

# Workforce Development Newsletter

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Workforce  
Operations  
Resources and  
Knowledge

Promoting Lifelong Achievement  
and Career Enrichment  
in NH State Government

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*The old **Butter vs. Margarine** query can finally be answered. Margarine is extremely high in trans fats so it can triple the risk of heart disease, it decreases immune response, and lowers the quality of breast milk. It also is just one molecule away from being plastic. And how about all that food coloring? Pass the butter please!*

Max Izenberg

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## DOP & UNH Student Internship Agreement

The Division of Personnel and the University of New Hampshire have agreed to a mutually beneficial [for academic credit] Student Internship Program for state agencies [departments, boards, commissions]. These are non-paid internships. Both organizations have been working together since the fall of 2009 to work out the details of the program. Initially, the program would involve graduate students from the UNH Masters of Public Administration Program. DOP has also begun discussion with the Whittemore School of Business and Economics regarding internship students from the UNH Masters of Business Administration Program, and undergraduates from the business and economics program.

**Here's how the internship program with the Masters of Public Administration [MPA] students would work.**

The University would notify the Division of Personnel [DOP] they are now accepting proposals for student internship projects from organizations. Upon notification from the University, DOP would notify all state agencies [departments, boards, commissions] that they have the option to complete an application for a student intern. The notification would include internship time frames. State agencies interested in seeking a student intern for a specific project [s] would complete the application form and return it to DOP. The applications would go through an initial review and approval process at DOP. Approved applications would be forwarded to the University MPA internship program director to make a final selection of projects that meet their program requirements. Selected projects would be made available to all students seeking an internship. Students interested in working on a project for a state agency would apply

[using a state application form] for the internship.

**YES!** That means the agency gets to interview the candidates for the internship. This provides an opportunity for the agency to pick the candidate they feel would do the best job for the agency [and it's an opportunity for the student to participate in a real job interview and decide if the agency is a "best fit" for them]. Also, by using the state application form, Human Resources would be in a position to inform the selected student intern, at the end of their internship, which state positions assigned to that agency the student may qualify for after graduation, should they be interested in pursuing a career in government.

The Division of Personnel [DOP] has in its possession a "**Student Internship Informational Packet**" that explains the purpose of the program, responsibilities of the site supervisor, benefits

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# UNH Internship continued from page 1



to the state agency and to the student, the difference between a student intern and a job, training and orientation considerations, how to evaluate the student intern, required forms, and how state agencies can apply for a student internship with the UNH Masters of Public Administration Program. DOP is now accepting applications for interns for the summer session [Late May to August] and the fall session [September to December]. Applications should be sent to Peter Gamache at [peter.gamache@nh.gov](mailto:peter.gamache@nh.gov) no later than March 1, 2011. All DOP approved applications are due to UNH by April 1, 2011. State agencies interested in applying for a student intern in the Master of Public Administration Program should contact Peter Gamache for an electronic copy of the “*Student Internship Informational Packet*” which includes the application form. All applicants must answer five questions using no more than one page per question. To help agencies decide whether or not they want to go forth with the process we are posting the five questions below:

**Please attach a brief [maximum of one-page per item] narrative outlining the following relevant items to this applica-**

**tion.**

1. Describe the project or projects the student intern will be working on during their internship with your organization. A project [s] is a requirement of this program. Interns are not to be used as filing clerks and receptionists. The project [s] is required so the student can gain a broad experience in government operations or specific knowledge, skills, and abilities inherent in your project [s].
2. Attach a job description or position description including duties and daily responsibilities expected of the intern.
3. Describe the supervision the student will receive. Who will be the supervisor? How frequently will work be reviewed? How much time does the supervisor have to dedicate to the student? How much time will the intern spend working independently and why? Note: Interns should not be assuming supervisory responsibility.
4. Describe the resources that will be available to the student over the course of the internship. This can include resources such as office space, computer equipment, internet access, information resources, and staff support, among other

resources.

5. Describe any mentoring the student will receive from the site supervisor. This can include discussing career options in state government, inviting the student intern to observe otherwise closed meetings and debriefing with the manager afterwards, attending meetings, and other activities.

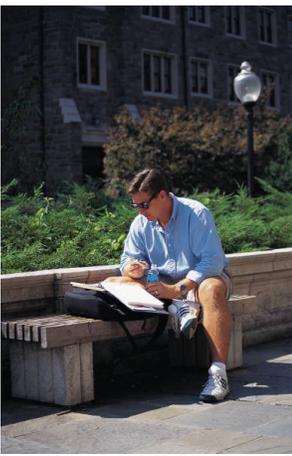
What does all of this mean? It means this is a two-part competitive process. In part-one state agencies are competing for non-paid interns to work on projects for that agency. In part-two potential student interns are competing to work on the agency project.



DOP will offer an informational meeting regarding the internship program on February 1st at the BET training center. Contact Peter Gamache at [peter.gamache@nh.gov](mailto:peter.gamache@nh.gov) to sign up for the 9-11 session or 1-3 session.

All questions and requests for internship application forms will be addressed at the February 1st informational meeting■

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## DOP Pilots “Skills Assessment & Career Center”

The Division of Personnel has been working steadily for the past year on an objective passed to them by the Workforce Development Committee. The objective “Create and implement a Skills Assessment and Career Center at the Division of Personnel” has seen completion of the “create” phase and is beginning the implementation phase by piloting the program January through August 2011. The Center is located at the State House Annex, home of the Division.

The Skills Assessment & Career Center will provide work related skills assessment and career counseling services for existing New Hampshire Executive Branch State Employees.

Our goal is to provide individual counseling and career development assistance by guiding employees through a variety of assessment

tools, providing career consultation, educational assistance information, identification of training needs, and assistance in creating a career development plan that will help employees further their careers and professional growth while employed by the State of New Hampshire. Supervisors and managers are welcome to contact us for assistance with developing an Individual Development Plan for their employee [s].

Career Development is an organized process that combines career planning activities with acquiring skills and knowledge or enhancement of existing skills and knowledge for job mastery and professional development. Career Development can also be used to match employee goals with the public service goals of the state organization. The purpose of career development is to enhance each employee’s current job performance, enable individuals to take advantage of future job opportunities, fulfill agencies’ goals for a dy-

namic and effective workforce, and to assist agencies in retaining valuable employees.

The Center will include a host of online self-assessments that can be accessed via Center computers or through the use of the employee’s home computer. Some employees may prefer to meet with trained staff to complete the assessments and discuss possibilities while others may feel most comfortable completing



assessments and developing career goals independently in the comfort of their own home.

Watch for updated information in future editions of our **Workforce Development Newsletter** and the Division of Personnel quarterly newsletter [HR Exchange]. ■

## Succeeding with Teams—Training to Understand Your Customers

The following information was taken from the book titled “Succeeding With Teams” by Richard S. Wellins, Ph.D., Dick Schaaf and Kathy Harper Shomo; copyright 1994 by Lakewood Books.

If teams are to succeed, everyone must have a clear understanding of customer requirements. Important customer service skills include identifying customers’ *personal* needs and expectations, learning to handle difficult situations, and knowing when to go “above and beyond” to provide extraordinary service. And how do you know

what customers want? Ask!

► **Talk with customers directly** - Have team members ask them how you’re doing. Pose questions like: What do we do best? What could we do better? What would you do differently if you were in our shoes?

► **Ask customers to rate you** - Find out how your product or service quality, order accuracy, timeliness of response or delivery, general responsiveness and overall performance compare to your competition. [In state government we should compare ourselves to other similar agencies inside and outside of our state.]

► **Update the team’s database** - At least annually, ask your customers to give you more detailed information on how well your team is meeting their needs and expectations. If they gave you an exceptionally high or low rating, find out why.

Then make sure your customers know you’ve heard them. Get back to them about how you’re implementing their ideas. Ask them if you’re on the right track. The better you know your customers, the more likely you are to meet their needs. ■

## Mismatch in the Labor Market: Measuring the Supply of and Demand for Skilled Labor in New England

On Tuesday November 30, 2010 Peter Gamache was privileged to attend the New England Public Policy Center symposium titled “Mismatch in the Labor Market: Measuring the Supply of and Demand for Skilled Labor in New England”. The symposium was based on the research of Alicia Sasser Modestino, Senior Economist, New England Public Policy Center, Federal Reserve Bank of Boston. The two-hundred attendees included corporate America and public not-for-profit organizations.

**The following material was taken directly from the Research Report dated November 2010.**

Over the past decade, policymakers and business leaders across New England have been concerned that the region’s slower population growth and loss of residents to other parts of the country will lead to a shortage of skilled labor—particularly when the baby boom generation retires. Prior to the Great Recession, the concern was that an inadequate supply of skilled workers would hamper future economic growth by creating barriers for companies looking to locate or expand in New England. More recently, the worry is that the lack of skilled workers will make it difficult to fill jobs that are in high demand as the economy recovers—many of which are likely to require postsecondary education and training—thereby slowing the region’s recovery. That means having not only a sufficient *number* of skilled workers but also a workforce with the right *mix of skills* to meet the diverse needs of the region’s economy.

Some of our main findings suggest that:

- Since 1990, the region’s population of working-age adults with any post-secondary education and training has been growing more slowly than that in the rest of the United States due to a combination of slower population growth and greater net domestic out-migration.
- Yet high and rising rates of educational attainment have helped New England increase the percentage of its population with postsecondary training. However, while the region has led the nation in terms of increasing the “high-skill” share of its population (individuals with a bachelor’s degree or higher), it has consistently performed below average in terms of increasing the share of “middle-skill” workers (individuals with some college or an associate’s degree).
- New England employers are willing to pay a premium for workers with any postsecondary education despite there being more of them. Moreover, this premium has been growing over time, indicating that the demand for such workers has continued to outpace their supply. While this situation is not unique to the region, New England differs from the nation in one important regard: The imbalance between the supply and demand for labor is greatest among “middle-skill” workers—those with some college or an associate’s degree.
- Most of the increased demand for college educated workers in both New England and the nation comes from greater employment of college-educated workers within industries and occupations, indicating that this trend is not just isolated to a few key sectors of the economy but rather is fairly widespread. Although these trends are

not unique to New England, job vacancy rates indicate that the region’s supply of skilled labor may be constrained relative to that of the nation in key sectors of the economy such as management, business and financial operations, computer and mathematical sciences, and healthcare.

- Looking forward, our labor supply projections suggest that New England’s labor force will likely shrink over time while that of the nation is likely to grow. More importantly, shifts in the composition of the population will constrain the educational attainment of future workers in both the region and the nation.
- Our projections of future demand indicate that the supply of skilled workers—particularly those in the middle of the labor market—will not grow fast enough to keep pace with demand once the economy recovers.

**Editorial Comment:** The author and members of the symposium panel discussion group, representing businesses throughout New England, recommend policy developers place more emphasis on, and provide more financial support to, the community college systems throughout New England.

**To review the entire fifty-one page report go to:**  
[www.bos.frb.org/economic/neppc/index.htm](http://www.bos.frb.org/economic/neppc/index.htm) ■