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The Work Skill Development Framework: Work-ready Competencies for Today and Tomorrow

The Work Skills Development [WSD] framework: Work-ready competencies for Today & Tomorrow

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A Synopsis

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- Objective : WSD in MELT family, and relevance to Work Integrated Learning[WIL]

- What I did : 1. Adapted RSD to Workplace Skills = 'WSD'
  2. Applications of WSD

- Research Output:
  - **Reflective Practice** in MELT
  - Pre & Post Placement comparisons in MELT
  - **Employer needs** vs Student / Educator training in MELT
  - Bridging the **cognitive and affective** in MELT

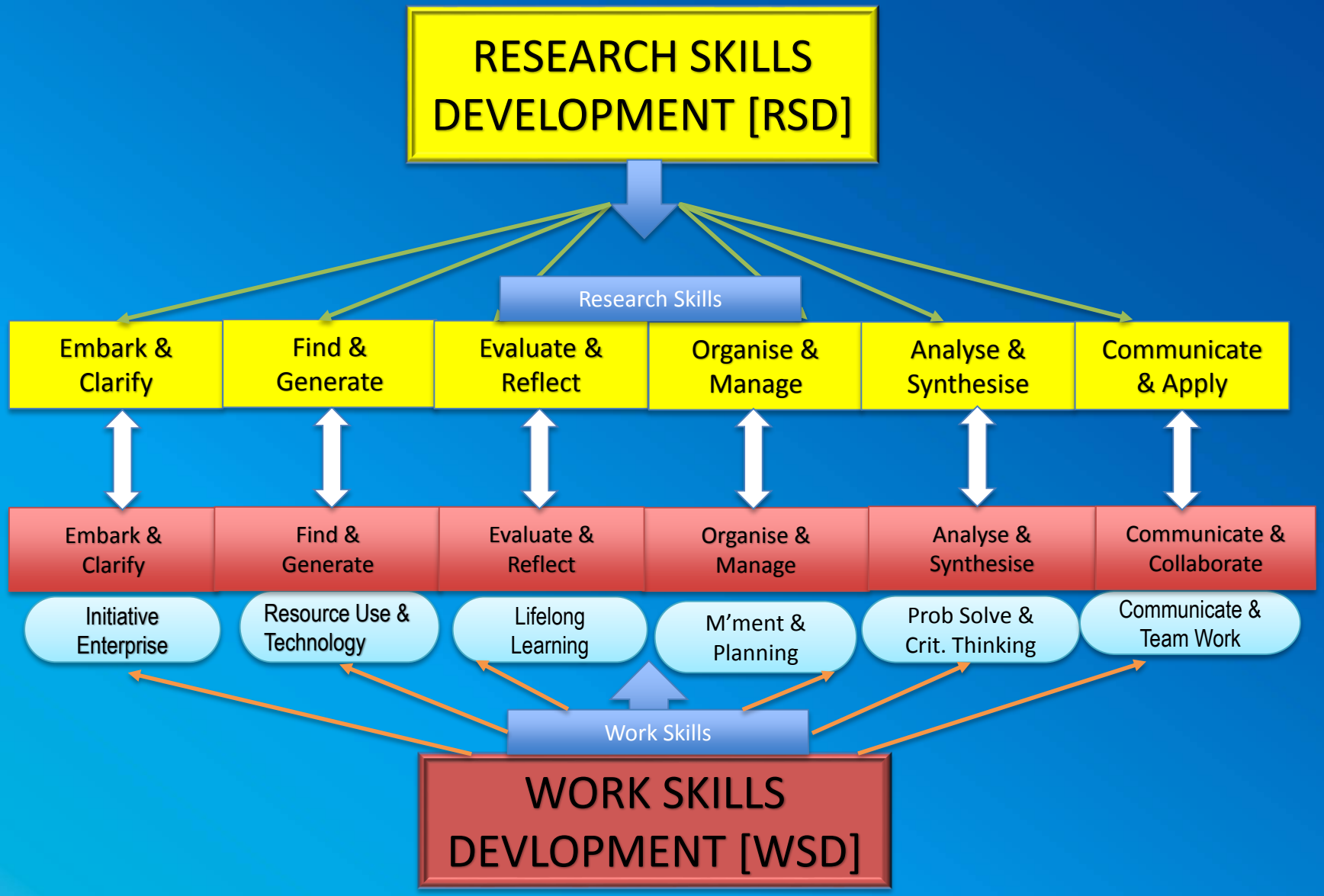
- Relevance: **Flexibility** of WSD – cross disciplinary, tertiary students, career management, work skills training to complement new technology of the 21st century

How is MELT applied to Work Integrated Learning [WIL]?

- WIL is the nexus between content & knowledge developed through university and the application in the workplace.

- The WSD educates the student on scaffolding work skills, and adjusting to a workplace.

iMELT: Building Relationships



MELTing into WORK SKILLS

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MELT Skill Facet	MELT Questions	Examples of Work Skill	MELT Action Verb
Embark & Clarify	What is my goal?	Clarifies role Translates ideas into action	Locate Focus Inquire
Find & Generate	What Resources do I need?	Manages existing resources Adapts to new technology Generates new data	Select Innovate Apply
Evaluate & Reflect	What are my expectations?	Establishes lifelong learning skills Responds to organisational culture	Aspire Interpret Change
Organise & Manage	How do I plan & achieve?	Manages needs of others Time Management	Plan Choose Judge
Analyse & Synthesise	What is the Issue?	Problem solving Initiates change & creates solutions	Define Test Reason
Communicate & Collaborate	How do we interact with others?	Team dynamics Sensitivity to communication Professional conduct	Listen Network Negotiate

Teaching & Learning Work Skills through Reflective Practice [RP]

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- What is RP?
- How do students engage in RP?
- Scaffolded in repeat use – Journal, Essay, Interview
- Supported by effective Mentoring
- Guided Questions to direct reflective thinking
- Issues with Science & Engineering students lack of RP

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Applications of WSD

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A. Pre & Post comparison of Work Skills

WSD was translated to SPANISH [Mexico] & THAI [Thailand] in 2017.

B. Clinical Reflective Skills Development Framework *[Snelling & Karanicolas]*

C. Career Development

i. 5 stage Career Development Cycle [Band …& Willison]

ii. Novice to Professional – career development framework based on WSD [Kimmerly & Band…]

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Employer vs Educator Training

- Lack of connectivity in the Triad
- Issues in training students
- Research Study [ACEN, 2014]
  - RQ1: Is there a difference of opinion between employers and students in how they perceive learning outcomes in the cognitive & affective domains?
  - RQ2: Do students display emotional work-readiness?

Emotional Work-Readiness [EW]

- *Emotional work-readiness [EW]* is the key to understanding feelings and emotions of oneself and of others, and the management of those emotions.
- EW triggers Social Responsibility
- *Students have limited understanding of affective skills, employers emphasised the need for greater understanding of affective skills in the workplace [APJCE, 2015).*

Using the Affective Domain in MELT Models

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- WSD introduces **Social and Emotional intelligence** to the workplace in its new MELT design, to highlight the need of the affective domain in WIL.

- WSD also incorporates **Cultural Competency** in a modified MELT to illustrate the relevance of using cultural intelligence in the workplace [WACE, 2016]

Adjusting WSD to a Futuristic Workplace

- WSD adjusts using Work Skill Facets [Universal Methodology]
  - Embark & Clarify
  - Find & Generate
  - Evaluate & Reflect
  - Organise & Manage
  - Analyse & Synthesise
  - Communicate & Collaborate

Identified variations:

- Artificial intelligence replacing some routine human jobs
- Aim at higher productivity

Examples: Create software and hardware to get computers to do things that would be considered ‘intelligent’ as when people did them

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DISCUSSION

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