

All Hands on Deck: Serving Diverse Clients through Partnership and WorkKeys Profiling

**Tammy Green, Metropolitan Community College
Keith Station, Heartland Workforce Solutions, Inc.
Cindy Hill, ACT**

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Presenters

Cindy Hill



PRINCIPAL INDUSTRIAL
ORGANIZATIONAL PSYCHOLOGIST

Tammy Green



DIRECTOR OF WORKFORCE & IT
INNOVATION- CAREER SKILLS

Keith Station



DIRECTOR OF BUSINESS RELATIONS
HEARTLAND WORKFORCE
SOLUTIONS, INC.

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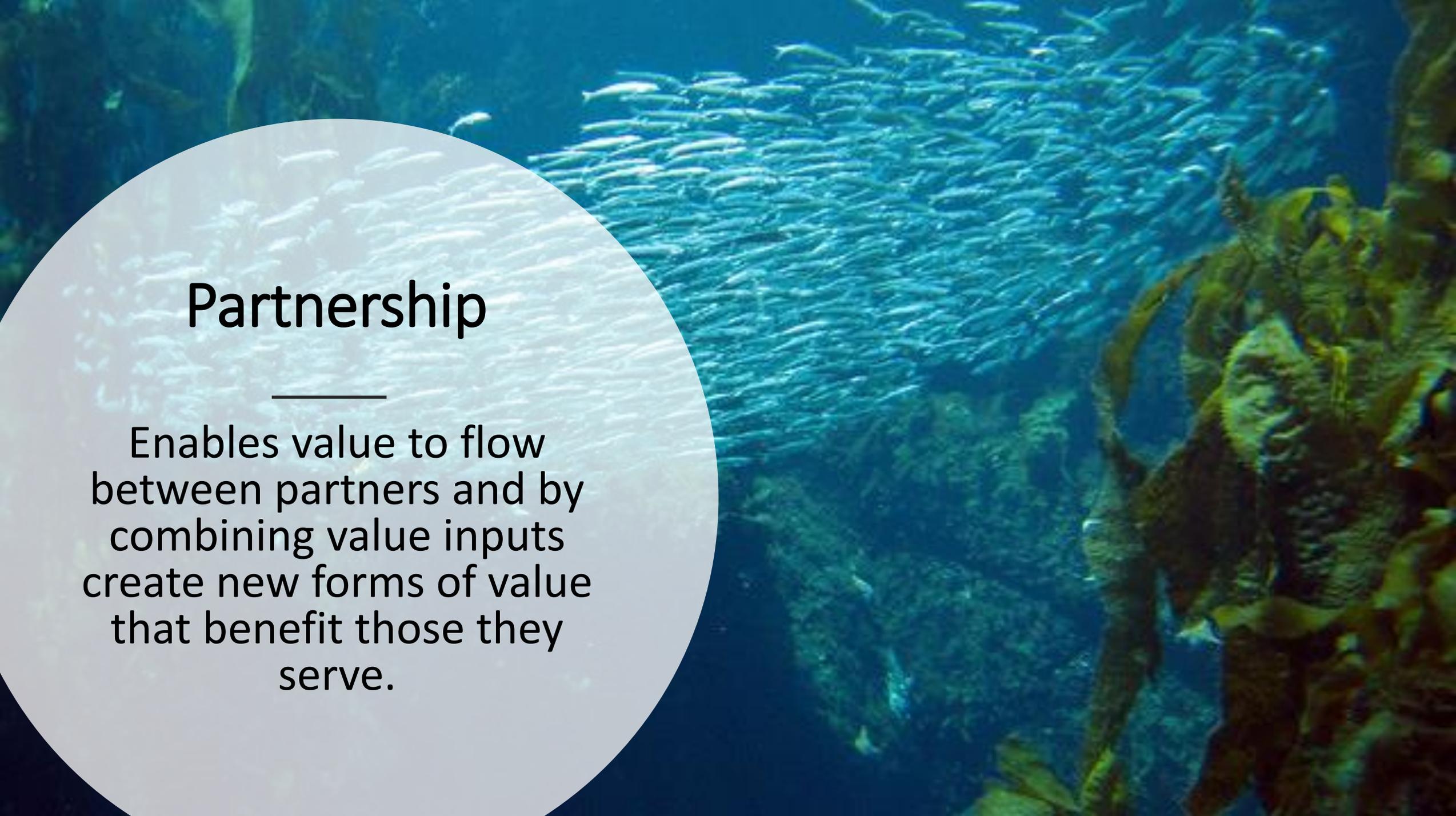
Agenda

- Opening/ice breaker activity
- Opening Introduction
- Pulling the Curtain Back
- Activity 1: Describe the goal or aim of partnerships for your organization.
- Job Profiling models
- Partnership Models

Revolutionizing the Workforce Ecosystem

Proven Strategy to Reduce Turnover and Training Costs

- High Barrier Populations: 90% retention rate, 6 months after employment
- MCC Students: 94% retention rate, one-year after employment
 - Industry Average hovers around 50% for most industry sectors: <https://www.bls.gov/news.release/jolts.t16.htm>
- Proven, verifiable means to determine applicant's job skills
- Increases on-the-job productivity

An underwater photograph showing a large school of silver fish swimming in clear blue water. In the lower right foreground, a diver is visible, partially obscured by green seaweed or coral. The scene is brightly lit, suggesting a shallow depth.

Partnership

Enables value to flow
between partners and by
combining value inputs
create new forms of value
that benefit those they
serve.

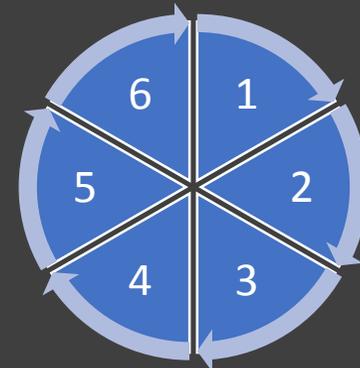


Purpose

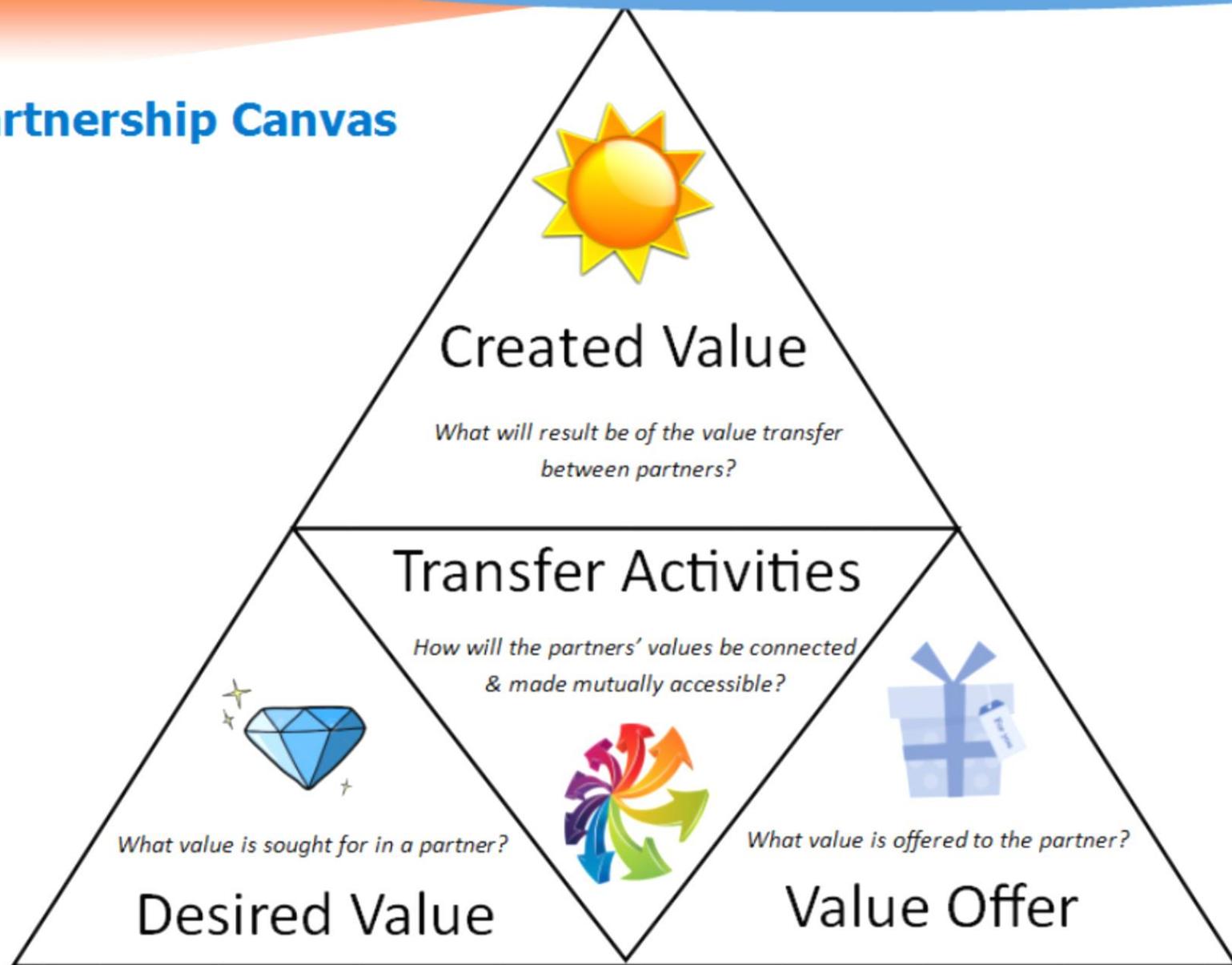
How can you contribute to a better,
more complete experience for your
customer?



Describe the aim or goal of the partnership for your organization.



Partnership Canvas



Behind The Curtain

Sometimes it Sucks!

- Take Funding Conversation Off the Table
 - US Department of Labor TAACCCT Grant
 - City of Omaha Funding: Career Readiness to Eliminate Disparities
 - GAP Assistance Dollars
 - Private Foundation Funding
- Find Your Champions

It is amazing what you can accomplish if you do not care who gets the credit. -Harry S Truman

Partnership Is Key

Metropolitan Community College (MCC) delivers relevant, student-centered education to a diverse community of learners. Metropolitan Community College offers quality, affordable education to Dodge, Douglas, Sarpy and Washington counties, providing a learning environment where students can thrive and reach their academic goals.

Heartland Workforce Solutions (HWS) is a non-profit organization made up of agencies from both the private and public sectors, dedicated to expanding employment opportunities for job seekers and employers in Douglas, Washington and Sarpy counties.

Partnership Is Key

Business and Industry work to develop pre-Earn & Learn and Earn and Learn programs that align with their workforce needs

- K-12 Public Schools
- Greater Omaha Chamber
- Human Service Agencies

Dual clientele:

- Job Seekers (Human Service Agencies, GED, ESL, Re-entry, Unemployed, Under-employed)
- Businesses (H3- High Demand, High Wage, High Skill)
- Training Programs
- Adult Basic Education Programs

Partnership Is Key

1. Understand Partnerships in the Community- (Activity- list of partners)
2. Understand the Roles of each program
3. Share what we did to create the partnerships:
 - Heartland Workforce Solutions
 - Metropolitan Community College
 - K-12
 - Greater Omaha Chamber
 - Business Champions
 - Human Service Agencies
4. Champions- Influential Stakeholders who are willing to lend influence to advance projects
5. Partners have a shared responsibility in Outcomes & Goals

Heartland Work Ready Communities

ACT, Inc. [US] | <https://www.workreadycommunities.org>

ACT Work Ready Communities

HOME ABOUT WRC FOR EMPLOYERS NEWS CONTACT US

Become an ACT Work Ready Community!
Now accepting applications for a new ACT Work Ready Communities Academy
Fall 2017
[APPLY NOW! ▶](#)

Attend the ACT Workforce Summit!
Hyatt Regency in Austin Texas
Save the date!
November 8-10
[READ MORE - SUBMIT A PROPOSAL ▶](#)

STATES WITH STATE- OR COUNTY-LED ACT WORK READY COMMUNITIES
Hover over a state to learn more about NCRC activity there.

What is an ACT® Work Ready Community?
ACT Work Ready Communities (WRC) empowers states, regions and counties with *data, process and tools* that drive economic growth. Participants are leveraging the **National Career Readiness Certificate (NCRC™)** to measure and close the skills gap — and building common frameworks that link, align and match their workforce development efforts.

ACT NATIONAL CAREER READINESS CERTIFICATE TOTAL
3,795,698

NCRC LEVELS:

- Platinum: 18,301
- Gold: 782,991

[Heartland Work Ready Community https://youtu.be/vpAlc3LHxpc](https://youtu.be/vpAlc3LHxpc)

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High Barriers to Employment

Common Elements

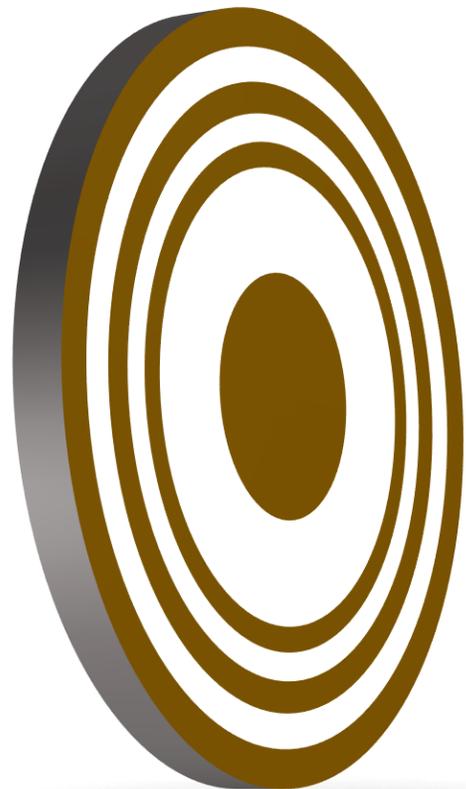
Individuals who experience one or more of these life situations in less than two years:

- Poverty
- Individuals with Disabilities
- Re-entry Populations
- Homelessness
- Foster Care Youth
- English Language Learners
- Low Levels of Literacy
- Exhausting TANF
- Single Parent
- Long Term Unemployed

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WorkKeys System is a Tool



Understand a career seeker's Workplace Skills



Align those skills with specific jobs



Provide a training program for remediation



Develop credit and non-credit courses/classes

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Skill Gap Identification: National Career Readiness Certificate (NCRC)

The credential is awarded in four levels and verifies skills proficiency in:

- Problem solving and critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics

Skills Based Approach

Career Placement Program

- Career Mapping
- ACT National Career Readiness Certification (NCRC)
- ACT WorkKeys Curriculum: Individualized Training Program
- Basic Computer Certification
- Customer Service Certification
- Work Ethics Certification

Short Term Certifications

- Based on Career Mapping
- High Demand, High Wage
- CDL, Welding, Production Technician, Sheet Metal



Career Skills Development

Partnership-

- Heartland Workforce Solutions & Douglas County Department of Corrections

Elements-

- Work Ethic Certification (established by the Institute for Work Ethics)
- National Career Readiness Certification
- Registration with State Workforce System
- Degree & Short Term Industry Recognized Certification

Logistics-

- Brought in Laptops- Education Building
 - Must provide 100% oversight
- Had Laptops approved

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Career Skills Coaching

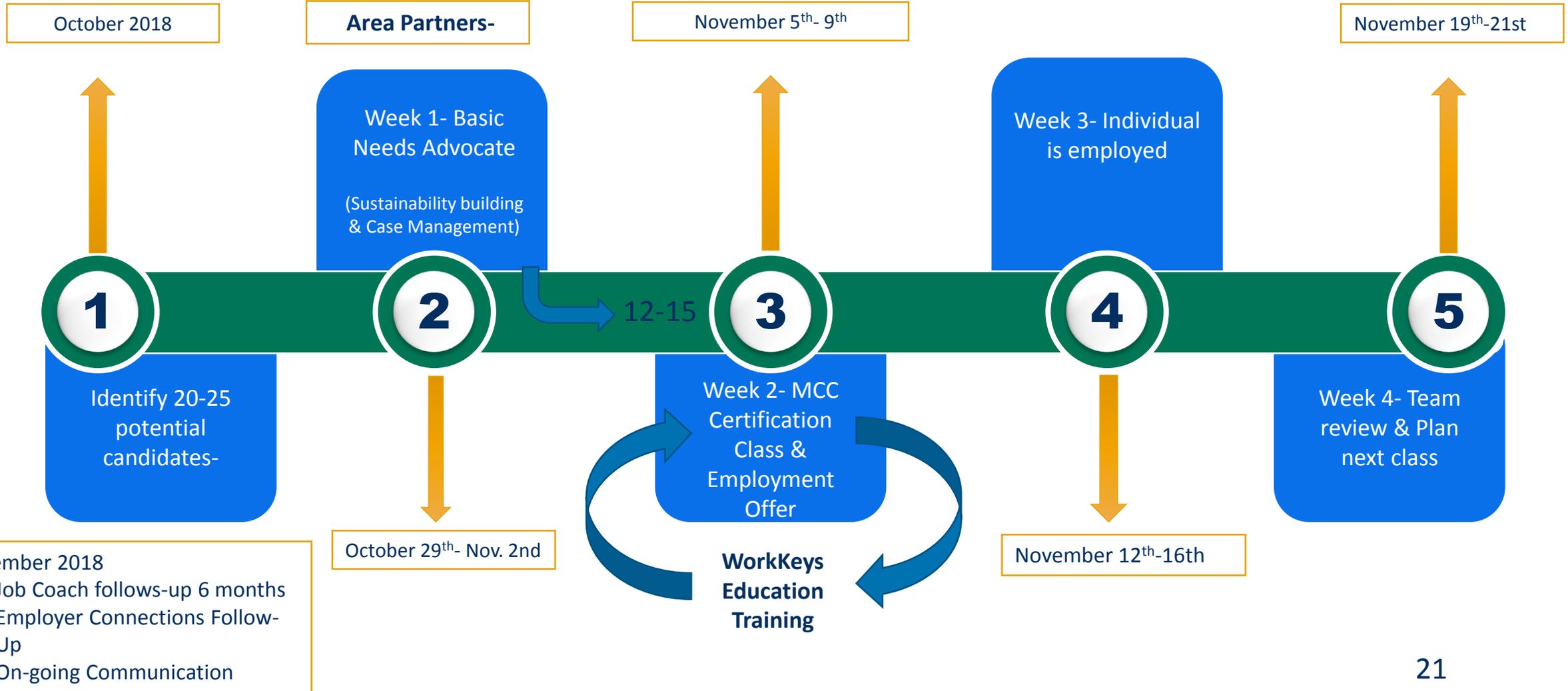
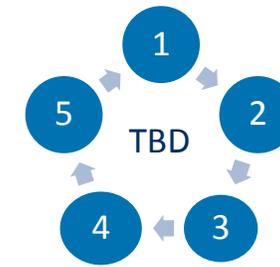
*Participants are leveraging the **ACT National Career Readiness Certificate (NCRC™)** to measure and close the skills gap — and building common frameworks that link, align, and match their workforce development efforts.*

- Establish partnership with industry/employers
- Key component of pre-apprenticeship
- Provide essential skills training customized for specific positions
- Assistance with pre-employment activities for potential candidates
- Coordinate Career Maps with resume and workforce training workshops
- Coordinate with Educational Pathways

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Timeline



Bottom Line Results for Career Seekers

Case studies and research show that Career Seekers Benefit:

- Better quality hire
- Count how many times they got the job
- Reduction in time to hire
- Shortened training periods
- Increased performance ratings for skilled workers
- Improved employee morale
- Decreased operator error
- Improving promotional procedures

Business and Employability

Employers need a reliable way to measure skills to ensure that they are hiring the most qualified, trainable candidates.

National Career Readiness Certification:

- Identify and invest in employees who can make real contributions
- Find qualified workers- Connect to under and unemployed individuals served through Re-Entry programs.
- Proven, verifiable means to determine applicant's job skills
- Reduce turnover & training costs
- Increases on-the-job productivity
- Streamline Applicant Screening
- Employees have the employability/soft skills

Tools to Support Common Understanding: Labor Market Data Uniquely Branded for Nebraska H3.ne.gov

Official Nebraska Government Website

H3 High Wage. High Demand. High Skill.

NEBRASKA
Good Life. Great Opportunity.

DEPARTMENTS OF
LABOR, EDUCATION, & ECONOMIC DEVELOPMENT

[Home](#) [Resources](#) [Career Clusters](#) [About](#)

Search Job Title or SOC Code

Search

What are H3 Occupations? ▾

High Wage, High Skill and High Demand jobs are today's in-demand jobs.

- Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.
- Occupations that require some college, no degree or a higher level of educational attainment are high skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.
- The number of annual openings, net change in employment, and growth rate determine whether an occupation is high demand. An occupation must be High Wage, High Skill and High Demand to be an H3 occupation. For more information on the methodology for H3 occupations, [click here](#).

H3 Report Generator

Reports on H3 occupations can be viewed and downloaded here.

*Area (State/Region):

Nebraska ▾

Generate Report

Top Ten H3 Occupations by Demand Rank

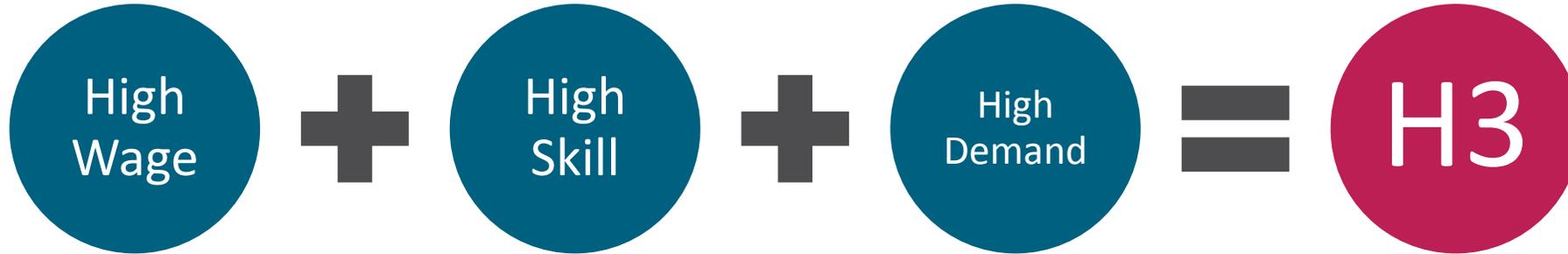
An occupation's demand ranking is based on three factors: the number of annual openings, the net change in employment, and the growth rate.

Nebraska ▾

Export: [PDF](#) | [Excel](#)

Rank	Occupation	Average Hourly Wage	Average Annual Wage	Required Education	Required Work Experience	Job Training	Annual Openings
1	Heavy and Tractor-Trailer Truck Drivers	\$21.50	\$44,718	Postsecondary non-degree award	None	Short-term on-the-job training	3,438
2	Registered Nurses	\$29.85	\$62,086	Bachelor's degree	None	None	1,600
3	General and Operations Managers	\$50.86	\$105,793	Bachelor's degree	5 years or more	None	1,476
4	Carpenters	\$18.40	\$38,278	High school diploma or equivalent	None	Apprenticeship	1,288
5	Accountants and Auditors	\$33.34	\$69,348	Bachelor's degree	None	None	1,082
6	Software Developers, Applications	\$43.06	\$89,563	Bachelor's degree	None	None	534
7	Elementary School Teachers, Except Special Education	N/A	\$56,298	Bachelor's degree	None	None	865
8	Electricians	\$23.74	\$49,386	High school diploma or equivalent	None	Apprenticeship	703
9	Plumbers, Pipefitters, and Steamfitters	\$26.52	\$55,155	High school diploma or equivalent	None	Apprenticeship	658

H3 Occupations



High Wage, High Skill, High Demand (H3) Occupations

Demand:

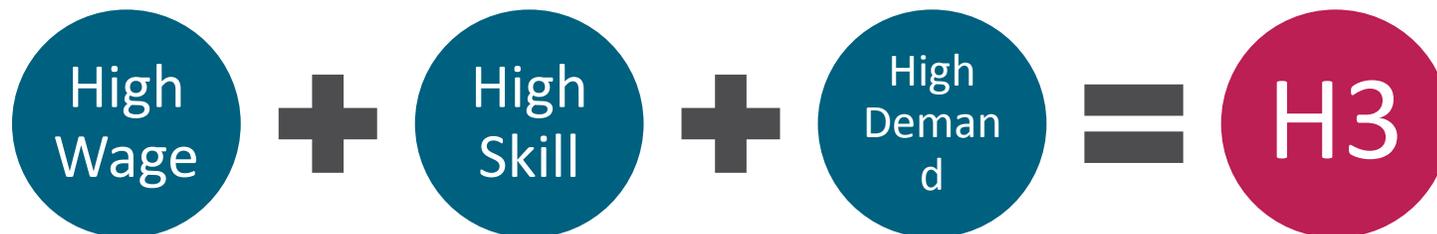
- Combination of:
 - Number of Projected Openings
 - Net Change in Employment
 - Growth Rate

Skill:

- Some College or higher
OR
- High School Diploma or Equivalent + Long-term on-the-job training, Apprenticeship, or Internship/residency

Wage:

- Higher than the all occupations wage in 4+ out of 8 wage categories



Take a P.I.C.

- **Pipelining**

Intentional placement from outset

- **Industry-Led Initiatives**

Employers' leadership is essential; their unique needs prioritized

- **Certifications**

Credentials are embedded within training

Evaluation & Building on Success

- Career Placement Pipeline
 - Various Industries
- Hard Hat in Hand
 - Turner Construction-led Project for Facebook Data Center
- Legacy I-3 Program
 - Omaha Public Power District – Energy Industry Internship

Work Ready Communities Outcomes



ACT WORKKEYS NCRC LEVELS

■ Platinum	249
■ Gold	806
■ Silver	1,610
■ Bronze	1,272

TOTAL 3,937

JOB PROFILES COMPLETED ⓘ 55

EMPLOYERS SUPPORTING ⓘ 342



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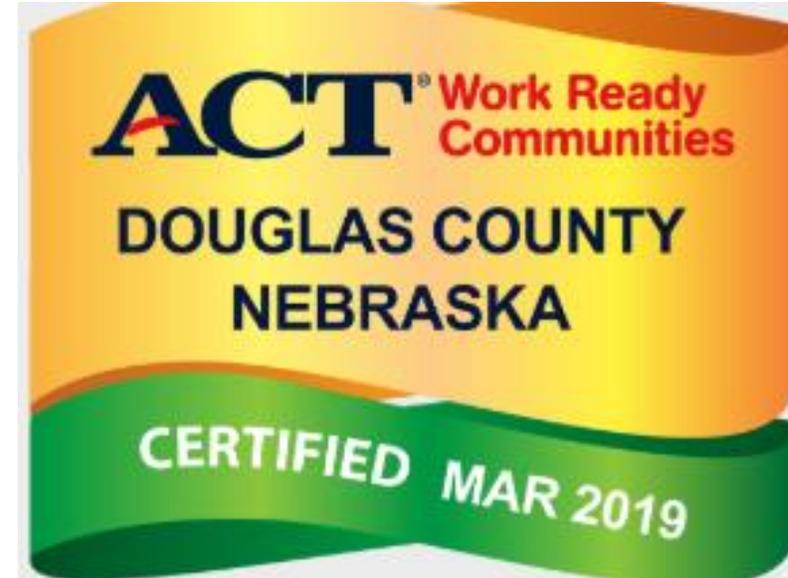
Congratulations! Douglas County is a certified ACT Work Ready Community. You have joined an elite group of counties who have demonstrated they have a robust workforce development initiative in place that links education and workforce development, aligns to economic development and matches people to jobs.

As you visit your county's website, you will now see the certified ACT Work Ready Community badge. To begin using your badge, please login to your county dashboard page accessible from the bottom of the www.workreadycommunities.org home page.

The certified ACT Work Ready Community designation is effective for two years from the date earned. You now have the opportunity to begin to maintain your county's certification status .

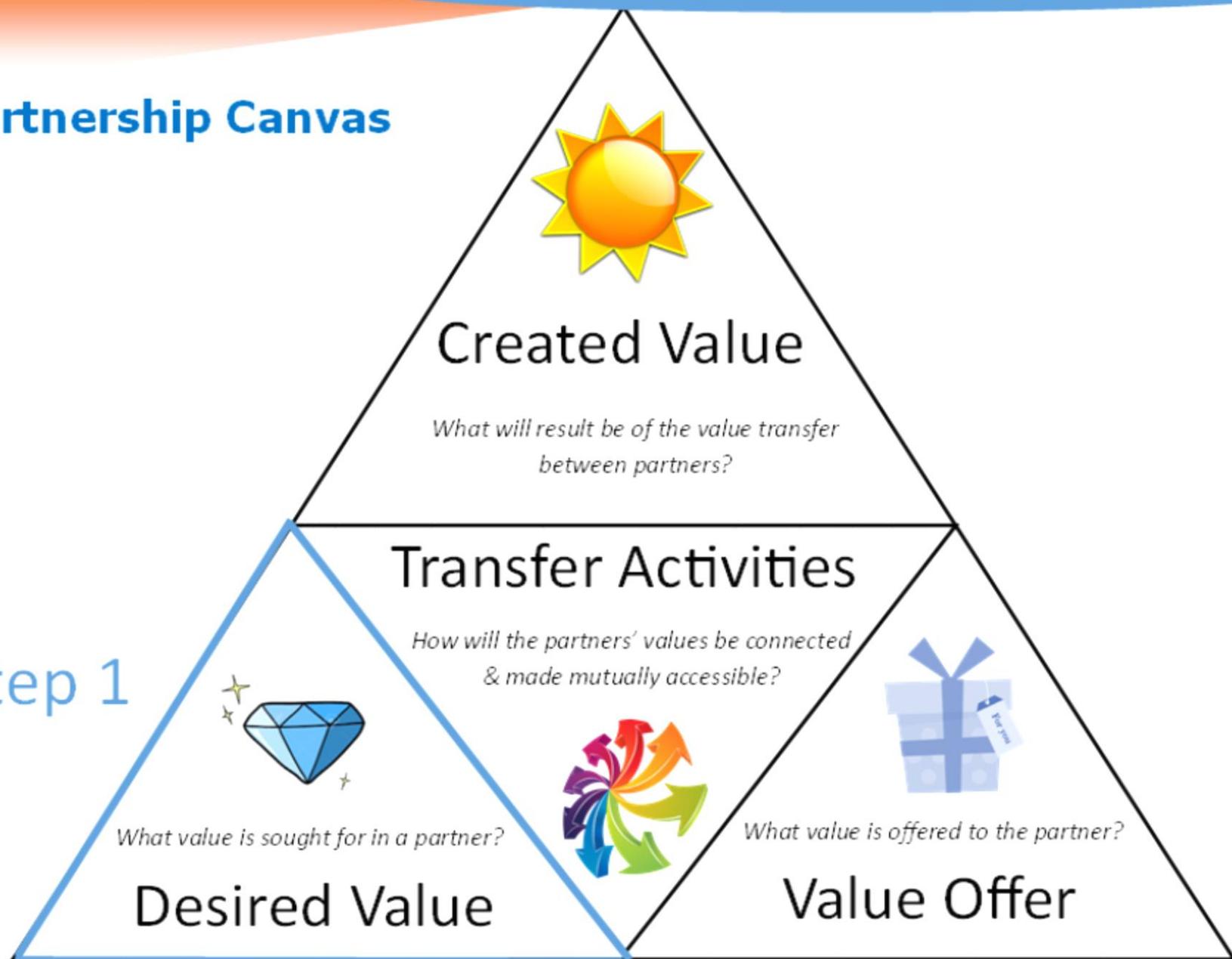
Congratulations!

ACT Work Ready Communities



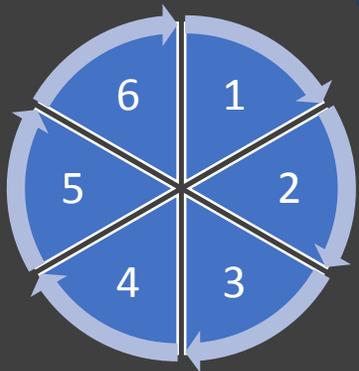
Partnership Canvas

Step 1



Describe the characteristics of the ideal partner to work with and why.

Describe the missing element from your own business model, for which you are seeking a partner.



00:00



Partnerships + Profiling = Alignment

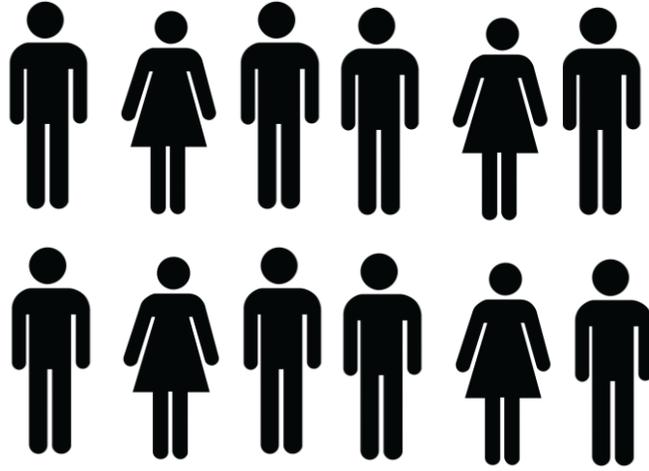
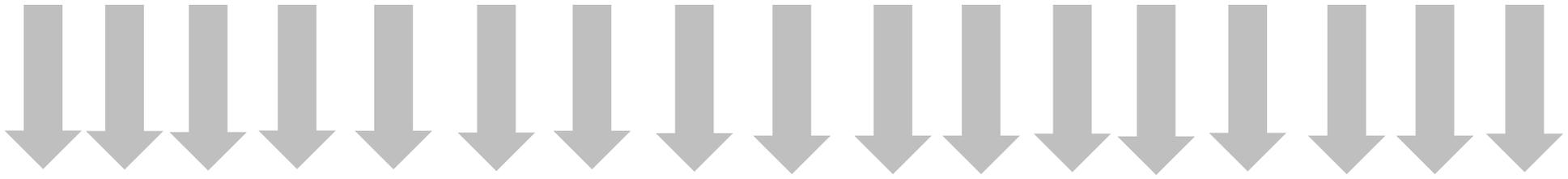




SUPPLY



SKILL GAP



DEMAND



SUPPLY



SKILL GAP





Employers

- What skills do my new hires need?
- What skills do my employees need to progress within the company?
- What skills will my employees need in the future?

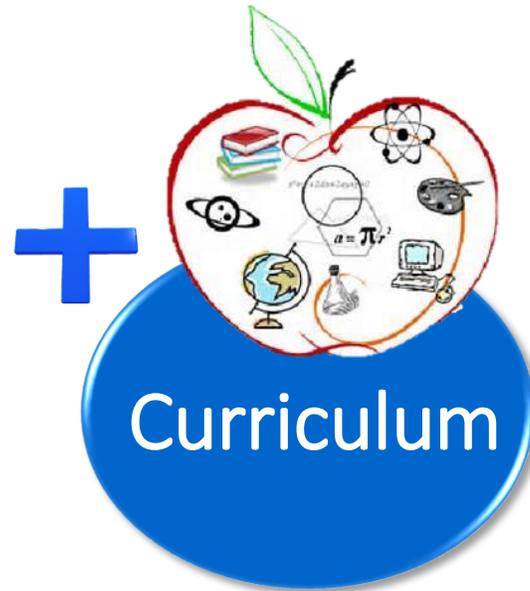


Educators

- What skills do my students need to get a job?
- How are our existing CTE programs aligned with our local employers' current needs?
- How do we develop new programs to meet future employer needs?

WorkKeys Profiling

WorkKeys Estimator



Curriculum Profile

Instructors, Graduates,
Students

Identify Learning Objectives

Identify Knowledge, Skills & Abilities

Identify WorkKeys Foundational Skills & Levels for entry and exit from program

Job/Occupation Profile

Job Incumbents or Trainers

Identify Work Activities

Identify Knowledge, Skills & Abilities

Identify WorkKeys Foundational Skills & Levels for entry and effective performance of job/occupation

Alignment

Instructors &
Incumbents/Trainers

Match Learning Objectives & Work Activities

Match Knowledge, Skills & Abilities

Remaining Areas Trained by Educators or Company?
Revisions to Training and/or Curriculum?

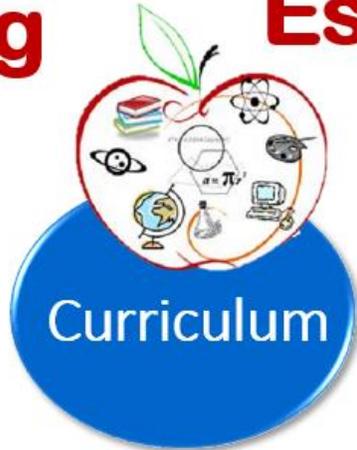
Exit = Entry ?

Ways to Use Results

**WorkKeys
Profiling**



**WorkKeys
Estimator**



Selection/Hiring/Promotion for Employers

Selection/Hiring/Promotion for very small employers
Uniform Guidelines for Employee Selection Procedures

Create Local Industry Skill Profiles

Identify the NCRC Level
Not selection/hiring/promotion for employers

Prior Learning Assessment Credit

Pre-requisites for Training

Align Curriculum & Job/Occupation

Development of Training/Apprenticeship

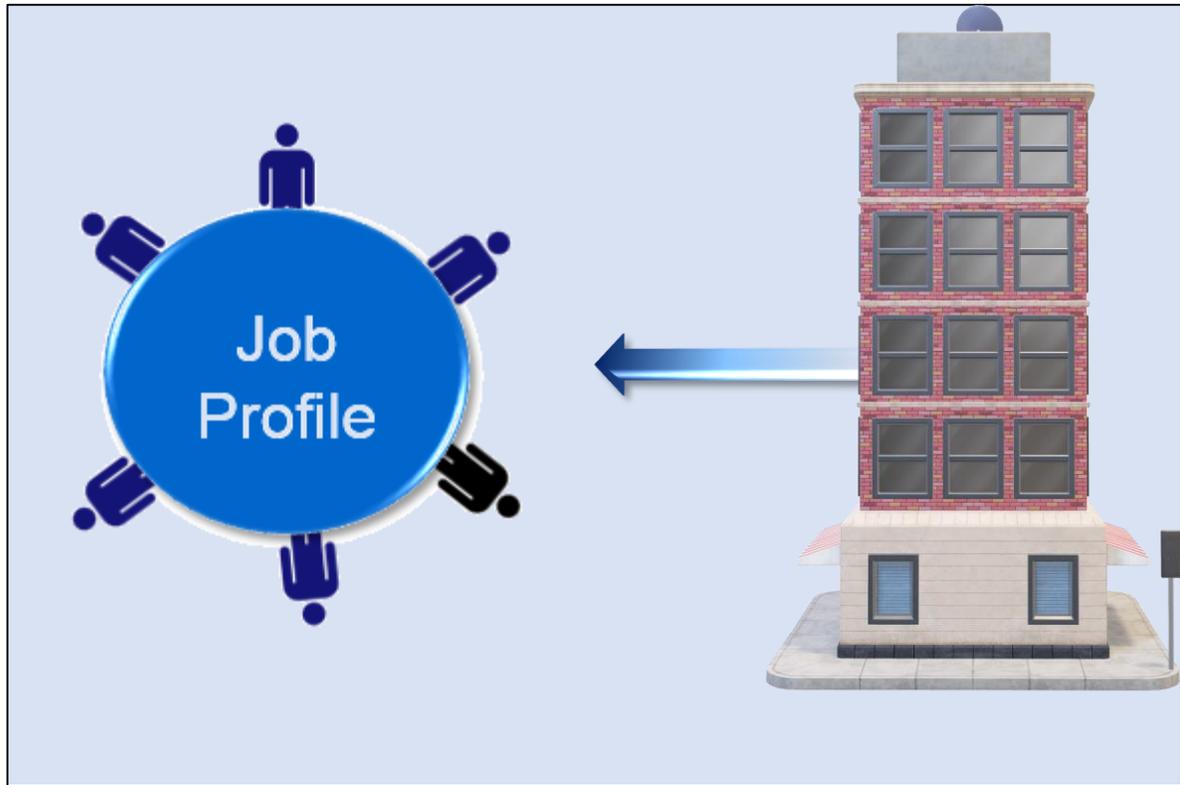
Design New Jobs

Redesign or Updating Jobs

Update Job Descriptions and Job Postings

Develop Training and Performance Appraisal
Checklists

Characteristics	Job Profile
What is the purpose?	Establish content validity by linking the job tasks with the ACT WorkKeys job skill assessments
How can the results be used?	Use the ACT WorkKeys assessments for hiring, recruiting, advancement and training.
Who are the Subject Matter Experts (SMEs)?	Job Incumbents from one company
How many Subject Matter experts are needed?	Representative sample of job incumbents (e.g., race, ethnicity, gender, age)
How are the WorkKeys skills linked to the job, occupation or curriculum?	List of tasks critical to performing the job is developed and linked to WorkKeys skills by SMEs
What skill levels are identified?	Entry and Effective Performance Levels needed for the job
What are the deliverables?	Content Validation Report addresses the requirements in Section 15c of the <i>Uniform Guidelines on Employee Selection Procedures</i>





2nd/3rd Shift General Laborer - Palletizer (Line Packer)

Sonoco - Norwalk, CA

[Apply Now](#)

Must have flexibility to work off shift on either a 2nd or 3rd shift with some exceptions.

2nd Shift Schedule : Monday - Friday 3PM-11PM (\$0.35 per hour)

3rd Shift Schedule : Sunday - Thursday 11PM -7AM (\$0.35 per hour + night pay)

1. General Scope of Position

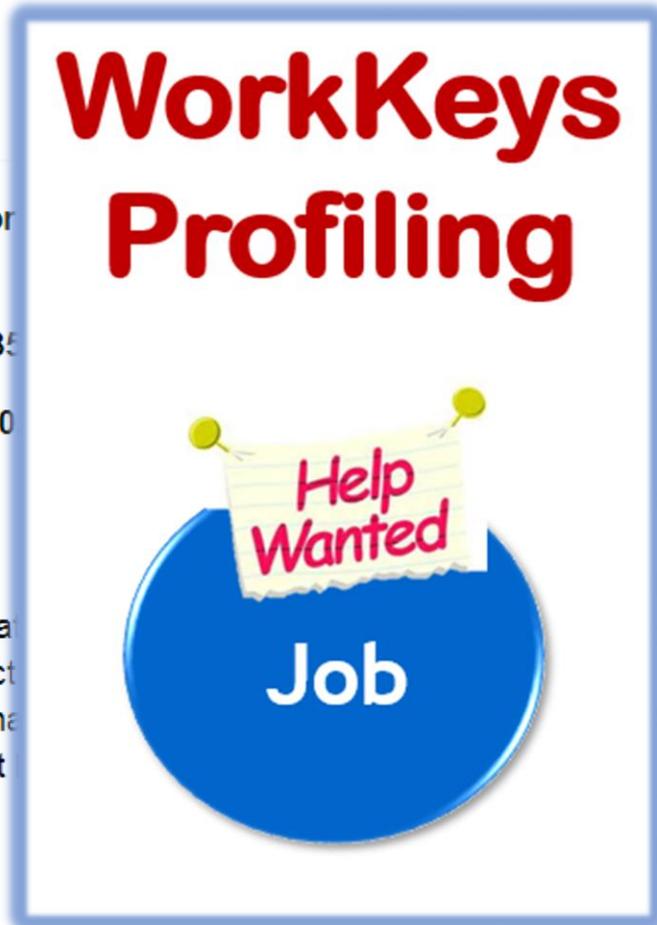
Under direction from the shift lead, line spiral winder operator, or members of management: ensure that product quality, palletize product in a safe and effective manner, maintain equipment such as strappers and stretch-wrappers, assist with equipment when needed, and complete required documentation.

2. Required Qualifications

2.1. High School Diploma or equivalent.

2.2. Must pass Work Keys Test – Graphic Literacy 4 and Workplace Documents 4

5. Responsibilities and Tasks



Complete assigned paperwork and reporting.

Keep area clean and orderly.

Report or report all unsafe conditions.

Follow instructions assigned by shift lead, line spiral winder operator, line operator or members of management.

Perform required quality checks throughout shift.

Operate equipment safely while maintaining line flow.

Place product on hold for review and communicate hold to shift lead or control.

Operate and maintain equipment as needed or instructed.

Perform other job tasks safely as assigned to include but not limited to un-jamming o-feed, loading stretch-wrapper, loading strapper, un-jamming stretch-wrapper, un-jamming pallets, sorting cans, un-jamming seamer, un-jamming bonfig and cleaning tasks.



Content Validity Report

For the Customer Service Representative
Job Profile

GCOMM
Etl

November 20XX

Addresses requirements of
Uniform Guidelines

The Report

- document content validity
- be in compliance
- meet client expectations
- have useful results
- required to meet ACT standards

WorkKeys Estimator



For Small Employers

All employers, including small employers, can benefit from high quality candidate selection processes. WorkKeys Estimator can provide a process for small employers to take advantage of WorkKeys assessments when they are selecting candidates. Even though small employers are not required to follow all of the same EEOC rules for candidate selection that large employers follow, small employers can benefit from a process to determine whether a skill is relevant for a particular job.

WorkKeys Estimator is designed to assist small employers with a method of documenting their decisions concerning the use of WorkKeys assessments. With this product, businesses can assign job experts who are familiar with the tasks and demands of a specific job (e.g., job incumbents, supervisors, etc.), to estimate the skill levels for that job using WorkKeys skill and skill level definitions.

This product uses estimates and does not create task lists that link skill levels to the tasks of the job. As a result, it does not meet the requirements set forth in the Uniform Guidelines on Selection Procedures (1978), which have been adopted by the Equal Employment Opportunity Commission (EEOC) and various other federal agencies (Ref: 29 C.F.R. Part 1607). However, not all employers are covered by the Uniform Guidelines. A companion "Questions & Answers" document was finalized on May 2, 1980 that included 93 questions and answers regarding some of the topics covered by the Guidelines. Question 3 addresses the question of who is covered.

Who is covered by the Uniform Guidelines on Selection Procedures?

A. The Guidelines apply to private and public employers, labor organizations, employment agencies, apprenticeship committees, licensing and certification boards, and contractors or subcontractors, who are covered by one or more of the following provisions of Federal equal employment opportunity law: Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (hereinafter Title VII); Executive Order 11246, as amended by Executive Orders 11375 and 12086 (hereinafter Executive Order 11246); the State and Local Fiscal Assistance Act of 1972, as amended;

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WorkKeys Estimator is but one tool in the suite of WorkKeys job analysis products. If an employer decides that they are covered by the Uniform Guidelines and require greater information than skill estimates, they should consider WorkKeys job profiling. In developing WorkKeys job profiling, ACT was guided by the Uniform Guidelines and professional documents such as the Standards for Educational and Psychological Testing (2014; developed by the American Education Research Association, American Psychological Association and National Council for Measurement in Education), and the Principles for the Validation and Use of Personnel Selection Procedures (2003, Society for Industrial and Organizational Psychology).

If an employer has specific questions relating to their use of WorkKeys Estimator, they should consult their legal counsel.

WorkKeys® Estimator

Documentation Form for Entry into and Effective Performance of a Job

Organization Name: Your Company Date: August 29, 2019

Coordinator Name: Dr. Cindy Hill Coordinator Title: I/O Psychologist

Job Title: Welder Related O*NET Title: 51-4121.08 – Welders, Cutters and Welder Fitters

Expert Name	Expert Title	Experience with Company	Years of Experience in Job
<u> Jim Block </u>	<u> Welder </u>	<u> 15 years </u>	<u> 10 years </u>
<u> Sam Temple </u>	<u> Welder </u>	<u> 5 years </u>	<u> 5 years </u>
<u> Jannie Days </u>	<u> Welder </u>	<u> 2 years </u>	<u> 2 years </u>
<u> Tim Gibb </u>	<u> Welder </u>	<u> 4 years </u>	<u> 3 years </u>

Estimated Effective Performance Skill Level

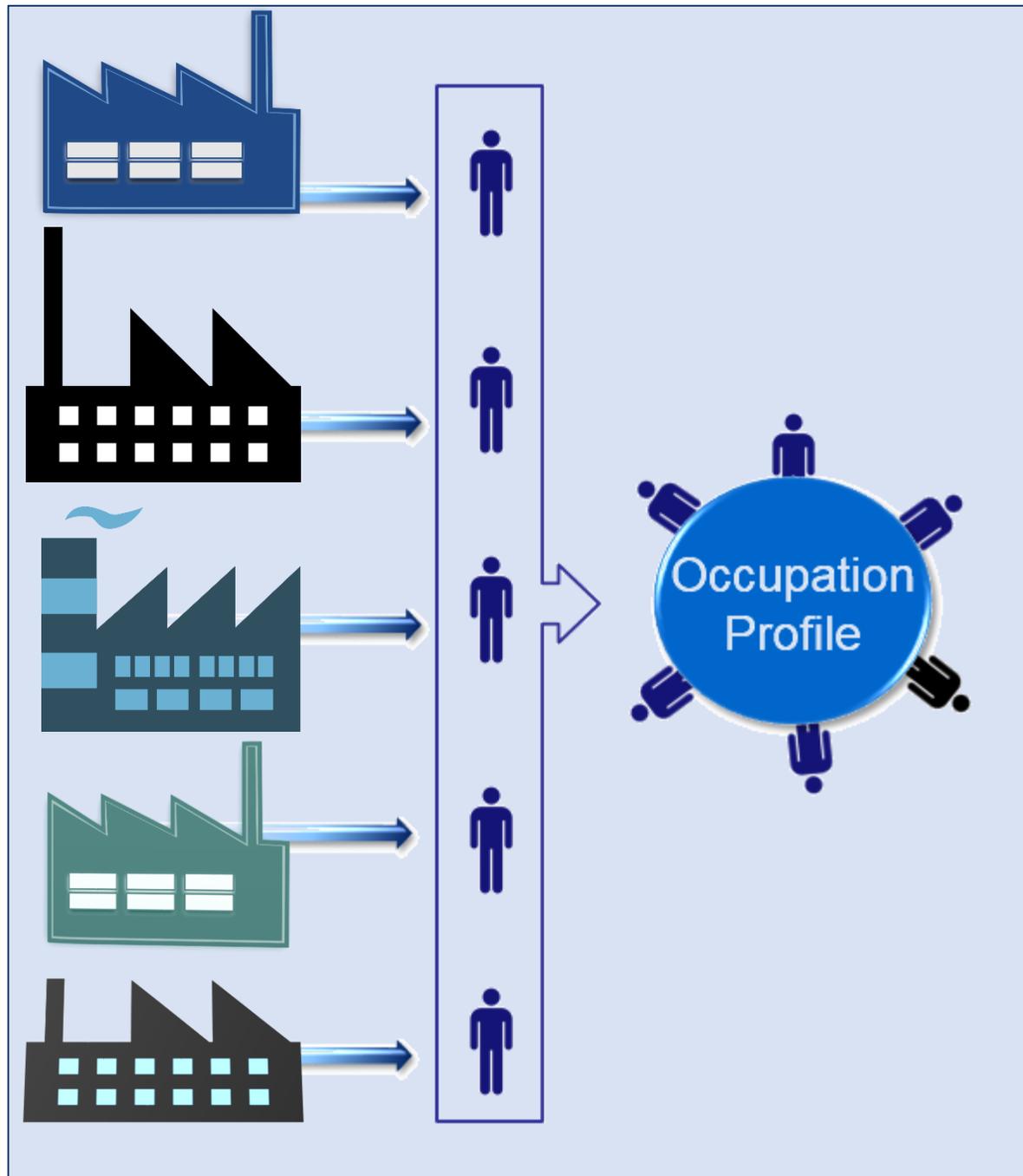
WorkKeys Skills <i>(Listed in the order to be reviewed by Experts)</i>	Median Skill Levels	Skill Level Ratings						Estimated Skill Level
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	
Workplace Documents	3	3	3	4	3		3	
Graphic Literacy	4	4	4	5	4		4	
Applied Math	3	3	3	4	3		3	
Workplace Observation								
Applied Technology								
Business Writing								

Estimated Entry Skill Level

WorkKeys Skills <i>(Listed in the order to be reviewed by Experts)</i>	Median Skill Levels	Skill Level Ratings						Estimated Skill Level
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	
Workplace Documents		3	3	3	3		3	
Graphic Literacy		4	4	4	4		4	
Applied Math		4	3	3	3		3	
Workplace Observation								
Applied Technology								
Business Writing								

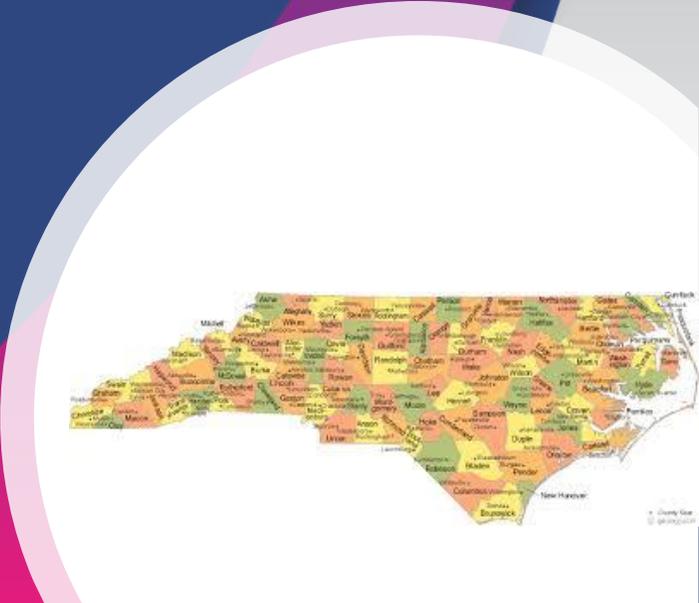
WorkKeys Estimator

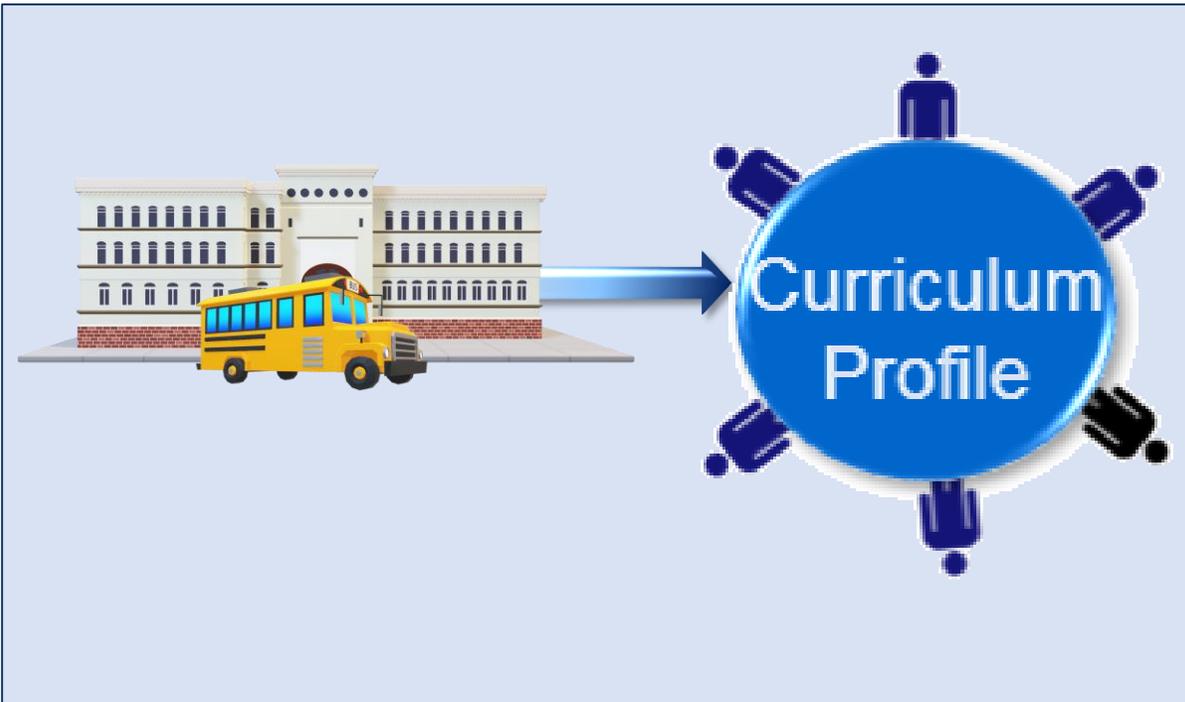
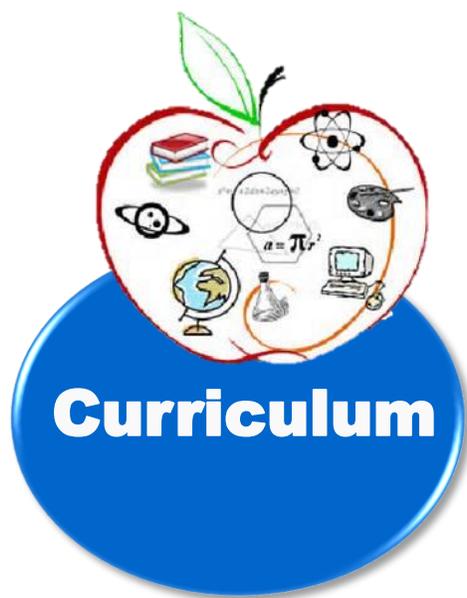
One page form documents decisions concerning the use of WorkKeys assessments



Characteristics	Occupational Profile
What is the purpose?	Identify skill levels required for an occupation across jobs, companies, or industries
How can the results be used?	Use for career advising and to set instructional standards to ensure curricula links to an occupation
Who are the Subject Matter Experts (SMEs)?	Job Incumbents from multiple companies
How many Subject Matter experts are needed?	Sample of job incumbents from each company (e.g., each company sends 1 subject matter expert)
How are the WorkKeys skills linked to the job, occupation or curriculum?	List of tasks critical to performing the occupation is developed and linked to the WorkKeys skills by the SMEs
What skill levels are identified?	Entry and Effective Performance Levels needed for the occupation
What are the deliverables?	Occupational Profile Report that includes a list of tasks critical to the job and that are linked to the WorkKeys skills

Occupational Profile





Characteristics	Curriculum Profile
What is the purpose?	Analyze WorkKeys-related curriculum requirements through a review of the curriculum objectives and a skill analysis.
How can the results be used?	Use to determine pre or co-requisite requirements for entry into a curriculum and the exit level that will be attained upon graduation.
Who are the Subject Matter Experts (SMEs)?	Instructors, students, recent graduates, instructional developers, and others familiar with curriculum
How many Subject Matter experts are needed?	No set number
How are the WorkKeys skills linked to the job, occupation or curriculum?	Learning objectives are reviewed and linked to WorkKeys skills by the SMEs
What skill levels are identified?	Entry requirement (i.e., pre or co-requisite) for the program and exit level at program completion
What are the deliverables?	Curriculum Profile Report that includes a list of learning objectives linked to the WorkKeys skills

Deliverables

Generic tasks from O*NET

Customized, detailed task list

Critical/Important Tasks are identified and ordered

Critical tasks are linked to skills and skill levels

Entry and Effective Skill Levels for WorkKeys Assessments

All Knowledge, Skills, Abilities, and Tools and Technology are identified and defined

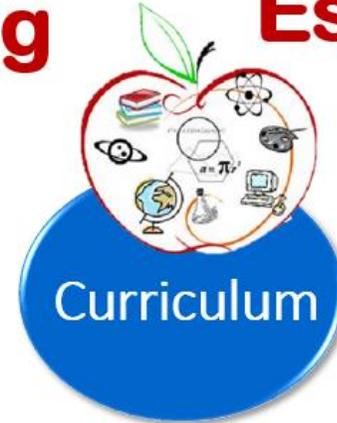
One Page Documentation Summary

Content Validation Report including table of critical tasks linked to WorkKeys Skills

**WorkKeys
Profiling**



**WorkKeys
Estimator**



WorkKeys Estimator



Deliverable:
Generic Task List
from O*NET

The screenshot shows the O*NET OnLine website interface. At the top right is an 'Occupation Quick Search' bar. The navigation menu includes 'Help', 'Find Occupations', 'Advanced Search', and 'Crosswalks'. The main heading is 'Details Report for 51-4121.06 - Welders, Cutters, and Welder Fitters', with a note 'Updated 2019 green'. The description states: 'Use hand-welding or flame-cutting equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products. Some of reported job titles: Arc Welder, Fabrication Welder, Fabricator, Fitter/Welder, Maintenance Welder, MIG Welder (Metal Inert Gas Welder), Submerged Arc Welder, Welder, Welder-Fitter, Welder/Fabricator'. Below the description are tabs for 'Summary', 'Details', and 'Custom'. A 'Tasks' section is visible with a 'Save Table (XLS/CSV)' option and a note 'All 40 displayed (39 important)'. A table of tasks follows, with columns for 'Importance', 'Category', and 'Task'. Three red arrows are overlaid on the page: arrow 1 points to the occupation title, arrow 2 points to the 'Details' tab, and arrow 3 points to the 'Tasks' section.

Importance	Category	Task
90	Core	Weld components in flat, vertical, or overhead positions.
89	Core	Operate safety equipment and use safe work habits.
87	Core	Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.
85	Core	Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.
84	Core	Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.
83	Core	Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.
83	Core	Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding.
83	Core	Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.
82	Core	Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.
82	Core	Connect and turn regulator valves to activate and adjust gas flow and pressure so that desired flames are obtained.
81	Core	Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques.

WorkKeys Estimator



Deliverable:
Generic Task List
from O*NET

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW INQUIRE ACROBAT				
A1			Tasks	
	A	B	C	D
1	Tasks			
2	51-4121.06 - Welders, Cutters, and Welder Fitters			
3				
4	Importance	Category	Task	
5	90	Core	Weld components in flat, vertical, or overhead positions.	
6	89	Core	Operate safety equipment and use safe work habits.	
7	87	Core	Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.	
8	85	Core	Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.	
9	84	Core	Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.	
10	83	Core	Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.	
11	83	Core	Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding.	
12	83	Core	Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.	
13	82	Core	Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.	
14	82	Core	Connect and turn regulator valves to activate and adjust gas flow and pressure so that desired flames are obtained.	
15	81	Core	Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques.	
16	81	Core	Monitor the fitting, burning, and welding processes to avoid overheating of parts or warping, shrinking, distortion, or expansion of material.	
	81	Core	Operate manual or semi-automatic welding equipment to fuse metal segments, using processes such as gas tungsten	

WorkKeys Estimator



Deliverable:
Generic Task List
from O*NET

FILE		HOME	INSERT	PAGE LAYOUT	FORMULAS	DATA	REVIEW	VIEW	INQUIRE	ACROBAT	POWERPIVOT
E16											
		A									B
1	51-4121.06 - Welders, Cutters, and Welder Fitters										
2	Instructions: Place an X in the column if you do perform this task as part of your job.										
3	Task										Task is Performed
4	Weld components in flat, vertical, or overhead positions.										
5	Operate safety equipment and use safe work habits.										
6	Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.										
7	Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.										
8	Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.										
9	Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.										
10	Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding.										
11	Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.										
12	Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.										
13	Connect and turn regulator valves to activate and adjust gas flow and pressure so that desired flames are obtained.										
14	Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques.										
15	Monitor the fitting, burning, and welding processes to avoid overheating of parts or warping, shrinking, distortion, or expansion of material.										
16	Operate manual or semi-automatic welding equipment to fuse metal segments, using processes such as gas tungsten arc, gas metal arc, flux-cored arc, plasma arc, shielded metal arc, resistance welding, and submerged arc welding.										
17	Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations.										
18	Mark or tag material with proper job number, piece marks, and other identifying marks as required.										
19	Chip or grind off excess weld, slag, or spatter, using hand scrapers or power chippers, portable grinders, or arc-cutting equipment.										
20	Remove rough spots from workpieces, using portable grinders, hand files, or scrapers.										
	Prepare all material surfaces to be welded, ensuring that there is no loose or thick scale, slag, rust, moisture,										

WorkKeys Profiling



Deliverable:
Customized, Detailed Task List

Purpose	Profiling	Profile Plus
Align Curriculum & Job/Occupation	Job/Occupation	Job/Occupation
Development of Training/Apprenticeship		Job
Design New Jobs	Job	Job
Redesign or Updating Jobs	Job	Job
Update Job Descriptions and Job Postings	Job	Job
Develop Training and Performance Appraisal Checklists	Job	Job

Group - Group 1 - Customer Service

- 1 Assists customers in the selection and purchase of specialized telephone services, such as long distance plans by using plan descriptions and text from relevant scripts to review and suggest options and to answer questions.
- 2 Calls prospective new customers to explain new services and products by using the appropriate script, marketing materials, and pricing charts based on the client's current plan and usage information as shown in the computer record.
- 3 Checks for accuracy of customer name and mailing address each time a customer calls or writes by asking them for this information and comparing it to the information already in the database.
- 4 Handles customer complaints concerning billing by identifying the nature of the problem, correcting minor billing errors, and forwarding other requests.
- 5 Prevents customers from discontinuing their service if their reason is due to poor service or a competitor's better deal by offering special Retention Plans, beginning with the least expensive options.
- 6 Processes customer requests for refunds that are due to a move or change of special services in the middle of a billing cycle by locating the customer's record in the database to enter the appropriate debit or credit code in their billing screen.
- 7 Sells telephone services to preferred business accounts by offering special plans and upgrades outlined in the plan descriptions and scripts.
- 8 Arranges for payment of delinquent accounts by calling customers, getting them to agree on a payment plan, setting dates and amounts of payments, documenting in the database, and sending a form letter with the agreed upon terms.
- 9 Assists customers in placing long-distance phone calls by asking them the nature of the problem and either accessing their account and dialing the call for them, or connecting them to the appropriate service carrier company.
- 10 Determines if customer problems are due to hardware (e.g., boxes, cables, or telephone) by finding the problem on the Troubleshooting Chart and reading the action to take to the customer and issuing a work order if indicated by the test.
- 11 Opens accounts for customers by adding a new record in the computer database and completing the required fields such as name, street address, billing address and service plan option(s).

Group - Group 2 - Sales

- 12 Prepares for a sales call by finding the correct Prospect Screen that shows the services currently subscribed to by the customer, and using this information to determine the additional services to recommend and the script to follow.
- 13 Prepares for a sales call to a non-GCOMM customer by reviewing the printout showing the prospect's current phone company, number of people in household, and annual income to determine the appropriate script to follow.
- 14 Processes orders (e.g., installation, discontinuance, or change) by inserting the appropriate transaction code in the client's computer record along with any special instructions (e.g., requested service date/time, dangerous dog in yard).
- 15 Quotes prices for customized plans to non-GCOMM customers by entering all charges included in the quote and charges for current plan onto the electronic Price Quote worksheet and then using the information to explain why GCOMM's plan is best.



2nd/3rd Shift General Laborer - Palletizer (Line Packer)

Sonoco - Norwalk, CA

[Apply Now](#)

Must have flexibility to work off shift on either a 2nd or 3rd shift, no exceptions.

2nd Shift Schedule : Monday - Friday 3PM-11PM (\$0.35 differential pay)

3rd Shift Schedule : Sunday - Thursday 11PM -7AM (\$0.45 differential pay)

1. General Scope of Position

Under direction from the shift lead, line spiral winder operator, line assistant operator, or members of management: ensure that product is of acceptable quality, palletize product in a safe and effective manner, maintain packing equipment such as strappers and stretch-wrappers, assist line personnel when needed, and complete required documentation.

2. Required Qualifications

2.1. High School Diploma or equivalent.

2.2. Must pass Work Keys Test – Graphic Literacy 4 and Workplace Documents 4

5. Responsibilities and Tasks

5.1. Complete assigned paperwork and reporting.

5.2. Keep work area clean and orderly.

5.3. Correct and / or report all unsafe conditions.

5.4. Other tasks as assigned by shift lead, line spiral winder operator, line assistant operator, or members of management.

5.5. Complete required quality checks throughout shift.

5.6. Palletize cans safely while maintaining line flow.

5.7. Place suspect product on hold for review and communicate hold to shift lead and quality control.

5.8. Un-jam support equipment as needed or instructed.

5.9. Complete utility tasks safely as assigned to include but not limited to loading ends in roto-feed, loading stretch-wrapper, loading strapper, un-jamming strapper or stretch-wrapper, un-jamming pallets, sorting cans, un-jamming seamer, un-jamming bonfig and cleaning tasks.

WorkKeys Profiling



Tasks	Importance	AM	GL	WD	WO
Processes customer requests for refunds that are due to a move or change of special services in the middle of a billing cycle by locating the customer's record in the database to enter the appropriate debit or credit code in their billing screen.	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sells telephone services to preferred business accounts by offering special plans and upgrades outlined in the plan descriptions and scripts.	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arranges for payment of delinquent accounts by calling customers, getting them to agree on a payment plan, setting dates and amounts of payments, documenting in the database, and sending a form letter with the agreed upon terms.	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assists customers in placing long-distance phone calls by asking them the nature of the problem and either accessing their account and dialing the call for them, or connecting them to the appropriate service carrier company.	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Determines if customer problems are due to hardware (e.g., boxes, cables, or telephone) by finding the problem on the Troubleshooting Chart and reading the action to take to the customer and issuing a work order if indicated by the test.	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Opens accounts for customers by adding a new record in the computer database and completing the required fields such as name, street address, billing address and service plan option(s).	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prepares for a sales call by finding the correct Prospect Screen that shows the services currently subscribed to by the customer, and using this information to determine the additional services to recommend and the script to follow.	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prepares for a sales call to a non-GCOMM customer by reviewing the printout showing the prospect's current phone company, number of people in household, and annual income to determine the appropriate script to follow.	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Processes orders (e.g., installation, discontinuance, or change) by inserting the appropriate transaction code in the client's computer record along with any special instructions (e.g., requested service date/time, dangerous dog in yard).	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Deliverable:

- Critical/Important Tasks are identified and ordered
- Critical tasks are linked to skills and skill levels

WorkKeys Profiling

WorkKeys Estimator



Deliverable: Entry and Effective Skill Levels for WorkKeys Assessments

Table 1. Entry – Level Skill Requirements for the Job

WorkKeys Skill	Skill Level Range	Group A	Group B	Final Entry Level
Applied Math	3–7	4	4	4
Graphic Literacy	3–7	4	4	4
Workplace Documents	3–7	4	4	4
Workplace Observation	1–5	2	2	2

Table 2. Effective Performance Level Skill Requirements for the Job

WorkKeys Skill	Skill Level Range	Group A	Group B	Final Effective Level
Applied Math	3–7	4	4	4
Graphic Literacy	3-7	4	4	4
			4	4
			2	2

Purpose	Profiling	Profile Plus	Estimator	Estimator Plus
Selection/Hiring/Promotion for Employers	Job			
Selection/Hiring/Promotion for very small Employers <i>Uniform Guidelines for Employee Selection Procedures</i>			Job	
Create Local Industry Skill Profiles			Occupation	
Identify the NCRC Level <i>Not selection/hiring/promotion for employers</i>			Job/Occupation	
Prior Learning Assessment Credit			Curriculum	Curriculum
Pre-requisites for Training			Curriculum	Curriculum

WorkKeys Profiling

WorkKeys Estimator



Deliverable:

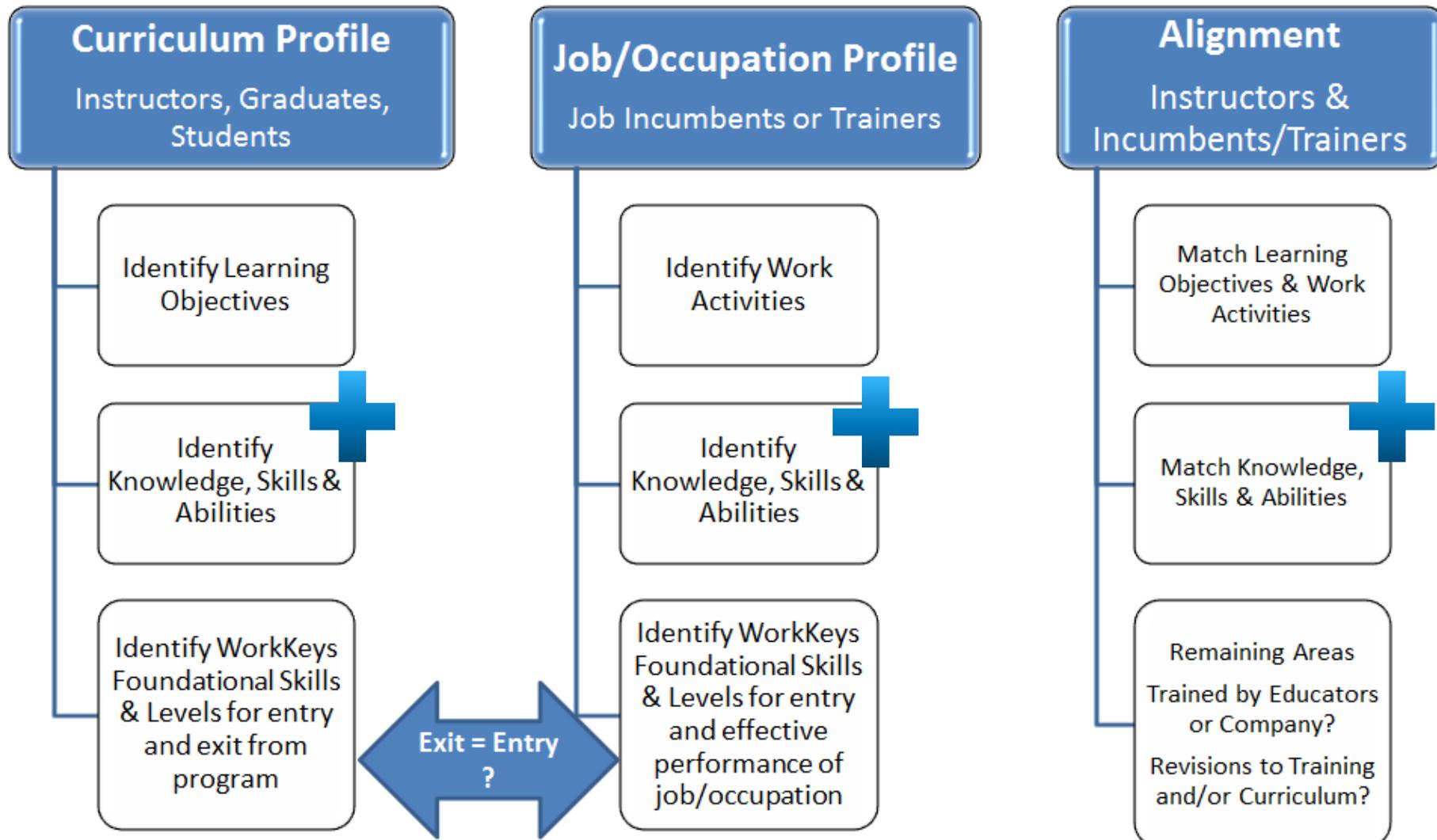
All Knowledge, Skills, Abilities, and Tools and Technology are identified

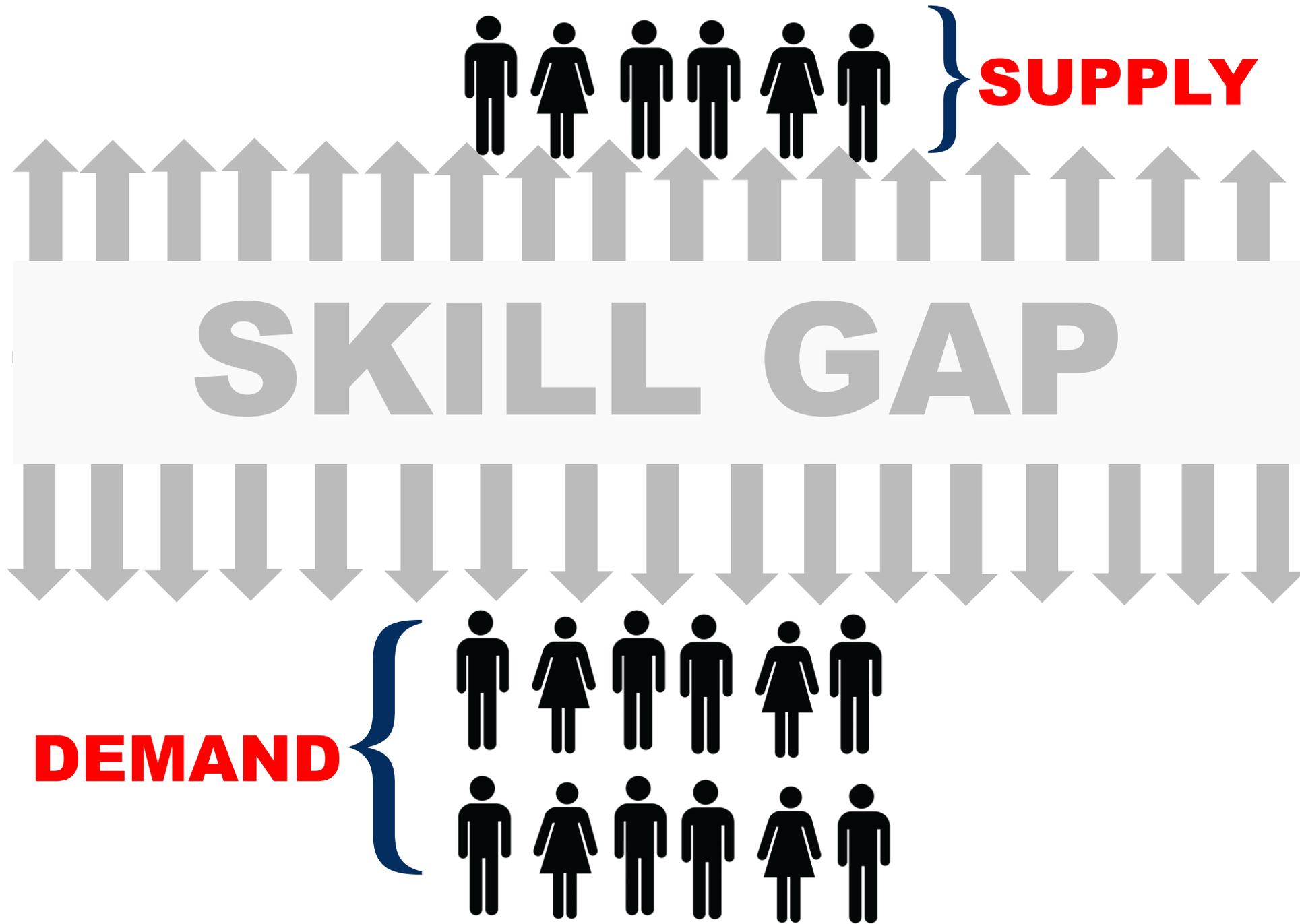
	Skill	Skill Description	Examples
1	Operation and Control	Controlling operations of equipment or systems.	<ul style="list-style-type: none"> - Operate the trash compactor - Operate computer to watch intranet training - Use pagers for notifications
2	Reading for Information	Understanding written sentences and paragraphs in work related documents.	<ul style="list-style-type: none"> - Read step-by-step instructions for completing a task (daily task list) - Read a memo from management describing new personnel policies - Read instructions of set up and tear downs of conference rooms
3	Service Orientation	Actively looking for ways to help people.	<ul style="list-style-type: none"> - Give directions to visitors in the building - Assist visitors and clients with requests
4	Speaking	Talking to others to convey information effectively.	<ul style="list-style-type: none"> - Greet and visitors - Communicate to others in department to coordinate activities
5	Time Management	Managing one's own time and the time of others.	<ul style="list-style-type: none"> - Manage completion of expected tasks in the required time - Return from breaks on time - Response time for paged notices

Technology	Examples
Analytical or scientific software	Scientific Software Group Filter Drain FD
Calendar and scheduling software	OmniFleet Equipment Maintenance Management
Computer aided design CAD software	EZ Pipe software

Tools	Examples
Adjustable wrenches	Adjustable wrenches
Alternating current AC arc welder	Underwater welding equipment
Anvils	Anvils
Bandsaw wheel	Bandsaws
Blow torch	Motorized cutting torches
Blow torch	Pattern cutting torches
Calipers	Calipers
Calipers	Vernier calipers
Cutting die	Metal cutting dies
Desktop computers	Desktop computers
Direct current DC arc welder	Mobile welding units
Drill press or radial drill	Portable magnetic drill presses
Drill press or radial drill	Punch presses
Drilling machines	Drill presses
Electrode holder	Underwater electrode holders
Electrode holder	Welding electrode holders
Flame cutting machine	Semiautomatic flame-cutting equipment

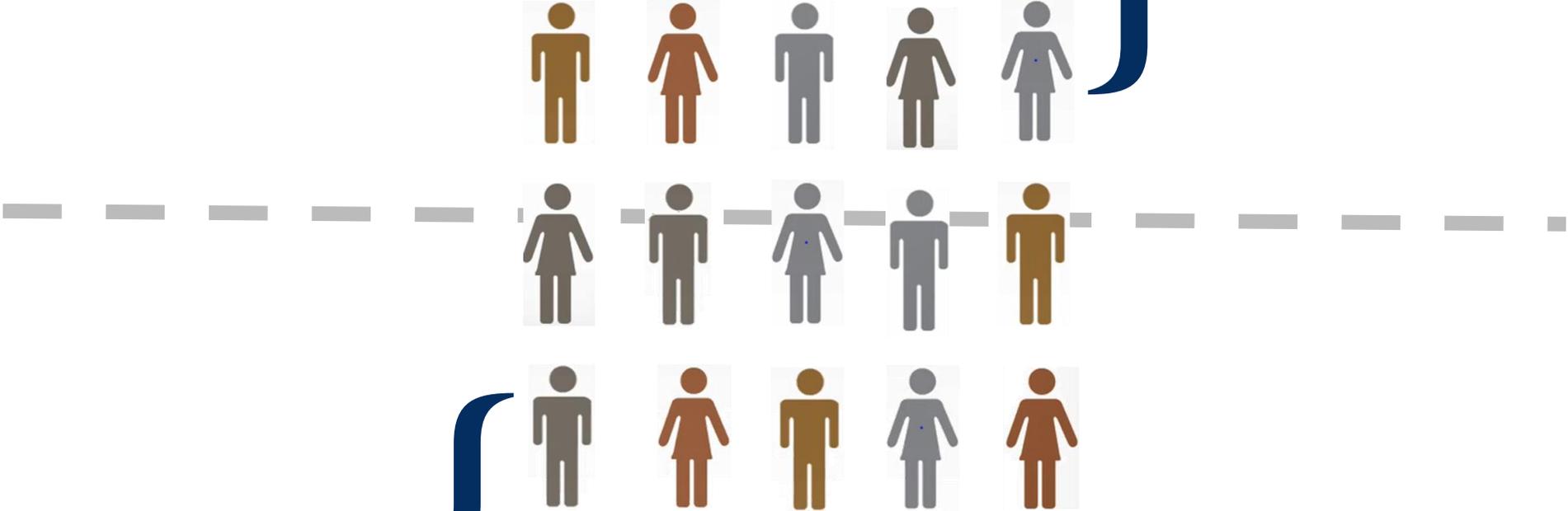
Purpose	Profiling	Profile Plus
Align Curriculum & Job/Occupation	Job/Occupation & Curriculum	Job/Occupation & Curriculum
Development of Training/Apprenticeship		Job
Design New Jobs	Job	Job
Redesign or Updating Jobs	Job	Job
Update Job Descriptions and Job Postings	Job	Job
Develop Training and Performance Appraisal Checklists	Job	Job





ACT® Work Ready Communities

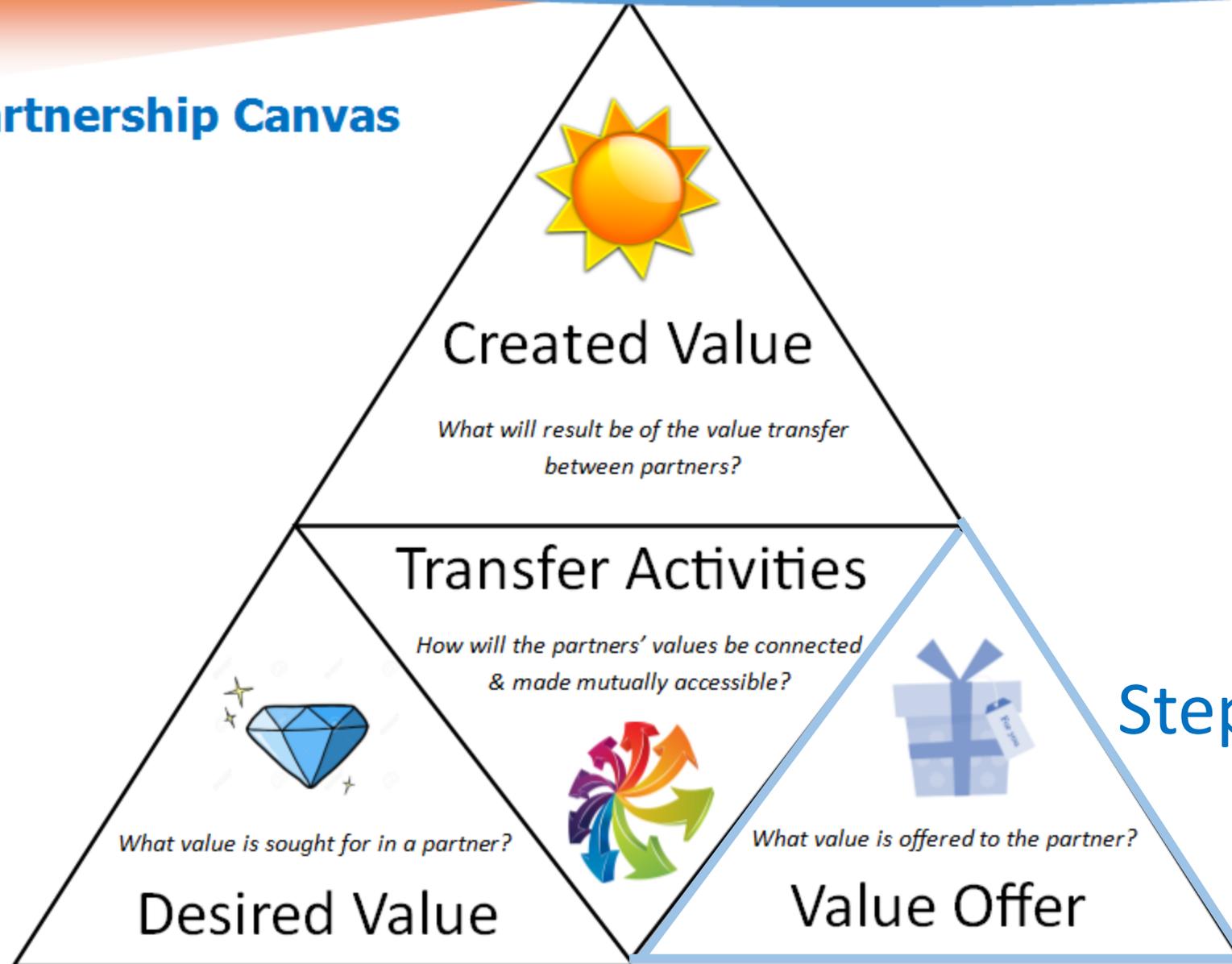
SUPPLY



DEMAND
WorkKeys
Job Profiling

WorkKeys
Estimator

Partnership Canvas



Step 2

What is your matching value offer that connects to the partner's value offer?

What value is offered to the partner?

Value Offer

An effective offer either complements or enhances the value you would desire from a partner. Online if this connection is made, do you have a basis for creating a relationship.

A value offer is based on one or more elements from your own business model.

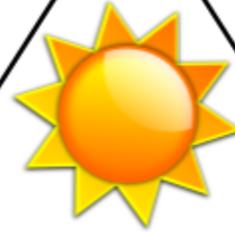
4

1

3

2

Partnership Canvas



Created Value

*What will result be of the value transfer
between partners?*

Step 3

Transfer Activities

*How will the partners' values be connected
& made mutually accessible?*



What value is sought for in a partner?

Desired Value



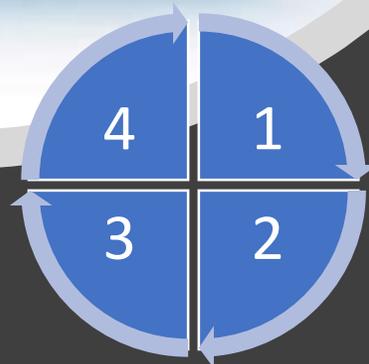
What value is offered to the partner?

Value Offer

How will you connect the desired and offered value?

It is essential that both parties find a way to integrate the value that they are putting to the table.

This **transfer activity** building block is the exchange by which synergy between the partnering business models is created.



Partnership Canvas



Created Value

*What will result be of the value transfer
between partners?*

Step 4

Transfer Activities

*How will the partners' values be connected
& made mutually accessible?*



What value is sought for in a partner?

Desired Value

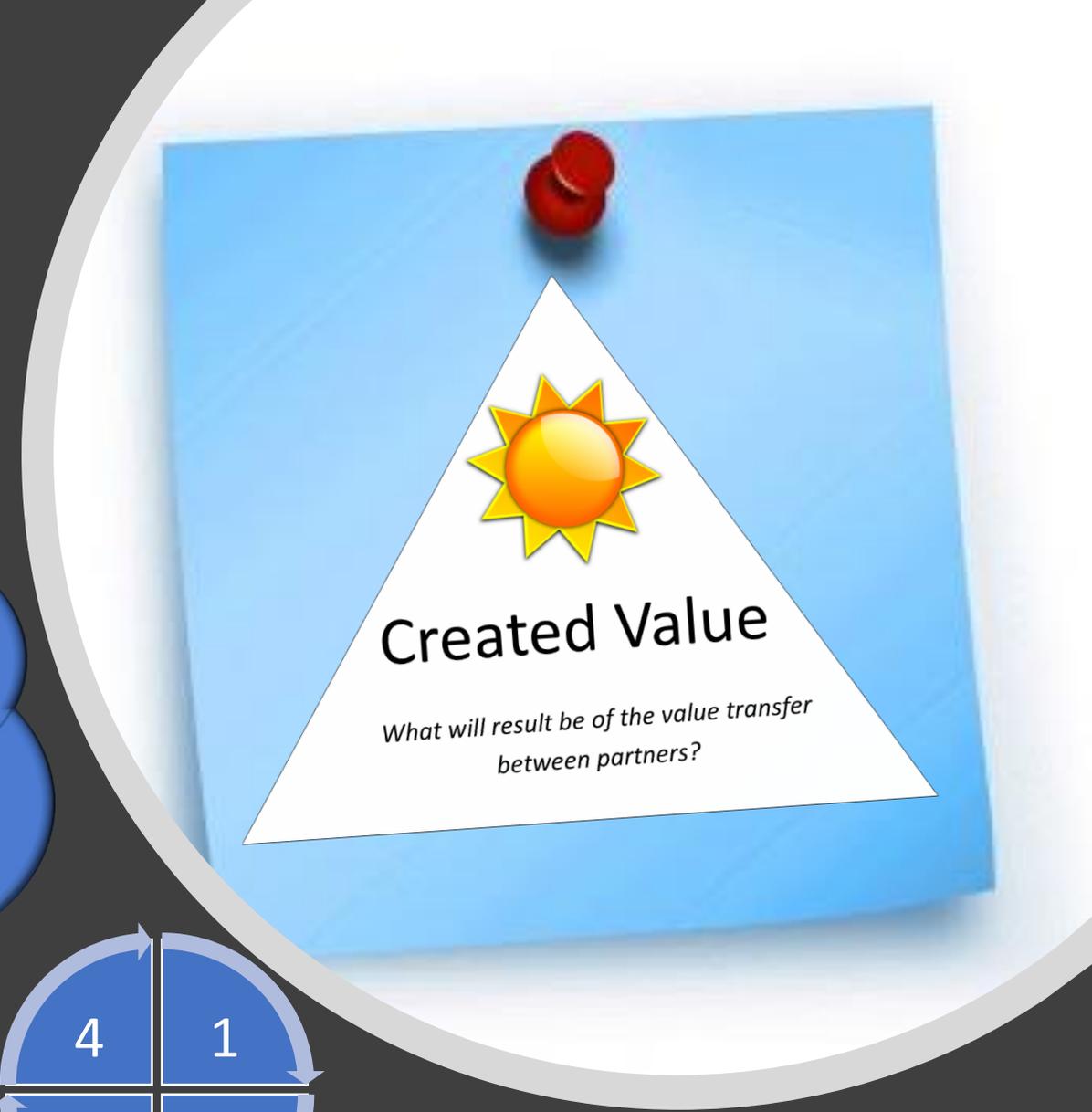


What value is offered to the partner?

Value Offer

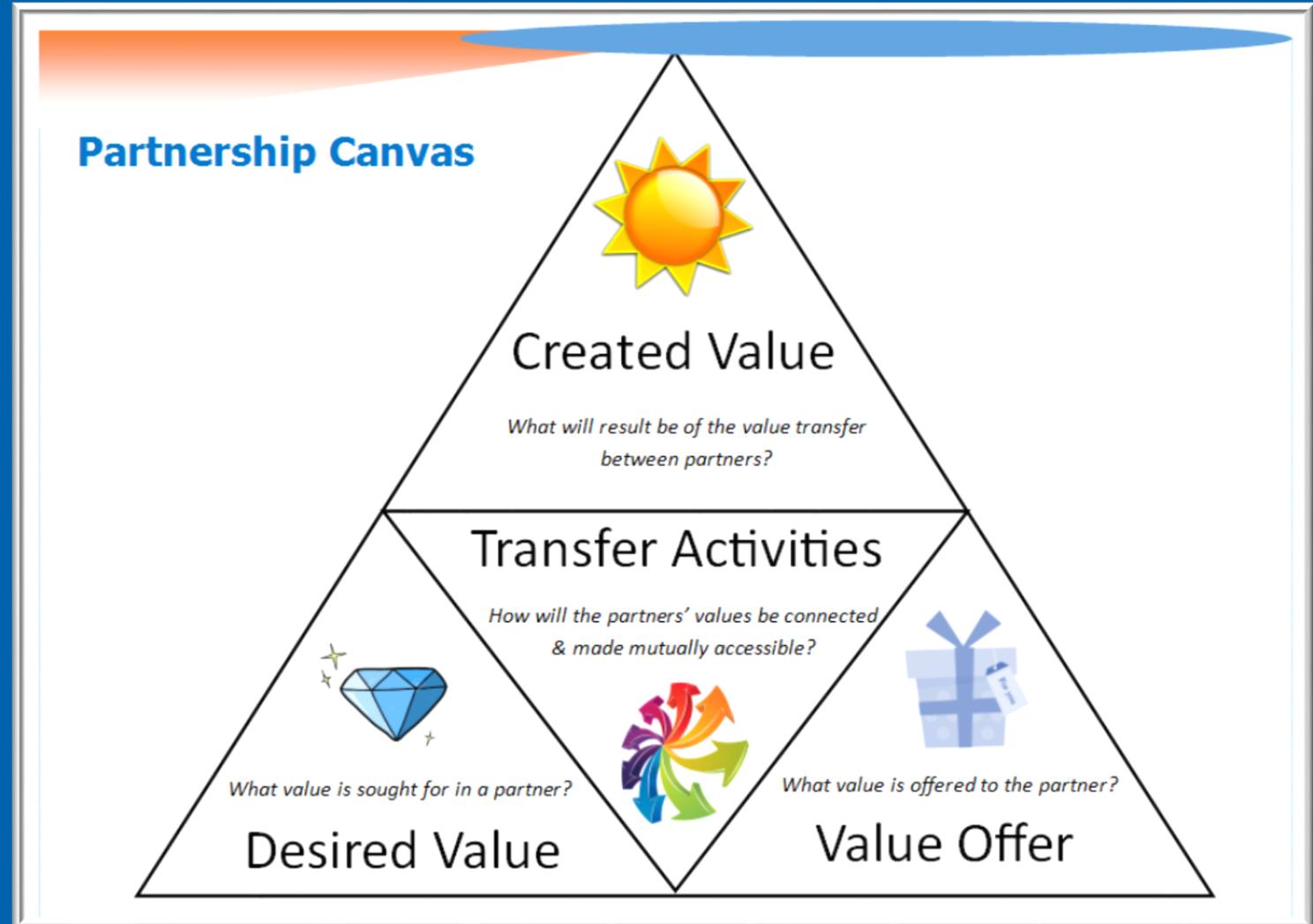
What new value will be created that you can utilize to innovate?

With the third building block, an engine is created that enables value to flow between partners. But the partnership discussion doesn't end there. Essentially what we've defined so far is a basis for connecting values.



The Negotiating Table

- Each team has 2 minutes to present their partnership canvas
- Compare value offers of other teams, to desired value of your team, and whether there is mutual understanding of the transfer activities.
- Do the elements of created value provide clear added value to each partner's organization?



Related Sessions

Credentialing for Apprenticeship with Julie Gibson, Tammy Green, and Neil Reddy

- Breakfast Round Table Discussion Tuesday 7:30-8:45 AM

Incarceration to Employment: How Re-entry Populations are an Essential Element of the Workforce Elements with Tammy Green, Ken Gurka and Carol Ogletree

- Concurrent Session Tuesday 2:30- 3:20 PM Providence Ballroom Registration with State Workforce System

An Innovative Approach – Bridging Job Seekers to Gainful Employment with Lyndsie Gibbs and Krystal Rider

- Concurrent Session Tuesday 3:35 – 4:25 PM Providence Ballroom III

Work-based Learning Models for Youth that Leverage Certifications and Apprenticeships

- Concurrent Session Wednesday 9:45 – 10:30 AM Providence Ballroom II

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