

## Becoming Consciously Competent

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**Introduction**      Where does learning occur on the route to competence?  
The instructor gradually empowers the learner during a complex change-management process. We will explore the stages of this process next.

The instructor attracts, persuades, instructs, and guides the learner during the critical stages of this process. These critical stages form a lesson.

Instructing and learning are two different, but parallel, tasks that occur during the same event: an effective lesson.

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**Purpose**              Use this process as the basis for managing your —

- instructing tasks during every lesson you conduct.
- learning tasks during this course of instruction.
- working tasks back at your work site.

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**Results**             If the lesson is effective, then the learner is ready, willing, and able to do whatever working tasks the job requires.

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**Lesson's critical attributes**      The instructor facilitates all five phases of this process, but is present to the learner only during these critical actions:

- Orientation,
- Persuasion,
- Instruction,
- Guided practice, *and*
- Closure.

These five actions are the critical attributes of a lesson.

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**Principles**            These three principles govern learning events.

- The instructor is responsible for the *instructing tasks*.
- The learner is responsible for the *learning tasks* and the *working tasks*.
- The supervisor is responsible for the *output* of working tasks that the learner performs back at the work site.

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More...

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## More... Becoming Consciously Competent

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**Process** This table displays the stages of the process of becoming consciously competent.

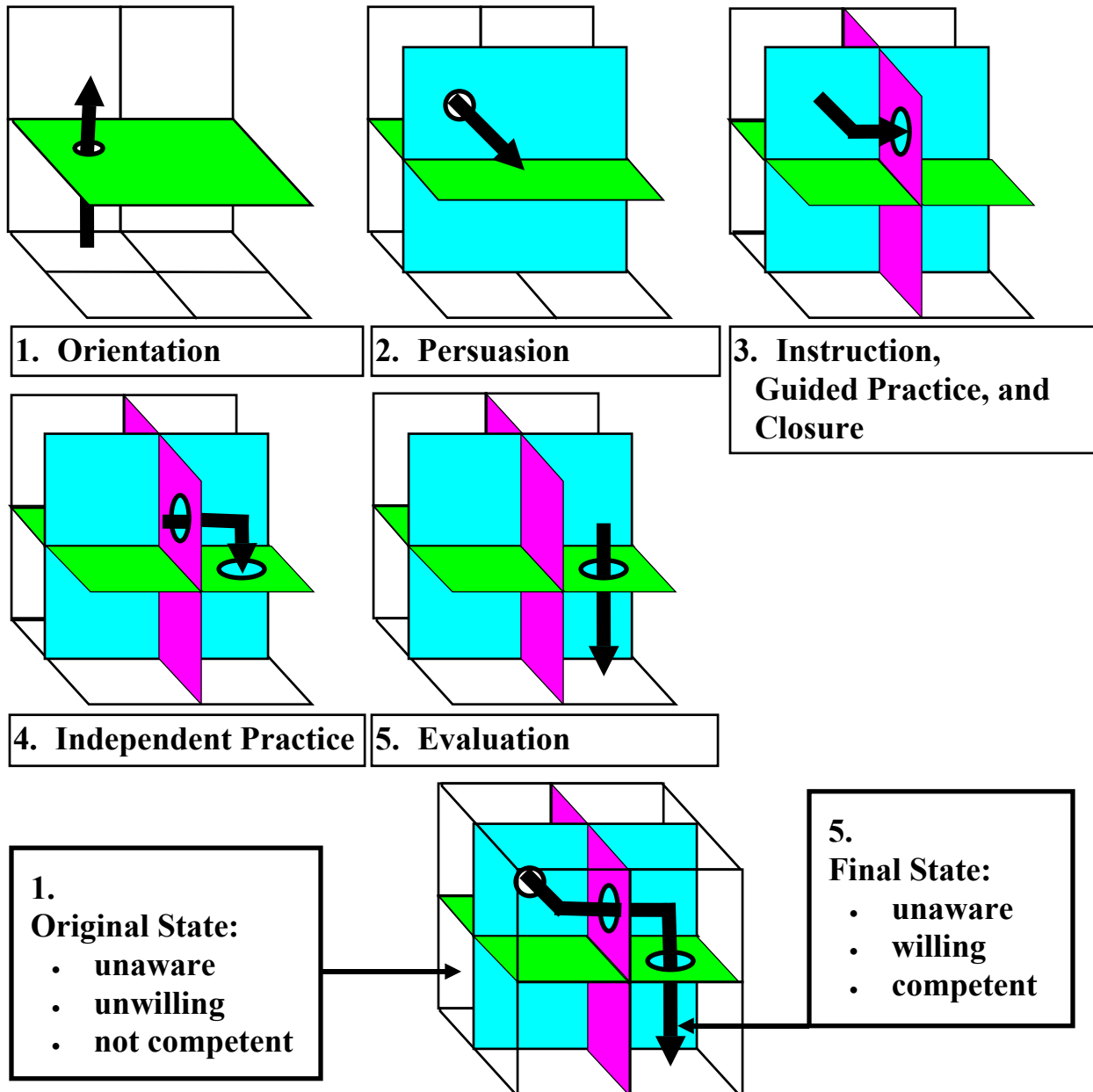
Phase	Learner State	Instructor Action	Result for Learner
1.	Unaware Unwilling Not competent	<i>Orientation:</i> Present attractive alternatives to whatever learner knows.	Is aware of other options, some more attractive than the present situation.
2.	Aware Unwilling Not competent	<i>Persuasion:</i> Promote strong feelings of interest in one option as best.	Is aware of several options, but strongly interested in pursuing one of them.
3.	Aware Willing Not competent	<i>Instruction:</i> Build in knowledge required for new task.  <i>Guided Practice:</i> Support learner's efforts to rehearse new knowledge.  <i>Closure:</i> Ask learner to label what he learns, describe it in own words, predict how to transfer learning to work site.	Grasps knowledge for a new task.  Takes reasonable risks, and gains independence from guidance.  Stores new concepts with consistent labels, corrects any misinformation, and plans to apply new knowledge.
4.	Aware Willing Competent	<i>Independent Practice:</i> Monitor learner's independent efforts to master working task on the job.	Gains mastery of working task, feels empowered, and has confidence in competence.
5.	Unaware Willing Competent	<i>Evaluation:</i> Observe and survey learner at least 90 days after instruction ended.	Demonstrates effectiveness of instruction, and does working task at expected level of competence.

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More...

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**Diagram** This diagram shows the critical phases of the change-management process as they relate to possible learner states.



**Question about other states** What does a supervisor do with a worker who is in these other states:

- aware as a novice, competent, but unwilling to work?
- expertly competent, but unwilling to work?