



Centre for Future-Ready Graduates

Unlocking Human Potential

Crystal Lim, Director

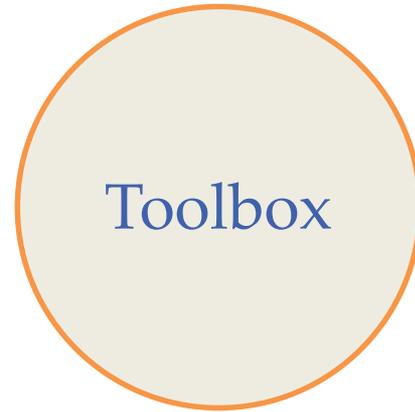
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Centre for
Future-ready Graduates

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Centre for Future-ready Graduates



“ If the rate of change on
the *outside* exceeds
the rate of change on
the *inside*, the end is
near.

- Jack Welch

What's changing?

Employers

- Top marks no longer get best jobs
- Mean economy – lean management
- Automation & robotics
- Agility over Ability
- Soft skills are the new hard skills

Students

- Weapons of mass distraction
- Internet replacing mind as storehouse
- What are the jobs of the future?
- How to make myself stand out in a hypercompetitive world?

VUCA World

VUCA world

65% of children entering primary school now will end up working in jobs types that don't exist yet

5.1 million jobs will be lost to the disruptive labour market over 2015 - 2020



WORLD
ECONOMIC
FORUM

COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

Executive Summary

The Future of Jobs

Employment, Skills and
Workforce Strategy for the
Fourth Industrial Revolution

January 2016



What are the skills of the future?

1/3 of desired core skills in 2020 will be comprised of skills not considered crucial today

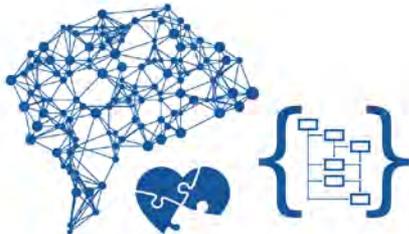
- Technical Skills
- Domain Expertise
- Subject Matter Knowledge



- Social Emotional Intelligence
- Collaboration

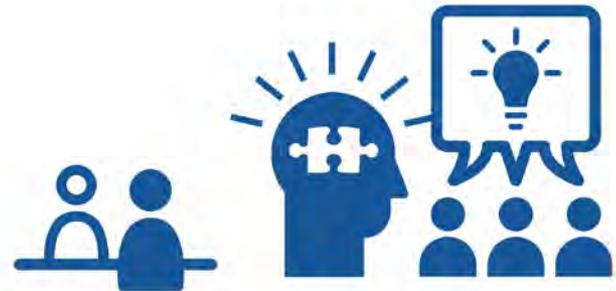
in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Roots & Wings

Pause & Practice



Mindfulness Exercise





Roots & Wings : The Science of Human Potential

Face to Face

Opening
Workshop

Face to Face

Closing
Workshop

E-Learning



1.0: Two Face-to-Face workshops + weekly E-learning

2.0: Twelve Face-to-Face tutorials + E-learning + Capstone project

What matters to you?

What matters to you?



Rate each on a scale of 0 (low) to 10 (high importance)

**Couples/
Relationships**

**Physical
Wellbeing**

Education

**Emotional
Wellbeing**

Friendships

Family

**Religion/
Spirituality**

Career

Community

Recreation

How committed are you?



Rate each on a scale of 0 (low investment) to 10 (high investment)

**Couples/
Relationships**

**Physical
Wellbeing**

Education

**Emotional
Wellbeing**

Friendships

Family

**Religion/
Spirituality**

Career

Community

Recreation

Group discussion



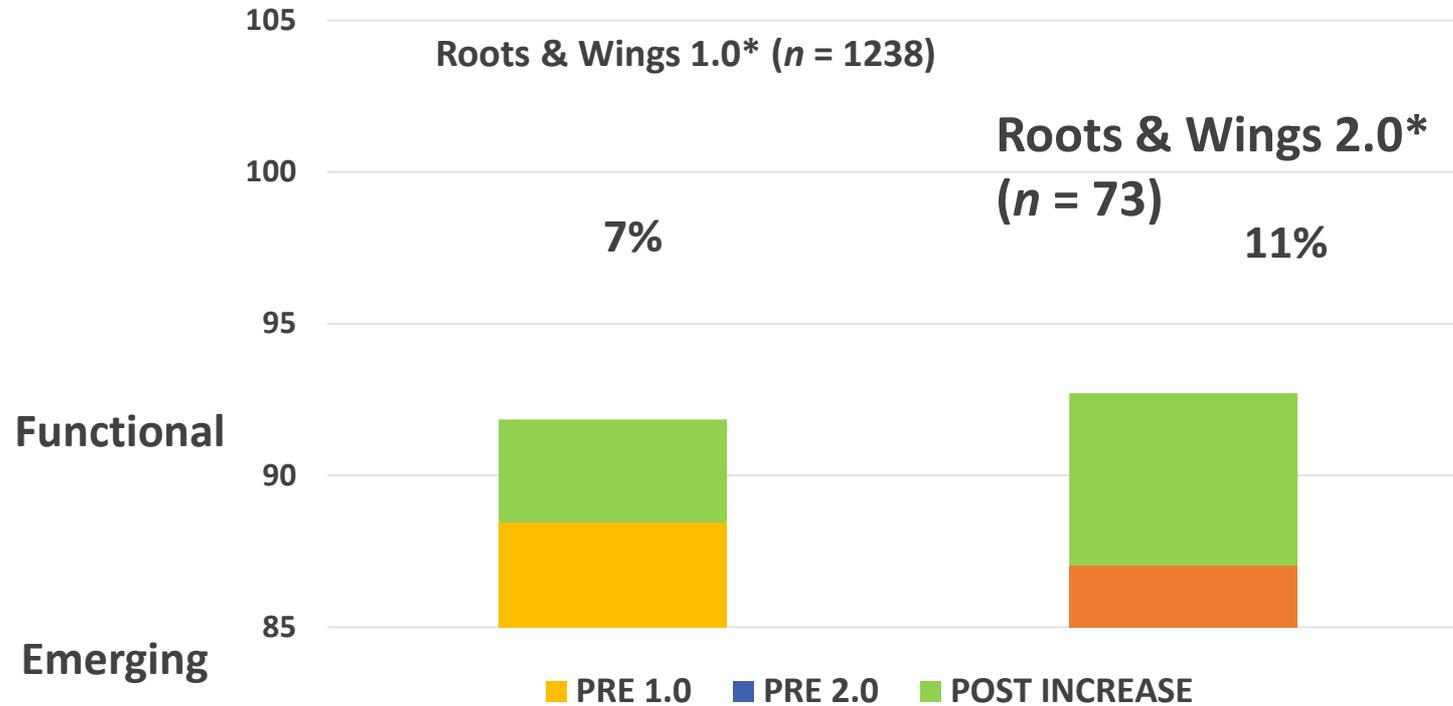
Pilot study & findings



Methodology & Hypotheses

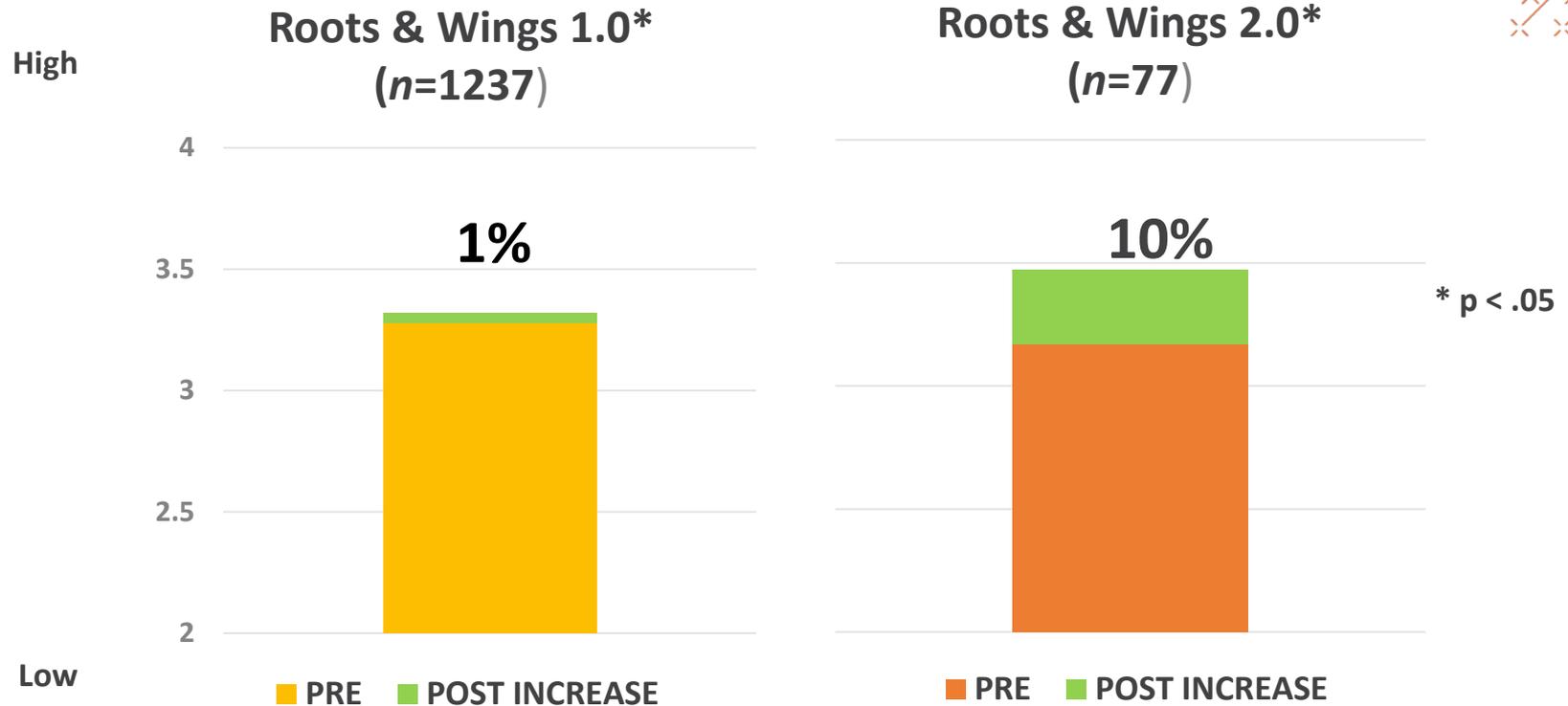
- 3 scientifically validated measures – Six Seconds Emotional Intelligence Assessment (SEI), Five Facet Mindfulness Questionnaire (FFMQ), Brief Resilience Scale (BRS)
- Our hypotheses:
 - 1) Control group – no significant changes across time
 - 2) RW 1.0 and 2.0 – significant increase in post program scores
 - 3) Significantly greater increase for RW 2.0 than for RW 1.0

Overall Emotional Intelligence Scores (SEI)

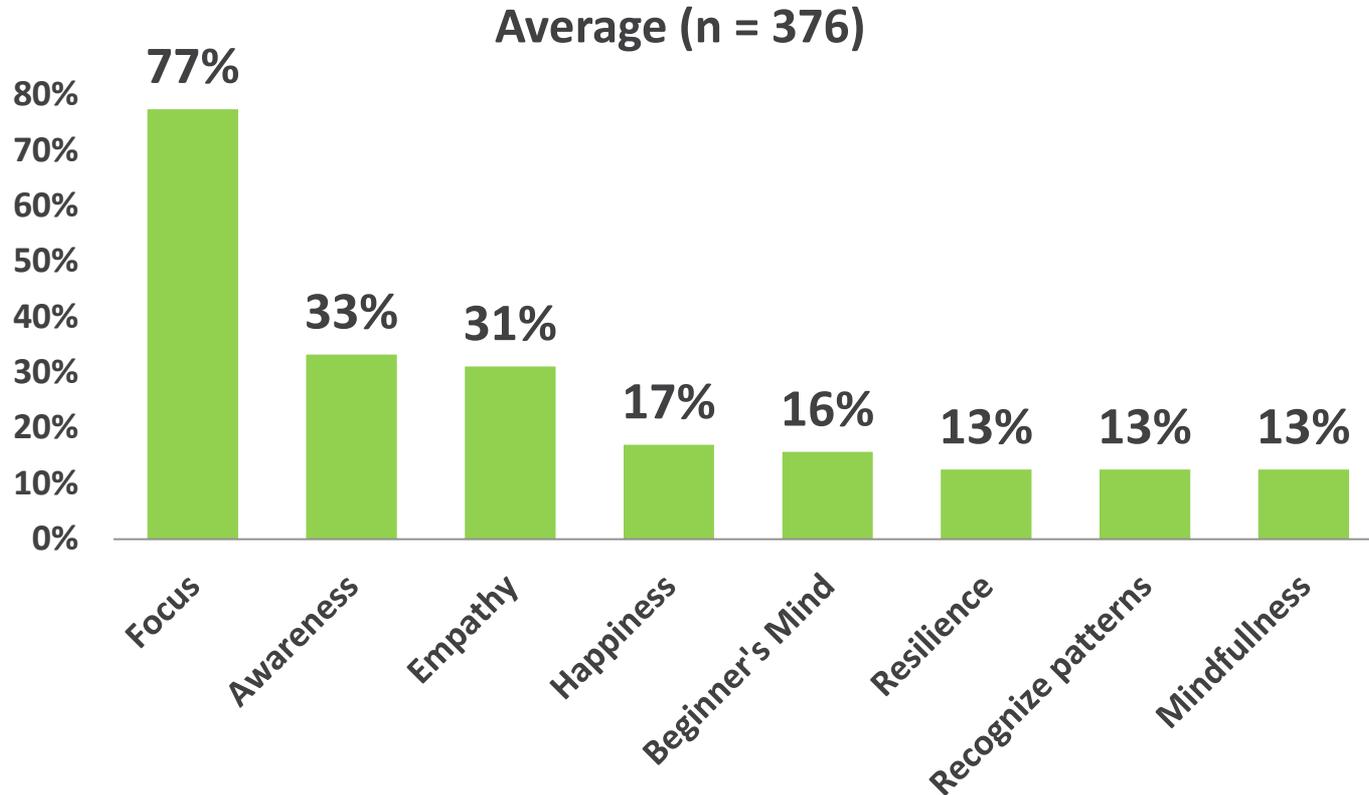
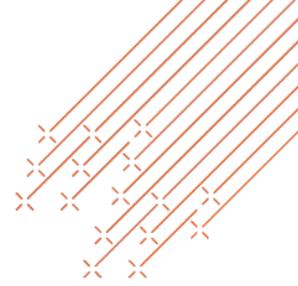


* p < .05

Resilience Scores (BRS)

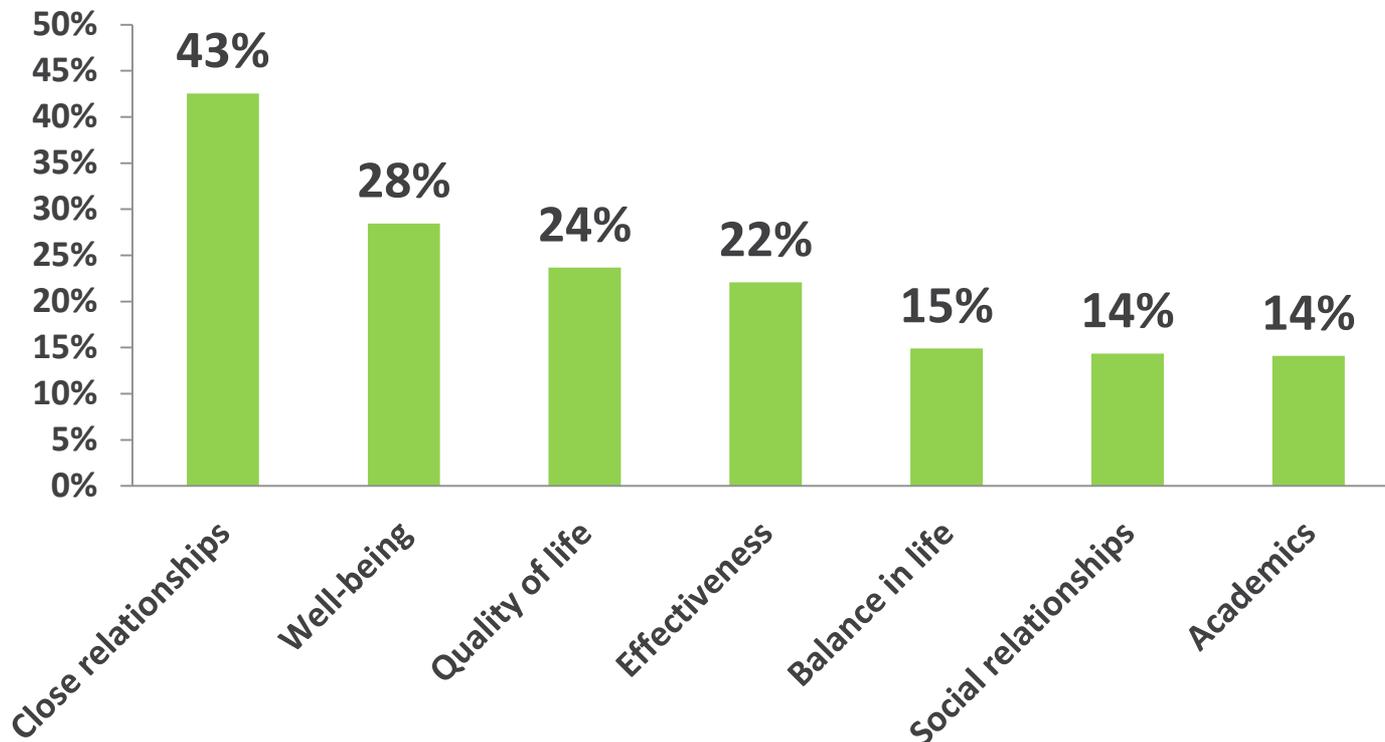


Competencies – RW Norm base



Outcomes –RW Norm base

Average (n = 376)



Student experiences - Limiting Beliefs



“ One of my limiting beliefs is the lack of faith in myself. I was having frisbee training...and unlike my usual self, I kept telling myself in the head that I am going to try my best to catch all the disc that comes towards me and I believed in myself.

*When everybody thought that I was going to drop the disc, I actually caught it and I had a **sense of satisfaction** that I have never felt before. It felt really amazing. 😊”*

Student experiences - Mindfulness



*“Using the skills I have learned from the seminars, I **organise my time** in order to avoid having to do multiple things at a time and also to **put my phone far away** when I am studying...*

*This has certainly helped me to make use of time more efficiently and I am better able to **focus on doing one thing at a time.***

Student experiences - Relationships



*“After the **‘Awareness’** module, I began to monitor and become more aware of what I focused on in conversations.*

*When I consciously brought the focus back to the dialogue or the other person, had **longer and deeper conversations** with them that went beyond the surface level.”*



*“Passion is not something
that we find,
But something we grow,
and grow into.”*

~ Roman Krznaric



Thank you