CORE SKILLS FOR WORK
DEVELOPMENTAL FRAMEWORK

The Framework

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
and
Department of Education, Employment and Workplace Relations

The CSfW can also be accessed via the following websites www.deewr.gov.au/csfw and www.innovation.gov.au/csfw.

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INTRODUCTION TO THE CSFW

The Core Skills for Work Developmental Framework (the CSfW) describes **a set of non-technical skills, knowledge and understandings that underpin successful participation in work**[1]. Participation in work could be as an employee, as someone who is self-employed, or as a volunteer.

This set of non-technical skills, often referred to as generic or employability skills, contribute to work performance in combination with technical or discipline specific skills and core language, literacy and numeracy (LLN) skills[2]. As illustrated in Figure 1, work performance is also influenced by a range of factors relating to the context in which the skills are being applied.

Figure 1. CORE SKILLS FOR WORK IN CONTEXT
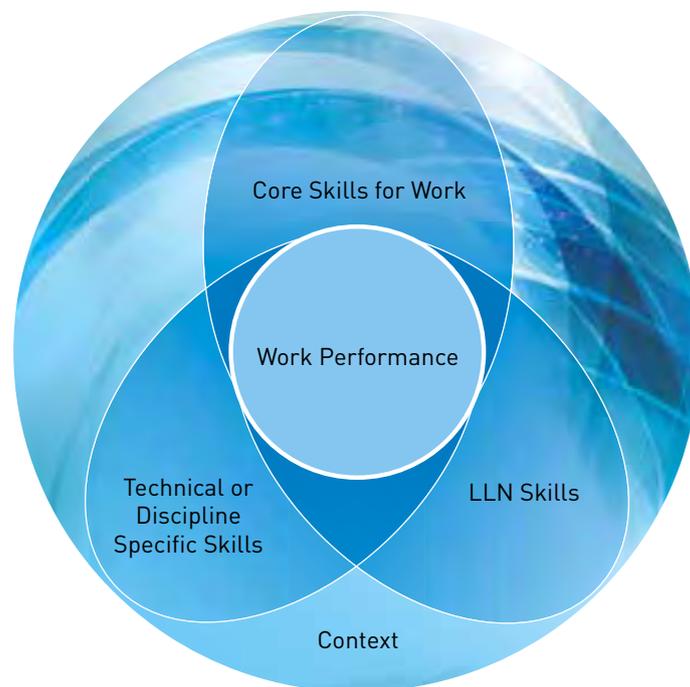
Skill Areas

The CSfW describes performance in ten Skill Areas, grouped under three Skill Clusters:

Cluster 1 - Navigate the world of work

    a. Manage career and work life

    b. Work with roles, rights and protocols

Cluster 2 - Interact with others

    a. Communicate for work

    b. Connect and work with others

    c. Recognise and utilise diverse perspectives

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1 The term 'work' is used throughout the CSfW in the broadest sense of "activity that is directed at a specific purpose, which involves mental or physical effort".
2 The combination of LLN skills (as detailed in the Australian Core Skills Framework) and Core Skills for Work is referred to as Foundation Skills in the Vocational Education and Training Sector. In the school sector these two types of skills are described as General Capabilities and in the higher education sector they are referred to as Graduate Attributes.

Cluster 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

Each Skill Area describes a combination of knowledge, skills and understandings and their application to work.

The CSfW recognises that these Skill Areas are relevant to all those undertaking work, not just those entering the workforce for the first time, and that they can continue to be developed across the span of an individual's working life. The CSfW describes performance in each of the Skill Areas across five stages (see page 9). It also recognises that:

- the particular skills and stages of performance required by individuals will vary according to the context in which they are operating

- there is no expectation that individuals will necessarily need all of these skills, or will need to develop them to the expert stage of performance

- an individual is likely to be operating at different stages of performance across different Skill Areas

- an individual's ability to demonstrate and develop these skills will be influenced by the context in which they are operating.

Influencing Factors

In recognition of the fact that performance in these Skill Areas is context-dependent, the CSfW identifies a number of factors that impact upon the development and demonstration of Core Skills for Work.

Performance in a work situation is not only dependent on the skills and knowledge that an individual brings to it, but on a range of factors that may affect how well they can apply these to different tasks. Contextual factors also affect an individual's capacity to demonstrate certain skills or to develop them further. For example, someone may have highly developed decision-making skills, but if they are not given the autonomy or their job role does not require them to exercise these skills, their demonstrable performance in this Skill Area may reflect a lower stage performance.

These 'Influencing Factors' are illustrated in Figure 2 (see page 3) and described in detail in Table 4 (see pages 11–12).

Figure 2. FACTORS INFLUENCING WORK PERFORMANCE
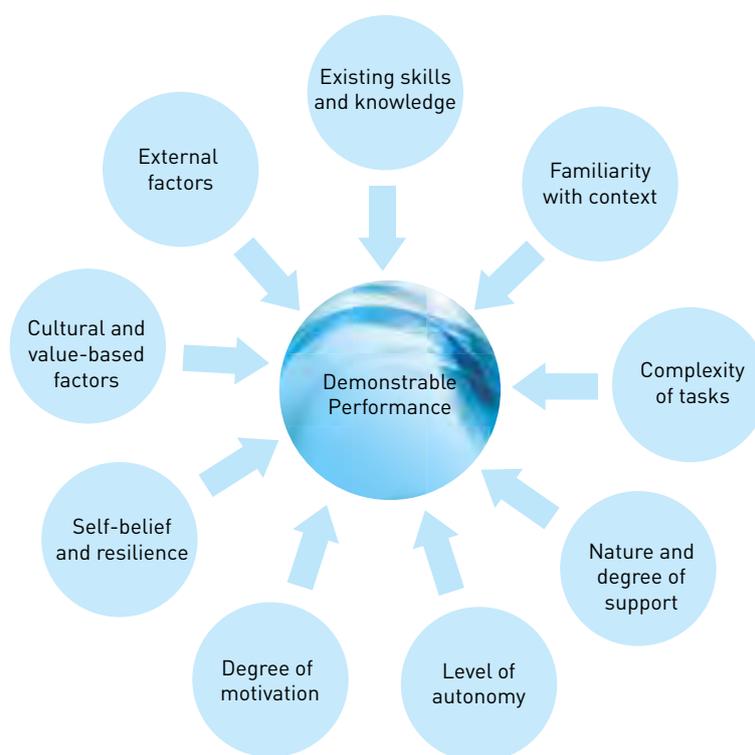
BACKGROUND TO THE DEVELOPMENT OF THE CSFW

The notion of employability has been part of education for many years. In the early 1990s, the concept of employment-related skills gained traction in Australia when the Mayer Committee examined the skills required for entry-level employment. The Mayer Key Competencies were developed to enable the incorporation of these skills into education and training.

In 2002, Australian industry took a lead role in describing the skills required to gain and progress in employment. These 'employability skills' were identified in the *Employability Skills for the Future* report, prepared by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) with funding from the Commonwealth Government. The Employability Skills described in that report were taken up in Australia's vocational education and training sector, but concerns remained about how well these skills were being developed and understood.

Consultations in Stage One of the CSfW development identified that there was potential for a new Framework to provide a common language that would assist all education, training and employment services sectors to address these skills more explicitly. The development of the CSfW drew upon recent research about employability and generic skills and their development, as well as analysis of a range of current approaches to addressing employability and generic skills in Australia and overseas. More than 800 people had input into the development process, including employers, unions and industry groups and a broad cross-section of organisations and sectors that have an interest in, and potential use for, the CSfW.

The CSfW, as described in this document, is intended to be reviewed after a number of years of use to check whether it would benefit from adjustment or further development.

PURPOSE OF THE CSFW

The CSfW has been designed to make more clear and explicit a set of non-technical skills and knowledge that underpin successful participation in work. This provides a common reference point and language that will assist:

- those who develop standards, curriculum, programs and learning and assessment resources to more clearly articulate the Core Skills for Work required for certain occupations or at particular points in career development
- trainers, educators and those who work with job seekers to more explicitly address the development of these skills in learners, and to assist those they work with to more clearly articulate the skills they do possess and identify those that they would like to develop.

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.

The CSfW takes the skills and behaviours that have been identified by Australian employers as important for successful participation in work and identifies the underpinning skills and knowledge involved. For example, employers say that they value individuals who can work in teams. This has been 'unpacked' across a range of skills, such as:

- work with roles, rights and protocols
- respect and utilise diverse perspectives
- connect and work with others.

Knowledge, skills and understandings that are often taken for granted in expectations around work performance, such as those needed to recognise the protocols of a workplace, and those that facilitate the adaptation of prior knowledge and skills to new contexts, are also made explicit in the CSfW.

The CSfW presents the underpinning skills, knowledge and understandings in terms that make them describable, teachable and/or learnable, and able to be demonstrated. This approach provides education, training and employment services sectors with a foundation from which to develop relevant learning products (e.g. Training Packages, curriculum, programs, tools or resources) for addressing the elements of the CSfW most relevant to their sector (see Figure 3 below). There is also potential for tools and resources to be developed from the CSfW for use in the workplace.

Figure 3. THE PURPOSE OF THE CSFW

Workforce Needs		The CSfW		Learning Products
Employers and industry have identified the non-technical requirements for successful participation in the workforce	→	The CSfW clearly defines the generic underpinning skills and knowledge needed to meet these requirements	→	Those providing services to learners and job seekers use relevant elements of the CSfW in the development of customised products

CONCEPTS UNDERPINNING THE CSFW

A developmental approach

The CSfW utilises a developmental approach, informed by Dreyfus and Dreyfus' *Novice to Expert Model of Skills Acquisition*[3] and other research on skill development and performance. It encompasses five stages of performance - Novice, Advanced Beginner, Capable[4], Proficient and Expert.

As was recognised in Dreyfus and Dreyfus' work, the CSfW recognises that:

■ as an individual progresses from the "novice" stage through to later stages of development, their reliance upon explicit 'rules' governing action (e.g. instructions, processes, procedures, guidelines, models,) and systematic approaches to work tasks decreases, and their understanding of implicit 'rules' (e.g. conventions, expectations), use of judgement and more flexible, intuitive approaches increases

■ practical experience, reflection, motivation and support influence the degree and rate of progress through the stages

■ when an individual moves into a new context (e.g. a new role, organisation or industry/field, or from study into paid employment), while they will not 'lose' their skills, their ability to apply them will be diminished until they understand the new context.

The CSfW applies these principles to performance in each Skill Area, rather than to work performance as a whole. Therefore, someone could be a novice in paid employment but still demonstrate a higher stage of performance in particular aspects of Skill Areas. For example, someone starting their first paid job may be at the Capable stage in aspects of Communicating for Work related to 'speaking and listening' and 'getting the message across', but at Novice stage in 'responding to communication system, practices and protocols' because they don't yet understand the systems and practices of the workplace. It is quite possible that an individual will have a 'spiky profile' such as this within a Skill Area, and also across Skill Areas.

Table 1 (see page 7) provides a generic description of performance at each stage, which is the basis for describing specific performance across each of the five stages in each Skill Area.

Context-dependency

The context-dependent nature of Core Skills for Work means that the stage of performance at which an individual will operate is highly dependent on their understanding of the situation in which they are applying their skills. For example, someone who is 'proficient' at solving problems in one organisation will require some time to build relationships and learn the protocols of a new organisation before they have the situational knowledge and understanding they require to demonstrate proficient performance in the new situation. In the interim, they may need to revert to the formal problem solving processes of a 'capable' performer.

This means that when using the CSfW, the context in which an individual is operating and their level of familiarity with the context need to be recognised. For example the stage of performance that an individual can demonstrate in an education and training setting is likely to be different from the stage at which they can initially function in a workplace setting. However, as their understanding of the workplace context grows, so will their ability to function at their former level.

A number of the skills described in the CSfW assist individuals to adapt and apply their existing skills and knowledge in new contexts. These include skills such as reflection, learning, adopting different viewpoints and developing new ideas.

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3 Dreyfus, H. and Dreyfus, S. (1985) Mind over machine: the power of human intuition and expertise in the era of the computer. Free Press, New York
4 The term 'capable' has been substituted for the term 'competent' used by Dreyfus and Dreyfus because of the specific meaning and use of the term 'competent' in the Vocational Education and Training sector.

Relevance to a range of contexts

The CSfW's descriptors are designed to be applicable across different contexts, including different industries and fields and work settings. The term 'work' is intended to be applicable not only to employment contexts, but also in education and training, and broader community contexts. For example, the Performance Feature from Skill Area 2c, Recognise and utilise diverse perspectives, says: "Begins to recognise how some personal values and beliefs align with, or differ from those of others in the immediate work context, and may consider how this impacts on interactions and work performance", can equally apply to working with others:

- on an activity in a classroom setting
- to complete a group assessment task
- in an organisation or project team in paid employment
- in the form of a client/customer relationship
- on a committee for a community group.

However, performance is not automatically transferrable to new contexts, as application of skills, knowledge and understandings in a new context requires an understanding of that context. Hence, an individual who has only ever applied their skills in a classroom setting will need to learn about the protocols and expectations of a work situation, and gain practical experience in applying their skills in a work environment before they can demonstrate their skills at the same stage of performance within that work context.

STAGES

1 A Novice performer	**2** An Advanced Beginner	**3** A Capable performer	**4** A Proficient performer	**5** An Expert performer
Has little or no practical experience of the Skill Area on which to base actions. Is highly reliant on explicit 'rules' (e.g. instructions, processes, procedures, models), guidance and support and priorities determined by others, to guide activities.	Has some practical experience of the Skill Area and is beginning to recognise patterns (e.g. routines, regular responses, links and connections) that help understanding and influence action. Is still reliant on explicit 'rules' and on assistance to identify priorities, but can apply these more autonomously in familiar, routine situations.	Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish priorities for action. Can comfortably apply the explicit and implicit 'rules' associated with familiar situations. Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations.	Has considerable practical experience of the Skill Area in a range of contexts and is moving from reliance on externally prescribed rules to recognition of principles that guide actions. Organises knowledge and practical experience as patterns, concepts and principles, which makes it possible to assess, and respond to situations in an increasingly intuitive and flexible way. Reverts to analysis and seeks guidance when making important decisions.	Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine detail. Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles. Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'. Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.

STRUCTURE OF THE CSFW

The CSfW is comprised of the elements described below. The way in which they are used within the CSfW is illustrated in Table 2 (see page 9).

Skill Clusters

The Skill Areas that interact most closely with each other are grouped into three broad categories. While Skill Areas within a cluster have a particular affinity, there is also interaction across clusters.

Skill Areas

The ten Skill Areas are a combination of:

- Knowledge — what someone knows about in a theoretical or abstract sense,
- Understanding — how they link it to their personal experience, and
- Skills — how they put their knowledge and understanding into practice in work settings.

The Skill Areas are defined in Table 3 (see page 10).

Focus Areas

A set of Focus Areas has been identified for each Skill Area. These represent the priority aspects to be considered, and were identified from the literature and consultation.

Performance Features

Organised by Focus Area, Performance Features describe the kinds of things someone knows, understands and can do at each stage of performance. Although not intended to be treated as a finite list of capabilities, they capture the key characteristics that distinguish one Stage of Performance from another.

The Performance Features are described in the tables from page 15 onwards.

Influencing Factors

At any point in time, performance may also be affected by one or more of a range of factors relevant to the individual concerned and to the context in which they are situated. These Influencing Factors are described in Table 4 (see pages 11-12).

FRAMEWORK

Table 2. **STRUCTURE OF THE CSFW**

	Skill Cluster	Skill Area	Focus Areas	Novice	Advanced Beginner	Capable	Proficient	Expert
1	**Navigate the world of work**	1a. Manage career and work life	Identify work options; Gain work; Develop relevant skills and knowledge	See relevant Performance Features tables for details				
		1b. Work with roles, rights and protocols	Work with roles and responsibilities; Operate within legal rights and responsibilities; Recognise and respond to protocols					
2	**Interact with others**	2a. Communicate for work	Respond to communication systems, practices and protocols; Speak and listen; Understand, interpret and act; Get the message across	See relevant Performance Features tables for details				
		2b. Connect and work with others	Understand self; Build rapport; Cooperate and collaborate					
		2c. Recognise and utilise diverse perspectives	Recognise different perspectives; Respond to and utilise diverse perspectives; Manage conflict					
3	**Get the work done**	3a. Plan and organise	Plan and organise workload and commitments; Plan and implement tasks	See relevant Performance Features tables for details				
		3b. Make decisions	Establish decision making scope; Apply decision-making processes; Review impact					
		3c. Identify and solve problems	Identify problems; Apply problem-solving processes; Review outcomes					
		3d. Create and innovate	Recognise opportunities to develop and apply new ideas; Generate ideas; Select ideas for implementation					
		3e. Work in a digital world	Use digitally based technologies and systems; Connect with others; Access, organise, and present information; Manage risk					
	Influencing Factors	- existing skills and knowledge - familiarity with the context - complexity of tasks - nature and degree of support - level of autonomy				- degree of motivation - self-belief and resilience - cultural and value-based factors - external factors		

SKILLS

1 Navigate the world of work	**2** Interact with others	**3** Get the work done
1a. Manage career and work life This Skill Area is about managing decisions throughout life about how, when and where to work. It involves the capacity to identify work and career options, to gain work or career advancement, and to undertake learning appropriate to work needs and goals. **1b. Work with roles, rights and protocols** This Skill Area is about understanding work roles and workplace rights and expectations. It involves the capacity to identify and manage responsibilities, recognise and respond to legal rights and responsibilities, and to recognise and respond to expectations and accepted practices of work situations.	**2a. Communicate for work** This Skill Area is about using communication skills to achieve work outcomes. It involves the capacity to recognise communication protocols and etiquette, use communication systems and processes, understand messages and get messages across to others. **2b. Connect and work with others** This Skill Area is about building the work-related relationships needed to achieve an outcome within a workgroup, or achieve goals through team based collaborations. It involves the capacity to understand others and build rapport, which in turn involves understanding one's own values, goals, expectations and emotions, and making choices about regulating one's own behaviour, taking the needs of others, and the often implicit social rules of the context, into account. **2c. Recognise and utilise diverse perspectives** This Skill Area is about the capacity to recognise and respond to differing values, beliefs and behaviours, to draw on diverse perspectives for work purposes and to manage conflict when it arises.	**3a. Plan and organise** This Skill Area is about identifying and completing the steps needed to undertake tasks and manage workloads. This involves the capacity to organise self and information, plan and implement tasks, and plan and organise workloads. **3b. Make decisions** This Skill Area is about making a choice from a range of possibilities. It involves the capacity to use different decision-making approaches and to reflect on the outcomes of decisions. **3c. Identify and solve problems** This Skill Area is about identifying and addressing routine and non-routine problems in order to achieve work objectives. This involves the capacity to anticipate or identify problems, take steps to solve problems and reflect on the outcomes. **3d. Create and innovate** This Skill Area is about creating, applying and recognising the value of new ideas to solve problems, improve or develop new processes, products or strategies, or deliver new benefits. It involves the capacity to challenge perceptions of how things are, and how they might be, and to recognise a potential opportunity. It also involves the use of formal processes to challenge and extend initial perceptions of a situation, and generate, and select from, a range of new ideas. **3e. Work in a digital world** This Skill Area refers to the capacity to connect to other people, information and contexts for work-related purposes using digital systems and technology. It involves understanding concepts and language associated with the digital world and the capacity to understand and work with emerging/accepted etiquette and risks associated with online environments. It also involves identifying how digital technology and digitally based systems can extend, enhance or make possible specific aspects of a role or task, and create new opportunities.

Existing skills and knowledge

At any point in time, an individual's capacity to apply any of the Core Skills for Work may be influenced by their technical skills and LLN skills. For example, developing and using skills in the Skill Area 'Communicate for Work' will be dependent on having the associated LLN skills, and capacity to 'Identify and Solve problems' in a work context may also require relevant technical knowledge, skills and understandings.

Individuals may also be able to draw on skills and understandings developed in a non-work context. For example, someone with extensive experience of planning and organising complex community events may be able to adapt principles and concepts learnt through that experience to a work context, and may move through the stages of development more quickly than someone who has limited practical experience of that Skill Area on which to draw.

Familiarity with the context

Just as overall work performance is highly dependent upon an individual's level of familiarity with the context, performance in a specific Skill Area will also be influenced by context familiarity.

> **Context** could include a particular environment (such as a workplace or study environment), an industry or field, an organisation or part of an organisation, a role type, a specific role or a task.

> **Familiarity** might include knowledge and understanding of aspects of the context such as the language, conventions and expectations, as well as the people and workplace culture, role requirements and tasks.

When an individual changes context, their performance in a Skill Area may alter significantly. For example, a capable problem solver in one organisation automatically implements appropriate measures to resolve familiar, routine issues. In a new organisation, many aspects of the situation will also be new, and they may find themselves operating at the novice or advanced beginner stage of problem solving for a time until they develop an understanding of how things are supposed to work in the new context and skills in applying the new rules.

Complexity of tasks

Work performance will diminish if the complexity of the tasks an individual is required to undertake is beyond their level of capability and confidence. Novices in a specific Skill Area will perform best if they apply their skills within well defined, highly predictable concrete tasks of one or two steps, whereas a distinguishing feature of expert performance in any Skill Area is the capacity to apply the relevant skills and knowledge in complex situations involving multiple variables, interpretations and options for action.

Nature and degree of support

Appropriate support has been shown to have a significant influence on work performance, facilitating the nature, degree and efficiency of an individual's learning, assisting them to gain information and insights, identify critical issues and set priorities, and providing feedback that contributes to their continuing development.

Support can take many forms e.g. guidance, supervision, mentoring, peer support, organisation manuals, training and development activities, online and external information sources, external expertise and networks. The type and source of support that is most likely to be beneficial depends on a range of variables, including an individual's stage of development in any of the Skill Areas. For example, an Advanced Beginner in a specific Skill Area may benefit from a combination of clear guidelines, close supervision and some specified areas of autonomy, while a proficient performer is likely to become frustrated by close supervision and limited autonomy, but will be highly motivated, and extend their skills when given challenges and opportunities to work closely with, and receive coaching from, an expert performer in that Skill Area.

Level of autonomy

Autonomy can encompass choices about what to do, when to do it, how to do it and who to do it with, and has been identified as a key factor in motivation to learn. It may be linked to the degree of responsibility and accountability an individual takes, or is given, for outcomes. It can also impact on the extent to which an individual is able to demonstrate the full extent of skills such as creativity, flexibility, problem-solving and decision making. Therefore providing opportunities to make choices and reflect on their effectiveness can assist an individual to develop new skills and understandings. However, while individuals at any stage of development may benefit from some form of autonomy, the appropriate nature and degree of autonomy depends on the stage of performance. For example, novices and advanced beginners need clear structures, guidelines and high support with clearly defined areas of autonomy whereas proficient and expert performers benefit from a high degree of autonomy.

Degree of motivation

Motivation may be intrinsic (internally driven) or extrinsic (externally driven). Extrinsic motivation is driven by an individual's awareness of external rewards and potential adverse consequences. Intrinsic motivation is influenced by an individual's own areas of interest and by their perception of whether something matters. Intrinsic motivation to develop in a particular Skill Area will therefore be stronger when an individual can see how this will assist in achieving something they value or where they perceive that performance in the Skill Area itself is important in its own right.

Self-belief and resilience

The belief that one can perform a task or further develop a skill, and the capacity to be resilient when faced with challenges, strongly influence the ways in which individuals perform and further develop their skills and knowledge. Individuals with high self-belief and resilience are more likely to look forward to, and be successful in work performance, and this in turn contributes to increased self-belief and resilience, and the desire to take on new challenges and improve skills further. Self belief and resilience also affect an individual's empathy and sensitivity to others, ability to cope under pressure and to deal with work-related politics.

Cultural and value-based factors

Workplace culture and values underpin the types of attitudes and attributes valued in work contexts, such as enthusiasm, initiative and commitment. They can also support or inhibit the creation of an environment that fosters learning, collaboration, creativity and innovation. Workplace culture and values can be explicit, such as those promoted in codes of conduct or workplace policies, or implicit in the accepted behaviour, reward systems and power structures of the workplace.

Individuals' values and cultural background affect the attitudes they bring with them to work, as well as their ability to understand and operate within the culture of a workplace.

The culture and values of both the individual and the work situation affect the ability of an individual to demonstrate and develop the behaviours required for success in work, and will influence expectations about the nature of specific Core Skills for Work, e.g. accepted ways of interacting, communicating and managing conflict in the work context.

External factors

Circumstances outside of the work context may have a significant influence on individuals' ability to successfully participate in work, their work performance overall and/or their capacity to develop and apply Core Skills for Work. External factors include health, transport, housing arrangements, family responsibilities, social networks and other personal circumstances. They also include broader environmental factors such as the economic climate and labour market conditions.

USING THE CSFW

The Performance Features

The detailed Performance Features describe the kinds of skills, knowledge and understandings that an individual might demonstrate when they are operating at a particular Stage of Performance in a particular Skill Area. They can be used to identify what stage an individual is at in their development at a particular point in time and in a particular context. This provides a basis for:

- articulating and building on an individual's current strengths
- focusing learning and development activities on any gaps in skills, knowledge or understanding
- providing a guide as to what individuals might do to continue their development in particular Skill Areas
- identifying the nature and degree of support required, and the types of practical experience and challenges that might facilitate further learning and development
- developing shared and realistic expectations about the appropriate Stage of Performance for an individual in a particular context and timeframe.

As the CSfW aims to be applicable across a broad range of diverse contexts, the Performance Features are deliberately generic. However, they can be customised for use in particular contexts by adding specific examples of what performance might look like in that context, or by changing the language of the Performance Features themselves. For example, one of the Performance Features from Skill Area 1b, work with roles, rights and protocols, says "Understands how own role meshes with others and contributes to broader work goals". Customising it for a particular context might involve specifying what the 'others' are (e.g. other roles in their organisation, or in their project team) and what the 'broader work goals' relate to (e.g. to their organisation, or to their field). A diagnostic tool might then also describe *how* they might demonstrate their understanding within the context (e.g. explain, identify, describe or do).

The Performance Features can also be used to inform the design of learning products (such as programs, curriculum, learning resources and diagnostic and self-assessment tools) and processes.

The Influencing Factors

Influencing Factors such as 'nature and degree of support', 'complexity of tasks' and 'level of autonomy' impact on performance, and play an important role in facilitating or inhibiting learning and development, as do opportunities for practice and reflection and for new experiences and challenges.

For example, a novice in Skill Area 1b, Recognise and respond to protocols, 'Working with roles, rights and protocols' who wishes to progress to advanced beginner in this Skills Area, may benefit from:

- opportunities for greater autonomy in decision-making in relation to some aspects of tasks
- opportunities to take on slightly more challenging tasks, with support available for questions or problems that might arise
- guidance in identifying and understanding implicit aspects of protocols, or to reflect on an experience when explicit protocols weren't met
- a specific training intervention to increase understanding of legal rights and responsibilities.

The Influencing Factors also provide a potential focus for specific learning and development activities and tools. For example, they could be used as a basis for developing activities and tools:

- to assist individuals to understand the cultural and value-based factors that may affect their work choices, to identify external factors that might need to be addressed in order to gain and maintain work, or to strengthen their self-belief and resilience
- to assist employers, trainers, educators and those who work with job seekers in identifying factors within their control that may be having a positive or negative impact on an individual's capacity to develop and demonstrate particular skills (e.g. nature and degree of support) and in considering the type and nature of tasks that may be appropriate for an individual to undertake at a particular stage of performance (e.g. level of complexity, level of autonomy).

PERFORMANCE FEATURES TABLES

The Performance Features tables describe the kinds of things that someone knows, understands and can do at each stage of the five stages of performance.

The descriptors for each of the ten Skill Areas are grouped together under Focus Areas specific to that Skill Area.

A definition of the Skill Area and list of key terms and concepts are provided prior to each Performance Features table.

1A. MANAGE CAREER AND WORK LIFE

Definition:

This Skill Area is about managing decisions throughout life about how, when and where to work. It involves the capacity to identify work and career options, to gain work or career advancement, and to undertake learning appropriate to work needs and goals.

Key terms and concepts:

Work – is activity involving mental and/or physical effort that is directed towards a specific purpose.

Work options – may relate to particular industries, fields or occupations, may be paid or unpaid and may be conducted under any type of work arrangement, including self- employment, casual, part or full-time employment, flexible or remote.

Work life – refers to decisions regarding the conditions under which a person works, such as role, responsibilities, hours, remuneration and other benefits, location, travel. A person's range of choices may be enhanced or restricted at any point in time by a range of factors.

Career – is the sequence and variety of occupations, including paid and unpaid work, which a person undertakes throughout a lifetime. Traditionally, the term was associated with paid employment and was likely to refer to a single occupation. However, now the term 'career' is seen as a continuous lifelong process involving work choices and associated learning that may cross occupations and draw on skills and knowledge developed in paid or voluntary work, or through family and community involvement and leisure activities.

Career Development – is an explicit process involving the decisions individuals make as they attempt to shape their work lives. It is a unique process for each individual, involving choices about occupations, roles, tasks and associated learning, sometimes with a specific goal in mind, and other times in response to unpredicted, unplanned events or chance encounters. It may involve the traditional concept of moving 'up' through a hierarchy of better paid and/or influential roles, but also decisions about which tasks to take on within a role or whether to move 'sideways' or 'down' in order to satisfy personal interests and needs, gain experience and develop or demonstrate expertise.

Factors influencing career and work life decisions – may include personal interests, values, goals and expectations, occupational or organisational goals, requirements and expectations, family, culture, community, school, socioeconomic circumstances, geographic location, the labour market, task or organisational arrangements such as child care availability, work from home options.

Techniques/strategies for seeking and applying for work – might include verbal or written enquiries, monitoring job vacancies and industry developments, accessing online job sites, approaching employment agencies, using written applications, completing job interviews, creating a professional online profile, establishing and using contacts and networks, using formal online channels such as professional networking sites, and informal channels such as social media sites and blogs.

Learning – includes all types of formal, non-formal and informal learning relevant to gaining, keeping and improving performance in a job. It includes structured education and training, on-the-job learning such as mentoring and job rotations, learning that occurs through reading, observation, practice and reflection within a work context or in non work settings, such as engagement in volunteer organisations and community activities.

Focus Areas	1 A Novice in managing career and work life:	2 An Advanced Beginner in managing career and work life:	3 A Capable performer in managing career and work life:	4 A Proficient performer in managing career and work life:	5 An Expert in managing career and work life:
Identify work options	Begins to recognise some personal skills, interests and preferences

May take some steps to access information and support in making career and work decisions

With assistance, identifies a limited range of work options directly related to present position or interests, or suitable to meet immediate needs

With assistance, identifies any specific qualifications, experience and/or skills needed and with encouragement, may take up formal training in a relevant area or take up a volunteer position to gain necessary experience

With assistance, identifies barriers to entry into chosen area and some strategies to address these

With encouragement, may seek formal training where required | Begins to develop some insights into personal goals, preferences and aptitudes relevant to work, based on some practical experience

Targets some specific occupations and work options, and takes some steps to identify required qualifications, skills and experience

Identifies and finds ways to address some factors that may be acting as barriers to gaining work and developing career

Seeks advice and guidance when unsure about what to do next or how to go about it | Draws on past experience to identify preferences, skills and aptitudes and preferred occupation or work roles

Attempts to take control of factors influencing personal career and work life decisions

Uses a systematic process for developing career, identifying and researching employment options and associated skill and qualification requirements

Develops career plans, identifies pathways, and takes some steps to address immediate barriers and skill gaps that are within own control

Recognises the value of advice, and seeks assistance for on-going career planning and development | Begins to broaden areas of interest and focus, seeking new challenges and recognising that expertise can be adapted and applied in diverse contexts

Recognises the complexity of factors influencing career decisions and career development *e.g. changes in life roles and goals, unpredicted events*

Regularly reviews current situation and future career and work options, developing strategies to address some factors that may limit choices, and accepting those that may be outside own control at a particular point in time

May intuitively identify a new opportunity, then seek advice from trusted advisors before making a decision | Keeps abreast of trends and issues, appreciating that the world of work is dynamic, with changing needs and priorities, and that career development is not a linear process that can be closely controlled

Operates from a broad, general career strategy reflecting a clear sense of personal values, interests, goals and priorities, challenging and revising career plans in response to actual or potential contextual and personal changes

Explores the potential to adjust own expectations, skills and knowledge to suit a role, or may develop a new role suited to expertise *e.g. launch a new venture*

May act intuitively to take advantage of a new option or adapt to unpredicted events |

Focus Areas	**1** A Novice in managing career and work life:	**2** An Advanced Beginner in managing career and work life:	**3** A Capable performer in managing career and work life:	**4** A Proficient performer in managing career and work life:	**5** An Expert in managing career and work life:
Gain work	With assistance, uses a limited set of strategies for identifying and applying for jobs e.g. *Jobsguide, career counsellor, simple resume template* Identifies some specific expectations associated with particular job (*e.g. appropriate personal presentation, skill set*) and may seek assistance to address these	Independently uses a small range of strategies for seeking work or career advancement Takes some steps to describe own skills, knowledge and experience in terms that address specific job criteria and considers how to present self appropriately	Uses a range of strategies and resources when identifying and applying for a new role Describes skills, knowledge and experience in relation to stated job requirements Takes some steps to find out more about a potential position and plans how to make a positive impression	Identifies and uses a broad range of strategies and resources to find and gain work and is beginning to utilise the power of personal contacts Researches potential work options in order to focus on key requirements, select relevant examples of past experience and maximise the impact of personal presentation	Applies and adapts a wide range of strategies and resources to identify and gain work, particularly through networks and contacts Tailors approaches and presentations to potential clients or employers to illustrate a strong understanding of and match with the nature and requirements of the role

Focus Areas	1 A Novice in managing career and work life:	2 An Advanced Beginner in managing career and work life:	3 A Capable performer in managing career and work life:	4 A Proficient performer in managing career and work life:	5 An Expert in managing career and work life:
Develop relevant skills and knowledge	Within a job role, may need encouragement to ask for additional assistance and guidance Participates in formal training requirements and skill development opportunities as required by others May seek new learning opportunities	Takes steps to develop skills, obtain qualifications and/or experience relevant to current or desired work role With encouragement, may seek feedback on work performance from a trusted source	Develops skills and knowledge related to current role through sharing and reflecting on practical experience and feedback and through formal training Begins to recognise the importance of on-going learning and may initiate and implement a formal learning plan aligned with career goals, or utilise established work based programs May begin to use reflection on experience as a way of identifying transferable principles and concepts May actively seek feedback as a source of insight into strengths and areas for improvement	Recognises the importance of developing both technical and non-technical skills and of learning from feedback and self-reflection Formally reflects on performance as an integral part of own development *e.g. through keeping a journal, sharing with peers, coaching or mentoring sessions and feedback from others* Identifies transferable principles and concepts Sets own learning challenges, using formal and informal opportunities to develop knowledge, skills and insight	Treats every activity as a source of insights and reflects on performance as an integral part of work life, using a range of formal and informal processes Actively seeks feedback from a wide range of sources Identifies innovative ways of developing and sharing skills and knowledge with others

1B. WORK WITH ROLES, RIGHTS AND PROTOCOLS

Definition:

This Skill Area is about understanding work roles and workplace rights and expectations. It involves the capacity to identify and manage responsibilities, recognise and respond to legal rights and responsibilities, and to recognise and respond to expectations and accepted practices of work situations.

Key terms and concepts:

Role – refers not only to a group of tasks and responsibilities related to a particular position in a work situation, but also the sense of purpose and patterns of behaviour that a person brings to it. For example, a person might have a job description that stipulates that they are responsible for a series of tasks, but they may also see themselves as playing a leadership role, which involves behaving in certain ways.

Responsibilities – refers to the duties associated with a work role and the degree of autonomy to determine what is done, with whom, by when and by what means.

Legal rights and responsibilities – as stipulated in legislation and regulations related to conditions of employment, equal opportunity and discrimination, safe work practices etc.

Protocols – the rules, procedures, common practices or expectations governing behaviour in a work situation. Protocols may be explicit, such as those detailed in policy and procedure manuals, or implicit, such those arising from the cultures and customs of different work contexts.

Sources of support – may include supervisors, peers, work colleagues, policy and procedure manuals, training and development activities, online and external information sources, external expertise and networks.

Focus Areas	**1** A Novice in working with roles, rights and protocols:	**2** An Advanced Beginner in working with roles, rights and protocols:	**3** A Capable performer in working with roles, rights and protocols:	**4** A Proficient performer in working with roles, rights and protocols:	**5** An Expert in working with roles, rights and protocols:
Work with roles and responsibilities	May need guidance to identify the tasks and responsibilities associated with own role Follows instructions to complete a limited set of well-defined tasks that may involve some limited and clearly defined areas of personal responsibility Attempts to follow directions on the scope of responsibility within the role and begins to recognise when to involve others *e.g. supervisor*	Understands main tasks, responsibilities and boundaries of own role May take some responsibility for decisions regarding when and how to complete tasks, co-ordinate with or delegate to others	Understands the nature and purpose of own role and associated responsibilities, and how it contributes to the work of others in the immediate work context Takes responsibility for decisions about when and how to complete tasks and coordinate with others Feels personal ownership of outcomes	Understands how own role meshes with others and contributes to broader work goals Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes May reflect on designation of roles and responsibilities and identify changes that would improve collective outcomes	Considers own role in terms of its contribution to broader goals of the work environment *(eg. goals of an organisation or a field/industry)* and adapts and renegotiates role and responsibilities when this has the potential to increase effectiveness Is highly autonomous, taking responsibility and ownership for most or all aspects of own work, intuitively recognising and managing factors that may affect achievement of outcomes

Focus Areas	**1** A Novice in working with roles, rights and protocols:	**2** An Advanced Beginner in working with roles, rights and protocols:	**3** A Capable performer in working with roles, rights and protocols:	**4** A Proficient performer in working with roles, rights and protocols:	**5** An Expert in working with roles, rights and protocols:
Operate within legal rights and responsibilities	With guidance, identifies main legal rights and responsibilities and some practical implications for own role, *e.g. health and safety requirements, award agreement* May need encouragement to seek support if problems arise	Understands own rights in the immediate work context Takes some personal responsibility for adherence to legal and regulatory requirements and seeks clarification or other assistance when required	Understands own rights and raises issues if these are not respected Appreciates the implications of legal and regulatory responsibilities related to own work, and is beginning to recognise some general legal principles applicable across work contexts Takes personal responsibility for adherence to legal/regulatory responsibilities relevant to own work context, and draws attention to any issues that may affect self or others	Understands own legal rights and responsibilities and is extending understanding of general legal principles applicable across work contexts Keeps up to date on changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking work May recognise problems that have the potential to become legal issues and takes steps to address them before they escalate	Monitors adherence to legal and regulatory rights and responsibilities for self and possibly others May develop and implement strategies to raise awareness and change behaviours that might undermine rights and responsibilities *e.g. ways of achieving equal opportunity, improving safety*

Focus Areas	**1** A Novice in working with roles, rights and protocols:	**2** An Advanced Beginner in working with roles, rights and protocols:	**3** A Capable performer in working with roles, rights and protocols:	**4** A Proficient performer in working with roles, rights and protocols:	**5** An Expert in working with roles, rights and protocols:
Recognise and respond to protocols	Begins to recognises that different organisations have expectations and rules related to how work is to be done and to personal conduct Focuses on meeting a limited range of explicit protocols *e.g. attendance, dress code, safety* May need encouragement to ask for clarification when unsure of what to do	Generally follows the explicit protocols immediately related to role Begins to recognise implicit expectations and takes some steps to meet these	Recognises and follows explicit and implicit protocols and meets expectations associated with own role Seeks advice about procedures and expectations when taking on new tasks or roles	Recognises and responds to both explicit and implicit protocols within familiar work contexts and appreciates the importance of identifying and responding to protocols in new situations May seek to make implicit protocols and expectations more explicit, and may challenge those that appear to work against effective outcomes, or do not reflect stated values	Recognises protocols that must be respected and maintained, and identifies those that may no longer be serving a useful purpose Knows when and how to challenge some protocols to better align with organisational or personal goals and values and achieve outcomes more efficiently and effectively

2A. COMMUNICATE FOR WORK

Definition:

This Skill Area is about using communication skills to achieve work outcomes. It involves the capacity to recognise communication protocols and etiquette, use communication systems and processes, understand messages and get messages across to others.

Key terms and concepts:

Language – in its broadest sense, language involves the words, verbal structures and gestures used to convey or understand meaning. It also includes visual communication skills, including Australian Sign Language (AUSLAN).

Communication practices and protocols – refer to the explicit and implicit 'rules' or conventions that govern communication in different settings and with different people. For example, there may be protocols surrounding what and how to communicate with those in a position of authority, or with people from a particular cultural background. There may also be implicit social conventions about the kind of language that is expected and considered acceptable in different circumstances. These practices and protocols have a strong influence on the choices an individual makes when communicating such as choice of vocabulary, tone, non-verbal behaviour. They may also influence how others interpret those choices e.g. as interested, respectful, rude, persuasive, assertive, aggressive.

Message – is used broadly to refer to any work related unit of communication, and may be oral, written or visual. Messages contain information, news, advice, requests etc and may be captured in many different ways e.g. written documents, plans, verbal instructions, diagrams. Visual and sensory messages are transmitted and received through actions such as a raised eyebrow, a smile or a handshake. Messages may carry both explicit and implicit meanings, themes and ideas, and may be interpreted in different ways by different people.

Communication channel – the route of a message through one or more of three broad media – written, spoken and non verbal e.g. face to face interaction, print or broadcast (electronic) media.

Mode – is the choice of communication method e.g. spoken, written, visual; formal, informal.

Vocational vocabulary – refers to the language of a particular field of work. This includes specific technical terminology, but also words and phrases that carry specific meanings within that field e.g. the term 'cookie' carries a different meaning for a lighting rigger, a baker and an IT worker.

Focus Areas	**1** A Novice in communicating for work:	**2** An Advanced Beginner in communicating for work:	**3** A Capable performer in communicating for work:	**4** A Proficient performer in communicating for work:	**5** An Expert in communicating for work:
Respond to communication systems, practices and protocols	Attempts to follow instructions regarding what to communicate, with whom and how Demonstrates some awareness of the differences between work related and social communication and some understanding of accepted communication conventions in a work context	Generally understands what to communicate, with whom and how in highly familiar, routine work situations Identifies, and takes steps to follow, accepted communication practices and protocols in immediate work context *e.g. ways of communicating with those in authority*	Understands what to communicate, with whom and how in routine work situations, and is learning how to identify the requirements of less familiar contexts Selects and uses the appropriate conventions and protocols when communicating in a range of familiar work contexts	Recognises and applies the protocols governing what to communicate, with whom and how in a range of work contexts Seeks opportunities to extend and apply understanding beyond own role, and has strategies for determining the requirements of new situations Begins to recognise the implications of implicit rules that govern who communicates with whom, how and for what purpose, including those associated with power and status Selects appropriate communication protocols and conventions in a broad range of work contexts, with a growing awareness of the sometimes subtle impacts of choices made	Demonstrates a finely nuanced understanding of what to communicate, with whom and how in a broad range of work contexts Is highly sensitive to the impact of explicit and implicit communication practices and protocols, and pays close attention to the subtleties of every situation Masterfully manipulates communication systems, processes and practices, selecting, using and adapting them for maximum impact

Focus Areas	1 A Novice in communicating for work:	2 An Advanced Beginner in communicating for work:	3 A Capable performer in communicating for work:	4 A Proficient performer in communicating for work:	5 An Expert in communicating for work:
Speak and listen	Observes, listens and, with encouragement, may contribute to conversations directly relevant to own role Begins to use appropriate language, tone and non-verbal behaviours during interactions in the immediate work context May use simple 'scripts' developed by others for routine task related interactions e.g. greeting a client, answering a phone	Participates in routine conversations directly relevant to role, responding and contributing in ways that are generally appropriate in the context Generally uses language, tone and non-verbal behaviours considered appropriate in the context May begin to personalise approaches to routine task related interactions	Initiates and contributes to a range of formal and informal conversations relevant to role, responding, explaining, clarifying and expanding on ideas and information as required Listens for required information and asks clarifying questions Pays some attention to the needs and responses of other participants, making some adjustments to language, vocabulary, tone and style as required Personalises approaches to routine task related interactions	Participates in complex formal and informal conversations relevant to own role, initiating and taking the lead where appropriate Uses active listening, observational and questioning techniques in order to identify different perspectives and confirm, clarify or revise understanding Adapts content, emphasis, tone, language, vocabulary and non-verbal behaviours as required to build rapport or repair misunderstanding	Initiates, participates and/or takes the lead in complex conversations, establishing rapport, encouraging contributions, eliciting ideas and information, clarifying, summarising and building constructively on the input of others Uses highly developed listening, observational and questioning skills to understand others' perspectives and clarify, explore, extend and repair meaning

Focus Areas	1 A Novice in communicating for work:	2 An Advanced Beginner in communicating for work:	3 A Capable performer in communicating for work:	4 A Proficient performer in communicating for work:	5 An Expert in communicating for work:
Understand, interpret and act	Identifies and responds to some relevant information from communications associated with familiar aspects of role e.g. requests, directions With encouragement, may ask questions to seek information or clarify instructions	Identifies the main information from oral and written communication, and generally responds appropriately Asks some questions to clarify understanding, or seek further information Responds appropriately to routine requests for information	Recognises the purpose of various communications directly relevant to own role Accurately identifies relevant information from routine written and oral messages and from exchanges and from written documents Seeks clarification when meanings and intended actions are obviously open to interpretation Provides relevant information to others as required	Considers the purpose and possible actions to be taken as a result of any work related communication Identifies relevant information and ideas from a range of messages and oral and written exchanges, paying some attention to the meanings attached to the choice of form, channel and wording Begins to recognise how personal, social and cultural factors may influence people's understanding of any communication, and is learning to question own interpretation and seek clarification where required	Clarifies the purpose and possible actions to be taken as a result of any work related communication, recognising that effective communication is always a means to an end Recognises that all communication is an interactive process of meaning making, and that all exchanges carry explicit and implicit meanings whose interpretation is influenced by the perceptions of those involved, and by a complex array of social and cultural factors Pays close attention to understanding explicit and hidden meanings, routinely seeking clarification where misinterpretation might create issues

Focus Areas	1 A Novice in communicating for work:	2 An Advanced Beginner in communicating for work:	3 A Capable performer in communicating for work:	4 A Proficient performer in communicating for work:	5 An Expert in communicating for work:
Get the message across	Begins to use some routine forms of written communication relevant to immediate work role with a limited awareness of requirements and expectations e.g. main information required May follow scripts or use templates for routine communication tasks e.g. standard email formats, incident reports Is aware that some language used in the workplace is specific to the job	Selects from small range of communication modes, forms and channels to meet a specific purpose within the immediate work environment Constructs a message with some understanding of purpose, audience needs and expectations, Generally uses appropriate vocabulary, including technical language directly relevant to role	Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role Takes some steps to vary content, structure, style, tone and vocabulary to suit the needs of familiar audiences and/or to achieve a desired outcome e.g. to persuade, to gain assistance Uses appropriate vocabulary, including technical language relevant to role and context	Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience and monitoring impact Demonstrates an increasing capacity to manipulate oral, visual and/or written formats to achieve a specific purpose (e.g. to gain funding, convey an idea, present a plan), with full command of vocabulary relevant to the context	Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals Intuitively tailors every communication to achieve its purpose, demonstrating a sophisticated understanding of the needs, interests, issues and priorities of each audience Pays close attention to the selection of aspects such as mode, channel and form, recognising the ways in which they may influence interpretation of a message and appreciating the subtleties of each e.g. understands how choice of the communication form itself communicates something, or that staying silent can sometimes be the most effective option

2B. CONNECT AND WORK WITH OTHERS

Definition:

This Skill Area is about building the work-related relationships needed to achieve an outcome within a workgroup, or achieve goals through team based collaborations. It involves the capacity to understand others and build rapport, which in turn involves understanding one's own values, goals, expectations and emotions, and making choices about regulating one's own behaviour, taking the needs of others, and the often implicit social rules of the context, into account.

Key terms and concepts:

Interacting – acting towards others or with others in order to get the work done. The focus in the CSfW is on social and work related interactions involving direct contact with people within a work context generally and within a workgroup or team specifically.

Co-operate – to assist someone or comply with their requests.

Collaborate – to work jointly towards the same end.

Interpersonal skills – the capacity to use specific forms of behaviour in face-to-face or virtual interactions, to bring about a desired state of affairs.

Rapport – a relationship of mutual understanding and trust in which those involved feel comfortable and accepted.

Empathy – the capacity to identify with, and understand, another's situation, feelings, and motives.

Workgroup – a group of people with individual roles, responsibilities, tasks and accountability who come together to share information and perspectives and who may collaborate to achieve outcomes

Team – a highly sophisticated form of workgroup made up of a small number of people with complementary knowledge and skills who are committed to a common purpose and approach for which they hold themselves mutually accountable. An effective team focuses explicitly on building and maintaining understanding and trust, and designs and manages the processes that support effective interaction.

Working relationship – a relationship with a colleague, employer or employee. In a *positive working relationship*, those involved are on good terms and usually feel some personal compatibility based on values, beliefs and interests. In an *effective working relationship*, those involved understand and respect each other's values, perspectives and skills, and work together to achieve outcomes without necessarily feeling closely compatible on a personal level.

PERFORMANCE FEATURES TABLE 2B – CONNECT AND WORK WITH OTHERS

Focus Areas	1 A Novice in connecting and working with others:	2 An Advanced Beginner in connecting and working with others:	3 A Capable performer in connecting and working with others:	4 A Proficient performer in connecting and working with others:	5 An Expert in connecting and working with others:
Understand self	With assistance, begins to recognise some personal strengths and challenges associated with interacting with others in work contexts With guidance, is becoming aware of some of the impacts of own emotions and behaviours on others in a work setting	With assistance, begins to recognise how personal values and beliefs align with, or differ from those of others in specific work contexts Recognises some personal strengths and challenges associated with interacting with others in work contexts Begins to recognise some ways in which own emotions may impact on personal behaviour and attempts to manage responses to particular situations and people Is developing an awareness of the impact of own emotions and behaviours on others	Recognises how personal values and beliefs align with, or differ from those of others in specific work contexts and ways in which this can affect own responses to others Recognises some strengths and weaknesses of own interpersonal skills in work contexts and may identify one or more areas to develop Recognises some triggers for specific emotions and ways in which these emotions are reflected in behaviour, and uses a small set of strategies to moderate aspects that may cause problems for others May seek guidance and training in specific areas	Reflects on personal values, beliefs and assumptions and considers how these might be perceived by others Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development Begins to seek feedback about own behaviour from others, and is learning how to moderate own reactions when this feedback challenges self perceptions Identifies key triggers for specific emotions and behaviours, and uses a range of strategies to moderate responses that cause unnecessary problems for others Pays close attention to those with highly developed interpersonal skills, consciously learning from what they say, how they say it and what they do when interacting with others, particularly in potentially difficult situations	Sets time aside for self reflection, recognising personal strengths and limitations and exploring beliefs and assumptions about own behaviour and that of others Identifies and addresses areas of need, monitoring progress by observing the reactions of others and seeking explicit feedback Recognises that responses to events and other peoples are a choice and actively monitors and seeks to regulate own reactions, particularly where these involve anger, fear and frustration Seeks expert advice and skills training where required

Focus Areas	1 A Novice in connecting and working with others:	2 An Advanced Beginner in connecting and working with others:	3 A Capable performer in connecting and working with others:	4 A Proficient performer in connecting and working with others:	5 An Expert in connecting and working with others:
Build rapport	With encouragement, attempts to establish a connection with one or two people in immediate work context e.g. *may smile, introduce self to immediate peers, respond to acknowledgement from others* May respond to advice about accepted ways of interacting in the immediate work context	Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport e.g. *adapts tone, content and language to reflect that used by others*	Uses a range of strategies to establish a sense of connection with others e.g. *looks for common ground, makes casual conversation around a topic of interest to the other party* Pays attention to the behaviour of others, interpreting a broad range of verbal and non verbal signals, and asking some questions to help understand others' thoughts and feelings Begins to recognise and accommodate individual differences of perspective and priority Monitors responses from others, and may adjust aspects of own behaviour	Recognises the importance of building rapport in order to establish effective working relationships Looks for ways of establishing connections and building genuine understanding with a diverse range of people e.g. *makes a habit of remembering names and other personal details, shares own personal information* Recognises and values individual differences, seeking to better understand other perspectives and judging when it is appropriate to modify own behaviour to create stronger rapport e.g. *picks up non-verbal signals that someone is uncomfortable and changes content, tone, language or speed of delivery*	Invests time and energy in building rapport with others as an integral part of all work based interactions Draws on a small set of governing principles learnt through experience e.g. *listen more than talk, genuinely try to understand what the situation looks like to someone else* Uses non verbal behaviour effectively to put others at ease, taking account of cultural differences where appropriate e.g. *mirrors and matches tone and body language* Acknowledges the needs and points of view of others and modifies own behaviour where it will help to build rapport without compromising own core values and principles

Focus Areas	1 A Novice in connecting and working with others:	2 An Advanced Beginner in connecting and working with others:	3 A Capable performer in connecting and working with others:	4 A Proficient performer in connecting and working with others:	5 An Expert in connecting and working with others:
Cooperate and collaborate *continued over page*	Responds to clear requests May contribute to workgroup processes when invited to do so, recognising and following some basic conventions of social interactions *e.g. turn taking* Identifies one or two people to ask for help	Seeks to cooperate with others to achieve results in immediate work context *e.g. complies with requests, offers assistance with familiar tasks* Is learning to contribute to specific activities requiring joint responsibility and accountability Contributes to workgroup discussions, recognising and following accepted conventions of social interaction Is beginning to recognise who best to go to when things are not working as expected	Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability Plays an active role in workgroup discussions, paying some attention to the perspectives of others Takes responsibility for meeting commitments to others *e.g. Keeps others informed of progress, meets agreed deadlines, discusses problems and seeks help when required* Is learning to look for the strengths in others Recognises and avoids some of the behaviours that undermine effective interpersonal and group interaction *e. g. malicious gossip*	Demonstrates an increasing awareness of the interplay of factors involved in any group interaction *e.g. work and personal goals, culture, age, gender, expectations, emotional needs and behaviours* Seeks to enhance own performance in work groups and teams, recognising that this requires focused effort and specific skills Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion Looks for the strengths in others and finds ways to work with, and build on these, sharing own knowledge and experience freely	Invests considerable time and energy in building and maintaining effective working relationships within and beyond immediate work context, recognising and intuitively responding to the subtle and complex mix of factors at play in every interaction Fosters a collaborative culture within own sphere of influence, facilitating a sense of commitment and cohesion, and highlighting and using the strengths of those involved Plays a lead role in situations requiring effective collaborative, demonstrating high level influencing skills, focusing and shaping awareness, and engaging and motivating others, including those who are geographically dispersed

Focus Areas	1 A Novice in connecting and working with others:	2 An Advanced Beginner in connecting and working with others:	3 A Capable performer in connecting and working with others:	4 A Proficient performer in connecting and working with others:	5 An Expert in connecting and working with others:
Cooperate and collaborate *continued*			Shares information and resources, offers assistance voluntarily and provides feedback on others' work when requested Begins to recognise that there are different kinds of working relationships that can serve different purposes Begins to form connections with others who can contribute to effective work outcomes e.g. *Cultivates a small informal network of people who may be able to provide advice or influence the progress of specific tasks*	Avoids behaviours that undermine effective interpersonal and group interaction and group cohesion e.g. *private criticism of group decisions, breaking a confidence* Is learning to provide feedback to others in forms they can engage with and respond to e.g. *providing specific information rather than blanket positive or negative statements* Begins to cultivate relationships with people with the knowledge, skills and influence to get things done or provide support, building formal and informal networks within and beyond immediate work context e.g. *joins a professional association, union, or community of practice*	Shares knowledge, experience information and resources with others as an integral part of work relationships Provides feedback to others in forms they can understand and use e.g. *specific and actionable* Actively builds formal and informal networks to include key people/ communities with expert skills, knowledge, connections and decision making power

2C. RECOGNISE AND UTILISE DIVERSE PERSPECTIVES

Definition:

This Skill Area is about the capacity to recognise and respond to differing values, beliefs and behaviours, to draw on diverse perspectives for work purposes and to manage conflict when it arises.

Key terms and concepts:

Perspectives – points of view, particular attitudes towards, or ways of regarding something.

Difference – the state or condition of being dissimilar.

Diversity – exhibiting variety or difference. In work contexts, the term 'diversity' is used to collectively describe differences based on gender, ethnic, sexual orientation, religious or cultural background, age, physical ability, beliefs and personal preferences.

PERFORMANCE FEATURES TABLE 2C – RECOGNISE AND UTILISE DIVERSE PERSPECTIVES

Focus Areas	A Novice in recognising and utilising diverse perspectives: 1	An Advanced Beginner in recognising and utilising diverse perspectives: 2	A Capable performer in recognising and utilising diverse perspectives: 3	A Proficient performer in recognising and utilising diverse perspectives: 4	An Expert in recognising and utilising diverse perspectives: 5
Recognise different perspectives	Demonstrates some awareness that the values, beliefs and behaviours of other people may differ from own Recognises some common cultural barriers to interaction in the immediate work context With support, attempts to follow some legal requirements and/or organisational protocols related to diversity	Begins to recognise how some personal values and beliefs align with, or differ from those of others in the immediate work context, and may consider how this impacts on interactions and work performance Recognises some common cultural barriers to interaction in the immediate work context, Generally adheres to legal requirements and protocols related to diversity and difference, and with guidance, may consider the concepts behind them	Identifies and articulates some personal values, beliefs and behaviours and explores the implications of different perspectives in work contexts Demonstrates some understanding of the impact of cultural background and personal experience on own behaviour and that of others, and is beginning to recognise the benefits of drawing on different perspectives Observe legal and organisational requirements and protocols for responding to diversity	Actively articulates personal values and beliefs, considering how these were formed and how they influence work related interactions and relationships Recognises the value that different perspectives can bring to the work situation, and seeks to better understand forms of diversity relevant to the work context *(e.g. ethnic, religious, gender, age, socio-economic)* and their potential impacts Promotes better understanding of different values and beliefs, and may question practices that stifle different perspectives or inhibit the expression of different values and practices	Seeks to understand the unique combination of values, beliefs, knowledge, understandings and perspectives that others bring to the work context Challenges the status quo if required to ensure that diversity is respected and that different perspectives are utilised

Focus Areas	1 A Novice in recognising and utilising diverse perspectives:	2 An Advanced Beginner in recognising and utilising diverse perspectives:	3 A Capable performer in recognising and utilising diverse perspectives:	4 A Proficient performer in recognising and utilising diverse perspectives:	5 An Expert in recognising and utilising diverse perspectives:
Respond to and utilise diverse perspectives	With support, is beginning to manage own reactions to different values, beliefs, ideas and opinions	Uses a limited range of strategies for managing own reactions to different values, beliefs, ideas and opinions May make some adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others	Is beginning to listen and ask questions in order to better understand the beliefs, ideas and opinions of others, particularly when differences of perspective impact on work role Makes some adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others May seek, and take into account, some different perspectives when deciding on a course of action	Actively seeks to identify the perspectives of others as part of work role e.g. asks clarifying questions, tries to see the world through another's eyes Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others Routinely seeks broad input into problem solving and decision making, and is developing specific strategies to encourage sharing of ideas and different perspectives	Articulates and explores own and others' values, beliefs and assumptions as an integral part of identifying drivers and barriers to change, developing new ideas, addressing problems and making decisions Intuitively adapts personal communication style where appropriate to respect the values, beliefs and cultural expectations of others Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes

Focus Areas	1 A Novice in recognising and utilising diverse perspectives:	2 An Advanced Beginner in recognising and utilising diverse perspectives:	3 A Capable performer in recognising and utilising diverse perspectives:	4 A Proficient performer in recognising and utilising diverse perspectives:	5 An Expert in recognising and utilising diverse perspectives:
Manage conflict *Continued over page*	With guidance, may identify some of the impacts of own emotions and behaviours on others in a work setting that lead to conflict Draws on a limited set of strategies for dealing with conflict when it arises *e.g. ignore, retreat, respond aggressively* With encouragement, may seek support from peers or assistance from supervisor when dealing with conflict	With assistance, begins to recognise some ways in which own behaviour may contribute to conflict in the immediate work context Attempts to manage own responses to particular situations and people, and makes some attempt to resolve issues that arise Seeks support from supervisor or peers if own efforts fail	Acknowledges when own reactions to different perspectives may undermine working relationships and contribute to conflict Recognises some triggers for specific emotions and ways in which these emotions are reflected in behaviour, and uses a small set of strategies to moderate aspects that may initiate or escalate conflict When opinions differ, attempts to reach agreement with some consideration of the perspectives of others When unable to resolve a major conflict, seeks advice and assistance in accordance with workplace protocols	Reflects on personal reactions to perspectives and behaviours that may undermine work relationships and contribute to conflict Identifies key triggers for specific emotions and behaviours, and uses a range of strategies to moderate responses that may initiate or escalate conflict Is developing strategies for raising and discussing potentially contentious issues with others, and is learning to resist blaming or becoming defensive when others explain their perspective and feelings Listens closely and asks questions in order to clarify concerns and needs and identify the root problem	Intuitively recognises potential for conflict and takes steps to stop an issue from escalating *e.g. raises potentially contentious and divisive topics in a way that makes them discussable* Seeks to establish a climate in which it is possible to clarify and share the real needs and issues e.g. *Seeks to establish a shared understanding of the situation based on valid information, articulates assumptions, acknowledges own feelings and respects those of others, remains open and honest without becoming defensive*

Focus Areas	**1** A Novice in recognising and utilising diverse perspectives:	**2** An Advanced Beginner in recognising and utilising diverse perspectives:	**3** A Capable performer in recognising and utilising diverse perspectives:	**4** A Proficient performer in recognising and utilising diverse perspectives:	**5** An Expert in recognising and utilising diverse perspectives:
Manage conflict *Continued*				Recognises the importance of joint ownership of the process and outcomes and tries to identify common ground, shared goals, and agreement on the best course of action Seeks specialist advice when required Reflects on conflict resolution process and outcomes in order to improve skills and understanding	Confronts problems quickly and directly, engaging with other party to reach agreement on a course of action that satisfies relevant needs and interests Sees conflict resolution as a joint enterprise, and uses a range of strategies to facilitate an interdependent approach with shared responsibility for the solution, plan of action and consequences

3A. PLAN AND ORGANISE

Definition:

This Skill Area is about identifying and completing the steps needed to undertake tasks and manage workloads. This involves the capacity to organise self and information, plan and implement tasks, and plan and organise workloads.

Key terms and concepts:

Workload – the amount of work assigned to or expected from someone in a specified time period. Individuals will have different degrees of input into, and control over, decisions regarding what needs to be achieved, by when, with whom, and by what means.

Work-life balance – in its broadest sense, refers to the balance between various aspects of an individual's life, including work, family, friends and leisure activities. It differs from one person to the next, depending on personal values, goals, priorities and needs at any point in time, and is subject to change in response to changes in circumstances.

Focus Areas	1 A Novice in planning and organising:	2 An Advanced Beginner in planning and organising:	3 A Capable performer in planning and organising:	4 A Proficient performer in planning and organising:	5 An Expert in planning and organising:
Plan and organise workload and commitments *Continued over page*	Follows clear simple instructions provided by others regarding what to do, with whom and by when With assistance, uses one or two strategies to keep track of work and personal commitments *e.g. a diary or notebook* With encouragement, may alert others if unable to meet commitments as agreed	Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing May coordinate some aspects of work with others in immediate work context Uses a small set of personal and organisation based systems for organising time and commitments *e.g. to do lists, electronic scheduler* When unable to meet commitments as agreed, or when circumstances change, is beginning seek guidance on setting new priorities and timeframes	Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency, and considering how to link with the work of others Organises and prioritises work and personal commitments, with some sense of what is achievable in a timeframe Reacts to unplanned events by adding them to the list, and working longer and harder to meet commitments May alert others and seek to adjust activities or deadlines if expectations create unnecessary stress Is beginning to establish boundaries when negotiating tasks and workloads with others	Takes responsibility for own workload, negotiating some key aspects with others *e.g. goals, how to work, where to work, with whom and by when* Monitors impact of workload on work outcomes, and is learning to recognise and address workload issues that may compromise health, safety, and personal work-life balance Acknowledges the potentially competing demands of individual and collective responsibility for outcomes, and finds ways to maintain a balance between own and others' needs and those of the work context *e.g. says 'no' when required*	Takes responsibility for defining key aspects of own workload, balancing own needs and priorities with those of the work group Organises time and effort around priorities and results, focusing beyond immediate tasks to consider aspects such as building and maintaining working relationship Monitors workload in terms of personal and stakeholder goals and outcomes, adjusting or renegotiating priorities and plans as required Pays close attention to work-life demands and priorities, recognising warning signs and making changes to ensure commitments do not become unmanageable

Focus Areas	1 A Novice in planning and organising:	2 An Advanced Beginner in planning and organising:	3 A Capable performer in planning and organising:	4 A Proficient performer in planning and organising:	5 An Expert in planning and organising:
Plan and organise workload and commitments *Continued*				Recognises personal strengths and limitations in regard to prioritising use of time and energy, and is developing some strategies to improve effectiveness and reduce unnecessary stress Reassesses priorities when circumstances change, and is learning to resist knee jerk reactions to unplanned events	Responds flexibly to changing circumstances, maintaining a focus on goals, avoiding knee jerk reactions to unplanned events and managing the assumptions and expectations of others
Plan and implement tasks *Continued over page*	Follows pre-determined, sequenced plans for tasks with more than one step Begins to identify and assembles the resources required May seek guidance when plans are interrupted or resources are not available	With assistance, determines priorities and sequences the steps involved in clearly defined, familiar tasks and identifies and assembles the resources required Seeks assistance to reset priorities following disruptions, or when resources are not available With encouragement, may seek advice when results are not as anticipated	Plans a range of routine, and some non-routine, tasks, accepting stated goals and aiming to achieve them efficiently Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps, reflecting some awareness of time and resource constraints and the needs of others in the immediate vicinity Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues	Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer term operational and strategic goals Begins to recognise the importance of other stakeholders throughout the process and is learning to clarify goals and proposed methodology with others, maintain communication and manage expectations and understanding Monitors actions against stated goals, adjusting plans and resources to cope with contingencies	Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands Recognises the critical importance of clarifying, focusing and aligning goals and expectations, and may use the process to build ownership of, and broad commitment to achieving outcomes Uses a mix of intuitive and formal processes to identify key information and issues, evaluate alternative strategies, anticipate consequences and consider implementation issues and contingencies

Focus Areas	1 A Novice in planning and organising:	2 An Advanced Beginner in planning and organising:	3 A Capable performer in planning and organising:	4 A Proficient performer in planning and organising:	5 An Expert in planning and organising:
Plan and implement tasks *Continued*			Seeks assistance from more experienced colleagues as required May use ICT based systems and programs to assist with planning, implementing and tracking progress Assesses effectiveness in terms of how well stated goals were achieved and how closely the process followed the original plan and timeframes	Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and risks, identify and evaluate alternative strategies and resources Sequences and schedules complex activities, monitors implementation and manages relevant communication *e.g. formal project management processes and associated technology* Reflects on outcomes and feedback from others in order to identify general principles and concepts that may be applicable in new situations Recognises the need for flexibility and is learning how to adjust or even abandon plans as circumstances and priorities change	May operate from a broad conceptual plan, developing the operational detail in stages, regularly reviewing priorities and performance during implementation, identifying and addressing issues and reallocating resources Skilfully utilises existing structures and systems to coordinate activity, or designs new processes as required Focuses effort on what is most important, delegating to others as required, managing interruptions, recognising potential issues and taking quick action to identify and resolve problems Gathers data and seeks feedback from others to gain new perspectives and identify ways to strengthen planning processes in the future

3B. MAKE DECISIONS

Definition:

This Skill Area is about making a choice from a range of possibilities. It involves the capacity to use different decision-making approaches and to reflect on the outcomes of decisions.

Key terms and concepts:

Decisions – are required in many different circumstances, ranging from simple, highly predictable situations with a limited range of options, to highly complex, unpredictable situations with many possible options. Some decisions can and/or must be made quickly, with limited time for exploration while others allow for more extensive consideration. While most approaches to the development of decision making skills focus on formal, systematic processes, in reality, most decisions are made unconsciously or intuitively. Although closely associated with problem solving, decisions are also required when a change of any kind is being considered, even if there is no obvious problem involved.

Take the initiative – the ability to make decisions and take action without waiting to be told what to do.

Focus Areas	1 — A Novice in decision making:	2 — An Advanced Beginner in decision making:	3 — A Capable performer in decision making:	4 — A Proficient performer in decision making:	5 — An Expert in decision making:
Establish decision making scope	Takes responsibility for a limited range of low-impact decisions relevant to immediate tasks	Takes responsibility for routine low-impact decisions within familiar situations	Takes responsibility for the outcomes of routine decisions related directly to own role Is beginning to take the initiative for making decisions in non-routine situations Actively contributes to group/team decision-making when required	Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account *e.g. time, availability of information, divergent perspectives* Considers whether, and how, others should be involved, often using consultative or collaborative processes as an integral part of the decision-making process	Takes responsibility for high impact decisions in complex situations involving many variables and constraints Pays close attention to the involvement of others in the decision making process, judging when and where to make a unilateral decision, consult with others or collaborate to reach consensus
Review impact	With guidance, may reflect on the impact of a decision that may not have achieved the desired outcome.	With guidance, may reflect on outcomes and identify the features of an effective or ineffective decision in a particular situation	Evaluates effectiveness of decisions in terms of how well they meet stated goals	Uses each experience to reflect on the ways in which variables impact on decision outcomes, and to gain insights into what constitutes 'good' judgement and an effective decision in different contexts	Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations

■ **PERFORMANCE FEATURES TABLE 3B – MAKE DECISIONS (Continued)**

Focus Areas	**1** A Novice in decision making:	**2** An Advanced Beginner in decision making:	**3** A Capable performer in decision making:	**4** A Proficient performer in decision making:	**5** An Expert in decision making:
Apply decision-making processes	Follows clear, step by step verbal instructions or written procedures for routine decisions directly relevant to own role, selecting from a limited number of pre-determined options May need encouragement to seek assistance when faced with decisions involving issues not clearly covered by guidelines	Selects from a range of pre-determined options in routine situations, identifying and taking some situational factors into account Usually seeks input and advice when decisions involve unfamiliar issues or are not clearly covered by guidelines	Automatically implements standard procedures for routine decisions In more complex, non routine situations, uses a formal decision-making process with support, setting or clarifying goals, gathering information, and identifying and evaluating several choices against a limited set of criteria	Makes decisions quickly and intuitively in familiar situations requiring immediate attention, drawing on past experience to identify key variables, consider possible implications of different courses of action and determine the best course of action Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria Considers alignment with values and principles in decision-making processes and is learning to recognise and manage ethical issues Seeks advice, feedback and support as required	Approaches decision making in diverse ways, recognising that there is no formula and that 'it all depends' Identifies a range of factors that impact on a decision, including own values and principles, the needs, power, values, beliefs and assumptions of stakeholders Makes rapid decisions when required, drawing on in-depth understanding of a situation and experience of decision making in this, and in other contexts Recognises when it is important, and possible, to slow down the decision-making process, and takes time to explore and prioritise context-dependent variables, gather own information and seek the input of others and consider ethical implications May use formal decision making processes as scaffolding for thinking, moving iteratively between phases and seeking input, advice, feedback and specialist expertise as required

3C. IDENTIFY AND SOLVE PROBLEMS

Definition:

This Skill Area is about identifying and addressing routine and non-routine problems in order to achieve work objectives. This involves the capacity to anticipate or identify problems, take steps to solve problems and reflect on the outcomes.

Key term and concepts:

Problem – any question or matter involving doubt, uncertainty, or difficulty. Something may be perceived as a problem by one person but not by another, or may be an issue in one context but not in another. Work related problems may involve few or many variables, be obvious or hidden, predictable or unpredictable, expected or unexpected. A problem may have one right answer, but often there will be many possible solutions, from which a choice must be made.

Problem solving – involves identifying and implementing a selected solution and seeing if it works. An individual's problem solving performance at any time will be strongly influenced by their understanding of the context in which they are operating.

Trial and error – experimenting until a solution is found or a satisfactory result is achieved.

Intuitive – is instinctive behaviour based on what one feels to be true, or 'right', even without conscious reasoning. When used in regard to problem solving, the term refers to an expert's capacity to draw quickly on vast amounts of past experience in order to sum up a situation, identify the root cause of a problem and devise a solution that is generally considered by others to be effective. The ability to act intuitively *and* effectively is a characteristic of experts. It is developing in those at the proficient stage, and is a key indicator that someone has moved from the 'capable' to the 'proficient' stage. A novice or advanced beginner may act on gut feeling without conscious reasoning but is highly unlikely to act effectively, especially in a complex situation.

■ PERFORMANCE FEATURES TABLE 3C – IDENTIFY AND SOLVE PROBLEMS

Focus Area	**1** A Novice in identifying and solving problems:	**2** An Advanced Beginner in identifying and solving problems:	**3** A Capable performer in identifying and solving problems:	**4** A Proficient performer in identifying and solving problems:	**5** An Expert in identifying and solving problems:
Identify problems	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	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	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	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 Begins to look behind the obvious symptoms to redefine the problem and identify underlying causes	Recognises and addresses complex problems involving multiple variables Uses nuanced understanding of context to recognise anomalies and subtle deviations to normal expectations, focusing attention on critical issues and variables and filtering out peripheral issues Recognises that identified 'problems' can be surface indicators of deeper issues, and routinely reframes problem definitions as part of the process of identifying a root cause

Focus Area	1 A Novice in identifying and solving problems:	2 An Advanced Beginner in identifying and solving problems:	3 A Capable performer in identifying and solving problems:	4 A Proficient performer in identifying and solving problems:	5 An Expert in identifying and solving problems:
Apply problem-solving processes	Follows clear, step by step instructions or procedures to address a small set of identified, routine problems directly relevant to own role If no direction or advice is available, may attempt to solve a problem using a 'trial and error' approach, with a limited awareness of the potential impact of solutions	Begins to identify and implement standard solutions for an increasing number of routine problems Where standardised procedures or assistance is not available, addresses unfamiliar problems by applying past solutions that may appear to have some relevance to the current situation	Initiates standard procedures when responding to familiar problems within immediate context Applies formal problem solving processes when tackling an unfamiliar problem, breaking complex issues into manageable parts and identifying and evaluating several options for action Where appropriate, seeks feedback or advice before implementing a solution	In familiar contexts, responds intuitively to problems requiring immediate attention, quickly drawing on past experience to devise solutions When dealing with complex issues, may use intuition to identify the general problem area, switching to analytical processes to clarify goals and key issues, and using lateral thinking processes to generate possible solutions Uses analytical processes to decide on a course of action, establishing criteria for deciding between options, and seeking input and advice from others before taking action when necessary	Approaches problem solving in diverse ways, recognising that there is no formula and that 'it all depends' May intuitively hone in on the problem area and identify a small set of possible appropriate solutions May invest time in defining the real problem, using a variety of techniques to challenge initial perceptions of the situation, identify key contributing factors and critical issues May use formal analytical and lateral thinking techniques for identifying issues, generating and evaluating possible solutions May identify a need for further information or seek advice from relevant experts

Focus Area	**1** A Novice in identifying and solving problems:	**2** An Advanced Beginner in identifying and solving problems:	**3** A Capable performer in identifying and solving problems:	**4** A Proficient performer in identifying and solving problems:	**5** An Expert in identifying and solving problems:
Review outcomes	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	May reflect on outcomes and identify what worked, or develop an improved approach for future situations	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	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 Reflects on the appropriateness and effectiveness of the problem solving process used and identifies some key principles that may be relevant in future situations	Uses every situation as an opportunity for extending insights and understanding, recognising that any solution will have both intended and unintended consequences and that cause and effect may not be closely or obviously linked Reflects on the application of key principles in a particular context, the appropriateness and effectiveness of different sources of information and problem solving processes for that context, and the potential implications for future situations

3D. CREATE AND INNOVATE

Definition:

This Skill Area is about creating, applying and recognising the value of new ideas to solve problems, improve or develop new processes, products or strategies, or deliver new benefits. It involves the capacity to challenge perceptions of how things are, and how they might be, and to recognise a potential opportunity. It also involves the use of formal processes to challenge and extend initial perceptions of a situation, and generate, and select from, a range of new ideas.

Key terms and concepts:

New ideas – refers to ideas that may never have been thought of before, or ideas that may not have been proposed in a particular context, or by a particular individual. They include hypotheses, speculations and possibilities.

Lateral thinking – refers to the general approach of exploring multiple possibilities rather than pursuing only one.

Lateral thinking techniques – are a set of systematic thinking tools that can be used to challenge initial concepts and perceptions (a necessary pre-cursor to having 'new' ideas) and generate large numbers of ideas in a particular situation.

Analytical or logical techniques – are thinking processes used to develop criteria and select ideas for practical application, or for further exploration and development. While final decisions about an idea may be made intuitively, in a work setting they often involve detailed analysis and a logical process of prioritising different options against an explicit set of criteria.

Judgement – refers to the mental operation in which an individual seeks to 'make sense' of a new idea by evaluating it against past experience to decide whether it is a 'good' idea or a 'bad' one, whether it will work or not work etc. This process is often implicit, and has the potential to rule out many new ideas before they can be explored.

Explore – means to traverse or range over for the purpose of discovery. Exploration of a new idea involves setting aside judgement for long enough to allow genuine consideration of its possibilities. Any new idea has the potential to suggest another way forward. Even if the idea itself is unlikely to be applicable in its entirety, it may be based on principles or have features that could be utilised in a new way. However, these are not always immediately obvious – hence the need to 'play' with possibilities for a time before making a decision.

Innovation - involves inventing a new idea, or recognising the potential of a new idea proposed by someone else, developing it further and introducing it for the first time, or for the first time in a particular context. While the term is often used to describe the full process of design, evaluation and implementation, the focus of this Skill Area is on the process of selecting an idea for implementation. The implementation of the idea selected is a complex process in its own right, which draws on other Skill Areas such as planning and organising, decision making, communicating and connecting with others.

Focus Area	**1** A Novice in creating and innovating:	**2** An Advanced Beginner in creating and innovating:	**3** A Capable performer in creating and innovating:	**4** A Proficient performer in creating and innovating:	**5** An Expert in creating and innovating:
Recognise opportunities to develop and apply new ideas	May recognise opportunities for application of new ideas proposed by others where implementation requires little disruption and the benefits to own work are immediately obvious	Supports the application of new ideas proposed by others where implementation requires little disruption and the benefits to own work are immediately obvious May identify and propose a small change to a process, product or service within scope of own role	Recognises the value of continuous improvement within own work context where this involves incremental change Contributes to the design of new approaches within the immediate work environment Identifies ways to address problems affecting own role, and begins to recognise the value of seeking different perspectives when a solution is not obvious Adopts proposals suggested by others and finds ways to make them work in practice where these do not require radical change	Recognises the potential of new approaches to enhance work practices and outcomes, and accepts the need to consider radical as well as incremental change Recognises that the current way is only one way of doing something, and takes mental risks, exploring possibilities that challenge current approaches Invests some time in looking for new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change Begins to use regularly recurring problems as an indicator of areas where a new approach could yield significant benefits Contributes to creating a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas as a regular part of work life	Recognises the critical importance of the ongoing exploration of new ideas to the viability and effectiveness of a work situation Actively focuses on things normally taken for granted, asking, *"Is this the only way? Are there better ways?"* Explores and incubates ideas that have the potential to lead to radical departures from the current situation Facilitates a climate in which creativity and innovation are accepted as an integral part of the way things are done e.g. builds *in time for idea creation and sharing, deliberately looks for the potential in ideas proposed by others, especially when they do not seem immediately practical*

Focus Area	**1** A Novice in creating and innovating:	**2** An Advanced Beginner in creating and innovating:	**3** A Capable performer in creating and innovating:	**4** A Proficient performer in creating and innovating:	**5** An Expert in creating and innovating:
	Perceives chance and inspiration as the main ways of producing new ideas Demonstrates a limited awareness of the differences between analytical and lateral thinking With guidance, may follow the rules of a formal lateral thinking technique	Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment Understands that analytical and lateral thinking skills can be learned May apply a formal lateral thinking technique at the instigation of others, with some understanding of how the technique works	Identifies and adapts ideas being used in similar contexts Understands and explicitly applies some basic principles of analytical and lateral thinking Uses a systematic process to identify possible solutions to a difficult problem, *e.g. applies a standard set of questions or some thinking techniques, often in collaboration with others*	Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation Uses ideas proposed by others as provocations and stepping stones to new perceptions and ideas Regularly uses formal thinking techniques to escape from current perceptions in order to generate new ideas, even when there is no immediate need or issue May invest time in developing and shaping several options before making a final choice, using a combination of lateral and analytical thinking to tailor and strengthen an idea to suit needs, resources and constraints	Plays with possibilities as an integral part of work life *e.g. Identifies the principles, concepts and features of existing approaches and rearranges them or combines some with others for a new purpose* Articulates and challenges the values, beliefs and assumptions that may be shaping thinking, and routinely reframes and redefines problems in order to get new perspectives and generate new ideas Keeps abreast of innovations and good practice beyond own context, borrowing, adapting, combining and redesigning for own purposes or using as a provocation to rethink current approaches Applies systematic thinking techniques as an integral part of the creative process, recognising the need to challenge habitual perceptions, break patterns and make new connections in order to escape from habitual mind sets
Generate ideas					

Focus Area	A Novice in creating and innovating: 1	An Advanced Beginner in creating and innovating: 2	A Capable performer in creating and innovating: 3	A Proficient performer in creating and innovating: 4	An Expert in creating and innovating: 5
Select ideas for implementation	Selects or supports the adoption of new approaches that can be easily applied without disruption of familiar routines	Selects or supports the adoption of new ideas that will easily resolve a problem or improve a process within the immediate work context	Selects or supports new ideas on the basis of their potential to improve an aspect of the immediate situation without radical change May use a standard set of questions or criteria when deciding which ideas, if any, to adopt e.g. *Will it fit immediate needs or can it be adapted easily to do so? Is it affordable?*	Selects or supports new ideas on the basis of their contribution to the achievement of broader goals Makes final decisions using clear priorities and criteria Begins to look beyond immediate adoption to broader implications that may affect adoption of innovations Recognises the importance of promoting a new idea to others who may be involved in, or affected by its implementation	Draws on a broad understanding of the context, and uses a combination of analysis and intuition to decide whether an idea is worth developing further/implementing Defines benefits, costs, risks and feasibility from a broad range of perspectives, and may think laterally to redesign aspects in order to address potential issues Identifies and seeks to address the range of issues that may impact on successful adoption of an innovation Invests time in ensuring that the value of the new approach is appreciated by decision makers and those involved in/affected by its implementation

3E. WORK IN A DIGITAL WORLD

Definition:

This Skill Area refers to the capacity to connect to other people, information and contexts for work-related purposes using digital systems and technology. It involves understanding concepts and language associated with the digital world and the capacity to understand and work with emerging/accepted etiquette and risks associated with online environments. It also involves identifying how digital technology and digitally based systems can extend, enhance or make possible specific aspects of a role or task, and create new opportunities.

Key terms and concepts:

Digital world – refers to the global environment in which digital technology enables multiple connections between people, rapid access to and transfer of information, the visualisation and analysis of data, the ability to connect with others, sharing information, collaborating and build relationships that are not limited by time and location.

Digital technologies – include any products or combination of products that will store, retrieve, manipulate, transmit or receive information electronically in a digital form *e.g. devices, applications, software.*

Network – in information technology contexts, network refers to a series of points or nodes interconnected by communication paths. Networks can interconnect with other networks and contain sub-networks e.*g. the Internet and local Intranets.*

Social networking – the use of interconnected Internet communities that help people make and maintain contacts, particularly with people they would have been unlikely to meet otherwise.

Electronic paper trail – the electronically stored written evidence of someone's activities.

Etiquette – social conventions about accepted behaviours in the digital world. *Netiquette* refers to a set of online conventions that has been formalised and adopted by a number of online services.

Focus Area	**1** A Novice performer in a digital world:	**2** An Advanced Beginner in working in a digital world:	**3** A Capable performer in working in a digital world:	**4** A Proficient performer in working in a digital world:	**5** An Expert performer in working in a digital world:
Use digitally based technologies and systems	Begins to understand the purpose of some commonly used digital tools Identifies some appropriate hardware/ software for immediate tasks With assistance, is learning to perform basic functions related directly to own tasks *e.g. uses email, undertakes basic Internet searches, manipulates screens* Recognises and uses some terms and symbols with some understanding of their meaning *e.g. application, file* With guidance, begins to use some basic troubleshooting strategies *e.g. turns off and on again*	Understands the purpose and some specific functions of some common digital tools used in work contexts Uses the main features and functions of these digital tools to complete own tasks Recognises and responds to basic terms and symbols Recognises a small set of design and operating principles and applies these when learning how to use upgrades or new digital tools with the same purpose Uses a small number of troubleshooting strategies independently and seeks assistance as required	Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks, adapting some functions to improve personal efficiency Recognises and uses common symbols and terminology associated with the digital world Recognises some general design and operating principles of digital tools and uses these to help when adopting upgrades, new technologies with similar purposes or when troubleshooting Troubleshoots routine issues and knows when to ask others for assistance	Considers purpose, needs and limitations when selecting devices and applications for different tasks Is beginning to monitor trends and identify applications and innovations from other contexts that may be useful Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes Recognises and uses a wide range of relevant language and symbols Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals, and begins to recognise strategic, as well as operational, applications Understands key principles and concepts underpinning the design and operation of digital systems and tools and applies these when troubleshooting existing technology, and when seeking to understand the potential of new technology	Actively identifies systems, devices and applications with potential to meet current and/or future needs Considers the strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities, pose threats and enhance or reduce risks Experiments with the possibilities of new systems, devices, applications, apps etc before conducting a more sophisticated analysis of benefits, costs and risk Demonstrates a sophisticated understanding of principles, concepts, language and practices associated with the digital world, and uses these to troubleshoot and understand the uses and potential of new technology

Focus Area	1 A Novice performer in working in a digital world:	2 An Advanced Beginner in working in a digital world:	3 A Capable performer in working in a digital world:	4 A Proficient performer in working in a digital world:	5 An Expert performer in working in a digital world:
Connect with others	Begins to link to those in immediate work context via common digital systems, devices and tools, *e.g. smartphone, PDA Intranet, email, SMS* Begins to recognise and apply some basic conventions of online etiquette	Uses digital systems, search engines and common digital tools to connect with others in immediate work context on matters related to own role *e.g. Uses electronic messaging to seek immediate information or advice from peers or supervisor* Recognises and applies some conventions of online etiquette	Establishes and maintains online connections with others as an integral part of role, using a variety of digital tools and media to interact, collaborate and create May use online forums, blogs and social networking sites to connect with work peers or discuss work related issues, following online etiquette appropriately	Explores ways of connecting to others within and beyond the work context in order to access diverse perspectives and build on collective intelligence Communicates information and ideas to an expanding range of audiences, considering the nature and potential reach of various linkages and the benefits and limitations of different kinds of electronic channels, and paying close attention to online etiquette May use mobile communication tools and specialised software to collaborate with others, or engage with geographically distributed team members in virtual environments Collaborates with many people simultaneously and is beginning to initiate improvised groups around tasks, ideas and issues Uses social networking as an integral part of work to supplement individual knowledge Begins to manage own online profile, recognising the permanence and reach of both personal and work related information	Actively identifies, creates, and utilises linkages to enhance knowledge sharing, idea creation, individual and collective engagement and work outcomes Demonstrates a sophisticated understanding of expectations, social protocols and online etiquette, intuitively selecting the appropriate channel, content, and tone for diverse purposes and audiences Establishes and contributes to virtual communities involved in collaborative construction of resources, sharing of information, development of ideas Uses multiple social contexts and media spaces to connect with and influence others, tailoring strategies for each Seeks to build and maintain an effective online profile as an integral part of work and career management

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Access, organise, and present information	Follows simple, step by step instructions for using digital technology to enter, store and retrieve information directly relevant to role e.g. enters details into electronic timesheet, stores electronic records, enters basic key words into a search engine to find information	Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role e.g. enters and accesses customer information in a database, enters and reads data from electronic monitoring and control systems	Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role e.g. accesses and filters information using search engines, data bases, or spreadsheets, uses computer-based applications to present information	Uses a range of digitally based technology and applications to access and filter data, extract, organise, integrate and share relevant information in increasingly effective ways e.g. uses statistical analysis applications, participates in user forums and online communities of practice Considers new ways to model, visualise, interact with and present complex information e.g. uses project management or process-modelling software	Uses a broad range of strategies to store, access and organise virtual information, recognising that design choices will influence what information is retrieved, and how it may be interpreted and used e.g. makes decisions about information to be captured in a database and the kinds of reports required Uses digital tools to access and organise complex data and analyse multiple sources of information for strategic purposes e.g. Filters and synthesises meaningful information, patterns and commonalities from multiple streams of data, models complex scenarios

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Manage risk	With guidance, follows security instructions *e.g. security procedures, privacy requirements* May need to be reminded to use back up procedures	Begins to recognise distinctions between personal and work related use of digital devices, connections Implements basic security requirements related to own tasks With assistance, may recognise some issues about the transparency and accessibility of information relevant to own role	Understands the importance of secure information and privacy in relation to own work, and begins to take personal responsibility for identifying and managing risk factors *e.g. Uses security protection and routinely backs up data* Recognises some issues about the transparency and accessibility of information in relation to own role, and some of the benefits and drawbacks of being digitally connected to others and takes some steps to manage associated risks *e.g. checks email addresses before sending*	Uses digital technologies and systems safely, legally and ethically when gathering, storing, accessing and sharing information, with a growing awareness of the permanence and transparency of all activities Pays attention to when, how and why a device is connected to other sites, what information is being passed and whether it is protected Manages and maintains files securely in a variety of storage media and formats and is beginning to actively establish, maintain and monitor electronic paper trails	Recognises broader positive and negative implications of new technologies for ways of working *e.g. synergies and conflicts associated with increased transparency, the permanency of records, self documentation of work done, location, collaboration, interests, accountability, online profiles and personas* Pays close attention to the nature of connections, establishing who is directly or indirectly linked to whom and in what ways, and evaluating associated benefits and risks Is acutely aware of the importance of understanding, monitoring and controlling access to digitally stored and transmitted information