

A study by  
the Society for  
Human Resource  
Management  
and WSJ.com/  
Careers



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# Critical Skills Needs and Resources for the Changing Workforce

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# Critical Skills Needs and Resources for the Changing Workforce

A Study by the Society for Human Resource Management and WSJ.com/Careers  
June 2008

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### **ABOUT THIS REPORT**

In December 2007, the Society for Human Resource Management (SHRM) and WSJ.com/Careers, the free career channel from WSJ.com, jointly conducted the SHRM/WSJ.com/Careers Employee Skills Poll to gauge the effectiveness of various retention strategies from the perspectives of both human resource (HR) professionals and employees.

HR professionals' responses regarding skills training and professional development offered through their organizations are compared with employee responses regarding effectiveness of and preference for various skills training and education formats to show the extent to which organizations are providing training and education opportunities that meet employees' needs.

### **ABOUT SHRM**

The Society for Human Resource Management (SHRM) is the world's largest professional association devoted to human resource management. Our mission is to serve the needs of HR professionals by providing the most current and comprehensive resources and to advance the profession by promoting HR's essential, strategic role. Founded in 1948, SHRM represents more than 225,000 individual members in over 125 countries and has a network of more than 575 affiliated chapters in the United States, as well as offices in China and India. Visit SHRM at [www.shrm.org](http://www.shrm.org).

### **ABOUT WSJ.COM/CAREERS**

CareerJournal section of WSJ.com is free of charge and features expanded career content, including videos, slideshows, top-tier job listings and tools for recruiters and employers.

# Introduction

## **ARE WORKERS KEEPING UP WITH THE CHANGING SKILLS NEEDS OF TODAY'S WORKPLACE?**

Staffing management and labor sourcing activities are commonly a challenge for organizations and HR professionals and become particularly cumbersome during times of skilled talent shortages. The issue of skills shortages in the available labor pool appears to be growing. In fact, according to a recent SHRM poll, 58% of HR professionals reported that some workers lack competencies needed to perform their jobs, up from 54% in 2005.<sup>1</sup> Further, more than one-half of HR professionals (55%) who responded to the poll agreed that workers entering the job market in the next 10 years will lack the competencies that will make them successful in the workplace. While the inadequate workforce readiness of recent graduates is well noted and there has been much discussion around improving the education system's preparation of future entrants to the labor pool, it has rightly been argued that "employers need strategies to deal with the talent shortage in the short term."<sup>2</sup> A solution with an immediate benefit to today's workplace and the economy is a focus on building capabilities and the development of skills and competencies within the current workforce.

The workplace of today is changing, and workers' skill sets must keep pace with employers' expectations. What skills, activities and content areas are important to organizations, and how do skill requirements differ for workers of various experience levels? A comprehensive understanding of skills needs and the resources that are available to workers to develop competencies can help guide HR professionals in implementing skills training and professional development programs that provide a short-term solution to ensure an adequately skilled workforce today as well as a long-term vision to address anticipated skills needs.

The workplace of today is changing, and workers' skill sets must keep pace with employers' expectations.

# Methodology

Both versions of the poll were developed by the SHRM Survey Program and WSJ.com/Careers.<sup>3</sup> SHRM staff with expertise in HR and workforce readiness issues also provided valuable insight and recommendations for the instruments. For comparison purposes, employees and HR professionals received similar questions.

## HR PROFESSIONAL SAMPLE

The HR professional sample was randomly selected from SHRM's membership database, which at the time included approximately 225,000 individual HR professional members. Only members who had not participated in a SHRM survey or poll in approximately the last six months were included in the sampling frame. Members who were students, consultants, academics, located internationally and who had no e-mail address on file were excluded from the sampling frame. In December 2007, an e-mail that included a link to the SHRM/WSJ.com/Careers Employee Skills Poll was sent to 3,000 randomly selected SHRM members. Of these, 2,757 e-mails were successfully delivered, and 407 HR professionals responded, yielding a response rate of 15%. The survey was online for a period of three weeks, and four e-mail reminders were sent to nonrespondents in an effort to increase response rates.

## EMPLOYEE SAMPLE

A similar poll was completed by 334 employees. The employee data were gathered from a convenience sample of visitors to the WSJ.com/Careers web site—the online poll was given to every fourth visitor of the site. WSJ.com/Careers visitors tend to be executive-level professionals who are both active and passive job seekers. Readers are encouraged to proceed with caution when generalizing these results to all employees.

# Key Findings

HR professionals were asked if specific skills and behaviors, such as adaptability, creativity, diversity, ethics, lifelong learning, health and wellness choices, etc., were more important for new entrants to the workforce<sup>4</sup> and employees with more than one year of work experience (experienced workers) today compared with two years ago. Overall, workplace skills were more frequently reported as much more important today for experienced workers than for new entrants to the workforce.

Overall, employers placed the greatest weight on employee adaptability and critical thinking skills. HR professionals and employees both reported that adaptability/flexibility and critical thinking/problem-solving skills were of greatest importance now compared with two years ago.

Poll results indicate that the perceived reputation of the diploma or certification-granting institution attended by employees matters. Nearly two-thirds of HR professionals reported that the skill levels of workers from highly reputable colleges or universities differed from the skill levels of workers from other colleges or universities.

How are employee skills gaps determined? Manager/supervisor observations and feedback through performance evaluations were the most prevalent means for measuring employee skills and/or professional development deficiencies by most organizations.

Although fewer than one out of 10 organizations did not provide or pay for skills training or professional development for their U.S. workforce, small-staff-sized organizations were even less likely to do so. Overall, about one-half or less of employees at various career phases have participated in skills training, according to HR professionals.

Employee skills training is provided by organizations in a variety of formats. Organizations mostly offered skills training through instructor-led workshops, on-the-job training and continuing education courses. By contrast, the largest percentages of employees rated on-the-job training, coaching or mentoring and university or college courses as very effective skills training formats.

HR professionals and employees both reported that adaptability/flexibility and critical thinking/problem-solving skills were of greatest importance now compared with two years ago.

More organizations are relying on e-learning to train their workforce. One-half of HR professionals reported that their organizations offered skills training through online tutorials and guided programs more frequently now than two years ago, yet only one-third of employees reported an increased preference for this skills training format now compared with two years ago.

Employees reported a variety of resources for keeping their skills sharp, most frequently citing career advice sections of news/lifestyle web sites and industry-specific resources.

# Poll Results

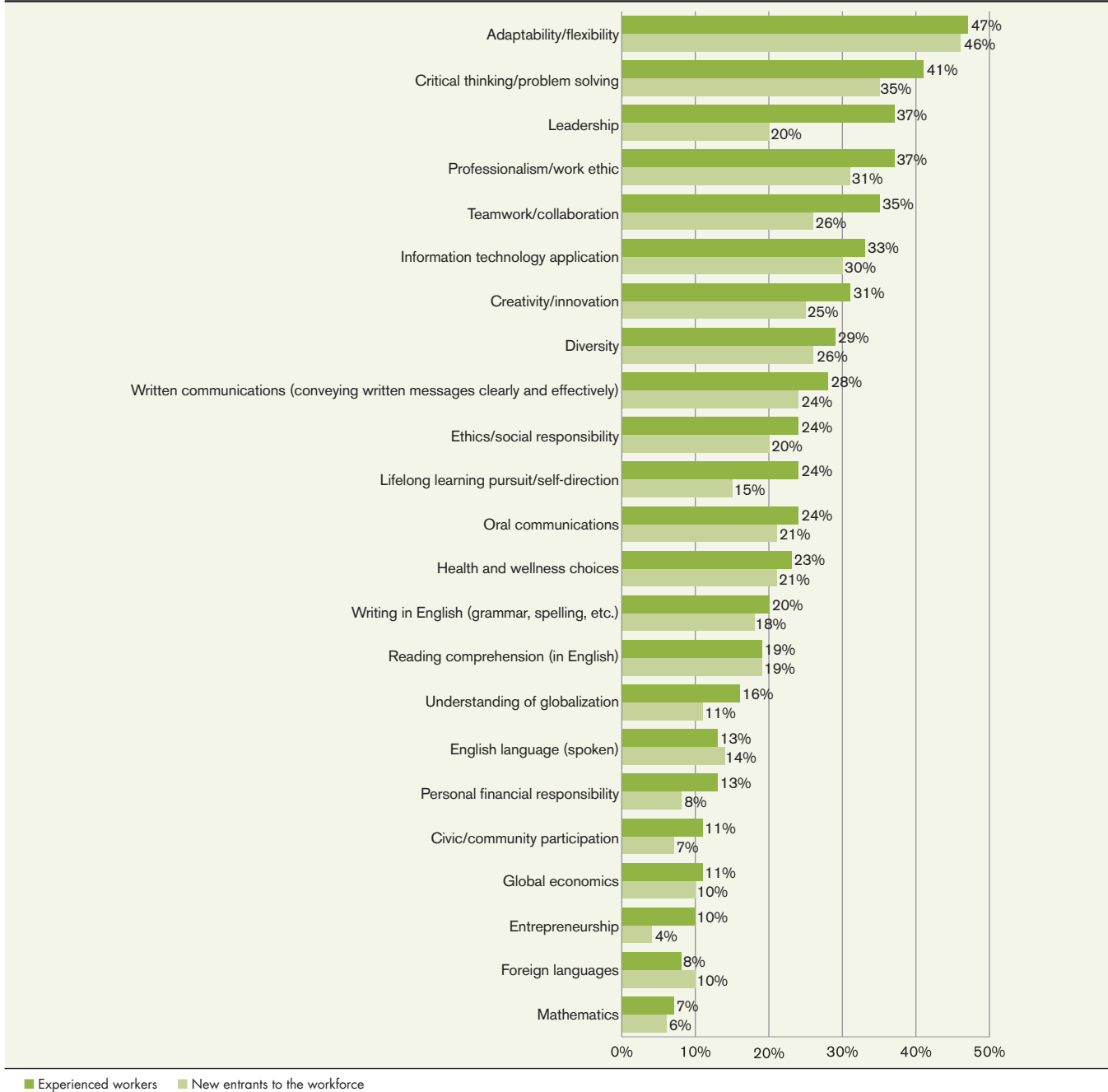
## SKILLS NEEDED FOR TODAY'S WORKPLACE

Employers often feel workforce readiness deficiencies as talent shortages, particularly when it comes to locating candidates with the necessary skills. According to the executive summary report of the SHRM 2007 Symposium on the Workforce Readiness of the Future U.S. Labor Pool, “employers have not clearly stated the skills and capabilities they desire, and the U.S. educational system is not producing the quantity and quality of graduates needed.”<sup>5</sup> Understanding what employers need is imperative for making useful recommendations for changes to U.S. education policy and curriculum in order to produce graduates that are well equipped for the workplace. What, then, are the skills, activities and content areas that are most urgently needed in the workplace today? Do beliefs about the workplace skills, activities and content areas that are most important differ between HR professionals and employees themselves?

## How Has the Importance of Various Employee Skills/Practices Changed in the Past Two Years? (HR Professionals)

- As shown in Figure 1, the top skills rated as much more important today compared with two years ago for both experienced workers and new entrants to the workforce were adaptability/flexibility (47% and 46%, respectively) and critical thinking/problem solving (41% and 35%, respectively).
- Other top-rated skills for experienced workers were leadership (37%), professionalism/work ethic (37%) and teamwork/collaboration (35%).
- For new entrants to the workforce, other top-rated skills were professionalism/work ethic (31%), information technology application (30%), teamwork/collaboration (26%) and diversity (26%).
- For experienced workers, the least important skill was mathematics (7%), and for new entrants to the workforce it was entrepreneurship (4%), according to HR professionals.

**Figure 1 | How Important Are Various Skills/Practices for Experienced Workers and New Entrants to the Workforce Today Compared With Two Years Ago? (HR Professionals)**



(n = 407)

Note: Data sorted in descending order by “experienced workers” data. Figure represents those who answered “much more important now.” Percentages are based on a scale where 1 = “much less important now” and 5 = “much more important now.” Excludes HR professionals who responded “not applicable” to these items. Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- On average, HR professionals reported increased importance of skills/practices today compared with two years ago (Table 1).
- HR professionals reported the greatest average importance of adaptability/flexibility and critical thinking/problem solving now compared with two years ago for both new entrants to the workforce and experienced workers.
- HR professionals indicated greater average importance of foreign language skills for new entrants to the workforce than for experienced workers.
- Compared with their counterparts from medium-staff-sized organizations, HR professionals from large-staff-sized organizations reported greater average degrees of importance for ethics and social responsibility skills for new entrants to the workforce now compared with two years ago.<sup>6</sup>
- HR professionals from government agencies, compared with those from privately owned for-profit and nonprofit organizations, reported greater average degrees of importance for ethics and social responsibility skills for new entrants to the workforce now compared with two years ago.<sup>7</sup>

**Table 1 | Comparison of Various Skills/Practices Today Compared With Two Years Ago by Worker Experience Level (HR Professionals)**

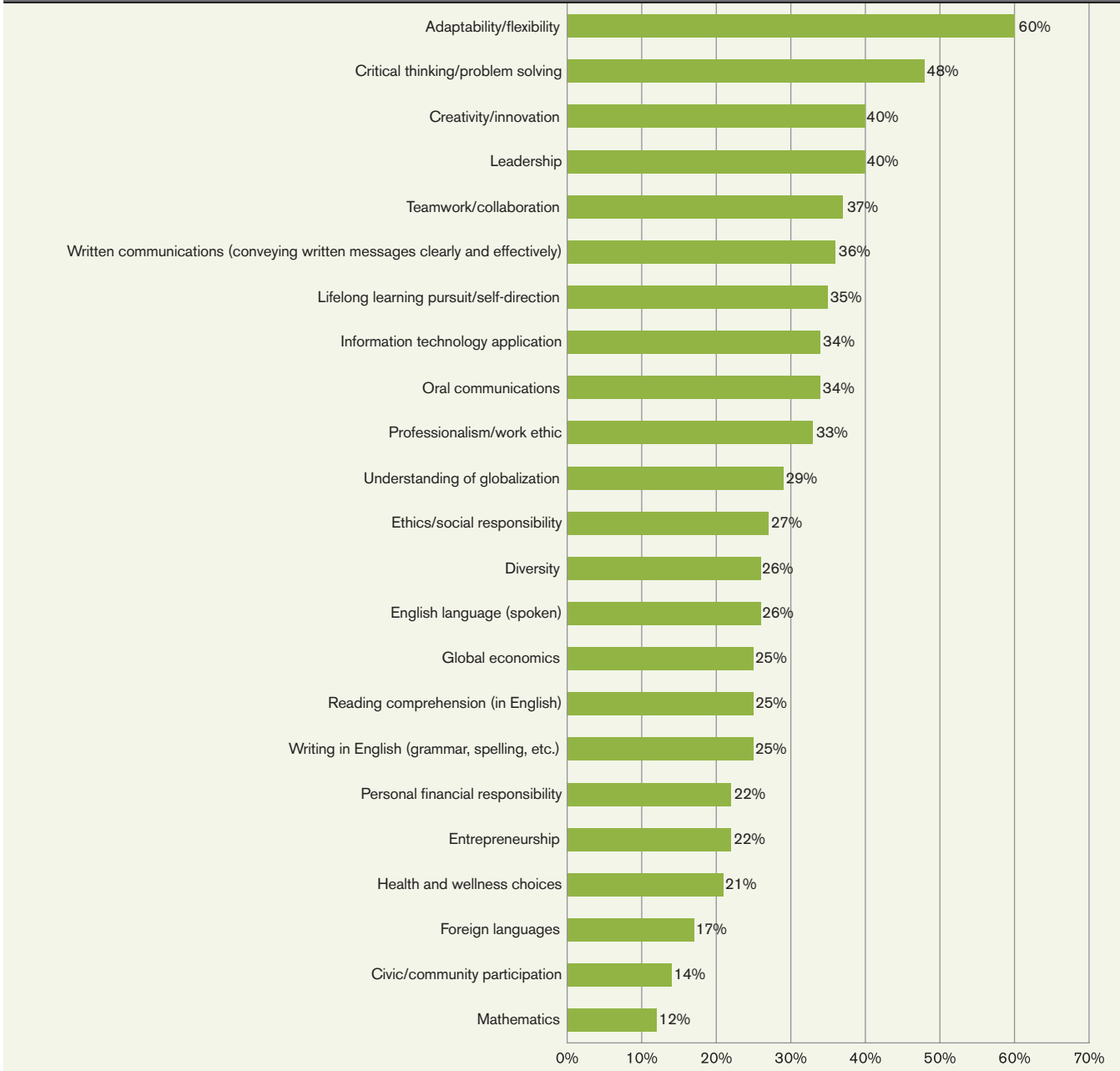
	<b>Differences by Worker Experience Level</b>
Adaptability/flexibility	Experienced workers > new entrants
Critical thinking/problem solving	Experienced workers > new entrants
Teamwork/collaboration	Experienced workers > new entrants
Leadership	Experienced workers > new entrants
Information technology application	Experienced workers > new entrants
Professionalism/work ethic	Experienced workers > new entrants
Creativity/innovation	Experienced workers > new entrants
Written communications (conveying written messages clearly and effectively)	Experienced workers > new entrants
Ethics/social responsibility	Experienced workers > new entrants
Oral communications	Experienced workers > new entrants
Lifelong learning pursuit/self-direction	Experienced workers > new entrants
Understanding of globalization	Experienced workers > new entrants
Civic/community participation	Experienced workers > new entrants
English language (spoken)	Experienced workers > new entrants
Personal financial responsibility	Experienced workers > new entrants
Global economics	Experienced workers > new entrants
Foreign languages	New entrants > experienced workers
Entrepreneurship	Experienced workers > new entrants

Note: Excludes HR professionals who responded “not applicable” to these items. Analysis based on the average level of importance for skills/practices now compared with two years ago. Only response options with statistically significant comparisons are included in this table.  
Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

### **How Has the Importance of Various Workplace Skills/Practices Changed in Your Career Field? (Employees)**

- Figure 2 illustrates the percentages of employees who rated various workplace skills/practices as much more important in their career fields today compared with two years ago. Nearly two-thirds of employees (60%) reported that adaptability/flexibility is currently much more important in their career fields compared with two years ago. Other top-rated skills included critical thinking/problem solving (48%), creativity/innovation (40%) and leadership (40%).
- The smallest percentages of employees rated foreign languages (17%), civic/community participation (14%) and mathematics (12%) as much more important today compared with two years ago.

**Figure 2 | How Important Are Various Skills/Practices in Your Career Field Today Compared With Two Years Ago? (Employees)**



(n = 317)

Note: Data sorted in descending order. Figure represents those who answered "much more important now." Excludes employees who have less than two years of professional experience and those who responded "not applicable, have not needed these skills" to these items. Percentages are based on a scale where 1 = "much less important now" and 5 = "much more important now." Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Women workers were more likely than their male counterparts to report that a number of workplace skills/practices are currently much more important compared with two years ago. These included critical thinking/problem solving, creativity/innovation, leadership, teamwork/collaboration, written communications, lifelong learning pursuit/self-direction, information technology application, oral communications, ethics/social responsibility, diversity, English language (spoken), writing in English and personal financial responsibility (Table 2). Women may be feeling more pressure to increase their workplace skill sets due to stepped-up competition for jobs and advancement opportunities in a tightening economy.

**Table 2 | How Important Are Various Skills/Practices in Your Career Field Today Compared With Two Years Ago? (Employees, by Gender)**

	<b>Overall (n = 317)</b>	<b>Women (n = 127)</b>	<b>Men (n = 190)</b>	<b>Differences by Gender</b>
Critical thinking/problem solving	48%	59%	43%	Women > men
Creativity/innovation	40%	52%	34%	Women > men
Leadership	40%	47%	36%	Women > men
Teamwork/collaboration	37%	47%	32%	Women > men
Written communications (conveying written messages clearly and effectively)	36%	51%	28%	Women > men
Lifelong learning pursuit/self-direction	35%	45%	30%	Women > men
Information technology application	34%	44%	28%	Women > men
Oral communications	34%	44%	28%	Women > men
Ethics/social responsibility	27%	34%	24%	Women > men
Diversity	26%	37%	20%	Women > men
English language (spoken)	26%	34%	23%	Women > men
Writing in English (grammar, spelling, etc.)	25%	32%	22%	Women > men
Personal financial responsibility	22%	31%	17%	Women > men

Note: Data sorted in descending order by “overall” column. Table represents those who answered “much more important now.” Excludes employees who have less than two years of professional experience and those who responded “not applicable, have not needed these skills” to these items. Percentages are based on a scale where 1 = “much less important now” and 5 = “much more important now.” Sample sizes are based on the actual number of respondents answering the gender question; however, the percentages shown are based on the actual number of respondents by gender who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Table 3 shows that compared with employees in middle management positions, employees in nonmanagement positions were more likely to report that professionalism/work ethics, writing in English and personal financial responsibility were much more important today compared with two years ago.

**Table 3 | How Important Are Various Skills/Practices in Your Career Field Today Compared With Two Years Ago? (Employees, by Position Level)**

	<b>Overall (n = 317)</b>	<b>Executive Level (n = 37)</b>	<b>Middle Management (n = 180)</b>	<b>Nonmanagement (n = 100)</b>	<b>Differences by Position Level</b>
Professionalism/work ethic	33%	37%	28%	43%	Nonmanagement > middle management
Writing in English (grammar, spelling, etc.)	25%	24%	21%	35%	Nonmanagement > middle management
Personal financial responsibility	22%	29%	16%	32%	Nonmanagement > middle management

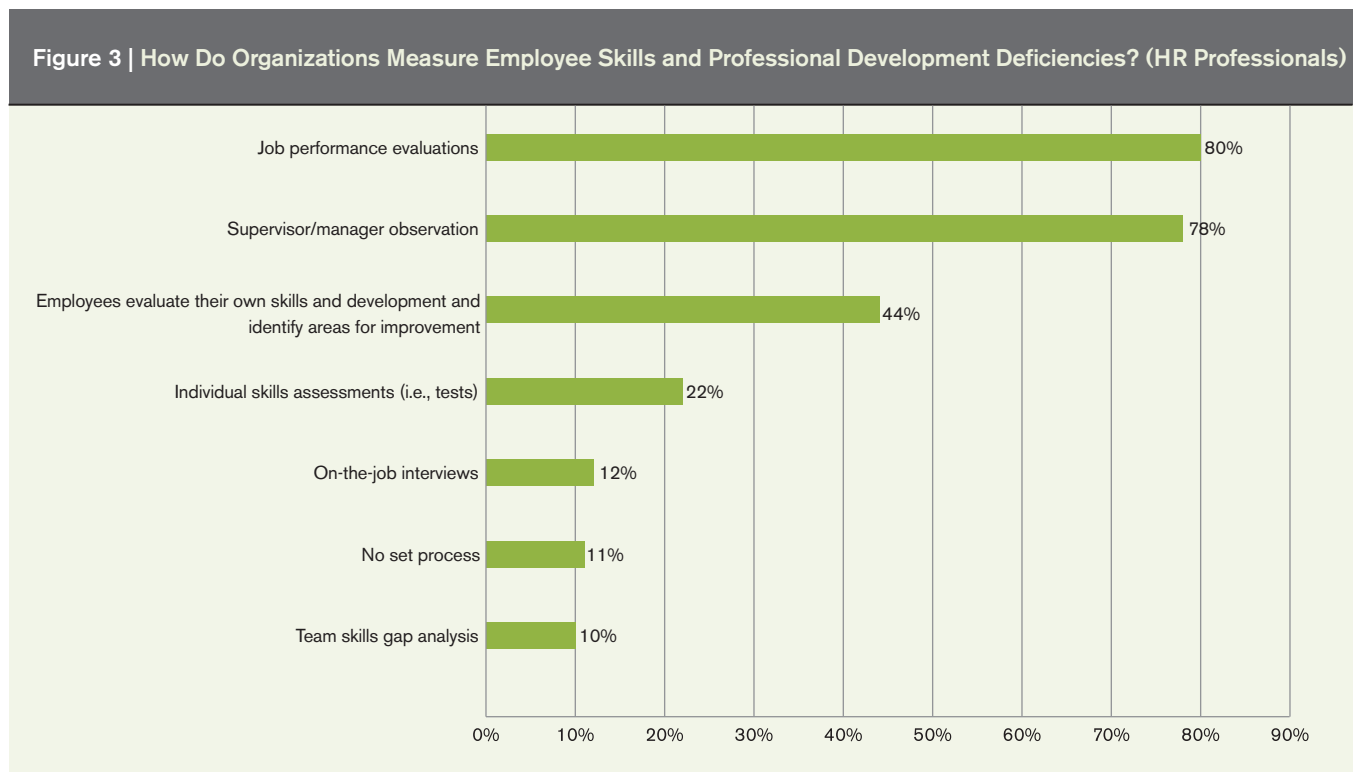
Note: Data sorted in descending order by "overall" column. Table represents those who answered "much more important now." Excludes employees who have less than two years of professional experience and those who responded "not applicable, have not needed these skills" to these items. Percentages are based on a scale where 1 = "much less important now" and 5 = "much more important now." Sample sizes are based on the actual number of respondents answering the position level question; however, the percentages shown are based on the actual number of respondents by position level who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

### MEASUREMENT OF EMPLOYEE SKILLS

Skills deficiencies among new entrants to the workforce—both high school and college/university graduates—have been widely reported in the media and in workplace research.<sup>8</sup> But what methods do employers use to identify employee skills and professional development needs?

- The vast majority of organizations (96%) gauge their employees’ skills and/or professional development needs using at least one measurement method. Respondents from small-staff-sized organizations (12%) were more likely than their counterparts from medium-staff-sized organizations (4%) to report that their organizations did not measure employees’ skills and/or professional development needs.<sup>9</sup>
- Among organizations that measured their employees’ skills and/or professional development deficiencies, the largest percentages of HR professionals indicated that skills and developmental deficiencies were measured through job performance evaluations (80%) and supervisor/manager observations (78%). Slightly more than one out of 10 HR professionals (11%) reported that their organization had no set process for measuring employee skills and/or professional development deficiencies. These data are illustrated in Figure 3.



(n = 387)

Note: Data sorted in descending order. Excludes HR professionals who responded “not applicable, my organization does not measure employees’ skills and/or professional development needs.” Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- HR professionals from large-staff-sized organizations were more likely than those from small-staff-sized organizations to report using job performance evaluations (86% compared with 70%) and team skills gap analysis (16% compared with 2%) to measure employees’ skills and professional development deficiencies (Table 4).
- Small-staff-sized organizations (23%) and medium-staff-sized organizations (12%) were more likely than large-staff-sized organizations (3%) to report that they had no set process for measuring employee skills.

**Table 4 | How Do Organizations Measure Employees’ Skills and Professional Development Deficiencies? (HR Professionals, by Organization Staff Size)**

	<b>Overall (n = 387)</b>	<b>Small (1 to 99 Employees) (n = 66)</b>	<b>Medium (100 to 499 Employees) (n = 137)</b>	<b>Large (500 or More Employees) (n = 102)</b>	<b>Differences By Organization Staff Size</b>
Job performance evaluations (i.e., using performance metrics)	80%	70%	80%	86%	Large > small
No set process	11%	23%	12%	3%	Small, medium > large
Team skills gap analysis	10%	2%	7%	16%	Large > small

Note: Data sorted in descending order by “overall” column. Excludes HR professionals who responded “not applicable, my organization does not measure employees’ skills and/or professional development needs.” Percentages do not total 100% due to multiple response options. Sample sizes are based on the actual number of respondents answering the organization staff size question; however, the percentages shown are based on the actual number of respondents by organization staff size who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.  
Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- As noted in Table 5, nonprofit organizations (90%) were more likely than their counterparts at government agencies (65%) to report that employee skills and professional development deficiencies were measured through supervisor/manager observation.
- Compared with privately owned for-profit organizations (6%), publicly owned for-profit organizations (18%) were more likely to report measuring employee skills and professional development needs through team skills gap analysis.

**Table 5 | How Do Organizations Measure Employees’ Skills and Professional Development Deficiencies? (HR Professionals, by Organization Sector)**

	<b>Overall (n = 387)</b>	<b>Publicly Owned For-Profit (n = 80)</b>	<b>Privately Owned For-Profit (n = 143)</b>	<b>Nonprofit (n = 49)</b>	<b>Government (n = 31)</b>	<b>Differences by Organization Sector</b>
Supervisor/manager observation	78%	83%	78%	90%	65%	Nonprofit > government
Team skills gap analysis	10%	18%	6%	6%	10%	Publicly owned for-profit > privately owned for-profit

Note: Data sorted in descending order by “overall” column. Excludes HR professionals who responded “not applicable, my organization does not measure employees’ skills and/or professional development needs.” Sample sizes are based on the actual number of respondents answering the organization sector question; however, the percentages shown are based on the actual number of respondents by organization sector who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.  
Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

## SKILLS TRAINING AND/OR PROFESSIONAL DEVELOPMENT OFFERINGS AND PARTICIPATION

While there has been much concern about remedying skills deficiencies among new entrants to the workforce, continuous learning and skills training are crucial to sustaining workforce readiness among employees of all experience levels. In addition to addressing skills gaps, training and professional development programs can help workers prepare for emerging skills needs in the workplace as well as to transition skills sets for workers who are embarking on new career paths or stepping up to increased responsibilities. This is especially critical for organizations' succession planning efforts and "growing talent from within,"<sup>10</sup> a strategy that may be even more important for smaller organizations with fewer resources to attract top candidates.

According to the Bureau of Labor Statistics, "increasingly, management recognizes that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve business results. Training is widely accepted as an employee benefit and a method of improving employee morale, and enhancing employee skills has become a business imperative. Increasingly, managers and leaders realize that the key to business growth and success is through developing the skills and knowledge of its workforce."<sup>11</sup> Moreover, some states are supporting the link between workforce readiness and business success by earmarking funds for employer grants to develop job training programs. What are organizations doing to provide and promote skills training and professional development opportunities?

**Are Organizations Providing or Paying for Skills Training and/or Professional Development for Their Workforce? (HR Professionals)**

- Figure 4 illustrates the percentages of organizations that provide or pay for employee skills and/or professional development training for their U.S.-based and international workers. Nearly one-half of HR professionals (44%) reported that their organizations provided or paid for skills training and/or professional development for their U.S. workforce. Fewer organizations with international locations (34%) indicated offering training and/or development to all workers.
- Slightly more than two out of five HR professionals (41%) indicated that their organizations provided or paid for skills training and/or professional development for U.S. employees who seek training.
- Government agencies were more likely than publicly owned for-profit organizations to report that their organizations did not provide or pay for skills training and/or professional development for their internationally located workers.



■ U.S. workforce (n = 405) ■ International workforce (n = 115)

Note: Data sorted in descending order by U.S. data. International workforce data represents those who answered that their organizations have international locations. Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Table 6 shows that compared with small-staff-sized organizations (16%), large-staff-sized organizations (32%) were more likely to report that their organizations provided or paid for skills training and/or professional development for workers with identified skills and/or professional development deficiencies.
- In addition, HR respondents from small-staff-sized organizations (19%) were more likely than those from large-staff-sized organizations (4%) to report that their organizations did not provide or pay for skills training and/or professional development for their U.S. workforce.

**Table 6 | Do Organizations Provide or Pay for Employee Skills and/or Professional Development Training for Their U.S. Workforce? (HR Professionals, by Organization Staff Size)**

	<b>Overall (n = 405)</b>	<b>Small (1 to 99 Employees) (n = 75)</b>	<b>Medium (100 to 499 Employees) (n = 142)</b>	<b>Large (500 or More Employees) (n = 102)</b>	<b>Differences by Organization Staff Size</b>
Yes, to workers with identified skills and/or professional development deficiencies	25%	16%	25%	32%	Large > small
No, the organization does not provide or pay for skills training and/or professional development for its U.S. workforce	9%	19%	11%	4%	Small > large

Note: Data sorted in descending order by "overall" column. Sample sizes are based on the actual number of respondents answering the organization staff size question; however, the percentages shown are based on the actual number of respondents by organization staff size who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- More than one-third of publicly owned for-profit organizations (39%) provide or pay for employee skills and/or professional development training for their U.S. workforce, compared with less than one-quarter of privately owned for-profit organizations (23%) and just 13% of government agencies that do so (Table 7).

**Table 7 | Do Organizations Provide or Pay for Employee Skills and/or Professional Development Training for Their U.S. Workforce? (HR Professionals, by Organization Sector)**

	<b>Overall (n = 405)</b>	<b>Publicly Owned For-Profit (n = 84)</b>	<b>Privately Owned For-Profit (n = 152)</b>	<b>Nonprofit (n = 50)</b>	<b>Government (n = 31)</b>	<b>Differences by Organization Sector</b>
Yes, to workers with identified skills and/or professional development deficiencies	25%	39%	23%	18%	13%	Publicly owned for-profit > privately owned for-profit, government

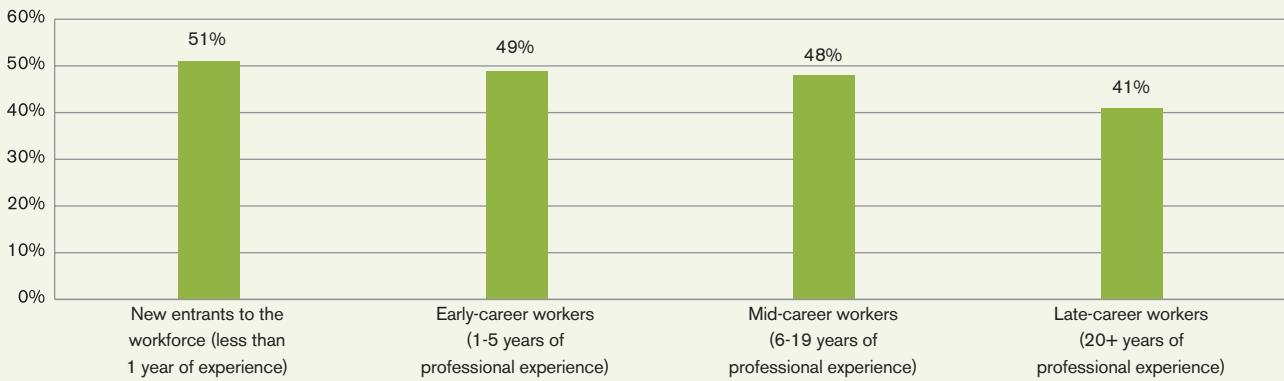
Note: Excludes HR professionals from other organization sectors. Sample sizes are based on the actual number of respondents answering the organization sector question; however, the percentages shown are based on the actual number of respondents by organization sector who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

**What Percentage of Employees Has Participated in Skills Training or Professional Development? (HR Professionals)**

According to HR professionals, the percentages of employees at each career phase who had participated in skills training and/or professional development decreased slightly as years of experience increased (Figure 5). Although organizations reported that an average of about one-half of new entrants to the workforce (51%), early-career workers (49%) and mid-career workers (48%) had participated in skills training and professional development, just 41% of organizations' late-career workers, on average, had participated in skills training and/or professional development. Workers with fewer years of experience may be more likely to actively seek new skills or developmental opportunities to prepare for career field transitions or to increase their advancement potential within their current career tracks.

**Figure 5 | What Percentage of Organizations' U.S. Workforce at Each Employee Career Phase Has Participated in Skills Training and/or Professional Development? (HR Professionals)**



(n = 371)

Note: Excludes HR professionals from organizations that do not provide or pay for skills training or professional development for their U.S. workforce. Percentages shown reflect the average percentage of each employee career phase within organizations' U.S. workforce that has participated in skills training and/or professional development.  
 Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

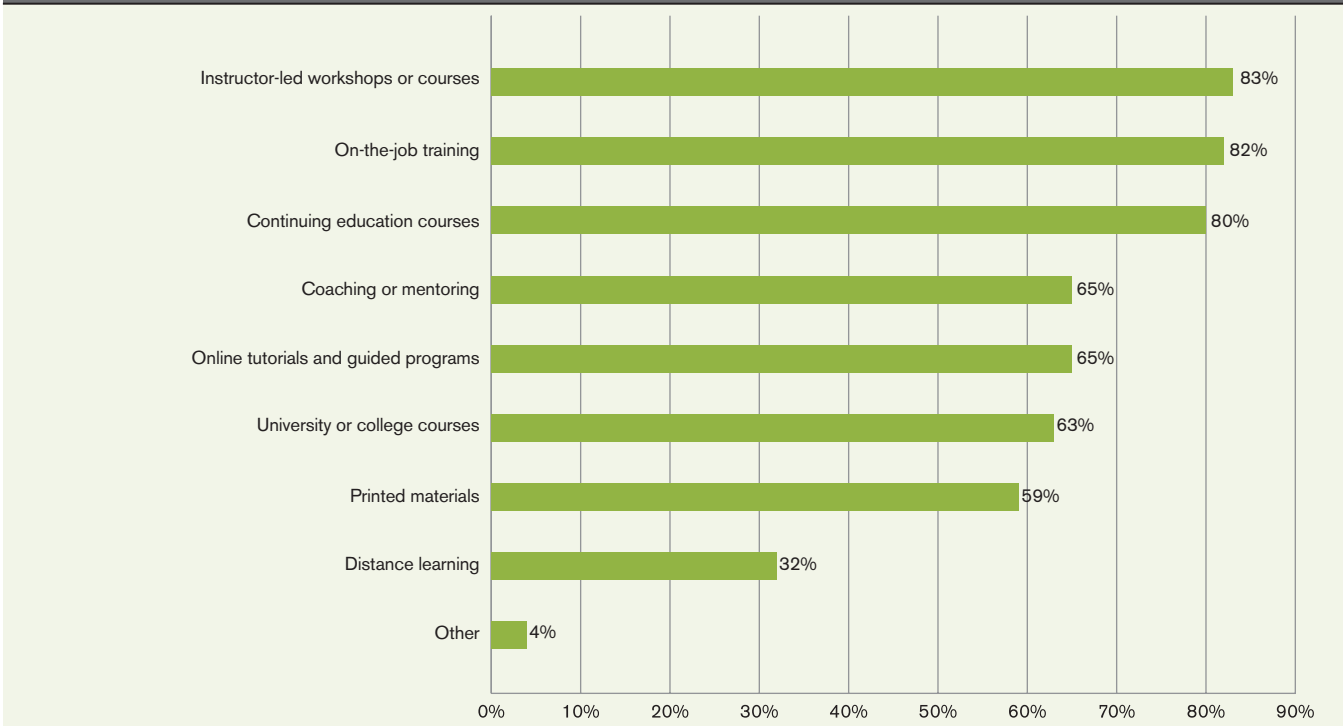
### TRAINING AND DEVELOPMENT FORMATS

As workplace skills have evolved to accommodate new technology, so has technology contributed to an expansion of the formats available for skills training and professional development. Which formats are most frequently provided or paid for by employers, how effective are these programs and are they meeting employees’ needs and expectations?

#### What Training and Development Formats Are Offered by Employers? (HR Professionals)

- The top three formats in which skills training and/or professional development were provided or paid for as an employee benefit were instructor-led workshops or courses (83%), on-the-job training (82%) and continuing education courses (80%), with at least four out of five organizations offering training and development in this format. These data are shown in Figure 6.
- The smallest percentage of organizations (32%) reported providing or paying for distance learning as a format for employee skills training and/or professional development.

**Figure 6 | What Format of Skills Training and/or Professional Development Is Provided or Paid for as an Employee Benefit? (HR Professionals)**



(n = 321)

Note: Excludes HR professionals from organizations that do not provide or pay for skills training or professional development for their U.S. workforce. Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Large-staff-sized organizations were more likely than small-staff-sized organizations to report that on-the-job training (88% compared with 72%, respectively) and coaching or mentoring (72% compared with 51%, respectively) were provided or paid for as an employee benefit. These data are shown in Table 8.
- Medium-staff-sized organizations (87%) were more likely than large-staff-sized organizations (71%) to indicate that continuing education courses were provided or paid for as an employee benefit.

**Table 8 | What Format of Skills Training and/or Professional Development Is Provided or Paid for as an Employee Benefit? (HR Professionals, by Organization Staff Size)**

	<b>Overall (n = 321)</b>	<b>Small (1 to 99 Employees) (n = 61)</b>	<b>Medium (100 to 499 Employees) (n = 126)</b>	<b>Large (500 or More Employees) (n = 98)</b>	<b>Differences by Organization Staff Size</b>
On-the-job training	82%	72%	82%	88%	Large > small
Continuing education courses	80%	77%	87%	71%	Medium > large
Coaching or mentoring	65%	51%	67%	72%	Large > small

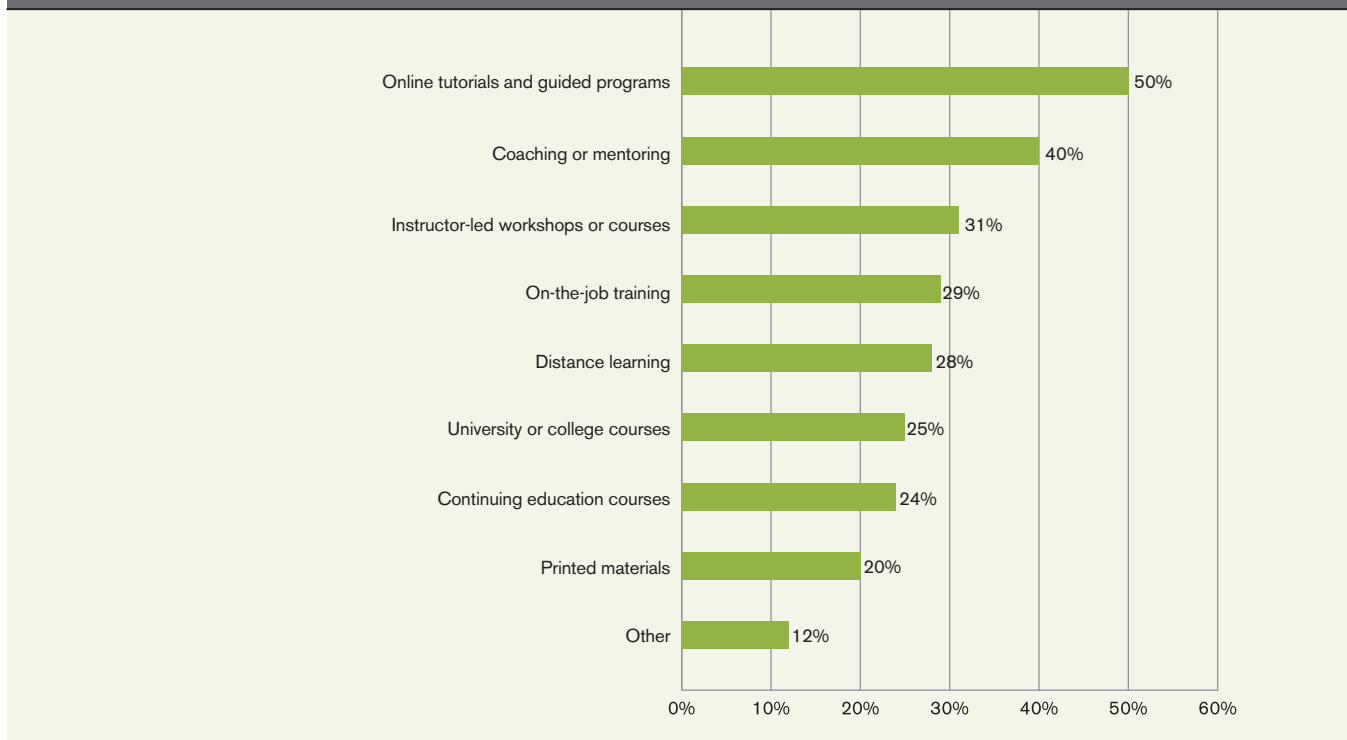
Note: Data sorted in descending order by “overall” column. Excludes HR professionals from organizations that do not provide or pay for skills training or professional development for their U.S. workforce. Sample sizes are based on the actual number of respondents answering the organization staff size question; however, the percentages shown are based on the actual number of respondents by organization staff size who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

### How Frequently Are Various Skills Training and Development Formats Provided? (HR Professionals)

- As shown in Figure 7, HR professionals reported that the top two formats in which skills training and/or professional development were provided/paid for more frequently today compared with two years ago were online tutorials and guided programs (50%) and coaching and mentoring (40%).
- There were differences by organization staff size in the frequency of providing skills training or professional development training in a coaching or mentoring format. HR professionals from large-staff-sized organizations (49%) were more likely than those from medium-staff-sized organizations (31%) to report that skills training and/or professional development were provided in a coaching or mentoring format more frequently now compared with two years ago.<sup>12</sup>

Figure 7 | Training Formats Used More Frequently Today Than Two Years Ago (HR Professionals)



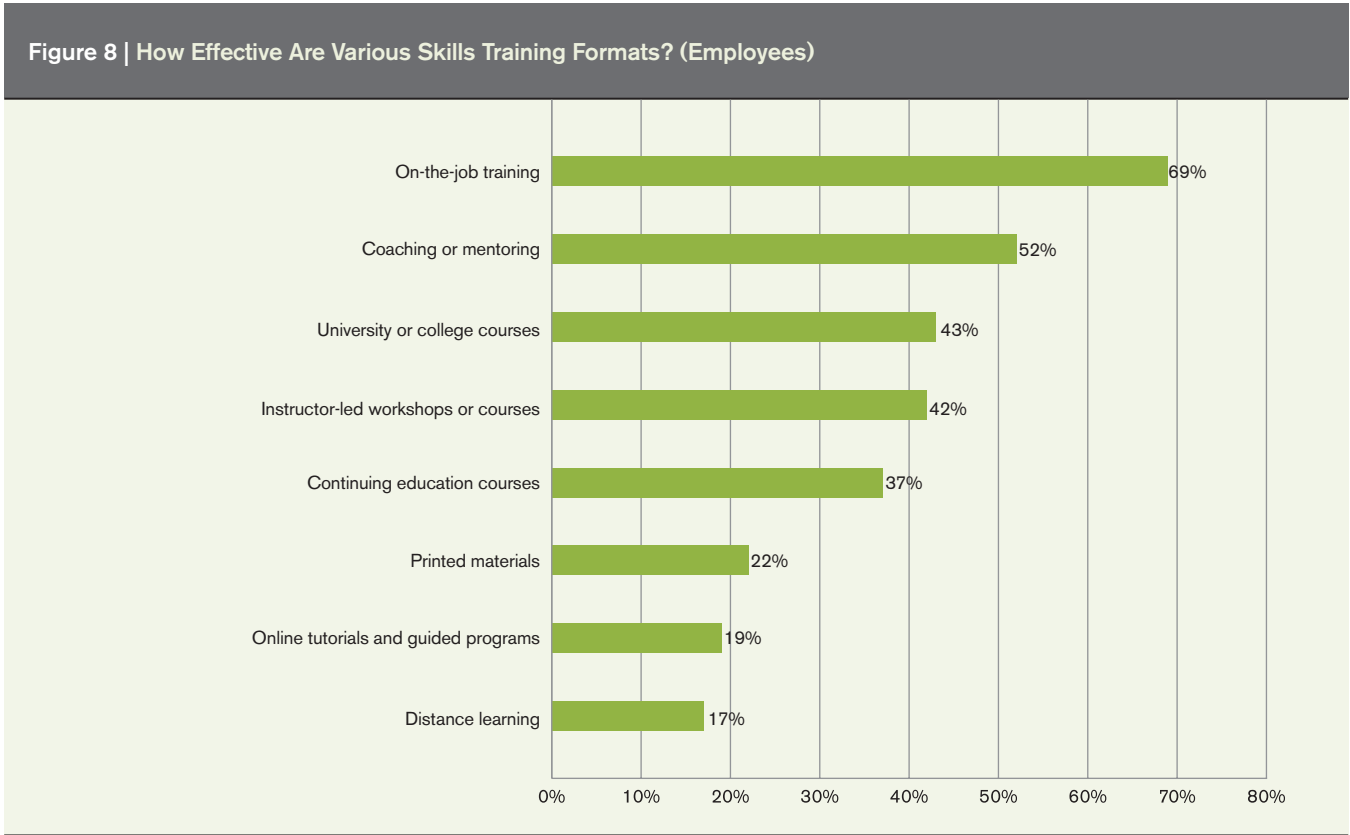
(n = 371)

Note: Data sorted in descending order. Figure represents those who answered “more frequently than two years ago.” Percentages are based on a scale where 1 = “less frequently than two years ago” and 3 = “more frequently than two years ago.” Excludes HR professionals from organizations that do not provide or pay for skills training or professional development for their U.S. workforce and those who responded “not applicable, did not provide skills training or professional development in this format two years ago” to these items. Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

**How Effective Are Various Skills Training Formats? (Employees)**

- As depicted in Figure 8, the largest percentage of employees (69%) reported on-the-job training as a very effective skills training format.
- More than one-half of employees (52%) indicated that coaching or mentoring is very effective.
- The smallest percentage of employees (17%) reported distance learning skills training as very effective.
- Compared with employees from large-staff-sized organizations, employees from small-staff-sized organizations provided greater average effectiveness ratings to the continuing education course training format.<sup>13</sup>



(n = 224)

Note: Figure represents those who answered “very effective.” Percentages are based on a scale where 1 = “not at all effective” and 4 = “very effective.” Excludes employees who have not participated in skills training through their current employers and those who responded “not sure” to these items. Percentages do not total 100% due to multiple response options.  
 Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Greater percentages of early-career employees (73%), compared with late-career employees (50%) or mid-career employees (45%), rated coaching or mentoring as a very effective training format (Table 9).
- Compared with workers in the middle of their careers (8%), larger percentages of employees early (28%) and late (25%) in their careers rated online tutorials and guided programs as a very effective skills training format.

**Table 9 | How Effective Are Various Skills Training Formats? (Employees, by Career Phase)**

	<b>Overall (n = 224)</b>	<b>Early-Career Worker (1–5 Years of Experience) (n = 38)</b>	<b>Mid-Career Worker (6–19 Years of Experience) (n = 82)</b>	<b>Late-career Worker (20+ Years of Experience) (n = 102)</b>	<b>Differences by Career Phase</b>
Coaching or mentoring	52%	73%	45%	50%	Early-career > mid-career, late-career
Online tutorials and guided programs	19%	28%	8%	25%	Early-career > mid-career Late-career > mid-career

Note: Data sorted in descending order by “overall” column. Table represents those who answered “very effective.” Excludes employees who have not participated in skills training through their current employers, those with less than one year of experience and those who responded “not sure” to these items. Percentages are based on a scale where 1 = “not at all effective” and 4 = “very effective.” Sample sizes are based on the actual number of respondents answering the years of experience question; however, the percentages shown are based on the actual number of respondents by career phase who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- As shown in Table 10, nonmanagement workers (82% and 67%, respectively) were more likely than their counterparts in executive-level positions (50% and 32%, respectively) to report that on-the-job training and coaching or mentoring were very effective skills training formats.

**Table 10 | How Effective Are Various Skills Training Formats? (Employees, by Position Level)**

	<b>Overall (n = 224)</b>	<b>Executive Level (n = 26)</b>	<b>Middle Management (n = 132)</b>	<b>Nonmanagement (n = 66)</b>	<b>Differences by Position Level</b>
On-the-job training	69%	50%	66%	82%	Nonmanagement > executive level
Coaching or mentoring	52%	32%	48%	67%	Nonmanagement > executive level

Note: Data sorted in descending order by “overall” column. Table represents those who answered “very effective.” Excludes employees who have not participated in skills training through their current employers and those who responded “not sure” to these items. Percentages are based on a scale where 1 = “not at all effective” and 4 = “very effective.” Sample sizes are based on the actual number of respondents answering the position level question; however, the percentages shown are based on the actual number of respondents by position level who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Gender had an impact on perceptions of effectiveness of various skills training formats, with women workers more likely than their male counterparts to rate formats as very effective. These data are summarized in Table 11. As noted earlier, women were more likely than men to rate lifelong learning pursuit/self-direction as a very important workplace skill/behavior, and thus they may also be more likely to be receptive to adult learning experiences in a wider array of formats compared with male employees.
- The largest percentages of women and men both rated on-the-job training as very effective.
- Employees aged 35 or younger (77%) were more likely than those aged 55 and older (53%) to report that on-the-job training was a very effective skills training format.<sup>14</sup>

**Table 11 | How Effective Are Various Skills Training Formats? (Employees, by Gender)**

	<b>Overall (n = 224)</b>	<b>Women (n = 91)</b>	<b>Men (n = 133)</b>	<b>Differences by Gender</b>
On-the-job training	69%	79%	62%	Women > men
Instructor-led workshops or courses	42%	58%	31%	Women > men
Continuing education courses	37%	48%	29%	Women > men
Printed materials	22%	29%	17%	Women > men
Online tutorials and guided programs	19%	27%	14%	Women > men
Distance learning	17%	25%	12%	Women > men

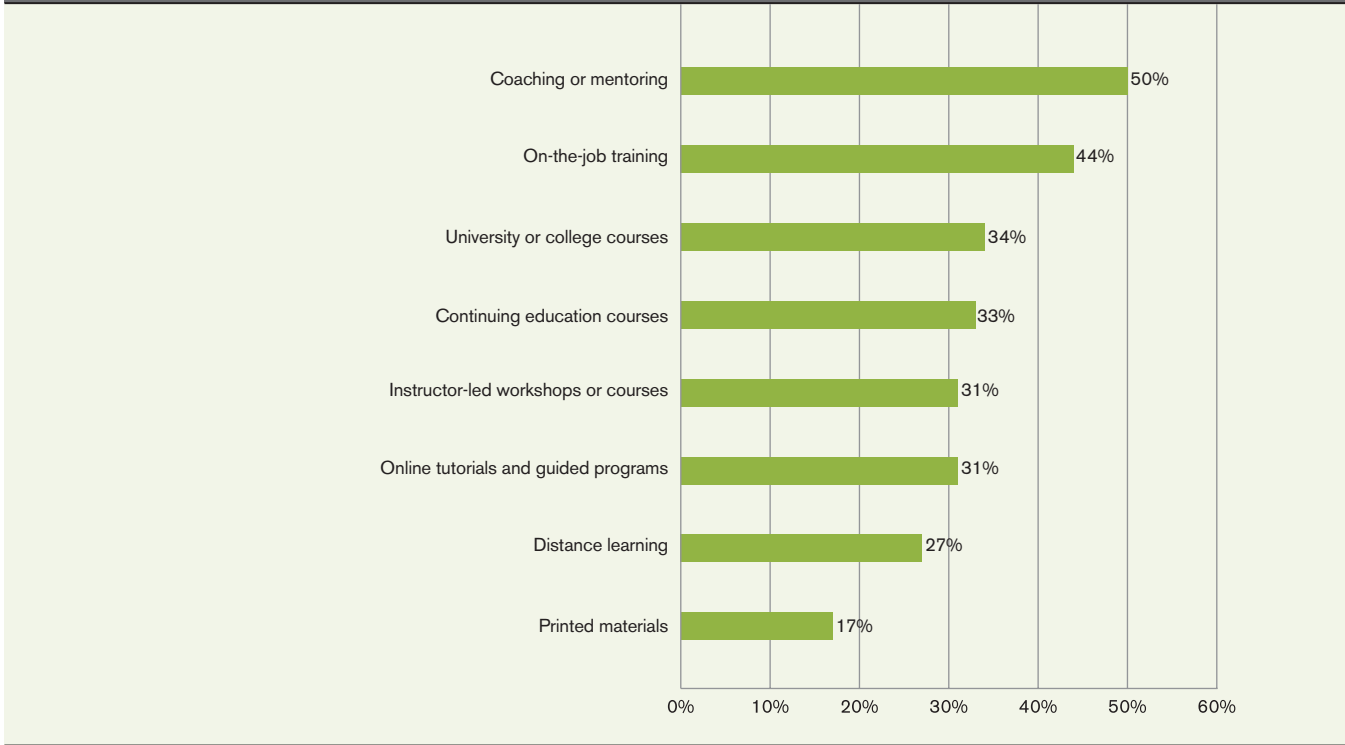
Note: Data sorted in descending order by “overall” column. Table represents those who answered “very effective.” Excludes employees who have not participated in skills training through their current employers and those who responded “not sure” to these items. Percentages are based on a scale where 1 = “not at all effective” and 4 = “very effective.” Sample sizes are based on the actual number of respondents answering the gender question; however, the percentages shown are based on the actual number of respondents by gender who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

**What Various Skills Training Formats Do Employees Prefer? (Employees)**

- Figure 9 illustrates increased employee preference for various training and/or education formats now compared with two years ago. Overall, employees rated coaching or mentoring as the training/education format for which they have the greatest increased preference now compared with two years ago.
- Printed materials had the lowest increased preference now compared with two years ago.

**Figure 9 | Various Training and/or Education Formats Preferred More Today Compared With Two Years Ago (Employees)**



(n = 224)

Note: Data sorted in descending order. Figure represents those who answered “prefer more now than two years ago.” Percentages are based on a scale where 1 = “prefer less now than two years ago” and 3 = “prefer more now than two years ago.” Excludes employees who have not participated in skills training through their current employers and those who responded “not applicable, did not receive training or education in this format two years ago” to these items. Percentages do not total 100% due to multiple response options.  
 Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- Compared with late-career workers, employees who were early in their careers preferred on-the-job training, instructor-led workshops or course formats more today than two years ago (Table 12). Early-career employees were also more likely than mid-career or late-career employees to prefer printed materials more today compared with two years ago.
- Age had an effect on preference for training and education formats, with workers aged 35 or younger more likely than their counterparts aged 55 or older to report increased preference for on-the-job training and university and college courses.<sup>15</sup>
- Compared with men, women were more likely to report increased preference for skills training or education delivered in instructor-led workshops or courses, online tutorials and guided program formats.<sup>16</sup>

**Table 12 | Various Training and/or Education Formats Preferred More Today Compared With Two Years Ago (Employees, by Career Phase)**

	<b>Overall (n = 224)</b>	<b>Early-Career Worker (1–5 Years of Experience) (n = 38)</b>	<b>Mid-Career Worker (6–19 Years of Experience) (n = 82)</b>	<b>Late-Career Worker (20+ Years of Experience) (n = 102)</b>	<b>Differences by Career Phase</b>
On-the-job training	44%	69%	46%	33%	Early-career > late-career
Instructor-led workshops or courses	31%	49%	30%	24%	Early-career > late-career
Printed materials	17%	35%	15%	11%	Early-career > mid-career, late-career

Note: Data sorted in descending order by “overall” column. Table represents those who answered “prefer more now than two years ago.” Excludes employees who have not participated in skills training through their current employers, those with less than one year of experience and those who responded “not applicable, did not receive training or education in this format two years ago” to these items. Percentages are based on a scale where 1 = “prefer less now than two years ago” and 3 = “prefer more now than two years ago.” Sample sizes are based on the actual number of respondents answering the years of experience question; however, the percentages shown are based on the actual number of respondents by career phase who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

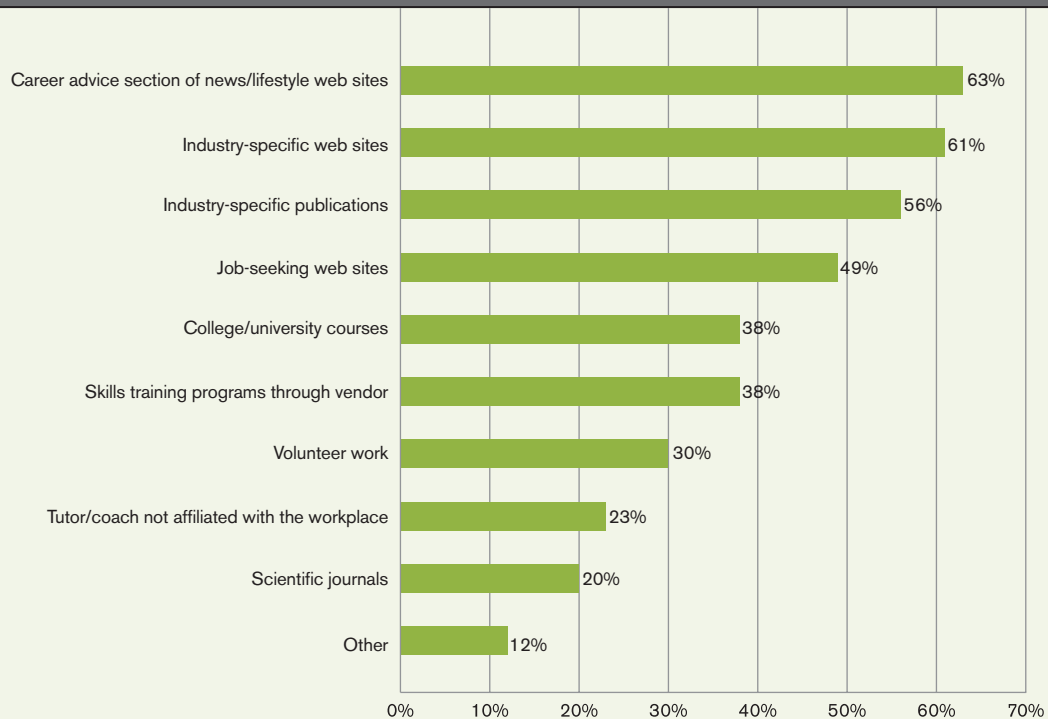
## SKILLS SHARPENING RESOURCES

Although it is difficult to predict the exact skills that workers will need in the future, it is certain that skills requirements will continue to evolve as the workplace changes and adapts to market innovations, new technologies and the globalization of business and labor. Much of the measurement of employees’ skills is initiated by the employer, but many employees self-assess their skills gaps and proficiencies. As found in this survey, employees are feeling the increased importance of adaptability/flexibility in the workplace. This is reflected in the proportions of workers who take the initiative to go beyond employer-paid or employer-provided skills training and seek additional resources to keep their skills competitive.

- Figure 10 shows that more than one-half of employees reported that they kept their skills sharp through career advice sections of news/lifestyle web sites (63%), industry-specific web sites (61%) or industry-specific publications (56%).
- The smallest percentages of employees reported using scientific journals (20%) or other resources (12%) to keep their skills sharp.

- Employees from nonprofit organizations (52%) were nearly twice as likely as those from publicly owned for-profit organizations (23%) to report keeping their skills sharp through volunteer work.<sup>17</sup>
- Late-career employees (62%) were more likely than early-career employees (41%) to report using industry-specific publications to keep their skills sharp.<sup>18</sup>
- Executive-level employees (79%) were more likely than those in nonmanagement positions (56%) to report using industry-specific web sites as a resource to keep their skills sharp.<sup>19</sup>
- Employees aged 55 or older (74%) were more likely than those aged 35 or younger (50%) or those aged 36 to 54 (54%) to indicate that they used industry-specific publications to sharpen their skills.<sup>20</sup>

**Figure 10 | Aside From Employer-Provided Training, What Resources Are Used to Keep Skills Sharp? (Employees)**



(n = 328)

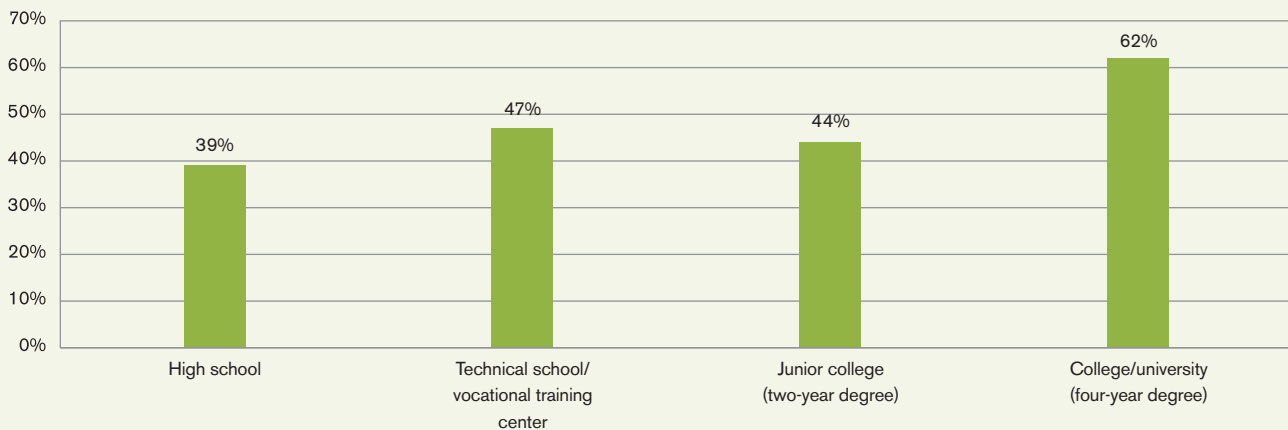
Note: Data sorted in descending order. Percentages do not total 100% due to multiple response options.  
 Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

## PERCEPTIONS OF SKILL LEVELS

Employers have indicated that even among four-year college graduates there are few skills at excellent proficiency levels.<sup>21</sup> But are some educational institutions perceived to be better than others at preparing their graduates to enter the workforce by providing them with a better skills foundation?

- As depicted in Figure 11, workers who graduated from top schools were perceived to be better prepared. The largest percentage of HR professionals (62%) agreed to some degree or to a large degree that the skill levels of workers who receive diplomas from highly reputable colleges and/or universities differ from those of workers who receive diplomas from other colleges and/or universities.
- Slightly more than one-third of HR professionals (39%) agreed that the skill levels of workers who receive diplomas from highly reputable high schools differ from skill levels of workers who receive diplomas from other high schools.

**Figure 11 | To What Extent Are Skill Levels of Workers From Highly Reputable Schools Perceived to Differ From Skill Levels of Workers From Other Schools? (HR Professionals)**



(n = 407)

Note: Figure represents those who answered “to some degree” and “to a large degree.” Percentages are based on a scale where 1 = “not at all” and 4 = “to a large degree.” Percentages do not total 100% due to multiple response options.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

- As shown in Table 13, HR professionals from nonprofit organizations (69%) were more likely than those from publicly owned for-profit organizations (38%) or government agencies (35%) to report that the skill levels of workers who graduated from highly reputable technical schools or vocational training centers differed to some degree or to a large degree from the skills of those who graduated from other technical schools or vocational training centers.
- Compared with their counterparts from publicly owned for-profit organizations (31%), HR professionals from nonprofit organizations (59%) were more likely to report that the skill levels of workers who graduated from highly reputable junior colleges differed to some degree or to a large degree from the skill levels of workers who graduated from other junior colleges.

**Table 13 | To What Extent Are Skill Levels of Workers From Highly Reputable Schools Perceived to Differ From Skill Levels of Workers From Other Schools? (HR Professionals, by Organization Sector)**

	<b>Overall (n = 407)</b>	<b>Publicly Owned For-Profit (n = 84)</b>	<b>Privately Owned For-Profit (n = 152)</b>	<b>Nonprofit (n = 50)</b>	<b>Government (n = 31)</b>	<b>Differences by Organization Sector</b>
Technical school/vocational training center	47%	38%	49%	69%	35%	Nonprofit > publicly owned for-profit, government
Junior college	44%	31%	46%	59%	45%	Nonprofit > publicly owned for-profit

Note: Data sorted in descending order by “overall” column. Table represents those who answered “to some degree” and “to a large degree.” Percentages are based on a scale where 1 = “not at all” and 4 = “to a large degree.” Sample sizes are based on the actual number of respondents answering the organization sector question; however, the percentages shown are based on the actual number of respondents by organization sector who answered the questions using the provided response options. Only response options with statistically significant comparisons are included in this table.

Source: Critical Skills Needs and Resources for the Changing Workforce (SHRM and WSJ.com/Careers, 2008)

# Conclusions

HR professionals and employees agree that specific workplace skills/practices have increased in importance in recent years. At the same time, the shortage of skills in the available labor pool, not just in the United States but also globally,<sup>22</sup> is well documented. Skills deficiencies in new entrants to the workforce,<sup>23</sup> coupled with the increasing retirement of the baby boom generation, present a substantial staffing challenge for organizations. There is a pressing need for organizations to take action to slow—if not alleviate—the widening of the skills gap in the workforce.

As the nature of doing business changes, worker skills must evolve to meet the demands of an increasingly globalized, technology-driven workplace. Skills training and professional development can provide not only the skills needed by the organization now but can also address anticipated future needs. HR professionals report that organizations are offering skills training and professional development in a variety of formats as an employee benefit, with more than four out of five organizations reporting offering skills training or professional development in at least one format. However, the skills training formats that are most frequently offered by organizations do not necessarily reflect employee preference for training formats or employee perceptions of the effectiveness of various training formats. Thus, the challenge for HR and organizations is two-fold: increasing employee participation in skills training or professional development, and selecting skills training and professional development activities that are attuned to the needs and wants of the organization's workforce.

An organization that promotes opportunities to enhance current skills and develop new skills by providing skills training and professional development opportunities to employees in formats that they prefer and find to be effective sends a message that it values a highly trained workforce and is committed to investing in its human capital. This is to the benefit of the organization, not only in ensuring a better prepared workforce by increasing employee competence in specific job responsibilities now, but also in creating a pathway to cultivating leadership from within the organization. This succession planning strategy may be of increasing importance as global competition for labor heats up. HR professionals are positioned to build skills training and professional development goals into the organization's talent management strategies as a means to help the organization stay competitive and to leverage their understanding of their organization's workforce to design and implement training activities that are tailored to employee needs.

Skills training and professional development can provide not only the skills needed by the organization now, but can also address anticipated future needs.

# Demographics

## EMPLOYEE SAMPLE

Gender	
Female	41%
Male	59%
(n = 334)	

Age	
35 or younger	32%
36 to 55	51%
56 or older	17%
(n = 334)	

Career Phase	
Less than one year	0%
One to five years	19%
Six to 19 years	37%
20+ years	44%
(n = 329)	

Position Level	
Executive level (e.g., CEO, CFO)	11%
Middle management (e.g., director, manager, supervisor)	55%
Nonmanagement (e.g., assistant, coordinator, specialist)	34%
(n = 334)	

Organization Staff Size	
Small (1-99 employees)	41%
Medium (100-499 employees)	25%
Large (500 or more employees)	34%
(n = 327)	

Organization Sector	
Publicly owned for-profit organization	43%
Privately owned for-profit organization	40%
Nonprofit organization	9%
Government agency	9%
(n = 314)	
Note: Excludes other organization sectors. Percentages do not total 100% due to rounding.	

## HR PROFESSIONAL SAMPLE

### Organization Staff Size

Small (1-99 employees)	24%
Medium (100-499 employees)	45%
Large (500 or more employees)	32%

(n = 319)  
 Percentages do not total 100% due to rounding.

### Organization Sector

Privately owned for-profit organization	48%
Publicly owned for-profit organization	26%
Nonprofit organization	16%
Government agency	10%

(n = 317)  
 Note: Excludes other organization sectors.

### Organization Industry

Services (profit)	21%
Manufacturing (durable goods)	12%
Health	10%
Educational services	7%
Wholesale/retail trade	6%
Finance	5%
Government	5%
Manufacturing (nondurable goods)	5%
Services (nonprofit)	5%
High-tech	4%
Insurance	3%
Transportation	3%
Construction and mining/oil and gas	2%
Telecommunications	2%
Utilities	2%
Other	6%

(n = 330)

# Appendix

## Notes and Caveats

**Differences:** Conventional statistical methods were used to determine if observed differences were statistically significant (i.e., there is a small likelihood that the differences occurred by chance). Analyses by HR professionals' organization size, industry and sector and employees' gender, age, number of years in the workforce and level of current position were conducted, and significant differences were noted in this report where appropriate. Organizations were grouped into three categories based on the number of employees at the HR professional's business location: small (1-99 employees), medium (100-499 employees) and large (500 and more employees).

**Generalization of results:** As with any research, readers should exercise caution when generalizing results and take individual circumstances and experiences into consideration when making decisions based on these data. While SHRM is confident in its research, it is prudent to understand that the results presented in this report are only truly representative of the sample of HR professionals and employees responding to the poll.

**Number of respondents:** The number of respondents (indicated by "n") is noted in all tables and figures and indicates the number of individuals (not organizations) who provided data relevant to a particular table or figure. The number of respondents varies from table to table because some respondents did not answer all of the questions. Individuals may not have responded to a question on the poll because the question or some of its parts were not applicable or because the requested data were unavailable. This also accounts for the varying number of responses within a table.

**Confidence level and margin of error:** A confidence level and margin of error give readers some measure of how much they can rely on survey responses to represent all of SHRM members. Given the level of response to the survey, SHRM Research is 95% confident that responses given by all responding HR professionals can be generalized to all SHRM members, in general, with a margin of error of approximately 4%. For example, 47% of the respondents reported that adaptability/flexibility was much more important now compared with two years ago for experienced workers. With a 4% margin of error, the reader can be 95% certain that between 43% and 51% of SHRM members would report that adaptability/flexibility is much more important now compared with two years ago for experienced workers. It is important to know that as the sample size decreases, the margin of error increases.

# Endnotes

- <sup>1</sup> Society for Human Resource Management. (2008, February). *Workforce readiness weekly survey*. Retrieved from [www.shrm.org/surveys](http://www.shrm.org/surveys).
- <sup>2</sup> Society for Human Resource Management. (2008, February). *SHRM 2007 Symposium on the Workforce Readiness of the Future U.S. Labor Pool: Executive Summary*. Alexandria, VA: Author.
- <sup>3</sup> The SHRM/WSJ.com/Careers Employee Skills poll instruments are available upon request by contacting the SHRM Survey Program at [surveys@shrm.org](mailto:surveys@shrm.org) or by phone at 703-535-6301.
- <sup>4</sup> In this survey, new entrants are defined as workers with less than one year of experience.
- <sup>5</sup> Society for Human Resource Management. (2008, February). *SHRM 2007 Symposium on the Workforce Readiness of the Future U.S. Labor Pool: Executive Summary*. Alexandria, VA: Author.
- <sup>6</sup> These data are not depicted in a figure or table.
- <sup>7</sup> These data are not depicted in a figure or table.
- <sup>8</sup> Casner-Lotto, J., & Barrington, L. (2006). *Are they really ready to work?* United States: The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and Society for Human Resource Management.
- <sup>9</sup> These data are not depicted in a figure or table.
- <sup>10</sup> Casner-Lotto, J., & Barrington, L. (2008). *New graduates' workforce readiness: The mid-market perspective*. United States: The Conference Board.
- <sup>11</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2007). Human resources, training, and labor relations managers and specialists. Retrieved from [www.bls.gov/oco/ocos021.htm](http://www.bls.gov/oco/ocos021.htm).
- <sup>12</sup> These data are not depicted in a figure or table.
- <sup>13</sup> These data are not depicted in a figure or table.

- <sup>14</sup> These data are not depicted in a figure or table.
- <sup>15</sup> These data are not depicted in a figure or table.
- <sup>16</sup> These data are not depicted in a figure or table.
- <sup>17</sup> These data are not depicted in a figure or table.
- <sup>18</sup> These data are not depicted in a figure or table.
- <sup>19</sup> These data are not depicted in a figure or table.
- <sup>20</sup> These data are not depicted in a figure or table.
- <sup>21</sup> Casner-Lotto, J., & Barrington, L. (2006). *Are they really ready to work?* United States: The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and Society for Human Resource Management.
- <sup>22</sup> Society for Human Resource Management. (2008, March). *SHRM/CCHRA 2008 global talent sourcing in the United States and Canada*. Alexandria, VA: Author.
- <sup>23</sup> Casner-Lotto, J., & Barrington, L. (2006). *Are they really ready to work?* United States: The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and Society for Human Resource Management.

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*The Look and Feel of Strategic HR—Conversations With Senior HR Executives* (24 pages, December 2006)

*2006 Strategic HR Management Survey Report* (39 pages, October 2006)

*Manufacturing Industry Findings on Human Resource Topics* (57 pages, August 2006)

*2006 Succession Planning Survey Report* (46 pages, June 2006)

### **Selection and Placement**

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*2007 Advances in E-Recruiting: Leveraging the .Jobs Domain* (44 pages, June 2007)

*Finding and Keeping the Right Talent—A Strategic View* (7 pages, November 2006)

*Are They Really Ready to Work?* (64 pages, October 2006)

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