BRIDGING THE GAP

A Learner’s Guide to Transferable Skills
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by
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&
Urban Whitaker

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Foreword

We have prepared this Guide for use by individual learners of all ages from the middle teens to senior citizens. Although designed to foster self-directed learning, it can be used productively by learners who are formally enrolled as students in high school, college, or other formal learning activities.

The Guide may be used both as an assessment instrument and as a learning resource. As an assessment instrument it will help you to determine which career-transferable skills you possess, and your level of proficiency in using each of these skills. As a learning resource it will help you to identify those skills you need, but do not yet possess, and will provide you with helpful exercises for developing or strengthening these skills.

The list of career-transferable skills that is included in this Guide is useful both for your career preparation and for success in your other important life roles and activities. As skills for the world of work they are career-transferable rather than job-specific. As life skills they are not only helpful in many different kinds of situations, but also as learning resources that can make you a more effective lifelong learner in your pursuit of living a good life and earning a good living.

We wish you success in your efforts to develop and strengthen your career-transferable skills, and we welcome your comments and suggestions.

Paul Breen & Urban Whitaker
San Francisco
June 1983
The ever accelerating rush towards specialization and compartmentalization of knowledge and skills poses new challenges for educators and learners alike. These changes affect how we learn, what it is we need to know, and how we should and do live. It has become important that we actively pursue the development of those skills and qualities that will help to make us happier and more effective human beings, as well as more valuable and productive members of society. The inventory of 76 transferable skills that is the center piece of this Guide is an effort to make explicit those values that are inherent in liberal arts learning.

This Guide was prepared in accordance with our belief that good general and liberal education is the spawning ground for those skills and qualities necessary for responsible and informed participation in a broad range of human endeavors.

It is an inescapable fact that each of us is a lifelong experiential learner. The important question is not whether, but how, we can become more effective learners.

These basic educational values are amplified in the publication Liberal Learning and Business Careers which defines the concept of liberal learning, in part, as including the following characteristics:

- a focus on making the individual a continuing, active, independent learner, rather than a passive learner dependent on others' authority;
- an emphasis on knowledge and skills that are generic but essential for an active, responsible person in any vocation, profession, and activity as a citizen;
- preparation for productive work that includes developing the capacity and flexibility to shift careers and to continue to develop competencies.

Along with many other educators we share these basic precepts and have attempted to integrate them as guiding principles into the exercises and text of this Guide. It is our hope that in some small way our efforts will contribute to the development of more active, responsible and sensitive participants in all of life’s personal and public affairs.

Published by Metropolitan State University (Minnesota), May 1982. Thomas B. Jones, Editor.
Four Steps to More Effective Self-Directed Learning

Before turning to the exercises that are included in this Guide we will describe the four interrelated tasks around which it is organized. Our most basic assumption is that the premier skill of all the transferable skills is learning how to learn from experience. Reflecting this conclusion we have identified four basic tasks that will have to be completed in order for you to become an effective lifelong experiential learner. We have provided, with each of these tasks, exercises that encourage you to find a personally satisfying combination of traditional learning (e.g., readings, courses, lectures, etc.) and experiential learning (e.g., tasks involving the acquisition and application of knowledge and principles as an employee, volunteer, family member, etc.). We encourage you to become a more active agent in the development of your own learning agenda.

Below are the four tasks that we believe will introduce you to the basic tenets of self-directed learning.

- **TASK ONE**

  Clarifying Your Values

  This is the task of deciding what it is that you really want out of your life in general, and from your career in particular. Three exercises are included to help you get a clearer picture of your values. Exercise #1 is the Information Interview process. We ask you to go out into the community to explore, by interviewing people in various careers, the ways in which values generally affect your personal and professional choices. Exercise #2 is a Listing of Your Values in which we give you a “sample list” to start with, and then ask you to develop your own list of personal, social, and/or professional values. Exercise #3, Setting Value Priorities, asks you to decide two things about your values: which of them are the most important to you; and which of them are most dependent on further education in order to be realized.

- **TASK TWO**

  Assessing Your Skills

  This involves deciding what you already know how to do, and how well you can perform these skills. It also includes deciding what skills you need, but don’t yet have proficiency in performing. Four exercises are included to help you identify your transferable skill strengths and weaknesses. Exercise #4, The Skills Inventory, is the heart of this Guide. It asks you to rate yourself on 76 transferable skills. The resulting profile of your performance abilities will be the basis for all of the other exercises and learning activities included in this Guide. Exercise #5, Grouping Your Transferable Skills, will help you to identify groups of related skills that you already possess, or that you have decided you need to improve. Exercise #6, Rank Ordering Your Skill Priorities, asks you to decide which of your skill needs are most important to you, and which of them are
most dependent on further education. Exercise #7, Examining Your Skills Profile, will get you into the community again for a practical look at the ways in which your strengths in certain skill areas are advancing your personal and career goals as well as ways in which your goals would benefit from further development of your weaker transferable skills.

● TASK THREE

Developing Your Individualized Learning Plan

Your personal learning plan is a natural outcome of, and builds on the results of, the preceding two tasks. These two tasks were designed to help you decide what skills and values you have already and what additional skills and values you will need to achieve your personal and professional goals. The object of Task Three is to develop a personalized learning plan that will "bridge the gap" between where you are and where you want to be. Three exercises are included to help you with this task. Exercise #8, Listing Your Learning Objectives, helps you identify and interpret the skills and qualities that you want and need to learn. Exercise #9, Selecting Your Learning Activities, helps you select the most effective sequence of learning activities that will help you satisfy your specific learning needs. Exercise #10, Learning Resources, helps you to find the types of information and guidance that will complement and support your chosen learning activities and objectives.

● TASK FOUR

Evaluation:

Monitoring Changes in Your Values, Skills Requirements & Learning Needs

Careful evaluation is the key to all successful learning. Formal or informal critical review should be included as a routine part of each stage of the learning process, particularly the self-directed learning process. The processes of clarifying your values (Task One) and assessing your skills (Task Two) require that you carefully examine your current desires and abilities. This re-assessment should lead to the development of a list of skill needs and personal value statements that can be included in your individualized learning plan as your personal learning objectives (Task Three). Identifying and keeping track of changes in your values and skills profiles and monitoring your progress in achieving your learning goals is the purpose of Exercise #11, The Learning Log. It is a structured activity designed to help you track changes in your values and skills as well as to give you helpful information for determining if you are learning what you intended to learn and how effectively, or ineffectively, you are progressing towards the achievement of your goals. All effective learning begins and ends with a thorough assessment. Consequently, the conclusion of one learning cycle should ideally provide the information necessary for beginning a new cycle of learning activities.

We believe that there are two basic truths about human behavior: first, each of us possesses a great deal more ability than we ever use; and second, most of us, even when we are aware of this fact, do not act in a systematic way to transform this potential ability into useful skills. You can strengthen your transferable skills profile, significantly improve your career prospects and, hopefully, lead a more satisfying life by following a few basic guidelines and principles. We wish you continuing success as an effective lifelong experiential learner.
TASK ONE

Clarifying Your Values: What Are Values & Why Are Values Important?

What Are Values?

Webster's Ninth College Edition of the New World Dictionary, in part, defines value as: "...that quality of a thing according to which it is thought of as being more or less desirable, important, useful, estimable, etc.; ... the worth or the degree of worth of something..." Given this broad definition, value can be assigned, literally, to any aspect of our individual and collective experience. Many values are automatically transmitted by the social and cultural institutions (e.g., family, church, government, etc.) that are part of one's heritage. These values frequently become embedded in set patterns of thinking, feeling and acting. Over time, these patterns become internalized habits that tend to reinforce as well as to obscure the basic underlying values. For example, our attraction or aversion to the use of authority, determines, in general, the degree of desirability or value we assign to it and, in turn, the value we assign to authority tends to reinforce our thoughts, feelings, and actions in relation to the use of it. Thus, values are formed and established in response to intimate and reciprocal sets of interactions between individuals and their environments.

Since value formation begins early in our development and since the assimilation of values into our acquired patterns of thinking, feeling, and behaving occurs gradually over time, the task of uncovering and consciously examining our values in light of our current needs and future life goals can be quite difficult and time consuming. It is, however, an extremely important task that is worthy of our time and efforts.

The process of asking and answering questions about our patterns or habits of thinking, feeling, and acting is called values clarification. For instance, you might conclude at some stage of your personal development that close friendship is more important and satisfying than public recognition and acclaim. These are value decisions that are made in response to the people, ideas and things you encounter in your environment. They constitute the end result of the values clarification process. This process involves drawing deeply from your experiences as citizen, student, and family member, as well as from those unique personal experiences you have as an individual with specific talents, needs, aspirations, attractions and orientations to certain types of experiences. It means sorting out those roles and environments that have felt good and bad over the years. It means taking risks by allowing your hopes and dreams about life and work to come to the surface. And it means trusting that these hopes and dreams have validity and can be attained. It is an on-going sensitivity to the choices that are constantly before you and a commitment to assess their meaning. It means being prepared to act on the insights gained from this reflection. It is an open inquiry, free from judgments about right and wrong and predicated on the belief that a whole spectrum of thoughts, feelings and behaviors have validity.
Values clarification is also a set of educational strategies and exercises designed to help you clarify and act on those values you believe are really important to you now. When you have value clarity, you can define what you need and want in order to thrive as a responsible person in any vocation, profession, and activity as a citizen.

Why Are Values Important?

The process of clarifying and ranking your values can serve as an important source of information about those areas of your experience that have provided you with enjoyment and satisfaction. These experiences will contain the key to identifying important transferable skills that can be applied to a broad range of tasks and problems encountered in your many personal, public and professional roles. Values clarification is an important first step in the process of identifying and assessing your transferable skill needs which is the primary purpose of this Guide.

Many individuals have contributed to an understanding of the valuing process. Two individuals, and their work, deserve special mention. They are Sidney Simon, one of the authors of Value Clarification, and Louis Rath, principal author of Values and Teaching. In addition, there are many excellent courses, workshops, seminars and computer-assisted instructional resources in the area of values clarification. References to some of these resources are included in the bibliography of this Guide.

The exercises that follow were selected to help you appreciate more fully the substantial role values play in shaping our important life decisions as well as suggesting where you may have developed important transferable skills. They also can assist you in clarifying and ordering your most prized personal and social values. Values clarification is a vital prerequisite to selecting a career, deciding on a career change, and identifying your learning needs for living a satisfying life and earning a satisfying living.
Information interviews are different from job interviews. The job interview is for the purpose of getting hired, while the information interview is for the purpose of gathering raw information about the conditions and requirements of a particular career field from a person who is, or has been, employed in that field. An information interview should provide you with two types of information: which *values* are (or are not) likely to be satisfied in a particular career field; and what skills are needed for success in that career. Both of these types of information are vital in your selection of a potential career or in considering a career change. And the information you obtain about the skills needed for success will be very important in your choice of learning objectives to be included in your Individualized Learning Plan.

3. After the interview, try to translate the interviewee’s responses into general value statements and then compare these with your own values. Remember that your values and those that are common in the career field being investigated might be very different, and your choice of a career field may be altered by what you learn. For example, the interviewee may like his/her career field because it affords extensive travel opportunities—a condition which may make the job an unsatisfying choice for you.

4. Use the interview to obtain information about the skills and knowledge requirements that contribute to career success, and then incorporate this information into your Individualized Learning Plan as essential learning objectives.

Since the possibilities for differences of opinion about the roles, that values and skills play in any particular career field are great, it is a good idea to conduct several information interviews before making any final career or educational decisions. It is also an excellent idea to discuss your conclusions with someone who knows you and your value preferences well.

We recommend that you complete this exercise at least twice, once before you do Exercises 2 and 3, and again after you have completed those exercises.
EXERCISE 2

Listing Your Values

Listed below are some examples of sources of personal and social satisfaction. This list is provided for illustrative purposes only and should not be construed as exhaustive or definitive. A review of this list may help you recall those personal experiences that may have served as valued sources of motivation in the development of some of your more important transferable skills. After studying the list, make a list of your own. This preliminary exercise will be helpful to you when you get to Exercise 3 that asks you to rank your most important values.

SAMPLE VALUES LIST

- Improve Social Conditions
- Make Money
- Help Others
- Economic Security
- Make Decisions
- Competition/Challenge
- Public Acclaim
- Physical Activity
- Intellectual Stimulation
- Public Service
- Leisure/Comfort
- Creative Environment
- Work Alone
- Direct Others

YOUR PRELIMINARY LIST OF VALUES

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You may have noted that some of the values included on the above list appear to be in opposition to other values that are included. The values clarification process involves resolving your apparent value conflicts in a manner that leads to a clear ordering of your values. Your final list of values should reflect a careful assessment of your current abilities, needs, preferences, and experience.

The Values Priority Grid exercise that follows is designed to assist you with the task of ranking your most prized values according to their overall importance in your life as well as for their dependence on further learning. Again, we have provided the sample values list to get you started on a listing of your own values. And we have asked you to develop your own draft list as a resource to help you with the next exercise that involves setting Value Priorities.
EXERCISE 3

Values Priorities: Rating & Ranking Your Values by Importance & by Dependence on Education

The Values Priority Grid has two dimensions: the horizontal scale reflects the ranking of your values according to their importance; the vertical scale reflects the degree to which the fulfillment of your values depends on further education.

Review the Sample Values Priority Grid on the left side of the Values Priority Worksheet. The sample list of career and personal values is offered as an example of some common value indicators. The value “Honesty/Integrity” (G) is placed in square #1 on the horizontal scale of the example because the learner considers it to be a value of the highest importance; while it is placed on square #10 on the vertical scale because it is rated very low in terms of its dependence on formal education. In other words, the value “Honesty/Integrity” may be a vital factor in determining this Sample Learner’s choice of a potential employer and/or career field, but it is not important as a potential subject for further learning. On the other hand, the value “Making Money” (A) is placed in square #1 on both rating scales reflecting its importance to the learner and its dependence, in the learner’s opinion, on more education.

INSTRUCTIONS

Step 1.
Review the draft list you made in Exercise 2 and decide on a working list of at least ten important values that reflect your personal view of the world. Use the results of Exercise 2 as a starting point, but if you need more help there are many books, articles, exercises and group activities available to help you in identifying your values. Some of these resources are listed in the

Bibliography appended to this Guide. If you have not previously examined the values and beliefs that form the basis for many of your important decisions, you may wish to take some time at this point to consider the significance of values and beliefs to the conduct of your daily life. In any case, it may be a very valuable use of your time to share and discuss your list of important values and beliefs with a close friend, a relative, or an acquaintance who knows you well.

Step 2.
Rank your ten most important values on your Values Priority Grid according to their importance to you and their dependence on further education. Remember this is only a learning experiment and there are no right or wrong answers. Again, it may be useful to share your choices with someone who knows you well.

Step 3.
For the purpose of analyzing your value choices you may wish to divide your Values Priority Grid into four equal parts or quadrants. To do this, draw heavy lines on the Values Priority Grid dividing it at the horizontal and vertical mid-points into top and bottom and left and right sections. This procedure will isolate for you those values that are personally important to you as well as dependent on additional learning. These values will appear in the upper left quadrant of your Values Priority Grid. Ideally, these values should be incorporated into your Individualized Learning Plan as objectives. Those values appearing in the upper right hand quadrant are important to you, but are not dependent on further education. This information will also be helpful to you in making decisions about potential job prospects.
VALUES PRIORITY WORKSHEET

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Ranking of Values by Importance

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YOUR VALUES GRID
Ranking of Values by Importance

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SAMPLE LIST OF CAREER & PERSONAL VALUES

A. Making Money
B. Close Friendships
C. Travel
D. Making Decisions
E. Helping Others/Public Service
F. Marriage/Family
G. Honesty/Integrity
H. Leisure/Comfort
I. Health/Physical Activity
J. Independence/Work Alone

YOUR TEN MOST IMPORTANT VALUES FOR PERSONAL/PROFESSIONAL SATISFACTION

A. ______________________
B. ______________________
C. ______________________
D. ______________________
E. ______________________
F. ______________________
G. ______________________
H. ______________________
I. ______________________
J. ______________________
There are two important reasons why you need an accurate inventory of your skills: 1) you need to know your strengths so that you can make the career choices that best suit your abilities; and 2) you need to know your weaknesses so that you can avoid the career mismatches that might result in career paths that are not appropriate for you. A clear and accurate assessment of your skills profile will also serve two other important purposes: your strengths will provide excellent content for your resume as well as important talking points for your job interviews. In addition, your weaker skill areas can be re-cast as learning objectives to be included in your self-directed learning plan.

To provide maximum benefit, your completed skills inventory must reflect an accurate and clear image of your current strengths and weaknesses.

Two common skill assessment errors are overrating yourself and underrating yourself. To avoid these distortions of your skills profile we recommend that you allot sufficient time for completing and reviewing your self-assessment of the 76 skills. When you have finished this initial step we suggest that you go back and re-check each skill rating. When you are satisfied with your ratings, we strongly recommend that you discuss your completed skills profile with someone who knows you well. For best results, both of you should seek to identify specific experiences or situations that illustrate some of your skill strengths or that reflect some of your weaker performance areas. Exercise #7 is designed specifically for this purpose and you may wish to preview it before completing this step.
EXERCISE 4

A Skills Inventory:
Rating & Ranking
Your Transferable Skills

INSTRUCTIONS

Read carefully each of the five rating scale definitions listed below. For each of the 76 skills included on the Skills Inventory, circle the letter on the rating scale that best indicates the degree of your proficiency in performing or applying each skill to specific situations. The first two rating scale categories, A and B, indicate a skill strength. The last two rating scale categories, D and E, indicate a skill weakness. The middle rating scale category, C, signifies a satisfactory—though not commendable—level of skill proficiency.

At the end of this inventory exercise you will arrange the 76 skills into 9 groups that you may find easier to use for reference in resume writing and interview preparation. However, we recommend that you first complete the skills inventory which provides 76 individual performance indicators. By conscientiously completing this exercise you should get a comprehensive assessment of your skill strengths and weaknesses.

STRONG

A VERY HIGH PROFICIENCY — Your performance would enable you to assist others in learning and assessing this skill.

B COMMENDABLE — The level of your performance evokes frequent favorable comment from others.

SATISFACTORY

C SATISFACTORY — You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

DEVELOPING — You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

WEAK

D LACKING — You do not possess this skill well enough to actually perform it.

E You need significant additional learning in this area before you would attempt to apply it in a real situation.
### SKILL DESCRIPTION

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<td>4. Use various audio and visual media to present ideas</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5. Express your needs, wants, opinions and preferences without offending the sensitivities of others</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>E</td>
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<tr>
<td>6. Identify and communicate value judgments effectively</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>7. Describe objects or events with a minimum of factual errors</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>8. Convey a positive self-image to others</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>9. Use a variety of sources of information</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>10. Apply a variety of methods to test the validity of data</td>
<td>A</td>
<td>B</td>
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<tr>
<td>11. Identify problems and needs</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>12. Design an experiment, plan or model that systematically defines a problem</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>13. Identify information sources appropriate to special needs or problems</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>14. Formulate questions relevant to clarifying a particular problem, topic or issue</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>15. Identify quickly and accurately the critical issues when making a decision or solving a problem</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>16. Identify a general principle that explains interrelated experiences or factual data</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>17. Define the parameters of a problem</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>18. Identify reasonable criteria for assessing the value or appropriateness of action or behavior</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>19. Adapt your concepts and behavior to changing conventions or norms</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>20. Apply appropriate criteria to strategies and action plans</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>21. Take given premises and reason to their conclusion</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>22. Create innovative solutions to complex problems</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>23. Analyze the interrelationships of events and ideas from several perspectives</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>24. Analyze and learn from life experiences—both your own and others</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>25. Relate the skills developed in one environment (e.g., school) to the requirements of another environment (e.g., work)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>26. Match knowledge about your own characteristics and abilities to information about job or career opportunities</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>27. Identify, describe and assess the relative importance of your needs, values, interests, strengths and weaknesses</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>28. Identify and use personal growth goals and strategies that are motivating</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>29. Identify and describe skills acquired through formal education and general life experience</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>30. Identify your own strengths and weaknesses</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>31. Accept and learn from negative criticism</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>32. Persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>33. Recognize when a project cannot be carried out or is not worth the time or effort to complete it</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

**A—Very High Proficiency**  **B—Commendable**  **C—Satisfactory**  **D—Developing**  **E—Lacking**
<table>
<thead>
<tr>
<th>SKILL DESCRIPTION</th>
<th>YOUR RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Generate trust and confidence in others</td>
<td>A B C D E</td>
</tr>
<tr>
<td>35. Take risks</td>
<td>A B C D E</td>
</tr>
<tr>
<td>36. Accept the consequences of your own actions</td>
<td>A B C D E</td>
</tr>
<tr>
<td>37. Represent yourself effectively to prospective employers</td>
<td>A B C D E</td>
</tr>
<tr>
<td>38. Sort data and objects</td>
<td>A B C D E</td>
</tr>
<tr>
<td>39. Compile and rank information</td>
<td>A B C D E</td>
</tr>
<tr>
<td>40. Apply information to the solution of a specific problem or task</td>
<td>A B C D E</td>
</tr>
<tr>
<td>41. Synthesize facts, concepts and principles</td>
<td>A B C D E</td>
</tr>
<tr>
<td>42. Understand and use organizing principles</td>
<td>A B C D E</td>
</tr>
<tr>
<td>43. Evaluate information against standards</td>
<td>A B C D E</td>
</tr>
<tr>
<td>44. Guide a group toward achievement of a common goal</td>
<td>A B C D E</td>
</tr>
<tr>
<td>45. Maintain group cooperation and support</td>
<td>A B C D E</td>
</tr>
<tr>
<td>46. Delegate tasks and responsibilities</td>
<td>A B C D E</td>
</tr>
<tr>
<td>47. Interact effectively with peers, superiors and subordinates</td>
<td>A B C D E</td>
</tr>
<tr>
<td>48. Express your feelings appropriately</td>
<td>A B C D E</td>
</tr>
<tr>
<td>49. Understand the feelings of others</td>
<td>A B C D E</td>
</tr>
<tr>
<td>50. Use argumentation techniques to persuade others</td>
<td>A B C D E</td>
</tr>
<tr>
<td>51. Make commitments to others</td>
<td>A B C D E</td>
</tr>
<tr>
<td>52. Be willing to take risks</td>
<td>A B C D E</td>
</tr>
<tr>
<td>53. Teach a skill, concept or principle to others</td>
<td>A B C D E</td>
</tr>
<tr>
<td>54. Analyze behavior of self and others in group situations</td>
<td>A B C D E</td>
</tr>
<tr>
<td>55. Demonstrate effective social behavior in a variety of settings and under</td>
<td>A B C D E</td>
</tr>
<tr>
<td>different circumstances</td>
<td></td>
</tr>
<tr>
<td>56. Work under time and environmental pressures</td>
<td>A B C D E</td>
</tr>
</tbody>
</table>

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**THE GOLDEN GATE BRIDGE**

**SAN FRANCISCO**
SKILL DESCRIPTION

57. Identify alternative courses of action .................................................. A B C D E
58. Set realistic goals ................................................................................. A B C D E
59. Follow through with a plan or decision .............................................. A B C D E
60. Manage time efficiently and effectively .............................................. A B C D E
61. Predict future trends and patterns ....................................................... A B C D E
62. Accommodate multiple demands for commitment of time, energy and resources .................................................. A B C D E
63. Assess needs ....................................................................................... A B C D E
64. Make and keep a schedule ................................................................. A B C D E
65. Set priorities ....................................................................................... A B C D E
66. Analyze tasks ..................................................................................... A B C D E
67. Identify people who can contribute to the solution of a problem or completion of a task .................................................. A B C D E
68. Identify resource materials useful in the solution of a problem ........ A B C D E
69. Delegate responsibility for completion of a task ............................... A B C D E
70. Motivate and lead people ................................................................. A B C D E
71. Organize people and tasks to achieve specific goals ......................... A B C D E
72. Assess a course of action in terms of its long-range effects .............. A B C D E
73. Make decisions that will maximize both individual and collective good .................................................. A B C D E
74. Appreciate the contributions of art, literature, science and technology to contemporary society .................................................. A B C D E
75. Identify your own values ..................................................................... A B C D E
76. Assess your values in relation to important life decisions ................. A B C D E

A—Very High Proficiency  B—Commendable  C—Satisfactory  D—Developing  E—Lacking

GATE BRIDGE
D. CALIFORNIA
1932
Before you began your self-assessment of the 76 skills we noted that these individual skills can be grouped into nine categories. We recommend that you complete your self-assessment of the individual skills first. Now that you have analyzed each skill and assigned individual proficiency ratings, we suggest that you analyze them again grouped in the following nine categories:

Communication Skills .......... Nos. 1-8
Research and Investigation Skills .... Nos. 9-14
Critical Thinking Skills ......... Nos. 15-23
Personal and Career Development Skills .... Nos. 24-37
Information Management Skills .... Nos. 38-43
Human Relations and Interpersonal Skills .... Nos. 44-56
Design and Planning Skills ...... Nos. 57-65
Management and Administration Skills .... Nos. 66-71
Valuing Skills ................. Nos. 72-76

These nine skill groups have all been identified repeatedly by employers and educators as areas of competence that are vital to success in many different life and career situations. As you examine the results of your skills assessment you may recognize some suggestive patterns of strengths and weaknesses in the nine categories. You may also notice that some skills are applicable in more than one category. There is nothing sacrosanct or permanent about these categories. You may wish to reorganize them or to create new ones that more closely fit your particular personality characteristics, your preferred learning style, and your specific learning objectives. Whether you are a student taking courses, a person engaged in the career search, or an independent learner, or a little of each, you can assess and arrange past learning, and design your future learning plan, to highlight those areas of skill competence that are most important to your personal and professional needs.
EXERCISE 6
Skills Priorities: Rating & Ranking Your Skills by Importance & by Dependence on Education

Having completed your skills assessment you now have a good profile of both your areas of skill strength and your areas of skill weakness.

As suggested earlier, your areas of skill strength will be very helpful in exploring career fields as well as in writing resumes and in preparing for job interviews. Each of these activities is an essential part of the job search process. Your strongest skills should be highlighted when preparing for job interviews or writing a resume.

The Skills Priority Grid included in this section is an exercise designed to help you decide which areas of skill weakness are important to strengthen and which of these areas are subject to correction or improvement through some type of structured learning activities. When you have identified those skills that are necessary for your personal and professional success and can be developed or strengthened by traditional or self-directed learning activities, you can incorporate these areas of skill weakness into your learning plan as your learning objectives. Your values and your perceived skill deficiencies will combine to determine, in part, the effectiveness of your plans for additional learning.

It is important to remember that mastery of every skill is neither realistic nor necessary for personal and career satisfaction. Only those skills that are consistent with your values and personality; and those that are needed in career fields of interest to you should be considered for inclusion in your preliminary learning plan as important objectives.

The Skills Priority Grid which follows will help you place necessary and important skill weaknesses in priority order. First, review the sample skill grid on the left side of the Worksheet. Ten areas of skill weakness are plotted on the grid. The horizontal scale represents the relative importance of the skill, while the vertical scale reflects the relative dependence on education for developing or strengthening the skill. For example, “time management,” item E is rated as having the highest importance by being placed in square #1 on the horizontal scale, while on the vertical scale it is rated as having little or no dependence on further education by being placed in square #10. Alternatively, “research skills,” item G is rated as being very dependent on more education on the vertical scale and, on the horizontal scale, it is also rated as being a skill of great importance to the learner.

After you have identified your areas of skill weakness and have plotted them on your Skills Priority Grid, you may wish to divide your grid into four equal parts by drawing heavy lines between the four mid-points. By dividing your skills grid into four quadrants, you will be able to determine easily which skills to give top priority when you develop your individualized learning plan.
INSTRUCTIONS
First, from your completed Skills Inventory compile a list of your ten areas of skill deficiency on the Skills Priority Worksheet using the letters A to J. This list does not need to be in any particular order. Second, plot each skill on a square in your Skills Priority Grid reflecting its importance to you and its dependence on formal education. Remember that #1 represents highest importance and highest dependence on education, and #10 represents lowest importance and lowest dependence on education. Third, divide your Skills Priority Grid into four equal quadrants. Those skills in the upper left hand quadrant should be transferred to your Individualized Learning Plan as objectives.

SKILLS PRIORITY WORKSHEET

SAMPLE SKILLS GRID
Ranking of Skills by Importance

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
<td>A</td>
<td>G</td>
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YOUR SKILLS GRID
Ranking of Skills by Importance

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SAMPLE LIST OF SKILLS

A. Writing
B. Interpersonal Relations
C. Values Clarification
D. Organization
E. Time Management
F. Planning
G. Research
H. Listening
I. Critical Thinking
J. Information Management

YOUR TEN MOST ESSENTIAL AREAS OF SKILL NEED FOR PERSONAL/PROFESSIONAL SATISFACTION

A. 
B. 
C. 
D. 
E. 
F. 
G. 
H. 
I. 
J. 
PURPOSES

This exercise has four purposes.

1. To identify areas of skill proficiency that you can use in your resume and job interviews;
2. To trace the sources of these skills (e.g., formal education, family, church, civic projects or other learning activities or situations);
3. To identify skill areas that require improvement; and
4. To select learning activities that will foster the development and strengthening of these skills. Those learning environments that previously proved productive for developing skill proficiency should be considered when you seek to develop new skills. Tracing the sources of your skill proficiency may also give you some reliable indications of your preference for self-directed or other-directed learning activities.

PROCEDURES

Two weeks should be allotted for this exercise. This time may be shortened or extended to accommodate individual circumstances or learning needs.

Week One

For approximately seven days observe your behavior at work or in some other structured situation and evaluate the effects of your performance. From the list of 76 transferable skills select three skills that you used effectively during the week. Write a paragraph describing how you believe you acquired your proficiency in these three skill areas citing early experiences and situations that contributed to the development of these skills.

Week Two

Again, observe your behavior during the next seven days at work or in some other structured activity analyzing and evaluating your performance. Select three situations that required skills that you either do not possess, or about which you do not feel confident. Write a paragraph describing how you might develop proficiency in these skill areas.

You now have full descriptions of actual situations that reveal areas of skill proficiency and some sources of these proficiencies as well as actual situations that suggest areas where skill improvement is needed, and some strategies for developing these skills. At this point, a close friend or colleague might be able to provide a needed corrective perspective to your descriptions and analyses.

Remember, you are trying to identify your areas of skill proficiency as well as areas of skill deficiency, and to trace their sources through accounts of actual experience. You may wish to repeat this exercise to obtain an accurate and complete assessment.

*Developed from suggestions by Professor John Dierke, San Francisco State University.
The process of developing a useful personal learning plan involves six steps. You have already completed the first two: A) clarifying your values; and B) assessing your skills. The other steps are: C) translating your transferable skill weaknesses into specific learning objectives; D) selecting appropriate learning activities to help you in achieving your objectives. E) identifying and using learning resources (people, places and things) that will help you to find a good match between your activities and your objectives; and F) developing evaluation strategies that fit your personal learning style and needs.

Steps C, D and E (learning objectives, activities and resources) are the subjects of Task Three and will comprise the heart of your individualized learning plan. The last step, F) Evaluation, is treated separately as Task Four since it applies not only to assessment of your learning progress, but also to the monitoring of changes in your values and in your skill learning needs.
In one sense, this is a simple exercise. You need to make a list of the things you want to learn. You already have a good start since you have identified the personal and career values that are most important to you, and you have measured the level of your proficiency on 76 transferable skills. By transcribing the results of these two exercises you will have a preliminary list of learning objectives.

The most difficult questions you will have to resolve are finding a realistic accommodation between your aspirations and your abilities, and deciding which of your learning objectives to concentrate on first.

In finding a realistic accommodation between your aspirations and abilities you will want to avoid setting your sights either too high or too low. You will need to choose some middle position that is comfortable and achievable. It may be best to err slightly on the high side. After all, learning objectives are simply estimates of need that can be and should be re-evaluated periodically to conform to changing conditions and circumstances. Exercise #10, Learning Resources, will help you with revising your list of learning objectives, and avoiding either the frustrations of trying to do too much, or the disappointment of setting your sights too low.

The people resources you identify in Exercise #10 will also help you with the problem of choosing which learning objectives require your immediate attention. In the meantime, to complete this exercise you should make a draft list of the skills you want to learn or to improve, and a tentative timetable for achieving your learning goals.
Once you have identified and put your skill learning needs in priority order, the next step in developing a learning plan involves selecting appropriate learning activities. In making this selection you should consider the nature of the particular skill or subject you want to learn. You should also be aware that your preference for specific learning activities may change depending on the type of subject matter you are studying.

Ideally, your learning plan should include learning activities that combine both theory and practice and opportunities to apply general principles in new situations and to new problems. Thus, you will want to make a balanced selection from both traditional learning activities (e.g., courses, lectures, readings, etc.) and self-directed learning activities (e.g., community projects, consultation with subject matter experts, independent research, etc.) that will result in complete and, therefore, more satisfying learning for you.

To complete this exercise you should prepare a worksheet for each separate skill you want to learn. On the worksheet you should have two columns — one for the more traditional or classroom type of learning activity; the other for various experiential learning activities.

Depending on your individual configurations of experience, you may find the task of selecting complementary learning activities either quite simple, or very difficult. Traditional classroom learning requires that you follow learning activities developed by an instructor or included in text materials or course syllabi. This traditional learning activity is often very heavily, or even wholly, "other-directed," that is, it is a teacher or a trainer who decides what you will do in order to achieve a learning objective. In contrast, experiential learning activities are almost entirely self-directed, that is, it is you who decides what exactly to do in order to learn what you want to learn. One of the common mistakes that is made by self-directed learners is to assume that just because an experience is in the field of your learning objectives, therefore learning will necessarily result from the experience. Often this may be true. However the most effective learning requires carefully considered decisions that lead to an appropriate fit between your learning needs and those conditions of the learning environment that will enhance the achievement of your objectives. Planned learning is the most effective learning. You will want to consider carefully how much of your learning, for each of your objectives, should be traditional and how much should be experiential. You need to discover, using the resources in the next exercise, what is the right balance, both for you and for the particular subject matter to be learned, of traditional and experiential learning activities.

Once you have made a preliminary decision about the type of learning activities you will pursue you should move on to the next exercise to fill in the details of your learning plan.

Selecting the best learning activities is still a developing art. We do know, however, that it is important for you to know that you can learn on your own and from your observation of others' experiences. Furthermore, both positive and negative experiences can be valuable and valid learning opportunities. The Learning Log exercise which is included in Task Four provides you with a means for testing the fit between your learning objectives and your learning activities. It is important to maintain an attitude of conscious experimentation when designing and planning your learning activities.
To complete the Learning Activities exercise you should make a list of expectation statements about each activity that will help to explain why it will contribute to your learning progress. You should also include in your learning plan a specific timetable for achieving your learning objectives.

In Exercise #10 you will be identifying some specific sources of information such as instructors, books, work requirements or volunteer experiences. When checking your learning progress (Task Four), the resources in Exercise #10 and your own reflections in Exercise #11 (The Learning Log) will help you design a realistic and achievable learning plan.

**EXERCISE 10**

*Learning Resources: Sources of Information & Guidance*

Learning resources can include any combination of people, places and things (e.g., books) that can contribute to improving the fit between the achievement of your learning objectives and the selection of appropriate learning activities. Knowing when, where, and how to select appropriate learning resources is a very important ingredient in effective self-directed learning.

**People**

Close friends, subject matter experts, relatives, community leaders, business associates and spouses are some of the human resources you can use as important sources of information for achieving your objectives. For example, when you want to learn a new subject or process, the assistance of an expert may be required. If you are preparing for a specific career you may benefit by consulting with career planning specialists or someone who has established a successful career in your particular field of interest. Whatever your specific learning objectives may be there are numerous human resources available in your community that can be tapped for information, advice, and assistance.

**Places**

You can, and often do, learn in many different environments, and under a wide range of conditions. But not all environments are equally compatible with all of the subject matter you may wish to learn. Thus, choosing learning sites is something that should be done very carefully in order to maximize their compatibility with your learning objectives and learning activities.

Possibly the learning environments that are used the least as learning resources and that may possess the greatest learning potential are work and family life. For most people these two activities account for a significant portion of our daily intercourse. Since work and family life activities generally are organized and structured in predictable patterns, they often include opportunities for both formal and informal learning with friends, peers, supervisors, subordinates, advisors, and family members.

The 76 career-transferable skills primarily involve developing and strengthening your aptitudes for working with people and ideas. These types of interaction are necessary for almost any career as well as useful in your many other personal and civic activities. Some experiential learning environments that include significant amounts of involvement with people and ideas are paid work experience, volunteer service, family commitments and social and recreational activities such as shopping and helping friends with projects.
Things

As a learning resource, a thing may be defined as any material object in your environment that may serve as a source of information for the purpose of achieving your learning objectives. Included in this category are conventional information sources such as books, magazines, trade and professional journals, audio, video and film productions, and less conventional sources such as information networks, clearinghouses and special interest publications.

Depending on the type of transferable skills you need or want to learn, you may decide to use a combination of learning resources as primary or supplementary sources of information. Whatever your learning objectives may be, all effective learning requires and relies on informed sources of knowledge and expertise.

To complete this exercise you should return to the listing of learning activities you tentatively selected in Exercise #9 and the draft list of learning objectives from Exercise #8. To the traditional and experiential learning activities that you have identified in Exercise #9 add a column titled “Learning Resources.” List the people that you will talk to, the books you will read, the things you will do, the places in your life where you will undertake your personal learning activities. Again, this should be viewed as a preliminary listing of learning resources subject to modification as the conditions and circumstances surrounding your life change.
One of the major misconceptions about evaluation stems from the faulty assumption that the act of evaluating means the final and irrevocable assignment of a value to a learning experience (e.g., courses and final grades). This common misconception has led to much misunderstanding, distrust, and fear of the purposes and uses of evaluation.

All learning, but particularly self-directed learning, can be viewed as a continuous and interconnected cycle of learning activities with evaluation being only one of those activities. The completion of one learning cycle or plan should naturally lead to a new cycle of learning activities. Each new learning cycle should be based on, and reflect the results of, an assessment of your prior learning efforts. Evaluation before, during and after learning is important to ensure that we are learning what we need and want to learn, and to suggest areas of needed improvement. Thus, effective self-directed learning requires a continuous monitoring and assessment of the value and appropriateness of our learning objectives and activities. Consequently, the periodic review of your personalized learning plan may be the single most essential learning lesson you can acquire on your way to becoming a more effective self-directed learner.

Evaluation that occurs before formal learning activities begin is referred to as pre-testing. In general, the purpose of pre-testing is to determine your “readiness” to undertake a particular type of learning. For example, the 76 skills self-assessment exercise that is included at the beginning of this Guide is a pre-test instrument designed to reveal those transferable skills that you need, but do not yet possess, to become a more responsible and effective person in any vocation, profession, and activity as a citizen. When you have identified the transferable skills that you need, but don’t possess, they can be translated into learning objectives which in turn can serve as the primary criteria for evaluating your learning progress.
Evaluation that takes place while learning is in progress is called “formative” evaluation. It permits you to make immediate changes in your learning activities to accommodate modifications in your learning needs or learning conditions, or to include additional needs revealed by the evaluation process.

Evaluation that occurs at the end of a complete cycle of learning activities is called “summative” evaluation. It is a more comprehensive process for the purpose of making some general quantitative and qualitative judgments about the nature and extent of your learning progress. In other words, how successful were you in achieving your original learning objectives. Thorough and careful formative and summative evaluations are essential elements of successful self-directed learning.

Evaluation, both formative and summative, of self-directed learning often requires the use of several evaluators including subject matter experts, peers and friends as well as different evaluation techniques such as structured interviews or the critical evaluation of a learning product. All evaluation involves making judgments about the performance or effectiveness of someone or something. These judgments can occasionally be very subjective. Therefore, the reliability of the evaluation process is generally improved if more than one assessor and more than one assessment technique are used to evaluate your learning progress.

Exercise #11, the Learning Log, is an excellent self-evaluation instrument. Ideally, it should be completed on a regular basis as you pursue your lifelong learning goals. As a learning resource, it has other uses: as a periodic review of your values priorities; as an indicator of changes in your skill needs and learning objectives; as a guide to selecting new learning activities that will help you achieve your learning goals; and, finally, as a learning activity itself.
EXERCISE 11

The Self-Directed Learning Log

Keeping a "Learning Log" on a regular basis is an important element of effective self-directed experiential learning. Describing and analyzing your routine daily experiences can lead to increased enjoyment and understanding of the learning process and of life in general. Writing good learning log entries is not difficult, if carefully planned. However, making log entries does require an investment of your time and effort. Four steps to effective log writing include: 1) describing an observed or personally experienced incident or event; 2) analyzing the incident; 3) considering alternative actions that might have altered the outcome of the incident; and 4) planning future actions that reflect an understanding and application of the learning you have acquired.

In choosing appropriate incidents for your log entries, you should concentrate on the skills you wish to develop or strengthen (e.g., the exercise in which you plotted your weaker skills, and the exercise in which you identified skills you wished you had). The incident you choose may be either an experience in which you were directly involved, or one that you have observed happening to someone else. It may either be a positive or a negative example. What is important is to determine why a particular action did or did not produce positive results, and to plan for future opportunities and activities to develop and effectively use your skills.

INSTRUCTIONS

A. DESCRIBE an incident that you experienced personally or one that you observed someone else experience. This incident should include a skill that you want to develop. The description should contain information answering "Who, what, where, when" questions. In other words, all the essential facts needed for a complete analysis of the incident.

B. ANALYZE the incident or event. Careful and critical analysis should reveal what actions or behaviors caused the incident to have a positive outcome or prevented it from having a successful result and why these behaviors produced the observed result.

C. CONSIDER THE ALTERNATIVES. If you (or someone else) had behaved differently, how might the outcome have been changed? Identify all of the alternative ways that the incident could have been handled listing the advantages and disadvantages of each alternative.

D. PLAN now how you would apply your skills and behaviors in similar situations that may arise in the future. Plan to repeat or to model those behaviors that seem to work well, and to avoid behaviors that did not work well. If you are trying to acquire or strengthen a particular skill you may want to plan an appropriate opportunity that would permit you to apply the skill and evaluate the result.

For maximum benefit you should share your log with one or more persons who know you, and/or the situation, well. The more evaluation you receive, the more accurate will be your analysis and planning efforts. The process of critically analyzing and planning should be repeated until you have achieved your desired level of skill proficiency.
The Learning Center

The Learning Center is an independent, not-for-profit organization located at #10 Tapia Drive in San Francisco, California. The Center, which is adjacent to San Francisco State University, is associated with the Council for the Advancement of Experiential Learning (CAEL). The Center's manager is the Coordinator for CAEL Far West Regional activities in Arizona, New Mexico, Nevada, California, and Hawaii.

The Learning Center fosters an enhanced appreciation and understanding of the "master" liberal arts skill of learning how to learn from experience. We believe that this goal should be the primary purpose of all good liberal and general education at all levels of the instructional process.

We promote cooperation among regional organizations involved in different aspects of learning and education. During the 1983-85 period the major undertaking of The Learning Center is participation in the development of a nationwide network of learning services for adult learners. This project is funded by the Kellogg Foundation with additional support from the Commission on Higher Education and the Adult Learner (a joint endeavor of CAEL, The American Council on Education, and the University of Maryland's University College).

Finally, the Center develops and distributes learning materials. In addition to this Guide, four other products are also available.

**Experiential Learning: History & Rationale**
(An 18-minute tape/slide presentation)

It is an excellent introduction to the subject for counselors, faculty members, workshop trainers and learners. It contains a brief history based on studies and research findings, a discussion of individual learning styles and a comparison of experiential and traditional learning characteristics. It is available for rental or purchase and includes handouts with references and a summary of the presentation.

**An Inventory of Transferable Liberal Arts Skills**

A list of 76 transferable skills grouped in 9 categories. Developed during a two-year research project in consultation with employers, students, and faculty members in the humanities and social sciences. This list is included in this Guide and in the Learning Facilitator's Guide described below. It is also available separately at the cost of two dollars per copy which includes reproduction and handling. Please include a self-addressed, stamped envelope with your request.

**Learning Facilitator's Guide**

Designed for counselors, faculty members and group leaders, this Guide includes exercises and commentary to assist with the assessment and learning of transferable skills and liberal arts skills.

**Careers and the Liberal Arts**
(A 16-minute tape/slide presentation)

It is an excellent resource for career and academic counselors as well as faculty members and students interested in the practical applications of liberal arts learning. It counters the myth that liberal arts learning is a dead end for career success by citing major research findings from business and industry sources. The presentation is accompanied by a handout outlining the major findings of a 25-year study by Bell Telephone comparing the career success among business, engineering, and liberal arts graduates in Bell management. It is available for rental or purchase.

Products are available from:

The Learning Center
Box 27616
San Francisco, CA 94127
(415) 334-3196
Bibliography

Liberal Learning & Careers


Self-Directed Learning


Skills Assessment


Murphy, Carol and Lynn Jenks (Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103), Non-Technical Skill Requirements for Entry-Level Professional Employment, Nov. 1982.

Value Clarification

DISCOVER/ACT — A comprehensive computer-based interactive guidance system. Includes 21 self-contained modules with instruction and simulations about work values and decision-making skills, interpretation of Holland's Self-Directed Search and extensive information about 425 occupations. Available from DISCOVER/ACT, 230 Schilling Circle, Hunt Valley, MD 21031, Tel (301) 628-8000.

ENCORE — An interactive computer-assisted guidance system specifically designed to help adults identify and assess prior learning experiences that they think deserve college credit. Includes information on colleges that grant credit for prior experiential learning and careers that are especially suited for older adults. Available from DISCOVER/ACT, 230 Schilling Circle, Hunt Valley, MD 21031, Tel (301) 628-8000.


SIGI (System of Interactive Guidance and Information). It is a computer-based guidance system designed to help users make informed career decisions. Teaches career planning and decision making and includes up-to-date occupational information. Covers values clarification, skills identification and educational planning. Available from: SIGI Office, Educational Testing Service, Princeton, NJ 08541. Tel: (609) 734-5165.

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Trustees of Princeton University, *The Eads Bridge*. Princeton University, 1974. (Pages 4, 12 & 18.)