Assessing Core Skills for Work

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“.... to make more clear and explicit a set of non-technical skills, knowledge and understandings that underpin successful participation in work”
Skill Areas

1. **Navigate the world of work**
   a. Manage career and work life
   b. Work with roles, rights and protocols

2. **Interact with others**
   a. Communicate for work
   b. Connect and work with others
   c. Recognise and utilise diverse perspectives

3. **Get the work done**
   a. Plan and organise
   b. Make decisions
   c. Identify and solve problems
   d. Create and innovate
   e. Work in a digital world
Influencing factors

Individual factors
- Existing skills and knowledge
- Familiarity with the context
- Degree of motivation
- Self-belief and resilience

Culture and value-based factors

Work factors
- Nature and degree of support
- Complexity of tasks
- Level of autonomy

External factors
Core Skills for Work Developmental Framework (CSfW)
A ‘developmental’ approach

- Basis for Action
  - Rules
  - Judgment

- Stage of Development
  - Novice
  - Advanced Beginner
  - Capable
  - Proficient
  - Expert
The impact of context

- Ability to apply skills changes from context to context
- An individual may perform at different stages across and within skill areas (spiky profiles). Also influenced by context and familiarity with context.
- The skills needed, and the stage at which they are needed, vary according to context.
- Ability to demonstrate and develop skills may be affected by factors within, or external to, the work context.
## Performance Features

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<thead>
<tr>
<th>Focus Areas</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
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<tbody>
<tr>
<td>Identify problems</td>
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<td>Apply problem-solving processes</td>
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<td>Review outcomes</td>
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Performance Features

- describe the kinds of things someone knows, understands and can do at each stage of performance
Why might you assess CSfW?

“The CSfW is not a set of standards, nor an assessment tool. It is a framework for conceptualising and articulating skills, knowledge and understandings that underpin work performance over time, and for guiding further development.

It is not intended to replace approaches to developing these skills that are already in place, but to provide a common underpinning that is relevant across sectors.”
One approach to CSfW in a Unit of Competency

BSBCIS201 – Deliver a service to customers:

<table>
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<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
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<tr>
<td>Navigate the world of work</td>
<td>1.1, 1.2, 3.1, 4.1, 4.2, 4.4</td>
<td>• Follows organisational procedures and practices relevant to own role</td>
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| Interact with others         | 1.1, 1.3-1.5, 2.1-2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4 | • Uses accepted communication practices to establish connections, build rapport and develop professional working relationships  
• Adjusts personal communication style in response to the opinions, values and particular needs of others |
| Get the work done            | 3.2, 3.4, 4.1-4.3    | • Addresses routine problems in familiar work contexts  
• Recognises opportunities to enhance work practices and outcomes |
What might you do with this information?

- Diagnosis
- Determining where we want to be and how to get there
- Developing programs, tools, resources etc
- Clarifying expectations
- Supporting development
- Performance management
Jane had lost her keys.... This was not unusual. Jane was always losing things. The problem this time was that they were not really her keys. They were the keys to her boss’ car, and she was supposed to pick up her boss from a meeting and take her to the airport in 20 minutes. On her way back from the airport she was also meant to be getting an important document signed by a client, but she hadn’t quite finished typing it up yet.

Jane was starting to panic..... How was she going to finish the document, find the keys and pick up her boss; all in 20 minutes?

What problem should Jane deal with first?
A. The lost keys
B. The unfinished document
C. Getting her boss to the airport
D. Her own poor planning
The next day, Jane reflects on what a stressful day she had the day before.

“I’m not going to let myself end up in that situation again” she vows.

What would be the most effective thing for Jane to do to make sure she doesn’t have a day like that again?

A. Arrange for her boss to catch taxis
B. Always put the keys back in the same place
C. Plan her day so that she more time for the things she needs to do in case there are problems
D. Learn to remain calm in a crisis

Problem-solvers:
• Which is the best answer and why?
• What stages of development might each of the answers indicate someone is at?

Observers:
• Write down what you see the problem-solvers doing
Useful links


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