ETF Working together Learning for life

EMPLOYER SURVEYS

How to use them to learn about skill needs?

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WHY TO ENQUIRE EMPLOYERS?

Demographic changes

Technology / digitalisation

Economic cycles/ shocks

Global competition

New policies, legislation, trends

DIFFERENT NAMES USED

Labour market demand survey

Enterprise skills survey

Vacancy monitor / Jobs barometer

Establishment skills survey

Occupational demand survey

Employer demand survey

Training needs analysis (TNA)

WHAT IS IT? WHO IS INVOLVED?

A tool to get a picture of:

- **Skills, qualifications, occupations of current workers**
- **Missing skills, qualifications, occupations by employers**
- **Future needs of skills, qualifications, occupations**

Who is targeted: employers!

Who implements: various stakeholders

CLARIFICATION OF SOME CONCEPTS

- **Qualifications:** formal outcome of education or training, proved by certificates or diplomas recognising a successful completion
- **Low-level** (Grades 0-8/9= ISCED 0-2), **Medium-level** (Grades 9-12/13= ISCED 3-4), **High-level** (tertiary= ISCED 5-6)
- **Skills:** the ability to apply knowledge and experience to complete tasks and solve work-related problems
- **Cognitive skills** (involving ideas), **technical skills** (involving things), **social skills** (involving people)

ANALYTICAL APPROACH TO MEASURE SKILLS

Occupational-based approach: focus on occupational structure

Vacancies-based approach: focus on vacancies/ reasons

Skills-based approach: focus on skills sets used/ needed

Training-based approach: focus on training activities

Task-based approach: focus on employee tasks

TYPOLOGY OF SKILLS SURVEYED

- **Basic/ core/ foundation skills:** reading, writing, numeracy, analytical reasoning (cognitive), IT skills, foreign language
- **Technical/ vocational skills:** adequate theoretical knowledge, practical experience
- **Employability/ soft/ generic skills:** communication, teamwork, inter-personal relations, problem-solving, critical thinking
- **Personal attributes/ innate traits:** honesty, integrity, loyalty, reliability, motivation, politeness

QUANTITATIVE? OR QUALITATIVE?

* Generates numerical data for statistical analysis

* Ex: questionnaire by phone, web, face, post

* High number of respondents and representative sample

* Results can be generalised and applied extensively

* Exploratory to understand underlying reasons

* Ex: focus groups, in-depth interviews

* Small number of respondents, not representative

* Results cannot be generalised, only opinions

KEY STEPS IN CONDUCTING SURVEY (1)

- **Responsible institution/ team: clear division of roles and responsibilities, communication and coordination**
- **Objectives, resources, time availability: what you want to learn**
- **Periodicity and continuity: better results if questions remain the same over long period**
- **Survey methodology: quantitative, qualitative, combined**
- **Geographical scope: national, regional, local**
- **Sectoral scope: all sectors, one sector**

KEY STEPS IN CONDUCTING SURVEY (2)

- **Design of questionnaire:** target group, length, wording of questions, definitions
- **Pre-testing of questionnaire and revisions:** easy to understand questions, adequacy for data capturing
- **Sample design:** sample size, representativeness (statistical validity), response rate
- **Contact details of sampled companies:** updated company census data needed!
- **Contacting companies:** to inform about the survey and send the questionnaire in advance (if considered useful)

INTERVIEWING METHODS: PHONE, WEB, FACE

Face-to-face interviews

- **Pros:** potentially high response rate, less risk of misunderstanding
- **Cons:** relative time-consuming, requires more resources

Phone-based interviews

- **Pros:** low-cost, potentially fast
- **Cons:** risk of low responsive rate and misunderstanding

Web-based surveys

- **Pros:** low-cost
- **Cons:** suitable for short, easy-to-understand questions

KEY STEPS IN CONDUCTING SURVEY (3)

- **Design of database to prepare database structure and codebook: variable name, variable description, variable format (number, data, text), codes/values, labels/categories, coding questions, missing values**
- **Data storing/ cleaning: once data are collected, they must be stored in a way that allows processing/ analysis**
- **Data analysis: a software needed for both data storage and analysis such as Excel (minimum), SPSS, STATA, R, or an online software for data analysis such as QTAFI**
- **Use of results in policy-making: dissemination and effective use**

NOTE FOR THE USE OF CLASSIFICATIONS

- **Classifying economic sectors:** e.g. ISIC, NACE
- **Classifying occupations:** e.g. ISCO, ESCO
- **Classifying qualification levels:** e.g. ISCED, EQF
- **Choosing analytical approach:** e.g. skills-based, vacancy-based, etc.
- **Skills typology surveyed:** e.g. soft skills, foundation skills

CLASSIFICATION OF ECONOMIC SECTORS: ISIC

A. Agriculture, forestry and fishing
B. Mining and quarrying
C. Manufacturing
D. Electricity, gas, steam and air conditioning supply
E. Water supply, sewerage, waste management and remediation activities
F. Construction
G. Wholesale and retail trade; repair of motor vehicles
H. Transportation and storage
I. Accommodation and food service activities
J. Information and communication
K. Financial and insurance activities
L. Real estate activities
M. Professional, scientific and technical activities
N. Administrative and support service activities
O. Public administration; compulsory social security and defence
P. Education
Q. Human health and social work activities
R. Arts, entertainment and recreation
S. Other service activities
T. Activities of households as employers
U. Activities of extraterritorial organizations and bodies

CLASSIFICATION OF OCCUPATIONS: ISCO-2008

GROUP 1: Legislators, senior officials, managers

GROUP 2: Professionals

GROUP 3: Technicians and associate professionals

GROUP 4: Clerical support workers

GROUP 5: Service and sales workers

GROUP 6: Skilled agricultural, forestry and fishery workers

GROUP 7: Craft and related trades workers

GROUP 8: Plant and machine operators, and assemblers

GROUP 9: Elementary occupations

CLASSIFICATION OF QUALIFICATION LEVELS: ISCED

LEVEL 0- Pre-primary (or below primary)

LEVEL 1- Primary

LEVEL 2- Lower secondary

LEVEL 3- Upper secondary

LEVEL 4- Post-secondary non-tertiary

LEVEL 5- Short-cycle tertiary

LEVEL 6- Bachelor or equivalent

LEVEL 7- Master or equivalent

LEVEL 8- Doctoral or equivalent

STRUCTURE OF A TYPICAL QUESTIONNAIRE

SECTION 1. Company information

SECTION 2. Workforce and skills (occupations and skills sets)

SECTION 3. Recruitment (vacancies)

SECTION 4. Workforce development (training) + links with VET/ higher education institutions

SECTION 5. Business strategy& structure

HOW TO USE SURVEY RESULTS?

FOR PUBLIC SECTOR:

- Mapping skill gaps / shortages
- Curricula/ qualification development in VET and higher education
- Short training courses/ standards
- Active labour market programmes
- Migration policies

FOR ENTERPRISES:

- Review own skills gaps and training investments
- HR practices in the whole sector

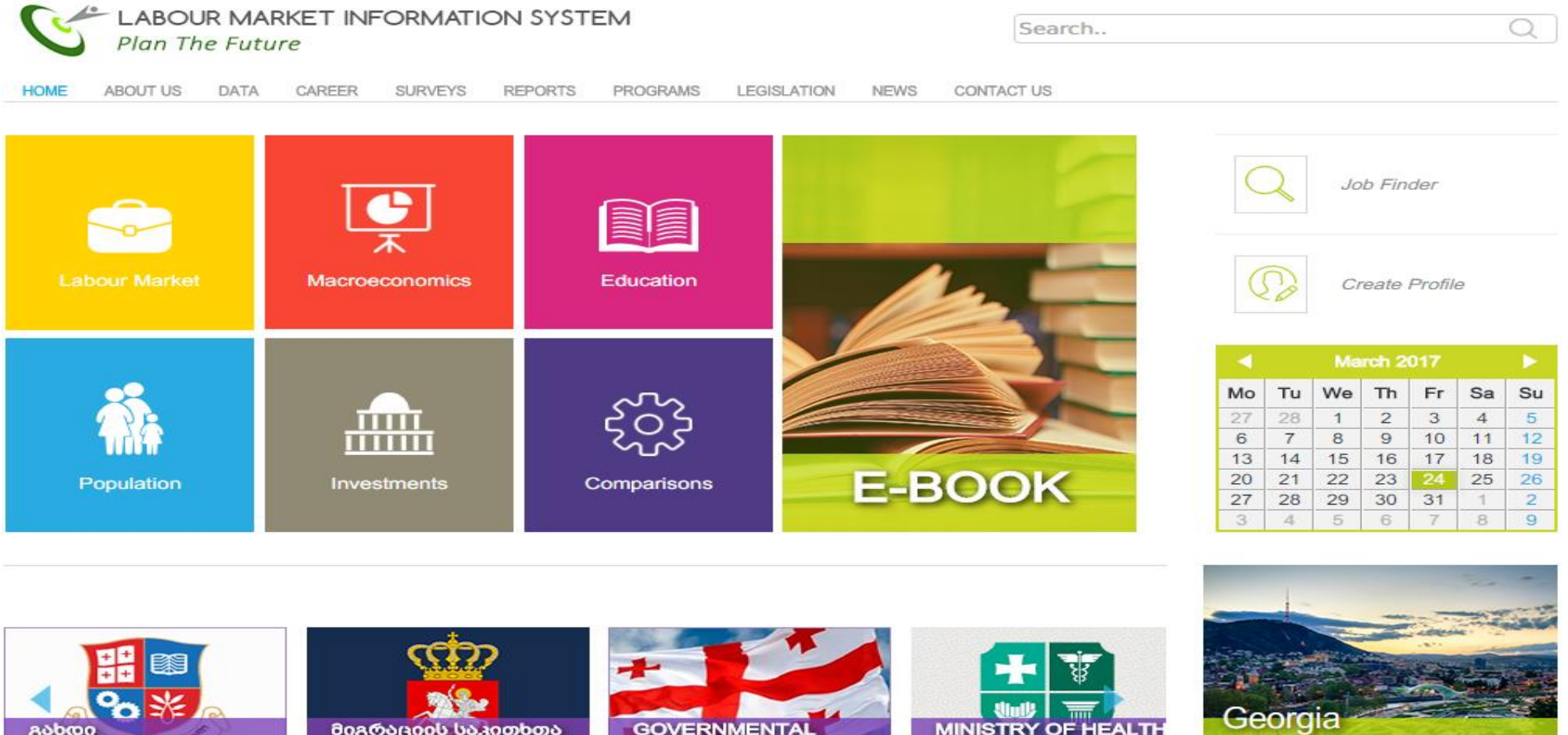
FOR INDIVIDUALS:

- Career guidance information

EXAMPLE OF GEORGIA: LABOUR DEMAND SURVEY

- First labour market demand survey in 2015 to reveal employment by economic sectors and in geographic territories, to identify labour and occupation shortages
- Nationally representative stratified random sample: 6000 companies (quantitative component) + 240 companies (qualitative component)
- Overall demand for labour remains very low: 18% of firms hired workers, 13% fired workers; the net increase in total employment is 1% in 2015
- Growing occupations: doctors, nurses, teachers, sales workers, customer service clerks
- Declining occupations: construction workers, personal services, metal and machinery workers
- 'Hard-to-fill' vacancies: marketing manager, sales manager, food technologist, proje manager, financial specialist and risks analyst

EXAMPLE OF GEORGIA: CREATION OF LMIS PORTAL



EXAMPLE OF GEORGIA: CREATION OF LMIS PORTAL

http://labour.gov.ge/molhsa/lmis/lmis.portal.web/default.aspx

- One-stop-shop integrated public web-portal, which provides updated information on labour market trends, career guidance and occupational profiles
- LMIS Databank: data sources on education, labour, economy, agriculture, youth, etc. and 78 variables within 6 categories and 14 sub-categories
- Inputs from labour demand survey, regular data updating, analysing variables, developing forecasting, creating additional products
- Mechanism to handle collection, processing, analysis and dissemination of labour market information to jobseekers, students, employers, policy-makers
- Integrated analyses of education, labour and economy data are all put into use of policy development, monitoring and evaluation

DISCUSSION POINTS…

- What kind of questions should be asked to employers?
- Which questions should not be asked?
- What are the limitations of employer survey?
- What are the main challenges faced in conducting such survey?
- How can you address these limitations and challenges?