



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>



ELD by Terese Raymond is licensed under a Creative Commons
Erkännande-Inga Bearbetningar 3.0 Unported License.

Webb: eldkompetens.se

UMEA
Lars Norqvist
lars@edunamic.se
070 290 10 71

STOCKHOLM
Terese Raymond
terese@aprendi.se
076 000 13 15



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.



ELD by Terese Raymond is licensed under a Creative Commons
Erkännande-IngaBearbetningar 3.0 Unported License.

Webb: eldkompetens.se

UMEÅ
Lars Norqvist
lars@edunamic.se
070 290 10 71

STOCKHOLM
Terese Raymond
terese@aprendi.se
076 000 13 15



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:

Competence	Situation when the competences were used





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

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

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

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



LIST OF COMPETENCE

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-control, Self-knowledge & Self-confidence

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





Here is a set of exercises for you who are about to take ELD into action or want to train learning reflection, competence analysis and feedback.

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 in to 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.



SEARCH WAYS

1. Strong feelings
2. Stress
3. Activity
4. Turning point
5. Effort
6. Courage
7. Development
8. Resistance
9. Important
10. Responsibility
11. Wellbeing
12. Praise/credit
13. Surprise
14. Play
15. Health
16. Exercise
17. Difficult
18. Achievement
19. Concentration
20. Program
21. Decision
22. Friendship

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 wordpress.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.



ELD by Terese Raymond is licensed under a Creative Commons
Erkännande-Inga Bearbetningar 3.0 Unported License.

Webb: eldkompetens.se

UMEÅ
Lars Norqvist
lars@edunamic.se
070 290 10 71

STOCKHOLM
Terese Raymond
terese@aprendi.se
076 000 13 15