

# Jobholder Skills Workbook – Aotearoa New Zealand

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Welcome to this Skills Workbook, designed to build a **profile** of some **less of your well-recognised work skills**. These skills are often overlooked, because they are hard to put into words.

These invisible skills can be identified by **describing work activities** in which you use them.

This workbook contains lists a total of 135 such activities. Please use the **code letters set out at the top of each page** to identify those work activities that are **relevant to you and your job**.

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- Not applicable - **H**

Work from left to right, starting with 'Learn' and finishing with 'Expertly create a system'

## A. Shaping awareness

|   | Learn  | Do fluently   | Solve new problems   | Share solutions with others   | Expertly create a system   |
|---|--|---|--|---|--|
| <b>A1. Sensing contexts or situations</b> | Build up understanding of worksite, resources, contacts, roles and rules.<br><input type="checkbox"/>                      | Adapt and apply knowledge and skills gained outside this workplace.<br><input type="checkbox"/>       | Piece together information and perspectives from various sources to solve a problem.<br><input type="checkbox"/> | Use ways of exchanging rapid updates with colleagues.<br><input type="checkbox"/>           | Use your understanding of the organisation's priorities to influence.<br><input type="checkbox"/>  |
|   | Build up a general understanding of terms and technology used by specialists in the work area.<br><input type="checkbox"/> | Adapt to the styles of different work groups<br><input type="checkbox"/>                              | Use your knowledge of the job and its contexts to anticipate and avoid problems.<br><input type="checkbox"/>     | Share problem-solving ideas with colleagues.<br><input type="checkbox"/>                    | Develop a system for exchanging information on new developments inside and outside the organisation.<br><input type="checkbox"/>             |
|   | Learn about the wider work contexts by observation, questions, reading and reflection.<br><input type="checkbox"/>         | Automatically pick up and adapt to changes in the work flow, demands etc.<br><input type="checkbox"/> | Solve problems by sifting key issues from masses of detail.<br><input type="checkbox"/>                          | Share information about new developments relevant to your work.<br><input type="checkbox"/> | Bring together people with knowledge and experience to help find ways of addressing issues for the organisation.<br><input type="checkbox"/> |

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## A Shaping awareness

|   | Learn   | Do fluently  | Solve new problems  | Share solutions with others   | Expertly create a system  |
|---|---|--|---|---|---|
| <b>A2. Monitoring and guiding reactions</b> | Learn to recognise and set aside your own pre-judgments of people or situations. <input type="text"/> | Recognise provocations and avoid responding to them. <input type="text"/>                            | Filter information to make it clear and relevant to a range of people. <input type="text"/>         | Be aware of the work group's emotional under-currents, strengths and needs. <input type="text"/>              | Know when to persevere and when to let go of a system change you are seeking to introduce. <input type="text"/>         |
|   | Gain insights into reasons for difficult behaviour. <input type="text"/>                              | Remind others how to behave in challenging situations. <input type="text"/>                          | Filter information according to how it will be received by those receiving it. <input type="text"/> | Work with colleagues to identify and deal with causes of difficulties. <input type="text"/>                   | Monitor perceptions of an initiative, and find a clear up misinterpretations. <input type="text"/>                      |
|   | Learn to control your reactions to difficult or disturbing work situations. <input type="text"/>      | Automatically check your own and co-workers' reactions to difficult situations. <input type="text"/> | Cope with large tasks by breaking them into small steps. <input type="text"/>                       | Prepare for a key event by checking through all the steps and gaining reliable feedback. <input type="text"/> | Foresee potential difficulties with a policy proposal and find ways of addressing them in advance. <input type="text"/> |

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## A Shaping awareness

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|----------------------------|---|---|---|---|---|
| <b>A3. Judging impacts</b> | Learn to predict how your responses to a situation will affect the reactions of other people.<br><input type="checkbox"/> | Automatically note when someone is beginning to be uncomfortable with what you are saying or doing.<br><input type="checkbox"/> | Assess how unwelcome news will be received, picking the right moment and monitoring the response.<br><input type="checkbox"/>   | Regularly summarise your understanding of what is going on in order to check that others agree.<br><input type="checkbox"/> | Set up processes for robust evaluation of the impact of the organisation's work, using a range of methods<br><input type="checkbox"/> |
|                            | Learn to screen worrying or unsettling work processes from clients.<br><input type="checkbox"/>                           | Automatically minimise others' fear or shame.<br><input type="checkbox"/>   | If aspects of your job are stressful to clients, carry out your work whilst chatting to relax them.<br><input type="checkbox"/> | Help create a supportive context for giving and receiving feedback.<br><input type="checkbox"/>                             | Perceive flow-on impacts of decisions on other parts of the organisation.<br><input type="checkbox"/>                                 |
|                            | Learn to consider consequences before responding.<br><input type="checkbox"/>   | Automatically act to reduce the stress of others.<br><input type="checkbox"/>   | Test your solution to a problem, by listening, observing and reflecting.<br><input type="checkbox"/>                            | Constructively challenge practices that compromise the safety or dignity of others.<br><input type="checkbox"/>             | Create a system for monitoring unintended outcomes of your organisation's approach.<br><input type="checkbox"/>                       |

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## B. Interacting and relating

|                                   | Learn   | Do fluently   | Solve new problems   | Share solutions with others   | Expertly create a system-  |
|-----------------------------------|---|---|--|---|--|
| <b>B1. Negotiating boundaries</b> | Learn to establish the boundaries of your role when responding to requests from clients or colleagues. <input type="text"/> | Communicate clear and consistent limits in a way that gains acceptance. <input type="text"/>          | Find a pleasant way to refuse requests that would deflect from deadlines. <input type="text"/>                               | Share knowledge and experience with people who do not accept your authority. <input type="text"/> | Carry a proposal forward by networking with key stakeholders. <input type="text"/>           |
|                                   | Learn to allow upset people to calm down before trying to help. <input type="text"/>  | Maintain useful working relations with people outside your immediate work group. <input type="text"/> | Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but ...'). <input type="text"/> | Give others space to learn and make mistakes. <input type="text"/>                                | Gain support for a change proposal by testing the idea with key people. <input type="text"/> |
|                                   | Learn to gain understanding and consent by explaining each step of a process. <input type="text"/>                          | Provide support unobtrusively to enhance others' independence. <input type="text"/>                   | Maintain good-will, whilst not giving way on bottom line solutions. <input type="text"/>                                     | Constructively give and receive feedback in unequal power situations. <input type="text"/>        | Provide a sense of direction that energises others. <input type="text"/>                     |

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## B. Interacting and relating

|  | Learn   | Do fluently  | Solve new problems   | Share solutions with others   | Expertly create a system-  |
|--|---|--|--|---|--|
| <b>B2. Communicating verbally and non-verbally</b> | Learn to interpret tone of voice and body language.<br><input type="checkbox"/>   | Interpret the needs and intentions of people who have restricted verbal language.<br><input type="checkbox"/>      | Adapt the volume of communication to the varying attention spans of different listeners.<br><input type="checkbox"/>         | Solve technical problems for non-experts by using familiar examples and language.<br><input type="checkbox"/>       | Crystallise the views of a diverse audience.<br><input type="checkbox"/>   |
|  | Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure.<br><input type="checkbox"/> | Use listening skills, allowing people to talk through their concerns.<br><input type="checkbox"/>                  | Pitch your use of language and terminology according to your listeners' levels of understanding.<br><input type="checkbox"/> | Coin catchphrases that will serve as a shared guide to action.<br><input type="checkbox"/>                          | Use understanding of community issues to acceptance by a range of audiences.<br><input type="checkbox"/>             |
|  | Learn to set out concepts clearly and logically using written and spoken language and other media.<br><input type="checkbox"/>        | Use reassuring and respectful touch (when appropriate), to convey or gain information.<br><input type="checkbox"/> | Overcome communication problems by translating, eg, between students and experts.<br><input type="checkbox"/>                | Help your work group to build the right kind of environment for clients and co-workers.<br><input type="checkbox"/> | Help build a consistent, aesthetic and ethical communication style for the organisation.<br><input type="checkbox"/> |

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## B. Interacting and relating

|                                       | Learn  | Do fluently   | Solve new problems  | Share solutions with others   | Expertly create a system-   |
|---------------------------------------|--|---|---|---|---|
| <b>B3. Connecting across cultures</b> | Learn the rules for interacting appropriately in intercultural situations.<br><input type="checkbox"/>   | See your own and your work team's behaviour from the perspective of Māori or another culture.<br><input type="checkbox"/> | Solve issues with colleagues or clients by approaching them from a Māori or other cultural perspective.<br><input type="checkbox"/> | Listen attentively to key in to the sub-text and dynamics of gatherings based on te reo Maori or another language or culture.<br><input type="checkbox"/> | Work with people from diverse backgrounds to help overcome systemic barriers.<br><input type="checkbox"/>   |
|                                       | Learn to interact easily and respectfully with people from diverse cultures.<br><input type="checkbox"/> | Identify the correct contact people for the communities and cultures you serve.<br><input type="checkbox"/>               | Work effectively with people who have different approaches to time.<br><input type="checkbox"/>                                     | Incorporate elements of Maori or other languages of your client groups (such as NZ sign language) into your work practices<br><input type="checkbox"/>    | Work at a systems level to implement Treaty principles of partnership, participation and protection of Maori interests.<br><input type="checkbox"/> |
|                                       | Learn protocols for respectful use of traditional knowledge.<br><input type="checkbox"/>                 | Speak and act in a way that fits with Māori kaupapa and values<br><input type="checkbox"/>                                | Help negotiate solutions to problems caused by disability or cultural misunderstandings.<br><input type="checkbox"/>                | Informally interpret or mediate between work colleagues and members of cultural communities.<br><input type="checkbox"/>                                  | Develop the expertise (eg through immersion) to build culturally inclusive programs.<br><input type="checkbox"/>                                    |

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## C. Coordinating

|  | Learn   | Do fluently  | Solve new problems  | Share solutions with others  | Expertly create a system  |
|--|---|--|---|--|---|
| <b>C1. Sequencing and combining activities</b> | Develop a list of contacts, definitions, reminders and shortcuts to help streamline work.<br><input type="checkbox"/> | Notice needs to be done and automatically do it, so that no-one notices your input until absent.<br><input type="checkbox"/> | Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.<br><input type="checkbox"/> | Exchange tricks of the trade and ideas for shortcuts with colleagues.<br><input type="checkbox"/>                          | Embed useful elements of your own systems and codes in the organisation's programs.<br><input type="checkbox"/> |
|  | Learn to incorporate new tools and techniques into work processes.<br><input type="checkbox"/>                        | Respond to a range of demands by slotting each request into the day.<br><input type="checkbox"/>                             | As new demands arise during the day, frequently reprioritise tasks to keep within deadlines.<br><input type="checkbox"/>          | Plan team briefings by using a clear, logical and streamlined sequence.<br><input type="checkbox"/>                        | Maintain a range of initiatives, switching attention among them.<br><input type="checkbox"/>                    |
|  | Learn to sort your own tasks according to importance and urgency.<br><input type="checkbox"/>                         | If interrupted, carry the idea and get back quickly to the same point.<br><input type="checkbox"/>                           | Think quickly on your feet as new problems arise in the course of an activity.<br><input type="checkbox"/>                        | Develop codes for recording key details of events as they happen to allow effective follow-up.<br><input type="checkbox"/> | Map long-term work goals, to help align them with organisational realities.<br><input type="checkbox"/>         |

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## C. Coordinating

|   | Learn   | Do fluently   | Solve new problems  | Share solutions with others   | Expertly create a system   |
|---|---|---|---|---|--|
| <b>C2. Interweaving your activities smoothly with those of others</b> | Learn to keep notes of loose ends that need to be followed up with colleagues.<br><input type="checkbox"/>              | Use knowledge of how the workplace runs to ensure issues are followed through to closure.<br><input type="checkbox"/> | Monitor each step of a group work process so that everything is at hand for individuals with varying work styles.<br><input type="checkbox"/> | Develop shared information exchange systems, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets.<br><input type="checkbox"/> | Create systems for sharing innovations or solutions to intractable problems.<br><input type="checkbox"/> |
|   | Learn the best timing and approach in interrupting others and when not to interrupt.<br><input type="checkbox"/>        | Automatically check to prevent duplicating the work of others.<br><input type="checkbox"/>                            | Carry out all steps to ensure legal and safe procedures in a rapidly changing situation.<br><input type="checkbox"/>                          | Mobilise support networks for quick responses.<br><input type="checkbox"/>  | Develop network for accessing, tracking, sharing and building on solutions.<br><input type="checkbox"/>  |
|   | Learn to record information accurately and to convey it to relevant people in a timely way.<br><input type="checkbox"/> | Use general familiarity with the work process to stand in for others at short notice.<br><input type="checkbox"/>     | Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing.<br><input type="checkbox"/>           | Organise your long-term work cycle to be available to team members at key times.<br><input type="checkbox"/>  | Develop a system for maintaining long-term key records.<br><input type="checkbox"/>                      |

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## C. Coordinating

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|--|--|--|---|--|--|
| <b>C3. Maintaining and/or restoring workflow</b> | Learn to patch up minor misunderstandings before they escalate.<br><input type="checkbox"/>    | Fix up things that have not been followed through, without undermining others.<br><input type="checkbox"/>     | Identify minor issues that have the potential to grow into bigger problems and act to prevent this.<br><input type="checkbox"/> | Cooperate to find a way around or through obstacles.<br><input type="checkbox"/>                   | Research underlying causes of bottlenecks and negotiate solutions.<br><input type="checkbox"/>             |
|  | Learn to rebalance and refocus quickly after something goes wrong.<br><input type="checkbox"/> | Ensure co-workers are notified if equipment faulty and arrange for it to be fixed.<br><input type="checkbox"/> | Develop your own tracking system to make sure procedures have been followed.<br><input type="checkbox"/>                        | Find ways to optimise resources.<br><input type="checkbox"/>                                       | Ensure backup systems are in place. In case of system breakdown.<br><input type="checkbox"/>               |
|  | Learn the steps to follow in dealing calmly with an emergency.<br><input type="checkbox"/>     | Plan to ensure that all needs of a dependent client will be met between meetings.<br><input type="checkbox"/>  | Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable.<br><input type="checkbox"/>  | Develop and share techniques for solving problems under high pressure.<br><input type="checkbox"/> | Work to maintain continuity and stability as well as responsiveness to change.<br><input type="checkbox"/> |

**Thank you! You have finished the Workbook and are ready to analyse the results...**