

Futureproofing ourselves

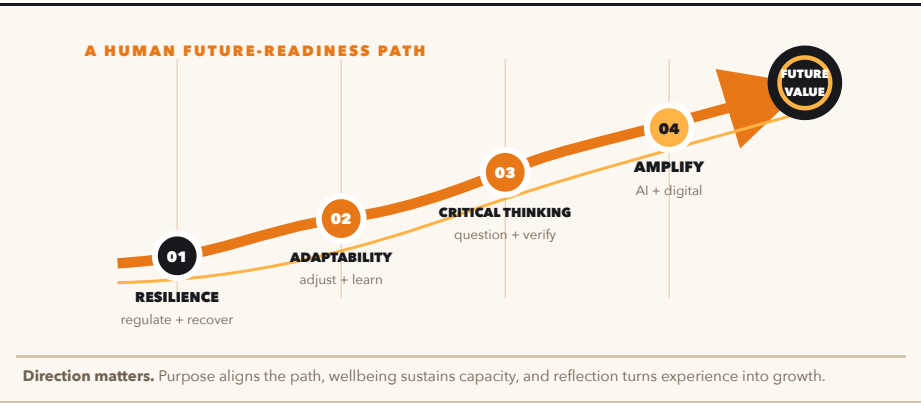
A practical portfolio for change, uncertainty and meaningful work.

A BETTER PREMISE

Futureproofing is a portfolio

No single skill makes a person futureproof. A portfolio helps us adapt, learn, relate and keep direction as conditions change.

 Human intelligence  TARGET L4 · STRATEGIC Strategic human contribution	 Future relevance  TARGET L5 · ANCHOR Anchor for future-readiness	 Impact  TARGET L5 · ANCHOR Anchor across life and work
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Prepare for more than a job description. Build capabilities that move across roles, relationships and life transitions.

The source material emphasizes adaptive growth, authentic identity, resilient agency, strategic self-direction, collaborative influence and future-ready competence. The practical unit is a small set of skills used in real contexts.

READ THE SIGNALS

Three signals, one conversation

The source scores have been converted into audited portfolio targets. This removes false precision and makes the intended level of attention visible.

 HI · Human intelligence Distinctively human value and resistance to displacement.		 FRI · Future relevance Strategic relevance as technology and work evolve.		 IMPACT · Impact Cross-context value in learning, wellbeing, work, social life and risk prevention.	
 L1 · MONITOR Signal is weak or unverified; keep it under review.	 L2 · CONTEXTUAL Relevant in narrower situations; check the task and setting.	 L3 · BUILD Meaningful capability; develop it through deliberate practice.	 L4 · STRATEGIC A cross-context priority; target adaptable, independent use.	 L5 · ANCHOR Essential capability; safeguard, deepen and enable transfer.	

Read a mark in three moves: Which signal? What target level? What behavior and context justify that target?

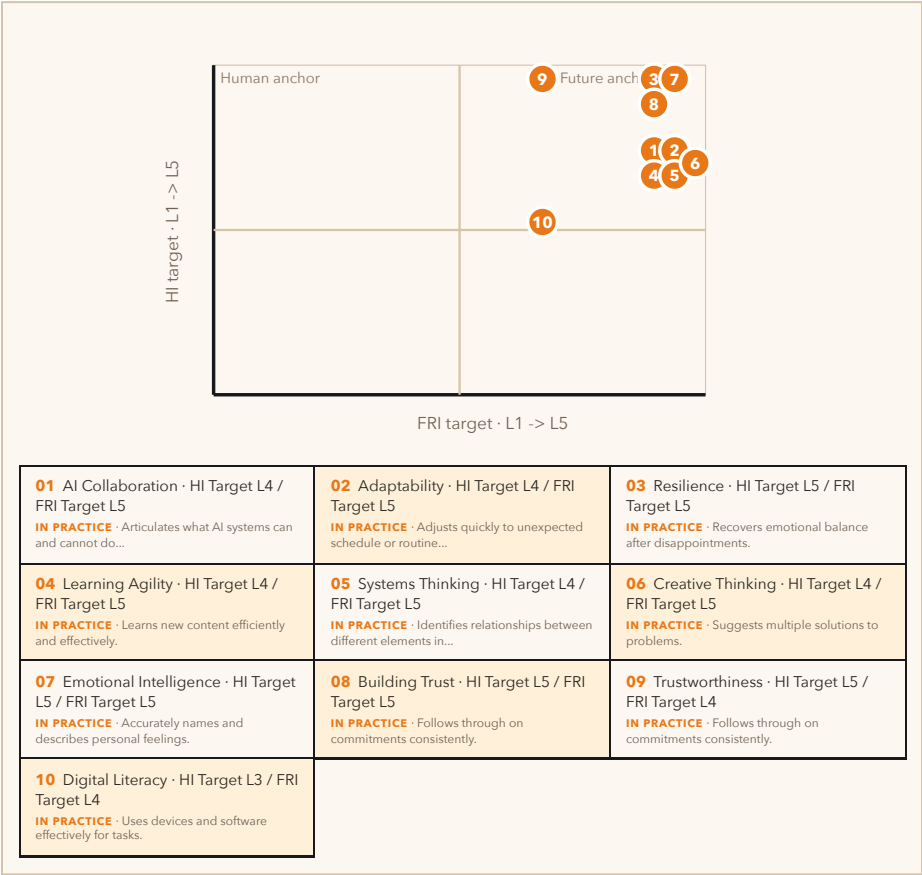
Important: L1-L5 describe portfolio attention, not a person's proficiency. A Target L4 is a strategic development priority; it is not a claim that someone currently performs at Level 4.

Signal labels follow the current Skillspathfinder interface. Targets were critically reviewed against skill roles, observable behaviors and the AI-readiness context; source values remain in SCORE-AUDIT.md.

PORTFOLIO MAP

Human value and future relevance

A futureproof portfolio combines future-facing skills with the human anchors that make their use wise, trustworthy and sustainable.



Illustrative selection of 10 skills. Position uses the audited HI target on the vertical axis and FRI target on the horizontal axis. The map is a conversation starter, not a ranking of people.

Coordinates use the audited editorial targets documented in SCORE-AUDIT.md.

ADAPTIVE CORE

Build capacity for change

Adaptation is not passive acceptance. It is the ability to learn from experience, revise an approach and recover without losing direction.

SKILL AND ROLE		 HI	 FRI	 IMPACT
Adaptability	Adjust thinking and behavior when situations, environments or requirements change.	IN PRACTICE Adjusts quickly to unexpected schedule or routine changes.	TARGET L4 Strategic	TARGET L5 Anchor
Resilience	Recover, adapt and continue through adversity, stress or disruption.	IN PRACTICE Recovers emotional balance after disappointments.	TARGET L5 Anchor	TARGET L5 Anchor
Coping with Uncertainty	Function with incomplete information while protecting wellbeing and perspective.	IN PRACTICE Remains calm when facing situations without clear answers.	TARGET L4 Strategic	TARGET L5 Anchor
Learning Agility	Learn quickly from experience and transfer insight into unfamiliar situations.	IN PRACTICE Learns new content efficiently and effectively.	TARGET L4 Strategic	TARGET L5 Anchor
Unlearning	Recognize and replace knowledge, assumptions or habits that no longer serve current reality.	IN PRACTICE Recognizes knowledge and assumptions that need revision.	TARGET L4 Strategic	TARGET L5 Anchor

Audited target: All five sit at FRI Target L5 · Anchor. Their roles differ: flex, recover, tolerate ambiguity, learn and revise.

RESEARCH PULSE · 2024 · R4

Agility is more than speed

A 2024 systematic review of 74 studies found adaptability, proactivity and resilience are widely accepted components of workforce agility, while measurement remains inconsistent.

Alviani et al. (2024), Frontiers in Psychology · [Workforce agility: a systematic literature review and research agenda](#)

THINKING ACROSS CHANGE

See systems, options and consequences

Future-facing judgment moves between the whole system, new possibilities, long-term direction and concrete problem resolution.

01

Systems Thinking

See interconnections, feedback loops, boundaries and unintended consequences.

IN PRACTICE

Identifies relationships between different elements in a system.

02

Creative Thinking

Generate, evaluate and refine original possibilities from multiple perspectives.

IN PRACTICE

Suggests multiple solutions to problems.

03

Strategic Thinking

Anticipate developments and align choices with long-term goals and priorities.

IN PRACTICE

Creates clear pictures of desired future outcomes.

04

Problem Solving

Define a problem, create options, implement a response and learn from the result.

IN PRACTICE

Stops to clearly define the problem before jumping to solutions.

Ask four questions: What system am I in? What else is possible? What matters over time? What can I test now?

HUMAN CONNECTION

Trust is future infrastructure

When coordination becomes more digital and AI-supported, empathy, emotional intelligence and trust become more visible - not less important.

SKILL AND ROLE		 HI	 FRI	 IMPACT
Empathy	Understand perspectives and feelings, then respond with appropriate care.	IN PRACTICE Recognizes when someone is upset, even without verbal expression.	TARGET L5 Anchor	TARGET L5 Anchor
Emotional Intelligence	Use emotional information to guide behavior, decisions and relationships.	IN PRACTICE Accurately names and describes personal feelings.	TARGET L5 Anchor	TARGET L5 Anchor
Relationship Building	Create and sustain positive connections through genuine ongoing investment.	IN PRACTICE Approaches others appropriately to begin interactions.	TARGET L5 Anchor	TARGET L4 Strategic
Building Trust	Align words and actions, communicate transparently and repair when trust is damaged.	IN PRACTICE Follows through on commitments consistently.	TARGET L5 Anchor	TARGET L5 Anchor

TRUST IS BUILT IN DIALOGUE

EMPATHY, EMOTIONAL INTELLIGENCE AND BUILDING TRUST: HI TARGET L5 · ANCHOR. Listen for context, make meaning together and repair directly.



RESEARCH PULSE · 2023 · R5

Emotional intelligence is a career resource

A 2023 meta-analysis synthesized links between emotional intelligence and career-related outcomes, supporting its use as a career-development resource rather than a soft-skills extra.

Pirsouli et al. (2023), Human Resource Management Review · Emotional intelligence and career-related outcomes: A meta-analysis

Definitions: Skillspathfinder segments.json. Displayed levels are audited editorial targets; see SCORE-AUDIT.md. Supplied visual used as the dialogue-and-trust metaphor.

AGENCY AND DIRECTION

Know what you are building toward

A futureproof person is not only adaptable. They can also choose, initiate and reconnect action to meaning.

01

Purpose

Hold an enduring direction that is meaningful to you and consequential beyond you.

IN PRACTICE

Articulates clear life direction and goals.

02

Growth Mindset

Treat ability as developable through effort, strategy, feedback and practice.

IN PRACTICE

Uses growth-oriented language ("I can't do this yet" vs. "I can't do this").

03

Initiative

Recognize an opportunity or need, take ownership and begin without waiting for permission.

IN PRACTICE

Begins tasks without waiting to be told.

04

Self-Efficacy

Build task-specific belief that you can organize and execute what the situation requires.

IN PRACTICE

Volunteers for challenging tasks.

Reflection: What change are you willing to adapt to - and what value, relationship or responsibility should remain non-negotiable?

RESEARCH PULSE • 2022 • R6

Growth mindset works through context and execution

A meta-analysis of 53 randomized intervention samples found highly variable effects. Benefits were stronger when interventions targeted likely beneficiaries and were implemented with high fidelity.

Burnette et al. (2022), Psychological Bulletin - A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work?

PORTFOLIO DESIGN

Give each skill a job

A balanced portfolio includes skills that stabilize you, extend your reach, connect domains and protect capacity under pressure.

Anchor

A capability that keeps identity, judgment or relationships grounded.

Purpose

Empathy

Ethical Thinking

Amplifier

A capability that increases what you can learn, create or accomplish with technology.

AI Collaboration

Data Literacy

Creation with AI

Bridge

A capability that transfers insight across roles, disciplines and unfamiliar situations.

Learning Agility

Systems Thinking

Communication

Buffer

A capability that protects functioning when pressure, uncertainty or setbacks rise.

Resilience

Mindfulness

Coping Skills

Your portfolio: Anchor _____ · Amplifier _____ · Bridge _____ · Buffer _____

CASE STORY · TRANSFORMATION

The pilot was fast. The learning system was not.

A composite service organization discovered that access to generative AI did not automatically produce sound judgment, better work or shared readiness.

CASE STATUS · This is a fictional composite created for learning. It translates the supplied research baseline and Skillspathfinder behaviors into a realistic organizational journey; it is not a claim about a named company.

CASE

KNOWLEDGE-
INTENSIVE SERVICE
WORK

The starting point

The organization introduced generative AI into proposals, client reporting and internal support. Early drafts arrived faster and local champions found promising uses. Yet the pilot optimized individual output before the organization had defined the capabilities, safeguards and learning routines the new work required.

01

Momentum

People explored quickly. Some tasks became easier and the range of possible solutions widened.

02

Friction

Verification was uneven. Fluent output hid weak reasoning. Private shortcuts, role anxiety and inconsistent quality appeared.

03

Reframe

The goal shifted from “get everyone using AI” to “help people learn, judge, act and collaborate as work changes.”

NORTH STAR

Adaptive agency: the ability to learn, judge, act and collaborate effectively while technology and roles keep changing.

CASE STORY · SKILLS

Five layers moved the work forward

The organization treated readiness as a connected capability system. Each layer carried a question, a skill portfolio and observable behavior in real work.

LAYER	TEAM QUESTION	SKILL PORTFOLIO	WHAT BECAME OBSERVABLE
ORIENT	Core question What is changing, and what does it mean?	Skills activated AI Literacy Systems Thinking	Behavior evidence AI Literacy: Explains basic AI concepts and capabilities accurately. Systems Thinking: Identifies relationships between different elements in a system.
JUDGE	Core question What should we trust and choose?	Skills activated Critical Thinking Ethical Thinking	Behavior evidence Critical Thinking: Asks probing questions about information sources and claims. Ethical Thinking: Applies ethical principles to specific situations.
ADAPT	Core question What must we learn, change or recover from?	Skills activated Learning to Learn Adaptability Resilience	Behavior evidence Learning to Learn: Reflects on what helps them learn best. Adaptability: Adjusts quickly to unexpected schedule or routine changes. Resilience: Recovers emotional balance after disappointments.
ACT	Core question How do we create value and test it?	Skills activated Initiative Creative Thinking	Behavior evidence Initiative: Begins tasks without waiting to be told. Creative Thinking: Suggests multiple solutions to problems.
RELATE	Core question How do people succeed together?	Skills activated Communication Empathy Collaboration	Behavior evidence Communication: Speaks clearly with appropriate volume and pace. Empathy: Recognizes when someone is upset, even without verbal expression. Collaboration: Participates actively in group discussions and activities.

Design decision: Prompting was treated as a tool behavior inside AI literacy - not as the transformation capability itself.

Five-layer system adapted from the supplied baseline. Behavior evidence is sourced from the named Skillspathfinder profiles.

CASE STORY · LEARNING

Learning and unlearning happened together

The team did not only add new AI practices. It also surfaced assumptions and routines that made responsible adaptation difficult.

STEP	CYCLE	CAPABILITY TO BUILD	ASSUMPTION TO RELEASE
1	Notice Learning move	Learn Map the task, affected people, uncertainty and current pain points.	Unlearn Technology adoption is the same thing as transformation.
2	Frame Learning move	Learn Define the problem, quality bar, human owner and verification needs first.	Unlearn Start with a prompt and let the available tool define the problem.
3	Experiment Learning move	Learn Compare a human first pass, an AI-assisted version and a revised workflow.	Unlearn A fluent first output is finished work or proof of competence.
4	Review Learning move	Learn Examine quality, source reliability, recovery from error, motivation and load.	Unlearn Speed alone is success, and errors should stay hidden to protect confidence.
5	Transfer Learning move	Learn Update roles, decision gates, playbooks and practice based on the evidence.	Unlearn Training is a one-off event and effective use can remain an individual shortcut.

EVIDENCE LOOP	Quality · independent explanation · recovery from error · transfer to a second context · trust and wellbeing
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PRACTICE RULE · Every experiment ended with one behavior to keep, one assumption to release and one question for the next cycle.
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Learning-unlearning journey is an editorial application of the supplied baseline, Mape learning practices and Skillspathfinder progression logic.

CASE STORY · LEADERSHIP

Leadership changed the conditions for learning

People were expected to adapt, but leaders accepted responsibility for the safety, time, feedback, standards and incentives that make adaptation possible.

MODEL Make judgment visible Leaders showed their own verification, named uncertainty, disclosed AI assistance and changed a view when evidence improved.	ENABLE Make practice possible Teams received protected experiment time, peer review, coaching, safe escalation routes and tasks with meaningful stakes.	ALIGN Make the system learn Quality gates, role clarity, incentives, documentation and accountability were redesigned around responsible human-AI work.
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FROM PROMPTING	to problem framing, source checking and accountable decisions
FROM PRIVATE USE	to discussable workflows, shared cases and peer challenge
FROM ADOPTION	to selective use: expand where value is proven, constrain where capability or trust may erode
FROM TRAINING	to a repeated cycle of practice, evidence, transfer and renewal

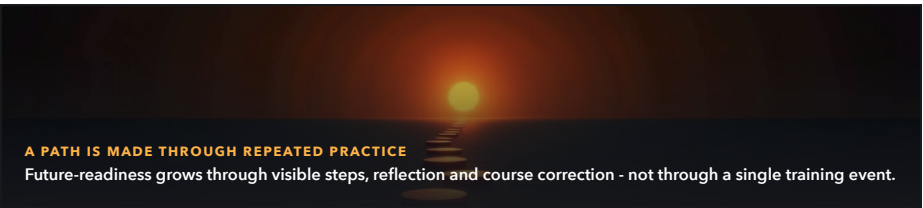
WHAT COUNTED AS PROGRESS · These shifts are qualitative signals in the composite story, not reported numerical results.

Leadership response synthesizes the supplied baseline, Mape 9.0 culture logic and GMB learning-culture practices. Outcomes are illustrative.

THIRTY-DAY EXPERIMENT

Turn a portfolio into practice

The purpose is not to improve everything at once. It is to gather evidence about a small set of useful behaviors.



A PATH IS MADE THROUGH REPEATED PRACTICE
Future-readiness grows through visible steps, reflection and course correction - not through a single training event.

1 BASELINE Choose four skills. Collect one example of when each helped or failed to appear.	2 EXPERIMENT Design one small behavior for each skill and use it in a real task.	3 TRANSFER Apply the same behaviors in a second context: home, work, learning or community.	4 REVIEW Ask for feedback, compare evidence and choose one skill for a longer 90-day focus.
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A Behavior What did I do that another person could observe?

B Context Where did the skill appear, and what made it easier or harder?

C Evidence What changed in quality, confidence, wellbeing, speed or impact?

D Adjustment What will I repeat, stop or modify next week?

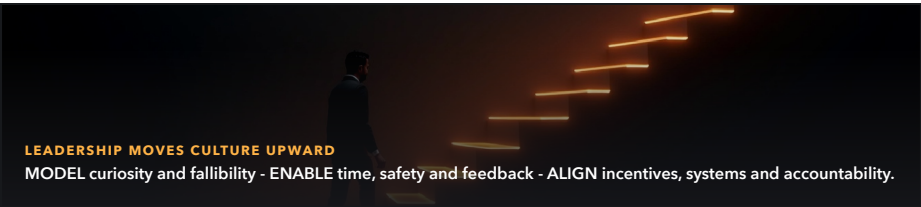
Practice rhythm adapted from the weekly and monthly reflection structures in the Life Skills Master Class. Supplied visual used as the practice-path metaphor.

LEARNING CULTURE

From permission to renewal

Individual skill practice becomes culture when people can question, experiment, reflect and transfer learning - and when leadership makes those behaviors possible.

STAGE	WHAT PEOPLE DO	WHAT LEADERS ENABLE
1 Permission	Culture behavior People ask questions, surface uncertainty and treat mistakes as information.	Leadership role Model curiosity, admit limits and protect speaking up.
2 Practice	Culture behavior Skills are rehearsed in real work and feedback follows the attempt.	Leadership role Protect practice time, coaching and access to support.
3 Evidence	Culture behavior Teams review outcomes, test assumptions and explain what changed.	Leadership role Ask for evidence, reward reflection and make learning visible.
4 Transfer	Culture behavior Insights move across roles, teams and unfamiliar contexts.	Leadership role Connect people, share cases and remove structural silos.
5 Renewal	Culture behavior Learning changes routines, priorities and system design.	Leadership role Align incentives, resources, decisions and accountability.



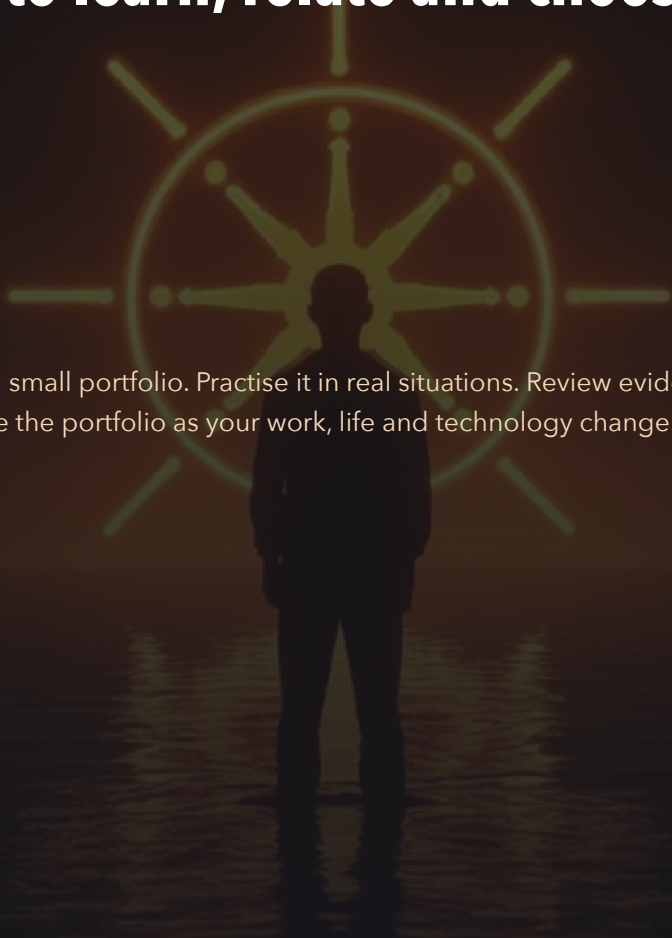
LEADERSHIP MOVES CULTURE UPWARD
MODEL curiosity and fallibility - ENABLE time, safety and feedback - ALIGN incentives, systems and accountability.

Leadership principle: Do not demand adaptability while protecting the routines, incentives or power structures that prevent learning.

Culture progression synthesized from the Mape 9.0 five-level model, Skillspathfinder behavioral progression and GMB training reflection practices. Supplied visual used as the leadership-progression metaphor.



Futureproofing means staying able to learn, relate and choose.

A large, glowing orange compass rose is centered in the background. A person's silhouette is visible in the center, standing with their back to the viewer, looking towards the compass rose. The person's reflection is visible on the surface they are standing on, which appears to be water or a reflective floor. The overall scene is dimly lit, with the primary light source being the glowing compass rose.

Build a small portfolio. Practise it in real situations. Review evidence.
Update the portfolio as your work, life and technology change.

About This Material

WHAT THIS IS

This material is part of the Skills Pathfinder learning ecosystem developed by GrowthMindsetBuilder. It presents one or more human skills in a concise, practical format for learning, reflection and training.

It may be used as a standalone learning resource, but it is not a complete course. The broader learning experience—including facilitated activities, practice, feedback and progression—lives within the programmes and client projects from which this material was developed.

RESEARCH FOUNDATION

Skills Pathfinder profiles and frameworks synthesize extensive research, international models and established good practices. They bring together multiple perspectives to make complex ideas accessible and useful in real-life learning and development.

No individual model or study provides a complete answer. Skills Pathfinder should therefore be understood as an evidence-informed framework for reflection and growth—not as a universal or final definition of human capability.

RESEARCH NOTES AND SOURCES

Where used, research callouts marked [R1], [R2] and so on provide short summaries of published studies. Each callout identifies the authors and publication so that you can find and examine the original research.

Research on human skills, AI capabilities and future readiness is developing quickly. Findings may differ across people, tasks, technologies and settings—and conclusions that appear settled today may change as new evidence emerges.

Treat each study as one contribution to the evidence rather than a final verdict. Compare perspectives, explore the original sources and form your own view. Where a source is cited, the original publication—not this summary—should be treated as authoritative.

CONTEXTUAL USE

Every skill profile is contextual. Language, terminology, emphasis and interpretation should be adapted to the cultural, educational, professional and organizational setting in which the material is used.

Local knowledge—and the experience of the people using the framework—is essential for making the material relevant, inclusive and effective.

EDUCATIONAL USE AND DISCLAIMER

This material is provided for educational and developmental purposes. It is not medical, legal, financial, psychological or other professional advice.

Reflection tools and self-assessments are intended to support learning and conversation. They are not clinical, psychological or psychometric diagnostic instruments and should not be used as the sole basis for employment, education or other high-stakes decisions.

Unless stated otherwise, case stories are composites created for learning use and do not describe identifiable individuals.

Frameworks and concepts credited to other authors remain their intellectual work. The practice, reflection and progression language surrounding them represents GrowthMindsetBuilder's interpretation and application.

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