

COMPETENCIES AS CURRENCY



The Competency Project

Accelerating the adoption of competencies as currency the new economy

Workforce Benchmarking Network

Helping workforce CBO's better use data to improve outcomes in their communities.



The Detroit Project

Supporting the revitalization of Detroit by supporting a robust workforce ecosystem

Sector Strategies

Research and practice initiatives supporting the workforce in growing sectors of the economy

What We Believe

- Every person has the right to reach their full capacity in order to secure a family sustaining income.
- A borderless system of teaching, learning, and work will emerge and competencies will play an important role in this evolution.
- All learning should count.
- Using competencies as the new 'method of exchange' in the labor market will increase opportunities and economic mobility.
- Technology will enable and accelerate the use of competencies as the currency in the labor market.



COMPETENCY =
KNOWLEDGE + SKILL



THE HUMAN ELEMENT

INTRO FRAMEWORK AND BACKGROUND

THE PROBLEMS

THE WORK SO FAR

BETA TESTING

PROBLEMS AND DISCONNECTS (A RECAP)

What We Want...

College Programs aligned to jobs at graduation

Talent searches that connect us to the people we need

Hiring new talent that helps organizations move to the next level

Career pathways in industry benefiting companies and individuals

Credentials that tell us what someone can do well

Companies to communicate their current and future needs



What Often Happens...

Program Outcomes leave too many gaps and slow to evolve

Rehashed generic job descriptions and keyword sorting

We hire someone we like...or that is just like us.

Promotions based on seniority and not competency

Using degrees and years of experience as proxies

HR and Hiring managers reacting rather than planning



Knowledge



Specialized Skills



1
2
3
4
5
6
7
8



Social Skills



Personal Skills

WHAT DOES THE FRAMEWORK CREATE

Organizational Function	Related Work Functions	Cross-Cutting Competencies (Retail and Hospitality)	Framework Level				Validation		Within Work Context Entry Level Mid-Level Manager
			K	SS	P	S	Yes	No	
Customer Service	Assess and meet customer needs	Understands and identifies internal and external customers.	2	2	2	1			Entry-Level
		Is pleasant, courteous and professional when dealing with internal and external customers.	2	2	2	1			Entry-Level
		Greets and acknowledges customer promptly and offers assistance, speaking clearly and using proper grammar.	2	2	2	1			Entry-Level
		Attends to what the customer is saying, taking time to understand the points being made, ask questions, and does not interrupt at inappropriate times.	2	2	2	2			Entry-Level
		Clarifies customer needs and objectives and confirms by re-stating information.	2	3	2	2			Entry-Level
		Applies company policies and procedures appropriately to meet customer needs.	2	2	2	1			Entry-Level
		Employs the most efficient interview technique when gathering information from the customer.	3	3	2	2			Entry/Mid-Level
		Provides prompt, efficient, and personalized assistance to meet requests, requirements and address concerns.	3	3	3	3			Mid-Level
		Identifies the social and cultural aspects of the customer in order to understand expectations for products and services	3	3	3	4			Mid-Level
		Tailors approach to meet the needs of customers with different demographic characteristics (e.g. age, cultural background, disability status) and personalities.	4	4	3	4			Mid-Level
		Establishes boundaries as appropriate for unreasonable customer demands.	3	3	3	3			Mid-Level
		Anticipates future needs of the customer.	3	3	3	3			Mid-Level

A Closer Look

Competency	K	SS	P	S	
Greets and acknowledges customer promptly and offers assistance, speaking clearly and using proper grammar.	2	1	2	2	Entry Level
Tailors approach to meet the needs of customers with different demographic characteristics (e.g. age, cultural background, disability status) and personalities.	4	4	3	4	Mid-Level

- Knowledge: What you need to know
- Specialized Skills: Discipline specific
- Personal: Judgement and autonomy
- Social: Working with others

1	2	3	4	5	6	7	8
Entry		Mid			High		

PERSONAL SKILLS

- Takes responsibility for overall actions and results as well as exercises autonomy within broader parameters.
 - Reflects understanding of different perspectives or approaches within an area of study and work.
 - Undertakes self-directed pursuit of objectives and takes responsibility for such objectives.
 - Reflects and assesses one 's own and externally set learning objectives.
-
- Demonstrates deep levels of interpersonal abilities required in learning and the workplace. In particular, demonstrates communication abilities to transfer knowledge and specialized skills to others.

OUR TOOL IS
MEASURING 'SOFT'
SKILLS IN CONTEXT



SNAPSHOT OF THE PROFILING PROCESS

APPLICATIONS

Compare competencies across courses and programs

Improve educational and industry alignment

Assess and award credit for work-based learning (prior learning)

Create and map stackable credentials

Align educational programs within regions and within states

Develop pathway strategies to produce talent pipelines

Make explicit employability skills found in courses and programs

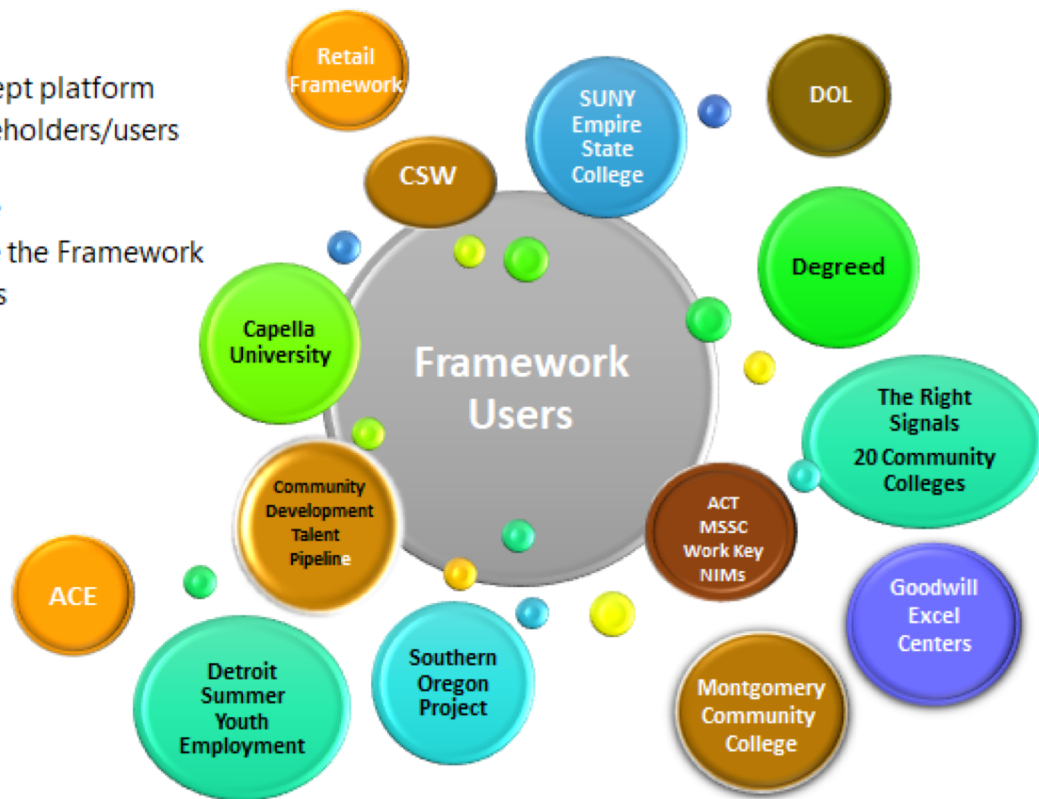
Create competency-based talent management systems

Future workforce and education planning

Connect and translate other infrastructure components

Field Tests:

- Provided a proof-of-concept platform
- Engaged a variety of stakeholders/users in experimentation
- Identified utility and value
- Identified how to improve the Framework
- Created a network of users



CURRENT WORK

TECHNICAL REFINEMENT

DIGITAL TOOLS

APPLIED PROJECTS

THERE'S AN APP FOR
THAT!

APP WILL:

- **Digitize the profiling process**
Help users select a profiling template
- Assist in populating template
- **Assist in creation of competency statements**
- Verify permission to profile proprietary products
- **Ensure quality standards are met before submitting to exchange**

PROFILE EXCHANGE:

- A searchable platform for users to...
- Publish profiles
- Locate populated profiles or sections of profiles
- Extract profile comparisons and analysis
- **Export profiles and analysis to other tools and platforms e.g. ACE, LMS, Credential Engine, etc. in the Eco-system (CASE)**

POLICE TRAINING
COLLEGE LEADERSHIP
DETROIT YOUTH
TECH SECTOR

CURRENT PROJECTS

FUTURE OPPORTUNITY: LABOR MARKET EXCHANGE



CURRENT MODEL

Outdated

Experimental

Subjective

Biased

Tedious

...A cost



NEW MODEL

Atomized

Inclusive

Surgical

Adaptive

Transformative

...A benefit

POSTING

SELECTION

INTERVIEW

PERFORMANCE ASSESSMENT

PATHWAY

—

Competencies

- Quantitative Analysis: Advanced abilities to analyze and formulate large quantitative data sets to produce evidence-based policy and practice recommendations at the organizational and system levels.
- Qualitative Analysis: Create, assimilate, and analyze qualitative surveys and responses and integrate into client contexts to answer critical questions on public policy, education, and economic impacts.

- Software Skills: Analyst level experience with SPSS, Qualtrics, Microsoft Excel, Tableau, Microsoft Access, or similar research software.
- Client Relationships: Build positive relationships with partner data experts and less experienced users resulting in adoption of data driven decision making and viewing CSW as a key partner in workforce and education systems change.

- Multi-Project Portfolio: Perform research on multiple projects including assessing level of effort needed to meet client deadlines and support internal clients on complex and multifaceted projects.

Work Functions	Related Competencies	Current Framework Level				Examples Supporting Current Level Choices	KH
		K	SS	P	S		
<p><i>posting</i> →</p> <p>Research</p>	<p>Locates data and information and critically reads and evaluates the information's validity and value to the work</p> <p>Targeted Improvement:</p> <p>Improve overall research skills: locating information, tracking it either in excel, lit review, table. Synthesizing information and presenting it in written or verbal form.</p> <p>Improve content knowledge and critical thinking by focusing on digesting what is being read and thinking about how to apply it to the work.</p> <p>Determine which information is useful and new and what isn't.</p> <p>Offer substantive content insights and contribution.</p> <p>Increase level of writing precision – clarity, sentence structure, tense, word choice, grammar, citations.</p>	3 2	3 2	4 3	4 4	<p>Research project/RI document: Dove into the research in many avenues reading, talking to others in the field and seeking out new resources. I am still familiarizing myself with all of the players and struggled to know sometimes which pieces were important to include and which were anecdotal.</p>	<p>Locating relevant research sources and critically evaluating them and their applicability to the SOC and overall Connecting Credentials is a work in progress. Maybe "After exposure to and research of content, still struggling to make connections and to analyze and align content to work. Exhibits more interest/ease in dealing with team dynamics and social component of work.</p>
	<p>→ Re-articulates and applies information by integrating it into previous frameworks or products</p>	3 2	3 2	4 3	4 3	<p>Included research in drafts of learner supports work group report draft, mobility and business model trend sheets. Would love to have pushed the envelope</p>	<p>Written and verbal communication not effective in some cases and had to be heavily directed, rewritten or not used at all.</p>

ROI

- ★ BETTER POOLS OF TALENT
- ★ IMPROVED HIRING ACCURACY
- ★ BETTER INTERVIEWS
- ★ LESS TURNOVER
- ★ MORE EQUITABLE
- ★ MORE RESILIENT

HOW TO ENGAGE

Visit

www.thecompetencyproject.com

- New site for the center at CSW just launched!
- State of Credentialing Report posted

Follow

- [@Skilledwork.org](https://twitter.com/Skilledwork.org) [@atomiceconomy](https://twitter.com/atomiceconomy) [@ryd_96](https://twitter.com/ryd_96)
- [#competencyascurrency](https://twitter.com/competencyascurrency) [#alllearningcounts](https://twitter.com/alllearningcounts)

Partner

rdavis@skilledwork.org

- We are looking for new and innovative projects to apply our framework, process, and technology tools. We want to hear your ideas and innovations.