



Not for Profit Project: Jaffa Foundation

Skills Gaps – Analysis Report

Full-Time MBA Class of 2017

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Executive Summary

Reason for report

This project was commissioned by the Jaffa Foundation. The Jaffa Foundation is a Not for profit organisation which sets out to promote “entrepreneurship, financial literacy and advanced life-skills to young people”.

The fundamental questions that this report seeks to answer are:

- How do large employers perceive the problem of the skills gap among first time jobbers between 18 and 25 years of age?
- What industries and/or job functions should Jaffa Foundation target?

Whilst the question asks for “large employers” your definition of this was translated to “Global Brands” with a strong presence in United Kingdom.

After answering these questions set out within the brief, we have provided some supplementary recommendations.

Main findings

How do large employers perceive the problem of the skills gap among first jobbers between 18 and 25 years of age?

- Employers do perceive there to be a skills gap amongst first time jobbers.
- The skills gap impacts negatively on the business.

Type of skills gaps

- The primary research identified that Social and Cognitive Domains accounted for the 43% and 37% of the skills gap respectively, together making up 80% of the skills gap. In particular, this pointed towards “Communication”, “Management”, “Abstract Thinking and Problem Solving” and “Commercial Awareness” skills.
- The secondary research confirmed the primary research findings in that “Communication” and “Problem Solving” were identified as some of the main skills gaps. However, “Technical, practical, job specific” skills were actually identified as the top skills gap.

Cost to Business

- From the primary research, 14 out of 28 participants identified that there is a skills gap of which the highest with 7 out of the 14 associated this cost with an increase in the cost of training (both in time and money spent). However, from the secondary research, the majority of the cost of the skills gap is said to come from an increase in workload from staff.
- Organisations that undertake training tend to combine a mixture of internal and external training. The secondary research outlined the cost of training to be £2,550/employee.

School leaver vs. Graduate

- The secondary research proved that the more educated the first time jobbers are, the more work-readiness they are believed to have. Further, Global Brands are companies that are able to “attract the best talent”.
- The primary research showed that 10 out of 28 Global Brands’ first time jobbers were solely made up of graduates, 14 out of 28 had a mixture of school leavers and graduates that made up their first time jobbers, whilst 4 were unsure or did not recruit first time jobbers.

What industries and/or job functions should Jaffa Foundation target?

Industry and/or Job function

- The primary research suggested that Corporate Functions, Sales, Marketing and Engineering may be particular job functions that could be targeted. However, the sample size was broad and so this can't be argued with much certainty.
- In terms of Industry, the primary research was not able to reliably point to a specific category. However, the secondary research outlined that the Engineering, Manufacturing and Construction industries are the industries with the largest skills gaps.

Competition

- From the primary research, it is evident that 21 out of 28 participants do provide training and that there appears to be a general consensus from participants that provide training that their existing programmes are effective (13 out of 21 said they are effective, 4 out of 21 said they are effective but it just takes time.)
- The participants interviewed take a range of different external courses from different providers which are primarily categorised into private businesses and educational institutions.
- There were no Not for profit (NFP) organisations identified by the participants that currently provide training.
- However, from the secondary research it is evident that where a presence is felt by an NFP, the Prince's Trust is likely to feature.

Recommendations

Current strategy

- Should you wish to pursue Global Brands, we would suggest that you concentrate primarily on two subject areas, "Communication" and "Abstract Thinking and Problem Solving", and look to equip graduates with these skills as this appears to be the largest segment of first time jobbers in the Global Brand recruitment sector.

Alternative strategy

- Jaffa Foundation could undertake more research into the perceptions of companies which are not necessarily "Global Brands" and companies that recruit less educated first time jobbers, such as those leaving straight from school.
- There is a larger skills gap for less educated individuals, therefore suggesting an increased need for training amongst this demographic.
- From a charitable perspective, we assume that this may mean that equipping those more in need is more in line with the fundamental charitable objectives of the Jaffa Foundation.
- From a business perspective, we assume that the larger the skills gap the more the amount of money is spent in training to fill the gap.

However, we would recommend that the above two perspectives are investigated with further research.

Although the Jaffa Foundation may be operating in a similar space to that of the market leading "Prince's Trust", we would recommend that the Jaffa Foundation look to the strengths and weaknesses of the Prince's Trust in identifying benchmarks, ideas and trends in creating their business model.

1 Introduction

1.1 The Client

This project was commissioned by David Jaffa (referred as “you” hereon) on behalf of the Jaffa Foundation. The Jaffa Foundation is part of the Virgin Unite 24902 Community, an organisation that seeks to give their time, resources and network in order to develop ideas that improve the lives of others on our planet. According to the Jaffa Foundation (2015), they seek to have a particular focus “in promoting entrepreneurship, financial literacy and advanced life-skills to young people as well as finding new ways to support teachers to be effective educators”.

You have a background in educating young people through your founding of e-learning service providing platforms, SAM Learning (UK) in 2000 and Penda Learning (US) in 2010. SAM Learning and Penda Learning have provided e-learning courses to over 4 million primary and secondary school students (Jaffa Foundation 2015). The Jaffa Foundation has a license to use the technology of both SAM Learning and Penda Learning in projects that look to further the Jaffa Foundation’s not for profit focus. However, the use of the SAM Learning and Penda Learning technologies is not exclusive to the Jaffa Foundation and it may seek to use whatever tools necessary in order to ensure the success of any particular project.

1.2 The Consultants

The consultant for this project was Alliance Manchester Business School, University of Manchester, Manchester (referred as “AMBS” hereon). On behalf of AMBS, five students from the class of 2017 Full Time MBA program assisted in this project. The students were Rie Yokoyama, Fabiola Andrade, Rahul Shah, Youngjin Woo and James Bracewell (referred as “We” hereon). We completed the project under the supervision of Patricia Perlman-Dee (referred as “the Supervisor” hereon).

1.3 The Brief

We were issued with the initial brief on 4th September 2015. The original brief can be found in Appendix I: Original Brief.

You identified the business issue in the brief as follows:

“Identify the specific skills gaps that employers are experiencing with first-jobbers-so that we can create online content to teach and assess those same skills.

Build awareness of the Jaffa Foundation among Heads of Graduate Recruitment.

Establish our credibility as an organisation who understands the specific skills-gaps they have with their milk-round intake, in order to...

Build a community of participating employers.”

1.4 Approach

We sought to identify what your aims and objectives were whilst seeking to balance the requirements of the course content of the Not for Profit Consultancy project. At first, we sought to create a scope that provided a recommendation to you in response to a business issue. We undertook multiple re-drafts of the original brief in order to settle on an appropriate brief. This sought

to reconcile your aims and objectives alongside those of the AMBS Full Time MBA program which required us to address a business issue that could be addressed by a consultancy approach. Rather than solely building a database of contacts, building the awareness of the Jaffa Foundation and identifying the specific skills gaps, we wanted to ask the Fundamental question “Is the Jaffa Foundation idea of providing accredited online e-learning courses to first-time jobbers feasible?” Our proposed fundamental question would then be answered through the business issues. One such business issue that you did not support was the following:

- Are leading employers interested in accrediting courses?

Following discussions and a number of re-drafts, the final brief was decided upon (Appendix II: Final Brief).

1.5 Definitions and Conditions/Limitations

Your definition of “large employers” was “Global Brands” for which a list of organisations that met this category were specified in a list, which was an indicative list of 167 companies made up from FTSE 100, London Top 20, and other recognisable household names provided by you (referred as “Target List” hereon) (Appendix III: Target List). You defined first time jobbers as those aged “18 – 25 years old” who were “entering the job market for the first time for a full time position”. You increased your expectations from 20 interviews to 30 interviews. You requested us not to undertake a sales pitch in seeking to gain interested parties to accredit the courses.

2 Research Method

2.1 The Research Question

This research was born from your hypothesis that employers identify a skills gaps in first time jobbers. As agreed with you, a first time jobber is “a typical school leaver or a university graduate in the age range of 18-25 years and works for an organisation on a full time basis”. You wanted to better understand what the skills gap they identified looked like and what was the impact attributed to it, from the perspective of Global Brands. Based upon your hypothesis, the following questions formed the focus of our research:

Fundamental Questions

- How do large employers perceive the problem of the skills gap among first time jobbers between 18 and 25 years of age?
- What industries and/or job functions should Jaffa Foundation target?

Sub-Questions identified to address the Fundamental Question

- What does the skills gap look like from the employers' perspective?
- What is the cost of the skills gap to employers?
- Do employers provide specific training to fill these gaps?
- Competitor analysis and demand for learning resources?

2.2 The Target Population

Referring to “large employers”, you were driven by a requirement for employers that were “Global Brands”, rather than an organisation that necessarily employed a large amount of people, although inevitably global brands are large employers. In addition to a requirement for “Global Brands” you identified the Target List of 167 companies (Appendix III). You asked that we speak to Practitioners and HR personnel within these Global Brands in order to get their perspective on the skills gap amongst first time jobbers.

2.3 Sample Sizes

The initial Target List formed the basis of the sampling frame. We hoped to achieve a hit ratio of 20% i.e. conduct interviews with 20% of the employers (Practitioners and HR personnel) from the said 167 companies considering that the AMBS network was the source of the contacts. Achieving this hit ratio would result in conducting 30 interviews which was the specified number of interviews in the brief. Once individuals were identified from the contact list, a method of Volunteer Sampling - people who volunteered to participate in the survey - was to be adopted. Based on the initial hypothesis that there is a skills gaps and information obtained from secondary sources like UK Commission for Employment and Skills (UKCES) that employers identify skills gaps in first time jobbers, we assumed that Volunteer Sampling would work and participants would be willing to share their experiences.

However, only 3 participants out of the 30 individuals AMBS contacted in the first two weeks of the research agreed to participate in the interview and thus, it was becoming clear that the hit ratio was less achievable in the given time frame. From the target list of 167 companies, 141 contacts from 128 companies could be identified. Consequently, we adopted Snowball sampling where we asked

the participants to recommend other people who they thought could assist us - for e.g. a participant from a retail company put us in contact with another practitioner from a manufacturing company - thus creating a multi-sampling approach. This helped to make the sample data more orientated, despite the fact that some of the samples came from outside the target list.

2.4 Variables studied

The research was specific to the perceptions of Global Brands, therefore the variables were not strictly set in stone, as Schriver (2001) writes; “qualitative research can have more flexible variables and is more dynamic”. As we were seeking to identify the depth of meaning and experiences, Goodwin et al (1996) mentions that, “qualitative research in general is not characterised by any systematic approach to identifying, varying or measuring variables”. Nevertheless, there were many different variables that were considered based on the nature of the research –

- Industry sector of the participants
- Role of the participants
- Number of first time jobbers
- Proportions of first time jobbers hired (school leaver/university graduate)
- Job functions the first time jobbers are hired for
- Perceptions of participants on the skills gaps

2.5 Questionnaire, data collection methods and scheduling

2.5.1 Creating Collaterals

The “Collaterals” were prepared at the outset. Collaterals were our definition of material that were prepared that would be used to undertake the research. The principle Collaterals were made up of an introductory email (Appendix IV), website write-up (Appendix V), and questionnaire (Appendix VI).

The introductory email consisted of a brief description of how the research came about, the main questions to be addressed and the request of a suitable time to schedule an interview with the participant. The email also contained a link to the Jaffa Foundation website providing information of the research in the form of a website write-up.

The website write-up was hosted on the Jaffa Foundation website and contained details in addition to those mentioned within the introductory email and also contained information about the members of the team that were undertaking the research. We believed that publishing this information on the website would provide more details about the scope and purpose of this research to a potential participant and would also lend credibility to the research.

Following a number of drafts, the Collaterals were confirmed with the Supervisor and you. Thus, the first communication with the target population could commence.

2.5.2 Creating a project plan

Alongside the drafting of the Collaterals, we created a project plan which was used to accurately define your requirements, the project timeline, and scheduled weekly meetings with you, which you approved.

2.5.3 Gathering Contact Details

AMBS Alumni

Following the first meeting with you on 10th September, we started identifying people from LinkedIn who were working within companies on the Target List and were alumni of AMBS. After compiling an initial list, we approached the Alumni Relations office at AMBS. A brief introduction of the project was provided to the Alumni Relations team and they sent out a request for assistance on our behalf to the potential participants.

Post Graduate Careers Services (PCS)

More than 2 weeks into the research, we had a less than expected hit ratio of interviews scheduled from the alumni contacted. The next source of contacts was the AMBS PCS team that are in charge of recruitment to gain an introduction to recruiters within their network that would be willing to participate in the survey. Again, a brief introduction about the project was provided to the PCS team in order to enable them to reach out to people that they believed would respond positively to the request for help in the research. The AMBS PCS team organise periodic guest speaker events for which we contacted some of the speakers to enquire whether they would be interested to take part in the research.

LinkedIn

LinkedIn was a primary source of contacts to identify the potential participants. We identified AMBS alumni working in companies within the Target List and contacted them through LinkedIn by sending a message to them directly rather than approaching the Alumni Relations office and PCS team. This would help save time for us as well the Alumni Relations and PCS team. We sought consent for this approach which AMBS granted and they gave permission to contact alumni directly via LinkedIn providing that they had graduated in or after 2009.

Personal Contacts

In parallel to talking to the Alumni Relations team and the PCS team, people within our own personal network were also contacted who could help us in this research. This included yourself, Kerrith and the Supervisor who assisted with this greatly.

Public Domain

Contact details were also sourced from the websites of the companies on the Target List for which a contact was not established to find the published details of the recruitment department. After obtaining these details we sent out emails or made calls to enquire whether they would be willing to participate in our research.

Snowball Sampling

The above methods of contact gathering were used in order to undertake the Volunteer Sampling method. However, we also gained four participants by Snowball Sampling. This involved requesting the contact details of other potential participants from the contacts of participants on the Target List.

The methods adopted above provided a varying degree of success. From the initial list of 167 companies, we identified 141 contacts from 128 companies. After realising that the target of 30 interviews from these companies could not be achieved, 102 people from 93 additional companies were contacted in order to achieve our target.

Figure 1 below shows the break-up of the number of people contacted, the source of the contacts, the number of responses received and the number of interviews conducted. As seen, the contacts obtained through our personal network, your personal network and other sources (the Supervisor, Snowball sampling) were the most productive and the contacts sourced from the public domain had the least response rate ratio (number of interviews conducted to the number of people contacted). The response ratio for the contacts sourced through the Supervisor and Snowball sampling was 100%, however calls made or emails sent to contacts sourced from the Public Domain did not work effectively for the purpose of this research with a response ratio of less than 1%.

Source of Contacts	Public Domain	LinkedIn	Alumni Relations	Personal Contacts	Your Contacts	Others	Total
Number of people contacted	99	70	30	30	8	6	243
Responses received	17	12	11	15	8	6	69
Interviews conducted	1	4	3	7	7	6	28

Figure 1. Break-up of people contacted and interviews conducted

2.5.4 Master Contact List

A master contact list was created to record the necessary details of the contacts gained (e.g. company name, address, contact details, source of contact, and progress of contact). This list, internal to the team, reflected the status of the interviews scheduled and interviews completed at any given point of time.

2.5.5 Designing the questionnaire

The research required the in-depth experiences of individuals and skills by their very nature that are difficult to quantify. Hence, we decided that a qualitative, semi-structured interview would be most suitable. We had a discussion with the Supervisor and yourself to provide options for questions but agreed that open-ended questioning would help obtain better results hence all the questions were open-ended. In the questionnaire, it was clear that you required the participants' experiences and stories of the skills gap. Based on the nature of questions in the questionnaire, we felt 15-20 minutes would be a suitable amount of time participants may be willing to provide to the research and importantly give us enough time to gain information for 16-18 questions. An initial draft questionnaire was prepared and there were multiple review cycles with the Supervisor and you until it was finally agreed upon. The main themes in the questionnaire were centred on defining what the skills gap looked like, how it impacts the business, how employers fill this gap, whether their methods employed are sufficient, and what the cost implications of the skills gap were. (Appendix VI)

2.5.6 Pilot Interviews

Prior to the finalising the questionnaire with the supervisor and yourself, it was piloted amongst our personal contacts. Once the questionnaire was finalised, we scheduled two pilot interviews to gain 'real' feedback on the questionnaire. We undertook the first pilot interview with Kerrith Harris who previously worked for a large professional services company in the graduate recruitment

department and the second pilot interview with an AMBS alumni working as a director in a large financial institution.

Following the constructive feedback received from the pilot interviews, we modified the questionnaire and also took into consideration in the questionnaire the confidentiality and ethical aspect –whether we were permitted to quote the participant in our report and whether we could pass on the participant’s details to our client to be contacted later on for a thought leadership workshop to be organised. Despite this, the feedback suggested that the questions were suitable. We also decided that an introduction to the project be included on the questionnaire in case of an instance, such as in Snowball sampling, the questionnaire was sent to a contact of another individual and became detached from the original introductory email.

2.5.7 Scheduling and Undertaking Interviews

Once an individual volunteered to take part in the research, we arranged an interview date and time. The interviews would either be undertaken face-to-face, via a Skype call or telephone call. However, as the interviews progressed, we noted that the preference of the interviewee was for a telephone conversation. This aided our research as the telephone method was a much more efficient method of communication.

During the interview, one member of the team would ask the questions while another member of the team transcribed the interview into an information spreadsheet. Even after pre-arranging an interview, some of the participants either did not wish to take part due to confidentiality issues, illness, lack of knowledge of the subject area, or did not pick up the telephone. We attempted to speak to someone else within the organisation or re-schedule, but the attempts were unsuccessful. Four of our pre-arranged calls could not be re-arranged for those reasons. This posed a risk to the research as there was a possibility that we would not achieve the target of 30 interviews in the given time-frame. This was another factor why individuals from outside the initial contact list were approached to ensure the target was reached.

In total, 28 interviews were conducted with participants from 26 companies as we interviewed two participants from the same company (one practitioner and one HR personnel) for two companies. From these 28 interviews, 24 were conducted by telephone, 1 was conducted face-to-face and 3 participants responded to the questionnaire via email.

2.6 Limitations

The use of Volunteer sampling was an ethical and convenient way of obtaining additional participants for our research. However, it can be seen as an unrepresentative and therefore a biased method because the sampling was not random and participants volunteered to take part in the research. It may have been better to have a stratified sample, dividing the target population into subcategories, and therefore provide a strict sample of different industry sectors for example. But due to time constraints and limited availability of participants, the sample took a broad range of different industry sectors.

Although the participants were practitioners working in Global Brands, their knowledge of skills gaps were limited to the department they were working in. The participants suggested that their views did not necessarily reflect the skills gaps of the entire organisation and the skills gaps could vary across departments in the organisation.

Conducting interviews was the only means of gathering information for our primary research. This meant that the information collected was dependent on the interviewer’s skills. Also, we did not consider other forms of qualitative research methods like focus groups and participant observations because of the schedules of the participants and the specific nature of our research.

2.7 Data Analysis

In order to analyse the qualitative research data appropriately, we decided that Narrative Analysis would be the most effective method to adopt in order to better understand and thus present the findings.

Narrative Analysis, according to Schutt (2011) involves the coding of stories in order to classify them into general parts.

In undertaking Narrative Analysis of qualitative data, Sofaer (2002) provides the below method to analyse the data.

- Describe the sample population
- Order or code the data (data processing)
- Display summaries
- Draw conclusions
- Develop strategies for testing or confirming the findings

Describe the sample population

The use of Volunteer and Snowball sampling helped to shape the sample. Following a discussion with the Supervisor we hoped that the scope of the brief could potentially be narrowed by identifying a few or one single industry from which the sample would be formed, the availability of a substantial number of participants in one or a few particular industries was limited mainly due to the profile of the participants and companies. For e.g., 16 people mentioned that they were not the right person to conduct the interviews after looking at the nature of the questions.

Figure 2 helps to define from which industries the 28 participants belonged.

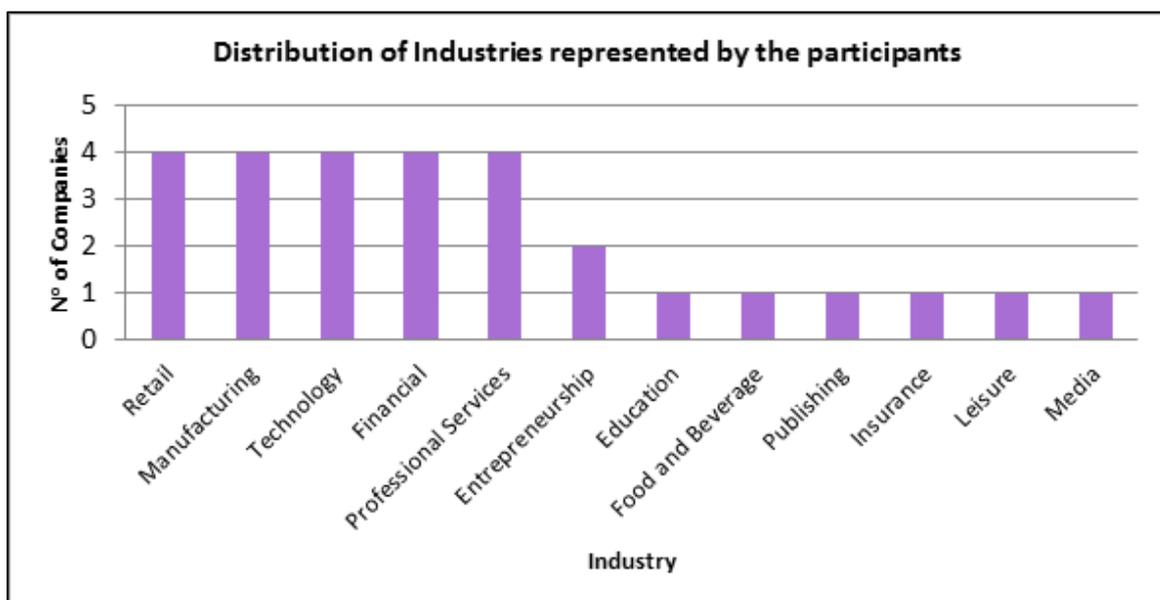


Figure 2. Distribution of Industries represented by the participants*

Source: Primary Research, Questionnaire

(*) 25 Participants from Large Companies, 1 from Medium Company and 2 from Small Companies. According to definition of a “large company” (HM Revenue & Customs, 2015).

Further, as the distribution of the samples amongst the industries varied greatly, so did the size of the companies (in terms of employers) for which the participants spoke on behalf of, as seen in Figure 3 and Figure 4.

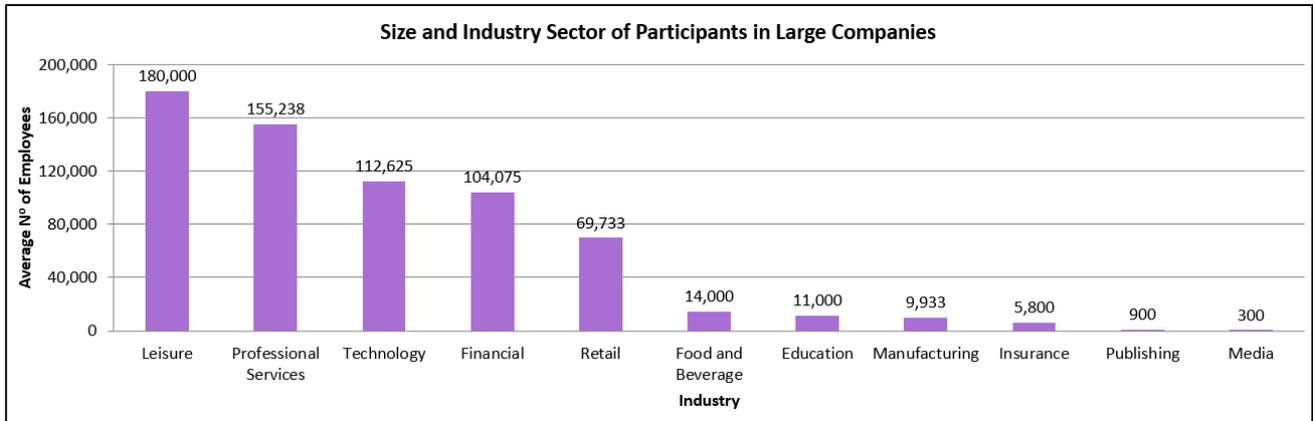


Figure 3. Size and Industry of Participants in Large Companies
Source: Primary Research, Questionnaire

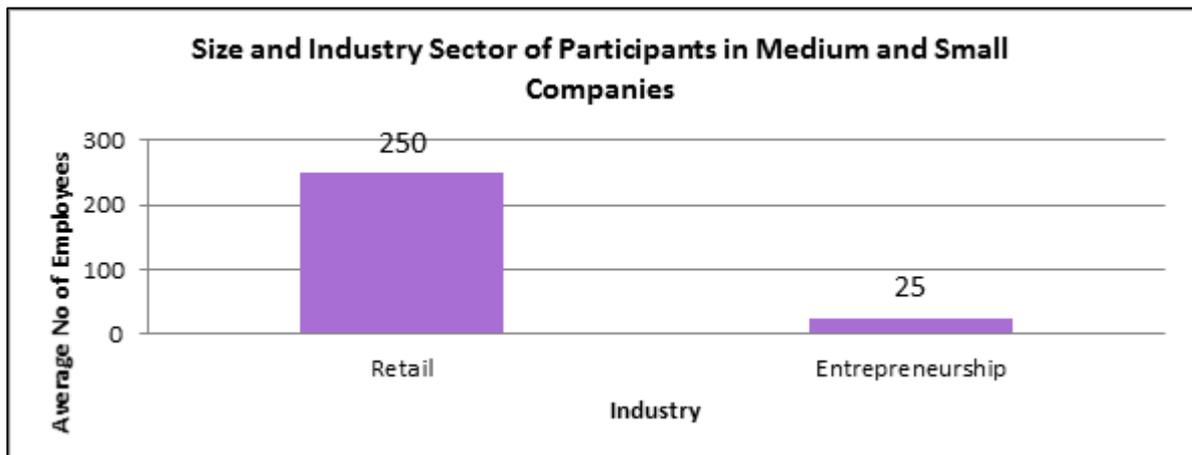


Figure 4. Size and Industry of Participants in Medium and Small Companies
Source: Primary Research, Questionnaire

What's more, the sample size varied in the job function of the participants. While 15 of the 28 participants worked in the HR department, 13 were practitioners.

Thus, the group were to some extent representative of "Global Brands" as a whole, but in order to gain in-depth knowledge and gain certainty on a particular industry, the sample that was formed was particularly broad.

Figure 5 represents the average number of first time jobbers these Global Brands hired on a full time basis in a 12-month period. To get this information, in the questionnaire the participants were asked, in a 12-month period how many first time jobbers, aged 18 - 25 years old, do they typically hire for a full time position? As seen with the size of the companies, the number of first time jobbers hired varied greatly.

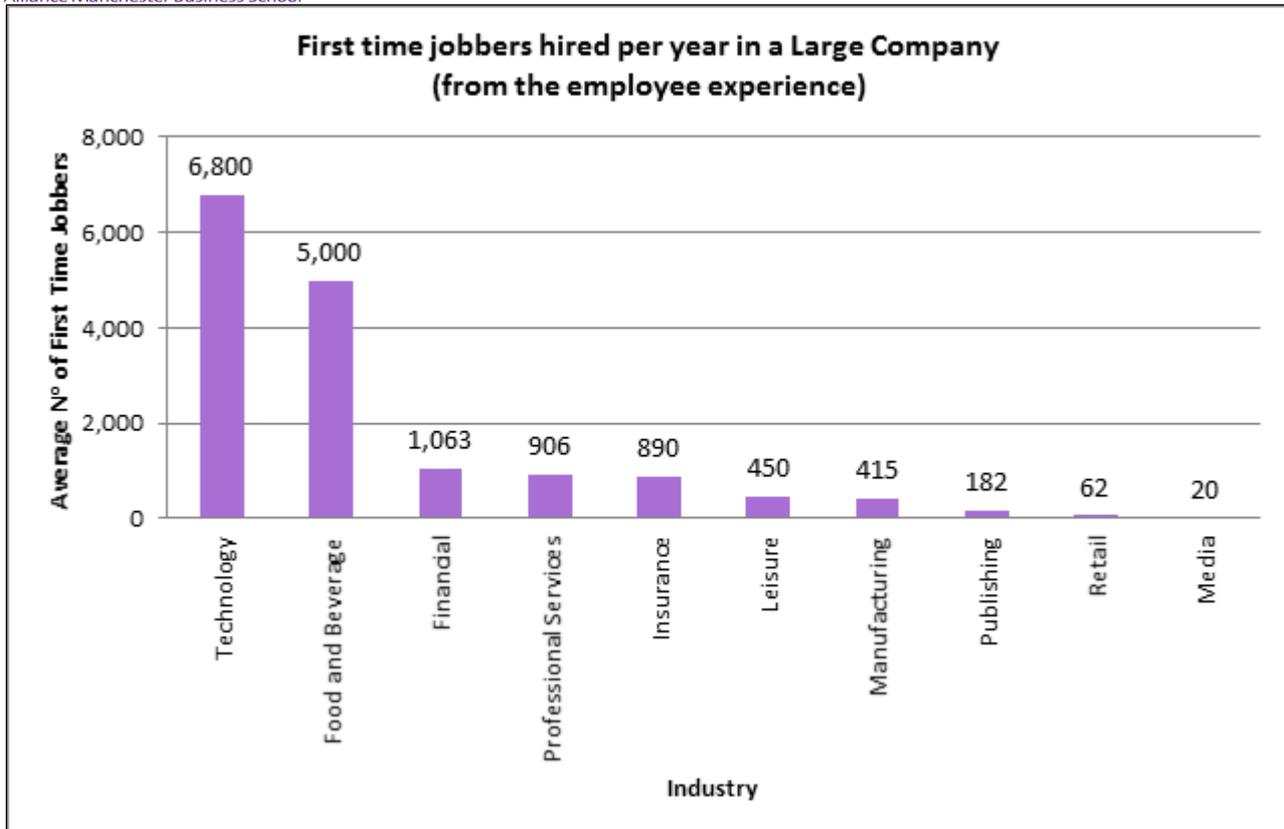


Figure 5. Average Number of first time jobbers hired

Source: Primary Research, Questionnaire

Order or code the data (data processing)

After each interview, we transferred the transcript of the raw field notes onto a spreadsheet as a well-organised set of notes. During this process, we reduced the data and organised it in order to help simplify the analysis.

Display Summaries

The data was ordered and labelled in order to enable the data to be summarised. All the data was grouped together in order to aid visualisation of relationships within the results. The following process was taken.

- Gathered all the information onto one single spreadsheet, organising and summarising the data to enable analysis and keep trace of the original information. Variables such as the cost of the skills gap and whether employers provide specific training were analysed and classified among common themes.
- Created a matrix considering the variable job functions and skills gap. As part of the primary research, interviewees were asked about the top job functions by number of first time jobbers hired? And what 2 or 3 skills gaps do they identify with these first time jobbers?
- Added columns into the spreadsheet in order to categorise and draw the common themes.
 - The Job functions such as Finance, HR, Customer Service and Administration were classified as Corporate Functions.
- The skills were then categorised into the different types of skills gaps. These were Cognitive, Social, Affective and Psychomotor Domains (Bloom et al, 1956, Cobb and Yachel, 1996) (Appendix VII).

- Cognitive Domain (Abstract, creative and logical thinking)
 - Social Domain (Management, Communication and Team working skills)
 - Affective Domain (Culture fit, Ability to adapt, and Engagement)
 - Psychomotor Domain (Technical skills)
- Categorised the data in a matrix.(Appendix VIII)
 - While identifying what the skills gaps look like, the skills were weighted according to the size of the company in which the skills gaps occurred (6 points = large company, 4 points = medium company, 2 points = small company) according to definition of a “large company” (HM Revenue & Customs, 2015).
 - The weighting that was provided to each skill was worked out as a percentage of the total weighting, enabling each skill to be appropriately categorised and given weighting in accordance to its importance. The weights were assigned taking into consideration that larger companies recruit more first time jobbers and thus the skills that impacted larger businesses (larger employers) were assumed to be more important.
 - The result was a matrix from which common themes could be more accurately drawn.

3 Key Findings and Analysis

In addressing the Sub-Questions, we hope to provide an answer to the Fundamental Questions. Thus, we first set out the findings from the Primary and Secondary research in relation to the Sub-Questions.

3.1 What does the skills gap look like from the employers' perspective?

3.1.1 Primary Research Findings

Figure 6 highlights the perceptions of the skills gap amongst the employers who participated in our research.

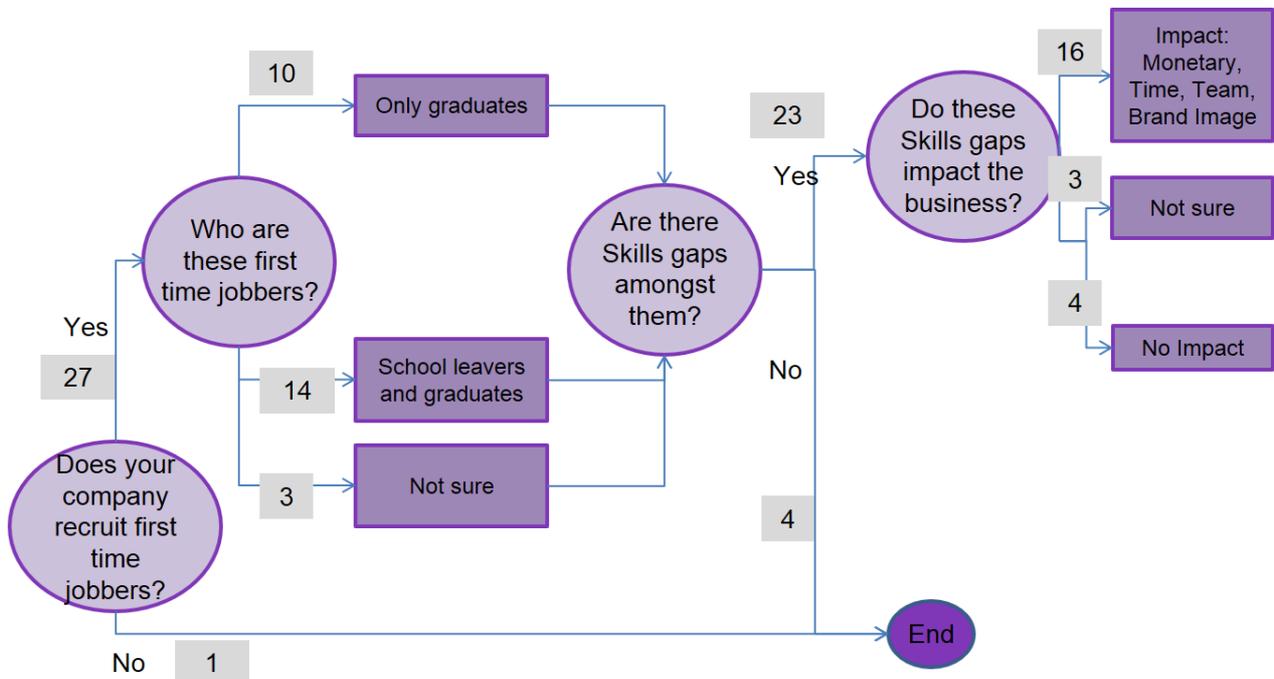


Figure 6. Employers' perception on skills gaps
Source: Primary Research

The sample shows that all the companies, except one, in the sample recruit first time jobbers. However, 10 companies recruited only graduates and for 24 companies the majority of their first time jobber recruits are graduates.

Out of the 28 employers interviewed, 23 identified skills gap amongst their first time jobbers, whilst 4 were unable to.

In terms of the business impact, 16 out of the 23 employers who identified a skills gap amongst first time jobbers said that this impacted the business in some shape or form (be it staff turnover, cost of recruiting, cost of training, distraction to the business, lost business opportunity, lack of internal talent pools, or damage to the corporate brand).

Thus it is evident that employers do identify a skills gap amongst first time jobbers, and from those that identify a skills gap amongst these first time jobbers, the majority outline that there is an impact on the business as a consequence.

During the interview, each participant was asked to identify the top job functions for which they recruit first time jobbers. As seen in Figure 7, the main job functions which first time jobbers were recruited for are Corporate Functions, Sales, Marketing and Engineering. Additionally, participants mentioned other job functions such as Consultancy, Tax, Audit, Research and Retail Banking.

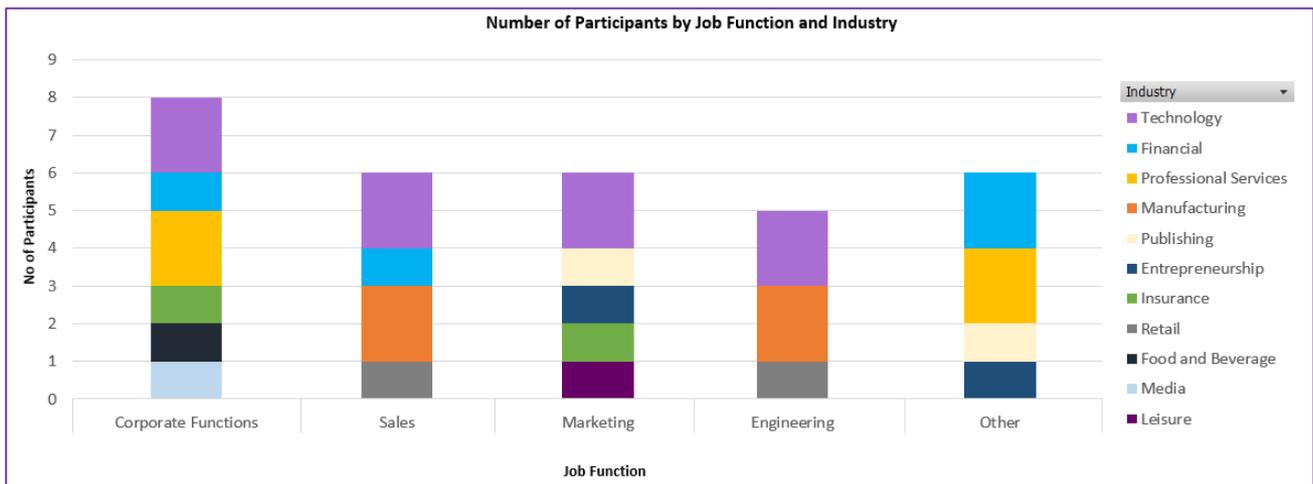


Figure 7. Job Function per Industry
Source: Primary Research

The participants was also asked about the skills gaps identified in these first time jobbers in these job functions. A total of 29 skills gaps were listed. The most recurring skills gaps mentioned were Communication (14 participants), Management (9 participants), Thinking and Problem Solving (8 participants); and Commercial Awareness (7 participants). All these skills gaps represent 43.6% of the weighted total. Following the methodology explained in Section 2.7, these skills gaps were categorised in different domains (Appendix VIII).

The findings provide that the Cognitive and Social Domain account for 80% of the skills gaps; whereas the distribution of skills gaps among role functions is overall homogenous.

Social Domain

The process areas of Social Domain include communicating, relating to others, relating culturally, managing, and leading. The critical skills participants identified were:

- **Communication skills:** This skill was one of the most critical skill gap and included oral and concise written communication, and the correct usage of grammar and language.
- **Management and Leadership:** First time jobbers lack man management skills where the participants felt the first time jobbers could not interact with their colleagues in the office and could not develop relationships with others. They also lack leadership qualities and do not take responsibility of their actions.

Figure 8 specifies the skills gaps in the Social Domain which represents 43% of the skill gaps.

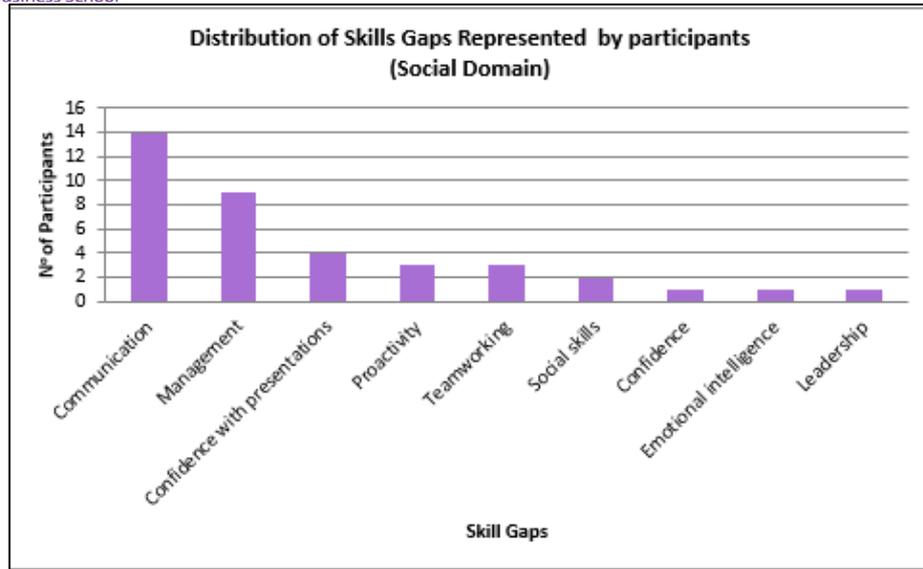


Figure 8. Distribution of Skills Gaps – Social Domain

Source: Primary Research

Examples of skills gaps in Social Domain

- A comparison between two people – one good at the skill and the other lacking the skill “One lady from New York was very open in communicating her ideas. Always got on with her managers. Could be a cultural thing too whereas another guy was not comfortable in speaking. Always shy and a closed personality. Could be because English is not his native language. Tried to mean 'X' but the way he put it across, the interpretation was 'Y'”. Senior Product Manager, global online retailer.
- Cross attributes that impact skills set in more than one area “Ability to adjust to a stiff learning curve and tough environment, Leadership skills, People Management skills. Managing a team in university is different to managing teams at a production line. Engagement with the workforce, Attrition, learning to fit in the culture”. Associate HR Manager, global retail company.

Cognitive Domain

Skills in the Cognitive Domain are focused on knowledge, comprehension, analysis and evaluation. The key skills gaps identified in the primary research for Cognitive Domain were Thinking Ability and Problem Solving (analysis and application of knowledge). Commercial Awareness was also mentioned by participants as a need to evaluate and respond to business issues.

- **Thinking Ability and Problem Solving:** From the participants' perspective, this involved abstract thinking, creative thinking, logical thinking, holistically thinking and strategic thinking. It also involved paying attention to details and trying to find a logical solution to daily problems.
- **Commercial Awareness:** Participants mentioned that first time jobbers lack the understanding of the business – how the business works, how to understand the needs of customers.

Figure 9 identifies the skills gaps in the Cognitive Domain which represents 37% of the total skills gaps.

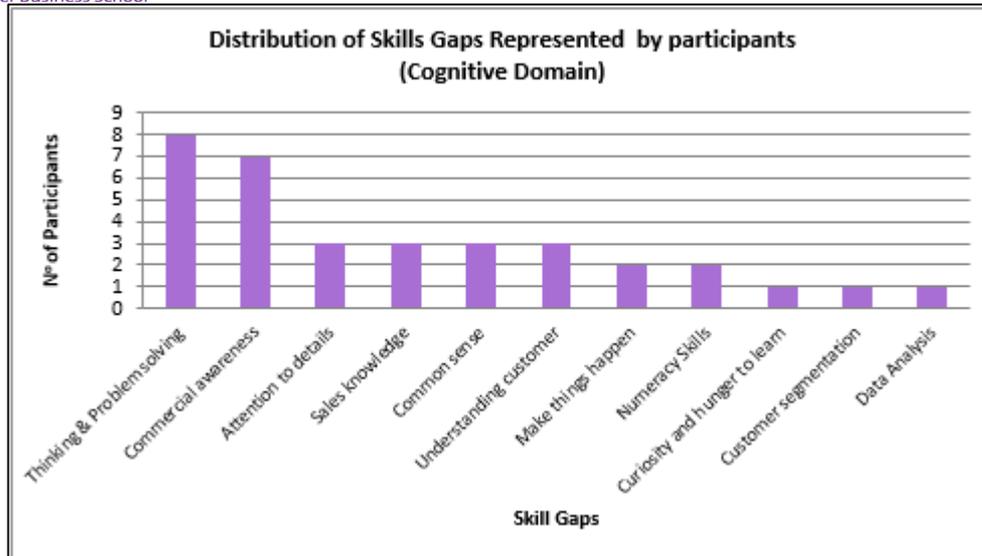


Figure 9. Distribution of Skills Gaps – Cognitive Domain

Source: Primary Research

Examples of skills gaps in Cognitive Domain

- “The person is able to look at the set of data and find meaningful message from the set, then frame it to a story. This requires creative, logical thinking and problem solving skill”. Department Head at a global technology company.
- “Think holistically. They do what they are told to but can be more proactive”. Senior Product Manager, global online retailer.

Affective Domain

Skills in the Affective Domain are associated with receiving, responding, valuing and organising (interrelationships) and characterising (approaches individuals take) and in general refers to how people react to an environment or stimulus.

From the primary research, Ability to adapt and Engagement were the most commonly highlighted skills by participants which are closely linked with the way that an individual behaves or reacts to the work environment.

- **Ability to adapt and fit into corporate culture:** First time jobbers have difficulties to adapt to the company’s culture, work environment or even learning process. They are not prepared to put in long hours at work.
- **Engagement:** First time jobbers do not show sufficient level of commitment towards the company, the reasons being the task is too operative or not what they expected or the payment is not good enough.

Figure 10 identifies the skills gaps in the Affective Domain which represents 12% of the skill gaps.

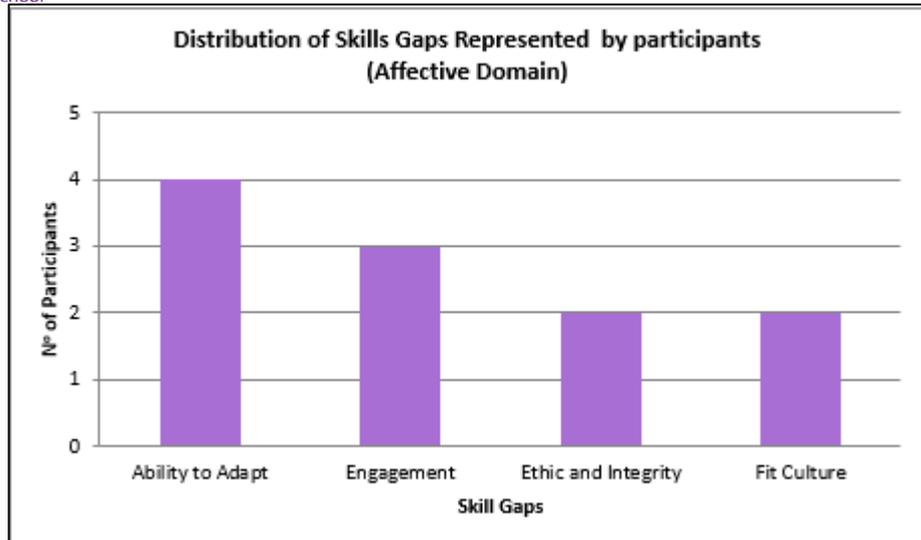


Figure 10. Distribution of Skills Gaps – Affective Domain
Source: Primary Research

Examples of skills gaps in Affective Domain

- “There is a cultural gap, people that does not understand corporate culture, cannot adjust themselves from academic environment to corporate environment which is more structured and requires strategic thinking. Not fitting into specific company culture and corporate working environment, people that do not know how to manage level of involvement, how to manage internal relationship”. Head of Talent Acquisition, global leisure company.

Psychomotor Domain

Psychomotor Domain skills are related with perceptual abilities and physical or mechanical abilities. The skills identified by the participants were Managing of Tools and Technical Engineering. Only 4 participants identified these skills and no specific examples were provided.

- **Technology tools:** Manage of specific technology tools such as computer graphics and java programming and tools for data analysis. Also for the Technology Industry it is important that people demonstrate technology fluency.
- **Technical Engineering:** This skill gap was specifically identifying in the Industry of Manufacturing where electrical engineering needs to manage technical skills and received training as black belts in Six Sigma.

Figure 11 identifies the skills gaps in the Psychomotor Domain which represents 8% of the total skills gaps.

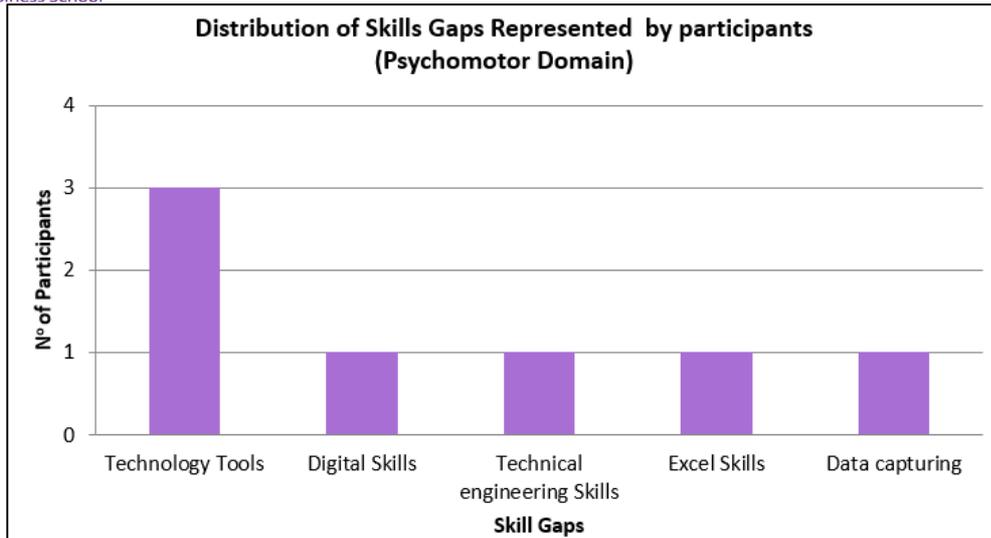


Figure 11. Distribution of Skills Gaps – Psychomotor Domain
Source: Primary Research

3.1.2 Secondary Research Findings

UK employers found that there are skills gaps among first-time jobbers regardless of education level according to UK Commission's Employer Skills Survey 2013 (UKCES 2013), in which 91,000 businesses in UK participated.

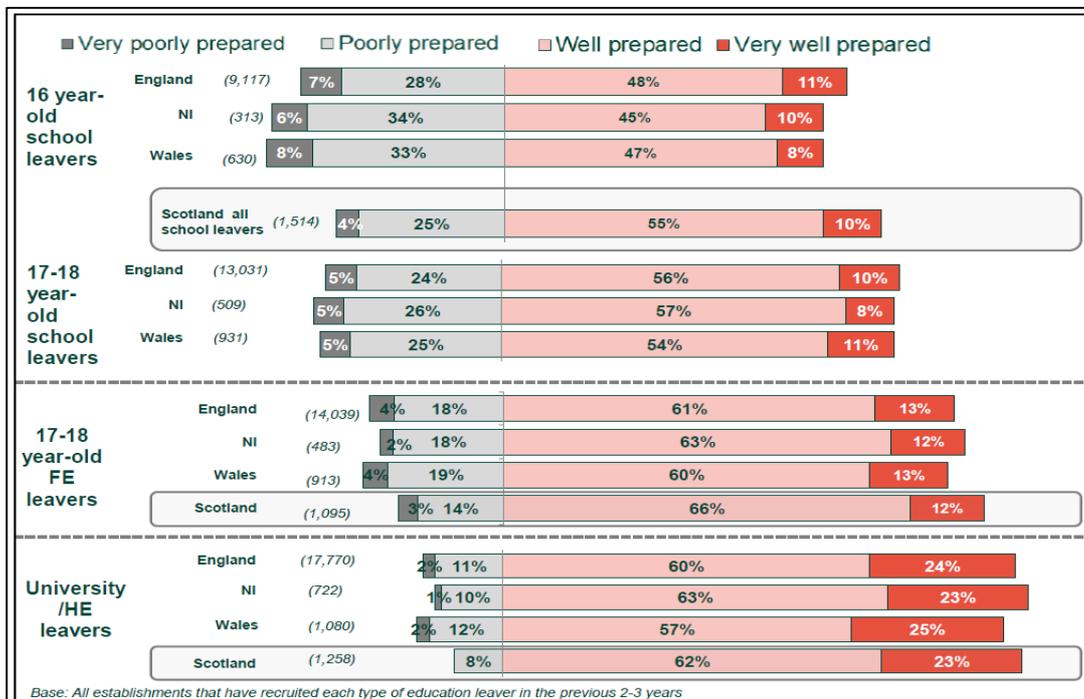


Figure 12. Work-readiness of those recruited straight from education (Source: UKCES, 2013)

The survey result from UKCES 2013 (Figure 12) shows that the older and more educated the first time jobbers become, the more work ready they are for their first job.

Figure 13 shows the different types of skills gaps among first time jobbers leaving education and it indicates that as the level of education increases amongst a first time jobber, so does the level of "work-readiness" for that individual.

Row percentages	Unwtd base		Lack of working world, life experience or maturity	Poor attitude, personality or lack of motivation	Lack of required skills or competencies	Lack of common sense	Literacy/numeracy skills	Poor educational attainment
UK								
School Leavers	19,597	%	22	18	10	5	4	3
FE College Leavers	16,530	%	13	10	7	3	2	1
University/HE Leavers	19,028	%	7	4	5	2	1	1

Figure 13. Skills and attributes lacking in education leavers (Source: UKCES, 2013)

"A lack of working world, life experience" is the most common skills gap that school leavers have according to the UKCES survey while "poor attitude, personality or lack of motivation" was the second most common skills gap. The working world, life experience can be interpreted as a commercial awareness which we found in our primary research as one of the key skills gaps. The poor attitude and personality are similar to "Ability to adapt and fit into corporate culture" and the lack of motivation is close to "Engagement", both of which were identified during the primary research. Thus, the results found in the primary research closely match to those found in the secondary research.

Skills gaps among young people are becoming a more and more serious problem in the UK for employers, first time job seekers, and the country. According to Confederation of British Industries (2014) in their Gateway to Growth Skills Survey of 291 employers, these employers found weaknesses in either literacy/use of English, numeracy, or IT skills, which take proportions of 54% for literacy, 53% for numeracy, and 61% for IT skills, meaning employers are concerned about the skills gaps. Employers are also worried that the supply of skilled employees won't meet the growing demand in UK. 58% of employers who participated in the skills survey answered that the businesses expect difficulties in filling jobs with skilled employees.

United Kingdom should be concerned about the skills gaps because even though its economy recovery and real GDP growth is at almost 3% in 2014 (Statista, 2015) and national unemployment rate is relatively low as 5.7%, unemployment rate for young people (aged 16 to 24) still remains high at 14.4% (The Guardian, 2015). Hence, this imbalanced trend may affect the future growth of the UK. As OECD Programme for International Student Assessment 2012 result shows, the UK have the biggest skills gaps among OECD countries which represents a 12.6% gap in literacy that is almost double the OECD average of 6.5%. (BBC, 2015)

In terms of the particular industries and job functions for which skills gaps are more prevalent, it was difficult from the secondary research to identify specific job functions, but Figure 14 shows that there will be higher demands particularly in Engineering, followed by Manufacturing and Construction industries over and above other industry sectors.

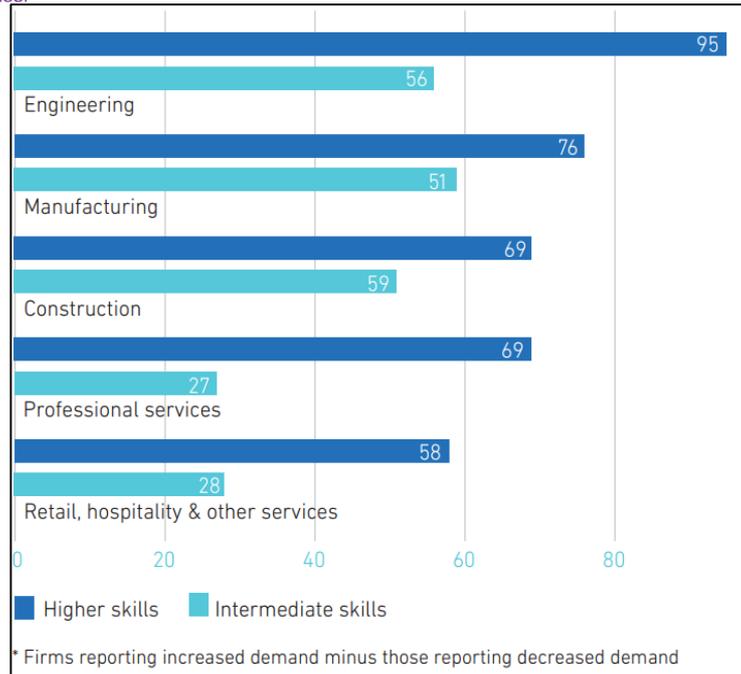


Figure 14. Increased employer demand for skills over next 3 - 5 years by sector (%)
 (Source: CBI/PEARSON Education and Skills Survey 2014)

3.2 What is the cost of the skills gap to employers?

3.2.1 Primary Research Findings

14 out of 28 participants stated that having this skills gap is attributable to an increase in workload for the team or managers, as well as increase in training and recruiting cost for the business. (Appendix IX). 2 participants said that it is difficult to quantify the costs and 3 participants did not give a response.

From the other 9 participants, 1 participant said they do not recruit first time jobbers, 4 mentioned they did not have skills gap but they do provide training to first time jobbers and the rest said that having skills gap don't impact their business adversely but they also provide training.

The cost of training was both in respect of time and money. However, despite these results it was evident that this question was an element of the research that was answered by little certainty amongst the participants in comparison to the other questions that were asked.

As a consequence, it was difficult to provide concrete analysis into the average cost of training per first time jobber per employee. However, we set out some commentary on the responses that were given.

The cost of training per head, from the 8 responses that were able to answer on a per head basis, varied between £1,000 and £6,000 per head per annum. However, this number varied depending on training for all staff and for just first time jobbers, therefore analysis into these 8 figures were limited.

Some of the participants that were interviewed could only provide a total figure, and so set out are some calculations that have been undertaken in order to seek to analyse these figures further.

Industry	No. of employees	Spend on training*	% of revenue*	Training cost (£/employee)
A company from professional services industry	200,000	£28m	0.07%	£140
A company from retail industry	11,200	£2m	0.17%	£178.6
A company from a Fast Moving Consumer Goods (FMCG) industry	80,000	£480m	3%	£6,000
A company from automotive industry	38,000	£100m	0.51%	£2,631.6

*Revenue data is from the companies' annual financial statements 2014 (Other Source: Primary Research Interviews).

Again, the cost per head seems to fluctuate greatly between each participant, however, there is some form of correlation in that no training cost per head exceeded £6,000. It is interesting to note however, that for the professional service providers and retail businesses, the cost of training was relatively low as a total cost per head and also as a percentage of total revenue.

It is difficult to identify correlation of average cost between different industries. An alternative, in future research would be to try and focus on one particular industry and ascertain whether there is a similar training cost per head. The reasons for the lack of correlation amongst the different companies could be vast, but one particular reason may be that each company has a different policy on the level of internal and external training that is offered. External training by its very nature is likely to be costed, whereas internal training (particularly on the job training) is unlikely to be accurately costed.

3.2.2 Secondary Research Findings

According to the UKCES (2013) report, employers believe that the skills gaps have a negative impact on their businesses. Figure 15 indicates the impact of the skills-shortage. Almost all of the impact results in economic loss. The largest economic loss comes as a consequence of increased workload for other staff, then followed by a difficulty in meeting customer objectives, delay in developing new products/services, and loss of business to competitors.

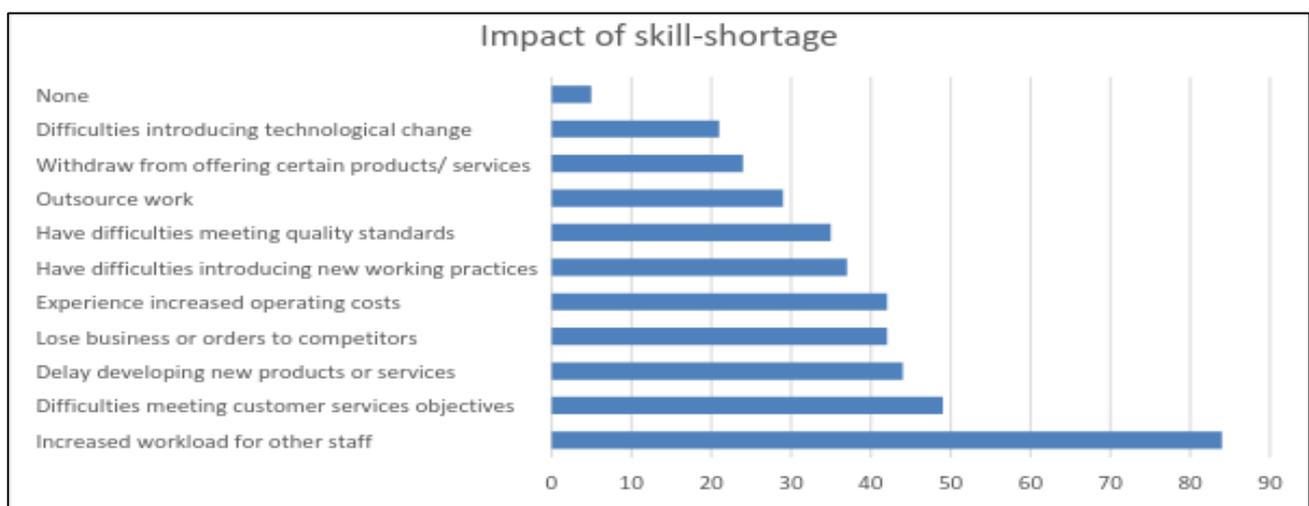


Figure 15: Impact of skill-shortage (Source: UK Commission's Employer Skills Survey 2013)

3.3 Do employers provide specific training to fill these skills gaps?

3.3.1 Primary Research Findings

Out of the 28 participants surveyed, 21 participants mentioned that their companies provided training to their first time jobbers. Only 2 participants answered “No” to the question “Do you train these first time jobbers?”, however, whilst they answered “No”, they did explain that they provided basic training on data analysis and website development.

In the case of other 5 participants, 1 participant said they do not recruit first time jobbers and 4 participants said they did not identify skills gap among first time jobbers.

It is evident that the way in which the employers provide training to their first time jobbers greatly varies from employer to employer. Some employers had their own apprenticeship program, others used their managers to primarily train first time jobbers on the job, and others had external trainers come into the organisation to undertake specific courses among the staff. Further to this, some formed partnerships with universities.

Whilst a number of different training courses and tools were utilised by the sample, it was apparent that each training was tailored depending on the individual requirements of the organisation.

Interestingly, there were a few organisations that used an online platform, providing an encyclopaedia of information for which their employees could utilise to learn more about a particular issue.

3.3.2 Secondary Research Findings

UK employers invested £42.9bn and 113 million days for training in 2013 according to UKCES Employers Skills Survey 2013. On average, employers invested £2,550 and 6.7 days per person for training. Out of 91,000 businesses, 66% of employers provided or funded trainings. However, there is clear evidence that employers are reducing investment in training according to the UKCES survey. In 2011, those employers invested £45.3bn and 115 million days that is £3,075 and 7.8 days per person. Hence, investment in training by employers decreased by £2.5bn and 2 million days. Also, large employers with 100 or more staff spent £12.5bn in 2013 which is a £3.9bn decrease from 2011. This trend is due to employers' preference to provide training internally rather than using external institutions and increasing usage of e-learning system as a training platform.

3.4 Competitor analysis and demand for learning resources?

3.4.1 Primary Research Findings

Out of the 28 participants surveyed, 17 participants answered “Yes, they are effective” to the question “How effective are these courses? Do you observe that these skills gaps have been filled after taking these courses? To what extent?” meaning that on face value there is little demand amongst these participants for extra learning resources. The key training providers identified from the research were university who had partnerships with employers as well as partnerships with software product vendors like Microsoft.

Having said that, some organisations said in addition to whether they felt whether their training courses were useful that:

- Where internal on the job training was a core part of the training, managers need training to enable them to effectively train the first time jobbers.
- Whilst the training was effective, many felt it took time to get a first time jobber up to the correct standard.
- The training was most effective when the first time jobber was undertaking the job for which the training referred to at the same time.
- One employer felt that the training could have been done prior to their commencement of a job.
- One employer mentioned that the practical courses were more beneficial than the theory based courses.

3.4.2 Secondary Research Findings

According to our finding from secondary research, there are a few competitors in the skills-gaps market. The largest and most established one in the market is the "Prince's Trust" which was founded by the Prince of Wales in 1976 and is sponsored by HSBC. The Prince's Trust offers a broad range of training services including Team Programme, Enterprise Programme, XL Clubs, and more.

The Team Programme is specifically designed for young people aged 16 to 25 and it offers a 12 week programme in which young people participate in a team of 15 with one or two employed people who are sponsored by their employers. It is aimed to discover hidden talents, develop team-working and communication skills, in order to gain a nationally recognised qualification. It has helped more than 10,000 young people last year according to the Prince's Trust factsheet.

The other major programme is the Enterprise Programme which is designed for people aged from 18 to 30 who have business ideas and passion for start-up. Essentially, the programme provides trainings and mentoring services to people who want to open their own businesses and offers a low interest loan of up to £7,500. It has been running for more than 30 years and had helped more than 80,000 people.

The XL Clubs at Prince's Trust provide a personal development programme for young people aged between 13 to 19 years old to develop personal and employability skills and gain a qualification. The Prince's trust has been in a partnership with schools in UK since 1998, helping students building confidence and necessary skills. It supports more than 10,000 young people every year and it has been nominated for the Learning Award Children & Young People Now awards 2014 (Prince's Trust, 2015).

4 Conclusion and Recommendation

Fundamental Questions?

How do large employers perceive the problem of the skills gap among first jobbers between 18 and 25 years of age?

It is evident from both our primary and secondary research that employers do perceive there to be a skills gap amongst first time jobbers.

This skills gap does have a negative impact on business (14 out of 28 participants saying that there is a cost). From the primary research, the cost of this skills gap manifests itself in most instances in the form of an increase in the financial and time cost of training (7 out of 14 participants). However, conversely, from the secondary research, the majority of the cost of the skills gap is said to come from an increase in workload from staff.

From the primary research, the cost of training was not answered by the respondents uniformly and so the secondary research was used to point to a cost of £2,550/employee.

The primary research identified that Cognitive and Social Domains by far accounted for the majority of the skills gap (80%), this in particular pointed towards “Communication”, “Management”, “Abstract Thinking and Problem Solving” and “Commercial Awareness” skills. This was to some extent confirmed by the secondary research in that “Communication” and “Problem Solving” were identified as some of the main skills gaps. However, “Technical, practical, job specific” skills were identified as the top skills gap.

The secondary research proved that the more educated the first time jobber is, the more work-readiness they are believed to have. This may point towards a conclusion that graduates may be more in demand from recruiters and thus gain an advantage amongst other less educated first time jobbers to gain the most attractive job. Often the most attractive jobs are where an organisation may be well known, and able to afford to pay higher salaries and provide other work benefits like training schemes. By their very nature Global brands are companies that are able to “attract the best talent” (Interviewstream 2015) over and above a less well known company. The primary research has pointed to this in showing that the majority of Global Brands’ first time jobbers are made up of graduates.

What industries and/or job functions should Jaffa Foundation target?

When looking at the job functions represented in the responses there are some Job Functions for which the Jaffa Foundation may consider to target before others (such as Corporate Functions, Sales, Engineering, and Marketing). However, due to the element of bias that can be created in Volunteer Sampling (as explained above) and the small sample size, it is difficult to provide firm evidence in support of the Job Functions for which the Jaffa Foundation should target. In respect of the Industry sectors the primary research was not able to reliably point to a specific industry. However, the secondary research outlined that the Engineering, Manufacturing and Construction industries are the industries with the largest skills gaps.

In terms of targeting specific industries and/or job functions, you need to consider the competition. From the primary research, there appears to be a general consensus from participants that undertake training that their existing programmes are effective.

There appears to be less of a presence felt of Not for Profit (NFP) organisations providing training, by companies in the primary research. However, from the secondary research it is evident that

where a presence is felt by an NFP, the Prince's Trust are likely to feature quite highly in skills gap space. The Prince's Trust set out to fill the skills gap and equip young people with life and work skills whilst also seeking to discover their innate talent, helping 10,000 young people to do so last year.

Recommendation

Should the Jaffa Foundation wish to pursue Global Brands, we would suggest that they concentrate primarily on two subject areas, "Communication" and "Abstract Thinking and Problem Solving", and look to equip graduates with these skills as this appears to be the largest market in the Global Brand recruitment sector.

However, an alternative would be for the Jaffa Foundation to undertake more research into the perceptions of lesser known companies and companies that recruit less educated first time jobbers, such as those leaving straight from school.

There is a larger skills gap for less educated individuals, therefore suggesting an increased need for training amongst this demographic.

From a charitable perspective one assumes that this may mean that equipping those more in need is more in line with the fundamental charitable objectives of the Jaffa Foundation.

From a business perspective, one assumes that the larger the skills gap the more the amount of money is spent in training to fill the gap.

However, we would recommend that the above two perspectives are tested with further research.

Although the Jaffa Foundation may be operating in a similar space to that of the market leading "Prince's Trust", we would recommend that the Jaffa Foundation look to the strengths and weaknesses of the Prince's Trust in identifying benchmarks, ideas and trends in creating their business model.

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6 Appendix

Appendix I: Original Brief

MBS NFP Consultancy Proposal

Online life skills awards certified by leading employers

Background

Employers complain that first jobbers have academic knowledge but lack practical work ready skills. This disconnect between what the school and university/college system is providing and what the workplace needs is an entrenched issue.

However, we believe leading employers can play a key role in solving this problem. Imagine a 20 year old in an interview for their first job as an assistant bookkeeper in a 40 person manufacturer in Stockport. They are asked 'What experience do you have ...?' It would be impressive if they could say 'I have a gold award in practical finance skills from KPMG'?

Our aim is to help first jobbers fill the experience gap by gaining awards in a range of life skills all certified by employers who are leaders in their industry sector: such as Google, Goldman Sachs, Saatchi & Saatchi & Virgin.

Young people will participate in a series of challenges online, each of which, like 'The Apprentice', focuses on one skill area. The program will be free to students. Like Duke of Edinburgh Awards, they will gain credit for their CV.

Many of the skills needed to navigate an increasingly complex world are simply not taught in school such as: brainstorming, creativity, problem solving, research, communication, framing powerful vision, presentation skills, selling, time management, being organised, basic accounts, financial literacy, social media, teamwork, negotiation and leadership.

We want young people to discover what they are good at, what they enjoy and what they are passionate about. Participating employers will use our skills awards to identify young people with the talents and attitude they are looking for and provide job opportunities or job placements.

Business Issue

In order to succeed we need to:

- Identify the specific skills gaps that employers are experiencing with first-jobbers-so that we can create online content to teach and assess those same skills.
- Build awareness of the Jaffa Foundation among Heads of Graduate Recruitment.
- Establish our credibility as an organisation who understands the specific skills gaps they have with their milk round intake, in order to...
- Build a community of participating employers.

Required Output / Deliverables

Primary Research (75% of the project)

- Prepare a list of 100 target companies broken down by industry.
- Identify the Head of Graduate Recruitment for each (using our contacts, the MBS database and LinkedIn)
- Approach the above people by email/phone with the aim to get 20 companies to participate in the questionnaire & interview; we can provide some soft introductions through our own contacts and through MBS
- Prepare a questionnaire
 - What are the key skills gaps (pain points) that employers find with first jobbers?
 - How does this break down by job function: inside sales, field sales, customer support, finance etc.
- Follow-up interview questions
 - Prioritisation exercise what are their top 3 pain points?
 - For each skills gap...a day in the life
 - How do they know there is a gap? What is the situation? What happens?
 - If someone is excellent in that skill, what does that look like
 - What are the knock-on consequences to the employer of employees having these skills gaps?
 - Do employers provide specific training to fill these gaps?
- Interviews will be via Skype. We will cover travel costs if face to face meetings in London are needed.

Secondary Research (25% of the project)

What existing research exists into:

- Identifying the specific skills gaps
- Why young people are turned down for jobs?

Support Available

- David Jaffa has deep subject matter expertise in research based marketing. He can mentor the MBS students through the questionnaire / interview process.
- Kerrith Harris formerly worked for PWC in the graduate recruitment department. She has several contacts and understands the mindset of the Head of Graduate Recruitment at top corporate recruiters.

Knock-on benefits to MBS

- PR exposure (we will publish and PR the report).
- Position MBS as an organisation that understands the practical demands of industry.
- Direct exposure to the people responsible for hiring some of its graduates.
- One of the students doing the project might get a job this way.

The Jaffa Foundation

The Jaffa Foundation, is a non-profit founded by David & Maxine Jaffa with the objective of devising and delivering pioneering projects in education. The Jaffa Foundation has particular interest in promoting entrepreneurship, financial literacy and advanced life skills to young people.

Shortly after The Jaffa Foundation was formed, David and Maxine were fortunate to meet Sir Richard Branson who agreed to be one of our founding beneficiaries. David & Maxine were also invited to join the Virgin Unite 24902 Community a group of

people who contribute their resources, time, skills and connections to developing ideas that benefit people and our planet.

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Appendix II: Final Brief

MBS NFP Consultancy Proposal

Online life skills awards certified by leading employers

Background

Employers complain that first-time jobbers have academic knowledge but lack practical work-ready skills. This disconnect between what the school and university system is providing and what the workplace needs is an entrenched issue.

However, Jaffa Foundation believe leading employers can play a key role in solving this problem. Imagine a 20 year old in an interview for their first job as an assistant bookkeeper in a 40 person manufacturer in Stockport. They are asked “What experience do you have...?” Jaffa Foundation believes that it would be impressive if the applicant could say, “I have a gold award in practical finance skills from KPMG”.

Jaffa Foundation’s aim is to help first-jobbers leaving school and university to fill the experience gap by gaining awards in a range of life skills all certified by employers who are leaders in their industry sector: such as Google, Goldman Sachs, Saatchi & Saatchi and Virgin.

Young people who are currently in secondary and university education will participate in a series of challenges online, each of which, like *The Apprentice*, focuses on one skill area. The program will be free to students. Like the Duke of Edinburgh Awards, they will gain credit for their CV.

Many of the skills needed to navigate an increasingly complex world are simply not taught in school – such as: brainstorming, creativity, problem solving, research, communication, framing a powerful vision, presentation skills, selling, time management, being organised, basic accounts, financial literacy, social media, teamwork, negotiation and leadership.

Jaffa Foundation want young people prior to leaving school and university to discover what they are good at, what they enjoy and what they are passionate about. Participating employers will use Jaffa Foundation’s skills awards to identify young people with the talents and attitude they are looking for – and provide job opportunities or job placements.

Fundamental Questions?

How do large employers perceive the problem of the skills gap among first jobbers between 18 to 25 years of age?

What industries and/or job functions should Jaffa Foundation target?

Issues to address the Fundamental Question

- What does the skills gap look like from the employers’ perspective?
- What is the cost of the skills gap to employers?
- Do employers provide specific training to fill these gaps?
- Competitor analysis and demand for learning resources?

Required Output/Deliverables

Primary Research (75% of the project)

- Prepare a list of 150 target companies broken down by industry.
- Identify the Head of Graduate Recruitment and a Practitioner (or just one if both are not accessible) within the target company.
- Approach the above people at first by email and then followed up with a telephone interview or face to face interview. Aim to get 30 companies to participate.
- Prepare a questionnaire
 - What does that skills gap look like for 18 - 25 year old first time jobbers from the employers’ perspective?

- What does it look like if a first-jobber has/lacks a particular skill set
- oWhat is the cost of the skills gap to employers?
 - How much do employers pay to train first-jobbers?
 - How much does it cost the business to have employees who have insufficient training in a particular skill set?
 - What is the cost to re-hire and re-train new people?
 - Cost of business opportunity lost between time that unsuitable first-jobber leaves and suitable second-jobber starts?
 - What is the cost in reputational damage as a consequence of the skills gaps?
 - Cost to the business of staff turnover
- oDo employers provide specific training to fill these gaps?
 - Is the training in house or external?
 - What courses do employers typically send their first-jobbers on?
 - Are these courses effective? Effective meaning that the person requires no further training to perform the job.
 - Are you currently screening for the skills you have identified?
 - If so, what screening methods do you use to identify these skills gaps?
- oCompetitor analysis
 - What solutions to skills gaps problems are these employers aware of? (Sector on the move)

Secondary Research (25% of the Project)

- oTry to answer questions in primary research.
 - What does that skills gap look like for 18 - 25 year old first time jobbers from the employers' perspective?
 - What is the cost of the skills gap to employers?
 - Do employers provide specific training to fill these gaps?
- oCompetitor analysis?
 - What solutions to the skills gaps problem are already out there?
 - Who is already writing/publishing material about this problem? And what are the common themes, if any?

What is not to be included

- Are leading employers interested in accrediting courses?
- Are employers interested in sending their graduates on courses?
- The interview is not to involve a "sales pitch".

Support Available

- David Jaffa has a deep subject matter expertise in research-based marketing. He can mentor the MBS students through the questionnaire/interview process.
- Kerrith Harris formerly worked for PWC in the graduate recruitment department. She has several contacts and understands the mind-set of the Head of Graduate Recruitment at top corporate recruiters.

Knock-on benefits to MBS

- PR exposure (Jaffa Foundation will publish the report).
- Position MBS as an organisation that understands the practical demands of industry.
- Direct exposure to the people responsible for hiring some of its graduates.
- One of the students doing the project might get a job this way.

The Jaffa Foundation

The Jaffa Foundation is a not for profit organisation founded by David and Maxine Jaffa with the objective of devising and delivering pioneering projects in education. The Jaffa Foundation has a particular interest in promoting entrepreneurship, financial

literacy and advanced life-skills to young people.

Shortly after the Jaffa Foundation was formed, David and Maxine were fortunate to meet Sir Richard Branson who agreed to be one of Jaffa Foundation's founding beneficiaries. David and Maxine were also invited to join the Virgin Unite 24902 Community – a group of people who contribute their resources, time, skills and connections to developing ideas that benefit people and our planet.

Contacts

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Appendix III: Target List

	Company	FTSE 100	Mcr Top 10	Lon Top 20	Global Brands		Company	FTSE 100	Mcr Top 10	Lon Top 20	Global Brands
1	3i (III)	FTSE 100				87	Weir (WEIR)	FTSE 100			
2	ARM (ARM)	FTSE 100				88	Whitbread (WTB)	FTSE 100			
3	Aberdeen Asset Management	FTSE 100				89	Wolseley (WOS)	FTSE 100			
4	Admiral (ADM)	FTSE 100				90	Thomas Cook		Mcr Top 10		
5	Anglo American (AAL)	FTSE 100				91	Stagecoach Manchester		Mcr Top 10		
6	Antofagasta (ANTO)	FTSE 100				92	McVitie's		Mcr Top 10		
7	Ashtead (AHT)	FTSE 100				93	Guardian Media Group		Mcr Top 10		
8	Astrazeneca (AZN)	FTSE 100				94	Kellogg's		Mcr Top 10		
9	Aviva (AV.)	FTSE 100				95	Henri Lloyd		Mcr Top 10		
10	BAE Systems (BA.)	FTSE 100				96	Building Design Partnership BDP		Mcr Top 10		
11	BAT (BATS)	FTSE 100				97	Unilever (ULVR)	FTSE 100			
12	BG (BG.)	FTSE 100				98	BBC		Mcr Top 10		
13	BHP Billiton (BLT)	FTSE 100				99	Reckitt Benckiser (RB.)	FTSE 100			
14	BP (BP.)	FTSE 100		London Top 20		100	John Lewis			London Top 20	
15	BT (BT.A)	FTSE 100				101	Relx (REL)	FTSE 100			
16	Babcock International (BAB)	FTSE 100				102	Accenture			London Top 20	
17	Barclays (BARC)	FTSE 100				103	J.P. Morgan			London Top 20	
18	Barratt Developments (BDEV)	FTSE 100				104	Three			London Top 20	
19	British Land (BLND)	FTSE 100				105	Cisco Systems			London Top 20	
20	Bunzl (BNZL)	FTSE 100				106	Deloitte UK			London Top 20	
21	Burberry (BRBY)	FTSE 100				107	PWC			London Top 20	
22	CRH (CRH)	FTSE 100				108	PA Consulting			London Top 20	
23	Capita (CPI)	FTSE 100				109	Harrods			London Top 20	
24	Carnival plc (UK) (CCL)	FTSE 100				110	Google		Mcr Top 10	London Top 20	Global Brands
25	Centrica (CNA)	FTSE 100				111	Hays plc			London Top 20	
26	Intertek (ITRK)	FTSE 100				112	Dixons Carphone (DC.)	FTSE 100			
27	Compass (CPG)	FTSE 100				113	EY			London Top 20	
28	Diageo (DGE)	FTSE 100		London Top 20		114	Shire (SHP)	FTSE 100			
29	Direct Line Insurance (DLG)	FTSE 100				115	Prudential (PRU)	FTSE 100			
30	EasyJet (EZJ)	FTSE 100				116	Associated British Foods (AB...)	FTSE 100			
31	Experian (EXPN)	FTSE 100				117	Morgan Stanley			London Top 20	
32	Fresnillo (FRES)	FTSE 100				118	Legal & General (LGEN)	FTSE 100			
33	G4S (GFS)	FTSE 100				119	Virgin				
34	GKN (GKN)	FTSE 100				120	Apple				Global Brands
35	GlaxoSmithKline (GSK)	FTSE 100		London Top 20		121	Samsung Group				Global Brands
36	Glencore (GLEN)	FTSE 100				122	Microsoft			London Top 20	Global Brands
37	Severn Trent (SVT)	FTSE 100				123	Verizon				Global Brands
38	Hammerson (HMSO)	FTSE 100				124	AT&T				Global Brands

39	Hargreaves Lansdown (HL.)	FTSE 100			125	Amazon.com				Global Brands
40	Hikma Pharmaceuticals (HIK)	FTSE 100			126	GE				Global Brands
41	ITV (ITV)	FTSE 100	Mcr Top 10		127	China Mobile				Global Brands
42	Imperial Tobacco (IMT)	FTSE 100			128	Walmart				Global Brands
43	Inmarsat (ISAT)	FTSE 100			129	Coca Cola (CCH)	FTSE 100			Global Brands
44	Intercontinental Hotels (IHG...)	FTSE 100			130	IBM				Global Brands
45	Intl Consolidated Airlines (...)	FTSE 100			131	Toyota				Global Brands
46	Intu Properties (INTU)	FTSE 100			132	Wells Fargo				Global Brands
47	Johnson Matthey (JMAT)	FTSE 100			133	BMW				Global Brands
48	Kingfisher (KGF)	FTSE 100			134	T (Telekom)				Global Brands
49	Land Securities (LAND)	FTSE 100			135	Volkswagen				Global Brands
50	Lloyds Banking (LLOY)	FTSE 100			136	Shell				Global Brands
51	London Stock Exchange (LSE)	FTSE 100			137	Walt Disney				Global Brands
52	Marks & Spencer (MKS)	FTSE 100			138	ICBC				Global Brands
53	Meggitt (MGIT)	FTSE 100			139	Mercedes-Benz				Global Brands
54	Merlin Entertainments (MERL)	FTSE 100			140	Vodafone (VOD)	FTSE 100			Global Brands
55	Mondi (MNDI)	FTSE 100			141	HSBC (HSBA)	FTSE 100		London Top 20	Global Brands
56	Morrison (Wm) (MRW)	FTSE 100			142	China Construction Bank				Global Brands
57	National Grid (NG.)	FTSE 100			143	Citi				Global Brands
58	Next (NXT)	FTSE 100			144	Bank of America				Global Brands
59	Old Mutual (OML)	FTSE 100			145	Intel				Global Brands
60	Pearson (PSON)	FTSE 100			146	Chase				Global Brands
61	Persimmon (PSN)	FTSE 100			147	The Home Depot				Global Brands
62	RSA Insurance (RSA)	FTSE 100			148	Facebook				Global Brands
63	Randgold Resources (RRS)	FTSE 100			149	Nike				Global Brands
64	Rio Tinto (RIO)	FTSE 100			150	Cisco				Global Brands
65	Rolls-Royce (RR.)	FTSE 100		London Top 20	151	Oracle				Global Brands
66	Royal Bank of Scotland (RBS)	FTSE 100			152	Agricultural Bank of China				Global Brands
67	Royal Dutch Shell B (RDSB)	FTSE 100			153	Mitsubishi (Conglomerate)				Global Brands
68	Royal Mail (RMG)	FTSE 100			154	Honda				Global Brands
69	SABMiller (SAB)	FTSE 100			155	McDonald's				Global Brands
70	SSE (SSE)	FTSE 100			156	American Express			London Top 20	Global Brands
71	Sage (SGE)	FTSE 100			157	Pepsi				Global Brands
72	Sainsbury (J) (SBRY)	FTSE 100			158	Nestlé				Global Brands
73	Schroders Vtg (SDR)	FTSE 100			159	Allianz				Global Brands
74	Sky (SKY)	FTSE 100			160	Bank of China				Global Brands

75	Smith & Nephew (SN.)	FTSE 100				161	Ford					Global Brands
76	Smiths Group (SMIN)	FTSE 100				162	CVS					Global Brands
77	Sports Direct International ...	FTSE 100				163	Orange					Global Brands
78	St James's Place (STJ)	FTSE 100				164	UPS					Global Brands
79	Standard Chartered (STAN)	FTSE 100				165	AXA					Global Brands
80	Standard Life (SL.)	FTSE 100				166	Hyundai					Global Brands
81	TUI (TUI)	FTSE 100				167	Santander					Global Brands
82	Tesco (TSCO)	FTSE 100										
83	Travis Perkins (TPK)	FTSE 100										
84	United Utilities (UU.)	FTSE 100										
85	Siemens											Global Brands
86	WPP (WPP)	FTSE 100										

Appendix IV: Introductory email

Subject Line: Requesting your help...

Dear John,

I have been passed on your details by Ian who said that you may be able to help with my MBA project at Alliance Manchester Business School.

The project came out of a pitch that our client, David Jaffa founder of the Jaffa Foundation, gave to Richard Branson last year. Our findings are due to be presented back to Richard this coming Christmas, so we're extremely keen to get it right! And this means getting the right people involved from the outset, such as yourself.

We believe that as <Job Title> in <Company name> as **<use flattery! e.g.>** a senior HR executive at a huge global brand that you have considerable experience and expertise into our area of study and a unique perspective to share. We would be incredibly grateful to get the benefit of your insight.

Our project is a **21st Century Skills Survey**, which is a formal research study among major employers - a 'state of the nation' if you will - into the problem of **first jobbers entering the workplace with academic qualifications but may lack practical experience and work ready skills**.

Specifically we are investigating:

- What are the most critical skills gaps employers experience among first jobbers?
- What is the business impact and cost of this problem?
- What solutions are out there?

Can we arrange to call you on Monday 28th September at 3pm in order to carry out a telephone/Skype interview? We will need around 10 minutes of your time.

Our report will be published in November and participants will be invited to a thought leadership workshop in January (either at <cool venue in London> or <cool venue in Manchester>, along with leading executives from major global companies who are also supporting this work.

We DO hope you are able to take part.

For more information about the project, and our client the Jaffa Foundation, please see: <http://www.jaffafoundation.org/skills-awards/skills-survey/>

Kind regards

James Bracewell (MBA Class 2017)

Alliance Manchester Business School

Appendix V: Website Write up

21st Century Skills Survey

Jaffa Foundation has partnered with Alliance Manchester Business School who are speaking with employers to understand their perception of the skills gap among first-time-jobbers who entering the workplace with academic qualifications, but may lack practical experience and work-ready skills.

Alliance Manchester Business School is approaching both Heads of Graduate recruitment and C-level executives to undertake in-depth interviews to get to grips with some key questions:

- What are the most critical skills gaps employers experience among first jobbers?
- What is the business impact and cost of this problem?
- What solutions are out there?

As well as primary research, by way of a survey, the students will also be undertaking secondary research in order to better understand the existing body of research by companies, government and non-profit organisations. This will then help shape Jaffa's approach and offering by way of e-learning courses in order to assist young people to discover innate talent.

As part of the project, we will be inviting employers to thought leadership workshops at COOL VENUE in London on THIS DATE and a COOL EVENT in Manchester on THIS DATE, for leading executives from major global companies who have supported this work.

Should you wish to take part in the survey or require further information please contact djaffa@jaffafoundation.org

On behalf of Alliance Manchester Business School we thank you for your support in helping us undertake this project.

Kind regards

James Bracewell (MBA Class 2017)

Alliance Manchester Business School

Appendix VI: Questionnaire

Questionnaire

INTRODUCTION

I am currently undertaking my Not for Profit consultancy project as part of my Full Time MBA program at Manchester Business School. The project came out of a pitch that our client, David Jaffa, founder of the Jaffa Foundation, gave to Richard Branson last year. Our findings are due to be presented back to Richard this coming Christmas, so we're extremely keen to get it right! And this means getting the right people involved from the outset, such as yourself.

Our project is a 21st Century Skills Survey, which is a formal research study among major employers into the problem of first time jobbers entering the workplace with academic qualifications but may lack practical experience and work ready skills.

Specifically we are investigating:

- What are the most critical skills gaps employers experience among first jobbers?
- What is the business impact and cost of this problem?
- What solutions are out there?

We hope to undertake a semi-structured interview based upon the below questions, but it would be in the format of an informal chat to gain your experiences and stories.

If you know of anyone else who would be able to take part I would be grateful if you could pass this onto them or ask that they contact me on the below details.

Our report will be published in November and participants will be invited to a thought leadership workshop in January at a venue to be decided in Manchester and London), along with leading executives from major global companies who are also supporting this work.

We do hope you are able to take part.

For more information about the project, and our client the Jaffa Foundation, please see: www.jaffafoundation.org/skills-awards/skills-survey/http://h

Kind regards

James Bracewell (MBA Class 2017)

Alliance Manchester Business School

james.bracewell@mba.mbs.ac.uk <mailto:james.bracewell@mba.mbs.ac.uk>

07515772129

INTERVIEWEE DETAILS

Name:

Job Title:

Company:

SKILLS GAP

- 1) How many people does your firm employ?
- 2) In a 12 month period how many first time jobbers, aged 18 - 25 years old, do you typically hire for a full time position? What proportion are graduates and what proportion are school leavers?
- 3) What are the top 2 job functions by number of first time jobbers hired?
- 4) What 2 or 3 skills gaps do you identify with these first time jobbers? And do you screen for these skills gaps? And How?
- 5) Of these skills gaps, which impacts your business the most? And Why?
- 6) Can you give us an example of a first time jobber who showed that particular skills gap, what did it look like? Describe.
- 7) Can you give us an example of a first time jobber who actually HAD that skill, what did it look like? Describe.

COST OF THE SKILLS GAP

- 8) What is the cost to your business of having skills gaps amongst your first time jobbers?
Examples include:
 - a) Staff turnover (1st three years)
 - b) Cost of recruiting
 - c) Cost of training
 - d) Distraction to the business
 - e) Cost of business opportunity lost between time that unsuitable first time jobber leaves and suitable second jobber starts
 - f) Mistakes
 - g) Lack of internal talent pools (after three years)
 - h) Damage to corporate brand
 - i) Damage to reputation
 - j) Others (please specify)

- 9) Do you train these first time jobbers?
- 10) Do you train your employees internally or externally?
- 11) If you train your employees externally, which courses do you use?
- 12) What is the cost of training these first time jobbers in terms of hours?
- 13) What is the cost of training these first jobbers in terms of money?
- 14) How effective are these courses? Do you observe that these skills gaps have been filled after taking these courses? To what extent?

ADDITIONAL COMMENTS

- 15) From your experience in this area, is there anything else you would like to share with us to help us understand this issue at a deeper level?
- 16) Is there anyone else who you think would be good to speak to (at your company or another company)?

NEXT STEPS

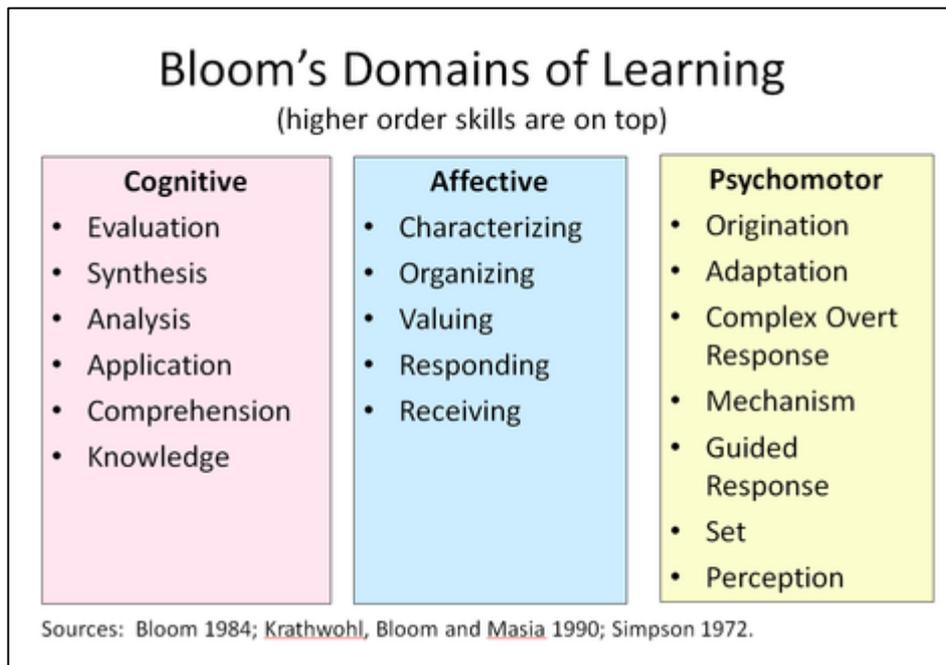
Our client, David Jaffa of the Jaffa Foundation would like to invite you to a Thought Leadership Workshop in Manchester, in spring next year would you mind if we pass on your contact details to David so that he may provide you with details of this event in future?

Thank you very much for your time.

Appendix VII: Definition of Domains

Taxonomy of educational objectives

In 1956, a committee of educators, led by the educational psychologist Dr. Benjamin Bloom created a special Taxonomy to enhance higher levels of thinking in the education field and group skills by three domains: Psychomotor, Cognitive and Affective.



Cognitive Domain: Skills that belong to this domain are related to the knowledge and have levels of hierarchy including knowledge, comprehension, application, analysis, synthesis and evaluation. The following graph shows a list of verbs that help to identify the Cognitive domain.

Verbs to help in writing objectives in the cognitive domain

knowledge	comprehension	application	analysis	synthesis	evaluation
know define memorise repeat record list recall name relate review tell	restate discuss describe recognise explain express identify locate report operate schedule shop sketch	translate interpret apply employ use demonstrate dramatise practise illustrate criticise diagram inspect debate inventory question relate solve examine	distinguish analyse differentiate appraise calculate experiment test compare contrast create design setup organise manage prepare	compose plan propose design formulate arrange assemble collect construct choose assess estimate measure	judge appraise evaluate rate compare value revise score select

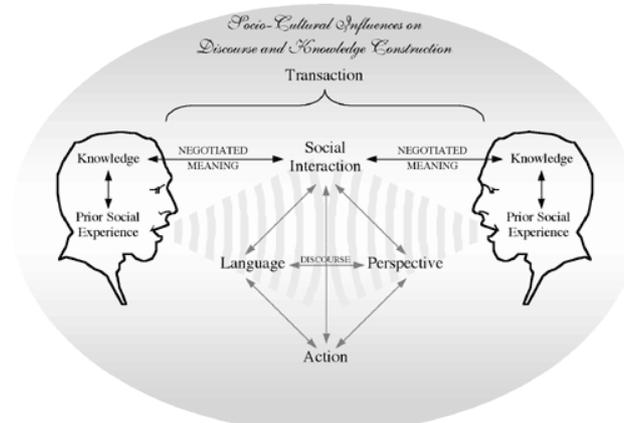
Affective Domain: It refers to the attitudes, emotions and feelings of people and the way they react. There are five levels of hierarchy: Receiving (willingness to notice an event), responding, valuing, organizing (interrelationships and adapts your behaviour to the environment) and characterizing (the way an individual approach or generalize certain values).

Some verbs to help in writing objectives in the affective domain				
receiving	responding	valuing	organisation	characterisation
observe be conscious realise be sensitive attend listen discriminate be alert prefer assume cooperate contribute volunteer	willing comply obey look engage display practice respond prefer accept devote is loyal to exhibit consider participate extend enrich explore	continuing desire grow feel participate assume responsibility enable initiate examine	crystallise form judgement relate weigh is realistic judge regulate	ready revise change view approach plan arrive relay examine judge is consistent

Psychomotor Domain: This domain was created over the years and was not compiled in the Book by Bloom. This domain can be found on Harrow [Harrow, A. (1972)] are related with perceptual abilities and physical or mechanical abilities.

Social Domain: This is focus on the developing of social skills and the application of these skills to manage a situation or solve a problem. This domain was defined by Cobb and Yachel (1996) as part of the sociocultural and constructivist philosophies of education.

The process areas of this domain include communicating, relating to others, relating culturally, managing, and leading.



Appendix VIII: Skills Gap Matrix

	Engineering	Marketing	Sales	Corporate Functions	Others	
Cognitive Domain	<ul style="list-style-type: none"> Thinking and Problem Solving 2.0% ... <p>3.0%</p>	<ul style="list-style-type: none"> Thinking and Problem Solving 2.0% ... <p>3.4%</p>	<ul style="list-style-type: none"> Commercial awareness 2.7% Thinking & Problem solving 1.0% Make things happen 1.0% ... <p>10.8%</p>	<ul style="list-style-type: none"> Commercial awareness 3.0% Thinking and Problem Solving 2.0% Understanding customer 2.0% Attention to details 2.0% ... <p>13.2%</p>	<ul style="list-style-type: none"> Commercial awareness 2.4% Thinking & Problem solving 2.0% ... <p>6.4%</p>	37%
Social Domain	<ul style="list-style-type: none"> Management 3.0% Leadership and proactivity 2.0% ... <p>7.1%</p>	<ul style="list-style-type: none"> Communication 3.4% Management 2.4% Confidence with presentations 1.4% <p>7.1%</p>	<ul style="list-style-type: none"> Communication 3.7% Management 1.7% Proactivity 1.7% ... <p>10.1%</p>	<ul style="list-style-type: none"> Communication 5.1% Social skills 2.0% Confidence 2.0% ... <p>11.1%</p>	<ul style="list-style-type: none"> Communication 3.4% Confidence with presentations 2.4% Management 1.4% ... <p>8.1%</p>	43%
Affective Domain	<ul style="list-style-type: none"> Ability to Adapt 1.0% Fit Culture 1.0% Engagement 1.0% <p>3.0%</p>	<ul style="list-style-type: none"> Ability to Adapt 2.0% Fit Culture 1.0% <p>3.0%</p>	<ul style="list-style-type: none"> Ethic and Integrity 1.7% Engagement 1.0% ... <p>3.4%</p>	<ul style="list-style-type: none"> Engagement 1.0% <p>1.0%</p>	<ul style="list-style-type: none"> Ability to Adapt 1.0% <p>1.0%</p>	12%
Psycho_motor Domain	<ul style="list-style-type: none"> Technology Tools 1.0% <p>2.0%</p>	<ul style="list-style-type: none"> Technology Tools 1.0% Digital skills 1.0% <p>2.0%</p>		<ul style="list-style-type: none"> Technology Tools 1.0% Data Capturing 1.0% <p>2.0%</p>	<ul style="list-style-type: none"> Digital skills 1.0% Excel skills 1.0% <p>2.0%</p>	8%
	15%	16%	24%	27%	18%	

Appendix IX: Cost of having skills gaps

What is the cost to their businesses of having skills gaps amongst your first time jobbers?



Appendix X: Thought Leaders

During our project, a number of thought leaders in this area of research have come to our attention and provide a short summary below for significant individuals:

- Lynda Gratton
- Professor of Management Practice at London Business School
- Genna Kik
- Senior Research Manager at UK Commission for Employment Skills
- Grace Breen
- Senior Policy Advisor at Confederation of British Industry