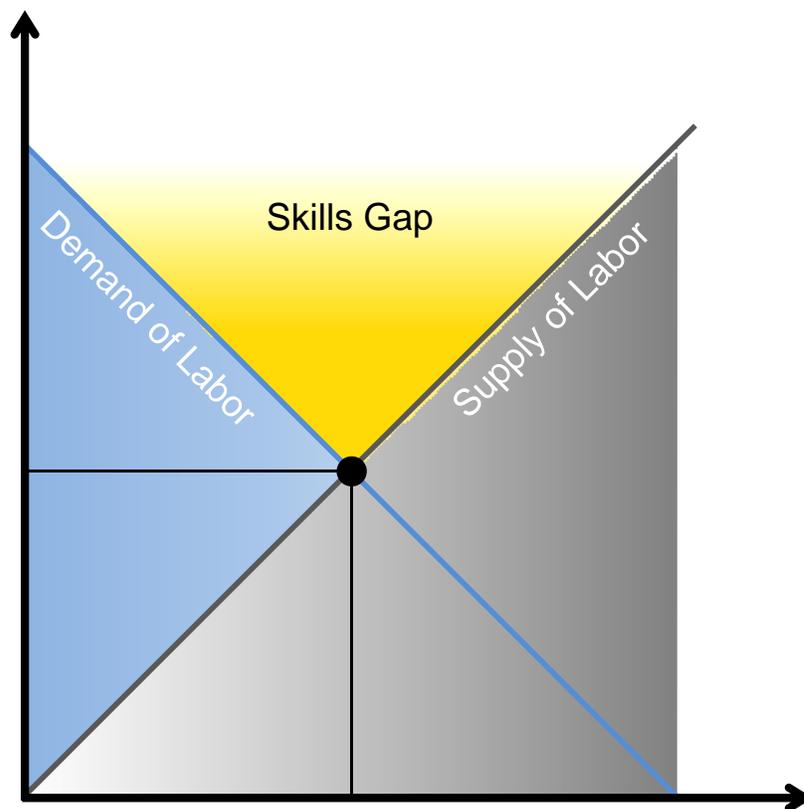


# Skillshed Analysis

## Guide to Identifying Your Workforce Skills



Supply, Demand, & Skills Gap Analysis

*Released September 2010*

# Introduction

Innovative methods of labor market analysis are needed to address the increasing role of knowledgeable workers and the changing skill sets needed for rapidly emerging industries. These methods should supplement traditional Bureau of Labor Statistics tools used to describe the workforce in a regional economy. Since much emphasis is given to quick-turnaround and just-in-time training, incumbent worker upskilling, and continuous lifetime learning; labor market analysts will have to understand the skills inventory available in the targeted economy.

A methodology to analyze the skills in the population of a regional economy must be robust, hold statistical validity, use generally accepted data gathering and analysis principles, and be easily reproducible by various states over different time periods and across various urban and rural economic regions.

To this end, the states of Iowa, Nebraska, Missouri, and Indiana, as well as the city of Peoria, IL have worked together to construct the framework for a Skillshed analysis that can be easily reproduced across a variety of regions. A Skillshed is the geographic area from which a region pulls its workforce and the skills, education, and experience that the workforce possesses. Traditionally, labor markets have been studied in terms of the products produced by a region to understand what industries are relatively strong. A Skillshed and its analysis helps to understand not only where the region's competitive strengths currently lie by detailing the current workforce mix, but also in which occupations or industries the region could grow into by understanding the difference between the current skill set and that skill set required by emerging markets. The Skillshed study helps to analyze four key findings:

- Identification of the current skills possessed by the supply of workers
- Projected employment growth, and median wages, skills, and knowledge needed by employers
- The demand for workers considering the factors affecting supply and demand
- Gap analysis between the current set of skills and education and that set needed by current and prospective employers



# Supply/Demand Estimation

A supply/demand estimation provides a snapshot of the workforce in the region from both the perspective of available workers and their skills (supply) and the perspective of employers and the workers and skills they require (demand) to produce their products and services.

The workforce supply in a specific region consists of more than just the number of available workers. It also includes the knowledge, skills, and work activities those workers possess. A region's workforce supply can be determined through a variety of different resources. Among the most accessible is the staffing patterns data by industry found within Micro-matrix data (housed in the Occupational Projections Unit).

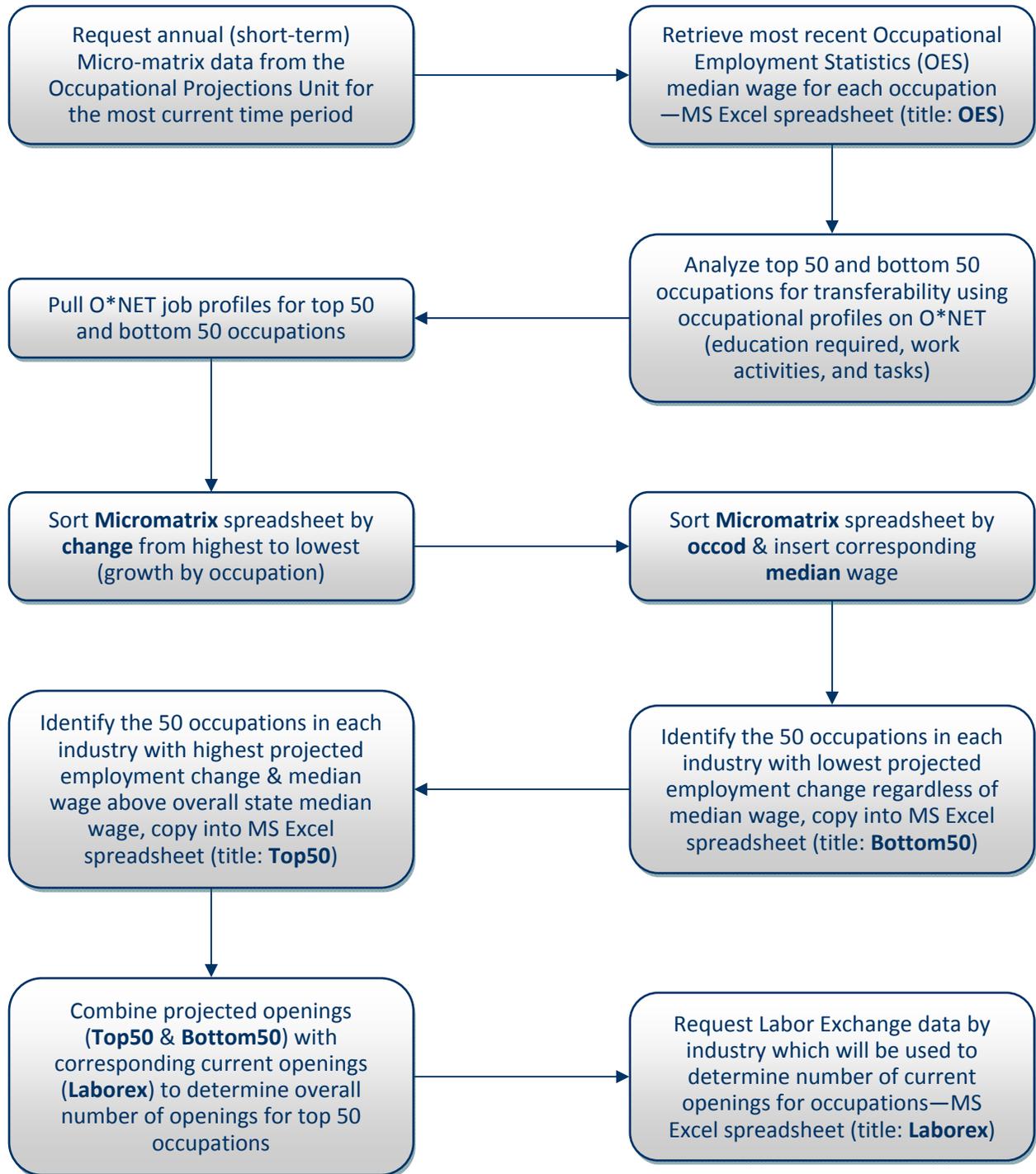
Likewise, workforce demand in a specific region consists of more than just the number of employees required by the industries and businesses in that region. It more specifically includes the education, training, and skills required for those industries to produce their products and services for consumers. A region's workforce demand can be determined by observing which industries and occupations are currently growing and projected to continue growing. Again, this data can be found through a variety of different resources, though among the most accessible is Labor Exchange data. Finally, Occupational Information Network (O\*NET) data are added to the selected occupations to show what skills, knowledge, and work activities are in greatest supply and demand within the region.

<b>Data Needed:</b>	- Micro-matrix data for state	- Labor Exchange data
	- OES Wage data by occupation	

## Process & Data Needs:

- Request annual (short-term) Micro-matrix data from the Occupational Projections Unit for the most current time period
  - ◇ Request data by occupation within select industries or all industries—MS Excel spreadsheet (title: **Micromatrix**)
  - ◇ Necessary components: Standard Occupational Code (**occod**), Industry Title (**indtitle**), Occupational Title (**occtitle**), Estimated Employment (**est**), Projected Employment (**proj**), Employment Change (**change**), and Percentage Employment Change (**perchange**)
- Retrieve most recent Occupational Employment Statistics (OES) median wage for each occupation —MS Excel spreadsheet (title: **OES**)
  - ◇ Sort **Micromatrix** spreadsheet by **occod** and insert corresponding **median wage**
  - ◇ Sort **Micromatrix** spreadsheet by **change** from highest to lowest (growth by occupation)
- Identify the 50 occupations in each industry with the highest projected employment change and a median wage above the overall state median wage, copy into MS Excel spreadsheet (title: **Top50**)
- Identify the 50 occupations in each industry with the lowest projected employment change regardless of median wage, copy into MS Excel spreadsheet (title: **Bottom50**)
- Request Labor Exchange data by industry which will be used to determine number of current openings for occupations—MS Excel spreadsheet (title: **Laborex**)
- Combine projected openings (**Top50** and **Bottom50**) with corresponding current openings (**Laborex**) to determine overall number of openings for top 50 occupations

## Process & Data Needs Flow Chart



# Occupational Grouping

Occupational groupings are created to observe occupations that may experience faster than normal growth or wage increases, and to examine possible relationships among faster growing occupations or industries. Grouping can be done on the basis of shared education, tasks, technology used, or the Standard

Occupational Classification (SOC) system. Occupational groupings also serve as a point from which to begin occupational profiling, allowing for further separation of similar or related occupations.

First, all necessary data must be retrieved via the process on the following page. Each occupation is then scored by the following criteria:

- **Greater than average annual job growth in absolute employment.**  
Setting the growth requirement at an absolute level of jobs gained rather than just a percentage gain. This assists in avoiding targeted occupations or categories with high growth but minimal economic impact.
- **Median wages greater than the statewide average.**  
States may choose to set the wage requirement at a subsistence level wage instead of a median level.
- **An O\*NET job zone of three or higher.**  
O\*NET classifies all occupations within one of five zones based on the amount of training, experience, and education required to complete the job. Zones one and two require little or no preparation, while job zones three through five require progressively higher levels of education and training.

There are 23 2-digit occupational categories, each representing a group of occupations with similar tasks and responsibilities. Separating occupations according to how many of the criteria they meet allows economic developers to see which occupations or categories will contribute to the economic growth of the region. Additionally, if an occupation or category is projected to be declining but the region would like to maintain the stability of the group, additional resources may be needed to support those occupations.

The grouping methodology is then repeated by industry using information from the Micro-matrix. State employment estimates, projected employment growth, and wages are added to the Micro-matrix data to complete the analysis for each industry. This is done to reveal high growth occupations within specific industries that are not necessarily high growth overall.

The data provided by occupational category may conflict with that provided by the Micro-matrix by industry. Some in-demand occupations, as defined in the occupational category method, may not be experiencing high growth or high wages within certain industries. Other occupations defined as low-growth, low wages in the occupational category method may in fact be growing quickly and pay higher than average wages in a few industries. This provides several options to stakeholders when developing workforce solutions. Some workers, whose job is slow growth and low wage, may only need minimal training to transfer their skills into an industry where their job is in higher demand.



**Data Needed:**

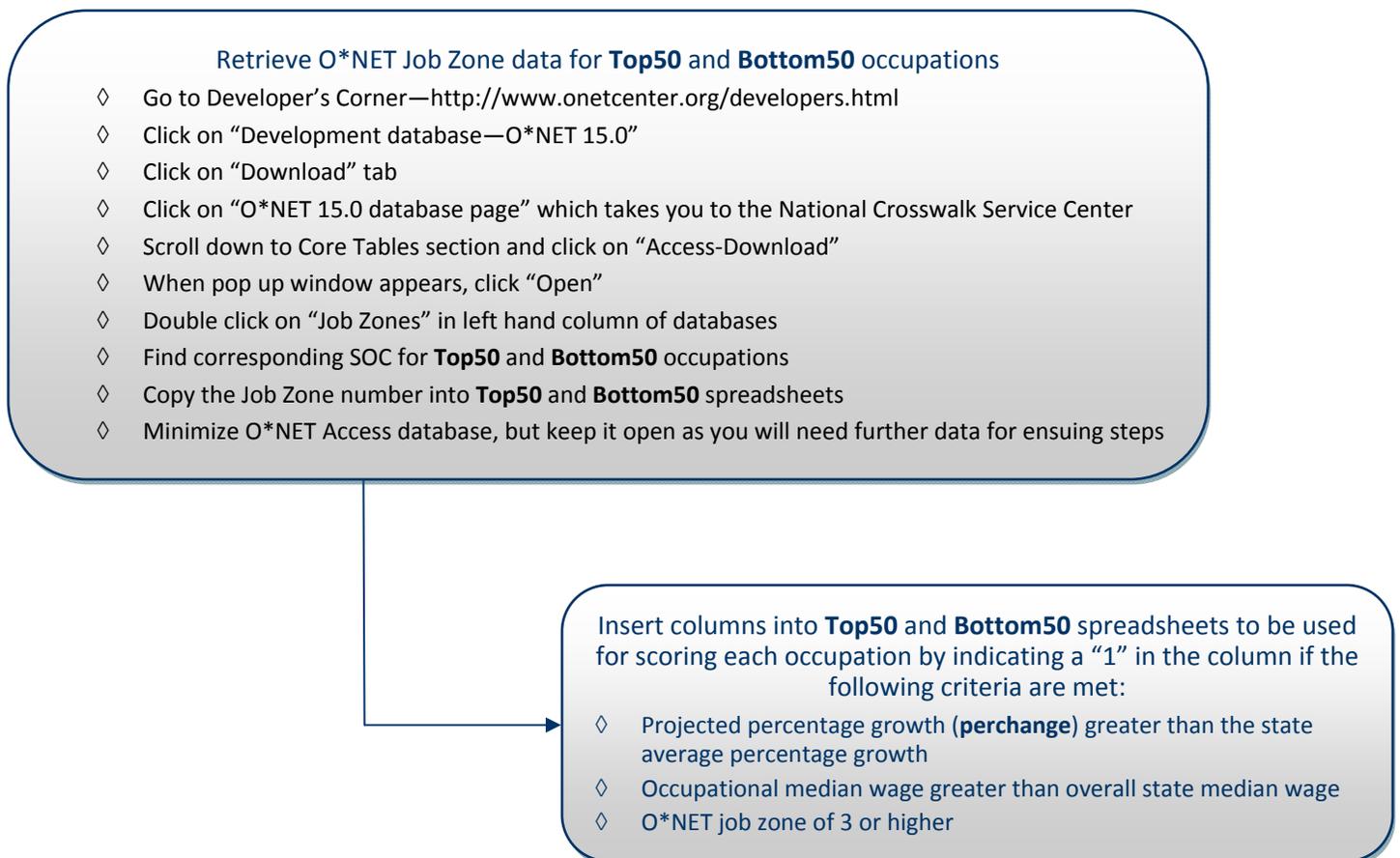
- **Top50** spreadsheet
- O\*NET database

- **Bottom50** spreadsheet

**Process & Data Needs:**

- Retrieve O\*NET Job Zone data for **Top50** and **Bottom50** occupations
  - ◇ Go to Developer’s Corner—<http://www.onetcenter.org/developers.html>
  - ◇ Click on “Development database—O\*NET 15.0”
  - ◇ Click on “Download” tab
  - ◇ Click on “O\*NET 15.0 database page” which takes you to the National Crosswalk Service Center
  - ◇ Scroll down to Core Tables section and click on “Access-Download”
  - ◇ When pop up window appears, click “Open”
  - ◇ Double click on “Job Zones” in left hand column of databases
  - ◇ Find corresponding SOC for **Top50** and **Bottom50** occupations
  - ◇ Copy the Job Zone number into **Top50** and **Bottom50** spreadsheets
  - ◇ Minimize O\*NET Access database, but keep it open as you will need further data for ensuing steps
- Insert columns into **Top50** and **Bottom50** spreadsheets to be used for scoring each occupation by indicating a “1” in the column if the following criteria are met:
  - ◇ Projected percentage growth (**perchange**) greater than the state average percentage growth
  - ◇ Occupational median wage greater than overall state median wage
  - ◇ O\*NET job zone of 3 or higher

**Process & Data Needs Flow Chart**



# Occupational Profiling

The occupational profiles are used as a central source for all knowledge, skills, and abilities needed to describe an occupation and to enable users to crosswalk from one occupation to another.

Each occupational profile begins with inserting basic information into an MS Excel spreadsheet that you have already obtained in an earlier step. This spreadsheet will include: current employment, projected employment, projected annual growth, median hourly wage, knowledge (see page 8). The top six most important knowledge areas are then added followed by the tasks, work activities, and related occupations. It is worth noting here that work activities tend to be much more generalized than other variables in the O\*NET database. Some examples of work activities include “Working with Computers”, “Caring for and Assisting Others”, and “Active Listening”.

Finally, the core and supplemental tasks provided in the O\*NET database are included in the occupational profile. These tasks are specific to each occupation and have no overlap between occupations. Tasks may be aggregated by common activities, but this information is previously provided by the work activities data. The combination of generalized work activities and specific core and supplemental tasks performed within an occupation give a robust profile of the training and experience required to sufficiently perform a specific job.

Added to each occupational profile are related occupations and a score (created and assigned by O\*NET) of relative closeness with the occupation being profiled. This allows occupational profiles within a category or an industry to be aggregated to examine common educational areas, courses, work activities, or tasks.

**Data Needed:**

- O\*NET Access Database
- O\*NET Center On-line
- Bureau of Labor Statistics Education & Training Measurements

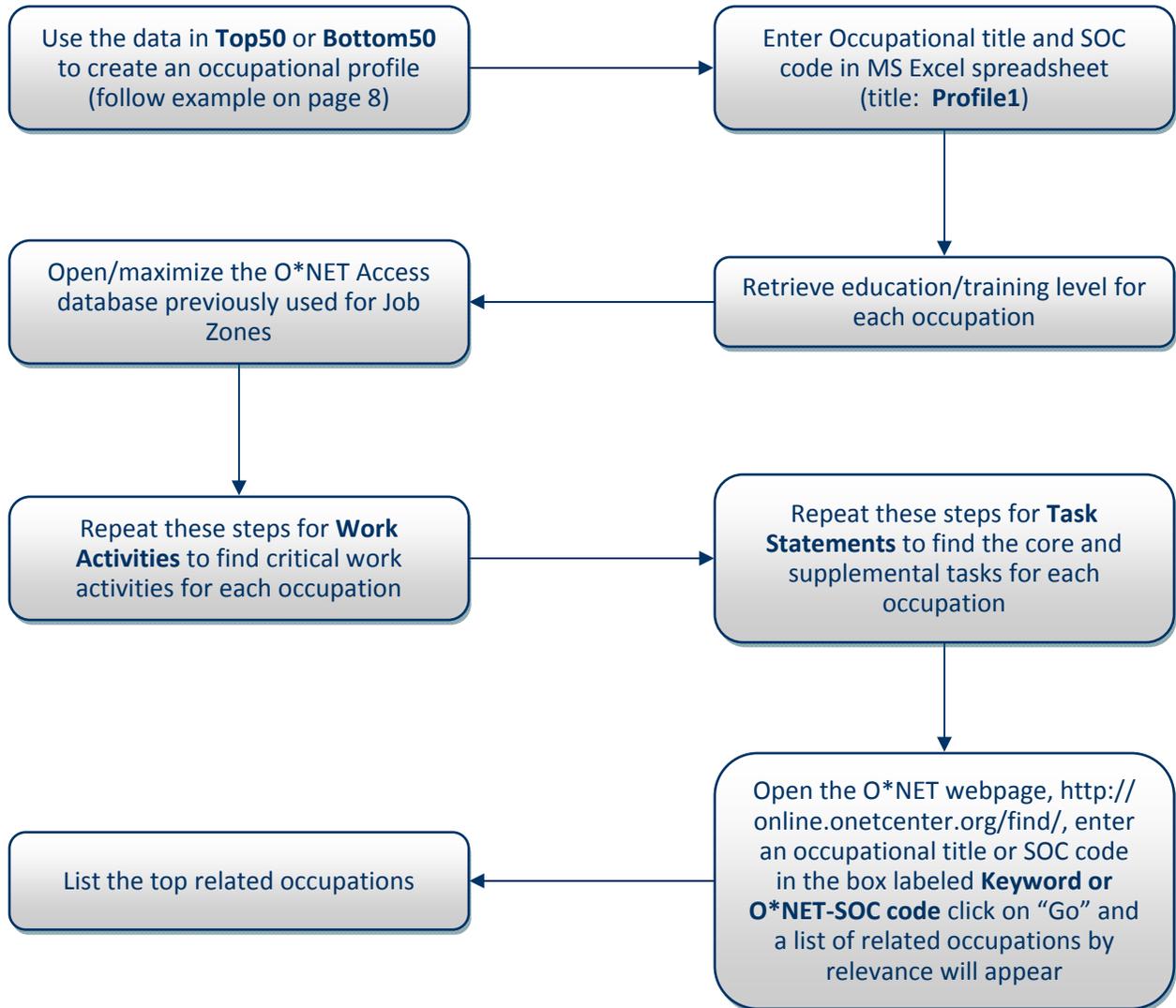
## Process & Data Needs:

- Use the data in **Top50** or **Bottom50** to create an occupational profile (follow example on page 8)
- Enter Occupational title and SOC code in MS Excel spreadsheet (title: **Profile1**)
- Retrieve education/training level for each occupation
  - ◇ Go to: <http://www.bls.gov/emp/#tables>
  - ◇ Scroll to EPP Tables, click on “Education and Training Measurements by Detailed Occupation”
  - ◇ Locate the corresponding SOC code (Matrix Code)
  - ◇ Add education level (Most significant source of education or training) to the occupational profile
- Open/maximize the O\*NET Access database previously used for Job Zones
  - ◇ Double click on “Knowledge” database in left hand column
  - ◇ Find corresponding SOC for **Top50** and **Bottom50** occupations
  - ◇ Click on arrow in **O\*NET-SOC** column
  - ◇ Under “Text Filters” click on “Select All” which will deselect all occupations
  - ◇ Scroll down and select one of your **Top50** occupations — click “OK”
  - ◇ Filter **Scale ID** column to only show “IM” (importance) criteria
  - ◇ Click on arrow in **Scale ID** column
  - ◇ Under “Text Filters” click on “Select All” which will deselect all values
  - ◇ Scroll down and select “IM” — click “OK”
  - ◇ Click on arrow in **Data Value** column
  - ◇ Select “Sort Largest to Smallest”
  - ◇ List the top six knowledge areas for the occupation from **Element Name** column within the profile
- Repeat these steps for **Work Activities** to find critical work activities for each occupation
- Repeat these steps for **Task Statements** to find the core and supplemental tasks for each occupation

### Process & Data Needs (continued)

- Open the O\*NET webpage, <http://online.onetcenter.org/find/>, enter an occupational title or SOC code in the box labeled **Keyword or O\*NET-SOC code** click on “Go” and a list of related occupations by relevance will appear
- List the top related occupations

### Process & Data Needs Flow Chart



# Occupational Profiling: Example

Below is an example of an Occupational Profile for a Registered Nurse, SOC code 29-1111.

<b>Occupational Profile</b>	
<b>Registered Nurse</b>	<b>29-1111</b>
Current Employment (IA)	31,805
Projected Employment (IA 2016)	39,035
Projected Annual Growth	2.3%
Median Hourly Wage	\$23.80
Entry Hourly Wage	\$18.78
BLS Education/Training Level	Postsecondary education/training
<b>Knowledge Requirements</b>	
<b>Major Areas and Level of Completion</b>	
	Medicine and Dentistry
	Customer and Personal Service
	Psychology
	English Language
	Education and Training
	Therapy and Counseling
<b>Work Activities</b>	
<b>General Area</b>	
	Assisting and Caring for Others
	Documenting/Recording Information
	Getting Information
	Making Decisions and Solving Problems
	Communicating with Supervisors, Peers, or Subordinates
	Identifying Objects, Actions, and Events
<b>Tasks</b>	
<b>Core</b>	
	Maintain accurate, detailed reports and records.
	Monitor, record and report symptoms and changes in patients' conditions.
	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
	Monitor all aspects of patient care, including diet and physical activity.
	Direct and supervise less skilled nursing or health care personnel or supervise a particular unit.
	Prepare patients for, and assist with, examinations and treatments.
<b>Supplemental</b>	
	Observe nurses and visit patients to ensure proper nursing care.
	Inform physician of patient's condition during anesthesia.
	Administer local, inhalation, intravenous, and other anesthetics.
	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.
	Direct and coordinate infection control programs, advising and consulting with specified personnel about necessary precautions.
	Perform administrative and managerial functions, such as taking responsibility for staff, budget, planning, and long-range goals.
	Provide or arrange for training or instruction of auxiliary personnel or students.
<b>Related Occupations</b>	
	Nursing Instructors and Teachers
	Chiropractors
	Surgeons
	Podiatrists
	Psychiatric Aides
	Medical Assistants





# Gap Analysis

Gap analysis, in this methodology, is analyzing the difference between the knowledge, skills, and activities of the low growth occupations and those of the high growth or emerging occupations. This is done by examining each section within the occupational profiles to compare the differences and similarities between jobs. As with the Skillshed study in its entirety, the gap analysis will have different uses for different users. Job counselors and job seekers will most likely use it to describe the additional needs in education or training that a worker would have to transition from one occupation to another. Economic developers may use it to find job groups in which the region has a competitive advantage, and which job groups the region's workforce could shift into most easily. For prospective employers, a gap analysis provides insight into the region's existing labor pool and the additional skills, knowledge, and work activities necessary to fulfill their production needs.

While the uses of the gap analysis may vary, the goal of the analysis is consistent: to describe the difference between two particular jobs by measuring the similarities and differences in their required skills, knowledge, and work activities. For example, we see that both certified nurse aides (CNAs) and registered nurses (RNs) need training in Assisting and Caring for Others. This tells us that a CNA should be able to transition into a RN position with relative ease. However, the occupational profiles also tell us that RNs need training in Psychology and Decision Making and perform many tasks that are more medically advanced than those of a CNA, implying that additional skills and training may be required for the transition. In this way, using a combination of occupational profiles and gap analysis enables the user to create job ladders, where each successive job requires additional education, training, and/or skills.

As presented here, the gap analysis is done strictly on a qualitative basis. The presence of the required Knowledge, Tasks, and Work Activities are compared without respect to the level or numerical intensity (assigned by O\*NET) of skill needed. Certainly many related occupations will share skills through Tasks and Work Activities but will differ in the level of skill at which the worker needs to perform. While there are ways of comparing the Knowledge, Tasks, and Work Activities in a quantitative method as well, this methodology has focused on the basic qualitative steps used within a Skillshed study.

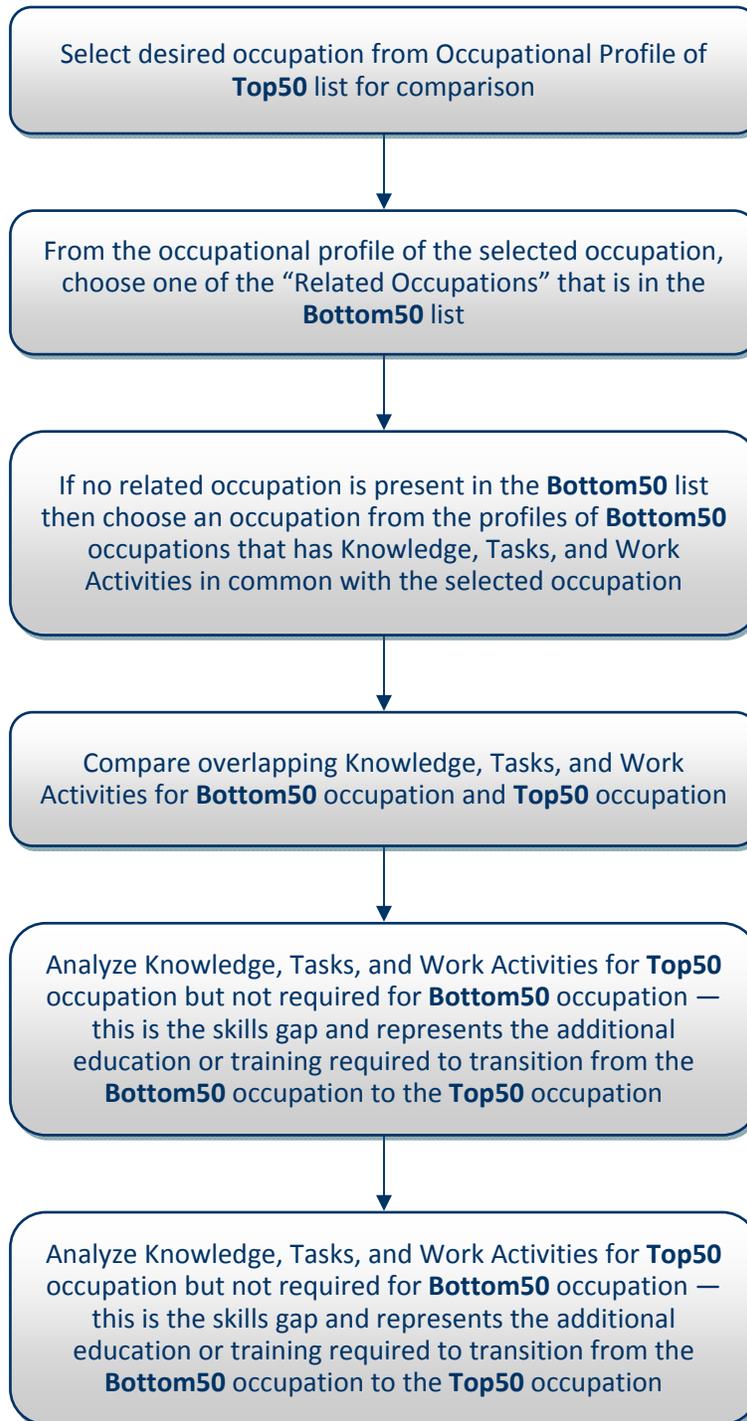
**Data Needed:**

- **Top50** spreadsheet
- **Bottom50** spreadsheet
- Occupational Profiles

## Process & Data Needs:

- Select desired occupation from Occupational Profile of **Top50** list for comparison
- From the occupational profile of the selected occupation, choose one of the "Related Occupations" that is in the **Bottom50** list
  - ◇ If no related occupation is present in the **Bottom50** list then choose an occupation from the profiles of **Bottom50** occupations that has Knowledge, Tasks, and Work Activities in common with the selected occupation
- Compare overlapping Knowledge, Tasks, and Work Activities for **Bottom50** occupation and **Top50** occupation
- Analyze Knowledge, Tasks, and Work Activities for **Top50** occupation but not required for **Bottom50** occupation— this is the skills gap and represents the additional education or training required to transition from the **Bottom50** occupation to the **Top50** occupation
  - ◇ The degree of overlap or additional Knowledge, Tasks, and Work Activities required to transition will determine the level of difficulty of moving from one occupation to another

## Process & Data Needs Flow Chart



## Conclusion

The methodology outlined in this report presents a basic schematic to allow replication of a Skillshed study across a variety of regions with available public data. And with only minor additions or adjustments to this basic model, states can incorporate their own proprietary data to develop a more detailed and specific model for their own workforce. Consistently beginning with this basic model also allows states to more easily compare their data with that of other states or regions. More specifically, this basic model allows a state or region to:

- Estimate the supply and demand for occupations within the region
- Group occupations into those adding significant economic value
- Profile occupations with the knowledge, skills, and abilities necessary to perform the tasks
- Compare the required knowledge, skills, and abilities across jobs and across groups of jobs

This methodology also presents supplemental data that can be added into the basic Skillshed model. This data is replicable using common survey instruments and some private source data. The supplemental data suggestions are meant as a reference to other ways to make the Skillshed more robust and detailed for a specific region or state. The supplemental data allows a state or region to:

- More accurately describe current job vacancies and hiring demand
- Describe the level of skills possessed by a workforce within an established framework (WorkKeys)
- Understand the special needs and abilities of a group of dislocated workers within the region
- More closely align other data with employer expectations
- Analyze the gap between current supply and demand and projected emerging industries



## Appendix A: Supplemental Data

There are several data sources that may be useful but are not listed in this methodology. Many sources contain state level data regarding workforce numbers, projections, and wages. A few (though not all) of those data sources are detailed here:

### **Help Wanted OnLine (HWOL):**

The Conference Board Help Wanted OnLine™ Data Series measures the number of new, first-time online jobs and jobs reposted from the previous month on more than 1,200 major Internet job boards and smaller job boards that serve niche markets and smaller geographic areas.

### **WorkKeys:**

A job skills assessment system measuring “real world” skills employers believe are critical to job success. Components include job profiling, training, and assessments in communication, problem-solving, and interpersonal skills.

### **Job Vacancy Surveys:**

Many states conduct annual surveys to assess the number of job vacancies in their workforce. In addition to vacancy and retirement data, these surveys often include wage data. Analysis of these surveys illustrate the demand for workers and skills required in the workforce. This information can be used by economic developers, government leaders, educators, and state agencies to guide their decision making on issues related to workforce development, vocational training, and employee recruitment programs.

## Appendix B: Employer Expectations

### **Employer Expectations**

More detailed and focused skill demand data could be gathered from qualitative feedback collected by talking directly with employers within a region.

### **Industry Sector Councils/Organizations**

These can be public or private and are made up of a group of companies from a specific industry within a region. Members may include business leaders and top executives working towards a common strategic goal for development of these industry sectors. If these do not already exist in a region, they can be formed by partnering with state or region local economic development and LMI offices. Often, economic development organizations will have staff dedicated to certain industry sectors in a given region and can provide a list of contacts for a given industry sector. Additionally, many career technical education programs have employer committees that meet on a regular basis to provide guidance for industry sector curriculum development. Such committee information can be gathered via a state elementary/secondary or higher education department. If no existing industry sector board can be found at a state or regional level, it is recommended to collaborate with the state LMI office to gather employer contact information for specific industry sectors to develop a sector council that can meet together before survey and focus group work begins.

### **Employer Survey and Industry Focus Groups**

A good way to determine the latest trends in industry demand for skills is by leveraging these Industry Council members for data collection. This can be done by surveying them with questionnaires, conducting focus groups and brainstorming sessions. These tightly focused work sessions allow for more timely and concentrated discussion about the workforce needs in growing industry sectors. By addressing a range of ideas, opinions and concerns from a well-defined target audience, these techniques help in reaching consensus and addressing priorities.

*(continued on page 14)*

## Appendix B: Employer Expectations

Projections information for targeted industries combined with detailed qualitative feedback from results of focus groups and surveys would be the best data for determining the changing nature of industry and workforce demand. This data can be validated against national O\*NET KSA data and National Career Clusters data.

Thus an accurate assessment of the demand side of the knowledge, skills and abilities required by a given industry can be obtained. The need to focus on targeted industry sectors is directly tied to the inability of each state to collect detailed qualitative data for all industries and acknowledges that focusing on the workforce demand for targeted industries is the best use of resources for economic and workforce development.

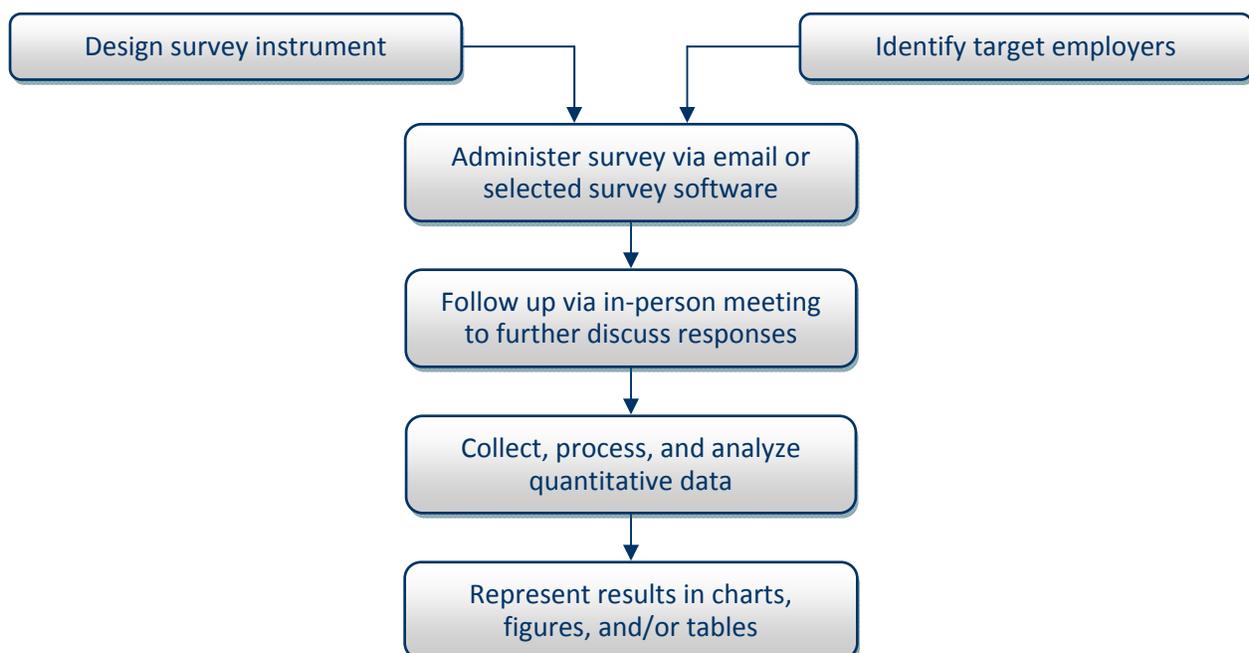
**Data Needed:**

- Survey design software
- Contact list of target employers
- Statistical software, i.e. SPSS or SAS

### Process & Data Needs: Employer Survey & Interview

- Survey composed of a combination of structured questions, rating questions as well as non-structure or open ended questions
- Target employers are sent surveys ahead of time via email or selected survey software
- This is followed by an in-person meeting which allows to collect detailed responses as well as to solicit additional feedback
- Using the survey question to lead the discussion this interaction is a valuable step in data collection
- Multiple executives within an organization may respond to a survey which is beneficial in getting different perspectives
- The data from the questionnaire is processed and analyzed using Microsoft Excel or other statistical packages such as SPSS or SAS

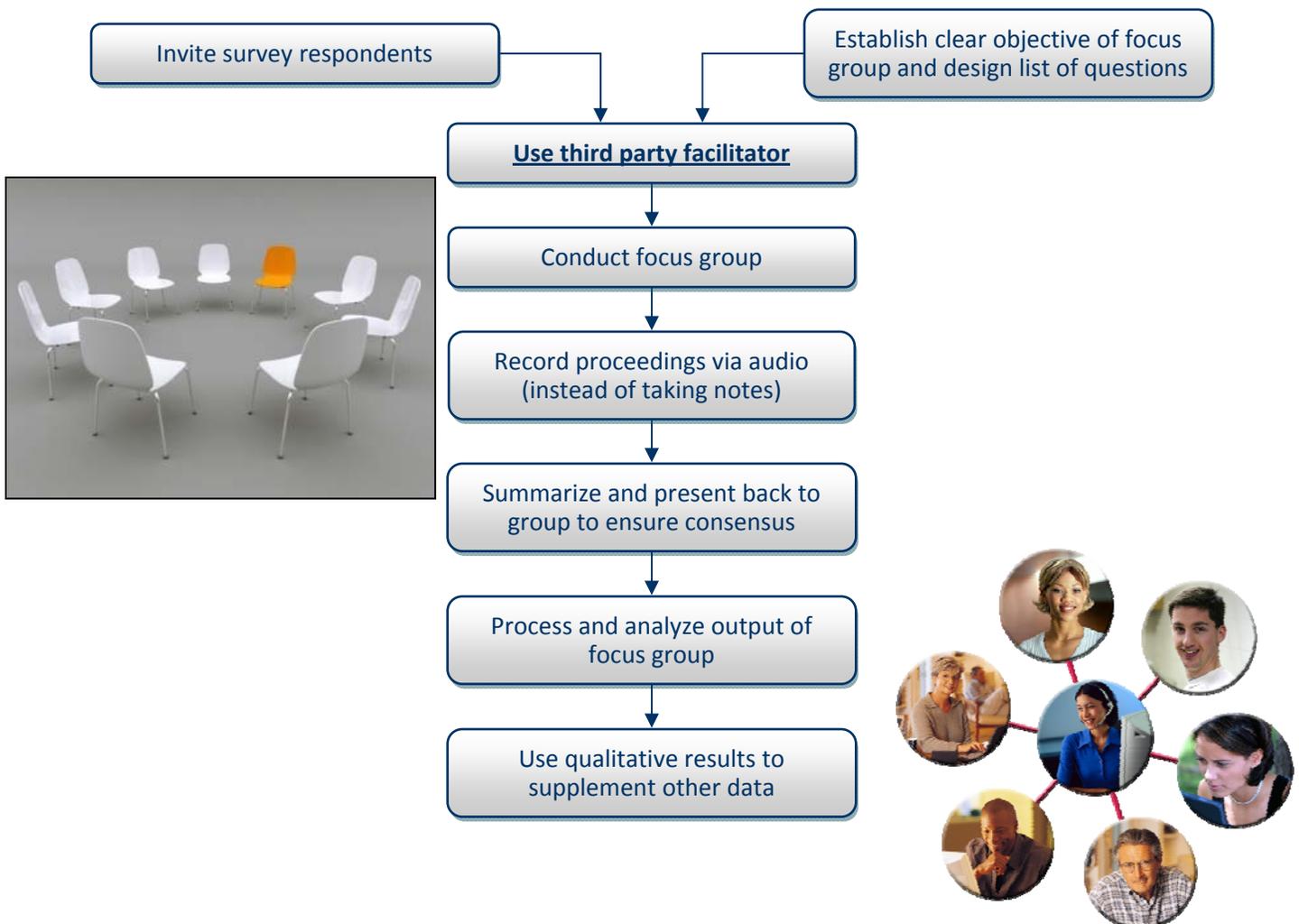
### Process & Data Needs: Employer Survey & Interview Flow Chart



## Process & Data Needs: Focus Group

- Employers who responded to the survey are invited to the focus group with a proposed agenda that the group will discuss—size of the group is usually 6-10 persons and should represent subject matter experts (SME) from the selected employers
- A third party facilitator moderates the discussion
- Objective of the focus group is made clear in the beginning to the group
- A list of questions developed earlier are asked to the group and discussion is facilitated around each of the questions
- The proceedings are carefully recorded and at the end of each question, a summary is presented back to the group to ensure agreement from everyone
- The results of the focus group are processed and analyzed and the output is used to supplement, amplify and illustrate quantitative data
- The data collected is qualitative and exploratory in nature and can provide good useful insights

## Process & Data Needs: Focus Group Flow Chart



## Appendix C: Dislocated Worker Survey

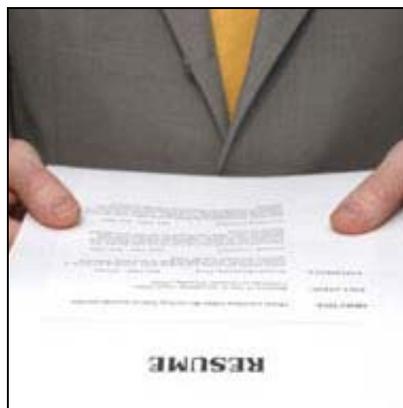
Dislocated workers are not captured in other data sources used in the Skillshed and represent an important piece of the labor market. Measuring the skill set of dislocated workers is imperative to effectively locating employment and supporting the local economy. Dislocated worker data helps to: assess the economic impact of layoffs, find employment that most closely matches the skill sets of the dislocated workers, attract outside business by demonstrating a skilled and available workforce, and better understand the needs of the dislocated workers.

Data is collected from dislocated workers through a survey conducted by rapid response staff. This data is then coded into an MS Excel spreadsheet for analysis. A sample survey and completed fact sheet are included. Information collected from the survey should include: occupation, county of residence, educational level and any training received, wages, computer skills, future plans, which areas would the worker like assistance, and what media they use in their

**Data Needed:** - Dislocated Worker Survey - Survey collection team

### Process & Data Needs: Worker Survey & Interview

- Survey composed of a combination of structured questions, rating questions as well as non-structure or open ended questions
- Employers are required to notify the State's rapid response team when a layoff event of 50 or more employees occurs
- Multiple versions of the survey should be developed to support limited English proficiency workers (Multiple Language versions available from Iowa Workforce Development)
- A member of the rapid response team conducts an orientation to workforce development services that are available and distributes the survey to the dislocated workers to fill out and return
- An occupational profile of the terminated job and of three related jobs are distributed to the worker
- The data from the questionnaire is processed and analyzed using Microsoft Excel or other statistical packages such as SPSS or SAS, map using ArcView GIS



# Dislocated Worker Survey

## *Company Name* Worker Survey

All information from this survey is strictly confidential.

Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_

Residential Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ SSN: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Age: \_\_\_\_\_ Gender:  Male  Female

Full Job Title: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Additional Skills: \_\_\_\_\_

Wage Information: Hourly Wage: \$ \_\_\_\_\_ or Annual Salary: \$ \_\_\_\_\_

Length of Employment: \_\_\_\_\_

When looking for employment opportunities, which advertising media do you use? (select top two)

Local Workforce Development Centers  Newspapers (list paper) \_\_\_\_\_

Networking through Friends  Internet (list site) \_\_\_\_\_

Highest Education Completed:

- Less Than 9<sup>th</sup> Grade
- Some High School, No Diploma
- High School Diploma/GED
- Some Education Beyond High School
- Associate Degree Completed  
Type of Degree: \_\_\_\_\_

- Trade Certification Completed  
Type of Certification: \_\_\_\_\_
- Vocational Training Completed  
Type of Training: \_\_\_\_\_
- Undergraduate Degree Completed  
Type of Degree: \_\_\_\_\_
- Postgraduate Degree Completed  
Type of Degree: \_\_\_\_\_

List Other Training/Certification:

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

# Dislocated Worker Survey

## Company Name Worker Survey

How many children do you have living at home? \_\_\_\_\_

Are you currently enrolled in school?  Yes  No

If yes:  High School or GED  Post-High School

What is the lowest wage you will accept at your new job? Hourly Wage: \$ \_\_\_\_\_

Annual Salary: \$ \_\_\_\_\_

Please indicate the tasks that you are able to perform on a computer:

- |   |   |
|---|---|
| <input type="checkbox"/> Access the Internet              | <input type="checkbox"/> Financial record keeping/bookkeeping |
| <input type="checkbox"/> Send & receive e-mail            | <input type="checkbox"/> None of the things listed above      |
| <input type="checkbox"/> Write letters or other documents | <input type="checkbox"/> Other: _____                         |

Are you interested in receiving basic computer instruction?  Yes  No

Do you require any special accommodation at the workplace?  Yes  No

Future Plans:

Yes No

Search for another job?

Are you willing to relocate?  Yes  No

Open your own business?

What type? \_\_\_\_\_

Retire?

Enroll in school/educational program?

What type of education/training will you pursue? \_\_\_\_\_

Unknown

I would like individual assistance with the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Finding out what jobs are available                         | <input type="checkbox"/> Paying moving expenses                                  |
| <input type="checkbox"/> Understanding how my skills & experience relate to new jobs | <input type="checkbox"/> Budgeting & paying my bills without a job               |
| <input type="checkbox"/> Deciding what jobs I can do                                 | <input type="checkbox"/> Helping my family through this current situation        |
| <input type="checkbox"/> Learning how to find a new job                              | <input type="checkbox"/> Deciding which college/school would be best for me      |
| <input type="checkbox"/> Develop a résumé  | <input type="checkbox"/> Tuition & books   |
| <input type="checkbox"/> Filling out job applications                                | <input type="checkbox"/> Child care for my children while I go to college/school |
| <input type="checkbox"/> Dealing with my loss of employment                          | <input type="checkbox"/> Transportation expenses to & from school                |

Enter Survey Administrator Contact Information Here

Name, Address, City, State ZIP, Phone Number

# Dislocated Worker Survey

## Survey Customization Instructions:

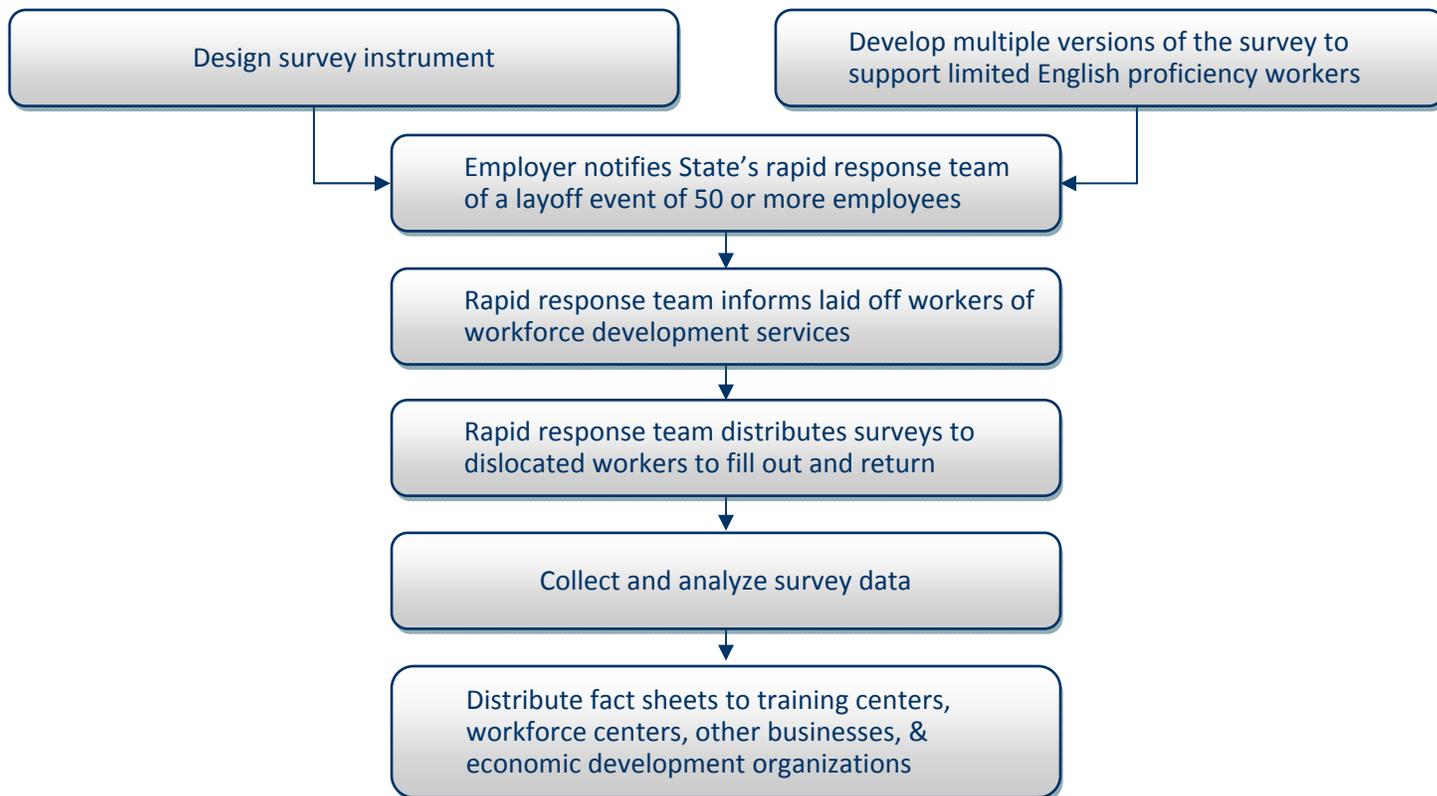
The intent is to limit the survey to one page, front and back.

Edit the company name at the heading of the document on both pages, as well as the contact information in the footer of the second page.

Please do not alter the core survey questions to insure consistency in analyzing results. Additional questions can be added at the end of the survey if necessary.

After survey completion, please photocopy and send/fax forms to whomever will be performing the data entry and analysis.

### Process & Data Needs: Worker Survey & Interview Flow Chart

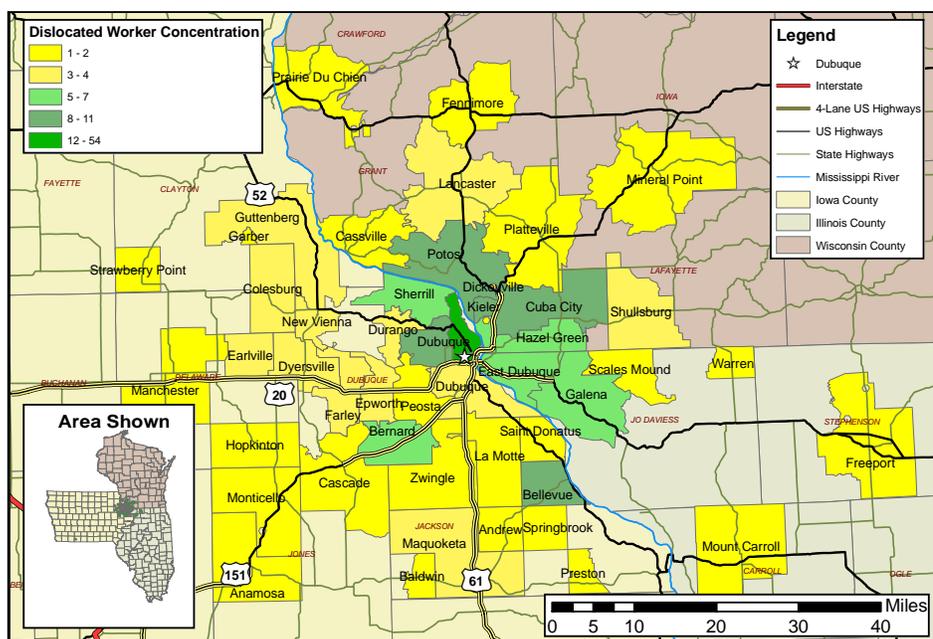


# Dislocated Worker Survey Fact Sheet

**Insert Company Name Here**

**Dislocated Worker Labor Characteristics**

**Released June 2009**



## Available Skilled Labor:

### Business Operations:

- Business Operations Specialists - 1
- Vocational Education Instructors - 1

### Production:

- Assemblers & Fabricators - 117
- Computer-Controlled Machine Operators - 5
- Electrical & Electronic Engineering Technicians - 1
- Electricians - 3
- Electro-Mechanical Technicians - 2
- Machinists - 5
- Mechanics, Maintenance & Repair - 3
- Multiple Machine Operators - 1
- Prepress Technicians - 1
- Production Workers, All Other - 3
- Sheet Metal Workers - 1
- Stock Clerks & Order Fillers - 1
- Welders - 43

### Material Movers:

- Forklift Operators - 3
- Laborers and Freight, Stock, & Material Movers - 1

**Total - 192**

The map (above) illustrates where workers live affected by the dislocation from employment.

### Education Level:

- 41.1% High school diploma or GED
- 44.2% Have some education beyond high school
- 8.3% Trade certified
- 8.9% Vocational training
- 8.3% Associate degree
- 2.6% Undergraduate degree
- 0.5% Postgraduate/Professional degree
- 1.0% Currently attending school

### Wages:

#### At Separation:

- Median hourly wage - \$18.57/hr.
  - Males - \$19.00/hr.
  - Females - \$18.00/hr.
- Median annual salary - \$45,000/yr.
- Lowest median wage willing to accept - \$15.00/hr

*These wages may vary depending upon occupational category*

### Other Facts:

- 85.9% are male
- 14.1% are female
- Average age of 41 years
- 78.6% paid an hourly wage

### Future Plans:

- 92.7% Search for another job
- 59.9% Enroll in education
- 17.7% Open a business
- 8.9% Retire

### Job Search Media:

*(by percent interest)*

- Local/Regional Newspapers
- Local Iowa Workforce Development Centers
- Networking through friends, family, and acquaintances
- Internet
  - [www.accessdubuque.com](http://www.accessdubuque.com)
  - [www.iowajobs.com](http://www.iowajobs.com)
  - [www.monster.com](http://www.monster.com)

### Computer Abilities

- 67.7% Have interest in receiving basic computer instruction
- 86.5% Able to access the internet
- 80.2% Able to send & receive E-mail
- 63.0% Able to use word processing software
- 28.1% Able to use financial & bookkeeping software

### Workshops Available:

*(by percent interest)*

- Job & Career Options
- Budgets & Finances
- Your Successful Job Search
- Coping With Change

### Workshops Time of Day Preference:

- 6.8% Morning
- 4.2% Night
- 2.1% Afternoon

### Individuals Would Like Assistance With:

- Finding out what jobs are available - 59.4%
- Tuition & books - 40.1%
- Understanding how their skills & experience relate to new jobs - 38.5%
- Deciding what jobs they can do - 38.0%
- Deciding which school would be best for them - 38.0%
- Developing a résumé - 29.7%
- Transportation expenses to & from school - 28.1%
- Learning how to find a new job - 27.1%
- Budgeting & paying their bills without a job - 14.6%
- Child care for their children while they go to school - 14.1%
- Filling out job applications - 14.1%
- Helping their family through this current situation - 8.3%
- Dealing with the loss of their employment - 7.8%
- Paying moving expenses - 4.7%

### For additional information contact:

**Insert Contact Information Here**

**Insert Organizational Logo Here**

# Dislocated Worker Survey Fact Sheet

## Related Jobs

### **Jobs Related to Structural Metal Fabricators and Fitters**

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Sheet Metal Workers  
Welders, Cutters, and Welder Fitters  
Solderers and Brazers  
Model Makers, Metal and Plastic  
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders  
Lay-Out Workers, Metal and Plastic  
Precious Metal Workers  
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic  
Stone Cutters and Carvers, Manufacturing  
Team Assemblers  
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic  
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders  
Molding and Casting Workers

### **Jobs Related to Electricians**

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Helpers--Electricians  
Electric Motor, Power Tool, and Related Repairers  
Electrical and Electronics Installers and Repairers, Transportation Equipment  
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay  
Electrical and Electronics Repairers, Commercial and Industrial Equipment  
Control and Valve Installers and Repairers, Except Mechanical Door  
Signal and Track Switch Repairers  
Electronic Equipment Installers and Repairers, Motor Vehicles  
Electro-Mechanical Technicians  
Electromechanical Equipment Assemblers  
Maintenance Workers, Machinery

### **Jobs Related to Fork Lift Operator**

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Laborers and Freight, Stock, and Material Movers, Hand  
Hoist and Winch Operators

### **Jobs Related to Welder**

---

Welders, Cutters, and Welder Fitters  
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders  
Sheet Metal Workers  
Structural Metal Fabricators and Fitters  
Solderers and Brazers  
Boilermakers  
Lay-Out Workers, Metal and Plastic  
Pipe Fitters and Steamfitters  
Structural Iron and Steel Workers  
Industrial Machinery Mechanics  
Reinforcing Iron and Rebar Workers  
Control and Valve Installers and Repairers, Except Mechanical Door  
Maintenance Workers, Machinery  
Computer-Controlled Machine Tool Operators, Metal and Plastic  
Team Assemblers  
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic

Source: <http://www.onetcodeconnector.org/>

Information Compiled by:  
*Insert Contact Information Here*



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