

Using Online Job Adverts Data on Skills to Identify Potential Career Pathways

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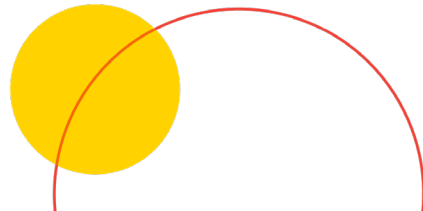
Skills & Labour Market Research Unit

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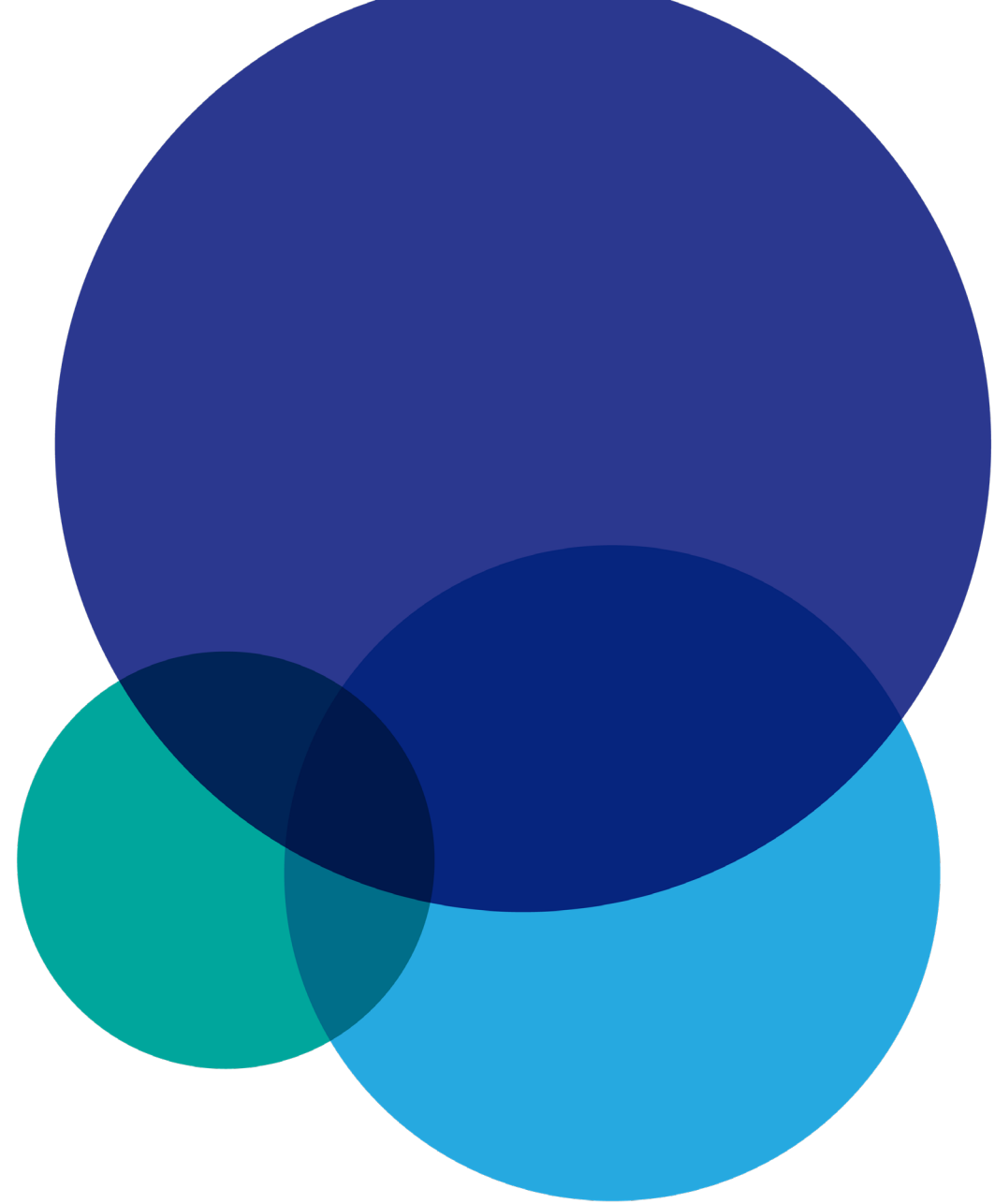
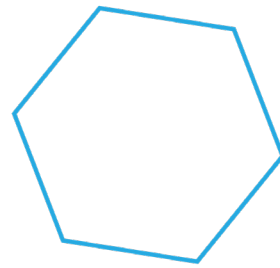
SOLAS
learning works

About the Skills & Labour Market Research Unit

- Monitor the **balance** of supply and demand for skills in the labour market in Ireland
- Identify
 - skill and labour **shortages**
 - skills and occupations where **demand** exists (e.g. job opportunities)
- Contribute to **data-informed policy** formulation



Why look at
skills pathways?



Ireland: highly educated workforce

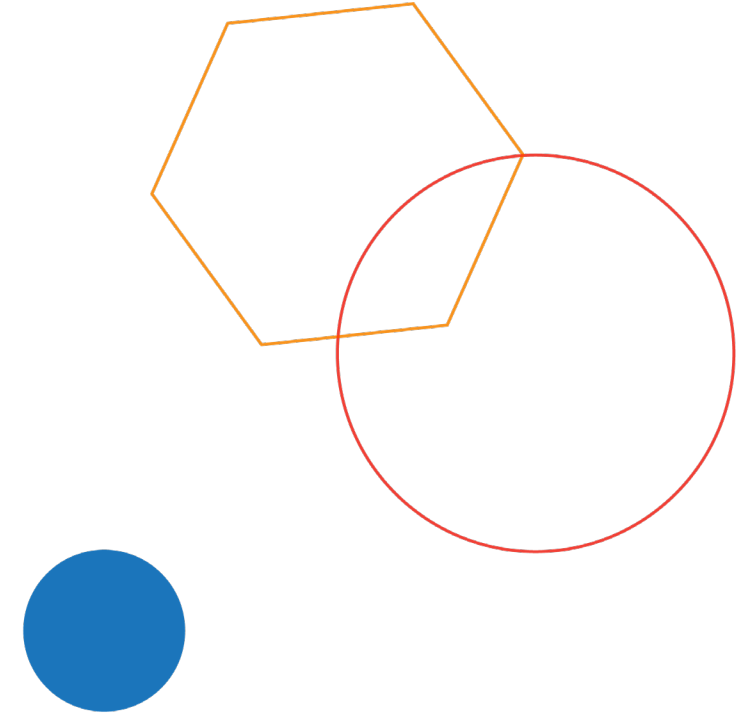
Employment: share who are 3rd level graduates



Ireland: skills mismatch



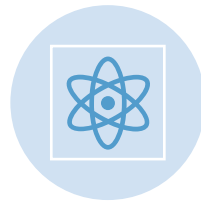
- **33%** over-skilled
- **7%** under-skilled



... yet shortages and difficult-to-fill vacancies persist



ICT



Science &
engineering



Health & social
care



Construction



Other craft
trades



Hospitality



Transport



Business &
finance

Despite a highly educated and over-skilled workforce....



Why the discrepancy?



Rapidly evolving workplace (demographics, technology, etc)



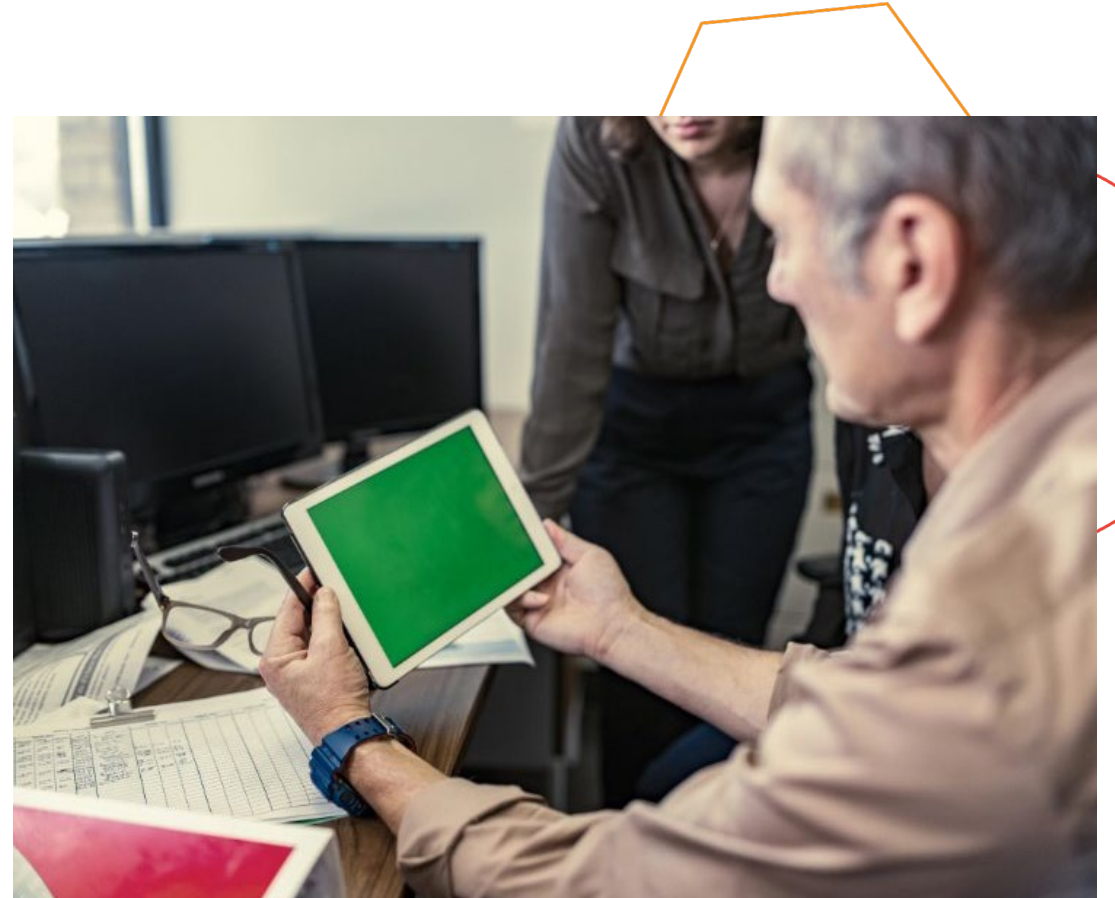
New/re-entrants alone are not enough to meet the needs of a *changing* work place



Demand for skills needs to be met from within the existing workforce

But.....

- Lifelong learning rate fell last year
- Workers don't always undertake relevant training
- Barriers to learning need to be addressed



Vital that training interventions are

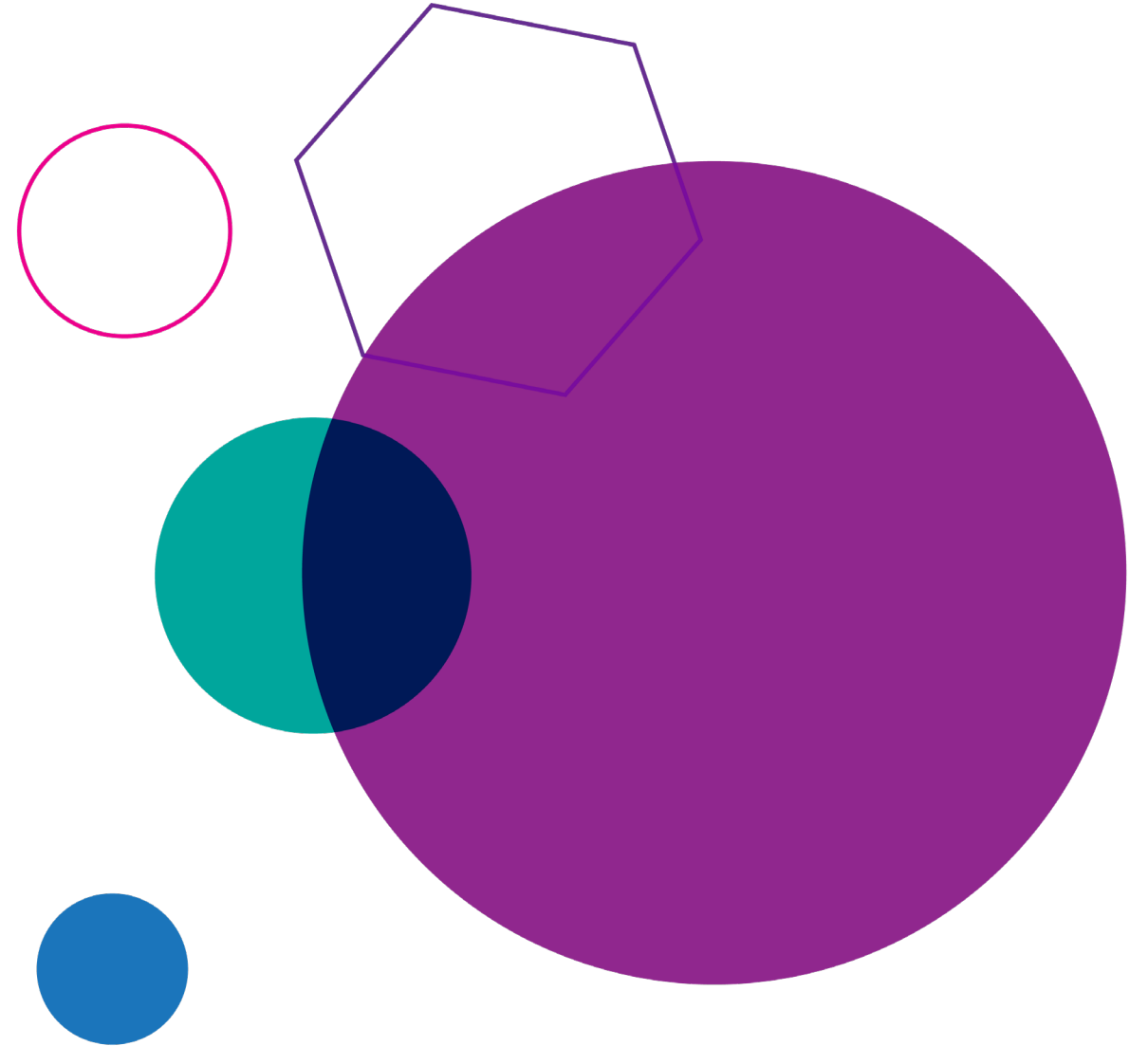
Efficient & effective for targeted cohorts

Offer flexible delivery

Foster relevant skills development



Better alignment of skills provision with economic needs



The role of LMI in informing skills provision

- Typically occupation has been used as a proxy for skills
- But occupation **alone** is increasing inadequate
- A need for detailed skills information

Online job ads – a gateway to skills information

- Recruitment Agency Survey
- Company skills audits
- Large, regular & timely dataset
- Linked to occupation



Labour Market Intelligence Data Infrastructure



Employment

Growth

New hires and
recent leavers

Difficult-to-fill
vacancies

Online job ads

Projections

Identifying pathways using OJAs



Ireland subset of WIH OJA data

Detailed ISCO (occupation) &
skills (ESCO)

Group into 16 occupation families

Similar tasks; sectors
Various skill levels

Identify

Where skills overlap
Unique skills

Map ISCO to UK SOC

Retained both

Examine skills

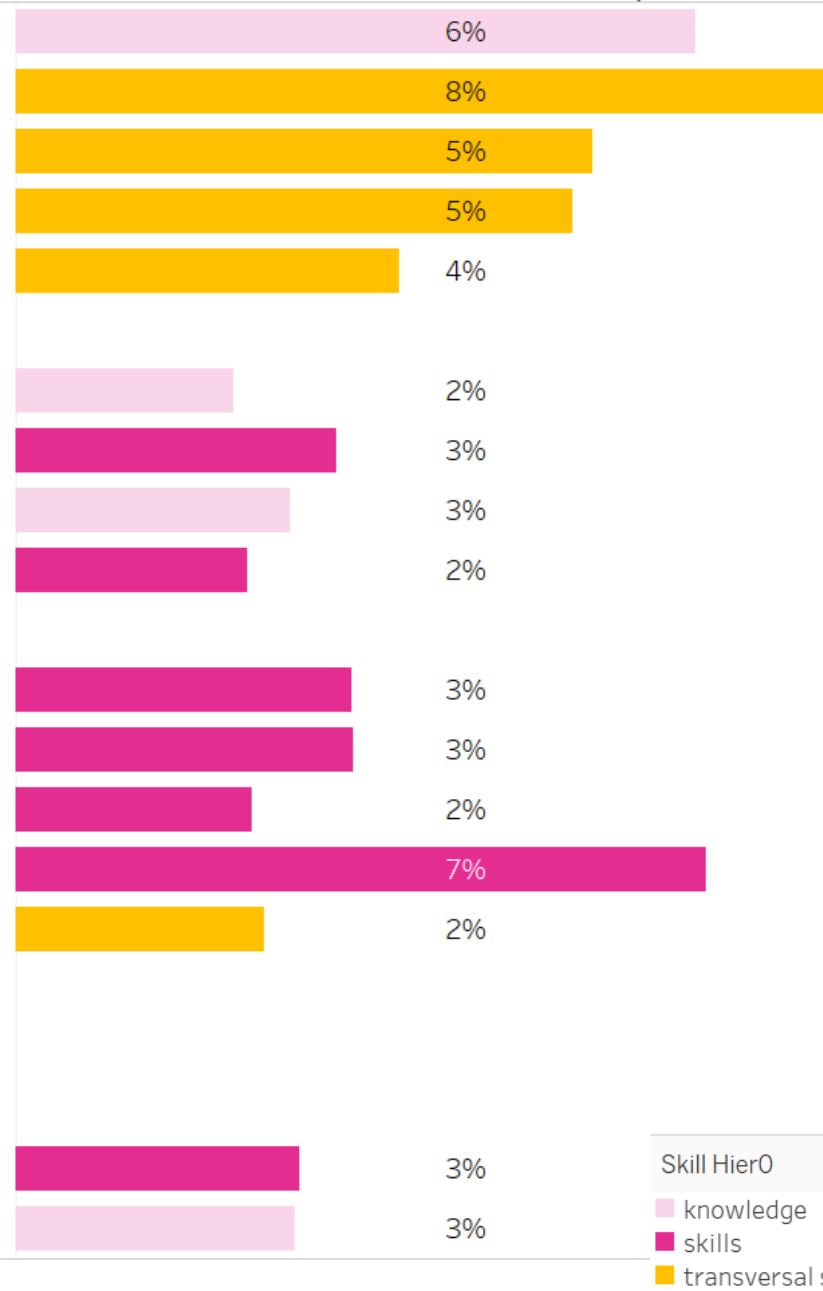
Across families
Within families

Skill Hier3

personal skills and development
demonstrating willingness to learn
working efficiently
collaborating in teams and networks
taking a proactive approach
wholesale and retail sales
management and administration
accessing and analysing digital data
computer use
accompanying and welcoming people
leading others
planning events and programmes
using digital tools for collaboration and productivity
complying with operational procedures
performing general clerical and administrative tasks
advise others
cope with stress
accounting and taxation
economics
managing budgets or finances
work skills

Occupation Family

Administrative & Secretarial Occupations



Skill Hier0

knowledge

skills

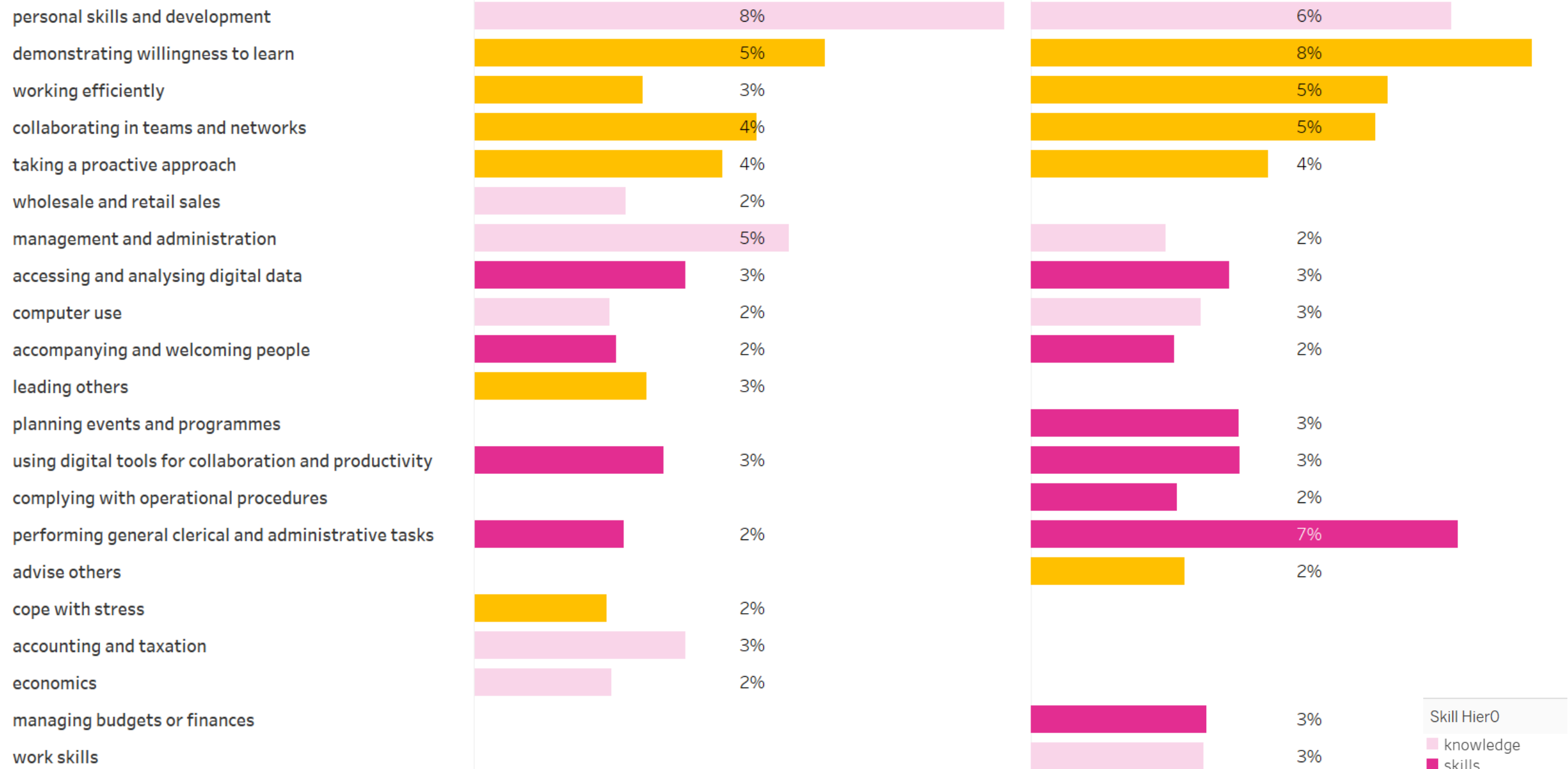
transversal skills

Occupation Family

Business & Financial Occupations

Administrative & Secretarial Occupations

Skill Hier3



Skill Hier0

knowledge

skills

transversal skills

Common skills (Business & admin occupations)

Proactive approach

Data analysis

Accompanying &
welcoming people

Digital tools for
collaboration

Collaborating in teams
and networks

Common skills (Business & admin occupations)

Top skills (both occupations)

Proactive approach

Personal skills & development

Data analysis

Demonstrate willingness to learn

Accompanying & welcoming people

Working efficiently

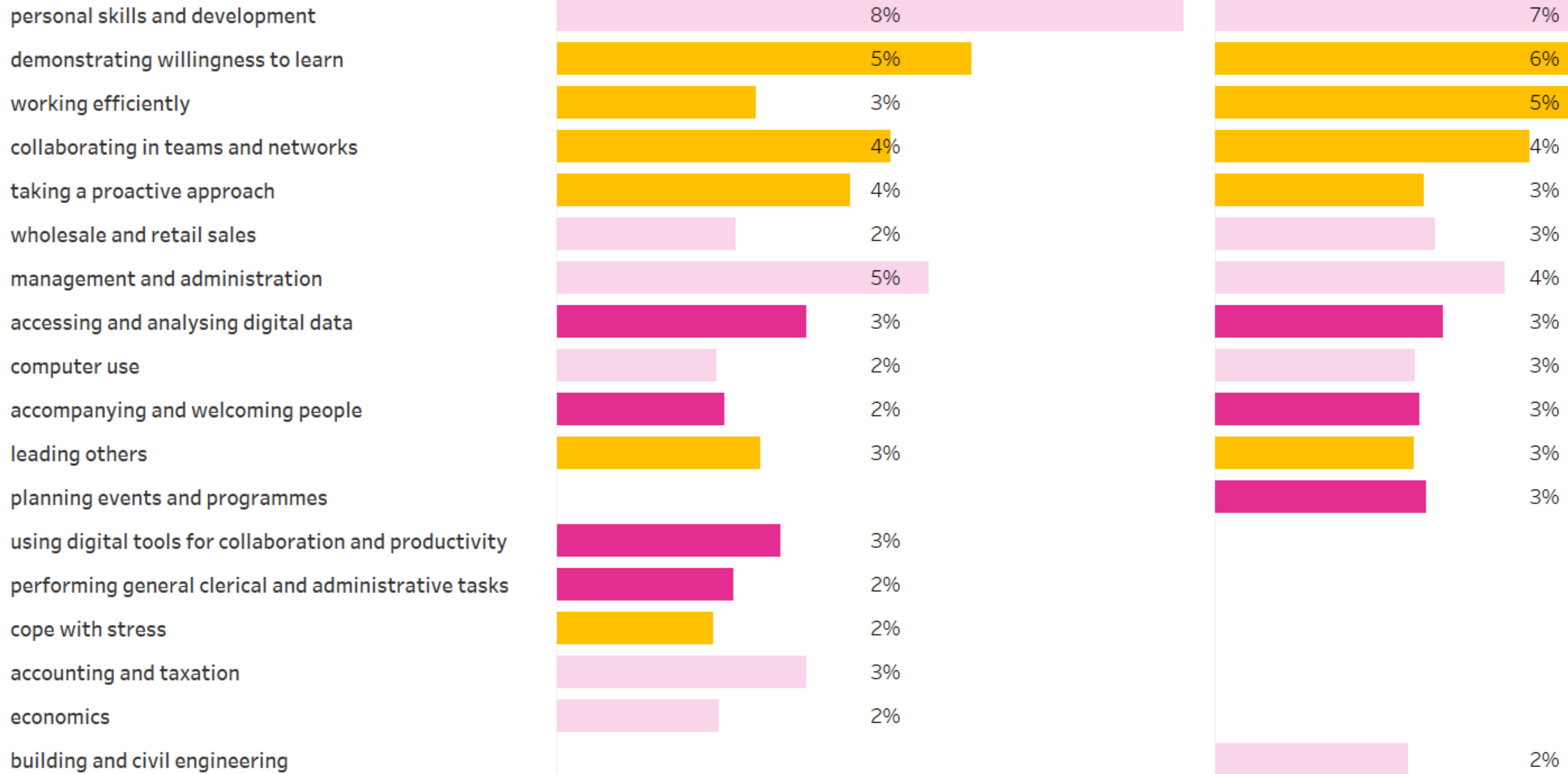
Digital tools for collaboration

Collaborating in teams and networks

Common skills (Business & admin occupations)	Top skills (both occupations)	Business occupations: Unique skills
Proactive approach	Personal skills & development	Wholesale/retail knowledge
Data analysis	Demonstrate willingness to learn	Leading others (transversal)
Accompanying & welcoming people	Working efficiently	Cope with stress
Digital tools for collaboration		Accounting taxation
Collaborating in teams and networks		Economics

Skill Hier0
knowledge
skills
transversal skills and competences

Skill Hier3



Occupation Family

Business & Financial Occupations

Construction Occupations

Construction occupation skill levels

High

Medium

Lower

Professionals
& managers

Civil engineer

Associate
professionals

Engineering
technician

Skilled trades

Carpenter
Plumber

Operatives
elementary

Scaffolders
Road const.

Common to all four

Working efficiently

Willingness to learn

Collaborating in
teams & networks

Management &
administration

Accompanying &
welcoming people

Common to all four

Unique to high skilled occupations

Working efficiently

Accessing & analysing digital data

Willingness to learn

Computer use

Collaborating in teams & networks

Taking a proactive approach

Management & administration

Database & network design & admin

Accompanying & welcoming people

Using digital tools for collaboration & productivity

Common to all four

Unique to high skilled occupations

Common to skilled trades & above

Working efficiently

Accessing & analysing digital data

Leading others

Willingness to learn

Computer use

Personal skills & development

Collaborating in teams & networks

Taking a proactive approach

Planning events & programmes

Management & administration

Database & network design & admin

Wholesale & retail sales

Accompanying & welcoming people

Using digital tools for collaboration & productivity

Construction skills for progression

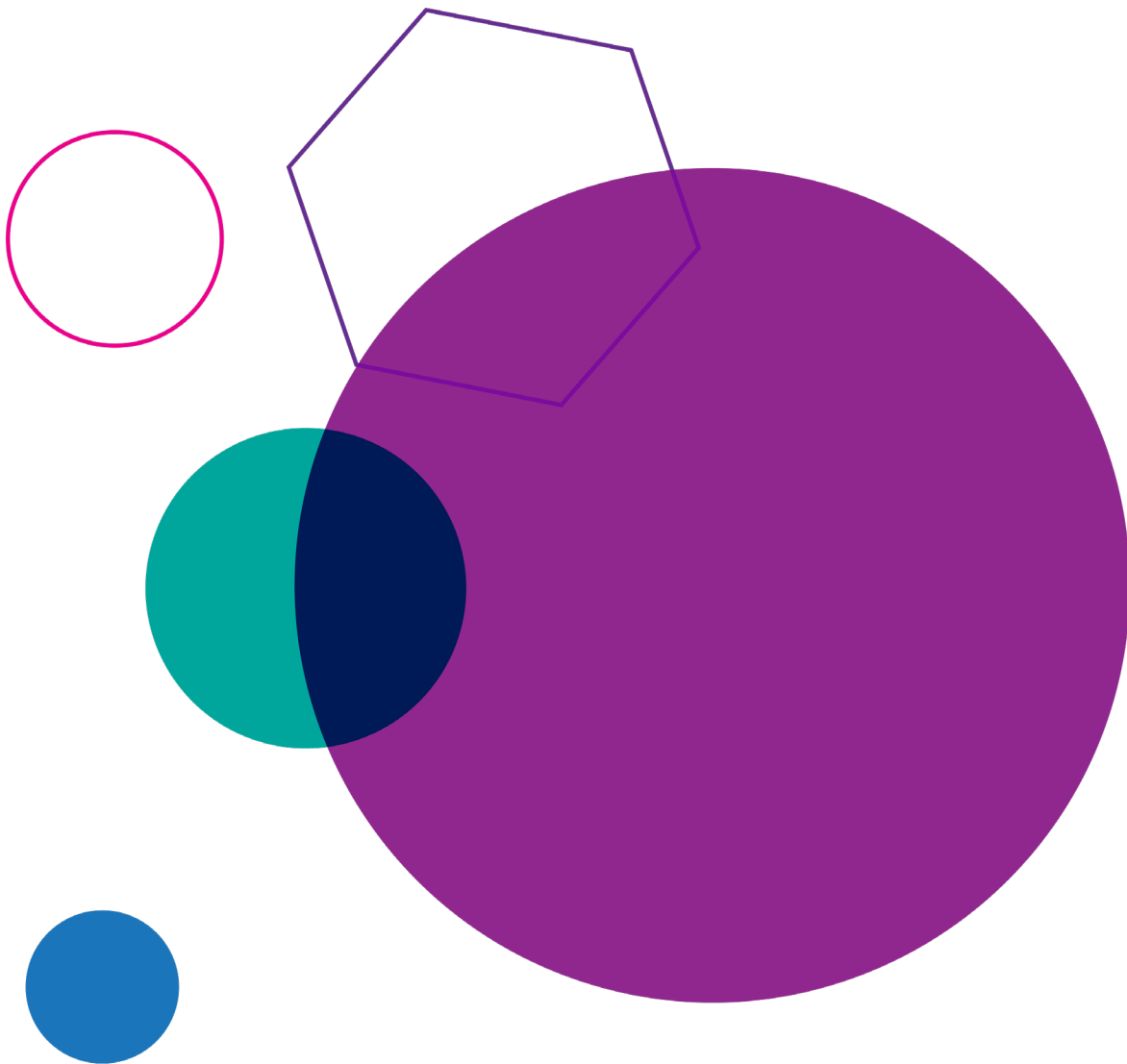
Lower construction roles

Emphasise technical skills, engineering knowledge, and trade expertise

Progression

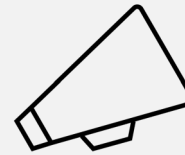
Requires communication, people, organization, and digital skills





Concluding remarks

Skills analysis in OJAs is just the first step



Raise awareness of the extent to which **skills are similar across occupations**



Emphasise the portability of **transversal skills and digital skills**

Thank you

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