



**“TAKING THE NEXT STEP”
BUSINESS & EDUCATIONAL SUMMIT
STRATEGIC REPORT CARD**

2010

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Introduction

The WorkNet Pinellas “Taking the Next Step” Business & Economic Summit is an annual event that brings together business and educational leaders in one setting to focus on specific industry needs. WorkNet Pinellas has developed a report card to measure data on key indicators which will be used as a baseline to monitor trends in our region. The summit along with industry specific forums that are held throughout the year allows us the opportunity to survey regional businesses in order to create an unbiased snapshot of employer needs and our response to those needs. WorkNet Pinellas is committed to create a highly skilled and competitive workforce to meet the demands of business and to keep our region competitive.

Florida’s leading industry clusters play a key role in the state’s continued economic success and competitiveness. To align ourselves with the 2007-2012 State Strategic Plan for Economic Development and the Workforce Florida, Inc. Strategic Plan. WorkNet Pinellas chose the following targeted industries sectors to survey and hold individual forums throughout the year.

- Aviation /Automotive / Manufacturing
- Construction
- Financial / Professional Services
- Healthcare
- Hospitality/ Retail
- IT

Data from all of these forums were presented in breakout sessions during the 2010 Summit. Top business and educational leaders within each industry were given the opportunity to provide input and expand on the information collected throughout the year.

This annual report card is a tool for the WorkNet Pinellas Board of Directors to frame issues related to business and economic development. WorkNet will continue to build upon this report card through our targeted industry forums.

Business & Education Summit Survey Data: 2007-2010

2007 - 85 Total Responses

Automotive & Transportation	N/C
Construction	9
Financial/ Professional Services	20
Healthcare	12
Hospitality/ Retail	16
Information Technology	8
Manufacturing	11
Other/General	N/C
Total	85

2008 - 95 Total Responses

Automotive & Transportation	17
Construction	13
Financial/ Professional Services	20
Healthcare	15
Hospitality/ Retail	10
Information Technology	N/C
Manufacturing/ Aviation	20
Other/General	N/C
Total	95

2009 - 82 Total Responses

Automotive & Transportation	N/C
Construction	10
Financial/ Professional Services	28
Healthcare	13
Hospitality/ Retail	2
Information Technology	--
Manufacturing	13
Other/General	16
Total	82

2010 - 97 Total Responses

Automotive /Aviation & Manufacturing	19
Construction	13
Financial/ Professional Services	15
Healthcare	19
Hospitality/ Retail	6
Information Technology	12
Other/General	13
Total	97

Notes

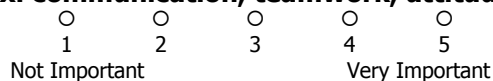
N/C = not calculated

IT combined with Financial/Professional Services in 2009

Added Manufacturing/Aviation to Automotive& Transportation in 2010

IT separated in 2010

1. When hiring for entry-level and unskilled positions how important are basic workplace (ex. communication, teamwork, attitude) skills?



	2007	2008	2009	2010
Automotive & Transportation	N/C	4.6	N/C	4.7
Construction	4.7	4.6	4.5	4.7
Financial/ Professional Services/ IT	4.6	4.7	4.6	5.0
Healthcare	5	4.9	4.9	4.8
Hospitality/ Retail	4.7	4.7	4.5	5.0
Manufacturing/ Aviation	4.5	4.8	4.7	4.7
Information Technology	N/C	N/C	N/C	4.8
Other/General	N/C	N/C	4.8	5.0
Average	4.7	4.7	4.7	4.8

2. When hiring for technical and professional positions how important are basic workplace skills?

1 2 3 4 5
 Not Important Very Important

	2007	2008	2009	2010
Automotive & Transportation	N/C	4.5	N/C	4.5
Construction	4.6	4.7	4.8	4.7
Financial/ Professional Services/ IT	4.6	4.6	4.8	4.4
Healthcare	4.8	4.7	4.8	4.6
Hospitality/ Retail	4.6	4.7	4.5	4.7
Manufacturing/ Aviation	4.5	4.7	4.7	4.5
Information Technology	N/C	N/C	N/C	4.8
Other/General	N/C	N/C	4.8	4.8
Average	4.6	4.7	4.7	4.6

3. When hiring for entry-level and unskilled positions how important are technical skills?

1 2 3 4 5
 Not Important Very Important

	2007	2008	2009	2010
Automotive & Transportation	N/C	3.0	N/C	3.0
Construction	3.2	3.2	3.2	3.5
Financial/ Professional Services/ IT	3.6	3.1	3.6	3.0
Healthcare	3.5	3.6	3.6	3.5
Hospitality/ Retail	3.1	3.3	3.0	3.0
Manufacturing/ Aviation	3.4	3.2	3.4	3.0
Information Technology	N/C	N/C	N/C	3.5
Other/General	N/C	N/C	3.9	3.3
Average	3.3	3.2	3.5	3.2

4. When hiring for technical and professional positions how important are technical skills?

1 2 3 4 5
 Not Important Very Important

	2007	2008	2009	2010
Automotive & Transportation	N/C	4.6	N/C	4.5
Construction	4.7	4.6	4.6	4.5
Financial/ Professional Services/ IT	4.6	4.5	4.8	4.4
Healthcare	4.6	4.3	4.2	4.6
Hospitality/ Retail	4.7	4.8	3.5	4.0
Manufacturing/ Aviation	4.3	4.5	4.3	4.5
Information Technology	N/C	N/C	N/C	4.6
Other/General	N/C	N/C	4.6	4.5
Average	4.5	4.6	4.3	4.5

5. Do you agree that Pinellas County has a labor force that meets your demands for qualified employees in entry-level positions?

1 2 3 4 5
 Strongly Disagree Strongly Agree

	2007	2008	2009	2010
Automotive & Transportation	N/C	3.4	N/C	4.4
Construction	3.1	2.9	3.4	3.3
Financial/ Professional Services / IT	3.3	3.3	3.6	3.1
Healthcare	3.2	3.1	4.0	3.4
Hospitality/ Retail	3.7	4.0	3.0	3.2
Manufacturing/ Aviation	2.7	3.3	3.5	4.4
Information Technology	N/C	N/C	N/C	3.2
Other/General	N/C	N/C	3.7	3.7
Average	3.1	3.3	3.5	3.6

6. Do you agree that Pinellas County has a labor force that meets your demands for qualified employees in technical and professional positions?

1 2 3 4 5
 Strongly Disagree Strongly Agree

	2007	2008	2009	2010
Automotive & Transportation	N/C	2.9	N/C	2.9
Construction	3.4	2.9	3.0	3.3
Financial/ Professional Services/ IT	3.4	3.4	3.6	3.4
Healthcare	2.8	3.5	3.8	3.8
Hospitality/ Retail	3.7	3.5	3.5	3.5
Manufacturing/ Aviation	3.0	3.1	3.2	2.9
Information Technology	N/C	N/C	N/C	3.5
Other/General	N/C	N/C	3.7	3.4
Average	3.2	3.2	3.5	3.4

7. Over the last 5 years, has it been easier to find people with the appropriate skills?

1 2 3 4 5
 Extremely Difficult Extremely Easy

	2007	2008	2009	2010
Automotive & Transportation	N/C	2.4	N/C	2.9
Construction	2.8	2.7	2.8	3.5
Financial/ Professional Services/ IT	2.7	3.4	3.4	3.4
Healthcare	2.6	2.8	3.8	3.0
Hospitality/ Retail	2.9	3.1	3.5	2.6
Manufacturing/ Aviation	2.6	3.0	3.2	2.9
Information Technology	N/C	N/C	N/C	3.3
Other/General	N/C	N/C	3.7	3.4
Average	2.6	2.9	3.4	2.8

16. What changes would you like to see implemented to the current educational system?

Aviation – Automotive – Manufacturing

More emphasis placed on technical training.

Students need to be better prepared in mathematics, sciences and technical skills.

More education of conflict management skills.

Increased awareness for high paying jobs that are in demand in Pinellas County.

Common sense and practical skills applicable to the work environment.

Soft skills – students dealing with direction.

Construction

More focus on technical careers opportunities and certifications.

Relevancy verses teaching to the test.

More emphasis on trade schools.

FCAT replaced with a more comprehensive test.

More training for entry level positions and job placement programs into promising industries.

Financial / Professional Services

Social skills training

More Math, Science and Finance classes

More apprentice and internship programs

More integration with marketing

Healthcare

Match the *needs* into the occupational environment.

Improve focus on technical skills to deliver data driven results.

Safety and Life- Saving Skills

Increased emphasis on Math, Reading and Sciences.

Hospitality & Retail

Give students real life situations that they can and will use once they get out into the job market.

Problem Solving

Information Technology

More focus on STEM skills and soft/interpersonal skills.

More Green training

Better partnerships with business.

Teaching the corporate culture. Focus on ethics and business policies.

Other / General

Align education with the demands of our business community.

More applied Technical Training

Targeted learning.

Applied studies and social intelligence

17. What is your input on the Centers of Excellence and how would you participate?

Aviation – Automotive – Manufacturing

Need more corporate involvement in setting and maintaining standards.

Willing to help design an aviation program

Construction

Moving in a good direction

Continued emphasis on careers verses high school diploma and graduation.

Financial / Professional Services

Currently partner with Largo High School.

Excellent program, very beneficial.

Healthcare

Would be pleased to participate in mentoring.

Did not know what CoE was? Sounds exciting

Hospitality & Retail

Would like to learn more about it and see how I can participate.

Information Technology

Would like to see more of them.

Other / General

They are needed.
Work with Pinellas Education Foundation to encourage Centers of Excellence in our St. Petersburg High School that meet the needs of the community.

What Centers of Excellence?

18. Additional Comments:

WorkNet has been key to our growth.
We appreciate what you do to connect education and business.

Teach restoration as well as new construction.
Need greater partnerships at industry /educational levels.

Good Summit for all.

Even highly educated applicants need relationship skills.

I enjoyed the feedback and the variety of viewpoints.

Aviation- Automotive-Manufacturing

Prior to the 4th Annual Business and Education Summit a Manufacturing/Aviation Industry Forum was held on March 4, 2010. WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation hosted this event. These business leaders together with additional subject matter experts meet again during this year's 2010 Business and Education Summit to discuss challenges facing the aviation-automotive- manufacturing industries. Below is the feedback from this breakout session.

Currently, what technical skills are you seeking?

Electrical	Soft
Mechanical	Marketing
Specialized skills for Power/Utility industries	Automotive Technical
Basic computer	Sales
Hybrid Technology	

What technical skills do you think you will need in the future?

Certified Solderers	Power Plant Operator
Tool and Die Makers	Mechanical Assemblers
Circuit Board Assemblers	Mechanics (trucks & machinery)

Where are your biggest retention problems? What solutions have been developed to try and solve your retention problems?

Retaining employees is difficult. Employers stated that many employees are moving out of the state because of the struggling housing market. Manufacturing employers stated that employees with college degrees are taking the skills they learned with one employer and going to another employer. Many employers are finding it difficult to compete and noticed that they are vying for the same candidates. This is reflected in the demeanor of the candidates and some employers voiced that the many of younger members of the workforce have the "What can you do for me, and why should I stay at your company?" attitude.

A suggested solution for maintaining high retention rate is for employers to provide flexible work schedules.

Are post-secondary institutions meeting the demands of your industry? Is there any training you feel is inadequate or inappropriate? What would you like to see changed in those areas?

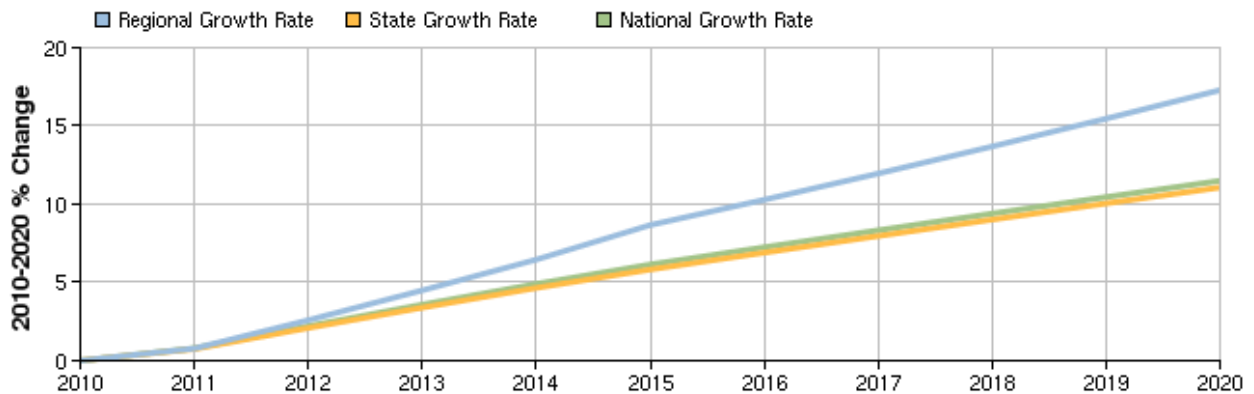
Participants all agreed that more corporate, governmental and the education system involvement is necessary to impact youth and the general workforce. Overall, most were satisfied with post-secondary education. Again, the participants agreed that more focus should be on the teaching of soft skills (attitude, teamwork, customer service), and on how to make a good impression during an interview, and resume preparation, etc.

Current labor market data indicates that Tampa-St. Petersburg-Clearwater MSA has approximately 668 jobs in Aviation, 13,204 in Automotive and 33,211 in Manufacturing. With a growth rate for Aviation as 17.67%, Automotive 2.89% and Manufacturing 2.35% over the next 10 years.

Aviation

Basic Information	
2010 Occupational Jobs	668
2020 Occupational Jobs	783
Total Change	115
Total % Change	17.67%
Openings	280
Median Hourly Earnings	\$31.65

Source: EMSI Complete Employment – 3rd Quarter 2010



The United States Department of Labor High Growth Industry profile on aviation, automotive and manufacturing states:

Aviation/ Aerospace

The aerospace industry comprises of companies producing aircraft, guided missiles, space vehicles, aircraft engines, propulsion units and related parts. Aircraft overhaul, rebuilding and parts are also included. Other sectors of the economy depend on aerospace businesses and related disciplines for technical skills and technologies that are critical elements of our security infrastructure and to improve America's position in the global marketplace.

Among the issues facing the Aerospace workforce is the impending retirement of many mature workers, who possess experience and intellectual capital. Employers in the industry must protect the skills base, including improving the basic employability skills of entry level workers.

Aviation/ Aerospace continued

Additionally, to compensate for a loss of technical talent, Aerospace employers must rely on youthful and diverse workers, found in non-traditional labor pools. Efforts must also be increased in improving public perceptions of the industry in order to retain talent and generate interest in aerospace careers. Also, reducing turnover, improving retention and improving high-tech skills in existing workers are key objectives in bolstering Aerospace's workforce system.

Employers need well-informed, knowledgeable employees who can keep up with the rapid technological advancements in aerospace manufacturing. The industry provides substantial support for the education and training of its workers. Firms provide on-site, job-related training to upgrade the skills of technicians, production workers and engineers. Classes teaching computer skills and blueprint reading are common. Some firms reimburse employees for educational expenses at colleges and universities, emphasizing four-year degrees and postgraduate studies.

To enter some of the more highly skilled production occupations, workers must go through a formal apprenticeship. Machinists and electricians complete apprenticeships that can last up to four years. Apprenticeships usually include classroom instruction and shop training.

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Although it may be possible to qualify for certain engineering technician jobs without formal training, most employers prefer applicants with a minimum two-year associate degree in engineering technology. Training is available at technical institutes, community colleges, extension divisions of colleges and universities and public and private vocational-technical schools and in the Armed Forces.

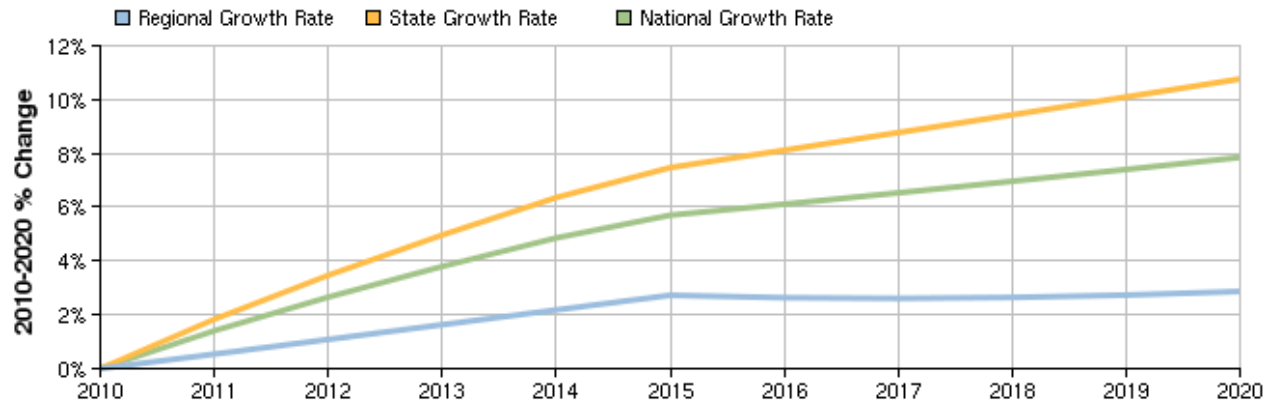
Many engineering technicians assist in design work, therefore creativity is desirable. Because these workers often are part of a team of engineers and other technicians, good communication skills and the ability to work well with others also are important.

The National Institute for Certification in Engineering Technologies (NICET) has established a voluntary certification program for engineering technicians. Certification is available at various levels, each level combining a written examination in one of about 30 specialties with a certain amount of job-related experience, a supervisory evaluation and a recommendation.

Automotive

Basic Information	
2010 Industry Jobs	13,204
2020 Industry Jobs	13,582
Total Change	378
Total % Change	2.89%
Current Average Earnings per Worker	\$44.422

Source: EMSI Complete Employment – 3rd Quarter 2010



Employment of automotive service technicians and mechanics is expected to increase through the year 2014. Between 2004-2014, demand for technicians will grow as the number of vehicles in operation increases, reflecting continued growth in the number of multi-car families. Growth in demand will be offset somewhat by slowing population growth and the continuing increase in the quality and durability of automobiles, which will require less frequent service. Additional job openings will be due to the need to replace a growing number of retiring technicians, who tend to be the most experienced workers.

Most persons seeking employment in the automotive industry can expect steady work, even through downturns in the economy. While car owners may postpone maintenance and repair on their vehicles when their budgets become strained, and employers of automotive technicians may cutback hiring new workers, changes in economic conditions generally have minor effects on the long term growth in the automotive service and repair business.

Opportunities in the automotive industry should be plentiful in vehicle maintenance and repair occupations, especially for employees with formal automotive service technician training.

Among the challenges automotive employers face is overcoming negative public perceptions of the industry due to stereotypes and misinformation. Specifically, the industry seeks to counteract this lack of awareness by demonstrating the availability of viable occupations that pay well and have growth potential. The industry is also working to develop a pipeline of young employees and transitioning workers from which health care employers can recruit.

Automotive continued

The industry is also focused on increasing diversity in the workforce. To this end, employers are working to improve the pipeline and the demographic make-up of the workforce in areas such as race, gender and language diversity.

The automotive industry is working to assist employees in the attainment of basic soft skills, such as communications, basic reading, writing and math, problem solving and customer service skills. Training efforts must include the resources and curriculum to stay current with today's technology. To aid industry employers in this effort, the industry has focused on recruiting more teachers and trainers; ensuring that they are industry-certified and current in their field of knowledge. There is also a need of continuing education for instructors.

Another concern among industry employers is the availability of training for new employees and the re-training of incumbent employees. Education centers will be utilized to focus on the development of standardized curriculum and the importance of industry-based certification for training programs.

Automotive technology is rapidly increasing in sophistication, and most training authorities strongly recommend that persons seeking automotive service technician and mechanic jobs complete a formal training program in high school or in a postsecondary vocational school or community college. However, some service technicians still learn the trade solely by assisting and learning from experienced workers. Courses in automotive repair, electronics, physics, chemistry, English, computers and mathematics provide a good educational background for a career as a service technician.

Opportunities in vehicle maintenance and repair should be plentiful, especially for persons who complete formal automotive service technician training. The growing complexity of automotive technology increasingly requires highly trained automotive service technicians and mechanics to service vehicles. Most persons who enter maintenance and repair occupations in this industry may expect steady work because changes in economic conditions have little effect on this part of the dealer's business.

Some automotive manufacturers and their associated dealers sponsor 2-year associate degree programs at postsecondary schools. Students enrolled in these programs typically spend alternate 10 to 12-week periods; attending classes full-time and working full-time in the service departments of participating dealers.

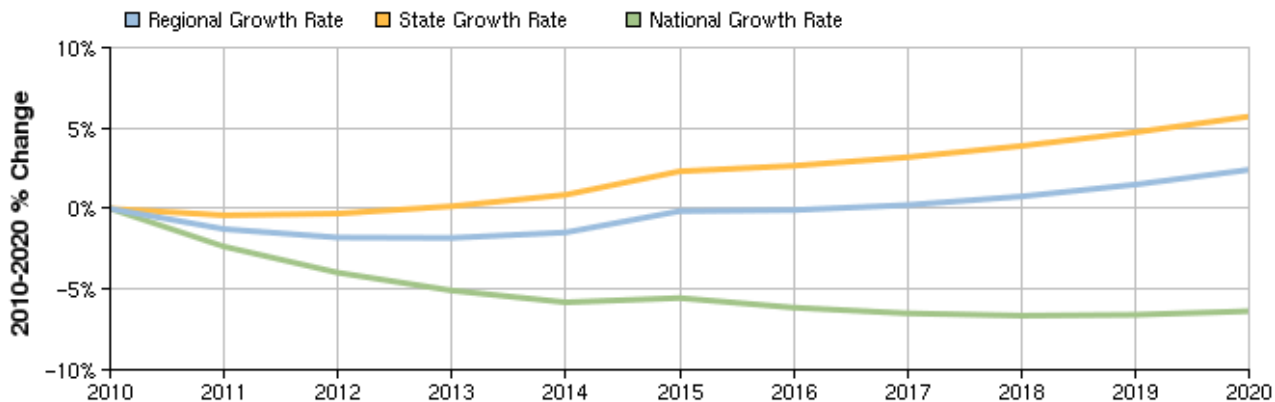
For trainee positions, dealerships increasingly prefer to hire automotive service technician graduates of postsecondary automotive training programs. Good reading and basic math skills are required to study technical manuals, keep abreast of new technology and learn new service and repair techniques as vehicle components and systems become increasingly sophisticated.

Production workers account for three out of five motor vehicle and equipment manufacturing jobs. These workers receive most of their training on the job or through apprenticeship programs.

Manufacturing

Basic Information	
2009 Industry Jobs	33,211
2019 Industry Jobs	34,014
Total Change	803
Total % Change	2.35%
Current Average Earnings per Worker	\$63,908

Source: EMSI Complete Employment – 3rd Quarter 2010



The manufacturing sector continues to account for 14 percent of U.S. GDP and 11 percent of total U.S. employment. Moreover, manufacturing firms fund 60 percent of the \$193 billion that the U.S. private sector invests annually in R&D.

Annual Manufacturing salaries and benefits average \$65,000, higher than the average for the total private sector. Two factors in particular attract workers to manufacturing: higher pay and benefits and opportunities for advanced education and training. A 2005 survey of U.S. manufacturing employers found that 80 percent of respondents said that they had a serious problem finding qualified candidates for the highly technical world of modern manufacturing.

The capacity for innovation is the primary competitive advantage for U.S. manufacturers in the global marketplace. Therefore, manufacturers need workers who are continually focused on innovating products and services, as well as production and business processes. Workers need the basic academic, workplace and technical skills that will enable them to support the innovation requirements of an advanced manufacturing environment.

Too few young people consider the possibility of manufacturing careers and do not know what skills they need to succeed. Similarly, students do not always graduate from high school equipped with the necessary skills or knowledge about manufacturing career opportunities.

Manufacturing continued

Education providers need the curriculum, equipment, qualified instructors and other tools necessary to train the highly skilled workforce that advanced manufacturers need. Educators need to define the specific competencies and implement the career ladder and lattice models that will enable workers to continually enhance their skills.

Technical skills are essential to the future of Advanced Manufacturing. According to a 2005 NAM survey on the advanced manufacturing workforce, 53 percent of respondents listed technical skills as the greatest need over the next three years. Additional skill sets include the ability to work in teams (47 percent), strong computer skills (40 percent), and the ability to read and translate diagrams and flow charts (39 percent) and strong supervisory and managerial skills (37 percent).

Jobs in the Advanced Manufacturing industry require a complete understanding and mastery of a variety of skill sets. Workers need the *production* skills to set up, operate, monitor and control the manufacturing process. They need the *process design and development* skills to continuously improve production processes. They need skills in health and safety to maintain a safe work environment. They need skills in *maintenance, installation and repair* to maintain and optimize complex equipment and systems. They need knowledge of *supply chain logistics* in order to plan and monitor the movement and storage of materials and products. Finally, manufacturing workers need skills in *quality assurance and continuous improvement* to ensure that products and processes meet quality requirements.

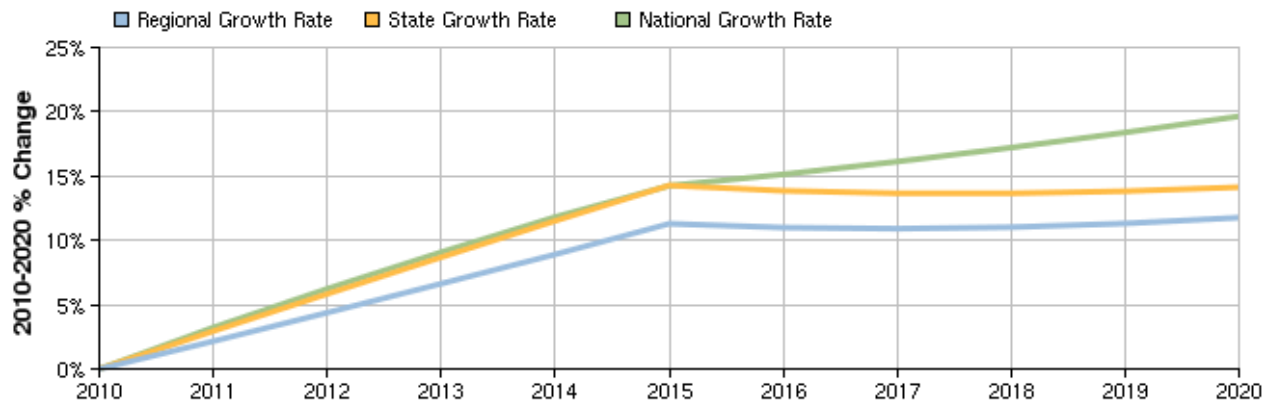
Construction

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 25,644 jobs and has an expected growth rate of 11.78% over the next 10 years. Currently, the MSA is lower than the state and lower than that of the nation for job growth within this industry. The data shows the nation to grow upwards for 2014 forward.

Basic Information	
2010 Industry Jobs	25,644
2020 Industry Jobs	28,661
Total Change	3,017
Total % Change	11.78%
Current Average Earnings per Worker	\$46,289

Source: EMSI Complete Employment – 3rd Quarter 2010

Construction



Prior to the 4th Annual Business and Education Summit a Construction Industry Forum was held on April 1, 2010. WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation hosted this event. These business leaders together with additional subject matter experts meet again during this year's 2010 Business and Education Summit to discuss challenges facing the construction industry. Below is the feedback from this breakout session.

Currently, what technical skills are you seeking?

Technical skills are not sought as much as positive attitude and commitment. Participants would like to see more training on the following:

- Critical Thinking – Ability to think independently, grasp concepts
- Initiative/Proactive/Motivation
- Safety
- Basic/Intro knowledge on fields such as plumbing and electrical
- Understanding “their” role in the company such as customer friendly impact on company
- 3 dimensional AutoCAD – Revit
- Basic Code Knowledge

Construction continued

What technical skills do you think you will need in the future?

- Welders
- Solar Installers Basic
- Electricians
- Group mixed on shortages in A/C industry

Where are your biggest retention problems? What solutions have been developed to try and solve your retention problems?

Lack of leadership qualities in both the employer and employees were identified as the mayour current retention issue. Current leadership styles transcend that, a job is a job and not a career. Technical fields such as A/C and Plumbing require technicians to be *Salespeople* and to suggest possible upgrades to customers current system. Most technicians are uncomfortable with this and need training and coaching.

Identified training gaps for the Construction Industry include:

- Training in Green & Plumping, Heating and Cooling Contractors
- EWT for plumbers
- Online training options for Occupational Safety and Health Administration
- Incorporating the requirement of using a percentage of apprentices/pre-apprentices in project bid guidelines for government
- Licensure
- Alternative training options - day and afternoon training specifically

The United States Department of Labor High Growth Industry profile on construction states:

Total employment in the construction industry is projected to rise from approximately 6.9 million jobs in 2004 to 7.7 million jobs in 2014, an increase of nearly 800,000 new jobs.

Projected employment growth between 2004 and 2014 is substantial for a wide range of construction-related occupations, including:

- Electricians: 77,000 new jobs
- Carpenters: 186,000 new jobs
- Construction managers: 45,000 new jobs

Construction offers more opportunities than most other industries for individuals who want to own and run their own business. The image of the industry could be improved in a variety of areas and especially among key audiences including youth, parents, educators and guidance counselors. For example, youth are not familiar with the various job choices and career ladders the industry offers and guidance counselors are not aware of the skills required for many of the occupations in the construction trades.

Construction continued

Lack of awareness of job opportunities and a poor industry image have contributed to the decline in the number of people from traditional labor pools willing to enter and remain in the construction industry. The industry has difficulty recruiting youth and individuals from non-traditional labor pools. Though the industry has made extensive efforts to target youth, it remains a challenge recruiting them. At the same time, women and other representatives of non-traditional labor pools are not as prevalent in the industry.

Construction offers a variety of career opportunities. People with many different talents and educational backgrounds—managers, clerical workers, engineers, truck drivers, trades workers and construction helpers—find job opportunities in the construction industry.

Many youth lack the math and language academic skills needed for work in the construction industry. Also, the capacity and capability of some education and training providers that serve youth could be improved. For example, some vocational-technical high schools lack key resources, such as books and curriculum and secondary school teachers could benefit from spending time in apprenticeship programs. In addition, partnerships and information sharing among key stakeholders are vital for success.

Developing the skills of entry-level and incumbent workers is another challenge facing the construction industry. For example, some entry-level workers lack the skills to effectively use the increasingly complex technology being utilized in the construction industry, and many incumbent workers need to improve their leadership and management skills.

Further, the capacity of some education and training providers that serve entry-level and incumbent workers could also be improved. For example, some community colleges lack the capacity to accommodate additional students.

People can enter the construction industry with a variety of educational backgrounds. Those entering the industry right out of high school often start as laborers, helpers, or apprentices. Technical or vocational school graduates entering the industry may also go through apprenticeship training at a faster pace because they already have had courses such as mathematics, mechanical drawing and woodworking.

Many people enter the construction trades through apprenticeship programs. These programs offer on-the-job training under the close supervision of an experienced craft worker and formal classroom instruction. Apprenticeships are administered by local employers, trade associations and trade unions.

Most skilled craft jobs require proficiency in reading and mathematics, while safety training is required for most jobs.

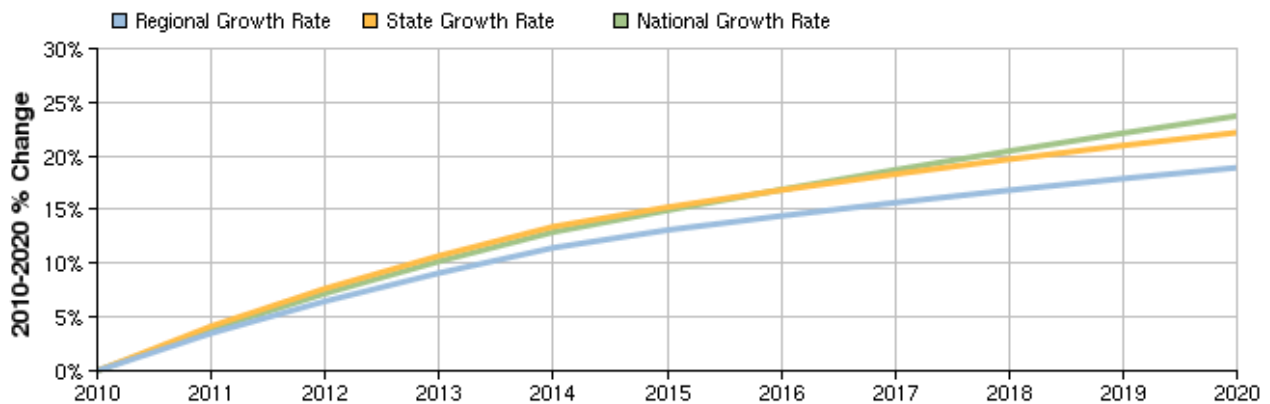
Skilled workers such as carpenters, bricklayers, plumbers and other construction trade specialists need either several years of informal on-the-job experience or apprenticeship training.

Financial/ Professional Services

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 75,418 jobs and has an expected growth rate of 18.91% over the next 10 years. The MSA is slightly lower than the state and nation for job growth. The number of industry jobs combined with the average earnings per worker indicates a positive reason to continue promoting a pipeline of workers into this industry.

Basic Information	
2010 Industry Jobs	75,418
2020 Industry Jobs	89,681
Total Change	14,263
Total % Change	18.91%
Current Average Earnings per Worker	\$57,700

Source: EMSI Complete Employment – 3rd Quarter 2010



Financial/ Professional Services

Prior to the 4th Annual Business and Education Summit a Financial and Professional Services Industry Forum was held on May 6th, 2010. WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation hosted this event. These business leaders together with additional subject matter experts meet again during this year's 2010 Business and Education Summit to discuss challenges facing the financial and professional industries. Below is the feedback from this breakout session.

The groups indicated that the greatest technical skills were needed in the following areas:

- Association management
- Communication
- Business writing
- Basic education skills (Reading, Writing and Math)
- Analytical

Financial/ Professional Services continued

Technical skills that will be needed in the future are:

- Work ethic
- Basic skills (Reading, Writing and Math)
- Knowledge of what is happening around the world.
- Science-technology-engineering
- Problem solving
- Attitude-enthusiasm
- Soft skills-"Soft skills" refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with.

The group indicated that the greatest occupational shortage is for:

- Bi-Lingual Scientists
- Sales Representatives
- IRS Representatives
- Project Managers
- Business Analyst's
- Sales & Marketing
- .Net Developers
- Global Technology

When asked what the biggest **retention problems** are facing the industries, employers agreed that they lack time for employee on boarding (new employee orientation), ability to in house train, following up on employees / employers expectations and growing individuals skills sets are the biggest issues for them.

Employers feel that post secondary institutions:

- need to promote an education in the financial and profession education
- need to increase social awareness of the advantage of an education
- do not promote achievement in high school
- are disconnected on what it takes to make money

The data on the surveys and information collected in the breakout groups appears to concur with the United States Department of Labor High Growth Industry profile which states:

Financial Services Industry

The financial services industry is comprised of three primary sectors: banking, securities and commodities and insurance. Overall employment of financial analysts and personal financial advisors is expected to increase faster than average for all occupations through 2014, resulting from increased investment by businesses and individuals. The number of jobs within management, business and financial occupations is projected to grow by 2.2 million from 2004 to 2014.

Among the challenges facing the financial services industry is a lack of a worker pipeline. Currently, industry employers often recruit workers from competing employers, failing to bring new workers into the industry. Additionally, the industry is faced with a lack of diversity among available workers. A diverse group of workers is especially important in service-oriented professions including retail, banking and insurance, where consumers often prefer employees with which they can easily relate.

Stemming from intense competition and high turnover rates, the financial services industry also faces low retention rates among workers. A lack of an industry-wide competency model makes it difficult for new workers to enter and navigate the career ladder in the industry.

The financial services industry is heavily dependent on continuous skill development because workers must keep up with the rapidly changing array of products and services offered to customers. This reality requires employers to think more creatively about how to deliver on-demand training that can be accessed 24/7 and refreshed with new information as needed.

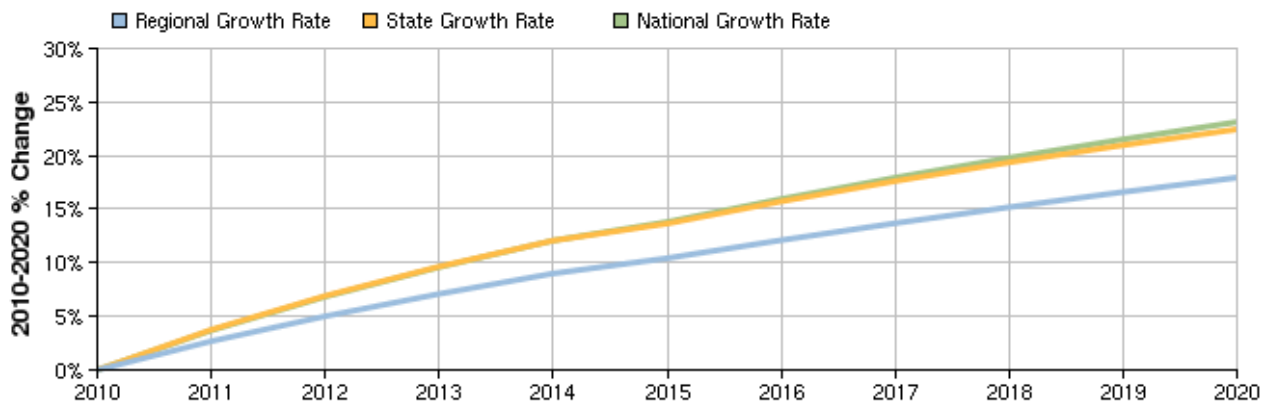
Office and administrative occupations in insurance typically require a high school education, but many institutions make educational opportunities available to encourage in-house advancement. Managerial, sales and professional occupations typically require at least a bachelor's degree. Bank tellers and other clerks usually need only a high school education. Most banks seek people who have good basic math and customer service skills. Financial services sales agents usually need a college degree; a major or courses in finance, accounting, economics, marketing, or related fields serve as excellent preparation. Sales agents selling securities need to be licensed by the National Association of Securities Dealers, and agents selling insurance also must obtain licensure by state.

Healthcare

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 73,098 jobs and has an expected growth rate of 17.95 % over the next 10 years. The MSA is behind the state and nation for job growth within this industry. The industry shows a continuous increase over the next ten years with no downturn expected. The number of industry jobs combined with the average earnings per worker indicates a positive reason to continue promoting a pipeline of workers into this industry.

Basic Information	
2010 Industry Jobs	73,098
2020 Industry Jobs	86,218
Total Change	13,120
Total % Change	17.95%
Current Average Earnings per Worker	\$49,445

Source: EMSI Complete Employment – 3rd Quarter 2010



On February 25, 2010 WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation held a Healthcare Forum. On September 24, 2010 a follow up forum was held at the 4th Annual “Taking the Next Step” Business and Education Summit. Below is the feedback from this breakout session.

The groups indicated that the greatest technical skills are currently needed in the following areas:

- Clinical Lab Techs
- Electronic Medical Records (EMR) Training
- Documentation (writing, composition skills)
- Bio Medical Equipment Repair
- Customer Service
- Information Technology

Healthcare continued

Technical skills that will be needed in the future were identified as:

- Advanced computer skills in conjunction with a clinical degree
- Medical IT- to include Data Mining/ Data Warehousing,
- Healthcare- Clinical and Administrative IT Tech Support
- IT Tech Support in Customer Service (on the Administrative and Benefits side)
- Foresee a trend toward advanced Medical Degree in conjunction with a Business Degree
- Knowledge of “Telemedicine”(ability to use video conferencing and Remote Imaging software
- Ambulatory Healthcare Training - foresee a trend away from nursing home and in-house geriatric type care to more free-style type living arrangements for the elderly.

The group indicated that the greatest occupational shortage is for:

- Nurse Faculty Staff- Nurse Trainers/ Teachers Nurse Supervisors
- RNs with Star Rating
- “Physician Extenders” -Advanced Registered Nurse Practitioners (ARNPs) and Physician Assistants (PAs)
- Licensed Clinical Social Workers (LCSW) and Licensed Substance Abuse/ Mental Health workers. “Social Work graduate programs are not growing, LCSWs are harder to find as new enrollees and courses are dwindling. The consensus is that the pay for this field in Florida is not adequate. “We are not able to compete for grads in other states and FL grads are leaving the state for better compensation”.
- IT people with clinical background and clinical people with IT background.
- Clinical Pharmacists- vs. Retail, ex. Pharmacists with experience on the hospital side rather than retail such as Wal-Mart pharmacy.

All employers agreed that there is currently not a retention problem in Healthcare. This is likely due to current economic conditions. There are concerns, however, of a mass exodus of the current workforce as economic conditions improve.

In order to meet the demands of the healthcare industry, post secondary institutions need to increase post secondary graduates, i.e., advanced degrees, such as RN Masters Degree. Make EMR, customer service, soft skills and diversity training mandatory in ALL medical training courses. Graduates need to have the necessary hard skills and degree but are lacking the more “well rounded” type of training necessary to function in a customer service/ business oriented type atmosphere. Include Elder and End of Life Care training mandatory for all clinical positions.

Current training system for incumbent workers include in- house training with a trend toward E-Learning type programs as budget cuts are looming. Gaps in training acknowledged were how to measure return on investment (ROI) on current in house training programs and the need to make more internship and mentoring opportunities available.

Healthcare continued

Employers shared there is still a need for “Soft Skills”, “Customer Service” and “Electronic Medical Records” training to be integrated into all clinical degree programs. Additionally, many healthcare providers are requesting more intensive composition style courses to increase documentation ability and proper writing skill and e-mail etiquette.

On the clinical side, there will be a need for dual degree training and combination skill sets particularly in coupling advanced degrees such as RN and MD with Business and Technology training. On the Administrative and Benefits side there will be a need for IT Support and Customer Service training. The future will likely dictate for students in all medical fields to undergo substantially more IT and Business type training than previously required.

The consensus is still for a more “well rounded” medical graduate request for more Soft Skill, Business and IT training to be added to the curriculum at all levels of medical training. Also, as healthcare reform is implemented it will be critical for Clinical and Administrative Health Care Providers to develop close coordination and communication efforts with local Training Providers in order to meet the new demands quickly and effectively.

The data on the surveys and information collected in the breakout groups appears to concur with the United States Department of Labor High Growth Industry profile on healthcare which states:

Healthcare

Employment growth is expected to account for about 3.6 million new wage and salary jobs-19 percent of all wage and salary jobs added to the economy over the 2004-14 period.

Wage and salary employment in the health care industry is projected to increase 27 percent through 2014, compared with 14 percent for all industries.

Many of the occupations projected to grow the fastest in the economy are concentrated in the health care industry. For example, from 2004-14, total employment of home health aides-including the self employed is projected to increase by 56 percent, medical assistants by 52 percent, physician assistants by 50 percent and physical therapist assistants by 44 percent.

The industry is currently seeking to increase the available labor pool of health care employees. To attract new employees to the health care industry, industry employers are focusing recruitment from non-traditional labor pools. Increasing the diversity of workers and reducing turnover rates is also of concern.

Industry employers are focused on preparing entry-level workers for positions in health care. Efforts also include the expansion of access to training for incumbent workers and fulfilling workforce needs in targeted and specialized skill areas.

Healthcare continued

To meet the training and recruitment needs of health care employees, the industry is seeking to expand the numbers of academic and clinical instructors and facilities and resources to facilitate training. The industry is working to align employer requirements and curriculum to fulfill more adequately the needs of health care employers.

Many health care jobs require less than four years of college education, although most technical jobs require at least a two-year technical degree.

A variety of post-high school programs provide specialized training for jobs in health services. Students preparing for health care careers can enter programs leading to a certificate or a degree at the associate, baccalaureate, professional, or graduate level. Two-year programs resulting in certificates or associate degrees are the minimum standard credential for occupations such as a dental hygienist or radiological technologist.

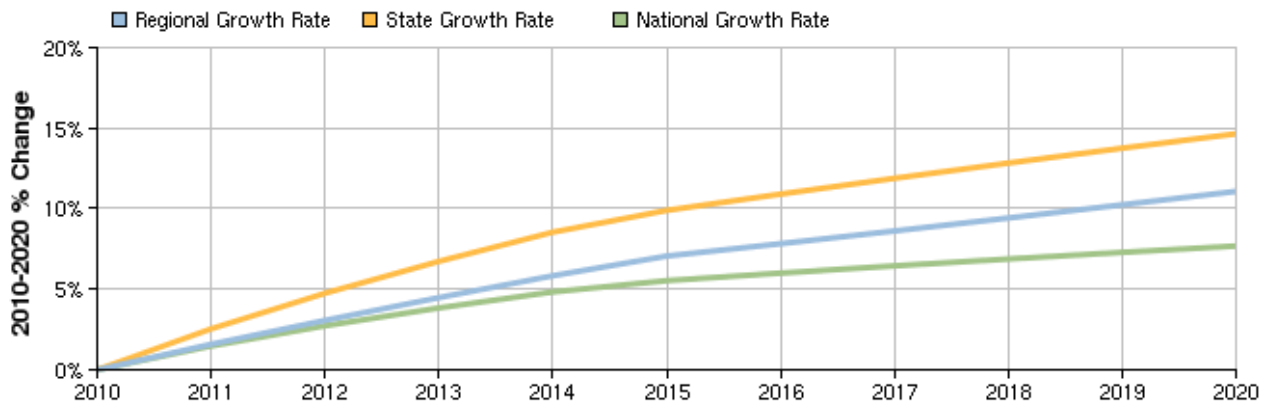
Managers in health care need to have the management, coaching, and cultural competency skills to enable them to communicate effectively in an increasingly diverse work environment.

Hospitality/ Retail

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 108,196 jobs and has an expected growth rate of 11.07% over the next 10 years. The MSA is in between the state and nation for job growth within this industry. The industry shows a continuous increase over the next ten years with no downturn expected. The number of industry jobs combined with the average earnings per worker indicates a positive reason to continue promoting a pipeline of workers into this industry.

Basic Information	
2010 Industry Jobs	108,196
2020 Industry Jobs	120,177
Total Change	11,981
Total % Change	11.07%
Current Average Earnings per Worker	\$27,670

Source: EMSI Complete Employment – 3rd Quarter 2010



On January 28, 2010 WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation held a Hospitality/Retail Forum. On September 24, 2010 a follow up forum was held at the 4th Annual “Taking the Next Step” Business and Education Summit. Below is the feedback from this breakout session.

All participants agreed that these two industries are not **driven by technical skills**. Past, current and future employees must have a primary focus on soft skills.

When asked about **retention issues**, the group shared that they have difficulty retaining line level staff as well as entry level personnel. The group agreed that their workforce is usually in transient status. Workers tend to learn new skills and then move onto a new employer. Finding individuals with a desire to work or represent the company in a professional manner is a constant struggle. Most of the group shared that their organization has an internal *Customer Service Development* training to enhance current employees’ skills. Many individuals find themselves out of compliance with company policy regarding cell phone use while on the job. This non compliance behavior usually results in termination. Although some in group felt that post-secondary institutions are “failing” at enriching our youth and workforce, most were relatively

Hospitality/Retail continued

satisfied. Everyone was in agreement that more focus should be on teaching soft skills, interview techniques and critical thinking.

The United States Department of Labor High Growth Industry profile on hospitality and retail states:

Hospitality

Between 2004 and 2014, the Hospitality industry is expected to add 17 percent in wage and salary employment. Within the industry, wage and salary jobs in food services and drinking places are expected to increase by 16 percent between 2004-14, compared to 14 percent growth projected for wage and salary employment in all industries.

Food services and drinking places provided many young people with their first jobs in 2004 - more than 21 percent of workers in these establishments were aged 16 to 19, about 5 times the proportion for all industries.

The lodging and food services sector makes up approximately 8 percent of all employment nationally (Bureau of Labor Statistics, Industry at a Glance). Two out of five workers in the industry are part-time - more than twice the proportion for all industries.

Like other service sectors, hospitality careers are often stereotyped as low-wage and entry-level with little opportunity for advancement. Consequently, qualified workers, especially youth, are unaware of the range of hospitality careers available.

With the hospitality industry's growth rate increasing, the importance of finding good employees, especially young workers, is a high priority. Historically, the hospitality industry has drawn heavily from the youth labor pool to meet their workforce needs, but in recent years the industry has been left with an insufficient pipeline of new workers to satisfy demand. Faced with a shrinking pipeline of workers, the hospitality industry is increasing its recruitment efforts towards youth and developing targeted strategies for previously untapped labor pools.

High turnover is a key challenge in the hospitality industry. The restaurant, hotel and lodging sectors have difficulty retaining skilled workers because of the negative image that the industry faces.

Employers have difficulty finding workers who possess basic "soft skills," which are often a prerequisite for success in a customer service-oriented field. English proficiency is a key challenge because a large percentage of the hospitality workforce does not speak English as their primary language. Employers seek language training programs that allow workers to effectively perform their job, which includes providing quality customer service and understanding safety requirements.

The hospitality industry as a whole lacks consistency and portability in training models and skill certifications. Many employers provide internal training programs for entry-level workers, which makes it difficult to monitor the content of training and the skills acquired.

Hospitality/Retail continued

The diverse range of activities offered by this industry provides excellent job opportunities for people with varied skills and educational backgrounds. Jobs will be plentiful for first-time job seekers, senior citizens and those seeking part-time or alternative work schedules.

Training for food service managers is available through industry sponsored seminars, short-term, subject-specific certificate programs or associate and bachelor's degree programs in management.

A certification in hospitality management can be obtained through an 18-month training course or a four-year specialized bachelor's degree.

Retail

The retail trade sector is the nation's largest employer, with 15.3 million jobs in 2006. The sector is expected to add 1.6 million new jobs, reaching 16.7 million by 2014, and will continue to be the dominant source of employment and the largest source of employment growth.

Real output for retail trade is expected to grow at a rate of 4.6 percent annually, rising from \$1.1 trillion in 2004 to \$1.8 trillion in 2014.

The retail industry offers substantial employment opportunities. Part-time and temporary work is plentiful ranging from small, independent retailers to national and multinational retail chains. Solid store experience can lead to an array of retail management and store support career ladders. A college degree can afford direct entry into management training programs and regional/corporate level career paths

The retail trade industry is a dynamic field with many career ladders, a wide range of employee benefits and on-the-job training that is increasingly driven by high-end technology that requires advanced skills. Employers recruit job candidates from community colleges and universities and train incumbent workers to upgrade their skills for career advancement.

Retail trade employers struggle to attract and retain the best and brightest employees because of the misperception that jobs are low-wage and lack growth potential. In reality, today's retail trade careers are more than just cashier and sales associate positions; they encompass information technology, marketing, communications, loss prevention, finance and merchandise sourcing.

In an increasingly diverse society, multilingual employees are desirable. Retailers are customer service-driven and need workers to speak the languages of their customer base. Limited English Proficiency (LEP) is a problem as workers may speak the language of customers but lack basic English language and literacy skills to perform all job functions.

Though the retail industry has started work on initial training models and skills certifications, they are not yet used consistently across the industry to build skills competency requirements for positions at all levels and to encourage career growth. Retailers are struggling to attract qualified individuals, train them and assist in advancing their careers.

Education leading to a high school diploma or equivalent is important for employment entry in retail.

College graduates will fill most new management positions. Employers increasingly seek graduates from junior and community colleges, technical colleges, and universities.

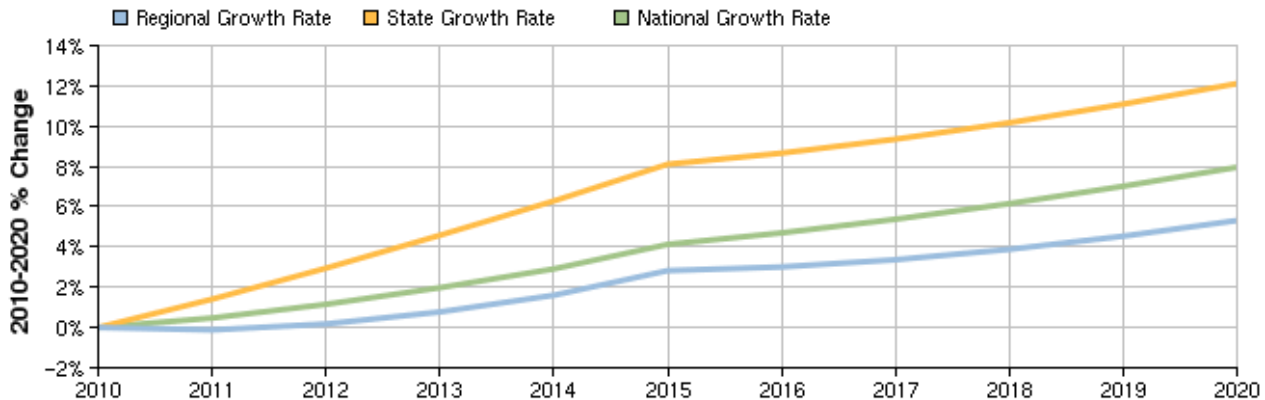
While structured training at smaller stores is generally brief, on-the-job training is continuous for committed employees who demonstrate initiative and often takes the form of mentoring. At larger companies, initial training tends to be very structured, often lasting several days, and may be instructor-led and computer/video-based. Supplemental training in the form of on-the-job, instructor led, computer/video-based, self-paced and coaching is offered at various stages of employee tenure, supporting career advancement.

Information Technology

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 9,349 jobs and has an expected growth rate of 5.32% over the next 10 years. The MSA is in below the state and nation for job growth within this industry. The industry shows a continuous increase over the next ten years with no downturn expected. The number of industry jobs combined with the average earnings per worker indicates a positive reason to continue promoting a pipeline of workers into this industry.

Basic Information	
2010 Industry Jobs	9,349
2020 Industry Jobs	9,846
Total Change	497
Total % Change	5.32%
Current Average Earnings per Worker	\$54,558

Source: EMSI Complete Employment – 3rd Quarter 2010



On April 29, 2010 WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation held a Forum Information Technology. On September 24, 2010 a follow up forum was held at the 4th Annual “Taking the Next Step” Business and Education Summit. Below is the feedback from this breakout session.

Currently this group is not necessarily looking for technical skills but those with soft skills. They **need people** with the ability to adapt to others. Needed skills are:

- Understanding business processes
- Improving written communication
- Networking
- The ability to convert non-virtual environments to virtual environments

Industry leaders forecast a need to offer refresher courses to future applicants if they want to attract and retain people with high family values. Participants predicted hiring will pick up slightly in 2011. Talented programmers, project managers, application developers will be in high demand. The need for help desk and technical support roles will be positively impacted in 2011 due to the mandatory transition to Windows 7.

Information Technology continued

Attendees identified future occupational shortages will be:

- Java
- Security
- Software developers
- .Net,
- SharePoint
- C#
- Active Fed Gov Security Clearance

Current **retention problems** were identified as not enough funds in the budget for training which results in unskilled workers on the job. Businesses are looking internally at mentoring options. Retention solutions suggested were that employers may need to provide more flexibility in work hours and be willing to allow personnel to work off site or from home.

Are post-secondary institutions meeting the demands of your industry? Is there any training you feel is inadequate or inappropriate? What would you like to see changed in those areas?

Many in the room replied no to the first question. They felt more classes should be emphasized on soft skills such as writing and communication. Many employers suggested giving students real projects while in school to reflect what the real workplace would expect. Other responses included more internship opportunities.

The United States Department of Labor High Growth Industry profile on information technology states:

Information Technology

The computer systems design and related services industry is among the economy's largest and fastest sources of employment growth. Employment increased by 616,000 over the 1994-2004 period, posting a staggering 8.0-percent annual growth rate. The projected 2004-14 employment increase of 453,000 translates into 1.6 million jobs, and represents a relatively slower annual growth rate of 3.4 percent as productivity increases and foreign outsourcing take their toll.

However, the main growth catalyst for this industry is expected to be the persistent evolution of technology and business' constant effort to absorb and integrate these resources to enhance their productivity and expand their market opportunities.

Employment of computer and information systems managers is expected to grow between 18 to 26 percent for all occupations through the year 2014.

There is concern about federal, state and local government policy proposals that may restrict overseas outsourcing where labor costs are lower. Some companies move jobs overseas to

remain competitive by managing labor costs. Others are opening new markets overseas for their products and hiring local employees as an incentive and an accommodation.

Information Technology continued

Some stakeholders believe that the government should offer tax relief to small businesses for training their incumbent workers toward IT certification.

Stakeholders also believe that government could serve as an honest broker for specific issues such as promotion and image, forecasting the future of the workforce and training needs. This could be a task for the public education system, where children could be introduced to the new, dynamic global workplace and learn more about the current business culture.

Over 90 percent of IT workers are employed outside the IT industry, which makes it necessary for them to have complementary training in their respective business sectors such as health care, manufacturing or financial services. Employers are also looking for well developed soft skills, transferable IT skills and adaptability in their workforce. Incumbent training programs may help in this respect, as could community colleges.

For all IT-related occupations, technical and professional certifications are growing more popular and increasingly important.

IT workers must continually update and acquire new skills to remain qualified in this dynamic field. Completion of vocational training also is an asset. According to a May 2000 report by the Urban Institute, community colleges play a critical role in training new workers and in retraining both veteran workers and workers from other fields.

People interested in becoming computer support specialists generally need only an Associate degree in a computer-related field, as well as significant hands-on experience with computers. They also must possess strong problem-solving and analytical skills as well as excellent communication skills because troubleshooting and helping others are such vital aspects of the job. And because there is constant interaction on the job with other computer personnel, customers, and employees, computer support specialists must be able to communicate effectively on paper, using e-mail, and in person. They also must possess strong writing skills when preparing manuals for employees and customers.

Conclusion

One of the principal goals of WorkNet Pinellas is to build long-term economic vitality for Pinellas County through the attraction and retention of jobs that pay above-average wages in targeted primary industries.

Attracting and retaining jobs that pay an above-average salary in targeted primary industries is a necessary component of economic development. High-wage jobs fuel research projects, foster high-tech industry growth, support a high quality of life, and contribute to the county's overall economy. Strategic partnerships are essential in meeting the challenges of the 21st century economy. A comprehensive workforce development program must engage a broad array of human capital and economic development stakeholders in order to support continued state and regional economic growth.

A population of highly skilled workers is a prerequisite for many employers who consider relocating or expanding into a given area. Florida continues to lead the nation in job growth and an emphasis on better educated and higher-skilled workers will intensify as the labor market continues to become more knowledge-based versus production-based. Many of the most advanced and lucrative industries, such as computer manufacturing and biotechnology rely on the research capabilities of universities to assist in the development of new technologies. In order to successfully compete with other regions to attract and retain high-wage primary employers, WorkNet has established long-term working relationships with local public and private education providers to identify educational opportunities that meet the needs of the business community. WorkNet has held targeted industry forums and accessed comprehensive labor market information to identify current and future labor market.

WorkNet Pinellas in partnership with industry and education will work to accomplish these tasks. The **“Taking the Next Step” Business & Education Summit** is an annual event that brings key partners together to get this work done. Targeted industry forums throughout the year will continue the work done at the summit. The **“Taking the Next Step” Business & Education Summit Report Card** provides the data that will assist all partners with the information needed to provide a skilled workforce and a viable economy.

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