

Fair Winds and Full Sails

Charting Job Transition Pathways in Newfoundland and Labrador (NL)

A PLAYBOOK

February 2025



Special Thanks and Acknowledgements

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About the NL Workforce Innovation Centre (NLWIC)

Established by the provincial government in 2017 and administered by the College of the North Atlantic (CNA), the NL Workforce Innovation Centre (NLWIC) has a provincial mandate to provide a coordinated central point of access to engage all labour market stakeholders about challenges, opportunities, and best practices in workforce development.

The Centre's goal is to promote and support the research, testing and sharing of ideas and models of innovation in workforce development that will positively impact employability, employment, and entrepreneurship within the province's labour force and particularly under-represented groups. Funding for NLWIC is provided by the Department of Immigration, Population Growth and Skills (IPGS) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

This Playbook along with the supporting materials listed in the attached Appendices were created by NLWIC and the Dais, a requirement of the research project "Job Transition Pathways".

About the Dais

The Dais is a public policy and leadership think tank at Toronto Metropolitan University, connecting people to the ideas and power they need to build a more inclusive, innovative, prosperous Canada.



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Welcome to the Job Transition Pathways (JTP) Playbook

This Playbook is designed to be your practical guide to navigating job transitions in Newfoundland and Labrador (NL). Modeled after the Dais' Job Pathways Playbook, *Building Pathways to Navigate Mid-Career Transitions*, from 2020 (updated in 2021), it builds on proven strategies while tailoring its approach to the unique needs of NL's labour market ([see the original Playbook here](#)).¹ Developed as part of a collaborative research as a supplement to the Final Report, *"Fair Winds and Full Sails: Towards Long Term Stability for Workers in Newfoundland and Labrador"*, this Playbook brings together local NL insights and valuable resources to map out clear and actionable pathways for individuals and organizations involved in the employment landscape of our province. By consolidating essential labour market information in one place, our goal is to simplify the process of identifying opportunities for those seeking to transition into growing industries within NL. Whether you are a policymaker, employer, or educator, this Playbook offers tailored guidance to career practitioners/counsellors, employment service providers/workforce developers, training providers, employers, and policymakers to help diverse groups underrepresented in the labour market—including immigrants, persons with disabilities, indigenous peoples, women and youth—connect with meaningful employment opportunities. With its focus on actionable strategies and localized labour market information, this resource is your key to enabling successful transitions and helping build a more resilient workforce.

Why Create a JTP Playbook for NL?

The purpose of this Playbook is to provide a comprehensive, practical, and data-driven guide for supporting workers in transitioning from occupations at risk of disruption or decline to more stable, growing occupations, ensuring both individual and collective economic resilience. Numerous reports on the future of

work after COVID-19 highlight emerging employment trends such as remote work, online commerce, and automation.² These shifts are disrupting traditional work practices and indicating that a significant number of workers may need to transition to new occupations. NL has faced significant economic disruptions in the past, from the collapse of the cod fishery in the 1990s to fluctuations in the oil and gas sector and the challenges of an aging population. These disruptions, combined with global trends like the transition to a green economy and rapid technological advancements, have created a pressing need for adaptable and innovative approaches to workforce development. Today, more than ever, workers must navigate a labour market that is evolving at an unprecedented pace, with new opportunities emerging in renewable energy, construction, technology, and other growing sectors.

Job transitions are no longer rare—they have become a reality for most workers in modern society. People change jobs for better work-life balance, flexibility, growth, or simply to ensure financial security. However, these transitions can feel overwhelming without the right support and access to clear, reliable information.

This Playbook is designed as a guide for career practitioners/counsellors, HR professionals, training providers, employers, employment service providers/workforce developers, and policymakers. It provides streamlined access to key labour market information (LMI) and highlights pathways for workers to transition smoothly into new occupations. For example, the concept of adjacent skills—transferable abilities that can open doors to different occupations—is more important than ever, recognizing these skills can help workers pivot toward better opportunities while reducing skills gaps for employers.

In this era of change, it is crucial to empower stakeholders with knowledge and tools to address workforce challenges. Whether you're helping entry-level workers find their first jobs or supporting mid-career professionals seeking new opportunities, this Playbook offers practical strategies, accessible resources, and data-driven insights.

¹ Job Pathways Playbook, Revised Edition 2021, <https://dais.ca/reports/job-pathways-playbook-2021-edition/>

² The Future of Work After Covid-19. McKinsey & Company, 2021. <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19>; Future of Jobs Report 2023. World Economic Forum. https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf

Understanding Job Transition Pathways

Background

In 2019, the Dais, a public policy and leadership think tank at Toronto Metropolitan University, developed and tested the Job Pathways Model ³ to address the pressing need to connect displaced workers with evolving employment opportunities.

The Model relies on a skills adjacency framework, which matches skills, abilities, and work activities of declining "origin occupations" with growing and emerging "destination occupations", using O*NET data and Canadian labour market insights from Statistics Canada and other sources.

The Model was tested on [motor vehicle assemblers](#) and [Ontario grocery sector workers](#), both in occupations deemed at risk of decline due to automation, and both in smaller, limited geographic areas in Ontario. Several upskilling opportunities were identified and presented in subsequent reports. [A Job Transition Playbook](#) was developed as a guide and resource for key stakeholders involved in transitions.

In 2020, the Dais approached NL Workforce Innovation Centre (NLWIC) to test the Model in NL. After experiencing disruptions and being put on pause, the JTP research project commenced in September 2023 and was finalized in December 2024, resulting in a JTP Final Report. ⁴

The Dais Job Pathways Model: Adaptation for NL

As NL undergoes a significant economic transition—driven by a shift toward renewable energy and other emerging sectors—the Dais Job Pathways Model has been carefully adapted to meet the province's unique needs.

The Model's success stems from its robust foundational principles, which combine:

- data-driven analysis and comprehensive labour market research,
- human-centred approach with the focus on the needs and lived experiences of workers and other relevant labour market players, and
- adaptability and the ability to be customized to fit various economic contexts, and
- strong emphasis on skills analysis.

Adapting the Dais Job Pathways Model for NL involved addressing the province's unique economic, geographic, and social characteristics. The research project focused on several key aspects:

- **Provincial Labor Market Overview** with an emphasis on the province as a whole, and on specific emerging opportunities in green energy production, wind/hydrogen development, and technology.
- **Stakeholder Engagement** involving extensive consultations with local stakeholders, including provincial government representatives, employers, professional and sector associations, and community organizations.
- **Regional Barriers** with the consideration of remote or rural communities with limited access to training facilities and job opportunities. The model includes strategies to address these barriers, such as promoting online and hybrid training programs, providing transportation supports, and creating incentives for employers to hire locally.
- **Policy Alignment** to ensure that the pathways not only benefit workers but also contribute to broader economic development and social objectives

³ In this new iteration and collaboration between The Dais and NLWIC, the Model is referred to as the Job Transitions Pathways (JTP) Model.

⁴ The JTP Final Report can be accessed via NLWIC, the Dais, or IPGS.

Key Guiding Principles for Successful Job Transition Pathways

Job pathways encompass everything that is necessary for an individual to move from one occupation to another. While career changes have always been a part of the workforce dynamic, the urgency and necessity for upskilling and reskilling have grown significantly in the rapidly changing labour market. In order to best support workers through occupational transitions, it is essential to provide clear, actionable steps to transition between occupations or industries. Based on the original framework for the development of job transition pathways and the research conducted to explore pathways for specific occupations, we can identify eight key principles for successful job transitions, as illustrated in Figure 1. Each of these principles should be carefully considered when supporting individuals in occupational transitions.

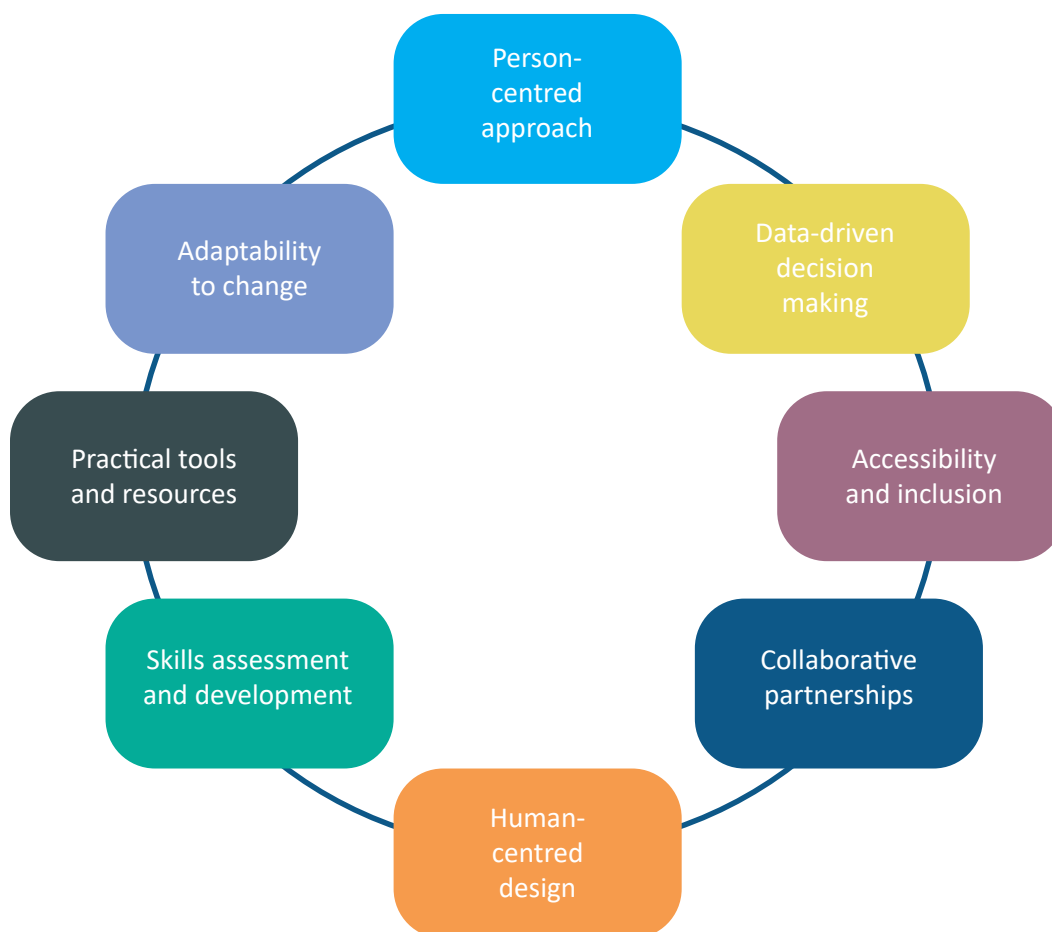


Figure 1. Key Principles for Successful Job Transitions

Creating Pathways

How to use this Playbook

To make the most of this Playbook, start by identifying your occupation and goals: **policymakers** should focus on labour market information, trends, and guidance for diverse groups; **employers** can explore pathways and resources to attract and support transitioning workers; **career practitioners/counsellors** should use pathways and data sources to guide job seekers; **employment service providers/workforce developers** should explore the labour market information sources to understand industry trends and opportunities, and follow the step-by-step pathway process to identify opportunities, address skills gaps, and access support.

Navigating the JTP Playbook: Focused Views

TABLE 1. THE PLAYBOOK USERS

Audience	Approach
Career Practitioners/ Counsellors	How do I provide pathway guidance for workers and lead them towards actionable insights? How do I support individuals by understanding the process of job transitions and using reliable, current labour market information to outline the path from one job to the other?
Employment Service Providers/Workforce Developers	What occupations in Newfoundland and Labrador are experiencing growth, and how can we use the playbook to identify potential pathways for transitioning workers? How can we collaborate with employers and educators/trainers to align workforce development initiatives with the pathways and strategies presented in the Playbook? What barriers are preventing workers from transitioning to growing and emerging occupations, and what resources from the Playbook can help address these challenges?
Employers/HR Professionals	What growing and emerging occupations align with my industry's needs, and how can I identify transferable skills from declining occupations? What training programs or resources are available to help reskill or upskill my workforce? How can I use available labour market information to anticipate trends and plan for future workforce demands? What strategies can I adopt to support workers transitioning into my organization from declining and/or at-risk occupations?

TABLE 1. THE PLAYBOOK USERS (CONTINUED)

Audience	Approach
Policy Makers	What industries or occupations in Newfoundland and Labrador are most at risk of decline, and where are the growth opportunities? How can policies support equitable access to training and job transition resources for underrepresented groups, such as youth, immigrants, or persons with disabilities? What partnerships or collaborations can be fostered to strengthen pathways from declining to growing occupations? How can labour market data from the Playbook inform provincial and regional workforce development strategies and long-term planning?
Training Providers	How do current training programs align with the skills needed for growing occupations and job transition in NL? How can training programs incorporate more transferable skills relevant to multiple industries? What metrics can be used to track the success of training programs in supporting job transitions? How can feedback from learners and employers be used to improve training content and delivery? Are there emerging labor market trends that should inform future training program development?
Other labour market stakeholders	What are the growing occupations and industries in Newfoundland and Labrador, and how can students prepare for careers in these occupations? What adjacent skills or transferable abilities should students develop to remain adaptable in a rapidly changing job market? How can the Playbook's resources and tools help students explore potential career paths and make informed decisions? What industries or occupations in Newfoundland and Labrador align with traditional Indigenous knowledge and values? What programs or initiatives exist to support Indigenous workers in developing skills for emerging opportunities, particularly in growing industries like renewable energy or technology?

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The Job Transition Pathways (JTP) Models for NL

JTP Model 1, based on the Dais Model, focuses on identifying “origin” occupations, and using the skills adjacency method, identifying transition opportunities into “destination” occupations which are growing and/or with potential for growth and improved stability.

→ Sometimes the data does not present obvious “origin” occupations or occupations at risk of declining. NL data showed that there were current shortages and identified future demands across most industries. The focus of the research can then shift to potential surplus in specific occupations, or seasonal or precarious workers who could potentially be ready or willing to transitions into more stable occupations.

JTP Model 1: Origin Occupation to Destination Occupation

Step A. Choose an Origin Occupation

- Consider reasons for choosing this occupation (job seeker request/desire; occupations at risk of decline; surplus of workers in this occupation; precarious occupation; surplus of workers; seasonality of work)

Step B. Run Skills Adjacency/Explore Transferable Skill Domains to Generate List of Potential Destination Occupations

- Consider the Labour Market Information (LMI) sources (accessibility of sources, using more than one source to confirm the findings or triangulate)

Step C. Choose and Apply Filters to Create Shortlist of Destination Occupations

- Filters can include pay rates, number of job openings in the labour market, occupational projections from the local data sources, length of training, aptitudes, soft skills.

Step D. Narrow Shortlist Using Qualitative Data

- Conduct a quick survey, or interviews with key stakeholders; connect with knowledge experts in specific sectors; ask the workers.

Step E. Final List of Destination Occupations

- Use the following questions to compile your list: How long would the training be, if necessary? What does the worker feel about the choices? What are other changes required for workers the destination occupation? What are additional opportunities for long-term?

Creating Pathways

- Alternatively, you can also start with “destination” occupations or occupations that are growing and emerging presented in Model 2.

JTP Model 2: Destination Occupation to Origin Occupation

Step A. Choose a Destination Occupation

- Consider reasons for choosing this occupation (job seeker request/desire; occupations projected to grow; shortage of workers in this occupation; stable occupation)

Step B. Run Skills Adjacency/Explore Transferable Skills Domains to Generate List of Potential Origin Occupations

- Consider the Labour Market Information (LMI) sources (accessibility of sources, using more than one source to confirm the findings or triangulate)

Step C. Choose and Apply Filters to Create Shortlist of Origin Occupations

- Filters can include pay rates, number of job openings in the labour market, occupational projections from the local data sources, aptitudes and soft skills.

Step D. Narrow Shortlist Using Qualitative Data

- Conduct a quick survey, or interviews with key stakeholders; connect with knowledge experts in specific sectors; ask the workers.

Step E. Final List of Origin Occupations

- Use the following questions to compile your list: Do they seem realistic? Are they occupations in decline or surplus? What are the future labour market projections for these occupations? Is there opportunity for growth within the sector?

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How to Use LMI at Each Step of the Pathway

STEP A Identifying Declining or Growing Occupations

→ If you are looking for general information on potentially declining occupations and/or those that are emerging and/or projected to grow, then you should explore labour market trends in the region or community in which you are interested. For labour market trends in NL, there are several provincial and national sources of data.

- **Provincial:** Immigration, Population, Growth and Skills, Labour Market Information, as well as Department of Finance's NL Occupation Projections 2022-2031 and other publications and statistics for NL. www.gov.nl.ca.
- **National:** Statistics Canada (Census 2016 and 2021); Employment and Social Development Canada (ESDC) 3-year Employment Outlooks that estimate job outlooks for the 516 occupations of the National Occupational Classification (NOC), by province, territory, and economic region, data permitting. The latest Outlooks are for 2024-2026.
- **Labour Market Analytics Platforms** Lightcast and Vicinity Jobs provide real-time, regional insight into the labour market, but also provide skills and job matching and customized reports on employment trends, wage data, and sector-specific needs. The access to these platforms, however, is by paid subscription. (See Appendix A)
- Another way to explore the trends and demands in the labour market is looking at the job sites as a supplemental source once you identify job outlooks and projections.

- If you are choosing a specific origin or destination occupation at a request of a worker/client/ employer/stakeholder, you can use [National Occupation Classification - Canada.ca](https://www23.statcan.gc.ca/noc/) or you can access it through the [LMI section on the Job Bank website](#) to determine which code fits with the occupation of your choice. (See more about NOC on pg.15.)
- Cross-reference multiple sources. It is always useful to verify findings comparing multiple data sets and sources to ensure reliability and currency.

STEP B Run Skills Adjacency

- To determine skills adjacency, the original JP model and the NL JTP Research Project used publicly available data from the [Occupational Information Network \(O*NET\)](#), an American skills database of standardized and occupation-specific descriptors. The Canadian equivalent and more accessible source of data for determining skills adjacency is the [Job Bank Career Planning Tool](#), that also includes a Job Transitions Tool.
- Another helpful tool is the [Occupational and Skills Information System \(OASIS\)](#), a comprehensive framework of the skills, abilities, personal attributes, knowledge, and interests that are usually required to work in over 900 different Canadian occupations.
- NOC can also be used to look at skills and duties required for specific positions.
- When looking at the transferability of skills, identify both commonalities and differences between occupations, different skill levels required for specific occupations.

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STEP C

Choose and Apply Filters

→ Determine what other characteristics of an occupation or a job would be relevant to bridge the gaps with targeted training. Consider short-term and long-term training needs. Determine which gaps can be overcome with training and which might be intrinsic and limit the fit with the desired occupation. Assess the minimum length of training required to bridge the gap. (See [Appendix A for more resources](#))

→ **Training/Upskilling/Reskilling** - Courses/Micro-credentials/Certifications/Diplomas/ Virtual/In-person.

- [Memorial University](#)
- [Marine Institute](#)
- [College of the North Atlantic \(CNA\)](#)
- [Private Training Institutions](#)
- [Apprenticeship and Trades Certification Division](#)
- Not-for-profit organizations
- Employers – Example: [Genoa Design International/Genoa Academy](#)

→ **Wages** – consider potential improvements in compensations, but also the other benefits.

- [Job Bank Wage Report](#)
- [Lightcast](#) or [Vicinity Jobs](#) (only by paid subscription)
- Local Chambers of Commerce
- Job Boards

→ **Future prospect for the job** – consider if this is a stable and sustainable occupation; consider if there is potential for growth, on-the-job training, professional development.

- Job Bank
- [Lightcast](#) or [Vicinity Jobs](#) (only by paid subscription)
- Statistics Canada

→ **Credentials**

- Educational Institutions
- Professional or Sector Associations

→ **Financial requirements/funding**

- [Financial Supports, Programs, and Resources for Employers \(Apprenticeship and Trades\)](#)

→ **Geographic location**

→ **Prior Learning Assessment Recognition (PLAR)** ⁶

- Newfoundland and Labrador Department of Education:
 - Recognition of Prior Learning For Apprenticeship Applicants (2021)
 - The Newfoundland and Labrador Credit and Program Transfer Guide
- Memorial University of Newfoundland
- College of the North Atlantic
- CAPLA provincial profile: Newfoundland and Labrador

⁵ Source: <https://www.gov.nl.ca/education/post-secondary-education/private-training/private-training-institution-directory/>

⁶ Sourced from https://www.cicic.ca/1669/list_of_prior_learning_assessment_and_recognition_organizations_in_canada.canada

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STEP D Narrow Shortlist Using Qualitative Data

→ Through qualitative data, researchers, designers, and policymakers can explore the lived experiences of individuals and the nature of various occupations. This approach sheds light on alternative career possibilities and reveals the routes individuals navigate to transition into these occupations, providing fresh perspectives and guiding informed decision-making. The data also reveals individual aptitudes, nuanced needs and requirements, and non-skill related challenges and opportunities, such as:

- Technical proficiency or digital skills
- Adaptability to new technologies
- Analytical and creative thinking skills
- Problem solving
- Flexible work hours
- Accessibility accommodation
- Outdoor work conditions
- Second language supports
- Remote work options
- Limited access to internet

→ The data collection methods can include:

- In-depth Interviews
- Stakeholder consultations
- Focus Groups
- Short Surveys
- Observations
- Document Analysis

→ The questions we used in our qualitative research were designed to validate the findings from the labour market analysis and data that proposed origin and destination occupations. We included additional general questions about the demand and supply of labour in occupations /industries across the province. [\(See Appendix C for research instruments\)](#)

STEP E Finalize the List of Matching Declining or Growing Occupations

→ You may choose more than just one origin or destination occupation.



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Understanding How Jobs Are Classified: Occupations and Industries

Jobs can be classified in two main ways:

- 1 **By Occupation:** What kind of work is being done?
- 2 **By Industry:** What type of goods or services does the employer provide?

In Canada, the **National Occupational Classification (NOC) 2021** is the main system used to identify and categorize jobs (occupations) based on the training, education, experience and responsibilities (TEER) they require.

TEER categories and examples of jobs (Teer = Occupation Types)

- ➔ **TEER 0** - Management occupations (Example: Financial managers)
- ➔ **TEER 1** - Occupations that usually require a university degree (Example: Software engineers)
- ➔ **TEER 2** - Occupations that usually require a college diploma, apprenticeship training of 2 or more years, or supervisory occupations (Example: Medical laboratory technologists)
- ➔ **TEER 3** - Occupations that usually require a college diploma, apprenticeship training of less than 2 years, or more than 6 months of on-the-job training (Example: Dental assistants, Bakers)
- ➔ **TEER 4** - Occupations that usually require a high school diploma, or several weeks of on-the-job training (Example: Retail salesperson)
- ➔ **TEER 5** - Occupations that usually need short-term work demonstration and no formal education (Examples: Labourers, Delivery service drivers)

The **North American Industry Classification System (NAICS)** organizes businesses based on what they produce or the services they offer. It is used by Canada, the U.S., and Mexico to compare economic data and track changes in the economy.

➔ **Industry Groups:** Businesses are grouped by how they produce goods or services. For example:

- **Manufacturing:** Companies that make products like cars or furniture.
- **Healthcare and Social Assistance:** Hospitals, clinics, and care homes.
- **Construction:** Businesses building homes, roads, or infrastructure.

➔ **Real-World Example:**

- An **Electrician** might work in the **Construction Industry**, wiring buildings.
- A **Server** works in the **Food Services Industry**, part of the broader hospitality sector.

Why These Classifications Matter

These systems—NOC for occupations and NAICS for industries—make it easier to understand and analyze jobs and businesses. For example:

- Policymakers can identify where jobs are growing or declining
- Employers can use the NOC to write job descriptions or determine wages.
- Job seekers can explore industries and occupations that match their skills and goals.

Both systems are regularly updated to keep up with changes in the economy and job market, ensuring they remain relevant in a fast-changing world.

Sources: <https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/find-national-occupation-code.html>; <https://www.statcan.gc.ca/en/subjects/standard/naics/2017/v3/introduction>

Creating Pathways

Sample Pathway 1-Origin to Destination

Occupations: Construction Trades Helpers and Labourers (NOC 75110) - TEER 5 to Deckhand; Water Transport Deck and Engine Room Crew (NOC 74201) - TEER 4

This example of a transition pathway (Figure 2) from the JTP Research project illustrates both short-term and long-term transitions and showcases the results of identified growing sectors, i.e., sustainable oceans and renewable energy industries in NL.



Figure 2. Job Transition Pathways 1

Step A. The decline and growth of the origin and destination occupations respectively was identified through Canadian Census from 2016 and 2021. Please note that the data utilized from the 2016 and 2021 Canadian Census reflects labour market conditions before and during the COVID-19 pandemic, offering a snapshot of occupational trends at the time. However, it is important to approach this data with caution, as the pandemic significantly disrupted employment patterns, and the labour market has since changed, with many occupations experiencing shifts in demand in the post-pandemic years. Always take into consideration the currency of the data.

Step B. The overlap in skills, responsibilities, and the level of competencies required for each occupation was observed on the O*NET and the Job Bank platform.⁷

→ Example: Job Bank – Labour Market Information – Outlook Reports – Job Outlooks in NL – Competencies

Step C. The earning potential was explored through the Job Bank platform that provides data on the wages through Career Planning and also through Labour Market Information.

→ Example: Job Bank – Labour Market Information – Wage Reports

Step D. Through our consultations, interviews, surveys and focus groups with key stakeholders, we confirmed there is a growing demand for marine related positions. It was more challenging confirming occupations in decline or projected to decline. We discovered that there is a possibility of surplus in selected trades, including industrial electrician apprentice, something LMI could not show. We also identified additional destination occupations, or those that are currently in demand or emerging, which were then connected to the proposed origin occupations.

⁷ For detailed description of the pathway and other sample pathways, please request the JTP Final Report.

Creating Pathways

Sample Pathway 1-Closer Look at Creating Connections Through Skills Analysis

➔ Key focus of creating job transition pathways is skills assessment and analysis. Once you identify key technical and soft skills for an origin occupation, your next step is to identify shared skills areas. Your focus for destination occupations should be growing and emerging industries in the geographical area in which you are interested, which may result in connecting a land-based occupation to water-based occupation, as illustrated in Figure 2 and 3.

To get a comprehensive overview of the commonalities and difference in skills, competencies and other occupational requirements, we recommend analyzing skills alignment in detail to determine transferable skills but also any non-skilled factors (working environment) that could be critical for transitions. This data can be supplemented with interviews and short surveys with experts in the field and/or workers to highlight any additional factors that can aid or impede transitions.

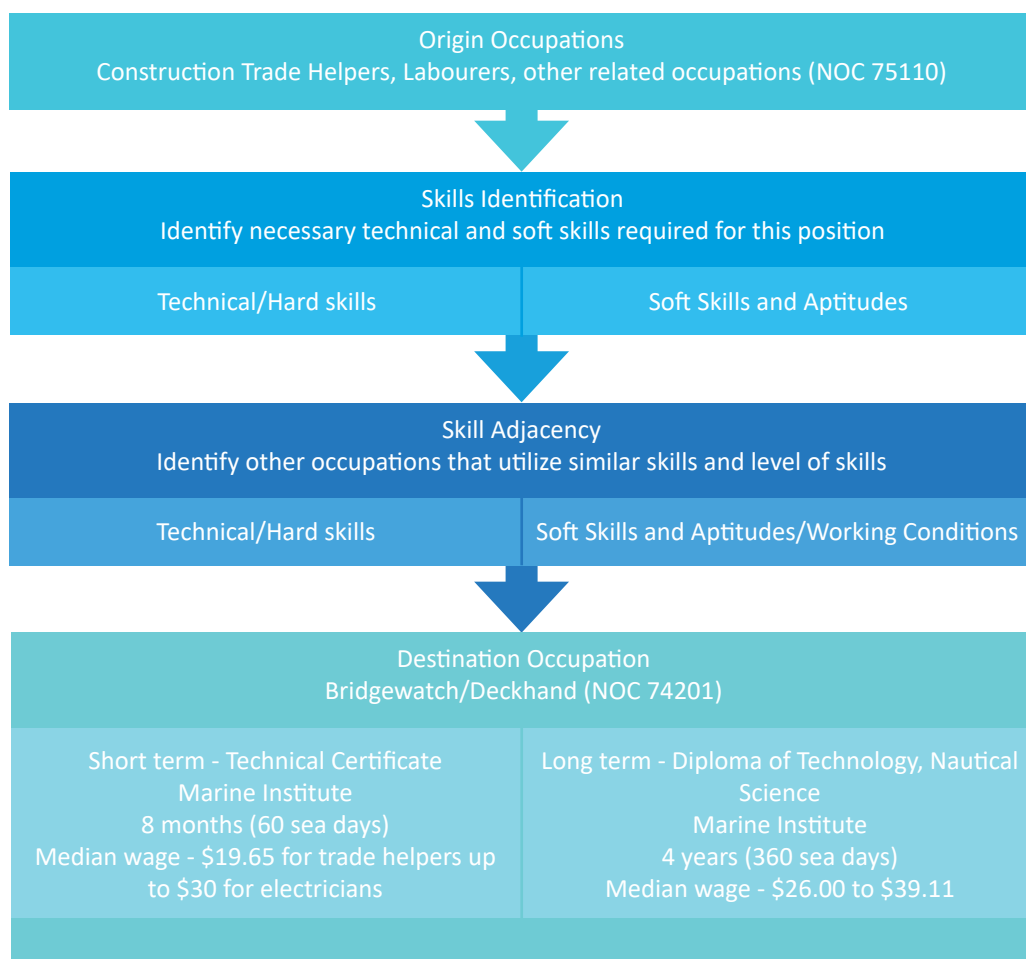


Figure 3. Illustrated Progression of Job Transition Pathways

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TABLE 2: EXAMPLE OF SKILLS ANALYSIS FOR TRAINING PURPOSE

Skills Category	Land-based Occupations (Trades and Construction)	Water-based Occupations (Bridge watch/Deckhand)	Training Needs to Bridge the Gap
Technical/Hard Skills	Operating equipment and tools, electrical work, equipment/building maintenance, safety	Navigation, vessels maintenance, marine equipment operation, marine safety	Marine related equipment and navigation, marine safety
Soft Skills	Team collaboration, problem solving and troubleshooting, communication	Team collaboration, problem solving and troubleshooting, radio communication	Marine-specific problem solving and communication
Aptitudes	Weather resilience, physical endurance	Weather resilience, physical endurance, long hours at sea, strong mental capacity to endure isolation	Simulated sea environment training
Work Conditions	Outdoor work, prolonged standing, stable environment	Living where you work, seasickness, unstable sea environment	Job shadowing and introduction to sea life



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Sample Pathway 2: Sales and Service Occupations; Retail Salesperson (NOC 64100, TEER 4 and 5) to Customer Service Representative - Financial Institutions (NOC 64400, TEER 4) or Banking, Insurance and Other Financial Clerks (NOC 14201, TEER 4)

The figure below illustrates both short-term and long-term transitions, demonstrating pathways that support the identified growing sectors and occupations, including tech sector.

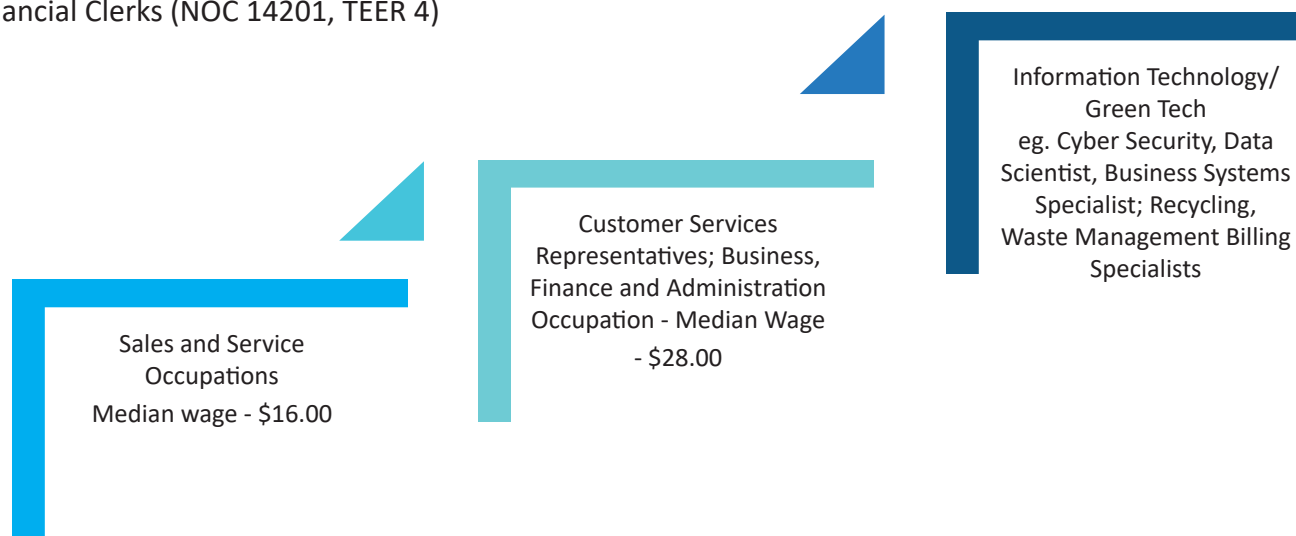


Figure 4. Job Transition Pathways Sample 2

Step A. It was determined through Census data that between 2016 and 2021, there has been a steep decline in the number of people employed in NL as a retail salesperson. When looking at the more recent data for retail salespeople, the provincial LMI showed “balanced labour market” for this occupation up until 2032.

- ➔ When encountering contradicting data, consider other important aspects of an occupation that may be relevant for considering transitions. For example, retail salesperson occupation is generally considered precarious, part-time, low paid, well below living wage.
- ➔ If there is a discrepancy in the data found through different sources, explore the sources that show the most up-to-date and real-time data, if possible. For example, for this data analysis, we used **LinkedIn Talent Insights**⁸ to explore the most recent job postings and determine if there are any occupations requiring skills similar to those in retail sales and services.

Step B. The overlap in skills, responsibilities, and the level of competencies required for each occupation was observed on the O*NET and the Job Bank platform. (See Sample Pathway 1).

Step C. The earning potential was explored through the Job Bank platform that provides data on the wages through Career Planning and also through Labour Market Information. (See Sample Pathway 1).

Step D. Through our consultations, interviews, surveys and focus groups with key stakeholders, we confirmed there is a growing demand for customer service representatives in finance, particularly those working virtually. We also confirmed that the transition pathways from retail sales to customer service finance have been proven and successful in the past

⁸ Source: https://business.linkedin.com/talent-solutions/talent-insights/c?trk=its-119&adobe_mc_sdId=SDID%3D2D7B7B38348BBF90-3662CCF-5714B99A7%7CMCORGID%3D14215E3D5995C57C0A495C55%40AdobeOrg%7CTS%3D1739280697&adobe_mc_ref=https%3A%2F%2Fwww.bing.com%2F

Creating Pathways

Sample Pathways 3-5-Destination to Origin Occupations

Our qualitative research and key stakeholder consultations uncovered a number of additional destination occupations that we used as a starting point following the step-by-step process of the *JTP Model 2. Destination Occupations to Origin Occupations*. These occupations were highlighted as either emerging, currently in high-demand with shortages in local labour supply, or experiencing a surplus where the number of individuals qualified for and seeking work in an occupation exceeds demand.



Figures 5-7. Job Transition Pathway Samples 3-5

Creating Pathways

Applying the JTP Model

The application of the JTP model can illuminate opportunities that match the province's unique economic, geographic, and demographic needs while excluding pathways that are not sustainable or relevant. Different audience/users can align the components of the JTP Model to their occupations and objective and utilize the model effectively.

Note: The model works best when stakeholders collaborate. Employers can partner with policymakers to create targeted training programs, while career practitioners/counsellors and community organizations can work together to provide wrap-around support often needed for success.

TABLE 3: APPLICATION BY STAKEHOLDER/USERS

Audience	Application
Career Practitioners/ Counsellor	• Map job seekers' skills and interests to pathways in growing occupations. • Help with accessing relevant training programs and support services. • Offer advice on navigating barriers, such as relocation or childcare needs. • Explore individual aspirations, aptitudes, and abilities
Employers/HR Professionals	• Partner with educational institutions and training providers to offer upskilling programs. • Use pathways to identify transferable skills for transitioning workers. • Create inclusive hiring practices to attract diverse talent pools.
Employment Services/ Providers Workforce Developers	• Coordinate with policymakers, employers, and community organizations to align resources. • Act as a liaison between industry and training providers to streamline pathways. • Use metrics to track the effectiveness of implemented pathways, such as job placements, retention rates, and worker satisfaction. • Continuously update strategies to reflect changing labour market conditions.
Policymakers	• Use labour market data to align funding and resources with identified transitions supporting growing industries. • Develop incentives for training programs and employer participation.
Training Institutions	• Design or update courses that address skills gaps in growing industries. • Partner with employers to provide hands-on training and co-op opportunities. • Use pathways data to inform career counseling for students.

Creating Pathways

Regional Customization of the JTP Model

The economic landscape in NL is highly regionalized, with different areas relying on distinct industries. Applying the JTP model effectively requires tailoring its application to these regional contexts:

→ **Urban Centers and Larger Cities/Towns:**

Urban areas often have a more diversified economy, including technology, health care, education, and finance. Here, the JTP model can focus on transitioning workers from office-based occupations, such as administrative support, into technology-driven occupations like IT support, data analysis, or renewable energy project management. Emphasis can be placed on developing digital literacy and advanced technical skills, leveraging the resources of institutions like Memorial University and College of the North Atlantic.

→ **Rural and Remote Communities:** Choose a community, choose an occupation in demand in the area, partner with an employer or a training program. Rural areas, often reliant on resource-based industries like fishing, forestry, mining, and traditional manufacturing, face unique challenges due to limited access to training infrastructure. The JTP model can identify pathways for workers in these communities to transition into occupations within sustainable sectors such as aquaculture, renewable energy, or eco-tourism. To address barriers, mobile training units, virtual learning platforms, and community-based mentorship programs can be implemented.

→ **Regions Dependent on Energy and Natural Resources:** In areas focused on mining or oil and gas, the JTP model can help guide workers toward occupations in emerging green industries, such as hydrogen production and wind energy development. For instance, workers with mechanical or technical expertise could be transitioned into wind turbine maintenance or green construction. Partnerships with companies in the renewable energy sector could provide hands-on retraining opportunities.

→ **Green Energy Transition:** As NL positions itself as a leader in renewable energy, the JTP model can help identify the skills required for occupations needed in wind farm construction, hydrogen production, and grid modernization, but also in any supporting occupations. It can also highlight gaps in the workforce, enabling tailored recruitment and training efforts.

→ **Blue Economy:** With NL's proximity to the ocean, the JTP model can focus on pathways from declining fishing-related occupations to occupations in growing and sustainable aquaculture or marine technology industries. Skills like vessel operation and marine resource management can be leveraged and upskilled for emerging needs.

→ **Health Care:** Given the province's aging population, the demand for health care professionals is growing. The JTP model can guide transitions of workers from customer service or other declining sectors into occupations such as personal support workers, health care aides, or community care coordinators, with targeted training programs addressing this need.



Specific considerations for unique job seekers groups

When supporting and encouraging transitions of specific population groups, there are unique considerations for upskilling or reskilling.

→ Immigrants and internationally trained professionals

- What are the specific skills, qualifications, and experiences that immigrants and internationally trained professionals bring to the workforce?
- What barriers (e.g., language, credential recognition, cultural differences, misperceptions) do they commonly face in accessing employment opportunities?
- Are there systems or tools in place to evaluate and recognize foreign credentials and work experience? What are they?
- What training programs or resources are available to help immigrants upgrade their skills or meet local certification requirements?
- Are there specific occupations or sectors where their skills can address labour shortages?
- What wraparound support services (e.g., childcare, transportation, language classes, other) are needed to enable participation in job transition programs?
- How can individuals access to these services be streamlined or made more inclusive?
- What role can employers play in providing on-the-job training or apprenticeships for internationally trained professionals?
- What government policies or programs are in place to support immigrants in transitioning into the labour market?

Where can I access specific information to assist immigrants in job transitions?

- [Office of Immigration and Multiculturalism \(OIM\)](#)
- [World Education Services \(WES\) National Employer Playbook](#)
- [Association for New Canadians \(ANC\)](#)
- [Collective Interchange](#)
- [AMAL Youth and Family Centre Inc.](#)

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→ Persons with disabilities

- What workplace accommodations are required to ensure people with disabilities can perform their roles effectively?
- Are employers aware of legal obligations, funding and other supports provided by organizations representing persons with disabilities and best practices for accessibility and inclusion?
- How can assistive technologies be leveraged to support workers with disabilities during training and employment?
- Are there tools to assess the skills and capabilities of individuals with disabilities, ensuring a good match with suitable occupations? How can vocational assessments be adapted to consider the diverse needs of people with disabilities?
- Are there mechanisms to identify and leverage the transferable skills of people with disabilities?
- What accessible training programs are available to help people with disabilities acquire the skills needed for growing occupations?
- Are there partnerships with institutions to provide inclusive and adaptive learning environments?
- What industries or roles offer the most inclusive opportunities for people with disabilities?
- Are there clear pathways for career progression and skill development in these roles?
- How can job carving (customizing job duties to match abilities) be implemented effectively to individuals with disabilities during transitions?
- How can job carving (customizing job duties to match abilities) be implemented effectively to individuals with disabilities during transitions?
- How can job carving (customizing job duties to match abilities) be implemented effectively to individuals with disabilities during transitions?
- Are there financial supports, such as subsidies or grants, to help employers cover accommodation costs?
- How can wraparound supports like transportation, healthcare, or caregiving assistance be integrated into job transition programs?

Where can I access specific information to assist persons with disabilities in job transitions?

→ [Canadian Council on Rehabilitation and Work \(CCRW\)](#)

→ [Empower NL](#)

→ [WorkSupportNL.ca](#)⁹

⁹ For more information on WorkSupportNL.ca, contact NLWIC.

TABLE 4. ADDITIONAL RESOURCES FOR UNDERREPRESENTED GROUPS

Women	<u>Women in Resource Development Corporation (WRDC)</u> • Focuses on advancing women in trades and technology through career exploration, training, and mentorship programs. • Offers initiatives like the Orientation to Trades and Technology (OTT) program. <u>Women in Science and Engineering NL (WISE NL)</u> • Encourages women to enter and succeed in STEM fields through mentorship, networking, and training opportunities. <u>Office to Advance Women Apprentices (OAWA)</u> • Provides ongoing support to tradeswomen seeking work or already employed in the skilled trades. This includes providing career services, employment supports, and networking opportunities for tradeswomen. <u>Newfoundland and Labrador Organization of Women Entrepreneurs (NLOWE)</u> • Provides resources for women interested in entrepreneurship, including business planning, funding opportunities, and mentorship. <u>Funding for Women Entrepreneurs (Futurpreneur Canada)</u> • Offers financial assistance and support for women transitioning into entrepreneurial roles. <u>WinSETT</u> • Develops and delivers high-quality professional development sessions tailored to women and under-represented people in the fields of science, engineering, trades, and technology throughout the country.
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TABLE 4. ADDITIONAL RESOURCES FOR UNDERREPRESENTED GROUPS (CONTINUED)

Indigenous Populations	<u>Miawpukek First Nation Employment and Training</u> • Offers employment counseling, skills development, and training programs tailored to Miawpukek First Nation members. <u>Innu Nation – Employment and Training</u> • Provides support for skills development, career planning, and job placement for Innu Nation members in Labrador. <u>Nunatsiavut Government – Employment and Skills Development</u> • Delivers training programs and employment services to Inuit communities in Labrador. • Offers specific supports for youth, women, and those transitioning into trades and other industries. <u>NunatuKavut Community Council (NCC)</u> • Supports Inuit of Southern Labrador with employment assistance, training initiatives, and funding for skills development. <u>Qalipu First Nation</u> • Offers employment and training programs, including funding for education and skills enhancement for Qalipu First Nation members. <u>Labrador Aboriginal Training Partnership (LATP)</u> • Focuses on training Indigenous individuals for employment in major industries like mining, construction, and energy in Labrador. <u>econext – Indigenous Partnerships</u> • Promotes Indigenous participation in the clean energy and environmental sectors, including skills training and funding opportunities. <u>Mining Industry Human Resources Council (MiHR) – Indigenous Programs</u> • Supports Indigenous workers transitioning into the mining industry through training and mentorship programs. <u>Ulnuoweg Development Group</u> • Offers financial and business support for Indigenous entrepreneurs, including loans, grants, and business planning services. <u>Aboriginal Skills and Employment Training Strategy (ASETS)</u> • Federal program funding for Indigenous organizations to deliver training and employment services tailored to community needs. <u>Indigenous Office - Trades NL: Trades NL Northern Indigenous Skilled Trades Office</u> • Seeks to create new employment opportunities for Indigenous apprentices and journeypersons; increase apprenticeship completion rates; and foster greater commitment and participation of employers and unions.
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Creating Pathways

Barriers to Transitions

In theory, job transitions from declining to emerging and growing occupations can be quite straightforward when following labour market data and focusing on individual needs and preferences of workers. In practice, however, it is important to also be aware of potential hidden barriers that can impede the successful upskilling or reskilling of workers.

BARRIER

SOLUTION

The lack of recognition of transferable skills.

Workers from declining sectors may not realize that their skills are valuable in other industries, or employers may not see the potential for these workers to succeed in new occupations. This gap in perception can create a disconnect, making it difficult for individuals to navigate these transitions even if the opportunities are available. The process of translating skills across industries often requires additional training or support, which may not always be readily accessible.



Seek flexible upskilling or training opportunities, such as micro-credentialing.

Psychological and emotional challenges associated with transitioning to a new occupation, or job transition readiness.

Workers in declining sectors might experience a sense of identity loss or a fear of failure when switching to a different occupation or career. The long-term job security they once had might now seem uncertain, which can discourage them from pursuing new opportunities. Additionally, workers might face social or peer pressures that reinforce staying in familiar occupations, even if those occupations are no longer sustainable. These psychological and emotional barriers can be more subtle but just as significant as practical or logistical challenges.



Provide career counselling or seek mentorship opportunities.

Creating Pathways

BARRIER

SOLUTION

Design of training and educational programs.

Often, the training available may not align well with the specific needs of the emerging and growing sectors, making it harder for workers to gain relevant qualifications. Even when training programs exist, they may be inaccessible to certain groups, such as older workers or those in rural areas, who face geographic, financial, or time-related constraints. The availability of training programs in niche industries like renewable energy can be limited, and workers may struggle to find the right fit without proper guidance or a clear pathway.

Seek out employer-led training opportunities, especially at the worksite.

Biases in traditional recruitment and hiring practices.

Employers may have preconceived notions about the suitability of workers from declining sectors, whether due to age, experience, or perceived lack of adaptability. These biases can lead to discrimination or reluctance to hire workers from outside the typical candidate pool, even if the individual has the necessary skills or potential. This can make it much harder for workers to gain entry into new fields, particularly in industries where the workforce is highly specialized, or the hiring criteria are rigid.

Focus on skills rather than credentials; implement inclusive, skills-based hiring practices.

Fragmented or underdeveloped support infrastructure for workers.

Workers often lack access to tailored career counseling, mentorship, or post-transition support that would help them succeed in new occupations. Without this guidance, many workers might not know how to navigate the labour market or how to access the necessary resources, whether they be financial, educational, or social. Ensuring that a comprehensive and supportive framework exists for individuals transitioning between industries is crucial.

Know the labour market ecosystem; seek other key stakeholder insights and supports for better wraparound services.

TABLE 5: Potential Hidden Barriers as Outlined in the JTP Consultations in NL

Potential Hidden Barriers	
Individual-Level	• Lack of Awareness of Opportunities • Skills Mismatch • Confidence and Self-Perception • Financial Constraints • Digital Literacy
Systemic	• Credential Recognition • Bias and Discrimination • Policy Gaps - retraining grants or accommodation requirements • Inflexible Training Programs – not available in accessible formats or at convenient times for workers balancing jobs or family obligations. • Geographic Imbalance
Workplace	• Limited Onboarding and Support • Job Tailoring Challenge • Unclear Career Pathways
Market-Level	• Rapidly Changing Skills Demands • Economic Instability • Hidden Job Markets
Cultural	• Social Stigma • Cultural Expectations • Workplace/Industry Culture Mismatch
Infrastructure	• Transportation Challenges • Childcare and Elder Care • Digital Divide - limited access to high-speed internet or technology in rural or underserved areas

Labour Market Information Sites/Organizations

- NLWIC Infographics NL [LMI Infographics – NL Workforce Innovation Centre](#)
- Gov of NL Labour Market Dashboard – [Labour Market Information \(gov.nl.ca\)](#)
- NL Quarterly Vacancy Report [Job Vacancy Data - Labour Market Information](#)
- Gov of NL Your Health Our Priority [The-Economy-2024.pdf](#)
- RAnLab Regional Analytics Laboratory [Regional Development | Regional Analytics Laboratory | Newfoundland and Labrador](#)
- LMIC [Labour Market Information Council — LMIC-CIMT](#)
- Gov of NL Community Accounts [Community Accounts](#)
- Lightcast [Lightcast](#) (subscription required)
- Atlantic Economic Council [Atlantic Economic Council](#) (subscription required)
- Vicinity [About Vicinity Jobs](#) (subscription required)
- OpportuNext: See where your skills can take you | [OpportuNext](#)
- Service Canada/Government of Canada: They can find our products on the Labour Market information section of [Job Bank](#)
 1. To receive our monthly publications by email they can send a request to: ATL-LMI-IMT-GD@servicecanada.gc.ca
 2. They can also access our products via GCcollab @ [Labour Market Information - Atlantic Region: GCcollab](#)

NOTE: This resource above does not aim to provide an exhaustive list of labor market information sources. Instead, the focus is on testing the job transition model, establishing a foundation for creating occupational pathways, and outlining the process of accessing relevant information used to support transitions. We recognize that additional resources and insights exist, and we are committed to continuously improving, testing, innovating, and collaborating to enhance this approach.

NOTE: The list of job sites on page 31 not only include local NL platforms but also national and other provincial job boards. Our primary goal is to support the employment of NL workers and job seekers to find meaningful work in the province. However, we acknowledge several important factors:

- Many NL residents can secure remote work opportunities while continuing to live in the province, expanding their employment options.
- Large corporations and businesses often advertise positions across multiple platforms and locations, making it important to consider broader job listings.

By considering a range of job sources, we aim to provide a more comprehensive perspective on employment opportunities while remaining committed to supporting the NL workforce.

Appendix A

Job Boards

	Job Board	Link
1.	BCJobs.ca	https://www.bcjobs.ca
2.	Canada Jobs	https://www.canadajobs.com
3.	CanJobs	https://www.canjobs.com
4.	Career Owl	https://www.careerowl.ca
5.	CareerBeacon	https://www.careerbeacon.com
6.	CareerWise	https://careerwise.ceric.ca
7.	econext	Green Jobs Bank
8.	Eluta.ca	https://www.eluta.ca
9.	Engineering Careers	https://www.engineeringcareers.ca/jobs/
10.	FreshGigs.ca	https://www.freshgigs.ca
11.	Glassdoor	https://www.glassdoor.ca
12.	Hospitality Newfoundland and Labrador	Tourism Job Board
13.	Indeed	https://www.indeed.ca
14.	Job Bank (Government of Canada)	https://www.jobbank.gc.ca
15.	Jobillico	https://www.jobillico.com
16.	Jobs.ca	https://www.jobs.ca
17.	Kijiji Jobs	https://www.kijiji.ca
18.	LinkedIn Jobs	https://www.linkedin.com/jobs
19.	Monster	https://www.monster.ca
20.	Neuvoo (Talent.com)	https://www.talent.com
21.	NL Classified Jobs	https://www.nlclassifieds.com/jobs
22.	NL Health Service	Careers - NL Health Services
23.	NL Schools Employment	NLS Employment Opportunities
24.	Offshore Energy Today	https://www.offshoreenergytoday.com
25.	Rigzone	https://www.rigzone.com
26.	Scouted	https://www.scouted.io
27.	Search Canada Jobs	https://www.searchcanadajobs.com
28.	Simply Hired	https://www.simplyhired.ca
29.	TalentEgg	https://www.talentegg.ca
30.	TechJobs.ca	https://www.techjobs.ca
31.	TechNL	Job Seekers - techNL
32.	TorontoJobs.ca	https://www.torontojobs.ca
33.	Vancouver Jobs	https://www.vancouverjobs.ca
34.	WorkInTech	https://www.workintech.ca
35.	Workopolis	https://www.workopolis.com
36.	ZipRecruiter	https://www.ziprecruiter.ca

LMI Glossary – Selected Terms

Adapted from <https://www.gov.nl.ca/fin/economics/mnglossary/>
<https://lmi.novascotia.ca/sites/default/files/2024-12/Glossary-FINAL.pdf>

Accreditation: A process that an agency or an association uses to grant public recognition to a training institution, programs of study, individual, or service that meets pre-set standards.

Artificial Intelligence (AI): The ability of machines to perform tasks that are typically associated with human intelligence, like learning, speech recognition, language translation, and problem solving.

Attrition: Jobs that are vacated due to retirement or death of the workers.

Canadian Occupational Projection System (COPS): A set of economic models, assumptions, data and analysis used to produce 10-year labour market projections for 293 occupational groupings.

Census (Statistics Canada): A survey of all Canadians conducted every five years across Canada by Statistics Canada. Used to determine population characteristics such as number of people, ages, education level attained, employment, unemployment, occupations, earnings, etc.

Career: The total of all your work, learning, and life roles.

Cyclical Unemployment: Occurs when the demand for labour is low, with more job seekers than job vacancies, because of a downturn in the business cycle.

Demographics: Refers to selected population characteristics such as age or sex.

Digital Economy: Digital economy refers to an economy that functions primarily through digital technology; especially electronic transactions made using the Internet.

Discouraged Worker: An individual who is willing and able to work but is not looking because he believes that no suitable work is available. Also referred to as discouraged searcher.

Economic Region: Defined by Statistics Canada as a grouping of complete census divisions, created as a standard geographic unit for analysis of regional economic activity. There are three Economic Regions in Newfoundland and Labrador (Avalon Peninsula, South Coast – Burin Peninsula and Notre Dame – Central Bonavista Bay, and West Coast – Northern Peninsula – Labrador).

Educational Attainment: The share of persons holding a level of education as their highest. For example, if 20 people out of a population of 200 hold a high school diploma as their highest level of education, then the educational attainment rate for a high school diploma would be 10 per cent.

EI Employment Insurance Program: Federally managed program funded by employers and employees designed to provide individuals with short-term income support after losing their job; re-employment services such as wage subsidies and training; and employment counselling.

Appendix B

Employed/Employment: Employed persons are those who, during the Labour Force Survey reference week, worked for pay or profit, or performed unpaid family work or had a job but were not at work due to own illness or disability, personal or family responsibilities, labour dispute, vacation, or other reason.

Employed, full-time: Individuals who work 30 hours or more per week in their main job.

Employed, part-time: Individuals who work less than 30 hours per week in their main job.

Employment Rate (employment/population ratio): The number of employed persons expressed as a percentage of the working age population (the population 15 years of age and over). The employment rate for a particular group (for example, one defined by age, sex, marital status, or province) is the number employed in that group expressed as a percentage of the population for that group.

Entrepreneurship: When a self-employed individual employs other people.

Forecast/Outlook: It predicts what may occur based on present information with reference to a short time-frame.

Gig Economy: Refers to the increasing prevalence of jobs that are geographically diffuse, short-term and with little social protections or benefits. The gig economy can be described as one characterized by the prevalence of short-term contracts or freelance work as opposed to permanent jobs.

Gig Work: Unincorporated self-employed workers (sole proprietors), who report business, professional, or commission-based self-employment income, whose future business activity is uncertain or expected to be minor or occasional. Gig work is often thought to be a subset of precarious work, but may not be true in all cases; highly skilled, high income gig workers may not be considered precariously employed.

Goods-Producing Sector: The industries that are primarily involved in the extraction and manufacturing of goods that tend to be raw and/or unfinished in nature. These industries include agriculture, forestry, fishing, hunting, mining, oil and gas extraction, utilities, manufacturing, and construction.

Involuntary Part-Time Employment: Persons who are working less than 30 hours per week, and who looked for, but could not find, full-time work. The involuntary part-time employment rate is calculated by dividing the number of involuntary part-time persons by the total number of persons working part-time. Industry: A group of establishments that produce a common set of goods or services.

Job: A work role with a specific organization.

Job Vacancy: Refers to an unfilled position within an organization for which the employer is looking to hire.

Job Vacancy Rate: A measure of the number of job vacancies as a proportion of the total number of jobs, both filled and vacant.

Appendix B

Knowledge Economy/Information Age: Economy based on creating, evaluating, and trading knowledge. In a knowledge economy, labour costs become progressively less important and traditional economic concepts such as scarcity of resources and economies of scale cease to apply.

Knowledge Worker: A person employed to produce or analyze ideas and information.

Labour Demand: Commonly defined as the sum of met demand (i.e. number of employed) and unmet demand (i.e. number of job vacancies).

Labour Force: The civilian non-institutional population 15 years of age and over who, during the Labour Force Survey reference week, were employed or unemployed.

Labour Force Participation Rate: The total labour force expressed as a percentage of the population aged 15 years and over.

Labour Force Survey: A monthly survey administered by Statistics Canada capturing information on employment, unemployment, industry, unionization, wages, etc. It includes the civilian, non-institutionalized population 15 years of age and over.

Labour Market: The forum where buyers of labour (employers) and sellers of labour (employees), meet to satisfy job requirements within the Canadian economy or marketplace.

Labour Market Information (LMI): Knowledge, facts, data, and other relevant information on the supply and demand of labour. Essentially, LMI includes any information that can be used to assist in labour market decisions. Types of decisions that rely on LMI include policy decisions by governments and other institutions; and career, job, education, training, and other decisions made by individuals in the labour market.

Labour Shortage: Labour shortages occur when there is a lack of candidates for a job. An insufficient supply of job candidates is typically thought of as a lack of any applicants. More common is the lack of applicants possessing the minimum qualifications to be considered viable, including whether the person is eligible to work in the region and in the occupation.

Minimum Wage: The lowest wage rate that an employer can pay employees covered by law to perform their work.

National Occupational Classification (NOC): The nationally accepted reference on occupations in Canada. It organizes over 40,000 job titles into 516 unit groups or individual NOCs.

North American Industry Classification System (NAICS): Provides common definitions of the industrial structure of Canada, Mexico, and the United States.

Occupation: A wide category of jobs with similar characteristics.

Participation rate: Total labour force expressed as a percentage of the population aged 15 years and over. The participation rate for a particular group (for example, women aged 25 years and over) is the labour force of that group expressed as a percentage of the population for that group.

Appendix B

Precarious Work: People working multiple jobs, part-time involuntarily, or in different forms of temporary work, are considered to be working precariously.

Projected Job Openings: The Canadian Occupational Projection System (COPS) produces estimates of job openings. The numbers reflect the combination of expansion demand (net employment growth) and replacement demand (deaths plus retirements). General turnover in the labour market as individuals change jobs is not captured in the estimation approach. As such, the job opening estimates have limited interpretation.

Red Seal: A Red Seal endorsement is a seal on your provincial or territorial trade certificate. It shows that you have the knowledge and skills necessary to practice your trade across Canada. To get the Red Seal endorsement, you need to pass the Red Seal exam.

Seasonal Unemployment: Occurs when people in an occupation or industry have regular periods of unemployment during the same period each year.

Sector: This term may be used to describe a group of industries or a group of occupations.

Self-employment: Includes both incorporated and unincorporated working owners, self-employed persons who do not have a business and persons working in a family business without pay.

Services-Producing Sector: The industries that are primarily concerned with the delivery and exchange of goods and services in the marketplace. This includes industries such as retail and wholesale trade; business, building, and other support services; finance, insurance, real estate, and leasing; accommodation and food services; health care and social assistance; educational services; information, culture, and recreation; and transportation and warehousing.

Skill: Developed capacities that an individual must demonstrate to be effective in a job, role, function, task, or duty.

Skilled Worker: An individual that is has specialized know-how, training, and experience to carry out more complex physical or mental tasks than routine job functions. Skilled labour is generally characterized by higher education or expertise levels attained through training and experience.

Skills Economy: A mobile, skilled workforce, constantly learning, training, and upgrading to meet the demands of a changing world. The emphasis is on the abilities, expertise, and creativity of individuals to drive innovation, productivity, and economic growth.

Skills Gap/Mismatch: A skills mismatch refers to the situation in which an employee's current skills do not match those needed to perform their current job. In all cases, a skills mismatch is identified at the level of a worker-job pair.

Skills Shortage: Occurs when there are enough candidates, but they are not hired because the employer deems them to not have the skills required. In other words, there are viable applicants, but their specific skills set does not match the needs of the employer for that job.

Appendix B

Trends: Change in the supply and demand for labour in the economy.

Underemployment: Underutilization of human resources. There are two types of under-employment: people who work on a part-time basis but want to work full-time and are unable to find full-time employment, and people who work in full-time positions that do not use their full range of skills, experience and education.

Unemployment/Unemployed: Unemployed persons are those who, during the Labour Force Survey reference week, were without work, were available for work and were either on temporary layoff, had looked for work in the past four weeks or had a job to start within the next four weeks.

Unemployment rate: Number of unemployed persons expressed as a percentage of the labour force. The unemployment rate for a particular group (for example, one defined by age, sex, or marital status) is the number of unemployed persons in that group expressed as a percentage of the labour force for that same group.

Unskilled Labour: A segment of the workforce with a limited skill set or minimal economic value for the work performed. Work that requires no specific education level or specialized experience is often available to the unskilled worker.

Working Age Population: The working age population as defined by the Labour Force Survey is those aged 15 and older. Core working age population is often referred to as those aged 25–54.

Workers' Survey – Selected Questions

This sample workers' survey was designed to gather insights from individuals on occupational transitions and their current status in the labour market across all occupations in NL. The survey includes questions about employment history, skill sets, training needs, and barriers to job transitions. By sharing this example, users of the Playbook can draw inspiration and adapt the questions to suit their own research or workforce development initiatives, ensuring that the survey aligns with their specific goals and the context of their target audience.

1. What is the highest level of education you have completed?

- No certificate, diploma, or degree
- High school diploma or equivalency
- Apprenticeship (no Red Seal)
- Apprenticeship (Red Seal or trade certificate)
- College, CEGEP, or other certificate or diploma (minimum 12-week duration)
- Bachelor's degree
- Graduate level degree (Masters, PhD)
- Other (please specify) _____

2. What is your employment status? (Choose what best describes your situation.)

- Employed full-time (at least 30 hours pers week)
- Employed part-time (less than 30 hours per week)
- Unemployed (looking for work)
- Unemployed (currently not looking for work)
- Underemployed (in a position looking for more hours; or looking to make full use of my skills and abilities)
- Other

3. a) If employed, what is your current job?

b) If unemployed or underemployed, what job/occupation are you looking for?

4. What statement best describes your current job. (Choose the one that best describes your situation from the drop-down lists.).

I see my job as:

- A job that aligns with my long-term career goals.
- A short or medium-term job while I find something in another field.
- A job but not a "career" - it helps pay the bills.
- A job that fits in alongside other things I've got going on - like other work, caregiving or retirement.
- A job I'm doing while studying
- Does not apply to me (student, unemployed)

5. How many years have you been in the workforce (years of work experience)?

- Less than one year
- Between 1- 5 years
- Between 6 -10 years
- More than 10 years
- None

Appendix C

6. How many years of experience do you have working in your occupation that you trained for?

- Less than one year
- Between 1 - 5 years
- Between 6 -10 years
- More than 10 years
- None

7. Considering your current position, what do you expect to be doing 3-5 years from today? Select one.

- Be in my current job or similar job with the same responsibilities
- Have a job in the same field with more or higher responsibilities
- Be in another job, in another sector or field
- Not be working or be retired

8. Have you changed jobs or career in the past?

- Yes
- No
- If yes, what job or career did you transition into, and what type of training, if any, did you undertake?

9. Are you interested in transitioning to a different occupation or career?

- Yes
- No
- Unsure
- If yes, what kind of occupation or career would you be interested in transitioning to? (Please specify)

10. Would you be willing to relocate to another community/region in the province to transition into another occupation/career?

- Yes
- No
- If no, please explain why.

11. What would you need to transition to a new occupation or career? (Select all that apply)

- Additional training and/or education
- Certification or credentials
- Financial assistance
- Career counseling or mentorship
- Networking opportunities
- Job placement services
- Flexible work arrangements (work from home, flexible hours)
- Child- care supports
- Transportation supports
- Job postings that match what I want or need
- Other (please specify)

12. Which of these things would help you feel most confident about moving into a new occupation or career? (Select all that apply)

- Knowing exactly what skills and qualifications the job requires
- The application process is clear to me
- The application process is fast (for example, less than one month)
- Knowing that I do not need to additionally train
- There is on-the-job training provided
- I know I'll feel welcome and safe at my job and with my coworkers
- I have friends, family, or other contacts in the industry who can help me get the job
- I've done a similar job before
- My expertise and experience will be valued and reflected in my pay, seniority or title
- Long-term stability (example: permanent job)
- Located in my community/region

13. What additional skills do you feel you need that would help you transition to a new job or career? (Select all that apply)

- Technical skills (e.g., IT, engineering, healthcare)
- Soft skills (e.g., communication, teamwork, leadership, project management)
- Trade skills (e.g., carpentry, plumbing, electrical work, millwright, heavy duty equipment)
- Administrative skills (e.g., office management, bookkeeping)
- Other (please specify) _____

14. What are the primary sources you would use to look for occupation/career transition opportunities? (Check all that applies.)

- LinkedIn
- Social media platforms (Facebook)
- Company Websites
- Recruitment firms
- Indeed
- Job Bank
- Other job search websites (Career Beacon, Monster...)
- Job/Career Fairs
- Employment services
- Training Institutions
- Government employment offices
- Personal contacts
- Other (Please specify)

15. How challenging it is to find a new occupation or career in Newfoundland and Labrador that meets your needs and desires?

- Very challenging
- Somewhat challenging
- Neutral
- Somewhat easy
- Very easy

Appendix C

16. If you learned about new career opportunities that sound like a great match for you, what would you be willing to do to get that new job? (Select all that apply)

- Complete an application or submit my resume
- Work with an employment service organization or job coach in my community to get help with my resume and application(s)
- Take additional online courses or certifications
- Take in-person courses or certifications
- Commit to a short part-time training (up to 12 weeks)
- Commit to full-time training
- I'm not interested in a new job/career

17. What are the main barriers preventing you from transitioning to a new occupation or career? (Select all that apply)

- Lack of job opportunities in a desired field
- Lack of training or education opportunities
- Financial constraints
- I would not know where to begin to look for training/education opportunities
- Limited access to resources or support
- Geographic location
- Personal or family commitments
- Other (please specify)

18. What do you value most about work? (Rank the top three)

- Job security
- Salary and benefits
- Work-life balance
- Opportunities for advancement
- Job satisfaction and fulfillment
- Work environment and culture
- Flexibility and remote work options
- Other (please specify)

Semi-structured Interview Guide for Key Stakeholders

This is a sample guide for conducting semi-structured interviews with key stakeholders, such as employers, policymakers, HR professionals, and industry and community leaders. The guide outlines example questions aimed at exploring perspectives on job transitions, workforce challenges, and opportunities for growth in specific industries and occupations.

Sample Interview Guide (Industry/professional networks and associations)

1. Could you briefly describe your work: what is your organization's mandate and what is your role?
2. Our team is researching declining and growing occupations in Newfoundland and Labrador. In your opinion, are there any declining occupations in your field? Where do you see a decrease in demand across all industries, and particularly in your industry?
3. Our research has suggested that if we focus on skills rather than credentials, we can identify experienced workers who could successfully transition between occupations based on those transferable skills, albeit with some upskilling/reskilling. Have you experienced or encouraged any type of transitions with workers in your industry?
 - a) If so, what supports were needed, and what enabled this to happen?
 - b) What types of job transitions is your organization seeing?
 - c) Are there transition pathways that your organization would be particularly interested in?
4. Could you help us better understand the reality of work as a worker/professional in your sector in Newfoundland and Labrador? (Compensation, work hours, growth potential, upskilling, long-term stability)
5. From your perspective, are there any groups of workers who you think do particularly well--or not well--in specific occupations within your industry? What would be some of the challenging aspects of the industry/occupations? What type of personality profile would fit occupations within your industry?
6. If an individual expressed interest in moving into a different/growing occupation(s), what are some of the key steps/actions in preparation for transition you would suggest they focus on?
 - Training or accreditation
 - Essential/soft skills/aptitudes
 - Networks
 - Expectations for how long it takes to move into the job
 - Where to look for jobs and how to get one
 - Anything else?
7. What do you see as particular labour challenges for meeting the demands of growing sectors in NL? What are some of the challenges for the employers in meeting these demands? And what are some of the challenges for workers?

Sample Focus Group Discussion Guide

1. What key industries or sectors in this region do you anticipate will face the most significant worker shortages in the next 3-5 years?

Follow-up: What specific skills or qualifications are likely to be in short supply, and how might these shortages impact regional economic development?

2. What barriers have you experienced or observed when it comes to hiring and retaining skilled workers in this region?

3. In your opinion, what are the major trends or shifts in the regional labour market over the next 5-10 years?

Follow-up: Are there particular occupations or industries you expect to decline or grow? Have you witnessed or experienced any occupational transitions in your industry or from one industry to other?

4. How are the needs of specific industries evolving, and what types of initiatives, training or workforce development programs do you think would best support job transitions in this region?

Follow-up: What role can local educational institutions, government programs, or community organizations play in facilitating job transition?

5. Are there specific groups in the local workforce (e.g., youth, newcomers, or underrepresented populations) who are not being fully utilized, and how can these groups be better integrated into the regional labour market?

Follow-up: What programs, policies, or support systems would help these individuals transition into growing occupations?

6. Considering the projected growth and decline in regional industries, what short-term (more immediate) and long-term strategies could be implemented to ensure a strong, adaptable workforce that meets future labour market needs?

Follow-up: What role should employers, government, and community organizations play in this process, and how can partnerships be strengthened to support workforce development?



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