NACE 18: Future of We

Key Talking Points: Mackes

SLIDE ONE: THE FUTURE OF WORK

1. Setting the Stage

Thank you, Glen.

- So often when we hear the phrase, “the future of work,” we think of the headline “The Robots Are Coming” – with dreaded images of the Terminator – that we face a dystopian future, jobless and purposeless.
- Or perhaps we imagine a real-life version of the cartoon fantasy, the Jetsons, in their flying vehicles and machine-driven homes and offices – that we will be free to roam the universe with no worries to concern us.

Today let’s put these two images aside and look closely at the reality of data and trends that are shaping our future.

With our focus on college students and the entry into the workforce, we must ask ourselves these questions:

- What can we predict about the nature and demands of work in the future?
- How will a student’s educational experience prepare them to meet these demands?
- What will careers look like and how will this impact the preparation of students and the expectations of employers as they source and develop their workforce?


Let’s start with a backdrop on the nature of work for our discussions later about the roles of career services and university relations and recruiting.

What do we know now about the nature of work that has implications for the future?

- BLENDED WORKFORCE:
  - From a recent global study conducted by SHRM, we know that in today’s environment 93% of employers currently combine FT, PT, and contracted workers within their organizations.

- GIG ECONOMY & CONTRACT EMPLOYMENT
  - Korn Ferry’s Talent Trend Predictions Study expects that by 2020 40% of the workforce will be independent contractors. There is growing attention to entrepreneurship in our culture, in our educational programs and even within our employing organizations.
  - We have adopted the term “gig” economy and directly experience this as consumers.

- FLEXIBLE DEFINITIONS OF WORK
  - Terms like – “workplace”, “work life”, “go to work” - are already challenged. Many studies, including NACE research, indicate new college hires EXPECT flexibility in schedule, place of work and benefits. We live in a culture of increasing options and choices and this will affect how we approach our work in the future.
• VALUE OF WORK
  o 20th century work was measured in hours, tickets completed and tedious annual performance reviews against standardized measures.
  o In the 21st century, work will be defined by what you do and how you impact the demands of the environment. You will be reviewed according to what you bring to the organization.
  o Do a google search on performance reviews of the future and you will see words like – flexible, customizable, future vs past focus, ongoing dialogue.

So how do these Future Work trends relate to education and the career-related preparation of students?

SLIDE TWO: EDUCATION

Education – Past and Present
  • If we had to describe what education has been in the past, or more close to home, how we experienced education, it probably looked like this:
    o An academic calendar of learning that started at kindergarten and continued through to a higher educational degree with an end product of a diploma.
    o Our learning was orchestrated and measured by an external system with a development schedule stipulated by grade levels which said everyone needs to achieve within the timed and standardized expectations of that system.

Education – Future – focus on ongoing learning experiences vs plateaus to reach
  • What if learning could be a life-long experience, more defined by the individual and the expectations of the work to be done?
  • What if learning could integrate practice earlier in the experience? – We know practice is essential to strong outcomes.
  • What if students could learn in a more customizable and diverse learning experience that goes beyond majors and degrees?
  • What if, as Michael Moe the CEO of Global Silicon Valley Asset Management, suggests, learning accomplishments could be tracked by an APP that students use to track their educational fitness as they pursue their personalized learning plan?
  • What if the learning experience could be focused on critical skills and competencies needed in a global context of work?

SLIDE THREE: COMPETENCIES

• The imperative to address career readiness competencies as part of future learning is a global issue.
  o NACE has been asked by other associations around the world to collaborate on identifying and exploring means for assessing career readiness competencies.
  o We’ve also noted that government agencies in the U.S and abroad are prioritizing these in future workforce initiatives.
• In terms of NACE efforts:
  o Over the past three years hundreds of NACE members contributed to creating this list of 8 competencies you see here on the screen.
  o Institutions and employers are integrating these into their strategies and partnership efforts.
Most recently, 4 member institutions included NACE as a partner to deliver a Career Readiness Symposium – yet another example of the leadership within our own profession as we look ahead to the demands of the future.

**SLIDE FOUR: ROBOTS & ARTIFICIAL INTELLIGENCE**

Research by the McKinsey Global Institute, Deloitte’s Global Human Capital Trends, LinkedIn’s Global Recruiting Trends, and SHRM’s HR Trends each tell a similar story:
- Robots and Artificial Intelligence will increasingly impact our lives and the work we do
- Over 40% of employers today are planning to incorporate AI into their organizations and 35% already have it in place
- AI will become an integral part of the screening process for new hires as well as the training and development once hired.
- According to Educause, which tracks technology use in higher education, AI will also be incorporated into institutional process management.

Some of us may be tempted to react with fear and avoidance when we hear these trends – let’s not do that. Let’s keep our eyes up and looking forward.

It’s critical to note that automation and robots are designed for non-cognitive, repetitive work. We will surely see jobs requiring these abilities handled by automation.

Those jobs that require creative and cognitive skills, critical thinking and judgment will be the jobs of our students in the future.

**SLIDE FIVE: CAREERS OF THE FUTURE**

So how will all of these ideas we’ve shared impact the careers of the future?
- Clearly skill development and revision is critical: emphasis will be on creativity, communication, critical thinking, interpersonal interaction, complex problem solving, cultural fluency and social perceptiveness.
- McKinsey tells us that even those in the workforce will need to transform their skills – they predict by 2030, > 300M people across the globe will change skills to meet work demands.
- Careers will be more fluid – non-linear, with frequent crossovers and reinvention.
- Careers will be proactively “owned and designed” by the individual rather than defined and created by organizations. People will build their skill sets through customized and non-traditional learning opportunities and experiences that will continue throughout one’s life.

With this in mind, let’s dig a bit deeper into what all of this means for Career Services & University Relations and Recruiting. The implications are numerous with significant challenges and questions for us to explore.

At this point, I am very pleased to turn to Suzanne Helbig to extend our thinking even further as she shares insights regarding the future of Career Services.