

ENETOSH Standard of Competence for Instructors and Trainers in Safety and Health

Field of competence: Education and training

Level: 6

Credit:

Skills

Knowledge¹

Possesses communication competence

- Actively establishes contact with participants (welcomes them individually, establishes eye contact, addresses them by name)
- Maintains eye contact with all participants
- Addresses participants directly (e.g. by name or by posing a question to a particular participant)
- Listens attentively
- Encourages participants to ask questions
- Responds to participants' questions
- Returns to participants' questions at appropriate point
- Encourages participants to have discussions
- Asks participants directly to contribute to discussions
- Brings discussions to a close
- Engages participants on an emotional level
- Has a good standing in the group's eyes
- Speaks comprehensibly and clearly (whole sentences, few subordinate clauses, few filler words such as "eh" or "OK")
- Speaks in a volume appropriate for the size of the group
- Adjusts his/her language to participants' level
- His/her argumentation is easy to follow
- Gestures used support his/her spoken words

- Basics of public speaking
- Knowledge of target group
- Knowledge of different communication models
- Foreign languages

Makes an agreement with the participants

- Asks about participants' experiences and

- Knows a method for asking about

¹ The term "knowledge" includes both academic and empirical knowledge.

<p>expectations</p> <ul style="list-style-type: none"> • Formulates objectives and content of seminar • Compares result of seminar with participants' expectations 	<p>expectations</p> <ul style="list-style-type: none"> • Knows a method for agreeing objectives and actions • Knows methods for evaluating a seminar's processes and results
<p>Makes use of participants' experiences</p> <ul style="list-style-type: none"> • Uses participants' experiences as basis to build on • Works with examples • Asks participants to provide examples from their own experience • Prepares seminar in consultation with stakeholders (e.g. companies) 	<ul style="list-style-type: none"> • Knowledge of target group • Knowledge of target group's sector • Pool of own examples appropriate for target group
<p>Involves participants</p> <ul style="list-style-type: none"> • Asks back to ensure points have been understood • Passes questions back to participants before answering them himself/herself • Directly addresses participants who are not taking part in the discussion • Incorporates changes suggested by participants • Adopts an "open" posture when listening to questions • Chooses methods which require all participants to be active 	<ul style="list-style-type: none"> • Knows a non-directive technique of asking questions (e.g. using open questions) • Knows methods for activating participants
<p>Leads the group</p> <ul style="list-style-type: none"> • His/her instructions to group are clear and comprehensible • Everyone complies with the agreements they have made • Produces a result which is created and supported by group 	<ul style="list-style-type: none"> • Basics of leadership • Is familiar with different styles of leadership • Knows peculiarities involved in leading a group
<p>Handles conflicts in a constructive manner</p> <ul style="list-style-type: none"> • Agrees rules for interaction • Remains calm in critical situations • Addresses conflicts • Defers questions and input which are not interesting for group 	<ul style="list-style-type: none"> • Knows different forms of group conflict (e.g. conflict between participants, conflict between participant and instructor/trainer or conflict between instructor/trainer and

<ul style="list-style-type: none"> • Interrupts speaker by name, summarises his/her input and passes topic on to other participants • Defers participants' contributions/questions until a later, more appropriate point • Asks someone from group to facilitate/mediate conflict 	<p>entire group)</p> <ul style="list-style-type: none"> • Methods for conflict resolution in groups • Is familiar with conflict facilitation/mediation
<p>Can use important methods and media</p> <ul style="list-style-type: none"> • Uses different teaching and learning methods • Makes sure that method is appropriate for subject matter, target group and situation • Takes size of group into account • Defines his/her role in seminar (e.g. knowledge provider, facilitator or advisor) • Uses activating methods • Takes organisational and technical parameters into account • Checks media before seminar gets underway • Is confident in use of methods and media employed • Records results of seminar • Prepares transfer of results into practice • Evaluates result of seminar 	<ul style="list-style-type: none"> • Knowledge of subject matter • Knowledge of target group • Knowledge of didactic theories and models (e.g. models of education theory, information theory, learning theory and Constructivism) • Knowledge of didactic principles (e.g. focus on target group, participant, actions or experiences) • Knowledge of various roles of instructor/trainer (e.g. learning partner, facilitator/organiser, advisor, expert or didactics expert) • Knowledge of a wide range of teaching and learning methods (e.g. lectures, interactive lectures, individual work, work in pairs, work in groups, case studies, brainstorming, role plays, experiments, learning events, physio-motor exercises, outdoor work, scenarios and simulation) • Basic knowledge of how to use e-learning and how to design and implement blended-learning projects • Knowledge of various methods for ensuring that the knowledge/skills learned in the seminar are transferred into practice • Knowledge of different methods of seminar evaluation • Knowledge of possibilities offered by and limits of methods and media used • Knowledge of different forms of

	<p>training (e.g. 1-day seminar, series of seminars, workshops, courses for large groups or coaching)</p> <ul style="list-style-type: none"> • Is familiar with most important media (e.g. PC/laptop, digital projector, flipchart, whiteboard, pin board, CBT/DVD/WBT, TV, camera, didactic network) • Knowledge of room/building (size of room, lighting, exits, chairs)
<p>Employs the facilitation method</p> <ul style="list-style-type: none"> • Adheres to rules of facilitation method • Uses facilitation-method techniques in seminar • Uses facilitation materials in an appropriate manner • Summarises results of facilitated learning process • Draws up to-do list on basis of discussion 	<ul style="list-style-type: none"> • Facilitation rules, techniques and media (e.g. facilitation phases, brainstorming, use of dot stickers (one or several), “card questions”, use of + and - signs, brainwriting, Ishikawa diagrams and to-do lists) Is familiar with facilitation materials, knows what they are used for and the rules for using them (e.g. different types of card, rules for writing on cards, formulating headings and clustering)
<p>Visualises important steps and results in seminar</p> <ul style="list-style-type: none"> • His/her writing is legible • Spelling is correct • He/she has nice handwriting (letters nicely divided into upper, middle and lower sections, even line-spacing, letters of words are close together) • Works with headings and sub-headings • Colours are suitable (max. 3 colours per slide or poster) • Size and style of writing are appropriate (e.g. on slides, 25 pt headings and 18 pt for text) • Number of slides is appropriate for duration of presentation (e.g. max. 3 slides with seven key points each) • His/her spoken words correspond to presentation (e.g. to text on slides) 	<ul style="list-style-type: none"> • Knows different presentation techniques (e.g. PowerPoint, film, flipcharts, pinboards, visualisation rules – writing and slide layout)

<p>Gives and takes feedback</p> <ul style="list-style-type: none"> • Asks participants whether they want feedback from group or from instructor/trainer • Formulates “I statements” • Relates feedback to specific behaviour • Gives and takes feedback as soon as possible • Can use sandwich technique (1. Positive feedback, 2. Constructive criticism, 3. Positive feedback) • Mentions alternative forms of action • Accepts critical feedback without becoming defensive • Asks participants for constructive suggestions for changes 	<ul style="list-style-type: none"> • Knowledge of feedback rules • Basic knowledge of intercultural differences regarding giving and taking of feedback
<p>Reflects on his/her own work in a critical manner</p> <ul style="list-style-type: none"> • Employs his/her strengths effectively • Deals with his/her weaknesses appropriately in seminar • Can describe his/her own strengths and weaknesses precisely 	<ul style="list-style-type: none"> • Self-evaluation methods and techniques • Knowledge of his/her own strengths and weaknesses
<p>Team teaching</p> <ul style="list-style-type: none"> • Instructors/trainers prepare seminar together • Instructors/trainers conduct seminar together • Instructors/trainers agree on who will perform which tasks in seminar • Both instructors/trainers participate in initiation of discussion process • Both instructors/trainers participate in guiding of discussion process • Make their knowledge and skills available to team • Make compromises which help to achieve objectives • Takes a constructive approach to other persons’ suggestions • Display loyalty to each other in front of participants 	<ul style="list-style-type: none"> • Knows team-teaching models (e.g. joint action, consecutive action)

<ul style="list-style-type: none"> • Evaluate seminar together 	
<p>Develops a seminar, a curriculum, a training programme</p> <ul style="list-style-type: none"> • Describes learning goals/outcomes clearly • Plans individual seminar modules • Content is appropriate for target group • Methods are appropriate for target group • Content helps ensure goals/outcomes are achieved • Methods help ensure objectives/outcomes are achieved • Prepares participant handouts 	<ul style="list-style-type: none"> • Basics of curriculum development • Familiarity with current debate regarding competence development
<p>Is good at time management</p> <ul style="list-style-type: none"> • Adheres to planned timeframe • Each topic is concluded before a break • There are breaks after every 90 minutes max. • Time schedule is in line with methods used 	<ul style="list-style-type: none"> • Basics of seminar management • Basics of time management
<p>Has basic adult-education skills</p> <ul style="list-style-type: none"> • Sees himself/herself as a tutor • Relationship with participants is based on partnership • Sees seminar as joint learning process • Makes self-organised learning possible • Takes different cultures, social milieus, ages and types of learner into account • Sees seminar as part of lifelong learning 	<ul style="list-style-type: none"> • Basic knowledge of adult education • Basic knowledge of vocational education and training • Familiarity with current debate regarding learning • Basic knowledge of personnel development • Basic knowledge of intercultural education
<p>Displays flexibility</p> <ul style="list-style-type: none"> • Reacts flexibly to the unplannable • Ensures alternatives to planned procedure are available • Has alternative solutions at hand to deal with problems (“Plan B”) • Adapts seminar structure to unexpected events (e.g. building-site noise) 	<ul style="list-style-type: none"> • Wide repertoire of methods • Good knowledge of surroundings
<p>Ensures own professional development is</p>	

continued

- | | |
|---|--|
| <ul style="list-style-type: none">• Upgrades skills to ensure he/she can integrate new media into courses• Upgrades public-speaking skills• Expands his/her methodological competence• Enhances his/her educational skills• Upgrades skills related to his/her specific subject field• Considers continuing professional development extremely important | <ul style="list-style-type: none">• Self-evaluation methods and techniques• Knowledge of suitable opportunities for continuing professional development |
|---|--|

Demonstrates personal competence

- Respects others as they are
- Interacts with others in a confident manner
- Would like to learn from others
- Has good self-awareness (knows his/her strengths and weaknesses, his/her own leadership style and which method suits him/her)
- Is dedicated
- Assumes responsibility for process and delegates responsibility for process to participants
- Is open to new developments
- Creativity