



This resource provides an example of how the Core Skills for Work Developmental Framework (CSfW) can be used as a theoretical underpinning from which resources and tools can be developed. This resource should be read in conjunction with the CSfW.

CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK – FACILITATING INDIVIDUAL DEVELOPMENT

While individuals may well develop their core skills for work without assistance, or despite the circumstances under which they are working, there are many ways in which they can be actively supported to perform at their best, and to develop greater expertise in each of the Skill Areas. At every Stage of Performance, individuals need opportunities to practice over time, and benefit from some form of formal reflection on their experiences. However, for greatest impact, an individual's current Stage of Performance in the relevant Skill Area should be taken into account when considering the most appropriate opportunities and support mechanisms. The following table describes some of the research findings concerning the characteristics of support and opportunities that have been found to assist (or hinder) performance at each stage, and movement to the next stage

FACILITATING INDIVIDUAL DEVELOPMENT OF CORE SKILLS FOR WORK

Stage 1 A Novice performer:	Stage 2 An Advanced Beginner:	Stage 3 A Capable performer:	Stage 4 A Proficient performer:	Stage 5 An Expert performer:
<p><i>Is focused on trying to survive</i></p> <p>Benefits from:</p> <ul style="list-style-type: none"> • a limited range of tasks with clearly stated priorities and sequences • small amounts of new information at any one time • clearly articulated expectations, reviewed regularly to ensure they are reasonable and achievable • unambiguous step by step instructions, with modelling by someone at the Capable stage or by someone with expertise in working with novices • active encouragement to ask questions when something is not clear • achievable challenges and opportunities to practice • acknowledgement that mistakes are an important part of learning • encouragement, and time, to reflect • assistance to recognise important features of a situation <p>May be confused or overwhelmed by:</p> <ul style="list-style-type: none"> • too many new ideas, information and/or new tasks at one time 	<p><i>Is looking for certainty</i></p> <p>Benefits from:</p> <ul style="list-style-type: none"> • a broadening range of tasks with increasing challenge • clearly articulated expectations, reviewed regularly to ensure they are reasonable and achievable • assistance to identify priorities and support to reflect on why some things are more important than others • formal and informal support from a Capable performer in the Skill Area concerned • specific, focused feedback from a trusted mentor • guided reflection and assistance to identify strategies that facilitate self reflection <p>May be frustrated by:</p> <ul style="list-style-type: none"> • ambiguity and results that don't fit established patterns 	<p><i>Is looking for a sense of control over events/activities</i></p> <p>Benefits from:</p> <ul style="list-style-type: none"> • practice in planning and coordinating increasingly complex workplace situations • opportunities to learn and test new strategies (including training using games and simulations) • formal feedback and reflection sessions • mentoring by those who are experts in the Skill Area concerned • assistance to notice subtle variations, identify meaningful patterns and articulate principles and concepts in different contexts <p>May be frustrated by:</p> <ul style="list-style-type: none"> • deviations from the status quo 	<p><i>Is starting to see the bigger picture</i></p> <p>Benefits from:</p> <ul style="list-style-type: none"> • responsibility for applying relevant skills in complex situations, supported by expert mentors • coaching/guided reflection to identify principles and concepts and develop insights into the complex relationships between variables in different situations • learning inductively e.g. from complex case studies relating to real work situations that enable reflection on own experience <p>May be frustrated by:</p> <ul style="list-style-type: none"> • 'context-free' training, and inflexible rules and processes for doing things 	<p><i>Understands that 'it all depends'...</i></p> <p>Benefits from:</p> <ul style="list-style-type: none"> • opportunities to think through complex situations, challenge accepted perceptions and ways of doing things and test new theories and strategies • reflective practice that encourages the articulation of tacit knowledge and understanding e.g. through skilled interviews conducted by fellow experts, thinking aloud using videotapes of the expert performing their work • coaching/mentoring of individuals at the Capable and Proficient Stages <p>May be frustrated by:</p> <ul style="list-style-type: none"> • non-experts who cannot 'see' what is obvious to the expert or who seek the certainty of rules