



Broadskilling Project 101

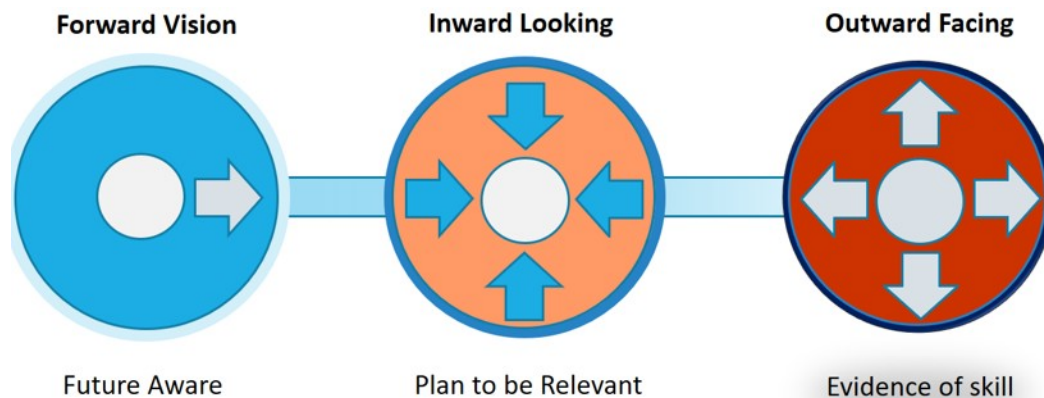
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Broadskilling Project: What is it? What problem does it address? What can I do with Broadskilling enablers?

Broadskilling: What is it?

“Broadskilling” is the name given to the author’s description of the personal work to define a simple way to engage youth to prepare them for employability in the emerging technical economy. The framework defines three dimensions of research and action required to prepare youth to be future-ready.



Three Dimensions of Broadskilling©: Preparing Youth for Future Work (Busby, 2019)

The intentions of the Broadskilling framework and project work are to help youth:

1. Develop a forward vision and an informed future aware perspective.
2. Pursue an inward looking examination of options and then to have a specific plan to be relevant.
3. Create and actively manage their outward facing presence with tangible evidence of skill.

Whether you are a parent, educator, career coach, or a student, you can leverage the Broadskilling project materials to become future aware, develop a plan to be relevant, and a portfolio of work to provide evidence of your skill sets.

Next, read about the problem the Broadskilling project is attempting to solve.



What problem does it address?

Employers are concerned about both, the aging workforce, and skill gaps we collectively face a sweeping digital transformation. While the estimated workforce impact metrics vary, there are clear themes emerging about a) concerns ([will a robot take my job?](#) *Click the link to assess how likely it is for your job of choice*) and b) skills needed to succeed. Employers focus on innovative recruiting for new talent, and “upskilling” and “reskilling” their current workforce. The opportunity for education is “Broadskilling” our future workforce. “Broadskilling” means: future-ready career awareness, entrepreneurship, soft skills, adaptability, learning to learn and befriending technology.

- **Future-ready career awareness:** [Career clusters](#) and emerging highly technical career paths will require continuous learning to adapt to emerging roles and opportunities. Devote time to develop a point of view about [future skill needs](#), locate areas of opportunity. Track this by reading, identifying experts (e.g. Like [Heather McGowan](#)) and following them on social media.
- **Entrepreneurship:** [Knowing how to run your own work as a business](#), to compete in [the gig economy](#). Having a framework for (and expectation to) all aspects of running your own contracting business. Get used to the idea that your specific combination of “skill sets” will get you hired.
- **Ability to work well with people** (aka: Soft Skills/[Powerskills](#)/[Success Skills for students](#)). Virtual work and virtual technologies require exceptional communication skills, written, visual, in person. Virtual teams mean paying attention to relationship building with people you have never met. Networking will be a key source for referrals and problem solving.
- **Willingness to adapt:** [More frequent job changes](#) will require people with the [ability to adjust and thrive](#) in new situations. This will include marketing, networking for the next job. Expect to earn micro certifications to expand your [business](#) and [technical](#) abilities.
- **Learning how to learn:** Practical problem solving skills, frameworks for critical thinking about the questions you need to answer to solve the problem. Awareness and use of online resources and your network (contribute to it and receive from it – it is reciprocal). Podcasts, video, websites (e.g. [PWC Research](#), [McKinsey & Co.](#), [Accenture Research](#)), BLS [Occupational Outlook](#).
- **Befriending Technology:** Like it or not, as a practical matter, devote time to using new digital tools (e.g. [intelligent agents](#) to perform repetitive tasks will change jobs). Develop an awareness of specific tools, applications and “cloud” architectures (e.g. [Amazon Cloud Practitioner Certification](#)). Cyber Security awareness. Content Competency (informed awareness) and Content Expertise (validated ability to perform complex work) are both necessary.

What can I do with Broadskilling enablers?

1. **Students:** Can conduct a journey of inquiry; specifically, do their own research and develop an specific employability plan. Beware: The process is not linear. New history is being made each day. The future of work is shaped daily, by breakthrough discoveries that accelerate the pace of change. Broadskilling is more a process you will continue to evolve, than a project you will complete. Your outcome is not a once-and-done plan. What does this mean to you and me? It means that each dimension requires your attention; specifically, your plan must include the expectation that you will continuously monitor and manage:
 - a. Your perspective on future work (the forward vision dimension)
 - b. Your plan to be relevant to the future (the inward looking dimension)
 - c. The evidence of skill on display to potential employers (the outward facing dimension)

You can no longer expect to achieve one certificate or one degree, and rely on that credential to provide lifelong employment.

2. **Educators:** Can leverage the Broadskilling framework and materials available at www.broadskilling.com to make your students aware of the challenges of future work, and a pathway to develop relevant skills, and a portfolio of evidence of skills, to thrive in the emerging technical economy. The website provides an overview of the project, a downloadable presentation, and a student research plan. You can assign a learner-driven research project to your students. The research can be tailored to individual student interests in specific technologies, career clusters, or roles. Having students deliberately produce a research-based plan, will require each person to become aware of the demand for specific skill sets, and the consequences of choosing a low-demand skill set. The outcomes of the research work are practical, motivating, and learner-driven:
 - a. An informed perspective of future work; what skills are in-demand or not.
 - b. A plan to be relevant and employable in the future technical economy.
 - c. A plan to create a visible portfolio of work as evidence of skill.
3. **Parents:** Leverage the materials to become informed about the demands and challenges of future work. Try doing your own research plan to develop an informed perspective about the future.

Materials are available free. This is a passion project meant to enable youth to be successful. That said, there is a larger concern: Preparing youth for future work is vital to our shared economic future.

The current adult population is aging. Tax-revenue funded services to older citizens are stressed. National budgets are strained. The aging population and high costs of services places a large tax burden on younger citizens. Our future tax base rests in the fate of our youth. Employers are concerned about the expanding gap between the supply of workforce skills and the level of skills required to meet business demand. Will the emerging generation of youth have the skill sets required to thrive?

It is the author's belief that an individual's span of control is limited only to the inputs they provide to a given task. Outcomes happen as a result of the inputs. Outcomes cannot be mandated. Outcomes are the result of each person managing the direct actions they choose to take.

Choose wisely. The "Broadskilling Project" is a small action. The project only works if you take the next step to engage youth in your circle of concern.



BROADSKILLING

The Author, Richard Busby, M.S., has over 20 years of experience in both learning strategy, learning architecture roles, and learning operations management roles. His intention is to share experience to enable other education and learning professionals. His passion? To enable youth to prepare for the future of work. Want to join forces? Contact the Broadskilling Project at www.broadskilling.com; connect with Mr. Busby on LinkedIn: <https://www.linkedin.com/in/richardbusby/>