***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