The International Organisation of Employers (IOE) and Deloitte are delighted to have the opportunity to present to you our report on Future Skills Assessment.

Both IOE and Deloitte strongly believe that the Future of Work is changing and major modifications will be needed in the skills required by the labour market. To cope with the increasing pace and change of modern life, especially in the context of the future of work, the global workforce needs to be up to date with the right skills through formal and informal lifelong learning. Lifelong learning is defined as all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

The World Bank and OECD reports state that the rise of Artificial Intelligence is not only making human and social skills increasingly important, they are precisely the type of skills which cannot be codified or automated. This inevitably means that human and social skills are more valuable than before, and it therefore makes sense to invest time and effort to learn new skills throughout life.

To be on the front line of this global debate, especially in times of COVID-19 where expanding human and social skills become even more relevant, IOE has asked Deloitte to jointly develop a report on Future Skills Assessment (specifically on human and social skills). Based on the findings of this report, we have developed practical recommendations for the assessment of future skills - with vast experience from 41 organisations around the world, large and small, that have been interviewed on the following three areas:

• What are the future workforce skills (specifically on human and social skills)?
• How can we assess future workforce skills?
• How can organisations establish their skills base needed to succeed in the future?

We see this report as a unique opportunity to add value to your business through our findings and practical recommendations on how to anticipate the skills needed in the near future, and we understand these could be of use to you.

We are fully committed to continuing to build on our research around future skills assessment and we look forward to presenting our report and addressing any questions you might have.

Yours faithfully,

Roberto Suarez-Santos
Secretary-General International Organisation of Employers

Myriam Denk
Partner Deloitte
Disclaimer: This report has been produced with the financial assistance of the European Union. The content is the sole responsibility of IOE and may not be regarded as reflecting the position of the European Union under any circumstance.
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Objectives of the report

The objective of the report is to present to you key findings and guidance on how to assess skills levels today and which skills to prepare for in the future from multiple organisations around the world.

It is also to provide policy guidance to employer organisations to help them in their advocacy work on skills governance and skills development.
Methodology (1/3)

Deloitte and IOE carried out interviews using available digital tools (Zoom, Skype, phone and email).

Participants come from companies (private and public), employer organisations and international organisations – from all regions and are of different maturity levels and sizes.

A Peer Review Group – representatives from companies, employer organisations and international organisations reviewed the draft report and their comments have been integrated into the report presented to you now.
Methodology (2/3)

41 organisations around the world, large and small, have been interviewed on the following three areas:

- What are the future workforce skills (specifically on human and social skills)?
- How can we assess future workforce skills?
- How can organisations establish their skills base needed to succeed in the future?
Methodology (3/3)

### About the survey

<table>
<thead>
<tr>
<th>Function</th>
<th>Other functions e.g. Digital, Wealth Management, Sales, Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Function</td>
<td></td>
</tr>
<tr>
<td>Employer organisations and international organisations</td>
<td></td>
</tr>
</tbody>
</table>

### Private and public companies
- Life sciences & health care
- Financial services
- Consumer
- Energy, resources & industrials
- Technology
- Government and public services

### Industry
- **Large**
- **Medium**
- **Small**

### Employer organisations and international organisations
- **Large**
- **Medium**
- **Small**

### Role
- **Chief Human Resources Officer / Chief Financial Officer / Chief Digital Officer**
- HR leader and manager e.g. HR Business Partner, transformation, talent, services & systems
- Others e.g. Labour experts, Executive / Managing director, director wealth management, Senior enablement architect

### Region
- **Europe 30%**
- **Africa 21%**
- **Americas 19%**
- **Asia 30%**
Interview results (1/9)

About the survey

Build a digital workforce and leaders.

Create a strong culture of proactive life-long learning.

Key highlights/findings from the 41 interviews

Align with your business strategy.

Embrace digital technologies.
Interview results (2/9)

Current skills

Top rated soft skills needed for daily operations (pattern observed in all regions)

- Communication and collaboration
- Analytical thinking and problem solving
- Adaptability/flexibility and curiosity
- Creativity and innovation
- Leadership

Most of the companies said that soft and social skills are important in their HR policies and that these became even more relevant in the last 5 years (pattern observed in all regions)

Most relevant skills in general across workforce

- Digital skills
- Adaptability/Flexibility
- Emotional intelligence

Less than half of the companies said that above skills are addressed everywhere in HR policies. Some said it is addressed in e.g. learning, recruiting or talent strategies or leadership and performance frameworks

Most of the companies and organisations have no formal mechanism in place to identify and harness untapped or hidden skills (pattern observed in all regions)

Sample mechanisms that some companies implemented for untapped or hidden skills identification are: Assessment and development centre, internal badge-based certification program, learning on the job, appraisal systems and conversations, (360 degree) surveys, training-needs-analysis, external benchmarking, strategic planning, learning strategy and (blended) journeys, HR system, talking to HR leaders
Future skills

Top tools and methodologies for forecasting skills needed

- Strategic workforce planning
- Thought leadership and external benchmarks
- Self-made tools e.g. Excel
- Job descriptions

Important for e.g. IT, HR, Sales/Marketing/R&D

Importance/urgency of future skills per department

- Strategy in place to develop/enhance soft/human/social skills: 50%
- Strategy partially in place to develop/enhance soft/human/social skills: 35%
- No strategy in place to develop/enhance soft/human/social skills: 15%

Tactics to ensure that employees have the right attitudes and mentality to embrace technology and new ideas in a changing work environment (pattern observed in all regions)

- Form a group of innovators e.g. “champions” network
- Learn from each other (peer to peer learning)
- Lead by example e.g. set the right expectations from the beginning
- Showcase what “good looks like” e.g. knowledge sharing sessions, symposium
- Implement incentives e.g. awards and mobile credits
- Build a culture of life-long learning
- Create awareness of what is possible in terms of learning pathways
- Provide information and explain the “Why”
**Interview results (4/9)**

**Future skills**

- **Role/Responsibilities of the employee addressing learning needs**
  - "Own responsibility"
  - "I make my own brand"
  - "Co-creation between employer and employee"
  - "Empowered by a culture of learning"
  - "Empowered by openly sharing learning needs"
  - "Empowered by demonstrating what good looks like"
  - "Empowered by informing them about what is possible"
  - "Empowered by ability of self-reflection"

**Tactics governments and other stakeholders can do to ensure soft skills are included in national skills policies**

- Initiate joint projects
- Share best practice e.g. Nordics
- Conduct research
- Create awareness first
- Try something and learn from failure
- Form a partnership with private companies
- Establish gender diversity e.g. women at work
- Initiate a dialogue with private companies
- Give a mandate to formally embed them into the policies

*Check out the "policy recommendation" slide to find out more about this topic*
Interview results (5/9)

Future skills

Soft skills not really addressed in the current educational systems in your country (pattern observed in all regions)

Additional thoughts about your workforce and their future skills

Key question is how to enable the employees

Upskilling and reskilling needs to become a habit

Ongoing transformation / Learn as we go

Emotional intelligence / Empathy / Curiosity / Stress management / Cultural mindset / Diversity / Inclusiveness

Global mindset / Teamwork / (Virtual) collaboration / Resilience

Critical thinking / Problem solving / Project management
Future of work maturity

Most of the companies said that there is a need to improve.

1. Trend to insource* again
2. Focus on what employees can do best
3. Take decisions about investment in skills

Most of the companies see automation, off-balance sheet** workforce etc. as opportunities but most of them are not using it yet or not to the full potential (pattern in all regions)

* Insourcing = Practice of using a company's own personnel to accomplish a task that was previously outsourced
** Off-balance sheet = Alternative workforce that do not appear on a company's balance sheet e.g. contractor etc.
Future of work

**Lessons learned from the pandemic crisis on skills development, re-skilling and in promoting a learning culture (pattern observed in all regions)**

- Implement a “Do it” culture – test new ways of working and adjust as required and “on the go”
- “Who adapts technology faster, will do well”
- Digitalization becomes necessary and digital literacy education is essential
- People have to learn when they need to
- Create a culture of trust
- Emphasize on ability to “Self-solve”
- Keep the learning momentum post COVID-19 to build upon it to become stronger, faster and better
- Re-skilling of employees in certain functions e.g. IT on virtual collaboration and tools to be used

Future of work will be technology driven
- A cultural change / right mindset is required
- Develop digital careers
- Well-being is a hot topic
- Dedicate time when learning future skills e.g. block calendar and stick to it
**Other interesting findings**

*Passion for the job* is important for the long term, skills can always be developed.

“Passion for the job is important for the long term, skills can always be developed.”

“We nurture a growth mindset, agile ways of working and collaboration to ensure everyone is willing to adapt.”

“Digital literacy education is essential.”

*Managers should be encouraged to be coaches.*

“Managers should be encouraged to be coaches.”

*Peer to peer learning* is an important part of upskilling.

“Peer to peer learning is an important part of upskilling.”

*Aligning the culture, leadership and new trends is the key factor for success.*

*Meta-analysis based research* can help map out the hidden skills which emerge from everyday tasks.

“Meta-analysis based research can help map out the hidden skills which emerge from everyday tasks.”

*Allow the employee to experiment and provide sufficient time to harness skills.*

“Allow the employee to experiment and provide sufficient time to harness skills.”

*Upskilling and reskilling is above all knowing the ‘language of the future: digital, human, social’.*
Other interesting findings

Managers will move employees to locations where their skills can be harnessed. In a small garment factory for instance, someone with good hand coordination skills can work in the assembly line. Someone who is good with numbers (and interestingly) good handwriting can work in the accounting department.

The automation of routine activities that require physical effort as well as, increasingly, activities that require cognitive abilities, allows companies to improve their effectiveness and efficiency by adopting it, reducing the number of errors, improving the quality of the products, and shortening the duration of production cycles, which ends up improving the competitive position and profitability, in the process, also increasing the productivity and income of workers who work with the machines.

Staff members are empowered by:
• Encouraging them to take on more demanding and complex assignments in relation to litigation, industrial relations, training and human resource management
• Sending them for overseas training
• Nominating them to represent the organisation at various national fora on labour law reforms, skills development, youth employment, gender issues at work etc.

Involving all national stakeholders in the crafting of skills policies should contribute to ensure that soft skills are taken into account – so, in addition to policy makers and educational stakeholders (for both initial education and adult learning), private sector companies, employment agencies and federations and trade unions should be involved directly and regularly in the process. Additionally systematic use and regular monitoring of labour market intelligence and data, leveraging AI technologies and expertise, should support such process, providing insights into current and future labour market needs.

Governments and training providers need to keep abreast of developments and understand the impact of technology on learning delivery. They need to invest continuously in new models and content of provision. They also need to collaborate, closely, with employers to support them in achieving their business and skills objectives to ensure provision is responsive to their needs and forward-looking in a competitive learning market.

For recruitment, psychometric tests and interviews are used to see if the candidate meets the competences needed by a company. On the other hand, performance evaluations detect opportunities where employee skills can be further developed.
Practical recommendations (1/12)

Lessons from the front line

<table>
<thead>
<tr>
<th>Build a digital workforce and leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisations will have to organize, operate and behave differently for the digital age. Both the workforce and leaders will have to get ready to work and lead in the digital age.</td>
</tr>
</tbody>
</table>

“The future of work is NOW!”

<table>
<thead>
<tr>
<th>Create a strong culture of proactive life-long learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A culture of life-long learning is built on trust and openness. Employees are encouraged, supported and rewarded for continuous pro-active learning at any time – empowered by leadership, teamwork and mentoring.</td>
</tr>
</tbody>
</table>

“Learn from failure and learn from each other!”

“Learning capacity is key, not the degree you bring along!”

<table>
<thead>
<tr>
<th>Embrace digital technologies</th>
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</thead>
<tbody>
<tr>
<td>The impact of technologies on organisations of every size and industry is high. Technologies are transforming the way we work, especially in times of COVID-19. Organisations will have to learn, work, collaborate, communicate and innovate in new ways empowered by digital technologies.</td>
</tr>
</tbody>
</table>

“We cannot live without technology!”

Driven and aligned with your business strategy
Introduction

- Analyse future workforce skills
- Analyse current workforce skills

= Analyse workforce skills gap

→ Create action plan to close the workforce skills gap

Driven and aligned with your business strategy

Action plan
- ...
- ...
- ...
Our guidance to assess future workforce skills

**Analyse future workforce skills**
- Send out an initial communication to business/manager for awareness
- Nominate business representatives to participate in survey and workshop
- Set-up and run a 15 minutes survey per functional area
- Participate in survey

**Analyse current workforce skills**
- Schedule and run a half-day workshop per functional area
- Validate findings from survey
- Map current against future workforce skills

**Analyse workforce skills gap**
- Visualize and analyse the gap between future and current workforce skills
- Recommend any skill changes
- Compile read-out (report)
- Validate read-out (report) and prioritize any skill changes

**Create action plan to close the workforce skills gap**
- Develop, communicate and establish a timeline and plan for action
- Pilot any skill changes e.g. hire intern to test and adjust skills
- Check in on timeline, plan for action and skill changes

**Objective -> Push: HR initiates process and delivers tools and reports to business/managers**

**Light touch approach for small companies with lower degree of maturity in the labour market**

**Task**
- 3 months before fiscal year starts
- Annually
- As required

**Task**
- 2 months before fiscal year starts
- Annually
- As required

**Task**
- 1 month before fiscal year starts
- Annually
- As required

**Task**
- During the fiscal year
- Annually
- As required

**Task**
- Develop and communicate:
  - HR
- Establish, pilot and check-in:
  - Business/manager

**Business / HR view**

**Tool: Survey**
- Send out an initial communication to business/manager for awareness
- Nominate business representatives to participate in survey and workshop
- Set-up and run a 15 minutes survey per functional area
- Participate in survey

**Tool: Workshop**
- Schedule and run a half-day workshop per functional area
- Validate findings from survey
- Map current against future workforce skills
- Visualize and analyse the gap between future and current workforce skills
- Recommend any skill changes
- Compile read-out (report)
- Validate read-out (report) and prioritize any skill changes

**Tool: Manual sheet and read-out**
- Validate read-out (report) and prioritize any skill changes
- Develop, communicate and establish a timeline and plan for action
- Pilot any skill changes e.g. hire intern to test and adjust skills
- Check in on timeline, plan for action and skill changes

**Tool: Manual action plan**
- Action plan to operationalize digital skills for the IT functional area
- Learning and development:
  - Business/manager:
    - Next month
    - Employee to conduct learning about digital skills
- Talent acquisition:
  - HR manager:
    - Next 3 months
    - Recruit a mesh with digital skills from external market
Practical recommendations (4/12)

Our guidance to assess future workforce skills

**How it could look like**
Sample survey structure

1. **Multiple choice question**
   - Question 1: Please select which of the following skills are most relevant for your future workforce.

2. **Rating question**
   - Question 2: Please evaluate how relevant they are in your organisation.
   
3. **Rating question**
   - Question 3: Please prioritize the top future workforce skills for your company.

   (1 = Relevant to 5 = Very relevant)

**How it could look like**
Sample workshop structure

1. **30 mins**
   - Welcome and intro

2. **1 hour**
   - Validate findings from survey

3. **30 mins**
   - Break

4. **1.5 hour**
   - Map current against future workforce skills

5. **30 mins**
   - Wrap-up and closing

Use brown paper and post it notes

**Validate findings from survey**

<table>
<thead>
<tr>
<th>Survey outcome</th>
<th>Workshop outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital skills</td>
<td>Digital skills</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Adaptability /Flexibility</td>
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</tbody>
</table>

**Map current against future workforce skills**

<table>
<thead>
<tr>
<th>Future</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital skills</td>
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</tbody>
</table>

Light touch approach for small companies with lower degree of maturity in the labour market

Business / HR view
Practical recommendations (5/12)

Our guidance to assess future workforce skills

How it could look like
Sample manual sheet and read-out structure

- Read-out part 1: Summary skill gaps
- Read-out part 2: Summary skill prioritization
- Read-out part 3: Summary of any skill changes

Visualization and summary of analysis of skill gaps by functional area see graphic below
Visualization and summary of analysis of any prioritized skill changes see graphic below
Summary of any skill changes recommendations

Use
- Skill gaps analysis
- Prioritization matrix
- Functional area
  - IT: Medium need, High need, Low need
- Skill:
  - Digital skills
  - Adaptability / Flexibility
  - Emotional intelligence

High priority
- Digital skills
- Adaptability / Flexibility
- Emotional intelligence

Low priority

How it could look like
Sample manual action plan structure

- Pilot any skill changes see samples below
- Test and adjust any skill changes
- Check-in on any skill changes
- Finally implement any skill changes

Timeline
- Month 1-3
- Month 4-6
- Month 7-9
- Month 10-12

Light touch approach for small companies with lower degree of maturity in the labour market
Business / HR view

Use
- Action plan to operationalize digital skills for the IT functional area

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and development</td>
<td>Business/ manager</td>
<td>Next month</td>
<td>Employee to conduct training about digital skills e.g. eLearning</td>
</tr>
<tr>
<td>Talent acquisition</td>
<td>HR manager</td>
<td>Next 3 months</td>
<td>Recruit a new hire with digital skills from external market e.g. intern</td>
</tr>
</tbody>
</table>
Our guidance to assess future workforce skills

**Analyse future workforce skills**
- Send out an initial communication to business/manager for awareness
- Share thought leadership
- Review thought leadership
- Schedule and run 2 hours focus groups per functional area
- Validate findings from thought leadership

**Analyse current workforce skills**
- Send out an initial communication to employees for awareness
- Set-up and run a 15 minutes survey with employees per functional area
- Participate in survey
- Compile findings from self-assessment

**Analyse workforce skills gap**
- Visualize and analyse the gap between future and current workforce skills
- Recommend any skill changes
- Schedule and run a half-day workshop per functional area
- Validate all findings and prioritize any skill changes
- Compile read-out (report)

**Create action plan to close the workforce skills gap**
- Develop, communicate and establish a roadmap and business case for initiatives aligned with HR strategy
- Pilot any skill changes e.g. start with one functional area
- Regularly check in on timeline, plan for action and skill changes and adjust as required

**Tool: Thought leadership and focus groups with business/manager**
- Can you articulate the proposed future workforce skills for your functional area?
- Can you prioritize and agree on the future workforce skills?

**Tool: Survey with employees for self-assessment**
- 3 months before fiscal year starts
- Annually
- As required
- Send out, share, schedule and run: HR
- Review and validate: Business/manager

**Tool: Data analytics (Tableau), workshop with business/manager and read-out**
- 2 months before fiscal year starts
- Annually
- As required
- Send-out, schedule, run and compile: HR
- Participate: Employees

**Tool: Roadmap and business case for initiatives**
- 1 month before fiscal year starts
- Annually
- As required
- Visualize, analyse, recommend, schedule, run, compile: HR
- Validate and prioritize: Business/manager

**Objective -> Pull: Business/manager proactively initiates process and leverages tools from HR to jointly create reports**
Practical recommendations (7/12)

Our guidance to assess future workforce skills

How it could look like
Sample thought leadership ideas and focus group structure

Thought leadership
Explore what future skill trends are in the market by conducting research and getting insights from external partners

Use available insights/trends (Open source/internet)

Use leading questions
Can you confirm the proposed future workforce skills for your functional area?
Do you see additional future workforce skills for your functional area? If yes, which ones?
Can you prioritize and agree on the top future workforce skills?

Focus groups with business/manager
Review thought leadership and have a meaningful discussion around future workforce skills

How it could look like
Sample survey with employees for self-assessment structure

Survey with employees for self-assessment
Employee is asked to fill in self-assessment questionnaire evaluating current skills and interests

Medium touch approach for medium-sized companies with medium degree of maturity in the labour market

Business / HR view
Practical recommendations (8/12)

Our guidance to assess future workforce skills

How it could look like
Sample data analytics (Tableau), workshop with business/manager and read-out structure

Use Tableau
Leverage data analytics tools to visualize data in a meaningful way and turn around future workforce skills data into insights that drive action

Use brown paper and post it notes

Validate all findings and prioritize
Findings outcome Workshop outcome
Digital skills
Adaptability/Flexibility
Emotional intelligence

Today 1 Future 2

Workshop with business/manager and read-out
Validate all findings and prioritize any skill changes around future workforce skills

Roadmap
Develop, communicate and establish a roadmap to put a strategic plan in place that defines the goal to close future workforce skill gaps and include major steps or milestones needed to reach it

Use

Business case for initiatives
Develop, communicate and establish a business case for initiatives to close future workforce skills through “Buy/build/borrow/reskill” strategies - driven and aligned with your unique HR strategy

Future workforce skills business case

Medium touch approach for medium-sized companies with medium degree of maturity in the labour market

Business / HR view
Practical recommendations (9/12)

Our guidance to assess future workforce skills

**Analyze future workforce skills**
- Send out an initial communication to business/manager, employees and customers for awareness
- Schedule and run 1 hour interviews / 1 day workshop per functional area
- Review findings from interviews and external benchmarking
- Predict and plan future workforce skills

**Tool:** Interviews with business/manager, employees and customers, external benchmarking and future workforce skills lab

**Analyze current workforce skills**
- Send out an initial communication to employees and business/manager for awareness
- Set-up and run a 15 minutes survey with employees per functional area
- Participate in survey
- Validate employees self-assessment
- Compile all findings from self-assessment

**Tool:** Survey with employees for self-assessment supplemented through business/manager validation

**Analyze workforce skills gap**
- Visualize and analyse the gap between future and current workforce skills
- Recommend any skill changes
- Schedule and run a half-day workshop per functional area
- Validate all findings and prioritize any skill changes
- Compile read-out (report)

**Tool:** HR systems with people analytics if available, otherwise data analytics (Tableau), workshop with business/manager and read-out

**Create action plan to close the workforce skills gap**
- Develop, communicate and establish strategy, roadmap and business case for initiatives aligned with business, HR and talent strategy
- Implement any skill changes across functional areas
- Regularly check in on timeline, plan for action and skill changes and adjust as required

**Tool:** Strategy, roadmap and business case for initiatives

**Objective -> Pull:** Business/manager proactively manage process and tools to create reports on their own and consult/inform HR only

High-touch touch approach for large companies with high degree of maturity in the labour market

Business / HR view
Practical recommendations (10/12)

Our guidance to assess future workforce skills

How it could look like
Sample interviews with business/manager, employees and customers, external benchmarking and future workforce skills lab structure

Use leading questions and track them in

- Interviews with business/manager, employees and customers
- Have a meaningful discussion and share perceptions around future workforce skills

Use pre-structured poster templates

Use leading questions

External benchmarking and future workforce skills lab

Review market trends by leveraging benchmarking from external partners

Predict and plan future workforce skills by using the concept of personas/what-if business scenario planning e.g. COVID-19 second wave

How it could look like
Sample survey with employees for self-assessment with business/manager validation structure

Survey with employees for self-assessment

Employee is asked to fill in self-assessment questionnaire evaluating current skills and interests

Use leading questions

- Can you confirm that the filled self-assessment reflects the current skill and interest levels of your direct reports?
- Do you see any gaps? If yes, which ones?

Business / HR view

High-touch touch approach for large companies with high degree of maturity in the labour market

*Persona* is a fictional role and character which you create in order to represent different role types that work in your company e.g. Sales Representative. Creating personas will help you to understand what roles future needs, experiences, behaviours and goals are to analyse future workforce skills.
Practical recommendations (11/12)

Our guidance to assess future workforce skills

How it could look like
Sample people/data analytics (Tableau), workshop with business/manager and read-out structure

- Use HR systems if available or HR systems with people analytics if available, otherwise data analytics (Tableau)
- Leverage data analytics tools to visualize data in a meaningful way and turn around future workforce skills data into insights that drive action

Use brown paper and post it notes

<table>
<thead>
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<tr>
<td>Digital skills</td>
<td>Today Future</td>
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<tr>
<td>Adaptability/Flexibility</td>
<td>Today Future</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Today Future</td>
</tr>
</tbody>
</table>

Use Tableau

Future workforce skills

- Digital skills
- Adaptability/Flexibility
- Emotional intelligence

Future Current

- Current workforce skills
- Digital skills
- Adaptability/Flexibility
- Emotional intelligence

How it could look like
Sample strategy, roadmap and business case for initiatives structure

- Strategy and roadmap aligned with business, HR and talent strategy
- Use business case for initiatives aligned with business, HR and talent strategy
  - Develop, communicate and establish a roadmap to put a strategic plan in place that defines the goal to close future workforce skill gaps and include major steps or milestones needed to reach it

Workshop with business/manager and read-out
Validate all findings and prioritize any skill changes around future workforce skills

Business case for initiatives aligned with business, HR and talent strategy
Develop, communicate and establish a business case for initiatives to close future workforce skills through "Buy/build/borrow/reskill" strategies - driven and aligned with your unique HR strategy

High-touch touch approach for large companies with high degree of maturity in the labour market

Business / HR view
Our guidance to establish future workforce skills

**Build/reskill**
- **Learning:** Designing skill-based learning programs or stimulating learning in the flow of work focused on a specific skill e.g. personalized learning journeys, personalized learning and knowledge management platforms such as EdCast or Degreed, interactive videos or gamification, LinkedIn free learning content such as webinars, “lunch & learn” sessions for informal learning, block employee calendar an hour a week to learn about a new topic for work-based learning
- **Onboarding and development:** Supporting employees in their skills development e.g. mentoring/coaching program, buddy/tandem system, generation exchange on a certain topic, hackathons every Friday
- **Performance management:** Regularly check in on employees current future workforce skills and interests e.g. self-assessment surveys in Mentimeter or SurveyMonkey, meaningful conversations with manager using structured interview guides
- **Internal mobility:** Providing internal opportunities in terms of temporary projects, new roles (abroad), job swaps based on skills e.g. test and practice certain skills in a short project or 1 day internship
- **Succession management:** Decision making for succession of key roles in the organisation based on an employee’s skill set and/or to be developed skills

**Borrow**
- **Alternative workforce:** Manage the right mix of on and off-balance sheet talent by leveraging people with the required skills as contractors, contingent workers, part-time workers, or others working in diverse forms of work and cultivating a community of talents e.g. hire intern to test certain skills before formally implementing it

**Buy**
- **Talent acquisition:** Acquiring new talent with skill-based hiring (rather than "diploma-based") and by hiring for attitude (rather than readily available skills which can be taught) e.g. job descriptions with future skill profiles. ‘Company profiling’ is also more strategic as companies make an effort to offer attractive benefits to potential candidates.
Findings of interviews are consistent and builds on Deloitte’s thought leadership recommendations from the 2020 Global Human Capital Trends

**2020 Global Human Capital Trends: Investing in resilience for uncertain futures**

What is needed is a worker development approach that considers both the dynamic nature of jobs and the equally dynamic potential of people to reinvent themselves.

Today, success increasingly depends on innovation, entrepreneurship, and other forms of creativity that rely not just on skills, but also on less quantifiable capabilities such as critical thinking, emotional intelligence, and collaboration.

Organisations may be ill served by the currently prevalent narrow approach to reskilling, which consists largely of attempting to precisely tally current skill needs, prescribing discrete training programs to suit, and then doing it all over again once the organisation’s needs change. A system that instead invests not just in workers’ near-term skill needs but also in workers’ long-term resilience, developing their capabilities as part of work and embracing a dynamic relationship with the organisation’s broader ecosystem, can help build long-term organisational resilience as well.

* This year’s Global Human Capital Trends survey polled together nearly 9,000 business and HR leaders in 119 countries. The report calls upon organizations to embrace three attitude – purpose, potential, and perspective – that characterize what it means to fuse people and technology to perform as a social enterprise at work.
Policy recommendations for Employer Organisations

Employer organisations have a crucial role to play in future skills anticipation and development. Based on interview findings, employer organisations may wish to strongly advocate their governments to:

- Find ways to embed human and social skills in the different learning pathways
- Strengthen the capacities of career counsellors – ensuring they are aware of the industry needs and provide students with possible career options and skilling opportunities, including TVET, further education, apprenticeships and others
- Support tripartite consultations and promote cooperation on skilling projects
- Provide an enabling environment for businesses to upskill and reskill their workforce, such as through incentives, grants and access to finance. Removal of barriers such as enabling mobile money is one way to offer training providers access to learners. It is also important to simplify procedures and to make it attractive for businesses to contribute ideas
- Promote sound labour market systems
- Build a culture of lifelong learning from a young age
- Lifelong learning is a joint responsibility of individuals (as it increases one’s employability), governments (through public education systems) and employers (such as work-based training)
- Expand cooperation between the education system and the private sector, which are represented by employer organisations at the national level. This can be through social dialogue, cross-sectoral agreements, MOUs, Skills Passport, Committee Training Council, informal discussions, etc. Teachers need to learn what is needed by Industry and bring this knowledge back to classes. This needs to start from primary and tertiary schools
- Address human and social skills in the national agenda. Place training as a priority of State policy and guarantee a stable regulatory framework that has broad consensus, thus ensuring its long-term continuity beyond political changes
- Government at the central and state levels should make human and social skills as part of education curriculum
- Review of TVET and apprenticeships systems. Modernise them in line with private sector needs
- Understand the problems of establishing a common skills recognition framework and to find ways to go beyond this as skills are evolving
- Invest in Science, Technology, Engineering and Mathematics (STEM) and digital skills
Lessons learned from the pandemic crisis (“COVID-19”)

In the face of unforeseen events, the flexibility of employees to migrate to telework is helpful.

The “learn to learn” skill is crucial. In this context of the pandemic and of the probable enforcement of upskilling and reskilling, the capacity of individuals to push themselves to undertake lifelong learning through formal, non-formal and informal pathways will make the difference between the ones who will suffer the least and the most in this situation.

It is important to ensure a “right to fail” approach. In order to thrive in new technologically-enhanced solutions, employees should feel protected and safe about their possibility to do trials and tests with new technologies. This would also entice them into using /developing their skills with new technologies.

There are workers, especially the older generation who do not like change. Therefore, we use simple step-by-step instructions. The descriptions should be made clear. Communication is improved based on simplicity. Simple training, especially for SMEs, is encouraged.

Focusing on results rather than hours in the office is always our objective. The pandemic crystalized this view.

The pandemic crystalized this view.
Looking ahead

Five shifts that can help organisations build future workforce skills e.g. resilience

- Supporting learning in the flow of work
  - E.g. Block employee calendar an hour a week to learn about a new topic

- Leveraging workers’ “passion of the explorer” to engage them in solving unseen and future problems
  - E.g. Set-up hackathons once a month where employees compete to create new ideas or prototypes that innovate or improve an existing product, service or process

- Cultivating capabilities first, skills second
  - E.g. Hire employee who brings agile capabilities that include how to work with digital technologies

- Rewarding based on capability development
  - E.g. Provide rewards such as LinkedIn for free for one month because employees completed their learning journey

- Preparing the workforce with an eye toward what benefits both the organisation and society
  - E.g. Leaders do a one day internship in a function to better understand business requirements and peoples needs
## Acknowledgements

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