



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

2011

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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 are held throughout the year allow us the opportunity to survey regional businesses and 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 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 / Manufacturing
- Construction
- Financial / Professional Services
- Healthcare
- Information Technology

Data from all of these forums were presented in breakout sessions during the 2011 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 targeted industry forums.

Business & Education Summit Survey Data: 2007-2011

2007 - 85 Total Responses		2008 - 95 Total Responses		2009 - 82 Total Responses	
Automotive & Transportation	N/C	Automotive & Transportation	17	Automotive & Transportation	N/C
Construction	9	Construction	13	Construction	10
Financial/ Professional Services	20	Financial/ Professional Services	20	Financial/ Professional Services	28
Healthcare	12	Healthcare	15	Healthcare	13
Hospitality/ Retail	16	Hospitality/ Retail	10	Hospitality/ Retail	2
Information Technology	8	Information Technology	N/C	Information Technology	-
Manufacturing	11	Manufacturing/ Aviation	20	Manufacturing	13
Other/General	N/C	Other/General	N/C	Other/General	16
Total	85	Total	95	Total	82

2010 - 97 Total Responses		2011 - 104 Total Responses	
Automotive /Aviation & Manufacturing	19	Automotive /Aviation & Manufacturing	17
Construction	13	Construction	7
Financial/ Professional Services	15	Financial/ Professional Services	16
Healthcare	19	Healthcare	18
Hospitality/ Retail	6	Hospitality/ Retail	N/C
Information Technology	12	Information Technology	24
Other/General	13	Other/General	22
Total	97	Total	104

Notes

- N/C = not calculated
- IT combined with Financial/Professional Services in 2009
- Added Manufacturing/Aviation to Automotive & Transportation in 2010 & 2011
- IT separated in 2010
- Hospitality/Retail cancelled due to lack of participation 2011

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	2011
Automotive/Aviation & Transportation/ Manufacturing	4.3	4.6	4.3	4.5	3.9
Construction	4.7	4.6	4.6	4.5	4.6
Financial/ Professional Services	4.6	4.5	4.8	4.4	4.6
Healthcare	4.6	4.3	4.2	4.6	4.8
Hospitality/ Retail	4.7	4.8	3.5	4.0	N/C
Information Technology	N/C	N/C	N/C	4.6	4.3
Other/General	N/C	N/C	4.6	4.5	4.5
Average	4.6	4.6	4.3	4.4	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	2011
Automotive/Aviation & Transportation/ Manufacturing	2.7	3.4	3.5	4.4	3.2
Construction	3.1	2.9	3.4	3.3	2.9
Financial/ Professional Services	3.3	3.3	3.6	3.1	3.7
Healthcare	3.2	3.1	4.0	3.4	2.8
Hospitality/ Retail	3.7	4.0	3.0	3.2	N/C
Information Technology	N/C	N/C	N/C	3.2	3.4
Other/General	N/C	N/C	3.7	3.7	3.6
Average	3.2	3.3	3.5	3.5	3.3

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	2011
Automotive/Aviation & Transportation/ Manufacturing/	3.0	3.0	3.2	2.9	2.5
Construction	3.4	2.9	3.0	3.3	2.6
Financial/ Professional Services	3.4	3.4	3.6	3.4	3.4
Healthcare	2.8	3.5	3.8	3.8	2.9
Hospitality/ Retail	3.7	3.5	3.5	3.5	N/C
Information Technology	N/C	N/C	N/C	3.5	2.9
Other/General	N/C	N/C	3.7	3.4	3.4
Average	3.3	3.3	3.5	3.4	3.0

Aviation- Automotive-Manufacturing

Prior to the 5th Annual Business and Education Summit a Manufacturing/Aviation Industry Forum was held on February 16, 2011. 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 met again during this year's 2011 Business and Education Summit to discuss challenges facing the aviation-automotive- manufacturing industries. Below is the feedback from this breakout session.

1. Currently, what technical skills are you seeking?

- Electrical/ Mechanical for Engineers
- Computer/automation
- C++/Software development cycle/coding
- CNC programmers
- Technical Marketing skills

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

- C++/Unix/Linux
- Mechanical & Software Engineers

3. What three or four occupational shortages that you face?

- CNC Programmers
- Mechanical/Technical Engineers
- Tool & Die Makers
- Aviation Training Instructors/ Technical Training Instructors

4. 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. There is a strong competitiveness within the aviation industry to recruit and retain instructors/employees.

Solutions:

- Providing flexibility work schedules for their employees/ creating a family atmosphere/employee value
- Culture development within the organization/employee engagement
- Work/life balance
- Opportunity to grow within the organization

5. 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?

Overall, most were satisfied with post-secondary education. Participants agreed that the schools are meeting the demands but the students are not staying in the community after graduation. Participants would like to see schools market new talents/students into the area. Lastly, employers would like to see schools market the industries in this area to attract students from high school.

6. Currently, what technical skills are you seeking?

The majority of the employers' current training system is on-the-job training/cross training within the department.

7. How could the high school you attended have better prepared you for the career you have chosen?

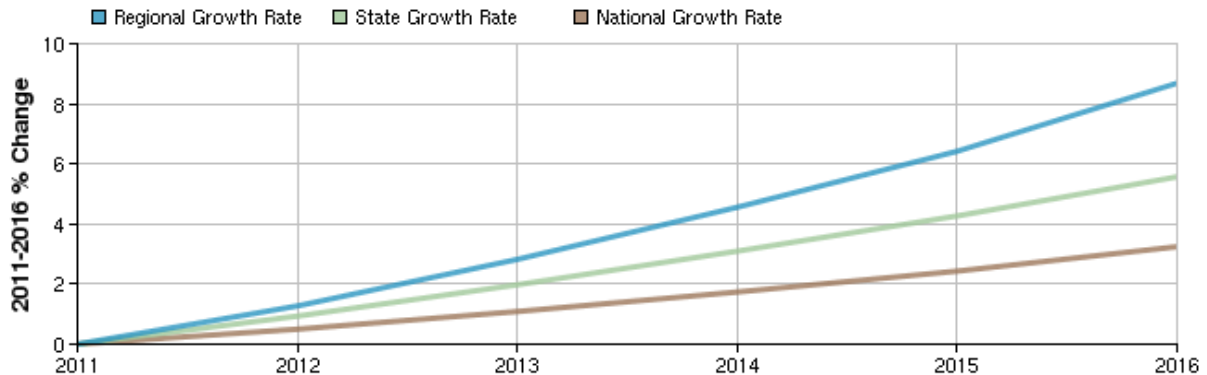
High schools could have prepared us for the career we have chosen by focusing more on the jobs available in within our county and encouraged students to learn more about the current occupational demands, within that area. Schools need to teach real life/communication skills. Few schools connect trending business needs to the students.

Current labor market data indicates that Tampa-St. Petersburg-Clearwater MSA has approximately 594 jobs in Aviation, 12,829 in Automotive and 32,350 in Manufacturing. With a growth rate for Aviation as 8.58%, Automotive 0.17% and Manufacturing -3.04% over the next 5 years.

Aviation

Basic Information	
2011 Occupational Jobs	594
2016 Occupational Jobs	646
Total Change	52
Total % Change	8.58%
Openings	124
Median Hourly Earnings	\$32.40

Source: EMSI Complete Employment – Fall 2011



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.

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 to improve public perceptions of the industry in order to retain talent and generate interest in aerospace careers. Also, reducing turnover, improving retention and 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.

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, universities, public/private vocational-technical schools and in the Armed Forces.

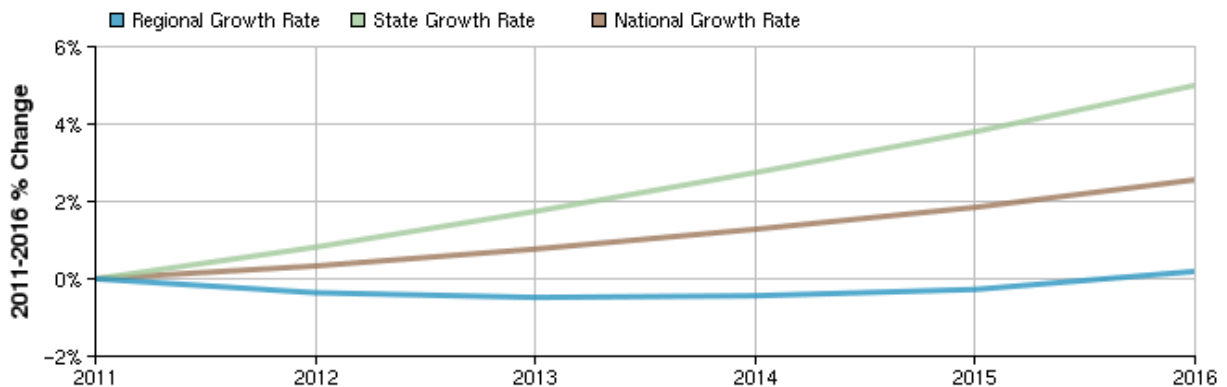
Many engineering technicians assist in design work, therefore creativity is desirable. Because these workers often are part of a team of engineers and other technicians, good communication skills and the ability to work well with others is important.

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 approximately 30 specialties with a certain amount of job-related experience, a supervisory evaluation and a recommendation. (United States Department of Labor- Aerospace -2011)

Automotive

Basic Information	
2011 Industry Jobs	12,829
2016 Industry Jobs	12,853
Total Change	24
Total % Change	0.17%
Current Average Earnings per Worker	\$46,757

Source: EMSI Complete Employment – Fall 2011



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 by the slowing population growth and the continuing increase in the quality and durability of automobiles, requiring less service. Additional job openings will be needed 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 of 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.

Additionally the industry is 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, 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 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 to continue 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, a postsecondary vocational school or community college. However, some service technicians still learn the trade 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 expect steady work as 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

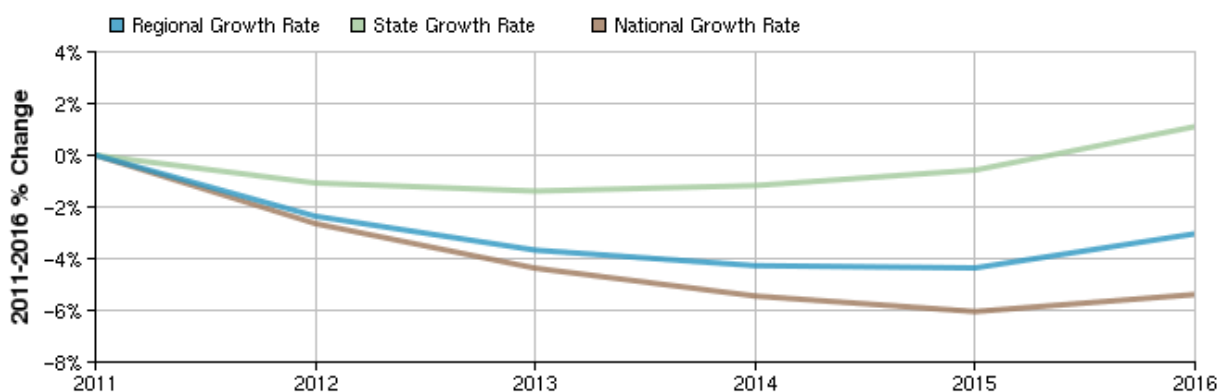
manuals, keep abreast of new technology and learn new service and repair techniques as vehicle components and systems become increasingly sophisticated.

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. (United States Department of Labor-Automotive - 2011

Manufacturing

Basic Information	
2011 Industry Jobs	32,350
2016 Industry Jobs	31,368
Total Change	-982
Total % Change	-3.04%
Current Average Earnings per Worker	\$66,592

Source: EMSI Complete Employment – Fall 2011



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 innovative 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 needed for manufacturing career opportunities.

Education providers need the curriculum, equipment, qualified instructors. Most 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), the ability to read, translate diagrams, flow charts (39 percent), strong supervisory and managerial skills (37 percent).

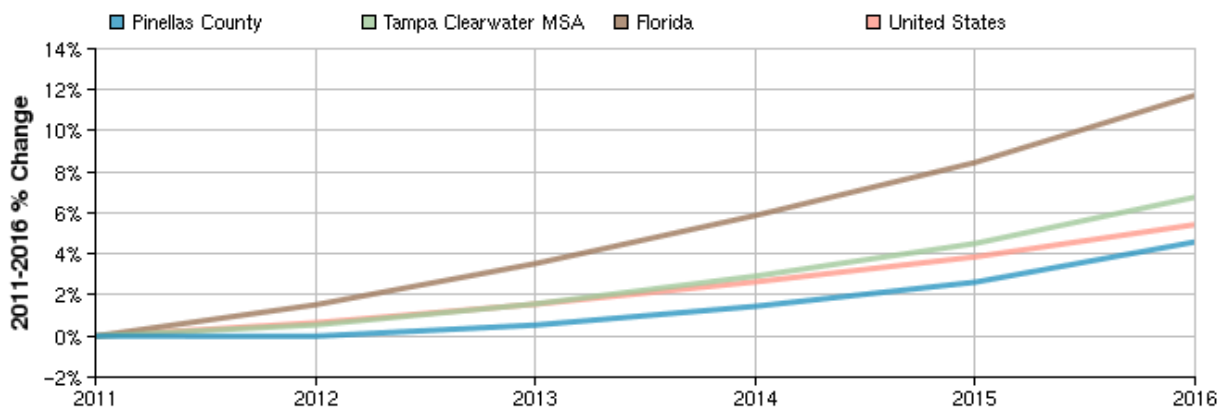
Jobs in the Advanced Manufacturing industry require a complete understanding and mastery of a variety of skill sets. Workers need the production skills to set up, operate, monitor and control the manufacturing process. They need the process design and development skills to continuously improve production processes, health and safety to maintain a safe work environment, installation and repair to maintain and optimize complex equipment and systems. They need knowledge of supply chain logistics 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.(United States Department of Labor- Manufacturing - 2011)

Construction

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 24,062 jobs and has an expected growth rate of 5% over the next 5 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 2016 forward.

Basic Information	
2011 Industry Jobs	24,062
2016 Industry Jobs	25,166
Total Change	1,104
Total % Change	5%
Current Average Earnings per Worker	\$47,665

Source: EMSI Complete Employment – Fall 2011



Prior to the 5th Annual Business and Education Summit a Construction Industry Forum was held on March 30, 2011. 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 2011 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 and will you need in the future?

- Employability skills
- Teamwork skills
- Initiative/Proactive/Motivation
- Safety/Code knowledge
- Introductory trade knowledge
- Recognition of employee 'scope' in company
- Customer service skills

What are the three or four occupational shortages that you face?

- Welders
- Solar, Weatherization, Energy related workers
- Electricians
- Repair and Maintenance due to economic challenges for new construction

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

Lack of jobs was identified as the major current retention issue. Additionally unlicensed contractors hire unqualified workers and bid against qualified workforce. Educating purchaser to request certifications for both commercial and residential would assist with loss of employees to uncertified employers. Current employees are owners and owners families. Employees face the challenge of sporadic employment, not related to lack of skills or related employment issues but rather economic trend driven challenges which force unemployment. Leadership styles of construction in the past transcended that working in the trades was job, not a career. Today's environment requires many trade positions to be multi-faceted. For example- technicians to be marketing and often sales professionals. Incorporating this into training would prepare for real world employment. Licensing and enforcement initiatives are evolving in an attempt to bring uncertified employers into training and certifications.

Solutions:

- Use incumbent worker dollars to benefit employability skills training and apprenticeship
- Build partnerships
- Take advantage of Workplace Readiness training
- Hire students that have participated in Skills USA – Portfolio/Leadership/Teamwork Career development
- EWT
- Green training
- Licensure

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?

More than ½ of technical students seeking certifications have Bachelor's degrees. Certifications are carrying increased importance in today's employment environment. Untrained personnel in the trades are a menace to the work environment and create a hazard for employers.

What is your current training system for incumbent workers?

- Technical and Vocation school- Mathematics, mechanical drawing
- Apprenticeship –Administered by employers, trade associations and trade unions
- On the job training- Administered by proficient supervisors with a variety of educational backgrounds
- BOSS program
- Workplace Readiness/Portfolio/Leadership/Teamwork/Communication/Career development
- OSHA training to avoid job loss compensation – pTEC
- Pinellas Education Foundation is assisting with good programs

Identified training gaps include:

- Green, Plumbing, Heating & Cooling contractors
- EWT for plumbers
- Online training options for OSHA
- Incorporating the requirement of using % of apprentices/preapprentices in government projects
- Licensure
- Alternative training options for day/afternoon training
- Higher level of training determined by clients
- User roundtables
- Train American children to do jobs

How could the high school you attended have better prepared you for the career you have chosen?

- Written communication skills
- Additional hands-on trade training
- Awareness of zero tolerance policy- TWIT/Drug testing/Level II background checks
- Effect personal decisions make on employment qualification
- Education is what workforce demands
- Knowledge of WorkNet career and employability skills resources
- Develop Social networking training
- Teach document writing and editing
- Organizational skills development

Additional Comments

Construction continues to suffer from the Economic slowdown. Job opportunities are scarce. The past history of poor industry image offers the challenge of competing with technological positions for the younger workforce. The industry continues to extend efforts to target youth through participation in preapprenticeship programs, locally PTCPP, although most programs remained challenged to recruit and retain them. Non-traditional labor pools are not prevalent in the industry. The industry requires strong math skills. Many incumbent workers lack complex technology, leadership and management skills. Construction industry employees have a wide variety of experience and diverse educational backgrounds. Some enter the industry right out of high school as laborers, helpers or apprentices taking advantage of Apprenticeship, On the Job training and OSHA certifications to supplement their skills.

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

Total employment in the construction industry is projected to raise 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.

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. 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. Secondary school teachers could benefit from spending time in apprenticeship programs. Additionally, partnerships and information sharing among key stakeholders is vital for success.

Developing the skills of entry-level and incumbent workers is another challenge facing the construction industry. Some entry-level workers lack the skills to effectively use increasingly complex construction industry technology. Many incumbent workers need to improve their leadership and management skills.

The capacity of some education and training providers that serve entry-level and incumbent workers could be improved. Some community colleges lack the capacity to accommodate additional students.

People can enter the construction industry with a variety of educational backgrounds. 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.

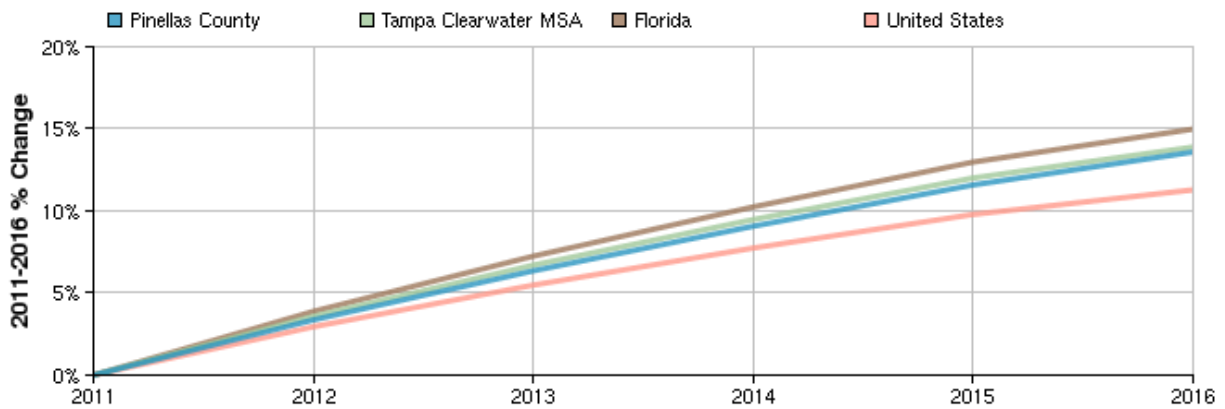
Skilled workers such as carpenters, bricklayers, plumbers and other construction trade specialists need either several years of informal on-the-job experience or apprenticeship training. (United States Department of Labor-Construction -2011)

Financial/ Professional Services

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 75,833 jobs and has an expected growth rate of 14% over the next 5 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	
2011 Industry Jobs	75,833
2016 Industry Jobs	83,137
Total Change	10,304
Total % Change	14%
Current Average Earnings per Worker	\$62,529

Source: EMSI Complete Employment – Fall 2011



Prior to the 5th Annual Business and Education Summit a Financial and Professional Services Industry Forum was held on May 25, 2011. 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 2011 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:

- Multi-language skills
- Microsoft Office skills
- Social Media skills as a marketing tool
- Email etiquette skills
- Critical Thinking skills
- Communication skills
- Self Driven

People are coming with experience and skills but are failing the interview process. They are not prepared to answer behavioral questions and not dressed appropriately.

Technical skills that will be needed in the future are:

The group shared that technical skills can be taught. New workers need exposure to and a basic understanding of:

- Work ethics
- Self Driven
- Basic skills
- Computer skills
- Problem solving and Critical thinking skills
- Attitude-enthusiasm
- Ability to do more than 1 job responsibility (doing more with less)
- Soft skills
- Critical thinking skills
- Science, Technology and Mathematics

The group indicated that the greatest occupational shortage is for:

- Bi-Lingual Scientists

Do not really see a shortage of the occupation overall but more a shortage of preparedness for the interview.

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

This industry's retention issues are with employees within the age range of 20 complaining for boredom. They are impatient and want to advance internally quickly. If they find a positions that is slightly higher in pay grade or has a "title" change they jump ship. On the other hand, all employers are quick to say they would hire employee's that are their 20s before 40+ years of age due to freshness, eagerness and willingness to accept lower wages.

Are post secondary institutions meeting the demands of your industry? Is there any training you feel is inadequate or inappropriate?

- inadequate training of science technology and mathematics
- students are not monitored on basic high school benchmarks
- disconnected on real industry skills
- inadequate training of soft skills and interview preparedness

What would you like to see changed in those areas?

- More career connection with Guidance Counselors
- Individual testing for career adaptability
- Mentoring

What is your current training system for incumbent workers? Do you have any gaps in that training?

Current training includes:

- Mentoring for upward mobility
- Basic skills training for company specific skills

How could the high school you attended have better prepared you for the career you have chosen?

- Providing assessments/aptitude tests relating to the workforce
- Exposure to the less known/common careers (teachers discuss jobs such as doctor, nurse and lawyer)
- Understanding individuals strengths/weaknesses

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.

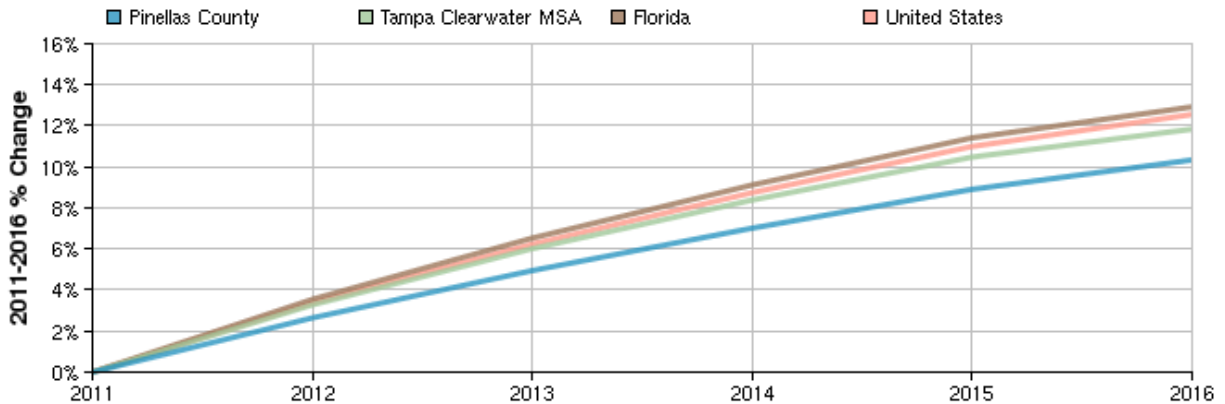
(United States Department of Labor- Financial Services - 2011)

Healthcare

Current labor market data indicates that Tampa - St. Petersburg - Clearwater Metropolitan Statistical Area (MSA) has approximately 162,290 jobs and has an expected growth rate of 12 % over the next 5 years. The MSA is behind the state and nation for job growth within this industry. The industry shows a continuous increase over the next five 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	
2011 Industry Jobs	162,290
2016 Industry Jobs	181,505
Total Change	19,215
Total % Change	12%
Current Average Earnings per Worker	\$54,965

Source: EMSI Complete Employment – Fall 2011



On January 26, 2011 WorkNet Pinellas in collaboration with St. Petersburg College, pTEC, Pinellas County Economic Development and the Pinellas Education Foundation held a Healthcare Forum. On September 16, 2011 a follow up forum was held at the 5th Annual “Taking the Next Step” Business and Education Summit. Below is the feedback from this breakout session.

1. Currently, what technical skills are you seeking?

- Physical, Occupational and Speech Therapists and Therapist Assistants
- Nurse Specialties such as Telemetry, Critical Care, Surgical and ER
- Skilled entry level CNAs and HHAs in the Assisted Living Industry (“trained above the typical weekend course”)
- Bachelor level Lab Techs and Lab Specialists
- Electronic Medical Records and Charting Certifications
- Current IT certifications in combination with a Skilled Healthcare Degree

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

- Diagnostic Imaging Specialists. “The special imaging industry is exploding right now”
- Dual Degreed Professionals, such as MBA w/ RN as well as advanced computer skills in conjunction with a clinical degree such as Health Information Systems (HIS) w/ RN.
- ICD9 Coders with knowledge and recent training in the new coding laws.
- 4 yr Lab Techs w/ specialization. Emerging fields of specialization include Cryogenics, Embryonic and Genetics.
- Highly skilled and specialized Home Health Care Aids and Nurses. Two specialty areas of foreseen future demand are Cardiac Care and Pediatrics.
- * Of interest... it was noted that in the elder care industry, LPN positions are being phased out in preference of entry level RNs.

3. What three or four occupational shortages that you face?

- In Educational setting: Nurse Faculty Staff- Nurse Trainers
- In Clinical setting: Nurse Specialists, Nurse Supervisors and Team Leaders
- Physician Extenders such as Advanced Registered Nurse Practitioners (ARNPs) and Physician Assistants (PAs)
- Licensed and degreed medical professionals who are also driven to become future leaders and who possess the ability to connect with both technology and people.

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

- Discussed the importance of having a system that rewards employees. Degreed medical professionals know that they are in demand and they are likely to leave for “greener pastures” if they feel they are not valued in the workplace. Several employers spoke about their “thank you” systems already in place.

5. 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?

- It was agreed that post secondary students and new grads seem to be lacking in leadership, business etiquette and soft skills training. Discussed the need for more coordination in middle and high schools to maximize the potential of “total package” post secondary enrollees and to provide more information on the nature of the healthcare industry to students at a younger age.
- There is a need for Customer Service, Soft Skills, Diversity, Business, Leadership and Electronic Charting training to be mandatory in ALL medical training courses.
- Need more clinical training space, externships and job shadowing opportunities.

6. What is your current training system for incumbent workers? Do you have any gaps in that training?

- Most training beyond the required certificate or diploma is done on the job in externships or job shadowing. There are opportunities available for Career Progression but few new hires seem interested in pursuing advancement or expanding their current role.
- Discussed need for more Leadership Development and Team Nursing/ Team Building concepts in the classroom as well as in the clinical setting.
- Continuous Professional Development Opportunities are a must.

7. How could the high school you attended have better prepared you for the career you have chosen?

- Provided more Career and Aptitude exploration.
- Obtain a stronger commitment from Business and Industry Leaders to provide “real world” advice and guidance on specific career fields.
- Allow students to earn college credits earlier (now, the Centers of Excellence) potentially allowing for more specialized and/ or dual degreed post secondary graduates who will be critical for the future Healthcare Industry.
- More Leadership, Business, Team Building, Soft and Employability Skills Training.

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

The health care industry has grown rapidly and is projected to grow in the future due to advances in medical knowledge and the increased need for medical services required by an aging population. Moreover, the growing complexity of health care delivery, including changing technologies, will require both incumbent workers and new entrants to continuously upgrade their skills. Although job opportunities exist for workers without extensive specialized training, most health care occupations require training leading to a vocational license, certificate, or degree.

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 periods.

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 are projected to expand 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 on 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.

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

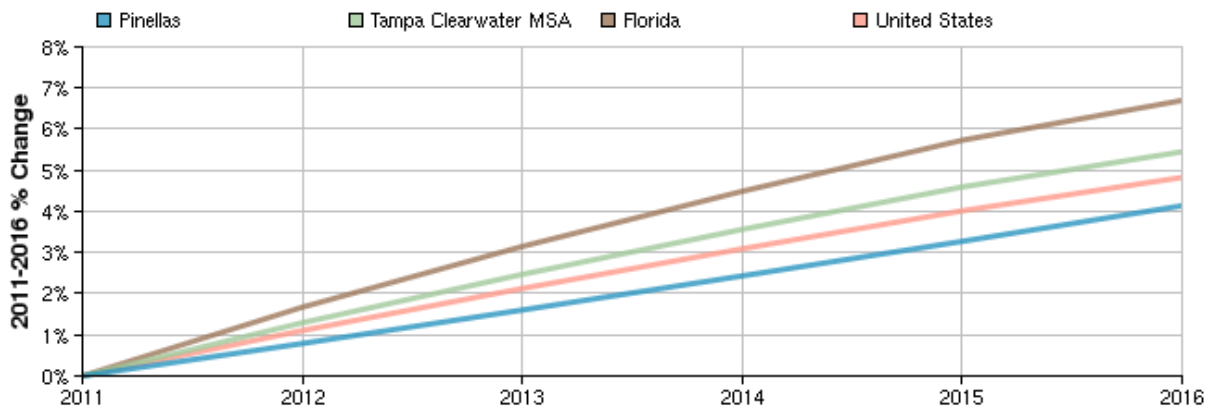
Managers in health care must have management, coaching, and cultural competency and skills to communicate effectively in an increasingly diverse work environment. (United States Department of Labor- Health Care - 2011)

Hospitality/ Retail

Current labor market data indicates that Tampa - St. Petersburg - Clearwater MSA has approximately 104,600 jobs and has an expected growth rate of 4% over the next 5 years. The MSA is lower than the state and nation for job growth within this industry. The industry shows a continuous increase over the next five 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	
2011 Industry Jobs	104,600
2016 Industry Jobs	108,929
Total Change	4,329
Total % Change	4%
Current Average Earnings per Worker	\$26,849

Source: EMSI Complete Employment – Fall 2011



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 beverage businesses 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 beverage businesses 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.

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. (United States Department of Labor- Hospitality - 2011)

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.

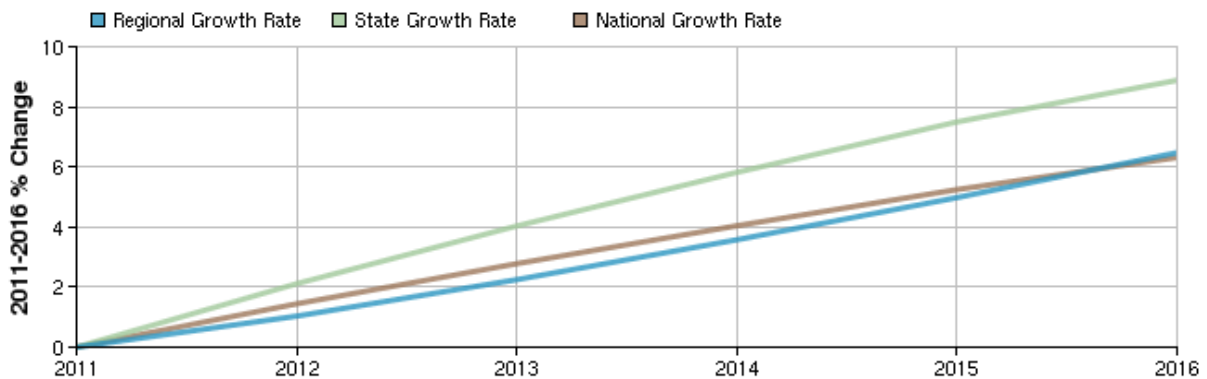
While structured training at smaller stores is generally brief, on-the-job training is continuous for committed employees who demonstrate initiative and often takes the form of mentoring. At larger companies, initial training tends to be structured, often lasting several days. Supplemental career advancement 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. (United States Department of Labor- Retail - 2011)

Information Technology

Current labor market data indicates that Tampa Region MSA has approximately 23,078 jobs and has an expected growth rate of 6% over the next 5 years. The MSA is below the state and nation for job growth within this industry. The industry shows a continuous increase over the next five 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	
2011 Industry Jobs	23,078
2016 Industry Jobs	24,571
Total Change	1,493
Total % Change	6%
Current Average Hourly Earnings	\$21.30

Source: EMSI Complete Employment – Fall 2011



On April 27, 2011 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 16, 2011 a follow up forum was held at the 5th Annual “Taking the Next Step” Business and Education Summit. Below is the feedback from this breakout session.

1. Currently, what technical skills are you seeking?

- Linux
- Sequel
- Microsoft skills
- Database Administrators
- .Net developers
- C++ programmers

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

- .Net Developers
- Security
- Enterprise Architects

3. What are the three or four occupational shortages that you face?

- Department of Defense (DOD) Top secret clearances
- Information Technology Online (ITOL)
- .Net Developers
- Enterprise Architects

4. Where are your biggest retention problems?

- People leaving for more money
- Passing a background check

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

Retention is still an ongoing issue. More employers are not willing to bend on the minimum required experience. They would rather go for the more seasoned applicant.

**5. Are post-secondary institutions meeting the demands of your industry?
Is there any training you feel is inadequate or inappropriate?**

- More hands on experience
- More industry focused internships should be offered for students and graduates
- Companies should invest in the development of future jobs.

6. What is your current training system for incumbent workers? Do you have any gaps in that training?

- Many use agencies and WorkNet to find skilled applicants
- Explained - Digital Access and On the Job Training (OJT) funding

7. How could the high school you attended have better prepared you for the career you have chosen?

- Social Intelligence courses
- More IT courses should be offered in high school
- Certifications in Desktop and the Help Desk should be offered in High School

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.

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. Due to constant interaction on the job with other computer personnel, customers, and employees; computer support specialists must be able to communicate effectively on paper, e-mail and in person. They also must possess strong writing skills when preparing manuals for employees and customers. (United States Department of Labor- Information Technology - 2011)

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, emphasizing on better educated and higher-skilled workers. This 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 holds targeted industry forums and shares comprehensive labor market information to identify current and future labor market.

WorkNet Pinellas in partnership with industry and education will continue to host the **“Taking the Next Step” Business & Education Summit**. It is our goal that the information shared in this **2011“Taking the Next Step” Business & Education Summit Report Card** will assist all partners with the information needed to provide a skilled workforce and a viable economy.

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