In June 1993, a workforce development symposium was held at LaGuardia Community College, in New York, involving 119 business leaders and training and employment executives from the borough of Queens. The purpose of the meeting was to determine the critical training needs of the area's business community. Symposium participants were divided into five focus groups related to the following industry sectors: manufacturing, telecommunications, retail, utilities, non-profit, and government. A questionnaire developed by symposium organizers and soliciting information on current training needs was distributed to each group. Analyses of the completed questionnaires revealed the following: (1) deficiencies in basic skills among the workforce was the most frequently mentioned issue by focus groups; (2) work readiness, or general "work ethic" and sense of responsibility, was perceived as an issue for job applicants, current employees, and future candidates; (3) the need for diversity was frequently addressed by the groups, including the need for English-as-a-Second-Language training and meeting the needs of female heads of household; and (4) a fourth theme addressed by participants was the need for advanced skills, including upgrades of technical skills, customer service training, cross-training, management training, and training related to laws and regulations. Recommendations for improving workforce development, a list of participants, and the focus group questionnaire are included.
LaGuardia Community College/CUNY

Report on the
Queens Workforce Development Symposium

December 1993

BEST COPY AVAILABLE
Dear Steering Committee Members:

I am pleased to forward the LaGuardia Community College/CUNY Report on the Queens Workforce Development Symposium.

As you can see, the Report is a concise presentation of the Symposium proceedings. We believe it captures the important dialogue that took place at the Symposium, and clearly presents the sentiments of the participating Queens business leaders regarding their critical workforce needs.

Several of the comments and recommendations are particularly noteworthy, given the new federal School-to-Work transition plan. The fact that so many Queens business leaders cited the need for enhanced basic skills and work readiness on the part of young people supports the federal plans to strengthen school to work programs. The need for much closer involvement of the business community with the education sector is also evident.

It is my sincere hope that the Symposium and this Report mark the beginning of an even more fruitful collaborative relationship between business, government, educators, and community groups. It is a relationship from which all partners stand to gain immeasurably.

I would like to suggest that the Steering Committee reconvene shortly to determine how best to use this Report and to advance its recommendations.

Sincerely,

Judith L. McGaughey
Dean
Adult and Continuing Education
To the Members of the Steering Committee:

I congratulate you for the release of this report summarizing workforce hiring and training needs in Queens.

Workforce development is one of the issues we must tackle to ensure our borough's continued economic viability. This report clearly serves as a foundation upon which we can comprehensively address our workforce development needs. I gladly support the work you are doing in this regard.

Within the coming weeks, I plan to convene a meeting with top business leaders in our borough to help with your efforts. I also plan to enlist the support of Mayor-elect Giuliani and his administration as you attempt to move your plans to fruition.

Again, I thank all of the committee members and look forward to working with you as we promote our borough's economy.

Sincerely,

CLAIRESHULMAN
President
Borough of Queens
Dear Steering Committee Members:

The Department of Employment is pleased to present these findings on the workforce needs and concerns of Queens employers.

The enclosed paper reports on the results of the first Queens Workforce Development Symposium, held in June 1993. These results will assist the City of New York to meet the employment needs of the borough's businesses by enabling planners to foster a better match between the skills of workers and the needs of local employers. The Department of Employment will work with other Steering Committee members to establish a structure for ongoing communication and interaction between business and education/training providers.

We hope this structure will be a building block for a New York City workforce development system that will ensure all citizens have access to effective job preparation programs and that employers, large and small, get access to the workers they need. By holding this Symposium, we have planted the seeds for preparing a more competitive workforce of the future.

We welcome your feedback and ideas for the future.

Sincerely,

Julia Erickson
Associate Commissioner
Public/Private Initiatives
November 12, 1993

Judith L. McGaughey, Dean
Adult and Continuing Education
Fiorello H. LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

Dear Dean McGaughey:

I have received LaGuardia Community College/CUNY's report on the Queens Workforce Symposium held on June 8, 1993. I found the report to be a cohesive and effective presentation of the Symposium's proceedings.

In summary, the report demonstrates the growing partnership among industry, government, educational, community and not-for-profit business assistance organizations that have come together to address workforce development needs in Queens. Increased productivity through a properly trained and skilled workforce is our opportunity to impact job retention and economic stability. This was consistently echoed by Symposium guests.

The report reflects the findings of the Long Island City Training Study, published in December 1992 jointly by LaGuardia Community College and the Long Island City Business Development Corporation. The Training Study was the beginning of our efforts to create a "business driven" system for matching employer needs with local personnel and service resources. It sought to identify the skill needs of local workers and available training resources from local education and training service providers. Several programming opportunities were noted, and the Queens Workforce Development Symposium brought a cross-section of the Queens business community together to help us redefine or reaffirm program and policy recommendations. Their enthusiasm to play a leadership role was clearly in evidence.

The LICBDC offers our thanks to all of the Queens Workforce Steering Committee members for their contributions. The LICBDC is committed to working with the Committee to implement our findings.

Sincerely,

Jack W. Rainey

Jack W. Rainey
# TABLE OF CONTENTS

**EXECUTIVE SUMMARY** ................................................................. i

**INTRODUCTION** ........................................................................ 1

**PROFILE OF THE BOROUGH OF QUEENS** ................................. 2

**METHOD** .................................................................................. 2
   Profile of Participants .............................................................. 2
   Procedure .................................................................................. 3
   Instruments ............................................................................... 3
   Data Analysis ............................................................................. 3

**RESULTS** .................................................................................. 4
   Basic Skills .............................................................................. 4
   Work Readiness ........................................................................ 5
   Diversity .................................................................................. 6
   Advanced Skills ........................................................................ 7
     Technical Skills/Skills Upgrade ............................................ 8
     Cross-Training ......................................................................... 9
     Customer Service Training ................................................ 10
     Management Training .......................................................... 10
     Compliance with New Laws and Regulations ....................... 11
   Current Resources for Training .............................................. 11

**RECOMMENDATIONS** ................................................................. 12
   Develop Public/Private Partnerships ...................................... 12
   Schools Must Deliver Quality Education ................................. 13
   Address the Basic Skills and Work Readiness Problem ............ 13
   Meet the Needs of a Diverse Population .................................. 13
   Increase Government Support for Training ......................... 14
   Ease and Streamline Government Regulations on Business .... 14
   Provide More Information about Workforce Trends, Policy, and Programs ...................................................... 14
   Develop Training Specific to Manufacturing ....................... 14

**APPENDIX A: List of Symposium Participants** ......................... 16
   Business Participants .......................................................... 16
   Non-Business Participants ..................................................... 19

**APPENDIX B: Focus Group Leaders** .......................................... 22

**APPENDIX C: Focus Group Questionnaire** ............................... 23
Queens Workforce Development Steering Committee

Co-Chairpeople:

Julia Erickson
Associate Commissioner
New York City Department of Employment

Judith L. McGaughey
Dean for Adult and Continuing Education
LaGuardia Community College/CUNY

Julian L. Alssid
Director of Economic Development, Policy and Programs
LaGuardia Community College/CUNY

Virginia Hopley
Manager, Economic Development Zone Program
New York City Department of Business Services

Dan Jennings
Director of Business Development
Office of the Queens Borough President

Philippa Karteron
Assistant Commissioner
New York City Department of Employment

Drew Manger
Manager of Economic Development
Consolidated Edison Co. of New York, Inc.

Jack Rainey
Executive Director
Long Island City Business Development Corporation

Iraida Rivera
Director of Business Employment Services
New York City Department of Employment
LAGUARDIA COMMUNITY COLLEGE/CUNY

REPORT ON THE

QUEENS WORKFORCE DEVELOPMENT SYMPOSIUM

Dr. Raymond C. Bowen
President
LaGuardia Community College/CUNY

Judith L. McGaughey
Dean for Adult and Continuing Education

Robert Rosa
Senior Administrator, Adult and Continuing Education

Julian L. Alssid, Director of Economic Development, Policy and Programs
(Principal Author)

Renee J. Blumstein, Ph.D.
(Research and Data Compilation)
EXECUTIVE SUMMARY

On June 8, 1993 a select group of 119 business leaders and training and employment executives met in the first Queens Workforce Development Symposium. The purpose of the Symposium was to hear directly from the business community about its critical training needs. Executives from 58 large and small organizations participated in focus groups designed to elicit crucial information about a broad range of sectors including manufacturing, telecommunications, retail, utility, non-profit, and government.

This report will describe how the Symposium was conducted and will present major findings. It is hoped the findings will be useful in the formation of current and future employment and training policy and programs in Queens and the metropolitan area.

In the focus groups, participants were asked a series of questions about job applicants, current employees, future trends, and program and policy recommendations. The primary issues that emerged were the lack of basic skills and work readiness, diversity, advanced skills training (the need to upgrade the abilities of employees to perform their jobs), and current resources for training.

Specific suggestions for improving workforce development were discussed, and participants made the following recommendations:

- strengthen public/private partnerships, particularly those which foster relationships between business and the schools;
- encourage the school system to deliver quality education;
- address deficiencies in the basic skills and work readiness problem particularly among young people;
• develop policies and programs to meet the needs of a diverse population (in the workplace and customer base);

• increase government support for training;

• ease and streamline local government regulations on business;

• increase the availability of information about workforce trends, policy, and programs; and

• develop targeted programs and strengthen existing efforts to prepare individuals for careers in manufacturing.

The Symposium is part of an ongoing citywide effort to match employer needs with personnel and service resources. Sponsors included Consolidated Edison, LaGuardia Community College/CUNY, the Long Island City Business Development Corporation, the New York City Department of Business Services, the City's Department of Employment, and the Office of the Queens Borough President. Representatives of sponsor organizations participated in an informal steering committee that organized the Symposium.
INTRODUCTION

On June 8, 1993 a select group of 119 business leaders and training and employment executives met in the first Queens Workforce Development Symposium. The purpose of the Symposium was to hear directly from the business community of the city's second largest borough about its critical training needs. Sponsors included Consolidated Edison, LaGuardia Community College/CUNY, the Long Island City Business Development Corporation, the New York City Department of Business Services, the City's Department of Employment, and the Office of the Queens Borough President. Representatives of sponsor organizations participated in an informal steering committee that organized the Symposium.

Each stage in the development of the Symposium required extensive coordination and collaboration among the sponsor organizations. The Long Island City Business Development Corporation originally proposed the idea and hosted many of the planning meetings; the Office of the Queens Borough President assumed primary responsibility for identifying and inviting business executives from throughout the borough to participate in the event; the City's Department of Employment oversaw most of the logistical activities required to conduct the Symposium; the Department of Business Services assisted in the planning process; LaGuardia Community College designed the focus group format and prepared this report; and Consolidated Edison hosted the Symposium -- the first major event to be held at The Con Edison Learning Center in Long Island City, Queens.

This report will describe how the Symposium was conducted and will present major findings. It is hoped the findings will be useful in the formation of current and
future employment and training policy and programs in Queens and the metropolitan area.

PROFILE OF THE BOROUGH OF QUEENS

The Borough of Queens, with a total population of over 1.9 million is the second largest of the five boroughs of New York City in terms of both population and private sector jobs. Despite the challenge of the economic recession, Queens maintains over 450,000 jobs. According to the New York City Department of City Planning, Queens has the best-diversified industrial employment base of the five boroughs and 24 percent of the city's industrial sector employment. 32 percent of Queens employment is in manufacturing, 34 percent in transportation, communications and public utilities, 19 percent in construction, and 15 percent in wholesale businesses.

METHOD

Profile of Participants

Fifty-eight business leaders attended the Symposium, representing a broad range of industries and firms from throughout the borough of Queens. Sixty-one representatives of educational institutions, government agencies, local economic development corporations, and training and non-profit employment service providers also participated. A complete list of participants is included in Appendix A.
Procedure

After opening remarks by several speakers, participants were divided into five focus groups. The focus groups were organized by the following industry sectors: manufacturing, telecommunications, retail, utilities, non-profit, and government. The format was designed to allow representatives of similar industries to identify common concerns. In practice, many issues of concern were relevant to many or all industries. Representatives from institutions that offer training and employment services were asked to observe focus group sessions. Each group had a facilitator, a recorder, and at least one non-business observer. A list of focus group leaders is included in Appendix B.

Instruments

Focus group questions were developed by the informal steering committee that organized the event. An expert in research methods consulted with the committee to clarify the areas of discussion and to ensure that the questions asked would extract crucial information. In addition, the consultant provided training in group facilitation and dynamics for focus group facilitators and recorders. The focus group questionnaire appears in Appendix C.

Data Analysis

The following report summarizes the discussions of focus groups. Raw data used to compile the report include twelve and one-half hours of audio tapes, and forms completed by facilitators, recorders, and non-business observers. An independent
research company provided the data compilation. Training and employment needs that are common among Queens businesses are examined and discussed, industry trends are identified, and the recommendations of participants are presented.

RESULTS

In the focus groups, participants were asked a series of questions about job applicants, current employees, future trends, and program and policy recommendations. Five broad themes emerged: the lack of basic skills and inadequate work readiness, diversity, the need for advanced skills training, and current resources for training.

Basic Skills

The lack of basic skills among the workforce was the most frequently mentioned issue discussed in the focus groups. Employers in every industry spoke about deficiencies in reading, writing, English fluency and basic mathematics, particularly among job applicants, younger employees, and individuals for whom English is a second language. Many young professional-level workers in technical positions were also said to lack basic skills. Writing and speaking well were considered essential because, as one participant noted, "very often the first impression that someone gets of your company is a telephone call, a sales call, or a letter of introduction. An inarticulate employee reflects poorly on the company." A utility executive who stated that his organization gives eighth grade reading comprehension and math tests to all job applicants reported, "we can hardly get anyone to pass."
Language fluency was a need expressed by many executives. Although mentioned most often by manufacturers, one supermarket executive reported interviewing over 200 people for a new store "and at least half couldn't speak English at all." He points out that this problem is compounded by the fact that many applicants have only verbal skills in their native languages, and therefore cannot use written instructions that have been translated from English.

The application of basic skills in a business setting as evidenced by an ability to prepare correspondence, communicate by telephone, interact with customers, give change and read a computer printout were very highly regarded. Basic computer skills were also mentioned by participants across industries. In today's workplace it is interesting to note that many employers now add basic computer skills to the list of "basic skills" necessary for employment.

Many employers described basic skills as an essential foundation for a worker's development. As one government representative stated, "bring us some basic skills and we'll do the rest."

Work Readiness

A related issue mentioned frequently by participants was inadequate work readiness. Broadly defined this includes such attributes as a basic sense of responsibility, a "work ethic", punctuality, attendance, appropriate appearance, and an openness to learning. Problem-solving and decision-making skills were also cited. Employers perceived work readiness as an issue for job applicants, current employees,
and today's youth (who represent the workforce of the future). One employer said, "Basic responsibility is missing. Many employees don't have a work ethic. If the shift starts at 8:30, you're expected to be working at 8:30." Another participant drew a connection between the high dropout rate in New York City's public schools and a lack of motivation and self-confidence in young people.

As with basic skills, work readiness was seen as part of the foundation of a successful employee. Perhaps the airline executive who said "we feel that if a person is honest and willing to come to work we can teach them to do the job" summed up the sentiments of many participants.

Diversity

Diversity in the workforce and customer base was mentioned by many participants as an ongoing challenge, particularly in the areas of management and customer service. A culturally diverse workforce requires "ridding ourselves of stereotypes" said one participant. According to a construction executive, "we need a better understanding of the workforce that's available today. A retailer mentioned, "one of the things we have to do is teach employees how to manage anyone who is different from them." One manufacturer said his company sends its supervisors to school to learn Spanish because the majority of the company's employees speak Spanish. Employers also emphasized the need for training in English as a Second Language (ESL). One manufacturer described ESL as the building block for training. The importance of meeting the needs of female heads of households by providing flexible work schedules and child care
benefits was also discussed.

Several participants cited the need to respond to demographic shifts in the customer base. In response to a growth in the proportion of Asian customers, a utility executive reported hiring instructors to teach the basics of several Asian languages to customer service staff.

**Advanced Skills**

The fourth theme to emerge at the Symposium is broadly defined as advanced skills. This includes all matters related to upgrading the abilities of employees to perform their jobs.

Advanced skill needs were often related to economic trends and conditions. This is reflected in the employers' perceptions of their employees as well as in the specific areas in which businesses train and the kinds of training they seek. Unlike the issues of basic skills, work readiness, and cultural diversity, advanced skills needs are more reflective of the characteristics of specific industries.

Many participants related that the poor state of the economy in recent years has had a generally positive effect on the skill level of their workforce. One manufacturer said, "the individuals who have survived downsizing are better equipped and more adaptable." Another participant noted that the availability of many unemployed skilled workers has allowed businesses to "pick the cream of the crop".

Several employers expressed satisfaction with the skills of employees who have been with their firms a number of years (particularly in comparison to newer employees).
Said one participant, "the long time employee is probably the saving factor of the business."

Advanced skills training needs cited fall into five main areas: technical skills/skills upgrade; training related to customer service; cross-training; management training; and training that addresses changes in laws and regulations. Each of these areas is closely tied to the changing economy, driven by such factors as the need to adapt to technological changes, the growing emphasis on quality products and services, and recent legislation and government policies such as the Americans with Disabilities Act and new environmental regulations that affect business.

Technical Skills/Skills Upgrade

The need to upgrade employees' technical skills was mentioned often by participants in all industries. While several employers indicated that their workforce has the technical skills required to perform current jobs, all agreed the skills of employees must be upgraded to keep pace with emerging technologies. One manufacturer said his firm retrained its employees in the proper use of equipment each year. Utility executives said keeping pace with technology is the top priority in their training endeavors.

The important role of computers and the ongoing need for training in computer applications was discussed. Several participants noted that significant numbers of employees in their firms lack computer literacy. The fear among many employees of new computer technology, and in particular the difficulty in getting older employees to embrace new technology was discussed.
Participants expressed concern that many young employees (particularly graduates of vocational schools) are not trained to work on the machines their companies use. For some of the smaller manufacturing firms this often results in these young employees who are computer literate receiving expensive on-the-job training in the use of older machinery that is not computerized.

The importance of training employees at all levels in the organization to keep pace with changing technology was discussed, and a distinction was drawn between technical training required for supervisors and that offered to front-line employees.

Echoing the statements of many, one participant noted, "the explosion of technology is going almost too fast for the education and training of our people."

Cross-Training

The concept of cross-training (teaching employees to perform more than one function) was cited often as a cost-effective strategy. Cross-training is employed in many industries, but was mentioned most by manufacturing executives. This too is closely tied to economic factors. One participant described how his manufacturing company cut operating costs during a period of downsizing by introducing the concept. He explained, "in this economy I cannot afford to have specialists." Another participant, an automobile dealer, described the expanded role of employees who had been trained across functions in his organization. He said, "we’ve got receptionists who know the product, sales people who write up repair orders, and line workers who have input into the product." Another manufacturer added, "if employees are trained to operate more
than one machine, production doesn't stop when someone is absent."

Customer Service Training

Executives representing retail, telecommunications, utilities, and service concerns spoke extensively about the need for training related to customer service. In these industries, communication and sales skills, product knowledge, and merchandising were all described as priorities. Teaching employees to understand their relationship to clients or customers as directly related to the bottom line was discussed. One retailer commented, "it's not how much knowledge you have in your head, it's how well people respond to you."

Management Training

Across industries executives spoke about the need for management training, particularly in the area of supervision. Training in leadership, communication, writing, and presentation skills were also discussed. Despite the poor economy, retail firms emerged as the most involved in management training in recent years. One retail executive explained, "we're teaching people how to manage in competitive environments."

The challenge of teaching new management styles was also discussed. It was suggested that Total Quality Management (TQM), which emphasizes a cooperative management process to improve the competitiveness of firms, would become increasingly important to business in the future.
Compliance with New Laws and Regulations

Changes in laws and government policies regularly impact companies. Manufacturing and utility industries are most affected in this regard. One executive reported that training in her industry is "governed by changes in laws". Environmental, health, and safety regulations were all mentioned as having a tremendous impact on business priorities and the way companies do business. A manufacturing executive said, "sometimes we need additional personnel, more expenditures for treatment facilities, and equipment has to be purchased to comply with new regulations." A jewelry manufacturer agreed, "a large amount of time and money is invested in complying with regulations."

Current Resources for Training

Although participants mentioned a variety of training resources, those frequently used include consultants for management and customer service training, and educational institutions and non-profit organizations for basic skills training. Training programs custom-designed for a given company were most desirable. Some of the larger organizations were said to have substantial in-house training capabilities.

Training approaches vary by industry. Manufacturing concerns often rely solely on on-the-job training, while retailers frequently use multiple training methods. One retail executive explained, "Training is ground zero . . . It's technical. It's theoretical. It's practical. It's in a classroom setting. It's in a work setting. There's supporting manuals. There's video tapes . . . We cannot afford not to try everything."

Overall, training was viewed as an important strategy to staying competitive in
today's changing economy. Yet many firms, largely due to financial constraints, have had to limit training in recent years. One participant reported, "at the industry shows I take booklets from the consultants, I look at the fees, and I just can't write that type of check."

RECOMMENDATIONS

Specific suggestions for improving workforce development were discussed, including policy recommendations and actions to be taken by training and employment service providers, employers and employees.

- Develop Public/Private Partnerships

The strategy of developing partnerships between government, educators, employers, and employees was recommended. Several participants cited the Symposium as encouraging the kind of dialogue that must take place. One manufacturer stated "we need improved interaction between sectors so the right hand knows what the left hand is doing." Many participants expressed a sense of alienation from policy-makers.

Partnerships that create more opportunities for the business community to have ongoing involvement in the education process were stressed. Said one executive," Ask for my input before you develop a program for kids that I'm eventually going to hire. Then get back to me and tell me if what I said made an impact." Support was expressed for programs that bring business people into schools, and students, teachers, and guidance counselors into business.
• **Schools Must Deliver Quality Education**

Quality education was described as the key to success, as one participant stated, "the lifeblood" of business. Another executive added, "if we have a good education system, an employee can go to any industry and do any kind of job."

• **Address the Basic Skills and Work Readiness Problem**

Although the lack of basic skills and concerns about adequate preparation for the workplace among young people were the issues most often mentioned in the focus groups, there were few concrete strategies proposed to address these problems.

Several participants suggested it is the responsibility of the school system to improve the way it trains teachers and develops curriculum to focus more on preparing students for the workforce. On executive said, "if the formal education process is geared to the marketplace, you'll answer the marketplace."

Participants also suggested the youth of the city should be encouraged by all adults to take responsibility for their careers.

• **Meet the Needs of a Diverse Population**

ESL training for students and employees who are predominantly non-English speakers was recommended. Training in how to manage a diverse workforce and foreign language training was recommended for supervisors.

Businesses were encouraged to provide flexible work schedules and child care benefits to meet the needs of female heads of households.
• Increase Government Support for Training

Business leaders expressed a need for government to share the cost of workforce training. One executive suggested, "some kind of financial assistance, tax abatements, or even direct payment to employees would work."

• Ease and Streamline Government Regulations on Business

Many participants, especially manufacturers and small business owners, expressed frustration with New York City government rules and regulations, and suggested that reduced bureaucracy would allow them to devote more time and resources to training the workforce.

• Provide More Information about Workforce Trends, Policy, and Programs

Many participants expressed a need for information on workforce trends, policy and programs. One executive stated, "better data on emerging industries, and required skill levels would help all of us figure out which educational programs are needed." This idea was supported by another participant who suggested business would be a willing partner in such an endeavor. A centralized database that listed qualified job seekers and program opportunities was proposed.

• Develop Training Specific to Manufacturing

The development of targeted programs to prepare individuals for careers in manufacturing was recommended. The need to better match vocational schools training
with business needs was discussed. Apprenticeship programs were mentioned by several manufacturers as a cost-effective means of preparing skilled employees.

The results of this inaugural effort to tap directly into the thoughts of Queens business leaders for their impressions of critical employment and training needs would indicate that much needs to be done but that the Symposium was an excellent first step. Many participants clearly see the need for a regular ongoing dialogue, and stand as willing partners with government, educational institutions, and community groups to forge new partnerships to lead the borough into the 21st century.
APPENDIX A

LIST OF SYMPOSIUM PARTICIPANTS

BUSINESS PARTICIPANTS

Gina Baron
Assistant Manager
Marcus & Weisen

Richard Calgie
Western Beef

Michael T. Carbone
EEO Director
Turner Construction Company

Steve Carras
Home Depot

Peter Castellano, Jr.
President
Western Beef

David Chardavoyne
President & CEO
Jamaica Water Supply

Irwin Cohen
CIG Partners

Patricia Creighton
Human Resources Manager
Berger Industries

Warren S. Dolny
President
Port Printed Products

Roslyn Druck
Chairman of the Board
Rodless Properties, Inc.

John Dunn
Director of Human Resources
Time Warner Cable

Dagny DuVal
Vice President
Plant Specialists

Alys Ensmann
Queens Economic Development
Consolidated Edison

Stephen A. Fink
President
Fink Baking Company

Stanley Fleishman
President
Jethro Cash & Carry

Al Geigenberger
In-House Trainer
Fink Baking Company

Frank Gladstone
President
Quality Braid Corporation

Jeffery Gladstone
Vice President
Quality Braid Corporation

Jim Goldsborough
Controller
Jacmel Jewelry
Vincent Golia  
Director of Community Relations 
New York Telephone 

Matthew C. Harrison, Jr.  
Chief Operating Officer 
Berger Industries 

Jerry Hightower  
Station Manager 
Delta Airlines 

Lissette Intríago  
Owner 
Don Pelayo Restaurant 

Barbara Ismael  
Director of Training 
Toys R Us 

Ira Kaplan  
General Manager 
EDO Corporation 

Stuart Kipilman  
Director of Personnel 
Jetro 

Joel Leibowitz  
Chief Financial Officer 
Advanced Graphics & Imprinters 

Fred Levine  
President 
Marcus & Weisen 

Susan Lipsky  
Personnel Manager 
KEPCO, Inc. 

Larry Livingston  
Senior Personnel Specialist 
Cunard Line Limited 

Maria Logis  
General Manager, Human Resources Development 
Consolidated Edison 

Drew Manger  
Queens Economic Development 
Consolidated Edison 

Richard Mariani  
Department Manager, Queens Energy Services 
Consolidated Edison 

Bill Martin  
New York Telephone 

Nancy Martin  
Caesar & Washburn, Inc. 

Patrick McEneaney  
Vice President, Human Resources 
Catholic Medical Center 

Ralph McNeill  
President 
Implemented Software Solutions 

Stephen Moy  
President 
Jung Sun Laundry 

Alice Murray  
Catholic Medical Center 

John Nagri  
Manager, Economic Development 
Consolidated Edison 

John Nutant  
Vice President, Queens 
Consolidated Edison
Arne Paglia  
Coordinator of Special Projects  
Castle Oil Company

Robert S. Panitz  
Jamaica Water Supply

Jim Pantalino  
Manager, The Learning Center  
Consolidated Edison

Glenn Paul  
Director of Human Resources  
Home Depot

Donna Perez  
Director of Human Resources  
Jacmel Jewelry

Jack Peterson  
Director of Public Affairs  
Consolidated Edison

Frank Prudente  
President  
Bloom Pontiac, Inc.

Joaquin Rosa  
Central Placement Office  
Consolidated Edison

Gail A. Roseman  
Chairperson  
Sholom & Zuckerbrot

Richard Salute  
Partner  
Arthur Anderson & Company

Robin Schaffer  
Executive Vice President  
Case Paper Company

Charles Sommer  
Public Service Truck Renting

Ty Tregellas  
Manager of Business Development  
Turner Construction Company

David Valinoti  
Vice President for Operations  
Ultimate Display

Mary Vavruska  
President & CEO  
TCE Systems, Inc.

Joanne Weir  
Queens Human Resources  
Consolidated Edison

John Weiss  
Manager of Training  
Pathmark
NON-BUSINESS PARTICIPANTS

Benito Alomia
Development Associate
New York City Department of Employment

Julian L. Alassid
Director of Economic Development, Policy and Programs, LUCED
LaGuardia Community College/CUNY

Susan Blandi
Director of Marketing, LUCED
LaGuardia Community College/CUNY

Dr. Raymond C. Bowen
President
LaGuardia Community College/CUNY

Martha T. Butler
Executive Director
Rockaway Boulevard West Local Development Corporation

Joseph Conley
Queens Community Board Two

Rex Davidson
Executive Director
Goodwill Industries

Dr. Richard H. Dunfee
Vice President
York College/CUNY

Nancy Erber
Director of ESL
LaGuardia Community College/CUNY

Julia Erickson
Associate Commissioner
New York City Department of Employment

Wallace L. Ford, II
Commissioner
New York City Department of Business Services

Linda Gambino
New York State Department of Labor

Edward Garvey
Regional Director
New York State Department of Labor

James Gedeon
Coordinator of On-Campus Interview Program
St. John’s University

Sean Gibney
Consortium for Worker Education

Charles Goldberg
Manager, Community Service Center
New York State Department of Labor

Samuel Gonzalez
New York City Regional Education Center for Economic Development

Frances Hart
Program Associate
New York City Department of Employment

Virginia Hopley
Development Manager
New York City Department of Business Services

Anne Jacobosky
Assistant Regional Commissioner
Social Security Administration
Patrick James
Cooperative Education
LaGuardia Community College/CUNY

Dan Jennings
Director of Business Development
Office of the Queens Borough President

Bill Johnson
Executive Director
Rockaway Development and
Revitalization Corporation

Janice Karlen
Accounting and Managerial Studies
LaGuardia Community College/CUNY

Philippa Karteron
Assistant Commissioner
New York City Department of
Employment

Shirley Strum Kenny
President
Queens College/CUNY

Albert C. La Court
Supervisor, Labor Force Development
Port Authority of New York and New
Jersey

Morris R. Lee
Area Director
Council for Airport Opportunity

Peggy Mason
Manager of Employment Services
Greater Jamaica Development
Corporation

Judith L. McGaughey
Dean for Adult and Continuing Education
LaGuardia Community College/CUNY

Freeman McMillan
Cooperative Education
LaGuardia Community College/CUNY

Janet McQuirter
Coordinator, SYEP
Martin De Porres Community Service
Center

Joe Mendez
Economic Development Manager
Jackson Heights Community
Development Corporation

Joseph Min
Director
Korean YMCA

Aubrey Mitchell
Coordinator
Hellenic American Neighborhood Action
Committee

Edmund Moore
Acting Director
Private Industry Council

Josephine Nieves
Commissioner
New York City Department of
Employment

Lucy C. Nunziato
Queens Chamber of Commerce

John Okun
Long Island City Business Development
Corporation

Jo-Ann Oyenuga
Family Institute for Education, Training
and Employment
LaGuardia Community College/CUNY
Arthur Papataros  
Executive Director  
Hellenic American Neighborhood Action Committee

Kay Hwang Po  
Job Placement Specialist  
YMCA

Dehily Porras  
Mathematics  
LaGuardia Community College/CUNY

David Pratt  
LaGuardia Community College/CUNY

Joseph Previte  
President  
Queens Chamber of Commerce

Jack Rainey  
Executive Director  
Long Island City Business Development Corporation

Roscoe Reynolds  
Executive Director  
YMCA of Greater New York

Yves Richards  
Accounting and Managerial Studies  
LaGuardia Community College/CUNY

Iraida Rivera  
Director of Business Employment Services  
New York City Department of Employment

Nick Santiago  
Theatre for the Forgotten

Wilford Saunders  
Acting Director, LUCED  
LaGuardia Community College/CUNY

Todd Schiff  
Project Manager  
Long Island City Business Development Corporation

Flavia Sosa  
Human Resources Manager  
Woodside on the Move

Paula Stadtmauer  
Urban Employment Opportunities

Philip Stroh  
Manager, Community Service Center  
New York State Department of Labor

Harry Tolbert  
East Coast Regional Planner  
Center for Employment Training

Yolanda Tomkins  
Rockaway Boulevard West Local Development Corporation

Elise M. Wager  
Executive Director  
Queens County Overall Economic Development Corporation

Sandra Watson  
Senior Administrator  
LaGuardia Community College/CUNY

Valerie White  
Program Director  
Long Island City Business Development Corporation

Phil Wirth  
LaGuardia Community College/CUNY
APPENDIX B

FOCUS GROUP LEADERS

Susan Blandi
LaGuardia Urban Center for Economic Development
LaGuardia Community College/CUNY

Nancy Erber
ESL Credit Program
LaGuardia Community College/CUNY

Julia Erickson
Associate Commissioner
New York City Department of Employment

Virginia Hopley
Manager, Economic Development Zone Program
New York City Department of Business Services

Janice Karlen
Accounting and Managerial Studies
LaGuardia Community College/CUNY

Dehlly Porras
Mathematics
LaGuardia Community College/CUNY

Yves Richards
Accounting and Managerial Studies
LaGuardia Community College/CUNY

Wilford Saunders
LaGuardia Urban Center for Economic Development
LaGuardia Community College/CUNY

Todd Schiff
Long Island City Business Development Corporation

Phil Wirth
LaGuardia Urban Center for Economic Development
LaGuardia Community College/CUNY
APPENDIX C

FOCUS GROUP QUESTIONNAIRE

- What are the skills your company is looking for in hiring? (by job category, general skills, etc.)

- What skills are your job applicants lacking? (by job category, general skills, etc.)

- What do you think of the skill level and ability of your current employees? (by job category)

- Where is the bulk of your training money spent? (by job category and skill area)

- What type of re-training or skills upgrade training takes place in your company for current employees? (by job category and skill area)

- How are you providing that training? (in-house, private consultants, non-profit agencies, colleges, etc.)

- How could these services be improved?

- Can you talk a little about the type of changes in the workplace, including technological advances, total quality management, environmental regulations and demographic shifts, that might affect your future training and hiring needs?

- What programs or services would be valuable to meeting your company's future workforce needs?

- Open discussion.