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

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A Synopsis

- **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

**Research Skills Development (RSD)**

- Embark & Clarify
- Find & Generate
- Evaluate & Reflect
- Organise & Manage
- Analyse & Synthesise
- Communicate & Apply

**Work Skills Development (WSD)**

- Embark & Clarify
- Find & Generate
- Evaluate & Reflect
- Organise & Manage
- Analyse & Synthesise
- Communicate & Collaborate

**Skills**

- Initiative & Enterprise
- Resource Use & Technology
- Lifelong Learning
- M’ment & Planning
- Prob Solve & Crit. Thinking
- Communicate & Team Work

**Work Skills**

**Research Skills**
### MELTing into WORK SKILLS

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

- 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
Applications of WSD

A. Pre & Post comparison of Work Skills


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...]

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

• 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]
  o Embark & Clarify
  o Find & Generate
  o Evaluate & Reflect
  o Organise & Manage
  o Analyse & Synthesise
  o 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
DISCUSSION