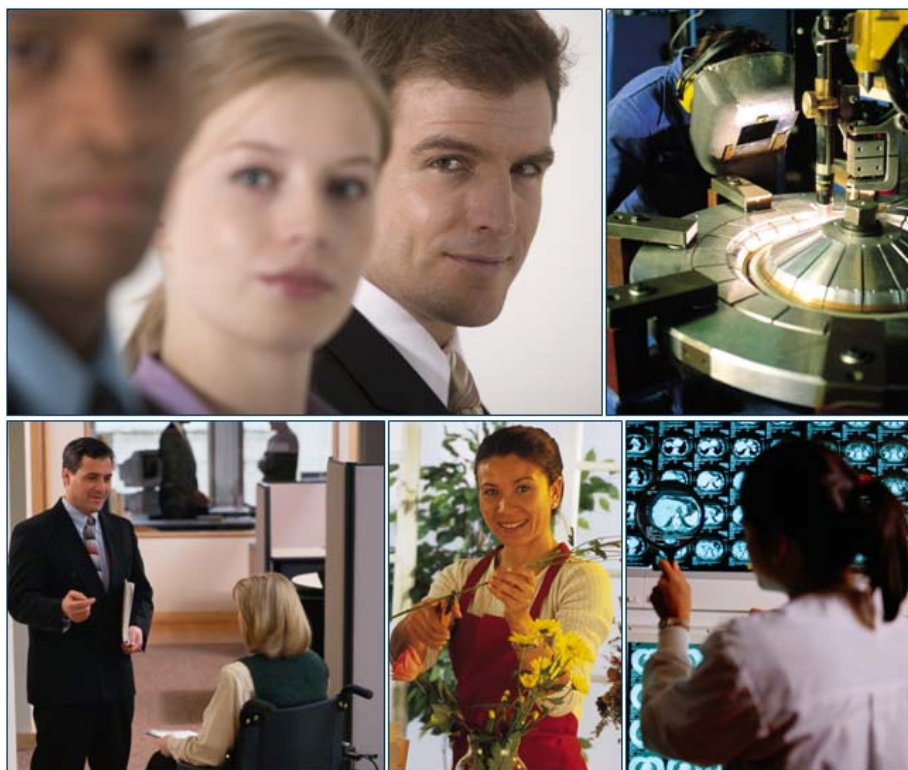


# WESTERN IOWA ADVANTAGE

ADAIR, AUDUBON, CARROLL, CRAWFORD, GREENE, GUTHRIE, IOWA, & SAC COUNTIES

# WORKFORCE NEEDS ASSESSMENT



*Released August 2009*

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



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# Western Iowa Advantage 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, 1,340 employers in the Western Iowa Advantage region (Adair, Audubon, Carroll, Crawford, Greene, Guthrie, Ida, and Sac 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 330 responses, yielding a 24.6 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 Western Iowa Advantage region. 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
Healthcare	11.8%	43.5%
Manufacturing	10.9%	13.4%
Wholesale & Retail Trade	19.7%	10.2%
Public Administration	6.4%	7.9%
Accommodation & Food Services	3.0%	7.3%
Finance, Insurance, & Real Estate	10.3%	7.3%
Construction	6.7%	3.1%
Educational Services, All	6.7%	2.6%
Agriculture & Mining	4.2%	1.6%
Professional & Technical Services	6.1%	1.6%
Transportation & Warehousing	3.9%	1.0%
Information	1.8%	0.5%
Administrative Services	1.5%	*
Arts, Entertainment, & Recreation	1.3%	*
Personal Services	2.7%	*
Management	*	*
Utilities	3.0%	*
<b>Total</b>	<b>100%</b>	<b>100%</b>

*\* 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 healthcare support; healthcare practitioner & technical; and production occupational categories, likewise, the highest number of vacancies by industry are in the healthcare and manufacturing industries. The occupational categories are clustered using the Standard Occupational Classification (SOC) system. Each broad category includes detailed occupations requiring similar job duties, skills, education, or experience.

**Figure 2**  
**Percentage of Current Vacancies by Occupational Category**

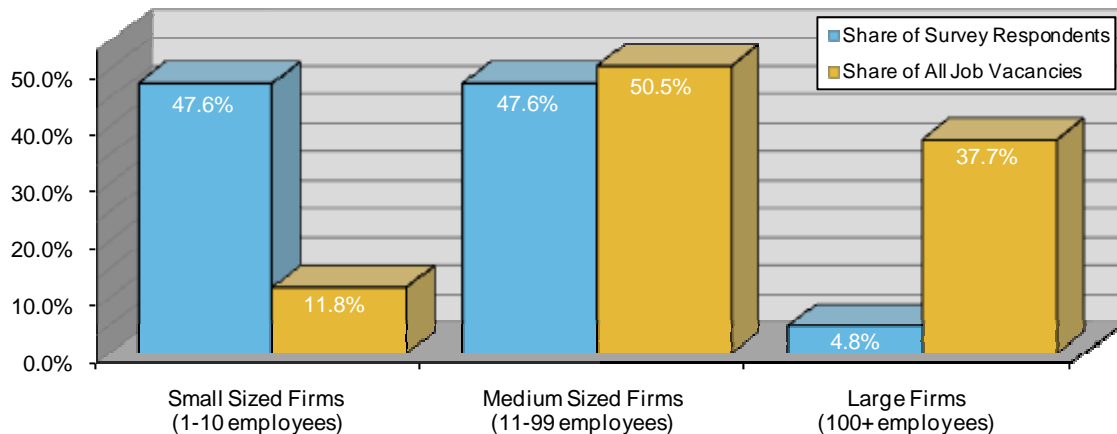
Occupational Category	Percent of Total Vacancies Reported
Healthcare Support	22.0%
Healthcare Practitioner & Technical	11.5%
Production	9.7%
Office & Administrative Support	7.9%
Management	6.5%
Transportation & Material Moving	6.0%
Community & Social Science	5.8%
Food Preparation & Serving Related	5.0%
Sales & Related	5.0%
Building & Grounds Cleaning & Maintenance	4.2%
Construction & Extraction	3.1%
Personal Care & Service	2.4%
Installation, Maintenance, & Repair	2.1%
Protective Service	2.1%
Business & Financial Ops	1.9%
Architecture & Engineering	1.0%
Education, Training, & Library	1.0%
Arts, Design, Entertainment, Sports, & Related	0.8%
Computer & Mathematical Science	0.8%
Life, Physical, & Social Science	0.8%
Legal	0.2%
Farming, Fishing, & Forestry	0.2%
<b>Total</b>	<b>100%</b>

Of the survey respondents, 77 (23.3%) reported having one or more current or anticipated job vacancies, while 253 respondents (76.7%) reported having no job vacancies. A total of 382 current job vacancies were reported for the region, consisting of 51.0 percent full-time, 33.8 percent part-time, and 15.2 percent temporary/seasonal positions. When asked why positions are currently vacant, employers responded as follows:

- 25.6% - Business growth/expansion
- 5.4% - Replacing retiring employee
- 69.0% - 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, 47.6 percent were businesses with 10 or fewer employees, 47.6 percent had between 11 and 99 employees, and 4.8 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 4.8 percent of the survey responses, they reported nearly two-fifths (37.7%) of the total job vacancies in the Western Iowa Advantage region.

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



### Vacancy Rate

One measure of workforce demand is determined by the job vacancy rate. With an estimated 1,553 job vacancies and a regional employment total of 37,940<sup>2</sup>, there is a 4.1 percent vacancy rate or approximately four 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
Healthcare	5,762	11.7%
Public Administration	2,017	6.0%
Accommodation & Food Services	2,078	5.5%
Finance, Insurance, & Real Estate	2,097	5.4%
Professional & Technical Services	695	3.5%
Manufacturing	7,129	2.9%
Construction	2,123	2.3%
Wholesale & Retail Trade	7,174	2.2%
Agriculture & Mining	1,271	1.9%
Information	481	1.7%
Educational Services, All	3,154	1.3%
Transportation & Warehousing	1,394	1.2%
Administrative Services	896	*
Arts, Entertainment, & Recreation	362	*
Management	223	*
Personal Services	808	*
Utilities	276	*

\*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 healthcare (11.7%); public administration (6.0%); accommodation & food services (5.5%); and finance, insurance, & real estate (5.4%). 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.

<sup>2</sup>Annual 2008 Total regional employment from Iowa Workforce Development

**Figure 5**  
**Vacancy Rate by Occupational Category**

Occupational Category	Regional Employment <sup>3</sup>	Vacancy Rate
Healthcare Support	960	35.6%
Community & Social Science	330	27.1%
Architecture & Engineering	100	16.3%
Computer & Mathematical Science	80	15.2%
Protective Service	240	13.6%
Healthcare Practitioner & Technical	1,590	11.2%
Arts, Design, Entertainment, Sports, & Related	190	6.4%
Management	1,590	6.4%
Building & Grounds Cleaning & Maintenance	1,170	5.6%
Life, Physical, & Social Science	230	5.3%
Production	2,980	5.0%
Personal Care & Service	1,000	3.7%
Construction & Extraction	1,340	3.6%
Farming, Fishing, & Forestry	140	2.9%
Business & Financial Ops	1,050	2.7%
Food Preparation & Serving Related	2,880	2.7%
Installation, Maintenance, & Repair	1,390	2.3%
Transportation & Material Moving	4,010	2.3%
Office & Administrative Support	5,630	2.2%
Sales & Related	4,710	1.6%
Education, Training, & Library	3,280	0.5%
Legal	*	*

\* insufficient data reported

**Figure 5** breaks down the vacancy rate by occupational category. The categories with the highest vacancy rates are healthcare support (35.6%); community & social science (27.1%); and architecture & engineering (16.3%). 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)<sup>4</sup> by occupational category. The HDI is another way of looking at the workforce needs within the economy. The vacancy rate shows us the overall demand for workers, but can be misleading because of employee turnover. To account for this, we adjust the vacancy rate by employee turnover to see which industries or jobs are in high demand, using the following equation:

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

**Example:** The arts, design, & entertainment occupational category has an above average vacancy rate of 6.4 percent, while the vacancy rate for all categories is 7.8 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 36.7 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:

$$(6.4\% \div 7.8\%) \div (36.7\% \div 27.1\%) = .60$$

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.

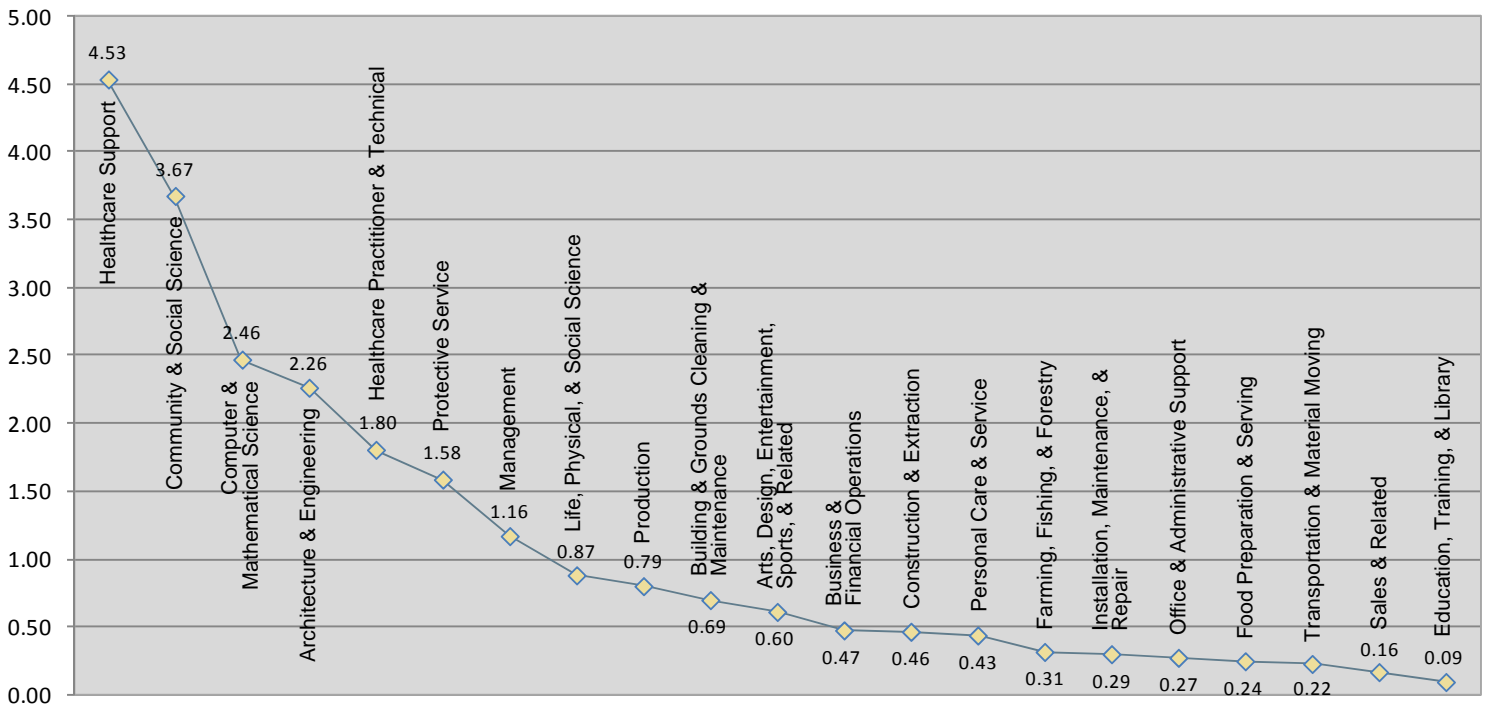
<sup>3</sup> Iowa employment by industry computed from 2007 Iowa Local Employment Dynamics

<sup>4</sup> The Hiring Demand Index (HDI) adjusts industry vacancy rates, from this survey, by industry employee turnover rates which are computed from 2007 Iowa Local Employment Dynamics.

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

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

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



### Education, Experience, and Skill Requirements

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

**Figure 7  
Education Required - Current Vacancies**

Education Required	Percent
No Educational Requirement	17.8%
High School Education/GED	37.6%
Vocational/Technical Training	16.6%
Associate Degree	12.1%
Undergraduate Degree	13.4%
Postgraduate/Professional Degree	2.5%

**Figure 8  
Experience Required - Current Vacancies**

Experience Required	Percent
No Experience Required	42.8%
Less than 1 Year	15.1%
1-2 Years	28.3%
3-5 Years	11.9%
More than 5 Years	1.9%

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**.

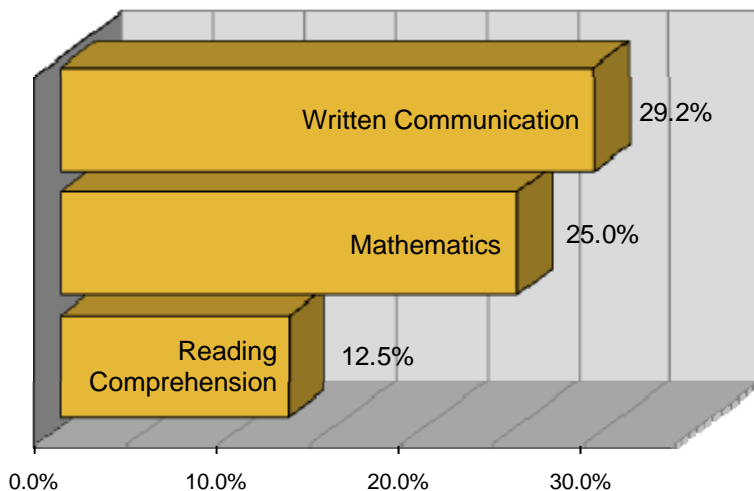
We can begin to analyze any workforce gaps by comparing the inventory of skills needed by employers and those skills held by the population of workers as presented in a Laborshed analysis. This gap is then analyzed and the necessary training and education programs can be formalized through a Skillshed 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.	13.1%	37.9%	34.3%	13.8%	0.9%
In general, job applicants possess the basic skills required for the job.	20.7%	43.8%	28.1%	4.6%	2.8%
In general, job applicants possess the soft skills required for the job.	8.0%	33.0%	44.3%	11.6%	3.1%
In general, job applicants possess the occupational skills required for the job.	8.3%	33.5%	41.9%	11.7%	4.6%
There is often a problem filling this position because applicants are disqualified due to controlled substance testing.	1.5%	3.7%	25.1%	22.2%	47.5%
There is often a problem filling this position because applicants are disqualified for failure to pass a background check.	1.2%	4.6%	28.6%	22.3%	43.3%

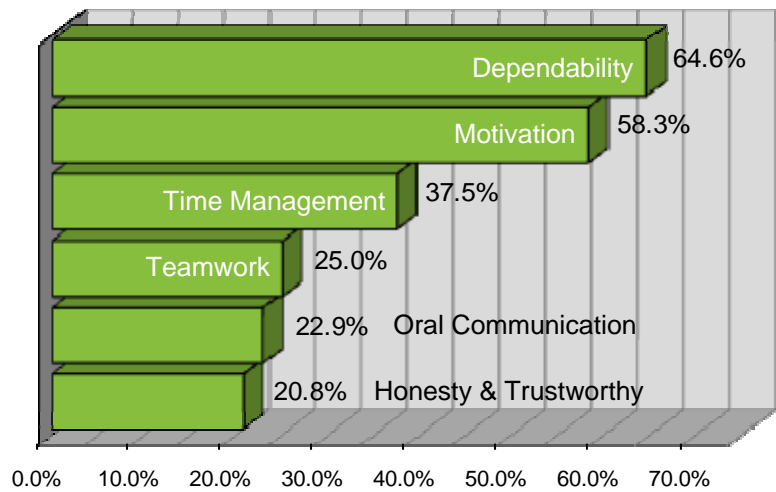
**Figures 10, 11, and 12** break down basic, soft, and occupational skills that employers reported were lacking by applicants to fill open positions.

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



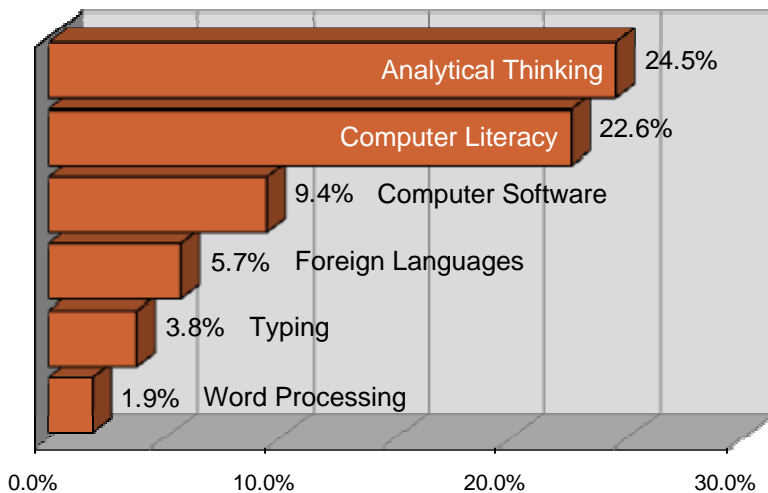
**Basic skills** are those skills developed during the elementary and middle part of an individual's education. These skills include literacy, numeracy (the ability to do arithmetic and reason with numbers), basic computer skills, and organization. Nearly one-tenth (7.4%) of employers surveyed feel that 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 (16.3%) 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	57.9%
Commercial training provider	19.4%
No training provided	16.7%
Employee self-directed training	14.2%
Online	8.8%
College/University	5.8%
Other	4.5%
Trade school	3.3%

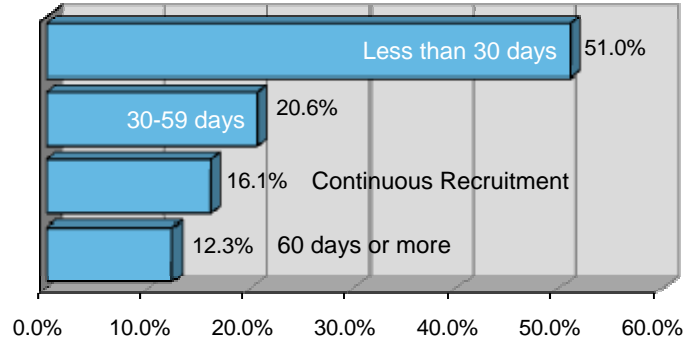
**Figure 13** indicates where employers are sending their employees for training to satisfy job requirements. When training is provided, most employers are currently using in-house training or a commercial job training provider. Nearly one-third (29.7%) of employers also expressed an interest in working 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.

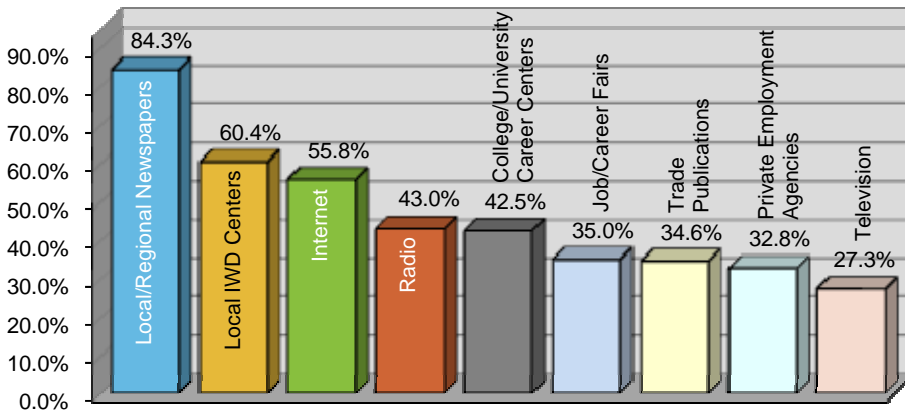
**Figure 14** details the recruitment periods reported by employers within the region.

**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, the radio, and College/University Career Centers.

Employers who have a clear understanding of the job search resources used by workers in their respective industry will maximize their effectiveness and efficiency in attracting qualified applicants. Understanding and utilizing traditional and non-traditional advertising media will provide employers with a more focused and effective recruitment tool. Residents living in the 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 (83.9%), the internet (57.5%), networking (25.5%), and local Iowa Workforce Development Centers (24.7%). Private employment services, walk-in (door-to-door) solicitation, radio, trade publications, college/university career centers, television, and job/career fairs were also mentioned but less frequently as utilized sources for employment opportunities.

## Benefits

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

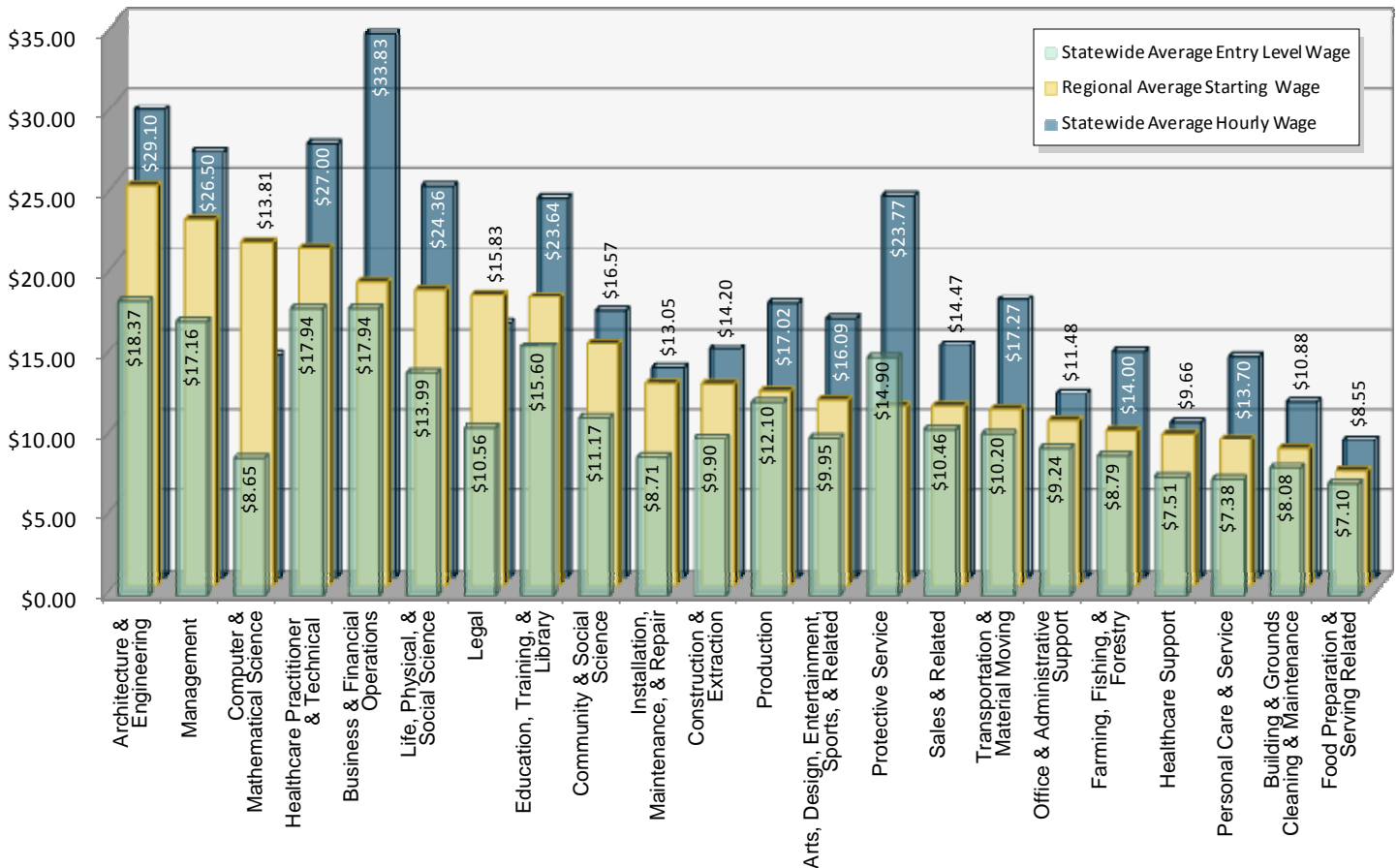
Benefits Offered	Percent
Health	68.4%
Paid Leave	54.5%
Retirement	54.5%
Dental	36.8%
No Benefits	24.7%
Vision	22.1%

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 (90.9%), pension/retirement options (68.5%), dental coverage (40.0%), paid vacation (39.4%), paid sick leave (28.6%), life insurance (28.2%), paid holidays (26.3%), vision coverage (21.6%), disability insurance (13.4%), prescription drug coverage (6.2%), flextime (3.0%), tuition assistance (2.1%), and stock options (1.4%). Over two-thirds (67.3%) of the employers and employees in the Laborshed area are reported as sharing in the premium costs of health/medical insurance, 25.0 percent of the employers are reported as covering the entire cost of insurance premiums while 3.8 percent of the employers/employees have made other arrangements.

## Wages

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



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

<sup>5</sup>Average 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.

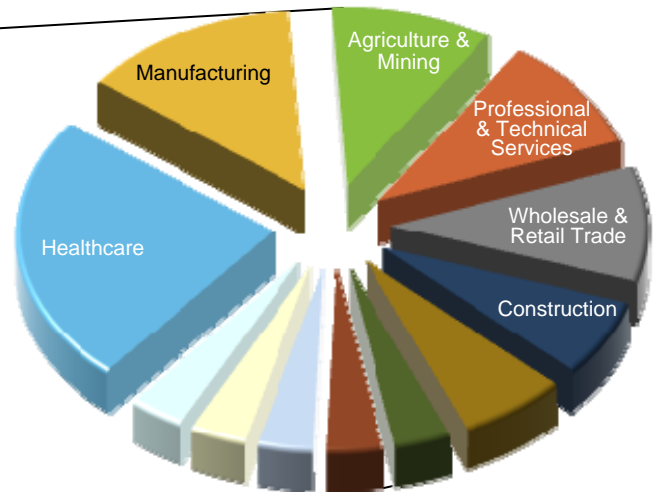
## Planned Workforce Expansion

Nearly one-tenth (8.8%) of the employers surveyed are planning to expand their payroll in the future. Of those employers planning on expanding their payroll, 69.0 percent indicated they were planning to do so to satisfy the current market demand for their products/services, while 13.8 percent indicated that they were expanding in order to enter a new market and 13.8 percent are expanding due to other reasons. Over two-fifths (42.9%) 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
Healthcare	17.9%	24.1%
Manufacturing	11.1%	13.8%
Agriculture & Mining	21.4%	10.3%
Professional & Technical Services	15.0%	10.3%
Wholesale & Retail Trade	4.6%	10.3%
Construction	9.1%	6.9%
Finance, Insurance, & Real Estate	5.9%	6.8%
Accommodation & Food Services	10.0%	3.5%
Information	16.7%	3.5%
Public Administration	4.8%	3.5%
Transportation & Warehousing	7.7%	3.5%
Utilities	10.0%	3.5%
Management	*	*
Administrative Services	*	*
Educational Services, All	*	*
Arts, Entertainment, & Recreation	*	*
Personal Services	*	*

\*insufficient data reported



The middle column in **Figure 18**, “Percent of Each Industry,” shows what percentage of employers in each industry is planning to expand their payroll. The far right column, “Percent Planning to Expand,” shows what percentage of all businesses planning to expand their payroll is accounted for by each industry. For example, 4.6 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 10.3 percent of all the businesses in the survey that are planning to expand their payrolls in the future.

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

**Figure 19**  
Time for Planned Expansion

Estimated Time for Expansion	Percent of Respondents
6 months - 1 year	72.4%
1-2 years	13.8%
2-3 years	3.4%
3-5 years	6.9%
More than 5 years	0.0%

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

Occupational Category	Percent Planning to Expand
Healthcare Support	12.3%
Production	12.3%
Transportation & Material Moving	10.1%
Building & Grounds Cleaning & Maintenance	9.4%
Community & Social Science	9.4%
Food Preparation & Serving Related	6.5%
Healthcare Practitioner & Technical	5.8%
Office & Administrative Support	5.8%
Sales & Related	5.1%
Farming, Fishing, & Forestry	4.3%
Computer & Mathematical Science	3.6%
Construction & Extraction	3.6%
Architecture & Engineering	2.9%
Business & Financial Ops	2.9%
Management	2.2%
Personal Care & Service	2.2%
Installation, Maintenance, & Repair	1.4%
Arts, Design, Entertainment, Sports, & Related	*
Education, Training, & Library	*
Legal	*
Life, Physical, & Social Science	*
Protective Service	*

\*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 5.8 percent of the employers in the category plan on expanding their payroll in the near-future. Healthcare support occupations, on the other hand, represent 22.0 percent of current vacancies and employers planning to expand their payrolls indicated they plan on increasing payroll most frequently within this category. The occupational categories that will be most affected are: healthcare support; production, transportation & material moving; community & social science; and building & grounds cleaning & maintenance.

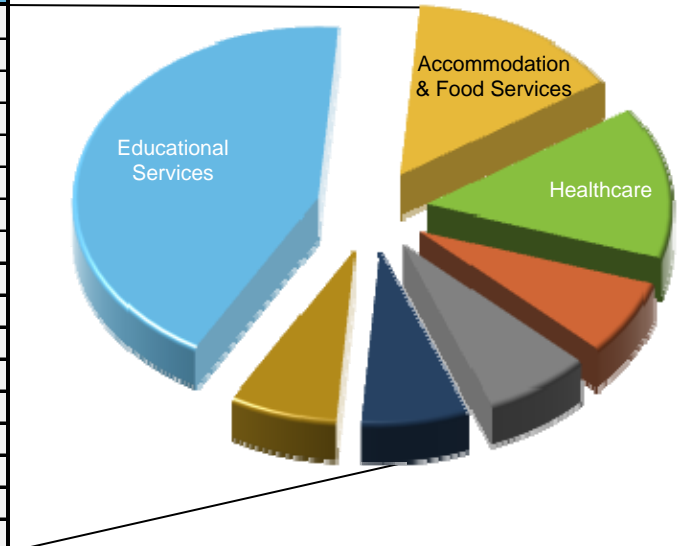
**Planned Workforce Reduction**

A small amount (4.2%) of the employers surveyed are planning to reduce their payroll in the future. Of those employers planning on reducing their payroll, 50.0 percent indicated they were planning to do so because current market demand for their products/services was declining, while over two-fifths (42.9%) indicated that they were downsizing in response to other reasons, such as those who plan to enter a new market may need to consolidate employees with those having more skills. 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	27.3%	43.0%
Accommodation & Food Services	20.0%	14.3%
Healthcare	5.1%	14.3%
Finance, Insurance, & Real Estate	2.9%	7.1%
Professional & Technical Services	5.0%	7.1%
Manufacturing	2.8%	7.1%
Wholesale & Retail Trade	1.5%	7.1%
Agriculture & Mining	*	*
Utilities	*	*
Construction	*	*
Transportation & Warehousing	*	*
Information	*	*
Management	*	*
Administrative Services	*	*
Arts, Entertainment, & Recreation	*	*
Public Administration	*	*
Personal Services	*	*

\*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, 5.1 percent of all businesses in the healthcare industry are planning to reduce their payroll in the future. Those businesses within the healthcare 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	64.3%
1-2 years	28.6%
2-3 years	0.0%
3-5 years	0.0%
More than 5 years	0.0%

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

**Figure 23** shows the percent of planned payroll reduction by occupational category. While healthcare practitioner & technical represents one of the largest occupational categories among current vacancies (**Figure 2**, page 2), only 7.4 percent of employers in the category plan on downsizing their payroll in the near future. Education, training, & library occupations currently represent 1.0 percent of current vacancies, but employers planning to reduce their payrolls indicated that they plan on decreasing payroll most frequently within this category. The occupational categories that will be most affected are: education, training, & library; office & administrative support; and food preparation & serving related.

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

Occupational Category	Percent Planning to Downsize
Education, Training, & Library	44.4%
Office & Administrative Support	14.8%
Food Preparation & Serving Related	11.1%
Healthcare Practitioner & Technical	7.3%
Healthcare Support	5.6%
Production	5.6%
Building & Grounds Cleaning & Maintenance	3.7%
Management	3.7%
Sales & Related	1.9%
Transportation & Material Moving	1.9%
Architecture & Engineering	*
Arts, Design, Entertainment, Sports, & Related	*
Business & Financial Ops	*
Community & Social Science	*
Computer & Mathematical Science	*
Construction & Extraction	*
Farming, Fishing, & Forestry	*
Installation, Maintenance, & Repair	*
Legal	*
Life, Physical, & Social Science	*
Personal Care & Service	*
Protective Service	*

*\*insufficient data reported*

## Retirement

### Workforce Retirements

Currently, there are 2,210 individuals over the age of 64 working throughout the region. They represent approximately 5.8 percent of the total workforce. Of these workers, healthcare (18.1%), retail trade (13.6%), and educational services (10.6%) 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 53.7 and 46.3 percent respectively.

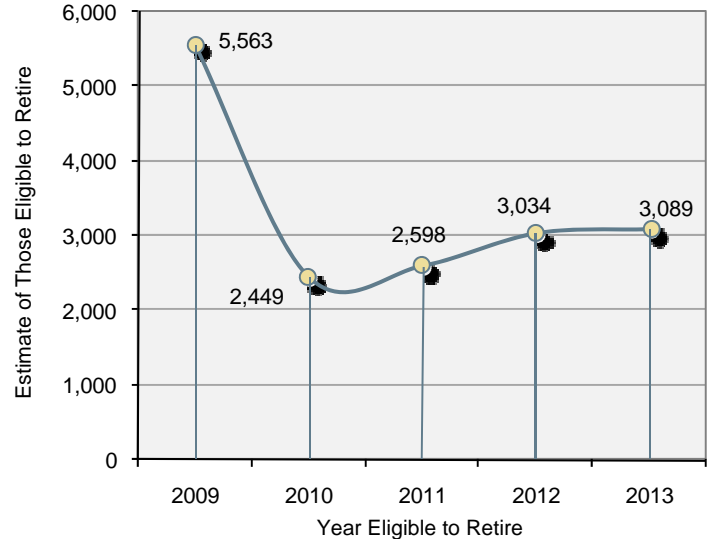
In the near future, it is projected that there will be a workforce shortage as the Baby Boomer generation begins to retire. Employers were asked to indicate the number of workers that will be eligible to retire within the next five years and whether or not they meet the current skill requirements. Of those employees eligible to retire, nearly all (94.4%) 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 7.4 percent of the region's workforce becomes eligible for retirement each year (2,792 divided by total employment of about 37,940 workers). Future analysis of trend data will help us understand how many retirement eligible workers are remaining in the workforce and for how long.

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

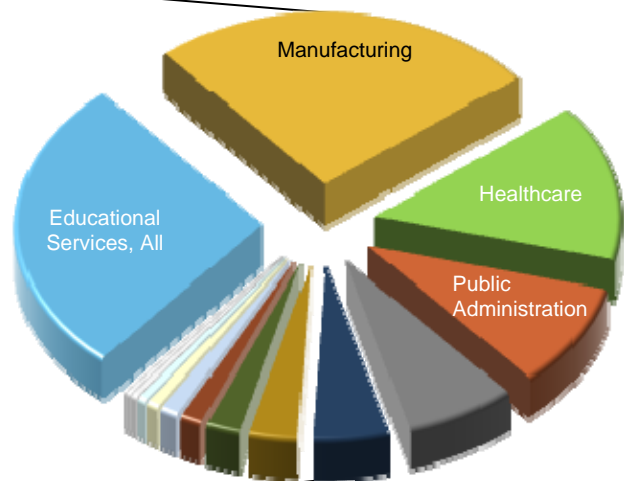
**Figure 24**  
Estimate of Those Eligible to Retire



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

**Figure 25**  
Retirement Eligibility by Industry

Industry	Percent of Respondents
Educational Services, All	27.6%
Manufacturing	25.7%
Healthcare	14.6%
Public Administration	9.6%
Finance, Insurance, & Real Estate	7.2%
Wholesale & Retail Trade	5.0%
Utilities	3.2%
Professional & Technical Services	2.2%
Transportation & Warehousing	1.4%
Construction	1.2%
Information	0.8%
Agriculture & Mining	0.6%
Accommodation & Food Services	0.4%
Personal Services	0.3%
Administrative Services	0.2%
Arts, Entertainment, & Recreation	*
Management	*



\*insufficient data reported

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

Occupational Category	Jobs Affected by Retirements
Office & Administrative Support	49.7%
Management	29.0%
Production	16.6%
Education, Training, & Library	15.2%
Sales & Related	13.8%
Transportation & Material Moving	13.8%
Healthcare Practitioner & Technical	12.4%
Installation, Maintenance, & Repair	7.6%
Business & Financial Ops	6.9%
Building & Grounds Cleaning & Maintenance	6.9%
Construction & Extraction	6.9%
Healthcare Support	5.5%
Food Preparation & Serving Related	4.8%
Computer & Mathematical Science	4.1%
Community & Social Science	4.1%
Personal Care & Service	4.1%
Farming, Fishing, & Forestry	4.1%
Architecture & Engineering	2.8%
Protective Service	2.8%
Life, Physical, & Social Science	1.4%
Legal	*
Arts, Design, Entertainment, Sports, & Related	*

\*insufficient data reported

**Figure 26** shows the percent of eligible retirement by occupational category. Office & administrative support is the fourth 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 22.0 percent of the state's current vacancies (**Figure 2**, page 2), they are not significantly affected by workers potentially retiring (5.5%). The occupational categories that will potentially be the most affected are: office & administrative support; management; production; and education, training, & library.

Nearly three-fourths (72.4%) of employers indicated that they are engaged in retiree retention efforts. **Figure 27** details employer responses regarding the strategies used to retain retirees. Nearly half (49.0%) of the employers are offering retirees increased wages and/or bonuses; followed by a flexible work schedule, additional training to upgrade their skills; a change in duties/responsibilities to take away from the repetitiveness in the workplace; more recognition for work done; benefits to part-time employees; seasonal work schedules; benefits to retirees; and allowing telecommuting/working from home.

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

Replacing Vacancies Due to Retirements	Percent
Hire workers from outside of the company	40.1%
Combination of hiring outside workers and promoting from within the company	34.2%
Not currently planning to fill these positions	21.7%
Promote employees from within the company	4.0%

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

Efforts to Keep/Attract Retirees	Percent
Increase wages and/or bonuses	49.0%
Flexible work schedules	37.9%
Additional training	24.8%
Change in duties/responsibilities	20.0%
More recognition	15.2%
Benefits to part-time employees	13.8%
Seasonal work schedules	10.3%
Benefits to retirees	9.7%
Other	4.8%
Allow telecommuting/working from home	2.8%

**Figure 28** shows how companies plan to fill vacant positions left behind from those who have retired. Of those who reported, 40.1 percent plan only to hire workers from outside the company, 34.2 percent plan to use a combination of hiring outside workers along with promoting from within the company, 21.7 percent do not currently plan on filling these positions, and 4.0 percent plan on only promoting from within the company.

## Conclusion

The Workforce Needs Assessment gives us an idea of the demand for workers within an industry. The survey shows a relative high demand in the healthcare; manufacturing; and wholesale & retail trade industries. By occupational category the survey shows a relative high demand in the healthcare support; healthcare practitioner & technical, production; and management occupational categories.

Currently, Iowa has a large number of job vacancies in healthcare related occupations (33.5%) , 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 9.7 percent of the current openings across the state. Together, these occupational categories account for 43.2 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 (72.0%) reportedly require an education level at or below an associates degree. Nearly one-fifth (15.9%) of current job vacancies require an undergraduate degree or higher. Over two-fifths (42.8%) of the current job vacancies reportedly require no experience, while 43.4 percent require experience totaling less than two years.

Vacancies due to upcoming retirements are showing, in total, slightly higher requirements than current job vacancies, where 66.7 percent of jobs will require a high school education, 22.2 percent will require technical training/certification, and 11.1 percent will require an undergraduate degree. Job vacancies due to retirements will also require slightly more experience than current job vacancies, with 11.1 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 (<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.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 ([www.careeronestop.org](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.

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

### Job Description:

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

### Sample of Reported Titles:

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

### Job Skills/Experience:

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

### Education Requirements:

(percent of openings requiring)

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

### Median Wages:

Region      \$10.14/hour  
State         \$9.62/hour

### National & State Employment Trends

United States	Occupational Code	Employment		Percent Change
		2006	2016	
Home Health & Healthcare Support Workers	31-1011	787,300	1,170,900	49%
	31-9099	204,400	236,300	16%
Iowa	Occupational Code	Employment		Percent Change
		2006	2016	
Home Health & Healthcare Support Workers	31-1011	9,970	14,260	43%
	31-9099	2,640	2,940	11%

## 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:

State	\$23.04/hour
Nation	\$28.85/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%

## 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:

State	\$10.85/hour
Nation	\$11.14/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%

## Managers, All Other (11-9199)

### Job Description:

Plan, direct, or coordinate the operations of companies or public and private sector organizations. Includes owners and managers who head small business establishments whose duties are primarily managerial.

### Sample of Reported Titles:

Operations Manager, General Manager (GM), Director of Operations, Plant Manager, Store Manager, Facilities Manager, Plant Superintendent, Vice President of Operations, Warehouse Manager, Chief Operating Officer (COO)

### Job Skills/Experience:

#### • Occupational Skills

- Oversee activities directly related to making products or providing services.
- Direct and coordinate activities of businesses or departments concerned with the production, pricing, sales, or distribution of products.
- Review financial statements, sales and activity reports, and other performance data to measure productivity and goal achievement and to determine areas needing cost reduction and program improvement.
- Manage staff, preparing work schedules and assigning specific duties.
- Direct and coordinate organization's financial and budget activities to fund operations, maximize investments, and increase efficiency.
- Establish and implement departmental policies, goals, objectives, and procedures, conferring with board members, organization officials, and staff members as necessary.
- Determine staffing requirements, and interview, hire and train new employees, or oversee those personnel processes.
- Plan and direct activities such as sales promotions, coordinating with other department heads as required.
- Determine goods and services to be sold, and set prices and credit terms, based on forecasts of customer demand.

### Education Requirements:

(percent of openings requiring)

- High school or less (17%)
- Some college (27%)
- Bachelor's degree or higher (55%)

### Median Wages:

State	\$29.04/hour
Nation	\$41.67/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Manager, All Other	869,600	929,700	7%
Iowa	Employment		Percent Change
	2006	2016	
Manager, All Other	10,260	11,180	9%

## Customer Service Representative (43-4051)

### Job Description:

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

### Sample of Reported Titles:

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

### Job Skills/Experience:

#### • Occupational Skills

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

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

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

### Median Wages:

State	\$13.15/hour
Nation	\$13.96/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
	2006	2016	
Customer Service Representative	24,010	30,880	29%

## 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:

State	\$12.41/hour
Nation	\$12.33/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%

## 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:

State	\$16.56/hour
Nation	\$17.41/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%

## Community & Social Service Specialists, All Other (21-1099)

### Job Description:

Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children.

### Sample of Reported Titles:

Social Worker, Case Manager, Foster Care Social Worker, Caseworker, Child Protective Services Specialist, Family Manager, Family Preservation Caseworker, Family Service Caseworker, Advocate, Case Work Specialist.

### Job Skills:

#### • Occupational Skills

- Interview clients individually, in families, or in groups, assessing their situations, capabilities, and problems, to determine what services are required to meet their needs. Maintain case history records and prepare reports.
- Counsel individuals, groups, families, or communities regarding issues including mental health, poverty, unemployment, substance abuse, physical abuse, rehabilitation, social adjustment, child care, or medical care.
- Consult with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Develop and review service plans in consultation with clients, and perform follow-ups assessing the quantity and quality of services provided.
- Collect supplementary information needed to assist client, such as employment records, medical records, or school reports.
- Address legal issues, such as child abuse and discipline, assisting with hearings and providing testimony to inform custody arrangements.
- Provide, find, or arrange for support services, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.

### Education Requirements:

(percent of openings requiring)

- High school or less (16%)
- Some college (26%)
- Bachelor's degree or higher (58%)

### Median Wages:

State	\$12.49/hour
Nation	\$17.51/hour

### National & State Employment Trends

United States	Employment		Percent Change
	2006	2016	
Community & Social Service Specialists, All Other	118,000	147,600	25%
Iowa	Employment		Percent Change
	2006	2016	
Community & Social Service Specialists, All Other	2,840	3,650	28%

## 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:

State	\$18.24/hour
Nation	\$16.47/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%







Iowa Workforce Development  
Labor Market & Workforce Information Division  
Regional Research & Analysis Bureau  
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