The Philippine Talent Map Initiative

Purpose: Information
Submitted by: Philippines
The Philippine TalentMap© Initiative

Presentation for the
APEC – Human Resource Development Working Group

“Building Inclusive Economies,
Building a Better World”

MABUHAY!
A BLESSED MORNING TO ALL
THE APEC DELEGATES.
APEC Theme: Investing in Human Capital, Building Inclusive Economies

Quoting the article that was recently about the APEC High Level Policy Dialogue on Human Capacity Building -

“Together with key industry players, academicians, international organizations and government officials, they will exchange ideas and share best practices in developing the 21st century-ready workforce, aligning education to industry needs, and enhancing productivity of small and medium enterprises."

APEC Theme: Investing in Human Capital, Building Inclusive Economies

In alignment with APEC’s main thrust on human capacity building and producing a 21st Century-ready workforce, the Philippines has implemented a workforce development model that:

1. Assesses the Workforce Landscape of the Philippines based on APEC’s 21st Century Skills Framework
2. Identifies the “Skills Gaps” and “Skills Mismatches” between the Workforce and Industry.
3. Examines the “training needs” of the Workforce for the Philippines’ Human Capacity Building
4. Attract Investments from APEC based on the Philippines’ Workforce Profile and Workforce Development Initiatives
The Philippine Government Initiatives:

1. Not only timely and relevant, but very much aligned with APEC’s main thrusts for the region.
2. Would complement other initiatives in the region like the Skills Mapping of Australia and p21.org skills framework of the US.
3. The Philippines is supporting programs in developing a 21st century-ready workforce.
4. Government is putting a lot of effort in aligning education to industry needs for better job creation.
SFI Group’s Partnership with the DOLE: Partnership for Talent Mapping, Career Readiness & 21st Century Skills and JobStart Philippines

What is the Philippine TalentMap Initiative?

- It is an initiative formed through a Public-Private Partnership between the Department of Labor & Employment and SFI Group together with international partners HireLabs and Success Partners LTD.

- PTMI aims to create the most comprehensive workforce profile of the Philippines called TalentMap®

- Through a GRANT, DOLE, SFI Group and HireLabs have customized an assessment aligned with APEC, OECD & p21.org’s 21st Century Skills Framework (based on the Global Employability Skills Comparative Analysis by SFI Group)
The Skills Assessment of DOLE, SFI Group and HireLabs were based on the 21st Century Skills Framework of countries and organizations:

*Please check our Global Employability Skills Comparative Table*

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### 21st Century Skills Assessment based on APEC/Global Framework

<table>
<thead>
<tr>
<th>APEC</th>
<th>OECD</th>
<th>ASIA Society</th>
<th>P21.org</th>
<th>Philippine TalentMap Initiative (PTMI)</th>
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</table>

**References:**
1. Fill-out the National Skills Registry System (NSRS) form with Individual Information
2. Answer the SURVEY & Personal Skills Rating
3. Take the Skills Assessment & Get the Talent Score Card
4. Test-takers will go through an Interview and Career Coaching Session

Workforce Categories/Classification

- 01 Students
- 02 Unemployed Without Degree
- 03 Unemployed With Degree
- 04 Trainees
- 05 Employed Without Degree
- 06 Employed With Degree
An Assessment Initiative in the Philippines

A fresh approach to Workforce Development in Metro Manila

- Participant age ranges: Students & Trainees: 15-21, Workforce: 22-64
- 62.25% or 676 passed the assessment

Talent Needed

- Students (56.36%), Unemployed w./ degree (50.63%), and Trainees (60.63%) garnered the lowest mean scores
- Employed with degree (70.56%) yielded the highest mean score among all the participants
- The results imply a gap between higher level foundational skills (English, Comprehension, and Creative Problem Solving) vs lower level foundational skills (Content Knowledge: Math, Functional, and English Comprehension)

Average Scores per Competency

- Math Functional: 72%
- English Functional: 70%
- Work Standards: 69%
- English Comprehension: 69%
- Critical Thinking: 64%
- Social Perceptiveness: 63%
- Stress Tolerance: 62%
- Teamwork: 60%
- Decision Making: 50%
- Innovation: 50%
- Problem Solvability: 54%
- Planning & Organizing: 54%

Interview and One-on-One Coaching

- Indicate that candidate has:
  - An ambitious streak and is committed to excel
  - Professionalism in their mannerisms
  - Attentive ear

METRO MANILA TALENTEAM SKILLS PER DEMOGRAPHIC

N = 1086

Demographic Classification

- Students: 293
- Trainees: 211
- Employees: With Degree: 170
- Employees: Without Degree: 170
- Unemployed: With Degree: 192
- Unemployed: Without Degree: 164

Mean Score:

- Students: 56.36%
- Trainees: 60.66%
- Employees: With Degree: 70.58%
- Employees: Without Degree: 65.94%
- Unemployed: With Degree: 60.03%
- Unemployed: Without Degree: 81.03%

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APEC Theme: Investing in Human Capital, Building Inclusive Economies

- The conference aims to sustain a prosperous and cohesive Asia Pacific region that puts premium on human capital formation for inclusive development.
- APEC recognized that having a skilled workforce is key to competitiveness.
- For people to contribute to inclusive and sustained growth there is a need to align the education, including technical-vocational training, to the skills requirements of the industry.
- APEC economies are one in pushing for increased investments for their human resource as they recognized that people played key roles in inclusive economic growth.
The Support we are asking from APEC:

- Share best practices from similar initiatives from among the APEC member countries in developing a better workforce development framework (Member country experts)
- Replication of the TalentMap and workforce development model in the other APEC member countries

Thank You So Much and God Bless All of You!
## COMPARISON OF EMPLOYABILITY SKILLS ACROSS DIFFERENT FRAMEWORKS

<table>
<thead>
<tr>
<th>SKILLS CATEGORY</th>
<th>OECD</th>
<th>P21.Org</th>
<th>PHILIPPINES (identified by DOLE-BLE, SFI Group, and HireLabs for PTMI)</th>
<th>APEC (2008 Education Reform Symposium in Xi’an, China)</th>
<th>APEC (2007 survey of APEC Member Economies)</th>
<th>NEW ZEALAND (21ST century schooling)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. FOUNDATIONAL SKILLS</strong> – These are skills that are vital, important and crucial to perform any tasks assigned to an individual.</td>
<td>• Effective Communication (Listening, Speaking, Reading and Writing)</td>
<td>• English, reading or language arts</td>
<td>• Multi tasking</td>
<td>• Reading, Listening, Speaking, and Writing</td>
<td>• Math</td>
<td>• Knowledge of language, symbol, and text</td>
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<td>• Ethics and social responsibility</td>
<td>• World languages</td>
<td>• Work standards</td>
<td>• Procedural skills, strategies to solve problems</td>
<td>• Science</td>
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<td></td>
<td></td>
<td>• Arts</td>
<td>• Math Functional Skill</td>
<td>• Using science equipment</td>
<td>• Civic literacy</td>
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<td></td>
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<td>• Economics</td>
<td>• English Functional Skill</td>
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<td>• Science</td>
<td>• English Comprehension</td>
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<td>• Geography</td>
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<td>• History</td>
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<td>• Government and Civics</td>
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<td>• Multi tasking</td>
<td>• Social perceptiveness</td>
<td>• Responsibility towards resources and environment</td>
<td>• Environment</td>
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<td></td>
<td>• Flexibility &amp; Adaptability</td>
<td>• Social &amp; Cross-Cultural Skills</td>
<td>• Communication</td>
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<td>• Initiative &amp; Self Direction</td>
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<td></td>
<td>• Social awareness</td>
<td>• Interest in using subject areas (math and sciences) in applying to real world scenarios</td>
<td>• Concern for living things</td>
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<td>• Stress Tolerance</td>
<td>• Responsibility towards resources and environment</td>
<td>• Curiosity</td>
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<td>• Self Motivation</td>
<td>• Teamwork</td>
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<tr>
<td><strong>2. SOFT SKILLS</strong> – These are skills referring personal attributes that enhance an individual’s interactions, job performance and career prospects.</td>
<td>• Collaboration</td>
<td>• Flexibility &amp; Adaptability</td>
<td>• Social perceptiveness</td>
<td>• Communicating solutions</td>
<td>• Environmental</td>
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<td></td>
<td>• Flexibility</td>
<td>• Initiative &amp; Self Direction</td>
<td>• Stress Tolerance</td>
<td>• Interest in using subject areas (math and sciences) in applying to real world scenarios</td>
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<td>• Adaptability</td>
<td>• Social &amp; Cross-Cultural Skills</td>
<td>• Self Motivation</td>
<td>• Responsibility towards resources and environment</td>
<td>• Concern for living things</td>
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<td>• Initiative and self direction</td>
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<td>• Teamwork</td>
<td>• Teamwork</td>
<td>• Curiosity</td>
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<td>• Teamwork</td>
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<td><strong>3. LIFE CRITICAL SKILLS</strong> – These are skills required in managing one’s life.</td>
<td>• Creativity</td>
<td>• Global awareness</td>
<td>• Innovation</td>
<td>• Inquiry process</td>
<td>• Problem solving</td>
<td>• Managing oneself – “can do” attitude</td>
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<td></td>
<td>• Innovation</td>
<td>• Financial, economic, business and entrepreneurial literacy</td>
<td>• Problem Sensitivity</td>
<td>• Strategic process</td>
<td>• Abstract thinking</td>
<td>• Active listening</td>
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<td>• Critical Thinking</td>
<td>• Civic literacy</td>
<td>• Creative problem solving</td>
<td>• Problem Solving</td>
<td>• Decision making</td>
<td>• Recognition and tolerance of others’ views</td>
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<td></td>
<td>• Problem Solving</td>
<td>• Health literacy</td>
<td>• Teamwork</td>
<td>• Communication</td>
<td>• Employability</td>
<td>• Enterprising nature</td>
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<td>• Decision Making</td>
<td>• Environmental literacy</td>
<td>• Critical Thinking</td>
<td>• Critical thinking</td>
<td>• Employability</td>
<td>• Resourcefulness</td>
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<td>• Contributing to the quality and sustainability of</td>
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# COMPARISON OF EMPLOYABILITY SKILLS ACROSS DIFFERENT FRAMEWORKS

<table>
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<tr>
<th></th>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Planning and Organizing</th>
<th>Information Technology and Applications</th>
<th>Systems</th>
<th>Safety and health</th>
<th>Environmental issues</th>
<th>Ethics and legal responsibilities</th>
<th>Entrepreneurship</th>
<th>Managing oneself – leading, following, and acting independently</th>
<th>Negotiation</th>
<th>Share ideas</th>
<th>Competitiveness and cooperativeness</th>
<th>Capacity to contribute appropriately as a group member</th>
<th>Can make connections with others, and to create opportunities for others in the group</th>
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<tr>
<td><strong>4. TECHNICAL SKILLS</strong></td>
<td>Information Literacy</td>
<td>Research and Inquiry</td>
<td>Media Literacy</td>
<td>ICT Operations/Concepts</td>
<td>Collaboration and virtual interaction</td>
<td>Planning and Organizing</td>
<td>Information Literacy</td>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Information Technology</td>
<td>Using technology as a tool for communication and lifelong learning.</td>
<td>- Leadership and Responsibility</td>
<td>- Productivity &amp; Accountability</td>
<td>- Leadership &amp; Responsibility</td>
<td>- Decision Making</td>
<td>- Leadership</td>
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<td><em>These are operational capabilities necessary to perform certain job specifications.</em></td>
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<td><strong>5. LEADERSHIP SKILLS</strong></td>
<td>Leadership and Responsibility</td>
<td>Productivity</td>
<td>Productivity &amp; Accountability</td>
<td>Leadership &amp; Responsibility</td>
<td>Decision Making</td>
<td>Leadership</td>
<td>Information Technology</td>
<td>Applications</td>
<td>Systems</td>
<td>Safety and health</td>
<td>Environmental issues</td>
<td>Ethics and legal responsibilities</td>
<td>- Managing oneself – leading, following, and acting independently</td>
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<table>
<thead>
<tr>
<th>SKILLS CATEGORY</th>
<th>SINGAPORE</th>
<th>EUROPEAN UNION</th>
<th>UK</th>
<th>AUSTRALIA</th>
<th>INDIA</th>
<th>CHINA</th>
<th>CANADA</th>
<th>USA (Portfolio)</th>
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<tbody>
<tr>
<td>1. FOUNDATIONAL SKILLS – These are skills that are vital, important and crucial to perform any tasks assigned to an individual.</td>
<td>• Communication and Relationship Management • Problem Solving and Decision making • Listening, Speaking, Reading and Writing • Numeracy</td>
<td>• Communicatio n in the mother tongue • Communicatio n in foreign languages • Mathematical competence and basic competence in science and technology</td>
<td>• Literacy Skills • Communication • Foreign Language • Numeric skills • General IT skills</td>
<td>• Communication • Teamwork • Problem-solving • Manage information and documentation • Conceptual Thinking</td>
<td>• Oral Communication (English) • Interperso nal Skills</td>
<td>• Executive Ability (Problem Solving &amp; Creativity) • Communicatio n (Information collection and analysis, Persuasive ability &amp; Information transfer)</td>
<td>• Academic</td>
<td>• Reading, Writing, Math, Listening and Speaking</td>
</tr>
<tr>
<td>2. SOFT SKILLS – These are skills referring personal attributes that enhance an individual's interactions, job performance and career prospects.</td>
<td>• Initiative and Enterprise • Social and civic competences • Cultural awareness and expression</td>
<td>• Flexibility • Enthusiasm/commitment • Interpersonal skills • Team Working</td>
<td>• Initiative and enterprise • Creativity and innovation • Flexibility • Customer service • Time Management</td>
<td>• Situational Behavior</td>
<td>• Situational Behavior</td>
<td>• Desirable Persona (Reliable &amp; Trustworthy) • Working Enterprise (Achievement oriented &amp; Diligence) • People Skills 6 • Innovation &amp; Creativity 6 • Empowerment • Positive Attitudes 6</td>
<td>• Personal management • Teamwork</td>
<td>• Interpersonal • Teamwork</td>
</tr>
<tr>
<td>3. LIFE CRITICAL SKILLS – These are skills required in managing one's life.</td>
<td>• Personal Effectiveness • Workplace safety and Health • Learning and personal development</td>
<td>• Learning to learn • Self promotion skills • Self-Management • Timekeeping • Thinking and Problem Solving</td>
<td>• Self-management • Learning • Professional and ethical responsibilities/attitude • Community citizenship</td>
<td>• Situationa l Behavior</td>
<td>• Adaptive Skills (Stress management &amp; Flexibility to change) • Finance 6</td>
<td>• Developing Skills</td>
<td>• Developing Skills</td>
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</tbody>
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## COMPARISON OF EMPLOYABILITY SKILLS ACROSS DIFFERENT FRAMEWORKS

### 4. TECHNICAL SKILLS
- Information communication technologies
- Sense of initiative and entrepreneurship
- Digital Competence
- Customer orientation
- Networking skills
- IT Literacy
- Business awareness
- Vocational job-specific skills
- Advanced vocational job-specific skills.

### 5. LEADERSHIP SKILLS
- Leadership
- Problem solving
- Action planning
- Understanding of commercial goals
- Business acumen
- Planning and organization
- Technology
- Proficiency in the English Language
- Professional Knowledge (External awareness Subject knowledge)
- Systems Technology
- Professionalism

### SOURCES:
- European Framework (2006). *The Key Competences for Lifelong Learning*
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- Singapore Workforce Development Agency. (2010). *Singapore Workforce Skills Qualifications (WSQ) framework*
- Thimmiya, A.M (2010). *Employability-skills are as important as academic-skills for college grads*: Interview with COO, 24x7 Learning