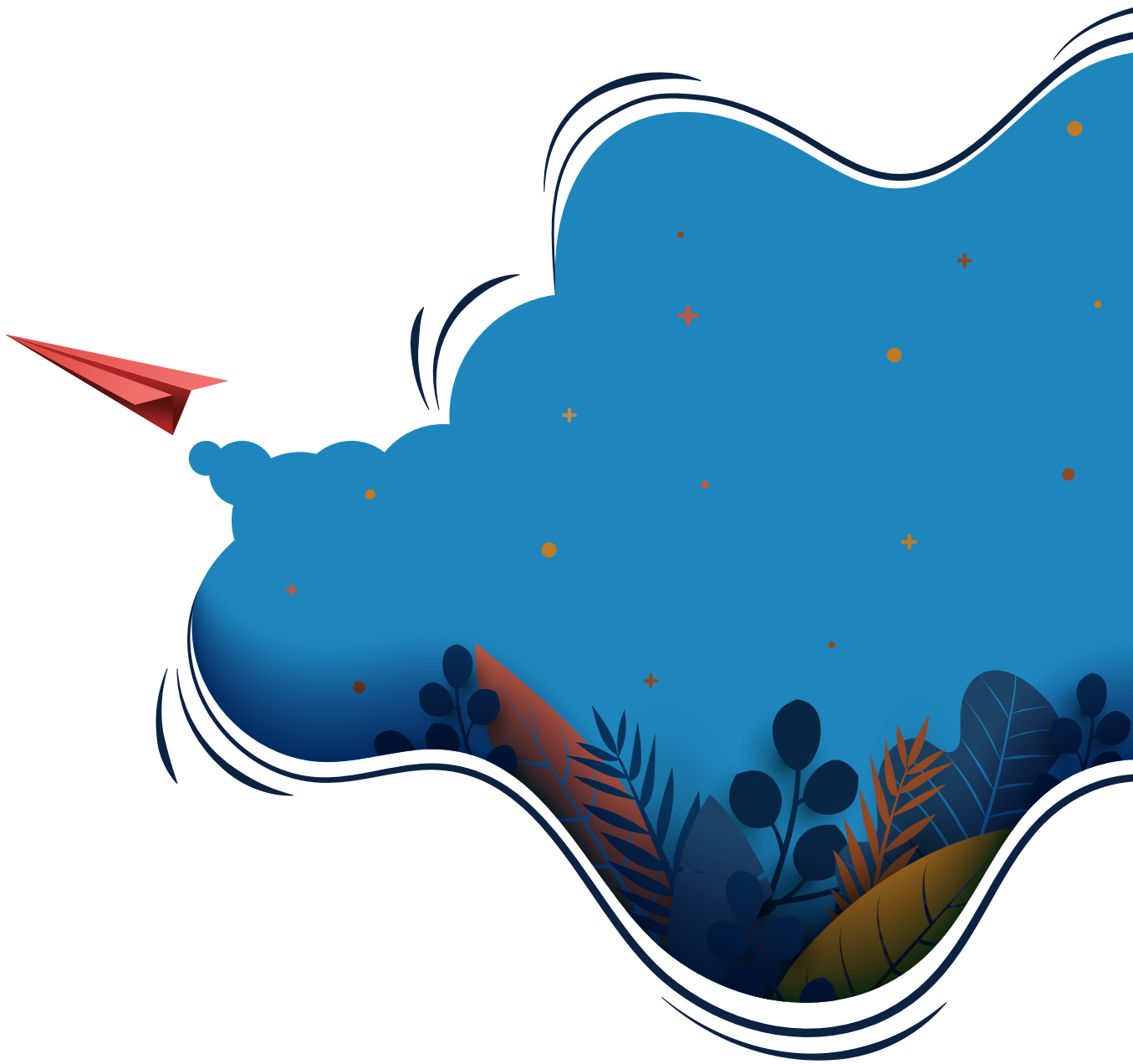
GLEAC

BECOME MORE HUMAN

Whitepaper



GLEAC: Disrupting learning and recruitment in the 21st Century

> With technology automating, digitising and transforming work around the world, the need for global manpower needed to help organisations prepare and streamline is greater than ever; and more than half of global employers want in their employees the human strengths of written, verbal communication, collaboration and problem-solving.[1]
>
> (Global Workforce Insights, 2018)

What We Do

GLEAC is a one-of-a-kind patent pending technology that combines elements of Behavioural Science, Artificial Intelligence and Data Analytics to help individuals to map and improve their competencies against jobs in the 21st century workplace.

The latest study to reinforce the importance of these skills in the 21st century is The enterprise guide to closing the skills gap, 2019, by IBM which states that "Executives' responses indicate workers require a blend of both digital skills and soft skills – also called behavioral skills – to be successful in the workforce."

We believe that the different combinations of these skills and competencies are what differentiate individuals with distinct identities, incapable of being automated.

How We Do It

GLEAC's unique formula begins by building awareness through a behavioural benchmark test. Skills and competencies are measured on a spectrum.

Straightforward	Persuasive
Emotional Distance	Emotional Sensitivity

Benchmarking of individual identity is followed by a process to systematically improve desired skills and competencies by charting ***customized learning pathways.***

Daily lessons are made available for learners on an application backed with the science of motivation and habit building to ensure consistent effort with increasing levels of difficulty.

Increased fluency in any particular skill or competency is, thus, measured through a ***rigorous assessment mechanism*** that utilises Artificial Intelligence and Data Science. This assessment mechanism is complemented with a real-world 360 degree feedback loop.

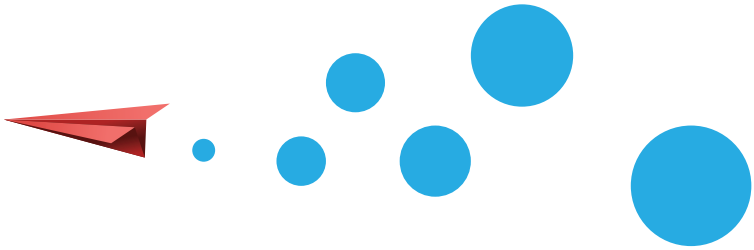
This ***dynamic competency mapping*** by GLEAC matches individuals with jobs that require those particular set of skills. Conversely, myriad 21st Century workplace jobs have been mapped for requisite skill combinations that can be worked towards using the lessons on the application.

Our model stands ready to help organizations adopt the major approaches envisioned that can potentially close the skills gap including, but not limited to, personalization of learning process and outcomes (often at scale); transparency and accountability of the learning process; contributing to a larger learning and development agenda through targeted technology.

What We Offer

GLEAC is not rigid - it has been designed with extreme flexibility in order to be able to suitable to a range of potential organisations. On request, the app can be customised to create lesson plans for particular skills that do not come built-in. The implementation is supported with the deployment of a social and data scientists to help organisations work out custom requirements with dedicated support.

This technology is no longer an abstract concept possible in only in the future; it is a very real part of the lives of users today, and prepared for thousands of incoming future professionals and students.



The Science we Leverage

1. To Build Self Awareness

The idea behind GLEAC is concerned with identity, an established psychology concept that applies to every human being. According to psychology literature, identity is the core construct that explains how a person addresses issues in dealing with who the person is; this is a dynamic, and subjective evaluation.[2] The benefits of having a clear identity are undeniable; smoother transition into the different phases of life, a better understanding of the self in different situations and lesser conflicts with those around one. This concept forms the foundation for the GLEAC proposition; identity can change with time, and also through the perspective it is viewed, i.e. it is not static. Our behavioural benchmarking activity allows learners to access a custom-designed behavior psychometric tool that builds individual competency grids that map motivations, values, attitudes and personality factors.

2. To Chart Customized Learning Pathways

With significant developments in neuroscience, it has become increasingly evident that a one-size-fits-all approach is inadequate to address the needs of individual learners and specific skill requirements of the workplace. It is important to develop a "demand-driven, market-friendly approach to system change."[3] Essentially, personalized learning empowers learners to tailor their learning activities to meet their needs and interests leading to improved learning environments and outcomes.The learning pathways thus created based on the behavioural benchmark assessment, help individuals improve on their weaknesses and reinforce their strengths.

3. To Build Habits through Daily Practice

From the research of renowned psychologist Carol Dweck, it has been confirmed that individuals either classify themselves as having a fixed intelligence, or a flexible kind that can be improved; and individuals in the latter category repeatedly exhibited superior results, when tested, compared to those of fixed mindsets.[4] More importantly, Dweck proved that through appropriate teaching and feedback tools, these beliefs about individuals could be moulded to change.

> Habits [can be conceived as goal-directed behaviour. Habits are represented as links between goals and actions that are instrumental in attaining this goal. The strength of such links is dependent on frequent co-activation of the goal and the relevant actions in the past. The more often the activation of the same goal leads to the performance of the same action, under the same circumstances, the stronger the habit will become. [5]

This finding proves that a link between human intention, consistently repeated activity and a solid frequency does exist, and challenges the view that habits are auto-generated responses of the human body, out of the control of human willingness. This indicates the fact that with the help of some guidance, feedback, learners' self-interest at the repeated effort towards achieving a goal - e.g. the goal to adopt a new skill - and the constant act of performing the associated action to achieve it is what can result in building a strong habit that was previously beyond the spectrum of a human being's personality.

The Learning we Provide

The core element of our platform are the micro-learning exercises; they are short, simple, intuitive situational-judgement lessons, designed on the basis of behavioural science research to accelerate the process of habit building. These do not last longer than ten minutes, and a new one is only unlocked after the completion of the preceding one, for a total duration of 24 hours. This keeps the learner from viewing the process as too challenging or time-consuming, and keeps interest fresh by providing new content every day. The lessons are offered in increasing levels of difficulty, scored through frameworks such as Webb's Depth of Knowledge so as to ensure incremental learning for the learner and a more reliable score of the fluency of particular skills.

GLEAC has developed learning modules under TEN research based skills which have been highlighted under various 21st century skills frameworks such as P21 and ATC21S. These are: Collaboration, Creative Thinking, Critical Thinking, Entrepreneurship, Leadership, Self Direction, Judgement & Decision Making, Communication, Mindfulness and Emotional IQ. These are further categorized into components of each of these skills - finer skills relevant to industries today.

Collaboration

- Relationship Building
- Trust / Partnerships
- Intercultural / Interpersonal Fluency
- Conflict Resolution
- Social Interdependence

Critical Thinking

- Inquiry
- Investigation
- Bias Awareness
- Adaptive Thinking
- Problem Solving

Communication

- Non Verbal Communication
- Active Listening
- Empathy
- Diversity and Inclusion
- Feedback

Creativity

- Innovation
- Design Thinking
- Systems Thinking
- Divergent/Convergent Thinking
- Reframing

Judgement and Decision Making

- Data and Insights
- Risk Assessment
- Ethics
- Bias Awareness
- Objectivity

Leadership

- Growth Mindset
- Failure Management
- Vision and Values
- Change Management
- Style Adaptation

Self Direction

- Identity
- Self Development / Actualization
- Grit
- Self-Management
- Motivation

Emotional IQ

- Empathy
- Self Regulation
- Stress Management
- Influence
- Global Citizenship

Motivation

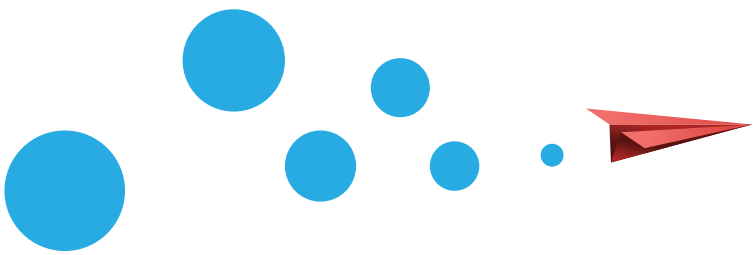
- Attention
- Self Awareness
- Vulnerability
- Acceptance and Non-Judgement
- Meditation

Entrepreneurship

- Building and Measuring Product
- Presentation Skills
- Organization Skills
- Scale and Social Impact
- Financial IQ

The Analytics we Employ

Traditional skill assessment methods involve the consideration of experience and peer feedback. This does not take into account the availability or unavailability of appropriate opportunities for individuals to demonstrate their inherent, unique talents. Our assessment mechanism analyses metrics from the behavioural benchmarking results to the frequency and degree of engagement of the learner with the lessons under each skill category, using an AI algorithm in order to dynamically adapt lesson pathways that strengthen and reinforce skills, and focus on areas for improvement.. This assessment also incorporates self and peer assessment for a more comprehensive and accurate measurement. This algorithm computes a dynamic score of the fluency of each skill for our learners that is scored individually, and is also ranked with respect to a global community of learners.



The Insights we Offer

1. Competency Mapping

The comprehensive Competency Mapping that GLEAC develops for its users includes results from the behavioural benchmark assessment, daily updates from application usage and our 360 degree feedback loop. This Competency Mapping provides a holistic picture not only of a learner's current fluency of 21st Century skills but also of the habits and aptitude with respect to the process of learning.

Figure 1: The behavioral benchmark assessment assigns scores to values, behaviors and motivations.

2. Job-Skill Mapping

GLEAC also provides a database of current and future job roles with requisite combination of 21st Century skills that have the best fit with these roles . This allows users to gauge the roles most suited to their own skills and competencies, and conversely, build the skills and competencies necessary to be suited to particular, desirable job roles thus enabling an active self-learning approach.

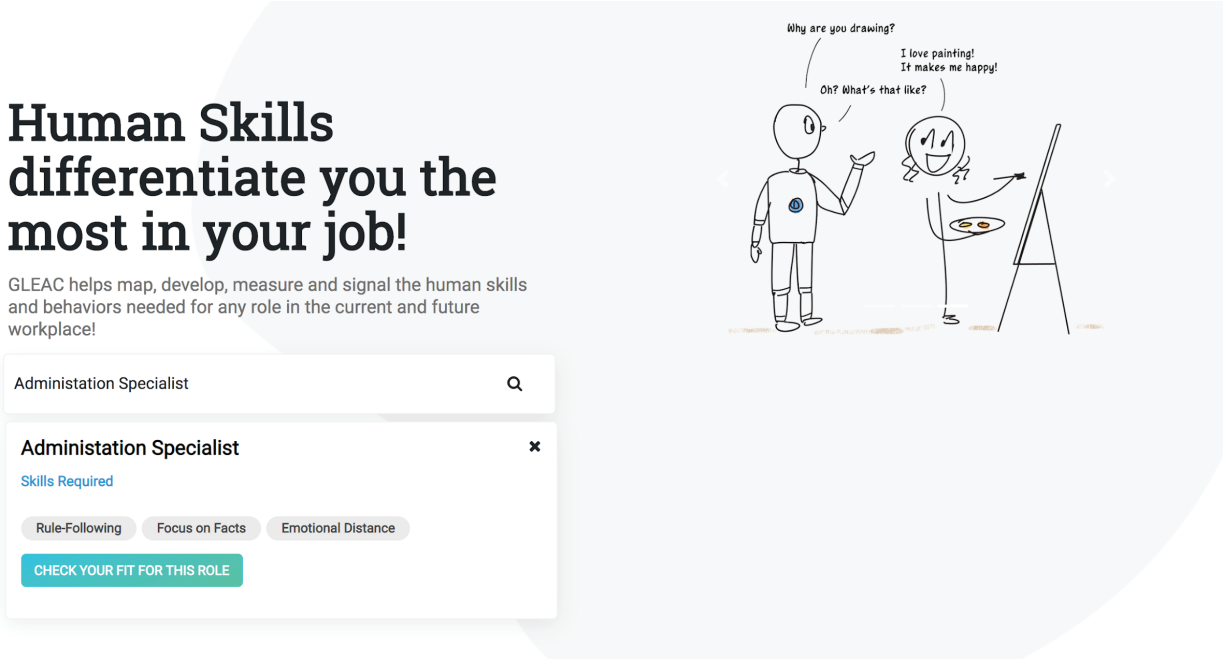


Figure 2: Our customized search feature allows you to search top jobs alongside the top three requisite skills for the particular role. It also allows you to map your fit to the role based on your own GLEAC profile.

Conclusion

Given the demands of this constantly evolving context in the workplace,

> "Executives are now tasked with continuously innovating and succeeding in this constantly evolving landscape. And they recognize that navigating it requires individuals who can communicate effectively, apply problem-solving and critical-thinking skills to drive innovation using new technologies, and draw and act on insights from vast amounts of data. It also calls for creativity and empathy, an ability to change course quickly, and a propensity to seek out personal growth. Expectedly, teamwork and organizational flexibility top executives' list of most important attributes for successful innovation."[6]

Upon adoption of GLEAC, third parties such as Universities and Organizations can track and visualize a learner's progress on 21st Century skills on a personalized dashboard thus enhancing the process of human resource management as a whole. Learners can also share their scores and rankings publicly in order to be discovered by third parties in search of individuals with particular 21st Century skills.

[1] Global Workforce Insights. (2018). India - 2017 Total Workforce Index™ Country Profile Article - Global Workforce Insights. [online]

[2] Tsang, S., Hui, E. and Law, B. (2012). Positive Identity as a Positive Youth Development Construct: A Conceptual Review. The Scientific World Journal, 2012, pp.1-8

[3] OECD. (2008). 21ST CENTURY LEARNING: RESEARCH, INNOVATION AND POLICY. [online] Available at: http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/CERI/CD(2008)14&docLanguage=En [Accessed 1 Oct. 2016].

[4] Aarts, H., & Dijksterhuis, A. (2000). Habits as knowledge structures: Automaticity in goal-directed behavior. Journal of Personality and Social Psychology, 78(1)

[5] DWECK, C. S. (2006). Mindset: the new psychology of success. New York, Random House.

[6] 2018 IBM Institute for Business Value Global Country Survey.