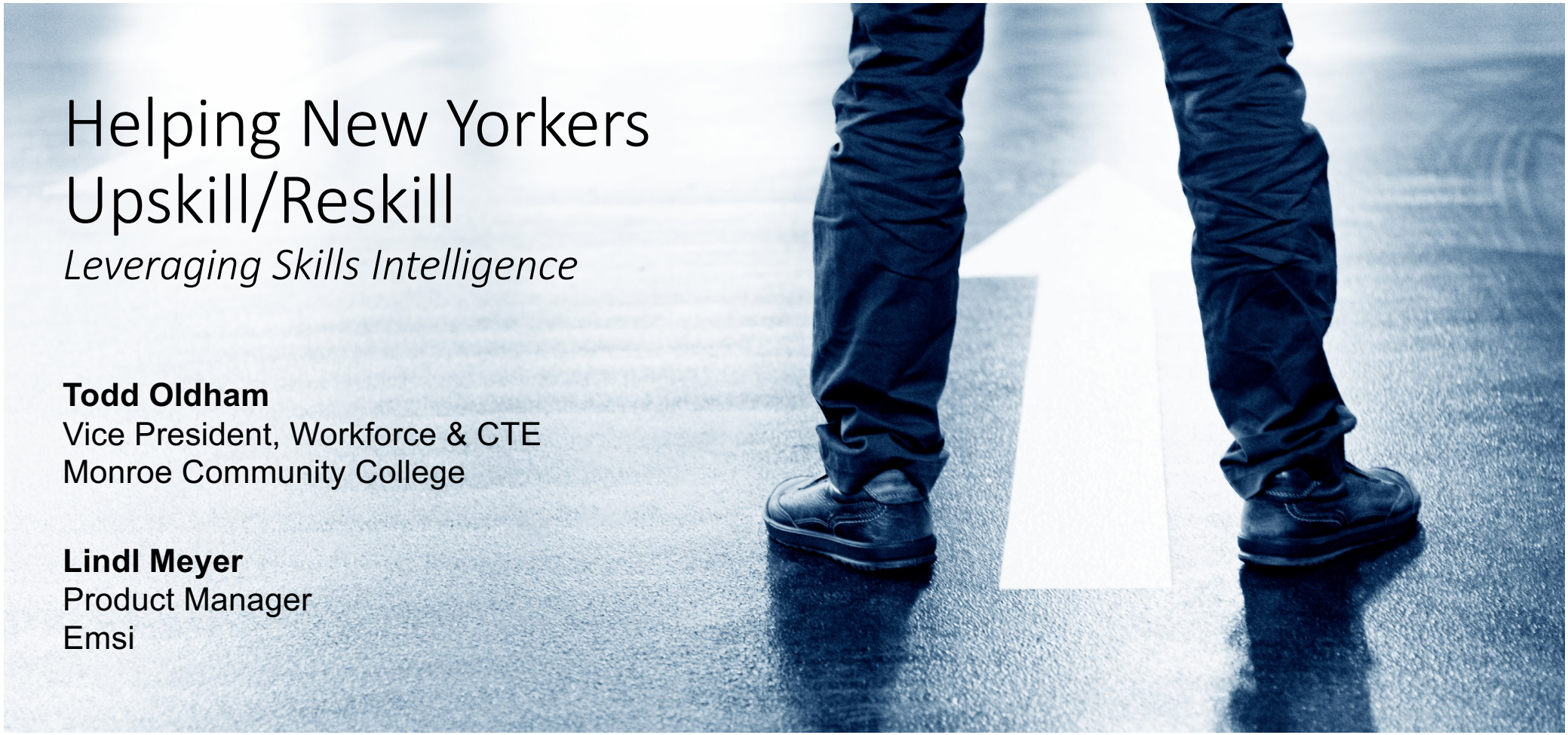

Helping New Yorkers Upskill/Reskill

Leveraging Skills Intelligence

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Product Manager
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Economic & Workforce Development Center
MONROE COMMUNITY COLLEGE

Understanding Skills as a Driver of Employability

Emergent Trends Involving Skills and Education

1) A hiring dynamic where there is a greater willingness to hire based on skills and competencies independent of traditional higher ed credentials

2) Non-traditional providers developing **alternate credentials** that provide an individual a new way to access **non-degree career pathways**

3) New “big data” applications have emerged based on job posting analytics technology that allow for measuring demand for emergent and current skills, skill clusters and other non-credential factors desired by employers – Demand and Supply Side

   - Skills increasingly emerging as a driver for employment that can exist independent of the traditional credential

   - These dynamics point to a new perspective on skills and their impact on both curriculum, advisement career services and employability of graduates

Degrees & Higher Education

Despite new ways to gain skills and enter the workforce, higher education remains principal to the hiring process.

Three-quarters of respondents (74%) report that their company requires the submission of a credential in their hiring practices. This traditional approach carries over into how employers use this information when hiring. Only one quarter (26%) of respondents say the credential is analyzed and put into a holistic view of the candidate. The plurality (41%) report that credentials mostly act as a verification of skills.

As major organizations begin to participate in discussions around the importance of skills and credentials in the future of hiring, respondents anticipate changes in their organizations' hiring requirements and the application of new criterion moving forward.

Over three-quarters of respondents (78%) agree that employers will have to reevaluate their hiring requirements to find candidates to fill vacant positions.

As skills become more of a focal point in the hiring process, hiring decision makers expect skills assessments to become more important when evaluating candidates. Over two-thirds of respondents (67%) say the use of skills assessments as part of the interview process will increase in the next year.

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Competency and Skills-Based Hiring

As employers look to reevaluate their hiring requirements to find qualified candidates and fill vacant positions, educational institutions should shift their focus as well to competencies and skills. Respondents reported that competency is more important to their organizations than a formal education when evaluating a potential candidate.

When asked to rank different types of skills such as digital skills, critical thinking and problem-solving skills, communication skills, technical skills, and other interpersonal or soft skills in importance to their company when hiring, respondents were most likely to list critical thinking skills as most important.

Despite a heavy emphasis on the digital economy and marketplace, respondents were most likely to rank digital skills as least important when hiring.

This may be in part due to the concept of teachability of certain skillsets, versus the importance of somewhat inherent skills such as critical thinking and problem-solving, as well as the variety of useful applications of such skills across all roles and industries.

Competency is the most important factor in an organization's hiring practices when evaluating a potential candidate, preferred over a formal degree.

COM • PE • TENCE

NOUN: **COMPETENCY**

Defined for the purposes of this study as:

1. **ABILITIES, ATTITUDES, KNOWLEDGE, SKILLS, TASKS, AND TOOLS OR TECHNOLOGIES ASSOCIATED WITH SOME TASK WHICH CAN BE OBSERVED, MEASURED, OR OTHERWISE ASSESSED**

Source: US Chamber of Commerce Foundation, "Modern Talent Marketplace Hiring"

Google announces 100,000 scholarships for online certificates in data analytics, project management and UX

Published Mon, Jul 13 2020•10:07 AM EDT • Updated Tue, Jul 14 2020•11:20 AM EDT

Abigail Hess
@ABIGAILJHESS

Share

Today, Google announced three new online certificate programs in data analytics, project management and user experience design.

The certificates are created and taught by Google employees, do not require a college degree, can be completed in three to six months and are offered through the online learning platform Coursera. Google says it will consider all of its certificates as the equivalent of a four-year college degree for related roles at the company.

"This is not revenue-generating for Google," says Google vice president, Lisa Gevelber, who leads Grow with Google and Google for Startups and serves as the company's Americas chief marketing officer. "There's a small cost from the Coursera platform itself — the current pricing is $49 a month — but we want to ensure that anyone who wants to have this opportunity, can have it."

The tech giant has committed to funding 100,000 need-based scholarships for individuals enrolled in any of these career certificate programs and will be awarding over $10 million in grants to YWCA, NPower and JFF — three nonprofits that partner with Google to provide workforce development to women, veterans and underrepresented Americans.

Gevelber says Google chose the specific fields of data analytics, project management and user experience because they can lead to "high-growth, high-paying careers."

M
CC

IBM

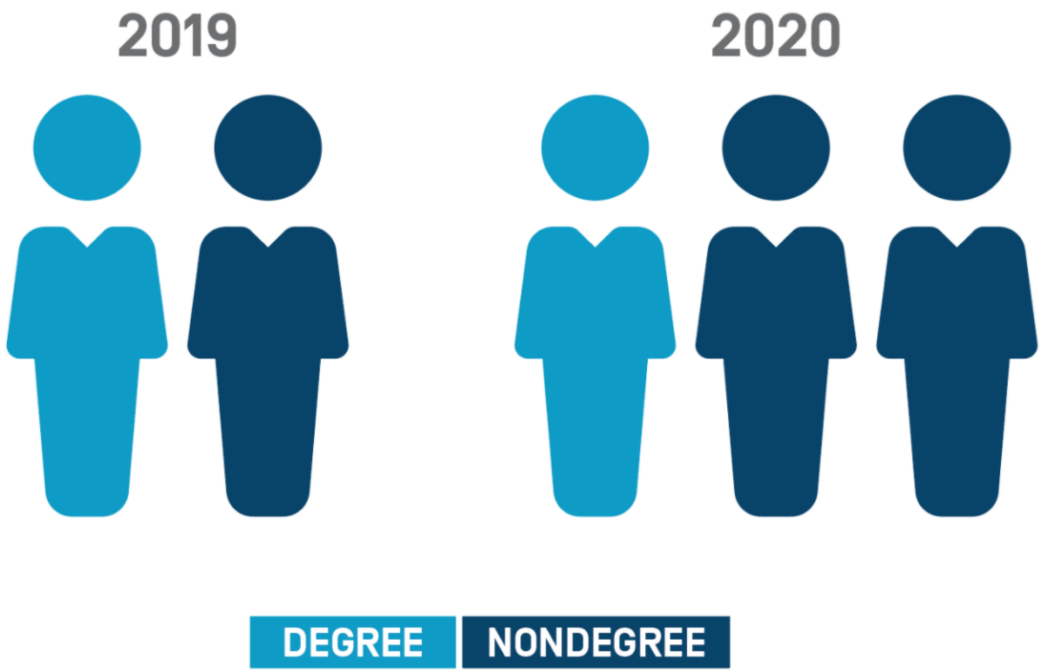
salesforce

Microsoft

amazon

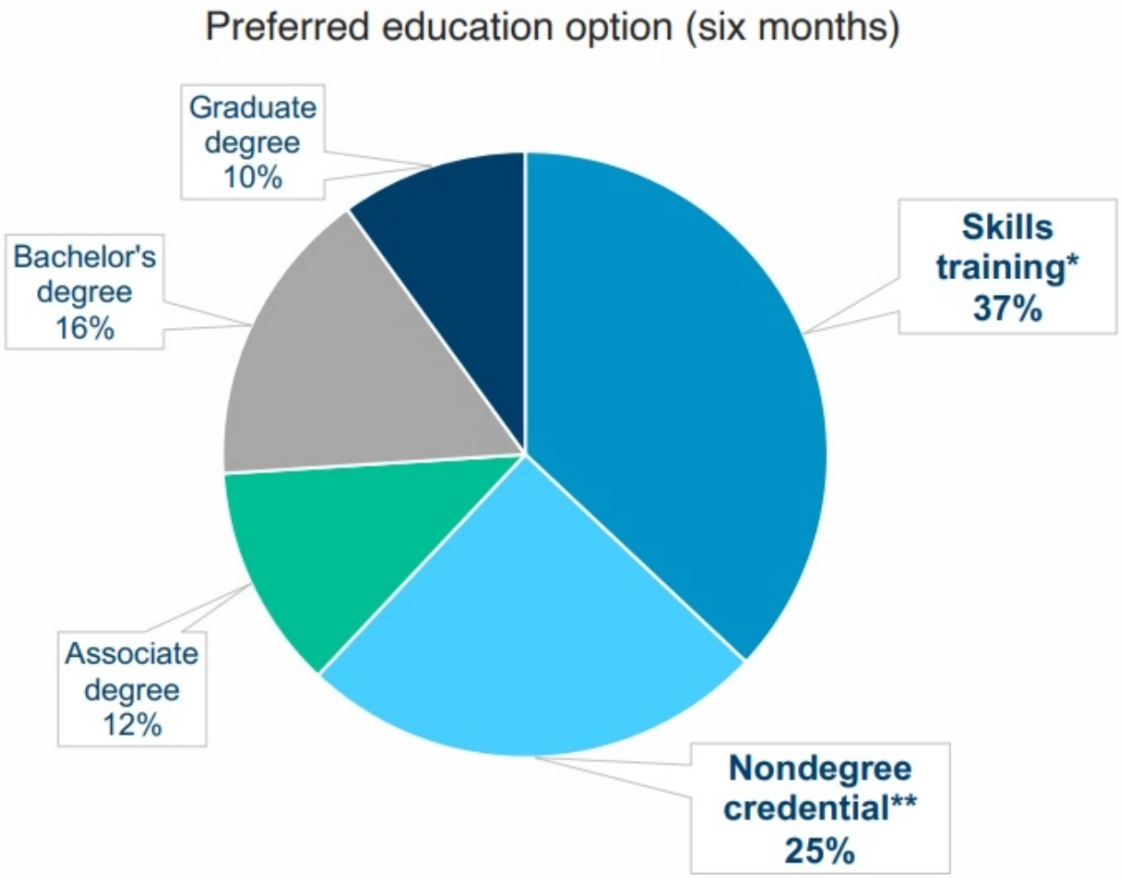
Strada's COVID-19 Work & Education Survey

2 in 3 (**68%**) adults considering enrolling in education **prefer nondegree pathways**, up from 1 in 2 (**50%**) a year ago.



Source: Strada COVID-19 Work and Education Survey. September 2020

Strada's COVID-19 Work & Education Survey



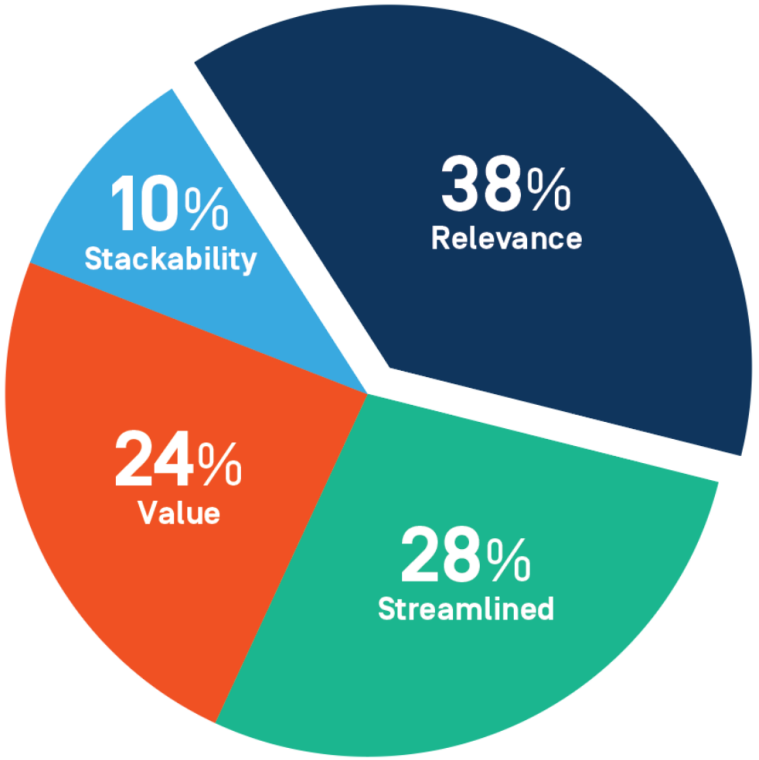
Strada Center for Consumer Insights Public Viewpoint survey, April 15-Aug. 6. Base: adults ages 18 and older, n=5,272.
*Courses for skills training or personal development. **Certificate, certification, or license.

The focus for potential students right now is on career relevance, academic quality and flexible programing.

Source: Strada, Inside Higher Ed, *Alternative Credentials on the Rise. Aug. 2020*

Strada's COVID-19 Work & Education Survey

2 in 5 Americans [**38%**] say the most important factors in choosing an education program are whether it is **related to their work** and **suited to their personal needs**.



Stackability
- Would lead to additional education or training in the future

Value
- Better value
- More benefit to my job or career advancement

Relevance
- Required in my field of work
- Better fit for my personal needs
- More applied/ relevant to my work

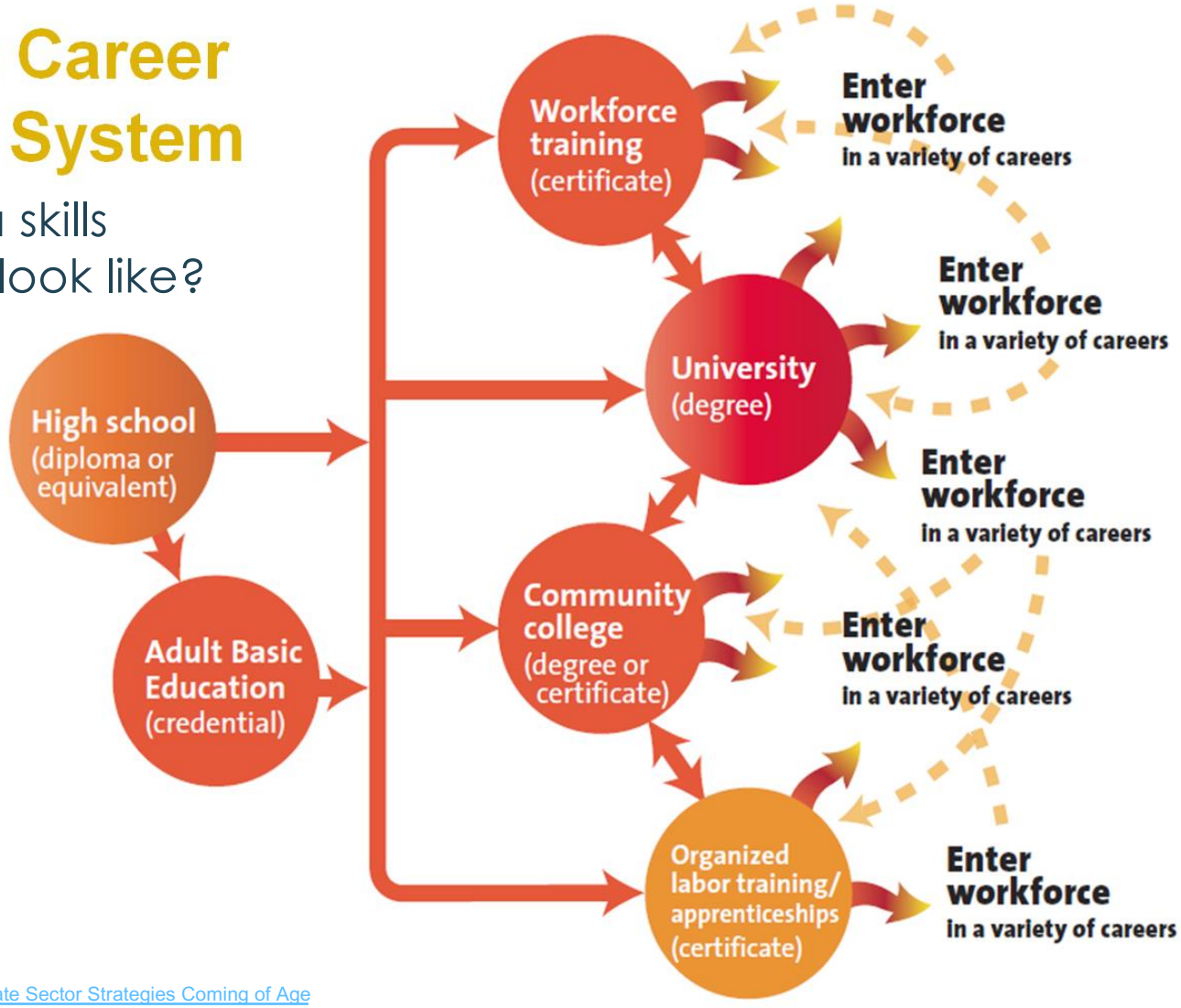
Streamlined
- Faster
- Cheaper
- More convenient

Source: Strada COVID-19 Work and Education Survey. August 2020

Sources of Skills Data

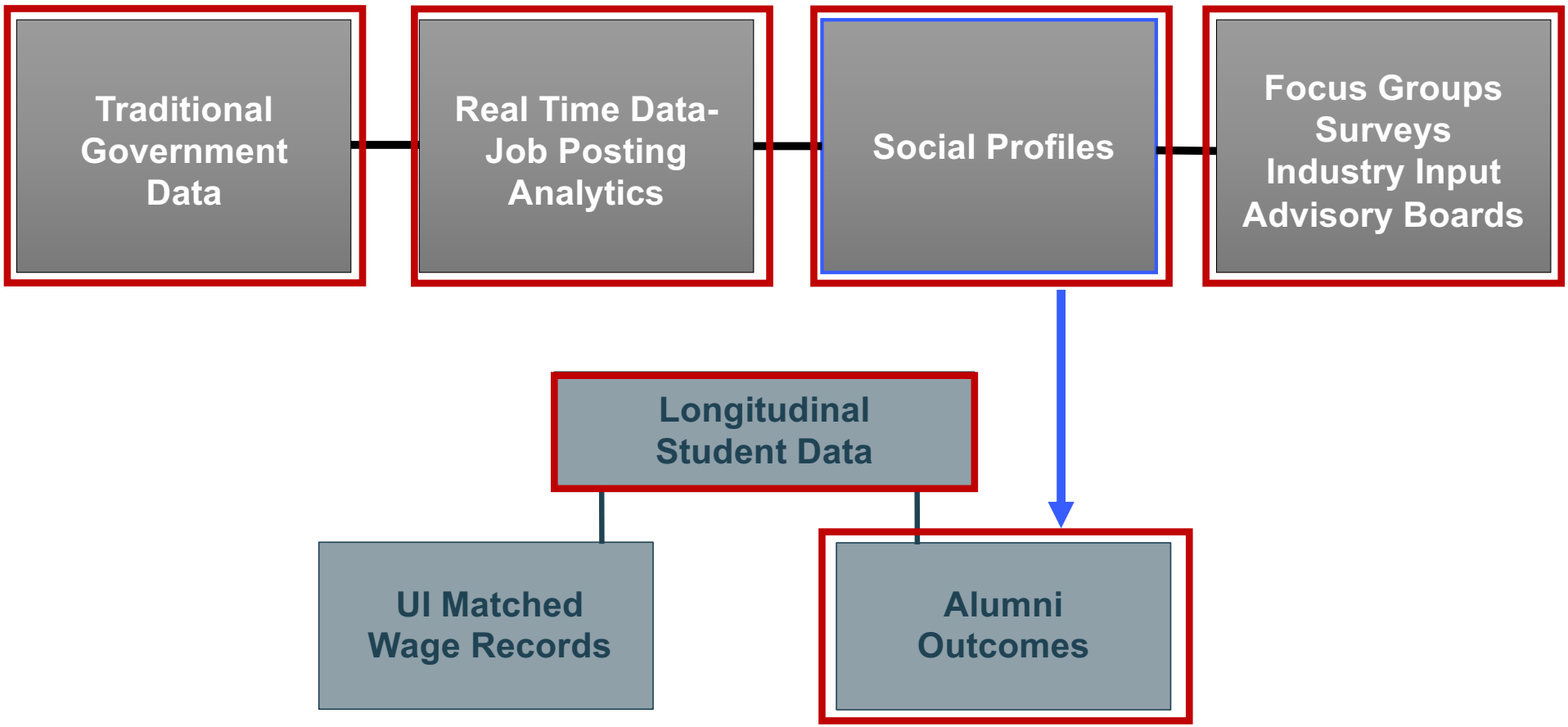
Dynamic Career Pathway System

What does a skills perspective look like?



Source: National Governors Assocation: State Sector Strategies Coming of Age

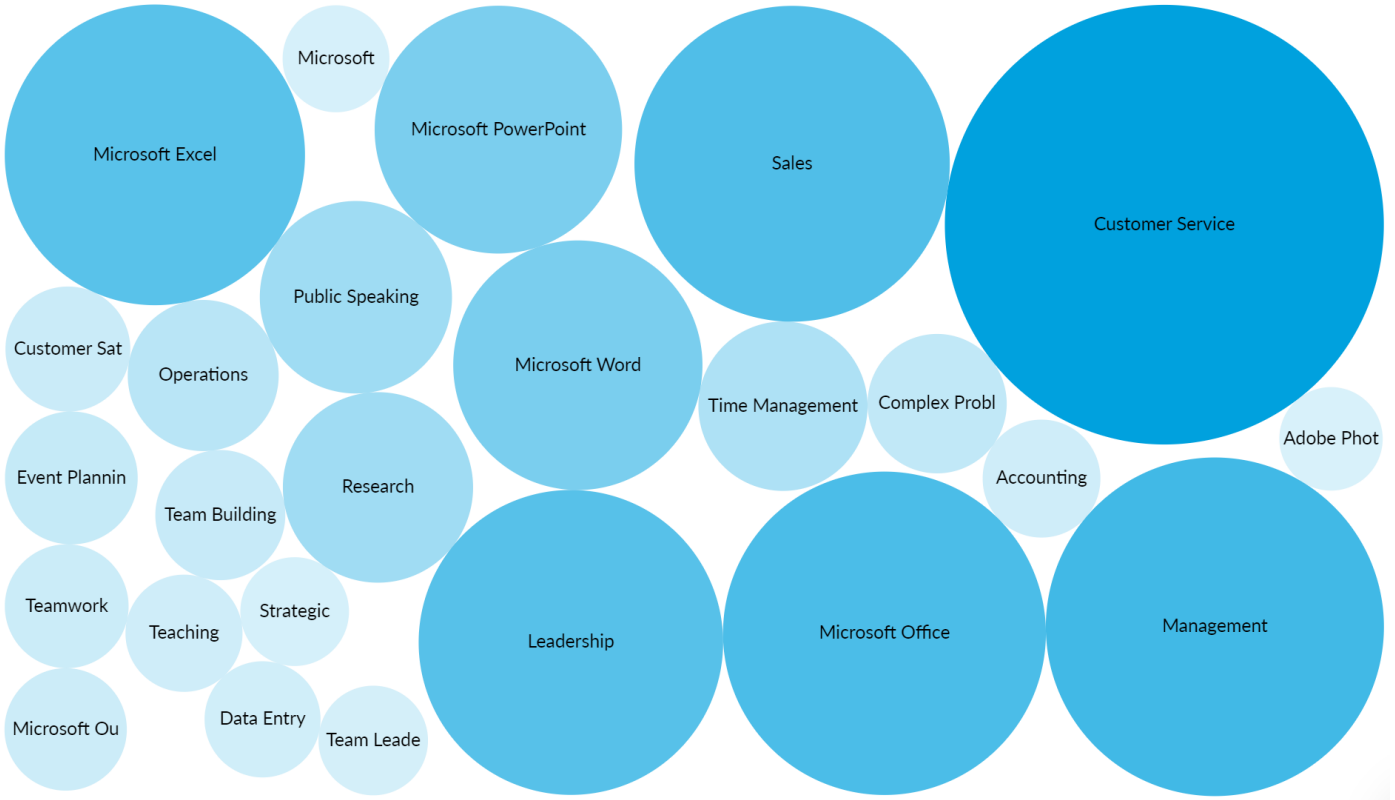
Sources of Skill Based Labor Market Data



Employment and Skill Patterns in MCC Programs

Based on analysis of social profiles

Alumni: What skills do they possess?



Source: EMSI

What do we see in these patterns for MCC?

“Human skills” are dominant and among the highest frequency of stated skills sets by graduates

- Customer Service
- Microsoft Office as well as MS Application
- Management
- Leadership
- Sales
- Team Building (except CS)
- Public Speaking (except CS)
- Research
- Critical thinking/troubleshooting

Mpower partnership: Upskilling and Reskilling

mpower: Skills Based Response to COVID

The Objective:

To offer support services designed to meet the needs of two learner profiles of Monroe County residents:

1.) displaced workers and residents seeking training to support entry into a new career opportunity and,

2.) local employers seeking to upskill their incumbent workforce.

Career Services for Individual Learners

Skills Emphasis

- **Multi-Stage Recruitment and Intake Process for Learners**
- **Career and Education Advisement**
- **Enrollment and Registration Management**
- **Case Management and Workplace Earn-and-Learn Assistance**
- **Job placement assistance**

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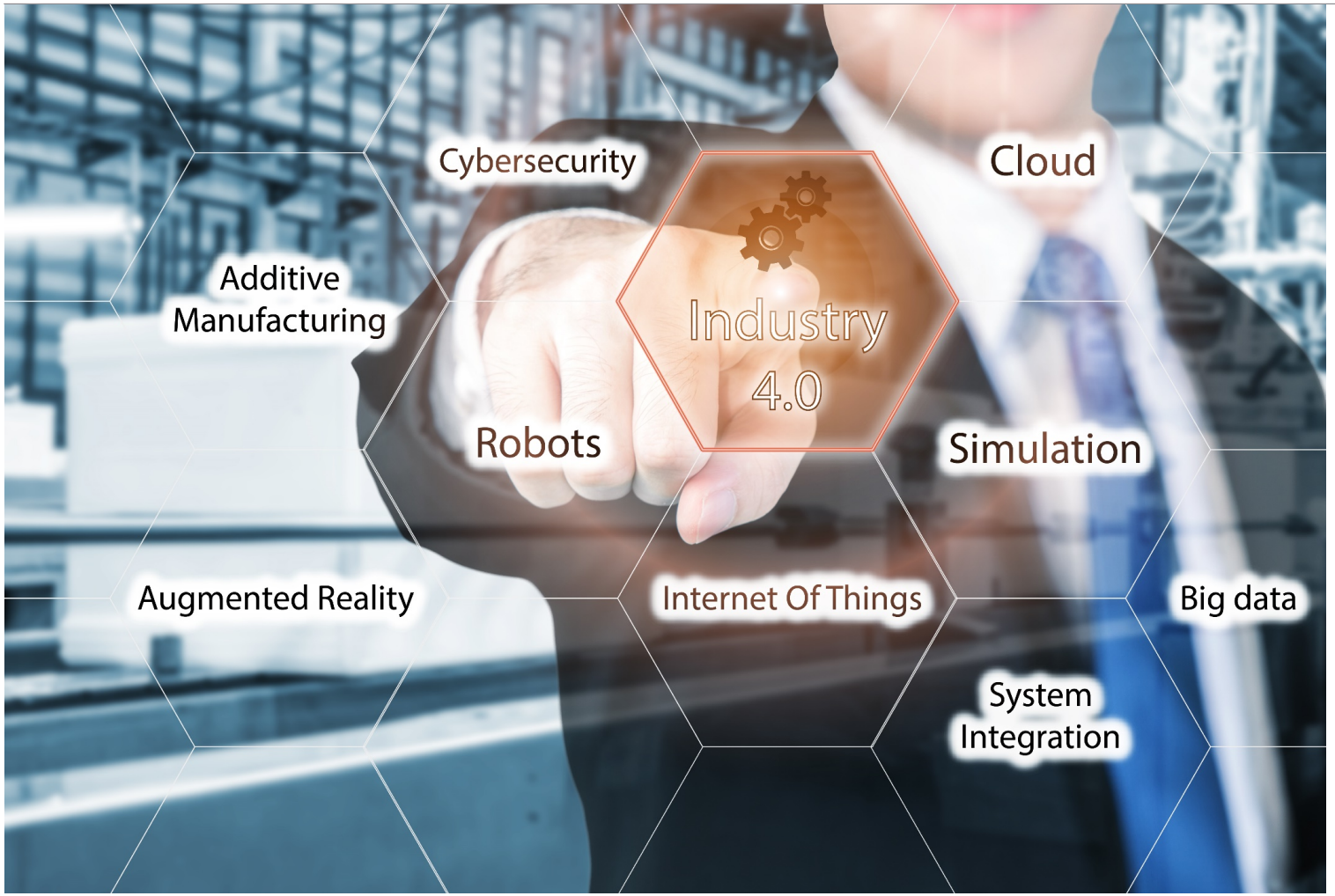
Future of Work: Industry 4.0



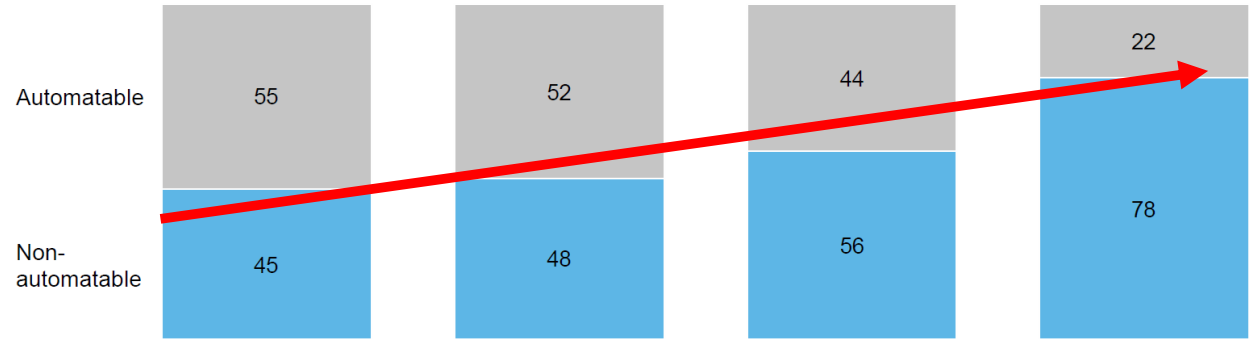
- ✓ Smart Cities
- ✓ Manufacturing
- ✓ Healthcare
- ✓ Service Industries
- ✓ Integrated IT
- ✓ Transportation
- ✓ Hospitality

Transitioning the Workforce – Industry 4.0

Exhibit 4

Occupations requiring higher levels of education and experience have lower automation potential

Technical automation potential of work activities by job zone in the United States
%



	Less than high school	High school or some experience	Some post-secondary education	Bachelor's and graduate degrees
Example occupations	▪ Logging equipment operators ▪ Taxi drivers	▪ Stock clerks ▪ Travel agents ▪ Dental lab technicians ▪ Firefighters	▪ Nursing assistants ▪ Web developers ▪ Electricians ▪ Legal secretaries	▪ Lawyers ▪ Doctors ▪ Teachers ▪ Statisticians ▪ Chief executives

NOTE: We define automation potential according to the work activities that can be automated by adapting currently demonstrated technology.

SOURCE: US Bureau of Labor Statistics; O*Net; McKinsey Global Institute analysis

MCC's Future of the Technician Workforce Study

Key Industry Sectors:

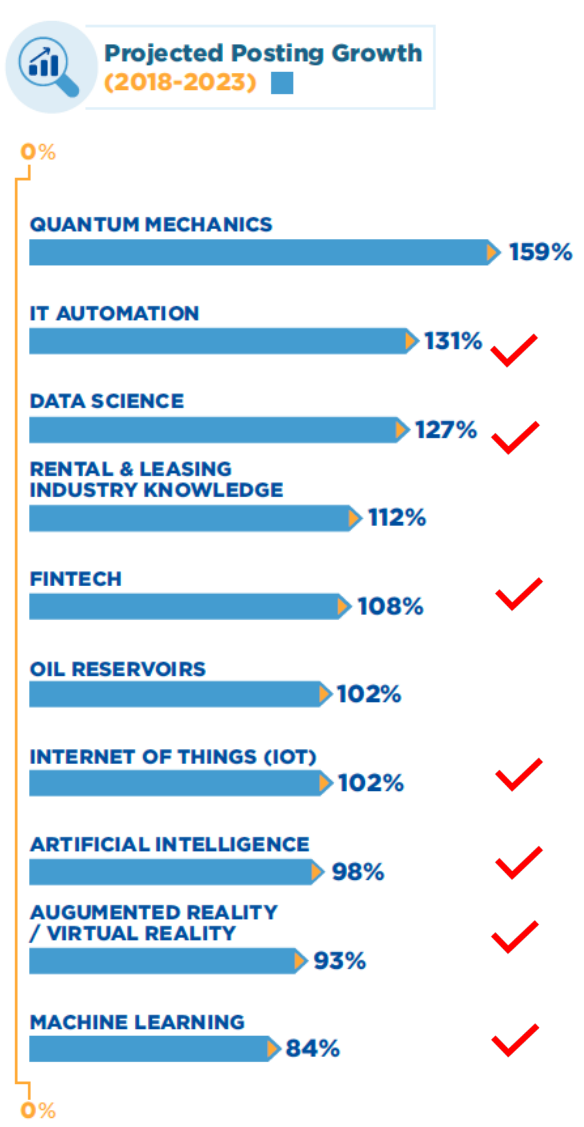
- Manufacturing & Automation
- Information Technology
- Health Care
- Human Resources & Professional Services

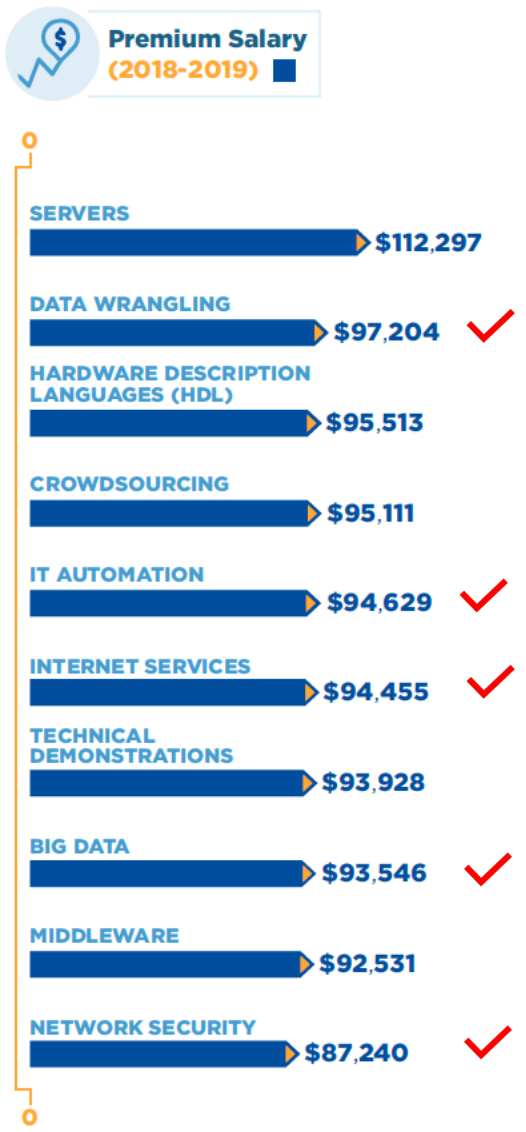
Cross Industry Sector Competency Requirements:

- Soft Skills
- Data Collection, Analysis & Visualization
- Coding & Programming
- Systems Integration
- Testing, Inspection & Quality Checks
- Cybersecurity

Top 10 Skill Clusters | 12 Months

High School / Less Than Associate's, Associate's Degree
NEW YORK STATE





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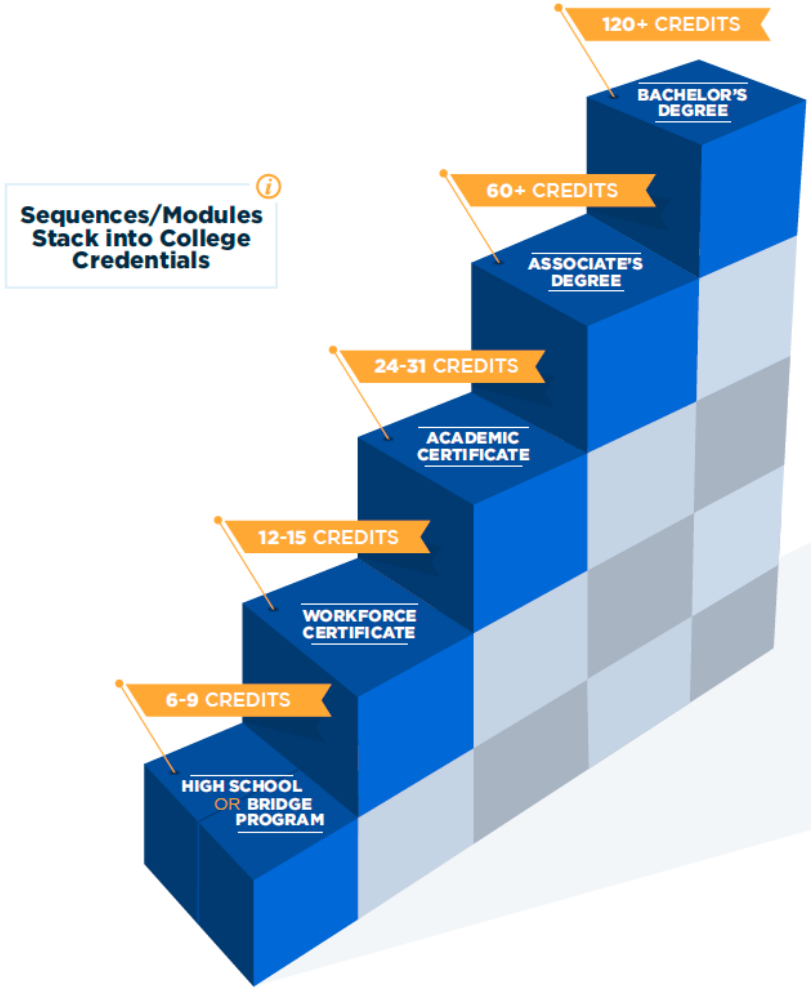
Modularized Educational Pathway



Sequences/Modules Stack into College Credentials

Learn & Earn
- Coops
- Internships

Early College HS

Micro credentials & Certificates

Apprenticeships

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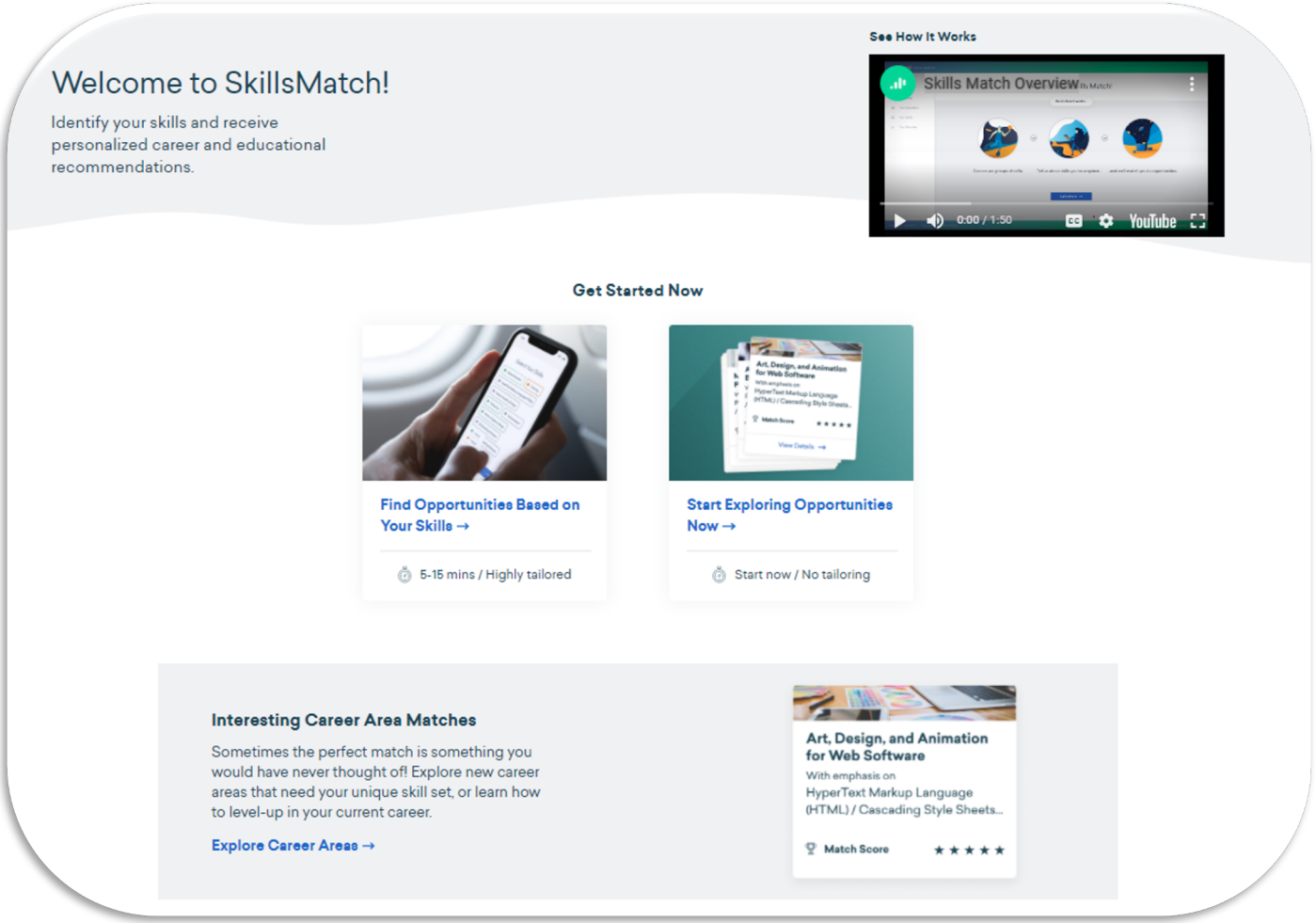
Advising the Student through the Skills Economy:
Emsi SkillsMatch

Emsi SkillsMatch



Questions and Discussion

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