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)

<table>
<thead>
<tr>
<th>What We Want...</th>
<th>What Often Happens...</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Programs aligned to jobs at graduation</td>
<td>Program Outcomes leave too many gaps and slow to evolve</td>
</tr>
<tr>
<td>Talent searches that connect us to the people we need</td>
<td>Rehashed generic job descriptions and keyword sorting</td>
</tr>
<tr>
<td>Hiring new talent that helps organizations move to</td>
<td>We hire someone we like...or that is just like us.</td>
</tr>
<tr>
<td>the next level</td>
<td>Promotions based on seniority and not competency</td>
</tr>
<tr>
<td>Career pathways in industry benefiting companies and</td>
<td>Using degrees and years of experience as proxies</td>
</tr>
<tr>
<td>individuals</td>
<td>HR and Hiring managers reacting rather than planning</td>
</tr>
<tr>
<td>Credentials that tell us what someone can do well</td>
<td></td>
</tr>
<tr>
<td>Companies to communicate their current and future</td>
<td></td>
</tr>
<tr>
<td>needs</td>
<td></td>
</tr>
</tbody>
</table>
What does the framework create

Knowledge

Specialized Skills

Social Skills

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Entry Level</th>
<th>Mid-Level</th>
<th>High-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greets and acknowledges customer promptly and offers assistance, speaking clearly and using proper grammar.</strong></td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Tailors approach to meet the needs of customers with different demographic characteristics (e.g. age, cultural background, disability status) and personalities.</strong></td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Knowledge:** What you need to know
- **Specialized Skills:** Discipline specific
- **Personal:** Judgement and autonomy
- **Social:** Working with others
Our tool is measuring ‘soft’ skills *in context*
Snapshot of the profiling process

1. Identify Product for Profiling (Credential, Program, Course, Job Description)
2. Locate Content to Profile
3. Create Profile Template
4. Convert Content to Competency Statements if Necessary
5. Assign Levels Using the Calibrator/Framework
6. Conduct Analytics
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)
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.
<table>
<thead>
<tr>
<th>Work Functions</th>
<th>Related Competencies</th>
<th>Current Framework Level</th>
<th>Examples Supporting Current Level Choices</th>
<th>KH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
<td>K SS P S</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locates data and information and critically reads and evaluates the information’s validity and value to the work</td>
<td>3 3 4 4</td>
<td>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 struggling to know sometimes which pieces were important to include and which were anecdotal.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Targeted Improvement: Improve overall research skills: locating information, tracking it either in excel, lit review, table. Synthesizing information and presenting it in written or verbal form. Improve content knowledge and critical thinking by focusing on digesting what is being read and thinking about how to apply it to the work. Determine which information is useful and new and what isn’t. Offer substantive content insights and contribution. Increase level of writing precision – clarity, sentence structure, tense, word choice, grammar, citations.</td>
<td>3 2 3 4</td>
<td>Included research in drafts of learner supports work group report draft, mobility and business model trend sheets. Would love to have pushed the envelope</td>
<td>Written and verbal communication not effective in some cases and had to be heavily directed, rewritten or not used at all.</td>
</tr>
<tr>
<td></td>
<td>Re-articulates and applies information by integrating it into previous frameworks or products</td>
<td>3 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Posting*
Better Pools of talent
Improved hiring accuracy
Better interviews
Less turnover
More equitable
More resilient
Visit
www.thecompetencyproject.com
• New site for the center at CSW just launched!
• State of Credentialing Report posted

Follow
• @Skilledwork.org @atomiceconomy @ryd_96
• #competencyascurrency #allearningcounts

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.