

ROBERT VILKELIS

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Born in Los Angeles, raised in Geneva and educated in London, I know the value of tailoring learning experiences for students internationally. As a confident communicator with strong organisational skills and extensive coaching expertise, my colleagues have described me as “an enthusiastic, supportive and knowledgeable asset to any team” with a keen eye for detail in developing instructional materials.

Work Experience

Program Development Specialist · Come On Out, April 2021 – Present

Come On Out is about creating life-changing experiences for university students to teach abroad and promoting global citizenship. In my current role, I am responsible for launching a new program in Korea by creating and refining our best practices and forming new international partnerships.

Learning Designer · Inspiral Education, October 2020 – February 2021

Handling the copy-editing, course content upload and user database management of four distinct online programmes, I facilitated the learning of 332 globally distributed 12- to 16-years-old International Baccalaureate MYP students via the *360 Learning* platform in partnership with key stakeholders.

Learning Designer Quality Assurance · Aula Education, July – September 2020

As part of an LMS team responsible for maintaining high-quality standards in the digital transformation process of over 1,200 modules for a major UK university, I worked closely with Senior Learning Designers to ensure modules consistently adhered to HyFlex principles of interactive eLearning design.

Lead Content Architect · Come On Out - Japan, June 2020 – March 2021

Consulting in the development of an innovative digital edtech Ideathon for Japanese students, I was instrumental to the design and delivery of key module content via Zoom and Remo, management of an organisation-wide Google Drive, and training of 30+ programme coaches across six time zones.

Materials Specialist · Cass Art, November 2019 – Present

Leveraging an expansive knowledge of artistic media, I quickly build relationships with customers, from hobbyists to professional painters, directly on the shop floor by ascertaining their needs and recommending project-tailored and budget-suited solutions through a consultative sales process.

Digital Journalist · The Oblique Life, June 2019 – January 2020

As the “Relationships Correspondent”, I wrote 7 monthly reader-focused editorials aimed at promoting mental wellbeing, resolving relational issues and growing self-awareness. I am skilled with advanced Photoshop techniques and sourcing royalty-free images to illustrate my articles.

English Teacher · Come On Out - Japan, July – August 2018 & 2019

I taught English to 8 groups of high school students in Japan by facilitating discussions that supported them in discovering their personal life vision and building their confidence to speak English. In 2019, I took on additional responsibility by fostering a collaborative team culture as a returning mentor.

Co-Founder & Public Speaking Trainer · Masters of Impact, April 2017 – Present

As a speaker coach, I help speakers become more impactful in presenting their content with passion, conviction, and credibility. My expertise lies in producing frameworks that can explain complex ideas simply. As a pitching coach, I helped a tech start-up secure £6,000 in a seed funding competition.

myUCL Journalist · UCL Communications, April 2017 – June 2019

Through authoring over 24 articles that create a sensory world for readers to explore, I regularly reported on goings-on around UCL at to a diverse 43,000+ student audience. Working in partnership with UCL Library Services, I was instrumental in the creation of the “Library of the Month” series.

Education Intern · UCL Arena Centre for Research-based Education, February – April 2017

Through conducting primary research with two focus groups, I advised how UCL Arena could support staff in enhancing students’ learning. Following a successful application, I further took the lead in designing and delivering a workshop to present our findings at a national academic conference.

Education

University College London (UCL), 2016 – 2019

Psychology and Language Sciences, BSc – 2:1. *For my dissertation, I conducted original research to evaluate the efficacy of coaching for student wellbeing.*

Certifications and Professional Development

Professional Scrum Master I · Scrum.org, 2020

With a track record of servant leadership in co-facilitating multiple coaching training workshops plus Hackathon experience in Agile planning, estimation, and forecasting, I am an enthusiastic entry-level Scrum Master with cross-industry experiences of working with cross-functional teams.

Competitive Speaker & Club Officer · Toastmasters International, 2019 – Present

As a member of the London Communicators Toastmasters Club, I regularly deliver prepared and impromptu speeches and constructive evaluations of other speakers. As a committee member, I ensure that meetings are well-run, free of interruptions and set the tone for organised, successful gatherings.

Team, Management, & Leadership Programme · Landmark Worldwide, 2018 – 2019

I managed the delivery of 11 personal development courses and supported a distributed team of 58 people in designing and realising entrepreneurial projects requiring building teams from scratch. Microsoft Office and CRM knowledge was key to managing analytics and customer relationships.

NLP Master Trainer and Master Practitioner · NLP University, Santa Cruz, California, USA, 2013 – 2016

With a thorough grounding in Neuro-Linguistic Programming (NLP), I am skilled at building trusting relationships and quickly getting to the heart of what matters to colleagues and customers alike. As a trainer, I tackle issues to enhance team cohesion, productivity, and mutual understanding.

Teacher of English as a Foreign Language · The TEFL Academy, 2016

Speaking a second language is not just a matter of knowledge: it’s a matter of confidence. As a certified Teacher of English as a Foreign Language, I have taught over 50 international students to resolve limiting mindsets and become empowered, accountable, and self-organising in their learning.