

synED

REPORT OUT

The quarterly review
of innovative applications
in alternative education

INITIATIVES

MASTERS

California's legislators
make cybersecurity
education a top priority

RESEARCH

SOLUTIONS



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SynED provides diverse services to higher education by implementing solutions which address employers, jobseekers and education providers. Current initiatives reflect best practices based on evidence and identified goals to meet the needs of all stakeholders.

California legislators make cybersecurity education a top priority

Educators, government and business come together to meet workforce demand and create opportunities for students across the state.



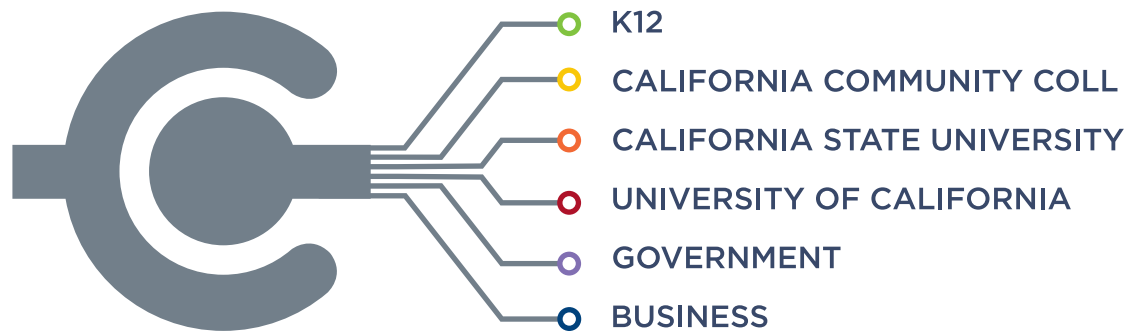
There are some
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[cybersecurity]
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SACRAMENTO — No matter how you count, there's a major shortage of cybersecurity workers in California. There are some 40,000 unfilled positions across the state, and that number is growing every day.

California's higher education system is poised to meet that need through its 114 community colleges, 23 CSU campuses and 10 UC campuses. With so many players involved, communication and collaboration are key to making meaningful progress. Those conversations are already happening throughout the state and recently received the support of the California State Assembly. The California Cyberhub, along with key players from education, industry and

government were brought together by the State Assembly Joint Oversight Committee for a hearing titled "Cybersecurity Education and the Needs of the Workforce." (Video) The hearing included representatives from the University of California, California State University, California Community Colleges, California Cyberhub and National University, as well as industry partners like Cisco Systems and CompTIA.

Committee chairs Jose Medina and Jacqui Irwin called upon those stakeholders to work together to ensure that California's students have the opportunity to pursue degrees that will prepare them for cybersecurity jobs.



Creating a pathway

A great demand exists for cybersecurity professionals in both the public and private sectors. The public sector is especially challenged because salaries can't compete with private employers, as the committee heard from Amy Tong, California's chief technology officer, and Mike Petit, chief information officer for Ventura County.

One way to combat that is to make students interested in cybersecurity earlier, which is already happening in several key ways across the state.

"We are creating a recruitment pipeline that starts in K-12 and continues through community college and CSU," Tong said. "We want to help students see themselves as public servants." The cybersecurity education pathway may also

include certifications provided through CompTIA, one of the world's leading technology associations. James Stanger, CompTIA's chief technology evangelist, told the committee that including certifications as part of the cybersecurity pathway ensures that students earn marketable skills in addition to an academic degree.

"Here's how we can upskill the workforce and here's an opportunity to meet demand," Stanger said. "Certifications help students apply what they learn. It is all about pragmatic, practical applications of information technology."

A robust cybersecurity curriculum will include elements of business and technology to ensure

“Cybersecurity is not just a technical problem, it’s very much a business problem and our workforce needs to be trained accordingly...”

that students are able to understand and meet the needs of their future employers.

“Cybersecurity is not just a technical problem, it’s very much a business problem and our workforce needs to be trained accordingly,” Petit said.

California Cyberhub: A collaborative approach

Collaboration around cybersecurity education is also happening is through the California Cyberhub, a collaboration of public education and industry that is compiling a central library of resources and encouraging support for cybersecurity competitions around the state.

The Cyberhub brings together partners from K-12 education, higher education, government organizations and the cybersecurity industry to provide opportunities for middle and high school students to become interested in cybersecurity at an early age and begin a pathway that leads to a college degree.

Cyberhub Community Manager Donna Woods said that the earlier students become interested in

cybersecurity, the more likely they are to stick with it.

“The Cyberhub offers an opportunity for everyone work together on creating the best learning experience for our students,” Woods said. “We are trying to create a better path for our students moving forward.”

The Cyberhub concept was introduced at the California Cyber Innovation Challenge held at Cal Poly San Luis Obispo over the summer. Bill Britton, the school’s CIO and vice president of information technology, said he looks forward to continuing the discussions started at that event.

“The Cyberhub is one example of a solution to this program. Now we need others,” Britton said. “There are so many things that need to get accomplished and a lot of good work going on across the board.”

While the assembly hearing was taking place, across the street, the State of Cybersecurity Education Summit was underway which brought many of those same education, industry and government leaders together for a discussion on

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how to shape a cybersecurity curriculum pathway that extends from middle and high school to a college degree.

“The technology community is one community,” Tong said. “You do not need to have the title of a public servant to help protect the public’s assets.”

Looking forward The Joint Oversight Committee encouraged those conversations to continue, both in the area of middle and high school outreach and in the area of college transfer credit articulation. There are currently about 27,000 students who are enrolled in cybersecurity-related classes at California community colleges, but there are far fewer opportunities for them to turn those classes into the degrees employers want to see.

Moving forward, leaders from California Community Colleges, CSUs and UCs will work together to map that pathway for college students across the state.

“We were able to help the committee discover the bottleneck that we have,” said Steve Wright, Information Communication Technology

sector navigator in the community college Doing What Matters program. “We received clear instructions from the committee chairs to work together and continue these conversations moving forward.”

For more information about the California Cyberhub, visit ca-cyberhub.org

Governor's Online College to Provide Skills and Training for “Stranded” Working Adults

“Even with so many of our students attending college, there are still 2.5 million Californians between 25 and 34 who are in the workforce, but lack a postsecondary degree or certificate.”

Governor Jerry Brown, whose first elected position in political life was as a community college district trustee in Los Angeles, makes a priority his proposal for an online community college in his final State of the State address in January 2018:

“With respect to higher education, it is clear just how much of our prosperity depends on the intellectual contributions of our institutions of higher learning. National leaders come from all over the world to visit California’s most innovative companies. Companies that are filled with highly educated and creative men and women – many of whom graduated from our public colleges and universities...

“Even with so many of our students attending college, there are still 2.5 million Californians

between 25 and 34 who are in the workforce, but lack a postsecondary degree or certificate. These men and women often go out of state or pay high tuition at for-profit institutions to improve their skills and employability. For this group, I want to create the California Online College so these overlooked Californians can get the training they need conveniently and at very low cost.”

SynED.org grows into new divisions to augment education system needs for support



GUY SMITH



SCOTT YOUNG

SynED.org Founders Guy Smith and Scott Young knew that there had to be a better way.

A lifelong interest in students and the workforce, one as a community college professor and Dean, the other as a curriculum developer and consultant to private industry needs, both knew that the educational ecosystem was changing fast.

In addition to the swarm of new personal learning technologies, and rapidly changing skill sets needed for work there was also a movement among private business, non profits and concerned corporations to provide alternate educational resources that help students attain 3rd party industry recognized Certifications as digital badges they could post on their LinkedIn profiles.

In a blink the formal academic programs taught over semesters in classroom and only validated on a hard to retrieve transcripts were being replaced by just-in-time on-line education and verifiable digital badges shown on the students LinkedIn profile that could be detected by recruiters searching LinkedIn for new hires.

Alternate education, workforce needs, technology and students are charging forward like swam of bees while traditional educational institutions sits still like a tied up prisoner.



Laws, organizational structure and organized contracts that leave little room to maneuver by traditional education leadership. Even with the open floodgates of funding, the ability to evaluate education programs, implement with scale, purchase with group leverage, and to market with a value proposition are still not agile tools of traditional education. Helpful ideas, opinions and alternatives of every point of view abound and vie for the new funds.

To be effective in this new educational ecosystem there is a need for a larger strategic vision of educational alternatives to include hybrid educational experiences and credit for prior learning in the traditional educational system accompanied by timely decision-making and coordinated action on a statewide scale.

However, the traditional educational ecosystem is a very large complex system. Funding for the CA Community College system alone is over 8 billion

per year serving over 2.2 million students on 112 campuses. Campus related bond measures, multi year labor contracts with faculty and others, as well as government agency relationships and overlapping funding make this very delicate operation.

Constructive change will need to occur with series of well communicated responsible pilots and programs that also conform, in the case of the CA Community College system, to the executive guidance of Chancellor Eloy Oakley that balances change between the metric goals of the Vision of Success and the operational logic of the Guided Pathways program.

The Role of SynED

SynED, synthesis in education, a not-for-profit was formed by Guy and Scott to address the needs of education thru the effective synthesis of technology and strategy involving public, private, and alternate educational solutions.

Since its inception SynED has found itself pulled in many directions in pursuit of its mission. As

part of a broader technology **initiative** Syned produced and hosted two Digital Badge Ecosystem **Reviews**, SynED piloted an unbiased public review of technology with stakeholders, students and technology developers. These Reviews, in northern and southern California covering IT and Healthcare, were published and also served as the basis for a digital badge implementation with Santa Barbara Community College for their Career Skills Institute. The implementation called for a **'Solutions'** contractor role administering the business engagement, vendor management, website development and badge implementation. Additional digital badge implementations for other CCCs with local business engagement are in planning stages.

SynEDs ability to function as a non-profit solutions and contract manager has met a need with many CCCs that have funding for projects but lack the bandwidth to launch an RFP, review vendors, manage multiple vendors on a time line and properly reports results metrics as well as the anecdotal stories that convey the gut level value of these projects. SynED Solutions does that for them by identifying suitable subject matter expert resources to be retained on an as needed basis for these projects. Some projects

involve several subject matter experts and administrative staff on a temporary basis, some only need one, but Syned, not the college, handles the cost and management.

This flexibility to expand and target needs on a contractual basis is a real value when dealing with the conditions of educational funds and the stringent requirements for the solutions. With many projects underway due to the CA Community Colleges Strong Workforce mandate, SynEd's continuous expansion and growth has resulted in the need to separate activities for maximum benefit.

SynED now feels it can serve its clients and target community better by functioning separately in the following new divisions:

RESEARCH INITIATIVES SOLUTIONS MASTERS

SynED Research and Review

A non-profit non-commercial research and review of best practices, new and relevant technology and case studies in innovative education. This would include Publications, Quarterly Review, website postings, presentations, Industry panel convening's, Conference presentations (like CCCAOE, NCCET). Our goal is always to provide an independent, informed and not affiliated review and critique of current trends in education, especially tools and technologies. (e.g. see Digital Badge Ecosystem Reports)

SynED Initiatives

A non-profit managed collaboration of public and private entities where independence from bias and effective management is essential to achieving common goals. This would include our original Digital Badge Initiative and now includes our role as Cyberhub host. Cyberhub serves as an independent communications hub and organizer for all the unique and valuable cyber security training and competitions focused at middle and high school levels with continuing progress into the adult work-sphere. Initially focused on

California, Cyberhub supports the CCCs, CSUs, UC, Government agencies and many other private entities participating in this exciting competition based learning. The initiative has future plans to focus on the adult employed in competitive teams to strengthen and make exciting the evolving world of cybersecurity. This is a true hybrid education initiative.

SynED Initiatives' goal is to lead and galvanize budding relevant hybrid educational solutions into sustained growth and adoption across all platforms and institutions.

SynED Solutions

Non-profit solutions and contract management for educational grants needing professional business expertise and pooling multi-college funds to support innovative and pilot projects.

This includes our work with the SBCC CSI Digital Badge efforts as well as several contracts to help enable a robust Net Labs+ Computer Science Lab for regions with 8 and 12 colleges.

In each case SynED does what the College finds difficult, awkward to manage financially, or just not their usual way of doing business. In some cases this may involve a solution for multiple colleges where sharing investment in a solution makes good sense. SynED's professional can-do approach assures that the quality is included and the reporting meets the needs of the institution.

SynED Masters

A non-profit host and support network for innovative and experienced professionals to initiate and direct independent grant proposals.

This is a new initiative aimed at recruiting the best minds in education and workforce solutions. Often talented individuals need to be associated with an entity in order to win grants and run the intended program. SynED, as an educational non-profit organization qualifies as a grant host, provides much support from the research, initiatives and solutions divisions as well as the grant administration services necessary to be compliant with grants. Utilizing our wide network of experts, advisors, journalists and creative talent, grantees under the SynED hosting will produce their best work and results.

Combining **Research – Initiatives – Solutions – Masters**, SynED achieves the balance that it needs to continue its growth and service to the educational community.

The goal is ultimately a win-win for all. We trust that faculty are motivated by student success. The legislature simply wants a healthy and robust economy with a vibrant workforce to match. Educational administration is likewise dedicated to both. Private and alternate educational solution provides share these same goals with the added incentive of an on going market based business.

We are moving toward a hybridized educational ecosystem we might as well be ready!

Please contact us for more information:

Phone 866.420.4573 ext 801
info@syned.org

California's 115th Community College: Fully Online for Equity and Economic Growth February 2018

Governor Brown's budget proposal to establish the 115th community college as a fully online campus will give California's stranded workers a flexible affordable learning option and the opportunity to advance in today's economy.

Creating Equity and Access for 2.5 Million Californians

Millions of California's stranded workers are currently at a career plateau because they lack the educational opportunities needed for economic mobility and are unable to attend a traditional brick-and-mortar campus. The fully online college will enable them to obtain the sub-associate degree certificates they need to advance their careers and improve their economic future. The

working adults who have fallen through the cracks and will be served by this flexible affordable option include:

- More than 2.5 million Californians ages 25 to 34 who cannot access traditional higher education, or afford a private online college. The makeup of this population is 49 percent Latino, 31 percent white, nine percent Asian and seven percent African American.

- Another 6.2 million adults between 35 and 65 in a similar situation.
- Individuals from Spanish-speaking homes who are often the primary wage-earner and cannot afford to miss work, or have family responsibilities that prevent them from attending traditional college.

Fuel for California's Economic Growth

As the sixth largest economy in the world, California must invest in educating and training more students to meet the increasing demand for a skilled workforce and fuel our growing economy and the emerging technologies on the horizon. Through partnerships with employers, industry sectors, and organized labor, the fully online community college will build the skills that match the quality jobs that employers are looking to fill – and that California's economy needs to succeed. Consider these facts:

- In the U.S., 65 percent of jobs will require some type of credential or degree by the year 2020, according to estimates by the Georgetown University Center on Education and the Workforce. Two-thirds of those jobs available will only require less than an associate's degree.

- By 2020, the share of new jobs available in California requiring some college experience will equal the share requiring a bachelor's degree, according to PPIC. Research from PPIC shows that California workers with some college earn 20 to 30 percent more than otherwise similar workers with just a high school education.

Fills a critical void in our current higher education system

This proposed 115th community college is unlike anything currently offered in California and will complement, not compete with, traditional campuses, because it targets a population not currently being served. The fully online community college is a distinct offering from community colleges' existing Online Education Initiative (OEI), which focuses on traditional courses for degree attainment and transfer to a four-year university. While private institutions currently offer fully online programs, they often are unaffordable for working adults, with tuitions seven to nine times higher than community college.

The online college will provide a more accessible, affordable alternative by offering:

- The opportunity to enroll on a more frequent basis throughout the calendar year, allowing working adults to take classes at their own pace as their schedules allow and from where they choose.
- Greater flexibility for students to learn at the times most convenient to them.
- A price consistent with traditional community college in California – the lowest tuition and fees for community college in the country.

Building a System to Ensure Future Success

Over the next several months, California Community Colleges will conduct a transparent stakeholder process to further develop and fine-tune the fully online community college system and determine how to best address the unique needs of California's stranded workers. Key elements of the proposal include:

- **GOVERNANCE:** The online college will function as an independent district under the statewide Chancellor's Office, with the Board of Governors

of the California Community Colleges initially serving as the governing board.

- **FUNDING:** The governor has proposed to invest \$100 million over seven years to fund this effort, with \$20 million in ongoing funds.
- **FACULTY:** The college will hire faculty, student support service experts, and other staff to support the unique and diverse needs of students accessing the college's programs and to ensure student success in the current and future workforce.

colleges and achieved impressive results. ASU Online – which offers six different start dates per year and ample student support programs – has enrolled nearly 75,000 students in just seven years since launching. By creating our own fully online college, California will meet the public's demand for a flexible and accessible online learning option that workers need to succeed in today's economy.

Appetite and aptitude for online learning growing

A third of students in the California Community Colleges system now take at least one class online, and the success rate is more than 60 percent. This will be the first fully online public college in California, a model that is gaining traction across the country due to an increased market demand and improved educational delivery and student support approaches.

In other states, institutions like Arizona State University have already launched fully online public

BOOK REVIEW

The Longevity Economy by Joseph Coughlin



JOE COUGHLIN, director of the MIT Age Lab and author of “The Longevity Economy”

Why are so many companies unprepared for an aging world?

The problem is not so much that companies are afraid of age. It's that they think they understand it — but that “understanding” is woefully incomplete. The dominant narrative of old age, taken for granted by almost everyone, portrays a highly specific image of “oldness”: a need for rest at all times. A diminishment of output, such as work, ideas, cultural products. An overarching idea that older people are always takers, never givers; always consumers, never producers. And as a result, companies make products that, at their core, are designed for passive participants in society. Meanwhile, older people increasingly demand to be active participants. That fundamental disconnect, combined with the mind-boggling wealth and size of the burgeoning older population, is enough to turn entire industries inside out as new entrants figure out

how to give older adults the tools they need to participate, create, build, and influence the world around them.

You write that the idea that there exists one single state of older that kicks in at age 50, 65, or any other single age, defies all logic. Why?

Imagine taking any other 50-year swath of the lifespan and connecting a handful of specific attributes to all the people in it. It would be a ludicrous exercise. And yet we do exactly that for the stretch of life starting in our 50s, 60s and 70s. The set of “older adults” contains people of every conceivable sort: ethnicity, religion, sexuality, medical status, political persuasion — and anything else you could name, other than age. Even if we personally know older people who

defy the stereotypes, most of us still paint the idea of “older people” with a single, insanely wide mental brushstroke. “Old” is not anyone’s defining attribute.

A new better story of life in old age will replace our current narrative of aging? What is that story?

A new generation of older adults is beginning to demand far more out of later life than ever before: not just passive consumerism, but the active pursuit of meaning. It’s impossible to say exactly what tomorrow’s older adults will find meaningful as they begin to explore new possibilities in old age; likely, it will be a variety of things broad enough to defy description. But what will change will be the presence of products and services designed to support them on their journey.

What do you make of wealthy and highly educated Americans reaping the bulk of longevity gains?

In the U.S. alone, unlike the rest of the world, there has been a recent downward blip on the otherwise decades-long trend toward longer life.

Look closely and you’ll see that mortality has risen in particular for economically disadvantaged people with relatively low levels of education. Look even closer and you’ll see that the recent mortality spike has affected this group in late midlife more strongly than in older age ranges. Many of these deaths have been dubbed “deaths of despair,” the result of suicide, alcohol, and drugs. But what is the source of the despair? Depending who you ask, it could be the result of anything from economic forces to the collapse of social institutions. I would add another to the list: Many people in middle age think their future will be terrible. Economic considerations are a major part of this assumption, but so is the ambient, negative idea of old age. (In fact, average self-reported happiness reaches a nadir in midlife and rises thereafter.) So to answer your question, changing the way we think about what’s possible old age is anything but frivolous in light of these alarming mortality statics. The challenge will be to make sure the new narrative of possibility is an equitable one: for people across income and education levels, and — crucially — across lines of race.

Baby Boomers: your Millennial children are worse-off than you. Millennials earn 20 percent less than Boomers did at the same stage of life, despite

being better educated, according to a new analysis by the advocacy group Young Invincibles. (Jan. 13) AP

Who will be the agents of change in the new world of longer life and older age?

Women, particularly those of middle age and above, are likely to be the leaders in identifying new wants and needs on the aging frontier. And, given a fair chance, they will be the ones to innovate answers to those demands in the form of products. (Hint, Silicon Valley finance!) Not only do women typically live longer than men, but they are most likely to be the chief consumer officer of the home. Women make or directly influence purchasing decisions in key consumer categories including the automotive, health, and many other domains. Moreover, it is the deeply unfair truth that women provide more eldercare than men. Research we’ve done at the MIT AgeLab suggests that women enter old age with a clearer, more detailed picture of what’s ahead. That makes sense: The firsthand knowledge that comes from being the

primary buyer and caregiver gives them a unique vantage in understanding what products, services and experiences are effective as they respond to the challenges and exigencies of old age — and which could be improved upon.

Unfortunately, older women are often invisible to the investment and technology communities. The unacceptable result is that the needs and wants they are responsible go unanswered, and the tools they deserve never get built.

All told, the notion that young men are the face of innovation hurts older men and women alike. When young people attempt to innovate for the older market, I see them come up with the same stuff again and again: Pill reminders. Fall detectors. Emergency response technologies.

All useful, noble technologies — but evidence that young people can't get past the idea that older people are a medical problem to be solved. In reality, older adults come with the full spectrum of economic demands; it's just that young men just don't have any idea what they are. Older women do. And smart venture capital will bet on their ideas.

What is the legacy of Baby Boomers?

The Baby Boomers are the loudest generation in history. Now, someone turns 65 every seven or eight seconds. They've had companies cater to their every whim throughout their lives, and they don't expect that to stop now.

That will mean enormous demand for products that don't merely work for tomorrow's older adults, but will actively excite and delight them for decades to come. The new generation gap will be the gap of expectations: not just to live longer, but to live better. Fascinatingly enough, that heightened level of expectation, combined with both the Boomers' political and economic power, may change the fabric of what is possible in old age. As the Boomers demand and use the tools to pursue meaning later in life than ever before, our narrative of aging will change. They may lay the foundation for others to live in a world that is ageless: where old age is a stage where the norm is not to withdraw, but to engage.

Robert Powell contributes regularly to USA TODAY, TheStreet, and The Wall Street Journal. Got questions about money?

Want to Be a Great Boss in 5 Years? You Need to Learn These Skills

By Paul Petrone LinkedIn Learning Blog

We know the world of work is changing quickly, particularly when you hear stats like the shelf-life of a skill today is a mere 5 years. But often, when we hear stats like that we think of hard skills, such as having to learn some new technology or software.

That's not accurate. There's a misnomer out there that being a great manager requires a more static skillset that doesn't change much over time. Not true. The world of work is rapidly changing, and the skills managers need to possess will rapidly change as well.

So what skills will become critical for managers to master over the next five years? To find out, we consulted with three experts on the subject:

- Todd Dewett, a former professor of management who now runs his own leadership management firm, where he goes around the world coaching managers.
 - Former LinkedIn Head of Human Resources Pat Wadors, who was both a manager of a 500-employee department herself and charged with developing great managers at LinkedIn.
 - LinkedIn Learning Sr. Manager of Business Content Jolie Miller, who oversees business publishing and extensive quantitative and qualitative research on what skills are trending for today's leaders.
- The three of them collectively highlighted several skills that – thanks to changes in both market conditions and demographics – will become increasingly more important to managers over the next five years. They are:

Hiring has always been difficult; but it will only get more difficult over the next five years. The best managers will have to be both excellent screeners of talent, as well as being “talent magnets” themselves.

Adaptability

With artificial intelligence playing a bigger and bigger role, along with significant political developments, it's hard to predict exactly how work will change over the next five years.

But here's something you can count on – it will change and likely change drastically. And that will create a massive challenge for managers, Miller, Wadors and Dewett said.

That's because invariably, the toughest times for any manager is during a transition, as people tend to resist change. With more transitions virtually guaranteed, the best managers will be the ones who are the most open to those changes and can effectively manage their employees through it. That starts with managers themselves being open to change and setting the example for the rest of the team. But, even beyond that, they need to be able to effectively manage their employees through all of this change as well – not an easy task.

LinkedIn Learning courses that teach this skill:

Leading Change

- Change Management
- Handling Workplace Change as an Employee

Recruiting

Hiring has always been difficult; but it will only get more difficult over the next five years. The best managers will have to be both excellent screeners of talent, as well as being “talent magnets” themselves.

Let's start with why hiring is only going to get harder. Not that long ago, jobs were relatively static. An accountant or a factory worker or a salesperson would often do the same thing day after day, so if someone had a certain amount of experience and/or the right credentials, it was likely they could do the job.

But that's rarely the case anymore. Managers today will increasingly hire for jobs that have only existed for a few years. Even jobs that have been around for a long time have changed so dramatically, the skills needed to do them well are vastly different than what was needed 15 years ago.

Hence, hiring over the next five years will go away from looking at the stalwarts so many organizations used to rely on so heavily – namely, experience and

“...in a rapidly changing world, a person’s “transferable” skills like leadership and project management will increasingly become more important.”

college credentials. Instead, in a rapidly changing world, a person’s “transferable” skills like leadership and project management will increasingly become more important.

The challenge is that those skills are harder to screen for than, say, requiring at least five years of experience. That will make recruiting more challenging, requiring managers to be more in-tune with what they need.

“Not long ago, hiring managers looked for the presence or absence of a college degree,” Dewett said. “It wasn’t terribly complicated. Today... the proliferation of educational sources is likely to increase the use of applied testing and actual work as forms of talent assessment during the screening process. That’s a lot more to understand compared to the traditional interview process.”

Additionally, managers themselves need to understand the importance they play in recruiting as well. Wadors describes the best managers as “talent magnets” who attract great people to work for them (it can go the other way too). So this quickly becomes a two-fold challenge: being both an excellent screener and attractor of talent (a rare combination).

LinkedIn Learning courses that teach this skill:

- Performance-Based Hiring
- Building Your Team
- Finding and Retaining High Potentials

Diversity and Inclusion

Going along with the last point, Wadors said diversity and inclusion will increasingly become more important over the next five years. And not just racial or gender diversity, but diversity of thought and background as well.

Why?

First off, there is a plethora of research suggesting that diverse, inclusive teams outperform more homogeneous teams.

Additionally, hiring great talent will increasingly become more important – although if you are (intentionally or unintentionally) excluding certain people, you are limiting your field and hurting your employer brand.

Wadors said the key here is casting a wider net when hiring. Requiring a college degree from a prestigious school or seven years of experience in a specific field is becoming outdated. Instead, it's incumbent on managers to look beyond credentials, which will also open them up to a more diverse talent pool.

On the day-to-day management front, it comes down to inclusion, Wadors said. So yes, it's great to have a diverse staff, but that diversity is wasted if people don't feel like they belong at work. The best managers moving forward will focus on inclusion, where all of their employees – regardless of race, gender, political belief, extroversion level, etc. – believe like their opinions are valued and considered.

LinkedIn Learning courses that teach this skill:

- Managing Diversity
- Communicating Across Cultures
- Unconscious Bias

Managing Generational Differences

There are countless articles today on managing millennials. That's because organizations are struggling to manage them. And, starting already, there's a whole new struggle – turning these millennials into managers themselves. Adding to that, for a variety of reasons, people are working longer than ever today. It's not unusual for a manager to have a 25-year-old and a 65-year-old on the same team; something that was very rare 20 years ago. And there are still the Gen Xers, who seem to get almost no media attention, yet who occupy a significant portion of the workforce.

Oh, and here's another thing – there's been a lot written about millennials. But, by 2020, a whole new generation will be coming into the workforce: "Generation Z" (people born after the mid-1990s). Who knows what their collective personality will be like?

All of these generations have different expectations, different preferred methods of communication and different worldviews.

And yet somehow, managers need to turn them all into one cohesive unit.

“Understanding values differences and differences in communication tools and methods will be vital,” Dewett said. “New open mindedness and creativity will be required to reimagine certain policies, processes and tools to accommodate the desires of the new majority.”

of their team that this change presents a great opportunity, if handled correctly.

And, for organizations, the same can be said on a broader scale – if you can teach these skills to your managers, you’ll have a huge advantage moving forward.

The takeaway

The role of manager will not be easy over the next five years. As you can see, you can count one thing: change. Change in the market, change in hiring trends, change in employee demographics and expectations.

All of that change has the potential to create real angst among employees. It’s up to managers to ensure that doesn’t happen.

So what’s the best strategy for managers moving forward? To embrace this change as much as they can and strive to always be learning. Along with being the best way to prepare themselves to handle it, it’ll also set the example to the rest