Personal networks and socio-professional trajectories

What resources and what relationships for what changes in Bogota's labor market?

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Layout

1 Introduction

2 Theoretical framework

3 Context and original dataset

4 Preliminary results

- ► Evolution of personal networks between socio-professional steps

- ► Specific resources and relations for *incremental* change

- ► Specific resources and relations for radical change

5 Discussion

Social networks and labor market: a classical issue

- **Networks are a relevant approach to understand social and institutional processes which organize labor markets**

  ▶ Importance of relational embeddedness to explain individual behavior and generate labor market outcomes in Developed Countries (Granovetter [1974] 1995a ; Tassier 2006 ; Kramatz and Skans 2015 ; Greenberg and Fernandez 2016 ; Gee *et al.* 2017)

  ▶ *A fortiori* in Developing Countries when formal institutions are failing, ineffective or non-existent (Clark, 2000; Yakubovitch 2005 ; Fafchamps 2006 ; Nordman and Pasquier-Doumer 2015 ; Obukhova and Zhang 2017 ; Giulietti *et al.* 2018)

  ▶ Servicio Nacional del Empleo

Socio-professional trajectories

- Interactionist point of view: "Chicago school" (Hughes, 1955; Goffman, 1961; Becker, 1967; Driscoll, 1971)

- Individuals construct their specific trajectory in the labor market (Slokum, 2006; Savickas et al., 2009; Alter, 2012; Lopez Andreu, 2017)

  ▶ Socio-professional trajectories are a product of a biographical and interactional history, composed of a succession of steps or sequences based on:

    ★ Interactions (Becker, [1998] 2013, 2017)

    ★ "turning points" or bifurcations (Hughes, 1997; Abbott, 2001; Grossetti, 2009; Bidart, 2009; Bessin et al., 2009)

- Different phases are distinguished in terms of different resources ⟶ the access to a professional status, the capacities to be able to change and to move in the labor market (Jackson, 1988, McKenzie, 2005, Grossetti et al., 2011)

- These resources are conveyed by institutional mechanisms but also by networks of relationships, which are transformed and reconfigured according to the resources to be obtained (Berrou and Gondard-Delcroix, 2012, 2017; Chauvac, 2013)

Personal network is a dynamic process

- **Temporal reducionism limit (Granovetter 1988 : 99, 2017: 19)**

  ▶ "It is important to avoid temporal reductionism –treating relations and structure of relations as if they had no history. In ongoing relations, human beings do not start fresh each day, but carry the baggage of previous interactions into each new one"

- **Networks are processes and they change over time (Crossley et al., 2015: 111-112)**

  ▶ "Exploring social networks as active, dynamic and ongoing processes of social interaction"

- **Network's transformations are important in social and professional life (Boissevain, 1974; Bidart et Lavenu, 2005; Fisher, 2011; Bidart et al., 2011)**

  ▶ Social relations co-evolve with different life steps in the long run trajectory (adhesion and disengagement processes)

Coevolution of professional trajectories and personal networks

- **Normative steps**
  - **Before professional insertion (Bidart et al., 2011; Wrzus et al., 2013)**
    - ★ Any professional experience and any professional relationship
    - ★ High network density
    - ★ More family and social group (particulary school) ties
  - **After professional insertion (Bidart et al., 2011; Wrzus et al., 2013)**
    - ★ Some relationships are disappearing (friendships built at school)
    - ★ Others more contextualized appear: structured relationships from the workplace (Morrison, 2002)
    - ★ Less denser networks (Back et al., 2008)
    - ★ Different contacts are often confined to a single sphere of interaction

- **Non-normative professional steps**
  - **Unemployment (Bidart et al., 2011; Wrzus et al., 2013)**
    - ★ Networks tend to reconcentrate (high density)
    - ★ Reflecting a process of disaffiliation and loss of professional ties (Warr et Payne, 1983)
    - ★ Family and close friends who had not moved away (Warr, 1984; Jackson, 1988)

Paper issues

- What kind of resources workers need at different steps (insertion, evolution and return to employment) in their socioprofessional trajectories?

- How do social networks evolve within socio-professional trajectories in Bogota's labor market, giving access to different resources needed?

- What do individuals need in terms of resources and relations in different types of socio-professional transitions?

Contributions

- Using quantified narrative data collected in Bogota, we show:
    a. Recommendation and knowledge matter for professional insertion; social support is important for employment return
    b. High trusted and school ties for insertion; more diverse, organizational and low trusted relations for professionnal evolution and more closed and family ties for return to employment
    c. More knowledge and job training for *incremental* change; more recommendations for radical change
    d. More organizational and less trusted relations for *incremental* change; more high trusted ties for radical change

Theoretical framework: resources and relations in the steps of professional trajectories

1. **Professional insertion (Back et al., 2008; Bessy et al., 2014)**:
   - ▶ **Resources needed**:
     - ★ Young workers need information on possible opportunities in order to signal their habilities (training/knowledge) (Edwards and McKenzie, 2005 ; Chauvac, 2013; Barbulescu, 2015)
     - ★ Without professional experience, employers can only partially evaluate their skills despite the educational signal (Spence, 2001)
     - ★ Recommendations become essential to complete the initial information and improve the candidatures on the supply side and guarantee the candidate's credibility on the demand side (Yakubovitch, 2006; Karlan et al., 2009; Chauvac, 2013)
   - ▶ **Relational aspect**:
     - ★ High density, family and friendship ties (*supra*)
     - ★ Spread more accurate information and make recommendations without professional relationships (Kramaz and Skans, 2015)
     - ★ Regarding the resources needed, actors tend, either by necessity or voluntarily, to activate stronger ties based on family and friends

Theoretical framework: resources and relations in the steps of professional trajectories

2. **Professional transition (Granovetter, [1974] 1995; Bidart et al., 2011)**:

   - ▶ **Resources needed**:
       - ★ Actors diversify their resources (Wrzus et al., 2013)

   - ▶ **Relational aspect**:
       - ★ Development of professional relationships that replace or transform friendly relations built especially at school (*supra*): "access to work, at last, provides a breath of fresh air and opens new possibilities for personal relationships" (Bidart and Lavenu, 2005: 372)

   However, different types of professional changes exist (Bidart et al., 2011):
   - ▶ **Incremental change** (organizational evolution)
   - ▶ **Radical change** (substantial change)

Theoretical framework: resources and relations in the steps of professional trajectories

2.a. **Incremental change**:

- ► **Resources needed**:

    - ★ Development of his own skills through a process of on-the-job learning or career training constitute an important and directly assessable signal by potential employers, solving asymmetrical information problems (Sicherman and Galor, 1990; Hill, 1991; Stevens, 1994)

- ► **Relational aspect**:

    - ★ Better opportunities for *incremental* evolution are then conveyed through professional contacts - certainly within the organization itself

    - ★ Peer workers observe and judge the accumulation of skills by ego (Glaser, 2007)

    - ★ Less trusted and more frequent interactions, maintained each day within the socio-professional environment

Theoretical framework: resources and relations in the steps of professional trajectories

2.b. **Radical change**:

- ▶ **Resources needed**:

    - ★ Potential employers are only able to assess knowledge and experience related directly or indirectly to the productive process for which they are responsible (Yakubovitch, 2006; Glaser, 2007)

    - ★ Offers that do not fall directly within one's own field of expertise are relatively difficult to evaluate

    - ★ Cannot assert the profile on the basis of the accumulated professional knowledge, it is then crucial for an intermediary to guarantee this adequacy with the employer on the basis of a recommendation, making it possible to offer a credible report of the actor

- ▶ **Relational aspect**:

    - ★ Better opportunities for radical evolution are conveyed through trusted ties $\longrightarrow$ increasing ego credibility and quality of job informations (Karlan et al., 2009)

    - ★ More family, friends and closed ties and less professional contacts

Theoretical framework: resources and relations in the steps of professional trajectories

3. **Return to employment (Warr, 1984; Jackson, 1988; Mc Ardle et al., 2007)**:

   - ▶ **Resources needed**:

     - ★ Professional reintegration will again make information and recommendation essential (Bidart et al., 2011)

     - ★ Emotional support appears as a complementary resource (Jackson, 1988; Mc Ardle et al., 2007) ⟶ necessary support in intermediate situation generating stress and anxiety before returning to an activity (Lazarus et Folkman, 1984)

   - ▶ **Relational aspect**:

     - ★ "Significant increases in the amount of social contact with family, neighbours and friends after job loss [...]. At the same time there were reductions in social contact through the absence of work colleagues and in social encounters" (Jackson, 1988: 398)

Narrative approach: quantified biographical stories

- Mixed qualitative and quantitative approach is very useful in social network analysis (Hollstein and Dominguez, 2014; Crosseley *et al.* 2015)

- Quantified narrations: specific methods to collect network data (Grossetti et al., 2011a; Grossetti et al., 2011b)

  1. Biographical interviews $\longrightarrow$ Unstructured interviews focus on labor trajectory and resources

  2. Creation of a narrative material $\longrightarrow$ Transcriptions focus on processes to obtain all resources

  3. Structuration of narrative data $\longrightarrow$ Codification

  4. Qualitative and quantitative analyses $\longrightarrow$ Exploratory sequential analysis
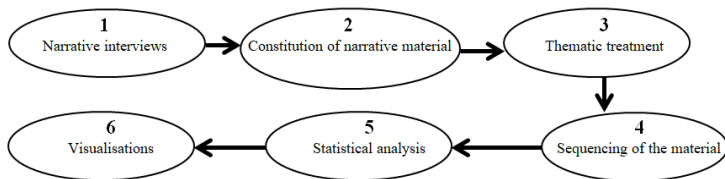
Narrative data : sample design (1)

GEIH-REDES 2016-2017								
	PROFESSIO	ADMINISTR	EXECUTIVE	SALE WOR	SERVICE WOR	AGRICULTU	PRODUCTIO	TOTAL
AGRIC	90	4	46	11	10	0	8	169
EXPLOTA DE MINAS Y CA	1	0	1	0	0	3	0	5
INDUSTRIAS MANUFACTUR	13	1	4	7	4	0	127	156
SUMINISTROS DE ELECTR	2	0	0	1	0	0	0	3
COMERCIO	8	1	1	0	1	0	89	100
CONSTRUCCION	12	8	22	197	3	0	57	299
HOTELES RESTAURANTES	2	0	7	13	73	0	8	103
TRANSPORTE ALMACENAMI	10	8	33	7	7	0	75	140
INTERMEDIACION FINANC	3	3	17	14	0	0	0	37
ACTIVADES INMOBILIARI	66	11	59	9	108	0	13	266
ADMINISTRACION PUBLIC	11	1	12	1	8	0	0	33
EDUCACION	53	1	12	1	12	0	1	80
SERVICIOS SOCIALES Y	21	3	15	0	48	0	0	87
OTRAS ACTIVIDADES DE	18	2	6	0	35	0	6	67
HOGARES PRIVADOS CON	0	0	0	0	55	0	1	56
TOTAL	310	43	235	261	364	3	385	1601

Narrative data : sample design (1)

	PROFESSIO	ADMINISTR	EXECUTIVE	SALE WOR	SERVICE WOR	AGRICULTU	PRODUCTIO	TOTAL
AGRIC	5,6	0,3	2,9	0,7	0,6	0,0	0,5	10,6
EXPLOTA DE MINAS Y CA	0,1	0,0	0,1	0,0	0,0	0,2	0,0	0,3
INDUSTRIAS MANUFACTUR	0,8	0,1	0,3	0,4	0,3	0,0	7,9	9,7
SUMINISTROS DE ELECTR	0,1	0,0	0,0	0,1	0,0	0,0	0,0	0,2
COMERCIO	0,5	0,1	0,1	0,0	0,1	0,0	5,6	6,3
CONSTRUCCION	0,8	0,5	1,4	12,3	0,2	0,0	3,6	18,7
HOTELES RESTAURANTES	0,1	0,0	0,4	0,8	4,6	0,0	0,5	6,4
TRANSPORTE ALMACENAMI	0,6	0,5	2,1	0,4	0,4	0,0	4,7	8,7
INTERMEDIACION FINANC	0,2	0,2	1,1	0,9	0,0	0,0	0,0	2,3
ACTIVADES INMOBILIARI	4,1	0,7	3,7	0,6	6,8	0,0	0,8	16,6
ADMINISTRACION PUBLIC	0,7	0,1	0,8	0,1	0,5	0,0	0,0	2,1
EDUCACION	3,3	0,1	0,8	0,1	0,8	0,0	0,1	5,0
SERVICIOS SOCIALES Y	1,3	0,2	0,9	0,0	3,0	0,0	0,0	5,4
OTRAS ACTIVIDADES DE	1,1	0,1	0,4	0,0	2,2	0,0	0,4	4,2
HOGARES PRIVADOS CON	0,0	0,0	0,0	0,0	3,4	0,0	0,1	3,5
TOTAL	19,4	2,7	14,7	16,3	22,7	0,2	24,1	100

Narrative data : sample design (1)

Qualitative sample 2017-2018 : Total							
	PROFESSIO	ADMINISTR	EXECUTIVE	SALE WOR	SERVICE WOR	AGRICULTU	PRODUCTIO	TOTAL
AGRIC								
EXPLOTA DE MINAS Y CA								
INDUSTRIAS MANUFACTUR			2				8	9,6%
SUMINISTROS DE ELECTR								
COMERCIO				4	2		5	10,6%
CONSTRUCCION		1	2	11			5	18,3%
HOTELES RESTAURANTES				1	7		1	8,7%
TRANSPORTE ALMACENAMI			5				6	10,6%
INTERMEDIACION FINANC			1	2				2,9%
ACTIVDES INMOBILIARI	7	1	5				1	13,5%
ADMINISTRACION PUBLIC	4				1			4,8%
EDUCACION	6				1			6,7%
SERVICIOS SOCIALES Y	2				3			4,8%
OTRAS ACTIVIDADES DE					5			4,8%
HOGARES PRIVADOS CON					5			4,8%
TOTAL	18,3%	1,9%	14,4%	17,3%	23,1%		25,0%	104

Narrative data : sample design (2)

GEIH-REDES 2016-2017					
	Strata 1	Strata 2	Strata 3	Strata 4 (4, 5 and 6)	TOTAL
Man	111	438	659	76	1284
Woman	97	419	709	86	1311
TOTAL	208	857	1368	162	2595

	Strata 1	Strata 2	Strata 3	Strata 4 (4, 5 and 6)	TOTAL
Man	4,3	16,9	25,4	2,9	49,5
Woman	3,7	16,2	27,3	3,3	50,5
Total	8,0	33,0	52,7	6,2	100

Qualitative sample 2017-2018 : Total					
	Strata 1	Strata 2	Strata 3	Strata 4 (4, 5 and 6)	TOTAL
Man	2	15	23	5	43%
Woman	8	18	27	6	57%
Total	10%	32%	48%	11%	104

The International Socio-Economic Index of Occupational Status for Major, Minor, Unit Groups the International Standard Classification of Occupations (Enhanced)[26]

	Major group	Minor group
0/1000 PROFESSIONAL, TECHNICAL AND RELATED WORKERS	67	
0100 PHYSICAL SCIENTISTS AND RELATED TECHNICIANS		62
0100 Chemists		
0120 Physicists		
0130 Physical Scientists n.e.c. (incl. Astronomer, Meterologist, Scientist n.f.s., Geologist)		
0140 Physical Science Technicians (incl. Chemical Laboratory Assistant)		
0200 ARCHITECTS AND ENGINEERS[27]		71
0210 Architects, Town Planners (incl. Landscape Architect)		
0220 Civil Engineers (incl. General Engineer, Construction Engineer)		
0230 Electrical, Electronics Engineers (incl. Telecommunications Engineer)		
0240 Mechanical Engineers (incl. Ship Construction Engineer, Automotive Engineer, Heating, Ventilation and Refrigeration Engineer)		
0250 Chemical Engineers		
0260 Metallurgists		
0270 Mining Engineers (incl. Petroleum and Natural Gas Engineer)		
0280 Industrial Engineers (incl. Technologist, Planning Engineer, Production Engineer)		
0290 Engineers n.e.c. (incl. Engineer n.f.s., Agricultural Engineer, Traffic Planner)		
0300 ENGINEERING TECHNICIANS[28]		53
0310 Surveyors		
0320 Draughtsmen		
0330 Civil Engineering Technicians (incl. Quantity Surveyor, Clerk of Works)		

Narrative data : life story focused on personal labor trajectory (1)

Entrevista Manuela

Presentación (00'00-02'16): Manuela es una mujer, vivió en Bogotá toda su infancia, cuando estudiaba en el colegio vivía en la 57 con 17 y actualmente vive en el Barrio Campin, en la localidad de Teusaquillo. Estudió su primaria y bachillerato en el colegio de nuestra Señora del Buen Consejo y su universidad en la Arturo Tejada, donde estudió diseño de modas y comercialización. Aún mantiene contacto con sus amigas del colegio, y con las de la universidad hablan más que todo en términos laborales, se contactan por Facebook o Instagram, se ven, pero es muy rara vez, contrario con sus amigas del colegio, que es con las que más sale.

Narrative data : life story focused on personal labor trajectory (2)

INSERCION (02'16-06'23): Se graduó en el 2011 de la universidad, planeaba irse del país a hacer una especialización, pero decidió mandar hojas de vida y dijo que sí le salía trabajo fácil se quedaba, y al mes consiguió trabajo. Este trabajo lo consiguió por internet en páginas como empleo.com, computrabajo, fashionjobs, ahí consiguió su primer empleo en una empresa familiar de dotaciones, ellos no confeccionaban era todo por medio de satélites, y trabajaban 5 diseñadoras, 1 recepcionista y los 2 dueños. En este trabajo, hacían los contactos, las visitas a los clientes, conseguían las licitaciones de las dotaciones, diseñaban, mandaban a confeccionar todo y cuando llegaba el producto hacían la entrega. En este trabajo no le pagaban las prestaciones sociales, tampoco era por prestaciones de servicio, era algo como medio ilegal, el sueldo era de 520.000 COP, y lo aceptó porque era su primer trabajo, ya que lo que buscaba era aprender y trabajar.

En este empleo duró 3 meses, no estaba satisfecha porque no le pagaban prestaciones sociales, ni el mínimo ni lo legal y el horario era difícil, a veces entraba a las 8 am y terminaba a las 9 o 10 pm. Las relaciones laborales con sus compañeros eran buenas, a veces era complejo porque los problemas familiares de los dueños quedaban ahí, pero el trato interpersonal era muy bueno.

EVOLUCION (06'23-): Después encontró su segundo trabajo a través de una página y cuando fue a pasar la hoja de vida, el dueño de la empresa le dijo que la Universidad ya había pasado su hoja de vida, entonces ahí hubo ayuda de la universidad. Allí hacían todos los elementos para los bebés, quedaba en el centro, era una empresa un poco más grande, trabajaban desde confección hasta terminado el producto y laboraban más o menos 30 personas.

Las condiciones laborales eran mejores, pasó a ganar 800.000 COP, ya con todas las prestaciones, el horario era de lunes a sábado de 7:30 am a 5 pm, pero, ella estaba haciendo un diplomado y habló con el dueño para no trabajar los sábados y él le dijo que sí, exceptuando que hubiese algo urgente y le tocará ir; había oportunidades de negociación por lo que era una empresa no tan grande y el dueño era el que decidía todo, entonces las cosas eran más asequibles. Allí trabajo 8 meses y sólo tuvo que ir 2

Narrative data : from life stories to resources' codification

INSERCION (01'33-07'55): Terminó sus materias en la universidad en el 2013 y su papá en ese entonces vivía en Panamá, su padre hizo relación con una persona que trabajaba en P (Provivienda, la constructora más grande de Panamá, la cual tiene la filial Cusezar en Colombia) y fue por medio de este que contacto, que pasó su hoja de vida en P (Conocido de un familiar, confianza alta), lo llamaron a entrevista, le dijeron que cumplía con el perfil que se necesitaba, que empezaba la otra semana y lo contrataron.

En este trabajo duró trabajando aproximadamente 2 años, le gustaba mucho el trabajo, había un buen ambiente laboral, el horario era bueno, el pago era aceptable, pero, no le gustaba el país y decidió devolverse a Colombia. La relación en general con sus compañeros era buena, pero, eran más que todo compañeros de trabajo, realmente no hizo amigos, había un contraste cultural muy grande, eran personas muy diferentes. Trabajó con 3 superiores (con uno de ellos hizo amistad, jugaban fútbol y aún se comunican con cierta frecuencia), además, en este trabajo no estaba totalmente satisfecho, ya que, el salario no le alcanzaba para vivir tan cómodamente, aunque, los horarios eran excelentes trabajaba de 7 am a 3:30 pm a excepción que tocaba trabajar los sábados. Uno de los peores jefes que tuvo fue un jefe que a mitad de trabajo cambiaron (en su tercer día de trabajo, por seguir órdenes del superior de su jefe, su jefe inmediato se puso bravo y le metió una patada a su escritorio), y luego, tuvo uno de los mejores jefes.

SALIDA DEL EMPLEO (07'55-09'26): Cuando llegó a Colombia estuvo desempleado por un mes y medio, durante este tiempo buscaba empleo en empleo.com, páginas y aplicaciones desde el celular, contactó amigos de la universidad, colegas, y puso en referencias a la empresa de Panamá, pero no pensó que fuera útil preguntar si tenían contactos en Bogotá.

EVOLUCION (09'26-23'44): Consiguió trabajo a través de un amigo de la Universidad que también estaba buscando trabajo, al amigo le llegó una oferta y pensó que era mucho más afín a Camilo que a

Comment [-1]: Knowledge (R1) : Institutional, University [Inactive]

Comment [-2]: Informational (R2) : Relational, Direct, family, high trust [first job]

Comment [-3]: Recommendation (R3) : Relational, Indirect, relational chain, high trust [first job]

Comment [-4]: Recruitment (R4) : Institutional, Organization [first job]

Comment [-5]: Time(Exp)

Comment [-6]: Good conditions (satisfaction OK, hours OK, Wage No, relational conditions OK)

Comment [-7]: See comment 5

Comment [-8]: Time(Exp)

Comment [-9]: Informational (R5) : Institutional, website [Unemployment]

Comment [-10]: Informational (R6) : Relational – Diffuse, friends, other organisation or social group [Unemployment]

**Comment [-11]:** Informational (R7) :

Narrative data : from life stories to resources' database (1)

	STEP_4_cha~e	Profession~2	Time_Exp	Resource_t~e	Resource_characteristics
1	Insertion	Internship	.	Knowledge/	Professional event
2	Outside/re	Unemployme	.	Informatio	Information
3	Insertion	First job	.	Recommenda	Job interview
4	Insertion	First job	.	Recruitmen	Job
5	Incrementa	Same job/s	.	Emotional	Organizational environment
6	Incrementa	Same job/s	.	Knowledge/	Organizational environment
7	Incrementa	Same job/n	.	Knowledge/	Organizational knowledge
8	Incrementa	Same job/s	.	Emotional	Social support
9	Radical ch	New job/ne	.	Emotional	Social support
10	Radical ch	New job/ne	.	Financial	Financial support
11	Radical ch	New job/ne	.	Material	Provider
12	Outside/re	Unemployme	.	Informatio	Job interview
13	Outside/re	Unemployme	.	Recommenda	Job interview
14	Radical ch	New job/ne	.	Recruitmen	Job
15	Incrementa	Same job/s	.	Knowledge/	Organizational environment
16	Insertion	Inactive	.	Knowledge/	University
17	Insertion	Internship	.	Informatio	Contact
18	Insertion	Internship	.	Recommenda	Contact
19	Insertion	Internship	.	Knowledge/	Internship
20	Insertion	First job	.	Informatio	Contact
21	Insertion	First job	.	Recommenda	Job interview
22	Insertion	First job	.	Recruitmen	Job
23	Incrementa	Same job/s	.	Informatio	Contact
24	Incrementa	Same job/s	.	Informatio	Job interview
25	Incrementa	Same job/s	.	Emotional	Social support
26	Radical ch	New job/ne	.	Informatio	Contact
27	Radical ch	Same job/s	.	Recommenda	Job interview
28	Radical ch	New job/ne	.	Recruitmen	Job

Narrative data : from life stories to resources' database (2)

	Process_type	Relation_t~e	Institution	Alter	Origin_link	Trust	Gender_alter	Homophily_~n	Education_~r	Homophily_~c
1	Institutio	.	School	.	.	.	.	.	.	.
2	Relational	Direct		Family	Family	High trust	Woman	Same gende	Universida	Same
3	Institutio	.	Website	.	.	.	.	.	.	.
4	Institutio	.	Interview	.	.	.	.	.	.	.
5	Relational	Direct		Profession	Organizati	High trust	.	.	.	.
6	Institutio	.	Hierarchy	.	.	.	.	.	.	.
7	Relational	Direct		Organizati	Organizati	Low trust	.	.	.	.
8	Relational	Diffuse		Friend	School	High trust	.	.	.	.
9	Relational	Direct		Family	Family	High trust	Woman	Same gende	Universida	Same
10	Institutio	.	Professional fund	.	.	.	.	.	.	.
11	Relational	Direct		Family	Family	High trust	Woman	Same gende	Universida	Same
12	Institutio	.	Website	.	.	.	.	.	.	.
13	Institutio	.	Website	.	.	.	.	.	.	.
14	Institutio	.	Interview	.	.	.	.	.	.	.
15	Relational	Diffuse		Organizati	Organizati	.	.	.	.	.
16	Institutio	.	University	.	.	.	.	.	.	.
17	Relational	Direct		School	University	High trust	Woman	Different	Universida	Same
18	Relational	Direct		School	University	High trust	Woman	Different	Universida	Same
19	Relational	Direct		Profession	University	High trust	Man	Same gende	Universida	Same
20	Relational	Direct		School	University	High trust	Woman	Different	Universida	Same
21	Relational	Direct		School	University	High trust	Woman	Different	Universida	Same
22	Institutio	.	Interview	.	.	.	.	.	.	.
23	Relational	Indirect		Profession	Other orga	Low trust	.	.	.	.
24	Institutio	.	Website	.	.	.	.	.	.	.
25	Relational	Direct		Friend	School	High trust	.	.	.	.
26	Relational	Direct		Friend	School	High trust	Man	Same gende	Universida	Same
27	Relational	Diffuse		Relational	Other orga	.	Man	Same gende	Universida	Same
28	Institutio	.		.	.	.	.	.	.	.

Descriptive statistics
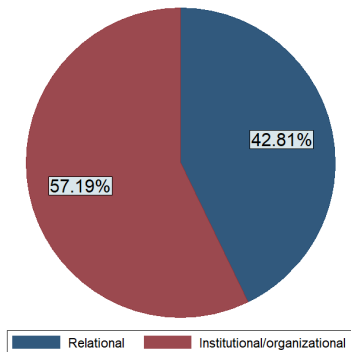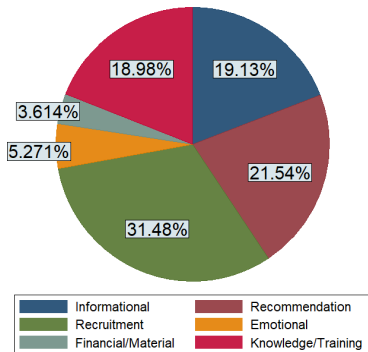
Resources and resources by process

680 resources for 56 interviews (20' in average), REDES 2017-2018

Mean	SD	Min	Max
11.72	6.58	2	31

Professional steps, resources and personal networks
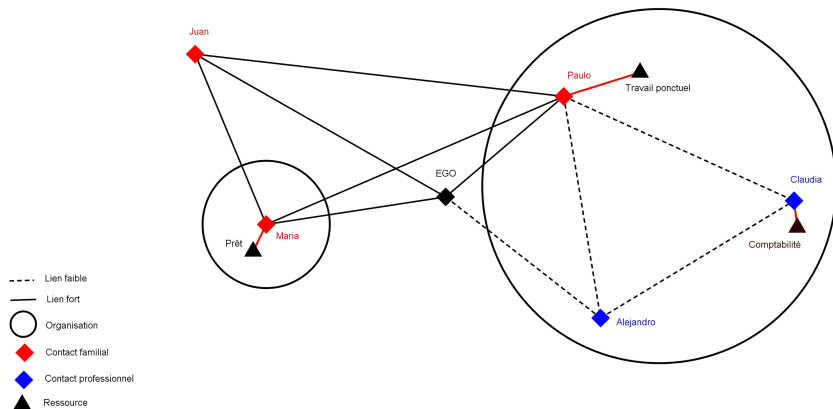
- Professional insertion (qualitative analysis)

Paulo

Juan

Prêt$_1$

EGO

Maria

- - - Lien faible
— Lien fort
◯ Organisation
◆ Contact familial
◆ Contact professionnel
▲ Ressource
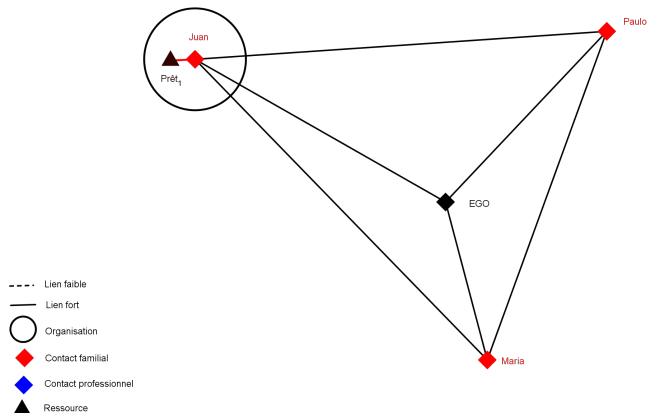
Stage 1: Relational embeddedness of insertion in the labor market
"Freddy": Narrative interview #1, 2017

Professional steps, resources and personal networks

- Professional evolution (qualitative analysis)

Stage 2: Network dynamics and professional development
"Freddy": Narrative interview #1, 2017

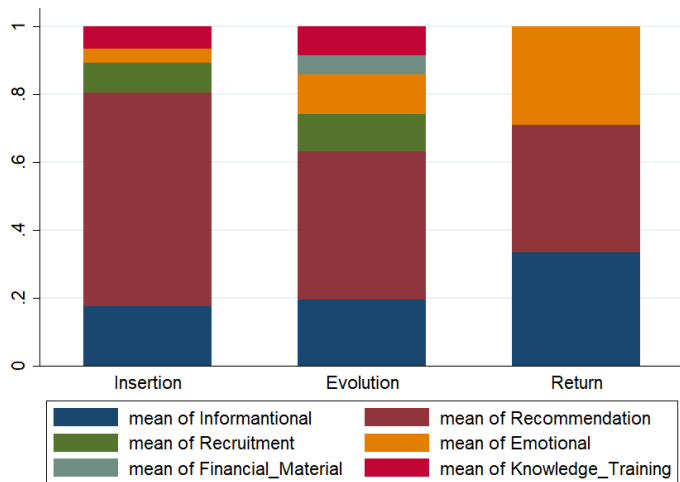# Professional steps, resources and personal networks

- Return to employment (qualitative analysis)
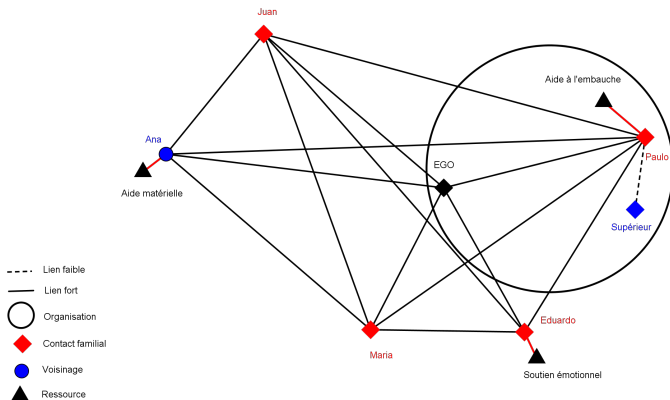
Stage 3: Employment return and network recomposition
"Freddy": Narrative interview #1, 2017

Resources by profesional steps (quantitative analysis)

282 resources (only relational), REDES 2017-2018

Resources by profesional steps (quantitative analysis)

STEP_3	Informati	Recommend	Resource_type Recruitme	Emotional	Financial	Knowledge	Total
Insertion	17.39	63.04	8.70	4.35	0.00	6.52	100.00
Evolution	19.34	43.87	10.85	11.79	5.66	8.49	100.00
Return	33.33	37.50	0.00	29.17	0.00	0.00	100.00
Total	20.21	46.45	9.57	12.06	4.26	7.45	100.00

$$\text{Pearson chi2(10)} = 22.6641 \quad Pr = 0.012$$
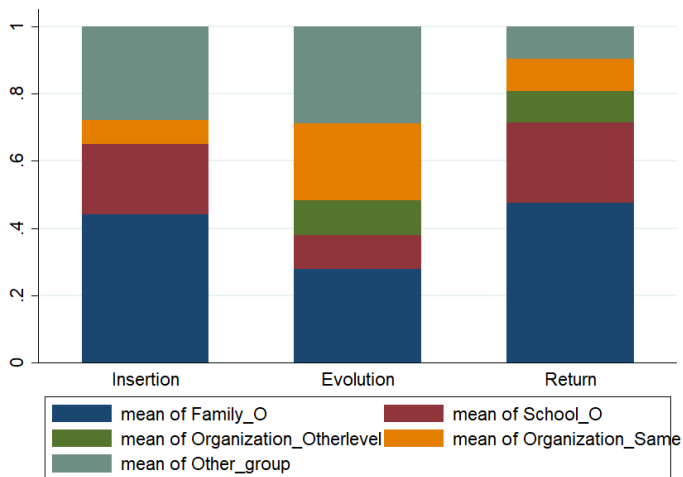$$\text{Cramér's V} = 0.2005$$

282 resources by professional steps (only relational), REDES 2017-2018

- Insertion: more recommendations (sig.[1])
- Evolution: diversity
- Return: more emotional support (sig.)

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[1] *Adjusted Pearson residuals*

Alter categories by profesional steps (quantitative analysis)

265 resources, REDES 2017-2018

Alter categories by profesional steps (quantitative analysis)

```
                              Origin_link
     STEP_3      Family     School  Organizat  Organizat  Other org      Total

  Insertion       44.19      20.93       0.00       6.98      27.91     100.00
  Evolution       27.86       9.95      10.45      22.89      28.86     100.00
     Return       47.62      23.81       9.52       9.52       9.52     100.00

      Total       32.08      12.83       8.68      19.25      27.17     100.00

          Pearson chi2(8) =  23.0100    Pr = 0.003
              Cramér's V =   0.2084
```
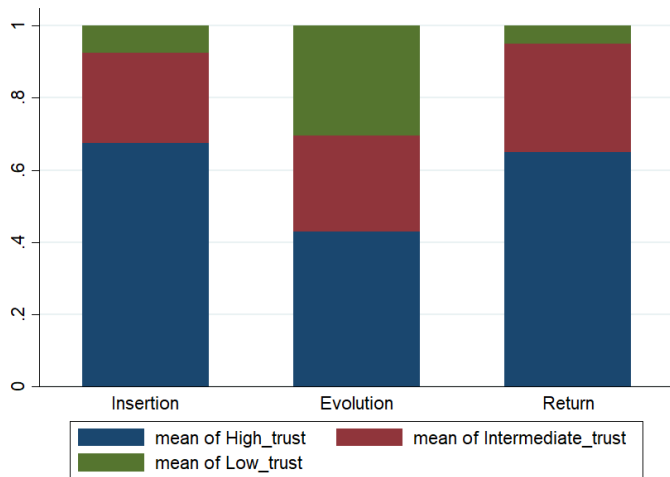
265 resources, REDES 2017-2018

- **Insertion**: less organizational ties (sig.)
- **Evolution**: more organizational (no sig.), less family and school links (sig.)
- **Return**: more family and other social groups (sig.)

Trust by profesional steps (quantitative analysis)

244 resources, REDES 2017-2018

Trust by profesional steps (quantitative analysis)

| STEP_3	Trust Low trust	Intermedi	High trus	Total
Insertion	7.50	25.00	67.50	100.00
Evolution	30.43	26.63	42.93	100.00
Return	5.00	30.00	65.00	100.00
Total	24.59	26.64	48.77	100.00

Pearson chi2(4) = 15.7957   Pr = 0.003
Cramér's V =   0.1799

244 resources, REDES 2017-2018

- **Insertion**: more high trusted ties (sig.), less low trusted ties (sig.)
- **Evolution**: less high trusted ties (sig.), more low trusted ties (sig.)
- **Return**: less low trusted ties (sig.)

Resources by type of professional change (quantitative analysis)
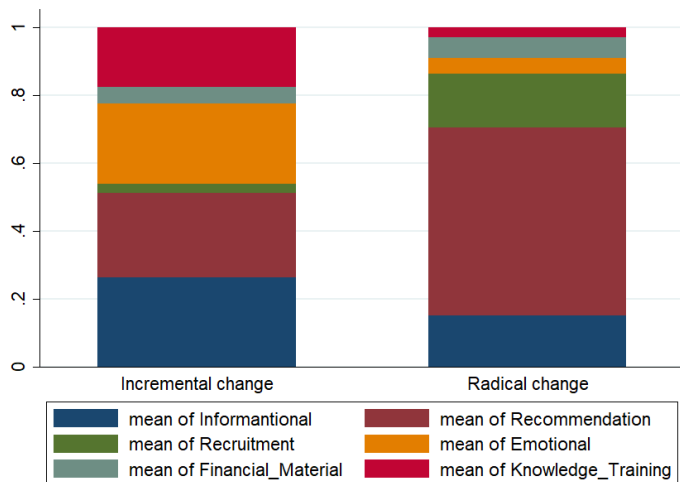
212 resources by professional change (within evolution), REDES 2017-2018

Resources by type of profesional change (quantitative analysis)

| STEP_4_change	Informati	Recommend	Recruitme	Emotional	Financial	Knowledge	Total
Incremental change	26.25	25.00	2.50	23.75	5.00	17.50	100.00
Radical change	15.15	55.30	15.91	4.55	6.06	3.03	100.00
Total	19.34	43.87	10.85	11.79	5.66	8.49	100.00

Pearson chi2(5) = 49.8156   Pr = 0.000
Cramér's V =   0.4847

212 resources by professional change (within evolution), REDES 2017-2018

- **Incremental change**: more training (sig.), more emotional support (sig.), less recommendations (sig.)
- **Radical change**: more recommendations (sig.), less training (sig.), less emotional support (sig.)

Alters by type of professional change (quantitative analysis)
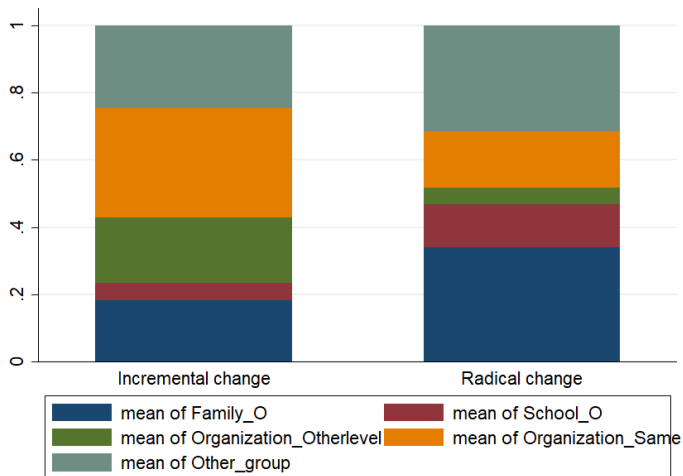
201 resources, REDES 2017-2018

Alter by type of profesional change (quantitative analysis)

```
                              Origin_link
     STEP_3 |   Family    School  Organizat  Organizat  Other org  |   Total

  Insertion |    44.19     20.93       0.00       6.98      27.91   |  100.00
  Evolution |    27.86      9.95      10.45      22.89      28.86   |  100.00
     Return |    47.62     23.81       9.52       9.52       9.52   |  100.00

      Total |    32.08     12.83       8.68      19.25      27.17   |  100.00

        Pearson chi2(8) =  23.0100    Pr = 0.003
              Cramér's V =   0.2084
```
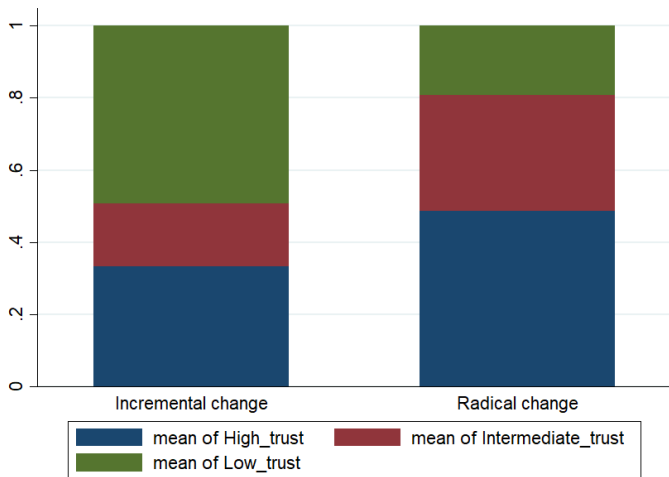
201 resources, REDES 2017-2018

- **Incremental change**: more organizational (sig.), less family ties (sig.)
- **Radical change**: less organizational (sig.), more family (sig.)

Trust by type of professional change (quantitative analysis)

184 resources, REDES 2017-2018

Trust by type of profesional change (quantitative analysis)

STEP_4_change	Trust			Total
	Low trust	Intermedi	High trus	
Incremental change	49.28	17.39	33.33	100.00
Radical change	19.13	32.17	48.70	100.00
Total	30.43	26.63	42.93	100.00

Pearson chi2(2) = 18.7854   Pr = 0.000
Cramér's V = 0.3195

184 resources, REDES 2017-2018

- **Incremental change**: more low trusted ties (sig.), less intermediate and high trusted links (sig.)
- **Radical change**: less low trusted ties (sig.), more intermediate and high trusted links (sig.)

Thank you for your attention

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LEY No. 1636 18 JUN 2013

"POR MEDIO DE LA CUAL SE CREA EL MECANISMO DE
PROTECCIÓN AL CESANTE EN COLOMBIA"

EL CONGRESO DE COLOMBIA
DECRETA
CAPÍTULO I
Objeto y creación del Mecanismo de Protección al Cesante

Artículo 1°. *Objeto.* La presente ley tiene por objeto crear un
Mecanismo de Protección al Cesante, cuya finalidad será la articulación
y ejecución de un sistema integral de políticas activas y pasivas de
mitigación de los efectos del desempleo que enfrentan los trabajadores;
al tiempo que facilitar la reinserción de la población cesante en el
mercado laboral en condiciones de dignidad, mejoramiento de la calidad
de vida, permanencia y formalización.

REPUBLICA DE COLOMBIA

MINISTERIO DEL TRABAJO

DECRETO NÚMERO 2521 DE 2013

15 NOV 2013

Por el cual se establece la estructura de la Unidad Administrativa Especial del Servicio
Público de Empleo y se dictan otras disposiciones