

# **SURVEY OF THE WORKFORCE NEEDS OF CHARLOTTE-MECKLENBURG EMPLOYERS**



**PREPARED FOR THE  
CHARLOTTE CHAMBER OF COMMERCE**

**BY THE  
UNC CHARLOTTE URBAN INSTITUTE AND  
CENTRAL PIEDMONT COMMUNITY COLLEGE**

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## Table of Contents

List of Tables.....	ii
List of Figures .....	iii
Executive Summary.....	v
Introduction.....	1
Survey Responses.....	3
Cluster Groups.....	24
Conclusions.....	31
Appendix: Survey Questionnaire	

## List of Tables

Table 1.	Industry Responses .....	3
Table 2.	Employment Units in Mecklenburg County, 1999 .....	5
Table 3.	Percent Response by ESC Industry Category.....	6
Table 4.	Zip Code Responses.....	6
Table 5.	Availability and Need for Workers.....	9
Table 6.	Education Levels .....	10
Table 7.	Comparison of Skill Levels and Work Ethic Now and 10 Years Ago.....	12
Table 8.	Practices used to Fill Positions .....	14
Table 9.	Obstacles to Recruiting and Retaining Employees .....	15
Table 10.	Incentives for Recruiting and Retaining Employees.....	15
Table 11.	Issues Impacting Training Needs.....	17
Table 12.	Meeting Training Needs.....	18
Table 13.	Training Needs Today and 5 Years .....	19
Table 14.	Computer Skills Training Needs.....	21
Table 15.	Cluster Groups.....	24
Table 16.	Perceptions of Availability of Employees and Current Need for Employees by Type and Cluster .....	25
Table 17.	Education Levels Needed by Cluster .....	27
Table 18.	Issues Driving Training Needs by Cluster.....	28
Table 19.	Training Needs of Current Local Workforce by Cluster.....	30

## List of Figures

Figure 1.	Industry Responses .....	4
Figure 2.	Employment Units in Mecklenburg County.....	5
Figure 3.	Largest Number of Responses by Zip Code.....	7
Figure 4.	Size of Businesses.....	8
Figure 5.	Availability of Workers.....	9
Figure 6.	Education Levels Today and in Five Years.....	11
Figure 7.	Skill Levels.....	12
Figure 8.	Work Ethic .....	12
Figure 9.	Factors in Hiring .....	13
Figure 10.	Hiring Practices Used to Fill Positions .....	14
Figure 11.	Incentives for Recruiting and Retaining Employees.....	16
Figure 12.	Issues Impacting Training Needs.....	17
Figure 13.	Change in Training Needs Today and in 5 Years .....	20
Figure 14.	Computer Skills Training Needs.....	21
Figure 15.	Sources of Training.....	22
Figure 16.	Methods of Training .....	22
Figure 17.	Cluster Groups.....	24
Figure 18.	Low-skilled Workers Availability Compared to Need .....	26
Figure 19.	Skilled Workers Availability Compared to Need .....	26
Figure 20.	Professional Workers Availability Compared to Need .....	27



# **Survey of the Workforce needs of Charlotte-Mecklenburg Employees**

## **Executive Summary**

### **Background**

As an outgrowth of its Advantage Carolina project, the Charlotte Chamber asked the UNC Charlotte Urban Institute and Central Piedmont Community College to survey employers in Charlotte-Mecklenburg. Focus groups were held with employers from diverse industries to obtain a basis for the design of the survey questionnaire. The purpose of the survey was to assess the workforce needs of employers currently and in the near future.

A variety of methods was used to distribute the survey, including mail and email. Additionally, over 10,000 businesses in Charlotte-Mecklenburg were sent a postcard asking them to complete the survey on the Internet or contact the UNC Charlotte Urban Institute for a paper copy of the form. A total of 333 surveys were returned from employers around the county. The largest concentrations of responses came from the Center City and the I-77/Tyvola area.

Responses were also received from employers in various industries. The largest number of responses was received from the manufacturing and service industries.

### **Survey Responses**

Employers were asked to estimate the availability and need of employees in three categories—low-skilled, such as laborers and dishwashers; skilled, such as office assistants and computer technicians; and professional, such as managers and nurses. Skilled employees were seen as least available and most needed, while low-skilled employees were perceived to be the most available and the least needed.

Respondents were asked about the educational levels of their employees. Responses indicated that most employees need a high school diploma or higher level of education today. In five years respondents estimated that an even larger proportion of the workforce will need training beyond high school.

Respondents were asked to rate the skill levels and work ethic of employees today and 10 years ago. The majority of employers perceived the skill level of skilled and professional workers to be higher than it was 10 years ago. Low-skilled employees, however, were perceived to be less skilled than 10 years ago. Employers also felt that the work ethic of low-skilled employees and recent high school graduates was lower than 10 years ago.

When asked to rate a series of factors that are important to the hiring process, 100 percent of employers rated attitude and demeanor as the most important factors. Other factors were also ranked high, such as communication skills and previous work experience.

Employers indicated that competitive wages from other companies was their biggest obstacle to recruiting and retaining employees. To counteract this and other obstacles, employers use incentives to recruit and retain qualified employees. The incentives used by 73.4 percent of respondents was casual dress codes, followed by recognition programs, tuition reimbursement and free parking.

The majority of employers (92.5 percent) indicated that their firm would be doing training in the next few years. They also indicated that they would be doing most of their training in-house though some respondents indicated they would use outside sources such as private consulting firms and colleges or universities. The need for training is impacted by the following major factors:

- Teamwork ability
- Communication
- Interpersonal skills
- Self-initiative
- Leadership ability
- Listening

Factors for which the training needs would increase over the next five years include English language skills and reading. Employers also perceived a high need for training in computer skills. Computer skills were also perceived as some of the most difficult skills to find in local employees.

### **Additional Information**

The full report also contains some analysis by six industry cluster groups—financial services, transportation and distribution services, high growth manufacturing, information-related services, software, and travel and entertainment services. The analysis showed that there were very different levels of skill needs for the various cluster groups. There was more similarity in the issues driving training needs, since employers in all cluster groups considered competition with other companies to be one of the major issues driving training needs. Each cluster group also had needs specific to their industry.

A copy of the full report is available from the Charlotte Chamber and their Web site, [www.CharlotteChamber.com](http://www.CharlotteChamber.com).

## I. INTRODUCTION

In 1998, the Charlotte Chamber initiated the Advantage Carolina project to “help ensure that Charlotte’s economy continues to grow while the community remains uniquely livable.”<sup>1</sup> The project was designed to focus on the industries that would come to the forefront as Charlotte shifted to a new economy. These industry cluster groups were identified as financial services, transportation and distribution services, high growth manufacturing, information-related services, software, and travel and entertainment services.

The project also involves Flagship Initiatives which are “civic actions needed to ensure Charlotte’s continued economic prosperity.”<sup>2</sup> One of these initiatives is a Workforce Development Continuum. This initiative is designed “to build a competitive, sustainable workforce.”<sup>3</sup>

The survey outlined in the following report was designed to assess the workforce needs of employers currently and in the near future. The Charlotte Chamber worked with the UNC Charlotte Urban Institute and Central Piedmont Community College to design and administer the survey. Prior to the survey design, the Institute conducted focus groups with employers from around Mecklenburg County. Focus group participants were selected from the industry cluster groups and were asked questions relating to issues such as hiring, retaining and training employees, and work ethic. The responses were used to design a survey instrument that directly related to employer concerns.

In order to reach a large number of Mecklenburg County employers, the survey was administered in a number of ways. As a first step, the UNC Charlotte Urban Institute mailed a survey form, including a cover letter explaining the survey and a business reply envelope, to the

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<sup>1</sup>*Advantage Carolina: Capitalizing on Charlotte’s Momentum...Together*. Page ES-1. Prepared for the Charlotte Chamber by ICF Kaiser Economic Strategy Group, 1999.

<sup>2</sup>*Ibid.* Page ES-6.

<sup>3</sup>*Advantage Carolina Status Report, August 2000*. Other Flagship Initiatives are: CMS Partners for School Reform, UNC Charlotte to Research University, 21<sup>st</sup> Century Intermodal Transportation Complex, Charlotte International Institute for Financial Services, Land of Opportunity–Inner City Development, Affordable Housing Initiatives, A Unifying Brand for Charlotte, Information Technology Collaboration, Venture Capital Forum, 21<sup>st</sup> Century Community Facilities, Regional Center for Entrepreneurship, Manufacturing Supplier Development Initiative and Regional Planning for Sensible Growth.

1,000 largest employers in the county. This group of employers was selected from the 2000 Major Employers database that is maintained by the UNC Charlotte Urban Institute for the Charlotte Chamber. If the name of the chief officer was in the database, the survey was sent to that name. If no chief officer was listed and there was a human resources director, the survey was sent to that person. If neither of these titles was in the database, the survey was sent to the highest ranking staff person for which a name was available.

To contact the smaller employers, the Institute obtained a computer disk containing all employers (including company name, address, phone, SIC code and number of employees) in Mecklenburg County from the North Carolina Employment Security Commission. This list originally contained 26,771 companies. After deleting duplicates and companies with addresses outside Mecklenburg, 19,151 companies remained. From this total, companies with five or more employees were selected to receive a postcard asking the company representative (chief officer or human resources specialist) to go to the Central Piedmont Community College web site and complete the survey on-line. A total of 10,518 postcards were mailed. If the company had no Internet access, they were asked to contact the UNC Charlotte Urban Institute for a paper copy of the survey.

The Chamber sent emails to approximately 3,000 companies in their database, asking them to complete the survey. These companies were drawn from Chamber membership. They were also sent a follow-up email.

An additional email request was sent to 345 major employers that had an email address asking their representative to complete the survey if they had not already done so. Emails were also sent to many human resource directors in the county personally asking them to complete the survey.

Surveys were returned by 333 employers (138 paper copies and 195 submitted via email to the database).

## II. SURVEY RESPONSES

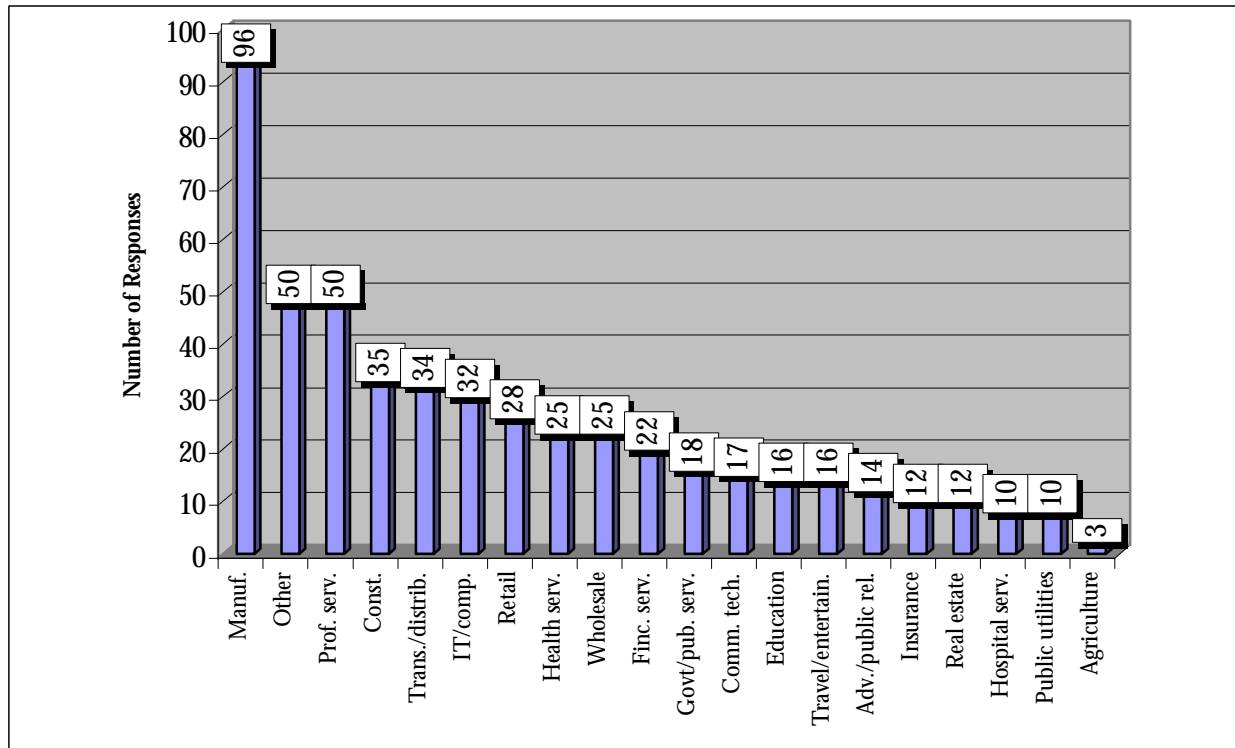
Respondents were asked to indicate the focus of their business. They were given 20 industries as options and asked to mark all that apply. Table 1 represents the business focus of all 333 respondents. Employers could select more than one option resulting in 525 responses to type of industry. Figure 1 shows the percent of responses by industry.

**Table 1. Industry Responses\***

<b>Industry</b>	<b>Responses</b>
Advertising/public relations	14
Agriculture	3
Communication technology	17
Construction	35
Education	16
Financial services	22
Government/public service	18
Health services	25
Hospital services	10
Insurance	12
Information technology/computers/software	32
Manufacturing	96
Professional services	50
Public utilities	10
Real estate	12
Retail	28
Transportation/distribution	34
Travel/entertainment	16
Wholesale	25
Other	50

*\*Employers could select more than one option.*

**Figure 1. Industry Responses\***



\*Employers could select more than one option.

Table 2 is a comparison of the number of units for each industry in Mecklenburg County according to the North Carolina Employment Security Commission.<sup>4</sup> Of the total 27,901 businesses, the majority are services and trade. Figure 2 shows the employing units by each industry category as a percent of total Mecklenburg County business establishments. The services industry comprises 36.1 percent of employment units and the trade industry comprises 32.3 percent.

<sup>4</sup> A unit is defined as an establishment such as a farm, mine, factory or store, which produces goods or provides services. It is usually at a single physical location and engaged in one, or predominantly one, type of economic activity for which a Standard Industrial Classification (SIC) code is applicable. For the purpose of this study, the terms “employment units” and “business establishments” are used interchangeably.

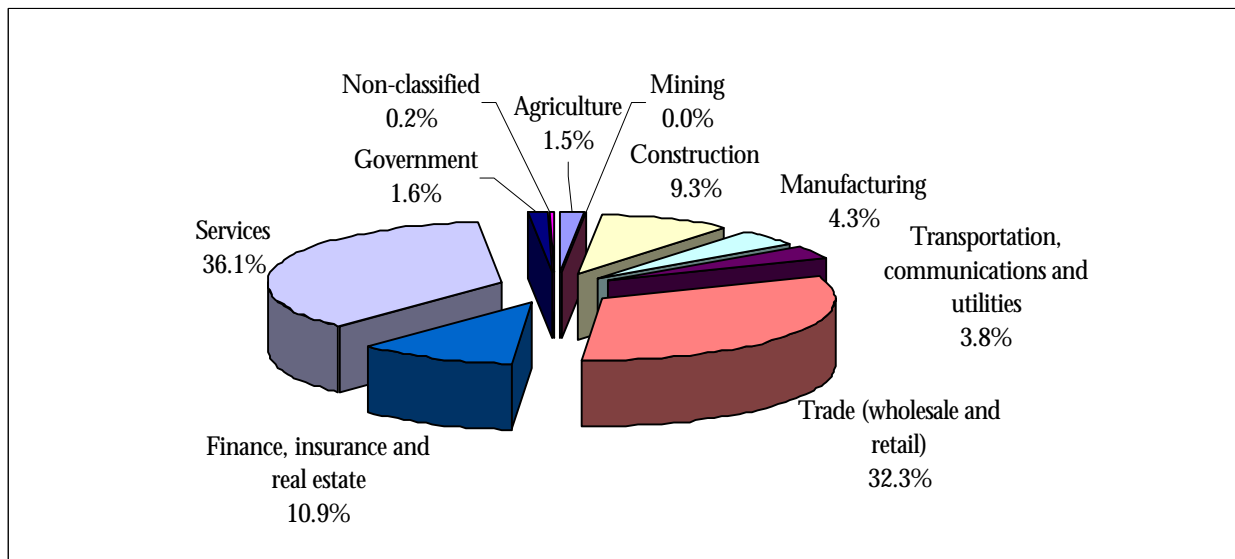
**Table 2. Employment Units in Mecklenburg County, 1999**

Industry	# Units
Agriculture	428
Mining	10
Construction	2,608
Manufacturing	1,198
Transportation, communications and utilities	1,065
Trade (wholesale and retail)	9,000
Finance, insurance and real estate	3,031
Services	10,064
Government	438
Non-classified	59
Total	27,901

Source: North Carolina Employment Security Commission, *1999 Employment and Wages*.

Note: Non-classified companies are businesses that the ESC could not establish as being in a particular industry.

**Figure 2. Employment Units in Mecklenburg County**



Source: North Carolina Employment Security Commission, *1999 Employment and Wages*.

By aggregating the survey responses into the industry categories used by the Employment Security Commission, Table 3 below shows that the highest percentage of the responses (31.0 percent) came from the services industry which represents the highest percentage (36.1 percent) of all businesses in the county. Survey responses were higher from the manufacturing industry as well as for transportation, communications and utilities, than the percent represented by employment units in the county. Responses were proportionally lower for the trade industry, than for the proportion of reporting units in the county.

**Table 3. Percent Response by ESC Industry Category**

<b>Industry</b>	<b>Companies Responding</b>	<b>ESC Employment Units</b>
Agriculture	0.6%	1.5%
Mining	0.0%	0.0%
Construction	6.7%	9.3%
Manufacturing	18.3%	4.3%
Transportation, communications and utilities	11.6%	3.8%
Trade (wholesale and retail)	10.1%	32.3%
Finance, insurance and real estate	8.8%	10.9%
Services	31.0%	36.1%
Government	3.4%	1.6%
Non-classified	9.5%	0.2%

Source: North Carolina Employment Security Commission, *1999 Employment and Wages*.

Note: Non-classified companies are businesses that the ESC could not establish as being in a particular industry.

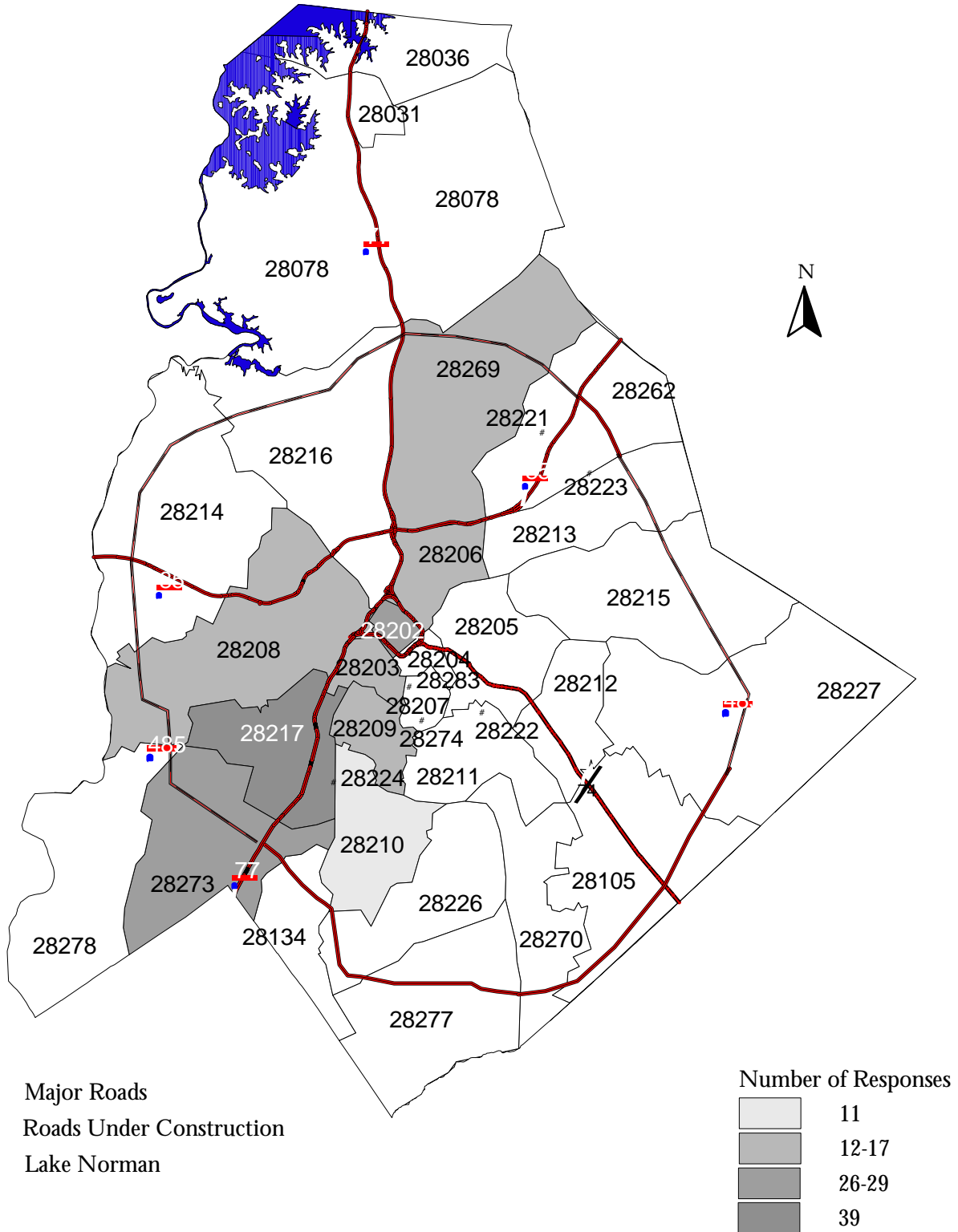
### **Location of Businesses:**

Table 4 shows the number of responses by zip code. Areas with a larger number of respondents have a high concentration of businesses. The map in Figure 4 shows the zip code areas with the largest number of responses.

**Table 4. Zip Code Responses**

<b>Area</b>	<b>Responses</b>
28202 (Center City)	29
28203 (Center City)	14
28206 (North–Graham Street)	13
28208 (West–Near Airport)	17
28209 (South–Woodlawn Ave.)	12
28210 (South–Park Road)	11
28217 (Southwest–Tyvola Road)	39
28269 (University Area)	14
28273 (Southwest–Westinghouse Blvd.)	26

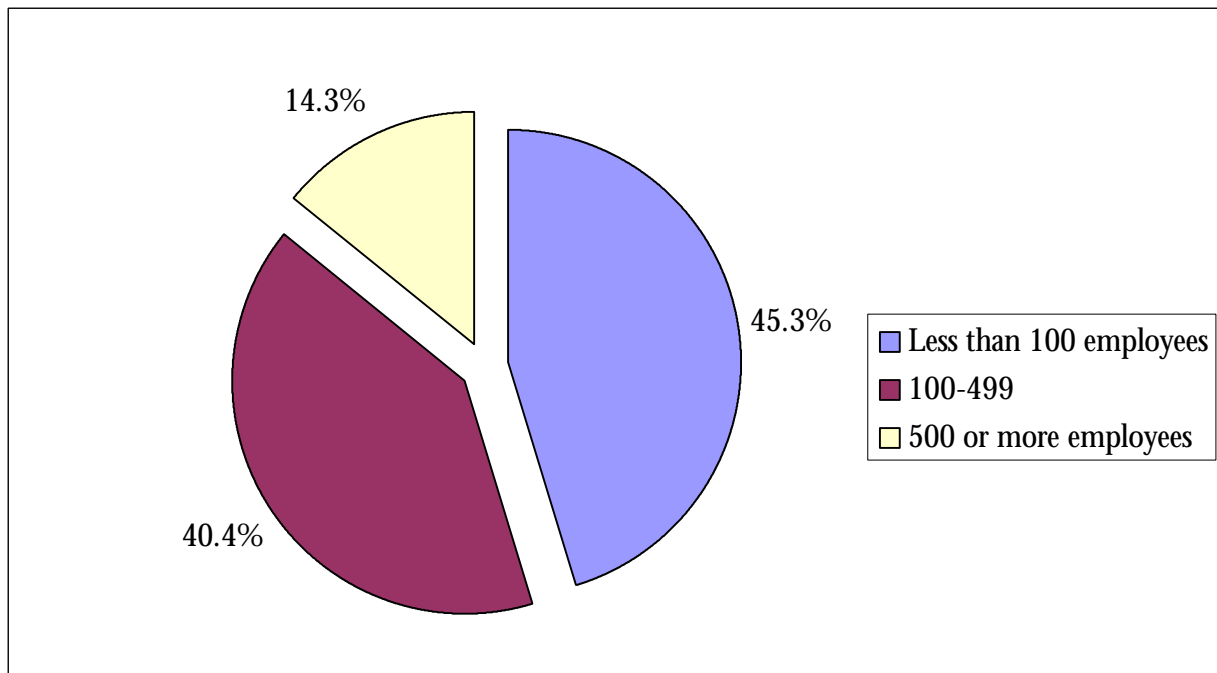
# Figure 3. Largest Number of Responses by Zip Code



**Size of businesses:**

Employers were asked how many staff they employ locally. Figure 4 shows that 45.3 percent of respondents were from businesses with less than 100 employees, 40.4 percent were from businesses with 100–499 employees and 14.3 percent had 500 or more employees.

**Figure 4. Size of Businesses**



**Availability of employees:**

Employers were asked to estimate the availability of workers in three categories—low-skilled, such as laborers and dishwashers; skilled, such as office assistants and computer technicians; and professional, such as managers and nurses. Table 5 shows the perceived availability and need for employees by skill level.

In today’s job market, skilled employees were seen as the least available; only 64.3 percent of employers reported that skilled employees were somewhat available to always available and 86.1 percent of respondents reported that their companies were in some to great need of these workers. Low-skilled employees were most available; 69.8 percent of employers reported that they were somewhat available to always available and 45.7 percent reported that their companies were in some to great need of these workers. Professional employees were ranked in the middle

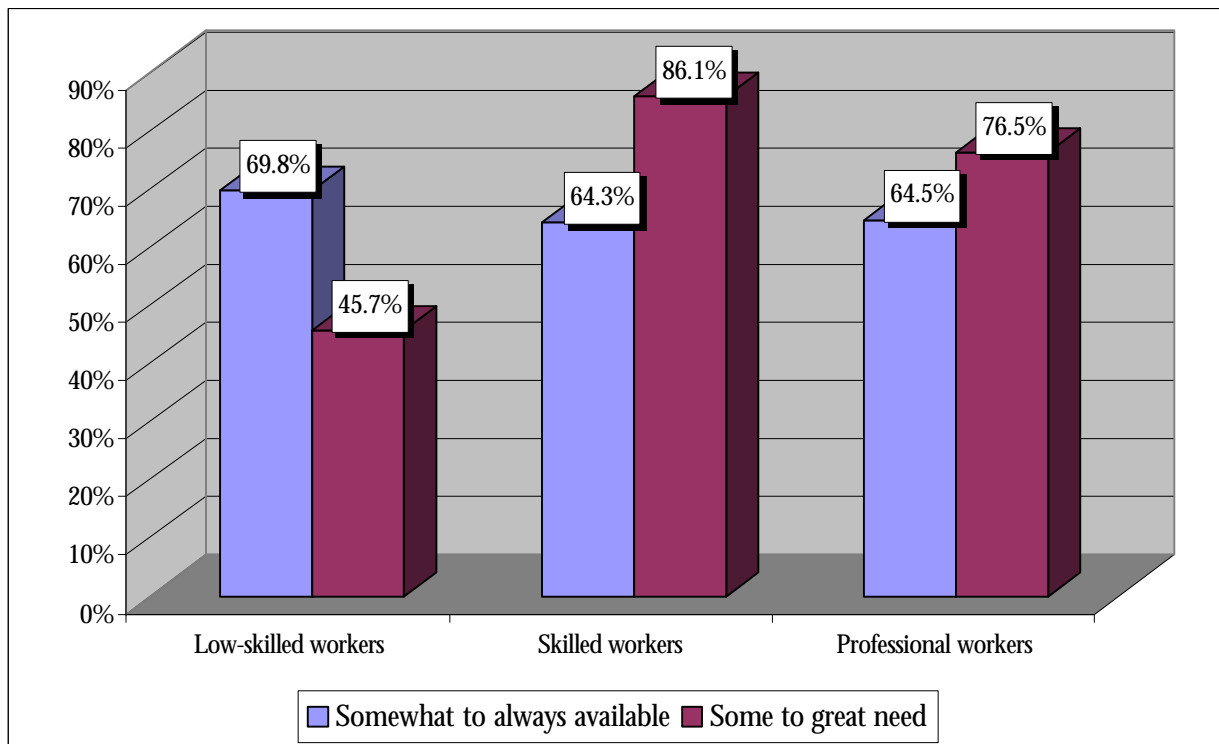
with 64.5 percent of employers reporting that they were somewhat available to always available and 76.5 percent reporting that their companies were in some need to great need of these workers.

**Table 5. Availability and Need for Workers**

Type of workers	Not available	Somewhat to always available	No need for these workers	Some to great need
Low-skilled workers	30.2%	69.8%	54.0%	45.7%
Skilled workers	35.7%	64.3%	13.9%	86.1%
Professional workers	35.5%	64.5%	23.5%	76.5%

Figure 5 shows that low-skilled workers were the only group in which the perceived availability (69.8 percent) was higher than the perceived need (45.7 percent). The availability of skilled workers was rated as more than 20 percentage points less than the need for skilled workers.

**Figure 5. Availability of Workers**



**Levels of Education:**

Table 6 compares the education levels of employees today and the education that will be needed in five years. Almost half (49.3 percent) of employers stated that 41 percent or more of their

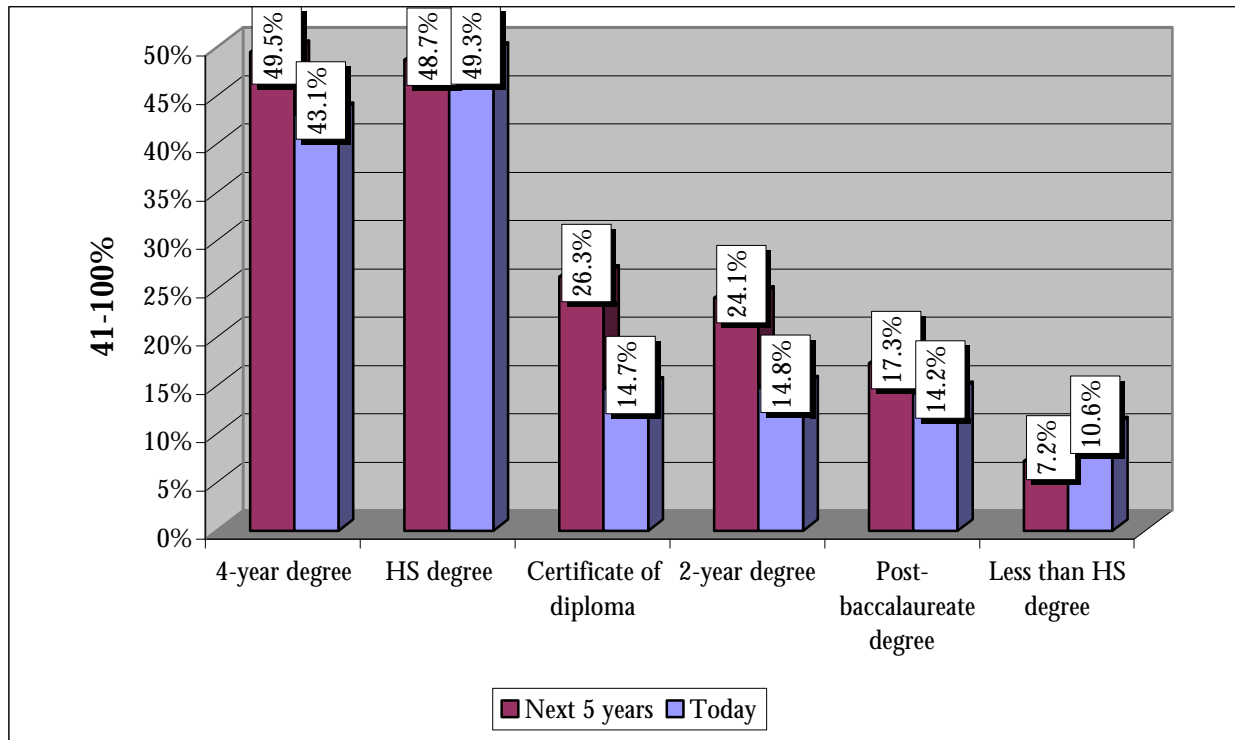
employees had a high school degree. A four-year college degree ranked second with 43.1 percent of employers stating that 41 percent or more of their employees had a four-year college degree. A two-year college degree ranked third with 14.8 percent of employers indicating that 41 percent or more of their employees had associate degrees. Businesses today reported that their employees had a mix of education levels from less than a high school degree to a post-baccalaureate degree.

**Table 6. Education Levels**

<b>Education</b>	<b>&lt; 40% today</b>	<b>41–100% today</b>	<b>&lt; 40% in next 5 years</b>	<b>41–100% in next 5 years</b>
Less than HS degree	89.4%	10.6%	92.8%	7.2%
HS degree	50.7%	49.3%	51.3%	48.7%
Certificate of diploma	85.3%	14.7%	73.7%	26.3%
2-year degree	85.2%	14.8%	75.9%	24.1%
4-year degree	56.9%	43.1%	50.5%	49.5%
Post-baccalaureate degree	85.8%	14.2%	82.7%	17.3%

Figure 6 compares the education levels needed today and in five years by 41–100 percent of employees. Employers anticipated that the need for advanced education will increase over the next five years. Employers indicated that a smaller percentage of their workforce will have a high school degree or less and a larger percentage of their workforce will be required to have certificates/diplomas, two-year degrees, four-year degrees and post-baccalaureate degrees.

**Figure 6. Education Levels Today and in Five Years**



**Skill levels and work ethic:**

Respondents were asked whether the skill levels and work ethic of workers today were lower, higher or the same as they were 10 years ago. Table 7 shows 40 percent of employers perceived the skill level of low-skilled workers to be lower than it was ten years ago. The majority (56.2 percent) perceived the skill level of skilled workers to be higher than it was ten years ago and 56.7 percent perceived the skill level of professional workers to be higher than it was ten years ago. Employers were also asked about their perception of the skill level of recent high school graduates and how they compared to graduates of ten years ago. It was found that 38.0 percent felt their skill level was lower than ten years ago; 41.2 percent felt it was about the same; and 20.8 percent felt it was higher.

In regard to low-skilled workers, 60.3 percent felt their work ethic was lower. Almost half of employers (49.4 percent) reported the work ethic of skilled workers to be lower than it was ten years ago and 27.8 percent felt the work ethic of professional workers was lower than ten years ago. When asked about recent high school graduates, 68.1 percent felt their work ethic was lower than ten years ago.

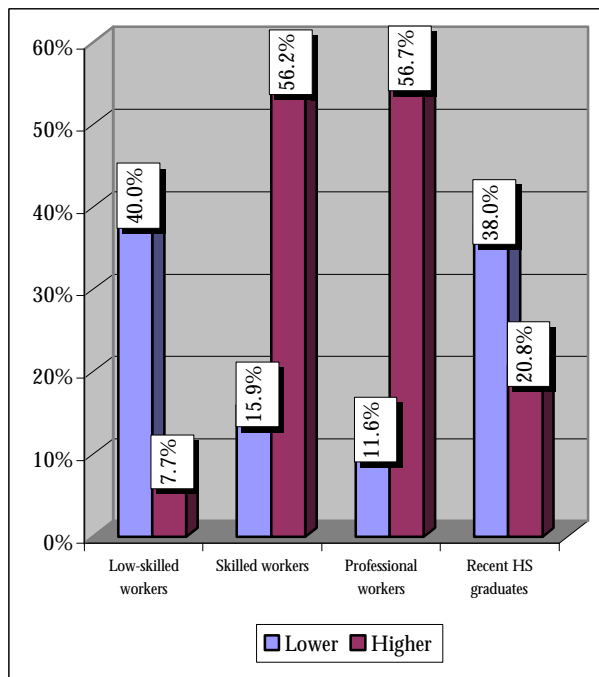
**Table 7. Comparison of Skill Levels and Work Ethic Now and 10 Years Ago**

Workers	Skill levels			Work ethic		
	Lower	Same	Higher	Lower	Same	Higher
Low-skilled workers	40.0%	52.4%	7.7%	60.3%	26.1%	3.5%
Skilled workers	15.9%	27.9%	56.2%	49.4%	38.4%	12.2%
Professional workers	11.6%	31.7%	56.7%	27.8%	50.0%	22.2%
Recent HS graduates	38.0%	41.2%	20.8%	68.1%	26.4%	5.5%

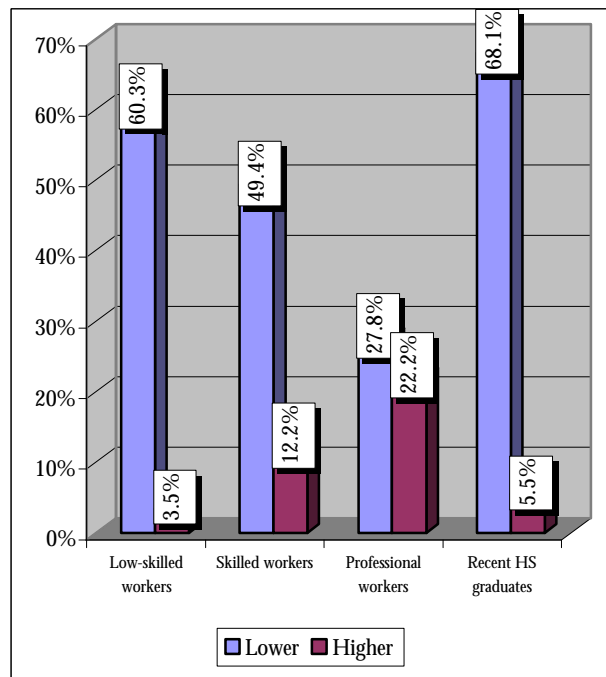
Figure 7 illustrates that low-skilled and recent high school graduates were perceived as having lower skill levels today than employees a decade before. Skilled and professional workers were seen as more skilled than in the past.

Figure 8 shows that all the groups were perceived as having a lower work ethic than 10 years ago. However, the discrepancy between employers who thought it was lower rather than higher was the greatest in low skilled and recent high school graduates. Employers thought work ethic was lower for low-skilled workers (60.3 percent) while only 3.5 percent thought work ethic was higher now than 10 years ago. For recent high school graduates, 68.1 percent believed work ethic was lower and 5.5 percent perceived it as higher. For professional workers, 27.8 percent of employers perceived work ethic to be lower while 22.2 percent felt it was higher.

**Figure 7. Skill Levels**



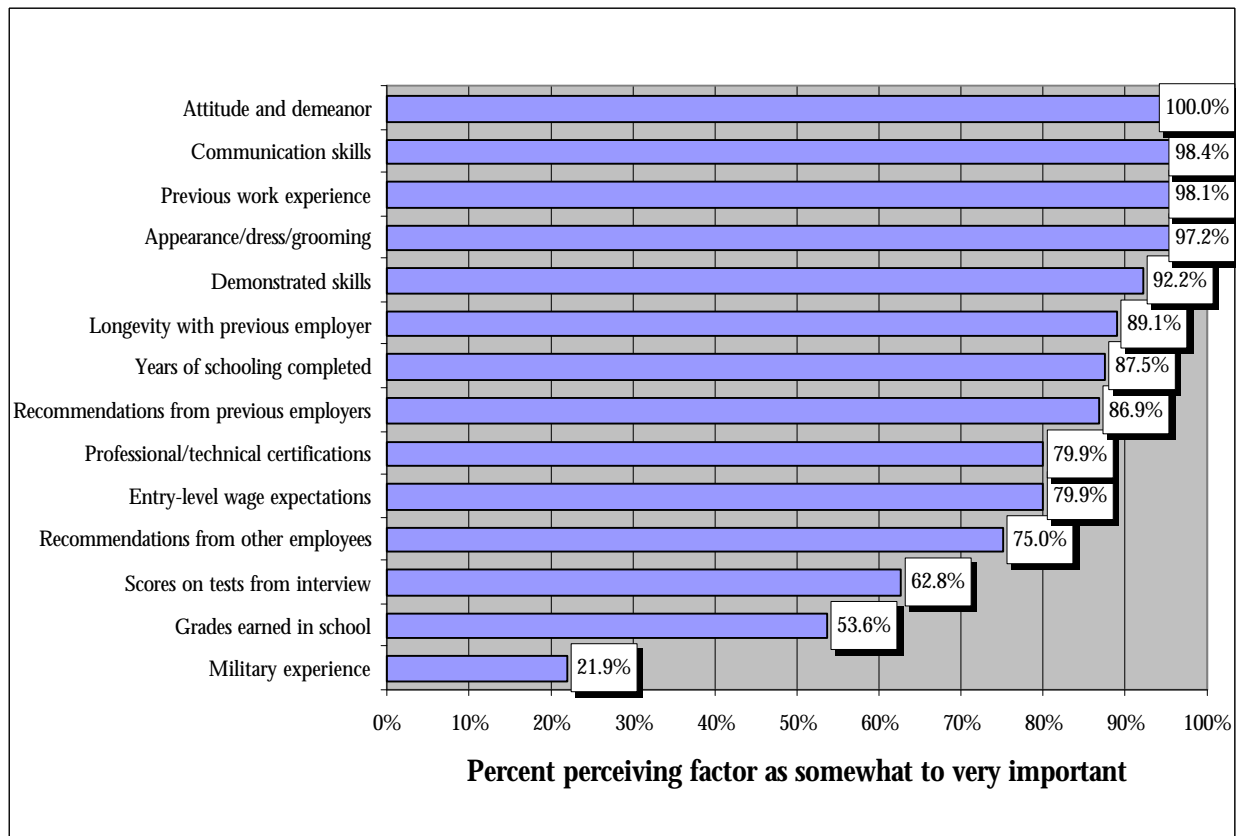
**Figure 8. Work Ethic**



### Important factors in the hiring process:

Employers were asked about the importance of a series of factors relating to job applicants when making hiring decisions. Employers rated each factor on a Likert-type scale as “not at all important” to “very important.” Figure 9 shows these factors ranked by percent who claimed the factor to be somewhat important to very important. While 21.9 percent felt military experience was somewhat to very important, all the respondents, (100 percent) felt attitude and demeanor were important factors in the hiring process.

**Figure 9. Factors in Hiring**



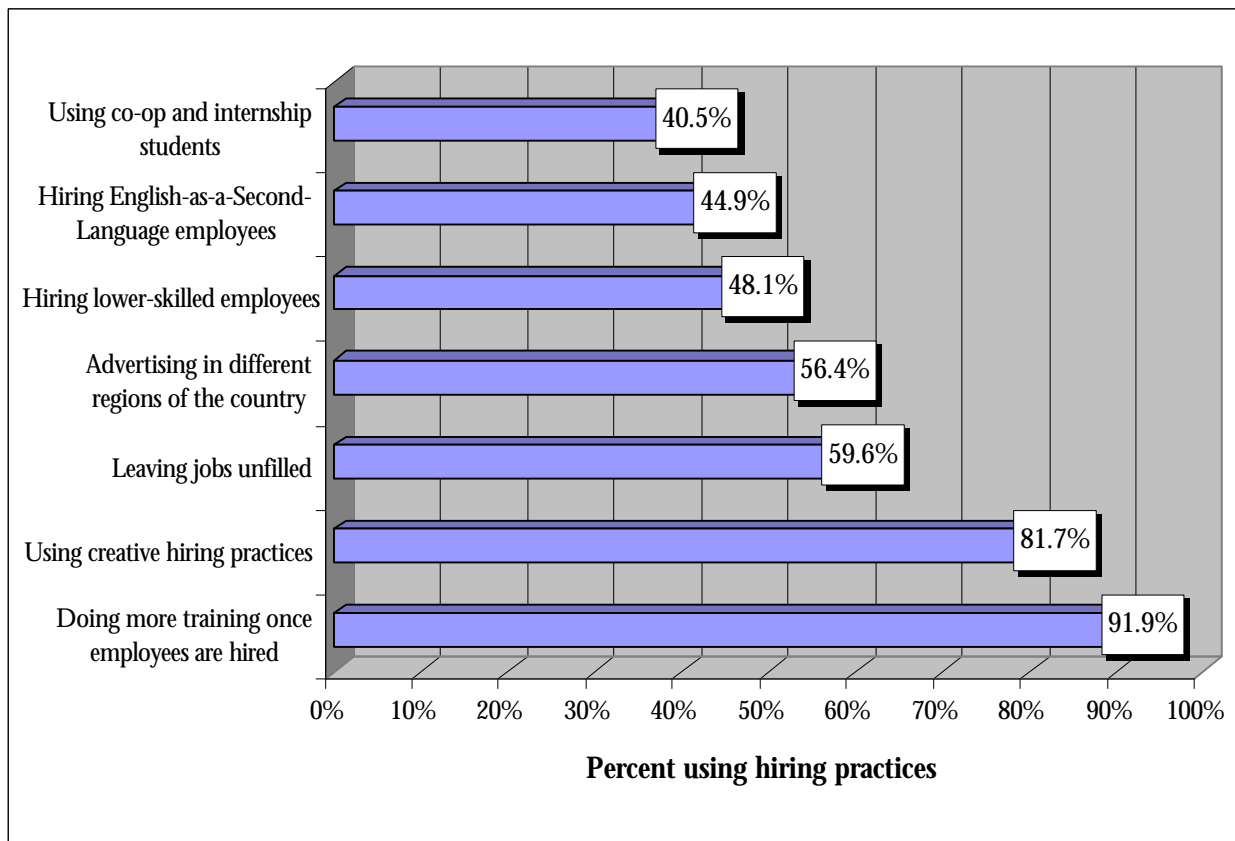
### Hiring practices businesses used to fill positions in a tight labor market:

Employers were asked to rate a list of hiring practices that businesses used to fill positions on a Likert-scale from “not at all used” to “used a great deal.” Table 8 is a rank ordered list of practices currently used by employers and the percent of employers using it somewhat to a great deal. Figure 10 shows that less than half (40.5 percent) of respondents use co-op and internship students while a majority (91.9 percent) are doing more training once employees are hired.

**Table 8. Practices Used to Fill Positions**

Practice	Percent using it somewhat to using it a great deal
Doing more training once employees are hired	91.9%
Using creative hiring practices	81.7%
Leaving jobs unfilled	59.6%
Advertising in different regions of the country	56.4%
Hiring lower skilled employees	48.1%
Hiring English-as-a-Second-Language employees	44.9%
Using co-op and internship students	40.5%

**Figure 10. Hiring Practices Used to Fill Positions**



**Obstacles and incentives for recruiting and retaining employees:**

Employers were asked to indicate obstacles in recruiting and retaining qualified employees. Table 9 lists the obstacles employers encountered finding and keeping qualified workers. Competitive wages from other companies was seen as the greatest obstacle.

**Table 9. Obstacles to Recruiting and Retaining Employees**

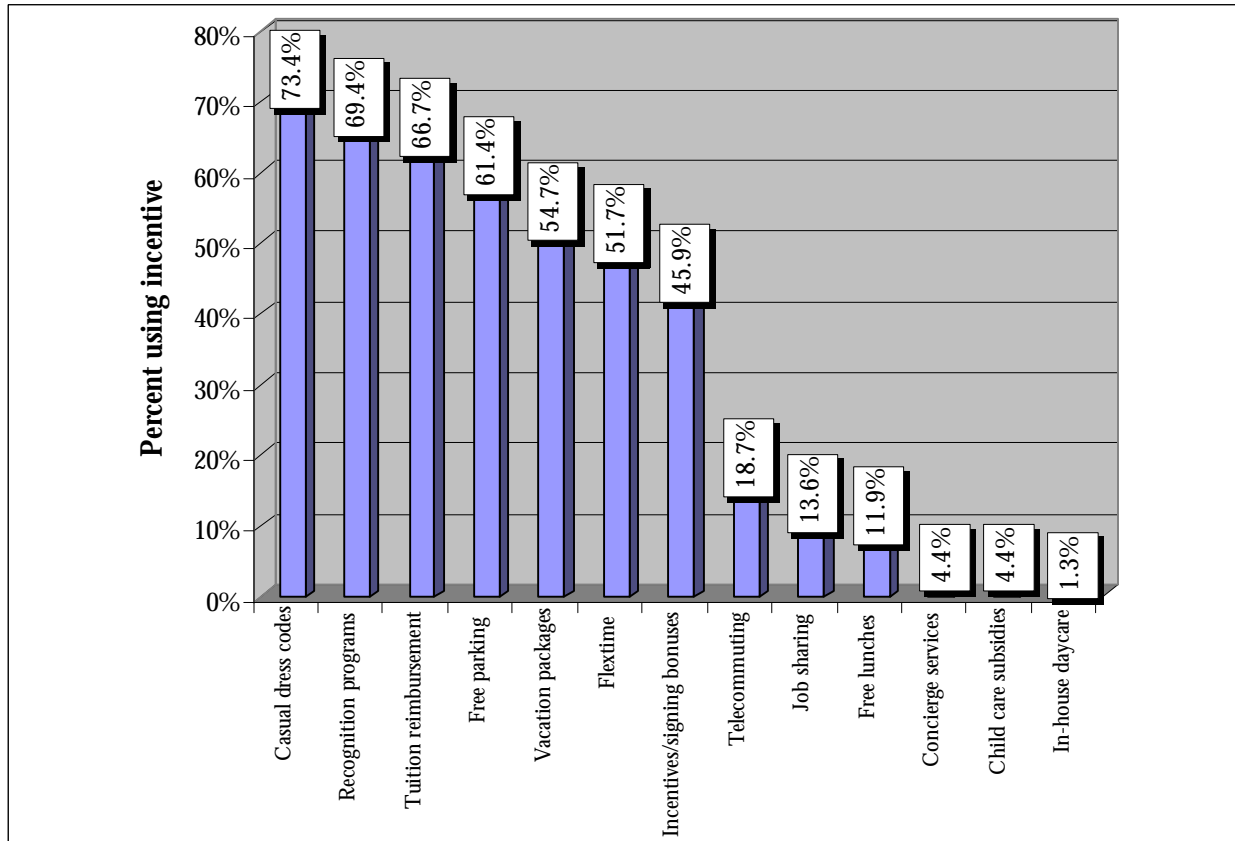
<b>Obstacle</b>	<b>Percent rating it somewhat an obstacle to a great obstacle</b>
Competitive wages from other companies	84.4%
Entry wage expectations	73.5%
Commuting time and distance	58.9%
Lack of affordable child care	46.6%
Lack of transportation	37.4%
Lack of affordable housing	32.7%

Employers were also asked to what extent they used the following incentives to recruit and retain qualified employees. Employers reported on a Likert-scale from “not at all used” to “used a great deal.” Table 10 is ranked by the number of respondents saying they used the incentive somewhat to a great deal. As shown in Figure 11, the incentives used by at least half the respondents are casual dress codes (73.4 percent), recognition programs (69.4 percent), tuition reimbursement (66.7 percent), free parking (61.4 percent), vacation packages (54.7 percent) and flextime (51.7 percent).

**Table 10. Incentives for Recruiting and Retaining Employees**

<b>Incentive</b>	<b>Percent stating it is used somewhat to a great deal</b>
Casual dress codes	73.4%
Recognition programs	69.4%
Tuition reimbursement	66.7%
Free parking	61.4%
Vacation packages	54.7%
Flextime	51.7%
Incentives or signing bonuses	45.9%
Telecommuting or working from home	18.7%
Job sharing	13.6%
Free lunches	11.9%
Concierge services	4.4%
Child care subsidies	4.4%
In-house daycare	1.3%

**Figure 11. Incentives for Recruiting and Retaining Employees**



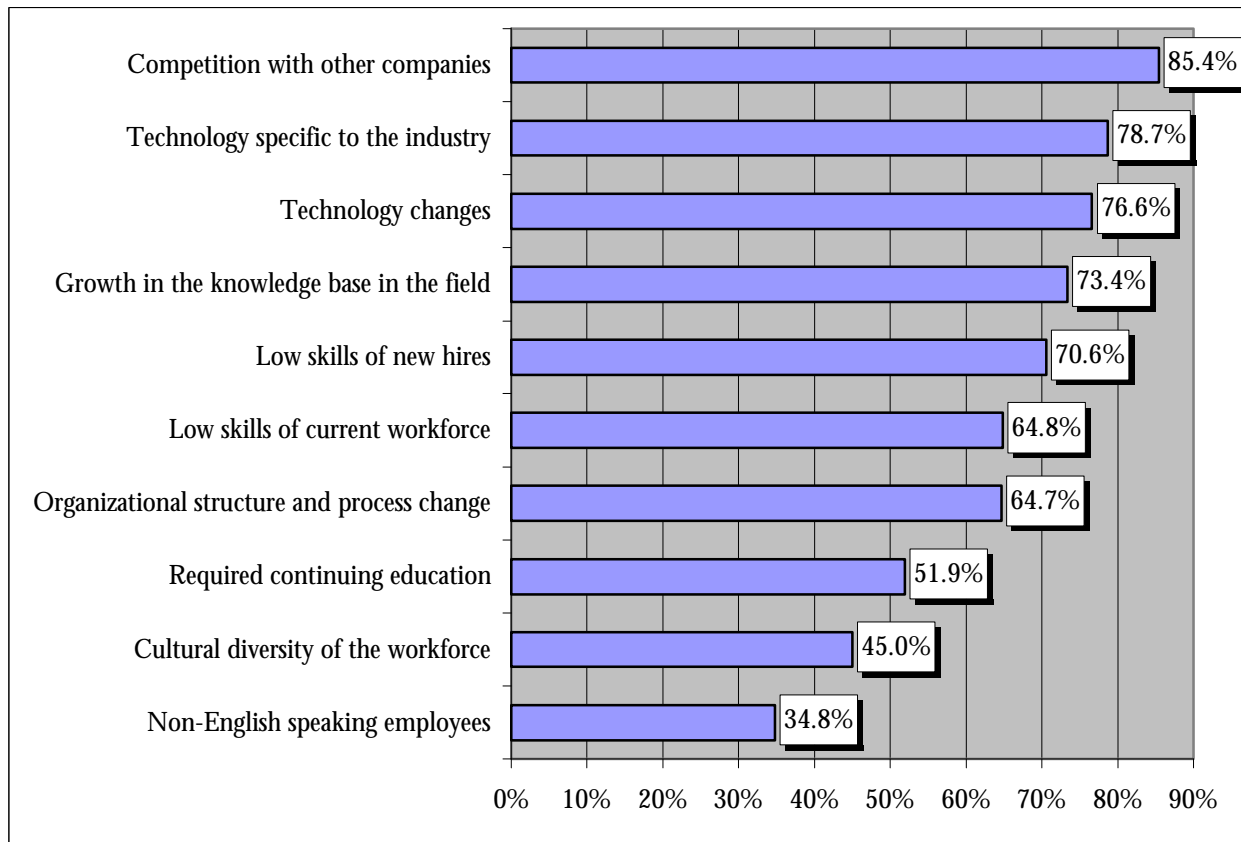
**Training needs and issues impacting training:**

The majority of employers (92.5 percent) indicated that their firm would be doing training in the next few years. When asked to indicate the issues impacting the training needs of their company's local workforce, respondents cited competition with other companies as the major factor. Table 11 and Figure 12 show the list of factors impacting training need.

**Table 11. Issues Impacting Training Needs**

<b>Factor</b>	<b>Percent indicating somewhat a factor to a major factor</b>
Competition with other companies	85.4%
Technology specific to the industry	78.7%
Technology changes	76.6%
Growth in the knowledge base in the field	73.4%
Low skills of new hires	70.6%
Low skills of current workforce	64.8%
Organizational structure and process change	64.7%
Required continuing education	51.9%
Cultural diversity of the workforce	45.0%
Non-English speaking employees	34.8%

**Figure 12. Issues Impacting Training Needs**



As shown in Table 12, respondents who said they planned to do training in the next five years plan to use the following sources: 98.7 percent will do in-house training; 58.7 percent will use private consulting firms; 39.7 percent will use two-year colleges; 35.2 percent will use four-year colleges/universities; 24.5 percent will use government resources; and 3.0 percent will use union resources for training.

When asked about the types of training they anticipate using, 94.5 percent plan to use on-site training; 87.5 percent plan to use workshops, seminars or conferences and 87.3 percent plan to use one-on-one training. An additional 82.2 percent plan to use traditional classroom style training; 71.1 percent will use off-site training; 65.8 percent plan to bring in outside experts to conduct training; 58.6 percent will use self-paced tutorials; 58.1 percent will employ internet or on-line training; and 30.6 percent will use distance education programs.

**Table 12. Meeting Training Needs**

<b>Method</b>	<b>Percent planning to use</b>
In house training	98.7%
Private consulting firms	58.7%
2-year colleges	39.7%
4-year colleges/universities	35.2%
Government resources	24.5%
Union resources	3.0%
<b>Types</b>	
On-site training	94.5%
Workshops, seminars or conferences	87.5%
One-on-one training	87.3%
Traditional classroom style	82.2%
Off-site training	71.1%
Bring in outside experts	65.8%
Self-paced tutorials	58.6%
Internet or on-line training	58.1%
Distance education programs	30.6%

**Training needs both today and in the future:**

Employers were asked to indicate the degree of training need that their current employees have now and that they anticipate their workforce will have five years from now. Overall, employers perceived that training needs would increase in every area over the next five years. Table 13 shows the factors that impact the need for training today and in five years. The top six training needs today are:

- Teamwork ability
- Communication
- Interpersonal skills
- Self-initiative
- Leadership ability
- Listening

**Table 13. Training Needs Today and 5 Years**  
*Percent Indicating Some Need to Great Need*

<b>Needs</b>	<b>Today</b>	<b>5 Years</b>
Teamwork ability	92.3%	94.2%
Communication	89.8%	92.0%
Interpersonal skills	89.7%	91.3%
Self-initiative	89.4%	91.1%
Leadership ability	89.2%	93.9%
Listening	88.8%	91.4%
Professionalism	86.3%	87.9%
Perseverance	86.2%	89.7%
Using time, money, materials, space and staff wisely	85.4%	89.3%
Acquiring/using information	84.7%	92.9%
Learning new skills	84.3%	92.0%
Problem-solving	84.2%	90.7%
Attitude toward supervisors	84.1%	90.4%
Decision-making	82.6%	91.6%
Punctuality	82.3%	86.9%
Performing technical tasks	81.3%	87.1%
Computer literacy	79.8%	86.8%
Speaking/communication	77.4%	81.6%
Working with diverse cultures	76.7%	87.9%
Phone skills	72.5%	74.7%
Writing	72.2%	76.0%
Physical appearance	67.7%	75.6%
Basic arithmetic	63.1%	68.0%
Understanding graphs/charts	56.7%	68.6%
English language skills	55.6%	74.8%
Reading	54.2%	69.7%

In five years the top skills are predicted to be:

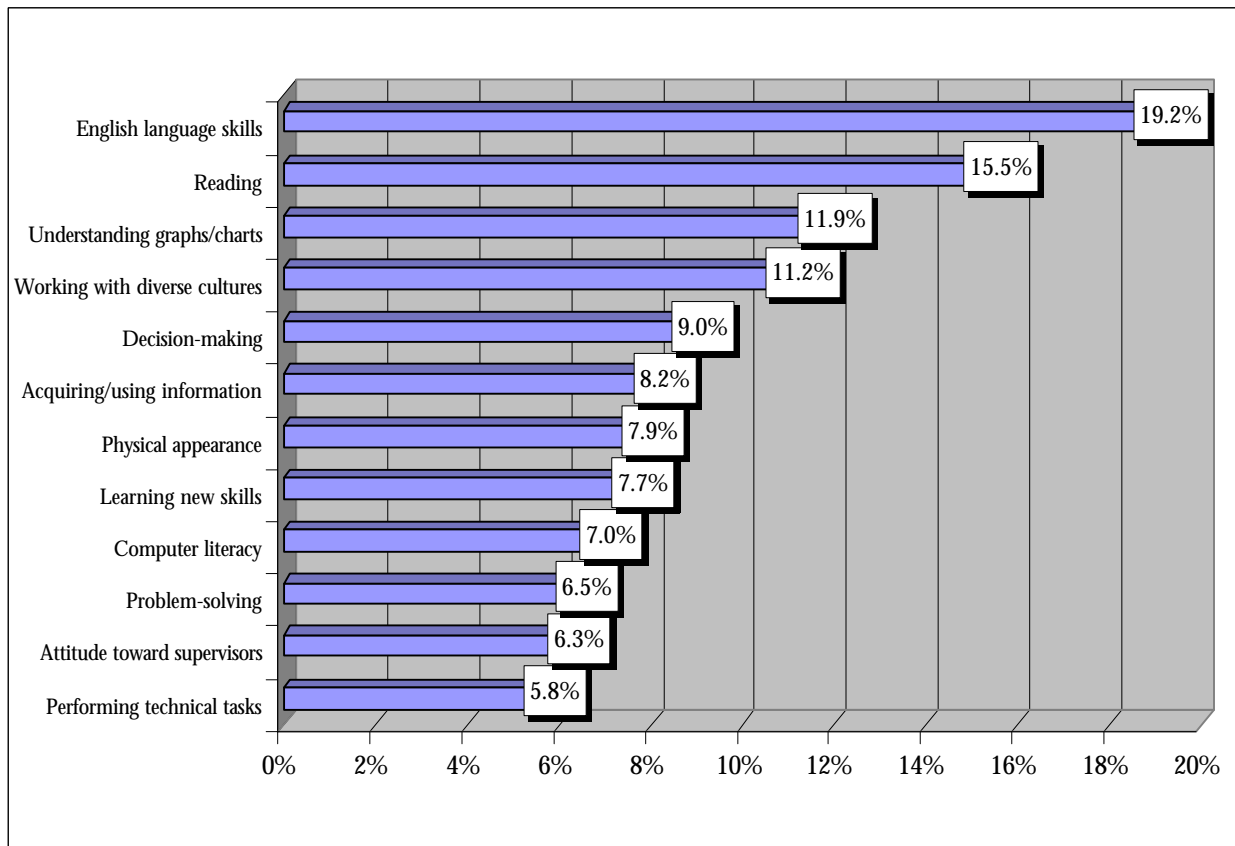
- Teamwork ability
- Leadership ability
- Acquiring/using new information
- Communication
- Learning new skills
- Decision-making

Other skills rated close behind these are:

- Listening
- Interpersonal skills
- Self-initiative
- Problem-solving
- Attitude toward supervisors
- Perseverance

There were, however, areas where employers perceived a larger increase in the training needs in five years. For instance, 15.5 percent more respondents indicated their employees in five years would have training needs in reading than current employees. The largest perceived increase was in English language skills (19.2 percent). Figure 13 shows the areas of greatest increase in training needs.

**Figure 13. Change in Training Needs Today and in 5 Years**

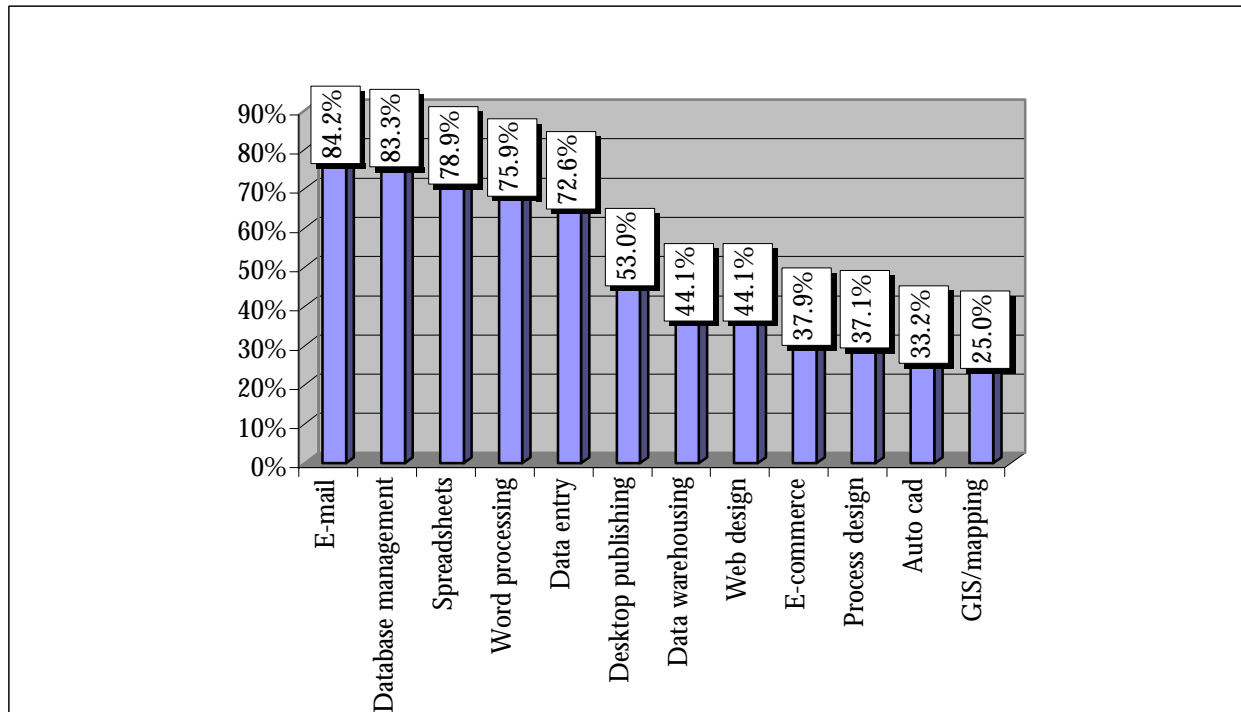


When employers were asked specifically about computer skills training needs, employers indicated whether their current workforce had from “no need” to “a great need” for training in computer skills. Table 14 and Figure 14 show the ability to use E-mail (84.2 percent) received the highest response.

**Table 14. Computer Skills Training Needs**

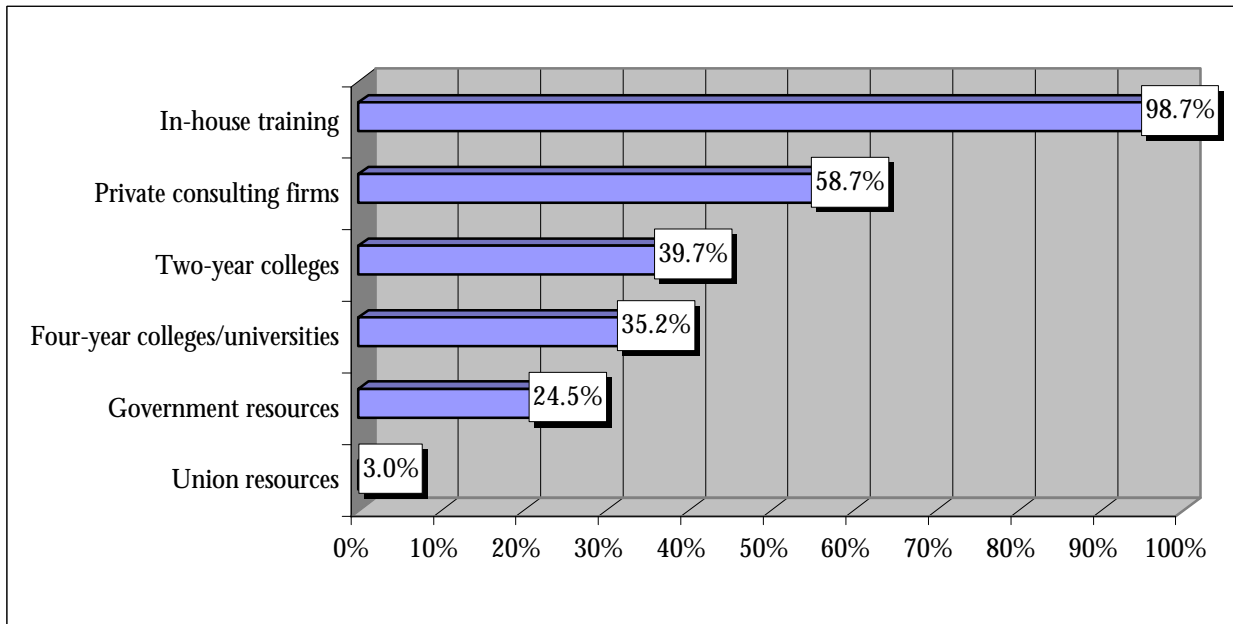
Skill	Percent rating some need to great need
E-mail	84.2%
Database management	83.3%
Spreadsheets	78.9%
Word processing	75.9%
Data entry	72.6%
Desktop publishing	53.0%
Data warehousing	44.1%
Web design	44.1%
E-commerce	37.9%
Process design	37.1%
Auto cad	33.2%
GIS/mapping	25.0%

**Figure 14. Computer Skills Training Needs**

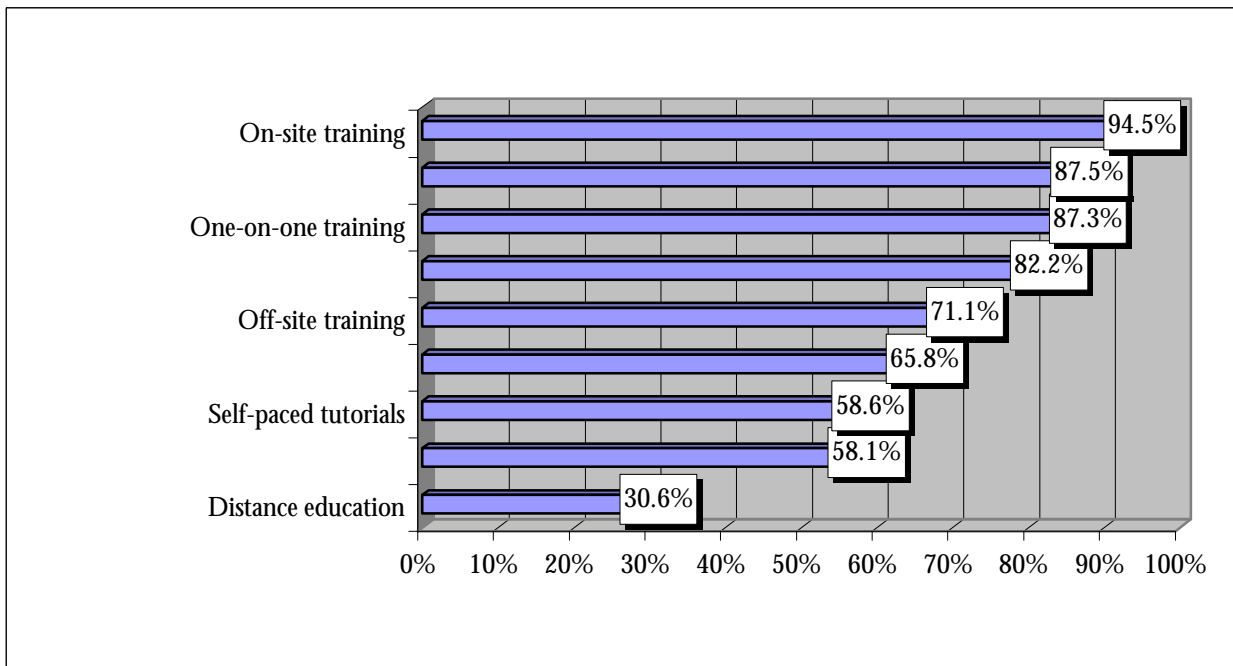


Employers were asked about the sources and methods of training they will use. Figures 15 and 16 detail their choices. These responses indicate that many employers plan to train their employees in-house and on-site. Private consulting firms and workshops, seminars or conferences were their second choices.

**Figure 15. Sources of Training**



**Figure 16. Methods of Training**



**Job and skill gaps:**

Employers were asked which skills and jobs they found difficult to fill locally. Respondents were given the option of writing in three jobs they were having difficulty filling. Following is a list of these jobs.

- Computer
- Mechanical
- Customer service
- Data entry
- Communication
- Engineering
- Machine operation
- Welders
- Sales
- Electrical
- Cashiering
- Web design
- Telephone
- Filing
- AutoCAD
- Carpentry
- Managerial/organizational
- Maintenance/electrical and mechanical
- Accounting/bookkeeping
- Database management/design

Respondents were also asked to list the top five technical or job specific skill needs in their workforce recruiting. The following list reflects the needs of local employers.

- Customer service representatives
- Sales (associates/managers)
- Administrative assistants
- Clerical workers
- Project managers
- Engineers
- Nurses (LPN and RN)
- Warehouse employees
- Welders (qualified)
- IT professionals
- Machine operators
- Maintenance/technical workers
- Production managers
- Receptionists
- Supervisors/managers
- Accountants
- Marketing
- Service technicians
- Machinists
- Systems analyst

**Type of employees hired:**

When asked about full-time/part-time status, the majority of companies (86.7 percent) employed 60–100 percent of their employees as full-time permanent workers. Only 20.6 percent had more than 20 percent of their employees as part-time permanent employees. Even smaller numbers utilized temporary, full-time employment (17.1 percent) and part-time (11.6 percent) employment for more than 20 percent of their workforce.

### III. CLUSTER GROUPS

To determine if there were any differences between the industries in needs, the respondents were grouped into clusters based on the focus of their business. For the purpose of this analysis, the responding firms were placed into mutually exclusive cluster groups based on best fit. Table 15 lists the 6 identified clusters and the types of industries included in that group. As shown in Figure 17, high growth manufacturing (77) had the highest number of respondents.

**Table 15. Cluster Groups**

Cluster	Responses
<b>Financial services</b> (banking, insurance, securities, support industries like telecommunications)	41
<b>Transportation</b> (trucking, air transport, warehousing, wholesale trade, sophisticated inventory and scheduling)	17
<b>High growth manufacturing</b> (knowledge-intensive manufacturing that is high-value-added and fast growing)	77
<b>Professional services</b> (advertising, engineering, architectural services, research and testing, accounting, management, consulting, public relations and legal)	38
<b>Innovative technology</b> (data processing and preparation, computer programming, pre-packaged software, integrated system design)	21
<b>Travel and entertainment services</b> (professional sports, shopping, eating and drinking places, cultural activities)	39

**Figure 17. Cluster Groups**

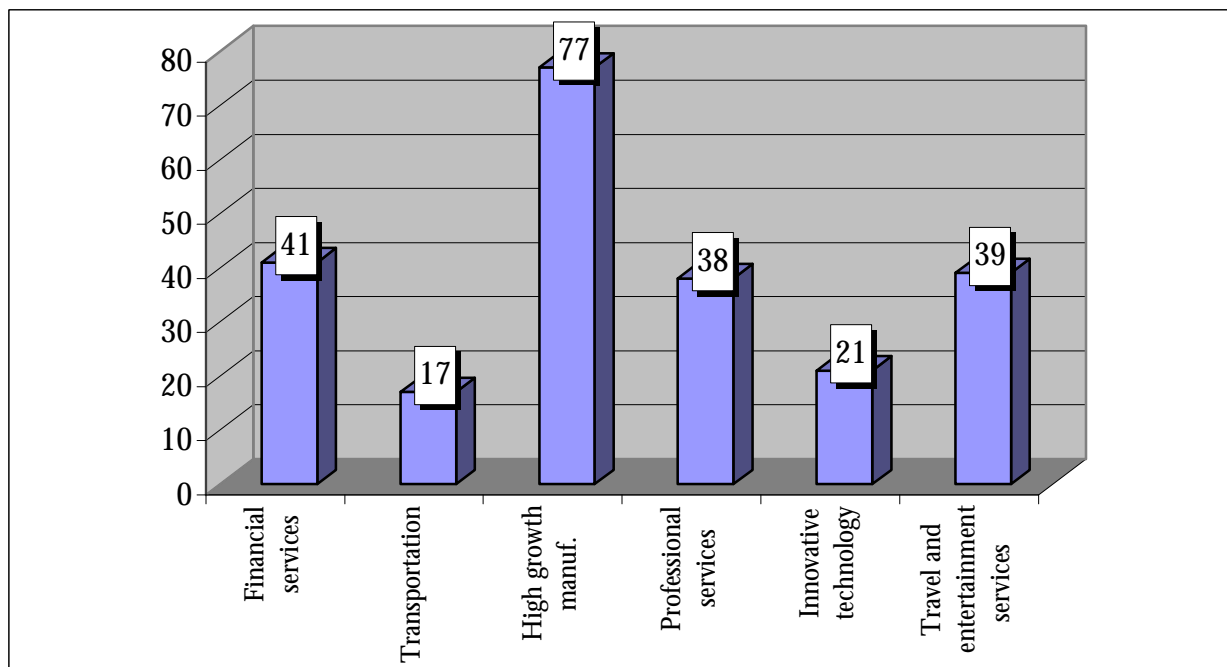


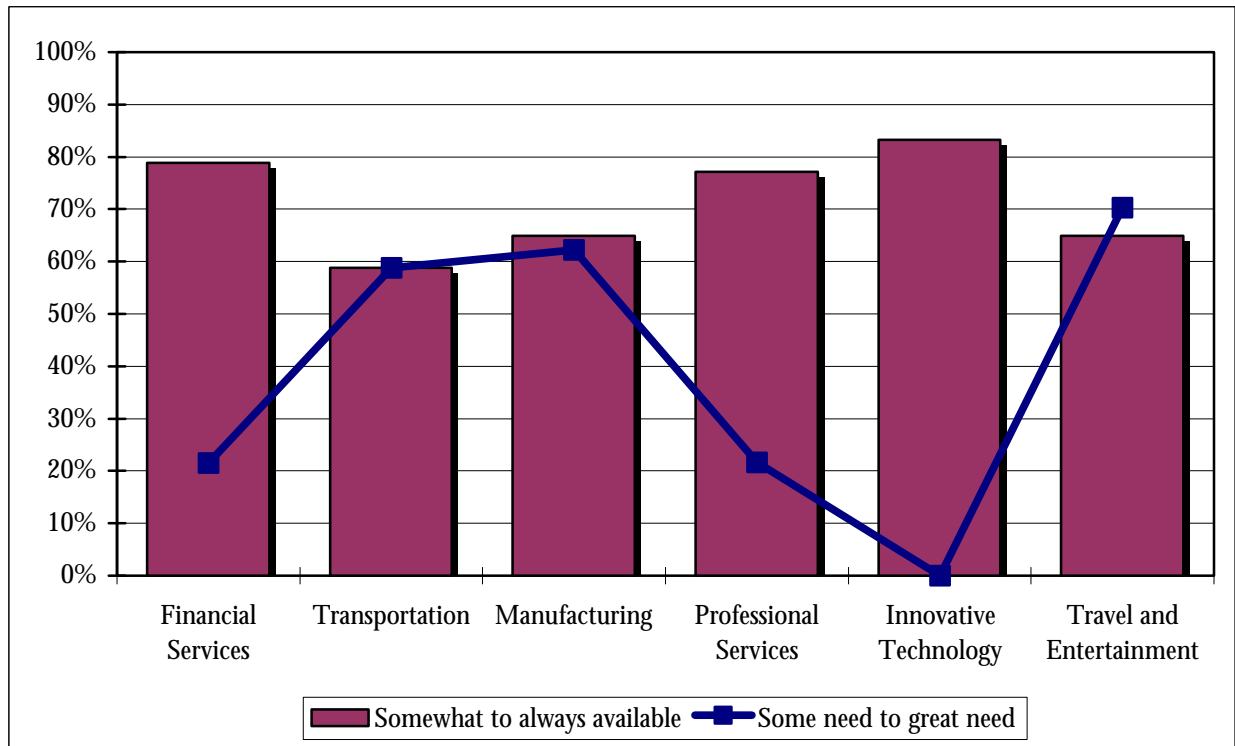
Table 16 breaks down the perceptions of availability by the cluster groups. Employers in three of the clusters (transportation, high growth manufacturing and travel\entertainment) perceived a high need for low-skilled workers. Employers in financial services, innovative technologies and professional services perceived little to no need for low-skilled workers. All six clusters perceived a high need for skilled and professional workers.

Figures 18, 19 and 20 below compare the availability to need for the three skill levels. Figure 18 shows that financial and professional services have a greater availability than need of low skilled workers, while respondents in innovative technology perceive no need at all. Figure 19 shows that all clusters have a greater need for skilled workers than there are available skilled workers. All cluster groups had a greater need than availability for professional workers with the exception of manufacturing, where need matched availability (Figure 20).

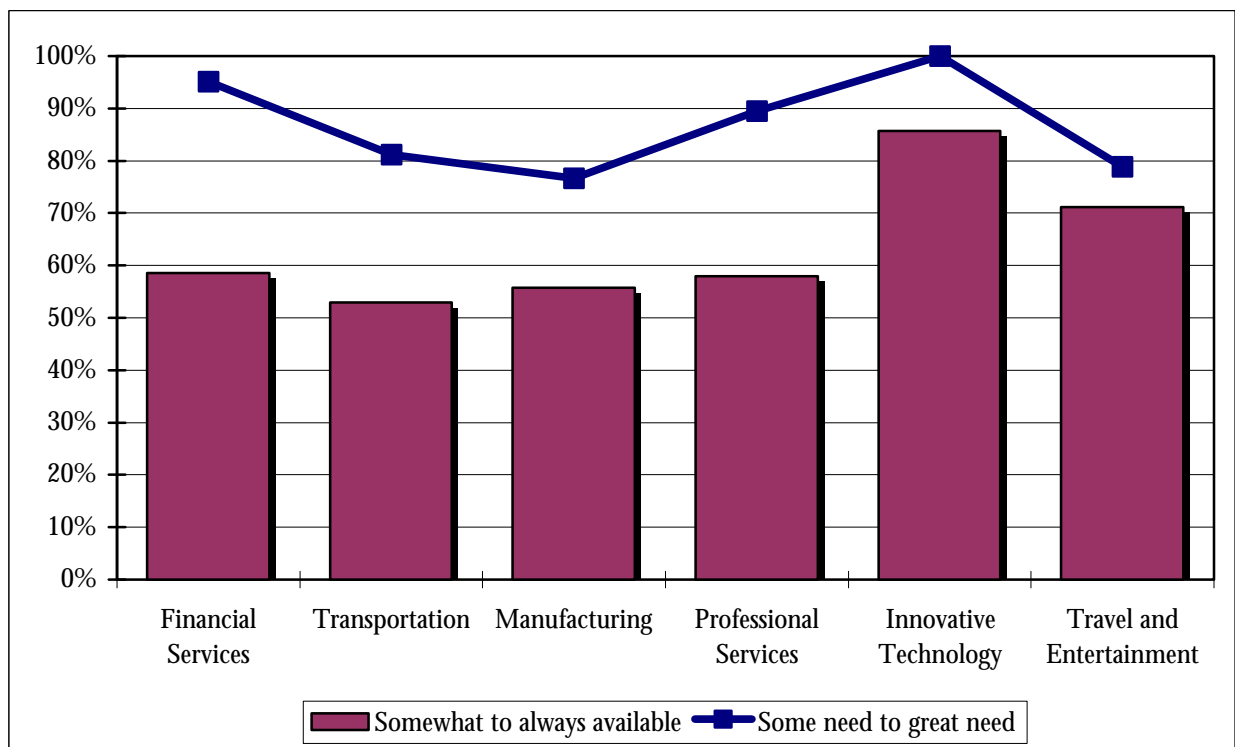
**Table 16. Perceptions of Availability of Employees and Current Need for Employees by Type and Cluster**

<b>Cluster</b>	<b>Financial services</b>	<b>Transportation</b>	<b>Manufacturing</b>	<b>Professional services</b>	<b>Innovative technology</b>	<b>Travel and entertainment</b>
Percent who considered low skilled workers to be somewhat to always available	78.9%	58.8%	64.9%	77.1%	83.3%	64.9%
Percent with some need to great need for low skilled workers	21.5%	58.8%	62.2%	21.6%	0.0%	70.3%
Percent who considered skilled workers to be somewhat to always available	58.5%	52.9%	55.8%	57.9%	85.7%	71.1%
Percent with some need to great need for skilled workers	95.1%	81.2%	76.6%	89.5%	100.0%	78.9%
Percent who considered professional workers to be somewhat to always available	73.7%	64.7%	64.5%	50.0%	76.2%	57.9%
Percent with some need to great need for professional workers	87.5%	80.0%	64.5%	78.4%	95.2%	73.7%

**Figure 18. Low-Skilled Workers Availability Compared to Need**



**Figure 19. Skilled Workers Availability Compared to Need**



**Figure 20. Professional Workers Availability Compared to Need**

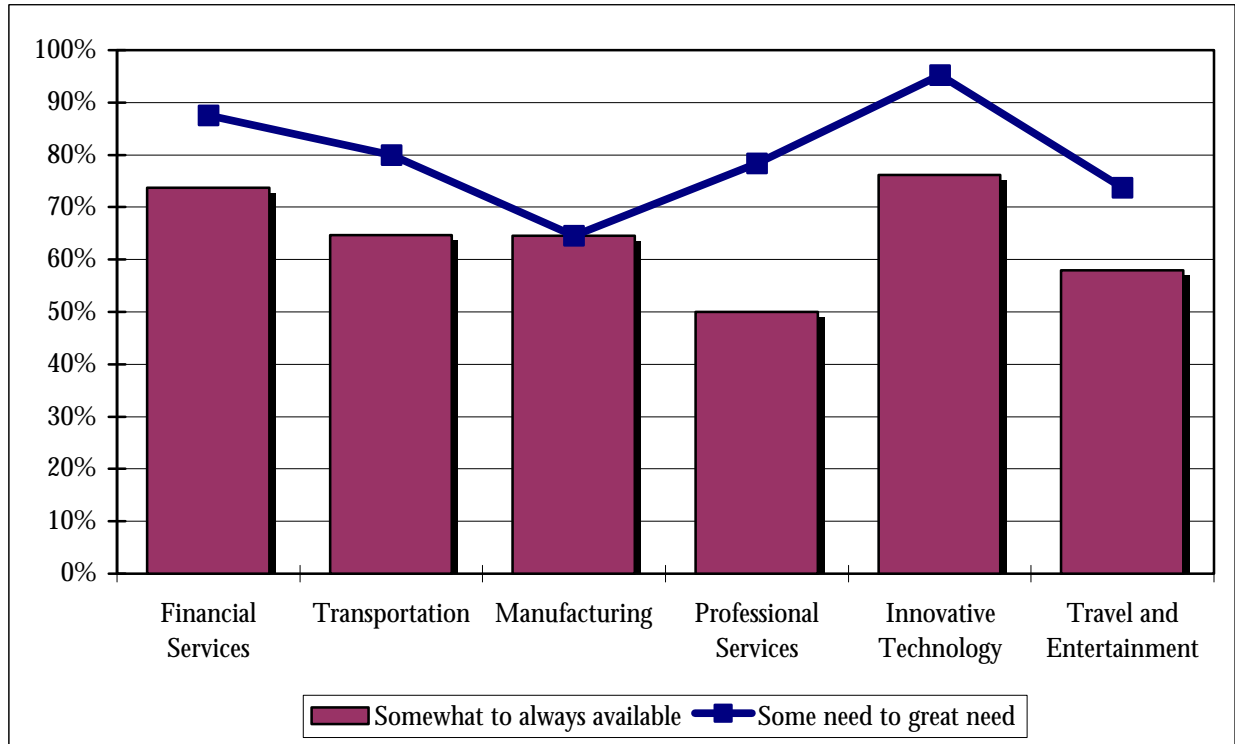


Table 17 shows the education levels needed by cluster. Again, employers in three of the clusters (transportation, high growth manufacturing and travel\entertainment) indicated that the majority of their future employees will need a high school degree or less. Employers in financial services, innovative technologies and professional services indicated that the majority of their future employees will need a four-year degree or higher.

**Table 17. Education Levels Needed by Cluster**

Cluster	Financial services	Transportation	Manufacturing	Professional services	Innovative technology	Travel and entertainment
Percent who indicated 40–100% of future employees will need a high school degree	45.9%	73.3%	65.3%	20.7%	0.0%	60.0%
Percent who indicated 40–100% of future employees will need a certificate, diploma or 2-year degree	17.2%	20.0%	11.8%	26.7%	35.3%	38.5%
Percent who indicated 40–100% of future employees will need a 4-year degree or greater	58.3%	23.1%	22.6%	75.0%	95.0%	50.0%

Table 18 lists the issues driving training needs by cluster groups. Across all six clusters, competition with other companies, changes in technology (in general and specific to the field), growth in the knowledge base in the field, and organizational structure and process change were seen as major contributors to the need for employee training. Employers in innovative technology also viewed organizational\process change and required continuing education as contributing to the need for training. Employers in transportation and high growth manufacturing perceived low skills of new hires\their current workforce as contributing to the need for training in their areas.

Issues of language and cultural diversity were ranked low by all six clusters. This response by cluster mirrors the response for the survey as a whole. It is a contrast, however, to the response for the training needs in five years. As illustrated in Figure 13, the training needs for English language skills and working with diverse cultures were both expected to increase in five years.

**Table 18. Issues Driving Training Needs by Cluster**

*Percent that indicated the following to be factor in their firms' training needs (from somewhat of a factor to a major factor)*

<b>Cluster</b>	<b>Financial services</b>	<b>Transportation</b>	<b>Manufacturing</b>	<b>Professional services</b>	<b>Innovative technology</b>	<b>Travel and entertainment</b>
Competition with other companies	90.2%	88.2%	77.9%	81.6%	90.0%	87.2%
Technology changes	82.9%	88.2%	72.7%	76.3%	95.0%	76.7%
Technology specific to the industry	82.9%	70.6%	70.1%	71.1%	73.7%	56.4%
Growth in the knowledge base in the field	75.6%	70.6%	72.7%	73.0%	85.0%	69.2%
Organizational structure and process change	72.5%	41.2%	66.2%	62.2%	70.0%	57.9%
Low skills of new hires	61.0%	76.5%	80.5%	43.2%	50.0%	84.6%
Low skills of current workforce	56.1%	82.4%	82.4%	48.6%	52.6%	69.2%
Required continuing education	48.8%	35.3%	43.4%	50.0%	60.0%	52.6%
Cultural diversity of the workforce	29.3%	52.9%	50.0%	29.7%	35.0%	47.9%
Non-English speaking employees	22.0%	35.3%	45.3%	18.9%	5.0%	45.9%

As shown in Table 19, training needs varied from cluster to cluster. Employers in financial services (cluster 1) indicated that their greatest training needs were teamwork, professionalism and self-initiative.

Employers in transportation (cluster 2) indicated their greatest need was in writing. They also indicated a need in:

- Teamwork
- Self-initiative
- Professionalism
- Phone skills
- Communication
- Listening
- Learning new skills
- Acquiring and using information
- Using time, money, materials, space and staff wisely
- Attitude toward supervisor
- Performing technical tasks

Employers in the high growth manufacturing (cluster 3) indicated their greatest need was teamwork and their greatest training needs are:

- Leadership
- Self-initiative
- Perseverance
- Communication
- Listening
- Interpersonal skills
- Attitude toward supervisor
- Acquiring and using information.

Employers in professional services (cluster 4) did not indicate high need in any area. The only item receiving 80 percent or more was performing technical tasks. Employers in innovative technologies (cluster 5) did not indicate high need in any area. The only item receiving 80 percent or more was performing teamwork.

Employers in travel and entertainment services (cluster 6) responded their two greatest training needs were communication and interpersonal skills. They indicated high training need in many areas:

- Punctuality
- Perseverance
- Teamwork
- Self-initiative
- Professionalism
- Listening
- Problem solving
- Decision making
- Learning new skills.

**Table 19. Training Needs of Current Local Workforce by Cluster**

Percent indicating a training need in their firm in the following areas (from some need to great need)

<b>Cluster</b>	<b>Financial services</b>	<b>Transportation</b>	<b>Manufacturing</b>	<b>Professional services</b>	<b>Innovative technology</b>	<b>Travel and entertainment</b>
Leadership ability	90.2%	88.2%	90.8%	78.9%	76.2%	92.3%
Teamwork ability	92.7%	94.1%	98.7%	76.3%	81.0%	94.9%
Phone skills	85.0%	94.1%	60.5%	65.8%	61.9%	81.6%
Professionalism	92.7%	94.1%	85.5%	68.4%	55.0%	94.9%
Self-initiative	92.5%	94.1%	96.1%	76.3%	57.1%	94.9%
Punctuality	85.0%	82.4%	89.6%	68.4%	47.6%	94.9%
Perseverance	90.0%	88.2%	90.8%	76.3%	45.0%	94.9%
Communication	85.4%	94.1%	93.3%	71.1%	76.7%	100.0%
Listening	87.5%	94.1%	92.0%	76.3%	61.9%	97.4%
Interpersonal skills	87.2%	88.2%	92.1%	75.7%	71.4%	100.0%
Speaking/communication	80.5%	82.4%	71.1%	64.9%	55.0%	92.3%
Problem-solving	76.9%	94.1%	89.3%	63.2%	60.0%	94.9%
Decision-making	75.6%	82.4%	86.8%	60.5%	60.0%	94.9%
Learning new skills	73.2%	94.1%	89.3%	68.4%	55.0%	97.4%
Physical appearance	78.0%	62.5%	57.3%	73.2%	33.3%	87.2%
Acquiring and using information	82.9%	94.1%	90.7%	78.9%	61.9%	87.2%
Computer literacy	82.9%	88.2%	82.7%	78.9%	57.1%	74.4%
Using time, money, materials, space and staff wisely	80.0%	94.1%	89.3%	73.7%	57.1%	92.3%
Writing	70.7%	95.1%	71.1%	60.5%	57.9%	76.9%
Attitude toward supervision	80.5%	94.1%	94.7%	68.4%	47.6%	92.1%
Working with diverse cultures and people	67.5%	70.6%	88.9%	60.5%	71.4%	84.6%
Performing technical tasks	68.3%	94.1%	88.0%	81.1%	47.1%	76.9%
English language skills	41.5%	58.8%	56.0%	50.0%	25.0%	66.7%
Reading	43.9%	64.7%	61.8%	42.1%	20.0%	53.8%
Basic arithmetic	58.5%	70.6%	77.9%	39.5%	20.0%	65.8%
Understanding graphs/charts	56.1%	47.1%	65.3%	48.6%	30.0%	56.4%

#### IV. CONCLUSIONS

The results of this survey show that employers are experiencing a high degree of competitiveness in hiring qualified workers, especially skilled workers. This is illustrated by the fact that 86.1 percent of respondents said they had some to great need for skilled workers, while 35.7 percent of respondents said that skilled workers were not available. Professional workers are also in great demand. Respondents who said they had some to great need for professional workers was 76.5 percent.

The need for low-skilled workers, however, was not nearly so great. Over half (54 percent) of respondents said they had no need for low-skilled workers and only 45.7 percent said they had some to great need. Employers also responded that low-skilled workers are somewhat to always available (69.8 percent). This is somewhat of a contrast to the Chamber Survey that was conducted in 1996 where 43.8 percent of employers indicated that low-skilled workers were very little to not at all available.<sup>5</sup>

Employers are also looking for workers with educational credentials. Only 10.6 percent of respondents said that 41 percent or more of their employees had less than a high school diploma, with only 7.2 percent expecting that to be true in five years. In contrast, 49.3 percent of respondents said that 41 percent of their employees had a high school degree and 43.1 percent said the same number of employees had a 4-year degree. More respondents (49.5 percent) expect that 41 percent or more of their employees will have a 4-year degree in the next five years. This is a similar response to the 1996 survey. In 1996, 45 percent of respondents said that 51 percent or more of their employees would need a four-year college degree in five years.

The demand for a 2-year degree is also expected to increase. In five years, 24.1 percent of employers expect 41 percent or more of their employees will have a 2-year degree, compared to 14.8 percent of employers' evaluation of their current workforce.

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<sup>5</sup> *Job Skill Needs in Charlotte-Mecklenburg*. Prepared for the Charlotte Chamber and the City of Charlotte by UNC Charlotte Urban Institute in cooperation with Central Piedmont Community College, 1996.

In response to the question about skill level, over 50 percent of employers indicated that the skill level of skilled and professional workers was higher than 10 years ago. Very few employers, however, saw an increase in skill level for low-skilled workers and recent high school graduates (7.7 percent and 20.8 percent respectively). In 1996, many employers reported that all skill levels were about equally skilled compared to five years previously. Only 11.5 percent, however, perceived low-skilled workers to be more skilled than five years previously. Respondents in 1996 were not asked about recent high school graduates.

Regarding the issue of work ethic, employers were not as optimistic. Over 60 percent of employers responded that low-skilled and recent high school graduates had a lower work ethic compared to 10 years ago. In the 1996 survey, 66.9 percent of employers also responded that low-skilled workers had a weaker work ethic than five years previously. Currently only 12.2 percent of skilled workers and 22.2 percent of professional workers were deemed to have a higher work ethic than those workers 10 years ago.

The responses to the questions on training also produced interesting results. The majority of respondents, 92.5 percent, indicated that their firm would be doing training in the next few years. Competition with other companies was deemed to be the major issue impacting training needs. Employers indicated that the primary method they would use to meet training needs was in-house training (98.7 percent). They also indicated that the important training areas currently were teamwork ability and communication. Some training areas, however, were judged to be of greater importance in five years than they are currently. The top two were English language skills and reading.

When the survey responses were analyzed by cluster groups, it was clear that there is a greater demand for skilled and professional workers than for low-skilled workers. In the area of skilled workers, all five cluster groups perceived a greater need than availability.

Employers are finding it increasingly difficult to hire qualified workers in the area's tight labor market. They are also perceiving a decrease in the skills and work ethic of their available employees. The tight labor market and the decreasing skill levels and work ethic are impacting

the need for employers to provide training for their workers in many diverse issues. In keeping with the goals of the Workforce Development Continuum of Advantage Carolina, these are the issues that need to be addressed in the quest to build a competitive, sustainable workforce.



# **APPENDIX**

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## **SURVEY QUESTIONNAIRE**



**ADVANTAGE CAROLINA**  
**Workforce Continuum Survey**

Please complete the following 23 questions in regard to the recruiting, retaining and training of your current and future workforce. Please fill in the circle of your choice completely by using a number 2 pencil.

1. Please indicate how available you think the following types of employees are for hire within the Charlotte market (using a 1 to 5 point scale, where a 1 means “not at all available” and a 5 means “always available”).

	<u>Not at all</u> <u>available</u>		<u>Somewhat</u> <u>available</u>		<u>Always</u> <u>available</u>
Low-skilled (e.g. laborers, dishwashers)	O1	O2	O3	O4	O5
Skilled (e.g. clerical staff, computer technicians)	O1	O2	O3	O4	O5
Professional (e.g. managers, nurses)	O1	O2	O3	O4	O5

2. When considering the employees your firm needs to hire currently, how great is your need in the following areas?

	<u>No need</u>		<u>Some need</u>		<u>Great need</u>
Low-skilled (e.g. laborers, dishwashers)	O1	O2	O3	O4	O5
Skilled (e.g. clerical staff, computer technicians)	O1	O2	O3	O4	O5
Professional (e.g. managers, nurses)	O1	O2	O3	O4	O5

3. Thinking about the employees your firm has hired locally within the past 6 months, please indicate the highest completed education level (by percent) of these new hires (on a scale of 1 to 5 with 1 being “0-20%” and a 5 being “81-100%”). The sum of your responses should equal 100% of new hires.

	1 <u>0-20%</u>	2 <u>21-40%</u>	3 <u>41-60%</u>	4 <u>61-80%</u>	5 <u>81-100%</u>
Less than high school degree	O1	O2	O3	O4	O5
High school graduate/GED	O1	O2	O3	O4	O5
Certificate or diploma (short-term training, e.g. truck driving, cosmetology, welding)	O1	O2	O3	O4	O5
Two-year college/associate degree	O1	O2	O3	O4	O5
Four-year college degree	O1	O2	O3	O4	O5
Post-baccalaureate degree	O1	O2	O3	O4	O5

4. **Thinking about the employees your firm is likely to hire *locally within the next five years*, please indicate the highest completed education level (by percent) future new hires will need to have (on a scale of 1 to 5 with 1 being “0-20%” and a 5 being “81-100%”). The sum of your responses should equal 100%.**

	1	2	3	4	5
	<i>0-20%</i>	<i>21-40%</i>	<i>41-60%</i>	<i>61-80%</i>	<i>81-100%</i>
Less than high school degree	O1	O2	O3	O4	O5
High school graduate/GED	O1	O2	O3	O4	O5
Certificate or diploma (short-term training, e.g. truck driving, cosmetology, welding)	O1	O2	O3	O4	O5
Two-year college/associate degree	O1	O2	O3	O4	O5
Four-year college degree	O1	O2	O3	O4	O5
Post-baccalaureate degree	O1	O2	O3	O4	O5

5. **When evaluating a typical prospective employee, please indicate how important each of the following factors are in making a hiring decision (using a 1 to 5 point scale, where a 1 means “not at all important” and a 5 means “very important”).**

	<i>Not at all important</i>	<i>Somewhat important</i>	<i>Very important</i>		
Previous work experience	O1	O2	O3	O4	O5
Entry-level wage expectations	O1	O2	O3	O4	O5
Recommendations from previous employers	O1	O2	O3	O4	O5
Recommendations from other employees	O1	O2	O3	O4	O5
Scores on tests from interview	O1	O2	O3	O4	O5
Demonstrated skills	O1	O2	O3	O4	O5
Longevity with previous employers	O1	O2	O3	O4	O5
Years of completed schooling	O1	O2	O3	O4	O5
Grades earned in school	O1	O2	O3	O4	O5
Professional/technical certification	O1	O2	O3	O4	O5
Communication skills	O1	O2	O3	O4	O5
Attitude and demeanor	O1	O2	O3	O4	O5
Appearance/dress/grooming	O1	O2	O3	O4	O5
Military experience	O1	O2	O3	O4	O5

6. Please indicate how the skills of individuals hired by your firm locally in the past 6 months compare to the new hires of 10 years ago (using a 1 to 5 point scale, where a 1 means “much less skilled” and a 5 means “much more skilled”).

	<i>Much less skilled</i>		<i>About the same</i>		<i>Much more skilled</i>
	O1	O2	O3	O4	O5
Low-skilled (e.g. laborers, dishwashers)	O1	O2	O3	O4	O5
Skilled (e.g. clerical staff, computer technicians)	O1	O2	O3	O4	O5
Professional (e.g. managers, nurses)	O1	O2	O3	O4	O5
Recent, local high school graduates	O1	O2	O3	O4	O5

7. Please indicate how the work ethic of individuals hired by your firm locally in the past 6 months compares to the new hires of 10 years ago (using a 1 to 5 point scale, where a 1 means “much weaker” and a 5 means “much stronger”).

	<i>Much weaker</i>		<i>About the same</i>		<i>Much stronger</i>
	O1	O2	O3	O4	O5
Low-skilled (e.g. laborers, dishwashers)	O1	O2	O3	O4	O5
Skilled (e.g. clerical staff, computer technicians)	O1	O2	O3	O4	O5
Professional (e.g. managers, nurses)	O1	O2	O3	O4	O5
Recent, local high school graduates	O1	O2	O3	O4	O5

8. Considering how competitive the current local labor market is, please indicate the extent to which your company is doing the following.

	<i>Not at all</i>		<i>Somewhat</i>		<i>A great deal</i>
	O1	O2	O3	O4	O5
Using creative recruiting practices	O1	O2	O3	O4	O5
Hiring lower skilled employees	O1	O2	O3	O4	O5
Hiring English-as-a-second-language employees	O1	O2	O3	O4	O5
Doing more training once employees are hired	O1	O2	O3	O4	O5
Leaving jobs unfilled	O1	O2	O3	O4	O5
Advertising in different regions of the country	O1	O2	O3	O4	O5
Using co-ops and internships	O1	O2	O3	O4	O5

**9. Considering employee expectations, please indicate if the following are obstacles for your firm in recruiting and retaining qualified employees.**

	<i>Not an obstacle</i>		<i>Somewhat of an obstacle</i>		<i>A great obstacle</i>
	O1	O2	O3	O4	O5
Lack of transportation	O1	O2	O3	O4	O5
Lack of affordable child care	O1	O2	O3	O4	O5
Lack of affordable housing	O1	O2	O3	O4	O5
Commuting time and distance	O1	O2	O3	O4	O5
Entry wage expectations	O1	O2	O3	O4	O5
Competitive wages from other companies	O1	O2	O3	O4	O5

**10. To what extent do you use the following to recruit and retain qualified employees?**

	<i>Not at all used</i>		<i>Somewhat used</i>		<i>Used a great deal</i>
	O1	O2	O3	O4	O5
Flextime	O1	O2	O3	O4	O5
Telecommuting/working from home	O1	O2	O3	O4	O5
Casual dress codes	O1	O2	O3	O4	O5
Concierge services	O1	O2	O3	O4	O5
Child care subsidies	O1	O2	O3	O4	O5
In-house day care	O1	O2	O3	O4	O5
Incentives or signing bonuses	O1	O2	O3	O4	O5
Vacation packages	O1	O2	O3	O4	O5
Free parking	O1	O2	O3	O4	O5
Job sharing	O1	O2	O3	O4	O5
Free lunches	O1	O2	O3	O4	O5
Recognition programs	O1	O2	O3	O4	O5
Tuition reimbursement	O1	O2	O3	O4	O5

**11. Please indicate to what extent the following issues are impacting the training needs of your company's local workforce (using a 1 to 5 point scale, where a 1 means "not at all a factor" and a 5 means "a major factor").**

	<i>Not at all a factor</i>		<i>Somewhat of a factor</i>		<i>A major factor</i>
	O1	O2	O3	O4	O5
Low skills of new hires	O1	O2	O3	O4	O5
Low skills of current workforce	O1	O2	O3	O4	O5
Technology changes	O1	O2	O3	O4	O5
Required continuing education	O1	O2	O3	O4	O5
Competition with other companies	O1	O2	O3	O4	O5
Organizational structure & process change	O1	O2	O3	O4	O5
Non-English speaking employees	O1	O2	O3	O4	O5
Cultural diversity of workforce	O1	O2	O3	O4	O5
Technology specific to industry	O1	O2	O3	O4	O5
Growth in knowledge base in field	O1	O2	O3	O4	O5

12. Considering your firm's *current local workforce*, please indicate the degree of training needed in the following areas (using a 1 to 5 point scale, where a 1 means "no need" and a 5 means "great need").

	<i>No need</i>	<i>Some need</i>	<i>Great need</i>		
<b>Basic Skills</b>					
English language skills	O1	O2	O3	O4	O5
Reading	O1	O2	O3	O4	O5
Speaking/communication	O1	O2	O3	O4	O5
Writing	O1	O2	O3	O4	O5
Basic arithmetic	O1	O2	O3	O4	O5
<b>Thinking Skills</b>					
Problem-solving	O1	O2	O3	O4	O5
Decision-making	O1	O2	O3	O4	O5
Learning new skills	O1	O2	O3	O4	O5
Understanding graphs/charts	O1	O2	O3	O4	O5
<b>Work Ethic</b>					
Attitude toward supervision	O1	O2	O3	O4	O5
Self-initiative	O1	O2	O3	O4	O5
Punctuality	O1	O2	O3	O4	O5
Perseverance	O1	O2	O3	O4	O5
<b>Social Skills</b>					
Communication	O1	O2	O3	O4	O5
Listening	O1	O2	O3	O4	O5
Interpersonal skills	O1	O2	O3	O4	O5
Working with diverse cultures and people	O1	O2	O3	O4	O5
Leadership ability	O1	O2	O3	O4	O5
Teamwork ability	O1	O2	O3	O4	O5
Phone skills	O1	O2	O3	O4	O5
Professionalism	O1	O2	O3	O4	O5
Physical appearance	O1	O2	O3	O4	O5
<b>Workplace Competencies</b>					
Acquiring and using information	O1	O2	O3	O4	O5
Computer literacy	O1	O2	O3	O4	O5
Using time, money, materials, space and staff wisely	O1	O2	O3	O4	O5
Performing technical tasks	O1	O2	O3	O4	O5

13. Considering your firm's local workforce 5 years from now, please indicate the anticipated training need for the following areas (using a 1 to 5 point scale, where a 1 means "no need" and a 5 means "great need").

	<i>No need</i>	<i>Some need</i>	<i>Great need</i>		
<b>Basic Skills</b>					
English language skills	O1	O2	O3	O4	O5
Reading	O1	O2	O3	O4	O5
Speaking/communication	O1	O2	O3	O4	O5
Writing	O1	O2	O3	O4	O5
Basic arithmetic	O1	O2	O3	O4	O5
<b>Thinking Skills</b>					
Problem-solving	O1	O2	O3	O4	O5
Decision-making	O1	O2	O3	O4	O5
Learning new skills	O1	O2	O3	O4	O5
Understanding graphs/charts	O1	O2	O3	O4	O5
<b>Work Ethic</b>					
Attitude toward supervision	O1	O2	O3	O4	O5
Self-initiative	O1	O2	O3	O4	O5
Punctuality	O1	O2	O3	O4	O5
Perseverance	O1	O2	O3	O4	O5
<b>Social Skills</b>					
Communication	O1	O2	O3	O4	O5
Listening	O1	O2	O3	O4	O5
Interpersonal skills	O1	O2	O3	O4	O5
Working with diverse cultures and people	O1	O2	O3	O4	O5
Leadership ability	O1	O2	O3	O4	O5
Teamwork ability	O1	O2	O3	O4	O5
Phone skills	O1	O2	O3	O4	O5
Professionalism	O1	O2	O3	O4	O5
Physical appearance	O1	O2	O3	O4	O5
<b>Workplace Competencies</b>					
Acquiring and using information	O1	O2	O3	O4	O5
Computer literacy	O1	O2	O3	O4	O5
Using time, money, materials, space and staff wisely	O1	O2	O3	O4	O5
Performing technical tasks	O1	O2	O3	O4	O5

14. Will your firm do any training in the next few years?

Yes  No

- 15. If you indicated “yes” on question 14, to what extent do you anticipate your company using the following sources for training in the next few years? If you answered “no”, please leave blank and skip to question 17.**

	<i>Not at all</i>		<i>To some extent</i>		<i>To a major extent</i>
In-house training	O1	O2	O3	O4	O5
Two-year colleges	O1	O2	O3	O4	O5
Four-year colleges/universities	O1	O2	O3	O4	O5
Private/consulting firm	O1	O2	O3	O4	O5
Government resources	O1	O2	O3	O4	O5
Union resources	O1	O2	O3	O4	O5

- 16. If you indicated “yes” on question 14, to what extent do you anticipate your company using the following types of training? If you answered “no”, please leave blank and skip to question 17.**

	<i>Not at all</i>		<i>To some extent</i>		<i>To a major extent</i>
Traditional class-room style training	O1	O2	O3	O4	O5
One-on-one training	O1	O2	O3	O4	O5
Off-site training	O1	O2	O3	O4	O5
On-site training	O1	O2	O3	O4	O5
Self-paced tutorials	O1	O2	O3	O4	O5
Internet or on-line training	O1	O2	O3	O4	O5
Distance education	O1	O2	O3	O4	O5
Workshops/seminars/conferences	O1	O2	O3	O4	O5
Bringing in outside experts	O1	O2	O3	O4	O5

- 17. What computer skills or competencies do your employees need?**

	<i>No need</i>		<i>Some need</i>		<i>Great need</i>
Database management	O1	O2	O3	O4	O5
Data entry	O1	O2	O3	O4	O5
Word processing	O1	O2	O3	O4	O5
Spreadsheets	O1	O2	O3	O4	O5
Desktop publishing	O1	O2	O3	O4	O5
GIS/mapping	O1	O2	O3	O4	O5
AutoCad	O1	O2	O3	O4	O5
E-mail	O1	O2	O3	O4	O5
E-commerce process design	O1	O2	O3	O4	O5
Web design	O1	O2	O3	O4	O5
Data warehousing	O1	O2	O3	O4	O5

**18. Indicate the focus of your local business (check all that apply).**

- |   |  |
|---|--|
| <input type="checkbox"/> Travel/Entertainment         | <input type="checkbox"/> Health Services           |
| <input type="checkbox"/> Retail                       | <input type="checkbox"/> Hospital Services         |
| <input type="checkbox"/> Professional Services        | <input type="checkbox"/> Government/Public Service |
| <input type="checkbox"/> Advertising/Public Relations | <input type="checkbox"/> Public Utilities          |
| <input type="checkbox"/> IT/Computers/Software        | <input type="checkbox"/> Education                 |
| <input type="checkbox"/> Communication Technology     | <input type="checkbox"/> Construction              |
| <input type="checkbox"/> Transportation/Distribution  | <input type="checkbox"/> Manufacturing             |
| <input type="checkbox"/> Wholesale                    | <input type="checkbox"/> Agriculture               |
| <input type="checkbox"/> Financial Services           | <input type="checkbox"/> Real Estate               |
| <input type="checkbox"/> Insurance                    | <input type="checkbox"/> Other                     |

**19. How many individuals are employed by your company locally?**

- 1 – 24 employees
- 25 – 99 employees
- 100 – 499 employees
- 500 – 999 employees
- 1,000 – 4,999 employees
- 5,000 or more employees

**20. Thinking about your firm’s local workforce employed annually, please indicate what percentage of your workforce’s total compensation is associated with full-time, part-time or temporary/contract employees (on a scale of 1 to 5 with 1 being “0-20%” and a 5 being “81-100%”). These percentages should add to 100%.**

	1	2	3	4	5
	<i>0-20%</i>	<i>21-40%</i>	<i>41-60%</i>	<i>61-80%</i>	<i>81-100%</i>
Permanent full-time	O1	O2	O3	O4	O5
Permanent part-time	O1	O2	O3	O4	O5
Temporary full-time	O1	O2	O3	O4	O5
Temporary part-time	O1	O2	O3	O4	O5

**21. What is your company’s zip code?**

22. What are the top three jobs that your company is having difficulty filling locally?

\_\_\_\_\_

23. List the top five technical/job specific skills needs in your workforce recruiting (e.g. filing, computer skills, cashiering, carpentry, sewing machine operation, electrical wiring).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please share with us any comments you may have about the workforce skills of your employees.

\_\_\_\_\_  
\_\_\_\_\_

Please share with us any comments you may have about the training needs of your company.

\_\_\_\_\_  
\_\_\_\_\_

**OPTIONAL:**

If you are interested in future communication about these issues, please indicate the following:

Name \_\_\_\_\_

Company Name \_\_\_\_\_

Company FAX Number \_\_\_\_\_

Company Phone Number \_\_\_\_\_

Email Address \_\_\_\_\_

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