

C-toC <sup>alliance</sup>  
*Cradle to Career*

**STUDENTS CAN'T DREAM ABOUT  
CAREERS THEY DON'T KNOW ABOUT**





# Table of Contents

Introduction	4
Role of PCD	5
Is Change Necessary?	6
Collaboration	7
A Regional Solution	8
Innovation	9
Structure/Sectors	10-17
Putting it All Together	18-21
Role Overviews	22
Conclusion	23
Materials	24-28
Resources	29-30

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**“If you want to go fast... go alone. If you want to go far, go together.” - African Proverb**



# Introduction

*By nature, education and business operate independently - each best serving their own missions. However, with a widening skills gap, and growing misalignments, Career, College & Workforce Readiness Efforts (CCR) in PA critically demand cross-collaboration.*

*Regional, state, and Federal programs create pockets of success, but lack comprehensive accessibility and equitable solutions. An infrastructure that allows for sector, and overall collaboration can provide means to locate the resources required.*

## A REGIONAL SOLUTION

The development of a regional Alliance can provide the means to:

- Review, Develop and Adopt best practices
- Avoid duplication of efforts
- Allow a common place for collaboration and alignment
- Create a platform for equity of opportunities and leverage through economies of scale
- Share resources
- Provide a forum for innovation

## WHY?

The model would address identified trends from surveys, collaborations, and conversations:

- ~ Greater Business-Education partnerships and collaborations for mutual benefit
- ~ More businesses with better understanding and involvement in work-based learning and other CCR efforts
- ~ Help alleviate “employer fatigue” - schools who are complying with mandates are overwhelming businesses with program needs
- ~ Better alignment of talent demands, with school efforts
- ~ A structure to develop prioritize objectives and turn them into actionable items
- ~ The development of sectors that self-define charter goals to assure that needs are voiced and addressed





# Role of PCD

## *A brief background*

With a recognized large and increasing Skills Gap, Pennsylvania has been finding innovative and dynamic approaches to address it.

PDE introduced new legislation including the Comprehensive Counseling Mandate (339 Plan) – which requires a K-12 plan for CCR efforts, and the Future Ready Index – which addresses the national Every School Succeeds (ESSA) legislation, and sets PA apart from all other states as the only state using a K-12 dashboard framework to develop programs to address CCR. Both were supported from Career and Education Work Standards, which were placed into PA Code in 2006.

In addition, the Department of Labor has introduced new grant opportunities, supporting “Teacher in the Workplace,” and Pre-apprenticeship.

These initiatives have gained great ground in helping to develop alignment between business needs, and student success.

Though the initiatives are very different, and seek to address different components, the common thread has been an emphasis on collaboration.

Some efforts have developed organically, through geographic need. PA regions are widely varied in where they stand in reaching goalposts and in collaborative efforts.

In the Capital Region, there has been a unique regional entity – the Partnership for Career Development (PCD) - that has assisted in developing Business-Education Partnerships through monthly collaborative meetings with the school staff (primarily at secondary - or high school level) involved in CCR efforts.

PCD has worked, over the past 20+ years, to develop programs, events, networking and opportunities for member school districts through developing relationships with businesses, chambers, associations, post-secondary institutions, community organizations, military and more.

This unique vantage point has given PCD a peek at what regional success looks like in these efforts – but the reach has been limited due to organizational capacity to do the work, and limited visibility of the organization.



# The Case for Change

**3.5 million**

*Manufacturing jobs will be  
available by 2025.  
2 million are expected to  
go unfilled  
(Deloitte, 2016)*

**10,000**

*Baby Boomers  
retire daily  
(Pew Research, 2010)*

**1.8 million**

*IT jobs could go unfilled  
by 2022  
(Global Information  
Security Workforce Study  
(GISWS), 2017)*

## ARE WE RUSHING INTO CHANGE?

"Despite almost 40 years of continuous reforms in the K–12 system, there has been relatively little progress in making high school students college and career-ready."

Georgetown University Center on Education and the Workforce "If Not Now, When? The Urgent Need for an All-One-System Approach to Youth Policy" (2021)



# Collaboration

*Using a collaborative model allows best practices to develop, and creates time-efficient approaches to solutions. Leveraging economies of scale allows a regional opportunity for successes.*

79%

*Employers reporting they are looking for Logical Thinking and Problem Solving Skills*

*(PA Chamber of Business & Industry, 2016)*

75%

*Employers reported they want a candidate to have good Verbal Communication Skills.*

*(PA Chamber of Business & Industry, 2016)*

75%

*Employers reporting that they were more successful when implementing Internships and/or Apprenticeship programs.*

*(PA Chamber of Business & Industry, 2016)*

## GROUNDWORK

The good news is that there are pockets of successful efforts that exist in Central PA, There have been great strides in foundational practices and resources that are ready to access and utilize. There have been many PA champions of this work, and a developing awareness that there is a need for a regional approach.

In Berks County, a regional Career Pathways model was adopted, resulting from the partnership of their educational Intermediate Unit, and a strong relationship with their chamber of commerce and workforce development board. All regional school districts adopted the platform. In our region, we span multiple counties, making the adoption of a comprehensive educational model more difficult. The proposed Alliance model would allow regional school districts to continue to use their existing CCR model, if they choose to. The Alliance would enhance their efforts and better provide for their needs.



# A Regional Solution

*Developing an Alliance Model for the region will allow a regional approach for collaboration, sector initiatives and goals, and developing solutions models that may be scaled and replicated, but will address regional strengths and needs in ways we can help address the skills gap.*

*With a regional approach to education and opportunities for students and educators, we can provide equity of offerings, innovative approaches, a stronger and more consistent voice, and we can work to avoid duplication of efforts and employer fatigue of efforts.*

**50 million**

*Amount invested in  
PASmart for  
apprenticeships and pre-  
apprenticeships  
(T. Wolf, 2018)*

**20**

*Pieces of "evidence" by  
graduation - schools will be  
required to submit to PDE to  
demonstrate the student is  
"College & Career Ready"  
(PA Department of Education, 2018)*

**65%**

*Jobs Requiring  
Post-secondary training  
and education by 2020  
(Georgetown University, 2014)*

## SECTOR EFFORTS

There is solid evidence that across the region, and state, business and industry, education, and post-secondary training and education are all trying to find a meeting point. There are excellent initiatives available to accomplish this work, but efforts are often segmented and disconnected.

Developing a meeting place for all initiatives to be considered and discussed, as a region, allows for better use of funding, coordinated efforts for schools, and an opportunity to identify and promote post-secondary options that align with student and workforce needs.





# Innovation

*A Regional Alliance Approach Offers Many Opportunities*

*The diversity of perspectives provide a unique opportunity for all stakeholders to have an active and actionable voice*

*"...research provides compelling evidence that diversity unlocks innovation and drives market growth"*

*(Hewlett, Marshall & Sherbin, 2013)*

*"...the more diverse the teams in terms of age, ethnicity, and gender, the more creative and productive they are likely to be."*

*(Reynolds & Lewis, 2017)*

*"Crossovers are what happen when an invention, idea, or body of knowledge in one field jumps into another – and the result is a quantum leap of progress."*

*(Comstock, 2016)*

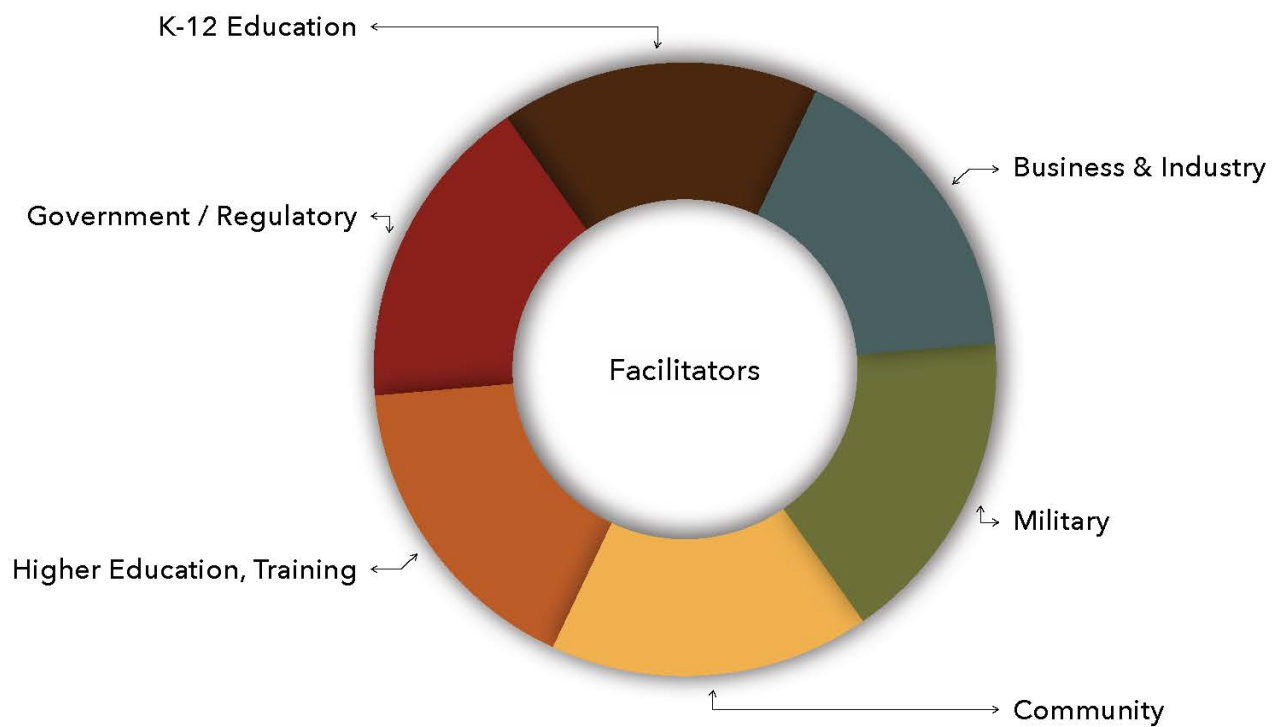
## AN ALLIANCE OFFERS A FORUM FOR:

- Reviewing, developing and adopting best practices for consistency of message and efforts
- Avoiding efforts that are duplicated/re-created that can be adapted for other areas
- A meeting place to collaborate and align efforts
- Provides a stronger voice and greater leverage for funding and efforts while creating equity
- Sharing resources and ideas
- A diverse collaborative forum for innovation



# Structure

*A purposeful model is necessary to adopt to stay on task  
and assure primary objectives are being met.*





# Sectors

*The model addresses six sectors with unique needs and offerings. Ongoing collaborative discussion will assess those sectors.*

*BUSINESS  
&  
INDUSTRY*

*EDUCATION*

*POST-SECONDARY  
EDUCATION &  
TRAINING*

*COMMUNITY*

*MILITARY*

*GOVERNMENT  
RELATIONS*



# Business & Industry Sector

*Developing a charter that addresses High Priority Occupations (HPOs), specific regional needs and niche markets, employability skills, the skills gap, and other voiced needs.*

*Addressing workforce needs by industry sector allows an opportunity to adopt innovative collaborative models for strategies like the “Next Generation Sector Partnerships” Model, and Talent Pipeline Management Models currently under examination/assessment*

## *B & I*

*Business & Industry is comprised of many sectors. All require common and unique skills sets and a voice at the table to state those needs.*

## *Chambers*

*Bringing in the expertise of chambers provides a countywide perspective of business needs.*

## *Associations*

*Associations provide a unique industry perspective to include trends and future industry needs*

## **ALIGNMENT**

Providing an industry-specific message of regional needs to all schools concurrently provides a time sensitive, time efficient forum. This allows a conduit of information to flow directly to the educational administrators and staff you need to reach.

Additionally, participation in CCR efforts at early stages of education allows a pipeline to develop where industry messages become common and understood. For example, reaching students in elementary school introduces messages about ALL career paths, requiring all levels of post-secondary education from OTJ training to PhDs - on an even playing field. All options are open. In addition, this allows an opportunity to engage with parents who are active in their child's education to provide 1 - an eye-opening experience about workforce needs, and 2 - a potential employment opportunity for a family member or friend.



# Education Sector

*Development of a charter to address educational needs that help to comply with Career & Education Work Standards (PDE, 2006), the K-12 School Counseling Plan (Chapter 339) (PDE, 2015), and the Future-Ready PA Index (PDE, 2018)*

## CTE

*CTCs are uniquely positioned to be able to assist the region in many ways - providing programs of study in multiple industries.*

## Special Populations

*ESL, Special Needs, Gifted, and other "special populations" need a voice in CCR for awareness and equity or opportunities*

## Pre-K

*We tend to address CCR in the K-12 framework. There is a need to reach families earlier. Early skills development and education provides a foundation for future success*

## DEVELOPING A COMMON MESSAGE

While an Alliance model allows for multiple methods to address CCR, developing a common message is an important goal to provide business and industry. Providing multiple mixed messages from all schools leads to confusion, dilution and diffusion of efforts.

Developing a common plan, that addresses internal and external communications objectives also provides potential partners with a familiar and understandable guideline where professional development (for business and industry, as well as for educators) can meet needs regionally, rather than distinctly for each district.





# Post-Secondary Education and Training Sector

*Dual enrollment options and other articulation agreements with colleges, training facilities, and online educational providers, as well as apprenticeship/pre-apprenticeship options provide excellent opportunities for students pre and post high school graduation.*

*Under Act 55, PDE is requiring all schools districts to have at least one articulation agreement.*

## *2 & 4+ Year*

*Employers reporting they  
are looking for Logical  
Thinking and Problem  
Solving Skills*

*(PA Chamber of Business &  
Industry, 2016)*

## *Training*

*Employers reported they  
want a candidate to have  
good Verbal  
Communication Skills.*

*(PA Chamber of Business &  
Industry, 2016)*

## *Apprenticeship*

*Employers reporting that  
they were more successful  
when implementing  
Internships and/or  
Apprenticeship programs.*

*(PA Chamber of Business &  
Industry, 2016)*

## **RE-INVENTING POST-SECONDARY EDUCATION?**

We are seeing new trends in post-secondary education that are providing more opportunities for students before and after they graduate. Some of these have long existed in Career & Technical Schools, but have been made available to school districts in happenstance ways across the region.

A comprehensive approach that addresses a regional need, and offers a structure that relies on the economies of scale provided with an entire region's support. This offers tremendous new and equitable educational opportunities for students.



# Community Sector

*Community resources are often overlooked and have much to offer that consider out-of-school time where students, parents and caregivers are often together.*

*Allowing a voice for the church and religious organizations, which do not often have a role in schools, allows for reciprocal benefit. Foundational moral messages can be expressed, and through Alliance partnerships, messages about regional needs can reach entire families.*

*"It's important to recognize that relationships are critical for social risk management and that relationship-building is not a task that can be outsourced."*

*(Dorobantu & Flemming, 2017)*

*"Community is about people: feeling respected, cared about, and recognized by others. It drives our sense of connection and belongingness."*

*(Goler et al, 2018)*

*"The fundamental question around sustainable business remains how companies can bridge the gap between their own apparent self-interest and the broader needs of society."*

*(Henderson, 2018)*

## RESOURCES, CORPORATE SOCIAL RESPONSIBILITY (CSR) AND MORE

There are many resources available, regionally, that are often misunderstood and/or neglected. For example, the library system often provides space, training, and educational resources. In addition, they tend to bring in families with young children, providing a location for early career messages to both students and their families.

There are many non-profits, regionally, that could be assembled to allow both businesses and educators additional support and volunteers for educational and professional development programs, as well as finding creative transportation capabilities, and more.

Additionally, emerging trends suggest that young adults entering the workforce are increasingly drawn to the organization's CSR outreach and activity.



# Military Sector

*"It is a proud privilege to be a soldier - a good soldier [with] discipline, self-respect, pride in his unit and his country, a high sense of duty and obligation to comrades and to his superiors, and a self-confidence born of demonstrated ability."*

*– George S. Patton Jr.*

*"When I took the oath of office, in February 2015... I made a specific commitment to ensure that the U.S. military continues to be a place where America's finest want to serve."*

*– Ash Carter  
25th Secretary of Defense of the  
United States*

*"The things that make the military so good and able are very basic things, such as building levels of relationships and understanding capabilities."*

*(McGinn, 2015)*

*Military veterans and military techniques, when applied properly to an organization's culture and business processes, can bring value to corporations, non-profits, non-governmental organization, and educational institutions.*

*(Storlie, 2010)*

## MILITARY AND LEADERSHIP FOR STUDENTS, BUSINESSES, AND COMMUNITY

**"First**, in all services, military leadership qualities are formed in a progressive and sequential series of carefully planned training, educational, and experiential events—far more time-consuming and expensive than similar training in industry or government.

**Secondly**, military leaders tend to hold high levels of responsibility and authority at low levels of our organizations. **Finally**, and perhaps most importantly, military leadership is based on a concept of duty, service, and self-sacrifice; we take an oath to that effect. We view our obligations to followers as a moral responsibility, defining leadership as placing follower needs before those of the leader, and we teach this value priority to junior leaders.

Our leadership extends to caring for the families of our soldiers, sailors, airmen, or marines, especially when service members are deployed. When serving in crisis conditions where leadership influences the physical well being or survival of both the leader and the led—in extremis contexts—transactional sources of motivation (e.g. pay, rewards, or threat of punishment) become insufficient."



# Government Relations Sector

*Staying vigilant about emerging trends and innovation from  
State Agencies, State/Federal Government  
New/Pending Legislation/Law*

*Compliance  
Voice*

*Federal*

*State*

*Local*

## **COMPLIANCE**

It is way to get wrapped up in the past, and where we are now, and neglect to prepare for the future. Keeping an eye and ear on future developments assists with preparation and addresses capacity to comply.

## **VOICE**

In addition to understanding and addressing compliance, a regional alliance represents a strong voice. There may be opportunities to develop and/or influence legislature.



# Putting it all Together

## Phase One

1

### NEED

*Define & State the Case - Need/Urgency*

*Define/Refine Vision & Strategy*

*Define Initial Alliance Cross-Sector Goals  
(Currently - collaborative platform/database,  
comprehensive guidebook for CCR definitions  
and experiences, and ongoing PD for employers)*

*Structure Development: Define Lead Team*

*Define Scope of Lead Team*

*Identify Key Personnel*

## KEY DELIVERABLES

### Phase 1:

- Development and initial meeting of Lead Team - Intermediaries convening
- Written/crafted messages regarding need, urgency (common language)
- Develop branding
- Define/refine vision and develop a regional strategy
- Define scope and key objectives of Lead Team
- Assessment of sectors - are all accounted for? Are we missing or duplicating?
- Identification of potential sponsors to lead teams for sectors
- Develop overall Lead Team charter - responsibilities, expectations, communication





# Putting it all Together

## Phase Two

2

### VISION

*Initial convening with intermediaries and sponsors to relay the vision, needs, messages and strategy*

*Empower steering committee to identify team leads, create sector teams, and sector charter agreements  
(Note: some sectors may require sub-sectors)*

*Charters to include: Primary Objectives and Goals, Scope, reason for their individual and sector participation (why they were chosen), team role definitions, responsibilities, expectations, operating principles, behaviors*

*Develop Communication Plan/Strategies*

## KEY DELIVERABLES

### Phase 2:

- Alliance development meeting with steering committee - introduce vision, needs, messages, strategy, key personnel, teams and sub-teams (if applicable)
- Development of a cross-sector meeting and communication plan (when/where Alliance will meet and communicate)
- Development of defined sector teams, sponsors and potentially team leads
- Create a flyer and survey for teams/sectors to address their needs, and the goals of the Alliance



# Putting it all Together

## Phase Three

# 3

### WINS

*Celebrate Early Sector Wins*

*Evaluate Successes and Develop Best Practices*

*Bolster Energy and Locate Opportunities for  
Regional Integration of Efforts*

*Continue Collaboration for Overarching/  
Comprehensive Goals*

## KEY DELIVERABLES

### Phase 3:

- Celebrate development of teams/charters through Alliance communication paths (email, other methods as decided)
- Examine surveys, scopes/sector needs and communicate through Alliance priority goals, and how they may be addressed to develop a blueprint for future educational programming
- Gain feedback about Alliance Priority Goals, and begin to implement and gain sector support (begin to populate platform, if possible, develop guidebook, and create session framework)



# Putting it all Together

*Phase Four*

4

## *ANCHOR*

*Anchor Concepts of Collaboration and Common  
Message into/across Region*

*Assessment of Goals*

*Articulation of Additional Goals to be Met*

*Recruitment of Needed Stakeholders*

*Review Needs, Add Additional Members*

*Assess Replicability and Scalability*

## KEY DELIVERABLES

Phase 4:

- Assessments/Surveys: Alliance/Sector goals, structure, communication, integration, participation, sustainability, future goals
- Communicate messages to larger community (Press Release/s)
- Create a future recruiting policy/method



# Role Overviews

*Sector roles will be define in charters, however, at Alliance-level, there are four main roles (below). Each brings something critical to the Alliance Structure, and sustainability*

ROLE	RESPONSIBILITIES*	
Facilitator (intermediaries)	Convening Communication Overview	Focus on vision/mission of Alliance Celebrate wins Assist as needed
Sector Sponsor (one per sector)	Seat at Alliance Convening table: Communicate Charter Objectives/ Goals, Successes, Needs, Opportunities, facilitator at Alliance meetings	Assist with Sector Charter Development Assist with Developing Sector Team Potential seat at Next Generation Sector Strategies Industry Table
Sector Team Lead (one or more per sector)	Seat at Sector table: Develop and Drive Charter and Objectives/Goals, Successes, Needs, Opportunities	Assist with Developing Sector Team Potential seat at Next Generation Industry Table Convey/communicate
Sector Member	Assist with reaching objectives.goals. Voice to define trends, needs, opportunities	Determine sector charter role and implement Adhere to charter - convey, communicate Potential seat at Next Generation Industry Table

\* Additional responsibilities TBD



# In Conclusion

*The development of a regional Alliance opens new doors for innovation and provides a space for solutions models to take root*

## PARTNERSHIPS

The development of a regional Alliance for CCR collaboration could provide virtually unlimited capacity for partnership development for:

- Existing CCR program/event needs
- Development of new CCR programs/events
- Innovative and creative solutions for talent development
- Fostering good will
- Breaking down barriers
- Allowing for a stronger voice for funding and other initiatives
- Debunking myths
- Providing a regionally supported message for all stakeholders

## WHERE TO START?

We are at the crossroads of tremendous efforts from the state, and growing urgency with retirements and low unemployment.

The starting place  
is now.





## Appendix I

# Sector Charter Template

Sector: \_\_\_\_\_  
[i.e. Community Sector]

What do you expect to accomplish? (describe top objectives and top SMART goals that are within the control of the team within the framework of College & Career Readiness)

**Sample objective** (Community Sector): Support the development of a stronger community through CCR efforts

**Sample SMART Goal:** Develop one (or more) opportunity for families to convene to bring awareness of 4 HPOs and 4 Post-secondary education options (i.e. technical school, apprenticeship, community college, 4 year college) in the upcoming school year (2018-2019). Share the model with the sector team and report 3 outcomes and 3 challenges.

What are the team's project, process, and quality goals?

To what level of performance are team members willing to commit?



# Ground Rules

What are the ground rules for working together? In other words, what can the team members expect from one another?

While some team responsibilities are shared by all members, collaborative teams work best when members also have unique roles and responsibilities. These could be technical and/or project management-related (e.g. meeting facilitator, documentation coordinator, information manager, point person for sponsor/advisor communications, etc).



# Team Roles and Contact Info

Team Member and Preferred Contact Info	Team Role
	Sector Sponsor
	Team Leader/s



# Team Management

How often will the team communicate (daily, weekly, monthly, as needed)?

How will you communicate (describe all the ways—meetings, email updates, phone calls, collaborative software, etc.)?

How will meetings be managed (agenda development process, who facilitates, who takes notes, virtual or in-person or both)?

How will the team make decisions (voting, consensus, single decision maker)?

How will conflicts within the team be handled (What barriers to effective teamwork might potentially arise in the course of completing your project and other team obligations, and how will you handle them if they materialize? What problems with team dynamics have you experienced in the past, and how will you handle them if they come up again?)?

Where will meeting notes, the team charter, and any other documentation related to team communication/collaboration be housed? Provide a breadcrumb trail to access.

Agreement by members (signatures/verbal)

# Action Log Template

[illegible]





# Resources

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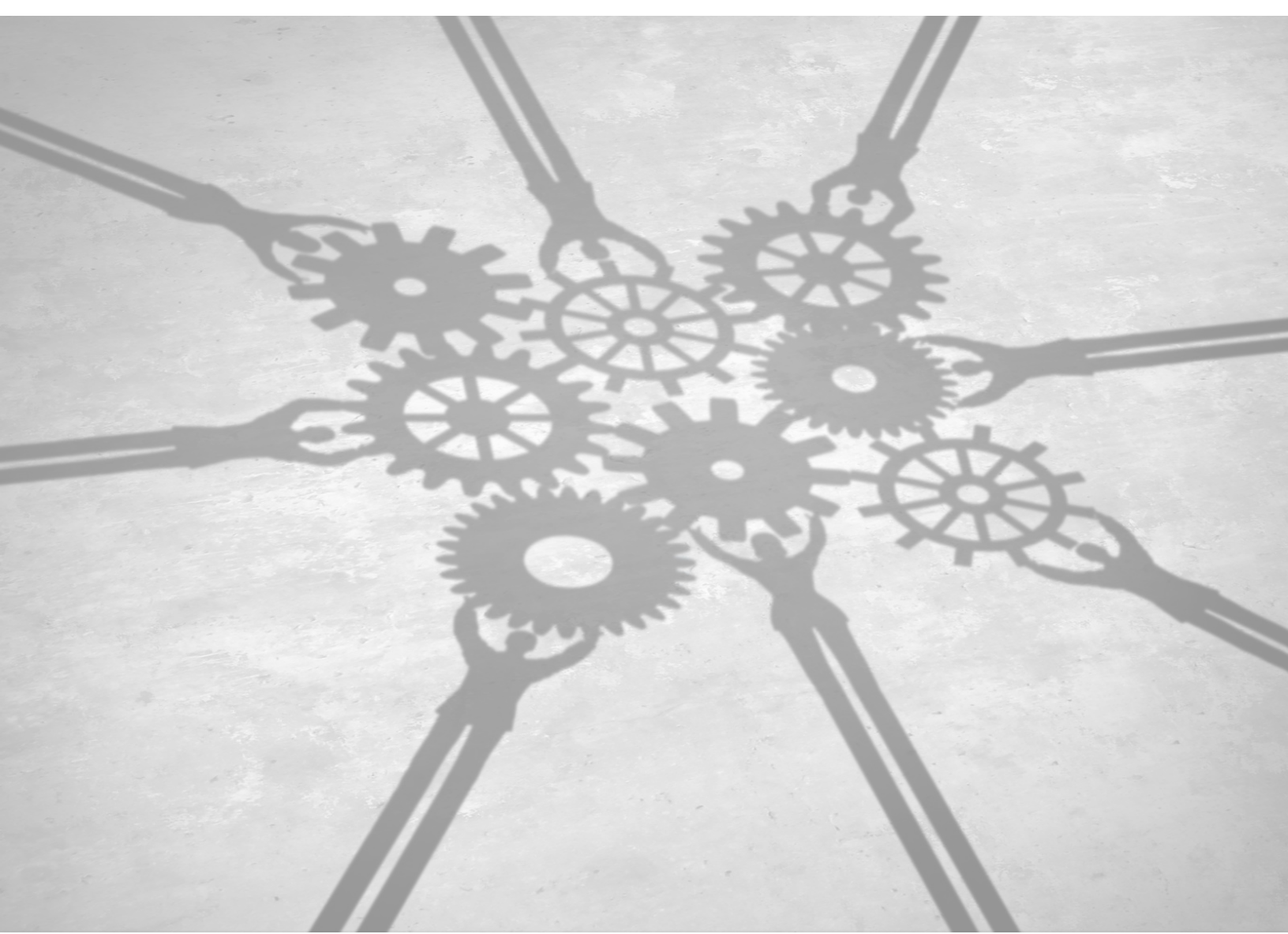


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# Notes



## **PARTNERSHIP FOR CAREER DEVELOPMENT**

The Partnership for Career Development works to build a system of K-12 career education, increase awareness of post secondary training and education opportunities, and strengthen workforce development in the Pennsylvania Capital Region.