

Welcome to CETE Works

In this first episode, host, Fara Allen, Program Coordinator, introduces you to the CETE Works podcast, featuring discussions to prepare you for developing, implementing, and evaluating your training program. To learn more about our work, visit cete.osu.edu/programs/curriculum-and-training or connect with our team at go.osu.edu/OhioState4Work.

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Fara Allen: Hello and welcome to CETE Works, a podcast produced by the Curriculum and Training Team at the Center on Education and Training for Employment – a translational research center on Ohio State’s campus. We work where research meets reality. I’m your host, Fara Allen, a Program Coordinator at the Center.

Today, more than ever, we believe employers need support in developing their workforce. The world of work is changing before our eyes and keeping up with these changes requires a lot of planning, strategy, and resources. The center works with a variety of partners, from community organizations to educators to employers, within not only Ohio, but across the world. The Curriculum and Training Team offers many evidenced based practices to help customers develop an effective workforce. Our hope is to inform organizations of various components that support all aspects of developing their workforce.

Our first series of podcasts focuses on workforce development and will feature discussions about preparing an organization for implementation or modification of a training program. Here is a preview of what you can expect from episodes in this series.

The first episode in our series, I get to have a conversation with Keli Bussell, a Training and Development Specialist with the Center, where she shares her expertise on organizational culture, arguably a topic that is overlooked before an organization begins investing in a training or professional development program.

Keli Bussell: Organizations with positive culture have a more highly engaged workforce, which results in higher efficiency and productivity, better customer service, lower turnover rates, and ultimately an increase in sustainability; and, if I have to say it, obviously, all of these things direct the bottom line.

And as a consultant in training program development, I believe it is our duty to bring this issue to the surface when working with our customers and clients. If we don’t, the training program is likely doomed to failure, which may sound dramatic, but it only makes you look bad. Since, after all, you help them develop the program, but the organization ultimately risks dumping a ton of resources into an initiative that basically has no return on investment.

Fara Allen: Our second episode listens in on a conversation that Traci Lepicki and Dr. Dave Julian had about assessing an organization’s needs prior to developing a professional development program. Traci is the Associate Director of Operations and Strategic Initiatives and also the Program Director for the Curriculum and Training Team; Dr. Dave Julian is a Translational Research Scientist and also the Program Director of Evaluation and Community Practice. Here, Dave describes how translational research impacts workforce development.

Dave Julian: We've spent considerable time reviewing this literature, really trying to understand how folks are describing translational research and have adapted a number of those definitions and accepted procedures in the field. So, for CETE, the focus in the translational research mission is really on moving innovation and interventions that solve problems into routine use. So, in our work with various sponsors of projects, we're trying to understand the problems that they present. And then, through accessing innovation, trying to design and implement an intervention that solves that problem.

Fara Allen: In our third episode, we review job analysis, it's importance in professional development planning, and how it's affected by environmental factors like the current pandemic. You'll get to hear a conversation that Traci has with a colleague at the Center, John Moser. John is the Program Lead for the DACUM International Training Center. Let's listen as John gives us a brief description of what DACUM means.

John Moser: DACUM is actually an acronym. It stands for developing a curriculum. It's a method using a panel of experts in a job, that you recruit, and those people share with the facilitator, what it is they do, the work they perform, in terms of duties and tasks. And that information is then posted on a, sort of a chart, in the front of the room where the group is meeting. And that begins to form a picture of exactly the duties and tasks that the panelists perform. And so, that in turn is going to then serve as the foundation for developing competency base training. That's the most common use from the DACUM outcomes.

Fara Allen: Our fourth episode highlights approaches to assessing skills and knowledge of employees. Here, Traci talks with Dr. Bridget McHugh, a Psychometrician for the Assessment Services program. Listen as Bridget is just beginning to explain what assessment is, in a way most of us can relate to.

Bridget McHugh: So, assessment sounds like a big fancy word, but assessment is actually all around us. Say you're opening up an old copy of Cosmo or you're online and you're at a place like Buzzfeed when you take a personality quiz or one of those quizzes that tells you 'what drink would I be'. That's technically an assessment because it's measuring something. It's assessing something. So, when we talk about assessment, we're talking about a measure.

Fara Allen: In our fifth episode, OJT Best Practices, we learn about the importance of OJT, or on-the-job training, from Alicia Willis, an Instructional Development Specialist at the center, who provides curriculum recommendations, development, and guidance for the center's programs. Here, Alicia shares the importance of selecting the right trainers for an OJT program.

Alicia Willis: To select who should be a peer trainer, first and foremost, the employee needs to be highly skilled in the tasks they are going to train others to do. You want the proper procedures, techniques, and safety practices taught, so anyone who is going to train others needs to follow all of those exactly the way your organization wants them done. Next, you want to select employees who demonstrate the culture that you have in place and want to continue. Employees who don't share the organization culture and values are going to pass that along to those they train.

Fara Allen: Thank you for taking the time to listen today. We really enjoyed talking to our guests and are excited for you to tune in to these episodes and share with your friends. A special thank you to our CETE colleagues for sharing their expertise with our listeners. If you'd like to know

more about these topics, contact us by going to go.osu.edu/OhioState4Work. See our description for details. We would love to hear from you. Take care and bye for now.

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