**SAGE**

RESEARCH CORPORATION

# IMMIGRANT LABOUR MARKET INFORMATION NEEDS AND SATISFACTION FOCUS GROUPS
# - Final Report -
### (Call- Up No. G9440-050044/001/cy)

**Prepared for:**
**Service Canada**

**May 29, 2006**

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# INTRODUCTION

## PURPOSE

The Labour Market Information (LMI) service provides information on local labour markets across Canada.  This information is intended to help individuals who are searching for work or making career changes, as well as employers seeking specific information about the labour market in their sector and community development organizations using LMI for planning and prioritizing their activities.

Labour Market Information Operations Unit has developed a suite of labour market information products that include information on:

- Occupations
- Employers by occupation
- Training programs available
- Wages
- Industries
- Communities

Based on the Labour Market Information website statistics, one of the groups of users of the LMI website are immigrants and organizations providing services to newcomers.

The purpose of the study was to get a better understanding of the labour market information needs of new immigrants.  The results of the research will be used:

- To modify current LMI products, in order to:
  - -- fill any information gaps that may exist (i.e., missing elements)
  - -- improve usefulness and understanding of the information, including format/layout of the information, (e.g., increase in the use of bulleted lists), level of language, etc.
- To provide input to the development of new products and services, in order to meet the needs of this specific client group (i.e., major gaps).
- To get feedback on the order and flow of information proposed with the use of the immigrant navigator on the Going to Canada - Immigration Portal.

## METHOD

A total of 15 focus groups were conducted from March 20th to March 28th, 2006:

| | |
|---|---|
| LMI | 5 groups with immigrant service providers and 6 groups with immigrants (4 sessions with higher skilled immigrants, i.e., 'foreign-trained' and 2 with lower skilled immigrants) |
| Immigrant navigator | 4 groups with immigrants |

The location of the groups were as follows:

| | Total | ENGLISH SESSIONS | | | | FRENCH SESSIONS | |
| --- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| | | Toronto | Kitchener/ Waterloo | Calgary | Vancouver | Sherbrooke | Montreal |
| Immigrant service providers (LMI);  3-hour sessions | **5** | 1 | 1 | 1 | 1 | | 1 |
| Immigrants (LMI); 2-hour sessions | **6** | 1 | 1 | 1 | 1 | 1 | 1 |
| Immigrants (immigrant navigator);  2-hour sessions | **4** | 2 | | | 1 | | 1 |
| **Total** | **15** | **4** | **2** | **2** | **3** | **1** | **3** |

## LMI GROUPS

### Immigrant Service Providers

- **Sample Source and Sampling:**

  Service Canada provided a sample of agencies that provide assistance and job search related services to immigrants in each of the five markets.

  Each organization was contacted to identify a representative to participate in the research.  Initial contact was made with the Executive Director, who in turn was asked to identify one or more qualified individuals in the organization for participation in the study.

- **Participant Qualifications:**

  The following details the qualifications for study participants:
  - -- Works with newcomers in helping them identify job opportunities/find employment or to make career changes
  - -- Cross-section based on:
    - number of years working with newcomers
    - those who work with higher skilled vs. lower skilled immigrants
    - the immigrant communities they work with

- **Approach:**

  Prior to attending the group, qualified participants were sent a package via email that included the following:
  - -- An agenda for the focus group discussion, so participants had an idea of the types of issues that were to be covered and the types of questions they would be asked during the session.  Also, participants were asked to 'poll' others in their organization and to incorporate their views in the focus group discussion.
  - -- Participants were also asked to review the LMI website and to fill in a brief self-completion questionnaire about their reaction to its content.

- **Group Length and Size:**

Each group was 3 hours in length, with 6-7 participants per session.

- **Honorarium:**

    Participants were paid an honorarium of $200 to cover the time spent prior to attending the group discussion and the 3 hours in the focus group session itself.

## Immigrants

- **Sample Source and Sampling:**

    A combination of techniques were used to identify and recruit participants for the sessions:

    -- Networking with the agencies provided by Service Canada to identify qualified respondents. Specifically, organizations were provided with an overview of the immigrant focus group requirements and an explanation of the types of participants who would qualify for the study. (A copy of the overview has been provided in the Appendix.) Each agency was asked to identify individuals who might qualify for the groups.

    -- Referrals from potential participants to other individuals who may qualify for the research.

    In all cases though, prior to being invited to attend a focus group, an individual was screened by the recruiting firm to ensure they met the study qualifications.

- **Participant Qualifications:**

    The following details the requirements for all groups:

    -- Came to Canada to settle permanently in the past 5 years; we targeted for a cross-section of recent and less recent arrivals, including foreign students; status of immigrant (e.g., primary applicant, etc.)

    -- Feel comfortable with accessing information from the Internet and have access to a computer and the Internet

    -- Have sufficient ability in the language of the group discussion to both understand and contribute to the discussion

    -- We aimed for a cross-section on the following criteria:
      - Country of origin
      - Gender
      - Current working status (i.e., employed, unemployed, plan to change jobs/careers, studying) and occupation if employed
      - Level of education
      - Age of participant

    We also targeted for a cross-section of occupations, i.e., based on the jobs/positions they held in their home country prior to coming to Canada.

- **Approach:**

    The focus group sessions were divided into two segments. The first part of the discussion focused on identifying information gaps in labour market information and preferred format/channel for the information. The second part of the focus group session was devoted to getting participant reaction to different LMI products available on the web.

- **Group Length and Size:**

  Each group was 2 hours in length, with between 7 and 10 participants per session.

- **Honorarium:**

  Participants were paid an honorarium of $75.

## IMMIGRANT NAVIGATOR GROUPS

- **Sample Source and Sampling:**

  Immigrants were recruited primarily through networking with Immigrant Service Providers, using the same process as we outlined previously.

- **Participant Qualifications:**

  The requirements for all groups were the same as was detailed for the LMI groups.

- **Approach:**

  The moderator projected relevant pages from the immigrant navigator and asked participants a series of questions about their reaction to various aspects of the immigrant navigator. Participants also reviewed a printed version of the webpage content.

- **Group Length and Size:**

  Each group was 2 hours in length, with between 7 and 10 participants per session.

- **Honorarium:**

  Participants were paid an honorarium of $75.

A copy of the study materials has been included in the Appendix.

## LIMITATIONS OF FOCUS GROUP QUALITATIVE RESEARCH

By its very nature, qualitative research is exploratory and directional only. It does not seek to quantify the results of the research nor do the research results project statistically to the attitudes and opinions of the population as a whole.

Qualitative research does, however, produce a richness and depth of response not readily available through other methods of research. It is the insight and direction provided by qualitative research that makes it an appropriate tool for exploring reactions to labour market information from the websites.

# EXECUTIVE SUMMARY

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<div style="border:1px solid black;">

**LABOUR MARKET INFORMATION NEEDS OF IMMIGRANTS**

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## THE IMMIGRANT SERVICE PROVIDER (ISP) PERSPECTIVE

ISPs identified the following as being the main questions asked by their immigrant clients, before coming to Canada:

- Will my professional accreditation be recognized?

- Will my education be recognized?

- What are the steps required to get professional accreditation in Canada;  what documents will I need and how long will this take?

- Is the accreditation process different from one province to another?

- Are there other types of work available while the accreditation process is underway?

- Will the work experience from the country of origin be recognized?

- What types of jobs are available in my area of expertise and where are these located?

- What new skill sets (including language skills) will be needed in Canada?

- How can I prepare a résumé for the Canadian market?

ISPs identified the following as being the main questions asked by their immigrant clients, after they have arrived in Canada.  Notably, the main questions are primarily focussed on finding employment, the number one priority for most immigrants:

- What are the most effective strategies to use for finding work?

- How should I prepare for the job interview?

- What are the most efficient means of upgrading one's skills to meet the requirements of the Canadian market?

- What support networks are available?

ISPs indicated there are a lot of sources and a great deal of information available about the Canadian labour market.  Most of this information is available from a variety of sources, particularly government websites.  ISPs perceive immigrants encounter three main types of problems with existing information:

-- For well-educated professionals accessing information from the web is relatively easy.  Given the scope of available information, it is very time consuming to find needed information and this may discourage immigrants from doing so.

-- Information is typically structured for people who were raised and educated in Canada, and immigrants have difficulty translating this information to their own situations

-- The language used requires immigrants to interpret new terminology, e.g., the words used to describe a type of occupation may differ in Canada from those used in their own country.

With regard to the information needs of higher skilled vs. lower skilled immigrants, ISPs felt there is limited information available to those who are lower skilled.  Often they are also not well educated in their own countries and speak neither English nor French.  They have difficulty with written

documents so the web is often far beyond their capabilities. Once in Canada less skilled immigrants need one-on-one support and counselling.

## THE IMMIGRANT PERSPECTIVE

Prior to coming to Canada, the main information sources consulted were:

- Websites offering job listings such as jobboom, workopolis, etc.
- Websites of government departments and private organizations dealing with immigration, the labour market in Canada, education and training.
- Discussions and email exchanges with friends and family members living in Canada.
- Visits to Canadian embassies.
- Immigration counsellors or lawyers specializing in immigration.

Once in Canada, immigrants identified the following as their main information sources about the labour market:

- Websites focused on job openings, such as jobboom, workopolis, etc. These are the sources most often consulted once in Canada as the first priority of most immigrants is finding work.
- Classified ads in daily newspapers, consulted by many.
- Networking, particularly with other recent immigrants.
- Non-profit organizations that provide services to immigrants.
- A preferred source of information for French-speaking participants is Emploi-Québec.

Some participants expressed difficulty at finding specific types of labour market information:

- The recognition of professional degrees or certificates obtained elsewhere than in Canada.
- Some types of employment requirements: union membership, accreditation in trade or professional associations, and particularly, the need for Canadian work experience.
- The structure of the hidden job market and how to tap into this market.
- Strategies for finding work in Canada from writing the résumé to handling the job interview.

## LABOUR MARKET INFORMATION

## OVERALL REACTION TO THE WEBSITE

- Most ISPs judged this site to be of high quality and very useful for immigrants seeking employment in Canada.
- The site was judged systematic and easy to work with. It is relatively easy to access needed information.
- In terms of language, the English version of the site was perceived to be of a level that could be understood by immigrants with reasonable language skills. In the French version, some participants judged the language as complicated.

- There were however problems with the visual presentation of the web pages such as too much information crammed on the pages, the long paragraphs of text and lack of differentiation between subject headings and text.

## REACTION TO THE LMI PRODUCT: *JOB DESCRIPTION*

- The Title: *Job Description/Description d'emploi:*  No problems

- The Sub-Title: *Terms and Conditions/Conditions d'emploi:*  Some confusion with the English title, which conveys a meaning of "contract", "laws", or "regulations".

- The Perceived Usefulness of the Information:  This section was judged very useful, as most immigrants are not familiar with Canadian corporate culture yet they need to adapt quickly if they are to find employment and prosper within that culture.

## REACTION TO THE LMI PRODUCT: *JOB AND SKILL REQUIREMENTS*

### *Computer Programmers and Interactive Media Developers*

- The Title: *Job and Skill Requirements/Conditions d'accès à la profession et compétences:*  No problems

- The Perceived Usefulness of the Information:  Many participants, both ISPs and immigrants judged this information as very relevant in gauging skills against job requirements, structuring résumés and identifying the need for further training.

- Perceived Issues with the Product:  The main criticisms of this information are:
  -- Immigrants may have difficulty understanding the terminology for the Canadian educational system and gauging the value of their diplomas in Canada.
  -- There is a need to explain the context of the requirement for working experience:  length of time, Canadian experience.
  -- How does an immigrant address the need for skills relating to the Canadian corporate culture?
  -- It is not immediately obvious what skills would appear under each of the skill categories.  It is also not clear how these categories differ from one another.   Understanding of the information is further hampered by some skills being repeated in two places and other skill requirements that logically fit together being addressed in two separate sub-sections.

- Additional Information:  What is the working language in this city?

- The Visual Presentation of the Information:
  -- Some features such as the blue lines separating the various sections are a plus.
  -- The longer paragraphs should be broken down in point form.
  -- The sub-headings are not very visible.

### *Light Duty Cleaners*

- The Perceived Usefulness of the Information:  There was mixed reaction to the value of the information:

-- The presentation of the Overview is judged to be useful for immigrants. It is a simple presentation of required experience and skills

-- The vast amount of information included in *Essential Skills/Compétences essentielles* is judged to be much too complex for immigrants and Canadians with the level of education of the typical cleaner. It could however be of use to more educated immigrants and to employment counsellors. However, the tables and charts used to present the information about skills are judged to be difficult to understand and interpret regardless of education level.

- Perceived Issues with the Product: The main criticisms are:
  -- The information on educational requirements is contradictory.
  -- The local requirements for this profession are split into two different sections: "Local Employment Requirements" and "Local Skills Requirements".
  -- There is unnecessary repetition regarding needed skills.

## REACTION TO THE LMI PRODUCT: *EMPLOYMENT PROSPECTS*

- The Title: *Employment Prospects/Perspectives d'emploi:* Most expected to find job listings rather than general information about the employment outlook and general trend for a profession.

- The Perceived Usefulness of the Information: Both ISPs and immigrants had mixed opinions about the value of the information.

  Those who considered the information to be useful did so for the following main reasons:
  -- It is informative and practical information about a profession.
  -- It will be a good starting point to reflect on the next steps in the search for employment and in deciding where to live in Canada.
  -- It will help immigrants develop language skills related to their profession.

  The following are the main reasons given by those who do not consider the information useful:
  -- It is very general information and not the job listings expected from the title.
  -- It does not contain enough hard economic data on present and future employment prospects in this profession.
  -- Some of the wording is vague and open to interpretation.
  -- The appearance of the information is uninviting with large blocks of text.

- Perceived Issues with the Product: The main criticisms of this information are:
  -- It is difficult to interpret the meaning of words such as *good/bonnes* in isolation to understand employment potential. This difficulty is increased by obvious contradictions between an index and text that describe employment prospects as *average* and *growing more slowly*.
  -- Confusion resulting from use of acronyms such as *SHRC* (i.e., Software Human Resource Council).
  -- There is a need to provide definitions for more complicated words such as *freelance work*, *consulting*, *co-op*, etc. and acronyms.

- Additional Information:
  -- Forecasts for employment over a longer period.

-- More economic data on employment.

-- More detailed descriptions of the types of jobs that will become available.

### *Employment Potential by Community* *(Show all areas)*

- The Perceived Usefulness of the Information: Generally, all participants said this information was useful to eliminate from consideration areas with less attractive employment opportunities.

  Many felt information of this nature could help in the decision where to settle in Canada. Others did not feel the same way, as many other factors besides employment in a specific profession need to be considered when choosing a location.

  This type of information would influence a decision to upgrade skills for a few and only if there was a specific job offer involved.

## REACTION TO THE LMI PRODUCT:  *WAGES AND SALARIES*

- The Title: *Wages and Salaries/Information sur les salaries:*  No problems.

- The Perceived Usefulness of the Information:  Many participants judged this information to be useful as a person can target the better paying professions.

- Perceived Issues with the Product:  There were three main issues:
  -- Few participants understood the meaning of the expression *General Wage/Salaire général.*
  -- There were suggested changes to the order of presenting wages, with low wages being the first amount shown.
  -- The abbreviation *hr* (i.e., hour) needs to be spelled out.

- Additional Information:  Include information on salary trends, taxation, cost of living

### *By Industry*

- The Perceived Usefulness of the Information:  Many participants judged this information to be useful.  It enables an individual to search for employment in the type of industry offering the best salaries and to broaden their search.  It also provides insight into the different wage levels paid to different levels of employees.

- Perceived Issues with the Product:  There were two main issues:
  -- There is difficulty identifying the source of the wage information.
  -- There were some questions as to whether immigrants would understand the meaning of *starting*.

### *Average Wage by Area* (Show all areas)

- The Perceived Usefulness of the Information:

  Many immigrants said they did not find this type of information useful:

  -- They preferred to see detailed wage not just average salary data.

  -- The differences between various markets may be caused by factors other than wages (e.g., type of employers, type of jobs available, etc.).

  Some ISPs judged this information very useful; it would be a good starting point for potential immigrants in search of a location in Canada. Others felt it was misleading as the cost of living in one area may eliminate a wage advantage.

## REACTION TO THE LMI PRODUCT:  *WHO HIRES*

- The Title: *Who Hires/IEmployeurs potentiels:*  Most participants felt this title was misleading;  they expected to find a list and a profile of companies with job postings.

- The Perceived Usefulness of the Information:  The information was judged useful as it identifies starting points for a job search.  However, many participants indicated they would have preferred a more limited list of employers with current job openings.

- Additional Information:  As the listed companies are potential employers, guidance could be provided on how to approach these companies.

## REACTION TO THE LMI PRODUCT:  *WHERE TO GET TRAINING*

- The Title: *Where to Get Training/Programmes de formation disponibles:*  Generally fine however, this product is judged to contain information unrelated to training programs and therefore, not to belong under this title.

- The Perceived Usefulness of the Information:  The information was judged to be very useful:

  -- Many immigrants will need to upgrade their skills and this type of information provides a good starting point.

  -- It provides good advice for strategies about choosing a training program.

  -- The inclusion of institutions located beyond the local area is an appreciated feature.

- Perceived Issues with the Product:  The main issues are:

  -- The web addresses for the various institutions are not active links and these are the general websites of the listed institutions rather than direct links to courses/programs.

  -- Some of the wording is typically "Canadian", and no definitions or hyperlinks to definitions are provided.

  -- The paragraph form is judged to be a barrier to readership.

  -- Given the differences in educational systems in countries, it would be helpful to provide (a) an overview of the Canadian educational system and (b) an explanation of the differences between the various types of educational institutions.

  -- An explanation of the recognition that education received in other countries will get in Canada.

> -- It would be useful to include schools that offer training in the same area but at a secondary level, i.e., high school.
> -- It was suggested to include an interactive map that would show the location of the institutions either in Toronto or in relation to Toronto.

- The Visual Presentation of the Information:
  -- The titles on the page do not stand out.
  -- The longer paragraphs should be broken down in point form.

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## THE IMMIGRANT NAVIGATOR

Participants were shown two different options for accessing information on the labour market intended for the Immigration Portal – Working in Canada section of the website.  Briefly, the two options were:

> **Option 1:**  This is a two-step approach to getting information.  The first screen starts with basic scenarios that may apply to the client and the second provides a couple of questions to focus on the client's specific situation.

> **Option 2:**  This is a one-step approach.  A short list of questions are listed to help the client focus on their specific situation

## OPTION 1:  *PREPARING TO WORK IN CANADA/SE PRÉPARER À TRAVAILLER AU CANADA*

### The First Click

- On the first page, most participants would click on an option in the menu on the left side of the page as these all focus on the labour market in Canada and are much more visible and visually attractive than those in the box on the right.

- A major problem with the four options provided in the box on the right is that none are perceived to deal with permanent employment.

### The Page: *I am thinking about immigrating to Canada/Je pense à immigrer au Canada*

- With the first choice of questions, slightly more participants said they would choose to answer the question based on occupation as this questions is more focused.  Those who would choose to search by type of work said they wanted a broader scope of possible occupations in their field.

- In the second set of questions, opinions were mixed as to whether they would choose the province or the city first.  Often this choice was driven by their level of knowledge about Canada or the areas under consideration for settlement.

- The following suggestions were made concerning this second set of questions:
  -- Place the title *Province* above the top drop-down menu.
  -- Include an interactive map.
  -- Include an option to access a brief description of the provinces and cities.

### THE PREFERRED OPTION FOR THE MAIN PAGE

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- English-speaking participants were almost equally split between Option 1 and Option 2 while the majority of French-speaking participants preferred Option 1.

- The main reasons for preferring Option 1:
  -- There are sufficient links to obtain needed information.
  -- Already have a profession, so there is no need to answer the series of questions under Option 2.
  -- This option will provide a wider scope of information.
  -- The questions under Option 2 don't deal with permanent employment.

- The reasons for preferring Option 2:
  -- Enables a more focused research.
  -- Some questions are very relevant to the personal situations of participants.

## THE REACTION TO THE INFORMATION FOR OCCUPATIONS

### The Warning Note:  *PLEASE NOTE/PRENEZ NOTE*

Many perceived this as being very important information.  It warns the immigrant that this is the first condition that must be fulfilled before being allowed to work in the regulated profession.  So most participants would try to find out about the process for getting the needed accreditation.

### Information Expected Based on Titles

There were no problems with the following headings:

> *Main Duties/Fonctions principales*
>
> *Job and Skill Requirements/Conditions d'accès à la profession et compétences*
>
> *Process for Credential Recognition/Processus de reconnaissance des titres de profession*
>
> *There are 4 jobs available presently/Il y a présentement 4 emplois disponibles*
>
> *Where to Get Training/Programmes de formation disponibles*

There were issues identified for the following headings:

- *It is a Regulated Profession in Ontario/C'est une profession règlementée en Ontario***:**  A few participants understood that in this section they would get information on the requirements that must be met before being able to practice this profession in Ontario.  Others thought this was just a statement about the profession, i.e., this is a "legal" profession in Ontario.

- *Employment Prospects/Perspectives d'emploi*:  As on the LMI website, this title caused confusion among participants, ranging from the interpretation of the scale to the general terminology used in the title and the text.

- *The Average Earnings is $35.10/Le salaire moyen est de $35.10*:  Participants judged the information provided in the title to be incomplete;  it does not explain the unit of time for the average earnings.  In some countries, such an amount could constitute up to a full month's wages.

- *Who Hires/Employeurs potentiels:*  Participants expected to get a list of companies or placement agencies with current openings for dental hygienists.

- *Skills and Language Assessment Information/2 langues officielles au Canada...*:  There was a lot of confusion about the type of information that would be included under this title.


## SEARCH RESULTS:  REACTION TO DETAILED INFORMATION ABOUT DENTAL HYGIENIST

- All the participants judged the information to be useful and comprehensive;  it is felt to provide just about all the general information needed to get a clear perspective on the possibilities of working in this profession in Canada, without being overly long.

- There were few difficulties mentioned, the main ones dealing with understanding some of the terminology and a few issues dealing with navigation.

# SOMMAIRE EXÉCUTIF

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## BESOINS DES IMMIGRANTS AU NIVEAU DE L'INFORMATION SUR LE MARCHÉ DU TRAVAIL (IMT)

### POINT DE VUE DES ORGANISMES D'AIDE AUX IMMIGRANTS (OAI)

Selon les OAI, voici les principales interrogations des immigrants avant de venir au Canada :

- Mon accréditation professionnelle sera-t-elle reconnue?

- Mon éducation sera-t-elle reconnue?

- Quelles sont les étapes à franchir pour obtenir une accréditation professionnelle au Canada; de quels documents aurai-je besoin et combien de temps cela prendra-t-il?

- Le processus d'accréditation est-il différent d'une province à l'autre?

- Est-ce qu'il y a d'autres types d'emplois disponibles durant le processus d'accréditation?

- L'expérience de travail obtenue dans le pays d'origine sera-t-elle reconnue?

- Quels types d'emploi sont disponibles dans mon domaine d'expertise et où ces emplois sont-ils situés?

- Quels nouveaux types de compétences (incluant des compétences linguistiques) seront nécessaires au Canada?

- Comment dois-je rédiger un curriculum vitae pour le marché canadien?


Selon les OAI, voici les principales interrogations des immigrants après leur arrivée au Canada. Il est à remarquer que les principales questions traitent de la recherche d'emploi, la priorité numéro un pour la plupart des immigrants :

- Quelles sont les stratégies les plus efficaces pour trouver un emploi?

- Comment puis-je me préparer pour l'entrevue d'emploi?

- Quelles sont les méthodes les plus efficaces pour améliorer mes compétences pour rencontrer les exigences du marché canadien?

- Quels sont les réseaux d'aide disponibles?

Les OAI ont indiqué qu'il existe de nombreuses sources et beaucoup de renseignements concernant le marché de l'emploi au Canada. Ces renseignements sont disponibles de sources variées mais plus particulièrement des sites Web des gouvernements. Les OAI perçoivent qu'il y a trois types de problèmes avec les sources existantes d'information :

-- Pour les professionnels possédant un haut niveau d'éducation, accéder aux renseignements par l'entremise du Web est relativement facile. Mais compte tenu du volume de renseignements disponibles, cette recherche prend beaucoup de temps ce qui risque de décourager les immigrants.

-- Les renseignements sont généralement présentés pour des personnes qui ont grandi et ont été éduquées au Canada. Les immigrants ont de la difficulté à interpréter ces renseignements dans le contexte de leur propre situation.

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-- Le langage utilisé exige que les immigrants apprennent un nouveau vocabulaire car les mots utilisés pour décrire une profession peuvent être différents au Canada par rapport à ceux de leur pays d'origine.

En ce qui concerne les besoins en information des immigrants hautement qualifiés Vs ceux qui sont moins qualifiés, les OAI croyaient qu'il y avait peu de renseignements disponibles pour ces derniers. Les immigrants moins qualifiés ont souvent reçu moins d'éducation dans leur pays d'origine et ils ne parlent ni l'anglais, ni le français. Ces personnes ont de la difficulté à comprendre les documents écrits alors il est au-delà de leur capacité d'utiliser le Web. Une fois au Canada, les immigrants moins qualifiés ont besoin de support et de conseils donnés lors de discussions en face à face.

## LE POINT DE VUE DES IMMIGRANTS

Avant leur venue au Canada, les sources d'information consultées étaient :

- Sites Web offrant des emplois tels jobboom, workopolis, etc.
- Sites Web de départements gouvernementaux et d'organisations privées traitant d'immigration, du marché du travail au Canada, d'éducation et de formation.
- Discussions et échanges de courriels avec des amis ou parents vivant au Canada.
- Visites à des ambassades canadiennes.
- Conseillers en immigration ou avocats se spécialisant en immigration.

Les immigrants ont indiqué qu'une fois au Canada, les principales sources d'information concernant le marché du travail étaient les suivantes :

- Sites Web offrant des emplois tels jobboom, workopolis, etc. Ce sont les sources les plus souvent consultées au Canada puisque la priorité de la plupart des immigrants est de trouver un emploi.
- Les annonces classées dans les journaux – consultées par plusieurs.
- Le réseautage, particulièrement avec d'autres immigrants récents.
- Les organisations à but non lucratif qui offrent des services aux immigrants.
- Une source particulièrement appréciée des immigrants francophones est Emploi-Québec.

Des participants ont indiqué avoir éprouvé de la difficulté à trouver certains types de renseignements concernant le marché du travail :

- La reconnaissance des diplômes professionnels ou des certificats obtenus ailleurs qu'au Canada.
- Certains genres de pré-requis  à l'emploi : appartenance à un syndicat, accréditation auprès d'associations professionnelles, et particulièrement, les exigences au niveau de l'expérience de travail au Canada.
- La structure du marché caché de l'emploi et comment accéder à ce marché.
- Les stratégies pour trouver du travail au Canada allant de la rédaction du curriculum vitae à la façon de se comporter durant l'entrevue d'emploi.

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**INFORMATION SUR LE MARCHÉ DU TRAVAIL**

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## RÉACTIONS GÉNÉRALES AU SITE WEB

- La plupart des OAI ont jugé le site comme étant de haute qualité et très pratique pour les immigrants à la recherche d'un emploi au Canada.

- Le site a été perçu comme étant bien structuré et facile à utiliser. Il y est relativement facile d'y trouver les renseignements désirés.

- En ce qui concerne le langage, la version anglaise du site a été perçue comme étant à un niveau qui pourrait être compris par les immigrants ayant des compétences linguistiques raisonnables. En ce qui concerne la version française, certains participants ont jugé le langage complexe.

- On a souligné des problèmes avec la présentation visuelle des pages Web : trop d'information sur certaines pages, les longs paragraphes de texte et une différenciation peu évidente entre les titres et les textes.

## RÉACTIONS AU PRODUIT IMT : DESCRIPTION *D'EMPLOI*

- Le titre : *Job Description/Description d'emploi :* aucun problème.

- Le sous-titre : *Terms and Conditions/Conditions d'emploi : une* certaine confusion avec le sous-titre anglais qui communique l'idée de « contrat », « loi », ou « règlements ».

- L'utilité perçue de l'information : cette section a été jugée très utile puisque la plupart des immigrants ne connaissent pas la culture corporative canadienne mais ils doivent s'y adapter rapidement s'ils veulent trouver un emploi et progresser dans le cadre de cette culture.

## RÉACTIONS AU PRODUIT IMT : *CONDITIONS D'ACCÈS À LA PROFESSION ET COMPÉTENCES*

### *Programmeurs / programmeuses et développeurs / développeuses en médias interactifs*

- Le titre : *Conditions d'accès à la profession et compétences* : aucun problème.

- L'utilité perçue de l'information : plusieurs participants parmi les OAI et les immigrants ont jugées cette information très pertinente pour évaluer les compétences par rapport aux conditions d'accès, pour rédiger un curriculum vitae, ou pour identifier des besoins en formation.

- Les problèmes perçus avec le produit : les critiques principales par rapport à l'information sont les suivantes :
  - -- Les immigrants pourraient avoir de la difficulté à comprendre la terminologie du système éducatif canadien et à évaluer la valeur de leur diplôme au Canada.
  - -- Il est nécessaire d'expliquer le contexte des exigences au niveau de l'expérience de travail : durée de l'expérience, expérience au Canada.
  - -- Comment un immigrant doit-il réagir face à la demande d'habiletés liées à la culture corporative canadienne?

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-- Il n'est pas évident de comprendre chacun des types de compétences qui sont présentés sous les différentes catégories. Il est difficile de différencier entre chacune de ces catégories. Une difficulté supplémentaire liée à la compréhension de l'information résulte du fait que certaines compétences sont répétées à deux endroits et d'autres compétences qui devraient logiquement être regroupées sont présentées dans des sous-sections distinctes.

- Besoin d'information supplémentaire : quelle est la langue de travail dans cette ville?

- La présentation visuelle de l'information :
  -- Certains éléments comme l'insertion de lignes bleues séparant les diverses sections est un élément positif.
  -- Les paragraphes les plus longs devraient être présentés de façon synoptique.
  -- Les sous-titres ne sont pas très visibles.

### *Préposés / préposées à l'entretien ménager et au nettoyage – travaux légers*

- L'utilité perçue de l'information : la réaction a été mixte quant à la valeur de l'information :
  -- La présentation du « Survol » a été jugée utile pour les immigrants. C'est une présentation simplifiée des exigences au niveau de l'expérience et des compétences.
  -- La grande quantité d'informations contenues sous le titre *Essential Skills/Compétences essentielles* a été jugée beaucoup trop complexe pour les immigrants et les Canadiens avec un niveau d'éducation équivalent à celui d'un préposé à l'entretien ménager typique. Cette information pourrait par contre être utile aux immigrants plus instruits et aux conseillers en immigration. Cependant, les tableaux et graphiques utilisés pour présenter l'information concernant les compétences ont été jugés difficiles à comprendre, peu importe le niveau d'éducation.

- Les problèmes perçus avec le produit : les critiques principales par rapport à l'information sont les suivants :
  -- Les renseignements concernant les exigences au niveau de l'éducation sont contradictoires.
  -- Les exigences locales pour cette profession sont présentées dans deux sections distinctes : « Conditions locales d'accès à la profession » et « Compétences locales requises ».
  -- Il y a répétition inutile des compétences requises.


## RÉACTIONS AU PRODUIT IMT : *PERSPECTIVES D'EMPLOI*

- Le titre : *Employment Prospects/Perspectives d'emploi* : la majorité des participants croyaient y trouver des listes d'emplois disponibles plutôt que des renseignements généraux concernant les tendances futures dans le domaine de l'emploi et les tendances générales pour une profession.

- L'utilité perçue de l'information : parmi les OAI et les immigrants, les opinions étaient variées quant à la valeur de l'information.

  Voici les raisons pour lesquelles certains participants ont considéré l'information comme étant utile :
  -- Ces renseignements concernant une profession sont instructifs et pratiques.
  -- C'est un bon point de départ dans la réflexion sur les prochaines étapes dans la recherche d'emploi et dans la prise de décision sur le lieu de résidence au Canada.

-- Ces textes permettront aux immigrants de développer les compétences linguistiques reliées à leur profession.

Voici les raisons pour lesquelles certains participants n'ont pas considéré l'information comme étant utile :

-- Ce sont des renseignements généraux et non les listes d'emplois disponibles comme on s'attendrait en lisant le titre.

-- On n'y retrouve pas de données économiques solides présentant les possibilités actuelles et futures d'emploi pour cette profession.

-- La phraséologie est vague et laisse place à interprétation.

-- La présentation visuelle de l'information, avec de gros blocs de textes, n'est pas invitante.

- Les problèmes perçus avec le produit : les critiques principales par rapport à l'information sont les suivants :

-- Il est difficile de comprendre le sens de mots tels que *good/bonnes* dans le contexte du potentiel d'emploi. Cette difficulté est accrue par la contradiction évidente entre cet index et le texte qui utilise *moyennes* et *croître plus lentement* pour décrire les perspectives d'emploi.

-- Il y a confusion avec  l'utilisation d'abréviations comme *SHRC* (Software Human Resource Council).

-- Il serait pertinent d'avoir des définitions de mots et d'expressions plus compliquées tels *travail à la pige, consultation,* etc. et des abréviations.

- Renseignements supplémentaires :

-- Prévisions d'emploi sur de plus longues périodes.

-- Plus de données économiques sur l'emploi.

-- Descriptions plus détaillées des types d'emploi qui deviendront disponibles.

### *Perspectives d'emploi par communauté (Toutes les régions)*

- L'utilité perçue de l'information : les participants ont généralement jugé cette information comme étant utile car elle permet d'éviter de considérer des régions où les perspectives d'emploi sont moins attrayantes.

Plusieurs participants croyaient que ce type de renseignements pourrait aider dans la prise de décision quant à l'endroit où s'établir au Canada. Certains participants ne partageaient pas cette opinion puisque plusieurs facteurs, autres que les perspectives d'emploi pour une profession, entrent en jeu dans le choix de l'emplacement.

Pour quelques participants, ce genre de renseignements pourrait influencer une décision d'améliorer les compétences mais seulement si une offre d'emploi précise y était rattachée.

## RÉACTIONS AU PRODUIT IMT : *INFORMATIONS SUR LES SALAIRES*

- Le titre : *Wages and Salaries/Information sur les salaires :* aucun problème.

- L'utilité perçue de l'information : plusieurs participants ont jugé cette information comme étant utile car elle permet de cibler les professions offrant de meilleurs salaires.

- Les trois principaux problèmes perçus avec le produit :

-- Peu de participants ont compris l'expression *General Wage/Salaire général.*

-- On a suggéré de modifier l'ordre de présentation des salaires en présentant le salaire minimum en premier.

-- On doit écrire le mot complet (heure) plutôt que l'abréviation *h.*

- Renseignements supplémentaires : ajouter des renseignements sur l'évolution des salaires, les impôts et le coût de la vie.

### *Par industrie*

- L'utilité perçue de l'information : plusieurs des participants ont jugé cette information utile. Elle permet à un individu de cibler sa recherche d'emploi vers les industries offrant les meilleurs salaires et d'élargir le cadre de sa recherche. Elle indique aussi les salaires payés aux employés de différents niveaux.

- Les deux principaux problèmes perçus avec le produit :
  -- On a éprouvé de la difficulté à identifier les sources de ces renseignements.
  -- On se demandait si les immigrants comprendraient le sens de l'expression *À l'entrée.*

### *Salaire moyen par région (Toutes les régions)*

- L'utilité perçue de l'information :

Plusieurs immigrants ont jugé que cette information n'était pas utile :

-- Ils auraient préféré voir les salaires de façon plus détaillée et non pas seulement le salaire moyen.

-- Les différences entre les divers marchés peuvent être causées par des facteurs autres que le niveau des salaires (ex : le genre d'employeur, de type de postes disponibles, etc.)

Certains OAI ont jugé ces renseignements utiles. Ils constituent un bon point de départ pour un immigrant qui doit décider où s'établir au Canada. D'autres OAI ont indiqué que ces renseignements pouvaient porter à l'erreur puisque le coût de la vie dans une région peut éliminer l'avantage salarial.

## RÉACTIONS AU PRODUIT IMT : *EMPLOYEURS POTENTIELS*

- Le titre : Who Hires/Employeurs potentiels : la majorité des participants ont jugé que ce titre portait à erreur. On s'attend à y trouver une liste d'entreprises ayant des postes à combler ainsi qu'un profil de ces entreprises.

- L'utilité perçue de l'information : l'information a été jugée utile car elle indique des points de départ dans la recherche d'un emploi. Cependant, plusieurs participants ont indiqué qu'ils auraient préféré une liste plus restreinte d'employeurs ayant des emplois à combler immédiatement.

- Renseignements supplémentaires : puisque ces entreprises sont des employeurs potentiels, on devrait fournir des conseils sur la façon d'entrer en contact avec celles-ci.

## RÉACTIONS AU PRODUIT IMT : *PROGRAMMES DE FORMATION DISPONIBLES*

- Le titre : *Where to Get Training/Programmes de formation disponibles* : généralement jugé approprié mais ce produit contient des renseignements qui n'ont pas de rapport avec les programmes de formation et qui ne devraient pas être présentés sous ce titre.

- L'utilité perçue de l'information : l'information a été jugée comme étant très utile :
  - -- Plusieurs immigrants vont devoir améliorer leurs compétences et ce genre de renseignements est un bon point de départ.
  - -- On donne de bons conseils sur les stratégies à adopter dans le choix d'un programme de formation.
  - -- Le fait d'inclure des institutions à l'extérieur de la zone locale est apprécié.

- Les principaux problèmes perçus avec le produit :
  - -- Les adresses Web des différentes institutions ne sont pas des liens actifs et celles-ci sont les adresses générales des sites des institutions plutôt que des liens directs aux programmes.
  - -- Le vocabulaire utilisé est typiquement « canadien » et on n'offre pas de définitions ou de lien hypertexte menant à des définitions.
  - -- On a jugé que la formule « paragraphe » était un frein à la lecture.
  - -- Compte tenu des différences entre les systèmes éducatifs de divers pays, il serait utile de fournir (a) un survol du système éducatif canadien et (b) une explication des différences entre les diverses institutions éducatives.
  - -- On aimerait y trouver une explication de la reconnaissance que recevra au Canada, l'éducation reçue dans d'autres pays.
  - -- Il serait utile d'inclure le nom des écoles qui offrent de la formation dans le même domaine mais à un niveau secondaire.
  - -- Il a été suggéré d'inclure une carte géographique interactive qui indiquerait l'emplacement des institutions soit à Toronto ou en relation avec Toronto.

- La présentation visuelle de l'information :
  - -- Les titres sur la page ne sont pas très visibles.
  - -- Les paragraphes les plus longs devraient être présentés de façon synoptique.

## LES IMMIGRANTS NAVIGATEUR

Les participants se sont vus présenter deux options d'accès aux renseignements sur le marché du travail destiné au site sur l'immigration – Immigrer et travailler au Canada. En résumé, les deux options étaient :

Option 1 : C'est une approche en deux étapes pour accéder à l'information. Le premier écran commence avec des scénarios de base qui peuvent s'appliquer au client et le second offre quelques questions qui permettent de cerner la situation spécifique du client.

**Option 2 :** C'est une approche en une étape. On y présente une courte liste de questions qui permettent au client de cerner sa situation spécifique.

## OPTION 1 : *PREPARING TO WORK IN CANADA/SE PRÉPARER À TRAVAILLER AU CANADA*

### Le premier clic

- Sur la première page, la majorité des participants on choisit de cliquer sur une des options du menu du côté gauche de la page car chacune de celle-ci traitent du marché du travail au Canada et elles sont beaucoup plus visibles et visuellement attrayantes que celles dans la boite à droite.

- Un problème sérieux avec les quatre options présentées dans la boite à droite est que nulle d'entre elles ne semble traiter de travail permanent.

### La page : *I am thinking about immigrating to Canada/Je pense à immigrer au Canada*

- Parmi la première série questions, une légère majorité de participants ont indiqué qu'ils répondraient à la question traitant de la profession car cette question car celle-ci est plus directe. Ceux qui auraient choisi la question traitant du domaine de travail ont indiqué désirer vouloir une gamme plus étendue de professions dans leur domaine.

- Dans la seconde série de question, les opinions étaient partagées quant à répondre au niveau de la province ou de la ville en premier. Dans plusieurs cas, ce choix dépendait du niveau de connaissance à propos du Canada ou des régions où l'on pourrait vouloir résider.

- On a énoncé les suggestions suivantes concernant la seconde série de questions :
    -- Placer le titre *Province* au dessus du menu déroulant.
    -- Inclure une carte géographique interactive.
    -- Inclure une option qui donnerait accès à une brève description des provinces et des villes.

### L'OPTION PRÉRÉRÉE POUR LA PAGE PRINCIPALE

- Les participants anglophones étaient partagés à peu près également entre leurs préférences pour l'Option 1 ou l'Option 2 tandis que la majorité des participants francophones préféraient l'Option 1.

- Les raisons pour préférer l'Option 1 :
    -- Il y a un nombre suffisant de liens pour obtenir l'information désirée.
    -- Ont déjà une profession donc aucun besoin de répondre aux questions sous l'Option 2.
    -- Cette option génèrera une gamme plus étendue de renseignements.
    -- Les questions sous l'Option 2 ne traitent pas d'emploi permanent.

- Les raisons pour préférer l'Option 2 :
    -- Permet une recherche plus ciblée.
    -- Certaines questions sont plus pertinentes à la situation personnelle des participants.

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## RÉACTIONS AUX RENSEIGNEMENTS CONCERNANT LES PROFESSIONS

### La mise en garde : *PLEASE NOTE/PRENEZ NOTE*

Plusieurs participants ont perçu que cette mise en garde était très importante. Elle avertit les immigrants que ceci est la première condition à remplir avant de pourvoir travailler dans une profession légiférée. Alors, la majorité des participants s'informeraient du processus à suivre pour obtenir l'accréditation.

### L'information attendue basée les titres

Il n'y a eu aucun problème avec les titres suivants :

> *Main Duties/Fonctions principales*
>
> *Job and Skill Requirements/Conditions d'accès à la profession et compétences*
>
> *Process for Credential Recognition/Processus de reconnaissance des titres de profession*
>
> *There are 4 jobs available presently/Il y a présentement 4 emplois disponibles*
>
> *Where to Get Training/Programmes de formation disponibles*

Certains problèmes ont été identifiés avec les titres suivants :

- *It is a Regulated Profession in Ontario/C'est une profession règlementée en Ontario* **:** certains participants ont compris que dans cette section, ils obtiendraient des renseignements sur les exigences qui doivent être rencontrées pour pouvoir pratiquer cette profession en Ontario. D'autres ont pensé que ça n'était qu'un énoncé concernant cette profession et donc que c'est une profession « légalement acceptée » en Ontario.

- *Employment Prospects/Perspectives d'emploi* : comme pour le site OAI, ce titre a généré beaucoup de confusion parmi les participants allant de l'interprétation de l'échelle au vocabulaire utilisé dans le titre et le texte**.**

- *The Average Earnings is $35.10/Le salaire moyen est de $35.10* : Les participants ont jugé que les renseignements contenus dans le titre étaient incomplets car on n'indique pas l'unité de temps pour gagner ce salaire. Dans certains pays, cette somme pourrait représenter le salaire d'un mois.

- *Who Hires/Employeurs potentiels :* on s'attendait de trouver, dans cette section, une liste d'entreprises ou d'agences de placement ayant des poste d'hygiéniste dentaire à combler immédiatement.

- *Skills and Language Assessment Information/2 langues officielles au Canada…* : il y a eu beaucoup de confusion quant au genre de renseignement que l'on trouverait dans cette section*.*

## RÉSULTATS DE RECHERCHE : RÉACTION À L'INFORMATION DÉTAILLÉE CONCERNANT LES HYGIÉNISTES DENTAIRES

- Tous les participants ont jugé que ces renseignements étaient utiles et complets. Sans être trop longue, cette section offre à peu près tous les renseignements nécessaires pour obtenir une bonne perspective sur les possibilités de travailler dans cette profession au Canada.

- Certains problèmes ont été mentionnés, les principaux étant reliés à la compréhension du vocabulaire et à la navigation.

# DETAILED FINDINGS

# PART 1:  LABOUR MARKET INFORMATION NEEDS

# LABOUR MARKET INFORMATION NEEDS:
## *THE ISP PERSPECTIVE*

We have separated the discussion of labour market information needs into four sections. The first two sections deals with the types of labour market information ISPs perceive are needed by immigrants before they come to Canada and after they have arrived in the country. We then summarize comments about the information needs of higher skilled vs. lower skilled immigrants. At the end of this section, sources and types of information ISPs rely on for labour market information are discussed.

## LABOUR MARKET INFORMATION NEEDS OF IMMIGRANTS PRIOR TO COMING TO CANADA

The types of information about the labour market needed by immigrants before coming to Canada, as identified by ISPs, fall into six broad categories:

Recognition of Immigrants' Diplomas and Skill Sets

The Employment Prospects

A Résumé for the Canadian Market

How Does the Canadian Job Market Work?

The Language Situation in Canada

The Relevance of the Labour Market Information for Immigrants

## RECOGNITION OF IMMIGRANTS' DIPLOMAS AND SKILL SETS

- A major area of questioning for many immigrants is: *Will their schooling and professional qualifications be recognized in Canada? Will their skills be transferable?*

- Many participants felt that the professional qualification requirements for jobs in Canada are well covered in various websites. There are links to government sites and those of professional associations where explanations on diploma requirements and entry licensing are provided.

  More difficult to find is information on the value of school diplomas obtained in their own country and the equivalent value of such diplomas in Canada. The same is true for professional qualifications obtained in other countries. There is a perception that no site exists where an immigrant can go to find out if the professional accreditation he obtained in Sri Lanka, for instance, will enable him to practice in Canada. This is an important consideration as the decision to immigrate may rest mainly on the probability of finding work in a specific profession once in Canada.

- It is also important for an immigrant to know the length of time needed for the accreditation process. An overly long period may influence a decision to immigrate. In some cases, the accreditation process could be started in the country of origin if this information is known in advance.

In the case of regulated professions, immigrants must also know what documents they need to bring with them to Canada in order to more easily obtain their accreditation. The same holds true for any educational programs they have taken in their country of origin, as these documents are often difficult if not impossible to obtain from Canada.

- It is important for immigrants to understand the different requirements from one province to another. *Will the training taken in Ontario to upgrade my skills enable me to work in Alberta?* This type of information was judged difficult to find.

- Many immigrants will not be able to work immediately in their chosen profession if an upgrading of skills is required. They will then need to know the types of jobs they can expect with their present skill set, until such time as their accreditation requirements are fulfilled.

  The skill sets needed in Canada evolve quickly in certain types of occupations. As the immigration process may take up to 3 or 4 years, it is important for immigrants to keep up to date with this evolution so that they are not caught behind the times when arriving in Canada.

  *Will new skills be required that an immigrant could start to learn while waiting for his/her visa for Canada?* Many immigrants do not realize that they will need to upgrade their skills in order to be able to find the type of work they desire in Canada. While some of the learning will need to be done in Canadian schools, some may also be done in their home country, prior to immigrating.

- *What are the more personal skill sets, the soft skills, that will be required by Canadian employers beyond their degrees? Will this person be a good team worker? Is he able to work without close supervision?* These and other skill sets are typically North American. There is a perception among ISPs that few websites deal with these very important cultural differences.

- *What is the value of the work experience in the country of origin? Will the employers require Canadian work experience?*

  One participant suggested providing a self-assessment tool on a website where an immigrant could obtain an objective evaluation of the value of his skills in the Canadian market. But some participants mentioned that these types of assessment exist on some sites.


## THE EMPLOYMENT PROSPECTS

- *What type of work is available in a specific area of expertise? Where are these available jobs located in Canada? Which companies are hiring now? What are the salaries paid in Canada?*

- Ideally, immigrants should have access to employment rates for various types of jobs in the locations where they are thinking of settling. This type of information is needed to evaluate the probability of finding employment and the locations where these probabilities of employment are highest.

  Of use are the economic prospects of the various provinces and major cities which allow immigrants to better evaluate the relative long-term attractiveness of the various regions of Canada.

- Some of the information communicated to potential immigrants is misleading. Many immigrants think that there are many jobs waiting for them in Canada and that they will simply be able to start working at these jobs when they arrive. This situation is perceived as resulting from the need to promote Canada among the more "desirable" types of immigrants. The government sites that do this tend to give a very rosy picture of the job market in Canada. There is a perceived need among ISPs to present a more objective picture of the job market in Canada and to help better manage the expectations of potential immigrants.

## A RÉSUMÉ FOR THE CANADIAN MARKET

- The type of information to be included in a résumé differs considerably from one country to another. Immigrants need to know how to adapt their résumé to the needs of Canadian employers. For instance, in Canada, there is no need to include some of the personal information that is typically included in résumés in other countries.

  In this respect, the labour market information found in the Service Canada website is very useful as the job descriptions and the language used give a good idea on how to write a résumé.

## HOW DOES THE CANADIAN JOB MARKET WORK?

- *What is the legal framework of the Canadian work environment? What constitutes discrimination and the legal protection against such situations?*

- Most immigrants will need to adapt to a different work environment if they are to succeed in finding work in Canada. This is a topic that is not well covered in websites dealing with employment in Canada. Immigrants need to be made aware of the more competitive nature of the Canadian job market.

  > *On est dans un marché du travail nord américain où il faut performer, où il faut réaliser des objectifs, qu'on a le droit à l'erreur, qu'il y a des programmes de formation. On prend ça pour acquis et on ne prend pas le temps de l'expliquer dans les sites.*
  > (We are in a North American job market where one must perform, where one must meet objectives, where one can make mistakes, where there are training programs. We take it for granted and we don't explain these factors on the websites.)

  The amount of work a person is expected to do in Canada, the hours they are expected to work and the times during which they are expected to perform their jobs are perhaps quite different from what is expected of employees in other countries. For example, the slow pace of certain socialist countries is not acceptable in Canada.

- The stability of employment in Canada differs significantly from that in some countries. In Canada, one must expect to need to upgrade skills throughout one's career and to move from one employer to another or from one type of job to another. The one employer, one job for life scenario that exists in many countries is one rarely found in Canada.

## THE LANGUAGE SITUATION IN CANADA

- Many immigrants are uncertain as to the language situation in Canada. For example: *Is French the official language? Will the fact that one does not speak English reduce one's chances of being accepted in the immigration process? Is it better to learn English in one's country of origin prior to staring the application process for immigration?*

- There is a perception among many ISPs that the labour market sites give little information on the level of language skills required for different jobs. Whereas employment at the professional level may require a high degree of language skills, a janitorial type position may require little. This would be valuable information to many immigrants.

## THE RELEVANCE OF THE LABOUR MARKET INFORMATION FOR THE IMMIGRANTS

- The perception is that there is a great deal of information available about the Canadian labour market but this information is typically structured for people who were raised and educated in Canada. The problem faced by immigrants is translating this information to their own situation. For instance, a job may require two years of practical experience. But an immigrant with five years of experience in his own country may be excluded as that experience is not relevant in Canada.

- There is also the issue of the language used on these sites, requiring immigrants to interpret new terminology. For instance, the words used to describe a type of occupation may differ in Canada from those used in their own country. And within an occupation or a specific job, the words/vocabulary used to describe the specific tasks and responsibilities may be different.

## LABOUR MARKET INFORMATION NEEDS OF IMMIGRANTS ONCE IN CANADA

The types of information about the labour market needed by immigrants once they are in Canada fall into five broad categories:

> The Process of Finding Employment
> The Job Interview in Canada
> Upgrading Skills
> The Support Networks
> The Culture

## THE PROCESS OF FINDING EMPLOYMENT

- Finding employment is the number one priority for most immigrants. It is a question of economic survival.

- Newly arrived immigrants must quickly learn to adapt their job search strategy to the Canadian job market. Many immigrants think that the simple process of sending a résumé will land them the type of job they want. This is not an effective way of finding work in Canada.

Immigrants must be made aware of the need to be proactive including:

-- How to phone potential employers

-- How to knock on company doors

-- How to network

-- How to get the most out of job trade shows

In some countries, these types of approaches are not part of the local culture. Thus, some immigrants will need much more help than others in the job search process

- One major problem facing immigrants is their lack of Canadian work experience which many employers require. So immigrants need guidance how to overcome this obstacle. Engaging in volunteer work is an example of a step that may be taken in certain situations such as immigrants seeking clerical work. However, for regulated professions such as those in the medical field, this approach may be more difficult.

## THE JOB INTERVIEW IN CANADA

- This is an area where many immigrants lack skills and seem to need a lot of information and help with this critical aspect of the job-seeking process. Immigrants typically place too much faith on their education and past work experience to get them the job. However, in Canada, the personal qualities of an individual are often more important to a potential employer and immigrants need to learn the "Canadian method" of presenting themselves during a job interview.

## UPGRADING SKILLS

- *What are the most efficient means of upgrading one's skills to the requirements of the Canadian market?*

## THE SUPPORT NETWORKS

- *Where can immigrants find the type of support to help them acquire the needed skills and techniques for finding a job in the Canadian market?* For instance, there are many not-for-profit organizations dedicated to helping immigrants find work in Canada (such as those these participants work for). This is precious information for immigrants, as most will need one-on-one counselling as some time during the process of finding employment.

## THE CULTURE

- There is little information available on any of the websites dealing with the labour market that provide information on the differences between an immigrant's culture and the Canadian culture – how things work in Canada on a practical level. For example, a work-oriented site will tell an immigrant that he must "sell" himself during a job interview. However, this same site will not provide guidance on how to do this, nor is it likely that any website can do this.

*La culture, ça teint tout. Ça teint ma façon de m'informer. Les mots qui sont utilisés. La façon de présenter l'information. Nous sommes dans une société individualiste. La majorité des immigrants proviennent de sociétés collectivistes. L'Internet, ça marche pas. L'aspect culture ne peut pas être expliqué sur l'Internet.*
(Culture transcends everything. It impacts on my way of finding out information. On the words I use. On the way I present information. We live in an individualistic society. Immigrants typically come from collectivist societies. Internet doesn't work. Culture cannot be explained on the Internet.)

## THE INFORMATION NEEDS OF HIGHER SKILLED VS. LOWER SKILLED IMMIGRANTS

- Higher skilled immigrants are usually well educated and for these people, accessing information from the web is relatively easy. And the perception is that much of the needed information is readily available from various websites. However, the scope of the information available is such that finding exactly what one needs is a very time consuming process, a process that may discourage even the well-educated immigrant. Therefore, even among the higher skilled immigrants, many rely on a face-to-face discussion with a specialist for direction.

- ISPs described most lower skilled immigrants as functionally illiterate. Most have difficulty with written documents so the web is far beyond their capabilities. Once in Canada, lower skilled immigrants will have to get the essential information through face-to-face contact with support groups or individuals. *What they need is a counsellor holding their hand.*

  From their experience, ISPs indicated that these types of immigrants typically need two types of information:

  -- Where to get the needed basic education, that is learning how to talk, read, write the languages of Canada

  -- And where to find work appropriate to their skill level, both in terms of geography and potential employers.

- Some ISPs said they will take an immigrant through a website and explain the contents. But it is a time consuming process and many ISPs indicated that they must refer these immigrants to a third party.

## SOURCES OF INFORMATION USED BY THE ISPS

Participants indicated that there is a great deal of information available to them. Many of them indicated that it is difficult for them to filter through all the data that is available.

The following lists the sources dealing with the Canadian labour market used by the immigrant service providers:

The English-speaking participants mentioned the following sources:

- The National Occupation Codes:  for job descriptions and to identify the requirements for various jobs and professions.  For some ISPs, this is an important basic tool in their work with immigrants.
- The Human Resources and Social Development Canada website:  used by most ISPs.
- Ontario Job Futures:  judged very useful when dealing with the trades.
- An Ontario provincial website dealing with International Qualification Programs:  for some professions, this site indicates the equivalent requirements of people trained in different countries.
- The TCIP (i.e., Technology Commercialization Internship Program) website.

The French-speaking participants said they used the following sources:
- Emploi-Québec website:  judged to be a good source by many participants.  There is comprehensive information  available on professions, training programs available, work conditions, job offers for all levels of skills, etc. .  The offices of Emploi-Québec are also a good source of job information for the immigrants, as are the Centres locaux d'emploi (CLE).
- immigration.ca:  provide a broad spectrum of information.
- Icriq. The website of the Centre de recherche industrielle du Québec:  lists all the companies that have employees from various professions.
- The website of the Ministère de l'éducation du Québec:  information on various training and educational programs available in the province.
- The various websites of the professional bodies.
- A book, published annually, titled *Réussir au Québec*, Édition Jammal:  deals with educational programs and the job prospects in Québec.
- The job listings in the daily newspapers.
- The various non-profit organizations, some of which specialize in work integration.

Both groups of participants mentioned the following information sources:
- The Citizenship and Immigration Canada website.
- Job search websites:  monster, workopolis, jobboom, etc.

# LABOUR MARKET INFORMATION NEEDS:
## *THE IMMIGRANT PERSPECTIVE*

In this section of the report we discuss the following topics:

The Information Sources Used Prior to Coming to Canada

The Information Sources Used in Canada

The Level of Difficulty in Finding Labour Market Information

## THE INFORMATION SOURCES USED PRIOR TO COMING TO CANADA

Many participants said they consulted websites to obtain information on the Canadian labour market prior to coming to Canada. These sites included:

- Sites offering job listings (used by many participants): jobboom, adecco, monster, workopolis, canadajobs, Google searches for jobs available in a specific city.

- Government of Canada sites dealing with immigration and labour: information on the immigration process, the work environment for immigrants to Canada, job listings, the entry requirements for a specific profession. The one most frequently mentioned is the CIC site.

- Ontario Job Futures: job prospects in the province over the next 5 years and the working conditions for various jobs.

- Government of Québec: a site dealing with immigration.

- Emploi-Québec.

- The sites of professional organizations to find out about the licensing process.

- University sites: to identify job openings in these institutions, the possibilities of pursuing studies, the names of some of the professors with whom they could communicate through email.

- The sites of various Canadian corporations. A few participants contacted some corporations through email to identify employment opportunities.

- Sites of organizations that offer a variety of services to immigrants: picsociety, immigration.com.

- National Occupational Classification: to identify job prospects in relation to heir qualifications.

The other types of information obtained from the above websites include:

- The economic prospects of Canada vs. those of other countries under consideration.

- The industrial base of various regions.

- Labour needs projections and potential employers by region.

- Employment requirements.

- The tasks listed for various types of occupations.

- Working conditions including wages.

Many participants said they had face-to-face contacts with organizations or people linked to immigration:

- Discussions and email exchanges with friends and family members living in Canada who are knowledgeable about the working conditions in Canada.

- Staff at Canadian embassies:  organized presentations about the labour market in Canada.  Some participants checked the Job Bank via embassy computers.

- In France, the Québec delegation organizes conferences on the immigration process to this province and the work conditions in Québec.

- Immigration counsellors or lawyers specializing in immigration.  Some agencies:
  -- Assisted immigrants in preparing their qualifications for the Canadian job market
  -- Compiled general information on the Canadian market for the immigrant
  -- Provided referrals to websites for the needed information.

- Seminars organized by the United Nations on immigration and the job market in various countries including Canada.

## THE INFORMATION SOURCES USED IN CANADA

Participants referenced using a variety of sources once in Canada, with most of them focused on finding employment, the first priority of most immigrants.

- Websites such as:
  -- jobboom, workopolis, etc.
  -- Career Connections (in Alberta)
  -- Emploi-Québec
  -- Companies that may offer the type of work an immigrant is seeking

  Typically, the information sought on these websites dealt with the following topics:
  -- Specific job openings
  --- Employment requirements
  -- Job descriptions
  -- Salaries and other working conditions
  -- The location of job offerings
  -- How to prepare a résumé

- Many consulted the classified ads in daily newspapers;  the only other publication mentioned was *Employment Weekly*

- Many participants used networking as a tool:
  -- Consulted other recent immigrants to Canada to gain insights into the job search process
  -- Attended seminars to expand their network in Canada and gain knowledge about the Canadian job market

- Visits to Government of Canada Service Centres (Service Canada) to consult newspapers and periodicals and the Job Bank

- Non-profit organizations that provide services to immigrants for guidance on finding work. Some participants attended seminars organized by these groups to learn how to do volunteer work to show Canadian work experience on their résumés.

- Employment agencies.

- A preferred source of information for the French-speaking participants is Emploi-Québec. Here, the immigrants are matched with an agent who guides them in their search for employment.

  Many visited a SATI (Service d'accès au travail pour immigrants), where they were provided:

  -- Assistance in writing résumés
  -- Guidance in the choice of training programs and placement agencies.

- The Government of Québec immigration department organizes many seminars for immigrants where a great deal of information is made available on various topics including the labour market.

- Employment trade shows at the Palais des Congrès in Montréal or those organized by universities. Some participants indicated that these are not a very good way to find employment, as few of the participating organizations are actually corporations seeking to fill job vacancies. These shows are flooded with recruitment agencies.

## THE LEVEL OF DIFFICULTY IN FINDING LABOUR MARKET INFORMATION

Most participants felt that it was relatively easy to find information about the Canadian labour market on the various websites and that there is a lot of information available. Where they said they experienced considerable difficulty is how to take the information and put it into practice. It is in this regard that most participants said they needed assistance. And this was the area most immigrants said they truly appreciated the services offered by immigrant serving organizations and government agencies for example, Emploi-Québec.

Participants said they experienced difficulties in the following areas:

- Finding relevant information in matching their qualifications to job requirements, including:
  -- One questions that often unanswered searching for information on websites: *Will my professional degrees or certificates be recognized in Canada?*
  -- Finding out about licensing requirements for their chosen profession.

- Learning about key employment requirements when far along the process of applying for a specific job. For instance:
  -- Some jobs are only open to union members or members of a professional body.
  -- Most jobs require Canadian work experience.

- The difficulty of finding work in Canada without Canadian work experience. Many participants thought their work experience in their native country would be recognized in Canada. And many were led to believe by the people that they consulted that it would be so.

- Inability to tap into the 'hidden' job market. Many websites refer to the 'hidden' job market, indicating that 80% of all jobs available are never publicly advertised. Yet most participants indicated they could find no guidance on any of these same sites on how to tap into this market.

- Difficulty finding up-to-date job listings. Some participants mentioned that many sites specializing in job listings do not seem to make a consistent effort to update their listings; the same jobs are offered week after week.

- Other areas where difficulties were experienced include:
    -- How to prepare a résumé for the Canadian market.
    -- How to develop a network of contacts to help in finding employment.
    -- Strategies to use during a job interview.
    -- *What are the personal attributes sought by most Canadian employers?*
    -- *What are the questions an employer is likely to ask?*
    -- *What is the relative ranking of the Canadian universities?*
    -- Links to not-for-profit organizations that specialize in helping immigrants find employment.

# PART 2:  LABOUR MARKET INFORMATION

# OVERALL REACTION TO THE LMI WEBSITE

Prior to attending the focus group, representatives of immigrant-service providers (ISPs) were asked to review two occupations as examples of the types of information that are available on the LMI website. These were:

- National Occupational Classification Code (NOC) 2174:  *Computer Programmers and Interactive Media Developers;  Ontario Region; Toronto*

- National Occupational Classification Code (NOC) 6661:  *Light Duty Cleaners;  British Columbia Region; Lower Mainland Southwest*

In this chapter of the report we summarize the reaction of ISPs to the site.  Notably, participants in the Immigrant groups did not review the site in its entirety and were only asked to comment on individual products, not on the site.

## OVERALL REACTION

Many ISPs judged this site to be of high quality and very useful for immigrants seeking employment in Canada:

- This site seems to contain a vast amount of information dealing with the many of the information needs of immigrants seeking employment in Canada, such as requirements for finding work in various professions, employment prospects, the required qualifications, etc.

- This site was judged as good or better than other sites dealing with employment in Canada.

- There are both French and English versions of this site.

The Montréal ISPs, perceived the information available on this site as being very similar to that offered by the Emploi-Québec website.  However, this is not viewed as a problem as many immigrants would first go to a Government of Canada site and may eventually move on to the Government of Québec site.

## WHAT IS LIKED ABOUT THE LMI WEBSITE

The site was judged as being organized in a logical manner and easy to work with.  It is seen to be relatively easy to access needed information.

In the English version, the language was perceived to be of a level that could be understood by immigrants with reasonable language skills.

The information is broken down by region and city and this is very useful compared to sites such as Job Futures that present the information on a national level only.

Participants liked that the site quotes various sources of information. However, some participants would have liked to see a link to the organizations that provided the information to verify the reliability of the data for themselves.

Some ISPs flagged the information *Who Hires/Employeurs potentiels* as being of particular value. Here there are direct links provided to the listed employers' websites.

## PERCEIVED ISSUES WITH THE LMI WEBSITE

The main criticisms of the site fall into the following broad areas:
> Visual presentation of the information
> Language level (French)
> Relevance of geographic boundaries
> Inconsistent information about occupations
> Site navigation
> Specific information for immigrants is not obvious
> Information is incomplete

## Visual presentation of the Information

Many participants criticized the layout and presentation of the information on the site:

- Some screens are crammed with information and options to click on

- Some of the pages contain extremely long paragraphs of text. The section on *Employment Prospects/ Perspectives d'emploi* was often referenced as an example in this regard. These types of pages look overwhelming to the reader to the point that ISPs predicted that some immigrants will not read them. Many said a bullet-form layout would be much better.

- The layout of the information on the pages is judged to be poor, making it difficult to easily read and understand information. For example, in some sections, it is not easy to identify where there are topic changes:
  -- The white spaces between the paragraphs are sometimes of random length.
  -- The headings between topics are not visible enough:
    - they are in the same font style and only marginally larger than the body of the text itself
    - there is no bolding, underlining or any device used to signal a change in topic
  -- In some sections, there are no headings to signal a change in topic.

  Also, this type of inconsistency and lack of formatting is also felt to make the pages look monotonous.

- The same information, presented for different markets is formatted differently. This inconsistency in presentation makes it difficult to compare one market to another

- A few participants indicated the font size was too small. However, the participants who made this comment did not seem to know how to increase the font size on a webpage.

## Language level

Some of the ISPs in Montréal judged the language of the French version of the site to be suitable only for people who are either very well-educated or have a very good working knowledge of the French language.

A few of the ISPs in other parts of Canada noted the following:

- Some immigrants would have difficulty understanding the more complex expressions (e.g., *multiple competencies, multitasking, , self-employed,* etc.).

- Some words commonly used in North America may be meaningless to immigrants (e.g., *co-op* or *bondable*).

- Use of acronyms on the site is a problem (e.g., SHRC [Software Human Resources Council], O.A.C. [Ontario Academic Credit], etc.).

Some participants suggested adding links that would provide the definition of more complicated or technical words and acronyms if these are not spelled out.

## Relevance of geographic boundaries

Some ISPs in Kitchener-Waterloo were critical of the definition of their region. They felt that the region was too broadly defined and combined communities with very different labour markets. This then (a) distorted the data for Kitchener-Waterloo and (b) where it was city-specific (e.g., *Who Hires*) it was not necessarily useful to immigrants because these employers would be too far for daily commuting (e.g., Stratford).

## Inconsistent Information about occupations

Beyond inconsistency in the presentation of information in different markets, some participants noted that the availability of information about a profession depended on the market selected, as did the amount of detail available about the occupation. So for instance, if an individual chooses a specific location, there may be no information at all about an occupation, whereas if Toronto was selected, all the information would be available.

## Site navigation

Some participants said they did not like having to go through multiple steps for a given occupation (i.e., the two screens identifying the region and the profession) rather than being able to directly access the various information topics listed in the menu.

None of the participants in any of the groups had noticed the quick links at the bottom of the pages that provide access to the information for a chosen profession in a elected area.

## Specific Information for immigrants is not obvious

There is a perceived problem if this site targets both immigrants and the Canadian general public. Most information of particular relevance to immigrants is often buried in the section and it is not obvious that immigrants who need this information will find it.

One example given is in the section *Where to Get Training*. At the very end, there is very relevant information to immigrants under the heading *Internationally Trained*. Quite a few of the ISPs, felt that only a few immigrants would read that far and miss information that is most pertinent to them. (Note: Some immigrant participants stated that they would have liked to be able to start with this section first.)

One participant suggested having special links in each of the relevant sections that would present information of interest to immigrants only

## Information is incomplete

Some pages present information that is incomplete. For example, there is a reference to the "hidden job market" but no explanation provided as to what constitutes this market and how to address it in the search for employment.

The site provides a lot of statistics about employment in various areas but these are all very general statistics. For example, there is no specific data on the number of immigrants who obtained work in these same areas.

# REACTION TO THE LMI PRODUCTS:
## *JOB DESCRIPTION*

The following groups commented on this product:

| *ISPs* | Calgary |
| | Vancouver |
| *Immigrants* (discussion of the title only) | Kitchener-Waterloo |
| | Vancouver |

Note: The discussion was focussed on the sub-section *Terms and Conditions* rather than the entire content of the *Job Description* product.

## THE TITLE: *JOB DESCRIPTION*

Based on the title, immigrant participants said they expected to find the following types of information:

- Job responsibilities

- Qualifications and skill requirements

- Salaries

- Educational requirements

## THE SUB-SECTION: *TERMS AND CONDITIONS*

Many of the ISPs felt the title of this sub-section was confusing. The words *Terms and Conditions* convey a meaning of meaning of "contract", "laws", "regulations". One participant indicated that he thought this section would deal with the terms and conditions for using this website.

They suggested some alternative titles to clarify the content of the information in this section:

- Work conditions or working conditions

- Work environment

## THE PERCEIVED USEFULNESS OF THE INFORMATION

This section was judged to be very useful by most ISPs, for both immigrants and for ISPs themselves:

- The Canadian workplace is very different from that in many other countries in terms of what is expected of employees. And the perception is that most newcomers are not familiar with Canadian corporate or workplace culture. This type of information is felt to be very important to immigrants

to allow them to have an understanding of what is required of them. This in turn is felt to help them adapt more quickly in their job search and their new life in Canada.

- This type of information is also useful for ISP counsellors themselves, as a tool to help immigrants in their search for employment. Many ISP staff members are either immigrants themselves or are individuals who may not have worked in some of these positions, e.g., in large corporations.

This section also included the following types of information that ISPs felt is crucial for both immigrants and counsellors:

- Different methods by which employers recruit new employees and websites

- Statistics about the industry and demographic information about the workforce, to allow immigrants to determine the suitability of the profession for themselves and for ISPs to provide guidance on the suitability of the profession for different individuals.

# REACTION TO THE LMI PRODUCTS:
## *JOB AND SKILL REQUIREMENTS*

For this product, two occupations were discussed in the groups and the results are reported separately:

> National Occupational Classification Code (NOC) 2174:  *Computer Programmers and Interactive Media Developers;  Ontario Region; Toronto*

> National Occupational Classification Code (NOC) 6661:  *Light Duty Cleaners;  British Columbia Region; Lower Mainland Southwest*

## COMPUTER PROGRAMMERS AND INTERACTIVE MEDIA DEVELOPERS

The following groups commented on this product:

| *ISPs* | Toronto<br>Kitchener-Waterloo<br>Calgary<br>Vancouver<br>Montréal |
|---|---|
| *Immigrants* | Kitchener-Waterloo<br>Vancouver |
| *Immigrants*  (discussion of the title only) | Calgary |

## THE TITLE:  *JOB AND SKILL REQUIREMENTS/CONDITIONS D'ACCÈS À LA PROFESSION ET COMPÉTENCES*

ISP representatives felt the title of this section matched its content.

Based on the title, immigrant participants said they would expect to find the following types of information:

- Educational requirements
- Expected work experience
- People skills required
- Certifications needed
- Different job titles and the level of education required for each
- Job responsibilities, i.e., a listing of duties
- Qualifications and credentials

## THE PERCEIVED USEFULNESS OF THE INFORMATION

The participants in all the groups judged this product to be very relevant and to contain very useful information:

- It provides valuable input to enable immigrants to assess their skills against the requirements for a particular profession in Canada.

- This type of information will better prepare immigrants to identify areas where they will need further training if they want to pursue a particular profession in Canada or to help develop their approach to employers including structuring their resumes to meet the requirements of employers.

- It allows individuals to determine if their present skill sets are transferable to other related professions.

## PERCEIVED ISSUES WITH THE PRODUCT

### Employment Requirements/Conditions d'accès à la profession

Quite a few of the participants felt that the sole mention of a bachelor's degree may be misleading to immigrants, as a Canadian bachelor's degree is not the same as a bachelor's degree in many other countries.  To alert immigrants to this difference, it was suggested that the description of the degree include something like the following:  *a <u>Canadian approved</u> bachelor's degree.*

In the French version, the expression *Un diplôme de premier cycle* was judged to be difficult to understand for immigrants not well versed in French Canadian schooling terminology.

### Experience/Expérience

There were mixed reactions to the reference to 3 to 5 years, among both ISPs and immigrants:

- Some liked the inclusion of this type of information because it provides a concrete idea of the general requirements in Canada for a given occupation and enables an immigrant to manage their expectations about how easy or difficult it might be to get a job in that profession.

- Some considered this type of information discouraging, i.e., some immigrants who do not have this length of experience may not even attempt to get employment in the profession, even if they meet some or all the other requirements.

- A few also thought this information was misleading:
  -- The length of experience required would vary from one employer to another.
  -- Some employers would undoubtedly hire people with less than 3 years of experience or else recent school graduates would never find work.

It is not specified if the required 3 to 5 years of working experience refers to experience in general or Canadian experience specifically.  This distinction is very important to immigrants.  Ideally, there should be an explanation or a link to an explanation of how immigrants with experience only in their home country should handle a situation when a Canadian employer requests Canadian experience.  It is also the perception that this requirement would vary from one profession to another so it is important to customize the explanation to each occupation type.

## Skills Requirements/Compétences requises

Some participants questioned why some information that logically fit together was addressed in two separate sub-sections and why other topics were repeated in two sub-sections. For example:

- Programming language is dealt with in two sub-sections, first in *Specific Skills* and then again in *Local Skill Requirements*. Some participants felt the listing of programming languages in this latter section are not unique to the Toronto area and would better be placed in the *Specific Skills* section. In other words, only the information unique to the Toronto area should be included in the section titled *Local Skills Requirements*.

- There is reference to *problem-solving* in both *Essential Skills* and *Local Skills Requirements*. This is judged to be redundant and unnecessary and should appear only under the *Essential Skills* heading.

Quite a few participants said that based on the headings, it was difficult to understand the types of skills that would be listed under that heading and to some extent, how these were different from one another. Also, there was some disagreement with how skills were categorized.

- ISPs in Montréal made some suggestions as to how the headings should be changed to more clearly differentiate one from the other:
  -- Replace *Compétences requises/Skills Requirements* with *Profil recherché/Candidate Profile*. This is judged to be a better descriptive of the information contained in this section as experience is not a skill.
  -- Replace *Compétences particulières/Specific Skills* with *Compétences professionnelles/ Professional Skills.*
  -- Replace *Compétences essentielles/Essential Skills* with *Compétences personnelles/Personal Skills*.

- ISPs in Montréal, also suggested that a new heading should be added -- *Compétences techniques/Technical Skills* under which programming languages (now in the section *Compétences particulières/Specific Skills*) would be included.

- Some participants in the English-language groups felt the information presented here was potentially misleading. Specifically, only some skills are labeled as essential. This labeling implies that this is the main set of skills employers are looking for when in fact employers require skills in all three categories.

Most participants felt that the sub-section *Essential Skills/Compétences essentielles* is important. Opinions were mixed as to whether the information here should be integrated with the previous section titled *Compétences particulières/Specific Skills*.

There were a number of references throughout this product about 'soft skills' in general and about the need for skills related to Canadian corporate culture. For example: *Employers prefer those who combine technical and analytical skills with knowledge of common business practices related to project management.* This type of information on its own, can create problems for immigrants. It was suggested that without any more specific information or guidance provided, it would be very difficult

for a potential immigrant to determine how to proceed to gain this knowledge before coming to Canada or even after they have arrived in Canada.

> *"So it will discourage me from applying for that job, as I don't know Canadian business practices here."*

## Other Perceived Issues with the Product

One ISP participant indicated that there seems to be a discrepancy in the amount of information available for different regions. For instance, the *Local Skills Requirements* for Toronto lists a number of programming languages. These same languages would be required for Kitchener-Waterloo but are not listed on the page for this region.

The French-speaking participants indicated that the French is of good quality but it nevertheless requires a good comprehension of the French language to be understood. (Please note the grammatical error in the following sentence of the 2nd paragraph of the *Compétences requises localement* section: *Les programmeurs d'ordinateurs être capables…*)

A few participants said the addition of the following types of information would be useful to this product:

- The language (English, French or both) that a person working in this city would be expected to know and the level of knowledge of these languages required.

- This product does not provide the link *View Detailed Information* as is available for light duty cleaners. It was felt that some of the information would be useful for other professions as well, particularly the communication skills.

- To enable immigrants with limited language skills to better understand the requirements of a given occupation, it would be useful to have video clips of people actually doing the work.

## THE VISUAL PRESENTATION OF THE SECTION

Many liked the use of the blue lines to separate the various sub-sections in this product, especially in comparison to other products on this site where it is difficult to distinguish one sub-section from another.

The sub-headings are not very visible. It was suggested that these should be in bigger font and/or in colour.

The sub-section *Local Skill Requirements*/*Compétences requises localement*" contained long paragraphs and was judged to be difficult to read, particularly for immigrants. Some participants suggested converting this section to point form. Some other participants suggested that all sections be in point form, a sort of checklist, so that the reader can grasp the information at a glance.

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**LIGHT DUTY CLEANERS**

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The following groups commented on this product:

| ISPs | Toronto |
| | Calgary |
| | Vancouver |
| | Montréal |
| *Immigrants* | Kitchener-Waterloo |

## THE PERCEIVED USEFULNESS OF THE INFORMATION

There was mixed reaction to the value of the type of information presented in this example occupation:

- The overview page is judged to be useful for immigrants

- The majority of the information obtained through the link *Essential Skills - Cleaners/Compétences essentielles - Nettoyeurs/nettoyeuses* at the bottom of the page was judged to be much too complex for immigrants and Canadians with the level of education of the typical cleaner.

  However, this type of detailed information could be of use to:

  -- More educated immigrants

  -- An employment counsellor or non- profit organizations that need to explain the profession to an individual seeking this type of employment.

- The table titled *Problem Solving* contains good examples of situations an individual may experience in the workplace. This provides the reader with a better understanding of problem solving compared to the simple mention of this needed skill in the information provided for computer programmers. This type of detailed information also generates insight into the level of skills required for a particular profession.

## PERCEIVED ISSUES WITH THE PRODUCT

The following details the perceived problems and criticism of the information.

### Employment Requirements/Conditions d'accès à la profession

There are several issues with this sub-section:

- The information is judged to be contradictory. In first line of the sub-section, it is stated that: *There are no specific education requirements for occupations in this unit group.* However, the following line mentions a possible need for certification that can only be obtained through some form of education.

- This information, in various forms, is repeated in two other sub-sections of the product:

  -- *Education/Études*

  -- *Technical Skills/Compétences technique*

  Participants suggested that this product could be shortened by consolidating this information under one heading.

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- The information is incomplete. In *Where to Get Training*, there is no listing for any schools where training is available. There is simply an indication to *see your local listings in the telephone directory*.

### *Job and Skills Requirements/Conditions d'accès à la profession et compétences*

The local requirements for this profession are split into two different sections: *Local Employment Requirements*/*Conditions locales d'accès à la profession* and *Local Skills Requirements*/*Compétences requises localement*. This is perceived to be unnecessary given that much of the information is the same in both sections. Most participants would prefer to have all "local" information under a single heading.

### *Essential Skills/General Requirements*

This is another area where unnecessary repetition of information was noted. Many of the needed skills are listed in both sections noted above, in some instances stated in slightly different words (e.g., *working with others* vs. *teamwork*) and in other instances in identical terms such as *oral communication skills*.

This also raises questions about the intended meaning and value of the categories used to describe needed skills – i.e., what is an essential skill vs. a general requirement?

Under *General Requirements/Exigences Générales*, the expression *bondable/possibilité de cautionnement* was judged to be very difficult to understand for most immigrants.

### *Most Important Essential Skills/Compétences essentielles les plus importantes*

Most participants, both ISPs and immigrants felt the tables were too detailed, too complex and difficult to understand:

- Participants had difficulty understanding the two table titled *Purposes of Oral Communication*. And the fact the same table is split into two separate tables also adds a measure of complexity.
  -- The symbols used in the table are explained after the tables and there is no clear direction to the reader where the explanation or the legend for the tables can be found.
  -- Some participants did not understand the relationship between the titles at the top of each column and the titles in the left hand column. Analyzing this table is a complicated task, even for those who are educated.
  -- Many participants were confused about the meaning of the first item: *Écouter (peu ou pas d'interaction/Listening (little or no interaction)*.

- Most immigrant participants said they would prefer this type of information in a bullet form which would make it easier to understand.

- Notably, some of the ISP participants liked the approach used in the chart *Most Important Essential Skills – Oral Communication.*
  -- It is judged to better explain how employees will need to use the stated skills in their work environment.
  -- The responsibilities are listed one by one so it is easy to follow and understand.

  However, some participants expressed confusion as to the meaning of the numbers in the middle column e.g., *1 to 2*.

## *Other Perceived Issues with the Product*

When a specific organization is mentioned such as SIMDUT (i.e., Certificat du Système d'information sur les matières dangereuses utilisées au travail) or PRIT (Pacific Rim Institute of Tourism), there should be a hyperlink so that a reader may access the organization's website directly.

The list of skills seems incomplete. For example, there is no mention under *Specific Skills* of the capability to operate some of the modern equipment used to clean buildings.

# REACTION TO THE LMI PRODUCTS:
## *EMPLOYMENT PROSPECTS*

For this product, two examples of information were shown, both for the occupation *Computer Programmers and Interactive Media Developer*s.

The following groups commented on the detailed product:

| ISPs | Toronto |
|---|---|
| | Kitchener-Waterloo |
| | Vancouver |
| | Montréal |
| **Immigrants** | Calgary |
| | Sherbrooke |
| **Immigrants** (discussion of the title only) | Vancouver |
| | Kitchener-Waterloo |

The following groups commented only on a selected section of this product. Participants were shown a list of communities (i.e., all regions in Ontario) and the employment potential in each community:

| ISPs | Toronto |
|---|---|
| **Immigrants** | Toronto |
| | Sherbrooke |

## THE TITLE:  *EMPLOYMENT PROSPECTS/PERSPECTIVES D'EMPLOI*

### The ISP Perspective.

Fundamentally, most participants felt that the information provided in this product did not match their expectations based on the title.

In their roles as counsellors to immigrants seeking employment, they stated they expected to see specific types of information -- first job listings and secondly, some information on what 'the prospect' would be for an immigrant to land a job in this field.

The word *Prospect*s conveys the idea of future employment. Thus, while they had assumed the information would be about future job opportunities ( and not necessarily immediate job openings), most did not expect this type of very general information about employment.  And, as will be seen, some questioned the value of this general type of information for an immigrant seeking employment.

One participant in the Montreal group summed it up as follows:

> « Si j'ai déjà un emploi comme agent de développement et que je fais des études sur le marché du travail, c'est ce genre de perspectives d'emploi que je vais chercher. Mais c'est pas pour les analystes qu'on a fait cette page, c'est pour les chercheurs d'emploi. C'est ça le problème."

(If I already have a job as a development agent and I'm studying the labour market, it's the kind of "employment prospects" I'm looking for. But this page was not designed for analysts. It was designed for those seeking employment. That's where the problem lies.)

To better reflect the information contained in this product, the following title alternatives were suggested: *Employment Outlook, Employment Trends*.

## The Immigrant Perspective.

A few participants said they expected to see an overview of the labour market for computer programmers and as such the title fit their expectations of the content of the product.

Most participants expected to see job listings, that is, vacant positions for which they can apply and a description of these jobs. One participant indicated that she expected to find a questionnaire where she could enter her qualifications. A list of jobs matching these qualifications would then appear on the screen.

As was the case with ISPs, for some immigrant participants, the word *Prospects/Perspectives* conveys the idea of future possibilities. And based on the title, they perceived this product would provide information about the types of employment for which there will be a demand in the future. They also expected to see a list of jobs that will become available in the future.

A few participants stated that they did not understand the meaning of the word *prospects*.

## THE PERCEIVED USEFULNESS OF THE INFORMATION

## The ISP Perspective.

Most of the English-speaking participants felt this product would be useful to immigrants while most of the French-speaking participants indicated it would not be of value.

Those who felt this product would be useful for immigrants gave the following types of reasons:

- It is informative and practical and it will be a good starting point to reflect on the next steps in the search for employment.

- This type of information will enable an immigrant to compare one region to another and decide where to live in Canada.

  > *What I like about this site is its simplicity. It quickly tells them where their employment potential is a little better in their field.*

- One value of the type of information provided here is that it will help immigrants develop the Canadian vocabulary for a profession. Learning that vocabulary will be a major advantage for preparing resumes and during job interviews.

The following are the main reasons given by those who did not think this information is useful:

- There is general scepticism about job market economic forecasts; some view it as "speculative" rather than information one can act on.

- The information provided is too general. It is judged to be largely descriptive rather than containing factual information. There are no usable facts or figures such as:

  -- The number of people employed in the profession in general and the number of immigrants that have been hired

  -- The number of people working full time vs. part time

  -- The breakdown by gender, etc.

  In the absence of objective facts, the reader is left to interpret from imprecise phrases (e.g., *grow more slowly*) and words (e.g., *average*) what their chances of employment may be in a given field. Another specific example is the sentence which appeared under the heading *Employment Trends: Consulting and freelance work are areas of growth within this occupation*. This led to the following types of questions from participants:

  -- Is it growing by 80% or 20%?

  -- What will be the impact of this growth on the job market?

  -- Is it simply a shift in employers hiring freelance workers instead full-time employees?

  Examples of relevant statistics are those presented in the last paragraph. But even here, the period of time over which the demand for the 3,000 video game developers will materialize is not specified.

- A few participants felt this type of general information was of value to some immigrants. However, they felt it should be properly labelled perhaps *Other Information about the Labour Market*.

## The Immigrant Perspective

Some participants felt that this product provided them with information they could use while others judged it to be of little value to them.

Those who found the information useful gave the following types of reasons:

- It provides a good perspective on the employment possibilities for the profession in the Toronto region and the chances of finding employment in this sector.

- It provides a good overview about how the job market for this profession will likely evolve.

- It provides insight into the needs of the employers and the types of skills they are seeking. This allows individuals to:

  -- Compare these requirements with their own skill set

  -- Prepare them for their job search

Those who did not find the information useful gave the following types of reasons:

- It does not provide job listings as was expected from the title.

- This information judged to be more relevant for those seeking career orientation rather than for those seeking employment.

- The appearance of the information is unappealing. -- it looks like an article with a lot of text and not reader-friendly.

## PERCEIVED ISSUES WITH THE PRODUCT

There were many similarities in the comments made by ISPs and immigrants when it came to their criticism of this product and their suggestions for changes or additions.

### The Language Level

Most ISPs judged the language level to be appropriate for the types of immigrants who would access this type of product. However, some ISPs in the English-speaking groups felt many immigrants would have difficulties understanding certain words (e.g., *freelance work*, *consulting*, *co-op*) or references (e.g., *third year technology degree*). They suggested links to definitions and more information were needed.

It was also pointed out the use of acronyms in the text (e.g., *IT* [Information Technology] and *SHRC [*Software Human Resource Council]) created problems for many readers who did not understand what these stood for.

### The Length of the Section/Style of Writing

Many ISPs felt that few people would be interested in reading what looks like a huge amount of text, particularly on a computer screen. And some of the participants in the immigrant groups concurred with this view – they said it was too long and too difficult to read.

Some described the writing style as "rambling" and unfocused. For instance, some ISPs felt that in the third paragraph (*Employment for Information Technology workers.....)* the only information judged to be of any relevance to an immigrant was the last sentence in a very long paragraph.

Some felt that the lack of conciseness and precision of the writing style may in fact be more of a barrier to someone reading the information than the absolute length of the text. Quite a few suggested that this information needed to be summarized.

### Limited Information Provided to Understand Employment Outlook

As we've noted previously, many participants felt the information provided was too general and of limited value to provide the reader with an understanding of how weak or strong the prospects for employment were in a given profession.

Some information provided was considered to be too vague, for example, expressions such as *over the next few years*. Participants said these types of information are too open to interpretation.

> *"Is over the next few years, a 2-year or a 5-year projection?"*

There were also some instances where there seemed to be missed opportunities to provide readers with easy access to information. For example, there were a number of studies (e.g., *Robert Half's 2005 Salary Survey*) and organizations (e.g., *International Game Developers Association* referred to that may be additional sources of information for job seekers. However, there were no hyperlinks provided to allow interested readers to go directly to those sources for additional information.

There were also a number of suggestions for the types of information that should be added to provide immigrants with a better perspective on job opportunities now and in the future:

- General statistics on the number of people hired in the profession in the last few years and the number of immigrants hired.

- Current rates of employment and unemployment in the profession.

  Some ISP participants suggested providing this type of data for a profession in a particular city or region vs. the national average to provide a basis for comparing markets. This type of information would also allow immigrants to compare related professions and concentrate on those offering better possibilities of employment.

- Historical and future trends for the profession.

  An ISP suggested that the forecasts for employment cover a longer period, perhaps up to 10 years as the decision to live in a specific city or to enrol in a training program will have long-term impacts.

  Some participants wanted more information on future skills that would be required. Others suggested more detailed information on the types of jobs that will become available, e.g., will they be high, mid or lower level jobs?

## Employment Potential:  *Good*/Possibilités d'emploi:  *Bonnes*

There were two main types of issues raised related to the descriptor *good/bonnes*:

1) The seeming contradiction between the projected employment potential and the description of employment trends

2) On its own, *good/bonnes* is ambiguous and open to interpretation by individuals

   *Does that mean there's going to be 500 jobs?  Does that mean there's going to be 3?*

In all the groups, participants felt there is an obvious contradiction, between the description of *Employment Potential* and the first paragraph under *Employment Trends*, which immediately follows the *good/bonnes* index.  For example:

- In the very first sentence, the word *average* is used to describe future employment prospects.

- In the next sentence, there is reference to employment *growing more slowly* than expected.

In fact, the whole first paragraph does not describe "good" employment prospects.  Then, further along it is indicated that employment prospects in some areas of programming are indeed good (e.g., for video game developers).

Participants felt that it would have been more appropriate to have defined employment prospects in such cases, as *good to average/bonnes à moyennes*.

In order to clarify the interpretation of employment potential indicators, some participants suggested:

- Presenting the entire anchored scale used so the reader would know where *good* fits in.

- Detailing the criteria used to categorize employment potential as *good, average,* or *poor*.  This kind of detail would give credibility to the ratings and reassure readers that the assignment of indicators is not arbitrary.

One further point worth noting – a few participants suggested that *employment opportunities* would be easier to interpret than *employment potential*.


## THE VISUAL PRESENTATION OF THE PRODUCT

As discussed previously, the layout and presentation of information for this product is not perceived to be reader-friendly. And many perceive the big uniform blocks of text to be uninviting and a barrier to readership.

There were numerous suggestions for how to improve the presentation of the information to make it easier to read, beyond just making it more succinct. These included:

• Increase the font for the titles.

• Break up the large blocks of text by including a heading or title for each paragraph.

• Use a bulleted approach rather than sentence structure.

• Use a bold font or colour for the more important information.


## REACTION TO *EMPLOYMENT POTENTIAL* BY COMMUNITY (Show all areas)

### The Perceived Usefulness of the Information in General

Participants were shown a listing, representing an overview of the *employment potential* indicators for all 23 of the 'local areas' in Ontario.

In general, all the participants said this type of information was useful to eliminate from consideration areas with less attractive employment prospects.

### Choosing an Area of Residence Based on this Information From Overseas

Many participants (immigrants and ISPs) indicated that seeing this type of information before coming to Canada would influence their decision where to settle. They would avoid areas with weaker employment prospects.

Some participants mentioned that they had limited or no knowledge about the cities or areas listed here other than Toronto. Therefore, even though this information about employment prospects is useful, it would be difficult to choose an alternative place to settle from just this information. It was suggested that inclusion of population figures for each area could be useful as a way for an immigrant overseas to be able to differentiate between markets even if they know little else about them.

Some also pointed out that there are many other factors to consider in deciding where to settle in a new country such as where your family and friends are located, the climate, etc.

### Choosing an Area of Residence Based on this Information Once in Canada

A few participants (students) felt that this type of listing offers guidance as to where one may wish to settle after completing one's studies in Canada.

Having newly settled in Canada, most participants said they would not move to another city or market without first having a job. Therefore, this type of information is useful in identifying the markets where one might search for employment.

## Motivation to Upgrade Skills

ISP participants did not think that this type of information would motivate immigrants to upgrade their skills, as they see no link between getting more education and seeing better job opportunities in another location for a specific profession. Also, upgrading skills take a considerable amount of time and the job opportunities are likely to change over that period of time.

Most participants said they would only be willing to consider upgrading their skills if they had a solid job offer. However, a few immigrant participants indicated that they may be motivated to upgrade their skills if the employment prospects in their present area of specialization were few or if there was a very high probability of finding employment in another market.

## Perceived Issues with the Information

Without seeing the complete scale, participants felt it was difficult to place the ratings *good, average, limited* in perspective. A few participants felt that it would be more useful if there were an indication of number of jobs available in each region but other participants understood that it would be difficult to provide such numbers.

Many French-speaking participants expressed difficulty in understanding the expression *Non assignées/Not assigned*, and suggested replacing it with *Aucune information/No information*.

# REACTION TO THE LMI WEBSITE PRODUCTS:
## *WAGES AND SALARIES*

For this product, three examples of the type of information available were shown and these are discussed separately in this section:

| WAGES AND SALARIES/INFORMATION SUR LES SALAIRE |
|---|

The following groups commented on this example for the occupation *Computer Programmers and Interactive Media Developer*s.:

| *ISPs* | Toronto<br>Kitchener-Waterloo |
|---|---|
| *Immigrants* | Toronto<br>Sherbrooke |
| *Immigrants* (discussion of the title only) | Vancouver<br>Kitchener-Waterloo<br>Calgary |

## THE PRODUCT TITLE:  *WAGES AND SALARIES/INFORMATION SUR LES SALAIRES*

The title is clear, no one indicated any problems understanding what type of information would be provided.

It is worth noting though that some participants expected to see various types of information available. These included, for example:

- Salaries and wages for people starting in this field and for those with experience

- Salaries and wages for people working during the day and those working at night

- The ranges and the average salaries paid

- Benefits

## THE PERCEIVED USEFULNESS OF THE INFORMATION

All participants judged this information to be useful, for one or more of the following reasons:

- This information, allows individuals to target better paying professions.

- The salary range gives an idea of the starting salaries for a profession.

- Is useful to ensure that an unscrupulous employer does not exploit a job applicant.

---

Some participants also felt it was useful to provide the reference year, so the reader has an idea of how up to date the information is and how relevant it may be in the current market environment.


## PERCEIVED ISSUES WITH THE PRODUCT

None of the French-speaking participants understood the meaning of the term *Salaire général*, and the same issue was raised by the English-speaking ISP participants for the expression *General Wage*. In contrast, there was no difficulty expressed understanding the wage categories of *average*, *high* and *low*.

In several of the groups, there was some discussion about re-ordering the sequence for how wages are presented. Notably both reordering schemes had one thing in common: the low wage category would be shown first:

- In two groups (one ISP and one immigrant group), participants suggested that the order of presentation of the salaries would be more logical presented as follows:

    *Low* Wage        *Average* Wage        *High* Wage

- In the Toronto ISP group, the participants suggested the following order because they tend to give immigrants a salary bracket when discussing a job:

    *Low* Wage        *High* Wage        *Average* Wage

Participants in other groups judged the order of presenting wages as appropriate.

In one immigrant group, the participants questioned the validity of salary data from 2004 as a lot of changes can take place in an industry in a two-year timeframe.

The ISP participants suggested replacing *hr* with *per hour,* as immigrants may not understand the acronym *hr.* It is also important that readers understand the pay unit since in many parts of the world, people get a weekly or monthly salary, not an hourly wage.

There were also a number of suggestions made for additional types of information. Notably, while some suggestions were related to compensation, there were other suggestions that fall more under the heading of economic indicators rather than strictly wages and salaries. The following suggestions were each made by one or two participants:

- Add a category showing wages for part-time workers, information that would be valuable for mothers who cannot work full-time.

- Provide salary trends for a profession.

- Include gross vs. net wages

- Provide some explanation of when low or high wages are likely to be paid. For example, is it a function of the size of the employer, the location, the experience of the worker, etc.?

- Include information on taxation to enable comparisons of one country to another.

- Include information on cost of living information so immigrants deciding about where to settle in Canada can consider the total financial implication of their decision, not just wages.

**WAGES AND SALARIES/INFORMATION SUR LES SALAIRES:  BY INDUSTRY**

The following groups commented on this example for the occupation *Material Handlers*:

| | |
|---|---|
| ***ISPs*** | Toronto<br>Kitchener-Waterloo |
| ***Immigrants*** | Toronto<br>Sherbrooke |

## THE PERCEIVED USEFULNESS OF THE INFORMATION

All participants judged this information to be useful, for one or more of the following reasons:

- This information, allows individuals to search for employment in the type of industry offering the best salaries.

- The information is educational as it identifies industries that some immigrants may not have considered.

- It could motivate job seekers to look for employment in industries that would not have been their first choice.

- Providing the two categories *starting* and *experienced* gives an idea of the different wage levels paid to different levels of employees

## PERCEIVED ISSUES WITH THE PRODUCT

A few English-speaking participants questioned the reliability of the data presented.  There were two reasons for this:

- There is no source provided except if one clicked on *View Detailed Comments*.

- When one did so, the reference was to *Employment Insurance* as the source for the information. However, identifying *Employment Insurance* as the source for the information, with no other description also generated some confusion.  Specifically, some then wondered if the figures presented were in fact the amount of employment insurance employees may claim rather than wage rates per se.

One of the suggestions is to include the source without requiring readers to go elsewhere and to rephrase it as follows:

> *Source: 2004 Employment Insurance Claimant Wage Rates in the Toronto region.*

A few ISPs wondered if immigrants would understand the meaning of *starting*, in the context of a starting salary.  They wondered if it would in fact lead to the following types of questions:  *Will this be the wages I will get paid because I have no experience or will this be the wages I will get paid because even though I have 10 years of experience, I have none in Canada?*   It was felt that *entry level* should replace the word *starting*, to more clearly communicate that it is the general lack of experience in the field that decides what one can expect to be paid.

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**WAGES AND SALARIES/*INFORMATION SUR LES SALAIRES*: AVERAGE WAGE BY COMMUNITY** (Show all areas)

The third example showed the average wages for the province and for all areas within the province, for two different occupations:

| | |
|---|---|
| ***ISPs*** | Toronto (*Truck Drivers)* |
| ***Immigrants*** | Sherbrooke (*Computer Programmers*) |

## THE PERCEIVED USEFULNESS OF THE INFORMATION

Most of the immigrant participants felt this information was not very useful because only the average wages are shown. Also, they speculated that the differences in the average wages between the various areas may be caused by factors such as the type of employers located in an area or the type of jobs available there such as full time vs. part time. A few said it would be useful to help them identify communities that they might consider for employment.

Some ISPs found this information very useful. They felt this type of information provides a good starting point for potential immigrants who are making decisions about where to settle in Canada. A few ISPs though felt this information may be misleading. An immigrant may make a decision based on the differential in wages only to find out after the fact that the cost of living in a specific area is also much higher.

## PERCEIVED ISSUES WITH THE PRODUCT

Quite a few participants indicated that high and low wages should also be included in these charts, not just the average.

# REACTION TO THE LMI PRODUCTS:
## *WHO HIRES*

The following groups commented on this product for the occupation *Computer Programmers and Interactive Media Developer*s:

| | |
|---|---|
| ***ISPs*** | Kitchener-Waterloo |
| ***Immigrants*** | Vancouver |
| ***Immigrants*** (discussion of the title only) | Calgary<br>Kitchener-Waterloo |

## THE PRODUCT TITLE:  *WHO HIRES/EMPLOYEURS POTENTIELS*

Most participants in the groups felt the title of the product was misleading relative to their expectations of the type of information they would find.  Both immigrants and ISPs expected to find:

- A list of companies with job postings

- Profiles of the companies hiring

- The types of industries that are hiring

Many said that they were disappointed with seeing only a list of *potential employers* rather than companies with actual job listings.

A few immigrant participants felt the title of the product was appropriate.  They had expected to see a list of companies that do not necessarily have job postings now but that could be leads in their job search.

Most ISP participants felt the phrase *Potential Employers* used in the chart would have been a better title for this product given the type of information it contained.

## THE PERCEIVED USEFULNESS OF THE INFORMATION

Regardless of their reaction to the title, some participants felt that this type of information was very useful to them:

- It provides an idea of the number of potential employers.

- It identifies specific companies (including perhaps the 'hidden' job market) and thus leads for a job search.

- The hyperlinks to the various companies listed is considered to be a very useful tool.

However, many participants felt that they would have preferred a more limited list of employers who have current job openings.

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## PERCEIVED ISSUES WITH THE PRODUCT

For most participants, it was not clear from the label *potential employers*, whether these companies are actually hiring or if they simply employ people in the particular profession. Some hypothesized that many of these companies may not have actual job postings or tend to promote from within their own ranks rather than hire from the outside.

Because there was no reference to when this list of potential employers was compiled, some questioned how up to date the list is.

Although there are direct links provided to potential employers, a few participants nonetheless suggested that telephone numbers should be included under contact information.

A few participants made the following suggestions for additional information they would like to see included:

- As the listed companies are potential employers, guidance could be provided on how to approach these companies. This would be different from the approach used in applying for a job.
- There could also be a discussion about the hidden job market.

# REACTION TO THE LMI PRODUCTS:
## *WHERE TO GET TRAINING*

The following groups commented on this product for the occupation *Computer Programmers and Interactive Media Developer*s:

| | |
|---|---|
| **ISPs** | Vancouver<br>Montreal |
| **Immigrants** | Vancouver<br>Calgary |
| **Immigrants** (discussion of the title only) | Kitchener-Waterloo |

## THE PRODUCT TITLE:  *WHERE TO GET TRAINING/PROGRAMMES DE FORMATION DISPONIBLES*

Based on the product title, most participants said they expected to find one of two types of information:

- A list of organizations that offer training.

- A list of organizations where immigrants can get their credentials certified.

While the title met the expectations of those who expected a list of organizations that offer training, there was limited information for those who expected information on where to get credentials certified.

It was also the case that some participants felt that some of the content does not fully reflect the title. For example:  The first line in the third paragraph is not necessary in a discussion about where to get training: *Les employeurs recherchent…/Employers look for knowledge.…*

## THE PERCEIVED USEFULNESS OF THE INFORMATION

### The List of Universities and Colleges

Many recognize that quite a few newcomers will have to upgrade their skills.  This type of list is seen to provide a good starting point to identify the institutions that offer courses for specific occupations. Quite a few also appreciated that the list included a broad cross-section of educational institutions, ranging from universities to private colleges, as well as institutions that offer online courses.

Many liked the fact that the list of educational institutions was province-wide not just local.  Some institutions have specialized programs that are unique and these programs may not be available locally. Also:

- They said they would be willing to relocate to pursue educational or work-related opportunities.

- The fact that more institutions are listed broadens the choice for immigrants.

Some ISPs suggested that an immigrant in his home country may use this information to decide on where to initially locate in Canada if there is a need for specific training, and may choose to settle in a city where many institutions offer the needed training.

## Information about Training for Foreign Trained Professionals

Many judged the information under the heading *Internationally Trained* to be relevant, even though the list provided was very short (i.e., only 3 listings) and only listed organizations to contact for more information rather a list institutions that provide programs intended to upgrade the skills of immigrants educated abroad. However, some participants indicated that they had experienced difficulty in finding out this type of information and at least this list provided them with a starting point.

## Other Product Content

Some judged the warning about getting information from employers and other sources before entering an educational program to be quite relevant. This type of information is seen to provide useful direction on the steps to take in choosing a program and possibly prevent spending years and money on the wrong type of program.

The section *Continuing Education* informs trained professionals on how they can upgrade their skills. Some felt this was an important feature since in some professions (such as the example occupation computer programmers used for this product), the industry evolves quickly and therefore, throughout one's career, skills will need to be continually upgraded.

## PERCEIVED ISSUES WITH THE PRODUCT

As previously stated, some participants felt that some of the information provided in this product was either unnecessary or not relevant to the topic. They suggested that this type of information should either be deleted (as in the case of the first example discussed under the Title) or be included in a separate product module like *Autres resources/Other Resources*.

It was also suggested that the section *Internationally Trained* be moved to a separate product module (e.g., *Autres resources/Other Resource*), for one of two reasons:

- It is located at the very end of a long list of information and would be difficult to find.

- This section does not belong in a general broad product dealing with "Where to Get Training".

Many appreciated that web addresses were provided for the various institutions because it was one less search they had to undertake. However, they said they would prefer to have active links to each from this product. Also, instead of just providing the general website addresses of the institutions, they would prefer a direct link to the computer programmer courses in each institution.

Some participants felt that some of the language used here will not be understood and would be a barrier to readership. It was suggested that either these needed to be defined in the body of the text or hyperlinks provided with explanations. The following are examples of language considered to be problematic:

- Acronyms such as the letters *O.A.C* .(i.e., Ontario Academic Credit) in the first paragraph, which none of the participants understood.

- "Canadian" descriptions of education which are not universally understood such as *collèges communautaires*/*community colleges* or *douzième année*/grade twelve.

On a related point, a number of participants felt that additional information about the Canadian educational system needed to be provided. For example:

- Each country has its own education system so it would be useful to provide an overview and explanation of the education system in Canada.

- Since each country has its own method of categorizing institutions, it would be important to provide an explanation of the differences between for instance universities, colleges and other types of institutions (e.g., the difference between a community college and a private training institution).

- An explanation of what recognition education received in other countries will get in Canada and how can this education be certified or complemented for the Canadian job market.

Most participants felt that the phone number should be included for each institution. Notably though, they felt that all details about programs such as the duration of the courses and the fees should not be included. This type of information should be available from the institution's website.

The following comments were made, each by one or two participants:

- The list of institutions offering training should be expanded to include secondary level institutions in addition to the post-secondary level institutions now listed. These are required for those immigrants who need training but who do not have a high school diploma. The "Teccart Collège de Technologie" in Montréal was mentioned as an example.

- A list of the specific courses or training programs most often requested by employers and the level of education needed for different jobs.

- Provide information on the location of listed institutions either by including an interactive map that would show the location of the institutions in and outside of Toronto or by indicating the distance of the institutions from Toronto.


## THE VISUAL PRESENTATION OF THE SECTION

Quite a few were critical of how the information in the section was presented:

- Paragraph form is used to provide information rather than point form. This is felt to be a barrier to readership.

- The page set-up is monotonous and visually boring. The titles of the sections and the text are in the same font and the titles do not stand out.

- There is no use of any visual devices such as bold, underlining or colour to highlight sections or direct the reader to important information

# REACTION TO THE LMI PRODUCTS:
## *BUILD YOUR OCCUPATIONAL PROFILE*

This product, using the occupation *Computer Programmers and Interactive Media Developer*s, was only shown briefly in one group session -- to immigrant participants in Sherbrooke.

Most participants said they preferred accessing information about a profession using *Build Your Occupational Profile* vs. going to separate product modules on the LMI website for the following types of reasons:

- All the information is available with a single click and also would save time.

- The first section enables the user to choose only the topics of interest.

- One can print all the information in a single step.

The few who preferred the "Product by Product" approach judged it to be a simpler method to go directly to the topic of interest.

# PART 3:  THE IMMIGRANT NAVIGATOR

# THE REACTION TO THE MAIN PAGE OPTIONS FOR THE IMMIGRANT NAVIGATOR

Group participants were shown mock-ups of two options for accessing information regarding employment via the Immigration Portal – Working in Canada section.

Briefly, the two options were:

**Option 1:** This is a two-step approach to getting information. The first screen starts with basic scenarios that may apply to the client and the second provides a couple of questions to focus on the client's specific situation.

**Option 2:** This is a one-step approach. A short list of questions are listed to help the client focus on their specific situation

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**OPTION 1:** *PREPARING TO WORK IN CANADA/SE PRÉPARER À TRAVAILLER AU CANADA*

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## THE FIRST CLICK ON THE MAIN PAGE

In all groups, participants were shown this option, preceded by the following commentary:

> There is a website for anyone thinking about coming to Canada regarding information about employment. In order to access information, this is what the main page could look like.

> Please look at the information on this page, how it is laid out or presented on the page. I would also like you to think about your personal situation as you look at this page and about what you would do to get information you wanted based on your circumstances.

Participants were then asked what they would click on to get information about employment, if they looked at this page before coming to Canada.

The following tables summarize participants choices and the reasons for those choices. Because there were some differences between English and French-speaking participants, the results are summarized separately.

| ENGLISH-SPEAKING PARTICIPANTS | |
| --- | --- |
| **Link chosen (By Order of Mention):** | **Reasons for Choice:** |
| *The Canadian Labour Market* <br> (The majority of the participants chose this link.) | ▪ Finding work is a priority <br> ▪ To gain general knowledge about this topic <br> ▪ To learn about the opportunities available in Canada <br> ▪ To find a link to job postings |
| *Language skills* | ▪ The participant did not speak English prior to coming to Canada <br> ▪ Needs to find a school to improve English language skills |
| *Types of work* | |
| *Preparing to work in Canada* | |
| *Working in Canada* | ▪ For a general perspective of the Canadian labour market |
| *Looking for information on temporary work in Canada* | ▪ Type of work participant would seek in Canada |
| *Credential assessment* | ▪ As a dentist, would want to know if credentials would be accepted |

| FRENCH-SPEAKING PARTICIPANTS | |
| --- | --- |
| **Link chosen (By Order of Mention):** | **Reasons for Choice:** |
| *Immigrer et travailler au Canada* | ▪ Reflects the 2 purposes for consulting this site: immigrating to Canada and finding work <br> ▪ Main purpose of coming to Canada is to find work. |
| *Types de travail au Canada* | ▪ Verify if the type of employment sought is available and if their profile will enable them to obtain such work <br> ▪ Check out the variety of work available in Canada. |
| *Je pense à immigrer au Canada* | ▪ An immigrant's first objective is to immigrate <br> ▪ Page should provide all needed information about Canada such as living conditions, the geography, etc., important things to consider when immigrating. |
| *Le marché du travail canadien* | ▪ Get information on the type of work opportunities available in Canada, unemployment rates, and other work-related topics <br> ▪ If there is no work available in Canada, there will be no purpose in immigrating. |
| *Se préparer pour travailler* | ▪ Determine what needs to be done in the country of origin prior to coming to Canada <br> ▪ Identify any steps that must be taken once in Canada in order to obtain the desired type of work, such as new training |

The majority of participants said they would choose to click on an option offered in the left hand column. They gave the following main reasons:

- The eye is automatically drawn to the left hand column. The options in the main menu on the left are much more visible and visually attractive than those in the box on the right.

- Some participants did not realize that the options provided in the right hand box were links.

- The choices in the right hand box are more limited and most of these seem to target people who are already living in Canada.

- There is no option about permanent work in Canada.

- The options in the right hand boxes seem more general in nature, less precise. Most of these options do not deal with working in Canada as opposed to those on the left that all deal with some element of the workplace.

- One participant indicated that the introduction *I am* in the right hand box made this site seem very unofficial and suggested a better approach would be *Are you.*

Some participants commented on some other aspects of this mock-up main page:

- Some disliked the large, uniform paragraphs of text on this page. They suggested breaking these down to make the text more visually appealing and easier to read, e.g., using bullets and providing some visual accents such as underlining.

- Some French-speaking participants suggested that more complicated words or expressions such as *profession ou un métier règlementé* needed to be defined, possibly through a link.


## DISCUSSION OF THE FOUR LINK OPTIONS IN THE RIGHT HAND SIDE BOX

### Overall Reaction to the Four Links

The main perceived problem with the four links is that none seem to relate to permanent employment. Many participants were confused as to why all the links seem to be about temporary employment and none related to permanent employment. A reader seeking information on this topic would need to look elsewhere on this page for that type of information.

The second box, *I am looking for temporary work in Canada/Je cherche de l'information au sujet du travail temporaire au Canada* is in contradiction to what immigrants seek: permanent employment.

One participant indicated that if he consulted this site from his country of origin, he would be left with the impression that immigrants to Canada would only be offered temporary work and that these immigrants would need to return to their country of origin at the end of that contract period.

Participants agreed that if one of the options is for temporary work in Canada, then there should be an option for permanent work.

### Perceptions of the Types of Information Offered from Each Link

The participants perceived that the four links would offer the following types of information:

### *I am thinking about immigrating to Canada/Je pense à immigrer au Canada*

- General topics about Canada such as the geography, the cities, the living conditions, the people of Canada, the social and economic situation, the labour market, etc.

- Arguments promoting immigration to Canada to motivate immigrants to choose this country.

### *I am looking for information on temporary work in Canada/Je cherche de l'information au sujet du travail temporaire au Canada*

- Information for those coming to Canada on a temporary work contract.

### *I am currently studying in Canada/Je suis présentement aux études au Canada*

- An explanation of the skills that need to be upgraded in order to gain employment in the desired area of specialization.

- How a foreign student in Canada should proceed to gain permanent resident status.

- Information for people who want to pursue a study program in Canada.

### *I am living currently in Canada/Je vis présentement au Canada*

- Daily life in Canada.

- Social and cultural activities.

- Information on how to better integrate into Canadian society.

## THE SECOND PAGE OF OPTION 1: *I AM THINKING OF IMMIGRATING TO CANADA/JE PENSE À IMMIGRER AU CANADA*

All participants were then shown the type of information that would appear on the second page. This consisted of a number of questions a user would be required to answer to get information about a specific occupation.

## Question A: *Occupation*

To obtain information for an occupation, participants were presented with two options and asked which one they were more likely to use:

> Which occupation do you want information for?
> OR
> Search by type of work

There was no consensus on which question participants preferred, although slightly more participants said they would answer the question based on occupation.

---

| REASONS FOR CHOOSING TO ANSWER EACH QUESTION | |
|---|---|
| ***Which occupation do you want information for?*** <br> ***Pour quelle profession désirez-vous obtenir de l'information?*** | ***Search by type of work:*** <br> ***Recherche par domaine de travail:*** |
| ▪ Many of these participants already have a profession they want to pursue in Canada. <br><br> ▪ This option will allow the user to go directly to his area of expertise.  It seems to be more direct <br><br> ▪ The second question is too broad in scope | ▪ This link  is broader in scope;  it will provide information on various types of work opportunities in a specific field <br><br> ▪ A specific occupation may be labeled differently in Canada;  it will be faster to search for information by type of work <br><br> ▪ Can not work in same occupation as in home country; needs to look for new work opportunities in a related area <br><br> ▪ The first question is only for people with professions or diplomas  (French-speaking participant) <br><br> ▪ Search would be easier at it is done through a drop-down menu |

Among the French-speaking participants, the word *profession* was judged to focus only on highly skilled occupations, for highly educated people.  A suggested replacement was: *profession ou genre de travail* (profession or type of work).   There seemed to be no such problem in the English sessions where the word *occupation* is used.  This same word could also be used in French.

In the French-speaking groups, none of the participants knew the meaning of the box *CNP info*. The meaning became clearer when the full name *Classification nationale des professions* was used.  A suggested alternative would be to provide the full name when the mouse is passed over the acronym. Some English-speaking participants raised the same issue stating that an immigrant in his home country would have no idea what *NOC* meant.  Notably though, when the definition of *CNP/NOC* was provided to participants, some indicated they were familiar with or had actually consulted this type of information.

## Question B:  *Location*

To obtain information for an occupation in a specific market, participants were presented with the option of choosing between first using the province or the area drop-down menu.

Opinions were mixed as to whether they would choose the province or the city first.  The following summarizes the reasons given for selecting each first:

| REASONS FOR CHOOSING | |
|---|---|
| ***Province* first:** | ***City* first:** |
| ▪ Thought you needed to choose a province before being able to access the drop down menu for area<br><br>▪ It's more logical to start with the province<br><br>▪ Having little knowledge of Canada, would choose the first option<br><br>▪ Family already lives in a specific province<br><br>▪ Wanted to live in Québec but was uncertain in which city | ▪ There is no label on the first box but there is the label *Area* on the second box<br><br>▪ Unfamiliar with the word *Ontario* but familiar with the word *Toronto*<br><br>▪ The only known city in Canada is Montréal<br><br>▪ Montréal is the only city under consideration<br><br>▪ Family already lives in Toronto or Montréal |

Participants indicated that it is easy to use the drop down menu.

Most participants felt that the first drop down menu needed to be labeled *Province* to eliminate confusion about its purpose.

All participants agreed with the suggestion made spontaneously in every group to include a map. This map should be interactive, that is, by clicking on a province, this area would be magnified to indicate various cities in each. There was also agreement that the name of each province and city on the map be interactive, i.e., linked to summary information such as the population, the employment rate, the distance from a major city such as Toronto, etc.

Many participants suggested that in the drop down menu, it would be useful to be able to click on a province or city and be linked to a brief description of this location.

## The *Search/Recherche* Button

Participants understood that after answering the questions on this page, they would need to click on the *Search/Recherche* button to access the wanted information.

## THE PREFERRED MAIN PAGE – OPTION 1 vs. OPTION 2

After the discussion of Option 1, participants were shown the alternative main page under consideration for the site and asked if they liked one better than the other and reasons why for their choice.

English-speaking participants were almost equally split between the two options, with as many preferring Option 1 as preferring Option 2. The majority of French-speaking participants preferred Option 1. The following summarizes the reasons given for preferring each:

| REASONS FOR CHOOSING | |
|---|---|
| **Option 1:** | **Option 2:** |
| <ul><li>The various links under Option 1 are sufficient to get to the information about the desired type of work.</li><li>Already have a profession.  Therefore all the information can be obtained without the need to answer the questions under Option 2.</li><li>This option will provide a wider scope of information.  This is preferable to letting the Website determine the information you need.</li><li>The questions under Option 2 are not relevant for an immigrant seeking to immigrate to Canada and find permanent work here.  They focus on temporary employment only.</li><li>Option 2 is too complicated.</li><li>The questions under Option 2 seem to target students.</li></ul> | <ul><li>Enables a user to obtain more focused information.</li><li>By answering the questions, a person will be directed to more relevant information.</li><li>For those with questions about their credentials, this option included a question that raises a warning flag that this may be an issue.</li><li>For participants only seeking temporary work, this option the question suggests appropriately that job offerings would be limited appropriately to temporary job postings.</li></ul> |

A few points worth noting:

- Some participants indicated that had they initially been presented with Option 2 instead of Option 1, they would have still clicked on an item in the left hand column, as it seems to be the easiest way to get the needed information.

- Other participants said they would have answered the questions at the bottom of Option 2 because these questions seemed to be more focused on their particular circumstances and in some cases, simply because these are questions that seem to require an answer.

# THE REACTION TO THE INFORMATION FOR OCCUPATIONS

After discussion of the two main page options, participants were shown the types of information that would be available from the Website after they would click on the *Search/Recherche* button. Dental hygienist was used as the example occupation.

Participants then reviewed some of the content on line – the information in the box *Please Note/Prenez note* and the box that listed the categories of information available about the profession. Afterwards, participants were provided with a hand-out of the Web page content. The following were briefly discussed in the groups:

> Regulated Profession/Profession règlementées
> Employment Prospects/Perspectives d'emploi:
> Who Hires/Employeurs potentiels
> Job Opportunities/Opportunités d'emploi

## THE WARNING NOTE: *PLEASE NOTE/PRENEZ NOTE*

Participants were asked to comment on the following text:

> **PLEASE NOTE**: Working temporarily in this occupation is not really an option until your education/credentials have been officially recognized by the appropriate regulatory body.

Many perceived this as being very important information. It warns the immigrant that this is the first condition that must be fulfilled before being allowed to work in the regulated profession. So most participants said they would try to find out about the process for getting the needed recognition of their diplomas and credentials and some stated that they would immediately click on the link *Credential Recognition*. The time needed to obtain this recognition would then determine if they would pursue employment in this profession.

The main problem with this warning is that it raises the question if these restrictions only apply to temporary work or do they also apply to permanent employment.

Participants suggested that it would be useful if this block could provide a direct link to more specific information such as the regulatory body concerned.

## INFORMATION EXPECTED BASED ON TITLE

The following summarizes the types of information participants said they expected would be provided in each module based on the title of each.

Most participants felt the following titles or information module labels were clear:

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- **_Main Duties/Fonctions principales:_** Participants expected to access a list of the tasks for the stated profession, i.e., dental hygienist.

- **_Job and Skills Requirements/Conditions d'accès à la profession et compétences:_** Participants expected to get information about degrees, professional qualifications, the experience and the soft skills required to be able to work in the stated profession.

- **_Process for Credential Recognition/Processus de reconnaissance des titres de profession:_** Participants expected information on the types of qualifications they need to practice this profession in Canada, how to proceed to obtain recognition of their professional qualifications in Ontario or if they will be able to work in Canada with their foreign qualifications.

- **_There are 4 jobs available presently/Il y a présentement 4 emplois disponibles:_** Participants understood that this link would provide information about the 4 jobs available in the Toronto area.

- **_Where to Get Training/Programmes de formation disponibles:_** It was clear to participants that this link will provide information on the training programs available.

Participants to varying degrees indicated that the following titles or information module labels were confusing:

- **_It is a Regulated Profession in Ontario/C'est une profession règlementée en Ontario:_** A few participants understood that in this section they would get information on the requirements that must be met before being able to practice this profession in Ontario. Also, they expected to see information on the process for credential recognition.

  Some participants had different perceptions; a few participants thought that this link would provide a list of the regulations the members of this profession must abide by, while others thought this was just a statement about the profession, i.e., this is a "legal" profession in Ontario.

- **_The Average Earnings is $35.10/Le salaire moyen est de $35.10:_** Participants understood that by clicking on this link, they would get more detailed information on salary levels for this profession. However, they judged the title to be incomplete. It does not explain the unit of time for the average earnings. In some countries, such an amount, i.e., $35.10 could constitute up to a full month's wages.

- **_Who Hires/Employeurs potentiels:_** By clicking on this link, participants expected to get a list of companies or placement agencies that have current openings for dental hygienists.

- **_Skills and Language Assessment Information/2 langues officielles au Canada…:_** Many were confused by the fact that this title gave the impression one must speak both French and English in order to be able to work in any Canadian city. So the question that arose is why would a person need to be able to speak both French and English to be able to work in an English-speaking city such as Toronto?

  Under this title, participants also expected to find explanations:

-- About the advantages of speaking both English and French

-- Of the languages that should be mastered in order to work as a dental hygienist in the city of Toronto

The French-speaking participants felt the title is much too long. They suggested using the two words *Compétences linguistiques* instead of and which they felt would in fact avoid some of the confusion generated by the current title.

- **Employment Prospects/Perspectives d'emploi:** As on the LMI website, this title caused considerable confusion among participants.

  Some participants understood that this link would contain information about the job market for this profession, employment opportunities in the profession now and over the next 5 to 10 years in the particular market. However, many participants in both language groups were confused:

  -- Many were unsure if the expression *Employment Prospects/Perspectives d'emploi* and the box titled *Current/Actuelles* were related. The visual distance between these two items causes this problem and it resulted in increased difficulties in understanding the linkage between these two pieces of information.

  -- In the English groups:
  - Some stated they did not understand the meaning of the word *Prospects*.
  - Some perceived a conflict between the word *Prospects*, which relates to the future and the word *Current*.
  - Some participants who felt that *Prospects* deals with the future indicated that the scale should be *Increasing, Decreasing* instead of *Good, Fair, Limited*.
  - One participant thought the information here would be about his 'personal' prospects if he were to obtain this job (promotions, etc.).
  - Some participants were uncertain as to what might be *Good, Fair* or *Limited* in the box titled *Current*. It was suggested to replace those words with the following expressions: *Good Demand, Fair Demand* or *Limited Demand*. Some participants perceived a discrepancy between the rating *Good* for this profession and the fact that there were only 4 job openings in the Toronto area at present.

  -- In the French groups:
  - Some had difficulty understanding the word *Perspectives*. Some defined this word as relating to the working conditions for this job; *Perspectives d'emploi: bonnes* would therefore mean that the working conditions (salaries, etc.) for this job would be good.
  - A few did not understand the meaning of the box titled *Actuelles*.
  - Some participants felt that there was a conflict in meaning between the words *Perspectives* and *Actuelles*. The word *Perspectives* deals with the future while the word *Actuelles* means the present. There is nothing about the mid term employment prospects.

    Some had difficulty understanding the time frame represented by the word *Perspectives*. Participants suggested that replacing *Perspectives d'emploi* with *Emplois disponibles* (Jobs available) would solve the confusion generated by the use of the word *Perspectives*.
  - One participant was confused as to the meaning of the word *Acceptables*. She felt that perhaps this word meant whether or not her degree would be "accepted".

-- Some participants in both groups had difficulty in placing the scale into perspective, resulting in the following types of questions: *Bonnes/Good* is in relation to what? *How many jobs are available in this profession?*

## THE NUMBER OF LINKS IN THIS BOX

Most participants felt that the number of links within this box was adequate and that it is relatively easy to find the wanted information.

## SEARCH RESULTS:  REACTION TO DETAILED INFORMATION ABOUT DENTAL HYGIENIST

## Overall Reaction

When participants reviewed the hand-out version of the information of the web content, many indicated that the information corresponded to what they expected to find for this profession.

All the participants judged the information to be useful and comprehensive;  it is felt to provide just about all the general information needed to get a clear perspective on the possibilities of working in this profession in Canada, without being overly long.

One issue was flagged by a number of participants.  It is difficult to remember the meaning of the acronyms used throughout the text.  For instance, the section titled *Processus de Reconnaissance des titres de profession/Process for Credential Recognition* contains a number of these.  A suggestion favoured by many participants is to include a feature where the full name would pop up when the mouse is passed over the acronym.

## Individual Topic Sections

There was brief discussion of three sections or topics, the results of which are summarized below.

### *Regulated Profession/Professions règlementées*

All participants judged this section to be useful.  When seeking information about a profession in a specific country, it is important to know if there are conditions of entry into that profession that must be met.  This section clearly establishes that fact and enables the reader to undertake the required steps.

The link to governing bodies was also appreciated;  it allowed one to go directly to the needed information from the right source.

With regard to the visual presentation of the information, it was suggested that the font used for the main title *Regulated Profession/Professions règlementées* be increased and more visually prominent than the titles for the sub-sections within this topic.

### *Employment Prospects/Perspectives d'emploi*

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In general, many considered this section to be useful and of appropriate length. It provides a succinct overview of the employment conditions in the market and provides a clear explanation of the employment potential index of 'good'.

Only a few participants felt it was useful to include employment prospects for other cities in Ontario or Canada in this list. From their perspective, this type of information is interesting but not relevant to someone who has decided to settle in a particular market and is looking for information on that specific area. Should they want to broaden their search, they can look at other markets. It was worth noting though that in the listings by city, the category *Not assigned/Non assignées* appeared for one market. Some participants said they did not understand this expression and suggested it be replaced with *Information not available/Information non disponible.*

A few participants made the following suggestions for changes or additions to improve the information:
-- Graphically present the past and future employment trend for this profession.
-- Include the timeframe for forecast of future employment trends. This is important for those enrolling in training programs; they would want some reassurance that jobs still would be available after graduation.
-- Include a link to information for other cities, i.e., a suggestion made by those who felt it was useful to list the employment potential in other markets.

A few participants made the following suggestions for changes to the visual presentation of the information:
-- Increase the font for the title and make the title to this section more visually prominent.
-- Use a brighter colour for the links. For example, on the screen, the links are a pale green and it is not obvious which words are links.

### *Job Opportunities/Opportunités d'emploi* and *Who Hires/Employeurs potentiels*

Many participants indicated the information in these two sections would be very important to immigrants. It provides both immediate job opportunities, i.e., actual job listings and future employment opportunities, i.e., companies to target in a job search. These same participants also appreciated the links to the Websites of the potential employers.

It was difficult for some participants to figure out how to proceed if one wanted to apply for some of the jobs listed under *Job Opportunities/Opportunités d'emploi* for one of two reasons:
-- They said their first reaction would be to click on the Order # but this in not an active link. Therefore, the participants suggested changing each number into a direct link to that job listing
-- The link to the source is not very visible and participants missed it. So recommendations were made to make the *Job Bank* more prominent and this would be enough to satisfy some participants.

A few participants did not know the meaning of *ON* and therefore suggested putting in the full name *Ontario*. They felt that from abroad, most people would also be confused by the use of this acronym.

A few participants made the following suggestions for additional information:

-- Add links to other job sites such as job boom;  these should be links directly to the equivalent job listings, not simply to the home page of these other sites.

-- Include information on how potential employers could include job information in the listing of potential employers.

# APPENDIX 1:
# Study Materials for LMI

# *English* Study Materials for *Immigrant Service Providers*

## IMMIGRANT LABOUR MARKET INFORMATION NEEDS
## -- SCREENING QUESTIONNAIRE --

| | |
|---|---|
| **NAME OF ORGANIZATION:** | |
| **ADDRESS:** | |
| **TEL. #:** | |
| **NAME OF INITIAL CONTACT:** | |
| **TITLE:** | |

### Stage 1 Screening

**ASK TO SPEAK TO EXECUTIVE DIRECTOR OF ORGANIZATION**

Hello, I'm _____ of R.I.S. Christie, a marketing research company.  Together with Sage Research Corporation, we have been contracted by Service Canada to conduct research on its behalf.  Service Canada is interested in the opinions of immigrant serving agencies in two key areas.  The first is input on the labour market information needs of new immigrants.  The second is feedback on some of the labour market information products that have been developed by Service Canada.  The overall purpose of the research is to either modify current labour market information products to better meet the needs of immigrants or to develop new products and services to better meet their needs.

We would like to have someone from your organization participate in this research, who conducts information sessions about finding employment or making a career change/training decisions, or who provides counseling to immigrants in these areas.  What we would be asking them to do is to review some specific sections of the Labour Market Information website on their own and then attend a 3-hour focus group session with people from other immigrant-serving agencies to talk about their reactions to the materials.  This session will be held after work-hours. The results from the research will be used to provide input to Service Canada for modifications to the materials, if necessary, or to identify any additional materials that may be required.

Does your organization work with newcomers in helping them identify job opportunities, find employment, identify training or education opportunities or make career changes?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | **Thank and terminate** |

Who should we talk to in your organization, that is which counselor should we contact?  Any participation in this study is of course on a voluntary basis, and all responses will be kept confidential.

If you wish further information on this project or have any questions, please contact Sylvie Girard at Service Canada.  Her telephone number is (819) 994-2546

| NAME OF CONTACT: |
| :--- |
| TITLE: |
| ADDRESS: |
| TEL. #: |
| E-MAIL ADDRESS/FAX NUMBER |

We have also been asked to conduct focus groups with immigrants who have come to Canada in the past 5 years, to settle permanently.  We would like to include a cross-section of immigrants in the sessions, including some recent arrivals who are looking for employment.  We will need some help from organizations such as yours in identifying these types of individuals to participate in the research.  We would be asking immigrants to attend focus groups, in which we would first ask them to talk about the types of information they need as part of their job search. We would then be asking them for their reactions to some of labour market information products on the Service Canada website.  Participants in the focus groups will be paid an honorarium.

We will be starting on this phase of the research in a few days time.  Who in your organization could we contact for help on the immigrant groups?

| NAME OF CONTACT: |
| :--- |
| TITLE: |
| ADDRESS: |
| TEL. #: |
| E-MAIL ADDRESS/FAX NUMBER |

## Stage 2 Screening

Hello, I'm _____ of R.I.S. Christie, a marketing research company. (NAME OF CONTACT from your organization suggested that I talk to you.

Along with another research company, Sage Research Corporation, we have been contracted by Service Canada to conduct research on its behalf.

Service Canada is interested in getting input on the labour market information needs of new immigrants and some feedback on a number of the labour market information products that have been developed by the Labour Market Information group. The department is interested in the views of people such as yourself who work in immigrant-serving agencies, in different parts of Canada. The results from the research will be used to provide input to Service Canada for modifications to the materials, if necessary, or to identify any additional materials that may be required.

What we would be asking you to do is to review some specific sections of the Labour Market Information website on your own and then attend a 3-hour focus group session with people from other immigrant-serving agencies to talk about your reactions to the materials. This session will be held after work-hours.

I would like to ask you a few questions to make sure that we include a good cross-section of people in our sessions.

1) How long have you personally worked with newcomers in helping them to identify job opportunities, find employment or make career changes?

| Do not work with newcomers in this area | A | → **Thank and terminate** |
|---|---|---|
| Less than 1 year | 1 | |
| 1-2 years | 2 | **Recruit cross-section** |
| 3-5 years | 3 | |
| More than 5 years | 4 | |

2) Are you primarily working with immigrants or newcomers who are skilled or trained, with immigrants who are basically unskilled, or do you tend to work with both types of immigrants?

| Work primarily with skilled/trained immigrants | 1 |
|---|---|
| Work primarily with unskilled immigrants | 2 |
| Work with both types | 3 |

3) Please give me a list of the immigrant communities that you have worked with.  (**Record below**)  (**Probe**)  What others?

_____

_____

_____

_____

_____

_____

We would like to invite you to participate in the focus group.  Let me explain in a bit more detail what we will be asking each participant to do and how the process would work.

1) The focus group involves individuals like yourself sitting down with several others from other immigrant-serving organizations and giving your opinions on the labour market information needs of immigrants and some of the products on the Labour Market Information website.  The focus group session will last about 3 hours and is planned for **(READ DATES AND TIMES)**.

2) About a week in advance of the focus group, we would send you an agenda outlining the types of issues and questions that will be covered during the group discussion along with two short questionnaires to fill out.  One questionnaire will be about the labour market information needs of immigrants.  The other questionnaire will be about a number of the products on the Labour Market Information website.  We would ask you to do this prior to attending the group discussion.

These self-completion questionnaires are designed to lead you through the issues and areas in which we are interested.  You will be asked to bring the self-completion questionnaires with you to the focus group discussion.

3) As stated, the focus group will last about 3 hours.  You will receive an honorarium of $200 for your participation, that is for both the review you will need to do in advance of the session and for participating in the discussion.

Would you be interested in participating?

|      |   |                                          |
|------|---|------------------------------------------|
| Yes  | 1 | **Confirm details for sending materials** |
| No   | 2 | **Thank and terminate**                   |

| City/Date: | Location: | Time: |
|---|---|---|
| *Toronto*<br>*Mon., Mar. 20* | **Consumer Vision**<br>2 Bloor Street West<br>3<sup>rd</sup> Floor, Toronto Room<br><br>Tel #:  (416) 967-1596 | 5:00 – 8:00 pm |
| *Kitchener-Waterloo*<br>*Thurs., Mar. 23* | 1.  Metroline Research Group<br>7 Duke Street West<br>Suite 301<br><br>Tel #:   (519) 584-7700 | 5:00 – 8:00 pm |
| *Montreal*<br>*Mon., Mar. 27* | **Contemporary Research Centre**<br>1250 rue Guy<br>Bureau 802<br><br>Tel #:  (514) 932-7511 | 5:00 – 8:00 pm |
| *Calgary*<br>*Mon., Mar. 27* | **Qualitative Coordination**<br>707-10<sup>th</sup> Avenue S.W.<br>Suite 120<br><br>Tel #:  (403) 229-3500 | 5:00 – 8:00 pm |
| *Vancouver*<br>*Tues., Mar. 28* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tel #:  (604) 689-5511 | 5:00 – 8:00 pm |

## *IMMIGRANT LABOUR MARKET INFORMATION NEEDS*
## *-- SCREENING QUESTIONNAIRE --*

| | |
|---|---|
| **NAME OF ORGANIZATION:** | |
| **ADDRESS:** | |
| **TEL. #:** | |
| **NAME OF INITIAL CONTACT:** | |
| **TITLE:** | |

**ASK TO SPEAK TO EXECUTIVE DIRECTOR OF ORGANIZATION**

Hello, I'm _____ of R.I.S. Christie, a marketing research company. Together with Sage Research Corporation, we have been contracted by Service Canada to conduct research on its behalf. Service Canada is interested in the opinions of immigrants about the types of labour market information they need in their search for employment. Specifically, we have been asked to conduct focus groups with immigrants who have come to Canada in the past 5 years, to settle permanently.

We will need some help from organizations such as yours in identifying individuals to participate in the research.

Does your organization work with newcomers in helping them identify job opportunities, find employment, identify training or education opportunities or make career changes?

| Yes | 1 | |
|---|---|---|
| No | 2 | **Thank and terminate** |

In the focus group session, we would like to include a cross-section of immigrants, including some recent arrivals who are looking for employment. In the group session, we would first ask immigrants to talk about the types of information they need as part of their job search. We would then be asking them for their reactions to some of labour market information products on the Service Canada website. All the participants in the focus groups will be paid an honorarium.

We will be starting on this phase of the research in a few days time. Who in your organization could we contact for help with the focus group?

| | |
|---|---|
| **NAME OF CONTACT:** | |
| **TITLE:** | |
| **ADDRESS:** | |
| **TEL. #:** | |
| **E-MAIL ADDRESS/FAX NUMBER** | |

If you wish further information on this project or have any questions, please contact Sylvie Girard at Service Canada. Her telephone number is (819) 994-2546.

| To: | *X, at ISP  (in Calgary, Sherbrooke, Kitchener-Waterloo)* |
|---|---|
| **From:** | X, at R.I.S. Christie |
| **Date:** | February 16, 2006 |
| **Subject:** | *Identifying Immigrants for Participation in Service Canada Focus Groups* |

The following will serve to outline and explain:

-- What Immigrants will be Asked to do in the Focus Groups

-- The Process for Recruiting Potential Participants for the Focus Groups

-- Types of Individuals who Should be Approached to Participate in the Focus Groups

-- Other Details about the Focus Groups

## What Immigrants will be Asked to do in the Focus Groups

The purpose of the study is:

1) to get input on the types of information they need as part of their job search

2) to get their reactions to some of the labour market information products that are available on the Service Canada website

The focus group sessions are scheduled for 2 hours, and will be split into two parts:

| **Part 1:** | Participants will be asked to describe their experiences finding or looking for employment, and their usage and perceptions of the types of information about the labour market available to them.  In this part of the focus group, participants will be asked to fill in a brief self-completion questionnaire to help them organize their thoughts. |
|---|---|
| **Part 2:** | Participants will be asked to look at some labour market information products that Service Canada has developed.  After reviewing each product, participants will be asked to fill in a brief questionnaire on their reactions to the product.  Then there will be group discussion. |

## The Process for Recruiting Potential Participants for the Focus Groups

We are asking a number of immigrant serving agencies across the country to identify immigrants who fit the profile of the types of people we have been asked to recruit to participate in the focus groups.  As part of this, you will need to get their permission for us at R.I.S. Christie to contact them by telephone.

There are a number of reasons we at R.I.S. Christie will need to contact them:

1) we have been asked to recruit a cross-section of immigrants;  this means we will need to administer a screening questionnaire to all potential recruits for the sessions before inviting them to participate in a focus group

2) if they qualify and are interested in participating, to provide them with the details for the time and location of the focus group they will be asked to attend

3) several times before the actual group takes place, we would re-contact them to make sure they are still interested and able to attend the sessions;  this is very important since only a small number of people will be invited to any one session and a low turn-out can jeopardize the research

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## Types of Individuals who Should be Approached to Participate in the Focus Groups

Here are the broad requirements we have for the groups.  These fall into 2 categories that we have been asked to consider:

1)      Demographic characteristics
2)      Ability and comfort in participating in this kind of session

*Demographic Characteristics:*

| | |
|---|---|
| **Length of time in Canada:** | **Only individuals who have come to Canada in the past 5 years are qualified to participate in this research.** |
| | Of those who have come to Canada in the past 5 years, we would like a cross-section of: |
| | a)      recent and less recent arrivals |
| | b)      primary and secondary applicants |
| **Occupation in country of origin:** | Only individuals who are categorized as either skilled or foreign trained, based on the jobs/positions they held in their country of origin prior to coming to Canada, will be asked to participate in the groups. |
| **Cross-section on other key characteristics:** | The other characteristics on which we need to ensure that we have a cross-section of participants are: |
| | a)      country of origin (we want to include as many diverse backgrounds as possible) |
| | b)   current working status (that is, employed, unemployed, plan to change jobs/careers, studying) |
| | c)   among those employed, a range of occupations |
| | d)   level of education |
| | e)   age |
| | We have also been asked to ensure that men and women equally are asked to participate in the study. |

*Ability and Comfort in Participating in this kind of session:*

There are several requirements that all the individuals who participate in this study must meet because of the nature of the materials that are being tested.  In addition, there are several tasks that are typically required of focus group participants which involve reviewing written or online materials.  The following are the types of questions we might ask to assess someone's ability and comfort with respect to participating in one of our focus groups:

| | |
|---|---|
| **Computer literacy and access:** | **All individuals must feel comfortable accessing information from the Internet AND have access to both a computer and the Internet.** |
| **Description of a Focus Group:** | We are organizing a research project on behalf of the Government of Canada with people 18 years of age and over.  We have been asked to gather opinions from people such as yourself.  What happens is this.  An individual like yourself is chosen to sit down with several others and give ideas and opinions.  We are having a few of these sessions, and would be interested in having you participate. |
| | The discussion will be on some communications materials that have been developed. |
| | Your participation is voluntary, and everything you say will be kept confidential. |
| **Ability/Comfort:** | Participants in the discussion session will be asked to review some written materials and some online materials and write out their answers about their opinions on a questionnaire and also discuss their opinions about these materials with others who are participating in this session.  Would you feel comfortable doing that? |

Note: Given that only a few sessions are planned, it is very important to get participants who are both articulate and able to participate in this type of forum.

## Other Details About the Focus Groups

| | |
|---|---|
| **Honorarium:** | Each participant will be paid $75 at the end of the session |
| **Facilities:** | The focus group will be held in a centrally located facility in the downtown area. The facility will be a specially designed focus group room with a one-way mirror. There will be representatives from Service Canada viewing the groups from beyond the one-way mirror. |
| | The sessions will be held in the evening, after 5:30 pm. |
| | Participants will be served refreshments such as coffee, tea and juice. |
| **Procedure:** | All the sessions across the country will be audio-taped. The purpose of the audio-taping is so that the moderator of the groups can listen to the tapes after all the groups are done and use it to write the report. |

# IMMIGRANT LABOUR MARKET INFORMATION NEEDS
## FOCUS GROUPS

Dear Participant:

Thank you for agreeing to participate in this research being conducted on behalf of Service Canada. As we indicated on the phone, Service Canada is interested in the opinions of immigrant serving agencies in two key areas:

1) To get input from agencies on the labour market information needs of new immigrants.

2) To get feedback on some of the labour market information products that have been developed by Service Canada.

The overall purpose of the research is to either modify current labour market information products to better meet the needs of immigrants or to develop new products and services to better meet their needs.

The 3-hour focus group session, will be divided into two main segments:

| Segment 1: | The first part of each discussion group will be devoted to discussion about the perceived labour market information needs of immigrants |
|---|---|
| Segment 2: | The second part of the focus group will be spent reviewing some of the information on Service Canada's Labour Market Information website. |

In advance of attending the focus group session, we ask you to do some work in preparation. These are outlined in the attached documents. Please complete these in the next few days and bring them with you to the focus group session.

# QUESTIONNAIRE FOR SEGMENT #1
## LABOUR MARKET INFORMATION NEEDS OF IMMIGRANTS

**The following outlines the types of questions and issues we would like to cover in the focus group discussion.  Please feel free to consult with others in your organization and to incorporate their views in the questions below.**

**Please complete the questionnaire prior to attending the focus group session.**

1) In your opinion, is there labour market information available for immigrants who are looking for either employment or to make a career change?

| | |
|---|---|
| Yes, available | [    ] |
| No, not available | [    ] |

2) Please list what you consider to be the main sources of labour market information for immigrants who are looking for either employment or to make a career change.

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3) Based on your experience, please describe the types of labour market information that is needed by immigrants who are looking for either employment or to make a career change.

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4) Please describe the types of labour market information that is needed by immigrants that is generally hard to find or does not seem to be available.

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## *OUTLINE OF QUESTIONS FOR SEGMENT #2*
## LABOUR MARKET INFORMATION NEEDS OF IMMIGRANTS

During the focus group we will be asking for your comments on labour market information products available online at **http://www.labourmarketinformation.ca/** and **http://www.informationmarchetravail.ca/**

Prior to coming to the focus group session, we ask that you spend a few minutes looking at the information available on the site.  We will <u>not</u> be discussing the navigation of the site, that is how easy or difficult it is to find the information on the site or to get from one section to another, etc..  We will only be discussing the <u>content</u> of the various sections.

We have also selected two specific occupations to use as examples and we ask that at least you look at these two for the purpose of our discussions.  The two are:

- **National Occupation Code (NOC) 2174:** *Computer Programmers and Interactive Media Developers*

  *Ontario Region; Toronto*

- **National Occupation Code (NOC) 6661:  Light Duty Cleaners**

  *British Columbia Region; Lower Mainland Southwest*

The following lists the types of questions we would like to cover in the focus group discussion.  Please feel free to make any notes about anything you want to discuss in the focus group session.

## JOB DESCRIPTIONS

For this product, we will only be covering the section *Terms and Conditions* and not the whole section.

The types of questions we will be asking:

- ✓ Based on the title *Terms and Conditions*, is this the type of information you expected to see?
- ✓ How would you rate this section in providing useful information to immigrants?
- ✓ Is the information easy to understand or difficult to understand?  What is confusing or hard to understand?
- ✓ Is there anything missing that you think should be included under *Terms and Conditions*?
- ✓ Is this section too long, too short or just about right?  What could be shortened?  What should be longer?
- ✓ How would you rate the presentation or layout of the information?
- ✓ How would you rate the vocabulary or types of words used for an immigrant audience?
- ✓ What suggestions do you have for how the section *Terms and Conditions* could be improved?

## NOTES:

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## JOB AND SKILL REQUIREMENTS

The types of questions we will be asking:

- ✓ Based on the title, is this the type of information you expected to see?
- ✓ How would you rate this section in providing useful information to immigrants?
- ✓ Is the information easy to understand or difficult to understand?  What is confusing or hard to understand?
- ✓ Is there anything missing that you think should be included in this section?
- ✓ Is this section too long, too short or just about right?  What could be shortened?  What should be longer?
- ✓ How would you rate the presentation or layout of the information?
- ✓ How would you rate the vocabulary or types of words used for an immigrant audience?
- ✓ What suggestions do you have for how the section could be improved?

## NOTES:

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## EMPLOYMENT PROSPECTS

The types of questions we will be asking:

- ✓ Based on the title, is this the type of information you expected to see?
- ✓ How would you rate this section in providing useful information to immigrants?
- ✓ Is the information easy to understand or difficult to understand? What is confusing or hard to understand?
- ✓ Is there anything missing that you think should be included in this section?
- ✓ Is this section too long, too short or just about right? What could be shortened? What should be longer?
- ✓ How would you rate the presentation or layout of the information?
- ✓ How would you rate the vocabulary or types of words used for an immigrant audience?
- ✓ What suggestions do you have for how the section could be improved?

## NOTES:

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## WAGES AND SALARIES

The types of questions we will be asking:

- ✓ Based on the title, is this the type of information you expected to see?
- ✓ How would you rate this section in providing useful information to immigrants?
- ✓ Is the information easy to understand or difficult to understand?  What is confusing or hard to understand?
- ✓ Is there anything missing that you think should be included in this section?
- ✓ Is in this section too long, too short or just about right?  What could be shortened?  What should be longer?
- ✓ How would you rate the presentation or layout of the information?
- ✓ How would you rate the vocabulary or types of words used for an immigrant audience?
- ✓ What suggestions do you have for how the section could be improved?

## NOTES:

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## WHERE TO GET TRAINING

The types of questions we will be asking:

- ✓ Based on the title, is this the type of information you expected to see?
- ✓ How would you rate this section in providing useful information to immigrants?
- ✓ Is the information easy to understand or difficult to understand?  What is confusing or hard to understand?
- ✓ Is there anything missing that you think should be included in this section?
- ✓ Is this section too long, too short or just about right?
- ✓ How would you rate the presentation or layout of the information?
- ✓ What suggestions do you have for how the section could be improved?

## NOTES:

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## WHO HIRES

The types of questions we will be asking:

- ✓ Based on the title, is this the type of information you expected to see?

- ✓ How would you rate this section in providing useful information to immigrants?

- ✓ Is the information easy to understand or difficult to understand?  What is confusing or hard to understand?

- ✓ Is there anything missing that you think should be included in this section?

- ✓ Based on the title, is this the type of information you expected to see?

- ✓ Is this section too long, too short or just about right?  What could be shortened?  What should be longer?

- ✓ How would you rate the presentation or layout of the information?

- ✓ How would you rate the vocabulary or types of words used for an immigrant audience?

- ✓ What suggestions do you have for how the section could be improved?

## NOTES:

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# Moderator's Guide

## 1) Introduction  (10 minutes)

a) **Introduce self, and explain purpose of research:**  This research is being sponsored by the Government of Canada and specifically Service Canada.  The purpose of the research is to get input from immigrant-serving agencies in two key areas.  One is the labour market information needs of new immigrants and the second is feedback on some of the labour market information products that have been developed by Service Canada.  In order to better meet the needs of immigrants, the results will be used either to modify existing market information products or develop new products and services, if needed.  So first of all, we will have a general discussion about labour market information in general.  Then we will discuss some of the labour market information that was on the website we asked you to look at.

b) **Review group discussion procedures**
   -- Role of moderator
   -- No right or wrong answers
   -- Confidentiality:  names will not appear in reports
   -- Audio-taping
   -- One-way mirror and presence of observers

c) **Participant self-introductions:**  first name, organization, title/function, types of immigrants work with in terms of education/skill level

## 2) Labour Market Information Needs  (45 minutes)

In the first part of this discussion, I would like to hear your views and opinions about labour market information.

- Based on your experience, in general, what types of labour market information are needed by immigrants looking for employment?

    **Probe:**    Is there a difference between the types of labour market information they need before they come to Canada compared to when they are already in the country?

- Do the information needs of those who are highly skilled and those who are less highly skilled differ"

    **Probe:**    Are there different types of information needed?  Why?

                  Format of information (on-line vs. printed materials, language, etc.)

- Are the types of information you described generally easy to find or hard to find?  Is there some information that does not seem to be available?

- What are good sources of labour market information that you rely on yourself to help new immigrants or that you refer immigrants to as sources of information?

**3)  General Discussion of LMI Website Information (15 minutes)**

For the rest of the 3 hours we are going to look at the labour market  information available on the website we asked you to look at before coming to the group discussion and the comments that you have about the information that is available from the Service Canada website.  Your feedback will be used to make changes to the Immigration Portal, a website specially designed to help immigrants get information about working in Canada.

Before we look at the different sections, I'm interested in your overall reaction to the content of the website.

- In general, how useful do you think this type of labour market information is for immigrants?

     **Probe:**   Why or why not

     Is it more useful for particular types of immigrants than others?  Which ones and why?

- Please describe briefly anything in particular that you liked about the labour market information that was on the website

- Was there anything in particular that you did not like or found difficult to understand?  If yes: please briefly tell me what these were?

- We will be going through each of the sections of the website in detail.  Before we do that, are there any very general comments that anyone would like to make?

**4)  Description of Process for Reviewing LMI Website Information  (5 minutes)**

We will go through the various sections of the website, one by one.  And as we go through each one I will give you a copy of the information on the website to refresh your memory or in case you did not get a chance to review it in detail.  Mostly, I will be concentrating on labour market information for the occupation *Computer Programmers and Interactive Media Developers*.

Also, at certain times, we will be referring to the other occupation *Light Duty Cleaners* we had suggested you look at before coming to the group discussion.

**5) Section:** *Employment Prospects* **(X minutes)**

**a)** <u>**Questions Related to Employment Prospects for *Computer Programmers and Interactive Media Developers***</u>

We are going to look at the information in the section Employment Prospects for *Computer Programmers and Interactive Media Developers*. Here is what you would have seen on the screen and here is the printed copy to look at more closely. **(Show first on screen; then hand out copies of WebPages)**

Please take 2 or 3 minutes to refresh your memory or to review it and then we'll discuss your reactions.

- Based on the title *Employment Prospects* is this the type of information you expected?

  **Probe:**     **If no:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

  **Probe:**     What would be useful and why

  **If not useful**: Why not?

- Is there anything that you did not like about this section?

  **Probe:**     Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

  Are there any words or phrases that were difficult to understand?

- **If employment potential good not mentioned, ask:** Please tell me in your own words what *Employment Potential:  Good* means. What if it said *Employment Potential:  Limited*

- Is there any other type of information on *Employment Prospects* that you would like to see included?

- Is in this section too long, too short or just about the right length?

  **Probe:**     Suggestions for what could be shortened or removed?

  What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

  **Probe:**     **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

**b)** <u>**Questions Related to Employment Prospects for *Computer Programmers and Interactive Media Developers***</u>

I am going to show you <u>on screen</u> another example of the type of information about *Employment Prospects* that could be available.

**Show *Computer Programmers and Interactive Media Developers/ Ontario/Show all areas***

This is showing the employment prospects for computer programmers and interactive media developers in different parts of Ontario.

- How useful do you think this type of information is for immigrants? Why or why not?

---

- Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- In your opinion, would immigrants think about settling/moving to other parts of this province or to other parts of Canada based on this type of information? Why or why not

- Do you think this type of information would get immigrants to think about upgrading their skills in order to get the proper credentials? Why or why not

**6) Section:** *Wages and Salaries* **(X minutes)**

**a)** **<u>Questions Related to Wages and Salaries for</u> *<u>Computer Programmers and Interactive</u>* *<u>Media Developers</u>***

We are going to look at the information for Wages and Salaries on screen. Let me show you what information would be available and give you a minute or so to look at it. (**Show** *detailed wage comments* **version information on screen**)

**Note: Instruct participants to ignore '*Other Related Information*' for the discussion on wages and salaries**)

- Based on the title, is this the type of information you expected to see?

   **Probe:** **If no:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

   **Probe:**   Why or why not

   The three categories of wages

   Reference period

   Wage comments

- Is there anything that you did not like about this section?

   **Probe:**   Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

   Are there any words or phrases that were difficult to understand?
   --      Average, high, and low wages
   --      Reference period
   --      Wage comments

- Is there any other type of information on wages and salaries that you think should be included?

- What other suggestions do you have for how the section could be improved?

**b)** **<u>Questions Related to Wages and Salaries for Truck Driver (7411)/Alberta/Alberta</u>**

I am going to show you <u>on screen</u> another example of the type of information about *Wages and Salaries* that could be available. We will look at this example for truck drivers.

This is showing the wages and salaries paid to truck drivers who work in <u>different types of businesses or industries</u>.

- How useful do you think this type of information  by industries is for immigrants?  Why or why not?

- Did you find the information easy to understand or difficult to understand?   What is confusing or hard to understand?

**c)** **<u>Questions Related to Wages and Salaries for Truck Driver (7411)/Alberta/ Show all areas</u>**

Again using truck drivers as the occupation, here is another example of other information about wages and salaries could be available. (**Show on screen**)

This is showing the wages and salaries paid to truck drivers who work in different parts of the province of Alberta.

- How useful do you think this type of information is for immigrants?  Why or why not?

- Did you find the information easy to understand or difficult to understand?  What is confusing or hard to understand?

- In your opinion, would immigrants think about settling/moving to other parts of this province or to other parts of Canada based on this type of information?  Why or why not?

**7) Section: *Job and Skills Requirements* (X minutes)**

We are going to look at the information in the section Job and Skills Requirements for both occupations we had suggested you look at, starting with *Computer Programmers and Interactive Media Developers*. Here is what you would have seen on the screen and here is the printed copy to look at more closely. **(Show first on screen; then hand out copies of WebPages)**

Please take 2 or 3 minutes to refresh your memory or to review it and then we'll discuss your reactions.

**a) <u>Questions Related to Job and Skills Requirements for *Computer Programmers and Interactive Media Developers*</u>**

- Based on the title *Job and Skill Requirements* is this the type of information you expected?

    **Probe:**     **If no:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

    **Probe:**     What would be useful and why

                     **If not useful**: Why not?

                     Is there one particular part that you think would be more useful or more important than the others? **If yes**: Which one and why?

- Is there anything that you did not like about this section?

    **Probe:**     Is the information easy to understand or difficult to understand? What is confusing or hard to understand?

                     Are there any words or phrases that were difficult to understand?

- Is there any other type of information on *Job and Skills Requirements* that you think should be included?

- Is in this section too long, too short or just about the right length?

    **Probe:**     Suggestions for what could be shortened or removed?

                     What should be longer?

- Is the information laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:**     **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

- If not mentioned spontaneously probe in the context of the occupation they would be interested in:

    -- There is a section called Essential Skills. Is this information useful? Why or why not?

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**b) <u>Questions Related to Job and Skills Requirements for *Light Duty Cleaners*</u>**

Here is Job and Skills Requirements, so the same type of information for *Light Duty Cleaners*. **(Hand out copies of WebPages)** Please take 2 or 3 minutes to refresh your memory or to review it and then we'll discuss your reactions.

- In general, how useful do you think this type of information is for immigrants?

  **Probe:**    What would be useful and why

                    **If not useful**: Why not?

                    Is there one particular part that you think would be more useful than the others? **If yes**: Which one and why?

- Is there anything that you did not like about this section?

  **Probe:**    Is the information easy to understand or difficult to understand? What is confusing or hard to understand?

                    Are there any words or phrases that were difficult to understand?

- Is in this section too long, too short or just about the right length?

  **Probe:**    Suggestions for what could be shortened or removed?

                    What should be longer?

- Is the information laid out and presented well or could it be improved in any way to make it easier to read?

  **Probe:**    **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

**8) Section:** *Who Hires* **(X minutes)**

We are going to look at the information in the section Who Hires for *Computer Programmers and Interactive Media Developers* on screen. **(Show both page with introductory text and listing on screen; for listing point out that there are more pages of information available; then link to one of the companies underlined)**

- Based on the title *Who Hires* is this the type of information you expected or did you expect something different?

     **Probe:**     **If different:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

     **Probe:**     What would be useful and why

                   **If not useful**: Why not?

                   What would make this information more useful:

                   --   More contact information, i.e., phone #s, fax #s, etc.

                   --   More information about the company itself, i.e., size, industry, etc.

                   --   More employers or less employers on the list

- Is there anything that you did not like about this section?

     **Probe:**     Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- Is there any other type of information about *Who Hires* that that you think should be included?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

     **Probe:**     **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

- If not mentioned spontaneously probe:

     --   Based on the information in this section, is it your understanding that these companies have jobs available now or did you interpret this listing of companies in a different way?

     --   Would any of the following be useful additions to this section:

               Job postings -- why or why not?

               Search tips, that is information on how to search for a job in Canada? Why or why not?

               Information about the hiring process in Canada? Why or why not?

**9) Section:** *Job Descriptions* **(X minutes)**

In the section Job Descriptions, we asked you to look at the information under the heading *Terms and Conditions.* Here is a copy of that information for *Computer Programmers and Interactive Media Developers.* Please take 2 or 3 minutes to refresh your memory or to review it and then we'll discuss your reactions.

- First of all, based on the title *Terms and Conditions*, is this the type of information you expected to see?

    **Probe:**     **If no:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

    **Probe:**     What was useful and why

                **If not useful**: Why not?

- Is there anything that you did not like about this section?

    **Probe:**     Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

                Are there any words or phrases that were difficult to understand?

- Is there anything missing that you would like to see included?

- Is in this section too long, too short or just about the right length?

    **Probe:**     Suggestions for what could be shortened or removed?

                What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:**     **If could be improved:** What should be changed and how?

- What other suggestions do you have for how the section *Terms and Conditions* could be improved?

**10) Section:** *Where to Get Training* **(X minutes)**

We are going to look at the information in the section Where to Get Training for *Computer Programmers and Interactive Media Developers.* **(Show first on screen; then hand out copies of WebPages)**

- Based on the title *Where to Get Training* is this the type of information you expected?

  **Probe:** **If no:** What expected and why

- In general, how useful do you think this type of information is for immigrants?

  **Probe:** What would be useful and why

  **If not useful**: Why not?

  Is there one particular part that you think would be more useful than the others?
  **If yes**: Which one and why?

- Is there anything that you did not like about this section?

  **Probe:** Is the information easy to understand or difficult to understand? What is confusing or hard to understand?

  Are there any words or phrases that were difficult to understand?

- Is there any other type of information on *Where to Get Training* that you think should be included?

- Is in this section too long, too short or just about the right length?

  **Probe:** Suggestions for what could be shortened or removed?

  What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

  **Probe:** **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

- If not mentioned spontaneously probe in the context of the occupation they would be interested in:

  -- Both local and provincial training and information sources are listed. Would it be better just to have local information or is it good to have both local and provincial sources listed? Reasons why

  -- For the universities and colleges, is there any other information that you would like to see included for each?

  For example: More information about the courses offered, length of courses, course fees, etc.

  More contact information for each institution, i.e., a hyperlink, or who to call, their address, phone number, etc.

  -- Do you expect to see information about training for foreign trained professionals? Why or why not?

# *French* Study Materials for
# *Immigrant Service Providers*

## BESOINS EN INFORMATION SUR LE MARCHÉ DU TRAVAIL À L'INTENTION DES IMMIGRANTS
## -- QUESTIONNAIRE DE SÉLECTION --

| | |
|---|---|
| **NOM DE L'ORGANISATION :** | |
| **ADRESSE :** | |
| **N° TÉL. :** | |
| **NOM DE LA PERSONNE-RESSOURCE INITIALE :** | |
| **TITRE :** | |

## Sélection de l'étape 1

**DEMANDEZ À PARLER AU DIRECTEUR ADMINISTRATIF DE L'ORGANISME**

Bonjour. Je m'appelle _____ et je travaille pour R.I.S. Christie, une société de recherche en marketing. De concert avec Sage Research Corporation, Service Canada nous a accordé le contrat d'effectuer un projet de recherche en son nom. Service Canada est intéressé à connaître les opinions des organismes d'aide aux immigrants pour deux domaines clés. Le premier est les commentaires sur les besoins en information sur le marché du travail à l'intention des nouveaux immigrants. Le deuxième est les commentaires sur certains produits d'information sur le marché du travail qui ont été élaborés par Service Canada. Le but général de la recherche est de soit modifier les produits d'information sur le marché du travail afin de mieux répondre aux besoins des immigrants soit élaborer de nouveaux produits et services pour mieux répondre à leurs besoins.

Nous aimerions qu'une personne de votre organisme participe à ce projet de recherche, qui donne des séances d'information sur la manière de trouver un emploi ou de faire un changement de carrière ou de prendre des décisions relativement à de la formation ou encore qui conseille les immigrants dans ces domaines. Ce que nous leur demanderons de faire, c'est de lire personnellement quelques sections particulières du site Web sur les Informations sur le marché du travail, puis de participer à une séance de groupe de discussion de 3 heures avec des gens des autres organismes d'aide aux immigrants. Lors de cette séance de groupe de discussion, ils pourront discuter de leurs réactions aux documents. Cette séance aura lieu après les heures de travail. Les résultats de la recherche seront utilisés pour procurer des données à Service Canada dans le but de modifier les documents, au besoin, ou d'identifier tous documents supplémentaires qui pourraient être requis.

Votre organisme travaille-t-il avec de nouveaux arrivants pour les aider à identifier des occasions d'emploi, trouver un emploi, identifier les occasions de formation ou d'études ou apporter des changements à leur carrière?

| Oui | 1 | |
|---|---|---|
| Non | 2 | **Remerciez et terminez** |

Avec quelle personne de votre organisme devrions-nous parler, c'est-à-dire avec quel conseiller devrions-nous communiquer? Toute participation à cette étude est, bien sûr, volontaire et toutes les réponses seront gardées confidentielles.

Si vous désirez obtenir plus de renseignements sur ce projet ou si vous avez des questions, veuillez communiquer avec Sylvie Girard de Service Canada. Son numéro de téléphone est le (819) 994-2546.

| |
|---|
| **NOM DE LA PERSONNE-RESSOURCE :** |
| **TITRE :** |
| **ADRESSE :** |
| **N° TÉL. :** |
| **ADRESSE DE COURRIEL / NUMÉRO DE TÉLÉCOPIEUR** |

On nous a demandé également d'organiser des groupes de discussion avec des immigrants qui sont venus au Canada au cours des 5 dernières années pour s'y installer de manière permanente. Nous aimerions inclure un groupe représentatif d'immigrants dans le cadre des séances, incluant quelques nouveaux arrivants qui cherchent un emploi. Nous aurons besoin d'aide de la part d'organismes, comme le vôtre, pour identifier ces types de personnes pour participer à la recherche. Nous demanderions aux immigrants de participer à ces groupes de discussion, au cours desquels nous leur demanderions de parler des types de renseignements dont ils ont besoin dans le cadre de leur recherche d'emploi. Nous leur demanderons ensuite d'exprimer leurs réactions à certains produits d'information sur le marché du travail contenus dans le site Web de Service Canada. Les participants aux groupes de discussion recevront des honoraires.

Nous commencerons cette phase de la recherche dans quelques jours. Avec quelle personne de votre organisme devrions-nous communiquer pour obtenir de l'aide relativement aux groupes d'immigrants?

| |
|---|
| **NOM DE LA PERSONNE-RESSOURCE :** |
| **TITRE :** |
| **ADRESSE :** |
| **N° TÉL. :** |
| **ADRESSE DE COURRIEL / NUMÉRO DE TÉLÉCOPIEUR** |

## Sélection de l'étape 2

Bonjour.  Je m'appelle _____ et je travaille pour R.I.S. Christie, une société de recherche en marketing. (NOM DE LA PERSONNE-RESSOURCE) de votre organisme m'a suggéré de vous parler.

Service Canada a communiqué avec nous pour effectuer une recherche en son nom, de concert avec une autre société de recherche, Sage Research Corporation.

Service Canada est intéressé à connaître les opinions sur les besoins en information sur le marché du travail à l'intention des nouveaux immigrants et quelques commentaires sur certains produits d'information du marché du travail qui ont été élaborés par le groupe Informations sur le marché du travail.  Le ministère est intéressé à connaître les opinions des gens, comme vous, qui travaillent dans des organismes d'aide aux immigrants dans différentes régions canadiennes. Les résultats de la recherche seront utilisés pour procurer des données à Service Canada dans le but de modifier les documents, au besoin, ou d'identifier tous documents supplémentaires qui pourraient être requis.

Ce que nous vous demanderons de faire, c'est de lire personnellement quelques sections particulières du site Web Informations sur le marché du travail, puis de participer à une séance de groupe de discussion de 3 heures avec des gens des autres organismes d'aide aux immigrants pour discuter de vos réaction à ces documents.  Cette séance aura lieu après les heures de travail.

J'aimerais vous poser quelques questions pour m'assurer d'inclure un bon groupe représentatif de personnes dans nos séances.

1) Depuis combien de temps travaillez-vous personnellement avec des nouveaux arrivants en les aidant à identifier des occasions d'emploi, trouver de l'emploi ou faire des changements à leur carrière?

| Je ne travaille pas avec des nouveaux arrivants dans ce domaine | A | → **Remerciez et terminez** |
|---|---|---|
| Depuis moins qu'un (1) an | 1 | **Recrutez un groupe représentatif** |
| Depuis 1 à 2 ans | 2 | |
| Depuis 3 à 5 ans | 3 | |
| Depuis plus de 5 ans | 4 | |

2) Travaillez-vous principalement avec des immigrants ou des nouveaux arrivants qui sont qualifiés ou formés, avec des immigrants qui ne sont fondamentalement pas qualifiés ou avez-vous tendance à travailler avec ces deux types d'immigrants?

| Je travaille principalement avec des immigrants qualifiés/formés | 1 |
|---|---|
| Je travaille principalement avec des immigrants non qualifiés | 2 |
| Je travaille avec ces deux types | 3 |

3) Veuillez énumérer les communautés d'immigrants avec lesquelles vous avez travaillé. **(Inscrivez ci-dessous) (Sondez)** Y en a-t-il d'autres?

_____

_____

_____

_____

_____

_____

Nous aimerions vous inviter à participer au groupe de discussion. Laissez-moi vous expliquer en plus grand détail ce que nous demanderons de faire à chaque participant ainsi que les marches à suivre.

1) Le groupe de discussion se compose de personnes comme vous, qui viennent s'asseoir avec plusieurs autres personnes des organismes d'aide aux immigrants et ces personnes sont invitées à donner leurs opinions sur les besoins en information sur le marché du travail à l'intention des immigrants et certains produits contenus dans le site Web, Informations sur le marché du travail. La séance du groupe de discussion durera environ 3 heures et est prévue pour **(LISEZ LES DATES ET LES HEURES)**.

2) Environ une semaine avant la tenue du groupe de discussion, nous vous enverrons un programme décrivant les types de questions et problématiques qui seront discutées au cours de la discussion de groupe avec deux courts questionnaires à remplir. Un questionnaire portera sur les besoins en information des immigrants sur le marché du travail. L'autre questionnaire portera sur certains produits contenus dans le site Web Informations sur le marché du travail. Nous vous demanderions de le faire avant de vous présenter à la discussion de groupe.

Les questionnaires à remplir sont conçus pour vous amener aux questions et secteurs qui nous intéressent. Vous devrez apporter les questionnaires, que vous aurez remplis, à la discussion de groupe.

3) Tel que mentionné, le groupe de discussion durera environ 3 heures. Vous recevrez des honoraires de 200 $ pour votre participation, c'est-à-dire pour la lecture que vous devrez faire avant la séance et la participation à la discussion.

Seriez-vous intéressé(e) à y participer?

| | | |
|---|---|---|
| Oui | 1 | **Confirmez les détails pour l'envoi des documents** |
| Non | 2 | **Remerciez et terminez** |

| Ville/date : | Endroit : | Heure : |
|---|---|---|
| *Toronto*<br>*Lundi, 20 mars* | **Consumer Vision**<br>2 Bloor Street Westt<br>3<sup>rd</sup> Floor, Toronto Room<br><br>Tél. :  (416) 967-1596 | 17 h à 20 h |
| *Kitchener-Waterloo*<br>*Jeudi, 23 mars* | 2.  Metroline Research Group<br>7 Duke Street West<br>Suite 301<br><br>Tél. :   (519) 584-7700 | 17 h à 20 h |
| *Montréal*<br>*Lundi, 27 mars* | **Contemporary Research Centre**<br>1250, rue Guy<br>Bureau 802<br><br>Tél. :  (514) 932-7511 | 17 h à 20 h |
| *Calgary*<br>*Lundi, 27 mars* | **Qualitative Coordination**<br>707-10<sup>th</sup> Avenue S.W.<br>Suite 120<br><br>Tél. :  (403) 229-3500 | 17 h à 20 h |
| *Vancouver*<br>*Mardi, 28 mars* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tél. :  (604) 689-5511 | 17 h à 20 h |

### *BESOINS EN INFORMATION SUR LE MARCHÉ DU TRAVAIL À L'INTENTION DES IMMIGRANTS*
### *-- QUESTIONNAIRE DE SÉLECTION --*

| | |
|---|---|
| **NOM DE L'ORGANISATION :** | |
| **ADRESSE :** | |
| **N° TÉL. :** | |
| **NOM DE LA PERSONNE-RESSOURCE INITIALE :** | |
| **TITRE :** | |

**DEMANDEZ À PARLER AU DIRECTEUR ADMINISTRATIF DE L'ORGANISME**

Bonjour. Je m'appelle _____ et je travaille pour R.I.S. Christie, une société de recherche en marketing. De concert avec Sage Research Corporation, Service Canada nous a accordé le contrat d'effectuer un projet de recherche en son nom. Service Canada est intéressé à connaître les opinions des immigrants sur les types d'informations sur le marché du travail dont ils ont besoin dans leur recherche d'emploi. On nous a tout particulièrement demandé d'organiser des groupes de discussion avec les immigrants qui sont venus au Canada au cours des 5 dernières années pour s'y installer de manière permanente.

Nous aurons besoin d'aide d'organismes, comme le vôtre, pour identifier les personnes pour participer à la recherche.

Votre organisme travaille-t-il avec de nouveaux arrivants pour les aider à identifier des occasions d'emploi, trouver un emploi, identifier les occasions de formation ou d'études ou apporter des changements à leur carrière?

| Oui | 1 | |
|---|---|---|
| Non | 2 | **Remerciez et terminez** |

Au cours de la séance de groupe de discussion, nous aimerions inclure un groupe représentatif d'immigrants, incluant quelques nouveaux arrivants qui recherchent du travail. Au cours de la discussion de groupe, nous leur demanderons tout d'abord de parler des types de renseignements dont ils ont besoin dans le cadre de leur recherche d'emploi. Nous leur demanderons ensuite d'exprimer leurs réactions à certains produits d'information sur le marché du travail contenus dans le site Web de Service Canada. Tous les participants aux groupes de discussion recevront des honoraires.

Nous commencerons cette phase de la recherche dans quelques jours. Avec quelle personne de votre organisme devrions-nous communiquer pour obtenir de l'aide relativement au groupe de discussion?

| |
|---|
| **NOM DE LA PERSONNE-RESSOURCE :** |
| **TITRE :** |
| **ADRESSE :** |
| **N° TÉL. :** |
| **ADRESSE DE COURRIEL / NUMÉRO DE TÉLÉCOPIEUR** |

Si vous désirez obtenir plus de renseignements sur ce projet ou si vous avez des questions, veuillez communiquer avec Sylvie Girard de Service Canada. Son numéro de téléphone est le (819) 994-2546.

| À : | *X, chez ISP  (à Toronto, Montréal, Vancouver)* |
|---|---|
| **De :** | X, à R.I.S. Christie |
| **Date :** | 16ième février 2006 |
| **Objet :** | *Identification des immigrants pour participer aux groupes de discussion de Service Canada* |

Les éléments suivants serviront de lignes directrices et expliquent :

-- qu'est-ce qu'on demandera aux immigrants de faire lors des groupes de discussion;

-- les marches à suivre pour recruter les participants potentiels aux groupes de discussion;

-- les types de personnes qui devraient être approchées pour participer aux groupes de discussion;

-- autres détails concernant les groupes de discussion.


## Qu'est-ce qu'on demandera aux immigrants de faire lors des groupes de discussion

Le but de l'étude est :

1) d'obtenir des commentaires sur les types de renseignements dont ils ont besoin pour faire leur recherche d'emploi

2) de connaître leurs réactions à certains produits d'information sur le marché du travail qui sont disponibles dans le site Web de Service Canada.

La durée prévue des séances du groupe de discussion est de 2 heures et sera répartie en deux sections :

| 1<sup>re</sup> partie : | On demandera aux participants de décrire leurs expériences à trouver ou chercher un emploi ainsi que leurs utilisations et perceptions des types de renseignements au sujet du marché du travail qui leur sont disponibles.  Dans cette partie du groupe de discussion, on demandera aux participants de répondre eux-mêmes à un court questionnaire pour les aider à organiser leurs pensées. |
|---|---|
| 2<sup>e</sup> partie : | On demandera aux participants d'examiner quelques produits d'information sur le marché du travail que Service Canada a élaborés. Après avoir examiné chacun des produits, on demandera aux participants de répondre à un bref questionnaire sur leurs réactions.  Puis, une discussion de groupe aura lieu. |


## Les marches à suivre pour recruter les participants potentiels aux groupes de discussion

Nous demandons à plusieurs organismes d'aide aux immigrants à travers le pays d'identifier les immigrants qui correspondent au profil des types de personnes qu'on nous a demandé de recruter pour participer aux groupes de discussion.  Dans le cadre de cette démarche,  vous devrez obtenir leur permission pour que nous, chez R.I.S. Christie, puissions communiquer avec eux par téléphone.

Il y a plusieurs raisons pour lesquelles nous, chez R.I.S. Christie, devrons communiquer avec eux :

1) on nous a demandé de recruter un échantillon représentatif d'immigrants; cela veut dire que nous devrons administrer un questionnaire de sélection à tous les recrutés potentiels aux séances avant de les inviter à participer au groupe de discussion;

2) s'ils sont admissibles et intéressés à participer, leur donner les détails concernant l'heure, la date et l'endroit où aura lieu le groupe de discussion, auquel on leur demandera de participer;

3) plusieurs fois avant la tenue du groupe de discussion, nous communiquerons de nouveau avec eux pour nous assurer qu'ils sont toujours intéressés et en mesure de participer aux séances; ceci est très important puisqu'un petit nombre de personnes seulement seront invitées à l'une des séances et qu'un faible taux de participation peut mettre le projet de recherche en péril.

## Les types de personnes qui devraient être approchées pour participer aux groupes de discussion

Voici les exigences générales que nous avons pour les groupes. Ces dernières se classent en 2 catégories qu'on nous a demandé de prendre en considération :

1)      les caractéristiques démographiques;

2)      la capacité et l'aisance de participer à ce genre de séance.

*Les caractéristiques démographiques :*

| Durée de temps au Canada : | **Seules les personnes qui sont venues au Canada au cours des 5 dernières années sont admissibles à participer à ce projet de recherche.** |
|---|---|
| | Parmi celles qui sont venues au Canada au cours des 5 dernières années, nous aimerions un échantillon représentatif : |
| | a)      d'arrivants récents et moins récents |
| | b)      de requérants principaux et secondaires |
| **Profession dans le pays d'origine :** | Nous aimerions inclure les personnes qui sont classées comme étant qualifiées ou formées à l'étranger et celles qui ne sont pas qualifiées, d'après les emplois/postes qu'elles ont occupés dans leur pays d'origine avant de venir au Canada. |
| **Échantillon représentatif pour d'autres caractéristiques importantes :** | Les autres caractéristiques, pour lesquelles nous avons besoin de nous assurer d'avoir un échantillon représentatif de participants, sont : |
| | a)   le pays d'origine (nous voulons inclure autant d'origines ethniques diverses que possible) |
| | b)   la situation d'emploi actuelle (c'est-à-dire, travaille, sans emploi, prévoit changer d'emploi/carrière, aux études) |
| | c)   parmi ceux qui travaillent, un éventail de professions ou d'emplois |
| | d)   le degré de scolarité |
| | e)   l'âge |
| | On nous a également demandé de nous assurer qu'on demande aux hommes et aux femmes à parts égales de participer au projet d'étude. |

*La capacité et l'aisance de participer à ce genre de séance :*

On retrouve plusieurs exigences que tous les participants à ce projet de recherche doivent satisfaire en raison de la nature des documents faisant l'objet des essais.  De plus, on retrouve plusieurs tâches que les participants au groupe de discussion doivent habituellement faire comme la révision des documents écrits ou en ligne.  Voici les types de questions que nous pourrions poser pour évaluer la capacité et l'aisance d'une personne quant à sa participation à l'un de nos groupes de discussion :

| | |
|---|---|
| **Connaissances en informatique et accès :** | **Toutes les personnes doivent se sentir à l'aise d'accéder à des renseignements sur Internet ET avoir accès à un ordinateur et à Internet.** |
| **Description d'un groupe de discussion :** | Nous organisons un projet de recherche pour le compte du gouvernement du Canada auprès des personnes de 18 ans et plus. On nous a demandé de recueillir les opinions des personnes, comme vous-même. Ce qui se passe est ceci : on invite une personne, comme vous, à s'asseoir avec plusieurs autres personnes pour faire part de ses idées et opinions. Nous organisons quelques-unes de ces séances et nous serions intéressés à votre participation.<br><br>La discussion portera sur certains documents de communication, qui ont été élaborés.<br><br>Votre participation est bien volontaire et tout ce que vous dites sera gardé confidentiel. |
| **Capacité/aisance :** | On demandera aux participants à la séance de discussion d'examiner quelques documents écrits et en ligne et d'écrire leurs réponses dans un questionnaire au sujet de leurs réactions. Ils devront également discuter de leurs opinions au sujet de ces documents avec les autres participants à cette séance. Vous sentiriez-vous à l'aise de faire ceci? |

Note : étant donné que quelques séances seulement sont prévues, il est très important d'obtenir la participation de personnes qui s'expriment bien et qui peuvent participer à ce type de forum.


**Autres détails concernant les groupes de discussion**


| | |
|---|---|
| *Honoraires :* | Chaque participant recevra 75 $ à la fin de la séance |
| *Endroit :* | Le groupe de discussion aura lieu dans un endroit central du centre-ville. Cet endroit sera une salle spécialement conçue pour les groupes de discussion équipée d'un miroir d'observation. Il y aura des représentants de Service Canada, qui observeront les groupes derrière le miroir d'observation.<br><br>Les séances auront lieu le soir après 17 h 30.<br><br>On servira aux participants des rafraîchissements comme du café, du thé et du jus. |
| *Marche à suivre :* | Toutes les séances à travers le pays seront enregistrées sur cassette audio. Le but de l'enregistrement sur cassette audio est que le modérateur des groupes peut écouter les cassettes après la tenue des groupes et l'utiliser pour écrire son rapport. |

# BESOINS DES IMMIGRANTS EN MATIÈRE D'INFORMATION SUR LE MARCHÉ DU TRAVAIL
## GROUPES DE DISCUSSION

Cher participant,

Merci de bien vouloir participer à cette recherche menée au nom de Service Canada. Comme nous vous l'avons mentionné au téléphone, Service Canada s'intéresse aux opinions des organismes desservant les immigrants et ce, principalement dans deux domaines :

1) Recueillir, auprès des organismes, des commentaires sur les besoins des nouveaux immigrants en matière d'information sur le marché du travail.

2) Recueillir de la rétroaction sur certains des produits d'information sur le marché du travail élaborés par Service Canada.

L'objectif global de la recherche vise soit à modifier les produits d'information actuels sur le marché du travail pour mieux satisfaire les besoins des immigrants, soit à mettre au point de nouveaux produits et services pour mieux subvenir à leurs besoins.

La séance de groupe de discussion de 3 heures comporte deux grandes parties :

| Première partie : | La première partie sera consacrée à la discussion des perceptions des besoins des immigrants en matière d'information sur le marché du travail. |
|---|---|
| Deuxième partie : | La deuxième partie portera sur l'examen d'une partie de l'information contenue sur le site Internet de Service Canada sur l'information sur le marché du travail. |

Avant de participer à la séance de groupe de discussion, nous vous demandons d'effectuer un certain travail préparatoire dont la description se trouve dans les documents annexés. Veuillez donc effectuer ces travaux d'ici quelques jours et vous assurer d'apporter le tout à la séance de groupe de discussion.

## QUESTIONNAIRE SUR LA PREMIÈRE PARTIE
## BESOINS DES IMMIGRANTS EN MATIÈRE D'INFORMATION SUR LE MARCHÉ DU TRAVAIL

**Voici le type de questions et de problèmes dont nous souhaitons que le groupe discute. N'hésitez pas à consulter d'autres personnes de votre organisme et à incorporer leurs opinions dans vos réponses aux questions suivantes.**

**Veuillez remplir le questionnaire avant de participer à la session de groupe de discussion.**

1) À votre avis, existe-t-il de l'information sur le marché du travail à l'intention des immigrants qui recherchent un emploi ou qui souhaitent changer de carrière?

   Oui, il existe de l'information      [    ]

   Non, il n'existe pas d'information    [    ]

2) Quelles sont, selon vous, les principales sources d'information sur le marché du travail qui existent à l'intention des immigrants à la recherche d'un emploi ou qui souhaitent changer de carrière?

   _____

   _____

   _____

   _____

   _____

   _____

3) Selon votre expérience, décrivez les types d'information sur le marché du travail dont ont besoin les immigrants à la recherche d'un emploi ou qui souhaitent changer de carrière.

   _____

   _____

   _____

   _____

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4) Veuillez décrire les types d'information sur le marché du travail dont les immigrants ont besoin  et qui sont, en général, difficiles à trouver ou qui ne sont pas disponibles.

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## *APERÇU DES QUESTIONS CONCERNANT LA DEUXIÈME PARTIE*
## BESOINS DES IMMIGRANTS EN MATIÈRE D'INFORMATION SUR LE MARCHÉ DU TRAVAIL

**Au cours de la séance de discussion de groupe, nous recueillerons vos commentaires sur les produits d'information sur le marché du travail que l'on retrouve en ligne sur le site http://www.informationmarchetravail.ca/ et http://www.labourmarketinformation.ca/.**

**Avant de participer à la séance, nous vous demandons de prendre connaissance pendant quelques minutes de l'information qui se trouve sur le site. Nous ne discuterons <u>pas</u> de la navigation sur le site, à savoir s'il est facile ou difficile d'y trouver l'information, de passer d'une section à l'autre, etc. Nous ne discuterons que du <u>contenu</u> des nombreuses sections qui s'y trouvent.**

**Nous avons également choisi, à titre d'exemples, deux professions bien précises que nous vous demandons d'examiner pour fins de discussion. Voici la description de ces deux professions :**

- **Code de la Classification nationale des professions (CNP) 2174 :**
  *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs*

  *Région de l'Ontario; Toronto*

- **Code de la Classification nationale des professions (CNP) 6661 : Préposés/préposées à l'entretien ménager et au nettoyage – travaux légers**

  *Région de la Colombie-Britannique – Région sud-ouest Lower Mainland*

**Voici le type de questions dont le groupe discutera. N'hésitez pas à prendre des notes sur les points dont vous voudrez discuter durant la séance de discussion de groupe.**

## DESCRIPTIONS D'EMPLOI

Seule la section intitulée *Conditions d'emploi* sera examinée pour ce produit d'information.

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?

- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?

- ✓ L'information est-elle facile à comprendre ou difficile à comprendre? Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?

- ✓ Selon vous, faudrait-il ajouter quoi que ce soit?

- ✓ La section est-elle trop longue, trop courte ou convient-elle bien? Que pourrait-on y retrancher? Que devrait-on y ajouter?

- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?

- ✓ Comment évalueriez-vous le vocabulaire ou les mots employés à l'intention des immigrants?

- ✓ Comment pourrait-on améliorer cette section, selon vous?

## NOTES :

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## CONDITIONS D'ACCÈS À LA PROFESSION ET COMPÉTENCES

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?
- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?
- ✓ L'information est-elle facile à comprendre ou difficile à comprendre? Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?
- ✓ Selon vous, faudrait-il ajouter quoi que ce soit?
- ✓ La section est-elle trop longue, trop courte ou convient-elle bien? Que pourrait-on y retrancher? Que devrait-on y ajouter?
- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?
- ✓ Comment évalueriez-vous le vocabulaire ou les mots employés à l'intention des immigrants?
- ✓ Comment pourrait-on améliorer cette section, selon vous?

## NOTES :

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## PERSPECTIVES D'EMPLOI

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?
- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?
- ✓ L'information est-elle facile à comprendre ou difficile à comprendre?  Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?
- ✓ Selon vous, qu'il faudrait-il ajouter quoi que ce soit?
- ✓ Est-ce que le titre renferme bien le type d'information auquel vous vous attendiez?
- ✓ La section est-elle trop longue, trop courte ou convient-elle bien?  Que pourrait-on y retrancher?  Que devrait-on y ajouter?
- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?
- ✓ Comment évalueriez-vous le vocabulaire ou les mots employés à l'intention des immigrants?
- ✓ Comment pourrait-on améliorer cette section, selon vous?

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## INFORMATION SUR LES SALAIRES

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?
- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?
- ✓ L'information est-elle facile à comprendre ou difficile à comprendre?  Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?
- ✓ Selon vous, faudrait-il ajouter quoi que ce soit?
- ✓ La section est-elle trop longue, trop courte ou convient-elle bien?  Que pourrait-on y retrancher?  Que devrait-on y ajouter?
- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?
- ✓ Comment évalueriez-vous le vocabulaire ou les mots employés à l'intention des immigrants?
- ✓ Comment pourrait-on améliorer cette section, selon vous?

## NOTES:

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## PROGRAMMES DE FORMATION DISPONIBLES

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?
- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?
- ✓ L'information est-elle facile à comprendre ou difficile à comprendre? Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?
- ✓ Selon vous, faudrait-il ajouter quoi que ce soit?
- ✓ La section est-elle trop longue, trop courte ou convient-elle bien?
- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?
- ✓ Comment pourrait-on améliorer cette section, selon vous?

## NOTES :

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## EMPLOYEURS POTENTIELS

Voici le type de questions que nous allons poser :

- ✓ Est-ce que le titre contient bien le type d'information auquel vous vous attendiez?
- ✓ Comment évalueriez-vous l'utilité de cette section pour les immigrants?
- ✓ L'information est-elle facile à comprendre ou difficile à comprendre? Qu'est-ce qui porte à confusion ou qu'est-ce qui est difficile à comprendre?
- ✓ Selon vous, faudrait-il ajouter quoi que ce soit?
- ✓ La section est-elle trop longue, trop courte ou convient-elle bien? Que pourrait-on y retrancher? Que devrait-on y ajouter?
- ✓ Comment évalueriez-vous la présentation ou la mise en page de l'information?
- ✓ Comment évalueriez-vous le vocabulaire ou les mots employés à l'intention des immigrants?
- ✓ Comment pourrait-on améliorer cette section, selon vous?

## NOTES :

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# Guide du modérateur

## 1)       Introduction  (10 minutes)

a) **Présentez-vous et expliquez le but de ce projet de recherche :**  Cette recherche est parrainée par le gouvernement du Canada et tout particulièrement Service Canada.  Le but de la recherche est de recueillir les commentaires et opinions des organismes d'aide aux immigrants dans deux secteurs. Un est les besoins en information sur le marché du travail des nouveaux immigrants et le deuxième est les commentaires ou la rétroaction de certains produits d'information sur le marché du travail qui ont été élaborés par Service Canada.  Afin de mieux répondre aux besoins des immigrants, les résultats seront utilisés soit pour modifier les produits d'information actuels soit l'élaboration de nouveaux produits et services, au besoin.  Donc, tout d'abord, nous aurons une discussion générale au sujet des informations sur le marché du travail.  Puis, nous discuterons de l'information sur le marché du travail qui est affichées sur le site Internet que nous vous avons demandé d'examiner.

b) **Passez les procédures de la discussion de groupe en revue :**

--   le rôle du modérateur

--   il n'y a pas de bonnes ni de mauvaises réponses

--   la confidentialité : les noms ne figureront pas dans les rapports

--   l'enregistrement sur cassette audio

--    le miroir sans tain et la présence des observateurs

c) **Les participants se présentent eux-mêmes :**   prénom, organisation, titre/fonction, types d'immigrants avec qui ils ont travaillé en terme de scolarité/niveau de compétences

## 2)  Besoins des immigrants en  matière d'information sur le marché du travail (45 minutes)

Dans la première partie de cette discussion, j'aimerais entendre vos opinions et points de vue au sujet de l'information sur le marché du travail.

- D'après votre expérience, en général, de quel type d'informations sur le marché du travail les immigrants, qui cherchent un emploi, ont-ils besoin?

   **Sondez :**   Y a-t-il une différence entre les types d'informations sur le marché du travail dont ils ont besoin avant de venir au Canada comparativement à lorsqu'ils sont déjà au pays?

- Est-ce que les informations des personnes qui sont hautement qualifiées diffèrent de celles des personnes moins qualifiées?

   **Sondez:**   Existe-t-il des types différents d'informations qui sont nécessaires?  Pourquoi?

   Format de l'information (en ligne par rapport à matériel imprimé, langue, etc.)

- Est-ce que les types d'informations que vous avez décrits sont généralement faciles ou difficiles à trouver? Y a-t-il quelques informations qui ne semblent pas être disponibles?

- Quelles sont les bonnes sources d'information sur le marché du travail, auxquelles vous vous fiez vous-même, pour aider les nouveaux immigrants ou que vous recommandez aux immigrants comme sources d'information?

**3) Discussion générale de l'information contenue dans le site Internet de l' IMT (15 minutes)**

Pour le reste des 3 heures, nous examinerons quelques exemples d'information sur le marché du travail disponible dans le site Internet, que nous vous avons demandé d'examiner avant de vous présenter à la discussion de groupe, ainsi que les commentaires que vous avez au sujet des renseignements disponibles dans le site Internet de Service Canada. Vos commentaires seront utilisés pour apporter des changements au Portail Immigration, un site Internet entre autre conçu pour aider les immigrants à obtenir de l'information sur le marché du travail au Canada.

Avant d'examiner les différentes sections, je suis intéressé(e) à connaître vos réactions générales face au contenu du site Internet.

- En général, à quel point ce type d'informations sur le marché du travail est-il utile pour les immigrants?

    **Sondez:**   Pourquoi ou pourquoi pas

    Sont-elles plus utiles pour certains types d'immigrants que d'autres? Lesquelles et pourquoi?

- Veuillez décrire brièvement tout ce que vous avez aimé en particulier au sujet de l'information sur le marché du travail qui était affichée dans le site Internet.

- Y avait-il quelque chose en particulier que vous n'avez pas aimé ou que vous avez trouvé difficile à comprendre? Si « oui » : veuillez me décrire brièvement ce que c'était?

- Nous examinerons chacune des sections du site Internet en détail. Avant de le faire, est-ce que vous aimeriez exprimer des commentaires très généraux?

**4) Description du processus de lecture de l'information du site Internet de l' IMT  (5 minutes)**

Nous passerons en revue les diverses sections du site Internet, une à la fois. Alors que nous lirons chacune, je vous donnerai une copie de l'information contenue dans le site Internet pour rafraîchir votre mémoire ou au cas où vous n'aurez pas eu la chance de les lire en détail. Surtout, je me concentrerai sur les informations sur le marché du travail pour la profession *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs*.

De plus, quelques fois, nous nous reporterons à l'autre profession, *Préposés/préposées à l'entretien ménager et au nettoyage – travaux légers*, que nous vous avions suggéré de regarder avant de venir à la discussion de groupe.

**5) Section :** *Perspectives d'emploi* **(X minutes)**

**a)** <u>**Questions concernant les Perspectives d'emploi pour les *Programmeurs/programmeuses et***</u>
<u>***développeurs/développeuses en médias interactifs***</u>

Nous allons examiner les informations de la section Perspectives d'emploi pour les *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs.* Voici ce que vous auriez vu à l'écran. La copie imprimée ici vous permet de la lire plus attentivement. **(Montrez tout d'abord à l'écran; puis, distribuez les copies des pages Internet)**

Veuillez prendre 2 ou 3 minutes pour rafraîchir votre mémoire ou la lire, puis nous discuterons de vos réactions.

- D'après le titre *Perspectives d'emploi,* est-ce que ce type d'informations est celui auquel vous vous attendiez?

  **Sondez :   Si « non » :** Quelles étaient les attentes et pourquoi

- En général, à quel point croyez-vous que ce type d'information est utile pour les immigrants?

  **Sondez :** Qu'est-ce qui serait utile et pourquoi

  **Si pas utile :** Pourquoi pas?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre? Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- **Si un emploi potentiellement bon n'est pas mentionné, posez cette question :** Veuillez me dire dans vos propres mots ce que *Possibilités d'emploi : bonnes* veut dire. Et s'il était écrit *Possibilités d'emploi : limitées.*

- Existe-t-il tout autre type d'informations sur les *Perspectives d'emploi* que vous aimeriez obtenir sur la profession qui vous intéresse?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :** Suggestions quant à ce qui pourrait être raccourci ou enlevé? Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

**b)** <u>**Questions concernant les Perspectives d'emploi des *Programmeurs/programmeuses et***</u>
<u>***développeurs/développeuses en médias interactifs***</u>

Je vais vous montrer <u>à l'écran</u> un autre exemple du type d'informations sur les *Perspectives d'emploi* qui pourraient être disponibles.

**Montrez** *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs/Ontario/Montrez toutes les régions*

Voici les perspectives d'emploi pour les programmeurs en informatique et les développeurs des médias interactifs qui travaillent dans différentes régions de l'Ontario.

o  Selon vous, à quel point ce type d'informations est-il utile pour les immigrants?  Pourquoi ou pourquoi pas?

• D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

• À votre avis, est-ce que les immigrants penseraient à déménager/s'installer dans d'autres régions de cette province ou du Canada d'après ce type d'information?  Pourquoi ou pourquoi pas?

• Est-ce que ce type d'informations amènerait les immigrants à penser à perfectionner leurs compétences afin d'obtenir les titres de compétence adéquats? Pourquoi ou pourquoi pas?

**6) Section : Information sur les *salaires* (X minutes)**

**a) Questions concernant les salaires des *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs***

Nous allons examiner les informations sur les salaires à l'écran. Laissez-moi vous montrer les informations qui seraient disponibles et je vais vous donner une minute environ pour les lire. **(Montrez les informations sur la version *Commentaires détaillés sur le salaire* à l'écran)**

**Note : dites aux participants d'ignorer « Autres informations pertinentes » pour la discussion sur les salaires**

o D'après le titre, est-ce que c'est le type d'informations que vous vous attendiez de voir?

**Sondez : Si « non » :** Quelles étaient les attentes et pourquoi

o En général, d'après vous, à quel point ce type d'informations est-il utile pour les immigrants?

**Sondez:** Pourquoi ou pourquoi pas

Les trois catégories de salaire

Période de référence

Commentaires sur les salaires

• Y a-t-il quelque chose que vous n'avez pas aimé à propos de cette section?

**Sondez:** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?
-- Salaire moyen, Salaire minimum et Salaire maximum
-- Période de référence
-- Commentaires sur les salaires

• Y a-t-il tout autre type d'informations sur les salaires qui, à votre avis, devraient être incluses?

• Quelles autres suggestions avez-vous pour la manière d'améliorer la section?

**b) Questions concernant le salaire des camionneurs (7411)/Alberta/Alberta**

Je vais vous montrer à l'écran un autre exemple du type d'informations sur les *Salaires* qui pourraient être disponibles. Nous examinerons cet exemple pour les camionneurs.

Voici les salaires versés aux camionneurs qui travaillent dans différents types d'entreprise ou d'industrie.

o D'après vous, à quel point ce type d'informations par industrie est-il utile pour les immigrants? Pourquoi ou pourquoi pas?

o D'après vous, les informations étaient-elles faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

**c) Questions concernant le salaire des camionneurs (7411)/Alberta/ Montrez toutes les régions**

En utilisant de nouveau les camionneurs comme profession, voici un exemple des autres informations au sujet des salaires qui pourraient être disponibles.  (**Montrez à l'écran**)

Voici les salaires versés aux camionneurs qui travaillent dans différents régions de la province de l'Alberta.

o  D'après vous, à quel point ce type d'informations est-il utile pour les immigrants?  Pourquoi ou pourquoi pas?

o  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

o  À votre avis, est-ce que les immigrants penseraient à déménager/s'installer dans d'autres régions de cette province ou du Canada d'après ce type d'information?  Pourquoi ou pourquoi pas?

**7) Section :** *Conditions d'accès à la profession et compétences* **(X minutes)**

Nous allons maintenant regarder les informations dans la section Conditions d'accès à la profession et compétences pour les deux professions, que nous vous avons suggéré de regarder, en débutant par *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs.* Voici ce que vous auriez vu à l'écran et voici la copie imprimée que vous pourrez lire plus attentivement. (**Montrez le premier à l'écran; puis, remettez les copies des pages Internet**)

Veuillez prendre 2 ou 3 minutes pour rafraîchir votre mémoire ou pour la lire, puis nous discuterons de vos réactions.

a) **Questions concernant les Conditions d'accès à la profession et compétences pour les** *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs*

- D'après le titre, Conditions d'accès à la profession et compétences, est-ce que c'est le type d'information auquel vous vous attendez?

  **Sondez : Si « non » :** Quelles attentes et pourquoi

- En général, d'après vous, est-ce que ce type d'informations serait utile pour les immigrants?

  **Sondez :** Qu'est-ce qui serait utile et pourquoi

  **Si pas utiles** : Pourquoi pas?

  Y a-t-il une partie particulière qui, à votre avis, serait plus utile que les autres?
  **Si « oui »** : Laquelle et pourquoi?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

  Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- A-t-il tout autre type d'informations sur les *Conditions d'accès à la profession et compétences* que vous aimeriez obtenir au sujet de la profession qui vous intéresse?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :** Qu'est-ce qui pourrait être raccourci?

                   Qu'est-ce qui pourrait être rallongé?

o Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez : Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez dans le contexte de la profession qui l'intéresserait :

  -- Il existe une section intitulée Compétences essentielles. À votre avis, serait-il utile d'avoir ce type d'informations sur la profession qui vous intéresse? Pourquoi ou pourquoi pas?

b) **Questions concernant les Conditions d'accès à la profession et compétences pour les** *Préposés/préposées à l'entretien ménager et au nettoyage – travaux légers*

Voici les Conditions d'accès à la profession et compétences pour les *Préposés/préposées à l'entretien ménager et au nettoyage – travaux légers*. **(Remettez les copies des pages Internet)** Veuillez prendre 2 ou 3 minutes pour rafraîchir votre mémoire ou pour la lire, puis nous discuterons de vos réactions.

- En général, d'après vous, est-ce que ce type d'informations serait utile pour les immigrants?

  **Sondez :**  Qu'est-ce qui serait utile et pourquoi

     **Si pas utiles** :  Pourquoi pas?

     Y a-t-il une partie particulière qui, à votre avis, serait plus utile que les autres?
     **Si « oui »** :  Laquelle et pourquoi?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

  Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :**  Suggestions pour ce qui pourrait être raccourci ou enlevé?

  Qu'est-ce qui pourrait être rallongé?

o Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

**8) Section :** *Employeurs potentiels* **(X minutes)**

Nous allons examiner les informations dans la section Employeurs potentiels pour les *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs* à l'écran. **(Montrez les deux pages avec le texte d'introduction et la liste à l'écran; pour la liste, montrez qu'il y a plus de pages d'information disponibles; puis, cliquez sur le lien à l'une des compagnies soulignées)**

- D'après le titre *Employeurs potentiels*, est-ce que c'est le type d'information auquel vous vous attendiez ou vous attendiez-vous à quelque chose de différent?

    **Sondez : Si différent :** Quelles attentes et pourquoi

- En général, d'après vous, est-ce que ce type d'informations serait utile pour les immigrants?

    **Sondez :** Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** : Pourquoi pas?

    Qu'est-ce qui rendrait ces informations plus utiles :

    -- plus d'informations sur les personnes-ressources, c.-à-d., numéro de téléphone, numéro de télécopieur, etc.

    -- plus d'information sur l'entreprise elle-même, c.-à-d., envergure, industrie, etc.

    -- plus d'employeurs ou moins d'employeurs sur la liste

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- A-t-il tout autre type d'informations sur *Employeurs potentiels* qui, à votre avis, devrait être inclus?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez : Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez :

-- D'après les renseignements contenus dans cette section, comprenez-vous que ces entreprises offrent des emplois maintenant ou avez-vous interprété cette liste d'entreprises d'une manière différente?

-- Est-ce que les éléments suivants seraient utiles dans cette section :

    l'affichage des postes – pourquoi ou pourquoi pas?

    des conseils sur la recherche, c'est-à-dire les informations sur la manière de faire une recherche d'un emploi au Canada? Pourquoi ou pourquoi pas?

    les informations sur le processus d'embauche au Canada – pourquoi ou pourquoi pas?

**9) Section :** *Descriptions d'emploi* **(X minutes)**

Dans la section Descriptions d'emploi, nous vous avions demandé de regarder les informations sous le titre *Conditions d'emploi*. Voici une copie de ces informations pour les *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs*. Veuillez prendre 2 ou 3 minutes pour rafraîchir votre mémoire ou pour la lire, puis nous discuterons de vos réactions.

- Tout d'abord, d'après le titre *Conditions d'emploi*, est-ce le type d'informations que vous vous attendiez de voir?

    **Sondez:    Si « non » :** Quelles étaient les attentes et pourquoi

- En général, d'après vous, est-ce que ce type d'informations serait utile pour les immigrants?

    **Sondez :** Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** : Pourquoi pas?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- Y a-t-il des choses qui manquent et que vous aimeriez voir incluses?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :** Suggestions pour ce qui pourrait être raccourci ou enlevé?

    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez :** **Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer la section *Conditions d'emploi*

**10) Section :** *Programmes de formations disponibles* **(X minutes)**

Nous allons examiner les informations dans la section **programmes de formations disponibles** pour les *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs.* **(Montrez le premier à l'écran; puis, remettez les copies des pages Internet)**

- D'après le titre, **programmes de formations disponibles** , est-ce le type d'informations que vous vous attendiez de voir?

    **Sondez:    Si « non » :**  Quelles étaient les attentes et pourquoi

- En général, d'après vous, est-ce que ce type d'informations serait utile pour les immigrants?

    **Sondez :**   Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** :  Pourquoi pas?

    Y a-t-il une partie particulière qui, à votre avis, serait plus utile que les autres?
    **Si « oui »** :  Laquelle et pourquoi?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- A-t-il tout autre type d'informations sur **programmes de formations disponibles**  qui, à votre avis, devraient être incluses?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :**    Suggestions pour ce qui pourrait être raccourci ou enlevé?

    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez dans le contexte de la profession qui l'intéresserait :

    -- Les sources d'information et de formation au niveau régional et provincial sont indiquées. Est-ce qu'il serait préférable d'avoir les informations régionales seulement ou est-ce une bonne idée d'avoir les sources régionales et provinciales énumérées?  Raisons

    -- En ce qui concerne les universités et collèges, existe-t-il toutes autres informations que vous aimeriez voir incluses pour chacun?

    Par exemple : plus de renseignements sur les cours offerts, la durée des cours, les frais scolaires, etc.

    Plus de renseignements sur les personnes-ressources pour chaque institution, c.-à-d., un hyper lien, qui appeler, leur adresse, numéro de téléphone, etc.

    -- Vous attendez-vous de voir les informations sur la formation pour les professionnels formés à l'étranger?  Pourquoi ou pourquoi pas?

# *English* Study Materials for *Immigrants*

# IMMIGRANT FOCUS GROUP SCREENER

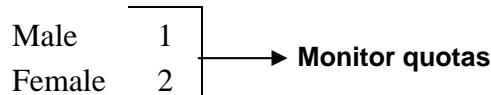**ASK TO SPEAK TO INDIVIDUAL WHOSE NAME WAS PROVIDED BY ISP:**

Hello, I'm _____ of R.I.S. Christie, a marketing research company.  We were given your name by **(NAME OF ORGANIZATION/NAME OF INDIVIDUAL)**, as someone who might be interested in participating in a research study we are doing.  On behalf of the Government of Canada, we are organizing a research project with people who have immigrated to Canada in the past 5 years.  The topic of the research is about employment and the types of information needed by recent arrivals in Canada when it comes to finding a job or making decisions about different types of employment opportunities or careers.

Let me explain what we would be asking you to do.  An individual like yourself is chosen to sit down with several others and give ideas and opinions.  It will be run something like a meeting in which a professional moderator would ask questions about the experiences people have had looking for jobs, what information they have found useful, what information they had difficulty finding and so on.  The moderator will also show the participants some labour market information products that are available on the Internet and ask people for their opinions.

We are having a few of these sessions, and would be interested in having you participate.

Your participation is voluntary, and everything you say will be kept confidential.  Thank you for your cooperation.

0)  **Record gender:**

|           |   |                      |
|-----------|---|----------------------|
| Male      | 1 |                      |
| Female    | 2 | → **Monitor quotas** |

1)  First of all, about how long ago did you come to Canada?  Was it…. ? **(Read list)**

|                       |   |                               |
|-----------------------|---|-------------------------------|
| In the past 12 months | 1 |                               |
| 1 to 2 years ago      | 2 | **Recruit Cross-section**     |
| 3 to 5 years ago      | 3 |                               |
| More than 5 years ago | 4 | → **Thank and terminate**     |

2)  We would like to include people from different countries in our meetings.  In what country were you born? **(Record below)**

_____

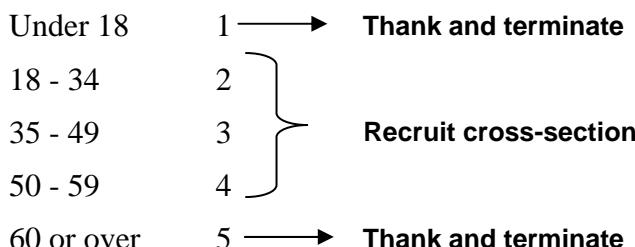3a)  Since coming to Canada, have you looked for information about working in Canada?

|     |   |                           |
|-----|---|---------------------------|
| Yes | 1 |                           |
| No  | 2 | → **Thank and terminate** |

3b) I would like to find out what sorts of things you have looked for since coming to Canada. **(Read list)**

|  |  | **Yes** | **No** |
|---|---|---|---|
| a) | Have you looked for a job? | 1 | A |
| b) | Have you looked for information about the types of jobs and careers available in Canada? | 2 | A |
| c) | Have you looked for information about the types of qualifications and training needed for particular jobs and occupations in Canada? | 3 | A |
| d) | Have you looked for information about how much money people in certain occupations can make? | 4 | A |
| e) | Have you looked for information about particular companies or industries in which you might be interested in working? | 5 | A |
| f) | Have you looked for general information about job opportunities in different cities or in different parts of Canada? | 6 | A |
| g) | Have you looked for information about training programs that help people get work? | 7 | A |

**IF (a) ONLY, THANK AND TERMINATE.  MUST ANSWER 'YES' TO 2 OR MORE ITEMS FROM (b) TO (g) TO QUALIFY**

4) We would like to talk to people in different age groups.  Into which **one** of the following groups should I place you? **(Read List)**

| Under 18 | 1 | ⟶ | **Thank and terminate** |
|---|---|---|---|
| 18 - 34 | 2 | ⎫ | |
| 35 - 49 | 3 | ⎬ | **Recruit cross-section** |
| 50 - 59 | 4 | ⎭ | |
| 60 or over | 5 | ⟶ | **Thank and terminate** |

5a) I would like to ask you some questions about your use of the Internet.  Do you currently have Internet access…? **(Read list)**

|  | **Yes** | **No** |
|---|---|---|
| At home | 1 | A |
| At work | 2 | A |
| Somewhere else | 3 | A |

**MUST SAY 'YES' TO AT LEAST ONE PLACE TO QUALIFY**

5b) Excluding use of e-mail, do you currently use the Internet at least once a week on average?

| Yes | 1 | |
|---|---|---|
| No | 2 | ⟶ **Thank and terminate** |

---

5c) Have you looked on the Internet for information about working in Canada?

> Yes  1
>
> No  2 ⟶ **Thank and terminate**

6) As you probably know, there are different ways that people can come to Canada.  Because we would like to talk to people who have come to Canada in different ways, I would like you to tell me which one of the following best describes how you came to be here.  **(Read list)**

|  | **Yes** | **No** |
|---|---|---|
| Were you sponsored by either your family or by a private organization? | 1 | A |
| Did you come to Canada as an independent immigrant? | 2 | A |
| Did you come to Canada to study, that is as a foreign student? | 3 | A |
| *Did you come as a refugee?** | 4 | A |
| *Did you claim refugee status once in Canada?** | 5 | A |

**IF 'YES' TO EITHER * STATEMENT, THANK AND TERMINATE**

7) What is the highest level of education you have received?  **(Do not read list)**

> Some high school or less          1
>
> Completed high school             2
>
> Post-secondary technical training 3
>
> Some college/university           4
>
> Completed college/university      5
>
> Post-graduate studies             6

8a) Are you currently working?

> Yes          Is that . . .?  **(Read list)**
>
> Full-time          1
>
> **or**  ⟶ **Ask Q.8b**
>
> Part-time          2
>
> No          Would you classify yourself as . . .?  **(Read list)**
>
> Student          3  ⟶ **Go to Q.9a**
>
> Homemaker        4
>
> Retired          5  ⟶ **Thank and terminate**
>
> Unemployed       6  ⟶ **Ask Q.8c**
>
> Other            7  ⟶ **Go to Q.9a**

8b) And what is your occupation?  That is, what type of work do you do and what type of company do you work for?

_____          _____
       **(Type of work)**                        **(Type of company)**

**Go to Q.9a**

8c)   And have you worked since you arrived in Canada or not worked?

     Yes, worked           1

     No, not worked      2  ⟶  **Go to Q.9a**

8d)   And what type of work did you do and what type of company did you work for?

_____      _____
           **(Type of work)**                   **(Type of company)**

9a)   Before you came to Canada, were you working or not working?

     Yes, working        1

     No, not working     2  ⟶  **If a student in Q.8a, go to Q.10;  otherwise go to Instructions after Q.10**

9b)   Before you came to Canada, what type of work did you do and what type of company did you work for?

_____      _____
           **(Type of work)**                   **(Type of company)**
                                         **GO TO QUALIFYING INSTRUCTIONS ON NEXT PAGE**

10)   **(If a student in Q.8a, ASK)** Are you interested in working in Canada after you leave school?

     Yes     1

     No      2  ⟶  **Thank and terminate**

---

**IF RECRUITING IN TORONTO, KITCHENER-WATERLOO, CALGARY, SHERBROOKE FOR *LMI GROUPS*:**

**RESPONDENT MUST HAVE ANSWERED CODES 3-6 IN Q.7 <u>OR</u> MENTIONED A 'SKILLED' OCCUPATION IN Q.8b OR Q.8d OR Q.9b.**

*LIST OF SKILLED OCCUPATIONS IS PROVIDED ON THE NEXT PAGE*

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**IF RECRUITING IN VANCOUVER, MONTREAL FOR *LMI GROUPS*:**

**RESPONDENT MUST HAVE ANSWERED CODES 1-2 IN Q.7 <u>AND</u> MENTIONED ONLY 'UNSKILLED' OCCUPATIONS IN Q.8b and Q.8d and Q.9b**

*LIST OF UNSKILLED OCCUPATIONS IS PROVIDED ON THE NEXT PAGE*

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**IF RECRUITING IN TORONTO, VANCOUVER, MONTREAL FOR *IMMIGRANT NAVIGATOR GROUPS*:**

**RECRUIT CROSS-SECTION OF SKILLED AND UNSKILLED PER DEFINITIONS ABOVE.**

---

## Skilled Occupations (Major Group)

- Management Occupations (0)

- Professional Occupations in Business and Finance (11)

- Professional Occupations in Natural And Applied Sciences (21)

- Professional Occupations in Health (31)

- Professional Occupations in Social Science, Education, Government Services and Religion (41)

- Professional Occupations in Art and Culture (51)

- Skilled Administrative and Business Occupations (12)

- Technical Occupations Related to Natural and Applied Sciences (22)

- Technical and Skilled Occupations in Health (32)

- Paraprofessional Occupations in Law, Social Services, Education and Religion (42)

- Technical and Skilled Occupations in Art, Culture, Recreation and Sport (52)

- Skilled Sales and Service Occupations (62)

- Trades et Skilled Transport and Equipment Operators (72/73)

- Skilled Occupations in Primary Industry (82)

- Processing, Manufacturing and Utilities Supervisors and Skilled Operators (92)

- Intermediate Occupations in Transport, Equipment Operation, Installation and Maintenance (74)

## Unskilled Occupations (Major Group)

- Clerical Occupations (14)

- Assisting Occupations in Support of Health Services (34)

- Intermediate Sales and Service Occupations (64)

- Intermediate Occupations in Primary Industry (84)

- Processing and Manufacturing Machine Operators and Assemblers (94/95)

- Elemental Sales and Service Occupations (66)

- Trades Helpers, Construction Labourers and Related Occupations (76)

- Labourers in Primary Industry (86)

- Labourer in Processing, Manufacturing and Utilities (96)

11) Thank you, we would like to invite you to participate in one of our group discussions. I have just one more question to ask you. In theses sessions, we are inviting people from different countries to participate in these group discussions. We expect that participants in the discussion session will be asked to write out their answers to a questionnaire, go online to a website, and read descriptions of ideas for various products and services. Would you feel comfortable doing that?

> Yes      1
>
> No      2  ⟶  **Thank and terminate**

12) So just a little bit more information about what we are asking you to do. The discussion group will last 2 hours. Refreshments will be provided at the meeting, and you will be paid $75 for your participation.
Would you be willing to participate in one of these sessions?

> Yes      1      **Go to appropriate city invitation**
>
> No      2  ⟶  **Thank and terminate**

**LMI 'SKILLED'**

| City/Date: | Location: | Time: |
|---|---|---|
| *Toronto*<br>*Mon., Mar. 20* | **Consumer Vision**<br>2 Bloor Street West<br>3<sup>rd</sup> Floor, Toronto Room<br><br>Tel #: (416) 967-1596 | 8:00 – 10:00 pm |
| *Kitchener-Waterloo*<br>*Thurs., Mar. 23* | 3. Metroline Research Group<br>7 Duke Street West<br>Suite 301<br><br>Tel #: (519) 584-7700 | 8:00 – 10:00 pm |
| *Calgary*<br>*Mon., Mar. 27* | **Qualitative Coordination**<br>707-10<sup>th</sup> Avenue S.W.<br>Suite 120<br><br>Tel #: (403) 229-3500 | 8:00 – 10:00 pm |
| *Sherbrooke*<br>*Wed., Mar. 29* | **Praxis Stratégie-Communication/<br>Groupe Everest**<br>65 rue Belvédère nord<br>Bureau 120<br><br>Tel #: (819) 347-1999 | 6:00 – 8:00 pm |

**LMI 'UNSKILLED'**

| City/Date: | Location: | Time: |
|---|---|---|
| *Montreal*<br>*Mon., Mar. 27* | **Contemporary Research Centre**<br>1250 rue Guy<br>Bureau 802<br><br>Tel #:  (514) 932-7511 | 8:00 – 10:00 pm |
| *Vancouver*<br>*Tues., Mar. 28* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tel #:  (604) 689-5511 | 8:00 – 10:00 pm |

**IMMIGRANT NAVIGATOR**

| City/Date: | Location: | Time: |
|---|---|---|
| *Toronto*<br>*Tues., Mar. 21* | **Consumer Vision**<br>2 Bloor Street West<br>3rd Floor, Toronto Room<br><br>Tel #:  (416) 967-1596 | 6:00 – 8:00 pm    (   )<br><br>8:00 – 10:00 pm   (   ) |
| *Montreal*<br>*Tues., Mar. 28* | **Contemporary Research Centre**<br>1250 rue Guy<br>Bureau 802<br><br>Tel #:  (514) 932-7511 | 6:00 – 8:00 pm |
| *Vancouver*<br>*Wed., Mar. 29* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tel #:  (604) 689-5511 | 6:00 – 8:00 pm |

## "Name/Address" Section

Someone from our office will be calling you back to confirm these arrangements.  Could I please have your phone number where we can reach you during the evening and during the day?

**Name:** _____

**Address:** _____

**Evening phone:**_____     **Work phone:** _____

**Thank you very much!**

**Recruited by:** _____

**Confirmed by:** _____

# Moderator's Guide

## 1) Introduction  (10 minutes)

a) **Introduce self, and explain purpose of research:**  This research is being sponsored by the Government of Canada.  The purpose of the research is to get input from people who have immigrated to Canada in the past 5 years or so about the types of labour market information they need to find employment or change careers.  So first of all, we will have a general discussion about labour market information.  Then I am going to show you some labour market information that Service Canada has developed and get your reactions to the information.

b) **Review group discussion procedures**
   -- Role of moderator
   -- No right or wrong answers
   -- Confidentiality:  names will not appear in reports
   -- Audio-taping
   -- One-way mirror and presence of observers

c) **Participant self-introductions:**  first name, length of time in Canada, country of origin, working status/occupation in Canada and prior to coming to Canada

## 2) Labour Market Information Needs  (30 minutes)

In the first part of this discussion, I would like to hear your views and opinions about labour market information.

- I would like to think back to when you were preparing to work in Canada.  What did you do and what information did you use?

- How did you go about finding information about working in Canada?

- As you were looking for employment in Canada, what types of information were you looking for?

     **Probe:**     Was the information easy to find or hard to find?

- Are there any particular publications or websites that you consulted as you were looking for employment opportunities in Canada?

     **Probe:**     Which ones?

     For each one:  What type of information were you looking for?

     Did you find the information and was it useful to you?  What was useful/why was it not useful?

- Was there any other type of information you were looking for that you did not find?

### 3) Introduce LMI Website (5 minutes)

For the rest of the 2 hours we are going to look at some of the information about the labour market available from the Government of Canada. One of the departments in the government called Service Canada has developed a website that provides labour market information. I am going to ask you to read through some of the information that can be found on the website and give me your opinions. Your comment and feedback will be used to make changes to the Immigration Portal, a website specially designed to help immigrants get information about working in Canada.

**For Highly Skilled Groups:**

For this session, we will use one particular occupation to show the examples of the types of information that might be available. The occupation is *Computer Programmers and Interactive Media Developers*. Instead of typing this long description on the website we will use the code number 2174 which comes from the National Occupation Classification system that categorizes all occupations. (Note: The example will always be Toronto, Ontario)

When you are answering questions about the content of the website, I would like you to think about it from your personal point of view, that is the occupation or career that you are interested in rather than the example we chose.

**For Lower Skilled Groups:**

For this session, we will use one particular occupation to show the examples of the types of information that might be available. The occupation is *Light Duty Cleaners*. Instead of typing this long description on the website we will use the code number 6661 which comes from the National Occupation Classification system that categorizes all occupations. (Note: The example will always be Lower Mainland Southwest, British Columbia)

When you are answering questions about the content of the website, I would like you to think about it from your personal point of view, that is the occupation or career that you are interested in rather than the example we chose.

### MATERIALS TO BE SHOWN IN EACH CITY/ORDER OF SHOWING:

| Information on: | SKILLED IMMIGRANTS | | | | UNSKILLED IMMIGRANTS | |
|---|---|---|---|---|---|---|
| | Toronto | Kitchener/ Waterloo | Calgary | Sherbrooke | Vancouver | Montreal |
| Employment Prospects | 1 | | | 1 | 1 | 1 |
| Wages and Salaries | 2 | | | 2 | X | X |
| Job & Skills Requirements | | 1 | | | 2 | 2 |
| Who Hires | X | 2 | X | | | |
| Occupation | | | 2 | X | | |
| Training | | X | 1 | | | |

### 'x' Indicates time permitting

## QUESTIONS FOR OCCUPATION/BUILD YOUR OCCUPATIONAL PROFILE

**1)** **Questions Related to Comparison of Methods for Accessing Information**

There are two ways that you can get information about occupations from this website. First I will show you the two different ways. After I have showed you both ways, I will ask you to tell me which of the two ways of getting information about occupations you would prefer to use.

- One of the ways you can get information about occupations is to select a topic you are interested in, one by one. Here is the list of the topics on the website. Let's say that first you want information about training for a particular occupation and also you want to know what you could expect to get paid. So first you would go to *Where to Get Training* and select that on the menu to get information about training. Here is what you would do and this is what the information looks like. **(Select item and show information that would be available)**

  After that, you would select *Wages and Salaries* on the menu to get information about how much you can earn. Here is what you would do and this is what the information looks like. **(Select item and show information that would be available)**

- Another way to get information about occupations is to select this item on the menu *Build Your Occupational Profile*.

  Before I show you this one, just based on the title itself *Build Your Occupational Profile*, what type of information would you expect to get?

  In fact, if you were to select *Build Your Occupational Profile,* you would get almost all of the information about the specific occupation you have chosen. First let me show you the information that you would get for this occupation and then I will give you a printed copy to look at more closely.

  **(Review information that would be included and show on screen; then hand out copies of WebPages)**

- Please take a minute or two to review this. We will look at some of the sections in more detail so I am not expecting you to read it in detail. I just wanted to give you a better idea of what type of information you would get from here. **(Give participants a few minutes to review)**

- Now that you have seen the two ways of getting information from this website. Thinking about the occupation you are interested in, which way do you think you prefer to get information, section by section or altogether? **(Take hand count)**

  **Probe:** Reasons for preference

**2)** **Questions on *Terms and Conditions***

I would now like you to take about 5 minutes or so to read the section *Terms and Conditions* on page 2. After you have read it, I will ask you some questions about this section. For example: do you find this type of information useful, is it easy to understand or is it hard to understand, is there any information missing that you would like to see, and so on.

- First of all, based on the title *Terms and Conditions*, is this the type of information you expected to see?

  **Probe:** **If no:** What expected and why

- Did you find the information in this section useful?

    **Probe:**    What was useful and why

    **If not useful**:  Why not?

- Is there anything that you did not like about this section?

    **Probe:**    Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

    Are there any words or phrases that were difficult to understand?

- Is there anything missing that you would like to see included?

- Is in this section too long, too short or just about the right length?

    **Probe:**    What could be shortened?

    What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:**    **If could be improved:**  What should be changed and how?

- What other suggestions do you have for how the section *Terms and Conditions* could be improved?

## QUESTIONS FOR WAGES AND SALARIES

**1) Questions Related to Wages and Salaries for Sample Profession**

We are going to look at the information for Wages and Salaries.

- Based on the title, what type of information do you expect in this section?

Let me show you what information would be available. **(Show *detailed wage comments* version information on screen)**

**Note: Instruct participants to ignore '*Other Related Information*' for the discussion on wages and salaries)**

- Thinking about the type of occupation you would be interested in, do you find this information useful?

    **Probe:**     Why or why not
    Average, high, and low wages
    Reference period
    Wage comments

- Is there anything that you did not like about this section?

    **Probe:**     Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

    Are there any words or phrases that were difficult to understand?
    --     Average, high, and low wages
    --     Reference period
    --     Wage comments

- Is there any other type of information on wages and salaries that you think would be useful to have?

- What other suggestions do you have for how the section could be improved?

**2) Questions Related to Wages and Salaries for Sample Profession/Alberta/Alberta**

Here is another example of the type of information about wages and salaries that could be available. **(Show on screen)**

This is showing the wages and salaries paid to computer programmers and interactive media developers who work in <u>different types of businesses or industries</u>.

- Would you find it useful to have this type of information available for the occupation you are interested in, that is wages and salaries paid by different types of businesses and industries?

    **Probe:**     Why or why not

- Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- Sometimes wages can be shown in some other categories such as part-time, full-time or union. Are these different categories easy to understand?

**3) <u>Questions Related to Wages and Salaries for Sample Profession/Alberta/Show all areas</u>**

Here is another example of other information about wages and salaries could be available. **(Show on screen)**

This is showing the wages and salaries paid to computer programmers and interactive media developers who work in different parts of the province of Alberta.

- Would you find it useful to have this information available for the occupation you are interested in, that is wages and salaries paid in different part of your province?

     **Probe:**      Why or why not

- Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- If you saw this type of information for your occupation, would it have made you think about settling/moving to other parts of your province or to other parts of Canada?

     **Probe:**      Why or why not

## QUESTIONS FOR EMPLOYMENT PROSPECTS

**1)  Questions Related to Employment Prospects for Sample Profession**

We are going to look at the information under Employment Prospects.

- Based on the title, what type of information do you expect in this section?

Let me show you the information that you would get for this occupation and then I will give you a printed copy to look at more closely.  **(Show first on screen;  then hand out copies of WebPages)**

I would now like you to take about 5 minutes or so to read the information in this section and then I will ask you some questions about your opinion about this section.  For example:  do you find this type of information useful, is it easy to understand or is it hard to understand, is there any information missing that you would like to see, and so on.

- Do you think you would find this type of information useful for the occupation you are interested in?

  > **Probe:**     What would be useful and why
  >
  > **If not useful**:  Why not?

- Is there anything that you did not like about this section?

  > **Probe:**     Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?
  >
  > Are there any words or phrases that were difficult to understand?

- **If employment potential good not mentioned, ask:**  Please tell me in your own words what *Employment Potential:  Good* means.  What if it said *Employment Potential:  Limited*

- Is there any other type of information on *Employment Prospects* that you would like to get about the occupation you are interested in?

- Is in this section too long, too short or just about the right length?

  > **Probe:**     What could be shortened?
  >
  > What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

  > **Probe:     If could be improved:**  What should be changed and how?

- What other suggestions do you have for how this section could be improved?

**2)  Questions Related to Employment Prospects for Sample Profession/Ontario/Show all areas**

Here is another example of the type of information about *Employment Prospects* that could be available.  **(Show on screen)**

This is showing the employment prospects for computer programmers and interactive media developers in different parts of Ontario.

- Would you find it useful to have this type of information available for the occupation you are interested in, that is employment prospects in different parts of your province?

---

> **Probe:**     Why or why not

- Did you find the information easy to understand or difficult to understand?  What is confusing or hard to understand?

- If you saw this type of information for your occupation, would it have made you think about settling/moving to other parts of your province or to other parts of Canada?

> **Probe:**     Why or why not

- Would this type of information get you thinking about upgrading your skills in order to get the proper credentials?

> **Probe:**     Why or why not

## QUESTIONS FOR JOB AND SKILLS REQUIREMENTS

We are going to look at the information under Job and Skill Requirements.

• Based on the title, what type of information do you expect in this section?

Let me show you the information that you would get for this occupation and then I will give you a printed copy to look at more closely. **(Show first on screen; then hand out copies of WebPages)**

I would now like you to take about 5 minutes or so to read the information in this section and then I will ask you some questions about your opinion about it. For example: do you find this type of information useful, is it easy to understand or is it hard to understand, is there any information missing that you would like to see, and so on.

• In general, do you think you would find this type of information useful for the occupation you are interested in?

> **Probe:** What would be useful and why
>
> **If not useful**: Why not?
>
> Is there one particular part that you think would be more useful than the others?
> **If yes**: Which one and why?

• Is there anything that you did not like about this section?

> **Probe:** Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?
>
> Are there any words or phrases that were difficult to understand?

• Is there any other type of information on *Job and Skills Requirements* that you would like to get about the occupation you are interested in?

• Is in this section too long, too short or just about the right length?

> **Probe:** What could be shortened?
>
> What should be longer?

• Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

> **Probe:** **If could be improved:** What should be changed and how?

• What other suggestions do you have for how this section could be improved?

• If not mentioned spontaneously probe in the context of the occupation they would be interested in:

-- There is a section called Essential Skills. Would you find that type of information useful to have for the occupation you are interested in? Why or why not?

## QUESTIONS FOR *WHERE TO GET TRAINING*

We are going to look at the information under Where to Get Training.

- Based on the title, what type of information do you expect in this section?

Let me show you the information that you would get for this occupation and then I will give you a printed copy to look at more closely. **(Show first on screen; then hand out copies of WebPages)**

I would now like you to take about 5 minutes or so to read the information in this section and then I will ask you some questions about your opinion about it. For example: do you find this type of information useful, is it easy to understand or is it hard to understand, is there any information missing that you would like to see, and so on.

- In general, do you think you would find this type of information useful for the occupation you are interested in?
  - **Probe:** What would be useful and why
    - **If not useful**: Why not?
    - Is there one particular type of information that you think would be more useful than the others? **If yes**: Which one and why?

- Is there anything that you did not like about this section?
  - **Probe:** Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?
    - Are there any words or phrases that were difficult to understand?

- Is there any other type of information on *Where to Get Training* that you would like to get about the occupation you are interested in?

- Is in this section too long, too short or just about the right length?
  - **Probe:** What could be shortened?
    - What should be longer?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?
  - **Probe:** **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

- If not mentioned spontaneously probe in the context of the occupation they would be interested in:
  - -- Both local and provincial training and information sources are listed. Would it be better just to have local information or is it good to have both local and provincial sources listed? Reasons why
  - -- For the universities and colleges, is there any other information that you would like to see included for each?
    - For example: More information about the courses offered, length of courses, course fees, etc.
      - More contact information for each institution, i.e., a hyperlink, or who to call, their address, phone number, etc.
  - -- Do you expect to see information about training for foreign trained professionals? Why or why not?

---

## QUESTIONS FOR *WHO HIRES*

We are going to look at the information under Who Hires.

- Based on the title, what type of information do you expect in this section?

Let me show you what information would be available. **(Show both page with introductory text and listing on screen; for listing point out that there are more pages of information available; then link to one of the companies underlined)**

- In general, do you think you would find this type of information useful for the occupation you are interested in?

    **Probe:**    What would be useful and why

    **If not useful**: Why not?

    What would make this information more useful:

    -- More contact information, i.e., phone #s, fax #s, etc.

    -- More information about the company itself, i.e., size, industry, etc.

    -- More employers or less employers on the list

- Is there anything that you did not like about this section?

    **Probe:**    Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- Is there any other type of information about Who Hires that you would like to get about the occupation you are interested in?

- Is the information in this section laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:**    **If could be improved:** What should be changed and how?

- What other suggestions do you have for how this section could be improved?

- If not mentioned spontaneously probe:

    -- Based on the information in this section, is it your understanding that these companies have jobs available now or did you interpret this listing of companies in a different way?

    -- Would you want to see actual job postings on this site? Why or why not?

    -- Would you find it useful to have information about search tips, that is tips on how to search for a job in Canada? Why or why not?

    -- Would you find it useful to have information about the hiring process in Canada? Why or why not?

# *French* Study Materials for *Immigrants*

# QUESTIONNAIRE DE SÉLECTION POUR LE GROUPE DE DISCUSSION DES IMMIGRANTS

**DEMANDEZ À PARLER À LA PERSONNE DONT LE NOM FUT FOURNI PAR ISP :**

Bonjour. Je m'appelle _____ et je travaille pour R.I.S. Christie, une société de recherche en marketing. Votre nom nous a été transmis par **(NOM DE L'ORGANISATION/NOM DE LA PERSONNNE)**, comme quelqu'un qui pourrait être intéressé à participer à une étude de recherche que nous effectuons. Pour le compte du gouvernement du Canada, nous organisons un projet de recherche auprès des personnes qui ont immigré au Canada au cours des 5 dernières années. Le sujet de la recherche est l'emploi et les types d'informations requises par les nouveaux arrivants au Canada quand vient le temps de trouver un emploi ou prendre des décisions sur différentes possibilités d'emploi ou de carrière.

Laissez-moi vous expliquer ce que nous vous demanderons de faire. On invite une personne comme vous à venir s'asseoir avec plusieurs autres pour faire part de ses idées et opinions. Ça ressemblera un peu à une réunion où un modérateur professionnel poserait des questions sur les expériences que les gens ont eues dans leur recherche d'un emploi, les renseignements qu'ils ont trouvés utiles, les renseignements qu'ils ont eu de la difficulté à trouver et ainsi de suite. Le modérateur montrera également aux participants certains produits d'information sur le marché du travail qui sont disponibles sur Internet et il sollicitera leurs opinions.

Nous organisons quelques-unes de ces séances et nous serions intéressés à ce que vous y participiez.

Votre participation est bien volontaire et tout ce que vous dites sera gardé confidentiel. Merci de votre coopération.

0)  **Inscrivez le sexe :**

Homme    1
Femme    2    ⟶ **Surveillez les quotas**

1)  Tout d'abord, il y a combien de temps environ que vous êtes arrivé(e) au Canada? Est-ce…. ? **(Lisez la liste)**

Au cours des 12 derniers mois    1
Il y a 1 à 2 ans    2    **Recrutez un groupe échantillon**
Il y a 3 à 5 ans    3
Il y a plus de 5 ans    4    ⟶ **Remerciez et terminez**

2)  Lors de nos séances, nous aimerions inclure des gens provenant de différents pays. Dans quel pays êtes-vous né(e)? **(Inscrivez ci-dessous)**

_____

3a) Depuis que vous êtes arrivé(e) au Canada, avez-vous recherché des renseignements sur le marché du travail au Canada?
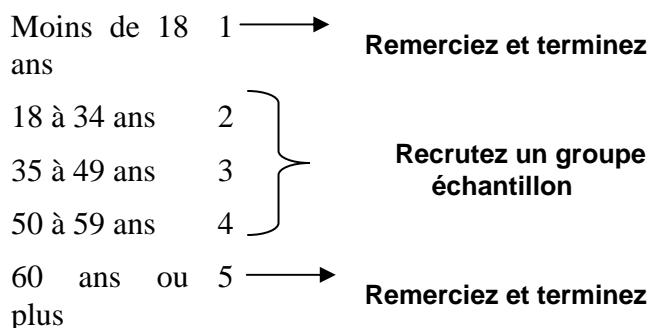
       Oui      1

       Non      2 ⟶ **Remerciez et terminez**

3b) J'aimerais savoir quels types de renseignements vous avez recherchés depuis votre arrivée au Canada. **(Lisez la liste)**

|  |  | <u>Oui</u> | <u>Non</u> |
|---|---|---|---|
| a) | Avez-vous cherché un emploi? | 1 | A |
| b) | Avez-vous recherché des renseignements sur les types d'emplois et les carrières disponibles au Canada? | 2 | A |
| c) | Avez-vous recherché des renseignements sur les types de qualifications et la formation nécessaires pour des emplois et professions en particulier au Canada? | 3 | A |
| d) | Avez-vous recherché des renseignements sur le salaire que les gens ayant certaines professions peuvent faire? | 4 | A |
| e) | Avez-vous recherché des renseignements sur des entreprises ou industries particulières où vous seriez intéressé(e) à travailler? | 5 | A |
| f) | Avez-vous recherché des renseignements généraux sur les possibilités d'emploi dans différentes villes ou dans différentes régions du Canada? | 6 | A |
| g) | Avez-vous recherché des renseignements sur les programmes de formation qui aident les gens à trouver un emploi? | 7 | A |

**SI (a) SEULEMENT, REMERCIEZ ET TERMINEZ. LE RÉPONDANT DOIT DIRE « OUI » À 2 ÉNONCÉS OU PLUS DE (b) À (g) POUR SE QUALIFIER.**

4) Nous aimerions discuter avec des gens de groupes d'âges différents. Dans **quel** groupe parmi les suivants devrais-je vous placer? **(Lisez la liste)**

       Moins de 18 ans    1 ⟶ **Remerciez et terminez**

       18 à 34 ans    2 ⎫

       35 à 49 ans    3 ⎬ **Recrutez un groupe échantillon**

       50 à 59 ans    4 ⎭

       60 ans ou plus    5 ⟶ **Remerciez et terminez**

5a) J'aimerais vous poser quelques questions sur votre utilisation d'Internet. Avez-vous présentement accès à Internet…? **(Lisez la liste)**

|  | <u>Oui</u> | <u>Non</u> |
|---|---|---|
| À la maison | 1 | A |
| Au travail | 2 | A |
| Ailleurs | 3 | A |

**LE RÉPONDANT DOIT DIRE « OUI » À AU MOINS UN ENDROIT POUR SE QUALIFIER.**

5b) Sauf l'utilisation du courriel, utilisez-vous présentement Internet au moins une fois par semaine en moyenne?

Oui        1

Non        2  ⟶ **Remerciez et terminez**

5c) Avez-vous navigué dans Internet pour trouver des renseignements sur le travail au Canada?

Oui        1

Non        2  ⟶ **Remerciez et terminez**

6) Comme vous le savez probablement déjà, il y a différents moyens par lesquels les gens peuvent venir au Canada. Puisque nous aimerions parler aux gens qui sont venus au Canada par différents moyens, j'aimerais que vous me disiez lequel des énoncés suivants décrit le mieux le moyen par lequel vous êtes arrivé(e) ici. **(Lisez la liste)**
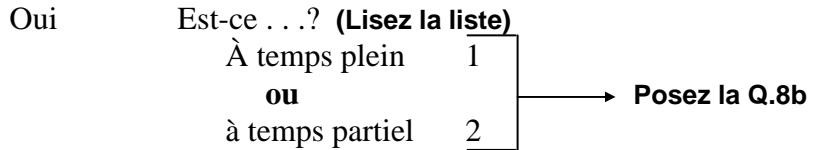
|  | <u>Oui</u> | <u>Non</u> |
|---|---|---|
| Étiez-vous parrainé(e) par votre famille ou par une organisation privée? | 1 | A |
| Êtes-vous venu(e) au Canada comme immigrant indépendant? | 2 | A |
| Êtes-vous venu(e) au Canada pour étudier, c'est-à-dire en tant qu'étudiant étranger? | 3 | A |
| *Êtes-vous venu(e) comme réfugié(e)?\** | 4 | A |
| *Avez-vous demandé le statut de réfugié(e) une fois rendu(e) au Canada?\** | 5 | A |

**SI « OUI » À UN DES ÉNONCÉS AVEC UN \*, REMERCIEZ ET TERMINEZ.**

7) Quel est le niveau de scolarité le plus élevé que vous avez atteint? **(Ne lisez pas la liste)**

| | |
|---|---|
| École secondaire en partie ou moins | 1 |
| Diplôme d'études secondaires | 2 |
| Formation technique post-secondaire | 3 |
| Collège / université en partie | 4 |
| Diplôme collégial / universitaire | 5 |
| Études de cycles supérieurs | 6 |

8a) Travaillez-vous présentement?

Oui        Est-ce . . .? **(Lisez la liste)**

        À temps plein    1

            **ou**           ⟶ **Posez la Q.8b**

        à temps partiel   2

Non        Vous classeriez-vous comme . . .? **(Lisez la liste)**

        étudiant(e)     3  ⟶ **Allez à Q.9a**

        femme/homme

        au foyer        4

        retraité(e)      5  ⟶ **Remerciez et terminez**

        sans emploi    6  ⟶ **Posez la Q.8c**

        Autre          7  ⟶ **Allez à la Q.9a**

8b) Et quel est votre emploi? C'est-à-dire, quel type de travail faites-vous et pour quel type d'entreprise travaillez-vous?

_____      _____
     **(Type de travail)**                **(Type d'entreprise)**

                                                  **Allez à la Q.9a**

8c) Et avez-vous travaillé ou non depuis votre arrivée au Canada?

    Oui, a travaillé         1

    Non, n'a pas travaillé    2  ⟶ **Allez à la Q.9a**

8d) Et quel type de travail faisiez-vous et pour quel type d'entreprise travailliez-vous?

_____      _____
     **(Type de travail)**                 **(Type d'entreprise)**

9a) Avant de venir au Canada, travailliez-vous ou non?

    Oui, travaillait         1

    Non, ne travaillait    2  ⟶ **Si étudiant(e) à la Q.8a, allez à la Q.10; sinon,**
    pas                               **allez aux Directives après la Q.10**

9b) Avant de venir au Canada, quel type de travail faisiez-vous et pour quel type d'entreprise travailliez-vous?

_____      _____
     **(Type de travail)**                 **(Type d'entreprise)**
         **ALLEZ AUX DIRECTIVES DE QUALIFICATION À LA PAGE SUIVANTE**

10) **(Si étudiant(e) à la Q.8a, POSEZ CETTE QUESTION)** Êtes-vous intéressé(e) à travailler au Canada après vos études?

    Oui       1

    Non      2 ⟶ **Remerciez et terminez**

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**SI RECRUTEMENT À TORONTO, KITCHENER-WATERLOO, CALGARY, SHERBROOKE POUR LES** *GROUPES LMI* **:**

**LE RÉPONDANT DOIT AVOIR DONNÉ COMME RÉPONSE LES CODES 3-6 À LA Q.7 OU MENTIONNÉ UN EMPLOI « QUALIFIÉ » À LA Q.8b OU Q.8d OU Q.9b.**

*LISTE DES EMPLOIS QUALIFIÉS INDIQUÉE À LA PAGE SUIVANTE*

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**SI RECRUTEMENT À VANCOUVER, MONTRÉAL POUR LES** *GROUPES LMI* **:**

**LE RÉPONDANT DOIT AVOIR DONNÉ COMME RÉPONSE LES CODES 1-2 À LA Q.7 ET MENTIONNÉ DES EMPLOIS « NON QUALIFIÉS » SEULEMENT À LA Q.8b OU Q.8d OU Q.9b.**

*LISTE DES EMPLOIS NON QUALIFIÉS INDIQUÉE À LA PAGE SUIVANTE*

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**SI RECRUTEMENT À TORONTO, VANCOUVER, MONTRÉAL POUR LES** *GROUPES DE NAVIGATEUR DES IMMIGRANTS :*

**RECRUTEZ UN GROUPE ÉCHANTILLON D'EMPLOIS QUALIFIÉS ET NON QUALIFIÉS EN CONFORMITÉ AVEC LES DÉFINITIONS CI-DESSUS.**

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## Emplois qualifiés (principal groupe)

- Gestion (0)
- Personnel professionnel en gestion des affaires et en finance (11)
- Personnel professionnel des sciences naturelles et appliquées (21)
- Personnel professionnel des soins de santé (31)
- Personnel professionnel des sciences sociales, de l'enseignement, de l'administration publique et de la religion (41)
- Personnel professionnel des arts et de la culture (51)
- Personnel spécialisé en administration et en travail de bureau (12)
- Personnel technique relié aux sciences naturelles et appliquées (22)
- Personnel technique et personnel spécialisé du secteur de la santé (32)
- Personnel paraprofessionnel du droit, des services sociaux, de l'enseignement et de la religion (42)
- Personnel technique et personnel spécialisé des arts, de la culture, des sports et des loisirs (52)
- Personnel spécialisé de la vente et des services (62)
- Personnel des métiers et personnel spécialisé dans la conduite du matériel de transport et de la machinerie (72/73)
- Personnel spécialisé du secteur primaire (82)
- Personnel de supervision et personnel spécialisé dans la transformation, la fabrication et les services d'utilité publique (92)
- Personnel intermédiaire en transport, en machinerie, en installation et en réparation (74)

## Emplois non qualifiés (principal groupe)

- Personnel de bureau (14)
- Personnel de soutien des services de santé (34)
- Personnel intermédiaire de la vente et des services (64)
- Personnel intermédiaire du secteur primaire (84)
- Personnel relié à la transformation, à la fabrication et au montage (94/95)
- Personnel élémentaire de la vente et des services (66)
- Personnel de soutien des métiers, manoeuvres et aides d'entreprise en construction et autre personnel assimilé (76)
- Personnel élémentaire du secteur primaire (86)
- Personnel élémentaire dans la transformation, la fabrication et les services d'utilité publique (96)

11) Merci. Nous aimerions vous inviter à participer à l'une de nos discussions de groupe. J'ai une autre question à vous poser. Lors de ces séances, nous invitons les gens de différents pays à participer à ces discussions de groupe. Nous nous attendons à ce qu'on demande aux participants à ces séances de discussion d'écrire leurs réponses à un questionnaire, d'aller en ligne pour visiter un site Web et de lire la description d'idées pour divers produits et services. Seriez-vous à l'aise de faire ceci?

> Oui      1
>
> Non      2  ——→  **Remerciez et terminez**

12) Donc, voici un peu plus de détails sur ce que nous vous demandons de faire. Le groupe de discussion durera 2 heures. Des rafraîchissements seront servis et vous recevrez 75 $ pour votre participation.
Seriez-vous disposé(e) à participer à l'une de ces séances?

> Oui      1      **Allez à l'invitation pertinente pour la ville**
>
> Non      2  ——→  **Remerciez et terminez**

## LMI « QUALIFIÉ »

| Ville / Date : | Endroit : | Heure : |
|---|---|---|
| *Toronto*<br>*Lundi, 20 mars* | **Consumer Vision**<br>2 Bloor Street West<br>3$^{rd}$ Floor, Toronto Room<br><br>Tél. : (416) 967-1596 | 20 h à 22 h |
| *Kitchener-Waterloo*<br>*Jeudi, 23 mars* | 4. Metroline Research Group<br>7 Duke Street West<br>Suite 301<br><br>Tél. : (519) 584-7700 | 20 h à 22 h |
| *Calgary*<br>*Lundi, 27 mars* | **Qualitative Coordination**<br>707-10$^{th}$ Avenue S.W.<br>Suite 120<br><br>Tél. : (403) 229-3500 | 20 h à 22 h |
| *Sherbrooke*<br>*Merc., 29 mars* | **Praxis Stratégie-Communication/**<br>**Groupe Everest**<br>65 rue Belvédère nord<br>Bureau 120<br><br>Tél. : (819) 347-1999 | 18 h à 20 h |

**LMI « NON QUALIFIÉ »**

| Ville / Date : | Endroit : | Heure : |
|---|---|---|
| *Montréal*<br>*Lundi, 27 mars* | **Contemporary Research Centre**<br>1250 rue Guy<br>Bureau 802<br><br>Tél. :  (514) 932-7511 | 20 h à 22 h |
| *Vancouver*<br>*Mardi, 28 mars* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tél. :  (604) 689-5511 | 20 h à 22 h |

**NAVIGATEUR IMMIGRANTS**

| Ville / Date : | Endroit : | Heure : |
|---|---|---|
| *Toronto*<br>*Mardi, 21 mars* | **Consumer Vision**<br>2 Bloor Street West<br>3rd Floor, Toronto Room<br><br>Tél. :  (416) 967-1596 | 18 h à 20 h   (    )<br><br>20 h à 22 h   (    ) |
| *Montréal*<br>*Mardi, 28 mars* | **Contemporary Research Centre**<br>1250 rue Guy<br>Bureau 802<br><br>Tél. :  (514) 932-7511 | 18 h à 20 h |
| *Vancouver*<br>*Merc., 29 mars* | **Vancouver Focus**<br>1177 Hornby Street<br>Main Floor<br><br>Tél. :  (604) 689-5511 | 18 h à 20 h |

## Section « Nom / Adresse »

Une personne de notre bureau vous téléphonera pour confirmer ces détails.  Est-ce que je pourrais vous demander votre numéro de téléphone où nous pouvons vous rejoindre le soir et le jour?

**Nom :**_____

**Adresse :** _____

**Téléphone le soir :** _____      **Téléphone au travail :** _____

**Merci beaucoup!**

**Recruté par :** _____

**Confirmé par :** _____

# Guide du modérateur

## 1) Introduction  (10 minutes)

a) **Présentez-vous et expliquez le but de ce projet de recherche :** Cette recherche est parrainée par le gouvernement du Canada. Le but de la recherche est de recueillir les commentaires et opinions des gens qui ont immigré au Canada au cours des cinq dernières années environ concernant les types d'information sur le marché du travail dont ils ont besoin pour trouver un emploi ou changer de carrière. Donc, tout d'abord, nous aurons une discussion générale au sujet de l'information sur le marché du travail. Puis, je vais vous montrer quelques exemples d'information sur le marché du travail que Service Canada a élaborés; j'aimerais ensuite connaître vos réactions face à ces renseignements.

b) **Passez les procédures de la discussion de groupe en revue :**

-- le rôle du modérateur

-- il n'y a pas de bonnes ni de mauvaises réponses

-- la confidentialité : les noms ne figureront pas dans les rapports

-- l'enregistrement sur cassette audio

--  le miroir sans tain et la présence des observateurs

c) **Les participants se présentent eux-mêmes :** prénom, durée au Canada, pays d'origine, situation de travail/profession au Canada et avant de venir au Canada

## 2) Besoins des immigrants en  matière d'information sur le marché du travail (30 minutes)

Dans la première partie de cette discussion, j'aimerais entendre vos opinions et points de vue au sujet de l'information sur le marché du travail.

- Veuillez penser au moment où vous vous prépariez à travailler au Canada. Qu'avez-vous fait et quelles informations avez-vous utilisées?

- Comment avez-vous trouvé de l'information sur le marché du travail au Canada?

- Pendant que vous cherchiez un emploi au Canada, quels types d'informations recherchiez-vous?

    **Sondez :** Est-ce que les informations étaient faciles à trouver ou difficiles à trouver?

- Existe-t-il des publications ou sites Internet en particulier que vous avez consultés pendant que vous cherchiez des possibilités d'emploi au canada?

    **Sondez :** Lesquel(le)s?

        Pour chacun(e) :  Quel type d'informations recherchiez-vous?

            Avez-vous trouvé les informations et étaient-elles utiles pour vous? Qu'est-ce qui était utile/pourquoi n'étaient-elles pas utiles?

- Y avait-il tout autre type d'information que vous recherchiez et que vous n'avez pas trouvée?

**3) Présentation du contenue du site Internet de l' IMT  (5 minutes)**

Pour le reste des 2 heures, nous examinerons quelques exemples d' information sur le marché du travail, offertes par le gouvernement du Canada.  Un des ministères du gouvernement, qui s'appelle Service Canada, a élaboré un site Internet procurant de  l'information sur le marché du travail.  Je vais vous demander de lire quelques-unes des informations sur le marché du travail que vous pouvez trouver dans le site Internet et me faire part de vos opinions.  Vos commentaires seront utilisés pour apporter des changements au Portail Immigration, un site Internet entre autre conçu pour aider les immigrants à obtenir de l'information sur le marché du travail au Canada.

**Pour les groupes hautement qualifiés :**

Pour cette séance de discussion, nous nous servirons d'une profession en particulier pour montrer les exemples de type d'informations qui pourraient être disponibles.  La profession est *Programmeurs/programmeuses et développeurs/développeuses en médias interactifs*.  Au lieu de taper cette longue description dans le site Internet, nous utiliserons le ~~numéro de~~ code 2174, provenant du système de Classification nationale des professions, qui catégorise toutes les professions.  (Remarque : l'exemple sera toujours Toronto, Ontario).

Lorsque vous répondez aux questions sur le contenu du site Internet, j'aimerais que vous y pensiez selon votre point de vue personnel, c'est-à-dire la profession ou la carrière qui vous intéresse plutôt que l'exemple que nous avons choisi.

**Pour les groupes moins qualifiés :**

Pour cette séance de discussion, nous nous servirons d'une profession en particulier pour montrer les exemples de type d'informations qui pourraient être disponibles.  La profession est *Préposés/préposées à l'entretien ménager et au nettoyage – travaux légers*.  Au lieu de taper cette longue description dans le site Internet, nous utiliserons le ~~numéro de~~ code 6661, provenant du système de Classification nationale des professions, qui catégorise toutes les professions. (Remarque : l'exemple sera toujours Région sud-ouest Lower Mainland, Colombie-Britannique).

Lorsque vous répondez aux questions sur le contenu du site Web, j'aimerais que vous y pensiez selon votre point de vue personnel, c'est-à-dire la profession ou la carrière qui vous intéresse plutôt que l'exemple que nous avons choisi.

**DOCUMENTS À MONTRER DANS CHAQUE VILLE / L'ORDRE DANS LEQUEL VOUS DEVEZ LES MONTRER :**

| Informations sur : | IMMIGRANTS QUALIFIÉS | | | | IMMIGRANTS NON QUALIFIÉS | |
|---|---|---|---|---|---|---|
| | **Toronto** | **Kitchener/ Waterloo** | **Calgary** | **Sherbrooke** | **Vancouver** | **Montréal** |
| Perspectives d'emploi | 1 | | | 1 | 1 | 1 |
| Informations sur les salaires | 2 | | | 2 | X | X |
| Conditions d'accès à la profession et compétences | | 1 | | | 2 | 2 |
| Employeurs potentiels | X | 2 | X | | | |
| Professions | | | 2 | X | | |
| Programmes de formations disponibles | | X | 1 | | | |

**« x » indique si le temps le permet.**

## QUESTIONS SUR LES PERSPECTIVES D'EMPLOI

**1) Questions concernant les Perspectives d'emploi pour la profession de l'échantillon**

Nous allons examiner les informations sous Perspectives d'emploi.

- D'après le titre, à quel type d'information vous attendez-vous dans cette section?

Laissez-moi vous montrer l'information qui serait disponible pour cette profession, puis je vous remettrai une copie pour la lire plus attentivement. (**Montrez tout d'abord à l'écran; puis, distribuez les copies des pages Internet**)

Veuillez maintenant prendre environ 5 minutes pour lire les informations dans cette section, puis je vous poserai certaines questions au sujet de cette section. Par exemple : d'après vous, ce type d'informations est-il utile, est-il facile à comprendre ou est-il difficile à comprendre, y a-t-il des informations qui manquent et que vous aimeriez voir, et ainsi de suite.

- D'après vous, est-ce que ce type d'informations serait utile pour la profession qui vous intéresse?

    **Sondez :** Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** : Pourquoi pas?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- **Si un emploi potentiellement bon n'est pas mentionné, posez cette question :** Veuillez me dire dans vos propres mots ce que *Possibilités d'emploi : bonnes* veut dire. Et s'il était écrit *Possibilités d'emploi : limitées.*

- Existe-t-il tout autre type d'informations sur les *Perspectives d'emploi* que vous aimeriez obtenir sur la profession qui vous intéresse?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :** Qu'est-ce qui pourrait être raccourci?

    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez : Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

**2) Questions concernant les Perspectives d'emploi pour la profession de l'échantillon/Ontario/Montrer toutes les régions**

Voici un autre exemple du type d'informations sur les *Perspectives d'emploi* qui pourraient être disponibles. (**Affichez à l'écran**)

Voici les perspectives d'emploi pour les programmeurs en informatique et les développeurs des médias interactifs qui travaillent dans différentes régions de l'Ontario.

---

- Selon vous, serait-il utile d'avoir ce type d'informations disponibles pour la profession qui vous intéresse, c'est-à-dire les perspectives d'emploi dans différentes régions de votre province?

    **Sondez :**   Pourquoi ou pourquoi pas

- D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- Si vous aviez vu ce type d'informations pour votre profession, est-ce qu'elles vous auraient fait penser à déménager dans d'autres régions de votre province ou du Canada?

    **Sondez:**   Pourquoi ou pourquoi pas

- Est-ce que ce type d'informations vous amènerait à penser à perfectionner vos compétences afin d'obtenir les titres de compétence adéquats?

    **Sondez:**   Pourquoi ou pourquoi pas

## QUESTIONS SUR LES SALAIRES

**1) Questions concernant les salaires pour la profession de l'échantillon**

Nous examinerons les renseignements sur les salaires.

- D'après le titre, à quel type d'information vous attendez-vous dans cette section?

Laissez-moi vous montrer les informations qui seraient disponibles.  (**Montrez les informations sur la version *Commentaires détaillés sur les salaires* à l'écran)**

**Note : Dites aux participants d'ignorer *« Autres renseignements pertinents »* pour la discussion sur les salaires)**

- En pensant au type de profession qui vous intéresserait, d'après vous, ces renseignements sont-ils utiles?

  **Sondez:** Pourquoi ou pourquoi pas

  Salaire moyen, Salaire maximum, Salaire minimum

  Période de référence

  Commentaires sur les salaires

- Y a-t-il quelque chose que vous n'avez pas aimé à propos de cette section?

  **Sondez:** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

  Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?
  - -- Salaire moyen, Salaire maximum, Salaire minimum
  - -- Période de référence
  - -- Commentaires sur les salaires

- Y a-t-il tout autre type d'informations sur les salaires qui, à votre avis, seraient utiles à avoir?

- Quelles autres suggestions avez-vous pour la manière d'améliorer la section?

**2) Questions concernant les salaires pour la profession de l'échantillon/Alberta/Alberta**

Voici un autre exemple du type d'informations sur les salaires qui pourraient être disponibles. **(Affichez à l'écran)**

Voici les salaires payés à des programmeurs en informatique et les développeurs des médias interactifs qui travaillent dans <u>différents types d'entreprises ou d'industries</u>.

- Selon vous, serait-il utile d'avoir ce type d'informations disponibles pour la profession qui vous intérese, c'est-à-dire les salaires payés par différents types d'entreprises et d'industries?

  **Sondez :** Pourquoi ou pourquoi pas

- D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- Quelques fois, les salaires peuvent être montrés dans d'autres catégories comme les postes à temps partiel, à temps plein ou les postes syndiqués.  Est-ce que ces différentes catégories sont faciles à comprendre?

**3) <u>Questions concernant les salaires pour la profession de l'échantillon/Alberta/Montrer toutes les régions</u>**

Voici un autre exemple du type d'informations sur les salaires qui pourraient être disponibles. **(Affichez à l'écran)**

Voici les salaires payés à des programmeurs en informatique et les développeurs des médias interactifs qui travaillent dans différentes régions de la province de l'Alberta.

- Selon vous, serait-il utile d'avoir ce type d'informations disponibles pour la profession qui vous intéresse, c'est-à-dire les salaires payés dans différentes régions de votre province?

    **Sondez :** Pourquoi ou pourquoi pas

- D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- Si vous aviez vu ce type d'informations pour votre profession, est-ce qu'elles vous auraient fait penser à déménager dans d'autres régions de votre province ou du Canada?

## QUESTIONS POUR LA PROFESSION / ÉLABORER VOTRE PROFIL OCCUPATIONNEL

**1) Questions relatives à la comparaison des méthodes d'accès aux informations**

Il existe deux façons d'obtenir des renseignements sur les professions à partir de ce site Internet. Tout d'abord, je vous montrerai deux façons différentes. Après vous les avoir montrées, je vous demanderai de me dire laquelle des deux façons d'obtenir des informations sur les professions vous préféreriez utiliser.

- Une des façons par lesquelles vous pouvez obtenir des renseignements sur les professions est de choisir un sujet qui vous intérese, un par un. Voici la liste des sujets figurant dans le site Internet. Supposons que vous voulez tout d'abord des resneignements sur la formation pour une profession particulière et que vous voulez également savoir votre salaire potentiel. Donc, vous iriez en premier à *programmes de formations disponibles* et sélectionneriez cela sur le menu pour obtenir des informations sur la formation. **(Sélectionnez l'article et montrez les informations qui seraient disponibles)**

  Après cela, vous sélectionneriez *Salaires* sur le menu pour obtenir des informations sur ce que vous pourriez gagner. Voici ce que vous feriez ainsi que les informations. **(Sélectionnez l'article et montrez les informations qui seraient disponibles)**

- Un autre moyen d'obtenir les informations sur les professions est de sélectionner cet article dans le menu *Élaborer votre profil occupationnel.*

  Avant de vous montrer celui-ci, d'après le titre *Élaborer votre profil occupationnel*, quel type d'information vous attendriez-vous d'obtenir?

  En fait, si vous deviez sélectionner *Élaborer votre profil occupationnel,* vous obtiendriez presque tous les renseignements au sujet de la profession particulière que vous avez choisie. Tout d'abord, laissez-moi vous montrer les renseignements que vous obtiendriez pour cette profession, puis je vous donnerai une copie imprimée pour pouvoir l'examiner plus attentivement.

  **(Lisez les informations qui seraient incluses et montrez-les à l'écran; puis, remettez les copies des pages Internet)**

- Veuillez prendre une minute ou deux pour lire ceci. Nous regarderons certaines sections en plus grand détail; donc, je ne m'attends pas à ce que vous la lisiez en détail. Je veux seulement vous donner une meilleure idée du type d'informations que vous obtiendriez ici. **(Donnez aux participants quelques minutes pour la lire)**

- Maintenant que vous avez vu les deux manières d'obtenir de l'information à partir de ce site internet, et en pensant à la profession qui vous intéresse, veuillez me dire le moyen que vous préférez pour obtenir des renseignements, section par section ou toutes les informations ensemble? **(Faites un vote à mains levées)**

  **Sondez :** Raisons pour la préférence

**2) Questions sur *Conditions d'emploi***

Veuillez maintenant prendre environ 5 minutes pour lire la section *Conditions d'emploi* à la page 2. Après l'avoir lue, je vous poserai certaines questions au sujet de cette section. Par exemple : d'après vous, ce type d'informations est-il utile, est-il facile à comprendre ou est-il difficile à comprendre, y a-t-il des informations qui manquent et que vous aimeriez voir, et ainsi de suite.

- Tout d'abord, d'après le titre *Conditions d'emploi*, est-ce qu'il s'agit du type d'informations auquel vous vous attendriez de voir?

    **Sondez :   Si « non » :**  Quelles sont les attentes et pourquoi

- D'après vous, les informations dans cette section étaient-elles utiles?

    **Sondez :**  Qu'est-ce qui était utile et pourquoi

    **Si pas utiles** :  Pourquoi pas?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- Manque-t-il quelque chose que vous aimeriez voir inclus?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :**  Qu'est-ce qui pourrait être raccourci?

    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer la section *Conditions*?

## QUESTIONS SUR LES CONDITIONS D'ACCÈS À LA PROFESSION ET COMPÉTENCES

Nous allons examiner les informations sous Conditions d'accès à la profession et compétences.

- D'après le titre, à quel type d'information vous attendez-vous dans cette section?

Laissez-moi vous montrer les renseignements qui seraient disponibles pour cette profession, puis je vous remettrai une copie pour la lire plus attentivement. **(Montrez tout d'abord à l'écran; puis, distribuez les copies des pages Internet)**

Veuillez maintenant prendre environ 5 minutes pour lire l' information dans cette section, puis je vous poserai certaines questions au sujet de cette section. Par exemple : d'après vous, ce type d'informations est-il utile, est-il facile à comprendre ou est-il difficile à comprendre, y a-t-il des renseignements qui manquent et que vous aimeriez voir, et ainsi de suite.

- En général, d'après vous, est-ce que ce type d'informations serait utile pour la profession qui vous intéresse?

    **Sondez :**  Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** :  Pourquoi pas?

    Y a-t-il une partie particulière qui, à votre avis, serait plus utile que les autres?
    **Si « oui »** :  Laquelle et pourquoi?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- A-t-il tout autre type d'informations sur les *Conditions d'accès à la profession et compétences* que vous aimeriez obtenir au sujet de la profession qui vous intéresse?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :**  Qu'est-ce qui pourrait être raccourci?
    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez dans le contexte de la profession qui l'intéresserait :

-- Il existe une section intitulée Compétences essentielles.  À votre avis, serait-il utile d'avoir ce type d'informations sur la profession qui vous intéresse? Pourquoi ou pourquoi pas?

## QUESTIONS SUR *Programmes de formations disponibles*

Nous allons examiner les informations sous *Programmes de formations disponibles*.

- D'après le titre, à quel type d'information vous attendez-vous dans cette section?

Laissez-moi vous montrer l'information qui serait disponible pour cette profession, puis je vous remettrai une copie pour la lire plus attentivement. **(Montrez tout d'abord à l'écran; puis, distribuez les copies des pages Internet)**

Veuillez maintenant prendre environ 5 minutes pour lire les informations dans cette section, puis je vous poserai certaines questions au sujet de cette section. Par exemple : d'après vous, ce type d'informations est-il utile, est-il facile à comprendre ou est-il difficile à comprendre, y a-t-il des renseignements qui manquent et que vous aimeriez voir, et ainsi de suite.

- En général, d'après vous, est-ce que ce type d'informations serait utile pour la profession qui vous intéresse?

    **Sondez :** Qu'est-ce qui serait utile et pourquoi

    **Si pas utiles** : Pourquoi pas?

    Y a-t-il une partie particulière qui, à votre avis, serait plus utile que les autres?
    **Si « oui »** : Laquelle et pourquoi?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

    **Sondez :** D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    Y a-t-il des mots ou des phrases qui étaient difficiles à comprendre?

- A-t-il tout autre type d'informations sur *Programmes de formations disponibles* que vous aimeriez obtenir au sujet de la profession qui vous intéresse?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

    **Sondez :** Qu'est-ce qui pourrait être raccourci?

    Qu'est-ce qui pourrait être rallongé?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

    **Sondez : Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez dans le contexte de la profession qui l'intéresserait :

-- Les sources d'information et de formation au niveau régional et provincial sont indiquées. Est-ce qu'il serait préférable d'avoir les informations régionales seulement ou est-ce une bonne idée d'avoir les sources régionales et provinciales énumérées? Raisons

-- En ce qui concerne les universités et collèges, existe-t-il toutes autres informations que vous aimeriez voir incluses pour chacun?

    Par exemple : plus de renseignements sur les cours offerts, la durée des cours, les frais scolaires, etc.

Plus de renseignements sur les personnes-ressources pour chaque institution, c.-à-d., un hyper lien, qui appeler, leur adresse, numéro de téléphone, etc.

-- Vous attendez-vous de voir les informations sur la formation pour les professionnels formés à l'étranger? Pourquoi ou pourquoi pas?

## QUESTIONS SUR LES *EMPLOYEURS POTENTIELS*

Nous allons examiner les informations sous *Employeurs potentiels.*.

- D'après le titre, à quel type d'information vous attendez-vous dans cette section?

Laissez-moi vous montrer l' information qui serait disponible pour cette profession, puis je vous remettrai une copie pour la lire plus attentivement. **(Montrez la page avec le texte d'introduction et la liste à l'écran; pour la liste, montrez qu'il y a plus de pages d'informations disponibles; puis, faites le lien avec l'une des entreprises soulignées)**

- En général, d'après vous, est-ce que ce type d'informations serait utile pour la profession qui vous intéresse?

     **Sondez :**  Qu'est-ce qui serait utile et pourquoi

     **Si pas utiles** :  Pourquoi pas?

     Qu'est-ce qui rendrait ces informations plus utiles :

     -- plus d'informations sur les personnes-ressources, c.-à-d., numéro de téléphone, numéro de télécopieur, etc.

     -- plus d'information sur l'entreprise elle-même, c.-à-d., envergure, industrie, etc.

     -- plus d'employeurs ou moins d'employeurs sur la liste

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

     **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- A-t-il tout autre type d'informations sur *Employeurs potentiels* que vous aimeriez obtenir au sujet de la profession qui vous intéresse?

- Est-ce que les renseignements dans cette section sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

     **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

- Quelles autres suggestions avez-vous pour la manière d'améliorer cette section?

- Si non mentionné spontanément, sondez :

   -- D'après les renseignements contenus dans cette section, comprenez-vous que ces entreprises offrent des emplois maintenant ou avez-vous interprété cette liste d'entreprises d'une manière différente?

   -- Aimeriez-vous voir les affichages de poste sur ce site?  Pourquoi ou pourquoi pas?

   -- À votre avis, serait-il utile d'avoir de l'information sur les conseils sur la recherche, c'est-à-dire des conseils sur la manière de faire une recherche d'un emploi au Canada?  Pourquoi ou pourquoi pas?

   -- À votre avis, serait-il utile d'avoir de l'information sur le processus d'embauche au Canada? Pourquoi ou pourquoi pas?

# APPENDIX 2:
# Study Materials for Immigrant Navigator

# Moderator's Guide

**1)      Introduction  (10 minutes)**

a) **Introduce self, and explain purpose of research:**  This research is being sponsored by the Government of Canada.  The purpose of the research is to get input from people to improve how people who are new to Canada can get information regarding employment either before they come to Canada or once they are in Canada.  So first of all, I will be showing you some ideas for redesigning a web site and get your opinions about these ideas and then we will look at some labour market information that would be available on the site and ask you to comment on the information.

b) **Review group discussion procedures**

-- Role of moderator

-- No right or wrong answers

-- Confidentiality:  names will not appear in reports

-- Audio-taping

-- One-way mirror and presence of observers

c) **Participant self-introductions:**   first name, length of time in Canada, country of origin, working status/occupation in Canada and prior to coming to Canada

**2)  Labour Market Information Needs  (10 minutes)**

Before we look at the website, I would like to ask you a few questions.

• I would like to think back to when you were preparing to come to Canada and specifically when you were looking for information on working here.  What did you do and what information did you use?

• Was there any other type of information you were looking for that you did not find?

• Before you came to Canada, did you know where you wanted to live and to work?

• Was the information you needed about the labour market different once you were in Canada?  If yes:  How was it different?

**3)  Presentation of Options for Intro Page  (30 minutes)**

**Show Option #1**

a) There is a website for anyone thinking about coming to Canada regarding information about employment.  In order to access information, this is what the main page could look like. (**Show Option #1 Page 1**)

Please look at the information on this page, how it is laid out or presented on the page.  I would also like you to think about your personal situation as you look at this page and about what you would do to get information you wanted based on your circumstances. (**Give participants 2 or 3 minutes**).

● If you looked at this page before you came to Canada, what would you click on to get information about employment?  Reasons why

- There are 4 situations in the box on the right hand side. Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

  **Probe:** Are there any situations missing from this list ?

b) Let's look at what happens if you were to select the first circumstance. (**Click on currently living in another country… which goes to Page 2 of Option #1**). When a person selects this option, they are presented with this page. As you see, this page has a number of questions. (**Scroll down on screen to show the questions**)

- The first question that would appear is *what occupation do you want information on*? or *search by type of work.*

  -- Which would you use, the first question or the second? Reasons why?

  -- Is this easy to understand or should they use other words to make it easier to understand? What other words would make this more clear and easier to understand?

- Next is *where would you like to work in Canada? Please select a location from the drop down menu below*.

  -- What would you do first?

  -- If you were looking at this question before coming to Canada would it have been easy or difficult to understand what was meant by *province or territory*? If difficult: What would you have done?

  -- From the drop-down menu, would you have been able to find the area you were looking for? (**Scroll down on screen to show entire list**) If no: What would you have done?

  -- What suggestions do you have that would make it easier to select a geographic area?

     A map
     A text description
     Both

When you finish answering these questions, you would then hit the Search button to get information about employment in Canada. We will look at the type of information that would be available in a few minutes.

## Show Option #2

a) Here is another example of what the main page for this website could look like. (**Scroll down to show entire page**)

Let's review what is on this page. It has all the same questions as before. (**Read down, repeating questions on occupation and location**)

Then, it has a list of questions. (**Read questions**) Once you have answered these questions, you would be able to search for the information you want.

b) I would like you to think about the two different ways of getting information we showed you. Do you like one better than the other and why?

**4) Show Information for Dental Hygienist (Scenario #2: *Temporary Work in Canada***

I am going to show you the types of information you would get from this website and get your opinions about the information. I am going to use the situation of who wants to work temporarily in Canada and wants information about employment. I am also going to use dental hygienist as the example occupation. First let me show you the types of information on the screen and then I will give you a printed copy to look at more closely.

**a) Direct attention to PLEASE NOTE**

This is the type of information that would appear for some professions, other examples would be teachers, doctors engineers, and so on.

- Do you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- In your opinion, what is the purpose for the note?

  **Probe:** What action would you take?

  Would you be interested in reading the rest of the information available or not interested? Reasons why or why not?

**b) Show box with categories of information**

This gives you an idea of the types of information that is provided for occupations. When you are looking at this information, I would like you to think of it from your personal point of view and the occupation that you are interested in.

- Just looking at the categories, is this the type of information you expected to get? Reasons why or why not?

- Do these look like they will provide you with useful information? Reasons why or why not?

- For each item probe, Just based on the title what type of information would you expect to see?

- Does this seem to cover too many topics or too few topics that would be of interest to you?

  **Probe:** If too many, what is unnecessary and why?

  If too few, what types of information is missing from this list?

- Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

**c) Hand out copies of web pages**

Please take 5 or so minutes to review this, just to get an idea of the types of information that would be available. I would like to ask you some general questions about the information. Then we will look at some of the sections in more detail

- In general, would this type of information about the occupation you are interested in be useful?

  **Probe:** What was useful and why

  **If not useful**: Why not?

- Is there anything that you do not like about the information?

    **Probe:** Did you find it easy to understand or difficult to understand? What is confusing or hard to understand?

    Layout/presentation

- Do you have any suggestions for how this could be improved?

## 5) Discussion of Specific Sections

### a) <u>Regulated Professions</u>

Please read through the information in this section and I will then ask you some questions.

- If your occupation was regulated, would you find this information useful? Reasons why

- Is there anything that you did not like about this section?

    **Probe:** Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- Is this section too long, too short or just about the right length?

    **Probe:** What suggestions do you have for what could be shortened or dropped?
    What should be provided in more detail?

- Is the information laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:** **If could be improved:** What should be changed and how?

    Bullets vs. text

- What other suggestions do you have for how the section could be improved?

### b) <u>Employment Prospects</u>

Please look at the information in this section and I will then ask you some questions.

- Thinking about the type of occupation you would be interested in, do you find this type of information useful? Reasons why?

- Is there anything that you did not like about this section?

    **Probe:** Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

- Is this section too long, too short or just about the right length?

    **Probe:** What suggestions do you have for what could be shortened or dropped?
    What should be longer?

- Is the information laid out and presented well or could it be improved in any way to make it easier to read?

    **Probe:** **If could be improved:** What should be changed and how?

    Table format vs. map

- What other suggestions do you have for how the section could be improved?

- If not mentioned spontaneously:
  -- Do you like the idea of showing a number of areas within the province? Why or why not?
  -- Would you like to see other parts of the country as well? Why or why not? Table format vs. map?

**c) Job Opportunities/Who Hires**

Please look at the information in these two sections and I will then ask you some questions.

- Please think about only the section Job Opportunities. In general, do you think you would find this type of information useful for the occupation you are interested in? Reasons why?

  **Probe:** What would be useful and why

  **If not useful**: Why not?

  What would make this information more useful, e.g., more listings

- Is there anything that you did not like about this section?

  **Probe:** Did you find the information easy to understand or difficult to understand? What is confusing or hard to understand?

  What is order #?

- Is this section too long, too short or just about the right length?

  **Probe:** What suggestions do you have for what could be shortened or dropped?

  What should be longer?

- Is the information laid out and presented well or could it be improved in any way to make it easier to read?

  **Probe:** **If could be improved:** What should be changed and how?

  Table headings

- What other suggestions do you have for how the section could be improved?

# Guide du modérateur

## 1) Introduction (10 minutes)

a) **Présentez-vous et expliquez le but de ce projet de recherche :** Cette recherche est parrainée par le gouvernement du Canada. Le but de cette recherche est de recueillir les commentaires des gens sur la manière d'améliorer comment les gens, qui viennent d'arriver au Canada, peuvent obtenir de l'information sur l'emploi, soit avant de venir au Canada soit lorsqu'ils sont sur place. Donc, je vous montrerai certaines idées pour concevoir de nouveau un site Web et solliciter vos opinions au sujet de ces idées. Puis, nous examinerons des exemples d'informations sur le marché du travail qui seraient disponibles dans le site et je vous demanderai de commenter ces informations.

b) **Passez les procédures de la discussion de groupe en revue :**
   -- le rôle du modérateur
   -- il n'y a pas de bonnes ni de mauvaises réponses
   -- la confidentialité : les noms ne figureront pas dans les rapports
   -- l'enregistrement sur cassette audio
   -- le miroir sans tain et la présence des observateurs

c) **Les participants se présentent eux-mêmes :** prénom, durée de temps au Canada, pays d'origine, situation de travail / profession au Canada et avant de venir au Canada

## 2) Besoins des immigrants en matière d'information sur le marché du travail (10 minutes)

Avant d'examiner le site Internet, j'aimerais vous poser quelques questions.

- Veuillez penser au moment où vous vous prépariez à venir au Canada et tout particulièrement quand vous cherchiez de l'information sur le marché du travail ici. Qu'avez-vous fait et quelles informations avez-vous utilisées?

- Y avait-il tout autre type d'information que vous recherchiez et que vous n'avez pas trouvée?

- Avant d'arriver au Canada, saviez-vous où vous vouliez vivre et travailler?

- Est-ce que les renseignements dont vous aviez besoin sur le marché du travail étaient différents une fois que vous étiez au Canada? Si « oui » : À quels aspects étaient-elles différentes?

## 3) Présentation des options de la page d'Introduction (30 minutes)

### Montrez la 1<sup>re</sup> option

a) Il existe un site Internet à l'intention de toutes personnes qui songent à venir au Canada et ce site comporte de l'information sur l'emploi. Afin d'accéder à cette information, voici ce à quoi ressemblerait la page principale. (**Montrez la 1<sup>re</sup> option à la page 1**)

Veuillez regarder l'information sur cette page, comment elle est disposée ou présentée. Veuillez également penser à votre situation personnelle, alors que vous regardez cette page. Veuillez penser aussi à ce que vous feriez pour obtenir de l'information que vous vouliez d'après vos circonstances. (**Donnez 2 ou 3 minutes aux répondants**).

- Si vous regardiez cette page avant de venir au Canada, sur quoi cliqueriez-vous pour obtenir de l'information au sujet de l'emploi?  Raisons

- Il y a 4 situations dans la boîte du côté droit.  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

    **Sondez :**   Est-ce qu'il manque des situations de cette liste?

b) Regardons ce qui se passe si vous deviez sélectionner la première circonstance.  **(Cliquez sur « pense à immigrer au Canada » … qui va à la page 2 de la 1ʳᵉ option).**  Lorsqu'une personne sélectionne cette option, cette page s'affiche.  Comme vous pouvez le voir, cette page comporte plusieurs questions.  (**Faites défiler l'écran vers le bas pour montrer les questions**)

- La première question qui s'afficherait est *Pour quelle profession désirez-vous obtenir de l'information?* ou *Recherche par domaine de travail.*

    -- Laquelle utiliseriez-vous : la première question ou la deuxième?  Raisons?

    -- Est-ce facile à comprendre ou devraient-ils utiliser d'autres mots pour faciliter la compréhension?  Quels autres mots rendraient cette question plus claire et plus facile à comprendre?

- Ensuite, il y a *Où désirez-vous travailler au Canada? Veuillez sélectionner la région appropriée dans le menu déroulant ci-bas.*

    -- Que feriez-vous en premier?

    -- Si vous examiniez cette question avant de venir au Canada, est-ce qu'il aurait été facile ou difficile de comprendre ce qu'on voulait dire par *région appropriée*?  Si difficile : Qu'auriez-vous fait?

    -- À partir du menu déroulant, auriez-vous été en mesure de trouver la région que vous cherchiez? (**Faites défiler l'écran pour montrer toute la liste)**  Si « non » : Qu'auriez-vous fait?

    -- Quelles sont vos suggestions qui faciliteraient la tâche de sélectionner une région géographique?

        Une carte

        Une description de texte

        Les deux

Lorsque vous aurez terminé de répondre à ces questions, vous appuieriez ensuite sur le bouton *Recherche* pour obtenir de l'information sur le marché du travail au Canada.  Nous regarderons le type d'information qui serait disponible dans quelques instants.

**Montrez la 2ᵉ option**

a) Voici un autre exemple de la page principale de ce site Internet.  (**Faites défiler pour montrer toute la page**)

Examinons ce qui se trouve sur cette page.  Elle comporte toutes les mêmes questions qu'avant.  **(Lisez en répétant les questions sur la profession et l'endroit)**

Puis, elle comporte une liste de questions.  **(Lisez les questions)**  Une fois que vous aurez répondu à ces questions, vous pourrez faire une recherche pour les renseignements que vous voulez.

b) Veuillez penser aux deux différents moyens d'obtenir des renseignements que nous vous avons montrés. En préférez-vous un plutôt que l'autre et pourquoi?

**4) Montrez l'information sur l'hygiéniste dentaire (2ᵉ scénario : *Travail temporaire au Canada***

Je vais vous montrer le type d'information que vous obtiendriez de ce site Internet et solliciter vos opinions à ce sujet. Je vais utiliser la situation d'une personne qui veut un travail temporaire au Canada et qui veut de l'information sur le marché du travail. Je vais également utiliser l'hygiéniste dentaire comme exemple de profession. Tout d'abord, laissez-moi vous montrer les types d'information à l'écran, puis je vous remettrai une copie imprimée pour pouvoir les lire plus attentivement.

**a) Diriger l'attention à VEUILLEZ PRENEZ NOTE**

C'est le type d'informations qui apparaîtrait pour certaines professions; les enseignants, les médecins, les ingénieurs, etc., représenteraient d'autres exemples.

- D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- À votre avis, quel est le but de la note ou remarque?

   **Sondez :** Quelle mesure prendriez-vous?

   Seriez-vous intéressé(e) à lire le reste des informations disponibles ou non? Raisons pourquoi ou pourquoi pas?

**b) Montrez la boîte avec les catégories d'informations**

Ceci vous donne une idée des types d'informations qui figurent pour les professions. Lorsque vous lisez ces informations, veuillez y penser d'après votre point de vue personnel et la profession qui vous intéresse.

- En regardant les catégories, est-ce que c'est le type d'information que vous vous attendiez d'obtenir? Raisons pourquoi ou pourquoi pas?

- Est-ce qu'elles semblent pouvoir vous donner des informations utiles? Raisons pourquoi ou pourquoi pas?

- Pour chaque article, sondez : D'après le titre seulement, quel type d'information vous attendriez-vous de voir?

- Est-ce que cela semble couvrir trop de sujets ou trop peu de sujets qui vous intéresseraient?

   **Sondez :** Si trop, qu'est-ce qui est inutile et pourquoi?

   Si trop peu, quels types d'informations manquent dans cette liste?

- D'après vous, les informations étaient-elles faciles à comprendre ou difficiles à comprendre? Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

**c) Distribuez les copies des pages Internet**

Veuillez maintenant prendre environ 5 minutes pour lire les informations, afin d'avoir une idée des types d'informations qui seraient disponibles. J'aimerais vous poser quelques questions générales sur les informations. Puis, nous examinerons quelques-unes des sections en plus grand détail.

   **Sondez :** Était-ce utile et pourquoi

**Si pas utile** :  Pourquoi pas?

- Y a-t-il quelque chose que vous n'aimez pas de ces informations?

  **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

  Disposition/présentation

- Quelles suggestions avez-vous pour la manière d'améliorer ceci?

## 5) **Discussion des sections particulières**

### a) **Professions réglementées**

Veuillez lire l'information dans cette section, puis je vous poserai quelques questions à ce sujet.

- Si votre profession était réglementée, à votre avis, est-ce que ces renseignements seraient utiles?  Raisons

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :**  Quelles sont vos suggestions concernant ce qui pourrait être raccourci ou enlevé?

  Qu'est-ce qui devrait être indiqué en plus grand détail?

- Est-ce que les renseignements sont bien disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez :**   **Si améliorée :** Qu'est-ce qui devrait changer et comment?

  Puces *(Bullets)* par rapport à texte

- Quelles autres suggestions avez-vous concernant la manière d'améliorer cette section?

### b) **Perspectives d'emploi**

Veuillez lire l'information dans cette section, puis je vous poserai quelques questions.

- En pensant au type de profession qui vous intéresserait, d'après vous, ce type d'information est-il utile?  Raisons?

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :**  D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :**  Quelles sont vos suggestions concernant ce qui pourrait être raccourci ou enlevé?

  Qu'est-ce qui devrait être plus long?

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- Est-ce que les renseignements sont biens disposés et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

  Format de tableau par rapport à carte

- Quelles autres suggestions avez-vous concernant la manière d'améliorer cette section?

- Si non mentionné spontanément :
  - -- Aimez-vous l'idée de montrer plusieurs régions dans la province?   Pourquoi ou pourquoi pas?
  - -- Aimeriez-vous voir également d'autres régions du pays?  Pourquoi ou pourquoi pas? Format de tableau par rapport à carte?

**c)  Opportunités d'emploi/Qui embauche**

Veuillez lire les informations dans ces deux sections, puis je vous poserai quelques questions.

- Veuillez penser à la section Opportunités d'emploi seulement.  En général, à votre avis, est-ce que ce type d'information serait utile pour la profession qui vous intéresse?  Raison pourquoi?

  **Sondez :**   Qu'est-ce qui serait utile et pourquoi

  **Si pas utile** : Pourquoi pas?

  Qu'est-ce qui rendrait ces informations plus utiles, p.ex., plus d'énumérations

- Y a-t-il quelque chose que vous n'avez pas aimé de cette section?

  **Sondez :**   D'après vous, les renseignements étaient-ils faciles à comprendre ou difficiles à comprendre?  Qu'est-ce qui porte à confusion ou qui est difficile à comprendre?

  Qu'est-ce que « Offre # » ?

- Est-ce que cette section est trop longue, trop courte ou juste bien?

  **Sondez :**   Quelles sont vos suggestions concernant ce qui pourrait être raccourci ou enlevé?

  Qu'est-ce qui devrait être plus long?

- Est-ce que les renseignements sont bien disposées et bien présentés ou la disposition pourrait-elle être améliorée d'une manière quelconque pour faciliter la lecture?

  **Sondez :   Si améliorée :** Qu'est-ce qui devrait changer et comment?

  Titres / En-tête de tableau

- Quelles autres suggestions avez-vous concernant la manière d'améliorer cette section?