Connect Students with Future of Work-Aligned Skills

July 20, 2021

Speakers

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Agenda

WHAT ARE EMPLOYERS SEEKING?

How do employers think **about skilling needs** that will prepare their workforce for the future?

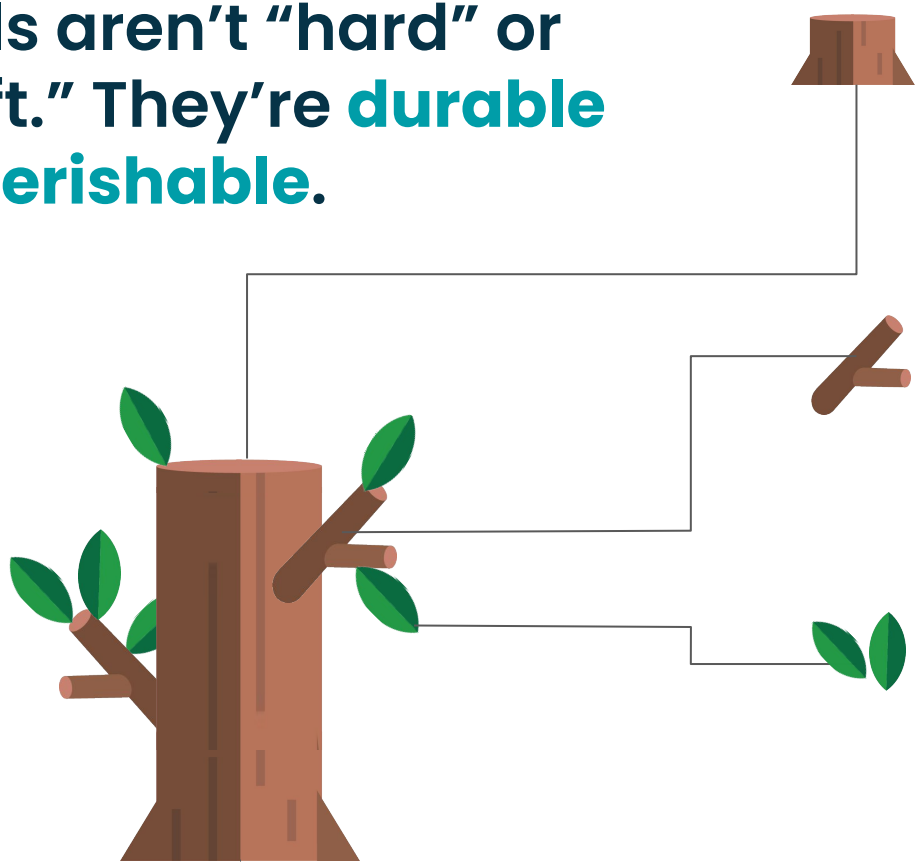
WHAT ARE WORKING ADULT STUDENTS SEEKING?

How do prospective students think about **which programs** will align with their skilling needs?

HOW CAN WE MEET DEMANDS?

How can higher ed & institutions **meet skilling needs** and help students better communicate those skills?

Skills aren't "hard" or "soft." They're **durable** or **perishable**.



DURABLE

Half Life = >7 years

- Teachable and measurable **mindsets and dispositions** that are highly transferable
- **Affect development & implementation** frameworks and tech

SEMI-DURABLE

Half Life = 2.5-7.5 years

- **Industry-related frameworks** from which tools, processes, and technologies arise
- **Likely to be replaced** as the field grows and evolves

PERISHABLE

Half Life = <2.5 years

- **Specialized** & related to **specific** vendors, platforms, coding languages, & org policy and process
- Dependent on **fluid** tools and organizational structures

	 **DURABLE**	 **SEMI-DURABLE**	 **PERISHABLE**
HOW STUDENTS BENEFIT	Build **transferable, lifelong core competencies** that evolve with one's experiences.	Gain **demonstrable field and industry expertise**, and a knowledge base that increases competitiveness in the job market	Demonstrate the **current skills and competencies that respond to evolving needs** of a knowledge economy and take the next career step.
HOW EMPLOYERS BENEFIT	Invest in **uniquely human competencies** that generate the agility and range to respond to changing needs.	Talent that can leverage base sets of knowledge into **usable frameworks** from which specific technologies and policies can be developed.	Agile workforce **responsive to emerging business & industry needs** with the ability to quickly upskill and continuously invest in internal talent.

Durable skills are the **foundational skills** from which solid frameworks and technologies are created and understood.

Cross-Industry Future-Aligned Roles

What roles are F1000 employers seeking?

BUSINESS + FINANCIAL OPS ROLES

- Logisticians
- Project Managers
- Business Analysts
- Market Research Analysts

TECH ROLES

- Software Developers
- Information Security Analysts
- User Support Specialists
- BI Analysts

OTHER ROLES

- Front Line Managers
- HR Managers
- Public Relations Specialists
- Paralegals
- Video Editors

Future of work aligned | **Skills desired across industries** | **Durable & perishable skills required**

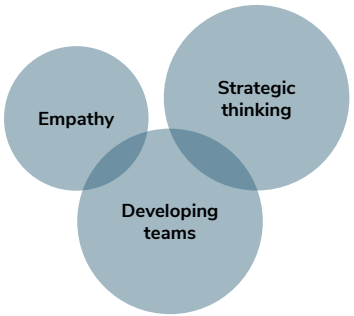
Emsi, Burning Glass, ONet

Top Skills in Job Postings from Large Employers

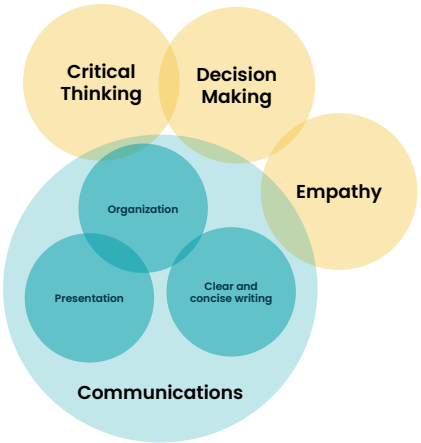
Durable Skills Clusters

Communications

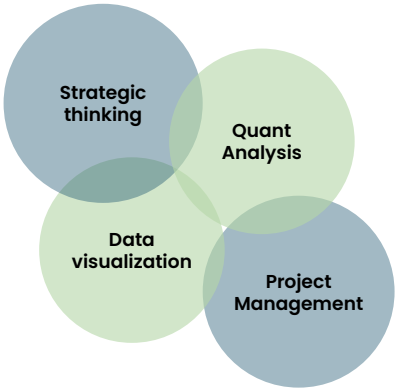
Management



Leadership



Operations



Emsi: Top 10 Skills in Demand

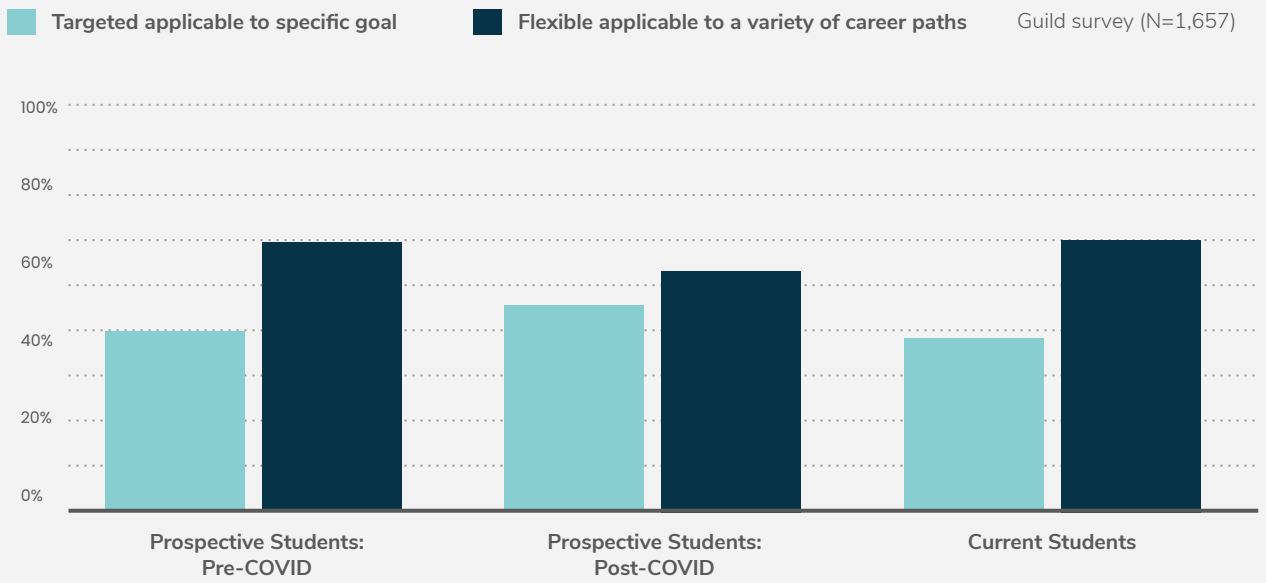
How do working adult students **think about skilling?**

“Realistically, I’d like to get into leadership. It’s a goal of mine to be a leader…I don’t really know what that looks like yet…I’m trying to grow myself as a human being.”

-Guild Student Chris on deciding to pursue an MBA

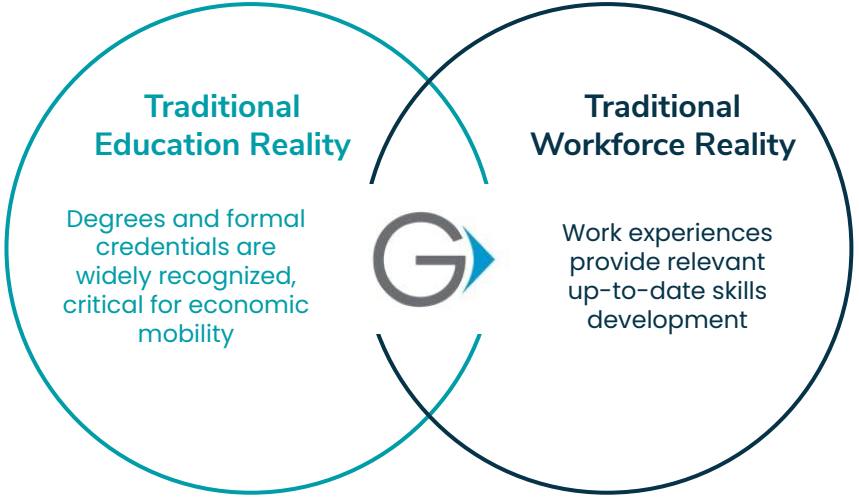
Students Seek Flexibility + Upward Mobility

Which of the following criteria is most valuable to you in a degree/certificate program?



Guild Survey: Impacts of Covid-19

Acknowledging the flexibility the adult learners are demanding



A future which is

Stackable

Ensures that all short & long form learning counts or “stacks” towards degrees and/or credentials

&

Interoperable

Ensures that all types of learning has value to learners and employers, and is connected to economic mobility

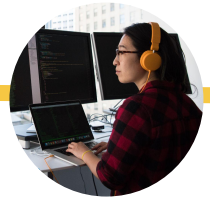
Example:

Financial Services are increasingly moving online. Savvy employers have identified a skills gap as they increasingly need to fill roles in computer science and cybersecurity. Tech skills are projected to be valuable for the future of work - especially if, in acquiring those skills, students also start to build durable skills that will be transferable and prepare them for upward mobility.

Bank Teller

- Risk of automation: **high**
- FOW alignment: **low (projected decrease of -5% 2020-2025)**
- Upward mobility: **low without upskilling**

PERISHABLE SKILLS
Python, SQL



Software Developer

- Risk of automation: **low**
- FOW alignment: **high (+13% 2020-2025)**
- Upward mobility: **medium - refine durable skills**
- Bonus: fills talent gap

SEMI-DURABLE SKILLS
Coding language comprehension

SEMI-DURABLE SKILLS
Data Analysis

PERISHABLE SKILLS
Tableau

Product Manager, CTO, or Entrepreneur

- Risk of automation: **low**
- FOW alignment: **high**
- Upward mobility: **high**

DURABLE SKILLS
Agility
Communication
Critical thinking
Complex problem solving

Durable skill cluster example:

Closer look at one durable skill that employers value, is critical for long term career success, HEIs can help develop, but is not easy to show and communicate back to EPs.

Durable Skill:
the foundations, carry a student through a long career

Agility

Employers value agile employees for their ability to:
- Change the scope of their work as company strategy evolves
- Listen to the data and adjust plans accordingly

Skill Cluster:
competencies that indicate an employee possess the skill

- Dealing with ambiguity
- Data-driven decision making
- Transitioning seamlessly between tasks
- Present and defend strategy

Learning Outcomes:
- Start backwards designing your course with these as learning outcomes
- Communicate the objectives to students
- Explain why they are important and how they can be applied

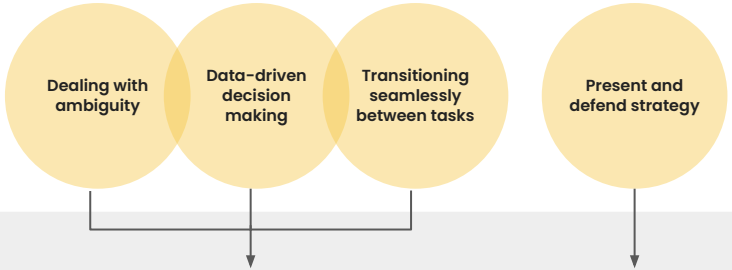
How a HEIs Builds the competencies:

- Case study + work-aligned rubric
- Balanced working 40 hours/ week with a classes
- Class discussion or debate

Sample tactics to achieve learning outcomes:
- Connect to real life / work
- Articulate the skills each project / assignment helps develop and why they are important

Translating in-demand skills to measurable course outcomes

Translate competencies employers look for into measurable outcomes



Measurable course outcome:

- Use data to prioritize and adjust project plans and deliverables.
- Present information clearly and concisely.

How to connect the dots & communicate competencies developed:

"These are durable skills that employers value long term and will help students make and defend strategic, data-driven business decisions"

Proof Points:

Summative Assessment

Work-aligned assessments and clear rubrics help students make connections between assessments, skills development, and how it translates on the job.

Case study and presentation defending prioritization and adjustments.

Formative Assessment & Activities

Low-stakes; high-feedback opportunities to practice the competency

- **Discussion:** Defending a change in plans
- **Quiz:** Analyzing data using Tableau

Course Overview

JOB DESCRIPTION

Role Summary

The role is created for an aerospace engineer students with an interest in gaining experience in a dynamic and fast-paced work environment for a short period of time (8 weeks). The following responsibilities are to be performed under 100 per cent supervision by the designated, fully trained and qualified employees of Collins Aerospace - MRO Dubai.

- Work according to technical data, support maintenance activities, repair, and overhaul work on various aircraft components.
- Repair, modify, replace or otherwise perform routine aircraft component maintenance work, assist shop floor repair as necessary to support customer requirements.
- Ensure work is completed in accordance with turnaround time requirements. Complete job assignments in a timely manner.
- Perform mid-level (moderately complex) testing or mechanical operations on production/repair components, including troubleshooting to component level.
- Perform inspection, repair and components' equipments and ensure compliance with stated requirements of the Original Equipment Manufacturers (OEM) Component Maintenance/Overhaul Manuals.
- Read and interpret manufacturer and airline maintenance manuals, service bulletins, drawings and other specifications to determine feasibility and method of repair, replacement or modification.
- Perform area cleaning and maintenance as posted or required.
- Compliance to all Quality, Safety Rules and Regulations.
- Ad hoc tasks, as required or as assigned.

Qualifications and Experience Requirements

- MS Office/Productivity (Microsoft Word, Excel, and Power Point).
- High level of English fluency, both verbal and written.
- Undergraduate aerospace engineer, mechanical engineer, or STEM bachelor students.
- Student GPA should be 3.0 and above.
- Completed, at minimum, 60 hours of college credit towards their degree as of the summer 2021.
- Ability to work from 07:40 am until 04:30 pm with breaks.

Job Requirements

Desired Skills:

- Ability to exercise independent judgment and manage complexity in a diverse environment.
- Experience working in a team to quickly address challenges.

Work according to technical data,

using independent study and research to tackle problems,

troubleshooting to component level.

Engage in productive **teamwork** by:

Compliance to all Quality,

Ad hoc tasks, as required

taking decisions and executing actions that are fair and

High level of English fluency,

- **Quantitative Analysis**:
- **Communication**: The a
- **Lifelong Learning**: The
- **Ethics**: The ability to ta

Ability to exercise independent judgment ar

Experience working in a team

COURSE DESCRIPTION

AP50: Project and Team-based Introductory Physics › Pages › Course Goals

Course Goals

After successful completion of this course, you will be able to... (within the context of introductory physics)

1. Engage in **self-directed learning** by:
   - identifying and addressing your own educational needs in a changing world, including awareness of personal attributes, fluency in use of information sources, planning, and problem solving
   - using independent study and research to tackle problems, especially ill-defined or open-ended ones.
   - using a variety of techniques to get a handle on problems: represent the problem visually or graphically, perform order of magnitude estimates, use dimensional analysis and proportional reasoning, recognize symmetries, evaluate limits, and/or relate the problem to cases with known solutions
   - explaining and justifying any assumptions made
   - "thinking critically," both positively and negatively, about any situation or the solutions to any problem.
   - evaluating the correctness of a solution
2. Demonstrate **content mastery** by:
   - meeting the content learning goals specified in each module
   - applying your knowledge of physics to solve problems
   - collecting, analyzing, and interpreting data

Engage in productive **teamwork** by:

   - contributing effectively in a variety of roles in diverse teams.
   - conveying information and ideas effectively, using written, oral, and visual and graphical communication.
4. Exhibit **professionalism** in your conduct by
   - acting in a manner that is respectful to your teammates and the teaching team
   - participating fully in all activities
   - being punctual
   - taking decisions and executing actions that are fair and honest, and that are consistent with accepted standards of conduct.

Competencies

The activities in AP50 are designed to contribute to the development of the following general competencies:

- **Qualitative Analysis**: The ability to analyze and solve problems in science and engineering and other disciplines qualitatively, including estimation, analysis with uncertainty, and qualitative prediction and visual thinking.
- **Quantitative Analysis**: The ability to analyze and to solve problems in science and engineering and other disciplines quantitatively, including the use of appropriate tools, quantitative modeling, numerical problem solving, and experimentation.
- **Diagnosis:** The ability to identify and resolve problems within complex systems through problem identification, formation and testing of a hypothesis, and recommending solutions.
- **Design:** The ability to develop creative, effective designs that solve real problems though concept creation, problem formulation, application of other competencies, balancing tradeoffs, and craftsmanship and which integrate knowledge, beliefs and modes of inquiry from multiple and diverse fields of study.
- **Teamwork**: The ability to contribute effectively in a variety of roles on teams, including diverse teams, while respecting everyone's contributions. You will develop collaborative skills that may include questioning, listening, and identifying multiple approaches and points of view.
- **Communication**: The ability to convey information and ideas effectively, using written, oral, and visual and graphical communication.
- **Lifelong Learning**: The ability to identify and address your own educational needs in a changing world, including awareness of personal attributes, fluency in use of information sources, planning, and self-directed learning. The ability to "think critically," both positively and negatively, about any situation or the solutions to any problem.
- **Ethics**: The ability to take decisions and execute actions that are fair and honest, and that are consistent with accepted standards of conduct.

Thank you!