



THE BIRTH2WORK WHITE PAPER

ENSURING WORKFORCE SKILLS OF THE FUTURE: THE BIRTH TO WORK PIPELINE

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ABSTRACT

This paper is the written synthesis of eight years of thought, research, and discussion of a complex set of growing, global, workforce issues being faced by the business community with regard to the adoption and integration of technology. But far more than being about helping business leaders execute a business plan to meet owner and shareholder economic returns, this paper is about the new insights, knowledge, and actions needed to develop capable, whole people today for tomorrow's economy; an economy which is deeply dependent on technology innovation for growth and long-term sustainability.

This paper focuses attention on helping those who are responsible for developing capable, whole people to understand the dynamic system that is impacting each human being from the time he/she is born to the time he/she enters adulthood, as a member of society. It provides a perspective on events that grew into trends over the past 40 years, and suggests a visionary, integrated framework for preparing youth to become engaged, productive members of society-- as the future workforce, as citizens, and as leaders in an increasingly complex world.

It is vital that business, media, government, health, community and education leaders come together and align their visions as never before. No one sector has the responsibility, capability or capacity to operate alone

within the system of life that impacts us all, daily. Leaders everywhere must share their best thinking around the development of ideas that will support family, community, education, and workforce demands coming together, not as separate demands in people's lives, but rather as facets of a whole, integrated life. We understand this

concept in technology as old devices are reborn and made new and more efficient by the integration of old systems with new ones.

Based on a new systems view, that includes helping people become more efficient in their lives, as well as with technology, this paper talks about key perspectives and behaviors that must be in place culturally, to lead the way.

FOREWARD

The workforce that supports a strong and vibrant economy must balance imagination, natural resources and technology in the creation of products and services that meet rapidly changing commercial, civil and government needs.

As the world grows more complex, the challenge increases of developing the specific capacities and quality of mind needed to bring about this sustainable balance. Despite significant and sustained expenditure of government and private resources, and the commitment of nationally recognized organizations and leaders, this balance

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of imagination, natural resources and technology is far from optimal. Rapidly increasing complexity and dependence on technology, diminishing natural resources, declining student achievement by current measures, coupled with fewer and fewer young people pursuing critical technical careers, is creating not only a future labor shortage; it is creating a future skills shortage. And yet there are many who might believe that having gone through, and been successful in, the educational system is enough to entitle them to a job.

We live and interact in a large, complex global environment. The quality of thinking and creative interactions needed to thrive in this environment must match the complexity and interdependent nature of the environment. Never before have so many people—entire families, companies, communities, corporations, states and nations—been challenged to apply long term, integrated systems thinking to their daily lives. This quality of mind involves a new level and quality of communication, shared vision, collective intelligence, and direct coherent action by all stakeholders in the global economy. Community stakeholders include government, education, business, media, health, and community/non-profits, in addition to each family's stakeholder community of individual parents, caregivers and children. Only with shared vision, personal involvement and the creative intelligence of all stakeholders can we develop the necessary strategies, systems, approaches, and apply resources to meet the demands of our increasingly complex and challenging global community.

The current and projected decrease of creative and technically competent professionals, coupled with the graying of the current technical workforce, has far reaching systemic implications. At risk are the individual lives of today's children, our future workforce. In a larger context this risk threatens the fabric that weaves our social, economic and national security. Failure to nurture and develop specific capacities in today's children, capacities that can intelligently meet current and future needs,

directly affects all aspects of our society. Every segment of society must take an active role in meeting this fundamental challenge. Long-term reliance on short-term approaches, such as H-1B Visa program (the US Homeland Security Department's nonimmigrant classification of aliens who are employed temporarily in a specialty occupation), is not a solution to meet national workforce needs. It is not sustainable and therefore contributes to the long-term problem. It allows us to throw away our children and steal children from other countries temporarily. Some research is even showing that eventually H1B Visa holders eventually go back to their countries with American organizational experience and the money they saved here to get businesses going back home. Does this help our competitiveness in the long run?

Further, it is unacceptable to place disproportionate blame and responsibility on our K-16 educational systems. Key elements to meeting the challenge of developing a long term, capable workforce include: a) more public visibility of leaders from all sectors of society working together in an integrated way; b) engaging and leveraging the capabilities of media producers, directors, and writers who shape and influence our culture (and future workforce trends) with the stories they choose to tell; c) realize that in a competitive global market everyone has a personal, life-long responsibility to learn, unlearn and relearn their skill set in order to successfully compete for work; and d) show determined support for the integration of actions currently under way by industry, society and the government.

Since the mid-1960s, the question about whether there would be sufficient numbers of people with technical education and capabilities to meet the future economic and defense needs of the nation has

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raged. During that same 40-year period, studies, conferences, papers and surveys have provided few, related insights or information useful in guiding decision making that would lead to different actions than those already taken or currently under way by the same government and education sectors. Further, while well intended and well funded, government initiated programs have done little to alter the downward trends in student academic performance. And while many have claimed that there would be an inevitable shortage, others countered with anecdotal assurances that the market would respond to meet the need, seemingly without regard to the drastic changes in the social/ cultural fabric that have continued to overwhelm families and drive young people's behaviors statistically downward.

Therefore, key questions to keep in mind as you read this paper are:

1. Can business take the risk that market demand alone will drive enough people to pursue technology-oriented careers to meet market and defense needs of the future?
2. Are today's approaches to developing tomorrow's workforce of sufficient scope and intensity for meeting future workforce needs locally and globally?
3. As globalization drives businesses to create relationships that take advantage of human and capital resources without respect to borders (outsource), how will individual nations ensure their economic stability, national defense, and standard of living for their own citizens?

BACKGROUND

The U.S. economy and our national defense have traditionally expected industry to be robust and forward thinking in order to meet national needs, and to spur development of new commercial products and services. Increased velocity in technology development, however, along with dramatic shifts in consumer and military market demands for products and services, and competitive challenges in a global market, have all magnified the need for a

sophisticated, technically talented, and business savvy workforce. But whose job is it to develop such a workforce?

Human development of this magnitude does not happen overnight, or in islands of excellence dotting the global landscape. It is the result of diverse, yet aligned, activities initiated by large groups of stakeholders in continuously evolving environments. State and local governments, social services, educational institutions, business, professional organizations, parents, students, publishers, the media, and many others (as stakeholders), all have vested interests and important roles to play in human development and, therefore, in eventual workforce readiness. Those roles and actions play out over a period of nearly two decades as children are transformed from birth into capable, intelligent, creative human beings, who are well grounded in academic skills, citizenship requirements, and employability and work readiness skills.

The U.S. education budget is in excess of \$530 billion in search of this elusive excellence. These dollars are, so most business people believe, aimed at helping to meet workforce and citizenship preparedness objectives. The view of educators about their obligation to prepare students for the workplace reveals a different perspective, though. Educators have historically stated that their role is to prepare citizens first, not workers. Is preparing students for citizenship *in addition* to assuring that their economic self-sufficiency is taken care of too? Or, is that some one else's responsibility? If so, then whose is it? This difference in views, long unstated and misunderstood by many, may be part of what has led to the crisis industries are facing today. What is the role of education and what is the role of industry in preparing tomorrow's workforce? Why does the historic education view persist?

There is not, that we know of, a

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collaborative, shared view between the major institutions, economic sectors, and stakeholders who are concerned with human development, about who is responsible for the different stages of birth to maturity development and what the desired outcomes look like. Old views of separate responsibilities and outcomes prevail.

According to the Bureau of Labor Statistics, the fastest growing occupations this decade are in technology and information management. Given the speed at which technology is advancing and new communication devices are connecting the world, is content-driven education enough to prepare students for the realities of the technically dynamic workplace? Richard Judy of the Discovery Institute predicts that 60 percent of future jobs will require training that only 20 percent of the current workforce possesses. Where will the push come from to help drive stakeholders toward a blazing show of support for all the ways that leadership and resources can help with the nurturing of innovative, creative, and technically talented young people whose needs are growing by the day?

- According to science and engineering data from NASA, between 1998 and 2008 there will be 1.9 million new jobs in science and engineering.
- There will be 198,000 college graduates per year to fill those needs, (approx. 2 million over 10 years).
- But, during that same period, 2 million science and engineering workers are expected to retire. The result is a short-fall of more than 2 million workers.

Because the workforce pipeline is in fact students who are in the K-12 education system today, current metrics paint a disturbing picture relative to meeting this need.

“From 1992 to 2002, the average reading scores for fourth graders on the National Assessment of Educational Progress, known as the nation’s report card, remained flat. The average score for top students increased while the average score for the

bottom students declined even more significantly...Two thirds of students tested fell below the level the federal government considers proficient, and 37 percent fell below even basic knowledge of reading, meaning they could read little beyond simple words and sentences and could not draw conclusions from what they read...The gap between the very top and very bottom levels widened in all racial and ethnic groups.” - The New York Times, “*Gap Between Best and Worst Widens on U.S. Reading Test*” April 7, 2001

“New census figures show the United States is relying more than ever on the skills of foreign-born scientists and engineers. Yet the number of foreigners coming to work in those fields has recently plummeted—and Americans are not rushing in to fill the gap, according to a report from the National Science Board.

If those trends continue, it warns, the nation will find itself unable to compete with growing economies such as China and India for the brainpower needed to remain a world leader in science and technology.” – San Jose Mercury News, “*Panel: U.S. Science Leadership at Risk*” December 2, 2003

At a Town Hall luncheon in Los Angeles, Calif. on April 11, 2003, then U.S. Secretary of Education Rod Paige offered an even broader perspective, saying that average reading scores for fourth graders in the U.S. have remained flat since the 1984 report, “A Nation at Risk” was published. There has been no measurable improvement in students’ reading performance for 20 years.

Technology firms are creating and evolving in a completely new work environment. It is as if we are becoming a nation that finances innovation, but does not do it ourselves, which would be the role of the technical elite. The future world of work is uncertain and changing daily. There is no body of content that

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can be taught today to prepare students to solve the problems of tomorrow that are not yet defined. Given that, **excellence in the future workforce will be defined not by memorized data and information, but by capacity and capability, driven by imagination, innovation, and creative intelligence.** More must be done to ensure proper brain development early in life. The cost for amending this lost opportunity grows as young minds grow, and is becoming nearly prohibitive for businesses to fix when new hires enter the workplace without requisite capabilities for creativity and innovation on the job, long the hallmarks of industry.

In college and on-the-job are far too late to try and catch up people's capacities and skill sets. The California State University system has reported as recently as 2003 that their initiatives to catch freshman college students up to where they should be in the first year of college has not shown much effect, despite significant sums of money invested in remedial classes.

The other question this raises is if this trend is so pervasive, how then, did most all of us fail to see it coming? We create and operate some of the most sophisticated technological, communication systems hardware ever developed by humankind to advance personal communications, defense, and consumer sales. But we failed to perceive the need to change the way people are prepared to live and work in the present and future economy that resulted.

One significant event that has stood out was a seemingly overnight cultural shift that flip-flopped family lifestyles from rural to urban in just 10 years between 1945 and 1955. It was such a major social shift that it impacted how we learned and worked from then on. Only recently have we begun to consider the magnitude of that change.

In 1963, the first high school graduating class of America's baby boomers turned student achievement downward, in spite of the fact that previous generations had continued to register improvement during a depression and two world wars. Considering

the advantages the baby boomers had been afforded in their youth, it would seem that they should have achieved a *higher* level of academic success, not lower. This pointed to a radical cultural shift at work despite the improvement of their overall economic situation. According to research psychologist Dr. Stephen Glenn, commissioned by Presidents Johnson, Nixon, Reagan and Carter to study the factors around the decline in educational success of America's youth, this statistic was unsettling.

Glenn reported that before WWII the American public was 70 percent rural and 30 percent urban. Family networks were strong and communities shared responsibility and celebration around common concerns. Neighbors shared a common language for success and being smart was a good thing.

At the end of the war, 12 million people (6 million soldiers and 6 million women who had been working in the factories) found themselves with a choice to go back to the farm or stay in the urban areas that would become our metropolitan cities. They decided to stay in the cities.

An additional 5 million couples joined those already there, which radically changed the fabric of America's society. In one decade this country turned itself upside down and became 70 percent urban and 30 percent rural. Strong family networks and community support systems were transformed almost overnight as a completely new environment was born. Values were driven by the world outside the homes, measured by what people could consume, rather than what they could produce. Children's presence in the family was no longer an economic necessity. Their role transitioned from being an asset and contributor on the farm to them having significant free time and in many cases no responsibility for adding to the family income. This radically different social structure altered

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children's sense of place, worth and purpose. Their feeling of belonging, their bonding, diminished.

Research has since shown us that bonding, finding one's sense of place and purpose, provides the context for learning and performance. By altering this context we altered the social foundation for learning. But we didn't know it then and are just beginning to understand it on a large-scale now.

Simultaneously, television was introduced in addition to many other technologies and social/cultural changes. But TV's impact was a little more insidious than other changes because it has taken a long time to recognize what effect it had on millions of children who sat down in front of their electronic box for hours on end for so many years. While this is not to say that its effect was calculated or deliberate, it robbed children of countless hours of integrated play that we now know are critical to whole brain development. Sold to households all over the country as an educational wonder, it delivered information using concrete images (pictures) rather than symbols and metaphors (words), and brought about a devolutionary step in terms of brain development and complexity. The brain systems that process pictures are different systems than those that process abstract symbols and metaphors.

These three factors: (1) radical changes in the social environment, bonding, belonging, family (2) significantly curbing hands-on, integrated work and play among young people and, (3) inventing a concrete rather than an abstract delivery system for information, represented what many are now recognizing as root causes for our collapse of educability. *These unprecedented forces reshaped our nation's culture in less than a generation. These forces are presently impacting the cultures of nations around the world who are being affected by mass marketing for the first time.*

The prosperity of the past 50 years helped economic standards and expectations to rise, but the fabric of our society and the

hidden factors that naturally supported the well-rounded, integrated growth of the child, changed dramatically. We failed as a collective body to appreciate how these cultural changes were affecting a) **the developing brain** and its long term capacity for critical and creative thinking, so vital to industry and business today and b) and **the cohesiveness of an integrated, social infrastructure**, that promoted a sense of purpose and value. In other words, we didn't connect how these cultural changes influenced practical changes in how we worked and related to each other. Media culture became our culture.

How deeply have these changes affected learning and performance? Belonging, place and purpose, early language development and imagination, are top predictors of future forms of critical and creative thinking. Both are severely undermined by the current environment, for all demographic profiles. In 1950, the average American teenager had a spoken vocabulary of 25,000 words. Today the average is less than 10,000 words.

In the last few decades advanced brain research has revealed that the environment and the brain are two sides of a vast, complex and dynamic system. Human development is "experience dependent." Experiences with the world alter the brain's structure, chemistry and genetic expression throughout life. It is the direct experience of the social environment, of which culture and schooling are part, which sculpt the developing brain and thus take advantage of the potential defined by the DNA. DNA is potential, not prescription. The sensory stimulation from media sources, interactions with people and environment that the brain receives during its most sensitive periods of development determines the nature and quality of the capacities that unfold. In suggesting, "Imagination is more important than knowledge," **Albert Einstein advocated a shift of**

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priorities from the accumulation of information to capacity building. This shift of priority, we believe, is essential, and must be cultural, if it is to make a meaningful difference.

Understanding this central point creates the bridge between early childhood development and workforce development. To have sustainable impact, the whole child/youth development cycle must be considered, along with higher education. Education, media, and community constitute a system of influences in developing minds.

Today's businesses are facing a dizzying array of changes that demand the capacity to respond to uncertainty. Traditional views of child development and education are no longer adequate or relevant to those who must think about the future workforce. Innovation and creativity are the essential keys to current and future workforce excellence, but they are capacities, not content. Like all other capacities, innovation and creativity, innate in form, they must be developed if they are to be of any use. ***No one can be conditioned to be creative. Creativity and innovative thinking require experience and practice and are difficult to test.***

The capacity to imagine, that is, to create mental images not present to the sensory system, is the capacity upon which all later forms of critical and creative thinking depend. Developing the capacity to imagine, vital to all subsequent forms of critical and creative thinking, demands a complex integration of neural processes in the developing brain. Concrete pictures, computer graphics, photographs and television fail to bring about this integration. Appreciating this distinction and its impact on early brain development is critical. All too often, because these tools are mistakenly thought of as "technology," their use by students is pointed to as technology training. Unfortunately, this faulty thinking leads teachers and learners away from the value of personal and group experiences as being critical to enhanced learning capability.

Hands-on and team-learning are critical

to developing the skills of the future workforce.

The ability to work with uncertainty is not a content issue. Assessment testing can measure data and skill but not capacity, imagination and creativity. For a successful future society and workforce, priority must be given to those activities that facilitate greater capacity building first, to be able to respond to uncertainty, beginning very early in life. Constant test taking is not a requisite skill for many jobs in today's business environment. In today's business environment, jobs require constant creativity and innovation because of the continuous expansion of applied technology.

In the aerospace industry, it was concluded some time ago that the issue of quality was not a small "q" but a big "Q" issue. Many things, including requirements, definition, and design, affect quality. Well before the real quality of the end product can be assessed, those processes affect production where measurement occurs. The same is true in education and workforce development. The formal educational process, or small "e," shares some responsibility for developing the workforce of the future, but not all.

We concluded that all the stakeholders listed earlier affect the big "E," and must all be engaged in workforce development. Because of what we know about systems and how they function, we believe our traditional response in industry has been too limited and our focus too narrow. Industry needs to do much more than give dollars and demand better results. Industry needs to take a leadership role in helping facilitate changes in the overall (big E) education process, which includes the larger social and culture environment that we now know shapes the developing brain and its behaviors in a variety of ways over time, not just early childhood. We have systems

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integration skills and capabilities that can help in ways more dramatic than dollars.

A NEW PERSPECTIVE

The challenge of future workforce education is more than ensuring the delivery of content driven programs at the right time. There must be students with the desire to participate. Available data indicates there are enough students in the pipeline and sufficient workers available to meet the demands of the growing employment base. Statistics such as academic performance and career track selections, however, indicate that they are not strongly interested in the fields where there is a great demand and economic opportunity. In fact, in some cases there is even a decline in interest, in spite of a greater promise for income, especially among women and minorities.

This raises the question, "What else is influencing their perspectives, attitudes and beliefs such that they do not attend programs aimed at their long-term prosperity and which meet industry needs?" The institution that business and society in general usually look to to forge our children's views about career is schools. But schools have significantly less of our student's time than we generally perceive, just 12% from kindergarten through 12th grade graduation and, therefore, they have far less of an impact than we would like to think.

Statistical studies show that students' career choices are being influenced most by media and then by their peers. Films and TV shows are where they look for a lifestyle model which increasingly offers less and less motivation to work in the technology-based industries that many who currently work in those industries grew up with. To understand the influence of TV on workforce, consider the example of the television series "CSI: Crime Scene Investigation," and its related spin-offs, that have sent the number of applications to forensics programs soaring since its premiere.

This raises the question about where and how to begin reaching out to the future

workforce. Studies show that teenagers today see more than 3,000 advertisements per day which primarily glamorize a lifestyle of consumption and prioritize good looks over intelligence. These, compounded by television programs, movies, and print media that do not popularize careers in science and engineering, and suddenly career fairs promoting those fields seem markedly insufficient competition for parents' and students' attention, much less motivation.

RESULTS OF ACTIONS TAKEN THUS FAR

A current, executive summary of discussions, small gatherings, think-tank style meetings, and educational summits in the United States and Europe, involving a few thousand stakeholders, highlights seven shared values (or imperatives) that emerged repeatedly from all those we talked with.

A corresponding set of four action steps, described further in this paper, was then applied. These steps are familiar to program managers and leaders in industry and education where systems thinking is central to the success of large scale change, whether cultural or program driven.

A systems approach is not aimed at consolidating under one organization the thousands of actions underway in the areas of education and workforce development. Rather the goal is to provide a strategy and template to ensure that all stakeholders operate more cohesively at both local and global levels. Aerospace is the most consistent user of this process.

INTEGRATED STAKEHOLDER ACTION IMPERATIVES:

The seven imperatives, or shared values, necessary for ensuring that stakeholders are prepared to work as a team in developing the workforce needed to meet future workforce requirements are:

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1. Think differently about communication. Devices AND messages are important. People must know how to use devices, but they must also know how to create and tell positive stories about the industry and its people, or the devices cease to be relevant.

2. Recognize the future workforce as a valid, common purpose for moving forward together. A bright, technically advanced workforce is imperative for a secure homeland in the broadest sense.

3. Operate as integrated stakeholders rather than stakeholders managing independent programs. Leveraging resources is key to sustainable success.

4. Define our own motivations and purpose for being engaged. Better utilizations of resources, students with a greater capacity to learn, and having a greater impact are all valid motivations.

5. Seek to better understand the relationship between young people and the media messages that influence them. What stories are youth listening to now? Who is telling them? What are their motives? Do young people know the difference between manipulation and information?

6. Ensure all of the stakeholders participate.

7. Actions need to impact young people throughout their development, beginning early in their lifetime.

Those seven imperatives (or shared values) provide the foundation for four key actions that have the potential for fundamental change in the development of both citizens and the future workforce.

FOUR KEY ACTION PLAN STEPS

1. Align the Leadership. As in all large-scale systems integration activities, alignment of the leadership is key to achieving an agreed upon vision, expectations for the involved stakeholders, setting the framework for allocation of resources, establishment of respective roles and responsibilities, and defines key stakeholder interfaces. Thus,

communication with stakeholder leaders, using common language and data concerning what is now known about the status of education, the developing brain, and workforce readiness is key.

2. Help people recognize that in a new economy old words can have new, even different meanings, depending on who is using them. “Communication” in the telecommunications industry usually refers to laying the pipelines that carry ones and zeros from point A to point B. To others it means the exchange of information between people. Both are correct, but different, depending on which part of the company you work in.

On a program level, leaders need to align their respective organization resources (both financial and human) to ensure knowledge development and outreach actions are strategically integrated and aligned within the organization, as well as the community, where the organization does business. This includes expanding the view of community outreach beyond dispensing funds.

3. Collaborate with Media. Work with those involved in preparing and delivering media messages internally. In communities where companies do business they need to understand the significance of media stories and the ways they:

a. Shape public perceptions and shape culture. Work with the media to share more about what leaders know when it comes to solving problems and ways to move an organization forward. This builds a common knowledge base and a culture receptive to technology careers.

b. Steer students toward activities and experiences that allow them to become media producers, not just consumers. Embed student reporters in classrooms and work places, not just as passive

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observers, but active storytellers, capable of reporting what they see and believe to be true. Science and scientists are usually portrayed as evil, corrupt or “mad” in film and TV stories. Who better than the young people to write and tell a different story?

c. Influence community understanding of the technology based industries, key issues, and opportunities in the job market through stories in unconventional channels. An example is collaboration with other trade media such as education publications, to swap stories with industry trade magazines.

Transformation leaders take at face value the importance of aligning with customers, the leadership team and employees, and put in place strong communication plans to support those actions. The transformation in workforce development requires the same action, but with an expanded view of a more pervasive media base.

4. Integrate Stakeholder Programs and Activities. With a vision in place and stakeholders aligned to meet that vision, the next major step is to begin focusing stakeholder actions on that vision, not as individual organizations, but as elements working as part of an integrated system.

At local, regional, state, and national levels, thousands of programs focus on helping young people be successful at all stages of their lives...from pre-K readiness through post-secondary education. Programs span a wide range from learning new skills to social interaction. However, surveys show that few of the programs are aligned, few work together, and even within specific stakeholder organizations, programs overlap and/or fail to know about each other's existence and miss opportunities to leverage and maximize potential. Thus stakeholders (including their leaders) need to:

a. Identify and support existing programs that meet long-term workforce needs.

b. Support programs that include participants from across many

stakeholder groups.

c. Ensure that related programs are well defined, supported, and aligned, so that as youngsters move from program to program they continuously build skills and capabilities.

SYSTEMS INTEGRATION THINKING

The future success of industries' abilities to support a strong and vibrant economy is dependent on having a workforce with the desire, capacity and capability to translate technology into products and services that meet commercial, civil and government needs. Based on current trends, achieving this objective necessitates reevaluation of the process for nurturing future

workers. Though our present educational system has existed for over 50 years, we recognize that working in separate institutions and competing for dollars is no longer productive. The activities and actions of many stakeholders outside the field of education have a significant impact on student perspectives, attitudes, and thus behaviors toward pursuing technically oriented careers.

Clearly, the responsibility for creating and implementing such a change does not rest solely with educators (little e), but with all stakeholders (big E). The role of the industry leadership is to bring the competency, capacity, and motivation to facilitate the change.

Can this really happen? The challenge in any cultural change is reaching agreement that the current state needs changing, describing a common vision of what the future state looks like, agreeing on the process for achieving that future state, aligning respective roles and with an understanding of the availability of resources, align them.

Those who have not been involved in broad cultural change often have a conditioned consumer market response

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to this problem: they expect instant solutions. The next steps are supposed to be laid out for them because experts have done the thinking and the answer is neatly packaged. All they have left is to go do it. We don't have that luxury any more.

The answers we seek must be born out of the thinking of all of us. We are all experts in our respective areas, but we must have many stakeholders included in our workforce conversation. More than 400 meetings with individuals and organizations in the United States and abroad have assured us that everyone wants to take part. But pulling key players together is a messy, time consuming process. Going the path of transformation and change alone isn't working. If we don't have time now to get together and do it right, when in the future will we be able to do it over?

Those who have been through a culture change in the business environment recognize that what is needed in a broad national system is complex. Those in aerospace are coming to realize they possess a set of tools in their industry that can be applied to facilitate system change outside aerospace. Thus the thinking and set of tools that got us to the moon can lead us to the future.

SUMMARY

Industry is facing a critical juncture as many of its seasoned and skilled workforce prepare for retirement, with insufficient numbers of capable workers in the wings. And, because the overall educational system (big E) is not fully aligned to deliver people to the future workforce equipped with the capabilities of innovative and creative thinking, and desire, the aerospace industry, along with other technically based industries, must begin to take on our share of the responsibility to make this happen.

It must consider active and engaged involvement in working with other stakeholders to change the current education and workforce development system. Leaders must learn a new language and become more personally involved in

understanding not only the challenges, but become engaged with stakeholders outside of their industry. Those involved in leading change must recognize the impact media has on cultural transformation and work with the media to help shape and craft the messages that will motivate students to more readily pursue the "cool" opportunities of technology based industries.

Further, the issue is not that there aren't a plenitude of activities aimed at exciting students, supporting teachers, or developing innovative, standards based curricula. What is needed is top-level systems architecture for aligning and integrating these programs and activities. Currently, many programs, while tactically focused, fail to address strategic intents and needs, hence industry finds itself failing to find people with the right skill sets. The issue is not the quantity of people, but rather the lack of available qualified people, nearby.

The time for broad stakeholder involvement to bring about a cultural change is now. The developmental social systems that support our economic wellbeing are faltering, with many blaming the educational system. Yet, from the time a child is born to the time they graduate from high school, students generally spend less than 12% of their time in school. Arguably, students can spend as much as 25% of their time sleeping, but 63% of their time is involved in other activities. While this is not meant to diminish the substantial impact schools have on student learning, it does mean that schools alone are not solely responsible for the projected workforce problem, nor are they the only answer.

Similar workforce crises in the past have involved the viability of individual companies. Today's crisis involves essentially every industry reliant on technology for its competitive edge. No one company or industry can solve this problem. It will take all of us. What we

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can and must do is use the capabilities of systems integrators to facilitate relationships with all stakeholders that will create the changes necessary across the country, if we are to sustain industries that are fundamental to the quality, lifestyle and security we all enjoy.

The six stakeholder sectors—media, government, business, education, health, and community based organizations—must begin to align around the concerns of our youth, *our future*, as never before. We must develop and share a common set of terms and data, work together in creating an integrated vision for the way forward, a set of strategies to turn that vision into reality, and put in place the associated structures and systems to achieve that vision. We must each bring our expertise, our wisdom, and our knowledge to the table. No one individual, organization or stakeholder group alone can have the kind of impact on what we need to go forward as a nation. For the past 40 years many have tried, but the results have been the same - a few islands of excellence, but overall a decline in the development of our youth. It is time to change what we do as individuals and as leaders. It is time to find our common ground. We can. We have the tools and we have the wisdom. Our future depends on it.

So, what stakeholder group do you belong to?

How are you affecting the quality of tomorrow's workforce?

Are you prepared to stop the focus on individual programs and apply your talents to an integrated plan?

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READINGS

Books:

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