

# Overview of Core Skills for Work (CSfW)



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<http://www.industry.gov.au/skills/AssistanceForTrainersAndPractitioners/CoreSkillsForWorkFramework/Pages/default.aspx>

## Introduction

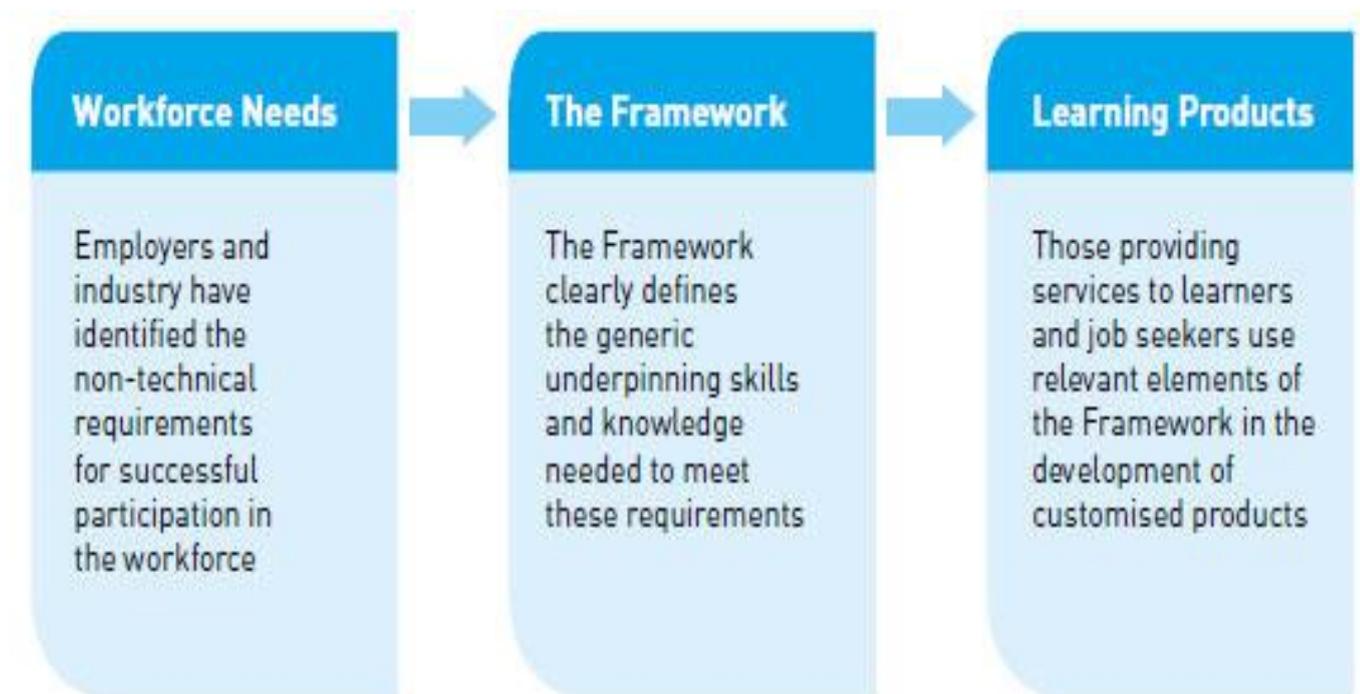
### Core Skills for Work Developmental Framework

The Core Skills for Work Framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as employability or generic skills. They include skills such as problem solving, collaboration, self-management, communication and information technology skills.

The Framework describes the core skills in three categories: navigating the world of work, interacting with others and getting the work done; and uses a developmental approach to describe these skills at five different stages of performance from novice through to expert.

The Framework also provides a common reference point and language for those who develop learning resources including curriculum, courseware and training package developers to conceptualise and articulate the skills, knowledge and understandings that underpin work performance over time, and for guiding further development.

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.



## How to use it?

- Developers of training programs can use the CSfW to more clearly articulate the Core Skills for Work required for specific occupations or at particular points in career development.
- Trainers, educators and those working with job seekers can use the CSfW as a foundation from which to develop learning products to address the identified needs of learners
- Individuals can use the CSfW to describe the Core Skills for Work they already possess and those they would like to develop.
- 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.
- Can be used for Performance appraisal
  - a) as new to industry or as new to enterprise
  - b) as experienced in in industry but new to enterprise
  - c) as experienced in industry and enterprise
- Can be used to develop training programs tailored to an enterprise or industry or specific tasks and taking into account the “**Identified Influencing factors**”:
  - a) Existing skill & knowledge
  - b) External factors e.g. housing, transport
  - c) Familiarity with context
  - d) Cultural and value-based factors
  - e) Self-belief and resilience
  - f) Degree of motivation
  - g) Level of autonomy
  - h) Nature and degree of support
  - i) Complexity of tasks

## Section 1: Overview of Structure

| Skill Cluster                     | Skill Area                                     | Focus Area   |
|-----------------------------------|--|--|
| <b>Navigate the world of work</b> | 1a. Manage career and work life                | Identify work options; Gain work; Develop relevant skills and knowledge  |
|                                   | 1b. Work with roles, rights and protocols      | Work with roles and responsibilities; Operate within legal rights responsibilities; Recognise and respond to protocols             |
| <b>Interact with others</b>       | 2a. Communicate for work                       | Respond to communication systems, practices and protocols; Speak and listen; Understand, interpret and act; Get the message across |
|                                   | 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                                     |
| <b>Get the work done</b>          | 3a. Plan and organise                          | Plan and organise workload and commitments; Plan and implement tasks   |
|                                   | 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           |

### 5 levels CALLED STAGES which are used to profile the learner

| Level 1: A novice performer  | Level 2: An Advanced Beginner  | Level 3: A Capable performer  | Level 4: A Proficient performer  | Level 5: An Expert performer  |
|--|--|---|--|---|
| <p>Has little or no experience of the Skill Area on which to base actions.</p> <p>Is highly reliant on explicit 'rules' (e.g. instructions, processes, procedures, and models), guidance and support and priorities determined by others, to guide activities.</p> | <p>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.</p> <p>Is still reliant on explicit 'rules' and on assistance to identify priorities, but can apply these more autonomously in familiar, routine situations.</p> | <p>Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish priorities for action.</p> <p>Can comfortably apply the explicit and implicit 'rules' associated with familiar situations.</p> <p>Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations.</p> | <p>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.</p> <p>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.</p> <p>Reverts to analysis and seeks guidance when making important decisions.</p> | <p>Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine detail.</p> <p>Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles.</p> <p>Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'.</p> <p>Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.</p> |

## Section 2: Relationship to the ACSF

The level of English skills will impact on an ability to be able to improve skills....

Or .....implement these stages of development in the workplace

### The Process:

1. Determine the ACSF levels of the learner
2. Determine the Cluster/Skills area and Focus of the learner through:
  - a. discussion
  - b. questionnaire
  - c. performance interview
3. Design a professional development program that reflects the ACSF level and CSfW stage of the learner

Creating a – **Foundation Skills Profile (FSP)**

### How do you use the Overview?

Each Table has a “Title” to help situate the activity and the ACSF skills that can be used to demonstrate the Core skills

e.g.

#### Career Seeker (Title)

| Skill Cluster              | Skill Area                      | Focus Area            |
|----------------------------|---------------------------------|-----------------------|
| Navigate the world of work | 1a. Manage career and work life | Identify work options |

| Stage/ ACSF | Learning   | Reading & Numeracy  | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded  |
|-------------|--|---|--|--|--|
| Novice      | Begins to recognise some personal skills, interests and preferences<br><br>With assistance, identifies barriers to entry into chosen area and some strategies to address these | May take some steps to access information and support in making career and work decisions<br><br>With assistance, identifies any specific qualifications, experience and/or skills needed and | With assistance, identifies a limited range of work options directly related to present position or interests, or suitable to meet immediate needs | With encouragement, may take up formal training in a relevant area or take up a volunteer position to gain necessary experience<br><br>With encouragement, may seek formal training where required | <b>Explains or writes a list of ways s/he learns</b><br><br><b>Explains if s/he has had formal training or is looking to do so</b> |

## Section 3: Transition: Employability Skills and Core Skills for Work

Workhttp://www.industry.gov.au/skills/AssistanceForTrainersAndPractitioners/CoreSkillsForWorkFramework/Documents/CSFW%20-%20Bridging%20Document.pdf

| Employability Skill  | Facet & ACSF   | CSfW Skill Cluster & Skill  | Focus Area  |
|----------------------|--|---|---|
| <b>Communication</b> | <ul style="list-style-type: none"> <li>• <b>Oral Communication</b> <ul style="list-style-type: none"> <li>○ Listening and understanding</li> <li>○ Speaking clearly/directly</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Reading and interpreting documentation</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Writing to audience needs</li> </ul> </li> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Interpreting the needs of internal/external customers</li> </ul> </li> <li>• <b>Numeracy</b> <ul style="list-style-type: none"> <li>○ Using numeracy effectively</li> </ul> </li> <li>• <b>Learning/Oral Communication/Writing</b> <ul style="list-style-type: none"> <li>○ Establishing/ using networks</li> <li>○ Sharing information</li> <li>○ Negotiating responsively</li> <li>○ Persuading effectively</li> <li>○ Being assertive</li> <li>○ Empathising</li> </ul> </li> </ul> | <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate for work</b></li> <li>• <b>Connect and work with others</b></li> <li>• <b>Recognise and utilise diverse perspectives</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Work in a digital world</b></li> </ul>   | <ul style="list-style-type: none"> <li>○ Speak and listen</li> <li>○ Get the message across</li> <li>○ Respond to communication systems, practices and protocols</li> <li>○ Understand, interpret and act</li> <li>○ Build rapport</li> <li>○ Cooperate and collaborate</li> <li>○ Understand self</li> <li>○ Manage conflict</li> <li>○ Recognise different perspectives</li> <li>○ Respond to and utilise diverse perspectives</li> <li>○ Access, organise and present information</li> </ul> |
| <b>Teamwork</b>      | <ul style="list-style-type: none"> <li>• <b>Learning/ Oral Communication</b> <ul style="list-style-type: none"> <li>○ Working as an individual and a team member</li> <li>○ Working with different ages, genders, race, religion, political persuasion</li> <li>○ Knowing how to define a role as part of a team</li> <li>○ Applying teamwork skills to a range of situations</li> <li>○ Identifying the strengths of team members</li> </ul> </li> <li>• <b>Oral Communication /Writing/Reading/Numeracy</b> <ul style="list-style-type: none"> <li>○ Coaching, mentoring and giving feedback</li> </ul> </li> </ul>  | <p><b>Navigate the World of Work</b></p> <ul style="list-style-type: none"> <li>• <b>Work with roles, rights and protocols</b></li> </ul> <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Connect and work with others</b></li> <li>• <b>Recognise and utilise diverse perspectives</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Make decisions</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Work with roles and responsibilities</li> <li>○ Understand self</li> <li>○ Build rapport</li> <li>○ Cooperate and collaborate</li> <li>○ Recognise different perspectives</li> <li>○ Respond to and utilise diverse perspectives</li> <li>○ Plan and organise workload and commitments</li> <li>○ Plan and implement tasks</li> <li>○ Establish decision making scope</li> </ul>   |

| Employability Skill       | Facet & ACSF  | CSfW Skill Cluster & Skill  | Focus Area   |
|---------------------------|---|---|--|
| Problem Solving           | <ul style="list-style-type: none"> <li>• <b>Numeracy/Oral Communication</b> <ul style="list-style-type: none"> <li>○ Solving problems in teams</li> </ul> </li> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Developing practical solutions</li> <li>○ Developing creative, innovative solutions</li> </ul> </li> <li>• <b>Learning/Numeracy/Reading</b> <ul style="list-style-type: none"> <li>○ Showing independence and initiative in identifying problems and solving them</li> <li>○ Applying a range of strategies in problem solving</li> </ul> </li> <li>• <b>Learning/Oral Communication/Writing/Numeracy</b> <ul style="list-style-type: none"> <li>○ Using mathematics to solve problems</li> <li>○ Testing assumptions taking context of data/ circumstances into account</li> <li>○ Resolving customer concerns in relation to complex project issues</li> </ul> </li> </ul> | <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Connect and work with others</b></li> <li>• <b>Recognise and utilise diverse perspectives</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Identify and solve problems</b></li> <li>• <b>Create and innovate</b></li> <li>• <b>Make decisions</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Cooperate and collaborate</li> <li>○ Manage conflict</li> <li>○ Identify problems</li> <li>○ Apply problem-solving processes</li> <li>○ Review impact</li> <li>○ Review outcomes</li> <li>○ Recognise opportunities to develop and apply new ideas</li> <li>○ Generate ideas</li> <li>○ Select ideas for implementation</li> <li>○ Apply decision making processes</li> </ul> |
| Initiative and Enterprise | <ul style="list-style-type: none"> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Adapting to new situations</li> <li>○ Being creative</li> <li>○ Identifying opportunities not obvious to others</li> <li>○ Generating a range of options</li> </ul> </li> <li>• <b>Oral Communication/Writing/Reading/Numeracy</b> <ul style="list-style-type: none"> <li>○ Translating ideas into action</li> <li>○ Initiating innovative solutions</li> <li>○ Developing a strategic, creative, long-term vision</li> </ul> </li> </ul>   | <p><b>Navigate the World of Work</b></p> <ul style="list-style-type: none"> <li>• <b>Work with roles, rights and protocols</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Create and innovate</b></li> </ul>  | <ul style="list-style-type: none"> <li>○ Work with roles and responsibilities</li> <li>○ Recognise and respond to protocols</li> <li>○ Plan and implement tasks</li> <li>○ Recognise opportunities to develop and apply new ideas</li> <li>○ Generate ideas</li> <li>○ Select ideas for implementation</li> </ul>  |

| Employability Skill     | Facet & ACSF   | CSfW Skill Cluster & Skill   | Focus Area  |
|-------------------------|--|--|---|
| Planning and Organising | <ul style="list-style-type: none"> <li>• <b>Oral Communication/Learning</b> <ul style="list-style-type: none"> <li>○ Participating in continuous improvement and planning processes</li> <li>○ Adapting resources allocation to cope with contingencies</li> </ul> </li> <li>• <b>Reading/Writing/Numeracy</b> <ul style="list-style-type: none"> <li>○ Collecting, analysing and organising information</li> <li>○ Using basic business systems for planning and or</li> <li>○ Planning the use of resources</li> <li>○ Allocating people and other resources to tasks</li> <li>○ Managing time and priorities</li> </ul> </li> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Being resourceful</li> <li>○ Taking initiative and making decisions</li> </ul> </li> <li>• <b>Numeracy</b> <ul style="list-style-type: none"> <li>○ Establishing clear project goals and deliverables</li> </ul> </li> </ul> | <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Make decisions</b></li> <li>• <b>Create and innovate</b></li> <li>• <b>Work in a digital world</b></li> <li>• <b>Identify and solve problems</b></li> </ul>  | <ul style="list-style-type: none"> <li>○ Plan and implement tasks</li> <li>○ Plan and organise workload and commitments</li> <li>○ Establish decision making scope</li> <li>○ Apply decision making processes</li> <li>○ Recognise opportunities to develop and apply new ideas</li> <li>○ Generate ideas</li> <li>○ Select ideas for implement</li> <li>○ Access, organise and present information</li> <li>○ Apply problem-solving processes</li> </ul>   |
| Self-Management         | <ul style="list-style-type: none"> <li>• <b>Learning/ Oral Communication</b> <ul style="list-style-type: none"> <li>○ Having a personal vision and goals</li> <li>○ Having knowledge &amp; confidence in own ideas and vision</li> <li>○ Evaluating and monitoring performance</li> <li>○ Taking responsibility</li> </ul> </li> <li>• <b>Oral Communication /Writing/Reading/Numeracy</b> <ul style="list-style-type: none"> <li>○ Articulating own ideas and vision</li> </ul> </li> </ul>   | <p><b>Navigate the World of Work</b></p> <ul style="list-style-type: none"> <li>• <b>Manage career and work life</b></li> <li>• <b>Work with roles, rights and protocols</b></li> </ul> <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Connect and work with others</b></li> <li>• <b>Recognise and utilise diverse perspectives</b></li> <li>• <b>Communicate for work</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Make decisions</b></li> <li>• <b>Create and Innovate</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Identify work options</li> <li>○ Develop relevant skills and knowledge</li> <li>○ Work with roles and responsibilities</li> <li>○ Operate within legal rights and responsibilities</li> <li>○ Understand self</li> <li>○ Build rapport</li> <li>○ Recognise different perspectives</li> <li>○ Get the message across</li> <li>○ Plan and organise workload and commitments</li> <li>○ Plan and implement tasks</li> <li>○ Establish decision making scope</li> <li>○ Recognise opportunities to develop and apply new ideas</li> <li>○ Generate ideas</li> </ul> |

| Employability Skill | Facet & ACSF   | CSfW Skill Cluster & Skill   | Focus Area  |
|---------------------|--|--|---|
| Technology          | <ul style="list-style-type: none"> <li>• <b>Reading/Writing/Oral Communication</b> <ul style="list-style-type: none"> <li>○ Applying IT as a management tool</li> </ul> </li> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Applying OHS knowledge when using technology</li> </ul> </li> <li>• <b>Learning/Oral Communication/Writing/Numeracy/Reading</b> <ul style="list-style-type: none"> <li>○ Using communications equipment</li> <li>○ Using basic IT skills</li> <li>○ Using IT to organise data</li> <li>○ Adapting to new IT skill requirements</li> </ul> </li> </ul>   | <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate for work</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Work in a digital world</b></li> </ul>  | <ul style="list-style-type: none"> <li>○ Respond to communication systems, practices and protocols</li> <li>○ Access, organise and present information</li> <li>○ Use digitally based technologies and systems</li> <li>○ Manage risk</li> <li>○ Connect with others</li> </ul>   |
| Learning            | <ul style="list-style-type: none"> <li>• <b>Learning</b> <ul style="list-style-type: none"> <li>○ Being open to new ideas and techniques</li> <li>○ Being willing to learn in any setting – on or off the job</li> <li>○ Having enthusiasm for ongoing learning</li> <li>○ Recognising the need to learn to accommodate change</li> <li>○ Managing own learning</li> </ul> </li> <li>• <b>Oral Communication/Writing/Reading/Numeracy</b> <ul style="list-style-type: none"> <li>○ Investing time and effort in learning new skills</li> <li>○ Contributing to the learning community at the workplace</li> <li>○ Using a range of learning approaches</li> <li>○ Applying learning to technical issues and people issues</li> </ul> </li> </ul> | <p><b>Navigate the World of Work</b></p> <ul style="list-style-type: none"> <li>• <b>Manage career and work life</b></li> </ul> <p><b>Interact with Others</b></p> <ul style="list-style-type: none"> <li>• <b>Connect and work with others</b></li> </ul> <p><b>Get the Work Done</b></p> <ul style="list-style-type: none"> <li>• <b>Make decisions</b></li> <li>• <b>Identify and solve problems</b></li> <li>• <b>Create and innovate</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Identify work options</li> <li>○ Gain work</li> <li>○ Develop relevant skills and knowledge</li> <li>○ Cooperate and collaborate</li> <li>○ Establish decision making scope</li> <li>○ Apply decision making processes</li> <li>○ Apply problem-solving processes</li> <li>○ Recognise opportunities to develop and apply new ideas</li> </ul> |

## Section 4: Structure of CSfW

### Navigate the world of work

#### 1a. Manage career and work life 12

- *Career Seeker* - Identify work options
- *Job Seeker* - Gain work
- *Employee* - Develop relevant skills and knowledge

#### 1b. Work with roles, rights and protocols 16

- *Job role* - Work with roles and responsibilities
- *Job Responsibilities* - Operate within legal rights and responsibilities
- *Job Protocols* - Recognise and respond to protocols

### Interact with others

#### 2a. Communicate for work 20

- *Types of Communication in Work* - Respond to communication systems, practices and protocols
- *Engage in Work Communications*- Speak and listen
- *React to Work Communications*- Understand, interpret and act
- *Responses in Work Communications* - Get the message across

#### 2b. Connect and work with others 25

- *Personal Work Strategies* - Understand self
- *Personal Work Networks* - Build rapport
- *Personal Work Relationships* - Cooperate and collaborate

#### 2c. Recognise and utilise diverse perspectives 30

- *Personal & Other Perspectives* - Recognise different perspectives
- *Address Perspectives Positively* - Respond to and utilise diverse perspectives
- *Manage Perspectives Productively* - Manage conflict

### Get the work done

#### 3a. Plan and organise 35

- *Work Role Planning* - Plan and organise workload and commitments
- *Work Role Tasks* - Plan and implement tasks

#### 3b. Make decisions 38

- *Work Role Scope* - Establish decision making scope
- *Work Role Influence* - Review impact
- *Work Role Processes* - Apply decision-making processes

#### 3c. Identify and solve problems 42

- *Work Issue* - Identify problems
- *Work Solution* - Apply problem- solving processes
- *Solution Appraisal*- Review outcomes

#### 3d. Create and innovate 46

- *Designs Work Ideas* - Recognise opportunities to develop and apply new ideas
- *Develops Work Ideas* - Generate ideas
- *Applies Work Ideas* - Select ideas for implementation

#### 3e. Work in a digital world 50

- *Identify Digital Work Role* - Use digitally based technologies and systems
- *Applies Digital Work Responsibly* - Connect with others
- *Manage Digital Work Role* - Access, organise, and present information
- *Address Digital Work Risks* - Manage risk

### Glossary

|                              |    |
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| 2 Interact with others       | 58 |
| 3 Get the work done          | 60 |

# Navigate the world of work

## 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.

## Career Seeker

| Skill Cluster              | Skill Area                      | Focus Area            |
|----------------------------|---------------------------------|-----------------------|
| Navigate the world of work | 1a. Manage career and work life | Identify work options |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|---|--|--|---|---|
| Novice               | <p>Begins to recognise some personal skills, interests and preferences</p> <p>With assistance, identifies barriers to entry into chosen area and some strategies to address these</p>                               | <p>May take some steps to access information and support in making career and work decisions</p> <p>With assistance, identifies any specific qualifications, experience and/or skills needed and</p>   | <p>With assistance, identifies a limited range of work options directly related to present position or interests, or suitable to meet immediate needs</p>  | <p>With encouragement, may take up formal training in a relevant area or take up a volunteer position to gain necessary experience</p> <p>With encouragement, may seek formal training where required</p> | <p><b>Explains or writes a list of ways s/he learns</b></p> <p><b>Explains if s/he has had formal training or is looking to do so</b></p> |
| Advanced Beginner    | <p>Begins to develop some insights into personal goals, preferences and aptitudes relevant to work, based on some practical experience</p>  | <p>Targets some specific occupations and work options, and takes some steps to identify required qualifications, skills and experience</p>   | <p>Identifies and finds ways to address some factors that may be acting as barriers to gaining work and developing career</p>  | <p>Seeks advice and guidance when unsure about what to do next or how to go about it</p>  |   |
| Capable Performer    | <p>Draws on past experience to identify preferences, skills and aptitudes and preferred occupation or work roles</p> <p>Attempts to take control of factors influencing personal career and work life decisions</p> | <p>Uses a systematic process for developing career, identifying and researching employment options and associated skill and qualification requirements</p>   | <p>Develops career plans, identifies pathways, and takes some steps to address immediate barriers and skill gaps that are within own control</p>   | <p>Recognises the value of advice, and seeks assistance for on-going career planning and development</p>  |   |
| Proficient Performer | <p>Begins to broaden areas of interest and focus, seeking new challenges and recognising that expertise can be adapted and applied in diverse contexts</p>  | <p>Recognises the complexity of factors influencing career decisions and career development e.g. changes in life roles and goals, unpredicted events</p>   | <p>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</p> | <p>May intuitively identify a new opportunity, then seek advice from trusted advisors before making a decision</p>  |   |
| Expert               | <p>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</p>   | <p>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</p> | <p>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</p>   | <p>May act intuitively to take advantage of a new option or adapt to unpredicted events</p>   |   |

## Job Seeker

| Skill Cluster              | Skill Area                      | Focus Area |
|----------------------------|---------------------------------|------------|
| Navigate the world of work | 1a. Manage career and work life | Gain work  |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|---|---|---|---|---|
| Novice               | Identifies some specific expectations associated with particular job (e.g. <i>appropriate personal presentation, skill set</i> ) and may seek assistance to address these | Identifies some specific expectations associated with particular job (e.g. <i>appropriate personal presentation, skill set</i> ) and may seek assistance to address these                             | With assistance, uses a limited set of strategies for identifying and applying for jobs e.g. <i>Jobs guide, career counsellor, simple resume template</i>             | With assistance, uses a limited set of strategies for identifying and applying for jobs e.g. <i>Jobs guide, career counsellor, simple resume template</i>             |   |
| Advanced Beginner    | 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   | Takes some steps to describe own skills, knowledge and experience in terms that address specific job criteria and considers how to present self appropriately         | Takes some steps to describe own skills, knowledge and experience in terms that address specific job criteria and considers how to present self appropriately         | <b>Explains resume and skills/qualifications/ experience</b>            |
| Capable Performer    | Uses a range of strategies and resources when identifying and applying for a new role   | Uses a range of strategies and resources when identifying and applying for a new role<br><br>Takes some steps to find out more about a potential position and plans how to make a positive impression | Describes skills, knowledge and experience in relation to stated job requirements   | Describes skills, knowledge and experience in relation to stated job requirements   |   |
| Proficient Performer | Researches potential work options in order to focus on key requirements, select relevant examples of past experience and maximise the impact of personal presentation     | 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  | 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 |   |
| Expert               | Applies and adapts a wide range of strategies and resources to identify and gain work, particularly through networks and contacts   | 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 | 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 |   |

## Employee

| Skill Cluster              | Skill Area                      | Focus Area                            |
|----------------------------|---------------------------------|---------------------------------------|
| Navigate the world of work | 1a. Manage career and work life | Develop relevant skills and knowledge |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded    |
|----------------------|---|--|--|---|--|
| Novice               | May seek new learning opportunities   | Participates in formal training requirements and skill development opportunities as required by others   | Participates in formal training requirements and skill development opportunities as required by others   | Within a job role, may need encouragement to ask for additional assistance and guidance   |  |
| Advanced Beginner    | Takes steps to develop skills, obtain qualifications and/or experience relevant to current or desired work role   | Takes steps to develop skills, obtain qualifications and/or experience relevant to current or desired work role  | 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   |  |
| Capable Performer    | May begin to use reflection on experience as a way of identifying transferable principles and concepts  | 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        | Develops skills and knowledge related to current role through sharing and reflecting on practical experience and feedback and through formal training                                      | Develops skills and knowledge related to current role through sharing and reflecting on practical experience and feedback and through formal training<br><br>May actively seek feedback as a source of insight into strengths and areas for improvement | <b>Clarifies previous work experiences and its relation to current job</b> |
| Proficient Performer | Identifies transferable principles and concepts<br>Sets own learning challenges, using formal and informal opportunities to develop knowledge, skills and insight | Formally reflects on performance as an integral part of own development <i>e.g. through keeping a journal, sharing with peers, coaching or mentoring sessions and feedback from others</i> | Formally reflects on performance as an integral part of own development <i>e.g. through keeping a journal, sharing with peers, coaching or mentoring sessions and feedback from others</i> | Recognises the importance of developing both technical and non-technical skills and of learning from feedback and self-reflection   |  |
| Expert               | Identifies innovative ways of developing and sharing skills and knowledge with others   | 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                                 | 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  |  |

## Navigate the world of work

### **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.

## Job role

| Skill Cluster              | Skill Area                                | Focus Area                           |
|----------------------------|---|--------------------------------------|
| Navigate the world of work | 1b. Work with roles, rights and protocols | Work with roles and responsibilities |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|---|--|--|--|---|
| Novice               | Attempts to follow directions on the scope of responsibility within the role and begins to recognise when to involve others <i>e.g. supervisor</i>                                  | May need guidance to identify the tasks and responsibilities associated with own role  | 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  |   |
| Advanced Beginner    | Understands main tasks, responsibilities and boundaries of own role   | Understands main tasks, responsibilities and boundaries of own role  | 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  |   |
| Capable Performer    | Feels personal ownership of outcomes  | Understands the nature and purpose of own role and associates responsibilities, and how it contributes to the work of others in the immediate work context   | Understands the nature and purpose of own role and associates 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   |   |
| Proficient Performer | May reflect on designation of roles and responsibilities and identify changes that would improve collective outcomes  | Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes  | Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes  | Understands how own role meshes with others and contributes to broader work goals  | <b>Explores the team work role between self and colleagues on the job</b> |
| Expert               | 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 | Considers own role in terms of its contribution to broader goals of the work environment ( <i>eg. goals of an organisation or a field/industry</i> ) and adapts and renegotiates role and responsibilities when this has the potential to increase effectiveness | Considers own role in terms of its contribution to broader goals of the work environment ( <i>eg. goals of an organisation or a field/industry</i> ) and adapts and renegotiates role and responsibilities when this has the potential to increase effectiveness | Considers own role in terms of its contribution to broader goals of the work environment ( <i>eg. goals of an organisation or a field/industry</i> ) and adapts and renegotiates role and responsibilities when this has the potential to increase effectiveness |   |

## Job Responsibilities

| Skill Cluster              | Skill Area                                | Focus Area                                       |
|----------------------------|---|--|
| Navigate the world of work | 1b. Work with roles, rights and protocols | Operate within legal rights and responsibilities |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy  | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded               |
|----------------------|--|---|---|--|---|
| Novice               | With guidance, identifies main legal rights and responsibilities and some practical implications for own role, <i>e.g. health and safety requirements, award agreement</i>             | With guidance, identifies main legal rights and responsibilities and some practical implications for own role, <i>e.g. health and safety requirements, award agreement</i>                          | With guidance, identifies main legal rights and responsibilities and some practical implications for own role, <i>e.g. health and safety requirements, award agreement</i>                          | May need encouragement to seek support if problems arise   |   |
| Advanced Beginner    | Understands own rights in the immediate work context   | Understands own rights in the immediate work context  | 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  |   |
| Capable Performer    | 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 | 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              | 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              | Understands own rights and raises issues if these are not respected<br>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 |   |
| Proficient Performer | May recognise problems that have the potential to become legal issues and takes steps to address them before they escalate   | Understands own legal rights and responsibilities and is extending understanding of general legal principles applicable across work contexts  | 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  |   |
| Expert               | 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<br><i>e.g. ways of achieving equal opportunity, improving safety</i> | May develop and implement strategies to raise awareness and change behaviours that might undermine rights and responsibilities<br><i>e.g. ways of achieving equal opportunity, improving safety</i> | Monitors adherence to legal and regulatory rights and responsibilities for self and possibly others  | <b>Explains the complexity of workplace legal issues from an employer perspective</b> |

## Job Protocols

| Skill Cluster              | Skill Area                                | Focus Area                         |
|----------------------------|---|------------------------------------|
| Navigate the world of work | 1b. Work with roles, rights and protocols | Recognise and respond to protocols |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|---|---|---|---|---|
| Novice               | Begins to recognise 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<br><i>e.g. attendance, dress code, safety</i>  | Focuses on meeting a limited range of explicit protocols<br><i>e.g. attendance, dress code, safety</i>  | May need encouragement to ask for clarification when unsure of what to do   | <b>Explains personal work experiences and differences between these</b> |
| Advanced Beginner    | Begins to recognise implicit expectations and takes some steps to meet these  | Generally follows the explicit protocols immediately related to role  | Generally follows the explicit protocols immediately related to role  | Generally follows the explicit protocols immediately related to role  |   |
| Capable Performer    | Seeks advice about procedures and expectations when taking on new tasks or roles  | Recognises and follows explicit and implicit protocols and meets expectations associated with own role  | 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  |   |
| Proficient Performer | 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 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 | 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 |   |
| Expert               | Recognises protocols that must be respected and maintained, and identifies those that may no longer be serving a useful purpose   | Recognises protocols that must be respected and maintained, and identifies those that may no longer be serving a useful purpose   | 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       |   |

# Interact with others

## 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.

# CSfW

## Types of Communication in Work

| Skill Cluster        | Skill Area               | Focus Area  |
|----------------------|--------------------------|---|
| Interact with others | 2a. Communicate for work | Respond to communication systems, practices and protocols |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|---|---|---|---|---|
| Novice               | Demonstrates some awareness of the differences between work related and social communication and some understanding of accepted communication conventions in a work context | Demonstrates some awareness of the differences between work related and social communication and some understanding of accepted communication conventions in a work context | Demonstrates some awareness of the differences between work related and social communication and some understanding of accepted communication conventions in a work context | Attempts to follow instructions regarding what to communicate, with whom and how  |   |
| Advanced Beginner    | 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 <i>e.g. ways of communicating with those in authority</i>   | Identifies, and takes steps to follow, accepted communication practices and protocols in immediate work context <i>e.g. ways of communicating with those in authority</i>   | Generally understands what to communicate, with whom and how in highly familiar, routine work situations                      | <b>Draws up the 'report to' system in the workplace</b>                 |
| Capable Performer    | Understands what to communicate, with whom and how in routine work situations, and is learning how to identify the requirements of less familiar contexts                   | Understands what to communicate, with whom and how in routine work situations, and is learning how to identify the requirements of less familiar contexts                   | 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            |   |
| Proficient Performer | 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   | Seeks opportunities to extend and apply understanding beyond own role, and has strategies for determining the requirements of new situations                                | 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     | Recognises and applies the protocols governing what to communicate, with whom and how in a range of work contexts             |   |
| Expert               | 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             | 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 |   |

## Engage in Work Communications

| Skill Cluster        | Skill Area               | Focus Area       |
|----------------------|--------------------------|------------------|
| Interact with others | 2a. Communicate for work | Speak and listen |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|--|--|--|---|---|
| Novice               | Observes, listens and, with encouragement, may contribute to conversations directly relevant to own role   | May use simple 'scripts' developed by others for routine task related interactions <i>e.g. greeting a client, answering a phone</i>  | May use simple 'scripts' developed by others for routine task related interactions <i>e.g. greeting a client, answering a phone</i>  | Begins to use appropriate language, tone and non-verbal behaviours during interactions in the immediate work context  |   |
| Advanced Beginner    | May begin to personalise approaches to routine task related interactions   | Participates in routine conversations directly relevant to role, responding and contributing in ways that are generally appropriate in the context   | 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  |   |
| Capable Performer    | Pays some attention to the needs and responses of other participants, making some adjustments to language, vocabulary, tone and style as required<br><br>Personalises 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  | 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  | 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<br>Listens for required information and asks clarifying questions | <b>Describes role and details of a 'day in the life' responsibilities</b> |
| Proficient Performer | Adapts content, emphasis, tone, language, vocabulary and non-verbal behaviours as required to build rapport or repair misunderstanding   | Participates in complex formal and informal conversations relevant to own role, initiating and taking the lead where appropriate   | 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  |   |
| Expert               | 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 | 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 | 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  |   |

## React to Work Communications

| Skill Cluster        | Skill Area               | Focus Area                    |
|----------------------|--------------------------|-------------------------------|
| Interact with others | 2a. Communicate for work | Understand, interpret and act |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded          |
|----------------------|--|---|---|---|--|
| Novice               | Identifies and responds to some relevant information from communications associated with familiar aspects of role <i>e.g. requests, directions</i>                         | Identifies and responds to some relevant information from communications associated with familiar aspects of role <i>e.g. requests, directions</i>  | Identifies and responds to some relevant information from communications associated with familiar aspects of role <i>e.g. requests, directions</i>  | With encouragement, may ask questions to seek information or clarify instructions   |  |
| Advanced Beginner    | Responds appropriately to routine requests for information   | Identifies the main information from oral and written communication, and generally responds appropriately   | Identifies the main information from oral and written communication, and generally responds appropriately   | Asks some questions to clarify understanding, or seek further information   |  |
| Capable Performer    | Provides relevant information to others as required  | Recognises the purpose of various communications directly relevant to own role  | Accurately identifies relevant information from routine written and oral messages and exchanges and from written documents  | Seeks clarification when meanings and intended actions are obviously open to interpretation   |  |
| Proficient Performer | 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  | 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 | <b>Clarify how a complaint can be addressed by different cultural approaches</b> |
| Expert               | 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 | 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   |  |

## Responses in Work Communications

| Skill Cluster        | Skill Area               | Focus Area             |
|----------------------|--------------------------|------------------------|
| Interact with others | 2a. Communicate for work | Get the message across |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded       |
|----------------------|---|---|---|--|---|
| Novice               | Is aware that some language used in the workplace is specific to the job  | May follow scripts or use templates for routine communication <i>tasks e.g. standard email formats, incident reports</i>  | Begins to use some routine forms of written communication relevant to immediate work role with a limited awareness of requirements and expectations <i>e.g. main information required</i>   | Is aware that some language used in the workplace is specific to the job   |   |
| Advanced Beginner    | Selects from small range of communication modes, forms and channels to meet a specific purpose within the immediate work environment  | 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  |   |
| Capable Performer    | Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own 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 <i>e.g. to persuade, to gain assistance</i>   | Uses appropriate vocabulary, including technical language relevant to role and context   |   |
| Proficient Performer | 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  | 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 ( <i>e.g. to gain funding, convey an idea, present a plan</i> ), with full command of vocabulary relevant to the context |   |
| Expert               | 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 <i>e.g. understands how choice of the communication form itself communicates something, or that staying silent can sometimes be the most effective option</i> | 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 <i>e.g. understands how choice of the communication form itself communicates something, or that staying silent can sometimes be the most effective option</i> | Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals  | <b>Designs a message about dealing with a complaint by just using visuals</b> |

## **Interact with 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

## Personal Work Strategies

| Skill Cluster        | Skill Area                       | Focus Area      |
|----------------------|----------------------------------|-----------------|
| Interact with others | 2b. Connect and work with others | Understand self |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded        |
|----------------------|--|---|--|---|--|
| Novice               | 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 guidance, is becoming aware of some of the impacts of own emotions and behaviours on others in a work setting   | With guidance, is becoming aware of some of the impacts of own emotions and behaviours on others in a work setting  | <b>Explain how you react to a complaint and how to deal with that response</b> |
| Advanced Beginner    | Is developing an awareness of the impact of own emotions and behaviours on others  | Begins to recognise some ways in which own emotions may impact on personal behaviour and attempts to manage responses to particular situations and people     | Begins to recognise some ways in which own emotions may impact on personal behaviour and attempts to manage responses to particular situations and people        | With assistance, begins to recognise how personal values and beliefs align with, or differ from those of others in specific work contexts<br><br>Recognises some personal strengths and challenges associated with interacting with others in work contexts   |  |
| Capable Performer    | 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 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<br>May seek guidance and training in specific areas   |  |
| Proficient Performer | Reflects on personal values, beliefs and assumptions and considers how these might be perceived by others  | Identifies key triggers for specific emotions and behaviours, and uses a range of strategies to moderate responses that cause unnecessary problems for others | Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development                                 | 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<br><br>Begins to seek feedback about own behaviour from others, and is learning how to moderate own reactions when this feedback challenges self-perceptions |  |
| Expert               | 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 | Identifies and addresses areas of need, monitoring progress by observing the reactions of others and seeking explicit feedback                                | Sets time aside for self-reflection, recognising personal strengths and limitations and exploring beliefs and assumptions about own behaviour and that of others | Seeks expert advice and skills training where required  |  |

### Personal Work Networks

| Skill Cluster        | Skill Area                       | Focus Area    |
|----------------------|----------------------------------|---------------|
| Interact with others | 2b. Connect and work with others | Build rapport |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy  | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded                    |
|----------------------|--|--|---|--|--|
| Novice               | May respond to advice about accepted ways of interacting in the immediate work context   | May respond to advice about accepted ways of interacting in the immediate work context   | May respond to advice about accepted ways of interacting in the immediate work context  | With encouragement, attempts to establish a connection with one or two people in immediate work context <i>e.g. may smile, introduce self to immediate peers, respond to acknowledgement from others</i>   |  |
| Advanced Beginner    | Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport <i>e.g. adapts tone, content and language to reflect that used by others</i>   | Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport <i>e.g. adapts tone, content and language to reflect that used by others</i> | Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport <i>e.g. adapts tone, content and language to reflect that used by others</i>              | Establishes connections with a number of people in immediate work context, using some accepted practices for building rapport <i>e.g. adapts tone, content and language to reflect that used by others</i>   | <b>Draw up the range of colleagues you work within the enterprise and how you interact</b> |
| Capable Performer    | Monitors responses from others, and may adjust aspects of own behaviour  | Uses a range of strategies to establish a sense of connection with others <i>e.g. looks for common ground, makes casual conversation around a topic of interest to the other party</i>                     | Begins to recognise and accommodate individual differences of perspective and priority  | 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   |  |
| Proficient Performer | 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 <i>e.g. picks up non-verbal signals that someone is uncomfortable and changes content, tone, language or speed of delivery</i> | 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 <i>e.g. makes a habit of remembering names and other personal details, shares own personal information</i> | 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 <i>e.g. picks up non-verbal signals that someone is uncomfortable and changes content, tone, language or speed of delivery</i> |  |
| Expert               | 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   | Draws on a small set of governing principles learnt through experience <i>e.g. listen more than talk, genuinely try to understand what the situation looks like to someone else</i>                        | Invests time and energy in building rapport with others as an integral part of all work based interactions  | Uses non-verbal behaviour effectively to put others at ease, taking account of cultural differences where appropriate <i>e.g. mirrors and matches tone and body language</i>   |  |

## Personal Work Relationships

| Skill Cluster        | Skill Area                       | Focus Area                |
|----------------------|----------------------------------|---------------------------|
| Interact with others | 2b. Connect and work with others | Cooperate and collaborate |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded              |
|----------------------|---|--|--|---|--|
| Novice               | Identifies one or two people to ask for help  | Responds to clear requests   | Responds to clear requests   | May contribute to workgroup processes when invited to do so, recognising and following some basic conventions of social interactions <i>e.g. turn taking</i>  |  |
| Advanced Beginner    | Is learning to contribute to specific activities requiring joint responsibility and accountability  | Is beginning to recognise who best to go to when things are not working as expected  | Contributes to workgroup discussions, recognising and following accepted conventions of social interaction   | Seeks to cooperate with others to achieve results in immediate work context <i>e.g. complies with requests, offers assistance with familiar tasks</i>   |  |
| Capable Performer    | <p>Is learning to look for the strengths in others</p> <p>Recognises and avoids some of the behaviours that undermine effective interpersonal and group interaction <i>e.g. malicious gossip</i></p> <p>Begins to recognise that there are different kinds of working relationships that can serve different purposes</p> | <p>Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability</p> <p>Begins to form connections with others who can contribute to effective work outcomes <i>e.g. Cultivates a small informal network of people who may be able to provide advice or influence the progress of specific tasks</i></p> | <p>Takes responsibility for meeting commitments to others <i>e.g. Keeps others informed of progress, meets agreed deadlines, discusses problems and seeks help when required</i></p>   | <p>Plays an active role in workgroup discussions, paying some attention to the perspectives of others</p> <p>Shares information and resources, offers assistance voluntarily and provides feedback on others' work when requested</p>   | <b>Explain how a meeting needs to be managed and the types of documentation used</b> |
| Proficient Performer | <p>Looks for the strengths in others and finds ways to work with, and build on these, sharing own knowledge and experience freely</p> <p>Avoids behaviours that undermine effective interpersonal and group interaction and group cohesion <i>e.g. private criticism of group decisions, breaking a confidence</i></p>    | <p>Demonstrates an increasing awareness of the interplay of factors involved in any group interaction <i>e.g. work and personal goals, culture, age, gender, expectations, emotional needs and behaviours</i></p>  | <p>Seeks to enhance own performance in work groups and teams, recognising that this requires focused effort and specific skills</p> <p>Is learning to provide feedback to others in forms they can engage with and respond to <i>e.g. providing specific information rather than blanket positive or negative statements</i></p> | <p>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</p> <p>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 <i>e.g. joins a professional association, union, or community of practice</i></p> |  |

|        |   |   |   |  |  |
|--------|---|---|---|--|--|
| Expert | <p>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</p> <p>Actively builds formal and informal networks to include key people/communities with expert skills, knowledge, connections and decision making power</p> | <p>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</p> <p>Shares knowledge, experience information and resources with others as an integral part of work relationships</p> | <p>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</p> <p>Shares knowledge, experience information and resources with others as an integral part of work relationships</p> | <p>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</p> <p>Provides feedback to others in forms they can understand and use <i>e.g. specific and actionable</i></p> |  |
|--------|---|---|---|--|--|

## **Interact with others**

### **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.

## Personal & Other Perspectives

| Skill Cluster        | Skill Area                                     | Focus Area                       |
|----------------------|--|----------------------------------|
| Interact with others | 2c. Recognise and utilise diverse perspectives | Recognise different perspectives |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|---|---|---|--|---|
| Novice               | Demonstrates some awareness that the values, beliefs and behaviours of other people may differ from own   | Demonstrates some awareness that the values, beliefs and behaviours of other people may differ from own   | With support, attempts to follow some legal requirements and/or organisational protocols related to diversity   | Recognises some common cultural barriers to interaction in the immediate work context  |   |
| Advanced Beginner    | 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   | Generally adheres to legal requirements and protocols related to diversity and difference, and with guidance, may consider the concepts behind them   | Generally adheres to legal requirements and protocols related to diversity and difference, and with guidance, may consider the concepts behind them   | Recognises some common cultural barriers to interaction in the immediate work context  |   |
| Capable Performer    | Observe legal and organisational requirements and protocols for responding to diversity   | 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 | 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 | Identifies and articulates some personal values, beliefs and behaviours and explores the implications of different perspectives in work contexts       |   |
| Proficient Performer | 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 ( <i>e.g. ethnic, religious, gender, age, socio-economic</i> ) 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                          | 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                          | Actively articulates personal values and beliefs, considering how these were formed and how they influence work related interactions and relationships | <b>Explore how personal values are presented in the workplace</b>       |
| Expert               | 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  | Challenges the status quo if required to ensure that diversity is respected and that different perspectives are utilised  | Challenges the status quo if required to ensure that diversity is respected and that different perspectives are utilised                               |   |

### Address Perspectives Positively

| Skill Cluster        | Skill Area                                     | Focus Area                                  |
|----------------------|--|---|
| Interact with others | 2c. Recognise and utilise diverse perspectives | Respond to and utilise diverse perspectives |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy  | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded and can be written, spoken, recorded |
|----------------------|--|---|---|--|--|
| Novice               | With support, is beginning to manage own reactions to different values, beliefs, ideas and opinions                                  | With support, is beginning to manage own reactions to different values, beliefs, ideas and opinions   | With support, is beginning to manage own reactions to different values, beliefs, ideas and opinions   | With support, is beginning to manage own reactions to different values, beliefs, ideas and opinions  |  |
| Advanced Beginner    | 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                             | May make some adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others                             | May make some adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others  |  |
| Capable Performer    | 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  | May seek, and take into account, some different perspectives when deciding on a course of action  | 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                         |  |
| Proficient Performer | Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others                      | Actively seeks to identify the perspectives of others as part of work role <i>e.g. asks clarifying questions, tries to see the world through another's eyes</i> | Actively seeks to identify the perspectives of others as part of work role <i>e.g. asks clarifying questions, tries to see the world through another's eyes</i> | Routinely seeks broad input into problem solving and decision making, and is developing specific strategies to encourage sharing of ideas and different perspectives                                       |  |
| Expert               | 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          | Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes          | 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 | <b>Explain how different perspectives can enhance an enterprise</b>  |

## Manage Perspectives Productively

| Skill Cluster        | Skill Area                                     | Focus Area      |
|----------------------|--|-----------------|
| Interact with others | 2c. Recognise and utilise diverse perspectives | Manage conflict |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|--|--|---|---|---|
| Novice               | 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 <i>e.g. ignore, retreat, respond aggressively</i>  | Draws on a limited set of strategies for dealing with conflict when it arises <i>e.g. ignore, retreat, respond aggressively</i>   | With encouragement, may seek support from peers or assistance from supervisor when dealing with conflict  | <b>List reactions to others in the workplace and how you feel. The list your reactions and possible effects on others</b> |
| Advanced Beginner    | Attempts to manage own responses to particular situations and people, and makes some attempt to resolve issues that arise        | With assistance, begins to recognise some ways in which own behaviour may contribute to conflict in the immediate work context   | With assistance, begins to recognise some ways in which own behaviour may contribute to conflict in the immediate work context  | Seeks support from supervisor or peers if own efforts fail  |   |
| Capable Performer    | Acknowledges when own reactions to different perspectives may undermine working relationships and contribute to conflict         | Acknowledges when own reactions to different perspectives may undermine working relationships and contribute to conflict<br><br>When unable to resolve a major conflict, seeks advice and assistance in accordance with workplace protocols  | 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   |   |
| Proficient Performer | Reflects on conflict resolution process and outcomes in order to improve skills and understanding                                | Reflects on personal reactions to perspectives and behaviours that may undermine work relationships and contribute to conflict<br><br>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 | Identifies key triggers for specific emotions and behaviours, and uses a range of strategies to moderate responses that may initiate or escalate conflict<br><br>Seeks specialist advice when required    | 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<br><br>Listens closely and asks questions in order to clarify concerns and needs and identify the root problem |   |
| Expert               | Intuitively recognises potential for conflict and takes steps to stop an issue from escalating <i>e.g. raises potentially</i>    | Intuitively recognises potential for conflict and takes steps to stop an issue from escalating <i>e.g. raises potentially</i>  | Seeks to establish a climate in which it is possible to clarify and share the real needs and issues <i>e.g. Seeks to establish a shared</i>   | Confronts problems quickly and directly, engaging with other party to reach agreement on a course of action that  |   |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  | <p><i>contentious and divisive topics in a way that makes them discussable</i></p> <p>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</p> | <p><i>contentious and divisive topics in a way that makes them discussable</i></p> | <p><i>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</i></p> | <p>satisfies relevant needs and interests</p> |  |
|--|--|--|--|---|--|

# Get the work done

## 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.

## Work Role Planning

| Skill Cluster     | Skill Area            | Focus Area                                 |
|-------------------|-----------------------|--|
| Get the work done | 3a. Plan and organise | Plan and organise workload and commitments |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|--|--|--|---|---|
| Novice               | With assistance, uses one or two strategies to keep track of work and personal commitments <i>e.g. a diary or notebook</i>   | 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 <i>e.g. a diary or notebook</i>   | With encouragement, may alert others if unable to meet commitments as agreed  |   |
| Advanced Beginner    | May coordinate some aspects of work with others in immediate work context  | Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing   | Uses a small set of personal and organisation based systems for organising time and commitments <i>e.g. to do lists, electronic scheduler</i>  | When unable to meet commitments as agreed, or when circumstances change, is beginning seek guidance on setting new priorities and timeframes  | <b>Make a list of daily task and the contingency responses</b>          |
| Capable Performer    | Reacts to unplanned events by adding them to the list, and working longer and harder to meet commitments   | 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  | May alert others and seek to adjust activities or deadlines if expectations create unnecessary stress<br>And is beginning to establish boundaries when negotiating tasks and workloads with others  |   |
| Proficient Performer | 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<br><br>Reassesses priorities when circumstances change, and is learning to resist knee jerk reactions to unplanned events | 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<br><br>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 | 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<br><br>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 | Takes responsibility for own workload, negotiating some key aspects with others <i>e.g. goals, how to work, where to work, with whom and by when</i><br>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 <i>e.g. says 'no' when required</i> |   |
| Expert               | Monitors workload in terms of personal and stakeholder goals and outcomes, adjusting or renegotiating priorities and plans as required<br>Pays close attention to work-life demands and priorities, recognising warning signs and making changes to ensure commitments do not become unmanageable                  | Organises time and effort around priorities and results, focusing beyond immediate tasks to consider aspects such as building and maintaining working relationship   | Organises time and effort around priorities and results, focusing beyond immediate tasks to consider aspects such as building and maintaining working relationship   | Takes responsibility for defining key aspects of own workload, balancing own needs and priorities with those of the work group  |   |

## Work Role Tasks

| Skill Cluster     | Skill Area            | Focus Area               |
|-------------------|-----------------------|--------------------------|
| Get the work done | 3a. Plan and organise | Plan and implement tasks |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|---|--|--|--|---|
| Novice               | May seek guidance when plans are interrupted or resources are not available   | 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  |   |
| Advanced Beginner    | Seeks assistance to reset priorities following disruptions, or when 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   | With assistance, determines priorities and sequences the steps involved in clearly defined, familiar tasks and identifies and assembles the resources required   | With encouragement, may seek advice when results are not as anticipated  |   |
| Capable Performer    | Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues<br><br>Assesses effectiveness in terms of how well stated goals were achieved and how closely the process followed the original plan and timeframes             | 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 | Plans a range of routine, and some non-routine, tasks, accepting stated goals and aiming to achieve them efficiently<br><br>May use ICT based systems and programs to assist with planning, implementing and tracking progress | Seeks assistance from more experienced colleagues as required  | <b>Create timetable to achieve specific projects and a plan to review</b> |
| Proficient Performer | Reflects on outcomes and feedback from others in order to identify general principles and concepts that may be applicable in new situations<br>Recognises the need for flexibility and is learning how to adjust or even abandon plans as circumstances and priorities change | 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 <i>e.g. formal project management processes and associated technology</i>   | Sequences and schedules complex activities, monitors implementation and manages relevant communication <i>e.g. formal project management processes and associated technology</i> |   |
| Expert               | 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   | 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          | Skillfully utilises existing structures and systems to coordinate activity, or designs new processes as required   | Gathers data and seeks feedback from others to gain new perspectives and identify ways to strengthen planning processes in the future  |   |

## **Get the work done**

### **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.

## Work Role Scope

| Skill Cluster     | Skill Area         | Focus Area                      |
|-------------------|--------------------|---------------------------------|
| Get the Work Done | 3b. Make decisions | Establish decision making scope |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded  |
|----------------------|---|---|---|---|--|
| Novice               | Takes responsibility for a limited range of low- impact decisions relevant to immediate tasks   | Takes responsibility for a limited range of low- impact decisions relevant to immediate tasks   | Takes responsibility for a limited range of low- impact decisions relevant to immediate tasks   | Takes responsibility for a limited range of low- impact decisions relevant to immediate tasks   |  |
| Advanced Beginner    | Takes responsibility for routine low-impact decisions within familiar situations  | Takes responsibility for routine low-impact decisions within familiar situations  | Takes responsibility for routine low-impact decisions within familiar situations  | Takes responsibility for routine low-impact decisions within familiar situations  |  |
| Capable Performer    | Is beginning to take the initiative for making decisions in non-routine situations  | Takes responsibility for the outcomes of routine decisions related directly to own role   | Takes responsibility for the outcomes of routine decisions related directly to own role   | Actively contributes to group/team decision-making when required  |  |
| Proficient Performer | Considers whether, and how, others should be involved, often using consultative or collaborative processes as an integral part of the decision-making process                                 | Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account <i>e.g. time, availability of information, divergent perspectives</i> | Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account <i>e.g. time, availability of information, divergent perspectives</i> | Considers whether, and how, others should be involved, often using consultative or collaborative processes as an integral part of the decision-making process                                 | <b>Describe the type of collaboration used in your workplace – decisions made at weekly production meeting, monthly general meeting of all workers</b> |
| Expert               | 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 | Takes responsibility for high impact decisions in complex situations involving many variables and constraints   | 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 |  |

## Work Role Influence

| Skill Cluster     | Skill Area         | Focus Area    |
|-------------------|--------------------|---------------|
| Get the Work Done | 3b. Make decisions | Review impact |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded                                  |
|----------------------|---|---|---|---|--|
| Novice               | With guidance, may reflect on the impact of a decision that may not have achieved the desired outcome.  | With guidance, may reflect on the impact of a decision that may not have achieved the desired outcome.  | With guidance, may reflect on the impact of a decision that may not have achieved the desired outcome.  | With guidance, may reflect on the impact of a decision that may not have achieved the desired outcome.  |  |
| Advanced Beginner    | With guidance, may reflect on outcomes and identify the features of an effective or ineffective decision in a particular situation  | With guidance, may reflect on outcomes and identify the features of an effective or ineffective decision in a particular situation  | With guidance, may reflect on outcomes and identify the features of an effective or ineffective decision in a particular situation  | With guidance, may reflect on outcomes and identify the features of an effective or ineffective decision in a particular situation  |  |
| Capable Performer    | Evaluates effectiveness of decisions in terms of how well they meet stated goals  | Evaluates effectiveness of decisions in terms of how well they meet stated goals  | Evaluates effectiveness of decisions in terms of how well they meet stated goals  | Evaluates effectiveness of decisions in terms of how well they meet stated goals  |  |
| Proficient Performer | 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 | 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 | 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 | 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 |  |
| Expert               | Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations                                | Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations                                | Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations                                | Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations                                | <b>Explain how you oversee projects or tasks to cover contingencies and ensure the task is completed</b> |

## Work Role Processes

| Skill Cluster     | Skill Area         | Focus Area                      |
|-------------------|--------------------|---------------------------------|
| Get the Work Done | 3b. Make decisions | Apply decision-making processes |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded                           |
|----------------------|--|--|---|---|---|
| Novice               | May need encouragement to seek assistance when faced with decisions involving issues not clearly covered by guidelines   | 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   | 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  | <b>List the decisions you make and the decisions you need to have approval before you can act</b> |
| Advanced Beginner    | Usually seeks input and advice when decisions involve unfamiliar issues or are not clearly covered by guidelines   | Selects from a range of pre-determined options in routine situations, identifying and taking some situational factors into account   | 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  |   |
| Capable Performer    | 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                    | Automatically implements standard procedures for routine decisions   | 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 |   |
| Proficient Performer | Considers alignment with values and principles in decision-making processes and is learning to recognise and manage ethical issues   | 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 | Seeks advice, feedback and support as required  |   |
| Expert               | 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 | 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                                  | May use formal decision making processes as scaffolding for thinking, moving iteratively between phases and seeking input, advice, feedback and specialist expertise as required  |   |

## **Get the work done**

### **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.

## Work Issue

| Skill Cluster     | Skill Area                      | Focus Area        |
|-------------------|---------------------------------|-------------------|
| Get the Work Done | 3c. Identify and solve problems | Identify problems |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy   | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|--|---|--|---|---|
| Novice               | May recognise and respond to highly obvious, routine problems in the immediate work context <i>e.g. a disruption to a familiar procedure</i>   | May recognise and respond to highly obvious, routine problems in the immediate work context <i>e.g. a disruption to a familiar procedure</i>                                | May recognise and respond to highly obvious, routine problems in the immediate work context <i>e.g. a disruption to a familiar procedure</i>   | May need encouragement to seek assistance when problems are beyond immediate responsibilities or experience |   |
| Advanced Beginner    | Recognises and responds to predictable routine problems related to role in the immediate work context  | Recognises and responds to predictable routine problems related to role in the immediate work context   | 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                          | <b>Explain how you usually address a problem that occurs regularly</b>  |
| Capable Performer    | Generally accepts the obvious symptoms of a problem as 'the problem' and seeks to re-establish the status quo  | Recognises and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts  | 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   |   |
| Proficient Performer | Begins to look behind the obvious symptoms to redefine the problem and identify underlying causes  | 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           |   |
| Expert               | 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 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 and addresses complex problems involving multiple variables                                      |   |

## Work Solution

| Skill Cluster     | Skill Area                      | Focus Area                       |
|-------------------|---------------------------------|----------------------------------|
| Get the Work Done | 3c. Identify and solve problems | Apply problem- solving processes |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded                                    |
|----------------------|--|--|--|--|--|
| Novice               | 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               | Follows clear, step by step instructions or procedures to address a small set of identified, routine problems directly relevant to own role  | Follows clear, step by step instructions or procedures to address a small set of identified, routine problems directly relevant to own role  | Follows clear, step by step instructions or procedures to address a small set of identified, routine problems directly relevant to own role  |  |
| Advanced Beginner    | 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 | Begins to identify and implement standard solutions for an increasing number of routine problems   | Begins to identify and implement standard solutions for an increasing number of routine problems   | Begins to identify and implement standard solutions for an increasing number of routine problems   |  |
| Capable Performer    | 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  | 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   | <b>Explain how your ideas or solutions to a problem are most likely to be acted upon in your workplace</b> |
| Proficient Performer | 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 | 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  |  |
| Expert               | May intuitively hone in on the problem area and identify a small set of possible appropriate solutions   | Approaches problem solving in diverse ways, recognising that there is no formula and that 'it all depends'   | May use formal analytical and lateral thinking techniques for identifying issues, generating and evaluating possible 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<br>May identify a need for further information or seek advice from relevant experts |  |

## Solution Appraisal

| Skill Cluster     | Skill Area                      | Focus Area      |
|-------------------|---------------------------------|-----------------|
| Get the Work Done | 3c. Identify and solve problems | Review outcomes |

| Stage/<br>ACSF          | Learning  | Reading &<br>Numeracy   | Writing &<br>Numeracy   | Oral<br>Communication   | Sample activities<br>across ACSF levels can<br>be written, spoken or<br>recorded                                  |
|-------------------------|---|---|---|---|---|
| Novice                  | 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  | 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  | 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  | 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  |   |
| Advanced<br>Beginner    | May reflect on outcomes and identify what worked, or develop an improved approach for future situations   | May reflect on outcomes and identify what worked, or develop an improved approach for future situations   | May reflect on outcomes and identify what worked, or develop an improved approach for future situations   | May reflect on outcomes and identify what worked, or develop an improved approach for future situations   |   |
| Capable<br>Performer    | 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  | 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  | 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   |   |
| Proficient<br>Performer | Reflects on the appropriateness and effectiveness of the problem solving process used and identifies some key principles that may be relevant in future situations  | Acknowledges where a solution did not achieve expected outcomes and seeks a range of perspectives to understand why, including a rethinking of original goals   | 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   | <b>Explain how a positive approach can be made from a project or program or procedure that was not successful</b> |
| Expert                  | 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 | 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 | 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 | 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 |   |

## **Get the work done**

### **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.

## Designs Work Ideas

| Skill Cluster     | Skill Area              | Focus Area   |
|-------------------|-------------------------|--|
| Get the work done | 3d. Create and innovate | Recognise opportunities to develop and apply new ideas |

| Stage/ ACSF          | Learning  | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded         |
|----------------------|---|--|--|--|---|
| Novice               | 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  | 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 | 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   | 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 |   |
| Advanced Beginner    | Supports the 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                    | 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  |   |
| Capable Performer    | Recognises the value of continuous improvement within own work context where this involves incremental change   | Identifies ways to address problems affecting own role, and begins to recognise the value of seeking different perspectives when a solution is not obvious                       | Contributes to the design of new approaches within the immediate work environment  | Adopts proposals suggested by others and finds ways to make them work in practice where these do not require radical change  |   |
| Proficient Performer | 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          | Recognises the potential of new approaches to enhance work practices and outcomes, and accepts the need to consider radical as well as incremental change<br><br>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                                    |   |
| Expert               | Facilitates a climate in which creativity and innovation are accepted as an integral part of the way things are done <i>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</i> | Recognises the critical importance of the ongoing exploration of new ideas to the viability and effectiveness of a work situation  | Explores and incubates ideas that have the potential to lead to radical departures from the current situation  | Actively focuses on things normally taken for granted, asking, "Is this the only way? Are there better ways?"  | <b>Analyse two current procedures and propose opportunities for improvement</b> |

## Develops Work Ideas

| Skill Cluster     | Skill Area              | Focus Area     |
|-------------------|-------------------------|----------------|
| Get the work done | 3d. Create and innovate | Generate ideas |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|--|--|--|--|---|
| Novice               | Perceives chance and inspiration as the main ways of producing new ideas   | Demonstrates a limited awareness of the differences between analytical and lateral thinking  | Demonstrates a limited awareness of the differences between analytical and lateral thinking  | With guidance, may follow the rules of a formal lateral thinking technique   | <b>Take one task and explain how you might improve the efficiency</b>   |
| Advanced Beginner    | Understands that analytical and lateral thinking skills can be learned   | Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment   | Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment   | May apply a formal lateral thinking technique at the instigation of others, with some understanding of how the technique works   |   |
| Capable Performer    | Understands and explicitly applies some basic principles of analytical and lateral thinking<br>Identifies and adapts ideas being used in similar contexts  | Uses a systematic process to identify possible solutions to a difficult problem, <i>e.g. applies a standard set of questions or some thinking techniques, often in collaboration with others</i>                               | Uses a systematic process to identify possible solutions to a difficult problem, <i>e.g. applies a standard set of questions or some thinking techniques, often in collaboration with others</i> | Uses a systematic process to identify possible solutions to a difficult problem, <i>e.g. applies a standard set of questions or some thinking techniques, often in collaboration with others</i>   |   |
| Proficient Performer | Regularly uses formal thinking techniques to escape from current perceptions in order  | Regularly uses formal thinking techniques to escape from current perceptions in order  | 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<br>Uses ideas proposed by others as provocations and stepping stones to new perceptions and ideas   |   |
| Expert               | Plays with possibilities as an integral part of work life <i>e.g. Identifies the principles, concepts and features of existing approaches and rearranges them or combines some with others for a new purpose</i> | 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 | 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       | 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 |   |

## Applies Work Ideas

| Skill Cluster     | Skill Area              | Focus Area                      |
|-------------------|-------------------------|---------------------------------|
| Get the work done | 3d. Create and innovate | Select ideas for implementation |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded  |
|----------------------|--|--|--|--|--|
| Novice               | 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 approaches that can be easily applied without disruption of familiar routines  | 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 approaches that can be easily applied without disruption of familiar routines  |  |
| Advanced Beginner    | 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 the adoption of new ideas that will easily resolve a problem or improve a process within the immediate work context  | 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 the adoption of new ideas that will easily resolve a problem or improve a process within the immediate work context  | <b>Explain a change in workplace procedure that you will apply and how it will improve the current process</b> |
| Capable Performer    | 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 <i>e.g. Will it fit immediate needs or can it be adapted easily to do so? Is it affordable</i> | May use a standard set of questions or criteria when deciding which ideas, if any, to adopt <i>e.g. Will it fit immediate needs or can it be adapted easily to do so? Is it affordable</i> | May use a standard set of questions or criteria when deciding which ideas, if any, to adopt <i>e.g. Will it fit immediate needs or can it be adapted easily to do so? Is it affordable</i> |  |
| Proficient Performer | Begins to look beyond immediate adoption to broader implications that may affect adoption of innovations   | 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  | Recognises the importance of promoting a new idea to others who may be involved in, or affected by its implementation  |  |
| Expert               | 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 | Identifies and seeks to address the range of issues that may impact on successful adoption of an innovation  | 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                        | Invests time in ensuring that the value of the new approach is appreciated by decision makers and those involved in/affected by its implementation   |  |

## **Get the work done**

### **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.

## Identify Digital Work Role

| Skill Cluster     | Skill Area                  | Focus Area                                   |
|-------------------|-----------------------------|--|
| Get the work done | 3e. Work in a digital world | Use digitally based technologies and systems |

| Stage/ ACSF          | Learning  | Reading & Numeracy  | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded    |
|----------------------|---|---|---|---|--|
| Novice               | Begins to understand the purpose of some commonly used digital tools  | Recognises and uses some terms and symbols with some understanding of their meaning <i>e.g. application, file</i>   | Identifies some appropriate hardware/ software for immediate tasks<br><br>With assistance, is learning to perform basic functions related directly to own tasks <i>e.g. uses email, undertakes basic Internet searches, manipulates screens</i> | With guidance, begins to use some basic troubleshooting strategies <i>e.g. turns off and on again</i>   |  |
| Advanced Beginner    | 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<br>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  |  |
| Capable Performer    | 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  | <b>Explain the types and complexity of digital tools in your workplace</b> |
| Proficient Performer | Is beginning to monitor trends and identify applications and innovations from other contexts that may be useful<br>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 | Considers purpose, needs and limitations when selecting devices and applications for different tasks<br>Recognises and uses a wide range of relevant language and symbols | Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes  | 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 |  |
| Expert               | 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  | Experiments with the possibilities of new systems, devices, applications, apps etc before conducting a more sophisticated analysis of benefits, costs and risk            | 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   | Actively identifies systems, devices and applications with potential to meet current and/or future needs  |  |

### Applies Digital Work Responsibly

| Skill Cluster     | Skill Area                  | Focus Area          |
|-------------------|-----------------------------|---------------------|
| Get the work done | 3e. Work in a digital world | Connect with others |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded   |
|----------------------|--|--|---|---|---|
| Novice               | Begins to recognise and apply some basic conventions of online etiquette   | Begins to recognise and apply some basic conventions of online etiquette   | Begins to link to those in immediate work context via common digital systems, devices and tools, <i>e.g. smartphone, PDA Intranet, email, SMS</i>   | Begins to link to those in immediate work context via common digital systems, devices and tools, <i>e.g. smartphone, PDA Intranet, email, SMS</i>   |   |
| Advanced Beginner    | Recognises and applies some conventions of online etiquette  | Recognises and applies some 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 <i>e.g. Uses electronic messaging to seek immediate information or advice from peers or supervisor</i>  | Uses digital systems, search engines and common digital tools to connect with others in immediate work context on matters related to own role <i>e.g. Uses electronic messaging to seek immediate information or advice from peers or supervisor</i>  |   |
| Capable Performer    | May use online forums, blogs and social networking sites to connect with work peers or discuss work related issues, following online etiquette appropriately | 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                                   | 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  |   |
| Proficient Performer | Begins to manage own online profile, recognising the permanence and reach of both personal and work related information                                      | 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<br><br>Collaborates with many people simultaneously and is beginning to initiate improvised groups around tasks, ideas and issues<br>Uses social networking as an integral part of work to supplement individual knowledge | <b>Describe the range of digital modes of communication can be used to maintain effective communication in your workplace</b> |
| Expert               | 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 | Demonstrates a sophisticated understanding of expectations, social protocols and online etiquette, intuitively selecting the appropriate channel, content, and tone for diverse purposes and audiences<br><br>Seeks to build and maintain an effective online profile as an integral part of work and career management | Establishes and contributes to virtual communities involved in collaborative construction of resources, sharing of information, development of ideas<br>Uses multiple social contexts and media spaces to connect with and influence others, tailoring strategies for each  |   |

## Manage Digital Work Role

| Skill Cluster     | Skill Area                  | Focus Area                                |
|-------------------|-----------------------------|---|
| Get the work done | 3e. Work in a digital world | Access, organise, and present information |

| Stage/ ACSF          | Learning   | Reading & Numeracy  | Writing & Numeracy   | Oral Communication   | Sample activities across ACSF levels can be written, spoken or recorded |
|----------------------|--|---|--|--|---|
| Novice               | Follows simple, step by step instructions for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters details into electronic timesheet, stores electronic records, enters basic key words into a search engine to find information</i> | Follows simple, step by step instructions for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters details into electronic timesheet, stores electronic records, enters basic key words into a search engine to find information</i>  | Follows simple, step by step instructions for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters details into electronic timesheet, stores electronic records, enters basic key words into a search engine to find information</i>           | Follows simple, step by step instructions for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters details into electronic timesheet, stores electronic records, enters basic key words into a search engine to find information</i>           |   |
| Advanced Beginner    | Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters and accesses customer information in a database, enters and reads data from electronic monitoring and control systems</i>                        | Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters and accesses customer information in a database, enters and reads data from electronic monitoring and control systems</i>                         | Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters and accesses customer information in a database, enters and reads data from electronic monitoring and control systems</i>                                  | Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role <i>e.g. enters and accesses customer information in a database, enters and reads data from electronic monitoring and control systems</i>                                  |   |
| Capable Performer    | Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role <i>e.g. accesses and filters information using search engines, data bases, or spreadsheets, uses computer-based applications to present information</i>                      | Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role <i>e.g. accesses and filters information using search engines, data bases, or spreadsheets, uses computer-based applications to present information</i>                       | Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role <i>e.g. accesses and filters information using search engines, data bases, or spreadsheets, uses computer-based applications to present information</i>                                | Uses familiar digital systems and tools to access, organise, analyse and display information relevant to role <i>e.g. accesses and filters information using search engines, data bases, or spreadsheets, uses computer-based applications to present information</i>                                |   |
| Proficient Performer | Considers new ways to model, visualise, interact with and present complex information <i>e.g. uses project management or process-modelling software</i>  | 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 <i>e.g. uses statistical analysis applications, participates in user forums and online communities of</i> | 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 <i>e.g. uses statistical analysis applications, participates in user forums and online communities of practice</i> | 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 <i>e.g. uses statistical analysis applications, participates in user forums and online communities of practice</i> |   |

|        |   |  |  |   |   |
|--------|---|--|--|---|---|
|        |   | <i>practice</i>  |  |   |   |
| Expert | 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 <i>e.g. makes decisions about information to be captured in a database and the kinds of reports required</i> | Uses digital tools to access and organise complex data and analyse multiple sources of information for strategic purposes <i>e.g. Filters and synthesises meaningful information, patterns and commonalities from multiple streams of data, models complex scenarios</i> | Uses digital tools to access and organise complex data and analyse multiple sources of information for strategic purposes <i>e.g. Filters and synthesises meaningful information, patterns and commonalities from multiple streams of data, models complex scenarios</i> | 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 <i>e.g. makes decisions about information to be captured in a database and the kinds of reports required</i> | <b>Describe the range of digital innovations that could be utilised in your workplace</b> |

## Address Digital Work Risks

| Skill Cluster     | Skill Area                  | Focus Area  |
|-------------------|-----------------------------|-------------|
| Get the work done | 3e. Work in a digital world | Manage risk |

| Stage/ ACSF          | Learning   | Reading & Numeracy   | Writing & Numeracy  | Oral Communication  | Sample activities across ACSF levels can be written, spoken or recorded can be written, spoken or recorded |
|----------------------|--|--|---|---|--|
| Novice               | May need to be reminded to use back up procedures  | With guidance, follows security instructions e.g. <i>security procedures, privacy requirements</i>   | With guidance, follows security instructions e.g. <i>security procedures, privacy requirements</i>  | May need to be reminded to use back up procedures   | <b>What are your backups if things go wrong or you lose power?</b>   |
| Advanced Beginner    | With assistance, may recognise some issues about the transparency and accessibility of information relevant to own role  | 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   |  |
| Capable Performer    | 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. <i>checks email addresses before sending</i>                                | 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. <i>Uses security protection and routinely backs up data</i>  | 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. <i>Uses security protection and routinely backs up data</i> | 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. <i>checks email addresses before sending</i> |  |
| Proficient Performer | Pays attention to when, how and why a device is connected to other sites, what information is being passed and whether it is protected   | 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  | 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   | 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   |  |
| Expert               | Recognises broader positive and negative implications of new technologies for ways of working e.g. <i>synergies and conflicts associated with increased transparency, the permanency of records, self-documentation of work done, location, collaboration, interests, accountability, online profiles and personas</i> | Recognises broader positive and negative implications of new technologies for ways of working e.g. <i>synergies and conflicts associated with increased transparency, the permanency of records, self-documentation of work done, location, collaboration, interests, accountability, online profiles and personas</i> | Is acutely aware of the importance of understanding, monitoring and controlling access to digitally stored and transmitted information  | 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   |  |

# Glossary **1** Navigate the world of work

## 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.



## 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.

## Glossary **2** Interact with others

### 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.

### 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.

## 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.

## Glossary **3** Get the work done

### 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.

### 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.

### 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

## 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.

### 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.