

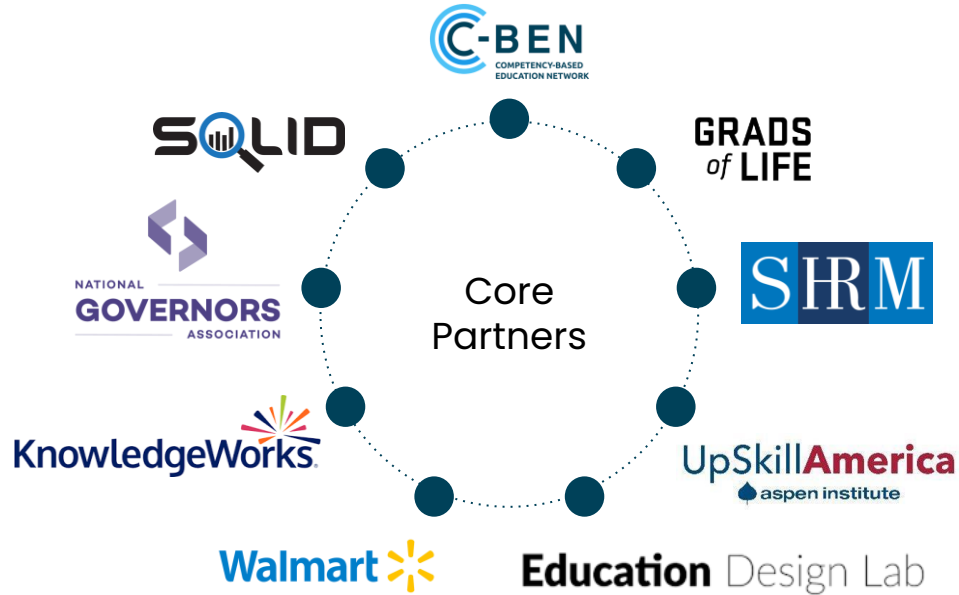
Building Trust: Assessing + Validating Skills

Moderator: Tiffany Nicholson, SHRM

Panelists:

- Amber Garrison-Duncan, CBEN
- Naomi Boyer, Education Design Lab
- Taylor Hansen, US Chamber of Commerce Foundation

Partnership for Skills Validation



Partnership Overview

Initiative Goal(s): C-BEN will facilitate, along with Education Design Lab, a cross-sector partnership to rapidly produce key narratives, resources, and guidance that results in a cohesive perspective of the role of validation and assessment in skills-based talent management, while also supporting implementation of new practices with employers, education, and state workforce systems.

Partnership

Design Sprints

Communications Strategy

Solution Sprints



Sprint 1: Vision, Design, Populations

A visionary group of C-level leaders who can **set a common vision** for the role of assessment in skills-based hiring, establish design principles & identify personas



Sprint 2: Common Language

Create guidance on common **definitions, key terms & calls to action**



Sprint 3: Quality & Equity in Assessment

Design a validation system for the nation's most vulnerable populations by creating guidelines & strategies to **mitigate bias in assessment**, ensuring equitable skills validation for marginalized communities



Sprint 4: Assessment innovations for scale

Facilitate a cohort of performance-based assessment innovators, using quality assessment guidance created by the partnership, to develop **field-facing models** of assessment practices and **guide innovators** on solutions still needed



Sprint 5: Implications for QA & Policy

Clarify the role of skills & competencies within QA processes by **assisting QA agencies** to understand adoption practices, trends & levers for scale of innovations in performance-based assessments



Sprint 6: TBD

Vision

In this new talent ecosystem, skills have never mattered more. Leaders in business, government, and civil society have an opportunity to advance workforce mobility through innovation and collaboration.

To make this skills-based world a reality, we must start by building trust in skills as the currency for talent. Skills-based assessment and validation offer the framework to build that trust.

- We advocate for the transition to quality evidence of demonstrations of skills for hiring, training, and upskilling.
- We advocate for the creation of scalable systems, built on models for skills assessment and validation.
- We call on other companies, education providers, and assessment experts to join us in this critical work – creating the consensus and capacity needed to grow this movement.

Retail: Career-Switch Cassie



Her Story: Cassie, 25, works full-time as a **sales associate** at a retail department store. She lives in Atlanta, GA with a roommate. Cassie has a high school diploma and has also taken some business classes at the local community college.

Cassie is still paying off student loan debt from those classes and has a limited income. She likes her field, but knows she needs to gain new skills in order to transition to a better-paying role in e-commerce or digital marketing.

Cassie plans to take advantage of employee-sponsored training programs to offset the costs of getting her certification and prepare her to advance in her career.

Career Goals

Short-term

- **Develop expertise** in online retail and digital marketing
- **Hone skills** in sales performance and customer service
- **Increase earnings** through commissions, performance bonuses

Long-term

- **Earn a degree** in Business Administration or Marketing
- **Find a stable, higher-paying position** in e-commerce or marketing

Challenges

- **Limited opportunities for advancement** in current position
- **Balancing commitments** to work and school

Motivations

- **Higher wages, better benefits,** and **opportunities for career growth**
- **Professional passion** for helping brands enhance their retail experience

Paths to Advancement

- **Flexible, skills-based** education and training programs where performance-based assessments are used to validate skills
- **Certifications** in customer service, digital marketing

CONNECTION TO PARTNERSHIP FOR SKILLS VALIDATION

For early-career workers like Cassie, skills-validation can provide pathways to advancement and help them prove they have the relevant skill sets for a new position.

Manufacturing: Reskilling Ryan



His Story: Ryan, 32, works full-time as a **frontline assembly worker**, supplying critical parts for domestic automakers. He lives in Detroit, MI with his wife and two elementary school-aged children. Ryan graduated high school and started community college, but dropped out in his sophomore year to enter the workforce full-time and support his family.

Ryan is proud of his work and knows his industry is changing fast – technologies like EVs and automated assembly have already started to arrive.

He wants to keep up with his industry and gain the knowledge and skills that will help him advance, but doesn't have much free time on weekends or after work.

Career Goals

Short-term

- **Obtain certifications** in automation and robotics
- **Build technical skills** to improve job performance

Long-term

- **Transition** into a supervisory or technical specialist role
- **Improve his family's financial status**, begin saving for his kids' college education

Challenges

- **Paying for further education** while managing household expenses
- Finding programs that offer **practical, hands-on learning**

Motivations

- **Keeping pace** with rapid tech advancements in manufacturing
- **Providing a better future for his family**

Paths to Advancement

- **On-the-job experience** and **peer learning opportunities**
- **Online courses** in operations and systems design
- **Employer-sponsored trainings** that offer hands-on experience

CONNECTION TO PARTNERSHIP FOR SKILLS VALIDATION

Finding and retaining skilled workers like Ryan is good for business. Skills-first talent management practices like access to employee-sponsored training and on-the-job skills validation allows employers to find, keep, and develop high-performing employees.

Nursing: Re-Licensing Linda



Her Story: Linda, 27, lives in San Antonio, TX where she works full time as a entry-level **nursing assistant**. She is a single mother and her son just entered elementary school.

With Linda's son in school full time, she has been able to take on rotating overtime shifts at night and on weekends. The additional income is helpful, but she still struggles to make ends meet, and relies on her extended family for childcare support.

Linda wants to improve her work-life balance so she can spend more time with her son. Her dream is to one day earn a B.S. in nursing through the local university's night program.

Career Goals

Short-term

- **Gain licensure** to become a Licensed Vocational Nurse
- **Secure a stable, long-term position** with benefits and more flexible hours

Long-term

- **Earn additional credentials** to become a Registered Nurse and eventually earn her B.S. in Nursing
- **Develop skills** to move into a specialized field like pediatric nursing

Challenges

- **Navigating complex requirements, prerequisites** for nursing programs
- **High competition** for higher paying positions in the field

Motivations

- **Higher wages, job stability, and opportunities for career growth**
- **Support** from family, friends, and peers in the nursing field

Paths to Advancement

- **Obtaining certifications and licensure** to advance her career
- **Flexible, affordable educational options**
- Workplace-provided **training and tuition reimbursement**

CONNECTION TO PARTNERSHIP FOR SKILLS VALIDATION

For a worker looking to grow in specialized skills and seeking long-term career advancement, on-the-job learning and employer-sponsored credential programs could be an accelerator for Linda's career trajectory and set her apart from other candidates.

Military: Searching Samir



His Story: Samir, 29, was an **IT support manager** in the military. Samir is ready to transition into civilian work. While he has many technical skills, Samir decides to pursue a new career in human resources.

Samir has a BS in Business Administration and supervisory experience, but no relevant work experience in HR. He is willing to take on a part-time or contract role in benefits enrollment or operations while he gains experience in a new field. He hopes to one day work in executive recruitment.

Samir is single and lives in Charlotte, NC, in a house with several roommates. He has some savings, but is worried about paying for a long-term training program without a steady source of income. He's also unsure about what credentials he needs to access and succeed in his new field.

Career Goals

Short-term

- **Secure a entry-level, part-time role** in benefits enrollment, with a potential pathway to full-time role.
- Secure credentials that **demonstrate existing, relevant skills**.

Long-term

- Consider **moving to a larger city** with more sectors and larger company footprint.
- Pursue a **one-year masters in management** or a **professional certification** in HR.

Challenges

- **Translating experience** in IT and his four-year degree to new sector.
- **Identifying transferable skills** in operations and customer service.

Motivations

- Finding a **short-term source of income**, with a pathway to higher wages and job stability.
- Transitioning to a **more fulfilling career path**.

Paths to Advancement

- Seeking **skills validation** for previous on-the-job experience.
- Finding an entry-level contract role at a large company, with an **in-house training and career advancement** program.

CONNECTION TO PARTNERSHIP FOR SKILLS VALIDATION

For workers like Samir who are looking to reenter the job market or switch sectors, finding ways to validate existing skills, including “people skills,” can help them find long-term employment – and helps companies spot talent they might otherwise miss.

DRAFT Quality and Equity Principles

- **Equal Access and Equity in Performance-Based Evidence**
- **Quality and Transparency in Skills Validation**
- **Technology and AI for Equitable Assessment**
- **Capturing and Documenting Performance-Based Evidence**



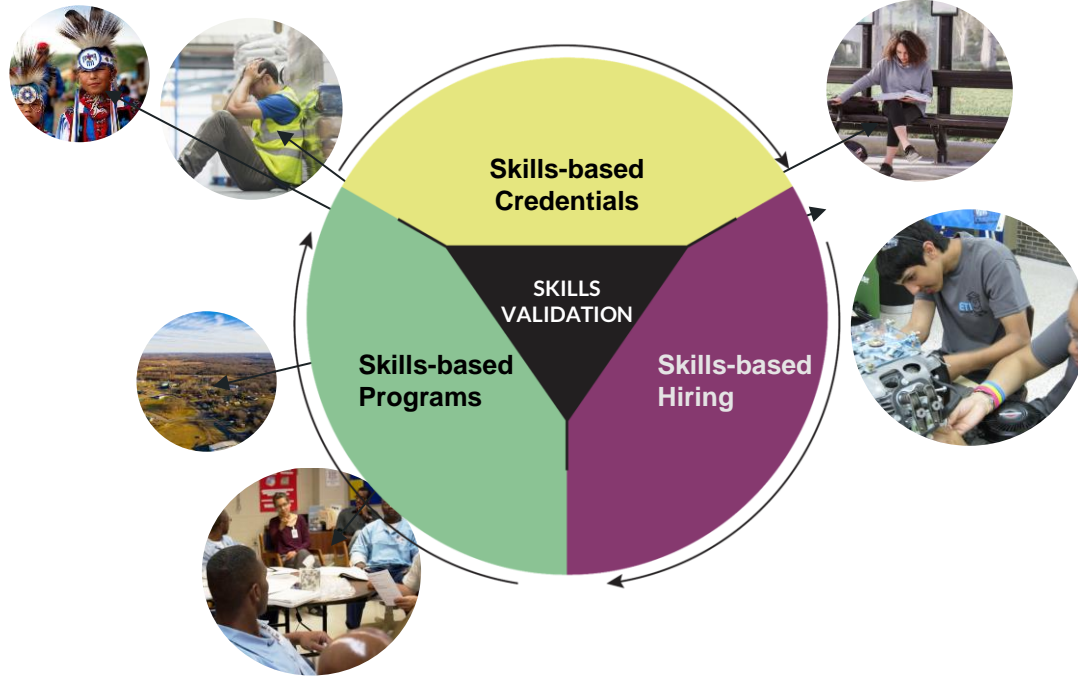
Skills Validation Network

Innovation in Skills Validation



Skills Validation Network

Pursuing a **Validated** Skills-Based Ecosystem



The mission of the Network is...

TO: **Expand the methods, tools, and opportunities available to validate skills gained through work and life experience,**

FOR: **Individuals skilled through alternate routes (STARs),**

BY: Leveraging Education Design Lab's **durable skills competency framework**, the **XCredit ecosystem**, and the Network's **collective resources and expertise.**

Our Hypothesis

Individuals are diverse.

Their **experiences** are diverse.

The **methods** through which they
can **demonstrate their skills**
must also be diverse.



Problem to Address

Many STARs aren't sure what their skills are, or aren't sure which skills they have that are valued by employers. **They don't know how to tell their skills story.**



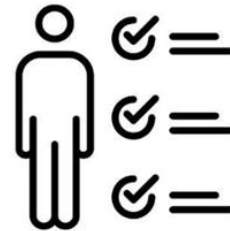
- **Employers:** Job candidates need help articulating their skills and experiences more effectively
- **Career Counselors:** Need ways to decrease “on ramp” time for understanding job seeker pathways to success

Method: Self-Assertion

Description: Validate skills based on an individual's statement of their own skills and proficiency levels

- List of self-identified skills
- Resume
- Written narrative about personal performance
- Self-assessments of skills

Likely to be part of a multi-tiered validation process: Data from multiple forms of skills validation (such as self-assertion, performance evaluation, assessment) are cross-referenced for patterns to produce validations with a stronger level of confidence

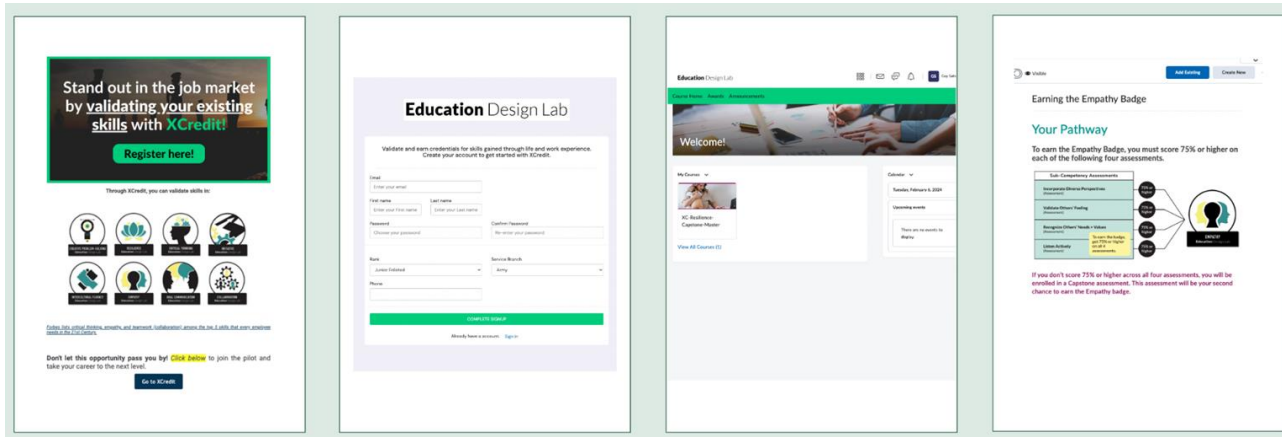


Prototype Overview

- Skills Story is an interactive chatbot that helps STARs extract employable skills to validate by telling about their lives and experiences. It is designed to:
 - Ask a series of simple, targeted questions to learn about a STAR
 - Understand input from STAR to identify durable skills
 - Structure output for STAR so they can validate their skills, linking their self-assertion to evidence

Prototype Experience

During the account creation process, Sandeep is presented with the opportunity to tell a story to help him determine which skills to validate.



Skills Story

Align Your Skills with the Education Design Lab Durable Skills Framework

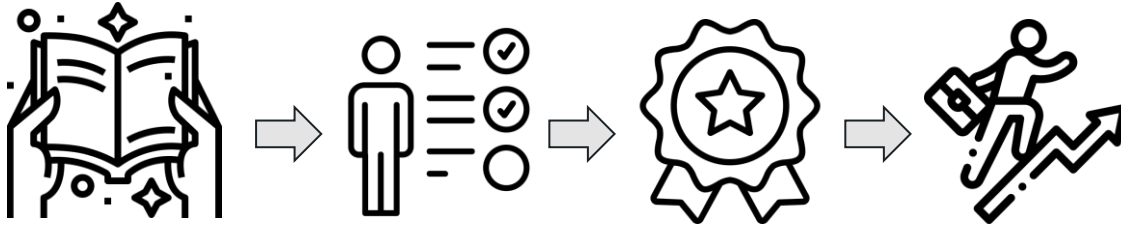
Skills Story helps you identify the skills you already have that are essential for success in today's dynamic job market. Use our tools to assess your current skills and find out how you can improve and align them with the our durable skills framework.

Get Started

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Prototype Experience

The chatbot will recommend one or more skills Sandeep can validate based on his story.



Skills Story

Skills Story Recommends...



INITIATIVE
Education Design Lab

Based on your experience freelancing with Upwork, you may be skilled at Demonstrating Self-Awareness.

This involves:

1. Accurately identifying your strengths and limitations
2. Reflecting on how your personal beliefs impact your interactions with others
3. Using your awareness of past actions to inform your future actions
4. Recognizing your personal motivations and biases
5. Identifying and managing your emotions in a variety of contexts

[Take an Assessment to Validate This Skill](#)

Prototype Experience

Sandeep is not sure what skills he has that are valuable to employers, so he launches the Skills Story chatbot and is prompted to tell his story.



Vidyard Recording

Prototype Experience

The chatbot is trained using the Lab's competency framework, desired tone, point of view (career counselor) and specificity of quality validators.

Paragraph **B** *I* ~~X~~

Background

You are an expert in career development.

Your role is to help people find out what skills they have.

You are talking to an entry level worker who is looking for a new job.

Your Workflow

Step 1

First, are you currently looking for a job?

If yes, go on to Step 2.

If no, go on to Step 3.

Step 2

After they respond, then ask what kind of job they are

Competency Statement	Sub-Competencies Competency Statements	Learning Objectives
Resilience in the 21st century includes the capacity to bounce back in the face of stress, challenge, and adversity. Resilient individuals exhibit these four sub-competencies: the capacity to learn from experience; exhibit flexibility; demonstrate self-awareness; and focus on solutions.	Exhibit Flexibility:	1. Identifies and manages personal emotions caused by changing circumstances. 2. Identifies available courses of action, as a result of changing circumstances. 3. Adapts, deciding on a viable course of action, to respond to new circumstances. 4. Reflects on reaction to change as well as impact of selected course of action, in order to determine if any further adjustments are needed.
	Adapts and adjusts to new and changing situations.	
	Demonstrate Self-Awareness:	1. Accurately identifies own strengths and limitations 2. Reflects on how personal beliefs may impact interactions with others 3. Uses awareness of past actions to inform future actions 4. Recognizes personal motivations and biases.
	Evaluates their own performance; recognizes their motivations; and manages their anxiety.	

References

Search library

Upload Document
.pdf, .docx, .pptx, .xlsx or .txt
max file size 30mb

Copy of Durable Skills Framework
SOURCE OF TRUTH.xlsx - 21st
Century Skills Framework J.csv

6/7/2024 · Alexi Drouin

Step 3

After they respond, then ask what they like to do.

Here are the possible questions you can ask to get more information until you can use their responses to make a recommendation of one or more of these 3 Digital Micro-Credentials from the reference document: initiative, collaboration and empathy based on their responses.

Benefits of Skills Story

Provides STARs with a way to discover hidden skills that are valuable to employers to achieve career goals, potentially strengthening self-assertions with evidence.



Uncover hidden talents



Strengthen self-assertions with evidence



Articulate skills to achieve employment goals

Learn More...Skills Validation Resources

Join Us- Skills Validation Network:

<https://form.jotform.com/242734061734151>

Year in Review:

<https://eddesignlab.org/news-events/skills-validation-network-shares-insights-3-innovative-prototypes-in-new-report/>

Skills Validation Network Charter:

https://drive.google.com/file/d/1C73sqy2oo5E4_s2D7ZzLYhWU7ScIQyuq/view?usp=sharing

Stories of Skills Validation: <https://eddesignlab.org/resources/stories-of-validation-empowering-new-majority-learners-and-stars-through-skills-validation/>

JobSIDE

Employer Validated Skills

1. Search and convert job descriptions into AI-driven skills data.
1. Validate and publish job-skill profiles across multiple employers.
1. Map learning outcomes to employer-validated skills frameworks to increase alignment between employers and providers.

Contact Taylor Hansen
for a demo: THansen@uschamber.com



U.S. Chamber of Commerce
Foundation



Get AI Mapping Recommendations

Published

Validated

Education Designer I

Validated on 2024-07-23

SKILLS

▼ Critical Skills

▼ Virtual team building and collaboration

IMPORTANCE	LEVEL	ORIGIN
Critical	Intermediate	Custom

OUTCOMES MAPPED TO THIS SKILL

There are no outcomes mapped to this skill. Search learning opportunities to this skill.

- ▶ Conduct research and development
- ▶ Synthesize findings of data sets using analytical thinking skills.
- ▶ Cultivating strong stakeholder relationships
- ▶ Mixed-methods research

SkillBuild Critical Thinking

Institution: Muzzy Lane

Identifier: SBCT

DESCRIPTION

92% of employers say that soft skills like critical thinking are more important than hard skills, but 89% say that it's hard to find candidates who have them. Separate yourself from the pack with SkillBuild Critical Thinking, an active learning online course that helps you develop and practice your critical thinking skills. Each of the four modules in the course guides you through simulated workplace challenges until you show mastery of these vital skills. Upon completion of the course, you will receive a microcredential that you can use to signal your skills to employers. What You'll Learn - To ground problem-solving in facts rather than opinions - To resist easy answers - To answer in depth questions about data - To use logic and reasoning to evaluate arguments, form judgements, and make recommendations How You'll Learn - Train in real-world role-playing simulations - Prove your skills through multiple levels of assessment - Just in time practice to boost skills - Virtual coach to keep you on target - Expected course completion time: 7-10 hours Backed by our 20+ years of experience with simulations and built on the award-winning Muzzy Lane Author platform, SkillBuild Critical Thinking is the fastest, most efficient way to build this vital workplace skill.

LEARNING OUTCOMES OR SKILLS

Ground problem-solving in facts

Map to selected job skill

Answer in depth questions about data

Map to selected job skill

Validating & Endorsing Skills

Empowering workers with skills data

1. Individuals can make assertions about their skills and provide evidence of those skills. Employers can also issue credentials to employees to recognize skills and other achievements.
1. Individuals are empowered with the ability to have supervisors and peers validate their skill claims (think endorsements and recommendations).
1. Credentials are verifiable and tamperproof.

Contact Taylor Hansen
for a demo: THansen@uschamber.com



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Verified Skills For Your Resume

Sign up in seconds. Let your true skills
shine. Stand out from the crowd.



Create a Credential

VIEW YOUR CLAIMS



Building your story in the
age of AI.

No more cut and paste. No more re-doing your
resume. Add your skills once, then mix and
match them for each job.