

NCWM Field Training Program

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A Model Field Training Program

- In early 2013 I approached the NCWM with an idea I had regarding a model field training program for weights and measures officials. Shortly afterwards the Board of Directors of the NCWM created a work group headed by (Me), former Director of the California Division of Measurement Standards.
 - The function of the work group was to develop guidance on the scope of field training for weights and measures officials, and as a sub committee report to the PDC.




Sub Committee Participants


- Mike Cleary, Chair/CA (Retired)
- Craig Harris OH
- Josh Nelson OR
- Debbie Radar AZ
- Julie Quinn MN
- Scott Simmons CO
- Agatha Shields OH
- Paul Jordan CA
- Greg Gholston MO
- Nathan Gardner OR



Objectives:

- Gather subject matter experts to:
 - Identify the core competencies necessary to be a successful weights and measures inspector.
 - Develop a comprehensive field training guide comprised of those competencies linked to the handbooks.
 - Develop a competency based evaluation process.
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Benefits of a Standardized Program

- Ensures all new staff consistency of training under the guidance of a senior inspector.
 - Enhances the professionalism of your staff
 - Provides solid documentation that training has in fact been provided and the result of the training.
 - Provides solid documentation of any deficiencies of the trainee in the event of a negative hire.
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Benefits of a Standardized Program

- Protection of your department from lawsuits based on lack of proper training and vicarious liability issues.
- Provides lateral opportunities for those selected to act as Field Training Inspectors prepares them for supervisor positions.
- Ensures that the public we serve have the most competent well trained government regulators in the marketplace.
- Ensures agencies hiring laterally that the candidates who have been through such a program are competent.



Concept:

- This program requires the state or jurisdiction to identify Field Training Inspectors (FTI) to work with the new hire in the field and use this manual to ensure the new inspector is competent in all of the required basic skills needed to perform the function of an entry level weights and measures official. This manual is designed as a shell with examples of universal competencies identified by subject matter experts. It is set up in a format that allows the FTI to verify and sign off as the competency is achieved and demonstrated by the trainee. The trainee is graded on a competency based evaluation scale (CBES).



Potential benefits of this program:

- Ensures consistent training under the guidance of a senior inspector.
- Enhances the professionalism of your staff.
- Provides solid documentation that training has in fact been provided and the result of the training.
- Provides solid documentation of any deficiencies of the trainee in the event of a negative hire.
- Protection of your department from lawsuits based on lack of proper training and vicarious liability issues.
- Provides lateral opportunities for those selected to act as Field Training Inspectors and prepares them for supervisor positions.
- Ensures that the public we serve has the most competent, well-trained government regulators in the marketplace.
- Ensures agencies hiring laterally that the candidates who have been through such a program are competent.



Benefits Continued:

- After each manual “phase” is completed, an overall evaluation form is filled out by the FTI which covers the strengths and weaknesses identified during the training period. Both FTI and trainee sign off and acknowledge the overview. Ideally the training takes 6-9 months depending on the skill level of the trainee, but within the probation period so employers can make informed decisions as to the retention of the trainee.
- While a written test is a good way to evaluate memorization of facts, only through actual fieldwork can a FTI be sure a candidate can actually do the job properly with little or no supervision.



Key components of the program

- **IN-SERVICE TRAINING GUIDE**
- **REQUIRED INTERPERSONAL SKILLS FOR FIELD TRAINING INSPECTORS**
- **ESSENTIAL FTI DUTIES**
- **ROUTINE OBSERVATION REPORT (ROR)**
- **COMPETENCY-BASED EVALUATION SCALE**
- **TRAINEE INSPECTOR CHECKLIST**



In-Service Training Guide

Purpose:

This guide is used to instruct new weights and measures inspectors in the various duties they will most likely perform during their careers. All situations and problems are not included but the subjects found herein constitute the basis, which will help the new Inspector in building a good foundation for their future activities on the job.



In-Service Training Guide

- **Purpose:**

Very few, if any, entry-level candidates for Weights and Measures Inspector positions have well-rounded experience working with weighing and measuring devices. Even candidates from private industry involved in the manufacture or repair of weighing and measuring devices normally have experience with only one or two types of devices, and are not familiar with the principals of legal metrology, nor do they have experience working as government regulators.



In-Service Training Guide

- A significant training period is necessary to teach candidates with demonstrated aptitudes the specific skills they need to function successfully as Weights and Measures Inspectors before they are able to work on their own and assume responsibility for a territory.



In-Service Training Guide

- **Purpose:**

This training program is designed to facilitate the recruitment of entry-level candidates capable of mastering the required skills. In order to master these skills, candidates will complete a training program, the duration of which shall not be more than nine months and shall not be less than three months. The training program includes several phases, any of which may be waived at any point in the process upon demonstrated proficiency by the employee.



Required Interpersonal Skills For Field Training Inspectors

- Commitment to service:
- Predisposition to seek responsibility
- Responsive to the public need
- Responsive to the goals of the Department and weights and measures



Required Interpersonal Skills For Field Training Inspectors

- Oral Communication and Listening:
- Conveying ideas to another in a coach-pupil atmosphere
- Clear and Concise in nature
- Responsive to the trainee's needs
- Ability to adjust to the personality of the trainee
- Patience



Required Interpersonal Skills For Field Training Inspectors

- Flexibility:

Ability to adapt to changing conditions as needed

- Planning and Organizing:

Implementing decisions according to a timeline

Utilizing resources at your disposal to achieve a desired result

Knowledge of subject matter



Required Interpersonal Skills For Field Training Inspectors

- Follow Through:

Verifying effectiveness

Assessing results

Timely response to inquiries



Essential FTI Duties

- **Observer:**

Patient oversight of the trainee

Allowing the trainee to act, then giving feedback as to performance

Implies listening as well as viewing

- **Trainer:**

Implementing the learning process



Essential FTI Duties

- **Evaluator:**

Interpreting behavior and accessing results in terms of what is expected of a trainee

Provide documentation



Routine Observation Report (ROR)

- In addition to the guide, a routine evaluation report of the trainees performance shall be done by the FTI at least once a week in order to document general employee performance. The rating guidelines for the ROR are also included.



Routine Observation Report (ROR)

- **Rating Instructions:** Rate observed performance of trainee in the following categories:
 - **NI** = Needs Improvement
 - **C** = Competent
 - **NO** = Not Observed



Routine Observation Report (ROR)

A. PERFORMANCE

- Report Writing
- Driving Skills: Routine
- Self-initiated Activity
- Knowledge of Locations
- Stress Control: Verbal/Behavior
- Safety: Self/Others
- Violator Control: Verbal/Physical
- Decision-Making/Problem-Solving
- Coordination: Multiple Tasks



Routine Observation Report (ROR)

B. INTERPERSONAL SKILLS

- Communication Skills
- Acceptance of Criticism
- Behavior toward Citizens
- Behavior toward Regulatory Personnel
- Self-image/Confidence



Routine Observation Report (ROR)

C. KNOWLEDGE

- Agencies Policies/Procedures
- Enforcement Codes
- Resources
- Inspection Procedures/Techniques



Routine Observation Report (ROR)

D. JOB READINESS

- General Appearance
- Forms/Equipment /Specialized Equipment
- Informed on Current Issues/Community Problems



NCWM Field Training Program:

- Inspector Routine Observation Report
Standardized Evaluation Guidelines

Included in the program are detailed instructions explaining how to rate each category in a standardized manner in order to avoid any claim of favoritism or bias.



Trainee Inspector Checklist

- Phase 1
- Phase 2
- Phase 3
- Phase 4
- Each phase of training details the specific competencies necessary to function as a basic weights and measures official. And the CBES is used to document the trainees level of skill in each competency

Example Checklist

- | 9. Hopper Scale | CBES | Date |
|---|------|------|
| • • Common Traits | | |
| • • Contents of EPO | | |
| • • Examination Specifications | | |
| • • User Requirements | | |
| • • Suitability | | |
| • • Test Equipment | | |
| • • Examination, Installation & Maintenance | | |
| • • Test Specifications | | |
| • • Evaluation | | |
| • • Field/Practical Exercises | | |

Competency-Based Evaluation Scale

- Numerical/Adjective Rating:

5 = Outstanding

Can perform this skill without supervision or assistance with proficiency in speed, quality, quantity, self-initiative, reliability and judgment; Can lead or assist others in performing this skill.



Competency-Based Evaluation Scale

- **4 = Above Standard**

Can perform this skill consistently within established standards of speed, quality, and quantity without assistance and supervision.



Competency-Based Evaluation Scale

- **3 = Standard**

Can perform this skill generally consistent with established standards of speed, quality, and quantity, but requires periodic assistance and/or supervision.



Competency-Based Evaluation Scale

- **2 = Short of Standard**

Can perform this skill only with some assistance and/or supervision to ensure consistency with established standards of speed, quality and quantity; Able to perform some parts of the skill, but cannot perform the entire skill.



Competency-Based Evaluation Scale

- **1 = Unacceptable**

Has limited ability or knowledge to perform this skill; Continuous assistance and/or supervision required; Performance does not meet established standards of speed, quality, and quantity; Demonstrates possible limitations in learning ability to acquire the skill.



Competency-Based Evaluation Scale

- **Not Responsive to Training**

Has been repeatedly instructed in a particular subject matter and still fails to demonstrate knowledge of the subject or is unable to perform the particular task which would exhibit this knowledge. The training instructor should rate the new inspector NRT. The training instructor should provide the narrative comments, the training attempted, and the results of the new inspector's attempt to perform the task.



Design Flexibility

- The checklist has been designed to be modified given the requirements of each specific jurisdiction. It is after all a model program. NCWM is offering the program in both PDF and Word formats. The NCWM has also decided to offer the program free of charge to any and all jurisdictions who have a need.



Support

- If you need support

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