



NL WORKFORCE
INNOVATION
CENTRE



Ideas. Innovation. Impact.



NL Workforce Innovators Roundtable 2021 Report

Sectors

The slide decks found within this NL Workforce Innovators Roundtable 2021 Report are updates from research projects that are funded by the NL Workforce Innovation Centre (NLWIC).

Established in 2017 by the Government of Newfoundland and Labrador and administered by College of the North Atlantic, 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 underrepresented 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.

Nineteen of 20 research proponents presented their slide decks during the NL Workforce Innovators Roundtable 2021 on October 5, 2021 to provide updates on their NLWIC-funded research projects. One was presented at a Government Stakeholder Briefing on July 29, 2021.

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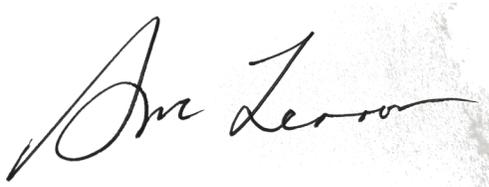
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Acknowledgements

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- NLWIC Team
- Department of Immigration, Population Growth and Skills Team
- NLWIC-Funded Research Proponents
- Marketing, Communications and Recruitment Team,
College of the North Atlantic



Sharon McLennon
Director, NL Workforce Innovation Centre
College of the North Atlantic

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Introduction

The NL Workforce Innovators Roundtable 2021 was a virtual event held on October 5, 2021 to give Research Proponents the opportunity to provide updates on their NLWIC-Funded Research Projects. There are 20 research projects funded to date by NLWIC following two Calls for Proposals in 2017 and 2018 and totaling \$7,663 million.

Each research projects deals with one or more of the following sectors: Agriculture, Aquaculture, Community Organizations, Employment Services, Forestry, Health, Technology, Tourism, Training & Education, Mining and Social Enterprise.

They also explore the challenges and opportunities of the following underrepresented groups in Newfoundland and Labrador: Immigrants, Indigenous Peoples, Refugees, Women, Youth, Persons with Disabilities, Older Workers and Persons in Rural & Remote NL.

During the event, each research proponent was given eight minutes to present an update on their Research Project. This included a project overview, early learnings if the project was still in progress or findings if the project was completed, as well as impacts on the project team, organization and participants.

This modified Report is focused on the three projects that fall under the Sectors category. It contains a summary of each Research Project followed by the slide deck presented at the NL Workforce Innovators Roundtable 2021. There have been no edits of the slide decks by NLWIC.

NL Workforce Innovators







SECTORS



Research Project: *Tourism Reskilling for Non-Tourism Sector Workers*

Tourism is one of the largest employers in the province and is expected to grow significantly in the coming years, creating demand for jobs. However, the current pool of available labour is not expected to keep up, creating a gap between the number of jobs that would be supported by potential spending, and the number of jobs that will be filled.

This project will identify training required in rural tourism destinations that have a high potential to expand their tourism industry but face unemployment or low workforce participation. The project will then deliver that training to employees and to individuals that are unemployed and require retraining to work in the tourism sector, or who have dropped out of the labour force but desire to work in tourism. It will adapt existing training opportunities to meet the needs of the destination and allow learners to acquire the tourism skills needed to work competently, safely, and productively.



Tourism Reskilling for Non-Tourism Sector Workers



Primary Research Question:

- Will reskilling for tourism allow unemployed workers from non-tourism industries to enter the tourism labour force and support the development and expansion of a destination's tourism product offering?

Who

Research led by Hospitality Newfoundland and Labrador (HNL), in partnership with Tourism HR Canada.

Where

Research to be conducted within communities across Newfoundland and Labrador.

When

January 2018 – November 2022

Research Project Updates

The following slides were presented at the NL Workforce Innovators Roundtable 2021 on October 5.





Tourism **HR**
Canada



Linda Hickey
Reskill
Project
Coordinator





Research Question

Will reskilling for tourism allow unemployed workers from non-tourism industries to enter the tourism labour force and support the development and expansion of a destination's tourism product offering?

Reskill Going Forward

Due to the impact of Covid-19 on our research project we have requested and received approval from NLWIC to extend the Reskill project to November 2022.

Reskill Project Changes going forward

Perception/Sentiment Surveys to capture

- Perceptions of Work in Tourism
- Effect of Covid-19
- Perceived Impact of Training vs Other Incentives
- Track Labour Market & Tourism Demand Trends

Project Overview to Date

- Established skills needs, with a focus on new and emergent transferable skills which are currently lacking
- Determined the exact skill upgrading participants require to work in the tourism sector
- Delivered training to tourism business operations and employees in Western and Central Regions
- Covid 19 impacted potential workers from joining or rejoining the labour force



EARLY LEARNINGS

Four regions assessed to date – early learnings indicate that providing training to leverage workplace skills in all forms in the tourism industry is providing excellent results

Learners are inspired to participate in the training identified through Needs Assessments and feel it enhances their job skills and employment opportunities

Tourism Operators are recognizing that specific skills are required for staff and skilled employees impacts their business bottom line

EARLY LEARNINGS

Tourism Operators are more open to having their employees engaged in learning to obtain new skills

The Needs Assessments indicate that workers are unprepared when it comes to skills for work in the tourism industry and making a personal investment in Reskill, citing it needs to be a requirement of employment

Results indicate that Reskilling doesn't have to be a daunting process and learners are more than willing to participate **with support**

Project Phases Remaining Post Covid

- Project Initiation and Community/Employer Recruitment Bonavista / Avalon Regions
- Skills Need Assessments
 - Recruitment of Learners
 - Learner Needs Assessment
- Training Delivery



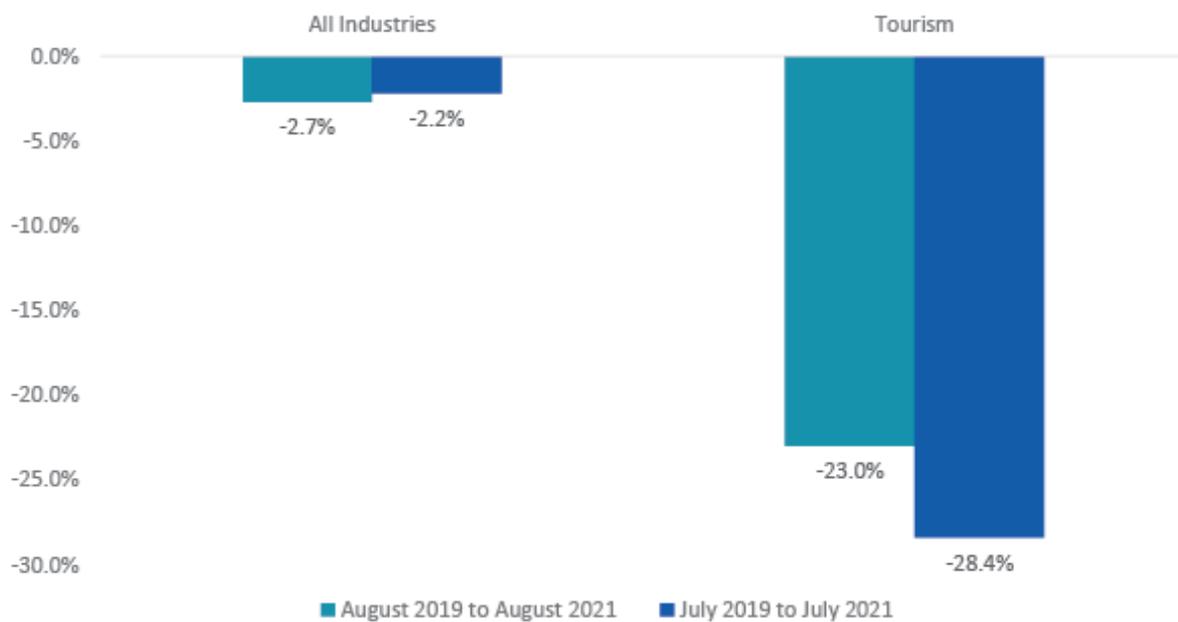
Opportunities

Newfoundland and Labrador Tourism Employment in 2019, 2020 and 2021 (seasonally unadjusted)



Opportunities

Newfoundland and Labrador Summer Employment Change, All Industries & Tourism (seasonally unadjusted)



Final Project Report

Information gathered throughout the project will be compiled and a report on the impact and success of the training initiative will be completed for submission to NLWIC and Key stakeholders



Tourism **HR**
Canada



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Research Project: *Forest-based Bioeconomy Development in Newfoundland*

As a new and innovative paradigm in the forest sector, bioeconomy development offers an opportunity to attract, and therefore increase, the participation of underrepresented groups in the forest sector. Currently, women represent only six per cent of employment in the forest sector in NL, and other groups such as Indigenous Peoples and youth represent even lower percentages (Data source: NLFIA Survey, 2018).

The new bioeconomy will require new skills to reach its full economic potential with increased demand for employment among those underrepresented groups, particularly in rural areas of the province. Training will be required to ensure the right skill sets are available for industrial partners and one output from this project will be new programs to enhance bioeconomy skills.



Forest-based Bioeconomy Development in Newfoundland



Primary Research Question:

- What opportunities exist for forest-based bioeconomy in NL?
- How can we prepare the forest sector in NL for opportunities in bioeconomy development?

Who

Research led by NL Forest Industry Association (NLFIA)

Where

Research to be conducted at locations in
Corner Brook, Hampden, Summerford, Bloomfield

When

February 2019 – March 2022

Research Project Updates

The following slides were presented at the NL Workforce Innovators Roundtable 2021 on October 5.

Forest-based Bio-economy Development in Newfoundland: Update and Opportunities to Date

Presenter: Dr. Stephen Decker, Grenfell Campus of Memorial University

Proponent Organization: NL Forest Industry Association

Project Start Date: March 2019 **Project End Date:** March 2022

Project Status: Ongoing

**GRENFELL
CAMPUS**

**MEMORIAL
UNIVERSITY**

NLFIA

Forest-based Bio-economy Development in Newfoundland

Research Overview and Questions

- What opportunities exist in the area of employment diversification for forest-based bioeconomy in NL?
- What opportunities exist in the area of product development, network, and procurement processes for forest-based bioeconomy in NL?
- How can we prepare the forest sector in NL for opportunities in bioeconomy development?

Research Process

- Case studies of five key forestry dependent communities in Newfoundland
- Engage stakeholders in each region to identify forest industry-based assets and actionable opportunities for new products and partnerships
- Identify opportunities for currently under-represented groups to participate in new opportunities
- Determine the supports needed to realize the opportunities identified (investments, technologies, skills training, etc.)
- Facilitate the realization of emergent programs and opportunities



(BOJAN FÜRST, 2020)

Research Project Update

- Consultations with mill owners completed in four case study regions
- Stakeholder consultations completed and partner project identified in one case study region
- Stakeholder consultations set to begin in case study regions 3 and 4
- Videos produced at three case study regions to highlight mill assets and partnership opportunities
- Consultation with mill administration in final case study region set to begin next month

Early Learnings and Impacts

- Public engagement process impacts of public health restrictions
- Pandemic impacts on the forest industry and resulting partnership opportunities
- The need for workforce diversity is a common theme
- Role of photo-roman, documentary films in highlighting forest industry innovation and desire for diversification and partnerships
- Strong support for tangible partner projects with one project already moving toward realization



Opportunities to Date

- Many forest-based diversification opportunities identified:
 - Recover mill heat discharge for co-located greenhouse
 - Use excess mill energy to produce hydrogen or electricity
 - Engage under-represented groups in apprenticeship training at mill
- PhD research project on gender perspectives on forest industry product and workforce diversification
- Proposed book chapter of the role of interactive documentary forms in public engagement process between community, forestry industry, and academic research partners
- Invitations to share experiences and findings with York University, forest industry association in BC, Natural Resources Canada, and provincial partners

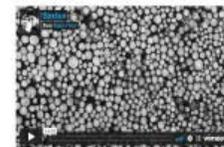


FOREST-BASED BIO-ECONOMY (Biosystems)

Round 1: Green Lumber - Identifying mill assets

Before attending, we request that you read and sign the consent form available at the top of the right-hand sidebar. Please email the form to Dr. Stephen Dunlop at sdunlop@mun.ca.

Watch the short video and answer the three questions below.



Round 2: New Foodstuffs and Opportunities

After reviewing the video ("Survey of Processes Document posted on the site), please respond to the following three questions. The ideal here is to list things that you are and where relevant, the possible opportunities and strategies. Don't be afraid to be creative and outline the potential impact on the region. Please review the list of potential opportunities below and then respond to the following four questions.

1. What are the most significant opportunities you see?

2. What are the most significant challenges you see?

3. What are the most significant barriers you see?

4. What are the most significant enablers you see?

5. What are the most significant opportunities you see?

6. What are the most significant challenges you see?

7. What are the most significant barriers you see?

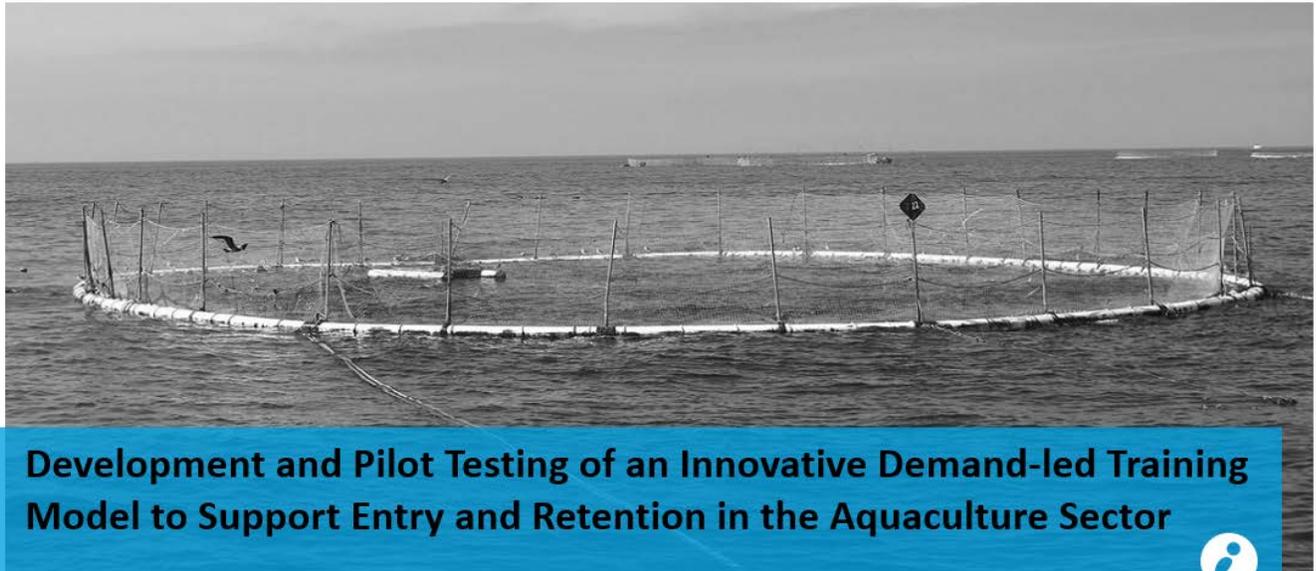
8. What are the most significant enablers you see?





Research Project: Development and Pilot Testing of an Innovative Demand-led Training Model to Support Entry and Retention in the Aquaculture Sector

Labour and skills shortages have been documented in all regions of Newfoundland and Labrador, within all sectors of the economy including Aquaculture. In order to meet the increasing labour demand, the Aquaculture sector is needing to draw on a labour pool that is either more distant from the aquaculture labour market with gaps in essential skills, or who have been displaced from other sectors and lack core transferable skills. These gaps not only compromise success with technical training, but also result in many workers lacking the confidence and adaptability to even pursue further education and employment in aquaculture. As a result, in spite of the growing labour demand and availability of options for technical training, the sector increasingly faces low entry, high attrition, and ongoing labour shortages.



Development and Pilot Testing of an Innovative Demand-led Training Model to Support Entry and Retention in the Aquaculture Sector



Primary Research Question:

- Is it feasible to develop and implement a sector-specific model of essential skills training for the unemployed that is aligned and integrated with technical training and occupational requirements of the aquaculture sector?
- Does the model lead to positive training and employment outcomes including success with technical training, employment, and longer-term job retention with the aquaculture sector?"

Who

Research led by Social Research and Demonstration Corporation, in partnership with the College of the North Atlantic, and the Marine Institute.

Where

Research to be conducted within communities across Newfoundland and Labrador.

When

January 2018- June 2020 **This research project is completed.*

Research Project Updates

The following slides were presented at the NL Workforce Innovators Roundtable 2021 on October 5.



Development and pilot testing of an innovative demand-led training model to support entry and retention in the Aquaculture sector

Boris Palameta

Social Research and Demonstration Corporation



Development and pilot testing of an innovative demand-led training model to support entry and retention in the Aquaculture sector

Duration of Project: January 2018 to June 2020

Project lead: Social Research and Demonstration Corporation (SRDC)

Partners: College of the North Atlantic (CNA) and the Marine Institute (MI)

Location: Coast of Bays region, Newfoundland

Target population: Distant from labour market and/or displaced; older workers; youth; Indigenous; newcomers

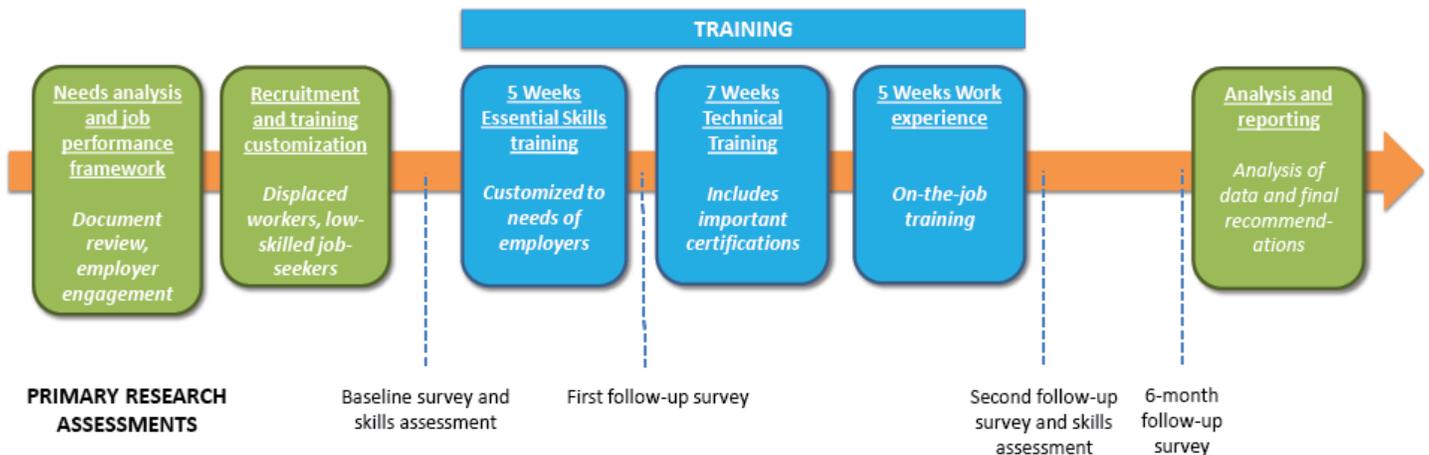


Research Questions

1. Is it feasible to develop and implement an aquaculture sector-specific training model for the unemployed?
2. Does the model lead to positive training and employment outcomes?



Design and methodology



Stakeholder engagement to align training with sectoral needs

The skills required are impacted by industry change: 1) increasing use of technology, 2) general expansion and innovation, and 3) new workforce recruitment strategies

Main skill needs:

- Digital skills, and using other skills (e.g., reading, numeracy) within digital environments
- Greater understanding of how specific technical tasks fit into larger production cycle
- Continuous learning and skill upgrading
- Soft skills (e.g., working with others, communication), especially as workforce increases in diversity



Implementation was a success

- **Recruitment:** 24 applications received, 16 individuals registered, all men from NL
- **Employers:** High engagement and interest, participated in needs analysis and provided work placements
- **Student engagement:** 12 completed all three training components, good attendance and grades, highly engaged in training
- **Student satisfaction:** High satisfaction with training, gratitude for opportunity to learn and improve skills, especially communication and computer skills, excited to start new career
- **Program staff/Partners:** Delivery program went smoothly, good model for the sector, interest in further implementation of model

"You're never too old to learn new things as long as you put enough effort into it."

"It was a great life experience for myself. Finished off work term with full time job offer. Looking forward to doing fishing master 4 course within next 3 yrs. Recommend this to anyone."



Outcomes depend on distance from labour market

Displaced workers (6 participants):

- All in 30s and 40s, 83% married
- 67% completed PSE
- 83% worked at least 2 of the last 3 years
 - With 10+ yrs experience in last sector (e.g. construction)
- 100% receiving EI
- Gains in essential and soft skills
 - Transition to high performance in technical training and work experience
- Five hired after the work experience
- One left for a job during technical training

Disconnected workers (10 participants):

- Most in 20s or 50+, 40% married
- 40% completed PSE
- 0% worked at least 2 of the last 3 years
 - 50% with experience in aquaculture, but short duration
- 30% receiving EI; 40% receiving IA
- Gains in essential and soft skills
 - Mixed performance in technical training and work experience
- Four hired after the work experience
- One left for a job after technical training
- Three completed training but not hired
- Two dropped out in the first week



RECOMMENDATIONS/OPPORTUNITIES

- **Multi-component training to bridge participants into work**
 - Transferable skills to boost chances of success in technical training and transition to work experience
- **Training informed by employer engagement and needs analysis**
 - Priorities for skills development, timed to business cycle
- **Tailor training to participant needs**
 - Targeted/shorter duration skills training for some; one-on-one supports/job coaching for others
- **Measure what matters**
 - Measures aligned with training goals and content, and job performance requirements
- **Centralized online portal to facilitate recruitment, remote learning and employer connection**
 - Build better branding with social media campaigns, targeting high-priority populations (e.g. recent HS grads, NEET youth)



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