



# **TRAINER**

**COMPETENCE PROFILE**

**COMPETENCES – RESPONSIBILITIES – GUIDELINES FOR DEVELOPMENT**

# EQF 1 – TRAINER'S ASSISTANT

## LEVEL DESCRIPTION

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Trainer's Assistant is a person that gets acquainted with a role of a trainer and a training context through providing both an organizational and a technical assistance. S/he cooperates with a trainer in some training activities, working under his/her direct instructions. Develops communicational competences and builds knowledge of training methods.

## COMPETENCES (RESPONSIBILITIES)

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Trainer's assistant (EQF 1):

- prepares organizational and technical aspects of training, in accordance with requests of a trainer
- provides an organizational support during the training
- co-facilitates selected training activities being closely supervised by a trainer

## SOURCES OF FURTHER DEVELOPMENT

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Observing diverse training contexts and different activities of a trainer

Participating in some of training activities under supervision of a trainer

Learning about training methods (literature)

Developing communicational competences (trainings)

	Knowledge	Skills
Communication	<i>n.a.</i>	u1.1.1. speaking with clarity u1.1.2. self-presentation within role and context
Interpersonal Competences	<i>n.a.</i>	u1.2.1. adequate behaviour in social situations
Cognitive Competences	<i>n.a.</i>	u1.3.1. flexibility ( <i>adapting to different conditions</i> ) u1.3.2. openness to learning
Creating a learning-friendly environment	w1.4.1. understanding the training context	<i>n. a.</i>
Designing training	w1.5.1. standards for preparation of training materials	u1.5.1. formal design and formatting of training materials
Leading training	<i>n.a.</i>	u1.6.1. using training room equipment
Evaluating training	<i>n.a.</i>	<i>n. a.</i>
Content-specific Competences	<i>n.a.</i>	<i>n. a.</i>

## EQF 2 – CO-TRAINER

### LEVEL DESCRIPTION

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A person who has reached EQF 2 level is able to cooperate with the trainer in conducting a previously planned programme. S/he facilitates selected training activities under supervision of the trainer responsible for the learning process. S/he is competent in some of training methods, has a sufficient level of communication skills and is able to use them.

### COMPETENCES(RESPONSIBILITIES)

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Co-trainer (EQF 2):

- prepares organizational and technical aspects of training, in accordance with requests of a trainer
- leads selected training activities under guidance of a trainer
- supports a trainer in modeling desired behaviours and facilitating small group activities

### SOURCES OF FURTHER DEVELOPMENT

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Leading short trainings without supervision.

Participation in training programme design process.

Participation in trainers' trainings

Deepening knowledge of the training content -specialization (formal education, trainings, literature)

Developing communicational and interpersonal competences(trainings)

Competence group	Knowledge	Skills
Communication	w2.1.1. basic communicational tools (active listening, paraphrasing, asking questions)	u2.1.1. presenting knowledge with clarity u1.1.2. self-presentation within role and context u2.1.3. applying basic communicational tools (active listening, paraphrasing, asking questions)
Interpersonal Competences	<i>n.a.</i>	u1.2.1. adequate behaviour in social situations
Cognitive Competences	<i>n.a.</i>	u1.3.1. flexibility ( <i>adapting to different conditions</i> ) u1.3.2. openness to learning u2.3.3. problem solving
Building a learning-friendly environment	w1.4.1. understanding the training context	u2.4.1. supporting a learning-friendly atmosphere ( <i>nonjudgmental attitude, allowing mistakes, encouraging experimentation</i> )
Designing training	w2.5.1. functions of training materials and equipment within the training context w2.5.2. administrative and technical aspects of the training	u2.5.1. designing training materials in cooperation with the trainer
Leading training	w2.6.1. basic training methods (mini-lecture, discussion, case study, small groups exercises)	u1.6.1. using training room equipment u2.6.2. applying selected training methods u2.6.3. maintaining rapport
Evaluating training	w2.7.1. understanding evaluation reports	u2.7.1. using feedback
Content-specific Competences	w2.8.1. understanding the training content	u2.8.1. adequate use of terms and concepts related to area of the training

## EQF 3 – JUNIOR TRAINER

### LEVEL DESCRIPTION

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A trainer who has reached level 3 is able to lead short trainings or selected modules within a larger course, implementing a previously designed training programme. S/he is competent with standard training methods and comfortable in co-leading the training. S/he manages organizational aspects of the training and cooperates with persons responsible for its programme and content.

### COMPETENCES(RESPONSIBILITIES)

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#### Junior Trainer (EQF 3)

- plans technical and organizational aspects of the training
- operationalizes the training programme, translating it to specific actions
- uses selected training methods and techniques within the context of short trainings or training modules (up to 4 training hours)
- is able to create and maintain a safe context for learning

### SOURCES OF FURTHER DEVELOPMENT

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Designing training programmes under supervision of experienced trainers

Experience in diverse training contexts

Co-training

Participation in comprehensive train the trainer courses

Deepening knowledge of the training content (formal education, trainings, literature)

Deepening knowledge of training methods and techniques

Developing communicational and interpersonal competences(trainings)

Feedback from participants and co-trainers

Competence group	Knowledge	Skills
Communication	<p>w2.1.1. basic communicational tools (active listening, paraphrasing, asking questions)</p> <p>w3.1.2. leading presentations (structure, dynamic, adapting to the needs of participants)</p> <p>w3.1.3. self-presentaton (aims, methods, concepts)</p>	<p>u2.1.1. presenting knowledge with clarity</p> <p>u1.1.2. self-presentation within role and context</p> <p>u2.1.3. applying basic communicational tools</p> <p>u3.1.4. verbal and nonverbal consistency</p> <p>u3.1.5. giving feedback</p> <p>u3.1.6. leading presentations</p>
Interpersonal Competences	<p>w3.2.1. basic social psychology (<i>group roles, conditions of effective teamwork, influencing attitudes</i>)</p>	<p>u3.2.1. assertiveness (<i>refusing, asking, disagreeing, accepting negative feedback</i>)</p> <p>u3.2.2. respecting personal boundaries</p> <p>u3.2.3. managing stress</p>
Cognitive Competences	<p>w3.3.1. awareness of diversity in learners' needs, preferences and cognitive styles</p>	<p>u1.3.1. flexibility (<i>adapting to different conditions</i>)</p> <p>u1.3.2. openness to learning</p> <p>u2.3.3. problem solving</p>
Creating learning-friendly environment	<p>w3.4.1. understanding distinctions between training and other group and developmental activities</p> <p>w3.4.2. understanding obligations and limitations connected to the role of the trainer</p>	<p>u2.4.1. supporting a learning-friendly atmosphere (<i>nonjudgmental attitude, allowing mistakes, encouraging experimentation</i>)</p> <p>u3.4.2. sharing knowledge in accordance with the learners' needs</p>
Designing training	<p>w2.5.1. functions of training materials and equipment within the training context</p> <p>w2.5.2. administrative and technical aspects of the training</p>	<p>u3.5.1. designing training materials</p>
Leading training	<p>w2.6.1. basic training methods (mini-lecture, discussion, case study, small groups excercises)</p> <p>w3.6.2. awareness of own strengths and limitations in different training methods and techniques.</p>	<p>u1.6.1. using training room equipment</p> <p>u3.6.2. stosowanie podstawowych metod i technik szkoleniowych</p> <p>u3.6.3. introducing and maintaining the training contract</p>

		u3.6.4. managing time of the training u3.6.5. maintaining rapport
Evaluating training	w3.7.1. basic methods of training evaluation	u2.7.1. using feedback u3.7.2. evaluating training on the level of satisfaction
Content-specific Competences	w3.8.1. theoretically grounded knowledge of the training content	u3.8.1. consistent and effective use of concepts and terms related to the training content

## EQF 4 – TRAINER

### LEVEL DESCRIPTION

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A trainer who has reached this level of competence is ready to take full responsibility for conducting a short training within specific areas. S/he is a partner for the clients/participants, agreeing upon relevant training objectives and achieving them using a set standard training methods and techniques.

### COMPETENCES(RESPONSIBILITIES)

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#### Trainer (EQF 4)

- consciously uses results of training needs analysis
- designs and leads one-day trainings in areas related to own education and/or experience
- considers group dynamics when designing and leading trainings
- is competent in a set of standard training methods and techniques
- maintains flexibility in diverse training situations
- uses basic tools of training evaluation

### SOURCES OF FURTHER DEVELOPMENT

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Learning diverse training styles and methodologies through participation in training programmes and cooperation with other trainers

Enriching the training repertoire with non-standard tools and techniques (literature, trainings, own ideas)

Experience from diverse training situations and contexts

Deepening knowledge related to the training content (formal education, trainings, literature)

Empowering personal and interpersonal competences (through interpersonal training, coaching, developmental workshops etc.)

Requesting deep feedback from participants and trainers

Competence group	Knowledge	Skills
Communication	<p>w2.1.1. basic communicational tools (active listening, paraphrasing, asking questions)</p> <p>w3.1.2. leading presentations (structure, dynamic, adapting to the needs of participants)</p> <p>w3.1.3. self-presentaton (aims, methods, concepts)</p> <p>w4.1.4. awareness of own strenghts and weaknesses in communication</p>	<p>u2.1.1. presenting knowledge with clarity</p> <p>u1.1.2. self-presentation within role and context</p> <p>u2.1.3. applying basic communicational tools</p> <p>u3.1.4. verbal and nonverbal consistency</p> <p>u3.1.5. giving feedback</p> <p>u3.1.6. leading presentations</p> <p>u4.1.7. matching communication to needs of the participants</p> <p>u4.1.8. leading discussions</p>
Interpersonal Competences	<p>w3.2.1. basic social psychology (group roles, conditions of effective teamwork, influencing attitudes)</p> <p>w4.2.2. basic psychology of motivation (complexity of human needs, sources of motivation, motivating others)</p> <p>w4.2.3. awareness of own needs and expectations within the training context</p>	<p>u3.2.1. assertiveness (refusing, asking, disagreeing, accepting negative feedback)</p> <p>u3.2.2. respecting personal boundaries</p> <p>u3.2.3. managing stress</p> <p>u4.2.4. handling conflict constructively</p> <p>u4.2.5. handling typical difficulties within the training context</p>
Cognitive Competences	<p>w3.3.1. awareness of diversity in learners' needs, preferences and cognitive styles</p>	<p>u1.3.1. flexibility (<i>adapting to different situations</i>)</p> <p>u1.3.2. openness to learning</p> <p>u2.3.3. problem solving</p> <p>u4.3.4. analytical thinking (<i>monitoring events, discovering causes and consequences</i>)</p>
Creating learning-friendly environment	<p>w3.4.1. understanding distinctions between training and other group and developmental activities</p> <p>w3.4.2. understanding obligations and limitations connected to the role of the trainer</p> <p>w4.4.3. basic psychology of memory and learning</p> <p>w4.4.4. adult learning principles</p>	<p>u2.4.1. supporting a learning-friendly atmosphere (<i>nonjudgmental attitude, allowing mistakes, encouraging experimentation</i>)</p> <p>u3.4.2. sharing knowledge in accordance with the learners' needs</p> <p>u4.4.3. creating context for active practice of developed competences</p>
Designing training	<p>w2.5.1. functions of training materials and equipment within the training context</p> <p>w2.5.2. organizational and technical aspects of the training</p>	<p>u4.5.1. designing training materials and aids</p> <p>u4.5.2. setting training objectives in relation to training needs diagnosis</p> <p>matching training methods and techniques to</p>

	<p>w4.5.3. standards of defining learning outcomes</p> <p>w4.5.4. applications of training methods and techniques</p>	<p>u4.5.3. participants' objectives, competences and preferences</p> <p>planning training time</p> <p>u4.5.4. predicting influence of the training on group dynamics</p> <p>u4.5.5.</p>
Leading training	<p>w2.6.1. basic training methods (<i>mini-lecture, discussion, case study, small group excercises</i>)</p> <p>w3.6.2. awareness of own strenghts and limitations in applying training methods</p> <p>w4.6.3. theoretical basis for applied training tools and techniques</p> <p>w4.6.4. basic characteristics of group dynamics</p>	<p>u1.6.1. using training room equipment</p> <p>u3.6.2. using basic training methods (<i>mini-lecture, discussion, case study, small group excercises</i>)</p> <p>u3.6.3. introducing and maintaining the training contract</p> <p>u3.6.4. managing training time</p> <p>u3.6.5. maintaining rapport</p> <p>u4.6.6. observing group dynamics</p>
Evaluating training	<p>w3.7.1. basic methods of training evaluation(zawiera w2.7.1.)</p> <p>w4.7.2. basic methodology of measurment in social sciences</p>	<p>u2.7.1. using feedback</p> <p>u4.7.2. evaluating training on the level of satisfaction and learning outcomes</p>
Content-specific Competences	<p>w3.8.1. theoretically grounded knowledge of the training content</p>	<p>u3.8.1. consistent and effective use of concepts and terms related to the training content</p>

## EQF 5 – SENIOR TRAINER

### LEVEL DESCRIPTION

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A trainer who has reached this level of competence is ready to take responsibility for preparation and leadership of a full training cycle. S/he works as a partner for both participants and organizations; is able to conduct full training needs analysis, and use it to plan and implement necessary actions.

### COMPETENCES(RESPONSIBILITIES)

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#### Senior Trainer (EQF 5)

- conducts training needs analysis
- designs and leads two-day trainings and/or training cycles in areas related to own education and experience
- manages group dynamics, actively and effectively reacts to process-based events
- uses advanced training methods and techniques
- handles difficult training situations in a flexible, constructive way
- uses adequate methods of training evaluation

### SOURCES OF FURTHER DEVELOPMENT

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Specializing in a selected, advanced content area or training methodology

Furthering education in areas related to the training content (post-graduate studies, doctoral-level studies)

Creating innovative tools and methods within area of specialization; publishing in the area of specialization

Experience in complex, long-term training projects

Working in a trainers' team, co-ordinating teamwork

Developing personal competences

Competence group	Wiedza	Skills
Communication	<p>w5.1.1. selected advanced communicational tools (<i>handling objections, resisting manipulation, advanced application of questioning etc.</i>)</p> <p>w3.1.2. leading presentations (<i>structure, dynamic, adapting to the needs of participants</i>)</p> <p>w3.1.3. self-presentation (<i>aims, methods, concepts</i>)</p> <p>w4.1.4. awareness of own strenghts and weaknesses in communication</p>	<p>u5.1.1. effective communication (<i>includes u2.1.1., u1.1.2.; u2.1.3., u3.1.4., u3.1.5., u4.1.8.</i>)</p> <p>u5.1.2. creating own image</p> <p>u5.1.3. advanced presentation skills</p> <p>u5.1.4. influencing the communicational style</p> <p>u5.1.5. using selected advanced communicational tools</p>
Interpersonal Competences	<p>w3.2.1. basic social psychology (<i>group roles, conditions of effective teamwork, influencing attitudes</i>)</p> <p>w4.2.2. basic psychology of motivation (<i>complexity of human needs, sources of motivation, motivating others</i>)</p> <p>w4.2.3. awareness of own needs and expectations within the training context</p> <p>w5.2.4. awareness of own attitudes and beliefs influencing the training style</p>	<p>u5.2.1. assertiveness in relations with participants and stakeholders</p> <p>u5.2.2. managing distance in interpersonal relations</p> <p>u3.2.3. managing stress</p> <p>u5.2.4. managing conflict</p> <p>u5.2.5. handling diverse difficulties within the training context</p>
Cognitive Competences	<p>w3.3.1. awareness of diversity in learners' needs, preferences and cognitive styles</p> <p>w5.3.2. cognitive work methodology (<i>generating ideas, planning cognitive activities</i>)</p>	<p>u1.3.1. flexibility (<i>adapting to different situations</i>)</p> <p>u2.3.2. openness to learning</p> <p>u4.3.3. problem solving</p> <p>u5.3.4. analytical thinking (<i>monitoring events, discovering causes and consequences</i>)</p> <p>u5.3.5. creativity (<i>generating training solutions</i>)</p> <p>u5.3.6. strategic and contextual thinking (<i>integrating solutions with the systemic training context</i>)</p>
Creating learning-friendly environment	<p>w3.4.1. understanding distinctions between training and other group and developmental activities</p> <p>w3.4.2. understanding obligations and limitations connected to the role of the trainer</p> <p>w4.4.3. basic psychology of memory and learning</p> <p>w4.4.4. adult learning principles</p> <p>w5.4.5. psychological aspects of change</p>	<p>u2.4.1. supporting a learning-friendly atmosphere (<i>nonjudgmental attitude, allowing mistakes, encouraging experimentation</i>)</p> <p>u3.4.2. sharing knowledge in accordance with the learners' needs</p> <p>u4.4.3. creating context for active practice of developed competences</p> <p>u5.4.4. supporting openness to change</p> <p>u5.4.5. inspiring and motivating others</p>

Designing training	<p>w2.5.1. functions of training materials and equipment within the training context</p> <p>w2.5.2. organizational and technical aspects of the training</p> <p>w4.5.3. standards of defining learning outcomes</p> <p>w4.5.4. applications of training methods and techniques</p> <p>w5.5.5. <i>situational and organizational context of the training (stakeholders, expectations, previous experiences)</i></p> <p>w5.5.6. <i>methods of training needs diagnosis</i></p> <p>w5.5.7. <i>functions of training within organizational context</i></p> <p>w5.5.8. <i>diverse methodologies of supporting human development</i></p>	<p>u4.5.1. designing training materials</p> <p>u5.5.2. <i>setting training objectives in relation to training needs diagnosis and stakeholders' expectations</i></p> <p>u4.5.3. matching training methods and techniques to participants' objectives, competences and preferences</p> <p>u4.5.4. planning training time</p> <p>u4.5.5. predicting influence of the training on group dynamics</p> <p>u5.5.6. <i>training needs analysis</i></p>
Leading training	<p>w5.6.1. <i>advanced training methods and techniques (group exercises, games and simulations, role playing, creative techniques etc.)</i></p> <p>w4.6.2. awareness of own strenghts and limitations in applying training methods</p> <p>w5.6.3. <i>group dynamics and its influence on the training</i></p>	<p>u1.6.1. using training room equipment</p> <p>u5.6.2. <i>applying advanced training tools and techniques</i></p> <p>u3.6.3. introducing and maintaining the training contract</p> <p>u5.6.4. managing training time</p> <p>u5.6.5. <i>using group dynamics to achieve training objectives</i></p> <p>u5.6.6. <i>adapting training structure to changing needs of the group</i></p>
Evaluating training	<p>w5.7.1. <i>methods of training evaluation</i></p> <p>w3.7.2. basic methodology of measurment in social sciences</p>	<p>u2.7.1. using feedback</p> <p>u5.7.2. <i>evaluating training (up to the level of implementation)</i></p> <p>u5.7.3. <i>designing evaluation tools</i></p>
Content-specific Competences	<p>w3.8.1. theoretically grounded knowledge of training content area</p>	<p>u3.8.1. consistent and effective use of concepts and terms related to the training content</p> <p>u5.8.2. <i>critical assessment and presentation of knowledge related to the training content</i></p>

## EQF 6 – SPECIALIST TRAINER

### LEVEL DESCRIPTION

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Trainer who has reached this level of development is a recognized expert within area of his/her specialization and designs complex, innovative development programmes for individuals and organizations. S/he is able to supervise and facilitate development of other trainers, and provide some consulting services within area of specialization.

### COMPETENCES(RESPONSIBILITIES)

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#### Specialist Trainer (EQF 6)

- is an expert in supporting development of individuals and organizations within a specific area
- designs comprehensive and innovative developmental solutions within area of specialization
- uses advanced, original training methods and techniques
- manages group dynamics, actively and effectively reacts to process-based events
- handles difficult training situations in a flexible, constructive way
- uses a wide spectrum of training evaluation methods
- manages a trainers' team
- publishes in the area of specialization

### SOURCES OF FURTHER DEVELOPMENT

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Further education in additional areas of knowledge – developing toward interdisciplinary approach

Experience in comprehensive, long term training projects

Working in international teams

Working in a trainers' team, managing a team of trainers

Providing developmental support for trainers in the area of specialization

Innovativeness – generating new training solutions

Competence group	Knowledge	Skills
Communication	<p>w5.1.1. <i>selected advanced communicational tools (handling objections, resisting manipulation, advanced application of questioning etc.)</i></p> <p>w3.1.2. leading presentations (<i>structure, dynamic, adapting to the needs of participants</i>)</p> <p>w3.1.3. self-presentation (<i>aims, methods, concepts</i>)</p> <p>w4.1.4. awareness of own strenghts and weaknesses in communication</p> <p>w6.1.5. <i>selected communicational models/concepts (transactional analysis, narrative approach, NLP etc.)</i></p>	<p>u5.1.1. effective communication (includes u2.1.1., u2.1.2.; u2.1.3., u3.1.4., u3.1.5., u4.1.8.)</p> <p>u5.1.2. creating own image</p> <p>u5.1.3. advanced presentation skills</p> <p>u5.1.4. influencing the communicational style</p> <p>u5.1.5. applying advanced communicational tools</p>
Interpersonal Competences	<p>w3.2.1. basic social psychology (<i>group roles, conditions of effective teamwork, influencing attitudes</i>)</p> <p>w4.2.2. basic psychology of motivation (<i>complexity of human needs, sources of motivation, motivating others</i>)</p> <p>w4.2.3. awareness of own needs and expectations within the training context</p> <p>w5.2.4. awareness of own attitudes and beliefs influencing the training style</p>	<p>u5.2.1. assertiveness in relations with participants and stakeholders</p> <p>u5.2.2. managing distance in interpersonal relations</p> <p>u3.2.3. managing stress</p> <p>u5.2.4. managing conflict</p> <p>u5.2.5. handling diverse difficult training situations</p>
Cognitive Competences	<p>w3.3.1. awareness of diversity in learners' needs, preferences and cognitive styles</p> <p>w5.3.2. cognitive work methodology (generating ideas, planning cognitive activities)</p>	<p>u1.3.1. flexibility (<i>adapting to different situations</i>)</p> <p>u1.3.2. openness to learning</p> <p>u2.3.3. problem solving</p> <p>u4.3.4. analytical thinking (<i>monitoring events, discovering causes and consequences</i>)</p> <p>u6.3.5. <i>innovativeness (creating original training ideas)</i></p> <p>u5.3.6. strategic and contextual thinking (<i>integrating solutions with the systemic training context</i>)</p>
Creating learning-friendly environment	<p>w3.4.1. understanding distinctions between training and other group and developmental activities</p> <p>w3.4.2. understanding obligations and limitations connected to the role of the trainer</p>	<p>u2.4.1. supporting a learning-friendly atmosphere (nonjudgmental attitude, allowing mistakes, encouraging experimentation)</p>

	<p>w4.4.3. basic psychology of memory and learning</p> <p>w4.4.4. adult learning principles</p> <p>w5.4.5. psychological aspects of change</p> <p>w7.4.6. <b>cross-cultural aspects of training</b></p>	<p>u3.4.2. sharing knowledge in accordance with the learners' needs</p> <p>u4.4.3. creating context for active practice of developed competences</p> <p>u5.4.4. supporting openness to change</p> <p>u5.4.5. inspiring and motivating others</p>
Designing training	<p>w2.5.1. functions of training materials and equipment within the training context</p> <p>w2.5.2. organizational and technical aspects of the training</p> <p>w4.5.3. standards of defining learning outcomes</p> <p>w4.5.4. applications of training methods and techniques</p> <p>w5.5.5. situational and organizational context of the training (stakeholders, expectations, previous experiences)</p> <p>w5.5.6. methods of training needs diagnosis</p> <p>w5.5.7. functions of training within organizational context</p> <p>w5.5.8. <b>diverse methodologies of supporting human development</b></p>	<p>u4.5.1. designing training materials</p> <p>u5.5.2. setting training objectives in relation to training needs diagnosis and stakeholders' expectations</p> <p>u6.5.3. <b>designing original development programmes within area of specialization</b></p> <p>u4.5.4. planning training time</p> <p>u4.5.5. predicting influence of the training on group dynamics</p> <p>u5.5.6. training needs analysis</p>
Leading training	<p>w5.6.1. advanced training methods and techniques (<i>group exercises, games and simulations, role playing, creative techniques etc.</i>)</p> <p>w4.6.2. awareness of own strengths and limitations in applying training methods</p> <p>w5.6.3. group dynamics and its influence on the training</p> <p>w6.6.4. <b>training methodology specific to area of specialization</b></p>	<p>u1.6.1. using training room equipment</p> <p>u5.6.2. applying advanced training tools and techniques</p> <p>u6.6.3. <b>introducing and maintaining the training contract in specialization-specific contexts</b></p> <p>u5.6.4. managing training time</p> <p>u5.6.5. using group dynamics to achieve training objectives</p> <p>u5.6.6. adapting training structure to changing needs of the group</p> <p>u6.6.7. <b>using training methods and techniques specific to the area of specialization</b></p>
Evaluating training	<p>w5.7.1. methods of training evaluation</p> <p>w3.7.2. basic methodology of measurement in social sciences</p>	<p>u2.7.1. using feedback</p> <p>u6.7.2. <b>comprehensive evaluation of the training</b></p> <p>u5.7.3. designing evaluation tools</p>
Content-specific	<p>w6.8.1. <b>deep theoretical and practical knowledge in the area of training content specialization (including critical</b></p>	<p>u3.8.1. consistent and effective use of concepts and terms related to the training content</p>

Competences	<p>evaluation of prominent theories)</p> <p>w.6.8.2. alternative approaches, models and theories within the area of training content specialization</p>	<p>u5.8.2. critical assessment and presentation of knowledge related to the training content</p> <p>u6.8.3. designing solutions connected to area of specialization (<i>a customer service procedure, a project management sheet etc.</i>)</p>
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## EQF 7 – INTERDISCIPLINARY TRAINER

### LEVEL DESCRIPTION

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Trainer at this level of competence has reached highest skill in creating and leading training programmes. Thanks to a wide, interdisciplinary knowledge s/he is able to supervise content and structure of comprehensive, long term developmental projects. S/he supervises and trains other trainers, as well as engages in research, development and popularization of knowledge about human development.

### COMPETENCES(RESPONSIBILITIES)

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#### Interdisciplinary Trainer (EQF 7)

- supports individuals and organizations through long-term, interdisciplinary developmental programmes
- creates innovative training methods and techniques, drawing from different areas of knowledge
- uses advanced, original training methods and techniques
- manages group dynamics, actively and effectively reacts to process-based events
- handles difficult training situations in a flexible, constructive way
- uses a wide spectrum of training evaluation methods, creates evaluation tools
- trains trainers and supervises their work
- develops and popularizes knowledge about training standards and methodology
- supports selected approaches, trends and methodologies in learning based on their deep and critical understanding

### SOURCES OF FURTHER DEVELOPMENT

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Further involvement in creation of innovative and comprehensive developmental programmes

Creating standards and development possibilities for other lifelong learning professionals

Supporting the trainers' community – advocating quality and ethical standards

Research, development and popularization of knowledge within area of human development and other areas of specialization

Competence group	Knowledge	Skills
Communication	<p>w5.1.1. selected advanced communicational tools (<i>handling objections, resisting manipulation, advanced application of questioning etc.</i>)</p> <p>w3.1.2. leading presentations (<i>structure, dynamic, adapting to the needs of participants</i>)</p> <p>w3.1.3. self-presentation (<i>aims, methods, concepts</i>)</p> <p>w4.1.4. awareness of own strenghts and weaknesses in communication</p> <p>w6.1.5. selected communicational models/concepts (<i>for example: transactional analysis, narrative approach, NLP</i>)</p>	<p>u5.1.1. effective communication (includes u2.1.1., u2.1.2., u2.1.3., u3.1.4., u3.1.5., u4.1.8.)</p> <p>u5.1.2. creating own image</p> <p>u5.1.3. advanced presentation skills</p> <p>u5.1.4. influencing the communicational style</p> <p>u5.1.5. applying advanced communicational tools</p>
Interpersonal Competences	<p>w3.2.1. basic social psychology (group roles, conditions of effective teamwork, influencing attitudes)</p> <p>w4.2.2. basic psychology of motivation (complexity of human needs, sources of motivation, motivating others)</p> <p>w4.2.3. awareness of own needs and expectations within the training context</p> <p>w5.2.4. awareness of own attitudes and beliefs influencing the training style</p>	<p>u5.2.1. assertiveness in relations with participants and stakeholders</p> <p>u5.2.2. managing distance in interpersonal relations</p> <p>u3.2.3. managing stress</p> <p>u5.2.4. managing conflict</p> <p>u5.2.5. handling diverse difficult training situations</p> <p>u7.2.6. <b>supervising trainers</b></p> <p>u7.2.7. <b>managing a trainers' team</b></p>
Cognitive Competences	<p>w3.3.1. awareness of diversity in learners' needs, preferences and cognitive styles</p> <p>w5.3.2. cognitive work methodology (generating ideas, planning cognitive activities)</p>	<p>u1.3.1. flexibility (adapting to different situations)</p> <p>u1.3.2. openness to learning</p> <p>u2.3.3. problem solving (<i>generating and evaluating solutions of identified problems</i>)</p> <p>u4.3.4. analytical thinking (monitoring events, discovering causes and consequences)</p> <p>u6.3.5. innovativeness (creating original training ideas)</p> <p>u5.3.6. strategic and contextual thinking (<i>integrating solutions with the systemic context of the training</i>)</p>

<p>Creating learning-friendly environment</p>	<p>w3.4.1. understanding distinctions between training and other group and developmental activities</p> <p>w3.4.2. understanding obligations and limitations connected to the role of the trainer</p> <p>w4.4.3. basic psychology of memory and learning</p> <p>w4.4.4. adult learning principles</p> <p>w5.4.5. psychological aspects of change</p> <p>w7.4.6. <b>basics of coaching methodology</b></p>	<p>u7.4.1. creating a learning-friendly environment (includes u2.4.1., u3.4.2.)</p> <p>u7.4.2. <b>designing conditions for change implementation</b></p> <p>u5.4.4. supporting openness to change</p> <p>u5.4.5. inspiring and motivating others</p> <p>u7.4.6. <b>coaching and developmental consulting</b></p>
<p>Designing training</p>	<p>w2.5.1. functions of training materials and equipment within the training context</p> <p>w2.5.2. organizational and technical aspects of the training</p> <p>w4.5.3. standards of defining learning outcomes</p> <p>w4.5.4. applications of training methods and techniques</p> <p>w5.5.5. situational and organizational context of the training (<i>stakeholders, expectations, previous experiences</i>)</p> <p>w5.5.6. methods of training needs diagnosis</p> <p>w5.5.7. functions of training within organizational context</p> <p>w6.5.8. diverse methodologies of supporting human development</p> <p>w7.5.9 <b>development and assessment of trainers' competences</b></p>	<p>u4.5.1. designing training materials</p> <p>u4.5.2. setting training goals in relation to the learning needs and stakeholders expectations</p> <p>u7.5.3. <b>designing interdisciplinary training courses</b></p> <p>u4.5.4. planning training time</p> <p>u4.5.5. predicting influence of the training on group dynamics</p> <p>u5.5.6. training needs analysis</p>
<p>Leading training</p>	<p>w5.6.1. advanced training methods and techniques (<i>group exercises, games and simulations, role playing, creative techniques etc.</i>)</p> <p>w4.6.2. awareness of own strenghts and limitations in applying training methods</p> <p>w5.6.3. group dynamics and its influence on the training</p> <p>w7.6.4. <b>innovative training techniques</b></p>	<p>u1.6.1. using training room equipment</p> <p>u5.6.2. applying advanced training tools and techniques</p> <p>u6.6.3. introducing and maintaining the training contract in specific contexts</p> <p>u5.6.4. managing training time</p> <p>u5.6.5. using group dynamics to achieve training objectives</p> <p>u5.6.6. adapting training structure to changing needs of the group</p> <p>u7.6.7. <b>implementing innovative training techniques within the area of specialization</b></p>

Evaluating training	w5.7.1. methods of training evaluation w3.7.2. basic methodology of measurement in social sciences	u2.7.1. using feedback u6.7.2. comprehensive evaluation of the training u5.7.3. designing evaluation tools
Content-specific Competences	w7.8.1. wide, interdisciplinary knowledge of diverse areas related to the training content specialization w.6.8.2. alternative approaches, models and theories within the area of training content specialization	u7.8.1. creating multidimensional understanding of events and mechanisms in the area of content specialization u5.8.2. critical assessment and presentation of knowledge related to the training content u7.8.3. designing comprehensive solutions based on interdisciplinary knowledge (management systems, recruitment and development system etc.)

## EQF 8 – MENTOR TRAINER

### LEVEL DESCRIPTION

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A person who has reached this level of competence is widely recognized by national or international training community. S/he creates top quality training solutions, encourages, inspires and supports development of other trainers. S/he actively participates in organizations and communities in the domain of lifelong learning, engages in creation of policies, development of quality and ethical standards, as well as influencing public opinion on issues related to lifelong learning.

### COMPETENCES(RESPONSIBILITIES)

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Mentor trainer (EQF 8)

- designs and leads top quality training programmes
- mentors experienced trainers and supports their professional development
- trains trainers and supervises their work
- develops and popularizes knowledge about training standards and methodology
- is a recognized expert in training and development who shares his or her knowledge
- actively participates in developing the trainers' community; advocates ethical and quality standards in training

### SOURCES OF FURTHER DEVELOPMENT

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Further involvement in creation of innovative and comprehensive developmental programmes

Creating standards and development possibilities for other lifelong learning professionals

Supporting the trainers' community – advocating quality and ethical standards

Research, development and popularization of knowledge within area of human development and other areas of specialization