Supporting the Development of Core Skills for Work

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NALLNAC
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The Core Skills for Work Framework...

...describes a set of 10 Skill Areas identified by Australian employers (and others) as critical to successful participation in work

*work - any activity directed at a specific purpose that involves mental or physical effort*

*Work – paid or unpaid*
The CSfW Work specific skills and contexts

The ACSF Work specific skills and contexts
Who is the CSfW Framework for?

- Senior secondary
- ACE
- Universities
- VET
- Diverse employers across all industry sectors
- Diverse individuals at different life/work stages
What is the CSfW Framework for?

- Raising awareness
- Building bridges
- Specifying expectations and needs
- Identifying strengths to build on
- Identifying areas for development
- Focusing action
What can the CSfW do?

- Establish shared concepts
- Provide a common language and reference points for:
  - pinpointing and discussing specific non-technical skills
  - aligning expectations
  - exploring possibilities
  - identifying areas for further development
  - monitoring progress
  - designing strategies, support, resources
10 Skill Areas in 3 clusters

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
In your own work context, which of these Skill Areas play critical roles?

Have you and the person next to you identified the same TOP THREE?
A developmental approach
It’s all about rules...

Ability to ‘read the context’, make informed (and increasingly intuitive) judgments.

Reliance on rules

Reflective practical experience

Novice Advanced Beginner Capable Proficient Expert
CSfW performance is NOT fixed in time and space

- We are likely to have spiky profiles across Skill Areas
- Our ability to apply, demonstrate and develop a Skill Area will change from context to context
- Performance at any time affected by a range of factors within, and external to, the work context
Core Skills for Work Developmental Framework
Influencing Factors

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

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

- External factors
# Elements of the Framework

<table>
<thead>
<tr>
<th>Skill Cluster</th>
<th>Skill Area</th>
<th>Stage 1: Novice</th>
<th>Stage 2: Advanced Beginner</th>
<th>Stage 3: Capable</th>
<th>Stage 4: Proficient</th>
<th>Stage 5: Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Navigate the world of work</strong></td>
<td>1a. Manage career and work life</td>
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<td></td>
<td>1b. Work with roles, rights and protocols</td>
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<tr>
<td>2. <strong>Interact with others</strong></td>
<td>2a. Communicate for work</td>
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<td></td>
<td>2b. Connect and work with others</td>
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<td></td>
<td>2c. Recognise and utilise diverse perspectives</td>
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<tr>
<td>3. <strong>Get the work done</strong></td>
<td>3a. Plan and organise</td>
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<td>3b. Make decisions</td>
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<td></td>
<td>3c. Identify and solve problems</td>
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<td>3d. Create and innovate</td>
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<td></td>
<td>3e. Work in a digital world</td>
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</tbody>
</table>

**INFLUENCING FACTORS**
Using the CSFW

1. Where might you use it? With whom?
2. Which Skill Areas are likely to be priorities for learners in your context?
3. Burning questions you’ll need answered before we move on...
3c. Identify and solve problems

This Skill Area deals with identifying and addressing routine and non-routine problems in order to achieve work objectives.

This involves:

- anticipating or identifying problems
- taking steps to solve them
- reflecting on what happens

These aspects underpin the three focus areas
## Focus areas & Performance Features

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Novice Stage 1</th>
<th>Adv beginner Stage 2</th>
<th>Capable Stage 3</th>
<th>Proficient Stage 4</th>
<th>Expert Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify problems</td>
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<tr>
<td>Apply problem-solving processes</td>
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<tr>
<td>Review outcomes</td>
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</table>

**Performance Features**

Describe the kinds of things someone knows, understands and can do at each stage of performance.
What is the CSfW Framework for?

- Raising awareness
- Building bridges
- Specifying expectations and needs
- Identifying strengths to build on
- Identifying areas for development
- Focusing action
Identify problems

Stage 1

- May recognise and respond to highly obvious, routine problems in the immediate work context e.g. a disruption to a familiar procedure
- May need encouragement to seek assistance when problems are beyond immediate responsibilities or experience

Stage 2

- Recognises and responds to predictable routine problems related to role in the immediate work context
- Seeks assistance when problems are beyond immediate responsibilities or experience
Identify problems

Stage 3

➢ Recognises and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts

➢ Understands when to take responsibility and when to notify others

➢ Generally accepts the obvious symptoms of a problem as ‘the problem’ and seeks to re-establish the status quo

Stage 4

➢ Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans

➢ Recognises and addresses some unfamiliar problems of increasing complexity within own scope, recognising when to seek the expertise of others
Review outcomes

Stage 1

- With guidance, may identify some ways in which a suggested solution worked or did not work, and suggest actions that could be taken in a similar situation

Stage 2

- May reflect on outcomes and identify what worked, or develop an improved approach for future situations
Review outcomes

Stage 3

- Considers the effectiveness of a solution in terms of how well it met stated goals, and seeks to improve a future response when a solution does not achieve its intended outcome.
- With guidance, begins to reflect on the effectiveness of a selected problem solving process.

Stage 4

- Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes.
- Acknowledges where a solution did not achieve expected outcomes and seeks a range of perspectives to understand why, including a rethinking of original goals.
The Foundation Skills Assessment Tool

- FSAT is an online tool for identifying and assessing an individual's:

  - language, literacy and numeracy performance against the five levels of the Australian Core Skills Framework (ACSF)

  - Core skills for work against the five stages of the Core Skills for Work Developmental Framework (CSfW)
CSfW meets FSAT

• Designed for use in a wide range of contexts, and at different life/work stages (not only for those wanting to enter the workforce)

• Tool to support development of skills for use within programs where FSAT user has:
  • **scaffolding in place** to actively support their skill development, e.g. guided debriefing and planning of next steps, explicit training and
  • **opportunities** to put CSfW into practice in real situations and reflect on what happens
Key issues in assessing csfw

- Authentic, diverse scenarios
- No highly specific, context-dependent knowledge needed
Hi Sean, how are you on this lovely morning?

Tired. As usual. I have actually been in the office for two hours already checking over everything for Marita… Anyway, anything I need to know before you leave?
### Bike Riders Board Index < Maintenance

**NEW TOPIC**

**Reminder:** please don’t start new threads until you have checked if there is already a discussion on the topic

<table>
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<tr>
<th>TOPICS</th>
<th>REPLIES</th>
<th>VIEWS</th>
<th>LAST POST</th>
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<tr>
<td>Chain cleaning</td>
<td>10</td>
<td>67</td>
<td>Today 5:03pm</td>
</tr>
<tr>
<td>How to change a tyre? Help!</td>
<td>5</td>
<td>98</td>
<td>Yesterday 9:38pm</td>
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<td>Servicing your bike – DIY yes/no?</td>
<td>28</td>
<td>167</td>
<td>Yesterday 6:17pm</td>
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<tr>
<td>Changing brake pads – useful video</td>
<td>3</td>
<td>35</td>
<td>Saturday 10:37am</td>
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<td>Best value bike service?</td>
<td>9</td>
<td>58</td>
<td>Friday 6:46pm</td>
</tr>
<tr>
<td>Do you always carry a puncture kit?</td>
<td>23</td>
<td>110</td>
<td>Friday 3:33pm</td>
</tr>
</tbody>
</table>
Now that you know a little more...

Could the CSfW be useful in your context?

1. Where would you use it? With whom?
2. Which Skill Areas & Stages likely to be most relevant?
3. How would you use the information the tool will provide?
4. First practical steps?
5. Information/resources that would be most helpful?