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## **From Training to Labour Market. Holocletic Model.**

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## **From Training to Labour Market. Holocletic Model.**

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Miguel Baião Santos<sup>1</sup>

## From Training to Labour Market. Holocletic Model.<sup>2</sup>

### ABSTRACT

The desired professional insertion (placement) after training is under the influence of personal and exogenous variables. In the present paper we identify the constraints and devices that, in an interactive way, can shape and affect the professional insertion. This paper is a result of a subchapter of the author's PhD dissertation. The helpfulness of the meanings and definitions is clearly reliant on the study framework. We aim to provide to the reader a set of elements that help to distinguish, to compare and turn out accessible the eclectic dominant mainstream, in order to standardized, to clarify and to apply concepts in future research works and studies. We also suggest a study model with a different point of view.

Keywords: employment attainment, vocational training, job search methods, constraints factors, employment, unemployment.

JEL Classifications: J20, J6, J60, J64, J69

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## INTRODUCTION

The meaning of transition for the active life is related with the movement from school (or training system) to the labour market and it ends with the professional insertion (Garcia & Gutiérrez, 1996).

Martínez (2000) puts his attention on fact that “transition” must be defined as a changing process and is closely related with the transition to the adult life and the active life, so it includes the insertion and the socio-professional insertion. That is, the transition is not only the shift from school to work, but also, and over all, a complex process that incorporate, since the social adolescence, the basic education and paths, the training and experiences in formal and informal contexts, the family autonomy processes and the professional transition itself (Couple, 1997; Martinez, 2000) involving changes of social, material and symbolic nature in the individual experiences (Zittoun, 2008).

The EU has published several directives, aiming the thematic of professional insertion (or school-to-work transition), mainly produced by the European Commission, supported in studies of CEDEFOP, ETF and EUROFOUND. At transnational level, the International Labour Organization (ILO) has invested some efforts in these issues, materialized in some conventions and recommendations. Also OECD has published several publications on these subjects.

In cyclical circumstances, where the unemployment rate achieve expressive records, the professional insertion catches greater scientific attention, not only in conceptual and theoretical terms, but mainly in the boost of organizational profiles and paradigms that allows to the users of the results, immediate and keen solutions (or platforms) that promote the effective and lasting integration of the individuals in the labour market, contributing, thus, to the removal of the fortuitous social secondary effects.

The studies and surveys produced all over the world are characterized for the spraying of responsibilities. As outcome, these works and research shows a massive diversity of criteria and methodologies, which instead of originating efficient results, they only identify and describe orientations and paths (Santos, 2008). The large literature that has been published had the feature to update the discussion of the social problems that turn out of failed insertion processes (e.g. increasing unemployment of graduates, increase of the of very long term unemployment).<sup>3</sup>

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<sup>3</sup> Despite this virtue, the studies had failed in the attempt of knowledge of “how” is organized the professional insertion. According Garcia & Gutiérrez (1996) this happened because the majority of the definitions (e.g insertion/exclusion, re-insertion, transition, and paths) that they had adopted to describe these processes are commonly metaphors, whose inner value is more intuitive than theoretically supported. On the other hand, the attempt to clarify was excessively focused in the definitions and the application of instruments, detracting the processes. (Comission Européenne, 1994; DGEEP, 2006).

Recognizing that it is always possible to enrich the work, we identify the several constraints and devices that affect or influence the professional insertion, identifying, describing and basing them on works and previous studies and researches that will be able to support the analysis model that we present as corollary.

## **1. MEANING OF CONCEPTS**

### **1.1 Professional Insertion**

Defining Professional Insertion is not a simple task (Santos, 2008). In 1996, the spanish authors Garcia & Gutierrez have defined the professional insertion as the term usually used to refer to the process of integration of the individuals in the economic activity. One year later, the french author Vernières (1997) established that the professional insertion is the process throughout the individuals that had never belonged to the active population, are placing in a steady position in the labour market. In this same year, Veloso, Gonçalves & Parente (coord.) argue that the term insertion looks up the stability and the security (in the job) and at the same time it have stable professional paths.<sup>4</sup>

Another french researcher, Jean Vincens (1997, 1998, 1999), stated the insertion professional as a process, that is, “a state of transit”, situated between an initial state and a final state.

More recently Saar, Unt & Kogan (2008), in a definition next to the Vernières’s concepts (1997), described it as the dynamic process by which an individual goes from a training or educative system to a relatively steady work position. The professional insertion corresponds, thus, to the acquisition of a qualification required by the labour market (Santos, 2008). In summary, the professional insertion overlies with the first secure qualified job in the labour market [Albert, et al., 1998; Garcia & Gutierrez, 1996; Neves & Graça (coord.), 2000].

Even though the multi-meaning template of the concept, the common denominator is the fact of the professional insertion (or placement) do not arise in an isolated way, but is integrated in a comprehensive process, basically established next to the end of this exactly process.

The research of Andreas Walther (2005, 2006; Walther & Plug, 2006) related with the de-standardization of transition regimes in some countries of the European Union introduce the concept of the transition reversibility (including therefore the professional insertion), metaphorically called as transition “yo-yozation”. This concept is explained by the author with the fact that transitions evolve from individual choices or for being imposed, as resulted of repeated or alternating failures, due to the

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<sup>4</sup> Although some conceptual differences this set of authors agrees in the definition of the term “transition” to call the situations of entry in the active life and the professional paths (characterized by insecure hiring relations).

persistence of inequalities (emerging from a social emptiness) related with the social origin, level of education, gender, region or ethnicity. This statement is next to the concept of job alternation status (unemployment, training, inactivity), depending on the life cycles (Chagas Lopes, 1997, 2007). The professional insertion cannot be, therefore, target of recipes neither transferred procedures (Santos, 2008) at micro and macro-societal levels. Finally we will consider in this paper (in line with the definition proposed by Garcia & Gutierrez, (1996)) that, independently of the time, the way and the own professional experience, that the professional insertion is the effective process throughout the individuals are placing in a position at the job system.

## **1.2. Vocational Education and Training**

In this sequence, we shed light on the interpretation of Vocational Education and Training (VET). Many authors have tried to impose their own concept and definition. However, instead of clarify the concepts, the diversity of translations to the english language, lead to a huge diversity.

We present now an abstract of quite a few definitions, founded in a large and wide bibliography.

Technical and Vocational Education(TVE): technicians hardly distinguish among the terms “Technical” and “Vocational Education” while the general public has been led to believe that Vocational Education is for those who are unable of pursuing technical academic programmes. For the purpose of clarity, vocational education refers to skill-based programmes designed for lower level of skills education and focuses on a specific vocation for workplace entry. It is the lower level of skills for entry in labour market. Such programmes are taught as a vocational stream at the preparatory and secondary education level, in Vocational Training schools and centers, go together with or followed by on-job training or internships.

The Vocational Training (VT): is designed to advance the general proficiency (or skills) of the trainees as part of the preparatory and secondary education system, especially in relation to their present or future professions. On the other hand, “Technical Education” helps the attainment of practical and applied skills as well as basic technical and scientific knowledge. The main difference between the two terms is that, whereas vocational education is designed for a particular vocation, technical education does not target any particular vocation but gives general technical awareness. The technical education could target the vocational, higher or any other education. Thus, while every vocational education programme is technical in essence, not all technical education programmes are vocational. The Technical and Vocational Education is the integration between the Technical Education and Vocational Education (i.e. the inclusion of basic technical and scientific knowledge with the skill-based vocational programmes). This is the higher level of skills and knowledge required to be taught as advanced learning prior to professional insertion to deal with with the emergence of ICT in the workplace.

In general terms it is perceived that there are elementary differences between “Vocational Education” and “Vocational Training” and especially between the endeavors of the two systems. However the current trend (at European and even international level) is clearly that Vocational Education and Vocational Training are both covered in the Vocational Education and Training VET System(s).

Technical and Vocational Education and Training (TVET): The Technical and Vocational Education and Training TVET refers to non-academic technical education and practical training that develop the skills and knowledge of trainees (mainly in craft work) working in different sectors of industry and trainees trained in technical vocational institutes, centers or schools. The TVET is used as an inclusive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of knowledge, practical skills, and attitudes relating to occupations in the assorted economic sectors.

TVET: internationally, the term TVET refers to vocational education provided in secondary school programs, in vocational training centers and in post-secondary institutions.

Technical and Vocational Skills Development (TVSD): the new term “Technical and Vocational Skills Development” indicates a move away from a school-oriented approach and includes non-formal skill development programmes which may be delivered in the workplace and which do not lead to formal qualifications. TVSD also includes training acquired in the informal and non-formal economic sectors. The formal, non-formal and informal continuing TVET and lifelong learning are defined as:

a) formal continuing TVET and lifelong learning consists of learning that take place within an organized and structured context (formal education, in-company training), and that is designed as learning. It may lead to a formal recognition (diploma, certificate).

b) non-formal continuing TVET and lifelong learning consists of learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element.

c) informal continuing TVET and lifelong learning is defined as learning resulting from daily life activities related to work. It is often referred to as experiential learning (i.e. learning derived from experience) and can, in a certain degree, be understood as unintentional learning. It is not structured in terms of learning objectives, learning time and / or learning support. It does not lead directly to a certification.

Taking consideration of the above clarifications, we can define the TVSD as the attainment of knowledge, practical competencies, know-how and attitudes necessary to perform an occupation in the labor market.

Generally, UNESCO and ILO have used the term TVET to refer to both TVET and TVSD and they consider TVSD as a broad definition of TVET.



In European Union framework the definition of Vocational Training is considered as any form of initial vocational education or training, including technical and vocational teaching and apprenticeships, which contributes to the achievement of a vocational qualification recognized by the competent authorities in the Member States in which it is obtained, as well as any continuing vocational education or training undertaken by a person during his or her working life.

We establish, in the framework of this paper, that in our target (ex-trainees) we can eventually find initial personal paths with a qualification of level II, followed by another one of level III and another one of level IV<sup>5</sup>. Thus, the trainees had fulfilled two or three training path programmes. Having in mind the definitions referred, we construct the concept of Vocational Education and Training as the training (of level II, III or IV) that aims the achievement of the essential skills that allow to any individual to perform a specific profession.

### **1.3. Former Trainee**

Finally it is brought the meaning of ex-trainee. The handbook of CIME (2001), establishes the notion of trainee as the “individual that is involved in a training course.” However, we only can speak as former-trainee (or ex-trainee) if he have finished the training successfully, while is a key condition, to get the professional insertion. Thus, the concept of former-trainee become as: the individual that successfully finished a vocational education and training course.

## **2. Constraints and Devices of Professional Insertion**

### **2.1. The Professional Insertion Constraints**

In the current and probably lasting globalized context (Castells, 1996, 2000) characterized by sharp changes, there are a never ending of economic and social agents, who have leading role in a complex and intricate game of interactive relations (Gaude, 1997) between the labour market and the education and training systems<sup>6</sup>. As argues Alves (2005b), we have to admit that the processes of professional insertion “are socially marked”, therefore from the moment where they result of strategies of the actors, biographical paths and social inequalities, inevitably they are influenced by a diversified aggregate of social, economic, institutional (Rose, 1994; Wolbers, 2007) and personals variables.

There is not a consensus between the researchers, about the label of these factors, dimensions, barriers, constraints or variables. Hannan, Raffe & Smyth (1996) make the rough distinction between micro-factors (individual dimension) and macro-factors (extra-individual dimension). Helen Russell & Philip O' Connell (2001) in a study that compares the transition processes, in nine European countries distinguish between

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<sup>5</sup> European Qualification Framework

<sup>6</sup> (Couppié e Mansuy, 2004; Rose, 1994; Wolbers, 2007).

micro and macro level factors. In the first ones they still subdivide in demographic characteristics (e.g. age, gender, parental status) and human capital/labour market characteristics (e.g. educational level, work experience, length of unemployment and previous experience on unemployment). Other authors still classify them as obstacles, causes or barriers. Actually those things that emerge as an obstacle for some individuals can become as a competitive advantage for others.

Blumenberg (2002) identified some placement barriers, in a population made by high risk individuals (low incomes, low school level, problems of health, domestic violence, parenthood), arguing that the job probabilities decreased significantly with each additional barrier. In this study the author identified eight barriers: ) labour skills (i.e. the weakness or the inexistence of specific skills to a job), b) individual health (problems related with the existence of illnesses), c) handicap children (i.e. parents with handicap children that become limited in the job options), d) severe mental illness, e) slight mental illness, f) domestic violence victims, g) parenthood (i.e. the existence of children that need permanent cares) and h) transport (i.e. the need to take a transport to displacement to/from the job).

The spanish researchers Sáez & Sanjuán (2007), in a study centered in graduates from tertiary education had admitted the existence of circumstances or factors that affect the professional insertion. The authors underline the training path and the inner programme contents, as the main circumstance that affects the professional insertion. Additionally they praise other insertion process likely factors: the time necessary to finish the course, the used device, the intensity of job search, the final classification (especially important at university level), the education level and profession of the main family provider, the age, the knowledge of foreign languages (particularly in the context of the spanish society) and the knowledge of informatics. Additionally Sáez & Sanjuán (2007) had elaborated an analytical-theoretical model who relates this set of variables:

$$P(IP)t = f(Cur, Nac, Nf, Cf, Le, Inf, Id, Esf, Psf, Disp) Te$$

> < > > > > < > > >

- P(IP)t reflects the Professional insertion odd in moment t
- Cur course/path
- Nac time (years) needed to finish the course
- Nf Final classification
- Cf additional training courses
- Le foreign language skills
- Inf informatics skills
- Id age
- Esf education level of the main family provider
- Psf profession of the main family provider
- Disp the devices used to achieve the professional insertion
- Te employment rate

In theoretical terms the authors had defined that the symbols > or < reflect the direction of the effect of the partial derivative of each variable on the odd of professional insertion, whereas the other variable remain constant. In the case of some variable the signal and the value of the elasticity depends on the different enclosed options in each one of the variable. For instance, according the “used device” variable the insertion odd will be affect in different way. In the others the relation is linear (e.g. domain of a foreign language, informatics skills). This model, although incomplete, shows relatively usefulness; hence it includes ours two analysis axes (i.e. the constraints and the devices), conferring to them a character of qualitative independent and causal variables (Pestana & Gageiro, 2005). However, face to the context where was formulated (higher education) we will not use it while main concern of the analytical work, but solely as indicative element.

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Some english dictionaries define constraint as “a limitation on what is possible” (something with the ability to determine, to influence, to affect or to make depend on a condition). Precisely because we intend to identify agents whom influence the professional insertion, we will assign, throughout this work, these variables as constraints (in order to facilitate or obstruct the insertion) (Santos, 2008). In this framework we suggest the distinction between endogenous variables (that are inherent to the individual characteristics) and exogenous variables (those related with external phenomenon).

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Additionally we take in consideration another variable, (that come from the exogenous variables) and by itself can influence or limit the selection of the device (Blackman, 2006; Wooden & Harding, 1998) to carry out the job marketing (Blackman, 2006). It is related with the characteristics (perceived by the unemployed) of the job offer (that emerge from the company peculiarities) and that they can be, for example, the working branch, the prerequisites, the duration of the contract, the professional category or the wage (Gregg & Wadsworth, 2000). In this framework Carless & Imber (2007) underline: a) the challenging character of the work (i.e. a work that allows the appliance and enhancement of the individual skills), b) the work environment (i.e. the existence of friendly and pleasant workers), c) payment and promotion chances (wage/other benefits and career progression chances), d) reputation (prestige of the organization or company) and d) localization (i.e. geographically near to the worker’s residence). In the opposite direction, the device can influence the specific characteristics (mainly when it hinders or attenuates the own marketing) and limit the device to marketing the job offer (Blackman, 2006), due to economic, technological or timing restrictions. Summarizing this variable has a relation of dependence with the exogenous variables and an interactive relation with the devices.

### **2.1.1. Exogenous Variables**

In the ILO’s 91<sup>th</sup> conference, one of the conclusions underlines the initial vocational training as key element for the improvement of employability. This advantage can occur from the acquisition of crucial work qualifications, knowledge and

complementary professional abilities (that are handy between jobs or activities) and that facilitates the school-to-work transition (Bulgarelli & Gori, 2004; OIT, 2003). The next conclusion emphasize that the investment in professional training in working context develops in the same way the employability (OIT, 2003). In a study of CIME/DGEFP (1999) one of the conclusions points to the decisive role of the initial training in the human resources development, making achievable abilities and skills to face the challenges (in terms of economic growth and competitiveness and of personal and societal development) to minimizing social ruptures and maximizing the chances fairness.

These conclusions are confirmed by some authors and organizations<sup>7</sup>, agreeing consistently for the explicit role of the professional training as decisive and constraint factor of the labour market insertion (Santos, 2008). Other social actors (the public administration, enterprises, trade unions, managers and entrepreneurs) overlap the opinion in more higher it is the reached level of education, more significant it becomes to accede to a job (Lope, Lozares & Miguélez, 1997).<sup>8</sup>

In the study leaded by Veloso, Gonçalves & Parente (1997) they argue that if the educational path it is not vital for the professional path, the training path can contribute positively to insertion. We can thus presume that the under-qualification can consist as an obstacle to the professional insertion (Chagas Lopes, 1997; Kovács *et al*, 1994; Gaude, 1997, Santos, 2008a). In the opposing direction, the over-education had been researched by some authors, especially for James Rosenbaum & Amy Binder (1997).<sup>9</sup>

In 1974, Jacob Mincer, in a stated neoclassic framing and methodological individualism, presents a return of the investment model in individual human capital that includes the following equation:

$$\ln y = \beta_0 + \beta_1 S + \beta_2 X - \beta_3 X^2 + u$$

The expected individual incomes ( $\ln y$ ) are a logarithmic function of the sum of the school level ( $S$ ) attained (education and professional training), the experience ( $X$ ), the return tax of the school level ( $\beta_1$ ), the coefficient that reflects the positive return of the experience ( $\beta_2$ ) less the negative coefficient of the quadratic experience ( $\beta_3$ )

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<sup>7</sup> See especially: Almeida, 2007; Alves, 2007; Castro *et al*, 2000; Chagas Lopes, 1994, 2005; Chiousse & Werquin, 1999; Cober, *et al*, 2004; Comissão Europeia, 1995; DGEEP, 2006; Dieckhoff, 2008; Garcia & Gutiérrez, 1996; Garcia & Molina, 1999; Garmendia, 1997; Gaude, 1997; Gonçalves *et al*, 2006; Granovetter, 1974,1995; Groupe Missile, 1996; Huffmann & Torres, 2002; ILO, 2009; Imaginário *et al*, 1998; Kovács, 2002, 2005; Kovács *et al*, 1994; Lewis, 1998; Martínez, 2000; Medeiros, 2004; Miranda, 2006; Neves, Pedroso & Matias, 1993; OIT, 2003; Pires, 2000; Rose, 1994; Sá, 2006; Simonnet & Ulrich, 2000; Veloso, Gonçalves & Parente (coord.), 1997; Vincens, 1999; Walter & Plug, 2006.

<sup>8</sup> Some authors claim that structurally this inference is correct (Leney, 2004; Medeiros, 2004), but in the context of the labour market, the education (and the qualifications) must be the indicated one to meet the exclusive job requirements [Iriondo, (coord.), 2007; Leney, 2004; Lope, Lozares & Miguélez, 1997; Marks, 2005].

<sup>9</sup> The conclusions of these two researchers are incisive when they defend that the excess of qualifications can become a huge obstacle to job levels with lower technical requirements.

adding an residual error ( $u$ ). As immediate interpretation we have that the professional training, increases the return, when more qualifications the individual has, and by analogy, it increases the respective odds of professional insertion.

Some years later Weiss (1986) (*apud* Chagas Lopes, 2007) proposed a model in which the growth rate of human capital lifelong pool ( $dK/dt$ ) is described by the following equation

$$dK / dt = K_0 h g_1(K_t) - \delta g_2(K_t)$$

The first part of the formula becomes related with the process of qualification attainment, (increasing with  $h$ , that represents the time of work associated with the occupational experience), with an initial stock of capital ( $K_0$ ). The following set of variables translates the process of qualification obsolescence (as an outcome of periods of unemployment or inactivity) during which it devaluates to a rate  $\delta$ .<sup>10</sup> Therefore, from any theoretical point of view, vocational education and training has an undeniable and attested influence in the professional insertion (Santos, 2010).

Accessory to the professional training, some authors allude to several sub-constraints. We highlight: the professional path [Mansuy, 1996 ; Mansuy & Marchand, 2004; Neves & Graça (coord.), 2000; Schoon, *et al*, 2001; Simonnet & Ulrich, 2000; Stenström, 2003; Vickerstaff, 2003], the final classification [Biggeri, Bini & Grilli, 2001; DGEEP, 2006; Fernandes (coord.), 2001] and the school level reached (Andres *et al*, 2007; González, 2003; Mansuy, 1996).

Simonnet & Ulrich (2000) proposed the year of conclusion as a professional insertion constraint, when it is coincident or not with cyclical economic phenomenon and/or deep changes in the education and training policies (Santos, 2008a).

In particular framings (e.g. tertiary education), the prestige of the education/training organization seems to hold back some influence on professional insertion.<sup>11</sup>

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The following constraint is the professional experience before the insertion. The work of Grasser & Rose (2000), argue for the decisive role of the professional experience while is an exclusively individual conquest and can, therefore, occurs as a particular way to reach specific skills.<sup>12</sup>

As corollary, the inexistence or precariousness of experience is a crucial constraint (i.e. a recruitment decisive factor) in face of the labour market demands (Chagas Lopes,

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<sup>10</sup> To overcome those inconvenients it is necessary the occurrence of balance processes, for instance, the attainment of higher school levels or additional training periods (Chagas Lopes, 2007).

<sup>11</sup> See specially [Cordeiro, 2004; Figuera, 1996; Martínez, 2002; Miranda, 2006; Sá, 2006; Sáez & Sanjuán, 2007; Valero, 2003; Vidal (coord.), 2003]

<sup>12</sup> Thus understood, the professional experience is a conscientious acquisition (Vincens, 1997) and is in such a way personalized that becomes an individual inherent characteristic, but can be transferred between jobs or activities (Grasser & Rose, 2000).

1994, 2005; Costa, 2001; Couppié & Mansuy, 2004; Gaude, 1997; Gonçalves, *et al*, 2006; Grasser & Rose, 2000; Miranda, 2006; OECD, 2000; Neves, Pedroso & Matias, 1993; Sá, 2006; Stauber, 2007; Vincens, 1997; Zimmer-Gembeck & Mortimer, 2006).

Garcia & Molina (1999), on the other hand, and Luecking & Fabian (2000), for another one, had demonstrated the effectiveness (at least in short term) of paid labour experiences in the professional insertion and the respective wages. Coming back to the human capital investment return model (Mincer, 1974) we can verify that the professional experience variable ( $X$ ) appears as an incomes constraint if the individual is professionally placed, otherwise it will be equal to zero. We can, therefore, thinking so that a bigger intensity or extension of professional experience can provide greater insertion chances.<sup>13</sup>

The spanish professors Garcia & Gutiérrez (1996) argue that the specific labour experiences (OECD, 2000) and generic (Bills, ed., 2003) constitutes a future added value to the labour, cognitive and soft skills continuous acquisition (Staff & Mortimer, 2008),<sup>14</sup> mainly in on-job vocational training frameworks.

From these authors analysis we can admit that the professional experience has a double influence on the professional insertion. In the point of view from who searches for a job (ex-trainees or job seekers), is as an important insertion facilitator. In the point of view from who offers a job (employers) it's a merely economic argument, that is, if a person is hired with a stock experience that excuses or minimizes the on-job training, this will be expressed by less integrative training costs (Garcia & Gutiérrez, 1996).

Zimmer-Gembeck & Mortimer (2006) allude also to the acquisition of experience in a framing of extra-scholar activities (even so related with the collective american society idiosyncrasy). Although to consider the paid labour experience (mainly in activities hardwired with the school) as essential for the professional future, admit some valuation of non-labour and extra curricular experience, (Merino, 2007; Tchibozo, 2007) or volunteer experience (Blais, 2005; Tchibozo; 2007) as a professional insertion facilitators. However Merino (2007) defends that the existence of some of social stratification reproduction (Bourdieu, 1973, 1978) in the acquisition chances of this standard experiences.

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<sup>13</sup> In Weiss's model (1986; *apud* Chagas Lopes, the 2007) the variable time associated with the experience ( $h$ ) plays a linearly positive role in the processes of (re)integration in the active life (i.e in the professional insertion of unemployed searching for a new job).

<sup>14</sup> The resilience concept is justified in this framing, as it is the present positive individual characteristic, that aid to go beyond the difficulties and to adapt to the most adverse circumstances, being able to be developed throughout all life (Escoval, 2009).

John Bynner (1998) named as “identity capital”, the individual set of inner characteristics (gender, age, nationality/ethnicity, parentally hood and socio-economic origin) as critical constraints of professional insertion.

Besides this author, the studies led in this subject by Chapple (2002), by Cecília Albert *et al* (1998), by Granovetter (1995) and by Simonnet & Ulrich (2000) are particularly outstanding. As main aggregate conclusion of all these authors the variable “gender” has an enormous power to decide or not the professional insertion. The women, although to acquire, in general, raised school levels do not have, for this fact, higher easiness of professional insertion respect with men (Albert *et al*, 1998). The feminine labour force, in general, is seen by the employers as potentially expensive (Hannan, Raffe & Smyth, 1996; Huffman & Towers, 2002; Schoon *et al*, 2001) due to the associate costs to maternity and/or family obligations (Casaca, 2009). Huffman & Torres (2002) had detected that in global terms women received lower volume of information (Sieben, 2007; Rankin, 2003) on work chances, and in most cases with lower wages.<sup>15</sup>

The studies of the Italian researchers Biggeri, Bini & Grilli (2001) and the portuguese Neves & Graça (coord., 2000), gather the conclusion that the professional insertion is effectively affected by an intense gender inequality. This discrimination is more visible in the trainees with lower final classifications (Biggeri, Bini & Grilli, 2001).

However, more recently Walter & Plug (2006), supported in a contiguous logic to the methodological individualism (Santos, 2010b), argue, in a study on the transitions destandardization in ten European countries, that currently the “gender” cannot be faced as a disadvantage (when applied to young women), hence nowadays they reach higher educational levels, being, therefore, more suitable to get a faster professional insertion and with better wages.

About the age variable, the team led by Cecília Albert (1998), when studying a sample of young individuals, disclosed that age act as a pointer (or indicator), because the increase of this variable, increases the chances to integrate the labour market. The study co-ordinated by Neves & Graça (2000), whose study target was composed by populations with special difficulties (including young people), arrived to a contrary conclusion to that one of Albert *et al* (1998).

The power of the nationality/ethnicity variable is more expressive in countries that receive massive immigration flows and/or are officially multiracial (Granovetter, 1995). The role of the geographic origin was evidenced in the studies led by Simonnet & Ulrich (2000), Stanley Stephenson (1979) and Karen Chapple (2002). The variable ethnicity was pointed in the studies of Frijters, Shields & Price (2003) and of Walter & Plug (2006)

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<sup>15</sup> Other authors corroborate this allegation, adding however, that this kind of jobs are traditionally in part-time and presents high rates of precariousness (Dæhlen, 2007; EAEA, 2007; Rankin, 2003).

Hergenrather, Rhodes & Clark (2005) introduced a variable that can become an important constraint: the illness or health status (e.g. infectum-contagious illnesses, with particular standing for the AIDS). Obviously that temporary illnesses or non handicapped accidents can temporarily disable the job search behaviour and, thus, the professional insertion (Santos, 2010a).

Concerning to the socio-economic origin, John Bynner (1998) and Simonnet & Ulrich (2000), had proposed some essential elements: mother's socio-professional category, the number of brothers and the parent's level studies achieved. Other authors had included as key-element of the professional insertion: the school level achieved (Schoon *et al*, 2001), the maternity (i.e. the fact of have or not children), the professional category and the own social net of the parents (Andres *et al*, 2007; Schoon *et al*, 2001; Staff & Mortimer, 2008) and civil state (Coleman, 1991; Holzer, 1988; Weber & Mahringer, 2002). Higgins (2001) not only calls the attention for the importance of the social context (i.e. the socio-economic framing of origin) but also on the approach that a candidate looks for a job and in the employer's decision process.

### **2.1.2. Exogenous Variables**

Maurice, Sellier & Silvestre (1982) in a comparative study between France and Germany, concluded that the processes of professional insertion are highly influenced by: the public policies, the professional training paths (e.g. with or without professional period of training, with on-job training) and the features of the institutional (and societal) framings of the education and training systems. More recently Walter & Plug (2006) defend that the education and training public policies (independently of the political-ideological policy) shapes the several professional insertion models. The dutch sociologist Maarten Wolbers (2007) when comparing the standards of entrance in the active life, in eleven European countries, argues that the laws related with the public policies, namely the labour law (e.g. bigger or lesser flexibility) contains a relevant weight in the insertion processes. In the same way the specificity of the education and training systems (Saar, Unt & Kogan, 2008) and the institutions (Zittoun, 2008) grant an active role in the professional insertion processes.

The reform of the public education and training systems has as socio-political basis, not only to provide common and particular knowledge, but and over all, the gradual facilitation of the professional integration processes (Bukodi & Róbert, 2007; OECD, 2000:13,21; ILO, 2009). This argument is not isolated from the institutional singularities of each country (DiPrete *et al*, 2001; Hannan, Raffe & Smyth, 1996; Mansuy & Marchand, 2004; Saar, Unt & Kogan, 2008) neither of the national investments in education (Badescu, 2006). Beyond these authors many others [Acemoglu & Pischke, 1999; Bover *et al*, 2000; Bukodi & Róbert, 2007; Crowson, Wong & Aypay, 2000; Garcia & Gutiérrez, 1996; Gaude, 1997; Hannan, Raffe & Smyth, 20006; Mansuy & Marchand, 2004; Maurice, Sellier & Silvestre, 1982; Neves & Graça (coord.), 2000; OECD, 2000, 2004, 2007; OIT, 2003; Rose, 1994; Ryan, 2001; Saar, Unt & Kogan, 2008; Wolbers, 2007] concludes that the public policies (and the inner systems and national institutions) of education/training are interactive related with the labour market.



The economic-institutional perspective (Wang & Dobbs, 2008) considers the labour market as a complex set of interactions between some elements, as the individuals, the organizations, the governments, the social culture and history, instead of a simple supply-demand equation.

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Another conclusion of the ILO (2003, 2009), certifies that in the inexistence of an active demand of qualifications (i.e. in an economic contraction framework) the training developed in labour market context and directed to the development of soft and transferable skills, increases the individual employability in a later economic expansion framework (Chagas Lopes, 1994, 2005; CIME/DGEFP, 1999; OIT, 2003; ILO, 2009).

This orientation still is validated by the works of the OECD (2000), of Mansuy & Marchand (2004) and of Marks (2005) hence they indicate the good health of the economy as the key element in the construction of an effective transition to the labour market. Browns & Konrad (2001) grasp the attention to the importance of the “macro-factors” in the job search (and the professional insertion processes), in special of the cyclical phenomenon of expansion and contraction of sectorial labour markets, that are not free of some hysteresis phenomenon<sup>16</sup>. Saar, Unt & Kogan (2008) in a survey about the assorted transition processes in the old ones and in the new adherent countries to the European Union (after 2004), defends that labour market organization can affect other insertion variables, namely the education and training systems structure.

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The enterprise characteristics have a global influence on all features of the work variable (Carneiro *et al*, 2001). These team warrant as example of this statement the enterprise dimension (in terms of number of jobs, of business volume or geographic distribution) whose specificities restrict the social level and the policies (HR hiring and recruitment). According Mintzberg (1995) the enterprise dimension is straight related with its age, that is, theoretical and technically further life time a company has more functions specialization and employee’s number it will have.

Miranda (2006) and Almeida (2007) in differentiated years and study frameworks, think homogeneously that the enterprise dimension (in terms of number of workers) is one of the work factors that can condition the degree of labour precariousness, and as Garcia & Molina argue (1999), the chances to get a better wage.

One another issue related with the dimension is the enterprise placement [DGEEP, 2006; Fernandes (coord.), 2001; Leroy, 1981; Graça & Neves (coord.), 2000; Simonnet & Ulrich, 2000].

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<sup>16</sup> As already defined, the hysteresis is the trend of a system to maintain its properties in the absence of the stimulation that generated them. For example, even the structural causes that had originated an increase of the unemployment disappeared, it goes raising, during some time, before starting to go down.

In 2006, Joo & Mclean proposed other enterprise key characteristic which, in the candidates point of view, are more valued at the moment of decision to apply: a) the on-job training and the chances of development, b) the chances of career evolution and c) the culture and the work environment. This means that the intangible characteristics, as the knowledge, the innovation and the human capital, cannot be under evaluated while professional insertion processes constraints (Joo & Mclean, 2006).

Summarizing, the entrepreneurial *ethos* is defined over all by: the enterprise demography, the dimension, the localization and other intangible elements.

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Finally, we speak about the multiplicity of human resources management practices that also appears as a constraint to hold some professional insertion phenomena. [Almeida, 2007; Brunet & Morell, 1998; Castro *et al*, 2000; Commission Européenne, 1994; Lamb, 2002; Demazière & Pélage, 2001; Geary, 1992; Grimshaw *et al*, 2001; Ioannides & Loury, 2004; Kovács, 2005; Miranda, 2006; Sá, 2006; Soares & Abecassis, 1982; Veloso, Gonçalves & Parente (coord.), 1997; Wooden & Harding, 1998]. With the emerge of the informational society (Castells, 1996,2000), the labour market don't demand simply cheap and unconditional manpower, but looks basically by skills potential (McClernon, 2006). The increasing branch specialization of the human resources management and recruitment policies (Almeida, 2007) turns the individual skills in a competitive variable (Almeida, 2007; Chesnais, 2001), especially for the enterprises who are victims of a strong internal competition (Chew & Horwitz, 2004) as in an international frame (Castells, 1996, 2000; Shalman, 1999).

The several human resources policies, cannot be apart from the work organizational shapes (Castro *et al*, 2000; Wang & Dobbs, 2008) and from the production models (Kovács, 1994, 2002) since the particular dynamics can originate manpower flows, enlisting or rejecting it, in reliance of the job offers professional profiles (Cordeiro, 2002).

Wooden & Harding (1998) argue that the recruiting selection method depends on: the category of the job offer, the company dimension and the job offers displayed by the local public and private employment services. Morgan & Knights (1991) claim to a direct influence of gender in employment (or activities) and in the work relations, what is reflected in the diversity of human resources strategies and practices.

Gilbert & Stead (1999) founded evidences that qualifications are more important then gender, even in the several possibilities of recruitment processes.

In one another study, Bretz & Judge (1994), defined human resources system as the set of policies, practices and procedures that translate the way as the specific tasks are played in an organization. As corollary of this definition the authors claim that the system of human resources management (at least the part visible from outside), affects also the individual decision to accept or not a potential job.

Grimshaw *et al* (2001) admits that the selective option for internal labour market (ILM) or for occupational labour market (OLM) is not totally peaceful inside of the enterprises, being able to origin internal conflicts and to compel the policy makers to change or to cancel previously taken decisions.

In one another point of view, Breugh & Starke (2000) defends that the image of an organization or company can clearly influence the recruitment processes, but especially the decision of the candidates to apply or not to a job offer.

## **2.2. The Professional Insertion Devices**

The definitions harmonization has a crucial importance for the subsequent development of any research (Santos, 2008a). The francophone's authors use the word "stratégies" (strategies) and the spanish researchers use indistinctly "técnicas" (techniques) or "medios" (ways). In several english bibliography we found six terms: channels, methods, ways, resources, techniques and devices. Face to this multiplicity we choose the more complete term that fits in the purpose of this paper: the device. This term locks up the method (How) or mechanism to professional insertion, the channel (Who or What), the way or resource (Where) and the path (For where) (Santos, 2008a).

In the European Union context the devices used by the unemployed people to find a job presents a large variability (Commission Européenne, 1994; Martinez, 2006). However in almost member states a significant number of unemployed are not signed up in the public employment services (PES) using therefore, other methods to find work (Commission Européenne, 1994).

From the immense studied bibliography, we verified that the great majority of the studies and surveys uses a reduced device number (between 3 and 9): (Alves, 2005b; Baptista, 1993; Barron & Gilley, 1981; Belzil, 1996; Biggeri, Bini, & Grilli, 2001; Brown, 1998; Casal, 1996; Chapple, 2002; Cordeiro, 2002; Couppié & Mansuy, 2004; Demazière & Pélage, 2001; Duarte, 1999; Fernandes, 2001; Garcia & Gutierrez, 1996; Gaude, 1997; Gonçalves *et al*, 2006; González, 2003; Granovetter, 1974,1995; Holzer, 1987, 1988; Huffman & Torres, 2002; Ioannides & Datcher-Loury, 2004; Iriondo, 2007; Kuhn & Skuterud, 2000, 2004; Lindeboom, Van Ours, & Renes, 1994; Mansuy & Marchand, 2004; Marchal, Mellet & Rieucan, 2007; Minvielle, 1995; Miranda, 2006; Müller, 2005; Neves & Graça (coord.), 2000; OECD/OECD, 2000; ODES, 2001; OEVA, 2002; Oliveira, 1998; Parsons, 1991; Rose, 1984, 1994; Sá, 2006; Seater, 1979; Simonnet & Ulrich, 2000; Smart, 2004; Veloso, Gonçalves e Parente (coord.), 1997; Ventura, 2005; Vernières, 1997; Vincens, 1997; Weber, 2000; Wolbers, 2007).

According Granovetter (1974, 1995) the majority of the research and surveys divide the devices in "formal" and "informal". The first one aggregates: the announcements replies, the public employment and training services (including the enterprises that collaborates on the on-job training), the services of private agencies and the use of

insertion university units or activities branch units. The second category lodges the personal knowledge and acquaintances and the spontaneous applications (Granovetter, 1974, 1995). The “formality” involves the use of impersonal ways between the unemployed and the employer, being that “impersonal” expression means the inexistence of any personal contact. The “informality” means that people are used to mediate the information about a job (*idem*).

We discuss the “how” (and why) each individual select the device (or devices) through out it finds job. This choice is conscientious or is a result of an opportunity? From the set of bibliography it suggests that this subject has not deserved enough attention from the researchers (Santos, 2008a). Karen Chapple (2002) in a study involving women with low incomes claims that the decision to use of a device is a blended result of: a) the resources and the personal conveniences, b) the structure of individual social net and c) the likeness between the device and the acquired human capital. Chapple argues (2002) that, the direct registration in enterprises and the application to vacancy announcements in newspapers devices are used by barely conjunctural convenience, therefore, in the most part of the cases they are used during the day and next to the own residence. Are especially the women whom more use the personal contacts, in order to achieve a job quickly and to prevent the intimidation motivated by the use of employment agencies or the visits to enterprises (Chapple, 2002). Ioannides & Loury (2004) had studied the effect of the personal information, having concluded that the net structure plays clearly a considerable role in the choice of the device, therefore are essential to ponder not only who are these contacts but also the nearness degree (Chapple, 2002).

The researcher Christian Belzil (1996), in a purely economic standpoint, refers two key-elements: the opportunity cost (to choose one or another device) and the technology that is underlying to the job search (represented by individual interest bounds).

Addison & Portugal (2002) pointed the influence of the amount of time and money that each unemployed has to spend, when they select the devices.

In a survey focused in unemployed young people, Harry Holzer (1987,1988) proposed an econometric model where the individual choice of a device varies with the: a) inner cost, b) productivity of each device, c) acquired human capital, d) context and e) localization. That is, each device is selected in order to balancing the marginal cost with the benefit that potentially it will bring (Holzer, 1988). The model gives us some orientation tracks, namely in the esteem of some variables. One of the equations that defines the model, states the probability of getting a job:

$$P_E = P_E(X, NUSE, TIME_j, W^r, UNEMP, Q) + e_1$$

where  $P_E$  means the probability to have job (or of professional insertion);  $NUSE$  describes the number of devices used;  $TIME_j$  is the time used in each one of devices  $j$ ;  $W^r$  represents the reservation wage (i.e. the wage that breaks the indifference between being employed or unemployed);  $UNEMP$  is a dummy variable (equal the 1 if individual is unemployed and equal to 0 in the contrary case);  $Q$  is also a dummy

variable applied to individuals that become unemployed by its own will;  $X$  refers to a vector variable (that it includes the: age, education/training, civil state, race/ethnic minority, local unemployment rate, urban or rural residence, region and family incomes);  $e_1$  is another dummy variable, to eventually enter the values missing in  $TIME_j$  variable. The usefulness of this model is given by the evidenced interactivity between all variables and in the demonstration that the used device number has a positive and statistically significant effect (Holzer, 1988) in the probability to receive job offers of and reach the professional insertion

Some years earlier John Seater (1979) presented a variation (related with the amount of devices used) where, independently of the device, the most participating dimension for the professional insertion is the intensity of the job search.

Although centered in young graduates from university, the surveys lead by Tziner, Vered & Ophir (2004) tried to identify predictor's variables of job search intensity. They proposed some dimensions related with the personality (e.g. awareness, sociability and proactivity) and with some devices. Between the conclusions, we can underline the correlation found between the sociability and the awareness and the intensity of use of the device "Personal Contacts". They had found evidences of the negative correlation of gender with the intensity of job search and with the used device.

Similarly Brown *et al* (2006) had concluded that the success or failure of the job search (i.e. professional insertion or not) depends on the unemployed proactivity level.

James Coleman (1991) introduces in this thematic the variable interests. According to author the interests and individual preferences of who search and who offers a job is a powerful feature in labour market insertion.

In 2002, Weber & Mahringer conclude that, each unemployed searching for a new job or each employee that searches a better one uses on average two different devices, being that the selection is not accidental but is a conscientious choice, in function of the probable costs and the waited incomes.

The theoretical approaches displayed behind overlook the introduction of a vital variable: the employers (Santos, 2008a). This is because, as Coleman (1991) claim, the choice of a device only is possible if the employers decide the use that same device for applying to a vacancy. Only with the existence of employers it is possible to achieve a Nash equilibrium (Cahuc & Fontaine, 2004), since in absence of any one of the social actors, the potential added-values originated from the change of strategy (in demand and in job offers), it would be minimized, becoming both near to inefficiency.

We can then summarize the contributions of some authors in four axes, whose power is set in the selection, the use and the application of one or more devices: the opportunity, the resources, the interests and the convenience.

Let's now illustrate the several devices.

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The personal contacts underlies that exists a personal knowledge between the possible employed and the potential employer and/or with third people that recommend them mutually, acting as informative channel (Granovetter, 1974, 1995).<sup>17</sup>

This significance is closely linked to the notion of social nets and the “theory of the weak ties” proposed by Mark Granovetter (1973). For this author the personal nets are systems composed by "nodes" and “connections” that, in social sciences, are social actors (individuals, groups, organizations, etc.) and that are connected by some kind of relation, nourished by its capital stock (Elias, 2004).

As Burt (2005) enhances these connections or “structural holes” are chances for brokering the information flow between people or for project control that joins people from opposite sides of this hole (Burt, 1992, 2005). The person that makes possible the flow of information is called *tertius iungens* (the third one that joins) (Burt, 1992).

Many studies on this subject indicate this device as the most important for the professional insertion [Chapple, 2002; CIME/DGEFP, 1999; Fernandes (coord.), 2001; Granovetter, 1995; Ioannides & Datcher-Loury, 2004]. Inclusively the European Commission, mentioning Portugal and Greece, admits that this device is the most used in those countries, resulting from friends, family and other relations (Commission Européenne, 1994).

The report of OEVA (2002) aiming all training paths and activity sectors, founded that this device is the main way to achieve the professional insertion (21,1% of ex-trainees). In the same direction, the team led by Fernandes (2001), when studying vocational training schools ex-trainees, founded that this device is the main one for the job attainment, receiving 30,5% of the answers.

Many other researchers, in academic framings as in purely descriptive studies, certify this as the most used and efficient device for the professional insertion, especially: Alves, 2007; Baptista, 1993; Barron & Gilley, 1981; Belzil, 1996; Biggeri, Bini, & Grilli, 2001; Brown, 2001a, 2001b; Casal, 1996; Chapple, 2002; CIME/DGEFP, 1999; Cordeiro, 2002; Couppié & Mansuy, 2004; Demazière & Pélage, 2001; DGEFP, 2006; Duarte, 1999; Fernandes (coord.), 2001; Gonçalves *et al*, 2006; González, 2003; Granovetter, 1974,1995; Holzer, 1987, 1988; Huffman & Torres, 2002; Ioannides & Datcher-Loury, 2004; Iriondo, 2007; Koning, Van den Berg & Ridder, 1997; Kuhn & Skuterud, 2004; Lima, 1992; Lin, Ensel, e Vaughn, 1981; Lindeboom, Van Ours, & Renes, 1994; Mansuy

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<sup>17</sup> This author analyzes the social ties, classifying them as strong ties (defined as those in which the individuals invest more time, emotional intensity and exchanges) and weak ties (those in which the investment is lesser or null, as, for example, the kept ones with people “only known”). If we consider any two randomly selected individuals, such as A and B, from the set S = A, B, C, D, E, ..., of all persons with ties to either or both of them, then, for example, if A is strongly tied to both B and C, then according to probability arguments, the B-C tie is always present. The absence of the B-C tie, in this situation, would create, according to Granovetter, what is called the forbidden triad. In other words, the B-C tie, according to this logic, is always present, whether weak or strong, given the other two strong ties. In this direction, the “weak tie hypothesis” postulates that clumps or cliques of social structure will form, being bound predominately by “strong ties” and that “weak ties” will function as the crucial bridge between any two densely knit clumps of close friends.

& Marchand, 2004; Marchal, Mellet & Rieucan, 2007; Melendez, e Harrison, 1998; Minvielle, 1995; Miranda, 2006; Müller, 2005; Neves & Graça (coord.), 2000; OECD, 2000; ODES, 2001; OEVA, 2002; Oliveira, 1998; Parsons, 1991; Rose, 1984, 1994; Sá, 2006; Santos, 2008a, 2008b, 2009a, 2009b, 2010; Seater, 1979; Simonnet & Ulrich, 2000; Veloso, Gonçalves & Parente (coord.), 1997; Ventura, 2005; Vernières, 1997; Vincens, 1997; Weber, 2000; Wolbers, 2007.

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In formal training environments, the period of training in work context (or internship), being a component of any qualification path (developed in an enterprise or body), is reasonable to infer the direct importance of this device in the professional insertion (OECD, 2000). The periods of paid training in an enterprise are more efficient (but doesn't guarantee employment stability) in the subsequent professional insertion in this same company (Bailey, Hughes & Barr, 2000; Luecking & Fabian, 2000) hence insertion is easier (Zimmer-Gembeck & Mortimer, 2006). It's also because the company already knows the future employee abilities and soft skills (Chagas Lopes, 2007). From the demand point of view, the employee already has the perception of the enterprise, the work environment and the potential professional career (Santos, 2008b).

The enterprise or bodies where course colleagues had made the internships can also as a role as insertion device. In this framework the recommendation of a colleague, facilitates the mutual knowledge between the employer and the candidate (Wolter, Mühlemann & Schweri, 2006). Randel and Ranft (2007) when analyzing the intra and inter-organizational social ties had found evidences that the information on jobs offers is much more fluid and facilitated when these relations are kept with regularity.

According the study of the OEVA (2002) the enterprise where the on-job training took place, has an important role in the job attainment after training and was the second used device (14.6%). Fernandes [(coord.), 2001] surveys got for this device 8,8% of the answers of the vocational training schools students.

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The sending of a spontaneous application or the displacement of the candidate directly to an enterprise (delivering a *curriculum*), can be synthesized as the direct registration in an enterprise (Miranda, 2006; Sá, 2006; Seater, 1979). Through this device the jobseeker establishes direct contact with an enterprise (Belzil, 1996; Brown, Wright & Konrad, 2001b; Stephenson, 1979) and it doesn't exist recruitment procedures neither a *tercius iungens* (Brunet & Morell, 1998; Granovetter, 1974, 1985).

In Holzer's work (1988), the direct and spontaneous application into an enterprise is treated equally to the "personal contacts". One of the conclusions of he's econometrical proposal indicates that this is the most used device by the young job seekers (employed and unemployed) to find a job. In internet, platforms for sending

spontaneous applications are currently increasing with particular prominence for entities or enterprises whose activity is internationalized.

The OEVA's survey (2002) reveal that the direct application to an enterprise is the third most used device for job attainment, by ex-trainees of apprenticeship (dual) system. (8,5%). However, when considering the whole training itineraries this device only gets 5% of the answers. For its turn, in the study on the professional schools, this device registered a better performance, while agent of professional insertion with a total of 6,9% of the answers [Fernandes (coord.), 2001].

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When the device is an advertisement reply, the candidate replies to an express intention of an employer (Smart, 2004), advertised specifically for this propose (Blackman, 2006), generally through one or some formats simultaneously: media (newspapers, magazines, radio, TV), affixed (wall, mural, showcase, show window, etc.), directed sending to chosen candidates and, more recently, on-line (through internet). This last format includes those ones that are advertised in corporate websites, in newsgroup, in blogs and in public and private employment agencies sites. The reply model is the same for all candidates (Smart, 2004).

Many years before the spreading of internet, the newspaper advertisement was the employer's preferred method to do the job offers marketing (Wooden & Harding, 1998). At that time, the traditional advertisement formats (Kuhn & Skuterud, 2000) of announcement (in newspapers, wall and directed) presented comparatively high costs with internet (Marchal, Mellet & Rieucan, 2007; Wooden & Harding, 1998). Kuhn and Skuterud (2004) when exploring the connection between the unemployment lengths with the insertion device concluded the internet should be used prudently and as complement to other devices. These authors explain that this particular device is harmful in the individual plan, due to several signals that are not sent to the employer, over all related with the relevant personal dimensions to a specific job offer. In the opposing direction, the employers can interpret that the people who usually use this device are motivated for the work and continuous self-improvement, since it's an individual initiative that demands some knowledge of new technologies (Kuhn & Skuterud, 2004).

In a study centered in supply point of view, Cober *et al* (2004) call the attention for the specificities of the organizational sites, while device of job offers advertisements. Contrarily to the conclusions of Lindsay (2005), the team leded by Cober (2004) claims that the internet advertisement emerged as powerful and popular recruitment device.

In the unemployed standpoint, and with the inexorable access to internet, the advertisement placed for its own responsibility can gain importance while insertion device. Actually, when more skills an individual has, these do not lead itself to a job, if the potential employer does not know that the unemployed has it (Smart, 2004). Therefore the recent integrated online advertisements (with text, image and sound), where the candidate can include its curriculum, or even a personal web page will



become indispensable to any job seeker. Some of the inconvenient and advantages pointed by the several authors can become a professional insertion research target.

In the OEVA's study (2002) it was founded a value of 5,7% of the inquired, that had got job through the reply to an advertisement (not indicating, however, with which format). Relatively to the professional schools ex-trainees this device appears with a higher significant and relative value of 11,6% [Fernandes (coord.), 2001].

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The job centers or employment centers of the PES have, despite others tasks, and synchronized with the theory of work adjustment (TWA), the matching between job supply and demand. When identifying job offers the PES centers not only make possible the professional insertion (CEDEFOP, 2008a) of several candidates simultaneously and throughout the time (Melendez & Harrison, 1998). OECD (2000) considers that a good information and orientation services are gradually an important ingredient in the professional insertion, particularly when the labour market (mainly to young people) becomes more global and competitive.

The use by the unemployed, of the PES, must mainly be weighed in a complementary logic to the use of the "personal contacts", remarkably to people whose social net is small since consequently it limits the received volume of information (Weber & Mahringer, 2002).

Wooden & Harding (1998) concluded on the best performance of the PES, in the worse paid jobs (including the jobs of intermediate categories). Also Addison & Portugal (2002) argue that the PES has better performance when they deal with precarious jobs and with lower wages. By its cost free character, it is used over all by small and medium enterprises (Wooden & Harding, 1998).

In the OEVA's report (2002) the PES meet in 6th place as advocate device of the professional insertion, achieving only 4,8% of the answers. In the inquiry lead by Fernandes [(coord.), 2001] this device was confined to a scarce 3,1% of the choices.

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The shared management vocational training centers, by the fact of being created with the PES and the enterprise associations, are in better position to provide a professional insertion to its ex-trainees. Mobley (2001) classifies this linking as the "bridge effect", claiming that the centers and schools cannot continue to ignore this paper, but they must continuously promote the establishment of these bridges.

In the same way Crowson, Wong & Aypay (2000) claim the implementation of public policies that stimulates the extension and coordination between centers/schools and employers.

OECD (2000) stated that the relation between the concerned parts in the insertion processes, are critical to success. That is, it is necessary that, in this framing, the training centers/schools builds with enterprises and other entities effective relations, in order to construct mutual obligations and to promote the trust and partnerships (Brewer & Gray, 1999; OECD, 2000) that better fits to their needs. In this framework comes into sight the “trust” concept. Partha Dasgupta (2000) defines “trust” as the fact of somebody becomes influenced by another person to decide the direction to take in a concrete action.

In the relation between the companies and the VET centers or schools, and as the author argues, the trust is based on reputation (or prestige) and will have to be build through the behavior, throughout the time, in clearly understood circumstances. That is, interactive trust does not appear immediately. Trust must be developed between two entities, establishing repeated cooperation and needs to have positive memory on this previous cooperation (Dasgupta, 2000). The reputation must be acquired. The institutions (i.e. enterprises and centers or schools) have, therefore, to invest resources with the aim to build reputation (Gambetta, 2000) and, thus, trust and partnerships (Benz *et al*, 2004).

In the OEVA’s study (2002) the job attainment through the VET centers appears in third position with 8,2% of the answers. In an analysis of the whole training itineraries this device still is less used, registering only 5,01% . In the research conducted by Fernandes [(coord.), 2001] the professional insertion obtained through the school institutional mechanisms is apparently more efficient, therefore evidenced by 12,1% of the ex-pupils that had reached the professional insertion through this device.

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The possibility of have there own business is a device that must be studied and be the aim of research. Hyytinen & Ilmakunnas (2007) consider the entrepreneur aspirations as a form of job search (i.e. as an insertion device), limited to a small number of individuals.

The endeavour to create after training, the own business or enterprise, reveal, in the OEVA’s report (2002), a residual value of only 1,89% of the ex-trainees. In the study coordinated by Fernandes [(coord.), 2001], this device was not considered.

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Finally we analyze a set of other devices. From the bibliography (in several frameworks and countries) we can mention: the unemployed own advertisement, Groups of professional insertion (GPI), the employment clubs, Temporary Work and/or placement enterprises (ETW), the university or school insertion services, the trade unions placement services, the employers placement services, the local/regional development associations, the youth supporting services, the mairies and the parishes (or other religious associations) and the virtual social nets. We also add, the job/employment fairs and other similar exhibitions and events and the voluntary work

in NGO's. Blais (2005) claim that the voluntary service it is a useful practice to acquire professional experience and, eventually, to get a job.

It start to appear with some interest the virtual social nets (e.g. Facebook, Hi5, MySpace, Plaxo) whose reach and effectiveness in the dissemination of information on job offers, it will probably deserve, in a next future, a special attention. The easiness of communication, the geographic spreading that it provides, the agility of use and the associated low cost, seem to forecast a promising future while device of professional insertion. In the opposing direction the inevitability of personal data exhibition and the danger of unexpected use of it, can lock up undesirable consequences for the user. However it will be a research field whose bounds we can not yet glimpse.

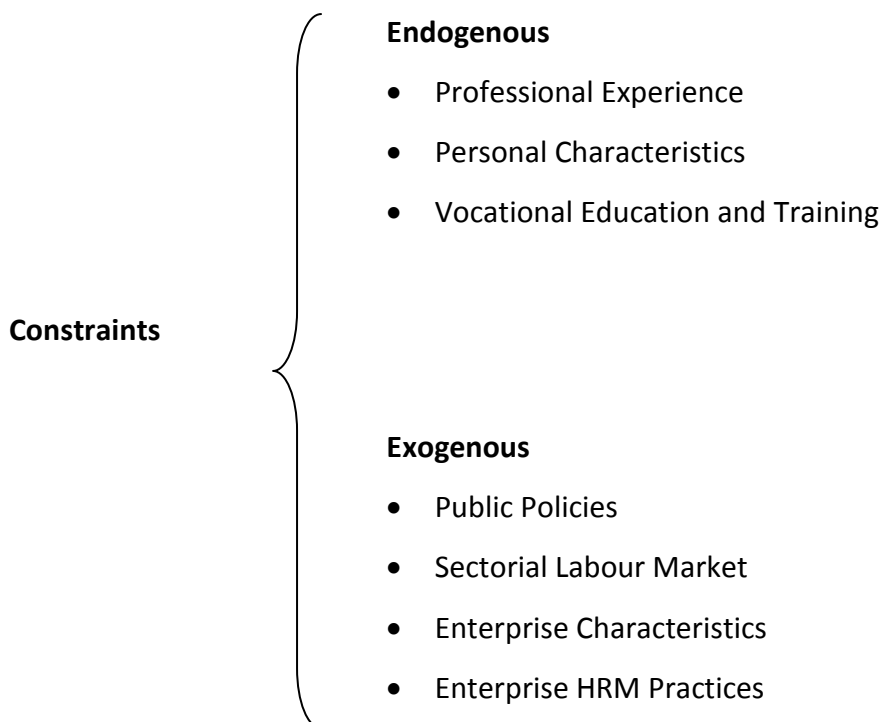
In the two studies that have served us as referential, "the other" devices, in the report of Fernandes [(coord.), 2001] registered a value of 5,0% of the answers. In the OEVA's report (2002), the other devices had received 5,11% of the answers, that means more representation percentage (of the whole) when compared with some single devices.

\*

As summary, we considered two big groups of professional insertion variables: the constraints and the devices.

About the constraints, as opportunely we speak about, we will consider a dual logic: endogenous (that they are inherent to the individual and its characteristics) and exogenous (that are related with external variables).

Thus we have:



## Devices

- Personal Contacts (family, friends, acquaintances)
- Enterprise that hold on-job training
- Direct application in an enterprise
- Spontaneous application
- Advertisement reply (media, show window, on-line)
- Job/Employment Center (personally, on-line)
- Vocational Training Center or School
- Create the own enterprise
- other (own advertisement, Employment Clubs ETT, several insertion services, development associations, mairies, religious associations, fairs, exhibitions, voluntary work, virtual social nets, etc.).

In the PhD thesis that grasp this small paper we have confirmed, throughout empiric and statistical analyses the individual influence of each one of the constraints and each one of the devices. One of the conclusions led us to conceive a model that we now present.

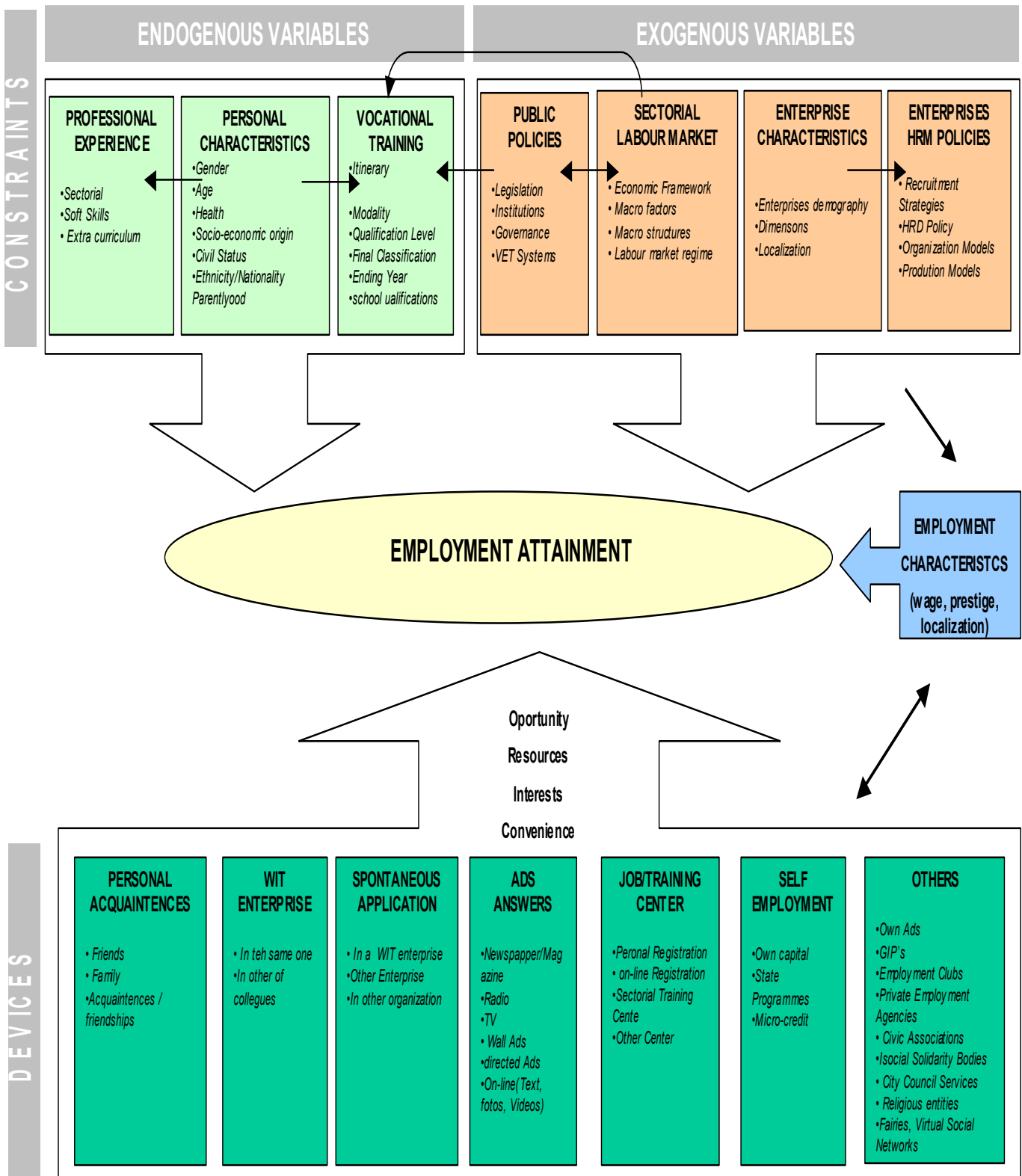
### 3. Holocletic Model

In the present model we identified some one and double sense variables and its reciprocal relations. The first ones have a unidirectional influence of one variable on another one. The double sense translates the interactivity that two or more variables apply simultaneously between it.

In face of this, the set of constraints and devices and its diversify relations and interactivities can lead us it a holistic reading, conceiving the professional insertion as a whole integrated, where the different elements participate in complex Inter-relations and permanent correlations between itself and with all.

Because of the theoretical and epistemological substratum, we don't have chosen any particular theoretic framing. Simultaneously we don't have observed a rigid line of thought or theory, adopting thus a proto-eclectic bearing.

Therefore, and without any doctrinaire, paradigmatic or rhetorician commitment we suggest the formulation of a research model that we assigned as "holocletic model" (Cf. Figure 1).



**Holocletic Model : Professional Insertion Constraints and Devices**

## **Conclusions**

The present model comes across as a corollary of all theories, researches and studies that we have mentioned before. In the PhD dissertation we have tested the present model and this is a result of the inner conclusions. It illustrates that both the constraints as the diverse devices are direct and key variables in the professional insertion (or employment attainment) process. We have shaped 7 constraints, divided in two groups (endogenous and exogenous). The relations between them are signaled with arrows. We have also considerate 7 “macro-devices” (to assign big devices sets) with a total of 32 devices. The reasons that define the choice and application of a device are coming up by: the instantaneous opportunity, the available individual resources, the individual immediate interests and the personal convenience.

This is not a finished work. It is limited in time and framework and is really likely that, in a future, it can be changed and completed, in face of new paradigms and theories that can become available.

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