



# A Framework That *Works* for Employers and Students

Presented by: Nick Chapman, President and National Program Director

#readyforcareers



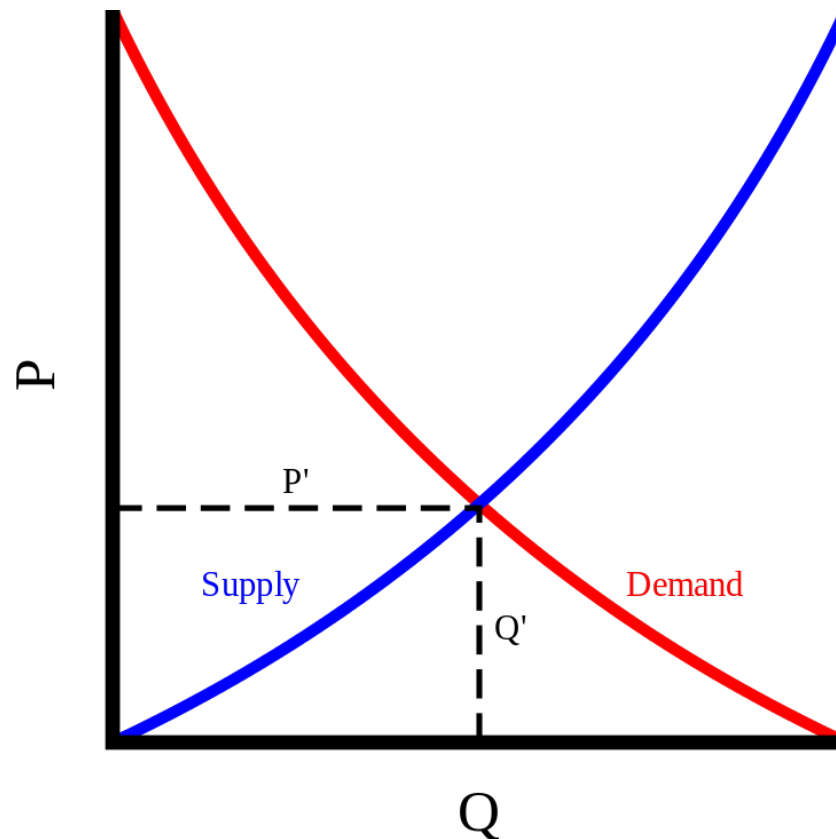


# How are entry-level positions viewed?



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Entry-level positions in business fields are viewed as **commodities**.



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**“The issue is less around availability and more around quality.”**

*Global Media Company HR*

**“There’s no shortage of talent available; entry-level positions are limited.”**

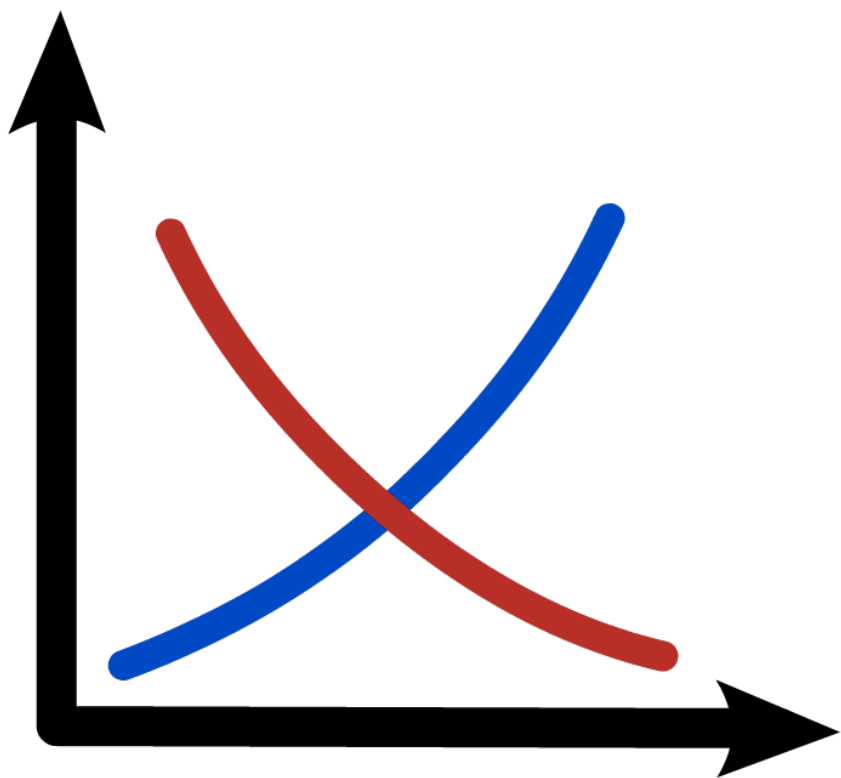
*Global Bank HR*



“There’s no recipe. We look for **strong general athletes** who demonstrate role-related skills, leadership, analytical ability, and culture fit.”

*Global Tech Company Recruiting Rep*







# What are EMPLOYERS looking for?

- **Baseline Skills**

- 1 in 3 skills required in current job postings can be categorized as “Baseline Skills”

Source: [The Human Factor: The Hard Time Employers Have Finding Soft Skills](#), Burning Glass Technologies, 2015

[http://burning-glass.com/wp-content/uploads/Human\\_Factor\\_Baseline\\_Skills\\_FINAL.pdf](http://burning-glass.com/wp-content/uploads/Human_Factor_Baseline_Skills_FINAL.pdf)

## Top 10 Baseline Skills

1. Communication Skills
2. Organizational Skills
3. Writing
4. Customer Service
5. Microsoft Excel
6. Word & Office
7. Problem Solving
8. Planning
9. Comp Skills & Typing
10. Research



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**Common Terms:** Soft Skills, 21<sup>st</sup> Century Skills, Non-Cognitive Skills, Social-Emotional Learning

**Emerging Terms:** Baseline Skills, Power Skills, Professional Competencies

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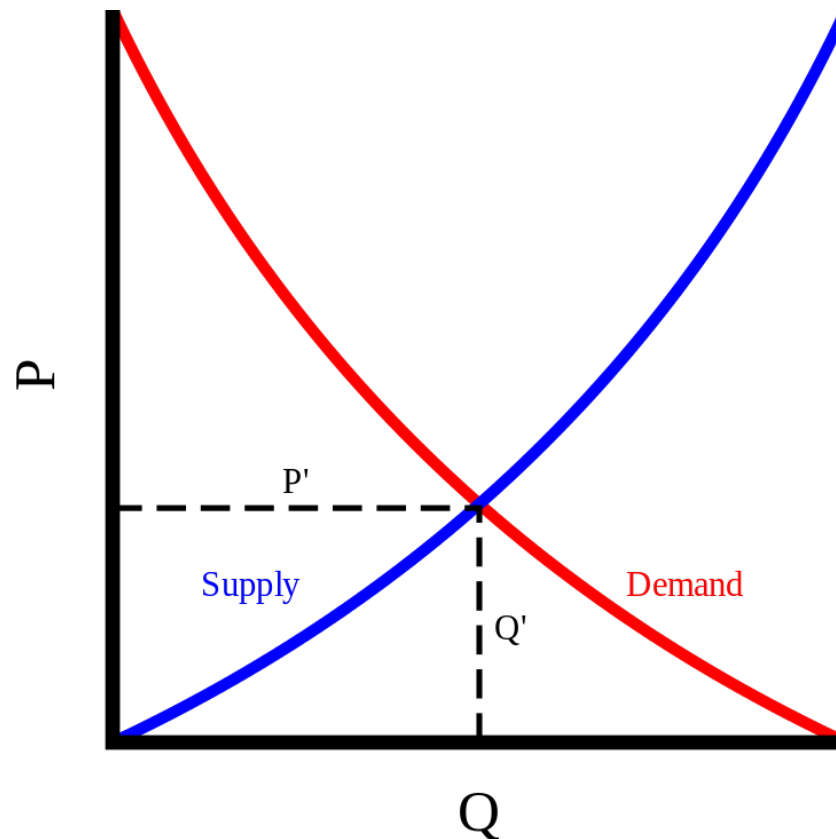


Hard skills get you hired,  
but a lack of soft skills will  
get you fired.



# How are entry-level positions viewed?

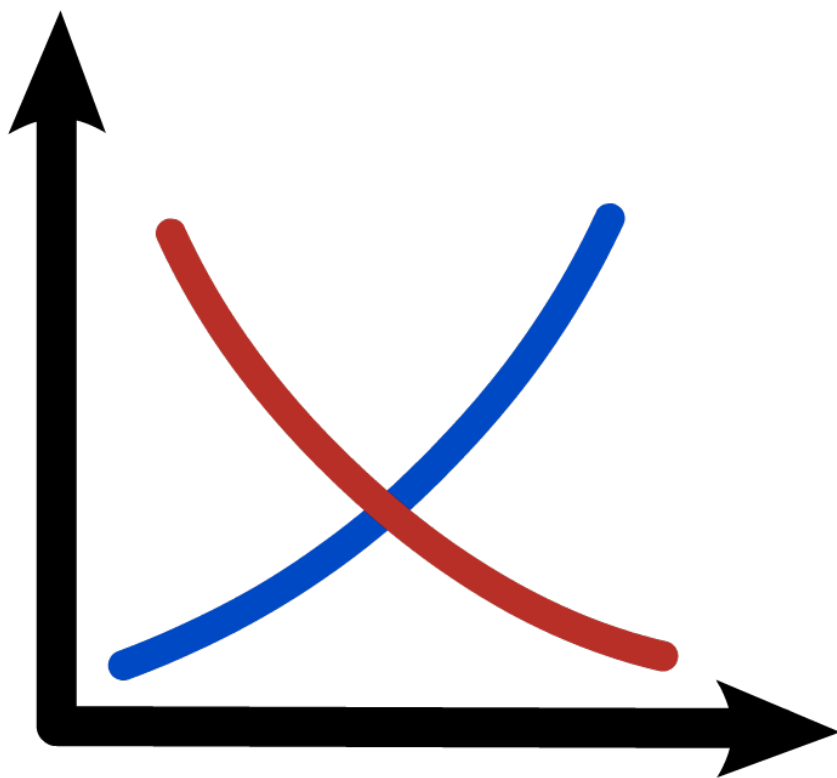
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Human Resources

Administration

Accounting

Marketing

Design & Layout

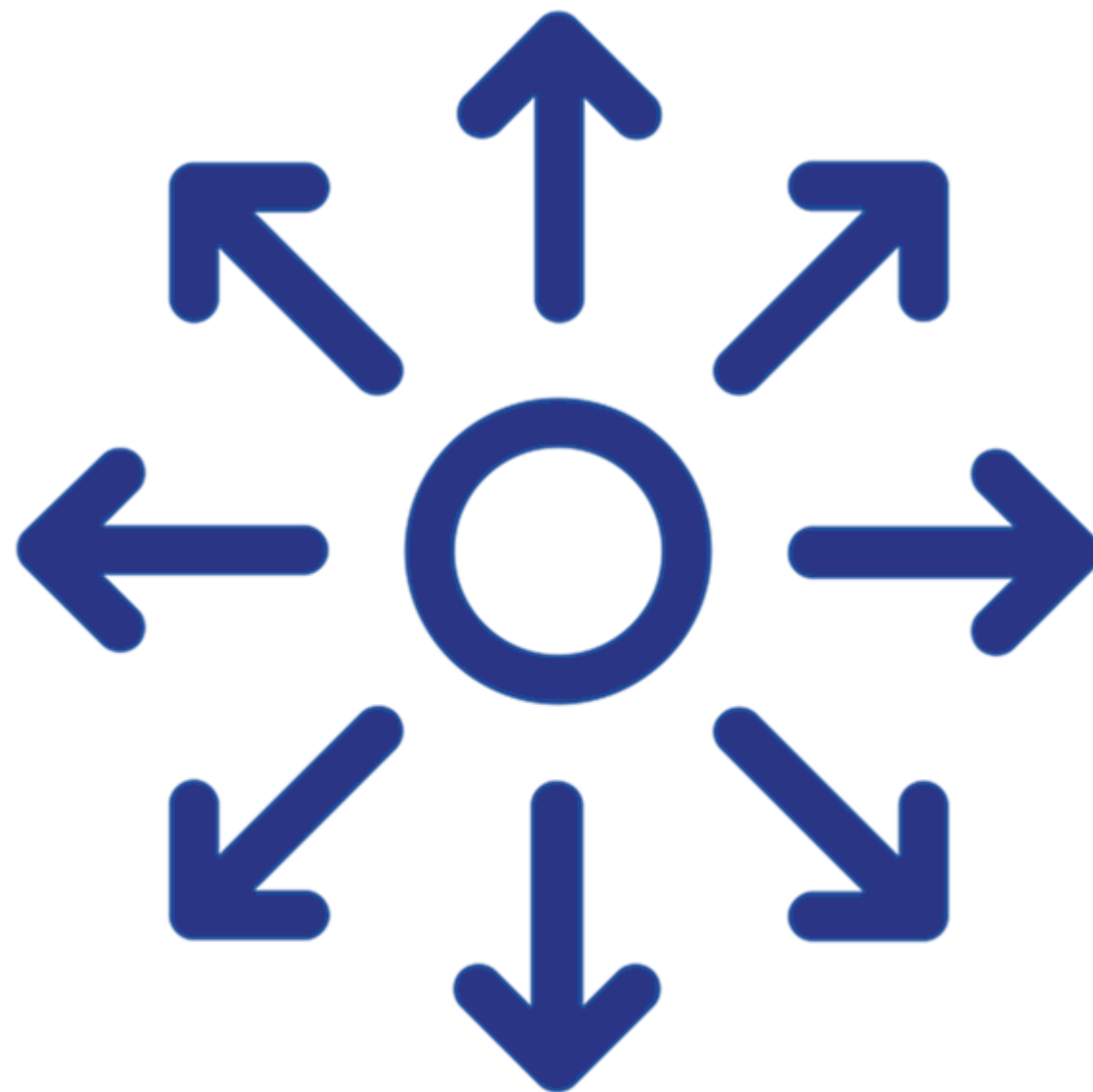
Welcome to VEI  
Spectrum Affinity Legacy

VIRTUAL ENTERPRISES INTERNATIONAL





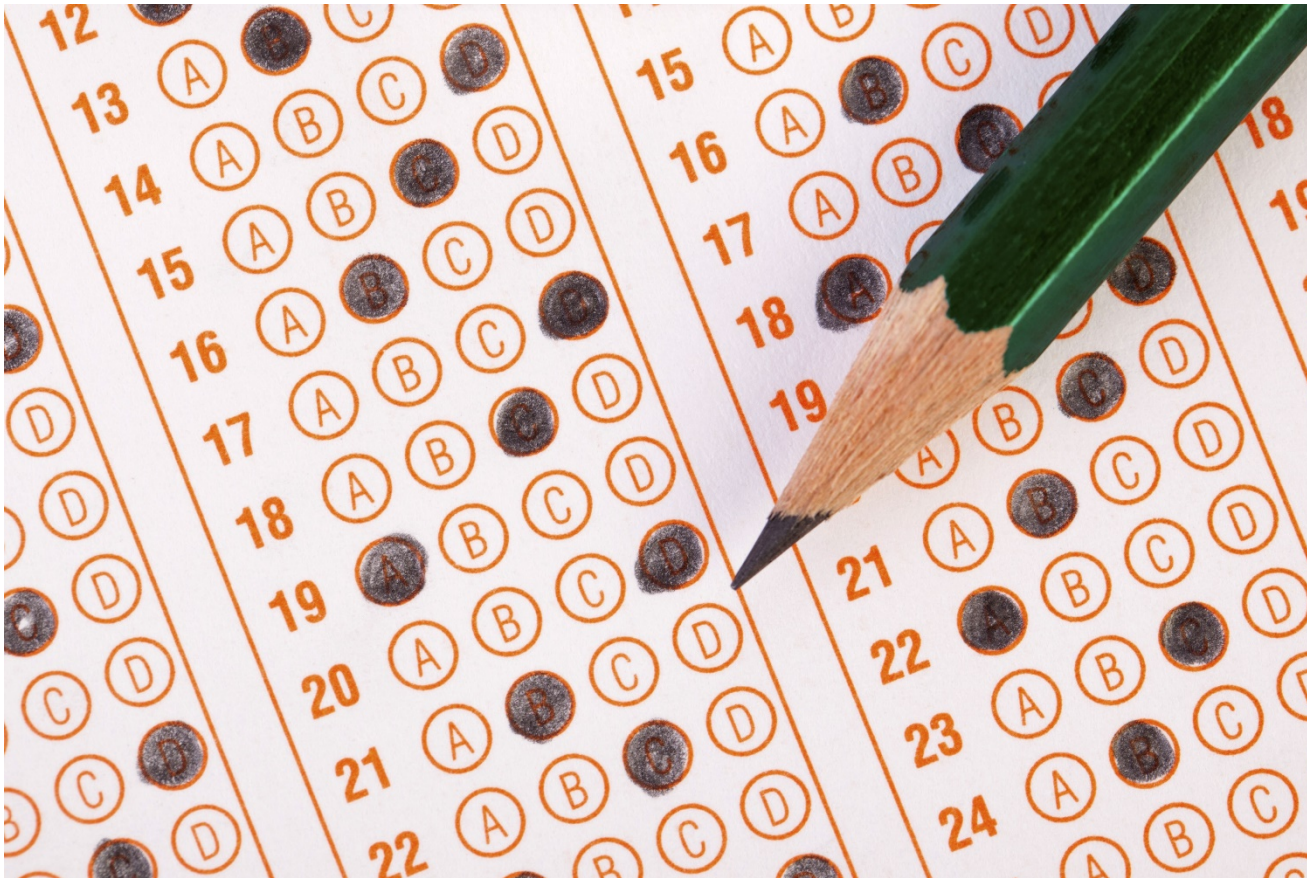




# How is EDUCATION currently measuring student readiness?



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## Assessment Scores

SAT

State Tests

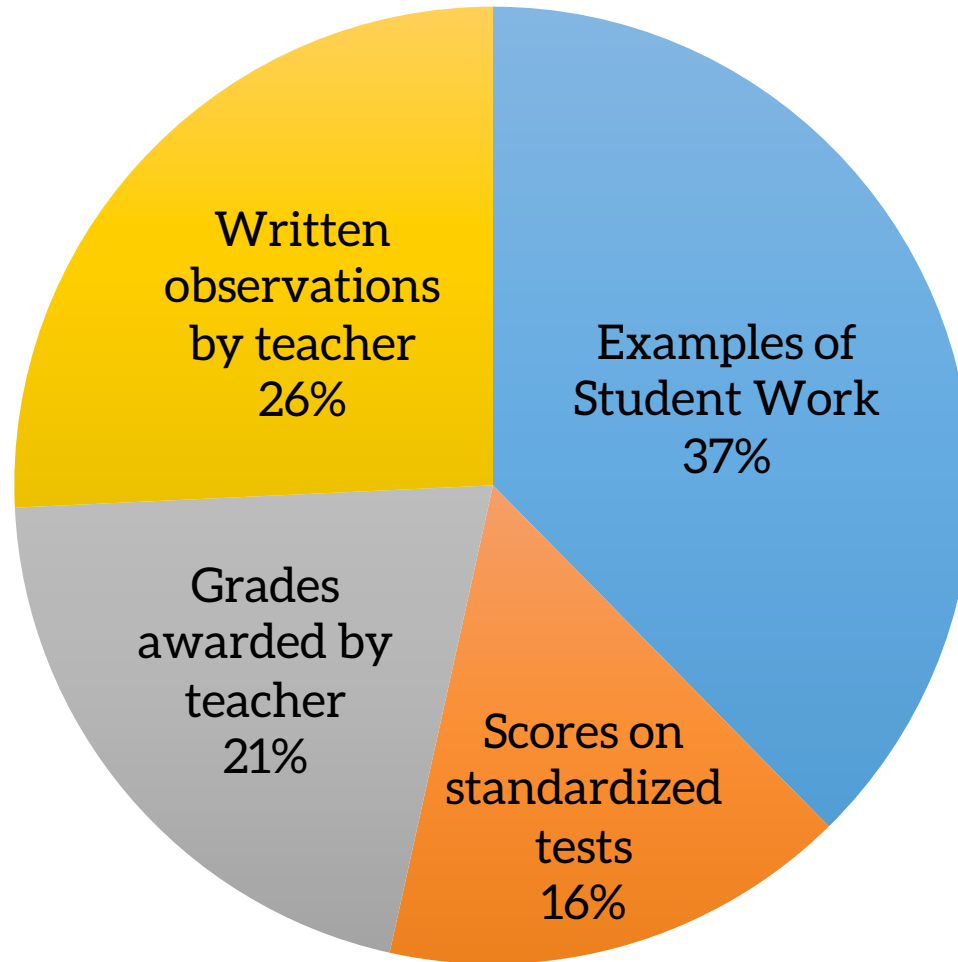
ACT

AP

PARC



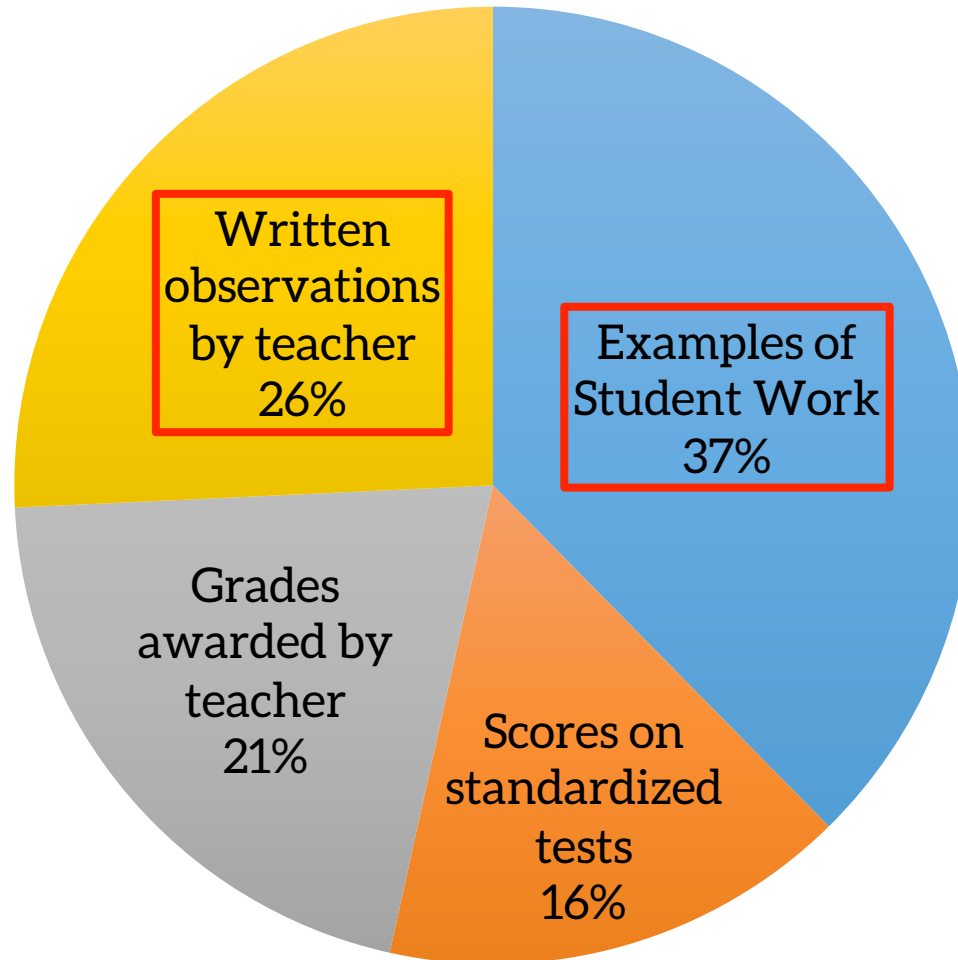
# What does public opinion say?



Q: In your opinion, which of the following approaches would provide the most accurate picture of a public school student's academic progress?



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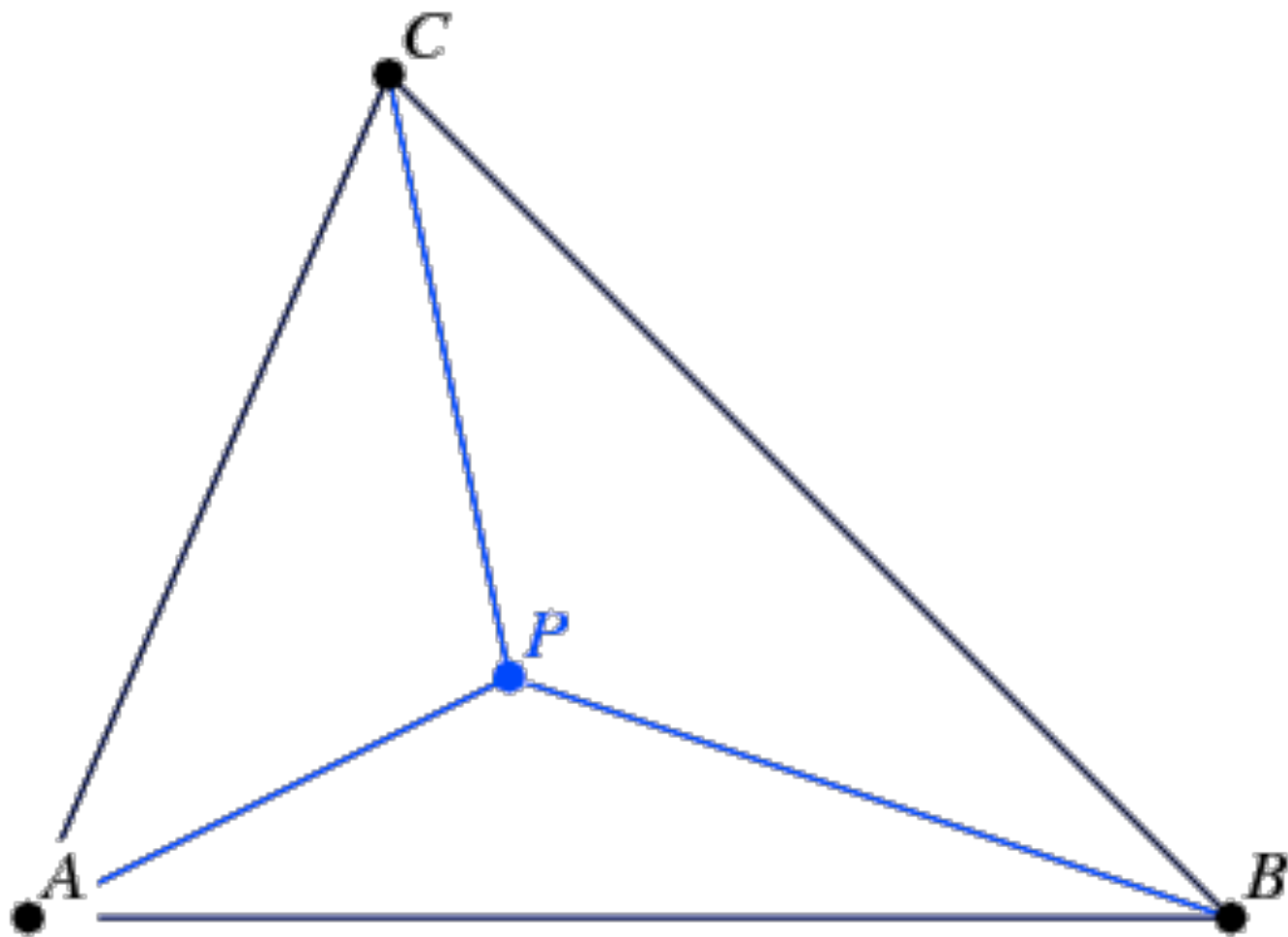


# From the RESEARCH perspective...

The research community is looking at...

- Tamar Jacoby / Shaun Dougherty
  - [The New CTE](#) / [CTE in HS: Does it improve student outcomes?](#)
- Angela Duckworth
  - ["Grit"](#)
- Chicago Consortium
  - ["Agency"](#)
- American Institutes for Research
  - [Assessing SEL](#)









# Our “Why?”

- |                          |  |
|--------------------------|--|
| <b>1. Information</b>    | Convey <b>Expectations</b>                       |
| <b>2. Accountability</b> | <b>Evaluate</b> Students                         |
| <b>3. Communication</b>  | Empower students to become <b>Self Advocates</b> |

From American Institutes for Research, “[Ready to Assess Framework](#)”, 2015



With help from our partners at **Deloitte.**

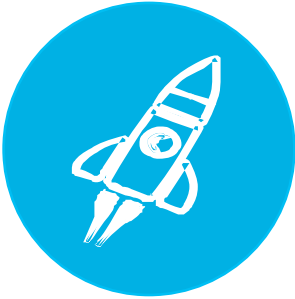
We listened to:

- Alumni
- Teachers
- Students
- Hiring Managers
- Researchers
- Subject Matter Experts

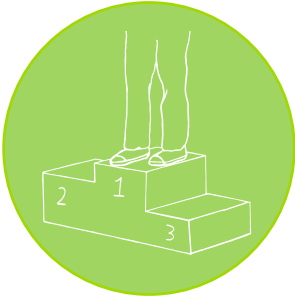


# Our Findings: Key Themes

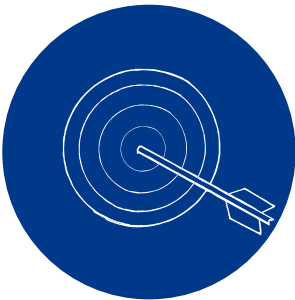
*Our primary and secondary research yielded three key themes related to VEI career readiness competencies and academic and industry trends*



**VE stakeholders unanimously acknowledge the impact of VE on career readiness**



**Entry-level positions are viewed as a commodity, but demonstrated career readiness can set students apart**

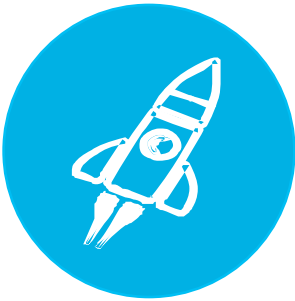


**There is strong confluence between the competencies companies demand and those that VE supplies**

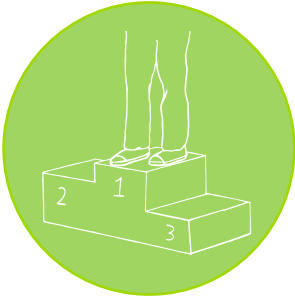


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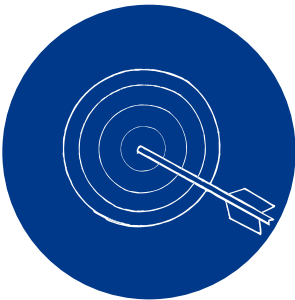
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**There is strong confluence between the competencies companies demand and those that VE supplies**



# The Successful Student



## Objectives

- Aligned to employer needs
- Organized in an understandable Framework
- Measured through an Evaluation System



## Experiences

- Day-to-Day Business Operations
- Trade Shows
- Events & Competitions



## Curriculum

- Deliverables & Tasks
- Resources
- Support



## Community

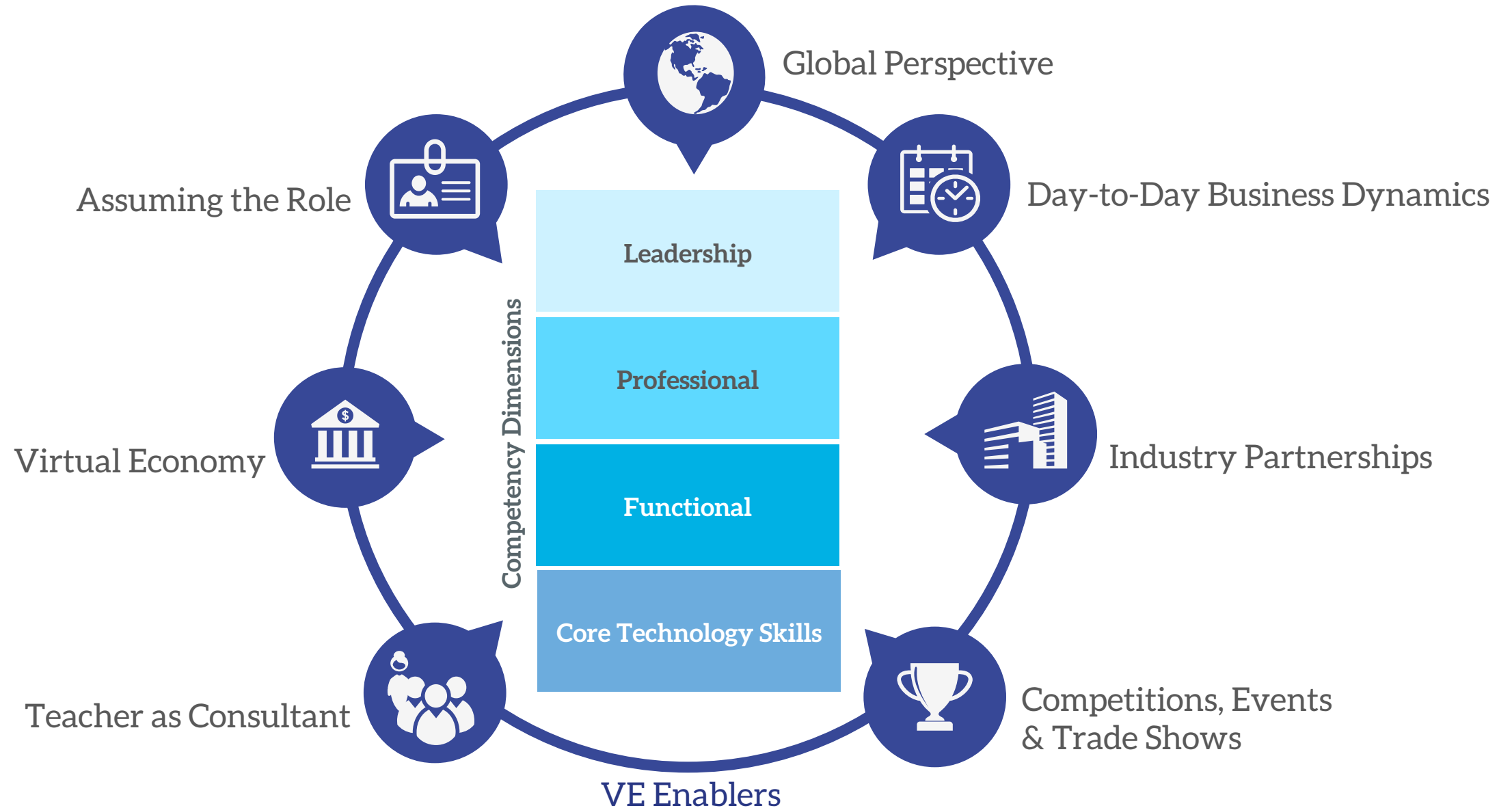
- Mentorship & Judging
- Feedback & Thought Leadership
- Support

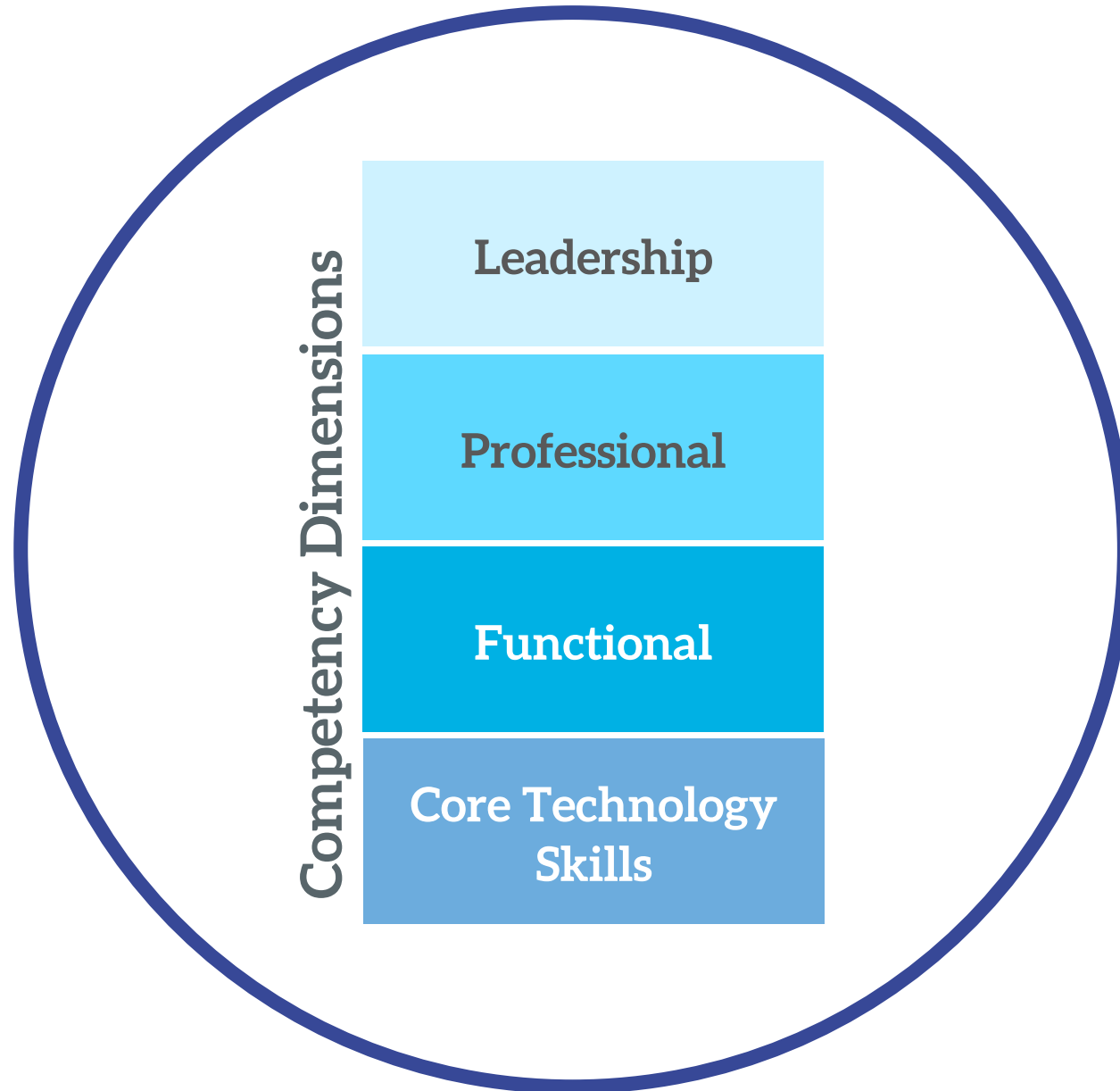




# Career Readiness Framework

# VE Career Readiness Framework







## Description

## Competency Dimensions

## Competencies

*Knowledge and capabilities required to establish direction, motivate self and others, assume accountability, and respond effectively to change*

### Leadership

- Demonstrates intrapreneurship
- Coaches others and manages conflict
- Motivates others to act
- Adapts in an ambiguous environment
- Demonstrates well-rounded perspective and unique style

*Non-technical, transferable knowledge, skills, and abilities required to succeed in a professional environment*

### Professional

- Communicates effectively
- Collaborates with others
- Demonstrates effective project management
- Demonstrates self-development and learning orientation
- Develops relationships and networks effectively
- Demonstrates professionalism
- Solves problems creatively
- Embraces diversity

*Core business skills needed to perform within a specific industry or business function*

### Functional

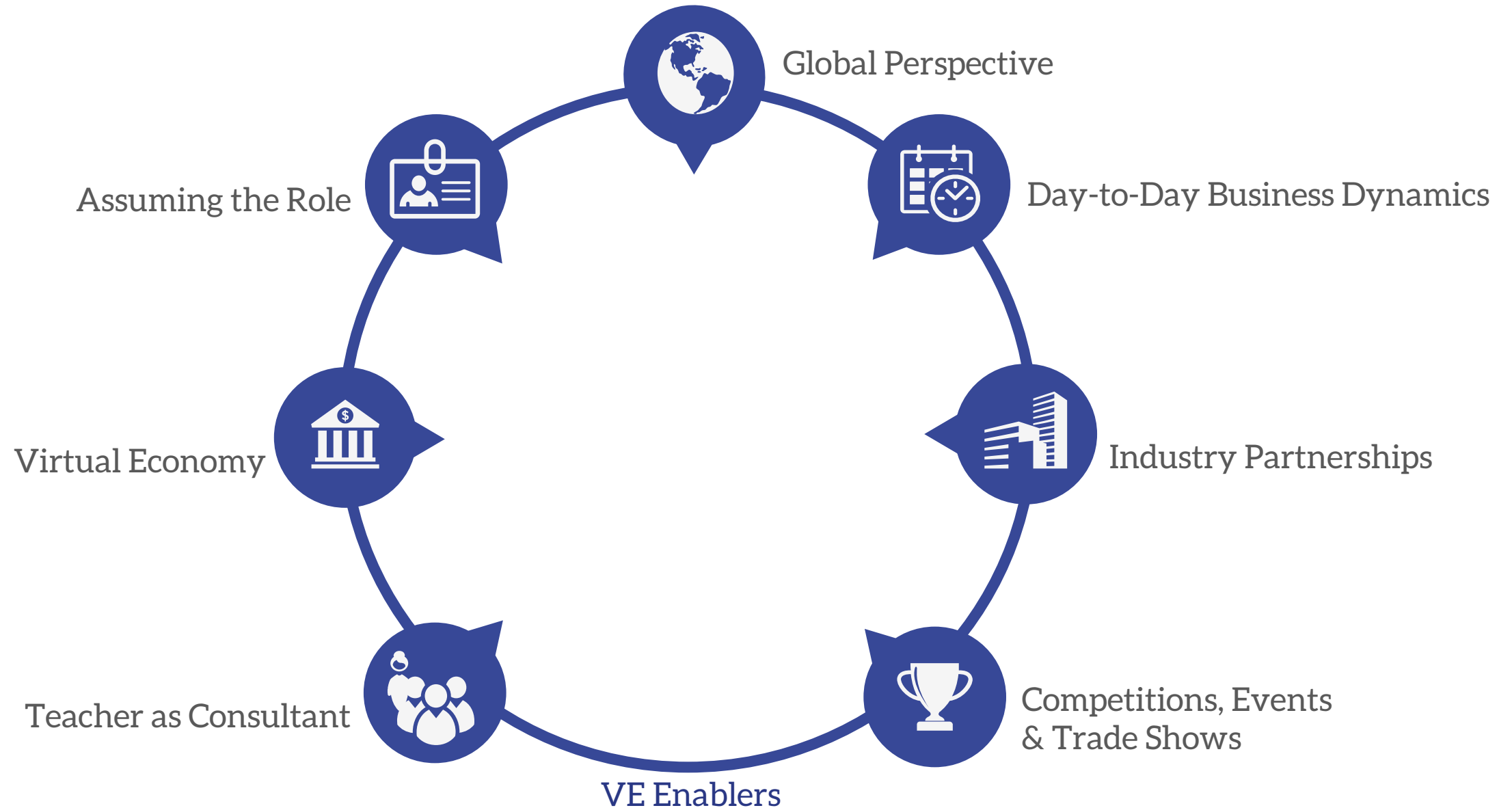
- Understands general business dynamics
- Understands and applies financial concepts
- Conducts research and analysis
- Demonstrates strong quantitative ability
- Demonstrates industry/function-specific skills

*Core technical skills needed to perform within a specific industry or business function*

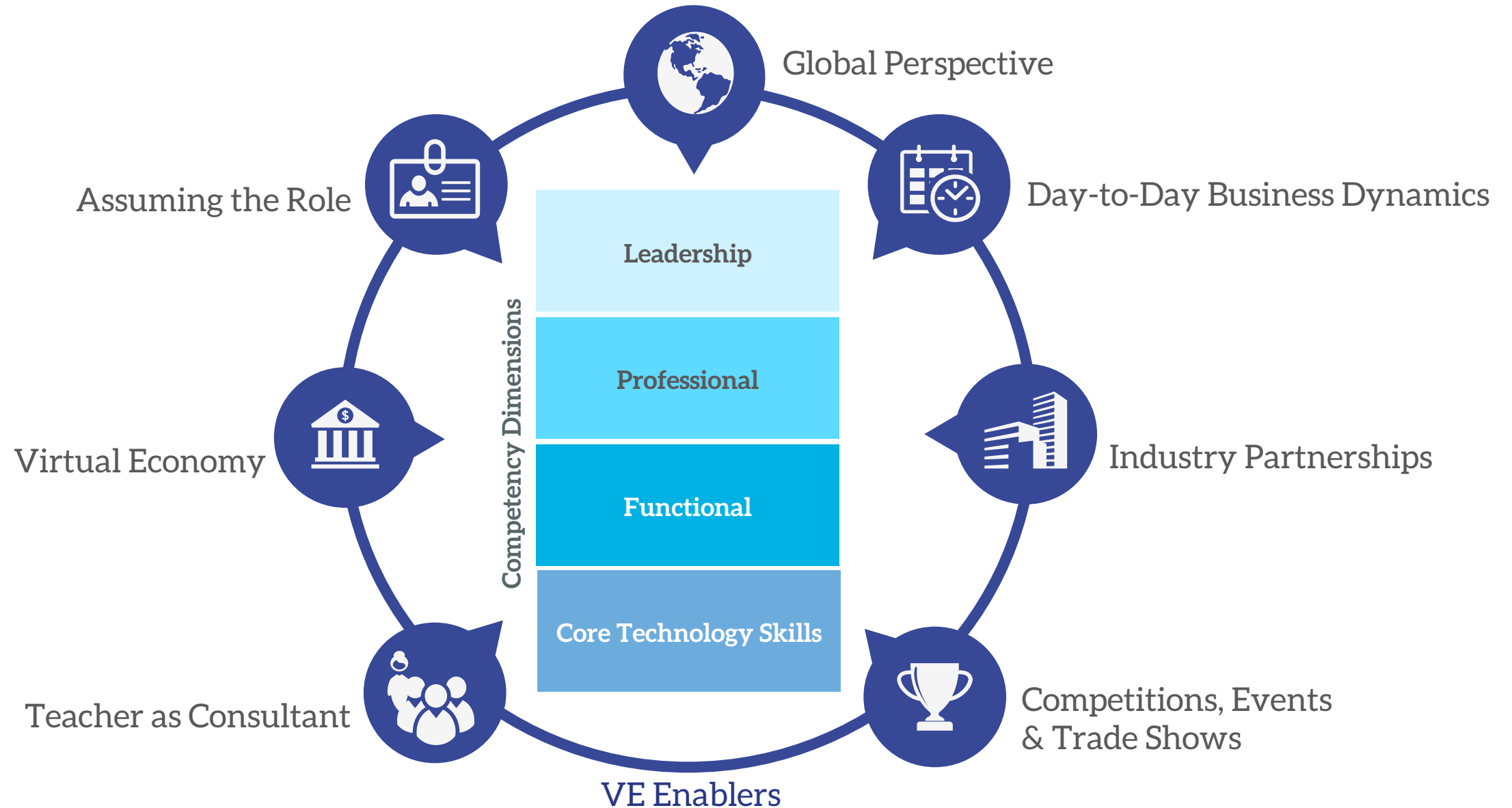
### Core Technology Skills

- MS Excel
- MS Word
- MS Outlook
- Department / function-specific technology (e.g., InDesign, QuickBooks, etc.)

# VE Career Readiness Framework



# VE Career Readiness Framework





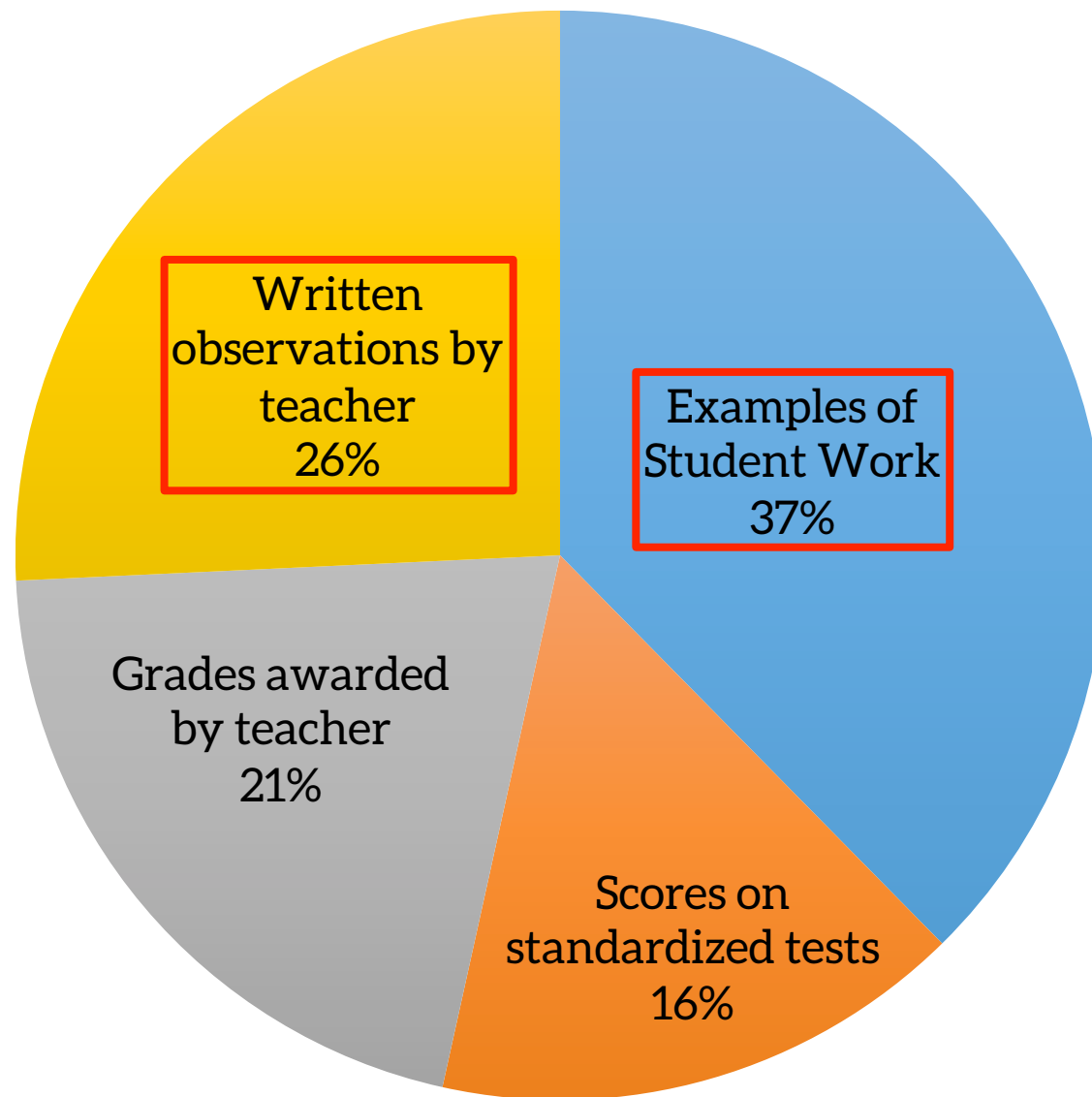
Imagine how this might look in your classroom...

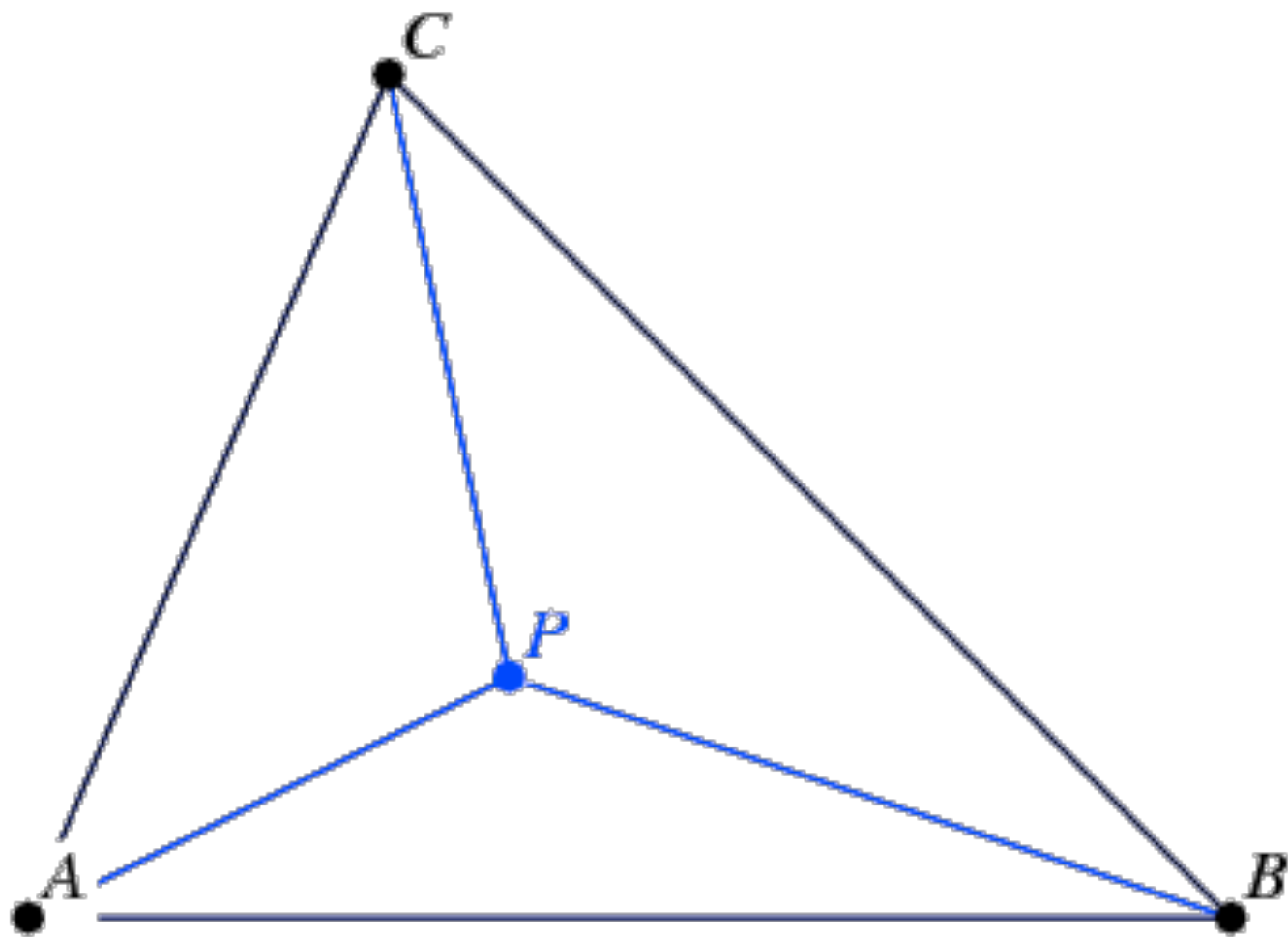
Leadership Competencies	Definition
Coaches Others and Manages Conflict	Guides others toward individual and team success by utilizing feedback mechanisms constructively; manages discord, alleviates concern and eliminates sources of resistance

What are you already doing that addresses these competency areas?

Professional Competencies	Definition	VE as an Enabler: Examples
Demonstrates Effective Project Management	Plans and manages to deadlines through effective time management; multitasks effectively while maintaining quality; Identifies improvement opportunities and applies best practices	Students must manage their own work and the work of others, depending on their role. They do this through regular meetings, task logs, and project plans.

Functional Competencies	Definition
<b>Understands General Business Dynamics</b>	Has a basic understanding of business strategy, structure; and processes; understands the role of each department, and the key roles within the business
<b>Demonstrates Industry / Function-Specific Skills</b>	Performs one's role effectively by demonstrating the key department-specific skills, knowledge, and abilities needed to deliver on objectives







# Student Work

## ELEVATOR PITCH COMPETITION 2016-17 National Online Competitions



The Elevator Pitch Competition is a video submission competition that challenges VEI students to make a convincing and engaging “Elevator Pitch” to an Angel Investor in 60 seconds or less.

### Judging Criteria

Each element will be rated from 1 to 5 stars. A score of five is outstanding and a score of one needs significant improvement.

- *Compelling* – How well does the pitch entice you or draw you in?
- *Informative* – How well does the pitch deliver all of the details you are looking for? Details may include: the problem that it solves, target market, business model, current needs, etc.
- *Next Steps* – As an investor how likely would you be to take next steps with this company?
- *Delivery* – Rate the quality and professionalism of the student's delivery. Elements to consider include appropriate attire, eye contact, voice projection, and poise.
- *Overall Comment* – What could have made this pitch better? How can the pitch be improved?

### Career Readiness Framework Alignment

#### Leadership Competencies

- Motivates others to act
- Demonstrates well-rounded perspective and unique style
- Demonstrates intrapreneurship

#### Professional Competencies

- Communicates effectively
- Demonstrates professionalism

#### Functional Competencies

- Understands general business dynamics
- Understands and applies financial concepts



# Developing an Employee Evaluation

## Goals:

- Making students an active part of the assessment process
  - Providing them with valuable reflective and evaluative skills
  - Limiting the burden on teachers
- 
- Self
  - Peer
  - Supervisor
  - Direct Report
  - External



# Developing an Employee Evaluation

Refer to the following resources for evaluations:

- Human Resources  
[Task 8: Creating an Employee Performance Evaluation](#)
- Orientation/Reference Files  
[Task 1: Expectations and Requirements for the VE](#)
- Conduct an internet search for various employee performance evaluation templates to find the best fit for your firm.



## VEI Student Observation Tool

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

				Not Yet	Developing	Integrating	Mastered	Unable to rate
				1 No indication that student understands or is using skill	2 Student is beginning to explore and develop skills	3 Student is applying or integrating skills in daily activities	4 Student exhibits high levels of competency	NA Use this category if you cannot assess student's development in a particular area
Domain	Examples/Descriptors	#	VEI Measures: The student...	Indicate the Development of the Student (Please circle only one)				
1. Communication	As evidenced from student's written work, employee presentations, department meetings and portfolio projects. Also evidenced through participation in the business plan presentation or a demonstrated sales pitch for face-to-face sales, such as at a trade show.	1.1	listens effectively.	1	2	3	4	NA
		1.2	comprehends verbal, written, and visual information and instructions.	1	2	3	4	NA
		1.3	articulates and presents ideas and information clearly and effectively both verbally and in written form.	1	2	3	4	NA
2. Critical Thinking and Problem Solving	Evidenced through the completion of Technical and Directed Writing assignments in the Student Portfolio. Examples may include work samples from the Business Plan, Industry Reports, Monthly Reports, Economic Analysis, Annual Report, etc.	2.1	uses data and facts to solve problems, make judgments, and explain perspectives.	1	2	3	4	NA
		2.2	exercises sound reasoning and analytical thinking.	1	2	3	4	NA
		2.3	applies system thinking (e.g., thinking of the "big picture"; ability to understand the larger context).	1	2	3	4	NA
3. Quantitative Reasoning	Observed through departmental tasks and personal financial management. Additionally evidenced through using formulas, explaining a formula, using order of operations, creating custom spreadsheets, etc.	3.1	uses math and quantitative reasoning to describe, analyze, and solve problems.	1	2	3	4	NA
4. Information Management	Evidenced through the completion of Technical and Directed Writing assignments in the Student Portfolio. Examples may include work samples from the Business Plan, Industry Reports, Monthly Reports, Economic Analysis, Annual Report, etc. Additionally 4.3 can be demonstrated through student's ability to organize files, binders, or digital files (i.e., Network server or Cloud based applications).	4.1	evaluates information for quality of content, validity, credibility, and relevance.	1	2	3	4	NA
		4.2	references and provides citations for sources of information appropriately.	1	2	3	4	NA
		4.3	uses appropriate techniques, systems, and/ or processes to organize information.	1	2	3	4	NA
5. Technology	As demonstrated in the day-to-day operation of the company and completion of departmental tasks which requires students to use technology as applied in business. Ability to effectively and appropriately use email as applied in business.	5.1	uses appropriate technologies as applied to business tasks.	1	2	3	4	NA



# Considerations

- Effects of peer evaluation?
- Evaluation Scale
- Consistency



# How can you use this now?

- **Learning**

- Communicate to your students the expectations of employers.

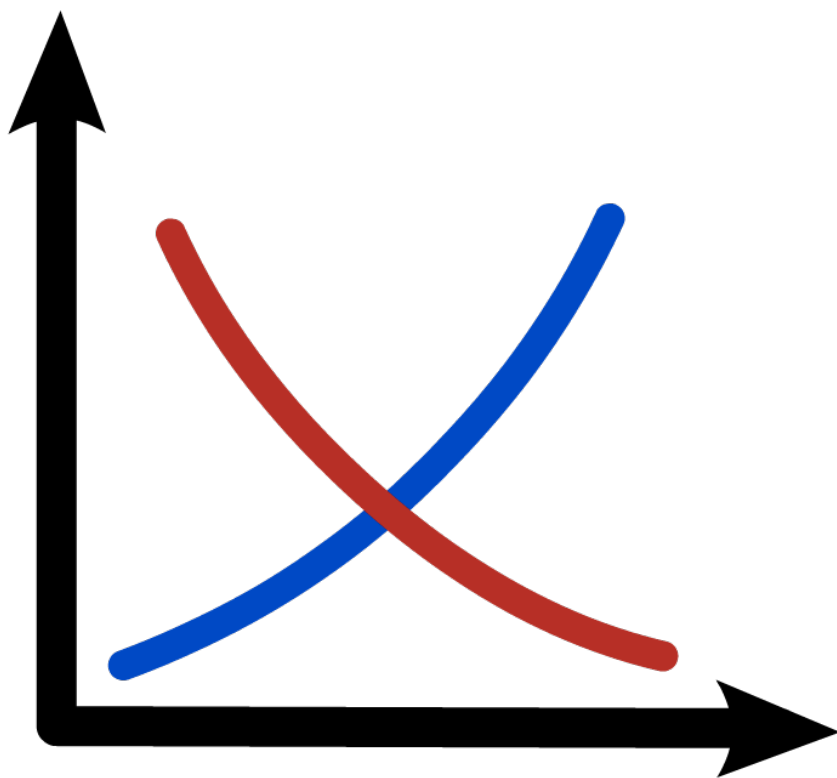
- **Evaluation**

- Use this framework with your students when developing assessments and evaluations.

- **Advocacy**

- Provide students with the vocabulary and language to articulate their experience.
  - Communicating expectations to parents, administrators, and community partners.







Only 3% of Americans  
“strongly agree” that today’s  
high school graduate is ready  
for the world of work

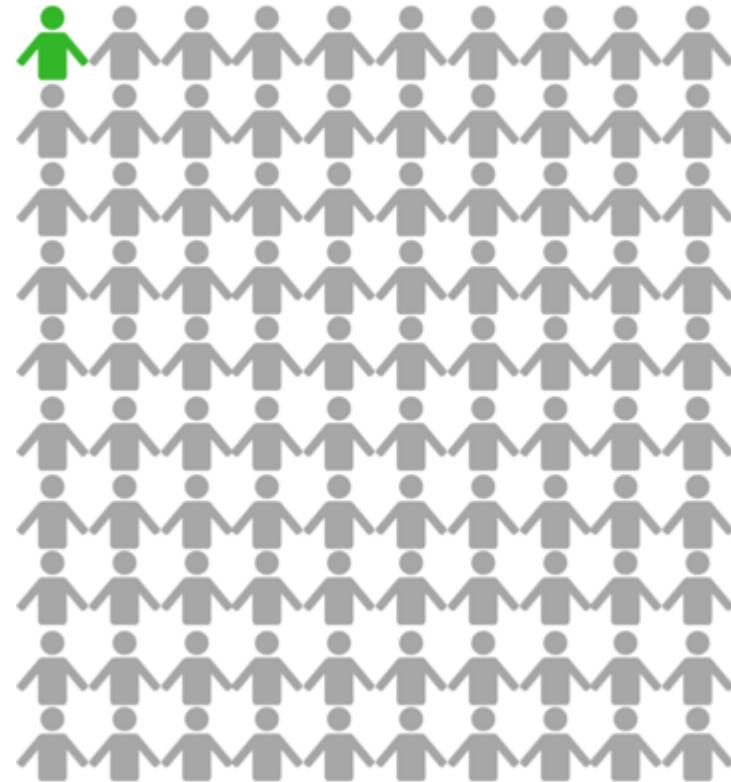
Source: [PDK/Gallup Poll](http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47_2015.pdf), September 2015  
[http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47\\_2015.pdf](http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47_2015.pdf)



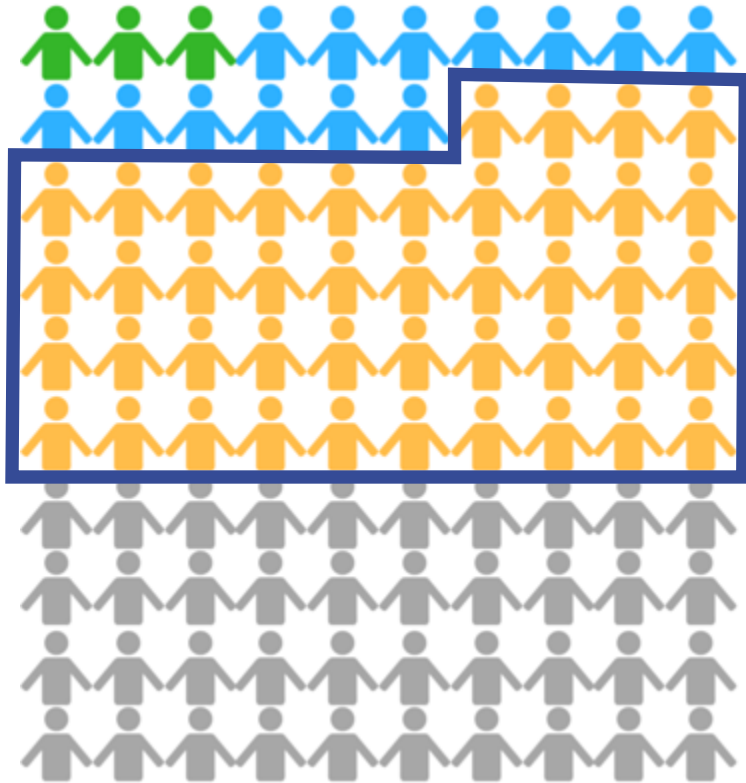


Less than one percent (0.2%) of employers select “excellent” when asked to rate new high school graduate entrants’ overall preparation to enter the workforce.

Source: Learning for Career and Life Success, New Profit, November 2014  
<http://www.newprofit.org/wp-content/uploads/2015/12/Power-Skills-New-Profit-Deloitte.pdf>



# Are they ready for careers?



44 % are unsure

Statement: Today's high school graduate is ready for the world of work.

Source: [PDK/Gallup Poll](http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47_2015.pdf), September 2015  
[http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47\\_2015.pdf](http://pdkpoll2015.pdkintl.org/wp-content/uploads/2015/10/pdkpoll47_2015.pdf)





**YES!**



Go to [veinternational.org](https://veinternational.org) to join the  
transformation.

#readyforcareers



# Thank you

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