

WORKPLACE EMPLOYABILITY SKILLS PROJECT

**REPORT ON THE Central Arizona Valley Institute of Technology
(CAVIT) FOCUS GROUP**

“LISTENING TO THE VOICES OF ARIZONA BUSINESS & INDUSTRY”

**CENTRAL ARIZONA VALLEY INSTITUTE OF TECHNOLOGY
FEBRUARY 22, 2011**

Sponsored by Arizona Department of Education Career and Technical Education Division
in partnership with ASU Workforce Education and Development Office
and Corporate //Education Consulting, Inc.

REPORT ON REGIONAL FOCUS GROUP
February 22, 2011, 8:15–10:15 a.m.
at CAVIT, 1789 W. Coolidge Avenue, Coolidge, Arizona

HOSTED BY

- Mike Glover, Principal p| 520.423.1944; e| mglover@cavitschools.org; c | 520.705.0719

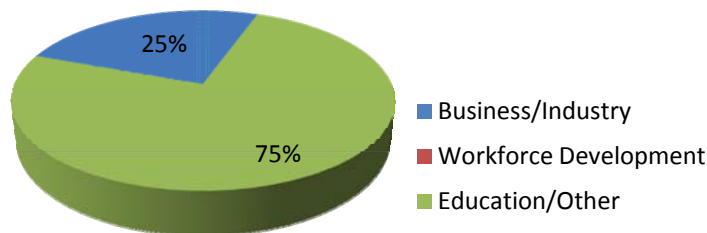
ARIZONA JTED SUPERINTENDENTS working with the Arizona Department of Education Career and Technical Education Division and ASU Workforce Education and Development Office facilitation team led efforts to convene eleven regional focus groups over a 6-week period to identify workplace employability skills and collect information about their importance and frequency of use in the workplace from the perspective of Arizona business and industry leaders. While Carolyn Warner, former Arizona Superintendent of Public Instruction, business owner and co-chair of the Arizona Skill Standards Commission, presided over nine of the meetings, Glenn Hamer, President and CEO of the Arizona Chamber of Commerce and Industry and David Bolger, COO of Corporate Education Consulting, Inc., each chaired a focus group.

THE CAVIT MEETING included representation from 5 businesses and industries in addition to education sector participation. The data below indicate comparative participation between this focus group and the composite of all focus groups.

| CAVIT Focus Group Participation | | Participation All Focus Groups | |
|---------------------------------|----|--------------------------------|-----|
| Total | 20 | Total | 246 |
| Business/Industry | 5 | Business/Industry | 104 |
| Workforce Development | | Workforce Development | 40 |
| Education/Other | 15 | Education/Other | 102 |

Attendance by sector and by name are represented as follows:

CAVIT Focus Group Participation



- **Business & Industry**

- Edward Farrell, Vice Mayor, City of Maricopa
- Anthony Smith, Mayor, City of Maricopa
- Jim Rives, President, City of Maricopa Economic Development
- Trish Lorenzen, Business Clerk, Classy Closets
- Tim O'Malley, Project Manager, The O'Malley Group

▪ Education

Carrie O'Grady, CTSO Specialist, ADE SkillsUSA

Mike Glover, JTED Director, Central Arizona Valley Institute of Technology

Michelle Martinez, CTE Coordinator, Central Arizona Valley Institute of Technology

Elizabeth Turner, Educator, Central Arizona Valley Institute of Technology

Marty Baca, Board Member, Central Arizona Valley Institute of Technology

Alma Farrell, CTE Director Maricopa, Board Member, Central Arizona Valley Institute of Technology Tech Prep

Tiffany Brown, MA Preceptor, Central Arizona College

Georgia White, Dean, Central Arizona College

Cecelia Johnson, Superintendent, Coolidge Unified School Dist.

Polly Abraham, CTE/Tech Prep, Coolidge Unified School District

Tracey Celaya, CTE Director, Florence Unified School District

Scott Bartle, Governing Board, Maricopa Unified School Dist

Rick Neilson, Assistant Principal, Maricopa Unified School Dist

Orlenda Roberts, County School Superintendent, Pinal County Schools

Reyna Pisano, Outreach Coordinator, University of Arizona Pinal

CRITICAL WORKPLACE EMPLOYABILITY SKILLS

The skills used to spark participation during the focus groups were identified at the October 20, 2011 meeting of the Arizona Skill Standards Commission as skills required for workplace/economic success in a global knowledge and innovation economy enabled by technology.

The Original Eleven

- **DIVERGENT AND CRITICAL THINKING, PROBLEM SOLVING, DECISION MAKING** (Expert Thinking)
- **COMPLEX COMMUNICATION** (Person-to-person interaction, knowledge transfer)
- **CREATIVITY AND INNOVATION** (Generating/developing new ideas, products, processes)
- **CULTURAL COMPETENCY** (Interacting with diverse groups/individuals for common purposes)
- **SOCIAL NETWORKING FOR BUSINESS** (Social media tools for branding, networking, customer service)
- **WORKING ONLINE IN GEOGRAPHICALLY DISTRIBUTED TEAMS** (Global work in virtual spaces)
- **VISUAL, PATTERN-BASED THINKING, INVOLVING MATH AND QUANTITATIVE PROCEDURES** (Computational Thinking)
- **COLLABORATION** (Communicating, planning, and implementing activities cooperatively with others)
- **LEGAL AND ETHICAL PRACTICE** (Acting within the rules of conduct for business)
- **PROFESSIONALISM** (Standards of behavior in the workplace)
- **INITIATIVE AND SELF DIRECTION** (Controlling, guiding, and managing one's own activities)

FOCUS GROUP DIALOG

The dialogue is segmented here into the major skill areas addressed during the facilitated discussion. Some statements apply to more than one skill area. In addition to the eleven skill areas that launched each conversation, six additional themes took on importance in meetings across the state: flexibility/adaptability, financial literacy, generational culture, organizational culture, customer service, and issues of implementation.

Complex Communication Person-to-person knowledge transfer

- Divergent/Critical thinking with Complex Communication with creativity and Innovation – all the other bases are covered.
- Reluctance, show a lack, but it's essential for communication.
- Complex Communication – lack of soft skills prevented students from RETAINING job.
- Complex Communication is important – transfer of knowledge is complexity, essential to a team.
- Technology adds layers of complexity.
- OLD skills: Reading, writing, speaking, listening – we need integration of these skills with technology.
- If we communicate effectively, we will be more efficient and save on resources/time.

- Example, “Can’t have these 3 people working together – they don’t get along.” ?! Model communication!!!
- Cultural Competency. Example, a brilliant engineer leveled a project because he had no ability to communicate (personality perhaps).

Computational Thinking Pattern-based thinking for problem solving, innovation

- No specific discussion

Creativity & Innovation Generating/developing new ideas, products, processes

- Divergent/Critical thinking with Complex Communication with creativity and Innovation – all the other bases are covered.

Cultural Competency Interacting with diverse groups/individuals for common purposes

- Cultural Competency. Example, a brilliant engineer leveled a project because he had no ability to communicate (personality perhaps).
- Yes, includes Cultural Competency. Example, Native American students interviewing outside of the reservation need a different level of interaction. Example, competitions help raise the bar. Example, law school, to promote through rank, need to sit for an interview.

Expert Thinking Divergent and critical thinking, problem solving, decision making

- Divergent/Critical thinking with Complex Communication with creativity and Innovation – all the other bases are covered.
- Divergent & Critical Thinking category. We see a lack of analysis skills, an inability to build an argument.
- If you think critically, you don’t waste product. Example, inability to read a tape measure led to redesign of the tape measure (now reads 1/4, 1/8 inch marks).
- Resource/waste management/allocation is a THINKING task.

Social Networking for Business Social media tools for branding, networking, customer service

- Collaboration MORE of a challenge with social media. Technology increases the barriers.
- Technology adds layers of complexity.
- OLD skills: Reading, writing, speaking, listening – we need integration of these skills with technology.

Working Online in geographically Distributed Teams Global work in virtual spaces

- No specific discussion

Collaboration Communicating, planning, and implementing activities cooperatively with others

- Complex Communication is important – transfer of knowledge is complexity, essential to a team.
- Example, “Can’t have these 3 people working together – they don’t get along.” ?! Model communication!!!
- Collaborations skills are essential, an appreciation that I’m part of a bigger puzzle. The TEAM & COMPANY must show up and be shown.
- Collaboration MORE of a challenge with social media. Technology increases the barriers.

Legal & Ethical Practice Acting within the rules of conduct for business

- Legal and Ethical Practice*** and Professionalism – ½ of each session/lesson is on these 2

Professionalism Standards of behavior in the workplace

- Legal and Ethical Practice*** and Professionalism – ½ of each session/lesson is on these 2
- Timeliness (ability to manage self) – Professionalism? Must learn to BE THERE. Initiative & Self-Direction? No. As an employer, I manage their activities.
- Laziness is evident in classrooms, in employees. “I don’t want to work that hard. “ The lament.
- My work ethic developed as a CTE alumna with a PhD, now a superintendent.
- Accountability***is missing from the list. Professional standard of behavior?
- Timeliness and such behaviors should be practiced in relationship to classes. Example, allowing extra credit in place of timely submission of work. BUT superintendents get calls from parents who want their child off the hook. Parents actually enable it and wear teachers down.
- Professionalism not necessarily seen as applicable across professions/business/industry. Accountability maybe instead.

Initiative & Self-Direction Controlling, guiding, and managing one's own activities

- Timeliness (ability to manage self) – Professionalism? Must learn to BE THERE. Initiative & Self-Direction? No. As an employer, I manage their activities.
- Initiative & Self-Direction – someone that doesn't WAIT to be told what to do.

Flexibility/Adaptability

- No specific discussion

Financial Literacy

- No specific discussion

Generational Culture

- Timeliness and such behaviors should be practiced in relationship to classes. Example, allowing extra credit in place of timely submission of work. BUT superintendents get calls from parents who want their child off the hook. Parents actually enable it and wear teachers down.
- "Lack of identity keeps me employed." Don't identify too closely with the job.
- We lose students during the application process because of the lack of desire to work. They do not persist over the long haul. They're looking for instant gratification in social networking.
- "Helicopter Parent" – hovering. Is this part of the lack of skills in young people?
- Millennial learners – generation differences – respect for workplace and boss vs. working for an experience. Example, will give up a good job to go to Costa Rica and zip line. Difference in expectations.
- "I don't care what I'm going to LEARN. I care about what I'm going to DO."
- Odd with millennials who learn to take risks and make mistakes in video games
- Parenting is at issue.
- Generational differences are a form of culture. Example, "teenager" students/teens unreceptive to ASKING – are we receptive to BEING asked?
- Teachers lacking skills in creating an environment where students are comfortable asking.
- Our kids are moving into the unknown pull of the future, requiring that WE have a different approach to their development.

Organizational Culture

- No specific discussion

Customer Service – In Person, Human to Human Interaction

- No specific discussion

Implementation

- Teachers lacking skills in creating an environment where students are comfortable asking.
- How do we test for this legitimately?
- Personal every day PRACTICE required.
- We must model what we expect others to implement – INDIVIDUALLY.
- CTE can connect the dots on this and cover it all. APPLIED learning environment.
- Extern/Internships or practicums turn the light on – validate the learning, resulting in pride and initiative.
- Applied means Hands On.
- It's magic, real learning happens.
- CTE Advocacy calls upon a student's desire to work in this manner. Example, touching a robot connects with them personally.
- We are looking at business/industry skills that we want our students to have, therefore the teachers/staff must have these skills.
- At CAVIT additional JTED funds came with an expectation from the board: "Program Quality Impact"
- Quality markers for teacher and program include: emerging, high quality, excellence. These markers are indicated in their classrooms so anyone entering can see.
- Mentoring is important, a community needs to be involved, more than parents. The mentor is often the one who makes a difference in a life. "You can do anything you want to."

- We can't orchestrate this at the state level. It's local community.
- CTSO (Career Tech Student Orgs) 23,000 participants across state. Events focus on career skills. Competitions include TEAM event.
- We implement ALL of these skills in our classroom, separating HOME & WORK behaviors.
- Mastering something on paper/computer is NOT the same as actually doing the task.
- Our goals regarding Employability Skills: Define (what does it look like?) – Measure (scenario development and rubrics) – Manage. Identify what it means to move from NOVICE to EXPERT. Embed the skills in our programs.
- Engagement is important. Bells, whistles and time hours are NOT engagement, rather counter productive.

Other Comments

- Parenting is at issue.
- The idea of managing WASTE of any kind is essential – resource management.
- "Sustainability" is a way of thinking.
- What are some CORE concepts that feed others?
- Do entry level employees know HOW to ask?
- Statistics show that 83% of employees are looking for a new job.
- "It's not the grass. Just water your OWN grass."
- Is there an element of behavioral interviewing in these programs?
- "Measure twice, cut once" adage is unknown.
- Matthew Crawford's book Shop Class as Soulcraft
- Even though it's difficult, it's essential that we move forward.

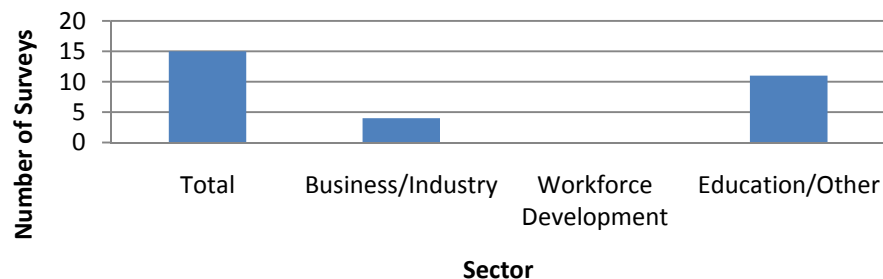
SURVEY RESULTS

A total of 15 surveys, addressing the original 11 skills, were returned from CAVIT participants. Data were tabulated separately for each regional focus group, as well as collectively. The survey instrument enabled the project team to collect information in three areas:

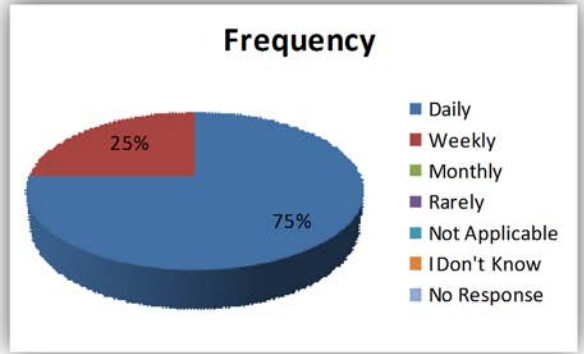
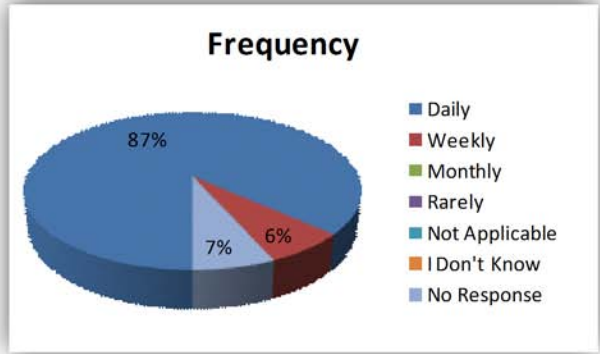
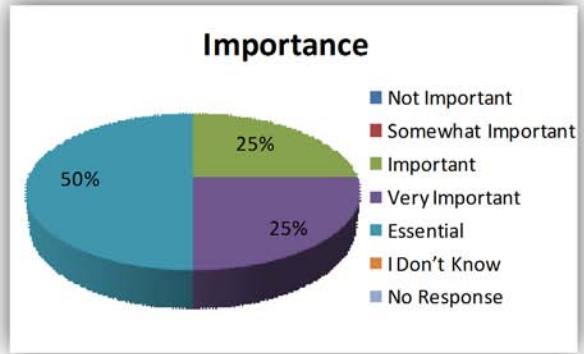
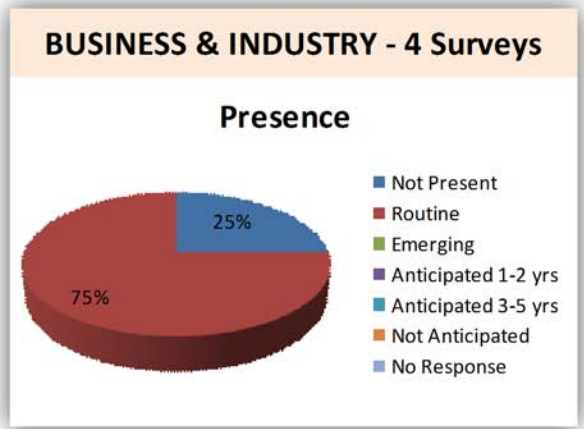
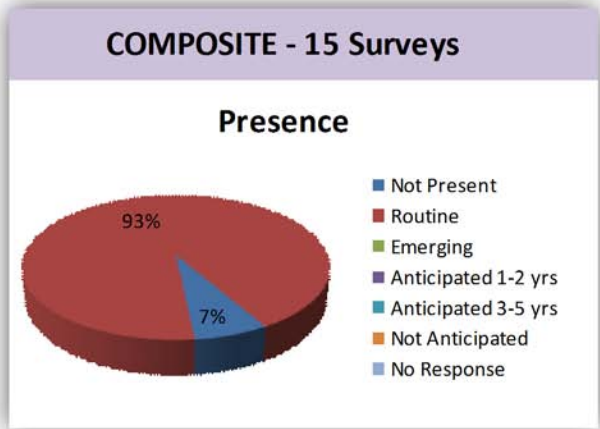
1. Presence: *To what degree are these skills present in your workplace?*
2. Importance: *How important are these skills to the future success of your business/industry?*
3. Frequency: *Once adopted, how frequently do you anticipate workers in your business/industry would use these skills?*

The CAVIT focus group results are laid out on the following pages by skill set and sector. For example, the results for Complex Communication on the next two pages provides responses to the questions noted above in a set of Composite graphs side by side with the segmented responses from Business & Industry and Education participants.

Surveys by Participating Sector

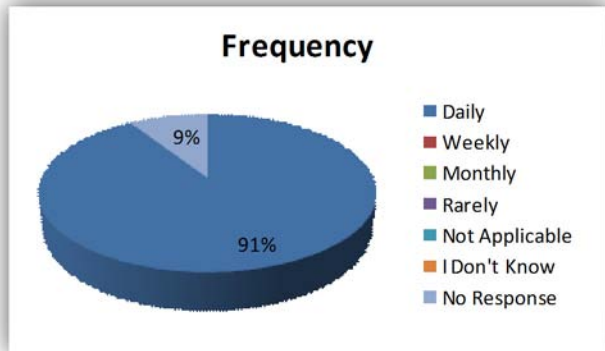
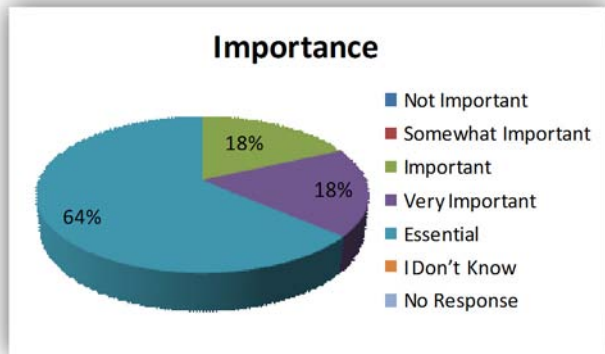
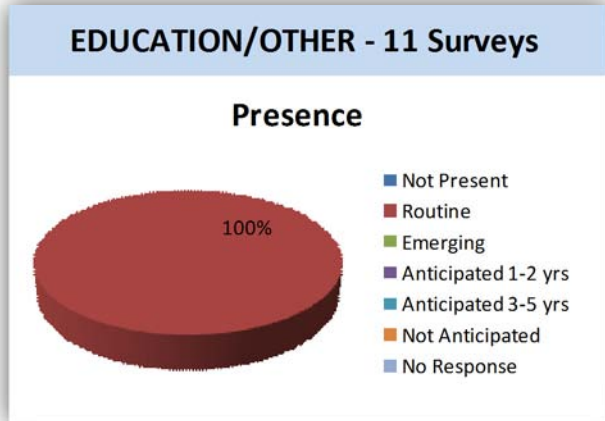


COMPLEX COMMUNICATION Person-to-person knowledge transfer



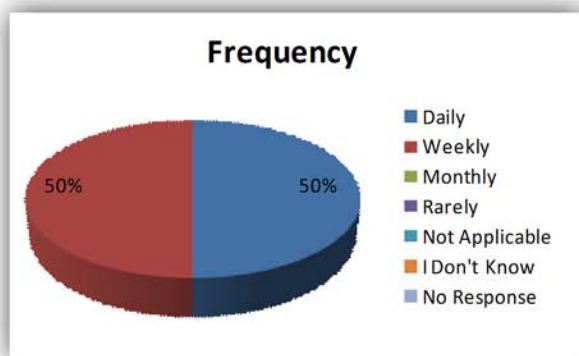
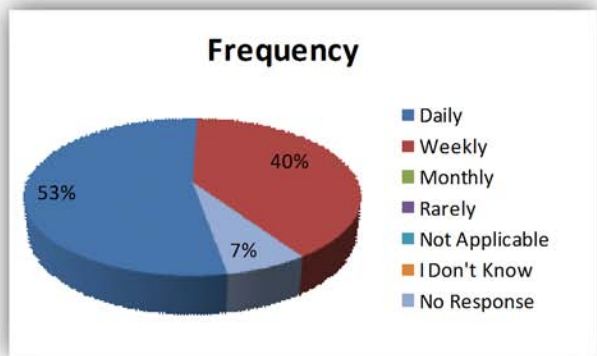
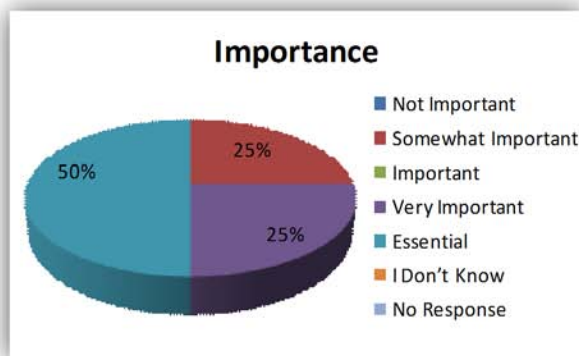
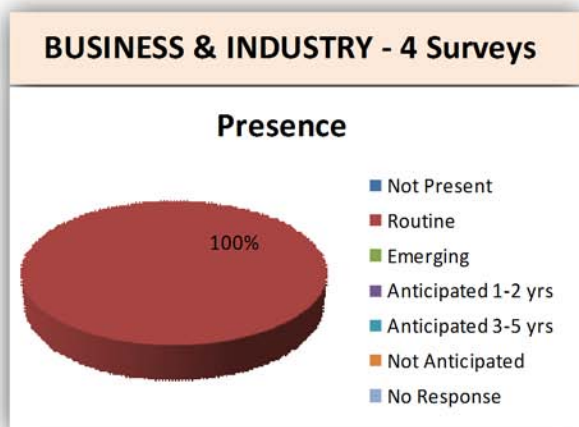
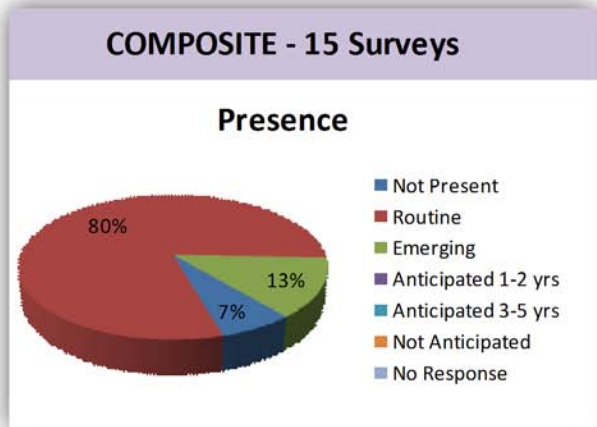
| Survey Count | Survey Count | Survey Count | Survey Count | Survey Count | Survey Count |
|-----------------------|-----------------------|------------------|-----------------------|-----------------------|------------------|
| Not Present 1 | Not Important 3 | Daily 13 | Not Present 1 | Not Important 1 | Daily 3 |
| Routine 14 | Somewhat Important 20 | Weekly 1 | Routine 3 | Somewhat Important 25 | Weekly 1 |
| Emerging 0 | Important 0 | Monthly 0 | Emerging 0 | Important 0 | Monthly 0 |
| Anticipated 1-2 yrs 0 | Very Important 20 | Rarely 0 | Anticipated 1-2 yrs 0 | Very Important 25 | Rarely 0 |
| Anticipated 3-5 yrs 0 | Essential 60 | Not Applicable 0 | Anticipated 3-5 yrs 0 | Essential 50 | Not Applicable 0 |
| Not Anticipated 0 | I Don't Know 0 | I Don't Know 0 | Not Anticipated 0 | I Don't Know 0 | I Don't Know 0 |
| No Response 0 | No Response 0 | No Response 1 | No Response 0 | No Response 0 | No Response 0 |

COMPLEX COMMUNICATION Person-to-person knowledge transfer



| Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|
| Not Present | Not Important | Daily 10 |
| Routine 11 | Somewhat Important | Weekly |
| Emerging | Important 2 | Monthly |
| Anticipated 1-2 yrs | Very Important 2 | Rarely |
| Anticipated 3-5 yrs | Essential 7 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

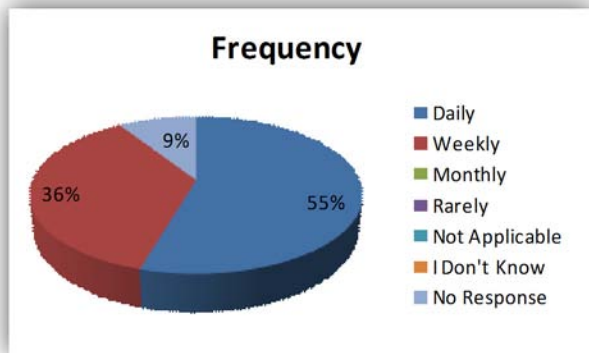
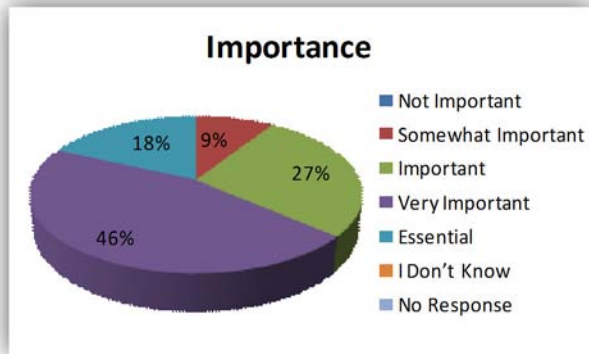
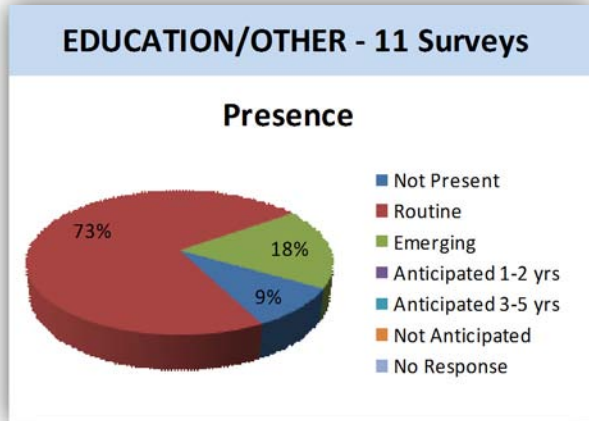
COMPUTATIONAL THINKING Pattern-based thinking for problem solving, innovation



| Survey Count | | Survey Count | | Survey Count | |
|---------------------|----|----------------|---|----------------|---|
| Not Present | 1 | Not Important | 2 | Daily | 8 |
| Routine | 12 | Somewhat | 2 | Weekly | 6 |
| Emerging | 2 | Important | 3 | Monthly | |
| Anticipated 1-2 yrs | | Very Important | 6 | Rarely | |
| Anticipated 3-5 yrs | | Essential | 4 | Not Applicable | |
| Not Anticipated | | I Don't Know | 4 | I Don't Know | |
| No Response | | No Response | 1 | No Response | 1 |

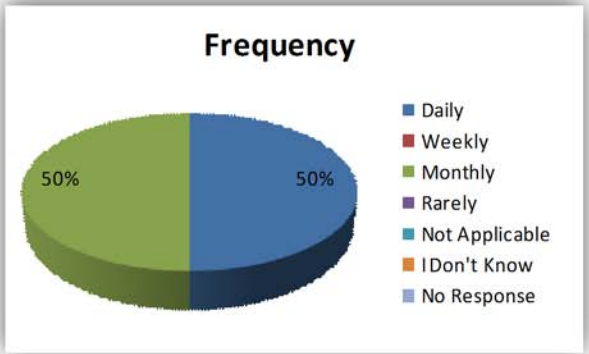
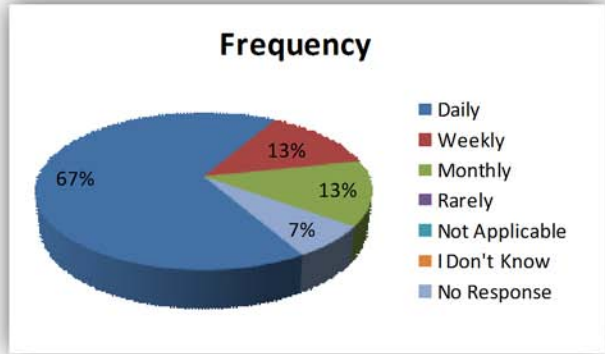
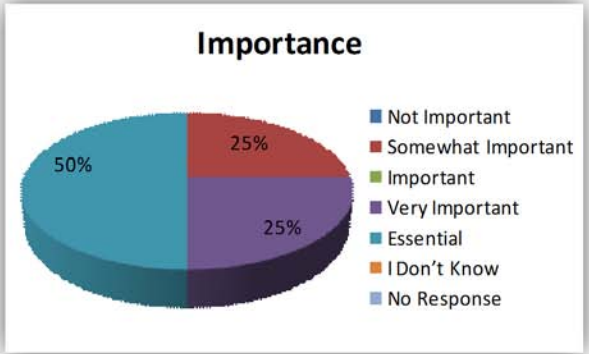
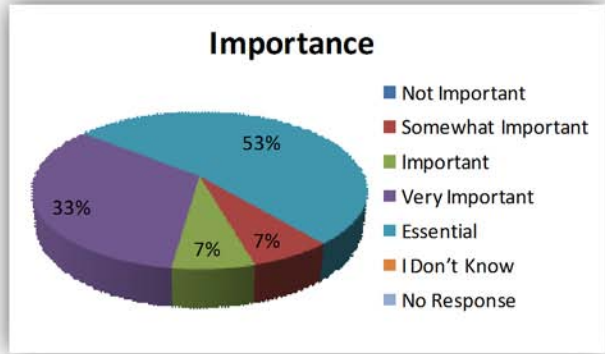
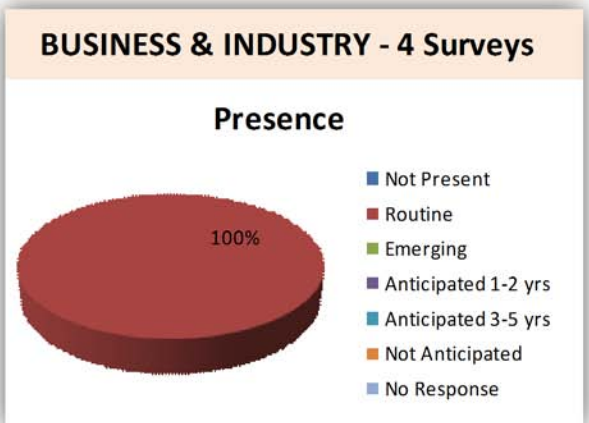
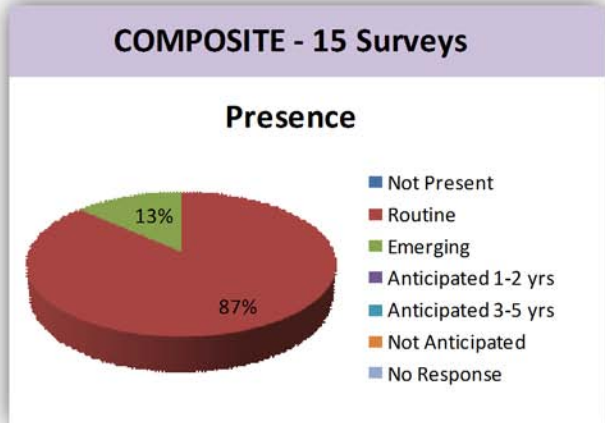
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|---------------------|---|----------------|---|----------------|---|
| Not Present | | Not Important | | Daily | 2 |
| Routine | 4 | Somewhat | 1 | Weekly | 2 |
| Emerging | | Important | | Monthly | |
| Anticipated 1-2 yrs | | Very Important | 1 | Rarely | |
| Anticipated 3-5 yrs | | Essential | 2 | Not Applicable | |
| Not Anticipated | | I Don't Know | | I Don't Know | |
| No Response | | No Response | | No Response | |

COMPUTATIONAL THINKING Pattern-based thinking for problem solving, innovation



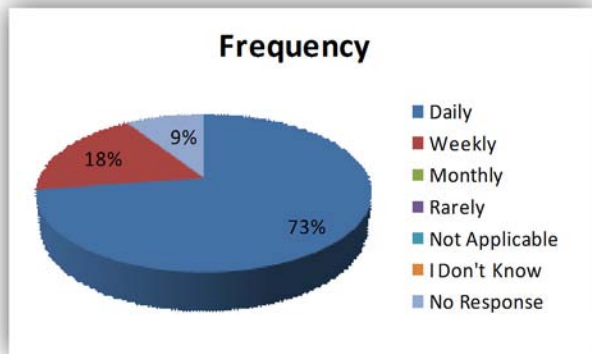
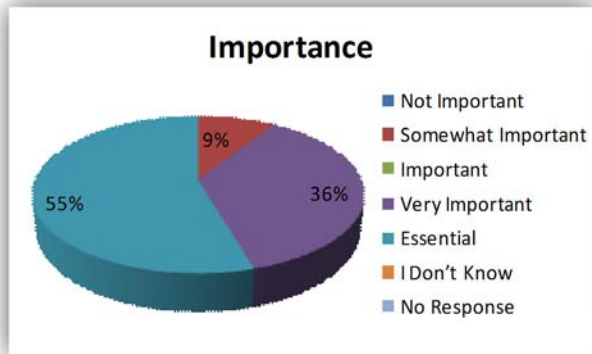
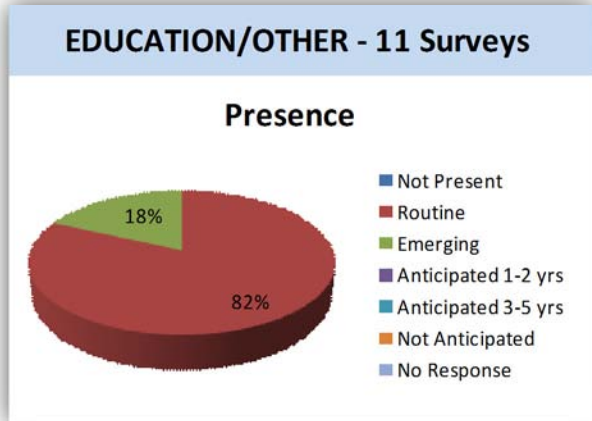
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|---------------------|----------------------|----------------|
| Not Present 1 | Not Important 1 | Daily 6 |
| Routine 8 | Somewhat Important 1 | Weekly 4 |
| Emerging 2 | Important 3 | Monthly |
| Anticipated 1-2 yrs | Very Important 5 | Rarely |
| Anticipated 3-5 yrs | Essential 2 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

CREATIVITY & INNOVATION Generating/developing new ideas, products, processes



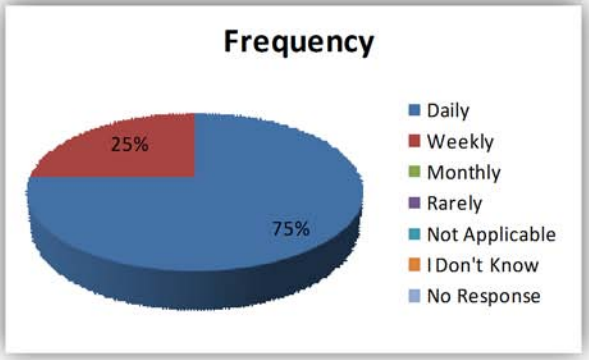
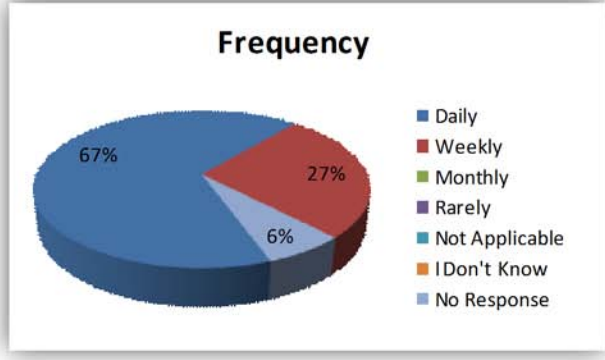
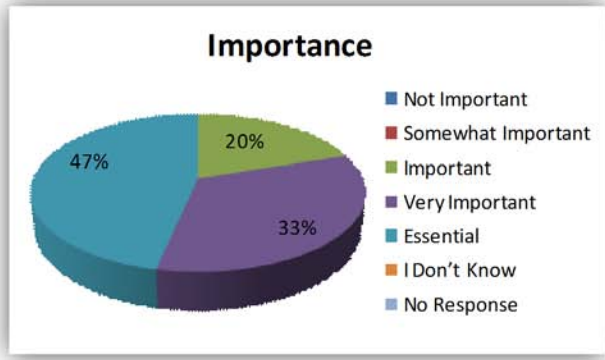
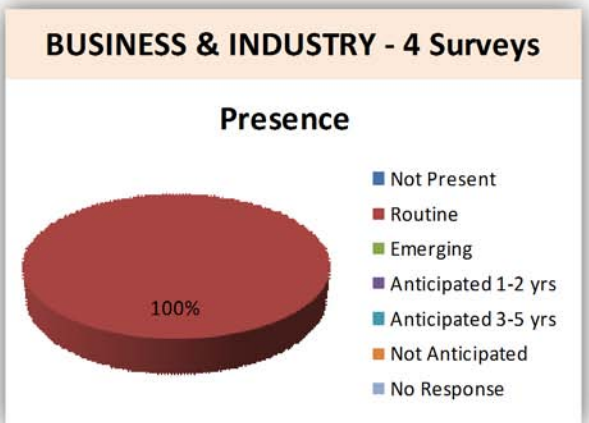
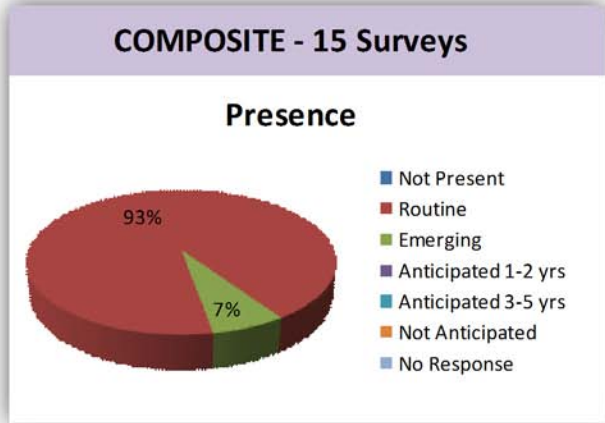
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|---------------------|--------------------|----------------|--------------|---------------------|--------------------|
| Not Present | Not Important | Daily | 10 | Not Present | Not Important |
| Routine | Somewhat Important | Weekly | 2 | Routine | Somewhat Important |
| Emerging | Important | Monthly | 2 | Emerging | Important |
| Anticipated 1-2 yrs | Very Important | Rarely | | Anticipated 1-2 yrs | Very Important |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Essential |
| Not Anticipated | I Don't Know | I Don't Know | | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |
| | | | | | Daily |
| | | | | | Weekly |
| | | | | | Monthly |
| | | | | | Rarely |
| | | | | | Not Applicable |
| | | | | | I Don't Know |
| | | | | | No Response |

CREATIVITY & INNOVATION Generating/developing new ideas, products, processes



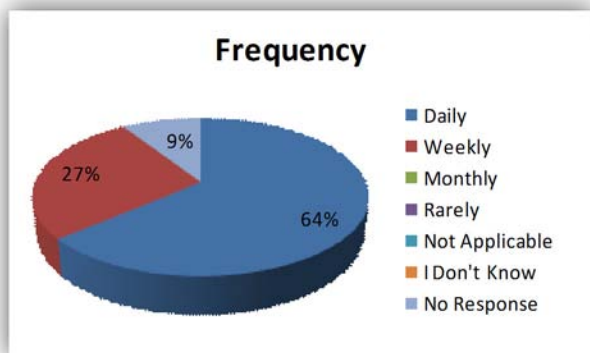
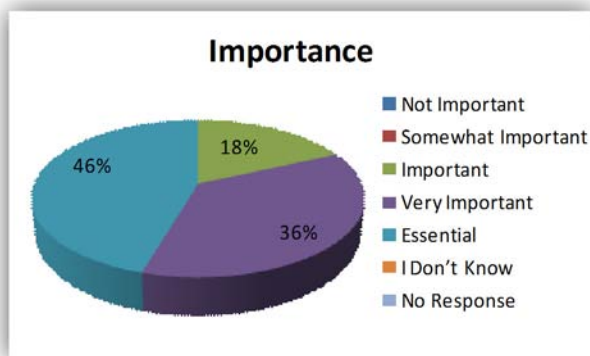
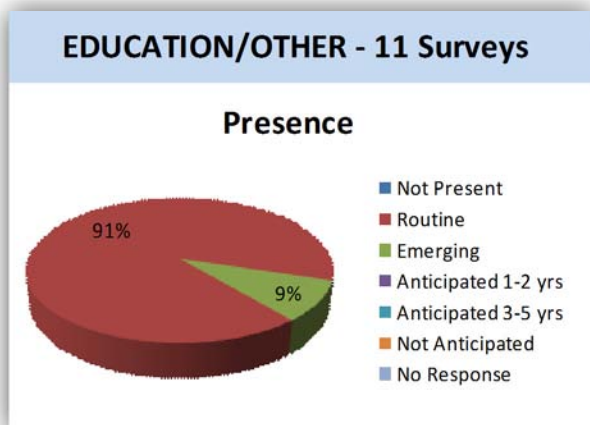
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|---------------------|----------------------|----------------|
| Not Present | Not Important | Daily |
| Routine 9 | Somewhat Important 1 | Weekly 8 |
| Emerging 2 | Important | Monthly 2 |
| Anticipated 1-2 yrs | Very Important 4 | Rarely |
| Anticipated 3-5 yrs | Essential 6 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

CULTURAL COMPETENCY Interacting with diverse groups/individuals for common purposes



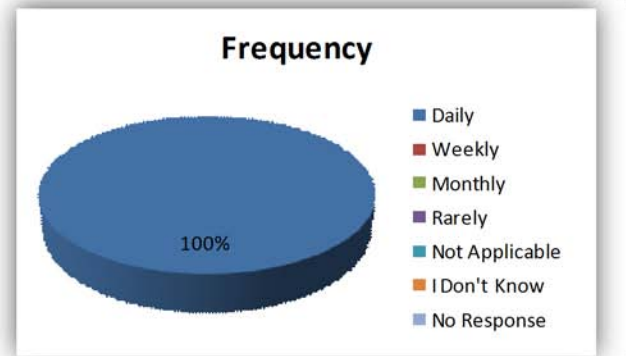
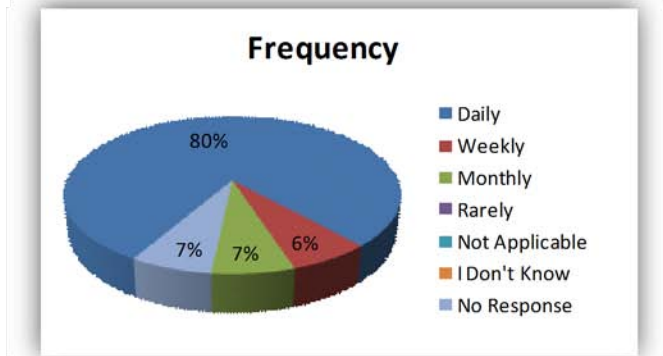
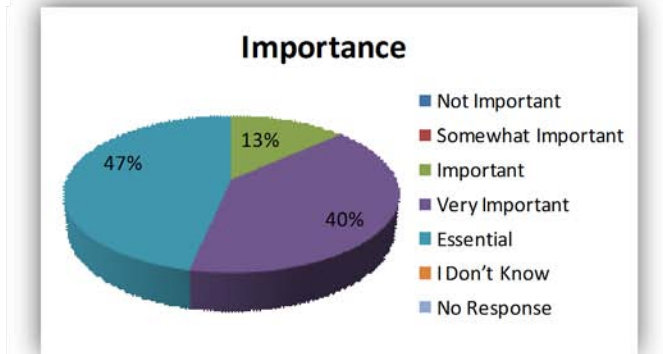
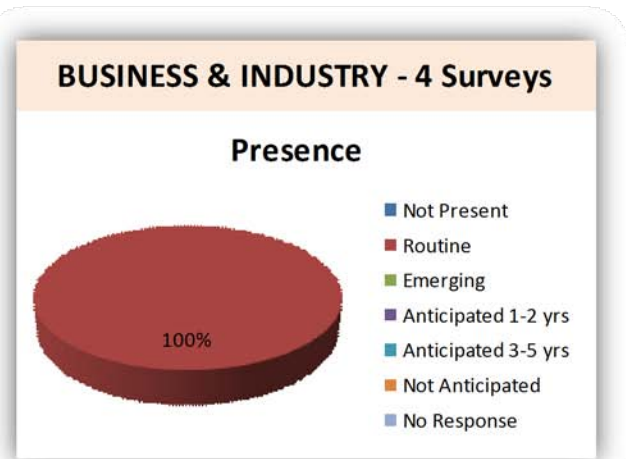
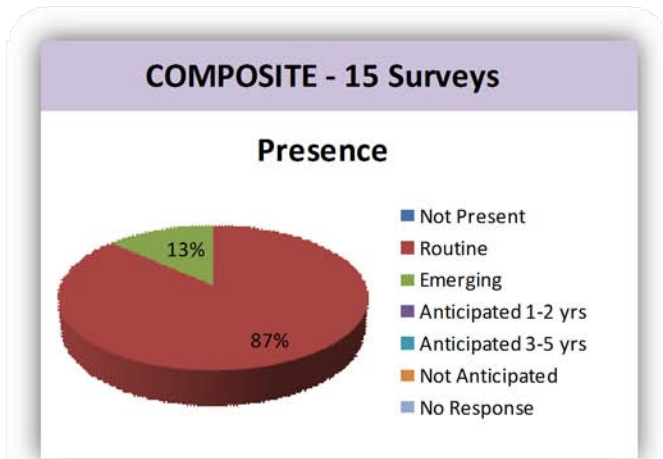
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|---------------------|--------------------|----------------|--------------|---------------------|----------------|
| Not Present | Not Important | Daily | 10 | Not Present | Daily |
| Routine 14 | Somewhat Important | Weekly | 4 | Routine 4 | Weekly |
| Emerging 1 | Important | Monthly | | Emerging 4 | Monthly |
| Anticipated 1-2 yrs | Very Important | Rarely | | Anticipated 1-2 yrs | Rarely |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know | | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |

CULTURAL COMPETENCY Interacting with diverse groups/individuals for common purposes



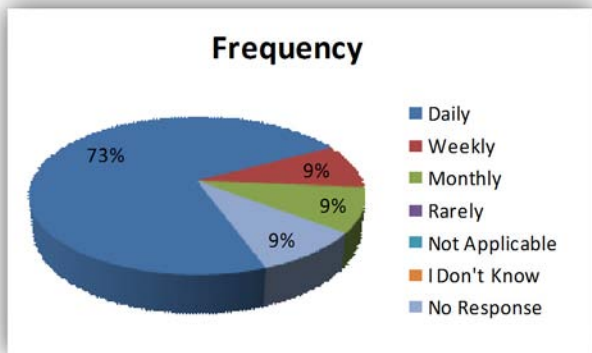
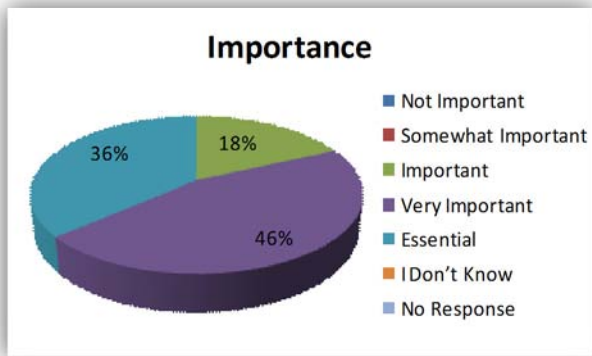
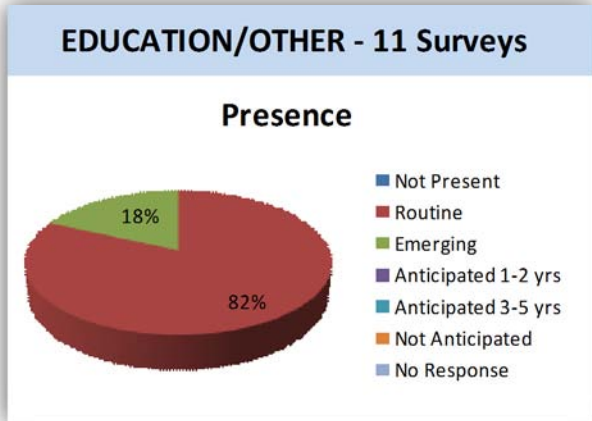
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| Not Present | Not Important | Daily |
| Routine 10 | Somewhat Important | Weekly 7 |
| Emerging 1 | Important 2 | Monthly 3 |
| Anticipated 1-2 yrs | Very Important 4 | Rarely |
| Anticipated 3-5 yrs | Essential 5 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

EXPERT THINKING Divergent and critical thinking, problem solving, decision making



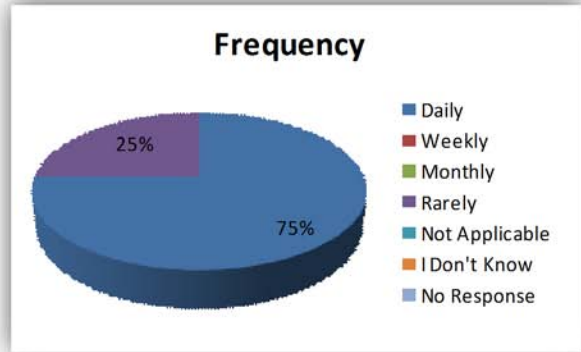
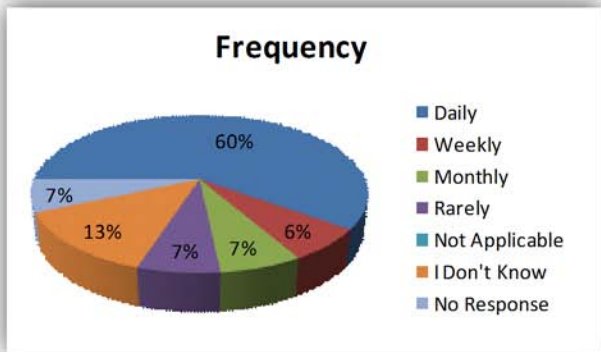
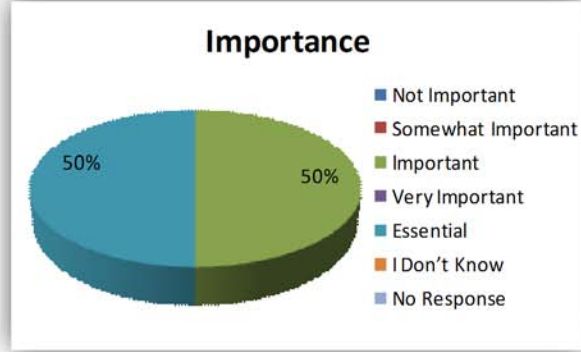
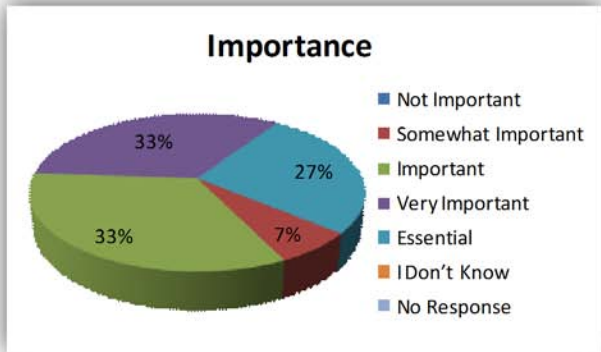
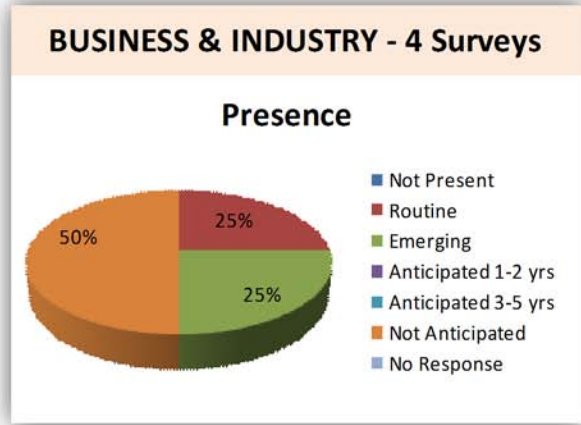
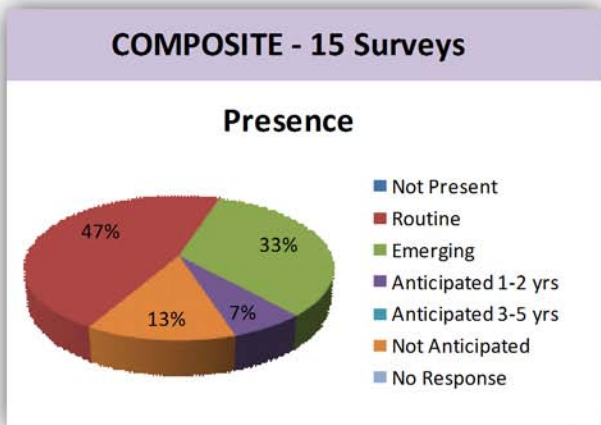
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|---------------------|--------------------|----------------|--------------|---------------------|----------------|
| Not Present | Not Important | Daily | 12 | Not Present | Daily |
| Routine | Somewhat Important | Weekly | 1 | Routine | Weekly |
| Emerging | Important | Monthly | 1 | Emerging | Monthly |
| Anticipated 1-2 yrs | Very Important | Rarely | 1 | Anticipated 1-2 yrs | Very Important |
| Anticipated 3-5 yrs | Essential | Not Applicable | 1 | Anticipated 3-5 yrs | Essential |
| Not Anticipated | I Don't Know | I Don't Know | 1 | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |

EXPERT THINKING Divergent and critical thinking, problem solving, decision making



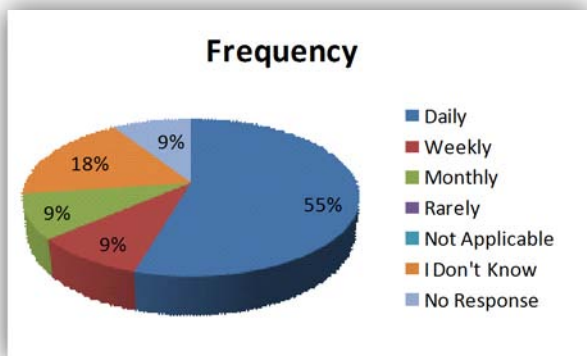
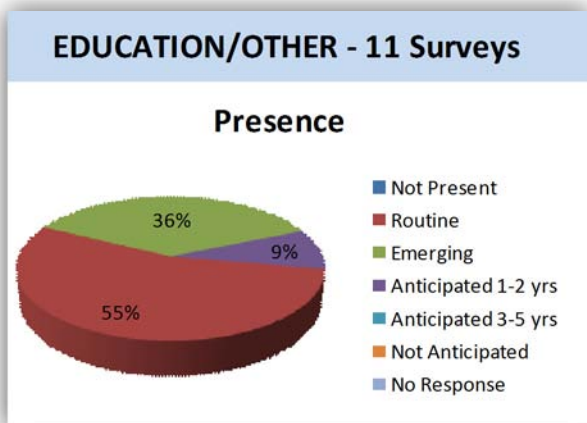
| Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|
| Not Present | Not Important | Daily |
| Routine 9 | Somewhat Important | Weekly |
| Emerging 2 | Important | Monthly |
| Anticipated 1-2 yrs | Very Important | Rarely |
| Anticipated 3-5 yrs | Essential | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response |
| | | 8 |
| | | 1 |
| | | 1 |
| | | 5 |
| | | 4 |
| | | 1 |
| | | 1 |

SOCIAL NETWORKING FOR BUSINESS Social media tools for branding, networking, customer service



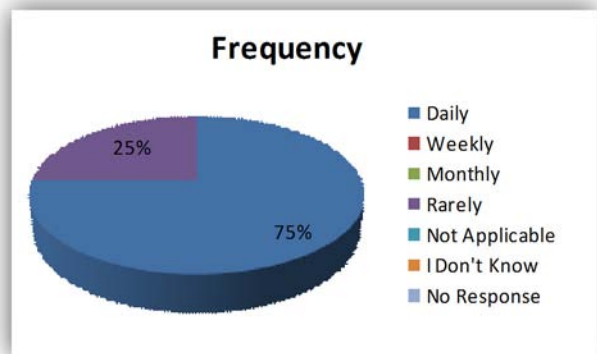
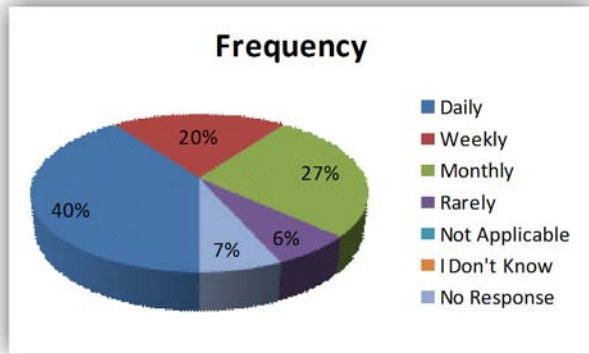
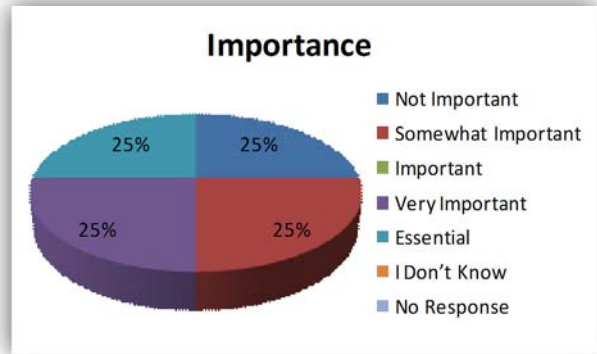
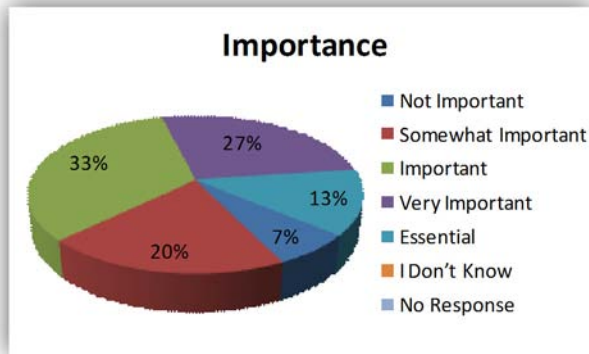
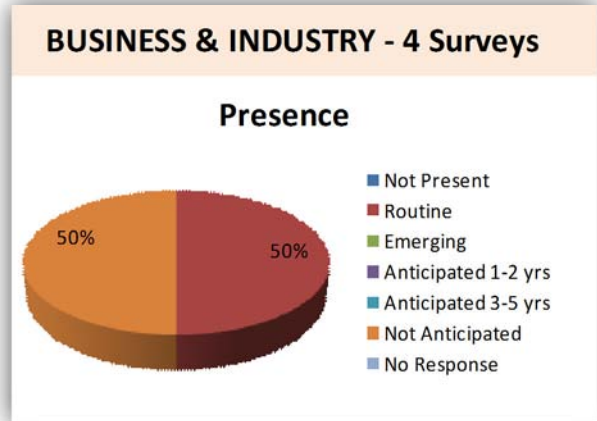
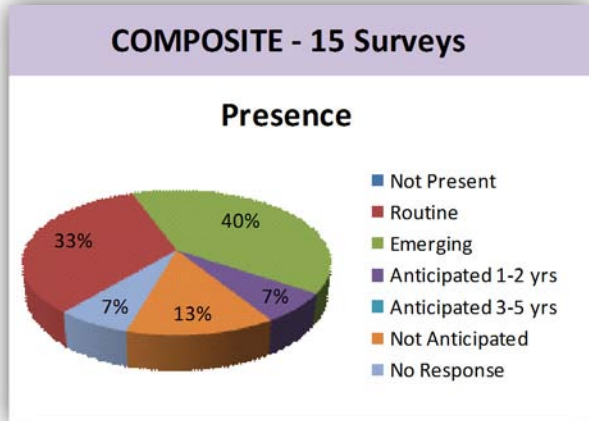
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|---------------------|--------------------|----------------|--------------|---------------------|--------------------|
| Not Present | Not Important | Daily | 9 | Not Present | Not Important |
| Routine | Somewhat Important | Weekly | 1 | Routine | Somewhat Important |
| Emerging | Important | Monthly | 1 | Emerging | Important |
| Anticipated 1-2 yrs | Very Important | Rarely | 1 | Anticipated 1-2 yrs | Very Important |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Essential |
| Not Anticipated | I Don't Know | I Don't Know | 2 | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |
| | | | | Daily | 3 |
| | | | | Weekly | |
| | | | | Monthly | |
| | | | | Rarely | 1 |
| | | | | Not Applicable | |
| | | | | I Don't Know | |
| | | | | No Response | |

SOCIAL NETWORKING FOR BUSINESS Social media tools for branding, networking, customer service



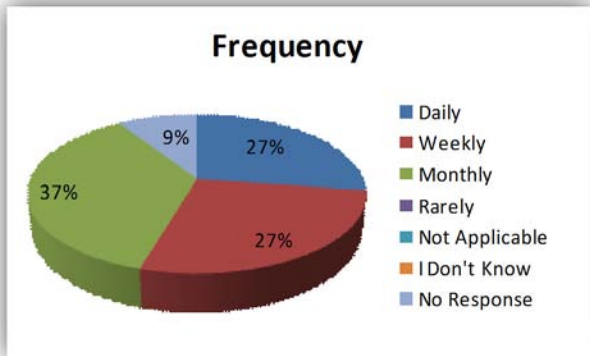
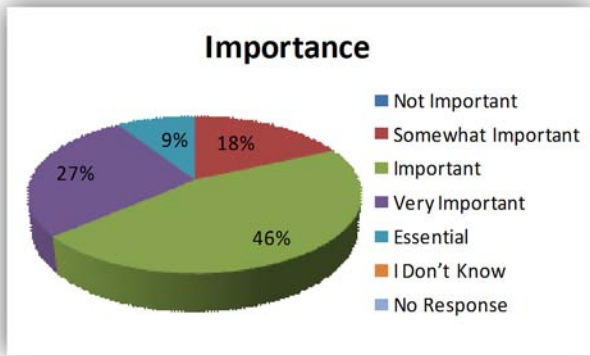
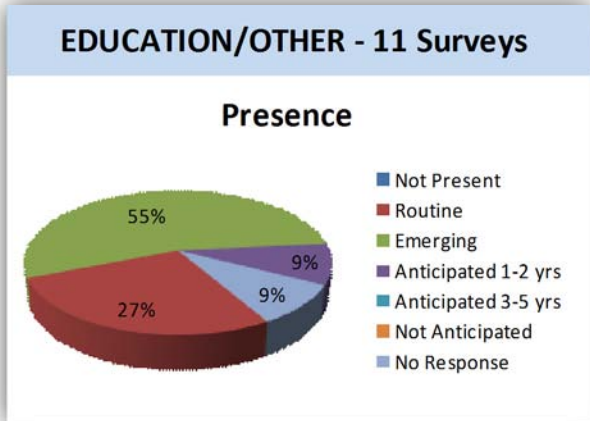
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|-----------------------|----------------------|----------------|
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| Routine 6 | Somewhat Important 1 | Weekly 1 |
| Emerging 4 | Important 3 | Monthly 1 |
| Anticipated 1-2 yrs 1 | Very Important 5 | Rarely |
| Anticipated 3-5 yrs | Essential 2 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know 2 |
| No Response | No Response | No Response 1 |

WORKING ONLINE IN GEOGRAPHICALLY DISTRIBUTED TEAMS Global work in virtual spaces



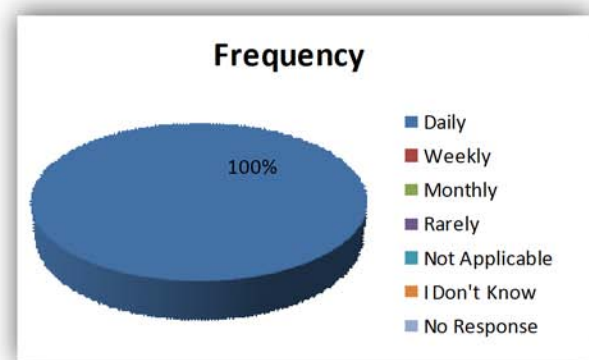
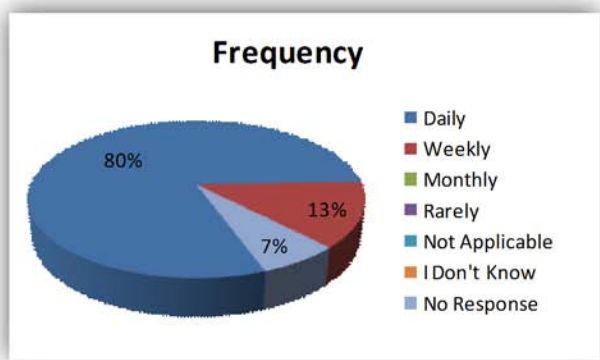
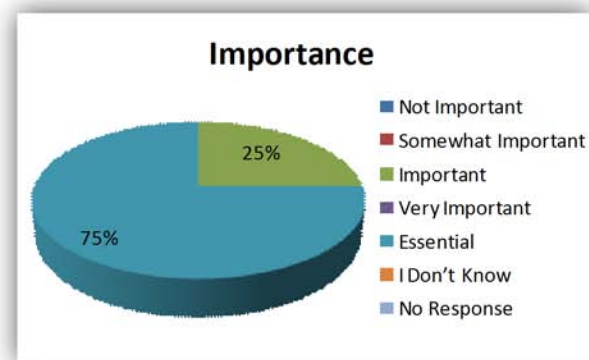
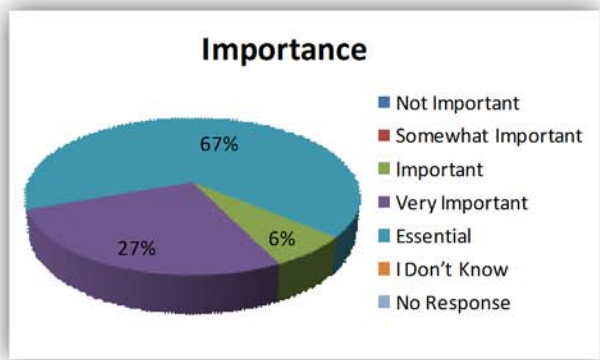
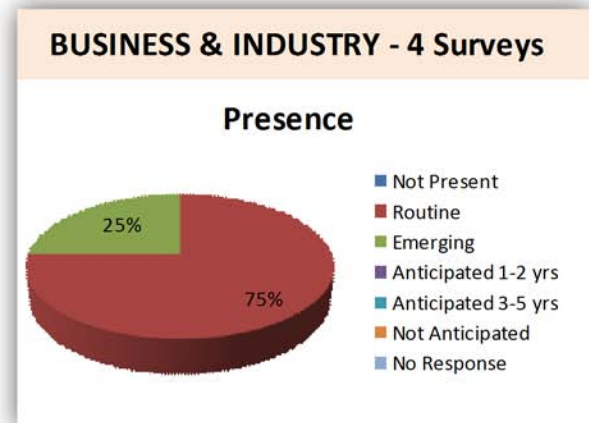
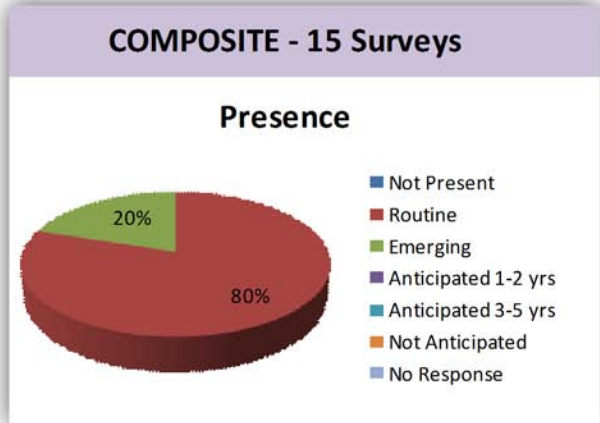
| Survey Count | Survey Count | Survey Count | Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|--------------|----------------|--------------|---------------------|
| Not Present | Not Important | 1 | Daily | 6 | Not Present |
| Routine | Somewhat Important | 3 | Weekly | 3 | Routine |
| Emerging | Important | 5 | Monthly | 4 | Emerging |
| Anticipated 1-2 yrs | Very Important | 4 | Rarely | 1 | Anticipated 1-2 yrs |
| Anticipated 3-5 yrs | Essential | 2 | Not Applicable | 1 | Anticipated 3-5 yrs |
| Not Anticipated | I Don't Know | 1 | I Don't Know | 1 | Not Anticipated |
| No Response | No Response | 1 | No Response | 1 | No Response |
| | | | | | Daily |
| | | | | | Weekly |
| | | | | | Monthly |
| | | | | | Rarely |
| | | | | | Not Applicable |
| | | | | | I Don't Know |
| | | | | | No Response |

WORKING ONLINE IN GEOGRAPHICALLY DISTRIBUTED TEAMS Global work in virtual spaces



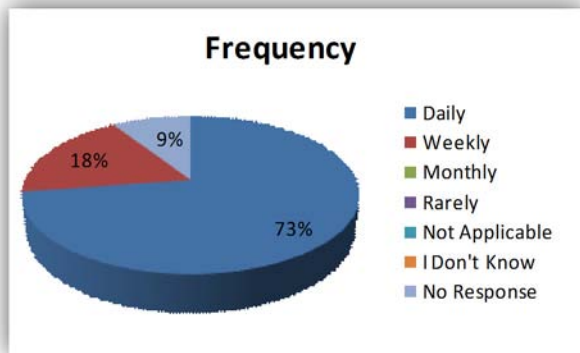
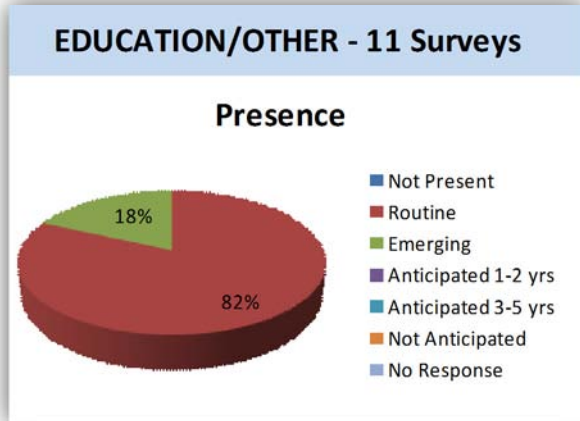
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|---------------------|---|--------------------|---|----------------|---|
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| Routine | 3 | Somewhat Important | 2 | Weekly | 3 |
| Emerging | 6 | Important | 5 | Monthly | 4 |
| Anticipated 1-2 yrs | 1 | Very Important | 3 | Rarely | |
| Anticipated 3-5 yrs | | Essential | 1 | Not Applicable | |
| Not Anticipated | | I Don't Know | | I Don't Know | |
| No Response | 1 | No Response | | No Response | 1 |

COLLABORATION Communicating, planning, and implementing activities cooperatively with others



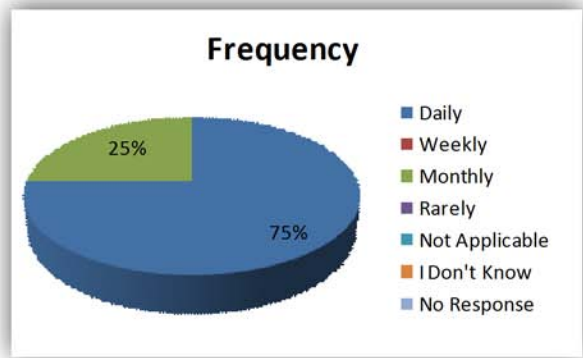
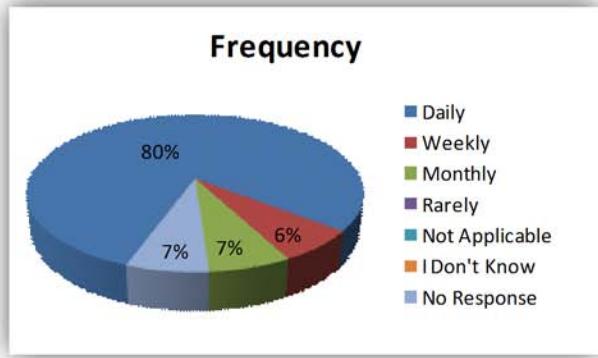
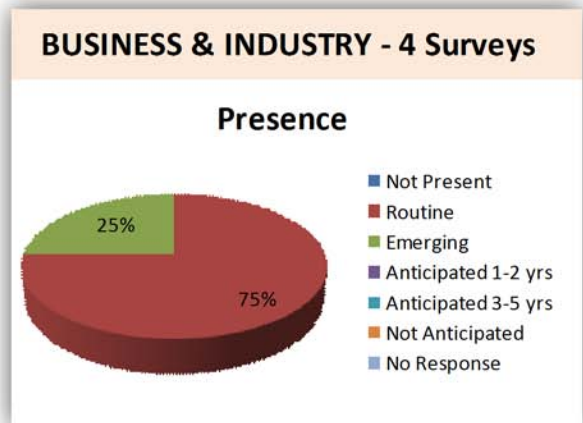
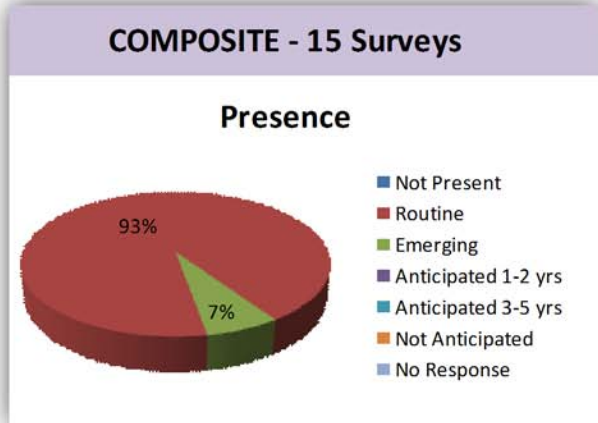
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|---------------------|----|--------------------|----|----------------|----|---------------------|---|--------------------|---|----------------|---|
| Not Present | | Not Important | | Daily | 12 | Not Present | | Not Important | | Daily | 4 |
| Routine | 12 | Somewhat Important | | Weekly | 2 | Routine | 3 | Somewhat Important | | Weekly | |
| Emerging | 3 | Important | 1 | Monthly | | Emerging | 1 | Important | 1 | Monthly | |
| Anticipated 1-2 yrs | | Very Important | 4 | Rarely | | Anticipated 1-2 yrs | | Very Important | | Rarely | |
| Anticipated 3-5 yrs | | Essential | 10 | Not Applicable | | Anticipated 3-5 yrs | | Essential | 3 | Not Applicable | |
| Not Anticipated | | I Don't Know | | I Don't Know | | Not Anticipated | | I Don't Know | | I Don't Know | |
| No Response | | No Response | | No Response | 1 | No Response | | No Response | | No Response | |

COLLABORATION Communicating, planning, and implementing activities cooperatively with others



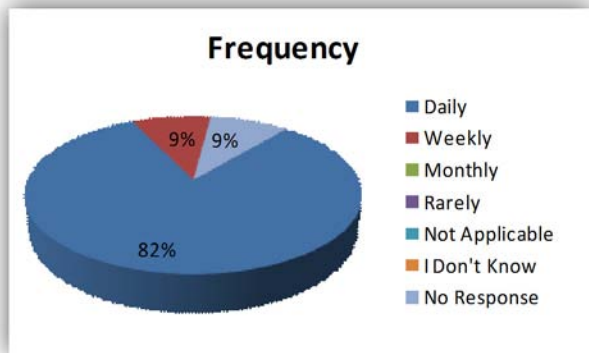
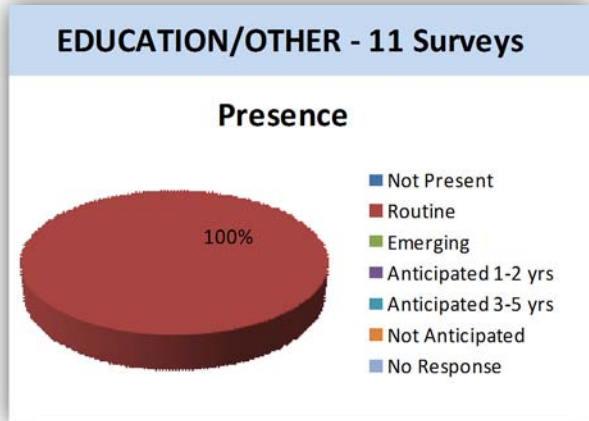
| Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|
| Not Present | Not Important | Daily |
| Routine 9 | Somewhat Important | Weekly 8 |
| Emerging 2 | Important | Monthly 2 |
| Anticipated 1-2 yrs | Very Important 4 | Rarely |
| Anticipated 3-5 yrs | Essential 7 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

LEGAL & ETHICAL PRACTICE Acting within the rules of conduct for business



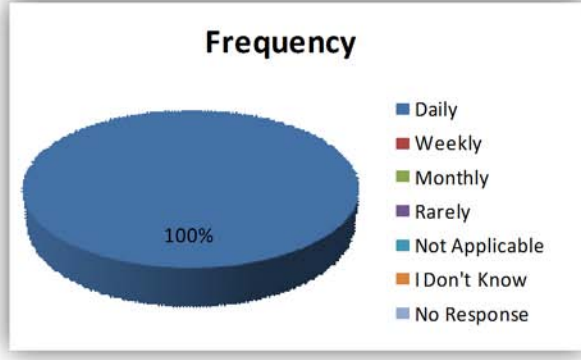
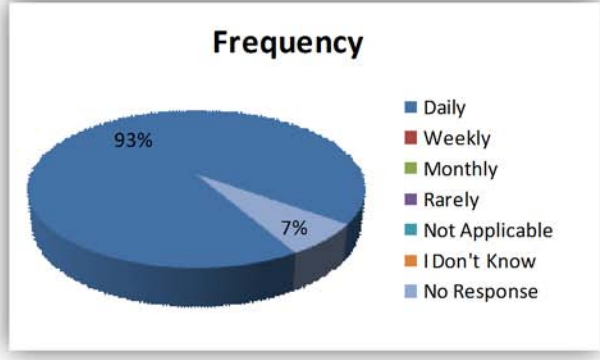
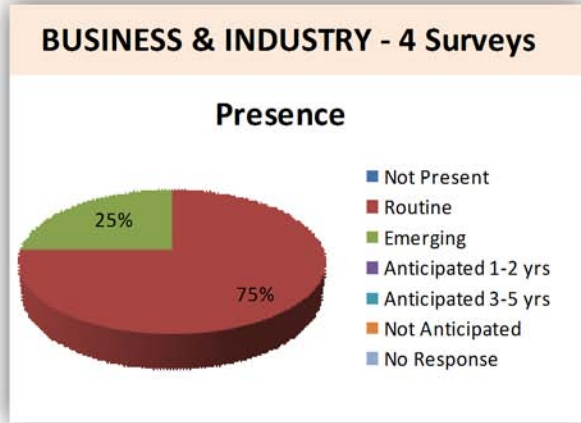
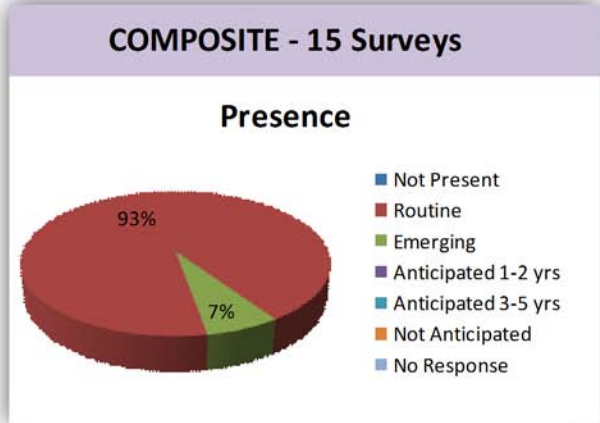
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|---------------------|--------------------|----------------|--------------|---------------------|--------------------|
| Not Present | Not Important | Daily | 12 | Not Present | Not Important |
| Routine 14 | Somewhat Important | Weekly | 1 | Routine 3 | Somewhat Important |
| Emerging 1 | Important | Monthly | 1 | Emerging 1 | Important |
| Anticipated 1-2 yrs | Very Important | Rarely | 1 | Anticipated 1-2 yrs | Very Important |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Essential |
| Not Anticipated | I Don't Know | I Don't Know | | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |
| | | | | | Daily 3 |
| | | | | | Weekly |
| | | | | | Monthly 1 |
| | | | | | Rarely |
| | | | | | Not Applicable |
| | | | | | I Don't Know |
| | | | | | No Response |

LEGAL & ETHICAL PRACTICE Acting within the rules of conduct for business



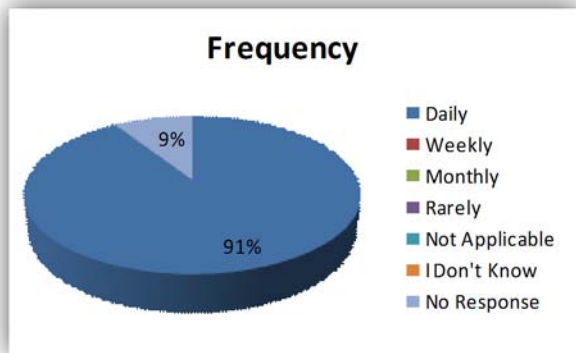
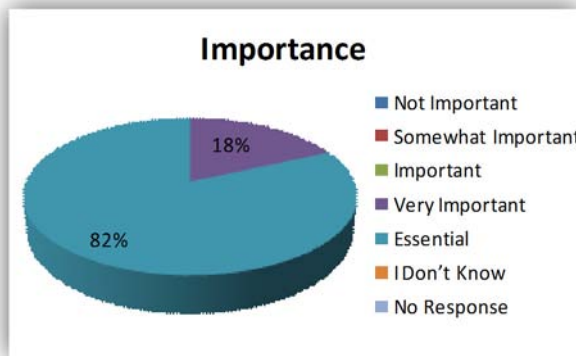
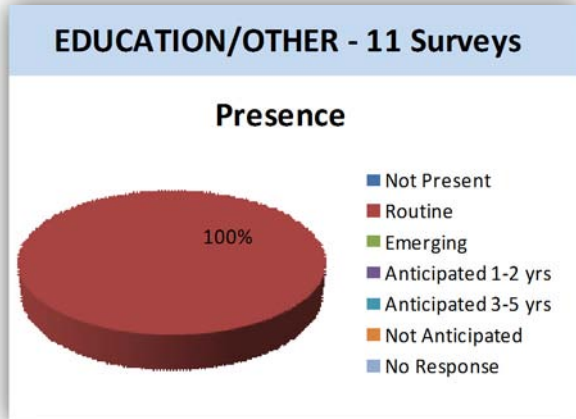
| Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|
| Not Present | Not Important | Daily |
| Routine 11 | Somewhat Important | Weekly 9 |
| Emerging | Important 1 | Monthly 1 |
| Anticipated 1-2 yrs | Very Important 3 | Rarely |
| Anticipated 3-5 yrs | Essential 7 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

PROFESSIONALISM Standards of behavior in the workplace



| Survey Count | Survey Count | Survey Count | Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|--------------|---------------------|----------------|
| Not Present | Not Important | Daily | 14 | Not Present | Daily |
| Routine | Somewhat Important | Weekly | | Routine | Weekly |
| Emerging | Important | Monthly | | Emerging | Monthly |
| Anticipated 1-2 yrs | Very Important | Rarely | | Anticipated 1-2 yrs | Rarely |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know | | Not Anticipated | I Don't Know |
| No Response | No Response | No Response | 1 | No Response | No Response |

PROFESSIONALISM Standards of behavior in the workplace

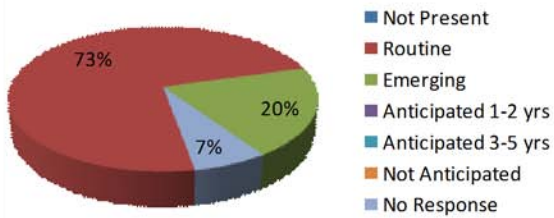


| Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|
| Not Present | Not Important | Daily 10 |
| Routine 11 | Somewhat Important | Weekly |
| Emerging | Important | Monthly |
| Anticipated 1-2 yrs | Very Important 2 | Rarely |
| Anticipated 3-5 yrs | Essential 9 | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know |
| No Response | No Response | No Response 1 |

INITIATIVE & SELF-DIRECTION Controlling, guiding, and managing one’s own activities

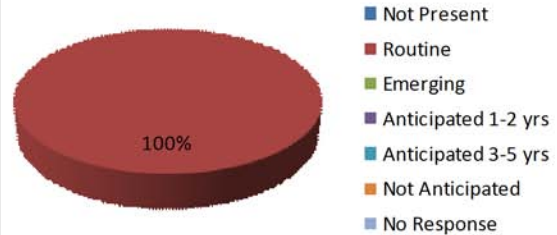
COMPOSITE - 15 Surveys

Presence

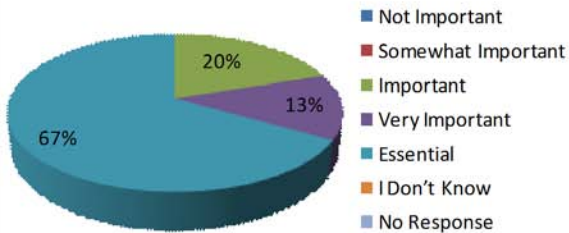


BUSINESS & INDUSTRY - 4 Surveys

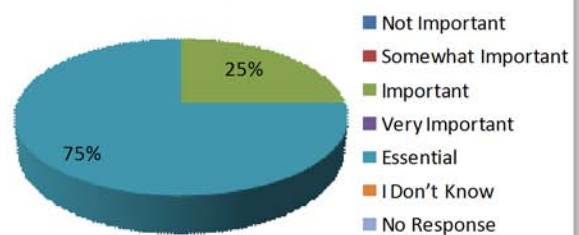
Presence



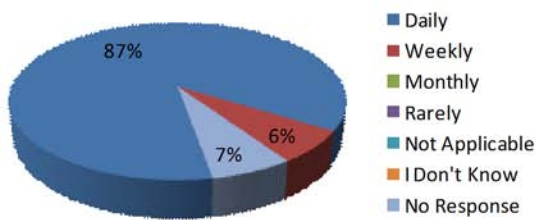
Importance



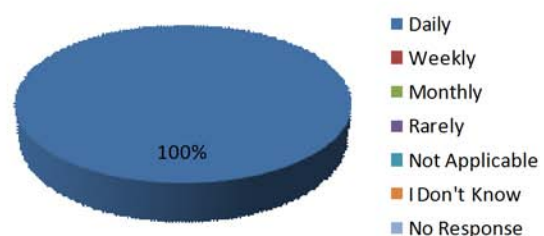
Importance



Frequency

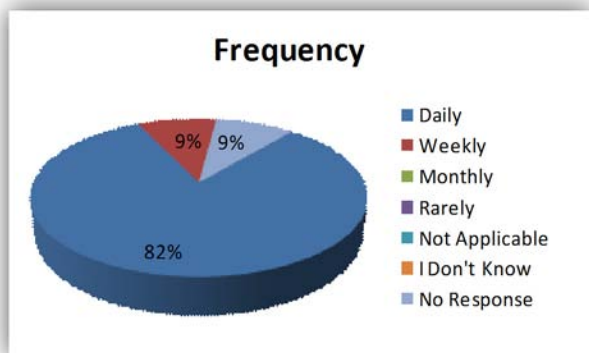
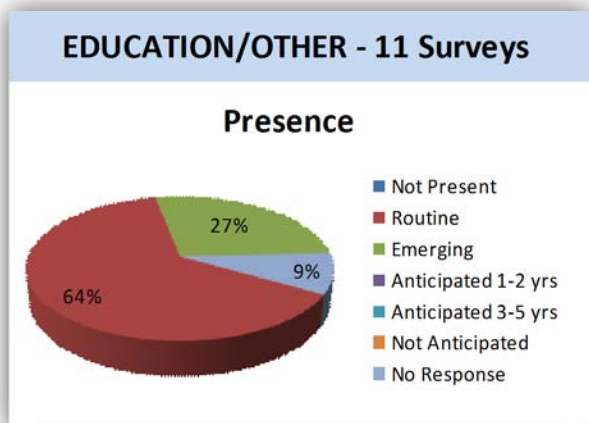


Frequency



| Survey Count | Survey Count | Survey Count | Survey Count | Survey Count | Survey Count |
|---------------------|--------------------|----------------|--------------|---------------------|----------------|
| Not Present | Not Important | Daily | 13 | Not Present | Daily |
| Routine 11 | Somewhat Important | Weekly | 1 | Routine 4 | Weekly |
| Emerging 3 | Important | Monthly | | Emerging | Monthly |
| Anticipated 1-2 yrs | Very Important | Rarely | | Anticipated 1-2 yrs | Rarely |
| Anticipated 3-5 yrs | Essential | Not Applicable | | Anticipated 3-5 yrs | Not Applicable |
| Not Anticipated | I Don't Know | I Don't Know | | Not Anticipated | I Don't Know |
| No Response 1 | No Response | No Response | 1 | No Response | No Response |

INITIATIVE & SELF-DIRECTION Controlling, guiding, and managing one’s own activities



| Survey Count | Survey Count | Survey Count | |
|---------------------|--------------------|----------------|---|
| Not Present | Not Important | Daily | 9 |
| Routine | Somewhat Important | Weekly | 1 |
| Emerging | Important | Monthly | |
| Anticipated 1-2 yrs | Very Important | Rarely | |
| Anticipated 3-5 yrs | Essential | Not Applicable | |
| Not Anticipated | I Don't Know | I Don't Know | |
| No Response | No Response | No Response | 1 |