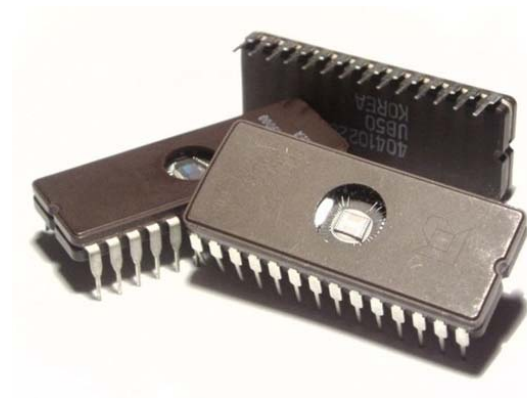




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# WORKFORCE INNOVATION IN REGIONAL ECONOMIC DEVELOPMENT



## WIRED 3.1 Antelope Valley Regional Workforce Survey



GREATER ANTELOPE VALLEY  
ECONOMIC ALLIANCE

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**WORKFORCE INNOVATION IN REGIONAL ECONOMIC DEVELOPMENT (WIRED)  
CALIFORNIA INNOVATION CORRIDOR (CIC)**

**Workforce Needs Assessment Analysis: Project 3.1**

**Greater Antelope Valley**

Workforce Investment Board Partner:	Antelope Valley WorkSource Centers (2)
Workforce Investment Board Partner Contact:	Daniel Levitch, Palmdale; Shirley Kemp, Lancaster
Economic Development Partner:	Greater Antelope Valley Economic Alliance
Economic Development Partner Contact:	Mel Layne, President (661-945-2741)
Date:	July 28, 2008
Location:	Greater Antelope Valley: Lancaster, Palmdale, Mojave, Tehachapi, Ridgecrest
Number of Companies Surveyed:	22

**WIRED 3.1 Project Overview (Project Goal):** Conduct a labor needs assessment of 200 entities, to include 100 key space and information technology companies and government employers, 50 space entrepreneurial and small business companies, and 50 manufacturing companies. Workforce composition, current and future skill needs, education and training gaps will be identified and included in the assessments.

**Introduction:**

The purpose of the survey was to gather information about the skills required for critical positions and to identify future workforce gaps in order to develop a strategy to address future California Innovation Corridor employer needs. To collect the data, GAVEA revised the original WIRED 3.1 survey instrument to allow for greater detail for rating specific skills. Four groups of employees were broken out into separate sections: Current Employees, New Hires, Future Employees and High-Performance Incumbents.

Because the format of the GAVEA survey is slightly different than the original, the summary data are also presented in a format that reflects greater quantitative detail.

The geographic region that was covered spanned from Lancaster and Palmdale to Mojave, Tehachapi and Ridgecrest. The region’s economies are intertwined, derived predominantly from business related to aerospace, defense contractors and companies supporting Edwards Air Force Base, China Lake, and the Mojave Air and Space Port. There were also a number of non-aerospace high-tech companies, plus three hospitals included in the survey.

**Target Companies:**

Out of 91 employers contacted, GAVEA was successful in securing surveys from 22 Greater Antelope Valley employers. The three largest companies in terms of number of employees were NASA, Northrop Grumman and Boeing. One of the three largest aerospace employers in the region declined to participate because of their company policy against sharing proprietary data. Many of the respondents had multiple NAICS designations.

**Summary of Surveyed Respondents:**



Type	Service		Manufacturing			Government		Other – R & D		Not Stated
Count	10		10			2		3		0
FTE	0-4	5-9	11-19	20-49	50-99	100-249	250-499	500-999	1000+	
Count	1		3	4	2	4	5	1	2	
Respondent Position	HR Director		Supervisor/Manager			President/CEO		Other – Fin. Dir.		Not Stated
Count	13		5			4		1		1
Background	A: Supervise		B: Periodically Observe			C: Discuss with Supervisors		D: Other		Not Stated
Count	3		1			14		2		0

The companies surveyed were fairly equally divided between manufacturing and service, with the larger aerospace/government contractors doing both. Some listed more than one type of company type, most often listing both service and manufacturing or manufacturing and R & D. The average number of full-time employees was 254.

## Critical Occupations

### Overview:

The 22 respondents were asked to list their critical core occupations, comprising a list of 104 occupations, an average of 4.2 each per company. The 104 responses were charted to identify commonalities and were consolidated, reduced to a list of 61 unique critical occupations for this sample set.

These were grouped into general occupation “fields” which were ranked in the table below, indicating the percentage of responses in each field.

% of Responses per Field - out of 104 listed		
Rank	Type of Fields:	% of responses
1	Engineers:	32%
2	Operations:	18%
3	Business Management:	15%
4	Medical:	14%
5	Technicians:	9%
6	R & D	8%
7	Computer Science:	4%

**Emphasis on Engineering:** The top 12 critical occupations are ranked below in descending order, starting with the largest number of responses. The top 4 positions are engineering. Mechanical Engineers and Electrical Engineers were the highest ranked within this group, which spanned 11 different engineering specialties. Although some companies listed up to four engineering specialties, engineering was a critical occupation for 73% of the responding companies; 16 out of the 22 respondents.

### Top 12 Critical Occupations - out of 61 listed

Rank	Field	Critical Occupation	Responses
1	1	Mechanical Engineer	8
2	1	Electrical Engineer	7
3	1	Engineers - not specified	5
4	1	Aeronautical Engineers	4
5	2	Machinist	4
6	2	Aircraft Mechanics	3
7	2	Quality Assurance	3
8	3	Program Mgrs.	3
9	4	RN	3
10	4	Medical Lab Staff	3
11	5	Assembly Techs	3
12	6	Physicist	3

#### Other Types of Positions:

- **Medical:** Three of the responding companies were hospitals, listing 10 critical occupations; an average of 5 per company, ranging from lab technician to MD. Healthcare is a growing industry in the Greater Antelope Valley, as hospitals expand and the new Palmdale Medical Center is under construction. As new medical technologies develop, employees may need retraining.
- **Operations:** This category was used to include all of the production, fabrication and manufacturing specialties. This definition was used as opposed to “technical” which was applied only to positions which specified “technician.”
- **Business Management:** Even within the engineering/manufacturing companies, there was still a considerable need for traditional business management occupations.

**Typical Education:** Respondents rated the importance of each level of education for their core, critical occupations. As reflected in the excerpt below, there was not much difference among the three groups of employees. A Bachelors degree was more important, behind AA/AS and Certificates.

Certifications referenced as important include: A & P (2), DER, PMP, T & E, CAN, CPR, Aerospace Mechanic and Narte.

Qualifications	New Hires	Current	Future
AA /AS	2.0	1.8	2.0
BA/BS	2.9	2.7	3.0
MA/ MS	2.0	2.0	2.0
Ph.D.	1.3	1.3	1.3
Certificates	2.1	0.0	2.0

#### Major Skills Gaps:

#### Most Important Skills (Quantitative Data):

The detailed responses within the four categories were averaged and compared to determine skill gaps in two primary areas described below as Current and Future.

Gap A: Current		
Greatest Gap:		
Social Skills	Decision Making	0.8
Social Skills	Resource Mngt.	0.8
Social Skills	Judgment	0.7
Most Important Attributes:		
Basic Skills	English	0.6
Workplace Skills	Initiative	0.6
Social Skills	Problem Solving	0.6
Workplace Skills	Dependability	0.3
Workplace Skills	Reliability	0.2
Social Skills	Judgment	0.7
Social Skills	Coordination	0.5

Gap B: Future		
Greatest Gap:		
Computer Skills	Presentations	1
Computer Skills	Word processing	0.9
Computer Skills	Internet	0.9
Computer Skills	Engineering Software	0.8
Most Important Attributes:		
Basic Skills	English	0.6
Basic Skills	Reading	0.5
Workplace Skills	Dependability	0.4
Workplace Skills	Reliability	0.4
Basic Skills	Math	0.7
Social	Problem Solving	0.5

**Gap A: Largest Skill Gaps, Current** compares the importance of a skill with the current employees' performance of that skill. This allows us to determine the largest skill gap between expectations and actual. From the table above, we can see that the largest gaps appear in the Social Skills category: *Decision Making, Resource Management and Judgment*.

The most important attributes include: *Problem Solving* and *Initiative* as well as Basic Skills: *English* and *Reading*.

By contrast, the smallest gaps are in the *Computer Skills* category and the *Other Additional Technical Skills* and *Computer Skills*. From these results, we could argue that current workers are receiving a good technical education, but there is still a need to improve their problem-solving processes.

It is interesting to note that the majority of skills ranked above average (over 3 on a scale of 1-4) when evaluating current performance. One can assume that the hiring/screening process for innovative companies assures a level of technical knowledge and competence that may not be observed in general terms within companies with more entry-level functions such as retail and service industries.

**Gap B: Largest Skill Gaps, Future** compares the projected importance of a skill for future operations with the skill level encountered in new hires. The gap analysis in this section would be helpful for educators in developing the curricula for future programs to address these anticipated short-falls. From the table below, we can see that the largest gaps appear in the Computer Skills category: *Presentations, Word Processing, Internet and Engineering Software*. Here too, *Problem Solving, Dependability* and *Reliability* are among the most important, along with Basic Skills: *English, Reading and Math*. This reflects concern over the quality of the new hires' skill level in these areas. Basic Skills and Social Skills become more of a problem for the future.

It is interesting to note that Computer Skills moves from the area of the smallest gap in Current Employee group to the largest gap for the Future. Social Skills remains about the same while Basic Skills will become more critical. For more detail, please see the complete Skill Gap Analysis.

### Qualitative Results Summary:

The information in this section was gleaned from the narrative answers and comments provided by the respondents. Question responses were analyzed to find common themes, which are ranked below to reflect the number of times they were mentioned.

Section III								
	<b>Critical Skills Required</b>	Leadership	Understanding aircraft	MATLAB, LABNET	Computer literacy	Military Experience	<b>Prior Experience</b>	English
	3	1	1	1	2	2	3	1
Section V								
	<b>General Satisfaction/CURRENT</b>	<b>Lack Loyalty/Work Ethic</b>	Composites	Clear Communication in English				
10	10	2	1	1				
	<b>2 Critical Shortage</b>	Engineers	Flight Test	<b>Technical Skills</b>	Imaging Techs, Nurses, respiratory therapists	Machinists	Hands on experience	Hydraulics
(15)		4	2	8	1	1	1	1
	<b>3 Identify Future Skills</b>	<b>Computer Skills, IT, Excel &amp; basic level</b>	Aircraft Workers	Electronics	MATLAB, CAD, CAM	Machining	Pediatric nursing, physical therapists	Work Ethic, Dependability
(16)		4	3	2	2	2	2	1
	<b>4 Identify Desired Training, HS and CC</b>	<b>Electronics, Electrical Theory</b>	Math & Science & English	Critical Thinking	MATLAB, CAD, CAM	Computer Skills	Internship/Hands On	Vocational
(17)		5	3	2	3	2	2	1
	<b>6 Other Comments</b>	Security Clearance/Background checks	<b>Hire from Military; Must have otj experience</b>	Importance of Science	English Skills Extremely Important	Work Ethic, Leadership, Loyalty	Soldering, tools, trouble shooting	Ft. Test training
(18)		2	3	2	2	2	2	1

\*the numbers in the first column refer to the survey questions; the first number is from the GAVEA version, the number in parenthesis is from the original version.

### Identification of Future Skills:

Putting the qualitative and quantitative data together creates a picture with four central themes:

- 1) Importance of advanced engineering degrees
- 2) Need for computer literacy for all positions
- 3) Need for on-the-job experience and overall job understanding
- 4) Importance of work ethic and problem solving

Because of the way the questionnaire was designed, CAAD and CAM do not appear to be important, but that is because not all of the responding companies listed them and the survey calculates the average. The twelve companies that do list it give them a 3.5.

### Education/Training:

#### Engineering



Because this survey targeted innovative/high-tech companies, the greatest emphasis is on engineering, indicating the predominant need for employees with engineering degrees. The greater Antelope Valley region does not currently have a local college offering a four-year engineering degree. There are out-of-the-area colleges including Purdue, Cal State Fresno, Pepperdine and DeVry which are either offering or plan to offer specific engineering courses or certifications.

Based on feedback received from the major advanced degree stakeholders, one of the main problems facing both the local companies and these institutions is the communication gap between them. Specifically, colleges like Purdue are willing to offer customized courses for a given company, but there has not been evidence of sufficient interest or demand to make their offering in this region viable.

Even though there are several educational stakeholders willing and able to provide customized, project-specific training and certification for individual companies and work groups, there is an information gap. Part of the challenge is the timing and difficulty getting information about available courses into the hands of the individual department managers directly involved with the specific technical training and certification required. In cases where training needs are dictated by specific projects, as work teams are assembled, there is not sufficient lead time necessary to design and implement appropriate training courses.

Company human resources departments are traditionally the onsite “clearing house” for educational benefits, such as tuition reimbursement programs, handling the responsibility of disseminating educational opportunities to management and employees. Each college essentially solicits interest through human resources, and in effect competes for the attention of the company’s gatekeepers, not to mention decision makers. Their relative success in reaching the right person within a workable time-frame depends on the marketing resources available to that college locally, as well as the quality of their contact networks.

One way to overcome this obstacle is to increase the synergies between the various educational institutions, creating a comprehensive resource guide for employers and potential employees outlining how all of the various educational institutions dove-tail and complement each other. The resource would be kept updated to accurately reflect all prerequisites and courses to obtain the desired degree or certification.

It was suggested that the region develop a single resource that maps out all of the educational resources available in the Antelope Valley in a sequence which covers the basic requirements through each step of the certification or degree process. Without such coordination, potential candidates would have to rely on a high school or college counselor to be an expert on all of the resources available and requirements for highly specialized degrees required by high-tech employers.

Such a resource could be created through a task force that integrated the needs and assets of educational resources, engineering department managers, human resource professionals, college and high school counselors and resources such as the Aero Institute. If this initiative were to move forward, the first step could be to focus on engineering and technical programs, with a similar resource developed for the other vital vertical markets such as healthcare.

#### **Hands-on Experience:**

Even with the desired educational experience, many responding companies report that lack of practical, hands-on experience is a problem with the current work forces. For this reason, some companies strongly prefer to hire individuals with previous military experience/retired military. Employees with this background are considered to have practical experience, self-discipline and a positive work ethic.

Several companies state the importance of internship programs to introduce prospective employees to workplace fundamentals. A challenge with this recommendation is that internship programs require fairly extensive time commitments and offer more of a long-term benefit for the company, as opposed to an immediate one. Some companies even go so far as to advocate that an on-the-job type of internship should be *required* in order to graduate with a certification or degree.

#### **Basic Skills:**

Antelope Valley College has a highly respected curriculum offering basic courses in business, computer skills, communications, math, English and science, as well as practical vocational courses.

#### **Soft Skills:**





Antelope Valley College has developed and is promoting a comprehensive workplace skills training course, in response to feedback from all types of businesses, including innovators as well as service-related businesses. The program is affordable and highly flexible and can be adapted for specific companies or groups of companies. If it hasn't already, this program should be reviewed with our top employers for feedback, followed by a comprehensive marketing and community outreach program to ensure saturation and implementation.

**How skills will evolve:**

Greater cooperation and synergies are required between employers and educational stakeholders to develop and modify curricula to anticipate future needs and meet present needs. There are some provisions for local follow-up to enhance the dialogue between the stakeholders, but our region currently lacks any major type of oversight from which to build future initiatives.

**Summary:**

Although the number of companies surveyed for this report was not large enough to yield statistically relevant results, it raises many issues that apply to all businesses throughout the Greater Antelope Valley and the larger region as a whole. We need to ensure that our educational institutions are in tune with the changing needs of our major employers to develop a workforce with the required technical training. The employers and educational institutions need to work together to create the opportunities for those on this career path to gain practical exposure to the core occupations, so future employees can develop the theoretical framework to understand and contribute.

Problem solving skills are the biggest concern for the surveyed companies. The future need for employees to solve problems efficiently is equal to the other significant concerns for acquiring proficiency in basic skills and computer literacy. Even if these needs are met, as a community, we need to address the potential difficulty represented by the culture of "entitlement," as well as other work ethic issues.

In essence, our future success developing the workforce required by our innovative companies depends on greater communication and synergies between all of the stakeholders in the Greater Antelope Valley.



## Prologue ~ A few poignant respondent comments:

- Security Clearance issues: Youth should watch their behavior!
- Employ multi-talented personnel, to use talents across disciplines and to keep them employed in the lean times.
- Future employees need basic skills and good English skills, without which a person could get killed. Other workplace skills require reliability as employees must rely on each other or people may die.
- Computer skills should start at very early grade level.
- There is a shortage of professional level employees due to geographic undesirability, aging boomers retiring and shrinking pool of available, qualified tech workers.
- The Valley should try to bring in manufacturing industries other than aircraft to diversify the economic base so it's not solely reliant on defense industry.
- Extremely disappointed in lack of English comprehension from high school all the way to college grad. Also lack of practical experience in college grads. Experiencing problems with basic business skills even among the degreed, such as coming to work on time, work ethic, honesty, reliability. Encountered attitude of entitlement.

## Addendum:



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# Strategic Collaboration with Antelope Valley Stakeholders to Develop and Implement WIRED 3.1 Initiatives



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# Strategic Collaboration with Antelope Valley Stakeholders to Develop and Implement WIRED 3.1 Initiatives

Greater Antelope Valley Economic Alliance (GAVEA)  
November 2008

GAVEA is pleased to share this brief outline with CSA partners as an example of local synergies which developed in the Antelope Valley, supporting best practices to:

- a) Enhance and expand partnership between stakeholders
- b) Support outreach to local businesses; to engage them in a progressive dialogue
- c) Use the findings of the WIRED 3.1 Survey Summary Report to provide context for initiatives that will measurably impact the region's innovative companies by addressing their workforce needs

As interesting as the WIRED 3.1 Survey and Summary Report recommendations are, their greatest value can be measured by the extent to which they serve as a launching point for meaningful initiatives for economic change. Here is an excerpt from the WIRED 3.1 Summary Report for the Antelope Valley:

## **How skills will evolve:**

Greater cooperation and synergies are required between employers and educational stakeholders to develop and modify curricula to anticipate future needs and meet present needs. There are some provisions for local follow-up to enhance the dialogue between the stakeholders, but our region currently lacks any major type of oversight from which to build future initiatives.

All of the partners face the similar challenge of implementing WIRED 3.1 initiatives to create positive momentum; to do so requires ongoing leadership, encouragement, active participation and consistent follow through. As GAVEA is demonstrating in the Antelope Valley, the key to our success is sharing the WIRED culture and deliverables with like-minded organizations to achieve sustainable improvements for our local workforce.

GAVEA has been actively involved with other Antelope Valley organizations in an outreach process which may be replicated by partners in other regions within the CIC. The process is summarized below as a series of steps:

## **Summary of Outreach Process:**

- 1) Steering Committee formed of stakeholders
- 2) Survey of workforce issues effecting the general business community, using experience gained from the WIRED 3.1 Survey implementation
- 3) Findings compiled and presented, along with WIRED 3.1 Survey data and other pertinent local workforce information at "Meeting of the Minds" symposium



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- 4) Feedback and initiatives developed during the symposium break-out sessions compiled and organized into two areas of focus: Pre-Workforce and Current Workforce
- 5) Form two Taskforce Committees (Pre and Current Workforce) to review and select one or two key initiatives for implementation
- 6) Taskforce Committee Chairs recruit community leaders with expertise needed to develop and execute targeted action plans to achieve selected initiatives

## Antelope Valley Case Study

### Local Partnerships:

GAVEA completed the WIRED 3.1 Survey and Summary Report early in the third quarter of 2008. During this process, GAVEA had begun working more closely with the LA County Workforce Investment Board, and had become part of a steering committee to develop and implement initiatives to make a real and lasting impact on the region's economic viability through workforce development.

The goals of WIRED 3.1 directly correlated with one of the primary goals set forth in the LA County WIB's 2008 Strategic Plan:

“Provide leadership on workforce issues by convening and facilitating public and private stakeholders to impact the economic health of the region, (the region identified for recommended action was the Antelope Valley).

Recommended Action:

- 3.1 Schedule meetings with community colleges and economic development agencies for the purpose of creating a strategy to address workforce needs, including adult schools, regional occupational programs and private vocational schools in the discussion/process.”

Douglas Barr, President and CEO of Goodwill Southern California and LA County WIB Board Member, was assigned as “point person” to “engage stakeholders in planning and collaborative efforts.

### Steering Committee:

The LA County WIB organized a consortium of economic development organizations, City economic development personnel, workforce service providers and educational stakeholders to form a steering committee. Steering committee member organizations include:

- City of Palmdale and City of Lancaster
- Antelope Valley Board of Trade (AVBOT)
- Greater Antelope Valley Economic Alliance (GAVEA)
- Antelope Valley College
- Antelope Valley and Palmdale WorkSource Centers
- Employment Development Department (EDD)
- Goodwill Southern California
- LA County Workforce Investment Board (LA WIB)



### **Workforce Survey:**

The steering committee's first task was to gain a better understanding of the specific workforce needs of the Antelope Valley region. With assistance from GAVEA and the City of Lancaster the team developed a survey using elements from CSA's WIRED 3.1 survey, though simplified, to capture response from all sectors, including service, retail and healthcare. The survey instrument was accessed via user-friendly Survey Monkey, which allowed responses to be gathered and compiled online.

### **Meeting of the Minds:**

The "Meeting of the Minds" symposium was held at Antelope Valley College on August 7, 2008. Invitations for this event were sent to Lancaster and Palmdale businesses of all types, as well as to all stakeholders. 64 companies attended.

Keynote speaker Paul Stewart, President of the CA Manufacturers and Technology Association, shared information about workforce trends and issues on a state-wide level.

### **Survey Findings:**

Presentations of findings from three recent business climate and workforce issue surveys were presented by the organizations which spear-headed them:

- 1) **WIRED 1.1 Business Climate Survey for LA County**: administered by the LAEDC, the survey was comprised of responses from 5,000 businesses throughout LA County, including 103 which were classified as high-tech or innovative companies.
- 2) **WIRED 3.1 Workforce Survey of High-Tech and Innovative Companies**: administered by GAVEA, the survey was comprised of responses from 22 companies in the greater Antelope Valley including Lancaster, Palmdale, Mojave, Ridgecrest and Tehachapi.
- 3) **Meeting of the Minds Survey**: administered by the Lancaster/Palmdale Steering Committee with responses from Lancaster and Palmdale businesses.

Interestingly, the results of the WIRED 3.1 Survey which were based exclusively on responses from innovative companies mirrored those of the general business community with the exception of engineering. All three surveys emphasized a comprehensive need for:

- Problem solving skills
- Basic skills such as math, science and English
- Workplace success skills

### **Feedback and Initiatives:**

After findings from the three surveys were presented, a facilitator helped summarize the commonalities. Attendees formed topic-oriented groups to develop specific initiatives to address the skill gaps outlined. After the breakout sessions, the facilitator helped the group select the most important initiatives and rank them by relevance.

The steering committee made the commitment to keep the participants, as well as the AV business community in general, of progress made to implement these initiatives.

### **Taskforces Formed:**

The initiatives from the feedback sessions were organized into two categories: those that primarily addressed the needs and issues pertaining to the Pre-Workforce and those pertaining to the Current Workforce. Some of the initiatives appeared on both lists.

The steering committee brainstormed to identify leaders in local business, government and education to lead the two taskforces. Chairs and co-chairs were suggested and members of the steering committee were assigned to facilitate the taskforce creation.

### **Initiatives Selected for Implementation:**

Each taskforce reviewed the initiatives put forth from the symposium and selected the most compelling item for follow-up. Action plans are being developed and implementation is in the planning stage. In the Antelope Valley, both the Pre and Current Workforce Teams selected a similar initiative: To create a resource guide of all programs available to meet the workforce needs. In the taskforce discussions, members expressed concern that we do not spend precious time, money and resources “re-inventing the wheel.”

One of the main problems perceived by both taskforces is lack of awareness of the various programs and resources that are already available in the Antelope Valley. For example, few members were aware that the Antelope Valley College makes its extensive job placement department available to non-students. Or that comprehensive curricula already exist for workplace success skills that could be shared between private and public educational districts.

For the *pre-workforce* initiatives, the resource guide will focus on delineating “pathways,” in some cases going as far back as middle school, to increase awareness of resources and skill requirements for certain careers. In addition to serving the population of new and future workers, the resource guide would serve businesses, identifying opportunities for partnerships with educational institutions and agencies such as ROP and the Aero Institute.

For the *current* workforce initiatives, the resource guide will focus on opportunities for job-specific certification and skill-upgrades. For example, in the Antelope Valley, Business Degrees are highly desirable in order to progress into advanced project management required for systems engineering. Another current workforce need that was identified was for training on multi-generational workplace collaboration. Purdue and Pepperdine both offer these programs, but like other educational stakeholders including AVC, they sometimes struggle with attempts to gain wide-spread awareness of the resources they offer. Information does not always get into the hands of the project leads within companies. For this reason, the taskforce teams will be including key business leaders, gaining commitment and involvement from the very top managers within organizations.

### **Current Status:**

In the Antelope Valley, the outreach process is still evolving. GAVEA expects to be able to report tangible success, as these initiatives, which reflect the findings and recommendations from WIRED 3.1, are implemented. The target date for the completion of the resource guides and the detailed plan for a community awareness campaign to promote the guides is the end of first quarter, 2009.

Although the process is in its early development, here are the foundations that have been laid which predict success:



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- The collaboration between like-minded organizations in the Antelope Valley has become focused on tangible, measurable and sustainable results.
- It has created a desire for greater networking and combined effort that will not only facilitate regional economic growth, but help link employers to academia and provide support for entrepreneurship.
- The ongoing dialogue and cooperation between agencies continues, as does the dynamic value of WIRED 3.1. GAVEA was asked to discuss the WIRED 3.1 Summary report at the LA County WIB Annual Board Retreat at the end of October. Moving forward, GAVEA will continue to support the process of implementing the taskforce initiatives, which mirror those of WIRED 3.1.



**CALIFORNIA SPACE AUTHORITY / GREATER ANTELOPE VALLEY  
ECONOMIC ALLIANCE  
CALIFORNIA INNOVATION CORRIDOR  
Wired 3.1 Employer Questionnaire**

**The purpose of this survey is to gather information about the skills required for positions at your firm and any gaps between your expectations and what skills are available in the current workforce. The information obtained from this survey will be used to make recommendations to our local colleges and high school district regarding the skills necessary to meet your current and future employment needs.**

**Part One: DEMOGRAPHICS**

Company Name \_\_\_\_\_

Industry (NAICS): \_\_\_\_\_

Type of Business: Service \_\_\_\_\_ Manufacturing \_\_\_\_\_ Government \_\_\_\_\_ Other \_\_\_\_\_

Size of Business (Full-time employees) ≤ 4 \_\_\_\_\_ 5-9 \_\_\_\_\_ 10-19 \_\_\_\_\_ 20-49 \_\_\_\_\_ 50-99 \_\_\_\_\_ 100-249 \_\_\_\_\_  
250-499 \_\_\_\_\_ 500-1,000 \_\_\_\_\_ 1,000+ \_\_\_\_\_ Part-time employees \_\_\_\_\_

Title/Position of Interviewee: Pres./CEO/Director \_\_\_\_\_ HR Dir. \_\_\_\_\_ Supv./Mgr. \_\_\_\_\_  
Other \_\_\_\_\_

Primary Site of Business: \_\_\_\_\_

**Part Two: BACKGROUND DESCRIPTION**

**Which of the following descriptions best defines your role in relationship to employees at your company?**

\_\_\_\_\_ I directly supervise or am able to closely observe the job performance and/or work results of employees.

\_\_\_\_\_ I periodically (at least once a month) observe the job performance or see the work results of employees.

\_\_\_\_\_ I discuss with direct supervisors, managers and/or management personnel, the job performances of employees as part of my role with the company.

\_\_\_\_\_ OR complete the following statement, “My opinions and perceptions of the current workforce are based on .....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

**Part Three: SURVEY/INTERVIEW QUESTIONS**

**Critical Occupations and their Basic Skills**



1. List the core critical occupations that drive your company or make your company able to perform.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

2. **New Hires:** Please evaluate how well *recent new hires* meet your requirements in terms of performance/competency expectations in critical occupations using the following evaluation criteria:

- 4 = **Exceeding** your entry-level expectations (E)
- 3 = **Meeting** your entry-level expectations (M)
- 2 = **Nearly Meeting** our entry-level expectations (NM)
- 1 = **Does Not Meet** your entry-level expectations (DNM)
- 0 = **Does not apply** (NA)

**Basic Skills:**

- \_\_\_\_\_ English
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Math
- \_\_\_\_\_ Other
- \_\_\_\_\_ Please specify: \_\_\_\_\_

**Workplace Skills:**

- \_\_\_\_\_ Initiative
- \_\_\_\_\_ Dependability
- \_\_\_\_\_ Reliability

**Social Skills:**

- \_\_\_\_\_ Coordination
- \_\_\_\_\_ Instruction
- \_\_\_\_\_ Empathy
- \_\_\_\_\_ Problem Solving
- \_\_\_\_\_ Judgment
- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Persuasion
- \_\_\_\_\_ Negotiation
- \_\_\_\_\_ Decision making
- \_\_\_\_\_ Resource Management
- \_\_\_\_\_ Other

**Technical Skills:**

- \_\_\_\_\_ Overall
- \_\_\_\_\_ Equipment operation
- \_\_\_\_\_ Specify \_\_\_\_\_

**Technical Skills (cont.)**

- \_\_\_\_\_ Tools
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Materials
- \_\_\_\_\_ Specify \_\_\_\_\_

**Computer Skills:**

- \_\_\_\_\_ Computer Hardware
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Computer Software
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Internet
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Databases
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Word Processing
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Presentations
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Spreadsheets
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Graphics
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ CAD/CAM
- \_\_\_\_\_ Specify \_\_\_\_\_
- \_\_\_\_\_ Engineering
- \_\_\_\_\_ Specify \_\_\_\_\_



Specify \_\_\_\_\_

\_\_\_\_\_ Overall Occupational Knowledge

3. **Current Employees:** Please rate a) how important each attribute is and b) the level of performance/competency for current employees in critical occupations using the following evaluation criteria:

- 4 = Very Important (VI)
- 3 = Important (I)
- 2 = Somewhat Important (SI)
- 1 = Not Important (NI)

- 4 = Exceeding Expectations (E)
- 3 = Meeting Expectations (ME)
- 2 = Nearly Meeting Expectations (NM)
- 1 = Does Not Meet Expectations (DNM)
- 0 = Does Not Apply (NA)

**Basic Skills Importance:**

- \_\_\_\_\_ English
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Math
- \_\_\_\_\_ Other
- Specify: \_\_\_\_\_

**Basic Skills Performance:**

- \_\_\_\_\_ English
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Math
- \_\_\_\_\_ Other
- Specify: \_\_\_\_\_

**Workplace Skills Importance:**

- \_\_\_\_\_ Initiative
- \_\_\_\_\_ Dependability
- \_\_\_\_\_ Reliability

**Workplace Skills Performance:**

- \_\_\_\_\_ Initiative
- \_\_\_\_\_ Dependability
- \_\_\_\_\_ Reliability

**Social Skills Importance:**

- \_\_\_\_\_ Coordination
- \_\_\_\_\_ Instruction
- \_\_\_\_\_ Empathy
- \_\_\_\_\_ Problem Solving
- \_\_\_\_\_ Judgment
- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Persuasion
- \_\_\_\_\_ Negotiation
- \_\_\_\_\_ Decision Making
- \_\_\_\_\_ Resource Management
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

**Social Skills Performance:**

- \_\_\_\_\_ Coordination
- \_\_\_\_\_ Instruction
- \_\_\_\_\_ Empathy
- \_\_\_\_\_ Problem Solving
- \_\_\_\_\_ Judgment
- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Persuasion
- \_\_\_\_\_ Negotiation
- \_\_\_\_\_ Decision Making
- \_\_\_\_\_ Resource Management
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

**Technical Skills Importance:**

- \_\_\_\_\_ Overall
- \_\_\_\_\_ Equipment Operation
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- \_\_\_\_\_ Tools

**Technical Skills Performance:**

- \_\_\_\_\_ Overall
- \_\_\_\_\_ Equipment Operation
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- \_\_\_\_\_ Tools

Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Materials  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_

Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Materials  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_

**Computer Skills Importance:**

\_\_\_\_\_ Computer Hardware  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Computer Software  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Internet  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Databases  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Word Processing  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Presentations  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Spreadsheets  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Graphics  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ CAD/CAM  
 \_\_\_\_\_ Engineering  
 Specify \_\_\_\_\_

**Computer Skills Performance:**

\_\_\_\_\_ Computer Hardware  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Computer Software  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Internet  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Databases  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Word Processing  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Presentations  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Spreadsheets  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ Graphics  
 Specify \_\_\_\_\_  
 \_\_\_\_\_ CAD/CAM  
 \_\_\_\_\_ Engineering  
 Specify \_\_\_\_\_

**Occupational Knowledge Importance:**

\_\_\_\_\_ Overall for job  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_

**Occupational Knowledge Performance:**

\_\_\_\_\_ Overall for job  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_  
 Specify \_\_\_\_\_

**4. Future Employees:** Please rate the importance of each attribute for *future employees* in critical occupations using the following evaluation criteria:

- 4 = Very Important** in future entry level employees (VI)
- 3 = Important** (I)
- 2 = Somewhat Important** (SI)
- 1 = Not Important** (NI)



**Basic Skills:**

- English
- Reading
- Writing
- Math
- Other
- Please specify: \_\_\_\_\_

**Workplace Skills:**

- Initiative
- Dependability
- Reliability

**Social Skills:**

- Coordination
- Instruction
- Empathy
- Problem Solving
- Judgment
- Collaboration
- Persuasion
- Negotiation
- Decision making
- Resource Management
- Other

**Technical Skills:**

- Overall
- Equipment operation
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Tools
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Materials
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_

5. **High Performance Employees:** Please indicate and rate the areas of proficiency that your *high performance employees* exhibit:

**Computer Skills:**

- Computer Hardware
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Computer Software
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Internet
  - Specify \_\_\_\_\_
- Databases
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Word Processing
  - Specify \_\_\_\_\_
- Presentations
  - Specify \_\_\_\_\_
- Spreadsheets
  - Specify \_\_\_\_\_
- Graphics
  - Specify \_\_\_\_\_
- CAAD/CAM
  - Specify \_\_\_\_\_
- Engineering
  - Specify \_\_\_\_\_

**Occupational Knowledge:**

- Overall for job
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_

**Basic Skills:**

- English
- Reading
- Writing
- Math
- Other

**Computer Skills:**

- Computer Hardware
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- Computer Software
  - Specify \_\_\_\_\_



Please specify: \_\_\_\_\_

**Workplace Skills:**

- \_\_\_\_\_ Initiative
- \_\_\_\_\_ Dependability
- \_\_\_\_\_ Reliability

**Social Skills:**

- \_\_\_\_\_ Coordination
- \_\_\_\_\_ Instruction
- \_\_\_\_\_ Empathy
- \_\_\_\_\_ Problem Solving
- \_\_\_\_\_ Judgment
- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Persuasion
- \_\_\_\_\_ Negotiation
- \_\_\_\_\_ Decision making
- \_\_\_\_\_ Resource Management
- \_\_\_\_\_ Other

**Technical Skills:**

- \_\_\_\_\_ Overall
- \_\_\_\_\_ Equipment operation
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- \_\_\_\_\_ Tools
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_
- \_\_\_\_\_ Materials
  - Specify \_\_\_\_\_
  - Specify \_\_\_\_\_

- Specify \_\_\_\_\_
- \_\_\_\_\_ Internet
- Specify \_\_\_\_\_
- \_\_\_\_\_ Databases
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- \_\_\_\_\_ Word Processing
- Specify \_\_\_\_\_
- \_\_\_\_\_ Presentations
- Specify \_\_\_\_\_
- \_\_\_\_\_ Spreadsheets
- Specify \_\_\_\_\_
- \_\_\_\_\_ Graphics
- Specify \_\_\_\_\_
- \_\_\_\_\_ CAAD/CAM
- Specify \_\_\_\_\_
- \_\_\_\_\_ Engineering
- Specify \_\_\_\_\_

**Occupational Knowledge:**

- \_\_\_\_\_ Overall for job
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_

**6. Education: Please rate the importance of education for your core critical occupations using the following criteria:**

- 4 = Very Important (VI)**
- 3 = Important (I)**
- 2 = Somewhat Important (SI)**
- 1 = Not Important (NI)**

**AA/AS**

- \_\_\_\_\_ New Hires
- \_\_\_\_\_ Future Employees
- \_\_\_\_\_ Current Employees

**BA/BS**

- \_\_\_\_\_ New Hires
- \_\_\_\_\_ Future Employees
- \_\_\_\_\_ Current Employees

**MA/MS**

- \_\_\_\_\_ New Hires
- \_\_\_\_\_ Future Employees
- \_\_\_\_\_ Current Employees



**Ph.D**

- \_\_\_\_\_ New Hires
- \_\_\_\_\_ Future Employees
- \_\_\_\_\_ Current Employees

**Certificates**

- \_\_\_\_\_ New Hires
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- \_\_\_\_\_ Future Employees
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_
- \_\_\_\_\_ Current Employees
- Specify \_\_\_\_\_
- Specify \_\_\_\_\_

**7. Briefly elaborate on your responses with any specific examples related to a particular occupation.**

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**8. How would you rate typical new-hire performance/competency in workplace skills such as judgment and decision making, management of resources and time management?**

Rating \_\_\_\_\_

**9. How important will these skills be for future employees?**

Rating \_\_\_\_\_

**10. Do you look for any other new skills for present and future employees that have not been listed? Please discuss and/or list them.**

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**Part Five: Overall Perception of Today’s Workforce**

**1. In general, how satisfied are you with the education of today’s worker?**

**Entry Level:**

Very satisfied (4) \_\_\_\_\_ Satisfied (3) \_\_\_\_\_ Unsatisfied (2) \_\_\_\_\_ Very Unsatisfied \_\_\_\_\_



**Technical:**

Very satisfied (4) \_\_\_\_\_ Satisfied (3) \_\_\_\_\_ Unsatisfied (2) \_\_\_\_\_ Very Unsatisfied \_\_\_\_\_

**Professional:**

Very satisfied (4) \_\_\_\_\_ Satisfied (3) \_\_\_\_\_ Unsatisfied (2) \_\_\_\_\_ Very Unsatisfied \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Is there a critical skills shortage? If so, is it more at the:**

Technical Level \_\_\_\_\_

Professional Level \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Are there any new skills sets that may be required of future workers in your industry?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Are there any classes or training programs you would like to see covered during high school years or offered by the local community college that would better prepare potential employees for employment by your company?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. What types of companies are involved in your supply chain?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Please add any additional comments you would like to make,**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**Date of Survey:** \_\_\_\_\_

**Person Completing Survey:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**How much time was spent completing this survey:** \_\_\_\_\_?

**WE APPRECIATE THE TIME YOU HAVE TAKEN TO SHARE YOUR KNOWLEDGE,  
PERCEPTIONS, AND RECOMMENDATIONS.**

**THANK YOU FOR YOUR VALUABLE FEEDBACK.**

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