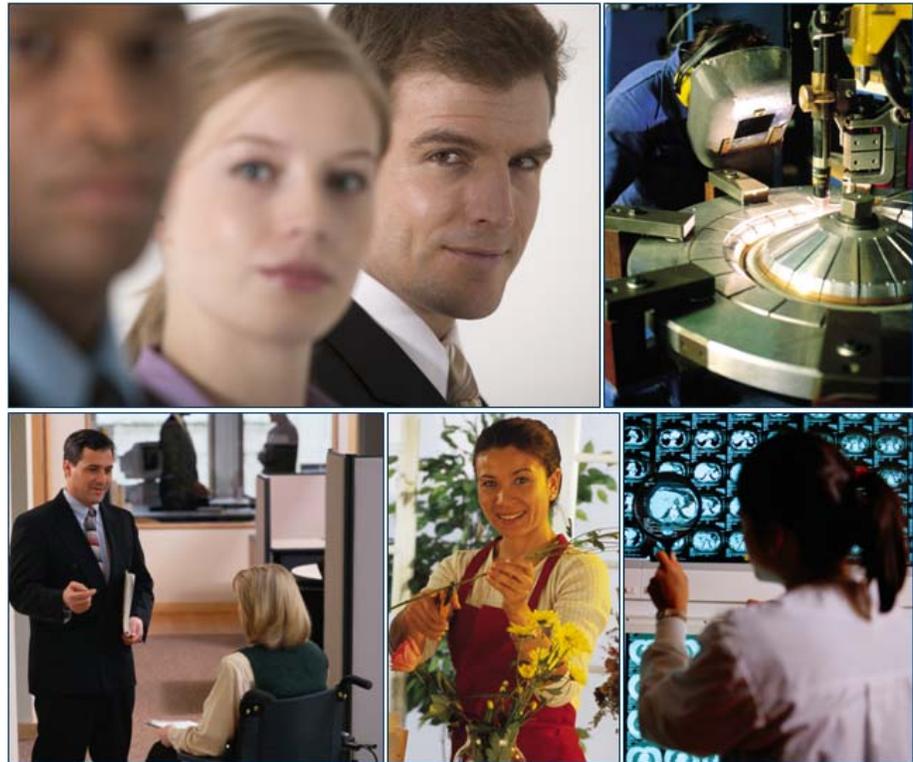


MID IOWA GROWTH PARTNERSHIP

CALHOUN, HAMILTON, HARDIN, HUMBOLDT, KOSSUTH, PALO ALTO, POCAHONTAS, WEBSTER, WRIGHT

WORKFORCE NEEDS ASSESSMENT



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Released June 2011

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Mid Iowa Growth Partnership 2011

Iowa Workforce Development conducted the second annual Workforce Needs Assessment from September 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 October 2009, 2,026 employers in the Mid Iowa Growth Partnership (Calhoun, Hamilton, Hardin, Humboldt, Kossuth, Palo Alto, Pocahontas, Webster, Wright) were contacted and asked to complete the survey. Two attempts were made to contact each employer. By the end of the survey period (October 31, 2010), the survey had received 568 responses, yielding a 28.0 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 survey respondents by industry, including the percentage of total current vacancies that are accounted for by each industry in the Mid Iowa Growth Partnership. Vacancies are classified as current if they are, or will become, available within 12 months of the survey date.

These estimates are 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.

**Figure 1
Survey Respondents by Industry and Percentage of Current Vacancies**

Industry	Percent of Respondents	Percent of Total Vacancies Reported	Estimated Current Vacancies
Healthcare & Social Services	10.6%	39.5%	429
Wholesale & Retail Trade	16.9%	14.0%	161
Agriculture & Mining	9.5%	9.5%	286
Educational Services	5.6%	7.5%	168
Construction	7.2%	6.5%	54
Manufacturing	8.5%	5.5%	143
Administrative & Waste Services	1.1%	3.0%	29
Finance, Insurance, & Real Estate	9.4%	3.0%	29
Transportation & Warehousing	2.5%	3.0%	21
Public Administration	6.7%	2.5%	89
Arts, Entertainment, & Recreation	2.6%	1.5%	14
Personal Services	2.6%	1.5%	11
Information	0.7%	1.0%	7
Management	0.4%	1.0%	7
Professional & Technical Services	8.1%	1.0%	18
Accommodation & Food Services	4.0%	0.0%	*
Utilities	3.7%	0.0%	*
Total	100%	100%	1,464

** insufficient data reported*

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 farming, fishing, & forestry; office & administrative support; and sales & related occupational categories, likewise, the highest number of vacancies by industry are in the agriculture and healthcare industries. 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
Percentage of Current Vacancies by Occupational Category

Occupational Category	Percent of Total Vacancies Reported	Estimated Current Vacancies
Farming, Fishing, & Forestry	12.7%	186
Office & Administrative Support	9.8%	143
Sales & Related	9.5%	139
Healthcare Practitioner & Technical	8.3%	121
Production	8.1%	118
Personal Care & Service	7.8%	114
Healthcare Support	6.8%	100
Arts, Design, Entertainment, Sports, & Related	4.9%	71
Transportation & Material Moving	4.9%	71
Education, Training, & Library	4.1%	61
Food Preparation & Serving Related	3.9%	57
Protective Service	3.4%	50
Installation, Maintenance, & Repair	3.2%	46
Construction & Extraction	2.9%	43
Life, Physical, & Social Science	2.4%	36
Management	2.2%	32
Business & Financial Operations	2.0%	29
Building & Grounds Cleaning & Maintenance	1.2%	18
Computer & Mathematical Science	1.0%	14
Architecture & Engineering	0.5%	7
Community & Social Science	0.5%	7
Legal	*	*
Total	100%	1,464

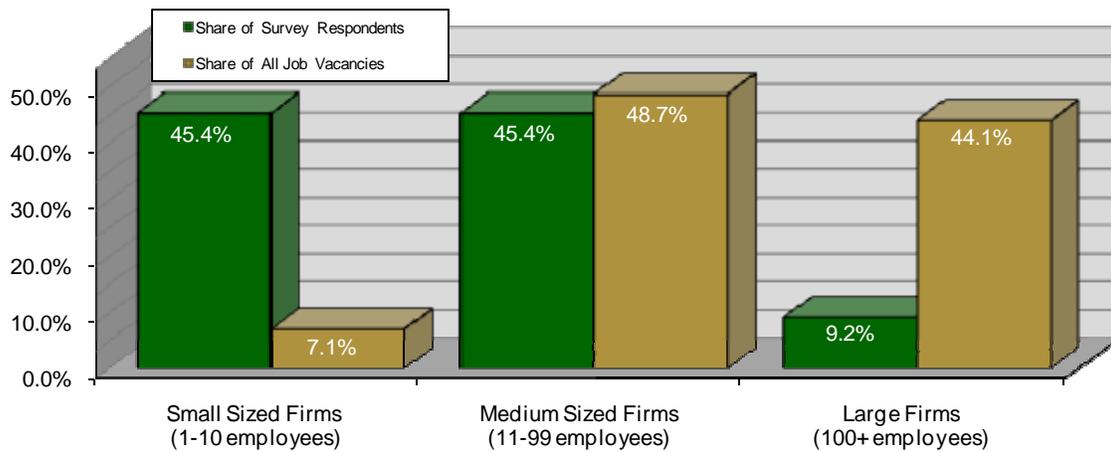
* insufficient data reported

Of the survey respondents, 109 (19.8%) reported having one or more current or anticipated job vacancies, while 442 respondents (80.2%) reported having no job vacancies. A total of 1,464 current job vacancies were estimated for the region, consisting of 44.9 percent full-time, 27.6 percent part-time, and 22.2 percent temporary/seasonal positions. When asked why positions are currently vacant, employers responded as follows:

- 23.7% - Business growth/expansion
- 16.5% - Replacing retiring employee
- 59.8% - Replacing worker who has left (not retired)

Figure 3 (next page) shows the breakdown of job vacancies by employer size. Of employers that responded with job vacancies, 45.4 percent were businesses with 10 or fewer employees, 45.4 percent had between 11 and 99 employees, and 9.2 percent had 100 employees or more. **Figure 3** shows the distribution of reported job vacancies by employer size. The response rate for each employer size category is shown next to the respective percentage share of reported job vacancies. While large employers only accounted for 9.2 percent of the survey responses, they reported more than one-third (36.4%) of the total job vacancies in the Mid Iowa Growth Partnership.

**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 1,464 job vacancies and a regional employment total of 57,599¹, there is a 2.4 percent vacancy rate or approximately two and one-half jobs available for every 100 filled positions. 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. For the basis of comparison, Iowa’s statewide vacancy rate is 3.0 percent. 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	Regional Employment ¹	Vacancy Rate
Wholesale & Retail Trade	10,631	1.5%
Healthcare & Social Services	8,994	4.8%
Manufacturing	8,416	1.7%
Educational Services	5,646	3.0%
Public Administration	3,880	2.3%
Accommodation & Food Services	3,778	*
Transportation & Warehousing	2,967	0.7%
Construction	2,622	2.0%
Finance, Insurance, & Real Estate	2,436	1.2%
Agriculture & Mining	2,289	12.5%
Personal Services	1,317	0.8%
Professional & Technical Services	1,294	1.4%
Information	1,191	0.6%
Administrative & Waste Services	928	3.1%
Management	450	1.6%
Arts, Entertainment, & Recreation	386	3.7%
Utilities	374	*

^{*}insufficient data reported

Figure 4 shows the vacancy rate and how many jobs are available per 100 filled positions by industry. The industries within the region with the highest vacancy rates are: agriculture & mining (12.5%); healthcare & social sciences (4.8%); arts, entertainment, & recreation (3.7%); and administrative & waste services (3.1%). These industries currently have relatively more 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.

¹Annual 2008 Total regional employment from Iowa Workforce Development

Figure 5
Vacancy Rate by Occupational Category

Occupational Category	Regional Employment ¹	Vacancy Rate
Office & Administrative Support	10,050	1.4%
Production	8,260	1.4%
Sales & Related	6,360	2.2%
Transportation & Material Moving	5,680	1.3%
Education, Training, & Library	5,130	1.2%
Food Preparation & Serving Related	3,800	1.5%
Healthcare Practitioner & Technical	3,290	3.7%
Installation, Maintenance, & Repair	3,020	1.5%
Construction & Extraction	2,750	1.6%
Healthcare Support	2,660	3.8%
Management	2,120	1.5%
Building & Grounds Cleaning & Maintenance	1,610	1.1%
Business & Financial Operations	1,460	2.0%
Community & Social Science	970	0.7%
Protective Service	540	9.2%
Personal Care & Service	510	22.4%
Life, Physical, & Social Science	430	8.3%
Arts, Design, Entertainment, Sports, & Related	410	17.4%
Architecture & Engineering	360	2.0%
Farming, Fishing, & Forestry	350	*
Legal	230	*
Computer & Mathematical Science	180	7.9%

*insufficient data reported

Figure 5 breaks down the vacancy rate by occupational category. The categories with the highest vacancy rates are: personal care & service (22.4%); arts, design, entertainment, sports, & related (17.4%); and computer & mathematical science (7.9%). The services and construction categories 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 the healthcare category is usually attributed to growth in employment and lack of workforce.

Hiring Demand Index

Figure 6 (next page) presents the Hiring Demand Index (HDI)² 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:

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

Example: The protective service occupational category has an above average vacancy rate of 9.2 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 much 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 service occupational category, is calculated as follows:

$$(9.2\% \div 2.4\%) \div (29.8\% \div 27.1\%) = 3.46$$

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.

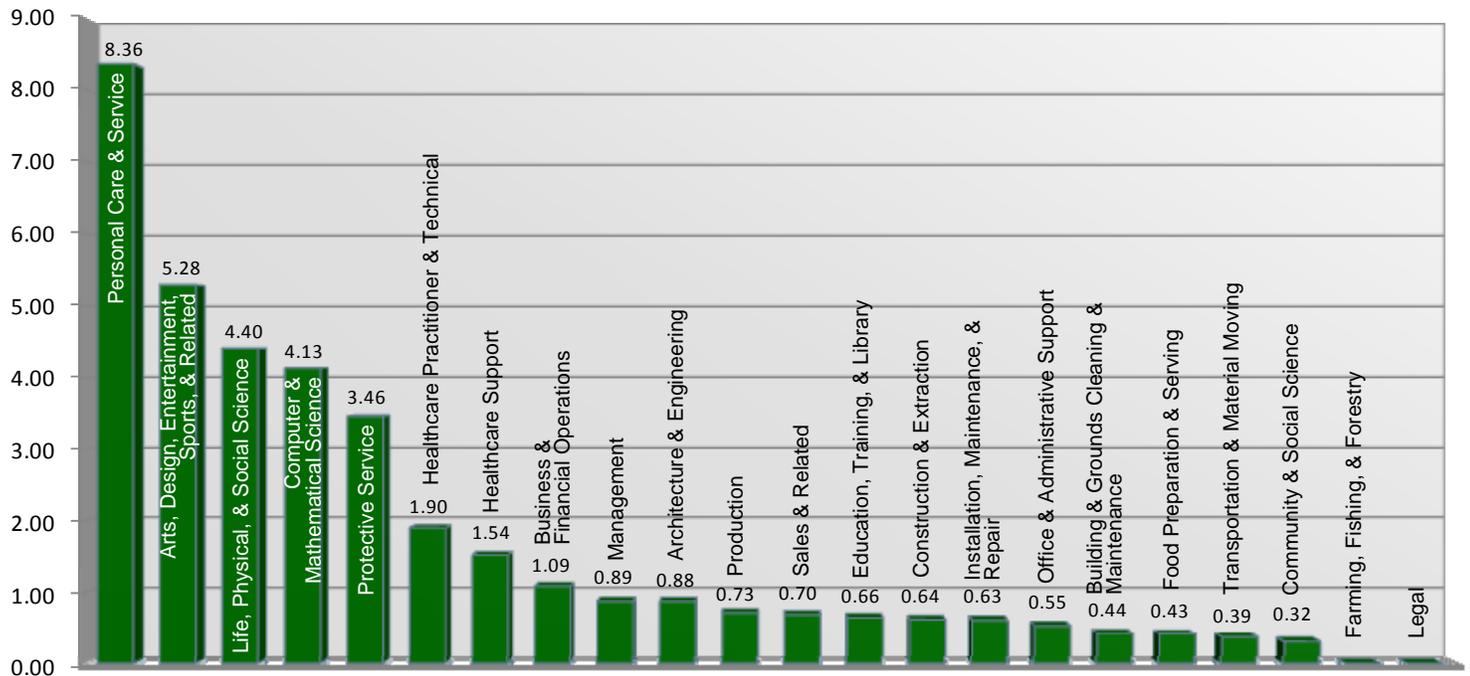
¹ Iowa employment by industry computed from 2007 Iowa Local Employment Dynamics

² The Hiring Demand Index (HDI) adjusts industry vacancy rates, from this survey, by industry employee turnover rates which are computed from 2007 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
No Educational Requirement	30.1%
High School Education/GED	38.0%
Vocational/Technical Training	16.7%
Associate Degree	3.8%
Undergraduate Degree	9.8%
Postgraduate/Professional Degree	1.6%

Figure 8
Experience Required - Current Vacancies

Experience Required	Percent
No Experience Required	63.4%
Less than 1 Year	11.2%
1-2 Years	16.4%
3-5 Years	7.7%
More than 5 Years	1.4%

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**.

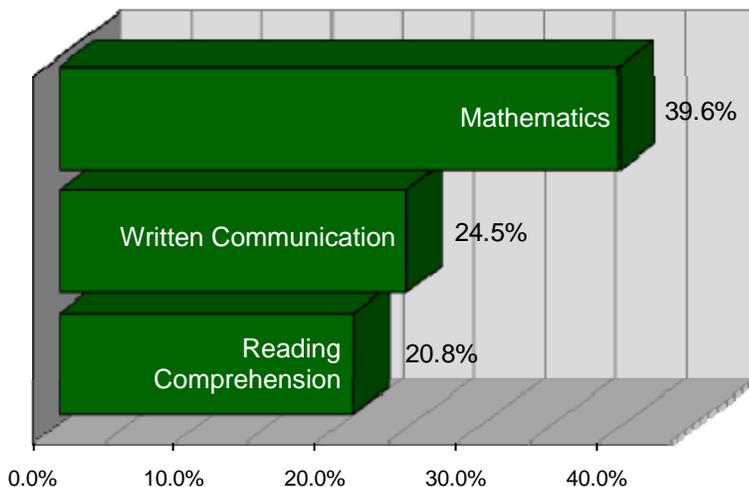
We can begin to analyze any workforce gaps by comparing the inventory of skills needed by employers and those skills held by the population of workers as presented in a Laborshed analysis. This gap is then analyzed and the necessary training and education programs can be formalized through a Skillshed 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.	21.5%	31.9%	31.3%	13.2%	2.1%
In general, job applicants possess the basic skills required for the job.	30.5%	38.1%	21.3%	7.1%	3.1%
In general, job applicants possess the soft skills required for the job.	15.5%	33.2%	37.6%	10.9%	2.7%
In general, job applicants possess the occupational skills required for the job.	16.9%	33.9%	34.1%	11.3%	3.8%
There is often a problem filling this position because applicants are disqualified due to controlled substance testing.	3.1%	8.4%	20.6%	18.3%	49.6%
There is often a problem filling this position because applicants are disqualified for failure to pass a background check.	4.0%	8.8%	23.4%	20.7%	43.0%

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

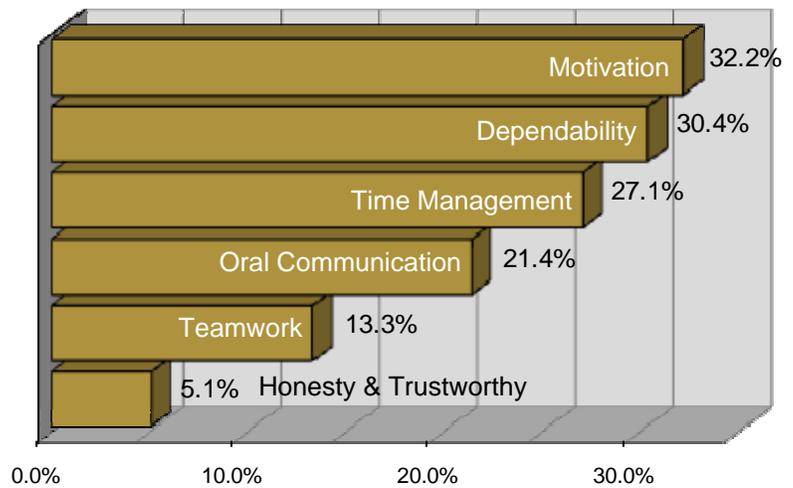
Figure 10
Basic Skills Lacked by Applicants



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. Over one-tenth (10.2%) of employers surveyed feel that applicants lack basic skills needed for the job.

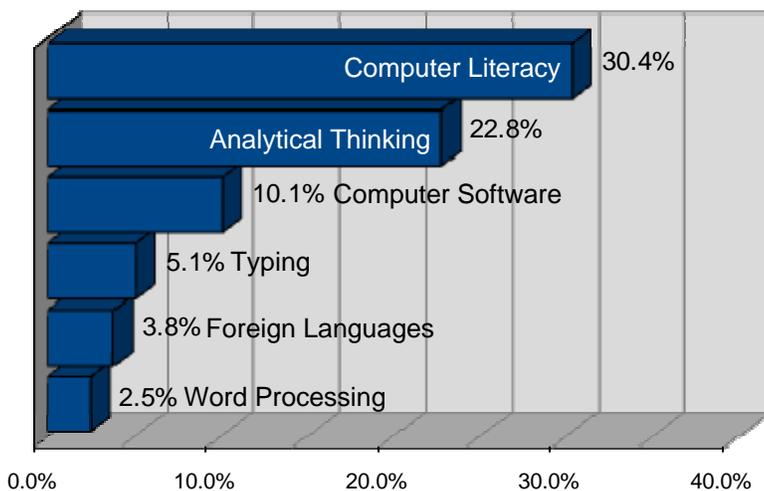
**Figure 11
Soft Skills Lacked by Applicants**

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 (13.6%) 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. Nearly one-fifth (15.1%) 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	49.6%
No training provided	14.6%
Commercial training provider	13.0%
Employee self-directed training	11.8%
Online	8.8%
Other	6.3%
College/University	5.5%
Trade school	4.2%

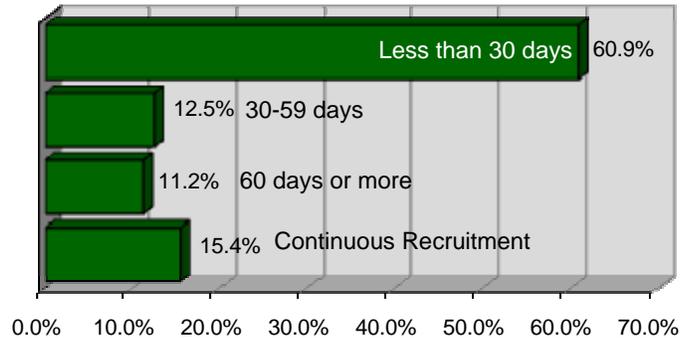
Figure 13 indicates where employers are sending their employees for training to satisfy job requirements. When training is provided, most employers are currently using in-house training or a commercial job training provider. One-fifth (20.0%) of employers also expressed an interest in working more closely 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 region.



Media Used

Figure 15
Recruitment Media Utilization

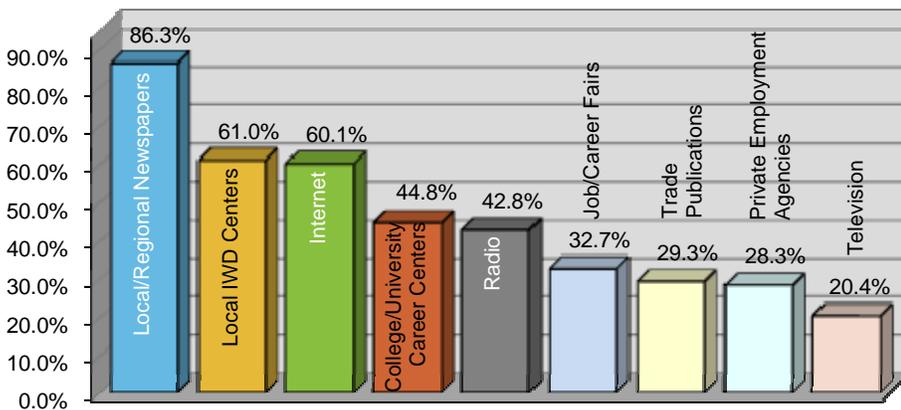


Figure 15 details employer media use for recruitment purposes. Employers utilized a variety of media to recruit potential employees. Along with being the most utilized, respondents also indicated that the most useful media outlets were local/regional newspapers, followed by Iowa Workforce Development Centers, the internet, college/university career centers, and the radio.

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 region 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 Laborshed Analysis, the most frequently utilized job search resources are the internet (64.1%), local/regional newspapers (57.2%), local Iowa Workforce Development Centers (26.9%), and networking (19.4%). Private employment services, walk-in (door-to-door) solicitation, radio, trade publications, college/university career centers, television, and job/career fairs were also mentioned but less frequently as utilized sources for employment opportunities.

Benefits

Figure 16
Benefits Offered by Employers

Benefits Offered	Percent
Health Insurance	70.6%
Retirement	66.1%
Paid Leave	60.6%
Dental Insurance	40.4%
Vision Insurance	26.6%
No Benefits	19.3%

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 Laborshed Analysis was used to identify current benefit packages being offered to employees within the region. These benefits include; health/medical insurance (89.3%), pension/retirement options (62.7%), dental coverage (40.3%), paid vacation (36.9%), life insurance (22.1%), paid sick leave (20.1%), vision coverage (19.4%), paid holidays (15.3%), disability insurance (11.9%), paid time off (6.6%), prescription drug coverage (4.7%), flextime (1.9%), tuition assistance (1.6%), and stock options (0.6%). Over two-thirds (71.8%) of the employers and employees in the Laborshed area are reported as sharing in the premium costs of health/medical insurance, 21.9 percent of the employers are reported as covering the entire cost of insurance premiums while 6.3 percent of the employers/employees have made other arrangements.

Wages

Figure 17
Average Wages by Occupational Category

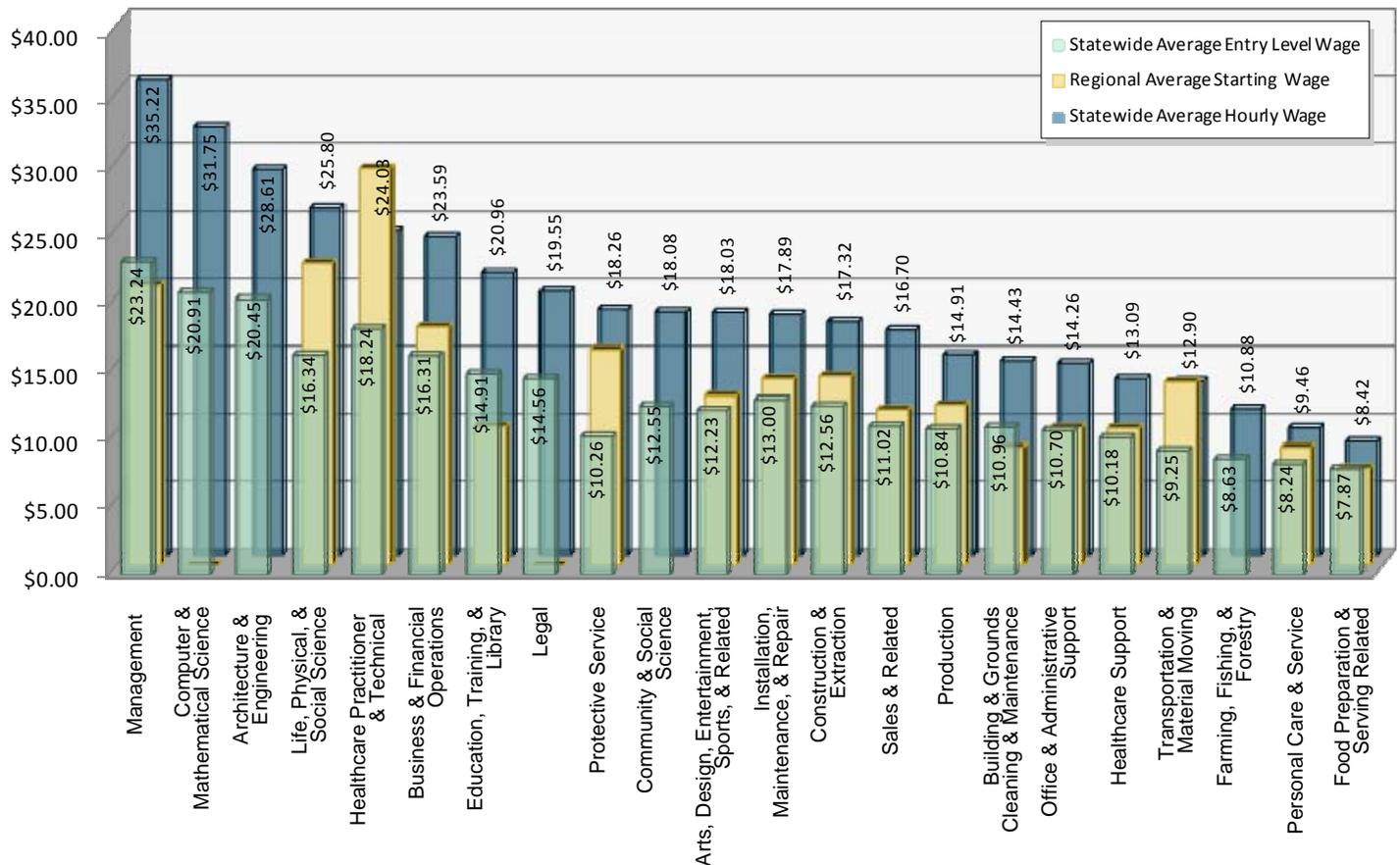


Figure 17 shows the average hourly, starting and entry level wages¹ by occupational category. This is important for job seekers in determining what jobs can provide a livable wage and have higher earning potential. Employers can use the information to determine their competitiveness with wages among all other categories. From the graph, we see that the architecture & engineering; management; and computer & mathematical science occupational categories pay the highest average entry level wages while occupations in management; computer & mathematical science; and life, physical, & social science categories have the greatest difference between starting wages and average wages.

¹Average Hourly Wage and Average Entry Level Wage are taken from 2007 Occupational Employment Statistics (OES) data. Average Starting Wage is taken from this 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 region, many employers were not able to state their payroll plans in any definite way.

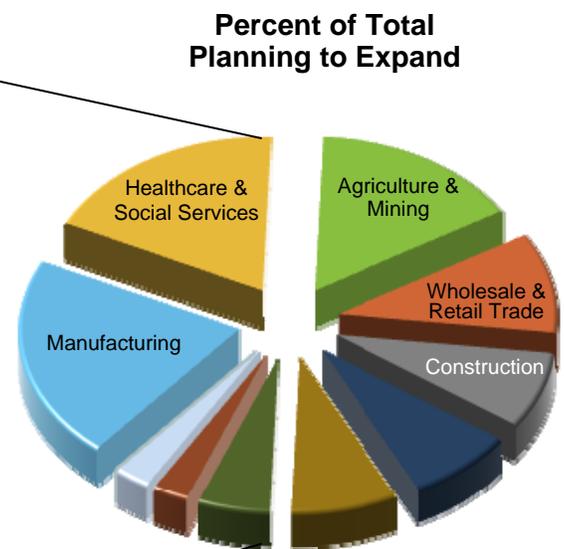
Planned Workforce Expansion

Less than one-tenth (6.7%) of the employers surveyed are planning to expand their payroll in the future. Of those employers planning on expanding their payroll, 78.9 percent indicated they were planning to do so to satisfy the current market demand for their products/services, while 5.3 percent indicated that they were expanding in order to enter a new market and 10.5 percent are expanding due to other reasons. Over one-third (36.1%) 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 Each Industry	Percent Planning to Expand
Manufacturing	16.7%	21.1%
Healthcare & Social Services	11.7%	18.4%
Agriculture & Mining	11.5%	15.8%
Wholesale & Retail Trade	4.2%	10.5%
Construction	7.3%	7.9%
Finance, Insurance, & Real Estate	5.7%	7.9%
Transportation & Warehousing	21.4%	7.9%
Personal Services	13.3%	5.3%
Professional & Technical Services	2.2%	2.6%
Administrative & Waste Services	16.7%	2.6%
Information	*	*
Utilities	*	*
Accommodation & Food Services	*	*
Educational Services	*	*
Arts, Entertainment, & Recreation	*	*
Public Administration	*	*
Management	*	*

* insufficient data reported



The middle column in **Figure 18**, “Percent of Each 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, 4.2 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 10.5 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	71.1%
1-2 years	21.1%
2-3 years	5.3%
3-5 years	2.6%
More than 5 years	0.0%

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	32.0%
Sales & Related	16.3%
Education, Training, & Library	8.4%
Healthcare Practitioner & Technical	8.4%
Office & Administrative Support	8.4%
Construction & Extraction	5.1%
Management	3.9%
Community & Social Science	3.4%
Installation, Maintenance, & Repair	3.4%
Transportation & Material Moving	3.4%
Personal Care & Service	2.5%
Healthcare Support	2.0%
Building & Grounds Cleaning & Maintenance	1.1%
Architecture & Engineering	0.6%
Business & Financial Operations	0.6%
Life, Physical, & Social Science	0.6%
Arts, Design, Entertainment, Sports, & Related	*
Computer & Mathematical Science	*
Farming, Fishing, & Forestry	*
Food Preparation & Serving Related	*
Legal	*
Protective Service	*

*insufficient data reported

Figure 20 shows the percent of planned expansion by occupational category. While personal care & services represents one of the largest categories among current vacancies (**Figure 2**, page 2), only 2.5 percent of the employers in the category plan on expanding their payroll in the near-future. Production occupations, on the other hand, represent 8.1 percent of current vacancies and employers planning to expand their payrolls indicated they plan on increasing payroll most frequently within this category. The occupational categories that will be most affected are: production; sales & related; education, training, & library; healthcare practitioner & technical; and office & administrative support.

Planned Workforce Reduction

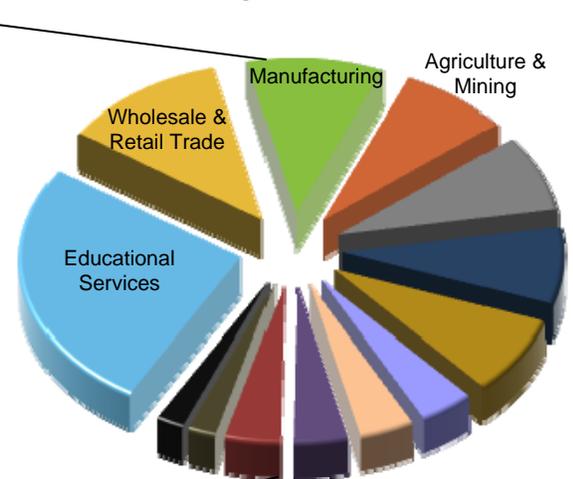
A small amount (9.0%) of the employers surveyed are planning to reduce their payroll in the future. Of those employers planning on reducing their payroll, 37.3 percent indicated they were planning to do so because current market demand for their products/services was declining, while over a half (51.0%) indicated that they were downsizing in response to other reasons, such as those who plan to enter a new market may need to consolidate employees with those having matching skills. Almost one-tenth (8.9%) 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	40.6%	25.5%
Wholesale & Retail Trade	6.3%	11.8%
Manufacturing	10.4%	9.8%
Agriculture & Mining	7.4%	7.8%
Construction	9.8%	7.8%
Accommodation & Food Services	17.4%	7.8%
Transportation & Warehousing	28.6%	7.8%
Professional & Technical Services	4.3%	3.9%
Public Administration	5.3%	3.9%
Arts, Entertainment, & Recreation	13.3%	3.9%
Personal Services	13.3%	3.9%
Finance, Insurance, & Real Estate	1.9%	2.0%
Utilities	4.8%	2.0%
Management	*	2.0%
Healthcare & Social Services	*	*
Information	*	*
Administrative & Waste Services	*	*

*insufficient data reported

Percent of Total Planning to Downsize



The middle 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, 40.6 percent of all businesses in the educational services industry are planning to reduce their payroll in the future. Those businesses within the educational services industry make up 25.5 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	72.5%
1-2 years	11.8%
2-3 years	5.9%
3-5 years	0.0%
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 payroll reduction by occupational category. While healthcare practitioner & technical represents one of the largest occupational categories among current vacancies (**Figure 2**, page 2), only 5.5 percent of employers in the category plan on downsizing their payroll in the near future. Education, training, & library occupations currently represent 4.1 percent of current vacancies, but employers planning to reduce their payrolls indicated that they plan on decreasing payroll most frequently within this category. The occupational categories that will be most affected are: education, training, & library; transportation & material moving; office & administrative support; food preparation & serving related; and sales & related.

Figure 23
Planned Payroll Reduction by Occupational Category

Occupational Category	Percent Planning to Downsize
Education, Training, & Library	23.1%
Transportation & Material Moving	15.4%
Office & Administrative Support	13.2%
Food Preparation & Serving Related	9.8%
Sales & Related	9.8%
Construction & Extraction	9.2%
Healthcare Practitioner & Technical	5.5%
Management	4.9%
Building & Grounds Cleaning & Maintenance	2.8%
Healthcare Support	1.8%
Business & Financial Operations	1.2%
Installation, Maintenance, & Repair	1.2%
Protective Service	1.2%
Life, Physical, & Social Science	0.6%
Architecture & Engineering	*
Arts, Design, Entertainment, Sports, & Related	*
Community & Social Science	*
Computer & Mathematical Science	*
Farming, Fishing, & Forestry	*
Legal	*
Personal Care & Service	*
Production	*

*insufficient data reported

Retirement

Workforce Retirements

Currently, there are 2,842 individuals over the age of 64 working throughout the region. They represent approximately 4.9 percent of the total employed. Of these workers, retail trade (16.3%), healthcare & social services (16.0%), and educational services (14.1%) have the highest percentage of the workforce over the age of 64. The ratio of males to females in this portion of the workforce is almost exactly even, with 50.0 and 50.0 percent respectively.

In the near future, it is projected that there will be a workforce shortage as the Baby Boomer generation begins to retire. 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 (96.9%) 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 1.0 percent of the region's employed becomes eligible for retirement each year (569 divided by total employment of about 57,599 workers). Future analysis of trend data will help us understand how many retirement eligible workers are remaining in the workforce and for how long.

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 24
Estimate of Those Eligible to Retire

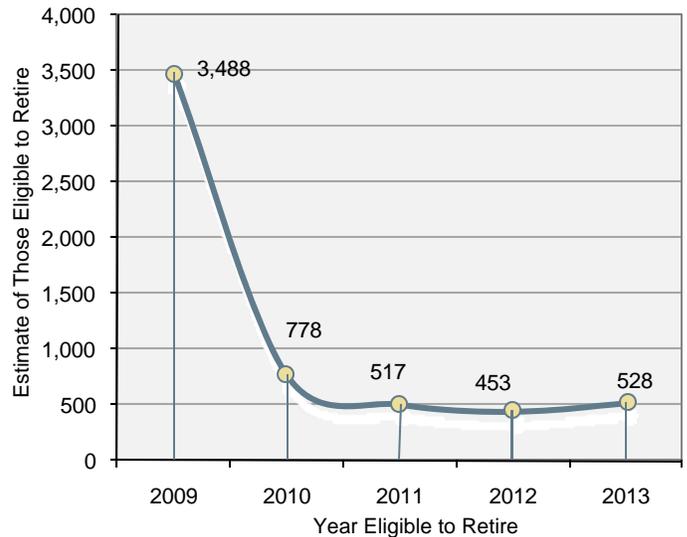
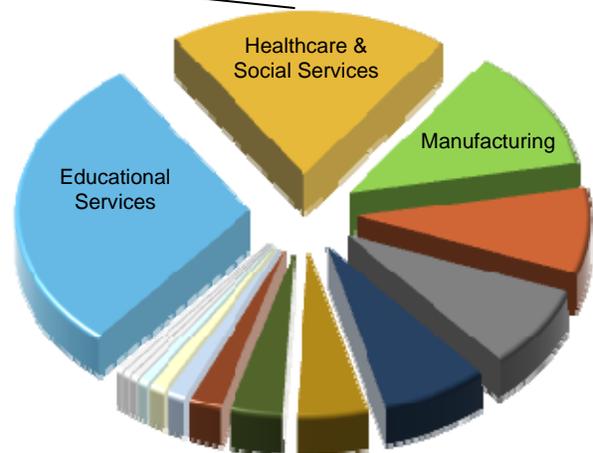


Figure 25 shows the estimated percentage of potential worker loss due to retirement by industry. In the next five years, there will be a significant number of workers eligible for retirement from the educational services, healthcare & social services, and manufacturing industries.

Figure 25
Retirement Eligibility by Industry

Industry	Percent of Respondents
Educational Services	29.4%
Healthcare & Social Services	19.2%
Manufacturing	12.1%
Finance, Insurance, & Real Estate	8.6%
Public Administration	8.1%
Wholesale & Retail Trade	7.3%
Agriculture & Mining	4.7%
Professional & Technical Services	3.5%
Construction	2.2%
Utilities	1.3%
Transportation & Warehousing	1.1%
Administrative & Waste Services	0.7%
Accommodation & Food Services	0.6%
Information	0.6%
Personal Services	0.4%
Arts, Entertainment, & Recreation	*
Management	*



*insufficient data reported

Figure 26
Retirement Eligibility by Occupational Category

Occupational Category	Jobs Affected by Retirements
Office & Administrative Support	24.7%
Management	11.8%
Sales & Related	7.7%
Production	7.7%
Education, Training, & Library	6.9%
Healthcare Practitioner & Technical	6.0%
Business & Financial Operations	5.2%
Construction & Extraction	5.2%
Transportation & Material Moving	4.4%
Installation, Maintenance, & Repair	3.8%
Building & Grounds Cleaning & Maintenance	3.3%
Healthcare Support	3.0%
Architecture & Engineering	2.2%
Food Preparation & Serving Related	1.9%
Community & Social Science	1.6%
Life, Physical, & Social Science	1.4%
Legal	1.4%
Protective Service	0.5%
Farming, Fishing, & Forestry	0.5%
Computer & Mathematical Science	0.3%
Personal Care & Service	0.3%
Arts, Design, Entertainment, Sports, & Related	0.0%

Figure 26 shows the percent of eligible retirement by occupational category. Office & administrative support is the second largest occupational category among current vacancies (**Figure 2**, page 2), but is the largest occupational category among jobs potentially affected by retiring workers. This means that retirements could potentially exacerbate an already high demand for workers. While management occupations only make up 2.2 percent of the region's current vacancies (**Figure 2**, page 2), they are significantly affected by workers potentially retiring (11.8%). The occupational categories that will potentially be the most affected are: office & administrative support; management; sales & related; production; and education, training, & library.

**insufficient data reported*

Figure 27
Retiree Retention Efforts by Employers

Over half (56.5%) of employers indicated that they are engaged in retiree retention efforts. **Figure 27** details employer responses regarding the strategies used to retain retirees. Over one-third (37.9%) of the employers are offering retirees increased wages and/or bonuses; followed by a flexible work schedule; additional training to upgrade their skills; a change in duties/responsibilities to take away from the repetitiveness in the workplace; more recognition for work done; benefits to part-time employees; seasonal work schedules; benefits to retirees; and allowing telecommuting/working from home.

Efforts to Keep/Attract Retirees	Percent
Increase wages and/or bonuses	37.9%
Flexible work schedules	35.4%
Additional training	20.7%
Change in duties/responsibilities	18.7%
More recognition	17.2%
Benefits to part-time employees	16.2%
Seasonal work schedules	9.1%
Benefits to retirees	7.6%
Allow telecommuting/working from home	5.6%
Other	2.5%

Figure 28
How Companies Plan to Replace Those Who Retire

Replacing Vacancies Due to Retirements	Percent
Not currently planning to fill these positions	32.5%
Combination of hiring outside workers and promoting from within the company	31.5%
Hire workers from outside of the company	25.6%
Promote employees from within the company	10.5%

Figure 28 shows how companies plan to fill vacant positions left behind from those who have retired. Of those who reported, 25.6 percent plan only to hire workers from outside the company, 31.5 percent plan to use a combination of hiring outside workers along with promoting from within the company, 32.5 percent do not currently plan on filling these positions, and 10.5 percent plan on only promoting from within the company.

Conclusion

The Workforce Needs Assessment gives us an idea of the demand for workers within an industry. The survey shows a relative high demand in the healthcare & social services; wholesale & retail; agriculture & mining; and educational services industries. By occupational category the survey shows a relative high demand in the farming, fishing, & forestry; office & administrative support; and sales & related occupational categories.

Currently, the Mid Iowa Growth Partnership has a large number of job vacancies in office & administrative support occupations (9.8%) , including executive secretaries & administrative assistants, customer service representatives, and office clerk occupations. Healthcare practitioners & technical workers along with all types of healthcare occupations represent 15.1 percent of the current openings across the region. Together, these occupational categories account for 24.9 percent of all reported job vacancies, signaling a large number of opportunities for students and workers in related industries.

Most of the current job vacancies (88.6%) reportedly require an education level at or below an associates degree. Nearly one-fifth (11.4%) of current job vacancies require an undergraduate degree or higher. Over two-fifths (63.4%) of the current job vacancies reportedly require no experience, while 27.6 percent require experience totaling less than two years.

Vacancies due to upcoming retirements are showing, in total, slightly higher requirements than current job vacancies, where 33.3 percent of jobs will require a high school education, 7.4 percent will require technical training/certification, and 44.4 percent will require an undergraduate degree. Job vacancies due to retirements will also require slightly more experience than current job vacancies, with 34.6 percent requiring no experience, and 50.0 percent requiring experience totaling less than two years.

As a result of this survey, the Mid Iowa Growth Partnership 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 Mid Iowa Growth Partnership 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 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)

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

Farmworkers and Laborers, Crop, Nursery, and Greenhouse (45-2092)

Job Description:

Manually plant, cultivate, and harvest vegetables, fruits, nuts and field crops. Use hand tools, such as shovels, trowels, hoes, tampers, pruning hooks, shears, and knives. Duties may include tilling soil and applying fertilizers; transplanting, weeding, thinning, or pruning crops; applying pesticides; cleaning, packing, and loading harvested products.

Sample of Reported Titles:

Farm Laborer, Harvester, Orchard Worker, Field Irrigation Worker, Farm Worker, Field Worker, Irrigator, Hired Hand, Hoe Worker, Picker

Job Skills/Experience:

- **Occupational Skills**
 - Set up and operate irrigation equipment.
 - Operate tractors, tractor-drawn machinery, and self-propelled machinery to plow, harrow and fertilize soil, or to plant, cultivate, spray and harvest crops.
 - Repair and maintain farm vehicles, implements, and mechanical equipment.
 - Harvest fruits and vegetables by hand.
 - Apply pesticides, herbicides or fertilizers to crops.
 - Inform farmers or farm managers of crop progress.
 - Identify plants, pests, and weeds to determine the selection and application of pesticides and fertilizers.

Education Requirements:

(percent of openings requiring)

- High school diploma or less N/A
- Some college N/A
- Bachelor's degree or higher N/A

Median Wages:

State	\$9.51/hour
Nation	\$8.91/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Farm Workers and Laborers	45-2092	807,000	788,800	-2%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Farm Workers and Laborers	45-2092	2,220	2,210	0%

Personal and Home Care Aides (39-9021)

Job Description:

Assist elderly or disabled adults with daily living activities at the person's home or in a daytime non-residential facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide meals and supervised activities at non-residential care facilities.

Sample of Reported Titles:

Certified Nursing Assistant (CNA), Home Health Aide (HHA), Home Care Aide, Caregiver, Personal Care Aide, Personal Care Attendant (PCA), Personal Care Assistant (PCA), Companion, Care Provider

Job Skills/Experience:

- **Occupational Skills**
 - Administer bedside and personal care, such as ambulation and personal hygiene assistance.
 - Prepare and maintain records of client progress and services performed, reporting changes in client condition to manager or supervisor.
 - Perform housekeeping duties, such as cooking, cleaning, washing clothes and dishes, and running errands.
 - Care for individuals and families during periods of incapacitation, family disruption or convalescence, providing companionship, personal care and help in adjusting to new lifestyles.
 - Perform health care related tasks, such as monitoring vital signs and medication, under the direction of registered nurses and physiotherapists.
 - Plan, shop for, and prepare nutritious meals, or assist families in planning, shopping for, and preparing nutritious meals.

Education Requirements:

(percent of openings requiring)

- High school diploma or less(70%)
- Some college (29%)
- Bachelor's degree or higher (1%)

Median Wages:

State \$9.48/hour
Nation \$9.46/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Personal and Home Care Aides	39-9021	817,200	1,193,000	46%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Personal and Home Care Aides	39-9021	5,700	7,950	39%

Executive Secretaries and Administrative Assistants (43-6011)

Job Description:

Provide high-level administrative support by conducting research, preparing statistical reports, handling information requests, and performing clerical functions such as preparing correspondence, receiving visitors, arranging conference calls, and scheduling meetings. May also train and supervise lower-level clerical staff.

Sample of Reported Titles:

Administrative Assistant, Executive Assistant, Executive Secretary, Administrative Secretary, Office Manager, Administrative Coordinator, Administrative Aide, Administrative Associate, Executive Administrative Assistant, Secretary

Job Skills/Experience:

- **Occupational Skills**
 - Prepare invoices, reports, memos, letters, financial statements and other documents, using word processing, spreadsheet, database, or presentation software.
 - Answer phone calls and direct calls to appropriate parties or take messages.
 - Conduct research, compile data, and prepare papers for consideration and presentation by executives, committees and boards of directors.
 - Attend meetings to record minutes.
 - Greet visitors and determine whether they should be given access to specific individuals.
 - Read and analyze incoming memos, submissions, and reports to determine their significance and plan their distribution.

Education Requirements:

(percent of openings requiring)

- High school diploma or less(72%)
- Some college (23%)
- Bachelor’s degree or higher (5%)

Median Wages:

State \$17.94/hour
 Nation \$20.03/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Executive Secretaries and Administrative Assistants	43-6011	1,594,400	1,798,800	13%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Executive Secretaries and Administrative Assistants	43-6011	13,730	15,400	12%

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%

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%

Coaches and Scouts (27-2022)

Job Description:

Instruct or coach groups or individuals in the fundamentals of sports. Demonstrate techniques and methods of participation. May evaluate athletes' strengths and weaknesses as possible recruits or to improve the athletes' technique to prepare them for competition. Those required to hold teaching degrees should be reported in the appropriate teaching category.

Sample of Reported Titles:

Coach, Basketball Coach, Football Coach, Cross Country/Track and Field Coach, Volleyball Coach, Baseball Coach, Director of Athletics, Swim Coach, Golf Coach, Tennis Coach

Job Skills/Experience:

- **Occupational Skills**
 - Plan, organize, and conduct practice sessions.
 - Provide training direction, encouragement, and motivation in order to prepare athletes for games, competitive events, and/or tours.
 - Identify and recruit potential athletes, arranging and offering incentives such as athletic scholarships.
 - Plan strategies and choose team members for individual games or sports seasons.
 - Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.

Education Requirements:
(percent of openings requiring)

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

Median Wages:

State \$18,500/year
Nation \$28,400/year

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Coaches and Scouts	27-2022	225,700	281,700	25%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Coaches and Scouts	27-2022	5,810	7,190	24%

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	41-2011	42,960	44,740	
	41-2031	49,570	53,650	8%

Machinists (51-4041)

Job Description:

Set up and operate a variety of machine tools to produce precision parts and instruments. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, shop mathematics, metal properties, layout, and machining procedures.

Sample of Reported Titles:

Machinist, Tool Room Machinist, Machine Operator, Machine Repair Person, Machinist Tool and Die, Automation Technician, Gear Machinist, Maintenance Specialist, Set-Up Machinist, Utility Operator

Job Skills/Experience:

- **Occupational Skills**
 - Calculate dimensions and tolerances using knowledge of mathematics and instruments such as micrometers and vernier calipers.
 - Align and secure holding fixtures, cutting tools, attachments, accessories, and materials onto machines.
 - Select the appropriate tools, machines, and materials to be used in preparation of machinery work.
 - Monitor the feed and speed of machines during the machining process.
 - Machine parts to specifications using machine tools such as lathes, milling machines, shapers, or grinders.
 - Set up, adjust, and operate all of the basic machine tools and many specialized or advanced variation tools to perform precision machining operations.

Education Requirements:

(percent of openings requiring)

- High school diploma or less(55%)
- Some college (42%)
- Bachelor's degree or higher (3%)

Median Wages:

State \$16.69/hour
Nation \$18.10/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Machinists	51-4041	421,500	402,200	-5%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Machinists	51-4041	5,590	5,790	4%

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%

Production Workers (51-9199)

Job Description:

Sample of Reported Titles:

Machine Operator, Press Helper, Service Person, Support Team Member, Utility Worker, Assistant Operator, Backup Operator, Clean Up Person, Factory Laborer, Factory Worker

Job Skills/Experience:

- **Occupational Skills**
 - Operate machinery used in the production process, or assist machine operators.
 - Examine products to verify conformance to quality standards.
 - Observe equipment operations so that malfunctions can be detected, and notify operators of any malfunctions.
 - Lift raw materials, finished products, and packed items, manually or using hoists.
 - Count finished products to determine if product orders are complete.
 - Mark or tag identification on parts.
 - Load and unload items from machines, conveyors, and conveyances.
 - Help production workers by performing duties of lesser skill, such as supplying or holding materials or tools, and cleaning work areas and equipment.
 - Clean and lubricate equipment.
 - Record information such as the number of products tested, meter readings, and dates and times of product production.

Education Requirements:

(percent of openings requiring)

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

Median Wages:

State \$13.24/hour
 Nation \$13.33/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2008	2018	
Production Workers	51-9199	282,000	287,600	2%
Iowa	Occupational Code	Employment		Percent Change
		2008	2018	
Production Workers	51-9199	7,750	8,190	6%



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