

REPORT ON THE RESULTS OF THE SURVEY ON
**EMPLOYERS' WORKFORCE
AND EMPLOYABILITY NEEDS**
OF THE ACADIAN AND FRANCOPHONE COMMUNITY OF

**CLARE
2021**

**THIS REPORT INCLUDES DATA
ON THE IMPACT OF THE COVID-19 PANDEMIC**

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**CONSEIL DE DÉVELOPPEMENT ÉCONOMIQUE DE LA NOUVELLE-ÉCOSSE (CDÉNÉ)
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**THE USE OF THE MASCULINE PRONOUNS IN THIS PUBLICATION REFERS TO ALL GENDERS
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PHOTOS: TOURISM NOVA SCOTIA

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1.
**SURVEY OF
WORKFORCE
NEEDS AND
IMPACT OF
THE COVID-19
PANDEMIC**

1.1 BACKGROUND AND OBJECTIVES OF THE SURVEY

The Conseil de développement économique de la Nouvelle-Écosse (CDÉNÉ) provides services to the various sectors of the Acadian and Francophone community to ensure its economic advancement. The CDÉNÉ delivers solutions to businesses, not-for-profit organizations, job seekers, economic immigrants, and communities, contributing towards their economic success.

The workforce remains an important component for the continuity of Nova Scotia's traditional Acadian and Francophone regions. The results of this survey will be used to provide an overview of the existing workforce situation to help reduce barriers to hiring and retaining qualified and skilled workers. It will also be used to guide CDÉNÉ's activities to meet, to the extent possible, the workforce needs in the Acadian and Francophone regions of the province.

The survey was administered online using the Survey Monkey software between late January and early March 2021. The survey included questions regarding the impact of COVID-19 as the pandemic is still present and causes economic uncertainty for employers and society. The results provide a preliminary analysis of the impact of this pandemic on employers in the Acadian regions of Nova Scotia.

More than one hundred and thirty (130) businesses, institutions and organizations responded to the 58 questions related to the human resources sector and the impact of the COVID-19 pandemic on employer operations. The number of respondents from Clare was thirty (30). This survey was made possible through funding from Employment and Social Development Canada's Enabling Fund for Official Language Minority Communities.

The objectives of the survey were to:

- 1) Identify recruitment and retention challenges and explore possible solutions in the entity's human resources area.
- 2) Situate current human resources practices and propose potential tools to improve human resources management, as well as administer projects to support the needs identified in the survey.
- 3) Survey employers such as business owners, directors of not-for-profit organizations, and government agencies on the impact of the pandemic on operations and human resources.

With the information presented in this report, the CDÉNÉ wants employers to be able to:

- have a better understanding of the existing situation and demographics of the Acadian and Francophone community in Nova Scotia;
- learn of the practices used by other employers;
- innovate and adapt to be a more attractive employer to potential employees.

Although the Conseil de développement économique de la Nouvelle-Écosse has taken every step to ensure the validity of the data and statistics calculated from this survey and presented in this document, it is important to note that if some of the data presented in the form of statistics or graphs do not add up to 100% or total more than 100%, it is for the following reason: some of the questions asked allowed respondents to select more than one response from the multiple choices listed in the survey (see Appendix 7.1 for questions indicating, "check all that apply").

The following table provides an overview of the evolution by industry of workers in the Clare region between 1996 and 2016. The tertiary sector remains the main sector of employment with 58% of people in this type of work.

Table 1 - Number of Workers by Category: Clare (1996 to 2016)

Years	1996	2001	2006	2011	2016
	Workers	Workers	Workers		
Sector					
Primary resources	610 (13.4%)	820 (18.3%)	775 (17.6%)	710 (17.0%)	610 (17.2%)
Secondary (manufacturing, production)	1,530 (33.6%)	1,245 (27.8%)	1,020 (23.2%)	850 (20.4%)	970 (24.5%)
Tertiary (see below for details)	2,410 (53%)	2,420 (54%)	2,610 (59.3%)	2,610 (62.6%)	2,270 (58.3%)
TOTAL	4,550	4,485	4,405	4,170	3,955
Tertiary Industry (by type of work)					
Wholesale and retail trade	815	585	685	625	470
Health care and social services	450	830	480	470	490
Educational services	405	Note 1	465	480	335
Commercial Services	155	250	330	390	420
Finance and real estate services	100	105	125	95	120
Other services	485	650	525	565	435
TOTAL	2,410	2,420	2,610	2,625	2,270

Source: Statistics Canada, Census 1996, 2001, 2006, 2011 and 2016 (20% sample).

NOTE 1: Teaching staff are included in the Health care and social services category in 2001.

1.2 POINTS TO REMEMBER

SIZE

Among the 30 respondents:
43% operate with 1-9 employees;
40% with 10 to 49 employees;
17% with 50 to 249 employees.

63% of employers are interested in exploring employee sharing with other employers to create more hours of work for employees.

OFFICIAL LANGUAGES

77% of respondents in the regions use both official languages in day-to-day operations while **20%** work in French.

RECRUITMENT DIFFICULTIES

63% of employers had difficulty recruiting prior to the pandemic due to a lack of available candidates.
For **43%** of employers, the reason was the lack of qualifications and skills of candidates currently in the workforce.

During the pandemic, just over **51%** of respondents noted the lack of available candidates.

HUMAN RESOURCES PRACTICES

Key human resources practices of respondents:
63% use an employee handbook and job description;
43% offer competitive compensation;
73% of employers do not have employees responsible for human resources services;
93% do not have a succession plan for retiring employees.

47% of surveyed employers plan to develop new services.
40% plan to acquire skills to grow or expand.

Prior to the pandemic, **20** employers, or **67%**, had implemented measures for business development.

The pandemic had no impact on **50%** of the surveyed employers, while the remainder experienced reduced sales, fewer employee hours and closure of operations.

SKILLS

Basic skills continue to be important for **83%** of respondents, followed by technical knowledge at **53%**.
In addition, **70%** of respondents expect to want ICT¹ skills.
57% of respondents are looking for high school graduates while **40%** are looking for community college graduates.

TRAINING

83% of respondents provide training to their employees at the beginning and during employment.
For **92%** of respondents this training is on-site, in person.

IMMIGRATION

The primary sector maintained operations during the pandemic, in part, through temporary international workers.
The secondary and tertiary sectors seem reluctant to explore the option of immigration to fill labour needs.

The manufacturing sector appears to be supportive of immigration but is concerned that they may not understand the immigrant's language or that the immigrant will leave the business for opportunities elsewhere.

¹ Information and communication technologies

A close-up photograph of a person's hands holding a white plate. On the plate are several pieces of cooked crab legs, some with their shells removed to reveal the meat. A small, round metal bowl containing a red dipping sauce is placed on top of the crab legs. The background is blurred, showing what appears to be a restaurant interior with warm lighting.

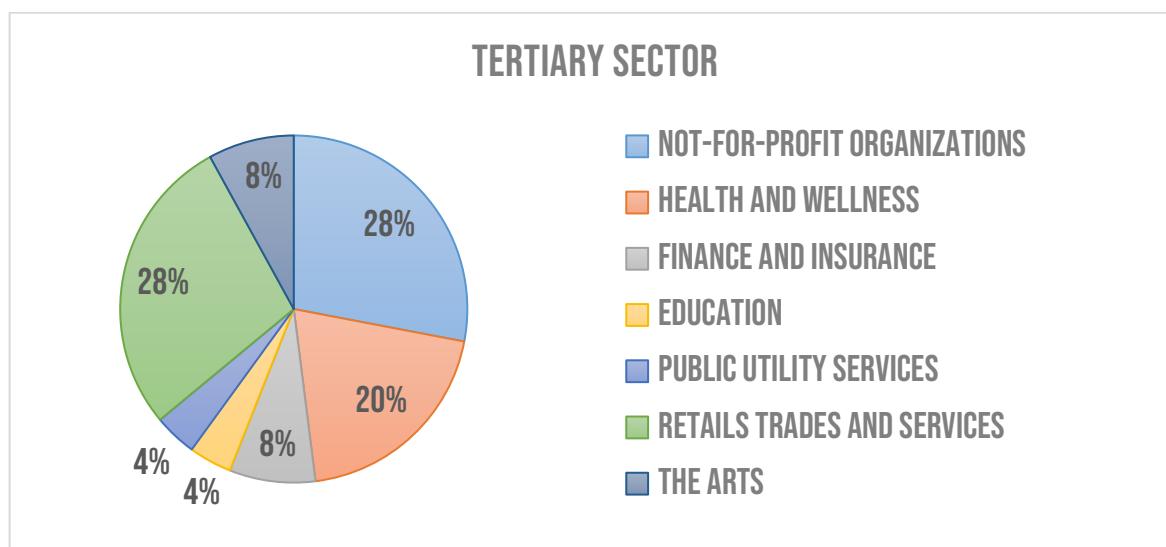
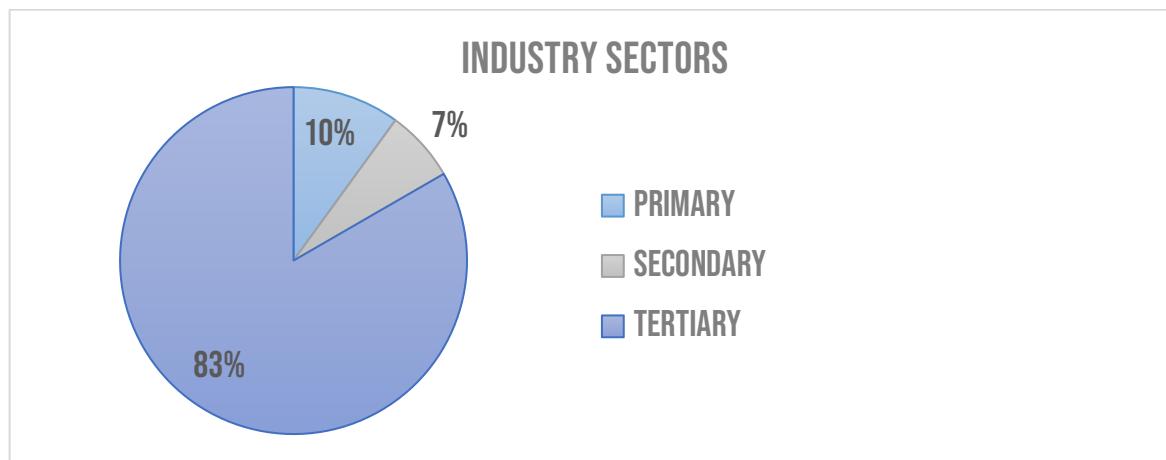
2.

METHODOLOGY

A close-up photograph of a crab's claw, showing its dark blue, textured shell and sharp, serrated claws. The background is blurred, showing more of the crab's body and legs. The lighting is dramatic, highlighting the texture of the crab's shell.

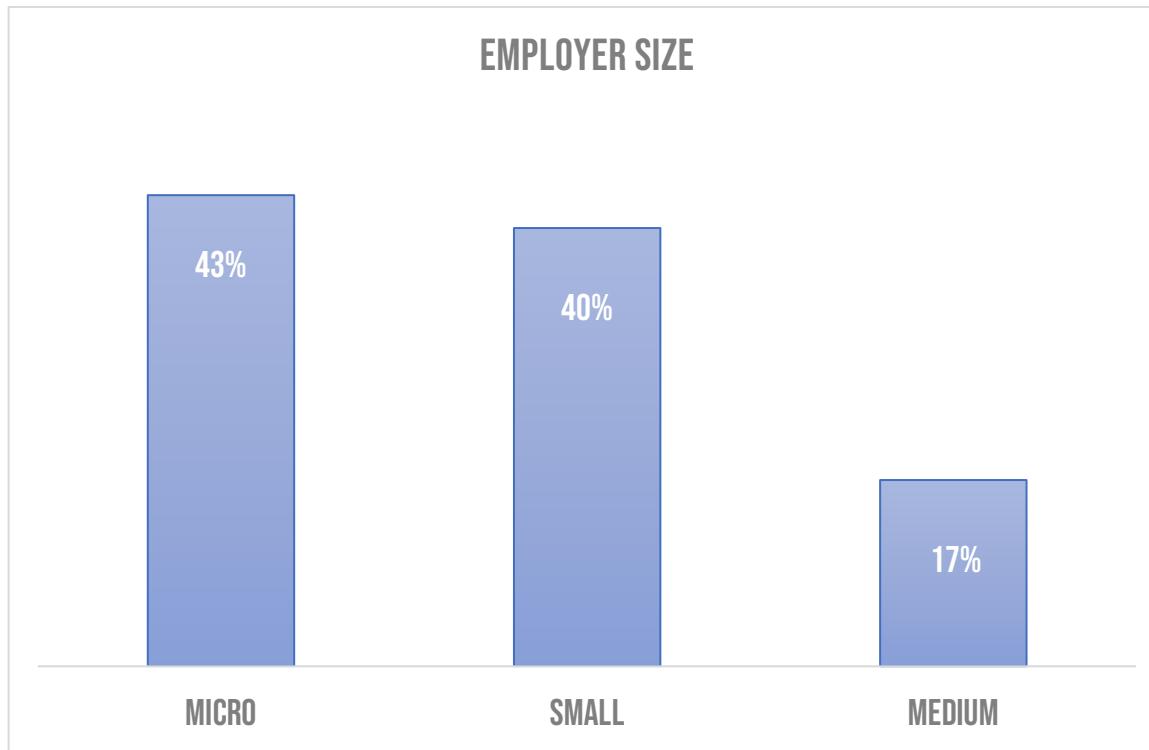
2.1 TYPE AND CHARACTERISTICS OF CLARE RESPONDENTS

The survey was administered according to the type of industries present in the region. There were three (3) respondents from the fishing sector, an important industry sector in the region. Two (2) respondents were from the secondary sector, including one employer involved in the boat building and repair industry. The tertiary sector, or service sector, is composed of seven (7) businesses in the retail trade, accommodation and food services sector; two (2) in the arts sector; seven (7) are not-for-profit organizations representing media, people with physical and/or mental challenges, early childhood; five (5) entities provide services in health and wellness; two (2) businesses in the finance and insurance sector; and finally, one (1) school in the educational system and one (1) respondent in the public utilities sector, that is, the municipality.



2.2 EMPLOYER SIZE

Forty-three percent (43%) of the employers surveyed are micro employers with 1 to 9 employees. Forty percent (40%) are small employers with 10 to 49 employees and seventeen percent (17%) are medium-sized employers with 50 to 249 employees. Except for the academic sector, which is currently a major employer in this region, the distribution by industry is representative of the economic distribution of this region.

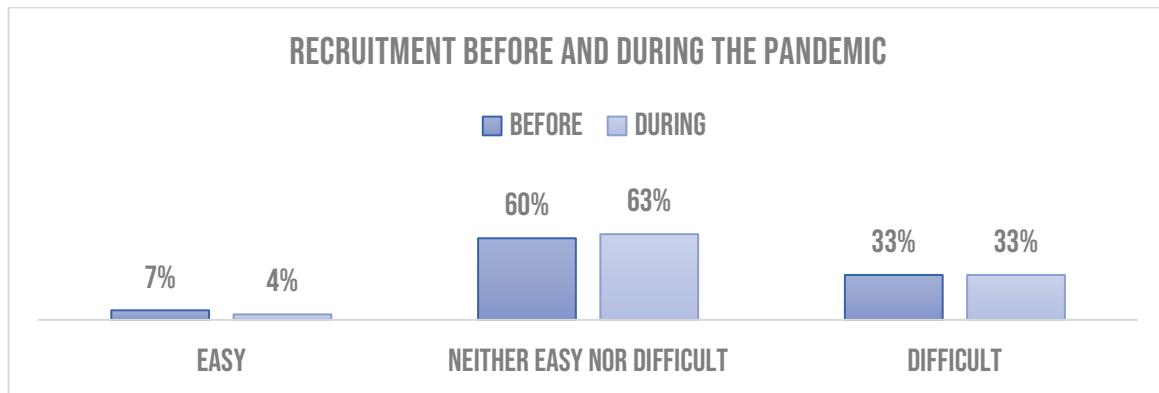




3. SURVEY RESULTS

3.1 RECRUITMENT

Sixty percent (60%) of survey respondents indicated that it was neither easy nor difficult to hire new employees prior to the pandemic, while thirty-three percent (33%) faced challenges in this regard. During the pandemic, the number of employers indicating neither easy nor difficult increased by 3% to sixty-three percent (63%) while the number of respondents who faced major challenges remained unchanged at thirty-three percent (33%).



Recruitment Challenges

The chart below illustrates the main challenges in recruiting new candidates, namely the lack of availability and lack of qualifications or training among candidates, followed by a lack of skills and interest in available positions and unwanted hours.

Table 2 - Challenges in Recruiting New Candidates

DESCRIPTION	Before the Pandemic		During the Pandemic	
	% ¹	# ²	%	#
Lack of available candidates	50.0	15	63.3	19
Lack of qualifications or training among candidates	16.6	5	43.3	13
Lack of skills in candidates	2.3	7	23.3	7
Lack of experience among candidates	16.6	5	23.3	7
Lack of interest from candidates in available positions	20.0	6	23.3	7
Unwanted working hours (evenings and/or weekends)	16.6	5	20.0	6

¹ % indicates the percentage of respondents to the question.

² # indicates the number of respondents to the question.

For seasonal industries (fisheries, agriculture, tourism), several factors explain the lack of interest and lack of available candidates, including wages and unwanted hours. Some respondents indicated the lack of housing and/or childcare as challenges to recruitment. For some employers in this region, the challenges are a decline in population as well as an aging population. Respondents indicated reasons related to the type of job or provided a variety of comments related to their situation.

3.2 EFFECTS

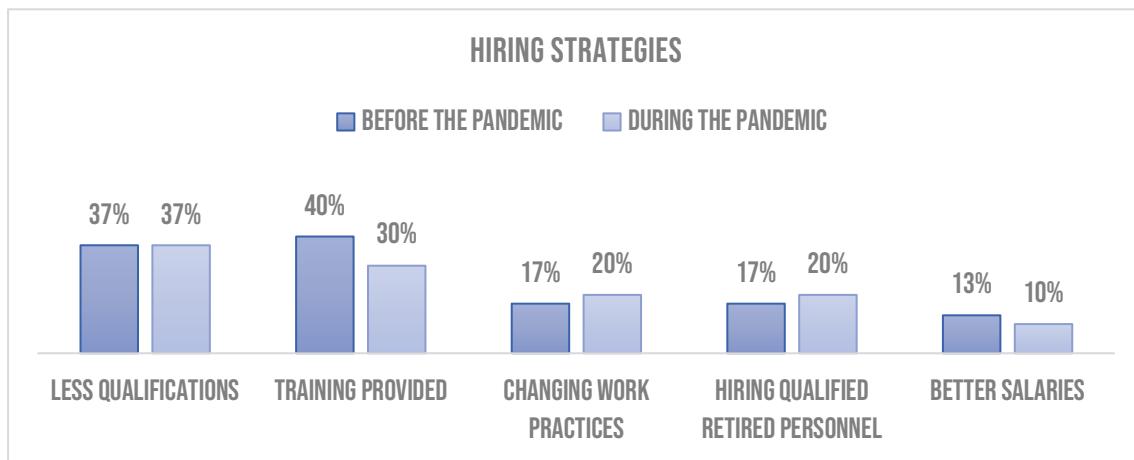
Most survey respondents indicated that they had not experienced any major effects or impacts during the pandemic. It should be noted, however, that the effects of a lack of availability of a skilled local workforce resulted in employees working more hours and business growth being affected by the pandemic with 33% of businesses unable to meet their client service objectives or meet the demand.

Table 3 - Impact on Recruitment Challenges

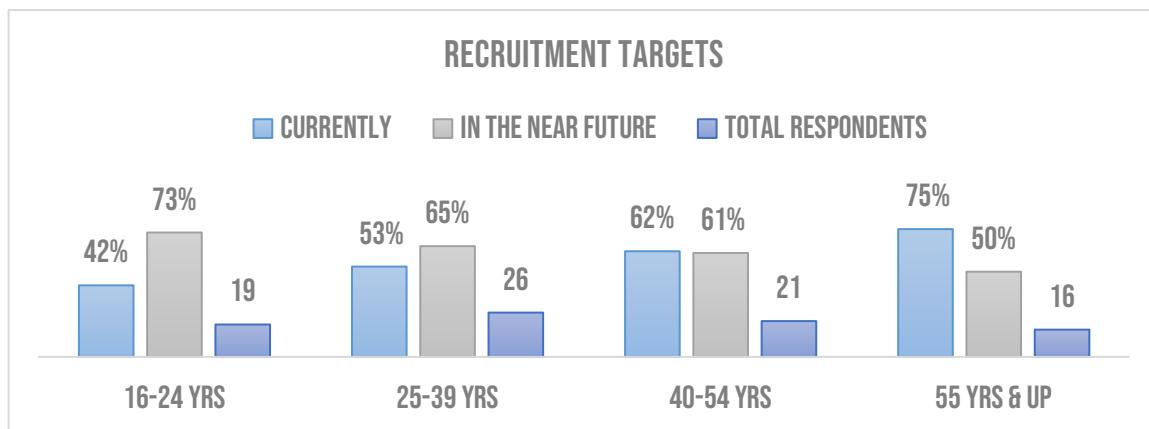
DESCRIPTION	Before the Pandemic		During the Pandemic	
	%	#	%	#
No impact	56.6	17	50.0	15
Employees worked more hours	30.0	9	26.6	8
Unable to meet our client service objectives	13.3	4	23.3	7
Limited growth	13.3	4	13.3	4

3.3 HIRING STRATEGIES

According to survey responses, the trend among employers prior to the pandemic was to provide training to employees (40%) to address the lack of qualifications or experience of candidates (37%). In some cases, employers offered better wages and/or benefits (13%) in addition to changes in work practices (17%). During the pandemic, employers tended to use retired candidates (37%) and recruit qualified candidates from another region or province. In some cases, employers offered transportation to reduce the barriers to labour shortages.



The following graph provides information on the age priorities of recruitment by employers. Employers are looking to recruit in the more mature age category between the ages of 25 to 39 for 26 respondents, and 40 to 54 for 21 respondents. To a lesser extent, people between the ages of 16 and 24 are sought after by 19 respondents, especially in the retail and tourism industries.



With respect to underrepresented groups in the labour market, employers are interested in exploring opportunities to recruit retirees, visible minorities, Aboriginals, and immigrants.

3.4 SKILLS

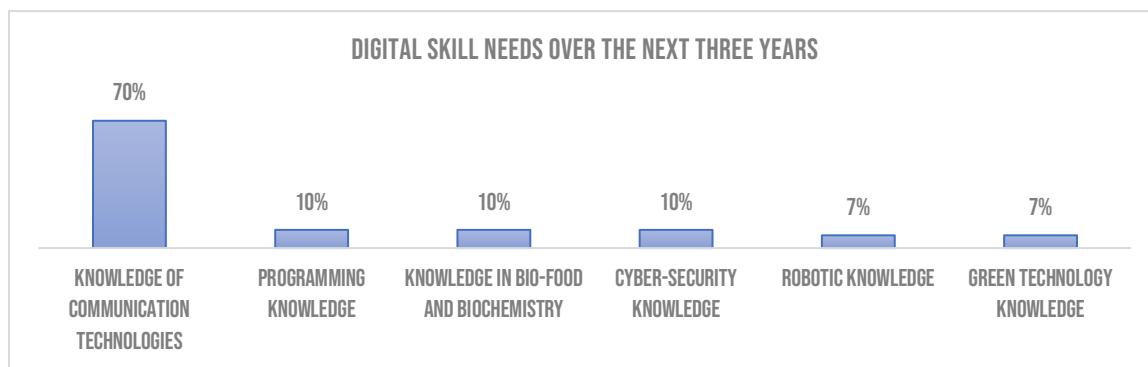
In general, all the different types of skills are essential for workers. In the “other” category, employers mentioned primarily non-technical skills, which contributes to the underestimated number of non-technical skills (soft skills) in the data (30%). Non-technical and technical skills are most important in the service sector.



In terms of language skills and knowledge of the official languages (English and French), employers are interested in hiring workers who have primarily basic and/or intermediate knowledge of both spoken languages, as well as basic and intermediate knowledge of writing in both official languages.

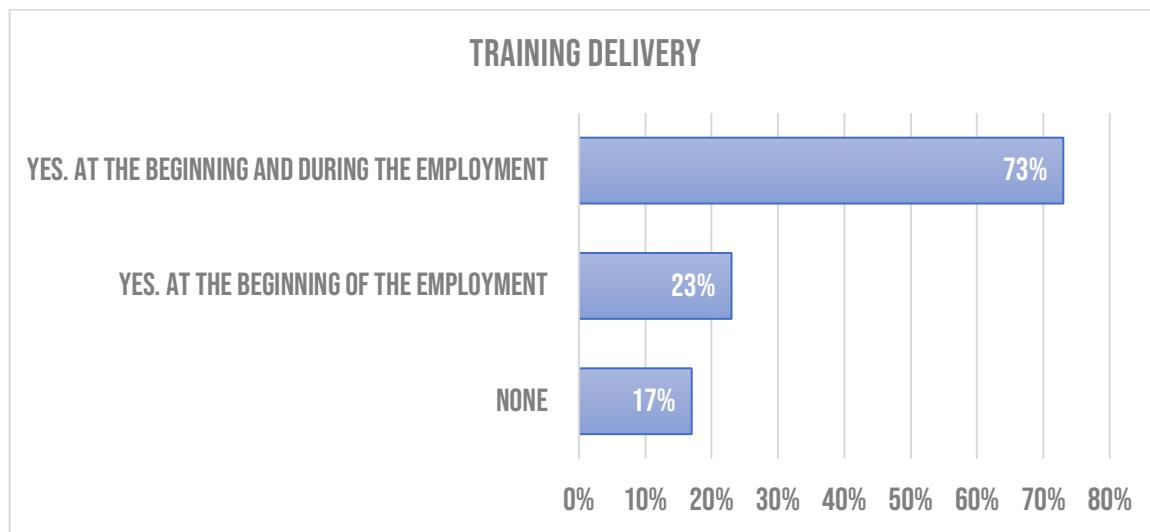
Over the next three years, 70% of employers will be looking for digital skilled employees with communication technology knowledge. Currently, the school system and curriculum in Nova Scotia are transitioning to robotics, programming, and coding as a way of learning for the future. Coding is now widespread and is increasingly becoming an indispensable skill found in video games, apps, web pages that we open and many devices that we use every day. Learning the basics of programming is to better understand its environment and how our mobile phones or computer screens clearly operate.

The following graph provides an overview of the projected digital knowledge deemed essential over the next three years.

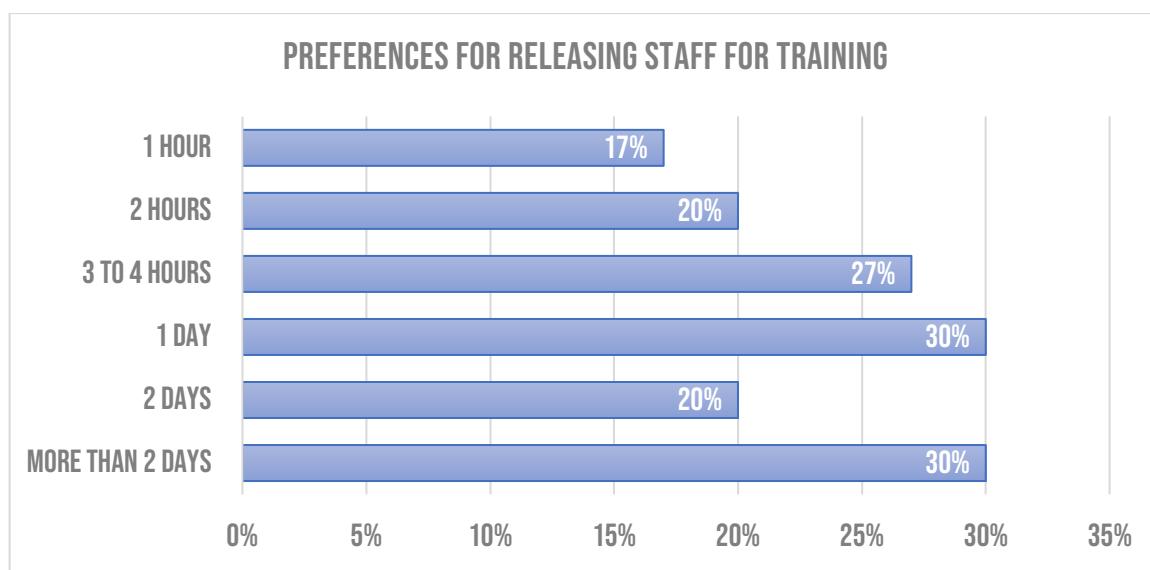


3.5 TRAINING

Of the respondents, 73% indicated that they provide training at the beginning of employment and ongoing training during employment; 17% indicate that they do not provide training directly as staff members must obtain certificates or degrees to access employment or training provided by others. Overall, 97% of employers in this region are interested in providing training to staff.

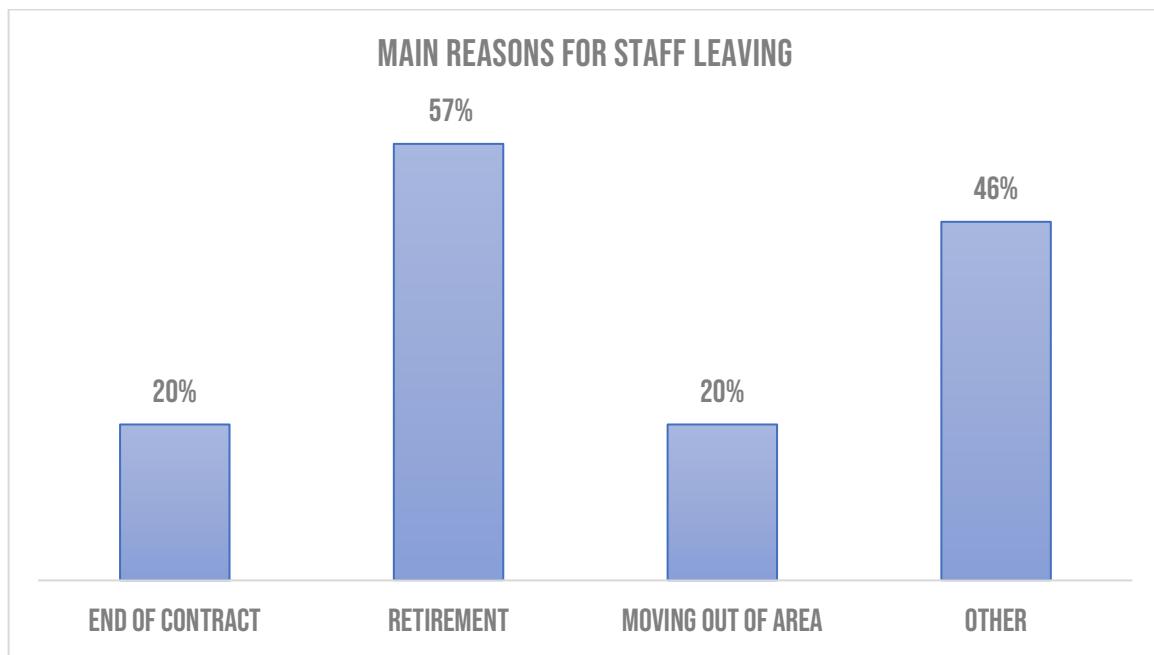


Employers prefer real-life training, conferences, workshops, information sessions and customized training. Training through experiential placements is still the choice of 70% of respondents. Generally, employers are willing to release staff members to participate in training for between one hour and one day.



3.6 HUMAN RESOURCES

As presented earlier, survey respondents also indicated that they are interested in recruiting across all age groups, but especially in the 25-54 age group. Respondents noted that recruiting qualified and skilled staff (60%) and aging staff (40%) are major challenges. Seventeen respondents (57%) indicated that the last 10 employees no longer with the business had retired. Other reasons for leaving are mentioned and are related to career advancement or health reasons.

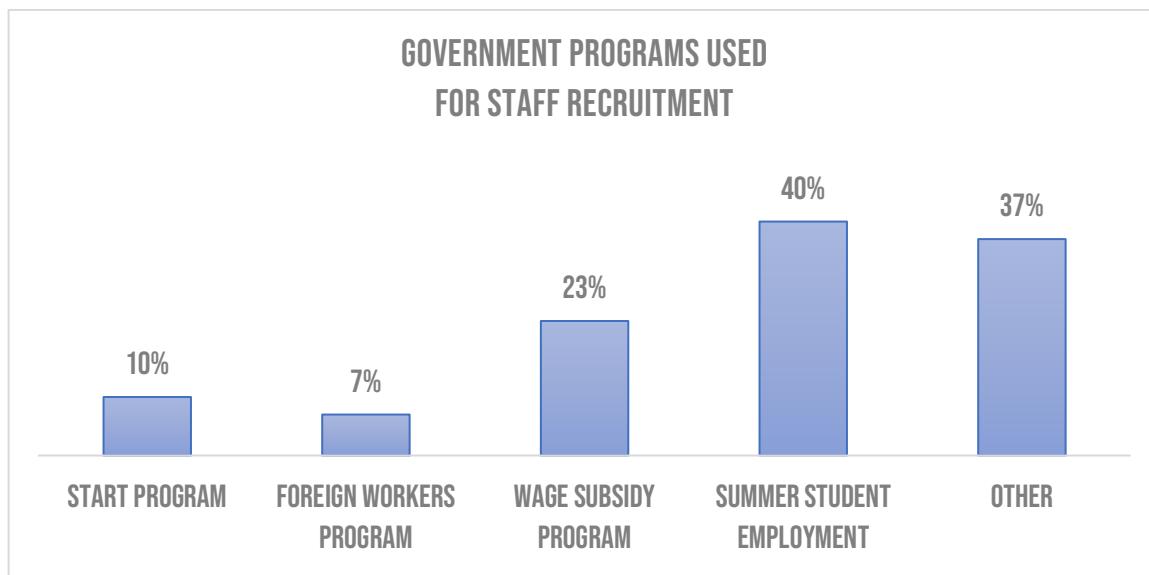


Welcoming and integrating a worker, known as “Onboarding”, is a desirable activity for a newcomer to the work team. However, the respondents admit that they are not familiar with the details of this tool. It would be advisable to follow up on this, because in looking at the answers to the other questions, it seemed that employers organize integration activities at the beginning and during hiring with training.

When a staff member leaves, it is advisable to administer an exit interview questionnaire. Based on the responses in the “other” category to this question, employers prefer informal meetings to find out the reasons for leaving or already know the reasons for leaving. Many want a copy of the tool used when a staff member leaves.

3.7 GOVERNMENT PROGRAMS

There are government programs to subsidize all or part of the wage costs of employees. Some employers in this region, that is, 40%, use the student employment program to recruit employees. To a lesser extent, wage incentives and the *START* programs are also used to recruit staff. Businesses in this region do not appear to have taken advantage of provincial and federal pandemic-related programs. In addition, almost 37%, or 11 employers, have taken little advantage of government programs. It would be important in this context to set up information workshops as there are more government services and programs available to employers and workers in the labour market.



3.8 IMMIGRATION

Most respondents, 27 out of 30, indicate that they do not have immigrant workers on their staff. Since most employers do not have immigrant staff, the following questions about immigration were answered by very few employers. In fact, three survey respondents indicated that language barriers and foreign credential recognition are challenges in recruiting immigrants. Stakeholders in the fishing industry continue to hire temporary international workers to fill labour needs. After several years of challenges in recruiting and retaining local staff in this sector, this option is increasingly being used by this industry.

Employers need more information on the various programs for recruiting an immigrant workforce.

3.9 GROWTH ACTIVITIES

More than 66% of respondents indicated that they took measures to develop or grow their business before the pandemic and 60% during the pandemic. We note that the measures taken are not significantly different from the pre-pandemic situation. One respondent indicated that they are taking measures to share services between entities in the same area while one respondent plans to relocate their business in the next few years.

Table 4 - Development or Growth Measures Before and During the Pandemic

DESCRIPTION	Before the Pandemic		During the Pandemic	
	%	#	%	#
Introduction of information and communication technologies	25%	5	38.89%	7
Implementation of a commercialization or marketing strategy	45%	9	33.33%	6
Active participation in the development of new industry standards	40%	8	27.78%	5
Compliance with standards and regulations	35%	7	27.78%	5
Search for new markets for existing or in-process products	20%	4	22.22%	4
Development of new markets	25%	5	22.22%	4
Acquisition of machinery, equipment, and software	45%	9	22.22%	4
Other: specify	15%	3	22.22%	4
Design of customized products (goods or services) for customers	30%	6	16.67%	3
Adaptation, development, or acquisition of green technologies	15%	3	5.56%	1

Table 5 shows that entrepreneurs seem to be optimistic as 47% want to develop new services and 40% want to expand. They plan to acquire new skills and adapt to new technologies to grow and innovate.

Table 5 - Actions Planned Over the Next Three Years

DESCRIPTION	%	Number
Develop new services	46.67%	14
Expand	40.00%	12
Acquire the skills and technologies needed to grow and innovate	40.00%	12
Acquire and adapt technologies	36.67%	11
Use new processes, innovate, increase productivity	36.67%	11
Pay for professional services (e.g. consultant) for strategic plan, marketing plan, succession plan, etc.	30.00%	9
Develop new products	23.33%	7
Bringing new products to market	23.33%	7
Bringing new services to market	23.33%	7
I do not know	13.33%	4
Exporting to new national and international markets	10.00%	3
Other (please specify)	6.67%	2



4. NOVA SCOTIA'S LABOUR MARKET 2021

4.1 EMPLOYMENT SITUATION

As of 2016, the province has seen an increase in jobs in the labour market and, as a result, a steady reduction in the unemployment rate. According to the Labour Market Bulletin, there were 502,300 active jobs in the province in 2019. As a result, the employment rate in Nova Scotia shows an increase before the COVID-19 pandemic affected the labour market in March 2020.

The COVID-19 pandemic has created uncertainty in the labour market with a decline in employment and a reduction in labour needs. With restrictions imposed by provincial, federal, and international governments, there have been reductions in work and production for our workers and contractors in Nova Scotia. Two key labour market indicators, the participation rate and the unemployment rate, have been the victims of this notable decline. The following table shows how the labour market situation has developed between May 2019 and May 2021. As you can see, in May 2021, employment rates are close to recovering and reaching 2019 rates. The Southern region is the only region to have a positive annual gap between 2019 and 2021.

Table 6 - Employment Rates: May 2019 - May 2020 - May 2021

Population ('000)	N.S.	Cape Breton	North Shore	Halifax	Valley	Southern
Employment 2019 ^A	463.1	48.8	68.5	237.7	58.1	50.1
Employment 2020 ^A	411.6	42.8	60.3	215.3	47.8	45.3
Employment 2021 ^B	454.7	44.4	67.4	236.6	56.6	51.8
Annual variance (2019/2020)	-8.9	-10.3	-15.2	-7.8	-12.9	1.2
Annual variance (2020/2021)	11.6	-1.1	13.1	12.0	17.9	14.3

^A Source: Labour Market Bulletin – Nova Scotia – May 2020

^B Source: Labour Market Bulletin – Nova Scotia – May 2021

The employment rate, coupled with a declining population, has had an economic impact on the regions of the province. More than sixty (60.1%) of Nova Scotians aged 15 and over were in the labour force in May 2021. This is an increase of 3.1% from May 2020.

4.2 UNEMPLOYMENT

In 2015, the unemployment rate in Nova Scotia fell below 9% and this decline continued until 2019 to 7.2%. The economic impact of the COVID-19 pandemic has resulted in the unemployment rate in 2021 to be at the 2010 rate of 9.6%.

Table 7 - Unemployment Rates: May 2019 - May 2020 - May 2021

Population ('000)	N.S.	Cape Breton	North Shore	Halifax	Valley	Southern
Unemployment rate 2019 ^A	7.0	13.8	7.8	5.5	6.1	7.1
Unemployment rate 2020 ^A	12.0	18.3	11.6	10.6	11.8	12.9
Unemployment rate 2021 ^B	9.4	15.5	7.9	9.1	9.1	7.3
Annual variance (2019/2020)	5.0	4.5	3.8	5.1	5.7	5.8
Annual variance (2020/2021)	-2.9	-2.7	-4.1	-1.6	-3.3	-5.9

^A Source: www.jobs.gc.ca Labour Market Bulletin – Nova Scotia – May 2020

^B Source: www.jobs.gc.ca Labour Market Bulletin – Nova Scotia – May 2021

Furthermore, the economic impact of COVID-19 has not been distributed equitably among demographic groups and industries. The industry that suffered the most losses was the service sector.

Table 8 - Monthly Labour Force Data by Industry, Nova Scotia

Seasonally adjusted data (000)	May 2021	Apr 2021	May 2020	Monthly variation		Annual variation	
	Number	%	Number	%			
Total employment, all industries	443.7	465.9	400.4	-22.2	-4.8	43.3	10.8
Goods-producing sector	92.7	93.6	79.7	-0.9	-1.0	13.0	16.3
Agriculture	7.4	7.2	5.0	0.2	2.8	2.4	48.0
Forestry, fishing, mining, quarrying, oil and gas	10.7	11.6	10.2	-0.9	-7.8	0.5	4.9
Utilities	4.3	4.4	3.3	-0.1	-2.3	1.0	30.3
Construction	36.6	36.7	32.1	-0.1	-0.3	4.5	14.0
Manufacturing	33.7	33.7	29.1	0.0	0.0	4.6	15.8
Services-producing sector	351.1	372.3	320.7	-21.2	-5.7	30.4	9.5
Trade	64.7	71.4	64.2	-6.7	-9.4	0.5	0.8
Transportation and warehousing	22.5	22.3	16.3	0.2	0.9	6.2	38.0
Finance, insurance, real estate, rental and leasing	22.8	23.6	20.9	-0.8	-3.4	1.9	9.1
Professional, scientific and technical services	33.9	33.6	28.2	0.3	0.9	5.7	20.2
Business, building and other support services	17.5	17.6	16.0	-0.1	-0.6	1.5	9.4
Educational services	33.5	40.2	31.9	-6.7	-16.7	1.6	5.0
Health care and social assistance	71.9	73.8	66.2	-1.9	-2.6	5.7	8.6
Information, culture and recreation	12.8	15.2	12.6	-2.4	-15.8	0.2	1.6
Accommodation and food services	24.6	28.0	19.7	-3.4	-12.1	4.9	24.9
Other services	15.8	15.9	11.8	-0.1	-0.6	4.0	33.9
Public administration	31.0	30.7	32.7	0.3	1.0	-1.7	-5.2

Note: Totals may not add up due to rounding. As the labour market is constantly changing, the data provided may have changed since the publication of this document. Readers are encouraged to consult other sources for additional information on the local economy and labour market.

Source: Statistics Canada Labour Force Survey - Table 14-10-0355

The demographic groups affected were:

- Youth (15-24 years old)
- Women in Nova Scotia have lost more jobs than men in terms of both numbers and percentages.

The good news:

The unemployment rate will continue to decline due to an aging workforce and the arrival of a growing number of expected retirements over the next decade.

The situation to work on:

Employers from all sectors and government entities should work closely together to maintain and to reinforce the economy that has been weakened by the pandemic and the aging population, and to develop an action plan on how to achieve positive outcomes for economic growth.

4.3 POPULATION

Over the past five years, Nova Scotia's population growth has been steadily increasing by about 1.0% whereas it was decreasing before 2016. It is important to note that this population growth is almost entirely generated by the Halifax metropolitan area. The rural areas of Nova Scotia experienced significant declines in their population, except for the Annapolis Valley, which reversed the trend in 2018.

4.3.1 ONE OF CANADA'S MOST AGING POPULATIONS

Nova Scotia has an aging population, a reality largely attributable to the "baby boomer" generation³. With few newcomers from other provinces or elsewhere, the population is expected to age further. The province also has a very low rate of workforce replacement (youth aged 15 years and younger). The gap between those aged 65 and over and youth under 15 remains the highest in the country. This variation explains why employers have difficulty attracting candidates to fill available positions. There are not enough people entering the labour market to make up for the loss of retiring workers.

Most of the population in Nova Scotia is rural. These areas are predominantly seasonal economies. As a result, full-time employment opportunities are limited. Rural Nova Scotia will need to attract workers from elsewhere to grow the current and future workforce to fill available jobs. In other words, the province will need to attract newcomers to fill 100,000 jobs (+54%) of citizens aged 65 and over who will be retiring by 2030.

The challenge for Nova Scotia will necessarily be to attract newcomers to areas other than the Halifax metropolitan area. This challenge requires specific attraction strategies, especially for rural Acadian and Francophone areas.

³ Baby boomer: A person born between 1946 and 1965, defined by the post-World War II baby boom in Canada.

4.4 WORKFORCE OF THE HALIFAX METROPOLITAN AREA

The Halifax metropolitan area is the largest population centre in Nova Scotia. Halifax accounts for half of the province's workforce and employment. Despite the very restrictive measures imposed by the pandemic, this region was less affected during the 2020 period. In fact, this region accounts for only one third of the employment loss in the province. This is mainly due to the concentration of two industries:

- finance, insurance, real estate, rental and leasing industry;
- professional, scientific and technical services industry.

Both industries were affected more lightly, in part due to the adoption of new technologies that allow them to recover business more quickly, as well as industrial diversification.

SOURCE:

- 1) Employment Recovery Progress from the Impact of COVID;
- 2) Statistics Canada, Table 14-10-0287-01, Adjusted for Seasonality, Both Sexes, Ages 15+.
- 3) Statistics Canada, Table 14-10-0388-01, three-month moving average, unadjusted for seasonality.
- 4) Labour Market Bulletin: April 2021

Other Resources to Consult

Sociolinguistic and economic data of the Acadian community of Clare

The statistical information from the 2016 census is compiled in our community profiles and gives you a demographic overview of the region. For more information, please consult.

https://cdene.ns.ca/images/profil-communautaire/2018/ENG/CDENE_Community_Profile_2018_Clare_English_rev.pdf

The new 2021 census statistics to be released later in 2022.

A photograph showing a man with blonde hair and a beard on the left, and a woman with short blonde hair on the right. They are both wearing green shirts and white gloves, looking at an open book together. They are standing in front of tall metal shelving units filled with many old, yellowed books.

5.

RECOMMENDATIONS

A photograph of a woman with long brown hair and glasses, wearing a blue floral blouse and a dark blazer. She is smiling and looking towards the camera. In front of her is a table covered with clear plastic sleeves containing various historical documents, such as letters and maps. Behind her are tall metal shelving units filled with books.

RECOMMENDATIONS

PROPOSED SOLUTIONS

- 1) Organize and hold information sessions to inform businesses, institutions, and program organizations, and provide the tools available to strengthen human resources management and the recruitment of workers from other provinces or internationally.
- 2) Employers from all sectors and government entities should work closely together to maintain and to reinforce the economy that has been weakened by the pandemic and the aging population, and to develop an action plan on how to achieve positive outcomes for economic growth.
- 3) Workshops can be organized and held to inform employers of the potential for hiring seniors to take on part-time duties. Note that seniors can provide training or mentoring to staff members. Employers can benefit from the Re-tire program by taking advantage of the knowledge and skills of these retirees.
- 4) Service providers should explore the use of various communication platforms to organize and deliver outreach activities and facilitate employer access to these workforce access opportunities. (Wage Subsidy and Start Program, Temporary International Worker Program, Regular Immigration Program, Community Economic Immigration Program, and the Refugee Integration Program)
- 5) Several government programs offer free training to employers and employees such as the Skills N.S. program. There will be a need to increase awareness of the programs available in Nova Scotia.
- 6) Employers can take advantage of Nova Scotia Works services that are available as employer support services, including Onboarding and the exit interview questionnaire.
- 7) Access to a workforce is becoming increasingly competitive. The years of high labour availability in the 1970s and 1990s have come to an end and youth are increasingly educated. Employers must explore opportunities to increase pay scales and benefits to attract workers to the organization.
- 8) Several issues have affected opportunities to share the workforce among several employers to allow one human resource to work part-time or full-time with several employers in the region. Discussion sessions should be held to allow employers to explore these possibilities.



6. CONCLUSION

Access to a skilled workforce is essential for the economic growth of the Acadian and Francophone community. The survey confirms that this access will be the challenge in the coming decades.

The challenge of accessing and retaining a skilled workforce will be made possible by structural changes in employers, with better working conditions and reasonable and fair remuneration. There are no quick and easy solutions since the birth rate in Acadian and Francophone regions is declining and the population is aging with the baby boomers approaching retirement age. The “snowball effect” of these societal elements has and will likely have an impact on the economy unless there is a major change in the future. This change must be shared among all the most at-risk economic actors in rural areas. There are not enough young people to take over from previous generations.

Solutions are to be explored. We must encourage the arrival of migrants from other regions of the country and Francophone economic immigration to increase the population of workers. In the same vein, we must be ready to welcome and integrate newcomers into the community. This shift is essential for the future of the Acadian and Francophone community and regions of Nova Scotia.

7. APPENDIX



7.1 SURVEY QUESTIONS

Un grand MERCI à l'avance pour votre contribution à ce questionnaire confidentiel sur vos besoins en main-d'œuvre. Votre participation est très importante pour nous à recueillir l'information nécessaire pour capter le grand portrait de la situation réelle des régions acadiennes et francophones de la Nouvelle-Écosse. THANK YOU in advance for your input in this confidential questionnaire on your Workforce and Labour Needs. Your participation is very important for us to collect the information needed to capture an accurate overall perspective of the actual situation in the Acadian and Francophone regions of Nova Scotia.

Les questions et réponses à choix-multiples sont bilingues. Répondre au questionnaire vous prendra environ 20 minutes. Merci encore pour votre temps. The questions and multiple-choice answers are bilingual. Completing the questionnaire takes about 20 minutes. Thanks again for your time.

Si vous avez des questions ou besoin de plus d'informations, n'hésitez pas de nous joindre par courriel ou par téléphone. Should you have any questions or need more information, contact us by email or phone.

1. Quel est le nom de votre entreprise, votre institution, votre organisme ? What is the name of your business or organization ?
2. Quel est le nom du propriétaire, directeur ou gérant : What is the name of the Owner, Executive or Manager ?
3. Quel est le nom de la personne responsable en ressources humaines ? (s'il y a en a une) What is the name of the person in charge of Human Resources (if any) ?
4. Quel est le numéro de téléphone de votre entreprise, institution, organisme ? What is the phone number of your Business, Institution, Organization ?
5. Quel est votre adresse courriel ? What is your email address ?
6. Quel est l'adresse courriel de la personne en ressources humaines (s'il y a lieu) ?What is the email address of the person in charge of human resources (if any) ?
7. Quel est votre secteur d'activités (cochez un seulement) ? What industry do you work in? (Check one only)
 - Agriculture et cultures agricoles / Agriculture and Crop production
 - Aquaculture / Aquaculture
 - Arts, spectacles et loisirs (services en matière de culture, divertissement et loisirs) / Arts, Entertainment and Recreation (cultural, entertainment and recreation services)
 - Chasse et piégeage / Hunting and trapping
 - Commerce (ventes) de détail (en magasin ou hors magasin) / Retail trade, sales (store retailers or non-store retailers)
 - Commerce (ventes) de gros / Wholesale trade (sales)
 - Construction navale et réparation de navires / Shipbuilding and ship repair
 - Construction de bâtiments / Construction of buildings
 - Élevage d'animaux (y inclus production de produits d'origine animale et engrangement) / Raising animals and animal production (including the production of animal products and fattening animals)
 - Extraction minière, exploitation en carrière, et extraction de pétrole et de gaz / Mining, quarrying, and oil and gas extraction
 - Fabrication (manufacture) / Manufacturing
 - Finance et assurances / Finance and insurance
 - Foresterie et exploitation forestière / Forestry and logging
 - Industrie et services en information / Information industries and services
 - Organisme à but non-lucratif, Entreprise Sociale, Co-op / Not for Profit, Social Enterprise, Coop / Non-Profit, Social Enterprise, Co-op
 - Organisme de services publics / Public Service Body
 - Pêche (ressource naturelle) / Fishing (natural resource)
 - Services d'enseignement et en éducation / Teaching and educational services
 - Services d'hébergement / Accommodation services
 - Services de restauration et débits de boisson / Food services and drinking places
 - Services en réparation et entretien (de machines, matériel, véhicules et autres produits) / Repair and maintenance services (of machinery, equipment, vehicles, and other products)

- Services en soins personnels (coiffure, esthétique, soins de beauté, etc.) / Personal care services (hairdressing, esthetics, cosmetology, etc.)
- Services en soins santé (massothérapie, physiothérapie, services dentaires, etc.) / Health care services (massage therapy, physiotherapy, dental services, etc.)
- Services en technologie ou informatique / Technology or computer services
- Services immobiliers et services de location / Real estate and rental services
- Services professionnels, scientifiques et techniques (juridiques; comptabilité; architecture, génie et connexes; design; conseils en gestion, scientifiques et techniques; recherche et développement scientifiques; et publicité, relations publiques et services connexes) / Professional, scientific, and technical services (legal; accounting; architectural, engineering, and related; design; management, scientific and technical consulting;
- scientific research and development; and advertising, public relations and related services)
- Soins de santé et assistance sociale (Services de soins de santé ambulatoires; Hôpitaux; Établissements de soins infirmiers et de soins pour bénéficiaires internes; Aide sociale variée) / Health care and social assistance (Ambulatory health care services;
- Hospitals; Nursing and residential care facilities; Various social assistance services)
- Transport et entreposage / Transportation and warehousing
- Transport par camion / Trucking, truck transportation
- Autre (veuillez préciser) / Other (please specify)

8. Combien de personnes travaillent dans votre entreprise/institution/organisme (à temps plein ou temps-partiel)? Cochez un seulement.How many individuals work at your Business/Institution/Organization (full time or part time)? (Check one only)

- 1 à 9 employés (microentreprise) / 1-9 employees (micro business)
- 10 à 49 employés (petite entreprise) / 10-49 employees (small business)
- 50 à 249 employés (moyenne entreprise) / 50-249 employees (medium business)

9. Dans quelle région votre entreprise/institution/organisme est-elle située (cochez un seulement) ? In which region is your Business/Institution/Organization located? (Check one only)

- Chéticamp / St-Joseph-du-Moine
- Île-Madame
- Halifax-Dartmouth
- Argyle
- Clare
- Autre (veuillez spécifier) / Other (please specify)

10. Quelle est la langue utilisée la plupart du temps dans votre entreprise/institution/organisme (cochez un seulement) ? Which language is most often used in your Business /Institution /Organization? (Check one only)

- Français / French
- Anglais / English
- Bilingue (Français et Anglais) / Bilingual (French and English)
- Autre (veuillez préciser) / Other (specify)

11. Au cours des 12 mois AVANT la pandémie de COVID, à quel point a-t-il été facile pour votre entreprise d'embaucher de nouveaux employés (cochez un seulement)? In the 12 months BEFORE the COVID pandemic, how easy was it for your Business to hire new employees? (Check one only)

- Facile / Easy
- Ni facile ni difficile / Neither easy nor difficult
- Difficile / Difficult

12. Selon vos défis à recruter de nouveaux candidats (AVANT la pandémie de COVID), lesquelles des raisons suivantes avez-vous vécues? Cochez toutes les réponses qui s'appliquent. While recruiting new candidates (BEFORE the COVID Pandemic), which of the following challenges did you encounter? Check all that apply.

- Manque de candidats disponibles / Lack of available applicants
- Manque de qualification ou de formation chez les candidats / Lack of qualification or training among applicants
- Manque de compétences chez les candidats / Lack of skills among applicants
- Manque d'expérience chez les candidats / Lack of experience among applicants

- Manque d'intérêt de la part des candidats pour les postes offerts / Lack of interest on the part of applicants in the positions offered
 - Manque d'intérêt de la part des candidats pour le type de travail / Lack of interest on the part of applicants in the type of work offered
 - Manque de ressources à l'interne pour le recrutement de candidats / Lack of internal resources for recruiting applicants
 - Salaire pas assez élevé / Salary not high enough
 - Les heures de travail indésirables (en soirée et/ou en fin de semaine) / Unappealing working hours (evenings and/or weekends)
 - Manque d'opportunités de progression de carrière / Lack of career advancement opportunities
 - Travail saisonnier ou temporaire seulement / Seasonal or temporary work only
 - Ne sais pas / Don't know
13. PENDANT la pandémie de COVID, à quel point a-t-il été facile pour votre entreprise à recruter de nouveaux employés (cochez un seulement)? DURING the COVID pandemic, how easy was it for your Business to recruit new employees? (Check one only)
- Facile / Easy
 - Ni facile ni difficile / Neither easy nor difficult
 - Difficile / Difficult
14. Selon vos défis à recruter de nouveaux candidats (PENDANT la pandémie de COVID), lesquelles des raisons suivantes avez-vous vécues? Cochez toutes les réponses qui s'appliquent. While recruiting new candidates (DURING the COVID Pandemic), which of the following challenges did you encounter? Check all that apply.
- Manque de candidats disponibles / Lack of available applicants
 - Manque de qualification ou de formation chez les candidats / Lack of qualification or training among applicants
 - Manque de compétences chez les candidats / Lack of skills among applicants
 - Manque d'expérience chez les candidats / Lack of experience among applicants
 - Manque d'intérêt de la part des candidats pour les postes offerts / Lack of interest on the part of applicants in the positions offered
 - Manque d'intérêt de la part des candidats pour le type de travail / Lack of interest on the part of applicants in the type of work offered
 - Manque de ressources à l'interne pour le recrutement de candidats / Lack of internal resources for recruiting applicants
 - Salaire pas assez élevé / Salary not high enough
 - Les heures de travail indésirables (en soirée et/ou en fin de semaine) / Unappealing working hours (evenings and/or weekends)
 - Manque d'opportunités de progression de carrière / Lack of career advancement opportunities
 - Travail saisonnier ou temporaire seulement / Seasonal or temporary work only
 - Ne sais pas / Don't know
 - Des raisons plus spécifiquement reliées à la pandémie de Covid : veuillez spécifier / Reasons more specifically related to the COVID pandemic: please specify
15. Lesquelles des situations suivantes affectent ou ont affecté l'embauche ou la rétention d'employés dans votre région (avant ou pendant la pandémie de COVID) ? Cochez toutes les réponses qui s'appliquent. Which of the following situations are affecting or have affected hiring or retaining employees in your area (before or during the COVID pandemic)? Check all that apply.
- Manque de logement / Lack of housing
 - Manque de moyens de transport / Lack of transportation
 - Manque de services de garde d'enfants / Lack of childcare services
 - Manque de services ou pauvre qualité de l'Internet / Lack of services or poor Internet service Autre (veuillez spécifier) / Other: please specify
16. En raison des défis reliés au recrutement AVANT la pandémie de COVID, lequel ou lesquels des résultats suivants avez-vous subis ? Cochez toutes les réponses qui s'appliquent. As a result of recruitment challenges BEFORE the COVID pandemic, which of the following did you experience? Check all that apply.
- Employés travaillaient plus d'heures / Employees had to work more hours
 - Croissance limitée / Limited growth
 - Pas en mesure de répondre à des commandes / Not able to respond to orders

- Pas en mesure de répondre à nos objectifs de services aux clients / Not able to meet our customer service targets
 - Moins concurrentiels / Less competitive
 - Qualité détériorée / Decreased quality
 - Aucun impact / No impact
17. En raison des défis reliés au recrutement PENDANT la pandémie de COVID, lequel ou lesquels des résultats suivants avez-vous subi ? Cochez toutes les réponses qui s'appliquent. As a result of recruitment challenges DURING the COVID pandemic, which of the following did you experience? Check all that apply.
- Employés travaillent plus d'heures / Employees work more hours
 - Croissance limitée / Limited growth
 - Pas en mesure de répondre à des commandes / Not able to respond to orders
 - Pas en mesure de répondre à nos objectifs de services aux clients / Not able to meet our customer service targets
 - Moins concurrentiels / Less competitive
 - Qualité détériorée / Decreased quality
 - Aucun impact / No impact
 - Des raisons plus spécifiquement reliées à la pandémie de COVID : veuillez spécifier / Reasons more specifically related to the COVID pandemic: please specify
18. Parmi les options suivantes, laquelle ou lesquelles avez-vous mises en place afin de remédier aux défis de recrutement AVANT la pandémie de COVID. Cochez toutes les réponses qui s'appliquent. Which of the following options did you put in place to address recruitment challenges BEFORE the COVID pandemic? Check all that apply.
- Embauche de candidats avec moins de qualifications ou d'expérience / Hired applicants with fewer qualifications or experience
 - Embauche de candidats qualifiés à la retraite / Hired qualified retired applicants
 - Formation aux employés (mise à niveau des compétences, etc.) / Provided training to employees (skills upgrading, etc.)
 - Recrutement de candidats qualifiés d'une autre région ou province / Recruited qualified applicants from another region/province
 - Recrutement de candidats qualifiés à l'international / Recruited qualified applicants internationally
 - Ajout de nouvel équipement / Added new equipment
 - Ajout de services Internet ou changement de fournisseurs / Adding Internet services or changing providers
 - Automatisation des tâches du poste ou des processus / Automated job tasks or processes
 - Meilleurs salaire et/ou avantages sociaux / Offered better salary and/or benefits
 - Changements des pratiques de travail (heures flexibles, travail à domicile/télétravail) / Changing work practices (flexible hours, home/telework)
 - Service de transport / Provided transportation
 - Logement / Provided housing
 - Appui vis à vis les services de garde / Provided support for childcare services
 - Externalisation du travail ou délocalisation du travail à l'étranger / Outsourcing
19. Parmi les options suivantes, laquelle ou lesquelles ont été ou sont en train d'être mises en place afin de remédier aux défis de recrutement PENDANT la pandémie de COVID. Cochez toutes les réponses qui s'appliquent. Which of the following options have been or are being put in place to address recruitment challenges DURING the COVID pandemic? Check all that apply.
- Embauche de candidats avec moins de qualifications ou d'expérience / Hiring applicants with fewer qualifications or experience
 - Embauche de candidats qualifiés à la retraite / Hiring qualified retired applicants
 - Formation aux employés (mise à niveau des compétences, etc.) / Training employees (skills upgrading, etc.)
 - Recrutement de candidats qualifiés d'une autre région ou province / Recruiting qualified applicants from another region/province
 - Recrutement de candidats qualifiés à l'international / Recruiting qualified applicants internationally
 - Ajout de nouvel équipement / New equipment
 - Ajout de services Internet ou changement de fournisseurs / Adding Internet services or changing providers
 - Automatisation des tâches du poste ou les processus / Automate job tasks or processes
 - Meilleur salaire et/ou avantages sociaux / Better salary and/or benefits

- Changement de pratiques de travail (heures flexibles, travail à domicile/télétravail) / Changing work practices (flexible hours, home/telework)
 - Service de transport / Transportation
 - Logement / Housing
 - Appui vis à vis les services de garde / Support for childcare services
 - Externalisation du travail ou délocalisation du travail à l'étranger / Outsourcing
 - Des raisons plus spécifiquement reliées à la pandémie de COVID : veuillez spécifier Reasons more specifically related to the COVID pandemic: please specify
20. Pour chacune des catégories de travailleurs potentiels suivantes, veuillez indiquer si vous recrutez actuellement et souhaitez recruter à l'avenir. Cochez toutes les réponses qui s'appliquent. For each of the following categories of potential workers, please indicate if you are currently recruiting and would like to recruit in the future. Check all that apply.
- Recrutons actuellement / Currently recruiting
Souhaitons recruter à l'avenir / Would like to recruit in the future
- Personnes âgées de 16 - 24 ans / Individuals aged 16 - 24
 - Personnes âgées de 25- 39 ans / Individuals aged 25 - 39
 - Personnes âgées de 40- 54 ans / Individuals aged 40 - 54
 - Personnes âgées de 55 et plus / Individuals aged 55 and over
 - Étudiants pendant l'été /Summer students
 - Diplômés récents /Recent graduates
 - Étudiants internationaux/ International students
 - Personnes à la retraite /Retirees
 - Personnes ayant un handicap / Persons with a disability
 - Personnes de minorités visibles / Visible minorities
 - Autochtones / Aboriginals
 - Afro-Canadiens / African Canadians
 - Anciens combattants / Veterans
 - Immigrants / Immigrants
21. Durant les derniers mois ou années, quels programmes gouvernementaux avez-vous utilisé pour recruter des employés ? Cochez toutes les réponses qui s'appliquent. In the past few months and years, which government programs did you use to hire applicants? Check all that apply.
- Wage Subsidy Program
 - START/Tremplin
 - Summer Student program
 - Funding for persons with disabilities
 - Funding for youth
 - Programs and funding specifically for Women
 - Programs and funding specifically for African-Canadians
 - Programs and funding specifically for Aboriginals
 - Apprenticeship Programs
 - Foreign workers programs
 - Funding for environmental careers
 - Work sharing programs
 - Sustainable Development Programs
 - Overcoming barriers program
 - Programs and funding specifically for New Graduates
 - COVID-19 specific programs, Provincial
 - COVID-19 specific programs, Federal
 - Aucun / None
 - Autre (veuillez spécifier) / Other (please specify)
22. Est-ce que vous offrez de la formation à vos employés ? Do you offer training to your employees?
- Oui. Au début de l'emploi / Yes. At the beginning of employment
 - Oui. Au début et pendant l'emploi / Yes. At the beginning and during the employment
 - Non. Pourquoi ? / No. Why?

23. Quelles sont les formations offertes ? Cochez toutes les réponses qui s'appliquent. What type of training do you offer? Check all that apply.
- Formation par l'entremise de stages expérientiels / Training through experiential placements Formation nécessaire au début de chaque emploi / Training required at the beginning of each job
 - Cours universitaire / University courses
 - Cours collégial / College courses
 - Cours à d'autres établissements reconnus / Courses at other recognized institutions
 - Formation sur mesure avec des formateurs professionnels / Customized training provided by professional trainers
 - Conférences/ateliers/session d'information / Conferences/workshops/information sessions
 - Autre (veuillez spécifier) / Other (please specify)
24. Combien d'heures ou jours est la durée moyenne de la formation offerte ? What is the average length (in hours or days) of the training provided?
- 1 heure / 1 hour
 - 2 heures / 2 hours
 - 1 journée / 1 day
 - 2 journées / 2 days
 - Plus de 2 journées / more than 2 days
25. Par quel moyen la formation a été offerte ? By what means was the training offered?
- Sur place (en entreprise) en personne / In person and in-house (at the Business' site)
 - Sur place (en entreprise) virtuellement (en ligne) / Virtually (online) in house (at the Business' site)
 - À l'extérieur de l'entreprise, en région / Regionally outside the Business
 - À l'extérieur de l'entreprise, à l'extérieur de la région / Outside the Business and the region
 - Aucun des éléments ci-dessous / None of the above
26. Avez-vous des réticences / réservations / hésitations à offrir de la formation à vos employés ? Do you have any reluctance / reservations / hesitation in offering training to your employees?
- Oui / Yes
 - Non / No
27. Quelles sont-elles ?
- What are they?
28. Parmi les choix suivants, quelle méthode de formation préféreriez-vous utiliser pour former vos travailleurs/employés ? Cochez toutes les réponses qui s'appliquent. Which of the following types of training would you prefer to use to train your workers/employees? Check all that apply.
- Ateliers / Workshops
 - Par expérience et exemples tirés de la vraie vie de l'entreprise (apprentissage expérientiel) / Through experience and examples drawn from the Business' day-to-day activities (experiential learning)
 - En entreprise et sur-mesure (en personne) / In house or custom-tailored Training (in person)
 - En salle de classe / In the classroom
 - En ligne (virtuellement) / Online classes and Webinars
 - Mixte (en ligne et en classe) / Combined (online and in-class)
29. Combien d'heures seriez-vous prêts à libérer vos travailleurs/employés pour une formation ? Cochez toutes les réponses qui s'appliquent. How many hours would you be willing to extend to your workers/employees for training? Check all that apply.
- 1 heure / 1 hour
 - 2 heures / 2 hours
 - 3 à 4 heures (demi-journée) / 3-4 hours (half-day)
 - 1 journée / 1 day
 - 2 journées / 2 days
 - Plus de 2 jours / More than 2 days
 - Aucune / None

30. En matière de compétences, lesquelles sont essentielles chez vos travailleurs/employeurs ? Cochez toutes les réponses qui s'appliquent. In terms of skills, which are essential for your workers/employers? Check all that apply.
- Les compétences de base / Basic Skills
 - Les compétences techniques / Technical Skills
 - Les compétences non techniques / Soft Skills
 - Les compétences numériques / Digital Skills
 - Autres : indiquer lesquelles / Other: please specify
31. En matière de compétences numériques ('Digital'), lesquelles seront essentielles au cours des trois prochaines années chez vos employés ? Cochez toutes les réponses qui s'appliquent. In terms of digital skills, which will be essential over the next three years among your employees? Check all that apply.
- Connaissance des technologies des communications / Knowledge of communication technologies
 - Connaissance en programmation / Programming knowledge
 - Connaissance en robotique / Robotics knowledge
 - Connaissance en bio-alimentation et en biochimie / Knowledge in bio-food and biochemistry
 - Connaissance en intelligence artificielle / Knowledge of artificial intelligence
 - Connaissance en cybersécurité / Cyber security knowledge
 - Connaissance en technologie verte / Knowledge of green technologies
 - Aucun / None
 - Autres : indiquer lesquelles / Other : please specify
32. En matière de compétences linguistiques et la connaissance des langues officielles (le français et l'anglais), lequel est essentiel chez vos employés/travailleurs quant à l'oral (le parlé) ? Cochez toutes les réponses qui s'appliquent. Regarding language skills and knowledge of official languages (English and French), which is essential for your employees/workers in terms of spoken language skills? Check all that apply.
- Connaissances de base de la langue française parlée / Basic knowledge of spoken French
 - Connaissances de base de la langue anglaise parlée / Basic knowledge of spoken English
 - Connaissances de base des deux langues parlées / Basic knowledge of both spoken French and English
 - Connaissances intermédiaires de la langue française parlée / Intermediate knowledge of spoken French
 - Connaissances intermédiaires de la langue anglaise parlée / Intermediate knowledge of spoken English
 - Connaissances intermédiaires des deux langues parlées / Intermediate knowledge of both spoken French and English
 - Connaissances avancées de la langue française parlée / Advanced knowledge of spoken French
 - Connaissances avancées de la langue anglaise parlée / Advanced knowledge of spoken English
 - Connaissances avancées des deux langues parlées / Advanced knowledge of both spoken French and English
33. En matière de compétences linguistiques et la connaissance des langues officielles (le français et l'anglais), lequel est essentiel chez vos employés/travailleurs quant à l'écrit ? Cochez toutes les réponses qui s'appliquent. Regarding language skills and knowledge of official languages (English and French), which is essential for your employees/workers in terms of writing skills? Check all that apply.
- Connaissances de base écrite de la langue française / Basic knowledge of written French
 - Connaissances de base écrite de la langue anglaise / Basic knowledge of written English
 - Connaissances de base écrite des deux langues / Basic knowledge of both written French and English
 - Connaissances intermédiaires écrite de la langue française / Intermediate knowledge of written French
 - Connaissances intermédiaires écrite de la langue anglaise / Intermediate knowledge of written English
 - Connaissances intermédiaires écrite des deux langues / Intermediate knowledge of both written French and English
 - Connaissances avancées écrite de la langue française / Advanced knowledge of written French
 - Connaissances avancées écrite de la langue anglaise / Advanced knowledge of written English
 - Connaissances avancées écrite des deux langues / Advanced knowledge of both written French and English
34. Avez-vous un mécanisme d'évaluation des compétences linguistiques des candidats bilingues ? Do you have an evaluation mechanism for assessing the language skills of bilingual candidates?
- Oui / Yes
 - Non / No
 - Ça nous intéresse / We are interested

35. En matière du niveau d'éducation, quel est le niveau d'éducation/formation requis pour la plupart de vos employés ? Cochez toutes les réponses qui s'appliquent. In terms of education, what level of education/training is required for most of your employees? Check all that apply.
- Secondaire / High School
 - Post-secondaire (collège) / College
 - Post-secondaire (université) / University
 - Certificat de métier / Trades certificate
 - Aucun / None
 - Autre (veuillez préciser) / Other (specify)
36. Parmi les énoncés suivants, lequel ou lesquels décrivent mieux vos défis en ressources humaines (AVANT la pandémie de COVID) ? Cochez toutes les réponses qui s'appliquent. Which of the following statements best describes your human resource challenges (BEFORE the COVID Pandemic)? Check all that apply.
- Gestion intergénérationnelle / Intergenerational management
 - Respect des calendriers de production / Compliance with production schedules
 - Absentéisme et/ou retard / Absenteeism and/or lateness
 - Organisation du temps liée à la conciliation travail-famille / Work-family balance time management
 - Manque de possibilités de progression du personnel / Lack of opportunities for staff growth
 - Adaptation du personnel aux nouvelles technologies / Accommodation of personnel to new technologies
 - Vieillissement du personnel / Aging workforce
 - Roulement et rétention de personnel / Staff turnover and retention
 - Recrutement de personnel qualifié et compétent / Recruitment of qualified and competent personnel
37. Parmi les pratiques de ressources humaines suivantes, lesquelles ont été adoptées par votre entreprise/institution/organisme (AVANT la pandémie de COVID) ? Cochez toutes les réponses qui s'appliquent. Which of the following human resource practices have been adopted by your Business/Institution/Organization (BEFORE the COVID Pandemic)? Check all that apply.
- Service en ressources humaines (employé responsable des RH) / Human Resources Department (employee responsible for HR)
 - Manuel de l'employé et description de postes / Employee handbook and job description
 - Rémunération concurrentielle / Competitive compensation
 - Plan d'apprentissage pour les employés / Employee learning plan
 - Plan de relève pour le départ à la retraite des employés / Succession plan for the retirement of employees
 - Conception des méthodes d'évaluation de rendement du personnel / Design of staff performance evaluation methods
 - Budget pour la formation / Training budget
 - Adaptation pour personne ayant des handicaps / Accommodation for persons with disabilities
 - La diversité et l'inclusion (différents âges, sexes, ethnies, religions, handicaps, orientations sexuelles, éducation, d'origines nationales) des membres de notre personnel / Diversity and inclusion of members of our personnel (different ages, genders, ethnicities, religions, disabilities, sexual orientations, education, and national origins)
 - Autre (veuillez préciser) / Other (please specify)
38. Est-ce que votre entreprise/institution/organisme assure l'accueil et l'intégration des nouveaux employés ('Onboarding') ? Does your business/institution/organization offer 'onboarding' to new employees?
- Oui / Yes
 - Non / No
 - Je ne sais pas / Don't know
39. AVANT la pandémie de COVID, parmi les dix (10) derniers employés qui ne travaillent plus à votre entreprise/institution/organisme, quelles sont les raisons de leur départ ? Cochez toutes les réponses qui s'appliquent. BEFORE the COVID pandemic, of the last ten (10) employees who no longer work for your Business/Institution/Organization, what were the reasons for their leaving? Check all that apply.
- Fin du contrat / End of contract
 - Manque de travail / Laid off
 - Retiré / Retired
 - Congédié / Fired
 - Pas qualifié pour le travail / Not qualified for the job

- Salaire trop bas / Salary too low
- Manque de possibilité d'avancement dans l'entreprise/institution/organisme / Lack of opportunity for advancement within the Business/Institution/Organization
- Manque de reconnaissance pour l'employé / Lack of employee recognition
- Mauvais climat de travail / Poor work climate
- Mauvaise relation entre employé et superviseur / Poor employee/supervisor relationship
- Déménagé à l'extérieur de la région pour se trouver un autre emploi / Moved out of the region to find another job
- Leur conjoint a déménagé à l'extérieur de la région / Their spouse moved out of the region
- Devait s'occuper de leur parent ou enfant malade / Had to take care of their sick parent or child
- Pas de moyen de transport / No means of transportation
- Défi d'adaptation pour un handicap / Accommodation challenge for a disability
- Autre (veuillez spécifier) / Other (please specify)

40. Quand un employé quitte son emploi, est-ce qu'un sondage de fin d'emploi ('Exit Survey') est administré? / When an employee leaves his job, is an Exit Interview (Exit Survey) conducted?

- OUI. Pourquoi ? / YES. Why?
- NON. Pourquoi ?/ NO. Why?

41. Quels sont des services ou des ressources que vous avez de la difficulté à trouver qui vous aideraient à faciliter votre travail en tant qu'employeur/entrepreneur/gestionnaire ? What services or resources are difficult for you to find which would help facilitate your work as an Employer/Contractor/Manager?

42. Au cours des deux (2) dernières années (AVANT la pandémie de COVID), avez-vous pris des mesures pour le développement ou la croissance de votre entreprise/institution/organisme? In the past two (2) years (BEFORE the COVID pandemic), did you take any steps for the growth or development of your Business/Institution/Organization?

- Oui / Yes
- Non / No

43. Parmi les mesures suivantes de développement ou de croissance de votre entreprise / institution / organisme, lesquelles ont été mises en place (AVANT la pandémie de COVID) ? Cochez toutes les réponses qui s'appliquent. Among the following measures for the development or growth of your Business/Institution/Organization, which have been implemented (BEFORE the COVID pandemic)? Check all that apply.

- Participation active à l'élaboration de nouvelles normes industrielles / Active participation in the development of new industry standards
- Mise en place d'une stratégie de commercialisation ou de marketing / Implementation of a marketing strategy
- Introduction de technologies de l'information et de communication / Introduction of information and communication technologies
- Recherche de nouveaux marchés pour des produits existants ou en cours de conception / Research of new markets for existing products or products under development
- Développement de nouveaux marchés / Development of new markets
- Adaptation, développement ou acquisition de technologie vertes / Accommodation with, development or acquisition of green technology
- Acquisitions de machines, d'équipements et logiciels / Acquisition of machinery, equipment and software
- Se conformer aux normes et réglementations / Comply with standards and regulations
- Conception de produits (biens ou services) personnalisés pour la clientèle / Design of customized products (goods or services) for customers
- Autres : spécifier / Other : please

44. Au cours des derniers mois (PENDANT la pandémie de COVID), avez-vous pris des mesures pour le développement ou la croissance de votre entreprise/institution/organisme? In the last few months (DURING the COVID pandemic), did you take any steps for the development or growth of your Business/Institution/Organization?

- Oui / Yes
- Non / No

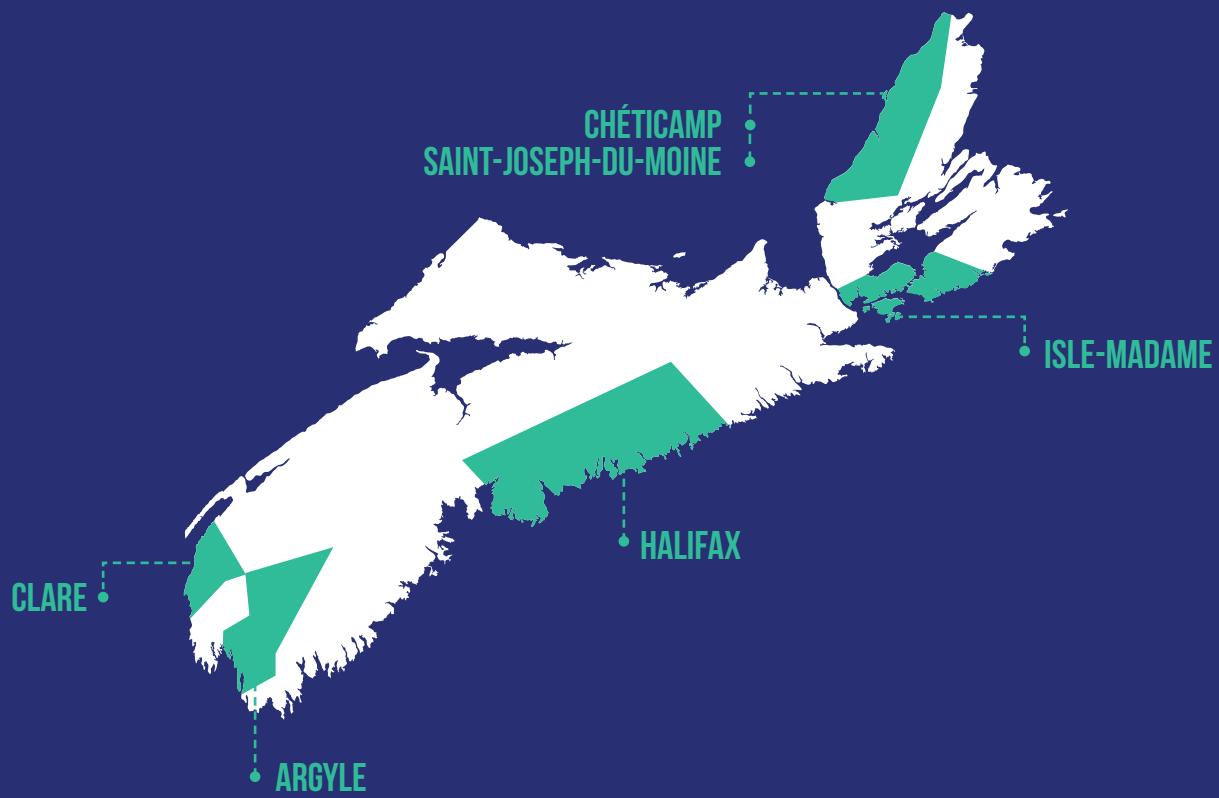
45. Parmi les mesures suivantes de développement ou de croissance de votre entreprise / institution / organisme, lesquelles ont été mises en place (PENDANT la pandémie de COVID) ? Cochez toutes les réponses qui s'appliquent. Among the following measures for the development or growth of your Business/Institution/Organization, which have been implemented (DURING the COVID pandemic)? Check all that apply.
- Participation active à l'élaboration de nouvelles normes industrielles / Active participation in the development of new industry standards
 - Mise en place d'une stratégie de commercialisation ou de marketing / Implementation of a marketing strategy
 - Introduction de technologies de l'information et de communication / Introduction of information and communication technologies
 - Recherche de nouveaux marchés pour des produits existants ou en cours de conception / Research of new markets for existing products or products under development
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 - Acquisitions de machines, d'équipements et logiciels / Acquisition of machinery, equipment and software
 - Se conformer aux normes et réglementations / Comply with standards and regulations
 - Conception de produits (biens ou services) personnalisés pour la clientèle / Design of customized products (goods or services) for customers
 - Autres : spécifier / Other : specify
46. Au cours des trois (3) prochaines années, prévoyez-vous faire une ou des actions suivantes ? Cochez toutes les réponses qui s'appliquent. Over the next three (3) years, do you plan on taking any of the following actions? Check all that apply.
- Développer de nouveaux produits / Develop new products
 - Développer de nouveaux services / Develop new services
 - Mettre sur le marché de nouveaux produits / Bringing new products to market
 - Mettre sur le marché de nouveaux services / Bringing new services to market
 - Acquérir et adapter des technologies / Acquire and adapt technologies
 - Utiliser de nouveaux procédés, innover, accroître la productivité / Use new processes, innovate, increase productivity
 - Prendre de l'expansion / Expanding the Business/Institution/Organization
 - Acquérir les compétences et les technologies nécessaires pour croître et innover / Acquire the skills and technologies needed to grow and innovate
 - Exporter vers de nouveaux marchés nationaux et internationaux / Exporting to new national and international markets
 - Payer pour les services professionnelles (ex. expert conseil) pour plan stratégique, plan de marketing, plan de succession, etc. / Pay for professional services (e.g. consulting) for strategic plan, marketing plan, succession plans, etc.
 - Je ne sais pas / Don't know
 - Autre (veuillez préciser) / Other (please specify)
47. Est-ce que vous éprouvez des difficultés à remplir des postes à plein temps plutôt qu'à temps partiel? Do you have difficulties hiring full-time employees rather than part-time?
- Oui / Yes
 - Non / No
48. En ce qui est des emplois à temps partiel, est-ce que votre entreprise/institution/organisme sera intéressé à partager un ou des employés avec d'autres employeurs de la région afin de créer plus d'heures pour l'employé ? For part-time jobs, would your Business/Institution/Organization be interested in sharing an employee(s) with other employers in the region to create more hours for the employee(s)?
- Oui / Yes
 - Non / No

49. Dans quel domaine ou quel genre de travail pensez-vous qu'un employé à temps partiel pourrait être partagé? Veuillez préciser: In what area or what kind of work do you feel a part-time employee could be shared? Please specify
- quantité d'heures / (a)
Number of hours
 - (b) période (ex. chaque semaine, chaque mois,saisonnier) / (b) Period (for example, each week, month or seasonal) (c) durée (ex. toute l'année, quelques mois,
quelles semaines) / (c) Duration (for example, all year long, a few months, a few weeks)
50. Environ combien de temps (quantité d'heures, période et durée) l'emploi à temps partiel pourrait être partagé ? Par exemple 2 heures par semaine pendant toute l'année. Veuillez spécifier Approximately how long (amount of hours, period and duration) could the part-time job be shared? For example, 2 hours per week for the whole year. Please specify:
51. Avez-vous présentement des employés immigrants ? Do you currently have immigrant employees?
- Oui / Yes
 - Non / No
52. Parmi les motifs suivants, lesquels vous ont incité à embaucher des employés immigrants AVANT la pandémie de COVID ? Cochez toutes les réponses qui s'appliquent. Which of the following reasons prompted you to hire immigrant employees BEFORE the COVID pandemic? Check all that apply.
- Rareté de la main-d'œuvre qualifiée locale / Skilled labour scarcity
 - Croissance de l'entreprise (besoin de main-d'œuvre) / Business growth (need for more workers/employees)
 - Compétences, connaissances / Skills, knowledge
 - Permettre le développement de nouveaux marchés à l'international / Enable the development of new international markets
 - Vieillissement de la main-d'œuvre locale / Aging workforce
 - Ressources disponibles pour le soutien à l'intégration / Resources available for integration support
 - Autres : veuillez préciser/ Other : please specify
53. Quels défis avez-vous rencontré lors de l'intégration des employés immigrants AVANT la pandémie de COVID ? Cochez toutes les réponses qui s'appliquent. What challenges did you face in integrating immigrant employees BEFORE the COVID pandemic? Check all that apply.
- Langue différente / Different language
 - Culture différente / Different culture
 - Adaptation aux horaires ou aux conditions de travail / Adapting to working hours or conditions
 - Adaptation technologique / Adapting to technology
 - Reconnaissance des diplômes acquis à l'étranger / Recognition of foreign credentials
 - Réceptivité des collègues / Responsiveness of colleagues
 - Aucun défi / No issues
54. Parmi les motifs suivants, lesquels vous ont incité à embaucher des employés immigrants PENDANT la pandémie de COVID ? Cochez toutes les réponses qui s'appliquent. Which of the following reasons prompted you to hire immigrant employees DURING the COVID pandemic? Check all that apply.
- Rareté de la main-d'œuvre qualifiée / Skilled labour scarcity
 - Croissance de l'entreprise (besoin de main-d'œuvre) / Business growth (need for more workers/employees)
 - Compétences, connaissances / Skills, knowledge
 - Permettre le développement de nouveaux marchés à l'international / Enable the development of new international markets
 - Vieillissement de la main-d'œuvre / Aging workforce
 - Ressources disponibles pour le soutien à l'intégration / Resources available for integration support
 - Des raisons plus spécifiquement reliées à la pandémie de COVID : veuillez spécifier / Reasons specifically related to the COVID pandemic: please specify

55. Quels défis avez-vous rencontré lors de l'intégration des employés immigrants PENDANT la pandémie de COVID ? Cochez toutes les réponses qui s'appliquent. What challenges did you face in integrating immigrant employees DURING the COVID pandemic? Check all that apply.
- Langue différente / Different language
 - Culture différente / Different culture
 - Adaptation aux horaires ou aux conditions de travail / Adapting to working hours or conditions
 - Adaptation technologique / Adapting to technology
 - Reconnaissance des diplômes acquis à l'étranger / Recognition of foreign credentials
 - Réceptivité des collègues / Responsiveness of colleagues
 - Aucun défi / No issues
 - Des raisons plus spécifiquement reliées à la pandémie de COVID : veuillez spécifier / Reasons specifically related to the COVID pandemic: please specify
56. Envisagez-vous recruter des travailleurs immigrants dans le futur ? Cochez un seulement. Are you considering recruiting immigrant workers in the future? Check one only.
- Oui / Yes
 - Non / No
 - Je ne sais pas / Don't know
 - Autres raisons (pas reliées à la pandémie). Veuillez spécifier / Other reasons (not related to the pandemic). Please specify
57. Parmi les choix suivants, quelle est la raison principale de ne pas embaucher des travailleurs/employés immigrants. Which of the following choices best explains your reason for not recruiting immigrant workers/employees?
- Crainte que les travailleurs recrutés ne vont pas rester et quitter la région pour un plus grand centre / Fear that recruited workers will not stay and leave the region for a larger centre
 - Les postes à pourvoir requièrent une certification canadienne / Positions to be filled require Canadian certification
 - Les postes à pourvoir requièrent une connaissance pointue de la culture canadienne et néo-écossaise / Positions to be filled require a thorough knowledge of Canadian and Nova Scotian culture
 - Pas prendre le risque d'embaucher un travailleur étranger à cause des coûts associés / Not taking the risk of hiring a foreign worker because of the costs associated with it
 - Pas prendre le risque d'embaucher un travailleur étranger à cause des conséquences (productivité, notoriété) que cela peut engendrer / Not taking the risk of hiring a foreign worker because of the consequences(productivity, notoriety) that this can generate
 - Des raisons plus spécifiquement reliées à la pandémie de COVID / Reasons specifically related to the COVID pandemic
58. MERCI d'avoir complété le questionnaire! YOU for completing the questionnaire!

Une fois toutes les données rentrées, notre équipe au CDÉNÉ va regrouper et analyser les informations recueillies pendant cette étude. Un rapport d'analyse sera publié avec des recommandations offrant des solutions et des pistes à suivre pour aider les employeurs des régions acadiennes-francophones.

Once all the data is collected our CDÉNÉ team will regroup and analyze the information collected in this study. A detailed analysis report will be published with recommendations offering solutions and avenues to help employers of our Acadian-Francophone regions. Si vous désirez ajouter un commentaire ci-dessous, vous en êtes la bienvenue. If you wish to leave a comment below please feel free to do so.



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