

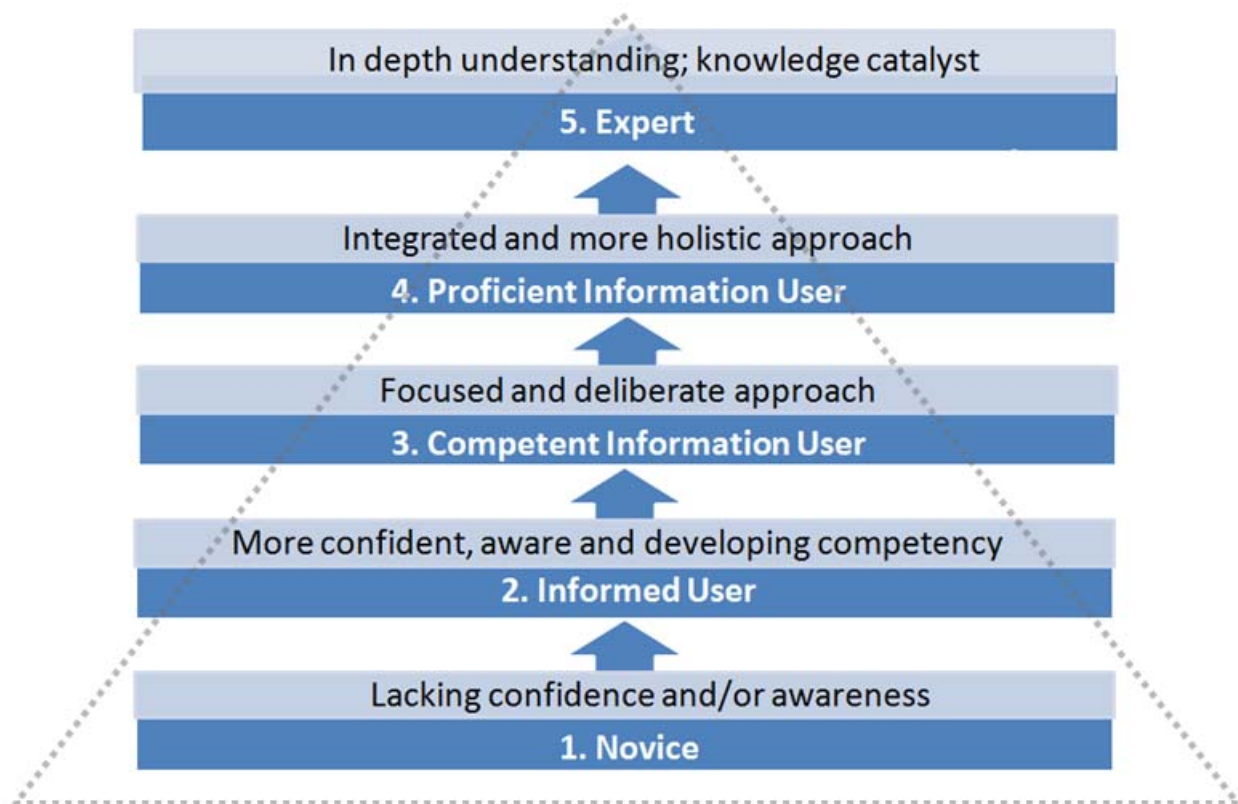
Goizueta Business Library

Creating Bridges to Knowledge

Business Intelligence BRIEFS (1)

Becoming an Effective User and Connector of Business Information

Key Idea: Mastery of business intelligence skills follows a progression of 5 levels.



As a guide for your own personal development of business intelligence skills, we have put together this 5 level framework. Review the detailed descriptions to assess where you see yourself now, as well as to envision how you will be progressing in these skills.

These five levels are based on the research of Dreyfus and Dreyfus, who identified a five-stage model for the acquisition of skills to developing professional expertise. This chart adapts their general framework to the attainment specific business information gathering skills.

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Novice

- Aware of need for business info., but still requiring a lot of guidance in gathering it effectively
- Rigid adherence to taught rules or plans
- Little situational perception

Informed User

- A basic understanding of guidelines for effective information use to support different sorts of business decisions (available resources and approaches)
- Situational perception still limited; gaining confidence, but still less capable of determining the right types of questions to ask
- All attributes and aspects effective info. use are treated separately, and given equal importance

Competent Information User

- Adequately coping with how much they already know, and how to act on this knowledge
- Now seeing actions at least partially in terms of longer-term goals
- Conscious, deliberate planning
- Standardized and routine procedures

Proficient Information User

- Seeing information-gathering process holistically, rather than rigid steps of a process
- Seeing what is most important in a situation
- Perceiving deviations from the normal pattern
- Decision-making becoming less labored
- Using maxims for guidance, whose meaning varying according to the situation

Expert

- In-depth understanding of business information sources and the ecosystems they're a part of
- Able to serve as a "knowledge catalyst," with skills to support broader effective information use in intra-organizational decision making processes
- No longer relying on rules, guidelines or maxims
- Intuitive grasp of situations, based on deep, tacit understanding
- Analytic approaches used only in novel situations, or when problems occur
- Able to envision what is possible
- Can't be attained in classroom alone – extensive experiential learning required!

References:

- Dreyfus, S.E. & Dreyfus, H.L. (1980). *A five-stage model of the mental activities involved in directed skill acquisition*. Berkeley: Operations Research Center, Univ. of California, Berkeley.
- Dreyfus, H. L. & S. E. Dreyfus. (2005). Peripheral Vision: Expertise in Real World Contexts. *Organizational Studies*. 26(5), 779-792.
- Eraut, M. (1994). *Developing Professional Knowledge and Competence*. London: Falmer Press. (Page 124 includes a nice summary of the Dreyfus model of skills acquisition.)