

Handout #2

| Learning Theory | | |
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| | Competent | Incompetent |
| | Stage 3 | Stage 2 |
| Conscious | <p>2 year + employee Know what they know</p> <ul style="list-style-type: none"> • Diligent, becoming comfortable with new skills, takes time to make sure things are done correctly. Very good at peer supervision because they not only know what they're doing but what skills are required to do it the person achieves 'conscious competence' in a skill when they can perform it reliably at will • The person will need to concentrate and think in order to perform the skill • The person can perform the skill without assistance • The person will not reliably perform the skill unless thinking about it - the skill is not yet 'second nature' or 'automatic' • The person should be able to demonstrate the skill to another, but is unlikely to be able to teach it well to another person • The person should ideally continue to practice the new skill, and if appropriate commit to becoming 'unconsciously competent' at the new skill • Practice is the single most effective way to move from stage 3 to 4 | <p>- 3 to 6 month employee</p> <ul style="list-style-type: none"> • After beginning new job, becomes aware of all that he/she doesn't know, • Complexity of job begins set in. • Feels there's a lot he needs to know and wants to learn. • This is stage where most amenable to training • The person becomes aware of the existence and relevance of the skill • The person is therefore also aware of their deficiency in this area, ideally by attempting or trying to use the skill • The person realizes that by improving their skill or ability in this area their effectiveness will improve • Ideally the person has a measure of the extent of their deficiency in the relevant skill, and a measure of what level of skill is required for their own competence • The person ideally makes a commitment to learn and practice the new skill, and to move to the 'conscious competence' stage |
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| | Competent | Incompetent |
|---------------------------|--|---|
| | Stage 4 | Stage 1 |
| <u>Unconscious</u> | <p>Experiences staff,</p> <ul style="list-style-type: none"> • Often used for peer supervision. • When new worker questions these people, they don't know why or how they did what they did and say things like, "you'll know when the time is right". Or "I've been doing this so long everything is 2nd nature and you'll get there someday." • Serves to give a magical, mystic quality to what they do. • Frustrates new staff • Reinforces notion that there's nothing to the job. • The skill becomes so practiced that it enters the unconscious parts of the brain - it becomes 'second nature' • Common examples are driving, sports activities, typing, manual dexterity tasks, listening and communicating. • It becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book • The person might now be able to teach others in the skill concerned, although after some time of being unconsciously competent the person might actually have difficulty in explaining exactly how they do it - the skill has become largely instinctual • This arguably gives rise to the need for long-standing unconscious competence to be checked periodically against new standards | <p>Brand new staff</p> <ul style="list-style-type: none"> • Thinks everything is easy. • Understands everything, • Don't now why anyone would make a big deal. • Often characterized by Beginners Luck; • Not good candidates for training • the person is not aware of the existence or relevance of the skill area • the person is not aware that they have a particular deficiency in the area concerned • the person might deny the relevance or usefulness of the new skill • the person must become conscious of their incompetence before development of the new skill or learning can begin • The aim of the trainee or learner and the trainer or teacher is to move the person into the 'conscious competence' stage, by demonstrating the skill or ability and the benefit that it will bring to the person's effectiveness |

Stage 5, Moves into higher plane, analyses what they're doing recognizing why and is able to break into teachable chunks to help new workers learn what they're doing.