



CIVIL SERVICE IMPROVEMENT



Review: Retention and Development CSI Task Force 5.7(c)

Higher Education Partnership

Enterprise Competency-based Talent
Management Approach &
Statewide Foundational Competency Model
December 5, 2016

Overview



Business case: The “Skills Drain”

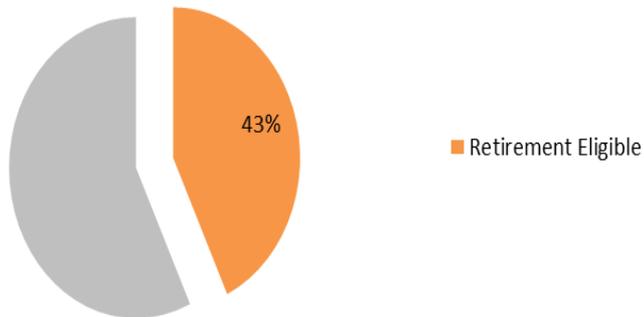
Recommendation 1: Adopt an enterprise Competency-Based Talent Management (CBTM) approach.

Recommendation 2: Adopt New World of Work (NWoW)- 21st Century Skills as the enterprise foundational competency model to begin the CBTM implementation.

Next Steps: “Public to Public” career pathway strategy implementation through the “Board of Governor’s Task Force on Workforce, Job Creation, and a Strong Economy Recommendations.”

Business Case: The “Skills Drain”

Projected Retirement Eligibility of CA Civil Service Workforce by 2018



PAIN POINTS:

- An inability to clearly identify the talent needed to fill vacancies
- Lack of data driven recruitment
- Challenges transitioning employees between departments
- Lack of unified employee performance accountability in the workplace
- Reactive, delayed, and disjointed employment development solutions

RECOMMENDATION 1:

Adopt Enterprise Competency-based Talent Management Approach: Provides data driven decision-making to mitigate skills drain



Mission, Vision, Goals
What is the organization trying to achieve today and in the future?

Workforce Demand
What workforce competencies does the organization need?

Workforce Capability
What workforce competencies does the organization have?

Workforce Gap
What steps must be taken to close the current and anticipated workforce competency gap?

BENEFITS:

- Empowers the employee in their career enhancement / upward mobility / professional development.
- Provides hiring managers with the ability to filter resumes and identify the HR talent for the job and develop employees with a known skill set. This makes the job transition /onboarding process easier.
- Develops state employees with a set of skills they can take with them to other departments.
- Provides a quantifiable reportable set of competencies the person has obtained or mastered, rather than assumed mastery of skills based classification alone.
- Supports leaning of the project management process by allowing the enterprise to seamlessly facilitate inter- and intra- department transfers to mitigate talent challenges.
- Provides the new supervisor with the confidence that their employees are bringing a certain set of skills with them to the new job.
- Ensure employees transferring to a new department will be able to take a quantifiable set of skills with them.

Recommendation 2:

Adopt New World of Work (NWoW) Model

21st Century Skills as statewide foundational model

21ST CENTURY SKILLS

Primary Attributes for Classroom and Digital Badging Assessment

1 ADAPTABILITY

- Aware of and positively responds to change.
- Has a flexible approach to work, which includes various work environments, roles, tasks, and ideas.
- Takes into account diverse viewpoints and input to achieve work outcomes.
- Handles stress, setbacks, and constructive criticism with healthy coping mechanisms in order to learn from experience and continue to move forward.

2 ANALYSIS/SOLUTION MINDSET

- Considers multiple points of view and analyzes motivations behind multiple sources of information.
- Recognizes problems and needs within a societal, community, or workplace context in order to develop solutions.
- Examines information broadly, analyzes data, and utilizes critical thinking.
- Develops multiple solutions using hypotheses/ trial and error to test and determine effectiveness.

3 COLLABORATION

- Builds and maintains mutually beneficial relationships by working collaboratively with diverse groups or teams.
- Incorporates a range of perspectives and cultural norms while reinforcing common ground and shared goals.
- Applies a transformational leadership approach where one seeks input, incorporates feedback, implements new ideas, offers help, and engages all team members.
- Handles conflict constructively and views failure as an opportunity to learn.

4 COMMUNICATION

- Presents information that is appropriate in content, professional in both tone and language, and tailored to the recipient/audience.
- Uses digital media, social media, and other technology communication tools properly for work settings.
- Understands basic etiquette and rules in non-verbal, verbal, and written communication to effectively and accurately convey meaning.
- Uses attentive listening skills, which includes asking clarifying questions and summarizing information back to check for understanding.

5 DIGITAL FLUENCY

- Understands the appropriate technology tools to work collaboratively in person and remotely.
- Has basic knowledge of the ethical and legal issues related to information technology and shares information accordingly.
- Understands how to use technology tools including computer components and functions (keyboard, mouse pad, browser windows, email).
- Uses online tools including search engines to gather research and data as well as solve problems.

6 EMPATHY

- Knows the difference between empathy and sympathy and when to apply each given the situation.
- Actively uses skills to build empathy including: active listening, honest communication to establish trust, open-ended questions, mirroring, and checking for understanding.
- Builds relationships through understanding and valuing diverse backgrounds and cultures.
- Connects with clients/customers by thinking about their needs and points of view, making decisions based on those needs, and continually evaluating client/customer satisfaction.

7 ENTREPRENEURIAL MINDSET

- Self-motivated and strives for professional development by seeking new knowledge, training, and responsibilities.
- Focuses on brainstorming, innovation, and new ideas while connecting information from various sources.
- Takes risks, learns from mistakes, and is driven to complete tasks in order to develop new or improved products, services, or processes.
- Entrepreneur or intrapreneur with the ability to work independently or in teams while being mindful of client/customer needs.

8 RESILIENCE

- Sets goals, prioritizes, and anticipates possible consequences of decisions in order to make back up plans.
- Handles setbacks positively by reflecting on experience, learning from mistakes, and using this information to inform future decisions.
- Openness to others' viewpoints and ability to voice one's own opinion in order to synthesize feedback and resolve conflicts.
- Has a growth mindset: seeks new knowledge and skills to expand learning and commits to learning as a lifelong process.

9 SELF-AWARENESS

- Accurately assesses own personality, strengths, and areas of growth seeking ways to continually develop skills.
- Displays personal responsibility combined with social awareness by maintaining self-control and ethical behavior.
- Cultivates professionalism by being consistent, following required guidelines and rules, and maintaining appropriate dress and communication.
- Maintains an awareness of preferences for types of work and environments to capitalize on strengths.

10 SOCIAL/DIVERSITY AWARENESS

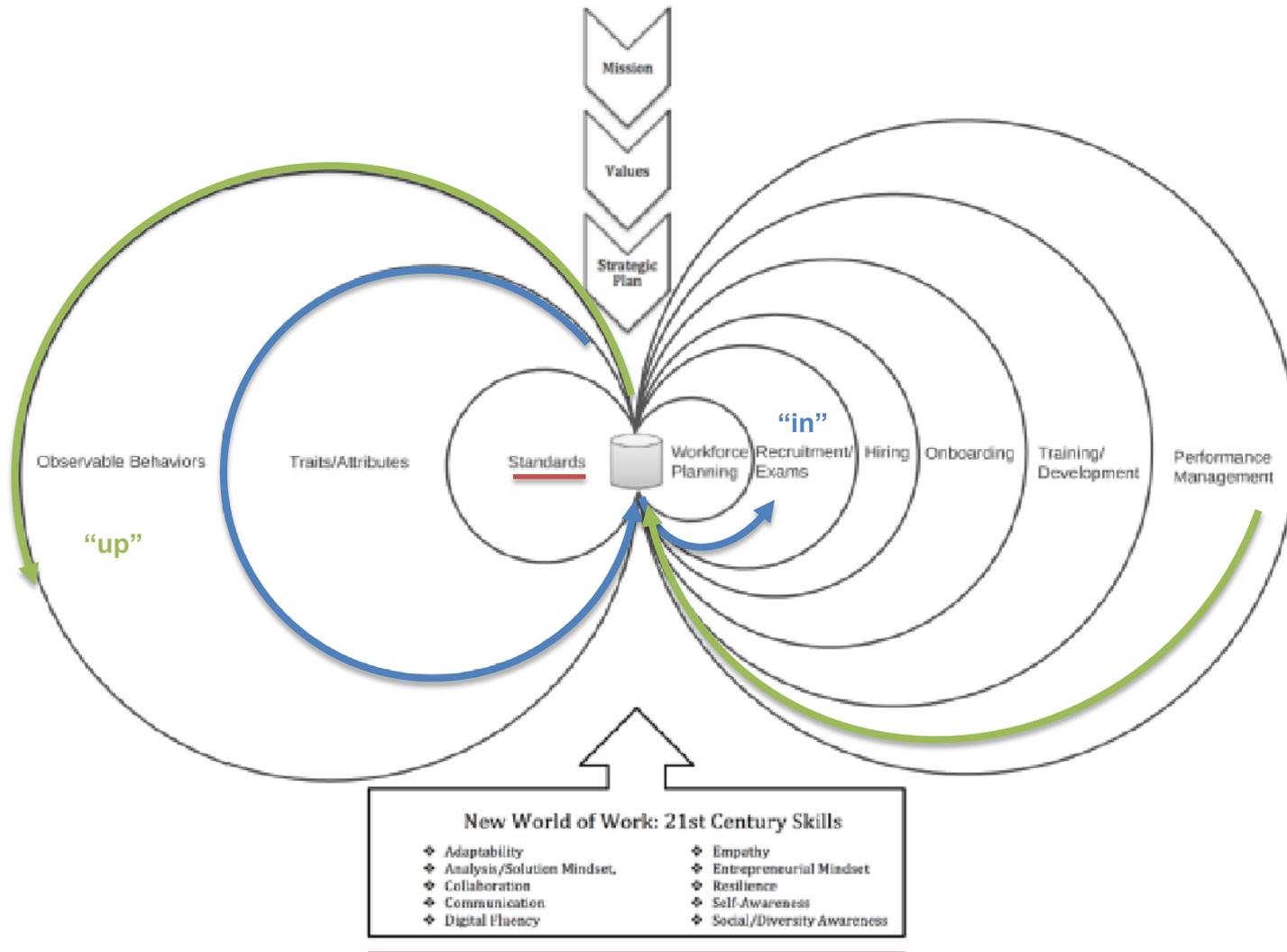
- Demonstrates sensitivity and respect toward others with diverse backgrounds and cultures both locally and globally.
- Values and embraces diversity in the workplace including gender, sexual orientation, ethnicity, and age.
- Leverages social and cultural differences to redefine social norms and generate new ideas.
- Uses professionalism and interpersonal skills to establish rewarding relationships with diverse individuals and groups.

Scaffolded Competencies

Proficiency Levels Defined

| Proficiency Level | Proficiency Level Definition |
|------------------------|--|
| Level 5 – Expert | <ul style="list-style-type: none">• Applies competency in exceptionally difficult situations• Serves as key resource and advises others |
| Level 4 – Advanced | <ul style="list-style-type: none">• Applies competency in considerably difficult situations• Requires little or no guidance; advises others |
| Level 3 – Intermediate | <ul style="list-style-type: none">• Applies competency in difficult situations• Requires occasional guidance |
| Level 2 – Basic | <ul style="list-style-type: none">• Applies the competency in somewhat difficult situations• Requires frequent guidance |
| Level 1 – Awareness | <ul style="list-style-type: none">• Applies the competency in the simplest situations• Requires close and extensive guidance |

Here is how NWoW integrates into the competency based talent management approach



Next Steps:

“Public to Public” career pathway strategy implementation through the “Board of Governor’s Task Force on Workforce, Job Creation, and a Strong Economy Recommendations”

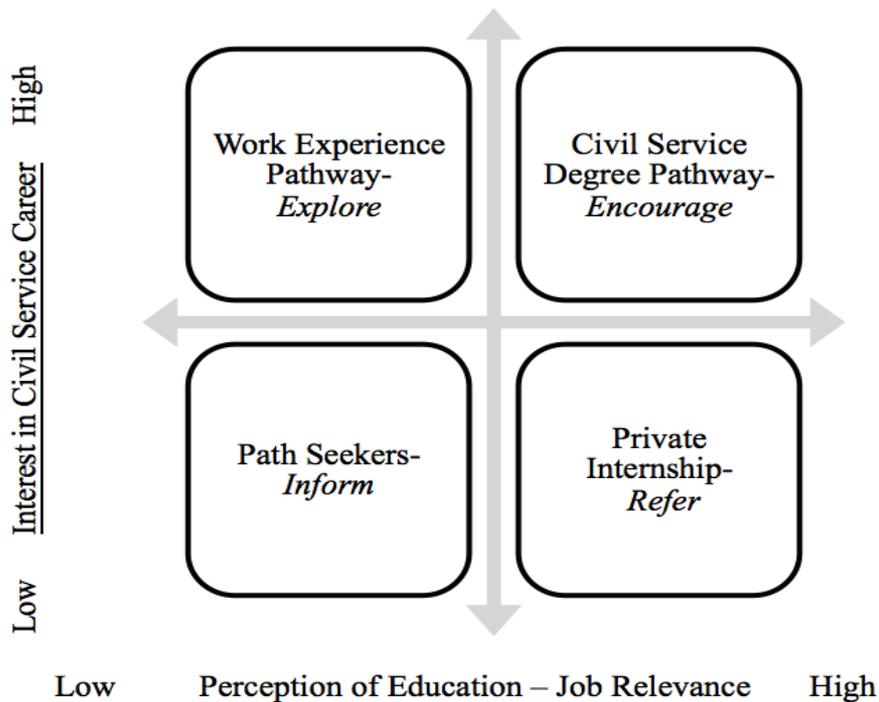
Goal 12. Career Pathways

Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

The Strong Workforce Task Force recommends creating pathways and curricula driven by industry and labor market needs, contextualizing basic skills and workplace readiness skills into pathway curricula, developing model CTE curricula and ensuring that career pathways meet the needs of non-traditional students.

Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

“Public-to-Public” Pathway Scenarios (Mrizek, 2015)



“Public to Public” pathways are a transformative remedy which encourages life-long learning and development through alternative competency based assessments and credentialing such as: stackable credentials, civil service degrees, micro credentials, or digital badges.

Through a concurrent enrollment strategy, work experience students are placed as student interns in civil service departments. The students receive aligned competency based curriculum (New World of Work- 21st Century Skills) and are evaluated across both systems.

As the student explores their civil career option, they are trained and developed on the common foundational competency model that prepares the student for hiring, selection, and performance. In a sense, the student is receiving on-the-job training to secure a position, which directly aligns to the needs of the civil service employer.

Questions??

Contact Info:

Dr. Jeffrey Mrizek, Ed.D.

jmrizek@cccco.edu

916-607-9420