



**MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT**
HĪKINA WHAKATUTUKI

newzealand.govt.nz

Spotlight: A Skills Recognition Tool

Resources

ACKNOWLEDGEMENT

Pay and Employment Equity Unit
Department of Labour

Project team – Anne Junor and Ian Hampson (The University of New South Wales), Gemma Piercy (The University of Waikato), Peter Ewer (Labour Market Alternatives), Alison Barnes and Meg Smith (The University of Western Sydney), Kaye Robyn Ogle (Deakin University).

Conceptual advice – Janice Burns (Top Drawer Consultants), Philippa Hall (Director, Pay and Employment Equity Unit).

Reference Group – Janice Baker (State Services Commission), Jude Bleach (Ministry of Health), Celia Briar (Department of Labour), Kerry Davies (New Zealand Council of Trade Unions/Public Service Association), Susan Elliot (New Zealand Educational Institute), Carol Fuller (Department of Labour), Bonnie Kew (Wellington City Council), Jay Lamburn (2006) (State Services Commission), Sharessa Langley (MidCentral DHB), Ethelwyn Lloyd (Enderby Associates), Nicky Murray (Careerforce (Community Support Services ITO Ltd)), Jane Patterson (Hawkes Bay DHB), Sue Shone (Association of Salaried Medical Specialists), Olive Webb (Institute of Applied Human Services).

Thanks also to Victoria Gregory (Department of Labour), Sonya Bishara (State Services Commission), Kevin Cole (New Zealand Customs Service), Alex Finkle (Department of Conservation), Peter Lafferty (Department of Labour), Sigrid McCausland. Conor Twyford (Workplace Wellbeing).

And particular thanks to the 57 jobholders who provided extended interviews.

Disclaimer: The Department of Labour (now Ministry of Business, Innovation and Employment) has made every effort to ensure that the information contained in this report is reliable, but makes no guarantee of its accuracy or completeness and does not accept any liability for any errors. The Department may change the contents of this report at any time without notice.

© Crown copyright 2009

This material is Crown copyright unless otherwise stated and may be reproduced free of charge without requiring specific permission. This is subject to it being reproduced accurately and not being used in a derogatory manner or in a misleading context. The source and copyright status should be acknowledged. The permission to reproduce Crown copyright protected material does not extend to any material in this report that is identified as being the copyright of a third party.

Ministry of Business, Innovation and Employment
PO Box 1473, Wellington 6140
New Zealand

Web: www.mbie.govt.nz

CONTENTS

| | |
|--|-----------|
| BEHAVIOURAL QUESTIONS | 4 |
| BRIEFING FOR SELECTION PANEL | 5 |
| JOB INTERVIEW DECISION SHEET | 7 |
| JOB SKILLS PROFILE | 8 |
| JOB SKILLS RECOGNITION WORKBOOK | 9 |
| PERSONAL QUALITIES KEY ACTIVITY EXAMPLES | 19 |
| SKILLS AUDIT..... | 20 |
| SKILLS FOR INCLUSION IN SELECTION CRITERIA..... | 32 |
| STRETCH GOAL PROFILE..... | 33 |

BEHAVIOURAL QUESTIONS

| Spotlight skill element | Suggested behavioural questions |
|---|--|
| A1. Sensing contexts or situations – capacity to notice, interpret and understand the significance of wider job contexts or changed workplace situations | <p>Please describe an incident where you needed to be very aware of what was happening around you.</p> <p>Prompt: You may have needed to be aware of wider contexts or of a changing situation.</p> |
| A2. Monitor and guide your own or others' reactions – capacity to monitor and guide your own and others' reactions or to manage situations where awareness levels vary | <p>Please outline an incident in which you needed to:</p> <ul style="list-style-type: none"> • monitor your own reactions carefully, in order to be effective • needed to be aware of the reactions of other people • needed to manage other people's awareness or reactions. |
| A3. Judge impacts – capacity to evaluate your own or team's impact, in the workplace or on clients or community | <p>Please outline an incident where:</p> <ul style="list-style-type: none"> • it was important to monitor and assess the impact you or your team were having on a situation • make a colleague aware of the impact they were having. |
| B1. Negotiate boundaries – capacity to set your own boundaries and respect those of others or influence or negotiate within and across boundaries | <p>Please describe briefly an incident where:</p> <ul style="list-style-type: none"> • you had to set limits to what you were being asked to do • you needed to influence the behaviour of someone over whom you had no direct authority • you needed to use your powers of persuasion or you needed to use negotiating skills. |
| B2. Communicate verbally and non-verbally – capacity to respond to and use non-verbal and verbal communication or enhance the impact of the organisation's communications | <p>Please outline an incident where:</p> <ul style="list-style-type: none"> • you were required to respond to or use non-verbal communication • you needed to adapt your communication to the context • you needed to adapt your communication in order to be understood by different people. |
| B3. Connect across cultures – capacity to develop awareness of diverse cultures and understand one's own cultural impact or build intercultural trust relations or honour Treaty of Waitangi obligations | <p>Please outline a situation where you:</p> <ul style="list-style-type: none"> • needed to interact with individuals from another cultural group • needed to work closely with representatives from another cultural group. |
| C1. Sequence and combine your own activities – capacity to organise your own work by prioritising, switching and interlinking activities | <p>Please outline an incident where you were called on to:</p> <ul style="list-style-type: none"> • do a number of things at once • cope with interruptions. |
| C2. Interweave your own activities with those of others – capacity to follow up tasks and follow through on undertakings or interweave your contribution smoothly with that of others | <p>Please describe briefly an incident where you needed :to</p> <ul style="list-style-type: none"> • interlink your activities with what other people were doing • follow up loose ends. |
| C3. Maintain or restore workflow – capacity to maintain, rebalance or restore workflow or overcome obstacles or help put things back on track | <p>Please describe an incident in which you needed to:</p> <ul style="list-style-type: none"> • work around an obstacle or overcome a barrier • prevent a crisis from occurring • pick up the pieces after something went wrong. |

BRIEFING FOR SELECTION PANEL

Research shows that, in a job interview, it is hard to pin down skills that are:

| Not named: | Not well understood: | Not valued because of: |
|----------------------------------|--|------------------------|
| Tactful (used behind the scenes) | Second-order skills | Gender |
| Taboo (used behind the screens) | Integrating skills | Class |
| Tactile | Interweaving activities | Culture |
| Tacit | (Re)balancing self, workflow, work relations | |

Skills for which there is no name

Skills such as tact or discretion or work behind the scenes may be awkward to mention. There are social taboos against naming some behind the screens work in health, or community work. Some tactile skills based on physical senses are hard to put into words. For example, it is hard to describe the use of touch, dexterity or eye-hand coordination that has become second nature.

Words may not fully pick up the tacit skills used in dynamic and rapidly changing situations, where team members get the picture and signal fleetingly to each other what needs to be done. Tacit skills may also be built through indirect information exchange, based on unofficial work stories or shared through symbols, unspoken rules, cues, routines or rituals.

Skills that are not well understood

Under-specified second-order skills oil the wheels of more visible work processes:

- Individual meta-cognitive skills of monitoring one’s own learning and impacts.
- Practical supra skills – integrative skills that smoothly link activities.
- Combining automatic routines and conscious problem-solving.
- Fitting individual activities into team and organisational workflows.
- Skills of rebalancing oneself, providing social glue or keeping things on the rails.

Skills that may be undervalued

- Emotional intelligence or coordinating skills may be noticed more in supervisory or managerial jobs, or valued more when performed by men.
- Coping with risk may be seen as natural among community nurses, but rewarded in fire fighters.
- The competence of working in a community with a different culture may be recognised when practiced by pākehā but not when practiced by Māori.

Process skills

These hidden skills fall into the category of process skills that:

- | | | |
|---------------------------------------|---------|--------------------|
| • bring qualifications to life | through | • practice |
| • apply life and work experience | | • problem-solving |
| • turn knowledge inputs into outcomes | | • solution-sharing |
| | | • system-shaping. |

Many statements about natural attributes can be redescribed as Spotlight skills:

- | | | |
|-------------------|------------------------|------------------|
| • professionalism | • problem-solving | • resilience |
| • can do attitude | • outgoing personality | • customer focus |
| • initiative | • tact and empathy | • teamwork |
| • self-motivation | • time management | • leadership |

Using the Spotlight lens

The Spotlight skills recognition tool classifies these skills into nine elements, defined at five levels:

Spotlight skill recognition grid

| SKILL ELEMENTS | LEVELS | | | | |
|---|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|
| | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
| A. Shaping awareness | | | | | |
| A1. Sensing contexts or situations | | | | | |
| A2. Monitoring and guiding reactions | | | | | |
| A3. Judging impacts | | | | | |
| B. Interacting and relating | | | | | |
| B1. Negotiating boundaries | | | | | |
| B2. Communicating verbally and non-verbally | | | | | |
| B3. Connecting across cultures | | | | | |
| C. Coordinating | | | | | |
| C1. Sequencing and combining activities | | | | | |
| C2. Interweaving your activities with others' | | | | | |
| C3. Maintaining and/or restoring workflow | | | | | |

By using the Spotlight lens, it is possible to predict potential work performance more accurately and to select more fairly. The subjectivity of the selection process can be reduced by ensuring that selection decisions are partly based on inclusion of Spotlight skills among the selection criteria and the use of Spotlight behavioural questions.

Key Spotlight skills have been added to the Job Interview Decision Sheet, cross-referenced to personal qualities and illustrated with activity examples. It is now the task of the selection panel to decide on the behavioural questions to ask - one for each Spotlight criterion.

As a panel, you will need to agree on the precise wording of a question for each of the criteria in the Job Interview Decision Sheet and allocate the questions. Individual panel members will need to write their question into copies of the Job Interview Decision Sheet – one for each applicant.

During or immediately after each interview, please write your own comment on each applicant's response to this question, before discussing these comments with the rest of the panel.

JOB INTERVIEW DECISION SHEET

| Organisation | | Position details | | | Date |
|-------------------|------------------|------------------|----------------------|-------------------|---------------------------|
| Applicant's name | | | | | |
| Spotlight element | Activity example | Personal quality | Behavioural question | Target level/time | Interviewer/panel comment |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Levels: 1. Familiarisation 2. Automatic fluency 3. Proficient problem-solving 4. Creative solution-sharing 5. Expert system-shaping

JOB SKILLS PROFILE

| | | | | | |
|---|---|--|--|---|---|
| Organisation | | | | | |
| Position title | | | | | |
| Date | | | | | |
| SKILL ELEMENTS | LEVELS | | | | |
| | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
| | Capacity to: Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system |
| A. Shaping awareness | | | | | |
| A1. Sensing contexts or situations | | | | | |
| A2. Monitoring and guiding reactions | | | | | |
| A3. Judging impacts | | | | | |
| B. Interacting and relating | | | | | |
| B1. Negotiating boundaries | | | | | |
| B2. Communicating verbally and non-verbally | | | | | |
| B3. Connecting across cultures | | | | | |
| C. Coordinating | | | | | |
| C1. Sequencing and combining activities | | | | | |
| C2. Interweaving your activities with others' | | | | | |
| C3. Maintaining and/or restoring workflow | | | | | |

Examples of activities using key skill elements

JOB SKILLS RECOGNITION WORKBOOK

Kia ora. Welcome to the Spotlight Job Skills Recognition Workbook.

The hidden skills in your job

If someone asked you what you had done during the day, or what you had done in a particular situation, you might think, “I just did what had to be done, and it isn’t always the kind of thing that you can easily describe.” This statement illustrates the sorts of skills that this workbook is seeking to identify. What hidden capabilities does your job require that are hard to put into words? This workbook is designed to help bring the less visible skill demands of your job into the spotlight. Naming these skill demands will help ensure that your job is accurately understood. In using this booklet, you will be working with a supervisor or facilitator, or in a discussion group with people in jobs similar to yours.

Very important! The job, not the individual

The purpose of this workbook is to collect data on the hidden skills required by your job. You may have lots of other skills, and you may be doing extra things in the job beyond what is required. There is another Spotlight booklet to help profile your own hidden skills. Right now, however, the focus is on the hidden skills needed to achieve the purpose of your job.

Please start by filling in the information below

Because the focus here is on the skill demands of the job, not on your own skills, you may wish to use a confidential ID. If so, please ensure that your team leader or Spotlight discussion leader can match the ID to you, in case clarification is needed, or in case you would like to know the results. Otherwise, please just add your name.

| | |
|---|------------------|
| Job title (from your position description) | Work unit |
| Organisation | Location |
| Jobholder name or confidential ID | |
| What is the purpose of this job? | |
| How long have you been in this job? | |
| Job analyst(s) | Date |

Instructions

Tick all the activities that are necessary in your job and provide an example of any further activities that uses these skill elements.

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|--|--|---|---|---|
| <p>A1. Sensing contexts or situations – capacity to notice, interpret and understand the significance of wider job contexts or changed workplace situations.</p> <p>Examples:</p> <p>A caseworker maintains a strong awareness of local community networks.</p> <p>A corrections officer picks up early signs that trouble is brewing.</p> | <p><input type="checkbox"/> Build up understanding of worksite, resources, contacts, roles and rules.</p> <p><input type="checkbox"/> Build up a general understanding of terms and technology used by specialists in the work area.</p> <p><input type="checkbox"/> Use observation, questions, reading and reflection to understand wider work contexts.</p> | <p><input type="checkbox"/> Adapt and apply practical knowledge and skills gained outside the workplace.</p> <p><input type="checkbox"/> Draw on wider experience of workplaces to fit in with the styles of different work groups.</p> <p><input type="checkbox"/> Automatically pick up on small situational changes or early warning signs.</p> | <p><input type="checkbox"/> Piece together information and perspectives from various sources to solve a problem.</p> <p><input type="checkbox"/> Use knowledge of internal and external contexts to anticipate problems.</p> <p><input type="checkbox"/> Solve a problem for a client or colleague by sifting key issues from masses of detail.</p> | <p><input type="checkbox"/> Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals.</p> <p><input type="checkbox"/> With colleagues, share ideas and approaches to solving client or technical problems.</p> <p><input type="checkbox"/> By helping create and maintain internal and external networks, keep up to date on developments and trends relevant to the work area.</p> | <p><input type="checkbox"/> Use understanding of organisation's priorities to influence systems and policies.</p> <p><input type="checkbox"/> Develop a system of regular information exchange on developments inside and outside the organisation.</p> <p><input type="checkbox"/> Bring together people with theoretical knowledge and practical experience to think about an issue in a new way.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|---|---|--|--|--|
| <p>A2. Monitoring and guiding reactions – capacity to monitor and guide your own and others’ reactions, or manage situations where awareness levels vary.</p> <p>Example: A probation officer going with a new team member into a potentially dangerous situation, monitors her own and her partner’s responses.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Learn to recognise and set aside your own pre-judgements of people or situations. <input type="checkbox"/> Gain insight into difficult behaviour by seeing when it is a response to fear or embarrassment. <input type="checkbox"/> Learn to control your reactions to frightening or disgusting situations. | <ul style="list-style-type: none"> <input type="checkbox"/> Recognise provocations (try ons) and deftly avoid responding to them. <input type="checkbox"/> Use cues or formulas to guide or coach others in how to behave in a situation. <input type="checkbox"/> In a difficult situation, automatically cross-check your own and co-workers’ reactions. | <ul style="list-style-type: none"> <input type="checkbox"/> By keying in to other people’s way of thinking, filter information for its relevance to them. <input type="checkbox"/> Handle situations where participants have varying levels of awareness and want different degrees of disclosure. <input type="checkbox"/> Manage responses to overwhelming tasks by breaking them into steps. | <ul style="list-style-type: none"> <input type="checkbox"/> Be alert to the work group’s emotional under-currents, strengths and needs. <input type="checkbox"/> Compare notes with colleagues, to identify underlying causes of difficulties and share approaches to handling them. <input type="checkbox"/> Prepare for a key event by going through all the steps and gaining feedback from a trusted colleague. | <ul style="list-style-type: none"> <input type="checkbox"/> Know when to persevere and when to let go of a system change you are seeking to introduce. <input type="checkbox"/> Monitor perceptions of an initiative, to clear up misinterpretations. <input type="checkbox"/> Foresee potential difficulties with a policy proposal and find ways of addressing them in advance. |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|--|---|---|--|--|
| <p>A3. Judging impacts – capacity to evaluate your own or team’s impacts in the workplace or on clients or community.</p> <p>Example: A technician judges which approaches are producing beneficial effects, testing ideas and exchanging notes with colleagues.</p> | <p><input type="checkbox"/> Learn to predict how your responses to a situation will affect the reactions of other people.</p> <p><input type="checkbox"/> Learn to screen unnecessarily worrying or unsettling work processes from clients.</p> <p><input type="checkbox"/> Learn to read a situation and consider consequences before responding.</p> | <p><input type="checkbox"/> By listening and watching, sense the point at which someone is beginning to be uncomfortable with what you are saying or doing.</p> <p><input type="checkbox"/> Automatically minimise others’ fear or shame (for example, calmly refer to a little mishap).</p> <p><input type="checkbox"/> Automatically act to reduce the stress of others, for example, by explaining actions and delays.</p> | <p><input type="checkbox"/> Pick the right moment for conveying news, judging from reactions how much to say.</p> <p><input type="checkbox"/> In using technology on or with people, monitor/analyse information whilst chatting to relax them.</p> <p><input type="checkbox"/> Test your ideas by listening, observing and reflecting in coming up with a solution to a problem.</p> | <p><input type="checkbox"/> Regularly summarise your understanding of what is going on in order to check that others agree.</p> <p><input type="checkbox"/> Help create a supportive context for giving and receiving feedback when approaches are not working well.</p> <p><input type="checkbox"/> Constructively challenge practices that compromise the safety or dignity of others.</p> | <p><input type="checkbox"/> Set up processes for drawing together feedback from a wide range of sources in order to assess wider and longer term impacts.</p> <p><input type="checkbox"/> Perceive flow-on impacts of decisions on other parts of the organisation.</p> <p><input type="checkbox"/> Develop a system for analysing and addressing longer-term impacts by reviewing unintended outcomes and their causes.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|---|--|--|--|---|
| <p>B1. Negotiating boundaries – capacity to set your own boundaries and respect those of others, or influence or negotiate within and across boundaries.</p> <p>Examples:</p> <p>A customer service representative avoids being drawn into creating unrealistic client expectations.</p> <p>A support worker tactfully advises a senior colleague that her preferred approach is not working for a client.</p> | <p><input type="checkbox"/> In responding to requests from clients or colleagues, learn to establish the boundaries of your role.</p> <p><input type="checkbox"/> Learn to allow upset people to calm down before trying to help.</p> <p><input type="checkbox"/> Learn to gain understanding and consent by explaining each step of a process.</p> | <p><input type="checkbox"/> Communicate clear and consistent limits in a way that gains acceptance.</p> <p><input type="checkbox"/> Maintain cordial relations with people outside your authority, thereby gaining cooperation.</p> <p><input type="checkbox"/> Provide support unobtrusively to enhance others' independence.</p> | <p><input type="checkbox"/> Find a pleasant way to refuse requests that would deflect from deadlines.</p> <p><input type="checkbox"/> Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but ...').</p> <p><input type="checkbox"/> Negotiate or advocate in a way that retains good-will, whilst not giving way on bottom line solutions.</p> | <p><input type="checkbox"/> Quietly share knowledge and experience with people who do not accept your authority.</p> <p><input type="checkbox"/> Give others space to learn and make mistakes.</p> <p><input type="checkbox"/> Find ways to improve work practices by constructively giving and receiving negative feedback in unequal power situations.</p> | <p><input type="checkbox"/> Carry a proposal forward by networking with key stakeholders.</p> <p><input type="checkbox"/> Gain support for a change proposal by planting the idea in stages or testing the water with key people.</p> <p><input type="checkbox"/> Provide a sense of direction that energises others by reflecting their aspirations.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|--|---|--|---|--|
| <p>B2. Communicating verbally and non-verbally – capacity to respond to and use verbal and non-verbal communication adaptively or aesthetically.</p> <p>Examples:</p> <p>A rehabilitation worker uses physical cues to guide the learning of a client, noting tiny signs of progress.</p> <p>An administrative officer uses layout and design to communicate an attractive message in newsletters.</p> | <p><input type="checkbox"/> Learn to interpret tone of voice and body language.</p> <p><input type="checkbox"/> Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure.</p> <p><input type="checkbox"/> Learn to set out concepts clearly and logically using written and spoken language and other media.</p> | <p><input type="checkbox"/> Interpret the needs and intentions of people who have restricted mobility or verbal language.</p> <p><input type="checkbox"/> Use silent friendly listening, allowing people to talk through their concerns.</p> <p><input type="checkbox"/> Use reassuring and respectful touch (when appropriate), to convey or gain information.</p> | <p><input type="checkbox"/> Pace communication to the varying attention spans of different listeners.</p> <p><input type="checkbox"/> Pitch language to people with varying levels of understanding.</p> <p><input type="checkbox"/> Overcome miscommunication problems by translating, for example, between children and experts.</p> | <p><input type="checkbox"/> Solve technical problems for non-experts by using symbols or familiar comparisons to identify the problem and communicate solutions.</p> <p><input type="checkbox"/> Coin catchphrases that will serve as a shared guide to action.</p> <p><input type="checkbox"/> Collaboratively use resources and media to build a stimulating or reassuring environment.</p> | <p><input type="checkbox"/> Crystallise the views of a diverse audience with apt or memorable language or images.</p> <p><input type="checkbox"/> Use understanding of community issues to ensure communications gain acceptance by a range of audiences.</p> <p><input type="checkbox"/> Help build a consistent, aesthetic and ethical communication style for the organisation.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|---|---|--|---|---|---|
| <p>B3. Connecting across cultures – capacity to develop awareness of diverse cultures and understand your own cultural impact, or build intercultural trust relations.</p> <p><i>Examples:</i></p> <p>A liaison officer follows protocols in working with the appropriate people in ensuring services are based on the principle of participation.</p> <p>A social worker who doesn't speak a client's language finds culturally appropriate help.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Learn the rules for interacting appropriately in intercultural situations. <input type="checkbox"/> Learn to interact easily and respectfully with people from diverse cultures. <input type="checkbox"/> Learn protocols for respectful use of traditional knowledge. | <ul style="list-style-type: none"> <input type="checkbox"/> See your own and your work team's behaviour from the perspective of another culture. <input type="checkbox"/> Identify the correct community spokespeople to approach for specific purposes. <input type="checkbox"/> Speak and act in a way that fits with cultural protocols and values, for example, Māori respect for status and mutual care. | <ul style="list-style-type: none"> <input type="checkbox"/> Approach work practices from the perspectives of Māori staff and staff from other cultural backgrounds. <input type="checkbox"/> Work effectively with people who have different approaches to time. <input type="checkbox"/> Help negotiate solutions to problems caused by disability or cultural misunderstandings. | <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively to key in to the sub-text and dynamics of gatherings based on Māori or another language or culture. <input type="checkbox"/> Incorporate elements of te reo Māori, a community language, NZSL, Braille or Makaton into your work practices. <input type="checkbox"/> Informally interpret or mediate between work colleagues and members of cultural communities. | <ul style="list-style-type: none"> <input type="checkbox"/> Work with people from diverse backgrounds to help knock over systemic barriers. <input type="checkbox"/> In consultation with appropriate spokespeople, work at a systems level to implement Treaty obligations of partnership, participation and protection of Māori interests. <input type="checkbox"/> By immersion in a community, help build culturally appropriate programmes. |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|---|--|---|---|--|---|
| <p>C1. Sequencing and combining activities – capacity to organise your work by prioritising, switching, combining and linking activities.</p> <p>Example: A care assistant maintains a schedule of both patient care and ward upkeep, quickly refocusing after frequent interruptions when patients, family, whanau and staff members ask for help.</p> | <p><input type="checkbox"/> Develop a list of contacts, definitions, reminders and shortcuts to help streamline work.</p> <p><input type="checkbox"/> Learn to incorporate new tools and techniques into work processes.</p> <p><input type="checkbox"/> Learn to sort your own tasks according to importance and urgency.</p> | <p><input type="checkbox"/> See what needs to be done and automatically do it, so that no-one notices your input until absent.</p> <p><input type="checkbox"/> Respond to a range of demands by making sense of the muddle slotting each request into the day.</p> <p><input type="checkbox"/> If interrupted, carry the idea and get back quickly to the same point.</p> | <p><input type="checkbox"/> Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.</p> <p><input type="checkbox"/> As new demands arise during the day, frequently reprioritise tasks and streamline movements to keep within deadlines.</p> <p><input type="checkbox"/> Think quickly on your feet when challenged or when something malfunctions in the course of an activity.</p> | <p><input type="checkbox"/> Exchange tricks of the trade and ideas for shortcuts with colleagues.</p> <p><input type="checkbox"/> Plan team briefings by using a logical sequence and leaving out non-essentials in order to avoid confusion.</p> <p><input type="checkbox"/> Develop codes for recording key details of events as they happen to allow effective follow-up.</p> | <p><input type="checkbox"/> Help embed useful elements of your own systems and codes in the organisation's programmes.</p> <p><input type="checkbox"/> Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks.</p> <p><input type="checkbox"/> Map long-term goals, to help align them with organisational realities.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|---|---|--|--|---|---|
| <p>C2. Interweaving your activities with others' – capacity to follow up tasks and follow through on undertakings, or interweave your contribution smoothly with that of others.</p> <p>Example: Early childhood teachers and education support workers may need to meet each day, reviewing children's progress and planning the next day.</p> | <p><input type="checkbox"/> Learn to keep notes of loose ends that need to be followed up with colleagues.</p> <p><input type="checkbox"/> Learn the best timing and approach in interrupting others and when not to interrupt.</p> <p><input type="checkbox"/> Learn to record information accurately and to convey it to relevant people in a timely way.</p> | <p><input type="checkbox"/> Use knowledge of how the workplace runs to ensure issues are followed through to closure.</p> <p><input type="checkbox"/> Automatically check to prevent duplicating the work of others.</p> <p><input type="checkbox"/> Use general familiarity with the work process to stand in for others at short notice.</p> | <p><input type="checkbox"/> Monitor each step of a group work process so that everything is at hand for individuals with varying work styles.</p> <p><input type="checkbox"/> Carry out all steps to ensure legal and safe procedures in a rapidly changing situation.</p> <p><input type="checkbox"/> Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing.</p> | <p><input type="checkbox"/> Develop shared information exchange, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets.</p> <p><input type="checkbox"/> Mobilise support networks for a quick and individualised emergency response.</p> <p><input type="checkbox"/> Organise your long-term work cycle to be available to team members at key times.</p> | <p><input type="checkbox"/> Create systems for sharing innovations or solutions to intractable problems.</p> <p><input type="checkbox"/> Develop network for accessing, tracking, sharing and building on solutions.</p> <p><input type="checkbox"/> Foster a long-term perspective through a system for maintaining key records.</p> |

Please provide another example:

How long did it take to learn to do this well?

| SKILL ELEMENT | Learn | Do fluently | Solve new problems | Create together | Change system |
|--|---|---|---|---|--|
| <p>C3. Maintaining and/or restoring workflow – capacity to maintain and balance workflow, deal with emergencies, overcome obstacles, or help put things back on track.</p> <p>Example: In dealing with an IT outage, technicians work together to find and fix the problem, pin-pointing what is needed for a back-up system</p> | <p><input type="checkbox"/> Learn to patch up minor misunderstandings before they escalate.</p> <p><input type="checkbox"/> Learn to rebalance and refocus quickly after something goes wrong.</p> <p><input type="checkbox"/> Learn the steps to follow in dealing calmly with an emergency.</p> | <p><input type="checkbox"/> Fix up things that have not been followed through, without undermining others.</p> <p><input type="checkbox"/> Develop safe knacks to keep fault-prone equipment running.</p> <p><input type="checkbox"/> Plan to ensure that all needs of a dependent client will be met between meetings.</p> | <p><input type="checkbox"/> Identify minor issues that have the potential to grow into bigger problems and act to prevent this.</p> <p><input type="checkbox"/> In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system.</p> <p><input type="checkbox"/> Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable.</p> | <p><input type="checkbox"/> Cooperate to find a way around or through obstacles.</p> <p><input type="checkbox"/> Find ways to optimise resource use through continual fine-tuning or tweaking, for example, of the timing of outlays.</p> <p><input type="checkbox"/> Develop shared techniques for solving problems under high pressure during an emergency.</p> | <p><input type="checkbox"/> Research underlying causes of bottlenecks and negotiate the introduction of key levers to resolve them.</p> <p><input type="checkbox"/> Anticipate where existing frameworks may come under pressure and ensure backup systems are in place.</p> <p><input type="checkbox"/> Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message.</p> |

Please provide another example:

How long did it take to learn to do this well?

Finally, is there any aspect of your job that has not been brought into the Spotlight? If so, please let us know:

If you have any feedback of comments on how to improve this workbook, please let us know:

PERSONAL QUALITIES KEY ACTIVITY EXAMPLES

| Position details | | Date |
|--|-----------------------|--|
| Personal qualities | Key activity examples | Spotlight skill element and level (e.g. B2 L4) |
| Professionalism | | |
| Can do attitude, initiative, self motivation | | |
| Outgoing personality | | |
| Tact and empathy | | |
| Problem-solving | | |
| Resilience | | |
| Time management | | |
| Customer focus | | |
| Teamwork | | |
| Leadership | | |

SKILLS AUDIT

Kia ora. Welcome to this Spotlight Skills Audit, designed to help you build a profile of some of your less well-recognised skills. These skills are often overlooked because they are hard to put into words. Researchers have identified nine such skills to be particularly important in work performance.

How to use this booklet

You will be working with a team leader, mentor or facilitator. You will need your current position description and your résumé. The booklet consists of a set of work activity statements that indicate how people use these nine skills at work:

- ✓ Please tick activities that you undertake in your present work, or that you have done in past work, paid or unpaid.
- Please circle any activities where you would like further practice or guidance.

How you can use the information once you collect it

At the end of the booklet is advice on how to turn this information into a personal skills profile.

- You can incorporate relevant parts of your hidden skills profile and key activity statements into your résumé. This may be helpful in applying for jobs or promotion internally or externally, or in an appraisal interview.
- If you have circled areas where you would like to build your skills, you can discuss developmental activities with your team leader.
- If you can demonstrate that some of your skills are being under-utilised, you may be able to negotiate new challenges in your present job or career path opportunities.

Please start by filling in the information below

Name

Job title (from your position description)

Work unit

Current grade/classification

Location

How long have you been in this job?

Previous paid and unpaid work

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|--|---|---|--|--|--|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>A1. Sensing contexts or situations – capacity to notice, interpret and understand the significance of wider job contexts or changed workplace situations.</p> <p>Examples:</p> <p>A caseworker maintains a strong awareness of local community networks.</p> <p>A corrections officer picks up early signs that trouble is brewing.</p> | <input type="checkbox"/> Build up understanding of worksite, resources, contacts, roles and rules. <input type="checkbox"/> Build up a general understanding of terms and technology used by specialists in the work area. <input type="checkbox"/> Use observation, questions, reading and reflection to understand wider work contexts. | <input type="checkbox"/> Adapt and apply practical knowledge and skills gained outside the workplace. <input type="checkbox"/> Draw on wider experience of workplaces to fit in with the styles of different work groups. <input type="checkbox"/> Automatically pick up on small situational changes or early warning signs. | <input type="checkbox"/> Piece together information and perspectives from various sources to solve a problem. <input type="checkbox"/> Use knowledge of internal and external contexts to anticipate problems. <input type="checkbox"/> Solve a problem for a client or colleague by sifting key issues from masses of detail. | <input type="checkbox"/> Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals. <input type="checkbox"/> With colleagues, share ideas and approaches to solving client or technical problems. <input type="checkbox"/> By helping create and maintain internal and external networks, keep up to date on developments and trends relevant to the work area. | <input type="checkbox"/> Use understanding of organisation’s priorities to influence systems and policies. <input type="checkbox"/> Develop a system of regular information exchange on developments inside and outside the organisation. <input type="checkbox"/> Bring together people with theoretical knowledge and practical experience to think about an issue in a new way. |

Please provide another example of an activity where you have used awareness of wider contexts or changing situations:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|--|---|---|--|--|--|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>A2. Monitoring and guiding reactions – capacity to monitor and guide your own and others’ reactions, or manage situations where awareness levels vary.</p> <p>Example: A probation officer going with a new team member into a potentially dangerous situation, monitors her own and her partner’s responses.</p> | <input type="checkbox"/> Learn to recognise and set aside your own pre-judgements of people or situations. <input type="checkbox"/> Gain insight into difficult behaviour by seeing when it is a response to fear or embarrassment. <input type="checkbox"/> Learn to control your reactions to frightening or disgusting situations. | <input type="checkbox"/> Recognise provocations (try ons) and deftly avoid responding to them. <input type="checkbox"/> Use cues or formulas to guide or coach others in how to behave in a situation. <input type="checkbox"/> In a difficult situation, automatically cross-check your own and co-workers’ reactions. | <input type="checkbox"/> By keying in to other people’s way of thinking, filter information for its relevance to them. <input type="checkbox"/> Handle situations where participants have varying levels of awareness and want different degrees of disclosure. <input type="checkbox"/> Manage responses to overwhelming tasks by breaking them into steps. | <input type="checkbox"/> Be alert to the work group’s emotional under-currents, strengths and needs. <input type="checkbox"/> Compare notes with colleagues, to identify underlying causes of difficulties and share approaches to handling them. <input type="checkbox"/> Prepare for a key event by going through all the steps and gaining feedback from a trusted colleague. | <input type="checkbox"/> Know when to persevere and when to let go of a system change you are seeking to introduce. <input type="checkbox"/> Monitor perceptions of an initiative, to clear up misinterpretations. <input type="checkbox"/> Foresee potential difficulties with a policy proposal and find ways of addressing them in advance. |

Please provide another example of an activity where you have used awareness of you own and other people’s reactions:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|--|---|--|--|---|---|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>A3. Judging impacts – capacity to evaluate your own or team’s impacts in the workplace or on clients or community.</p> <p>Example: A technician judges which approaches are producing beneficial effects, testing ideas and exchanging notes with colleagues.</p> | <input type="checkbox"/> Learn to predict how your responses to a situation will affect the reactions of other people. <input type="checkbox"/> Learn to screen unnecessarily worrying or unsettling work processes from clients. <input type="checkbox"/> Learn to read a situation and consider consequences before responding. | <input type="checkbox"/> By listening and watching, sense the point at which someone is beginning to be uncomfortable with what you are saying or doing. <input type="checkbox"/> Automatically minimise others’ fear or shame (for example, calmly refer to a little mishap). <input type="checkbox"/> Automatically act to reduce the stress of others, for example, by explaining actions and delays. | <input type="checkbox"/> Pick the right moment for conveying news, judging from reactions how much to say. <input type="checkbox"/> In using technology on or with people, monitor/analyse information whilst chatting to relax them. <input type="checkbox"/> Test your ideas by listening, observing and reflecting in coming up with a solution to a problem. | <input type="checkbox"/> Regularly summarise your understanding of what is going on in order to check that others agree. <input type="checkbox"/> Help create a supportive context for giving and receiving feedback when approaches are not working well. <input type="checkbox"/> Constructively challenge practices that compromise the safety or dignity of others. | <input type="checkbox"/> Set up processes for drawing together feedback from a wide range of sources in order to assess wider and longer term impacts. <input type="checkbox"/> Perceive flow-on impacts of decisions on other parts of the organisation. <input type="checkbox"/> Develop a system for analysing and addressing longer-term impacts by reviewing unintended outcomes and their causes. |

Please provide another example of an activity in which you have used your capacity to judge impacts:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|--|---|--|--|--|---|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>B1. Negotiating boundaries – capacity to set your own boundaries and respect those of others, or influence or negotiate within and across boundaries.</p> <p><i>Examples:</i> A customer service representative avoids being drawn into creating unrealistic client expectations. A support worker tactfully advises a senior colleague that her preferred approach is not working for a client.</p> | <p><input type="checkbox"/> In responding to requests from clients or colleagues, learn to establish the boundaries of your role.</p> <p><input type="checkbox"/> Learn to allow upset people to calm down before trying to help.</p> <p><input type="checkbox"/> Learn to gain understanding and consent by explaining each step of a process.</p> | <p><input type="checkbox"/> Communicate clear and consistent limits in a way that gains acceptance.</p> <p><input type="checkbox"/> Maintain cordial relations with people outside your authority, thereby gaining cooperation.</p> <p><input type="checkbox"/> Provide support unobtrusively to enhance others' independence.</p> | <p><input type="checkbox"/> Find a pleasant way to refuse requests that would deflect from deadlines.</p> <p><input type="checkbox"/> Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but ...').</p> <p><input type="checkbox"/> Negotiate or advocate in a way that retains good-will, whilst not giving way on bottom line solutions.</p> | <p><input type="checkbox"/> Quietly share knowledge and experience with people who do not accept your authority.</p> <p><input type="checkbox"/> Give others space to learn and make mistakes.</p> <p><input type="checkbox"/> Find ways to improve work practices by constructively giving and receiving negative feedback in unequal power situations.</p> | <p><input type="checkbox"/> Carry a proposal forward by networking with key stakeholders.</p> <p><input type="checkbox"/> Gain support for a change proposal by planting the idea in stages or testing the water with key people.</p> <p><input type="checkbox"/> Provide a sense of direction that energises others by reflecting their aspirations.</p> |

Please provide another example where you have negotiated a boundary:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|--|---|--|---|--|---|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>B2. Communicating verbally and non-verbally – capacity to respond to and use verbal and non-verbal communication adaptively or aesthetically.</p> <p>Examples:</p> <p>A rehabilitation worker uses physical cues to guide the learning of a client, noting tiny signs of progress.</p> <p>An administrative officer uses layout and design to communicate an attractive message in newsletters.</p> | <input type="checkbox"/> Learn to interpret tone of voice and body language. <input type="checkbox"/> Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure. <input type="checkbox"/> Learn to set out concepts clearly and logically using written and spoken language and other media. | <input type="checkbox"/> Interpret the needs and intentions of people who have restricted mobility or verbal language. <input type="checkbox"/> Use silent friendly listening, allowing people to talk through their concerns. <input type="checkbox"/> Use reassuring and respectful touch (when appropriate), to convey or gain information. | <input type="checkbox"/> Pace communication to the varying attention spans of different listeners. <input type="checkbox"/> Pitch language to people with varying levels of understanding. <input type="checkbox"/> Overcome miscommunication problems by translating, for example, between children and experts. | <input type="checkbox"/> Solve technical problems for non-experts by using symbols or familiar comparisons to identify the problem and communicate solutions. <input type="checkbox"/> Coin catchphrases that will serve as a shared guide to action. <input type="checkbox"/> Collaboratively use resources and media to build a stimulating or reassuring environment. | <input type="checkbox"/> Crystallise the views of a diverse audience with apt or memorable language or images. <input type="checkbox"/> Use understanding of community issues to ensure communications gain acceptance by a range of audiences. <input type="checkbox"/> Help build a consistent, aesthetic and ethical communication style for the organisation. |

Please provide another example where you have used verbal or non-verbal communication skills:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|---|---|--|---|---|--|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>B3. Connecting across cultures – capacity to develop awareness of diverse cultures and understand your own cultural impact, or build intercultural trust relations.</p> <p><i>Examples:</i></p> <p>A liaison officer follows protocols in working with the appropriate people in ensuring services are based on the principle of participation.</p> <p>A social worker who doesn't speak a client's language finds culturally appropriate help.</p> | <input type="checkbox"/> Learn the rules for interacting appropriately in intercultural situations. <input type="checkbox"/> Learn to interact easily and respectfully with people from diverse cultures. <input type="checkbox"/> Learn protocols for respectful use of traditional knowledge. | <input type="checkbox"/> See your own and your work team's behaviour from the perspective of another culture. <input type="checkbox"/> Identify the correct community spokesperson to approach for specific purposes. <input type="checkbox"/> Speak and act in a way that fits with cultural protocols and values, for example, Māori respect for status and mutual care. | <input type="checkbox"/> Approach work practices from the perspectives of Māori staff and staff from other cultural backgrounds. <input type="checkbox"/> Work effectively with people who have different approaches to time. <input type="checkbox"/> Help negotiate solutions to problems caused by disability or cultural misunderstandings. | <input type="checkbox"/> Listen attentively to key in to the sub-text and dynamics of gatherings based on Māori or another language or culture. <input type="checkbox"/> Incorporate elements of te reo Māori, a community language, NZSL, Braille or Makaton into your work practices. <input type="checkbox"/> Informally interpret or mediate between work colleagues and members of cultural communities. | <input type="checkbox"/> Work with people from diverse backgrounds to help knock over systemic barriers. <input type="checkbox"/> In consultation with appropriate spokespersons, work at a systems level to implement Treaty obligations of partnership, participation and protection of Māori interests. <input type="checkbox"/> By immersion in a community, help build culturally appropriate programmes. |

Please provide another example of an activity in which you used intercultural skills:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|---|--|---|---|--|---|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>C1. Sequencing and combining activities – capacity to organise your work by prioritising, switching, combining and linking activities.</p> <p>Example: A care assistant maintains a schedule of both patient care and ward upkeep, quickly refocusing after frequent interruptions when patients, family, whanau and staff members ask for help.</p> | <p><input type="checkbox"/> Develop a list of contacts, definitions, reminders and shortcuts to help streamline work.</p> <p><input type="checkbox"/> Learn to incorporate new tools and techniques into work processes.</p> <p><input type="checkbox"/> Learn to sort your own tasks according to importance and urgency.</p> | <p><input type="checkbox"/> See what needs to be done and automatically do it, so that no-one notices your input until absent.</p> <p><input type="checkbox"/> Respond to a range of demands by making sense of the muddle slotting each request into the day.</p> <p><input type="checkbox"/> If interrupted, carry the idea and get back quickly to the same point.</p> | <p><input type="checkbox"/> Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.</p> <p><input type="checkbox"/> As new demands arise during the day, frequently reprioritise tasks and streamline movements to keep within deadlines.</p> <p><input type="checkbox"/> Think quickly on your feet when challenged or when something malfunctions in the course of an activity.</p> | <p><input type="checkbox"/> Exchange tricks of the trade and ideas for shortcuts with colleagues.</p> <p><input type="checkbox"/> Plan team briefings by using a logical sequence and leaving out non-essentials in order to avoid confusion.</p> <p><input type="checkbox"/> Develop codes for recording key details of events as they happen to allow effective follow-up.</p> | <p><input type="checkbox"/> Help embed useful elements of your own systems and codes in the organisation's programmes.</p> <p><input type="checkbox"/> Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks.</p> <p><input type="checkbox"/> Map long-term goals, to help align them with organisational realities.</p> |

Please provide another example of an activity in which you combined and sequence tasks:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|---|--|---|---|--|--|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>C2. Interweaving your activities with others' – capacity to follow up tasks and follow through on undertakings, or interweave your contribution smoothly with that of others.</p> <p>Example: Early childhood teachers and education support workers may need to meet each day, reviewing children's progress and planning the next day.</p> | <input type="checkbox"/> Learn to keep notes of loose ends that need to be followed up with colleagues. <input type="checkbox"/> Learn the best timing and approach in interrupting others and when not to interrupt. <input type="checkbox"/> Learn to record information accurately and to convey it to relevant people in a timely way. | <input type="checkbox"/> Use knowledge of how the workplace runs to ensure issues are followed through to closure. <input type="checkbox"/> Automatically check to prevent duplicating the work of others. <input type="checkbox"/> Use general familiarity with the work process to stand in for others at short notice. | <input type="checkbox"/> Monitor each step of a group work process so that everything is at hand for individuals with varying work styles. <input type="checkbox"/> Carry out all steps to ensure legal and safe procedures in a rapidly changing situation. <input type="checkbox"/> Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing. | <input type="checkbox"/> Develop shared information exchange, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets. <input type="checkbox"/> Mobilise support networks for a quick and individualised emergency response. <input type="checkbox"/> Organise your long-term work cycle to be available to team members at key times. | <input type="checkbox"/> Create systems for sharing innovations or solutions to intractable problems. <input type="checkbox"/> Develop network for accessing, tracking, sharing and building on solutions. <input type="checkbox"/> Foster a long-term perspective through a system for maintaining key records. |

Please provide another example of an activity where you interweaved your own work smoothly with that of colleagues:

| SKILL ELEMENT | <input checked="" type="checkbox"/> Tick the boxes for work activities you have undertaken successfully <input type="checkbox"/> Circle the boxes where you would like development opportunities | | | | |
|---|---|---|---|---|--|
| | Learn | Do fluently | Solve new problems | Create together | Change system |
| <p>C3. Maintaining and/or restoring workflow – capacity to maintain and balance workflow, deal with emergencies, overcome obstacles, or help put things back on track.</p> <p>Example:</p> <p>In dealing with an IT outage, technicians work together to find and fix the problem, pin-pointing what is needed for a back-up system</p> | <p><input type="checkbox"/> Learn to patch up minor misunderstandings before they escalate.</p> <p><input type="checkbox"/> Learn to rebalance and refocus quickly after something goes wrong.</p> <p><input type="checkbox"/> Learn the steps to follow in dealing calmly with an emergency.</p> | <p><input type="checkbox"/> Fix up things that have not been followed through, without undermining others.</p> <p><input type="checkbox"/> Develop safe knacks to keep fault-prone equipment running.</p> <p><input type="checkbox"/> Plan to ensure that all needs of a dependent client will be met between meetings.</p> | <p><input type="checkbox"/> Identify minor issues that have the potential to grow into bigger problems and act to prevent this.</p> <p><input type="checkbox"/> In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system.</p> <p><input type="checkbox"/> Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable.</p> | <p><input type="checkbox"/> Cooperate to find a way around or through obstacles.</p> <p><input type="checkbox"/> Find ways to optimise resource use through continual fine-tuning or tweaking, for example, of the timing of outlays.</p> <p><input type="checkbox"/> Develop shared techniques for solving problems under high pressure during an emergency.</p> | <p><input type="checkbox"/> Research underlying causes of bottlenecks and negotiate the introduction of key levers to resolve them.</p> <p><input type="checkbox"/> Anticipate where existing frameworks may come under pressure and ensure backup systems are in place.</p> <p><input type="checkbox"/> Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message.</p> |

Please provide another example of your capacity to maintain or restore workflow:

Profiling your hidden skills

Congratulations on bringing some hidden skills into the spotlight.

If you look back over the previous nine pages, you will see a number of statements that you can incorporate into your résumé, particularly in tailoring it to apply for specific jobs or promotion applications.

For example, if the job advertisement calls for ‘good interpersonal and communication skills’, you will be able to use items from Sections A and B. If it mentions ‘time management’ or ‘ability to prioritise’, you will be able to use items from Section C.

In preparing for a selection interview, the examples at the bottom of each page will help you prepare for behavioural questions (the ones that start with, ‘Could you describe a situation in which you...?’).

In looking at the items you have circled, you will have a list of areas where you can either focus on your own self-development or request development opportunities, for example, though shadowing, mentoring, job rotation or team-based opportunities.

To consolidate the information, you may wish to compile the Spotlight Skills Profile on the next page. You do this by transferring the ticks on each page in the audit to the boxes in the profile. For example, for ‘Negotiating boundaries’ (B1), you may have ticked three items for columns 1 and 2, two items in column 3 and one in column 4

| SKILL ELEMENTS | LEVELS | | | | |
|------------------------------------|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|
| | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
| B. Interacting and relating | | | | | |
| B1. Negotiating boundaries | ✓✓✓ | ✓✓ | ✓✓ | ✓ | |

You can add an example of any key skill elements that you wish to showcase. If preparing for a developmental performance review meeting, you can list the circled items in order to discuss opportunities for building these skills.

Spotlight Job Skills Profile

| | | | | | |
|---|---------------------------|-----------------------------|--------------------------------------|-------------------------------------|---------------------------------|
| Organisation | | | | | |
| Position title | | | | | |
| Date | | | | | |
| SKILL ELEMENTS | LEVELS | | | | |
| | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
| A. Shaping awareness | | | | | |
| A1. Sensing contexts or situations | | | | | |
| A2. Monitoring and guiding reactions | | | | | |
| A3. Judging impacts | | | | | |
| B. Interacting and relating | | | | | |
| B1. Negotiating boundaries | | | | | |
| B2. Communicating verbally and non-verbally | | | | | |
| B3. Connecting across cultures | | | | | |
| C. Coordinating | | | | | |
| C1. Sequencing and combining activities | | | | | |
| C2. Interweaving your activities with others' | | | | | |
| C3. Maintaining and/or restoring workflow | | | | | |

Examples of activities using key skill elements

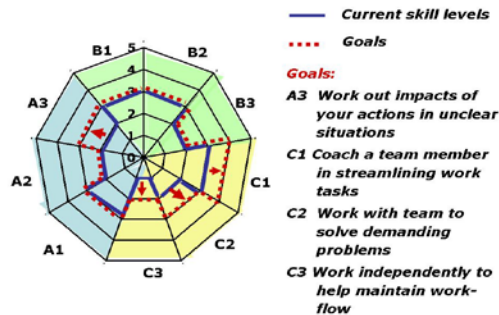
SKILLS FOR INCLUSION IN SELECTION CRITERIA

| Position details | | Date | | |
|------------------|---|---------------------|--------------|--------|
| Tick to include | Spotlight skill element | Level 1 at (months) | Target level | |
| | | | Level | Months |
| | A1. Sensing contexts or situations – capacity to notice, interpret and understand the significance of wider job contexts or changed workplace situations <i>Key activity example(s)</i> | | | |
| | A2. Monitor and guide your own or others' reactions – capacity to monitor and guide your own and others' reactions or to manage situations where awareness levels vary <i>Key activity example(s)</i> | | | |
| | A3. Judge impacts – capacity to evaluate your own or team's impact, in the workplace or on clients or community <i>Key activity example(s)</i> | | | |
| | B1. Negotiate boundaries – capacity to set your own boundaries and respect those of others or influence or negotiate within and across boundaries <i>Key activity example(s)</i> | | | |
| | B2. Communicate verbally and non-verbally – capacity to respond to and use non-verbal and verbal communication or enhance the impact of the organisation's communications <i>Key activity example(s)</i> | | | |
| | B3. Connect across cultures – capacity to develop awareness of diverse cultures and understand one's own cultural impact or build intercultural trust relations or honour Treaty of Waitangi obligations <i>Key activity example(s)</i> | | | |
| | C1. Sequence and combine your own activities – capacity to organise your own work by prioritising, switching and interlinking activities <i>Key activity example(s)</i> | | | |
| | C2. Interweave your own activities with those of others – capacity to follow up tasks and follow through on undertakings or interweave your contribution smoothly with that of others <i>Key activity example(s)</i> | | | |
| | C3. Maintain or restore workflow – capacity to maintain, rebalance or restore workflow or overcome obstacles or help put things back on track <i>Key activity example(s)</i> | | | |

STRETCH GOAL PROFILE

| | | |
|---------------------|------------------------|--------------------|
| Name | Position title | |
| Organisation | Discussion date | Review date |

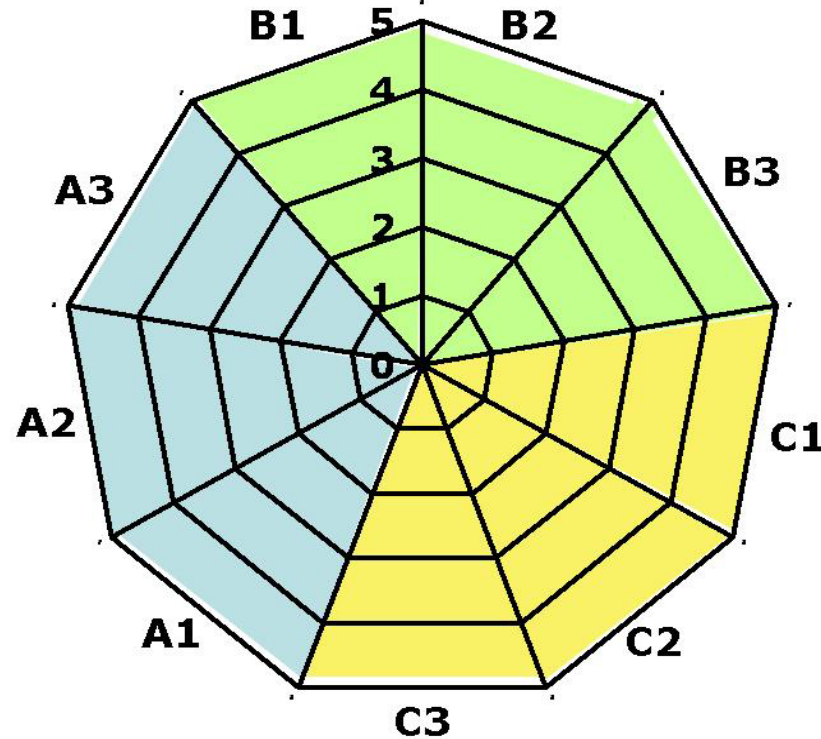
Map existing and target skill levels, for example:



SKILL ELEMENTS

| |
|---|
| A1. Sensing contexts and situations |
| A2. Monitoring and guiding reactions |
| A3. Judging impacts |
| B1. Negotiating boundaries |
| B2. Communicating |
| B3. Connecting across cultures |
| C1. Sequencing and combining own activities |
| C2. Interweaving activities with others' |
| C3. Maintaining and restoring work-flow |

Examples of activities to be undertaken in order to develop key skill elements



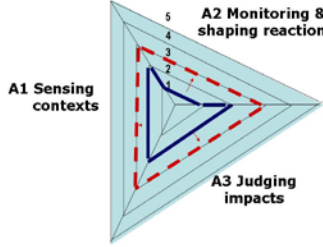
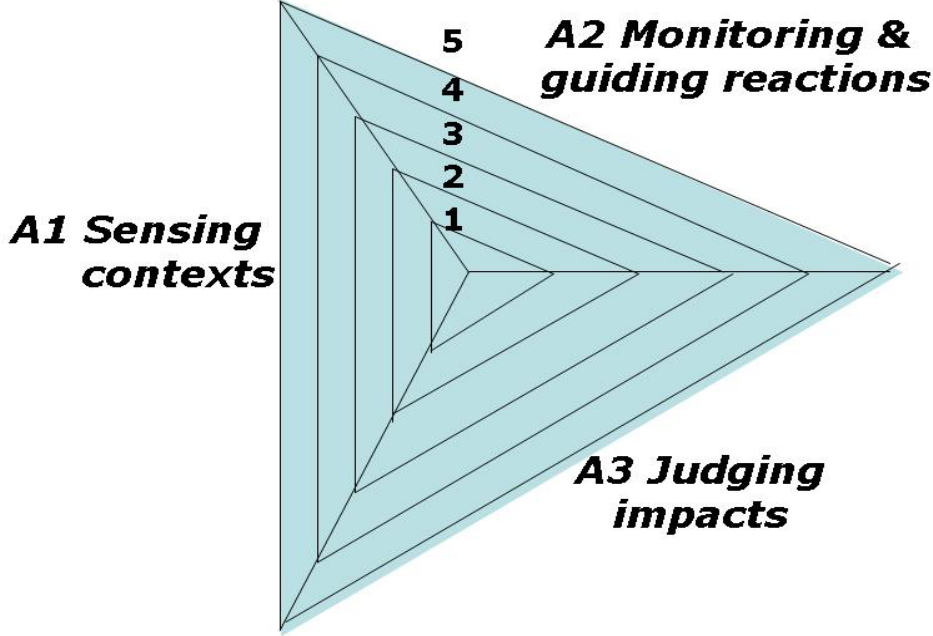
SKILL LEVELS

| | | | | |
|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|
| 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|

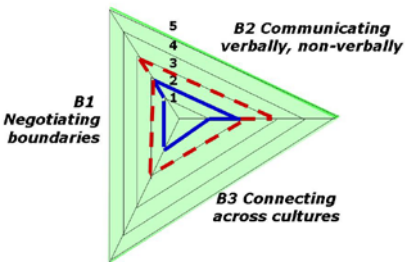
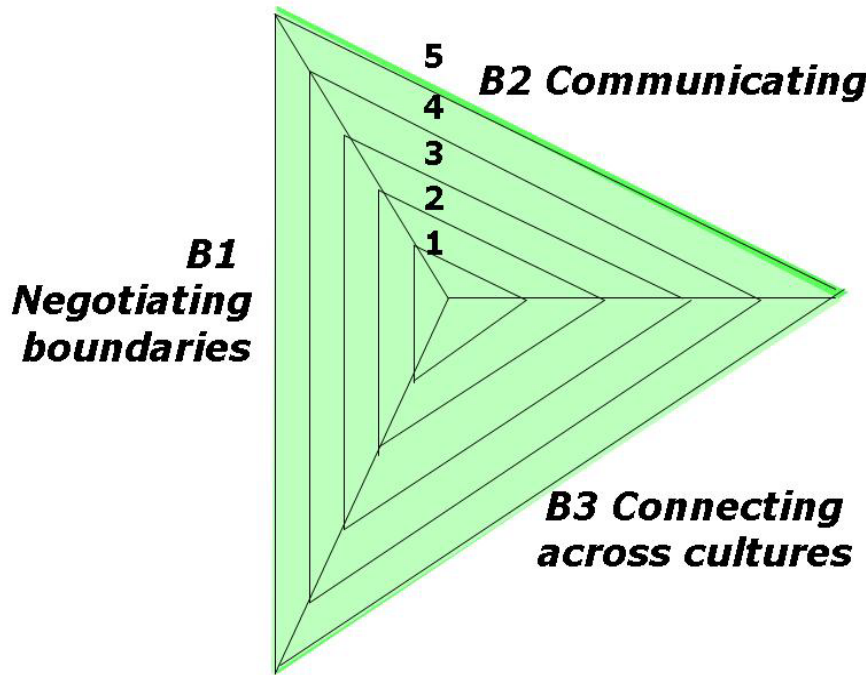
Capacity to:

| | | | | |
|--|--|--|---|---|
| Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system |
|--|--|--|---|---|

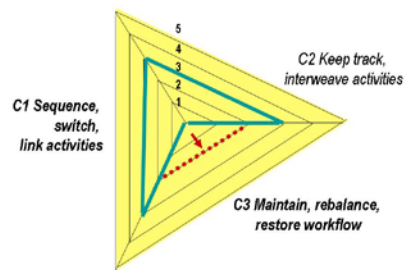
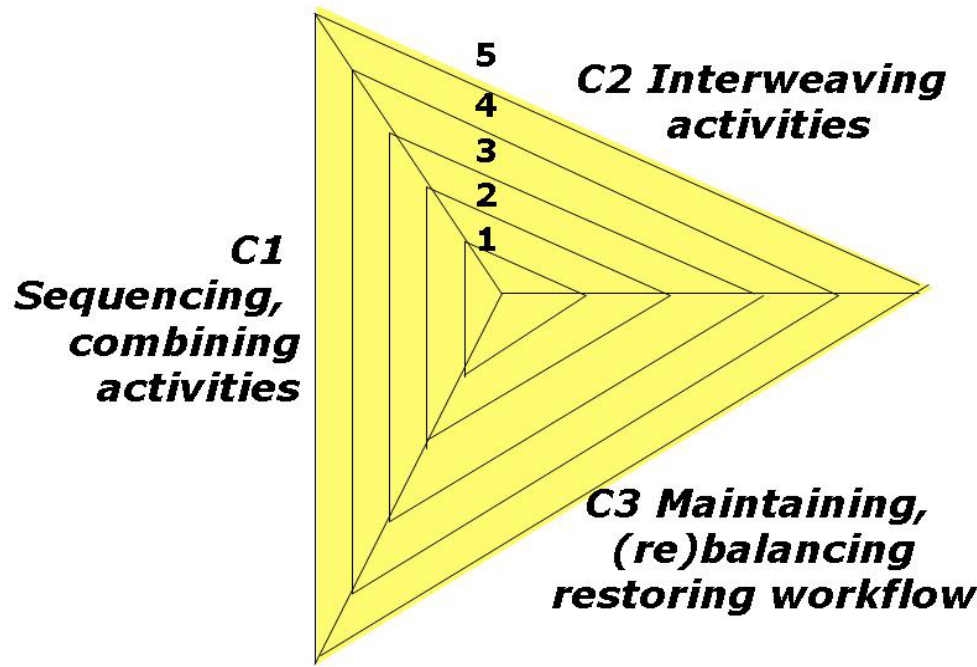
A. Skills of shaping awareness – stretch goals

| | | | | | | | | | | | | | | |
|---|--|--|---|---|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|--|--|--|---|---|
| Name | Position title | | | | | | | | | | | | | |
| Organisation | Discussion date | Review date | | | | | | | | | | | | |
| <p>Map existing and target skill levels, for example:</p>  <p>SKILL ELEMENTS</p> <p>A1. Sensing contexts or situations – capacity to notice and understand the significance of work contexts or changed workplace situations</p> <p>A2. Monitoring and guiding reactions – capacity to monitor and guide your own reactions and those of others and to manage situations where awareness levels vary</p> <p>A3. Judging impacts – capacity to evaluate the impacts of your own or the work group’s actions in the workplace and on clients or community</p> <p>Examples of activities to be undertaken in order to develop key skills</p> |  <p>SKILL LEVELS</p> <table border="1" data-bbox="853 1129 2092 1203"> <tr> <td>1. Familiarisation</td> <td>2. Automatic fluency</td> <td>3. Proficient problem-solving</td> <td>4. Creative solution-sharing</td> <td>5. Expert system-shaping</td> </tr> </table> <p>Capacity to:</p> <table border="1" data-bbox="853 1257 2092 1401"> <tr> <td>Build experience through practice, reflection and learning from others</td> <td>Apply experience independently and automatically</td> <td>Use automatic proficiency while solving new problems</td> <td>Help create new approaches through shared solutions</td> <td>Embed expertise in an ongoing work system</td> </tr> </table> | | | | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping | Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system |
| 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping | | | | | | | | | | |
| Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system | | | | | | | | | | |

B. Skills of interacting and relating – stretch goals

| | | | | |
|--|---|--|---|---|
| Name | Position title | | | |
| Organisation | Discussion date | Review date | | |
| Map existing and target skill levels, for example: | | | | |
|  <p>SKILL ELEMENTS</p> <p>B1. Negotiating boundaries – capacity to set your own boundaries and respect those of others and to influence or negotiate within and across authority lines</p> <p>B2. Communicating – capacity to respond to and use non-verbal and verbal communication adaptively</p> <p>B3. Connecting across cultures – capacity to deepen your understanding of diverse cultures and of your own cultural impact, and/or to build intercultural relation</p> |  | | | |
| Examples of activities to be undertaken in order to develop key skills | | | | |
| SKILL LEVELS | | | | |
| 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping |
| Capacity to: | | | | |
| Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system |

C. Skills of coordinating – stretch goals

| | | | | | | | | | | | | | | |
|---|---|--|---|---|--------------------|----------------------|-------------------------------|------------------------------|--------------------------|--|--|--|---|---|
| Name | Position title | | | | | | | | | | | | | |
| Organisation | Discussion date | Review date | | | | | | | | | | | | |
| <p>Map existing and target skill levels, for example:</p>  <p>SKILL ELEMENTS</p> <p>C1. Sequencing and combining your own activities – capacity to organise your work, by prioritising, switching and refocusing attention, and combining and linking activities</p> <p>C2. Interweaving activities collectively – capacity to follow up tasks, follow through on undertakings and interlink activities with those of colleagues</p> <p>C3 Maintaining and/or restoring workflow – capacity to maintain, balance or restore workflow, deal with emergencies, overcome obstacles, or help put things back on track</p> <p>Examples of activities to be undertaken in order to develop key skills</p> |  <p>SKILL LEVELS</p> <table border="1" data-bbox="851 1125 2049 1204"> <tr> <td>1. Familiarisation</td> <td>2. Automatic fluency</td> <td>3. Proficient problem-solving</td> <td>4. Creative solution-sharing</td> <td>5. Expert system-shaping</td> </tr> </table> <p>Capacity to:</p> <table border="1" data-bbox="851 1252 2049 1396"> <tr> <td>Build experience through practice, reflection and learning from others</td> <td>Apply experience independently and automatically</td> <td>Use automatic proficiency while solving new problems</td> <td>Help create new approaches through shared solutions</td> <td>Embed expertise in an ongoing work system</td> </tr> </table> | | | | 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping | Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system |
| 1. Familiarisation | 2. Automatic fluency | 3. Proficient problem-solving | 4. Creative solution-sharing | 5. Expert system-shaping | | | | | | | | | | |
| Build experience through practice, reflection and learning from others | Apply experience independently and automatically | Use automatic proficiency while solving new problems | Help create new approaches through shared solutions | Embed expertise in an ongoing work system | | | | | | | | | | |