

# How to leverage competency-based learning to upskill/reskill employees for Skills of the Future

**Presented By:**

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Samsung S20



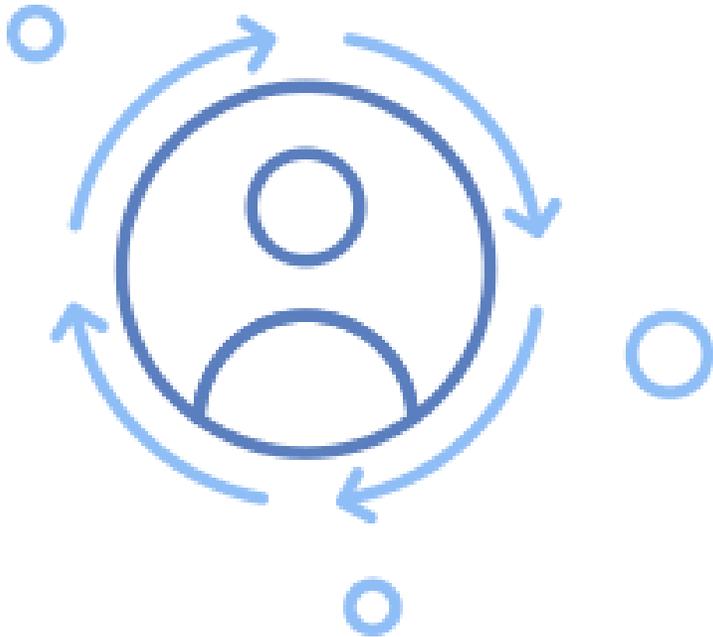
**You can be a ray of hope and productivity**



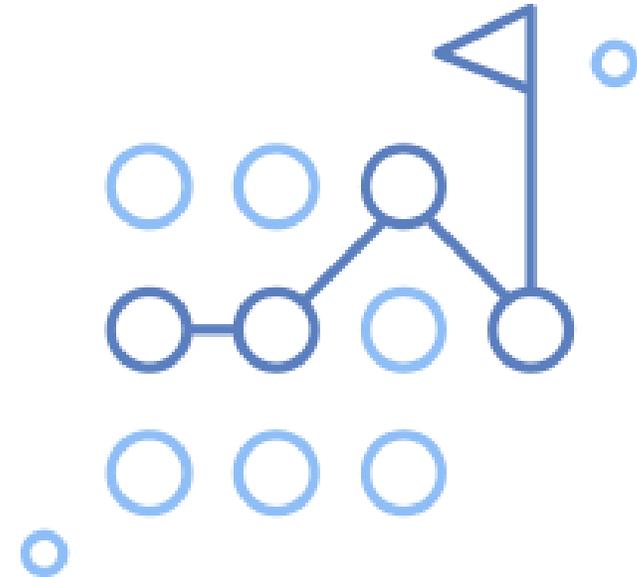
# What leaders are talking about... and how to connect your message



Upskilling is closing skill gaps for the **current** job



Reskilling is learning skills required for a **different** job



# By 2022

- At least 54% of employees will need reskilling and upskilling
- Average of 101 days of reskilling and upskilling
- Reskilling can take from 1 month to 1 year

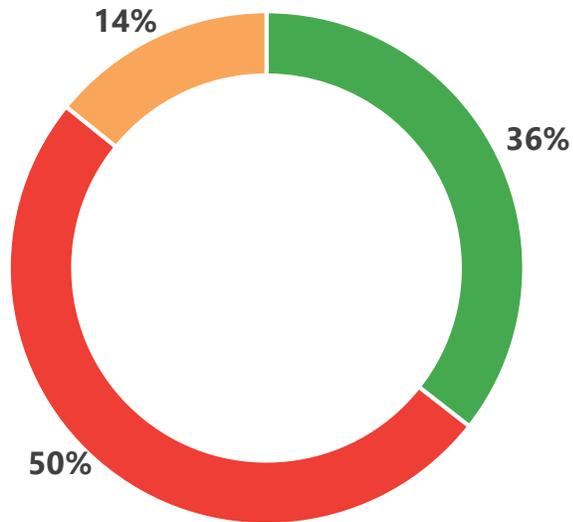
– *World Economic Forum*



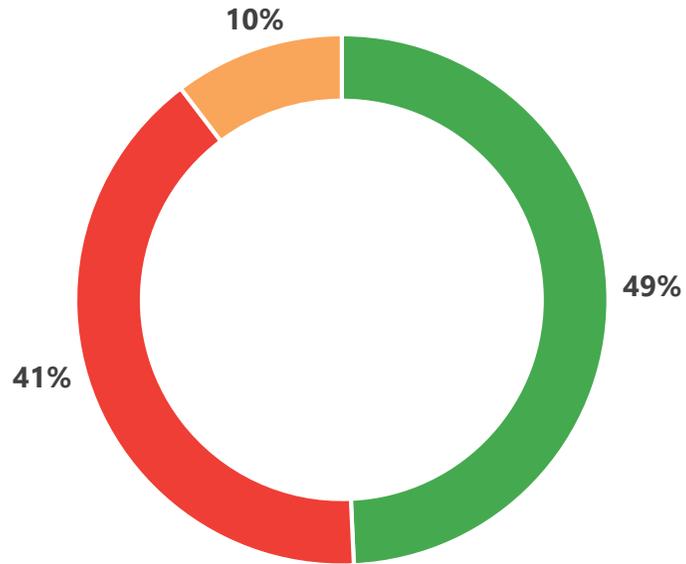
# What's going on in your organizations

## Pre-webcast survey

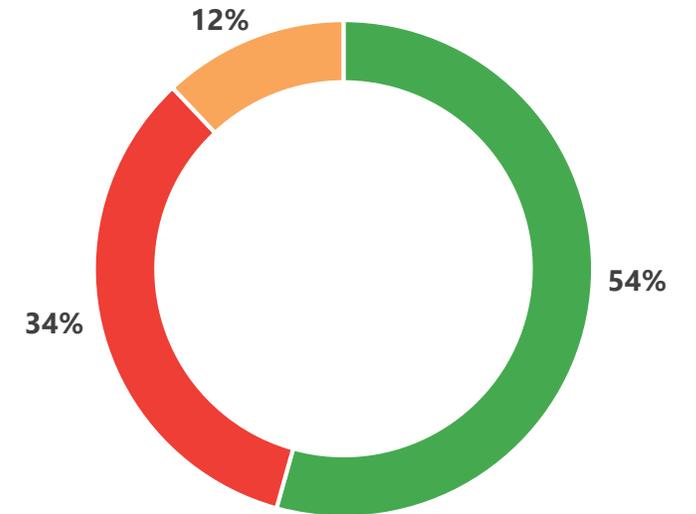
Use competency assessments to identify skill gaps



Upskill/reskill initiative in progress



Create experiential learning (e.g., skill practices)



■ Yes ■ No ■ Don't know

# What would happen if you said...

"We have **no idea** what skill gaps we have, and therefore **nothing** we're doing is focused on closing those gaps, and those things that we are doing are probably the **least effective means** of making a difference.

But I've come up with a way for us to **pinpoint exactly** what skill gaps we have, focusing on **skills that will transcend our current jobs** and changes we know we'll have, so that we can apply the **most effective means** of closing those gaps with **targeted** upskilling and reskilling activities.

**Do I have your support?"**



# Skills of the Future complement technical skills and transcend jobs

## Objectives

- List the Skills of the Future
- Describe why they matter
- Determine whether employees have them
- Create a thriving competency-based learning initiative to develop them

# Skills of the Future

| World Economic Forum  | LinkedIn Learning  | McKinsey   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Creativity, originality and initiative</li> <li>• Critical thinking and analysis</li> <li>• Judgment and decision making</li> <li>• Coordination and time management</li> <li>• Complex problem solving</li> <li>• Emotional intelligence</li> <li>• Leadership and social influence</li> <li>• Active learning &amp; learning strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Collaboration</li> <li>• Adaptability</li> <li>• Creative problem solving &amp; design thinking</li> <li>• Time Management</li> <li>• Persuasion</li> <li>• Leadership &amp; Mgmt</li> <li>• Communication</li> </ul> | <ul style="list-style-type: none"> <li>• Innovation &amp; creativity</li> <li>• Critical thinking</li> <li>• Complexity and ambiguity</li> <li>• Problem solving</li> <li>• Communication</li> </ul> |
| <p><u><a href="#">Toward a Reskilling Revolution</a></u></p>  | <p><u><a href="#">Workplace Learning Report 2019 and 2020</a></u></p>  | <p><u><a href="#">Soft Skills for a Hard World</a></u></p>   |

# Why Skills of the Future Matter

# Why Skills of the Future Matter

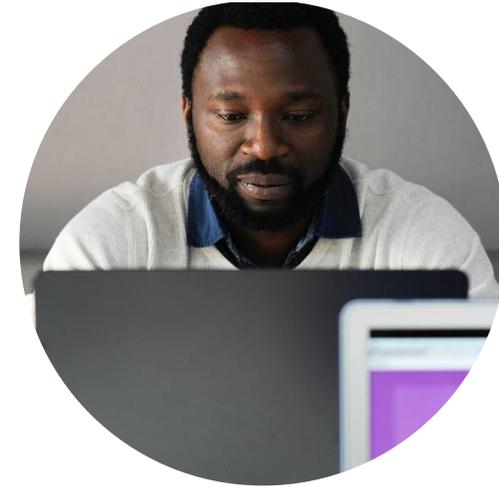
# Creativity



Grocery Logistics &  
Distribution Manager



Plant Manager



Software Programmer

# Why Skills of the Future Matter

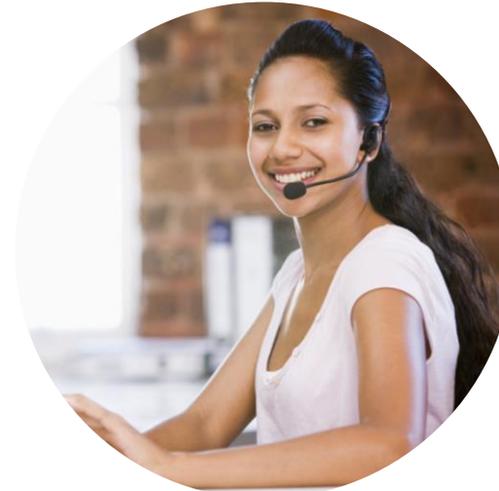
# Critical Thinking



Customer Support



Field Technician



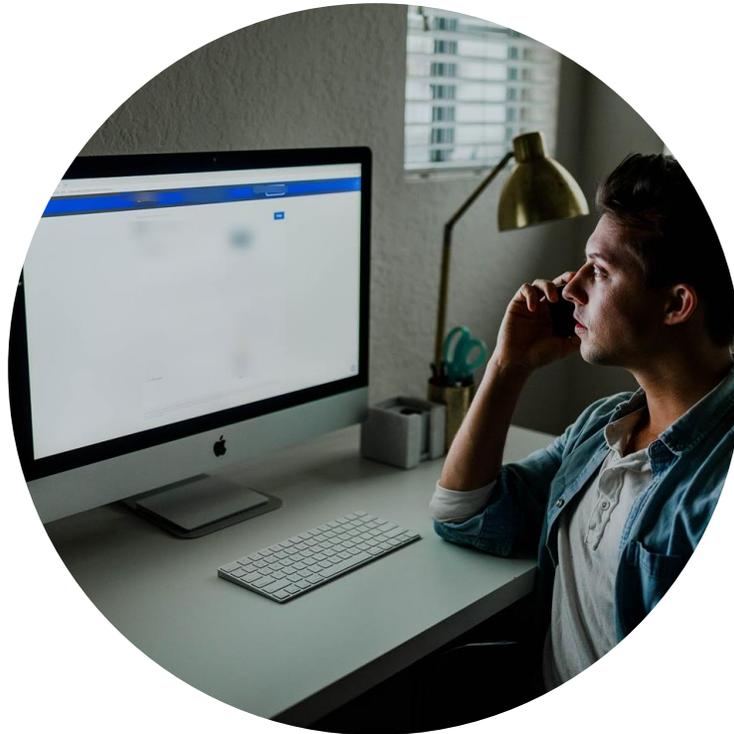
Call Center Agent



Supply Chain Personnel

## Why Skills of the Future Matter

# Judgment & Decision Making



Procurement Manager



Software Engineer



Project Manager



AI Manager



Crisis Manager

# Why Skills of the Future Matter

# Emotional Intelligence



YOU: having a bad day



People Manager



Project Manager



Teams

## Why Skills of the Future Matter

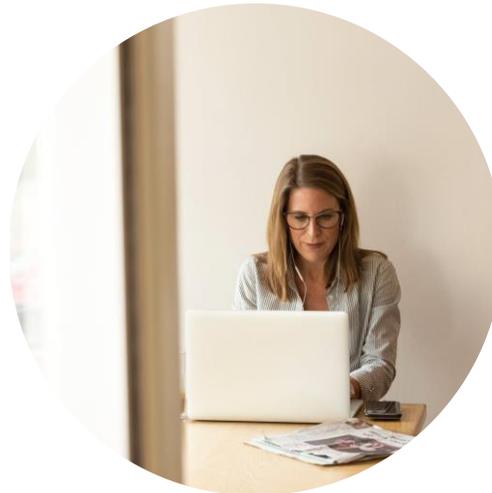
# Leadership & Social Influence



Leader



Researcher



Sales Director



Health System Leader



Salesperson



Project Manager



Managers



Software Developer



Product Manager



Salesperson

# Why Skills of the Future Matter

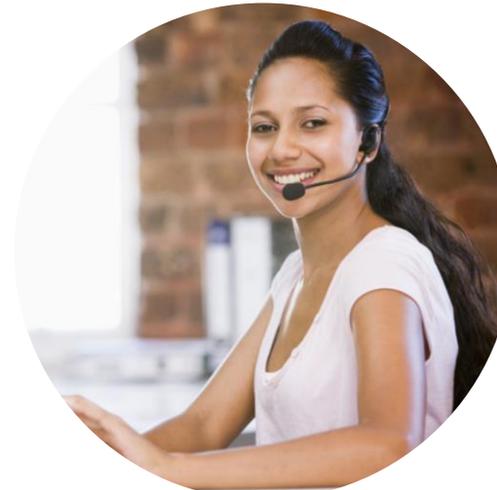
# Adaptability



Logistics Coordinator



Salesperson



Office Worker



Business Leader

# The Skills of the Future impact everything

Complement technical skills

Drive productivity, results,  
employee satisfaction and  
retention

Ensure your  
organization  
remains competitive  
and relevant

# How can you ensure that employees have Skills of the Future?

# Step 1: Assess their skills against the Skills of the Future

Competency assessments quantify the size of your skill gaps

Perform Self-Assessment Help Tutorial

SELF-ASSESSMENT RESULTS LEARNING OPTIONS DEVELOPMENT PLAN

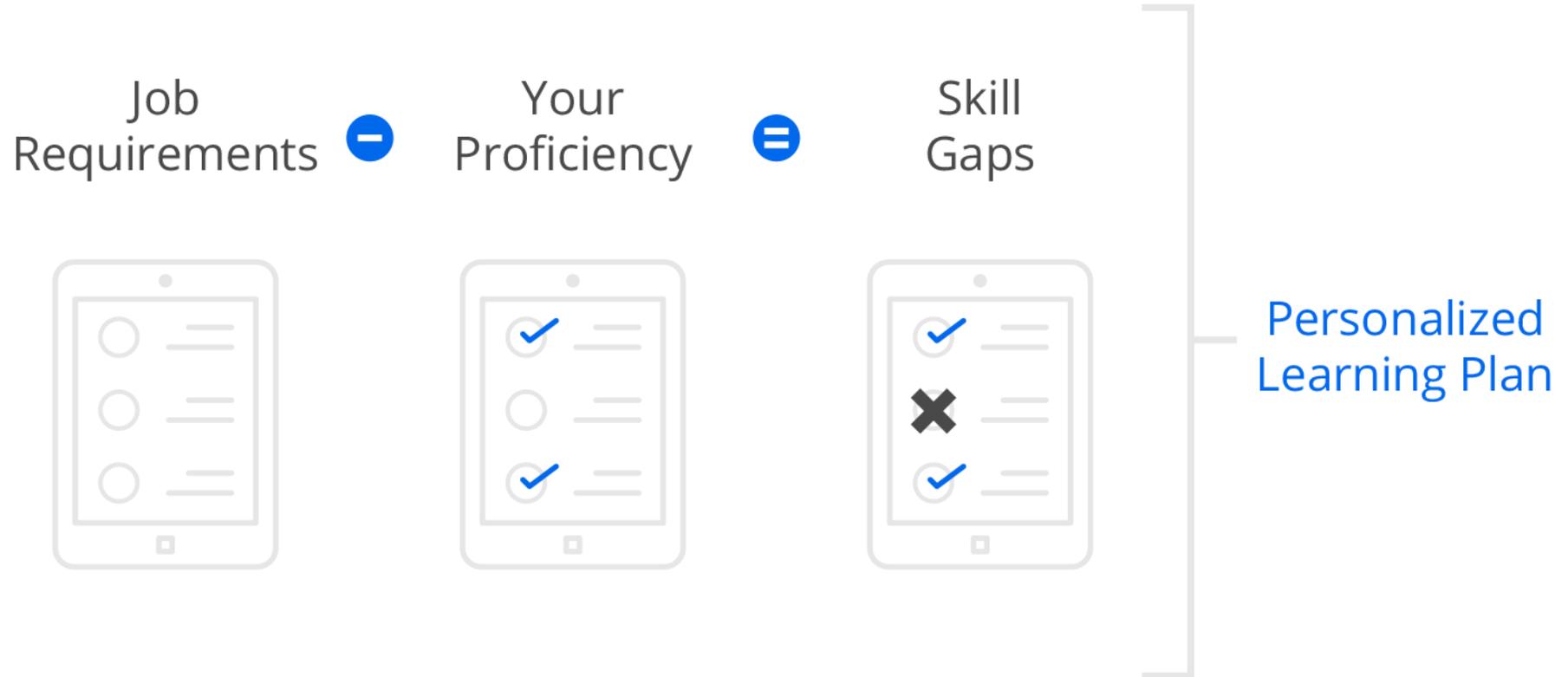
1. Click on the beside each task to fully understand the behaviors and best practices associated with each level.
2. Rate your perception of your proficiency.
3. Click Submit.

| Category                                  | Task/Skill  | 1 - Learning          | 2 - Basic                        | 3 - Skilled                      | 4 - Advanced          | 5 - Expert            |
|---|---|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| <b>Communication</b>                      |   |                       |                                  |                                  |                       |                       |
| Communication                             | Influence and persuade others to drive action   | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Communication                             | Use active listening and discovery skills to understand "real" issues/needs and build chemistry | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Communication                             | Consistently deliver externally-focused presentations   | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Strategic Thinking &amp; Execution</b> |   |                       |                                  |                                  |                       |                       |
| Strategic Thinking & Execution            | Use a structured approach to identify creative or innovation solutions for solving problems     | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategic Thinking & Execution            | Collaborate within and across functional teams  | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Strategic Thinking & Execution            | Apply systems thinking  | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**If you don't know what you can and can't do, how can you be successful?**

# Step 1: Assess their skills against the Skills of the Future

Competency assessments tell you what action to take



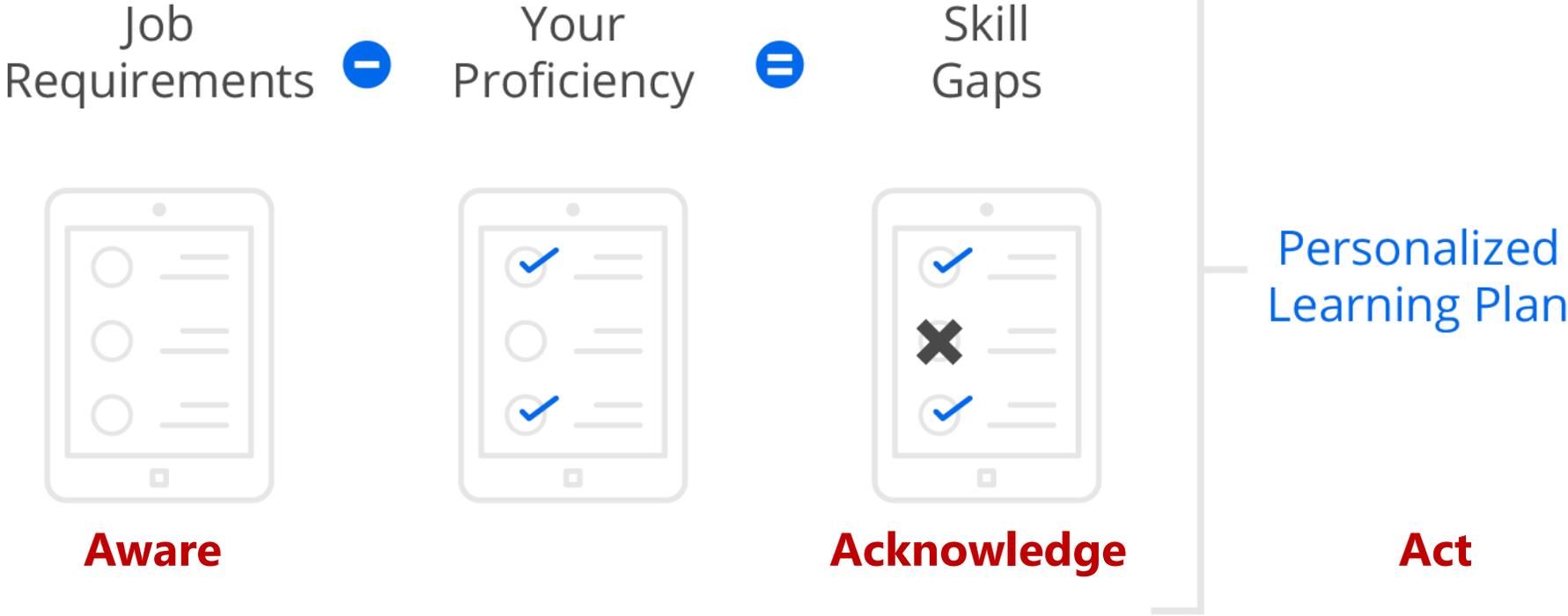
## Example: Influence and persuade others to drive action

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|          |  |
|----------|--|
| <b>5</b> | <ul style="list-style-type: none"><li>• Successfully influence leaders to change their opinion/decision on critical items</li><li>• Perceived internally as an authority on how to customize messaging to various levels of an organization (conversationally savvy)</li><li>• Overcome strong position-based disagreement with agreement based on mutual interests</li></ul>  |
| <b>4</b> | <ul style="list-style-type: none"><li>• Spend time researching the motivations and requirements of others</li><li>• Use relevant stories to persuade (beyond data)</li><li>• When others disagree, support my view by connecting it to organizational goals</li><li>• Create a sense of urgency</li></ul>  |
| <b>3</b> | <ul style="list-style-type: none"><li>• Often able to influence others, even when authority doesn't exist</li><li>• Use a structured technique for preparing to talk with others<ul style="list-style-type: none"><li>○ Consistently use pre-call/meeting planning including research</li><li>○ Anticipate objections, and uncover non-obvious agendas/perspectives</li><li>○ Plan for contingency</li></ul></li><li>• Research points of conflict and prepare data-driven support for my approach</li><li>• Use active listening and probing techniques to understand differing points of view</li><li>• Present support for my point of view in a persuasive, clear and easily understandable way that acknowledges the opinions of others</li></ul> |
| <b>2</b> | <ul style="list-style-type: none"><li>• Build a case for my opinion</li><li>• Use data to overcome differing opinions</li><li>• Focus on objections rather than points of agreement</li><li>• Recognize that the opinions of others may be based on more than what is said, but don't necessarily know what that is</li></ul>  |
| <b>1</b> | <ul style="list-style-type: none"><li>• Respond to the opinions of others as they are presented</li><li>• Alter my messaging on demand based on what is said</li></ul>   |

# Step 1: Assess their skills against the Skills of the Future

Competency assessments tell you what action to take



# Competency assessment best practices

**Start with a self-assessment, then add a manager assessment and optionally subject-matter expert assessment.**

**Tie each Skill of the Future to a business impact or key performance indicator (KPI).**

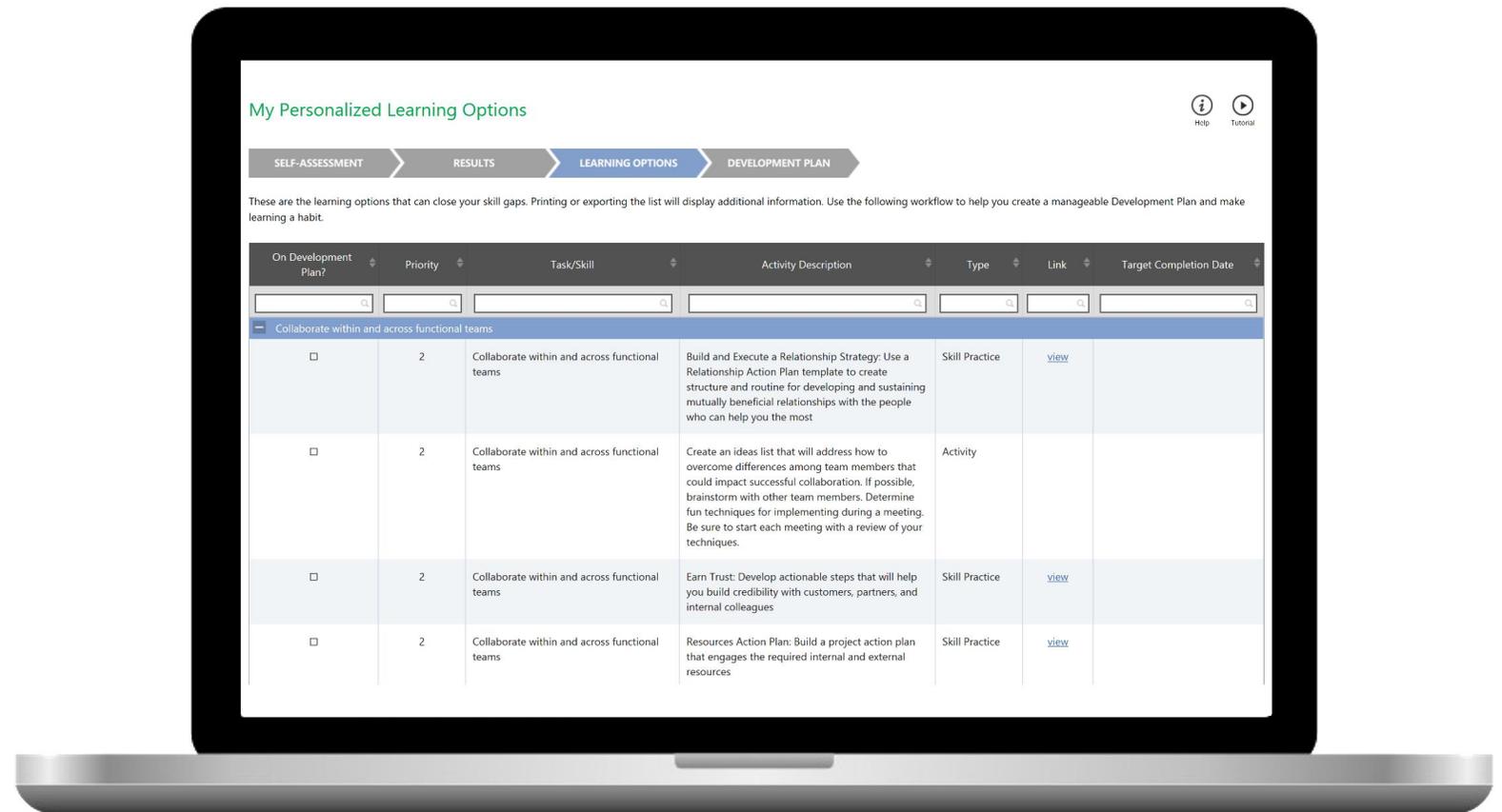
**Include functional skills if you can (full picture), but don't wait for them to get started.**

# Step 2: Provide personalized, competency-based learning

Competency-based learning helps people perform the required skill at the Target Level of proficiency.

## Motivate people to act

- Promote personal benefits (career advancement, better relationships, recognition)
- Tie skills to business impact



# Step 2: Provide personalized, competency-based learning

## THE WORKFORCE WANTS GUIDANCE ON **WHAT TO LEARN**

*Which of the following would be most helpful in making your learning more relevant to your job or career goals?*



*How the workforce learns in 2019. Harvard Business Publishing/Degreed.*

# What type of learning builds Skills of the Future?

# The type of learning to build creativity



A Logistics and Distribution Manager figuring out how to get critical products into the hands of customers



A toilet paper Plant Manager increasing production and capitalize on opportunistic demand



A software programmer determining how to make the product more differentiated and engaging

## How would each of these people really learn creativity?

- a) By watching an eLearning course
- b) By watching a microlearning video on creativity techniques
- c) By taking that real problem and applying creativity techniques through a guided skill practice

# The type of learning to build critical thinking & analysis



A customer support agent trying to understand the ask behind the ask



A field technician trying to solve a company or customer problem that are outside the norm

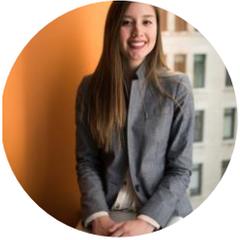


Local government officials coordinating how to get the right health supplies to the right place at the right time

**How would each of these people really learn critical thinking and analysis?**

- a) By watching an eLearning course
- b) By watching a microlearning video on critical thinking and analysis
- c) By taking that real problem and applying critical thinking techniques through a guided skill practice

# The type of learning to build complex problem solving



A Software Engineer trying to fix a reported error with an application



A Project Manager with an unexpected issue that touches multiple business units



A problem with your automation or artificial intelligence technologies you've never seen before



Local government officials trying to use limited supplies to address a large unanticipated crisis

**How would each of these people really learn complex problem solving?**

- a) By watching an eLearning course
- b) By watching a microlearning video on problem solving
- c) By taking that real problem and applying problem solving techniques through a guided skill practice

# Skills of the Future require Experiential Learning

Learning transfers more quickly when you're applying it to something real... and actual work gets done.

Experiential learning is practical and efficient.

Skill practices:

- Scale well
- Take little time to build
- Easy to maintain
- Support development regardless of where the employee works

**Problem Solving Skill Practice**  
**Generate Alternatives**

Document Name: Problem Solving Skill Practice Generate Alternatives v2.docx  
Page 3 of 8

## Step 2: List Problem/Decision and Evaluation Criteria

Pick a problem you are currently facing or a decision you need to make where you have already defined the problem sufficiently, researched potential causes, gathered relevant data, and selected some evaluation criteria. Describe the problem in the worksheet's **Problem Definition/Decision Description** section. List the evaluation criteria, one at a time, in the **Evaluation Criteria** section.

For example:

| Problem Definition/Decision Description   |  |
|---|--|
| How can I increase the amount of time I am spending on customers that are currently not giving me business? |  |

| Evaluation Criteria |   |
|---------------------|---|
| <b>C1</b>           | Will it increase my chances of being able to expand our presence in untapped markets?   |
| <b>C2</b>           | Will it improve the amount of unit volume in my territory?                              |
| <b>C3</b>           | Will it negatively impact the unit volume that we obtain in our existing customer base? |



# Skills of the Future can leverage Collaborative Learning

Task-based mentoring provides value to mentees, mentors, and the entire organization.

[Read the Value of Task-Based Mentors](#)

# How to create leveled-competency-based learning

If a manager needs to be a level 4 in this skill, my competency development tool should recommend skill practices with learning objectives tied to level 4 behaviors.

- |          |   |
|----------|---|
| <b>4</b> | <ul style="list-style-type: none"><li>• Spend time researching the motivations and requirements of others</li><li>• Use relevant stories to persuade (beyond data)</li><li>• When others disagree, support my view by connecting it to organizational goals</li><li>• Create a sense of urgency</li></ul> |
|----------|---|



**Level 4 skill practices**

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To learn how to create experiential learning yourself, [watch the free recorded ATD webinar and download materials.](#)

Or consider using [pre-built versions.](#)

# Skill practices teach people to learn how to learn

## The learning treadmill



*Developing your employees' skills at a rate equivalent to the rate of change is the key to a sustainable competitive advantage. We need people who have the latest skills and who build new ones quickly. – The Expertise Economy*

**One-time reskilling and upskilling efforts will not be sufficient to deal with transformations in the long-term. Companies and their ecosystems need to build a culture of life-long learning which allows employees to continuously improve their competencies.**

***World Economic Forum: Towards a Reskilling Revolution – Industry Led Action for the Future of Work***

## Summary

- List the Skills of the Future
- Describe why they matter
- Determine whether employees have them
- Create a thriving competency-based learning initiative to develop them



## Contact Information & Resources



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- Learn to build experiential learning & out of the box options (<https://skilldirector.com/informal-learning>)
- The value of task-based mentoring article (<https://skilldirector.com/news/the-value-of-mentors-in-learning>)
- Competency Models For Professional Development LinkedIn Group (<https://www.linkedin.com/groups/8467576/>)