

Hard Facts About Soft Skills

An actionable review of employer perspectives,
expectations and recommendations

Wonderlic.

Summary and Findings

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Hard Facts About Soft Skills

An actionable review of employer perspectives, expectations and recommendations

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Hard Facts About Soft Skills - Introduction / Methodology

Introduction

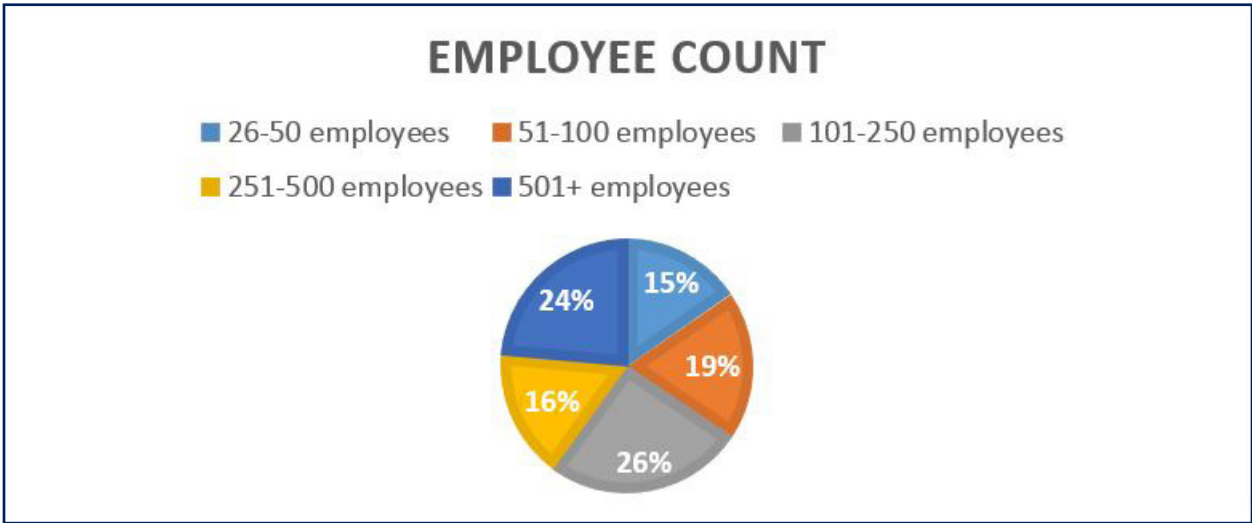
Employers are becoming increasingly concerned about job candidates' lack of soft skills and educators are taking note - prompting heated debates among the various stakeholders involved in workforce development and hiring. While some question whether a gap exists at all, millions of jobs remain unfilled because employers cannot find suitable candidates. To those who recognize the gap, it has become a blame game as employers point fingers at higher education, educators point back at employers, and far too many graduates are left in the middle, jobless.

There are no quick fixes or silver bullet solutions to the soft skills challenge. Nor can the problems facing job seekers, employers, and educators be solved in a vacuum. This report highlights the issues in order to create a path to radical improvement. The intent of the research is to launch a collaborative effort, involving those with the ability to affect real, lasting change – for the good of all.

Methodology

Wonderlic has been helping employers make hiring decisions for almost 80 years, serving all industries and employers of all sizes. Tapping into this vast network, Wonderlic's team of I/O psychologists and education experts consulted with employers most representative of the current hiring landscape and used these findings to create a 20-item survey. To date, 274 employers have participated in the survey.

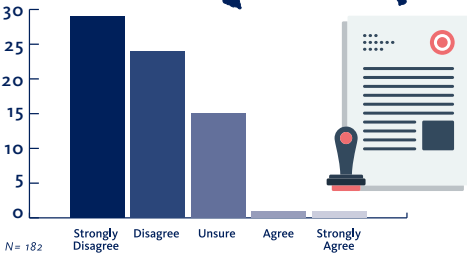
The following chart demonstrates the participating employers, represented by staff size:



Hard Facts About Soft Skills - Key Learning Takeaways

Wonderlic National Employer Survey Results

OVER **260** employers participated in Wonderlic's nationwide survey. Here are some highlights from what we learned.

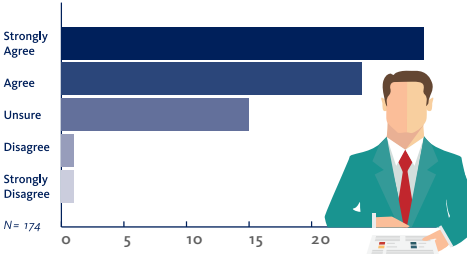
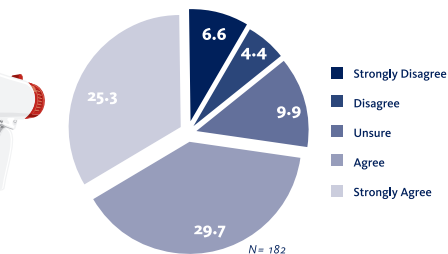


ONLY 1.6% of employers agreed with the following statement:

Colleges provide me with credentials that **CLEARLY VERIFY** graduates' skills.

55% of employers agreed with the following statement:

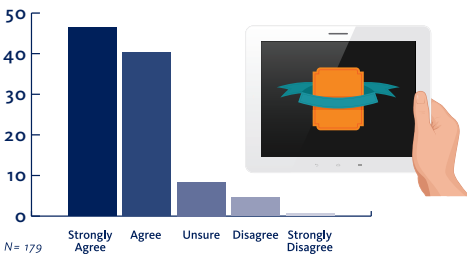
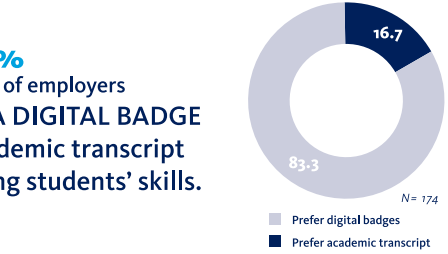
Colleges could do a better job at **COMMUNICATING** student mastery skills to me.



60% of employers agreed they would:

Be more inclined to interview graduates that had **JOB-SPECIFIC SKILLS BADGES** on their resumes.

When placed side-by-side,



86.6% of employers agreed that:

Local educators should provide their students with **JOB-SPECIFIC BADGES** that **VERIFY SKILLS**.

Contact us at Badges@Wonderlic.com to learn how *you* can start meeting employers' hiring expectations with digital badges!

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Hard Facts About Soft Skills - Next Steps

Next Steps

It will take interdisciplinary collaboration to understand and address this challenge. Wonderlic is forming the National Soft Skills Consortium, a consortium of educators and employers who will work to equip job seekers, educators, and employers with the data, tools, and resources necessary to understand and close the soft skills gap.

Wonderlic has a unique perspective to add to the mix. The company has guided employers on hiring decisions for almost 80 years and advised post-secondary institutions on assessing students for more than 30 years. Initial research with the diverse employers in the Wonderlic network shows great promise for the Consortium to identify positive, long-lasting improvements for students and job seekers.

Charlie Wonderlic, CEO of Wonderlic, asserts, “Students are striving to master the hard skills necessary to compete in the 21st century workforce so that they can secure gainful employment in their field of study. Too many are unaware of what soft skills are, how much employers value them, and what they can do to master them.”

The decades of data collected by Wonderlic psychometricians, I/O psychologists, research scientists, and consultants point to a number of compelling trends related to the soft skills gap. With this data as a basis, the Consortium has four primary objectives:

1. Develop a straightforward, practical, soft skills framework
 - a. Classify which skills are innate and which can be taught/learned
 - b. Delineate soft skills by category, job level, and industry
2. Give employers reliable and valid means to measure an individual’s soft skills
3. Give individuals the necessary tools to improve their soft skills
4. Give educators a platform to guide their students

The Consortium, led by the Wonderlic team, is made up of two major constituent groups:

1. Employers and hiring managers representing small, medium, and large employers across major industries
1. Post-secondary educators

Hard Facts About Soft Skills - Appendices

Appendix A: Survey Instrument

All Respondents Year: 2016

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Please note: your responses to these questions are completely confidential. Your participation is sincerely appreciated.

Wonderlic will aggregate responses across participating organizations and provide each organization with summary results.

What is your company name?
274

How many people does your company employ?

--Click Here--	<input type="checkbox"/>
1-25	0
26-50	30
51-100	37
101-250	50
251-500	32
501+	46

Does your organization employ skilled workers in allied health, criminal justice, or entry-level business positions? Please choose all that apply:

21 Allied Health	185 Entry-level business positions	136 Other
13 Criminal Justice		

Please describe what other position(s) your organization employs skilled workers in:
129

Do you work with local colleges to recruit their graduates for these positions?

--Click Here--	<input type="checkbox"/>
Yes	157
No	111

Questionnaire Report - All Respondents/ Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016

Would you like to share your results with local school(s)?

--Click Here--	
Yes	65
No	200

Please list the school(s) that you would like to share your results with:

59

1. The following are frequently referenced as being soft skills. Which of them, if any, do YOU consider to be soft skills?

134 Critical Thinking	166 Self-Management Skills	116 Written Communication Skills
200 Interpersonal Skills	180 Teamwork Skills	14 Other
174 Professional Behavior		

Please list as many as you wish:

14

2. Indicate the importance of soft skills when making hiring decisions:

--Click Here--	
a. Essential	114
b. Very Important	87
c. Important	14
d. Not important	0
e. I haven't considered it	1

3. Indicate the methods you use to evaluate soft skills (check all that apply):

136 a. Reference checks	16 d. Third party credentials (e.g., Badges)
214 b. Interview	0 e. Not applicable
148 c. Standardized assessments	

Questionnaire Report - All Respondents / Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016

4. Indicate your perception of your applicant pool's soft skills:

--Click Here--	
a. All applicants have sufficient soft skills	8
b. The majority of applicants have sufficient soft skills	26
c. Some applicants have sufficient soft skills	150
d. Very few applicants have sufficient soft skills	32
e. None of our applicants have sufficient soft skills	0

5. Indicate your satisfaction with local career and community college graduates' mastery of soft skills:

--Click Here--	
a. Extremely satisfied	3
b. Sufficiently satisfied	96
c. Dissatisfied	74
d. Extremely dissatisfied	7
e. Not applicable	36

6. Students who have sufficient soft skills are (check all that apply):

181 Easier to place in jobs	184 More likely to remain gainfully employed
81 More likely to have a higher starting salary	190 More likely to advance/get promoted

Please rate your agreement with the following, on a scale of 1 to 5 with 1 being the lowest and 5 being the highest agreement.

Use N/A if the statement is not applicable.

	N/A	1	2	3	4	5
7. Local career and community colleges provide me with credentials that clearly verify their graduates' knowledge of soft skills.	54	53	44	28	2	1
8. Local career and community colleges could do a better job good job communicating student mastery of soft skills to me.	44	12	8	18	54	46
9. I do not find academic transcripts, grades, and GPAs to be highly reflective of students' on-the-job skills.	12	15	32	40	44	39

Questionnaire Report - All Respondents / Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016

10. I would be more inclined to interview graduates from schools that provide job-specific, skills-based credentials than those who provide general academic information about students.	0	7	11	51	69	36						
11. If given the choice between receiving student academic transcripts or job-related, competency-based credentials for hiring purposes, I would choose competency-based credentials.	0	1	5	34	72	68						
12. If given the choice between a candidate with a high GPA or a student that has high scores on job-specific competency tests, I would hire the student with high competency scores.	0	2	5	30	80	63						
13. I believe that educators should work more closely with employers to ensure that graduates' skills are aligned with real life soft skills needs.	0	2	6	18	63	91						
14. I would encourage local educators to provide their students with job specific credentials that verify their knowledge of soft skills.	0	1	8	15	72	83						
15. I think local career and community colleges would benefit from clearer expectations regarding the soft skills that I value most when making hiring decisions.	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> --Click Here-- ▼ </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes</td> <td style="text-align: right; padding: 2px;">170</td> </tr> <tr> <td style="padding: 2px;">No</td> <td style="text-align: right; padding: 2px;">5</td> </tr> </table> </div>						Yes	170	No	5		
Yes	170											
No	5											
16. Local career and community colleges have dedicated classes for soft skills training.	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> --Click Here-- ▼ </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes</td> <td style="text-align: right; padding: 2px;">8</td> </tr> <tr> <td style="padding: 2px;">No</td> <td style="text-align: right; padding: 2px;">20</td> </tr> <tr> <td style="padding: 2px;">Don't Know</td> <td style="text-align: right; padding: 2px;">147</td> </tr> </table> </div> <p>If yes, please describe the class in a couple of sentences:</p> <p>8</p>						Yes	8	No	20	Don't Know	147
Yes	8											
No	20											
Don't Know	147											
17. Local career and community colleges integrate soft skills training into their curriculum.	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> --Click Here-- ▼ </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes</td> <td style="text-align: right; padding: 2px;">13</td> </tr> <tr> <td style="padding: 2px;">No</td> <td style="text-align: right; padding: 2px;">16</td> </tr> <tr> <td style="padding: 2px;">Don't Know</td> <td style="text-align: right; padding: 2px;">146</td> </tr> </table> </div>						Yes	13	No	16	Don't Know	146
Yes	13											
No	16											
Don't Know	146											

Questionnaire Report - All Respondents / Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016

If yes, please describe the training in a couple of sentences:

13


18. I would prefer the credential on the left more than the credential on the right when making decisions about students' knowledge of soft skills.

--Click Here--

Yes	145
No	29

LEFT

RIGHT



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Issued To: John Q Student
 Issued By: Wonderlic
 Issuer Contact: IssuerContact@Sample.com

Location: Vernon Hills
 Issue Date: 10/05/2015
 Expiration Date: 10/05/2018

Description: Identify knowledge of corporate values, culture, appearance, ethics and attitude as a way to portray professional behavior

- Define strategic plan, mission statement, company values, vision statement, and culture of a company
- Define the terms ethics, ethical behavior, values and ethical dilemma
- List ways of maintaining an ethical culture
- Identify appropriate attire for important business occasions
- Describe ways to project a professional personal appearance on the job
- Identify best practices for meeting and greeting new clients or business contacts
- Give behavioral examples of key work attitudes that affect individual job success such as job satisfaction, job involvement, organizational citizenship, organizational commitment, psychological empowerment, perceived organizational support and employee engagement

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Your School Name Here

Name: Your Name ID# : Your Student ID

Dept	Course No.	Title	Units Attempted	Units Earned	GRADE	GRADE POINTS
*** ACADEMIC TRANSCRIPT ***						
FALL 1968	COM 101	Introduction to Speech Communication	3.0	3.0	A-	12.0
	CIS 101	Introduction to Business Computers	3.0	3.0	B	9.0
	ENG 121	English Composition	3.0	3.0	A	12.0
	FRN 101	Beginning French I	3.0	3.0	B	9.0
	MTH 111	Analytical Geometry & Calculus I	3.0	3.0	B-	9.0
	PHY 113	Classical Physics	3.0	3.0	A	12.0
	SEMESTER TOTALS		18.0	18.0	3.50	63.0
SPRING 1969						
	ENG 122	Critical Writing and Reading	3.0	3.0	A	12.0
	SSK 101	Professionalism	3.0	3.0	A	12.0
	MTH 112	Analytical Geometry & Calculus II	3.0	3.0	A	12.0
	PHY 114	Classical Physics II	3.0	3.0	B	9.0
	PSY 101	Introduction to Psychology	3.0	3.0	A-	12.0
	SEMESTER TOTALS		15.0	15.0	3.60	54.0
	CUMULATIVE TOTALS		33.0	33.0	3.55	117.0
FALL 1969						
	ART 123	Art Appreciation	3.0	3.0	B-	9.0
	BIO 121	General Biology	3.0	3.0	B	9.0
	ECO 201	Intro to Microeconomics	3.0	3.0	A-	12.0
	FIN 101	Personal Finance	3.0	3.0	A	12.0
	HIS 122	World History	3.0	3.0	A	12.0
	SEMESTER TOTALS		15.0	15.0	3.60	54.0
SPRING 1970						
	ACC 201	Moniers Accounting	3.0	3.0	A	12.0
	ART 131	Intro to Music Appreciation	3.0	3.0	B	9.0
	BIO 127	General Biology II	3.0	3.0	A	12.0
	ECO 202	Intro to Macroeconomics	3.0	3.0	A-	12.0
	FIN 206	Principles of Finance	3.0	3.0	A	12.0
	ENG 206	Written Business Communications	3.0	3.0	A-	12.0
	SEMESTER TOTALS		18.0	18.0	3.83	69.0
	CUMULATIVE TOTALS		66.0	66.0	3.64	240.0

Transcripts Issued: 06/09/1991 Degree or Credential Conferred: BBA 06/09/1991

TRANSCRIPT IS ONLY VALID WITH THIS SIGNATURE

Thomas Alan Carothers

OFFICE OF THE REGISTRAR

Questionnaire Report - All Respondents / Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016

19. I would like to learn more about competency-based credentials for soft skills.

--Click Here--	▼
Yes	56
No	118

First Name / Last Name

56

Email Address

56

Phone Number

53

20. I am interested in participating in research that compares soft skill assessment to job performance.

--Click Here--	▼
Yes	56
No	118

First Name / Last Name

56

Email Address

56

Phone Number

1

Thank you! You have reached the end of the Wonderlic Employer Soft Skills Survey.

We appreciate your time and effort in providing this valuable feedback.

Please note: When you click **Submit**, you will not be able to re-enter the survey.

Questionnaire Report - All Respondents / Year: 2016

Hard Facts About Soft Skills - Appendices

Appendix B: Survey Responses



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WONDERLIC EMPLOYER SOFT SKILLS SURVEY

SPRING 2016

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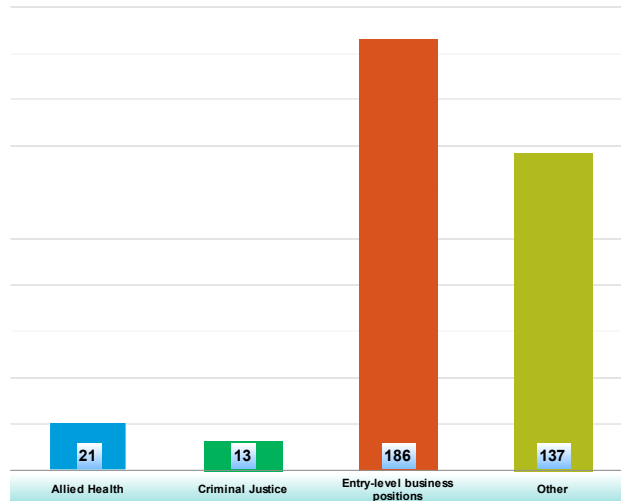
Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016



Positions organizations employ skilled workers in



Other positions organizations employ skilled workers in

Service
marketing, IT, Event Management, Editorial
We are a temporary staffing service. We employ workers across the entire range of positions.
Print, customer service and accounting skills. We hire mostly experienced people.
Cabinet building, Project Management, Product Engineering
Self employed, but I coach in several organizations
Customer Service Call Center
IT work
Property & Casualty Insurance, Life & Health Insurance, Financial Services
Entry Level Administrative and Logistics, Warehouse, 3rd Party logistics drivers
Sales (Electrical, Plumbing, Heating), Finance, Credit, Supply Chain, Purchasing, Marketing, Human Resources, Managers, Data Analysts, Safety, IT
firefighting and emergency medical services
Administration, office
We have R&D, Finance, IT, Advertising, Sales & Marketing, HR, Quality and Distribution.
Accounting/Bookkeeping
Sales positions - inside and outside Mechanical/Technical Positions
technical--HVAC, plumbing, electrical
Manufacturing
SKILLED HVAC INSTALLERS, TECHNICIANS, PLUMBERS
HVACR
Electricians and Call center
Medical and Dental claims processors, auditors, insurance sales and account managers, Health insurance membership services.
Service Technicians with a focus in electrical, welding, plumbing, heating and air conditioning

All Respondents/ Year: 2016

Hard Facts About Soft Skills - Appendices

All Respondents



Year: 2016

Other positions organizations employ skilled workers in
Machining, Engineering
Nursing
Safety Engineers and Accounting Staff
We are local government that employs personnel in Human Services, Voter Services, Courts, Emergency Services, Assessment, Tax Claim, etc.
Automotive Technicians, Body Shop Technicians, Lube Technicians
Greenskeeping Food Service
Buyers, Planner, Manufacturing, Engineering, Finance
Service technicians
Sales, Customer Service, Lawn & Landscape Maintenance and Pest Control
Logistics, Aviation, Mechanics, Engineers.
Electricians / General contractors /
Automotive Technicians, Managers
education
Mid to Sr. level positions
Civil Engineers, Environmental Analysts, and other water utility related positions
Education, secretarial
Clinical trial related positions (clinical trial project mgmt, customer care, technicians, data management, support functions)
Tellers
Truck mechanic, truck parts, Sales, etc.
Manufacturing
Real Estate, Corporate and Finance Law.
Professional Recruiters
accounting, collections, sales, credit
Recruiting
Telecommunications Positions
Consultancy
Secretary, Legal assistant, paralegal
None
Mid-level business positions, high-level business positions, manual and skilled labor
construction laborers
Engineering, chemistry
Heating, Cooling, Plumbing, Electrical
In-bound call center, customer service.
HVAC and Plumbing sales, installations and service
Paralegal and administrative assistants
REFRIGERATION Install service yes
Interior Designers, Architects
Manufacturing and Warehousing as well
Drivers, garage, clerical, billing
HVAC Plumbing Electric Clerical
Sales, management, professional and consulting level business roles.

All Respondents/Year: 2016

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Hard Facts About Soft Skills - Appendices

All Respondents



Year: 2016

Other positions organizations employ skilled workers in
sales and sales administration
We employ primarily unskilled workers
Nursing
Computer Technology
Engineering
Legal, professional
professional positions, skilled trades & crafts
Sales Positions
Non-Profit, Printing, Bindery, Finishing of publications
sales, recruiting, marketing are all areas where we employee. We are a recruiting services firm and so we help many companies around the country with their candidate sourcing, screening and hiring for positions in many industries and at many employment I
Mechanical engineering co-ops
Sales, trading
Management (hospitality)
Teachers
I am actively involved with helping my clients with their hiring programs. Most of the hiring in sales, call center and IT.
N/A
Insurance and financial service
Veterinarians, Technicians, Veterinary Assistants, Bookkeepers
Insurance and Financial Services
mid level business positions
Generator Technicians
Entry-Level Technical
IT professionals, account managers
sales
Realtors, Administrators, Managers
Property Mgt and Real Estate
Accountants, Dispatchers, Administrative Assistants, Information Technology
Property Managers and Maintenance Technicians
Horticulture, Arboriculture, Management
sales support, technicians, finance
Insurance Industry: Underwriting; Claims; Finance
Skilled Trades - Plumbing, Electrical, Heating and Cooling
management, sales, purchasing
IT staff augmentation
Administrative and professional HR consultants
Advertising
manufacturing, sales, technical support
Welders, managers, CDL drivers
admin and consulting
IT
Engineers, Electricians, etc.

All Respondents/Year: 2016



Hard Facts About Soft Skills - Appendices

All Respondents

Year: 2016



Other positions organizations employ skilled workers in
Finance, Marketing, Sales, IT
Engineering, Sales/Biz Development, Retail
Real Estate Leasing and Service
Client services, customer services, operations, technology, finance, marketing, sales
Information Systems and Accounting Finance
ministry
accounting, HVAC/R, HR,
Teachers; K - 5; Administrative Staff
Financial Services, Insurance Professionals, Sales, Executives
Teachers Aides Custodians Bus Drivers Secretaries Administration
Commercial and Personal Insurance
Case Manager, IT, Court Reporters, Attorneys
Sales, Technicians, Customer Service
N/A
Construction trades
Tool and Die, Maintenance
Technology
Technology
Hospitality
Retail
Property Management: Managers, maintenance, accountants, etc.
Manufacturing
Teller, Loans
accounting clerks, administrative staff like purchasing and general office, construction estimators, construction project managers, 3D CAD Designers, shop/warehouse/delivery drivers
WE are a manufacturing company. Sales, marketing, engineering, accounting, HR, purchasing, logistics, supervision/management, etc.

All Respondents/Year: 2016



Hard Facts About Soft Skills - Appendices

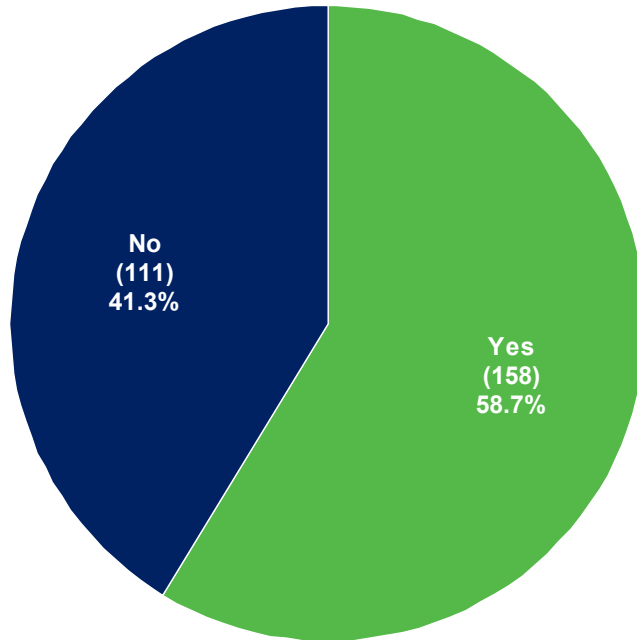
All Respondents

Ready. Test. Go.

Year: 2016

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Do you work with local colleges to recruit their graduates for these positions?



All Respondents/Year: 2016

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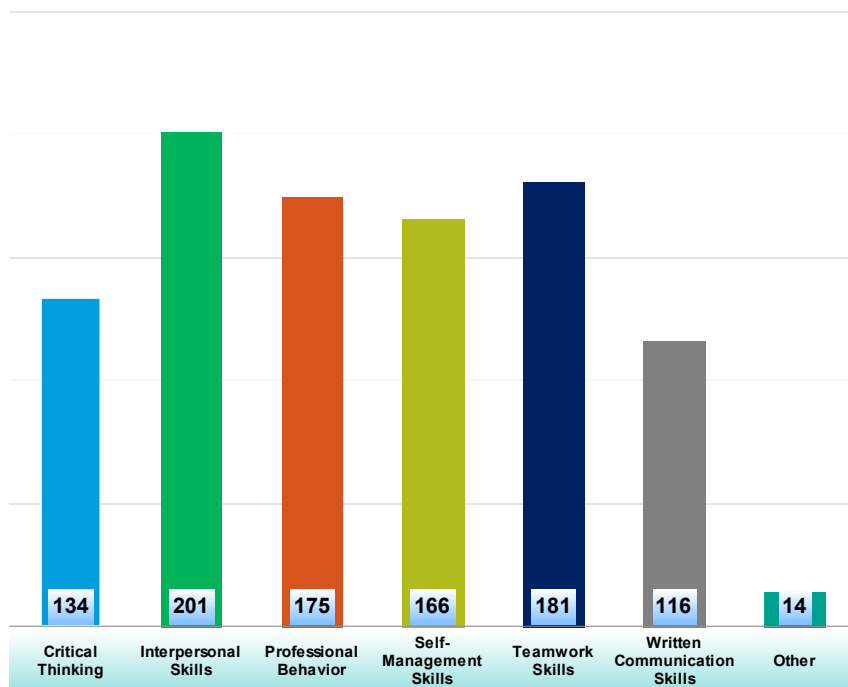
Hard Facts About Soft Skills - Appendices

All Respondents



Year: 2016

Frequently Referenced Soft Skills



Other skills schools consider to be soft skills

Phone and customer service
Verbal communication skills, Problem-solving skills, Strong work ethic, Adaptability, Process Improvement Skills
37 leadership competencies used
Problem solving, decision making, time management, stress management, work ethics some of which could be in above
Hand shaking, looking someone in the eye, professional vm, professional online presence
Ability to adapt
Verbal communication, attitude, organization, decision making
Problem solving
Manners
Emotional Intelligence
Dependability/punctuality, proactivity, stress management, self-motivation
Emotional Intelligence; Empathy; Life Skills; Social Intelligence
Drive, Verbal Communications, Perspective, Relatibility to others
Emotional Intelligence

All Respondents/ Year: 2016

Hard Facts About Soft Skills - Appendices

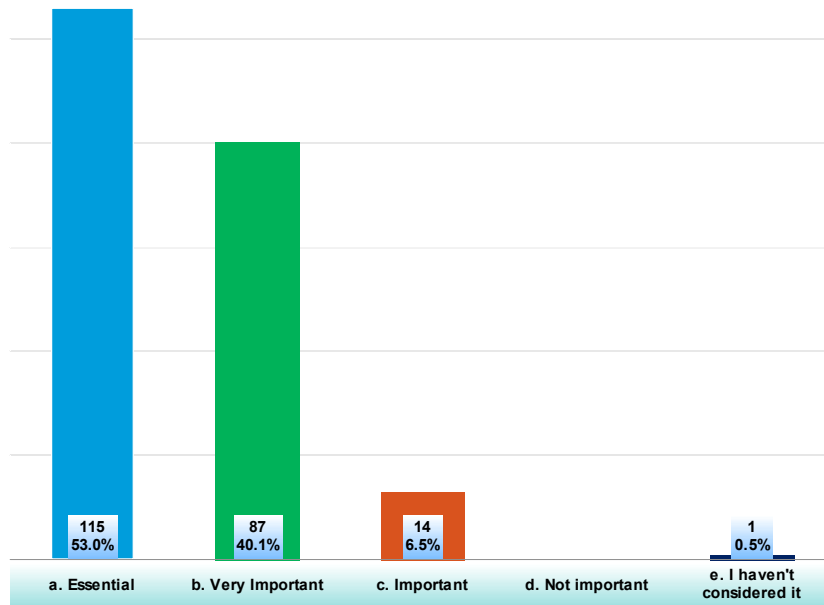
All Respondents

Ready. Test. Go.

Year: 2016

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		Median	Favorable % (a. + b.)	a. Essential	b. Very Important	c. Important	d. Not important	e. I haven't considered it
Q2. Importance of soft skills when making hiring decisions	217 100.0%	a. Essential	93.1%	115 53.0%	87 40.1%	14 6.5%	-	1 0.5%



All Respondents/ Year: 2016

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Hard Facts About Soft Skills - Appendices

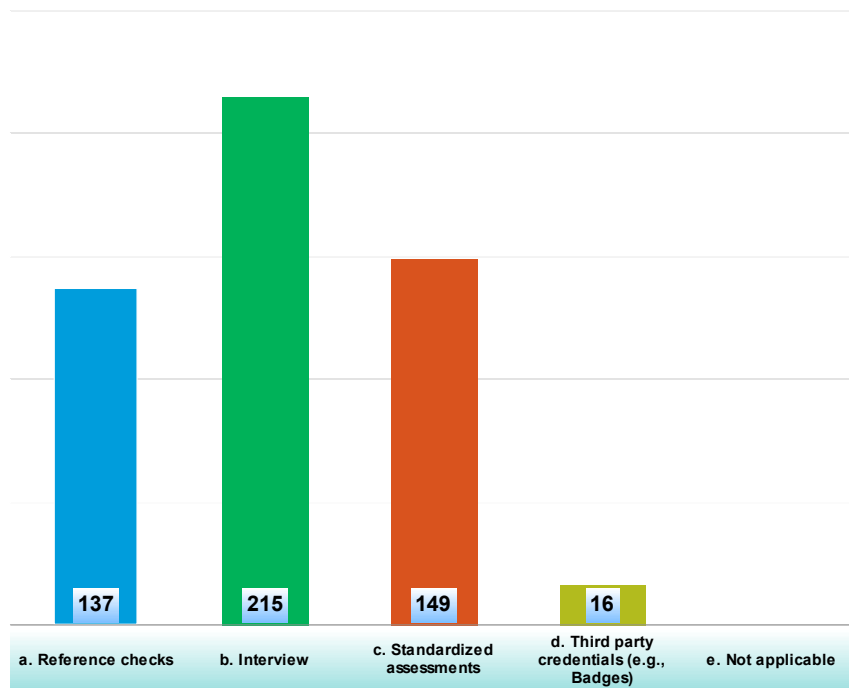
All Respondents

Ready. Test. Go.

Year: 2016

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Q3. What are the methods most used to evaluate soft skills?



All Respondents/Year: 2016

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Hard Facts About Soft Skills - Appendices

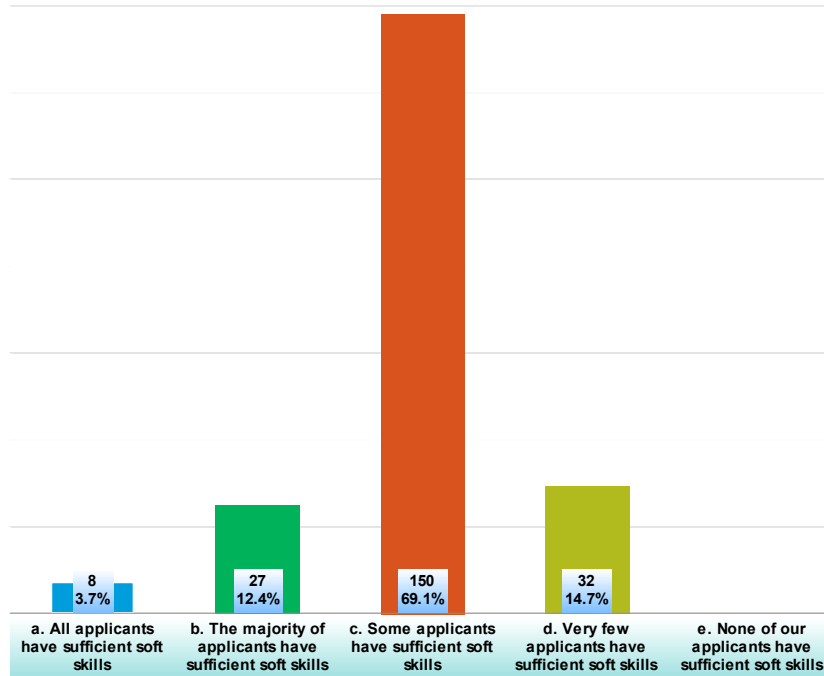
All Respondents

Ready. Test. Go.

Year: 2016

Wonderlic.

		Median	Favorable % (a. + b.)	a. All applicants have sufficient soft skills	b. The majority of applicants have sufficient soft skills	c. Some applicants have sufficient soft skills	d. Very few applicants have sufficient soft skills	e. None of our applicants have sufficient soft skills
Q4. Perception of applicant pool's soft skills	217 100.0%	c. Some applicants have sufficient soft skills	16.1%	8 3.7%	27 12.4%	150 69.1%	32 14.7%	- -



All Respondents/Year: 2016

Wonderlic.

Hard Facts About Soft Skills - Appendices

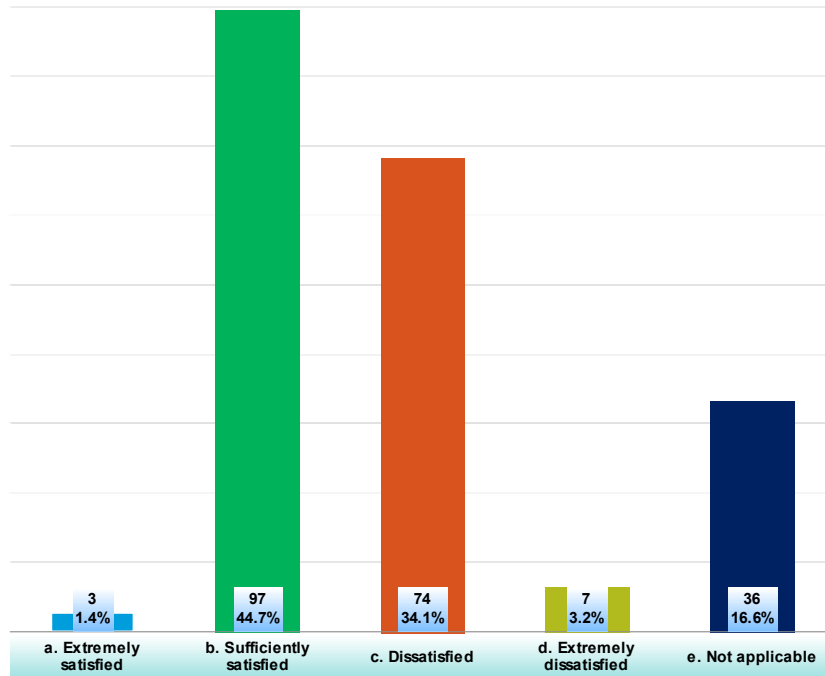
All Respondents

Ready. Test. Go.

Year: 2016



		Median	Favorable % (a. + b.)	a. Extremely satisfied	b. Sufficiently satisfied	c. Dissatisfied	d. Extremely dissatisfied	e. Not applicable
Q5. Satisfaction with local career & community college graduates' mastery of soft skills	217 100.0%	c. Sufficiently satisfied	46.1%	3 1.4%	97 44.7%	74 34.1%	7 3.2%	36 16.6%



All Respondents/Year: 2016



Hard Facts About Soft Skills - Appendices

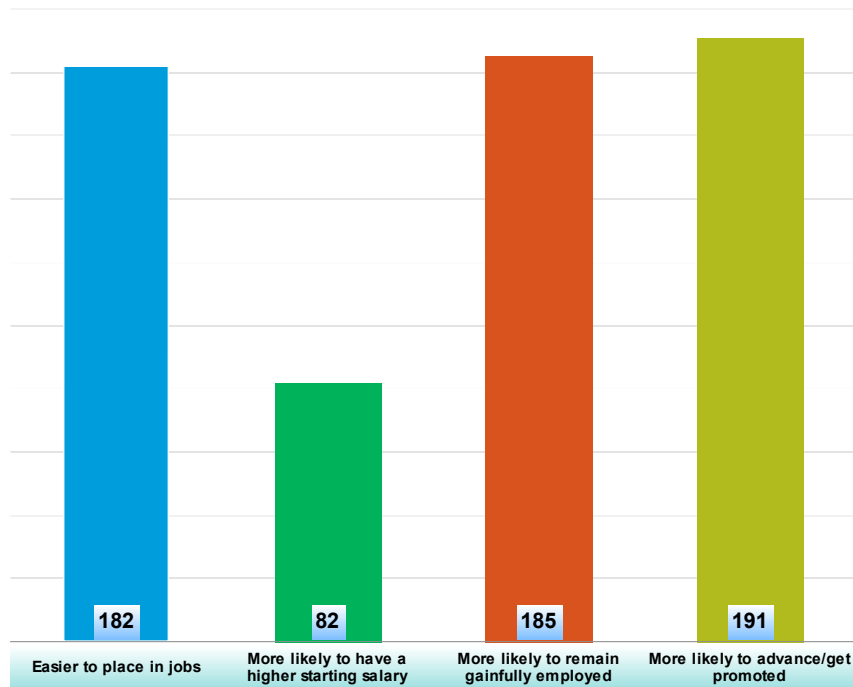
All Respondents

Ready. Test. Go.

Year: 2016

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Q6. Students who have sufficient soft skills are:



All Respondents/Year: 2016

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Hard Facts About Soft Skills - Appendices

All Respondents



Year: 2016

Please rate your agreement with the following, on a scale of 1 to 5 with 1 being the lowest and 5 being the highest agreement.
Use N/A if the statement is not applicable.

	Total by Question	N/A	1	2	3	4	5	Median	Favorable % (4 & 5)
Totals by Ratings	1447	110 7.6%	93 6.4%	125 8.6%	236 16.3%	456 31.5%	427 29.5%	4	61.0%
Q7. Local career and community colleges provide me with credentials that clearly verify their gradua...	183	54 29.5%	53 29.0%	45 24.6%	28 15.3%	2 1.1%	1 0.5%	1	1.6%
Q8. Local career and community colleges could do a better job good job communicating student mast...	183	44 24.0%	12 6.6%	9 4.9%	18 9.8%	54 29.5%	46 25.1%	4	54.6%
Q9. I do not find academic transcripts, grades, and GPAs to be highly reflective of students' on-the-job...	183	12 6.6%	15 8.2%	32 17.5%	41 22.4%	44 24.0%	39 21.3%	3	45.4%
Q10. I would be more inclined to interview graduates from schools that provide job-specific, skills-ba...	175	- -	7 4.0%	12 6.9%	51 29.1%	69 39.4%	36 20.6%	4	60.0%
Q11. If given the choice between receiving student academic transcripts or job-related, competency...	181	- -	1 0.6%	6 3.3%	34 18.8%	72 39.8%	68 37.6%	4	77.3%
Q12. If given the choice between a candidate with a high GPA or a student that has high scores on jo...	181	- -	2 1.1%	5 2.8%	31 17.1%	80 44.2%	63 34.8%	4	79.0%
Q13. I believe that educators should work more closely with employers to ensure that graduates' skills a...	181	- -	2 1.1%	7 3.9%	18 9.9%	63 34.8%	91 50.3%	5	85.1%
Q14. I would encourage local educators to provide their students with job specific credentials that ver...	180	- -	1 0.6%	9 5.0%	15 8.3%	72 40.0%	83 46.1%	4	86.1%

All Respondents/Year: 2016

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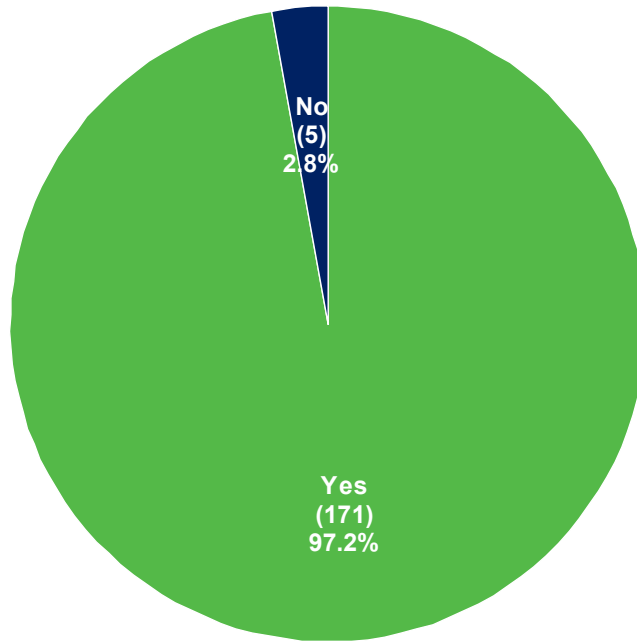
All Respondents

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Q15. Would local career and community colleges benefit from clearer expectations regarding the soft skills valued most when making hiring decisions?



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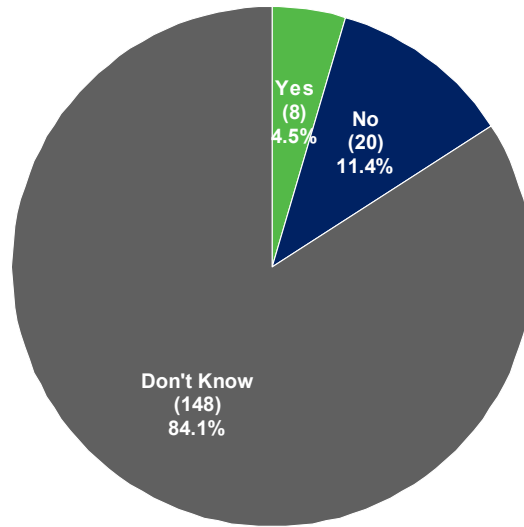
All Respondents

Ready. Test. Go.

Year: 2016



Q16. Do your local career and community colleges have dedicated classes for soft skills training?



Q16a. Dedicated classes for soft skills training that local career and community colleges offer
nana
Has a curriculum they use.
How to act in the workplace such as not look at or answer your phone continually, learn how to focus, practice manners.
Business ethics. Punctuality, dress, appreciation, courtesy,
Hard to say. We often hire for attitude. That is, soft skills applied to work. We hire people who have demonstrated a strong work ethic, not exactly a soft skill but closely related. Can this be taught?... yes but I believe it often is taught long before
I don't have the details but have heard them referred to
I am seeing this in the local high school, vocational and trade schools I am attending for career fairs and recruitment. The educators seem to believe that this is what they need to teach their students to gain and retain employment in the future. I do
Professional behavior, etiquette, decorum, etc.

All Respondents/Year: 2016



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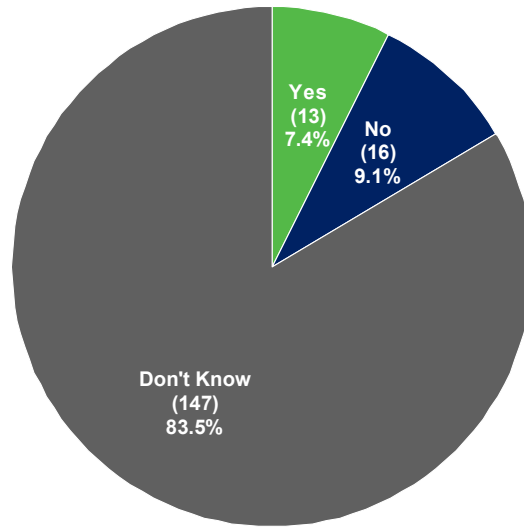
All Respondents

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Year: 2016



Q17. Do your local career and community colleges integrate soft skills training into their curriculum?



Q17a. Integrated soft skills training that local career and community colleges offer
na
The college includes a variety of communication and teamwork aspects especially when going quarter projects.
I'm not sure which classes specifically do this, but I know that some do depending on the professor.
Most schools who understand the value of soft skills will include required projects working with others and evaluate students on the ability to achieve results while navigating team dynamics, etc.
again has this curriculum.
Incorporating the importance of teamwork and customer service in curriculum
Teach the basics of being professional focusing on interpersonal communication.
Videos
How to work in a team. Actively listening skills. How to lead people, especially through hard situations (demanding deadlines, clean up someone else's problem, etc.
I don't have the details but have heard them referred to
Same as above.
Professional behavior, etiquette, decorum, etc.
-

All Respondents/ Year: 2016



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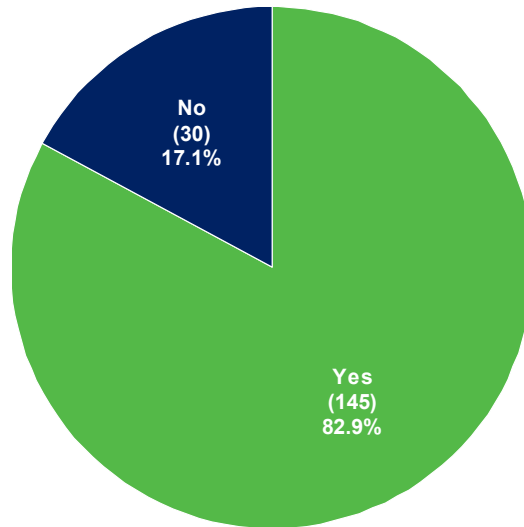
All Respondents

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Year: 2016

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Q18. I would prefer the credential on the left more than the credential on the right when making decisions about students' knowledge of soft skills.



LEFT

RIGHT



Issued To: John Q Student
 Issued By: Wonderlic
 Issuer Contact: IssuerContact@Sample.com
 Location: Vernon Hills
 Issue Date: 10/05/2015
 Expiration Date: 10/05/2018

Description: Identify knowledge of corporate values, culture, appearance, ethics and attitude as a way to portray professional behavior

- Define strategic plan, mission statement, company values, vision statement, and culture of a company
- Define the terms ethics, ethical behavior, values and ethical dilemma
- List ways of maintaining an ethical culture
- Identify appropriate attire for important business occasions
- Describe ways to project a professional personal appearance on the job
- Identify best practices for meeting and greeting new clients or business contacts
- Give behavioral examples of key work attitudes that affect individual job success such as job satisfaction, job involvement, organizational citizenship, organizational commitment, psychological empowerment, perceived organizational support and employee engagement

Your School Name Here		Name: Your Name		ID# : Your Student ID	
Your School Address				DOB: Your Date of Birth	
Dept. Course No.	Title	Units Attempted	Units Earned	GRADE	GRADE POINTS
*** ACADEMIC TRANSCRIPT ***					
FALL 1968					
COM 101	Introduction to Speech Communication	3.0	3.0	A-	12.0
CIS 101	Introduction to Business Computers	3.0	3.0	B	9.0
ENG 121	English Composition	3.0	3.0	A	12.0
FRN 101	Beginning French I	3.0	3.0	B	9.0
MTH 111	Analytical Geometry & Calculus I	3.0	3.0	B-	9.0
PHY 113	Classical Physics	3.0	3.0	A	12.0
SEMESTER TOTALS		18.0	18.0	3.50	63.0
SPRING 1969					
ENG 122	Critical Writing and Reading	3.0	3.0	A	12.0
SSK 101	Professionalism	3.0	3.0	A	12.0
MTH 112	Analytical Geometry & Calculus II	3.0	3.0	A	12.0
PHY 114	Classical Physics II	3.0	3.0	B	9.0
PHY 101	Introduction to Psychology	3.0	3.0	A-	12.0
SEMESTER TOTALS		15.0	15.0	3.60	54.0
CUMULATIVE TOTALS		33.0	33.0	3.55	117.0
FALL 1969					
ART 123	Art Appreciation	3.0	3.0	B-	9.0
BIO 121	General Biology I	3.0	3.0	B	9.0
ECO 201	Intro to Microeconomics	3.0	3.0	A-	12.0
FIN 101	Personal Finance Principles	3.0	3.0	A	12.0
HIS 122	World History 1870 to Present	3.0	3.0	A	12.0
SEMESTER TOTALS		15.0	15.0	3.60	54.0
SPRING 1970					
ACC 201	Monies Accounting	3.0	3.0	A	12.0
ART 121	Intro to Music Appreciation	3.0	3.0	B	9.0
BIO 127	General Biology II	3.0	3.0	A	12.0
ECO 202	Intro to Macroeconomics	3.0	3.0	A-	12.0
FTM 266	Principles of Finance	3.0	3.0	A	12.0
ENG 206	Written Business Communications	3.0	3.0	A-	12.0
SEMESTER TOTALS		18.0	18.0	3.83	69.0
CUMULATIVE TOTALS		66.0	66.0	3.64	240.0
Members & Footnotes CE Change of grade IE Incomplete removed IC Incomplete changed RC Repeated class S Satisfactory SP By petition TC Transfer credit AU Audit only, no credit received Student in good standing unless otherwise indicated		Transcripts Issued 06/09/1991		Degree or Credential Certification BBA 06/09/1991	
TRANSCRIPT IS ONLY VALID WITH THIS SIGNATURE OFFICE OF THE REGISTRAR					

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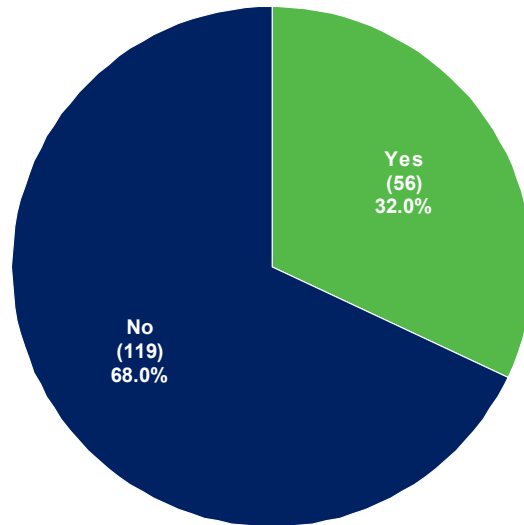
All Respondents

Ready. Test. Go.

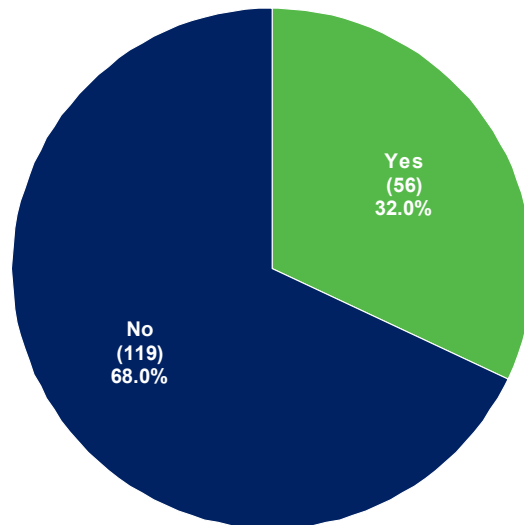
Year: 2016

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Q19. I would like to learn more about competency-based credentials for soft skills.



Q20. I am interested in participating in research that compares soft skill assessment to job performance.



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Appendix C: Steering Committee Members

A steering committee has been formed to direct the initial strategic efforts of the consortium. The following members serve on this steering committee:

1. Amanda Opperman, Senior Institutional Effectiveness Specialist, Wonderlic, Inc.
2. Bill Campbell, President, Campbell Comfort Systems, Inc.
3. Bruce Hohensee, President, Talent Driven Consulting
4. Carol Underwood, Director of Human Resources, BI Bank
5. Christy Torkildson, RN, Ph.D., Chief Academic Officer, Unitek College
6. Cory Werkheiser, Career Services Specialist, Patrick Henry Community College
7. Diane Jones, Senior Vice President and Chief External Affairs Officer, AJsquared Consulting & Former Assistant Secretary of Postsecondary Education, U.S. Dept. of Education
8. Heather Wood, Hospital Account Executive, Ecolab Healthcare
9. Jackie Thornton, Director Human of Resources, Triton Management
10. Jeffery R. Hollowell, Ph.D., Managing Director, Applied Executive Coaching, LLC
11. Jennifer Shahan, State Director, Telamon Corporation
12. Jo Lynne Varner, MHSA, CMPE, Clinic Administrator, Little Rock Pediatric Clinic
13. Kathleen deLaski, Founder, Education Design Lab
14. Merri Dillinger, M.S., AVP, Associate Testing and Training, Adecco Group North America
15. Marcy Depew, Master Career Strategist , Teal-Noir, LLC
16. Monnica Seyfang-Ray, HR Manager, Riffle Machine Works
17. Nancy L. Jones, National Director of Graduate Employment, Concorde College
18. Nathan Singer, HR Generalist, Owens Corning
19. Patricia M. Lee, M.A., Director of Career Placement, Vet Tech Institute
20. Russ Merwin, Director of Training, Ryan Lawn & Tree
21. Sheila Golden, HR Director, Wilkinson Real Estate Advisors, Inc.
22. Scott Ellsworth, Principal, Scott Ellsworth Consulting
23. Trevor Stokes, Manager of Workforce Programs, Arizona Commerce Authority
24. Willis Dane, President, Aqua Control, Inc.