Competence Model of Trainers

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1. No More Early School Leavers

- 15 authors
- 7 countries (A, CZ, IRL, LV, PL, PT, CH)
- 2 parts (Educators & Early school leavers)
- 2 methodology approaches (qualitative & quantitative)
- 1 report, 163 pages, 48 ths. words, 252 ths. letters and numbers
- http://spi.pt/cessit/
2. Introduction to competence models

**Competency model** provides information on minimal level of hard skills and soft skills required for high-quality work performance of worker.

- Origin of competence models
- Application of competence models
3. Methodology

**Educators** are defined as trainers/teachers who work with unemployed people, early school leavers or other people disadvantaged on the labour market or in the society and whose activity leads to minimizing or decreasing of real or potential social exclusion of their clients.
3. Methodology

- Methodology used by recruitment agency Specialist Service Ltd.
- Adapted for questionnaire survey among experts

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<th>Number of experts</th>
<th>EU6</th>
<th>AT</th>
<th>CZ</th>
<th>IE</th>
<th>LV</th>
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3. Methodology

- Competence model defined for
  
  New educator  person who has just started this job  
  Average educator  person after 3 years of teaching  
  Skilled educator  very experienced & skilled educator

- Requirements on hard & soft skills were discussed
3. Methodology

**Level 0 - Ignorance**, no knowledge and no skills,
**Level 1 - Insufficient level**, missing many basic knowledge and skills
**Level 2 - Minimal level**, basic knowledge and skills, significant improvement and development needed
**Level 3 - Standard level**, some improvement needed, development of strengths and minimizing of weaknesses,
**Level 4 - Optimal level**, superior performance, good knowledge and developed skills, minimal improvement needed
**Level 5 - Excellent level**, without any demand for further development
3. Methodology

- Interviews with 5 experts in each country
  - perception of successful educator
  - problem solving
  - development of motivation, innovativeness, creativity and entrepreneurship
  - limits of education and their breaking
4. Competence model of TRAINER/TEACHER

**Hard skills**

- General knowledge
- Specific knowledge
- Didactics
- PC/ICT skills
- General overview of labour market
- Social work
- Foreign languages

**Soft skills (10/19)**

- Communication
- Developing others
- Self-confidence
- Customer orientation
- Proactive approach
- Leadership and team coordination
- Impact and Influence
- Stress resiliency
- Organizing & planning one’s work
- Creativity
4. Competence model of TRAINER/TEACHER

- **Full CM**
  9 hard skills
  19 soft skills

- **Visualization**
  9 hard skills
  10 most important soft skills

The scale used for level of foreign languages is based on Common European Framework of Reference for Languages (CEFR):
- Level 0 - A1 of CEFR
- Level 1 - A2 of CEFR
- Level 2 - B1 of CEFR
- Level 3 - B2 of CEFR
- Level 4 - C1 of CEFR
- Level 5 - C2 of CEFR
4. Competence model of AVERAGE EDUCATOR

Hard skills
4. Competence model of **AVERAGE EDUCATOR**

**Minimal level of educational attainment - ISCED 5**

**General knowledge - LEVEL 4**

*Knowledge of mother language, mathematic, foreign language, physics, geography etc., which are usable in nearly all fields of human activity*

**Specific knowledge - LEVEL 3**

*Knowledge of mechanical technology, cooking technology, engineering etc., which are usable only in certain fields of human activity*
4. Competence model of **AVERAGE EDUCATOR**

**Didactics - LEVEL 4**

*How to teach students and adults, how to use the various visual aids, teaching materials, teaching devices, teaching styles and techniques etc.*

- Interaction between student and educator (79.5 %)
- Alternative methods of education (74.1 %)
- Preparation of lessons, e.g. content, organization etc. (72.2 %)
4. Competence model of AVERAGE EDUCATOR

PC/ICT skills - LEVEL 4

MS OFFICE, Internet, Outlook, Skype, ICQ, preparation of teaching materials, e-learning etc.

- e-Mail and internet (77.3 %)
- Presentation technique, e.g. data projector, PowerPoint (71.9 %)
- Word processor (69.4 %)
4. Competence model of AVERAGE EDUCATOR

General overview of local/national labour market - LEVEL 4

Knowledge in salaries, Labour Code, employers’ requirements, labour opportunities and threats etc.

- Job hunting techniques (69.1 %)
- Knowledge of regional labour market (62.0 %)
- Techniques of career counselling (59.1 %)
4. Competence model of AVERAGE EDUCATOR

Social work - LEVEL 3

Methods of work with risk groups as drug-user or homeless, assistance for handicapped people, social deviations etc.

- Methods of work with risk groups (69.5 %)
- Social policy (50.1 %)
- Social deviations and social pathology (45.2 %)
4. Competence model of AVERAGE EDUCATOR

Foreign languages - LEVEL B1 Common European Framework of Reference for Languages

Independent Speaker (intermediate): Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

- English (73.9 %)
- German (15.1 %)
- Spanish (11.2 %)
4. Competence model of AVERAGE EDUCATOR
4. Competence model of AVERAGE EDUCATOR

Communication - LEVEL 4

He listens to others; capable of opening the communication; can create constructive conflict; provides an environment conducive to communication by all participants; welcomes and works with other people’s opinions; capable of presenting to a group; requests feedback
4. Competence model of **AVERAGE EDUCATOR**

**Developing others - LEVEL 4**

*He identifies educational, training and development needs and creates suitable programs and materials to meet them. He is able to design appropriate and helpful tasks, formal training or even creates significantly new approaches to teaching traditional subjects to support individuals’ learning and development of their skills and confidence. He supports finding answers to problems and looking for solution by people, not simply giving answers.*
4. Competence model of **AVERAGE EDUCATOR**

**Self-confidence - LEVEL 4**

*He is able to advocate his position and opinion clearly in conflicts and his actions support his verbal expression of self-confidence. He is also pleased or excited in the case of challenging tasks. He learns from his mistakes through analysis of actions and behaviour leading to failure and makes measures to improve future performance.*
4. Competence model of AVERAGE EDUCATOR

Customer orientation - LEVEL 4

He has empathy for customers’ needs, anticipates their needs and expectations, acts and communicates as a professional, strives to satisfy the customer on long-term basis and gain his trust, can negotiate effectively, manages to handle conflict situations, carries personal responsibility
4. Competence model of AVERAGE EDUCATOR

Proactive approach - LEVEL 4

He is proactive, very much interested in what is happening, actively seeks solutions, new activities, methods and alternatives. Is decisive and acts in situations when others are helpless. He does more than is expected of him, anticipates obstacles and takes pre-emptive measures. He seeks new possibilities and opportunities, likes to try and learn new things.
4. Competence model of AVERAGE EDUCATOR

Leadership and team coordination - LEVEL 4

He takes responsibility for team performance, analyses successful and unsuccessful performance and suggests appropriate measures. He supports understanding and identifying of team members with team’s strategy and aim. He is trustworthy and reliable leader, i.e. he faces out difficulties and complicate situations. He gives team members scope for their activities and taking responsibility for partial tasks, he delegates power. He also evaluates competencies of team members and defines their further development.
4. Competence model of **AVERAGE EDUCATOR**

**Impact and Influence - LEVEL 4**

*He plans and prepares his presentation according to public with the aim to influence and convince them. He anticipates reactions of the others and takes them into account during the preparation of presentations. His verbal and non-verbal communication is perfect; he can hold interest of public. He is able to present also in foreign language after the preparation. Stage-fright has no effect on his ability to convince the others, he uses different forms and methods of influencing and persuading.*
4. Competence model of AVERAGE EDUCATOR

Stress resiliency - LEVEL 4

*His performance is very good even in stressful situations; he is persistent. He sees failure as a challenge to do it better next time.*

*Change comes to him as natural, and he welcomes it. Having overcome obstacles, he analyses the situation, looking for alternatives and opting for the most suitable solution. He does not give up lightly. He holds emotions in check but makes his feelings known openly. He knows how much he can take and trusts his abilities.*
4. Competence model of **AVERAGE EDUCATOR**

**Organizing & planning one’s work - LEVEL 4**

*He plans both short- and long-term in accordance with the plans and needs of others. He makes decisions based on priorities, puts the important before the pressing. He creates alternatives so that they add to reaching the goal. He handles risk. He plans for the necessary resources and their efficient use over time. He assesses plan implementation, goals and activities leading to them, and acts accordingly. He properly organises his own activity and is capable of properly organising that of others.*
4. Competence model of AVERAGE EDUCATOR

Creativity - LEVEL 4

He comes up with creative, miscellaneous, well worked-out and highly contributive ideas, preventively seeks, analyses and solves risks, initiates changes and is able to persuade others to realise them.
4. Competence model of AVERAGE EDUCATOR

Test your soft skills !!!


OR

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5. Conclusions / Personality of teachers

- Educator should know very well the target group (its problems, background, culture, challenges the clients face etc.)
- The good knowledge of the labour market and all possibilities which it offer is also very helpful, because the main aim of the work with above defined types of clients is to prepare them for concrete profession.
5. Conclusions / Personality of teachers

- During the education the educator should be able to recognize educational needs of his/her clients, with regard to the situation on the labour market, and set education conditions according these needs and abilities of clients.

- His/her primary tasks consist in facilitating and animating of personal development through learning and motivating clients to the highest possible performance.
5. Conclusions / Personality of teachers

• Except perfect both general and vocational knowledge and rich professional and life experience the educator have to manage many soft skills (the most important one is positive relation to other people)

• The educator needs to manage communication skills perfectly, which guarantee effective mutual communication between educator and clients.
5. Conclusions / Personality of teachers

- Educators have to be also flexible, open-minded and creative which enable them to adapt to different situations occurring during interactions with students, adapt teaching style according to specifics of concrete students, to be opened to changes and come with new ideas and solutions.

- Heterogeneous and often very “problematic” target groups require really high level of empathy, tolerance, patience and stress resilience.
5. Conclusions / Personality of teachers

- The self-confidence and mainly confidence in his/her educational activity is also necessary, because motivation of the educator is necessary condition for staying persistent in reaching his/he educational aims.

- A teacher should respect each student as a person with individual needs and abilities, his/her approach to students should be individualized. His main aim is to help to understand. The respect, which has to be on both sides, should be mirrored by the equal and friendly relationship between teacher and students instead of superiority and inferiority.
Thank You for attention
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