Learners progress through three stages when developing new capabilities

Distinction

Mastery

Competence

Definition

Competence	Mastery	Distinction
• Meet high objective standards of the disciple	• Self-correcting: know when off track and how to get back on track	• Self-generating: continuously learn, grow, reinvent self
• Have superior understanding and mastery of tried and true approach	• Can deal with ambiguity and problems that go beyond the "model"	• Make quantum leaps in skill and perception
	• Recognize how variables affect "model" and can validate the accuracy and adequacy of the assumptions in "the theory"	• Envision and facilitate paradigm shifts
		• Move from navigating changes to shaping environment – creating the conditions that demand responses
	• Respond to shifts in environment and navigate paradigm shifts	

There are ideal methods for facilitating learning at each stage

Distinction

Mastery

Competence

	Competence	Mastery	Distinction
Questions for learners	• How does this work? • What are the rules? • How do I know when I'm done? • How do you test quality? • What are the key factors of success for using this tool?	• Which parts of this approach can and can't be changed? • How do the key leverage points work? • How can you simplify this? • What situations are analogous?	• What questions would push us to go further? • What if we challenge "sacrosanct" assumptions or invert conventional wisdom? • What things outside the system influence this? How might we influence them?
Approaches for building skills	• Use cases to present the rules and quality standards • Reinforce in real work – practice, practice, practice • Build fluency and then instill correctness • Teach to self correct	• Base in current work and community – equip with tools to solve current, intricate problems • Examine governing variables • Predict consequences of changes • Teach questions to ask • Respect individuality – more than one way okay	• Shift perspectives and increase awareness • Identify and challenge ineluctable structure and prejudices • Problem solve in groups that include those with different points of view • Change context

©Teresa Woodland, 2004

WuDeLan
PARTNERS LIMITED