

# WORKFORCE NEEDS ASSESSMENT



IOWA  
**WORKFORCE**  
DEVELOPMENT  
Smart. Results.

*Released May 2011*

The Iowa Needs Assessment Survey was made possible by funding from the Iowa Legislature.



# Table of Contents

<b>State of Iowa</b>	Pg.
Figure 1 Survey Respondents by Industry and Current Vacancy Estimates	1
Figure 2 Current Vacancy Estimates by Occupational Category	2
Figure 3 Reported Job Vacancies by Employer Size	3
Figure 4 Vacancy Rate by Industry	3
Figure 5 Vacancy Rate by Occupational Category	4
Figure 6 Hiring Demand Index by Occupational Category	5
Figure 7 Education Required - Current Vacancies	5
Figure 8 Experience Required - Current Vacancies	5
Figure 9 Perception of Applicants	6
Figure 10 Basic Skills Lacked by Applicants	6
Figure 11 Soft Skills Lacked by Applicants	7
Figure 12 Occupational Skills Lacked by Applicants	7
Figure 13 Where Additional Training is Offered	7
<b>Recruitment</b>	
Figure 14 Recruitment Period for Current Vacancies	8
Figure 15 Recruitment Media Utilization	8
Figure 16 Benefits Offered by Employers	8
Figure 17 Average Wages by Occupational Category	9
<b>Future Plans</b>	
Figure 18 Planned Payroll Expansion	10
Figure 19 Time for Planned Expansion	10
Figure 20 Planned Payroll Expansion by Occupational Category	11
Figure 21 Planned Payroll Reduction	11
Figure 22 Time for Planned Reduction	12
Figure 23 Planned Payroll Reduction by Occupational Category	12
<b>Retirement</b>	
Figure 24 Estimate of Those Eligible to Retire	13
Figure 25 Retirement Eligibility by Industry	13
Figure 26 Retirement Eligibility by Occupational Category	14
Figure 27 Retiree Retention Efforts by Employers	14
Figure 28 How Companies Plan to Replace Those Who Retire	14
<b>Workforce Demand</b>	
<b>Conclusion</b>	15
<b>Top 10 Job Vacancy Categories</b>	16



# State of Iowa 2010

Iowa Workforce Development conducted the second annual Workforce Needs Assessment from November 2009 through October 2010. In addition to vacancy and retirement data, this year's survey included questions pertaining to average hourly starting wage. Analysis of the survey illustrates 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.

Beginning in November 2009, 39,906 employers in the State of Iowa were contacted and asked to complete the survey. Two attempts were made to contact each employer. By the end of the survey period (October 10, 2010), the survey had received 9,278 responses, yielding a 23.2 percent response rate.

Throughout this report, estimates and data are given by industry and by occupational category. Industry groups are developed around a specific product and employ many different occupations. Occupational categories are focused on the actual tasks done by a worker. The two formats are given to satisfy different end users of the data. Industry groups are of particular importance to economic developers and policy-makers. Occupational categories may be of more use to job seekers and educators.

**Figure 1** details the percent of survey respondents by industry, an estimated number of current job vacancies, and the percent of total vacancies reported. Vacancies are classified as current if they are or will become available within 12 months of the survey date.

Estimates were obtained by assuming that the vacancy rate among survey respondents within an industry would apply to the entire industry. For example, those companies in the wholesale & retail trade industry reported a total of 745 vacancies. If the 76.8 percent of businesses that did not report for the survey have the same proportion of vacancies to number of employees, it is estimated that there will be 3,211 vacancies<sup>1</sup>.

This estimate is only valid if it is assumed that the vacancy rate for survey respondents and non-respondents is the same on average. The vacancy rate may be lower among non-respondents, as businesses that do not have current vacancies are less likely to respond to a Workforce Needs Assessment Survey. The estimates in the table can be viewed as an upper bound (or high estimate) regarding the number of current job vacancies.

**Figure 1  
Survey Respondents by Industry and Current Vacancy Estimates**

Industry	Percent of Respondents	Percent of Total Vacancies Reported	Estimated Current Vacancies
Healthcare & Social Services	12.4%	23.4%	8,698
Administrative & Waste Services	1.4%	12.3%	4,560
Educational Services	6.1%	11.0%	4,073
Accommodation & Food Services	4.1%	10.4%	3,875
Manufacturing	9.0%	9.3%	3,440
Wholesale & Retail Trade	18.5%	8.6%	3,211
Agriculture & Mining	5.2%	5.3%	1,957
Public Administration	4.1%	3.4%	1,259
Finance, Insurance, & Real Estate	8.3%	3.1%	1,159
Professional & Technical Services	9.2%	3.1%	1,138
Construction	8.9%	2.7%	1,017
Transportation & Warehousing	3.4%	2.5%	935
Arts, Entertainment, & Recreation	2.0%	2.0%	724
Personal Services	3.3%	1.3%	466
Information	1.0%	0.9%	336
Utilities	2.4%	0.7%	241
Management	0.4%	0.1%	43
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>37,134</b>

<sup>1</sup> 745/0.232=3,211 (rounded)

**Figure 2** shows estimated vacancies by occupational category. By breaking the data into separate occupational groups, we can see the majority of vacancies are within the office & administrative support occupational category, even though the highest number of vacancies by industry is in the healthcare industry. The occupational categories are clustered using the Standard Occupational Classification (SOC) system. Each broad category includes detailed occupations requiring similar job duties, skills, education, or experience.

**Figure 2  
Current Vacancy Estimates by Occupational Category**

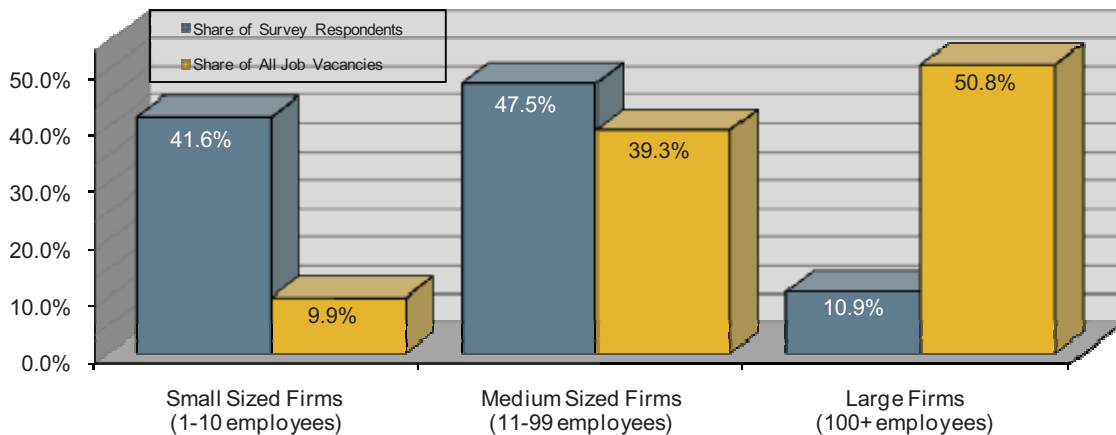
Occupational Category	Percent of Total Vacancies Reported	Estimated Current Vacancies
Office & Administrative Support	12.0%	7,052
Food Preparation & Serving Related	6.0%	3,565
Production	7.0%	3,284
Healthcare Practitioner & Technical	9.8%	2,578
Transportation & Material Moving	6.5%	2,392
Education, Training, & Library	6.5%	2,384
Management	8.8%	2,315
Sales & Related	7.0%	2,259
Healthcare Support	5.8%	1,961
Personal Care & Service	2.8%	1,341
Installation, Maintenance, & Repair	4.2%	1,022
Business & Financial Ops	4.6%	905
Life, Physical, & Social Science	1.8%	905
Building & Grounds Cleaning & Maintenance	2.8%	802
Protective Service	1.3%	720
Arts, Design, Entertainment, Sports, & Related	2.7%	694
Construction & Extraction	2.3%	681
Community & Social Science	2.3%	651
Architecture & Engineering	2.8%	616
Farming, Fishing, & Forestry	0.8%	491
Computer & Mathematical Science	1.7%	392
Legal	0.4%	108
<b>Total</b>	<b>100%</b>	<b>37,116</b>

Of the survey respondents, 1,900 (20.5%) reported having one or more current or anticipated job vacancies, while 7,032 respondents (75.8%) reported having no job vacancies and 346 respondents (3.6%) did not reply to this question. A total of 8,332 current job vacancies were reported for the State of Iowa, consisting of 55.1 percent full-time, 32.4 percent part-time, and 12.5 percent temporary/seasonal positions. When asked why positions are currently vacant, employers responded as follows:

- 24.3% - Business growth/expansion
- 8.4% - Replacing retiring employee
- 67.3% - Replacing worker who has left (not retired)

**Figure 3** (on next page) shows the breakdown of job vacancies by employer size. Of employers that responded with job vacancies, 9.9 percent were businesses with 10 or fewer employees, 39.3 percent had between 11 and 99 employees, and 50.8 percent had 100 employees or more. **Figure 3** also shows the distribution of reported job vacancies by employer size. While large employers only accounted for 50.8 percent of respondents with vacancies, two-thirds (66.6%) of the reported job vacancies were from large employers.

**Figure 3**  
**Reported Job Vacancies by Employer Size**



## Vacancy Rate

One measure of workforce demand is determined by the job vacancy rate. With an estimated 37,116 job vacancies and a statewide employment total of 1,571,200<sup>2</sup>, there is a 2.4 percent vacancy rate about two jobs available for every 100 filled positions (shown in **Figure 4**). A low vacancy rate indicates a lack of jobs while a high vacancy rate may indicate a shortage of qualified workers or simply an industry with a high employee turnover. Conversely, a low vacancy rate may indicate contraction within the industry, an oversupply of workers, or lower than average turnover. Iowa's vacancy rate, falling from last year's rate of 3.0 percent overall, reinforces the difficult employment situation seen by many workers. It should be noted that many states do not use the same methods when calculating job vacancy rates, and many states do not perform such calculations annually.

It is important to note the difference between the number of vacant positions and the vacancy rate. An industry may have a low vacancy rate but have many vacant positions. This is because, when compared to their total workforce, the number of vacant positions is small in comparison.

**Figure 4**  
**Vacancy Rate by Industry**

Industry	Statewide Employment <sup>3</sup>	Vacancy Rate
Agriculture & Mining	17,479	11.2%
Administrative & Waste Services	64,928	7.0%
Healthcare & Social Services	204,663	4.3%
Arts, Entertainment, & Recreation	20,601	3.5%
Accommodation & Food Services	110,304	3.5%
Utilities	8,300	2.9%
Professional & Technical Services	42,053	2.7%
Educational Services	152,537	2.7%
Public Administration	63,787	2.0%
Transportation & Warehousing	51,769	1.8%
Manufacturing	198,785	1.7%
Construction	67,934	1.5%
Wholesale & Retail Trade	242,695	1.3%
Finance, Insurance, & Real Estate	100,527	1.2%
Information	30,373	1.1%
Personal Services	42,348	1.1%
Management	13,271	0.3%

**Figure 4** shows the vacancy rate and how many jobs are available per 100 filled positions by industry. The three industries within the state with the highest vacancy rates are agriculture & mining, administrative services, and healthcare (11.2%, 7.0%, and 4.3%) respectively. These industries currently have many vacant positions when compared to the size of their workforce. When looking at vacancy rates, it is important to understand the various reasons an industry might have many vacant positions open relative to their total staff.

<sup>2</sup>November 2010 statewide resident total employment from Iowa Workforce Development

<sup>3</sup>Iowa employment by industry computed from 2009 Iowa Local Employment Dynamics



**Figure 5  
Vacancy Rate by Occupational Category**

Occupational Category	Statewide Employment <sup>4</sup>	Vacancy Rate
Life, Physical, & Social Science	14,135	6.4%
Healthcare Support	48,930	4.0%
Farming, Fishing, & Forestry	13,455	3.6%
Architecture & Engineering	18,115	3.4%
Healthcare Practitioner & Technical	81,310	3.2%
Protective Service	22,950	3.1%
Office & Administrative Support	243,955	2.9%
Food Preparation & Serving Related	133,730	2.7%
Community & Social Science	24,980	2.6%
Personal Care & Service	55,110	2.4%
Arts, Design, Entertainment, Sports, & Related	28,790	2.4%
Education, Training, & Library	108,195	2.2%
Production	171,740	1.9%
Transportation & Material Moving	134,490	1.8%
Installation, Maintenance, & Repair	69,420	1.5%
Management	161,565	1.4%
Building & Grounds Cleaning & Maintenance	58,965	1.4%
Business & Financial Operations	69,430	1.3%
Computer & Mathematical Science	30,365	1.3%
Sales & Related	182,310	1.2%
Legal	8,710	1.2%
Construction & Extraction	81,600	0.8%

**Figure 5** breaks down the vacancy rate by occupational category. The categories with the highest vacancy rates are: life, physical, & social science, healthcare support, and farming, fishing, & forestry (6.4%, 4.0%, and 3.6% respectively). Some categories, i.e. protective services, typically have high vacancy rates due to high employee turnover. Employers are constantly hiring for many of these positions, while the high vacancy rate for other categories, i.e. healthcare practitioners, is usually attributed to growth in employment and skilled workforce shortage.

## Hiring Demand Index

**Figure 6** (next page) presents the Hiring Demand Index (HDI)<sup>5</sup> by occupational category. The HDI is another way of looking at the workforce needs within the economy. The vacancy rate shows us the overall demand for workers, but can be misleading because of employee turnover. To account for this, we adjust the vacancy rate by employee turnover to see which industries or jobs are in high demand, using the following equation:

$$(Industry\ Vacancy\ Rate \div Avg.\ Vacancy\ Rate) \div (Industry\ Turnover\ Rate \div Avg.\ Turnover\ Rate)$$

**Example:** The protective services occupational category has an above average vacancy rate of 3.1 percent, while the vacancy rate for all categories is 2.4 percent. This implies that the workers within the category have a greater hiring demand than workers in other occupational categories. However, the turnover rate for employees in this category (defined as how often the industry hires for the same job within a year) is also higher than others. The category has a turnover rate of 29.8 percent, while the turnover rate for all occupations is 27.1 percent. The HDI for the protective services occupational category, is calculated as follows:

$$(3.1\% \div 2.4\%) \div (29.8\% \div 27.1\%) = 1.19$$

Using the HDI, we can see that the hiring demand for the protective service occupations is not as high as it may have previously appeared.

<sup>4</sup> Statewide employment by occupational category provided by Iowa Workforce Development Iowa Occupational Projections 2008-2018

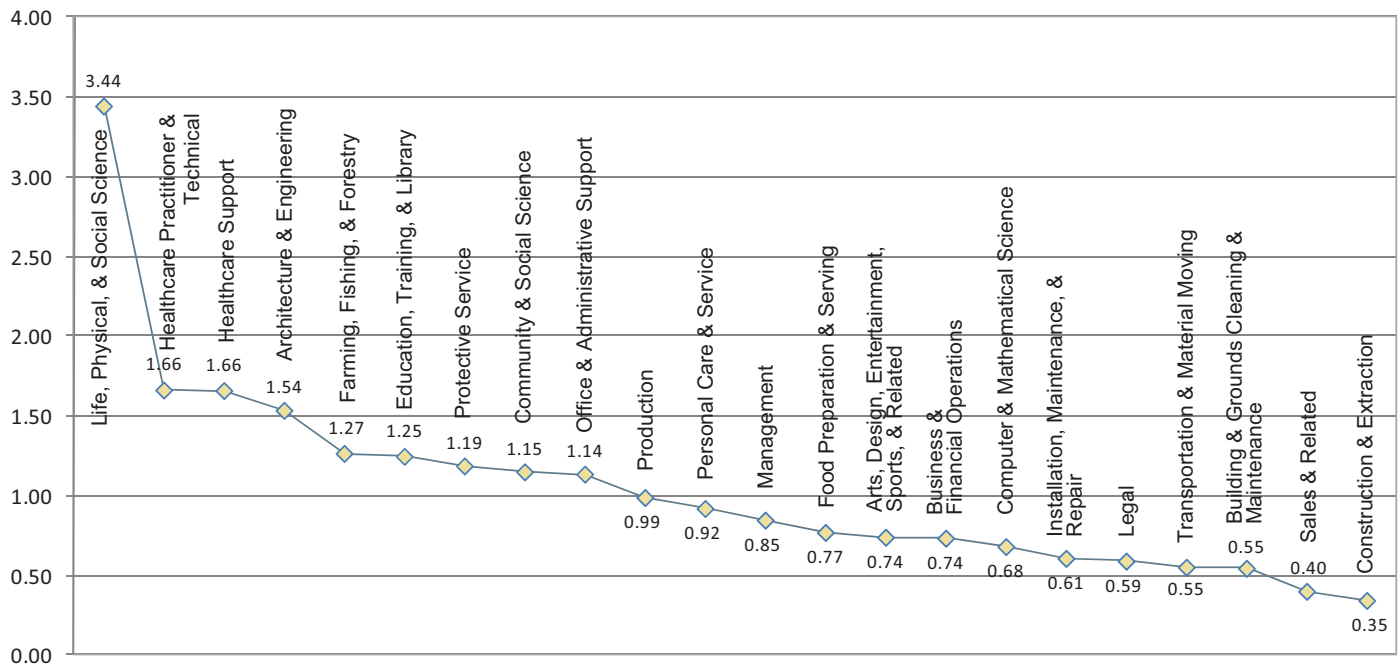
<sup>5</sup>The Hiring Demand Index (HDI) adjusts industry vacancy rates, from this survey, by industry employee turnover rates which are computed from 2010 Iowa Local Employment Dynamics.



A value of one is the average demand for all industries or occupations. A value greater than one means a higher demand for workers, while a value lower than one means a lower than average demand for workers.

By comparing the Hiring Demand Index with the vacancy rates of an occupational category, we can see in which occupations there is a real unmet need for workers. It is also in these occupations that employers will need to pay a higher wage to attract qualified workers. This analysis can be an important tool for economic developers, policy-makers, educators, and job seekers.

**Figure 6**  
**Hiring Demand Index by Occupational Category**



### Education, Experience, and Skill Requirements

Employers were asked about the education/training and experience requirements of prospective workers for their reported job vacancies. The results for current job vacancies are shown below in **Figure 7** and **Figure 8**.

**Figure 7**  
**Education Required - Current Vacancies**

Education Required	Percent	Percent Change from Prior Year
No Educational Requirement	15.2%	-2.2%
High School Education/GED	35.0%	-3.9%
Vocational/Technical Training	16.1%	1.1%
Associate Degree	8.4%	0.9%
Undergraduate Degree	18.7%	2.9%
Postgraduate/Professional Degree	6.5%	1.1%

**Figure 8**  
**Experience Required - Current Vacancies**

Experience Required	Percent
No Experience Required	40.5%
Less than 1 Year	12.8%
1-2 Years	27.2%
3-5 Years	14.3%
More than 5 Years	5.2%

Employers were asked their perceptions on the degree to which job applicants possessed soft, basic, and occupational skills. In addition, employers were asked if applicants, who may or may not possess the necessary skills for the job vacancy, were being disqualified due to the results of controlled substance testing or background checks. The results for all employers are shown below in **Figure 9**.

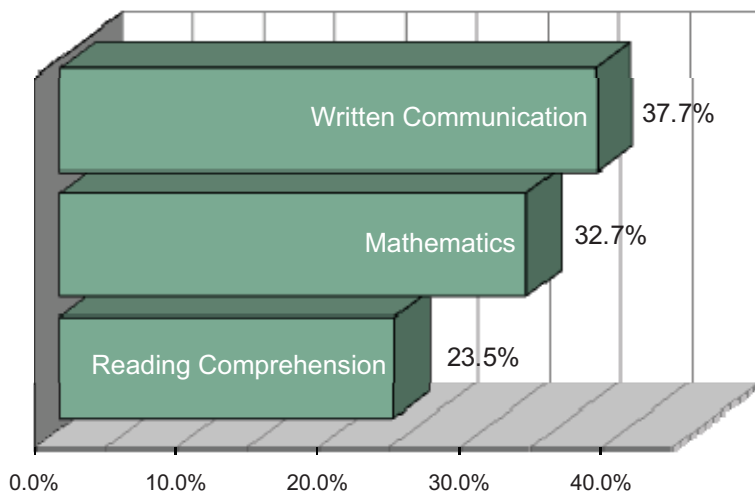
We can begin to analyze any workforce gaps by comparing the inventory of skills needed by employers and those skills held by the population of workers as presented in a Laborshed analysis. This gap is then analyzed and the necessary training and education programs can be formalized through a Skillshed study.

**Figure 9**  
**Perception of Applicants**

Employer's Perceptions of Job Applicants	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In general, job applicants fulfill all necessary requirements for the job.	21.0%	34.1%	30.9%	10.4%	3.6%
In general, job applicants possess the basic skills required for the job.	32.5%	35.7%	21.9%	6.5%	3.4%
In general, job applicants possess the soft skills required for the job.	14.8%	33.5%	37.8%	11.0%	2.9%
In general, job applicants possess the occupational skills required for the job.	16.7%	33.3%	34.3%	11.7%	3.9%
There is often a problem filling this position because applicants are disqualified due to controlled substance	2.4%	6.0%	23.0%	17.9%	50.8%
There is often a problem filling this position because applicants are disqualified for failure to pass a background	3.2%	7.7%	24.5%	20.0%	44.6%

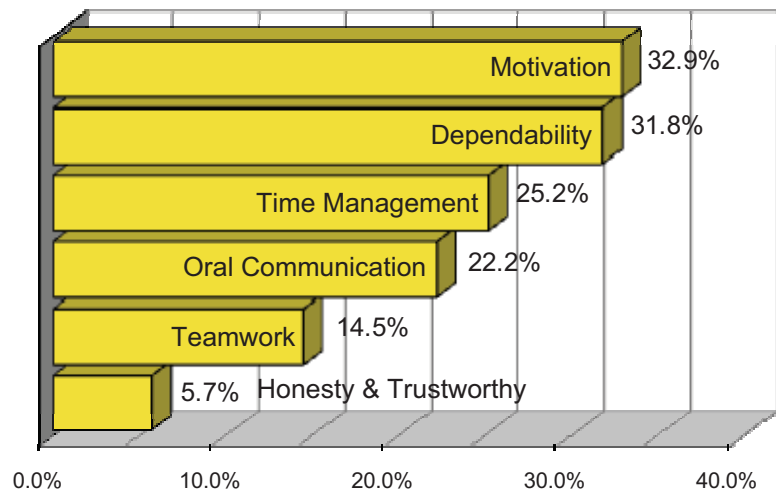
**Figures 10, 11, and 12** break down basic, soft, and occupational skills that employers reported were lacking by applicants to fill open positions.

**Figure 10**  
**Basic Skills Lacked by Applicants**



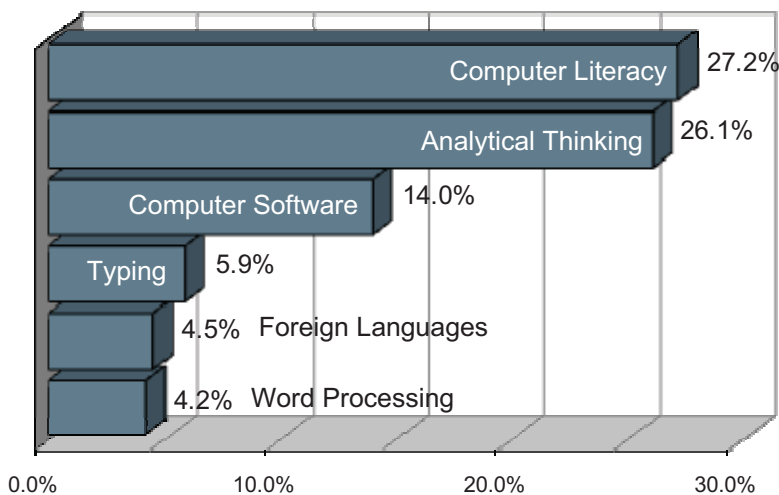
**Basic skills** are those skills developed during the elementary and middle part of an individual's education. These skills include literacy, numeracy (the ability to do arithmetic and reason with numbers), basic computer skills, and organization. Nearly one-tenth (9.9%) of employers surveyed feel that applicants lack basic skills needed for the job.

**Figure 11  
Soft Skills Lacked by Applicants**



**Soft skills** refer to skills associated with an individual’s habits, personality, and character. Soft skills include timeliness, responsibility, integrity, and self-esteem. Also included are interpersonal skills such as leadership ability, customer service, and teamwork. Individuals with strong soft skills are better suited for working within an organization, as well as with customers and, therefore, are valued by employers. Over one-tenth (13.9%) of employers surveyed feel that applicants lack soft skills needed for the job.

**Figure 12  
Occupational Skills Lacked by Applicants**



**Occupational skills** are the technical and know-how skills that apply directly to a job. Occupational skills are often referred to as “hard skills” and are primarily job-specific. In general, occupational skills include analytical skills, managerial ability, physical ability, knowledgeable, and experience. The exact meaning behind these skills varies, depending on the job in question. Over one-tenth (15.6%) of employers surveyed feel that applicants lack occupational skills needed for the job.

In the event that current or newly hired employees are lacking the soft, basic, and occupational skills necessary to fill current job vacancies, employers were asked where they send employees to upgrade these skills. These results are listed in **Figure 13**.

**Figure 13  
Where Additional Training is Offered**

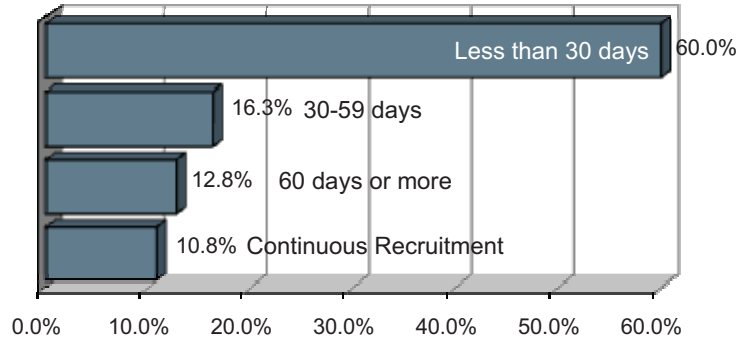
Training Provider	Percent
In-house training	53.1%
No training provided	13.6%
Commercial training provider	12.0%
Employee self-directed training	11.1%
Online	8.8%
Other	5.2%
College/University	4.3%
Trade school	3.8%

**Figure 13** indicates where employers are sending their employees for training to satisfy job requirements. Most employers are currently using in-house training or a commercial job training provider. Over one-sixth (17.7%) of employers also expressed an interest in working more closely with local education providers to implement training programs.

# Recruitment

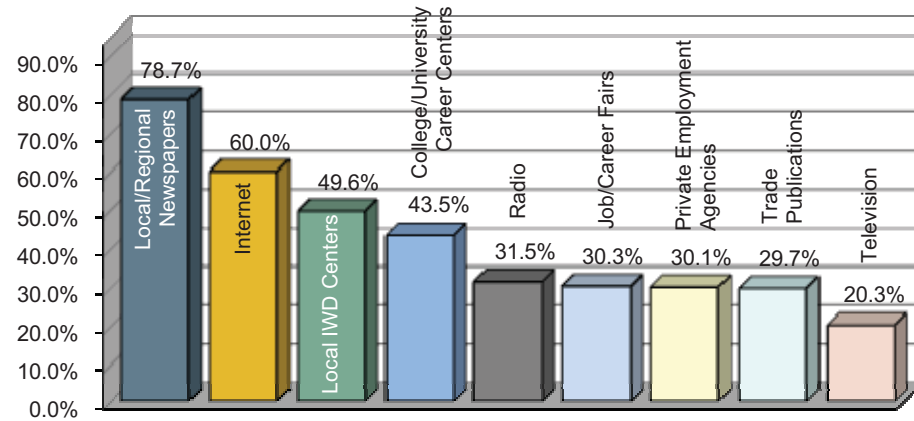
**Figure 14**  
**Recruitment Period for Current Vacancies**

The time span from when a job vacancy becomes available to the time it is filled is referred to as the recruitment period. **Figure 14** details the recruitment periods reported by employers within the State of Iowa.



## Media Used

**Figure 15**  
**Recruitment Media Utilization**



**Figure 15** details employer media use for recruitment purposes. Employers utilized a variety of media to recruit potential employees. Along with being the most utilized, respondents also indicated that the most useful media outlets were local/regional newspapers, the internet, Iowa Workforce Development Centers, and College/University Career Centers.

Employers who have a clear understanding of the job search resources used by workers in their respective industry will maximize their effectiveness and efficiency in attracting qualified applicants. Understanding and utilizing traditional and non-traditional advertising media will provide employers with a more focused and effective recruitment tool. Residents living in the State of Iowa are exposed to numerous sources by which employers communicate job openings and new hiring. Therefore, it is important to understand what sources potential workers rely on when looking for jobs in the area.

When compared to the 2010 Laborshed Analysis, the most frequently utilized job search resources used by unemployed respondents are local/regional newspapers (40.0%), internet (59.4%), local Iowa Workforce Development Centers (45.0%), networking (24.3%), and walk-ins (11.9%).

## Benefits

**Figure 16**  
**Benefits Offered by Employers**

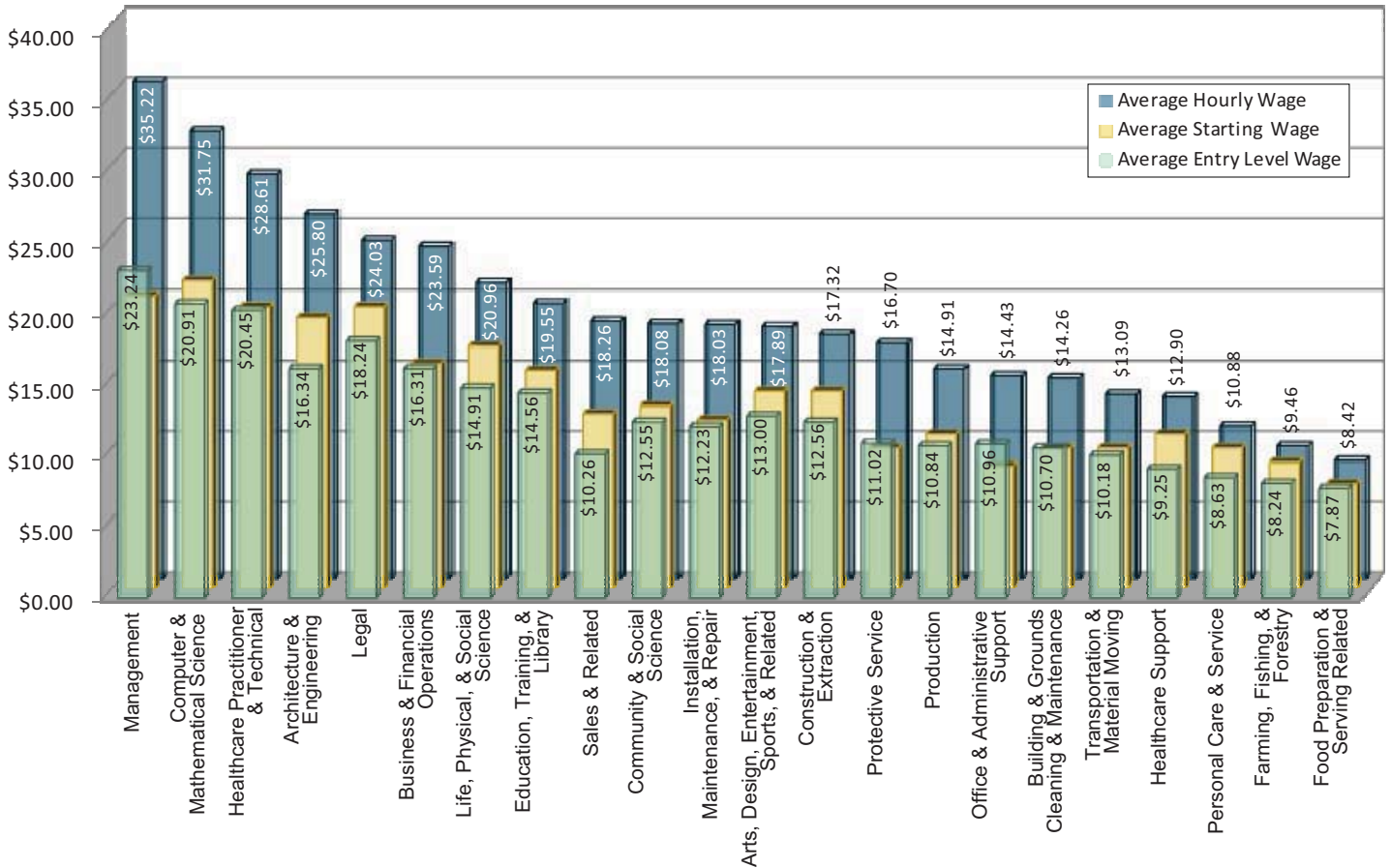
Benefits Offered	Percent
Health	67.7%
Paid Leave	58.4%
Retirement	53.6%
Dental	51.3%
Vision	30.1%
No Benefits	22.2%

Employers may also use benefits to attract potential employees. Employers were asked about the types of benefits being offered for their current job vacancies. These results are shown in **Figure 16**.

The 2010 Laborshed Analysis was used to identify current benefit packages being offered to employees within the State of Iowa. These benefits include; health/medical insurance (88.8%), pension/retirement options (73.3%), dental coverage (55.2%), paid vacation (48.3%), life insurance (35.6%), vision coverage (34.0%), paid holidays (28.9%), paid sick leave (25.2%), disability insurance (24.5%). Nearly three-fourths (76.1%) of the employers and employees in the Laborshed area are reported as sharing in the premium costs of health/medical insurance, 16.2 percent of the employers are reported as covering the entire cost of insurance premiums while 7.7 percent of the employers/employees have made other arrangements.

## Wages

**Figure 17**  
**Average Wages by Occupational Category**



**Figure 17** is the average hourly, starting and entry level wages<sup>5</sup> by occupational category. This is important for job seekers in determining what jobs can provide a livable wage and have higher earning potential. Employers can use the information to determine their competitiveness with wages among all other categories. From the graph, we see that the management; computer & mathematical science, and healthcare practitioner & technical occupational categories pay the highest average starting wages.

<sup>5</sup>Average Hourly Wage and Average Entry Level Wage are taken from 2008-2018 Iowa Long-term occupational projections, Iowa Workforce Development. Average Starting Wage is taken from the Workforce Needs Assessment survey data.

# Future Plans

Employers were asked a series of questions about their plans for future payroll changes. They were asked whether they planned on increasing or decreasing the number of workers on payroll or if they planned to keep their workforce at its current strength. Employers were then asked to choose among the following time frames for their planned payroll change: six months to one year, one to two years, two to three years, three to five years, or more than five years. Finally, employers were asked to provide the reason for the change and which jobs would be affected.

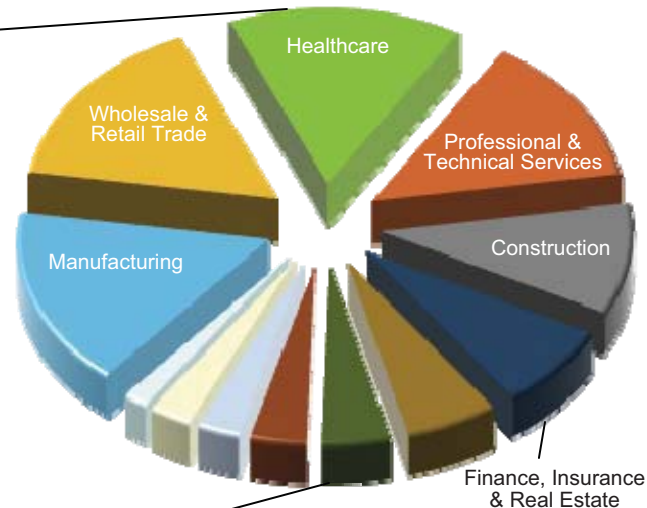
When analyzing reported payroll changes, it is important to note not only the specific reasons provided by employers but also the business and economic environment during which the employers were surveyed. Because of the great uncertainty surrounding the near-term economic health of the state, many employers were not able to state their payroll plans in any definite way.

## Planned Workforce Expansion

Less than one-tenth (7.4%) of the employers surveyed are planning to expand their payroll in the future compared to 10.1 percent in 2009. Of those employers planning on expanding their payroll, 67.5 percent indicated they were planning to do so to satisfy the current market demand for their products/services, while nearly one-fifth (17.3%) indicated that they were expanding in order to enter a new market and 16.0 percent are expanding due to other reasons. Nearly two-fifths (34.5%) of the companies planning to expand would be interested in working with a local education provider to set up a program for training/educating potential employees to fill these needs. **Figure 18** shows those employers who are planning to expand by industry.

**Figure 18**  
**Planned Payroll Expansion**

Industry	Percent of Respondents by Industry	Percent Planning to Expand
Manufacturing	12.9%	15.7%
Wholesale & Retail Trade	13.0%	15.5%
Healthcare & Social Services	8.7%	14.6%
Professional & Technical Services	10.5%	13.2%
Construction	8.0%	9.7%
Finance, Insurance, & Real Estate	9.1%	7.3%
Agriculture & Mining	7.1%	4.8%
Transportation & Warehousing	9.3%	4.2%
Accommodation & Food Services	6.2%	3.5%
Administrative & Waste Services	13.7%	2.6%
Personal Services	5.9%	2.6%
Educational Services	1.8%	1.5%
Information	10.9%	1.5%
Arts, Entertainment, & Recreation	4.3%	1.2%
Public Administration	1.6%	0.9%
Utilities	2.7%	0.9%
Management	2.9%	0.1%



The middle column in **Figure 18**, “Percent of Respondents by Industry,” shows what percentage of employers in each industry is planning to expand their payroll. The far right column, “Percent Planning to Expand,” shows what percentage of all businesses planning to expand their payroll is accounted for by each industry. For example, 13.0 percent of all businesses in the wholesale & retail trade industry are planning to expand their payroll in the future. Those businesses within the wholesale & retail trade industry make up 15.5 percent of all the businesses in the survey that are planning to expand their payrolls in the future.

**Figure 19**  
**Time for Planned Expansion**

Estimated Time for Expansion	Percent of Respondents
6 months - 1 year	75.4%
1-2 years	15.5%
2-3 years	2.5%
3-5 years	1.0%
More than 5 years	0.1%

**Figure 19** shows the timeframe for those employers who are planning to expand their payrolls.



**Figure 20**  
**Planned Payroll Expansion by Occupational Category**

Occupational Category	Percent Planning to Expand
Production	15.5%
Transportation & Material Moving	15.0%
Office & Administrative Support	10.7%
Life, Physical, & Social Science	10.4%
Sales & Related	6.6%
Construction & Extraction	5.8%
Food Preparation & Serving Related	5.4%
Healthcare Practitioner & Technical	4.4%
Installation, Maintenance, & Repair	3.7%
Management	3.6%
Personal Care & Service	3.6%
Building & Grounds Cleaning & Maintenance	3.0%
Architecture & Engineering	2.8%
Healthcare Support	2.8%
Education, Training, & Library	2.4%
Business & Financial Operations	2.0%
Computer & Mathematical Science	1.1%
Arts, Design, Entertainment, Sports, & Related	0.4%
Community & Social Science	0.3%
Farming, Fishing, & Forestry	0.3%
Legal	0.2%
Protective Service	0.0%

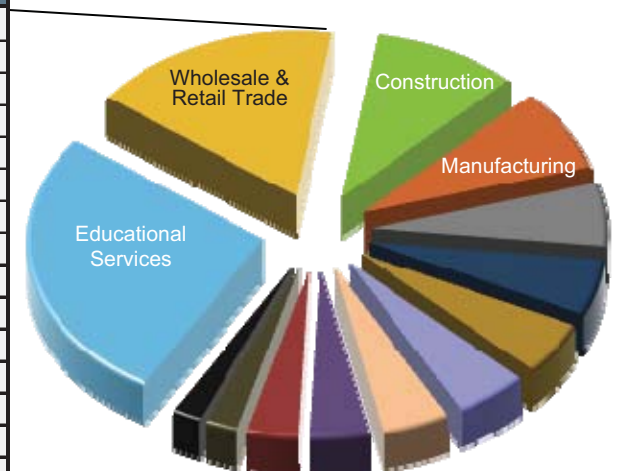
**Figure 20** shows the percent of planned expansion by occupational category. While office & administrative support represents the largest category among current vacancies (**Figure 2**, page 2), only 10.7 percent of the employers that employ people in office & administrative support plan on expanding their payroll in the near-future. And while the production occupations only represent about 7.0 percent of current vacancies, employers who are planning to expand their payrolls indicated they will increase payroll associated within the production-related occupations. The three occupational categories that will be most affected by expansion are: production, transportation & material moving, and office & administrative support.

**Planned Workforce Reduction**

A small amount (7.5%) of the employers surveyed are planning to reduce their payroll in the future. Of those employers planning on reducing their payroll, 38.5 percent indicated they were planning to do so because current market demand for their products/services was declining, while nearly two-fifths (49.8%) indicated that they were downsizing in response to other reasons, such as those who plan to enter a new market and will need to consolidate employees with those having more skills. Nearly one-fifth (15.3%) of the companies planning to downsize would be interested in working with a local education provider to set up programs to train/educate employees to fill these needs. **Figure 21** shows employers planning to downsize by industry.

**Figure 21**  
**Planned Payroll Reduction**

Industry	Percent of Each Industry	Percent Planning to Downsize
Educational Services	32.7%	26.4%
Wholesale & Retail Trade	12.4%	17.0%
Construction	8.4%	9.9%
Manufacturing	6.6%	7.9%
Healthcare & Social Services	3.7%	6.0%
Finance, Insurance, & Real Estate	10.8%	5.3%
Professional & Technical Services	4.1%	5.0%
Accommodation & Food Services	8.8%	4.9%
Agriculture & Mining	6.7%	4.5%
Public Administration	7.1%	3.9%
Transportation & Warehousing	7.7%	3.4%
Arts, Entertainment, & Recreation	8.0%	2.2%
Personal Services	4.3%	1.9%
Information	4.3%	0.6%
Utilities	1.8%	0.6%
Administrative & Waste Services	1.5%	0.3%
Management	2.9%	0.1%





The first column in **Figure 21** (previous page), “Percent of Each Industry,” shows what percentage of each industry is planning to reduce their payroll in the future. The far right column, “Percent Planning to Downsize,” shows what percentage of all businesses planning to reduce their payroll is accounted for by each industry. For example, 12.4 percent of all businesses in the wholesale & retail trade industry are planning to reduce their payroll in the future. Those businesses within the wholesale & retail trade industry make up 17.0 percent of all the businesses in the survey that are planning to reduce their payrolls in the future.

**Figure 22**  
**Time for Planned Reduction**

Estimated Time for Reduction	Percent of Respondents
6 months - 1 year	79.7%
1-2 years	8.6%
2-3 years	1.6%
3-5 years	0.7%
More than 5 years	0.0%

**Figure 22** shows the timeframe for those employers who are planning to reduce their payrolls.

**Figure 23** shows the percent of planned reduction by occupational category. While office & administrative support represents the largest occupational category among current vacancies (**Figure 2**, page 2), 17.9 percent of employers in the category plan on downsizing their payroll in the near future. Education, training, & library occupations currently represent about 6.5 percent of current vacancies, and employers planning to reduce their payrolls indicated that they plan on decreasing payroll most frequently within this category. The three occupational categories that will be most affected are: education, training, & library; office & administrative support; and transportation & material moving.

**Figure 23**  
**Planned Payroll Reduction by Occupational Category**

Occupational Category	Percent Planning to Downsize
Education, Training, & Library	19.7%
Office & Administrative Support	17.9%
Transportation & Material Moving	10.6%
Sales & Related	8.3%
Management	7.2%
Food Preparation & Serving Related	5.8%
Building & Grounds Cleaning & Maintenance	5.1%
Production	4.9%
Construction & Extraction	4.9%
Healthcare Practitioner & Technical	2.6%
Installation, Maintenance, & Repair	2.5%
Architecture & Engineering	1.7%
Arts, Design, Entertainment, Sports, & Related	1.3%
Business & Financial Operations	1.3%
Personal Care & Service	1.0%
Legal	0.9%
Healthcare Support	0.9%
Community & Social Science	0.9%
Farming, Fishing, & Forestry	0.8%
Protective Service	0.7%
Life, Physical, & Social Science	0.6%
Computer & Mathematical Science	0.4%

## Retirement

### Workforce Retirements

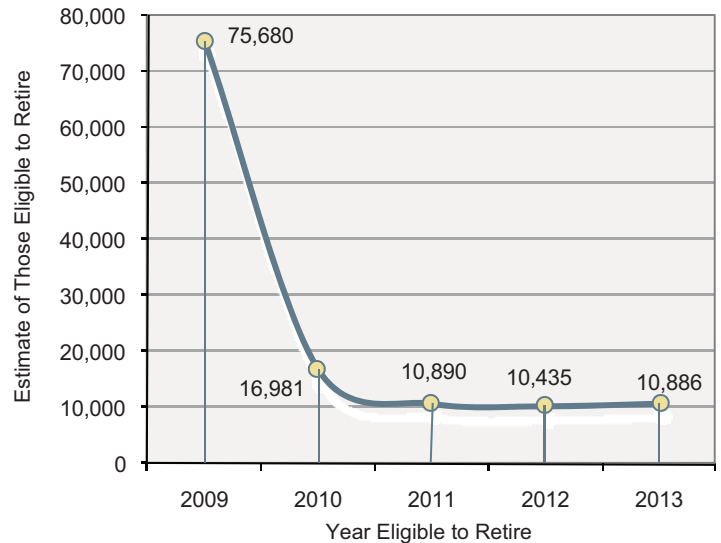
As of the first quarter 2010, there were 61,495 lowans over the age of 64 working throughout the state. They represent approximately 4.4 percent of the total workforce. Of these workers, wholesale & retail trade, educational services, and healthcare have the highest percentage (2.2%, 1.5%, and 1.5%) of their respective workforces over the age of 64. This portion of the workforce is also equally split between males and females with 49.1 and 50.9 percent respectively.

Employers were asked to indicate the number of workers that will be eligible to retire within the next five years and whether or not they meet the current skill requirements. Of those employees eligible to retire, nearly all (97.3%) of them meet the current skill requirements of the positions they occupy. It's also notable that retirement eligibility requirements do vary by employer and industry.

While the number of retirees can be somewhat hard for employers to gauge as they look toward the future, **Figure 24** presents the annual estimated number of eligible retirees through 2013. Recognizing that some employees will not retire the year that they first become eligible, employers were asked not to double count employees who were eligible to retire in subsequent years.

For example, an employee eligible to retire in 2009 that continues to work is counted as an eligible retiree in 2009 but not in 2010. This explains why the first year (2009) estimate is much higher than in years that follow. This number also includes an accumulation of employees who became eligible to retire prior to 2009 and are still employed. According to the survey, an average of 0.9 percent of Iowa's workforce becomes eligible for retirement each year (12,298 divided by total employment of about 1.4 million). Future analysis of trend data will help us understand how many retirement eligible workers are remaining in the workforce and for how long. One other important detail to consider is that employers also have different eligibility requirements.

**Figure 24**  
Estimate of Those Eligible to Retire

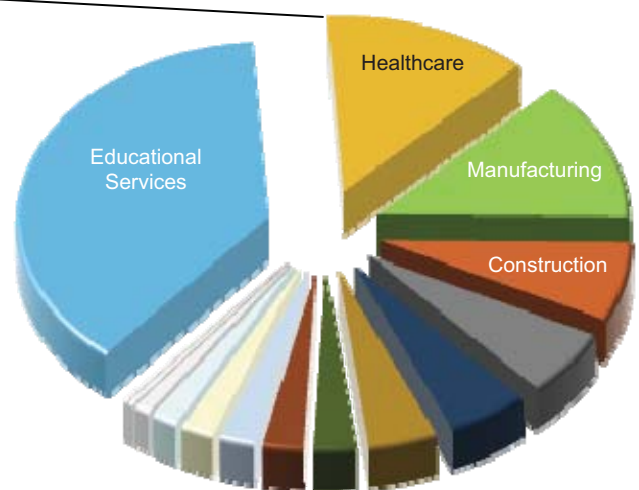


The future year estimates in subsequent reports will reflect employees who did not retire in the year they actually were eligible as they may choose to continue their employment because of retention efforts by employers.

**Figure 25** shows the estimated percentage of worker loss due to retirement by industry in the next five years. In the near future, there will be a significant number of workers retiring from the educational services; healthcare & social services; manufacturing; and construction.

**Figure 25**  
Retirement Eligibility by Industry

Industry	Percent of Respondents
Educational Services	26.9%
Healthcare & Social Services	15.6%
Manufacturing	15.0%
Construction	8.4%
Public Administration	7.0%
Wholesale & Retail Trade	6.1%
Finance, Insurance, & Real Estate	5.2%
Professional & Technical Services	3.2%
Arts, Entertainment, & Recreation	3.1%
Utilities	2.6%
Agriculture & Mining	2.5%
Transportation & Warehousing	2.0%
Personal Services	1.1%
Accommodation & Food Services	0.4%
Information	0.3%
Administrative & Waste Services	0.3%
Management	0.2%



**Figure 26**  
**Retirement Eligibility by Occupational Category**

Occupational Category	Jobs Affected by Retirements
Office & Administrative Support	22.2%
Management	15.4%
Production	8.2%
Sales & Related	7.4%
Transportation & Material Moving	6.5%
Education, Training, & Library	5.9%
Healthcare Practitioner & Technical	5.6%
Business & Financial Operations	5.4%
Installation, Maintenance, & Repair	4.6%
Construction & Extraction	2.6%
Healthcare Support	2.6%
Building & Grounds Cleaning & Maintenance	2.5%
Architecture & Engineering	2.2%
Food Preparation & Serving Related	2.1%
Community & Social Science	1.3%
Legal	1.0%
Life, Physical, & Social Science	1.0%
Protective Service	1.0%
Personal Care & Service	0.7%
Arts, Design, Entertainment, Sports, & Related	0.6%
Computer & Mathematical Science	0.6%
Farming, Fishing, & Forestry	0.5%

**Figure 26** shows the percent of eligible retirement by occupational category. Office & administrative support not only represent the largest occupational category among current vacancies (**Figure 2**, page 2), but also the largest occupational category among jobs affected by retiring workers. And while healthcare practitioner & technical occupations make up 9.8 percent of the state's current vacancies (**Figure 2**, page 2), they are not significantly affected by retiring workers (5.6%). The three occupational categories that will be most affected by retirements are: office & administrative support, management, and production.

**Figure 27**  
**Retiree Retention Efforts by Employers**

Efforts to Keep/Attract Retirees	Percent
Increase wages and/or bonuses	40.8%
Flexible work schedules	38.8%
Additional training	19.3%
More recognition	18.0%
Change in duties/responsibilities	17.7%
Benefits to part-time employees	14.0%
Seasonal work schedules	8.1%
Benefits to retirees	7.0%
Allow telecommuting/working from home	5.1%
Other	2.5%

Over half (58.3%) of employers indicated that they are engaged in retiree retention efforts. **Figure 27** details employer responses regarding the strategies used to retain retirees. Almost half (40.8%) of the employers are offering retirees increased wages and/or bonuses; followed by a flexible work schedule, allowing them both the benefits of retirement and the income from work; more recognition for work done; additional training to upgrade their skills; and a change in duties/responsibilities to take away from the repetitiveness in the workplace.

**Figure 28**  
**How Companies Plan to Replace Those Who Retire**

Replacing Vacancies Due to Retirements	Percent
Not currently planning to fill these positions	31.7%
Combination of hiring outside workers and promoting from within the company	31.2%
Hire workers from outside of the company	28.3%
Promote employees from within the company	8.8%

**Figure 28** shows how companies plan to fill vacant positions left behind from those who have retired. Of those who reported, 31.2 percent plan to use a combination of hiring outside workers along with promoting from within the company, 28.3 percent plan only to hire workers from outside the company, 31.7 percent do not currently plan on filling these positions, and 8.8 percent plan on only promoting from within.

## Conclusion

The Workforce Needs Assessment gives us an idea of the demand for workers within an industry. The survey shows increasing demand in the agriculture & mining, administrative & waste services, healthcare & social services, and accommodation & food services and decreasing demand in the management, personal services, information, finance, insurance, & real estate, wholesale & retail trade, construction, manufacturing, and transportation & warehousing over the last year. The decreasing demand in workforce is most attributed to the slowing economy at the time of the survey.

Currently, the region has a large number of job vacancies in the education, training, & library related occupations, particularly in the teachers & instructors, and secondary school teachers occupation. The growth in this occupational category may be tempered by the 33.0 percent of firms within the educational services industry that are planning on downsizing their payrolls. The healthcare industry continues to show resilience in the face of the economic downturn with strong results throughout the survey. The industry shows the most total vacancies and an above average vacancy rate. The agriculture & mining industry saw very strong gains compared to prior surveys due presumably to high crop prices resulting in hiring. Overall, the state has fewer job vacancies when compared to the previous assessment, 37,134 in 2010 as opposed to 45,868 estimated vacancies in 2009. The management and personal services industries decreased the most in percentage terms as companies sought to cut costs. Employers generally filled those vacancies available in shorter time as well. The number of vacancies filled in 30 days or less increased to 60% from 48% in 2009. One indication that the change in vacancies is closely tied to the economy is that there was no change in educational or experiential requirements for vacancies and employer perception of applicants did not change.

Most of the current job vacancies (74.7%) reportedly require an education level at or below an associates degree. Over one-quarter (25.2%) of current job vacancies require an undergraduate degree or higher. Vacancies due to upcoming retirements are following a similar pattern to current job vacancies, where 35.0 percent of jobs will require a high school education, 24.5 percent will require a vocational or associates degree, and 25.2 percent will require an undergraduate degree or higher.

As a result of this survey, the state has been able to identify the gap between the existing workforce and the skills it possesses and the existing needs of industries. Identifying this gap will allow the state to assist community colleges, universities, and other educational institutions in preparing upcoming workers with the necessary and appropriate skills to make them successful in the workforce.

*This Workforce Needs Assessment Survey was conducted by Iowa Workforce Development's Regional Research & Analysis Bureau in partnership with the Iowa Association of Business and Industry and validated by the University of Northern Iowa's Institute for Decision Making.*

## Top Ten Job Vacancies

The following section details each of the top ten job vacancy categories utilizing data from the workforce needs assessment survey in conjunction with information documented on the O\*Net Website. These sources enable a more detailed analysis to be performed regarding the education, experience, and skill requirements for each job vacancy category.

Included at the end of each job title are the corresponding Standard Occupational Codes (SOC) for each job vacancy category. They are provided to enable further research by occupational code.

**Job Description** - overview of the position (<http://online.onetcenter.org>)

**Sample of Reported Titles** - reported identified by surveyed businesses

**Job Skills/Experience** - listing of both reported skills needed and skills identified through the O\*Net Website (<http://online.onetcenter.org>)

**Education Requirements** - not all positions require a certain level of education; therefore, it is important to note that this section also gives a percent in parenthesis which pertains to the percent of positions within the job title that would require the level of education listed, depending upon employer preference. Source: O\*Net Online ([www.onetonline.org](http://www.onetonline.org))

**Median Wages and National & State Employment Trends** - information in these charts were acquired from the O\*Net Website ([www.careeronestop.org](http://www.careeronestop.org)) Note: the data for these trends are not directly comparable. The projections period for state and national data is 2008-2018.

## Nursing Aides, Orderlies, & Attendants (31-1012)

### Job Description:

Provide basic patient care under direction of nursing staff. Perform duties: feed, bathe, dress, groom, move patients, or change linens.

### Sample of Reported Titles:

Certified Nurses Aide (CNA), Certified Nursing Assistant (CNA), Nursing Assistant, Patient Care Assistant (PCA), Patient Care Technician (PCT), Certified Medication Aide (CMA), Attendant, Psychiatric Attendant, Hospital Assistant.

### Job Skills/Experience:

- **Occupational Skills**
  - Answer patients' call signals.
  - Turn and reposition bedridden patients, alone or with assistance, to prevent bedsores.
  - Observe patients' conditions, measuring and recording food and liquid intake and output and vital signs, and report changes to professional staff.
  - Feed patients who are unable to feed themselves.
  - Provide patients with help walking, exercising, and moving in and out of bed.
  - Provide patient care by supplying and emptying bed pans, applying dressings and supervising exercise routines.
  - Bathe, groom, shave, dress, or drape patients to prepare them for surgery, treatment, or examination.
  - Transport patients to treatment units, using a wheelchair or stretcher.
  - Clean rooms and change linens.
  - Collect specimens such as urine, feces, or sputum.

### Education Requirements:

(percent of openings requiring)

- High school or less (19%)
- Some college (79%)
- Bachelor's degree or higher (2%)

### Median Wages:

State	\$11.29/hour
Nation	\$11.56/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Nursing Aides, Orderlies, & Attendants	31-1012	1,469,800	1,745,800	19%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Nursing Aides, Orderlies, & Attendants	31-1012	23,385	27,865	19%



## Registered Nurses (29-1111)

### Job Description:

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes advance practice nurses such as: nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified registered nurse anesthetists. Advanced practice nursing is practiced by RNs who have specialized formal, post-basic education and who function in highly autonomous and specialized roles.

### Sample of Reported Titles:

Registered Nurse, RN.

### Job Skills/Experience:

- **Occupational Skills**
  - Monitor, record and report symptoms and changes in patients' conditions.
  - Maintain accurate, detailed reports and records.
  - Record patients' medical information and vital signs.
  - Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
  - Modify patient treatment plans as indicated by patients' responses and conditions.
  - Direct and supervise less skilled nursing or health care personnel or supervise a particular unit.
  - Consult and coordinate with health care team members to assess, plan, implement and evaluate patient care plans.
  - Monitor all aspects of patient care, including diet and physical activity.
  - Instruct individuals, families and other groups on topics such as health education, disease prevention and childbirth, and develop health improvement programs.
  - Prepare patients for, and assist with, examinations and treatments.

### Education Requirements:

(percent of openings requiring)

- Bachelor's degree or higher (34%)
- Some college/license (64%)
- High school or less (2%)

### Median Wages:

State	\$24.15/hour
Nation	\$30.65/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Registered Nurses	29-1111	2,618,700	3,200,200	22%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Registered Nurses	29-1111	32,245	39,330	22%



## Truck Driver, Heavy & Tractor-Trailer (53-3032)

### Job Description:

Drive a tractor-trailer combination or a truck with a capacity of at least 26,000 GVW, to transport and deliver goods, livestock, or materials in liquid, loose, or packaged form. May be required to unload truck. May require use of automated routing equipment. Requires commercial drivers' license.

### Sample of Reported Titles:

Truck Driver, Over the Road Driver (OTR Driver), Line Haul Driver, Delivery Driver, Owner Operator, Road Driver, City Driver, Feeder Driver, Flatbed Truck Driver, Pick Up and Delivery Driver (P & D Driver).

### Job Skills:

- **Occupational Skills**
  - Follow appropriate safety procedures for transporting dangerous goods.
  - Check vehicles to ensure that mechanical, safety, and emergency equipment is in good working order.
  - Maintain logs of working hours and of vehicle service and repair status, following applicable state and federal regulations.
  - Obtain receipts or signatures for delivered goods and collect payment for services when required.
  - Check all load-related documentation to ensure that it is complete and accurate.
  - Maneuver trucks into loading or unloading positions, following signals from loading crew and checking that vehicle and loading equipment are properly positioned.
  - Drive trucks with capacities greater than 3 tons, including tractor-trailer combinations, to transport and deliver products, livestock, or other materials.
  - Secure cargo for transport, using ropes, blocks, chains, binders, or covers.
  - Read bills of lading to determine assignment details.
  - Report vehicle defects, accidents, traffic violations, or damage to the vehicles.

### Education Requirements:

(percent of openings requiring)

- High school or less (75%)
- Some college (24%)
- Commercial Drivers License (CDL)

### Median Wages:

State	\$17.62/hour
Nation	\$18.14/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Truck Drivers, Heavy and Tractor-Trailer	53-3032	1,798,400	2,031,300	13%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Truck Drivers, Heavy and Tractor-Trailer	53-3032	41,475	48,965	18%

## Laborers & Freight, Stock, & Materials Movers, Hand (53-7062)

### Job Description:

Manually move freight, stock, or other materials or perform other unskilled general labor. Includes all unskilled manual laborers not elsewhere classified.

### Sample of Reported Titles:

Material Handler, Warehouse Worker, Laborer, Loader, Receiving Associate, Receiver, Shipping and Receiving Materials Handler, Merchandise Pickup / Receiving Associate, Line Tender, Stock Replenisher.

### Job Skills/Experience:

- **Occupational Skills**
  - Attach identifying tags to containers, or mark with identifying information.
  - Read work orders or receive oral instructions to determine work assignments and material and equipment needs.
  - Record numbers of units handled and moved, using daily production sheets or work tickets.
  - Move freight, stock, and other materials to and from storage and production areas, loading docks, delivery vehicles, ships, and containers, by hand or using trucks, tractors, and other equipment.
  - Sort cargo before loading and unloading.
  - Assemble product containers and crates, using hand tools and precut lumber.
  - Load and unload ship cargo, using winches and other hoisting devices.
  - Connect hoses and operate equipment to move liquid materials into and out of storage tanks on vessels.
  - Pack containers and re-pack damaged containers.
  - Carry needed tools and supplies from storage or trucks, and return them after use.

### Education Requirements:

(percent of openings requiring)

- High school or less (98%)
- Some college (2%)

### Median Wages:

State	\$11.50/hour
Nation	\$11.11/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Laborers and Freight, Stock, and Material Movers, Hand	53-7062	2,317,300	2,298,600	-1%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Laborers and Freight, Stock, and Material Movers, Hand	53-7062	24,685	25,145	2%

## Waiters & Waitresses (35-3031)

### Job Description:

Take orders and serve food and beverages to patrons at tables in dining establishment.

### Sample of Reported Titles:

Waitress, Server, Waiter, Food Server, Banquet Server, Cocktail Server, Room Service Server, Restaurant Server, Food and Beverage Server, and Room Service Waiter.

### Job Skills/Experience:

- **Occupational Skills**
  - Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages.
  - Collect payments from customers.
  - Write patrons' food orders on order slips, memorize orders, or enter orders into computers for transmittal to kitchen staff.
  - Take orders from patrons for food or beverages.
  - Check with customers to ensure they are enjoying their meals and take action to correct any problems.
  - Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required.
  - Prepare checks that itemize and total meal costs and sales taxes.
  - Remove dishes and glasses from tables or counters, and take them to kitchen for cleaning.
  - Present menus to patrons and answer questions about menu items, making recommendations upon request.
  - Inform customers of daily specials.

### Education Requirements: (percent of openings requiring)

- High school or less (100%)

### Median Wages:

State	\$7.89/hour
Nation	\$8.50/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Waiters and Waitresses	35-3031	2,381,700	2,533,300	6%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Waiters and Waitresses	35-3031	26,325	28,385	8%

## Cashiers & Retail Salespersons (41-2011, 41-2031, & 41-9099)

### Job Description:

Sell merchandise, such as furniture, motor vehicles, appliances, or apparel in a retail establishment.

### Sample of Reported Titles:

Sales Clerk, Sales Associate, Clerk, Sales Consultant, Sales Person, Merchandise Manager, and Retail Salesperson.

### Job Skills/Experience:

- **Occupational Skills**
  - Greet customers and ascertain what each customer wants or needs.
  - Open and close cash registers, performing tasks such as counting money, separating charge slips, coupons, and vouchers, balancing cash drawers, and making deposits.
  - Maintain knowledge of current sales and promotions, policies regarding payment and exchanges, and security practices.
  - Compute sales prices, total purchases and receive and process cash or credit payment.
  - Maintain records related to sales.
  - Watch for and recognize security risks and thefts, and know how to prevent or handle these situations.
  - Recommend, select, and help locate or obtain merchandise based on customer needs and desires.
  - Answer questions regarding the store and its merchandise.
  - Describe merchandise and explain use, operation, and care of merchandise to customers.
  - Ticket, arrange and display merchandise to promote sales.

### Education Requirements:

(percent of openings requiring)

- High school or less (94%)
- Some college (5%)
- Bachelor's degree or higher (1%)

### Median Wages:

State            \$8.75/hour  
Nation           \$9.16/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Cashiers & Retail Salespersons	41-2011	3,550,000	3,675,500	4%
	41-2031	4,489,200	4,863,900	8%
Iowa	Occupational Code	Employment		Percent Change
Cashiers & Retail Salespersons		2008	2018	
		41-2011	42,960	44,740
	41-2031	49,570	53,650	8%

## Customer Service Representative (43-4051)

### Job Description:

Interact with customers to provide information in response to inquiries about products and services and to handle and resolve complaints.

### Sample of Reported Titles:

Customer Service Representative, Customer Service Specialist, Member Services Representative, Account Service Representative, Call Center Representative, Claims Adjuster, Claims Service Representative.

### Job Skills/Experience:

- **Occupational Skills**
  - Confer with customers by telephone or in person in order to provide information about products and services, to take orders or cancel accounts, or to obtain details of complaints.
  - Keep records of customer interactions and transactions, recording details of inquiries, complaints, and comments, as well as actions taken.
  - Resolve customers' service or billing complaints by performing activities such as exchanging merchandise, refunding money, and adjusting bills.
  - Check to ensure that appropriate changes were made to resolve customers' problems.
  - Contact customers to respond to inquiries or to notify them of claim investigation results and any planned adjustments.
  - Refer unresolved customer grievances to designated departments for further investigation.
  - Determine charges for services requested, collect deposits or payments, or arrange for billing.
  - Complete contract forms, prepare change of address records, and issue service discontinuance orders, using computers.
  - Obtain and examine all relevant information to assess validity of complaints and to determine possible causes, such as extreme weather conditions that could increase utility bills.
  - Solicit sale of new or additional services or products.

### Education Requirements:

(percent of openings requiring)

- High school or less (86%)
- Some college (14%)

### Median Wages:

State	\$13.36/hour
Nation	\$14.56/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Customer Service Representatives	43-4051	2,252,400	2,651,900	18%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Customer Service Representatives	43-4051	25,170	31,200	24%

## Automotive Service Technicians & Mechanics (49-3023)

### Job Description:

Diagnose, adjust, repair, or overhaul automotive vehicles.

### Sample of Reported Titles:

Automotive Technician, Automotive Service Technician, Shop Foreman, Certified ASE Master Automotive Technician (Certified Automotive Service Excellence Master Automotive Technician), Master Automotive Technician, ASE Master Mechanic (Automotive Service Excellence Master Mechanic), Auto Mechanic.

### Job Skills/Experience:

- **Occupational Skills**
  - Examine vehicles to determine extent of damage or malfunctions.
  - Test drive vehicles, and test components and systems, using equipment such as infrared engine analyzers, compression gauges, and computerized diagnostic devices.
  - Repair, reline, replace, and adjust brakes.
  - Review work orders and discuss work with supervisors.
  - Follow checklists to ensure all important parts are examined, including belts, hoses, steering systems, spark plugs, brake and fuel systems, wheel bearings, and other potentially troublesome areas.
  - Plan work procedures, using charts, technical manuals, and experience.
  - Test and adjust repaired systems to meet manufacturers' performance specifications.
  - Confer with customers to obtain descriptions of vehicle problems, and to discuss work to be performed and future repair requirements.
  - Perform routine and scheduled maintenance services such as oil changes, lubrications, and tune-ups.
  - Disassemble units and inspect parts for wear, using micrometers, calipers, and gauges.

### Education Requirements:

(percent of openings requiring)

- High school or less (29%)
- Some college (71%)

### Median Wages:

State	\$15.48/hour
Nation	\$17.03/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Automotive Service Technicians and Mechanics	49-3023	763,700	799,600	5%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Automotive Service Technicians and Mechanics	49-3023	9,575	10,140	6%

## Home Health & Healthcare Support Workers, All Other (31-1011 & 31-9099)

### Job Description:

Provide routine, personal healthcare, such as bathing, dressing, or grooming, to elderly, convalescent, or disabled persons in the home of patients or in a residential care facility.

### Sample of Reported Titles:

Home Health Aide (HHA), Residential Counselor, Certified Nursing Assistant (CNA), Home Health Provider, Habilitation Training Specialist, Caregiver, Direct Support Person, Personal Care Attendant, Residential Assistant (RA).

### Job Skills/Experience:

- **Occupational Skills**
  - Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
  - Provide patients with help moving in and out of beds, baths, wheelchairs or automobiles, and with dressing and grooming.
  - Provide patients and families with emotional support and instruction in areas such as caring for infants, preparing healthy meals, living independently, or adapting to disability or illness.
  - Change bed linens, wash and iron patients' laundry, and clean patients' quarters.
  - Entertain, converse with, or read aloud to patients.

### Education Requirements:

(percent of openings requiring)

- High school or less (72%)
- Some college (24%)
- Bachelor's degree or higher (4%)

### Median Wages:

State	\$11.24/hour
Nation	\$12.12/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Home Health & Healthcare Support Workers	31-1011	921,700	1,382,600	50%
	31-9099	200,600	235,000	17%
Iowa	Occupational Code	Employment		Percent Change
Home Health & Healthcare Support Workers	31-1011	10,420	14,890	43%
	31-9099	2590	2930	13%



## Office Clerks, General (43-9061)

### Job Description:

Perform duties too varied and diverse to be classified in any specific office clerical occupation, requiring limited knowledge of office management systems and procedures. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, office machine operation, and filing.

### Sample of Reported Titles:

Administration Assistant, Clerk, Office Manager, Receptionist, Secretary, Office Clerk

### Job Skills/Experience:

- **Occupational Skills**
  - Operate office machines, such as photocopiers and scanners, facsimile machines, voice mail systems, and personal computers.
  - Answer telephones, direct calls, and take messages.
  - Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer.
  - Communicate with customers, employees, and other individuals to answer questions, disseminate or explain information, take orders, and address complaints.
  - Open, sort, and route incoming mail, answer correspondence, and prepare outgoing mail.

### Education Requirements: (percent of openings requiring)

- High school or less (93%)
- Some college (5%)
- Bachelor's degree or higher (2%)

### Median Wages:

State	\$12.69/hour
Nation	\$12.57/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Office Clerks, General	43-9061	3,024,400	3,383,100	12%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Office Clerks, General	43-9061	32,545	36,795	13%





Iowa Workforce Development  
Labor Market & Workforce Information Division  
Regional Research & Analysis Bureau  
1000 E. Grand Avenue  
Des Moines, Iowa 50319  
(515) 281-4894  
[www.iowaworkforce.org](http://www.iowaworkforce.org)