



Business Decision-Makers View of The Importance of Early Childhood in Promoting Social-Emotional Skills in the Adult Workforce

**Submitted to:
ReadyNation and Council for a Strong America**

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I. Methodology and Sample Characteristics

Zogby Analytics was commissioned by Council for a Strong America - ReadyNation to conduct an online survey of 301 business decision makers with 100 or more employees.

Using internal and trusted interactive partner resources, thousands of adults were randomly invited to participate in this interactive survey. Each invitation was password coded and secure so that one respondent could only access the survey one time.

Using information based on census data, voter registration figures, CIA fact books and exit polls, we use complex weighting techniques to best represent the demographics of the population being surveyed. Weighted variables may include age, race, gender, region, party, education, and religion.

Based on a confidence interval of 95%, the margin of error for 301 is +/- 5.7 percentage points. This means that all other things being equal, if the identical survey were repeated, its confidence intervals would contain the true value of parameters 95 times out of 100.

Subsets of the data have a larger margin of error than the whole data set. As a rule we do not rely on the validity of very small subsets of the data especially sets smaller than 50-75 respondents. At that subset we can make estimations based on the data, but in these cases the data is more qualitative than quantitative.

Additional factors can create error, such as question wording and question order.

About Zogby Analytics:

Zogby Analytics is respected nationally and internationally for its opinion research capabilities. Since 1984, Zogby has empowered clients with powerful information and knowledge critical for making informed strategic decisions.

The firm conducts multi-phased opinion research engagements for banking and financial services institutions, insurance companies, hospitals and medical centers, retailers and developers, religious institutions, cultural organizations, colleges and universities, IT companies and Federal agencies. Zogby's dedication and commitment to excellence and accuracy are reflected in its state-of-the-art opinion research capabilities and objective analysis and consultation.

Demographics for the 301 survey respondents

Sample Characteristics		Frequency	Valid Percent*
Sample size		301	100
Job title / responsibilities	Director	78	26
	CXO	15	5
	Administrator	47	16
	President	11	4
	Vice president	19	6
	Owner or partner	14	5
	Other company officer with decision-making responsibilities	117	39
Number of employees	100-200	50	17
	201-500	63	21
	501-1000	61	20
	More than 1000	127	42
Region	East	92	31
	South	77	26
	Central Great Lakes	80	27
	West	50	17
	Outside US	2	1
Annual revenue	Less than \$1M	7	2
	\$1M-\$5M	40	13
	\$6M-\$10M	32	11
	\$11M-\$50M	49	16
	\$51M-\$100M	46	15
	\$101M-\$250M	25	8
	More than \$250M	79	26
	Refused to answer annual revenue	23	8

*Percentages may not equal 100% due to rounding.

II. Survey Highlights

Zogby Analytics conducted an online survey of 301 business decision makers to assess their views of the role of social skills in the workplace. Most (42%) of surveyed decision makers belong to companies that employ more than a thousand workers and 26% work at companies that have annual revenue of more than 250 million dollars.

When asked to rank the top three terms that the surveyed business decision-makers prefer for describing essential skills such as the capacity to work well with others, manage emotions, communicate clearly and solve problems, three terms received more than 60% of votes: character skills (66%) social emotional skills (64%), and emotional intelligence skills (65%).

62% of business decision makers experience more difficulty (answers more difficulty and somewhat more difficulty combined) finding job candidates with adequate social-emotional skills than candidates with adequate technical skills (such as reading, math, substantive knowledge and abilities). In the case of smaller companies (100-200 employees) this number is even higher (70%). In contrast, only 9% of business decision makers find it more difficult to recruit candidates with adequate technical skills.

88% of respondents either strongly agree or somewhat agree that there will be an increasing need for social-emotional skills among employees/job applicants in the future. More than half (55%) businesses surveyed are currently spending more resources to recruit applicants with such skills than in the past. This number is even higher for mid-size companies (62% for companies with 500-1000 employees).

64% of surveyed decision makers know someone who has lost a promotion or job due more to poor social-emotional skills than to poor technical skills. This number varies across different regions - 74% in the South and 57% in the East.

Surveyed business decision makers believe in the importance of early childhood for the adequate development of social-emotional skills. Thus, over 90% of respondents (92%) agree (either strongly or somewhat) that children's physical, educational and emotional experiences in the first five years of life affect the development of their social-emotional skills later in life. Similarly, 72% of surveyed decision makers believe that children who have a very difficult early childhood (poverty, abuse, violence, etc.) are less likely to have strong social-emotional skills when they enter the workforce and 90% believe that it is more difficult to develop social-emotional skills among adults entering the workforce than it is to develop those skills during childhood.

Given widely-spread beliefs in the importance of early childhood for social-emotional skills, 88% of surveyed respondents agrees (either strongly or somewhat) that they would support public investments in early education and other research-proven, early childhood supports services as a way to help children acquire social-emotional

skills. The support is strong in companies of all sizes but somewhat stronger in smaller companies (in companies with 100-200 employees 94% strongly agree or somewhat agree) than in larger ones (in companies with more than 1000 employees 85% strongly agree or somewhat agree).

Takeaways

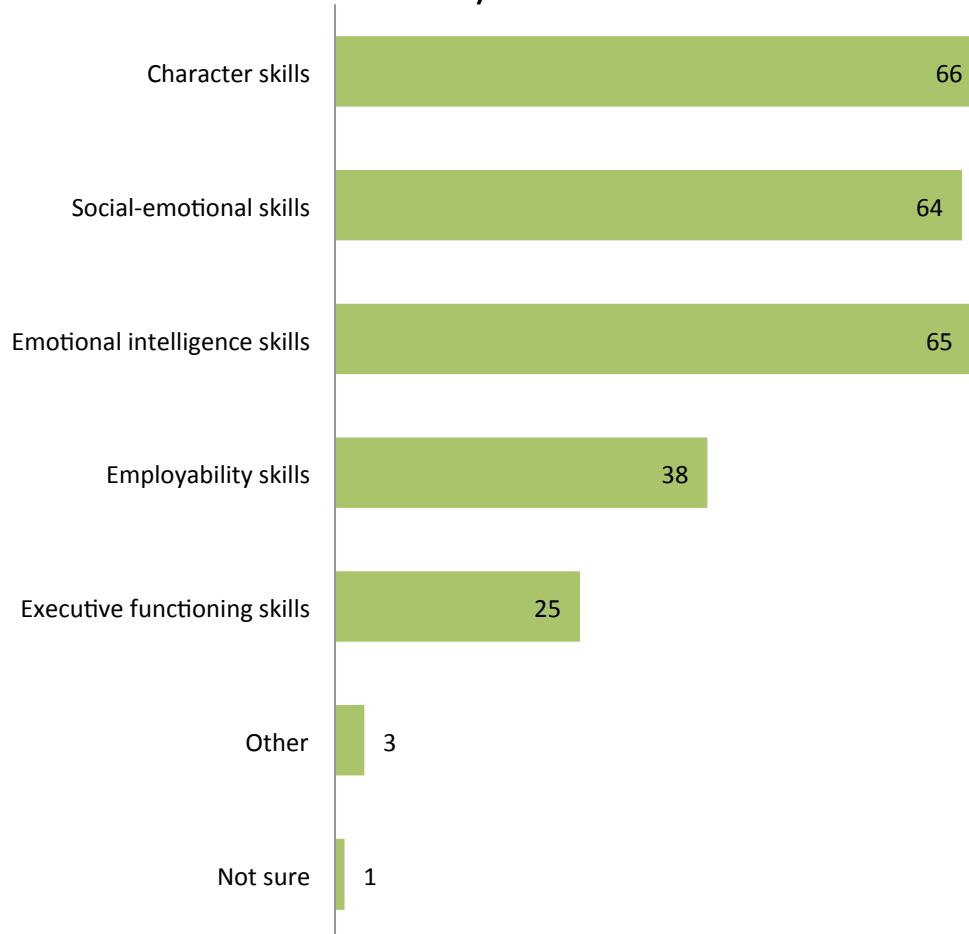
Surveyed business decision makers in overwhelming numbers see social-emotional skills to be of paramount importance for success in the workplace. Most consider social-emotional skills more valuable and scarcer than technical skills.

Surveyed business decision makers almost unanimously agree on the importance of early childhood for the adequate development of social-emotional skills.

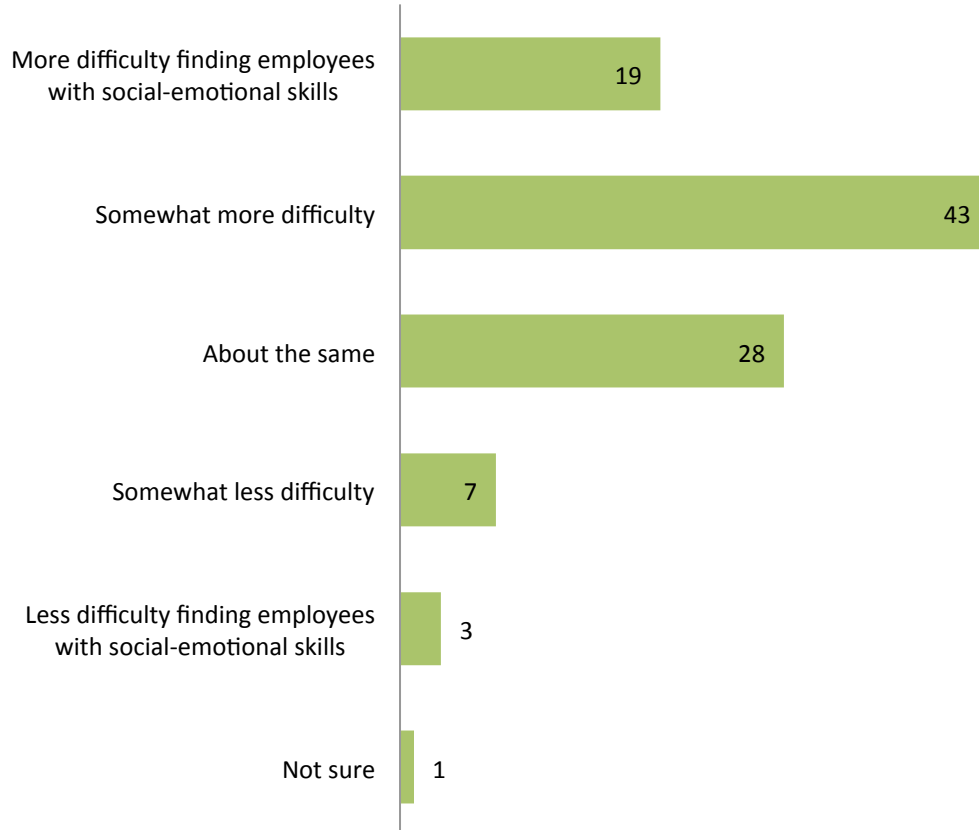
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III. Graphs and Tables

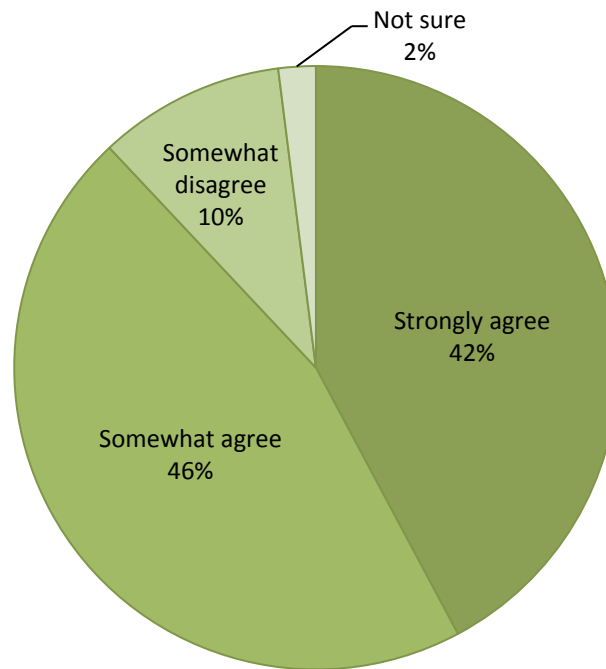
Q1. Which of the following terms most clearly and compellingly describes the set of skills reflecting employee behaviors and attributes needed to work well with others, manage emotions, communicate clearly, problem-solve, etc.? (Please pick the top 3)



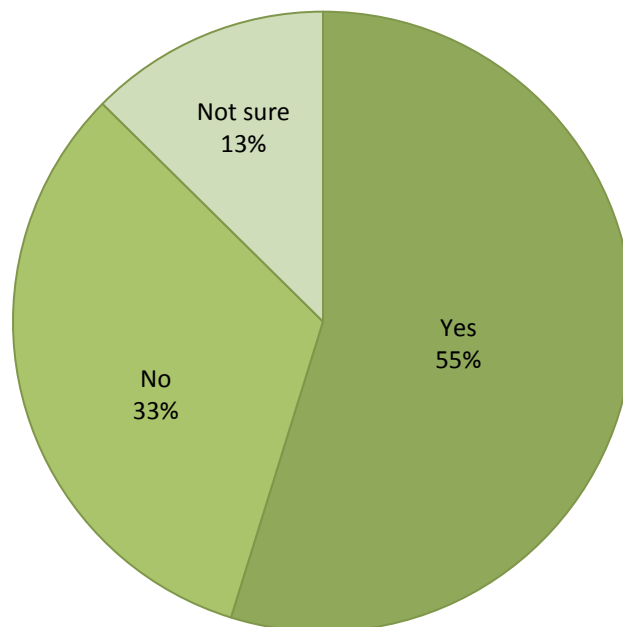
**Q2. Have you had more difficulty finding job candidates/
employees with social-emotional skills than technical skills?**



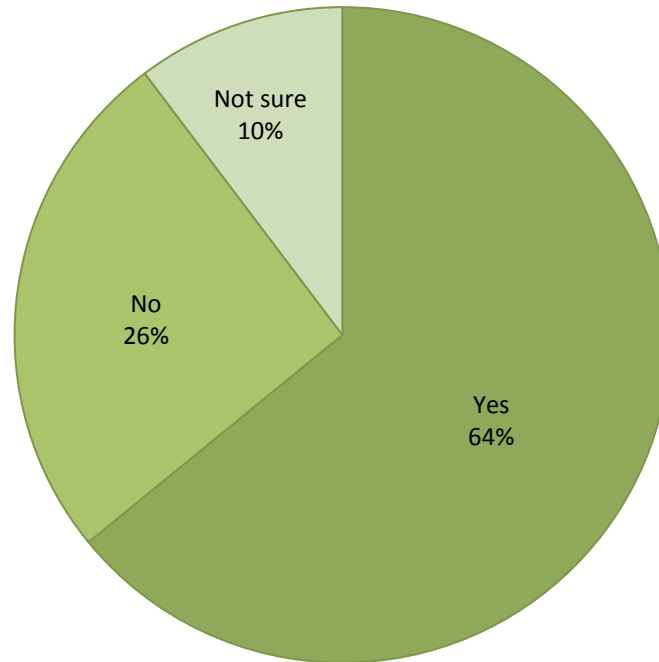
**Q3. Do you agree or disagree with the following statement?
There will be an increasing need for social-emotional skills
among employees/job applicants in the future.**



**Q4. Is your business currently spending more resources (time,
money, etc.) to recruit job applicants with the necessary
social-emotional skills than in previous years?**



Q5. Do you know someone who has lost a promotion or job due more to poor social-emotional skills than to poor technical skills?



Q6-Q9. Do you agree or disagree with the following statement?

■ Strongly agree ■ Somewhat agree ■ Somewhat disagree ■ Strongly disagree ■ Not sure

Children's physical, educational and emotional experiences in the first five years of life affect the development of their social-emotional skills later in life.



Children who have a very difficult early childhood (poverty, abuse, violence, etc.) are less likely to have strong social-emotional skills when they enter the workforce.



It is more difficult to develop social-emotional skills among adults entering the workforce than it is to develop those skills during childhood.



I would support public investments in early education and other research-proven, early childhood support services as a way to help children acquire social-emotional skills.

