***Workshop “Success Profiles for Trainers”***

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1. *Background*

* Original plan was to run this Workshop together with Roger Deslandes, who was not able to join this conference;
* After little contact with Roger I decided to do that instead to consider my original plan to scope only upon the challenge “E-Tutor”;
* The corresponding abstract has not been delivered for printing.

1. *Goal*

The goal of this workshop was to prepare a list of challenges, required competencies / attitudes that can be used as an input for a success profile for trainers by distinguishing different roles and different training situations.

1. *Concept of the Workshop*

* In order to give the participants time for structuring their work and for discussions the workshop lasted about 2 hours. It turned out that this was very helpful.
* Three groups (according to the roles) were established, each with a facilitator:
  1. Teaching
  2. “Training management (both to manage the training process as a trainer and to consider training strategies)
  3. “Both” for participants who did not decide on group 1 or 2.
* Different training situations were considered by all groups:
  1. Distant training (guided self-study and live presentation)
  2. Blended
* In the light of the role and the training situation each groups performed three steps and fixed the results:
  1. To define challenges
  2. Based upon that: To define attributes that can be used as a success profile for trainers. So far possible, priorities have been defined.
  3. Presentation and discussion

1. *Results*
   1. *Challenges*

* Self-study:
  + To formulate clear aims and objectives
  + To consider different learning styles
  + To prevent the feeling of isolation
  + To accommodate (also with many students)
* Online:
  + To keep the schedule 🡪 time pressure
  + Technical issues 🡪 to have a plan B
  + Training support officer needed
* Blended:
  + To link/bridge between the online part and the face-to-face part
  + To have enough time for developing both
  + To overcome the resistance of teachers and students
  + To balance
* For all:
  + Pedagogic / personality
    - Pace
    - To communicate accordingly (motivating students, listening, giving feedback, creating presentations, facilitating)
    - Investigating how many students are learning (and working)
    - To know the audience 🡪 addressing the learner needs 🡪 choosing the appropriate learning activity
    - To be aware of cultural differences
    - To be a continuous learner
  + Technique
    - To consider the learning management system (LMS) and IT-issues
    - To organize support (forum and with material)
  + Content
    - To prepare material of high quality
    - To achieve consistency
    - To achieve sequencing instruction
  + Organization
    - To find experts for teaching (and for supporting) – evaluating learning resources
    - To get enough financial means
    - Marketing (e.g., announcing training events, to find sponsors)
    - Advocating for learner’s needs
  + Assessment (measurement of success, of trainers)
  1. *Attributes (no distinguishing between different training situations)*
* For all (priorities so far mentioned included – **not discussed** in the plenum):
  + Pedagogic / personality
    - Patience
    - Empathy, tactful, respectful, emotional intelligent, honest/courteous and reliable
    - Good communicator (*very important , \*\*\*\**)
    - Engaging, ability to make programmes interesting and attractive (*also important, \*\**)
    - Good presenter (humor, narrative skills, story-teller, body language)
    - Good understanding of roles (learner, expert)
    - Flexible, agility of thoughts, available and responsive
    - Creative
    - Enquiring
    - To be able to work in a team
    - To be able to work under pressure
    - Ability to give clear instructions
    - Awareness of cultural differences
  + Technique
    - Technical knowledge/skills (*not so important*, \*)
  + Expertise
    - Good and current knowledge (*important, \*\*\**)
    - Helicopter view
  + Organization
    - High potential in planning and organizing, budget management
    - Handling service-orientated
  + Assessment
    - To be able to assess accordingly