

# City of Pierre Workforce Development Council Report

January 2017



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# Introduction

"As a community, a state, and a local government, we have been talking about workforce shortage for a while. It's time to take some action."

Mayor Laurie Gill

In August 2015, Pierre Mayor Laurie Gill established a local workforce development council to combat local workforce shortage concerns.

Since then, the workforce development council has worked together to define the current labor shortage, identify workforce barriers, explore opportunities and ultimately suggest solutions.

Council membership includes a cross-section of about 30 government, tribal, quasi-government and private industry stakeholders.

This council was developed in partnership with Fort Pierre Mayor Gloria Hanson and the City of Fort Pierre.



# Council Organization

The council met every two months from August 2015 through October 2016. The meetings were facilitated by Kimberly J. Olson, Central South Dakota Director, Office of Senator Mike Rounds.

The council has three committees –Education, Housing, and Recruitment. These committee were formed as a result of perceived workforce barrier discussions identified by the full council. Each committee was tasked with validating the perceived barriers, exploring best practices and recommending solutions.

Each group was led by a chairperson and co-chairperson.



# Recommended Solutions

In the following pages you'll find a variety of solutions recommended by each of the Workforce Development Council's committees. The solutions represent the best, most feasible, most actionable, or most immediate recommendations curated by the committees.

It is not a comprehensive list of every solution considered, reviewed, or otherwise investigated by the Workforce Development Council.



# Education Committee

## Barriers Recommendations

There is limited local post-secondary programming / limited demand for post-secondary programming.

- Identify and pursue a post-secondary educational program that is unique, not offered in the region, is in demand and could serve as an educational magnet because of its unique qualities.
- Expand local career and technical education opportunities in the Pierre/Fort Pierre area with the hope of retaining high school graduates who might otherwise leave Pierre to pursue those educational opportunities.

There's a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

- Build an online clearinghouse of local educational opportunities.

A large segment of the Pierre area workforce does not possess the necessary soft skills (work ethic, personal presentation, and attitude) to be successful.

- Partner with employers to develop ongoing programming to help current and emerging workforce and job seekers enhance their soft skills.
- Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.



# Housing Committee

## Barriers

Infrastructure, materials and labor costs are too high to meet the market needs.

Government, public and existing-development owner support for new housing incentives is very low

Local housing organizations whose mission is housing are minimal compared to other communities.

## Recommendations

- Solicit Multi-Unit developments
- Redevelopment/Infill
- City ordinance review
- Discretionary Tax Formula

- Housing Web Page
- Expand use of Governor's House program

- Create Non profit or evaluate Habitat for Humanity as a fiscal agent/partner
- Create workforce housing coordinator position
- Engage existing resources – GROW, HAPI, Habitat for Humanity



# Recruitment Committee

## Barriers Recommendations

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions

- Complete wage study to determine if wages and benefits in the Pierre / Fort Pierre communities are competitive with compensation offered in other communities.

There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

- Research communities that have implemented successful day care programs.
- Identify available state and federal resources.

There is a shortage of available workers in the Pierre / Fort Pierre Area.

- Work with area partners to create a comprehensive community marketing plan to target potential employees.





# Education Committee

Chairperson: Mary Gates, The Right Turn, Inc.

Co-Chair: Brooke Bohnenkamp, City of Pierre

Mark Anderson, South Dakota Department of Labor

Dr. Kelly Glodt, Pierre Public Schools

Dan Martin, Stanley County Public Schools

Ross Petersen, Petersen Motors

Dr. Joel Price, Stanley County Public Schools

Chris Rounds, Fischer Rounds and Associates

Janelle Toman, Capital University Center, South Dakota Board of Regents



# Education Committee

## Barriers & Validation

### Opportunity

35% of students surveyed say they would stay in Pierre to continue their education if their desired post-secondary education program was offered locally

### Barrier 1

There is limited local post-secondary programming / limited demand for post-secondary programming.

### Validated

- Inventory of local post-secondary enrollment data shows low numbers.
- Inventory of local students graduating without post-graduate plans shows low numbers.
- Tertiary market does not include enough population to significantly impact demand

### Methodology

To validate this barrier, the education committee collected enrollment numbers from local post secondary programs and high-school skilled training programs. The group also surveyed local high students to identify post-secondary education plans of upcoming graduates and took a look at surrounding communities to identify potential student pool.

Collectively, this data showed there isn't enough demand to support additional traditional post-secondary education programming. Low local post-secondary enrollment numbers combined with the post-secondary plans of high school students show Pierre isn't serving as a regional education magnet.



# Education Committee

## Recommended Solution

### Unique Programming

Identify and pursue a post-secondary educational program that is unique, not offered in the region, is in demand and could serve as an educational magnet because of its unique qualities.

#### Barrier 1

There isn't enough demand to support additional local post-secondary programming;  
There isn't enough local post-secondary programming to serve as student magnet.

#### Recommendation 1

Identify and pursue one or more post-secondary education programs that are unique, not offered in the region, in demand, and could serve as an educational magnet.

#### Next Steps

- Establish stakeholder workgroup to identify and investigate unique programming, determine feasibility, and identify funding.
  - Potential magnet programs for consideration: YouthBuild, Underground Lineman, Plumbing, Underwater Mechanics, Aviation, Water / Wastewater Management.
- Action steps:
  - Identify workgroup members/ leadership
  - Investigate unique programming
  - Determine feasibility
  - Develop funding plan



# Education Committee

## Recommended Solution

**Expand Local Tech Ed**  
Expand local career and technical education opportunities in the Pierre/Fort Pierre area to retain students who might otherwise leave for additional technical training.

### Barrier 1

There is limited local post-secondary programming / limited demand for post-secondary programming.

### Recommendation 2:

Expand local career and technical education opportunities in the Pierre/Fort Pierre area to retain students who might otherwise leave for additional technical training.

- The committee recommends the Cities of Pierre and Fort Pierre encourage and support school district efforts to enhance local technical education. (i.e. Revisit Stanley County's grant application for offering satellite technical school programming on Fridays.)

### Next Steps

Establish stakeholder workgroup to identify funding opportunities to support technical education training expansion plans already developed by the local school districts.

### Action Steps:

- Identify workgroup members / leadership
- Review already developed plans
- Identify additional funding sources / adjust grant proposals to be more competitive



# Education Committee

## Barriers & Validation

### Opportunity

Prior to the survey, a concerted marketing effort was active relative to the Nursing and CNA programs. Marketing works!

### Barrier 2

There is a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

### Validated

- The stakeholder survey shows that with the exception of Nursing and Certified Nursing Assistant programs, between 35% - 50% of respondents weren't aware of various local post-secondary programs.

### Methodology

To validate this barrier, the committee issued a survey to employers, educators, students, and job seekers and asked their degree of awareness of a cross-section of locally offered post-secondary education programming.

Two hundred people responded.



# Education Committee

## Recommended Solution

### Education Clearinghouse

Develop website that serves as a clearinghouse of local educational opportunities.

#### Barrier 2

There's a lack of communication between employers, potential employees and schools. Stakeholders aren't aware of the opportunities that exist locally.

#### Recommendation 1:

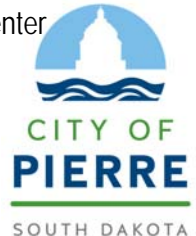
Develop website that serves as a clearinghouse of local educational opportunities.

#### Next Steps

The City of Pierre, The Right Turn, and Capital University Center have agreed to work together to create, promote and maintain the website.

#### Action Steps:

- City of Pierre establishes website
- City of Pierre appoints committee to develop policies for what programming is allowed on website, provide general oversight
- The Right Turn, Capital University Center, and the City of Pierre enter into an agreement regarding self-population of the website.
- City of Pierre develops an earned media campaign to launch the website.



# Education Committee

## Barriers & Validation

### Opportunity

51% of employers surveyed said they would be willing to pay for an employee to receive soft skill training.

### Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce lacks the necessary soft skills to be successful in the workforce.

### Validated

The stakeholder survey shows :

- 56% of respondents reported having employees who don't possess the necessary soft skills to be successful.
- Nearly 60% of employers reported not hiring a qualified person because the person lacked appropriate soft skills.
- 58% of respondents reported not filling a position because they couldn't find a person who possessed the necessary soft skills.

### Methodology

To validate this barrier, the committee issued a survey to employers, educators, students, and job seekers and asked a series of questions about soft-skills as they related to current employees and job seekers.

Seventy eight employers responded to the survey.



# Education Committee

## Recommended Solution

### Employee Soft Skill Training

Partner with employers to develop ongoing programming to help current workforce and job seekers enhance their soft skills.

#### Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce does not possess the necessary soft skills (work ethic, personal presentation, and attitude) to be successful in the workforce.

#### Recommendation 1:

Partner with employers to develop ongoing programming to help current workforce and job seekers enhance their soft skills.

#### Next Steps

The South Dakota Department of Labor and Regulation (SDDLRL) has identified a soft skill curriculum and, in 2017, will select community partners to offer the programming.

#### Action Steps:

- Develop touchpoints between stakeholder groups and community partners to identify processes for referring employers, employees, and job seekers to the program.





# Education Committee

## Recommended Solution

### Employer Training

Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.

#### Barrier 3

A substantial segment of the Pierre / Fort Pierre area workforce does not possess the necessary soft skills to be successful in the workforce.

#### Recommendation 2:

Partner with businesses to develop ongoing programming to help employers develop a toolbox for employee motivation, retention, and mentoring.

#### Next Steps

The South Dakota Bureau of Human Resources (SD BHR), Capital University Center (CUC), the local chapter of the Society for Human Resource Managers (SHRM) have agreed to work together to develop and provide employer training.

#### Action Steps:

- Identify person / organization to provide general coordination and program promotion.
- BHR is willing to provide curriculum and instructors.
- CUC is willing to provide the physical space for the training and handle administrative tasks like registration and fee collection. SHRM has agreed to select criteria and recommend class schedule.



# Education Committee

## Research & Data

### Barrier 1 Validation

- Capital University Center Enrollment Data
- Stanley County High School Skilled Training Enrollment Data
- Stanley County High School: Post HS Career Track plans
- Pierre Riggs High School Skilled Training Enrollment Data
- Pierre Riggs High School: Post HS Career Track plans
- The Right Turn Enrollment Data
- Allied Health Consortium Enrollment Data

### Barrier 2 Validation

- Stakeholder Survey

### Barrier 3 Validation

- Stakeholder Survey
- South Dakota Department of Education Employer Survey



# Housing Committee Membership

Chairperson: Glennis Zarecky, Midwest Construction & Development

Co-Chair: Jim Protexter, Pierre Economic Development Corp.

Tim Ahartz, Bankwest

Dave Bonde, Fort Pierre Development Corp.

Olivia Conrad, BankWest

Shad Ludemann, First National Banks

Leon Schochenmaier, City of Pierre

Christine Sorensen, USDA



# Housing Committee

## Barriers & Validation

### Opportunity

#### Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

#### Validated

- Topography and soils contribute to higher infrastructure costs.
- Concrete is much more costly in this area, while other materials are similar.
- Labor costs do not appear to be significantly higher, however trades costs appear higher.

#### Methodology

To validate this barrier, the committee compared like housing samples in like communities (Huron, Yankton), compiled government design requirements of similar communities, compared construction materials and labor costs in other communities, determined housing inventory through MLS and realtors, compared house sales with County Equalization, and talked with general contractors at a housing forum in Fort Pierre.



# Housing Committee

## Recommended Solutions

### Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

### Recommendation1:

- Solicit Multi-Unit developments

### Next Steps:

Work with local and regional developers, Pierre Economic Development Corp., Fort Pierre Development Corp. Realtors and local governments to solicit developments.

### Action Steps:

- Develop market analysis to properly position the communities inquiries relative to multi-unit development.
- Identify available development incentives
- Include development incentive on housing landing page (Barrier 2: Solution 1).



# Housing Committee

## Recommended Solutions

### Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

### Recommendation 2:

Redevelopment / Infill

### Next Steps:

Establish a three-member committee or workforce housing coordinator to identify and purchase blighted properties, and help property owners rehab blighted properties.

### Action Steps:

- Establish committee to serve the “higher good”.
  - Recommended committee members: two Pierre residents, one Fort Pierre resident.
- Assemble database of blighted property that is prime for redevelopment.
- Identify and utilize various funding sources to purchase blighted property.
- Provided blighted property owners with information about rehab Assistance (Central Enhancement District, etc.)
- Consider including resource information in utility mailing



# Housing Committee

## Recommended Solutions

### Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

### Recommendation 3:

City Ordinance Review

### Next Steps:

Request City Planning Offices in the Cities of Pierre and Fort Pierre complete an ordinance review to identify potential cost savings to owners and developers. The Housing Committee recommends the review give specific attention to the following:

- Reduction of building set-backs and lot sizes (analyze and recommend changes to commissions as appropriate)
- Mini home development
- Fort Pierre TIF policy review regarding residential development
- Amendments to Section 8 of the Pierre TIF policy to provide exceptions for affordable housing developments
- Allowances for clearing/grading of entire developments –not just areas for public improvements
- Inclusion of real property assembly costs
- Reduction in application fees for affordable housing



# Housing Committee

## Recommended Solutions

### Barrier 1

Infrastructure, materials and labor costs are too high to meet the market needs.

### Recommendation 4:

Discretionary Tax Formula

### Next Steps:

Appeal to Hughes and Stanley Counties to consider adoption of a formal policy providing for a graduated tax formula for workforce housing developments; include single-family housing projects.

Appeal to Hughes and Stanley Counties of the Cities of Pierre and Fort Pierre to consider a discretionary formula for improvements made to multi-family or residential properties that require significant improvements.





# Housing Committee

## Barriers & Validation

### Opportunity

#### Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

#### Validated

- A housing partnership developed with GROW SD has identified best practices to solicit community support for housing initiatives.
- TIF policies in neither Pierre nor Fort Pierre are designed to encourage housing development
- Housing is commonly perceived as having a net cost to the community as opposed to creating net benefit
- A comprehensive housing analysis performed in December 2012 by an independent consultant identifies programs that are not currently supported by the communities of Pierre and Fort Pierre

#### Methodology

To validate this barrier, the committee researched the use of “special assessment districts” in North Dakota and Minnesota, attended two town hall meetings, interviewed city officials and compared local policies with other communities.



# Housing Committee

## Recommended Solutions

### Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

### Recommendation 1:

Establish a Housing Web Page

### Next Steps:

Identify appropriate partner organizations to establish and host website. Consider mirroring the Yankton Progressive Growth housing website model. The Housing Committee recommends the Cities of Pierre and Fort Pierre share the website as a resource for education and awareness regarding the need for workforce housing.



# Housing Committee

## Recommended Solutions

### Barrier 2

Government, public and existing-development owner support for new housing incentives is limited.

### Recommendation 2:

Expand the use of the Governor's House program.

### Next Steps:

Identify partner agency (Habitat for Humanity, economic development corp., housing coordinator) to manage program. Identify funding source for initial investments. Locate and purchase affordable lots for Governor's Houses.

Consider:

- Working with SD Central Enhancement District to promote program/ identify eligible buyers.
- Create a non-profit or utilize an existing one to serve as the developers.



# Housing Committee

## Barriers & Validation

### Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

### Validated

The Pierre Housing Authority performs its mission well and has no capacity to expand beyond its current program of managing subsidized housing units.

### Methodology

To validate this barrier, housing committee members interviewed the Pierre Housing Authority and organized presentations from GROW SD that detailed housing partnership best practices in several communities around the state. We also met with the local Habitat for Humanity board, as well as the state Executive Board.



# Housing Committee

## Recommended Solutions

### Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

### Recommendation 1:

Create non-profit housing development organization.

### Next Steps:

Determine if new non-profit needs to be established or if Habitat for Humanity, the Pierre Housing Authority or other established non-profit entity could serve as the fiscal partner.

Establish 501c3 and identify funding sources.

# Housing Committee

## Recommended Solutions

### Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

### Recommendation 2:

Create workforce housing coordinator position.

### Next Steps:

The Housing Committee recommends the Cities of Pierre and Fort Pierre work together with their development corporations and the Chamber of Commerce to establish a housing coordinator. The Committee recommends the position be a full-time position for a minimum of four years and has identified a Habitat for Humanity “Capacity Building” grant as a potential funding source.

### Action Steps

- Define position and management organization
- Apply for funding from the SD GOED Partnership Program, SD Community Foundation, and Habitat for Humanity “Capacity Building” grant.
- Secure matching funds.



# Housing Committee

## Recommended Solutions

### Barrier 3

Local housing organizations with a housing development mission are limited when compared to other like-sized communities.

### Recommendation 3:

Utilize housing coordinator to engage existing resources.

### Next Steps:

Utilize the programs and best practices established and utilized by resources throughout South Dakota including:

- Central South Dakota Enhancement District
- GROW SD
- Homes Are Possible Inc.
- Yankton Area Progressive Growth



# Recruitment Committee Membership

Chairperson: Ron Baumgart, River Cities Transit

Laura Schoen-Carbonneau: Pierre Area Chamber of Commerce

Natalie Bergquist, Lower Brule Community College

Brandi Hoerner, Walmart

Ann Hoyer, Oahe, Inc.

Susan Isaacson, State of South Dakota, Bureau of Human Resources

Arlen Lee, Cheyenne River Sioux Tribe Oyate Connections

Paul Marso, Avera St. Mary's

Rebecca Mickelson, Clubhouse Inn and Suites

David Reiss, State of South Dakota, Office of Tribal Government Relations

Roxanne Sazue, Crow Creek Sioux Tribe





# Recruitment Committee

## Barriers & Validation

### Barrier 1

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions.

### Validated

- A review of jobs listed with the South Dakota Department of Labor and Regulation shows many of the local job openings are entry-level or low-skill positions.

### Methodology

To validate this barrier, the committee reviewed jobs posted with the South Dakota Department of Labor and Regulation and those advertised in the Capital Journal.



# Recruitment Committee Recommended Solutions

## Barrier 1

Many of the jobs Pierre / Fort Pierre employers are struggling to fill are low-wage positions.

## Recommendation1:

Complete wage study to determine if wages and benefits in the Pierre / Fort Pierre communities are competitive with compensation offered in other communities.

## Next Steps:

Work with Pierre Area Chamber of Commerce to develop, complete and analyze wage study.

## Action Steps:

- Complete and analyze wage study.
- Educate employers on wage information.
  - Utilize wage study
  - Invite Dept. of Labor and Regulation staff to present wage, earning and income information at quarterly meetings
  - Dedicate space in chamber newsletter to information Regarding wage and income data.
- Work with local school counselors to show earning potential for high-need career paths.



# Recruitment Committee

## Barriers & Validation

### Barrier 2

There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

### Validated

- A major childcare center in the Pierre area closed in 2016.
  - The center provided care to more than 40 children.
  - According to center personnel, families were struggling to find suitable alternative child care options.
- Representatives from Lower Brule and Crow Creek reservations indicated reliable quality daycare was a major employment hurdle for their community members who had small children.
- The Division of Child Care Services indicated finding quality child care is an ongoing challenge throughout the state.

### Methodology

To validate this barrier, council members

- Interviewed personnel from the child care center that closed.
- Interviewed representatives from both Lower Brule and Crow Creek reservations.
- Talked with the South Dakota Department of Social Services Division of Child Care Services.



# Recruitment Committee Recommended Solutions

## Barrier 2

There is a shortage of affordable quality child care providers in Pierre and Fort Pierre.

## Recommendation 1:

Research communities that have implemented successful day care programs.

## Next Steps:

Work with stakeholders to develop a long-term workgroup to adequately research issue.

## Action Steps:

- Establish workgroup
- Research community programs
- Identify financial and technical resources



# Recruitment Committee

## Barriers & Validation

### Barrier 3

There is a shortage of available workers in the Pierre / Fort Pierre Area.

### Validated

- Unemployment numbers, as reported by the South Dakota Department of Labor and Regulation show

### Methodology

To validate this barrier, the committee considered unemployment numbers, available job opportunities, and utilized the Education Committee's Stakeholder Survey to inform itself about positions in the communities that employers were unable to fill.



# Recruitment Committee Recommended Solutions

## Barrier 1

There is a shortage of available workers in the Pierre / Fort Pierre Area.

## Recommendation1:

Create a comprehensive community marketing plan to target potential employees.

## Next Steps:

Work with Pierre Area Chamber of Commerce to establish a marketing committee to design and implement marketing plan.

## Action Steps:

- Organize marketing committee to oversee project including:
  - Securing funding (\$50,000 annual budget)
  - Setting specific goals (example: recruit three nurses annually)
  - Defining target audience
  - Hire marketing firm and work with firm to develop campaign
  - Evaluate success of marketing efforts
  - Adjust marketing efforts to improve effectiveness



**WORKFORCE DEVELOPMENT COUNCIL:  
EDUCATION, TRAINING AND DEVELOPMENT MEETING  
PRIORITY ISSUE: VALIDATION**

**ISSUE 1**

There isn't enough demand to support additional local programming: There isn't enough post-secondary programming to serve as magnet

**VALIDATED:**

- Inventory of local enrollment data shows low numbers
- Inventory of local students graduating without a "path" shows low numbers
- Tertiary market does not include enough population to significantly impact demand

| Validation Tactic                                       | Assigned to:  | Status                                       |
|---|---------------|--|
| Get enrollment numbers, by program, from CUC.           | Janelle Toman | <a href="#"><u>COMPLETE</u></a>              |
| Get skilled training enrollment from SCHS.              | Dan Martin    | <a href="#"><u>COMPLETE</u></a>              |
| Get post-HS career track plans for SC graduates.        | Dan Martin    | <a href="#"><u>COMPLETE</u></a>              |
| Get skilled training enrollment from Pierre Riggs       | Kelly Glodt   | <a href="#"><u>COMPLETE</u></a>              |
| Get post-HS career track plans for Riggs graduates.     | Kelly Glodt   | <a href="#"><u>COMPLETE</u></a>              |
| Get enrollment numbers, by program, from the Right Turn | Mary Gates    | <a href="#"><u>COMPLETE</u></a>              |
| Get enrollment numbers from Allied Health Consortium    | Mary Gates    | <a href="#"><u>COMPLETE</u></a>              |
| Get enrollment numbers from Robin, Gale Courses         | Robin Schrupp | 177 total<br><a href="#"><u>COMPLETE</u></a> |

**ISSUE 2**

There's a lack of communication between employers, potential employees and schools. Does everyone know the opportunities that do exist locally?

**VALIDATED**

See survey results. There is room for increased "marketing" of local opportunities.

Develop inventory of post-secondary programming available locally.

| Validation Tactic              | Assigned to:   | Status  |
|--------------------------------|--|---|
| CUC                            | Janelle Toman  | <a href="#">COMPLETE</a>                                  |
| The Right Turn                 | Mary Gates   | <a href="#">COMPLETE</a>                                  |
| Gale Courses                   | Robin Schrupp  | More than 350 classes offered<br><a href="#">COMPLETE</a> |
| HS Certifications              | Dan Martin, Kelly Glodt  |   |
| Employer-sponsored programming | Let's discuss... how "public" do employers want to be with this information? |   |
| Soft-Skill Training            | Mark Anderson, DOLR  | <a href="#">COMPLETE</a>                                  |

[Utilize sampling from stakeholder network to test theory](#)

Stakeholder Listing

- Stanley County School
- Fort Pierre Businesses
- Pierre HS School
- Pierre Businesses
- Job Seekers



**ISSUE 3**

Soft skills: There is a need for local soft-skill training. Is this true?

**VALIDATED:**

- 56% of respondents reported having employees who don't possess the necessary soft skills to be successful
- Nearly 60% of employers reported not hiring a qualified person because the person lacked appropriate soft skills.
- 58 % of respondents reported not filling a position because they couldn't find a person who possessed the necessary soft skills.
- 78% said they'd encourage employees to take soft skill training.
- 83% of respondents would be more inclined to hire someone who had completed soft skills training.
- 51% would be willing to pay for an employee to receive soft skills training.

| <b>Validation Tactic</b>   | <b>Assigned to:</b> | <b>Status</b> |
|--|---------------------|---------------|
| <a href="#">Survey chamber members to determine business owner viewpoint of needs relative to soft skills.</a> |                     |               |

## ISSUE 1: VALIDATION

THERE ISN'T ENOUGH POST-SECONDARY PROGRAMMING TO SERVE AS MAGNET/SUPPORT ENROLLMENT.

### CUC ENROLLMENT Fall 2015

| University Affiliation    | Program  | Number of Students |
|---------------------------|--|--------------------|
| NSU                       | Business & Banking   | 15                 |
| USD                       | Pre-nursing<br>(general coursework, not yet accepted in nursing program) | 11                 |
| USD                       | Nursing  | 14                 |
| SDSU                      | AA-General Studies   | 14                 |
| SDSU                      | BS-General Studies   | 2                  |
| BHSU, DSU, NSU, SDSU, USD | Online classes, planning to attend residential campus                    | 26                 |
| High School               | Dual Credit  | 19                 |

### Stanley County HS: Post-HS Plans

| Year        | Number Graduated | Attending College | Other Institution | Drop Out | Labor Market |
|-------------|------------------|-------------------|-------------------|----------|--------------|
| 2014 - 2015 | 23               | 11                | 4                 | 3        | 11           |

### RIGGS HS: Post-HS Plans

| Year | Number Graduated | Attending College | Other Institution | Military | Labor Market |
|------|------------------|-------------------|-------------------|----------|--------------|
| 2015 | 171              | 78%               | 13%               | 4%       | 5%           |
|      |                  | 133.4             | 22.23             | 6.8      | 8.6          |
| 2014 | 178              | 74%               | 14%               | 6%       | 6%           |
|      |                  | 131.7             | 24.9              | 10.7     | 10.7         |
| 2013 | 181              | 70%               | 19%               | 2%       | 8%           |
|      |                  | 126.7             | 34.4              | 3.6      | 14.5         |
| 2012 | 162              | 80%               | 9%                | 2%       | 9%           |
|      |                  | 129.6             | 14.6              | 3.2      | 14.6         |
| 2011 | 206              | 76%               | 12%               | 4%       | 8%           |
|      |                  | 156.6             | 24.7              | 8.2      | 16.5         |
| 2010 | 173              | 73%               | 12%               | 3%       | 11%          |
|      |                  | 126.3             | 20.8              | 5.2      | 19           |
| 2009 | 207              | 72%               | 11%               | 5%       | 12%          |
|      |                  | 149               | 22.8              | 10.4     | 24.9         |
| 2008 | 190              | 74%               | 12%               | 3%       | 11%          |
|      |                  | 140.6             | 22.8              | 5.7      | 21           |
| 2007 | 174              | 76%               | 9%                | 4%       | 11%          |
|      |                  | 132.2             | 15.7              | 7        | 19           |
| 2006 | 198              | 76%               | 11%               | 5%       | 8%           |
|      |                  | 150.5             | 21.8              | 10       | 15.9         |

| Stanley County HS: Tech Ed Program Enrollment |           |
|---|-----------|
|   | 2014-2015 |
| Agriculture (mechanics, structures)           | 14        |

| RIGGS HS: Career & Tech Ed Program Enrollment (concentrators) |           |           |           |
|---|-----------|-----------|-----------|
|   | 2012-2013 | 2013-2014 | 2014-2015 |
| Architecture & Construction                                   | 6         | 11        | 7         |
| Business Management & Administration                          | 6         | 12        | 21        |
| Human Services  | 36        | 19        | 18        |
| IT  | 18        | 20        | 29        |
| Manufacturing   | 7         | 10        | 16        |
| STEM  | 1         | 7         | 8         |
| Transportation, Distribution & Logistics                      | 16        | 17        | 19        |

| The Right Turn 2015 enrollment numbers, by program              |                                |
|---|--------------------------------|
| Program   | Students                       |
| Child Development Associate                                     | Pierre: 15<br>Fort Thompson: 5 |
| Adult Education & Literacy                                      | 40                             |
| English Language Learners                                       | 7                              |
| Medical Coding & Billing  | 2                              |
| Medical Billing (without coding)                                | 0                              |
| Medical Transcription & Editing                                 | 1                              |
| Medical Administrative Assistant with Electronic Health Records | 0                              |
| Pharmacy Technician   | 0                              |
| Executive Assistant   | 1                              |
| Computer Technician   | 1                              |

| <a href="#">Allied Health Consortium, by program</a>                                   |            |
|--|------------|
| Licensed Practical Nurse   |            |
| Year   | Enrollment |
| 2014-2015<br>(Meets in Chamberlain)  | 7          |
| March 2016   | 5          |
| Health Information Services<br>1 year program<br>Administrative – paperwork/processing |            |
| Year   | Enrollment |

|  |                              |
|--|------------------------------|
| 2014   | 3<br><i>(None completed)</i> |
| 2015   | 0                            |
| <p style="text-align: center;"><b>Medical Coding</b><br/>2 year program<br/>Trending toward work from home opportunity</p>   |                              |
| <p style="text-align: center;">No eligible students in Pierre<br/><i>(Health Information Services is a prerequisite)</i></p> |                              |

## ISSUE 2: VALIDATION

LACK OF COMMUNICATION BETWEEN EMPLOYERS, POTENTIAL EMPLOYEES AND SCHOOLS. DOES EVERYONE KNOW THE OPPORTUNITIES THAT DO EXIST LOCALLY?

Develop inventory of post-secondary programming available locally.

### CUC Degree/Minor Programs

#### SDSU

Associate of Arts, General Studies

Bachelor of General Studies

Bachelor of Science, Interdisciplinary Studies

Minor in Criminal Justice

#### USD

Bachelor of Science in Nursing

#### NSU

Associate of Science, Business

Associate of Science, Banking and Financial Services

Associate of Arts, Applied Gerontology

Bachelor of Science, Business Administration

Bachelor of Science, Banking and Financial Services

Minor in International Business

Minor in Accounting

Minor in Banking and Financial Services

### The Right Turn \_Certificate Programs

Medical Coding & Billing

Medical Billing (without coding)

Medical Transcription & Editing

Medical Administrative Assistant with Electronic Health Records

Pharmacy Technician

Executive Assistant

Computer Technician

### Gale Courses\_Top 20

|   |    |
|---|----|
| Mastering Your Digital SLR Camera             | 13 |
| Accounting Fundamentals                       | 7  |
| Introduction to Microsoft Excel 2013          | 6  |
| Drawing for the Absolute Beginner             | 5  |
| Beginning Writer's Workshop                   | 5  |
| Secrets of Better Photography                 | 4  |
| Personal Finance                              | 4  |
| Discover Sign Language                        | 4  |
| Fundamentals of Supervision and Management    | 3  |
| Photographing People With Your Digital Camera | 3  |

|  |   |
|--|---|
| Explore a Career in Medical Coding                 | 3 |
| Photographing Nature with Your Digital Camera      | 3 |
| Spanish for Medical Professionals                  | 3 |
| Introduction to Microsoft Excel 2010               | 3 |
| What's New in Microsoft Office 2010                | 3 |
| Photoshop Elements 11 for the Digital Photographer | 3 |
| Introduction to Photoshop CC                       | 3 |
| Introduction to QuickBooks 2015                    | 3 |
| Creating Web Pages                                 | 2 |
| Medical Terminology: A Word Association Approach   | 2 |

### Soft Skills\_ DOLR

|   |
|---|
| Customer Service (how to build relationships and provide excellent service to a customer)   |
| Interpersonal & Business Communication (how to have productive conversations, group and individual interactions, and presentations)                             |
| Problem Solving & Critical Thinking (how to address problems, think critically and analytically about them, and produce good answers and decisions as a result) |
| Working in Teams (how to be a productive team member)   |
| Workplace Discipline (how personal behaviors can enable or interfere with success on the job)   |

### Utilize sampling from stakeholder network to test theory

|   |
|---|
| Are all stakeholders (employers, employees, and schools/students) aware of the educational opportunities that currently exist in Pierre/ Fort Pierre?   |
| Potential Survey Questions  |
| Which of the following degrees do you believe are available in Pierre? <ul style="list-style-type: none"> <li>• BS, Nursing</li> <li>• BS, Business Administration</li> <li>• BS, Banking and Financial Services</li> <li>• AA, General Studies</li> <li>• Bachelor, General Studies</li> <li>• BS, Interdisciplinary Studies</li> <li>• AS, Business</li> <li>• AS, Banking and Financial Services</li> <li>• AA, Applied Gerontology</li> </ul> |
| Which of the following education certificate programs do you believe are available in Pierre? <ul style="list-style-type: none"> <li>• Medical Coding &amp; Billing</li> <li>• Medical Billing (without coding)</li> <li>• Medical Transcription &amp; Editing</li> <li>• Medical Administrative Assistant with Electronic Health</li> <li>• Pharmacy Technician</li> <li>• Executive Assistant</li> <li>• Computer Technician</li> </ul>         |

### ISSUE 3: VALIDATION

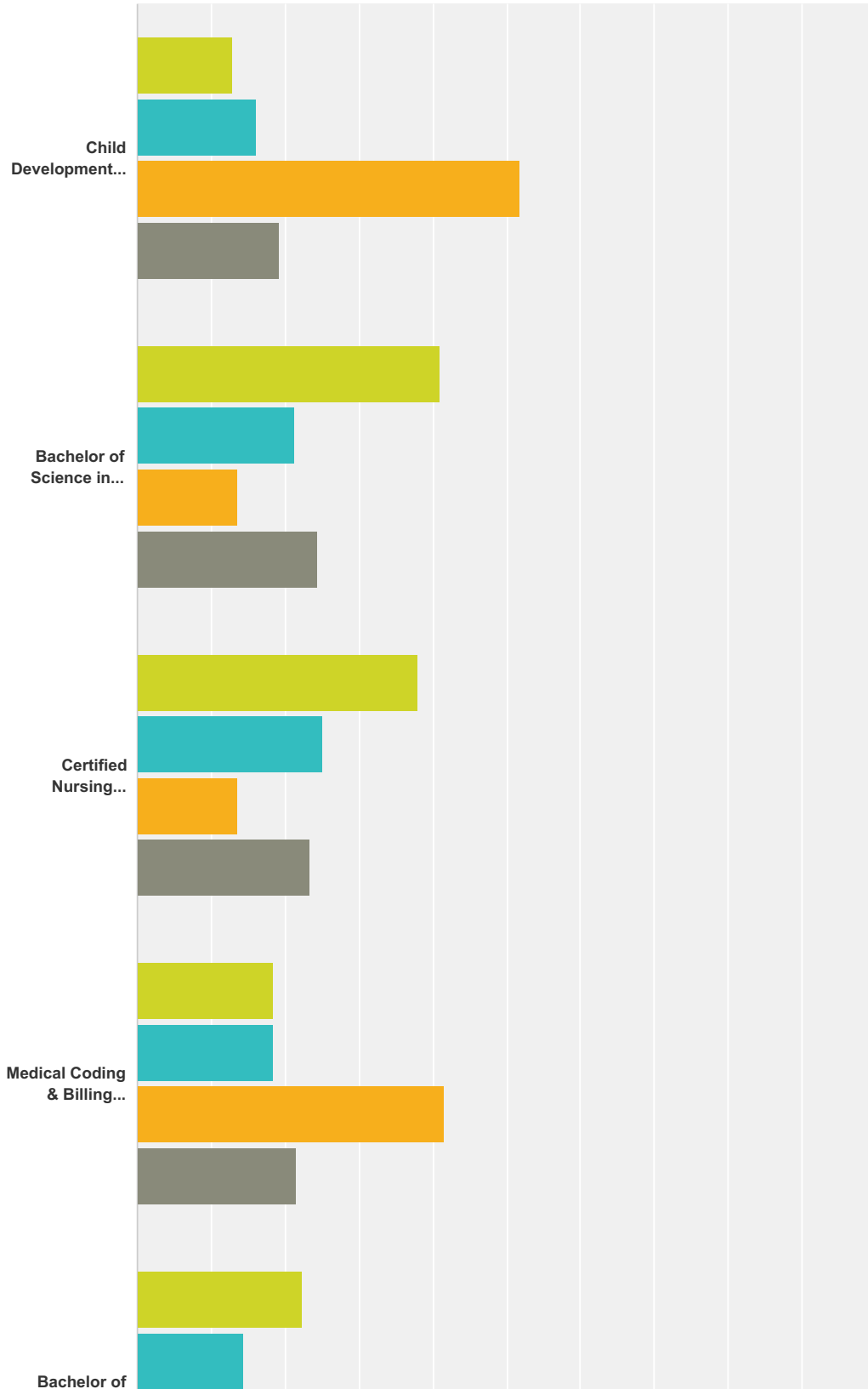
#### SOFT SKILLS: THERE IS A NEED FOR LOCAL SOFT-SKILL TRAINING. IS THIS TRUE?

Survey chamber members to determine business owner viewpoint of needs relative to soft skills.

- Do you currently have employees who do not possess the necessary soft-skills to be successful?
- Does the presence of soft-skills factor into your hiring decisions?
- In the last 12-months have you declined to fill an open position within your organization because the applicants weren't equipped with the soft skills necessary to be successful?
- What soft skill, specifically, is most important to your organization?
- What soft skill, specifically, do you find most lacking in recent applicants?
- What do you see as the biggest barrier existing among recent applicants?
- If soft-skill training was available locally, would you encourage current staff to attend?
- Would you be more inclined to hire a person who had received soft-skill training in recent months?
- Would you be willing to pay for/help pay for an employee to receive soft-skill training?

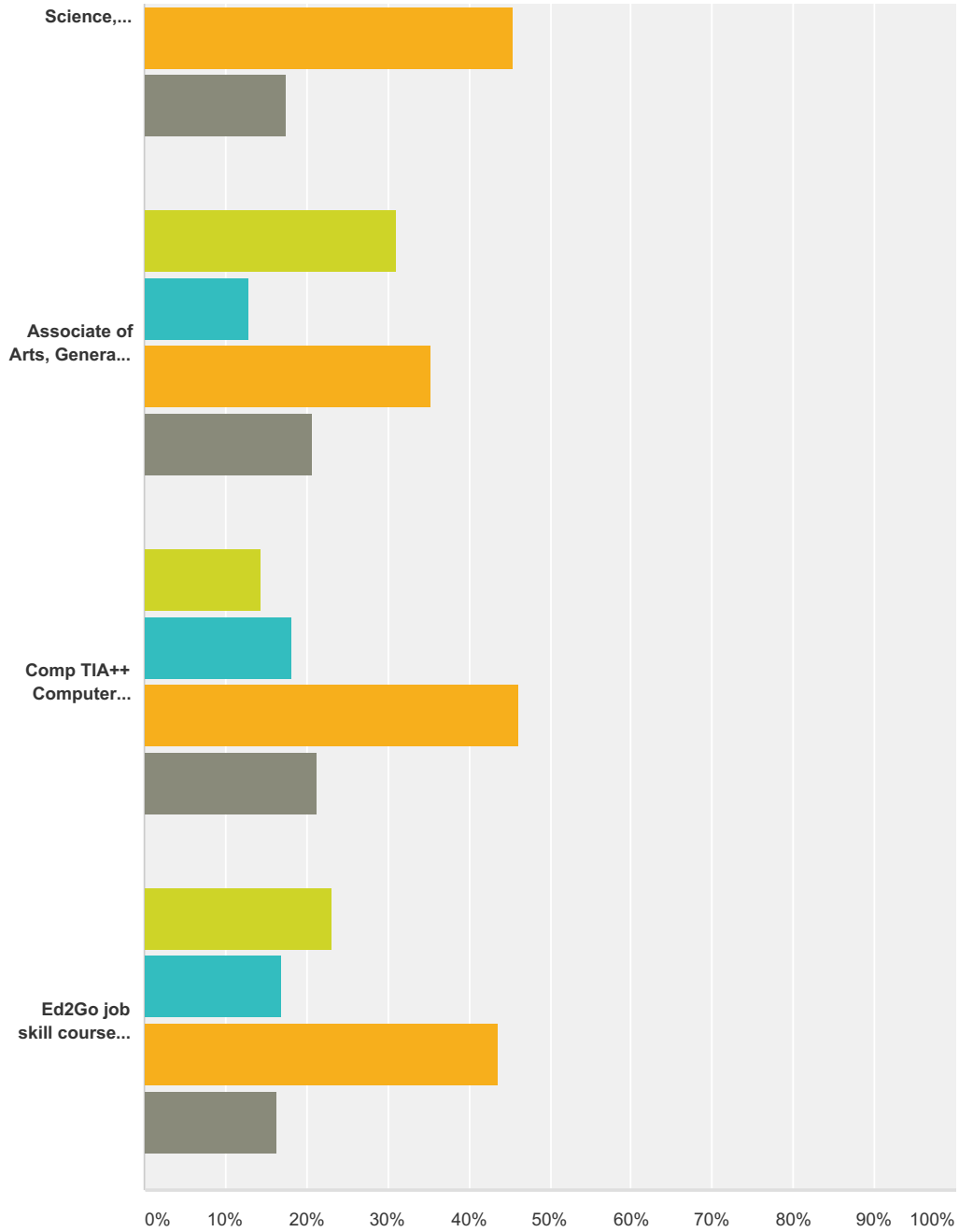
### Q1 What is your familiarity with the following training opportunities in Pierre/Fort Pierre?

Answered: 195 Skipped: 5





Pierre/Fort Pierre Workforce Development Council 2016 Survey



- I am aware of this training opportunity, and I know who to contact about it.
- I am aware of this training opportunity, but I do not know who to contact about it.
- I am not aware of this training opportunity.
- N/A; I've heard of this opportunity, but it is irrelevant to me.

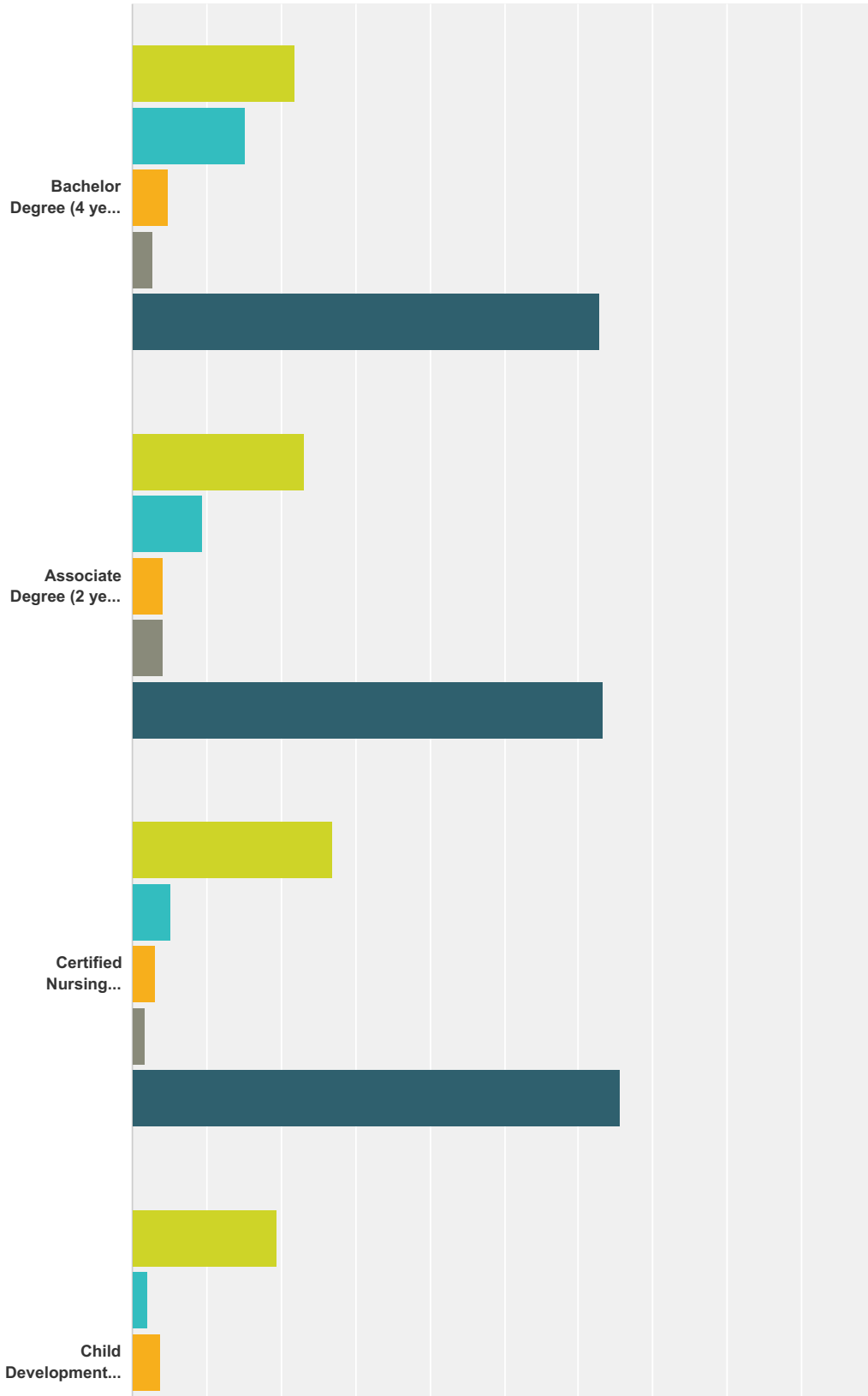
|   | I am aware of this training opportunity, and I know who to contact about it. | I am aware of this training opportunity, but I do not know who to contact about it. | I am not aware of this training opportunity. | N/A; I've heard of this opportunity, but it is irrelevant to me. | Total |
|---|--|---|--|--|-------|
| Child Development Associate Certification | 12.95%<br>25   | 16.06%<br>31  | 51.81%<br>100                                | 19.17%<br>37   | 193   |

Pierre/Fort Pierre Workforce Development Council 2016 Survey

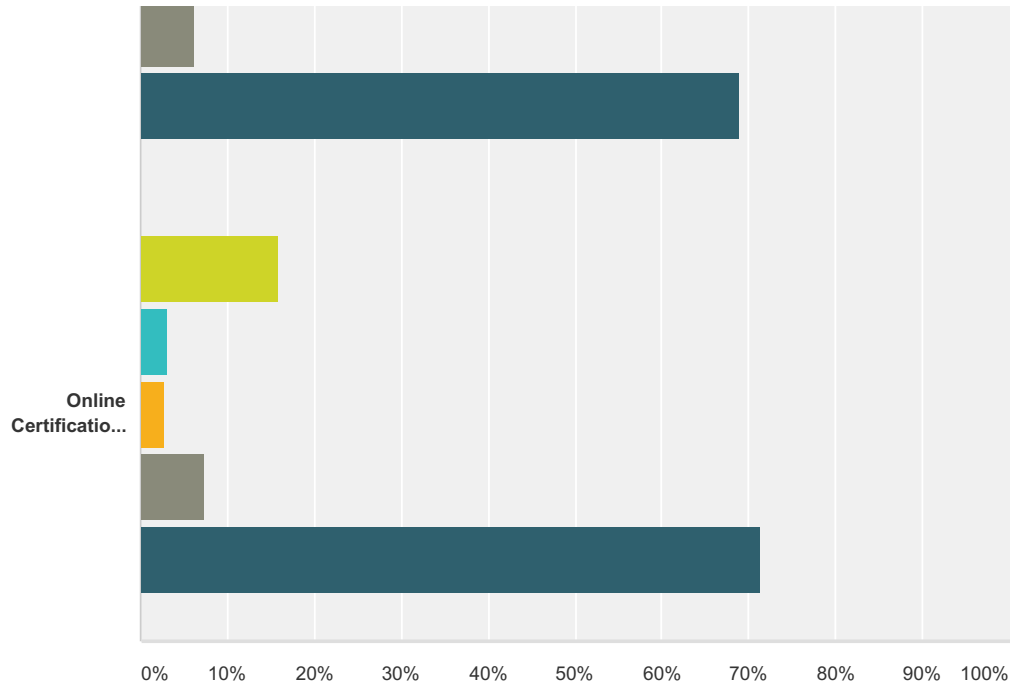
|  |                     |                     |                     |                     |     |
|--|---------------------|---------------------|---------------------|---------------------|-----|
| Bachelor of Science in Nursing   | <b>40.93%</b><br>79 | <b>21.24%</b><br>41 | <b>13.47%</b><br>26 | <b>24.35%</b><br>47 | 193 |
| Certified Nursing Assistant  | <b>38.02%</b><br>73 | <b>25.00%</b><br>48 | <b>13.54%</b><br>26 | <b>23.44%</b><br>45 | 192 |
| Medical Coding & Billing Certification   | <b>18.42%</b><br>35 | <b>18.42%</b><br>35 | <b>41.58%</b><br>79 | <b>21.58%</b><br>41 | 190 |
| Bachelor of Science, Banking & Financial Services  | <b>22.28%</b><br>43 | <b>14.51%</b><br>28 | <b>45.60%</b><br>88 | <b>17.62%</b><br>34 | 193 |
| Associate of Arts, General Studies   | <b>31.09%</b><br>60 | <b>12.95%</b><br>25 | <b>35.23%</b><br>68 | <b>20.73%</b><br>40 | 193 |
| Comp TIA++ Computer Technician Certification   | <b>14.51%</b><br>28 | <b>18.13%</b><br>35 | <b>46.11%</b><br>89 | <b>21.24%</b><br>41 | 193 |
| Ed2Go job skill courses offered online through Capital University Center in personal development, business writing, accounting software, graphic design, and other topics. | <b>23.16%</b><br>44 | <b>16.84%</b><br>32 | <b>43.68%</b><br>83 | <b>16.32%</b><br>31 | 190 |

**Q2 Please evaluate the effectiveness of the following training opportunities. Please check all that apply.**

Answered: 191 Skipped: 9



Pierre/Fort Pierre Workforce Development Council 2016 Survey

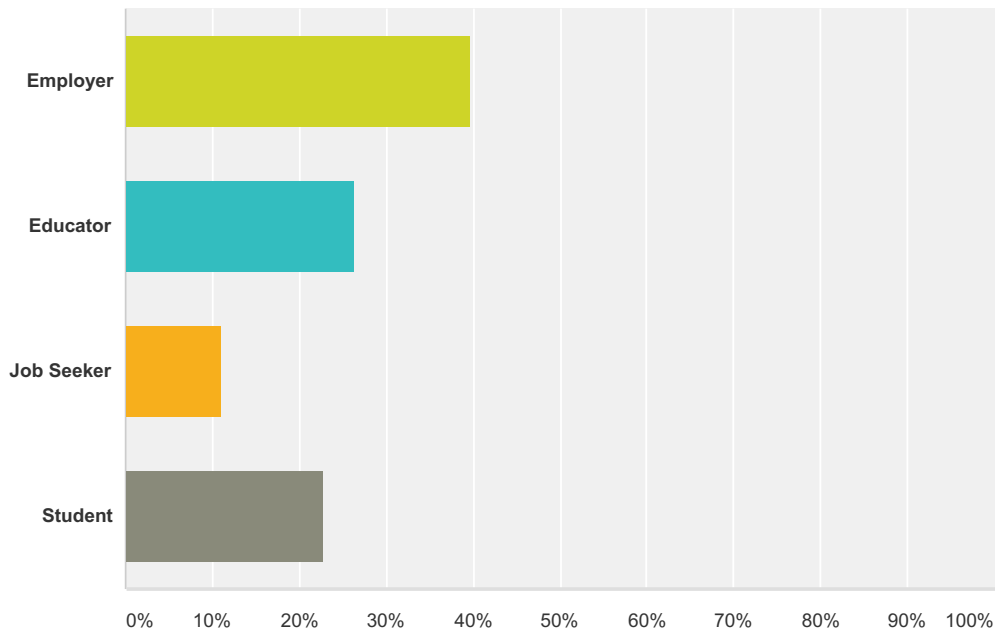


- This program effectively prepares workers to meet local employer needs
- This program is not affordable for many potential students
- This program is not convenient for many potential students
- This program does not effectively prepare workers to meet local employer needs
- I am unable to evaluate this program

|  | This program effectively prepares workers to meet local employer needs | This program is not affordable for many potential students | This program is not convenient for many potential students | This program does not effectively prepare workers to meet local employer needs | I am unable to evaluate this program | Total Respondents |
|--|--|--|--|--|--------------------------------------|-------------------|
| Bachelor Degree (4 year) programs at CUC   | 21.99%<br>42   | 15.18%<br>29   | 4.71%<br>9   | 2.62%<br>5   | 62.83%<br>120                        | 191               |
| Associate Degree (2 year) programs at CUC  | 23.16%<br>44   | 9.47%<br>18  | 4.21%<br>8   | 4.21%<br>8   | 63.16%<br>120                        | 190               |
| Certified Nursing Assistant (Allied Health Consortium, Southeast Technical Institute at CUC) | 26.98%<br>51   | 5.29%<br>10  | 3.17%<br>6   | 1.59%<br>3   | 65.61%<br>124                        | 189               |
| Child Development Associate (The Right Turn, Inc.)   | 19.47%<br>37   | 2.11%<br>4   | 3.68%<br>7   | 6.32%<br>12  | 68.95%<br>131                        | 190               |
| Online Certification Programs (The Right Turn, Inc.)   | 15.87%<br>30   | 3.17%<br>6   | 2.65%<br>5   | 7.41%<br>14  | 71.43%<br>135                        | 189               |

**Q3 Please select the answer that best describes you.**

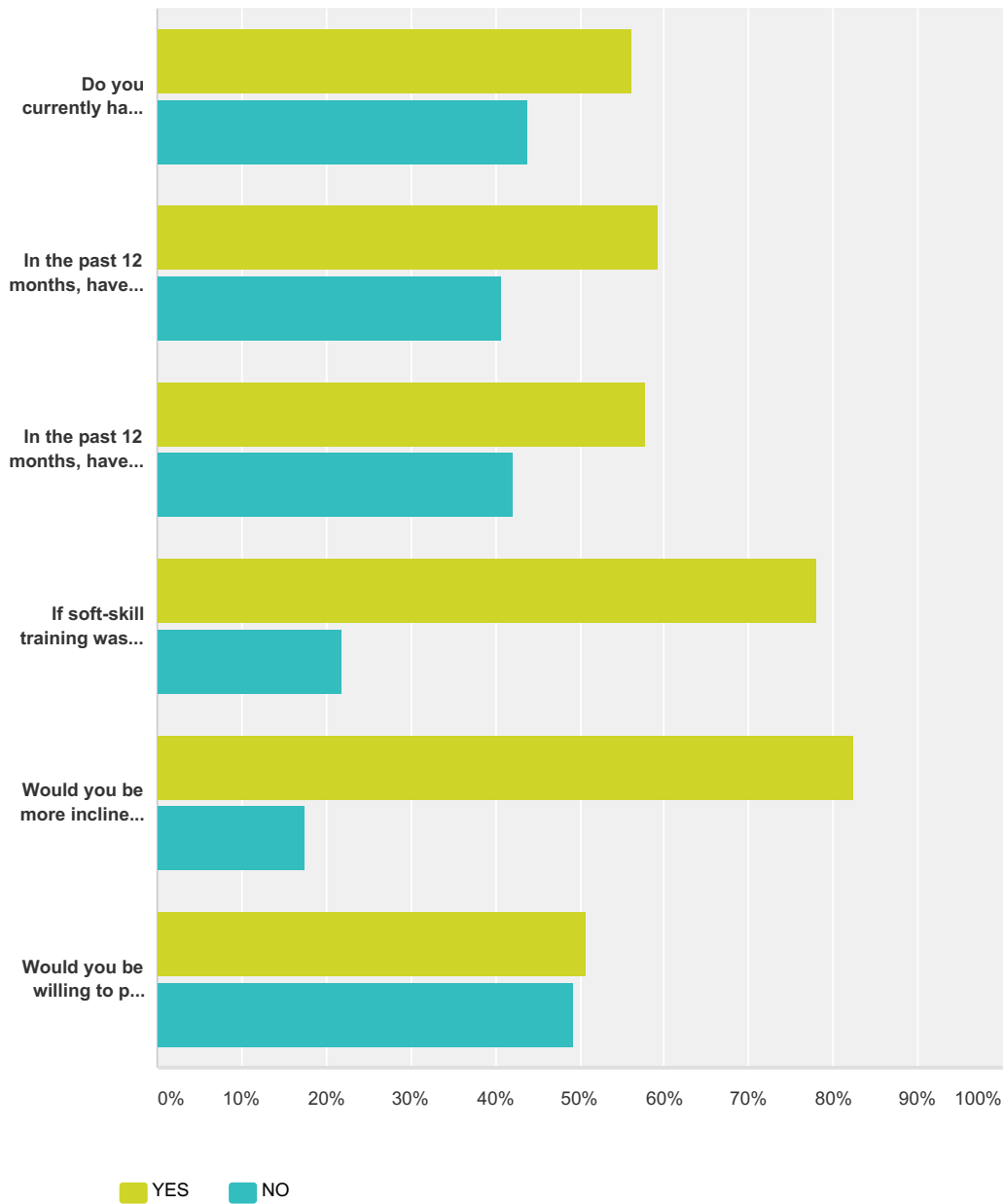
Answered: 197 Skipped: 3



| Answer Choices | Responses  |
|----------------|------------|
| Employer       | 39.59% 78  |
| Educator       | 26.40% 52  |
| Job Seeker     | 11.17% 22  |
| Student        | 22.84% 45  |
| <b>Total</b>   | <b>197</b> |

### Q4 Please share your thoughts regarding employee soft skills:

Answered: 64 Skipped: 136



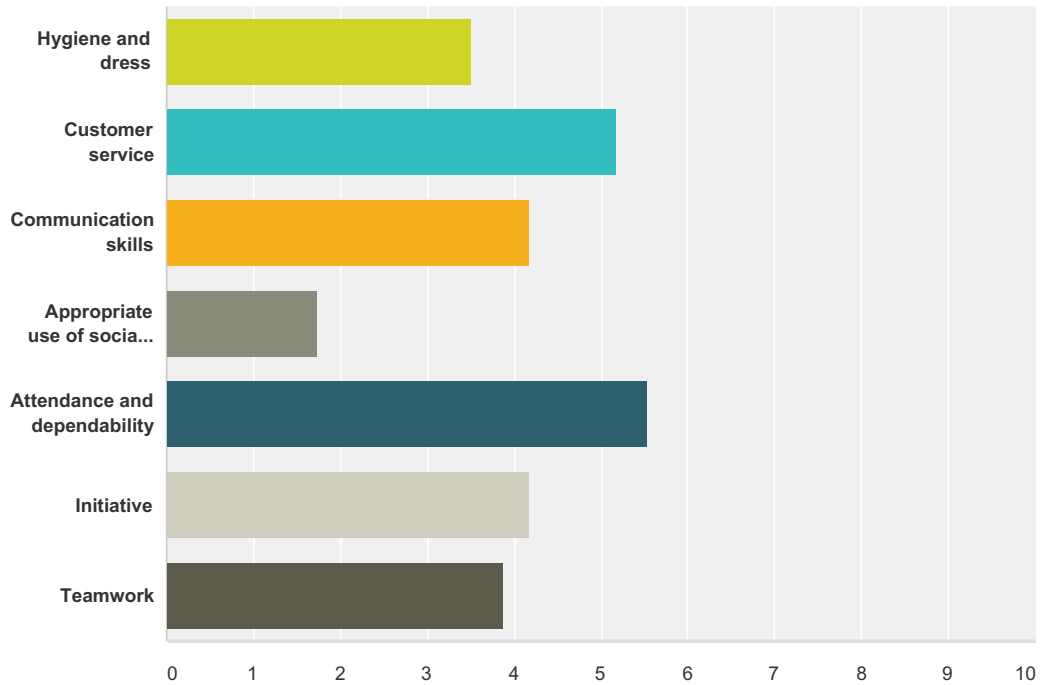
|  | YES          | NO           | Total |
|--|--------------|--------------|-------|
| Do you currently have employees who do not possess the necessary soft skills to be successful?   | 56.25%<br>36 | 43.75%<br>28 | 64    |
| In the past 12 months, have you interviewed someone who might be qualified for a job but chosen not to hire them because they appeared to lack the necessary soft skills to be successful? | 59.38%<br>38 | 40.63%<br>26 | 64    |
| In the past 12 months, have you declined to fill an open position within your business because you were unable to find qualified applicants with the necessary soft skills?                | 57.81%<br>37 | 42.19%<br>27 | 64    |
| If soft-skill training was available locally, would you encourage current employees to attend?   | 78.13%<br>50 | 21.88%<br>14 | 64    |

Pierre/Fort Pierre Workforce Development Council 2016 Survey

|  |                     |                     |    |
|--|---------------------|---------------------|----|
| Would you be more inclined to hire a person who had recently completed soft skills training? | <b>82.54%</b><br>52 | <b>17.46%</b><br>11 | 63 |
| Would you be willing to pay for an employee to receive soft skills training?                 | <b>50.82%</b><br>31 | <b>49.18%</b><br>30 | 61 |

**Q5 What soft skill, specifically, is most important to your business? (please rank in order of importance with one being the most important and seven being the least important)**

Answered: 64 Skipped: 136

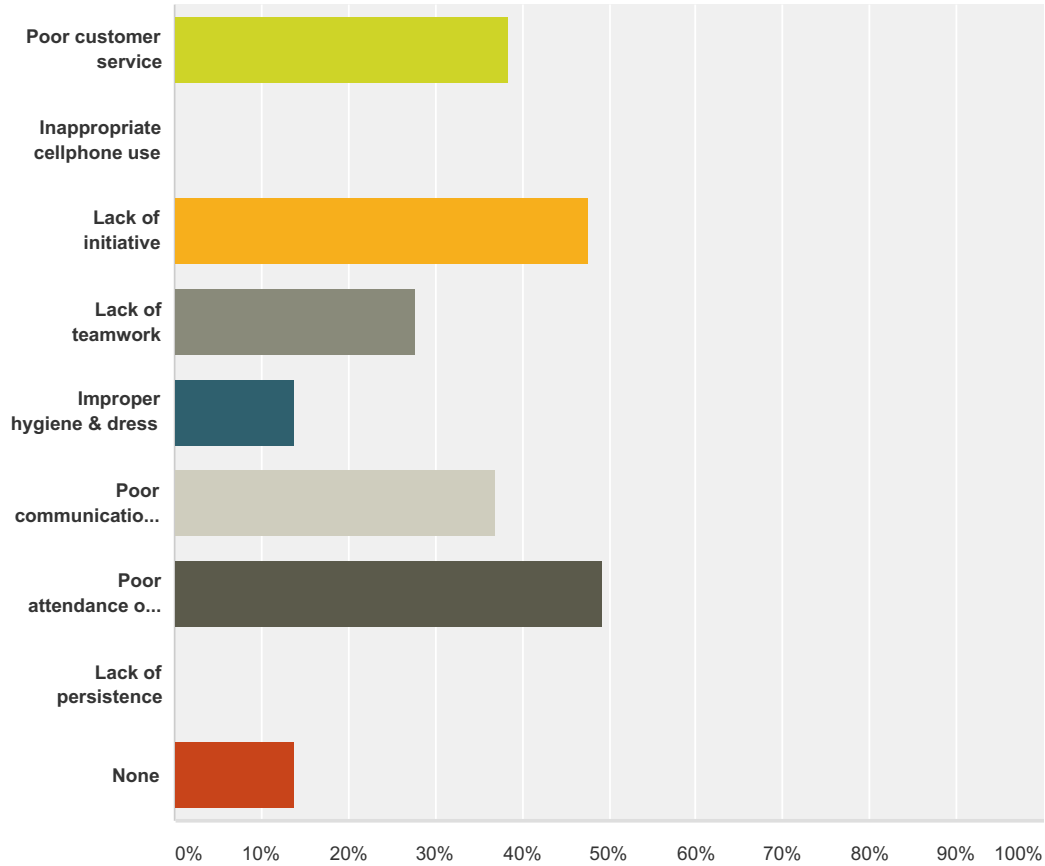


|                                 | 1            | 2            | 3            | 4            | 5            | 6            | 7            | Total | Score |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|-------|
| Hygiene and dress               | 3.64%<br>2   | 9.09%<br>5   | 16.36%<br>9  | 18.18%<br>10 | 20.00%<br>11 | 23.64%<br>13 | 9.09%<br>5   | 55    | 3.51  |
| Customer service                | 35.71%<br>20 | 12.50%<br>7  | 19.64%<br>11 | 12.50%<br>7  | 8.93%<br>5   | 7.14%<br>4   | 3.57%<br>2   | 56    | 5.18  |
| Communication skills            | 8.93%<br>5   | 14.29%<br>8  | 21.43%<br>12 | 19.64%<br>11 | 16.07%<br>9  | 16.07%<br>9  | 3.57%<br>2   | 56    | 4.18  |
| Appropriate use of social media | 5.36%<br>3   | 0.00%<br>0   | 1.79%<br>1   | 1.79%<br>1   | 7.14%<br>4   | 14.29%<br>8  | 69.64%<br>39 | 56    | 1.73  |
| Attendance and dependability    | 37.29%<br>22 | 33.90%<br>20 | 3.39%<br>2   | 5.08%<br>3   | 15.25%<br>9  | 1.69%<br>1   | 3.39%<br>2   | 59    | 5.54  |
| Initiative                      | 5.17%<br>3   | 22.41%<br>13 | 13.79%<br>8  | 24.14%<br>14 | 15.52%<br>9  | 15.52%<br>9  | 3.45%<br>2   | 58    | 4.17  |
| Teamwork                        | 8.33%<br>5   | 6.67%<br>4   | 26.67%<br>16 | 16.67%<br>10 | 15.00%<br>9  | 18.33%<br>11 | 8.33%<br>5   | 60    | 3.88  |



### Q6 Which of the following soft skills have created difficulty for you in the workplace within the past 6 months?

Answered: 65 Skipped: 135



| Answer Choices                           | Responses |
|--|-----------|
| Poor customer service                    | 38.46% 25 |
| Inappropriate cellphone use              | 0.00% 0   |
| Lack of initiative                       | 47.69% 31 |
| Lack of teamwork                         | 27.69% 18 |
| Improper hygiene & dress                 | 13.85% 9  |
| Poor communication skills                | 36.92% 24 |
| Poor attendance or lack of dependability | 49.23% 32 |
| Lack of persistence                      | 0.00% 0   |
| None                                     | 13.85% 9  |
| <b>Total Respondents: 65</b>             |           |

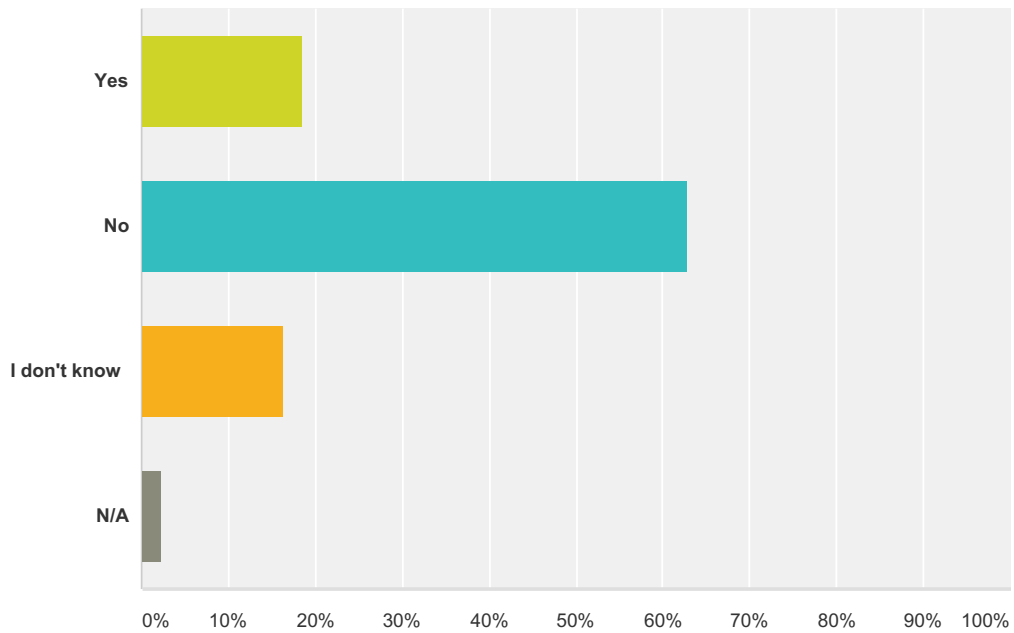
| # | Other (please specify) | Date |
|---|------------------------|------|
|---|------------------------|------|

Pierre/Fort Pierre Workforce Development Council 2016 Survey

|   |  |                   |
|---|--|-------------------|
| 1 | Giving up too easily instead of digging in to find a solution or find where an error took place. | 2/4/2016 11:03 AM |
| 2 | Body Language, Burnout   | 2/3/2016 4:09 PM  |

### Q7 Do Pierre/Fort Pierre offer your desired post-high school education program?

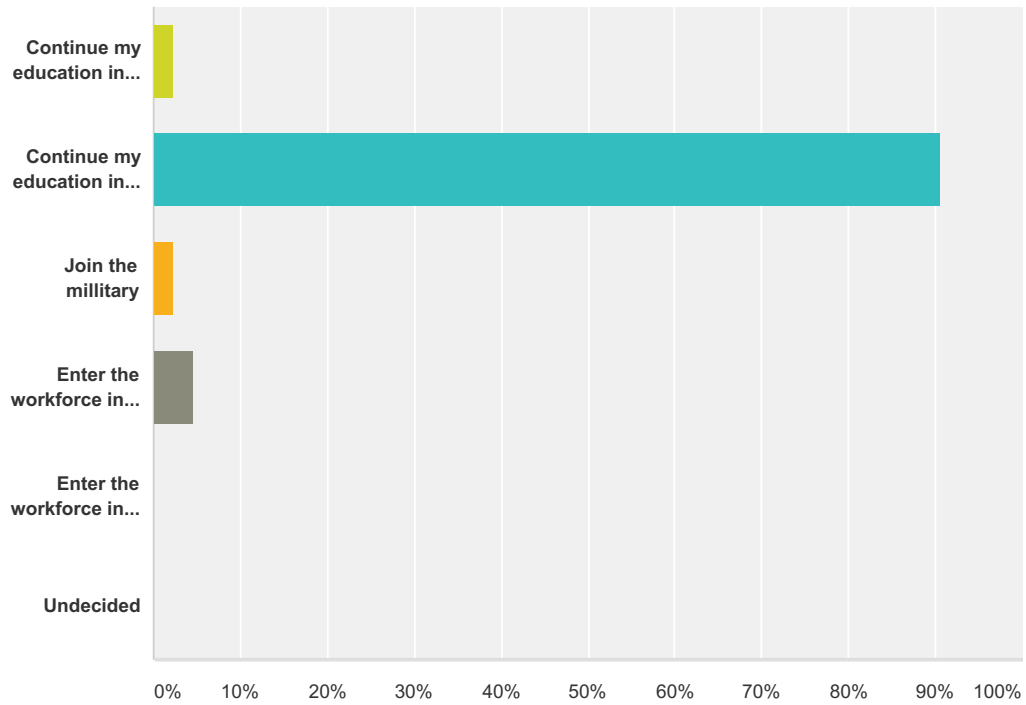
Answered: 43 Skipped: 157



| Answer Choices | Responses |
|----------------|-----------|
| Yes            | 18.60% 8  |
| No             | 62.79% 27 |
| I don't know   | 16.28% 7  |
| N/A            | 2.33% 1   |
| <b>Total</b>   | <b>43</b> |

### Q8 What are your post high school plans?

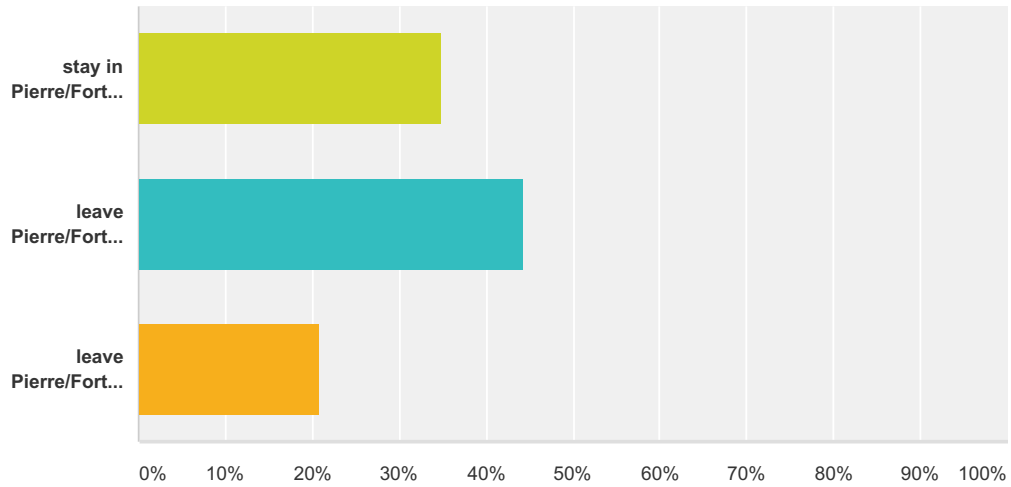
Answered: 43 Skipped: 157



| Answer Choices                              | Responses |
|---|-----------|
| Continue my education in Pierre/Fort Pierre | 2.33% 1   |
| Continue my education in another community  | 90.70% 39 |
| Join the military                           | 2.33% 1   |
| Enter the workforce in Pierre/Fort Pierre   | 4.65% 2   |
| Enter the workforce in another community    | 0.00% 0   |
| Undecided                                   | 0.00% 0   |
| <b>Total</b>                                | <b>43</b> |

**Q9 Please select the answer that best completes the following sentence. If your desired post-high school education program was offered in Pierre/Fort Pierre, would you:**

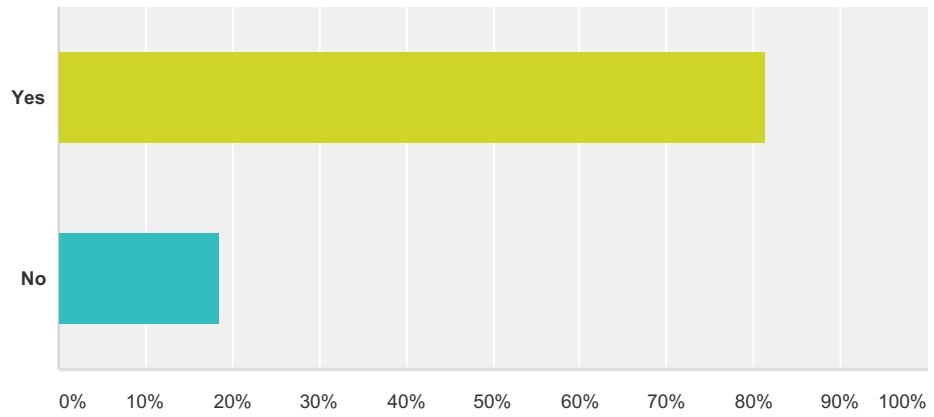
Answered: 43 Skipped: 157



| Answer Choices   | Responses |
|--|-----------|
| stay in Pierre/Fort Pierre to continue your education.   | 34.88% 15 |
| leave Pierre/Fort Pierre to continue your education in another community that offered the program. | 44.19% 19 |
| leave Pierre/Fort Pierre after high school, regardless of local educational opportunities.         | 20.93% 9  |
| <b>Total</b>   | <b>43</b> |

### Q10 Do you currently have a job?

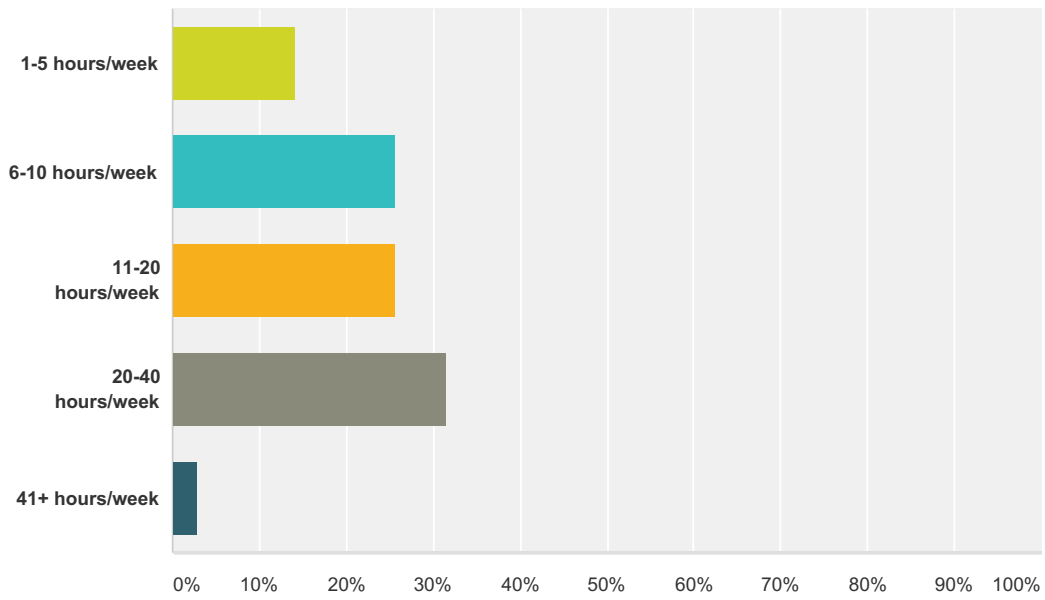
Answered: 43 Skipped: 157



| Answer Choices | Responses | Count     |
|----------------|-----------|-----------|
| Yes            | 81.40%    | 35        |
| No             | 18.60%    | 8         |
| <b>Total</b>   |           | <b>43</b> |

### Q11 On average, how many hours do you work each week?

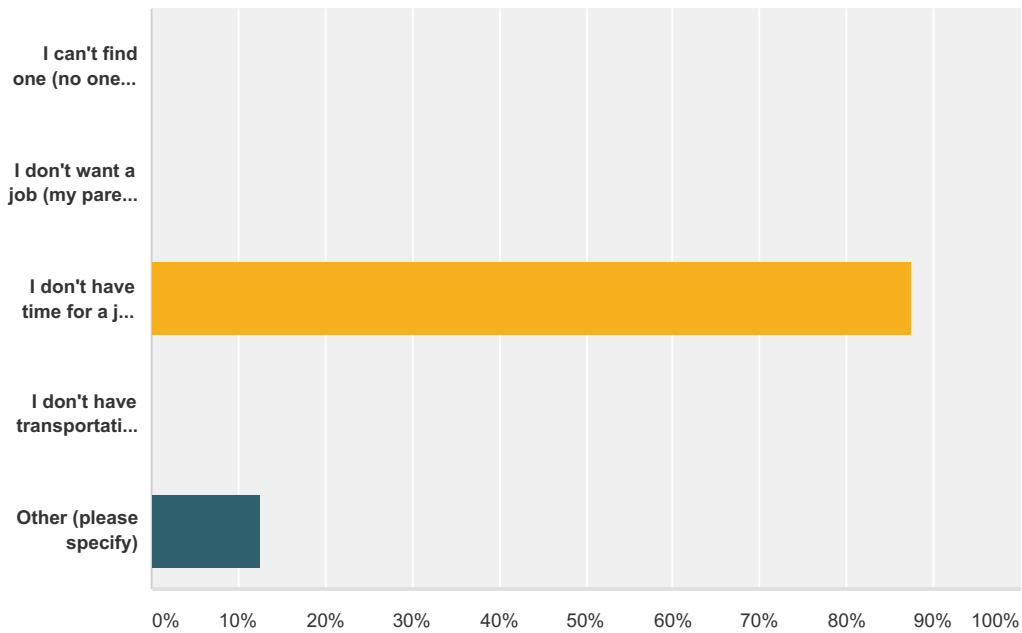
Answered: 35 Skipped: 165



| Answer Choices   | Responses |           |
|------------------|-----------|-----------|
| 1-5 hours/week   | 14.29%    | 5         |
| 6-10 hours/week  | 25.71%    | 9         |
| 11-20 hours/week | 25.71%    | 9         |
| 20-40 hours/week | 31.43%    | 11        |
| 41+ hours/week   | 2.86%     | 1         |
| <b>Total</b>     |           | <b>35</b> |

### Q12 Please indicate why you do not have a part time job.

Answered: 8 Skipped: 192



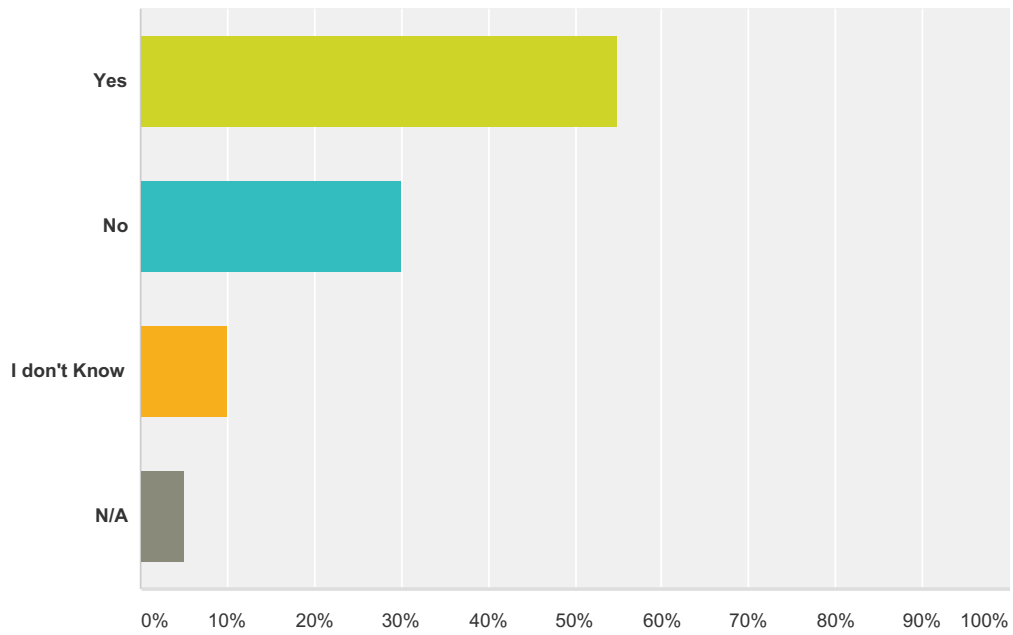
| Answer Choices  | Responses |
|---|-----------|
| I can't find one (no one will hire kids my age, I don't have the skills for the positions, I can't find a job that appeals to me, etc.) | 0.00% 0   |
| I don't want a job (my parent provide me financial resources, I don't think kids should have to work, etc.)                             | 0.00% 0   |
| I don't have time for a job (I have too much homework, am too busy with extra-curricular activities, I am needed at home)               | 87.50% 7  |
| I don't have transportation to or from work   | 0.00% 0   |
| Other (please specify)  | 12.50% 1  |
| <b>Total</b>  | <b>8</b>  |

| # | Other (please specify)   | Date              |
|---|--|-------------------|
| 1 | I have a child on the way and will be needed at my home I also have tons of homework to get done and it is hard for me to even get 6 hours of sleep a night already. | 2/4/2016 10:40 AM |



### Q13 Do Pierre/Fort Pierre offer your desired career opportunities?

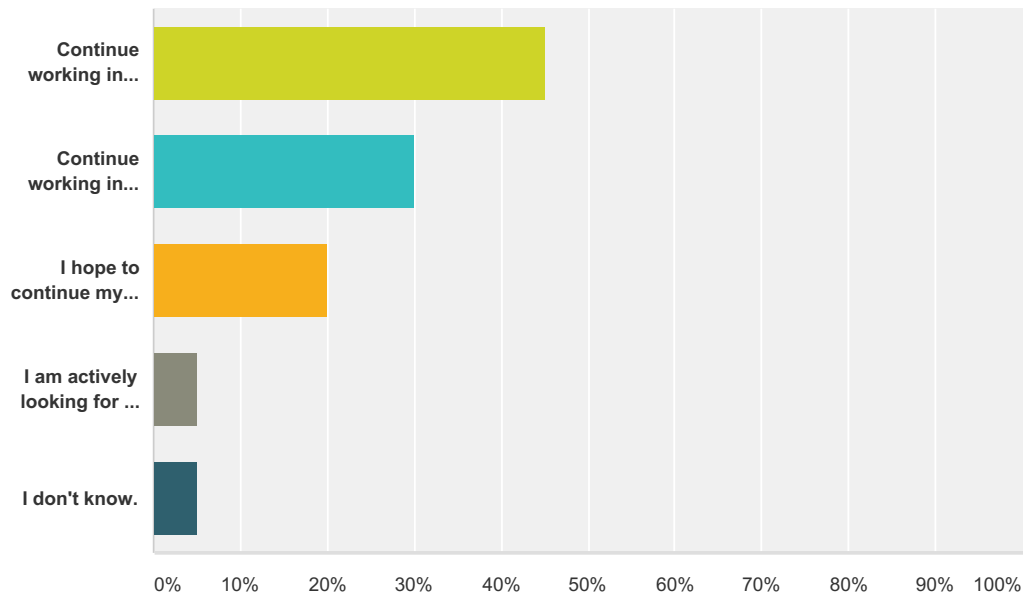
Answered: 20 Skipped: 180



| Answer Choices | Responses |
|----------------|-----------|
| Yes            | 55.00% 11 |
| No             | 30.00% 6  |
| I don't Know   | 10.00% 2  |
| N/A            | 5.00% 1   |
| <b>Total</b>   | <b>20</b> |

### Q14 What are your career plans?

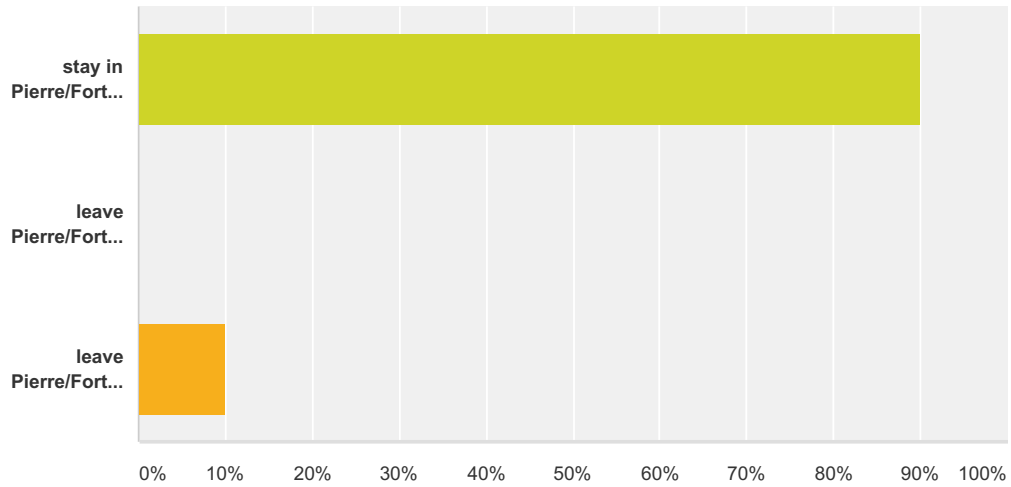
Answered: 20 Skipped: 180



| Answer Choices   | Responses |
|--|-----------|
| Continue working in Pierre/Fort Pierre for at least five years.  | 45.00% 9  |
| Continue working in Pierre/Fort Pierre for now.  | 30.00% 6  |
| I hope to continue my career in Pierre/Fort Pierre, but am struggling to find the appropriate opportunity. | 20.00% 4  |
| I am actively looking for a job in a different community.  | 5.00% 1   |
| I don't know.  | 5.00% 1   |
| <b>Total Respondents: 20</b>   |           |

**Q15 Please select the answer that best completes the following sentence. If your desired career existed in Pierre/Fort Pierre, would you:**

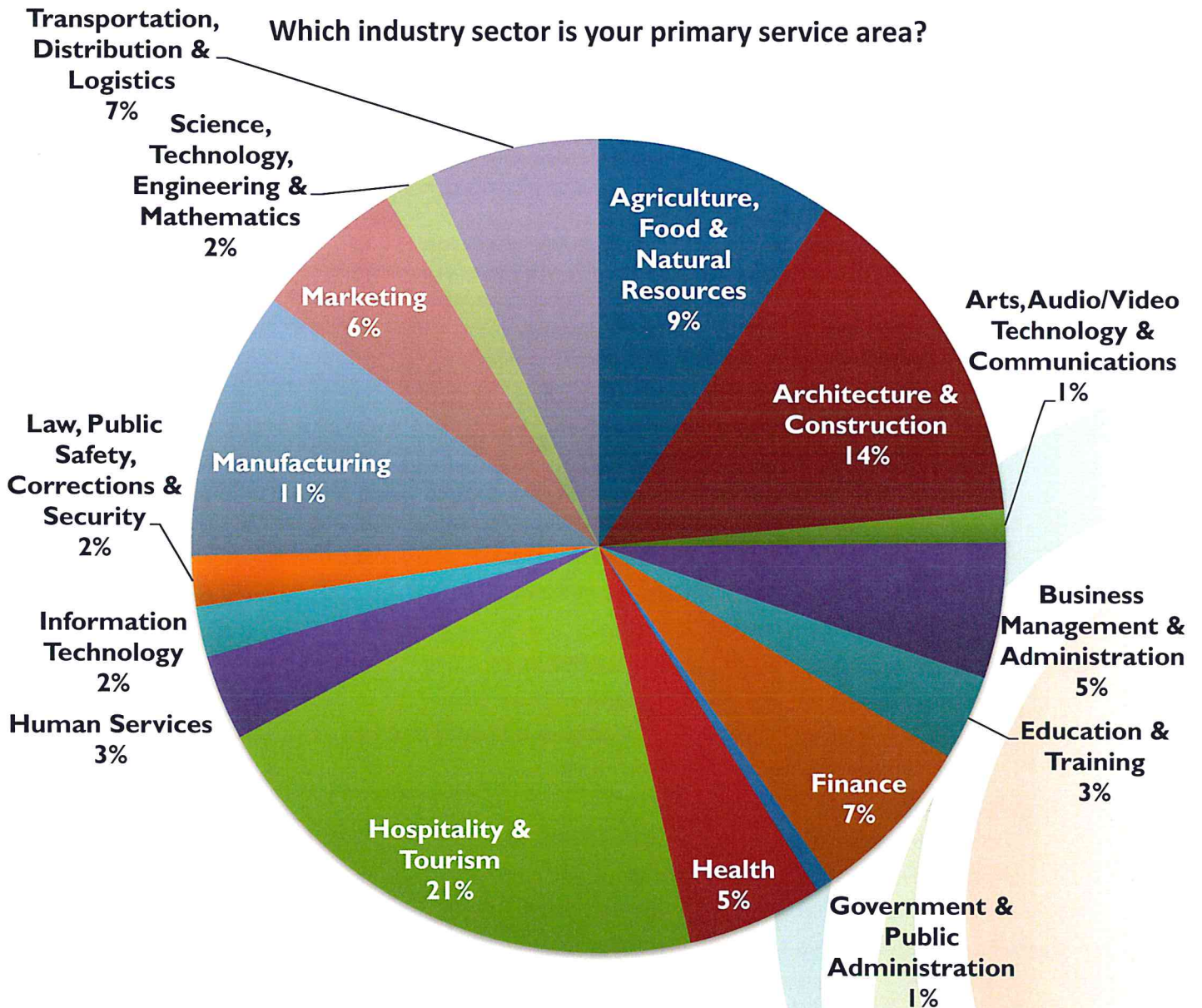
Answered: 20 Skipped: 180



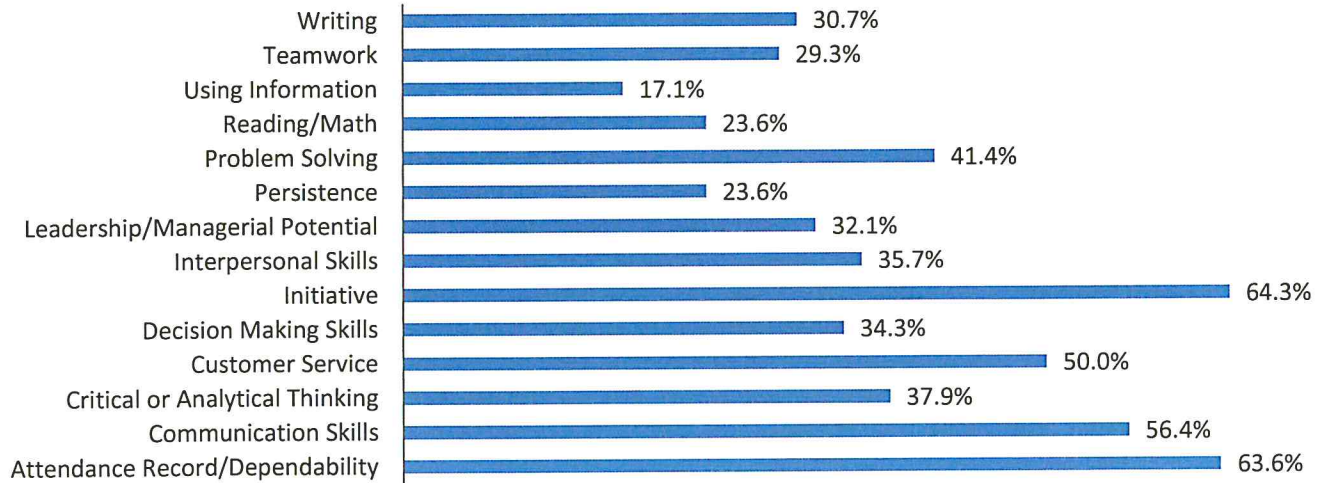
| Answer Choices  | Responses |
|---|-----------|
| stay in Pierre/Fort Pierre to continue working.   | 90.00% 18 |
| leave Pierre/Fort Pierre to work in a different community that offered similar job opportunities. | 0.00% 0   |
| leave Pierre/Fort Pierre regardless of local job opportunities.                                   | 10.00% 2  |
| <b>Total</b>  | <b>20</b> |

## Spring 2015 Employer Survey in South Dakota

*Highlights of responses from a survey conducted throughout the state by various industries.*



## Do you find applicants are lacking in any of the following soft skills?



## In which general skill areas will your employees need more training or qualifications over the next 3 years?

