One Hour

**Suggested Format:** Self-paced course (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand & define collaborative Center management
- Understand & articulate why collaborative Center management is important
- Name the Kentucky One-Stop Certification standards related to collaborative Center management
- Be familiar with how other states have implemented collaborative center management
- Articulate how they will accomplish collaborative One-Stop management in their area of Kentucky

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## FUNCTIONAL SUPERVISION: CUSTOMER-FOCUSED CAREER CENTER ORGANIZATION AND SERVICE DELIVERY

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**Course Summary:** This course is designed to introduce and define the concept of functional supervision as a means of re-organizing service delivery to be more efficient and customer- (rather than program) centric. The integration of service delivery can allow Kentucky’s system to become more efficient and effective in meeting the needs of our customer while stretching precious program resources, but it also causes us to organize by function rather than by program, causing some challenges for supervisors and employees alike. This course will help to build understanding of the need, the potential benefits and a new mindset that can overcome obstacles and provide clear guidance and effective management for professional staff.

**Target Audiences:** Managers and supervisors

**Course Length:** 2 to 4 hours

**Suggested Format:** Self-paced, web-based blended with webinar and/or instructor-led reinforcement (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand what “functional organization” and “functional supervision” are and are not, as well as critical success factors for functional organization and supervision in Career Centers.
- Understand the benefits of organizing Centers functionally.
- Become familiar with Kentucky’s Career Center certification standards related to functional organization and supervision.
- Review examples of functional organization and supervision from local workforce areas outside of Kentucky.
- Define action items and next steps for implementing functional organization/supervision in your local area/Career Center.

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## GOAL SETTING AND CONTINUOUS IMPROVEMENT

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**Course Summary:** This short, self-paced course will help leaders, managers and supervisors understand Kentucky’s Career Center certification standards and the importance of making a commitment to their attainment. Learners will learn the elements of a S.M.A.R.T. goal and see best practice examples of how goals are driving improved performance in systems around the U.S. and how they may do the same for Kentucky’s System.

**Target Audiences:** State and local leaders, managers and supervisors

**Course Length:** One Hour

**Suggested Format:** Self-paced learning module (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand guiding principles related to goal-setting and continuous improvement
- Understand the relevant Career Center certification standards
- Understand example/models from other states
- Finish with an action-planning activity

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## RESOURCE LEVERAGING AND ALIGNMENT FOR IMPROVED IMPACT AND EFFICIENCY

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**Course Summary:** Provides participants with strategies and models for aligning and “braiding” various workforce and education funding streams to reduce duplication in service delivery, improve customer outcomes, and achieve greater efficiency and effectiveness.

**Target Audiences:** Program & Agency Management (Policy) Staff; One-Stop & Service Office Management (Operations); Employer Services Staff; Individual & Job Seeker Services Staff; Service Delivery (Other) Staff

**Course Length:** Three hours

**Suggested Format:** Instructor-led or live webinar

**Learning Objectives:** At the end of training, participants should be able to:

- Understand the full range of available workforce development and education funding and resources
- Be familiar with models from other areas that have successfully leveraged and aligned funding and other resources
- Identify strategies for improving resource leveraging and alignment in participants’ own areas.

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## TRACK 3: THE TALENT PIPELINE

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### WORKING WITH EMPLOYERS TO DEFINE OCCUPATIONAL COMPETENCIES AND CURRICULUM STANDARDS

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**Course Summary:** A critical role for the workforce system is in helping to understand employer needs and align our work to those needs, and the way for us to find a common language to do that is to use the language of competencies. Employers who define their occupational needs with specific knowledge, skills and attitudes (KSAs) required can help us fill job orders and train potential candidates more effectively. We can help the dialogue by introducing employers to the concept of competencies (where required) and using tools that can help define competency-based job orders and training needs. This introductory course can help us to help employers, and in so doing, help us do a more efficient job on their behalf (and the job seekers we serve).

**Target Audiences:** Business services and job-seeker services staff

**Course Length:** 1.5 hours

**Suggested Format:** Live, interactive webinar

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### SOLUTIONS-BASED BUSINESS SERVICES: WORKING TOGETHER AS ONE UNIT TO MEET BUSINESS NEEDS

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**Course Summary:** This course is an introduction to solutions-based business services and is appropriate for all business services staff in One Stops and partner agencies and organizations. In simple, easy to understand terms it helps business services personnel to understand selling to employer needs and offering solutions (rather than services or programs). It explores the differences between features and benefits and emphasizes creating long-term relationships based on employer needs. Participants also get a self-assessment to help identify their office’s current level of solutions-based services and help with setting goals for moving forward.

**Target Audiences:** Business Services Personnel in One Stops and partner organizations

**Course Length:** 2 hours

**Suggested Format:** Webinar or instructor-led (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand the Characteristics of Premier Business Services
- Understand the Changing Role of Agency/System Staff With Business Sector
- Understand Discovering Business Services/Products
- Understand Recruitment
- Understand the Steps to Become a Solutions Manager
- Understand System Self-Assessment
- Implement their Personal Contract

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### THE POWER OF LMI IN SECTOR-BASED BUSINESS SERVICES

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**Course Summary:** This course is designed to deliver a fundamental understanding of the power of Labor Market and Economic Information (LMI) in supporting solutions-based business services.

**Target Audiences:** Business Service Representatives (BSRs).

**Course Length:** 4 hours.

**Suggested Format:** Instructor-led; interactive is optimum

**Learning Objectives:** At the end of training, participants should be able to:

- Use LMI to understand the potential needs and trends in targeted sectors
- Understand how competency data can help them assist employers in defining their hiring needs and aligning a clear understanding of those needs between clients and the workforce system.
- Understand the new role of BSRs in a sector-based service delivery model
- Understand new behaviors and tactics BSRs will need to adopt to be successful and establish a consulting relationship with targeted sector associations and specific employers

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### TALENT PIPELINE DEVELOPMENT: AN INTRODUCTION TO CAREER PATHWAYS

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**Course Summary:** This course is an introduction to career pathways and how they fit into Kentucky's vision of a talent pipeline to foster economic and community prosperity. Learners will be introduced to career pathways – what they are and their importance to the service delivery model in a sectors-based delivery model. The course would serve as a good introduction to the value of pathways and to the initiation of any regional Industry Partnership project initiative.

**Target Audiences:** All Staff

**Course Length:** One Hour

**Suggested Format:** Self-paced course (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand and explain the definition of a career pathway
- Understand and explain the importance of developing career pathways to benefit both employers and job seekers
- Understand Competency Models
- Understand career ladders and lattices
- Understand the need to gain employer engagement in developing career pathways

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### CAREER PATHWAYS WORKSHOP

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**Course Summary:** This interactive workshop is designed as a hands-on follow-up to the introductory course above. It provides information on career pathway models, discusses the use of career pathway strategies in the workforce system, and provides resources and tools on developing career pathway systems. Participants will work together, using online tools and case studies, to map a basic career pathway approach to one of Kentucky's targeted sectors, then design an action plan for continuing efforts in their own region.

**Target Audiences:** Program and Agency Management (Policy) Staff; One-Stop and Service Office Management (Operations); Employer Services Staff; Individual and Job Seeker Services Staff; Service Delivery (Other) Staff

**Course Length:** 2-4 hours

**Suggested Format:** Instructor-led classroom workshop

**Learning Objectives:** At the end of training, participants should be able to:

- Understand and define a career pathway system
- Name the six key elements of a career pathway system
- Identify some challenges in developing and implementing a career pathway system
- Identify online resources and tools for developing career pathways
- Identify steps for developing career pathways to support targeted sectors

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### JOB DEVELOPMENT: MARKETING OUR CUSTOMERS' UNIQUE SKILLS & TALENTS TO EMPLOYERS

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**Course Summary:** This course explores the differences between traditional job development functions with a solutions-based, employer focused approach to the job development function. Suitable for helping staff transition to a sector-based service delivery mindset, the course compares the traditional and solutions-based approach by reviewing the use of contemporary approaches such as on-the-job training (OJT), work experience (WE), customized training, internships and apprenticeships.

**Target Audiences:** Career counselors, job developers and placement personnel

**Course Length:** 1.5 hours

**Suggested Format:** Self-paced course (derived from Partner for Success course)

**Learning Objectives:** At the end of training, participants should be able to:

- Understand a sectors-based approach to job development
- Understand the importance of a shift in mind-set from an employee to employer focus
- Understand how it varies from more traditional job development approaches

- Understand and apply the use of OJT, Work Experience, Customized training, Internships and Apprenticeship to the role of job development

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### THE POWER OF LMI IN SECTOR-BASED SERVICE DELIVERY (JOB SEEKER SERVICES EDITION)

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**Course Summary:** This course is designed to deliver a fundamental understanding of the power of Labor Market and Economic Information (LMI) in helping to inform seekers of their best, long-term career options and pathways based on growth sectors in the region.

**Target Audiences:** This course is directed at case managers, interviewers, job developers and other job-seeker services personnel.

**Course Length:** 4 hours.

**Suggested Format:** Instructor-led; interactive is optimum

**Learning Objectives:** At the end of training, participants should be able to:

- Understand the power of sectors and how data can be used effectively to help them prepare seekers for the need to shift career or even pursue training and educational options in order to find family-sustaining re-employment opportunities.

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### SOCIAL MEDIA ORIENTATION

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**Course Summary:** The course is an introduction into the use of social media in the workforce development system. It will explore popular social media tools and trends in their use in recruiting in today's business environment. Learners will review early uses of social media in the Nation's workforce system and explore how they may begin to more effectively use these tools to improve service capacity and quality.

**Target Audiences:** All staff

**Course Length:** One Hour

**Suggested Format:** Webinar

**Learning Objectives:** At the end of training, participants should be able to:

- Understand the most popular social media tools being used in workforce development
- Understand the trends in employer use of social media in recruiting and hiring today and tomorrow
- Explore how we can better use social media to service our customers and extend our System's capacity

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## CONCLUSION

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By no means does this list exhaust the suggested professional development recommendations for each cohort. This merely begins to address the data gathered during several focus group feedback sessions and outlines resources to begin with for professional development. Moreover, the recommendations here are restricted (largely) to those skills seen as critical to the system's transformation to a sectors-based service delivery model, capable of creating the Talent Pipeline which promulgates Kentucky's Brand Promise and future vision. Basic skills (such as programmatic knowledge or interviewing skills) are assumed to be present as a prerequisite to these recommendations.

It is also apparent that as the "Foundations for the Future" curriculum is rolled out and new case management and IT systems deploy, additional training needs will likely surface. In this sense, this curriculum recommendations report should be considered as a starting point, rather than a conclusion, to Kentucky's view of ongoing professional development needs for staff.

In fact, the "Foundations for the Future" course includes multiple exercises which are designed to surface challenges and additional training requirements. It is therefore recommended that the results of these sessions be collected and analyzed as a means of validating and refining the recommendations included in this report.

Finally, we believe that it is critically important that Kentucky's leaders understand that these recommendations represent both the assessed needs and the training requests from the Kentucky Workforce System's professional staff. Prompt follow through, in the form of ongoing training and a commitment to build and offer a more robust curriculum, is crucial to the effective execution of the leadership's vision for the future of the Kentucky Workforce System. In addition, prompt follow through on these training needs will be seen as a trust-building sign that participatory management is indeed alive in Kentucky. As a result of your follow through on these training needs and recommendations, you should expect a growing commitment to your broader vision and a System more engaged and faithful to the challenge of transformation.

## REFERENCES

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Kentucky Sector Strategies website. Retrieved from [www.kysectorstrategies.com](http://www.kysectorstrategies.com).

Dynamic Works website. Retrieved from [www.dynamicinstitute.com](http://www.dynamicinstitute.com).

Kentucky Workforce System Professional Development Courses (including Partner for Success trainings) from Kentucky Workforce Investment Board. Retrieved from <http://www.kwib.ky.gov/partnersuccess.htm>.

National Association of Workforce Development Professionals website. Retrieved from [www.nawdp.org](http://www.nawdp.org).

APPENDICES

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APPENDIX A: NEEDS ASSESSMENT SURVEY RESULTS

<b>Needs Assessment Survey</b>	<a href="http://www.surveymonkey.com/s/KYneedsassessment">http://www.surveymonkey.com/s/KYneedsassessment</a>
<b>Needs Assessment Results</b>	<a href="http://www.surveymonkey.com/sr.aspx?sm=hlMi_2fnIHXTdqU3eFieL_2fUUgVazyNfx7qJKs2zivwh5s_3d">http://www.surveymonkey.com/sr.aspx?sm=hlMi_2fnIHXTdqU3eFieL_2fUUgVazyNfx7qJKs2zivwh5s_3d</a>
<b>Training Assets Survey</b>	<a href="http://www.surveymonkey.com/s/KY_Training_Inventory">http://www.surveymonkey.com/s/KY_Training_Inventory</a>
<b>Training Assets Results</b>	<a href="http://www.surveymonkey.com/sr.aspx?sm=3QINhnbPAoOU09S8VE_2b0A5u3FhRYCg88FZ3IAeKulNQ_3d">http://www.surveymonkey.com/sr.aspx?sm=3QINhnbPAoOU09S8VE_2b0A5u3FhRYCg88FZ3IAeKulNQ_3d</a>

APPENDIX B: FOCUS GROUP AGENDA

## Kentucky Workforce Academy Focus Groups Agenda

*Tuesday, September 27th*

EMBASSY SUITES CONFERENCE CENTER  
1801 NEWTOWN PIKE  
LEXINGTON, KY

8:00 a.m. – 8:30 a.m.	Check-In	
8:30 a.m. – 8:45 a.m.	Welcome & Call to Order Session Goals & Agenda Overview	Cathy Ender & Donna Yurdin
8:45 a.m. – 9:30 a.m.	Brainstorming Activity: Phase I “Current State” Knowledge, Skills and Attitudes (KSAs)	
9:30 a.m. – 10:15 a.m.	Vision for a Transformed Kentucky Workforce System	Beth Brinly, Commissioner, Department of Workforce Investment, Education & Workforce Development Cabinet
10:15 a.m. – 10:30 a.m.	Break	
10:30 a.m. – 11:00 a.m.	Training Needs Survey Outcomes	Cathy Ender & Donna Yurdin
11:00 a.m. – 11:30 a.m.	Brainstorming Activity: Phase II “Future State” Knowledge, Skills and Attitudes	
11:30 a.m. – 12:30 p.m.	Lunch Break	
12:30 p.m. – 2:45 p.m.	Breakout Groups: <ul style="list-style-type: none"> <li>• Continue Brainstorming Activity: Phase II “Future State” KSAs</li> <li>• Group Activity: Identifying the Gaps</li> </ul>	Facilitators
2:45 p.m. – 3:00 p.m.	Break	
3:00 p.m. – 4:00 p.m.	Group Report-Outs	Facilitators & Group Leads
4:00 p.m. – 4:30 p.m.	Wrap Up & Next Steps	Cathy Ender & Donna Yurdin
4:30 p.m.	Adjourn and Thank You	

APPENDIX C: KENTUCKY ACADEMY TRAINING NEEDS REPORT

<p><b>Kentucky Academy Training Needs Report</b></p>	<p><a href="http://www.mahernet.com/KY/Kentucky_Academy_Report_20111101.pdf">http://www.mahernet.com/KY/Kentucky Academy Report 20111101.pdf</a></p>
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APPENDIX D: KENTUCKY WORKFORCE ACADEMY PILOT RESULTS

<p><b>Pilot Training Feedback Survey</b></p>	<p><a href="http://www.surveymonkey.com/s/QMM7QG8">http://www.surveymonkey.com/s/QMM7QG8</a></p>
<p><b>Pilot Training Feedback Results</b></p>	<p><a href="http://www.surveymonkey.com/sr.aspx?sm=t1wqTDmMkq_2bJOmvVnref45V2p2_2ftjz9c5z8FSe_2b6ulo_3d">http://www.surveymonkey.com/sr.aspx?sm=t1wqTDmMkq_2bJOmvVnref45V2p2_2ftjz9c5z8FSe_2b6ulo_3d</a></p>

## APPENDIX E: KENTUCKY WORKFORCE ACADEMY PILOT RECOMMENDATIONS

Section I. Feedback was received from all participants, to include steering committee members in attendance, at the Pilot Kentucky Workforce Training Academy – (1) on-site immediately following each module, (2) on-site at the end of the 4-module training, and (3) through an online survey.

- All of the respondents felt that the training objectives were achieved across all modules, although recommendations for improvement were made, as well (see Section II);
- All respondents felt the group work enhanced the learning – most popular activities were the Personal Agility Test, the Dispelling the Myths Panel and Action Planning (although most felt the template was too complicated and needed simplifying);
- Most consistent “ah-has” across all feedback:
  - “We all represent the brand and, therefore, our actions impact the value of the overall brand” (stakeholders vs. stockholders); and
  - The importance of customer service, quality standards, and a customer-centric system/attitude.
- Most respondents felt the rollout would be met with some resistance, but would be well received if supported by their managers.

Section II. Recommendations for improvement & how they were addressed in our revisions:

➤ **More time was needed for each module**

*Each module is designed for a 3.5 hour, or half day training. The pilot training, due to constraints of the 2-day schedule, required modules to be restricted; therefore, this feedback was anticipated and should not be an issue for the official rollout.*

➤ **Workforce Training Academy needs to have central theme & a practical representation of how all of the partners are incorporated in how the “rubber meets the road”**

*This feedback was incorporated across all modules. The central theme throughout the training is Our Brand, Our Promise. The talent pipeline graphic, which was met with great enthusiasm by participants, is under revision to incorporate all partners to demonstrate how the “rubber meets the road”. This theme and graphic are used throughout all modules to support the “connecting of the dots” that each module and group activity is designed to build upon.*

➤ **Simplify the action planning template and rework instructions**

*The new planning template is one page and is titled: Our Vision, Our Promise. The activity asks for small groups to brainstorm (low-budget, no budget) goals and action items to support a customer-centric local/regional system(s) that supports our vision, our promise of creating a world-class pipeline of skilled and/or certified workers to fuel the economic engine of Kentucky. There is a sample form in the Participant Guide that is filled out with a contextual example to help demonstrated how to use the form.*

### Section III. Recommendations for improvement that require action from Commonwealth.

- **Recommended that more KY-centric examples and data be included in the training**

*Seeking guidance from the steering committee for examples.*

- **Participant learning would be enhanced if everyone attending came to the training with a similar baseline level of knowledge about the KY transformation**

*Although this is not part of the core curriculum that should be addressed on-site by the trainers during the rollout of the Kentucky Workforce Academy, the feedback does offer very important information for the Steering Committee. If people feel “out of the loop” it can and likely will create some resistance in the room. This could be addressed by the Commonwealth with a brief overview (pre-recorded webinar or podcast) that participants would be asked to attend or listen to as required pre-work by their supervisor.*

- **“Dispelling the Myth Panel” was uniformly popular, but will be challenging to replicate**

*Hearing directly from leadership about why and how “this time is different” is the most powerful way to break down resistance by boldly declaring a shared accountability across all levels of the system (boardroom to mailroom) for the success of this transformation. Recommendations for how the Commonwealth can successfully address this with pros and cons listed:*

- 1. Host “Ask the Leadership” interactive webinar or podcast that answer “tough”, practical questions similar to what were heard at the pilot training (pros are that the participants can be asked to listen to this as pre-work for attending the training; con is that the questions are not coming directly from the local training room);*
- 2. Ask each trainer to collect anonymous questions (in a box) from each local training and leadership can respond. (Pro is that the questions are coming directly from the training room from the local staff; con is that the response time to the questions may be slow and be less powerful);*
- 3. Combination of recommendation 1 & 2. (Pro: answers some tough, practical questions to begin to break down resistance to why this time is different; answers local questions and shows a commitment of concern for local staffs response to the transformation)*

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APPENDIX F: TRAIN-THE-TRAINER ONLINE APPLICATION

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There has been a great deal of activity over the past 9 months around the Workforce Development Academy. Over 700 of you participated in a survey telling us what you needed to be successful in living out the future vision of the workforce system. From there, we engaged close to 100 opinion leaders from across the Commonwealth and every level of the system that you identified to discuss what key expectations needed to change for critical positions in the system. You not only told us what needed to change, but what training and supports should be offered to assist in making those changes. Much of this input has been incorporated in the first modules from the Workforce Development Academy which was piloted at the end of March for over 70 people across the system. The feedback from the pilot training was then used to fine tune the modules.

Now we are gearing up to deliver this training to each and every employee and partner that works in the soon to be publicly named Kentucky Career Center system. In order to achieve this goal, we are seeking volunteer trainers throughout the organization and delivery system. These individuals will go through a three day train-the-trainer program tentatively scheduled for June 12-15. The location has yet to be determined. These trainers will then provide the training in their respective regions based on the Local Workforce Investment Area configuration as well as at the Central Office level. Our hope is to have up to 4-8 trainers in each local area and Central Office in order to distribute the work load and make the training more easily accessible to participants.

So at this point, you may be asking what characteristics we are looking for in our Workforce Development Academy trainers. Following are a list of attributes that we think would be helpful:

- You believe in the transformation of the workforce system, information is available by going to the file room on the KWIB website (<http://www.kwib.ky.gov/>);
- You are a 12 month employee, if working for the State;
- You have experience in training/facilitation;
- You are willing to participate in a short audition demonstrating your skills; and
- You have the support of your supervisor.

This is an open application process through Survey Monkey and an audition. If you want to be considered for a trainer position, please click on the following survey link <http://www.surveymonkey.com/s/academytrainthetrainer> and complete it by close of business on Wednesday, April 25, 2012.

It is important to note that this is a volunteer opportunity that will not directly result in a salary adjustment or a reclassification for those working for the State. However, the chance to be on the forefront of this transformation is a very exciting proposition. If you would like more details or have questions, please feel free to contact Priscilla McCowan ([priscilla.mccowan@ky.gov](mailto:priscilla.mccowan@ky.gov)).

Thanks for your thoughtful consideration of this invitation.

Truly,

Beth A. Brinly  
Commissioner

APPENDIX G: TRAIN-THE-TRAINER AGENDA

**FOUNDATIONS FOR THE FUTURE:  
BUILDING KENTUCKY’S 21ST CENTURY WORKFORCE SYSTEM**

***Train the Trainer – Day One***

**Module 1: Building a Foundation for Transformation**

Time	Activity	PPT Slides	FG Pages
<b>8:30am – 8:35am</b> <i>5 minutes</i>	<b>Welcome, Training Objectives</b>	n/a	15-17
<b>8:35am – 9:00am</b> <i>25 minutes</i>	<b>Lesson 1: Introduction &amp; Academy Overview</b>	1-12	18-23
<b>9:00am – 9:30am</b> <i>30 minutes</i>	<b>Lesson 2: Why Transform? Why Kentucky? Why Now?</b>	13-43	24-39
<b>9:30am – 9:45am</b> <i>15 minutes</i>	<b>BREAK</b>	44	n/a
<b>9:45am – 10:00am</b> <i>15 minutes</i>	<b>Lesson 3: Dream-Storming Activity</b>	45-49	40-43
<b>10:00am – 10:30am</b> <i>30 minutes</i>	<b>Lesson 4: Understanding Your Change Agility</b>	50-82	44-63
<b>10:30am – 10:45am</b> <i>15 minutes</i>	<b>Lesson 5: Innovation Action Planner</b>	83-87	64-67
<b>10:45am – 11:30am</b> <i>45 minutes</i>	<b>Facilitator Techniques: Module 1</b>	n/a	8-10
<b>11:30am – 12:30pm</b> <i>60 minutes</i>	<b>LUNCH</b>	n/a	n/a

## *Train the Trainer – Day One (continued)*

### **Module 2: Building the Future Kentucky Workforce System**

<b>Time</b>	<b>Activity</b>	<b>PPT Slides</b>	<b>FG Pages</b>
<b>12:30pm – 12:35pm</b> <i>5 minutes</i>	<b>Welcome Back, Module 2 Objectives</b>	8-9	68-75
<b>12:35pm – 1:35pm</b> <i>60 minutes</i>	<b>Lesson 1: Our Vision, Our Promise</b>	10-60	76-106
<b>1:35pm – 1:45pm</b> <i>10 minutes</i>	<b>BREAK</b>	61	n/a
<b>1:45pm – 2:15pm</b> <i>30 minutes</i>	<b>Lesson 2: Your Vision, Your Promise Panel</b>	62-64	107-108
<b>2:15pm – 2:25pm</b> <i>10 minutes</i>	<b>Lesson 3: Your Vision, Your Promise Activity</b>	65-69	109-115
<b>2:25pm – 2:30pm</b> <i>5 minutes</i>	<b>Lesson 4: Innovation Action Planner</b>	70-74	116-119
<b>2:30pm – 3:15pm</b> <i>45 minutes</i>	<b>Facilitator Techniques: Module 2</b>	n/a	8-10
<b>3:15pm – 3:30pm</b> <i>15 minutes</i>	<b>BREAK</b>	n/a	n/a
<b>3:30pm – 4:30pm</b> <i>60 minutes</i>	<b>Assignments &amp; Practice: Modules 1 &amp; 2 Teach-Backs</b>	n/a	n/a

## Train the Trainer - Day Two

### Teach-Back: Module 1 & 2

Time	Activity	PPT Slides	FG Pages	Assignments			
<b>8:30am – 8:35am</b> <i>5 minutes</i>	<b>Welcome, Day 2 Overview</b>						
<b>8:35am – 11:30am</b> <i>3 hours</i>	<b>Teach-Back: Module 1</b>	Lesson 1	Intro & Overview	15 min	1-12	18-23	
		Lesson 2	Why Transform?	15 min	13-27	24-30	
		Lesson 2	Why KY? Now?	15 min	28-43	30-39	
		Lesson 3	Activity	10 min	45-49	40-43	
		Lesson 4	Frog in the Pot	10 min	50-63	44-51	
		Lesson 4	Change Agility	10 min	64-70	51-56	
		Lesson 4	Activity	20 min	71-82	57-63	
	Lesson 5	Action Planner	10 min	83-87	64-67		
<b>11:30am – 12:30pm</b> <i>60 minutes</i>	<b>LUNCH</b>						
<b>12:30pm – 2:30pm</b> <i>2 hours</i>	<b>Teach-Back: Module 2</b>	Intro	Recap & Debrief	10 min	1-9	68-75	
		Lesson 1	Vision & Promise	20 min	10-28	76-87	
		Lesson 1	Sector Strategies	20 min	29-46	87-98	
		Lesson 1	Showcase	10 min	47-60	99-106	
		Lesson 3	Activity	10 min	65-69	109-115	
<b>2:30pm – 2:45pm</b> <i>15 minutes</i>	<b>BREAK</b>						

## *Train the Trainer - Day Two (continued)*

### **Module 3: Setting the Standard**

<b>Time</b>	<b>Activity</b>	<b>PPT Slides</b>	<b>FG Pages</b>
<b>2:45pm – 2:50pm</b> <i>5 minutes</i>	<b>Welcome Back, Module 3 Objectives</b>	9-10	120-127
<b>2:50pm – 3:15pm</b> <i>25 minutes</i>	<b>Lesson 1: Good and Poor Service Exercise</b>	11-21	128-133
<b>3:15pm – 3:30pm</b> <i>15 minutes</i>	<b>Lesson 2: The Expectations Exercise</b>	22-27	134-139
<b>3:30pm – 3:45pm</b> <i>15 minutes</i>	<b>BREAK</b>	28	n/a
<b>3:45pm – 4:15pm</b> <i>30 minutes</i>	<b>Lesson 3: Creating a Customer-Centric System</b>	29-48	140-150
<b>4:15pm – 4:20pm</b> <i>5 minutes</i>	<b>Lesson 4: Innovation Action Planner</b>	49-53	151-154
<b>4:20pm – 4:30pm</b> <i>10 minutes</i>	<b>Facilitator Techniques: Module 3</b>	n/a	8-10
<b>4:30pm – 5:00pm</b> <i>30 minutes</i>	<b>Assignments &amp; Practice: Module 3 Teach-Backs</b>	n/a	n/a

## *Train the Trainer - Day Three*

### **Module 4: Putting it All Together – My Local Plan for Action**

<b>Time</b>	<b>Activity</b>	<b>PPT Slides</b>	<b>FG Pages</b>
<b>8:30am – 8:35am</b> <i>5 minutes</i>	<b>Welcome Back, Module 4 Objectives</b>	4-5	155-161
<b>8:35am – 8:45am</b> <i>10 minutes</i>	<b>Lesson 1: Reflection Activity – Our Commitment to Action &amp; Transformation</b>	6-9	162-164
<b>8:45am – 9:00am</b> <i>15 minutes</i>	<b>Lesson 2: Our Vision, Our Promise Activity</b>	11-17	165-169
<b>9:00am – 9:05am</b> <i>5 minutes</i>	<b>Lesson 3: Our Vision, Our Promise Report-Out</b>	18-20	170-171
<b>9:05am – 9:15am</b> <i>10 minutes</i>	<b>Facilitator Techniques: Module 4</b>	n/a	8-10
<b>9:15am – 9:30am</b> <i>15 minutes</i>	<b>Assignments &amp; Practice: Module 4 Teach-Backs</b>	n/a	n/a

## Train the Trainer – Day Three (continued)

### Teach-Back: Module 3 & 4

Time	Activity	PPT Slides	FG Pages	Assignments		
9:30am – 11:30am 2 hours	Intro	Recap & Debrief	10 min	1-10	120-127	
	Lesson 1	Good/Poor Svc.	15 min	11-21	128-133	
	Lesson 2	Svc. Expectations	15 min	22-27	134-139	
	Lesson 3	Activity	20 min	29-48	140-150	
	Review	TBD: _____	20 min	___	___	
11:30am – 12:30pm 60 minutes	<b>LUNCH</b>					
12:30pm – 3:30pm 3 hours	Mod 4	Activities, Debrief	20 min	1-20	155-171	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
	Review	TBD: _____	20 min	___	___	
3:30pm – 3:45pm 15 minutes	<b>BREAK</b>					

### Wrap-Up

Time	Activity
3:45pm – 4:15pm 30 minutes	<b>Facilitator Techniques: Review</b> <b>Academy Training Delivery Logistics, Next Steps, Q &amp; A</b>
4:15pm – 4:30pm 15 minutes	<b>Wrap-Up &amp; Adjourn</b>

APPENDIX H: TRAIN-THE-TRAINER TEACH-BACK FEEDBACK

## *Train the Trainer: Teach-Back Feedback*

As each trainer performs their teach-backs, please rate them on the following criteria using the scale below. Add comments to clarify ratings and to help the individual improve as a trainer.

1 = Fair; needs further development  
 2 = Good  
 3 = Excellent

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

**Lesson Demonstrated:** \_\_\_\_\_

Personal Style	Rating	Comments
Energy, body language		
Eye contact		
Engagement with audience (eliciting participation)		
Voice (level, tone)		
Use of Audio/Visual materials		

Content Delivery	Rating	Comments
Mastery (confidence, ability to deliver without reading notes or PPT slides)		
Level of preparation		

Facilitation	Rating	Comments
Dealing with talkers /non-talkers evenly and respectfully		
Clear communication of activity instructions		
Debrief of most important points		
Comfort with silence		

**Additional Comments or Suggestions:**

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**APPENDIX I: TRAIN-THE-TRAINER CERTIFICATION ASSESSMENT**

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<b>Trainer Certification Assessment</b>	<a href="http://pkosowsky.poll daddy.com/s/kentucky-ttt-trainer-assessment">http://pkosowsky.poll daddy.com/s/kentucky-ttt-trainer-assessment</a>
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APPENDIX J: RELEVANT CORE & COMPLIANCE CURRICULUM RECOMMENDATIONS

	Program /Agency Management (Policy) Staff	One-Stop & Service Office (Operations)	Employer Services Staff	Individual & Job Seeker Services Staff	Reception & Intake Staff	Service Delivery (Other) Staff	Reference
<b>Track 4: Core Skills Curriculum</b>							
Becoming a Catalyst for Change: The Role of the Workforce Board	✓	✓					NAWB
Building Partnerships: Workforce and Economic Development	✓	✓					NAWB
Professional Customer Service Skills	✓	✓	✓	✓	✓	✓	KY
Constructive Criticism	✓	✓	✓	✓	✓	✓	KY
Conflict Management	✓	✓	✓	✓	✓	✓	KY
Essential Leadership Skills	✓	✓					KY
Creating A Better Team	✓	✓	✓	✓	✓	✓	KY
Coaching & Progressive Discipline	✓	✓					KY
Coping With Difficult People	✓	✓	✓	✓	✓	✓	KY
Effective Problem Solving Skills	✓	✓	✓	✓	✓	✓	KY
Enhancing Your Work Experience	✓	✓	✓	✓	✓	✓	KY
From Resistance to Acceptance	✓	✓	✓	✓	✓	✓	KY
Managing and Supervising Other People	✓	✓					KY

Time & Stress Management for Case Workers			✓	✓			NAWDP
A Practical Approach to Writing Great Case Notes			✓	✓			NAWDP
Interpersonal Work Relationships	✓	✓	✓	✓	✓	✓	KY
An Entrepreneurial Approach to Employer Services			✓	✓			KY
Workforce Investment Act (WIA) “101”	✓	✓	✓	✓	✓	✓	WF <sup>3</sup> One
<b>Track 5: Compliance Curriculum</b>							
Workplace Violence Prevention	✓	✓	✓	✓	✓	✓	KY
Sexual Harassment Prevention	✓	✓	✓	✓	✓	✓	KY

**Note:** This list by no means exhausts the list of courses available through the Kentucky Workforce System, NAWB, Maher & Maher, or other training providers.