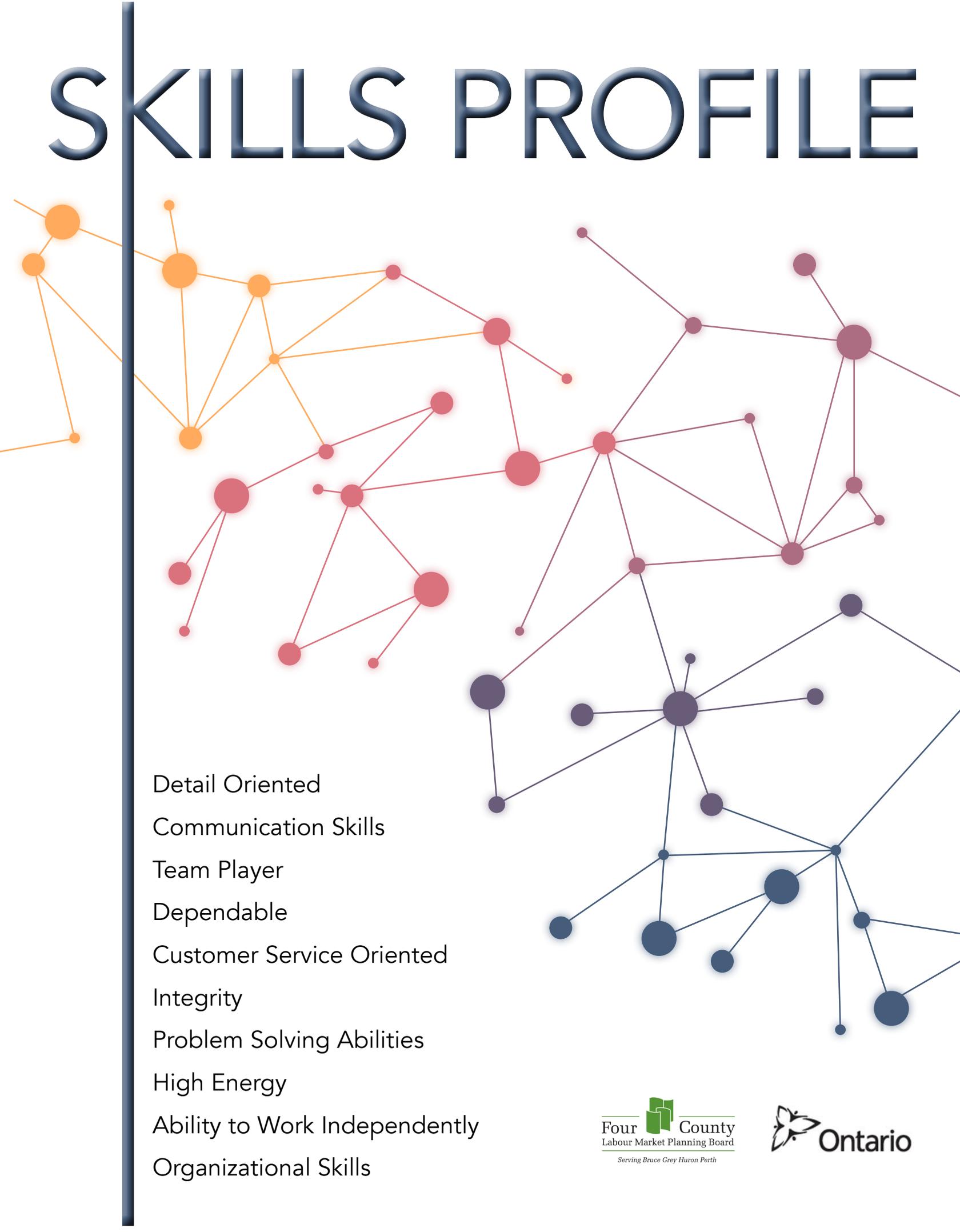
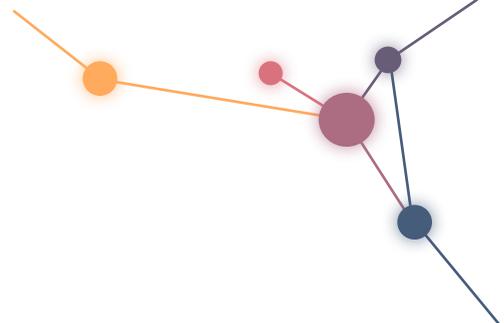


SKILLS PROFILE



Detail Oriented
Communication Skills
Team Player
Dependable
Customer Service Oriented
Integrity
Problem Solving Abilities
High Energy
Ability to Work Independently
Organizational Skills

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SUMMARY

Soft skills¹ are a set of skills and abilities that employees can use in various types of work, with multiple employers, throughout their careers. They are also skills that can be developed and practiced outside the workplace, as individuals prepare to enter or re-enter employment. Many workplace skills are industry-specific and/or job-specific, while soft skills are those that add value to any job, regardless of the particular industry or occupation. Soft skills and transferrable skills are often used interchangeably. However, transferrable skills may also include technical or hard skills that can provide value in more than one workplace. Examples might include: proficiency in computer software programs, fluency in a foreign language, or the ability to use a particular piece of equipment or machinery. Transferrable skills, therefore, are often a combination of both soft and hard skills that can be transferred from one work environment to the next. For the purposes of the current project, the term soft skills will be used exclusively, so as to exclude the hard skills that are often found under the umbrella of transferrable workplace skills. This project seeks to explore skills that are independent of industry or technical knowledge.

Popular online job sites frequently publish articles highlighting the importance of soft skills for interviews and job preparation, as well as for ongoing employability success.² Several research studies support the idea that soft skills are, not just important, but potentially more important than hard and technical skills in the workplace.^{3 4} A 2018 study by Burning Glass Technologies summarized the widespread need for soft skills



1 Soft skills are also commonly referred to as baseline skills, foundational skills, or employability skills. In all cases, the types of skills found within this category are separated from hard/technical workplace skills. Term use may also have regional differences across the country: <https://futureworx.ca/wp-content/uploads/2018/09/Final-Report-Sharing-Perspectives-on-Soft-Skills-Survey-06-11-2018.pdf> p. 8 [retrieved September 2018]

2 <https://ca.topresume.com/career-advice/6-soft-skills-employers-are-looking-for-in-2016> <https://www.monster.ca/career-advice/article/soft-skills-in-demand>; <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2018/the-most-in-demand-hard-and-soft-skills-of-2018>; <https://ca.topresume.com/career-advice/6-soft-skills-employers-are-looking-for-in-2016>; <https://www.fastcompany.com/3055352/eight-career-skills-you-need-to-be-competitive-in-2016>; <https://www.wikijob.co.uk/content/interview-advice/competencies/soft-skills> [retrieved September 2018]

3 “If it is difficult to determine precisely the skills workers have, it is even more difficult to know the skills employers require them to use at work. There are few detailed sources of information on what people actually do at work. . . . Cross-sectional studies often suggest employers are less concerned about cognitive skills deficits than what they consider poor work habits, motivation, demeanor, and attitudes.” Michael J. Handel, “Skills Mismatch in the Labor Market” *Annual Review of Sociology*, Vol. 29 (2003), pp. 149-50.

4 It is worth noting that there is corresponding research suggesting that the increased emphasis employers are placing on soft skills is not necessarily beneficial to the workplace: “There are problems with this increasing emphasis on soft skills. Firstly, it may support and legitimize discrimination. Personal attributes, attitudes to work, and individual qualities are extremely difficult to evaluate.” Irena Grugulis and Steven Vincent, “Whose skill is it anyway? ‘Soft’ skills and polarization” *Work, Employment & Society*, Vol. 23, No. 4 (December 2009), p. 599.



as follows: “A number of [soft] skills are emphasized in the postings out of proportion to what traditional job definitions would indicate—suggesting that employers struggle to find people with these skills.”¹ This overemphasis of soft skills in job postings highlights the critical need to educate job seekers (and current employees) about evaluating and developing these skills needed for workplace success.

Business executives often identify soft skills as the most important factors, not only for hiring, but also for long-term employee success and promotion opportunities. Hiring managers and Human Resources professionals are even receiving training on how to ask interview questions that might reveal soft skills competencies or lack thereof.² In a recent report produced by the Royal Bank of Canada, in which 54 Canadian employers (collectively representing one million employees) were surveyed about their workplace needs and experiences, “nearly four in ten employers [reported] changing their recruitment policies to reflect the need for. . . soft skills.”³

The rise in research surrounding social and emotional intelligence and their role in personal and professional success⁴ has also led to increased interest in the importance of soft skills in the workplace. Soft skills have been shown to be important to both entry-level and mid-career positions, as well as significant components of effective leadership and management. As such, a focus on how soft skills are being presented in job postings and their importance to employers can assist job seekers and employees as they move to different jobs throughout their careers.

Although the term soft skills has one of its earliest mentions in American army training where the term was used to describe skills that were non-technical yet were broadly related to employability and success, the term became commonly used in educational⁵ and workplace research in the 1990’s and 2000’s.⁶



1 <https://www.burning-glass.com/research-project/baseline-skills/> [retrieved September 2018]

2 <https://business.linkedin.com/talent-solutions/blog/interview-questions/2016/the-most-popular-interview-questions-to-reveal-key-soft-skills> [retrieved September 2018]

3 http://www.rbc.com/newsroom/_assets-custom/pdf/03-2018-rbc-future-skills-report.pdf, p.35 [retrieved September 2018]

4 Stéphane Côté and Christopher T. H. Miners. “Emotional Intelligence, Cognitive Intelligence, and Job Performance” in *Administrative Science Quarterly*. Vol. 51, No. 1 (Mar., 2006), pp. 1-28

5 Evenson, R. (1999). “Soft skills, hard sell,” *Techniques: Making Education & Career Connections*, 74(3), 29-31. Elizabeth M. Freeland, Robert A. Terry and Joseph L. Rodgers, “Emotional Intelligence: What’s in a Name?” in *Emotional Intelligence: Perspectives on Educational and Positive Psychology* (2008), Vol. 336, pp. 93-117.

6 Katherine S. Newman, *Chutes and Ladders: Navigating the Low-wage Labour Market*, Harvard University Press. New York: 2006, p.351.

In more recent research, one of the most frequently cited definitions is: “skills, abilities and traits that pertain to personality, attitude, and behaviour, rather than to formal or technical knowledge.”⁷ It is important to note that what is included/excluded from this definition varies widely, both in research and in employers’ job postings. Additionally, cultural differences in the workplace (including generational differences) can lead to different interpretations and use of both the overarching term soft skills as well as the particular skills contained within this category.

This project focuses on the soft skills that are frequently mentioned in online job postings in the four county region (Bruce/Grey/Huron/Perth), and correlates this with the occupations within each of the top five industrial sectors that are most frequently posted online. The goal of this project is to identify the soft skills employers are highlighting in job postings for in-demand occupations in our area. This research will allow job seekers and community partners to connect key soft skills with in-demand jobs in our region.⁸

Given the vast and varied discussions around soft skills, the current project has the following research focuses. All data pertains specifically to the four county region (Bruce/Grey/Huron/Perth) unless otherwise indicated:

1. Top Soft Skills

- Literature review and overview of key skills identified through local employer surveys
- Identification of the top ten soft skills mentioned in online job postings in 2017⁹
- Definition and explanation of each soft skill as it relates to workplace success

2. Identification of the top five industrial sectors (by number of persons employed), and top three in-demand occupations (determined by the number of online job postings between 2014 and 2018)¹⁰ in each of these sectors

3. Correlation between soft skills and occupational categories

- Description of the top in-demand occupations (by 4 digit NOC)¹¹ in each industrial sector and key skills identified as crucial for success in each occupation (both soft skills and hard skills)

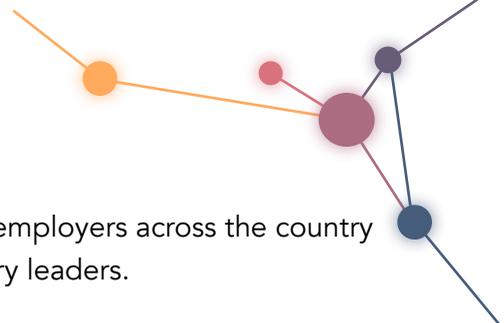
7 Moss and Tilly (1996) as cited by Newman, *ibid.*, p.351.

8 The following research correlates frequently mentioned soft skills that have appeared in local online job postings over the last four years, with the most frequently advertised occupations in the four county region. This correlation is imperfect, since some occupations will have a high number of persons employed, yet the number of online job postings for those occupations may be low. However, the current project does not seek to offer projections about future in-demand careers; instead, our goal is to look at the most frequently identified soft skills in regional job postings by highlighting their importance in the most commonly held occupations.

9 This is the most recent annual data available at the time of writing. Three-year comparison data (2015, 2016, 2017) is also included where relevant. All online job posting information is sourced from TalentNeuron and was accessed between June and September 2018.

10 Information on top industrial sectors is sourced from Statistics Canada, 2016 Census.

11 The National Occupational Classification (NOC) 2016 is the authoritative resource on occupational information in Canada providing a standard taxonomy and framework for dialogue on Labour Market Information. It gathers more than 30,000 occupational titles into 500 Unit Groups, organized according to skill levels and skill types. More information may be found here: <http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16> [retrieved September 2018]



TOP SOFT SKILLS

In 2016, the Canadian Business Council conducted a survey¹² of major private employers across the country to determine the top in-demand skills identified by business owners and industry leaders.

The following skills were identified as most important for entry-level positions:

- Collaboration/teamwork skills
- Communication skills
- Functional knowledge*
- Problem solving skills
- People skills/relationship-building

The following skills were identified as most important for mid-level positions:

- Leadership skills
- People skills/relationship-building
- Collaboration/teamwork skills
- Industry-specific knowledge or experience*
- Problem solving skills

With the exception of “functional knowledge” (top skill for entry-level positions) and “industry-specific knowledge or experience” (top skill for mid-level positions), each of the above-identified skills would be characterized as a soft skill, suggesting that business owners and managers are focusing on these skills in Canadian workplaces.

At a local level, the Planning Board’s annual EmployerOne survey¹³ continues to demonstrate that employers are valuing soft skills in the workplace and that, without them, employees are struggling to find and maintain successful employment. One of the top reasons employers reported that positions were hard-to-fill in 2018 (reflecting hiring activity in 2017) was “lack of motivation, attitude, or interpersonal abilities.” 47% of responding employers reported this as one of the top three reasons they had difficulty filling positions. In contrast, only 31% of employers reported that “lack of technical abilities” (hard skills) was a key reason for not filling hard-to-fill positions.

Over the past four years, employers have consistently reported that soft skills are most in-demand for hard-to-fill positions, ranging from entry level jobs to professional occupations. “Work ethic, dedication, dependability” has been the most frequent response for each year of the survey (2015-2018); “self-motivated/ability to work with little or no supervision” and “teamwork, interpersonal abilities” have dominated the second and third most frequent responses. With the exception of “technical skills” which was reported in 2016, employers’ top three desired competencies have continued to focus on soft skills:

2015

- Work ethic, dedication, dependability
- Customer service
- Teamwork, interpersonal abilities

2016

- Work ethic, dedication, dependability
- Self-motivated/ability to work with little supervision
- Technical*

¹² <http://thebusinesscouncil.ca/wp-content/uploads/2016/02/Developing-Canadas-Workforce-March.pdf> [retrieved September 2018]

¹³ EmployerOne is a survey of employers in Bruce/Grey/Huron/Perth that is conducted every January in order to learn about employers’ experiences and challenges in the local labour market during the previous year. Employers are asked about the makeup of their workforce, hiring and separation of employees, challenges filling positions, and recruitment and training. In January 2019, EmployerOne will be conducted for the fifth time. For more information and past survey results, please see: EmployerOne Survey Observations or contact sarah@planningboard.ca

2017

- Work ethic, dedication, dependability
- Self-motivated/ability to work with little supervision
- Teamwork/interpersonal abilities

2018

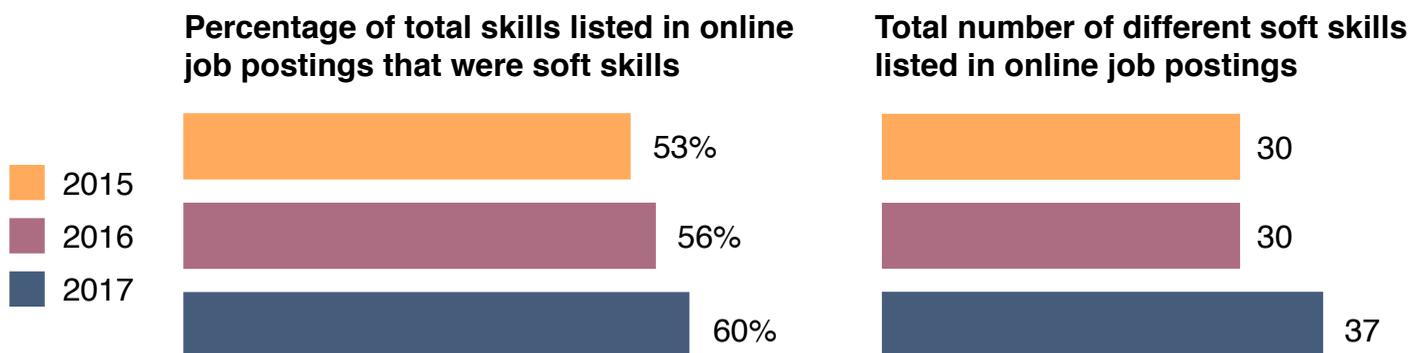
- Work ethic, dedication, dependability
- Self-motivated/ability to work with little supervision
- Teamwork/interpersonal abilities

During our most recent survey in January 2018, the complete list of competencies employers required for hard-to-fill positions was as follows:¹⁴

Work ethic, dedication, dependability	63%
Self-motivated/ability to work with little or no supervision	42%
Teamwork/interpersonal abilities	37%
Technical*	32%
Customer service	29%
Communication	19%
Willingness to learn	17%
Problem solving, reasoning, creativity	16%
Professionalism	10%
Time management or organizational skills	9%
Analytical/research*	5%
Computer literacy*	5%

With the exception of “technical skills” (reported by 32% of respondents), employers are overwhelmingly reporting that soft skills are the most important workplace competencies. “Analytic/research” skills and “computer literacy” were each selected by less than 5% of respondents, placing them both at the bottom of the list of key competencies for hard-to-fill positions, as well as substantially lower in importance than “work ethic, dedication, dependability” which was ranked first and was selected by 63% of employers.

When looking at the frequency with which soft skills appear in online job postings between 2015 and 2017,¹⁵ there has been an increase in both the percentage of in-demand skills that are classified as soft skills, as well as an increase in the number of unique soft skills appearing regularly in online job postings.



¹⁴ Totals do not equal 100% because employers were asked to select their top three responses.

¹⁵ These were the earliest and latest dates available at the time of this writing.



This increase in both the percentage of total skills that are categorized as soft skills, as well as an increase in the number of unique soft skills identified over the last three years, suggests that the value employers place on these skills is increasing over time.

At both a national and regional level, it is evident that soft skills are a priority for workplace success. For the purpose of this report, we will focus on the ten soft skills that appeared most frequently in online job postings in 2017. Given the frequency with which they were mentioned in local job postings, we can reasonably assume that these skills are in high demand.¹⁶

The top 10 soft skills mentioned in online job postings in 2017 were:

- Detail oriented
- Communication skills
- Team player
- Dependable
- Customer service oriented
- Integrity
- Problem solving abilities
- High energy
- Ability to work independently
- Organizational skills

SOFT SKILLS DEFINITIONS

The above-mentioned soft skills can be defined as follows:

Detail oriented: Detail oriented individuals pay careful attention to all aspects of a given task, ensuring that nothing is overlooked and that all components of the task are properly completed. Such individuals work through each project carefully and methodically.

Communication skills:¹⁷ Communication skills (also referred to as interpersonal communication skills) typically include: the ability to share ideas clearly and effectively, good listening abilities, and nonverbal communication skills such as eye contact and body language.

Team player: A good team player in the workplace is someone who listens to and engages with the ideas of others; someone who is capable of working with others to complete a task, and can effectively resolve interpersonal conflicts when they arise.

¹⁶ This is not an assumption without exceptions: For various reasons, employers may not believe they need to include soft skills in job postings, they may be prioritizing other things when recruiting, and/or they may consider soft skills as critical to workplace success yet not address them in job postings. The most informed assumption we are able to make is that the skills listed in job postings are, in fact, those that employers consider to be important when making hiring decisions.

¹⁷ Communication skills may include both oral and written communication (as well as non-verbal communication). Written communication skills are an essential workplace competency, yet are often excluded from soft skills because proper written communication includes a sound understanding of spelling, grammar, and writing conventions. These skills often require formal training. As such, for the purpose of this report, communication skills will include both verbal and nonverbal skills, but will exclude written communication.

Dependability: Dependability refers to an employee's ability to show up for work reliably and complete tasks consistently within a given timeframe. A dependable employee will not need to be repeatedly reminded about deadlines, and can be counted upon to complete assigned work.

Customer service oriented: Customer service oriented may refer to a cluster of attributes that ensure customer satisfaction. Among them: friendliness, helpfulness, positivity, and attentiveness to customers' needs.

Integrity: Integrity means strong adherence to clear moral principles. In the workplace, an individual with integrity would be considered trustworthy, respected, and honest by his or her coworkers and supervisors.¹⁸

Problem Solving Abilities: The ability to solve workplace problems without constant support and direction is highly valued in the workplace. Individuals who can take initiative to determine possible solutions, can work with available resources to manage challenges when they occur, and can identify improvements or efficiencies are employees who thrive in any occupational setting. They are frequently employees who commit to finding a solution to any task, regardless of the time or work involved in achieving a positive outcome.

High Energy: Particularly in occupations involving human services and client relations, high energy employees have the ability to positively impact both clients and coworkers. Enthusiasm and positivity makes these individuals an asset to any workplace.

Ability to Work Independently: An individual who can work well independently is able to follow through and complete a task without constant supervision. These employees can take initiative and work without constant direction from supervisors. This is valued in the workplace because supervisors and coworkers need to know that someone is capable of completing the task without seeking direction or guidance at every step. This is important because supervisors need to be able to delegate work to their employees with the knowledge that it will be completed.

Organizational Skills: Organizational skills refer to an individual's effective use of resources in the workplace. This includes both time management and task management skills.

¹⁸ "[E]mployees with higher integrity are better workers than those with lower integrity (again, controlling for other performance-related variables). Therefore. . . organizations having more employees with high integrity are more likely to survive and thrive than are organizations with fewer such employees." Thomas E. Becker. "Integrity in Organizations: Beyond Honesty and Conscientiousness" in *The Academy of Management Review*. Vol. 23, No. 1 (Jan. 1998), p.160.

TOP INDUSTRIAL SECTORS AND OCCUPATIONAL CATEGORIES

The top five sectors by employment for the Stratford-Bruce Peninsula Economic region are as follows:

Employment by Industry (Stratford-Bruce Peninsula)¹⁹

North American Industry Classification System (NAICS)	2017
Wholesale and retail trade	22,200
Manufacturing	20,500
Health care and social assistance	16,500
Construction	15,900
Agriculture	11,900

Based on the number of online job postings between 2015 and 2017, the top in-demand occupations (listed by NOC code) within each of these sectors are as follows:

Wholesale and retail trade

- Retail salespersons (6421)
- Retail sales supervisors (6211)
- Cashiers (6611)

Manufacturing

- Other labourers in processing, manufacturing and utilities (9619)
- Welders and related machine operators (7237)
- Supervisors, electrical products manufacturing (9223)

Health care and social assistance

- Registered nurses and registered psychiatric nurses (3012)
- Social and community service workers (4212)
- Nurse aides, orderlies and patient service associates (3413)

Construction

- Construction trades helpers and labourers (7611)
- Carpenters (7271)
- Contractors and supervisors, carpentry trades (7204)

Agriculture

- General farm workers (8431)
- Managers in Agriculture (0821)
- Agricultural service contractors, farm supervisors and specialized livestock workers (8252)

¹⁹ Statistics Canada, Table: 14-10-0092-01 (formerly CANSIM 282-0125): Employment by industry, annual, provinces and economic regions (x 1,000) [Retrieved July 2018]

CORRELATION BETWEEN SOFT SKILLS AND OCCUPATIONAL CATEGORIES

In Section 2, we identified the top three in-demand online occupational categories (by four-digit NOC Code) in online job postings for each of our top five sectors. The following section includes a description of each of these occupational categories so that readers can learn more about the particular jobs for which local employers are seeking these skills. It is important to note that this is a sample of occupational categories based on local demand. Many employers may not include soft skills as job requirements, although they value these competencies in the workplace. We must also keep in mind that the occupational categories listed in this section are the most frequently posted online positions in Bruce/Grey/Huron/Perth. This may not be entirely representative of demand, as some occupations have infrequent online job postings despite high demand. The occupational categories listed below span a broad range, from entry level jobs to professional-level occupations. This suggests that employers are valuing soft skills at all levels of employment, and are not limiting this to either entry-level or higher-level positions.

Occupational Definitions:²⁰ For each occupational category, a definition of the type of work associated with that position is described below. Additionally, the Government of Ontario Labour Market Job Profiles site identifies key foundational skills associated with each occupation. The percentage of these foundational skills that would be classified as soft skills is included under each occupational description. For most occupational categories, the number of foundational skills characterized as soft skills is higher than the number of hard skills.

Wholesale trade and retail trade:

Retail salespersons (6421): Retail salespersons sell, rent or lease a range of technical and non-technical goods and services directly to consumers. They are employed by stores and other retail businesses, as well as wholesale businesses that sell on a retail basis to the public. 90% of in-demand foundational skills are characterized as soft skills.

Retail sales supervisors (6211): Retail sales supervisors supervise and co-ordinate the activities of workers in the following unit groups: Retail salespersons (6421), cashiers (6611), store shelf stockers, clerks and order fillers (6622), and other sales related occupations (6623). They are employed by stores and other retail businesses, wholesale businesses that sell on a retail basis to the public, rental service establishments and businesses involved in door-to-door soliciting and telemarketing. 80% of in-demand foundational skills are characterized as soft skills.

Cashiers (6611): Cashiers operate cash registers, optical price scanners, computers or other equipment to record and accept payment for the purchase of goods, services and admissions. They are employed in stores, restaurants, theatres, recreational and sports establishments, currency exchange booths, government offices, business offices and other service, retail and wholesale establishments. 80% of in-demand foundational skills are characterized as soft skills.



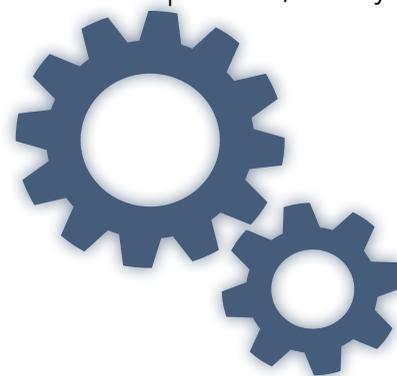
²⁰ Occupational classification information is sourced from Government of Canada NOC 2016: <http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>. Additional occupational information is sourced from the Ontario Government Job Profiles database: <https://www.iaccess.gov.on.ca/labourmarket/search.xhtml> [All information retrieved September 2018]. Occupations are listed in alphabetical order, under each Sector heading.

Manufacturing:

Other labourers in processing, manufacturing and utilities (9619): This unit group includes labourers, not elsewhere classified, who perform material handling, clean-up, packaging and other elemental activities in processing, manufacturing and utilities. They are employed by companies that manufacture products such as clothing, footwear, furniture and electrical and electronic products and by printing and packaging companies. 60% of in-demand foundational skills are characterized as soft skills.

Welders and related machine operators (7237): Welders operate welding equipment to weld ferrous and non-ferrous metals. This unit group also includes machine operators who operate previously set up production welding, brazing and soldering equipment. They are employed by companies that manufacture structural steel and platework, boilers, heavy machinery, aircraft and ships and other metal products, and by welding contractors and welding shops, or they may be self-employed. 60% of in-demand foundational skills are characterized as soft skills.

Supervisors, electrical products manufacturing (9223): Supervisors in this unit group supervise and co-ordinate the activities of workers who assemble, fabricate and inspect electrical components, appliances, motors and industrial equipment. They are employed by companies that manufacture electrical products. In-demand foundational skills are unavailable for this occupation.



Healthcare and social assistance:

Registered nurses and registered psychiatric nurses (3012): This unit group includes registered nurses, registered psychiatric nurses and graduates of a nursing program who are awaiting registration (graduate nurses). They provide direct nursing care to patients, deliver health education programs and provide consultative services regarding issues relevant to the practice of nursing. They are employed in a variety of settings including hospitals, nursing homes, extended care facilities, rehabilitation centres, doctors' offices, clinics, community agencies, companies, private homes and public and private organizations or they may be self-employed. 80% of in-demand foundational skills are characterized as soft skills.

Social and community service workers (4212): Social and community service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. They are employed by social service and government agencies, mental health agencies, group homes, shelters, substance abuse centres, school boards, correctional facilities and other establishments. 80% of in-demand foundational skills are characterized as soft skills.

Nurse aides, orderlies and patient service associates (3413): Nurse aides, orderlies and patient service associates assist nurses, hospital staff and physicians in the basic care of patients. They are employed in hospitals, nursing homes, assisted care facilities for the elderly and other health care establishments. 50% of in-demand foundational skills are characterized as soft skills.

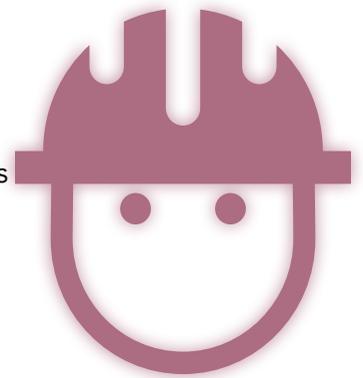


Construction:

Construction trades helpers and labourers (7611): Construction trades helpers and labourers assist skilled tradespersons and perform labouring activities at construction sites, in quarries and in surface mines. They are employed by construction companies, trade and labour contractors, and surface mine and quarry operators. 80% of in-demand foundational skills are characterized as soft skills.

Carpenters (7271): Carpenters construct, erect, install, maintain and repair structures and components of structures made of wood, wood substitutes, lightweight steel and other materials. They are employed by construction companies, carpentry contractors, and maintenance departments of factories, plants and other establishments, or they may be self-employed. 70% of in-demand foundational skills are characterized as soft skills.

Contractors and supervisors, carpentry trades (NOC 7204): This unit group includes carpentry and cabinetmaking trade contractors who own and operate their own businesses. This group also includes supervisors who supervise and coordinate the activities of workers classified in the following unit groups: Carpenters (7271) and cabinetmakers (7272). They are employed by construction companies, carpentry contractors, maintenance departments of industrial establishments, and custom furniture and fixture manufacturing or repair companies. In-demand foundational skills are unavailable for this occupation.



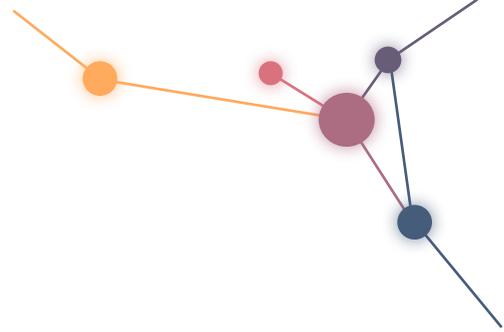
Agriculture:

General farm workers (NOC 8431): General farm workers plant, cultivate and harvest crops, raise livestock and poultry and maintain and repair farm equipment and buildings. This group includes operators of farm machinery. General farm workers are employed on crop, livestock, fruit, vegetable and specialty farms. 50% of in-demand foundational skills are characterized as soft skills.

Managers in agriculture (NOC 0821): Managers in agriculture plan, organize, direct, control and evaluate the operations and functions of farms. They are responsible for growing crops, raising and breeding livestock, poultry and other animals and marketing farm products. Managers in this unit group usually own and operate their own establishment. 70% of in-demand foundational skills are characterized as soft skills.

Agricultural service contractors (NOC 8252): Agricultural service contractors, who own and operate their own businesses, provide agricultural services such as livestock and poultry breeding, soil preparation, crop planting, crop spraying, cultivating or harvesting. Farm supervisors supervise the work of general farm workers and harvesting labourers. Specialized livestock workers carry out feeding, health and breeding programs on dairy, beef, sheep, poultry, swine and other livestock farms. 80% of in-demand foundational skills are characterized as soft skills.







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