Working seminar
Jobs and Qualifications Planning
Anticipate “competences” evolutions
Paris, 28 March 2017
David Piéroux
The FOREM: the public employment and training service

Helping job-seekers
Support, inform and guide.
Monitor job search efforts.

Helping businesses
Advise, inform and assist with the recruitment process.

More than 250 training courses available

People trained in 2016

0 20000 40000 60000 80000 100000 120000 140000

- Teachers and students
- Job-seekers
- Workers
The planning process in 2017

"Sectors and jobs" planning

Marshall Plan 4.0:
Area I: Turning human capital into an asset
   I13 Increasing recognition of professional skills outside the traditional education programmes
   I16 Strengthening the link between the training offer and the jobs of the future by creating a register of the jobs in the future together with the EFE areas, based on a training offer tailored to the sectors and businesses
   I21 Organise an information... guidance service (raising awareness of the jobs of the future)
   I22 Job discovery system
   I41 Languages plan

Area II. Innovation
   II 12 Updating the strategy of the competitiveness clusters

"Jobs and skills" planning


Ad hoc round tables
"Jobs and skills" planning

"Abilitic2Perform"
- The use of the tools developed by the Ecole française de prospective (French planning college).
- A method developed in partnership.
- The analysis of more than 70 jobs between 2015 and 2019.

What is the scope of the job?

How can we respond to the expected developments?

Help with decision-making

What trends will influence the job?

What skills will be required in the future?
General objectives...
- Bring clarity to the development of a job.
- **Anticipate the skills requirements for the jobs of the future within 3 to 5 years...**
- ... in advance of a possible modification of the services offer (training, guidance, support, information, etc.).

... for jobs of the future...
- Emerging jobs (e.g. UX Designer, digital territory coordinator, etc.).
- Developing jobs (e.g. draughtsman, marketing manager).
- Jobs with a greater need for qualified labour (e.g. refrigeration engineer, etc.).

... analysed through four workshops.
- four half-day face-to-face workshops.
- A maximum of 15 experts from all professional backgrounds.
The stages of the method

Validate the job scope
Open discussion

Drivers of change = the most important
Identified by brainstorming

Key change factors = very influential and not very dependent
Selection by weighting and influence matrix

Hypotheses for the development of the key drivers of change
Projection of those possible

Probable and desirable developments
Selection by weighting

Development profile
Agreed by decision (existence or non-existence of proactive actions)

Tasks affected and new skills
Definition by impact matrix
Within 3 to 5 years, which factors will determine/influence the job of… in Wallonia? (PESTEL analysis)

Determine the drivers of change
What factors will have the greatest impact on the job by 2020-2022?

SELECTION ACCORDING TO 3 INDICATORS

- mobilisation = number of voters
- the total votes
- the extent = max. vote – min. vote

The 20 most important factors
The influence vote

The 20 most important factors

What influence does one factor have over another and vice versa?

SCALE OF INFLUENCE (0 to 3):
- 0 = no influence
- 1 = low influence
- 2 = medium influence
- 3 = strong influence

The 10 most influential and least dependent factors
### Le vote d’influence

**Echelle d’intensité :**
- 0 : aucune influence
- 1 : Influence faible
- 2 : Influence forte
- 3 : Influence très forte

**Nom :**

Peuvez-vous préciser l’influence du facteur en ligne sur le facteur en colonne ?

NB: Les cellules grisées ne doivent pas être complétées.

<table>
<thead>
<tr>
<th>Sens de l’influence</th>
<th>Facteur en ligne</th>
<th>Facteur en colonne</th>
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</thead>
<tbody>
<tr>
<td>1. La décision politique d'imposer le BIM (Obligation et utilisation comme British standard).</td>
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<td>2. La collaboration interne et externe; interopérabilité.</td>
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<td>3. Évolution des outils informatiques et leur prix.</td>
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<td>5. La valorisation du métier par sa complexification et l'exploitation de nouveaux outils.</td>
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<td>7. Le subside à la formation.</td>
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<td>8. La modélisation des contraintes environnementales : BREAM, LEED. (BIM 6D)</td>
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<td>9. L'externalisation de la réalisation de la modélisation dans des pays moins chers.</td>
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<td>10. L'interprétation du Scan 3D dans la coordination entre réel et virtuel.</td>
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<td>11. L'organisation du temps de travail.</td>
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<td>12. Augmentation de complexité et de l'intégration des législations et des normes dans un projet.</td>
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<td>13. Le capital humain disponible pour la formation.</td>
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<td>15. L'application des directives européennes.</td>
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<td>16. Le Cloud et son impact sur la disponibilité au travail.</td>
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<td>17. Le BIM : aspect facility management (BIM 7D).</td>
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<td>18. L'application des drones et de la RV/RA.</td>
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<td>19. L'augmentation de l'utilisation des éléments préfabriqués.</td>
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<td>20. La diffusion d'informations confidentielles</td>
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</table>
Graphique 1 : résultat de la compilation des matrices des votes d’influence des experts.
The preparation of the development hypotheses

Stage I: For each of the 10 factors, can you describe the situation in one or two simple phrases?

Stage II: For each factor, can you draft four short development scenarios for the next 3 to 5 years?

<table>
<thead>
<tr>
<th>Facteur</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Situation basse ou pessimiste (diminution)</td>
<td>Situation médiane Stagnation</td>
<td>Situation haute Augmentation, diffusion, appropriation</td>
<td>Situation très haute, augmentation forte, grand diffusion</td>
</tr>
</tbody>
</table>
What do we need to do to **prepare for change** (probable scenario) OR **provoke change** (desirable scenario)

➔ At least one action/recommendation idea per scenario (WHO?, WHAT?, HOW?, WHEN? = within five years)

What types of action:

- initial training/education
- continuous training (DE and workers)
- guidance for future candidates
- awareness/communication among individuals, businesses and professionals in the sector
- appeal to the political world
- recruitment/HR
- others...
### Evolution des compétences

|-----------|---------------------|-----------------------------|---------------------------------------------------------------|--------------------------|

#### Hypothèses d'évolution

- **F1.** L’étendue des matériaux utilisables en fabrication additive.  
  ○ = impact nul / ○ = impact très faible / ◐ = impact fort / ● = impact très fort.

- **F2.** L'augmentation de la productivité/rentabilité.

- **F3.** L'amélioration des performances au niveau de la tolérance/qualité des matériaux et certification.

- **F4.** Le développement d’un réseau économique autour de la fabrication additive.

- **F5.** Les contraintes liées à la demande du client.

- **F6.** L'arrivée de certaines technologies de fabrication additive dans le domaine public.

- **F7.** La facilité de mise en œuvre des imprimantes 3D.

- **F8.** Le développement d’algorithmes de conception performants.

- **F9.** L’accès aux services des fabricants et/ou importateurs de machines de fabrication additive.

- **F.10.** Le développement de la normalisation/certification sur la fabrication additive.

**Légende:** ○ = impact nul / ◐ = impact fort / ● = impact très fort.
Development of the skills requirements

IN WHAT CONTEXT?

HOW?

RESULTS

Context

Resources

Finally, we get a WHAT in a "usable" formulation.

Taking things further…

With whom?

→ How do we train?
All the Forem's prospective analyses are available at https://www.leforem.be/chiffres-et-analyses/prospectives.html

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Thank you