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# ProCESS Project

## WORK PACKAGE 6: EVALUATING PROCESS RESULTS AND IMPACTS

### Deliverable 6.7 Certification Framework

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<b>WP6.6</b>	<b>D6.7 Certification framework</b>
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## Introduction

This document is produced under the Erasmus + project Processing Complexity with Emotional, Sensorial and Spiritual capacities (ProCESS, 621398-EPP-1-2020-1-FR-EPPKA2-KA).

The aim of this document is to present the certification framework for the SESS<sup>1</sup> Trainers and give indications on the levels of mastery required on a combination of skills to obtain accreditation.

It identifies the combinations of skills whose mastery is to be verified in order to obtain accreditation. It gives indications of 3 levels 1) not mastered, 2) partially mastered, and 3) fully mastered.

In part one, the document includes a brief overview of the competency framework in which it refers to the document D6.6 for an extensive description of the domains covered.

In part two it indicates the different levels of mastery described in the certification framework and how a trainer could further demonstrate each competency.

The final part proposes how to assess the different skills should they not be observed during the certification session or a SESS training workshop. It includes a recommendation of the assessors or juries that will be involved and the assessment procedure.

## 1. SESS trainers' competency framework

A SESS trainer is a professional who helps the student/attendee to develop awareness, alignment and connection to oneself, others and something even greater than us so that they become aligned, conscious and creative.

The role of SESS trainers extends beyond traditional teaching methods. They serve as facilitators, mentors, and guides, creating an environment that nurtures personal growth and holistic

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<sup>1</sup> SESS : Sensorial, Emotional and Spiritual Skills



development. The objectives of SESS trainers revolve around conveying knowledge of SES Skills and encouraging creative problem-solving:

### 1. Convey Knowledge of SES Skills

SESS trainers are responsible for imparting knowledge and understanding of Sensory, Emotional, and Spiritual Skills. However, their approach goes beyond mere information transfer. They create immersive experiences that allow participants to engage with these skills on a deep and personal level. By incorporating sensory elements, emotional exploration, and spiritual connections, trainers enable participants to grasp the essence of SES Skills and their practical applications.

### 2. Encourage Creative Complex Problem-Solving

A key objective of SESS trainers is to foster creative and complex problem-solving abilities in participants. They guide students/attendees in discovering and developing mental patterns that enhance their capacity to solve problems effectively. Through experiential learning, trainers encourage participants to explore the intricate relationships between themselves, others, and something greater than us. By nurturing critical thinking, emotional intelligence, and a sense of interconnectedness, trainers empower participants to approach challenges from a holistic perspective.

## Competencies and Evaluation

The competencies outlined in the SESS trainers' framework serve as a comprehensive guide for their evaluation and certification. These competencies encompass a range of skills and qualities that are mandatory for assessment. Each competency reflects a crucial aspect of effective SESS training. During the evaluation process, all competencies must be observed and assessed. If any competency is not observed, it should be thoroughly questioned in a follow-up interview to ensure a comprehensive evaluation.

The competencies are categorised into six distinct domains, each highlighting the interconnectedness and commonalities among the competencies within the domain. It is important to note that there is no hierarchical weighting assigned to either the domains or individual competencies.



Among these six domains, five of them consist of 3 to 6 competencies. Specifically, in the domain of "Handles the structure and organises the training sessions," it is proposed that trainers maintain a session sheet to document the organisation and structure of the workshop. To ensure clarity regarding expectations, a detailed outline of the session sheet's content is provided.

Every competency is considered critical for demonstrating proficiency as a SES Skill trainer. As such, it is highly recommended that all competencies within the framework be mandatory for assessment.

The six domains encompass the following areas:

1. Embodies ProCESS ethics in consistency with SES Skills and complexity principles:
  - Definition: Demonstrates a thorough understanding and consistent application of ethical principles.
2. Develops and maintains SESS Trainers competencies:
  - Definition: Cultivates and sustains an open, curious, flexible, and participant-centred mindset.
3. Develops a space of trust and safety:
  - Definition: Collaborates with participants to establish a safe and supportive environment that encourages free expression. Maintains a relationship characterized by mutual respect and trust.
4. Enables awareness raising:
  - Definition: Facilitates participants' awareness and learning by utilizing appropriate tools and techniques.
5. Facilitates participants' growth (in understanding and using the connection between SES Skills and managing complexity):
  - Definition: Collaborates with participants to translate learning and discovery into actionable steps related to SES Skills and managing complexity. Fosters participants' autonomy.
6. Handles the structure and organizes the training sessions:



- Definition: Documents the organization and structure of the training sessions through a session sheet.

For a comprehensive list of the attached competencies, please refer to the document D6.6-Competency framework (<https://processproject.eu/outputs/>) which describes the skills in detail. Each domain outlined in the framework contributes to enhancing the SESS workshop experience and brings specific benefits to the participants.

## 2. Description of the different levels of mastery in the competency framework by skill listed

Assessing these skills can be a difficult task for the assessors. If the assessment is based solely on observation, not all of them could be mobilised by the trainer within a SESS workshop or actioned to the same degree. It could be assumed, for example, that during the very first workshop attended by the participants, more time would be spent on developing a space of trust and safety. There may not be an opportunity during the same workshop for the trainer to demonstrate a thorough understanding and consistent application of ethical principles. This is why, in part three of this document, additional methods are proposed to enable the assessor to investigate these skills further if necessary.

For each domain of skills, the observable behaviours of a trainer who 1) doesn't master 2) partially masters 3) fully masters the competency are considered. The certification grid is enclosed in Appendix 1.

### 1. Embodies ProCESS ethics in consistency with SES Skills and complexity principles

- Definition: Demonstrates a thorough understanding and consistent application of ethical principles.

When aiming to embody ProCESS ethics in consistency with SES Skills and complexity principles, the observations of a trainer who doesn't master, partially masters, and fully masters this competency can be as follows:



### **Not mastered:**

*Lack of personal integrity and honesty:* The trainer may display behaviours that compromise personal integrity and honesty when dealing with participants and stakeholders.

*Insensitivity towards participants' identity and environment:* The trainer may overlook or disregard the importance of considering participants' identity, environment, experiences, values, and beliefs, leading to potential misunderstandings or conflicts.

*Inappropriate and disrespectful language:* The trainer may use language that is inappropriate or disrespectful when communicating with participants and stakeholders, which can create a negative and unprofessional atmosphere.

### **Partially mastered:**

*Demonstrating personal integrity and honesty in some interactions:* The trainer displays personal integrity and honesty in some dealings with participants and stakeholders, but there may be instances where they fall short.

*Partial consideration of participants' identity and environment:* The trainer takes into account the identity, environment, experiences, values, and beliefs of participants to some extent, but there may be instances where they overlook or underestimate their importance.

*Occasional use of inappropriate language:* The trainer generally uses appropriate and respectful language but may occasionally slip into using language that is inappropriate or disrespectful.

### **Fully mastered:**

*Exemplifying personal integrity and honesty:* The trainer consistently displays personal integrity and honesty when dealing with participants and stakeholders, building trust and fostering a positive working relationship.

*Comprehensive consideration of participants' identity and environment:* The trainer consistently takes into account the identity, environment, experiences, values, and beliefs of participants, creating an inclusive and supportive learning environment.





*Use of appropriate and respectful language:* The trainer consistently uses appropriate and respectful language when communicating with participants and stakeholders, promoting open and constructive dialogue.

**Examples of how a trainer can demonstrate this competency:**

*Transparent and truthful communication:* The trainer openly communicates relevant information to participants and stakeholders, providing accurate and honest updates, feedback, and assessments. They avoid withholding important information or providing misleading or false statements.

*Accountability for mistakes:* If the trainer makes a mistake or error, they take responsibility for it instead of deflecting blame or trying to cover it up. They openly acknowledge their mistake, apologize if necessary, and take steps to rectify the situation or prevent a recurrence.

*Consistency between words and actions:* The trainer aligns their words with their actions, ensuring that they follow through on their commitments and promises. They avoid making false promises or overcommitting and demonstrate reliability and trustworthiness through their consistent behaviour.

*Respect for confidentiality:* The trainer respects the confidentiality of sensitive information shared by participants or stakeholders. They maintain appropriate confidentiality measures, such as obtaining consent for sharing information and securely storing and protecting confidential data.

*Ethical decision-making:* The trainer considers ethical implications when making decisions that may impact participants or stakeholders. They prioritise the well-being and best interests of those involved, even if it means making difficult choices or taking a stance that may be unpopular.

*Avoidance of conflicts of interest:* The trainer maintains objectivity and avoids conflicts of interest that may compromise their integrity. They disclose any potential conflicts and take appropriate steps to ensure that their actions and decisions are not influenced by personal gain or bias.

*Honesty in self-assessment:* The trainer is honest with themselves about their own strengths and weaknesses. They seek feedback, reflect on their performance, and proactively address areas for improvement, demonstrating a commitment to personal growth and development.



*Ethical treatment of participants and stakeholders:* The trainer treats participants and stakeholders with fairness, respect, and dignity. They avoid discriminatory behaviour, favouritism, or any actions that may undermine the trust or well-being of those they interact with.

It is important to note that while these alternative methods can provide valuable insights into a trainer's ethical competency, they may not capture the full range of behaviours and nuances. Therefore, a combination of multiple assessment approaches and sources of evidence is recommended for a more comprehensive evaluation.

## 2. Develops and maintains SESS Trainers competencies

- Definition: Cultivates and sustains an open, curious, flexible, and participant-centred mindset.

The following are the observed behaviours, attitudes, and indicators that can be associated with a trainer who has not mastered, partially mastered, or fully mastered the competency of developing and maintaining SESS Trainers competencies:

### **Not mastered:**

*Limited engagement in continuous learning:* The trainer does not actively seek opportunities for learning and development. They may show a lack of motivation to expand their knowledge or improve their practice, resulting in stagnation.

*Inadequate reflective practice:* The trainer does not engage in regular reflection on their practice or seek to identify areas for improvement. They may miss opportunities to learn from their experiences and make necessary adjustments.

*Limited utilisation of SES Skills and knowledge:* The trainer fails to effectively apply their SES Skills and knowledge in training sessions. They may not leverage these competencies to enhance the learning experience for participants.

*Insufficient understanding of complex management situations:* The trainer lacks a deep understanding of complex management situations and does not actively seek to expand their knowledge in this area. This may limit their ability to address real-world challenges effectively.



*Lack of development of own SES Skills:* The trainer does not actively work on developing their own SES Skills. They may not engage in activities or seek resources that can enhance their competencies in this regard.

*Limited integration and participation in the SESS trainers' seminar:* The trainer shows a lack of active engagement and participation in the SESS trainers' seminar. They may not take full advantage of the learning and networking opportunities provided.

**Partially mastered:**

*Moderate engagement in continuous learning:* The trainer engages in learning activities to a certain extent but may not consistently seek out opportunities for growth and development. They display some motivation to expand their knowledge and improve their practice.

*Developing reflective practice:* The trainer engages in reflective practice periodically, recognising the importance of learning from experiences. However, their reflective practice may not be fully systematic or consistently applied.

*Utilisation of SES Skills and knowledge to some extent:* The trainer demonstrates some ability to apply their SES Skills and knowledge in training sessions, but there may be instances where these competencies are not fully leveraged.

*Developing understanding of complex management situations:* The trainer shows some efforts to understand complex management situations and seeks to expand their knowledge in this area, but their understanding may still be limited or not fully comprehensive.

*Moderate integration and participation in the SESS trainers' seminar:* The trainer participates in the SESS trainers' seminar to some extent, but their level of engagement and active participation may vary.



### **Fully mastered:**

*Actively engages in continuous learning and practice development:* The trainer is highly proactive in seeking learning opportunities and stays up-to-date with relevant industry trends and advancements. They actively reflect on their practice, identify areas for improvement, and takes action to enhance their skills and knowledge.

*Effectively mobilises SES Skills and knowledge for participant benefit:* The trainer seamlessly integrates their SES Skills and knowledge into training sessions, creating valuable learning experiences for participants. They leverage these competencies to address challenges and facilitate meaningful learning outcomes.

*Demonstrates deep understanding of complex management situations:* The trainer possesses a comprehensive understanding of complex management situations and actively seeks to deepen their knowledge in this area. They apply their understanding to design relevant and impactful training content.

*Actively develops and refines own SES Skills:* The trainer actively invests time and effort in developing their own SES Skills, seeking opportunities for growth and improvement. They engage in targeted activities, such as attending workshops or pursuing further education, to enhance their competencies.

*Actively integrates and participates in the SESS trainers' seminar:* The trainer fully embraces the SESS trainers' seminar as a valuable platform for learning and collaboration. They actively contribute to discussions, share insights, and seek to learn from fellow trainers' experiences.

### **Examples of how a trainer can demonstrate this competency:**

The trainer regularly attends industry conferences, workshops, and webinars to stay updated on the latest trends and advancements in training methodologies. They participate in online forums and discussion groups to share ideas, ask questions, and learn from others in the training community. They may set aside dedicated time for reflection after each training session to identify areas for improvement and develop action plans for enhancing their skills. They may actively seek feedback from participants and colleagues, incorporating constructive criticism into their professional development efforts.



The trainer incorporates real-life examples and case studies from their own experience in the training sessions, demonstrating how SES Skills can be applied in practical situations. They conduct in-depth research and stay updated on the latest developments in management theory and practice. They may also incorporate framework, models, and theories into their training content, providing participants with a comprehensive understanding of complex management concepts.

The trainer engages in self-study and independent research to deepen their understanding of SES concepts and techniques. They may actively seek opportunities to practice their SES Skills outside of training sessions, such as through volunteering or taking on challenging projects. They may also seek mentorship or coaching from experienced trainers or industry experts to receive guidance and feedback on their performance. They build relationships with other trainers, fostering a collaborative and supportive network for ongoing professional development.

These examples demonstrate how a trainer can exhibit the skills of continuous learning, effective utilisation of SES Skills, understanding complex management situations, personal development, and active engagement in a trainers' seminar. By showcasing these skills, the trainer creates a dynamic and impactful learning environment for their participants.

### 3. Develops a space of trust and safety

- Definition: Collaborates with participants to establish a safe and supportive environment that encourages free expression. Maintains a relationship characterised by mutual respect and trust.

In the pursuit of cultivating an environment of trust and safety, the perspectives of a trainer who possesses varying degrees of mastery in this competency may yield the following observations:

#### **Not mastered:**

*Insensitive to participants' uniqueness:* The trainer overlooks or disregards the individual talents, ideas, and work of participants. They may not create opportunities for participants to showcase their strengths or fail to acknowledge and appreciate their contributions.



*Lack of support, empathy, and care:* The trainer shows little concern for participants' well-being, not offering support or displaying empathy when needed. They may not create a supportive atmosphere or fail to address participants' concerns effectively.

*Fails to acknowledge and encourage the expression of participants' feelings, perceptions, concerns, beliefs, and suggestions:* The trainer may dismiss or ignore these important aspects, creating a barrier to effective communication and participant engagement.

*Lacks openness and transparency in their interactions, hindering the establishment of trust with participants:* The trainer may withhold important information or be evasive, creating an atmosphere of uncertainty and scepticism.

### **Partially mastered:**

*Partial recognition of participants' uniqueness:* The trainer acknowledges the talents, ideas, and work of participants to some extent, but there may be instances where they overlook or undervalue their individual contributions. They may not consistently create opportunities for participants to shine.

*Demonstrates support, empathy, and care selectively:* The trainer shows support, empathy, and care for participants in certain situations but may not consistently demonstrate these qualities. They may occasionally overlook participants' emotional needs or fail to provide adequate support when required.

*Partially acknowledges and encourages the expression of participants' feelings, perceptions, concerns, beliefs, and suggestions:* While they make some effort to listen and validate these aspects, there may be instances where the trainer overlooks or downplays their significance, limiting participants' sense of being heard and understood.

*Demonstrates some level of openness and transparency to build trust with participants:* The trainer shares information and insights to a certain extent, but there may be occasional lapses in transparency or missed opportunities to fully engage participants in open dialogue, resulting in a moderate level of trust-building.



### **Fully mastered:**

*Recognising and respecting uniqueness:* The trainer values and appreciates the individual talents, ideas, and work of each participant. They create opportunities for participants to showcase their strengths and actively acknowledge and celebrate their contributions.

*Demonstrating support, empathy, and care:* The trainer consistently demonstrates support, empathy, and care for participants' well-being. They actively listen to participants, provide emotional support when needed, and create a nurturing learning environment.

*Acknowledging and encouraging expression:* The trainer acknowledges and validates participants' feelings, perceptions, concerns, beliefs, and suggestions. They create space for open dialogue, actively listen to participants' voices, and encourage them to share their thoughts and opinions.

*Openness and transparency:* The trainer demonstrates openness and transparency in their interactions with participants. They provide clear communication, share relevant information openly, and actively involve participants in decision-making processes when appropriate.

### **Examples of how a trainer can demonstrate these competencies:**

Establishing clear and inclusive ground rules at the beginning of the training to create a safe and respectful environment.

Actively listening to participants' ideas, concerns, and suggestions without judgment or interruption.

Providing constructive feedback and guidance while maintaining a supportive and non-threatening tone.

Creating opportunities for participants to collaborate, share their experiences, and learn from one another.

Demonstrating genuine care and empathy by being responsive to participants' emotional needs and providing appropriate support.



Respecting and valuing diversity by fostering an inclusive and equitable learning environment.

Encouraging participants to take risks, express themselves freely, and explore their unique talents and ideas.

Being transparent in sharing information, decisions, and the reasoning behind them with participants.

Addressing conflicts or misunderstandings promptly and professionally, ensuring that everyone's perspective is heard and respected.

Please note that these examples are meant to illustrate how a trainer can demonstrate the competencies mentioned. Trainers may exhibit these competencies in various ways depending on their training context and individual approach.

#### 4. Enables awareness raising

- Definition: Facilitates participants' awareness and learning by utilising appropriate tools and techniques.

In the endeavour to foster participants' awareness and facilitate their learning, the observations corresponding to a trainer who doesn't master, partially masters, and fully masters this competency can be as follows:

##### **Not mastered:**

*Rarely challenges participants to raise awareness or discover:* The trainer rarely encourages participants to challenge their existing knowledge or explore new perspectives. Participants are not consistently prompted to question their assumptions or engage in critical thinking.

*Rarely questions the participants, their ways of thinking, their values, needs, desires and beliefs:* The trainer often dismisses or undervalues participant input and perspectives.

*Questions primarily focused on conventional thinking:* The trainer does not encourage participants to explore alternative viewpoints or challenge established norms. The questions may be basic or superficial in nature, lacking depth or critical thinking.





*Lack of opportunities for participants to share their experiences during the training session:* The trainer may not provide a safe and supportive environment or actively encourage participation.

**Partially mastered:**

*Occasionally challenges participants to raise their awareness or discover:* Opportunities for self-reflection and exploration are present, but they may not be fully utilised by the trainer.

*Occasionally asks participants questions about their ways of thinking, values, needs, desires, and beliefs:* There may be instances where participant input is acknowledged, but it is not consistently applied throughout the training. Opportunities for self-reflection and exploration are present, but they may not be fully utilised.

*Occasionally invites participants to share their experiences during the training session:* However, these opportunities may be limited or not consistently integrated throughout the session by the trainer.

*Occasionally asks questions that help participants explore beyond conventional thinking:* In some instances, the trainer poses thought-provoking questions that challenge participants' assumptions and encourages them to consider alternative perspectives. However, there are also instances where the trainer relies more on traditional or predictable questioning techniques, limiting the depth of exploration and the participants' ability to break free from conventional thinking patterns.

**Fully mastered:**

*Consistently and actively challenges participants to raise their awareness or discover new perspectives:* Thought-provoking activities, discussions, and exercises are integrated throughout the training to prompt participants to question and explore beyond their existing knowledge and perspectives. The training creates an environment that encourages critical thinking, exploration, and self-discovery.

*Consistently questions the participants to reflect on and explore their ways of thinking, values, needs, desires, and beliefs:* Participant input is actively sought and valued, creating an inclusive and collaborative learning environment. The trainer encourages participants to critically analyse their assumptions, broaden their perspectives, and gain deeper self-awareness.



*Consistently asks questions that challenge participants to explore beyond conventional thinking:* The trainer asks questions that are thought-provoking, encourage critical analysis, and push participants to consider alternative viewpoints, solutions, or approaches.

*Consistently invites participants to share their experiences in the moment of the session:* They create a safe and inclusive environment that encourages active participation, open sharing, and meaningful dialogue among participants.

### **Examples of how a trainer can demonstrate these competencies:**

Pose open-ended questions that encourage participants to reflect on their values, assumptions, and beliefs.

Facilitate group discussions and encourage participants to share their unique perspectives and experiences related to the training topic.

Use thought-provoking scenarios or case studies that challenge participants' conventional thinking and prompt them to consider alternative solutions or approaches.

Create opportunities for participants to engage in self-reflection exercises, such as journaling or individual reflection questions.

Encourage participants to ask questions of their own, fostering a culture of curiosity and active inquiry.

Provide space for participants to share personal stories or examples that relate to the training content, allowing for meaningful connections and deeper understanding.

Foster an inclusive and respectful environment where participants feel safe to voice their opinions and challenge prevailing ideas.

Actively listen to participants' responses and ask follow-up questions that delve deeper into their perspectives, encouraging critical thinking and exploration.



## 5. Facilitates participants' growth (in understanding and using the connection between SES Skills and managing complexity)

- Definition: Partners with participants to turn learning and discovery into action in relation with SES Skills and managing complexity. Promotes participants' autonomy.

This competency is essential as a SESS trainer who does not aim to help participants to understand the link between SES skills and managing complexity should not be certified.

When striving to facilitate participant's growth in understanding and using this connection, the different levels of mastery in this competency can be summarised as follows:

### **Not mastered:**

*Lack of recognition and support for participants' autonomy:* The trainer fails to acknowledge and support participants' autonomy in designing objectives, actions, and methods of empowerment. They may impose their own ideas and solutions, disregarding the participants' input and potential for self-directed growth.

*Limited assistance in identifying potential outcomes or learnings:* The trainer provides limited help to participants in identifying potential outcomes or learnings from the identified action steps. They may not facilitate a deep exploration of the possibilities and fail to guide participants in reflecting on their experiences.

*Neglecting to invite participants to consider moving forward:* The trainer overlooks the importance of inviting participants to consider how to move forward. They may not incorporate discussions around available resources, support, and potential barriers, hindering participants' ability to strategize and make informed decisions.

*Lack of partnership in summarising learning and insights:* The trainer neglects to partner with participants in summarising learning and insights during or between sessions. They may not create opportunities for participants to reflect on their progress and integrate their discoveries into their personal growth journey.



*Failing to acknowledge participants' progress and achievements:* The trainer fails to acknowledge participants' progress and achievements. They may not provide positive reinforcement or celebrate milestones reached, which can diminish participants' motivation and sense of accomplishment.

### **Partially mastered:**

*Partial recognition and support for participants' autonomy:* The trainer demonstrates some recognition and support for participants' autonomy in designing objectives, actions, and methods of empowerment. However, there may be instances where they still exert influence or control over the process, limiting the participants' full autonomy.

*Moderate assistance in identifying potential outcomes or learnings:* The trainer offers moderate assistance to participants in identifying potential outcomes or learnings from the identified action steps. They guide participants to a certain extent but may not fully explore all possibilities or facilitate deep reflection.

*Inconsistent invitation for participants to consider moving forward:* The trainer inconsistently invites participants to consider how to move forward. While they incorporate discussions around available resources, support, and potential barriers in some instances, there may be missed opportunities to consistently engage participants in this process.

*Partial partnership in summarising learning and insights:* The trainer partially partners with participants in summarising learning and insights during or between sessions. They create some opportunities for reflection and integration of discoveries, but there may be room for improvement in consistently fostering this collaborative approach.

*Occasional acknowledgement of participants' progress and achievements:* The trainer occasionally acknowledges participants' progress and achievements. While they provide some positive reinforcement and recognise milestones reached, there may be instances where this recognition is inconsistent or lacks depth.



### **Fully mastered:**

*Exemplary recognition and support for participants' autonomy:* The trainer consistently recognises and supports participants' autonomy in designing objectives, actions, and methods of empowerment. They create a collaborative environment that empowers participants to take ownership of their growth and decision-making processes.

*Effective assistance in identifying potential outcomes or learnings:* The trainer provides effective assistance to participants in identifying potential outcomes or learnings from the identified action steps. They facilitate deep exploration and reflection, guiding participants to gain valuable insights and broaden their perspectives.

*Skilful invitation for participants to consider moving forward:* The trainer skilfully invites participants to consider how to move forward, incorporating discussions around available resources, support, and potential barriers. They empower participants to strategize and make informed decisions, fostering their personal growth.

*Strong partnership in summarising learning and insights:* The trainer actively partners with participants in summarising learning and insights during or between sessions. They create meaningful opportunities for reflection, helping participants integrate their discoveries and leverage them for further growth.

*Consistent acknowledgement of participants' progress and achievements:* The trainer consistently acknowledges participants' progress and achievements. They provide positive reinforcement, celebrate milestones reached, and recognize the participants' growth, fostering motivation and a sense of accomplishment.

### **Examples of how a trainer can demonstrate these competencies:**

A trainer can further demonstrate the competencies of facilitating participants' growth and promoting participants' autonomy in several ways:

**Creating a collaborative environment:** The trainer can foster a safe and inclusive learning environment where participants feel comfortable expressing their thoughts, ideas, and concerns.



This can be achieved by actively listening to participants, respecting their perspectives, and encouraging open dialogue.

**Encouraging self-reflection:** The trainer can facilitate self-reflection by asking thought-provoking questions that encourage participants to examine their beliefs, assumptions, and goals. By guiding participants to reflect on their own experiences and insights, the trainer supports their personal growth and development.

**Providing resources and support:** The trainer can assist participants in identifying and accessing relevant resources, tools, and support systems that can facilitate their growth. This might involve sharing knowledge, connecting participants with external experts or networks, or providing guidance on where to find additional information.

**Challenging and expanding perspectives:** The trainer can encourage participants to think critically and explore different viewpoints. By introducing diverse perspectives, facilitating debates, and encouraging participants to consider alternative approaches, the trainer stimulates intellectual growth and broadens participants' horizons.

**Offering constructive feedback:** The trainer can provide constructive feedback to participants, acknowledging their progress and achievements while also offering guidance for improvement. This feedback should be specific, actionable, and supportive, helping participants develop their skills and build confidence.

**Promoting continuous learning:** The trainer can foster a culture of continuous learning by encouraging participants to seek new knowledge, explore areas of interest, and embrace challenges. They can provide opportunities for participants to share their own expertise and experiences, fostering a sense of collective growth and learning.

Overall, the connection between SES Skills and managing complexity can be shared by the trainer exposing their own understanding of the growing literature that draws on complexity theory to address leadership concerns and practices.

## **6. Handles the structure and organizes the training sessions**

- Definition: Documents the organization and structure of the training sessions through a session sheet.



This competency can be easily assessed as it supposes the existence of a detailed session sheet, as well as written proof of possible adjustments made in contents and sequence timings. These adjustments will be subsequently consigned in the feedback section of the session sheet and, if necessary, an updated session sheet will be produced for future sessions.

**Not mastered:**

Fails to record or maintain proper organization and structure of training sessions: The trainer does not create or update session sheets as required or could lack attention to detail regarding material organization, venue specifications, and specific materials needed for the session.

Does not define clear overall objectives, timing, proposed methodology, or criteria for success for the session: Objectives, timing and criteria are vague.

Fails to outline objectives, timing, and proposed actions for each sequence programmed within the session.

Neglects the assessment of students/trainees/learning process during or after the session.

Does not facilitate discussions or provide feedback for the session.

**Partially mastered:**

Occasionally records session details in session sheets but with inconsistencies or gaps.

Demonstrates some attention to material organization and venue specifications, but may overlook specific materials required for the session.

Defines overall objectives, timing, proposed methodology, and criteria for success for the session but may not consistently communicate or adhere to them.

Outlines objectives, timing, and proposed actions for some sequences programmed within the session, but may lack consistency or clarity.

Makes limited attempts to assess students/trainees/learning process during or after the session.



Facilitates discussions and provides occasional feedback for the session, but the level of engagement or effectiveness may vary.

**Fully mastered:**

Consistently records and maintains organization and structure of training sessions with proper session sheets.

Pays attention to material organisation, venue specifications, and ensures the availability of specific materials required for the session.

Clearly defines overall objectives, timing, proposed methodology, and criteria for success for the session.

Outlines objectives, timing, and proposed actions for each sequence programmed within the session, ensuring a logical flow and coherence.

Regularly assesses students/trainees/learning process during or after the session, using appropriate assessment methods and tools.

Facilitates discussions and provides constructive feedback for the session, promoting active participation and reflection among participants.

**Examples of how a trainer can demonstrate these competencies:**

Mastery of this competency requires ongoing attention to detail, effective time management, and strong organisational skills. Trainers who have fully mastered the competency can further enhance their abilities by continuously refining session sheets, incorporating participant feedback, and adapting the structure and organisation of training sessions to meet specific needs and objectives.

Use of pre-session, mid-session, post session surveys: the trainer could provide examples of these surveys and show how the original session sheet was adjusted to incorporate the feedback received to align with the participant's needs in future planning.





### 3. Assessment modalities and the assessors to be involved

Observing a SESS trainer delivering a SESS workshop is important for assessing their competencies for several reasons:

*1. Practical Application:* Observing a SESS trainer in action provides a direct opportunity to witness how they apply their knowledge and skills in a real training setting. It allows for an assessment of their ability to translate concepts into practical and engaging learning experiences.

*2. Interaction with Participants:* A workshop provides a platform for the SESS trainer to interact with participants. Observing this interaction helps assess the trainer's communication skills, their ability to engage participants, facilitate discussions, and respond to questions or concerns effectively.

*3. Workshop Management:* Effective workshop management is crucial for maintaining an optimal learning environment. By observing a trainer's workshop, it becomes possible to evaluate their ability to manage time, handle disruptions, encourage participation, and create a positive and inclusive atmosphere for learning.

*4. Adaptability and Flexibility:* Workshops may require trainers to adapt to unexpected situations, such as adjusting the pace of the session, addressing participant needs, or modifying content on the spot. Observation allows for an assessment of a trainer's ability to be flexible, adapt their approach, and make necessary adjustments to meet the participants' evolving needs.

*5. Use of SESS Training Techniques and Tools:* Observing a trainer's workshop provides insights into their use of various techniques, methodologies, and tools. This includes their ability to incorporate interactive activities, visual aids, or technology-based tools to enhance the learning experience.

*6. Engagement and Participant Learning:* Assessing a trainer's workshop allows for evaluating their ability to engage participants actively, promote critical thinking, encourage participation, and facilitate meaningful learning experiences. It helps gauge whether the SESS trainer effectively supports participants' understanding, retention, and application of the SES Skills content.



**7. Overall Effectiveness:** By observing a SESS trainer's workshop, it becomes possible to assess the overall effectiveness of their training delivery. This includes evaluating their ability to achieve the intended learning outcomes, create a positive impact on participants, and foster a conducive learning environment.

In summary, observing a SESS trainer delivering a workshop provides valuable insights into their practical skills, teaching style, interaction with participants, adaptability, and overall effectiveness as a trainer. It helps to assess their competencies in action and informs decisions related to their training abilities and areas of improvement.

### Alternative methods to assess

If direct observation of the competencies is not feasible, there are alternative methods that can be used to assess and measure them. Here are a few possible approaches:

**Self-Assessment:** The trainer can be provided with a self-assessment tool or questionnaire that prompts them to reflect on their understanding and application of the different skills (or one in particular that hasn't been observed). They can evaluate their own level of competency and provide evidence or examples to support their self-assessment.

**Case Studies:** The trainer can be presented with case studies relevant to their training context. They can be asked to analyse the situations and propose appropriate courses of action. This allows the evaluator to assess the trainer's ability to apply a particular skill. For example, a case study presenting an ethical dilemma would help to determine the trainer's ability to apply ethical principles and make informed decisions.

**Written Reflections or Essays:** The trainer can be asked to write reflective essays or narratives that explore their understanding of the skills and how they integrate them into their training practice. They can discuss their personal values, experiences, and beliefs for example which could provide insight into their thought processes, reactions and actions. Writing a journal would be particularly useful to develop continuous reflective practice, which the trainer could then use for their essay.

**Feedback from Participants and Stakeholders:** Collecting feedback from participants and stakeholders who have interacted with the trainer can provide valuable insights into their



competencies. Surveys, interviews, or focus groups can be conducted to gather feedback on the trainer's skills and possible areas of development.

**Training Records:** The trainer's participation in training programs or workshops can be considered. Completion of relevant courses or certifications demonstrates a commitment to understanding and upholding their competencies.

**Peer assessment or Review:** Colleagues or peers who have worked closely with the trainer can provide assessments or reviews of their skills. This can be done through structured evaluations or informal feedback based on their observations and interactions.

**Knowledge assessments:** Assessing a trainer's understanding and knowledge of relevant industry trends, SES Skills, and complex management situations can be done through written tests, quizzes, or case studies. These assessments can measure the trainer's level of expertise and their ability to apply theoretical concepts to practical situations.

**Portfolio or work samples:** Trainers can compile a portfolio of their training materials, session plans, and resources that demonstrate their ability to effectively mobilize SES Skills, design relevant training content, and address complex management situations. Reviewing these samples can provide evidence of the trainer's skills and expertise.

While observation is a valuable assessment method, combining it with other approaches provides a more comprehensive and well-rounded assessment of a trainer's skills.

### Recommendations for the assessment method to be used

A multi assessment approach is recommended due to the potential difficulties of being able to observe all the competencies in a unique workshop over the short period of time the session lasts. It is also recommended to combine observation with a self-assessment and if the jury is in any doubt about the mastery of a specific skill, a follow up interview could be arranged or one of the additional methods mentioned in the Alternative methods section could be envisaged. In the follow up interview, the SESS trainer could provide additional proof of the competencies being measured, such as session sheets from other workshops they conducted outside of the ProCESS project, feedback reports or surveys conducted for other client groups, peer reviews, letters of recommendation received from satisfied clients for example. To prove ongoing professional



development, any certificates of attendance to courses, conferences or seminars could be evoked.

As mentioned, self-assessment can be a valuable tool for assessing the SESS trainer's abilities and skills:

**Self-Reflection:** encourages individuals to reflect on their own performance, strengths, and areas for improvement. It prompts SESS trainers to evaluate their training techniques, instructional methods, communication style, and overall effectiveness. This process of self-reflection can lead to valuable insights and self-awareness.

**Personal Accountability:** Self-assessment promotes personal accountability and ownership of one's professional development. SESS trainers who engage in self-assessment take responsibility for their growth and actively seek ways to enhance their training abilities. It empowers them to identify their own learning needs and take proactive steps to address them.

**Identifying Strengths and Weaknesses:** Through self-assessment, trainers can identify their strengths and capitalise on them. They can recognise the areas where they excel and leverage those strengths in their training sessions. Similarly, self-assessment helps trainers identify their weaknesses or areas requiring improvement, enabling them to focus on developing those specific skills.

**Goal Setting and Planning:** Self-assessment provides a foundation for setting goals and creating a professional development plan. By assessing their training abilities, SESS trainers can define specific objectives and outline actionable steps to enhance their skills. This process allows for targeted learning and growth in areas that are most relevant and beneficial to their training practice.

**Continuous Improvement:** Self-assessment contributes to a culture of continuous improvement. SESS trainers who regularly assess their abilities are more likely to seek opportunities for professional development, engage in lifelong learning, and stay updated with emerging trends and best practices in the field. It fosters a mindset of ongoing growth and refinement.

Mastery of the SESS trainers competencies is not a static endpoint but rather an ongoing journey of growth and refinement. SESS trainers who fully master these competencies demonstrate a high level of skill and professionalism in their practice.



The jury should remain jointly responsible for accrediting the SESS trainers and even if one or two skills are not fully mastered but are mastered partially, if the SESS trainer is willing to invest effort into their professional development, the certification can still be obtained.

### **The composition of the jury**

Ideally, the jury should consist of individuals who have expertise and knowledge relevant to the training domain and the specific competencies outlined in the framework. The key stakeholders who should be considered for inclusion in the jury:

**Subject Matter Experts:** Including subject matter experts who possess deep knowledge and experience in the specific field or domain of the SESS training can provide valuable insights into the SESS trainer's competency. For instance, these experts are the academic coaches and company coaches who were involved in the ProCESS project (contact: [cpons@univ-catholion.fr](mailto:cpons@univ-catholion.fr)). These coaches can assess the SESS trainer's understanding of the content, the techniques used and their ability to facilitate learning effectively.

**Training Professionals:** Confirmed SESS trainers who have significant experience in designing and delivering effective workshops can provide valuable perspectives on the trainer's instructional techniques, training methodologies, and overall training approach. Their expertise can help evaluate the SESS trainer's ability to engage participants, create a positive learning environment, and achieve desired learning outcomes. Contact: <https://processproject.eu/sessnetwork/>

All these individuals can assess the SESS trainer's ability to align with the ProCESS project goals, adapt to changing training needs and create an inclusive and impactful learning experience for the participants.

### **Conclusion**

This document has provided an overview of the certification framework for SESS trainers, outlining the levels of mastery required for accreditation. It has identified the combinations of skills that need to be assessed to determine the level of mastery achieved by trainers, categorising them into three levels: not mastered, partially mastered, and fully mastered.



Part one of the document offered a brief overview of the competency framework, referring to document D6.6 for a comprehensive description of the covered domains. This section serves as a foundation for understanding the specific skills that will be assessed for certification.

Part two delved into the different levels of mastery described in the certification framework, highlighting how trainers can further demonstrate each competency. By providing guidance on how trainers can enhance their skills and achieve higher levels of mastery, this section supports continuous professional development and growth among SESS trainers.

The final part of the document proposed a procedure for assessing the different skills, particularly in cases where they may not be observed during the certification session or a SESS training workshop. It recommended the involvement of assessors or juries who possess expertise and knowledge relevant to the specific competencies outlined in the framework. This ensures a comprehensive and objective evaluation of trainers' abilities.

In conclusion, this document serves as a comprehensive guide for understanding the SESS trainers certification framework, the levels of mastery required for accreditation, and the assessment procedures. By providing clarity on the skills and competencies that trainers need to demonstrate, it supports the professional development and quality assurance of SESS trainers in their mission to deliver effective and impactful training in Sensory, Emotional and Spiritual skills.