

2013 Workforce Development Roundtable Results



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Introduction

The University of Alaska Anchorage (UAA) Community and Technical College (CTC) engaged the Anchorage Economic Development Corporation (AEDC) to conduct a series of roundtable discussions focused on workforce development needs from the perspective of local businesses. An emphasis was put on skill development for entry level workers in tourism, restaurant and professional office settings. The college's goal was to gain insights which would help them craft programs addressing the current needs of the business community, as well as to provide their students with the confidence that their education was relevant to the positions available to them.

Roundtable Methodology

Three questions were developed by CTC and the Research Department at AEDC which would provide a starting point for the discussions. The intent was to stimulate a dialogue between the participants while maintaining a focus on the relevant topics.

Three sessions of roundtables were held with multiple tables consisting of four to six participants and a table captain. The table captain's responsibilities were to take notes on the discussion, maintain a focus on the question at hand and to maintain conversational momentum. The captains were specifically chosen by AEDC to be outside of AEDC's and CTC's organizations so as to remove any influence, perceived or otherwise, by these groups.

After a brief introduction, the participants were given twenty minutes to discuss each question. Once the conversations began, all representatives of AEDC and CTC left the room to allow for a free and open dialogue. The sessions ended with each table captain giving a short summary of their table's findings to the group as a whole, as well as the AEDC and CTC attendees.

After the conclusion of the final session, all of the notes from the table captains were transcribed by the AEDC research department and consolidated into the summaries in the following section. The appendix of this report gives the complete transcription of each table's notes from all sessions.

Participation

Email invitations were sent to over eight hundred individuals in the Anchorage and Mat-Su regions. Specific groups that were targeted included major retailers, restaurants, tourism services and native corporations. In all, forty-three participants attended one of three sessions held at the Loussac Library and the Wolf Den at the UAA campus. It is worth noting that feedback from these sessions was overwhelmingly positive and many participants felt they received useful insights that they could use within their companies. CTC administrators also made a number of contacts willing to participate in future programs.

Summary of Responses

Question One: What skill sets are lacking in applicants for your open positions?

Communication Skills

This attribute was brought up in the majority of groups as a major issue for new hires. Participants expressed dissatisfaction with the level of writing shown in the resumes they receive, as well as poor interviewing skills of many applicants. A need for applicants to be more prepared for interviews was a recurring theme. Some examples of such preparation were being properly dressed and having done prior research on the company they're interviewing with.

General professional business communications was also a major issue brought up in discussion. The inability of applicants to communicate in a formal manner, whether through email, telephone or face-to-face was repeatedly cited as a key concern. The impact and use of social media (twitter, facebook, etc.) in the workplace was mentioned frequently as well. Many expressed a need for applicants to have a greater understanding of the appropriate use of these social platforms in the workplace, both in terms of personal and professional usage.

Soft Skills

Soft skills refer to the personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Many comments were made about applicants with deficient soft skills, including a lack of initiative, inadequate problem solving abilities, poor time management and the inability of many to receive and process constructive criticism.

Specific Technical or Business Skills

Participants identified a number of specific skills that are not present in many of their applicants. Competency with Microsoft Office, multi-line phone systems and customer service were among the most mentioned items. Basic math without a computing aid and cash handling were also frequently mentioned.

Within the trade industries, craft skills were a common requirement that wasn't being met. Welders, electrical workers, pipe fitters and plumbers were all identified as needed workers. First aid and CPR training was mentioned frequently. Also, a high rate of background check and drug screening failures was noted as a barrier to work for many applicants.

Generational and Cultural Differences

Inter-generational issues were a surprise mention in the needed skills discussion. Many participants noted how the distinct difference between older and younger employees' work and communication methods create difficulties in the work place. Examples included differing standards of appropriate communication, technology usage and expectations. While issues regarding young applicants needing to be more professional were discussed, a need for older applicants to be more accepting of change in both culture and technology was mentioned.

Question Two: In what types of continuing education/professional development training for your current employees do you find value?

Leadership Development

The topic that was valued highly by the majority of participants was leadership development. Human resources and management level workers were cited as gaining the most from these types of training sessions at a number of tables. Many felt that continuing education in dealing with conflicts and stress was important. Gaining a greater understanding of different types of management styles was also helpful. Training involving project planning and goal setting was brought up by some. Training that helps employees to set short and long term goals for their educational development was seen as an important tool to motivate them to take responsibility for their growth.

Office Skills

A number of participants indicated that training for professional certifications was useful to their employees. Project management professional, Six Sigma and Microsoft certifications were the major examples given. Additionally, safety training was brought up repeatedly, as well as CPR and first aid. General office software and multi-line phone system training programs were also cited as valuable for employee's continuing education.

Construction/Trade Skills

Industry specific training was shown to be an important tool for professional development by participants in this field. Specific examples were diesel tech, HVAC, process control, commercial driving and heavy equipment operation. Safety courses such as the OSHA 10/30 program were also highly valued.

Restaurant Skills

Industry standard training, such as ServeSafe, a food and beverage safety program, are valued because of their applicability across restaurants. It was mentioned that process and development training is unique to each restaurant, and as such, universal training programs for these subjects might not be feasible. Other types of training that are useful in the food service industry are cross training employees in both the back and front of the house operations, knife skills and kitchen tool use.

Training Delivery Preferences

Many participants felt that the way the training programs are presented and conducted was as important as the topics themselves and gave a number of examples of best practices. Industry specific speakers were cited as useful for broad subjects, while online and recorded materials were best suited for individual use. There were a few suggestions that military personnel may be tapped to present management training using the armed forces model. A number of participants mentioned internal development programs such as mentoring and intern/externships as useful tools to disseminate institutional knowledge. Major barriers to continuing education cited were maintaining employee motivation and cost considerations.

Question Three: What workforce development training would better prepare applicants for entry-level positions in your company to make them more effective employees from day one?

Basic Skills Development

Major emphasis was put on the need for a higher level of basic skills in new employees, and many of the suggestions for new training programs were focused on this topic. Communication skills training was high on the list with a specific focus on email, interpersonal and intergenerational subjects. The need to make clear the reasons why these skills are important was mentioned as well. Some participants felt that current programs focus too much on high level skills at the expense of these basic attributes which are important across most industries.

Application/Interview Improvements

A surprising number of participants noted a need for improved resume and interviewing skills during this discussion. Reducing the amount of time and effort needed from human resources personnel to find qualified employees by improving applicant initial impressions was seen to be a valuable outcome. Factual representation of skills and tailoring resumes for specific positions were issues cited that needed to be overcome. Being knowledgeable about the company applicants are applying to was mentioned as well. Proper demeanor and presentation (dress, cleanliness, etc.) should also be instilled through training programs.

Workplace Preparation

Participants noted that along with classroom learning, applicants would benefit from having practical experience in specific industries before they apply. Internships were brought up frequently, and many suggested that they should be a requirement in any program offered. Engaging professional organizations before the application process was also mentioned as an effective method for developing applicants in particular industries.

An emphasis on workplace expectations from both the applicant and the company was a major issue in this subject as well. Helping applicants to have reasonable expectations of their role within an organization as an entry level worker was mentioned as valuable knowledge. Basic professionalism characteristics, such as being on time, motivated and engaged should also be strengthened through pre-employment training.

Industry Specific Needs

Those in the hospitality industry indicated a need for training focused on both tourism and food service. Point of sale and reservation system training was strongly suggested. Programs that improved workers understanding of products and services, customer service and industry standards were cited as beneficial. For office settings, customer service and professional interactions were frequently mentioned as vital skills for new employees. Within these subjects, ethics and personality sensitivity were highlighted often. Safety in the workplace was also a topic that was brought up by many participants.

Appendix One: Table Captain Instructions

Below is a copy of the instructions given to each table captain to facilitate their note taking and guidance of their table’s discussion. Each table captain’s notes were transcribed and are provided as Appendix Three.

COMMUNITY & TECHNICAL COLLEGE ROUNDTABLES

OVERVIEW

The UAA Community & Technical College (CTC) and AEDC have teamed up to put together three Roundtables. These roundtables are meant to engage Anchorage business community members in order to develop a better picture of the level of education amongst new hires, describe the training and development needs for current employees and gather information to help craft the college’s workforce and professional development course offerings. The results of these roundtables will be provided to the college to provide a baseline understanding of the workforce development needs of local businesses.

TABLE CAPTAIN

Table Captains are assigned to each table to lead group discussions, take notes at the table and to present group “findings” on the following questions:

1. What skill sets are lacking in applicants for your open positions?
2. In what types of continuing education/professional development training for your current employees do you find value?
3. What workforce development training would better prepare applicants for entry-level positions in your company to make them more effective employees from day one?

If questions or concerns arise, AEDC Staff will be around to offer clarification and guidance. And remember this is meant to be a discussion among peers, so please remember to **help everyone at the table have a voice**.

Participants Name	Company

PROGRAM OVERVIEW

8:00-8:10	Welcome and Program overview
8:10-8:30	Group introductions & Question #1
8:30-8:50	Question #2
8:50-9:20	Question #3
9:20-9:30	Wrap - Presentation of top finding for each question from each group.

Appendix Two: Participants & Captains

Company	Participants
ACS	Gary Agron
Alaska Executive Search	Carrie Burg
Alaska Executive Search	Kristin Mucci
Alaska Sales & Service	Diana Pfeiffer
Alyeska Resort	Steve Mullins
Arctic Controls	Scott Stewart
ASRC Energy Services	Bo Underwood
ASRC Energy Services	Don Gray
ASRC Energy Services	Joe Buskirtk
ASRC Energy Services	Sam Hill
BP Alaska	JoAnna Toruro
Bristol Bay Native Corporation	Michelle Fletcher
Calista Corporation	Heather Spear
Calista Corporation	Rose Kairaiuak
CHARR	Alicia Maltby
CHARR	Amber Zerbe
Costco	Bob Ripley
Denali AK Federal Credit Union	Thomas Alinen
Doyon Universal	Rick Harwell
GCI	Sharon Criss
Holland America Corporation	Gideon Garcia
HOPE Community Resources	Bonnie Dorman
HOPE Community Resources	Eduardo Campoamor
IEBW	Pam Cline
Kinley's Restaurant	Katie Galligan
Kinley's Restaurant	Marty Kimball
KRK Management	Nancy Miller
Matanuska Electrical Association	Heidi Kelley
NANA Development	Patty Hickok
Princess Lodges/Westmark Hotels	Steve Zadra
Providence Alaska Foundation	Dawn Carmichael
PTP Management, Inc.	Andrew Romerdahl
Salmon Berry Tours	Candice McDonald Kotyk
Shell	Laurie Becwar
Suite 100	Kelly Nichols
Swissport	Marty Bettis
Taco Loco	Adam Galindo
Target	Kelsey Fullerton
The Growth Company	Arielle Schram
U.S. Travel	Angie Rojas

UA
UA-Statewide
Weidner Apartment Homes

David Rees
Anne Sakumoto
Gregory Cerbana

Table Captains

Company	Captains
Americorp VISTA	Paul Baker
Eagle River Chamber of Commerce	Merry Braham
GCI	Greg Pearce
Pango Media	Craig Fisher
Pango Media	Geoff Wright
State of Alaska, Department of Labor	Alyssa Shanks
University of Alaska, Statewide	Duane Heyman
USKH	Tim Vig
The Wilson Agency	Terry Allard

Appendix Three: Table Captain's Notes

Session One, Table One:

Q1:

- Interview skills
 - What to say
 - When to stop talking
 - What to wear
 - Need to do research on their target company
 - Knowing what you wrote on your resume
- Translation from classroom to practical application
 - General accounting background is not bookkeeping
- People skills
 - Appropriate communication in whatever form
- General Business/office skills
 - MS Word/Excel
 - Multi-line phone
 - 10 key

Q2:

- Leadership development
 - HR, Management
 - Dealing with adverse interactions
- Various Professional Certificates
 - EMT
 - OEC (Outdoor Emergency Care)
 - PMP
 - Microsoft Certificates
- This group tends to be more interested in general business skills
 - People management
 - Communication

Q3:

- Basic office skills & procedures
 - See Q2
- Expectation management to students
 - You're not going to be the manager on day one
 - You need to show up
 - You are here to work
 - Be on time, etc.
- Encourage folks to work while in school
- Professional conduct

- What to email and not put in email
- Facebook/Twitter etc.
- Internships

Session One, Table Two:

Q1:

- People trying to move up in hospitality
- Shorter term hire
 - Personal accountability
 - No real life experience
- Not enough diesel mechanics
- Core values
 - Curiosity
 - Attitude
- Initiative
 - Too much fear of failure
- Fear of technology
- Older employees have better attitude
- Conflict management
- Confidence
- Creativity
- Lack of craft skills
 - Welding
 - Electrical
 - Pipe-fitters
 - Plumbers
 - Engineers
 - Employ 5000
- Showing up to work on time
- Initiative
 - Safety training
 - Injury prevention
- Arctic Drills
- Decent phone skills
- Show up on time
- Quickbooks & Access
- Externships!
 - Direct interaction in class
 - Online classes hurt this
 - Community Service?

Q2:

- GPA Matters

- ServeSafe
- Back of house/front of house cross training
 - Food costing
- Knife management
- Kitchen tools
- Diesel Tech Certification
- Industry speakers
- HVAC
- Intern/Externships
- Processing Control
- Back of house/front of house
- Understanding business side of decision-making
- Industry Speakers

Q3:

- Interview and resume writing skills
- Email communications
- Verbal and written communication skills
- Understanding tone in email
- "Practical management" aimed at technicians who are taking on their first supervisory or management job
- Technology for managers
 - Project management
- Business Etiquette
 - On time
 - Well dressed
 - Research companies
 - Failure recovery
 - Performance reviews
- Course in effective communication
 - Tell them why this matters
 - Hard skills are easy to train
 - Soft skills are hard to train
 - How to communicate across generations
 - Conflict resolution

Session One, Table Three:

Q1:

- Tough to recruit
 - 65% from Outside
- 1,500-2,000 employment actions
 - Hate to hire out of state
 - Admin. Jobs OK

- Competition with North Dakota
- Bias against trade (jobs)
- Building trades difficult
- Security Clearances
 - Low percentage of success
- Multiple jobs-unskilled
- Also skilled jobs needed
 - Machinists Union
 - Union jobs vs. competitive contracts
- Basic work ethics
- Basic business/written English
- Business/Social Media etiquette
- Social business skills
 - Demeanor
 - Appearance
- Impact of DUI
 - Limits opportunities
 - Not in five years
- We turn down 25%
 - Security
- Drug testing
- Life/job etiquette
 - A requirement
- Major league sports
 - Early identification

Q2:

- Computer skills
- Multi-line phones
- Individual workers need supervision, not skill development
- Supervisor Management Skill Development
- Property management training
- Conflict management
- Stress management
- Military model
 - One month management training
 - Train the trainer
 - Three modules in three days
- Online, print & DVD
 - 90% automated
- Military skills
 - PMP Certification
- Six Sigma

- Senior retired military officers
- Spouse sponsorship programs

Q3:

- Hands on experience
 - Related skill sets
- Work readiness
 - “ish” as in: work at 8ish
- Health & safety
- Communication
- Interview skills
- Peer to peer interaction & development
- Young people train young people
- Basic common courtesy
- More than college oriented track
- Involve unions in education
- Get to interview
- Past the interview
- Understand oil & gas industry
- Arctic conditions
- Webinars/library
- Computer testing in office

Session Two, Table One

Q1

- Work Ethic
- Grammar-Tech Writing
- Learning attitude
- Public Speaking
- Typo-Whiteout in resumes
- Lack of detail
- Phone skills
- Communication with professionals
- People skills
- Language judged by generational standard- old school vs. new generation
- This generation uses twitter, facebook, etc.
 - Need to merge all generations of communication, how to communicate at all levels
- Need to know audience/customer
- How to communicate in work environment
- ESL-service level-above minimum but not living
- Professionalism

- Dress (what is casual attire?)
- Respect
- Listening
- Understanding
- Basic Math
- Basic CPR/First Aid

Q2

- Social media
- Computer
- Leadership
 - Coaching, mentoring, teaching
- Continuing education on ethics
- Safety Classes
 - OSHA 10/30
- Construction training
 - Voc/Ed Welding
 - Electrical
 - Heavy Equipment Op
- Business leadership
- First Aid/CPR
- Continue- Time management, ethics, critical thinking skills

Q3

- Point of Sale and Reservation systems for restaurants
- Reading/Comprehension above 6/8th grade level
- Public speaking-communications
 - Toastmaster/Dale Carnegie Type
 - More than communications now required
- Class of “workday” industry specific “Pre-apprenticeship”
- Apprenticeship program
- Need tourism related classes- it is not a seasonal business
 - Not the culinary program
- Food and Hospitality training (Not the culinary program)
 - How to serve
 - How to set tables
 - Know microbrews
 - Know wines
- Basic math
- Basic tech writing
- Basic computer skills
- Legible writing
- How to interview/how to apply

- How to do an effective resume

Session Two, Table Two

Q1

- Be on time
- Basic business writing-spelling & grammar
 - Don't use spell check
 - They use "text speak"
- Cash handling
 - Don't know how to give change
- Communications skills
 - Articulate
 - Take notes better
- Organizational skills
- Critical thinking-problem solving
- Listening-find solution
- Trouble passing background tests
- Better accounting skills
 - Better understanding of accounting principles/practices
- Young people don't want to start at the bottom & work up, want mid-level
- Basic email etiquette
- Over exaggeration of computer skills
 - Excel pivot tables, manipulate data
- Presentation/public speaking skills
- Sales/Service training
 - Internal & external
- Food safety education
 - UAA program with degree in food safety
- Have driver's license
 - Rural Alaskans don't always have them

Q2

- Food safety degree
- Technical writing
 - Proper email etiquette
- Cash handling skills
 - Counting change back
- How to cross sell
- Customer service skills
- How to dress properly for the job
- Important to have OJT
- Basic communication skills
 - One on one and groups

- How to motivate employees to want to seek higher education
 - Tuition assistance
- Computer skills relative to workplace
 - Excel: pivot tables, manipulate data
 - Outlook training
 - Power point use
 - Accounting programs
 - Quickbooks
- STEM field-math technology
- Project management
- GED
- Technical skills
 - Commercial driving
 - Fork lift driving
- Basic life skills
 - Resume
 - Balance checkbook
- Internship programs
 - Example: Engineering students need certain skills employers can't always fund,
 - Maybe grants through Rasmussen Foundation
 - Fund for internships
 - Joint funding through business & university
 - Healthcare
 - Engineering
 - Business MBA

Q3

- Cultural Issues
 - Rural Alaskans don't always value formal education
- Most programs for elementary kids in STEM fields
 - ANSEP example
- Workplace success skills
 - Customer service
 - Communications
 - Cash handling
 - Basic office education/training
- Peer networking/mentoring program
 - So when issues arise at work they can go to someone for ideas and support
- Leadership skills
- Interpersonal skills
- School-business partnerships
 - Bank within a Bank
 - Expand into university

- Junior achievement
 - Expanding to university level

Session Two, Table Three

Q1

- Customer service skills
- English as a second language
- Professionalism
 - Lacking awareness of how they present themselves
- Some can't count back change from cash registers
- Basic computing skills (even basic keyboarding skills)
- Work ethic
 - Self-motivated, showing up is not enough
- Too much use of personal technology (social media, etc.) in the workplace
- Ability to pass drug screening test and background check
- Ability to write a resume
- Ability to keep a uniform clean and pressed
- How to present themselves in an interview
- Use appropriate email address
- Social media "electronic footprint" and how it is perceived by others
- Posting self-incriminating passages to social media
- Respect
- Verbal communications, mumbling

Q2

- CPR Training
- Direct support professional development
- Wellness seminars
- Software training to stay current
- Process safety in oil & gas industry
- Online modules for some things
 - How to hire the right people
- Discipline training
- Leadership certification
- Tracking continuing education
- Send people to leadership training outside
- Periodic certifications for some health care specialists
- Certifications are increasingly important to demonstrate technical competence
- Alcohol serving card and food servers cards offer training is personalized by restaurant so process and development training is not really available. Experience is key

Q3

- English skills for those who are speaking English as a second language
- Professionalism
 - Appearance
 - Speech
 - Behavior
- Alaska Railroad host program covered many of these professionalism topics and skills
- Customer service course
 - Role playing, how to respond, etc.
- Reverse roles and do mock customer interactions
- Training to help people understand their role in the organization's success
- Improve employee recognition and listen to their feedback
- Not really training, but increase investment in training
- Etiquette and ethics training
- Respect for authority

Session Three, Table One

Q1

- Acclimation to life outside of villages
 - Western culture
 - Culture awareness from both sides
- Computer literacy in the business sense
 - Outlook, Excel, etc.
 - Outlook calendar tasks, not just email
- Business communications
 - Interview skills (how to dress)
 - Talking in person vs. text
 - Interpersonal skills
 - Articulation of skills
 - Unrealistic expectations out of school/no experience
 - The value of face to face communication and how to use it
- Basic Math skills without calculator
- Writing skills
 - Communicate in writing, especially email and business memos
- Customer service skills
 - Personal Skills
 - Greeting/politeness
- Strategic Communication
 - Feedback/performance review communication
 - Communicate feedback to teams
- Time management
 - Especially meetings
 - Project mapping/time allotment/prioritization

- Generation gap awareness
 - Clarifying expectations
- Focusing on high level skills, missing job basics

Q2

- Finance
 - To understand statement/produce budget
- Project management
- Computer literacy
 - Older generation and new technology
 - Training on software updates/changes
- Personal growth and development
 - Understanding and developing leadership styles for work applications
 - Job enrichment/industry specific updates/training sessions
- Cultural Awareness
 - Business specific especially
- Legal updates/awareness
 - Industry specific
 - Government contracting
- Grant writing
 - Recurring grant training sessions
- Job seeking, literacy development
- Training all employees on department functionality
 - Who does what
- Refreshers to avoid complacency
- Safety training
- Relevant to position/industry
- Upper management should encourage more training
 - Make a more valuable employee

Q3

- Job readiness
- Focusing too much on high level and technical skills
 - Missing baseline, everyday skills
- Writing/language skills
- Research
 - Beyond Google!
 - New hires tend to be looking for the easiest answer, missing the “real” research aspect
- Office/front desk safety
 - How to diffuse angry/uncomfortable situations

- Dealing with confrontational customers
- Workplace/domestic violence awareness
- Safety training: Position specific (and all positions)
 - Including awareness training

Session Three, Table Two

Q1

- Lacking basic skills
 - Writing
 - Communication
 - Phone etiquette
 - Social skills for retail
 - Dress (business casual)
 - Handwriting
 - Legible
- Retail-value of customer relationship
- Attendance
- Problem solving skills
- We need to adapt to generational changes too
- Basic employability skills
- Math skills-work keys
- Resume and interviewing skills

Q2

- Continuing education
- Technical writing
- Supervisory-leadership skills
- New marketing skills
 - Social media
 - Develop metrics
- Technology training
- Interpersonal skills
- Conflict resolution
- Cultural training for rural communities
 - Anchorage diversity
 - English as second language challenges
- Social media “dos/don’ts”
 - Workforce productivity impact
 - Use of personal devices
 - Lacking documentation for business deals
- Time management
- Workplace balance vs personal time

- Safety training
 - Behavioral based training
- US labor laws for international workforce
- Human performance improvement
- Coaching skills for supervisors

Q3

- Basic skills
- Employability skills
- Internships not required, should be
- Phone etiquette, note taking
- Technical training
- Personality type programs (level 1)
 - Training focused on weaknesses based on findings
- Meeting introductions-developmental
 - Like safety moment
- Accountability
 - Manage upwards
 - Self-assessments

Session Three, Table Three

Q1

- Basic writing and grammar (entry to engineering)
- Interview skills and etiquette
- Reading comprehension
- High level culinary skills
- Computer skills (get online application)
- Education vs. experience -> Internships
 - Intern and externships
- Employees need to get skills outside of the employer
- Resume writing (writing skills)
- Interview (communication and etiquette)
 - Articulate and explain
- MS Office computer skills
- Sense of entitlement
- Being fully engaged
 - Work ethic- the ability to take and use negative feedback
 - Having the conversations both ways
 - Critical thinking
- Time management
- More online programs like what APU does
- Companies encourage volunteering-learn new skills outside of what you do

- More exposure to what jobs are available
- Clean record
 - Tell them early
- Think beyond new employees
 - Can experienced workers move up
- Teaching, mentoring, coaching
 - Strengthen connections between university, colleges and employers

Q2

- Mentoring and coaching, one year
- Leadership conference
- Networking
- Tuition reimbursement
- Leadership programs
- Leadership statuses/target
 - Meet with direct supervisor
 - Meet quarterly, set targets for leadership skills and discuss progress
- Goal setting and achievement (set measurable goals)
- Set development plans-career development plan
 - Short and long term for skills and educational improvement
- Leave and support community service
- Self-motivated training
 - Free training
 - Mix of on the job and at home
- Being resourceful
- Free online classes
- Computer skills
- Training for understanding personalities and generational gaps
- Researching abilities
- Training on how to find resources
- Go back and get training to be able to help train
- Future applicants -> mock interviews
- Toastmasters for speaking, listening, communication, organization
- Professional development organizations

Q3

- Interview skills
- Writing skills
- Listening skills and comprehension
- Hire for personality and train the skills
- Decision making skills

- Understanding different personality types
- Knowing your personality type and understanding others
- Toastmasters-Speaking and listening and leadership
- Interpersonal skills
- Teach people how to sell themselves
- Professional development organizations
 - Before or just after you get the job
- Current events
- Knowing the company you're interviewing with
 - Research
 - Initiative
- Learn how to tailor your resume for the job you're applying for
- Teaching people to be truthful about who they are so that the best fit is reached for all
- Customer service
- Interpersonal skills and understanding personalities