

**Columbus/Muscogee Area Workforce Survey
Summary Report
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October 24, 2007**

The University of Georgia's Fanning Institute worked with the Greater Columbus Chamber of Commerce to develop and implement a survey of local business and industry to determine the workforce skills gaps in the Columbus/Muscogee Region. The survey's questions were designed to determine what type of skills are needed in the workforce now and in the future. The survey was administered from July to August of 2007.

There were several overarching themes that ran through the responses to all of the survey questions. These themes, which were identified multiple times in different ways by the survey respondents, are listed below.

- **Education**—improve basic skills of graduates including oral and written communication and math skills
- Lacking good **work ethic/professionalism**
- **Start young**—start in elementary and middle schools to teach skills needed to be successful in the workforce as well as the benefits of participating in the workforce
- **Collaboration**—need more collaboration between the education sector and business/industry and government
- **Increase technical/computer skills**—particularly basic PC operations and faster typing/keyboarding
- **Competitive compensation/benefits**—within region and with other metropolitan areas in the state
- **Bi/multilingual**—growing need for employees with language skills other than English

The following is a summary, organized by question, of the key points identified in the workforce skills survey. The full survey results and tables are available from the Chamber.

1. *How would you generalize/characterize the workforce attributes needed for the region?*

The responses to this question fell into five major categories. These were (in order of most mentions) **soft skills, hard skills, education issues, types of jobs, and general comments**.

There were many different **soft skills** identified as needing to be improved in the Columbus/Muscogee area. Those that were mentioned the most are listed below in order with those most mentioned at the top.

- Dependable/reliable—includes promptness, attendance, not being late to work, not being absent
- Interpersonal skills/people skills/teamwork
- Continuous learning/desire to learn/willing to be trained
- Customer service/human relations
- Critical thinking/problem solving/deductive reasoning
- Self motivated/confident/takes initiative/self-directed
- Strong work ethic
- Good character/ethical/high standards
- Multi-skilled—both individuals and the workforce as a whole
- Conflict resolution

- Appropriate dress

There were other **soft skills** mentioned but not as frequently as those above. These include being responsible, better time management, flexible/tolerant of change, leadership, maturity, good attitude, and organization skills.

Hard skills were identified almost as frequently as soft skills but with much more variation. There was not as much consensus among the respondents as with the soft skills. There were some, however, that were mentioned more than the others. They are below in order of most mentioned.

- Keyboarding/data entry
- Communication skills—verbal and written
- Basic computer skills—hardware and software
- Information technology/programming
- Reading comprehension
- Electronics—including repair
- Finance/accounting

There were a number of other **hard skills** that were mentioned once or twice. They are listed in no particular order below.

- Commercial drivers license (CDL)
- Construction—includes plumbing, carpentry, electrical, HVAC and others
- Technical
- Telephone
- Sales/retail
- Engineering
- Math—algebra, geometry
- Mechanical
- Automotive repair
- Printing
- Marketing/public relations
- Fluent English language skills
- Healthcare/clinical
- Sheet metal fabrication
- Hand tools—drills, hydraulic, pneumatic
- Blue print reading
- Metrology
- Tool & die/machinist
- Welding
- Design/drafting

The third most mentioned category of workforce attributes focused on **education**. Those education issues identified most frequently were the need for **improved math** (including geometry and algebra) and **reading skills**. Keeping **technology current or up to date** in the region's schools and colleges was also mentioned multiple times. Other education issues are included in the list below:

- Need for at least a high school degree/young people need to stay in school/lower the dropout rate
- The need for stronger support for education in the community
- Need some post secondary education
- Need college graduates
- Students leaving high school need to be better prepared
- Need more teachers

Another category of responses to this question were **jobs** that survey respondents felt would or would not be needed in the area. Mentioned often was that the need for **mill oriented manufacturing skills was declining**. The most mentioned job or field was **construction (all trades)**, primarily due to the planned growth at Fort Benning. Other jobs and fields identified are listed below:

- Hospitality
- Office/administrative
- Restaurant
- Engineering
- Health care including geriatric care
- Middle management
- Aviation/aircraft assembly
- Masters level social worker

There were many more issues identified that did not readily fit into one of the above categories. Three of the most mentioned follow:

- More work experience
- No drug use/more drug testing
- No criminal history

2. *How easy is it to find suitable, well-prepared individuals within the region to meet your organizations overall workforce needs?*

Respondents were asked to pick one of six categories to indicate their answer. The categories and percentages are below.

Ease of Finding Employees	Percentage of Respondents
Extremely easy	0.5%
Relatively easy	3.8%
Moderate	39.8%
Somewhat difficult	46.2%
Very difficult	14.5%

Almost **60.7%** of respondents indicated that it was at least **somewhat difficult** to find suitable, well-prepared employees in the region. Only **4.3%** of respondents indicated it **relatively easy or easy** to find suitable employees.

3. *What are the predominate workforce challenges within the region?*

Respondents were asked to list these challenges in order of priority. Many different challenges were identified. Most items listed fell into seven main categories. These are listed below in order of most mentioned:

- Lacking necessary skills and/or experience
- Lacking good work ethic/professionalism
- Problems with education/training systems
- Inadequate compensation and benefits
- Difficulty attracting and keeping suitable talent in the Columbus/Muscogee region
- Community challenges
- Miscellaneous challenges

In the **lacking necessary skills and/or experience** category there were six skills or areas of experience identified the most by respondents. These are listed below starting with the most mentioned.

- Lacking the basics—reading and reading comprehension, poor written communication/poor grammar, inadequate language skills/English usage problems, inadequate math and science skills
- Lack of computer skills—advanced information technology skills for IT professionals as well as basic skills for operators. This category includes knowing how to use hardware and also how to use software (particularly the MS Office suite)
- Lack of typing/data entry/keyboarding skills
- Lack of problem solving skills—including critical thinking, change management and the ability to be flexible
- Health care skills—particularly nursing and physical therapy
- Aircraft assembly skills and experience.

There were other skills and experience identified as challenges for the area. See the full survey results for all of them. A representative sample of some of the others is listed below.

- Metal working/machining
- Limited ability to multi-task
- Lack manufacturing experience—decline of the manufacturing sector has left the remaining manufacturers with a shortage of experience workers
- Poor customer service skills
- Lack construction experience—all trades (plumbing, carpentry, HVAC, electrical...etc)
- Engineering
- Finance/accounting
- Commercial driver's license (CDL)
- Service oriented skills—particularly hospitality and restaurant
- Education industry—all jobs—educators, administration and plant management
- Lack of management experience

In the **lacking good work ethic/professionalism** category there was more agreement among the respondents about the challenges facing the region. The top issue was **employee reliability** including work attendance. The other major challenges in this category are listed below:

- Employees/candidates don't want to work unpopular hours—late night for example
- Lack of motivation/lack of desire to excel
- Lack of responsibility
- Inappropriate attire
- Not professional—not prepared to work in a professional environment
- Poor grooming practices
- Bad attitude—pay me now; I will earn it later
- Lack of willingness to learn new things/self improvement

The **problems with education/training systems** category focused primarily on challenges with the existing systems. Students getting **poor educations or graduating without skills** was the main issue. This challenge was identified for high schools, technical schools and area colleges. Other issues identified are below:

- Lack of emphasis on “life skills”
- Lack of nurse educators
- Too many high school dropouts
- Not enough opportunities to acquire needed skills
- Need more apprenticeships/internships for students—more paid work experience for students
- Need re-training opportunities for former mill workers and others out of work due to plant closings
- Lack of post high school education
- Limited professional degree programs in the Columbus/Muscogee area
- Lack of money for ongoing training

The primary issue identified in the **inadequate compensation and benefits** category was that (whether real or perceived) the Columbus/Muscogee area has **lower compensation and benefits compared to larger metropolitan areas** and that this is hurting area companies’ ability to attract and keep suitable workers. Other issues identified in this category are:

- Lack of paid retraining opportunities
- Lack of schedule flexibility for retraining
- Employees will not work hard for what we can pay
- Employees/job candidates are motivated by money and not by passion or love for their job
- Competition from other areas businesses hurts ability to keep employees when the competition has better compensation/benefits—Ft. Benning, new Kia plant, other area call centers
- Employee/job candidate perception that the region’s compensation and benefits are not keeping pace with the cost of living

Another category of challenge responses focused on the **difficulty with attracting and keeping suitable talent in Columbus**. The main areas of comments are listed below:

- Difficult attracting new talent to the region—particularly technical/IT staff
- Hard to keep talent (home grown and otherwise) in the region—other areas (Atlanta) offer more amenities
- Young professionals do not want to come to Columbus/Muscogee
- Columbus/Muscogee has a negative perception/image problem

The last, easily defined, category of responses regarding challenges in the region’s workforce focuses on **community challenges**.

- Absent parents/bad parenting/parents not setting good example
- Lack of coordination between social service agencies
- Lack of public transportation
- Lack of affordable childcare
- Bad credit
- Drug use
- Teen pregnancy
- Criminal records

Finally, there were some important challenges identified that did not easily fit into a group with the others. These **miscellaneous** Responses are listed below.

- The economy is transitioning from mill based manufacturing to more service oriented—this has left the existing manufacturers without experienced manufacturing employees
- There are no challenges—if you want to work you can find a job
- Limited overall employment opportunities
- Employers' taxes are too high

4. *What is the most important next step for the community in regard to improving the quality of its workforce?*

The responses to these questions fell into six primary categories. Of these **Education/training** was mentioned far more than any other issue. The remaining five are listed below in order from most mentioned to least.

- Community
- Collaboration within the community
- Attract to region
- Compensation/benefits
- Communication

Within the **education/training** category there were several issues highlighted by the survey respondents more than others. These are listed below in order of most mentions.

- Improve the basic skill levels (reading, writing, math/science, verbal expression) of those graduating from the regions schools
- Training designed to meet the specific needs (aviation, service, construction, army systems, customer service, keyboarding/data entry, restaurant...etc) of the region's business/industry
- Get business/industry involved with teaching/communicating the needs and expectations of the business sector in schools
- Teach work ethic (reliability, professional dress, responsibility...etc) in schools
- Start young (elementary school and up)
- Work study/apprenticeship/internships—more paid work experience

There were many other possible next steps identified by the survey respondents. Some are listed below in no particular order.

- Teach resume and interview skills in schools
- Increase number of college educated people in the workforce
- Increase technical/mechanical education
- Lower dropout rate
- Teach critical thinking/problem solving
- Increase confidence/self esteem
- Teach career development in schools
- Increase competitive spirit/individual motivation/drive
- Retrain former factory workers
- Increase adult continuing education
- Get parents involved
- Teach proper English and communication skills
- Increase standards and accountability in education system
- Teach folks to be more comfortable with some risk of failure/companies need to be more tolerant of failure
- Build education infrastructure—new elementary school, new Columbus Tech campus
- Free/reduced cost training

In the **community** category there were three issues that were identified more frequently than the others. In order of mentions they are:

- Transportation to get people to work and training/education
- Increase access to quality childcare and after school programs
- Improve the quality of life in the region

Other potential next steps in this category were:

- Make the region more attractive to families and young professionals
- Housing cost too high for wages
- Change image of Columbus/Muscogee region—more positive, let people know what we have
- Renew SPLOST (special purpose local option sales tax) for education
- Decrease attrition rate
- More criminal background checks
- Revitalize the Columbus/Muscogee region
- Immigration issues—both pro and con

The third major category of next steps involves **collaboration** among various community partners. The two most identified call for the business community to collaborate with the **education sector** and with **Ft. Benning**. Other potential collaborations that were identified are listed below.

- Community/school
- All employment related agencies—one central place for full access to services
- Business/local government

The fourth category of responses to the next step question identifies business, amenities and other things to be **attracted to the region**. The top responses in this category were:

- Business/job opportunities
- Diversity in race, thought and education
- Skilled labor jobs

Other responses were:

- Construction
- More opportunities for people to stay
- Amenities for 25 to 35 year olds
- IT companies
- Qualified job candidates
- Young professionals
- Better paying jobs

The fifth category relates to **compensation and benefits**. The top two responses in this category were **improve wages** and **provide tax incentives** for business and individuals to invest in workforce development. Other related responses were:

- More opportunity for advancement
- Compensation packages must be competitive with Atlanta and other larger areas
- Better retirement packages
- Better benefits

The final category of responses to this question focus on improving **communication**. The major action identified here was to **inform youth/students on workplace expectations**. Other communication related responses were:

- Communicate the benefits of getting a job
- Communicate the benefits of staying in school

- Market the region
- Advertise for job candidates nationally

5. *Please identify your business size.*

Respondents were asked to indicate how many employees their business had. The table below shows the findings. The responses are concentrated in the over 500 and 25 or less categories. **30%** of the respondents indicated they have 25 employees or less.

Number of Employees	Percentage of Respondents
25 or less	29.9%
25-50	6.4%
50-100	9.6%
100-200	8%
200-500	16%
500+	32.6%

In the appendix of this report there is a table showing the numbers of employees by identified business sector. This table gives a good idea of where the employees are in the region. Because the respondents were allowed to submit their own business sector instead of selecting from predetermined categories there is inconsistency in the data. It is still a good reference to see the types of industry that are employing the most people in the region. This knowledge will help to inform what types of skills are most needed in the Columbus/Muscogee region.

6. *Identify your primary business sector.*

The list of businesses identified is located in the appendix of this report.

7. *Please mark the reasons that you believe contribute to difficulty in finding and/or retaining qualified employees.*

The first category respondents were asked to consider were **work ethic** related reasons. Respondents were asked to choose from seven predetermined categories and then given the option to identify other reasons. The chart below shows the findings. Since respondents were able to pick more than one work ethic issue the percentages exceed 100%. They do provide insight on what those filling out the survey feels are the major issues to address.

Work Ethic Issue	Percentage of Respondents
Punctuality/reliability	74.3%
Unwillingness to take/accept responsibility	62.6%
Poor motivation	59.8%
Poor appearance/hygiene/dress	34.1%
Unable to manage personal issues on own time	52%
Honesty/integrity	31.8%
Substance abuse	22.9%

At least fifty percent of respondents selected the following four reasons as contributing to difficulty in finding and keeping good employees:

- Punctuality/reliability—74.3%
- Unwillingness to take or accept responsibility—62.6%
- Poor motivation—59.8%
- Unable to manage personal issues on their own time—52%

In the work ethic category respondents were also asked to identify other issues in addition to the options given. These responses primarily fell into the four major categories listed below. Some representative responses for each category are included.

- Unprofessional attitude and presentation—disregard for company property, lack of commitment, won't give an honest days work, lack of respect, tattoo/piercing, unwilling to train
- Compensation/benefits—leave for better pay, I can get another job attitude, stepping stone to other jobs
- Inexperienced/lack of skills—IT skills, communication, working with public, listening
- Young vs. mature employees—job expectations, youth not interested in long term commitment, poor priority choices, lack of knowledge about the working world

Other issues identified as making it difficult to hire and keep good employees:

- Lack of candidates in the region
- Lack of opportunities in the region
- Community issues—no housing or transportation in Pine Mountain
- Criminal backgrounds—violent felonies

The second category that those taking the survey were asked to respond to in this category were **human relations skills** that created difficulty in hiring and keeping employees.

Human Relations Skills	Percentage of Respondents
Inadequate written communication skills	65.7%
Inadequate oral communication skills	61.8%
Unable to work well with others	35.4%
Unwillingness to accept supervision	41.6%
Lack of willingness to learn	39.3%
Lack of customer service/relations skills	61.8%

The three human relations skills that were identified by over 60% of those taking the survey are listed below:

- Inadequate written communication skills—65.6%
- Inadequate oral communication skills—61.8%
- Lack of customer service/customer relations skills—61.8%

Respondents were also able to write in other human relations skills that create difficulties in hiring and retention. Those most mentioned were related to **inappropriate behavior/speech/dress, lack of initiative, and not good at working with others/teamwork**. Dissatisfied with job and drugs/crime were also mentioned.

Reading comprehension was identified by 93% of respondents as a necessary skill. Those taking the survey were also asked to estimate what reading grade level was needed for their employees. A table showing all responses organized by business sector is located in the appendix of this report.

The survey then asked about the **math** skills employers were looking for in employees. The table below shows the results with 80.4% of respondents indicating that **basic math** skills are lacking. The next highest lacking skill is **ability to read/understand fractions** at 39.3%

Math Skills	Percentage of Respondents
Basic arithmetic	80.4%
Ability to read/understand fractions	39.3%
Algebra	16%
Geometry	11.7%
Higher math	11%
Cannot take accurate measurements	25.8%

Additional math related skills identified as important include **finance/accounting, percentages, logic/analytical, college level math, and statistics.**

Survey respondents were next asked to select from a list of miscellaneous or general skills and identify those on the list that created the most difficulty in hiring and keeping employees.

Skill	Percentage of Respondents
Cannot read instruments	19.7%
Writing	53.8%
Poor grammar/sentence structure	65.9%
Inability to compose letters, memos effectively	48.6%
Inability to effectively organize/prioritize tasks/work	59.5%
Inability to identify potential solutions to problems/challenges	60.1%

The skills identified by the most respondents are listed below:

- Poor grammar/sentence structure—65.9%
- Inability to identify potential solutions to problems/challenges—60.1%
- Inability to effectively organize/prioritize tasks/work—59.5%

Other skills identified as lacking in this category include **critical thinking, penmanship, multi-tasking.**

Those taking the survey were asked to estimate what **word per minute** keyboarding rate was needed for their employees. A table showing all responses organized by business sector is located in the appendix of this report. Overall, there is a need for better keyboarding skills. Many survey respondents identified the need for employees that can at least type 25 to 30 words per minute with over 30 being preferred. The following is a representative list of the word per minute level required by those business sectors that were represented by several survey entries.

Business Sector	Words Per Minute
Aerospace, aircraft assembly and manufacturing	30+
Banking	40-45

Education	35-45
Electrical contracting	40+
Financial services	35+
Health care	35-40
Hospitality	40+
Insurance	30+

Respondents were then asked to identify the basic computer hardware skills and knowledge that positions with their company required. By far, **basic personal computer operations** were the primary hardware skill identified. This skill was identified as necessary by most, if not all of the business categories represented in the survey. The second most mentioned skill focused on the ability to operate traditional **office machines**, including fax, multi-line phones, copiers, printers and other similar devices. Other necessary hardware skills identified by the respondents are listed below.

- Keyboard operations—typing or data entry as opposed to just the basics of computer operation
- Computer maintenance and repair
- Measuring device operation
- Mainframe computer maintenance and operations

Software skills required by areas employers were identified next. The most identified software skill was the **MS Office suite** including Word, Excel, Access, PowerPoint and Outlook. This was a theme across business sectors. **MS Windows**, primarily Windows XP, was also identified frequently. Other software skills identified as necessary by survey respondents are:

- Internet and email—including how to use search engines, web browser and email software. Inability to include attachments with email was specifically mentioned
- Accounting software—Quickbooks and spreadsheet programs like Excel
- Desktop publishing and graphics
- Industry specific programs, particularly for the following industries:
 - Aircraft/Aerospace
 - Defense contactors
 - Health care
 - Insurance
 - Human resources/personnel

The survey respondents were asked to identify any other basic skills that had not already been covered. The following were identified.

- Multi-tasking
- Commitment to do better job\desire to excel
- Project management
- Blue print/plan reading
- Safe driving

Technical skills and knowledge were addressed next. The following table identifies the percentage responses to the top six skills available for the respondents to select from. They were to select those technical skills missing from the workforce.

Technical Skill/Knowledge	Percentage of Respondents
Blueprint reading	41.5%

Basic maintenance	41.5%
Inability to use measuring devices	34%
Mechanical troubleshooting	33%
Electrical	30.9%
Forklift operation	29.8%

The other skills or knowledge that were selected by at least 20% of the survey respondents are listed below:

- Electronics
- Warehouse/distribution
- Presses
- CNC equipment
- HVAC

The next question on the survey related to the types of certifications businesses were looking for in their employees. This data is more informative when sorted by business sector. A full table of all responses to this question is located in the appendix but the highlights are listed below.

Business Sector	Certification
Aerospace/aircraft assembly/aviation	<ul style="list-style-type: none"> ➤ Airframe and power plant ➤ BSME—BS, mechanical engineering ➤ BSIE—BS, industrial engineering
Banking/financial services	<ul style="list-style-type: none"> ➤ HS diploma/GED for fulltime employees ➤ Bachelors degree for officers
Local government	<ul style="list-style-type: none"> ➤ PE for engineers ➤ ADEM for waster water operators ➤ Certified police, fire, emergency medical techs (EMT), paramedics, building inspectors ➤ Commercial drivers license (CDL)
Metal fabricators	<ul style="list-style-type: none"> ➤ American Welding Society certification
Defense contractor	<ul style="list-style-type: none"> ➤ CDL w/ P&X endorsements
Education	<ul style="list-style-type: none"> ➤ Relevant Bachelors degree ➤ Teacher's certificate ➤ Tech program certification—i.e. HVAC
Forest products	<ul style="list-style-type: none"> ➤ Mechanical and electrical certifications
Funeral industry	<ul style="list-style-type: none"> ➤ Funeral director's license ➤ Embalmer's license
Healthcare	<ul style="list-style-type: none"> ➤ Relevant certifications for clinical staff—radiology, cardiology, medical tech...etc ➤ Master of social work—hospice ➤ Nursing—RN, LPN
Insurance	<ul style="list-style-type: none"> ➤ Bachelor's degree ➤ CPA, CMA, CFA for financial positions
Electric utility	<ul style="list-style-type: none"> ➤ CDL ➤ Engineering degree ➤ Accounting degree ➤ Journeyman lineman certification
Manufacturing	<ul style="list-style-type: none"> ➤ Tool and die

	<ul style="list-style-type: none"> ➤ Maintenance ➤ Drafting & mechanical design ➤ Forklift operator ➤ HS diploma/GED
Real estate/development	<ul style="list-style-type: none"> ➤ Realtor's license ➤ Soil & erosion certification
Social Services	<ul style="list-style-type: none"> ➤ HS diploma/GED for support positions ➤ BS/Masters for counselors

8. *Educational Attainment*

Respondents were also asked to identify the numbers of positions they had available in the company for various education levels. The percentages in the table below are based on the overall number of survey respondents (187). They are not statistically precise but can be used to make some general evaluations of education levels required or desired by area businesses.

Educational Attainment	Percentage of Positions Available
Less than high school/GED	3.8%
High school/GED	27%
Industry training/certification	9.4%
Technical college certificate	6.6%
Associates degree	7.7%
Bachelors degree	18%
Masters degree	7%
Doctorate or greater	3.3%

Clearly, there is little opportunity for those workers without at least a high school diploma or GED. Only 3.8% of jobs required less than a high school education. The two highest categories are high school/GED and a bachelor's degree. Forty-five percent of respondents indicated they had jobs requiring these two education levels.

9. *Looking forward over the next 10-15 years, how do you envision that job-training requirements for your organization might change?*

The most mentioned area of increase for job training was the need to increase employee's **computer and technical skills**. This category also includes knowledge of software. The next most mentioned item was the need to increase **education, training and certification/licensing requirements**, including requiring more training and higher levels of education. Other areas where respondents perceived future changes in job training requirements are listed below from most mentioned to less mentioned. In the appendix is a table showing these needs sorted by business sector.

- Communication/people skills
- Language skills/bi or multilingual
- Customer service skills
- Problem solving, critical thinking, and change management skills
- Construction skills including electrical and other trades
- Medical skills
- Mechanics
- Math skills

- Increased accountability in education system and for job performance
- Increased level of experience before hire

10. *Provide three recommendations/suggestions that you have for your community in terms of developing a workforce to meet your present and future demands for workers.*

Based on the number of times mentioned by survey respondents the top three recommendations or suggestions are as follows:

- **Collaboration/partnership between education and business/industry**—so education knows what business needs; so business knows what education needs; with a goal to make education and training programs in the area more relevant and useful for students and employees.
- **Increase education/training opportunities, levels, requirements and accessibility**, including:
 - Higher education opportunities
 - Career education in schools
 - Adult literacy and skills training
 - Industry specific training
 - Business oriented education
 - More training on work ethic/professionalism
 - More local training
 - More affordable education/training
- **Start early/young**—in elementary, middle and high schools and teach life skills/work ethic/responsibility

Other recommendations or suggestions that were mentioned more than five times are listed below in order of most mentions:

- Competitive compensation and benefits—including issues like childcare and transportation
- Increase technology education/training and computer skills—including keyboard and data entry
- Develop a vocational or technical track for students that are not going to college
- Improve the quality of life in the region—revitalize depressed areas, need affordable housing near where people work
- Improve graduate's basic skills—math, science, reading, writing and speaking

11. *Please make any other comments that you would like to make regarding workforce issues*

Most of the comments in this section of the survey are represented in other sections. Listed below are a few comments that had not been identified or not identified as clearly in early responses.

- Support local businesses—buy local
- Address community issues such as poverty, childcare, transportation
- Set good examples for youth, model good behavior—Parents, teachers and other mentors
- Don't forget small companies, they need help also

12. *New job site*

176 respondents answered this question with 141 or 80% indicating that they thought a chamber job-posting site would be helpful, particularly if it was regional in focus and was done in partnership with the department of labor.