Recognise your learning and turn your experiences into competence.

Experience – Learning – Description, or ELD, is a dialogue and documentation process to identify valuable skills, talents and character traits shown through real experiences. The process results in a summary of specific experiences accompanied by key words that describe areas of competence. ELD is operated under the guidance and support of a certified ELD Facilitator, with the overall system being managed by Aprendi (www.aprendi.se) of Stockholm. The method is used internationally as a valuable tool to provide evidence of experiential learning. For a complete overview of the ELD process, visit the ELD website at http://eldkompetens.se
PARTICIPANT DOCUMENTATION

Name:
Date today:
Date when situation occurred:

Please, answer the questions and save your documentation!

1. Briefly describe what happened (main points)
2. How, in what way, did you influence on the situation?
3. Write 1 - 3 keywords of how you experienced the situation (your feelings)
4. Write 1 - 3 competences that you used in the situation?

A picture, a drawing, a photograph etc. also works as documentation of a situation. Supplement any alternative documentation with a few keywords on how you felt/thought in the situation and with some suggested competences that you demonstrated in this situation.
Introduction
Start by clarifying the purpose of the talk:

- To identify a situation as an example of one or more competencies. The situation and the competencies in question might be used in a Letter of Skills.
- If you want to take notes, ask the participant for permission.
- Listen actively and try to understand the participant’s picture of the situation.

The first part of the conversation is about you and the participant getting a common understanding of the situation. Sometimes the participant chooses a process rather than a situation. Then your role is to help the participant split the process into different situations suitable for separate ELD processes.

Suggested questions:
- Tell me about the situation (for example background, course of actions, consequences)
- How did you feel/react to the situation?
- How did you influence on the situation?
- What did you say/do/feel/think when...?

You now have the participant’s picture of the situation. Summarize what the participant just told you. Double check with the participant that you understood him/her right. Continue the dialogue – now with focus on the competencies demonstrated in the situation.

The second part of the conversation is a kind of “competence negotiation”. Use the List of Competences and discuss around the competences that the participant suggests. You can add and question the suggested competences.

If the participant find it difficult to selfassess own competencies you can try to ask:

- What would someone else have said about you in the situation?

The third part of the conversation is about creating an outline for what is to be written on the Letter of Competence. Choose, together with the participant, two or three of the competences. Draw up a text together and write the suggestion in the documentation.

At last
Move on to the next situation or decide a time and place for the next ELD-conversation.
A brief description of what happened (background, course of actions and result):

How, in what way, did the participant influence on the situation:

How did the participant experience the situation (his/hers feelings):

The skills/knowledge/attitudes (competence) that the participant used in the situation. Mark the three most important.

Other:

Suggestion for wording for the Letter of Competence:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Situation when the competences were used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Leadership & Organisation/Administration

**Leadership**
- Responsible
- Enthusiastic
- Driving force
- Prioritising
- Planning skills
- Ability to delegate/distribute
- Decision-making skills
- Consequent
- Efficiency
- Rational
- Enthusiastic
- Inspire confidence
- Understanding of group-dynamics
- Make use of competences
- Project planning
- Working towards set goals
- Democratic skills

**Organisation/Administration**
- Prioritising
- Planning
- Detailed
- Documentation
- File
- Sort
- Systematic
- Classifying
- Structuring
- Register
- Co-ordinate
- Arrange
- Working on parallel assignments
- Completing

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### Entrepreneurship & Creativity

#### ENTREPRENEURSHIP
- Setting goals
- Having a fixed purpose
- Networking
- Ability to take action
- Brave
- Completing
- Diligent
- Endurance/Stamina
- Determined
- Unyielding
- Conscientiousness
- Strong sense of duty

#### CREATIVITY
- Creative
- Develop
- Illustrate
- Full of ideas
- Imaginative
- Inventive
- Improvisatory
- Visionary
- Pragmatic

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Pedagogical skills & Conversational skills

PEDAGOGICAL SKILLS

Logical
Methodological
Listening
Structured
Improvisational
Teach
Clarify
Planning
Explain
Encourage
Motivate
Inspire
Enthusiastic
Dynamic
Consultative
Decision-making
Strategic
Presentational skills
Lecturing skills
Argumentation skills
Ability to improvise

CONVERSATIONAL SKILLS

Negotiate
Formal
Mediate
Moderate
Give constructive criticism
Debate
Supervise
Tutor
Coaching
Reasoning
Interview
Sign language
Consultative
Ability to listen
Paying attention to other peoples ideas and views
Giving feedback

Communication & Active participation

ACTIVE PARTICIPATION

Decision-making
Punctual
Creating a dialogue
Including
Inspiring
Motivate
Give feedback
Attentive
Process awareness
Able to compromise
Taking decisions in accordance with the interest of the group
Raising the discussion about problems and conflicts
Visionary thinking
Sharing

COMMUNICATION

Illustrate
Listen
Take side (against/with)
Market
Inform
Visualize
Persuade
Debate
Direct
Impartial
Present
Argument
Expressive
Communicating clearly
Ability to compromise

Communication & Active participation

Communicate
Illustrate
Listen
Take side (against/with)
Market
Inform
Visualize
Persuade
Debate
Direct
Impartial
Present
Argument
Expressive
Communicating clearly
Ability to compromise

LIST OF COMPETENCE

Technical & Economical skills

TECHNICAL SKILLS
Reading blueprints
Calculate
Program
Navigate
Create models
Map-reading

ECONOMICAL SKILLS
Budget/Preparing a budget
Invoice
Fix the prize of…
Accounting
Saving

Openness & Empathy

OPENNESS
Respecting differences
Spontaneous
Generous
Honest
Frank
Out-going
Loyal
Humble
Non-prestigious
Tolerant
Curious
Awareness of the impact of hierarchies on people’s actions
Awareness of the impact of values on people’s actions
Flexible
Representative
Networking attitude
Positive attitude
Entertaining
Humoristic
Diplomatic
Complaisance
Ability to shift perspective
Understanding chain of thoughts
Understanding group dynamics
Positive attitude
Entertaining

EMPATHY
Attentive
Supportive
Helpfulness
Thoughtful
Listening in to the need of the group
Cultural understanding
Understanding of structures
Understanding of roles
Understanding the root of a conflict/problem
Seeing unity and antagonism in a conflict
Interpreting own and others moods and motivation
Understanding a group state of mind

Technical & Economical skills

Reading blueprints
Calculate
Program
Navigate
Create models
Map-reading

Budget/Preparing a budget
Invoice
Fix the prize of…
Accounting
Saving

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Self-control, Self-knowledge & Self-confidence

**Self-control**
- Handle stress
- Handle uncertainty
- Relaxed
- Handle anger/irritation
- Handle criticism
- Patience
- Flexible
- Adaptable
- Independent
- Serious
- Focused
- Objective
- Confidence-inspiring
- Working on parallel assignments
- Self-disciplined
- Self-controlled
- Steady
- Polite
- Able to see a situation from many perspectives
- Controlled
- Disciplined
- Concentrated
- Through
- Patience
- Autonomy

**Self-knowledge**
- Self-reflection
- Setting limits
- Taking responsibility for own well being
- Integrity
- Optimistic
- Reliable
- Energetic
- Unyielding
- Independent
- Careful
- Calm
- Temperamental
- Emotional
- Strong-willed
- Analytic
- Realistic
- Thoughtful
- Objective
- Flexible
- Tactful
- Ability to reflect on own behaviour

**Self-confidence**
- Curious
- Convincing
- Selling
- Charismatic
- Out-going
- Sociable
- Initiator
- Determined
- Critical
- Questioning
- Intrepid
- Confident
- Social orientation
- Power of initiative

**List of competence**

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Webb: eldkompetens.se
Exercise 1: Inventory of resources

AIM WITH EXERCISE: Make the connection between experiences and competence

1. Write down a situation from your professional life – daily work or a special occasion – when you do something that makes you feel good – a situation where you feel safe, happy and/or competent (5 min).

2. Interview each other in pairs. Together try to find out what strengths (competence) that are needed in each situation (10 min per person). Use the List of Competences.

3. Gather the group and ask participants to introduce each other’s competences together with the situation in which those were demonstrated. The facilitator can document the competences of the whole group.

Exercise 2: A superheroes Letter of Competence!

AIM WITH EXERCISE: Defuse the Letter of Competences and practice how to find competences in given situations.

After seeing an inspiring movie, reading a book or a comic, you and your participants can write a Letter of Competence for one of the protagonists. In this way the participants can, in a relaxed way, practice to think in learning processes and competence terms. They also practice on putting competences into words. Imagine for example Mother Teresa’s or Harry Potter’s Letter of Competence!

Exercise 3: Movie clips

To get a good competence discussion going you can show movie clips with scenes that shown emotions and competences. Discuss what competences the actors showed.
EXERCISE 4: Search for situations

AIM WITH EXERCISE: To generate several different situations to choose among. The exercise is a brainstorming and requests about 10-20 minutes.

1. Find a place where you can concentrate. If you can, bring notes, a schedule or something else that could remind you of different moments in the project.

2. Read the first search way (see nr 1 below) “strong feelings” and ask yourself “Have I been in any situations that has to do with strong feelings (mine or others)? Give it about a minute and write down everything that the search way made you think of. Do not judge whether the situation is relevant or not at this point.

3. If you cannot come up with situations for every search way it is absolutely fine.

Alternative situation search

You can also vary the exercise by doing situation search from the following:

1. An every day situation, (have a look in your calendar)
2. A challenge
3. Something unexpectedly
4. Something funny

In this way you practise to find various different ELD-situations.

Exercise 5: Task analysis

AIM WITH EXERCISE: Defuse competence words and, at the same time, a fun way to introduce ELD.

Start by dividing the group into smaller groups. Give the groups a task. The task can be anything, for example to persuade the audience to buy fair trade bananas or to create the most useful gadget. Remember to leave room for different ways to interpret the exercise. The groups get a certain time to finish the task in. After the groups have presented their result you open up for a discussion on what competences the groups have shown. Important is that all members of the groups are active in the task!
Exercise 7: Send it on
If you have a group of people working with ELD, this is a feedback exercise that might help the participants to find theirs and others competence. In order to do this exercise the group needs to have a good dialogue and the people need to feel relaxed with the each other.

- All participants need a plain paper and a pen.
- Sit around a table.
- The participants write their name on top of the paper. Everyone send his or her papers to the right.
- Then everyone writes a situation, on the paper to which it belongs to, where the person showed a competence or “did something good”. This by giving a brief description of:
  1. The situation,
  2. How the person acted,
  3. Positive consequences.

- Stress the fact that the assignment not is to find the perfect situation, but just to brainstorm and help everyone see his or her own competences.
- Send the paper on until it has gone a full lap around the table.
- Sum up by discussing different situations and solutions that has occurred during the project.

Exercise 7: A journal or logbook
Keeping a journal, that in a free way explains things you have done during the day, how it felt and how you handled the different situations, is a good way to keep you updated on the constant learning process. The text does not have to be detailed, but should only function as a reminder of the situations that you are constantly put through. The text can also be replaced by drawings etc, whatever suits the person who is keeping it.

An example of a day in a journal (2008-09-16): Worked from home in the morning, needed to some translation finished. Did some laundry. Realized too late I had to leave the house and ran to the tube. Had a meeting with a colleague. The meeting started out a bit shaky, but I think we reached a decision in the end. Did some more translation. Felt too tired to go to the gym. Ended up going anyways. Felt happier and more full of energy afterwards. Cooked dinner to myself and for two lunch boxes. Called my mom and told her I was sorry that I sounded angry on the phone yesterday.

From the text the participant can then see that there are a number of situations in the day. One can choose to focus on the meeting, the training, or the cooking.

Exercise 8: The elevator principle
“A message that takes longer than an elevator ride to present is not a good message”. 😊

Work together in groups and come up with an elevator presentation on ELD!

Exercise 9: The ELD web blog
Gather all your ELD situations in one and a same place – start your own blog! If you are a group of people using ELD you can share your blog and the facilitator can comment online.

This is a great way to get for example students interested in documenting their own learning process. You can get a commercial free blog on worldpress.com or tumblr.com.
Exercise 10: Charades – show that competence is situational bound

Give different groups the same competence word (without telling them it is the same word) – do a charade on the word! The result will be different charades for different groups. Discuss competence from there.

Exercise 11: Note on the back

If a group has a hard time finding situations you can do this “note on the back-game”. All group members are walking around the room with a note stuck on to their back. On this note the participants get to write a situation where the person carrying the note showed competence.

Exercise 12: Unfinished sentence

Sit around a table. Send a paper around where it says for ex “I was brave when I…” Send the paper around the table and let each participant fill the sentence with something.

Exercise 13: Role-play

You might introduce ELD by using role-play inspired exercises. For example you can ask the participants to make a play out of a conflict situation (that is relevant to your work). The conflict should also have a solution. When the role-play has been performed to the rest of the group you can open up for a discussion on what competences the different actors in the play used in order to reach a solution to the conflict.