

CHAPTER 16

Core Competency Diagnostic and Planning Guide*

SELF-DIAGNOSTIC RATING SCALE COMPETENCIES FOR THE ROLE OF ADULT EDUCATOR/TRAINER*

Name_____

Program_____

Indicate on the six-point scale below the level of each competency required for performing the particular role you plan to engage in by placing an “R” at the appropriate point. Then indicate your present level of development of each competency by placing a “P” at the appropriate point. For example, if you plan to make your career in teaching, you might rate required competencies as a learning facilitator as high and as a program developer and administrator as low or moderate; whereas, if you plan a career as a college administrator, you might rate the competencies as a learning facilitator as moderate and as a program developer and administrator as high. (Blanks have been provided at the end of each section for the learners to add competencies of their own.)

*Malcolm S. Knowles, 1981. Permission to use this rating scale is granted without limitation.

As a Learning Facilitator

A. Conceptual and Theoretical Framework of Adult Learning:

1. Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners. 0 1 2 3 4 5

2. Ability to describe the differences in assumptions about youths and adults as learners and the implications of these differences for teaching. 0 1 2 3 4 5

3. Ability to assess the effects of forces impinging on learners from the larger environment (groups, organizations, cultures) and manipulate them constructively. 0 1 2 3 4 5

4. Ability to describe the various theories of learning and assess their relevance to particular adult learning situations. 0 1 2 3 4 5

5. Ability to conceptualize and explain the role of teacher as a facilitator and resource person for self-directed learners. 0 1 2 3 4 5

B. Designing and Implementing Learning Experiences:

1. Ability to describe the difference between a content plan and a process design.

0 1 2 3 4 5

2. Ability to design learning experiences for accomplishing a variety of purposes that take into account individual differences among learners.

0 1 2 3 4 5

3. Ability to engineer a physical and psychological climate of mutual respect, trust, openness, supportiveness, and safety.

0 1 2 3 4 5

4. Ability to establish a warm, empathic, facilitative relationship with learners of all sorts.

0 1 2 3 4 5

5. Ability to engage learners responsibly in self-diagnosis of needs for learning.

0 1 2 3 4 5

6. Ability to engage learners in formulation objectives that are meaningful to them.

0 1 2 3 4 5

7. Ability to involve learners in the planning, conducting, and evaluating of learning activities appropriately.

0 1 2 3 4 5

C. Helping Learners Become Self-Directing:

1. Ability to explain the conceptual difference between didactic instruction and self-directed learning.

0 1 2 3 4 5

2. Ability to design and conduct one-hour, three-hour, one-day, and three-day learning experiences to develop the skills of self-directed learning.

0 1 2 3 4 5

3. Ability to model the role of self-directed learning in your own behavior.

0 1 2 3 4 5

D. Selecting Methods, Techniques, and Materials:

1. Ability to describe the range of methods or formats for organizing learning experiences.

0 1 2 3 4 5

2. Ability to describe the range of techniques available for facilitating learning.

0 1 2 3 4 5

3. Ability to identify the range of materials available as resources for learning.

0 1 2 3 4 5

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| 4. Ability to provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives. | 0 1 2 3 4 5 |
| 5. Ability to evaluate various methods, techniques, and materials as to their effectiveness in achieving particular educational outcomes. | 0 1 2 3 4 5 |
| 6. Ability to develop and manage procedures for the construction of models of competency. | 0 1 2 3 4 5 |
| 7. Ability to construct and use tools and procedures for assessing competency-development needs. | 0 1 2 3 4 5 |
| 8. Ability to use a wide variety of presentation methods effectively. | 0 1 2 3 4 5 |
| 9. Ability to use a wide variety of experiential and simulation methods effectively. | 0 1 2 3 4 5 |
| 10. Ability to use audience-participation methods effectively. | 0 1 2 3 4 5 |
| 11. Ability to use group dynamics and small-group discussion techniques effectively. | 0 1 2 3 4 5 |
| 12. Ability to invent new techniques to fit new situations. | 0 1 2 3 4 5 |

13. Ability to evaluate learning outcomes and processes and select or construct appropriate instruments and procedures for this purpose.

0 1 2 3 4 5

14. Ability to confront new situations with confidence and a high tolerance for ambiguity.

0 1 2 3 4 5

As a Program Developer

A. Understanding the Planning Process:

1. Ability to describe and implement the basic steps (e.g., climate setting, needs assessment, formulation of program objectives, program design, program execution, and evaluation) that undergird the planning process in adult education.

0 1 2 3 4 5

2. Ability to involve representatives of client systems appropriately in the planning process.

0 1 2 3 4 5

3. Ability to develop and use instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in social systems.

0 1 2 3 4 5

4. Ability to use systems-analysis strategies in program planning.

0 1 2 3 4 5

B. Designing and Operating Programs:

1. Ability to construct a wide variety of program designs to meet the needs of various situations (basic skills training, developmental education, supervisory and management development, organizational development, etc.).

0 1 2 3 4 5

2. Ability to design programs with a creative variety of formats, activities, schedules, resources, and evaluative procedures.

0 1 2 3 4 5

3. Ability to use needs assessments, census data, organizational records, surveys, etc., in adapting programs to specific needs and clientele.

0 1 2 3 4 5

4. Ability to use planning mechanisms, such as advisory councils, committees, task forces, etc., effectively.

0 1 2 3 4 5

5. Ability to develop and carry out a plan for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement.

0 1 2 3 4 5

As an Administrator

A. Understanding Organizational Development and Maintenance:

1. Ability to describe and apply theories and research findings about organizational behavior, management, and renewal.

0 1 2 3 4 5

2. Ability to formulate a personal philosophy of administration and adapt it to various organizational situations.

0 1 2 3 4 5

3. Ability to formulate policies that clearly convey the definition of mission, social philosophy, educational commitment, etc., of an organization.

0 1 2 3 4 5

4. Ability to evaluate organizational effectiveness and guide its continuous self-renewal processes.

0 1 2 3 4 5

5. Ability to plan effectively with and through others, sharing responsibilities and decision making with them as appropriate.

0 1 2 3 4 5

6. Ability to select, supervise, and provide for in-service education of personnel.

0 1 2 3 4 5

7. Ability to evaluate staff performance.

0 1 2 3 4 5

8. Ability to analyze and interpret legislation affecting adult education.

0 1 2 3 4 5

9. Ability to describe financial policies and practices in the field of adult education and to use them as guidelines for setting your own policies and practices.

0 1 2 3 4 5

10. Ability to perform the role of change agent vis-a-vis organizations and communities utilizing educational processes.

0 1 2 3 4 5

B. Understanding Program Administration:

1. Ability to design and operate programs within the framework of a limited budget.

0 1 2 3 4 5

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| 2. Ability to make and monitor financial plans and procedures. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |
| 3. Ability to interpret modern approaches to adult education and training to policy-makers convincingly. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |
| 4. Ability to design and use promotion, publicity, and public relations strategies appropriately and effectively. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |
| 5. Ability to prepare grant proposals and identify potential funding sources for them. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |
| 6. Ability to make use of consultants appropriately. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |
| 7. Ability and willingness to experiment with programmatic innovations and assess their results objectively. | <hr style="border: 0.5px solid black;"/> 0 1 2 3 4 5 |

REFLECTION QUESTIONS

- 16.1 Taking the self-diagnostic, what is your greatest strength and how could you use this to your advantage?
- 16.2 Taking the self-diagnostic, what is your greatest weakness and how could you go about improving your competence in this realm?