

UPSKILLING THE WORKFORCE FOR THE EMERGING TRENDS IN HUMAN RESOURCE MANAGEMENT

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TOPIC OUTLINE

- Presentation of Objectives
- Presentation/Discussions on :
 - A. Emerging Trends and Employability Skills for the Future Workforce
 - 1) The **Emerging Trends** in the Future Workplace
 - 2) The **TOP 10 Employability Skills** for the Future Workforce
 - B. Planning for Effective Learning and Development Programs
 - 1) Identifying **Competencies** and their **Types**
 - 2) The **70:20:10 Model**
 - 3) The **Importance of Learning and Development** in a **Diverse Future Workforce**
 - C. Reskilling HR Professionals for the Workplace of the Future
 - 1) The **Role of HR** in the **Workplace of the Future**
 - 2) **Strengthening Public-Private Partnership (PPP)/The Nature and Significance of PPP Approach in Organizations**

OBJECTIVES :

- State the emerging trends and employability skills for the future workforce
- Describe the process on planning for effective Learning and Development (L & D) Programs
- Explain the Role of HR in the Workplace of the Future; and
- Discuss the nature and significance of Public-Private-Partnerships (PPSs) in organizations

EMERGING TRENDS IN THE FUTURE WORKPLACE



Trend analysis is needed to build strong and effective workplace strategies now and in the future. So, what are the most emerging trends shaping the Future of Work, Workforce and Workplace?

EMERGING TRENDS IN THE FUTURE WORKPLACE

Trends impacting the future of work

Hyper-competition and bold collaboration are leading to the emergence of the “**agile organization**”. Agile organizations need to be nimble, responsive, able to seize the advantage of technological progress, work across cultures, and move quickly to the market.

Thus, the future of work will be characterized by **new forms of inter-organizational collaborations**, more inventive and faster ways of delegating and sharing responsibilities, and better means for leveraging the surroundings and technology to optimize work performance.

EMERGING TRENDS IN THE FUTURE WORKPLACE

Trends impacting the future workforce

While technology development is displacing many employees, it is enabling others to compete against established organisations. In many regions, an ageing population will require organisations to develop new solutions that enable older employees to work later in life and past current retirement ages.

As organisations increasingly rely upon a hybrid workforce consisting of full-time and contingent employees, they will be challenged with attracting, integrating and retaining an increasingly more diverse workforce.

EMERGING TRENDS IN THE FUTURE WORKPLACE

Trends impacting the future workplace

Due to an increasing penetration of powerful mobile technologies, the office is losing its centrality in an organisation's value creation. Increasingly employees work from co-working locations, home and third spaces.

Even though physical workplaces no longer are viewed as the epicentre of an organization, they are still crucial to create and support organisational culture. A culture that in turn enables organisational strategy and business performance.

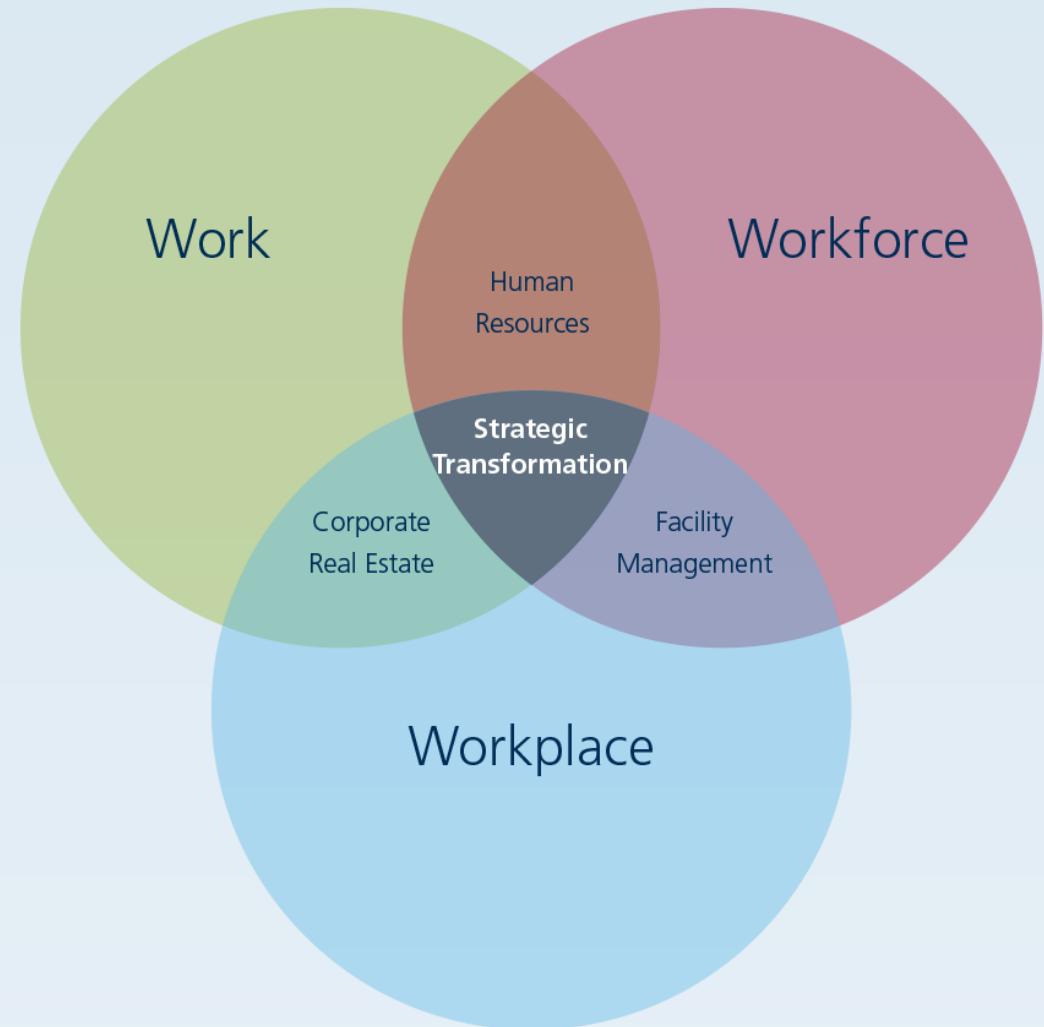
To support that, Facility Managers must focus on creating workplace experiences that serve the end-users with value-added and make them come to the office; not because they must be there – but because they want to be there.

EMERGING TRENDS IN THE FUTURE WORKPLACE

The notions of work, workforce and workplace are coming together

to create a stronger focus on the organisation's ability to attract and retain talent and use the workplace as a tool to drive organisational performance.

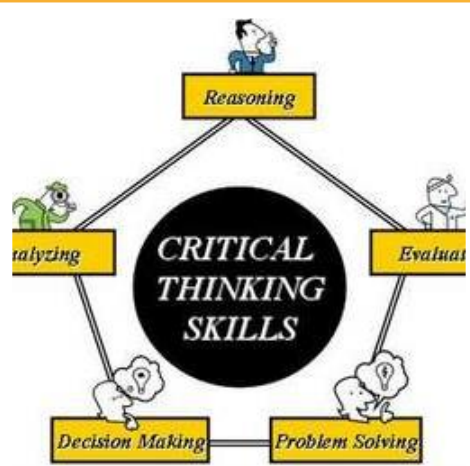
To do so effectively requires a seamless functioning of several organisational departments.



TOP 10 EMPLOYABILITY SKILLS

Beat the Machines with these 10 Employability Skills for the Future!

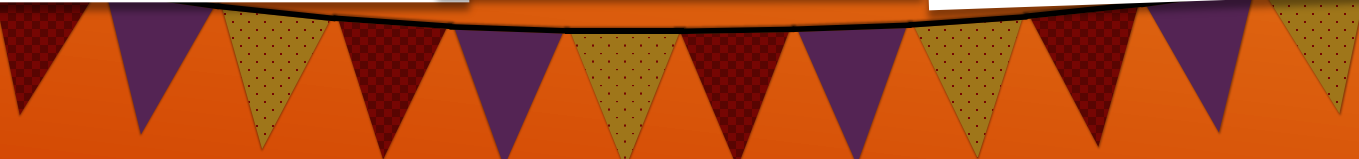




I am a Digital Citizen

- I listen to my **PRIVATE INFO** I will protect my information.
- I listen to my **HEAD** I RESPECT myself and others when I am online. I use kind words, and remember that my "digital footprint" should not harm others.
- I **STAND UP** against "No!" to **CYBERBULLY**. I will tell an adult if someone is being unkind or harmful.
- I listen to my **GUT!** make sure that I am **SAFE & APPROPRIATE** when I am online.
- I will visit appropriate websites that promote learning and are for educational purposes.
- I will follow Copyright Laws, will remember to cite the sources I use for all my projects.

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TOP 10 EMPLOYABILITY SKILLS

1. Creativity



One of the biggest predictions is that the future global economy will be made up mostly of creative output. Industries that have a ‘human touch’ such as advertising, arts, design, music, and publishing will be left mostly untouched by **automation**. Come to think of it, even we humans have a hard time comprehending what makes things ‘beautiful’ and ‘compelling’, machines are a very long way from it.

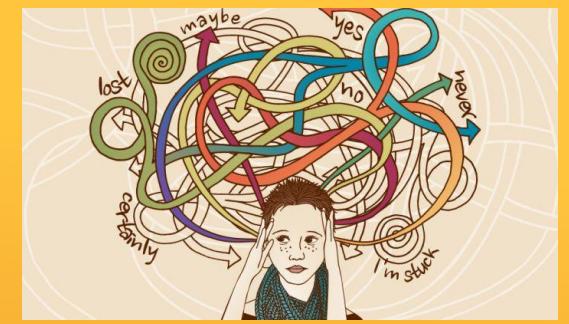
Humanity’s use of innovation and imagination in developing creative solutions just cannot be replicated. Creativity is one of the keys to human survival and dominance – and for a good reason. It has allowed us to improve our quality of life and push the envelope in going beyond what was always assumed as ‘humanly impossible.’

Creative thinking is one of the professional skills that will be most sought-after by future employers. As one of the integral skills for employment, it would be a good idea for us to start honing our creativity even more as early as now.

Creative thinking is one of the professional skills that will be most sought-after by employers.

TOP 10 EMPLOYABILITY SKILLS

2. Complex Problem-Solving



Another skill in our list of employability skills of the future involves finding creative solutions through problem-solving. Solving problems can actually be done by automation; and in some cases, machines might even prove to be better than us humans. Machines are most effective in problem-solving scenarios that involve choosing preset actions dictated by standard procedures.

However (and that is a big however), most problems don't fall under any pre-set configurations or procedures. Most problems involve complex scenarios that bring about more elaborate consequences – all of which cannot be defined by parameters of 1s and 0s or any mathematical algorithms. Oftentimes, problems have no rational answers at all!

Now, this is where humans have a big advantage over the automatons. We have the ability to perceive different unstated factors and considerations when solving problems. Things like **empathy, interpersonal sensitivity, ethics, and morality** are some examples of implied elements of decision-making that only we humans can discern.

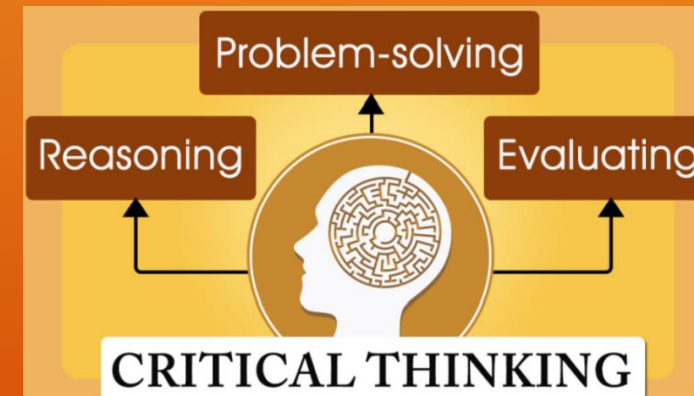
Being keen and sensitive to these factors will make complex problem solving one of the most sought-after employability skills for the future workforce.

TOP 10 EMPLOYABILITY SKILLS

3. Critical Thinking

Critical thinking is the ability to identify problems, gather information, and make sense of data to find viable solutions. The most important factor though is the ability to recognize implicit assumptions and identify significance of certain details on the issue. The human advantage is the ability to perceive how “everything” is connected with each other. To add, critical thinking also demands awareness that details shouldn't be taken at face value.

Gauging priorities, gathering information, and interpreting data can be easily done through automation. Nevertheless, critical thinking is still part of this list for human employability skills of the future. This is due to the fact that making sense of all the complex relationships, interrelated propositions, and implicit assumptions when facing issues allow us to better prioritize and interpret information and use them to come up with the best solution to a presented problem.



TOP 10 EMPLOYABILITY SKILLS

4. Virtual Collaboration

Advances in technology have allowed people across the globe to work together through remote virtual teams. This has then opened the workplace to more diversity – being able to work with different people from divergent cultures, across different time zones and geographical areas.

Of course, face-to-face interaction will still be the top choice in workplace communication. Nevertheless, we really can't blame organizations wanting to employ the best workers on the planet – while looking for the most efficient and cost-effective way to make the remote workforce system work.

Virtual **collaboration** is one of the employee skills that we need to adopt as early as now. Aside from the usual **tools** and processes, soft skills in the workplace are also needed for this. Skills for employees of virtual teams include, but are not limited to, **collaboration, cross-cultural sensitivity, and adaptability to a multi-cultural environment.**



TOP 10 EMPLOYABILITY SKILLS

5. Social Intelligence

Here's another one of these future skills employers want – **social intelligence**. Also generally known as 'People Skills,' **social intelligence** pertains to the way we are able to go about complex social relationships. Simply put, it is our aptness to associate with other people.

People skills are also closely linked to emotional intelligence – which is the recognition of our own and other people's emotions and handling them appropriately. Social intelligence is definitely one of the skills you need for a job in the future because it will absolutely be needed for interaction with clients, customers, and peers; especially when most interactions will already happen online.



TOP 10 EMPLOYABILITY SKILLS

5. Social Intelligence



Also generally known as ‘**People Skills**,’. **Social intelligence** is also defined as the human ability of decoding the happenings of the world and responding to it likewise. This ability is exclusive to humans and distinguishes us from the rest of beings in the animal kingdom.

Social Intelligence is also the capability to act wisely while maintaining human relations. It is markedly different from just intelligence, unlike what people used to think earlier. Over the years, it has been observed that **many exceptionally intelligent people struggle a lot while maintaining a social life**.

People skills are also closely linked to **emotional intelligence** – which is the recognition of our own and other people’s emotions and handling them appropriately. Social intelligence is definitely one of the skills you need for a job in the future because it will absolutely be needed for interaction with clients, customers, and peers; especially when most interactions will already happen online.

TOP 10 EMPLOYABILITY SKILLS



6. New Media Literacy

Today's definition of computer-literacy is obsolete. Gone are the days when the ability to operate the computer and use of office-related applications are the only skills needed for a successful career. Literacy to new media is definitely one of the more important employability skills for the future.

The use of different digital media is slowly becoming the standard of 'computer literacy.' These new media include, but are not limited to, blogging, social media, online publications, digital games, and virtual reality, just to name a few.

Skills for the future workforce would somehow merit leveraging these so that employees can conveniently transact with customers or each other on the aforementioned platforms.



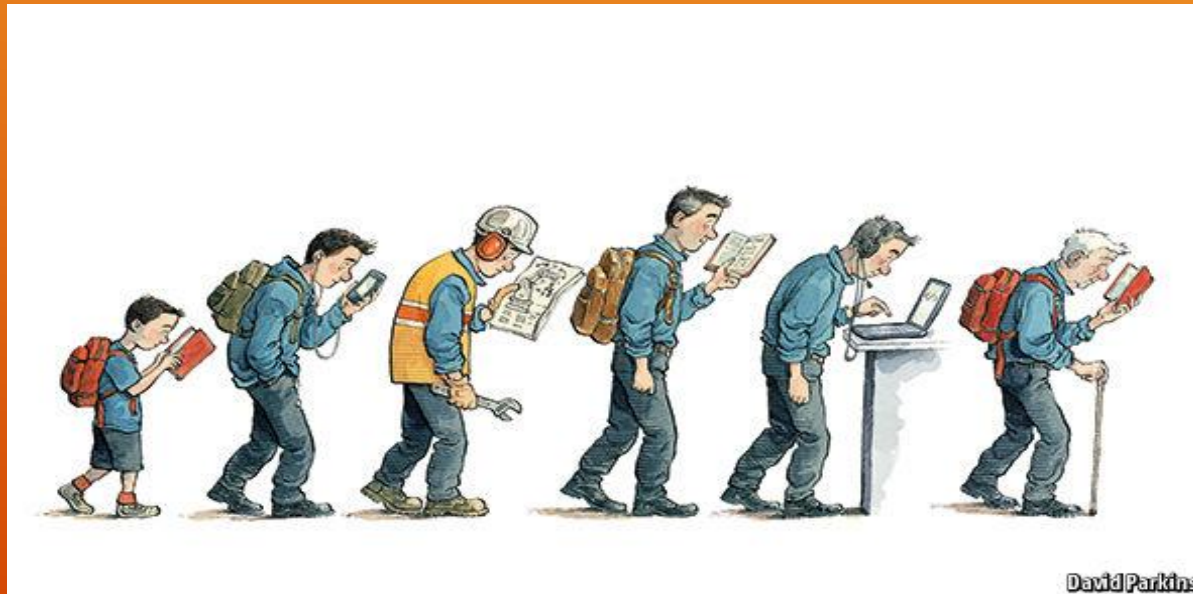
TOP 10 EMPLOYABILITY SKILLS

7. Lifelong Learning

Employment skills for the future require one to be a lifelong learner. This kind of an educational mindset means that a person becomes a **self-directed learner**, able to operate without set agendas or curriculums – just an attitude to learn what is or will be needed.

Personal and professional development and anticipation of skills for the future will be one of the defining skills of the future workforce. Commitment to **lifelong learning** also brings about other competencies and attitudes like having a growth mindset, iterative thinking, and viewing mistakes as learning opportunities – and these are some employability skills for the future.

***“If you’re not learning,
you’re dying”***



TOP 10 EMPLOYABILITY SKILLS

7. Lifelong Learning

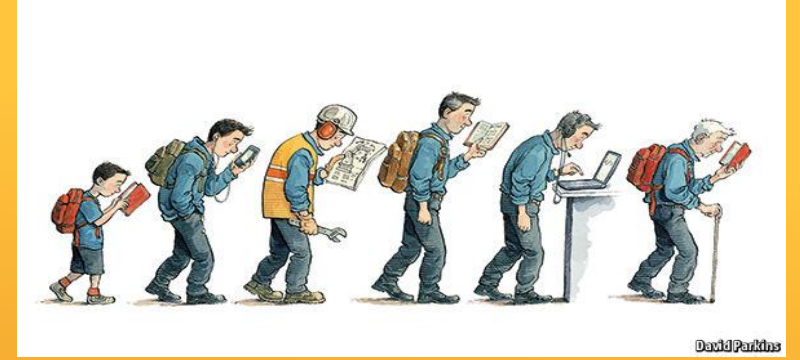
“If you’re not learning, you’re dying”

I recently read a study on the links between retirement and death that found that when people retire sooner, they die sooner. Specifically, employees of low socioeconomic status who retired at age 55 were **60% more at risk for death** than employees who retired at age 60 or 65.

60% is a big number for just 5 extra years of work, and I dug around to find out why.

After a bit more of research, I realized that it basically boils down to to one thing: **an active mind keep humans healthy.**

The importance of learning doesn’t just matter when you’re older, however. You’re more likely to have developed the muscle for motivation and drive if you’re continually and actively learning throughout your life. Education doesn’t end when you finish college, and why should it?

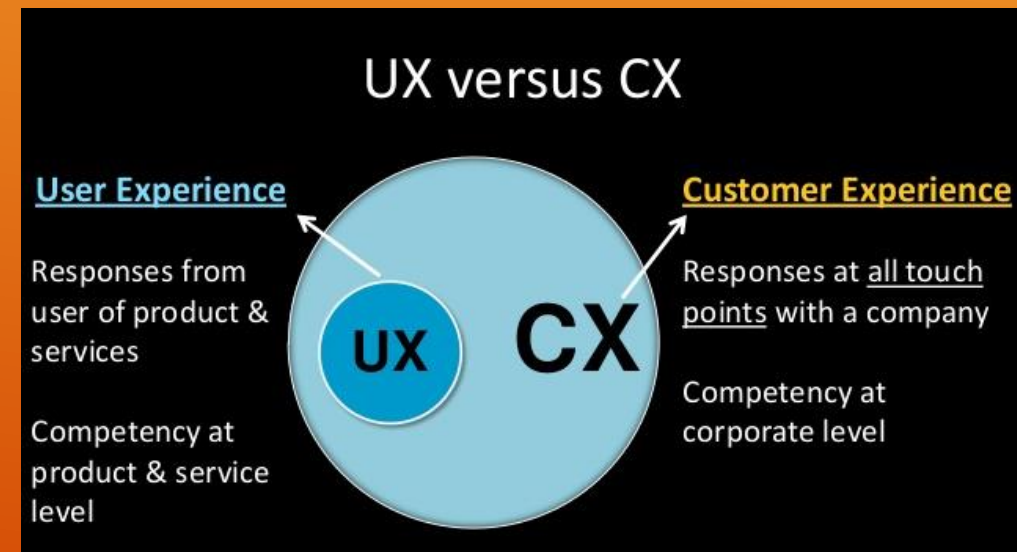


TOP 10 EMPLOYABILITY SKILLS

8. User Experience (UX) Mindset

It is said that most of the customer-service related jobs will be automated within the next few years. Just imagine there wouldn't be anyone to talk to over the phone, or even personally, about concerns and issues. Every transaction would go through pre-recorded, automated responses.

What would be missed is the total customer/user experience. And this is why there would be a high demand for people with user experience mindsets, especially designers. The future will require products or processes to be specifically designed so that the end user would be more satisfied with quality and usability at the onset rather than having to go through the entire customer service process.

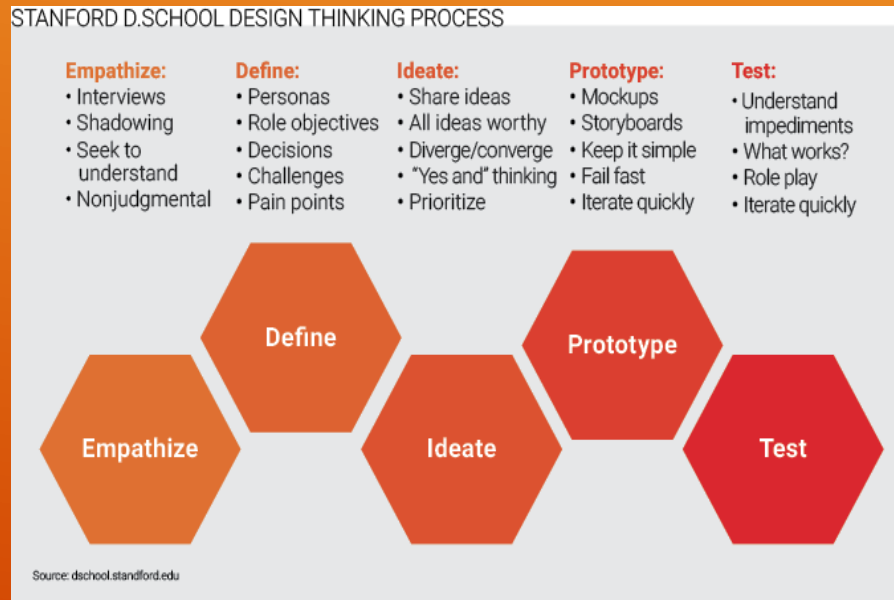


TOP 10 EMPLOYABILITY SKILLS

9. Design Thinking

Another one of the cutting-edge employability skills of the future is design. **Design thinking** takes a different approach when analyzing situations and solving problems. Aside from the usual, structured, problem solving and analytical approaches, design thinking draws more on 'business soft skills' rather than the technical ones.

For example, aside from using approaches in engineering or software programming, design thinking also utilizes **creativity, systemic reasoning, and intuition in developing creative solutions**



TOP 10 EMPLOYABILITY SKILLS

10. Responsible Digital Citizenship

In a world where the boundaries between the virtual and the physical world are blurred, **responsible digital citizenship is another one of those must-have employability skills for the future.** Responsible digital citizenship means using online resources responsibly.

For example, a responsible digital citizen can distinguish between fake and real information found on the web. In addition, a responsible netizen has genuine concern for other users and would know how to handle malicious websites, fake news, malevolent beings and trolls in the online sphere.

With laws changing due to the ever-increasing influence of the internet, there will come a time when a person's digital footprint will also be a substantial component of hiring and employability.

TOP 10 EMPLOYABILITY SKILLS

10. Responsible Digital Citizenship

What is responsible digital citizenship?

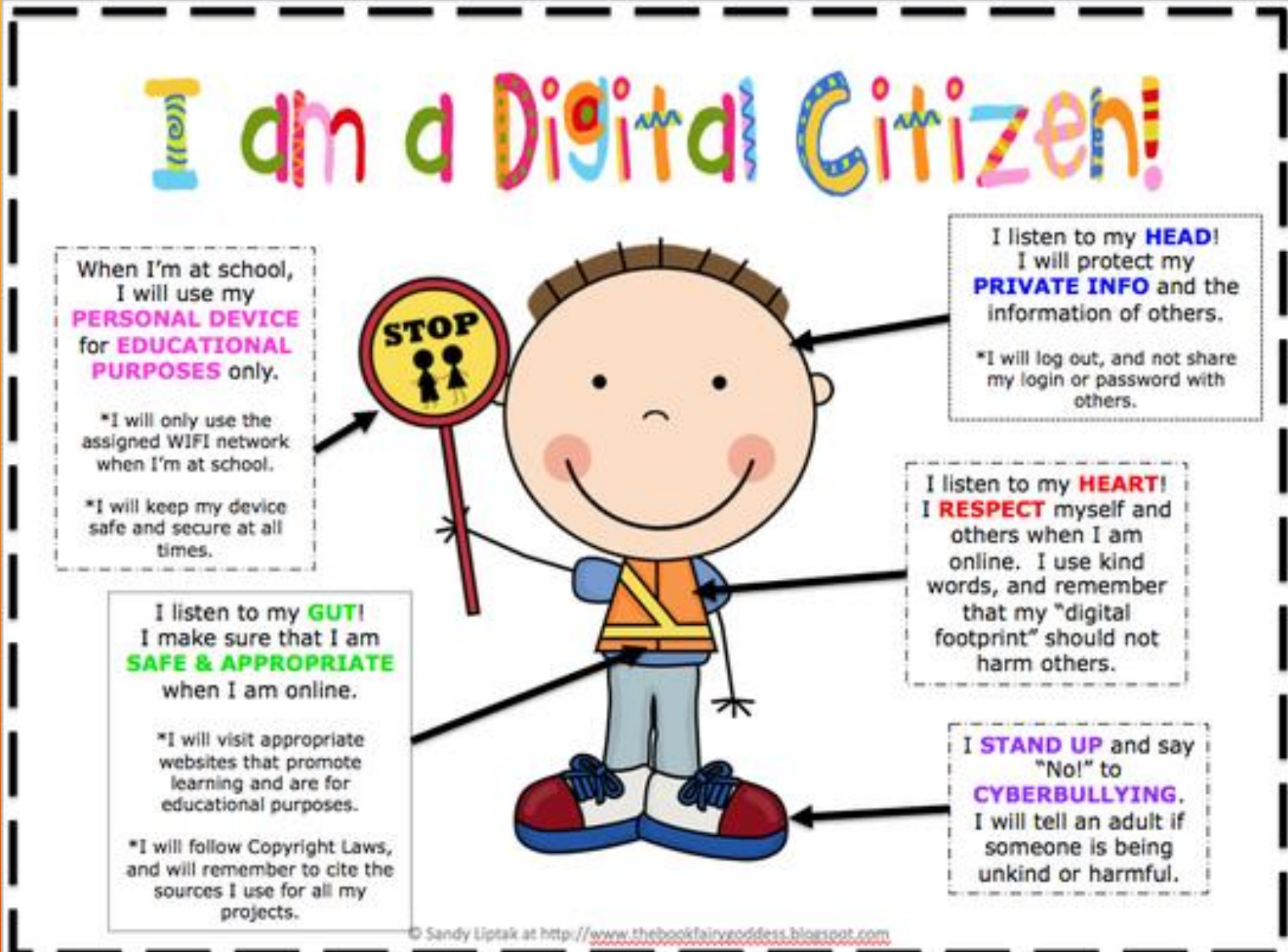
Being a responsible digital citizen means having the online social skills to take part in **online community life in an ethical and respectful way.**

Responsible digital citizenship also means:

- behaving lawfully – for example, it's a crime to hack, steal, illegally download or cause damage to other people's work, identity or property online
- protecting your privacy and that of others
- recognising your rights and responsibilities when using digital media
- thinking about how your online activities affect yourself, other people you know, and the wider online community.

TOP 10 EMPLOYABILITY SKILLS

10. Responsible Digital Citizenship



I am a Digital Citizen!

When I'm at school, I will use my **PERSONAL DEVICE** for **EDUCATIONAL PURPOSES** only.

- *I will only use the assigned WIFI network when I'm at school.
- *I will keep my device safe and secure at all times.

I listen to my **HEAD!**
I will protect my **PRIVATE INFO** and the information of others.

- *I will log out, and not share my login or password with others.

I listen to my **HEART!**
I **RESPECT** myself and others when I am online. I use kind words, and remember that my "digital footprint" should not harm others.

I listen to my **GUT!**
I make sure that I am **SAFE & APPROPRIATE** when I am online.

- *I will visit appropriate websites that promote learning and are for educational purposes.
- *I will follow Copyright Laws, and will remember to cite the sources I use for all my projects.

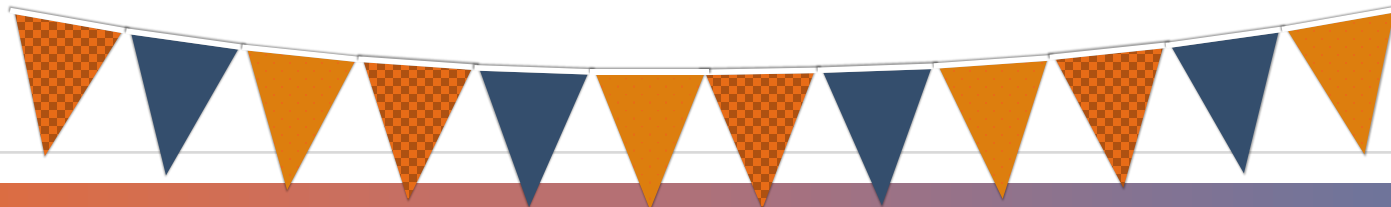
I **STAND UP** and say "No!" to **CYBERBULLYING**. I will tell an adult if someone is being unkind or harmful.

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What are Life Skills?



- set of skills acquired through learning and/or direct life experience
- Generic (or life) skills: broader set of skills transferable across jobs generally including thinking (critical and creative thinking, problem solving, etc), behavioral (typically communication, organization, teamwork, and leadership skills) and computing skills



LIFE SKILLS vs. Career Skills vs Soft Skills vs Employability Skills

Life Skills

Essential abilities someone needs for everyday life.

- How to dress yourself
- How to brush your teeth
- How to tie your shoes
- How to have a conversation

Career Skills

Abilities to keep someone successful at work.

- Professionalism
- Networking
- Time management
- Leadership

Soft Skills

Universal abilities that help any career.

- Written communication
- Verbal communication
- Professionalism
- Time management

Overlap

- Professionalism
- Time management
- Communication
- Creativity

Employability Skills

- Finding a job posting
- Writing a resume
- Completing an interview
- Networking

Abilities to find, apply to, interview for, and secure a job.

- Completing an interview
- Networking
- Finding a job posting
- Writing a resume

Employability Skills

- Time management
- Professionalism

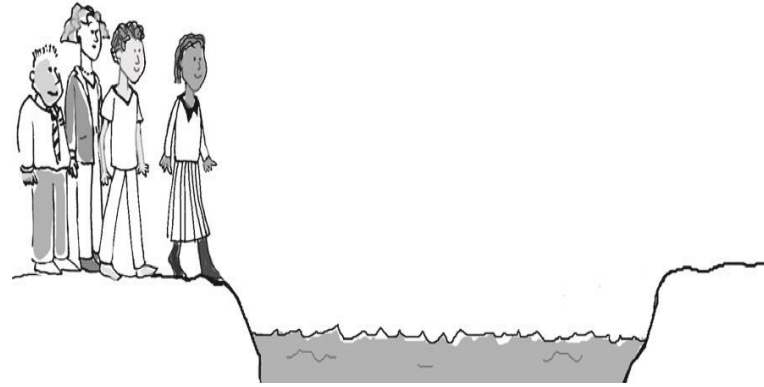
Abilities to find, apply to, interview for, and secure a job.

- Creativity

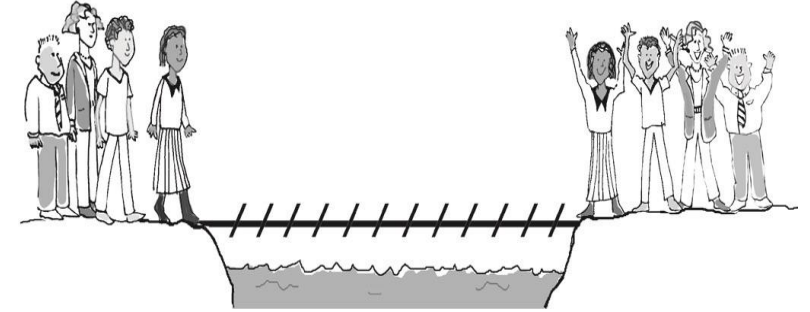


The Bridge Model of Behavior Change

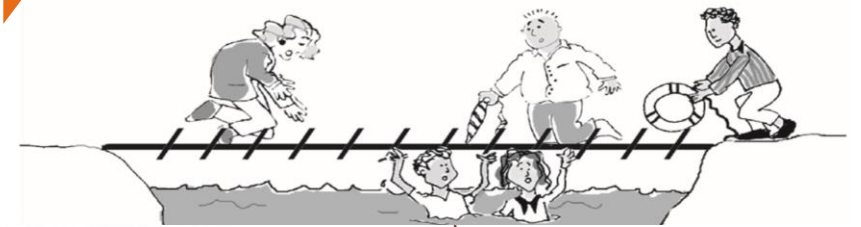
Information provides a solid foundation.
Begin by providing accurate information.



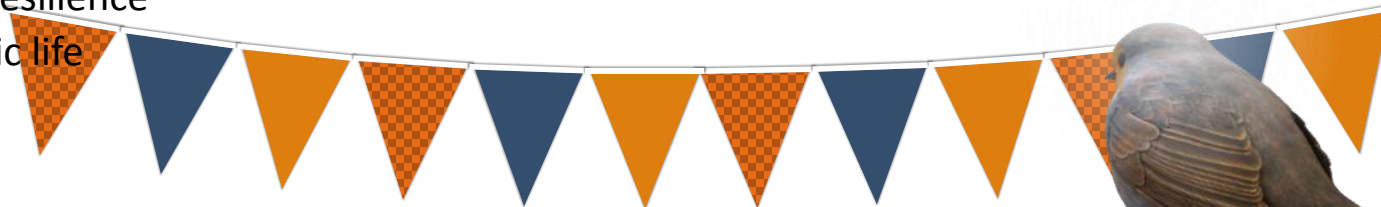
But in order to realize a resilient and sustainable life, we need to avoid consequences of negative behavior.



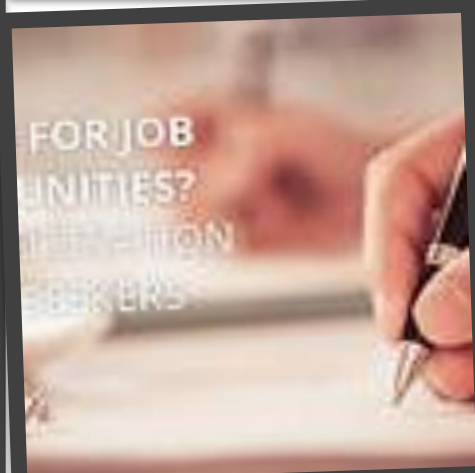
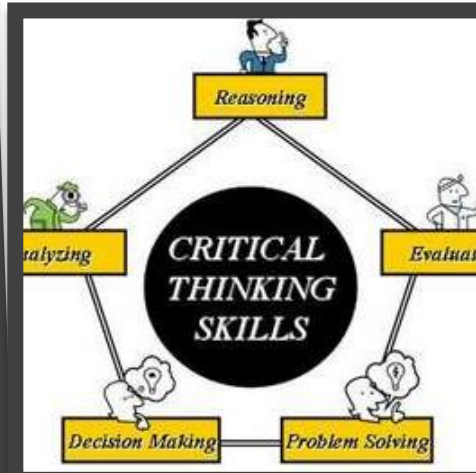
A Life Skills Training focuses on building the “planks” in the bridge—working on the individual skills that will help them make right decisions about their lives.



Our goal is to see our young females and males attain resilience and a sustainable economic life



Life Skills Training Modules



Why teach life skills?



“Hard skills will get you an interview, but Soft skills will help you get -- and keep -- the job, and successfully lead and influence others.”



World Economic Forum: hiring managers in 2020 will be looking for soft skills.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

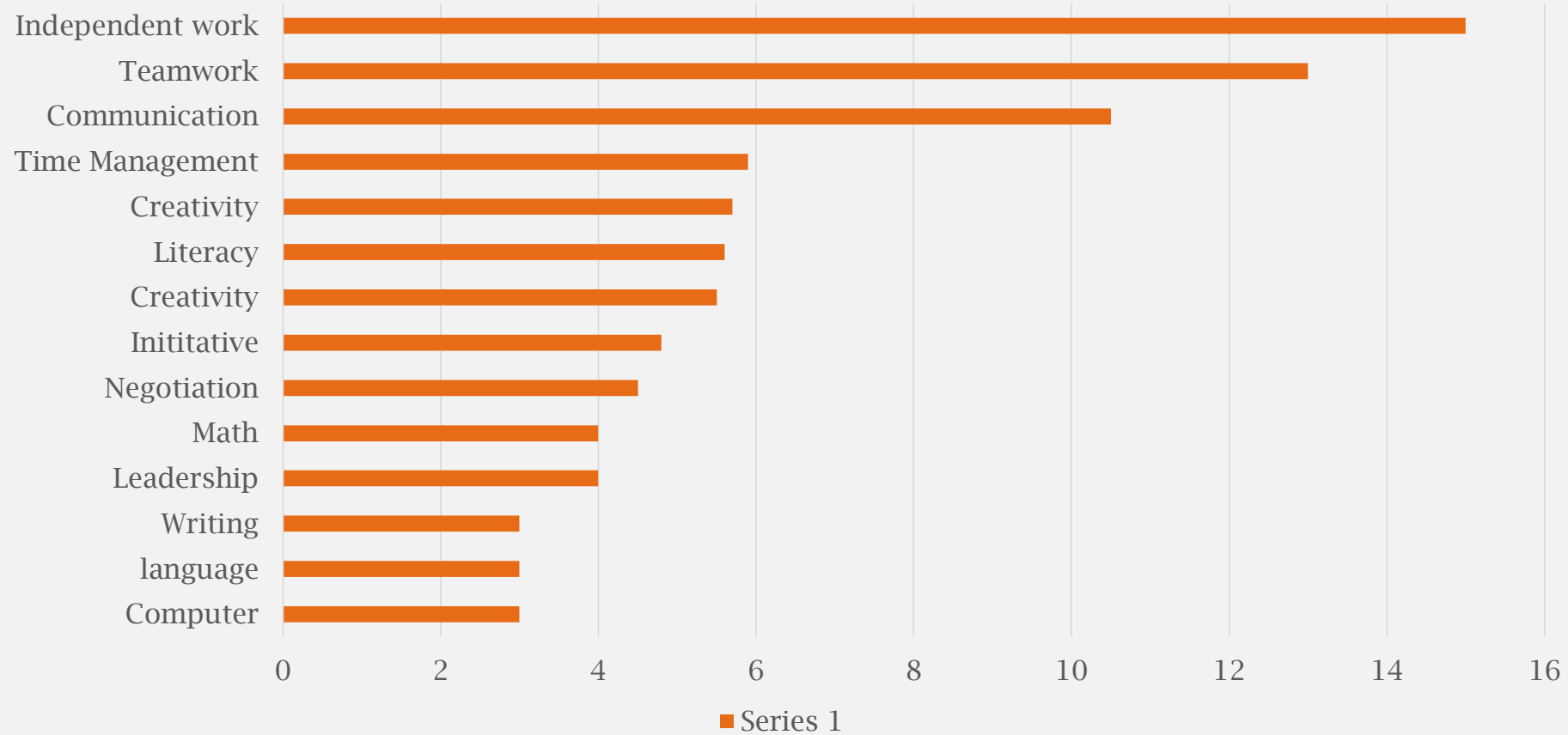
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Key Core Skills by Broad Occupation



Key Core Skills: Prod/Sales



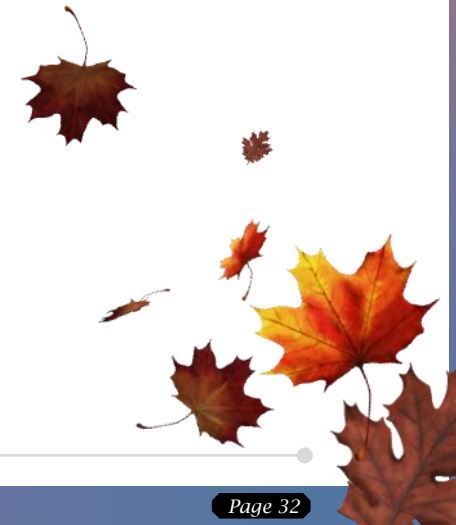
SURVEY RESULTS

73% of hiring managers said that creative and abstract thinking are going to become more important in the next few years.

The [2018 Workplace Learning Report from LinkedIn](#), identified soft skills training as the No. 1 gap that companies are looking to fill this year.

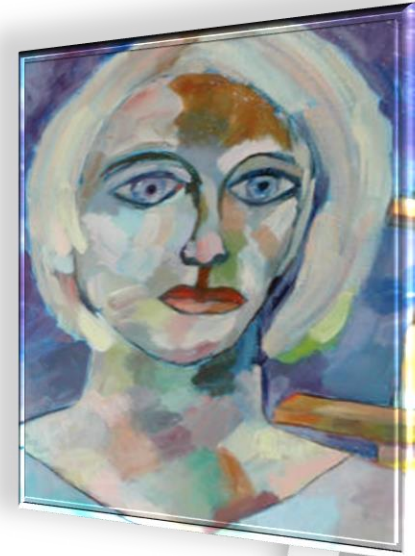
“Numeracy, literacy, technical skills, and school enrollment are benchmarks of a productive, modern nation,” “But the jobs of the future also require skills that promote individual behavior, personality, attitude and mindset. Integrating behavioral skills in schools and vocational training will help the Philippines to be more competitive globally.”

As Digital Rises, Soft Skills Training Grows More Critical



How does training in Life Skills benefit young people?

- It deepens their knowledge and understanding of **"SELF"**.
- It helps identify differing and opposing views and express their own opinion on what is fair and unfair in different life & work situations.
- It increases awareness of gender rights and responsibilities at work.
- It helps develop sense of responsibility as citizens and show respect about the welfare of others.
- It helps build their confidence and competence in preparation for the job seeking process.
- It provides new insights in setting individual goals, managing time and solving problems.
- It improves their communication skills.
- It develops their potentials to lead and work in teams.
- It facilitates school to work transition.



PLANNING FOR EFFECTIVE LEARNING AND DEVELOPMENT PROGRAMS

Topic Outline :

- Identify competencies and their types
- The 70:20:10 Model
- The Importance of Learning and Development (L&D) in a Diverse Future Workforce



PLANNING FOR EFFECTIVE LEARNING AND DEVELOPMENT PROGRAMS

Competency - is the acquired

KNOWLEDGE,

SKILLS and

ATTITUDE in ACCORDANCE to the STANDARD PERFORMANCE
in the workplace.

IDENTIFYING COMPETENCIES AND THEIR TYPES

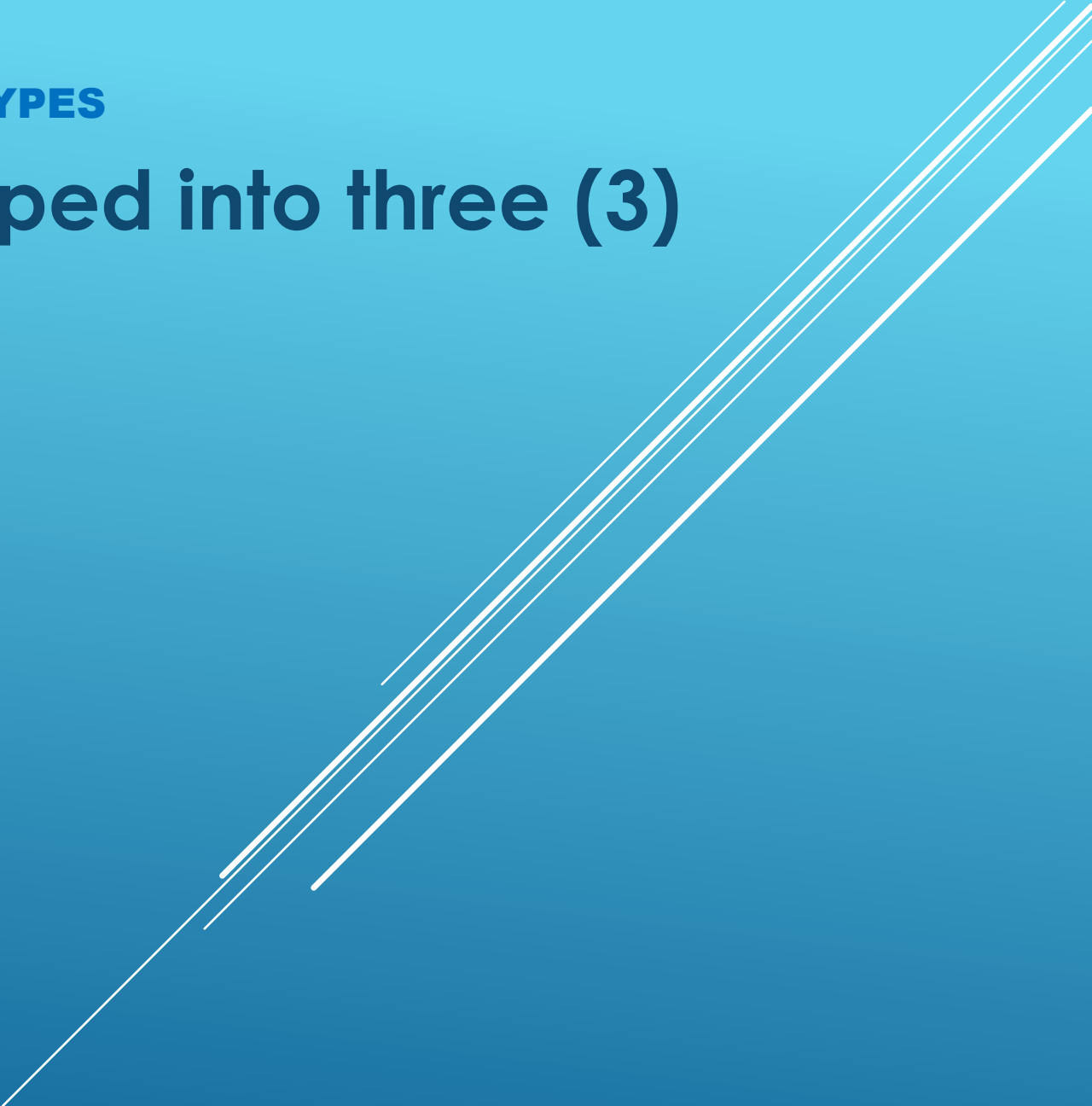
TESDA facilitates the development of competency standards with the industry for middle-level skilled workers. These are in the form of **units of competency** containing **descriptors** for **acceptable work performance**, packaged into **qualifications** corresponding to critical jobs and occupations in the priority industry sectors. The qualifications correspond to a specific levels in the Philippine TVET Qualifications Framework (PTQF).

The competency standards and qualifications, together with training standards and assessment arrangements comprise the national training regulations (TR) promulgated by the TESDA Board. The TRs serve as basis for

- registration and delivery of TVET programs,
- competency assessment and certification ; and
- development of curricula for the specific qualification.

IDENTIFYING COMPETENCIES AND THEIR TYPES

Competencies are grouped into three (3)

- 1) Basic competencies
 - 2) Common
 - 3) Core
- 
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IDENTIFYING COMPETENCIES AND THEIR TYPES

| | TOURISM PROMOTION SERVICES NC II | TOUR PACKAGING SERVICES NC II |
|--------|--|--|
| Basic | Participate in workplace communication | Participate in workplace communication Solve/address general workplace problems Develop career and life decisions Contribute to workplace innovation Present relevant information Exercise efficient and effective sustainable practices in the workplace |
| | Work in Team Environment | Work in Team Environment |
| | Practice Career Professionalism | Practice entrepreneurial skills in the workplace |
| | Practice Occupational Health & Safety Procedures | Practice occupational safety and health policies and procedures |
| Common | Develop and update industry knowledge | Develop and update industry knowledge |
| | Observe workplace hygiene procedures | Observe workplace hygiene procedures |
| | Perform Computer Operations | Perform computer operation |
| | Perform Workplace & Safety Practices | Perform workplace and safety practices |
| | Provide Effective Customer Service | Provide effective customer service |
| Core | Operate technology-based information system | Interpret and respond to request for individual/independent tour services |
| | Provide information & advice on a destination, product, or service | Design and develop a tour package itinerary |

IDENTIFYING COMPETENCIES AND THEIR TYPES

sonry NC I (Supersec

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TRAINING REGULATIONS FOR MASONRY NC I

SECTION 1 MASONRY NC I QUALIFICATION

The MASONRY NC I Qualification consists of competencies that a person must achieve that will enable him/her to prepare masonry materials and perform basic masonry works.

This Qualification is packaged from the competency map of Construction – Civil Works sub-sector as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

| CODE NO. | BASIC COMPETENCIES Units of Competency |
|-----------|--|
| 500311101 | Receive and respond to workplace communication |
| 500311102 | Work with others |
| 500311103 | Demonstrate work values |
| 500311104 | Practice basic housekeeping procedures |

| CODE NO. | COMMON COMPETENCIES Units of Competency |
|-----------|---|
| CON931201 | Prepare construction materials and tools |
| CON311201 | Observe procedures, specifications and manuals of instruction |
| CON311203 | Perform mensurations and calculations |
| CON311204 | Maintain tools and equipment |

| CODE NO. | CORE COMPETENCIES Units of Competency |
|-----------|--|
| CON712301 | Prepare masonry materials |
| CON712302 | Perform basic masonry works |

A person who has achieved this Qualification is competent to be a:

- Mason NC I

TR - MASONRY NC I

Carpentry NC II (Supers

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Fit to page Page view Read aloud

SECTION 1 CARPENTRY NC II QUALIFICATION

The CARPENTRY NC II Qualification consists of competencies that a person must achieve that will enable him/her to perform fabrication, installation and stripping of formworks, its components and supports.

This Qualification is packaged from the competency map of Construction – Civil Works sub-sector as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

| CODE NO. | BASIC COMPETENCIES Units of Competency |
|-----------|--|
| 500311105 | Participate in workplace communication |
| 500311106 | Work in a team environment |
| 500311107 | Practice career professionalism |
| 500311108 | Practice occupational health and safety procedures |

| CODE NO. | COMMON COMPETENCIES Units of Competency |
|-----------|---|
| CON931201 | Prepare construction materials and tools |
| CON311201 | Observe procedures, specifications and manuals of instruction |
| CON311203 | Perform mensurations and calculations |
| CON311204 | Maintain tools and equipment |

| CODE NO. | CORE COMPETENCIES Units of Competency |
|-----------|--|
| CON712317 | Prepare / Stake-out building lines |
| CON712318 | Fabricate formworks |
| CON712319 | Install formwork components |
| CON712320 | Strip formwork components |
| CON712321 | Install framing works |

IDENTIFYING COMPETENCIES AND THEIR TYPES

Assessing Employee Skills And Competencies :

- **1. Give Your Employees A Test**
- **2. Ask To Prepare Self-Assessment**
- **3. Get Feedback From The Teams**
- **4. Put Them In Real Situations**
- **5. Let Them Play A Business Game**
- **6. Ask For Clients' Feedback**

Assessing Employee Skills And Competencies :

➤ 1. Give Your Employees A Test

This is pretty traditional and efficient way to assess technical and theoretical knowledge. However, such tests are conducted in the “laboratory” conditions, so they do not give the precise picture whether the employee will be able to use the knowledge in real life or not. Use such test, but only occasionally - otherwise, you might be disappointed once it comes to more realistic conditions.

Assessing Employee Skills And Competencies :

➤ 2. Ask To Prepare Self-Assessment

You can send your personnel a questionnaire which they should fill in by themselves. On one hand, it shows not only their abilities, but also their self-perception. On the other hand, you might not benefit from such a subjective point of view in either way: Be their evaluation too optimistic or too pessimistic. Thus, this method should be used in combination with some other, more objective one.

Assessing Employee Skills And Competencies :

➤ 3. Get Feedback from the Teams

here is some subjectivity in what the team members would say, but it is for sure more objective rather than just relying on the opinion of one person! Ask employees to share their feedback on each other's performance (make sure it does not go personal!) and see if each of them can do his job on a high level.

Assessing Employee Skills And Competencies :

➤ 4. Put them in Real Situations

The most efficient way to train and assess skills - nothing can be better than practice. But what if you simply cannot risk and leave the “testing” until the time comes. What if in this real time conditions, your employee fails? Can you take up this risk? To make sure that your employees are able to perform the task it is safer to start with other methods. However, if you are sure in high qualifications of your staff, you can put them in real life conditions to challenge them and check their proficiency.

Assessing Employee Skills And Competencies :

5. Let Them Play A Business Game

Current trend of gamification penetrated various aspects of our lives. Nowadays not only children play the games, and many games have not only function of entertainment, but also serve professional goals and are created for adults.

Assessing Employee Skills And Competencies :

6. Ask For Clients' Feedback

One type of the real life situation testing. The difference is that you assess the actions after they have been performed. It is a good way not only to see how your employee works, but also to communicate with the client and learn more about his/her needs. Use this great opportunity, but make sure that your staff already have sufficient skills to be tested with this method.

IDENTIFYING COMPETENCIES AND THEIR TYPES

Assessing Employee Skills And Competencies :

FINAL WORD

It is up to each organisation to choose the best method. Normally, the combination of a few of them would be a great set. Depending on the skill that you need to test and the conditions (time, resources, etc) you are in - you can choose one of the methods offered above or share with us the method that you are practicing.

IDENTIFYING COMPETENCIES AND THEIR TYPES

➤ The 70:20:10 Model

What is the 70:20:10 model?

WHITEPAPER: 70:20:10 into action

Authors: Jos Arets, Charles Jennings,
Vivian Heijnen – Co-Founders 70:20:10
Institute

IDENTIFYING COMPETENCIES AND THEIR TYPES

➤ The 70:20:10 Model

An approach developed to help people and organizations perform at the speed of **business**

The 70:20:10 model isn't just a numeric sequence. It is a fundamentally different view of work, performance and learning in the 21st century.

Implementing the 70:20:10 model will generate real business impact, by adjusting the organisational focus from solely developing formal learning solutions to integrating learning in the workflow.

THE 70:20:10 MODEL

70

Examples of learning by working:

- Problem solving
- Challenging tasks
- Other roles and responsibilities
- Auditing/reviewing
 - Innovation
 - Reflection

20

Examples of learning by working together:

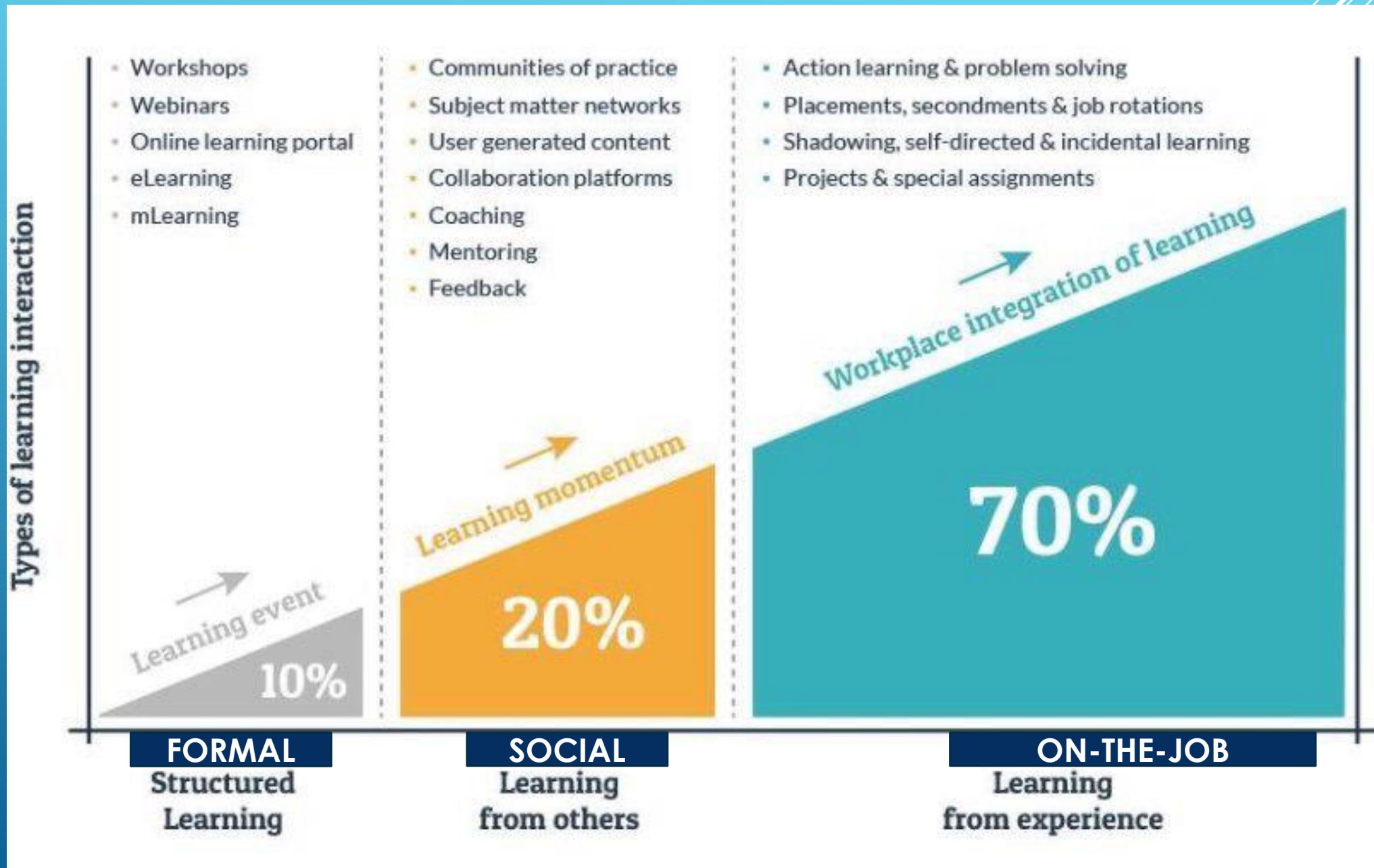
- Coaching colleagues in the workplace
- Collaboration and continuous improvement
- Giving and receiving feedback
 - Learning in networks
 - Action learning
 - After-action reviews

10

Examples of learning by formal intervention

- Courses
- Modules
- Workshops/masterclasses
 - ELearning
 - Seminars
 - Reflection

THE 70:20:10 MODEL



THE IMPORTANCE OF L & D IN A DIVERSE FUTURE WORKFORCE

- **Positive employee retention**
- **Training future leaders**
- **Employee empowerment**
- **Increase workplace engagement**

➤ Positive employee retention

Hiring and retention can become a major challenge to employers, however, this can be avoided through career development. Training programmes have become so centralised within businesses that it is often used as a competitive advantage when hiring.¹⁰ Offering programmes within employment contracts establish an employee's sense of value within the company, and fosters loyalty and ultimately staff retention. What's more is that a business with an engaged workforce will achieve a 59% lower staff turnover rate.¹¹



➤ Training future leaders



Targeting skills and employees for future leadership will help establish a business for growth and change.¹² Acquiring leadership talent can start from the initial acquisition, or Human Resource professionals can select current employees as managerial candidates. Having established leadership development programmes ensures that an organisation is always considering the future organisational goals by preparing promotable talent.

THE IMPORTANCE OF L & D IN A DIVERSE FUTURE WORKFORCE



Leaders who feel empowered within the workplace will be more effective at influencing employees and gaining their trust. Consequently, those employees will feel a greater sense of autonomy, value, and confidence within their work.

➤ Increase workplace engagement

Boredom in the workplace can create feelings of dissatisfaction and negative working habits. Regular development initiatives can prevent workplace idleness. Having frequent training programmes will also establish regular re-evaluation – of employees, skills, and processes. Training and development will also influence organization's culture by instilling an emphasis on planning.

Learning and development can prompt organization analysis and planning; it requires employers to review existing talent and evaluate growth and development opportunities internally, rather than via recruitment. Assessing the current skills and abilities within the team will enable managers to strategically plan targeted development programmes that consider any potential skills gap. Organisations also need to consider the rise of digital and online learning in talent development. From the LinkedIn Learning survey, 58% of employees prefer opportunities that allow learning at their own pace.¹⁷ The same report revealed that 49% prefer to learn when the point of need occurs – making accessible, independent online learning the most suitable for an increasingly diverse, multi-generational workforce.



Internet of Things

Technical Education and Skills Development Authority (TESDA) - VII

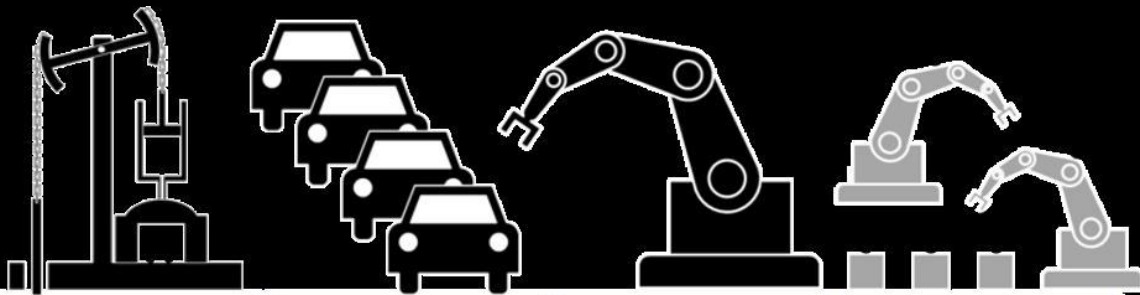
Background



Industrial Revolution

The definition

a rapid major change in an economy (as in England in the late 18th century) marked by the general introduction of power-driven machinery or by an important change in the prevailing types and methods of use of such machines



Industrial Revolution

The transition

First Industrial Revolution - The first wave of the Industrial Revolution started in Britain and lasted from the late 1700s to the mid-1800s. It industrialized the manufacture of textiles and began the move of production from homes to factories. It also caused the growth of industries, such as coal, iron and railroads

Important Innovations:

- Spinning jenny



- Power loom



- Steam Engine



- Cotton gin



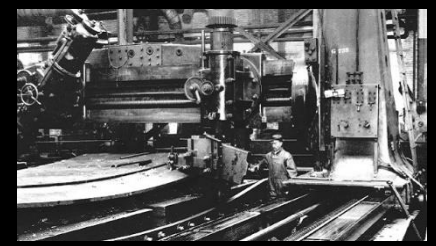
Industrial Revolution

The transition

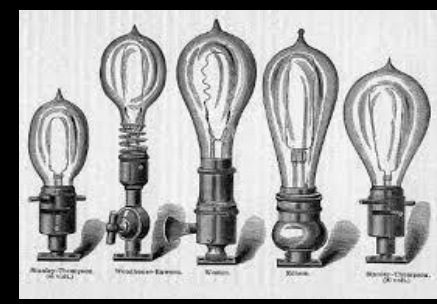
- **Second Industrial Revolution** - The next wave took place from the mid-1800s to the early 1900s. During this phase large factories and companies began to use more technologies to mass produce goods. It witnessed the expansion of electricity, petroleum and steel. Important innovations during this period include the use of electricity, the production line, and the Bessemer steel process.

Important Innovations:

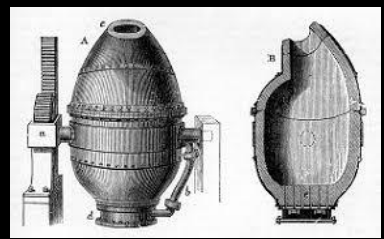
- Steel Mills



- Electric light



- Bessemer Process



- Typewriter



Industrial Revolution

The transition ...

The **Third Industrial Revolution**, also known as the **Digital Revolution**, is the shift from mechanical and analogue electronic technology to digital electronics which began anywhere from the late 1950s to the late 1970s with the adoption and proliferation of digital computers and digital record keeping that continues to the present day. Implicitly, the term also refers to the sweeping changes brought about by digital computing and communication technology during (and after) the latter half of the 20th century. *(source: Wikipedia)*

- Personal Computer
- Internet
- Information and Communication Technology



Industrial Revolution

The transition ...

The **Fourth Industrial Revolution (4IR)** is the fourth major industrial era since the initial Industrial Revolution of the 18th century. It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres, collectively referred to as cyber-physical systems.^[1] It is marked by emerging technology breakthroughs in a number of fields, including robotics, artificial intelligence, nanotechnology, quantum computing, biotechnology, the Internet of Things, the Industrial Internet of Things (IIoT), fifth-generation wireless technologies (5G), additive manufacturing/3D printing and fully autonomous vehicles. *(source: Wikipedia)*

- Robotics
- Artificial Intelligence
- Nanotechnology
- Quantum computing
- Biotechnology
- The Internet of Things
- 3D printing
- Autonomous vehicles



Global Connectivity



Internet of Things

The network of physical devices, vehicles, home appliances, and other items embedded with electronics, software, sensors, actuators, and connectivity which enables these things to connect, collect and exchange data.

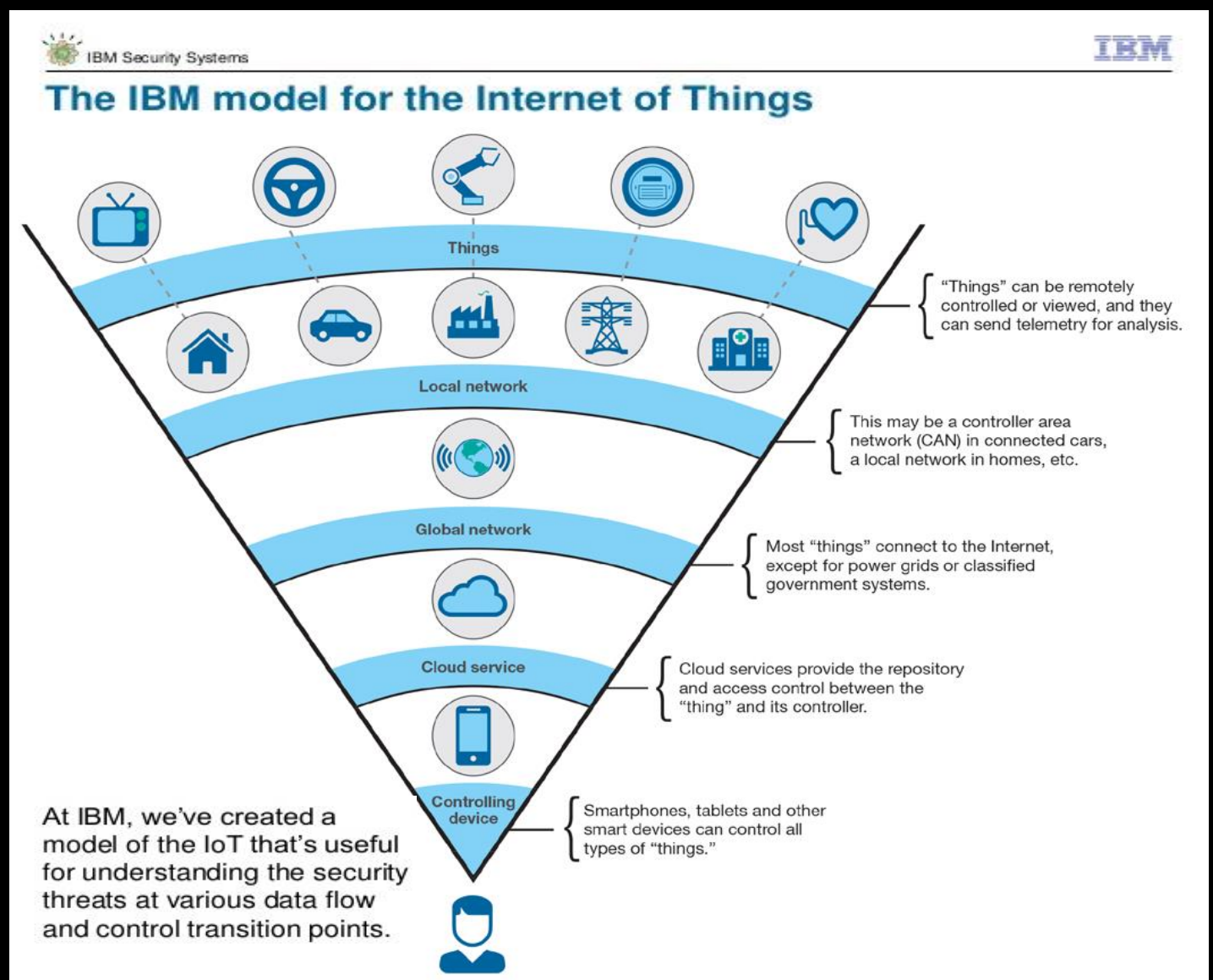
Applications:

- Consumer applications – including connected vehicles, home automation, wearable technology, connected health, and appliances with remote monitoring capabilities
- Commercial applications – including Medical and healthcare (remote health monitoring and emergency notification system), transportation systems, Building and home automation
- Industrial applications – manufacturing (industry 4.0) and agriculture
- Infrastructure application – Metropolitan scale deployments, energy management and environmental monitoring

(source: Wikipedia)



Internet of Things



At IBM, we've created a model of the IoT that's useful for understanding the security threats at various data flow and control transition points.



Internet of Things



(source: ICTbusiness.biz)



TESDA's interventions



4th High Officials Meeting on SEA-TVET

TESDA and DepEd hosted the 4th High Officials Meeting on SEA-TVET on September 4-5, 2018 at the PICC, Manila with the theme **“Moving together towards TVET 4.0”** aiming to promote regional cooperation, harmonization, and internationalization of TVET education in the region.



TVET 4.0

TVET 4.0 is drawn as an organized and cooperated undertaking that aims to harmonize and advance the quality of TVET among SEA member states. This effort is expected to give focus and underscore the development of higher skills and knowledge of workers to the level required in the 4th Industrial Revolution or Industry 4.0



Higher Level TVET Qualifications

- 2D/3D Animation NC III
- 2D/3D Game Art Development NC III
- 3D Animation NC III
- Automotive Servicing NC IV
- CAD CAM Operation NC III
- Commercial Cooking NC III
- Electrical Installation and Maintenance NC IV

- Food and Beverage Services NC III
- Food Processing NC III
- Mechatronics Servicing NC III to NC IV
- RAC Servicing (PACU/CRE) NC III
- Welding (SMAW/GMAW) NC IV
- Visual Graphic Design NC III
- Web Development NC III



NTESDP 2018-2022

IV. Strategic Direction

- Prioritization of Diploma Programs
- Push for more dual-tech programs
- Emphasis on addressing the workforce requirements of industries with large employment bases and high growth potentials
- Adopting 21st Century Skills, especially those related to critical and creative thinking, greater networking and connectivity, better people and organizational skills, higher familiarity with and expertise on information and communication technology, and the convergence of industrial technology with ICT



Industry Collaboration



NTESDP 2018-2022 Strategies

**Adopt Skills Needs
Anticipation to identify
skills for the 4th Industrial
Revolution requirements**

- **Industry-led TVET
delivery**
- **Developing higher
level TVET
qualifications**
- **PQF Implementation
on Diploma Programs**

**Intensify industry
participation in the design
development,
implementation and
assessment of policies and
programs**

- **Capacity building
programs for trainers
and assessors in key
industry sectors**

**Intensify involvement of
industries in the
competency assessment**

- **Competency
Assessment and
Certification of
industry workers**
- **Enterprise-Based
Training Delivery**



Challenges



Challenges

Human Resource

- The Fourth Industrial Revolution (4IR) and the fast pace of technology development would make many jobs obsolete in the near future. Almost all industries **except those directly engaged in high-contact personal interaction (health care, hospitality, entertainment and household services)** will be affected by 4IR. Many new jobs with a new set of skills will rise. But, in order to take on these new jobs, new technical education and skills training programs have to be designed and developed.
- On the other hand, the demand for OFW services in various countries may also weaken due to the rise of robots and DIY (do-it-yourself) technological breakthroughs



Challenges

Government

- Lack of support mechanisms for startups and MSMEs in the regions. The government should strengthen the policy and regulatory environment, and introduce new mechanisms to support technopreneurs, start-ups, spin-off companies, and MSMEs (*establishment of new technology business incubators in the regions in partnership with the private sector and HEIs; promote available technologies; and extend consultancy and other services for productivity improvement*)
- Institutional and Governance issues – including corruption, red tape, weak enforcements of contracts and laws need to be addressed.

(source: PDP 2017-2022)



Role of HR
Professionals
in the
Workplace of
the Future



RESKILLING HR PROFESSIONALS FOR THE WORKPLACE OF THE FUTURE

Role of HR Professionals in the Workplace of the Future

Think back to how you felt when you accepted your first job in HR...



RESKILLING HR PROFESSIONALS FOR THE WORKPLACE OF THE FUTURE

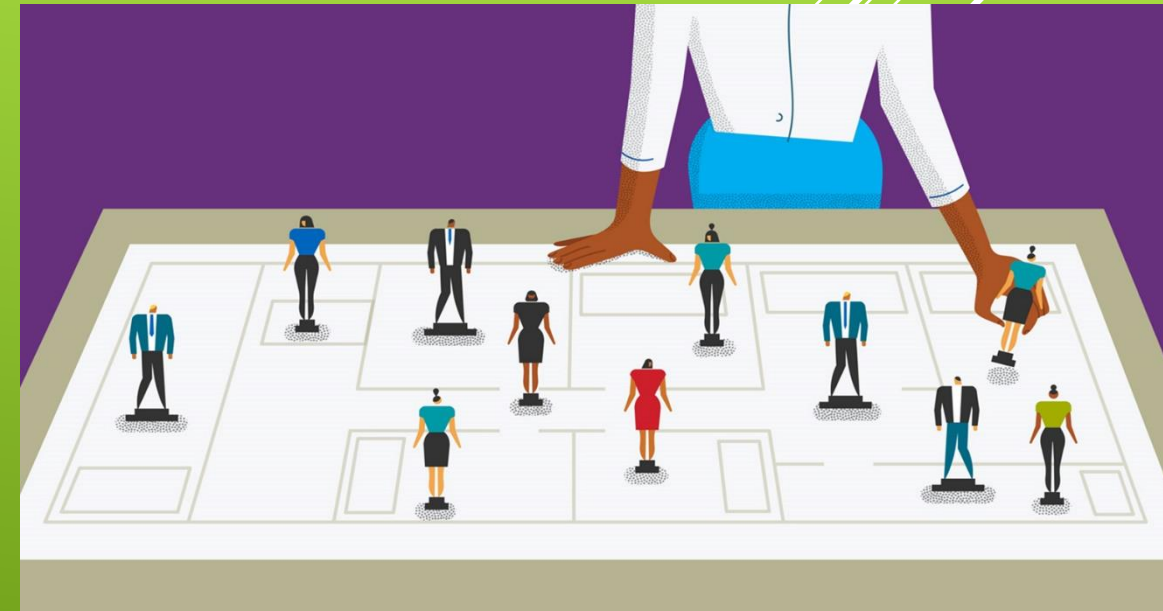
The New Roles of Today's HR Professional



ROLE OF HR PROFESSIONALS FOR THE WORKPLACE OF THE FUTURE

- contributes to the development of and the accomplishment of the organization-wide business plan and objectives.
- HR staff members have to think like business people, know finance and accounting and be accountable and responsible for cost reductions and the measurement of all HR programs and processes.
- It's not enough to ask for a seat at the executive table; HR people will have to prove that they have the business savvy necessary to sit there.

STRATEGIC PARTNER



ROLE OF HR PROFESSIONALS FOR THE WORKPLACE OF THE FUTURE

- **'Contributing at the Table'** to organizational results
- Strategic business partner by :
 - ❖ focusing on developing HR programs to enhance organizational performance
 - ❖ Involving HR in strategic planning at the onset
 - ❖ Participating in decision making on mergers, acquisitions and downsizing
 - ❖ Redesigning organizations and work processes
 - ❖ Accounting and documenting the financial results of HR activities

STRATEGIC PARTNER



Employee Advocate

- Represent employees, protect their interests and make sure that strategic initiatives are well-balanced
- Runs of regular Voice of Employee Satisfaction surveys to identify in the corporate culture and HR, and managerial practices



Employee Advocate

- Ensure that employees have a fair chance to apply for new roles in the organization
- Runs training and development sessions to develop skills and competencies of employees



Employee Advocate

- Leads initiatives to improve the experience of employees in the organization
- Manages the regular grievance and compliance procedure to ensure that employees enjoy fair treatment from the management



Change Champion



- helping leadership to grasp the challenges and opportunities of creating a digital culture
- working with employees to help them acquire the ability and behaviors needed to work in the digital economy
- working with the whole workforce to develop digital ways of working, with a heavy emphasis on collaboration.

Change Champion



Digital change is bringing new technologies and solutions into financial services, demanding that **people change how they work and collaborate, and inspiring new customer needs and expectations.** It's not just customers that are changing, but the next generation of employees. Millennials have new expectations about how work should be organized, and the tools and practices companies use.

Change Champion



“are we
ready to
take the
challenge?”

STRENGTHENING PUBLIC-PRIVATE PARTNERSHIP (PPP)/ THE NATURE AND SIGNIFICANCE OF PPP APPROACH IN ORGANIZATIONS



STRENGTHENING PUBLIC-PRIVATE PARTNERSHIP (PPP)/ THE NATURE AND SIGNIFICANCE OF PPP APPROACH IN ORGANIZATIONS

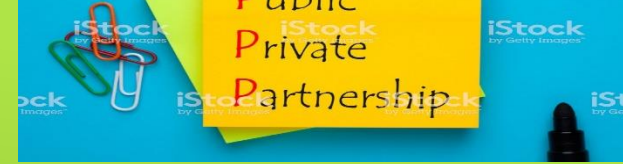
A **public-private partnership** (PPP, 3P, or P3) is a cooperative arrangement between two or more public and private sectors, typically of a long-term nature. It involves an arrangement between a unit of government and a business that brings better services or improve the capacity to operate effectively.^[3] Public-private partnerships are primarily used for infrastructure provision, such as the building and equipping of schools, hospitals, transport systems, and water and sewerage systems. PPPs have been highly controversial as funding tools, largely over concerns that public return on investment is lower than returns for the private funder. PPPs are closely related to concepts such as privatization and the contracting out of government services.

THE NATURE AND SIGNIFICANCE OF PPP APPROACH IN ORGANIZATIONS



Public-Private Partnership refers to an approach which combines positive aspects of Public and private sectors to come up with better public service delivery model. The PPP arrangements neither appear uniformly nor apply in all circumstances. The study investigated whether or not, through water sector reforms PPP has been realized in the provision of water services in Kenya. Using Public choice theory the study used secondary data and primary data from seven (7) Focus Group Discussions, and 33 Key informant interviews. From seven (7) WSPs, the study found out that PPPs exist in regulation, provision and financing of water services and that in Kenya, PPPs have been incorporated more by the community water projects than the Public water companies.

THE NATURE/ROOT IN THE PHILIPPINES



| Year | Highlights of its Root |
|------|--|
| 1986 | <p>After the martial law regime of the Marcos Administration, then President Corazon C. Aquino, government divested itself from non-essential business-related assets acquired during the Marcos era. It also enacted Presidential Proclamation No. 50 in December 1986, which created the Asset Privatization Trust (APT) and the Committee on Privatization (COP) to handle this move.</p> |
| 1987 | <p>The following year, Congress passed the 1987 Philippine Constitution. It defined the role of the private sector as a valuable partner in achieving the development goals of the country. Section 20, Article II specifically states that, “the State recognizes the indispensable role of the private sector as the main engine of national growth.”</p> |
| 1990 | <p>In 1990, the passage of Republic Act 6957 entitled, “An Act Authorizing the Financing, Construction, Operation and Maintenance of Infrastructure Projects by the Private Sector, and for other Purposes,” also known as the Build-Operate-Transfer (BOT) Law brought the participation of the private sector into the frontline of development efforts.</p> |
| 1993 | <p>In 1993, then President Fidel Valdez Ramos amended the BOT law to what is currently known as <u>Republic Act 7718 or the Amended BOT Law and its Implementing Rules and Regulations.</u></p> |

THE NATURE/ROOT IN THE PHILIPPINES



| Year | Highlights |
|------|--|
| | <p>During the administration of President Joseph E. Estrada, the CCPAP- BOTC enter was reorganized into the Coordinating Council for Private Sector Participation (CCPSP) by virtue of Administrative Order 67. This expanded the coverage of the BOT Program into other forms of private sector participation. It was as also during the Estrada administration that the CCPSP formalized its provision of technical assistance support through technical assistance agreements (TAAs) with IAs/LGUs.</p> |
| 2002 | <p>During her presidency, President Gloria Macapagal-Arroyo signed Executive Order 144. This was in 2002. It converted the CCPSP into the BOT Center and lodged it under the Department of Trade and Industry's (DTI) Industry and Investment Group (IIG). Its task was to promote and market not just BOT projects, but transform Public- Private Partnerships (PPP) as the cornerstone of the national infrastructure development plan.</p> |
| 2010 | <p>On September 9, 2010, President Aquino signed Executive Order No. 8 entitled "Reorganizing and Renaming the Build-Operate-and-Transfer (BOT) Center to the Public-Private Partnership (PPP) Center of the Philippines and Transferring its Attachment from the Department of Trade and Industry to the National Economic and Development Authority and for Other Purposes." Under the Presidency of Benigno Simeon C. Aquino III, public-private partnership was tagged as a powerful machinery to help push forward the country's development. Under his administration, private sector participation in the country's economic agenda is clearly defined in his "social contract" with the Filipino people.</p> |

THE NATURE/ROOT IN THE PHILIPPINES



| Year | Highlights |
|------|--|
| 2013 | <p>On May 2013, <u>Executive order No. 136</u> was issued mandating the creation of the PPP Governing Board chaired by the Socioeconomic Planning Secretary, with the Finance Secretary as co-Chair. Included as members of the Board are the Secretaries of Budget and Management, Justice, Trade and Industry, the Executive Secretary and the Private Sector co-chair of the National Competitiveness Council. The PPP Governing is the overall policy-making body for all PPP-related matters, including the Project Development and Monitoring Facility. It shall be responsible for setting the strategic direction of the Philippine PPP Program while creating an enabling policy and institutional environment for PPPs in the Philippines.</p> |
| 2016 | <p>In June 2016, the Duterte administration presented its 10-point socio-economic agenda. Part of the agenda is to accelerate annual infrastructure spending to account for 5% of GDP, with Public-Private Partnerships playing a key role. The new government also envisions to implement more infrastructure projects around the country to generate more employment opportunities and boost economic activities to attain inclusive growth in every region.</p> <p>In line with the government's socio-economic agenda, the PPP Center together with its partners and stakeholders, will continue to strengthen the PPP program through pipeline development, policy reforms, and process improvement to help address the challenges in the country's infrastructure development. It also aims to optimize PPP processes by learning about previous procurement bottlenecks, adopt established best practices and standardize lessons learned. It will continue working closely with implementing agencies and strengthen its collaboration with development and private partners and seek more support for PPPs in the Philippines from various</p> |

SIGNIFICANCE IN ORGANIZATIONS



➤ PROVIDE BETTER INFRASTRUCTURE SOLUTIONS THAN AN INITIATIVE THAT IS WHOLLY PUBLIC OR WHOLLY PRIVATE. EACH PARTICIPANT DOES WHAT IT DOES BEST.

RESULT IN FASTER PROJECT COMPLETION AND REDUCED DELAYS ON INFRASTRUCTURE PROJECTS BY INCLUDING TIME-TO-COMPLETION AS A MEASURE OF PERFORMANCE AND THEREFORE OF PROFIT.



- A PUBLIC-PRIVATE PARTNERSHIP'S RETURN ON INVESTMENT (ROI) MIGHT BE GREATER THAN PROJECTS WITH TRADITIONAL, ALL-PRIVATE OR ALL-GOVERNMENT FULFILLMENT. INNOVATIVE DESIGN AND FINANCING APPROACHES BECOME AVAILABLE WHEN THE TWO ENTITIES WORK TOGETHER.

SIGNIFICANCE IN ORGANIZATIONS



- RISKS ARE FULLY APPRAISED EARLY ON TO DETERMINE PROJECT FEASIBILITY. IN THIS SENSE, THE PRIVATE PARTNER CAN SERVE AS A CHECK AGAINST UNREALISTIC GOVERNMENT PROMISES OR EXPECTATIONS.

SIGNIFICANCE IN ORGANIZATIONS



- THE OPERATIONAL AND PROJECT EXECUTION RISKS ARE TRANSFERRED FROM THE GOVERNMENT TO THE PRIVATE PARTICIPANT, WHICH USUALLY HAS MORE EXPERIENCE IN COST CONTAINMENT.

SIGNIFICANCE IN ORGANIZATIONS



PUBLIC-PRIVATE PARTNERSHIPS MAY INCLUDE EARLY COMPLETION BONUSES THAT FURTHER INCREASE EFFICIENCY. THEY CAN SOMETIMES REDUCE CHANGE ORDER COSTS AS WELL.

BY INCREASING THE EFFICIENCY OF THE GOVERNMENT'S INVESTMENT, A P3 ALLOWS GOVERNMENT FUNDS TO BE REDIRECTED TO OTHER IMPORTANT SOCIOECONOMIC AREAS.

SIGNIFICANCE IN ORGANIZATIONS



THE GREATER EFFICIENCY OF P3S REDUCES GOVERNMENT BUDGETS AND BUDGET DEFICITS.

HIGH-QUALITY STANDARDS ARE BETTER OBTAINED AND MAINTAINED THROUGHOUT THE LIFE CYCLE OF THE PROJECT.

PUBLIC-PRIVATE PARTNERSHIPS THAT REDUCE COSTS POTENTIALLY CAN LEAD TO LOWER TAXES.



DRAWBACKS...

- EVERY PUBLIC-PRIVATE PARTNERSHIP INVOLVES RISKS FOR THE PRIVATE PARTICIPANT, WHO REASONABLY EXPECTS TO BE COMPENSATED FOR ACCEPTING THOSE RISKS. THIS CAN INCREASE GOVERNMENT COSTS

A decorative graphic in the top-left corner featuring a blue background with several yellow sticky notes and colorful paper clips (red, green, blue). The sticky notes contain the text 'Public', 'Private', and 'Partnership'.

Public
Private
Partnership

DRAWBACKS...

- WHEN THERE ARE ONLY A LIMITED NUMBER OF PRIVATE ENTITIES THAT HAVE THE CAPABILITY TO COMPLETE A PROJECT, SUCH AS CONSTRUCTING A HIGH-SPEED RAIL SYSTEM, THE RELATIVELY SMALL FIELD OF BIDDERS MIGHT MEAN LESS COMPETITION AND THUS LESS COST-EFFECTIVE PARTNERING.



DRAWBACKS...

- PROFITS OF THE PROJECTS CAN VARY DEPENDING ON THE ASSUMED RISK, THE LEVEL OF COMPETITION, AND THE COMPLEXITY AND SCOPE OF THE PROJECT.



Public
Private
Partnership

DRAWBACKS...

IF THE EXPERTISE IN THE PARTNERSHIP LIES HEAVILY ON THE PRIVATE SIDE, THE GOVERNMENT IS AT AN INHERENT DISADVANTAGE. FOR EXAMPLE, IT MIGHT BE UNABLE TO ACCURATELY ASSESS THE PROPOSED COSTS.

▶ But looking forward ...

RESKILLING HR PROFESSIONALS FOR THE WORKPLACE IN THE FUTURE WILL NEED **PUBLIC-PRIVATE PARTNERSHIP** BECAUSE OF THE RAPID GROWTH OF AUTOMATION AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES THAT MOSTLY ONLY PRIVATE SECTORS/COMPANIES COULD PROVIDE ...





THANK YOU

