

Raven, J., & Stephenson, J. (Eds.). (2001). *Competence in the Learning Society*. New York: Peter Lang.

CONTENTS

	Page Numbers
PRELIMINARIES	i–iii
PREFACE	iv–v
CONTENTS	vi–vii
FOREWORD <i>John Stephenson and John Raven</i>	viii–xi
PART I: SOCIETAL LEARNING AND COMPETENCE	1
CHAPTER 1. Learning Societies, Learning Organisations, and Learning: Their Implications for Competence, Its Development, and Its Assessment <i>John Raven</i>	2–20
CHAPTER 2. Beyond Competence through Parallel Organisation Activity: Applying the Principles of Rosabeth Moss Kanter's Concept of Parallel Organisations to Learning Organisations and the Learning Society <i>Lynne Cunningham</i>	21–29
CHAPTER 3. Commentary <i>John Raven</i>	30–31
PART II: INCOMPETENCE	32
CHAPTER 4. The Incapable Professional <i>Tony Becher</i>	33–35
CHAPTER 5. Incompetence: An Unspoken Consensus <i>Irene Illott</i>	36–41
CHAPTER 6. Commentary: The Pernicious Effects of Incompetence on Society, Education, and Assessment <i>John Raven</i>	42–44
PART III: STUDIES OF COMPETENCE	45
CHAPTER 7. Leadership Competencies: A Study of Leaders at Every Level in an Organization <i>Darlene Russ-Eft and Karen Brennan</i>	47–55
CHAPTER 8. On the Leading Edge: Competencies of Outstanding Community College Presidents <i>Carolyn Desjardins and Sheila Huff</i>	56–74
CHAPTER 9. The McBer Competency Framework <i>John Raven</i>	75–80
CHAPTER 10. Competence in Context: Identifying Core Skills for the Future <i>George Klemp</i>	81–95
CHAPTER 11. Professional Capability--Requirements and Accreditation in the Legal Profession <i>Diana Tribe</i>	96–105
CHAPTER 12. Issues Raised by the Studies of Competence <i>John Raven</i>	106–114
PART IV: CONCEPTUALISING COMPETENCE	115
CHAPTER 13. The Crisis of Professional Knowledge and the Pursuit of an Epistemology of Practice <i>Donald Schön</i>	116–130
CHAPTER 14. Beyond Competences: Lessons from Management	131–139

Learning <i>Ian Cunningham</i>	
CHAPTER 15. The McClelland/McBer Competency Models <i>John Raven</i>	140–149
CHAPTER 16. Leadership Competencies: Putting It All Together <i>George Klemm</i>	150–162
CHAPTER 17. The Conceptualisation of Competence <i>John Raven</i>	163–176
PART V: FACILITATING THE GROWTH OF COMPETENCE	177
CHAPTER 18. Facilitating the Development of Competence <i>John Raven</i>	179–192
CHAPTER 19. Stimulating Self-Directed Learning through a Managerial Assessment and Development Course <i>Richard Boyatzis</i>	193–212
CHAPTER 20. Essentials of Action Learning <i>Reg Revans</i> (ed. <i>David Botham</i>)	213–216
CHAPTER 21. Inputs and Outcomes: The Experience of Independent Study at NELP <i>John Stephenson</i>	217–238
PART VI: BARRIERS TO FACILITATING THE GROWTH OF COMPETENCE	239
CHAPTER 22. Competence and Incompetence in an Institutional Context <i>Dave O'Reilly</i>	240–248
CHAPTER 23. Some Barriers to the Introduction of Competency-Oriented Education <i>John Raven</i>	249–282
PART VII: THE ASSESSMENT OF COMPETENCE	283
CHAPTER 24. The Problems Posed for the Assessment of Competence by the Espoused Goals of Higher Education <i>W Bryan Dockrell</i>	284–292
CHAPTER 25. Competence-Based Assessment <i>Alison Wolf</i>	293–302
CHAPTER 26. Assessing the Self-Managing Learner: A Contradiction in Terms? <i>Stan Lester</i>	303–309
CHAPTER 27. Where Do We Stand on Assessing Competencies? <i>David McClelland</i>	310–316
CHAPTER 28. The Assessment of Competence <i>John Raven</i>	317–344
ENDPIECE Capability, Competence and the Learning Society: Lessons From State Failure	345
ABOUT THE AUTHORS	347–348