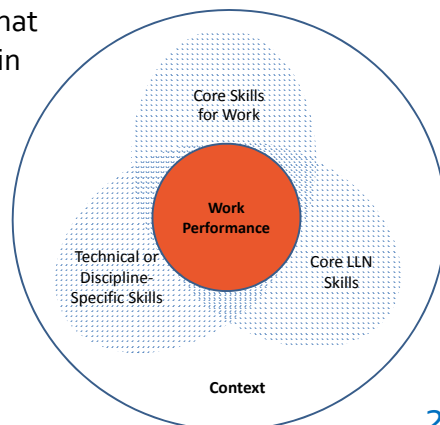


## Core Skills for Work – A Framework

Rod McDonald  
*Ithaca Group*

### The task

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



2

## The Skill Areas

1. **Navigate the world of work**
  - a. Manage career and work life
  - b. Work with roles, rights and protocols
2. **Interact with others**
  - a. Communicate for work
  - b. Connect and work with others
  - c. Recognise and utilise diverse perspectives
3. **Get the work done**
  - a. Plan and organise
  - b. Make decisions
  - c. Identify and solve problems
  - d. Create and innovate
  - e. Work in a digital world

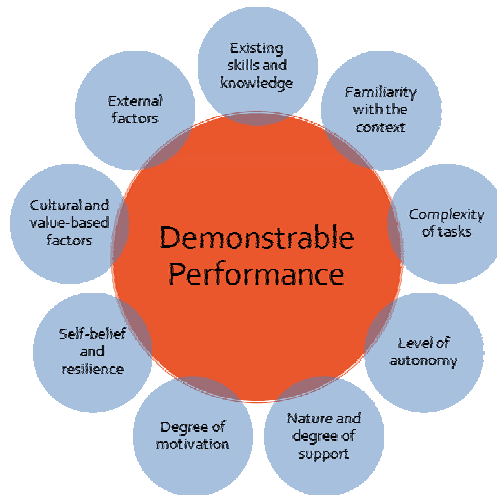
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## 1. 'Unpacking' what employers say that they want

- *Employers say that they value individuals who can work in teams:*
  - connect and work with others
  - communicate for work
  - recognise and utilise diverse perspectives
  - plan and organise
  - work with roles, rights and protocols

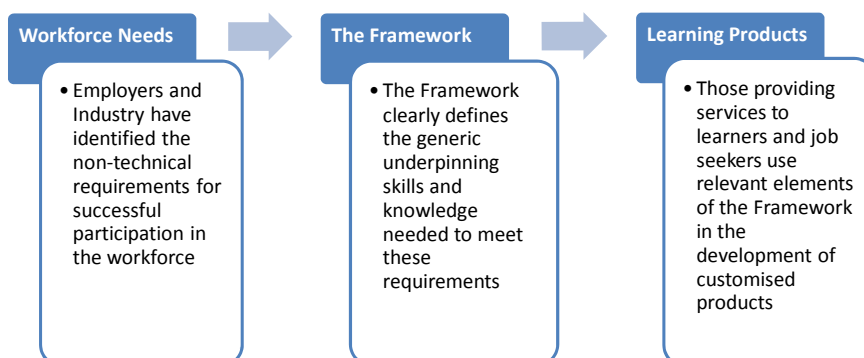
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## 2. Influencing factors



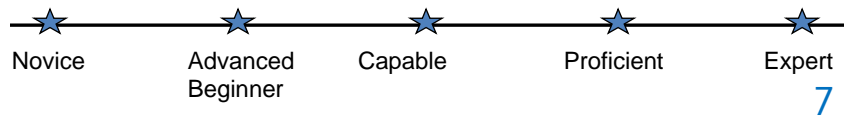
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## 3. Being clear about potential users



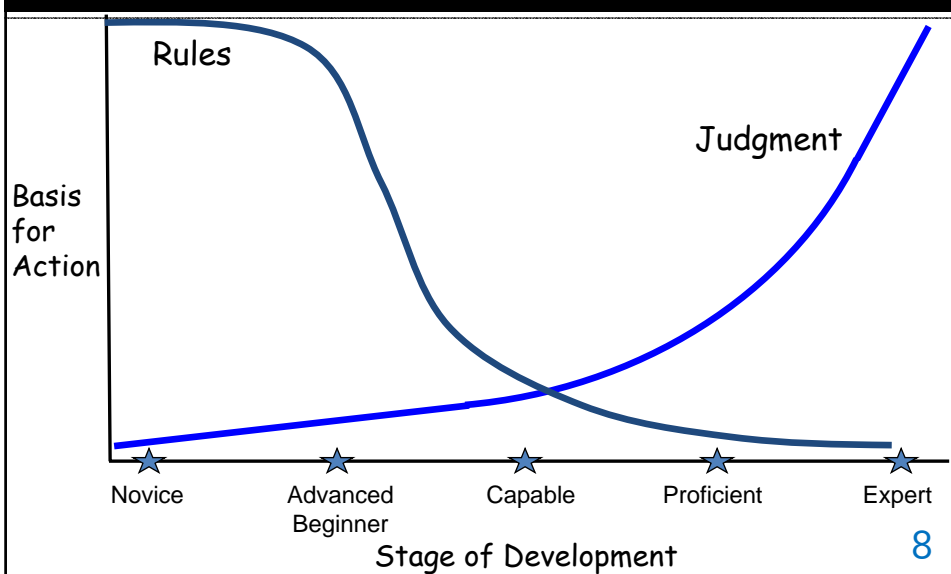
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## 4. A 'developmental' approach



7

## 4. A 'developmental' approach



8

## Five Stages of Performance

Stage 1 <i>A Novice performer</i>	Stage 2 <i>An Advanced Beginner</i>	Stage 3 <i>A Capable performer</i>	Stage 4 <i>A Proficient performer</i>	Stage 5 <i>An Expert performer</i>
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9

## 5. Key underpinning concepts

- Context-dependency of performance
- Relevance across a range of contexts
- Different stages of performance across different Skill Areas

10

## Performance Features

Focus Areas	Stage 1 A Novice in working with roles, rights and protocols:
<b>Work with roles and responsibilities</b>	Can identify some of the main tasks associated with a role Follows clear instructions to complete a limited set of well-defined tasks
<b>Operate within legal rights and responsibilities</b>	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 seek support if problems arise
<b>Recognise and respond to protocols</b>	Recognises that organisations have accepted ways of doing things Focuses on meeting a limited range of explicit protocols <i>e.g. attendance, dress code, safety</i> May ask for clarification when unsure or when practices or expectations appear to contradict legal rights and responsibilities

11