

*Report form the Development Committee,  
in collaboration with: the Training Committee and the Network Committee.*

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FEPTO ThinkTank, Sofia 2014

## Core competencies of the Psychodrama Trainer What an enriching issue!

Wonderfully hosted by the Hiron institute, three FEPTO Chairs met in Sofia with a group of professionals: the chairs of Training, Network and Development committees. Why? In order to center on next FEPTO Annual Meeting's issue: the core competencies of a Psychodrama Trainer. The Chair of development was to produce a ThinkTank which could prepare the ground from the AM. The Chair of Training was facing an excellent opportunity to launch and prepare process and content for the next AM. The Network chair was here to promote connections between trainers within the different possibilities that FEPTO has to offer to its members.

We were 10 professionals, representing 8 FEPTO institutes from Bulgaria, Finland, Germany, Israel, Latvia, Roumania, and Switzerland. Our hosts, representing Hiron Institute, Ina, Svetlana and Milena welcomed us and kept on taking care of us in a very attentive and gentle way.

On Friday evening, when we met, and after having said hello to each other, we started by an open discussion about training issues, training institutes in FEPTO and their status: Are the membership criteria still applied? What happens if an institute does not fulfill any more the MTS and/or does not run any training? Does it affect (or not) its membership? How can FEPTO provide some support to these institutes and/or control their status? Should FEPTO

create diverse statuses of memberships, and/or procedures to renew memberships? We observed that many members in the AM are concerned about this issue. We even suggested that it be the theme of one of the next AM.

Then we refocused on trainers' core competencies. Interestingly enough we ended up looking in a rather extensive way at core competencies that were those of the psychodramatist! Not the core competencies of the trainers. To some extent it was like a warming up to the issue that we were planning on addressing. To the point when we reached the central question: *How do the core competencies of a trainer in psychodrama differ from the core competencies of the psychodramatists?* But our two-hour evening session was over and we were hungry. It is thus only on Saturday morning that we started answering this question.

By pairs, we decided to strictly focus on core competencies of a trainer of psychodrama. We came up with more than 20 items. So we decided to group them into categories. During about an hour we placed them on the wall and moved them around and around ... til the point when we reached a common acceptable grouping. We had come to 5 major categories: (1) basic skills, (2) way of being, (3) containing the learning, (4) evaluation skills, (5) special focus.

After the break, the question was: *Is there anything missing in this listing and/or in these categories?* We all agreed that it was likely. So by groups of three, we started to think it over again. We completed some of the existing categories, and made new ones: (6) handling difficult situations, (7) research, (8) professional development, (9) entrepreneurial skills and (10) promotion.

At this point a new question was raised: *How does one become a trainer in our institute?* We shared on our diversity during a very interesting discussion. Means to become a trainer in our 8 institutes were so very different! However we came to the conclusion that we gave importance to the fact that a future trainer has at least 3 to 5 years of experience as a psychodramatist and then co-runs training groups with an experienced trainer who will supervise the future trainer. Moreover, we found out that some of our institutes require new learning hours, including other fields than psychodrama, a written examination, an on-site examination, and/or a publication ... Again we could sense each institute's commitment to provide a sound training for its future trainers.

The end of the afternoon was spent in a beautiful sharing about "What do we do to keep our health, our sanity, when we have to work so very much?" Each had his/her own recipes: taking mini-breaks, listening to music, reading, doing relaxation, sport, spending time with friends, going in the nature etc...: each of us was fully aware of the necessity to use one's creativity at the service of one's own health! We considered that this was to be added to the necessary conditions to become a trainer, i.e (11) active commitment to take care of oneself, of one's life's balance.

While furthering a bit the open discussion about all of these items, we questioned the roles of the trainer. We all know the four roles of the psychodramatist. But... *Are the roles of the trainer the same? What are the major trainer's roles?*

Since the day was over, we postponed answering such an important question. It was time for dinner. Our hosts had organized it in a very nice Bulgarian restaurant in Sofia. What a delight: excellent food, wine, and desserts, with beautiful people! We went out of it not only very happy, but also grateful to the Hiron Institute for treating us for such a marvelous dinner...

Sunday morning we went on with this pending issue: *the major roles of a psychodrama trainer.* What a task! Full of discoveries. Our creativity was so high that we figured 35 possible roles. Too many again! This time we decided that each of us would group them, according to his/her frame of mind, in a sociometrically significant way on the wall. Then we presented to the others the role clusters that we use as a trainer: it ranged from four-five clusters to about ten. Sharing these visions of ourselves together was very touching and at the same time very enriching for each of us...it was such a psychodramatically logical next

step to the question of the core competencies!

All in all, the ThinkTank definitely reached its goal. And even more!

In our closure, we underlined how this process strengthened our awareness of our responsibility in improving on and on the quality of the training of our trainers. It also gave us a clearer vision of two -for us- crucial trainer's basic attitudes: (1) towards oneself: taking good care of oneself as a person/trainer and (2) towards the others (students, trainers, institutes, non-psychodrama world): committing to constructive partnerships.

This ThinkTank opened up for each and everyone of us beautiful perspectives for changes and gave us, not only the incentive to share with our institutes what we have experienced and understood, but also the wish to meet again to further our cocreative professional growth... hopefully with more and more colleagues.

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February 2014, Sofia.