

# Life skills for AI readiness

Build judgment, agency and human-AI collaboration.

WHY READINESS

# Readiness begins with human capability

AI readiness is more than tool fluency. It is the ability to think, choose, collaborate and stay well while technology changes around us.

|                                                                                            |                                                                                    |                                                                                                         |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <div>147</div> <div>skill profiles</div> <div>definitions, behaviors and progression</div> | <div>11</div> <div>active domains</div> <div>interconnected capability areas</div> | <div>3</div> <div>readiness questions</div> <div>human role · future value · capability safeguard</div> |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

The goal is not to compete with AI at everything. The goal is to become more capable of using it without giving away judgment, agency or responsibility.

The Skillspathfinder profiles frame readiness as a combination of cognitive, social-emotional, digital, identity and self-management capabilities. The training materials add practice, reflection and real-life application.

RESEARCH PULSE · 2023 · R1

Productivity gains are real - and task-specific

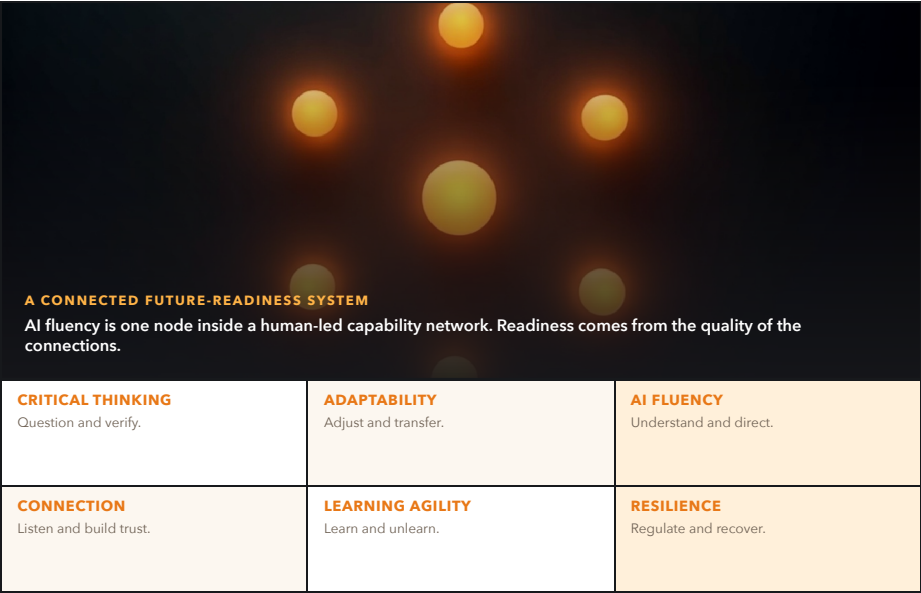
In a preregistered experiment with 453 professionals, ChatGPT reduced time on midlevel writing tasks by 40% and raised rated quality by 18%. The result supports practical AI fluency, but only within the tested task class.

Noy & Zhang (2023), Science · [Experimental evidence on the productivity effects of generative artificial intelligence](#)

A CAPABILITY SYSTEM

# Six meta-capabilities, one future-ready system

Readiness depends on the ability to adapt, think critically, keep learning, recover and connect - with AI fluency as one supporting capability.



**Readiness principle:** A tool skill becomes future-ready only when it is connected to judgment, context and responsible action.

Supplied visual integrated as an infographic; capability labels synthesize Skillspathfinder profiles and the six domains in the SKILL 2.0 future-ready framework.

CORE STACK

# The AI collaboration stack

These four profiles form the clearest AI-facing sequence in Skillspathfinder: understand, evaluate, collaborate and create.

| SKILL AND ROLE                                                                                                                                                                     |                                                                                                                                                                                                                                           | <br>HUMAN<br>CORE | <br>FUTURE<br>READINESS    | <br>SAFEGUARD<br>VALUE                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <h3>AI Literacy</h3> <p>Understands what AI systems can and cannot do, how outputs are produced and what responsible use requires.</p>                                             | <p><b>IN PRACTICE</b><br/>Explains a tool's limits, data risks and suitable use before applying it.</p> <p><b>PROTECTS AGAINST</b><br/>misuse, inflated trust and hidden data or bias risks</p>                                           | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Shared role<br/>3 / 5</p>    | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p> | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Strong safeguard<br/>4 / 5</p>   |
| <h3>Critical Thinking with AI</h3> <p>Applies critical thinking to AI-supported work by testing outputs, sources, uncertainty and consequences before accepting or using them.</p> | <p><b>IN PRACTICE</b><br/>Challenges an AI answer, verifies decisive claims and records why the final result is acceptable.</p> <p><b>PROTECTS AGAINST</b><br/>hallucinations, confirmation loops and outsourced judgment</p>             | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human leads<br/>4 / 5</p>    | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p> | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Strong safeguard<br/>4 / 5</p>   |
| <h3>AI Collaboration</h3> <p>Structures work so people and AI contribute where each is strongest, while humans retain context, verification and accountability.</p>                | <p><b>IN PRACTICE</b><br/>Assigns clear roles, checks critical outputs, improves weak results and names who owns the decision.</p> <p><b>PROTECTS AGAINST</b><br/>automation bias, passive tool use and unclear accountability</p>        | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human leads<br/>4 / 5</p>    | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p> | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p> |
| <h3>Creation with AI</h3> <p>Uses AI to expand creative possibilities while preserving human intent, originality, judgment, authorship and responsibility for the result.</p>      | <p><b>IN PRACTICE</b><br/>Sets the creative intent, generates alternatives, transforms the material and discloses meaningful AI use.</p> <p><b>PROTECTS AGAINST</b><br/>generic output, authorship confusion and unexamined imitation</p> | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human leads<br/>4 / 5</p>    | <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p> | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>Strong safeguard<br/>4 / 5</p>   |

**How to read the marks:** Read the phrase first. Human Core shows where human judgment and accountability belong. Future Readiness shows how strongly the skill supports adaptation. Safeguard Value shows how strongly it protects capability and agency. The small 1-5 value is orientation, not a learner level.

RESEARCH PULSE · 2024 · R2

Human + AI is not automatically the best team

A meta-analysis of 106 experiments found human-AI combinations performed worse than the best human or AI alone on average. Gains were more likely in content creation; decision tasks showed losses.

DISCERNMENT

# Discernment before acceleration

Fast output is useful only after the question, evidence and consequence have been made visible.

1

Frame

State the real question, intended outcome and who may be affected.

2

Source

Ask what evidence is needed and where reliable information should come from.

3

Challenge

Search for gaps, counterexamples, bias and alternative interpretations.

4

Verify

Check important claims using independent sources, calculations or expertise.

5

Decide

Make the choice yourself and record why the result is good enough for this context.

SKILL AND ROLE



HUMAN  
CORE



FUTURE  
READINESS



SAFEGUARD  
VALUE

## Critical Thinking

Tests claims, assumptions and evidence before deciding what to believe or do.

IN PRACTICE

Asks what supports the claim, seeks counterevidence and explains the final judgment.

PROTECTS AGAINST

automation bias, unsupported confidence and persuasive error

Human leads  
4 / 5

Foundational  
5 / 5

Critical safeguard  
5 / 5

## Information Literacy

Determines what evidence is needed, finds it, judges source quality and uses information ethically to answer the real question.

IN PRACTICE

Identifies an evidence gap, compares independent sources and traces important claims to their origin.

PROTECTS AGAINST

misinformation, fabricated references and weak sourcing

Human leads  
4 / 5

Strategic  
4 / 5

Strong safeguard  
4 / 5

## Media Literacy

Examines how messages are created, framed and distributed to shape attention, emotion, interpretation and belief.

IN PRACTICE

Checks the source, purpose, technique, omission, intended audience and distribution context.

PROTECTS AGAINST

synthetic deception, manipulation and polarized attention

Human leads  
4 / 5

Foundational  
5 / 5

Strong safeguard  
4 / 5

## AGENCY

# Agency keeps the human in charge

The person using AI still needs to notice what is happening, choose a direction and own the outcome.

## 01

### Metacognition

Monitor your thinking in real time, evaluate the strategy and adjust it when results are weak.

#### IN PRACTICE

Identifies personal thinking tendencies and habits.

## 02

### Purpose

Use meaning and direction to decide what is worth doing, not merely what can be generated.

#### IN PRACTICE

Articulates clear life direction and goals.

## 03

### Self-Awareness

Recognize strengths, limits, motives and emotional reactions before acting on an output.

#### IN PRACTICE

Uses specific emotion words to describe feelings.

## 04

### Learning to Learn

Organize learning, overcome obstacles and build the confidence to keep developing independently.

#### IN PRACTICE

Reflects on what helps them learn best.

**Before asking “What can AI do?”, ask “What am I trying to become more capable of doing?”**

HUMAN CONNECTION

# Social intelligence is not optional

AI can support communication. It cannot take responsibility for the quality of the relationship.

| SKILL AND ROLE                                                                                                                                                                        |  HUMAN CORE                                                                                                                                              |  FUTURE READINESS |  SAFEGUARD VALUE |                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <h3>Empathy</h3> <p>Understands another person's perspective and experience, then lets that understanding shape an appropriate response without assuming identical feelings.</p>      | <p><b>IN PRACTICE</b><br/>Checks the other person's perspective and adapts the response to the need they express.</p> <p><b>PROTECTS AGAINST</b><br/>decontextualized decisions, alienation and simulated care without responsibility</p> | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p>  | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p> |
| <h3>Active Listening</h3> <p>Gives full attention to another person, checks meaning and responds to the message, emotion and context actually expressed.</p>                          | <p><b>IN PRACTICE</b><br/>Paraphrases the core message, asks a clarifying question and confirms what matters next.</p> <p><b>PROTECTS AGAINST</b><br/>misunderstanding, premature advice and loss of relational context</p>               | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Strategic<br/>4 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p> |
| <h3>Building Trust</h3> <p>Creates confidence in a relationship through reliable action, honest communication, appropriate vulnerability and repair when expectations are broken.</p> | <p><b>IN PRACTICE</b><br/>Makes a clear commitment, follows through and addresses a breach directly.</p> <p><b>PROTECTS AGAINST</b><br/>hidden concerns, brittle cooperation and accountability gaps</p>                                  | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p>  | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p> |
| <h3>Collaboration</h3> <p>Coordinates different contributions, perspectives and responsibilities so people can produce a shared result they could not achieve alone.</p>              | <p><b>IN PRACTICE</b><br/>Clarifies the shared goal, contribution boundaries, dependencies and decision owner.</p> <p><b>PROTECTS AGAINST</b><br/>duplicated effort, silent disagreement and responsibility diffusion</p>                 | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human leads<br/>4 / 5</p>    | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Strategic<br/>4 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p> |

HUMAN CONNECTION REMAINS HUMAN WORK

LISTEN FIRST - hear the context. NAME THE NEED - separate efficiency, clarity and support. REPAIR DIRECTLY - do not outsource trust or accountability.

COGNITIVE WELLBEING

# Cognitive wellbeing is infrastructure

Sustainable AI use depends on attention, recovery, stress regulation and a healthy relationship with thinking.

| SKILL AND ROLE                                                                                                                                                                                                                                                                                                                                                                                                 |  HUMAN CORE               |  FUTURE READINESS       |  SAFEGUARD VALUE                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Cognitive Wellbeing</b><br>Maintains the mental energy, confidence, load balance and recovery needed for clear thinking, learning and sound decisions.<br><div><b>IN PRACTICE</b><br/>Notifies overload, reduces unnecessary demand and restores capacity before a high-consequence decision.<br/><b>PROTECTS AGAINST</b><br/>cognitive exhaustion, loss of confidence and indiscriminate AI reliance</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Human leads</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strategic</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Critical safeguard</div> <div>5 / 5</div> |
| <b>Attention Control</b><br>Directs, sustains and deliberately shifts attention according to the goal instead of surrendering it to interruptions or novelty.<br><div><b>IN PRACTICE</b><br/>Protects a focus period, notices distraction and deliberately returns to the chosen task.<br/><b>PROTECTS AGAINST</b><br/>cognitive capture, fragmented work and automatic tool switching</div>                   | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Human leads</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strategic</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strong safeguard</div> <div>4 / 5</div>   |
| <b>Mindfulness</b><br>Pays deliberate, non-automatic attention to present experience so thoughts, emotions and impulses can be noticed before acting.<br><div><b>IN PRACTICE</b><br/>Pauses, notices the current thought or body signal and chooses the next response deliberately.<br/><b>PROTECTS AGAINST</b><br/>automatic reaction, attentional drift and stress-amplified tool use</div>                  | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Human leads</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strategic</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strong safeguard</div> <div>4 / 5</div>   |
| <b>Managing Personal Stress</b><br>Recognizes stress responses and uses sustainable strategies to protect functioning, recovery and decision quality.<br><div><b>IN PRACTICE</b><br/>Notifies an early stress signal, changes the immediate demand and applies a recovery practice.<br/><b>PROTECTS AGAINST</b><br/>reactive choices, prolonged overload and dependence used as avoidance</div>                | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Human leads</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strategic</div> <div>4 / 5</div> | <div><div></div><div></div><div></div><div></div><div></div></div> <div>Strong safeguard</div> <div>4 / 5</div>   |

COGNITIVE WELLBEING PROTECTS THINKING

REGULATE load and emotion - ADAPT strategy to context - RECOVER capacity after strain - REFLECT so experience becomes learning.

RESEARCH PULSE • 2020 • R3

Mindfulness is one evidence-based wellbeing practice

Across 56 randomized workplace studies, mindfulness-based programs reduced stress and burnout and improved wellbeing. Evidence for productivity effects was still limited.

## PRACTICE PROTOCOL

# Use AI without shrinking your skill

**Treat every useful output as a chance to preserve or deepen the capability that produced the task.**

1

**Attempt**

Make a first pass yourself. Define what you know, assume and need.

2

**Ask**

Give AI a role and constraints. Request options, questions or critique rather than instant closure.

3

**Interrogate**

Ask what could be wrong, missing, culturally narrow or overconfident.

4

**Explain**

Restate the reasoning in your own words without looking at the output.

5

**Apply**

Choose, adapt and act. Keep responsibility with the person or team.

6

**Reflect**

Name what you learned, what the AI added and what you still need to practise.

**Training link:** This expands the “Learning to extend your thinking with AI” activity into a repeatable personal protocol.

SEVEN-DAY SPRINT

# Make readiness observable

Small experiments turn abstract readiness into evidence you can notice, discuss and improve.

|                                                                                                                               |                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Notice</div> <div>Choose one AI-assisted task. Write your own answer before opening the tool.</div>         | <div>2</div> <div>Question</div> <div>Ask the AI for three assumptions in its response. Verify one.</div>                             |
| <div>3</div> <div>Compare</div> <div>Generate two approaches and explain the trade-off in your own words.</div>               | <div>4</div> <div>Create</div> <div>Use AI for variation, then restore your voice, intent and originality.</div>                      |
| <div>5</div> <div>Connect</div> <div>Discuss an AI-supported result with another person. Listen for context you missed.</div> | <div>6</div> <div>Recover</div> <div>Complete one important task without AI and notice your attention and confidence.</div>           |
| <div>7</div> <div>Reflect</div> <div>Select one habit to keep, one to limit and one skill to develop next.</div>              | <div>+</div> <div>Keep one behavior</div> <div>Write the behavior, the context and the signal that will tell you it is helping.</div> |

SELF-CHECK

# Where are you ready now?

Rate each statement from 1 (rarely true) to 5 (consistently true).  
Use the result to choose one behavior, not to label yourself.

| Readiness behavior                                                                       | Rarely | Sometimes | Consistent |
|------------------------------------------------------------------------------------------|--------|-----------|------------|
| <input type="checkbox"/> I can explain what the AI did and where it may be unreliable.   | 1      | 3         | 5          |
| <input type="checkbox"/> I begin with a clear purpose instead of an open-ended request.  | 1      | 3         | 5          |
| <input type="checkbox"/> I verify consequential facts or calculations independently.     | 1      | 3         | 5          |
| <input type="checkbox"/> I can produce a first attempt without AI support.               | 1      | 3         | 5          |
| <input type="checkbox"/> I notice when speed is replacing understanding.                 | 1      | 3         | 5          |
| <input type="checkbox"/> I adapt outputs to the human, cultural and situational context. | 1      | 3         | 5          |
| <input type="checkbox"/> I keep authorship and accountability visible.                   | 1      | 3         | 5          |
| <input type="checkbox"/> I protect attention, recovery and cognitive wellbeing.          | 1      | 3         | 5          |

8-19 · Build awareness

Choose one task and practise the full protocol.

20-31 · Strengthen consistency

Focus on verification and explanation.

32-40 · Extend to others

Model the behavior and invite feedback.

Next move: My priority behavior is \_\_\_\_\_ in the context of \_\_\_\_\_.



# Readiness is a practice, not a badge.

Choose one real task. Keep purpose, judgment and responsibility visible. Then reflect on what became easier - and what must remain yours.

# Futureproofing ourselves

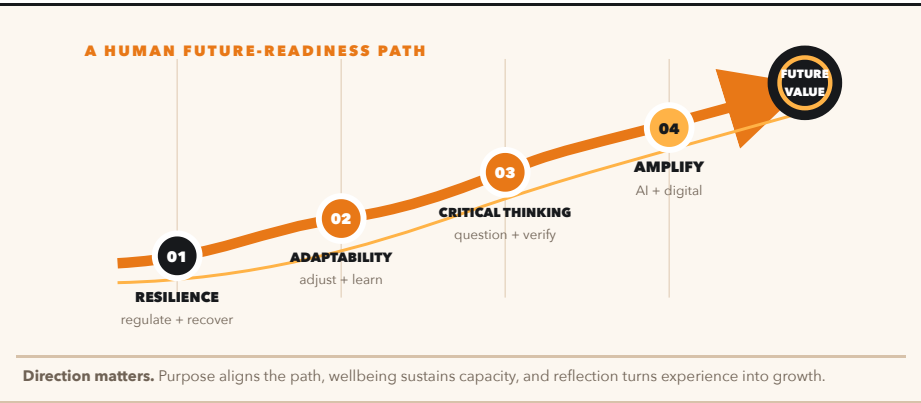
A practical portfolio for change, uncertainty and meaningful work.

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.

|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Human Core</b><br><br><b>Human leads · 4/5</b><br>People set direction and remain accountable. |  <b>Future Readiness</b><br><br><b>Foundational · 5/5</b><br>Supports learning and adaptation across change. |  <b>Safeguard Value</b><br><br><b>Critical safeguard · 5/5</b><br>Preserves capability, wellbeing and agency. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**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

Three questions replace one vague score: what must remain human, what prepares us for change and what protects capability from erosion?

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                                                          |                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div></div> <div><b>Human Core</b></div> <div>How central should human judgment, agency, empathy and accountability remain?</div> | <div></div> <div><b>Future Readiness</b></div> <div>How strongly does this help people adapt, learn and work well as technology and roles change?</div> | <div></div> <div><b>Safeguard Value</b></div> <div>How strongly does this protect capability from over-reliance, deskilling and loss of agency?</div> |                                                                                                                                                                                           |                                                                                                                                                                                          |                                                                                                                                                                                               |
| <div><b>Human Core</b></div> <div>→ 5</div>                                                                                                                                                                        | <div><div><div></div><div></div><div></div><div></div></div></div> <div><b>AI may lead</b></div> <div>AI can carry much of the task; a person remains aware of the result.</div>                                                         | <div><div><div></div><div></div><div></div><div></div></div></div> <div><b>Human checks</b></div> <div>AI may lead routine work, while a person verifies important points.</div>                                                       | <div><div><div></div><div></div><div></div><div></div></div></div> <div><b>Shared role</b></div> <div>Human and AI contributions are meaningfully interdependent.</div>                   | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Human leads</b></div> <div>Human judgment sets direction and decides how AI support is used.</div> | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Human owns</b></div> <div>Human presence, responsibility and accountability must remain decisive.</div> |
| <div><b>Future Readiness</b></div> <div>1 → 5</div>                                                                                                                                                                | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Limited</b></div> <div>Adds little readiness beyond a narrow or uncertain context.</div>                                                           | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Situational</b></div> <div>Helps in particular tasks, roles or transitions.</div>                                                                | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Useful</b></div> <div>Supports adaptation and learning in several relevant contexts.</div>          | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Strategic</b></div> <div>Strengthens readiness across roles and changing conditions.</div>         | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Foundational</b></div> <div>Underpins continued learning, adaptation and effective action.</div>        |
| <div><b>Safeguard Value</b></div> <div>1 → 5</div>                                                                                                                                                                 | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Minor protection</b></div> <div>Provides little direct protection against capability erosion.</div>                                                | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Supporting</b></div> <div>Adds protection when combined with stronger safeguards.</div>                                                          | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Material safeguard</b></div> <div>Reduces a meaningful source of over-reliance or deskilling.</div> | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Strong safeguard</b></div> <div>Protects judgment, capability or agency across contexts.</div>     | <div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><b>Critical safeguard</b></div> <div>Must be actively preserved to prevent serious capability loss.</div>  |

Read the phrase first. Then ask whether the definition, behavior and context justify the mark.

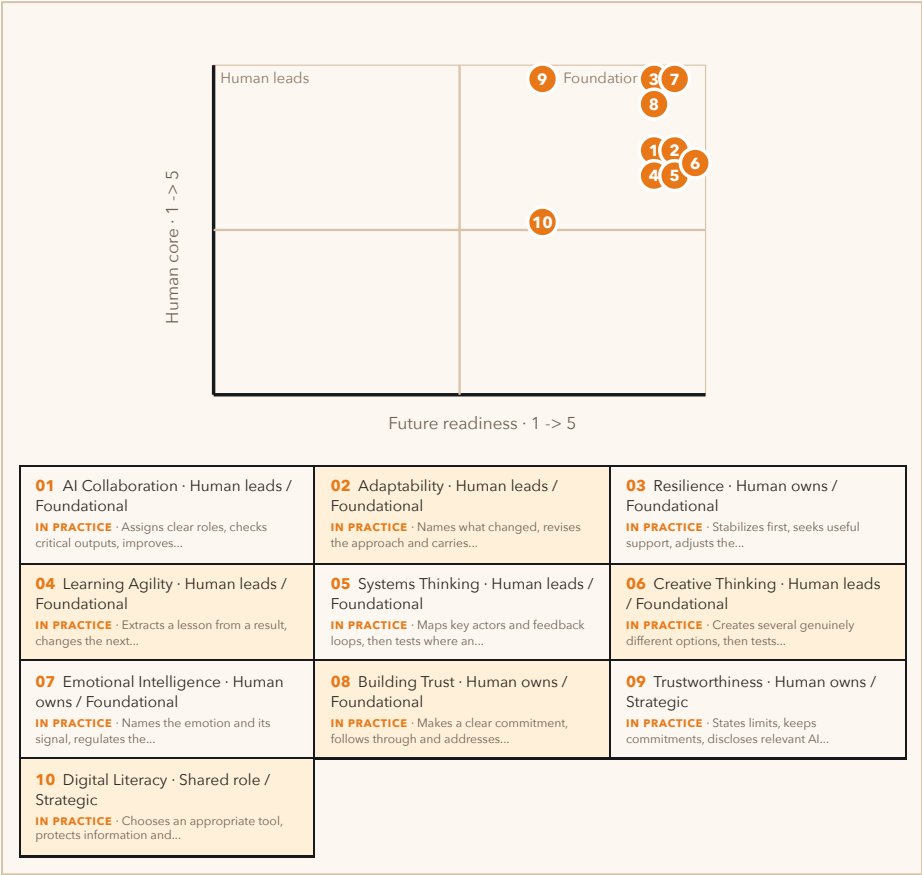
**Important:** The 1-5 orientation describes the strength of a role or safeguard. It does not describe a person's proficiency, value or readiness stage.

Pilot language translates the audited Skillspathfinder signals into three meaning-specific ladders. Source values and editorial decisions remain traceable 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 Human Core vertically and Future Readiness horizontally. The map is a conversation starter, not a ranking of people.

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                                                                                                                                                                            |  HUMAN CORE                                                                                                                                                    |  FUTURE READINESS                                                                                                                                                                                                                                                         |  SAFEGUARD VALUE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <h3>Adaptability</h3> <p>Adjusts thinking, behavior and plans when conditions change while preserving purpose and learning from the transition.</p>                                       | <p><b>IN PRACTICE</b></p> <p>Names what changed, revises the approach and carries forward what still works.</p> <p><b>PROTECTS AGAINST</b></p> <p>rigidity, repeated failure and change without learning</p>                                    | <p> Human leads<br/>4 / 5</p> <p> Foundational<br/>5 / 5</p> <p> Critical safeguard<br/>5 / 5</p>       |                                                                                                   |
| <h3>Resilience</h3> <p>Recovers and continues purposeful action after adversity by regulating strain, drawing on support and adapting the response.</p>                                   | <p><b>IN PRACTICE</b></p> <p>Stabilizes first, seeks useful support, adjusts the plan and resumes a meaningful next step.</p> <p><b>PROTECTS AGAINST</b></p> <p>collapse after disruption, brittle performance and helpless delegation</p>      | <p> Human owns<br/>5 / 5</p> <p> Foundational<br/>5 / 5</p> <p> Critical safeguard<br/>5 / 5</p>        |                                                                                                   |
| <h3>Coping with Uncertainty</h3> <p>Continues functioning with incomplete information by regulating emotion, distinguishing knowns from unknowns and choosing a reversible next step.</p> | <p><b>IN PRACTICE</b></p> <p>Lists what is known, uncertain and controllable before selecting the next safe experiment.</p> <p><b>PROTECTS AGAINST</b></p> <p>paralysis, false certainty and impulsive delegation</p>                           | <p> Human leads<br/>4 / 5</p> <p> Foundational<br/>5 / 5</p> <p> Critical safeguard<br/>5 / 5</p>       |                                                                                                   |
| <h3>Learning Agility</h3> <p>Learns from experience quickly, tests new approaches and transfers useful insight into unfamiliar situations.</p>                                            | <p><b>IN PRACTICE</b></p> <p>Extracts a lesson from a result, changes the next attempt and tests it in a new context.</p> <p><b>PROTECTS AGAINST</b></p> <p>slow adaptation, repeated mistakes and knowledge trapped in one setting</p>         | <p> Human leads<br/>4 / 5</p> <p> Foundational<br/>5 / 5</p> <p> Critical safeguard<br/>5 / 5</p> |                                                                                                   |
| <h3>Unlearning</h3> <p>Recognizes when an assumption, routine or identity no longer fits reality and deliberately replaces it with a better pattern.</p>                                  | <p><b>IN PRACTICE</b></p> <p>Names an obsolete belief, tests the evidence for releasing it and practices the replacement behavior.</p> <p><b>PROTECTS AGAINST</b></p> <p>obsolete expertise, ritualized work and superficial transformation</p> | <p> Human leads<br/>4 / 5</p> <p> Foundational<br/>5 / 5</p> <p> Critical safeguard<br/>5 / 5</p> |                                                                                                   |

**Shared signal:** All five are Foundational for Future Readiness. Their practical 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.

## 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

Maps key actors and feedback loops, then tests where an intervention may create second-order effects.

## 02

### Creative Thinking

Generate, evaluate and refine original possibilities from multiple perspectives.

#### IN PRACTICE

Creates several genuinely different options, then tests novelty, usefulness and consequence.

## 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                                                                                                                                                                        |                                                                                                                                                                                                                                            | <br>HUMAN<br>CORE | <br>FUTURE<br>READINESS | <br>SAFEGUARD<br>VALUE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <h3>Empathy</h3> <p>Understands another person's perspective and experience, then lets that understanding shape an appropriate response without assuming identical feelings.</p>      | <p><b>IN PRACTICE</b><br/>Checks the other person's perspective and adapts the response to the need they express.</p> <p><b>PROTECTS AGAINST</b><br/>decontextualized decisions, alienation and simulated care without responsibility</p>  | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p>         | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p>  |
| <h3>Emotional Intelligence</h3> <p>Recognizes, interprets and regulates emotion in oneself and others so choices, communication and relationships remain constructive.</p>            | <p><b>IN PRACTICE</b><br/>Names the emotion and its signal, regulates the response and chooses behavior suited to the relationship.</p> <p><b>PROTECTS AGAINST</b><br/>reactive decisions, emotional misreading and avoidable conflict</p> | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p>         | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p>  |
| <h3>Relationship Building</h3> <p>Creates and sustains mutually valuable connections through attention, reciprocity, reliability and continuing investment over time.</p>             | <p><b>IN PRACTICE</b><br/>Follows up on what matters to the other person and contributes before asking for support.</p> <p><b>PROTECTS AGAINST</b><br/>transactional contact, social isolation and weak support networks</p>               | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Strategic<br/>4 / 5</p>            | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p>  |
| <h3>Building Trust</h3> <p>Creates confidence in a relationship through reliable action, honest communication, appropriate vulnerability and repair when expectations are broken.</p> | <p><b>IN PRACTICE</b><br/>Makes a clear commitment, follows through and addresses a breach directly.</p> <p><b>PROTECTS AGAINST</b><br/>hidden concerns, brittle cooperation and accountability gaps</p>                                   | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Human owns<br/>5 / 5</p>     | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Foundational<br/>5 / 5</p>         | <div><div></div><div></div><div></div><div></div><div></div></div> <p>Critical safeguard<br/>5 / 5</p>  |

TRUST IS BUILT IN DIALOGUE

EMPATHY, EMOTIONAL INTELLIGENCE AND BUILDING TRUST: HUMAN OWNS. 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.

## 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 | <b>Core question</b><br>What is changing, and what does it mean?    | <b>Skills activated</b><br>AI Literacy<br>Systems Thinking                 | <b>Behavior evidence</b><br><b>AI Literacy:</b> Explains a tool's limits, data risks and suitable use before...<br><b>Systems Thinking:</b> Maps key actors and feedback loops, then tests where an...                                                                                 |
| JUDGE  | <b>Core question</b><br>What should we trust and choose?            | <b>Skills activated</b><br>Critical Thinking<br>Ethical Thinking           | <b>Behavior evidence</b><br><b>Critical Thinking:</b> Asks what supports the claim, seeks counterevidence and explains...<br><b>Ethical Thinking:</b> Applies ethical principles to specific situations.                                                                               |
| ADAPT  | <b>Core question</b><br>What must we learn, change or recover from? | <b>Skills activated</b><br>Learning to Learn<br>Adaptability<br>Resilience | <b>Behavior evidence</b><br><b>Learning to Learn:</b> Reflects on what helps them learn best.<br><b>Adaptability:</b> Names what changed, revises the approach and carries forward what...<br><b>Resilience:</b> Stabilizes first, seeks useful support, adjusts the plan and...       |
| ACT    | <b>Core question</b><br>How do we create value and test it?         | <b>Skills activated</b><br>Initiative<br>Creative Thinking                 | <b>Behavior evidence</b><br><b>Initiative:</b> Begins tasks without waiting to be told.<br><b>Creative Thinking:</b> Creates several genuinely different options, then tests novelty,...                                                                                               |
| RELATE | <b>Core question</b><br>How do people succeed together?             | <b>Skills activated</b><br>Communication<br>Empathy<br>Collaboration       | <b>Behavior evidence</b><br><b>Communication:</b> Speaks clearly with appropriate volume and pace.<br><b>Empathy:</b> Checks the other person's perspective and adapts the response to...<br><b>Collaboration:</b> Clarifies the shared goal, contribution boundaries, dependencies... |

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

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    | <b>Notice</b><br>Learning move     | <b>Learn</b><br>Map the task, affected people, uncertainty and current pain points.            | <b>Unlearn</b><br>Technology adoption is the same thing as transformation.                         |
| 2    | <b>Frame</b><br>Learning move      | <b>Learn</b><br>Define the problem, quality bar, human owner and verification needs first.     | <b>Unlearn</b><br>Start with a prompt and let the available tool define the problem.               |
| 3    | <b>Experiment</b><br>Learning move | <b>Learn</b><br>Compare a human first pass, an AI-assisted version and a revised workflow.     | <b>Unlearn</b><br>A fluent first output is finished work or proof of competence.                   |
| 4    | <b>Review</b><br>Learning move     | <b>Learn</b><br>Examine quality, source reliability, recovery from error, motivation and load. | <b>Unlearn</b><br>Speed alone is success, and errors should stay hidden to protect confidence.     |
| 5    | <b>Transfer</b><br>Learning move   | <b>Learn</b><br>Update roles, decision gates, playbooks and practice based on the evidence.    | <b>Unlearn</b><br>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 |
|---------------|--------------------------------------------------------------------------------------------------------------|

|                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| PRACTICE RULE · Every experiment ended with one behavior to keep, one assumption to release and one question for the next cycle. |
|----------------------------------------------------------------------------------------------------------------------------------|

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.

|                                                                                                                                                                              |                                                                                                                                                                             |                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MODEL</b><br><b>Make judgment visible</b><br>Leaders showed their own verification, named uncertainty, disclosed AI assistance and changed a view when evidence improved. | <b>ENABLE</b><br><b>Make practice possible</b><br>Teams received protected experiment time, peer review, coaching, safe escalation routes and tasks with meaningful stakes. | <b>ALIGN</b><br><b>Make the system learn</b><br>Quality gates, role clarity, incentives, documentation and accountability were redesigned around responsible human-AI work. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                         |                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------|
| <b>FROM PROMPTING</b>   | to problem framing, source checking and accountable decisions                                 |
| <b>FROM PRIVATE USE</b> | to discussable workflows, shared cases and peer challenge                                     |
| <b>FROM ADOPTION</b>    | to selective use: expand where value is proven, constrain where capability or trust may erode |
| <b>FROM TRAINING</b>    | to a repeated cycle of practice, evidence, transfer and renewal                               |

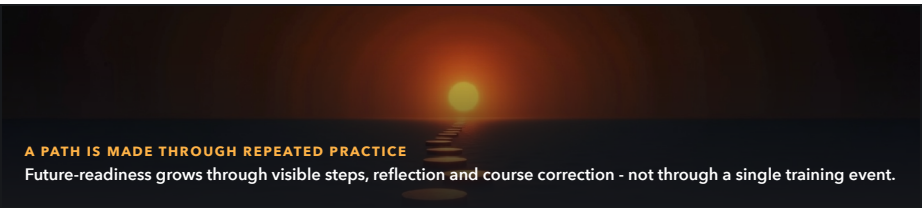
**WHAT COUNTED AS PROGRESS** · These shifts are qualitative signals in the composite story, not reported numerical results.

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.

|                                                                                                                             |                                                                                                                  |                                                                                                                             |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b><br/><b>BASELINE</b></p> <p>Choose four skills. Collect one example of when each helped or failed to appear.</p> | <p><b>2</b><br/><b>EXPERIMENT</b></p> <p>Design one small behavior for each skill and use it in a real task.</p> | <p><b>3</b><br/><b>TRANSFER</b></p> <p>Apply the same behaviors in a second context: home, work, learning or community.</p> | <p><b>4</b><br/><b>REVIEW</b></p> <p>Ask for feedback, compare evidence and choose one skill for a longer 90-day focus.</p> |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

**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?

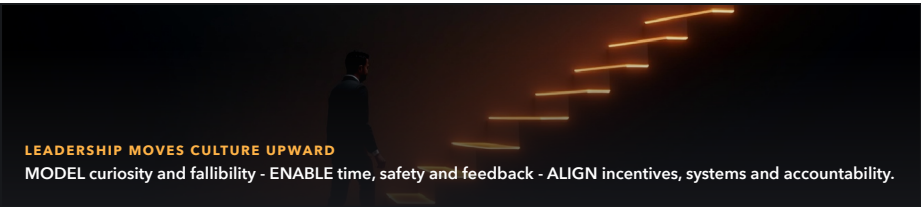
Practice rhythm adapted from the weekly and monthly reflection structures in the Life Skills Master Class. Supplied visual used as the practice-path metaphor.

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



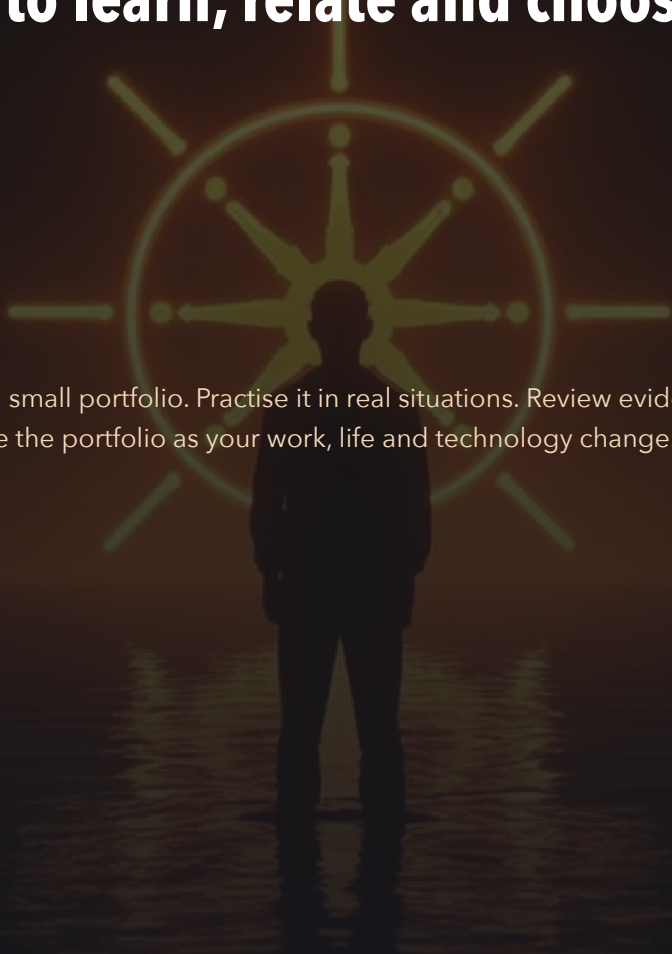
**LEADERSHIP MOVES CULTURE UPWARD**  
MODEL curiosity and fallibility - ENABLE time, safety and feedback - ALIGN incentives, systems and accountability.

**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.

# AI vulnerability

Protect judgment, capability and responsibility in AI-assisted life.

DEFINITION

# Vulnerability is contextual

A skill is not simply automated or safe. Vulnerability changes with the task, consequence, data, verification and the human capability that remains active.

## TASK

### What is delegated?

Drafting, searching, calculating, recommending, deciding or acting have different exposure.

## WHY

### What is at stake?

Convenience, learning, money, safety, rights and relationships require different oversight.

## WHO

### Who can verify?

Capability matters: a person cannot meaningfully supervise reasoning they do not understand.

## OWN

### Who is accountable?

Responsibility must remain visible even when the work is AI-assisted.

**Score translation used in this book:** The source field is named *aiVulnerabilityScore*, but the interface presents it as Future Relevance and “hard to replace” when high. To avoid reversing the meaning, any exposure number here is explicitly derived as **100 - FRI**.

### CAPABILITY RETAINED THROUGH THE WORKFLOW



**RESILIENCE + ADAPTABILITY + CRITICAL THINKING KEEP HUMAN JUDGMENT AVAILABLE**

----- Risk path: delegate everything - accept fluency - lose explanation - become dependent -----

**Design for transfer.** A useful AI-assisted task should end with more independent understanding, not only a faster output.

FOUR PATHWAYS

# How capability becomes vulnerable

The practical risk is not only job replacement. Capability can also weaken through routine delegation, over-trust and invisible responsibility.



**VULNERABILITY CAN ENTER THROUGH MORE THAN ONE PATH**  
A visible tool may sit at the center, while exposure develops through delegation, dependency, over-trust or unclear ownership.

|                                                                                                                                                                                                    |                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>AUTOMATION EXPOSURE</b><br/>A task becomes easy to delegate, reducing the need to perform it manually.</p> <div><div>repeatable</div><div>structured</div><div>low-context</div></div>       | <p><b>DESKILLING EXPOSURE</b><br/>A person stops practising the underlying reasoning and becomes less able to work independently.</p> <div><div>atrophy</div><div>dependency</div><div>shallow recall</div></div> |
| <p><b>OVER-TRUST EXPOSURE</b><br/>Fluent output is accepted without enough evidence, challenge or source checking.</p> <div><div>bias</div><div>fabrication</div><div>false confidence</div></div> | <p><b>ACCOUNTABILITY EXPOSURE</b><br/>It becomes unclear who made the choice, checked the result or owns the consequence.</p> <div><div>opacity</div><div>handoff</div><div>responsibility gap</div></div>        |

RESEARCH PULSE • 2025 • R7

Immediate gains may not transfer

Four experiments with 3,562 participants found GenAI collaboration improved immediate performance, but gains did not persist on later solo tasks; intrinsic motivation also fell and boredom increased.

Wu et al. (2025), Scientific Reports • [Human-generative AI collaboration enhances task performance but undermines human's intrinsic motivation](#)

CONSEQUENCE MATRIX

# Match oversight to consequence

The same tool behavior can be reasonable in one setting and unsafe in another. Verification effort should rise with consequence and irreversibility.

|                                                                                                                                                                                                                                             |                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Low consequence · Easy to reverse</b></p> <p>Use AI freely for options, formatting and low-stakes experimentation.</p> <div><div>brainstorm</div><div>outline</div><div>rewrite</div></div>                                           | <p><b>Higher consequence · Easy to reverse</b></p> <p>Use AI to compare options, then verify claims and test before committing.</p> <div><div>budget draft</div><div>work plan</div><div>public message</div></div>           |
| <p><b>Low consequence · Hard to reverse</b></p> <p>Pause for consent, privacy and reputational effects even when the immediate stakes feel small.</p> <div><div>personal data</div><div>image sharing</div><div>identity claims</div></div> | <p><b>High consequence · Hard to reverse</b></p> <p>Use qualified human review and authoritative evidence. Do not delegate final judgment.</p> <div><div>safety</div><div>rights</div><div>health</div><div>legal</div></div> |

Examples illustrate a decision method. They are not professional medical, legal or financial guidance.

DATA MATURITY

# Read the dataset carefully

The current portfolio is rich in definitions and progressions, but several vulnerability fields still look like working defaults rather than completed assessments.

|                                                                                                                 |                                                                                             |                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <div>13</div> <div>profiles in lowest FRI band</div> <div>Repeated working default;<br/>review before use</div> | <div>0</div> <div>vulnerability tags</div> <div>populated across the 147<br/>profiles</div> | <div>147</div> <div>policies set to allowed</div> <div>no contextual variation yet</div> |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

1

Use definitions

The strongest content is in skill definitions, behaviors, progressions and practice scenarios.

2

Use signals as prompts

The three interpretations can focus discussion, but should not drive a high-stakes conclusion alone.

3

Separate missing from low

A repeated value may indicate an incomplete review, not genuine low future relevance.

4

Add context

Future vulnerability work should assess tasks, consequences, verification and human oversight.

**Editorial choice:** This book does not publish a “most vulnerable skills” ranking because the current source does not support that level of confidence.

FOUNDATIONAL JUDGMENT

# Protect the skills that verify reality

Some capabilities deserve deliberate practice because they let people check evidence, calculations, arguments and AI-generated claims.

| SKILL AND ROLE                                                                                                                                                 |                                                                                                                                                                                                                                   |  HUMAN CORE                |  FUTURE READINESS         |  SAFEGUARD VALUE                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Information Literacy</b><br>Determines what evidence is needed, finds it, judges source quality and uses information ethically to answer the real question. | <p><b>IN PRACTICE</b><br/>Identifies an evidence gap, compares independent sources and traces important claims to their origin.</p> <p><b>PROTECTS AGAINST</b><br/>misinformation, fabricated references and weak sourcing</p>    | <br>Human leads<br>4 / 5   | <br>Strategic<br>4 / 5    | <br>Strong safeguard<br>4 / 5   |
| <b>Critical Thinking</b><br>Tests claims, assumptions and evidence before deciding what to believe or do.                                                      | <p><b>IN PRACTICE</b><br/>Asks what supports the claim, seeks counterevidence and explains the final judgment.</p> <p><b>PROTECTS AGAINST</b><br/>automation bias, unsupported confidence and persuasive error</p>                | <br>Human leads<br>4 / 5   | <br>Foundational<br>5 / 5 | <br>Critical safeguard<br>5 / 5 |
| <b>Practical Numeracy</b><br>Uses quantities, estimates, proportions and calculations to judge everyday claims and make sound decisions.                       | <p><b>IN PRACTICE</b><br/>Estimates the expected range, checks units and independently reproduces the essential calculation.</p> <p><b>PROTECTS AGAINST</b><br/>numerical manipulation, calculation error and false precision</p> | <br>Shared role<br>3 / 5 | <br>Strategic<br>4 / 5  | <br>Strong safeguard<br>4 / 5 |
| <b>Logical Reasoning</b><br>Evaluates whether conclusions follow from their premises by identifying contradictions, invalid steps and common fallacies.        | <p><b>IN PRACTICE</b><br/>States the premises, tests the inference and looks for a counterexample that would break it.</p> <p><b>PROTECTS AGAINST</b><br/>plausible nonsense, internal contradiction and invalid inference</p>    | <br>Human leads<br>4 / 5 | <br>Strategic<br>4 / 5  | <br>Strong safeguard<br>4 / 5 |

**Capability test:** If the tool were unavailable, could you still explain the evidence, reproduce the essential calculation or detect a contradiction?

DECISION GATES

# Keep a human in the loop

Human oversight becomes real through explicit gates, not through a generic promise that a person is involved.

**1 Intent gate**

Is the goal legitimate, clear and aligned with the people affected?

**2 Data gate**

Can this information be shared? Is privacy, consent or confidentiality involved?

**3 Evidence gate**

Which claims, sources, calculations or assumptions require independent checking?

**4 Consequence gate**

What could happen if the output is wrong, biased, leaked or misunderstood?

**5 Accountability gate**

Who makes the final decision, signs off and can explain the reasoning?

**6 Learning gate**

What should the person still be able to do without the tool after this task?

RESEARCH PULSE · 2025 · R8

## Explanations alone do not prevent automation bias

A review of 35 studies found that explainability can increase acceptance without reliably improving accuracy. Active engagement and independent verification are stronger safeguards.

Romeo & Conti (2025), AI & SOCIETY · [Exploring automation bias in human-AI collaboration: a review and implications for explainable AI](#)

USE MODES

# Choose mode by consequence

Move from open exploration to strict human control as uncertainty, sensitivity and consequence increase.

| MODE   | APPROPRIATE USE                                                                                  | HUMAN RESPONSIBILITY              |
|--------|--------------------------------------------------------------------------------------------------|-----------------------------------|
| USE    | <b>Explore and vary</b><br>Ideas, outlines, formatting and reversible low-stakes work.           | Set intent and select.            |
| ASSIST | <b>Support skilled work</b><br>Drafting, comparison, coding, analysis and planning.              | Understand, test and adapt.       |
| VERIFY | <b>Consequential claims</b><br>Evidence, recommendations, calculations and public communication. | Check independently and document. |
| OWN    | <b>Final human judgment</b><br>Rights, safety, health, legal status, consent and accountability. | Qualified person decides.         |

**Context beats blanket policy:** The same AI system may move between modes inside one workflow.

RESEARCH PULSE · 2025 · R9

**Deskilling needs longitudinal monitoring**

A 2025 review in medicine identified risks to judgment, examination and professional autonomy from AI-supported work. Its authors call for longitudinal monitoring and explicit safeguards against skill erosion.

Natali et al. (2025), Artificial Intelligence Review · [AI-induced Deskilling in Medicine: A Mixed-Method Review and Research Agenda for Healthcare and Beyond](#)

Contextual policy model created for this minibook. The source database currently marks all profiles “allowed,” without consequence-specific rules.

ANTI-DESKILLING

# Keep the capability alive

**A good AI workflow should leave the person more able to explain, verify and act - not merely faster.**

**KEEP INDEPENDENT UNDERSTANDING AVAILABLE**

AI can illuminate the work without becoming the only source of direction. The person must still be able to explain, verify and choose.

- 1

**Attempt first**

Write a hypothesis, outline, calculation or plan before asking for assistance.
- 2

**Request friction**

Ask for critique, counterarguments, missing evidence and questions - not only an answer.
- 3

**Test the output**

Use another source, a known example, a calculator, a peer or a small experiment.
- 4

**Explain it back**

Reconstruct the logic and key facts from memory in your own words.
- 5

**Make the call**

Choose what to use, change or reject. State the reason.
- 6

**Log the learning**

Record one thing gained, one uncertainty and one capability to practise next.

**Minimum standard:** If you cannot explain why the result is credible and appropriate, you are not yet ready to rely on it.

SCENARIO PRACTICE

# Make the stronger pattern concrete

Vulnerability becomes easier to manage when we compare observable behavior in the same situation.

| CONTEXT                                | CAPABILITY SHRINKS                                                                                       | CAPABILITY GROWS                                                                                                                                   |
|----------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>01</div> <div>Learning</div>      | <div>Vulnerable pattern</div> <div>Submit an AI summary you cannot explain.</div>                        | <div>Stronger pattern</div> <div>Read first, create questions, compare the AI summary and explain the concept without it.</div>                    |
| <div>02</div> <div>Work</div>          | <div>Vulnerable pattern</div> <div>Forward a polished recommendation without checking assumptions.</div> | <div>Stronger pattern</div> <div>Identify decision criteria, verify key claims and record the accountable sign-off.</div>                          |
| <div>03</div> <div>Personal life</div> | <div>Vulnerable pattern</div> <div>Treat a confident answer as professional advice.</div>                | <div>Stronger pattern</div> <div>Use AI to prepare questions, then consult authoritative sources or a qualified person when stakes are high.</div> |

Change the workflow, not only the attitude. Add a first attempt, a verification step and an accountable decision.

PERSONAL AUDIT

# Where is your capability exposed?

Complete the audit for one recurring AI-assisted task. The aim is to redesign the workflow, not to stop useful technology.

| Audit statement                                                                       | No | Sometimes | Yes |
|---------------------------------------------------------------------------------------|----|-----------|-----|
| <input type="checkbox"/> I can complete the essential task without AI when necessary. | No | Sometimes | Yes |
| <input type="checkbox"/> I understand what information the system received.           | No | Sometimes | Yes |
| <input type="checkbox"/> I know which claims or calculations require verification.    | No | Sometimes | Yes |
| <input type="checkbox"/> I can explain the reasoning in my own words.                 | No | Sometimes | Yes |
| <input type="checkbox"/> I have considered bias, missing context and affected people. | No | Sometimes | Yes |
| <input type="checkbox"/> The level of oversight matches the consequence.              | No | Sometimes | Yes |
| <input type="checkbox"/> The final accountable person is named.                       | No | Sometimes | Yes |
| <input type="checkbox"/> I notice signs of dependency or loss of confidence.          | No | Sometimes | Yes |
| <input type="checkbox"/> I deliberately practise the underlying human skill.          | No | Sometimes | Yes |
| <input type="checkbox"/> I review failures and update the workflow.                   | No | Sometimes | Yes |

Stop

One delegation that hides risk or weakens learning.

Start

One gate, verification or explanation behavior.

Continue

One use where AI clearly expands capability.



# The goal is not to avoid AI. It is to remain capable with it.

Keep enough skill to challenge the output, enough judgment to match oversight to consequence, and enough agency to own the final decision.

# 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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### **Markku Pelkonen**

GrowthMindsetBuilder · Growth Resilience Oy

markku.pelkonen@growthmindsetbuilder.com

+358 45 318 7300

growthmindsetbuilder.com · skillspathfinder.com

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