



PORTFOLIO of INSTRUCTORS

The portfolio is a very flexible assessment tool whose most important contribution is that it provides critical reflection throughout the development process itself and it has a major impact on education and promoting self-learning and professional development.

Using this portfolio you can have a self-portrait about the work that you develop as an instructor of training in a company.

PERSONAL INFORMATION

Filling this data is voluntary (except the gender and nationality) but for our European Project of Transfer of Innovation, TIKCI, this information is very interesting to know the profile of those nowadays are performing functions of trainers/instructors in companies.

FULL NAME:

GENDER: MALE FEMALE

NATIONALITY:

AGE: -20 20-35 35-50 50-65 +65

MOTHER TONGUE:

CONTACT (E-MAIL AND MOBILE)

WORK EXPERIENCE



Fill in the boxes with the information concerning your work experience.

DATES	NAME AND ADDRESS OF EMPLOYER	OCCUPATION OR POSITION HELD	MAIN ACTIVITIES AND RESPONSIBILITIES	TYPE OF BUSINESS OR SECTOR

EDUCATION AND TRAINING EXPERIENCE

Fill in the boxes with the information in your documents:

Issued by (name and type of organization):	Year:
Title of qualification awarded:	

Issued by (name and type of organization):	Year:
Title of qualification awarded:	



Issued by (name and type of organization):	Year:
Title of qualification awarded:	

Issued by (name and type of organization):	Year:
Title of qualification awarded:	

TEACHING PHILOSOPHY

- Personal declaration/reflection (responsibilities, training methodologies, strategies, objectives, etc.)

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KEY COMPETENCES

My position as an instructor requires the following key competences:

This form presents the definitions of 17 competences (the order is random, ie, it does not follow any criteria of importance in its management).

Of the 17 competences presented you must select a minimum of 5 and a maximum of 8, marking the checkbox in the column "password". Once you have selected you must assign a priority number to them, in ascending order from 1 (most important), 2 to the second most important and so on.



PASSWORD	ORDER	
		TRAINING AND DEVELOPMENT
		ORGANIZATION AND WORKPLACE PLANNING
		TRAINING NEEDS Identify training needs and training specifications; Synthesize and draw conclusions from data.
		TRAINING PREPARATION Ability to prepare and plan training using appropriate formats.
		THE WORKPLACE DEVELOPMENT
		LEARNING PROCESS AND STYLES Create and adapt the learning situations to answer the needs of the different students' learning cycle.
		MONITORING Regular monitoring of the students to know their rate of adaption to the enterprise and the professional experience acquired.
		TRAINING
		TECHNICAL-SPECIFIC COMPETENCES Possesses required functional and technical knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills.
		PEDAGOGIC-DIDACTIC COMPETENCES Able to extrapolate the specific knowledge to the contents that are taught in order to make the educational process will develop with quality.
		INTERPERSONAL COMPETENCES
		COMMUNICATION To promote dialogue and encouraging working with different actors. Transmit their ideas clearly and accurately, verbally and in writing, verifying the understanding of messages and using the language that conforms to its partners. Identify, maintain and use networking to promote and/or contribute to the achievement of objectives and goals.
		MOTIVATION Transmit technical knowledge and experience, making them understandable and practical to the students. Support problem solving through a role in the technical and expert assistance on matters within its competence.
		PRESENTATION SKILLS Plan and present structured talks and demonstrations, organize discussion groups and facilitate training sessions.



		<p>TEAM-WORK The ability to build relationships and work with colleagues and students so that everyone can perform the functions of his office articulating the goals incumbent achieve to the goals of their colleagues and students and the ultimate goal of the company.</p>
		<p>INTERACTION CONTROL Give and receive feedback in the training situation so that it is constructive, can be understood and can be acted upon. Respond promptly to changing environmental conditions by adapting their own behavior and ways of working.</p>
		<p>CREATIVITY AND ENTREPRENEURSHIP Establishes innovative solutions (concepts, methods and approaches) adapted to the needs of the training and the enterprise, to be proactive in generating ideas that add value.</p>
		<p>PROBLEMS SOLVING The ability to understand the situation that is presented, used information, gathering alternatives, incorporating guidance, discernment, analysis and evaluation before implementing the decision.</p>
		ASSESSMENT AND EVALUATION
		<p>THE EVALUATION Determine the effectiveness and efficiency with which resources have been used for achieve the objectives, enabling the determination of deviations and corrective measures to ensure the proper fulfillment of the goals.</p>
		<p>USE OF TOOLS The instructor control the instructional methods and techniques to perform a process of learning centered in student, using the potential that tools give to enhance the learning. Allows the maintenance and improvement of the skills and acquire new ones and therefore helps to ensure quality.</p>
		<p>NETWORKING Meet and satisfy the needs and be able to foster cooperative relationships of different individuals and institutions, both internal and external.</p>
		<p>QUALITY Work to achieve objectives and goals and both organizational and individual professional level development. Focus on quality of work, maintaining performance that meets and exceeds expectations.</p>





KEY COMPETENCES MAP

Each instructor must select the level that is in relation to the different competences.

The answers that you will mark on the competences map are cumulative. That is, when you answer "satisfactory" you are indicating that you have the skills that are included in "unsatisfactory" and "satisfactory". So if you select "excellent" you come to say that you have all the criteria listed for that competence.

NOT SATISFACTORY red

SATISFACTORY green

GOOD yellow

EXCELLENT black



KEY COMPETENCES MAP						
COMPETENCE	DESCRIPTION	IMPLEMENTATION CRITERIA		LEVEL		
1. TRAINING AND DEVELOPMENT			N C T S A T I S F A C T O R Y	SATISFA CTORY	GOO D	EXCELLE NT
1.1. Organization and workplace planning	1.1.1. Training needs	Identify training needs and training specifications; Synthesize and draw conclusions	<ol style="list-style-type: none"> 1. Analyze the context of the enterprise where the training will take place. 2. Analyze the characteristics of the group of students to be incorporated (needs, interests, expectations and prior knowledge). 3. Develop and adapt the training 			



		from data.	<p>objectives to the learning group.</p> <ol style="list-style-type: none"> 4. Select and sequence the content of the training: analysis of the tasks that will be performed. 5. Analyze the suitability of the training process. 6. Analyze the cost-benefits of the training. 			
	1.1.2. Training preparation	Ability to prepare and plan training using appropriate formats.	<ol style="list-style-type: none"> 1. Scope of the training. 2. Design and organize the different activities and methodologies base on the objectives and content, adapting to the characteristics of the learning group. 3. Select, develop and prepare the resources and materials used in the training. 4. Time table or progression plan. Duration of different elements. 5. Proposed assessment and evaluation procedures. 			
	1.2.1. Learning process and styles	Create and adapt the learning situations to answer the needs of the different	<ol style="list-style-type: none"> 1. Present the content and objectives at the beginning of each new action/implementation. 2. Use clear and accessible language during the training sessions. 3. Use of available resources and materials. 4. Link theory and practice in dealing with the content. 			

1.2. The workplace development		students' learning cycle.	<ul style="list-style-type: none"> 5. Reply satisfactorily to the issues raised and know how to respect the views of stakeholders. 6. Encourage the participation and motivation of the students during the sessions. 7. Make good use of examples, reference sources and summaries to explain each of the content and when the issues are not understood. 8. Discuss in advance the criteria to be adopted. 	
	1.2.2. Monitoring	Regular monitoring of the students to know their rate of adaption to the enterprise and the professional experience acquired.	<ul style="list-style-type: none"> 1. Ensure the acquisition of topic knowledge by the students. 2. Check the quality of content of the learning given. 3. Reinforce the work of students, providing timely and regular information of the progress and achievements, correcting errors. 4. Use educational media available, suitable to learning activities and to the group. 5. Observe the behaviour of the students or their communications with the enterprise workers. 	
1.3. Training	1.3.1. Technical-specific competences	Possesses required functional and technical	<ul style="list-style-type: none"> 1. Choose appropriate tools or technology for the task. 2. Have the capability and knowledge base to share technical skills with others. 	

		<p>knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills.</p>	<ol style="list-style-type: none"> 3. Experiment with new processes, tools or technologies to determine applicability. 4. Provide opportunities for others to learn technical skills and concepts. 5. Is sought out by others for technical expertise and knowledge and for troubleshooting of complex technical issues. 6. Develop the functional and technical knowledge and skills within the parameters of job security and promoting the best economic and ecological use of raw materials, processes, etc.,... 	
	<p>1.3.2. Pedagogic- didactic competences</p>	<p>Able to extrapolate the specific knowledge to the contents that are taught in order to make the educational process will develop with quality.</p>	<ol style="list-style-type: none"> 1. The ability to use different methods, styles and techniques. 2. Be able to deal with heterogeneity in group of trainees. 3. The ability to guide and stimulate trainees to learn independently. 4. Be able to bring everyday life into the learning process. 5. Be able to attune the learning process to the living world of the trainees. 6. Be able to steer the learning process by providing appropriate contextualized assignments or 	



			tasks to the trainees and to assess the outcomes.	
2. INTERPERSONAL COMPETENCIES				
2.1. Communication	2.1.1. with the students/trainers	To promote dialogue and encouraging working with different actors. Transmit their ideas clearly and accurately, verbally and in writing, verifying the understanding of messages and using the language that conforms to its partners. Identify,	<ol style="list-style-type: none"> 1. Express ideas and opinions clearly and understandable. 2. Listen actively to the partners, ensuring the understanding of the messages received by repeating or additional questions. 3. Be able to establish contact with others to request information or support. 4. Adapt the messages to the type of partner and context in which it is located. Consider the views and opinions of others to communicate. 5. Establish and maintain 	
	2.1.2. with the colleagues and management of the company			
	2.1.3. with the responsible of the vocational educational and training organization			



		<p>maintain and use networking to promote and/or contribute to the achievement of objectives and goals.</p>	<p>formal and informal communication with key networking for the job.</p> <p>6. Persuasively argues. Presents ideas effectively in order to transmit to the receiver of the message.</p>	
<p>2.2. Motivation</p>		<p>Transmit technical knowledge and experience, making them understandable and practical to the students.</p>	<ol style="list-style-type: none"> 1. Plan the process of adaptation of students to the reality of the company. 2. Provide an overview of the company, the structures and processes, the managers and resources. 3. Explain the characteristics and activities related to the workplace where the students will be integrated. 4. Encourage active participation of students in the tasks assigned to them. 5. Support the understanding of processes and procedures, providing the relevant information about the requested topic. 6. Recognize complexity requirements greater than their knowledge, deriving them to people with the expertise to deliver solutions. 7. Ensure the timely and useful information to those who 	



	<p>Support problem solving through a role in the technical and expert assistance on matters within its competence.</p>	<p>request it, following up on the results.</p> <p>8. It has a technical mastery of the matters within its competence, adapting the content to the requirements of different contexts in which to transmit.</p>	
<p>2.3. Presentation skills</p>	<p>Plan and present structured talks and demonstrations, organize discussion groups and facilitate training sessions.</p>	<p>1. Plan a structured talk – relate the content to the objectives. Introduce self and topic, and organise the information on a logically structured manner.</p> <p>2. Present a structured talk – eye contact, interaction, check for understanding, relate to audience, body language, appropriate use of voice.</p> <p>3. Plan a demonstration – relate the demonstration to training objectives. Identify key points.</p> <p>4. Facilitate group sessions.</p> <p>5. Promote participation by learners in group discussions.</p>	
<p>2.4. Team-work</p>		<p>1. Actively participate with others in conducting a common task.</p> <p>2. Ask for and accept help</p>	



	<p>The ability to build relationships and work with colleagues and students so that everyone can perform the functions of his office articulating the goals incumbent achieve to the goals of their colleagues and students and the ultimate goal of the company.</p>	<p>when needed to perform a task, both of those responsible at work and from students.</p> <ol style="list-style-type: none"> 3. Offer support in carrying out the tasks to colleagues or students who need it. 4. Correct the way to perform a task when prompted, adopting a new way of working. 5. Make suggestions to improve the work or the conditions of the work. 6. Maintain continuous feedback on the behaviors and observed results. 7. Recognize the skills and knowledge of team members or students which is responsible, considering them to generate action plans and take specific decisions. 8. Encourage team members and students to express their ideas, opinions and disagreements, generating opportunities for constructive and confidence work. 	
<p>2.5. Interaction control</p>		<ol style="list-style-type: none"> 1. Promote flexibility by facilitating understanding and adapting to changing environmental 	



	<p>Give and receive feedback in the training situation so that it is constructive, can be understood and can be acted upon.</p> <p>Respond promptly to changing environmental conditions by adapting their own behavior and</p>	<p>conditions.</p> <ol style="list-style-type: none">2. Adapt own ideas to new information, understanding the views of others and incorporating them into their own.3. Manage and control situations of uncertainty and change being able to propose, promote and present new guidelines and ways of doing things.4. Introduce changes in the way of working to improve the response to the requirements of the organization and its environment.5. Give feedback in a constructive manner. Give it in a way that supports and does not damage the learner- without sarcasm or ridicule.6. Emphasize the positive-reinforce what was done right.7. Deliver negative criticism, as appropriate, in a constructive matter.	
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	ways of working.		
<p>2.6. Creativity and entrepreneurship</p>	<p>Establishes innovative solutions (concepts, methods and approaches) adapted to the needs of the training and the enterprise, to be proactive in generating ideas that add value.</p>	<ol style="list-style-type: none"> 1. Contribute to the development of ideas, sharing best practices based on past experiences and some personal contributions as a result of their research. 2. Identify improvements to the tools already established and actively participates in the development of projects / programs in order to optimize the timing and responsiveness of their subject area. He/she worries about expanding their knowledge, seeking both information available in their work, as feedback from their peers to focus and translate their ideas 3. Propose and evaluate ideas in terms of feasibility. Ensure their alignment with the needs and possibilities of the company and the training provided to students. 4. Actively participate in the evaluation of projects / programs, identifying best practices for the team. 5. Demonstrate a permanent attitude towards continuous improvement, raising novel solutions to problems of high impact and scope for the team that is responsible. 	



<p>2.7. Problems solving</p>	<p>The ability to understand the situation that is presented, used information, gathering alternatives, incorporating guidance, discernment, analysis and evaluation before implementing the decision.</p>	<ol style="list-style-type: none"> 1. Development of premisses. 2. Identification of alternatives with four key conditions: clarity, specificity, justification and order. 3. Evaluation of alternatives, in terms of goals to be achieved. 4. Selection of an alternative, that is make a decision. 	
<p>3. ASSESSMENT AND EVALUATION</p>			
<p>3.1. The evaluation</p>	<p>Determine the effectiveness and efficiency with which resources</p>	<ol style="list-style-type: none"> 1. Understand the place of evaluation within the training cycle, to inform future improvements. 2. Establish the goal of the evaluation process. 3. Select or design appropriate evaluation instruments. 4. Show awareness of the strengths and weaknesses of different methods. 	



		<p>have been used for achieve the objectives, enabling the determination of deviations and corrective measures to ensure the proper fulfillment of the goals.</p>	<ol style="list-style-type: none"> 5. Determine the level of previous knowledge of the participants: personal skills and work experience. 6. Identify needs and interests. 7. Rigorously apply the evaluation criteria established at the time of executing the collection of information. 8. Set the level of learning achieved. 	
	3.2.1. Use of Work Diary	<p>The instructor control the instructional</p>	<ol style="list-style-type: none"> 1. Adapt the training process to the students, so that it facilitates the development and acquisition of skills necessary to optimize their work. 2. Promote a climate of positive interaction between student and instructor. 3. Create a learning environment promoting curiosity, practical application and reflection. 4. Encourage learning tools adjusted to the needs of students. 5. Promote a progressive 	
	3.2.2. Use of Assessment sheets			
	3.2.3. Use of Portfolio			
	3.2.4. Learning methods			



<p>3.2. Use of tools</p>		<p>methods and techniques to perform a process of learning centered in student, using the potential that tools give to enhance the learning. Allows the maintenance and improvement of the skills and acquire new ones and therefore helps to ensure quality.</p>	<p>learning.</p> <ol style="list-style-type: none"> 6. Enhance learning using different techniques and various resources and practical activities. 7. Individualize learning process, bringing it closer to the identification methodology and each professional profile. 8. Validate the accumulation of individual and collective experiences and different points of view about specific approaches. 	
<p>3.3. Networking</p>	<p>3.3.1. Internal</p>	<p>Meet and satisfy the needs and be able to foster cooperative relationships of</p>	<ol style="list-style-type: none"> 1. Identify users and cares satisfaction. 2. Respond to service requests in a timely and effective manner, showing interest to understand adequately the specific needs. 	
	<p>3.3.2. External</p>		<ol style="list-style-type: none"> 3. Adjust and corrects its work to suit the needs of its networking, seeking feedback to clearly understand the expectations and real needs. 	

		<p>different individuals and institutions, both internal and external.</p>	<ol style="list-style-type: none"> 4. Maintain fluid and continuous communication based on trust in the quality. 5. Propose alternatives and enhancements to improve the quality. 6. Maintain formal communication with key contacts. 7. Identify the need to establish relationships with new players, when their work requires. 8. Demonstrate ability to initiate working relationships with new actors. 	
<p>3.4. Quality</p>		<p>Work to achieve objectives and goals and both organizational and individual professional level development. Focus on quality of work, maintaining performance that meets and exceeds</p>	<ol style="list-style-type: none"> 1. Master quality management principles, systems, theory and tools. 2. Be inform of legislation and regulation related to the training. 3. Be able to utilise results of the quality management process to develop own work and the training activities of the company. 4. Know how to apply self-assessment and utilise results to improve own action. 5. Have communicative and interpersonal skills. 6. Identify its strengths and weaknesses, striving to 	



	expectations.	<p>overcome the latter.</p> <p>7. Request feedback to increase self-awareness, using the resources he/she has for achieve its goals and those of its performance area.</p> <p>8. Assume personal responsibility for the fulfillment of the commitments acquired.</p> <p>9. Communicate the concept of sustainability as a basis for the development in training and work performed by the trainees.</p>	
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DOCUMENT AND EVIDENCES

Examples of the approaches and methods you outline in the Teaching Philosophy Declaration and in the Self-assessment.