BritishRedCross

IFRC Rapid Response

Light mapping

Mapping trainings against a Competency Framework

The aim of this mapping activity **is to understand which trainings address which competencies and at which tier** in order to **make it clear for colleagues within the movement which trainings they may need to take in order to improve a certain competency.**

Below you can find the light mapping process notes which maps training objectives against the competency framework.

Resources needed for this mapping activity:

Please consider the following profiles for mapping: training facilitators, former training participants, learning and development or HR professional, subject matter experts. Please note that all training materials including session plans, agenda, presentations, handouts, selection criteria for participants are necessary for an accuate mapping.

Mapping steps

Step 1. Extract core information at training level and add into first tab *Training Overview.* This information should be available in the training concept or similar document.

a. Training title
b. Training aim
c. Target audience
d. Pre-requisites
e. Training description (optional)
f. Training agenda – add it to the *Agenda* tab

The purpose of this is to allow the person mapping to understand what the overall training is trying to achieve and specially to understand who the training is targeted at whilst also taking into account the pre-requisites. This will help when trying to identify what the desired entry level of each competency each participant should have.

Step 2. Extract core information at the training level and add into second tab *Training Objective Breakdown.* This information should be available in training description. Where information is missing, note this as *Not Given*.

a. Objectives – "By the end of the training participants will be able to". (Please refer to Bloom's theory if you are unclear about objectives).
b. Key Learning Points – Core information that participants should have by the end of the session

The purpose of this is to via the objectives and key learning points to gauge which competencies are being addressed during the training.

Step 3. Identify which competencies are covered in each objective, and at which level. To do this, the following steps are recommended:

a. Review training information in course overview tab
b. Identify related competencies and note this
c. Review session materials when necessary, including session outline, presentation, handouts and exercises to compare the knowledge, skills and behaviours participants

are required to exhibit in the session with the knowledge, skills and behaviours listed in the competency framework

d. Note the tier at which the competency is covered in the session in the relevant cell.

Please note that the competencies are listed by number in the *Training Objective Breakdown* tab. Please adjust the numbers according to the number of competencies in your technical competency framework.

Step 4. Identify the entry tier (tier at which each competency is required to gain a place on the training) by reviewing training pre-requisites and target audience, and the exit tier (tier at which participants should be functioning at the end of the training) by reviewing the session competency information

Potential challenges of mapping

1) Session outlines – You may not be able to find certain session outlines or some session outlines. If this is the case, please get in touch with the training holder.
2) Lack of aim and objectives - Some sessions and indeed courses do not have clear aims and objectives which makes it difficult to understand which competencies are being covered. If this is the case, please get in touch with the training holder.
3) Terminology confusion – Throughout many courses in many organisations, there are many overlaps between the terminology “Aim” and “Objectives”. Please see the definitions we have stated above to help figure out which one is which. Other terminology may be used such as “goal”. If in doubt, please get in touch with the training holder for further information.
4) The entry tier for each competency not being clear even after having consulted the target audience and pre-requisites. This is part of a bigger discussion with the holders of the trainings and the selection process.
5) Not being a binary process – naturally many participants leave the same training having improved different competencies from one another, so it is difficult to establish what tier participants come out with. The number we suggest is the desired tier outcome of the competency taking into account the previous steps, but we are aware this will not always be the case.