# Self-Perception Inventory for Trainers

**A tool to help you assess yourself**

**related to the essential competence areas**

**for training-related work at European level**

## Why this Self-Perception Inventory (SPI)?

The overall objective of the TOT course is to help participants develop their individual professional competences as trainers working within the European field – as part of series of measures to improve the quality standard of training in general within European youth programmes.

You could see the SPI as a kind of travel guide – to provide you with a framework for your own personal journey through TOT, visiting each of the 6 principle competence areas, and deciding on which of those you most want to use this course to work on.

This SPI is essentially a tool to assist you, in the first place, to establish your own “starting-point” – a kind of snapshot of where you are **NOW** - and then to help you record events and moments which facilitate the development of your competences throughout the course – and even beyond! We see TOT as a starting-point, more generally, to your own on-going assessment of your development as a professional trainer.

## How to use this Self-Perception Inventory (SPI)

When you go through the different pages you will see on the left tasks / competences connected to the principle competence areas. Next to that you find 3 different columns:

* the first is for you to “rate” how you, yourself, relate to that task / ability at a particular point (for example, during seminar 1). We suggest rating yourself on a scale of 1-4: 1 = I have no experience / 2 = I have some points to develop / 3 = I feel quite comfortable / 4 = I feel very comfortable
* the second column is for you to note “evidence” or examples you can already give of “acting out” that competence,
* the third column is for you to note a particular question or issue that arises for you from that. You can also note down the next steps you are planning for developing this competence; or anything else you have discovered while reflecting on this specific competence.

You can use the SPI at different times throughout the course – therefore there is the possibility to insert a date in the first of the 3 columns – and then repeat the exercise at a later date. Many competences mentioned are not only related to being a trainer. Also as a youth worker in a youth exchange e.g. you design a programme. So you can also relate those experiences.

Remember this is, in the first place, a tool for you, yourself. But if you want, you can, of course, decide to share it with your peers, your mentor or anyone else that could give you feedback on your self-perception.

**A word about competences**

There are a number of definitions around for competences. We wanted therefore to share our understanding of competences and what we find is important to consider when assessing them.

**Our definition:**

Competences consist of an overall system of values, attitudes and beliefs as well as skills and knowledge that can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competence

**What is essential in this definition?**

a. Within a “competence” there is an interlinking system of values, attitudes and beliefs as well as skills and knowledge.

b. Having a “competence” also refers to the capacity one has to transfer it between different situations.

c. One can “have” skills and knowledge but not be able to act on, or “use”, them. A certain state of “inner readiness” (having the motivation and self-confidence, being in the “right” physical and emotional state) needs to be present, which it is important to be aware of.

**The European Training Strategy: a set of competences for trainers working at international level**

Over the past few years, the Salto Training and Cooperation Resource Centre has teamed up with international experts to further develop the quality of training happening at European level. Part of this work has focused on developing a set of competences for trainers who are working at international level. We have tried over the past couple of years to harmonise this self-perception inventory – which started out as a TOT tool – with the developments in thinking at European level.

You can find more information about the European Training Strategy at this link: <https://www.salto-youth.net/rc/training-and-cooperation/europeantotstrategy/>

**1. Understanding and facilitating individual and group learning processes is about: (a)**

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|  | **How I rate myself now**  **(1-4):**  Date | **Comments**  *(e.g. reference situations / evidence etc.). Date:* | **A question this raises for me / ideas for further development** | **How I rate myself now**  **(1-4):**  Date | **Comments**  *(e.g. reference situations / evidence etc.)* | **A question this raises for me / ideas for further development** |
| Having an understanding of group dynamic and learning processes |  |  |  |  |  |  |
| Creating an inspiring and safe learning environment taking into account various learning preferences |  |  |  |  |  |  |
| Facilitating the group dynamic in a way which is favourable to learning |  |  |  |  |  |  |
| Introducing and leading activities that encourage creativity, problem-solving and thinking “out-of-the-box” |  |  |  |  |  |  |
| Stimulating active participation, motivating and empowering learners |  |  |  |  |  |  |
| Establishing a relationship with learners based on trust, respect and clarity of roles |  |  |  |  |  |  |

**1. Understanding and facilitating individual and group learning processes is about: (b)**

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| Supporting learners in identifying and pursuing their learning needs |  |  |  |  |  |  |
| Supporting learners in overcoming barriers to their learning process |  |  |  |  |  |  |
| Strengthening the self-confidence of learners |  |  |  |  |  |  |
| Offering a variety of tools and methods for individual learning |  |  |  |  |  |  |
| Asking good questions & facilitating the debriefing of exercises |  |  |  |  |  |  |
| Giving feedback in an educational context |  |  |  |  |  |  |
| Effectively managing one’s own emotions in training situations and keeping ethical boundaries with the group |  |  |  |  |  |  |

**2. Learning to learn is about:**

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| Identifying realistic learning needs in relation to the goals you have set |  |  |  |  |  |  |
| Identifying learning objectives and pursuing them pro-actively |  |  |  |  |  |  |
| Assessing your own learning achievements and competences |  |  |  |  |  |  |
| Relating to peers in seeking and providing help regarding to learning activities. |  |  |  |  |  |  |
| Being aware of the way you learn best whilst remaining flexible and ready for unexpected learning |  |  |  |  |  |  |
| Identifying and organising appropriate resources to support your own learning |  |  |  |  |  |  |
| Using of a variety of methods to support your learning |  |  |  |  |  |  |
| Being open for feedback and committed to your own personal and professional development |  |  |  |  |  |  |

**3. Designing educational programmes is about: (a)**

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| Developing an educational approach based on the needs and profiles of learners |  |  |  |  |  |  |
| Applying key concepts, values and consolidated practice of non-formal learning (see appendix 1 below for more details) |  |  |  |  |  |  |
| Ability to transfer knowledge or values - related to the activity of learners - using appropriate and effective methods and approaches |  |  |  |  |  |  |
| Choosing a methodology that fits the objectives of the activity |  |  |  |  |  |  |

**3. Designing educational programmes is about: (b)**

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| Integrating the socio-political contexts of learners into the educational programme |  |  |  |  |  |  |
| Where relevant, integrating ICT, e-learning and related tools and methods into the activity |  |  |  |  |  |  |
| Planning the different steps of evaluation and impact assessment & interpreting the results |  |  |  |  |  |  |
| Presenting the results of the evaluation to the different stakeholders (participants, organiser, funder, etc.) |  |  |  |  |  |  |
| Taking advantage of what the physical environment of the course venue has to offer |  |  |  |  |  |  |
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**4. Co-operating in an international team of trainers/facilitators is about:**

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| Contributing actively to, and taking responsibility for, the tasks of the team |  |  |  |  |  |  |
| Encouraging and involving other team members |  |  |  |  |  |  |
| Dealing with and respecting different perceptions and dealing constructively with disagreements |  |  |  |  |  |  |
| Being aware of team processes and how they affect team effectiveness |  |  |  |  |  |  |
| Learning with and from the others in the team |  |  |  |  |  |  |
| Contributing to a constructive working climate |  |  |  |  |  |  |

**5. Communicating meaningfully with others is about:**

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| Ability to listen actively |  |  |  |  |  |  |
| Ability to be empathetic |  |  |  |  |  |  |
| Ability to express clearly thoughts, feelings and emotions |  |  |  |  |  |  |
| Sensitivity to identity-related issues |  |  |  |  |  |  |
| Sensitivity to diversity |  |  |  |  |  |  |
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**6. Intercultural Competence is about:**

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| Having a reflected acceptance of ambiguity and change |  |  |  |  |  |  |
| Tolerating situations where you are not able to implement your own ideas and expectations |  |  |  |  |  |  |
| Being aware of your own identity |  |  |  |  |  |  |
| Being able and willing to look at identity, culture and related aspects and dimensions from different perspectives |  |  |  |  |  |  |
| Ability to critically reflect about and take distance from your own perceptions and stereotypical constructions of reality |  |  |  |  |  |  |
| Capacity to self-reflect and make use of diverse ways/methods to increase own self-awareness |  |  |  |  |  |  |
| Ability to apply human rights principles |  |  |  |  |  |  |

*In addition to the 6 principle competence areas above, we feel that there is another area that trainers – regardless of where they are operating in the European/international field – need to be competent and that is what we would call a “contextual competence”. It is necessary for trainers to understand, and have a working knowledge of, whichever field of education they are operating within. In the case of TOT, we are training trainers to operate in the specific field of the Erasmus+ Youth in Action programme*

**Planning educational activities in line with the values and aims of the Erasmus+ Youth in Action Programme:**

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| Knowing and understanding the values and aims of the Erasmus + Youth in Action programme |  |  |  |  |  |  |
| Identifying appropriate ways and methods to address the values and aims of the Erasmus+ Youth in Action programme in an educational activity |  |  |  |  |  |  |
| Evaluating the impact of educ-ational activities according to the values and aims of the Erasmus+ Youth in Action programme. |  |  |  |  |  |  |
| Linking current developments in European youth policy with educational activities |  |  |  |  |  |  |

***APPENDIX 1***

**Applying the key concepts, values and consolidated practice of non-formal learning is about:**

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| Knowing and understanding learning theories central to non-formal education |  |  |  |  |  |  |
| Explaining your personal educational approach to learning and learners |  |  |  |  |  |  |
| Reviewing your educational approach on the basis of evaluation and research |  |  |  |  |  |  |
| Integrating the underlying values and principles of non-formal education into educational activities |  |  |  |  |  |  |