

# 1

## Team Core Quadrant to explore a team's core qualities (with a focus on attitudes)

This tool includes two aspects: team-assessment (of the team qualities) and collective analysis of the qualities (attitudes) in a team to make the team stronger.

The Core Quadrant Theory has been developed by Daniel Ofman in mid-nineties. According to him, each person possesses positive qualities. Being aware of them allows you to strengthen them and be empowered. Ofman's theory offers a method to identify and reinforce each individual's positive characteristics.

In this tool, the trainers' team is considered an entity with its own qualities (like an additional person). This is important to keep in mind when reading the theoretical explanations and while working with the tool.

# 1

## What to use this tool for?

This method explores commonalities and differences in the trainers' team using Core Quadrants and will help to pay attention to these while working together.

It makes you **aware of team challenges and areas for development** linked to the Competence Model for Trainers to Work Internationally. Once you understand the differences between trainers, you can more easily take these into account when working together. So this exercise certainly doesn't aim to reach a consensus on Core Quadrants 'for the sake of it', but rather wants to use the richness within the team to make the training process run more smoothly.

This process explores whether there is already a common approach to attitudes in the team and makes you **aware of any team challenges and areas for improvement** related to the Competence Model.

## Objectives

- Use the Competence Model for collective assessment
- Extract the attitudes and explore commonalities and differences in the team
- Assess diverging attitudes and plan the cooperation accordingly
- Assess the qualities and strengths of the team
- Get to know each other's attitudes better

## For whom?

For teams that have worked together before and know each other pretty well. However, be aware of a possible degree of subjectivity and projection.

## For what type of training?

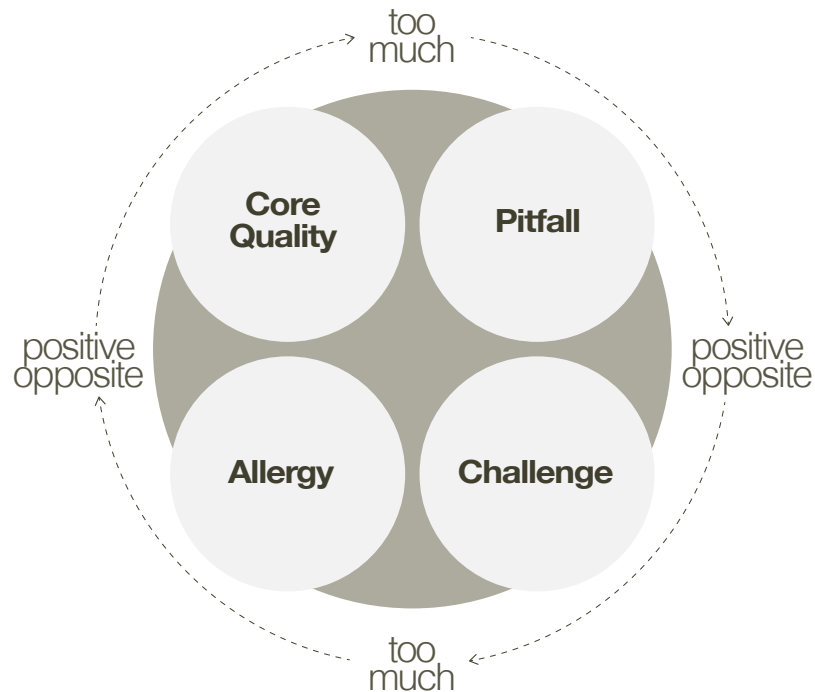
For mid- to long-term projects such as training courses with several phases, long-term training courses, a training concept consisting of different consecutive training modules, etc.

It can also be used on one-off short-term training projects but bear in mind it takes time to work with this tool. This process can easily take half a day.

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## Theorie

Ofman's Core Quadrants Theory offers a method to identify and reinforce each individual's positive qualities. Ofman's Core Quadrant framework is built up around four concepts: Core Qualities, Pitfalls, Challenges and Allergies. The diagram shows their relationship to one another.



## Core Qualities

A Core Quality is a naturally positive quality. It has not been acquired, but it is rather 'innate' and part of your wholeness. It is your specific strength or talent. Others often recognise you for it in the workplace. To you, it might feel that 'anyone' has this quality, but that is not the case. You can either suppress or develop inherent Core Qualities.

You can identify your Core Qualities by asking the questions: What are you known for? What qualities do people appreciate you for?

## Allergies

An Allergy is the direct opposite of your Core Quality. It is also the results of an excess of your own Challenge, but personified in someone else. The more you are confronted with your own Allergies, the greater the risk you run of ending up in your own Pitfalls. For instance, if you have decisiveness as Core Quality, you may be Allergic to the passiveness you detect in other people, because it represents 'too much' of your own Challenge (patience). This might cause you to be even pushier.

You can identify your Allergies by asking the questions: What do you reproach others that they really miss? What bothers you terribly about other people's qualities? What can't you stand in a person? Or the opposite: What quality do you have that others lack?

## Pitfalls

'Too much' of a good thing is bad. An exaggerated quality leads to distortion. For example, too much perfectionism can generate nitty gritty pickiness. When you go over the limit, Ofman speaks of a Pitfall. The quality then has a negative effect on your environment and becomes an obstacle for you. Nevertheless, a Pitfall is still intrinsically linked to its Core Quality. It is not its opposite, but the result of a Core Quality applied to the extreme.

You can identify the Pitfalls of a Core Quality by asking the questions: What do people think that you sometimes exaggerate in? What do you want to show so badly? Or the contrary: What should people not expect from you? What do you really want to avoid from happening?

## Challenges

The Challenge is the positive opposite of your Pitfall. At the same time, a Challenge complements your Core Quality. For instance, the Challenge of pushiness would be patience. The Challenge is what you admire in other people. It represents the element that counterbalances your Core Quality. The stronger the balance, the weaker the Pitfall (and the same applies to your Allergy – as we will see in the next point). Pitfalls and Challenges are usually sources of conflict with your environment because they neglect your Core Qualities and bring you out of balance.

You can identify your Challenges by asking the questions: What do you admire in others? What do people say that you should have more of?

## Overall application and understanding

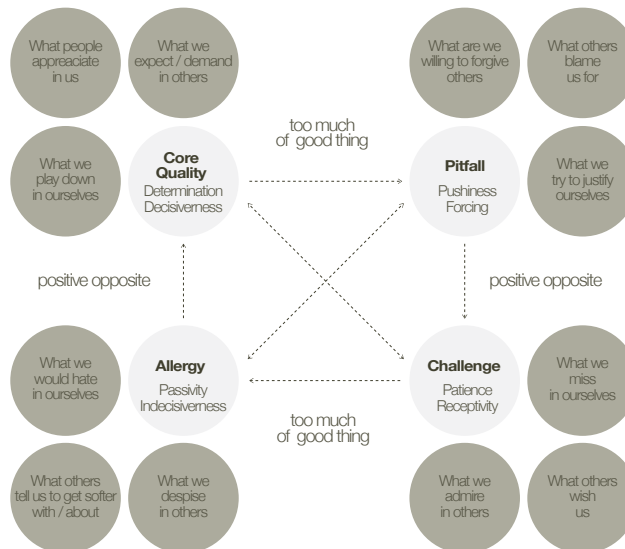
Many people are allergic to other people's qualities because they fear to have the same qualities inside them, though hidden. The Core Quadrant structures information about other people (and their actions) and about yourself.

It is very important to draw up your own personal Core Quadrant before using it with someone else. Always focus on the positive attributes (Core Qualities) of the person. This is a pre-condition for awareness, understanding and potential change. Applying the Core Quadrant will create more empathy for one another in a variety of (training) situations.

You can use the Core Quadrant in multiple ways, both with individuals and groups. The starting point of the Core Quadrant can also vary (no need to start from the Core Quality, though other starting points might be more challenging). When you feel tensions, you can analyse where the tensions come from comparing your Core Quadrant with the other person's.

Be aware that some people (or yourself) might develop their Core Quadrant based on how they want people to see them and not how they are. There is also a danger that you use the wrong terms. Always use nouns to describe people's qualities (e.g. perseverance, kindness) and not adjectives (e.g. pushy, kind). That way you don't mix up the results of a given quality with the quality itself (as in the case of Pitfall or Allergy).

### Example of a completed Core Quadrant for a team (group):





## Core Quadrants help interpret situations

**When two similar people (e.g. two decisive individuals) meet**, they often will respect each other because they value similar Core Qualities. Sometimes, however, they will reinforce each other's Pitfalls with unpleasant consequences (nagging, exaggerating,...)

**When two opposites meet**, often this results in contempt, because they are confronted with their Allergy in the other person. This confrontation makes individuals vulnerable and steers their behaviour towards their own Pitfall (excessive application of their own Core Quality). Awareness of your Pitfalls can help you deal with them in a constructive way.

As explained above, **when you are confronted in another person with too much of your own Challenge (what you miss in yourself), this triggers your Allergy**. This is the reason why you have a hard time to get along with this person. However, you can learn most from such people (because they have what you miss in yourself).

Interestingly enough, your Allergy is often someone else's Pitfall and your Challenge someone else's Core Quality. When **you encounter someone whose behaviour triggers an Allergy in you (despising that quality)**, think of this behaviour not as their Core Quality, but as their Pitfall (they have too much of it to be good). This can help the other person find the Core Quality behind that Pitfall. And this represents a perfect basis for cooperation as it is compatible with your own Core Quality.

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### Description

#### Process (step by step)

##### Step 1

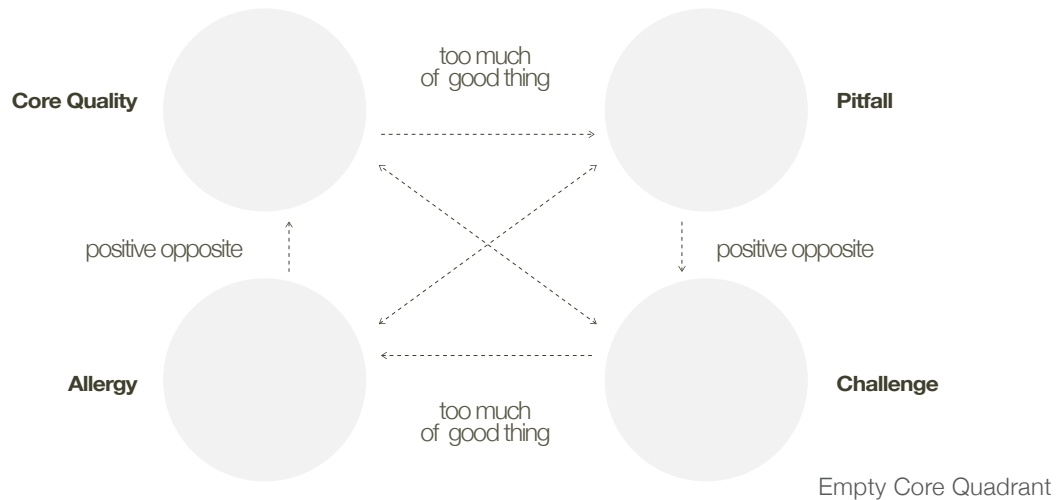
Each team member fills in the assessment form for the team (individual assessment of the collective competences of the team). Focus on the attitudes from the Competence Model which can be regarded as Core Qualities. This assessment helps you to become aware of your own view of the team's competences and attitudes. It makes you understand your relation with your fellow trainers better (through the reflection process). Do this before the team meets at the first preparatory meeting.

##### Step 2

When meeting, share the Core Qualities (the attitudes in the competence model) each trainer attributed to the team. Discuss openly about the attitudes that were ranked highly. Some attitudes are probably assessed similarly high, but it is also worth exploring the attitudes that different team members assessed completely differently.

### Step 3

Pick a few of Core Qualities (attitudes) and map each of them on an empty Core Quadrant form (see appendices). Remember that it is not compulsory to start with the Core Quality (attitude). You could also start with a Challenge, Pitfall or Allergy but that makes the exercise more complex. Adapt the number of chosen attitudes according to the available time. Work on several Core Qualities to get a more global picture of your team attributes.



Once you have completed a few Core Quadrants, you can discuss the main commonalities and differences that emerged. Enjoy the richness of the exchange and make sure to remain honest but positive, whatever you say.

### Step 4

Next, take your quadrants and compare the Core Qualities you have identified for your team with the corresponding attitudes in the Competence Model. Some of those attitudes can be seen as Challenges instead of Qualities, but surely not as Pitfalls or Allergies. Use the indicators in the Competence Model to explore how the team can respond to the Challenges identified to find the right balance in the team.

### Step 5

To round off, share your impression of the exercise: How was it? Was it useful? Did you become aware of qualities you did not think of? Did the exchange with your colleagues revealed new aspects of your work together? Of the team as such? Is there a 'team culture' (Quadrants that are similar for all)? Or were the individual results very different from the team's analysis? Did you come up with different attitudes than those in the Competence Model (not concentrating on the words but on the ideas behind them)? If yes, why do you think this is the case?

## Material

- The Competence Model
- The assessment form (to assess the team)
- Several empty Core Quadrants
- The list of indicators from the Competence Model

## Duration

Each trainer carries out an **individual assessment before the team** starts working together on the training project. This takes **a minimum of two hours**, but you can split it up in several steps.

The team work on the Core Quadrants can easily take **half a day or more**. Make sure you foresee enough time. Rushing through the process does not lead to constructive results. If your time is limited, try to identify one or two attitudes that seem key to the whole team and concentrate on those. Of course, 'the more the better', because this exercise gives a global picture of the attitudes and the related Challenges in the team. This is beneficial for the team development process.

**If you do not do the assessment before the team meets**, you can do it on the spot. In that case take more time for the process and do the whole exercise in several steps. If you are carrying out a long-term training course in several phases, you could for example tackle a few attitudes at each meeting.

## Tips & examples

### Before you start, keep in mind that...

- Be aware of a possible degree of subjectivity and projection.
- Don't do this exercise if you have never worked together as a team. It is not realistic to do the team assessment if you don't know each other. The results would be completely biased. Of course, you can map your own Core Quadrants at any time on an individual basis.
- Be honest and truthful to what you know about the team. The aim of the exercise is not to end up with 'socially desirable' Quadrants or with a 'good looking' one. And always keep in mind to focus on the positive aspects.
- While working – alone and with your colleagues – keep track of the difficulties you face during the process (if any). Be attentive to the emotions of your colleagues and your own.
- Make sure you define Challenges to improve the identified Core Qualities (attitudes).
- Finding the right terms for the 4 quadrants is not always easy and may require some semantic discussions. Ask support from your team members if you hesitate which word to use, or simply agree together on the terms you will use. As mentioned before, always use nouns to describe attitudes, to avoid mixing up the results of a given quality with the quality itself.
- Remember that the Core Quadrants are about **what you have** as a team and not **what you are**.

### Focus on attitudes

This exercise focuses on the ATTITUDES from the Competence Model, leaving aside knowledge and skills. The reason is that the Core Quadrant method focuses on behaviours that result from personal

attributes (i.e. qualities, attitudes). It does not take into account other aspects of a competence (knowledge and skills) as developed in the Competence Model for Trainers.

It is a tool to analyse your team 'culture' with regard to Core Qualities (attitudes), Pitfalls, Challenges and Allergies. It makes clear how the different members of the team approach attitudes.

## Keep an eye on emotions

Even amongst trainers who know each other well, many things remain 'untold'. This exercise can tackle elements that team members are not comfortable with, for whatever reason. So be aware that this process can generate unexpected emotions. Create an open atmosphere in which they can be expressed and worked with. This will also strengthen the team.

### 4

## References

- Daniel Ofman, Fancy Meeting Me here! Ed. Servire, 2007.
- Daniel Ofman, Core Qualities – A Gateway to Human Resources. Ed Scriptum, 2001.
- Daniel Ofman & Rita van der Weck, The Core Qualities of the Enneagram. Ed Scriptum, 2004.
- iWAM Institute: <http://www.iwaminstitute.com/assets/files/Professional-Development/Ofman%20Core%20Qualities-23Nov09.pdf>
- eTalents: [http://etalents.mixxt.eu/networks/wiki/index.Core\\_quality\\_quadrant](http://etalents.mixxt.eu/networks/wiki/index.Core_quality_quadrant) and Karen Goedhuys

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## Appendices

### List of attitudes in the Competence Model (per competence area and competence)

This list can help you identify your team's Core Qualities. Each attitude in the Competence Model represents a Core Quality or maybe a Challenge, but surely not a Pitfall or Allergy. The attitudes are grouped per competence and competence area. Remember you don't have to cover all attitudes in all competence areas.



#### Competence Area

The competence model is divided into six competence areas, each with their own criteria plus by one or several indicators



#### Competence

The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply existing competences.



#### Attitude

...are Core Qualities or Challenges...  
The attitudes are grouped per competence and competence area. Remember you don't have to cover all attitudes in all competence areas.

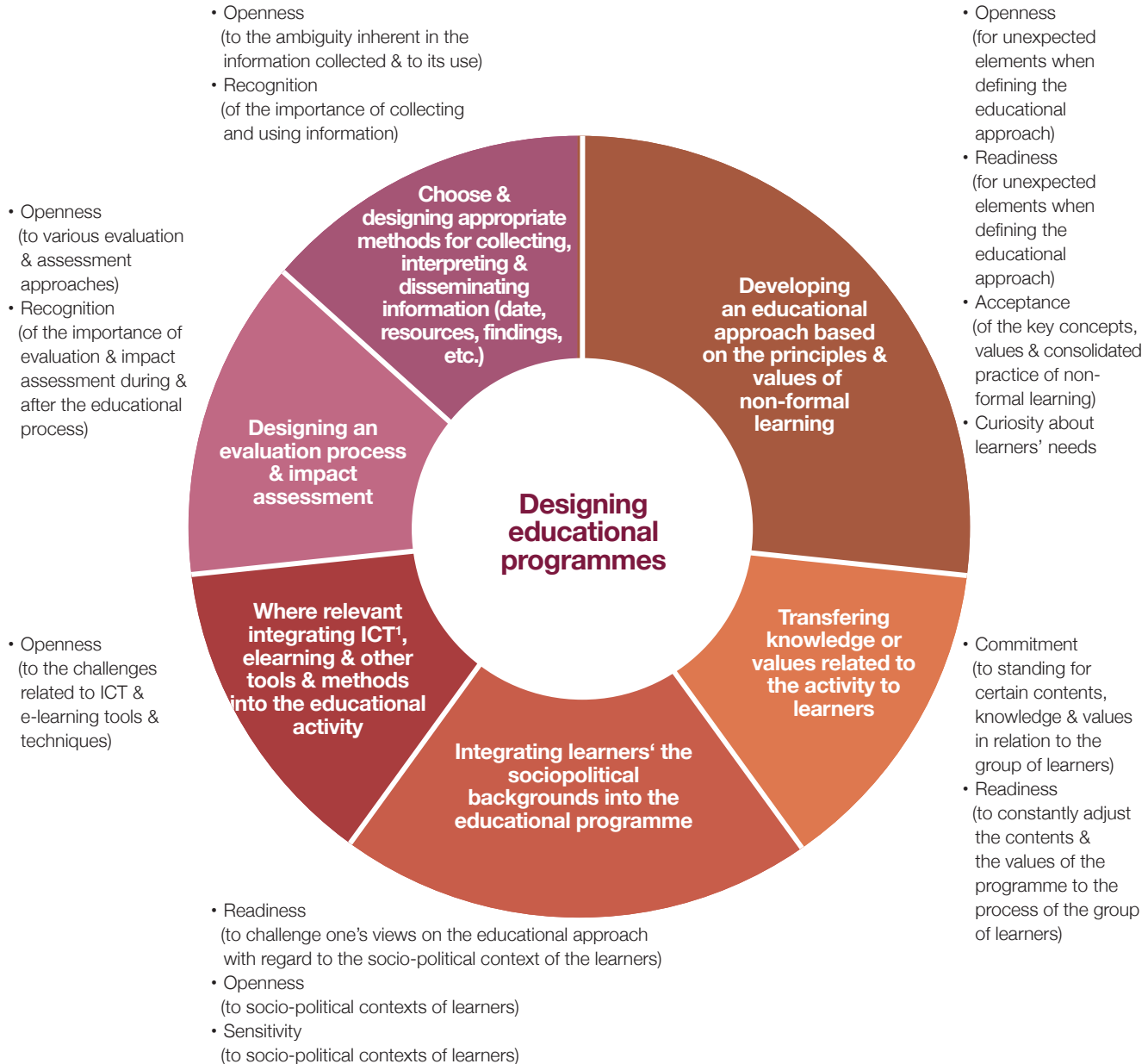
## Attributes for Competence area: Understanding and facilitating individual and group learning processes



**Attributes for Competence area:  
Learning to learn**



## Attributes for Competence area: Designing educational programmes



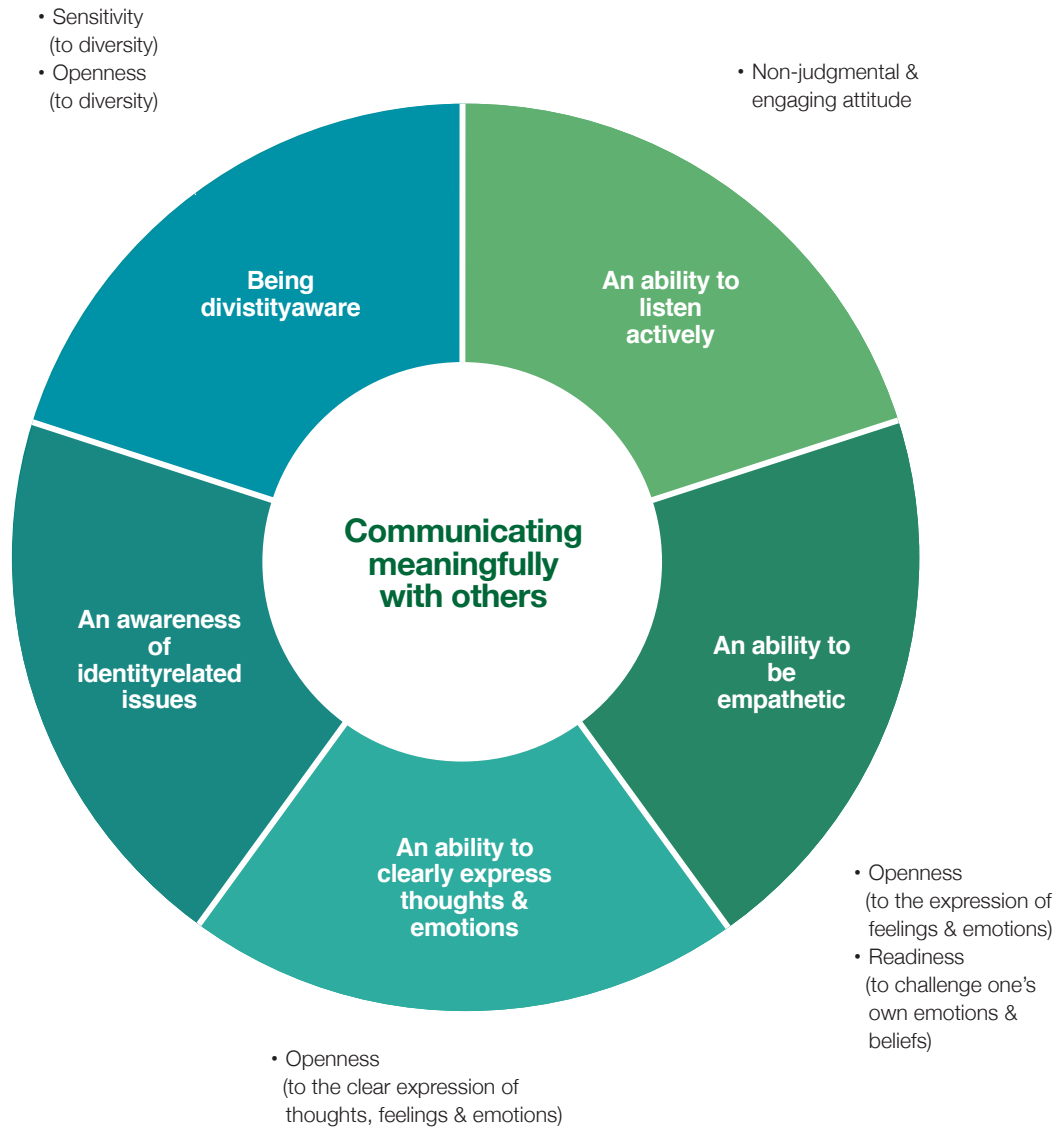
<sup>1</sup> Information and communication technologies - ICT

**Attributes for Competence area:  
Cooperating successfully in teams**

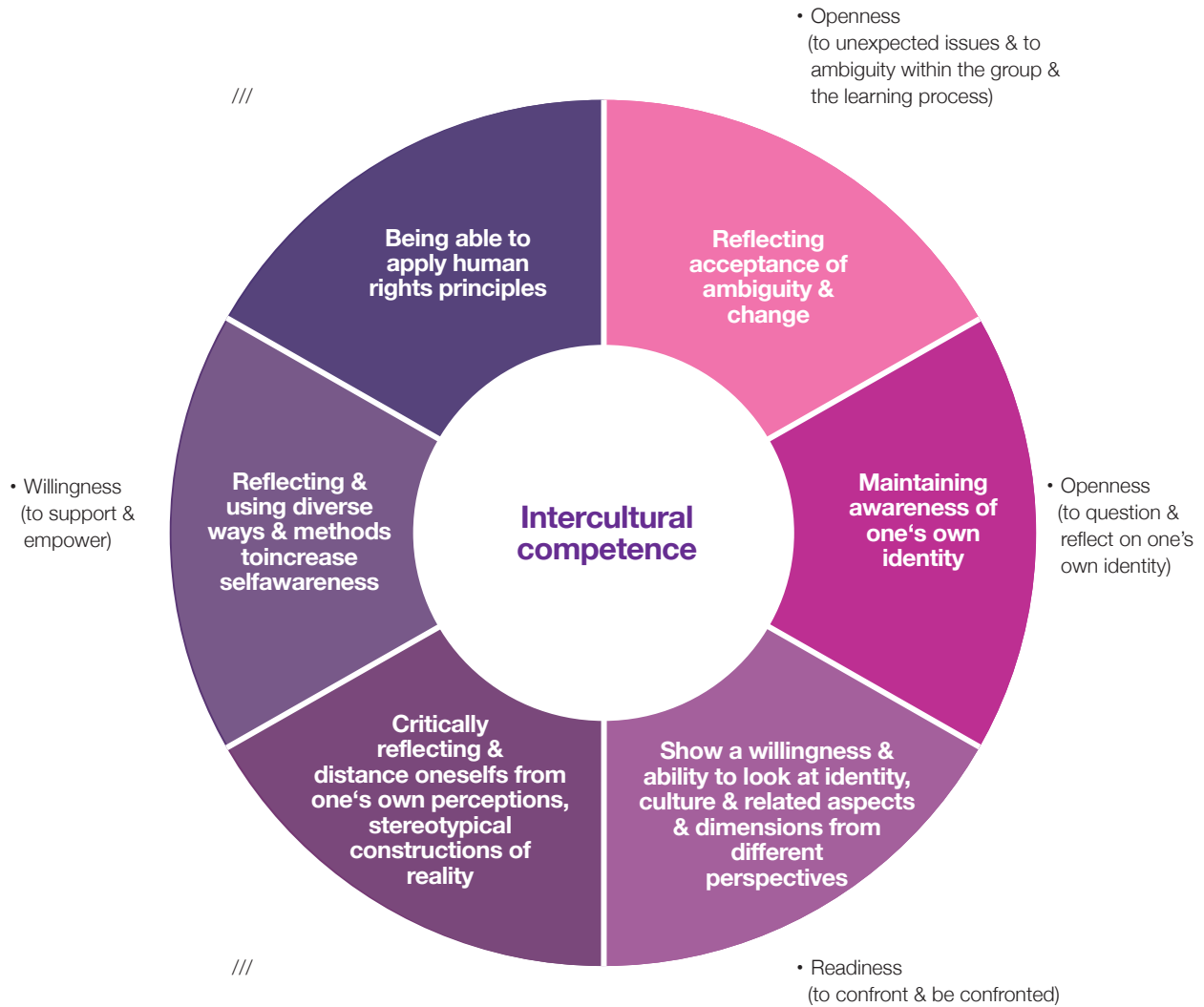




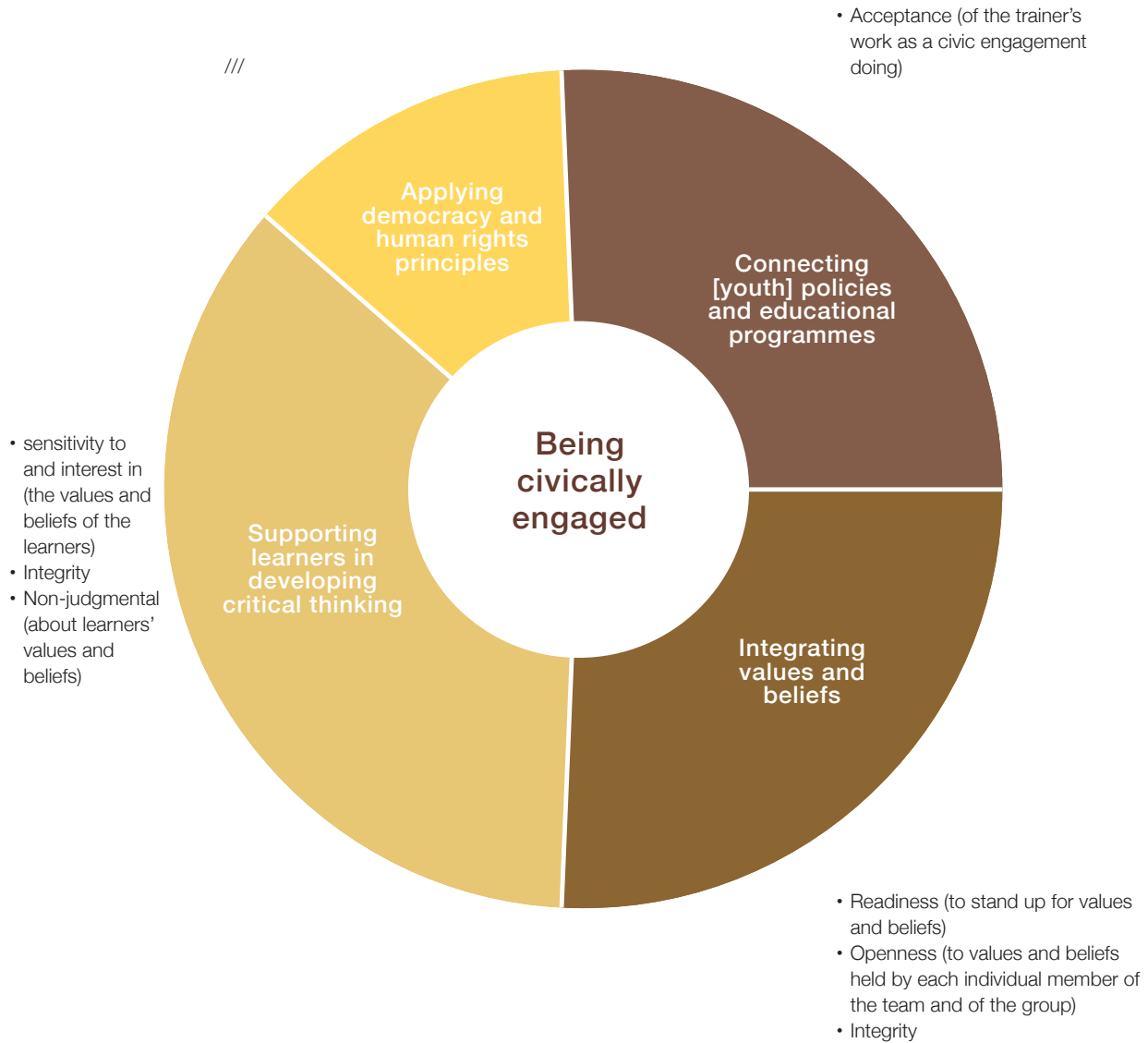
Attributes for Competence area:  
**Communicating meaningfully with others**



**Attributes for Competence area:**  
**Intercultural competence**

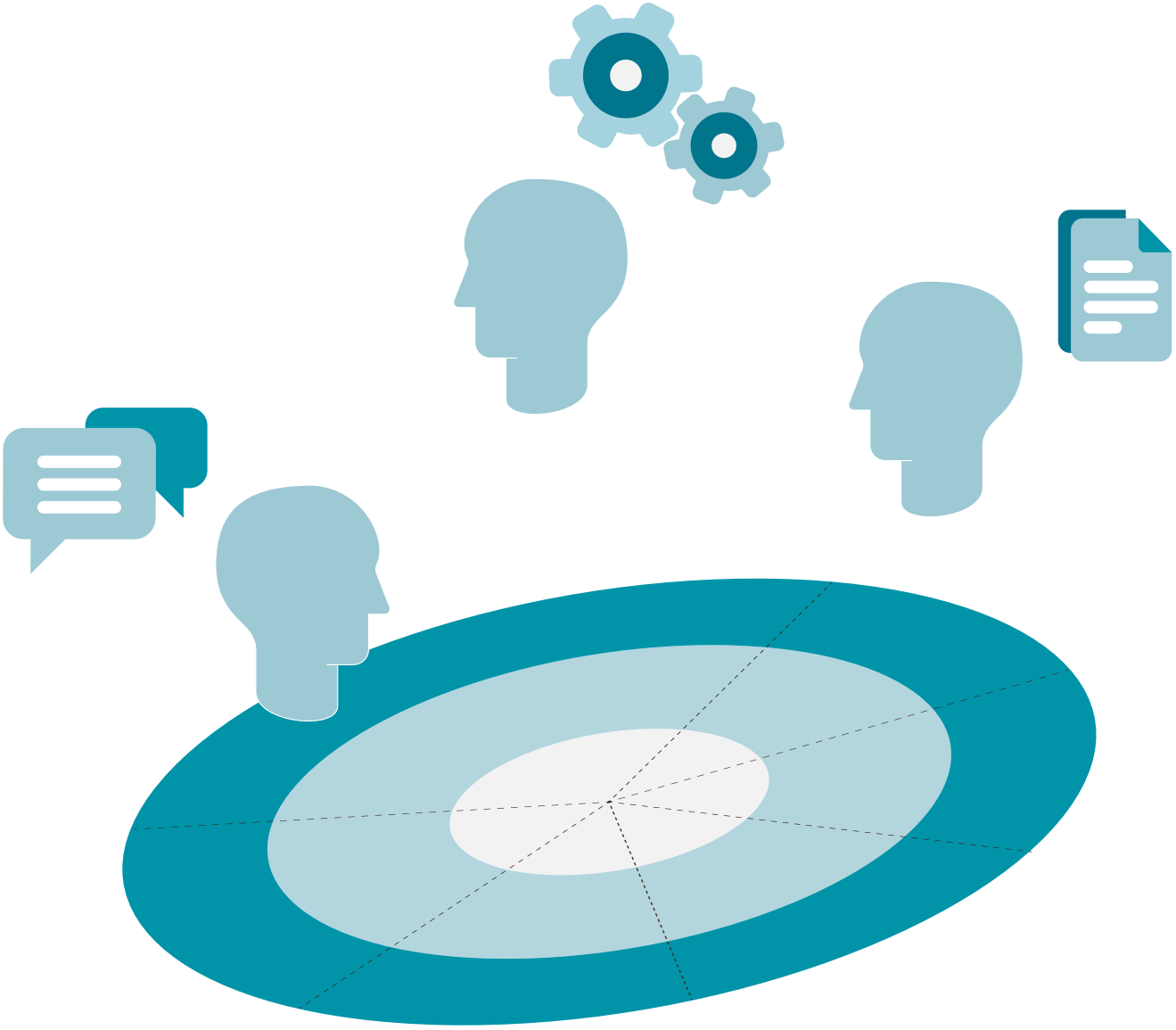


Attributes for Competence area:  
**Being civically engaged**



# Tool 2

Experimenting in teams



## 2

### Experimenting in teams

Use the Competence Model to assess your competences & develop them during a training course

With this tool, the team of trainers contributes to your self-assessment so that you can develop your competences further during a training course. It includes external feedback from trainer-colleagues.

The basic tool is composed of 5 steps, but we give you three variations:

- Variation 1: using the 'Gossip method' for the debriefing (step 5).
- Variation 2: using the 'Gossip method' as step 3 (in this case the 'Gossip method' can of course not be used for the debriefing anymore).
- Variation 3: using inter-subjective assessment as step 3 (the rest does not change).

## 1

### What to use this tool for?

This tool gives you the opportunity to assess your competences with the support of your colleague trainers. It helps you to develop them further throughout and after the course. This method combines self-assessment with semi-external feedback.

#### Objectives

- Get to know your positive attributes better
- Benefit from the support of the team to assess your competences
- Manage the ambiguity between subjectivity and objectivity (to work with the concept of inter-subjectivity)
- Further development of your trainer competences and use the team and the training as resources for it

#### For what type of training?

For mid-term and long-term training courses, because the process requires time.

#### For whom?

For teams of minimum three persons in which one of the trainers has worked with at least two other members of the team. There should be trust between the trainers to give and receive honest feedback and support.

### Process (step by step)

#### Step 1

Each team member reads the list of competences and criteria. The indicators help you understand the competences. Do your self-assessment, using the self-assessment form (table) developed for the Competence Model. Do so before the first team meeting.

#### Step 2

Once you have done your self-assessment, make sure you identify the following:

- The particular competences you believe you have and that you want to contribute to the training course.
- What you would like to try out during the training course but feel hesitant about.

Explore only two competence areas to limit the sharing process in the team.

#### Step 3

When the team meets, share the competences you can contribute and those that you want to try out. Limit yourself to two competence areas per trainer.

Colleagues can ask questions, comment and share their opinion. Just keep in mind that it is important to:

- Be honest and respectful
- Value the positive attributes of the person who is sharing
- Listen to your thoughts, intuition and inner-readiness
- Provide explanations about your assessment if asked

#### Step 4

Once everyone has shared their competences, the team decides to work on few of them. Contribute and experiment with these competences during the training course, with support of the rest of the team.

- a) For each trainer contributing a particular competence, another trainer should observe its implementation and provide feedback (the indicators from the Competence Model are useful for this process).
- b) For each trainer who tries out something new, another trainer should support and guide the experimental process.

#### Step 5

Debrief the competences put in practice. This helps your competence development and strengthens the team. A basic debriefing method could look like this:

- Recall the contributions and experiments you decided on
- The observing and supporting colleagues share their feedback

- Share personal and group impressions on the outcomes (e.g. How did it go? What were the challenges and solutions? What were success factors? What can be improved? Etc.)

For the debriefing, you can also use 'the gossip method'. See 'variations'.

You can also use this experience as the basis for a personal development plan.

## Material

- A copy of the Competence Model and the self-assessment form (table) for each team member.

## Duration

The duration varies according to the number of trainers and competences selected.

The **self-assessment** prior the team meeting takes **a couple of hours**.

The **sharing and selection of competences** should take **about two hours**. If you use this method for the first time, we recommend you stick to one competence to contribute and to one competence to experiment with. This limits the extra tasks for the team and reduces the time needed for the whole process.

The **debriefing** can take between **one and two hours** (especially if you opt for the 'variations' proposed).

## Tips & examples

### About [self-]assessment

Assessment contains a certain level of subjectivity.

Also your colleagues' feedback will be subjective, even if you all use the Competence Model's criteria and indicators. This is all fine.

### Example of a competence to contribute

Perhaps the training course includes online cooperation through virtual spaces or social networks. If you have experience with web 2.0 and related tools, you can propose this as your specific contribution to the course. Even if your colleagues did not expect this from you.

### Example of a competence to try out.

Imagine you would really like to get better at facilitating creative sessions, for example using drama techniques but you are not sure if you have what it takes. Then you can propose this competence to experiment with. Check with the team if they believe you have the competences to handle such a session and if they are able to give you adequate support in preparing and running such a session.

### Personal development plan

This self-assessment and the assessment by the team is a good basis for a personal development plan. List the competences you want to improve and actions to develop the desired competences.

## Variations

### **Variation 1: using the 'Gossip method' for the debriefing (step 5)**

The Gossip method has three steps:

- 1.** The trainer who was contributing or trying out a competence is the only one talking. The trainer shares impressions, feelings and analysis. S/he gives details about how the process went, what could be improved, what should be maintained, etc.
- 2.** Next, the other team members take the floor (the trainer who was sharing before does not talk anymore). The team members share their 'gossip' opinions about what has been said, they react, comment, complete, etc.
- 3.** After that, the team analyses the outcomes of the competence that was contributed or tried out. Together, they extract the achievements and shortcomings and discuss what could be improved or maintained, etc.

### **Variation 2: using the 'Gossip method' as step 3 (of the basic version)**

You can share the results of your self-assessment and the competences you want to contribute or experiment with, using the Gossip method in 3 steps:

- a)** One of the trainers starts sharing and is the only one talking. The trainer shares with the rest of the team the results of the self-assessment process, impressions, feelings, analysis, feedback, etc. The trainer also shares what could be his/her contribution and what s/he would like to experiment with.
- b)** Next, the other team members take the floor (the trainer that was sharing before does not talk anymore). They share their 'gossip' opinions about what has been said, they react, comment, complete, etc.
- c)** After that, all team members together analyse the process, the different possibilities, the different views of team members, etc. to come to a conclusion about what competence could be contributed or tried out.

This method can be repeated for each trainer who wishes to contribute/experiment.



### Variation 3: using the 'Gossip method' as step 3 (of the basic version)

When the team meets, they share their self-assessment and the competences they could contribute or want to try out in the following manner:

- First, share your competence assessment, focusing on two competence areas maximum (those you believe are worth sharing). For each competence area share what you can contribute and what you would like to try out.
- For each competence area, the team members share their assessment of your competences. **If there is a general agreement** that you are 'doing fine' in that competence area, you pass to the next competence area.
- However, if team members have **divergent opinions** about your competences areas, exchange about each competence within that area to find out which could be a good competence to contribute or try out.

## 3

### References

- Mindtools.com - Rumors in the Workplace, Managing and Preventing Them:  
[http://www.mindtools.com/pages/article/newTMM\\_25.htm](http://www.mindtools.com/pages/article/newTMM_25.htm)
- Mindtools.com - Management By Wandering Around (MBWA), Staying in Touch with Your Team:  
[http://www.mindtools.com/pages/article/newTMM\\_72.htm](http://www.mindtools.com/pages/article/newTMM_72.htm)
- Set of competences for trainers working at international level (basic document)
- Competence model for trainers working at international level (amended version with criteria and indicators)

# Tool 3

Mapping competences in the team



## Mapping competences in the team

Self-assessment tool for collective mapping of the team's competences. This is primarily a 'getting to know' exercise with a focus on competences.

## 1

### What to use this tool for?

This tool maps the competences present in a new team and allows you to get a global picture of the positive attributes of the team, as well as the 'weaker' spots.

This tool also updates recurrent team members about competence developments since last time they worked together.

#### Objectives

- Get to know yourself and the team members better
- Use the Competence Model to map the competences in the team
- A better overview of the positive attributes of the team
- Identify possible areas of tensions and promote a problem-solving attitude

#### For what type of training?

For any training project.

#### For whom?

For teams of trainers who haven't work with each other in the past, or very seldom.

It can also be used by team members who have cooperated before to see how the competences in the team have changed.

## Process (step by step)

### Step 1

Each team member reads the list of competences and criteria from the Competence Model. The indicators help you understand the different competences. Do your self-assessment before the first team meeting, using the self-assessment form (table) provided.

### Step 2

When the team meets, visualise the level of your competences on a table (rating your competences from 1 to 5) or on a target (rating them from 1 to 3) with a coloured dot (examples below). All trainer colleagues in the team do the same.

#### Target representation

- Divide the target in 6 competence areas and create subsections for each of the competences in that area (you can number them C1, C2,... or write key words).
- Create 3 concentric circles (L1, L2 and L3) to indicate the levels. Level 1 = acquired to fully acquired, level 2 = from almost acquired to acquired and level 3 = not acquired to in process.

#### Table representation

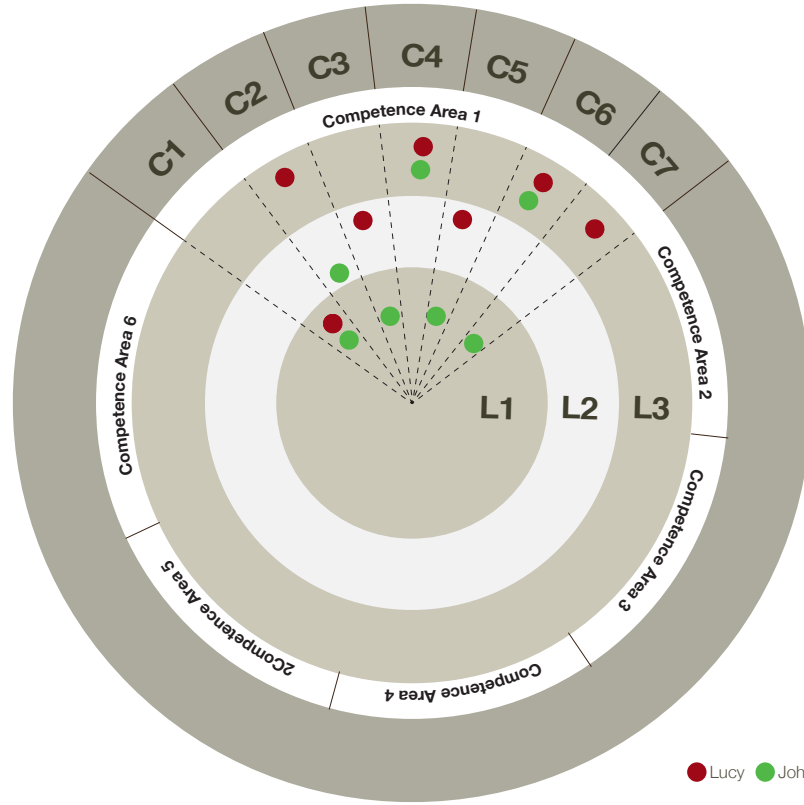
- Create 6 competence areas with subsections (C1, C2, etc.) for each competence within that area. You can choose whether you put them in rows or columns.
- Create 5 different levels per competence (1, 2, 3,...). 1 = fully acquired and 5 = not acquired.

### Step 3

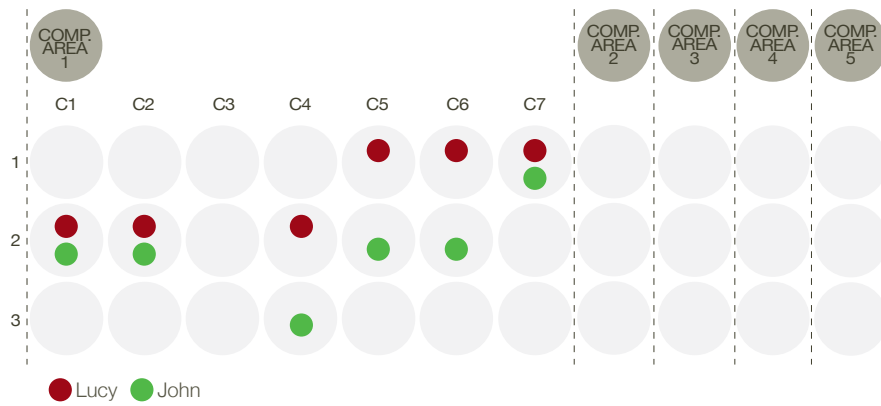
When each team member has placed their competence levels on the target or table, take a step back and have a look at the global picture. Exchange your impressions along the following questions:

- Which competence areas or competences are highly developed in the team? Or the opposite: which ones are weak? Is there a big diversity of competence areas and levels in the team?
- When thinking about the course (the competence and themes that will be tackled), can you identify potential 'areas of tension' or 'weaknesses'?

This allows the team to proactively tackle those challenges (e.g. ask for support for specific sessions). At the same time, this global picture also shows the potential for smooth cooperation and further development.



● Lucy ● John



# Tool 3

Mapping competences in the team

## Material

- The self-assessment table for each trainer
- One copy of the Competence Model per trainer
- Coloured marker or coloured sticky dots per trainer
- If you use the target visualisation: stick 4 pieces of flipchart paper together to draw the target on it
- If you use the table visualisation: stick 4 or 6 pieces of flipchart paper together to draw the table on it

If you plan on using this method more often, you could plasticise the target/table so you can write on it with whiteboard markers (and wipe it off for future use).

## Duration

The duration depends on the depth of your discussions.

If you have little time (short preparatory meeting), you can shorten the process:

- a)** Do the self-assessment before the meeting.
- b)** At the meeting, focus only on visualising your competence levels on the target or table.
- c)** Identify possible areas of tensions.

If you have more time, you can elaborate on your self-assessment and take more time for sharing. This is a useful way of getting to know each other, not only in terms of competences, but also in terms of past experiences.

## Tips & examples

### On self-assessment

Assessment contains a certain level of subjectivity, which is fine. This method does not include external feedback, but maybe you received feedback from colleagues before (using the Competence Model or not). Such an inter-subjectivity approach enriches your assessment. It is important to:

- Be honest with yourself
- Listen to your thoughts and intuition
- Provide explanations about your assessment if asked

### Keep in mind that...

You do not need to reach any particular conclusion about your team.

However, it is worth coming back to your competence map during the training process, e.g. when having team meetings, planning some specific sessions, when there are tensions, if you feel you need more support, etc. Problems might be explained by the fact that you are currently in an area where you feel less comfortable. This helps your colleagues to support you better.

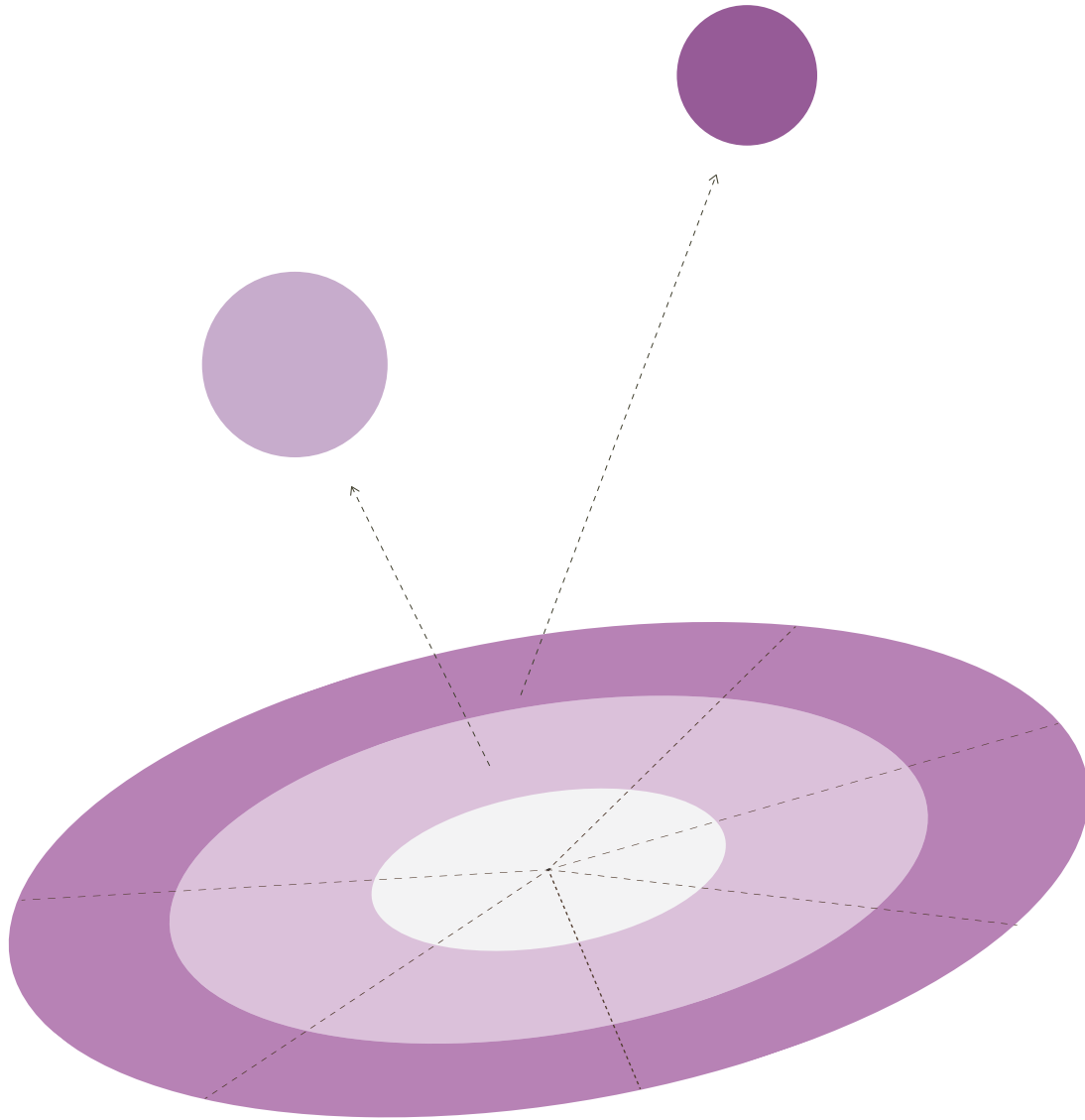
You can use the competence map for your personal development (e.g. develop a learning plan to get better at some competences). You can come back to the competence map at a later stage to assess if your competence levels have changed. This is particularly useful to share when the same team works together again.

## Variations

If you have more time at your preparation meeting and wish to focus on personal development, you can do the self-assessment on the spot (while the team meets). This allows you to explore the Competence Model together and support each other.

# Tool 4

Using the Competence Model for training curriculum development





## Using the Competence Model for training curriculum development

Use the competence areas from the Competence Model with their competences and criteria to develop a curriculum for long-term or short-term courses (see 'variations').

## 1

### What to use this tool for?

The Competence Model can inspire stakeholders and trainers to develop a competences-focused curriculum for their training offer. They can organise training specifically addressing some of the competences or competence areas.

#### Objectives

- Provide stakeholders and trainers with a competence framework for their future training curricula
- Give an overview of 'generic competences' trainers usually need in order to work internationally
- Information about what lies behind each competence area
- Examples of what training modules could include (i.e. competences to tackle) to address a specific competence area
- Facilitate exchange between stakeholders and trainers who are developing a training project

#### For what type of training?

For mid-term and long-term training courses, because the process requires time.

#### For whom?

For stakeholders<sup>2</sup> and trainers who develop the curriculum of a training course or training programme.

<sup>2</sup> Stakeholders are the people in charge of the overall training project (contractors, funders and partners). Trainers can be stakeholders too if they are involved in developing the curriculum of the course.

## Process (step by step)

### Step 1

Before considering the Competence Model to develop a curriculum, the stakeholders first need to answer the following questions:

- What is the aim of the training?
- What does it have to address?
- Whom is the course for?
- What is the rationale behind the training?
- What are the key learning elements to be tackled?
- On what values and principles should the course be built?
- What is the expected outcome and impact of the course?
- How will we know the course was successful?

This information will help design the curriculum.

### Step 2

Once those questions are answered, the stakeholders analyse how they can use the Competence Model to develop the course curriculum. This can include<sup>3</sup>:

- a) Scan the Competence Model (the competences in each of the 6 competence areas) to see if any of them fit the aims and objectives of the course.
- b) If some of the competences or competence areas match, they can be used to develop the main elements of the training course (e.g. residential seminars, blended/distance learning, practices/projects, studies, research, etc.)
- c) Identify the competence areas or competences tackled in the different phases of the training course (e.g. using a matrix to 'tick' the competences tackled in the different course elements).
- d) The criteria and the indicators within the Competence Model help you define what would be the ideal outcomes of the course. This can be the basis for your monitoring and evaluation.
- e) Take some distance and identify what is missing in your course (e.g. support features and tools). The Competence Model can inspire you to set competences and indicators for other areas you want to address.
- f) Start drafting the curriculum...

## Material

- Set of competences for trainers working internationally
- The Competence Model
- The accompanying manual
- For each competence area, the team members share their assessment of your competences. **If there is a general agreement** that you are 'doing fine' in that competence area, you pass to the next competence area.
- However, if team members have **divergent opinions** about your competences areas, exchange about each competence within that area to find out which could be a good competence to contribute or try out.

## Duration

This exercise helps you define the backbone of your course (the aim, the objectives, the content, the methodology, the approach, etc.). The more stakeholders involved, the longer this process will take.

If you work through steps 1 and 2 thoroughly, this easily takes two and a half days.

## Variations

If you decide to use the Competence Model for a short-term training course (e.g. a 5 day course), focus on one competence area only and build your curriculum around it. You can of course tackle other competence areas too, but we recommend sticking to one competence area as the central pillar of the course. Choose the one that best fits your course.

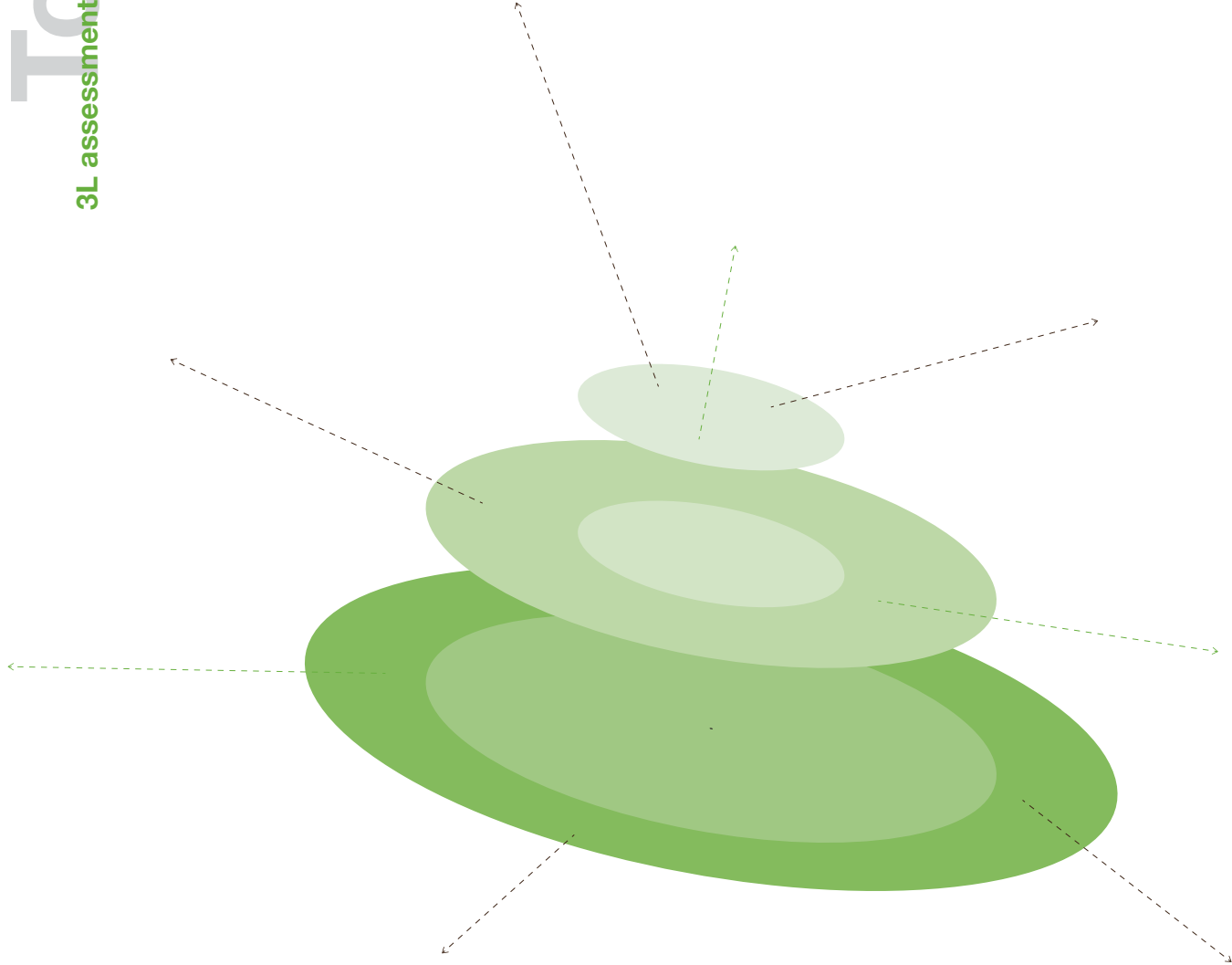
### 3

## References

- TALE course curriculum: [http://pjp-eu.coe.int/documents/1017981/3084946/Tale\\_Curriculum.pdf](http://pjp-eu.coe.int/documents/1017981/3084946/Tale_Curriculum.pdf)
- [Set of competences for trainers working at international level](#) (basic document)
- [Competence model for trainers working at international level](#) (amended version with criteria and indicators)

# Tool 5

3L assessment of competences



## 3L assessment of competences

Adapted with permission from the instrument developed by kitokie projektai® (Monika Kėžaitė & Arturas Deltuva) for businesses

3 level (3L) assessment focusses your assessment per level of the competence model: at the level of competence area, at the level of the competences, and at the level of the criteria. It helps to stay focused on what is important.

It is a multifaceted tool that involves colleagues, contractors, trainers and participants in the assessment process, although you can also simplify the process.

## 1

### What to use this tool for?

This tool provides trainers with a multifaceted intersubjective assessment that helps them to develop themselves further.

#### Objectives

- Assess the competences of a trainer on 3 levels and from different points of view
- Take decisions for further development of the trainer

#### For whom?

For for trainers working internationally.

2

## Description

### Process (step by step)

#### Step 1

Assess yourself according to the competence areas and ask at least one more person (a colleague, contractor, participant) to assess you too.

→ **Use the document “Assessment according to competence area.xls”**

The competences areas that you assess either as insufficient or differently from your external assessor, should be assessed in a more detailed way at the level of the individual competences. Other competence areas are not considered further.

#### Step 2

Do the same at the level of competences. Assess yourself and ask at least one other person to assess you on the competences within the insufficient or divergent competence areas.

→ **Use the document “Assessment according to competences.xls”**

The individual competences that you assess either as insufficient or differently from your external assessor, should be assessed in a more detailed way at the level of the criteria and their indicators. Other competences are not considered further.

#### Step 3

Again, carry out the self-assessment and ask at least one other person to assess you on the level of the competence criteria and indicators.

→ **Use the document “Assessment according to competence criteria.xls”**

Use the results of this assessment for your further professional development.

#### Step 4

Develop a professional development plan together with a colleague trainer or your employer. Set smart objectives related to the criteria and indicators that were insufficient or disputed.

Also identify your strongest competences and plan how you can use those in the best possible way.

## Material

3L set of competences with assessment grids:

- Assessment according to competence area
- Assessment according to competences
- Assessment according to competence criteria

## Duration

**2-3 hours** for the bilateral assessment.

The **professional development plan** takes extra time.

## Tips & examples

Completely objective assessment of competences is impossible. Therefore we use the principle of 'inter-subjectivity'. This means that the trainers' competences should be assessed from different points of view by different persons, for example:

- the trainer
- a colleague trainer
- a representative of the contracting organisation
- a participant

We recommend that there is at least one face-to-face external assessment. You can also add third or fourth party assessments in writing.

A full and final assessment of competences doesn't exist. It is therefore appropriate to assess your competences again after a certain period of time. This is also a great occasion to review and update your professional development plan.

## Variations

Maybe you are not ready to deal with your weaknesses and learning points. It is perfectly possible to use this method in an appreciative way. The procedure is the same, but instead of looking for the insufficient competence areas, you zoom into the areas you and your external assessor assess positively.

Within those competence areas, you and your external assessor look for the competences you are good at, and within those for competence indicators that you and your assessor score sufficient and more.

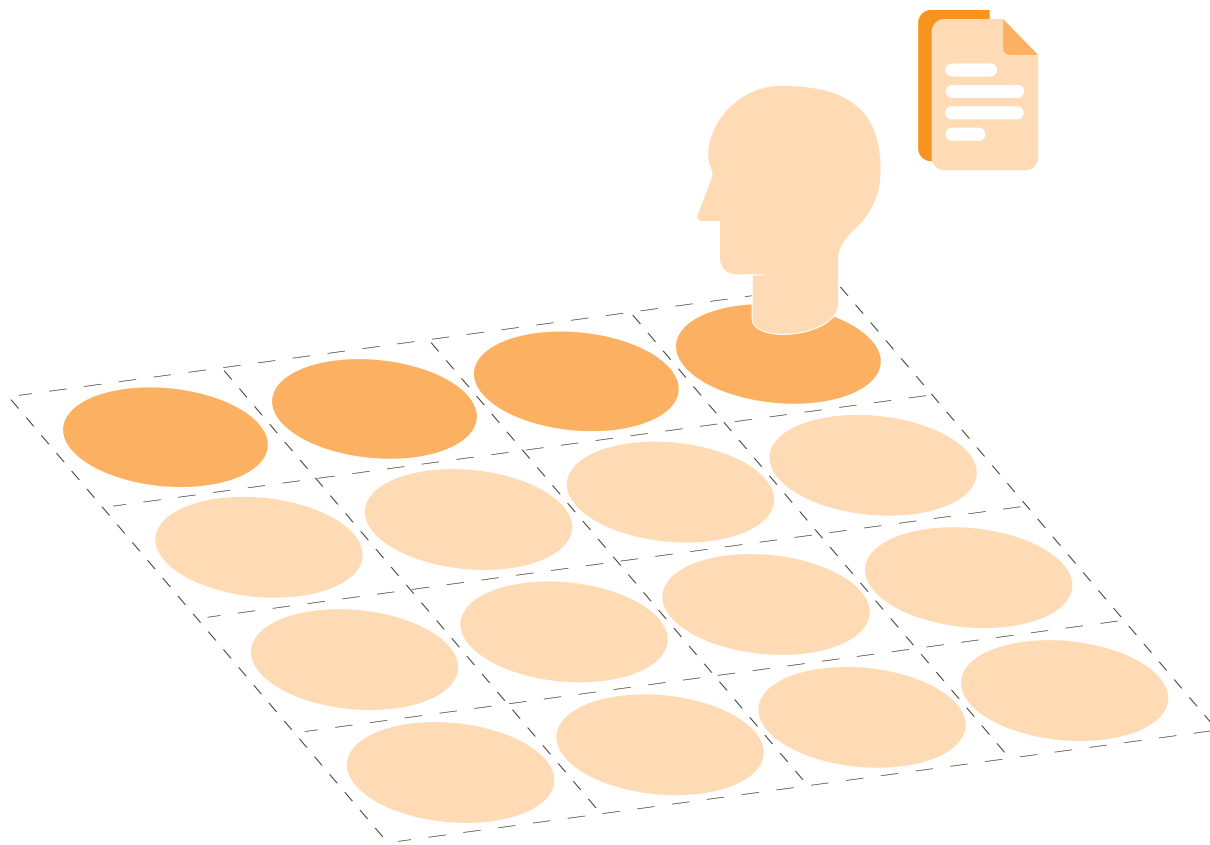
## 3

## References

- Monika Kėžaitė and Arturas Deltuva, kitokie projektai® ([www.kitokieprojektai.net](http://www.kitokieprojektai.net))

# Tool 6

3L assessment of competences





## Just self-assessment

This is the simplest way to use the Competences Model. Take the assessment grid and work through it according to your needs and interest, select what you need and disregard the rest. It is as simple as that!

1

### What to use this tool for?

Raise awareness about your competence levels.

#### Objectives

- Food for thought and reflection about trainers' learning processes
- Encourage focused competence development

#### For whom?

For trainers working internationally.

2

## Description

### Process (step by step)

Read through the Competence Model and its assessment grid from the beginning to the end. Decide which competences are important to you. Think about how you can develop those. Reflect on the personal trainer style you want to develop.

### Material

- The Competence Model
- The assessment grid

### Duration

1 to 3 hours depending on the depth of your reflections.

### Tips & examples

You can use the shorter version of the assessment form. When, for example, intercultural competence area is more important for you than others, focus only on this part of the Model and review your competences in this competence area using the criteria. Leave the other competence areas aside for now.

### Variations

When you start working with the Competence Model, you will notice that some competences are clearer to you than others, or that some competences are more or less important for you in your actual training practice. We recommend working with the ones that are clear and important for you.

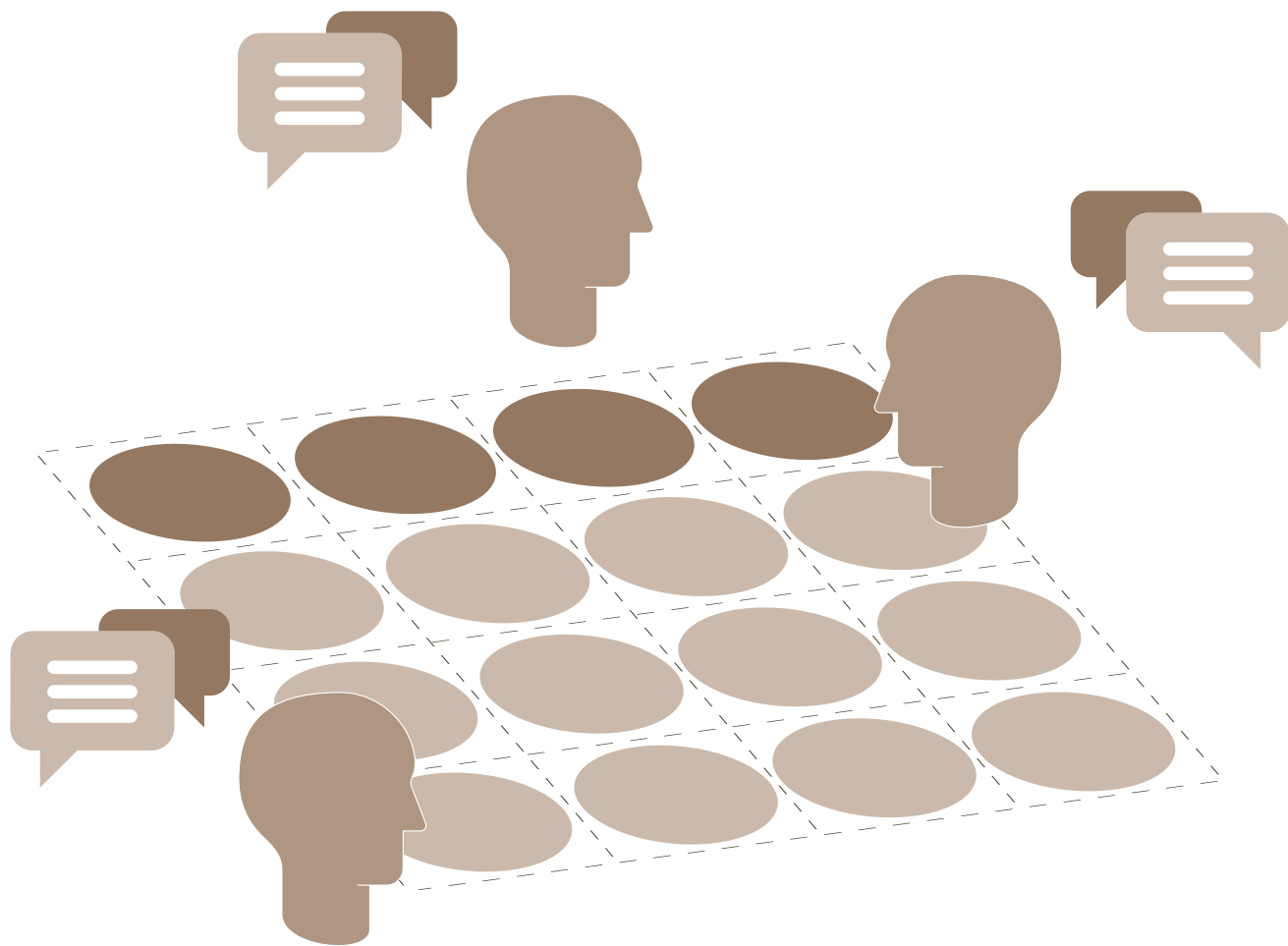
Also, you might find it easier to assess a specific competence, compared to other ones. In case of doubt, crosscheck your assessment with somebody who knows you and can share their opinion with you.

Feel free to improvise and use the Competence Model the way it suits you best!



# Tool 7

Continuous assessment of competences



## Continuous assessment of competences

This continuous assessment tool is based on the principle of inter-subjectivity. It combines assessment from different points of view: self-assessment as well as assessment by somebody else e.g. peer-learner, colleague or trainer.

## 1

### What to use this tool for?

This tool shows how your competence levels develop over a longer period of time.

#### Objectives

- Dialogue and feedback about your learning process at different stages of a long-term training for trainers' course
- Focused development of competences at different stages of a long-term training for trainers' process

#### For whom?

For for trainers working internationally.

2

## Description

### Process (step by step)

#### Step 1

Fill in the self-assessment form (table) before you start the training. You can ask feedback of your colleague trainers but it is not necessary. Choose your learning targets based on your self-assessment.

Share your 'learning targets' with a learning buddy during the training for trainers course or in a trainers' pool meeting.

#### Step 2

Fill the assessment grid again after practicing a training situation at the training for trainers course AND ask another participant of the group (e.g. your learning buddy) to assess your competences too based on your practice experience.

#### Step 3

Use the assessment grid again **after some practice in the field** both for self-assessment AND assessment by a colleague trainer who worked with you in the practice training.

#### Step 4

At the final event of the training for trainers' process, fill in the assessment grid again for yourself AND ask one person of the trainers of trainers' team to do the same after having coached you throughout the training process.

#### Step 5

Repeat the same process 2 months after the course: use the assessment grid for your self-assessment AND ask a colleague to assess you.

The sequence of assessments will nicely visualise your continuous professional development.

## Material

- Set of competences with assessment grid. (basic\_self\_assessment\_trainer\_competences)

## Tips & examples

Your understanding of the competences will develop during the repeated self-assessment process. You gradually get more into the Competence Model. Some competences may mean nothing to you when filling the form for the first time. That's ok!

Start with a competence you are familiar with first and at a later stage you might connect a competence description with the training experiences you went through. Only then you will understand the real meaning of a specific competence better.

That is also the reason why you probably assess yourself higher during a first assessment compared to later assessments. This doesn't mean that you 'lose' your competences. On the contrary, it often is a sign that you actually started to understand the competence better and assess it more realistically than before. You start assessing yourself based on your experience instead of your imagination of what the competence might be.

You don't have to use the entire Competence Model. You can choose the areas that are most relevant to you.

## Duration

Use the assessment grid throughout the long-term training for trainers' process up to 2 months or longer after this process.

One assessment takes approximately 1 hour. The time needed for the discussion with a learning buddy or trainer of trainers depends on the depth of the exchange and analysis but could last up to half a day.

## Variations

Feel free to improvise. And please share how it went!

## 3

## References

- Via Experientia network. ([www.viaexperientia.net](http://www.viaexperientia.net) [http://www.viaexperientia.net/old/?page\\_id=1228](http://www.viaexperientia.net/old/?page_id=1228))

# Notes

Please add your notes