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**Using Labour Market Information in the Field:
A Snapshot of Current Practices**

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Using Labour Market Information in the Field: A Snapshot of Current Practices

In the workforce today, individuals need to be proactive with respect to their own career development. They need to be able to self-manage their career development and manage unexpected career changes. In fact, career management skills have been recognized on an international level as a growing focus of career guidance policies and practices because they are seen to play an important role in individual career success which in turn supports economic growth (Watts, 2005). A critical career self-management skill is the ability to access, interpret, and make practical use of Labour Market Information (LMI) as part of the career self-management process. Accurate LMI that users can interpret and contextualize to their own situations is imperative. However, it is recognized that little is known about what LMI is useful, how users interact with LMI and how LMI influences the decisions they make with respect to their career futures.

To date, virtually all of the research done on LMI has been focused on the nature of LMI resources (topics covered, readability level, etc.), who is using the resources (what groups of clients), and client perceptions regarding how useful they found the information. For example, the *2003 Users National Survey* commissioned by HRSDC looked at who used LMI, what LMI was helpful, was there enough, how easy it was to find and use, and where people accessed the information (Createc, 2003). This type of research is useful and interesting, however important questions remain unaddressed. As the authors of the 2005 literature review of LMI conclude, there is very little literature about the direct contribution of LMI to employment or career decision-making (Savard & Michaud, 2005). In a more recent literature review commissioned by HRSDC, Andrew Sharpe (2010) concluded that there was some evidence suggesting that clients found LMI useful, however, it was difficult to determine the impact of LMI per se because information often was embedded within a larger intervention, such as career counselling or psychoeducational career planning groups. It was to address broader questions about the way in which LMI is used and the impact of LMI per se, that the current study was undertaken. Specifically, the current study was designed to assess the impact of LMI, how clients use LMI resources, the thought processes clients use in personalizing and making sense of the information they access, and the resulting action that the LMI was instrumental in producing.

This report is one of several reports issued as part of a multi-phase project conducted by the Canadian Research Working Group on Evidence-based Practice in Career Development and coordinated by CCDF to *Assess the Impact of Labour Market Information on Career Decision-Making*. The project is designed to move closer to unravelling how clients are best assisted in accessing and using LMI and how clients interpret and apply LMI for personal use. The project utilized a participant-researcher perspective, in which the research was embedded in the actual service delivery practices of agencies. Several authors have lamented that research findings have not been implemented widely in field settings, likely because the research has been viewed as not relevant by practitioners (See Feller 1993; Sexton, 1993; Walz & Bleuer, 1993). In order to address this problem, the current project was implemented in real service delivery settings. Best practices for using LMI in those settings were incorporated, service providers in those agencies delivering the interventions were utilized, and clients who were seeking assistance for career decision-making or job search were used as the research participants. We believed that this approach would increase the likelihood that any positive findings would be incorporated into daily service provision and also into reporting on the impacts of LMI.

The methodology involved three Phases. Phase One, which is reported on in this document, was designed to obtain a snapshot of current practices in the use of LMI and in the process to identify best practices for using LMI. The information obtained in Phase One was used as a guide for developing the interventions used in Phase Two. Working from a base of existing practices was thought to increase the likelihood that the findings would be interpreted as relevant to the work settings of service providers and therefore would be more likely incorporated into their normal way of providing services. Phase Two was designed to provide a comparison of two ways for delivering LMI to clients: a typical independent self-help process for accessing LMI, and an assisted self-help process for accessing LMI. Both delivery methods addressed the needs of adult clients seeking assistance with job search or career decision-making. Phase Three was designed to provide a detailed picture of how clients used the LMI they accessed using a semi-structured telephone interview with a subset of the participants from both treatment conditions. Recently, a fourth phase was added to the project design to conduct a 4-month follow up with participants who were interviewed in Phase Three.

This report focuses on the findings from Phase One of the project. It provides a State of Practice Snapshot of the current use of LMI in employment offices across the country.

A Snapshot of the Current State of Practice

The focus in Phase One was to investigate how service providers identified clients who could benefit from LMI, how LMI is currently being used by service providers, how clients accessed and used LMI, and what evidence service providers had for the effectiveness of using LMI with clients. The approach involved conducting a semi-structured interview with three to five managers and service providers in each province. All provinces were contacted, and times were established for the telephone interviews. In the end, interviews were conducted with one manager and one service provider from 33 agencies in 9 provinces, i.e., with 33 managers and 33 service providers. The distribution of participants in the snapshot interviews is provided in Table 1.

Table 1: Distribution of Participants in Snapshot Interviews Regarding the Current Use of LMI

Province	Number of Practitioners	Number of Managers
British Columbia	4	4
Alberta	3	3
Saskatchewan	6	6
Manitoba	3	3
Ontario	3	3
Quebec	2	2
New Brunswick	5	5
Nova Scotia	5	5
Prince Edward Island	2	2
Total	33	33

Demographic information on the agencies in the snapshot sample was obtained through the interviews with managers and is summarized below. See Appendix A for the complete results. The interview protocol for obtaining this information is provided in Appendix B. The agencies were located in population centers ranging from less than 5,000 people (n=2) to more than

500,000 (n=13). They were of varying sizes, ranging from small (5 staff members or less, n=5) to large (more than 20 staff members, n=13). About half of the agencies (n=15) had 10 staff members or less and served less than 200 clients per month (n=15). About two-thirds of the managers (n=24) reported that their staff members were not government employees, indicating that the majority of service providers are from the not-for-profit sector. When interpreting this information it is important to keep in mind that the question pertained to total number of staff members, some of whom would be in support roles and not involved in offering services to clients. Managers and service providers in 31 agencies agreed that the agency had a career resource centre, and in one additional case the manager reported that the agency had a resource centre but the service provider said that no resource centre existed. The clients seen in the agencies were primarily older youth or adults. About half of the agencies (n=17) reported seeing primarily unemployed or under-employed clients, with the remainder seeing a more broad range of clients. Only about 10% (n=3) of the agencies reported seeing primarily clients belonging to a special demographic group, such as immigrants or women.

Virtually all (90+%) of the agencies who participated in this process had career resource centres and the majority operated in the not-for-profit sector where the employees are not government workers. Collectively, the agencies offered services to a broad cross section of older youth and adults, and about half of the clients they served were unemployed or under-employed. Furthermore, the agencies contacted came from existing networks of career development professionals who were supportive of the need to do this type of research and therefore could suggest agencies that were likely to cooperate with the project.

In summary, the information contained in this snapshot came from a broad cross-section of agencies providing career services in nine Canadian provinces. Caution must be exercised, however, when attaching meaning to these data. The sample was made up of volunteers; it was not developed through random selection. Furthermore, the sample is small relative to the number of service providers operating in Canada: hence the name "snapshot." Nonetheless, the data are instructive and offer more than a glimpse of the services that such agencies provide. The information gathered in these interviews provides an excellent source for addressing the second purpose of Phase One of the current project, namely to inform the creation of the interventions used in the experimental portion of the project which occurred in Phase Two. Information pertaining to this second purpose of Phase One is summarized in the following section.

Methodology

Information on the current practices of agencies utilizing LMI was obtained through a series of semi-structured telephone interviews with service providers. A semi-structured interview protocol was developed that covered information on the nature of services that clients received, the manner in which those services are provided, the process used to determine client needs, the LMI practices of service providers, resources available for clients to use, and the methods used to evaluate the usefulness of the LMI (see Appendix C). All interviews were conducted by the same researcher, which increased the consistency of the information received in the interviews. Detailed notes were taken during the interviews and a content analysis was conducted on the information contained in those notes. The content analysis process consisted of reading each interview question, looking for common themes across interviewee responses, then grouping responses into the identified themes. A subset of the interviews was recorded for subsequent analysis to validate the accuracy of the interview notes, and an inter-rater reliability check was conducted to validate the accuracy of the coding process.

To validate the accuracy of the researcher interview notes, three interviews were selected at random and two other researchers independently listened to the interviews and made notes on the noteworthy points made by the interviewee. These were then compared to the notes taken by the researcher conducting the interview. Thus, for each point identified by any of the three researchers there could be 1, or 2, or 3 possible people who agreed on the noteworthiness of that point. Summing together all responses across the three interviews examined, there were 95 points that were deemed to be worth noting by at least one of the three researchers. There was agreement across all three researchers on 90 of those points, yielding a 95% inter-rater agreement on the accuracy (trustworthiness) of the interview notes.

For each of the interview questions, common themes were identified and coding categories were developed to reflect the service provider responses. This coding taxonomy was adjusted as needed so that the final categories would accommodate all of the responses for each question from each participant. Three interviews were then selected at random and two researchers independently used the coding taxonomy to code the responses to each question. Pooling together the results across the three interviews, there was 89% inter-rater agreement on the coding of interviewee responses. Thus, the interview notes and the coding of the interview responses have an adequate degree of validity.

Results

The results of the content analyses are summarized below, grouped according to the interview questions (topics) generating the information. The complete content analysis is provided in Appendix D.

How do you determine what sorts of needs the client has?

About 80% of service providers indicated that they used some sort of formal assessment procedure to determine client needs, either as a stand alone process (n=12) or in combination with informal assessment procedures (n=13). The remainder (n=8) indicated that they used no assessment process, or only informal discussions, as a way of determining client needs. About half of the service providers who used a formal assessment procedure labelled what they did as a Service Needs Determination questionnaire and the remainder reported using other formal procedures such as detailed history taking, other forms (unspecified) or interviews with counsellors to determine client needs. However, when asked if they followed any structured or formalized approach to determine client needs (question 2), 31 participants answered "yes they did." From the perspective of the authors of this report, this represents a discrepancy and the reasons for this apparent discrepancy are not clear. It seems that in most of the agencies responding, there is a formal intake procedure, however, in the minds of the service providers, the intake procedure is not necessarily connected to determining the type of service that a client will receive. The reasons for this disconnect are unclear: It might be that the intake process is seen only as a means for registering clients and not as a means for determining the type of service that would benefit a client, or it could mean that the two processes are done by different people who do not necessarily communicate closely with each other, or it could be some other reason. However, regardless of the reason, it is important to realize that in a world where diverse client needs are the norm, it is extremely important that there is some mechanism in place to make sure that the type of service a client receives, corresponds closely to the types of need that led the client to seek assistance.

Does your agency have a way of categorizing client's needs?

In response to this question, about 20% (n=6) indicated that they did not have any explicit system for categorizing client needs. About 80% (n=27) indicated that they did have a system for classifying client needs and that in over half of the cases it was the typical employability classification system (i.e., career decision-making, skill training, job search, or job maintenance). The remainder of participants also included idiosyncratic client needs such as financial planning, income support, disabilities, etc.

Once you know what the needs are, how do you determine what services would be most appropriate for the clients?

All of the service providers contacted indicated that the process of determining the type of services a client received was a provider-directed process. In about half of the cases it was done through a 1-1 dialogue between service provider and client. In over half of the cases (n=26) the client was informed of the services available and then encouraged to choose the services to access. There was no indication of the amount of encouragement, or direction, that a client was given in making the decision about which services to utilize. It seems to us as researchers in this field that in a world where many people are floundering and wanting assistance in managing their career, it likely would be helpful if clients were provided with a bit more direction in identifying their needs and how the available service could help to address those needs.

What sorts of things would you include in the category of LMI? and What resources do you have for these categories?

The responses to this question indicated that service providers had a reasonably accurate conceptualization of what sorts of things fit into the category of LMI, in that they included resources such as: occupational profiles, labour market forecasts, job search tools, regional employment information, and education and training alternatives. Moreover, their responses indicated that they were very familiar with LMI resources that were available. They identified information resources (e.g., graduate surveys or labour market survey), the NOC, high quality information websites and job search websites (e.g., ALIS, LMI.ca, Job Futures), newspapers and business journals, and so on. Thus there was a high level of awareness of LMI resources available, although these had not been particularly indexed to specific client needs.

How adequate is the LMI you have for your clients you serve? Is there anything you wish you had that is not available?

Most of the respondents thought the LMI resources they had were adequate or very adequate (n=19). The areas most often identified as needing improvement were resources with current local information and more in-depth labour market and industry information. These same two areas were identified most frequently as LMI resources that were missing and that service providers wished they had.

Which LMI resources do you use most often and why?

All of the respondents reported using career planning and job search resources very often. Career planning websites were identified most frequently (n=29), with LMI.ca, Career Cruising, Job Futures, and the NOC on-line receiving the most frequent access. Print resources were most frequently mentioned as sources of LMI related to job search. The main reasons for

frequent use were quick and easy access, currency of information (frequently updated), potential for one-stop access (information was consolidated), and local relevance of information.

How do clients use LMI, how useful are the LMI resources, and how important are they?

Regarding client use of LMI resources, several points stand out:

- Most of the respondents approached LMI use in an interactive manner with their clients, demonstrating to them where the information was, how to access the web sites, and how to use the information (n=10); explaining the importance and significance of LMI (n=5); or a combination of the two (n=11). Generally, clients had access to additional LMI resources either in the agency resource centre (job boards, lists of common websites), or print resources (education and training calendars, newspapers, occupational monographs), or electronic resources (computers, internet access).
- Client use of the LMI was somewhat uneven. Clients with higher educational levels and greater sophistication had a greater level of comfort in using the LMI resources, while others needed encouragement and support to use the resources.
- Clients generally used the LMI resources to help them make career decisions or look for employment opportunities.
- Only 8 service providers indicated that there was a staff person available to assist clients in their ongoing use of LMI resources.
- Virtually all of the respondents indicated that clients found the LMI resources helpful (n=13) or very helpful (n=18). Virtually all respondents said that the LMI resources were very important (n=29) or important (n=3) for clients.
- The evidence used to support the beliefs that clients found the LMI resources to be helpful and important came mostly from comments made by clients during interactions with their counsellors. No respondents reported conducting any formal evaluation pertaining to client use of LMI.

To what extent do you think your use of LMI is typical of how your colleagues use LMI?

Most of the respondents indicated that their approach to using LMI with clients was typical (n=15) or very typical (n=13) compared to their colleagues. Some respondents mentioned that the use of LMI by their colleagues varied somewhat and some (n=5) indicated minimal used by their colleagues, however there were reports that some offices were trying to raise the profile of LMI use through weekly meetings or other initiatives aimed at helping clients make more informed decisions.

Summary and Conclusions

To summarize, there was widespread use of LMI in the agencies interviewed. In most cases there was a formalized approach to determining client needs, and in many cases, the nature of the LMI used was geared towards specific client needs identified. The process of deciding which services a client received was largely an individual interactive process between service providers and clients. The service providers had a fairly accurate conceptualization of what constitutes LMI. Internet resources are widely used, supported by print materials and other resources in the agency career resources centre. For the most part, the resources available were thought to be adequate, however, there was a shortage of LMI geared towards local labour market situations. Service providers generally believed that LMI played an important role in client decision-making and that clients found the LMI resources to be helpful. However there was little systematic evidence regarding the impact of LMI on the clients being served.

Although there is a lot of rhetoric regarding the role of LMI in career decision-making, there is little information pertaining to how LMI is used in the field and the impact that LMI has on the clients being served in employment agencies. The snapshot interviews were intended to provide an initial look at how LMI is used in the field and to identify ways in which LMI could be used more effectively. This snapshot report provides an initial look at how service providers use LMI with their clients and how helpful the clients find the LMI resources they use. However, several questions remain unanswered: How do we enhance the efficacy of LMI? Is it through improved and more user-friendly LMI resources, improved access to LMI, improved support for clients using LMI, or improved understanding of how to use LMI more effectively with clients? These questions remain to be answered in future investigations.

The results of Phase One of this project, combined with the expertise of the research team, were used to develop protocols that were used in the experimentation phase of this project (Phase II):

1. a service needs determination assessment protocol, i.e., a guide for identifying client needs that could help service providers tailor the type of LMI used to the specific needs of a client;
2. an intervention protocol for providing assisted self-managed service;
3. two LMI resource packages, one for Job Search clients and one for Career Decision Making clients. The content of these packages were based on the LMI sources commonly used by the agencies interviewed, augmented by additional resources identified by the research team. This approach made sure that the content of the LMI packages were provincially-specific and demographically suitable for the clients being served.

The small sample size used in this phase of the project means that care must be taken in generalizing the results to the broader Canadian context, however, as a starting point, the results of the snapshot interviews provide an interesting initial look at how LMI is used in the field, what resources are thought to be most useful, and how LMI might be used in a way that would create greater impact for clients.

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Appendix A: Agency and Client Demographic Information

Tally Sheet for Manger data

Category	BC	AB	SK	MB	ON	QC	NB	NS	PE	Total
Q1. Staff										
0-5			1	1			1	1	1	5
6-10	1		1	1	1		1	4	1	10
11-15			2		2		1			5
16-20										0
20-50	2		2	1		2	2			9
>50	1	3								4
# Clients per month										
1-199	1		2	2	2	2	4	2		15
200-499	1		1		1		1	3	1	8
500-999	1		1	1					1	4
1000-4999	1	1								2
>5000		2	2							4
Q2. Resource Centre										
Yes	4	3	5	3	2	2	5	5	2	31
No			1		1					2
Q3. Population of city or town										
< 5,000								2		2
5,000 – 10,000										0
10,000 – 20,000	1						1	1	2	5
20,000 – 50,000			1				2	1		4
50,000 – 100,000	1							1		2
100,000 – 300,000			5				2			7
300,000 – 500,000										0
500,000 – 900,000	2	1		2	1					6
> 1,000,000		2		1	2	2				7
Q5. Staff member status										
Government		3	3				3			9
Not government	4		3	3	3	2	2	5	2	24

Q4. Client Demographics										
Age										
All Ages	1	1	2		1		1	1		7
>18	1	1	1	1	1		1	1	1	8
15-65			3	2			3	2	1	11
15-30	1									1
No mention of age	1	1			1	2		1		6
Employment Status										
Unemployed or underemployed	3		1	2	1	2	3	3	2	17
No mention	1	3	3		1		2	1		11
Both			2	1	1			1		5
Social Assistance (EI, UI etc)										
Yes	2		4	1			2	2		11
No										0
No mention	2	3	2	2	3	2	3	3	2	22
Groups of people										
All groups		2	4	1	1			3		11
Only mentions immigrants and refugees	1				1					2
No mention	3	1	2	2		2	5	2	2	19
Women only					1					1

Appendix B: Interview Protocol for Managers

Impact of Labour Market Information on Career Decision-Making and Job Search Snapshot of Current Practices

Manager Interview: Demographic Information

Agency Name and city: _____

1. What is the size of the agency: number of staff and clients served?

# Staff	# clients per month
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2. Does the agency have a career resource centre?
3. What is population of city/town?
4. What are the demographics of the clients served (general group, age, specific target audience, etc.)?
5. Are your staff members a provincial government employee or other?
If we do not have a counsellor for that office/agency yet, ask the following question.
6. Who might be an appropriate staff member for us to talk to – preferably someone who represents typical practice at your agency.

Appendix C: Interview Protocol for Service Providers

Impact of Labour Market Information on Career Decision-Making and Job Search

Service Provider Interview: Snapshot of Current Practices

Agency Name and city: _____

1. When a client first walks through the door, how do you determine what sorts of needs the client has?
 - Probe: e.g., triage, intake, service needs determination, etc.
 - Probe: if eligibility assessment is done first ask what the counsellor does when the client gets to her office
2. Do you follow any structured/formalized approach? If so, please describe it.
3. Does your agency have a way of categorizing client needs? If so, please describe it?
 - Probe: employability dimensions equivalent?
4. Once you know what the needs are, how do you determine what services would be most appropriate for the client?
5. We are most interested in the role that LMI plays in the services you provide; what sorts of things would you include in the category of LMI?
6. Coming back to the client need categories, what LMI resources do you have for these categories? (Please name them.)
 - ***If there are no categories ask*** what LMI resources do you use for the common needs you see in clients on a regular basis?
 - a) Is there anything that is missing in the LMI resources you have – anything you wish you had?
 - b) How adequate is the LMI you have for your clients' needs in each category?
Probe: is there anything else you would add?
7. Which LMI resources (if any) do you use more often than others? Why do you use them more often?
8. a) How do you introduce LMI to your clients?
b) How do you think your clients use LMI; how do you know that?

How do clients use it	Evidence
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- c) How helpful do you think the LMI is for them; how do you know that?

How helpful is it to clients	Evidence
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9. Overall, how useful/important is LMI in your work with clients
10. To what extent do you think your use of LMI is typical of how your colleagues use LMI?
11. What else about LMI would you like me to know that I have not asked about?

Appendix D: Tabulation of Snapshot Practitioner Interviews (n=33)

Question 1: When a client walks through the door, how do you determine what sorts of needs the client has? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category	Subcategory *	Specific Examples
Mentioned only administering initial formal assessments (12)	Service Needs Determination questionnaire (7)	<ul style="list-style-type: none"> • SND/Needs Determination (7)
	Other formal assessments specified * (10)	<ul style="list-style-type: none"> • Employment history (3) • Barriers to employment (2) • Education level/history (1) • Demographics (1) • Psychosocial (1) • CRC (1) • Tombstone data (1)
	Other forms not specified (1)	<ul style="list-style-type: none"> • Intake form (1)
	Referral to counsellor or sees counsellor first to identify needs (7)	
Both formal and informal assessments mentioned (13)	Service Needs Determination questionnaire (6)	<ul style="list-style-type: none"> • SND/Needs Determination (6)
	Other formal assessments specified (10)	<ul style="list-style-type: none"> • Education history (3) • Employment history (3) • Barriers (2) • Scaling form (1) • Skills (1)
	Other forms not specified (6)	<ul style="list-style-type: none"> • Basic information gathered (1) • In-house evaluation (1) • Registration form (1) • Work sheets (1) • Intake form (1) • Form (1)
	Through informal discussion, informal questioning or interview (14)	
	Referral to counsellor or sees counsellor first to identify needs (5)	
They use initial informal assessments mentioned only (6)	Through informal discussion, informal questioning or interview (5)	
	Referral to counsellor or sees counsellor first to identify needs (2)	
Neither Formal or Informal assessments mentioned (2)	Directs them to resource room (1)	
	Seen by referral only (1)	

Question 2: Do you follow any structured/formalized approach? If so, please describe it.

* means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category	Subcategory *	Specific Examples
Yes- They use a structured/formalized approach (31)	Other structured assessments with specified needs; basic information for intake forms (39)	<ul style="list-style-type: none"> • Barriers (7) • Education (5) • Experience (4) • Goals (3) • Work history (3) • Strengths (2) • Skills (2) • Background (2) • Employability dimensions (2) • Job target (1) • Tombstone data (1) • Formal structured employability assessment (1) • Scaling form pre & post (1) • Strong Interest Inventory (1) • In-house evaluation form (1) • Income information (1) • Support (1) • Disabilities (1)
	Formal Service Needs Determination questionnaire (9)	<ul style="list-style-type: none"> • Needs assessment (4) • Standard needs assessment (3) • Needs determination form (2)
	Guided or assisted conversations with clients to find out needs (19)	<ul style="list-style-type: none"> • Guides or assisted questions (8) • Interview to go over application (6) • Discussion (2) • Sees employment counsellor to go through Work/sheets and discuss the needs (2) • Client tells their story (1)
	Structured use of a computer system (5)	<ul style="list-style-type: none"> • Have an electronic system to track/Computer file (5)
	Structured workshops, programs or integration of an action plan (13)	<ul style="list-style-type: none"> • Action plan (6) • Job search workshop (1) • Skills enhancement program (1) • Work smart program (1) • Group workshop (1) • Career exploration exercises (1) • Employment Development plan (1) • Decision making workshop (1)
	Counsellor courses taken to standardize the approaches (5).	<ul style="list-style-type: none"> • 2-day course (1) • Active engagement course (1) • ACE- assessment component of counselling (1) • Formal training course (1) • Cognitive behavioural therapy approach (1)
	No- They use an informal approach (2)	We use questioning and general interview techniques (2)

Question 3: Does your agency have a way of categorizing clients needs?

If so, please describe it? Main employability dimensions were: career planning, job search, skills enhancement and job maintenance. * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category	Subcategory *	Specific Examples
Yes we have a way of categorizing needs (27)	Career planning needs (19)	<ul style="list-style-type: none"> • Career planning needs (12) • Career exploration (4) • Career decision making (2) • Career related (1)
	Job search needs (19)	<ul style="list-style-type: none"> • Job search needs (15) • Resumes help (2) • Employment (2)
	Skills enhancement needs (17)	<ul style="list-style-type: none"> • Skills enhancement needs (11) • Training (3) • Job preparation (1) • Need referral to services (1) • Skills development (1)
	Job Maintenance needs (13)	<ul style="list-style-type: none"> • Job maintenance (9) • Employment maintenance (3) • Counselling (1)
	Other needs (22)	<ul style="list-style-type: none"> • Financial need (1) • Non-financial needs (1) • Factors in Assessment Handbook (1) • Income support (1) • Funding (2) • Contact 4 system/Contact NB system (4) • Small business (1) • Barriers to employment (2) • Clients goals (1) • PSE funding (1) • Ready for work or education and training workshop (1) • Psychosocial needs (1) • Resettlement (immigration) (1) • Employability skills program (1) • Disabilities (2) • No special needs (1)
	Job search only (1)	
	Career planning & job search only (1)	
No we don't have a way of categorizing needs (6)	No, but we do link to the employability dimensions (2)	
	Only concerned with job search needs (1)	
	Do not categorize needs (3)	<ul style="list-style-type: none"> • Already met criteria for program previously (1) • Client-centered so we don't categorize (1) • Clients are put through program through all needs phases (1)

Question 4: Once you know what the needs are, how do you determine what services would be most appropriate for the clients? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category*	Subcategory*	Specific Examples
Advisor-directed processes to determine services (33)	Use of questioning and counselling the client 1-on-1 (15)	<ul style="list-style-type: none"> • 1-on-1 (11) • Questioning (2) • Discussion (1) • Dialogue (1)
	Programs counsellors have for clients (7)	<ul style="list-style-type: none"> • Job finding club (1) • Programs (1) • Developmental program (1) • Programs (1) • Employment Development plan (1) • Referred out for program (2)
	Action plan is made for the client (4)	<ul style="list-style-type: none"> • Action plan (4)
	Job Search help (4)	<ul style="list-style-type: none"> • Job search help (2) • Service provision counsellor (2)
	Works straight from resume to find services that would help (3)	<ul style="list-style-type: none"> • Work from resume (3)
Client-centred research options to determine needs themselves (21)	Workshops offered for client to determine services (13) *	<ul style="list-style-type: none"> • Career exploration workshop (3) • Networking workshop (1) • Interview (1) • WOW (1) • Jumpstart (1) • Career Decision making workshop (1) • Skills development (1) • Personal development (1) • Job search workshop (1) • Skills enhancement workshop (1) • Work smart (1)
	Client is shown services so that they can make decisions on what is appropriate (6)	<ul style="list-style-type: none"> • Client shown resources to find appropriate services (1) • Present service options (1) • Explain services (1) • Provide options available (1) • Binder with all services offered (1) • Job search components (1)
	Depends on what clients want to do (2)	

Question 5: We are most interested in the role that LMI plays in the services you provide; what sorts of things would you include in the category of LMI? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category*	Subcategory*	Specific Examples
Career Planning Information (48)	Occupational Profiles (salaries, requirements etc.) (24)	<ul style="list-style-type: none"> • Occupational information/descriptions (8) • Wages (6) • Requirement for field/skills needed (3) • Employment turnover (1) • Occupational profiles (1) • Salary ranges (1) • Occupational research (1) • Spotlight on careers (1) • Salary range (1) • Research on occupations (1)

General Category*	Subcategory*	Specific Examples
Career Planning Information (Continued)	Career Trends and Forecasts (15)	<ul style="list-style-type: none"> • Trends/forecasts (7) • Demand & supply (2) • Stats Canada (1) • Demographics (1) • Economic indicators (1) • Labour report (1) • Industries growing or declining (1) • Technology and changes (1)
	Knowing what jobs are in current demand (9)	<ul style="list-style-type: none"> • Occupational outlook (6) • What jobs are on the upswing (1) • Occupational growth/decline (1) • Demands in sectors (1)
Job Search (28)	Job search tools (17)	<ul style="list-style-type: none"> • Employers that are hiring (4) • Job bank (2) • Job opportunities (2) • Job search websites (2) • Job information (1) • Opportunities (1) • Potential employers (1) • Openings (1) • Job search (1) • Newspapers current affairs (1) • Employer job posting (1)
	Regional/local employment information (11)	<ul style="list-style-type: none"> • Local websites (2) • What's happening locally (2) • Regional information (2) • Local employers (2) • Go out and gather information (1) • Community resources (1) • Specialists bring in local information (1)
Skills Enhancement (13)	Education/training information (13)	<ul style="list-style-type: none"> • Education (2) • Training required (2) • Training options/education (2) • Changes in education levels in fields (1) • School placement data (1) • Graduate survey (1) • Skills required (1) • Graduates hiring (1) • Information on schools (1) • Educational backgrounds (1)

Question 6: Coming back to the client need categories, what LMI resources do you have for these categories? (Please name them) * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category*	Subcategory*	Specific Examples
Resources for Career Planning *(37)	Information interviews (14)	<ul style="list-style-type: none"> • Information interviews (10). • Graduate surveys (1). • B.C Labour Market survey (1). • Interest surveys (1). • Graduate surveys (1).
	NOC (9)	

General Category*	Subcategory*	Specific Examples
	Statistics Canada & inventories (4)	<ul style="list-style-type: none"> • Inventories (3) • Federal and provincial resources (1)
	Publications (4)	
	ALIS-OCCINFO (3)	
Resources for Career Planning (continued)	Other (3)	<ul style="list-style-type: none"> • Wage information (1) • Labour report (1) • Psychometric tests: Myers Briggs, Strong interest Inventory: (1)
Resources for Job Search (100)*	Job Search Websites (48)*	<ul style="list-style-type: none"> • Career cruising (11) • Job Futures (11) • LMI.ca (9) • Work Futures (4) • Career options (3) • Local websites (2) • Career Beacon (2) • Craigs list (1) • Choices (1) • Career Bridges (1) • Brochures online (1) • Employer websites (1) • Web-based (1) • Canadian careers (1) • Work Info net (1) • Google (1) • Industry websites (1) • Saskjobs.ca (1) • Websites (1) • Hospital websites (1) • Kijiji (1) • Career Link (1)
	Newspapers, business journals, classified ads (17)	<ul style="list-style-type: none"> • Newspapers (8) • Industry directory (3) • Business journals (3) • Business magazine (2) • WIRE (1) • Macleans (1) • Magazine (1) • Local job ads (1) • New media directory (1) • Scott's directory (1) • Employment directory (1)
	Job Bank (7)	<ul style="list-style-type: none"> • Job bank or HRSDC (7)
	Industry Directory (5)	
	Job fairs, community activities (5)	
	Other (9)	<ul style="list-style-type: none"> • Bulletin boards (2) • White pages booklet (1) • book with lists of businesses (1) • yellow pages (1) • booklet (1) • In house stats (1) • networking board (1)
Resources for Skills	Education department websites (2)	<ul style="list-style-type: none"> • School websites (2)

General Category*	Subcategory*	Specific Examples
Enhancement and Job Maintenance (8)*	Apprenticeship programs (2)	<ul style="list-style-type: none"> • Industry Training Authority (1) • Apprenticeships program (1)
	Workshops (2)	<ul style="list-style-type: none"> • Workshop facilitators (1) • Workshop (1)
	Other (2)	<ul style="list-style-type: none"> • CERTInfo (1) • Get information from the school (1)

Question 6a: Is there anything that is missing in the LMI resources you have- anything you wish you had? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category	Subcategory*	Specific Examples
Wished they had resources for Localized information (7)	• Information provided on a local and national level (5)	• Local (4) • Realistic local information on wages (1)
	• Local business openings and closing resource (2)	
Wished they had resources for in-depth labour market and industry information (6)	• Resources that show basic market trends, forecasting, careers in demand (3)	• Jobs in demand (1) • Trends (1) • More job projections (1)
	• Information from active engagement with employers (3)	• Better way to find potential employers (1) • More information from employer engagement (1) • The use of personal investigation (1)
Wished they had resources that are more accurate and reliable (13)	• Up-to-date and accurate information (11)	• Updates (4) • Media finds out about LMI before she does (1) • Better consistency (1) • Out-of-date websites (1) • Better categorization (1) • More categories for jobs (1) • Current info (1) • More updates on skilled trades (1).
	• More detailed information (3)	• Doesn't have all the jobs clients are looking for (1). • More detail (1). • Difficult for clients to understand occupational terms (1)
	• Resources available in great diversity of languages (1)	
No Answer (7)	• Blank (6) • No Shortage (1)	

6b. How adequate is the LMI you have for your clients' needs in each category?

General Category	Adequacy	Specific Examples
LMI for all needs (28)	• Very adequate (7)	• Pretty/very good/extremely good (7)
	• Adequate (12)	• Satisfactory/ Adequate for specific fields (10) • Client finds what they want (1) • Meets clients' needs (1)
	• Not adequate (9)	• Not adequate because not local/not current/not adequate by itself (9)
LMI for career planning needs (3)	• Very adequate (1) • Adequate (2) • Not adequate (0)	
LMI for job search (4)	• Very adequate (1) • Adequate (2) • Not adequate (1)	
No Answer (1)		

Question 7: Which LMI resources (if any) do you use more than others? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

General Category*	Subcategory	Specific Examples
Career Planning (33)	<ul style="list-style-type: none"> Career planning websites (29) 	<ul style="list-style-type: none"> LMI.ca (9) Career cruising (4) Job futures (4) NOC (3). Work futures (2) ALIS (1) BC labour market report (1) Career Options (1) NS Career options (1) Working in Canada (1) Sask Jobs (1) Quebec LMI (1)
	<ul style="list-style-type: none"> Occupational profile guides (4) 	<ul style="list-style-type: none"> Occupational outlook (2) Career Goal Research guide (1) Occupational information (1)
Job Search (34)	<ul style="list-style-type: none"> Newspapers, articles, publications and other media (8) 	<ul style="list-style-type: none"> Newspaper (2) Articles (1) “building link” publication (1) Local newspaper (1) Local business papers (1) Paper (1) SK Star Phoenix newspaper (1)
	Job search websites (7)	<ul style="list-style-type: none"> Company websites (2) Monster.ca (1) Google news (1) Saskjobs.ca (1) Kijiji (1) Provincial employment Quebec (1) QUINT careers (1) INDEED.com (1)
	Job bank (4)	
	Information interview with employer (4)	
	Yellow pages (3)	
	Employer websites (2)	
	Counsellors own research information (2)	<ul style="list-style-type: none"> Hidden job market (1). Industry information from personal research (1)
	Other (4)	<ul style="list-style-type: none"> Employability workshop (1) Local economic development office: (1) Moncton Industrial park (1) TV News (1)
Skill enhancement/ Job maintenance (1)		School websites (1)

7a Question: Why do you use them more often? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

Reason *	Examples
Lots of information in one place (6)	<ul style="list-style-type: none"> • ALIS (2) • LMI.ca (1) • SK job futures (1) • Occupational information (1) • Yellow pages (1)
Quick and easy access to information, not overwhelming (19)	<ul style="list-style-type: none"> • LMI.ca (4) • Job futures (2) • Career Cruising (2) • STATS Canada (1) • Counsellors personal knowledge (1) • Occupational Outlook (1) • Career Goal Research guide (1) • Job bank (1) • Newspaper (1) • TV news (1) • Radio (1) • Google News (1) • Saskjobs (1) • NS Department of Education Career options (1)
Updated frequently and current (17)	<ul style="list-style-type: none"> • Job Bank. (1) • Information interviews. (3) • Local newspaper. (2) • Local economic development office. (1) • Websites: Career Cruising (2), Work futures (1), Saskjobs (2), school websites (1), LMI.ca (1), Job futures (1), PEI job futures (1), INDEED.com (1)
Lots of jobs (2)	<ul style="list-style-type: none"> • Job Bank (1) • QUINT (1)
Accuracy (7)	<ul style="list-style-type: none"> • Job postings (1) • Information interviews.(1) • Websites: NS Career Options (1), Saskjobs (1), NOC (1), BC Labour Market report (1), MB Job futures (1)
Local information *(11)	<ul style="list-style-type: none"> • Newspapers, articles and publications (5) • Yellow pages (1) • Moncton Industrial park (1) • Websites: Quebec (1), PEI Job futures (1), Provincial employ Quebec (1), Work futures (1)
Other reasons (2)	<ul style="list-style-type: none"> • Comfortable with use: Newspaper (1) • Career projections: BC Work futures (1)

Question 8a.1: How do you introduce LMI to your clients? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

Method	Specific Examples *
Physically demonstrates and teaches client to use the LMI (10)	<ul style="list-style-type: none"> Shows them LM information and/or websites (9) Use of visual aids, graphs, pictures, stories, newspapers (1)
Explains the significance of the LMI (5)	<ul style="list-style-type: none"> Asks clients questions about how they research now, and suggests better ways (1) Explains the importance of the use of LMI, research papers, resources, and training (5)
Both physically demonstrates and explains the significance (11)	<ul style="list-style-type: none"> Shows them LMI information and/or websites (9) Teaches client to use the information for themselves (3) Takes clients down to the library and shows them resources (1) Use of visual aids, graphs, pictures, stories, newspapers (3) Explains the importance of the use of LMI, research papers, resources, and training (3) Explains significance/benefits (5) Explains the hidden job market (1)
Other ways (7)	<ul style="list-style-type: none"> Get them to use of newspapers, job boards, publications, yellow pages (4) Story format (2) Mini lesson on essential skills (1)

Question 8a.2: Are there any LMI resources available to the clients outside of what you use with them? * means that each respondent could have provided more than one response in this category, therefore the totals do not necessarily agree in all cases.

Type of Resource	Specific Examples *
Yes- Resource in our facility, and electronic resources (5)	<ul style="list-style-type: none"> Lists of employment websites. (2) Access to computers, internet. (10)
Yes- Resource in our facility, and paper resources (2)	<ul style="list-style-type: none"> Photocopies of education calendars. (2) Newspapers. (3) Handouts of career guides or job search info. (3)
Yes- Resource in our facility, electronic resources and paper resources (9)	<ul style="list-style-type: none"> Resource Library centre (7) Resource Centre (16) Public library (2) Small business resource centre (2)
Yes- Resource in our facility only (6)	
Yes-Electronic resources only (2)	
Yes- Paper resources only (2)	
Yes- Electronic resources and paper resources (1)	
No responses (6)	

Question 8a.3: is there anyone to help them?

Answer	Person
Yes there is someone to help them (8)	<ul style="list-style-type: none"> Resource staff (4) Career advisor on-call (1) LMI Specialist (1) Employment counsellors, career guide (2)
No there is no one to help them (2)	<ul style="list-style-type: none"> No resource centre in office, therefore no help (1) Self-directed resource centre (1)
No answer (23)	<ul style="list-style-type: none"> Blank (23)

Question 8b : How do you think your clients use LMI?

Category	Specific Examples	Evidence
Some use it more effectively than others, the higher education/more sophisticated clients use it more effectively (8)	<ul style="list-style-type: none"> • Some are successful- higher education clients are able to use it more effectively (1) • Some are receptive-some aren't (1) • Not very well (1) • Some ignore it-some need hand-holding (1) • Trying-discouraged (1) • Trial and error (1) • Have to be walked thru the process (1) • Not effectively 90% haven't heard of websites (1) 	<ul style="list-style-type: none"> • Feedback/Asked questions (5) • Follow-up and check in (5) • Sees client stop accessing information (1)
Help make decisions on a career or job choice (15)	<ul style="list-style-type: none"> • Help make decision for career planning (5) • To make decisions (1) • Find out what a job entails (1) • Makes list; use it to decide (1) • Career research goal (1) • Make informed decisions about demand and supply (1) • Make decisions to transition into new career (1) • Research what is realistic (1) • Occupational information (1) • Job prospects down the road (1) • Decision making process- comparisons-wages etc (1) 	<ul style="list-style-type: none"> • Asks client questions, discussions (10) • Feedback (6) • Follow-up (5) • Assignments for clients to complete (5) • Sees products (3) • Client body language (3) • Employment plan (1) • Survey (1)
They actively use it for job ads and to apply for jobs (10)	<ul style="list-style-type: none"> • Actively seek it out and job search contact employers (2) • Inform themselves and office if there is a demand (1) • Specifically for job search (1) • Determine where the potential employment (1) • Job search documents (1) • Job search (1) • Jobs they're applying for (1) • Where to target cover letter and resumes (1) • Individual job search (1) 	
Mainly use it for training/schooling (6)	<ul style="list-style-type: none"> • Trying to access training (1) • They use the college calendar to choose training (1) • To access needs more skills in certain areas (1) • Most use it for school programs (1) • Where to get training (1) • School planning purposes (1) 	
Some are effective while others are not (5)	<ul style="list-style-type: none"> • The more sophisticated will find out what's available (1) • Some people are hands on while others need more help (1) • Depends on comfort level- those with savvy and access take it home and use sites (1) • Depends on client (1) • Some have no way of going about it so they come to the counsellor (1) 	

Question 8c: How helpful do you think the LMI is for them?

Category	Examples	Evidence
Very helpful (18)	<ul style="list-style-type: none"> • Very helpful (17) • Invaluable & Don't know what they would do without it (1) 	<ul style="list-style-type: none"> • Clients tells counsellor, follow up interviews, client feedback (11) • Client creates a realistic plan (2) • Client gets employment (3) • Client goes for training (3) • Clients make decisions and are confident with their choices (4) • Client confirms or changes decision (2) • Body language (1) • Sees proactiveness and confidence (1). • Counsellor own experience (1)
Helpful (13)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Client interviews (5) • Positive praise from client (1) • Use information to find employment (2) • Client makes or changes decisions (3) • Needs assessment survey (1) • Application for funding (1) • Body language excited (1) • Counsellor observation that clients don't look for themselves (2)
Not helpful (2)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Client brings in some or no information of their own and needs to be walked through process (2)

Question 9: Overall, how useful/important is LMI in your work with clients?

Answer	Examples
Very important (29)	<ul style="list-style-type: none"> • Critical resource/very important (22) • Great resource for making concrete decisions (4) • The most important resource they use (1) • Very important, but needs to be updated (1) • Very important but needs to be local.(1)
Important (3)	<ul style="list-style-type: none"> • Helps counsellors find out about realistic employment options (2) • Just important because the LMI needs to be updated (1)
Not important (1)	<ul style="list-style-type: none"> • For some clients the information is not important (1)

Question 10: To what extent do you think your use of LMI is typical of how your colleagues use LMI?

General Category	Examples
Very typical compared to my colleagues (13)	<ul style="list-style-type: none"> • Very typical/similar (3) • All use it about the same (3) • Pretty typical (6)
Typical compared to my colleagues (15)	<ul style="list-style-type: none"> • Typical (8) • Fairly equally (3) • Typical but ranges (2) • Some use it, while others do not as much (1) • Some are more comfortable with other resources (1) • Typical because of weekly meetings (1)
Not typical of my colleagues (4)	<ul style="list-style-type: none"> • Not typical employment counsellors do not use it much (2) • Not much use by all colleagues (1) • Counsellors don't use it much (1)

General Category	Examples
Answer not codeable (1)	<ul style="list-style-type: none"> • We're trying to introduce LMI to help people make informed decision and all your counsellors are working towards that goal (1)

Question 11: What else about LMI would you like me to know that I have not asked about?

Category	Examples
The LMI needs to have more information on labour market and workforce (2)	<ul style="list-style-type: none"> • Statistics on the workforce moving away from small towns (1) • Statistics on the labour market: older people staying in their jobs (1)
There is a strong need for accurate local information (7)	<ul style="list-style-type: none"> • Find a way to gather local information (1) • LMI has lost touch and doesn't have a relationship with local employers (1) • Local information is important in decision-making (1) • More employer contacts (1) • LMI in schools (1) • Apprenticeship spots (1) • Skilled trades information for immigrants (1)
Other (10)	<ul style="list-style-type: none"> • LMI needs to be easier to read & understand (1) • Whole process is overwhelming (1) • Need for updated information in Wages/salaries (1) • Updated employment prospects (1) • Need for frontline workers to be trained in the LMI (1) • More time to spend with clients to explain the LMI (1) • We need more information on where the data comes from (1) • We need to have extra information the counsellor should think about (1) • Impressed with what is out there (1) • Produce LMI in different manner (1)
No answer (14)	<ul style="list-style-type: none"> • Left blank (12) • Not that I can think of (2)