

Improving Labour Market Information to Help Canadians Make Better-Informed Decisions

Contributors:

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**SOCIAL RESEARCH
AND DEMONSTRATION
CORPORATION**

**SOCIÉTÉ
DE RECHERCHE
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**HRSDC/FLMM July 12–13, 2007 Symposium on
Measuring the Impacts of Labour Market Information**

Final Report

Submitted to:

Strategic Policy Research Directorate
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Prepared by:

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I. Introduction

Every year, millions of people in Canada make decisions that influence the functioning of the labour market. Among these millions are people who are unemployed but also people who are employed, employers, students, educators and instructors, and people who have been out of the labour market and wish to return to work. Others are recent graduates or new immigrants who are looking to enter the Canadian labour force. All of these people draw on different kinds of information to help them make labour market decisions. One important type of information is Labour Market Information (LMI).

Important social and economic trends are affecting the complexity of the situations in which these labour market-related decisions are being made. For instance, lifelong learning is increasingly regarded as a necessary underpinning to improve productivity, competitiveness, and labour market efficiency and effectiveness. For the workers, lifelong learning is viewed as necessary to broaden the potential ports of entry as well as widen the range of social and professional networks necessary to fully participate in the new world of work. For employers, lifelong learning focuses attention on the training and skill upgrading activities they need to pursue and promote. In this context, dependable labour market information on job growth, labour supply, career opportunities and job vacancies is ever more crucial.

From an economy-wide perspective, there is a growing demand for skilled trades and qualified professionals. Combined with the impending retirement of the ageing baby-boom workforce, large numbers of jobs will be opening up in the coming years. Several occupations in the health sector, for instance, are already facing labour and skill shortages and this is expected to continue. People who lack skills will have difficulties obtaining jobs and employers will have trouble finding qualified workers regardless of industrial sector. From this purely practical and predictable outcome, those millions of labour market-related decisions that are being made everyday by individuals all along their education and work-life cycle are becoming increasingly important and so is the nature of the information upon which their decisions are based.

Federal, provincial and territorial governments are concerned about ensuring that quality information is available to promote and enhance the functioning of the labour market and inform the decisions of individuals. For example, the LMI Working Group of the Forum of Labour Market Ministers (FLMM) launched a subgroup in 2005 to start explore ways for gathering evidence on the impact of LMI and to investigate further options that would improve the development and delivery of LMI across Canada. At the same time, the Treasury Board of Canada has been requesting that HRSDC bring additional hard evidence on the returns to the investments that HRSDC and Service Canada make in LMI.

HRSDC and the FLMM LMI Working Group joined forces to address this issue. Their starting point recognizes that this task presents a serious challenge since LMI involves a wide range of information that is used by different people for different purposes at different points in their lives. In particular, there little is known about the

ways LMI influences the decision-making processes of those for whom the production and distribution of LMI is intended. This knowledge gap may be partly attributable to the fact that research on the requirements for and the impacts of LMI has essentially relied on analytical frameworks based on basic concepts of economic theory and a focus on outcomes, with less attention on processes and motivations. HRSDC and the LMI Working Group hypothesized that the research framework for understanding these latter elements would benefit from involving a broader array of theories and practices from disciplines such as psychology, sociology, and education and counselling.

In this context, the Policy Research Directorate and the Skills and Labour Market Information Division of Human Resources and Social Development Canada (HRSDC), in collaboration with the FLMM LMI Working Group held a two-day symposium in Gatineau (Quebec) on July 12–13, 2007. The symposium on “Measuring the Impact of LMI” involved several experts, Government of Canada stakeholders and their partners on LMI. The goal of the symposium was to identify a series of research questions that HRSDC could undertake to further the understanding of both the requirements for LMI and its effects. A multidisciplinary perspective was adopted where experts from the fields of economics, psychology, sociology, education and career development were invited. In preparation for this symposium, each of the invited experts was provided with a series of scientific reports on the use and impacts of LMI. The experts were asked to examine these reports and present their analyses of these issues at the symposium, with a view to helping governments better understand how it can approach the measurement of the impacts of LMI and establish priorities among research questions and projects.

This report is a synthesis of the key messages that emerged from the multidisciplinary panel of experts. It outlines a series policy research priorities and research questions to further explore the role and impact of LMI on Canadians’ participation in the labour market. The report concludes with a brief description of potential research projects and methodological approaches best suited to address these research priorities.

II. Key Messages from the Experts

“Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?” T. S. Eliot

Five experts presented their analyses of the extent to which the current LMI system in Canada is meeting the needs of its clients. They suggested strategies to gain a better understanding of its functioning and ways to improve LMI. The experts commissioned were Dr. Liette Goyer, professor at the Department of Foundations and Practices in Education at Université Laval, Dr. Neil Guppy, professor at the Department of Sociology at the University of British Columbia, Dr. Morley Gunderson, professor at the Department of Economics and the Centre for Industrial Relations at the University of Toronto, Dr. Kris Magnusson, professor at the Faculty of Education at the University of Lethbridge and Dr. Warren Thorngate, professor at the Department of Psychology at Carleton University.

All experts recognized that the main policy objective for providing LMI is to improve the efficiency of labour markets by facilitating the matches between supply and demand. The use of public funds to provide LMI is justified, they maintained, on the grounds that the labour market is consistently characterized by situations where there are jobs without workers and workers without jobs. The experts also emphasized that LMI can improve the efficiency of labour markets by facilitating and informing the decision-making process of individuals making a career decision or looking for employment and of employers looking to hire workers or provide them with training.

LMI AS A CODED KNOWLEDGE

A myriad of information currently exists about the labour market, from statistics on general labour market trends, skill composition of the workforce and job vacancies, to data on educational and skill requirements, wages and career prospects in various occupations, jobs, sectors or industries. Individuals looking for a job can also find substantial information on job search tools. Those who are looking at improving their skills can find information on the various educational and vocational training courses and programs available.

None of the experts was of the view that there is insufficient LMI that is produced (although they did point out the need for LMI to expand and include information that is relevant to individuals in achieving work-life balance such as child care options or parental leave policies). However, all experts — each of them using their own preferred analytical tools — stressed the idea that LMI is a coded knowledge: “raw” LMI data needs to be mediated to become useful information that will then be translated into relevant knowledge. Therefore, the distribution of LMI is a necessary but not sufficient condition to meet the objectives of enhancing workers’ and employers’ decision-making processes. Most experts emphasized the role of “intermediaries” in converting information into relevant knowledge. “Intermediaries” can be communication vehicles — brochures, websites, bulletin boards, statistical analyses — or persons — vocational

guidance and career counsellors, government and non-government employment service providers, professionals from educational and vocational training institutions, community development organizations, organizations dedicated to facilitating immigrants settlement, union representatives, sector councils and human resources professionals. Some experts also emphasized that LMI, as any other type of information, must be meaningful and resonate with individuals to be transformed into knowledge. As well, they stated that personal values, beliefs, misperceptions and emotions play a critical role in the ways people use and process LMI.

THE IMPORTANCE OF SOCIAL NETWORKS

All experts stressed the notion that LMI can be acquired from many formal as well as informal sources. Individuals can acquire LMI through casual conversation with family, friends, peers or members of their community, unfocused web surfing or internal referrals. Employers often rely on trusted information that is not provided through formal LMI channels but rather that comes via “word-of-mouth” from valued associates. This may be especially true of information about aspects of individuals’ character and motivation that are relevant to hiring decisions or the value of domestic as well as foreign credentials.

Social networks thus play a crucial role in gaining relevant information about the labour market in that they can provide critical assistance to individuals looking for work or looking for a change in their career, and to employers looking for workers. Although there may not be a role for governments in improving the quality of information flows in these processes, the experts argued that a better recognition and understanding of these processes may help design LMI products and delivery mechanisms that are more effective.

THE BENEFITS OF TARGETING DISADVANTAGED GROUPS

Labour markets are segmented and multiple. Different labour markets exist and information needs vary across markets. People who are already employed, especially in highly-skilled, often well-paid jobs, may have better abilities to process and access LMI and may require little assistance. Others, however, may require more assistance to facilitate their integration or advancement in the labour market. For instance, recent immigrants have generally limited knowledge of Canadian labour market institutions and practices and often no Canadian job experience. They may have strong social network ties in the sense of family and kin, but lack the connections that are more likely to provide multiple and productive sources of information about job openings, about where to look for job openings, and about working conditions or skill requirements related to various jobs.

Experts all agreed that high rates of return on investment in LMI are more likely to be attained by targeting specific and somewhat disadvantaged groups that face significant barriers to labour market integration. Groups that experts identified as potentially benefiting from a more proactive targeted delivery strategy of LMI include: recent and not-so-recent immigrants to Canada, especially those lacking the necessary English or French language skills; Aboriginal people; individuals lacking necessary skills; youth

with little or no previous work experience; youth at risk or out of school, older workers displaced from previously stable jobs; and people facing literacy or language barriers and persons with disabilities. Another reason for targeting disadvantaged groups is that it can generate a more equitable distribution of benefits from employment across various groups in society.

CHALLENGES IN EVALUATING THE IMPACTS OF LMI

Assessing the impacts of LMI presents significant evaluation challenges. Firstly, there is the challenge relating to the issue of reverse causality: using LMI gets you a job which in turn increases your access to LMI. Secondly, LMI generally comes in small doses, which makes it difficult to capture statistically significant impacts, especially in terms of longer-term economic outcomes or cost-benefit analysis. Thirdly, it is difficult to disentangle LMI and isolate the impact of LMI on desired outcomes because LMI is everywhere and comes from various sources, formal as well as informal. The experts generally agreed that assessing the impacts of LMI on longer-term outcomes such as career prospects, frequency and duration of unemployment, earnings trajectories or reliance on income security programs may be quite difficult. In addition, these outcomes may not actually be of immediate priority. Instead, experts stated that priority should be given to furthering our understanding of what information is needed and how LMI can be delivered more effectively, with special emphasis on the targeted disadvantaged groups that are most likely to benefit from it.

III. Labour Market Information – Other Roles

Experts noted that within the overarching policy objective for providing LMI to improve the efficiency of labour markets by facilitating adjustments and helping match supply with demand, LMI can play a key role in reallocating resources from declining industrial sectors of the economy and addressing labour and skill shortages in other sectors or regions. LMI can also improve the integration of new entrants to labour market, including immigrants and youths making school-to-work transitions. To the extent that it provides relevant and accurate information on labour market trends, the skill composition and training requirements of the workforce, LMI can ease adjustments in the internal labour markets of firms through their workplace and human resource practices.

The experts also highlighted that LMI can play a key role in helping people make better-informed decisions about investments in human capital. LMI should be a crucial component of a skills or human capital development strategy that is increasingly regarded as necessary to foster productivity and competitiveness. It can inform decisions with respect to apprenticeship and training activities in the area of trades as well as any other adult training decisions. Individuals enrolled in educational and vocational training institutions, those currently employed but who wish to improve on their employment situation and those currently out of the labour market who are considering acquiring new skills before seeking employment need LMI to make better-informed decisions.

Experts also discussed whether LMI improves the decision-making of individuals regarding their educational and training choices with the hope that they will acquire the set of skills that employers are looking for and that they will find the job that best suits their qualifications. They cautioned that this may not be the case. Firstly, conditions may have changed in unforeseen ways or forecasts of skill shortages or rates of return to educational or training programs may have been of poor quality. Alternatively, projections may be good but the interval between the time an individual starts an educational or training program and the time they enter the labour market can be so long that what appeared to be a sound decision when they started a program does not fit the requirements of the market when they are looking for a job.

Secondly, well-trained, well-educated workers, including recent immigrants, may have the required set of professional skills but face other barriers to employment. Examples include lack of access to adequate and affordable child care; inadequate recognition by employers of credentials obtained outside Canada; or difficulty with coping skills when making important career or educational transitions.

Thirdly, there is a distinction between “better” decisions and “better-informed” decisions and the distinction affects the way the impacts of LMI can be viewed or assessed. If LMI can help people make decisions that are based on more information – i.e. “better informed” decisions – this does not say anything about individuals making “better” decisions, which raises a number of questions: Better decisions for whom? The individuals themselves? The businesses? The governments? Better decisions in what sense? Higher educational attainment? Increased take-up rates for training programs? Higher earnings? Greater job satisfaction? Less reliance on income assistance programs? Improved work-life balance?

IV. Identifying Research Questions

A consensual view emerged from discussions at the Symposium about the notion that there is a logical sequence of research questions to address: some research questions are preliminary to others. Assessing the impact of LMI on longer-term outcomes should remain a key objective from the perspective of public policy. Ultimately, whether government LMI products and services lead to improved labour market and educational outcomes remains a fundamental question to be addressed if governments are to continue to invest in LMI. However, experts agreed that this may not be the immediate priority — if the information provided is not being consumed or processed effectively, there will be no long-term impacts to measure.

Experts at the Symposium agreed that different theories and practices from various disciplines can help shape the design of research program on LMI. They agreed that HRSDC research agenda should create a “mosaic of evidence” by using a broad array of theories and expertise to better understand what information people need, what information they use, how individuals and businesses process information and convert it into relevant knowledge, what constraints or limitations people face in acting on their decisions and what effects different types of LMI have on the decision-making processes and outcomes. Below is a series of research questions classified under two broad research themes. The topics selected here reflect the notions that the focus of this research should be on individual workers and employers’ decisions; LMI producers, distributors and intermediaries are secondary in that they play a supportive role.

Constructing an LMI clients’ needs assessment

1. *Information needs of different groups*: Does the current content of LMI products fit the needs, motivations, practices and competencies of different prospective users (e.g. entrepreneurs, human resources professional in large firms, investors, lower-skilled individuals, recent immigrants and not-so-recent immigrants, First Nations people, youth, people living in rural settings, persons returning to work from child-raising or a disability, older workers making the transition back from retirement)?
2. *Information gaps*: Do we have the right format and packaging of products and services for today’s and tomorrow’s labour force’s and employer needs? What format and types of products and services are needed to fill the gaps?
3. *Decision-making process*: How does LMI interact with other factors in individual workers’ decision-making? How does LMI interact with other factors in employers’ decision-making regarding hiring, training and other human resources decisions?
4. *The role of beliefs, attitudes and perceptions*: What goes on in the heads and hearts of people having to make specific transitions or adjustments in their life regarding employment, education, training and career choices in general? What role can the production and dissemination of LMI play in assisting people forming or changing a belief with regards to these transitions or adjustments? What are the sources of misperceptions about returns to education, the conditions of the labour market, the

value of credentials acquired inside and outside Canada? Can LMI play a role in helping to correct misperceptions and realign expectations? If so, how?

5. *Assessment of individuals' LMI proficiency*: How do different prospective users navigate LMI resources to identify the information they need? What competencies do they have for using LMI effectively? What barriers do they face in identifying, finding and interpreting the information they need?

Measuring the effectiveness of LMI delivery and dissemination

1. *Quality of information*: Do we need better tools to have a timely reading of labour market trends and generate reliable information on projected labour market demand and shortages? Do we need better information on the skill composition of the workforce; training requirements of the workforce; job vacancies; the educational and skill requirements in various occupations; the wages, benefits, working conditions and career prospects in various jobs or occupations; value of credentials acquired in and outside Canada; availability and quality of educational and vocational training programs and institutions; labour regulations; work-life balance resources and policies?
2. *Delivery mechanisms*: What are the most effective LMI delivery channels or mechanisms? Brochures? Websites? One-on-one interventions with career counsellors? Group counselling? Government employment service providers? Friends and acquaintances? LMI acquired on-the-job activities such as co-operative education, job shadowing, apprenticeship and internships? Where are the areas for improvement that are more likely to produce high rates of return on investing in improved LMI products, services and delivery mechanisms? Is "single-window access" an effective way of delivering LMI? Does web-based information bypass groups that may be disadvantaged by a "digital divide" (assuming there is such divide) or, on the contrary, does it help level the playing field by compensating for disadvantaged groups having weaker social networks?
3. *Role of intermediaries*: What are the most influential and effective intermediaries in the delivery of LMI? Government employment service providers? Friends and acquaintances? LMI acquired through on-the-job activities such as co-operative education, job shadowing, apprenticeship and internships? Combinations of those? What works best and for whom? To what extent does intermediaries' involvement improve individual decision-making regarding employment and career development transitions? To what extent do intermediaries' involvement improve employer decision-making regarding human resources planning and management choices? What can be done to improve the efficacy of intermediaries?
4. *Dissemination mechanisms*: Can one harness the role of social networks to complement LMI products and services? If so, how?

V. Possible Research Projects

CONSTRUCTING AN LMI CLIENT'S NEEDS ASSESSMENT

Proposal 1 – Identifying information needs with LMI providers

Rich sources of knowledge about LMI products, clients and delivery mechanisms reside with front-line workers who meet people on a daily basis to assist them in their career and educational transitions. These front-line workers regularly use and disseminate LMI when assisting in job searches, career choices or hiring processes. Counsellors and service delivery agents in federal and provincial local offices and in educational institutions have a wealth of experience on the way clients engage with LMI and their responses to different LMI products and experiences. Private sector enterprises involved in matching workers with employers' requests and other organizations such as sector councils who develop and distribute LMI for use by employers in specific industrial sectors can also help identify information needs.

One possible set of research projects would be to undertake a needs assessment with these different LMI providers, asking them to identify what information is provided to them and how they react to different kinds of information, what information they need to help their clients, and what their clients need to help themselves. It would also be useful to know how counsellors' clients are distributed by employment status (employed, unemployed, underemployed, not in the labour force), ethnicities, genders and ages, length of stay in Canada, and under what conditions or circumstances different LMI products and services appear to have had more of an impact on individuals' decision-making and their ability to act on their decision. Focus groups would be well-suited to enable discussions about what works with regard to LMI, how and why. Following up with in-depth interviews of particularly insightful participants might provide additional benefits.

Proposal 2 – Identifying information needs with potential users

Another possible research project would consist of submitting a series of packages of products and services (using a variety of delivery mechanisms) to a sample of representatives from selected potential users of LMI (e.g. youth in high school, working adults or new immigrants in search of a job that matches their skills, employers declaring problems of labour shortages or seeking to expand their businesses). This could be implemented through surveys or focus groups, or combinations of these. Participants could be asked to classify the LMI products and delivery mechanisms according to preferences. More robust results could be obtained by using laboratory experiments that would associate real costs with the consumption of these products and services. For instance, participants in the laboratory experiments could be given an amount of money which they can either choose to spend on a variety of products (book, web access, counselling sessions, courses, etc.) or choose to keep, in part, for other usages. Choices made in such a context would provide a closer representation of real preferences.

MEASURING THE REQUIREMENTS FOR AND THE EFFECTIVENESS OF LMI PRODUCTS, DELIVERY AND DISSEMINATION

Proposal 3 – Building the “business case” for LMI

The new world of work is associated with rapid and pronounced changes in the demand and supply sides of the market as well as in the institutional and organizational environment of the labour market. A question experts face is: to what extent have these changes increased or decreased the importance of LMI to facilitate a better matching of supply and demand?

One possible research project would focus on providing a thorough description and analysis of the new realities of the Canadian labour market and assessing the extent to which LMI products and services can facilitate meeting the current challenges of the Canadian labour market. By reviewing existing knowledge in the literature, this analytical research project would look into the notion of LMI as a “public good” and build the business case for LMI by identifying the role for governments in the production, delivery and dissemination of LMI.

Proposal 4 – Assessing LMI delivery mechanisms

There is ample scope to gauge the effectiveness of LMI and assess various methods of delivering LMI as well as exploring whether certain target groups could benefit from a more proactive delivery strategy. A number of research projects could be carried out to determine how individuals or different target groups process and understand LMI and use it effectively. Target groups may include youth with little or no previous job experience, older workers recently laid-off and who may be less educated and may have not conducted a job search for many years; immigrants, especially those with language difficulties and those who may have difficulties having their credentials recognized and valued by prospective employers; recent immigrants who have limited knowledge of Canadian labour market institutions and practices; Aboriginal people facing literacy or “numeracy” barriers; and persons with disabilities.

Various packages of LMI could be tailored to the specific needs of the target groups of interest and evaluated for effectiveness against an expected set of outcomes. For instance:

- For recent immigrants, an LMI intervention could focus on providing information on occupation-specific assessment of credentials and training opportunities for regulated professions.
- For persons with visual impairments or learning disabilities, LMI products could be delivered with audio support (e.g., that can be read by computers and turned into audio by appropriate software).
- For people living in high unemployment regions, a web-based LMI targeted at job seekers (e.g., to Employment Insurance claimants applying for benefits on-line) that would specifically give information about available job openings and amenities in nearby low unemployment regions.

Alternatively, a specific package of LMI can be presented to a broader population to see what works and for whom? Examples of possible packages are:

- A “job guide” or “LMI coach” that would be exclusively assigned to a person on a “case worker” basis and for an extended period of time with the purpose of delivering personally tailored LMI and guiding individuals in their job search and career development decisions.
- An LMI workshop that would seek to correct misperceptions regarding returns to education and skill requirements of various occupations and to realign expectations about earnings trajectories and career prospects associated various occupations or educational and training programs.
- A resources centre where clients can access a variety of new LMI products or services.

The assessment of these various LMI packages can be done using experimental methods that entail the creation of proper counterfactuals and enable one to measure the real impact of a program or intervention. For instance, a pre-intervention questionnaire could be administered to individual participants from the selected target group to collect data on relevant demographic and socioeconomic characteristics as well as individuals’ levels of “LMI literacy” to assess their ability to look for information, convert it into relevant knowledge and act on it. The questionnaire could also seek to identify possible misperceptions about the rate of returns to education and training and the conditions of the labour market. Participants could then be randomly assigned to “treatment” and “control” groups to test the effectiveness of different LMI delivery mechanisms or/and packages of services that are of special interest to research. Random assignment guarantees that all groups of participants in the project share the same observable and unobservable characteristics. A post-intervention questionnaire could then be administered to assess the impact of the various treatments. Impacts would be measured by looking at whether people form new beliefs and change decisions; report more confidence in their decisions; are more likely to make decisions that have greater economic payoffs; and have better knowledge of the conditions of the labour market. Under such an experimental design, any difference in outcomes among the groups following the intervention, i.e. the consumption of LMI products or services in one form or another, can be attributed to the intervention.

A second phase of the research could attempt to track longer-term outcomes, such as impact on individuals’ earnings trajectories and employment status. While experts at the workshop recommended to look first at what is needed in terms of LMI and what are the best means of delivery, senior policy makers are interested ultimately in learning whether the provision of LMI makes a difference on labour market outcomes such as earnings or job trajectories, unemployment or business competitiveness. The last columns of the table in Appendix 1 provide a list of the types of behaviour changes and outcomes that should be of interest to policy makers.

Proposal 5 – Leveraging the impact of LMI through social networks

Although social networks are recognized as an important element in the dissemination of labour market information, a better understanding of the dynamics and processes involved would help design more effective delivery mechanisms. One possible research

project would look into the potential for social networks to play a role in creating interest and understanding on the importance of LMI in decision-making. The focus of the research would be on determining how social networks can be used to increase the effective dissemination of LMI. Target groups, where tightly bound networks prevail, would be particularly rich grounds to observe the leverage effect of social networks on the dissemination and effectiveness of LMI. Identifying community leaders among recent immigrant communities or influential students among classrooms or leaders in communities, and making them the focus of LMI interventions or involving them in the delivery of the LMI services could prove to be quite successful.

This type of approach is expected to reproduce some of the experiments run in the field of health promotion, where efforts have been made to identify influential figures within social networks and use them to influence health-related behaviours of those networks. For example, this approach was used in the United Kingdom to combat rising rates of smoking among teenagers: peer-nominated high-school students were recruited as “supporters” and given intensive training by professional health promotion staff to intervene informally with their peers in everyday situations to discourage them from smoking. Similar experimental projects have involved recruiting popular opinion leaders within the social networks of gay men in various US cities and training them to be experts on HIV risk reduction and to deliver key health messages to their peers.¹

¹ See Policy Research Initiative. (2003). *Social Capital as a Public Policy Tool* (Project Report). p. 19. Ottawa: Author.

APPENDIX 1: SYNTHESIS OF MAIN POLICY OBJECTIVES AND OUTCOMES OF INTEREST FOR LMI

OBJECTIVES	POSSIBLE OUTCOMES		
	Information needs or “inputs”	Decision-making or “process”	Changes in behaviours or “outcomes”
<p>Assisting workers in finding jobs or changing jobs</p> <p>(Employed, unemployed and new entrants)</p>	<p>Provision of LMI that is relevant, consistent, accurate and comprehensible¹ Efficient delivery and dissemination of LMI</p> <p>¹ This may include information on general labour market trends, job vacancies, job search tools, the educational and skill requirements in various occupations, the wages, benefits, working conditions and career prospects in various occupations, jobs, sectors or industries, labour, health and safety regulations and collective agreement settlements.</p>	<p>Better-informed decisions</p> <p>Increased confidence in decision-making</p> <p>Better knowledge of information needs</p> <p>Better knowledge of availability and usefulness of information</p> <p>Better understanding of information</p>	<p>Improved job search strategies</p> <ul style="list-style-type: none"> • Faster job finding • Faster labour market integration of new entrants (recent immigrants, youth, re-entry from child-raising or retirement) <p>Improved earnings trajectories, working conditions, job stability</p> <p>Improved economic self-sufficiency</p> <ul style="list-style-type: none"> • Reduced unemployment spells and duration • Reduced reliance on income security programs <p>Increased satisfaction from employment</p> <p>Improved decisiveness, self-esteem, confidence and motivation</p>
<p>Assisting employers in finding workers</p> <p>(Small, medium & large firms, industry associations sector councils, human resources professionals and investors)</p>	<p>Provision of LMI that is relevant, consistent, accurate and comprehensible² Efficient delivery and dissemination of LMI</p> <p>² This may include information on general labour market trends, skill composition of workforce, training requirements of the workforce, job vacancies, labour, health and safety regulations and collective agreement settlements.</p>	<p>Better complementarities between formal and informal sources of information</p> <p>Fewer misperceptions</p> <p>More positive attitudes towards job prospects</p> <p>More positive attitudes towards education and training</p>	<p>Increased productivity and profits</p> <p>Lower business risks</p> <p>Improved reallocation of labour</p> <ul style="list-style-type: none"> • Improved mobility from declining to growing sectors or from one region to another • Faster integration of new entrants (recent immigrants, youth, re-entry from child-raising or retirement) <p>Improved employer-employee relations</p> <p>Improved skill strategies</p> <ul style="list-style-type: none"> • Faster hiring • Reduced skill shortages • Improved on-the-job training programs

<p>Assisting individuals in career choices and human capital investments)</p> <p>(Youth and adults)</p>	<p>Provision of LMI that is relevant, consistent, accurate and comprehensible³</p> <p>Efficient delivery and dissemination of LMI</p> <p>³ This may include information on educational and vocational training courses and programs available (including on rates of return), tuition fees and financial assistance to support education and training, the educational and skill requirements in various occupations, the wages, benefits, working conditions and career prospects in various occupations.</p>	<p>Improved skills and employability</p> <p>Increased take-up and completion (lower drop-out rates) of educational and vocational training programs training and education</p> <p>Improved earnings trajectories, working conditions, job stability</p> <p>Improved economic self-sufficiency</p> <ul style="list-style-type: none"> • Reduced unemployment spells and duration • Reduced reliance on income security programs • Increased satisfaction from employment • Improved decisiveness, self-esteem, confidence and motivation
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List of Presentations from Commissioned Experts at the Symposium

LMI: An Economic Perspective, by Dr. Morley Gunderson (Department of Economics and the Centre for Industrial Relations at the University of Toronto) and Ron Rocheleau (HRSDC)

Measuring the Impacts of LMI, by Dr. Neil Guppy (Department of Sociology at the University of British Columbia)

LMI: A Psychological Perspective, by Dr. Warren Thorngate (Department of Psychology at Carleton University)

A Career Development Perspective on LMI, by Dr. Kris Magnusson (Faculty of Education at the University of Lethbridge)

LMI: Educational Perspectives, by Dr. Liette Goyer (Department of Foundations and Practices in Education, Université Laval)

Research Issues and Potential Research Projects: A First Glance, by Jean-Pierre Voyer (Social Research and Demonstration Corporation)

Researchers' Perspective: Opportunities and Challenges, by Dr. Derek Hum (Department of Economics, University of Manitoba) Dr. Kate Johnson (University of Arizona) and Dr. Michael Smith (Department of Sociology, McGill University)

List of Participants to the Symposium

Commissioned Experts

Dr. Liette Goyer (Education, Laval University)
Dr. Neil Guppy (Sociology, University of British Columbia)
Dr. Morley Gunderson (Economics, University of Toronto)
Dr. Kris Magnusson (Career Counselling, University of Lethbridge)
Dr. Warren Thorngate (Psychology, Carleton University)

Facilitators

Jean-Pierre Voyer (Social Research and Demonstration Corporation)
Dr. Carole Vincent (Social Research and Demonstration Corporation)

Discussants

Dr. Derek Hum (University of Manitoba)
Dr. Cathleen Johnson (University of Arizona)
Dr. Michael Smith (McGill University)

Forum of Labour Market Ministers — Labour Market Information Working Group

Debbi Bryson (Federal Co-Chair)
Yves Larocque, Emploi-Québec
Tina Haché, Service Canada, Nova Scotia
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Chi Nguyen, Partnerships and Corporate Affairs, Evaluation

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