GUAM COMMUNITY COLLEGE

3rd EMPLOYERS' WORKFORCE DEVELOPMENT SURVEY REPORT

December 2015

2015

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

Guam Community College
Mission Statement

The Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Guiya i Kulehon Kumunidå't Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikåt ni kinahulo' i manfa'fache'cho yan u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanågui yan i fina'nå'guen cho'cho' gi iya Maikronesiha.

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Guam Community College
Continuing Education and Workforce Development

3rd EMPLOYERS' WORKFORCE DEVELOPMENT SURVEY REPORT

Executive Summary

In order to respond to any changes in the workforce development skills and needs for

Guam and Micronesia's workforce since the 2nd Employers' Workforce Development Survey

conducted in 2011, the Guam Community College (GCC) Continuing Education and Workforce

Development (CEWD) office administered the *3rd GCC Employers' Workforce Development*

Survey to various Guam employers in 2015. The following associations and organizations that

participated in the survey were Guam Contractors Association, Guam Chamber of Commerce,

Guam Women's Chamber of Commerce, Guam Department of Labor, Chinese Chamber of

Commerce and Society for Human Resource Management. The *3rd GCC Employers' Workforce*

Development Survey Report found that most important employee skills identified by the

employers in 2015 were *Leadership/Managerial Skills; Written Communication Skills; Good*

Attendance Records; equally rated, were *Following Directions* and *Team Work;* and *Customer*

Service with *Verbal Communications Skills*. This varied slightly from the 2011 2nd Employers'

Workforce Development Survey results which indicated the top five employee skills needed as

Communication (Listening & Verbal Skills), People Skills, Teamwork, Leadership, Problem

Solving & Reasoning. A significant finding of the 2015 survey indicated that employers valued

employees with educational/skills training derived from Apprenticeship, Continuing Education

and College credentials. These survey findings could be an indicator of employers seeking

employees with more self-initiative skills, better communication skills (verbal, written, following directions) and time management skills. As Guam's workforce grows and global competition persists, employers will need to recruit and develop Guam's employees to meet the economic trends and the challenges of a diverse, multigenerational workforce. This is a new millennium, a new time, with different workplace values, ethics and skills; but a time to transform to meet the needs of Guam's community.

Methodology

GCC utilized SurveyMonkey® to create the online survey design containing the 15 question items developed by the GCC Workforce Advisory Council made up of representatives from public and private sectors as well as community organizations and associations. Please refer to **Appendix A** to view the survey sample.

The participating associations and organizations provided a combined total of 536 membership email addresses. On September 8, 2015, a total of 536 online surveys were distributed by GCC's Assessment Institutional Effectiveness & Research (AIER) office with 109 employers returning completed surveys resulting in a 20.33% response rate (n=109). The online survey closed on December 7, 2015. Responses were compiled and analyzed by the Continuing Education and Workforce Development office.

Results and Discussion

Organization's Profile

Table 1 shows the type of industry/business operations as best described by employers. The results identified the top five industries as follows: nearly 18% of respondents selected

Professional Services (17.58%, n =16) followed by *Finance, Insurance, Banking and Real Estate* (14.29%, n = 13); *Retail Sales and Services* (13.19%, n=12); *Wholesale Trade/Warehousing* (12.09%, n=11); *Construction* (12.09%, n=11); and *Restaurant, Hotel, Entertainment, and other professional services* (9.89%, n=9).

Table 1: Organization's Industry/Business

Organization's Industry/Business	Response Count	Response Rate (%)
Professional Services	16	17.58 %
Finance, Insurance, Banking and Real Estate	13	14.29 %
Retail Sales & Services	12	13.19 %
Construction	11	12.09 %
Wholesale Trade/Warehousing	11	12.09 %
Restaurant, Hotel, Entertainment and Other Professional Services	9	9.89 %
Architecture & Engineering	7	7.69 %
Health Services	6	6.59 %
Automotive Repair and other services	5	5.49 %
Education	5	5.49 %
Transportation and Storage	5	5.49 %
Telecommunications	3	3.3 %
Manufacturing	2	2.2 %
Media Arts	2	2.2 %
Agriculture	1	1.1 %
Computer and Data Processing	1	1.1 %
Utilities	1	1.1 %
Local Government Agency	1	1.1 %
Federal Government Agency	0	0 %
Total Respondents=91	**111**	**100%**

Other: car dealership, janitorial services, social services/counseling, facilities support, equipment rental, career development/human resources trainers, legal advocacy, pest control, entertainment (water sports/diving), and travel. ***Note: Some employers operate more than one type of business/industry.**

Respondents' Occupational Titles

In terms of respondents' occupational titles, Figure 1 below shows that majority of respondents hold the *Human Resources Professional* (32%, n=31) position of their company followed by *Senior Manager/Administrator* (22.7%, n=22) and *Owner* (19.6%, n=19). An equal number of respondents selected *CEO/President* (9.3%, n= 9) and *COO/Vice President* (9.3%, n= 9). Additionally, there were the *Department/Division Manager* (4.1%, n=4) and *Supervisor* (3.1%, n=3) respondents. Eleven of the survey completers responded to occupational titles not indicated in the survey. One respondent did not indicate an occupational title.

Figure 1: Respondents' Occupational Titles
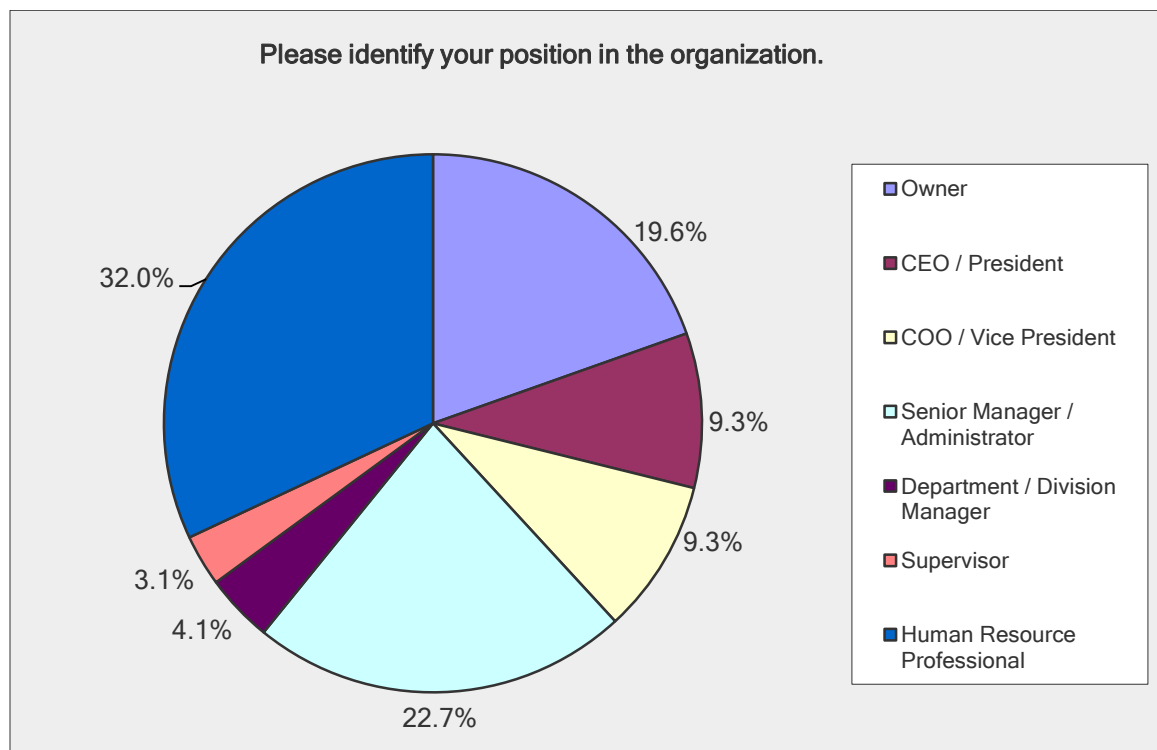
Percentages are based on categories provided within the survey. *Other occupational titles included: Partner, Associate, Operations Manager, Corp/Director/Franchise, Administrative Assistant, CFO, Office Manager, General Manager, and Business Manager.*

Organization's Size

Employers were asked to select the size of their organization. As shown in Table 2, of the 109 participants, 108 responded to this question, with one participant who did not respond. The employers responded as follows: 75% (n=81) reported their organization's size as *less than 100 employees;* 8.33% (n=9) reported their organization's size *between 100-200 employees;* 8.33% (n=9) employers reported their organization's size as *more than 500 employees;* 5.56% (n=6) reported their organization's size *between 300-400 employees;* 1.85% (n=2) reported their organization's size *between 200-300 employees;* and .93% (n =1) reported their organization's size *between 400-500 employees.*

Table 2: Organization's Size

Organization's Size	Response Count	Response Rate (%)
Less than 100 employees	81	75.00%
Between 100-200 employees	9	8.33%
More than 500 employees	9	8.33%
Between 300-400 employees	6	5.56%
Between 200-300 employees	2	1.85%
Between 400-500	1	.93%
Total Respondents=108		**100%**

Employee Occupational or Educational Skill Needs

Employers were asked the *types of occupational or educational skills needed by employees, or skills identified as being in short supply during recruitment efforts.* Of the 109

total participants, 99 responded to this question; 10 participants did not respond. Employers ranked their overall *occupational or educational skills* needed from highest to lowest as shown in Figure 2. Employers were asked to select all that apply. The seven most frequently reported *occupational or educational skills* needed are *Customer Service/Sales* at *49.49% (n=49)* followed by *Office Administrative Skills* at 39.39% (n =39), *Business and Accounting* at 29.29% (n=29), *Project Management* at 24.24% (n=24), *Information Technology* at 23.23%, (n=23), *Skilled Trades-Construction* at 19.19% (n=19), and *Engineering Technologies* at 18.18% (n=18).

Figure 2: Employee Occupational/Education Skill Needs
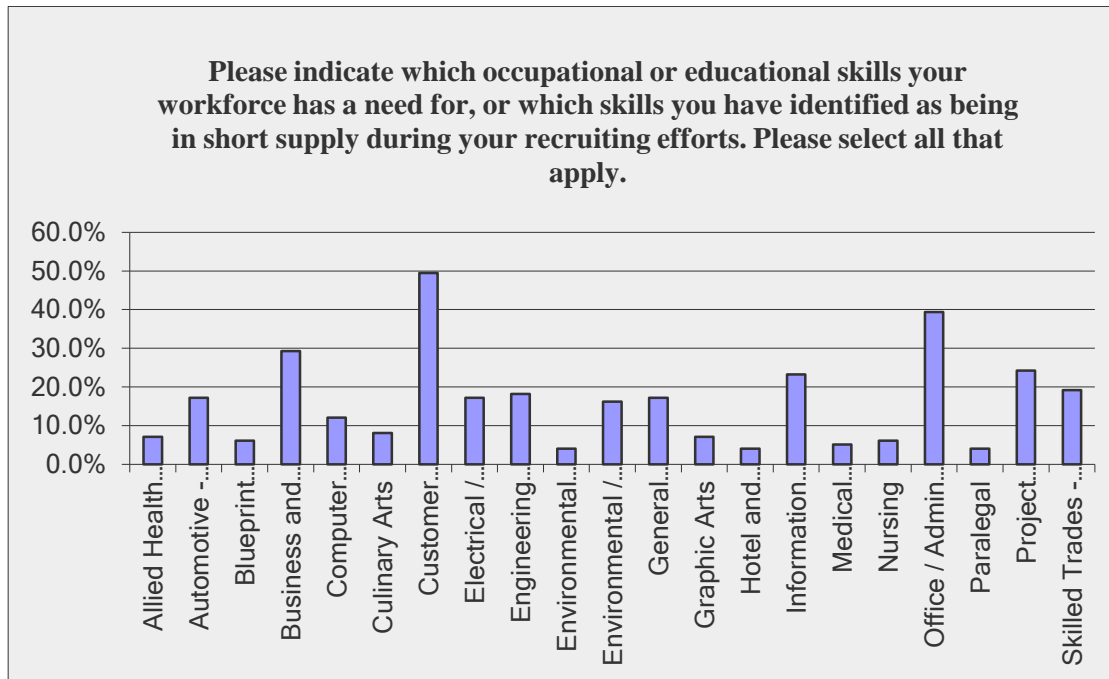
Training Resources used by Employers

The employers were asked: *What training resources have you used to meet the skill needs of your workforce? Please select all that apply.* Table 3 below reveals the training resources most often used to support employees. The response rates are as follows: *Seminars and Workshops (Local)* at 72.3% (n=73); *Online Training* at 53.5% (n=54); *Seminars and Workshops*

(Off-island) at 43.6% (n=44)*; Private Training Institutions (Local)* at 38.6% (n=39); *Guam*

Community College at 27.7% (n=28); *Private Training Institutions (Off-Island)* at 27.7%

(n=28); *University of Guam* at 22.8% (n=23); *Guam Department of Labor/AHRD,* now known

as the *American Job Center* at 19.80% (n=20); and *KeyTrain® & WorkKeys®* Assessment at

7.9% (n =8). Eight (8) employers did not respond to this question.

Table 3: Training Resources Used by Employers

What training resources have you used to meet the skill needs of your workforce? Please select all that apply.		
Answer Options	**Response Percent**	**Response Count**
Seminars and Workshops (Local)	72.3%	73
Online Training	53.5%	54
Seminars and Workshops (Off-Island)	43.6%	44
Private Training Institutions (Local)	38.6%	39
Guam Community College	27.7%	28
Private Training Institutions (Off-Island)	27.7%	28
University of Guam	22.8%	23
Guam Department of Labor / AHRD - American Job Center	19.8%	20
KeyTrain® and the WorkKeys® Assessment	7.9%	8
Other (please specify)		21
Total Respondents=101		

*Types of In-house Training & Credentials Earned*

　　　　Employers were asked "*If you have used in-house training, please specify what type of*

training was provided; *and what credentials the participants received from the in-house*

training?" **Appendix B** categorizes and summarizes the qualitative data collected from

respondents, indicating the types of in-house training provided and indicating credentials earned

(if applicable). The qualitative data gathered made reference to the types of in-house training offered by employers in various areas, such as safety and construction, administrative, customer service, hospitality and tourism, and/or technical trainings.

Pre-Employment Testing/Standardized Assessment

Employers were asked: *Does your company use pre-employment testing or some other form of standardized assessment in your recruiting process?* As illustrated by Figure 3 below, majority of employers at 74.31% (n=81) indicated they did not provide pre-employment testing or standardized assessments in their recruitment process. The remainder of employers 22.01% (n=24) indicated they provided pre-employment testing or standardized testing during their recruitment process, while other employers (3.68%, n=4) did not respond to this question.

Figure 3: Employers Offering- Pre-Employment Testing/Standardized Assessments
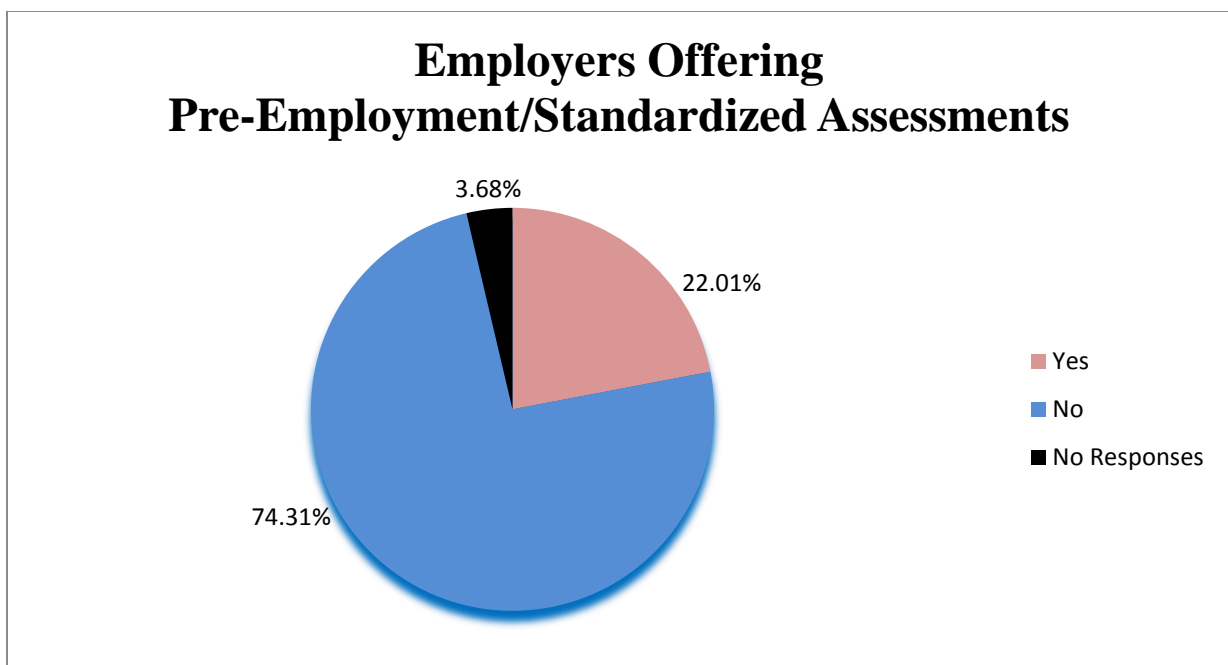
The following summarizes the types of pre-employment testing and standardized assessments used by employers who do provide pre-employment testing and standardized assessments:

- **Technical Skills:** Construction/Equipment: Heavy equipment operation, cargo truck, crane operation, and analytical testing, however this is only used in a specified area

- **Administrative:** Data entry, basic computation tests, typing, writing skills

- **Pre-Employment**: Drug testing, math, behavior/competency based assessments, KeyTrain®

  - **Soft-skills:** Work habits, initiative and honesty

  - **Customer Service:** Customer service, restaurant and server skills

Figure 3 also indicated a large number of employers do not offer pre-employment testing or standardized assessments when screening new employees. If pre-employment testing were implemented, employers can identify employees' skills prior to employment, and properly place employees with the appropriate skills sets to meet certain position requirements.

Employers' Responses to Investing in Assessment Tools

Two questions were asked of employers relative to their *willingness to invest in a service that assesses a candidate's job readiness skills,* see Table 4 below; and *in what scenario would your company be willing to invest in such an assessment service,* see Table 5 below.

Table 4: Employers' Willingness to Invest in Employee Assessment Services

	Response Count	Response Rate (%)
Yes	58	53.21 %
No	47	43.12%
No Response	4	3.67%
Total Respondents= 109		**100%**

Table 4 shows 53.21% (n= 58) of employers were willing to invest in employee assessment services. While 43.12% (n=47) of employers were not willing to invest in an assessment tool, and 3.67% (n=4) employers did not respond.

Table 5: Employers' Scenario to Invest in Employee Assessment Services

Ranked Highest to Lowest Overall by Employers	Response Count	Response Ratio (%)
None of the Above (Scenarios)	36	36.36%
Entry Level	33	33.33%
Succession Planning	17	17.17%
Existing Worker	13	13.13%
Total Respondents=99		**100%**

Option to select all that apply

Table 5 shows that 36.36% (n=36) of employers did not provide any scenarios to invest in such an employee assessment tool, while 33.33% (n=33) of employers are likely to invest in such assessment services for entry-level positions. This information suggests that more marketing efforts are needed to raise awareness to employers about KeyTrain® and WorkKeys® and how the system works to recruit and develop skilled workers for successful placement into the workforce.

Employers' Methods for Recruiting Employees

Employers were asked what types of methods were used for recruiting employees and to select all applicable methods. Table 6 below lists nine categories of recruitment methods. One hundred eight employers out of 109 surveyed responded to this question. Table 6 below ranks the recruitment methods in order based on the number of total responses. It reveals that *Personal Networks/Word of Mouth* (79.63%, n=86) was the top recruitment method used by employers to recruit employees followed by *Advertising in Local Newspapers* (68.52%, n=74), and *Internet Postings* (66.67%, n=72).

Table 6:   Employers' Recruitment Methods

RECRUITMENT METHODS (Ranked highest to Lowest)	Response Count	Ranking Score
Personal Networks/Word of Mouth	86	79.63%
Advertising in Local Newspapers	74	68.52%
Internet Postings	72	66.67%
Professional Organizations	31	28.70%
Job Fairs	28	25.93%
Direct Recruitment from 2 and 4 year institutions	23	21.30%
Recruiting/Manpower Agencies	20	8.52%
Recruit from Other Companies	13	12.04%
Direct recruitment from GDOE/Private Schools	9	8.33%
Total Respondents=108		

Option to select all that apply

Employers' Responses: Steps to Address Employees' Skill Needs

Employers were asked: *What steps is your company taking to address your skill needs? Please select all.* Table 7 below indicates the employers' responses ranking the steps they most frequently apply.

Table 7: Employers' Steps to Address Employees' Skill Needs

Ranked Highest to Lowest Overall by Employers	Response Percent (%)	Response Count
Developing In-House Skills and Development Training	72.28%	78
Increasing Retention Efforts	28.97%	31
Work with Local Educational Institutes to Provide Training and Recruiting	20.56%	22
Using Outside Consultants	19.63%	21
Predict Future Skills Needs	19.63%	21
Conducting Skills Inventory	14.95%	16
None	11.21%	12
Guam Department of Labor/AHRD-American Job Center	8.41%	9
Total Respondents=107		

Option to select all that apply

Employers' Ranking: Most Important Employee Skills

The 109 surveyed were asked: *Please rank the following workplace 'soft skills/work ethics' from 1 to 9 in the order of importance when you are recruiting.* The skills are ranked and listed in Table 8, with *1* indicating the *most important skill* and *9* indicating the *least important skill*. Only 108 responded to the question. The Ranking Score is based on the weighted average calculated by dividing the sum of all weighted rankings by the number of total responses. Table 8 below reveals the top three skills ranked *most important* by employers. They are *Leadership & Managerial Skills* (4.43, n=107), *Written Communication Skills* (3.79, n=108), and *Good Attendance Record* (3.49, n=108). Additional important skills employers ranked equally included *Following Directions* (3.39, n=107) and *Teamwork* (3.39, n=108); followed by *Customer Service* (3.36, n=108) and *Verbal Communication Skills* (3.36, n=108); *Critical and Analytical Thinking* (3.33, n=108*)* and *Problem Solving* (3.19, n=108).

Table 8: Important Employee Skills

Important Skills Ranked Highest to Lowest of Importance by Employers (based on Weighted Average)	Response Count (By Skill Areas)	Ranking Score (By Weighted Average)
Leadership/Managerial	107	4.43
Written Communication Skills	108	3.79
Good Attendance Records	108	3.49
Following Directions	107	3.39
Teamwork	108	3.39
Customer Service	108	3.36
Verbal Communication Skills	108	3.36
Critical and Analytical Thinking	108	3.33
Problem Solving	108	3.19
Total Respondents =108		

Employers Rank Most Valuable Employee Assets

When companies were asked to rank from the most to least valuable employee assets to improve their workforce, (see Table 9 below), the overall results from most to least valuable assets based on weighted average are: *Apprenticeship* (Wt. Average.=3.49, n=99), *Continuing Education (Wt. Average.=3.37, n=98)*, *College Degrees (AA, BA, MBA, PhD., Etc*.) (Wt. Avg. =3.20, n=98) followed by *Industry/Professional Certifications* (Wt. Avg. = 2.74%, n = 104), *Soft Skills/Personal Effectiveness* (Wt. Avg. =2.31%, n =106) and *Technical Skills* (Wt. Avg. = 2.29%, n =104)*. Those who selected *Other* claimed that they valued employees who have *Foreign Language Skills, Willingness to Learn* and the *Ability to Apply Knowledge.*

Table 9: Employers' Responses- Most Valuable Employee Assets

Ranked Highest to Lowest (By Weighted Average)	Response Count	Weighted Average
Apprenticeship	99	3.49
Continuing Education	98	3.37
College Degrees (AA, BA, MBA, PhD, etc.)	98	3.20
Industry/Professional Certifications	104	2.74
Soft Skills/Personal Effectiveness	106	2.31
Technical Skills	104	2.29
Total Respondents=108		

Employers' Ranking: Reasons for Rejecting Applications

When employers were asked to rank the reasons for rejecting applications for employees who are not qualified, all 109 respondents ranked their reasons listed in Table 10, with *1* indicating the *most frequent reason* and *6* indicating the *least frequent reason*. The Ranking Score is based on the weighted average calculated by dividing the sum of all weighted rankings by the number of total responses. Table 10 demonstrates that the most frequent reasons for rejecting applications for employees who are not qualified are due to *Failed Background*

Check/Criminal Records (3.67, n=98) and *Failed Drug Testing* (3.67, n=97) ranking equally,

followed by *Lack of Required Credentials* (2.82, n=100)*; Lack of Relevant Experience* (2.55,

n=106)*; Lack of Technical Skills* (2.51, n=103) and *Poor Attitude or Presentation* (2.49, n=102)*.

Table 10: Reasons Employers Reject Applications (n=109)

Ranked Most Frequent to Least Frequent reason for rejecting applications of unqualified applicants	Most Frequent Reason 1	2	3	4	5	Least Frequent Reason 6	Response Count	Ranking Score (By Wt. Avg.)
Failed Background Checks/Criminal Records	21 21.43.%	8 8.16%	21 21.43%	6 6.12%	16 16.33%	26 26.53%	98	**3.67**
Failed Drug Screening	25 25.57%	14 14.43%	10 10.31%	1 1.03%	13 13.40%	34 35.05%	97	**3.67**
Lack of Required Credentials	19 19%	27 27%	27 27%	12 12%	10 10%	5 5%	100	**2.82**
Lack of Relevant Experience	37 34.91%	25 23.58%	23 21.70%	4 3.77%	4 3.77%	13 12.26%	106	**2.55**
Lack of Technical Skills	29 28.16%	27 28.21%	29 28.16%	6 5.83%	7 6.8%	5 4.85%	103	**2.51**
Poor Attitude or Presentation	1 3%	1 3%	0 0%	4 12%	9 26%	7 6.86%	102	**2.49**

Skill Gaps and Recruiting Challenges

Employers shared their comments regarding *technical and soft skill gaps identified in their workforce* or *recruiting challenges their organization has encountered*. For *the technical skills*, employers commented and identified the need for skills related to and challenges in recruiting in the following areas: *Construction; Restaurant, Hotel, Entertainment, and other professional services;* and *Retail Sales & Services*. Specific occupations mentioned included *Electrical/Electronics Technician, Construction, Carpentry, Cement Masons, Heavy Equipment Operators, Mechanics, Drivers, Cosmetologist, Healthcare Providers, Culinary Arts, Certified Auto Technicians, Sales Consultants, Account Executives (Insurance Related), Front Desk Operations, and Foreign Language/Hospitality: Chinese & Japanese*.

Employers commented and identified *soft skill challenges* of their workforce in the following areas: *motivation, initiative, work ethics, teamwork, attendance and punctuality, problem-solving, critical thinking, and time-management*. Additionally, employers also indicated the challenges of employees having *reliable transportation*, and the need for *credit card fraud training*.

Conclusion

In summary, the *3rd GCC Employers' Workforce Development Survey Report* found that the most important employee skills identified by employers in 2015 were *Leadership/Managerial Skills; Written Communication Skills; Good Attendance Records; Customer Service* with *Verbal Communications Skills,* and equally rated, were *Following Directions* and *Team Work.*. Another significant finding of the 2015 survey indicated that *employers valued employees with educational/skills training derived from Apprenticeship, Continuing Education and College credentials.* These survey findings could be an indicator of

employers seeking employees with more self-initiative skills, better communication skills (verbal, written, following directions) and time management skills.

Another finding is that this study provides some understanding of the employers' challenges and employee training needs to prepare the current workforce. Findings support GCC's efforts to continue working with employers to promote and implement the KeyTrain® and WorkKeys® Assessment systems. Employers utilizing KeyTrain and WorkKeys® systems for their employees will counter the island's basic workforce challenges.

The survey results suggest also that employers are looking for more cost-efficient training opportunities to fill employees' skill gaps. It could be implied that if employers invest in employee training or assessments employers want a good return on their investment. The WorkKeys® Assessment system is used to measure an individual's basic workplace skill levels and identifies the gaps where training is needed. KeyTrain® is used to provide *training **prior*** to employees or potential employees taking the WorkKeys® *assessment*. KeyTrain® is an interactive curriculum which provides assignments that improve an individual's skill level and confidence before taking the WorkKeys® assessment. Employees who demonstrate foundational workplace skills through the WorkKeys assessment earn a portable, national credential certifying these skills in Applied Math, Locating Information and Reading for Information. Additionally, the program offers an online, self-paced training format, and therefore addresses the employers' concern of "training cost" and "employee time away from work."

As Guam's workforce grows and global competition persists, employers will need to recruit and develop Guam's employees to meet the economic trends and the challenges of a diverse, multigenerational workforce. This is a new millennium, a new time, with different

workplace values, ethics and skills; but a time to transform to meet the needs of Guam's community.

Recommendations

The following are recommendations based on the findings of the *3rd GCC Employers' Workforce Development Survey, 2015:*

1. GCC should focus its training efforts on addressing the soft skills and career technical skills as identified by the employers.

2. GCC should continue its efforts in promoting the WorkKeys® Assessment System and its counterpart program, KeyTrain®, to employers in both the private and public sectors. The buy-in and utilization of these programs will address both core business skills and soft skills training needs identified by employers.

3. GCC should be flexible and adaptable to offer training at the employee's worksite and/or schedule training more amenable to the employee's work schedule.

4. GCC should develop a plan to assist employers and community partners to pay for courses. Alternative funding sources should continue to be identified (i.e., grants, WIOA, financial aid, Manpower Development Fund, etc.) for training and/or courses.

5. GCC should continue to cultivate community partnership opportunities with various employers (private and public) and non-profit to advance exposure and buy-in by marketing the benefits and outcomes for both employees and employers.

6. Data collection should occur after each course training offered by GCC, to stay abreast of the challenges as well as identify the changing or consistent trends occurring in the industry. This data will be used by GCC to align, plan, develop, and implement programs or courses to address the employees' skill needs while meeting the demands of the workforce.

APPENDIX A

1. Please check the category that best describes your business.

☐ Agriculture

☐ Architecture and Engineering

☐ Automotive Repair and Other Services

☐ Computer and Data Processing

☐ Construction

☐ Education

☐ Finance, Insurance, Banking and Real Estate

☐ Health Services

☐ Manufacturing

☐ Media Arts

☐ Professional Services

☐ Retail Sales and Services

☐ Restaurant, Hotel, Entertainment and Other Professional Services

☐ Telecommunications

☐ Transportation and Storage

☐ Utilities

☐ Wholesale Trade/Warehousing

☐ Federal Government Agency

☐ Local Government Agency

Other (please specify) [   ]

2. Please identify your position in the organization.

○ Owner

○ CEO / President

○ COO / Vice President

○ Senior Manager / Administrator

○ Department/Division Manager

○ Supervisor

○ Human Resource Professional

Other (please specify) [   ]

3. What is the size of your company, agency or organization?

○ Less than 100

○ Between 100 - 200

○ Between 200 - 300

○ Between 300 - 400

○ Between 400 - 500

○ More than 500

4. Please indicate which occupational or educational skills your workforce has a need for, or which skills you have identified as being in short supply during your recruiting efforts. Please select all that apply.

☐ Allied Health (Medical Assisting, Medical Lab Technician)

☐ Automotive - Technician / Auto Body

☐ Blueprint Reading

☐ Business and Accounting

☐ Computer Aided Drafting and Design (CADD)

☐ Culinary Arts

☐ Customer Service / Sales

☐ Electrical / Electronics

☐ Engineering Technologies

☐ Environmental Technologies

☐ Environmental / Hazardous Materials / Safety

☐ General Maintenance

☐ Graphic Arts

☐ Hotel and Lodging

☐ Information Technology (IT)

☐ Medical Records and Information

☐ Nursing

☐ Office / Admin Skills

☐ Paralegal

☐ Project Management

☐ Skilled Trades - Construction

Other (please specify) [_____]

5. What training resources have you used to meet the skill needs of your workforce? Please select all that apply.

☐ Seminars and Workshops (Local)

☐ Seminars and Workshops (Off-Island)

☐ Guam Department of Labor / AHRD - American Job Center

☐ Guam Community College

☐ Private Training Institutions (Local)

☐ Private Training Institutions (Off-Island)

☐ University of Guam

☐ KeyTrain® and the WorkKeys® Assessment

☐ Online Training

Other (please specify) [_____]

6. If you have used in-house training, please specify what type of training was provided; and what credentials the participants received from the in-house training?

7. Does your company use pre-employment testing or some other form of standardized assessment in your recruiting process?

○ Yes

○ No

If yes, please specify

[_____]

8. Would your company be willing to invest in a service that assesses a candidate's job readiness skills?

○ Yes

○ No

9. In what scenario would your company be willing to invest in such an assessment service?

○ Entry Level   ○ None of the Above

○ Existing Worker

○ Succession Planning

10. What methods do you use in your recruiting efforts? Please select all that apply.

☐ Direct Recruitment from 2 and 4 year Institutions

☐ Direct Recruitment from DOE / Private Schools

☐ Recruit from Other Companies

☐ Personal Networks / Word of Mouth

☐ Professional Organizations

☐ Recruiting / Manpower Agencies

☐ Advertising in Local Newspapers

☐ Internet Postings

☐ Job Fairs

Other (please specify) [   ]

11. What steps is your company taking to address your skill needs? Please select all that apply.

☐ Conducting Skills Inventory

☐ Applying Additional Funding to Address needs

☐ Using Outside Consultants

☐ Increasing Retention Efforts

☐ Developing In-house Skills and Development Training

☐ Work with Local Educational Institutions to Provide Training and Recruiting

☐ Predict Future Skills Needs

☐ None

Other (please specify) [   ]

12. Please rank the following workplace "soft skills / work ethics" from 1 to 9 in the order of their importance when you are recruiting. (1 = most important, 9 = least important)

	1	2	3	4	5	6	7	8	9
Good Attendance Record	○	○	○	○	○	○	○	○	○
Verbal Communication Skills	○	○	○	○	○	○	○	○	○
Written Communication Skills	○	○	○	○	○	○	○	○	○
Critical and Analytical Thinking	○	○	○	○	○	○	○	○	○
Customer Service	○	○	○	○	○	○	○	○	○
Following Directions	○	○	○	○	○	○	○	○	○
Problem Solving	○	○	○	○	○	○	○	○	○
Teamwork	○	○	○	○	○	○	○	○	○
Leadership / Managerial	○	○	○	○	○	○	○	○	○

13. *What is most valuable to your company as you seek to improve your workforce? Please rank the following items from 1 to 5 in the order of their importance (1 = most important, 5 = least important).*

	1	2	3	4	5
College Degrees (AA, BA, MBA, PhD, etc.)	○	○	○	○	○
Technical Skills	○	○	○	○	○
Soft Skills / Personal Effectiveness	○	○	○	○	○
Industry/Professional Certifications	○	○	○	○	○
Continuing Education	○	○	○	○	○
Apprenticeship	○	○	○	○	○

Other (please specify) [   ]

14. What are the primary reasons why rejected applications are not qualified for the position posted? Please rank the following reason from 1 to 6 in the order of their frequency (1 = most frequent, 6 = least frequent)

	1	2	3	4	5	6
Lack of Relevant Experience	○	○	○	○	○	○
Lack of Required Credentials	○	○	○	○	○	○
Lack of Technical Skills	○	○	○	○	○	○
Poor Attitude or Presentation	○	○	○	○	○	○
Failed Drug Screening	○	○	○	○	○	○
Failed Background Check / Criminal Record	○	○	○	○	○	○

Other (please specify) [   ]

15. *Please share any other comments you may have regarding skill gaps you have identified in your workforce or recruiting challenges your organization has encountered.*

APPENDIX B

Summary of Qualitative Data –Types of In-House Training/Credentials

Question #6: If you have used in-house training, please specify what type of training was provided; and what credentials the participants received from the in-house training?

SAFETY/CONSTRUCTION:
- Safety, Health and Safety - OSHA/Hazwoper, CPR/First Aide (certification)
- Driver's B or C license
- First Aid/CPR/AED
- Trainings on topics required by Joint Commission and Medicare including Emergency
- HVAC/R - HVAC Journeyman Certification
- CPR & FIRST Aid, 8hr Refresher, Backhoe Course, Respirator Fit Test
- Fire Extinguisher & Fire Team; Water ----Rescue; EPA BT-A certification; TIPS; Some are credentialed.

ADMINISTRATIVE, CUSTOMER SERVICE, HOSPITALITY & TOURISM:
- Customer service and barista training ,Customer service, Credentials from online training/prior training experienced staff
- Phone/Guest etiquette
- Handling Guest Complaints
- Computer skills - invoicing, inventory, sales Business Etiquette
- Communicating with Impact, High Impact Feedback, etc. These training have provided our employees with the tools and mindset to tackle difficult communication situations.
- Personnel Policies, Sexual Harassment & Harassment in General, Anti-Discrimination; Orientation-Policies & Procedures. No credentials issued.
- Guest Service, Building Supervisory Skills, Leadership, Labor Laws, Sexual Harassment, First Aid/CPR - Trainer well versed with operations & HR
- Preparation of legal documents, social work
- Effective communications. Participants received a certificate.
- Flight Reservations and E-Ticket Issuance
- Basic food establishment rules and regulations
- BT-A – Certification, TIPS - Certification

TECHNICAL:
- Fiber Optic and Copper Cable Installation, Splicing, Termination and Testing - No Credentials issued. Heavy Equipment Operating and Maintenance - no Credentials issued.
- Pesticides Training (certification as this is required for all those who work in areas using specific chemicals)
- BTA - GEPA required training for anyone handling chemicals and a certification of passing the course is given if the participate passes the test. GEPA issues an ID card that the employee wears at their work site.
- Certified techs mentoring with new employees and in-house safety training by certified techs.

OJT/APPRENTICESHIP:
- OJT, manufacturer web-based training

OTHER:
- Relias online learning
- The training provided in-house are more on client development and work enhancement and the staff will obtain CPE credits.
- Teacher Observation Online Training/ Certification
- In house training provided by other experienced/certified employees. Credentials given are by means of a promotion (title and salary)
- Training was related to Insurance specific professional designation. Management provided training to prep staff for web based certification.
- Brand training; participants receive a certificate of completion; Brand-specific training direct from manufacturers
- All instructors are PADI, TDI, SDI, NAUI, SSI certified instructional personnel
- Management, Infection Control, etc. Employees receive CEUs.
- Certified JRP Curriculum Instructors and apprentices