

IV. Agenda for the Summit's Facilitated Dialog Sessions

Ground Rules for Dialog

- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share “air time.”
- If you are offended, say so; and say why.
- You can disagree, but don't personalize it; stick to the issue. No name-calling or stereotyping.
- Speak for yourself, not for others.
- One person speaks at a time.
- What is said in the group stays here, unless everyone agrees to change that.

Phase I. Discovery Phase- (50 minutes)

Identify the peak moments of excellence you have experienced in having your workforce needs met —times when you experienced the workforce at its most effective state. That is, discuss the “best of what is” in your business or industry, even the small victories that your business or industry has experienced in having a prepared workforce. Your experience does not have to be a “Guam” experience.

1. Signature programs in your industry that have prepared the workforce for jobs. (what are you most proud of in your industry?).
 - Providing employment for high school students who proved to be very successful in the positions that they were appointed to. Guam's high schools provided informed, self-motivated students.
 - Corporate sponsored management training program, affiliated with national organization, provides internship opportunities within the organization's different departments. Program through American Institute of Banking allows employees already in the industry to pursue their education. Employees studied on their own time, during the evenings or weekends. Certification was available through distance learning.
 - University of Guam offers HR courses in their Bachelor and Master's programs in Business and Public Administration.
 - Internship programs through the University of Guam and Guam Community College.
 - Bringing in consultants and technical experts from off-island to help develop Guam's workforce to meet mainland standards.

- Community Work Experience Program – partners with One Stop and AHRD to provide public assistance clients with vocational training through Job Opportunity Basic Skills Program & Guam Employment Training Program.
- Second chance program for disadvantaged clients (including ex-convicts) through public and private sector cooperation. Companies work directly with caseworker and employee's supervisor who is familiar with his/her criminal history. Management mentors the employee while government pays for first six months of his/her salary before the employee is given permanent status. AHRD-sponsored program.

2. What were the conditions that made these accomplishments possible?

- Co-operative education program prepares students to enter into the workforce.
- Post-secondary co-operative education in the form of internships through two-year and four-year educational institutions.
- Financial aid made available through the educational institutions.
- Collaboration and networking opportunities and initiatives.
- Aside from federal regulations, there are incentives provided through the CWEP program.
- Industry-related, non-profit organizations (SHRM, GHRA, Chamber of Commerce, etc.) assist by implementing/sponsoring programs that address the needs of the local business community.

3. What are your occupational needs?

- Public School System
 - Certified Teachers in All Areas
 - Trained and Skilled Office Personnel
 - Facility Manager
 - Principals Trained in Overall Management
- Land Management
 - Trained land agents
 - Record abstractors
- Film
 - Production Assistants
 - Set designers
 - Assistant Cameramen/Directors/Producers
 - Electricians
 - Carpenters
 - Truck Drivers

- Caterers
 - General Laborers
- Social Work
 - More Social Workers
- Human Resources
 - Personnel specialists
- Insurance
 - Technical Clerks
 - Office Managers
 - Technical Insurance People
 - Underwriter Services
 - Professional Services (CPA's, Lawyers, Actuaries)
- Finance
 - Bankers
 - Bank Tellers
 - Loan Officers
 - Loan Servicing Agents
 - Trust Managers
 - Other Asset Managers
- Fisheries/Agriculture
 - Farm Forecasters
 - Insurance Specialists
 - Marketing Specialists
 - 4-H Cooperative Extension Agents

4. What are the entry-level skills for your industry?
- Basic skill sets (reading comprehension, basic mathematics, basic writing competency) allow employees to branch off into more specific areas within the organization.
 - Technology skill sets/competencies (computer applications).
 - Inter-personal skills.
 - Verbal and written communication.
5. What are the training requirements that should be met by our local schools, colleges and universities?
- Management training for school principals.
 - Teaching real world application skills (money management, social skills).
 - Train the trainer.

- Team building.
- Strategic planning.
- Entrepreneurship skills.
- Public relations.

6. What are the current obstacles to recruitment and retention?

- Salary (too low)
- Poor presentation skills by applicants
- Lack of career mobility
- Inability to pass basic skills tests
- Lack of infrastructure (utilities) – life is perceived as being better elsewhere
- Restrictions in terms of flexibility
- Rising cost of benefits

7. What kind of continuous, reliable data is needed by your industry to make good decisions about your workforce requirements?

- Labor statistics (unemployment rate)
- Public assistance statistics
- Economic data
- Compensation/benefits statistics
- Population data
- Available training schedules

8. And how should this data be reported?

- Website access
- E-mail distribution
- Periodic distributed reports
- Periodicals
- Media (television, radio, print)

Phase II. Dream Phase- (20 minutes)

Envision what a workforce might be in your in your business or industry. That is, what are the achievable dreams that you have for your business or industry that can be built on the past or current accomplishments?

- Your Ideal Workforce Environment:

- Shared values (cleanliness, organization, time management)
- Flexibility (individuals should be diverse in terms of the services they can provide)
- Adequate funding
- Good infrastructure (air conditioning, adequate facilities, basic furniture, resource centers)
- Competent and efficient workforce
- Caring workforce/management
- Strong leadership
- Succession planning
- Able to communicate effectively with each other
- Highly literate workforce
- Creativity through diversity in the workforce
- Improve employee morale
- Recognition programs
- More trained staff
- Childcare/work assistance programs
- Incentive programs (bonus)
- Less bureaucratic/political red tape with public partners
 - Include stakeholders in processes that need to be streamlined
 - Provide incentives in terms of recognition and reward programs to encourage the streamlining of processes
 - Hire specifically competent people
 - Approach:
 - Identify the source of the problem
 - Review/develop SOP's – communicate
 - Orientation
 - Implement pilot program
 - Implement final program
- More modern equipment
- Industry partnerships
- Reliable transportation
- Access to Internet
- Competitive compensation
- Employee lunchroom
- Wellness/fitness equipment and programs
- Fair and thorough grievance process with appropriate follow-up (penalties for managers)
- Customer service
- Employee assistance/personal development program

Phase III. Design Phase- (30 minutes) and Phase IV. Doing Phase

Create a strategy to carry out the dreams that your group has identified in the earlier phase. What can be done to build on the current qualities of the workforce, and what aspects of the workforce need to be strengthened in order to achieve your group's vision and hope for the future?

Identify the specific steps your group would like to take to put your dreams into action. That is, what innovations or experimentations will your group undertake to reach your shared vision or dreams? (30 minutes)

Specific action steps to achieve vision or dreams:

- Your strategy:
 - Specific action steps to achieve vision or dreams:
 - Stop using H-2 program
 - Invest in the local people
 - Ongoing training
 - Conduct regular HR needs assessments
 - Salary surveys
 - Enact laws that ensure employees are fairly and adequately compensated
 - Enforce/update existing mandates and regulations
 - Establishing awareness programs
 - Grant writers
 - Management training
 - Identify and revisit priorities (funding, personnel)
 - Succession planning
 - Mentoring
 - Professional development
 - Whoever was responsible for respective area should conduct the training
 - Cross-training
 - Planning future goals (5-year, 10-year outlook) and developing the workforce accordingly
 - Assist employees with career development by promoting self-assessment – allow employees to identify areas that they would like to potentially work in
 - Partnerships
 - Establish advisory council – industry leaders can provide ideas/needs to instructors

- Infrastructure/Lack of Certified Teachers
 - Involve the parents by calling a meeting
 - Teacher-parent partnerships
 - Involve the community (identify funding sources)
 - Private sector sponsorship
 - Provide incentives to teachers who further their education
- Management Training
 - Regular management training: quality supervision, customer service, employee empowerment
 - Revisit employee compensation packages
- Employee Development
 - Inventory of current skills
 - Conduct a needs assessment on training
 - Determine what areas employees would like to be trained in
 - Identify cross-training opportunities
 - Implement or schedule
- Incentive Programs
 - Identify merit criteria as opposed to increment/bonus method
 - Identify a funding source
 - Create the program
 - Create a benchmark so that employees know how close they are to obtaining incentive
 - Set higher standards as benchmarks are met
- Less bureaucratic/political red tape with public partners
 - Include stakeholders in processes that need to be streamlined
 - Provide incentives in terms of recognition and reward programs to encourage the streamlining of processes
 - Hire specifically competent people
 - Approach:
 - Identify the source of the problem
 - Review/develop SOP's – communicate
 - Orientation
 - Implement pilot program
 - Implement final program