

Skill matching and outcomes

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Propositions

accompanying the doctoral dissertation

Skill Matching and Outcomes: New Cross-Country Evidence

Marie-Christine Fregin

1. Employment protection legislation is associated with more optimal matching: The regulation of the firing process makes employers more aware of the importance of hiring the ‘right’ person (Chapter 3).
2. Different activating labour market policy measures have different effects: Strict enforcement is associated with less optimal matching, while enabling policies may serve as a lever to promote skill-based worker-job matches (Chapter 3).
3. Even in civic life, skill use and mismatches are “much ado about something”: Workers that fully exploit their skills are more likely to approve trust in others and to have a positive perception of their own political efficacy (Chapter 4).
4. Job satisfaction is driven by *skill use* at work — not by proficiency or mismatches. Once objective indicators for the skill match are controlled for, there is no relation between overskilling and job satisfaction (Chapter 4).
5. When it comes to digital problem-solving skills, the future is now. Digital problem-solving skills matter for present wages: shortages are damaging, while a skills surplus is profitable (Chapter 5).
6. Digital problem-solving skills have the potential to serve as emancipatory lever, narrowing the divide between socio-economic status groups, and may also help to reduce the gender wage gap: high levels of digital problem-solving skills appear to pay off more for women than for men (Chapter 5).
7. If one thing is for sure, it’s this: Measurement is a truly troubling issue for skill analysts.
8. With the development of ever more advanced technological innovations, the incidence of mismatch is more likely to increase than to decrease (*cf.* Livingstone, 2017).
9. The race between changing demands for, and supply of, skills provides a challenge when it comes to preventing increasing levels of social inequality in labour markets and in societies more generally.
10. A skill is not a skill is not a skill is not a skill.