

# How to convert existing content into competency-based experiential learning

**Presented By:**

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## Other competency model and assessment resources

- Learn how to create competency models in weeks: <http://bit.ly/skilldirectorcm>
- How to assess soft skills/Skills of the Future: <https://webcasts.td.org/webinar/3577>
- What is a competency assessment: <https://skilldirector.com/news/what-is-a-competency-assessment>
- TD Magazine: Know the Gap: <https://www.td.org/magazines/td-magazine/know-the-gap>
- Competencies in talent management processes: <http://bit.ly/skilldirector-cm-wpaper>
- Competency Models For Professional Development LinkedIn Group  
<https://www.linkedin.com/groups/8467576/>

## Other resources

- Learn how to create competency-based learning in weeks: <http://bit.ly/skilldirectorcb1>
- Learn how to create informal learning in a day: <http://bit.ly/skilldirectorinformal>
- Upskilling/reskilling infographic: <https://bit.ly/skilldirector-upskill-reskill2>
- Where to focus upskilling and reskilling efforts: <https://webcasts.td.org/webinar/3577>
- Build a business case for upskilling/reskilling: <https://webcasts.td.org/webinar/2958>

## Higher Ed

- How Duke University uses personalized learning to drive professional development: <http://bit.ly/duke-personalized-learning>
- Duke University competency-based learning: <http://bit.ly/duke-univ-cbl>



# 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*





*The coronavirus pandemic has made the question about how to close current and anticipated skill gaps more urgent. Workers across industries must figure out how they can adapt to rapidly changing conditions, and companies have to learn how to match those workers to new roles and activities.*

*It's about how leaders can reskill and upskill the workforce to deliver new business models in the post-pandemic era.*

***Now is the time for companies to double down on their learning budgets and commit to reskilling. Building your reskilling muscle now is the first step to ensuring that your organization's recovery business model is a success.***

*McKinsey & Company*

# Demonstrate your value



**This could be the moment you've been waiting for!**



I → D → A → F



**Introduce → Discuss → Apply → Feedback**



**eLearning**



**Video**



**Article**



**Microlearning**

**What part of the IDAF methodology do these represent?**



**Webinar**

**Introduce → Discuss → Apply Feedback**





# Why competency-based learning?

**KNOW**

**DO**

**Introduce → Discuss → Apply Feedback**



# KNOW

# DO

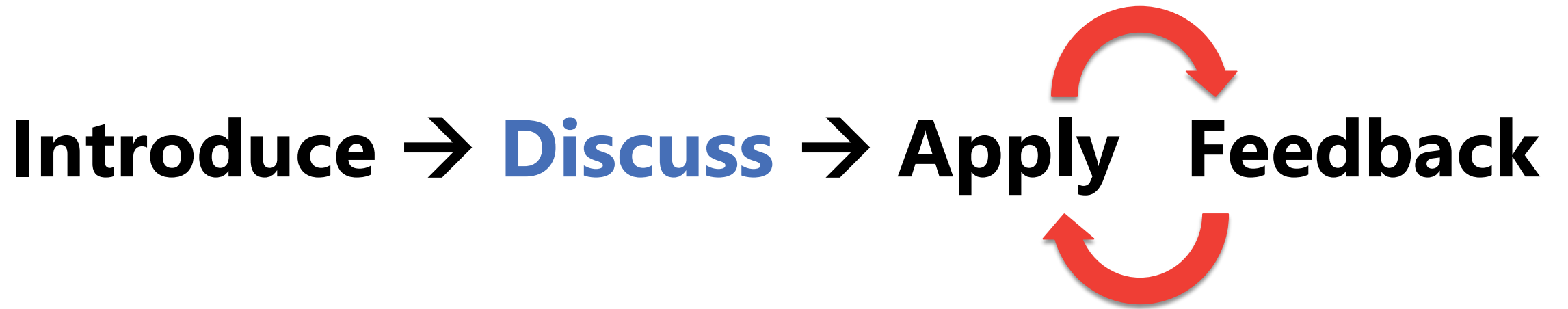
**Introduce → Discuss → Apply Feedback**



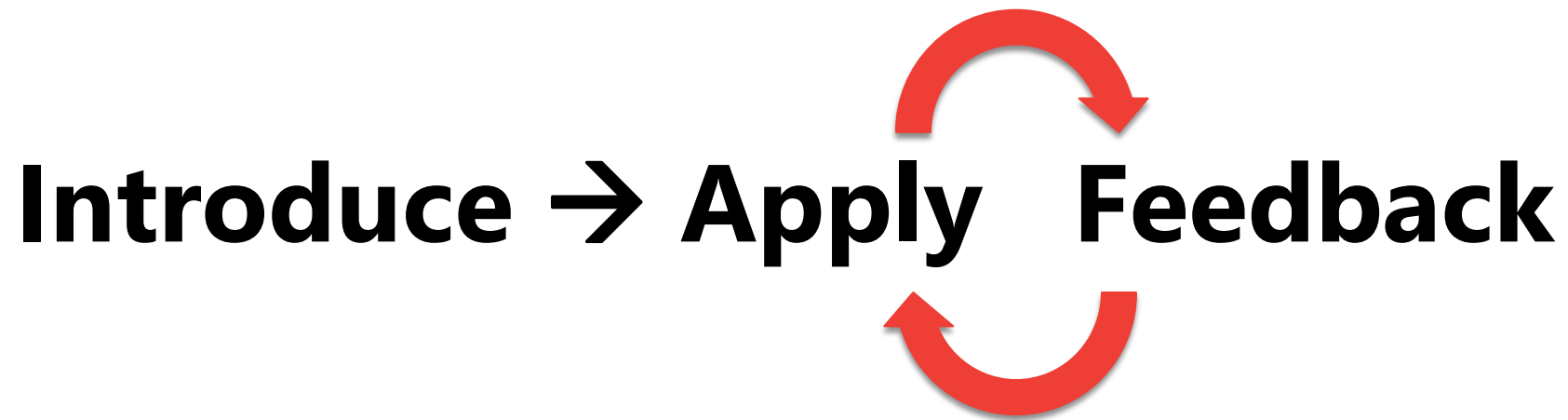
## Presentation Skills

- Use presentation technology
- Create data visualizations
- Create a customer-focused presentation

**Introduce → Discuss → Apply Feedback**



**Introduce → Apply Feedback**





# Agenda

- Apply methodology to convert content including elearning, microlearning, video, articles, webinars, and classroom into competency-based experiential learning through hands-on activities
- Learn to formalize and operationalize the content
- Q&A



# eLearning

- **Introduce:** Watch this specific LinkedIn Learning course on problem solving
  - Structured 6-step process for solving any problem



***Competency/skill: Use a structured approach to identify creative or innovation solutions for solving problems***

# eLearning

- **Introduce:** Watch this specific LinkedIn Learning course on problem solving
- **Apply:** Identify a problem they have to solve now, and follow the 6-step process completing a template that incorporates the techniques

## SKILL PRACTICE

### Learning Objective

Use a structured approach to identify creative or innovative solutions for solving problems

### Instructions

- Watch this [LinkedIn Learning course on problem solving](#).
- Pick a problem you are currently facing. There is some objective you want to accomplish and there is some obstacle in the way. Document it below in the "Define the problem" section.
  - Use the problem definition tools including the Paraphrase Tool, the 180 Tool, the Redirect Tool, and the SCAMPER and CREATIVE Tools to restate it.
- Next follow the steps to identify potential causes of the problem including the W5H tool, and the Cause and Effect table. Place your details in the "Identify potential causes of the problem section."
- *Steps continued on the next page.*

### Define the problem

**Paraphrase Tool:**

**180 Tool:**

**Redirect Tool:**

**SCAMPER Tool:**

**CREATIVE Tool:**

### Identify potential causes of the problem



# eLearning

- **Introduce:** Watch this specific LinkedIn Learning course on problem solving
- **Apply:** Identify a problem they have to solve now, and follow the 6-step process completing a template that incorporates the techniques
- **Feedback:** Review your process with your manager or a peer. Walk them through the tools you used and encourage them to challenge your logic and the final solution you selected.



# eLearning Activity

## Activity: Pick an eLearning course

- Introduce method: **eLearning on data analysis**
- Application method
- Feedback method



## Example

- **Introduce:** Watch this specific LinkedIn Learning course on problem solving
- **Apply:** Identify a problem they have to solve now, and follow the 6-step process completing a template that incorporates the techniques
- **Feedback:** Review your process with your manager or a peer. Walk them through the tools you used and encourage them to challenge your logic and the final solution you selected.

# Skill Practice: all 3 steps in one document

WARNING: If “introduce” is too long, break up the steps.

- **Introduce:** Watch this specific LinkedIn Learning module on defining the problem (1 of the 6 steps of structured problem solving)
- **Apply:** Identify a problem they have to solve now, and use the tools as instructed in the template to define the problem properly.
- **Feedback:** Review your problem definition with your manager or a peer. Encourage them to challenge your logic.

SKILL PRACTICE
<b>Learning Objective</b> Use a structured approach to define problems
<b>Instructions</b> <ul style="list-style-type: none"><li>• Watch this <a href="#">LinkedIn Learning module on defining a problem</a></li><li>• Pick a problem you are currently facing. There is some objective you want to accomplish and there is some obstacle in the way. Document it below in the “State the problem” section.</li><li>• Next use the Paraphrase Tool, the 180 Tool, the Redirect Tool, and the SCAMPER and CREATIVE Tools to restate it.</li><li>• Lastly, after applying each of these techniques, restate the problem that is ready to be solved.</li><li>• Review your problem definition with your manager or a peer. Encourage them to challenge your logic. Change your problem definition if needed.</li></ul>
<b>State the problem</b>
<b>Use the Paraphrase Tool to redefine the problem</b>
<b>Use the 180 Tool to redefine the problem</b>
<b>Use the Redirect Tool to redefine the problem</b>
<b>Use the SCAMPER Tool to redefine the problem</b>
<b>Use the CREATIVE Tool to redefine the problem</b>
<b>Now restate the problem</b>



# Microlearning/Video

- **Introduce:** Watch a YouTube video on project task estimation



***Competency/skill: Consistently demonstrate effective project management skills and on time completion***

# Microlearning/Video

- **Introduce:** Watch a YouTube video on project task estimation
- **Apply:** Estimate own tasks using the proposed technique

## SKILL PRACTICE

### Learning Objective

Estimate the duration of tasks you perform

### Instructions

- Watch this [YouTube video on project task estimation](#).
- Look at your task list or calendar for the week and estimate each of those tasks using the proposed technique. Put them into the template below.
- Over the next 2 weeks, use the template for tracking actuals and revise your estimates.

ESTIMATION WORKSHEET		
Task	Estimate	Assumption

ESTIMATE COMPARED WITH ACTUAL		
Task	Estimate	Actual

# Microlearning/Video

- **Introduce:** Watch a YouTube video on project task estimation
- **Apply:** Estimate own tasks using the proposed technique
- **Feedback:** Over the next 2 weeks, use the template for tracking actuals and revise your estimates



## SKILL PRACTICE

### Learning Objective

Estimate the duration of tasks you perform

### Instructions

- Watch this [YouTube video on project task estimation](#).
- Look at your task list or calendar for the week and estimate each of those tasks using the proposed technique. Put them into the template below.
- Over the next 2 weeks, use the template for tracking actuals and revise your estimates.

ESTIMATION WORKSHEET		
Task	Estimate	Assumption

ESTIMATE COMPARED WITH ACTUAL		
Task	Estimate	Actual

# Microlearning/Video Activity

## Activity: Pick a microlearning or video

- Introduce method: **Video on meeting management**
- Application method
- Feedback method



## Example

- **Introduce:** Watch a YouTube video on project task estimation
- **Apply:** Estimate own tasks using the proposed technique
- **Feedback:** Over the next 2 weeks, use the template for tracking actuals and revise your estimates

# Article

- **Introduce:** Read the McKinsey article about the need to reskill workforces now



***Competency/skill: Develop and apply industry acumen to organizational requirements***



# Article

- **Introduce:** Read the McKinsey article about the need to reskill workforces now
- **Apply:** Document how to apply the 6 steps relative to your organization to ensure that their employees are equipped with the skills critical to their recovery business models

## SKILL PRACTICE

### Learning Objective

Develop and apply industry acumen to organizational requirements

### Instructions

- Read the [McKinsey article](#) about the need to reskill workforces now.
- Using the template below, document how to apply the 6 steps relative to your organization to ensure that their employees are equipped with the skills critical to their recovery business models. What specifically will you do for each? Consider who, what, and when.
- Review your recommendations with your manager. Encourage them to challenge your logic. Then ask them to support your recommendations with leadership.

#### 1. Rapidly identify the skills your recovery business model depends on

#### 2. Build employee skills critical to your new business model

#### 3. Launch tailored learning journeys to close critical skill gaps

#### 4. Start now, test rapidly, and iterate

#### 5. Act like a small company to have a big impact

#### 6. Protect learning budgets (or regret it later)

# Article

- **Introduce:** Read the McKinsey article about the need to reskill workforces now
- **Apply:** Document how to apply the 6 steps relative to your organization to ensure that their employees are equipped with the skills critical to their recovery business models
- **Feedback:** Review your recommendations with your manager. Encourage them to challenge your logic. Then ask them to support your recommendations with leadership.



# Article

## Activity: Pick an article

- Introduce method: **Article about how to prepare your physical office for people coming back post COVID-19 work from home**
- Application method
- Feedback method



## Example

- **Introduce:** Read the McKinsey article about the need to reskill workforces now
- **Apply:** Document how to apply the 6 steps relative to your organization to ensure that their employees are equipped with the skills critical to their recovery business models
- **Feedback:** Review your recommendations with your manager. Encourage them to challenge your logic. Then ask them to support your recommendations with leadership.

# Recorded Webinar

- **Introduce:** Watch a recorded internal webinar on systems thinking



***Competency/skill: Apply systems thinking***

# Recorded Webinar

- **Introduce:** Watch a recorded internal webinar on systems thinking
- **Apply:** Use the process presented to identify the organizational stakeholders required for process improvement using systems thinking

## SKILL PRACTICE

### Learning Objective

Apply systems thinking

### Instructions

- Watch a [recorded internal webinar on systems thinking](#).
- Identify a process that needs improvement.
- Use the process presented in the webinar to identify the organizational stakeholders required for process improvement using systems thinking.
  - Create a process map
  - Identify all the upstream and downstream departments or individuals impacted
  - Detail how they are impacted
- Engage the upstream and downstream stakeholders in the process improvement process.
- Compare this process improvement effort with other previous process improvement efforts that didn't include systems thinking.
- Discuss the experience with your team.

#### Identify a process that needs improvement

--

#### Create your process map

--

#### List all upstream and downstream stakeholders and how they are impacted

Stakeholder	How they are impacted

#### Compare this process improvement effort with other previous process improvement efforts that didn't include systems thinking

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# Recorded Webinar

- **Introduce:** Watch a recorded internal webinar on systems thinking
- **Apply:** Use the process presented to identify the organizational stakeholders required for process improvement using systems thinking
- **Feedback:** Engage the upstream and downstream stakeholders in the process improvement process. Compare this process improvement effort with other previous process improvement efforts that didn't include systems thinking. Discuss the experience with your team.





# Recorded Webinar

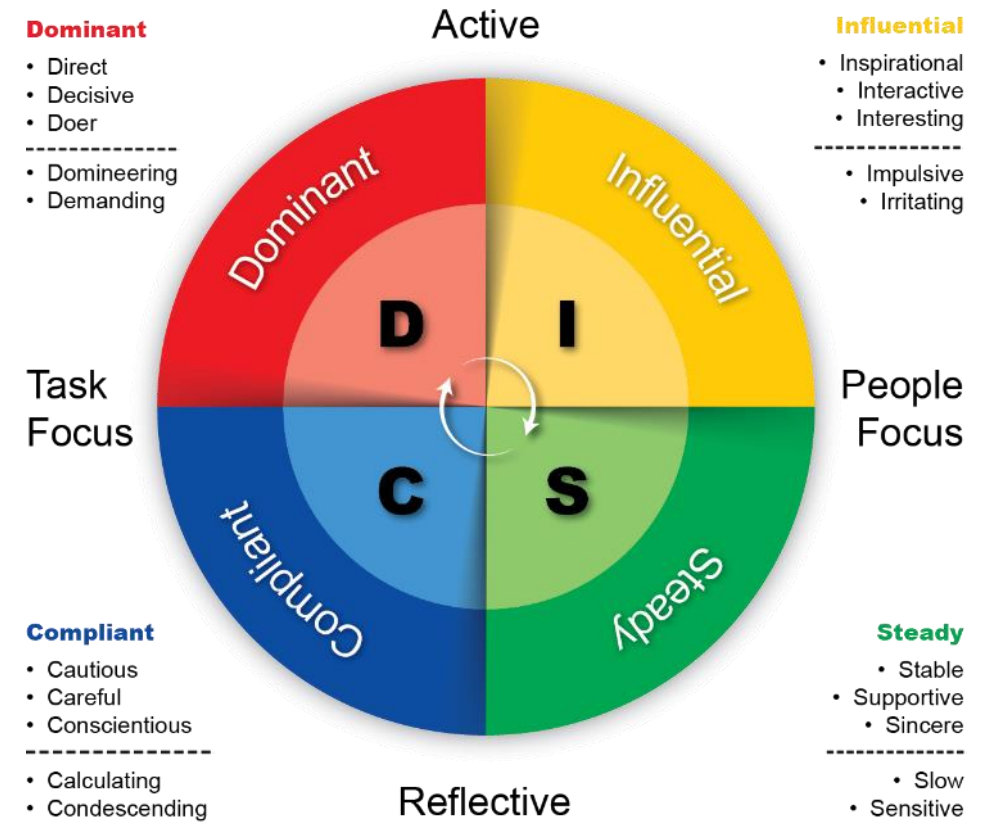
**Activity: For those of you watching this webinar as a recording**

- **Introduce:** watch this webinar
- **Apply:** Brainstorm your own examples for each of the content types we covered
- **Feedback:** Review your ideas with your manager



# Classroom

- **Introduce:** Read about the different personality types



**Competency/skill: Establish and maintain healthy working relationships**

# Classroom

- **Introduce:** Read about the different personality types
- **Apply:** Use the scenarios to identify how to adapt to various situations

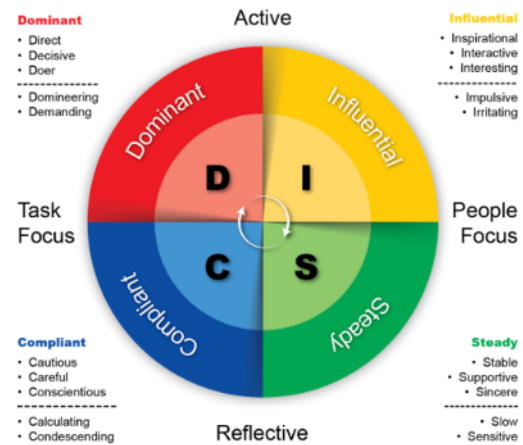
## SKILL PRACTICE

### Learning Objective

Establish and maintain healthy working relationships

### Instructions

- Read about the different personality types.
- Use the scenarios to identify how to adapt to various situations.
- Practice applying the technique and document how well it worked.



### Different Personality Types

Humans are complex. While no one style "bucket" can define us completely, it can help us to understand each other better, to empathize more, and to meet other people on their own terms. Here are some descriptors and clues to help you determine your style, and the styles of those with whom you interact.

### Results Driven Style (Dominant) – "Just Do It"

**Description:** The easiest style to recognize, these people are dominant, powerful, results-oriented individuals. They enjoy challenges, make decisions quickly, and like to take charge. They overcome opposition and are determined to get the results they want. They may be unable to see others' viewpoints, can be impatient, and can offend others because they may lack sensitivity. They fear losing control or being taken advantage of.

# Classroom

- **Introduce:** Read about the different personality types
- **Apply:** Use the scenarios to identify how to adapt to various situations
- **Feedback:** Practice applying the technique and document how well it worked



**Introduce → Discuss → Apply Feedback**





**You know how you've  
been trying to figure  
out how we're going  
to continue upskilling  
and reskilling people  
without our traditional  
method of learning  
and without spending  
any more money?  
Well I've got it!**





# Formalize & operationalize the content

## Activity Description

Watch this video on creating process flow diagrams. Draw a flow diagram that shows the different data sources to the central data repository. Identify potential failure points, and document what steps can be done to prevent or verify correct flow. Validate your diagram and findings with a peer mentor.

## Activity with tables

**SKILL PRACTICE**

**Learning Objective**

- Develop and apply industry acumen

**Instructions**

- Watch [this webinar](#) about industry trends.
- Upon completion of the webinar, document how that trend will impact your customers (internal or external).
- Make a list of 3 things in your role that you can do to capitalize on that trend.
- Make a list of 3 concerns you have about how this trend will impact your organization.
- Based on what you've documented, make a list of 3-5 action items you plan to take, including sharing those insights internally, sharing them with your customers (to help them), or using them to ask probing questions about how people (internally and externally) are preparing for those trends.

Webinar title / link

How this trend will impact my customers

3 things I can do to capitalize on that trend
1)
2)
3)

3 concerns I have about how this trend will impact us
1)
2)
3)

Action items I plan to take

## Activity with template


**Business Acumen Skill Practice**  
**Develop True Believers**

Document Name: Business Acumen Skill Practice Develop Believers v3.docx  
Page 3 of 7

**Instructions**

**Step 1: Save the Template**

Open the worksheet template Business\_Acumen\_Believers\_Worksheet.docx and save a copy.

  
Develop Believers Worksheet.docx

**Step 2: Interpret the Objections**


In business, it's common objections are negative your ideas and request positive and show that wouldn't engage at all reach your objectives.

**Skill Practice**  
**Trusted Partner**

Document Name: SDPL\_ACTIVITY\_0029.docx Page 3 of 7

**SMART SDLE Pilot/Program Template**

<b>Stakeholder Name</b>			
<b>Start Date</b>			
<b>End Date</b>			
<b>SDLE Program Goal</b>			
<b>Stakeholder's Ultimate Goal</b>			
<b>How Measured</b>	<b>Adoption</b>		
	<b>Leading</b>		
	<b>Lagging</b>		
<b>Date/Timing</b>		<b>Related Events</b>	




**If people don't know  
they exist, they won't  
use them**







# Empower people to assess their capabilities

Make each person the BEST they can be

Perform Self-Assessment Help Tutorial

SELF-ASSESSMENT RESULTS LEARNING OPTIONS DEVELOPMENT PLAN

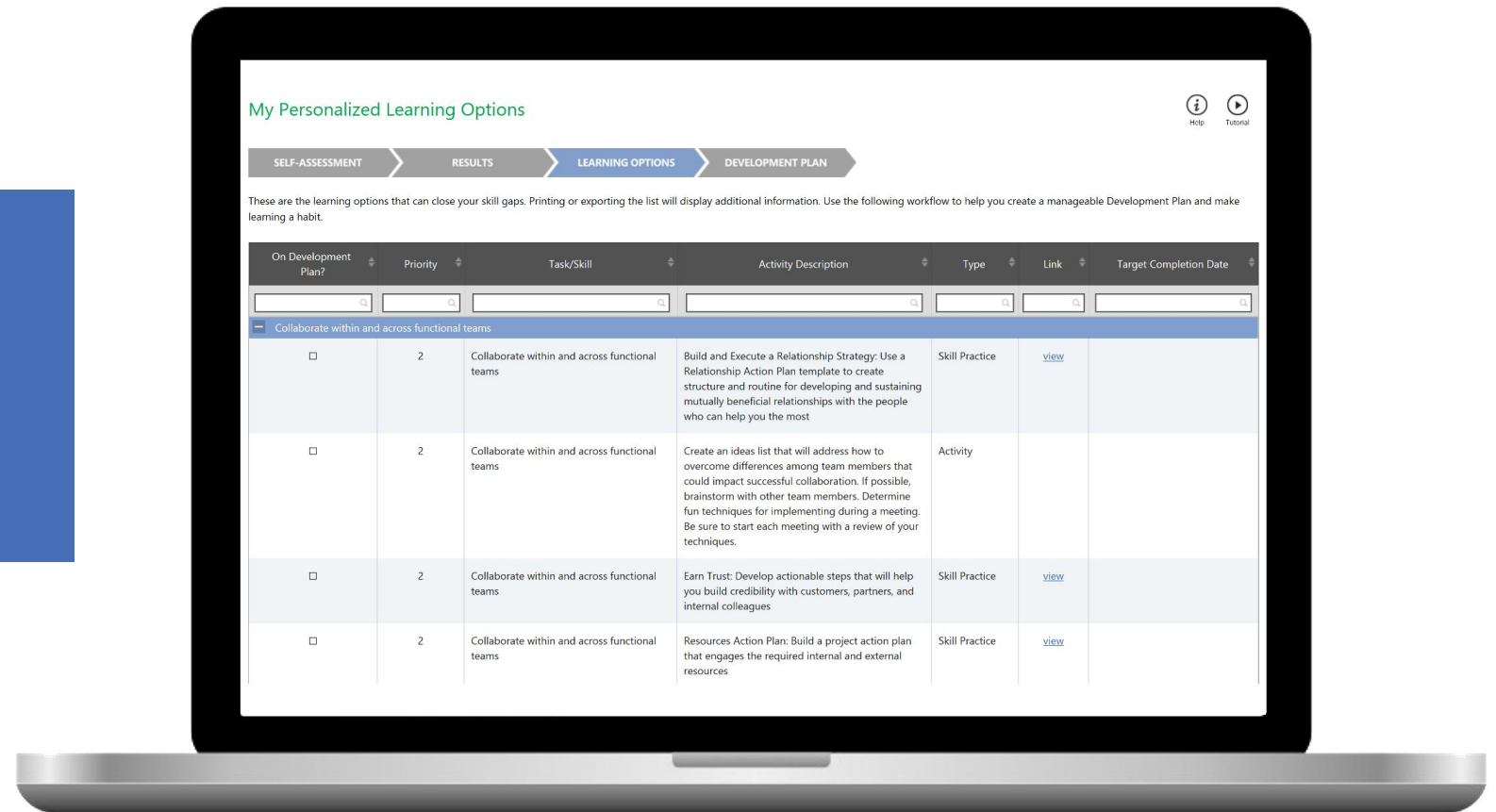
1. Click on the  beside each task to fully understand the behaviors and best practices associated with each level.
2. Rate your perception of your proficiency.
3. Click Submit.

Category	Task/Skill		1 - Learning	2 - Basic	3 - Skilled	4 - Advanced	5 - Expert
Communication							
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"/>
Strategic Thinking & Execution							
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"/>

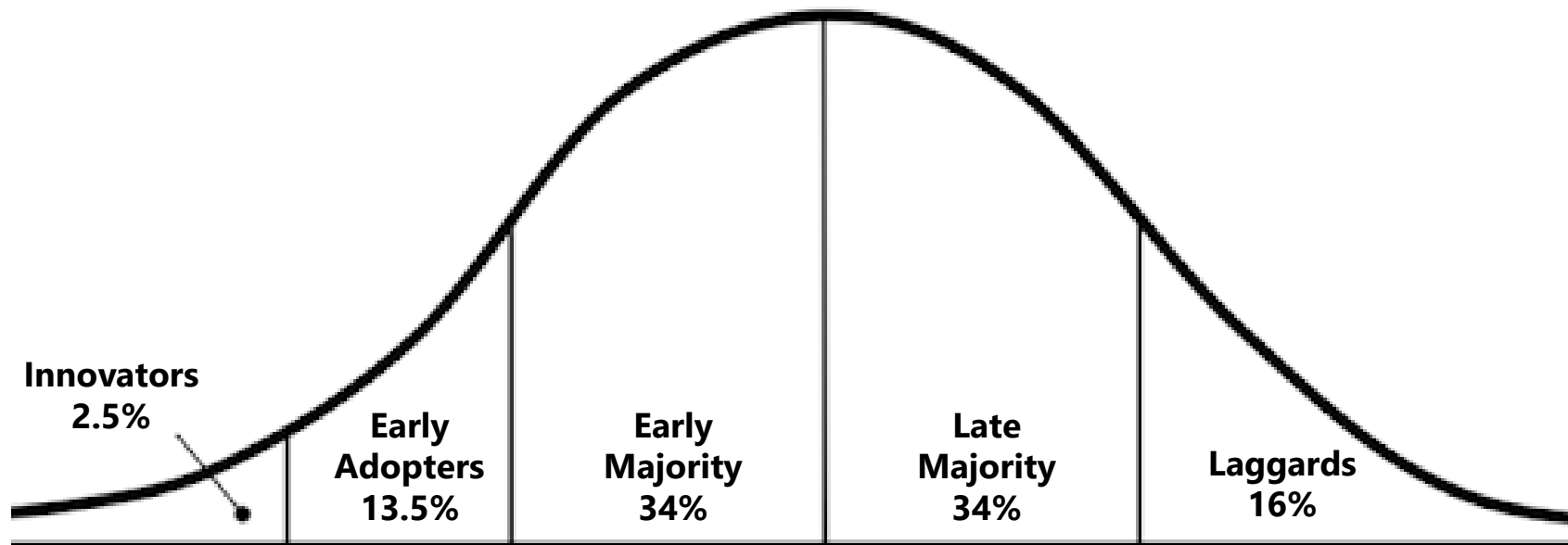
# Provide personalized, competency-based learning

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

Provide people with an activity that enables them to DO what they need to do in their role

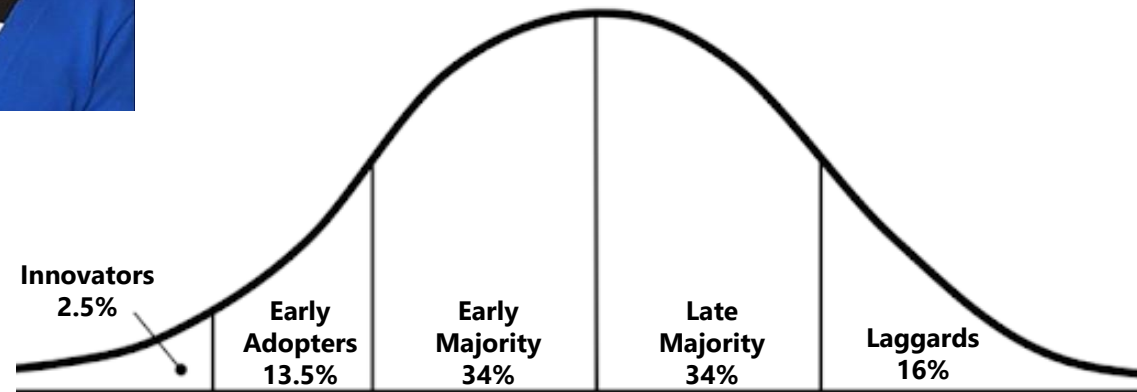


# Change mindsets by moving through the innovation curve



Everett Rogers Diffusion of Innovation Curve

# Create and promote success stories





## Learning Objectives Achieved

- Use a methodology to convert content including elearning, microlearning, video, articles, webinars, and classroom into competency-based experiential learning
- Leverage examples of competency-based experiential learning you can use right away in your organization
- Formalize and operationalize the content
- Use techniques to start changing learning mindsets



## Contact Information & Resources



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- 3 supporting articles: [Why experiential learning](#),  
[Maximizing behavioral change](#) and [Scaling rapid workforce conversion](#)
- This webinar's chat ideas (<https://bit.ly/skilldirector-expcbl2>)
- Download experiential learning samples (<http://bit.ly/skilldirectorspsamples>)
- Learn to build experiential learning & out of the box options (<https://skilldirector.com/informal-learning>)
- ATD webcast: How to leverage competency-based learning to upskill employees for Skills of the Future (<https://webcasts.td.org/webinar/3577>)
- Competency Models For Professional Development LinkedIn Group (<https://www.linkedin.com/groups/8467576/>)