

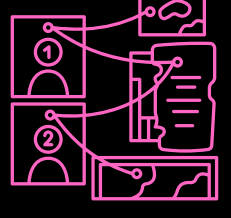
How to Implement Skills Frameworks and Keep Performance at the Epi-Center



Stop off 1

Gather Data and Insights

To get started, it's critical to pinpoint where a skills-based approach can have most impact on your strategic goals. What evidence do you have? What other evidence do you need to gather? How? Where? What are your hypotheses? Try to disprove your hypotheses for deeper insights. Also see Stop off 11 - begin to establish your metrics of success here.



Stop off 2

Use Case Workshops

Focus on identifying areas where skills are critical to organisational performance, such as new market expansions or product developments. Bring together your key stakeholders and end-users. Identify which use cases will have the most beneficial impact on employee's, managers, customers and your organisation's bottom-line.



Stop off 3

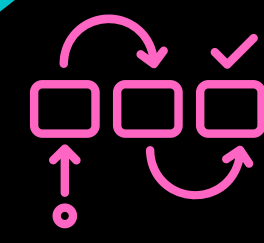
Create User Stories

Gather insights from employees, managers, and stakeholders to create user stories and descriptions of their context, work, and tasks that are/will be carried out and the required performance needs/skill proficiency for the relevant roles/work.

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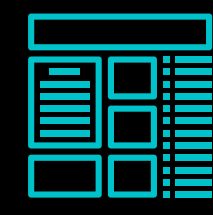
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Stop off 4

Jobs To Be Done and Skill Gaps

For work processes, begin with performance consulting to co-create workflows, analyse tasks, and pinpoint critical skills gaps. This early involvement of L&D transforms us from passive order-takers to proactive, data-driven contributors, enhancing organisational efficiency and effectiveness. This is crucial for skill-sensing, strategic workforce planning and organisational design.



Stop-off 5

Research External Skills Frameworks

Research external skills frameworks, particularly government and professional bodies. Use these to inform your own approach. Some you may already have— or wish to adopt—in your organisation. This research is useful to avoid duplication, working in silos, or clashing with something already liked and embedded, as you will discover whether and how well these existing frameworks already support your performance context.



Stop-off 6

Describe Performance Needs

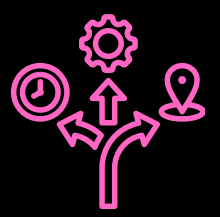
Being simplified and not onerous, create clear, context-driven descriptions of the performance needs, using the data and content you have collected. This content directly informs your content strategy and performance development methods. Include any assessments, data collection, and performance measurement methods. This supports your learning experiences and any content management methods.



Stop off 7

Analyse Search Data

Don't rely purely on external reports about which skills are trending. This relates to your unique context. Analyse search data in your systems: where do you have searches inside and outside of L&D systems, especially those with zero returns? Where are people learning using resources outside of your learning ecosystem? This provides useful insights on what your employees are looking for. It's vital to assess why this is in relation to your individual use case. Visualise this data so that you can see connections to the combinations of skills an employee needs.



Stop off 8

Scalable, Flexible and Agile

Stay low-tech to begin with. Prototype and test, then bring in tech to scale in predetermined areas, again focused on where you have gathered data and evidence. In enterprise organisations, this is where AI can make a significant difference to some of your processes. By focusing on specific areas, you significantly reduce the risk of a wasted investment in expensive technology and/or a huge and largely unused generic content library.



Stop off 9

Robust Governance

Critical when it comes to data collection, especially when you begin to use technology as an enabler. This includes your approach to data ethics, the use of AI; how you class and code skills (again connected to your content strategy) and skill owners; when and how skill reviews and updates will take place.

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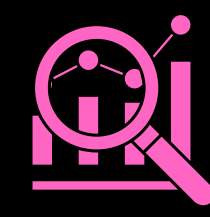
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Stop off 10

Data Centred Approaches

Skills-based approaches are data centered, particularly over time and as they scale. Decide how and where assessment, input, and output data will be used, and provide purposeful value. Regarding assessments, decide where subjectivity is allowable and where more objectivity is required, based on the stakes of the decisions assessments will inform.



Stop off 11

Evaluation

Establish the performance outcome measurements and their relationship with any KPIs/OKRs - these can also be developed at Stop off 1 - Use Cases. This can be combined and cross-checked with any self-, manager- and peer-skills assessments you may wish to use. You could add in performance management here too, thereby reducing subjectivity— although this process may negate traditional performance management. You will also benefit from agreeing on the metrics which are most valuable to your stakeholders.



Stop off 12

Business as Usual

With practice this will begin to become a business-as-usual process, focused on capturing and reflecting on learning from your first use case(s), making collaborative data-driven decisions, refinement, and identifying other use cases. It is a significant step away from typical and traditional learning needs analysis.

Getting you unlost on the journey to a skills-based organisation