21st Century Employability Skills

New World of Work

In Collaboration With

Shasta College
WELCOME

Rajinder Gill
21st Century Skills Director
New World of Work, Feather River College

Audience Overview
Role, Organization
### New World of Work:

Funded by the California Community College Chancellor’s Office through the Doing What Matters Initiative. Collaborates with employers, workforce development boards, educators, and research organizations across the country to build 21st Century Employability Skills.

### Partners Include:

- CA Community Colleges Chancellor’s Office
- Foundation for CA Community Colleges
- National Association for Community College Entrepreneurship
- Mozilla Foundation & Badgr
- MDRC National Research Group
- CalHR & FTB
- Jobs for the Future & ConnectEd
- CAWEE Board
CONNECTING EDUCATORS, EMPLOYERS, & STUDENTS: RANKER INTERVIEW

https://www.youtube.com/watch?v=OYMSJa9i5cc
New World of Work Timeline

- 2012-13: Research & Skills Panels
- 2013-14: Created Curriculum & Pilot at Feather River
- 2015: Pilot at 10 CCC, NACCE, Foundation CCC, and CalHR/FTB Partnerships
- 2016: Digital Badging & Evaluation, Expanded Pilot to 13 CCC, Mozilla, MDRC & JFF Partnerships
TIMELINE OF THE NEW WORLD OF WORK

2012
- Started in 2012 at Feather River College through CTE/EWD program
- Career development research and futurist projections on emerging “knowledge” or “human” economy: work skills that can’t be automated, growing focus on freelance/contract work

2013
- Skills panels were conducted to align research with input from employers, recruiters, educators and students
- Created the “Top 10” list of essential 21st Century Employability Skills
“TOP 10” 21ST CENTURY SKILLS

1. Adaptability
2. Analysis/Solution Mindset
3. Collaboration
4. Communication
5. Digital Fluency
6. Entrepreneurial Mindset
7. Empathy
8. Resilience
9. Self-Awareness
10. Social/Diversity Awareness
21ST CENTURY SKILLS: FAST TRACK TO THE FUTURE

• Go by many names:
  
  Applied skills, cross-disciplinary skills, college/career readiness skills, transferable skills, employability skills, non-cognitive skills, and soft skills.

• What they are:

  Knowledge, work habits, and character traits necessary to succeed in this rapidly changing world.

• The good news:

  Just like any other subject, 21st Century Skills can be taught, practiced, and incorporated into everyone’s life.
TIMELINE OF THE NEW WORLD OF WORK

2014

• Funding from Adult Education, CTE, and EWD grants, used to create 2 modules per skill, for a total of 20 lessons

• Each module contains a lesson plan for instructors, presentation, a “what not to do” video teaser or longer video assessment, and handouts

2015

• Lessons first tested with over 200 students at Feather River College in conjunction with workplace learning

• The NWoW website was created to host all modules with free download access

  www.newworldofwork.org

• IDRC grant allowed expansion to a pilot of 10 partner community colleges, just added 3 additional colleges
### TIMELINE OF THE NEW WORLD OF WORK

#### 2016
- Through download portal on our website, noticed a large number of middle & high school educators using the curriculum
- Formed partnership with Shasta College, CAWEE Board, JFF, ConnectEd, Mozilla Foundation, Badgr, CreatorUp, RTN

#### 2016-2017
- Fall 2016 will begin project to create digital lessons and “learning experiences” specifically designed for high school students
- Hosted open source and on the LRNG platform
**TIMELINE OF THE NEW WORLD OF WORK**

**2016**
- NWoW partnering with the Foundation for California Community Colleges to create ten 21st Century Skills badges for postsecondary students
- Badges will be hosted through the Foundation’s LaunchPath site [www.launchpath.com](http://www.launchpath.com)

**2017**
- The Mozilla Foundation & Badgr will work with NWoW to design badges for secondary students
- These badges will be in an illustrated, gamification format
WHAT ARE DIGITAL BADGES?

- Online visual representation of learning

- Used in education and workforce as marker of achievement, skill, knowledge, and work-readiness

- Mozilla Open Badge Eco-System allows public recognition of badges

- Learners can display badges across multiple sites such as FB, Twitter, LinkedIn

- Visual way for employer to understand skillset of potential applicants at a glance

- The 21st Century Skills badges will have the option for embedded employer verification, which provides the bridge from skills to competencies
ANATOMY OF A DIGITAL BADGE

- Badge name
- Description
- Criteria
- Issuer
- Evidence
- Date issued
WHY & HOW?

WHY TEACH 21ST CENTURY SKILLS?

• Do you think instruction in these skills is important? Why?

HOW TO INTEGRATE 21ST CENTURY SKILLS?

• Are you currently using any form of 21st Century Skills content?
WHY & HOW?

WHY TEACH 21ST CENTURY SKILLS?

• Help prepare your students for the work world they will be entering
• Guide them in understanding their transferrable skills
• Align skills education with workplace learning experiences
• Students will be able to put classroom activities into practice in real work settings

HOW TO INTEGRATE 21ST CENTURY SKILLS?

• NWoW’s lessons have been designed for integration into existing coursework (or new courses) across disciplines, and as stand alone workshops
Current Curriculum Pilot in California
### COURSES IMPLEMENTING 21ST CENTURY SKILLS CURRICULUM

<table>
<thead>
<tr>
<th>College</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folsom Lake College</td>
<td>Work Experience (WEX)</td>
</tr>
<tr>
<td>Feather River College</td>
<td>Business</td>
</tr>
<tr>
<td>Hartnell</td>
<td>Electrical and Electronic Systems</td>
</tr>
<tr>
<td>Lassen</td>
<td>Human Services, Career/Employment Strategies, WEX</td>
</tr>
<tr>
<td>Columbia College</td>
<td>Workshops, Ag, Enviro. Tech, &amp; Transportation Dept. students</td>
</tr>
<tr>
<td>SCBC at Miramar College</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Santa Barbara City College</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Santa Rosa Junior College</td>
<td>Soft Skills for Business</td>
</tr>
<tr>
<td>Shasta College</td>
<td>Civic and Community Engagement, Sociology, Workshops in conjunction with career services dept.</td>
</tr>
<tr>
<td>West Hills Coalinga</td>
<td>Anatomy for Nurses</td>
</tr>
</tbody>
</table>
QUESTIONS?
SOCIAL-DIVERSITY AWARENESS LESSON 2: DISABILITIES, DIVERSITY, MULTI-GENERATIONS
Multi-Generational Workforces

Reference Book:
Unlocking Generational CODES, Anna Liotta

--Learning how to incorporate communication, collaboration, and other core skills to navigate differences in the workforce.
DUE TO LONGER AVERAGE LIFE SPANS, DEVELOPMENTAL DEFINITIONS ARE CHANGING:

0-20 is considered Child Life Stage
21-41 is considered Young Adult Life Stage
42-62 is Mid-Life
63-83 is Elderhood
84+ is Bonus Elderhood
GENERATIONAL DEFINITIONS

• What factors are taken into account when establishing different generations? What defines a generation?

• Can you name the current generations in the US Workforce?
FOUR GENERATIONS EXIST IN THE US WORKFORCE:

Veterans/ Traditionalists: 1927-1945, 7.6% of workforce
(Those who are working are often in part-time/consulting positions)

Baby Boomers: 1946-1963, 27.2% of workforce
(A split between those who’ve put off retirement and those who will be retiring soon)

Generation Xers: 1964-1979, 33.2% of workforce
(Age range from 37-52 yrs old, so represent both leaders and prime age workers)

Generation Y/ Millennials: 1980-1999, 32% of workforce
(Age range from 17-36 yrs. old, the rising majority in the workforce along with Gen X)

The generation from 2000- Present is still under definition/ research for workforce impact.
Many names: Nexters, Founders, End Millennials
<table>
<thead>
<tr>
<th>Generation</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans/Traditionalists</td>
<td>1927-1945</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946-1963</td>
</tr>
<tr>
<td>Generation X</td>
<td>1964-1979</td>
</tr>
<tr>
<td>Millennials</td>
<td>1980-1999</td>
</tr>
<tr>
<td>Nexters/Founders</td>
<td>2000- Present</td>
</tr>
</tbody>
</table>
TRENDS IN GENERATIONS

• Traditionalists were shaped by a time of crisis (Great Depression & WWII) so aware of scarcity, money conservation, and sacrifice for the greater good
• Baby Boomers were born in a time of rebuilding and then social change, so a large and diverse group that both shaped our current institutions and questioned them
• Xers were influenced by growing access to higher education, and represent a desire for both career goals and family goals rather than sacrificing one for the other
• Millennials are part of technology and social media growth, so their focus has been more global and they have contributed to a youth based focus in marketing
NECTERS, FOUNDERS, GEN ???

http://time.com/4130679/millennials-mtv-generation/
Many had parents who lost jobs/income in the Great Recession. This has made them less risk adverse, more entrepreneurial.

They see opportunities without traditional structure:
- News comes from Google, Facebook
- Movies are YouTube
- Airbnb and Uber instead of hotels and taxis
CREATIVE WORKERS

- Many Nexters/Founders start businesses while still in school

- Ex. Hart Main came up with the idea of “Manly” scented candles, initial investment of $300, now sold in over 60 store chains

- Ex. When Juliette Brindak was a teen, started “Miss O” website based on her own drawings that created a safe space for tweens and teen girls to share advice

- How can you encourage your students to look at work in a way that aligns with the new economy?
WORKING IN A MULTI-GENERATIONAL SETTING: MILLENNIALS

- Millennials value speed and 24/7 access to digital connections, knowing where and how to access what you need is key.

- Millennials see work ethic as applying the strategies to get the best results in the quickest time, more flexibility.

- Many are digital natives, actively use social media for professional purposes.

- Millennials want to share ideas and be part of collaboration, don’t see length of time/experience as necessary to provide equal input.
WORKING IN A MULTI-GENERATIONAL SETTING: MILLENNIALS

- Millennials don’t just work for a paycheck — they want a purpose.
- Millennials are not pursuing job satisfaction — they are pursuing development.
- Millennials don’t want bosses — they want coaches.
- Millennials don’t want annual reviews — want ongoing conversations.
- Millennials don’t want to focus on their weaknesses — they want to develop their strengths.
- It is not just a job — it’s a part of their lives.

PEW RESEARCH
GENERATIONAL QUIZ:
How Millennial Are You?

Take our 14 item quiz and we’ll tell you how "Millennial" you are, on a scale from 0 to 100, by comparing your answers with those of respondents to a scientific nationwide survey. You can also find out how you stack up against others your age.

http://www.pewresearch.org/quiz/how-millennial-are-you/
WORKING IN A MULTI-GENERATIONAL SETTING: XERS

- Xers want core messaging to be clear and concise, value easy and open access to information.

- Xers (and Millennials) want to get to important information quickly. Like a facts first approach.

- Xers believe in quality, focused work done in specific time frames to allow for more freedom, project based rather than 9-5.

- Make up the current majority of the workforce with rising numbers of Millennials.
WORKING IN A MULTI-GENERATIONAL SETTING: BOOMERS

• Boomers value individuality & recognition based on verified accomplishments

• Boomers see face-to-face time and longer hours as the way to career success

• Many Boomers are delaying retirement for financial reasons and/or due to longer life spans

• With a lifetime of work, often in same job or industry, many Boomers are in positions that inexperienced workers couldn’t go directly into
WORKING IN A MULTI-GENERATIONAL SETTING: TRADITIONALISTS

- For Traditionalists, face-to-face contact is considered the norm, technology is often seen as disrupting how things used to be done.

- Work ethic for Traditionalists is the more time/loyalty you put in, the more you should get back.

- Traditionalists (and Boomers) tend to communicate at a slower, more dignified pace.

- If working, they are often in part-time positions, consulting, or act as board members.
A Gen X director has a Millennial assistant. The director wants to give detailed, sequenced verbal instructions of the tasks for the week. The assistant wants shorter instructions so he can get right to work.

How can this communication be improved?

A Board of Directors is made up of Traditionalists and Boomers, while the CEO and staff are a mix of Millennials and “Founder” interns.

The staff feels the Board doesn’t know enough about the latest trends and technology. The Board feels the staff doesn’t take their advice into consideration.

How can each group see the strengths and contributions of the other?

How can you accommodate and encourage all these different styles in one workplace?

SHARE-PAIR ACTIVITY: SCENARIOS
Thank you!

Stay connected with New World of Work

👩‍💻 Website- [http://www.newworldofwork.org](http://www.newworldofwork.org/)

👩‍💻 Facebook- New World of Work at Feather River College

👩‍💻 LinkedIn- WOW: The New World of Work

👩‍💻 Twitter- @FRC_NWOW

✉️ Rajinder Gill, rgill@frc.edu