



Fargo-Moorhead Market Area Employer Survey: 1999

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Forward

This report is part of a larger labor force study sponsored by the Fargo-Cass County Economic Development Corporation, Moorhead Economic Development Authority and the Valley City-Barnes County Economic Development Corporation through the cooperation of a locally driven regional Labor Availability Council. An important goal of the Council and the economic development organizations involved in the study is to identify key information regarding labor issues for the growth and development of the area. The other components of the study include a) an analysis of the migration patterns in the area; b) an underemployment survey of the residents in the area; and c) an opinion survey of area college students (tomorrow's workforce).

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Executive Summary

Introduction

- ? The purpose of this project was to provide information regarding employers' attitudes and perceptions of labor issues concerning the growth and development of the Fargo-Moorhead metropolitan area.

Survey Results

- ? Nearly 29 percent of respondents indicated their organization has more than 75 full-time employees on their work force.
- ? More than one-fourth of respondents said their employees commute more than 30 miles to work.
- ? Respondents rated the overall quality of their organizations' employees above average.
- ? Respondents rated professional staff highest in creative thinking, problem solving, and decision making skills. Entry level staff were ranked highest in computing, problem solving and creative thinking.
- ? Respondents indicated integrity/honesty was the highest value among both the professional and entry level staff.
- ? Respondents rated professional staff lowest in relationship building and entry level employees lowest in self-management.
- ? Approximately 37 percent of organizations experienced more than a 10 percent employee turnover in the past year. Nearly 14 percent experienced no employee turnover.
- ? The majority of respondents indicated the most important reasons for high employee turnover were the changing skills of workers and wage/salary.
- ? More than 51 percent of respondents said there are few qualified candidates with the appropriate amount of experience to fill a job opening.
- ? The most important reason why employers are experiencing trouble finding qualified employees is because of the technical skills of the applicants.
- ? Respondents indicated that work experience in the technical/professional and information technology fields was more essential than in the clerical and production fields.
- ? More than one-third of respondents said their organizations' labor demands were changing.
- ? More than 43 percent of respondents indicated that more than half of their staff received some form of formal skills training that was either recommended or required by their

organization.

- ? Nearly 81 percent of respondents said their organization does not have a cooperative training arrangement with local colleges and universities.
- ? Of those employers whose organization does not have a cooperative arrangement, 55.4 percent indicated some interest in exploring such an arrangement.

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Introduction

F-M Labor Force Analysis: 1999

Study Objectives

The major objective of this study was to identify key labor issues pertaining to the growth and development of the Fargo-Moorhead metropolitan area and surrounding counties. Specifically, the study focused on exploring employers' attitudes regarding their current and future workforce. The goal of the study was threefold. First, it was designed as a tool to assist in profiling the quality and characteristics of the current workforce through the eyes of the employer. Second, it was conducted to assess the future labor force needs of employers. Finally, it served as an important feedback mechanism in order to determine what questions should be asked on a follow-up labor force survey. An item of particular concern to employers is training and skill levels of the work force. Thus, the survey was used to assess what information should be collected from potential employees regarding their training and skill sets that would best assist employers in understanding the prevailing labor market.

Methodology

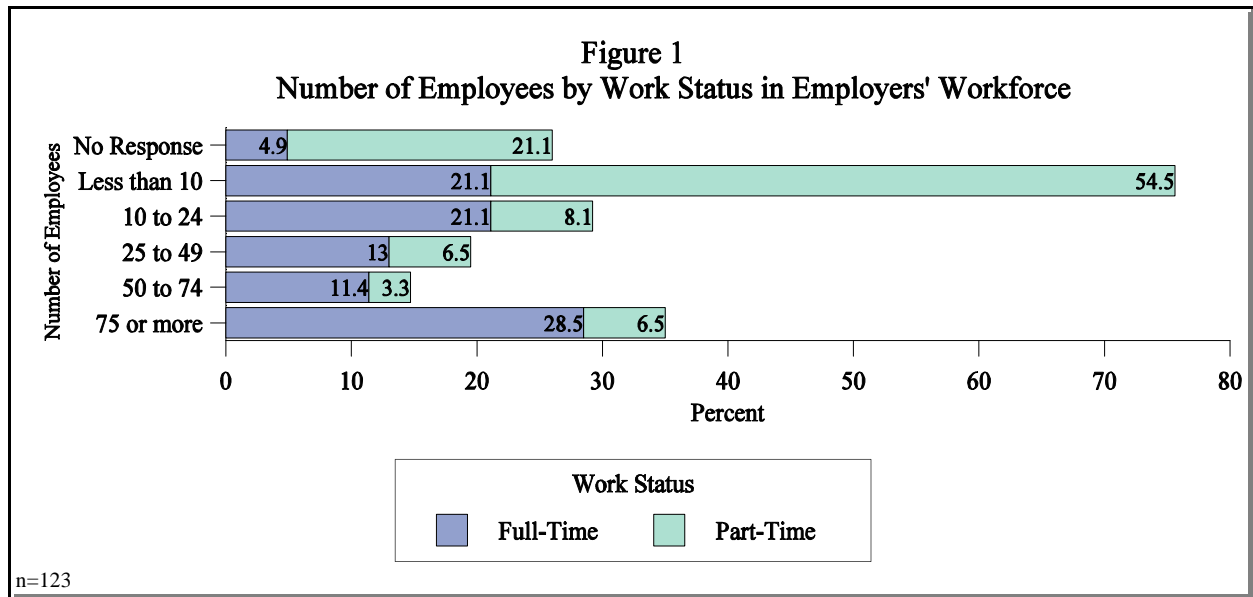
This study was conducted in three parts. The first phase was the design and development of the survey instrument. This was accomplished through the combined efforts of three different economic development agencies serving the market area along with staff from North Dakota Job Services. Drafts of the survey were discussed with the Labor Availability Council for their recommendations and comments. Second, a sampling frame of businesses was developed through contacts with the three economic development agencies. A list of 354 major companies serving the area was generated. Each of the three economic development agencies sent letters to the companies on the list that they served introducing the study, explaining its purpose and benefits, and outlining the study's timetable. The letter also noted that the survey instrument would be sent the following week and requested their assistance in filling out the survey and returning it for analysis. If they felt another person within the company was better suited to fill out the survey, the letter requested them to forward it to that person or indicate where the survey should be sent. Completed surveys were returned directly to the North Dakota State Data Center for analysis. The final phase was the actual analysis and drafting of this report. A total of 133 surveys were returned for a response rate of 38 percent.

The survey was organized into three parts. The first section addressed issues regarding the current workforce. Questions were asked pertaining to the number employees hired, employee qualities, skills, values, issues regarding turnover, and barriers to filling positions. The second section focused on the future labor force needs of companies. In this section, questions were asked regarding the numbers of hires expected in the short term, type of education and experience desired among new hires, and skill sets most useful in identifying desirable candidates. The final section centered on questions regarding professional skills training.

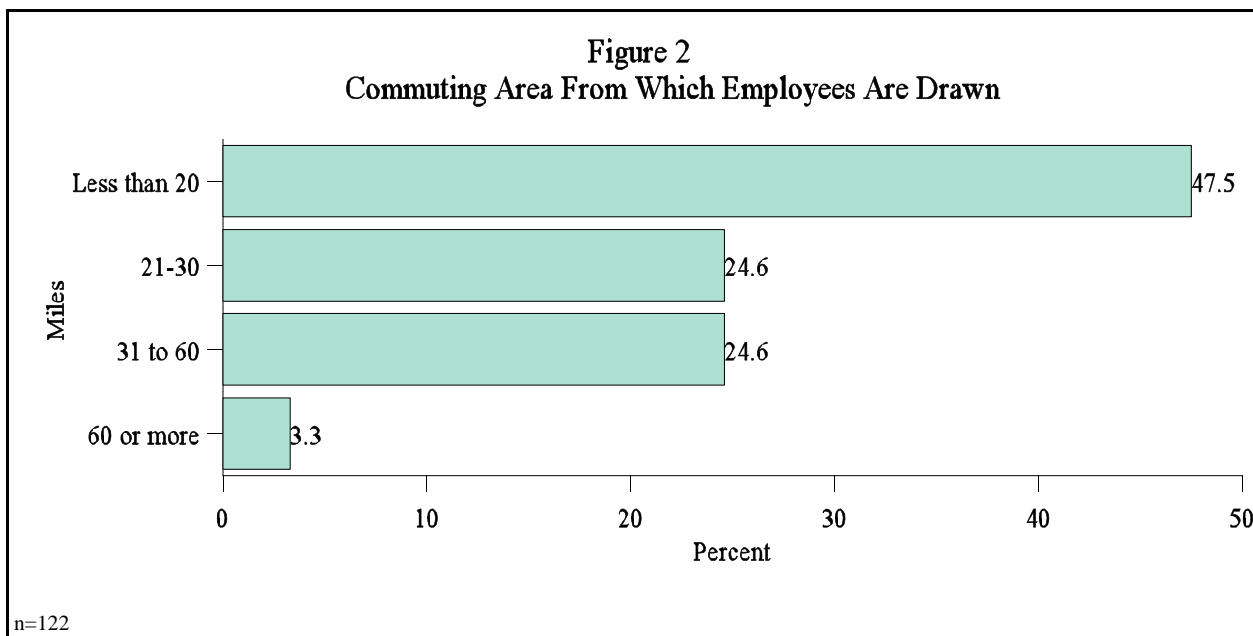
Survey Results

CURRENT WORKFORCE

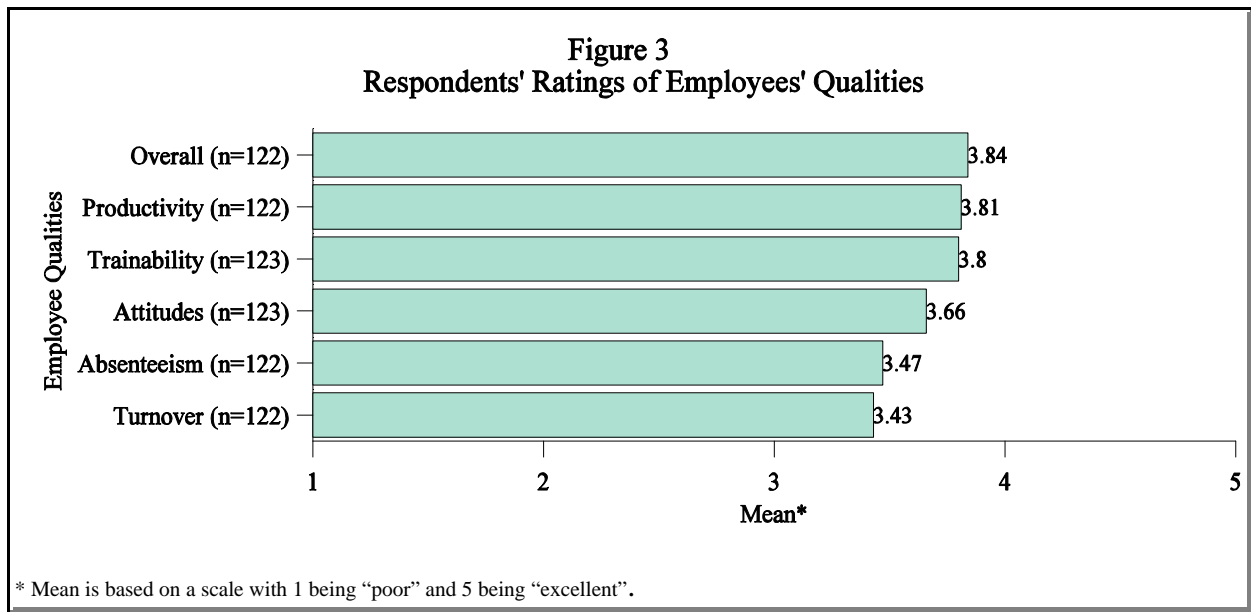
- ? Of the employers who responded, 28.5 percent indicated they had 75 or more full-time employees (Figure 1 - Appendix Table 1). In contrast, more than one-half said they had fewer than 10 part-time employees.



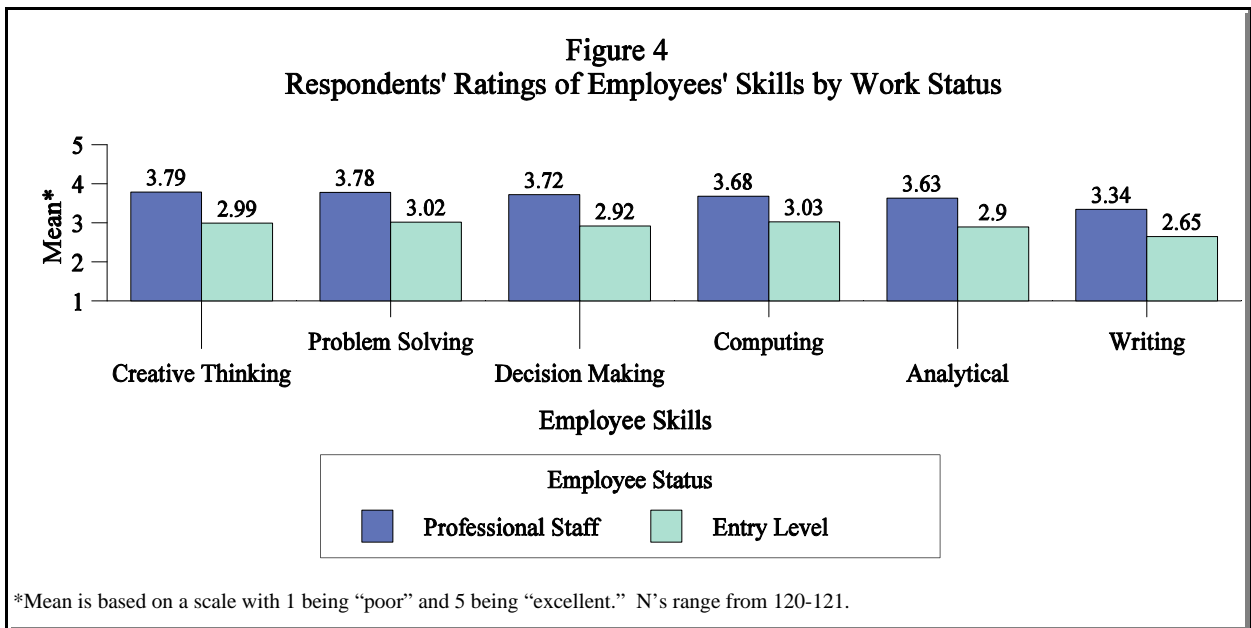
- ? Nearly one-half of respondents said their employees commute less than 20 miles to work (Figure 2 - Appendix Table 2). Proportions were equal for respondents who indicated their employees commute between 21 and 30 miles, and 31 to 60 miles to work (24.6 percent each).



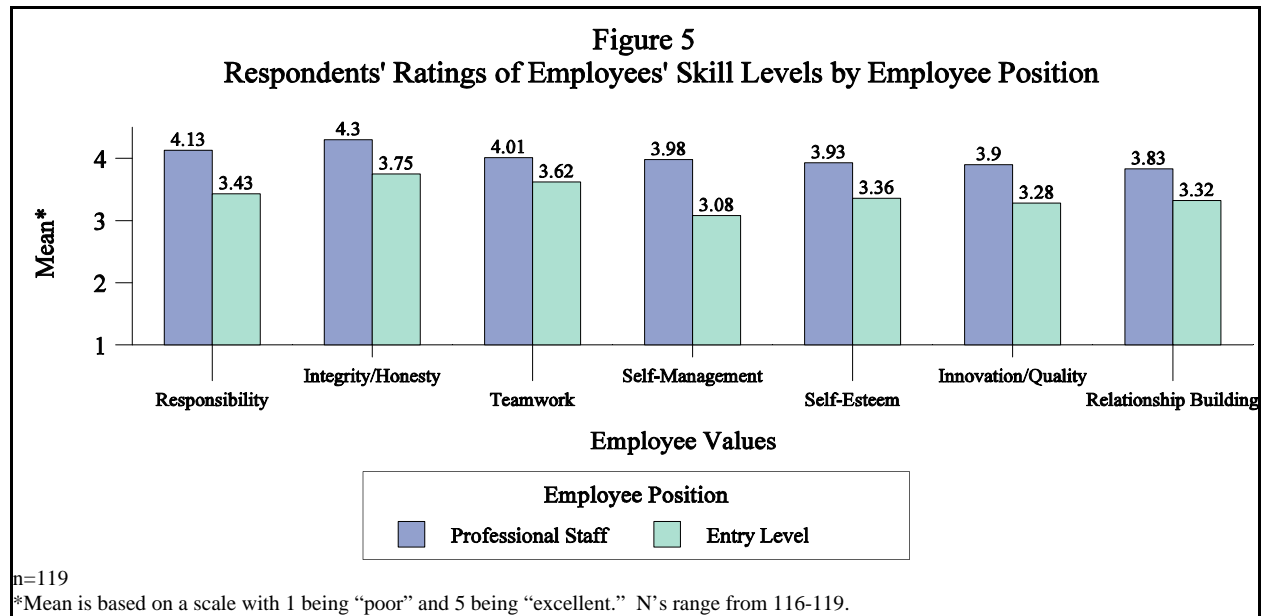
? Respondents ranked employees highest in the areas of overall quality, productivity, and trainability (Figure 3 - Appendix Table 3).



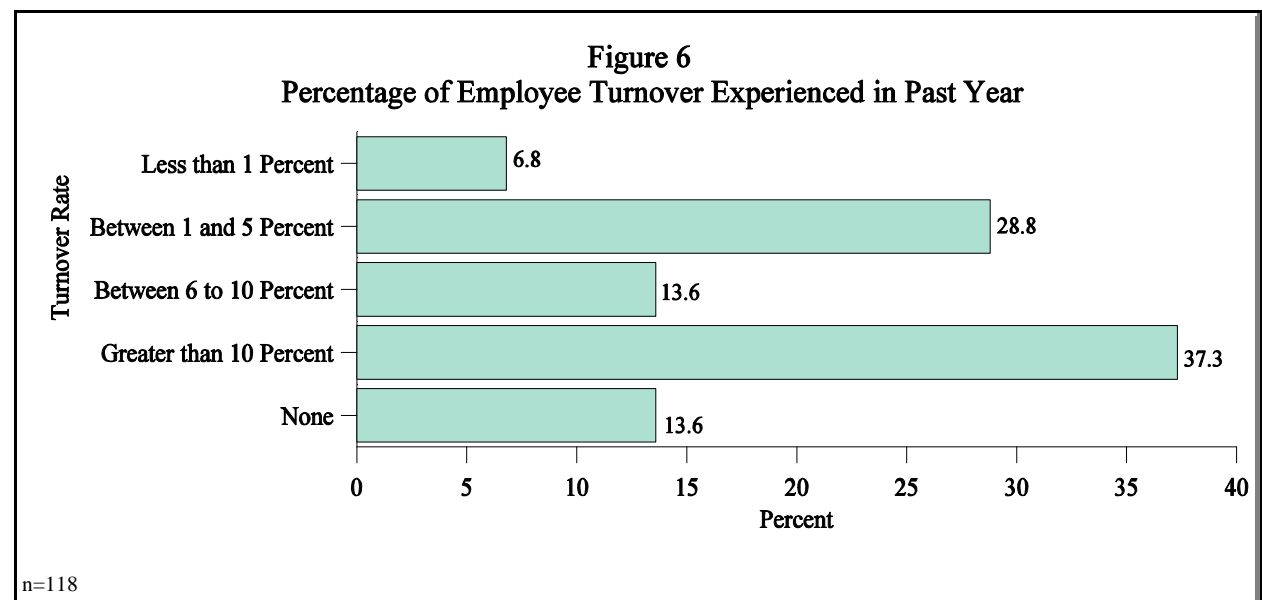
? Respondents rated professional staff highest in creative thinking, problem solving, and decision making skills (Figure 4 - Appendix Tables 4 & 5). Entry level staff were ranked highest in computing, problem solving, and creative thinking. The most apparent difference in skill level between professionals and entry level staff occurred in creative thinking and decision making skills.



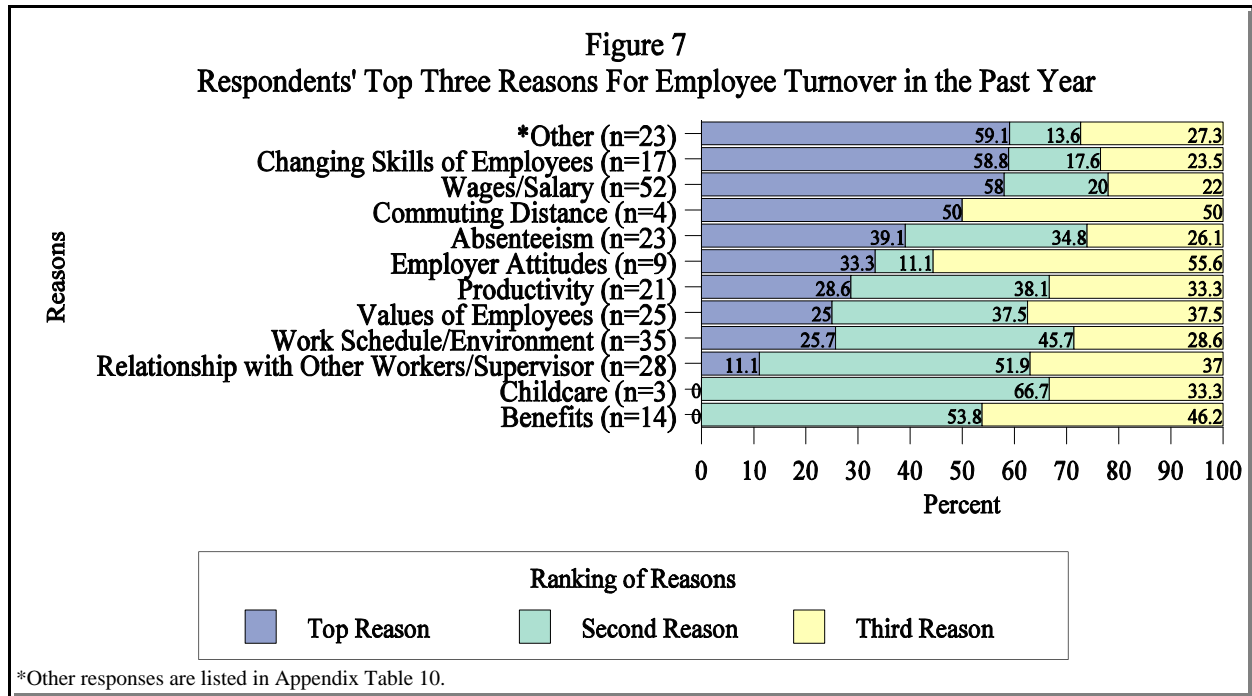
- ? Respondents rated integrity and honesty to be the highest value among both the professional and entry level staff (Figure 5 - Appendix Tables 6 & 7).
- ? Respondents rated professional staff lowest in relationship building and entry level employees lowest in self-management.



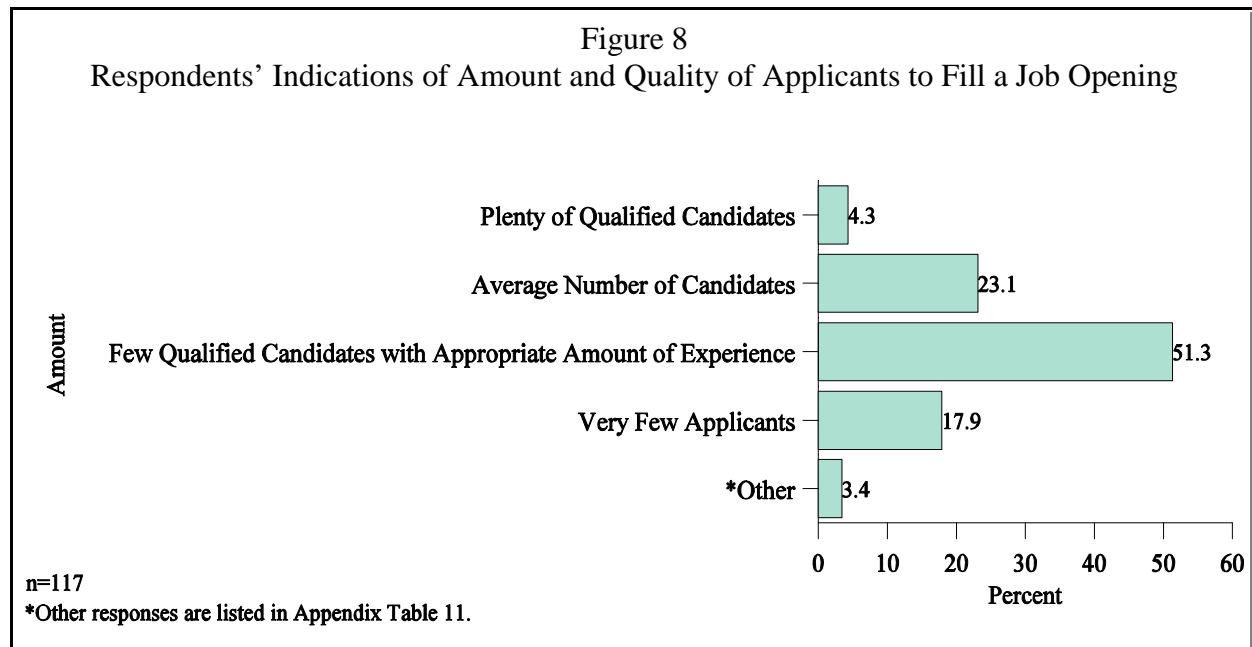
- ? Approximately 37 percent of respondents said their organizations experienced more than a 10 percent turnover rate in the past year, followed by 28.8 percent who experienced between 1 and 5 percent turnover (Figure 6 - Appendix Table 8). Nearly 14 percent said they experienced no turnover in the past year.



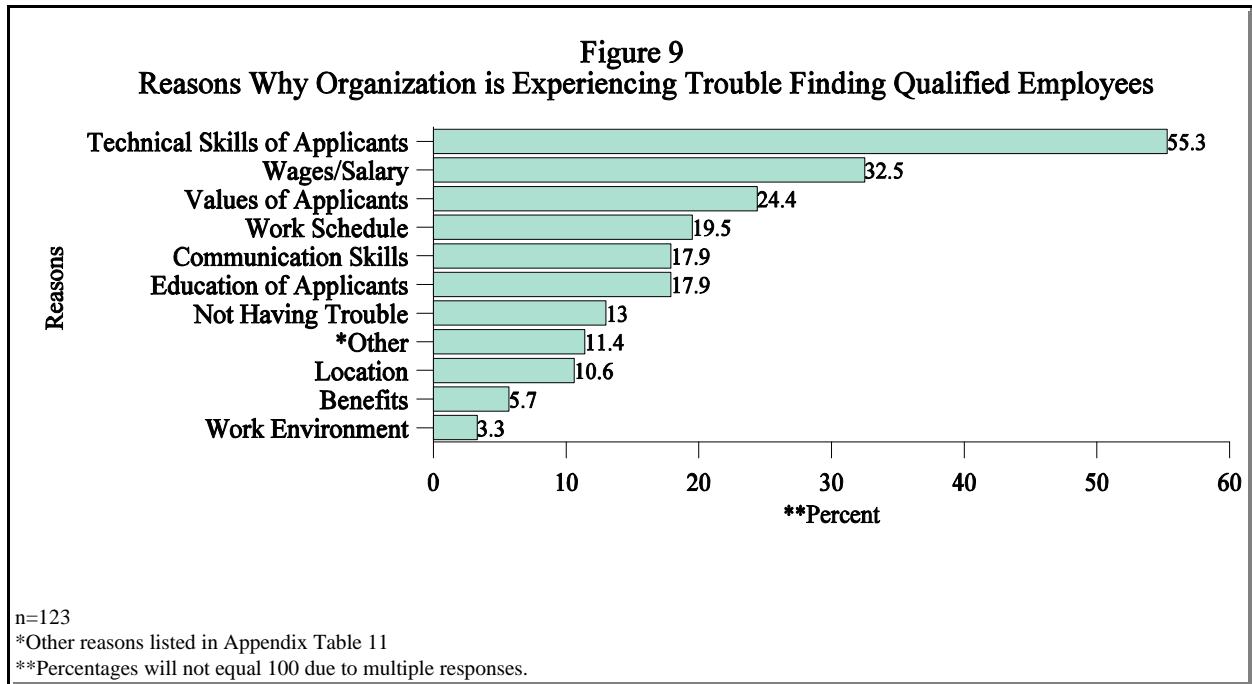
? The majority of respondents indicated the top reason for the high employee turnover was the changing skills of employees followed by wages/salary (58.8 percent and 55.8 percent, respectively) (Figure 7 - Appendix Table 9).



? More than 51 percent of respondents indicated there are few qualified candidates with the appropriate amount of experience to fill a job opening (Figure 8 - Appendix Table 10).

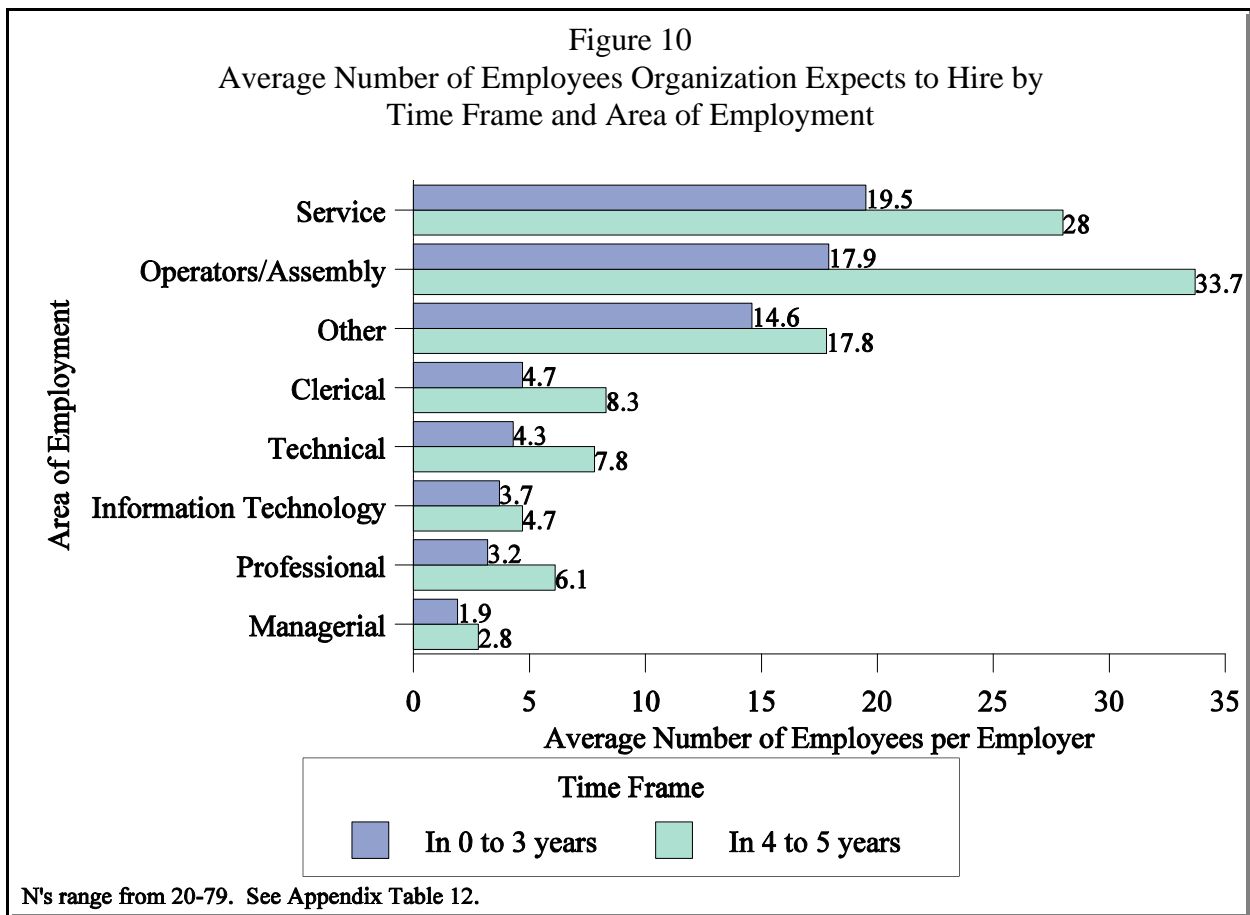


- ? More than one-half of respondents said the reason their organization is experiencing trouble finding qualified employees is because of technical skills of the applicants, followed by 32.5 percent who indicated the reason was because of wages/salary (Figure 9 - Appendix Table 11).
- ? In contrast, the smallest proportions of respondents said location, benefits, and work environment were troublesome in finding qualified employees (10.6 percent, 5.7 percent, and 3.3 percent, respectively).

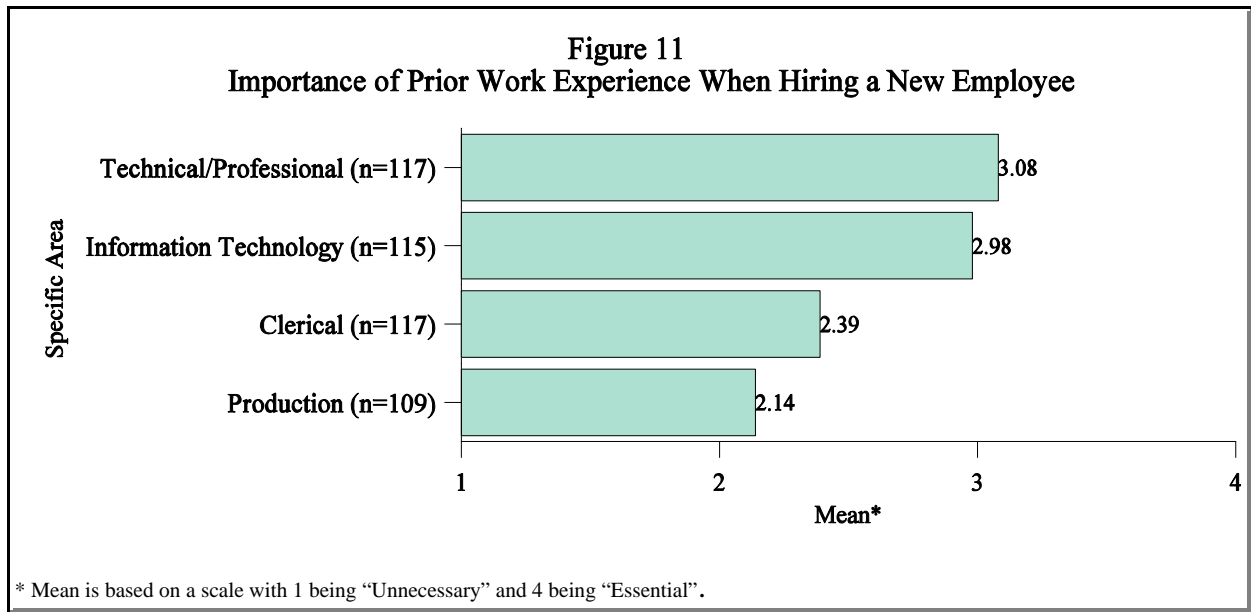


FUTURE LABOR FORCE NEEDS

- ? Service and operators/assembly were the two areas with the highest expected employment growth in both the 0 to 3 and 4 to 5 year time frames (Figure 10 - Appendix Table 12). Growth is expected to nearly double in the next 4 to 5 years in the operators/assembly area.
- ? In contrast, respondents expected the least amount of new hires to occur in information technology, professional, and managerial fields in both time frames.

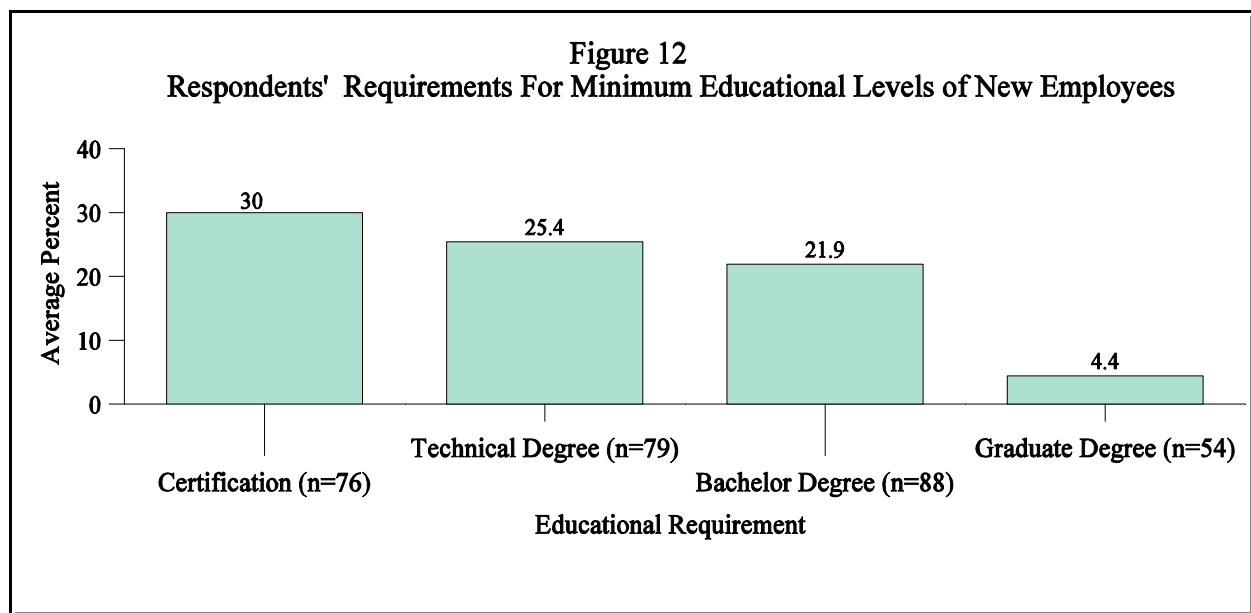


? Respondents indicated that prior work experience in the technical/professional and information technology fields was more important than in the clerical and production fields (Figure 11 - Appendix Table 13).

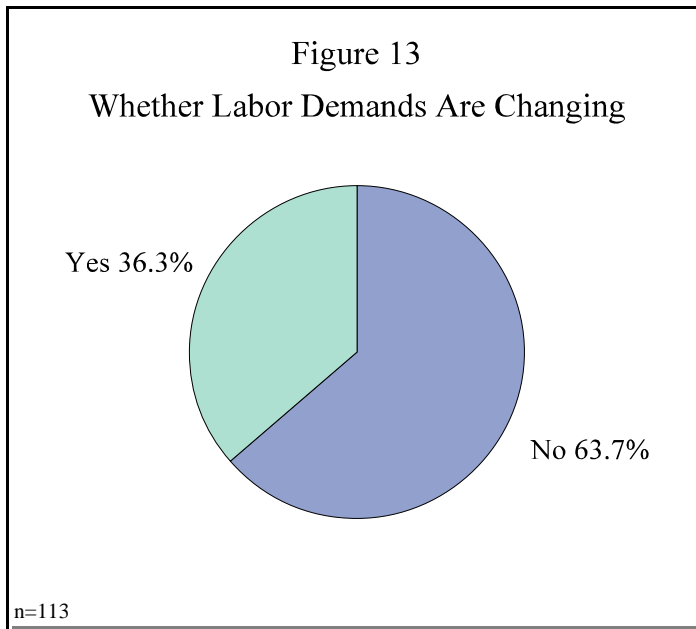


? Nearly one-third of respondents indicated that they would require certification of their new employees, followed by one-fourth who would require a technical degree (Figure 12 - Appendix Table 14).

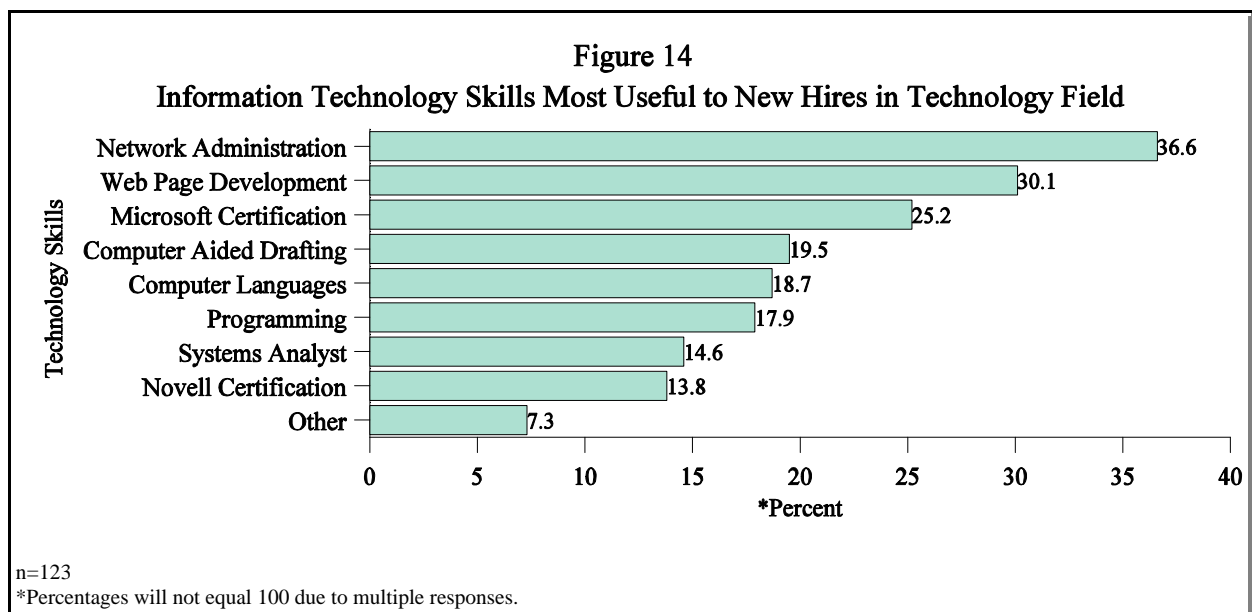
? In contrast, 4.4 percent said they would require a graduate degree of their new employees.



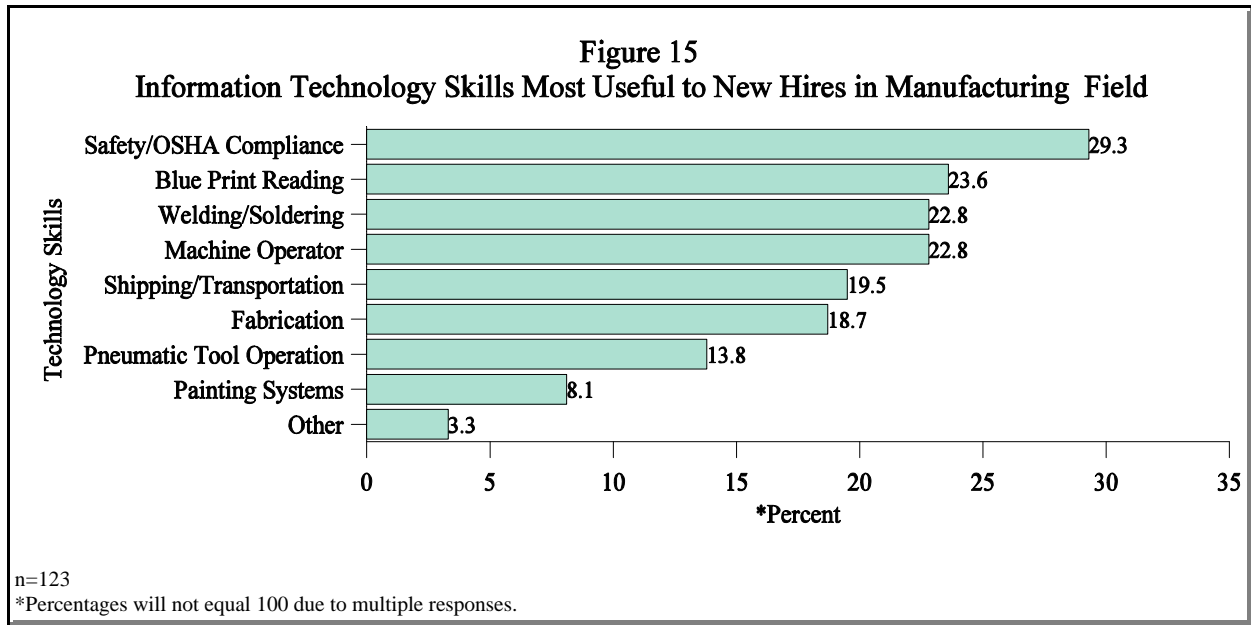
? More than one-third of respondents said their labor demands were changing. (Figure 13 - Appendix Table 15). Of respondents who said their labor demands were changing, 31.7 percent said those changes involved computer and technology usage (Appendix Table 16).



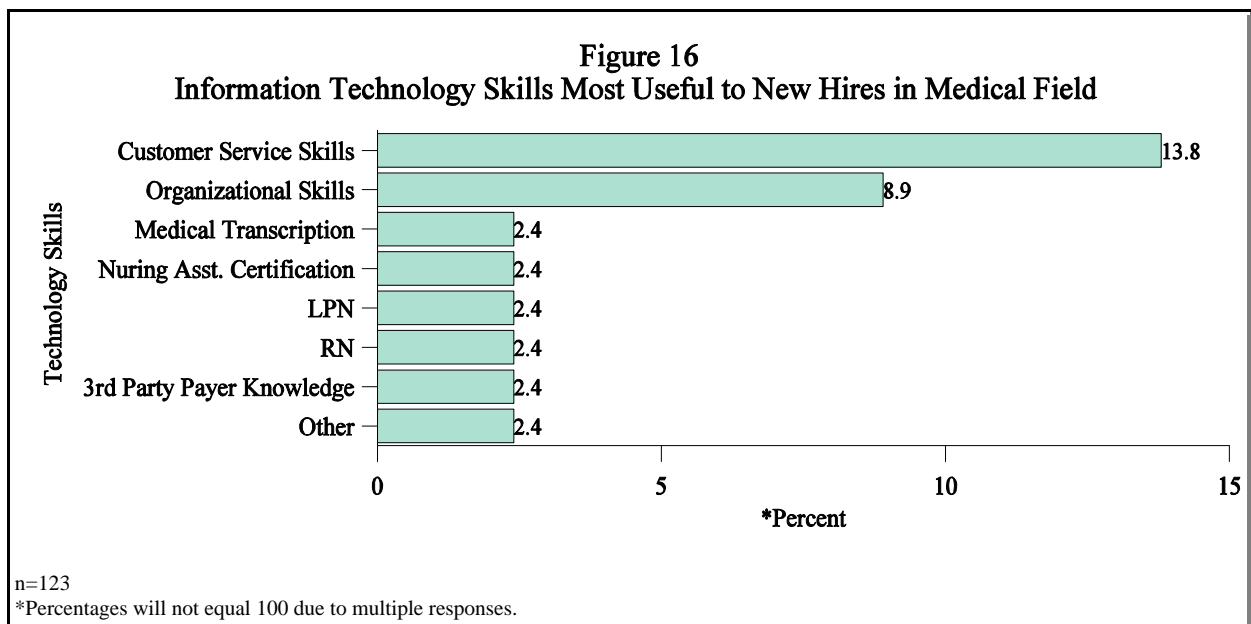
? Respondents indicated the most useful information technology skills to new hires in the technology field were network administration followed by web page development and Microsoft Certification (36.6 percent, 30.1 percent, and 25.2 percent, respectively) (Figure 14 - Appendix Table 17).



? Nearly 30 percent of respondents said Safety and OSHA compliance was the information technology skill most useful to new hires in the manufacturing field. (Figure 15 - Appendix Table 18).

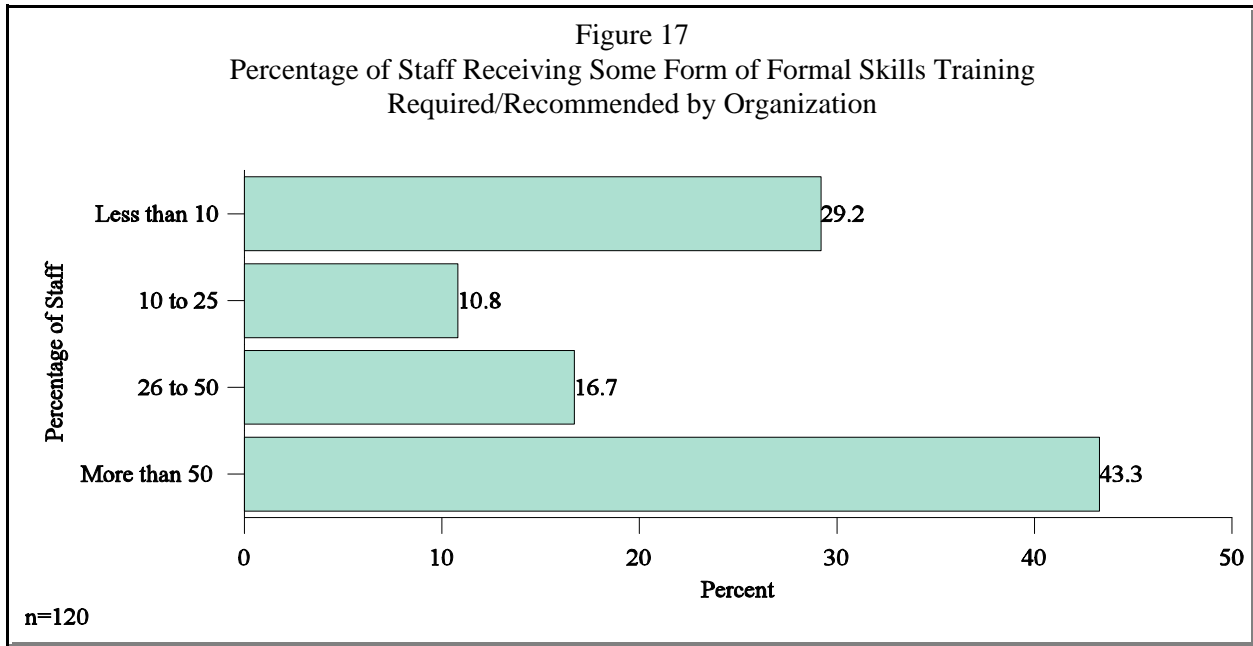


? Approximately 14 percent of respondents said customer service skills was the information technology skill most useful to new hires in the medical field (Figure 16 - Appendix Table 19).

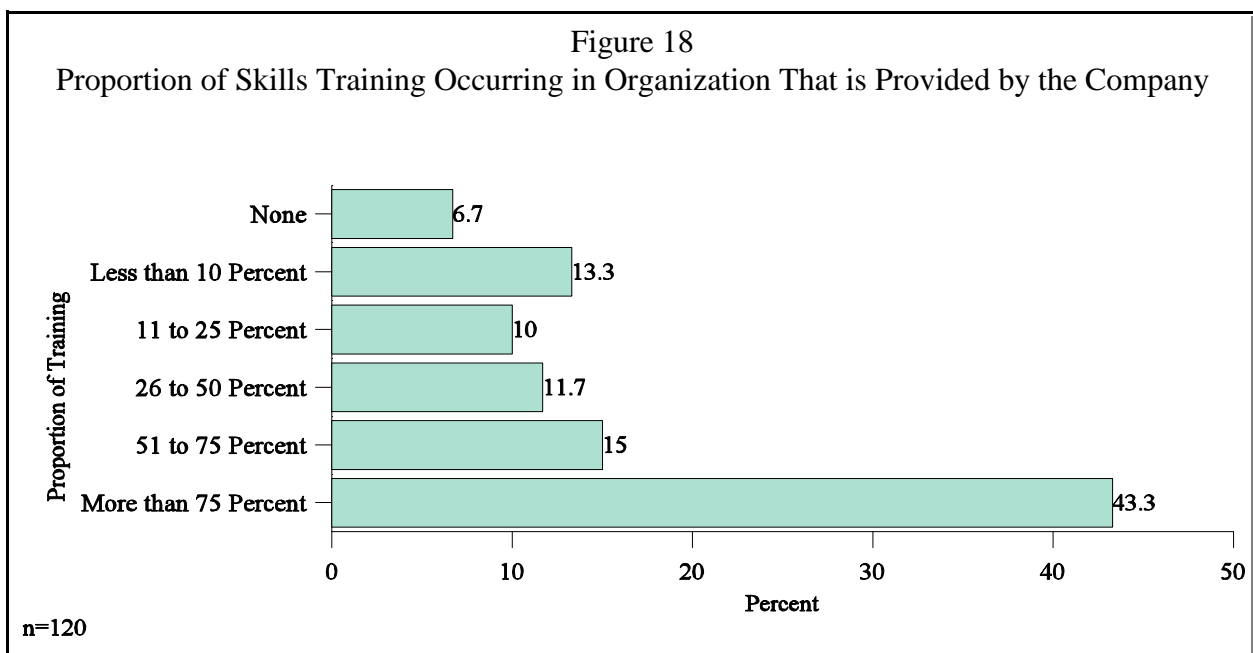


PROFESSIONAL SKILLS TRAINING

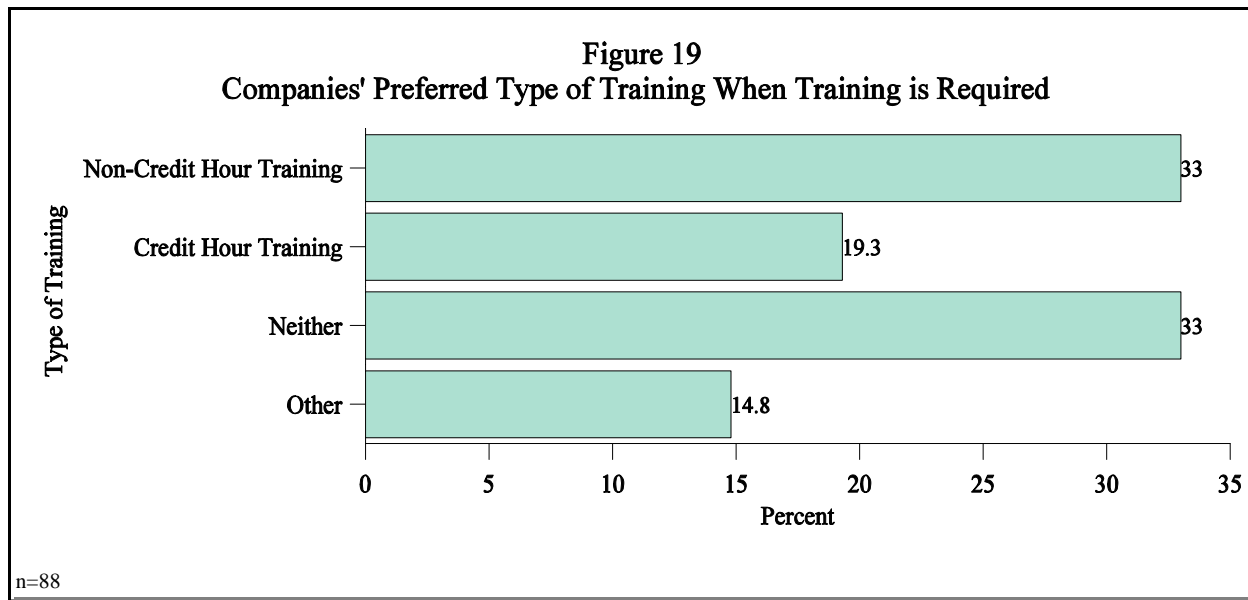
- ? More than 43 percent of respondents indicated that more than half of their staff received some form of formal skills training that was either required or recommended by their organization. Conversely, more than 29 percent said that less than 10 percent of their staff received some form of formal skills training. (Figure 17 - Appendix Table 20).



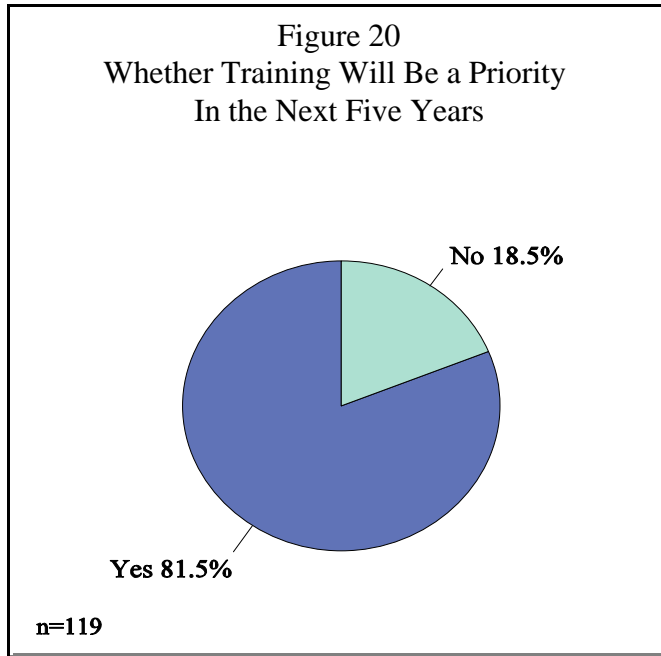
- ? Approximately 43 percent of respondents indicated at least three-fourths of skills training that occurred within the organization was provided by the company (Figure 18 - Appendix Table 21).



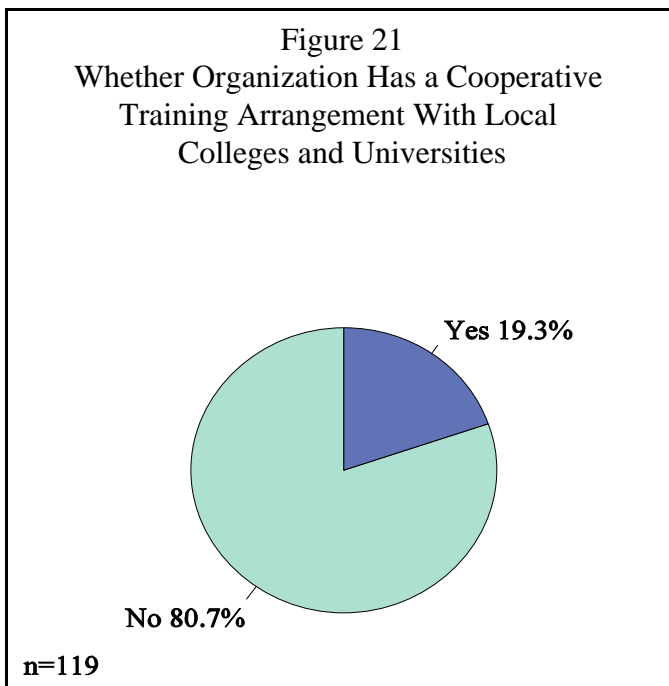
- ? For organizations that require training, equal proportions of respondents indicated they prefer non-credit hour training or neither non-credit or credit hour types of training (33.0 percent each) (Figure 19 - Appendix Table 22). In contrast, 19.3 percent said they preferred credit hour training.
- ? Respondents who indicated they would like other types of training offered the following suggestions: technical certificates, CPE/CEU, credit and non-credit with options to secure degree through accreditation options, MS Office, hand on, chamber seminars and vendors, and regulation compliance/sales skills.
- ? For organizations that do not provide professional training, the largest proportions of respondents said their employees receive professional training at technical colleges/trade schools/centers, and seminars/workshops (26.3 percent each) (Appendix Table 23).



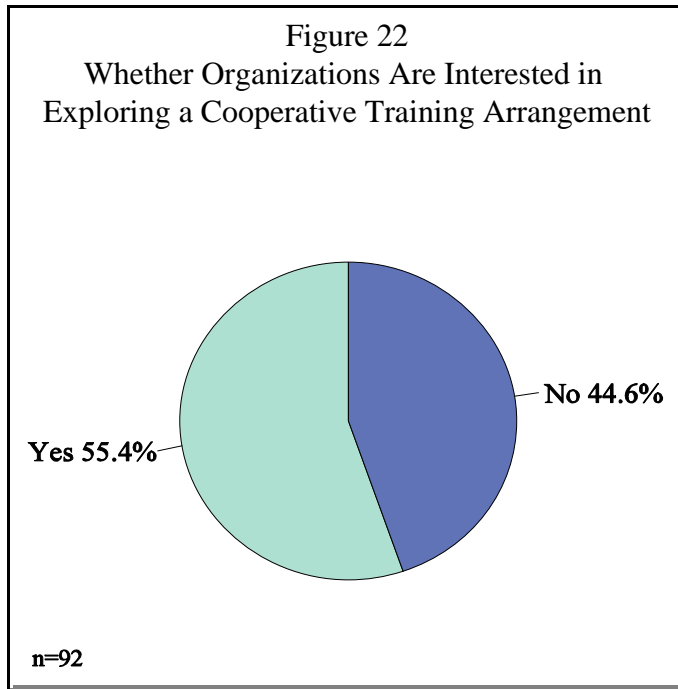
- ? The majority of respondents (81.5 percent) said training will be a priority within their organization in the next five years. (Figure 20 - Appendix Table 24).
- ? The largest proportions of respondents said the types of training that will be needed in the next five years are computer skills, on the job training/product seminars, and management development/leadership/supervisory, (11.6 percent, 6.3 percent, and 5.4 percent, respectively) (Appendix Table 25).



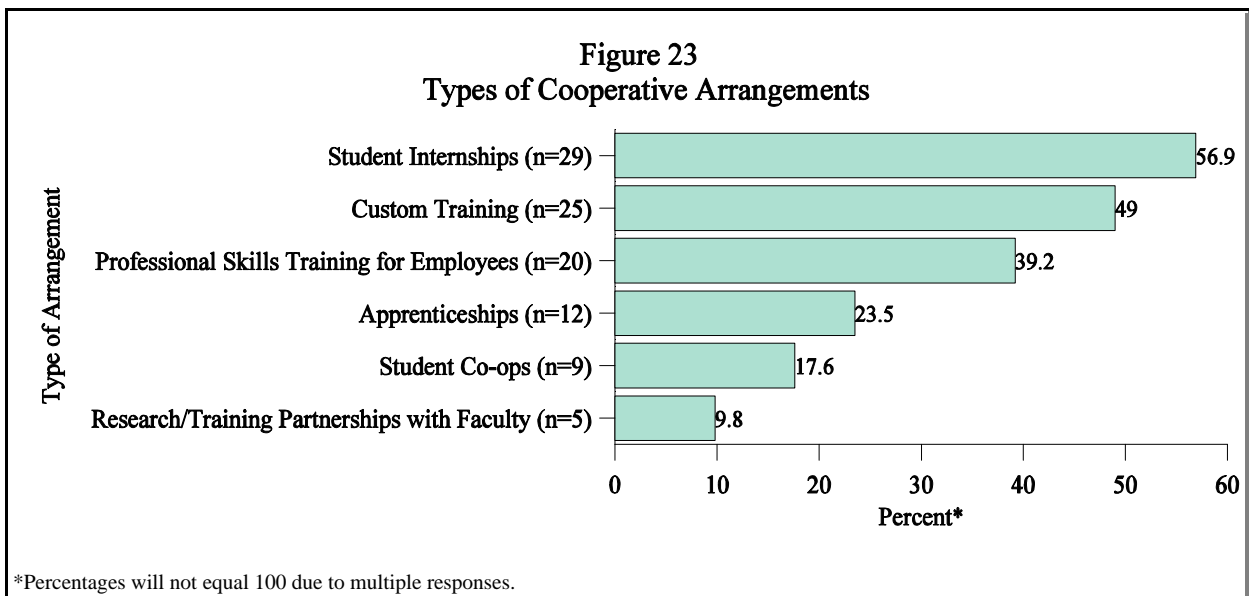
- ? Nearly 81 percent of employers stated that their organization does not have a cooperative training arrangement with local colleges and universities. (Figure 21 - Appendix Table 26).



? Of the respondents whose organization does not have a cooperative arrangement, 55.4 percent indicated some interest in exploring such an arrangement. (Figure 22 - Appendix Table 27).



? Of the respondents who indicated an interest in exploring a cooperative arrangement with local colleges and universities, nearly 60 percent said they would be interested in student internships (Figure 23 - Appendix Table 28). Nearly one-half said they were interested in custom training. Approximately 10 percent indicated interest with research or training partnerships with faculty. For additional comments regarding workforce development and training issues see Appendix Table 29.



Appendix Tables

Appendix Table 1. Number of employees by status in employers' workforce

Number of employees	Employment Status			
	Full-time		Part-time	
	N	%	N	%
Less than 10	26	21.1	67	54.5
10 to 24	26	21.1	10	8.1
25 to 49	16	13.0	8	6.5
50 to 74	14	11.4	4	3.3
More than 75	35	28.5	8	6.5
No Response	6	4.9	26	21.1
Total	123	100.0	123	100.0

Appendix Table 2. Commuting area from which employees are drawn

Commuting Area	Respondents	
	N	%
Less than 20 Miles	58	47.5
21 to 30 Miles	30	24.6
31 to 60 Miles	30	24.6
More than 60 Miles	4	3.3
Total	122	100.0

Appendix Table 3. Quality of employee by specific quality relative to regional standards

Specific Quality	Mean	Quality of Staff											
		Poor 1		Below Average 2		Average 3		Above Average 4		Excellent 5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Overall	3.84	--	--	3	2.5	31	25.4	70	57.4	18	14.8	122	100.0
Productivity	3.81	1	0.8	3	2.5	33	27.0	66	54.1	19	15.6	122	100.0
Trainability	3.80	1	0.8	4	3.3	37	30.1	58	47.2	23	18.7	123	100.0
Attitudes	3.66	1	0.8	6	4.9	44	35.8	55	44.7	17	13.8	123	100.0
Absenteeism	3.47	4	3.3	23	18.9	35	28.7	32	26.2	28	23.0	122	100.0
Turnover	3.43	5	4.1	19	15.6	40	32.8	34	27.9	24	19.7	122	100.0

Appendix Table 4. Skill level of professional staff by specific quality relative to regional standards

Specific Quality	Mean	Skill Level of Professional Staff											
		Poor 1		2		Average 3		4		Excellent 5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Creative Thinking	3.79	1	0.8	2	1.7	35	28.9	67	55.4	16	13.2	121	100.0
Problem Solving	3.78	--	--	5	4.1	35	28.9	63	52.1	18	14.9	121	100.0
Decision Making	3.72	--	--	3	2.5	42	34.7	62	51.2	14	11.6	121	100.0
Computing	3.68	1	0.8	8	6.6	38	31.4	56	46.3	18	14.9	121	100.0
Analytical	3.63	--	--	4	3.3	47	39.2	59	49.2	10	8.3	120	100.0
Writing	3.34	--	--	14	11.6	58	47.9	43	35.5	6	5.0	121	100.0

Appendix Table 5. Skill level of entry level staff by specific quality relative to regional standards

Specific Quality	Mean	Skill Level of Entry Level Staff											
		Poor 1		2		Average 3		4		Excellent 5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Computing	3.03	6	5.0	27	22.5	52	43.3	28	23.3	7	5.8	120	100.0
Problem Solving	3.02	3	2.5	29	24.0	56	46.3	29	24.0	4	3.3	121	100.0
Creative Thinking	2.99	5	4.1	26	21.5	60	49.6	25	20.7	5	4.1	121	100.0
Decision Making	2.92	5	4.1	32	26.4	56	46.3	24	19.8	4	3.3	121	100.0
Analytical	2.90	5	4.1	32	26.4	58	47.9	22	18.2	4	3.3	121	100.0
Writing	2.65	10	8.3	40	33.1	56	46.3	12	9.9	3	2.5	121	100.0

Appendix Table 6. Rated value of entry level staff by specific values relative to regional standards

Specific Values	Mean	Value of Entry Level Staff											
		Poor 1		2		Average 3		4		Excellent 5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Integrity/Honesty	3.75	2	1.7	4	3.4	36	30.5	55	46.6	21	17.8	118	100.0
Teamwork	3.62	1	0.8	10	8.4	40	33.6	50	42.0	18	15.1	119	100.0
Responsibility	3.43	4	3.4	19	16.1	35	29.7	42	35.6	18	15.3	118	100.0
Self-Esteem	3.36	1	0.8	12	10.1	58	48.7	39	32.8	9	7.6	119	100.0
Relationship Building	3.32	2	1.7	12	10.1	61	51.3	34	28.6	10	8.4	119	100.0
Innovation/Quality	3.28	2	1.7	19	16.0	54	45.4	32	26.9	12	10.1	119	100.0
Self-Management	3.08	6	5.0	26	21.8	48	40.3	31	26.1	8	6.7	119	100.0

Appendix Table 7. Rated value of professional staff by specific values relative to regional standards

Specific Values	Mean	Value of Professional Staff											
		Poor 1		2		Average 3		4		Excellent 5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Integrity/Honesty	4.30	1	0.9	--	--	13	11.1	52	44.4	51	43.6	117	100.0
Responsibility	4.13	1	0.9	--	--	21	18.1	55	47.4	39	33.6	116	100.0
Teamwork	4.01	1	0.9	1	0.9	27	23.3	54	46.6	33	28.4	116	100.0
Self Management	3.98	--	--	3	2.6	22	19.0	65	56.0	26	22.4	116	100.0
Self-Esteem	3.93	--	--	1	0.9	27	23.3	67	57.8	21	18.1	116	100.0
Innovation/Quality	3.90	--	--	5	4.3	24	20.7	65	56.0	22	19.0	116	100.0
Relationship Building	3.83	1	0.9	1	0.9	34	29.3	61	52.6	19	16.4	116	100.0

Appendix Table 8. Level of turnover experienced in the past year

Percent of Turnover	Respondents	
	N	%
Less than 1 Percent	8	6.8
Between 1 and 5 Percent	34	28.8
Between 6 and 10 Percent	16	13.6
Greater than 10 Percent	44	37.3
None	16	13.6
Total	118	100.0

Appendix Table 9. Ranked specific reasons for employee turnover in the past year

Specific Reasons	Mean	Top Three Reasons of Respondents							
		1		2		3		Total	
		N	%	N	%	N	%	N	%
Benefits	2.46	--	--	7	53.8	6	46.2	13	100.0
Childcare	2.33	--	--	2	66.7	1	33.3	3	100.0
Relationship With Other Workers/Supervisor	2.26	3	11.1	14	51.9	10	37.0	27	100.0
Employer Attitudes	2.22	3	33.3	1	11.1	5	55.6	9	100.0
Values of Employees	2.13	6	25.0	9	37.5	9	37.5	24	100.0
Productivity	2.05	6	28.6	8	38.1	7	33.3	21	100.0
Work Schedule/Environment	2.03	9	25.7	16	45.7	10	28.6	35	100.0
Commuting Distance	2.00	2	50.0	--	--	2	50.0	4	100.0
Absenteeism	1.87	9	39.1	8	34.8	6	26.1	23	100.0
Changing Skills of Employees	1.65	10	58.8	3	17.6	4	23.5	17	100.0
Wages/Salary	1.64	29	58.0	10	20.0	11	22.0	50	100.0
Other:	1.68	13	59.1	3	13.6	6	27.3	22	99.5
<i>Spouse Relocation</i>								2	8.7
<i>Retirement</i>								2	8.7
<i>Back to School</i>								1	4.3
<i>Employee Tired of Working</i>								1	4.3
<i>Temporary Employee Pool is Very Unstable</i>								1	4.3
<i>Graduations</i>								1	4.3
<i>Desire For More Responsibility</i>								1	4.3
<i>Moved Away</i>								1	4.3
<i>Temporary Layoffs</i>								1	4.3
<i>Alcohol Problems</i>								1	4.3
<i>Poor Job Skills Required Termination During Probation</i>								1	4.3
<i>Unable to Secure Solid Employees for the Department</i>								1	4.3
<i>Child Support</i>								1	4.3
<i>No response</i>								7	34.8

Appendix Table 10. Amount and quality of applicants for a job opening

Response	Respondents	
	N	%
Plenty of Qualified Candidates to Choose From	5	4.3
Average Number of Candidates	27	23.1
Few Qualified Candidates with Appropriate Amount of Experience	60	51.3
Very Few Applicants	21	17.9
Other:	4	3.4
<i>No Experience</i>	<i>1</i>	<i>0.9</i>
<i>No One Wants to Work</i>	<i>1</i>	<i>0.9</i>
<i>Candidates Have Personal Problems that Will Affect Their Work</i>	<i>1</i>	<i>0.9</i>
<i>No Stated Reason</i>	<i>1</i>	<i>0.9</i>
Total	117	100.0

Appendix Table 11. Reasons for difficulty in finding qualified employees

Reasons	Respondents	
	N	%
Not Having Trouble	16	13.0
Education of Applicants	22	17.9
Technical Skills of Applicants	68	55.3
Values of Applicants	30	24.4
Work Schedule	24	19.5
Location	13	10.6
Communication Skills of Applicants	22	17.9
Benefits	7	5.7
Work Environment	4	3.3
Wages/Salary	40	32.5
Other:	14	11.4
<i>Lack Experience</i>	4	3.3
<i>Attitude</i>	2	1.6
<i>Not Willing to Work</i>	2	1.6
<i>Availability</i>	1	0.8
<i>Lack of Work Ethic</i>	1	0.8
<i>Quality</i>	1	0.8
<i>No Driver's License</i>	1	0.8
<i>Travel Necessary</i>	1	0.8
<i>Manual Labor that Can be Tedious at Times - Tough to Compete Against "Easier" Jobs Available</i>	1	0.8

Appendix Table 12. Average number of employees per organization to be hired by employment area and time frame

Employment Area	Average Number of Employees per Organization to Be Hired			
	0-3 years		4-5 years	
	N	Mean	N	Mean
Managerial	79	1.9	65	2.8
Technical	76	4.4	62	7.8
Operators/Assembly	63	17.9	49	33.7
Clerical	78	4.7	60	8.3
Service	57	19.5	46	28.0
Information Technology	58	3.7	52	4.8
Professional	63	3.2	53	6.1
Other:	20	14.6	16	17.8
<i>Counter Sales/Sales (4)</i>				
<i>Part-time (1)</i>				
<i>Tellers (1)</i>				
<i>Company Restructuring (1)</i>				
<i>No Response (29)</i>				

Appendix Table 13. Level of importance specific work experience is to organization hiring a new employee

Areas of Work	Mean	Level of Importance									
		Un-necessary		Somewhat Important		Very Important		Essential		Total	
		N	%	N	%	N	%	N	%	N	%
Production	2.14	22	20.2	54	49.5	29	26.6	4	3.7	109	100.0
Clerical	2.39	9	7.7	60	51.3	41	35.0	7	6.0	117	100.0
Technical/Professional	3.08	4	3.4	18	15.4	60	51.3	35	29.9	117	100.0
Information Technology	2.98	6	5.2	22	19.1	55	47.8	32	27.8	115	100.0

Appendix Table 14. Average proportion of employees by organizations' requirements of minimum levels of education

Percent of Employers	Minimum Education Level Requirement							
	Certification		Technical Degree		Bachelor Degree		Graduate Degree	
	N	%	N	%	N	%	N	%
0%	29	38.2	23	29.1	18	20.5	39	72.2
1% to 24%	16	21.1	27	34.2	39	44.3	12	22.2
25% to 49%	7	9.2	10	12.7	16	18.2	2	3.7
50% to 74%	8	10.5	11	13.9	7	8.0	--	--
75% or More	16	21.1	8	10.1	8	9.1	1	1.9
Total	76	100.1	79	100.0	88	100.1	54	100.0
Average Percent	30.0		25.4		21.9		4.4	

Appendix Table 15. Whether labor demands changing

Response	Respondents	
	N	%
Yes	41	36.3
No	72	63.7
Total	113	100.0

Appendix Table 16. Ways labor demands are changing

Ways	Respondents	
	N	%
Computer and Technology Use	13	39.4
More technical	4	12.1
Applicants are more selective regarding work schedules, environment, responsibilities, family commitments, employer flexibility	3	9.1
Growth in our run operation, need more innovation, more sales skills	2	6.1
Educational level must have excellent communication skills	2	6.1
Require experienced people to integrate quickly - cannot afford much training time	1	3.0
We are hiring a greater number of information technology professionals	1	3.0
Need more scientists and thinkers	1	3.0
Acquisition	1	3.0
Want employees to be professional and motivated, I want employees that can make quality decisions	1	3.0
General business activity	1	3.0
Need good working people, nobody wants to work	1	3.0
Volume of work	1	3.0
Increased needs in engineering	1	3.0

Appendix Table 17. Technology skills useful to new hires in field of technology

Technology Skills	Respondents	
	N	%
Network Administration	45	36.6
Programming	22	17.9
Computer Languages	23	18.7
Web Page Development	37	30.1
Microsoft Certification	31	25.2
Novell Certification	17	13.8
Systems Analyst	18	14.6
Computer Aided Drafting	24	19.5
Other:	9	7.3
<i>Common Sense</i>	<i>1</i>	<i>0.8</i>
<i>Engineering</i>	<i>1</i>	<i>0.8</i>
<i>Photoshop (Graphics) & Quark</i>	<i>1</i>	<i>0.8</i>
<i>Sales</i>	<i>1</i>	<i>0.8</i>
<i>Mechanical</i>	<i>1</i>	<i>0.8</i>
<i>Telephone System</i>	<i>1</i>	<i>0.8</i>
<i>Typesetting</i>	<i>1</i>	<i>0.8</i>
<i>GIS, Word Processing</i>	<i>1</i>	<i>0.8</i>
<i>Not Stated</i>	<i>1</i>	<i>0.8</i>

Appendix Table 18. Technology skills useful to new hires in field of manufacturing

Technology Skills	Respondents	
	N	%
Blue Print Reading	29	23.6
Safety/OSHA Compliance	36	29.3
Welding/Soldering	28	22.8
Machine Operator	28	22.8
Fabrication	23	18.7
Painting Systems	10	8.1
Shipping/Transportation	24	19.5
Pneumatic Tool Operation	17	13.8
Other:	5	4.1
<i>Mechanical</i>	<i>1</i>	<i>0.8</i>
<i>General Maintenance</i>	<i>1</i>	<i>0.8</i>
<i>Math Skills, Tolerance Specification, Quality Systems, SPC</i>	<i>1</i>	<i>0.8</i>
<i>Common Sense</i>	<i>1</i>	<i>0.8</i>
<i>Printing Background</i>	<i>1</i>	<i>0.8</i>

Appendix Table 19. Technology skills useful to new hires in field of medical/services

Technology Skills	Respondents	
	N	%
Medical Transcription	3	2.4
Nursing Assistant Certification	3	2.4
LPN	3	2.4
RN	3	2.4
3 rd Party Payer Knowledge	3	2.4
Organizational Skills	11	8.9
Customer Service Skills	17	13.8
Other:	3	2.4
<i>Not Stated</i>	2	1.6
<i>Common Sense</i>	1	0.8

Appendix Table 20. Percent of staff receiving some form of formal skills training either required or recommended by employers organization

Percent of Staff	Respondents	
	N	%
Less than 10 Percent of Staff	35	29.2
Between 10 and 25 Percent of Staff	13	10.8
Between 26 and 50 Percent of Staff	20	16.7
More than 50 Percent of Staff	52	43.3
Total	120	100.0

Appendix Table 21. Proportion of skills training provided by the company

Proportion	Respondents	
	N	%
None	8	6.7
Less than 10 Percent	16	13.3
Between 11 and 25 Percent	12	10.0
Between 26 and 50 Percent	14	11.7
Between 51 and 75 Percent	18	15.0
More than 75 Percent	52	43.3
Total	120	100.0

Appendix Table 22. Type of skills training preferred if skills training is required

Type of Training	Respondents	
	N	%
Credit Hour Training	17	19.3
Non-Credit Hour Training	29	33.0
Neither	29	33.0
Other:	13	14.8
<i>Technical Certificates</i>	<i>1</i>	<i>1.1</i>
<i>CPE/CEU</i>	<i>1</i>	<i>1.1</i>
<i>Credit and Non-Credit with options to secure degree through accreditation options</i>	<i>1</i>	<i>1.1</i>
<i>MS Office</i>	<i>1</i>	<i>1.1</i>
<i>Does Not Matter</i>	<i>1</i>	<i>1.1</i>
<i>Hands On</i>	<i>1</i>	<i>1.1</i>
<i>Chamber Seminars and Vendors</i>	<i>1</i>	<i>1.1</i>
<i>Regulation compliance, sales skills</i>	<i>1</i>	<i>1.1</i>
<i>Either is OK</i>	<i>2</i>	<i>2.3</i>
<i>Not Stated</i>	<i>3</i>	<i>3.4</i>
Total	88	100.0

Appendix Table 23. Where employees receive professional training if not provided by company

Place of Training	Respondents	
	N	%
Technical Colleges, Trade Schools and Centers	10	26.3
Seminars and Workshops	10	26.3
Vendors	4	2.6
Manufacturers	2	5.3
Skills & Technology Training Center	2	5.3
Important Training Organizations	2	5.3
Trained In-house	2	5.3
On the Job Training	2	5.3
Factory Training Centers and In House Regional Officer	1	2.6
Dale Carnegie, Join Associations Such as Credit, CPA	1	2.6
Specific Machine Training	1	2.6
Outside Professional Services	1	2.6

Appendix Table 24. Whether training will be a priority for organization in next five years

Whether Training Be a Priority	Respondents	
	N	%
Yes	97	81.5
No	22	18.5
Total	119	100.0

Appendix Table 25. Types of training needed in five years

Type of Training Needed	Respondents	
	N	%
Computer Skills	13	11.6
On the Job or Product Seminar	7	6.3
Management Development/Leadership/Supervisory	6	5.4
Maintenance and Repair	4	3.6
Technical Training	4	3.6
Sales	4	3.6
Soft Skills	3	2.7
Customer Service	3	2.7
Specific Machine Training	3	2.7
Technology	3	2.7
Information Services/Email/Telecommunications	3	2.7
Communication	3	2.7
Software	2	1.8
Welding Technology	2	1.8
Safety	2	1.8
Continual Technology Upgrading	2	1.8
All types	2	1.8
CAD	2	1.8
Writing	1	0.9
Census Building	1	0.9
Quality Systems	1	0.9
Government Mandated	1	0.9
In House	1	0.9
CNC	1	0.9
Fewer People to do More Work	1	0.9
	Respondents	

	N	%
Relationship Development	1	0.9
Hazardous Materials Handling/Storage/Shipping	1	0.9
Transportation Regulation	1	0.9
Job Skills	1	0.9
Network Training - - either Microsoft or Novel	1	0.9
Basic Skills from High School	1	0.9
Operators	1	0.9
Carpentry	1	0.9
Logistics	1	0.9
Marketing	1	0.9
Specific Discipline Areas	1	0.9
GIS Traffic Modeling	1	0.9
Graphics Programs and Digital Photography	1	0.9
Product Knowledge	1	0.9
Hydraulics	1	0.9
Training Specific to our Industry	1	0.9
SPC	1	0.9
Product Development	1	0.9
Plumbing	1	0.9
HVAC	1	0.9
Electronics	1	0.9
Quality (ISO)	1	0.9
3 rd Party Paper	1	0.9
E Commerce and Interfacing that with General Business Development	1	0.9
Medical Support Services	1	0.9
Machining	1	0.9
	Respondents	

Type of Training Needed (cont.)

	N	%
Accounting	1	0.9
Hard Skills	1	0.9
Digital Technology	1	0.9
Grain Milling	1	0.9
Electrical	1	0.9
Computer Aided Programming	1	0.9
Survey Technology	1	0.9
Engineering/Engineering Specialty Areas	1	0.9
Pneumatics	1	0.9
Statistical Process Control	1	0.9
Child Care	1	0.9

Appendix Table 26. Whether organization has a cooperative training arrangement with local colleges and universities

Whether Organization Has a Cooperative Training Arrangement	Respondents	
	N	%
Yes	23	19.3
No	96	80.7
Total	119	100.0

Appendix Table 27. Interest in exploring a cooperative arrangement if none exists

Whether Organization is Interested in a Cooperative Arrangement	Respondents	
	N	%
Yes	51	55.4
No	41	44.6
Total	92	100.0

Appendix Table 28. Type of cooperative arrangement organization is interested in exploring

Type of Cooperative Arrangement	Respondents	
	N	%
Student Internships	29	56.9
Custom Training	25	49.0
Professional Skills Training for Employees	20	39.2
Apprenticeships	12	24
Student Coops	9	17.6
Research/Training Partnerships with Faculty	5	9.8

Appendix Table 29. Additional comments regarding workforce development and training or issues related to future labor force

Additional Comments	Respondents	
	N	%
Property management draining or classes offered at a local college or tech school	1	6.3
We want or training to be very customized, which is why we provide a great deal of it ourselves. We are, and will continue to be, focused on lifelong learning for all employees in the organization. Technical skills will need to be balanced with soft skill training.	1	6.3
The greatest issue is finding people to work at any level	1	6.3
Many of our jobs are very specific to operations, thus much of our training is done on-the-job in house. We supplement with correspondence and short courses.	1	6.3
As an absentee owner of a ND business, when I came to the plant I see a great ND/MN work ethic. We only wish there were a larger labor pool to draw from. Most good employees already have jobs and it is difficult to sift through the bad attitude people to find good employees.	1	6.3

Additional Comments (cont.)	Respondents	
	N	%
Very little sales training available in F-M area.	1	6.3
Make sure all students understand the importance of being at work every day.	1	6.3
Retail has much different workforce needs than manufacturing or information technology. Much less “training” is needed.	1	6.3
Our turnover problems are related to the very strong job market. Our other departments are very stable with very little turnovers. We are having few applicants for the open position and most of these are “journeymen” type workers carrying a lot of baggage. They hop from job to job or have a lot of personal issues.	1	6.3
Childcare is becoming a much larger issue.	1	6.3
Need more key technical and industrial curriculum by the technical schools	1	6.3
Workforce development initiatives need to involve partnerships between businesses and training centers, committing to synergistic solutions, capital pools, intellectual/research/technology pools, and development of industrial/business parks or centers for innovation	1	6.3
High growth in manufacturing fields (15 to 20%).	1	6.3
Small business could use assistance (\$) for this.	1	6.3
We are heavily involved in computer applications for our specific niche market. Our “frontier” location creates some challenges! We <u>must</u> have intelligent, self-starting problem solvers to survive, since our operation is virtually unique within 250 mile area.	1	6.3

Survey Instrument