

EMPLOYABILITY SOFT SKILLS NEEDS

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PRESENTATION TO THE
RURAL AND ECONOMIC DEVELOPMENT COMMITTEE

SANTA FE
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EMPLOYABILITY- WORKPLACE-SOFT SKILLS
Examples

PUNCTUALITY

APPEARANCE

WORK ETHIC

TEAMWORK

LEADERSHIP

SELF MOTIVATION

COMMUNICATIION

RESPONSIBILITY

CUSTOMER SERVICE

PROBLEM SOLVING

CREATIVITY

DECISIONS MAKING

TIME MANAGEMENT

The New Mexico Employer Survey was administered by the New Mexico Department of Workforce Solutions in cooperation with the Employability Partnership of New Mexico Advisory Council. Davis Innovations was contracted to collect and analyze responses of employers' needs and observations of the skills and education of the New Mexico workforce. Information was gathered over the telephone and through email by an electronic questionnaire from 504 approximately equal numbers of small, medium and large employers in 43 cities across New Mexico. This questionnaire was designed to explore;

- Employer general business and recent hiring activities;

- Qualifications and readiness of job applicants;

- Job-related education, skills and training; and

- Employer-provided training of employees.

The survey revealed that 81.7% of employers have hired new workers in the past three years. Although 75% of employers stated having no difficulty finding applicants with the required education level for a job, about half of the employers reported experiencing some difficulty in finding applicants with desired occupation-specific skills, work habits and communication skills. According to the employers, most entry-level workers have sufficient communication and basic math skills; however, most entry-level workers have trouble with social interaction and personal responsibility skills such as taking responsibility for learning, problem-solving, decision-making, resolving conflicts and conducting negotiations.

Introduction

The Albuquerque Business Education Compact (ABEC) commissioned the Albuquerque Hiring and Skills Gap Study to explore what challenges employers have in hiring workers with the skills necessary to succeed. This report reviews results from the fall 2014 survey of 225 managers and business owners representing a subset of Albuquerque industries. Employers shared their views on the work-readiness of their recent hires and how they succeeded at recruiting, selecting, and hiring qualified workers. They also point out where they found the biggest gaps in skills.

This report is intended to help ABEC raise awareness about skills gaps and give policy and decision makers and educators information to help address them. We recognize that many factors affect the gap between need and availability of job-ready workers in Albuquerque, including ever changing economic conditions, the capacity of the job market to meet employers' and workers' needs, the availability of education and training resources to prepare new workers and help experienced workers retool, the impact of primary and secondary education on early skill development, and the ingenuity of employers in overcoming gaps.

Executive Summary

Though the recession officially ended more than five years ago, economic recovery is slow, and employers are looking for ways to improve efficiency to increase profitability. Finding talented workers is now a key strategy for raising productivity, and Albuquerque's employers said it is their biggest recruitment challenge. Their needs are largely unmet. It is disappointing that barely more than one in four said their recent hires were well prepared for work. Employers statewide have the same challenge and they face difficult choices. Many jobs with unqualified workers or they leave a position open and give overtime to other workers or outsource the work.

Employers' reactions to these obstacles range from deep frustration ("Stop being such a third world place to which no one wants to move," said one employer) to resignation ("There are not a lot of qualified applicants," said another). Gaps exist at every level of education, and employers said that hires with a high school diploma or with a GED were least prepared to work.

Employers in this study were surveyed about deficiencies in 12 essential workforce skills. The top three that were most often missing are key foundational Personal Effectiveness or Workplace skills that drive productivity, facilitate cooperation, and channel group effort.

- Self-Direction/Initiative
- Professionalism/Work Ethic
- Leadership

Skill gaps block employers' ability to meet their clients' needs. They also increase employee turnover and reduce competitiveness and overall productivity. These are discouraging challenges. Some Albuquerque employers have overcome them by searching farther to find the talent they need. The two most common recruitment methods used by all employers, online job postings and referrals from employees, were used even more often by those with successful hires. Successful hires also involved a wider range of recruitment methods, including some that were mostly overlooked by employers who report having less success in hiring.

The survey found that employers with specific criteria in mind beforehand have a better chance of finding the best person to meet their needs. Some of the criteria that best differentiated successful and unsuccessful hires in the survey examined areas beyond a candidate's self-reported experience and skills. They included career goals, drug use, standardized objective tests of ability, verifications of ability and character, and productive attitudes



**Junior
Achievement***
of New Mexico

Mission of Junior Achievement of New Mexico: To inspire and prepare young people to own their economic success.

OVERVIEW

JA of NM students practice the principles of financial management, along with developing the 21st century skills necessary to succeed in a global workforce. In addition to learning how to make and manage money, and how to become career- and work-ready, students are empowered to explore their potential to become successful entrepreneurs.

The majority of students benefitting from JA of NM programs are considered low-income and economically disadvantaged. Students attend schools with more than a 50% Free and Reduced Lunch classification. This indicates that, at minimum, 51% of students reside in households with incomes between 130% and 185% of the poverty level.

Our unique approach allows volunteer mentors from the community to deliver 16 distinct, grade-appropriate curricula while sharing their work/life experiences with students.

Embodying the heart of JA of NM, our volunteer mentors transform the key concepts of our lessons into a message that empowers young people to own their future success.

COMMUNITIES SERVED

- Espanola/Pojaoque
- Santa Fe
- Town of Bernalillo
- Rio Rancho
- Albuquerque
- Las Cruces

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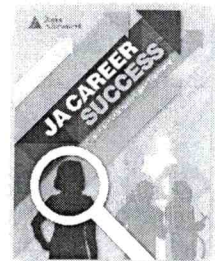


JA Career Success™

JA Career Success equips students with the tools and skills required to earn and keep a job in high-growth career industries.

Following participation in the program, students will be able to:

- Apply 4Cs: critical thinking, communication, collaboration, and creativity.
- Demonstrate strong soft skills.
- Rank work priorities.
- Recognize STEM and other high-growth industries.
- Identify personal-brand and job-hunting tools—resumes, cover letters, interviews, and digital profiles.



Session Titles and Summaries:

Session One: Get Hired: Critical Thinking and Creativity

Students are introduced to the need to be work ready by developing the 4Cs skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.

Session Two: Get Hired: Communication and Conflict-Management Skills

Students apply communication skills to resolve conflicts in work-based scenarios. Students will role-play conflicts and conflict management. They will explore behaviors that inflame conflict and behaviors that lead to a resolution.

Session Three: Get Hired: Collaboration and Creativity

Students practice collaboration—a 4Cs skill—by using a team-building model referred to as the GRPI model (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.

Session Four: Get Hired: Strong Soft Skills

Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job-interview workshop to communicate these skills to a potential employer.

Session Five: Know Your Work Priorities

Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.

Session Six: Know Who's Hiring

In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.

Session Seven: Know Your Personal Brand

Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.



Join Junior Achievement's national network of more than 213,000 volunteers and help students in your community connect the dots between what they learn in school and the "business of life"—work readiness, entrepreneurship, and financial literacy.

JA's Turn-Key Volunteer Solution:

Personalized Placement

JA works with you to ensure you teach at the location and grade level of your choice.

Comprehensive Training

JA staff provides training so you are comfortable visiting the classroom. You will be trained in classroom management, understanding and delivering the JA curriculum, working with the classroom teacher, and communicating effectively with students.

Minimal Time Commitment

The time commitment is minimal compared to the significant impact you make. High school grade-level classes include seven 45-minute sessions.

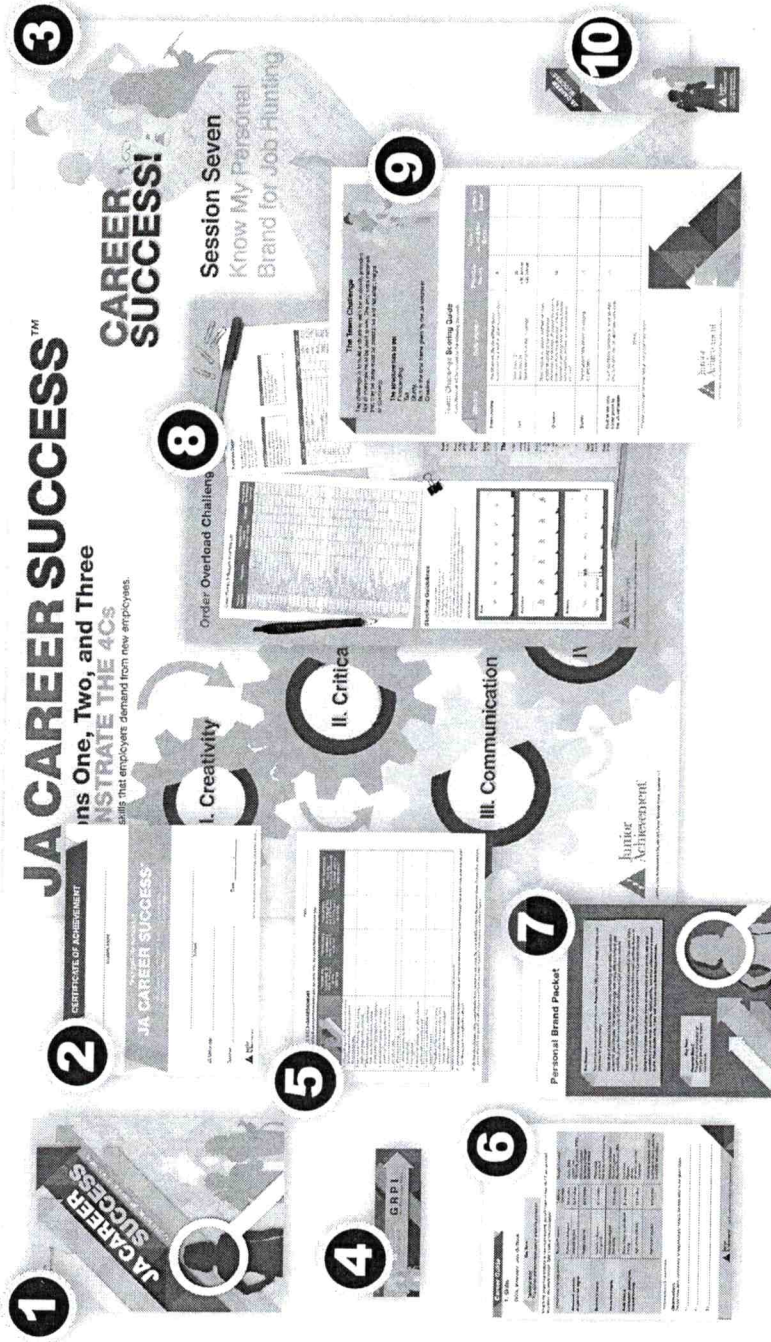
JA provides you with a kit containing all of the session plans and student materials you'll need to make every minute count.

JA Staff Follow-Up and Support

JA staff is available to answer your questions or make suggestions about your volunteer assignment.

JA Career Success™

High-growth career industries dominate the global marketplace. This new hands-on program prepares today's students with the 4Cs skills they need to compete and succeed—critical thinking, communication, collaboration, and creativity. Selected pieces of the program are featured below.



Guide for Volunteers and Teachers

Provides session plans, teaching tips, and talking points.

Certificate of Achievement

Given to students in recognition of their participation.

Career Success Poster

Used throughout the program, this poster introduces seven session topics designed to help students get and keep a job.

GRPI Card

Describes the GRPI model, a tool used by business teams to increase their effectiveness.

Soft Skills Self-Assessment

Students rank whether they are good at a skill, need more practice, or need to learn more.

Career Guide

Students study high-growth job profiles and requirements for various careers.

Personal Brand Packet

Students prescreen hypothetical job candidates and rate their cover letters, resumes, and digital profiles.

Problem-Solving Challenge

Groups work together to solve a work-based problem.

Team Challenge

A building competition requiring teamwork and creativity.

Soft Skills Bookmark

Student take home a reminder of the soft skills and job interview tips they will need.

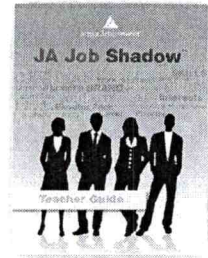


JA Job Shadow™

JA Job Shadow prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.

Following participation in the program, students will be able to:

- Recognize career clusters and potential job positions and understand the importance of researching the requirements needed to earn a position.
- Develop job-hunting tools, such as networking, resumes, and interviewing skills.
- Identify the next steps needed in their personal career preparation.



Session Titles and Summaries:

Session One: Before the Job Hunt (In-class; teacher taught)

Students are introduced to the *JA Job Shadow* program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interests, work priorities, and job outlook.

Session Two: Perfect Match (In-class; teacher taught)

Students review the Seven Steps to Get Hired and Succeed and analyze job-hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.

Site Visit (Site-based; led by company staff)

Students visit a business or nonprofit organization, where they observe professional work conduct, learn what skills and education they need to earn jobs, and participate in a series of host-led challenges that bring home lessons from the “real world” of work.

Session Three: Next Steps (In-class; teacher taught)

Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career-preparation tools: a career assessment, elevator pitch, resume, or infographic profile.



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And, JA provides you with a kit containing all of the session plans and student materials you'll need to make every minute count.

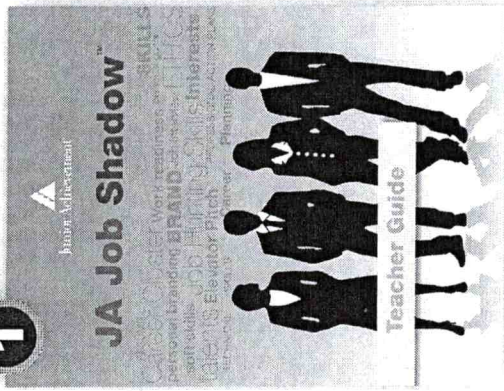
JA Staff Follow-Up and Support

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JA Job Shadow™

What does it take to get and keep a job in an increasingly competitive job market? This classroom and site-based program prepares students to be entrepreneurial thinkers and encourages them to develop personal strategies to pursue lifelong learning and career opportunities. Presented below are components of the program.

1



JA Job Shadow Challenge

3



4

Certificate of Achievement



Teacher Guide

Provides session plans, teaching tips, and talking points. Also included are master copies of student materials for each session.

Site Coordinator and Host Site Visit Guide

Provides hosts and site coordinators with detailed instructions and a schedule for the site visit.

JA Job Shadow Challenge handout

Students complete various challenges during their site visit. (Master copy is included in the Site Coordinator and Host Site Visit Guide.)

Certificate of Achievement

Given to students in recognition of their participation. (Master copy is included in the Site Coordinator and Host Site Visit Guide.)



Logo Design by Chris Waatsa
Twin Buttes HS, 2008

Jobs for America's Graduates – New Mexico

Dropout Prevention, Postsecondary Education, Careers and Leadership Development for Underserved Youth

Program Overview 2017-2018

What is Jobs for America's Graduates – New Mexico?

Jobs for America's Graduates – New Mexico (JAG-NM) is a dropout prevention and youth leadership development program dedicated to helping young people, with multiple barriers to success, stay in school, graduate from high school and make a successful transition to postsecondary education and/or meaningful employment. JAG Model Programs teach performance competencies, which are needed for students to: succeed in school, thrive in the workplace, and lead productive and fulfilling lives. JAG-NM is a state affiliate of Jobs for America's Graduates, Inc., one of the nation's most effective programs in assisting high-risk youth successfully complete school and move into higher education and/or the job market. For more information visit www.jag.org.

Who are JAG-NM Students and How Are They Eligible for the Program?

JAG-NM students, identified by an advisory committee at their high school, are among those at the highest risk of disengaging and/or dropping out of school. JAG-NM students typically are in need of additional support in order to make a successful transition from high school to adulthood. Some of the most common barriers include:

- Economically Disadvantaged (94%)
- Low Academic Performance (64%)
- Excessive absences (40%)

2017-2018 Participating Schools

- Bernalillo High School
- Independence High School in Rio Rancho
- Twin Buttes High School and Zuni High School on the Zuni Reservation
- Mora High School
- Rio Grande High School in Albuquerque

What Does JAG-NM Do for Participants?

The JAG Model provides students with the skills and motivation they need to succeed. Through JAG-NM programs, high school students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential. Mentoring plays a critical role in the success of JAG-NM and the success of the students. The programs provide for plenty of one-on-one time between students and the JAG Coordinators who teach them. JAG-NM also offers a venue for students to interact with employers, postsecondary education institutions and community-based organizations.

How is JAG-NM Funded and Administered?

JAG-NM began as a pilot program in 2004 under the leadership of Governor Bill Richardson with funding from the New Mexico Public Education Department Career, Technical and Workforce Education Bureau. From 2004-2007, NM PED served as the sole administrator of JAG-NM. Beginning in the 2007-2008 school year, JAG-NM program management transitioned to the New Mexico Business Roundtable. JAG-NM now operates in accordance with an "Affiliation Agreement" authorizing the New Mexico Business Roundtable and its fiscal agent to operate the program according to JAG standards.

Current funding is provided by the U.S. Department of Education Carl D. Perkins Career & Technical Education Act from the College and Career Readiness Bureau of the New Mexico Public Education Department. The State Director administers the program through NMBR. The JAG-NM program is a

for-credit course, which serves students from 9th-12 grades and continues to serve each student for 12 months after they graduate.

A full-time JAG Coordinator, employed by participating school districts across New Mexico, teaches the JAG curriculum to 35-45 students (in class sizes of 10-15). The student-to-teacher ratio allows for plenty of one-on-one time. The JAG program teaches 37 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills, and career development skills. Students learn about time management, personal finance, teambuilding, good work habits, and community service.

How Does JAG-NM Benefit the Community?

At least 95% of JAG-NM seniors graduated from high school and 46% pursued postsecondary education in 2016. JAG-NM prepares students to continue their education and to be valuable assets in the workforce. Graduates of JAG-NM become productive, contributing citizens. Through community service projects and business partnerships, JAG students become connected and engaged in their communities and in the state.

JAG-NM Results – Class of 2016

- **99% Return to School Rate** – Students remained in school and returned to school the following year.
- **95% Graduation Rate** – Seniors earn a high school diploma or GED while enrolled in JAG-NM.
- **90% Positive Outcomes Rate** – Graduates are employed, in the military, in postsecondary education, or some combination thereof at the end of JAG-NM Follow-Up Services.
- **66% Employment Rate** – Graduates secure and maintain quality employment.
- **46% Further Education Rate**

JAG IS A SCHOOL-BASED INTERVENTION, DELIVERED BY A CERTIFIED TEACHER, CENTERED AROUND THE JAG ELECTIVE COURSE AND THE STUDENT LED CAREER ASSOCIATION

- **Classroom Instruction.** A certified and trained “**JAG Coordinator**” provides individual and group instruction to **35-45 students** in a class delivered for credit during the school day.
- **Employability Skills.** The JAG CURRICULUM equips participants with employability, life, leadership and academic skills required to succeed in high school, secure employment and transition to a postsecondary institution.
- **Adult Mentoring.** JAG Coordinators provide 120 contact hours and the individual attention at risk students need to overcome barriers that stand in the way of personal and academic success.
- **Advice and Support.** JAG Coordinators provide guidance as students make significant career and life decisions and connect participants to other social and education services in the community.
- **Summer Employment Training.** Job placement is provided and partnerships are developed with summer youth employment programs to maximize year-long learning.
- **Student-Led Leadership Development.** Participants join a highly motivating student-led organization to develop, practice and refine their leadership and teaming skills and serve their communities.
- **Job and Postsecondary Education Placement Services.** Employer marketing, job development, and assistance with postsecondary education opportunities is provided by the Coordinator to support the student's postsecondary goals and successful transition to those opportunities following graduation.
- **12-Month Follow-up Services.** JAG provides no less than twelve months of follow-up services and support to participants after graduation or completion of a GED to secure a job, go to college or both.
- **Accountability System.** A comprehensive, internet-based tracking and reporting system that includes information on the participants served, services delivered and performance outcomes.

For more information about Jobs for America's Graduates-New Mexico, please contact Kay Provolt, JAG-NM State Director, kprovolt.jagnm@gmail.com or 505.239.9270.