

Metaskills Maturity for Future Workplaces

Katherine Stephen

k.stephen@napier.ac.uk

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@metaskillsphd

Overview

- ▶ What are metaskills?
- ▶ Why do we need them?
- ▶ My PhD research question
- ▶ Underpinning philosophies
- ▶ Methods
- ▶ Academia or Comedy?
- ▶ How does this relate to your practice?

What are metaskills?

“Timeless, higher order skills” (SDS, 2018)

“Faculties linked to communications, critical thinking, interpersonal communications, and leadership” (Finch et al, 2013)

“Higher-order skills that enable effective use of pre-existing skills” (Grace et al, 2016)

“Collateral competencies that aid in the computation and recomputation of goal trajectories across changing environments and over time” (Karoly, 1993)



Metaskills – Definitions

1. Abbreviation for metacognitive skill - the ability to use introspection to further develop your learning, thinking and understanding (cognitive) capabilities.
2. Skills above/beyond skills - higher-order skills that are applicable across domains and disciplines, leading you to improve or accumulate 'hard skills' through having built up a metaskill within one or more other 'hard skills'.

Why do we need metaskills?

Jobs are changing – not the roles themselves, but the tasks within those roles (Hirschi, 2018)



Technical requirements within roles are changing rapidly (Gleason, 2018)



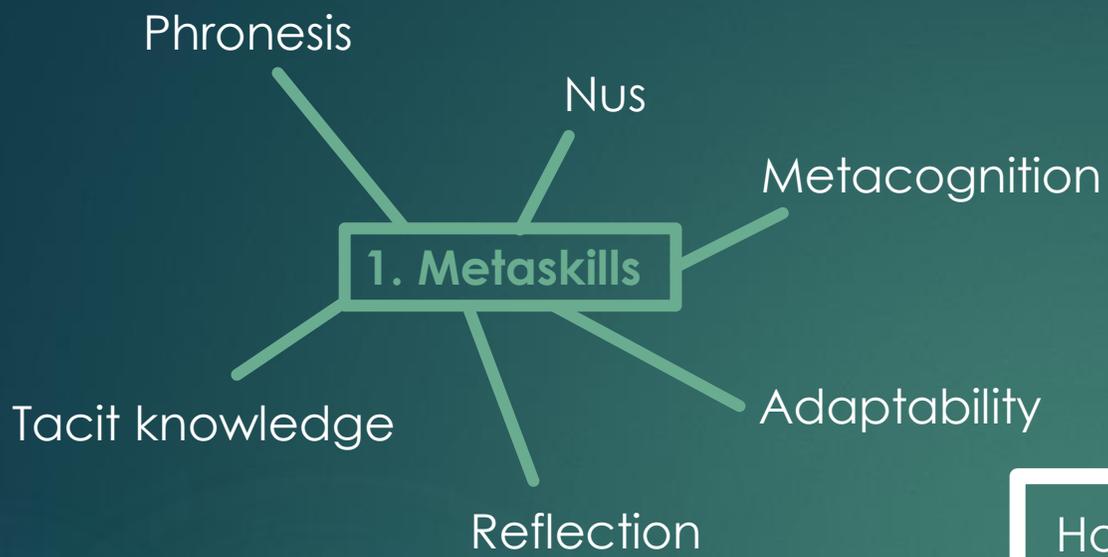
Learning will therefore need to happen in the workplace

- *'Just-In-Time' training*
- *Self-directed learning*

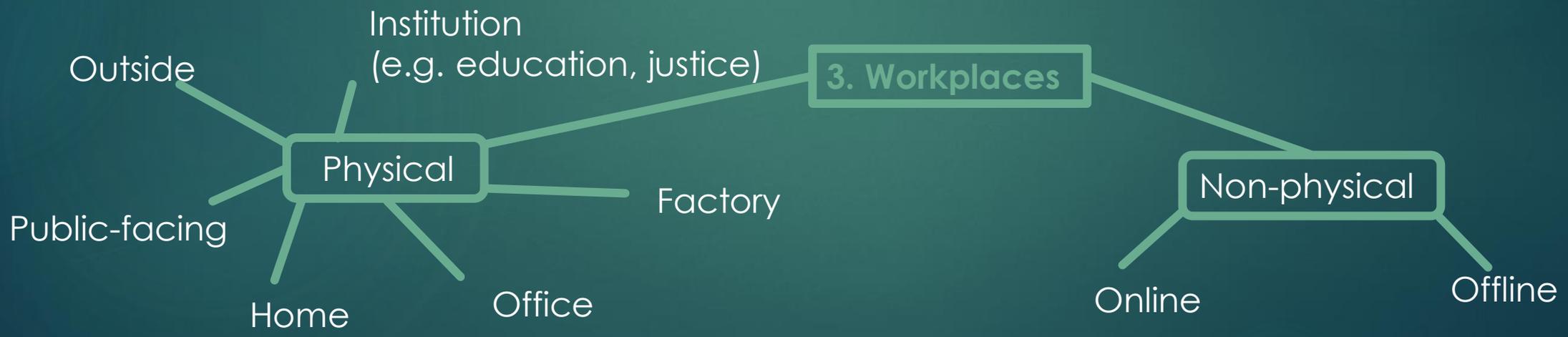


Confidence in individual learning processes is paramount

- *Self-reflection*
- *Self-positioning*
- *Understanding and monitoring own knowledge levels*



How do these *capabilities* (1) filter through these *processes* (2) in these *situations* (3)?



Underpinning Philosophies



Social constructivism

- Truth is built by and between individuals
- Context will alter what reality is
- Guided by actions and perceptions



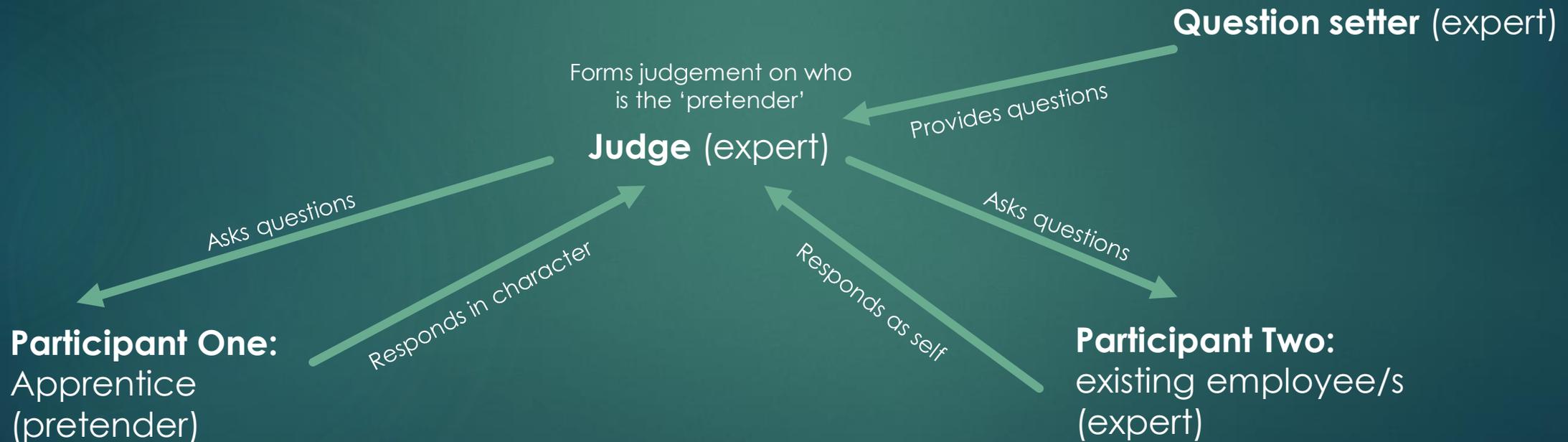
Feminist Standpoint

- Legitimation of knowledge has been restricted to those with privilege
- Those without privilege have more insight into their own realities

Methods: The Imitation Game

(Collins and Evans, 2014)

- Typical focus on practice language and interactional expertise
- **In my research:** newcomers to workplace culture



Methods: Institutional Ethnography

(Smith, 2005)

- Institutions as organised by texts – the institution of ‘education’
- Document analysis and interviews
- Typical focus on ‘fault lines’ or ‘disjunctures’
- **In my research:** analysing interpretations of a Skills Development Scotland metaskills assessment matrix

Methods: Intervention Study

- A control and an experiment group
- Set period of time
- Measures effectiveness of an intervention
- **In my research:** Graduate Apprentices will be given a creative development task over a three-month period

Academia or Comedy?

- ▶ “I think if I was doing something subconsciously, I’d know it.”
 - ▶ “Incompetence will become solely obvious when, after watching one’s more able partner drive the ball 250 yards down the fairway, one promptly hits one’s own ball 150 yards down the fairway, only to see the right, and onto the hood of that 1993 Ford Taurus.”
 - ▶ “Life is like a puzzle that can be solved one time and I solve it for material every day and you solve it again.”
 - ▶ Ruben Carver, *Road Trip* (2006)
 - ▶ Chidi Anagonye, *The Good Place*, S4E09, Netflix
 - ▶ “You can’t think about thinking without thinking about thinking.”
 - ▶ Kluger, J. and Dunning, D. (1999)
 - ▶ Popert, S. (2005)
 - ▶ “I can’t think about thinking without thinking about thinking.”
 - ▶ Kluger, J. and Dunning, D. (1999)
- ▶ “I think if I was doing something subconsciously, I’d know it.”
 - ▶ Glenn Sturgis, *Superstore*, S3E18, Netflix

What does this mean for your practice?

- ▶ Encourage clients / students / pupils to think about their own metaskills using their own language
- ▶ Intervention exercises to help build metaskills over longer periods
- ▶ Reassure new workers that the future of the labour market is manageable!

Thank you for listening!

Questions?

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