The use, misuse & lack of use of LMI in career guidance

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Aim

To examine the use, misuse and lack of use in labour market information (LMI) in career guidance
Objectives

LMI

ROLE

CHALLENGES

SKILLS

APPROACHES
Role & importance of LMI to practice
Labour Markets: dynamic
LMI: What is it?

- Employment trends
- Structure of LM
- Functioning of LM
- Supply & demand
- Equality & diversity
Information v. Intelligence

Labour market information
• Data from a range of sources

Labour market intelligence
• An interpretation of information
LMI: pivotal or peripheral?

- How the labour market functions is at the *centre* of career practice.
- Crucial for ‘making sense’ of changing economic circumstances – what does the future hold?

- Key differentiator:
  - makes career guidance distinct from other helping professions
LMI self-reflection...

Reflect on your

- confidence
- knowledge

when using LMI in a career guidance context.
LMI: self-reflection

- Explaining the importance of LMI for career transitions
- Outlining the changes in the labour market and future trends
- Explaining the underpinning theory and implications for practice
- Finding, assessing and using sources of LMI
- Speaking to employers/opportunity providers
- Delivering LMI learning
- Researching and creating LMI for clients and colleagues
- Understanding how to use LMI to increase equality and diversity
- Keeping skills and knowledge up-to-date
Challenges related to using LMI in practice
Current  Reliable  Useful
Impartial  Accurate  Trustworthy
High-quality  Relevant  Appropriate
User-friendly  Dynamic  Robust  Up-to-date
Fit-for-purpose  Accessible  Detailed  Timely
LMI: challenges for practice

- **Identify** (what’s required?)
- **Retrieve** (sources?)
- **Interpret** (meaning?)
- **Disseminate** (audience?)
- **Mediate** (sense making?)
Labour Market Intelligence

Facts don’t speak for themselves:

- Can be used to support different versions of events (e.g. STEM careers)

- Can be used selectively to support particular points
LMI: impartial/ objective?

Impartial? ↔ Ethical?
LMI: practitioner perspective

Essential (research evidence)

- Local information and trends
- Equal opportunities issues
- Regional data and trends
- Self-employment trends
- Detailed occupational information
- Qualification level of the sector's workforce
- Current developments in education and training
- Types of employers in the sector
- Destinations of graduates with sector specific degrees
LMI: practitioner perspective

Most useful (research evidence)

- Up-to-date local data
- Trends related to skills, organisational change and labour market restructuring
- Client-centred, accessible materials
- Specific, sector-based examples
- Information that can be printed and given out
- Information on skill mis-matches and how skills transfer between contexts
- Information available via the internet
LMI: practitioner perspective

Least useful (research evidence)

- Raw statistics
- Out of date information
- Information on employees who have been in an industry for a number of years
- Information on training needs of sectors
LMI: client perspective

- helps navigate an increasingly complex labour market
- makes sense of the maze of opportunities
- supports career decision-making
- predictive value
LMI: client perspective?

- Competition faced
- Entry routes
- Rewards available
- Availability of jobs in their 'travel to work area'
- Prospects of securing employment in a particular job / pay increases, etc.
- Value of particular qualifications, experience or training
Using LMI: interplay of factors

- **Integration**
  - CPD

- **ICT**

- **Policy**
  - Resources
  - Focus

- **Practice**
  - Client
  - Framework
  - Ethics
Skills & strategies for using LMI effectively in practice
Using LMI: challenging skill

Sharing information helps develop new perspectives on a problem:

- Giving new intelligence
- Correcting mis-information

Using LMI effectively in practice

Crucial elements:

- **Skills of giving information** – ensure information is understandable
- **Principles of good practice** – ensure information is received
- **High quality LMI** – how to choose between sources
- **Theoretical framework** – underpinning/guiding
Activity

Think about when you were given information on which you acted

Think about when you were given information which you ignored

What were the key features of these two experiences?
Top Tips for LMI delivery

LMI Basics
Resist the temptation to always 'jump in and tell', because you know the answer; it can result in a monologue.

Clarity - use short words and sentences, avoid jargon.

Check understanding, repeat information and give illustrative examples.

Be specific and detailed where appropriate.

Establish connections between situations and the information, using imagery and analogies.
Be positive, suggest what to do rather than what not to do
Summarise and pause
Vary your presentation and tone of voice
Provide written back up to emphasise key points
You don't know? It's best to be honest!
If complex, find out for them; if not, support them to find out for themselves.
A list of web addresses is not a good way to deliver information - focus on one or two, and be clear about what they can provide.

Never recommend sites that you are not familiar with, or if you do, offer a health warning.

Never assume IT skills or knowledge of using the internet, always check.

If you can, guide them through the site, pointing out relevant sections, not all resources are user friendly.

If you are with a client, let them take the mouse and do the clicking. Provide, if appropriate, reminder notes they can refer to later.
LMI: underlying principles of good practice

- Ensure individual wants & is ready to receive it!
- Help individuals relate their information to their own situation
- Check they have understood, accurately
- Make sure it is appropriate for the ability level & age
- Ensure the LMI is reliable, up-to-date & impartial
- Demonstrate respect & a genuine desire to help
Health warning!

- There is such as thing as 'too much' information – especially if it is delivered all at once.

- Always remember to **establish and acknowledge** any existing knowledge.

- Use this to help your customer/client **identify gaps and support them to do their own research**, whilst checking that they have the **skills and opportunity** to do so.
LMI: assessing high quality

Checklist:
1. Who has produced the LMI?
2. How were the data collected?
3. How were the data disaggregated and classified?
4. Is the LMI up-to-date?
5. Is the LMI fit for purpose?
Who has produced the LMI?

- Is the source trustworthy?
- What are the aims and objectives of the author/s?
- Is it possible to get similar information from another source?
How was the LMI collected?

- How and why were data collected?
- What methodology was used for collecting the data?
- What is the coverage and degree of detail available?
- Are other sources available for comparison? – think about reliability/validity
How is the LMI disaggregated and classified?

- Relevance and appropriateness of units of measurement (i.e. geography, boundaries) and definitions
- Are classification systems comparable? N.B. classification systems change over time
Is the LMI up-to-date?

- When was the research undertaken and published?
- What period does the data relate to?
- Potential currency and usefulness to current situations
- Frequency of update and timeliness
Is the LMI fit for purpose?

- Is it relevant to service needs?
- Is it accessibility in terms of language (i.e. jargon-free)?
- Are the length and presentation of data right for you?
- Are data presented in different formats (i.e. textual and graphical)?
- Is there a good balance of data, charts and explanatory text?
Things to remember...

- LMI is dynamic
- Quality of some LMI sources better than others
- Researching LMI is complex, hard work
- Rendering LMI useful for different audiences requires expert mediation
- Difficult to combine local sources
- A good source of local LMI is you and your colleagues
Approaches to using LMI in practice
In theory, theory and practice are the same. In practice, they are not.

— Albert Einstein —
LMI: theory & practice

- Individual transitions are complex, prolonged & often span lifetimes
- Includes vocational exploration, educational choice & personal development

*Definition of ‘career’:*

‘the evolving sequence of a person’s work experiences over time.’

LMI: role in decision-making

Traditionally, career decision-making has been regarded as a rational, linear process:

- Information gathering
- Analysis
- Making a choice

i.e. the ‘matching approach’ to guidance
DIFFERENTIAL APPROACH (E.G. ALEC RODGERS, JOHN HOLLAND)

LMI will be given directly to clients by practitioners during a guidance interview and the meaning interpreted by the practitioner, with the intention of changing behaviour (e.g. information about application deadlines for courses or jobs given to motivate clients to adhere to these deadlines).

**Interview techniques** Emphasises assessment & use of valid and reliable information

**Process:** Matching the person with the ‘best fit’ career

**LMI:** Has a central role during the career guidance process

**Outcomes**: Rational decision-making
Matching assumes stability in the labour market and rationality on the part of the individual:

‘Trying to place an evolving person into the changing work environment ... is like trying to hit a butterfly with a boomerang’ (p.263)

How rational are you?

Rational

Gut instincts
LMI self-reflection...

Reflect on whether your tendency is to be:

- rational
- intuitive

when using LMI for your own career development
As in humanistic & psychodynamic approaches, practitioners provide clients with access to sources of LMI and methods of accessing these sources as a means of both assessing interest in an occupational goal and developing the necessary research skills for clients to undertake their own future investigations.

**Task:** Appraisal of client’s stage of career development

**Interview techniques:** Interpretation, to discover associations

**Outcomes:** Overall, enhance the career development process for the client by helping them to achieve self-determined objectives and make choices

**LMI:** Little emphasis during the career guidance process.

**Process:** Appraisal of developmental stage, which reveals new meanings & possibilities
**Humanistic: Person-Centred** (e.g. Carl Rogers, Gerard Egan)

**Process:** Creating the psychological climate in which the client becomes self-reliant, able to identify & implement their career plan

**Outcomes:** Self-discovery & implementation of self-concept

**LMI:** Practitioner expertise available to clients, though a large component not made available during the interview

**Interview techniques:** Genuineness, unconditional positive regard & empathy

**Task:** Focus will be on an area of client control, with the locus of control remaining with the client throughout

Practitioners may provide clients access to LMI as a means of both assessing interest in an occupational goal and developing the necessary skills for clients to undertake their own investigations.
As in the developmental and humanistic approaches, practitioners may provide clients access to sources of LMI and methods of accessing these sources as a means of both assessing interest in an occupational goal and developing the necessary research skills for clients to undertake their own future investigations.

**Task:** Assessment of life themes using pre-determined questions.

**Interview techniques:** Interpretation, for the purpose of self-exploration.

**LMI:** Little emphasis

**Outcomes:** Assist client find vocational opportunities to develop life themes.

**Process:** Making connections amongst episodes in client’s life.

**Psychodynamic** *(e.g. Anne Roe, Mark Savickas)*
SOCIAL LEARNING (e.g. John Krumboltz)

Outcomes: Define core goals (identify motives).

Interview techniques: Reinforcement; modelling and development of decision-making skills.

LMI: Used to challenge misconceptions, stimulate exploration and develop decision-making skills.

Practitioners may use LMI in a way that allows recipients to interact with it (e.g. use of a true/false quiz to challenge misunderstandings and misconceptions about an occupational sector) in a way that is aimed at educating the client.

Task: Evaluate the accuracy of client’s learning.
Clients are given direct access to high-quality labour market information. Practitioners make themselves available to support clients in their self-directed search for the information needed.

**Task:** Review the client’s situation and appraise client’s ‘world view’.

**Process:** Assist client to compare their beliefs & perceptions with factual data.

**Outcomes:** Access to education, training and employment opportunities

**Interview techniques:** Use of counselling skills to support client’s adjustment to, and acceptance of their situation

**LMI:** High quality information freely accessible to clients
LMI: Professional identity?

- ‘Expert’ (Trait & Factor)
- ‘Facilitator’ (Humanistic)
- ‘Teacher’ (Social Learning)
- ‘Sign poster’ (Occupational Allocation)
Contemporary theories

- Social Cognitive Career Theory
- Cognitive Information Processing Theory
- Work & Relationship Counselling
- The Psychology of Working Theory
- Career Construction & Life Design
- Self-Construction Theory
- Contextual Action Theory
- The Chaos Theory of Careers
- Culture Infused Career Theory
- Cultural Preparation Theory
THEORY WITHOUT PRACTICE IS EMPTY; PRACTICE WITHOUT THEORY IS BLIND.
- JOHN DEWEY

www.renergetics.com  fb.com/renergetics.com
In summary

LMI
Integral
Complex
Demanding
Finally…….

Takk for din deltakelse og oppmerksomhet

(Thank you for your participation and attention)
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