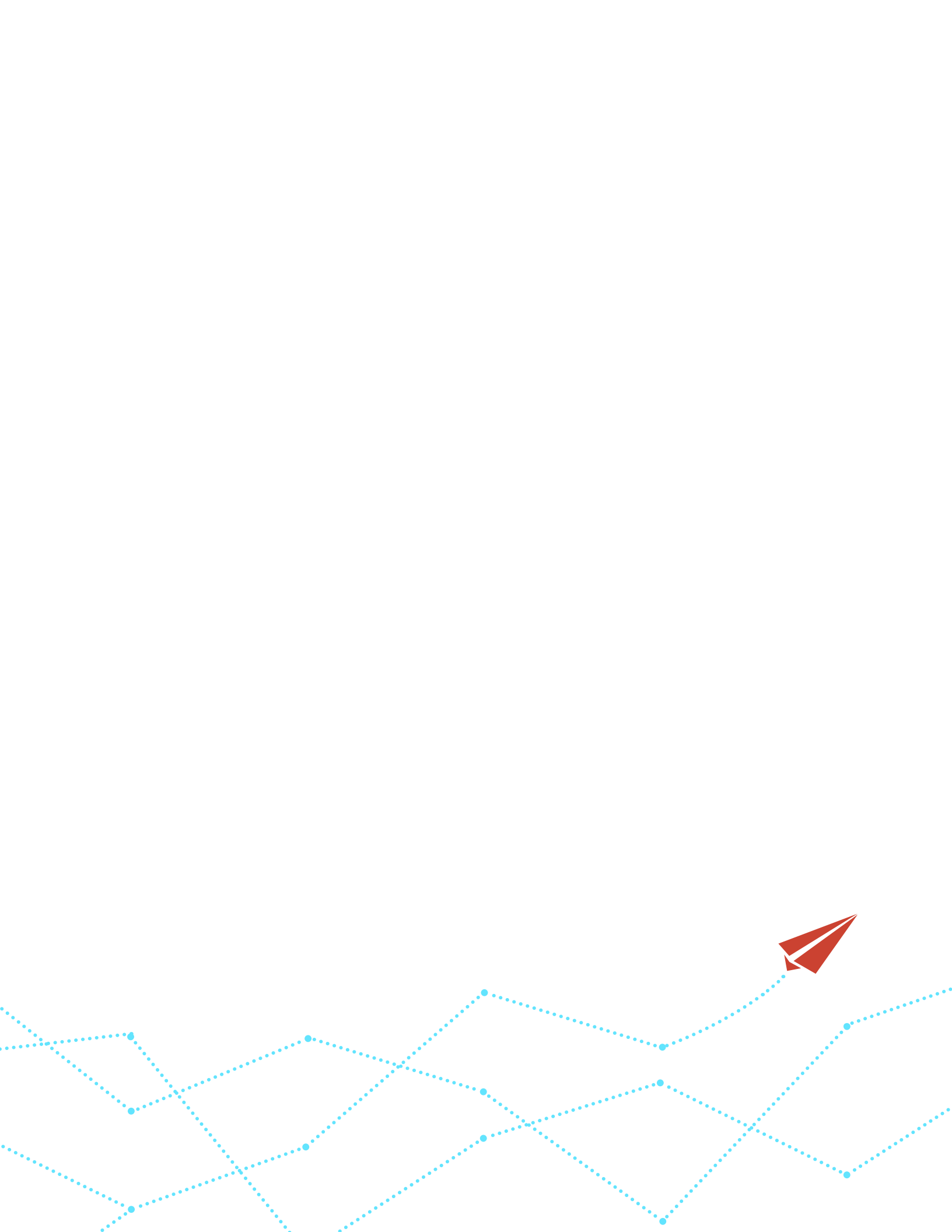




The High Demand for

DURABLE SKILLS



Preface



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About



A **AMERICA SUCCEEDS** works to ensure public education systems prepare every student to succeed in the competitive global economy and contribute to their local community. Our mission is to improve educational opportunities, outcomes, and equity by harnessing the influence and acumen of the business community in accelerating systems change.

America Succeeds

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Core Beliefs

- **EDUCATION IS A CRITICAL INFLUENCE** on an individual child's success and our communities' overall health and vibrancy.
- **THE MOST IMPACTFUL CHANGES IN EDUCATION** are occurring through policies adopted at the state level.
- **BUSINESS LEADERS HAVE A UNIQUE AND VALUABLE PERSPECTIVE** to bring to education policy discussions. There are both economic and moral imperatives to fight for kids and strengthen our education system.
- **LASTING SYSTEMS-CHANGE REQUIRES MANY STAKEHOLDERS' ACTIVE ENGAGEMENT** - policymakers, educators, parents, students, community members, and business leaders.
- **THE LONG-TERM SUCCESS OF OUR ECONOMY**, our country's competitive advantage, and our national security requires improving educational outcomes.

About This Report

The need for students to develop soft skills alongside academic and technical skills was apparent long before the pandemic. However, COVID-19 greatly accelerated existing trends. New ways of learning, working, and connecting have emerged, primarily driven by technological innovation. At the same time, we have become more aware of our vulnerabilities to public and mental health challenges, environmental disruptions, systemic inequities, and aging infrastructure, among other crises. And we have also witnessed the outsized impacts of recent shifts on low-income and rural students and communities of color.

We cannot predict the future but we can help prepare students – every student – by equipping them with Durable Skills. We have an opportunity to transform career pathways for the benefit of students, employers, and communities by focusing on developing these common competencies in K-12 education.

This report was designed to accelerate that transformation; data can be an incredibly powerful tool. Leveraging labor market insights from more than 82 million job postings, we can clearly demonstrate workforce demand for Durable Skills across industries, occupations, and geographies. Now, it's time to do something about it, and businesses, educators, policymakers, state leaders, and community members all have a role. We hope this data informs that work and helps us thoughtfully meet the challenge of ensuring today's students have the opportunity to succeed in whatever future pathway they choose.

Executive Summary



IN AN ERA WHEN TECHNICAL SKILLS ARE EVOLVING AT AN UNPRECEDENTED PACE, there is an important set of durable soft skills that last a lifetime and power entire careers. Durable Skills are a combination of how you use what you know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership. Regardless of an individual’s pathway, educational attainment level, or geography, Durable Skills are in high demand by employers.

America Succeeds recently partnered with Emsi Burning Glass to analyze 82 million job postings from the past two years (2019-2020) to quantify the demand for Durable Skills. Building on existing research around 21st-century skills, we grouped the top one hundred related keyword terms into ten Durable Skills competencies. Our proprietary data and analyses are sortable by industry, state, and individual employers; additional insights are included within this report.

Key Research Findings

- **SEVEN OF THE TEN (7 OUT OF 10)** most requested skills in job postings are Durable Skills.
- **EMPLOYERS SEEK THESE SKILLS** nearly four times (3.8X) more frequently than the top five technical or hard skills.
- **DEMAND IS GREATEST IN JOBS** more aligned to the future of work: 91 percent of management jobs, 86 percent of business operations jobs, and 81 percent of engineering jobs demand Durable Skills.
- **JOBS AT GREATEST RISK OF AUTOMATION** in the near term have lower demand for Durable Skills.

Whether or not a student obtains a postsecondary credential, this research underscores the critical role of these skills in moving into and along job pathways. As we look toward economic recovery and meeting the challenge of building a diverse, inclusive workforce, we believe better integrating Durable Skills in K-12 education will help ensure a broader group of learners ultimately find success in their careers and communities.

“Companies will continue to compete on innovation and talent like never before, which makes the use, sharing, and transparency of skills data across stakeholder groups even more important to the world of work. Collective action around Durable Skills is one way to ensure Americans have the right skills for the jobs of today and tomorrow, and the economy has the skilled workforce it needs to grow.”

– CHERYL OLDHAM, Senior Vice President of Education and Workforce, U.S. Chamber of Commerce Foundation



U.S. CHAMBER OF COMMERCE FOUNDATION
Center for Education and Workforce

Next Steps

Businesses, in particular, have an opportunity to elevate the critical importance of Durable Skills in their job postings, communications, community engagement efforts, and other ESG strategies. Ultimately, these efforts act as a powerful market signal that education systems at all levels can respond to.

Yet, businesses alone will not be able to make this shift. We need a broad coalition of stakeholders – educators, state leaders, policymakers, parents, families, and business leaders – to help develop local and state-level strategies to implement Durable Skills in K-12 education systems. This includes considering regional labor market data, building consensus around an updated graduate profile, and aligning learning models, measures of assessment, accountability frameworks, and funding streams to achieve these outcomes.

Although this may seem like a major undertaking, there is already incredible progress being made in pockets across the country. From national efforts around skills-based hiring to promising technologies that offer Durable Skills training to innovative schools that have long been using learner-centered approaches to meet this need, we have a lot to be hopeful about.

Our goal is to continue building momentum to accelerate and scale this work. Employers, parents, state leaders, and policymakers are aligned in their desire to provide students with a solid foundation for the future. Business leaders across industries are aligned around the skills demanded in every career. It is our belief that by working together, we can ensure students and communities become more resilient in the rapidly evolving world of work.



Introduction



TWO TERMS COME TO MIND IN FRAMING THE CONTEXT OF TODAY’S WORLD: response and recovery. We continue to grapple with the COVID-19 pandemic, confront ongoing natural disasters, respond to a range of other crises, and navigate an increasingly polarized political landscape – in both the education sector and more broadly. In this context, there is a need and incredible urgency around creating school systems that can serve the diverse needs of families, put students at the center of their learning, and offer multiple pathways beyond K-12 education.

At America Succeeds, we believe Durable Skills are a key part of building relevant, rigorous, and equitable pathways into the future of work. This report is going to tell you why. But first, let’s rewind to 2017...

The Age of Agility

If you are at all familiar with America Succeeds, you are likely aware of our advocacy efforts for more agile education systems. In 2017, we released [Age of Agility: Education Pathways for the Future of Work](#), highlighting the opportunity to better align education systems to the future of work. Business leaders have long been talking about how artificial intelligence, automation, and technology are reshaping jobs. The [World Economic Forum](#) dubbed it the Fourth Industrial Revolution, predicting the disappearance of millions of low- and middle-skill roles in the years to come.¹ Even highly skilled professions – in medicine, accounting, and the legal field – could be radically transformed from their current state.

The key to success is embracing a lifelong learning mindset. Students and workers will need to commit to upskilling and reskilling as they respond to economic shifts and disruptions. The education systems preparing the future workforce are also challenged with becoming agile. Jamie Casap, former Chief Education Evangelist for Google, often says, “we are preparing students for jobs that don’t exist, to use technology that hasn’t been invented, to solve problems we don’t even know are problems yet.”

In this new economic paradigm, where technical skill demands continually change, students can realize the full power of agility when combining it with learner agency. Highlighted in research from [Learner Centered Leadership](#), in the agency era, the purpose of school is to ensure students can think critically and creatively, apply skills and knowledge to solve real-world problems, and find meaningful and fulfilling ways to contribute to the world and their community.² In short, education systems should commit to cultivating Durable Skills in order to prepare students for the future of work.

Necessary, Not Sufficient

We want to be clear: this perspective is not intended to undermine the importance of academic skills. Mastery of reading, writing, science, and math skills is unequivocally important to preparing students for a lifetime of success. Core academic subjects are not only the foundational building blocks for most career pathways; they enable a person to go further into – or to the top of – a given profession. Digital literacy is also important. There are few jobs today that don’t require some interaction with digital technology and it is reasonable to expect this demand will increase moving forward.

That said, prior to the pandemic, only [49 percent](#) of learners completed an associate’s degree or higher after high school, and COVID-19 further exacerbated inequities for students of color, low-income, and rural students.³ We know Durable Skills are in high demand among jobs across the country – they are requested in every industry sector and occupation, regardless of educational attainment level. Durable Skills are also the skills that are least likely to be automated in the future. These are the human skills that a student carries with them from job to job, helping them respond and remain resilient in the face of change. The best preparation in the face of uncertainty and rapid innovation is a combination of academics, digital literacy, and Durable Skills.

Business Perspectives on Durable Skills



DURABLE SKILLS ARE NOT A NEW CONCEPT; across industries, employers have long advocated for and demanded Durable Skills alongside technical expertise. Whether they're called 'soft skills,' '21st Century skills,' 'workplace skills,' or something else, business leaders have pointed to Durable Skills as the common key to unlocking opportunity.



"The hotel and lodging industry exemplifies the American Dream, fostering development, upward mobility, and exciting life-long careers. As an industry built around hospitality, we recognize the important role Durable Skills play in helping our associates provide unparalleled guest experiences and innovate to build the future of the industry."

– ROSANNA MAIETTA, President & CEO, American Hotel & Lodging Association Foundation



"Contractors are at the heart of infrastructure in every community across America. The technical skills of today's craft professionals are second to none, but it's absolutely essential that they have the Durable Skills to be able to contribute and succeed in this dynamic workforce."

– GREG SIZEMORE, Vice President of HSE and Workforce Development, Associated Builders and Contractors



"Business leaders, creative workers, and arts educators have known for a long time that creativity, critical thinking, empathy, and creative problem solving are what's going to drive the next boom in our national economy. Coming together to center these Durable Skills in the future education of our children is crucial to the U.S.'s future global success and the social and economic success of local communities."

– CLAY LORD, Vice President of Strategic Impact, Americans for the Arts



"The only thing certain about the future is its uncertainty. The jobs of the future, and the professional skills needed for them, continue to evolve. So, for students to have the best opportunity to succeed they need to learn how to learn, how to communicate, and how to think. There's nothing "soft" about these skills - they set the foundation for a mindset of continuous learning that is most needed once they leave school and join a work environment none of us can predict."

– EVAN LEYBOURN, CEO, Business Agility Institute



"Equity, and the lack thereof, is important to the creation and upkeep of our local, state, and federal economies. As business leaders, we must push for specific resources and Durable Skills such as communication, collaboration, and leadership to support disadvantaged students and bring them up to the same opportunity level as their educational peers."

– ALEX HAMMERSTEIN, Senior Vice President, CBRE



"Education is much more than facts and figures. To help learners meet their full potential, we need to focus on the Durable Skills that are essential for a life of fulfillment and contribution."

– DEREK JOHNSON, Executive Director, Charles Koch Institute



"The debate over the future of work confirms the many challenges we face in preparing young people for an increasingly complex digital world. It is imperative we expand career pathway opportunities centered around job-ready training, industry-recognized credentials, and a continuous learning mindset focusing equally on technical and Durable Skills."

– TODD THIBODEAUX, President & CEO, CompTIA



"Whether you're a product manager, a project manager, or a software engineer, there are a set of Durable Skills that you should have within your competencies to be effective in any one of these jobs. So, as we think about how this carries you through to your career, you establish this wonderful baseline for who you are and how you demonstrate Durable Skills. Then you focus on the technical skills necessary for the various jobs that you'll pursue as you move into your career."

– JAMIE CANDEE, CEO, Edmentum

Highlights

"At Highlights for Children, we focus on helping children become their best selves. For 75 years, we have been dedicated to building a more optimistic and empathetic world where all children are curious, creative, confident and caring. Success in life comes from more than academic and technical skills. Our schools and communities succeed when they address the needs of the whole child. Children thrive when they develop social-emotional skills, when they build strength in communication, collaboration, and leadership, and when they exercise their curiosity, compassion, and empathy. Imagine a society where ALL children were able to fully develop such broad and durable skills."

– KENT JOHNSON, CEO, Highlights Magazine



"The men and women who manufacture in the United States are called upon to produce an amazing variety of products, especially as we continue to serve on the front lines of the COVID-19 response. From the supplies that make our lives easier and safer to the medicines, vaccines, and treatments that make our lives healthier, manufacturing employees create the world of today and tomorrow. It is the Durable Skills of these employees, the creativity and teamwork, that makes innovation possible and brings these new and vital products to life."

– CAROLYN LEE, Executive Director, The Manufacturing Institute



"Our students need the skills to compete in this global economy to have thriving careers, and our employers, for us to remain globally competitive, have to have a skilled workforce. Durable Skills are skills that allow students to problem solve, think critically, communicate, collaborate, and have ethical reasoning - all these skills that can last a lifetime."

– VINCE BERTRAM, President & CEO, Project Lead The Way



"Organizations remain dependent on an economy where HR professionals and talent acquisition specialists are the principal consumers of skills data. Leveraging transparency in skills data, especially for Durable Skills, is the key lever in making organizational development and competitive advantage a reality. Durable Skills data at their fingertips will make HR professionals more effective and their organizations even more successful."

– ALEXANDER ALONSO, Ph.D., SHRM-SCP, Chief Knowledge Officer, Society for Human Resource Managers



"When we think about Durable Skills, we think about skills that have this elasticity that will empower students to not only create opportunities for their career but help them move up the ladder, and help them become part of the C-suite as well. So we think this is such an important vehicle for change, ensuring that students have the right skills in order to enter the workforce and be truly prepared."

– AHVA SADEGHI, Co-Founder & CEO, Symba



U.S. CHAMBER OF COMMERCE FOUNDATION

"Companies will continue to compete on innovation and talent like never before which makes the use, sharing, and transparency of skills data across stakeholder groups even more important to the world of work. Collective action around Durable Skills is one way to ensure Americans have the right skills for the jobs of today and tomorrow, and the economy has the skilled workforce it needs to grow."

– CHERYL OLDHAM, Senior Vice President of Education and Workforce, U.S. Chamber of Commerce Foundation



"Students who develop trust, resilience, and self-governance are more likely to develop the mindset necessary to meet their full potential. To prepare students for life after high school, we cannot neglect the Durable Skills that will stay with them their entire lives."

– MEREDITH OLSON, President, VELA Fund



"We're focused on creating a ladder of opportunity so people can build a career at Walmart, regardless of where they start. We believe our investments to improve career paths for our associates, including robust training and education offerings with technical and Durable Skills, have strengthened our workforce and contributed positively to our stores and communities."

– SEAN THURMAN, Director of Global Public Policy, Walmart

Defining Durable Skills



DEFINING DURABLE SKILLS

In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable soft skills that last a lifetime. Durable Skills include a combination of how you use what you know - skills like critical thinking, communication, collaboration, and creativity - as well as character skills like fortitude, growth mindset, and leadership.

DURABLE SKILLS ARE NEBULOUS: important and indispensable, yet difficult to define or quantify, and easily overlooked. Employers prize them because Durable Skills can make a good employee great, but they rarely receive the same clear-eyed attention as more technical and specialized skills.

The language of skills has long found it easier to communicate about objective tools and techniques than about subjective traits and behaviors. However, in recent years the emergence of big data around skills – particularly the skills that employers request in job postings – has opened new windows into what labor markets want. Durable Skills are front and center.

The increasing availability of data around skills, in turn, has driven up demand for skill-scale education offerings – industry certifications, micro-credentials, and myriad other online learning options have emerged in recent years. Whether the target learners are high schoolers, postsecondary students, job seekers, or employees in need of training, a better understanding of the skills employers are actually requesting can help education providers of all types better serve their learners.

Organizations	Terms for Skills	Competencies		
Essential Skills Program	Essential Soft Skills	1. Communicator 2. Collaborator 3. Self-aware 4. Adaptable	5. Resilient 6. Empathetic 7. Culturally Responsive 8. Problem Solver	9. Innovative 10. Digitally Literate
Jobs for the Future (JFF)	Employability Skills	1. Leadership 2. Teamwork 3. Written communications 4. Problem solving 5. Verbal communications 6. Strong work ethic 7. Initiative	8. Analytical/ Quantitative skills 9. Flexibility/ Adaptability 10. Technical skills 11. Interpersonal skills 12. Computer skills 13. Detail-oriented	14. Organizational ability 15. Friendly/ Outgoing 16. Strategic planning skills 17. Creativity 18. Tactfulness 19. Entrepreneurial skills/ Risk-taker
Partnership for 21st Century Learning	21st Century Skills	1. Creativity 2. Collaboration 3. Communication 4. Critical thinking		
Education Design Lab	21st Century Skills	1. Initiative 2. Creative problem-solving 3. Collaboration	4. Intercultural fluency 5. Resilience 6. Critical thinking	7. Oral communication 8. Empathy
DeBruce Foundation / KC Rising	Essential Skills	1. Critical Thinking 2. Communication	3. Collaboration 4. Interpersonal Skills	5. Executive Function 6. Proactivity
Center for Curriculum Redesign	21st Century Skills	1. Creativity 2. Critical Thinking 3. Communication 4. Collaboration	5. Mindfulness 6. Curiosity 7. Courage 8. Resilience	9. Ethics 10. Leadership
Emsi	Human Skills	1. Communications 2. Management	3. Leadership 4. Problem solving	5. Teamwork 6. Critical thinking

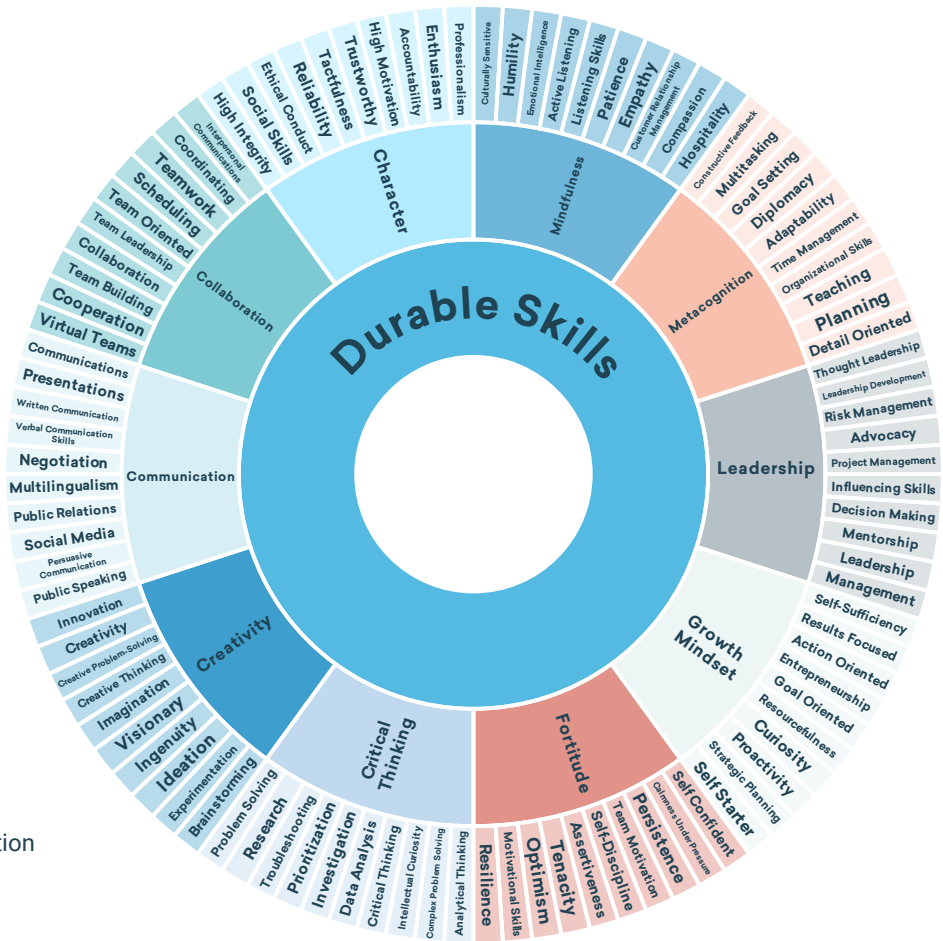
Defining Durable Skills



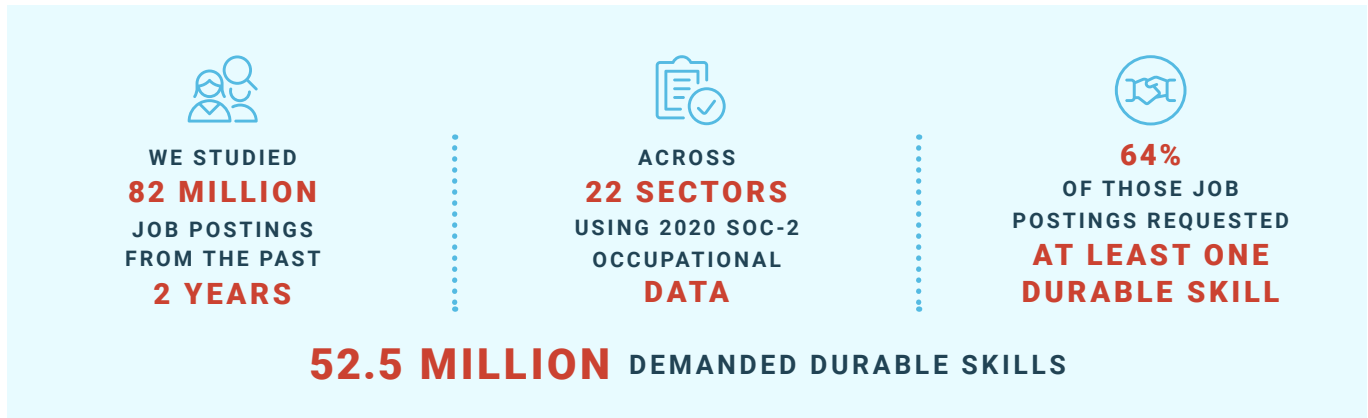
FOR THIS RESEARCH WE HYPOTHESIZED that every job in every sector requires Durable Skills. America Succeeds partnered with Emsi Burning Glass to analyze over 82 million U.S. job postings from the past two years (2019-2020) to assess the prevalence of Durable Skills at both the national and state level.

Building on existing research around 21st-century skills (soft skills, employability skills, and human skills), we first categorized one hundred of the most in-demand Durable Skills into ten major themes or competencies:

1. **Leadership:** Directing efforts and delivering results
2. **Character:** Personal and professional conduct
3. **Collaboration:** Teamwork and connection
4. **Communication:** Information exchange and management
5. **Creativity:** New ideas and novel solutions
6. **Critical Thinking:** Informed ideas and effective solutions
7. **Metacognition:** Self-understanding and personal management
8. **Mindfulness:** Interpersonal and self-awareness
9. **Growth Mindset:** Improvement and aspiration
10. **Fortitude:** Constitution and inspiration



THE RESEARCH CONTINUED WITH AN IN-DEPTH LOOK at national and state level demand for Durable Skills. What Durable Skills competencies are most in-demand? Which specific skills keywords are requested most often? Do some occupational sectors value particular competencies over others? And, is demand similar across different geographies? Using Emsi Burning Glass’s labor market data, gleaned from hundreds of millions of job postings, we were able to answer such questions.



Nationally, we found that seven out of ten (7 out of 10) most requested skills in job postings are Durable Skills, with the leadership and communication competencies in the highest demand. Using specific keywords, the top ten skills breakdown as follows:

TOP TEN DURABLE SKILLS			
Skill Ranking	Durable Skill Keyword	Durable Skill Competency	# of U.S. Job Postings
1	Communications	Communication	22,770,549
2	Customer Service	Communication	17,187,192
3	Management	Leadership	16,933,506
4	Leadership	Leadership	15,539,695
5	Detail Oriented	Metacognition	10,997,835
6	Problem Solving	Critical Thinking	10,944,655
7	Planning	Metacognition	7,401,327
8	Presentations	Communication	6,968,422
9	Written Communication	Communication	6,966,321
10	Interpersonal Communications	Collaboration	6,053,156

Key Research Findings

Demand for Durable Skills is greatest in occupations and industries more aligned to the future of work. For example, 91 percent of management jobs, 86 percent of business operations jobs, and 81 percent of engineering jobs demand at least one Durable Skill at the national level. By comparison, jobs at greater risk of automation have lower demand for these skills; transportation and material moving occupations only have a 22 percent demand for at least one Durable Skill.

The numbers vary slightly state-by-state. This variability can be attributed to the unique economic drivers of each region; as expected, certain occupations and industries request some skill sets over others due to the nature of that work.

At the state level, we also looked at how individual states compare to the national data regarding the frequency of Durable Skills requested in job postings by competency, occupation, and industry sectors. To date, we have completed analyses for Arkansas, Colorado, Idaho, Kansas, Massachusetts, Missouri, and Texas.

Research started with members of America Succeeds' State Partner Network. We are committed to continuing this work in support of local coalitions – business, community, state, and education leaders – interested in better integrating Durable Skills into workforce pathways. Please contact our team to learn more.



National Analysis

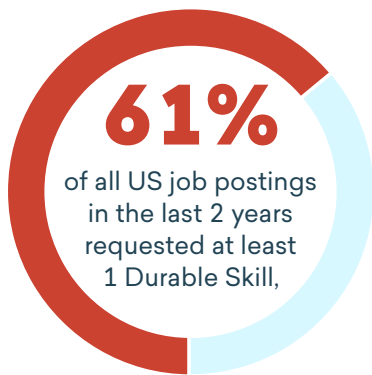


We defined **100** Durable Skills grouped in **10** Competencies

Almost **29M** US postings requested Communications

The **TOP 5** Durable Skills were requested **3.8x** more than the top 5 Hard skills

7 of the **10** most-requested skills were Durable Skills



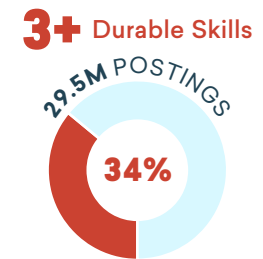
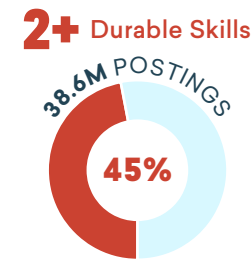
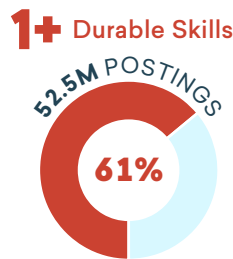
and **~80%** of all the US job postings in half of all occupations (SOC-2)

Over **29M** US postings (**36%**) requested at least **3** Durable Skills



In evaluating data about Durable Skills, it is necessary to keep in mind that the data reflect language used in job postings; employers have adopted some standard language for common human competencies, such as Leadership and Communication, but others are often evaluated less explicitly during the interview stage of hiring. As a result, Durable Skills may be crucial and may not be proportionately represented in the data.

A MAJORITY OF US JOB POSTINGS REQUEST DURABLE SKILLS



SOC-2	Occupation	At Least 1 Durable Skill	At Least 2 Durable Skills
11	Management	91%	81%
13	Business & Financial Operations	86%	73%
43	Office & Administrative Support	86%	69%
55	Military-Only	85%	50%
41	Sales & Related	83%	68%
33	Protective Service	82%	63%
17	Architecture & Engineering	81%	65%
27	Arts, Design, Entertainment, Sports, & Media	80%	63%
19	Life, Physical, & Social Science	78%	61%
25	Educational Instruction & Library	78%	55%
15	Computer & Mathematical	77%	60%
21	Community & Social Service	77%	59%
35	Food Preparation & Serving Related	74%	47%
23	Legal	67%	46%
49	Installation, Maintenance & Repair	67%	46%
51	Production	60%	40%
31	Healthcare Support	56%	30%
37	Building & Grounds Cleaning & Maintenance	55%	33%
47	Construction & Extraction	50%	30%
45	Farming, Fishing & Forestry	47%	31%
29	Healthcare Practitioners & Technical	43%	25%
39	Personal Care & Service	35%	20%
53	Transportation & Material Moving	22%	11%

Source: Emsi Burning Glass Job Postings

Industry-Level National Data



NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills
44	Retail Trade	5,085,984	48%
54	Professional, Scientific, and Technical Services	4,814,358	46%
56	Administrative and Support and Waste Manager	3,980,601	23%
62	Health Care and Social Assistance	3,181,629	32%
31	Manufacturing	3,048,073	56%
52	Finance and Insurance	2,779,645	56%
99	Unclassified	2,293,722	23%
51	Information	1,973,064	59%
72	Accommodation and Food Services	1,663,600	33%
61	Educational Services	1,197,276	42%
92	Public Administration	779,037	38%
42	Wholesale Trade	776,058	50%
81	Other Services (except Public Administration)	749,609	38%
23	Construction	739,234	34%
53	Real Estate and Rental and Leasing	687,705	46%
48	Transportation and Warehousing	480,981	4%
71	Arts, Entertainment, and Recreation	253,769	51%
22	Utilities	139,866	49%
55	Management of Companies and Enterprises	107,079	55%
11	Agriculture, Forestry, Fishing and Hunting	84,618	43%
21	Mining, Quarrying, and Oil and Gas Extraction	53,307	40%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings



Arkansas Analysis



WE STUDIED
994K
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
13,700 COMPANIES

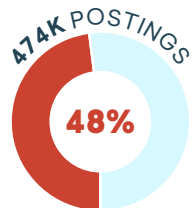


48%
OF THOSE JOB
POSTINGS REQUESTED
**AT LEAST ONE
DURABLE SKILL**

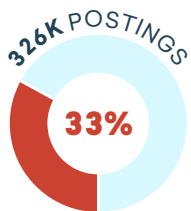
474K ARKANSAS JOBS DEMANDED DURABLE SKILLS

A MAJORITY OF ARKANSAS JOB POSTINGS REQUEST DURABLE SKILLS

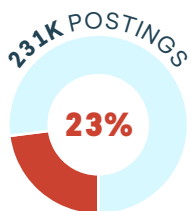
1+ Durable Skills



2+ Durable Skills



3+ Durable Skills



Almost
316K
postings
requested
Communications

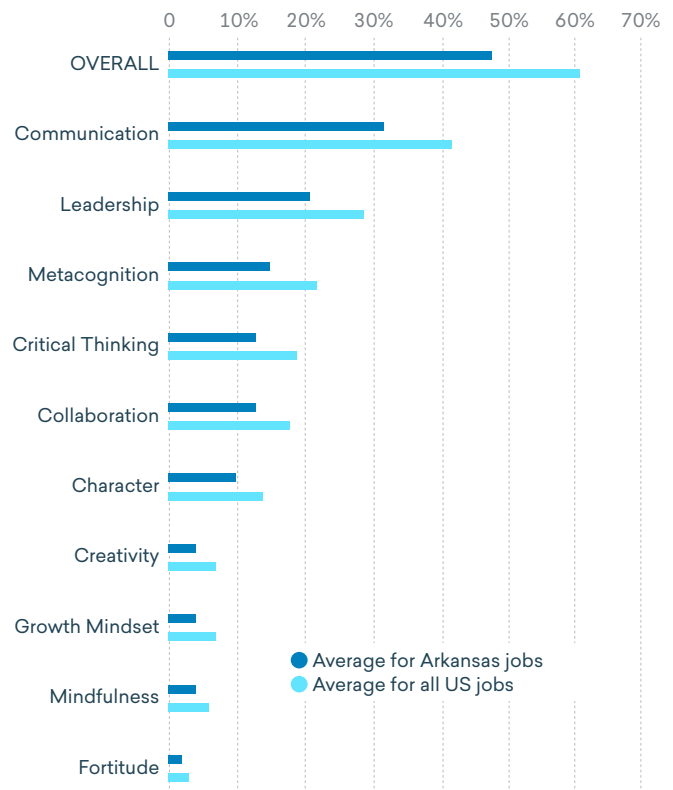
The **TOP 5**
Durable Skills
were requested
2.6X more than
the top 5 Hard skills



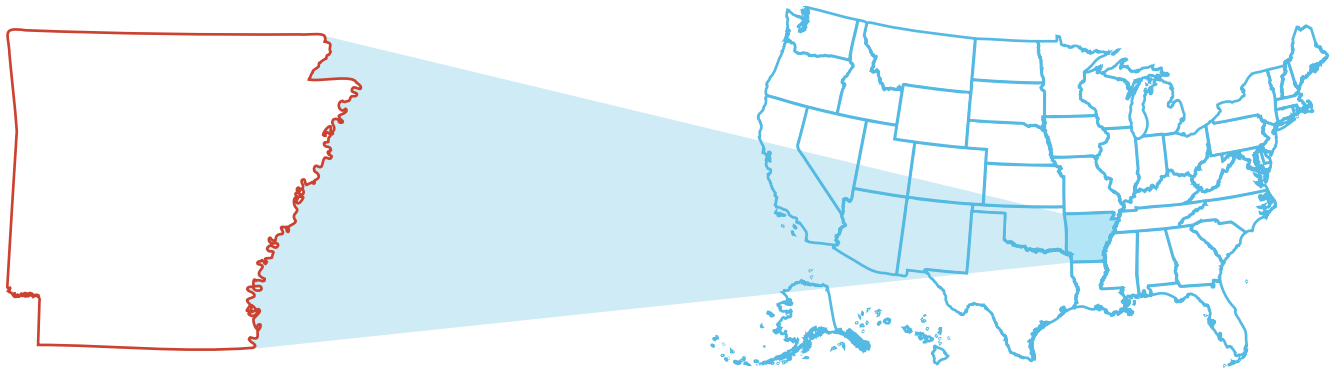
4 of the **10**
most-requested skills
were Durable Skills

How does Arkansas compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN ARKANSAS VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN ARKANSAS, 2 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
41	Sales and Related	47,214	41%	-9%
11	Management	33,677	62%	-6%
43	Office and Administrative Support	27,049	43%	-8%
15	Computer and Mathematical	19,443	41%	-5%
29	Healthcare Practitioners and Technical	18,000	13%	-3%
13	Business and Financial Operations	17,754	48%	-8%
25	Educational Instruction and Library	9,926	35%	1%
53	Transportation and Material Moving	8,089	3%	-3%
35	Food Preparation and Serving Related	7,249	19%	-6%
49	Installation, Maintenance, and Repair	7,135	25%	-3%
51	Production	6,344	26%	2%
17	Architecture and Engineering	5,936	43%	-5%
21	Community and Social Service	4,912	38%	-4%
27	Arts, Design, Entertainment, Sports, and Media	4,377	40%	-6%
31	Healthcare Support	3,463	14%	-3%
33	Protective Service	2,689	40%	-8%
19	Life, Physical, and Social Science	2,275	41%	-3%
37	Building and Grounds Cleaning and Maintenance	1,847	16%	-2%
47	Construction and Extraction	1,328	12%	-5%
39	Personal Care and Service	1,300	9%	-2%
23	Legal	682	28%	-3%
45	Farming, Fishing, and Forestry	129	13%	-5%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN ARKANSAS, THE "ARTS, ENTERTAINMENT, & RECREATION" INDUSTRY IS SEEKING DURABLE SKILLS 5% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
44	Retail Trade	43,954	43%	-4%
54	Professional, Scientific, and Technical Services	24,411	38%	-6%
56	Admin. & Support & Waste Mgmt. & Remediation Services	23,284	16%	-7%
31	Manufacturing	20,582	47%	-8%
62	Health Care and Social Assistance	20,504	24%	-7%
52	Finance and Insurance	16,077	36%	-22%
99	Unclassified	14,448	18%	-5%
51	Information	12,784	51%	-7%
72	Accommodation and Food Services	12,712	27%	-5%
92	Public Administration	8,261	31%	-7%
61	Educational Services	7,951	34%	-7%
42	Wholesale Trade	5,064	49%	0%
48	Transportation and Warehousing	4,737	2%	-2%
53	Real Estate and Rental and Leasing	4,090	43%	-2%
23	Construction	4,063	20%	-13%
81	Other Services (except Public Administration)	3,710	29%	-8%
71	Arts, Entertainment, and Recreation	1,371	56%	5%
22	Utilities	1,079	26%	-23%
11	Agriculture, Forestry, Fishing and Hunting	884	40%	-2%
55	Management of Companies and Enterprises	812	51%	-3%
21	Mining, Quarrying, and Oil and Gas Extraction	186	22%	-18%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Colorado Analysis



WE STUDIED
2.4 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
70,000 COMPANIES

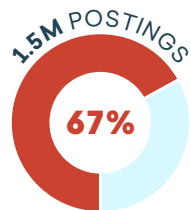


67%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

1.5 MILLION COLORADO JOBS DEMANDED DURABLE SKILLS

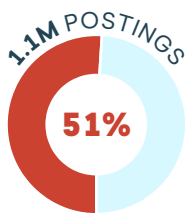
A MAJORITY OF COLORADO JOB POSTINGS REQUEST DURABLE SKILLS

1+ Durable Skills



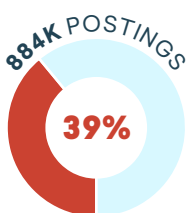
Almost
>1M
postings
requested
Communications

2+ Durable Skills



The **TOP 5**
Durable Skills
were requested
4.2X more than
the top 5 Hard skills

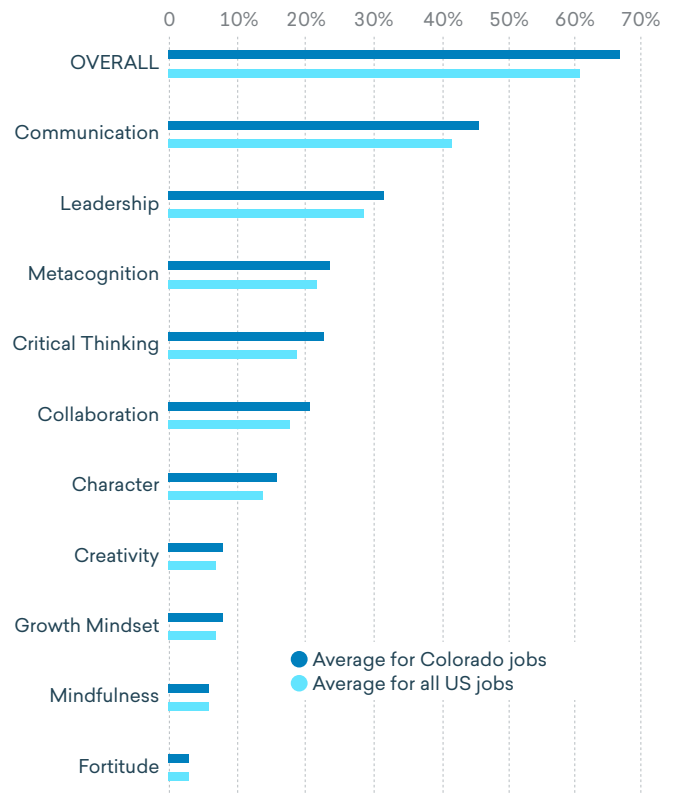
3+ Durable Skills



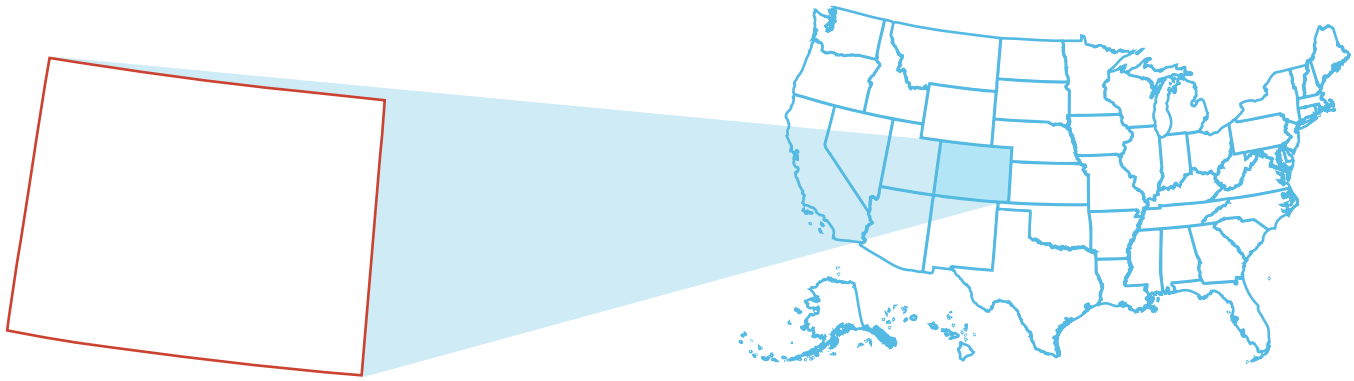
7 of
the **10**
most-requested skills
were Durable Skills

How does Colorado compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN COLORADO VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN COLORADO, 2 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS >5% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
11	Management	153,400	71%	3%
15	Computer & Mathematical	138,164	52%	6%
41	Sales & Related	119,415	51%	1%
43	Office & Administrative Support	98,463	54%	3%
13	Business & Financial Operations	80,727	59%	3%
29	Healthcare Practitioners & Technical	44,106	18%	2%
17	Architecture & Engineering	38,893	51%	3%
35	Food Preparation & Serving Related	26,710	28%	3%
49	Installation, Maintenance & Repair	25,592	31%	3%
25	Educational Instruction & Library	22,968	38%	4%
53	Transportation & Material Moving	21,504	8%	3%
21	Community & Social Service	19,843	52%	10%
27	Arts, Design, Entertainment, Sports & Media	18,325	49%	3%
31	Healthcare Support	13,362	19%	3%
33	Protective Service	12,238	50%	2%
51	Production	11,498	26%	2%
19	Life, Physical & Social Science	10,552	45%	1%
47	Construction & Extraction	7,947	21%	4%
37	Building & Grounds Cleaning & Maintenance	7,942	21%	3%
39	Personal Care & Service	7,373	14%	2%
23	Legal	4,851	34%	3%
45	Farming, Fishing & Forestry	387	19%	1%
55	Military-only	109	28%	0%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN COLORADO, 7 INDUSTRIES ARE SEEKING DURABLE SKILLS >5% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
54	Professional, Scientific & Technical Services	123,985	50%	5%
44	Retail Trade	100,574	48%	1%
56	Admin. & Support & Waste Mgmt. & Remediation Services	89,507	26%	3%
51	Information	87,618	70%	12%
62	Health Care & Social Assistance	78,399	35%	4%
31	Manufacturing	76,380	59%	4%
52	Finance & Insurance	58,287	56%	-1%
72	Accommodation & Food Services	47,947	36%	4%
61	Educational Services	32,982	52%	11%
92	Public Administration	25,657	47%	9%
23	Construction	24,198	41%	7%
81	Other Services (except Public Administration)	21,286	39%	2%
53	Real Estate & Rental & Leasing	19,273	49%	3%
42	Wholesale Trade	16,087	44%	-5%
48	Transportation & Warehousing	10,092	6%	2%
71	Arts, Entertainment & Recreation	7,469	54%	4%
22	Utilities	4,826	60%	11%
21	Mining, Quarrying & Oil & Gas Extraction	2,424	46%	6%
55	Management of Companies & Enterprises	2,321	58%	4%
11	Agriculture, Forestry, Fishing & Hunting	2,008	43%	1%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Idaho Analysis



WE STUDIED
535 THOUSAND
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
11,900 COMPANIES

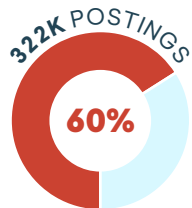


60%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

322K IDAHO JOBS DEMANDED DURABLE SKILLS

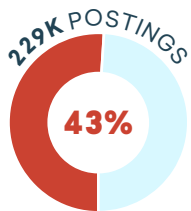
A MAJORITY OF IDAHO JOB POSTINGS REQUEST DURABLE SKILLS

1+ Durable Skills



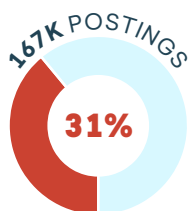
Almost
220K
postings
requested
Communications

2+ Durable Skills



The **TOP 5**
Durable Skills
were requested
3.5X more than
the top 5 Hard skills

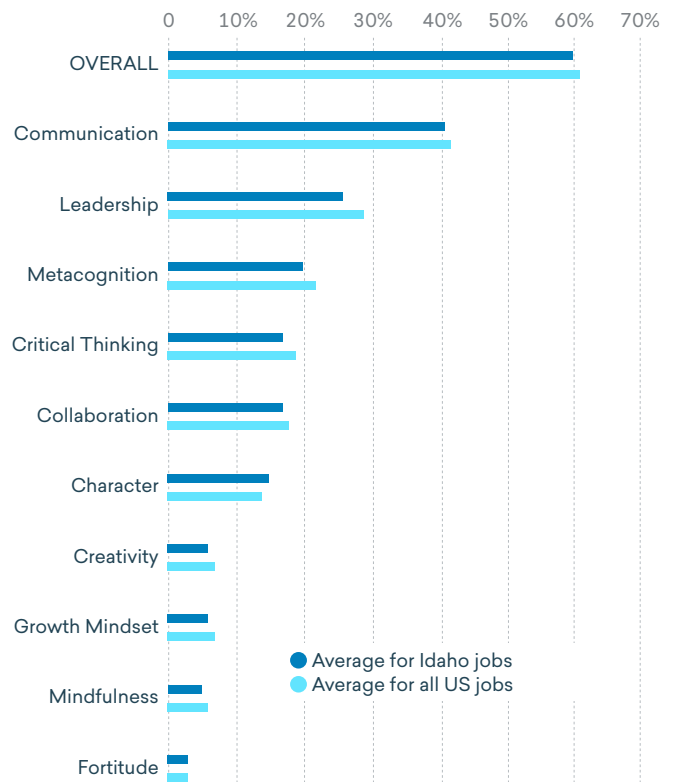
3+ Durable Skills



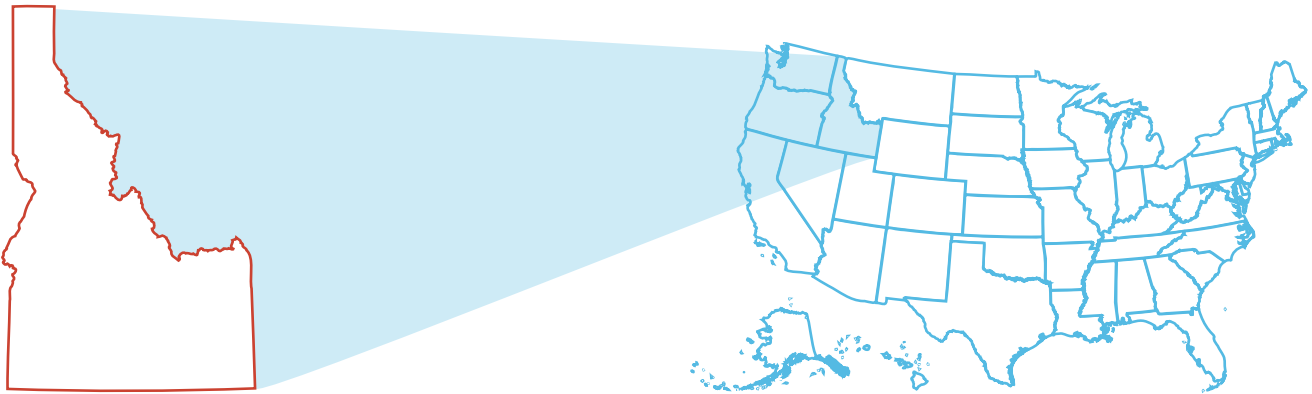
6 of
the **10**
most-requested skills
were Durable Skills

How does Idaho compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN IDAHO VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN IDAHO, 6 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS >1% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
41	Sales and Related	27,326	43%	-8%
43	Office and Administrative Support	23,572	50%	-1%
11	Management	22,691	66%	-1%
15	Computer and Mathematical	15,554	48%	2%
13	Business and Financial Operations	12,487	52%	-4%
29	Healthcare Practitioners and Technical	10,792	15%	-1%
17	Architecture and Engineering	6,967	53%	5%
53	Transportation and Material Moving	6,755	7%	2%
25	Educational Instruction and Library	6,390	36%	2%
35	Food Preparation and Serving Related	5,360	22%	-3%
49	Installation, Maintenance, and Repair	4,953	27%	-1%
51	Production	4,158	28%	4%
31	Healthcare Support	3,710	21%	4%
21	Community and Social Service	3,563	36%	-6%
27	Arts, Design, Entertainment, Sports, and Media	3,397	42%	-5%
19	Life, Physical, and Social Science	2,517	41%	-4%
37	Building and Grounds Cleaning and Maintenance	1,828	18%	-1%
33	Protective Service	1,528	36%	-12%
47	Construction and Extraction	1,514	16%	-1%
39	Personal Care and Service	1,229	11%	0%
23	Legal	637	26%	-4%
45	Farming, Fishing, and Forestry	146	10%	-8%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN IDAHO, 4 INDUSTRIES ARE SEEKING DURABLE SKILLS >1% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
44	Retail Trade	23,805	43%	-5%
54	Professional, Scientific & Technical Services	17,957	42%	-3%
31	Manufacturing	17,320	57%	2%
56	Admin. & Support & Waste Mgmt. & Remediation Services	17,294	21%	-2%
62	Health Care & Social Assistance	16,724	30%	-1%
52	Finance & Insurance	13,611	46%	-12%
99	Unclassified	13,204	22%	-1%
51	Information	9,108	60%	2%
72	Accommodation & Food Services	7,848	31%	-1%
61	Educational Services	5,906	38%	-3%
92	Public Administration	4,985	31%	-7%
53	Real Estate & Rental & Leasing	4,558	47%	1%
42	Wholesale Trade	3,962	47%	-2%
23	Construction	3,639	25%	-9%
81	Other Services (except Public Administration)	2,796	30%	-7%
48	Transportation & Warehousing	1,734	3%	-1%
71	Arts, Entertainment & Recreation	953	51%	0%
11	Agriculture, Forestry, Fishing & Hunting	681	41%	-1%
22	Utilities	653	51%	2%
55	Management of Companies & Enterprises	280	51%	-3%
21	Mining, Quarrying & Oil & Gas Extraction	151	22%	-18%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Kansas Analysis



WE STUDIED
1.2 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
19,500 COMPANIES

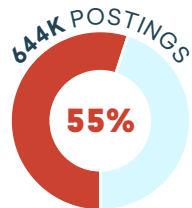


55%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

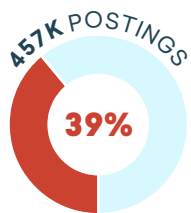
644K KANSAS JOBS DEMANDED DURABLE SKILLS

A MAJORITY OF KANSAS JOB POSTINGS REQUEST DURABLE SKILLS

1+ Durable Skills



2+ Durable Skills



3+ Durable Skills



Almost
433K
postings
requested
Communications

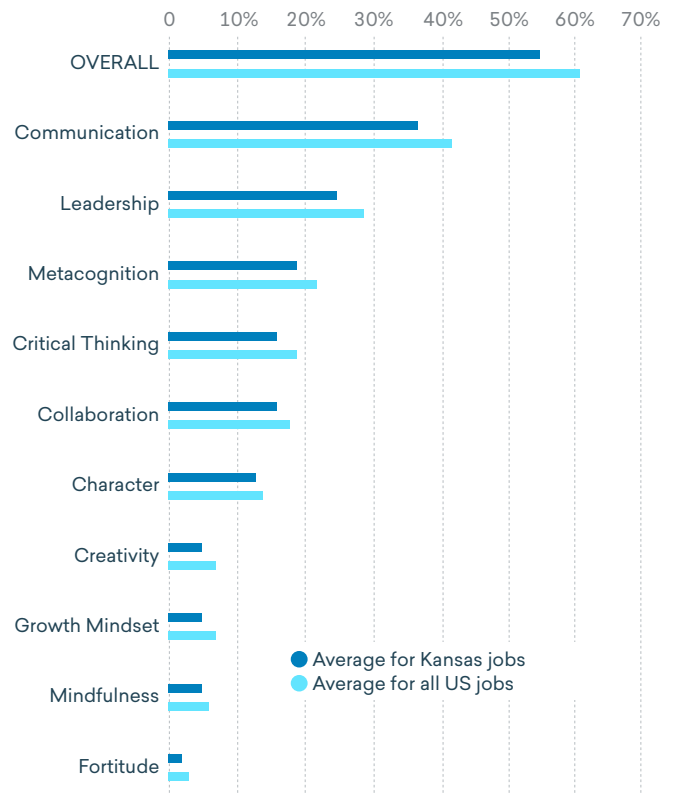
The **TOP 5**
Durable Skills
were requested
3.4x more than
the top 5 Hard skills



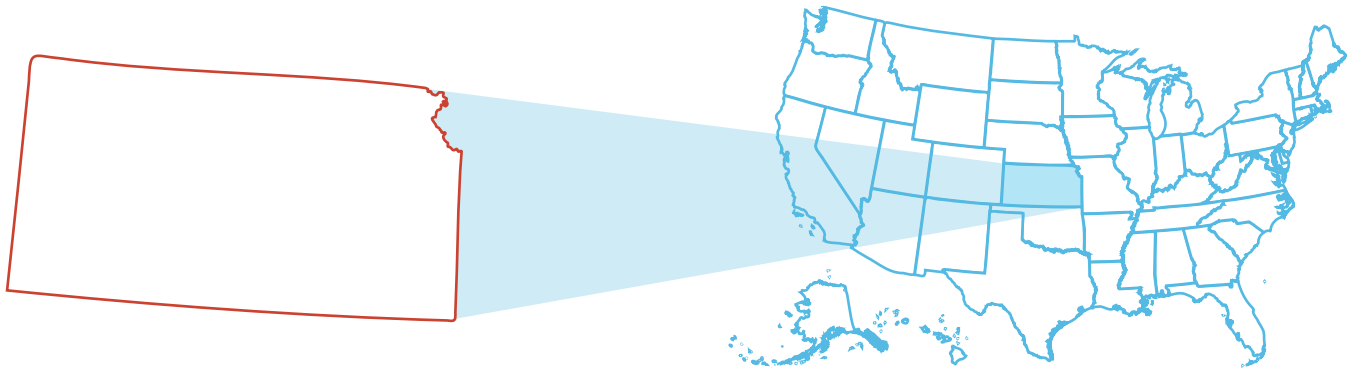
6 of the **10**
most-requested skills
were Durable Skills

How does Kansas compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN KANSAS VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN KANSAS, 5 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS >1% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
41	Sales and Related	54,866	41%	-10%
11	Management	47,698	63%	-4%
43	Office and Administrative Support	39,868	49%	-2%
15	Computer and Mathematical	33,178	45%	-1%
13	Business and Financial Operations	25,049	51%	-5%
29	Healthcare Practitioners and Technical	24,658	16%	0%
25	Educational Instruction and Library	12,796	36%	2%
17	Architecture and Engineering	12,593	48%	1%
35	Food Preparation and Serving Related	12,322	24%	-1%
53	Transportation and Material Moving	11,212	4%	-1%
49	Installation, Maintenance, and Repair	10,547	27%	-1%
51	Production	8,285	25%	1%
21	Community and Social Service	7,741	43%	1%
31	Healthcare Support	6,791	20%	3%
27	Arts, Design, Entertainment, Sports, and Media	6,389	42%	-4%
19	Life, Physical, and Social Science	3,994	43%	-2%
33	Protective Service	3,523	36%	-12%
37	Building and Grounds Cleaning and Maintenance	2,684	16%	-2%
39	Personal Care and Service	2,047	11%	-1%
47	Construction and Extraction	2,041	14%	-3%
23	Legal	1,189	28%	-3%
45	Farming, Fishing, and Forestry	189	11%	-7%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN KANSAS, 2 INDUSTRIES ARE SEEKING DURABLE SKILLS >10% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
44	Retail Trade	48,182	43%	-4%
54	Professional, Scientific, and Technical Services	38,787	44%	-1%
62	Health Care and Social Assistance	37,758	30%	-1%
56	Admin. & Support & Waste Mgmt. & Remediation Services	33,987	21%	-2%
31	Manufacturing	29,703	49%	-6%
52	Finance and Insurance	24,578	37%	-21%
99	Unclassified	20,140	20%	-3%
72	Accommodation and Food Services	18,394	32%	0%
51	Information	16,439	53%	-6%
61	Educational Services	13,594	38%	-3%
42	Wholesale Trade	9,952	47%	-2%
81	Other Services (except Public Administration)	6,946	35%	-3%
23	Construction	6,885	23%	-11%
92	Public Administration	6,318	25%	-13%
48	Transportation and Warehousing	5,469	3%	-1%
53	Real Estate and Rental and Leasing	4,536	36%	-10%
55	Management of Companies and Enterprises	3,800	66%	12%
71	Arts, Entertainment, and Recreation	1,661	43%	-7%
22	Utilities	1,015	39%	-10%
21	Mining, Quarrying, and Oil and Gas Extraction	825	50%	10%
11	Agriculture, Forestry, Fishing and Hunting	806	28%	-14%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Massachusetts Analysis



WE STUDIED
2.9 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
45,000 COMPANIES

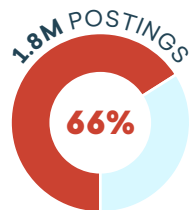


66%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

1.5M MASSACHUSETTS JOBS DEMANDED DURABLE SKILLS

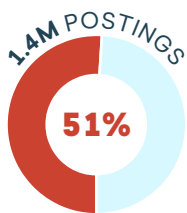
A MAJORITY OF MASSACHUSETTS JOB POSTINGS REQUEST DURABLE SKILLS

1+ Durable Skills



Almost
1.3M
postings
requested
Communications

2+ Durable Skills



The **TOP 5**
Durable Skills
were requested
4.2X more than
the top 5 Hard skills

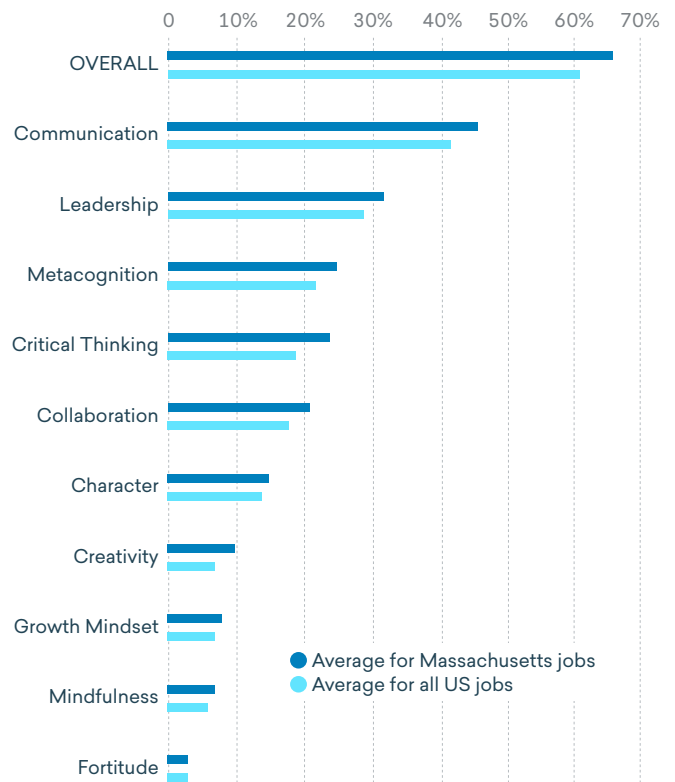
3+ Durable Skills



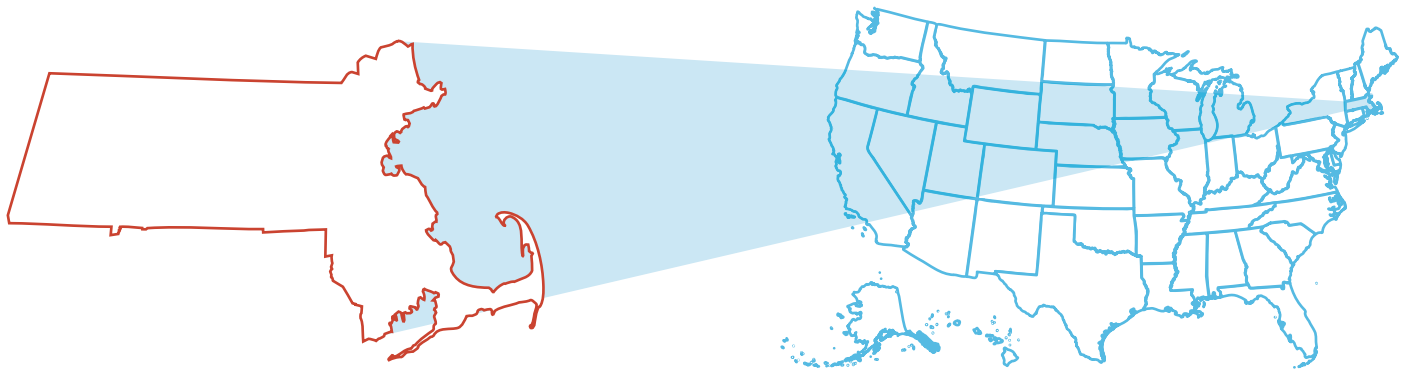
8 of the **10**
most-requested skills
were Durable Skills

How does Massachusetts compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN MASSACHUSETTS VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN MASSACHUSETTS, 3 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS >5% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
11	Management	234,347	72%	5%
15	Computer and Mathematical	151,543	48%	2%
41	Sales and Related	130,582	53%	2%
43	Office and Administrative Support	106,688	54%	3%
13	Business and Financial Operations	103,896	60%	4%
29	Healthcare Practitioners and Technical	61,333	17%	1%
17	Architecture and Engineering	46,595	50%	3%
19	Life, Physical, and Social Science	36,905	59%	14%
25	Educational Instruction and Library	33,796	34%	0%
21	Community and Social Service	32,516	44%	2%
27	Arts, Design, Entertainment, Sports, and Media	24,397	49%	3%
35	Food Preparation and Serving Related	22,634	24%	-1%
53	Transportation and Material Moving	20,248	7%	2%
49	Installation, Maintenance, and Repair	17,762	29%	1%
31	Healthcare Support	17,558	15%	-1%
51	Production	14,027	25%	1%
33	Protective Service	13,415	60%	12%
23	Legal	6,635	33%	2%
39	Personal Care and Service	5,876	9%	-2%
37	Building and Grounds Cleaning and Maintenance	5,685	19%	1%
47	Construction and Extraction	5,299	20%	3%
45	Farming, Fishing, and Forestry	258	20%	2%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN MASSACHUSETTS, 7 INDUSTRIES ARE SEEKING DURABLE SKILLS >5% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
54	Professional, Scientific & Technical Services	162,024	51%	6%
56	Admin. & Support & Waste Mgmt. & Remediation Services	136,257	26%	3%
44	Retail Trade	133,288	45%	-2%
31	Manufacturing	120,529	65%	10%
62	Health Care & Social Assistance	114,126	35%	4%
52	Finance & Insurance	78,095	65%	7%
99	Unclassified	74,055	27%	4%
51	Information	61,332	57%	-2%
61	Educational Services	56,087	48%	7%
72	Accommodation & Food Services	33,598	33%	1%
81	Other Services (except Public Administration)	24,843	45%	8%
42	Wholesale Trade	19,088	56%	7%
23	Construction	17,907	36%	3%
53	Real Estate & Rental & Leasing	17,408	48%	2%
92	Public Administration	13,748	40%	2%
48	Transportation & Warehousing	8,491	5%	1%
71	Arts, Entertainment & Recreation	7,370	52%	1%
55	Management of Companies & Enterprises	6,060	69%	15%
22	Utilities	5,488	68%	18%
11	Agriculture, Forestry, Fishing & Hunting	1,709	45%	3%
21	Mining, Quarrying & Oil & Gas Extraction	609	36%	-4%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Missouri Analysis



WE STUDIED
2.3 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
43,800 COMPANIES



55%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

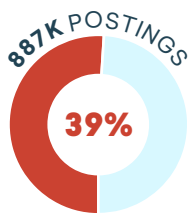
1.2M MISSOURI JOBS DEMANDED DURABLE SKILLS

A MAJORITY OF MISSOURI JOB POSTINGS REQUEST DURABLE SKILLS

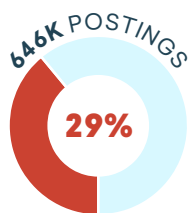
1+ Durable Skills



2+ Durable Skills



3+ Durable Skills



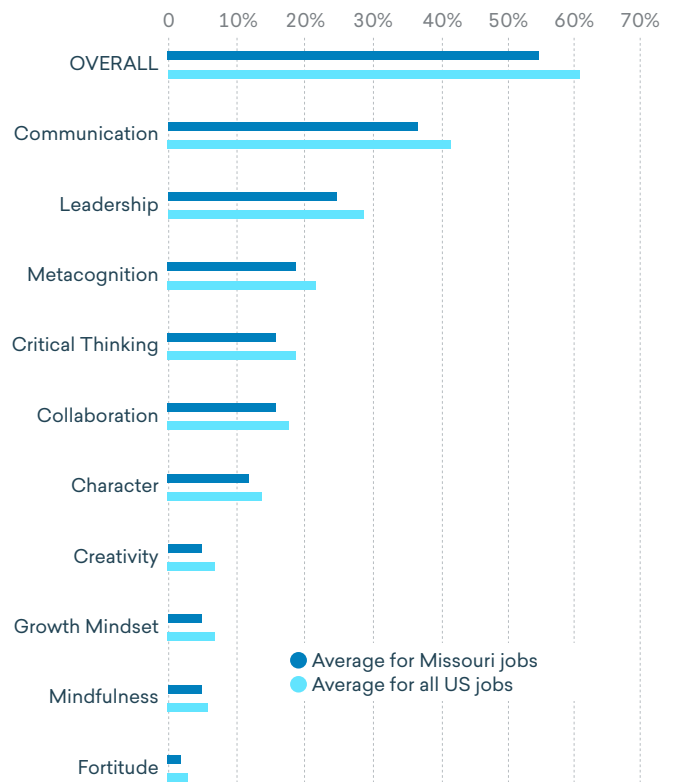
Almost
831K
postings
requested
Communications

The **TOP 5**
Durable Skills
were requested
3.4X more than
the top 5 Hard skills

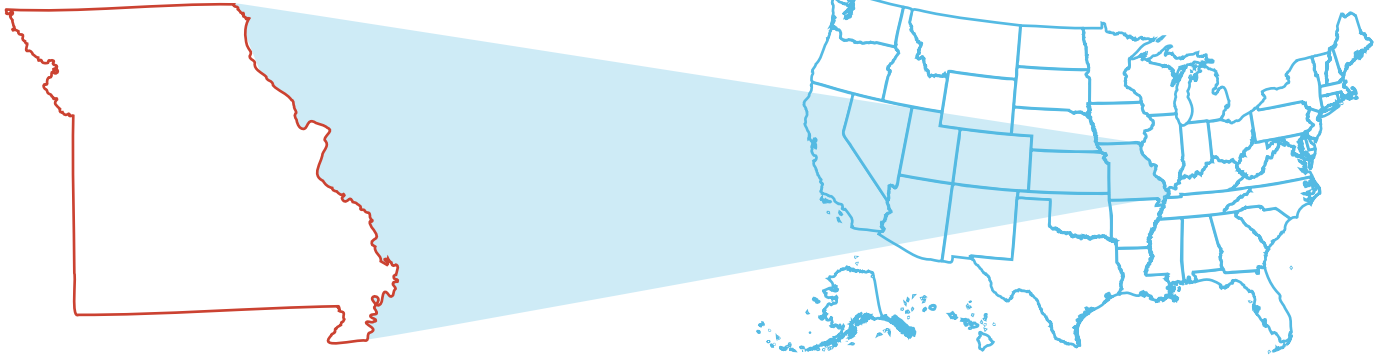
7 of
the **10**
most-requested skills
were Durable Skills

How does Missouri compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN MISSOURI VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN MISSOURI, 6 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS >1% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
41	Sales and Related	110,165	44%	-6%
11	Management	97,825	65%	-3%
15	Computer and Mathematical	78,689	47%	1%
43	Office and Administrative Support	74,148	49%	-2%
13	Business and Financial Operations	57,478	55%	-1%
29	Healthcare Practitioners and Technical	43,501	15%	-2%
35	Food Preparation and Serving Related	23,270	24%	-1%
17	Architecture and Engineering	21,741	46%	-2%
53	Transportation and Material Moving	19,096	3%	-2%
25	Educational Instruction and Library	18,802	34%	0%
49	Installation, Maintenance, and Repair	17,163	28%	0%
51	Production	14,035	25%	1%
21	Community and Social Service	13,787	44%	2%
27	Arts, Design, Entertainment, Sports, and Media	12,602	45%	-1%
31	Healthcare Support	11,850	18%	2%
19	Life, Physical, and Social Science	8,325	46%	1%
33	Protective Service	7,500	40%	-8%
37	Building and Grounds Cleaning and Maintenance	5,482	17%	-1%
39	Personal Care and Service	3,924	11%	0%
23	Legal	3,164	30%	-1%
47	Construction and Extraction	3,120	17%	0%
45	Farming, Fishing, and Forestry	336	19%	1%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN MISSOURI, 3 INDUSTRIES ARE SEEKING DURABLE SKILLS >1% MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
44	Retail Trade	95,581	46%	-2%
54	Professional, Scientific, & Technical Services	83,384	44%	-1%
62	Health Care & Social Assistance	70,545	30%	-2%
56	Admin. & Support & Waste Mgmt. & Remediation Services	65,773	20%	-3%
31	Manufacturing	60,254	52%	-3%
52	Finance & Insurance	59,837	45%	-13%
72	Accommodation & Food Services	37,380	30%	-2%
99	Unclassified	35,624	20%	-3%
51	Information	30,956	58%	-1%
61	Educational Services	20,198	37%	-4%
42	Wholesale Trade	14,706	49%	0%
92	Public Administration	14,327	33%	-5%
81	Other Services (except Public Administration)	13,172	34%	-3%
53	Real Estate & Rental & Leasing	12,422	47%	1%
23	Construction	11,547	29%	-4%
48	Transportation & Warehousing	9,732	2%	-2%
71	Arts, Entertainment, & Recreation	3,970	48%	-3%
22	Utilities	2,612	51%	1%
55	Management of Companies & Enterprises	2,202	56%	2%
11	Agriculture, Forestry, Fishing & Hunting	1,335	25%	-17%
21	Mining, Quarrying, & Oil & Gas Extraction	546	33%	-7%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Texas Analysis



WE STUDIED
7.5 MILLION
JOB POSTINGS
FROM THE PAST
2 YEARS



ACROSS
22 OCCUPATIONS,
20 INDUSTRIES,
AND OVER
99,000 COMPANIES

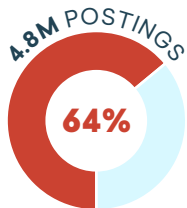


64%
OF THOSE JOB
POSTINGS REQUESTED
AT LEAST ONE
DURABLE SKILL

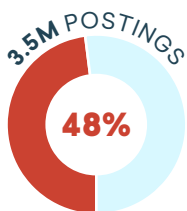
4.8 MILLION TEXAS JOBS DEMANDED DURABLE SKILLS

A MAJORITY OF TEXAS JOB POSTINGS REQUEST DURABLE SKILLS

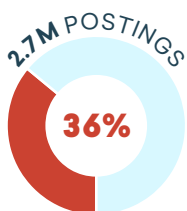
1+ Durable Skills



2+ Durable Skills



3+ Durable Skills



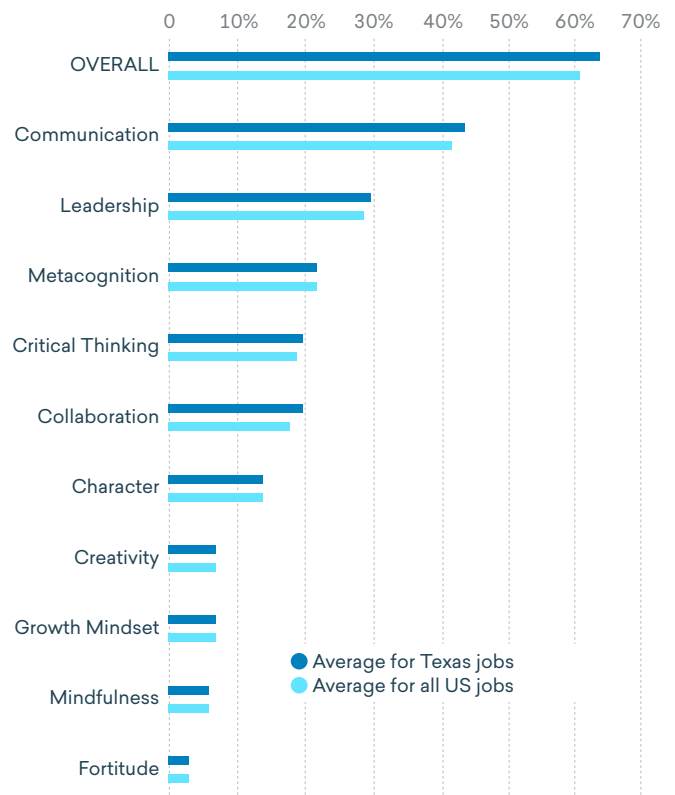
Almost
3.3M
postings
requested
Communications

The **TOP 5**
Durable Skills
were requested
3.7X more than
the top 5 Hard skills

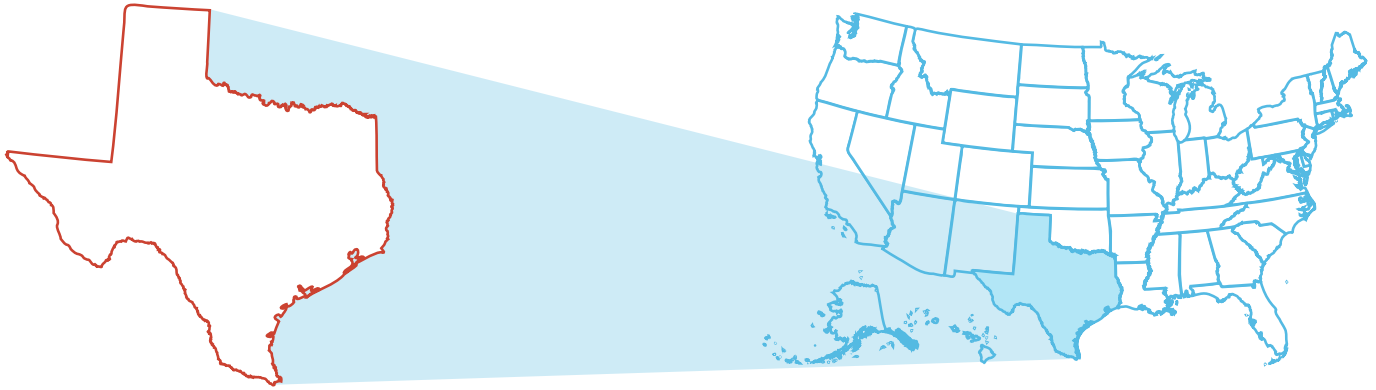
7 of
the **10**
most-requested skills
were Durable Skills

How does Texas compare in its demand for Durable Skills?

% FREQUENCY OF DURABLE SKILLS* IN TEXAS VS. US JOB POSTINGS



* Postings with 1+ durable skills per competency
Source: Emsi Burning Glass Job Postings



IN TEXAS, 13 OCCUPATION SECTORS ARE SEEKING DURABLE SKILLS MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

SOCS-2	Occupation	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
11	Management	450,678	67%	-1%
41	Sales and Related	428,845	53%	2%
15	Computer and Mathematical	332,659	45%	0%
43	Office and Administrative Support	318,002	50%	0%
13	Business and Financial Operations	256,443	57%	1%
29	Healthcare Practitioners and Technical	171,504	19%	3%
17	Architecture and Engineering	92,674	48%	0%
35	Food Preparation and Serving Related	85,519	24%	-1%
49	Installation, Maintenance, and Repair	78,045	29%	1%
25	Educational Instruction and Library	71,381	37%	3%
53	Transportation and Material Moving	71,233	6%	1%
27	Arts, Design, Entertainment, Sports, and Media	51,269	46%	-1%
21	Community and Social Service	43,952	47%	5%
51	Production	43,216	26%	2%
31	Healthcare Support	36,324	17%	1%
33	Protective Service	32,336	49%	1%
19	Life, Physical, and Social Science	25,230	41%	-4%
37	Building and Grounds Cleaning and Maintenance	23,938	21%	3%
47	Construction and Extraction	21,072	19%	2%
39	Personal Care and Service	17,160	12%	0%
23	Legal	15,779	33%	2%
45	Farming, Fishing, and Forestry	825	18%	0%

SOCS = Standard Occupation Classification System

Source: Emsi Burning Glass Job Postings

IN TEXAS, 12 INDUSTRIES ARE SEEKING DURABLE SKILLS MORE FREQUENTLY THAN THE NATIONAL AVERAGE.

NAICS-2	Industry	# Postings with 3+ Durable Skills	% Postings with 3+ Durable Skills	Difference vs % Postings US
44	Retail Trade	377,376	50%	2%
54	Professional, Scientific, and Technical Services	375,188	46%	1%
56	Admin. & Support & Waste Mgmt. & Remediation Services	292,654	25%	2%
62	Health Care and Social Assistance	238,932	32%	1%
52	Finance and Insurance	237,164	60%	2%
31	Manufacturing	214,196	56%	0%
99	Unclassified	169,969	23%	0%
72	Accommodation and Food Services	131,765	30%	-2%
51	Information	129,254	63%	4%
61	Educational Services	85,220	44%	3%
42	Wholesale Trade	70,029	51%	2%
23	Construction	67,131	35%	2%
92	Public Administration	60,456	43%	5%
53	Real Estate and Rental and Leasing	57,720	46%	0%
81	Other Services (except Public Administration)	56,469	37%	0%
48	Transportation and Warehousing	44,748	6%	2%
71	Arts, Entertainment, and Recreation	20,764	49%	-2%
21	Mining, Quarrying, and Oil and Gas Extraction	13,963	46%	6%
22	Utilities	12,691	45%	-4%
55	Management of Companies and Enterprises	7,870	45%	-9%
11	Agriculture, Forestry, Fishing and Hunting	4,859	38%	-4%

NAICS = North American Industries Classification System

Source: Emsi Burning Glass Job Postings

Next Steps



A MERICA SUCCEEDS IS NOW FOCUSED ON turning employer demand for these skills into actions that will transform the talent pipeline for the collective benefit of students, employers, and communities. For us, that means ensuring students better develop these skills within K-12 education systems. We believe all students should graduate high school prepared to succeed in their subsequent step, whatever it may be – continuing education, entering the workforce, or both. And this research makes it clear that preparedness includes Durable Skills.

So, how can we make this happen?

Join the Movement

Part of this work is about changing culture. We need to build a new consensus around what it means to prepare students for the global economy and where students can develop the necessary competencies to succeed.

Durable Skills have proven relevant across the wide spectrum of pathways. They are needed whether a student pursues business, construction, technology, public service, the arts, or any other career. Uniting to highlight the demand for these fundamental workforce skills is an investment in the employees, customers, community members, and leaders of tomorrow – and it's an investment that cannot afford to wait.

Businesses, in particular, have an opportunity to elevate the critical importance of Durable Skills in their job postings, communications, community engagement efforts, and other ESG strategies. Ultimately, these efforts act as a powerful market signal that education systems at all levels can respond to by shifting their priorities and practices related to skill cultivation and mastery. The good news is that many innovative education systems have already started to make this shift. As a movement, our role is to elevate and scale these promising solutions more broadly.



Develop a State-Level Strategy

Implementing Durable Skills training into K-12 education systems is an adaptive challenge, specific to local context and in constant flux. Thus, rather than prescribing a specific national approach, this transformation is most successful when led and continuously adapted at the state and local levels. Business leaders, alongside a broad coalition of stakeholders – educators, state leaders, policymakers, parents, and families – should help to develop strategies tailored to their respective community's needs.

That said, there are several key components common in any framework aimed at better integrating Durable Skills:

- **LABOR MARKET ANALYSIS:** understanding the demand for Durable Skills at the state- and local-levels using labor market and job postings data
- **GRADUATE PROFILE:** identifying, through a collaborative engagement process, the broad set of knowledge, skills, and dispositions that students need to succeed today and in the future
- **STANDARDS & REQUIREMENTS:** blending existing college and career readiness standards with Durable Skills, updating high school diploma requirements
- **LEARNING MODELS:** developing a learner-centered framework for incorporating Durable Skills into high school programs and existing education pathways
- **MEASURABLE OUTCOMES:** building capacity to assess Durable Skills and recommending state accountability system improvements
- **FUNDING STREAMS:** leveraging existing resources and shifting investments to achieve these outcomes, supporting more coordination and agile accountability systems at the state-level

Bridge Policy to Practice

In addition to localized strategies, robust communities of practice are needed across the business, policy, and education sectors to support this change. No single solution will get us to our end goal. Rather, incremental and transformational changes are necessary across all three areas to ensure learners develop Durable Skills, and workers can leverage this experience to find meaningful, sustainable career pathways. So, let's work together – and learn from each other – as we collectively develop, implement, and discover which practices are most impactful.

America Succeeds is committed to spreading the solutions that best prepare learners and workers with Durable Skills. This includes partnering with aligned national and regional initiatives around skills-based hiring, as well as elevating a variety of policy and practice innovations – microcredentials, curriculum, assessments, and other technologies – to integrate Durable Skills competencies in K-12 systems and beyond.

We are also open to partnering on other efforts. There is promising work to transform pathways happening all across the country. Durable Skills may be the primary focus or a helpful addition. If our end goals are aligned, we welcome the opportunity to collaborate with you on those endeavors. It is our belief that by working together, we can ensure that students and communities become more resilient in the rapidly evolving world of work.

Final Thoughts



EVEN BEFORE THE PANDEMIC, [McKinsey & Company](#) estimated the economic effects of persistent achievement gaps for students of color and those from low-income backgrounds in the U.S. as equivalent to a permanent recession.⁴ Business leaders have been feeling the impacts of an un- and under-prepared talent pipeline acutely for a long time too. In February 2020, there were more than six million U.S. job openings. According to a [Manpower survey](#) from the same period, 70 percent of businesses were struggling to find skilled talent.⁵ And those numbers were rising rapidly; only [32 percent](#) of businesses reported the same struggle in 2015, just five years earlier.⁶

Combined with recent learning loss, high school stopouts and dropouts, and declining postsecondary enrollment, there is potential for real long-term harm at both the individual and national levels. A focus on recovery or returning to the status quo isn't going to be enough. We have to start thinking differently about how we prepare students – every student – for future success. Talent is this country's most precious resource, and reaching our full potential means getting pathways right and getting equity right as we move forward. We believe equipping today's students with Durable Skills is an essential part of meeting these goals.

Durable Skills are a common denominator across the workforce; the data presented in this report has made that case. Although the numbers don't reflect it, in reality, we believe that these competencies are necessary for success in every role – even when a job posting doesn't specifically articulate this need. Skills like cooperation, time management, problem-solving, reliability, and listening are relevant in entry-level positions and up to the C-suite.

Imagine what we could achieve if more people entered the workforce prepared with these skills. What problems could we solve? What technologies could we create? What future could we build? We see an opportunity to move toward prosperity, inclusivity, and resiliency through Durable Skills.

Join us in this effort at www.AmericaSucceeds.org.



Research Methods



EMSI BURNING GLASS' JOB POSTING DATA are gathered by scraping over 100,000 websites, including company career sites, national and local job boards, and job posting aggregators. Postings for over 1.5 million companies are scraped and deduplicated to account for multiple postings of the same job on different websites. Job postings (from 2019 through 2020) were analyzed to assess the prevalence of Durable Skills at both the national and state level.

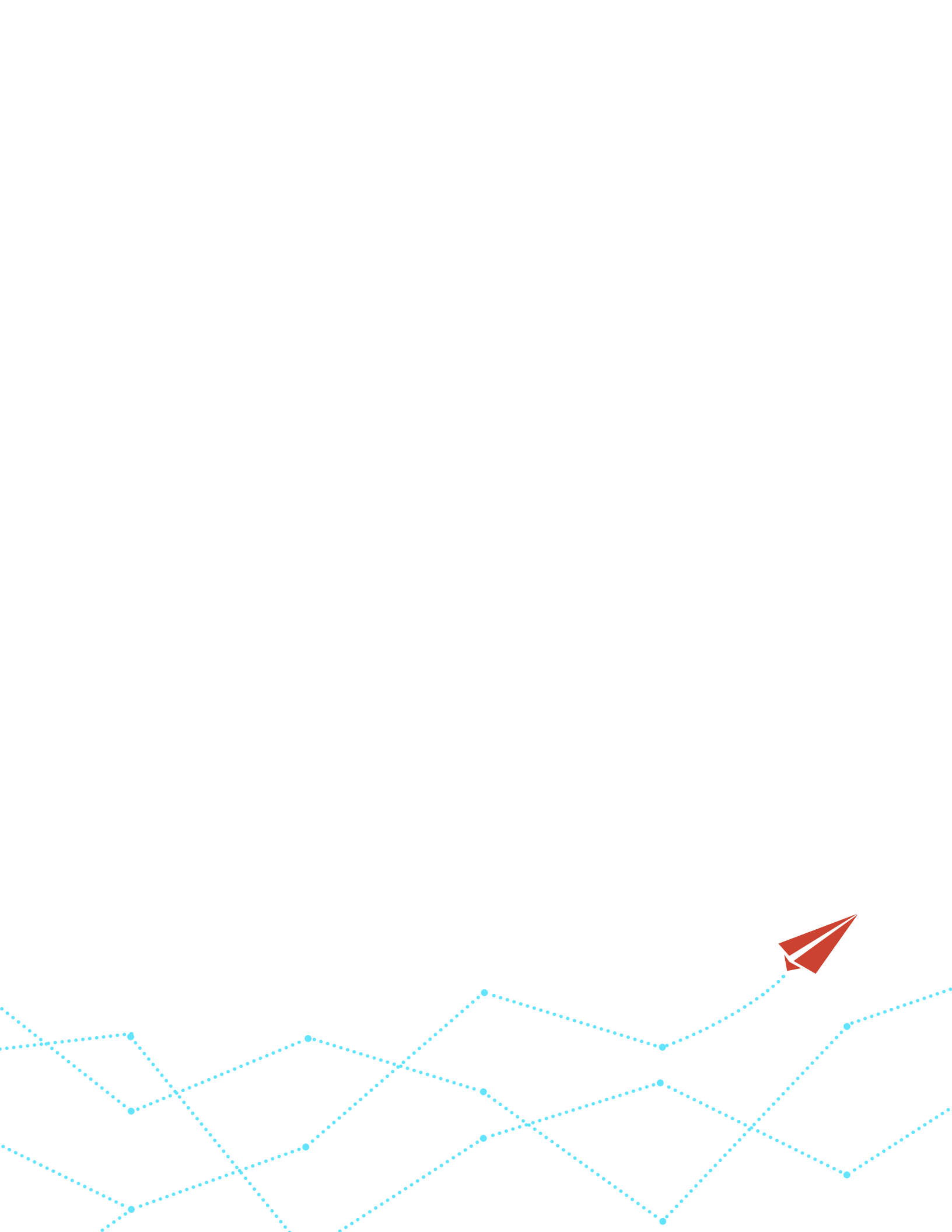
Results are presented in aggregate and also broken out by competency, occupation, and industry. Aggregate results for competencies reflect the number or percentage of postings with 1 or more Durable Skills from that competency. Aggregate results for occupations and industries reflect the number or percentage of postings with 3 or more Durable Skills from any competencies. Occupation summaries show the number and percentage of postings for 2-digit SOCS occupations with 3 or more Durable Skills, and the difference versus the United States average. Industry summaries show the number and percentage of postings for 2-digit NAICS industries with 3 or more Durable Skills, and the difference versus the United States average.



Endnotes



- 1 Schwab, K. (2016, January 14). *The fourth industrial Revolution: What it means and how to respond*. World Economic Forum. <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>.
- 2 Vodicka, D. (2020, August 24). Reopening school starts with reexamining why it exists in the first place. Learner-Centered Leadership. <https://learnercenteredleadership.org/2020/08/23/reopening-school-starts-with-reexamining-why-it-exists-in-the-first-place/>.
- 3 Hanson, A. (2021, July 28). Examining the value of nondegree credentials. Strada Education Network. <https://cci.stradaeducation.org/pv-release-july-28-2021/>.
- 4 Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020, June). COVID-19 and student learning in the United States: The hurt could last a lifetime. McKinsey & Company. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#>.
- 5 ManpowerGroup. (2020, February). *Closing the Skills Gap: What Workers Want*. ManpowerGroup Talent Shortage Survey. <https://web.manpowergroup.us/talent-shortage-solutions>.
- 6 Hetrick, R., Grieser, H., Sentz, R., Coffey, C., & Burrow, G. (2021). *The Demographic Drought: How the approaching pandemic will transform the labor market for the rest of our lives*. Emsi. <https://www.economicmodeling.com/demographic-drought/>.





America Succeeds is a non-profit organization committed to improving educational opportunity, outcomes, and equity by harnessing the power and acumen of the business community in accelerating systems change.

Our organization is uniquely positioned between business and the education policy sector—acting as an “education voice to business” nationally and a “business voice for education” at the state-level. Our work bridges these two distinct constituencies, with advocacy efforts aimed at larger culture change and policy efforts that ultimately help us achieve our vision of preparing every student to succeed in the competitive global economy and contribute to their local community.



Emsi Burning Glass is a labor market analytics firm dedicated to driving economic prosperity using data. To do this, we inform and connect three critical audiences: people looking for work, employers looking for skilled employees, and educators looking to build relevant academic programs.

With over 20 years of experience, Emsi Burning Glass currently partners with thousands of colleges, businesses, and communities. Our one-of-a-kind database combines job posting analytics, alumni outcomes profile data, and localized traditional labor market data to provide the most comprehensive picture of the labor market possible.