

ENETOSH Standard of Competence for instructors and trainers in safety and health

Field of competence
Education and training

Level: 6

Credit:

Shown Behaviour	Rating			
	does not apply at all	partly applies	applies mainly	completely applies
Disposes of competence in communication				
• Contacts the participants actively (shaking hands, eye contact, addresses the participants by name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Keeps eye contact with all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Addresses the participant directly (e.g. by name, asks a question to certain participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listens carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Stimulates questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Responds to questions of the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comes back to questions of the participants when it fits to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Invites for discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asks participants directly for their contribution to the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ends the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appeals to the emotional level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The „standing“ in front of the group is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks understandable and clear (use of full sentences, few consecutive sub-sentences, avoids phrases like „Äh“, „o.k.“)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks with a loudness appropriate to the seize of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<ul style="list-style-type: none"> Adapts his/her speech to the participants' level of language The argumentation is reasonable The gestures emphasises the spoken word 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes an agreement with the participants <ul style="list-style-type: none"> Asks for the experiences and the expectations of the participants Formulates the goals and content of the seminar Compares the result of the seminar with the expectations of the participants 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of the participants' experience <ul style="list-style-type: none"> Connects to the experience of the participants Works with examples Asks participants to bring their own examples Prepares the seminar in connection with the persons involved (e.g. companies) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes the participants <ul style="list-style-type: none"> Asks questions to assure understanding Gives questions back to the participants before answering the question him/herself Talks to those participants explicitly, which do not take part in the discussion Takes into account the suggestions of participants 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<ul style="list-style-type: none"> • Takes questions with an „open“ posture • Chooses methods, which activate all the participants 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Leads the group</p> <ul style="list-style-type: none"> • Gives clear and understandable instructions for the group • Defines his/her role in the seminar clearly • All actors keep their agreements • Achieves a common result , beared by the group 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Handles conflicts in a constructive way</p> <ul style="list-style-type: none"> • Agrees on rules for the interaction • Keeps calm in critical situations • Talks about conflicts • Puts those questions and contributions behind, which are not interesting for the group • Interrupts by using the name, summarises, and then gives the topic to the other participants • Puts the message of a participant behind • Asks a member of the group to take over the mediation of the conflict 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Handles important methods and media</p> <ul style="list-style-type: none"> • Applies different learning and teaching methods • Takes into account that the method must fit subject, target group and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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situation <ul style="list-style-type: none"> • Takes into account the size of a group • Defines his/her role in the seminar (e.g. learning partner, moderator/organiser, expert, didactic) • Makes use of activating training methods • Takes into account the organisational and technical conditions • Checks the media before the course/seminar • Is secure in handling the methods and media • Keeps the results of the seminar • Prepares the transfer of the results into praxis • Evaluates the result of the seminar 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of the facilitation method <ul style="list-style-type: none"> • Follows the rules of the facilitation method • Uses the techniques of the facilitation method • Makes an appropriate use of the facilitation material • Summarises the results of the facilitated learning process • Develops a catalogue of measures from the discussion (to-do-list) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visualises main steps and results within a seminar <ul style="list-style-type: none"> • The writing is legible • The written text is orthographically correct • The typeface is nice (separation into ascender, descender and all in between, same line distance, narrow spaced letters in a word) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<ul style="list-style-type: none"> • Works with headlines and in between – headlines • The use of colours is appropriate (max. 3 colours per slide or poster) • Size and type of writing are appropriate (e.g. slides 25 pt headline, 18 pt text) • Number of slides corresponds to the available time (e.g. max. 3 slides each with 7 key points) • The spoken word matches the presentation (e.g. according to the text on the slides) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Gives and takes feedback</p> <ul style="list-style-type: none"> • Asks the participants' if they would like a feedback from the group or by the instructor/trainer • Formulates "I-messages" • Relates the feedback to concrete behaviour • Gives and takes feedback realtime • Handles the sandwich-technique (1. positive feedback, 2. serious criticism, 3. positive feedback) • Mentions alternatives for action • Takes critical reflections without defence • Asks the participants to give serious suggestions for change 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Reflects on his/her own work</p> <ul style="list-style-type: none"> • Makes use of his/her strengths • Handles with his/her weaknesses during the seminar in an appropriate way • Is able to name his/her strengths and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<ul style="list-style-type: none"> • After a maximum of 90 minutes there is break • The time management matches the methods 				
Handles the basics of adult education <ul style="list-style-type: none"> • Sees himself as a tutor • Keeps a friendly relationship to the participants • Understands the seminar as a common learning process • Enables a way of self-organised learning • Takes into account the different cultures, living environments, ages and learning types • Sees the seminar in connection with Lifelong Learning 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proves flexibility <ul style="list-style-type: none"> • Reacts flexible to unplanned things • Has alternatives to his/her actual plan • Keeps substitutions for the organisation (Plan „B“) • Matches seminars to unexpected events (e.g. noise from a building site) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Takes care for his/her own continuing vocational training <ul style="list-style-type: none"> • Educates him/herself in the use of new media • Educates his/her rhetorical abilities • Enlarges his/her competence with methods • Deepens his/her pedagogical skills • Educates him/herself on the topic • Measures the education and training subjectively high 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

