

SOUTH CENTRAL IOWA AREA PARTNERSHIP

CLARKE, DECATUR, LUCAS, MADISON, UNION, & WAYNE COUNTIES

WORKFORCE NEEDS ASSESSMENT



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DEVELOPMENT
Smart. Results.

Released September 2009

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Table of Contents

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

South Central Iowa Area Partnership 2009

Iowa Workforce Development conducted the second annual Workforce Needs Assessment from September 2008 through January 2009. 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 September 2008, 696 employers in the South Central Iowa Area Partnership (Clarke, Decatur, Lucas, Madison, Union, and Wayne counties) were contacted and asked to complete the survey. Two attempts were made to contact each employer. By the end of the survey period (January 10, 2008), the survey had received 116 responses, yielding a 16.7 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 South Central Iowa Area 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
Manufacturing	13.8%	31.8%
Healthcare	13.8%	27.7%
Transportation & Warehousing	2.6%	10.6%
Wholesale & Retail Trade	15.6%	9.6%
Public Administration	12.9%	7.4%
Personal Services	6.0%	5.3%
Educational Services, All	8.6%	4.3%
Construction	3.4%	1.1%
Finance, Insurance, & Real Estate	5.2%	1.1%
Accommodation & Food Services	6.0%	1.1%
Administrative Services	0.9%	*
Agriculture & Mining	0.9%	*
Arts, Entertainment, & Recreation	*	*
Information	1.7%	*
Management	*	*
Professional & Technical Services	6.9%	*
Utilities	1.7%	*
Total	100%	100%

**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 transportation & material moving occupational categories, even though, the highest number of vacancies by industry are in the manufacturing industry. The occupational categories are clustered using the Standard Occupational Classification (SOC) system. Each broad category includes detailed occupations requiring similar job duties, skills, education, or experience.

Figure 2
Percentage of Current Vacancies by Occupational Category

Occupational Category	Percent of Total Vacancies Reported
Transportation & Material Moving	21.2%
Healthcare Support	14.9%
Production	14.9%
Healthcare Practitioner & Technical	11.7%
Office & Administrative Support	10.6%
Installation, Maintenance, & Repair	8.5%
Education, Training, & Library	3.2%
Protective Service	3.2%
Construction & Extraction	3.2%
Food Preparation & Serving Related	2.1%
Sales & Related	2.1%
Management	1.1%
Business & Financial Operations	1.1%
Architecture & Engineering	1.1%
Farming, Fishing, & Forestry	1.1%
Arts, Design, Entertainment, Sports, & Related	*
Building & Grounds Cleaning & Maintenance	*
Community & Social Science	*
Computer & Mathematical Science	*
Legal	*
Life, Physical, & Social Science	*
Personal Care & Service	*
Total	100%

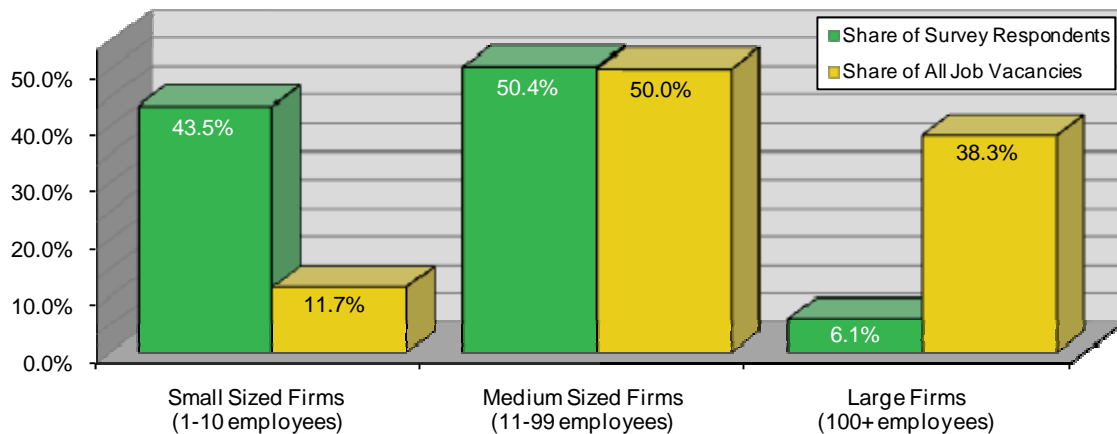
**insufficient data reported*

Of the survey respondents, 28 (24.1%) reported having one or more current or anticipated job vacancies, while 88 respondents (75.9%) reported having no job vacancies. A total of 93 current job vacancies were reported for the region, consisting of 59.1 percent full-time, 36.6 percent part-time, and 4.3 percent temporary/seasonal positions. When asked why positions are currently vacant, employers responded as follows:

- 18.4% - Business growth/expansion
- 6.1% - Replacing retiring employee
- 75.5% - Replacing worker who has left (not retired)

Figure 3 (on next page) shows the breakdown of job vacancies by employer size. Of employers that responded with job vacancies, 43.5 percent were businesses with 10 or fewer employees, 50.4 percent had between 11 and 99 employees, and 6.1 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 6.1 percent of the survey responses, they reported nearly two-fifths (38.3%) of the total job vacancies in the South Central Iowa Area 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 563 job vacancies and a regional employment total of 21,872², there is a 2.6 percent vacancy rate or approximately three 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	Vacancy Rate
Personal Services	563	5.3%
Healthcare	3,176	4.9%
Manufacturing	3,839	4.7%
Transportation & Warehousing	1,835	3.3%
Public Administration	1,305	3.2%
Wholesale & Retail Trade	3,224	1.7%
Educational Services, All	2,738	0.9%
Finance, Insurance, & Real Estate	755	0.8%
Construction	768	0.8%
Accommodation & Food Services	1,704	0.4%
Administrative Services	583	*
Agriculture & Mining	479	*
Arts, Entertainment, & Recreation	106	*
Information	202	*
Management	61	*
Professional & Technical Services	345	*
Utilities	189	*

*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 personal services (5.3%); healthcare (4.9%); manufacturing (4.7%); transportation & warehousing (3.3%) and public administration (3.2%). 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.

²Annual 2008 Total regional employment from Iowa Workforce Development

Figure 5
Vacancy Rate by Occupational Category

Occupational Category	Regional Employment ³	Vacancy Rate
Protective Service	50	35.9%
Healthcare Support	850	9.9%
Transportation & Material Moving	1,240	9.7%
Installation, Maintenance, & Repair	780	6.1%
Healthcare Practitioner & Technical	1,310	5.0%
Architecture & Engineering	120	5.0%
Production	2,270	3.7%
Construction & Extraction	920	2.0%
Office & Administrative Support	3,310	1.8%
Business & Financial Operations	450	1.3%
Education, Training, & Library	1,400	1.3%
Management	640	0.9%
Food Preparation & Serving Related	1,540	0.8%
Sales & Related	1,840	0.7%
Computer & Mathematical Science	120	*
Life, Physical, & Social Science	60	*
Community & Social Science	340	*
Arts, Design, Entertainment, Sports, & Related	110	*
Building & Grounds Cleaning & Maintenance	570	*
Personal Care & Service	280	*
Farming, Fishing, & Forestry	*	*
Legal	*	*

*insufficient data reported

Figure 5 breaks down the vacancy rate by occupational category. The categories with the highest vacancy rates are protective service (35.9%); healthcare support (9.9%); and transportation & material moving (9.7%). 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)⁴ by occupational category. The HDI is another way of looking at the workforce needs within the economy. The vacancy rate shows us the overall demand for workers, but can be misleading because of employee turnover. To account for this, we adjust the vacancy rate by employee turnover to see which industries or jobs are in high demand, using the following equation:

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

Example: The transportation & material moving occupational category has an above average vacancy rate of 9.7 percent, while the vacancy rate for all categories is 6.0 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 36.3 percent, while the turnover rate for all occupations is 27.1 percent. The HDI for the arts, design, & entertainment occupational category, is calculated as follows:

$$(9.7\% \div 6.0\%) \div (36.3\% \div 27.1\%) = 1.21$$

Using the HDI, we can see that the hiring demand for the arts, design, & entertainment occupations is not as high as it may have previously appeared.

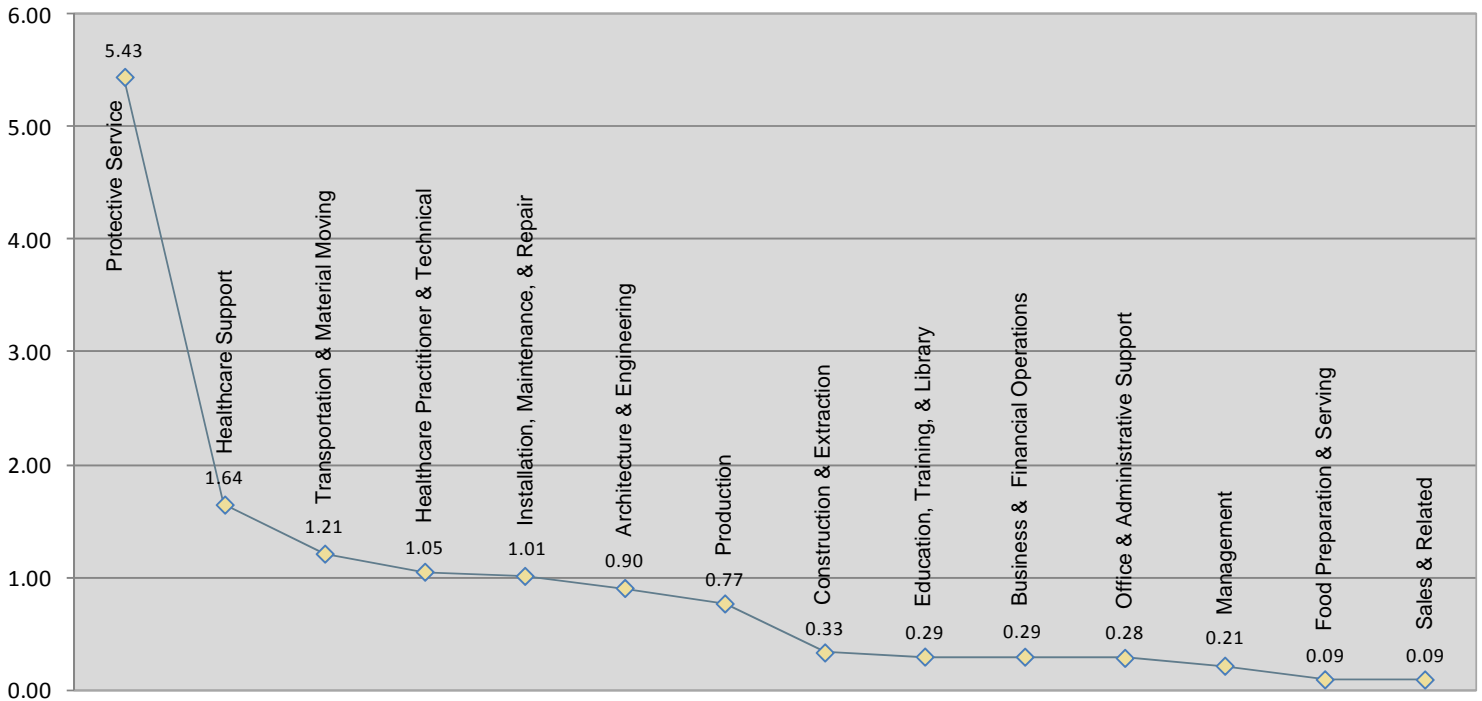
³Iowa employment by industry computed from 2007 Iowa Local Employment Dynamics

⁴The 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	10.0%
High School Education/GED	55.0%
Vocational/Technical Training	17.5%
Associate Degree	5.0%
Undergraduate Degree	10.0%
Postgraduate/Professional Degree	2.5%

**Figure 8
Experience Required - Current Vacancies**

Experience Required	Percent
No Experience Required	48.8%
Less than 1 Year	14.6%
1-2 Years	26.8%
3-5 Years	4.9%
More than 5 Years	4.9%

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**.

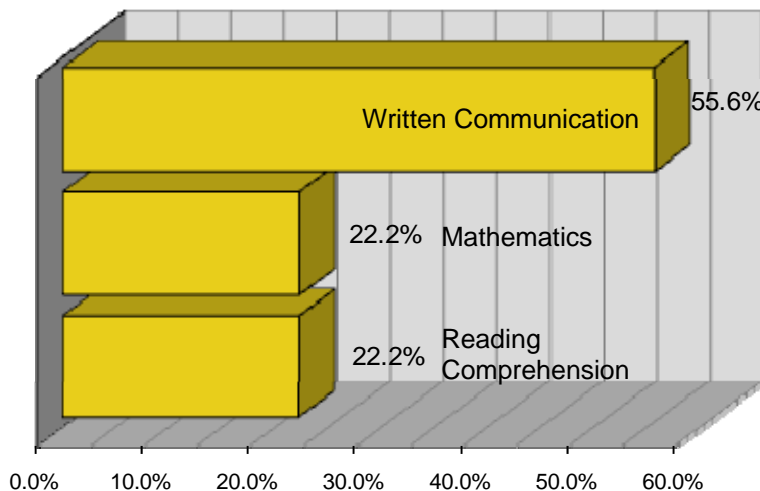
We can begin to analyze any workforce gaps by comparing the inventory of skills needed by employers and those skills held by the population of workers as presented in a Laborshed analysis. This gap is then analyzed and the necessary training and education programs can be formalized through a Skillshed 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.	17.4%	38.3%	28.7%	12.2%	3.4%
In general, job applicants possess the basic skills required for the job.	32.5%	35.1%	24.6%	6.1%	1.7%
In general, job applicants possess the soft skills required for the job.	14.9%	28.1%	42.1%	11.4%	3.5%
In general, job applicants possess the occupational skills required for the job.	15.0%	30.7%	36.8%	11.4%	6.1%
There is often a problem filling this position because applicants are disqualified due to controlled substance testing.	2.6%	11.3%	17.4%	19.1%	49.6%
There is often a problem filling this position because applicants are disqualified for failure to pass a background check.	3.6%	8.9%	23.2%	21.4%	42.9%

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

**Figure 10
Basic Skills Lacked by Applicants**



Basic skills are those skills developed during the elementary and middle part of an individual's education. These skills include literacy, numeracy (the ability to do arithmetic and reason with numbers), basic computer skills, and organization. Nearly one-tenth (7.8%) 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 (14.7%) of employers surveyed feel that applicants lack soft skills needed for the job.

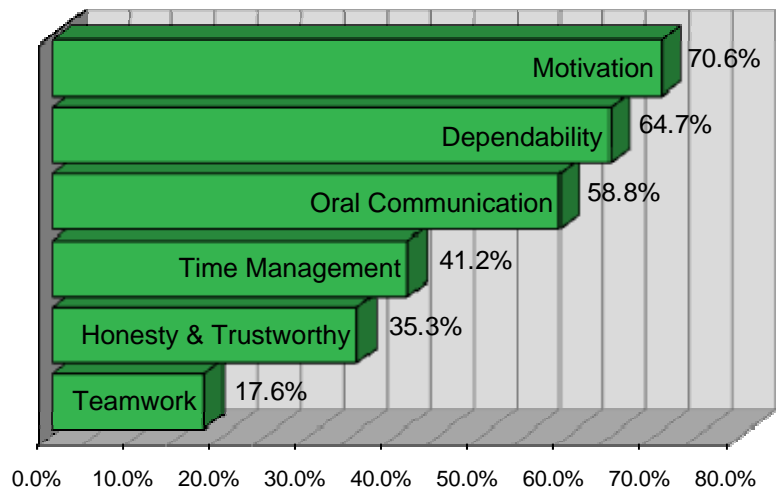
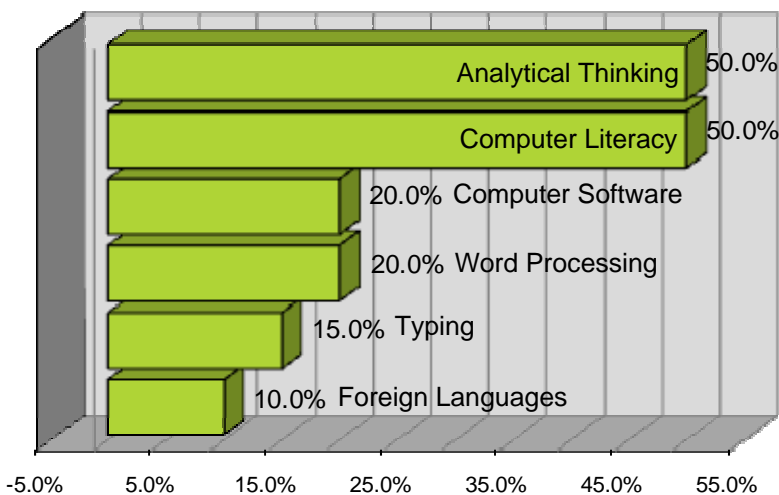


Figure 12
Occupational Skills Lacked by Applicants



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 (17.2%) 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	60.3%
Employee self-directed training	14.7%
No training provided	10.3%
Commercial training provider	9.5%
Other	9.5%
Online	7.8%
College/University	5.2%
Trade school	1.7%

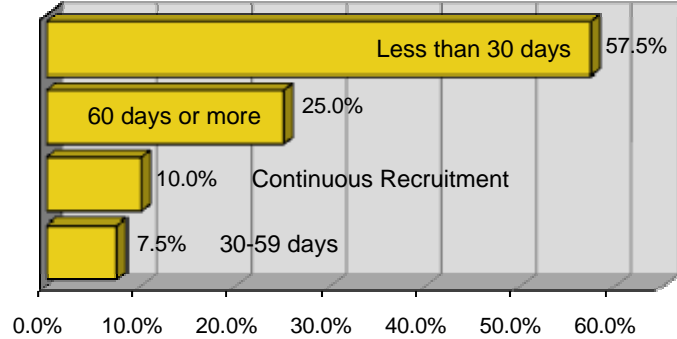
Figure 13 indicates where employers are sending their employees for training to satisfy job requirements. When training is provided, most employers are currently using in-house training or employee self-directed training. Nearly one-fourth (23.4%) of employers also expressed an interest in working more closely with local education providers to implement training programs.

Recruitment

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.

Figure 14
Recruitment Period for Current Vacancies



Media Used

Figure 15
Recruitment Media Utilization

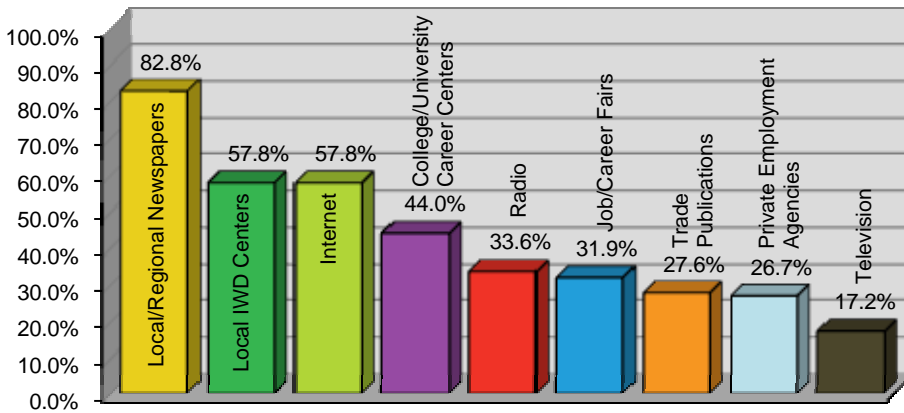


Figure 15 details employer media use for recruitment purposes. Employers utilized a variety of media to recruit potential employees. Along with being the most utilized, respondents also indicated that the most useful media outlets were local/regional newspapers, followed by Iowa Workforce Development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

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 local/regional newspapers (71.5%), the internet (57.6%), local Iowa Workforce Development Centers (28.4%), and networking (22.1%). Private employment services, walk-in (door-to-door) solicitation, radio, television, trade publications, 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	71.4%
Dental	50.0%
Retirement	50.0%
Paid Leave	46.4%
Vision	32.1%
No Benefits	28.6%

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 (90.6%), pension/retirement options (67.2%), dental coverage (43.6%), paid vacation (32.3%), life insurance (26.4%), vision coverage (23.2%), paid holidays (22.4%), paid sick leave (18.8%), disability insurance (14.4%), prescription drug coverage (8.6%), tuition assistance (3.0%), PTO (2.2%), flextime (2.0%), stock options (1.4%), incentive reward programs (0.5%), and shift differential pay (0.1%). Nearly three-fourths (72.5%) of the employers and employees in the Laborshed area are reported as sharing in the premium costs of health/medical insurance, 20.1 percent of the employers are reported as covering the entire cost of insurance premiums while 7.4 percent of the employers/employees have made other arrangements.

Wages

Figure 17
Average Wages by Occupational Category

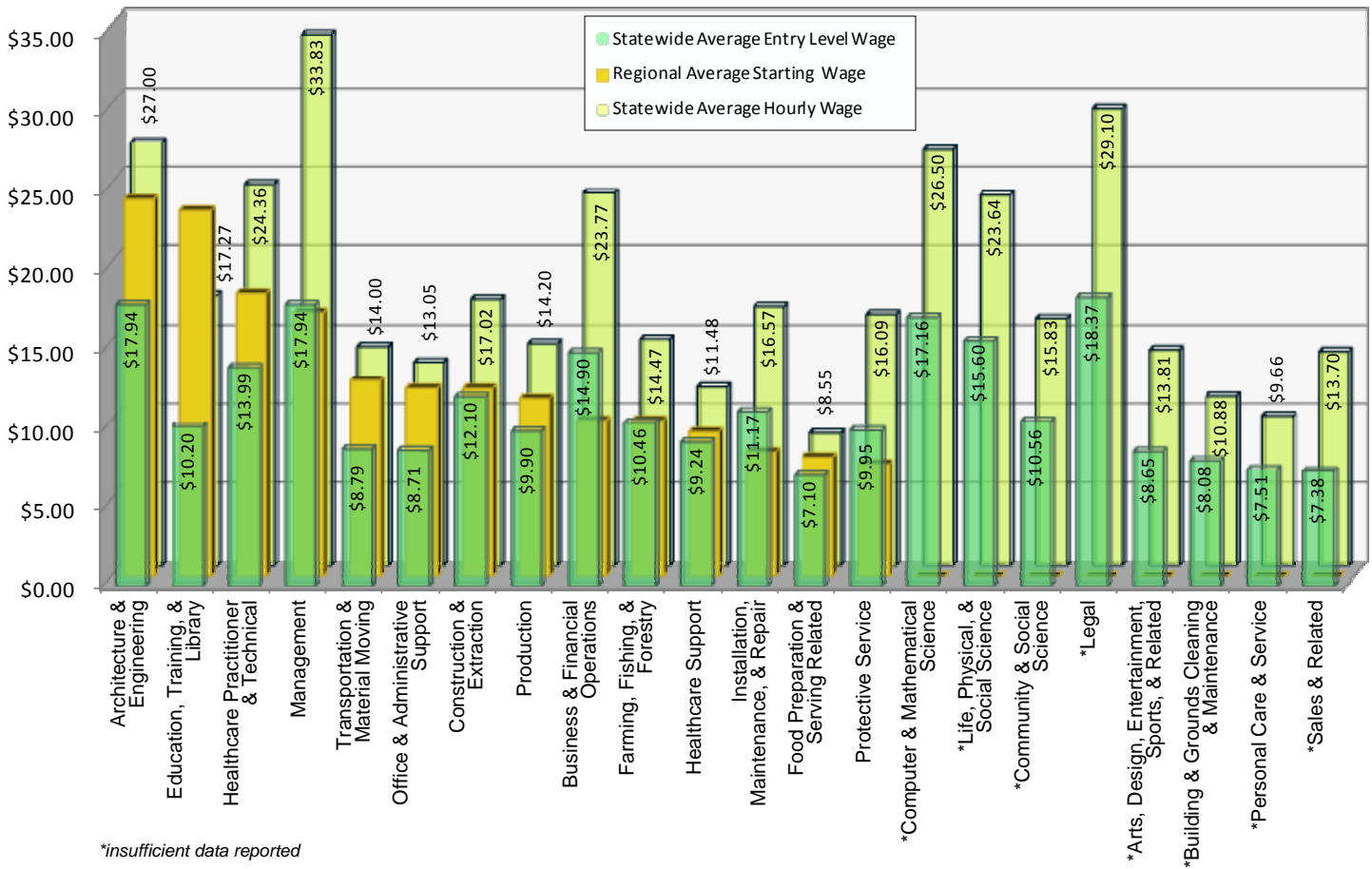


Figure 17 is the average hourly, starting and entry level wages⁵ by occupational category. This is important for job seekers in determining what jobs can provide a livable wage and have higher earning potential. Employers can use the information to determine their competitiveness with wages among all other categories. From the graph, we see that the architecture & engineering; education, training, & library; healthcare practitioner & technical; and management occupational categories pay the highest average starting wages while occupations in legal; management; architecture & engineering; and computer & mathematical science categories provide the highest entry level wages.

⁵Average 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

Nearly one-tenth (9.5%) of the employers surveyed are planning to expand their payroll in the future. Of those employers planning on expanding their payroll, 90.9 percent indicated they were planning to do so to satisfy the current market demand for their products/services, while 9.1 percent indicated that they were expanding in order to enter a new market. Over one-third (36.4%) 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	37.5%	54.5%
Healthcare	18.8%	27.3%
Professional & Technical Services	12.5%	9.1%
Wholesale & Retail Trade	5.6%	9.1%
Accommodation & Food Services	*	*
Administrative Services	*	*
Agriculture & Mining	*	*
Arts, Entertainment, & Recreation	*	*
Construction	*	*
Educational Services, All	*	*
Finance, Insurance, & Real Estate	*	*
Information	*	*
Management	*	*
Personal Services	*	*
Public Administration	*	*
Transportation & Warehousing	*	*
Utilities	*	*

*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, 5.6 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 9.1 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	72.7%
1-2 years	0.0%
2-3 years	9.1%
3-5 years	9.1%
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	48.4%
Transportation & Material Moving	25.3%
Healthcare Support	15.8%
Healthcare Practitioner & Technical	8.4%
Community & Social Science	1.1%
Farming, Fishing, & Forestry	1.1%
Architecture & Engineering	*
Arts, Design, Entertainment, Sports, & Related	*
Building & Grounds Cleaning & Maintenance	*
Business & Financial Operations	*
Computer & Mathematical Science	*
Construction & Extraction	*
Education, Training, & Library	*
Food Preparation & Serving Related	*
Installation, Maintenance, & Repair	*
Legal	*
Life, Physical, & Social Science	*
Management	*
Office & Administrative Support	*
Personal Care & Service	*
Protective Service	*
Sales & Related	*

*insufficient data reported

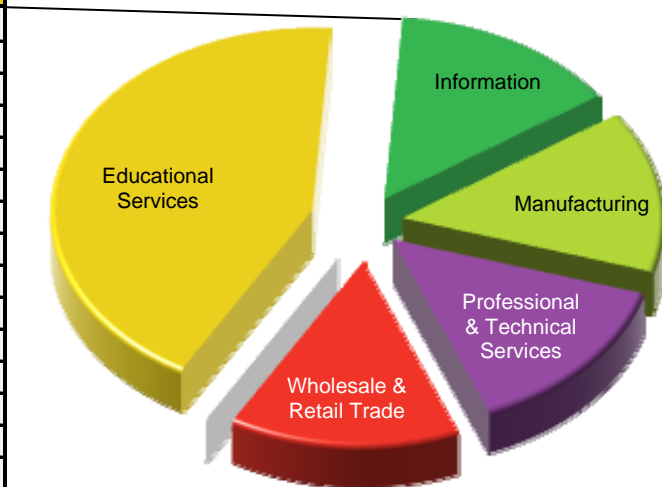
Figure 20 shows the percent of planned expansion by occupational category. While healthcare practitioner & technical represents one of the largest categories among current vacancies (**Figure 2**, page 2), only 8.4 percent of the employers in the category plan on expanding their payroll in the near-future. Transportation & material moving occupations, on the other hand, represent 21.2 percent of current vacancies and 25.3 percent of 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; transportation & material moving; healthcare support; healthcare practitioner & technical; community & social science; and farming, fishing, & forestry.

Planned Workforce Reduction

Less than one-tenth (6.0%) of the employers surveyed are planning to reduce their payroll in the future. Of those employers planning on reducing their payroll, 14.3 percent indicated they were planning to do so because current market demand for their products/services was declining, while over four-fifths (85.7%) indicated that they were downsizing in response to other reasons. More than one-fourth (28.6%) 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, All	30.0%	42.8%
Information	50.0%	14.3%
Manufacturing	6.3%	14.3%
Professional & Technical Services	12.5%	14.3%
Wholesale & Retail Trade	5.6%	14.3%
Agriculture & Mining	*	*
Accommodation & Food Services	*	*
Administrative Services	*	*
Arts, Entertainment, & Recreation	*	*
Construction	*	*
Finance, Insurance, & Real Estate	*	*
Healthcare	*	*
Management	*	*
Personal Services	*	*
Public Administration	*	*
Transportation & Warehousing	*	*
Utilities	*	*



*insufficient data reported

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, 6.3 percent of all businesses in the manufacturing industry are planning to reduce their payroll in the future. Those businesses within the manufacturing industry make up 14.3 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	71.4%
1-2 years	14.3%
2-3 years	14.3%
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. Office & administrative support occupations currently represent 10.6 percent of current vacancies (**Figure 2**, page 2), but employers planning to reduce their payrolls indicated that they plan on decreasing payroll most frequently within this category (33.3%). The occupational categories that will be most affected are: office & administrative support; management; business & financial operations; and education, training, & library.

Figure 23
Planned Payroll Reduction by Occupational Category

Occupational Category	Percent Planning to Downsize
Office & Administrative Support	33.3%
Business & Financial Operations	16.7%
Education, Training, & Library	16.7%
Management	16.7%
Building & Grounds Cleaning & Maintenance	8.3%
Construction & Extraction	8.3%
Architecture & Engineering	*
Arts, Design, Entertainment, Sports, & Related	*
Community & Social Science	*
Computer & Mathematical Science	*
Farming, Fishing, & Forestry	*
Food Preparation & Serving Related	*
Healthcare Practitioner & Technical	*
Healthcare Support	*
Installation, Maintenance, & Repair	*
Legal	*
Life, Physical, & Social Science	*
Personal Care & Service	*
Production	*
Protective Service	*
Sales & Related	*
Transportation & Material Moving	*

**insufficient data reported*

Retirement

Workforce Retirements

Currently, there are 1,012 individuals over the age of 64 working throughout the region. They represent approximately 4.6 percent of the total workforce. Of these workers, educational services (17.7%), healthcare (15.1%), and retail trade (14.4%) have the highest percentage of the workforce over the age of 64. There are more females than males in this portion of the workforce, with 56.0 and 44.0 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 (98.1%) 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 8.9 percent of the region's workforce becomes eligible for retirement each year (1,941 divided by total employment of about 21,872 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

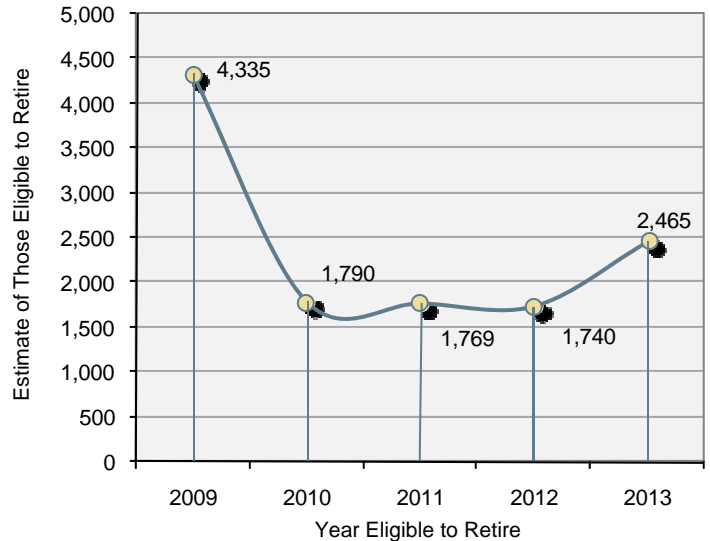
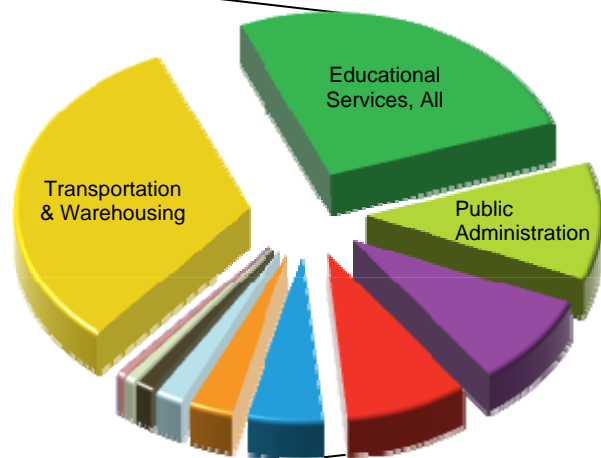


Figure 25 shows the estimated percentage of potential worker loss due to retirement by industry. In the next five years, there will be a significant number of workers eligible for retirement from the transportation & warehousing, educational services, and public administration industries.

Figure 25
Retirement Eligibility by Industry

Industry	Percent of Respondents
Transportation & Warehousing	32.5%
Educational Services, All	26.3%
Public Administration	11.3%
Finance, Insurance, & Real Estate	8.9%
Manufacturing	8.5%
Healthcare	5.2%
Wholesale & Retail Trade	3.0%
Utilities	1.9%
Professional & Technical Services	1.2%
Accommodation & Food Services	0.7%
Personal Services	0.5%
Administrative Services	*
Agriculture & Mining	*
Arts, Entertainment, & Recreation	*
Construction	*
Information	*
Management	*



*insufficient data reported

Figure 26
Retirement Eligibility by Occupational Category

Occupational Category	Jobs Affected by Retirements
Office & Administrative Support	50.9%
Production	43.4%
Management	26.4%
Education, Training, & Library	24.5%
Business & Financial Operations	15.1%
Food Preparation & Serving Related	13.2%
Installation, Maintenance, & Repair	13.2%
Building & Grounds Cleaning & Maintenance	11.3%
Healthcare Practitioner & Technical	9.4%
Sales & Related	9.4%
Transportation & Material Moving	9.4%
Protective Service	5.7%
Construction & Extraction	5.7%
Community & Social Science	3.8%
Computer & Mathematical Science	3.8%
Architecture & Engineering	1.9%
Arts, Design, Entertainment, Sports, & Related	1.9%
Healthcare Support	1.9%
Legal	1.9%
Life, Physical, & Social Science	1.9%
Personal Care & Service	1.9%
Farming, Fishing, & Forestry	*

Figure 26 shows the percent of eligible retirement by occupational category. Office & administrative support is the fifth largest occupational category among current vacancies (**Figure 2**, page 2), but is the largest occupational category among jobs potentially affected by retiring workers. While healthcare support occupations make up 14.9 percent of the state's current vacancies (**Figure 2**, page 2), they are not significantly affected by workers potentially retiring (1.9%). The occupational categories that will potentially be the most affected are: office & administrative support; production; management; and education, training, & library.

*insufficient data reported

Nearly three-fourths (69.8%) of employers indicated that they are engaged in retiree retention efforts.

Figure 27 details employer responses regarding the strategies used to retain retirees. More than two-fifths (41.5%) of the employers are offering retirees increased wages and/or bonuses; followed by a flexible work schedule; benefits to part-time employees; allowing telecommuting/working from home; a change in duties/responsibilities to take away from the repetitiveness in the workplace; more recognition for work done; additional training to upgrade their skills; benefits to retirees; and seasonal work schedules.

Figure 27
Retiree Retention Efforts by Employers

Efforts to Keep/Attract Retirees	Percent
Increase wages and/or bonuses	41.5%
Flexible work schedules	34.0%
Additional training	28.3%
More recognition	22.6%
Change in duties/responsibilities	20.8%
Benefits to part-time employees	17.0%
Seasonal work schedules	11.3%
Benefits to retirees	7.5%
Other	1.9%
Allow telecommuting/working from home	0.0%

Figure 28
How Companies Plan to Replace Those Who Retire

Replacing Vacancies Due to Retirements	Percent
Combination of hiring outside workers and promoting from within the company	49.4%
Hire workers from outside of the company	24.7%
Not currently planning to fill these positions	20.2%
Promote employees from within the company	5.7%

Figure 28 shows how companies plan to fill vacant positions left behind from those who have retired. Of those who reported, 49.4 percent plan to use a combination of hiring outside workers along with promoting from within the company, 24.7 percent plan only to hire workers from outside the company, 20.2 percent do not currently plan on filling these positions, and 5.7 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 manufacturing; healthcare; and transportation & warehousing industries. By occupational category the survey shows a relative high demand in the transportation & material moving; healthcare support; production; and healthcare practitioner & technical occupational categories.

Currently, Iowa has a large number of job vacancies in healthcare related occupations (26.6%) , including health diagnosing, treating practitioners, nursing, and home health-aide occupations. There is an additional demand for health technicians and technologists. Metal and plastic workers along with all types of production occupations represent 14.9 percent of the current openings across the state. Together, these occupational categories account for 41.5 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 (87.5%) reportedly require an education level at or below an associates degree. Over one-tenth (12.5%) of current job vacancies require an undergraduate degree or higher. Nearly one-half (48.8%) of the current job vacancies reportedly require no experience, while 41.4 percent require experience totaling less than two years.

Vacancies due to upcoming retirements are showing, in total, slightly lower education requirements than current job vacancies, where 33.3 percent will require no education and 66.7 percent of jobs will require a high school education. Job vacancies due to retirements will, however, require slightly more experience than current job vacancies, with 33.3 percent requiring no experience, and 66.7 percent requiring experience totaling less than two years.

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

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

Top Job Vacancies

The following section details each of the top 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 O*Net Website (<http://online.onetcenter.org>)

Sample of Reported Titles - reported identified by surveyed businesses and O*Net Website.

Job Skills/Experience - listing of both reported skills needed and skills identified through the O*Net Website.

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.

Median Wages - Source: Iowa Wage Survey 2007 (www.iowaworkforce.org/lmi/occupations/wages/index.htm)

National & State Employment Trends - information in these charts were acquired from the Career One-Stop Website (www.careeronestop.org) The projections period for state and national data is 2006-2016.

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 (55%)
- Some college (37%)
- Bachelor's degree or higher (7%)

Median Wages:

Region	\$10.48/hour
State	\$10.93/hour

National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2006	2016	
Nursing Aides, Orderlies, & Attendants	31-1012	1,447,200	1,710,900	18%
Iowa	Occupational Code	Employment		Percent Change
		2006	2016	
Nursing Aides, Orderlies, & Attendants	31-1012	21,770	25,370	17%

Stock Clerks & Order Fillers (43-5081)

Job Description:

Receive, store, and issue sales floor merchandise. Stock shelves, racks, cases, bins, and tables with merchandise and arrange merchandise displays to attract customers. May periodically take physical count of stock or check and mark merchandise.

Sample of Reported Titles:

Stock Clerk, Night Stocker, Checker Stocker, Stocker, Store Clerk, Grocery Stock Clerk, Picker.

Job Skills/Experience:

• Occupational Skills

- Answer customers' questions about merchandise and advise customers on merchandise selection.
- Itemize and total customer merchandise selection at checkout counter, using cash register, and accept cash or charge card for purchases.
- Take inventory or examine merchandise to identify items to be reordered or replenished.
- Pack customer purchases in bags or cartons.
- Stock shelves, racks, cases, bins, and tables with new or transferred merchandise.
- Receive, open, unpack and issue sales floor merchandise.
- Clean display cases, shelves, and aisles.
- Compare merchandise invoices to items actually received to ensure that shipments are correct.
- Requisition merchandise from supplier based on available space, merchandise on hand, customer demand, or advertised specials.
- Transport packages to customers' vehicles.

Education Requirements:

(percent of openings requiring)

- High school or less (63%)
- Some college (29%)
- Bachelor's degree or higher (8%)

Median Wages:

Region	\$8.00/hour
State	\$9.38/hour

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Stock Clerks & Order Fillers	1,704,900	1,574,200	-8%
Iowa	Employment		Percent Change
	2006	2016	
Stock Clerks & Order Fillers	19,700	18,680	-5%

Packers & Packagers (53-7064)

Job Description:

Pack or package by hand a wide variety of products and materials.

Sample of Reported Titles:

Packer, Bagger, Mini Shifter, Pack Out Operator, Packager, Shipping Clerk, Consolidator, Kit Assembler, Package Maker, Utility Bagger.

Job Skills/Experience:

- **Occupational Skills**
 - Mark and label containers, container tags, or products, using marking tools.
 - Measure, weigh, and count products and materials.
 - Examine and inspect containers, materials, and products to ensure that packing specifications are met.
 - Record product, packaging, and order information on specified forms and records.
 - Remove completed or defective products or materials, placing them on moving equipment such as conveyors or in specified areas such as loading docks.
 - Seal containers or materials, using glues, fasteners, nails, and hand tools.
 - Load materials and products into package processing equipment.
 - Assemble, line, and pad cartons, crates, and containers, using hand tools.
 - Clean containers, materials, supplies, or work areas, using cleaning solutions and hand tools.
 - Transport packages to customers' vehicles.

Education Requirements:

(percent of openings requiring)

- High school or less (83%)
- Some college (14%)
- Bachelor's degree or higher (3%)

Median Wages:

Region	\$6.69/hour
State	\$8.46/hour

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Packers & Packagers	833,800	730,200	-12%
Iowa	Employment		Percent Change
	2006	2016	
Packers & Packagers	10,510	9,600	-9%

Licensed Practical & Licensed Vocational Nurses (29-2061)

Job Description:

Care for ill, injured, convalescent, or disabled persons in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

Sample of Reported Titles:

Licensed Practical Nurse (LPN), Charge Nurse, Licensed Vocational Nurse (LVN), Clinic Licensed Practical Nurse, Pediatric Licensed Practical Nurse, Clinic Nurse, Office Nurse, Private Duty Nurse, Triage Licensed Practical Nurse.

Job Skills:

• Occupational Skills

- Administer prescribed medications or start intravenous fluids, and note times and amounts on patients' charts.
- Observe patients, charting and reporting changes in patients' conditions, such as adverse reactions to medication or treatment, and taking any necessary action.
- Provide basic patient care and treatments, such as taking temperatures or blood pressures, dressing wounds, treating bedsores, giving enemas or douches, rubbing with alcohol, massaging, or performing catheterizations.
- Sterilize equipment and supplies, using germicides, sterilizer, or autoclave.
- Answer patients' calls and determine how to assist them.
- Measure and record patients' vital signs, such as height, weight, temperature, blood pressure, pulse and respiration.
- Work as part of a health care team to assess patient needs, plan and modify care and implement interventions.
- Collect samples such as blood, urine and sputum from patients, and perform routine laboratory tests on samples.
- Prepare patients for examinations, tests or treatments and explain procedures.

Education Requirements:

(percent of openings requiring)

- High school or less (21%)
- Some college (72%)
- Bachelor's degree or higher (7%)

Median Wages:

Region	\$14.99/hour
State	\$16.44/hour

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Licensed Practical & Licensed Vocational Nurse	748,600	853,700	14%
Iowa	Employment		Percent Change
	2006	2016	
Licensed Practical & Licensed Vocational Nurse	7,060	8,010	14%

Multiple Machine Tool Setters, Operators, & Tenders (51-4081)

Job Description:

Set up, operate, or tend more than one type of cutting or forming machine tool or robot.

Sample of Reported Titles:

Die Setter, Machine Operator, Machine Technician, Set-Up Person, CNC Operator (Computer Numerically Controlled Operator), CNC Machinist (Computer Numerically Controlled Machinist), Die Repairman, Cell Technician, CNC Machine Setter (Computer Numerically Controlled Machine Setter), Shear Operator.

Job Skills/Experience:

• Occupational Skills

- Inspect workpieces for defects, and measure workpieces to determine accuracy of machine operation, using rules, templates, or other measuring instruments.
- Read blueprints or job orders to determine product specifications and tooling instructions and to plan operational sequences.
- Set up and operate machines, such as lathes, cutters, shears, borers, millers, grinders, presses, drills, and auxiliary machines, to make metallic and plastic workpieces.
- Position, adjust, and secure stock material or workpieces against stops, on arbors, or in chucks, fixtures, or automatic feeding mechanisms, manually or using hoists.
- Select, install, and adjust alignment of drills, cutters, dies, guides, and holding devices, using templates, measuring instruments, and hand tools.
- Change worn machine accessories, such as cutting tools and brushes, using hand tools.
- Make minor electrical and mechanical repairs and adjustments to machines and notify supervisors when major service is required.
- Perform minor machine maintenance, such as oiling or cleaning machines, dies, or workpieces, or adding coolant to machine reservoirs.

Education Requirements:

(percent of openings requiring)

- High school or less (73%)
- Some college (24%)
- Bachelor's degree or higher (3%)

Median Wages:

Region	\$10.46/hour
State	\$15.41/hour

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Multiple Machine Tool Setters, Operators, & Tenders	96,600	96,800	0%
Iowa	Employment		Percent Change
	2006	2016	
Multiple Machine Tool Setters, Operators, & Tenders	1,730	1,910	11%

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

Median Wages:

Region	\$20.59/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
	2006	2016	
Truck Drivers, Heavy & Tractor-Trailer	42,670	50,060	17%

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 (56%)
- Some college/license (43%)
- High school or less (1%)

Median Wages:

Region	\$21.37/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
	2006	2016	
Registered Nurse	31,810	39,040	23%

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:

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

Median Wages:

Region	\$12.74/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
	2006	2016	
Production workers, all other	7,310	7,720	6%

Automotive Service Technicians & Mechanics (49-3023)

Job Description:

Diagnose, adjust, repair, or overhaul automotive vehicles.

Sample of Reported Titles:

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

Job Skills/Experience:

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

Education Requirements:

(percent of openings requiring)

- High school or less (62%)
- Some college (34%)
- Bachelor's degree or higher (4%)

Median Wages:

Region	\$13.78/hour
State	\$15.41/hour

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Automotive Service Technicians & Mechanics	772,700	883,100	14%
Iowa	Employment		Percent Change
	2006	2016	
Automotive Service Technicians & Mechanics	8,970	10,470	17%

Postsecondary Teachers, All Other (25-1199)

Job Description:

Teach courses pertaining to chosen field, including counseling, curriculum, guidance, instruction, and teacher education.

Sample of Reported Titles:

Professor, Instructor, Faculty Member, Field Placement Director, Counselor Education Professor, Field Coordinator, Lecturer, Student Teaching Coordinator.

Job Skills:

• Occupational Skills

- Prepare course materials such as syllabi, homework assignments, and handouts.
- Prepare and deliver lectures to undergraduate or graduate students on topics such as children's literature, learning and development, and reading instruction.
- Initiate, facilitate, and moderate classroom discussions.
- Evaluate and grade students' class work, assignments, and papers.
- Plan, evaluate, and revise curricula, course content, course materials, and methods of instruction.
- Supervise students' fieldwork, internship, and research work.
- Keep abreast of developments in the field by reading current literature, talking with colleagues, and participating in professional conferences.
- Advise students on academic and vocational curricula and on career issues.
- Maintain regularly scheduled office hours to advise and assist students.
- Maintain student attendance records, grades, and other required records.

Education Requirements:

(percent of openings requiring)

- High school or less (0%)
- Some college (5%)
- Bachelor's degree or higher (95%)

Median Wages:

Region	Insufficient data
State	\$40,016/year

National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Postsecondary Teachers	1,671,800	2,054,100	23%
Iowa	Employment		Percent Change
	2006	2016	
Postsecondary Teachers	16,980	20,610	21%



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