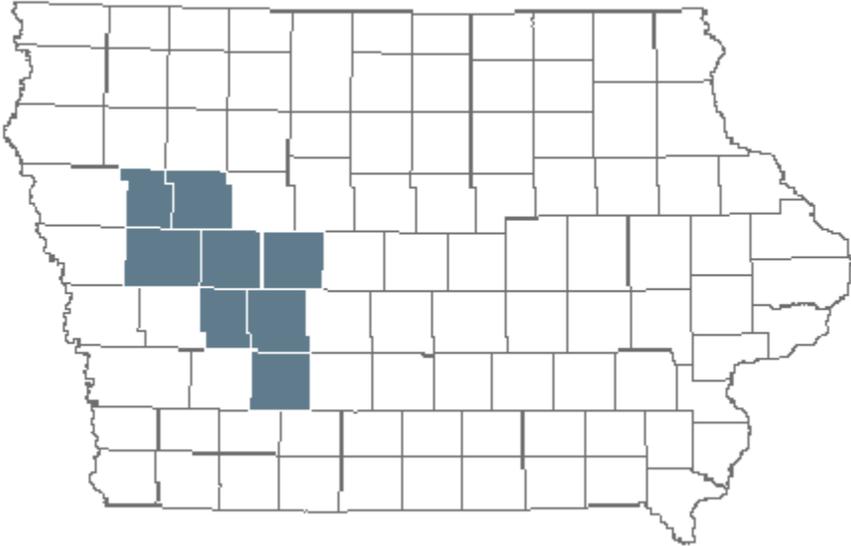


# Workforce Needs Assessment 2008



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



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## Western Iowa Advantage Region 2008

The Workforce Needs Assessment Survey for the counties included in the Western Iowa Advantage Region was conducted from September through December 2007 by Iowa Workforce Development with support from the Iowa Association of Business and Industry. The Western Iowa Advantage Region is an economic development consortium whose membership includes the following Iowa counties: Adair, Audubon, Carroll, Crawford, Greene, Guthrie, Ida, and Sac. Employers in these counties were asked to provide information regarding both their current level of employment and their current and expected job vacancies. The goal of the survey was to collect and analyze data regarding the demand for workers and the skills required of workers in the area. This information can be used by economic developers, government agencies, K-12 and post-secondary systems to guide their decision making on issues related to workforce development, vocational training, and employee recruitment programs.

Beginning in September 2007, 1,353 employers in the Western Iowa Advantage Region were contacted, asking them to complete the Workforce Needs Assessment Survey. Two attempts were made to contact each employer. By the end of the survey period (December 31, 2007), the survey received 225 responses, yielding a 16.6 percent response rate. Figure 1 details the survey respondents by industry.

Figure 1 also presents estimates of the number of current job vacancies by industry in the Western Iowa Advantage Region. These numbers were obtained by assuming that the vacancy rate among survey respondents within an industry would apply to the entire industry. For example, the Wholesale & Retail Trade industry had an average vacancy rate of 1.48 vacancies per respondent. Since the Western Iowa Advantage Region has approximately 368 businesses in the Wholesale & Retail Trade industry, it is estimated that there will be  $368 \times 1.48 = 533$  (rounded) vacancies.

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 less among non-respondents, as businesses currently having no vacancies are less likely to respond to a Workforce Needs Assessment Survey. Therefore, the estimates presented below can be viewed as an upper bound (or high estimate) regarding the number of current job vacancies.

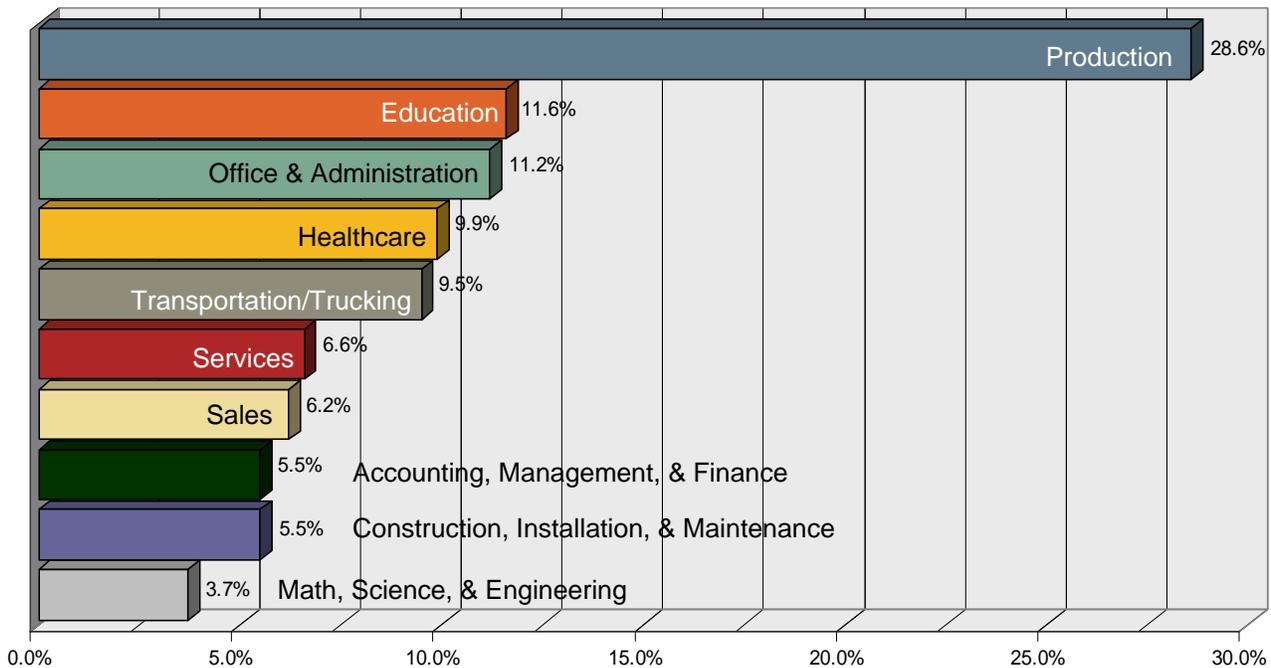
**Figure 1. Survey Respondents & Current Vacancy Estimates by Industry**

Industry	% of Respondents	Estimated 2008 Vacancies
Wholesale & Retail Trade	16.9%	533
Healthcare	12.0%	474
Manufacturing	10.7%	395
Construction	3.6%	123
Personal Services	7.6%	108
Agriculture & Mining	3.1%	91
Transportation & Warehousing	5.3%	51
Professional & Technical Services	7.1%	38
Administrative Services	2.2%	32
Public Administration	9.3%	32
Finance, Insurance, & Real Estate	10.2%	23
Educational Services, All	4.4%	20
Arts, Entertainment, & Recreation	0.4%	17
Management	0.9%	11
Utilities	3.1%	8
Information	3.1%	4
<b>Total</b>		<b>1,960</b>

Of the survey respondents, 151 (67.1 %) reported having one or more current or anticipated job vacancies, while 74 respondents (32.9 %) reported having no job vacancies. A total of 1,088 job vacancies were reported for the region, 72.3 percent full-time and 27.7% part-time positions. Nearly all (94.4%) of the vacancies are permanent employment with a small percentage (5.6%) of seasonal or temporary positions.

Figure 2 details the job vacancies by occupational category. 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.

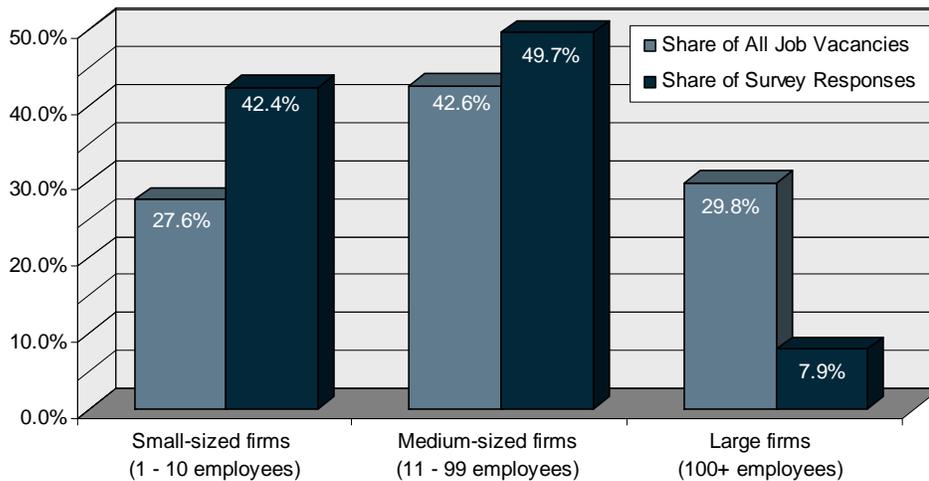
**Figure 2. Job Vacancies by Occupational Category**



The occupations above are consolidated and represent a variety of different job titles. Over one-fourth (28.6%) of reported job vacancies were in production related fields, which include welders, machine operators, assembly-line and production workers. Job vacancies in education comprised 11.6 percent of reported vacancies, including K-12 teachers, teachers aids, and vocational counselors. A large number of job vacancies for office and administrative support and healthcare related occupations (in particular, nursing) were also reported.

Of the employers that responded with job vacancies (Figure 3), 42.4 percent were businesses with 10 or fewer employees, 49.7 percent had between 11 and 99 employees, and 7.9 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 7.9 percent of the survey responses, almost 30 percent of the reported job vacancies were from large employers.

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



### Education, Experience, and Skills

Employers were asked about the education and training required of prospective workers for their reported job vacancies. Employers were also asked about their experience requirements. The results for all job vacancies are shown in Figures 4 & 5 below.

**Figure 4. Education Required—Current Vacancies**

Education Required	Percent
No Educational Requirement	28.1%
High School Education/GED	39.7%
Vocational/Technical Training	11.7%
Associate Degree	8.9%
Undergraduate Degree	8.9%
Postgraduate/Professional Degree	2.7%

**Figure 5. Experience Required—Current Vacancies**

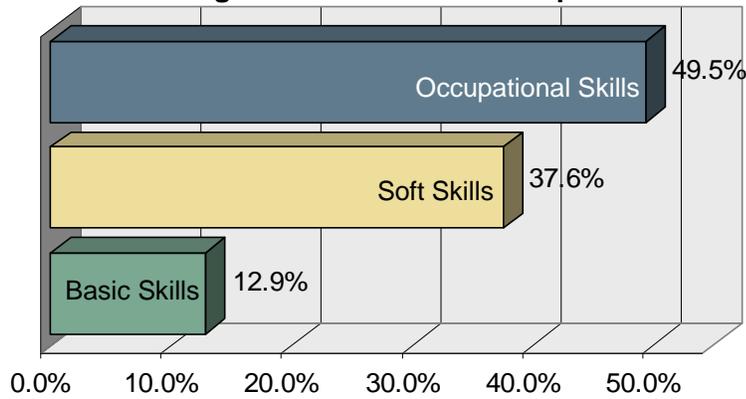
Experience Required	Percent
No Experience Required	60.0%
1 Year	16.0%
2 Years	9.6%
3 Years	7.2%
4+ Years	7.2%

Most (67.8%) of the current vacancies require high school or less as an educational requirement and a sizable percentage require vocational or technical training which is reflected in the highest reported vacancies such as production worker, truck driver, salesperson, and office clerk.

However, 90.5 percent of employers with job vacancies indicated that they provide job training. The industries that most frequently provided training were:

- Educational Services (100%)
- Professional & Technical Services (100%)
- Agriculture & Mining (94.0%)
- Healthcare (87.0%)

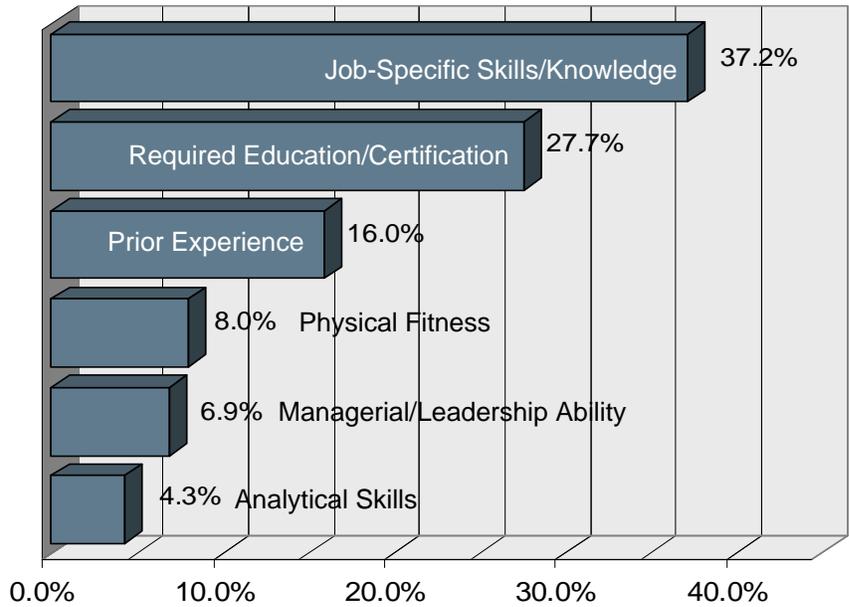
**Figure 6. Overall Skills Required**



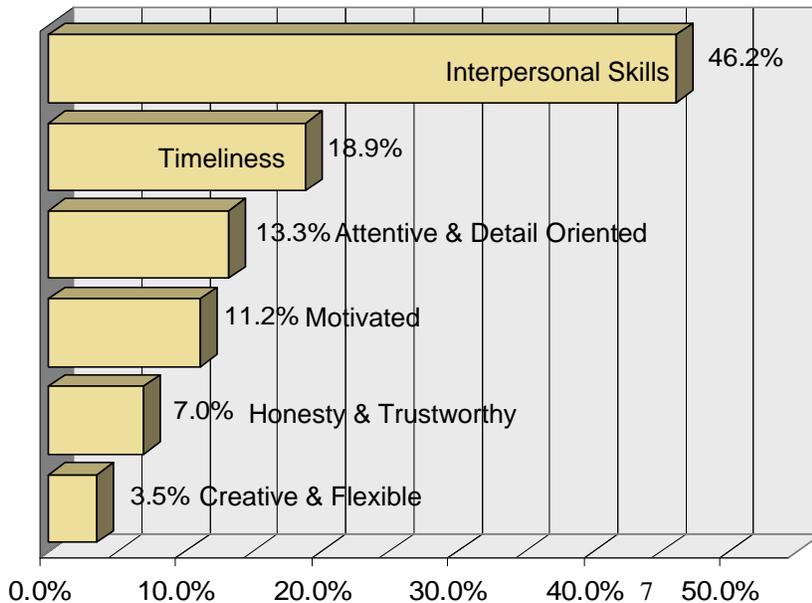
For each job vacancy reported, employers were asked to list three skills workers need to have in order to be successful at the job. Job skills fall under three broad categories: basic skills, soft skills, and occupational skills. Employer responses for all job vacancies are shown in figures 6 - 9.

**Figure 7. Occupational Skills Required**

**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 experienced. The exact meaning behind these skills varies, depending on the job in question. Nearly half (49.5%) of the skills that were identified by employers are occupational skills.

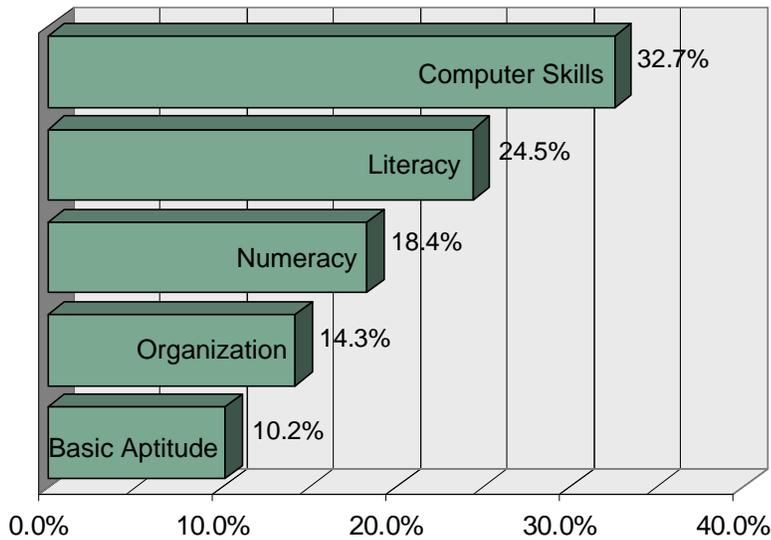


**Figure 8. Soft Skills Required**



**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 are therefore valued by employers. Over one-third (37.6%) of the skills that were identified by employers are categorized as soft skills.

**Figure 9. Basic Skills Required**



**Basic skills** are those skills that are 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. Basic skills represented the smallest percentage (12.9%) of required skills necessary to fill an open position.

Employers were asked their perceptions on the degree to which job applicants possessed basic, soft, and occupational skills. In addition, employers were asked whether or not job applicants had an interest in varied job shifts and how strongly they felt job applicants factor in commuting distance when deciding on where to apply for jobs. The results for all employers is shown in the table below.

**Figure 10. Perception of Applicants**

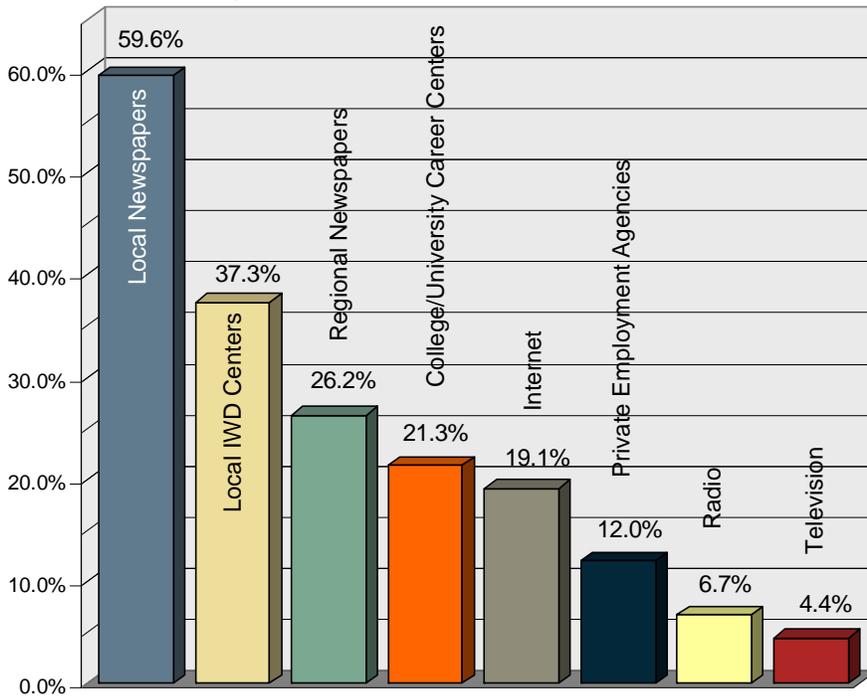
Employer's Perceptions of Job Applicants	Strongly Agree	Agree	Disagree	Strongly Disagree
In general, job applicants possess the soft skills required for the job	18.6%	58.1%	19.4%	3.9%
In general, job applicants possess the basic skills required for the job	21.1%	68.8%	7.8%	2.3%
In general, job applicants possess the occupational skills required for the job	9.0%	53.8%	4.8%	12.4%
In general, job applicants have an interest in varied work shifts	10.1%	30.3%	46.7%	13.1%
In general, job applicants take into consideration the location of a business (commuting distance)	12.2%	71.5%	13.0%	3.3%

Over four-tenths (40.4%) of the employers surveyed believe that applicants are interested in working varied shifts. When a comparison is done using Laborshed data for the Western Iowa Advantage Region, 23.2 percent of people who are currently employed and willing to change employment are interested in varied shifts, and 40.2 percent of those who are not employed and willing to accept employment are also interested in working varied shifts.

Overall, employers perceive job applicants as possessing the skills necessary; however, they do not perceive applicants as having an interest in varied work shifts and believe that the location of a business and distance prospective employees are willing to commute are very important when identifying the pool of available labor.

## Recruitment

Figure 11. Recruitment Media Utilization



Employers utilized a variety of media to recruit potential employees. The media outlet most frequently used was local newspapers (59.6%), followed by Iowa Workforce Development Workforce Centers (37.3%), and regional newspapers (26.2%). Figure 11 details employer's media use for recruitment purposes.

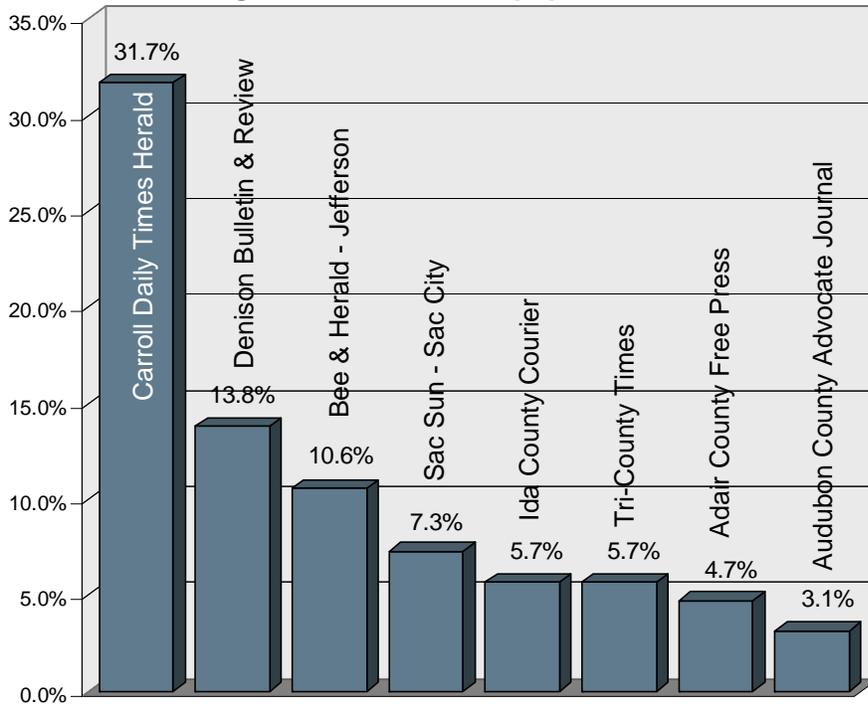
Employers who have a clear understanding of the job search resources used by workers in their respective industry will maximize their effectiveness and efficiency in attracting qualified applicants. Understanding and utilizing traditional and non-traditional advertising media will provide employers with a more focused and effective recruitment tool. Residents living in the Western Iowa Advantage 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.

A Laborshed (labor availability) Study was completed for the Western Iowa Advantage Region which identified the job search resources most commonly used by people in the commuting area who are looking for employment opportunities.

In this Laborshed Study, the most frequently utilized job search resources are local newspapers (54.6%); the Internet (51.1%); regional newspapers (29.8%); networking – through family, friends and acquaintances (25.0%); and local Iowa Workforce Development Centers (23.2%).

Interestingly, local newspapers are the most utilized by both employers and prospective employees; however, the Internet is under utilized by the employers of this region when posting their openings. Employees are searching the Internet much more frequently; therefore, employers should post positions on the internet for easier access to the broad range of available labor. Iowa Workforce Development offers a web portal free of charge where employers can post open job vacancies at <http://www.iowaworks.org/>.

**Figure 12. Local Newspaper Utilization**

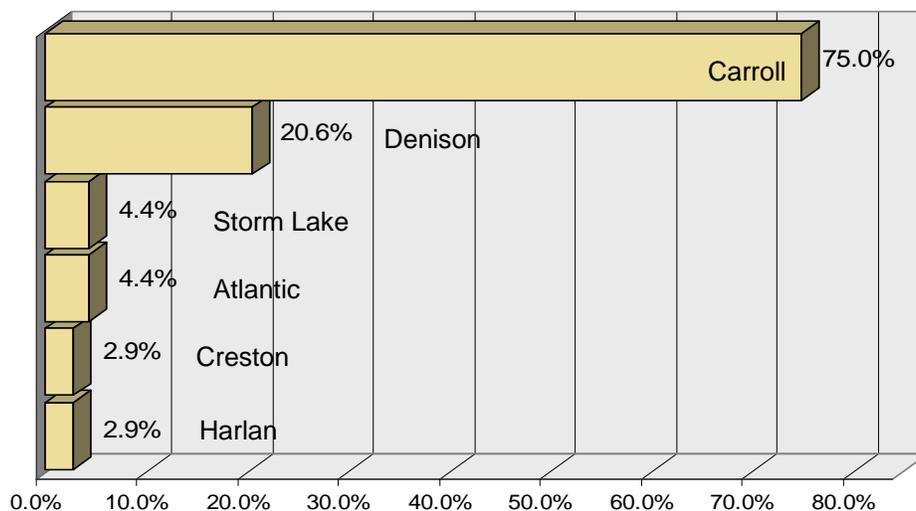


The primary local newspaper reported by employers in the Western Iowa Advantage Region is the Carroll Daily Times Herald. Figure 12 details the responses of employers regarding their local newspaper usage for recruitment purposes. Percentages reflect those responding to the question. Non-responses are omitted.

Employers using Iowa Workforce Development Centers primarily use the center located in Carroll, Iowa and a significant number of respondents reported using the Iowa Workforce Development website for recruitment purposes. Respondents also reported using the workforce centers in Harlan, Jefferson, and Storm Lake, Iowa. Figure 13 reports the usage of individual workforce centers in the Western Iowa Advantage Region. Percentages reflect those responding to the question. Non-responses are omitted.

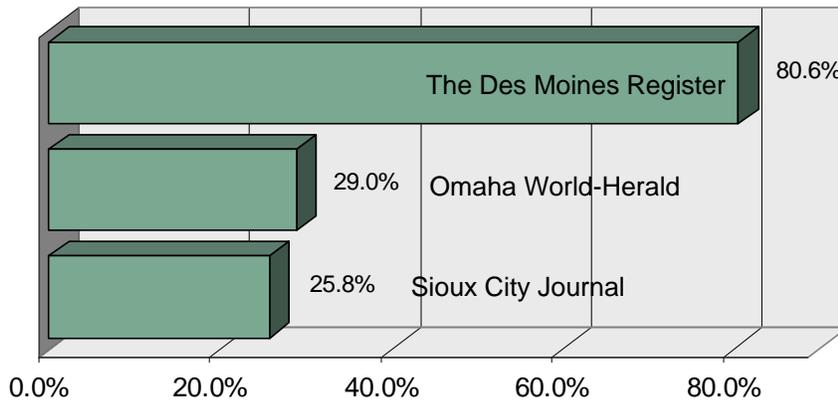
When looking at the Iowa Workforce Development Center utilization graph below, the Carroll office clearly dominates the other offices in the surrounding area. Carroll not only has a one-stop center but is centrally located within the region. Some of the offices shown below are not located within the Western Iowa Advantage Region; therefore, a statewide analysis will provide a clearer picture of Iowa Workforce Development Center utilization. Employers use the closest center to them, which for counties such as Adair, is the Creston IWD Center.

**Figure 13. Iowa Workforce Development Center Utilization**



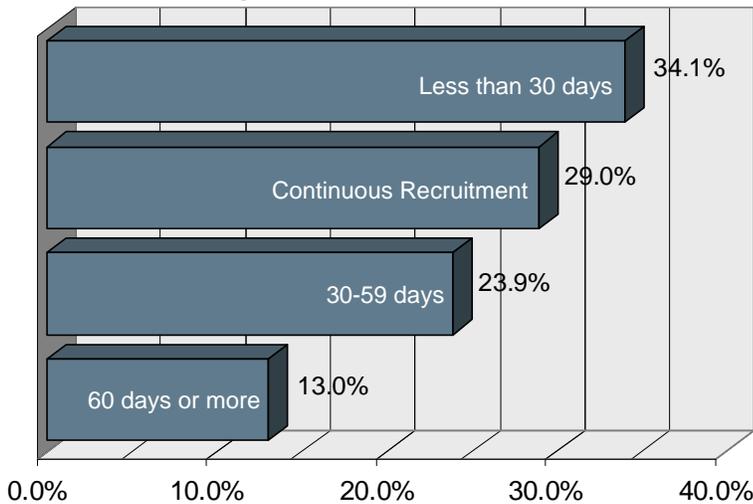
\*5.9 Percent also used the Iowa Workforce Development website.

**Figure 14. Regional Newspaper Utilization**



Major regional newspapers for the Western Iowa Advantage Region include The Des Moines Register, Omaha World Herald, and Sioux City Journal. Figure 14 details their usage by employers. Percentages reflect those responding to the question. Non-responses are omitted.

**Figure 15. Recruitment Period**



The time span from when a job vacancy becomes available to the time it is filled is referred to as the recruitment period. Figure 15 details the recruitment periods reported by employers within the Western Iowa Advantage Region.

**Figure 16. Student-Worker Utilization**

Employers were asked to report their utilization of student workers (figure 16). Employing students through part-time employment and internships can be viewed as part of a recruitment strategy. These arrangements allow employers to acquaint themselves with potential permanent employees,

Student-Workers	Percent
Firms employing college students (overall)	31.6%
Firms employing undergraduate students, under age 24	70.4%
Firms employing undergraduate students, age 24 or older	32.4%
Firms employing graduate students	16.9%

without the obligations associated with permanent employment. The figure above indicates that 31.6 percent of all responding employers employ college students. Of those, 70.4 percent hire undergraduate students under the age of 24 years. Additionally, 21.4 percent of the employers in the Western Iowa Advantage Region offer tuition reimbursement to their employees.

## Workforce Expansions

In addition to current vacancies, some companies are experiencing growth and have expansion projects planned. These companies will be in need of additional workforce and should be added to the picture when looking at the need for filling open positions in the future. During the survey businesses were asked if they foresee adding jobs within the next one to five years. This data is represented below.

**Figure 17. Timeframe for Job Expansions**

Timeframe for Creation of New Jobs	% of Total Openings Created
Within 1 Year	49.3%
From 1-2 Years	35.8%
From 3-4 Years	7.5%
From 5-6 Years	0.0%
In 5 or more Years	7.5%

Employers were asked the timeframe for their business expansion plans. Figure 17 summarizes their responses. Most employers reporting business expansions indicated that they would be creating new jobs within two years. Figure 18 breaks down workforce expansion by occupational category. The data in Figure 18 is consistent with the data presented in Figure 2, except the notable lower ranking of healthcare and educational occupations. This may indicate a high turnover rate in these occupational categories, where vacancies are caused by rotating and exiting workers rather than industry expansion.

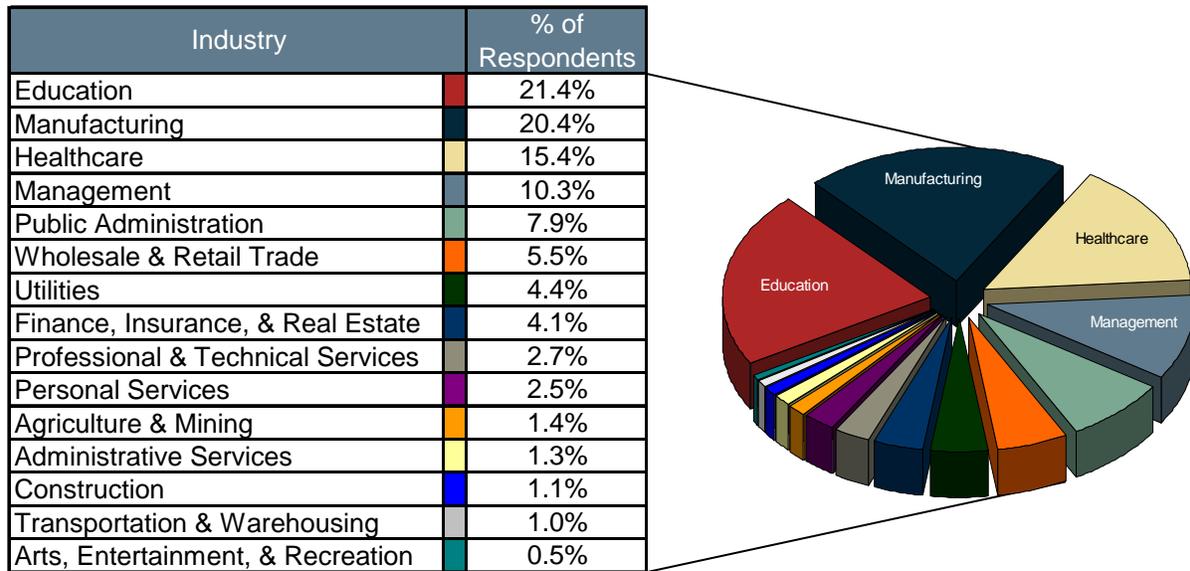
**Figure 18. Workforce Expansion by Occupational Category**

Job Categories	% of Total Openings Created	Average Availability Timeframe (years)
Production	33.5%	1.6
Office & Administration	17.7%	1.3
Transportation/Trucking	10.1%	2.3
Math, Science & Engineering	9.5%	2.0
Accounting, Management, & Finance	8.2%	1.5
Services	8.2%	1.3
Construction, Installation, & Maintenance	5.7%	2.0
Health Care	5.1%	1.6
Sales	1.9%	2.5
Education	0.0%	0.0

## Workforce Retirements

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 seven years. The number of retirees is somewhat hard for employers to gauge as they look toward the future; however, Figure 19 indicates that the Western Iowa Advantage Region will experience the most vacancies due to retirements within the next year.

**Figure 19. Retirements by Industry**



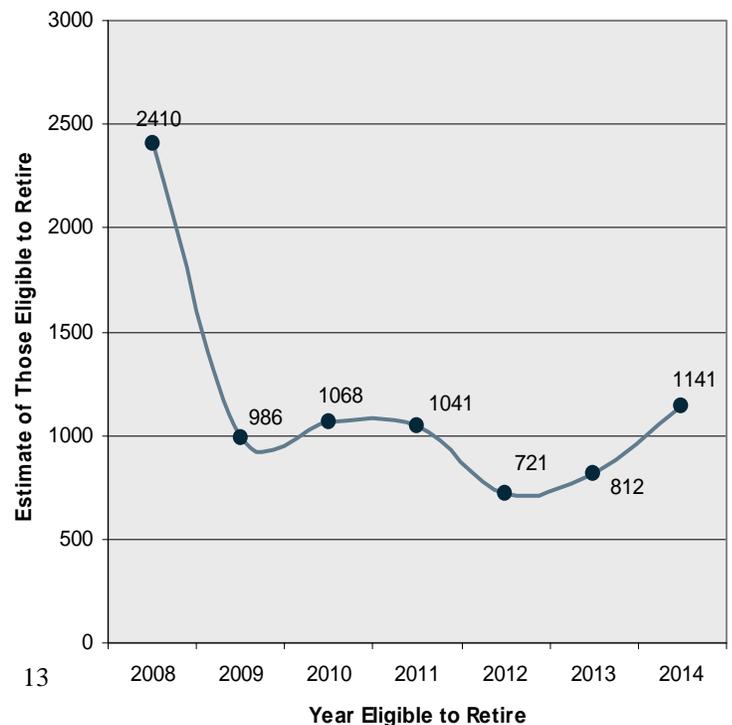
Employers were asked to report the number of employees within their organizations who will be eligible for retirement. Figure 20 presents the annual estimated number of eligible retirees through 2014.

**Figure 20. Estimate of Those Eligible to Retire**

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 2008 who continues to work is counted as an eligible retiree in 2008 but not in 2009. This explains why the first year (2008) estimate is much higher than that in years that follow. This number also includes an accumulation of employees who became eligible to retire prior to 2008 and are still employed.

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 due to retention efforts by employers (see Figure 23).



**Figure 21. Retirements by Occupational Category**

Occupational Category	Percent of Retirees
Office & Administration	24.1%
Accounting, Management, & Finance	17.4%
Services	11.3%
Transportation/Trucking	9.2%
Health Care	8.8%
Math, Science & Engineering	6.7%
Production	6.2%
Education	6.2%
Construction, Installation, & Maintenance	5.7%
Sales	4.1%

Figure 21 shows retirement vacancies in the Western Iowa Advantage Region by occupational category.

Interestingly, when a comparison is done between current vacancies and openings due to retirements, there is a notable difference in the manufacturing occupational category (28.6% to 6.2%) and the opposite when looking at the Accounting, Management, & Finance (5.5% to 17.4%) occupational category.

This also explains the need for higher education levels when looking at the future needs of the region (figure 22).

**Figure 22. Education Required to Fill Vacancies due to Retirement**

Education Required	Percent
High School Education/GED	49.8%
Vocational/Technical Training	6.8%
Associate Degree	9.2%
Undergraduate Degree	34.2%
Postgraduate/Professional Degree	0.0%

Figure 22 shows the education required of job vacancies due to retirements. The data show that the job vacancies are primarily two-tiered: jobs requiring no more than a high school education (49.8 %) and jobs requiring an undergraduate degree (34.2 %). These requirements are driven by the occupational categories listed in figure 21.

Over one-third (38.0%) of employers plan to hire new workers to replace those that will be retiring, 7.7 percent would promote from within, 43.0 percent will use both strategies for replacing workers; however, 11.3 percent do not plan to replace their retiring workforce.

Some businesses that do not plan on replacing their retiring workforce, are streamlining using forms of automation and/or are maximizing their existing workforce with additional tasks/duties. In some situations, small business owners plan to retire and sell their business, therefore this is not truly a reduction but a succession. There are some small business owners that do not have a succession plan and will permanently close their business upon retirement.

**Figure 23. Efforts to Keep/Attract Retirees**

Efforts Used to Keep/Attract Retirees	
Flexible work schedules	35.0%
Change in duties/responsibilities	16.1%
Benefits to part-time employees	12.2%
Other	12.2%
Increase wages and/or bonuses	6.7%
Additional training	6.7%
More recognition	2.8%
Benefits to retirees	2.8%
Allow telecommuting/working from home	2.2%

Since each business is a vital component of a region's economic prosperity, community leaders may want to meet with small business owners looking to retire and assist with a succession plan in addition to assisting them with their current efforts to keep/attract retirees (Figure 23).

Most (72.6%) of the employers in the region are actively pursuing programs to retain their retiring workforce.

## Workforce Needs - Top Ten Job Vacancies

Figure 24 reports the job vacancy categories most frequently reported by employers in the Western Iowa Advantage Region.

**Figure 24. Top Ten Job Vacancies**

Occupation	Percentage of Total Vacancies Reported
Production Worker	21.8%
Teachers, K - 12	9.1%
Registered Nurse	3.8%
Customer Service Representative	3.8%
Truck Drivers, Heavy and Tractor-Trailer	3.6%
Office Clerk	3.3%
Drivers-Transit, Light & Delivery	3.0%
Certified Nursing Assistant	2.8%
Salesperson	2.1%
General & Operations Manager	1.7%

Production workers currently make up 11.2 percent of the entire workforce in the region and will report the highest vacancies due in part to the job itself but also because of the mass numbers associated with the occupation. There are fewer general and operations managers therefore, fewer vacancies will also be reflected. The appendix to this report provides details on each of the top ten job vacancies referenced above.

## Conclusion

Job vacancies over the next year in the Western Iowa Advantage region will primarily be in the vocational and technical occupational categories. Most job vacancies (79.5%) will reportedly require an educational level less than an associates degree, and most vacancies will be concentrated in the manufacturing, office & administration, and health care occupational categories.

Along with minimal educational requirements, most job vacancies require a year or less of experience (76.0%). In addition, the majority of reported job vacancies (70.7%) do not require certification. This means that job vacancies in the Western Iowa Advantage region have low or nonexistent barriers to entry. However, employers are looking for workers with the right set of occupational skills (49.5% of the required skills listed by employers were occupational). Since occupational skills are job specific, workers may have trouble finding employment if their set of occupational skills do not match those sought by employers. This problem is mitigated by employer-provide training (90.5% provide training), as well as community college and workforce training programs.

While job vacancies in the Western Iowa Advantage region have minimal entry requirements overall, those jobs with an annual pay of over \$25,000 have higher entry requirements relative to overall vacancies. These jobs include K-12 teachers, registered nurses, general managers, and heavy truck drivers. Although workers lacking in education and experience will have little difficulty finding employment generally, it will be more difficult for them to find opportunities to earn over \$25,000 annually.

## Appendix

The following section details each of the top ten job vacancy categories (Figure 24) 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** - Source: Iowa Wage Survey 2007 ([www.http://www.iowaworkforce.org/lmi/occupations/wages/index.htm](http://www.iowaworkforce.org/lmi/occupations/wages/index.htm))

**National & State Employment Trends** - information in these charts were acquired from the O\*Net Website (<http://www.careeronestop.org/>) Note: the data for these trends are not directly comparable. The projections period for state data is 2004-2014, while national data is 2006-2016.

## Production Worker, All Other (51-9199)

### Job Description:

Production Worker skills and job description will vary dependent upon specific job title. Some of the production worker occupations include: inspectors, precision workers, machine setters and operators, assemblers, fabricators, and plant and system operators.

**Sample of Reported Titles:** Production Worker, Production Laborer, Fabricator, Press Brake Operator

### Job Skills/Experience:

- **Soft**
  - Follow safety procedures reliably
  - Follow company procedures consistently & reliably
  - Give full attention to what other people are saying, asking questions as appropriate
- **Basic**
  - Read and follow instructions
  - Mathematical aptitude
  - Computer knowledge
- **Occupational**
  - Ability to lift up to 50 pounds
  - Ability to stand for long periods

### Education Requirements:

(percent of openings requiring)

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

### Median Wages:

Region	\$10.67/hour
State	\$12.94/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Production workers, all other	304,900	312,000	2%
Iowa	Employment		Percent Change
	2004	2014	
Production workers, all other	6,850	7,130	4%

## Teachers, K-12 (25-2012, 25-2021, 25-2022, & 25-2031)

### Job Description:

Instruct students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty, such as typing instructors, commercial teachers, or English teachers.

**Sample of Reported Titles:** Teacher (elementary, middle, classroom)

### Job Skills/Experience:

- **Soft**
  - Strong work ethic
  - Honesty & integrity
  - Dependability
- **Basic**
  - Problem solving
  - Time management
  - Communication (listening & learning)
- **Occupational**
  - Establish and enforce rules for behavior and procedures
  - Instruct through lectures, discussions, and demonstrations in one or more subjects
  - Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students

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

- Bachelor's degree or higher (96%)
- Some college (4%)
- High school (1%)

### Median Wages:

Region	\$35,517/year
State	\$36,715/year

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2006	2016	
Teachers, K-12	25-2012	170,200	198,000	16%
	25-2021	1,540,200	1,749,300	14%
	25-2022	658,100	731,800	11%
	25-2031	129,400	158,500	22%
Iowa	Occupational Code	Employment		Percent Change
		2004	2014	
Teachers, K-12	25-2012	1,780	1,870	5%
	25-2021	19,290	20,850	8%
	25-2022	9,020	10,120	12%
	25-2031	1,600	1,730	8%

## Registered Nurse (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:

- **Soft**
  - Dependability & integrity
  - Concern for others
  - Stress tolerance
- **Basic**
  - Literacy
  - Active listening
  - Time management
- **Occupational**
  - Maintain accurate, detailed reports and records
  - Monitor, record and report symptoms and changes in patients' conditions
  - Record patients' medical information and vital signs

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

- Bachelor's degree or higher (56%)
- Some college/license (43%)

**Median Wages:**

Region	\$21.55/hour
State	\$23.03/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Registered Nurse	2,504,700	3,092,000	23%
Iowa	Employment		Percent Change
	2004	2014	
Registered Nurse	31,940	37,100	16%

## Customer Sales 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:

- **Soft**
  - Phone etiquette
  - Good attendance
  - Personable
  - Motivated
  - Attention to detail
- **Basic**
  - Ability to speak clearly
  - Computer skills
  - Ability to read & write in a fast-paced environment
- **Occupational**
  - Public relations experience
  - Basic accounting & finance knowledge
  - Office skills

### Education Requirements:

(percent of openings requiring)

- High school or less (34%)
- Some college (44%)
- Bachelor's degree or higher (22%)

### Median Wages:

Region	\$12.91/hour
State	\$13.37/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Customer Service Representative	2,202,300	2,747,400	25%
Iowa	Employment		Percent Change
	2004	2014	
Customer Service Representative	22,700	28,500	26%

## 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, OTR Driver, Over-the-Road Truck Driver

### Job Skills:

- **Soft**
  - Consistency & Reliability
  - Always maintain good character when interacting with the public, including law enforcement and other drivers on the road
  - Live a drug free lifestyle
- **Basic**
  - Read and follow instructions, particular those relating to vehicle operation, maintenance, and company policies
  - Clean driving record
  - Maintenance & mechanical aptitude
- **Occupational**
  - Ability to spend a lot of time driving and have flexible hours to perform deliveries when needed
  - At least 2 years of experience

### Education Requirements:

(percent of openings requiring)

- High school or less (71%)
- Some college (25%)
- Commercial Drivers License (CDL)

### Median Wages:

Region	\$13.64/hour
State	\$15.34/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Truck Drivers, Heavy & Tractor-Trailer	1,859,800	2,052,900	10%
Iowa	Employment		Percent Change
	2004	2014	
Truck Drivers, Heavy & Tractor-Trailer	40,030	47,810	19%

## Office Clerk, 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, stenography, office machine operation, and filing. (Source: <http://online.onetcenter.org/>)

**Sample of Reported Titles:** Office clerical, clerk, general office personnel

### Job Skills/Experience:

- **Soft**
  - Honest
  - Friendly
  - Reliable
  
- **Basic**
  - Follows directions
  - Basic computer operation
  - Mathematical
  
- **Occupational**
  - Collect, count, and disburse money, basic bookkeeping
  - Communicate with customers, disseminate or explain information, take orders
  - Answer telephones, direct calls, and take messages
  - Compile, copy, sort, and file records

### Education Requirements:

(percent of openings requiring)

- High school or less (36%)
- Some college (45%)
- Bachelor's degree or higher (19%)

### Median Wages:

Region      \$10.85/hour  
 State        \$11.39/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Office Clerk, General	3,200,200	3,603,800	13%
Iowa	Employment		Percent Change
	2004	2014	
Office Clerk, General	33,230	37,080	12%

## Drivers-Transit, Light or Delivery Services (53-3021, 53-3031, & 53-3033)

### Job Description:

Drive a truck, van, bus, or motor coach primarily to deliver or pick up merchandise or to deliver packages within a specified area. May require use of automatic routing or location software. May load and unload truck. (Source: <http://online.onetcenter.org/>)

**Sample of Reported Titles:** Bus driver, Transit Driver, Delivery Driver

### Job Skills/Experience:

- **Soft**
  - Friendly
  - Honest
  - Dependable
- **Basic**
  - Safe driving skills/clean driving record
  - Time management
  - Active listening
- **Occupational**
  - Inspect vehicles, and check gas, oil, and water levels prior to departure
  - Drive vehicles over specified routes or to specified destinations according to time schedules in order to transport passengers, complying with traffic regulations
  - Park vehicles at loading areas so that passengers can board
  - Assist passengers with baggage and collect tickets or cash fares

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

- High school diploma (71%)
- Some college (25%)
- Commercial Drivers License (CDL)

### Median Wages:

Region	\$11.38/hour
State	\$11.20/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2006	2016	
Drivers-Transit, Light, & Delivery	53-3021	198,500	223,300	13%
	53-3031	445,100	421,300	-5%
	53-3033	1,051,200	1,140,000	8%
Iowa	Occupational Code	Employment		Percent Change
Drivers-Transit, Light, & Delivery		2004	2014	
	53-3021	1,870	2,110	13%
	53-3031	4,290	4,880	14%
	53-3033	10,050	11,950	19%

## Certified Nursing Assistant (31-1012)

### Job Description:

Provide basic patient care under direction of nursing staff. Perform duties, such as feed, bathe, dress, groom, or move patients, or change linens. (Source: <http://online.onetcenter.org/>)

**Sample of Reported Titles:** Certified Nursing Assistant, CNA, Nursing Aide

### Job Skills/Experience:

- **Soft**
  - Flexible
  - Compassionate
  - Empathetic
  
- **Basic**
  - Ability to work as part of a team
  - Detail oriented
  - Communication skills (written & verbal)
  
- **Occupational**
  - Ability to lift greater than 50 pounds
  - Turn and reposition bedridden patients, alone or with assistance, to prevent bedsores
  - Answer patients' call signals
  - Feed patients who are unable to feed themselves
  - Observe patients' conditions, measuring and recording food and liquid intake and output and vital signs, and report changes to professional staff

### Education Requirements:

(percent of openings requiring)

- High school or less (55%)
- Some college (37%)
- CNA Certification

### Median Wages:

Region	\$10.56/hour
State	\$10.93/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Certified Nursing Assistant	1,447,200	1,710,900	18%
Iowa	Employment		Percent Change
	2004	2014	
Certified Nursing Assistant	24,370	28,160	16%

## Salesperson (41-2031, 41-3021, & 41-3099)

### Job Description:

Sell merchandise, such as furniture, motor vehicles, appliances, or apparel in a retail establishment. (Source: <http://online.onetcenter.org/>)

**Sample of Reported Titles:** Salesperson, Cashier, Retail Sales Representative

### Job Skills/Experience:

- **Soft**
  - Motivated
  - Friendly
  - Courteous
- **Basic**
  - Ability to speak clearly
  - Mathematics
  - Active listening
- **Occupational**
  - 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

### Education Requirements:

(percent of openings requiring)

- High school or less (38%)
- Some college (36%)
- Bachelor's degree or higher (25%)

### Median Wages:

Region	\$8.24/hour
State	\$9.16/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2006	2016	
Salesperson	41-2031	4,476,900	5,033,800	12%
	41-3021	436,100	492,400	13%
	41-3099	539,700	690,300	28%
Iowa	Occupational Code	Employment		Percent Change
		2004	2014	
Salesperson	41-2031	47,900	56,030	17%
	41-3021	4,890	5,520	13%
	41-3099	3,070	3,800	24%

## General & Operations Manager (11-1021)

### Job Description:

Plan, direct, or coordinate the operations of companies or public and private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Includes owners and managers who head small business establishments whose duties are primarily managerial. (Source: <http://online.onetcenter.org/>)

**Sample of Reported Titles:** Manager, Operations Manager, Director

### Job Skills/Experience:

- **Soft**
  - Reliable
  - Responsible
- **Basic**
  - Communication (oral & written)
  - Problem solving & reasoning
  - Organization
  - Time management
- **Occupational**
  - Direct and coordinate activities of business
  - Manage staff, preparing work schedules and assigning specific duties
  - Review financial statements, sales and activity reports
  - Establish and implement departmental policies, goals, objectives, and procedures
  - Determine staffing requirements, interview, hire, and train new employees

### Education Requirements:

(percent of openings requiring)

- Bachelor's degree or higher (48%)
- Some college (32%)
- High school or less (20%)

### Median Wages:

Region	\$36.28/hour
State	\$38.37/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
General & Operations Manager	1,720,500	1,746,300	2%
Iowa	Employment		Percent Change
	2004	2014	
General & Operations Manager	13,680	15,930	17%





This information is compiled and analyzed by the  
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