





## Today We Will.....

- Talk Skills at a Macro Level
- Look at Skills for Higher Ed
- Review Job Specific Skill Examples
- Assess Your Skills Strategy
- Answer Questions

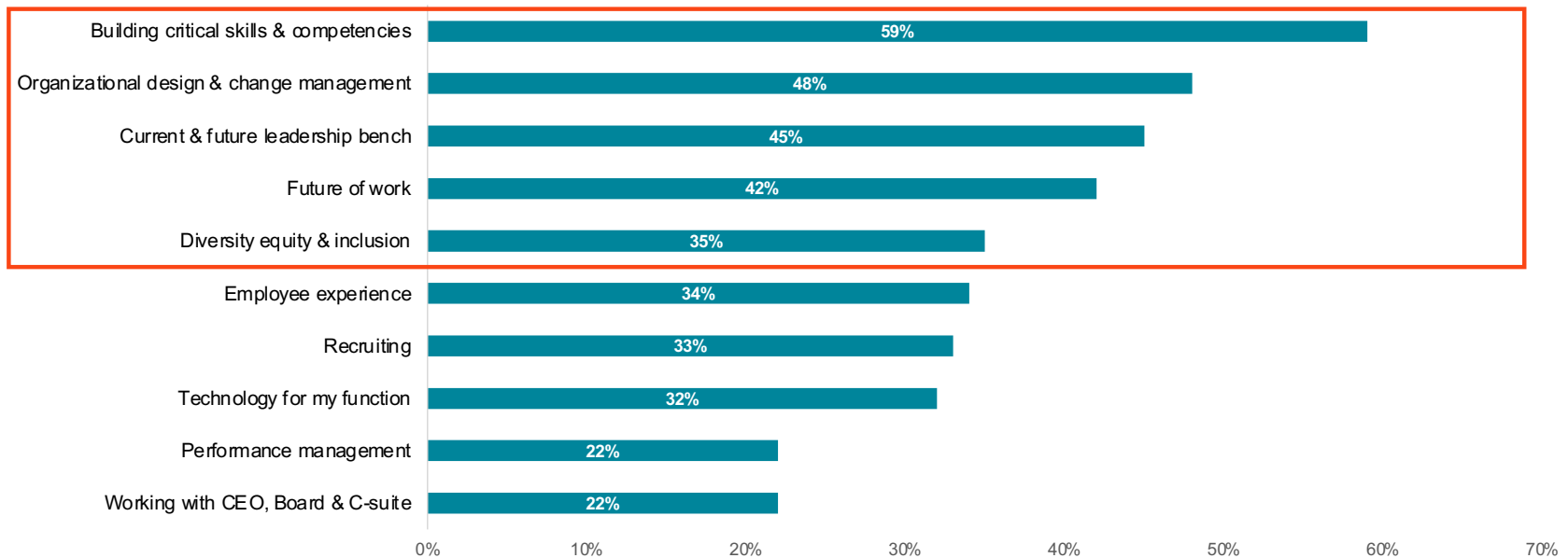




*“Our ideal candidate would have a skillset that applies to at least 3 areas that don’t exist yet.”*

# Top 10 HR Key Initiatives for 2022

Key initiatives selected by HR Leaders to support their organizational priorities



n=572 HR Leaders  
Source: 2022 Gartner HR Priorities Survey



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# Top 10 HR Key Initiatives for 2022

Geographic Cuts	APAC	Euro	LATAM	NA
Building critical skills	73%	61%	52%	58%
Org design & change mgmt	57%	59%	51%	46%
Current & future leadership bench	53%	53%	48%	43%
Future of work	41%	42%	48%	40%
DE&I	24%	36%	15%	40%

**Legend**  
**Blue** = response stands out as high  
**Orange** = response stands out as lower

Industry Cuts	Healthcare	Retail	Manu	Fin Srv	Tech	Gov't	CPG	Insur	Util
Building critical skills	51%	77%	62%	60%	58%	64%	63%	63%	56%
Org design & change mgmt	44%	46%	46%	43%	49%	51%	51%	44%	34%
Current & future leadership bench	44%	54%	56%	36%	47%	36%	49%	50%	63%
Future of work	32%	50%	31%	47%	38%	60%	43%	50%	41%
DE&I	29%	38%	34%	34%	43%	31%	29%	34%	34%



n=572 HR Leaders

Source: 2022 Gartner HR Priorities Survey

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# Talent is a top President Issue

**Failure to attract /  
retain top talent #1**

**Availability of  
Key Skills #3**

Source:  
The Conference Board  
PwC – 20th Annual Survey



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# Higher Ed HR Areas of Opportunity

## Faculty / Staff

- Faculty recruitment and retention is a critical challenge.
- Top HR challenges include employee engagement and diversity, equity, inclusion and belonging (DEIB)
- Top Talent Management challenges are succession planning, performance management and onboarding
- There is a significant opportunity for a stronger connection between performance and reward programs
- Hiring shortages due to employees close to retirement and a predicted turnover rate of at least 50% of senior higher education administrators in the next 5-10 years



# Higher Ed HR Areas of Opportunity



**6,502**

Number of postsecondary educational institutions in the U.S.  
(NCES, 2019)

**6,042**  
(NCES 2022)

**7,100**


estimated new higher education administration jobs will be available by 2029.

(U.S. Bureau of Labor Statistics, 2020)

**7% Growth Through 2030**  
**BLS 2022**



# A changing jobs and skills market



## 2022 Skills Outlook

<p><b>Growing</b></p> <ol style="list-style-type: none"> <li>1 Analytical thinking and innovation</li> <li>2 Active learning and learning strategies</li> <li>3 Creativity, originality and initiative</li> <li>4 Technology design and programming</li> <li>5 Critical thinking and analysis</li> <li>6 Complex problem-solving</li> <li>7 Leadership and social influence</li> <li>8 Emotional intelligence</li> <li>9 Reasoning, problem-solving and ideation</li> <li>10 Systems analysis and evaluation</li> </ol>	<p><b>Declining</b></p> <ol style="list-style-type: none"> <li>1 Manual dexterity, endurance and precision</li> <li>2 Memory, verbal, auditory and spatial abilities</li> <li>3 Management of financial, material resources</li> <li>4 Technology installation and maintenance</li> <li>5 Reading, writing, math and active listening</li> <li>6 Management of personnel</li> <li>7 Quality control and safety awareness</li> <li>8 Coordination and time management</li> <li>9 Visual, auditory and speech abilities</li> <li>10 Technology use, monitoring and control</li> </ol>
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Source: Future of Jobs Survey, WEF



Increasing demand		Decreasing demand	
1	Data Analysts and Scientists	1	Data Entry Clerks
2	AI and Machine Learning Specialists	2	Administrative and Executive Secretaries
3	Big Data Specialists	3	Accounting, Bookkeeping and Payroll Clerks
4	Digital Marketing and Strategy Specialists	4	Accountants and Auditors
5	Process Automation Specialists	5	Assembly and Factory Workers
6	Business Development Professionals	6	Business Services and Administration Managers
7	Digital Transformation Specialists	7	Client Information and Customer Service Workers
8	Information Security Analysts	8	General and Operations Managers
9	Software and Applications Developers	9	Mechanics and Machinery Repairers
10	Internet of Things Specialists	10	Material-Recording and Stock-Keeping Clerks
11	Project Managers	11	Financial Analysts
12	Business Services and Administration Managers	12	Postal Service Clerks
13	Database and Network Professionals	13	Sales Rep., Wholesale and Manuf., Tech. and Sci.Products
14	Robotics Engineers	14	Relationship Managers
15	Strategic Advisors	15	Bank Tellers and Related Clerks
16	Management and Organization Analysts	16	Door-To-Door Sales, News and Street Vendors
17	FinTech Engineers	17	Electronics and Telecoms Installers and Repairers
18	Mechanics and Machinery Repairers	18	Human Resources Specialists
19	Organizational Development Specialists	19	Training and Development Specialists
20	Risk Management Specialists	20	Construction Laborers

Top skills for 2015	Top skills for 2020	Top skills for 2025
1. Complex problem solving	1. Complex problem solving	1. Analytical thinking and innovation
2. Coordinating with others	2. Critical thinking and analysis	2. <b>Active learning and learning strategies</b>
3. People management	3. Creativity	3. Complex problem-solving
4. Critical thinking and analysis	4. People management	4. Critical thinking and analysis
5. Negotiation	5. Coordinating with others	5. Creativity, originality and initiative
6. Quality control	6. Emotional intelligence	6. Leadership and social influence
7. Service orientation	7. Judgment and decision making	7. Technology use, monitoring and control
8. Judgment and decision making	8. Service orientation	8. Technology design and programming
9. Active listening	9. Negotiation	9. Resilience, stress tolerance and flexibility
10. Creativity, originality and initiative	10. Cognitive flexibility	10. Reasoning, problem-solving and ideation

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# Education (Higher Ed) Top Skills – LinkedIn

## Higher Education Administrator

### Higher-Education Administrator

**Also Called:**

Academic Administrator, College/University/Conservatory Staff, Dean

Higher-education administrators help keep colleges and universities running by designing, implementing, and overseeing the school's approach to subjects including academics, student life, and more.

- ❖ Leadership
- ❖ Communication
- ❖ People Management
- ❖ Record-keeping
- ❖ Budgets
- ❖ Departmental Planning
- ❖ Microsoft Office
- ❖ Google Apps
- ❖ Collaboration



# Education (Higher Ed) Top Skills – Northeastern + Gallup

- ❖ Cultural Awareness
- ❖ Ability to Collaborate
- ❖ Written & Verbal Communication Skills
- ❖ Tech Savvy
- ❖ Intrinsic Desire to be Mission-Driven
- ❖ Networking Know-How
- ❖ Willingness to Engage in Lifelong Learning



# The Skills Future Higher-Ed Leaders Need to Succeed

❖ Anticipatory Thinking

❖ Courageous Decision Makers

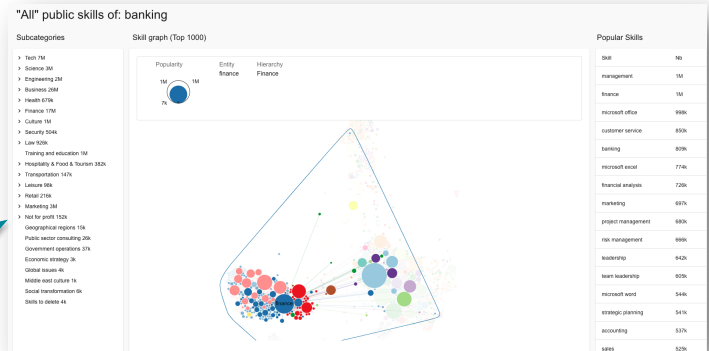
❖ Tolerant of Risk & Failure

❖ Resilient

❖ Effective Conveners &  
Facilitators

# Skills by Industry – Powered by Technology

Skills Graph currently available in our customer portals



Produced high-level skills analysis by industry\* – Customers can use as a **Skills Library Builder**



## Education (Higher Ed) Top Skills – CSOD iPOV

- ❖ Leadership
- ❖ Strategy
- ❖ Teaching
- ❖ Finance
- ❖ Budgets
- ❖ Community Outreach
- ❖ Communication
- ❖ Investments
- ❖ Educational Technology
- ❖ Risk Management



Extensive research compiled by TLAS

**Preparing for the Skills Economy**  
Realizing the Potential in *Higher Education*

Industry Point of View  
Thought Leadership & Advisory Services

cornerstone

\*Some skills, such as Cyber Security or IT transverse across industries and may not be represented in our research or results

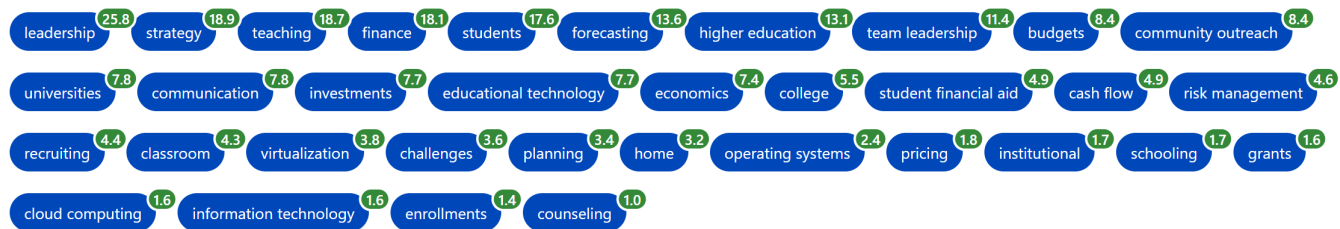


# Education (Higher Ed) Top Skills – CSOD iPOV

- ❖ Leadership
- ❖ Community Outreach
- ❖ Strategy
- ❖ Communication
- ❖ Teaching
- ❖ Investments
- ❖ Finance
- ❖ Educational Technology
- ❖ Budgets
- ❖ Risk Management

## Detected skills

*Those skills were found in text, and our filtering algorithm confirmed that the skills were relevant. It also assigned a confidence score: the higher the score, the more we consider the skills to be relevant.*



Source: Skills Graph Skills Text Detection



## Department Administrator

<https://uscareers-nyu.icims.com/jobs/11189/department-administrator/job?hub=10&mobile=false&width=960&height=500&bga=true&needsRedirect=false&jan1offset=-300&jun1offset=-240>



### Position Summary

Assist the Director with managing the business and administrative operations for a large academic department: plan budgets and administer, ensuring expenditures and allocations are appropriate; act as administrative liaison with other school and University offices; interpret and apply University policies, practices and procedures to address complex administrative matters. Recommend ways to innovate and improve department processes and seek ways to improve the department's image and standing in the academic community. Support the Chair of the department by managing the faculty recruitment and promotion/tenure process. Manage adjunct hiring and onboarding.

### Qualifications

**Required Education:**

Bachelor's Degree

**Preferred Education:**

Experience in an academic environment.

**Required Experience:**

3+ years relevant experience or equivalent combination of education and experience. Must include experience with complex and sensitive scheduling, planning and implementing activities and events, and supervising staff and operations.

**Preferred Experience:**

Experience in an academic environment.

**Required Skills, Knowledge and Abilities:**

Excellent planning, organizational, and problem solving skills. Ability to develop, implement and interpret policies and procedures and communicate sensitive information verbally and in writing to a diverse population. Familiarity with word processing, spreadsheet, and database software. Experience with maintaining records and handling confidential documents and communications.

**Preferred Skills, Knowledge and Abilities:**

Familiarity with web development software or experience maintaining a web site.

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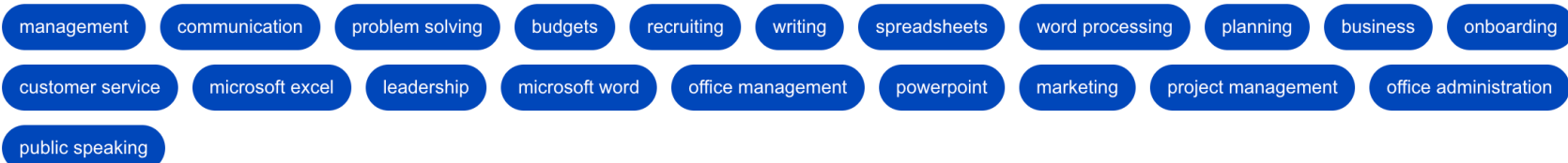


# Department Administrator Top Skills

- ❖ Management
- ❖ Communication
- ❖ Problem Solving
- ❖ Budgets
- ❖ Recruiting

- ❖ Writing
- ❖ Spreadsheets
- ❖ Word Processing
- ❖ Planning
- ❖ Business

## Detected skills



Source: Skills Graph Skills Text Detection

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## Administrative Coordinator - Campus Operations

The Administrative Coordinator will report to the Campus Operations Manager, and will be responsible for supporting and assisting all areas of campus operations. In addition to the CUNY Title Overview, the Administrative Coordinator's duties include but are not limited to:

- Create campus operations forms and assist in workflow and processing;
- Liaise with Facility Coordinator to ensure communication regarding campus ops projects;
- Assist with room reservation process including booking and revisions;
- Communicate fire training schedule to appropriate parties and track completion;
- Prepare and process documents for ID card approvals;
- Prepare and provide information for staff onboarding as related to campus operations, and ensure up to date campus data;
- Work with vendors as needed by the department;
- Triage and take action to remedy and respond to immediate facility issues; track and report facility issues to the Director of Campus Operations and/or Facilities Coordinator;
- Provide customer support by responding to inquiries and directing accordingly in- person, by ticket system, phone and email;
- Assist the Director of Campus Operations with special projects.

### QUALIFICATIONS

Bachelor's Degree required.

#### PREFERRED QUALIFICATIONS

- Administrative support experience in a higher education environment;
- Strong understanding of file folders, file structure, and file organization;
- Experience utilizing electronic databases and basic experience with Microsoft Office Suite and Adobe Acrobat;
- High degree of professionalism and personal integrity to maintain confidentiality;

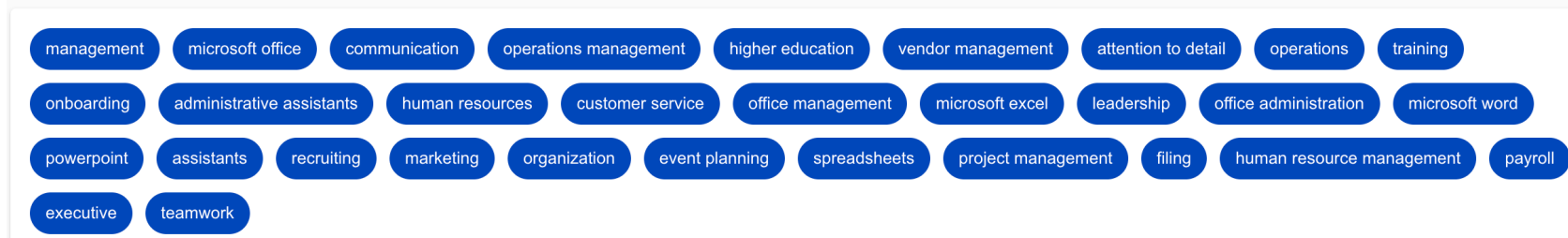
[https://hrsa.cunyfirst.cuny.edu/psc/erecruit/EMPLOYEE/HRMSCG/c/HRS\\_HRAM\\_FL.HRS.CG\\_S EARCH\\_FL.GBL?Page=HRS\\_APP\\_SCHJOB\\_FL&Action=U](https://hrsa.cunyfirst.cuny.edu/psc/erecruit/EMPLOYEE/HRMSCG/c/HRS_HRAM_FL.HRS.CG_S EARCH_FL.GBL?Page=HRS_APP_SCHJOB_FL&Action=U)



# Administrative Coordinator Top Skills

- ❖ Management
- ❖ Microsoft Office
- ❖ Communication
- ❖ Operations Management
- ❖ Higher Education
- ❖ Vendor Management
- ❖ Attention to Detail
- ❖ Operations
- ❖ Training
- ❖ Onboarding

## Detected skills



Source: Skills Graph Skills Text Detection

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# FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

## Program Director, Diversity, Equity & Inclusion

The Program Director will support the Law School Diversity, Equity & Inclusion (DEI) Team by collaborating with key internal and external stakeholders to assess potential barriers and develop strategies to promote a culture of inclusion and belonging where individuals from all racial and ethnic identities, ages, nationalities, social and economic status, sexual orientation, gender identity/expression, religious, political, ideological perspectives, and physical and mental abilities are able to thrive and be engaged in advancing DEI as a critical component of social, academic, professional, and intellectual life. This position will support the creation, development, and implementation of proactive DEI initiatives at the Law School in support of the law school's strategic plan and University mission to create a learning environment where each member of our community has an opportunity to succeed.

The position reports to the Assistant Dean of Students & Diversity as well as to the Director of Diversity, Equity & Inclusion and is responsible for growing and managing all aspects of diversity programming and initiatives. The Program Director will primarily be responsible for the growth, development, and management of the REAL Scholars program and will have some responsibility for new programs not yet developed. Further, the Director will collaborate on the IDEAL pipeline program with the existing Program Manager to ensure program enhancement and sustainability of the pipeline program.

- Administers REAL Scholars program including the identifying potential candidates, developing and managing information sessions, responsiveness to questions relating to the program and managing all aspects of the onboarding process.
- Develops strategy for enhancement and expansion of the REAL Scholars program.
- Meets with key stakeholders and donors for all DEI programs and initiatives and provide regular updates on program achievements including data to support future gifts.
- Develops programming for the REAL Scholars pre-orientation program and for programming that will occur during the academic year.
- Identifies and procures faculty, speakers and panelists for programs.
- Meets with and supports donors and key stakeholders to develop funding streams for the program.
- Plans and implements the pre-orientation program curriculum to include academic, community building and social events for student participants.
- Develops reports and analytics relating to program success and develop program enhancements to accommodate program growth and reports back to donors and key stakeholders.
- Develops programming for retreats and activities and draft surveys for post-retreat distribution and evaluation.
- Synthesizes information gained from Fall semester surveys and integrates relevant information into a report for future program enhancements.
- Hires, trains and manages the REAL TAs and Peer Mentors throughout the Fall and Spring semesters and ensures compliance with program requirements and responsibilities.
- Collaborates with MARCOM to maintain marketing and media platforms including program website and corporate site.
- Develops and manages all-participants advising panels twice each semester to provide support for their academic performance and professional endeavors.
- Manages the faculty-mentor component of the program and liaise with faculty to ensure counseling requirements are met.
- Tracks REAL student attendance and performance, and timely alerts the administration of any issues or concerns.
- Engages in crisis management and advance problem-solving skills in counseling at-risk students.

<https://careers.fordham.edu/postings/4051>



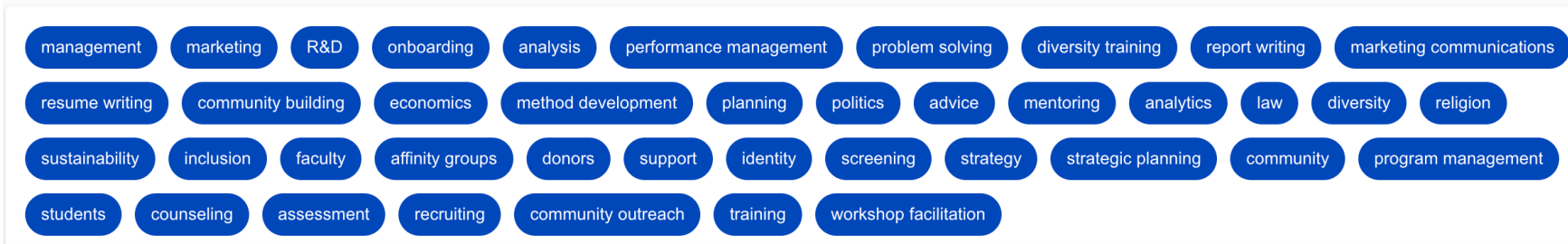
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# Program Director, Diversity, Equity & Inclusion

## Top Skills

- ❖ Management
- ❖ Marketing
- ❖ R&D
- ❖ Onboarding
- ❖ Analysis
- ❖ Performance Management
- ❖ Problem Solving
- ❖ Diversity Training
- ❖ Report Writing
- ❖ Marketing Communications

### Detected skills



Source: Skills Graph Skills Text Detection

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## Executive Assistant

### Position Summary

Reporting directly to the Chair of the Department of Rehabilitation and Regenerative Medicine and the Department Administrator/COO, the incumbent will assume overall executive level support and manage the day to day activities of the Chair's Office. This includes administration relating to the Columbia and Cornell campuses, New York Presbyterian Hospital, Educational Programs in Occupational and Physical Therapy, the Columbia Stem Cell Initiative, and other affiliates.

The incumbent will provide discreet and confidential executive administrative management to the Chair and Department Administrator, and interact with executive staff and provide information to all levels of University Faculty, Administrators and Staff as appropriate.

### Responsibilities

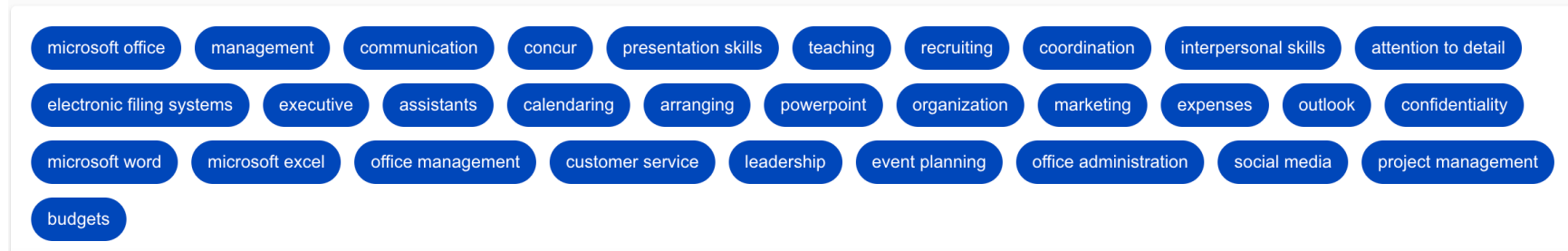
- Manage and update both the Chair's and the Department Administrator's calendars.
- Coordinate arrangements for all internal and external meetings; including but not limited to travel arrangements, ordering food for meetings, booking and setting up conference rooms, etc.
- Manage the production and distribution of correspondence, minutes, and follow up information.
- Provide high level technical assistance related to information and communication technology.
- Prepare and develop presentations in PowerPoint on behalf of the Chair and/or Department Administrator; and assist in the preparation of reports.
- Draft correspondence for appropriate review by the Chair and/or the Department Administrator.
- Review, screen and monitor calls, field questions, or forward to the appropriate persons.
- Develop and maintain both physical and electronic filing systems into a readily retrievable format.
- Coordinate and plan recruitment visits for faculty and staff positions.
- Obtain insurance pre-authorizations and/or referrals for Chairman's patients' procedures.
- Organize departmental events and assist with departmental marketing efforts.
- Submit and reconcile expense reports in Concur.
- Provide coverage for Administrative Assistant and Administrative Coordinator as needed.
- Perform other related duties as assigned.

<https://opportunities.columbia.edu/jobs/executive-assistant-medical-center-new-york-united-states-c979d73d-ad60-414c-9a21-5e3bdf294bbc>

# Executive Assistant Top Skills

- ❖ Microsoft Office
- ❖ Management
- ❖ Communication
- ❖ Concur
- ❖ Presentation Skills
- ❖ Coordination
- ❖ Interpersonal Skills
- ❖ Attention to Detail
- ❖ Electronic Filing Systems
- ❖ Calendaring

## Detected skills



Source: Skills Graph Skills Text Detection

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# Technology Top Skills

- ❖ Leadership
- ❖ Telecommunications
- ❖ Information Technology
- ❖ Strategy
- ❖ Business Development
- ❖ Cloud Computing
- ❖ Networking
- ❖ Social Media
- ❖ Virtualization
- ❖ Linux+

## Detected skills

Those skills were found in text, and our filtering algorithm confirmed that the skills were relevant. It also assigned a confidence score: the higher the score, the more we consider the skills to be relevant.



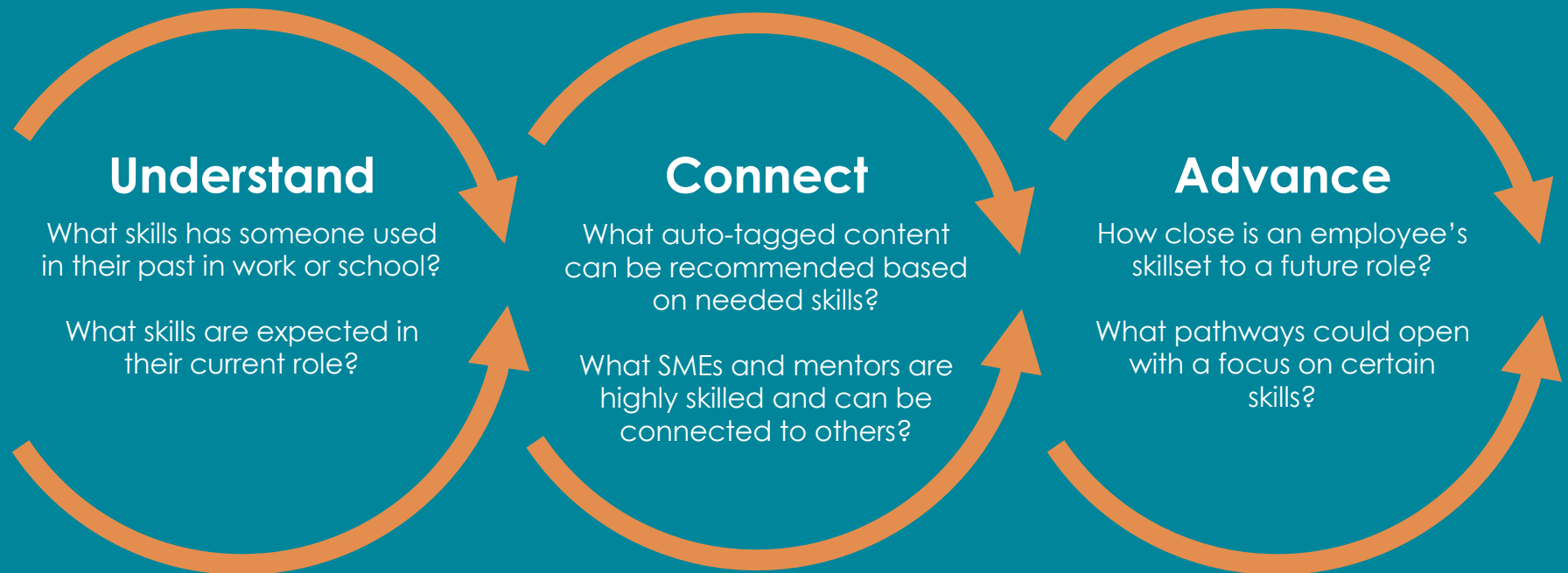
Source: Skills Graph Skills Text Detection

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# Skills as a Golden Thread

## For People Development





Even so...

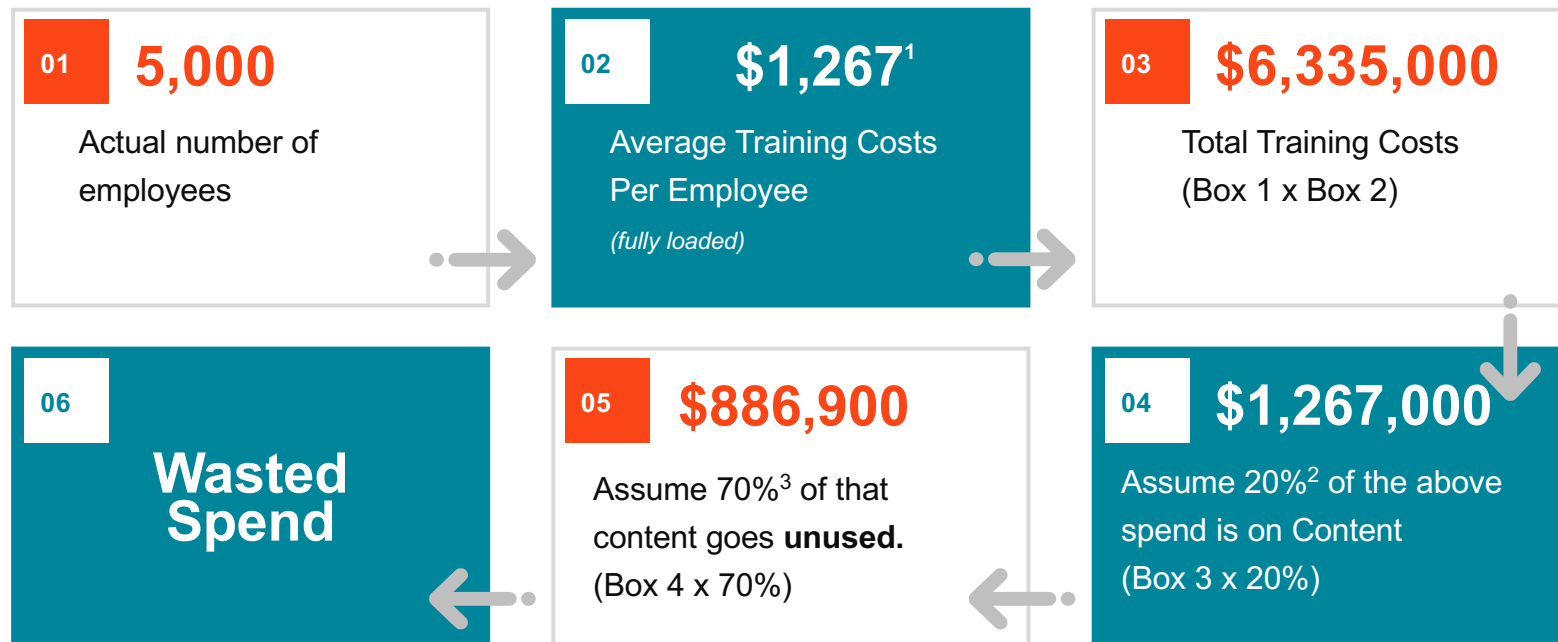
**70%**

of learning content spend is either  
**redundant, low-quality, or both**

**GOES UNUSED!!**

This IS a **significant opportunity** for Learning & Development to deliver impact to the business!

# Let's Look at the Numbers – A Sample

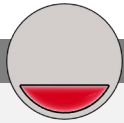


**Sources:**

- 1. TD Magazine (2020 State of the Industry Report)
- 2. Capterra Training Budget Calculator, elm Learning)
- 3. ATD, Content Marketing Institute

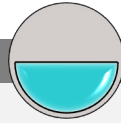


# Cornerstone Skills Maturity Model



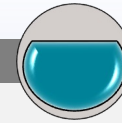
## ADMINISTRATIVE

- Has < 55% job descriptions documented and verified correct
- Developed some capabilities, e.g., leadership, business acumen
- No documented skills
- No formal relationship between the organization's business priorities and the skills needed by its workforce to be successful
- No documented career pathways for majority of roles
- No job architecture strategy
- No learning content directly aligned with skills



## OPERATIONAL

- Job titles & job descriptions are > 55% complete and verified
- Capabilities established & aligned for supervisors and managers, not for individual contributors
- Few documented skills; recognizes skill-based training is important to be successful
- Critical skills are identified and are directly related to the business priorities
- Some documented career pathways for critical roles
- Plans to fully implement a job architecture strategy
- Some learning content aligned with skills but no proficiency levels
- Employees understand importance of skills & has self-documented skills in either HRIS or talent platforms



## EMERGENT

- Job titles & job descriptions are > 75% complete and verified
- Capabilities established & validated for all positions
- Implement a skill-based development strategy aligned to the business priorities
- Skills-based development initiatives are aligned with business priorities
- Career pathways are documented for all roles
- Job titles & descriptions complete & regularly managed with a solid job architecture strategy
- All learning content is aligned to associated skills with proficiency levels
- Leverages AI with talent platform to deploy skills ontology & development through workforce



## OPTIMIZED

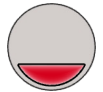
- Job titles & job descriptions > 95% complete & verified correct & include associated skills
- Capabilities established & validated for all positions & include proficiency levels
- Skills saturate all aspects of talent management in support of business priorities
- Conducting advanced skills analysis to make data driven decisions for future
- Employees empowered to manage & navigate career & goals
- Job architecture managed through strong governance measures also includes flexible, efficient processes to accommodate changes
- Content is aligned with skills, proficiency levels, & insights through data analytics
- Users fully leverage AI and manage their own career paths

# Cornerstone Skills Maturity Model – At A Glance

	Administrative	Operational	Emergent	Optimized
<b>Job Titles &amp; Descriptions</b> (Documented & Verified)	< 55%	>55%	>75%	>95% Associated Skills included
<b>Capabilities</b>	Some developed e.g. leadership, business acumen	Established & aligned for supervisors and managers, not for individual contributors	Established & validated for all positions	Emergent + Proficiency Levels included
<b>Skills</b>	Skills documentation not started	Few skills documented; recognition skill-based training is important to be successful	Implemented a skill-based development strategy aligned to the business priorities	Skills saturate all aspects of talent management in support of business priorities
<b>Business Alignment</b>	No formal relationship between the business priorities and skills needed to be successful	Critical skills are identified and are directly related to the business priorities	Skills-based development initiatives are aligned with business priorities	Conducting advanced skills analysis to make data driven decisions
<b>Career Pathways</b> (Documented)	None for majority of roles	Some for critical roles	All roles done	Employees empowered to manage & navigate career & goals
<b>Job Architecture</b>	None	Plans to fully implement	Regularly managed with a solid strategy	Managed through strong governance measures. Includes flexible efficient processes to make changes
<b>Learning Content</b> (Direct alignment with Skills)	None	Some	All with proficiency levels	Emergent + insights through data analytics
<b>Technology Enablement</b>	None	Employees understand importance of skills & have self-documented	Leverages AI to deploy skills ontology & development	Users fully leverage AI and manage their own career paths



# Skills Maturity – Administrative Stage



## Organizational Characteristics

- Has < 55% job descriptions documented and verified correct
- Developed some capabilities, e.g., leadership, business acumen
- No documented skills
- No formal relationship between the organization's business priorities and the skills needed by its workforce to be successful
- No documented career pathways for majority of roles
- No job architecture strategy
- No learning content directly aligned with skills

## Performance Impacts

- This stage is fundamental to all other stages.
- However, it suggests that skills are not part of the organization's vocabulary.
- Content is largely aligned to subjects that are compliance-related but not aligned to a position or role.
- Performance indicators or measurements related to the impact of training is very limited

## Cultural Impacts

- Although training opportunities are provided, little or no relationships exist that support a skills-focused training program that support self-development.
- Employees seek outside sources for learning and do not have visibility to career paths.

### Key Indicators:

Skills not documented in HR technologies  
Content is largely aligned to subjects





# Skills Maturity – Operational Stage

## Organizational Characteristics

- Job titles & job descriptions are > 55% complete and verified
- Capabilities established & aligned for supervisors/managers not ICs
- Few documented skills.
- Recognizes skills-based training is important to be successful
- Critical skills are identified and are directly related to the business priorities
- Some documented career pathways for critical roles
- Plans to fully implement a job architecture strategy
- Some learning content aligned with skills but no proficiency levels
- Employees understand importance of skills & has self-documented skills in either HRIS or talent platforms

## Performance Impacts

- Organizations are starting their skills ontology journey.
- They are conceiving their job architecture strategy.
- Have done a good job thus far documenting their job titles and job positions.
- At this stage, they have begun to create career pathways.
- Content is aligned to positions in addition to subjects.
- However, alignment of skills to an employee's 'next' or 'adjacent' roles does not yet exist.

## Cultural Impacts

- Organizations are beginning to communicate their learning strategy to their workforce.
- The transparency is targeted on adding confidence in their employees on the strategy.
- However, employees still seek outside sources for self-development opportunities.
- Supervisory and managerial career paths exist.
- Yet, most of the workforce lacks guidance regarding their career aspirations.

**Key Indicators:**  
Skills documented in either HR technologies & managed manually.  
Content is aligned to positions



# Skills Maturity – Emergent Stage



## Organizational Characteristics

- Job titles & job descriptions are > 75% complete & verified
- Capabilities established & validated
- Implementing skills-based development strategy aligned to the business priorities
- Skills-based development initiatives are aligned
- Career pathways are documented for all roles
- Job titles & descriptions complete & regularly managed with a solid job architecture
- Learning content is aligned to skills with proficiency levels
- Employees understand importance & self-documented skills in HRIS or talent platforms
- Leverages AI w/ talent platform to deploy skills ontology & development

## Performance Impacts

- In this stage, organizations are implementing a skills-based development strategy.
- Content is aligned to skills and employees are able to self-document and/or validate their own skills.
- Organizationally, all positions and roles are aligned to skills and organized within capabilities – all of which are associated to applicable content.
- Career pathways are documented for all roles.

## Cultural Impacts

- Organizations in this stage enjoy the beginnings (bad word) of a strong learning culture by implementing technology that enables greater learner autonomy and customized learning recommendations for each employee.
- Learner confidence is starting to emerge by virtue of customized compliance and non-compliance content and exposure to internal career mobility opportunities.

### Key Indicators:

Skills & proficiency levels documented in HR technologies manually managed. Content is aligned to skills





# Skills Maturity – Optimized Stage

## Organizational Characteristics

- Job titles & job descriptions > 95% complete & verified & include associated skills
- Capabilities established & validated for all positions including proficiency levels
- Skills saturate all aspects of talent management in support of business priorities
- Conducting advanced skills analysis to make data driven decisions for future of work
- Employees empowered to manage/navigate career & goals.
- Job architecture managed w/ strong governance, but includes flexible processes for change
- Content aligned w/ skills, proficiency levels & insights through data analytics.
- Users fully leverage AI and manage their own career paths

## Performance Impacts

- At this stage, organizations deploy full technology-enabled processes that focus on individual growth.
- With technology in place, they are positioned to focus on measuring the impact of learning to organizational goals, which are refocused as organizational capabilities.
- Content is aligned to capabilities & skills saturate all aspects of talent management and talent priorities.
- Performance metrics to measure company capabilities are in place.

## Cultural Impacts

- Organizations in this stage enjoy a strong learning culture whereby employees are empowered to independently manage and navigate their career goals.
- Attrition rates begin to reduce as employees and organizational confidence rises.
- Organizations falling within this stage are considered 'future ready'.
- Talent processes are aligned to a skills ontology powered by AI and are capabilities focused.

**Key Indicators:**  
Skills ontology documented in HR technologies managed with A.I.  
Content is aligned to capabilities.





FUTURE SUCCESS

## To Do

- » Identify skills and proficiency levels
- » Link learning content to roles / skills / proficiency levels
- » Design development plans for both roles and individuals
- » Facilitate those plans
- » Evaluate progress regularly via continuous performance management
- » Revisit and Revise



# Connect with our team!



**Steve  
Dobberowsky**

Director,  
Thought Leadership  
& Advisory Services  
Cornerstone  
[sdobberowsky@csod.com](mailto:sdobberowsky@csod.com)



**Jeremy  
Spake**

Sr. Principal,  
Thought Leadership  
& Advisory Services  
Cornerstone  
[jspake@csod.com](mailto:jspake@csod.com)



**Mike  
Siano**

Principal,  
Thought Leadership  
& Advisory Services  
Cornerstone  
[msiano@csod.com](mailto:msiano@csod.com)



**Cheryl  
Paxton-Hughes**

Principal,  
Thought Leadership  
& Advisory Services  
Cornerstone  
[cpaxtonhughes@csod.com](mailto:cpaxtonhughes@csod.com)



**Matthew  
Reyes**

Associate Principal,  
Thought Leadership  
& Advisory Services  
Cornerstone  
[mreyes@csod.com](mailto:mreyes@csod.com)



**Thank You!**