

# Aligning Industry Competencies and Education to Streamline Career Pathways

Dan Blickensderfer, Technical Program Manager, IMS Global Learning Consortium

Christine Carpenter, Senior Vice-President, Engagement CAEL

Angie Lucas, Director, Energy Providers Coalition for Education, CAEL

Deanna Myers, Senior Manager, Training & Organizational Change, Sargent & Lundy

Kimberly Otero, Director of Partnership Development, Excelsior College



# The Comprehensive Learner Record (CLR) and the Wellspring Project

Dan Blickensderfer, Technical Program Manager, IMS Global

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# IMS: Over 20 Years of Learning Impact

We are K-12, higher education, corporate learning, government, and edtech solution providers.

IMS members are united by a passion to continuously improve educational experiences so that every learner can make a difference in the world.

Together, we are shaping the future of digital teaching and learning.

# Digital Credentials Ecosystem

Support competency-based models and connect educational credentials with the full scope of learning achievements and experiences

Digital credentials are reshaping the delivery of education and professional learning by enabling lifelong learner-control of evidence-based knowledge, skills, and achievements to respond to today's education and job market needs.

- Badge Connect™
- Competencies and Academic Standards Exchange® (CASE®)
- Comprehensive Learner Record (CLR)
- Open Badges
- Wellspring Project



# Comprehensive Learner Record



A Longitudinal Record  
of Learning, Achievements and Milestones



# Officially Recognized and Adopted by AACRAO

[Read the full report](#)

The screenshot shows the AACRAO website with a green header. The main navigation bar includes 'WHO WE ARE', 'EVENTS & TRAINING', 'RESOURCES', and 'RESEARCH & PUBLICATIONS'. Below the navigation, there is a breadcrumb trail: 'HOME | WHO WE ARE | NEWSROOM | ARTICLE'. The article title is 'AACRAO Issues Guidance for College Registrars and Admissions to Adopt IMS Global Learning Consortium Digital Standard for Learner Records'. The author is 'DR. TOM GREEN' and the date is 'MAY 5, 2020'. There are social media share icons for Facebook, Twitter, Email, and LinkedIn. Below the article title, there are four category tags: 'AACRAO NEWS', 'AACRAO PRESS RELEASES', 'COMPREHENSIVE RECORD', and 'COMPREHENSIVE LEARNER RECORD'. The article text begins with 'Washington, D. C. - The American Association of Collegiate Registrars and Admissions Officers (AACRAO) has issued guidance...' and is partially obscured by a blue text box. The text box contains the following text: 'Per our review, the CLR Standard from IMS Global is the only comprehensive data standard in place today that meets the objectives of an official institutional learning-focused and comprehensive learner record.'

[Link to AACRAO  
CLR Resources](#)

# Supporting A Wide Array of Achievement Types



Assessments

Certifications

Co-Curricular Achievements

Competencies and Skills

Courses

Degrees

Internship/Experiential Learning

Licenses

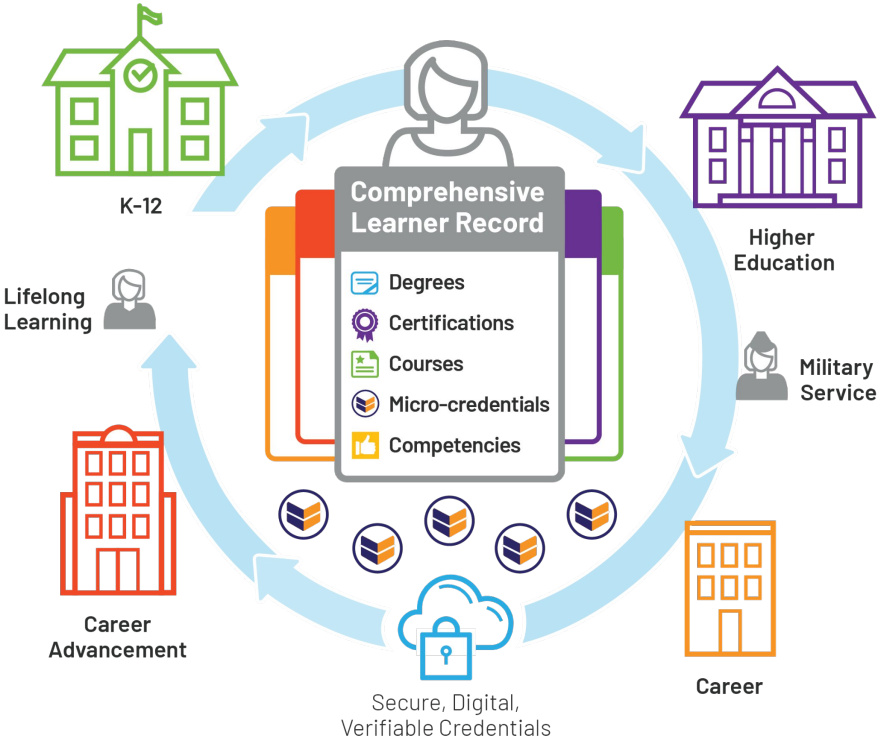
Microcredentials as Open Badges

Workplace Achievements and Milestones

Extensible to meet domain-specific needs in education and workforce

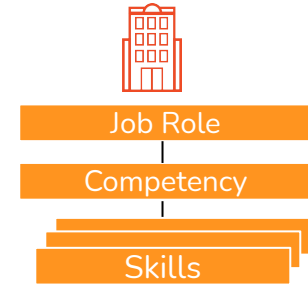
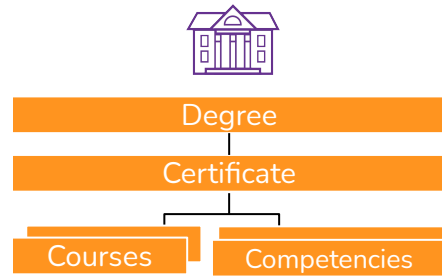
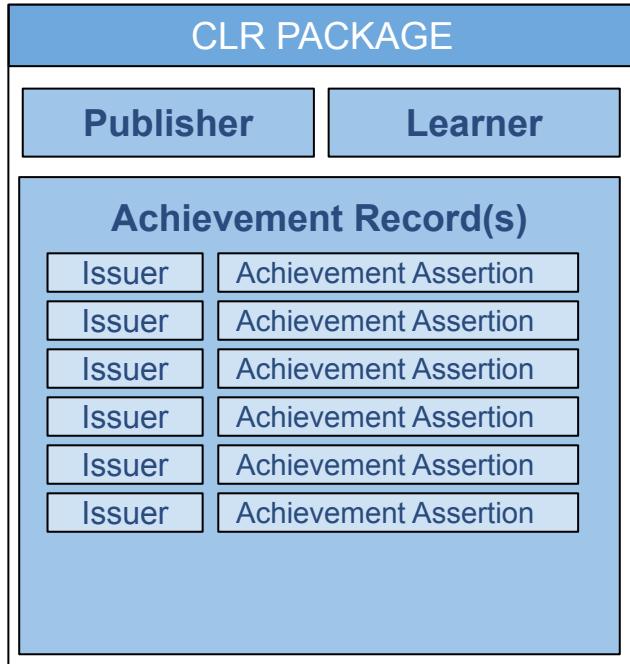


# Digital Credentials Ecosystem





# Standard Format for Learning and Employment Records

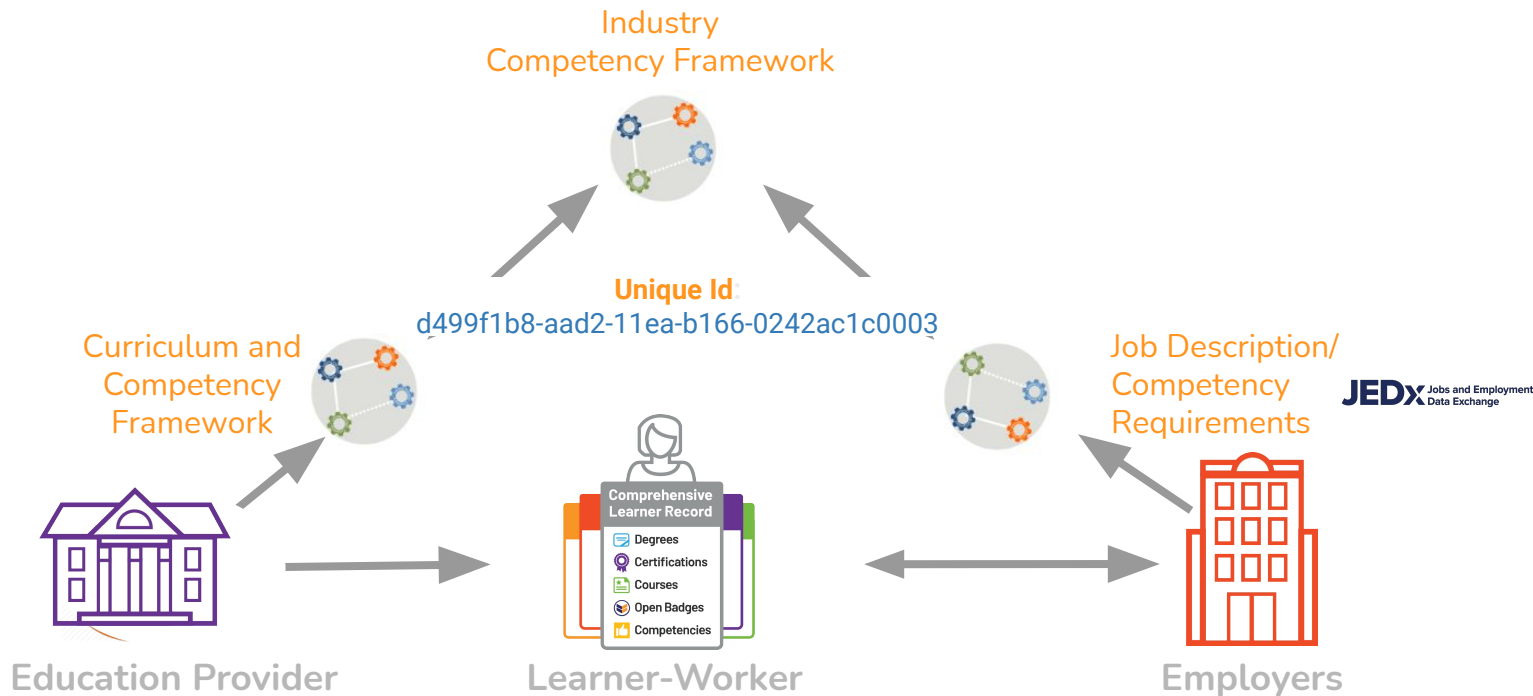


Including evaluation rubrics, authentic assessments and evidence of skills



# CLR + CASE Connect a Credentials Ecosystem

An open standard for publishing frameworks in a digital form for interconnection



# Wellspring Project

Realizing the potential of digital credentials



# Wellspring

The Wellspring project advances the education-to-employment digital ecosystem by improving the flow of data between candidates' competency-based learner records and employers' skills-based talent systems, better connecting learners with employers.

## Wellspring Phase II Workstreams

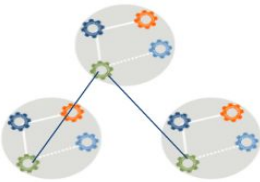
- Connected competency frameworks
- Primary employer research into digital credential readiness
- Pilot software prototypes that demonstrate skills-aligned digital credentials



# Wellspring Initiative 3 Workstreams

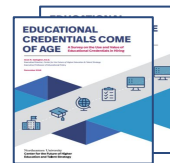
Hands-on connected frameworks, primary employer research and pilot software

8   
Education Providers

  
Interconnected  
Competency  
Frameworks (CASE)

16   
Employer Partners

*The Center for the Future of Higher Education  
and Talent Strategy*




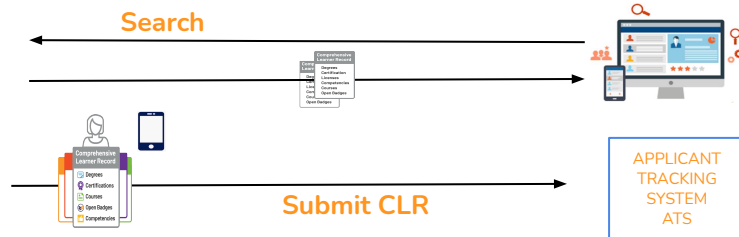
750 Employers  
Readiness  
Plans  
Cost-Benefit

Primary  
Employer  
Research

## Functioning Demonstration Software available to IMS Members

  
  
Learning Outcomes  
Framework (CASE)

CREDENTIAL  
HUB  
  
and WALLET



  
Job Skills  
Framework  
(CASE)



Sponsored by 1EdTech Foundation and supported by the Charles Koch Foundation and the Walmart Foundation. See [Phase I report](#)

Wellspring is building a demonstration ATS. [@LearningImpact](#) | [imglobal.org](#)  
The products listed are examples of possible products to consume CLR  
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CAEL Work.

[cael.org](https://cael.org)

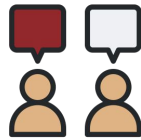




Postsecondary  
education



employers



Adult  
Learners



Mission-Aligned  
Fundors



Workforce and  
Economic Development

**CAEL** works with organizations of all types to better support and serve the education to employment needs of adults.

# CAEL Expertise - What we are known for

- ★ Anything involving Adult Learners!
- ★ Credit for Prior Learning (CPL / PLA)
- ★ Initiatives to Improve Services to Adult Learners/Students
- ★ Education to Career Pathways/Career Exploration
- ★ Convening and Consensus-Building
- ★ Sustainable Industry and Education Partnerships



# CAEL Services & Solutions

- **Staff Capacity Building**
- **Technical Assistance and Initiative Support**
- **Tools & Platforms**
- **Events & Membership**

## Industry Education Partnerships

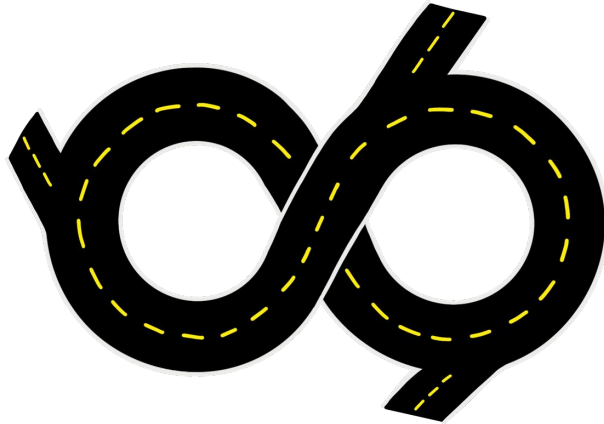
- **Energy Coalition (EPCE)**  
The Energy Providers Coalition for Education (EPCE) is an industry coalition that represents energy employers across the country working together to create, sponsor, and offer easily accessible online education and training pathways for the energy workforce.
- **Communications Coalition (NACTEL)**  
The National Alliance for Communications Technology and Learning (NACTEL) educates and trains the communications workforce through a partnership between Pace University and a consortium of telecom companies and unions

# Career Pathway: Sustainable Industry Education Partnerships Drive Adult Learner Career Pathways

**Employers** - Investing in workforce solutions

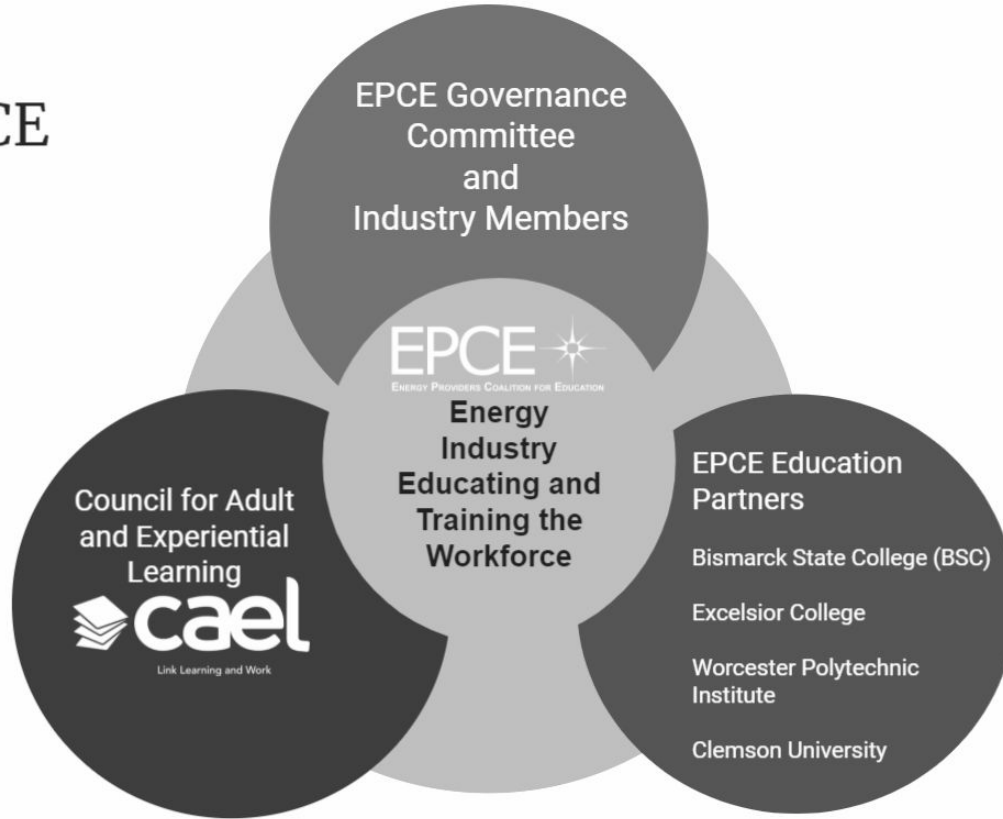
**Education Partners**

Removes adult learner  
barriers



**CAEL** - Provides direction to a  
better adult focused ecosystem

# About EPCE



# CAEL's Work on the Wellspring Project.

# Employer Perspective on Competencies

- ★ Recognizing the value of aligning competencies to education/training
- ★ Importance of industry employer representation (EPCE)
- ★ Increase employee engagement and retention
- ★ Roadmaps for employee career development
  - Pathways for transitioning workers affected by plant closures

# Education Perspective on Competencies



# Mapping Leadership Certificate

- ★ Bringing Education and Employers together
- ★ Identify Competencies from Job Description
- ★ Identify 21st Century Skills needed based on Job description
- ★ Identify Course Outcomes
- ★ Create T-profile with Identified skills
- ★ Align in framework
- ★ Validate framework

# Employer and Education Partners



**Deanna Myers**  
Senior Manager  
Learning Development  
Sargent & Lundy



**Kimberly Otero**  
Director  
Partnership Development  
Excelsior College



# Job Analysis Methodologies

## Job Context:

What does the *employee* need to be able to do?

- Common Resources: Job Description, Performance Evaluation, Training Guide, Interview Guide

## Course/Program Context:

What does the *student* need to be able to demonstrate?

- Common Resources: Learning outcomes, Syllabus, Tests, Course description



# Operations Supervisor Job Description

## Operations Supervisor Job Description

### Position Summary

Standard Operations Position. Supervise a high performing operations team while driving the safe, efficient and cost-effective use of resources according to policies and procedures. Assure safe, reliable, and compliant operations and ensure customer satisfaction. Ensure consistent and effective use of standard tools and processes. Support attainment of corporate and business unit goals and objectives, and process and performance metrics. Serve as a strong communicator of key strategic and operational changes.

### Essential Responsibilities

Percent  
of Time

#### a) Safety:

Provide visible safety leadership and drive real time safety accountability by engaging employees/crew through safety meeting facilitation, job briefs, audits, training, accident investigation/event assessment, and job site observations. Work in close partnership with Safety Consultant.

20

#### b) Business Optimization & Strategy:

Evaluate team performance based on operational efficiency, reliability and quality metrics; monitor trends, and take corrective action where appropriate. Ensure and reinforce the importance of process adherence and data integrity. Identify continuous improvement opportunities and drive adoption of process changes through effective communication of expectations and objectives.

10

#### c) Operational Effectiveness:

Responsible for crew productivity and quality of execution. Maintain a consistent presence in the work environment. Assist in removing barriers with pre-requisites, materials, stakeholder, and other issues. Align crew skills and availability to work activities through coordinators, planners, and schedulers, prioritizing customer satisfaction and reliability.

25

#### d) Talent Management:



# Mapping Course Outcomes

E	F	G
<b>Project Management Grad Courses</b>	<b>Course Outcomes</b>	<b>Job Competencies</b>
<b>Required</b>		
530 Project Management	1. Describe essential project management terms,	-Project Planning and execution
<b>Select 2</b>		
<b>Level III- Project Management</b>		
BUS550 CONTINGENCY PLANNING	1. Propose a course of action that provides leaders/managers with the ability to identify risk areas which can lead to a major disruption of business processes 2. Develop action plans for appropriate alternative solutions to reduce or minimize risk. 3. Describe vulnerabilities and threats that organizations may encounter. 4. Assess testing, training of personnel, and	-Planning -Risk Management -Problem Solving  Sample Job Description: Assure the project meets permit and contract requirements and protects the company
BUS 523 Business Ethics for Managers	1. Illustrate the development of an individual ethical and moral perspective related to the professional and personal aspects of life. 2. Construct a relevant ethical argument for addressing complex organizational issues using ethics theory as a foundation 3. Illustrate the relevance of creating a culture founded in	-RFP development, awarding and execution -Talent Management -Planning -
BUS 518 Leading Teams	1. Differentiate among work groups and types of	-Team Development

# Creating a T Profile

Initiative	Creative Problem Solving	Collaboration	Intercultural Fluency
	<ul style="list-style-type: none"> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination</li> <li>• Social perspective</li> <li>• Employee engagement</li> <li>• Conflict management</li> </ul>	
Resilience	Critical Thinking	Oral Communication	Empathy
	<ul style="list-style-type: none"> <li>• Monitoring operations performance</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Speaking</li> <li>• Adjust for tone (convey information effectively)</li> <li>• Presenting/meeting facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict management</li> </ul>

(1) Not Important (2) Somewhat Important (3) Very Important

Framework Systems Operations Supervisor

Senior Management

- Safety leadership
- Meeting facilitation
- Evaluate team performance
- Operation Strategy and Execution
- Financial Planning/Budget
- Security Analysis
- Training
- Mentoring
- Documentation
- Talent Acquisition and Development
- Project Management

Mid Level

- Mentoring
- Project Management
- Training
- Familiarity with regularity and safety requirements
- Lead flow analysis
- Power system analysis
- Distributed computing
- SCADA
- AC/DC

# Employer Internal Process

- ★ Key staff involved in process
- ★ Obstacles and Opportunities
- ★ Benefit of project

# Education Provider Internal Process

- ★ Key staff involved in process
- ★ Obstacles and Opportunities
- ★ Benefit of project

# Recommendations for working with Employers

- ★ Bring the right people to the table
  - Interest in workforce solutions
  - Hiring Managers, HR, Training, Supervisors
- ★ Listen to employer workforce needs and how to improve outcomes
- ★ Consider both current and future workforce needs
- ★ Include employers in program/course development, review and process
- ★ It isn't a one time exercise, it is a continuous living process
- ★ Be flexible

# Lessons Learned

## Overall

- ★ Always keep the adult learner needs centric to the process
- ★ A common language for competencies and skills is needed
- ★ Support from institutional and employer executive leadership is essential for success

## Employer

- ★ Bring Human Resources and Hiring Managers into the work
- ★ Improving job descriptions and postings to include skills focused practices is important

## Higher Education

- ★ Bring faculty and marketing staff into the conversations
- ★ Education curricula must explicitly tie to job requirements to quickly respond to changing needs