

This week's *BusinessWeek* cover story is yet another source of information about the coming skills shortage, presented in this article as "talent". Although the article is about companies struggling to keep and recruit top talent, it is not too hard to transfer some of the examples, principles, and suggestions to GRCC as an organization. We too, will be struggling with the same issues over the next 3-10 years. **This talent dearth will affect GRCC and these issues are especially pertinent for Organizational Development and Human Resources.**

Only about 25% of the Fortune 500 companies believe that they will not have a talent problem.



From the first article in the series:

And it is only going to become more so (Replacing Key People) -- because talent is growing far scarcer. According to consultant RHR International Co., the country's 500 biggest companies anticipate losing half their senior management in the next five to six years. There are too few bodies to replace them. As the 77 million U.S. baby boomers begin to retire, Generation X, now 24 to 40 years old, makes a paltry successor, with 46 million people. That demographic gulch has been dug deeper by the efficiency purges of the early 1990s, which wiped out middle management and taught laid-off workers that there was little reward for loyalty. The result? "There are very few companies that feel they have an excess of talent," says Paul Rogers, a partner at consulting firm Bain & Co.

At the same time, business has gotten tougher, and companies are counting on their people to be flexible enough to move at today's accelerated pace, yet creative enough to excite consumers around the world -- a tall order for a group that is already doing more than ever. Increasingly, profits come from overseas, with the global economy growing at twice the pace of the U.S. And growth in developed markets is often in people-intensive industries such as technology, information, and communications. Last year this segment, although making up only 4% of the U.S. economy, accounted for 13% of its growth, according to the Bureau of Economic Analysis. In today's world, "the judgment of the employee has value," says Marcus Buckingham, a longtime Gallup consultant on HR.

Byrnes, N, Barrett, (2005, October 10) A, Star Search, [Electronic version]. *BusinessWeek* 3954, 68-78.

Here are some suggestions on what not to do:

WHAT NOT TO DO				
Too much of human resources is painful, pointless, and costly. Here are four of the most common pitfalls:	INVENTING MAKE-BELIEVE METRICS HR is far too often judged on activity rather than results—meaningless measures like how many executives attend development classes. Employees are smarter than that, and exercises with little follow-up are big morale-busters. LESSON Leadership guru Jay Conger suggests tracking the performance of the people a manager promotes. If they don't do well, the manager is failing.	CRITICIZING RATHER THAN PRAISING At its core, almost all HR training is focused on finding out what's wrong with you and fixing it. It's fine to work on mitigating weaknesses, but research shows better results for those who focus more time on natural strengths. LESSON Marcus Buckingham found in his own research that the best managers spend 80% of their time trying to amplify their people's strengths. Copy them.	IMPORTING THE SAVIOR Consultant RHR International says companies go outside to fill 40% of CEO slots—at a cost of \$1 million to \$3 million each. But newcomers have a 40% to 60% chance of failing in the first 18 months. LESSON It takes effort, but the best companies grow their talent in-house. Hewitt Associates says 85% of leading companies tapped homegrown executives for CEO.	FOCUSING ON THE FAD There is no software you can buy off the shelf, no consulting guru who can jet in to solve all your recruiting and training needs. But companies keep shelling out big bucks to find one, anyway. LESSON Think about what your company needs, drive hard toward that goal, and be patient. Bellwether General Electric has been actively incubating leaders since at least the 1950s.

For a slide show on WHAT TO DO see: [Keeping Star Players](#)

Also, there are many ramifications for our students and their success in the job market of the future. Engineering is a theme in the first article, but the series of articles, also includes IT, product development, and sales. We need to be educating and training our students in the areas that will be most needed in the future. (As I mentioned, in the presentation, the number of post-graduate engineering students has been declining in the U.S. over the past ten years.)

Although, post graduate studies may be far off for our student body in the present. There are things that GRCC can do to stimulate enthusiasm about engineering. Here are just a few:

- Contextual Math-working on real engineering problems
- Experiential Learning-Partnering with companies to provide real-life engineering experience
- Robotics building competitions

Here are a few of the articles which suggest how some companies are dealing with the inevitable talent shortage.

[Dell: Home Schooled By The Brass](#)

[IBM: Pinpointing Inside Up-And-Comers](#)

[J&J: How A Dealmaker Nurtures Newcomers](#)

[Jefferson Wells: Treating Part-Timers Like Royalty](#)

THE FUTURE GIST 12: Podcast is a Real Word!

December 8, 2005

From: Mark CHAMPION

To: Andrew Bowne, Ben Randolph, Cindy Martin, Velvie Green, Judy Stark, Susan Bergin, Donna Kragt, Diane Patrick, Fiona Hert, Kathy McKimmy, Howard Shanken, Laurie Chesley, Tina Hoxie, Patti Trepkowski, Steve Abid, Rick Olsen, Ray Neff

CC: Michael Schuler, Cynthia Springer, Cathy Wilson, George Waite, Daniel Clark, Jim PALMERI, Victoria Janowiak

BC: Juan Olivarez

Date: Thursday - December 8, 2005 10:42 AM

Subject: **FUTURE GIST 12: Podcast is a Real Word!**



Word of the year-podcast.doc (34304 bytes) [\[View\]](#) [\[Save As\]](#)

Now, I know you are probably saying, "So What!"

But this word recognition in a well-founded source is what futurists call an indication that a technology is near the tipping point. That is, the use of IPODs will reach the greater than 50% of the population mark very soon.

Since GRCC is on top of this already, (see <http://www.grcc.edu/raidercast>) I thought you might enjoy the confirmation that this technology is now moving from a "physical" technology to a "social" technology.(1) And video podcasts are starting to become common as well, which adds another dimension to this trend.

Think, new ways to promote learning,

Think, I won't have to do the same lecture 5 times a day.

Think, My students can listen to my lecture while they are waiting for a parking spot and then when they get to class, I can use an array of other methods to help them understand the concept, topic, etc.

Think, I will have more time to be interactive with learners because I will have more time to create new learning strategies.

After you have thought, reflect, and then share this concept with a faculty member.

(1) physical technologies - tools, machines, materials, production processes, etc. - and our social technologies - laws and institutions - are invented in response to human needs and practical problems.

David Pearce Snyder, The strategic context of education in America - 2000 to 2020 Part 2, On the Horizon Volume 11 Number 2 2003 pp. 5-18 Copyright © MCB University Press ISSN 1074-8121

Have a preferred day,
Mark

Note: This is Future GIST is numbered 12, because I skipped from 11 to 13. My OCD just would not let me leave that error alone. mpc

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The good is often the enemy of the best. anonymous

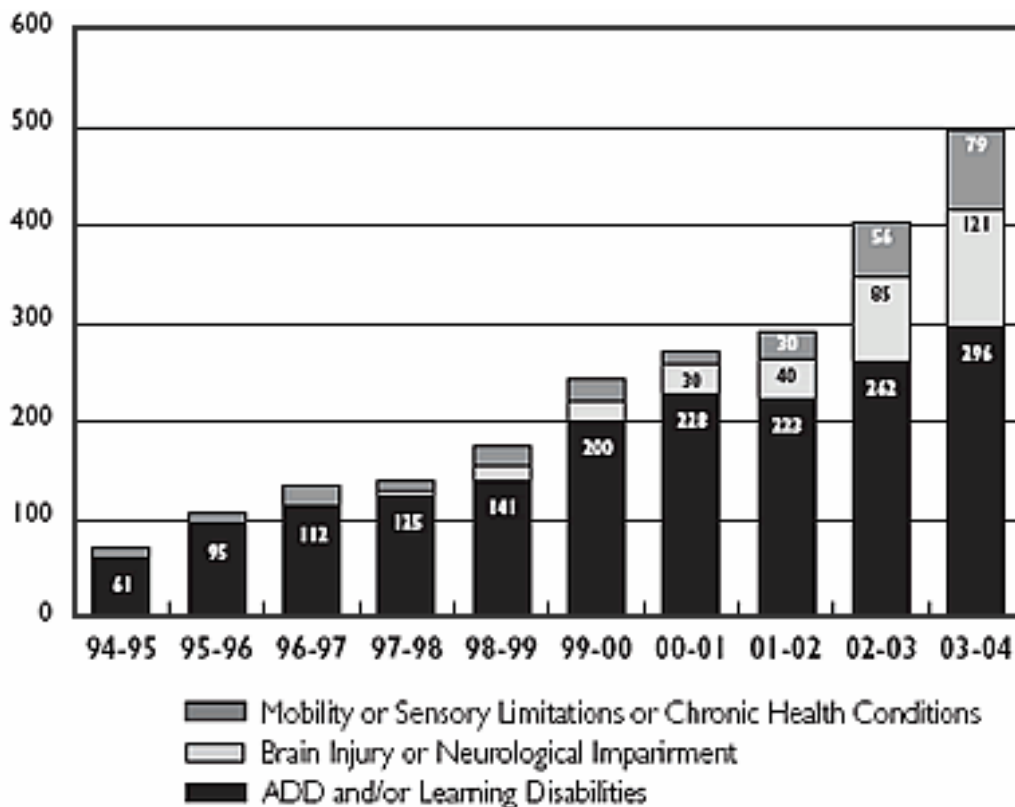
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October 21, 2005

This graph below is from a 2004 Self-Study Report submitted to the Higher Learning Commission. The data comes from a private 4-year college located in Grand Rapids.

- Does our Disability Services Office have similar trends? If so, extrapolate to 2015.
- Is GRCC prepared for this student population?
- What current and future technologies might help to meet the needs of this growing population?
- If this is a private college with a somewhat selective admissions policy, what do you suppose will happen to colleges who have open admissions?
- Finally, and this is not meant as a joke, ADD and Learning Disabilities are rising faster than the other categories. Is an increase in ADD (which may mean more students will have trouble paying attention in class) an increase in the “disorder” or a symptom of Generation NEXT?
- Will these trends impact how we approach student engagement and success?

Figure 4.2 Number of Students Receiving Disability Services, 1995-2004



Reference: Available upon request.

Addendum: March 15, 2006

Shortly after the first of the year, I had the chance to talk to Anne Sherman, Coordinator of GRCC's Disability Services and she confirmed that the number of students in GRCC's population receiving disability services shows a similar upward trend. Disability Services tracks many more categories than does the school above and thus can show increases in distinct categories. On an anecdotal note, Anne said she has received numerous success stories of students with disabilities making the transition from GRCC to transfer institutions. She attributes this success to the fact that students are being identified and helped in high school which makes it easier for students coming to GRCC to self-identify a need for the disability services which we can offer. Early identification and intervention is one key to success for this student population.

The Future GIST 14

December 21, 2005

E-Mail

Greetings,

Many of you have attended the presentation, GIST-IN-TIME Future, What the Community College Must Know About the Next Ten Years, and I thank you for the complimentary comments I have received over the past few months.

In that presentation, I talk about "seizing opportunity" as a strategic tactic for survival over the next 10 years. This is one of the ways that GRCC can remain vital, relevant, and enhance student effectiveness.

Please examine the attached graph.

Questions:

Does the graph's content suggest an opportunity?

If so, are we seizing that opportunity?

What could we do differently to take advantage of what the graph, if anything, is telling us?

What are we doing NOW to seize this opportunity?

Could we do something more aggressively in 2006 to take advantage of the opportunity?

Feliz Navidad, and have a preferred 2006.

Mark

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The good is often the enemy of the best. anonymous

The Future GIST 14

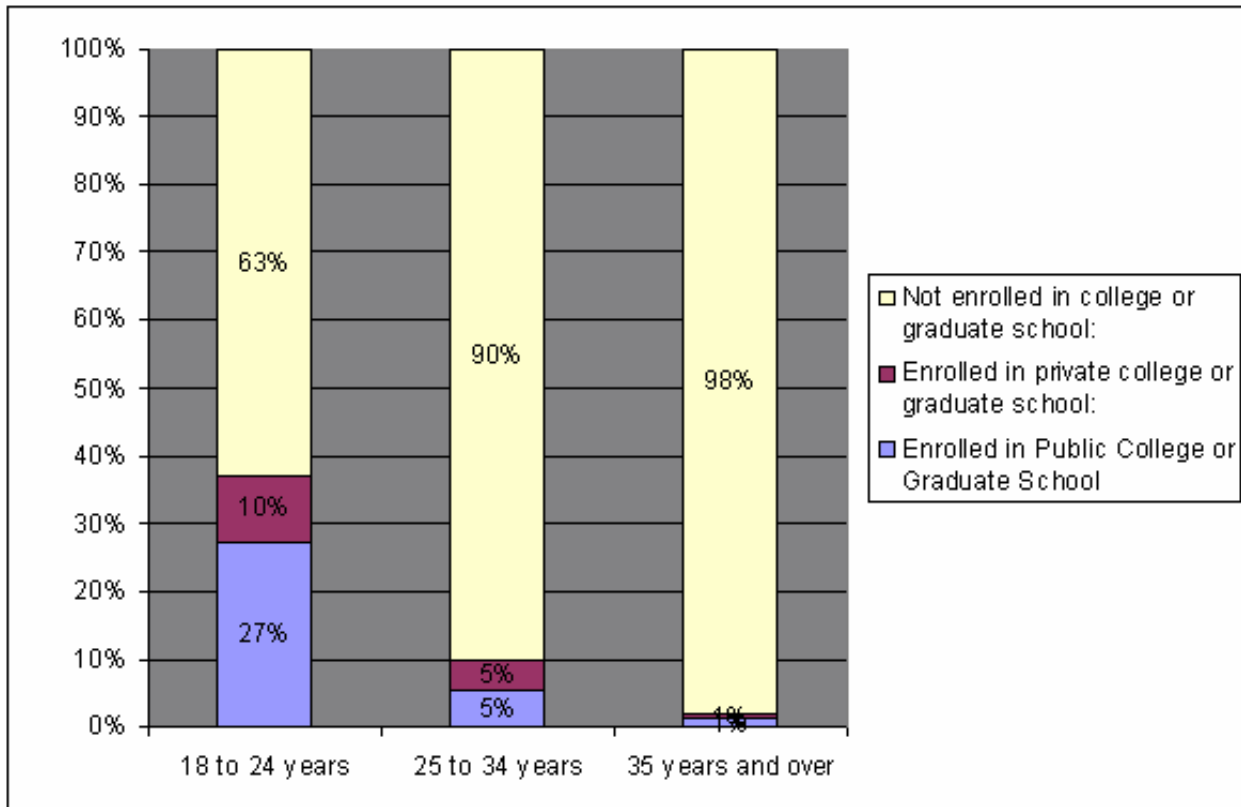


Figure 6: College Enrollment by Age for the Population 18 Years and Over, Kent County 2004

Source: U.S. Census 2004 American Community Survey

Prepared by: Community Research Institute,
<http://cridata.org/data/education/index.html>, #6

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