



When adaptability is needed

Thinking about your organization and your team:

- What changes are happening?
- What are some situations where adaptability might be required?

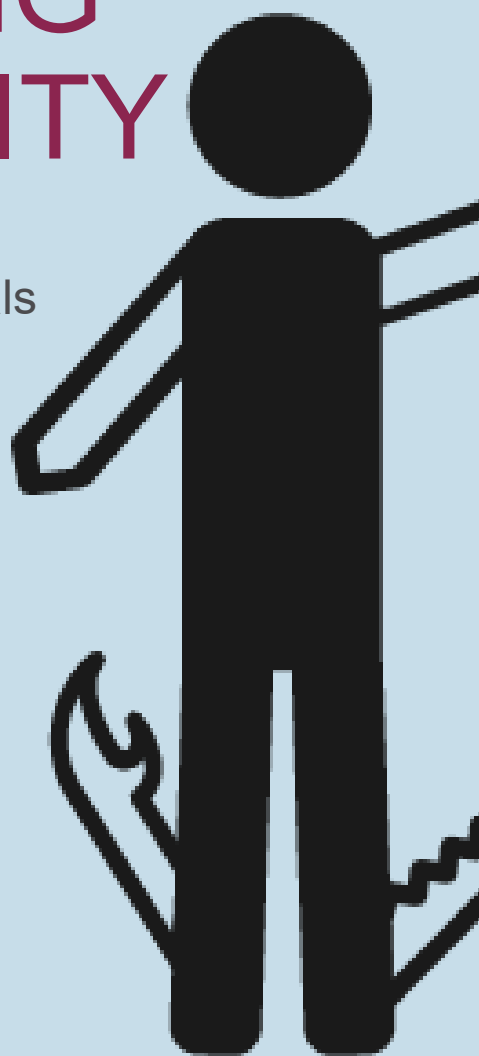
Team / Division / Organization	Changes or situations where adaptability required	Reflections (during workshop)



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ACTIVATING ADAPTABILITY

Skills for Success
for Learning Professionals



Canada

Objectives for today

Objectives

Upon completion of this workshop you will be able to:

- Describe how adaptability can benefit your teams, managers, leaders and organization
- Identify organizational barriers to adaptability
- Discuss organizational structures required to support adaptability
- Identify approaches for development at various levels
- Identify key resources to support your implementation plan

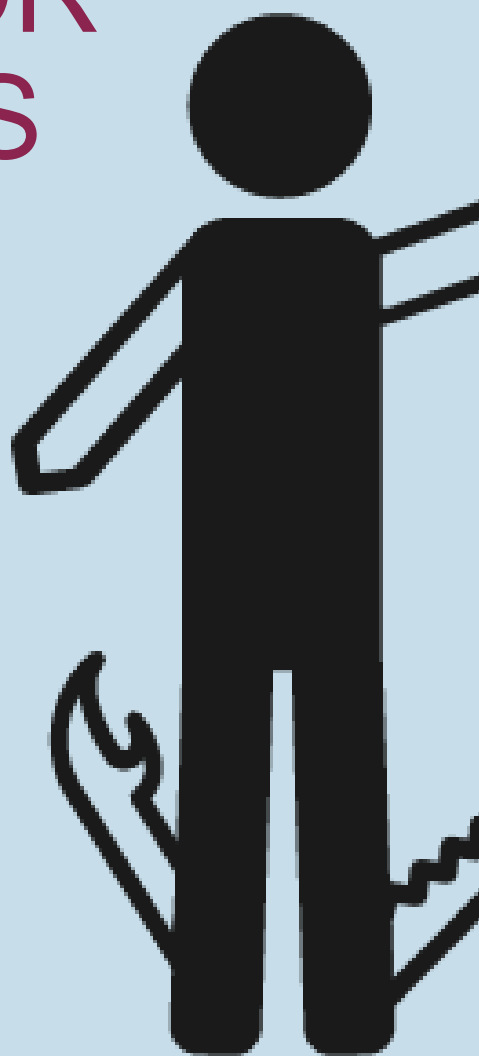
Agenda

- About the Skills for Success
- About adaptability
 - According to ESDC
 - In the research
 - In organizations
- Strategies for increasing adaptability
- Additional resources
- Issuing badges
- Wrap up & close



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ABOUT SKILLS FOR SUCCESS



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About Skills for Success



The Government of Canada has identified a framework of critical Skills for Success that are:

- The skills needed to participate and thrive in learning, work and life
- For everyone – employers, workers, training providers, governments, and communities

The SFS Program:

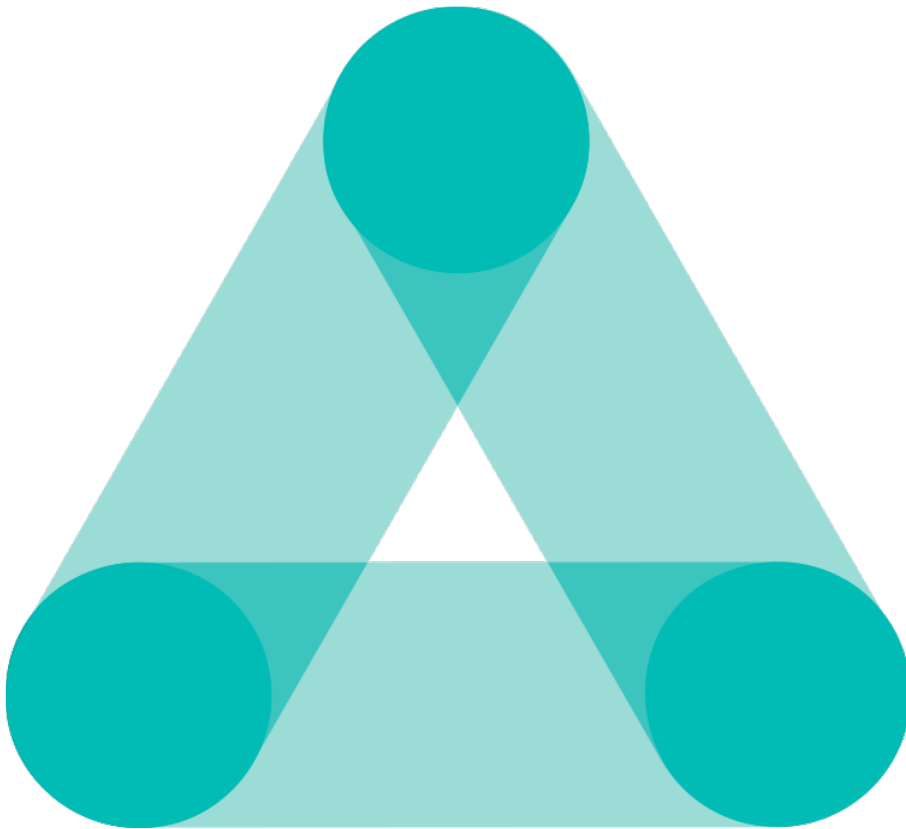
- Helps Canadians access online tools to assess their skills needs, and
- Funds skills development projects, including assessment and training tools

About I4PL's role in the initiative

The purpose of I4PL is to elevate the performance of the Canadian workforce.

I4PL partnered with ESDC to:

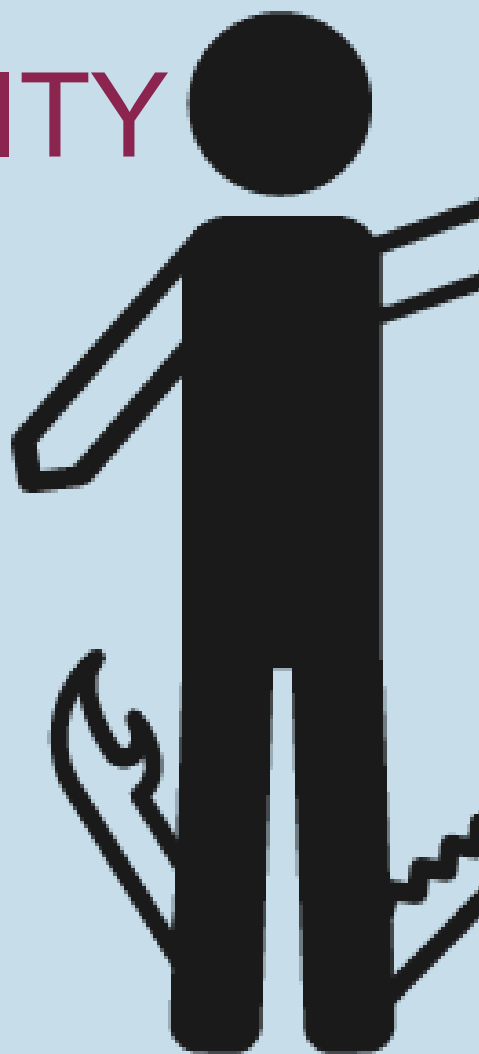
- Conduct an extensive research project around three of the skills:
 - Adaptability
 - Collaboration, and
 - Creativity & Innovation
- Develop workshops to enable L&D professionals to build Skills for Success in the workplace.





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ABOUT ADAPTABILITY



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Adaptability in the research: definitions



Adaptability...

- Means a lot of different things in various sources
- Sometimes defined as a skill, characteristic, competency, or outcome
- Employers, career advisors and the government emphasize the importance of adaptability
- Needed by all workers to adjust for AI and other technological breakthroughs
- Needed to respond to an increasingly uncertain and volatile environment

Reflections (during workshop)

Adaptability



Adaptability

- Focus your attention on the current task
- Minimize distractions
- Manage your time to demonstrate your understanding of limited resources, for example: punctuality, not wasting time
- Fulfill assigned tasks to demonstrate dependability

Demonstrate responsibility

- Anticipate changes
- Reflect and evaluate what changes have happened and what is coming
- Identify when to keep trying and when to adapt your approach and mindset
- Keep trying when something does not go according to plans
- Modify your plans and approaches to reflect changing circumstances

Persist and persevere

- Be positive and optimistic
- Stay calm when you are facing setbacks
- Recover when you are not able to stay calm
- Encourage others to stay calm

Regulate your emotions when appropriate

- Set goals and expectations based on your skill sets, available resources and supports
- Define expectations and standards for reaching goals

Set or adjust your goals and expectations

- Define tasks, milestones, and longer-term strategies to achieve goals
- Prioritize and choose an order of tasks according to your circumstances

Plan and prioritize

- Reflect on your own skill sets and resources
- Find opportunities for improving yourself
- Learn from setbacks and mistakes

Seek self-improvement

Adaptability proficiency levels

Proficiency levels are the level at which a person demonstrates a particular skill.

Entry level

- You can *follow direction* to adjust and complete plans, tasks, and goals
- You can do this in response to expected and unexpected changes requiring *minor* adjustment or learning *that is provided*
- You can:
 - stay positive
 - persist, and
 - manage emotions in response to *minor* stress

Intermediate level

- You can *adjust and complete* plans, tasks, and goals *with some supervision*
- You can do this in response to expected and unexpected changes requiring *moderate* adjustment or learning *with some resources provided*
- You can:
 - stay positive
 - persist, and
 - manage emotions in response to *moderate* stress

Advanced level

- You can adjust plans, tasks, and goals *independently*
- You can do this in response to expected and unexpected *complex* changes requiring *significant* adjustment or learning that is *self-directed* using *diverse resources*
- You can:
 - stay positive
 - persist, and
 - manage emotions in response to *high* stress



When adaptability is needed

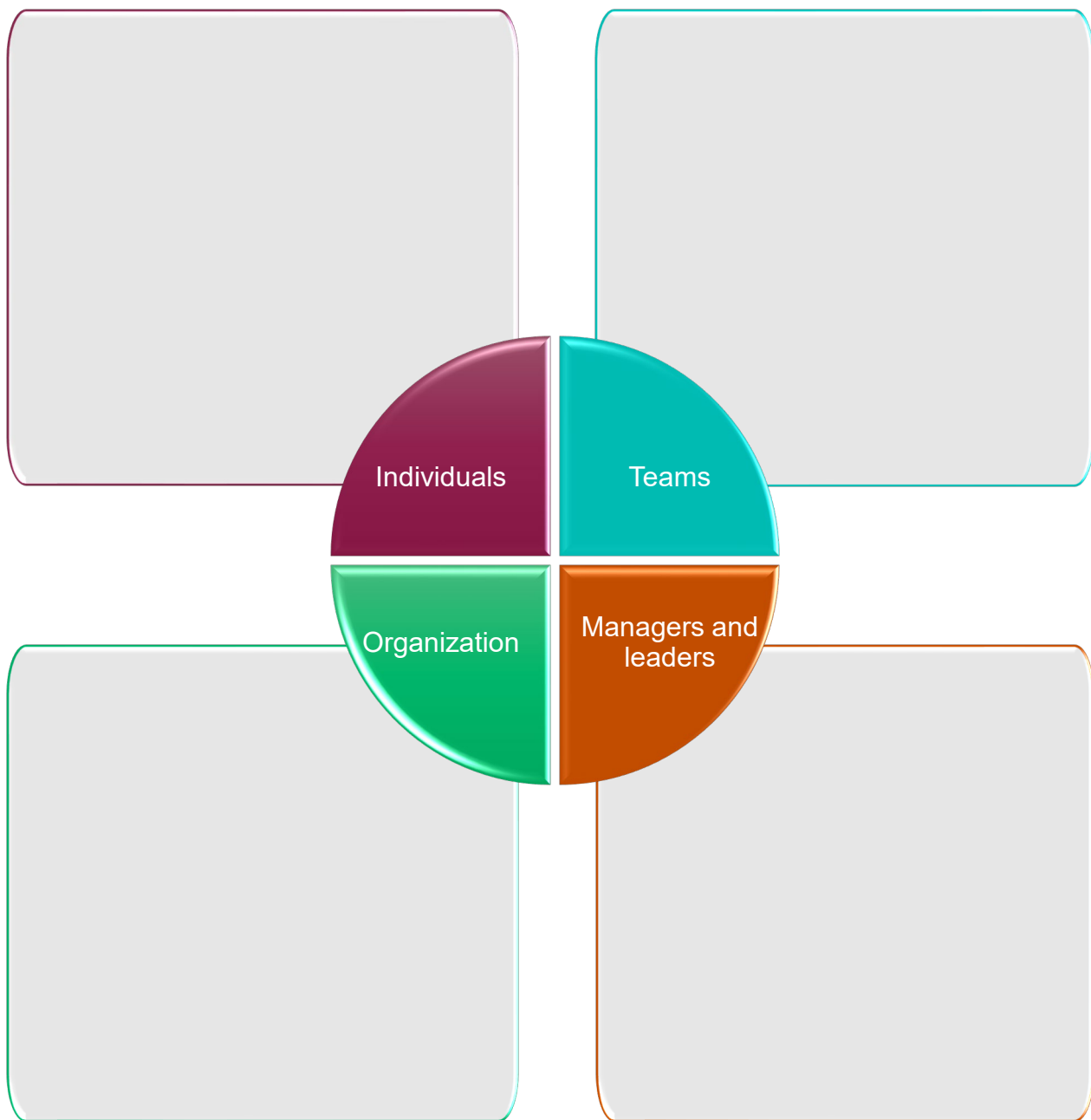
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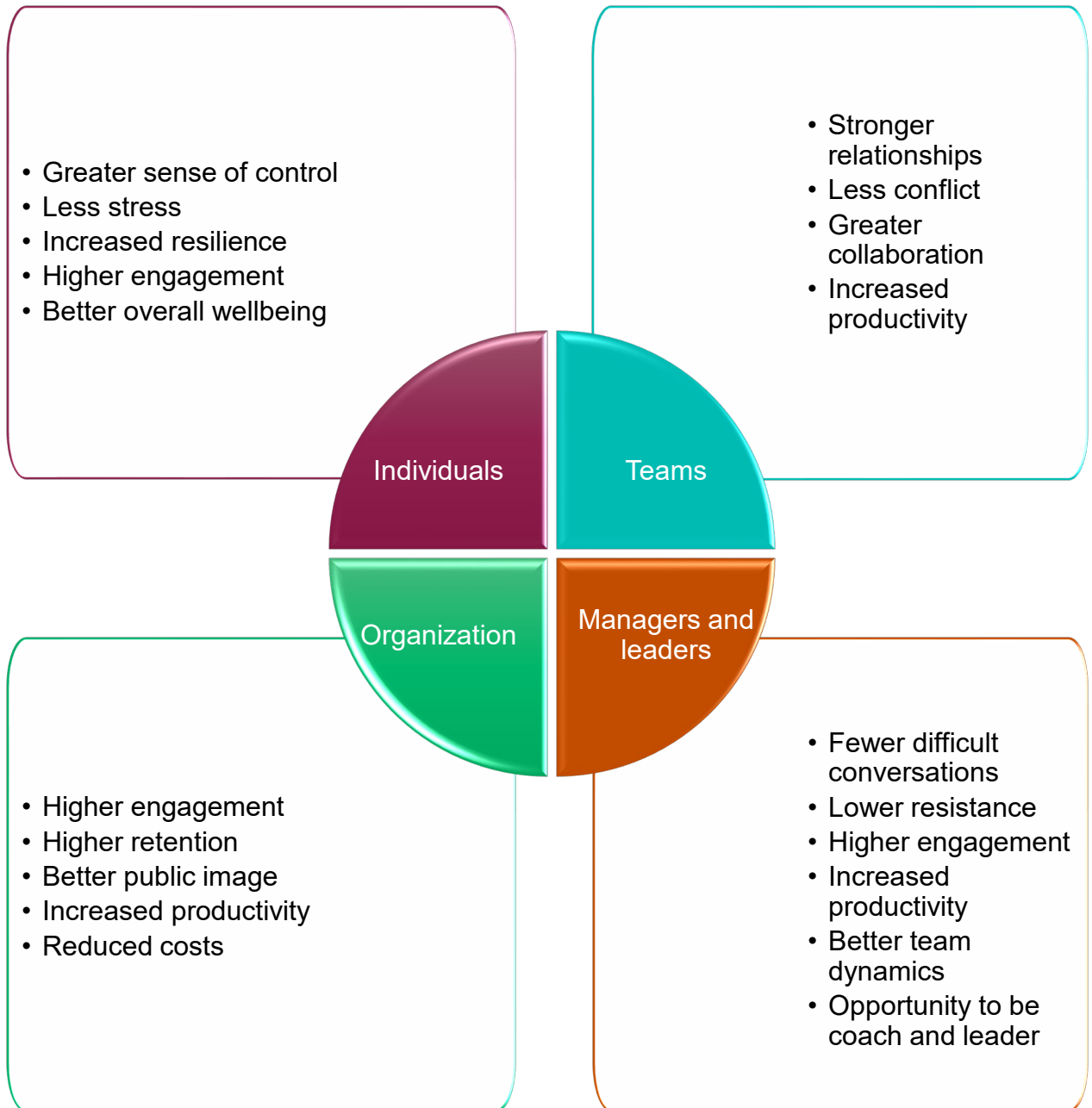
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How adaptability benefits...



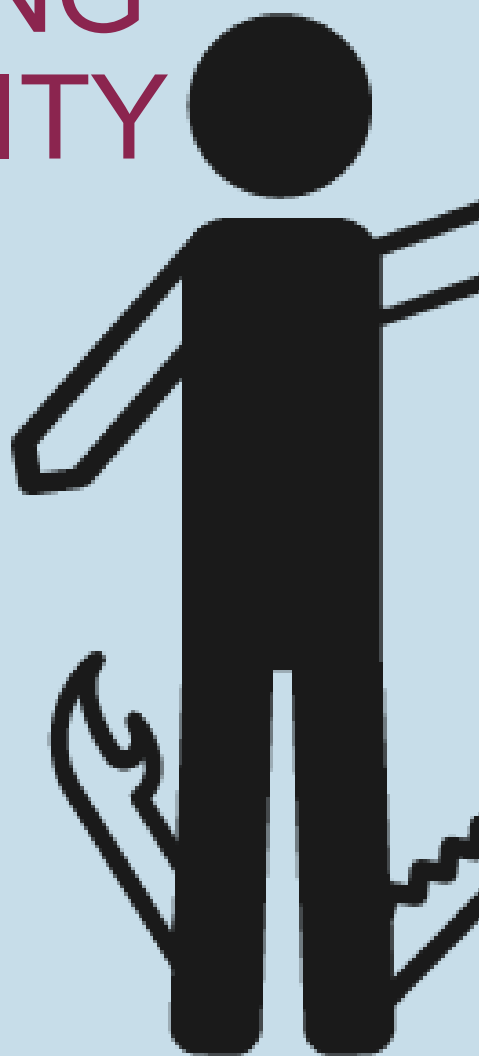
How adaptability benefits...





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SUPPORTING ADAPTABILITY



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Supporting adaptability

Organization	What organizational structures get in the way?	How could you overcome these barriers?
Leaders	What must leaders do to support adaptability?	What are some options to develop those capabilities?
Managers	What must managers do to support adaptability?	What are some options to develop those capabilities?

Supporting adaptability



Leaders

Some examples include:

- Lead by example
- Share stories
- Reward mistakes and learning
- Communicate plans and strategies
- Solicit input and feedback, broadly and often

Managers

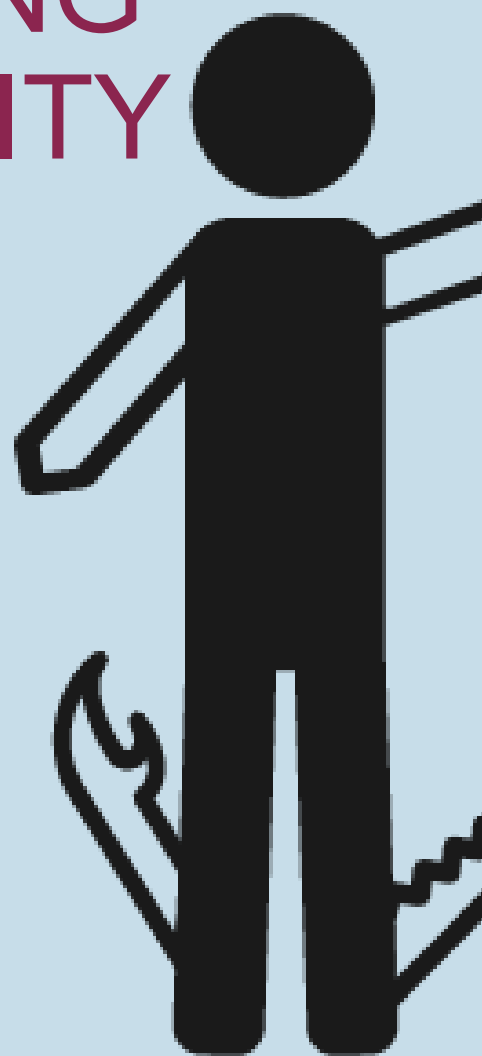
Similar to leaders plus:

- Coach whenever possible
- Adapt to the individual
- Set and refine goals together
- Link goals and tasks to strategy
- Offer choice and autonomy/support as needed
- Demonstrate consistency
- Minimize distractions
- Support prioritization
- Support self-improvement
- Check in regularly



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DEVELOPING ADAPTABILITY



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Adaptability in the research: individuals



- Researchers have explored ways to predict adaptability in people based on personality traits
- Personality plays a key role but so do work experiences and environment

Some things that have been working

- Experiential and experimental learning
- Focus on mastery vs performance
- Problem-solving activities that require flexible thinking
- Practice and making errors, then using those errors to refine approach



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**Demonstrate
responsibility**

Gradual Release of Responsibility Framework

This instructional model transitions responsibility from the teacher to the student through four phases and fosters autonomy and self-regulation in learners.

- Focused Instruction ("I do it"): The teacher models the task.
- Guided Instruction ("We do it"): The teacher and students work on the task together.
- Collaborative Learning ("You do it together"): Students collaborate to perform the task.
- Independent Practice ("You do it alone"): Students complete the task independently.

References

Gradual Release of Responsibility

<https://www.odu.edu/facultydevelopment/teaching-toolkit/gradual-release-responsibility-framework>

Social and Emotional Learning (SEL) Programs

<https://casel.org/casel-sel-framework-11-2020/>



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Demonstrate
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Individual	
Managers	
Leaders	
Organization	



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**Persist and
persevere**

Growth Mindset and Grit

- Growth mindset (Dweck): the belief that abilities can be developed through effort, encourages individuals to view challenges as opportunities for learning
- Follow on work adds that abilities can be developed through dedication and hard work (Dweck) or passion and perseverance for long-term goals (Duckworth)

Neuroscience

- Research in neuroscience and psychology provides insights into how perseverance shapes our brains and behaviours. Understanding these mechanisms can inform strategies to strengthen perseverance

References

Growth Mindset

<https://news.stanford.edu/stories/2015/04/dweck-kids-potential-042915>

Grit

<https://www.psychologytoday.com/us/blog/biology-development-and-behavior/202406/the-power-of-persistence>



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Regulate
your
emotions
when
appropriate

Emotion Regulation Strategies

Heij and Cheavens (2014) investigated five emotion regulation strategies and their effectiveness in everyday situations:

- Reappraisal
- Rumination
- Distraction
- Suppression, and
- Acceptance.

Kalokerinos et al. (2020) explored how individuals

- choose emotion regulation strategies based on their goals and the situational context.

References

Emotion Regulation Strategies for Every Day

<https://pmc.ncbi.nlm.nih.gov/articles/PMC10460911/>

Situational

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.00877/full>



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Set or adjust
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and
expectations

Goal setting

- A study by Matthews (2015) found that individuals who documented their goals and provided weekly progress updates to a friend achieved a 76% success rate, compared to 43% for those with unwritten goals.
- A study at Berkeley linked goal setting with adaptability, highlighting:
 - Priorities of teams will vary
 - Everyone must understand current and shifting priorities
 - The need to identify multiple strategies for achievement
 - The need to have meaningful conversations with individuals and team
 - The importance of celebrating achievements

References

Achieving Goals

https://www.canr.msu.edu/news/achieving_your_goals_an_evidence_based_approach

Goals and Adaptability

https://hr.berkeley.edu/sites/default/files/setting_and_achieving_goals_with_adaptability_companion_job_aid.pdf



Adaptability

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Individual	
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Adaptability

- Define tasks, milestones, and longer-term strategies to achieve goals
- Prioritize and choose an order of tasks according to your circumstances

Plan and
prioritize

Planning

- No shortage of options to develop planning skills

Prioritization

Options include:

- Urgency-Importance Matrix: Categorize tasks based on their urgency and importance:
 - Urgent and Important: Do these tasks immediately.
 - Important but Not Urgent: Schedule these tasks for later.
 - Urgent but Not Important: Delegate if possible.
 - Neither Urgent nor Important: Consider eliminating to free up time.
- Evaluate Task Impact: Assess the potential outcomes of completing or delaying tasks to determine their true priority.
- Pareto Principle (80/20 Rule): Recognize that approximately 80% of results come from 20% of efforts. Identify and prioritize the tasks that will yield the most significant outcomes.

References

ABC analysis.

MindTools. <https://www.mindtools.com/a2jkt9c/abc-analysis>

Time blocking 101

<https://www.forbes.com/sites/kevinkruse/2016/01/11/time-blocking-101-a-step-by-step-guide-to-mastering-your-schedule>



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Seek self-improvement

Identity-based motivation

- Identity-based motivation theory posits that individuals are more likely to pursue goals that are congruent with their self-concept.
- Interventions that help individuals connect their current actions to their desired future identities can enhance motivation and promote self-improvement behaviours.

Strengths Development Interventions

- Workplace interventions focusing on identifying, developing, and utilizing employees' strengths have been shown to stimulate personal growth initiative.
- A study found that such interventions effectively enhance employees' proactive behaviours toward self-improvement, leading to increased engagement and job satisfaction.

References

Identity-based motivation

https://en.wikipedia.org/wiki/Identity_based_motivation

Strengths development interventions

<https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/joop.12240>



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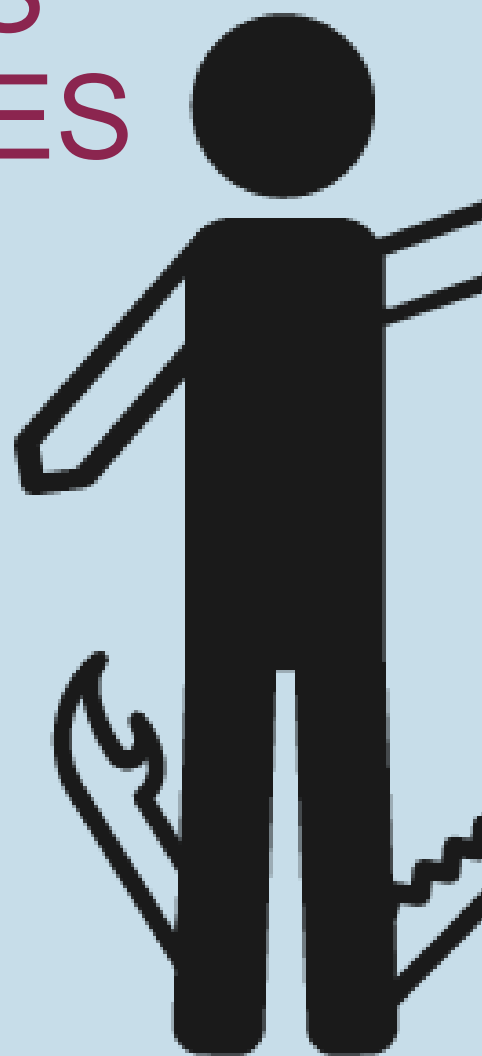
Seek self-improvement

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SKILLS FOR SUCCESS RESOURCES



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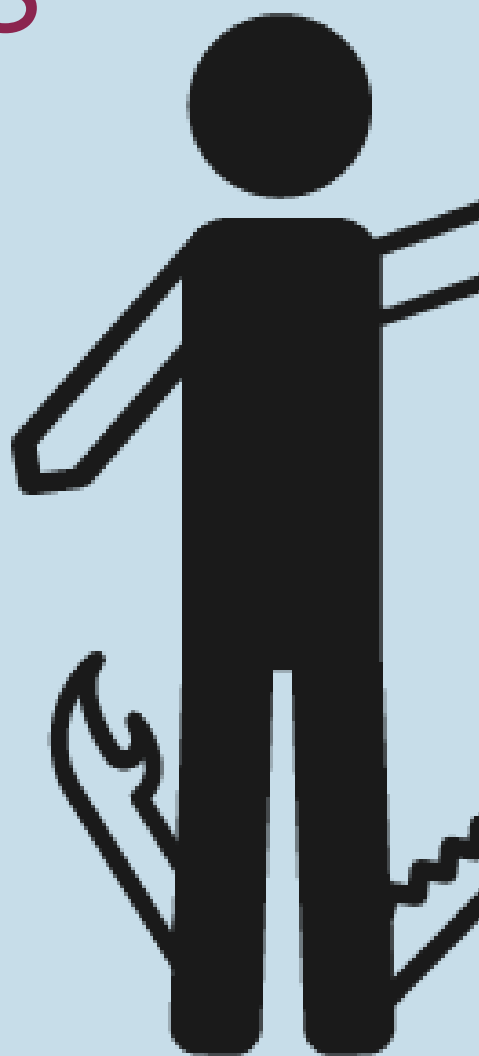
Skills for Success Resources

Resource	Link
Skills for Success website	https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html
Definitions, components and behaviours	https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#adaptability
Searchable assessment and training tools	https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html?category=Individual&type=Training
Post-learning assessment	https://immplus.ca/snapshot/
Practitioner tools & resources	https://sfs-tools.ca/
UP Skills for Work resources	https://upskillsforwork.ca/resources/
I4PL Resources	The powerpoint and workbook will be hosted on a microsite for your future use.



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SKILLS FOR SUCCESS BADGES



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Learning Provider badge



You can proudly post this badge, and gain 8 continuing education credits for this program.

Two requirements:

- Participation in this workshop
- Completion of a small assignment detailing your implementation plan

Visit [CanCred](#) to provide responses to the following:

- The greatest benefit my organization will enjoy as a result of improved Adaptability is...
- Our most significant organizational barriers to developing Adaptability are...
- The organizational structures we need to address to support Adaptability are...
- My plan for increasing Adaptability in my organization
 - PDF file upload
 - Be sure to identify approaches for development at various levels

Issuing badges to your learners



The programs you implement should ensure learners are able to:

- Articulate the benefits of Adaptability for their team, the organization and themselves
- Identify individual barriers to developing Adaptability
- Determine what is needed to support Adaptability
- Develop strategies for being more adaptable in various situations

Suggested learning experiences include:

- An interactive workshop which provides:
 - Key concepts and applications for the workplace
 - Practical activities to apply the concepts in real-life scenarios
 - Opportunities to work with others in the development of the skill
- Follow up activities that enable learners to apply the skill with support from their manager
- Submission of a personal action plan

Direct learners to [CanCred](#) using the access code: 592knfk2yxdg

- Learners apply for their badges by providing their name and responses to the following:
 - My most significant barriers to developing Adaptability are...
 - My #1 strategy for being more adaptable is...



Committing to Adaptability

What is one thing you will do differently after today?

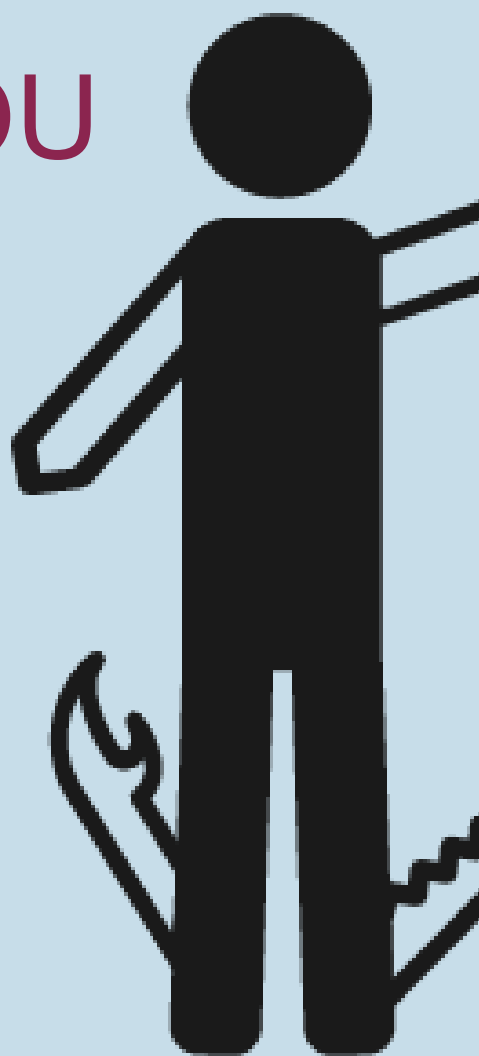
Reflections



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THANK YOU

from all of us at I4PL



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