

Identifying and “Operationalizing” Employer Workforce Demands

Draft Recommendations

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1. Information Gathered

- National Governor's Association Sector Strategies and Best Practices
- Interviews with Pennsylvania, Georgia, Washington, Oregon on best practices
- High demand, high pay, growth jobs
- Industries and occupations with high retirement rates
- List of industry associations/consortiums
- List of apprenticeship programs
- List of unions and training programs
- List of job openings and projections
- List of career paths and skill pyramids
- List of occupations with STEM components
- List of occupations most recession proof
- List of training programs
- List of green occupations
- List of hardest to fill jobs
- Information in Utah Futures
- Cycle times and # of completions for ATC programs
- List of public and higher education service areas, districts

2. Processes Designed

- Generic training needs assessment
- Generic business assessment
- Governance structure recommendations with background materials including implementation training
- Industry segmentation with role and process distinctions
- Recommendation on local information specialist role and structure
- Recommendation on steering training program selections to targeted occupations

3. Information Next Steps

- Breakdown of key LMI by service area
- Identification of cutting edge/emerging industries/employers
- Uniform user friendly format validated by user groups: job counselors, education, employers, other agencies
- Continuing best practice exploration with other states
- Gaps in Utah Futures portal: Key LMI, employer and assessment data
- Identification of missing career paths with targeted occupations
- Assessment options and agreements
- Direct feedback from employers on needs, jobs, training, information requirements
- Apprenticeships in targeted occupations and a plan to address those that are missing

4. Service Area Governance Recommendations:

Synopsis

The DWS Service Area Director organizes a project focused industry partnership team consisting of government; education and business representatives based on common industry sector connections to achieve concrete outcomes of value to employers within that sector. To the extent it is useful on an ongoing basis; the project team can serve as a standing project selection and execution body. Alternatively, a standing employer partnership team could be established that would select a portfolio of projects and assume accountability for their outcomes. In both cases, the process would involve an industry/occupation target or sector, business need driven, a project and an outcome focus.

Service Area Leader Role

- Develop a deep, forward-looking understanding of the workforce needs and critical challenges of various industries through comprehensive data and the regular interaction of service area workforce council members, trade associations, and industry experts
- Identify the training needs of businesses, including skill gaps critical to service area competitiveness and innovation
- Facilitate companies to come together to aggregate training and education needs and achieve economies of scale
- Assist educational and training institutions in aligning curriculum and programs to meet industry demands, particularly for higher skill occupations
- Develop and disseminate service area competency models collaboratively by business, education, government, and career counselors

- Manage within budget and outcome requirements
- Manage local EC's and related services

Address common organizational and workforce challenges, including:

- Recruitment
- Retention
- Implementing high performance organizations
- Adopting new technologies
- Advancement
- Fostering OJT/apprenticeships
- Develop a service area workforce development plan

Service Area Leader – Responsibilities

Business Development

- Investigate and analyze (or direct) workforce information to identify targeted industries and potential future job growth
- Acquire and maintain a working knowledge of industry, educational resources, and economic development opportunities within service delivery area; Identify and understand key workforce challenges
- Identify key partners in industry and education for workforce development that will be important in meeting department outcomes
- Organize (or direct) a method to gather needed information from industry and education that will focus on meeting demand driven needs of employers
- Develop and maintain professional contacts, resources and/or networks, including a strong working relationship with UCAT campus and ATC professionals and their program advisory boards

Building Relationships

- Establish (or direct the establishment of) contacts within the industry/occupation sectors in the service delivery area and facilitate partnering with area and state for sector communication
- Communicate the services and goals for a successful public workforce system to partners within the service delivery area
- Develop and maintain partnerships with employers, educators, elected officials, and community based organizations to foster economic development and high-growth opportunities in service area economies

Achieving Outcomes

- Engage the support of industry and education leaders to coordinate strategies to develop talent within the service delivery area to achieve global competitiveness

Strategic Planning

- Develop and implement the strategic plan and operational plan for the service area
- Identify priorities, maintain focus on priorities and ensure achievement of key DWS business objectives; Achieve critical outcomes for a set of simple, standard measures; Keep it simple; Less is more

Operations Management

- Operate and manage facilities within the service area; Develop a long-term facilities plan; Anticipate needs for non-traditional delivery of services
- Manages workforce, emphasizing teambuilding; determines staffing requirements to support workload, establishes standards for employee training and performance, evaluates employee performance
- Identify potential gaps in services and pool resources to meet those needs

Financial Management

- Develop service area budget, including fund allocation, revenue collection, budget projections
- Monitors agency or program budget including revenues, expenditures, and budget projections

Service Area Leader Process

Step 1 – Convene an Industry Partnership comprised of the following:

- Demand Area (Service Area) Director
- LMI and Demand Area Information Specialists
- Industry Partners
- Higher Education (local institution)
- Public Education (local district)
- GOED rep or designated rep

Step 2 – Industry Analysis Facilitate the collection and review of data from many sources to define the industry cluster challenges, resources already in place to address them and additional resources that are needed to address employer, employee, and overall industry clusters.

Step 3 – Capacity Building To build capacity, the Industry Partnership must engage stakeholders to 1) **identify projects** to address prioritized problems, 2) mobilize Industry Partnership membership capacity, 3) reach out to new partners and 4) nurture members of the Industry Partnership.

Step 4 – Planning During the planning stage, the Industry Partnership sets goals and measurable outcomes as part of a plan to address the needs identified during the analysis phase.

Step 5 – Implementation This stage involves putting the plan into action with evidence-based strategies that were identified in the planning stage, including 1) carry out planned services, 2) document what is done and 3) evaluate the implementation process.

Step 6 – Evaluation/Business Impact During this stage, the Industry Partnership measures what has been done and the effects it has had on the industry, employees, employers, the service area workforce system and other key stakeholders.

5. Demand-Driven Labor Market Information

1. Key items for **job seekers** can be found on the occupation explorer: <http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do>
 - a. Short description of occupation
 - b. Star ratings, statewide and sub-state areas (Cache, St George, Metro, Nonmetro)
 - c. Projections data (growth, openings), statewide and sub-state areas
 - d. Wages, statewide and sub-state areas
 - i. Logan MSA
 - ii. Ogden MSA
 - iii. Salt Lake MSA
 - iv. Provo MSA
 - v. St George MSA
 - vi. Box Elder-Rich Area
 - vii. Central Utah
 - viii. Cedar City Area
 - ix. Eastern Area
 - e. Skills information (O*Net)
 - f. Licensing information
 - g. Link to FirmFind (industries and employers who typically employ the occupation)
 - h. Link to training providers (Utah's Largest)

2. Key items for **employers** can be found on the county information pages: <http://jobs.utah.gov/countyinfo>
 - a. Current Economic Snapshots (coming soon to web)
 - b. Labor Market Indicators
 - c. Employment by Industry
 - d. Labor Force and Unemployment
 - e. Population
 - f. Workforce News (quarterly service area newsletter)
 - g. County Profile
 - h. County Fact Sheet
 - i. Service area Job Outlook (projections publication)
 - j. Major Employers list
 - k. Link to FirmFind (can be viewed by largest employer, area, and/or industry)

6. Profiling Employers for Service Levels

High/Immediate – 3,4,5 * jobs open now, or, at risk

Intermediate – Mix of all jobs open now, or within 6 months

Long term growth – Potential for 3,4,5 * jobs with openings 12-24 months out

Long term Maintenance – Mix of all jobs, sporadic openings

Process Element	High/ Immediate	Intermediate	Long term Growth	Long term Maintenance
Connection	One on one with service area manager	One on one with business rep	Telephone, electronic by business rep	Occasional to update status by business rep
New Employees	Customized assessment, active job connection, referral,	Basic assessment, job connection, referral	Job connection and referral	As needed
Existing Employees	Training needs assessment, custom training or education design, individual education/development support	Training needs assessment assistance, broker to existing programs on cost benefit basis,	Training needs assessment assistance, broker to existing programs on cost benefit basis as needs dictate	As needed and cost benefit analysis indicates
Metric	Time to fill, quality of candidates (fit to agreed standards), certification or	Time to fill, quality of candidates, completion	Time to fill, quality of candidates, completion	Number and frequency of use of service by employers

	performance standards met, cost reduction of hiring and training contracts	of training, certification, cost comparison of hiring and training contracts	of training, certification, cost comparison of hiring and training	and survey of customer satisfaction.
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CHARACTERISTICS OF SUCCESSFUL STATE SECTOR STRATEGIES
(per NGA)

- Dedicated funding streams to promote and enhance sector initiatives across the state.
- Encouragement and/or incentives for service area partnerships
- State and service area collaboration across systems (including workforce development, economic development, and education) to help align resources and strategies.
- Development and analysis of data, including labor market information and other sources, to inform strategies and promote planning.
- Development of the capacity of sector practitioners in a variety of areas, including industry knowledge and expertise, employer engagement, and marketing.
- Program design flexibility so programs can meet industry and worker needs
- Accountability measures designed to ensure investments generate intended outcomes
- Sustainability strategies that provide for long-term support of the program including, but not limited to, active state legislative strategies.

BARRIERS TO SUCCESSFUL IMPLEMENTATION OF STATE SECTOR STRATEGIES

(per NGA)

- ◆ Misalignment between the service area labor markets from which employers hire and public systems, which have jurisdiction based on political boundaries; as well as overlapping but not identical jurisdictions of workforce, economic, and education agencies;
- ◆ Lack of meaningful employer engagement, in part driven by a single-employer focus, making it difficult to develop a deep understanding of a particular industry-wide need and therefore barring policy or practice solutions from reaching any level of scale;
- ◆ Lack of coordination among key stakeholders, due to separate funding streams, divergent organizational cultures, different missions, and disincentives to collaborate; and
- ◆ A limited focus by any system on job quality issues, such as a limited focus on industries that provide “good jobs,” as well as limited focus on industries that can improve job quality.

7. DWS Survey of Best Practices

The National Governor's Association and other groups recognize the following states as having the best practices in workforce development: Pennsylvania, Georgia, Washington, Oregon, Vermont and Oklahoma. These states have successful workforce boards and have found success in meeting the workforce needs of their states. These states transformed from job training systems to a workforce development system and all have industry led initiatives focusing on industry clusters or sectors. Governance varies, including board size, but many include a committee of state agency leaders that align policy across workforce, education and economic development. Employers are recognized as the primary customer for workforce development. The states focus on strategies to engage the private sector as true partners in workforce development in building a successful demand driven system.

Researchers are finding that employer-focused training and sector or cluster strategies produce better results, even for the customers traditionally served in WIA job training programs (see quote below).

"Focusing on strategies, Lashawn Richburg-Hayes, who heads research firm MDRC's higher education scholarship demonstration, finds that employer-focused training and sectoral initiatives aimed at raising the skills of workers in the lowest fifth of the income ladder "offer the possibility of better results."

The states with "best practices" have implemented the following strategies for an industry-based focus:

Governance

- Industry led
- Board members represent priority industries/clusters for states
- Governors play key role on the workforce board
- Size of the board does not seem to be critical (numbers range from 7 to 59); however, as either a key element of governance or a sub-committee of the board there needs to be an alignment of state agency leaders that understand the benefit and have the will and political capital to align workforce, economic development and education policy

Data Driven Decisions

- Labor market information to drive decision making in identifying:
 - Priority Industries
 - Occupations
 - Investments
 - Outcomes

- LMI packaging, both electronic and paper based to supply information to:
 - Business
 - Economic development
 - Workforce agency counselors
 - School counselors
 - Job seekers
 - Parents

Industry focus

- Most identified states are using a cluster or sector approach to planning
- Cluster or sectors selected using LMI data
- Some states are using a center of excellence approach to closing the skill gaps identified by industries

Select priority occupations for each priority industry

- Current occupations needed by industries
- Emerging based on economic development goals

Assessments, the states identified use WorkKeys for:

- Job Profiling
 - Assessments
 - Identifying Skill gaps
- An important part of the transformation is to focus on the needs of employers by working with them to identify the skill sets needed in their business, to assess the skill gaps of current employees and develop education and training strategies to fill those gaps and to modify change the educational curriculum that produces job seekers who lack needed skills.
 - Pennsylvania is using WorkKeys to screen in customer for training services. They use the WIN initial assessments, using Wagner Peyser funding. Those lacking the skills necessary for the demand occupations identified are moved into Workforce Investment Act funded literacy and job training services as needed.

Science-Technology-Engineering and Math (STEM) strategy

Most of the states have a separate strategy to improve the skill sets of elementary and secondary students. Employers across the county are concerned about the lack of basic skills in students graduating from public education and higher education. States have strategies for STEM improvement efforts in public education and in industry partnerships.

Apprenticeships Resurgence

The states are using apprenticeships to meet various goals but most of the states have an apprenticeship strategy to accomplish training goals including:

- New ways to attend college
- Increased traditional outcomes over job training including:
 - Job retention
 - Increased wages after training

The states are using information technology to provide the following:

- Online services
- Career counseling
- Job matching
- Labor market information

Outcomes drive process

Most of the states are using rigorous outcome based systems.

An example is Georgia's measurement for local areas that shows a utilization of an integrated and enhanced performance accountability system. Measures below:

- Profiling regional strategic industry occupations
- Ensuring counties reach their Work Ready Certificate goals
- Closing the skills gap
- Increasing public high school graduation rates
- Developing career pathways aligned to critical occupations

- Ensuring the education community produces sufficient graduates to meet skill needs of employers
- Building an industry network to lead the effort

Washington and Oregon have developed outcomes with six other states under NGA to propose outcomes as part of WIA authorization.

Best Practices are as outlined in the ARRA grants.

The following information was included in a paper by Louis Soares, Director of the Economic Mobility Program at the Center for American Progress. He is attributing it to the TEGL for ARRA Grants from DOL. It does reflect what many of the identified states are doing to transform the workforce system in their respective states. It could be the basis of a vision for Utah's Demand Driven Strategy. Each of these bullet points below challenges the rigidity of the current formula funds model for the Workforce Investment Act while focusing on real-world experimentation and what works for both workers and employers out in the field.

- Adults move easily between the labor market and further education and training in order to advance their careers.
- Adult education, job training, postsecondary education, registered apprenticeship, career advancement activities, and supportive services are fully aligned with economic and community development strategies.
- Seamless career pathways are developed and offered, and support services and needs-based payments are available.
- Sector Strategies should become an integral part of comprehensive approaches to workforce development and regional growth.

Best Practices as identified by the National Governors Association:

The Council on Competitiveness and the NGA recommends an integrated and cluster based approach to economic and workforce development, which is a major shift from the traditional approach. This approach includes integrating workforce, economic development, and education by organizing workforce development systems, including One-Stop systems around the needs of key industry clusters. Industry partnerships engage employers in regional industry clusters to determine their specific workforce needs and coordinate information and resources to develop and implement effective responses. They are more responsive to industry demand than traditional job matching and training services because they are solution focused, address needs interdependently, and work with industries collectively rather than individually. This initiative strives to simultaneously meet the skill, recruitment, and retention needs of employers and the training, employment and career advancement needs of workers in ways that strengthen overall industries and labor markets in a region. Aligning workforce investment services (especially training services) with high growth, critical sectors in the region.

The results from these structured interviews are then written up in a formal document, along with the answers to the other questions raised above.

8. Basic Training Needs Assessment Process

Several basic Needs Assessment techniques include:

- Direct observation
- Questionnaires
- Consultation with persons in key positions, and/or with specific knowledge
- Review of relevant literature
- Interviews
- Focus groups
- Tests
- Records & report studies
- Work samples

Training needs analysis process is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is an appropriate response.

The needs analysis is usually the first step taken to cause a change. This is mainly because a needs analysis specifically defines the gap between the current and the desired individual and organizational performances.

Who Conducts Needs Analysis & Why?

An in-house trainer or a consultant performs a needs analysis to collect and document information concerning any of the following three issues:

1. Performance problems
2. Anticipated introduction of new system, task or technology
3. A desire by the organization to benefit from a perceived opportunity

In all three situations, the starting point is a desire to effect a change. Given this, you must know how the people who will experience change perceive it. In the absence of a needs analysis, you may find employees resistant to change and reluctant to training. They may be unable to transfer their newly acquired skills to their jobs because of the organizational constraints.

Process of conducting a training needs analysis is a systematic one based on specific information-gathering techniques. Needs analysis proceeds in stages, with the findings of one stage affecting and helping to shape the next one. There is no easy or short cut formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analyzing and deducting.

In many ways, the needs analysis is like detective work; you follow up on every lead, check every piece of information and examine every alternative before drawing any solid conclusions. Only then you can be sure of having the evidence on which to base a sound strategy for problem solving.

A needs analysis is not a one-time event. Professional organizations administer needs analysis at regular intervals, usually every year or two.

Methods of Identifying Training Needs

Training needs will differ with the backgrounds of the employees to be trained, and their present status in the organization. Basically, a candidate for training may come from any one of three groups:

1. New hires
2. Veteran employees
3. Trainees currently in the training pipeline (currently in the training program)

Consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods of identifying training needs:

- **New Hires**

Addition of new employees creates high and low peaks in placing new persons into the training program. A program may solve this problem where progression is made in different sequences. It will eliminate a jam that will occur if all phases of the program must be taken in a definite sequence.

The new employees will normally be of somewhat different backgrounds. Being new, they are not familiar with their new employers. As a result, the earliest phases of the training must concentrate on company orientation. During these phases, the organization, organization policies and administrative details should be covered. It is also a suitable time to acquaint the trainees with what will be expected of him, and how he will be evaluated throughout the phase of training.

- Retaining & Upgrading Veteran Employees

The people in this category offer a real challenge to the training department. Therefore, the number and amount of training required by this category should be carefully considered. Often the retraining and upgrading of former employees can be very rewarding for training instructors. At least two schools of thought exist as to how these employees should be rekindled. There are advantages in keeping this group intact and tailoring the program to their needs. On the other hand, this category of employees can also make significant contribution to training if they are co-mingled with the new hires.

- Pipeline Employee Requirements

A good training program will normally have participants in various phases of completion. An awareness of completion dates and how the potential employee will be employed should be the concern of the training staff and also the employee's supervisor. A trainee should have a challenge in all phases of his training. All these challenges should not be confined to those phases where the pipeline employee is sitting in a classroom. Therefore, it is recommended that thorough interim test-work be given to pipeline employees in periods between formal classes. This may take the form of solidifying what he learned in the prior phase and serve as preparation for the coming phases.

Techniques for Determining Specific Training Needs

There are a number of practical methods you can use to gather data about employees' performance. Each works well in given circumstances; therefore, you must determine which be the best for you. None of these methods can stand-alone. Always use at least two, if for no other reason to validate your findings. One of those you choose should always be observation.

1. Observation

In this approach, an employee's performance itself is your source of information. You evaluate a worker's performance through first-hand observation and analysis. Watching the worker and playing the role of non-participating observer best accomplish this. This means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way.

To make this activity more productive, use a checklist to remind you of what to look for and take notes.

The objective during observations is to identify both the strengths to build on and the deficiencies to overcome. A key advantage of using direct observation in the needs analysis is that you gain first-hand knowledge and understanding of the job being performed and the strengths and weaknesses of the relevant worker.

2. Interviews

The use of interviews in conducting the needs analysis is strongly urged. The prime value of interview guides is that they ensure the same types of data from all sources. This allows you to determine whether a piece of information is one person's opinion, or part of a widespread perception. Since the interview guide forces you to ask each worker a number of predetermined questions, you must select those questions that are essential to what you are trying to learn.

Interviews allow you to meet employees face to face to discuss their impressions of performance. Because you are in conversation with workers, you can explore their responses in depth. You can ask for clarification of comments and for examples of what they mean. In this way, you obtain a full understanding of their performance deficiencies.

You also gain these benefits through interviewing:

1. You build credibility with your interviewees by asking intelligent questions and listening well to their answers
2. You obtain employees' personal involvement and commitment to your efforts
3. You establish personal relationships with potential trainees who are important to your success as a needs analyst and trainer

3. Questionnaires

A questionnaire is a sort of interview on paper. You create your own questionnaire by writing down all the questions you want employees to answer for you. Then you mail it to them and await their responses.

The key advantage of a questionnaire is that you can include every person from whom you want input. Employees can complete the questionnaire when and where they choose. You need not travel and spend time with all respondents. Every employee is asked the identical questions, and consequently data is very easy to compile and analyze.

Questionnaires can be useful in obtaining a 'big picture' of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process.

4. Job Descriptions

Before establishing a job description, a job analysis must be made. This job analysis involves a thorough study of all responsibilities of the relevant job. It is company wide in scope and should be detailed to such a degree that those conducting the training can use the job

analysis as a yardstick for their course content. After the job analysis phase has been completed, the writing of job description and needs analysis is a relatively simple task. When an employee's job description has been defined, the trainer can easily tailor his training curriculum to a very close proximity of what will be expected of the employees.

5. The Difficulty Analysis

The Job Analysis will focus attention on enumerating the numerous duties that a worker must perform. On the other hand, the Difficulty Analysis establishes which of the duties cause the employee the greatest amount of troubles and how this trouble can be reduced through better training.

A good Difficulty Analysis offers many advantages. For example

- It enables a needs analyst to weigh certain aspects of the training in relationship to the expected difficulty that the worker will face in coping with those duties.
- A well thought out Difficulty Analysis will provide the training program with an abundance of role-playing material and situations.

6. Problem Solving Conference

Another time-tested technique for gathering needs analysis material from employees is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product, task or technology, or tied in with a training program. It is always helpful to utilize an outside consultant to moderate such sessions. This outside sponsorship has a tendency of letting the workers express their feelings about his organization, and the session can then be geared to training needs. The current problems will evolve that represent potential areas for training.

7. Appraisal Reviews

During the periodic counseling performance interview, an employee should be questioned regarding the duties and training of a worker. Comments rendered during the appraisal interviews normally are genuine, and can frequently assist in establishing the needs, variations and penetrations that a training program should include. Feed-back at appraisal interview time is valuable since it is timely information. Training needs differ from worker to worker, and appraisal sessions allow the employee and supervisor / manager to uncover the cause of weaknesses in performance. These deficiencies represent areas for training.

8. Drive Pattern Identity

The extent of an employee's development depends on his motivations. Identifying the forces that cause an employee to behave in a certain way may be useful in determining his individual training needs and how to stimulate his desire to fulfill that need. An analysis of this kind, for example, may determine that the employee has an urgent need for self-confidence. His individual program should be made to stress the importance of attitude, skills etc., and any other assets that would give him this self-confidence.

9. Analysis of Organizational Policy

Organization policy will affect the amount of training offered. An explanation of various policies should be covered in the training program. Of particular concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new penetration, a great deal of sensitivity must be placed on policies today and expected changes in the future.

Whatever the method used to identify training needs, at least the following three points must be kept in view:

1. These methods should be used in combination; that is, there should never be reliance on only one method
2. They may be used to identify training needs of each of the various groups of employees
3. They should be applied to individual employees since training needs will vary with the individual employee.

9. Business Assessment Elements

1. Profitability: trends, comparison with industry, S&P, VC forecasts
2. Cost of sales, general and administrative
3. Elements of the difference between gross and net sales
4. Cost of principal raw materials
5. Supply Chain costs and efficiency
6. Inventories and turns

7. DSO: Days Sales Outstanding: Measure of accounts receivables time and cost
8. First pass yield, quality measures and comparisons to competitors
9. Cycle times in key processes and product families
10. Profitability by product
11. Concept to customer for R&D product development time
12. % revenue from new products
13. Customer feedback and comparison to competitors
14. Strategic plan and execution process
15. Performance management systems
16. Human Resources succession plan, recruitment time, turnover, costs, compensation plan and costs, development processes
17. Benefit costs, competitiveness and trends
18. Vendor performance
19. Balanced score card measures and dashboard metrics
20. Internal controls and Sarbannes Oxley compliance if public company
21. Cost and performance of IT/technology
22. Outsource service performance and cost
23. Internal communications effectiveness
24. Employee involvement and high performance structures

25. Competitive intelligence and marketing plans

10. SERVICE DELIVERY AREA LMI SPECIALIST:

A Demand-Driven Approach

General Objectives:

- Bring LMI to the forefront of the demand driven approach to delivering DWS services
- Strengthen and enhance the connectivity between LMI research and ground-level DWS community efforts.
- Gather and implement meaningful feedback on the LMI unit's performance and ability to meet DWS customer needs

Specific Goals:

- Respond to feedback from regions on their desire to have an in-house LMI expert.
- Increase ability of economists to focus on research and project-specific LMI, such as analyzing data uses, researching the utility of alternative data products, discovering further grant/funding opportunities/possibilities, constructing new econometric products and services, researching labor supply
- Improve communication between the regions and DWS economists, especially as it pertains to the design of LMI products and publications.
- Increase awareness and use of current LMI products and publications.
- Create the ability to conduct real-time consultation and training on specific LMI products and data points for both internal and external staff, as a supplement to formalized training.

Issues to be addressed:

- Streamline costs (i.e. economize) by dividing work activities based on required training and education

- Maximizing ROI in a recessionary economic climate
- Decrease travel costs while increasing outreach and connectivity
- Increasing the “local” feel of the LMI unit
- Maintaining communication channels and synergy of a centralized LMI unit (economists and BLS programs, cross-training, on-the-fly collaboration, hands-on peer review process, state and regional data reconciliation, etc.)
- The need to increase marketing efforts for LMI with no budget set aside

Proposed approach:

- Establish LMI experts positioned throughout the service-delivery areas
 - Expertise is not at the research or practitioner level, therefore does not have to be a trained economist
 - Expertise is focused on things such as
 - Accessing LMI
 - Identifying LMI most relevant to question/issue at hand
 - Matching LMI resources to customer needs
 - Describing LMI
 - Low- to mid-level expertise in the data gathering and analysis, enough to assist the “street-level” user
 - Recognizing opportunities to inject LMI into local policy and economic development discussions
 - Facilitating two-way communication between the LMI research unit and the end-users
- Implementation
 - The “LMI Specialist” would be considered an employee of the LMI unit, and report to a supervisor or manager within that unit. In addition to serving as LMI expert in the service delivery area, the LMI Specialist would also
 - Gather feedback on publications, web tools, and overall LMI data presentation, and relay that information to the DWS economists
 - Assist in the collection of survey data (OES, JVS, Green Jobs, etc.) through business outreach
 - Assist in data coding (NAICS, SOC) research through business outreach
 - Update data in some county-level tables, charts, graphs, fact sheets, etc.
 - Conduct some trainings
 - Increase overall awareness and use of LMI tools
 - Help regional economists in keeping abreast of current events in the area
 - Connect regional economists with local events pertaining to economic development

- Identify opportunities for regional economists to make presentations, coordinate with local chambers of commerce, business roundtables, etc.
- Contribute to publications by giving a “ground level” perspective

11. DWS Demand Driven Employer Services Scope

Strategy:

DWS role in economic development is to offer high value added services to those employers who have or are developing a business that will grow and employ high paying jobs with career advancement potential. Since DWS is a state agency which will always have financial constraints and cost pressures, it must target those employers who not only meet the high demand, high wage criteria above, but also are **not** in a position to obtain these services themselves either due to economic or informational constraints. Those services will be offered within a defined scope and range of niches. Those definitions will involve standardized targets principally for small and medium businesses. The benefits to employers will be constantly assessed jointly to determine which are having the greatest impact, value and how they might be improved or retargeted.

Role

DWS will operate as an impartial broker and facilitator of services in which they will help identify the employers needs, help find the most cost effective means to meet those needs, see that the service is delivered effectively and assess the degree of value add of the service.

Scope of Services

- Selection assistance and assessment for targeted occupations and candidates
- Training needs assessment from entry level to manager
- Business, financial, strategy, marketing, legal, process and organizational needs assessments
- Training program identification and evaluations for candidates and for incumbent workers
- Electronic job development, labor exchange and recruitment assistance

- Labor market information
- Workforce development planning assistance
- Labor market and career information
- Project management for key workforce development initiatives as identified by key industry partners