Appendix J

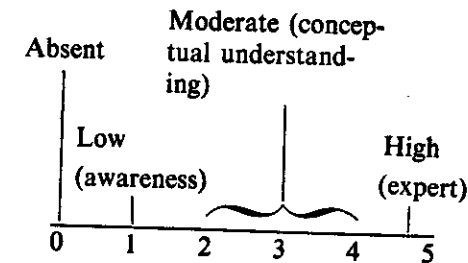# Core Competency Diagnostic and Planning Guide

◆

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.)

```
                    Moderate (concep-
        Absent       tual understand-
          |             ing)
          |      Low                High
          |   (awareness)          (expert)
          |       |        ⌣⌣         |
         ───────────────────────────────
          0    1    2    3    4    5
```

Essential Competencies   **Competency Scale**

As a Learning Facilitator

A. Regarding the 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.

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───────────────────────────────
0    1    2    3    4    5
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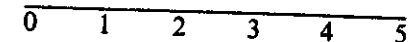
Essential Competencies   **Competency Scale**

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

6.

0   1   2   3   4   5

B. Regarding the designing and implementing of 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

Essential Competencies   **Competency Scale**

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 formulating 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. Regarding 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

4.

0   1   2   3   4   5

D. Regarding the selection of methods, techniques, and materials:

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

0   1   2   3   4   5

Essential Competencies	Competency Scale

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

4. Ability to provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

5. Ability to evaluate various methods, techniques, and materials as to their effectiveness in achieving particular educational outcomes.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

6. Ability to develop and manage procedures for the construction of models of competency.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

7. Ability to construct and use tools and procedures for assessing competency-development needs.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

8. Ability to use a wide variety of presentation methods effectively.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

9. Ability to use a wide variety of experiential and simulation methods effectively.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

10. Ability to use audience-participation methods effectively.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

11. Ability to use group dynamics and small-group discussion techniques effectively.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

12. Ability to invent new techniques to fit new situations.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

Essential Competencies	Competency Scale

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

15.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

As a Program Developer

A. Regarding 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.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

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

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

5.

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

B. Regarding the designing and operating of programs:

1. Ability to construct a wide variety of program designs to meet the needs of various situations (basic skills training, develop-

$$0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

Essential Competencies   **Competency Scale**

mental education, supervisory
and management development,
organizational development,
etc.).

2. Ability to design programs with
a creative variety of formats, ac-   0   1   2   3   4   5
tivities, schedules, resources,
and evaluative procedures.

3. Ability to use needs assess-
ments, census data, organiza-
tional records, surveys, etc., in   0   1   2   3   4   5
adapting programs to specific
needs and clienteles.

4. Ability to use planning mecha-
nisms, such as advisory coun-   0   1   2   3   4   5
cils, committees, task forces,
etc., effectively.

5. Ability to develop and carry out
a plan for program evaluation
that will satisfy the requirements   0   1   2   3   4   5
of institutional accountability
and provide for program im-
provement.

6.   0   1   2   3   4   5

As an Administrator

A. Regarding organizational develop-
   ment and maintenance:

1. Ability to describe and apply
   theories and research findings   0   1   2   3   4   5
   about organizational behavior,
   management, and renewal.

2. Ability to formulate a personal
   philosophy of administration   0   1   2   3   4   5
   and adapt it to various organi-
   zational situations.

Essential Competencies   **Competency Scale**

3. Ability to formulate policies
   that clearly convey the defini-
   tion of mission, social philoso-   0   1   2   3   4   5
   phy, educational commitment,
   etc., of an organization.

4. Ability to evaluate organiza-
   tional effectiveness and guide   0   1   2   3   4   5
   its continuous self-renewal
   processes.

5. Ability to plan effectively with
   and through others, sharing re-
   sponsibilities and decision-   0   1   2   3   4   5
   making with them as appropri-
   ate.

6. Ability to select, supervise,
   and provide for inservice edu-   0   1   2   3   4   5
   cation of personnel.

7. Ability to evaluate staff perfor-
   mance.

8. Ability to analyze and interpret
   legislation affecting adult edu-   0   1   2   3   4   5
   cation.

9. Ability to describe financial
   policies and practices in the   0   1   2   3   4   5
   field of adult education and to
   use them as guidelines for set-
   ting your own policies and
   practices.

10. Ability to perform the role of
    change agent vis-à-vis organi-   0   1   2   3   4   5
    zations and communities utiliz-
    ing educational processes.

11.   0   1   2   3   4   5

B. Regarding program administration:

1. Ability to design and operate
   programs within the frame-   0   1   2   3   4   5
   work of a limited budget.

Essential Competencies   **Competency Scale**

2. Ability to make and monitor financial plans and procedures.

0   1   2   3   4   5

3. Ability to interpret modern approaches to adult education and training to policy-makers convincingly.

0   1   2   3   4   5

4. Ability to design and use promotion, publicity, and public relations strategies appropriately and effectively.

0   1   2   3   4   5

5. Ability to prepare grant proposals and identify potential funding sources for them.

0   1   2   3   4   5

6. Ability to make use of consultants appropriately.

0   1   2   3   4   5

7. Ability and willingness to experiment with programmatic innovations and assess their results objectively.

0   1   2   3   4   5

8.

0   1   2   3   4   5

9.

0   1   2   3   4   5

10.

0   1   2   3   4   5