

**Applied Research Branch
Strategic Policy
Human Resources Development Canada**

**A Study on Preparing Canada's Youth for
the Job Market of the Future
A Delphi Project with Canadian Leaders, Experts in Human
Resources and Experts on Youth**

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Abstract

This study was undertaken in Summer-Fall, 2001 to identify future issues in youth and the job market of the future. The study involved a two-stage Delphi panel, first asking over 70 Canadian business and other leaders, and experts in human resources and youth (including academics, personnel in non-governmental organisations, etc.) about their views on this topic for the future. A second stage of the Delphi panel involved a review of the first stage result by an expert panel of researchers.

The results pointed at a variety of assessments of issues and implications for the future. Many of these assessments were reflective of current wisdom on the economy, human capital and youth - for example, underlining the pre-eminence of change and the importance of adaptability for youth in the labour market. These findings suggested that Canadian business and other elites and experts share important views on issues affecting youth -- that most practitioners and researchers are "on the same page."

Other findings pointed at the added value of a broadly-based process such as that undertaken here to identify more comprehensive views of youth needs and policy implications. For example, more typical views on the importance of basic skills, technological adaptation were melded with views on the importance of language skills (to respond to globalization), the importance of interpersonal skills, and the importance of understanding youth values better, to position governmental and employer responses. Some specific research directions were also noted.

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Project Personnel: The project was directed by Dr. Ted Adam Harvey, SPR's Senior Consultant, with key analytic direction from Dr. Morley Gunderson (Chair of the Panel, and Canadian Imperial Bank of Commerce Chair on Youth Employment, University of Toronto). Other members of the expert panel which reviewed the initial Delphi results were: Dr. Ross Finnie, Queen's University; Dr. Marcelle Hardy, University of Montreal; Dr. Julian Tanner (University of Toronto); and Dr. Fred Mathews (Central Toronto Youth Services). Research support was provided by Ms. Marian Ficysz (Study Operations), Mr. David Judge, Ms. Sue Langton, Ms. Sylvie Baillargeon, Ms. Veronica Kitchen, Mr. Don Storm, and Ms. Barbara Woolley.

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Executive Summary

Objective: This report presents the results for a Study on Preparing Canada's Youth for the Job Market of the Future. The study was a futures-oriented Delphi Panel* conducted in Summer-Fall 2001 for Human Resources Development Canada (HRDC). The study was aimed at identifying research and policy priorities for Canadian youth aged 15-21.

A Two-Phase Delphi Study: This assessment of priorities was achieved through a two-stage Delphi process which involved discussions with Canadian business and other leaders, and other experts and specialists in human resources and youth, followed by a refinement of overall findings by a smaller Expert Panel.

Methodology: In *Phase One* of the Delphi process, over 70 Canadian business and other leaders and experts in human resources and youth were invited to provide informed predictions on the challenges facing tomorrow's youth. Study participants in Phase One were key stakeholders (or their human resources delegates) in four key sectors: Canada's major businesses; academic institutions; government; and non-governmental organizations (NGOs). Many of these participants were CEOs of major Canadian corporations, Deputy Ministers of government departments, or university presidents, and many others were vice-presidents of corporations and universities, or other prominent persons in human resources or youth programming. *Phase Two* of the Delphi study was completed by an Expert Panel of five researchers and specialists in youth. The Expert panel was led by Dr. Morley Gunderson (CIBC Chair in Youth Employment, University of Toronto), and endeavoured to refine the larger consensus of Phase One findings and to identify specific future directions.

Results: Findings from the study confirmed many current perspectives on youth and human capital, suggesting much common ground among the diverse groups contributing to the Delphi panel. Importantly, as well, the study demonstrated a readiness of Canadian leaders to become engaged with issues of youth and the future, and showed many interesting perspectives "looking through their eyes."

Change as a constant: The Phase One panel emphasized the inevitability and rapidity of change and noted that significant changes are constantly affecting today's youth. These changes were seen by Delphi panel members as posing challenges to young workers, to their educators and employers, and also to those who implement labour-market and social policies. Rapid change suggests that both youth themselves and the policy-makers concerned with developing appropriate directions for the future must have the adaptability and skills required to be able to respond to such change.

* A Delphi panel is a systematic method for identifying a consensus -- usually about what the future will hold - through the judgement of experts or practitioners in a field, who usually consult repeatedly over a period of time. Typically, the same participants are consulted in a number of rounds of questions, usually using brief questionnaires or focus group discussions. See within for additional details.

The diversity of youth needs: Although most prevalent in responses from NGOs and academics, Delphi participants from all four target groups emphasized the importance of addressing the widely divergent needs of specific sub-groups of youth. Participants saw this as entailing a recognition of the needs of different domestic cultures as well as the cultural and linguistic adjustments required of immigrant youth. This was seen as suggesting the need for tailored approaches to sub-groups among youth who are disadvantaged or who are victims of discrimination, including visible minorities, females, Aboriginals and the poor.

Impacts of uncertainty: The study results also highlighted the sensitivity of business leaders and human resources specialists to the situation of today's youth and their vulnerability to stress and scepticism about their future. Some Delphi panel participants foresaw an increase in such stress in the future unless appropriate and effective initiatives are taken such as lowering the cost of post-secondary education, and providing more equitable funding for education systems across the country.

Demographic factors: Key demographic changes, such as increasing retirements among the "baby boom" generation, changing educational patterns, the "brain drain", and immigration patterns were seen as adding to the complexity of youth needs and government responses.

The importance of values: The existing and widening gap between the work/life values of youth entering the labour market and those of their managers and supervisors was a particular concern for business participants in the Delphi panel, and was seen as suggesting important issues for how employers design jobs and how they recruit new workers.

Policy and Research Directions: Among broader initiatives given special emphasis by Delphi participants from all four target groups, *partnership strategies* were a particular concern - the development, strengthening and expansion of partnerships between various levels of government, between government and business and educators to meet future labour market challenges. Additionally, *stronger youth involvement in research* was emphasized. The need to obtain the views of youth themselves was felt to be imperative if truly effective policies and initiatives are to assist youth in coping with the future labour market.

Phase Two of the Panel: Research Directions Consolidated: Generally, the Expert Panel agreed with directions of the Phase One Panel on key issues, for example, the central role of social-economic change and the importance of adaptability. However, some views expressed by the Phase One panel were questioned by the expert panel as suggesting "myths". For example, certain beliefs about values, student debt and other issues. These variations were seen as pointing to the need for new research to clarify certain "myths."

A number of specific research directions were highlighted by the Expert Panel, including needs for research in such areas as: the effectiveness of new types of learning; impacts of student loans and debt; analysis of rates of return for different types of education; research on initial labour market experiences of youth and their impacts; research on the "greying workplace" and retirement trends and their impacts on youth; impacts of family life issues on youth in the labour force; examination of the impacts on

expectations of entrepreneurship on youth; research on how youth chose careers, and the impacts of career counselling.

What some Delphi Panel participants said:

“What we are seeing today is a huge generation gap between the people coming in and existing staff: different approach, different attitude. Youth want to be loyal to their discipline or environmental concepts - it is loyalty but it is a different one than what we are ... used to.”

- *Human resources director of a major national corporation*

“[We need to] understand the risk profile: what kind of risks are younger people prepared to take; how do they see managing risk?” - *Vice-president of a major Canadian corporation*

“I would like to know are employers wasting resources trying to attract young people with ... programs, benefits, and perks? Should we simply be offering a given amount of work, for a given amount of time and money?” - *Vice-president of human resources, for a major Canadian corporation*

“Clearly we need qualitative research that focuses on the values and attitudes that youth are seeing coming into the workplace.” - *Executive director of a national youth organization*

“[we need] analysis of current programs and assessment of their success; long-term tracking of identified groups, and surveys... aimed at developing more efficient and successful programs...” - *Vice-president of a major Canadian university*

“We would really like to see some research done on employer training of new staff – things like, is anyone trying mentorship types of responses to training new staff, are there any ideas that employers are currently implementing somewhere that actually help integrate young people into the workforce?” - *Senior official of a provincial department of education*

“We need a richer, more comprehensive picture of employer needs. What is presented to the public is too one-dimensional and does not communicate to teachers/students what employers are really looking for.” - *Senior official of a provincial department of education*

“Research on the actual skills that are needed for contemporary jobs would be most useful.” - *Official of a western Canadian government Agency*

“We need to look at the impact of logic and critical thinking on scientific research and development... [We] need primary and secondary education to foster interest in doing education as well as building core skills: language skills and numerical skills, mathematical skills.” – *Human resources specialist for major Canadian technology company*

“Community-based, participatory and action-based research where local communities identify issues and problems is most relevant. Reports should include policy implications and program specific recommendations.” - *Executive director of a non-governmental organisation focused on youth*

“We need to identify which youth are succeeding in the new economy ..., and those who are marginalized, and try to identify the key sub-groups.” - *Academic expert at an eastern Canadian university*

“There are some groups of 15 to 21 year olds that we tend to forget about when we are talking about skills, who for some reason will not be able to develop the kinds of skills needed ... [We] have to find a way in society to ensure that they are part of the picture overall - specialized needs at the lower and upper ends of the scale.” - *Official of a major union*

1. The Delphi Study Process and Methodology

Objectives: This Delphi study on Preparing Canada's Youth for the Job Market of the Future, was completed in Summer-Fall, 2001 for Human Resources Development Canada (HRDC). The primary objective of the study was to scan issues regarding preparing youth for the job market for the future, to inform future policy research development in the Department.

A Modified Delphi Panel: The study employed a two-phase modified Delphi¹ process to elicit the opinions and views of Canadian business, governmental and other leaders (and a wide range of other experts) on preparing Canadian youth for the job market of the future.

Phase One of the study was intended to collect assessments from Canadian leaders or experts in business, academia, government and non-government organizations (NGOs), or their delegates.

Participants in the Delphi panel were recruited from a wide range of organizations in each of the four target groups:²

- *The business community*, including heavy manufacturing as well as the high-technology industries, transportation, communications, banking, insurance, publishing, entertainment, consumer goods, retail and fast-food chains;
- *Educational bodies*, including senior officials of universities and community colleges, and academic and other experts (sociologists, economists, student counselling divisions of universities, etc.);

¹ A Delphi panel is a systematic method for identifying a consensus -- usually about what the future will hold -- through the judgement of experts or practitioners in a field, who usually consult repeatedly over a period of time. Typically, the same participants are consulted in a number of rounds of questions, usually using brief questionnaires or focus group discussions.

In this study, a modified Delphi process was implemented with views of Phase One participants collected first, and consensus findings generated in a second phase, through the discussions of a smaller Expert Panel who interpreted the results of the Phase One panel. For a classic treatment of the Delphi panel and its uses, see H. Linstone, *The Delphi Method*, Addison Wesley, 1975.

² Within these groups, special efforts were also made to include key diversity groups in the Delphi panel (women, visible minorities, etc.) and to include all regions.

- *Government at all levels*: including provincial departments of labour, human resources and employment, and education, federal policy researchers, planners and youth services, and school boards;
- *NGOs oriented to youth*: organizations that work directly with various youth groups, including immigrants, visible minorities and disadvantaged youth, as well as teacher's associations and youth employment centres.
- **The Final Participants**: The final Delphi participants represented both senior and middle ranks of Canada's business, government, non-governmental organizations and academic communities. Participants included chief executive officers (CEOs) in business and equivalents in NGOs and other sectors (18 CEOs or other senior officials participated), or their senior delegates (e.g., vice-presidents in human resources, 12 of these persons participated); and recognized "thinkers" or experts in this area -- mainly academics (over 30 participated).³

Data Collection/Analysis: Assessments were obtained both in written form (via FAX and E-mail) and through telephone discussions. Participants responded to the following key questions:

- What do you think will be the biggest challenges or changes facing young workers in the Canadian economy in the next ten to fifteen years? In your opinion, what skills and abilities will be most valuable for Canadian youth in the future economy?
- In your opinion, what are the five (5) key research issues concerning youth aged 15 to 21 and the development of their human capital?
- What kind of research on these key human capital issues would be useful for Canada? What kind of research would be most useful to you?
- What are the most promising policy alternatives, initiatives or solutions for all youth, or for a specific sub-group of youth, to build a better future for them?

³ Participants included leading thinkers such as Gordon Betcherman of the World Bank; CEOs and senior managers of corporations such as Unilever, Manulife Financial, Dofasco, and Via Rail; presidents and senior officials of a number of universities; and CEOs or representatives of NGOs serving youth, women, and visible minorities (see Appendix for complete list of study participants).

- Is there anything else you would like to add?

Responses to these questions were compiled question-by-question for the more than 70 panel members and examined by the researchers to identify common themes and issues, and a preliminary overview prepared (most of Section 2 of this report).

Phase Two of the Delphi process consisted of an Expert Panel of researchers and other experts on youth, led by Dr. Morley Gunderson (CIBC Chair in Youth Employment, University of Toronto), which endeavoured to refine the larger overall findings from Phase One to arrive at a consensus and to identify specific future directions. They assessed the trends indicated by the Phase One results, and also issues of gaps and implied research directions.

2. Phase One of the Delphi Process

2.1 The Biggest Challenges/Changes Facing Young Workers in the Canadian Economy in the Future

“The one certainty is uncertainty.”

Constant Societal Change Today: The most frequently mentioned challenges or changes noted by the Phase One Delphi Panel were: the pace of change, the uncertainty associated with changing technology, the challenges of globalization; the different values of young Canadians; the need to support an aging population; and the need to fill employment positions of retiring baby boomers.

A Rapid Pace of Change: A number of the Phase One Delphi participants emphasized that the pace of change is one of the greatest challenges facing today's youth. With exposure to new information increasing and technological change occurring faster than ever before, they felt that it is impossible to predict what the world will look like a few years down the road.

Because it is a challenge to anticipate the types of skills and jobs that will be available in the future and with technologies changing so quickly, it is virtually impossible to educate young people to have a comprehensive command of specific technologies. Technological change, panelists emphasized, will require the worker of tomorrow to adapt and to continuously be learning. *Thus, many Delphi participants reported that they perceived the key challenge to be to equip young people with the skills they need to be comfortable with constantly changing technology and be able to change along with it.*

Delphi participants emphasized that not knowing what kinds of jobs will be available in the future has implications for the way in which various subjects, technology in particular, are taught at the secondary and post-secondary levels. Young people, they noted, will need to be taught to recognize their own skills and not only how they can fit into our changing society and economy but into the society to come. Thus, most of the Delphi participants stressed the importance of youth learning adaptability and flexibility. Young workers, they argued, will need an education which takes a more global view of work and teaches the appropriate adaptation skills.

Because youth will have to be increasingly mobile, and because jobs will demand more education and possibly more frequent relocation, Delphi participants further noted that youth will no longer be able to count on working for the same company or even in the same city for their entire careers. As well, it was noted that, because much of the work in the future will be on a contract or part-time basis, the working culture will not be the same as it is today.

Globalization: Many Delphi participants discussed the fact that youth will have to function in an increasingly globalized world. Many of today's young people, they noted, can expect to work for multinational corporations at some point during their careers. Political borders mean little to such companies and economic borders become less important every day. Canada's economy will be increasingly integrated with the continental trading bloc, the FTAA.

Thus, Delphi participants noted that young people will increasingly need to speak more than one language and will need to have a great deal of cultural sensitivity. The diversity of Canada's youth, Delphi Panel members noted, will hopefully provide a solid foundation for this particular need. Young Canadians will be called on to lead Canada's adaptation to this increasingly globalized world.

Delphi participants noted as a positive factor, the increasing international orientation of today's youth, citing the many young Canadians who have protested against the World Bank, the IMF, and the G-8 (and a number noted that they agreed to some degree with the protesters).

Values: Many Delphi participants emphasized the disparity between the values of Canada's youth and their parents. A clear trend was seen in the Phase One Delphi panel members suggesting that young people have different expectations from a job than did their parents. Today's youth, many noted, are seen as less willing to put inordinate amounts of time and effort into a job, but still expect a good salary, challenge, and respect in the workplace.

Delphi participants approached this issue of changing values from two angles. Some Delphi participants suggested that because today's youth have grown up in a time of peace and prosperity, and with relative material wealth, they have less work ethic and less commitment than the generation that will manage and supervise them as they enter the job market. Others argued that today's youth are looking for quality

work and that they don't have any less loyalty than their predecessors, but that their loyalty may lie with their academic discipline, or with specific values (e.g., preserving the environment). For example, some suggested that today's youth are more interested in a balance between work and personal life than were previous generations, a change which could significantly affect the way we think about work and job markets.

One Delphi participant suggested that in light of this, research should be undertaken to determine whether companies have the right strategies for attracting youth. It was suggested that rather than offering perks and bonuses to attract employees but then requiring very long work hours, a better strategy would be to simply offer a given salary for a given amount of work. *Overall, this changing priority on non-work-related values was seen as pointing to the need to better link work and human capital development with values, and the need to better understand these linkages.*

Demographic Shifts: Participants noted that rapid changes in technology are being accompanied by three important and widely discussed demographic shifts: the aging workforce and retirement of “baby boomers”, shifts related to education, the “brain drain” and immigration.

Aging and Retiring Baby Boomers: The most significant demographic trend emphasized by the panelists is the aging and retirement of the baby boomers, the oldest of whom will be leaving the workforce in increasing numbers in the next five to ten years. While the good news is that their jobs will need to be filled, which will mean a rosy job market for their children, unfortunately this also means that Canada's population will begin to look like an inverted pyramid, with a large aging population supported by fewer workers in society generally. As one Delphi panel member emphasized, the shrinking workforce will lead the youth population to assume larger fiscal responsibilities to maintain social standards. Thus, panelists noted, demands on health care, social services, and the Canada Pension Plan will all increase.

Further, it was suggested, various resulting workplace challenges will affect youth. For example, it was noted that in “greying” sectors, smaller numbers of young people will be working for larger numbers of older employees who are approaching retirement -- possibly creating new types of workplace stress, or new skill needs for persons entering the workforce for the first time.

As well, it was noted that in later phases of this process, the retirement of the baby boomers will mean that there will be fewer older workers to train and mentor today's youth as they enter the job market. Young workers may then be increasingly left to “go it alone.”

It was also suggested that as retirements increase, there is going to be an increasing incentive for companies to retain people after the initial training investment because of competition to find people to work at all levels in the future. As a consequence there will be a need for more attractive retention policies throughout every sector of the economy.

Shifts Related to Education: Another demographic shift noted by Delphi panel members is the increase in numbers of students who are pursuing post-secondary education. More students, it was noted, are endeavouring to attend colleges and universities, and the decreasing funding levels for public institutions often result in insufficient space for them. In Ontario for instance, one Delphi panel member noted the “double cohort” of students who will graduate from grade 12 and OAC in the same year is expected to cause a population bulge in Ontario colleges and universities for about ten years. When this is combined with the retirement of aging (baby boomer) faculty, it becomes clear that a crisis is looming in this sector.

Several other issues were mentioned by Phase One Delphi Panel members in conjunction with education. For example, the growing propensity for students to pursue a university education means that fewer young Canadians are entering the skilled trades. Thus there is a large, unfilled need for skilled tradespeople in these (ironically) high-paying occupations. Delphi Panel members noted that career counselling to channel youth towards the most appropriate higher education, including both college *and* vocational programs should become a priority, as a way of reducing university drop-out rates and the debt load associated with inappropriate channelling of students to some forms of higher education.

Delphi Panel members also expressed concern with the challenge of financing higher education. A number of the Delphi participants felt that as public financing is reduced, student debt loads are increasing. They suggested that it is not uncommon for students to graduate with debts as high as \$40,000, and felt that Canada runs the risk that post-secondary education, especially university

education, will once again, as in earlier decades, become the domain of the rich, reversing past decades of effort to equalize access to education.

Brain Drain and Immigration: Another demographic issue noted is the “brain drain”. Having accumulated so much debt during their undergraduate years, many of Canada's top students may go to the United States where they may find high-paying jobs and lower taxes, as well as fully funded spaces in graduate schools. As student spaces at Canadian schools become more and more competitive because of demographic shifts, the brain drain, it was noted, will probably increase and may affect undergraduates as well.⁴ *These types of patterns it was suggested call for more thinking about how to retain our youth for our own industries - the possible need for a national worker “retention” problem.*

Disadvantaged youth: Delphi participants also identified the need to address a variety of other issues such as disadvantaged youth. Delphi panel members noted that many youth are disadvantaged for reasons such as poverty, poor language skills, disabilities or ethnic minority status. Delphi participants stressed the importance of ensuring that high schools, colleges and universities are flexible and adaptable when accepting and teaching these vulnerable youth populations. In technology especially, Delphi Panel members emphasized a gap exists between the “have” and the “have-nots.”⁵

Gender Issues: Delphi participants also suggested that there is a need to ensure that the education system and the job market work for both young men and young women. Some noted that young women tend to excel in school more often than young men, although there is still work to be done in encouraging young women to remain in math, science, and technology programs. On the other hand, young men are beginning to fall behind at the primary and secondary levels. A number of Delphi participants emphasized that there is a need to determine why the current core education system does

⁴ Some Delphi participants, though, felt that this should be thought of more as a “two-way street.” They suggested that there is a need to increase immigration to address skill shortages. It was suggested that Canada should uniquely position itself and design, run and evaluate creative approaches to building a more skilled population base through immigration.

⁵ One Delphi participant noted that while having computers in schools is a good initiative, it is somewhat like having a school library where some students get to take the books home and others do not. Clearly, students who can afford to have computers and other technology in their homes will be at an advantage, while disadvantaged young people may not have such opportunities.

not serve young men as well as it should. Delphi participants agreed, however, that in the job market overall, women are still disadvantaged relative to their male counterparts with similar qualifications.

Family Life as an Issue: Several Delphi participants noted that it will be important for youth to identify and understand key options and to create and manage, a balanced life involving family, work/career, leisure, health, and community involvement. Thus, an important challenge will be to acknowledge the different life course of women who are entering the workforce. Women still tend to be overlooked for the best jobs and promotions because of institutional discrimination or because they usually have a different commitment to family than do men. The perception exists that they may be unwilling or unable to commit the number of hours that employers expect and that men can more easily give many hours because of fewer household responsibilities.⁶

2.2 The Most Valuable Skills and Abilities for Canadian Youth in the Future Economy

“Adaptability is key.”

Responding to Uncertainty: Echoing their assessments of challenges facing youth, Delphi participants emphasized that by far the most important skills young people will need in the future are adaptability and flexibility, followed closely by superior communications skills. Other frequently mentioned skills were basic literacy, numeracy, electronic literacy, the ability to speak two or more languages, technological skills, and analytical thinking. A broad range of skills to facilitate adaptability, as well as a specialized knowledge of a particular area was also noted as important.

Adaptability/Flexibility: These skills, Delphi panel members noted, will be critical for today’s youth who on average may be expected to make at least four career changes over their working lives. Indeed, the prevailing attitude among Delphi panel members was: “if they cannot adapt to change, they will be

⁶ A counter-indication is suggested by some research completed in 2000, indicating that long hours are being increasingly rejected by all workers, males and females alike. See: SPR Associates, *A Study Concerning Federal Labour Standards: Balancing Work, Family and Learning in Canada’s Federally Regulated Workplaces*, HRDC, January 2000.

left behind.” All other skills, including technological aptitude, were considered by most Delphi participants to be secondary to an ability to adapt. Adaptability consisted of the ability to recognize one's own skills and fit them into ever-changing jobs and job tasks, and also a commitment to life-long learning. Complementary skills that many Delphi participants considered valuable included a flair for entrepreneurship, innovation, and creativity.

Communication Skills: Delphi participants rated good communication skills almost as highly in importance as adaptability. They emphasized that communication skills are crucial to ensure a solid base for career development. Part of this need, panelists noted, can be addressed by ensuring that immigrants are given ongoing language skill development support beyond basic language skills. Immigrant youth need to learn the sophisticated English or French required to succeed in the workplace. It was noted, however, that native English or French speakers also must work on their basic communication skills. Delphi participants noted that many youth -- even university graduates -- often have an insufficient command of their own first language. Thus, Delphi panel members highlighted a need for better education in grammar, spelling, and vocabulary at all levels.

Multilingual Skills: Interestingly, a number of Delphi participants rated knowledge of a second (or even third) language as equally important to technological skills. Related to multi-lingualism is the need to “think globally” (responding to the challenge of globalization as noted earlier) and to be culturally sensitive. Many Delphi participants noted that it is clear why these skills will be essential in an increasingly global marketplace. As one Delphi panel member emphasized, companies will no longer be able to afford to lose clients who speak other languages, and simply assume that there will be sufficient numbers of clients who speak the company's working language (English or French).

Basic Skills for Technology: A number of Delphi participants suggested that although technological skills will be increasingly important in the coming years, there will be a greater need for skills to use technology in general, than skills to use a particular kind of technology. *They emphasized that this is where basic literacy, numeracy, and electronic literacy will be key, because they will provide the base on which to build skills in whatever technologies become prevalent in the next decades.*

Basic Skills for Information Processing: Skills in information processing and analysis were noted by Delphi panel members as a particularly desirable complement to technological skills. Given the sheer volume of information that exists today, it is imperative that young people develop the skills necessary to retrieve, catalogue, and manage information. It was also noted that youth will need stronger skills in analysis and critical thinking to enable them to use information more efficiently and effectively.

People Skills: Several Delphi participants noted the importance of people skills -- that is, the ability to work in teams and the ability to work with a diverse range of people, whether they are co-workers, clients or customers. One Delphi participant emphasized that the greatest danger is that, in large part because of technology, today's youth will not gain the interpersonal skills that youth would have developed previously. Thus it may be an increasing challenge to teach youth to communicate and to work together effectively.

Practical/Basic Life Skills: Perhaps surprisingly, many of the Phase One Delphi participants stressed the importance of practical and basic life skills for today's youth. They pointed out that some young people are not adequately learning basic skills such as cooking, personal budgeting, and healthy living. These and other personal management skills, they argued, will be important to youth maintaining a balanced and healthy life as they grow older. Some of these comments linked back to comments of Delphi panel members noted earlier in this report, regarding family life more generally. These views also echoed those noted previously regarding trades -- many felt that skills in the trades are going to be in high demand in the coming years, including practical skills such as gardening, painting, or woodworking. Young people with skills and talents in these areas, it was noted, could have a lucrative career working for busy executives or retired boomers.

2.3 The Key Research Issues/Types of Research Needed

Introduction: Many questions were posed about research. Some related questions asked by Delphi panel members included: "How can a learning system apply broader, more effective, evaluation tools and strategies so that the true capabilities of youth are measured to better enable effective development and recognition?" "What incentives would encourage young people to appreciate the importance of a successful future within the job market?"

Many Delphi participants combined their answers to these questions, and there was a great deal of overlap in responses. Echoing priorities they previously noted in discussing youth issues generally, several Delphi panel members suggested that key research needs exist in the areas of education and the school-to-work transition as well as comparative research, evaluating access to education and training by sub-group, and conducting research into values.

Research on Education Models: The largest group of Delphi participants recommended studies to investigate the relative value of different education models. Some, for example, questioned whether the current high school system was serving students adequately and preparing them for the job market. One Delphi participant noted that our high school system seems counter-productive -- that it offers a very non-individual, assembly-line style of education at a time in young people's lives when they are trying to define themselves as individuals distinct from each other and from their parents. Other panel members wanted studies that would evaluate the effectiveness of distance and e-learning schemes, part-time education, private training programs (e.g., in information technology) and alternative schools.

Education, as one Phase One Delphi Panel participant noted, does not provide quick fixes, and it would be important to know more about how its impacts play out over the long-term. As part of investigating the effectiveness of education, many Delphi participants also suggested more research on the school-to-work transition, including how it works and how it might be made to run more smoothly. In particular, Delphi participants felt that it would be interesting to know the success rates of different education models, not just immediately after graduation and two years later, but throughout the entire working life of the student. A related issue noted was increasing our understanding of how youth obtain and process information to aid their choice of, or change of, career paths -- how they make career decisions.

Some Phase One Delphi Panel participants suggested research into the impacts on students of the increasing cost of higher education as well as research on effective incentives for students to stay in school. Several stressed the importance of more research on early childhood education, the impact of day-care, and the influence of the family, with the rationale that these are the sources of problems that we should try to solve among teenagers.

Gender-Related Research: Delphi participants also recommended that research be conducted to determine how different people learn, in order to know how best to teach the skills that will be necessary in the coming years. In particular, Delphi panel members noted that it would be relevant to know how young males and young females learn differently, in order to address the fact that young males don't do as well as young females in elementary and high school. Complementing research on these issues would be research on ways to enlist and keep young women in non-traditional programs, and on ways to make the workplace and job experience more positive and enabling for women.

Minority Group Research: Another important area for research is to learn how access to and success in emerging forms of training and education varies across sub-groups. For instance, what is the experience of immigrant Canadians compared to that of Aboriginal people or youth with disabilities? What is the impact of family background – for instance, poverty – on youth success? How can we ensure that disadvantaged (or potentially disadvantaged) youth succeed?

Research on Youth Culture: Several Delphi participants felt it was critical to know more about how youth think, what they value, and what influences them. While it is evident that many employers, academics, and youth workers believe today's youth have a different set of values from their parents, it is not clear exactly how those values differ and the degree of importance young people attach to them. There is a need, it was suggested, to better understand what the real differences are in “youth culture” - as regards issues such as family, environment, etc. - and to clearly define what is “myth” and what is “reality”. Increased knowledge on these topics, Delphi panel members indicated, would help employers to attract and retain bright workers, and might provide insight that would help answer questions such as: Why do young workers not go into the trades? How can we keep bright, motivated Canadians in the public sector? Do young people prefer non-traditional employment, or are they still seeking full-time jobs with benefits and security? What risks are youth willing to take?

Comparative Research: A large number of the Delphi participants extolled the value of comparative research and felt that Canada can gain many new ideas from exploring the experiences of other countries. They also noted that more comparative inter-provincial research would be useful. The provinces have jurisdiction over education, but perhaps there would be some value in establishing

nation-wide standards that would allow employers to make better comparisons. This would entail some federal-provincial or inter-provincial co-operation. Many stressed the importance of multi-level-multi-process studies, looking not just at national, provincial, and local cases and phenomena, but also at how the interrelation between family, school, and community affects youth and career development.

Trends: Other Delphi participants suggested that additional research is necessary on key trends we are seeing today, which are expected to continue or increase. Among these are: The brain drain (as discussed earlier): Why do young Canadians leave in such large numbers? How can we convince more young Canadians to choose the trades? What will be the impact of the mass retirement of the baby boomers on younger workers? How can we convince people to choose the public sector as a career focus?

Longitudinal studies were the most frequently suggested methods for obtaining answers to these questions. Many Delphi participants emphasized that more effective use of existing databases or the establishment of new ones to improve the use of longitudinal data collection would be extremely valuable for researchers. Others noted the importance of better evaluating existing programs to determine whether they are meeting their goals. Pilot projects were also noted as another way to test programs, but Delphi participants emphasized that pilot projects should be better evaluated and implemented effectively when they succeed.

Involvement of Youth in Research: Many Delphi participants noted that it is imperative that youth be asked what they think and how they would design research on youth needs.

2.4 Solutions to Build a Better Future

“Start with the premise that we cannot improve the labour market for youth unless we take a careful look at improving the education system.”

Pathways to Change: Delphi participants suggested several interesting solutions and initiatives to address some of the issues identified in this phase of the Delphi process. Some of these were practical initiatives; others highlighted changes in society's attitudes/values that are necessary for youth to succeed.

Need for Effective Partnerships/School-to-Work Transitions: Many Delphi participants emphasized the need for better job support for youth when they are straight out of high school or post-secondary education. Easing the school-to-work transition is a high priority, they noted, because it increases the chances that students will become successful workers. Among the suggestions were beginning job and career counselling as early as junior high school, and developing programs that allow people of different ages and backgrounds to work together in order to promote mutual learning.

Partnerships between high schools and post-secondary institutions, the private sector, and NGOs were also suggested as a way to better integrate the education system with the job market. The *Shad Valley Program*, which allows talented senior high school students to spend a month at university in a science and technology program and then complete a work term in a company, was held up as a one illustration of a model that could be followed in other disciplines. Many Delphi panel members suggested that existing high-school and post-secondary co-op and work-study programs be expanded.

Solutions Within Education Initiatives: Other suggestions in the realm of education included ensuring that core skills are built and taught appropriately and effectively to both boys and young women. One Delphi participant suggested a ParticipACTION-type program for literacy. Bilingualism and multi-lingualism should be taught through the school system and second language programs should be augmented. Programs to encourage young people to continue their education, especially in the trades, should be implemented. In order to fund post-secondary education and combat the rising costs, many suggested not only public re-investment in colleges and universities, but also re-vamping the student loans program.

In this vein, Delphi panel members emphasized that the federal and provincial student loan programs should be better implemented and that both programs need to be reformatted to promote debt minimization. Several Delphi participants recommended that loan forgiveness be based on achievement, with less of the loan to be repaid in proportion to the student's success. Another suggested modelling

student loan programs more along the lines of American programs, which guarantee a certain level of funding to all students according to their academic achievement.⁷

Building on Family and Community: Family- and community-based initiatives also ranked high with Delphi participants as part of the foundation of successful career development for youth. Basic care policies, ensuring adequate health care, employment insurance, and shelter are important, because, in the words of one Delphi participant, “if you can't afford to live, you can't afford to work.” One suggested initiative was to offer tax breaks for youth and low-income earners. Another suggested that an important way to motivate young Canadians is to make sure that the skills of immigrant parents are fairly assessed so they can set an example for their children. If a child's parent has a Ph.D. from another country but must drive a taxi in Canada, there is little incentive for the child to seek higher education. As stated earlier, having a computer in the home helps students. It follows that any initiatives that help give more youth this advantage will be welcome. So too will efforts to develop rural infrastructure to attract jobs to non-urban areas -- one Delphi participant offered the example of Moncton, New Brunswick, where the call centre industry boomed only after the city's infrastructure was developed. Some also encouraged funding for parks and recreation, because it is here that attitudes towards cooperation and teamwork are formed. Developing a sense of community – for instance, by organizing mentoring programs with retirees – will develop social capital and may also mitigate the effects of the baby boomers leaving the job market.

Other Issues: Other interesting solutions that Delphi participants proposed included looking at ways to combat the brain drain, perhaps by offering portable benefits for those engaged in non-traditional work, and collecting a “leaving tax” on those educated in Canada who choose to seek employment elsewhere, but it was noted that such a tax would have to be high to be effective and could also have the negative impact of preventing highly-trained workers from returning to Canada.

Many of the changes suggested were changes in values, rather than practical initiatives. For instance, that society needs to accept that there are other ways of being successful than having a high-paying job

⁷ Thus, students can then go out and seek additional funding, knowing that at least part of their education is paid for.

in business or the professions -- that learning a trade or becoming a homemaker and raising a family can be equally valid ways of making a life.

2.5 Other Comments from the Phase One Delphi Panel

“I think when you go back to basics it is not just what can we do to help kids find work, it is how can we have a really good generation of well-rounded kids who are intellectually stimulated.”

Some Delphi participants reiterated points they had made in previous questions to give them added emphasis; these are not included again here.

One important additional point made by Phase One Delphi Panel members was that there is no use in conducting research or suggesting change if there will be no action taken. Thus, it was argued, it is important to invest the funds necessary to follow-up research, to make a difference, or “all of the work will go to waste.”

Some also noted that this study missed several important ideas or directions. For instance, while this study focused on human capital acquisition, it is also important to consider social capital. Social capital is built in families, communities, and relationships with others. One Delphi participant cited a study that examined job prospects of recent university graduates, and discovered that the best indicator of the sort of job a student got was the father's occupation. Clearly, connections still matter, and it is important to look at ways of building social capital for all youth.

Others suggested that the age range of the study should be broadened at both ends of the spectrum. Children under ten (and even under five) must be studied because values, attitudes, and core skills are learned at an early age. Interventions among teenagers merely attempt to correct the past, while initiatives for children can help prevent problems from starting. Youth over the age of 21 (up to age 24) need to be given more priority, because they are still in the process of making the transition to the workplace. Indeed, with more and more young people staying in school longer, there is no guarantee that a 21-year-old will have entered the workforce.

Some Delphi participants stressed the importance of developing the “whole” - that is to say, encouraging the development of healthy bodies as well as healthy minds - and paying attention to all youth, including those at either end of the academic spectrum - the struggling and the gifted.

Finally, many Delphi participants advised talking to youth directly and asking about their values and ideas, goals and aspirations for the future and suggested including youth in both the research and research design components of any further study.

2.6 Summary of the Phase One Delphi Panel Results

“[There is a need for] (p)articipatory research that is qualitative in its orientation in order to get at the values and attitudes that are shaping our thinking [about youth and labour markets].”

“Longitudinal research will be key to understanding the needs of youth in labour markets.”

Challenges for Youth in the Future: The exposure to new information and technological change will present a challenge for both youth and educators in the future. Nearly all Delphi participants emphasized that young people will have to learn adaptability and flexibility as much as any particular skill.

Although the outlook for jobs in the future is bright with the retirement of the baby boomers, Delphi participants noted that this also means that there will be fewer workers to train and mentor today’s youth as they enter the job market. As well, the growing propensity for students to pursue a university education means that fewer young Canadians are entering the skilled trades, creating a large, unfilled need for skilled tradespeople.

A number of Delphi participants emphasized that the biggest challenge for young people is going to be the ability to finance their higher education. Many suggested that Canada runs the risk that post-secondary education will once again become the domain of the rich, reversing decades of work to attain more equal access to education.

The Most Valuable Skills: Many Delphi participants suggested that adaptability and flexibility will be critical for Canada's youth. All other skills, including technological aptitude, were considered by most Delphi participants to be secondary to an ability to adapt. Complementary skills considered important by many Delphi participants included a flair for entrepreneurship, innovation, and creativity.

Delphi participants also identified skills in information processing and analysis as complementary. As well, the ability to use technology in general was also seen as important. However, many Delphi participants emphasized that it will be imperative that young people develop the skills necessary to retrieve, catalogue and manage that information as well as having skills in analysis and critical thinking that will allow them to use the information efficiently and effectively. Communication skills were noted as important for the future, with an ability to speak two or more languages being a highly desirable skill for today's youth.

Research: A large group of Delphi participants suggested studies should be conducted to investigate the relative value of different education models. Many of these Delphi participants also recommended research on the school-to-work transition, including how this transition works and how it might be made to run more smoothly.

Delphi participants also felt that additional research is necessary on trends we are seeing today. Some questions that they suggested should be asked include: The brain drain – why do young Canadians leave in such large numbers? How can we convince young Canadian to choose the trades? What will be the impact of the retirement of baby boomers on younger workers?

Solutions: Many Delphi participants emphasized the need for job support right out of high school or post-secondary education. They noted that easing the school-to-work transition is a high priority because it increases the odds that students will become successful workers. Delphi participants also suggested that existing high-school and post-secondary co-op and work-study programs be expanded, and that programs to encourage young people to continue their education, especially in the trades, should be implemented.

Several Delphi participants also suggested that loan forgiveness should be based on achievement, with the loan being repaid in proportion to the student's success. Another suggested solution was to offer tax breaks for youth and low-income earners. Basic initiatives such as ensuring adequate health care, employment insurance and shelter were felt to be important because, in the words of one Delphi participant, "if you can't afford to live, you can't afford to work."

Lastly, many Delphi participants advised that young Canadians should be asked directly about their ideas, goals and aspirations for the future, and suggested including youth in both the research and research design components of any further studies of this type.

3. Interpretation of Phase One Results by the Phase Two Panel

Overview: The conclusions arrived at by the Phase Two Expert Panel are not meant to reiterate the conclusions of the Phase One consultations with Delphi participants, but rather are designed to provide a broader interpretation of study findings.

In-Line: The Expert Panel concluded that Canadian leaders and human resources and youth experts who contributed to the Phase One Delphi process were generally in-line with broader contemporary thinking on youth issues. Delphi participants were consistent with research analysts and policy-makers in their statements -- suggesting that these groups are as a rule “on the same page.”

The relative lack of new ideas in the Phase One of the study led the majority of Phase Two Expert Panel members to suggest that the Delphi participants, while “leaders” in their particular area of expertise, were generally “followers” in their ideas on preparing Canada’s youth for the job market of the future. On the other hand, as emphasized by one panelist, this could imply that there was simply a strong consensus on main challenges, skill requirements, research needs and policy implications.

Myths: Some members of the Phase Two Expert Panel expressed concern that the broader group of Delphi participants held a variety of myths regarding challenges facing Canada’s youth. For example, one Expert Panel member was surprised that so many Delphi participants indicated that student debt was an increasing and intolerable burden, when it is not an issue for the vast majority of students. Equally, two Expert Panel members saw as a myth, the view that youth values have changed dramatically and are increasingly out of synch with the value of employers and parents. These two panellists argued that this disconnect between generations has always existed, but that there is no evidence it is increasing.

Another Phase Two panelist noted that the issue of the education system favouring and benefiting young women over young men is actually more complicated – that these impacts of schools are compounded by other factors such as the contemporary societal emphasis on equity. This panelist indicated that the reality is that young men are becoming more marginalized not because of the educational system alone, but also because of the many special affirmative action-type initiatives in the schools for groups such as

young women and minorities. Phase Two panel members noted the far reaching importance of this marginalization of young men in schools and the labour market, as it leads to social exclusion which in turn fosters crime and other anti-social acts.

These observations suggested to Expert Panel members the potential for research aimed at reconciling or clarifying certain of these “myths” -- testing leaders' views more thoroughly against “hard” research, and also testing in new ways, the “hard” research, to ensure that conclusions are valid and fully contextualized.

Main Challenges Facing Youth: Phase Two panel members supported the consensus views held by Phase One Delphi participants on challenges facing youth, including:

- Increasing change and uncertainty;
- Increasingly, divergent values of youth and adults, youth and employers, and work and family;
- Skill shortages resulting from retirements;
- Issues of eldercare;
- Education financing issues;
- Overcoming general skill shortage issues associated with demographics and trade related skills;
- Need for more effective school-to-work transition; and
- Bridging the academic and the practical.

Skill Requirements: Associated with these challenges, the skills required by Canada’s youth, identified by the Phase Two Expert Panel were generally consistent with the findings of Phase One Delphi participants. These are:

- Adaptability and flexibility;
- Broad-based training and skills to equip people to deal with change and uncertainty;
- Communication, “people” skills, team skills; and

- Skills for dealing with globalization and diversity.

Research Needs: Questions for further research were identified in general rather than specific terms, and these were reiterated by the Phase Two Expert Panel as including:

- What types of training and skill development works best to equip different types of people both not only in the short term but also in the long-term?
- What is the effectiveness of new types of learning (e.g., distance education, co-ops, part-time work mixed with education)?
- What is the impact of student loans and debts?
- What are the preferences of youths with regard to non-standard types of employment and towards skill training in the trades?
- How important is the brain drain and why does it occur?
- How can stakeholders concerned with youth and job markets (including youth themselves) be more effectively involved in research?

Policy Inputs: Expert Panel members also identified certain key policy inputs which they thought should be considered for potential solutions. These included:

- Strengthening partnerships amongst governments, businesses and employers in facilitating the school-to-work transitions;
- Re-vamping student loans;
- Credential recognition; and
- Action orientation.

New Issues: Consistent with the idea that the Delphi participant list of general challenges, skill needs, research needs and policy responses very much “reads” like a list that prevails in the research and policy community, the Phase Two Expert Panel noted that there were very few “new” items or “surprises”. One exception was the emphasis of the Phase One panel on “practical/basic life skills” such as cooking,

personal budgeting and healthy living -- a priority, it was argued - because many youths have never learned those skills at home. Another possible exception was the emphasis noted by the Phase One panel of “people skills.”

There is also the question of the extent to which many of the concerns labelled as “new issues” were simply re-iterations of classic issues that have always been raised with respect to youth. Examples noted by the Phase Two Expert Panel include:

- Differences in the values held by youths and employers and how youths often have unrealistic expectations of what they can do at the workplace; and
- Gaps between the training of students in educational institutions and the practical needs of employers.

Specific Evidence-Based Research Agendas: The Phase Two Expert Panel concluded that there was a strong need to translate the study findings and suggestions into specific research agendas that could drive action-oriented policy initiatives. Examples of some more specific evidence-based research agendas that the Phase Two Expert Panel suggested could flow from Delphi participants’ more *general* suggestions include:

- Analysis of the rate of return for different types of education/training for different groups;
- Evaluation of co-op programs introduced to bridge the school-to-work transition;
- Analysis of student loan programs with particular attention to the implications of the debt burden and the pros and cons of the trend towards higher tuition costs but more financial aid. Also, the incentive effects of financial aid should be better understood (e.g., if aid is provided, does it discourage student saving or parental saving through RESPs, or additional work because of the clawbacks);
- Analysis of the extent to which non-standard employment (e.g., limited-term contracts, self-employment, part-time) is a temporary or permanent phenomenon for youths (the question, Expert Panel members noted, is whether non-standard work is a stepping stone to a permanent job or is a more permanent state in itself);
- Analysis of the extent to which initial negative labour market experiences of youths have permanent scarring effects that negatively influence subsequent labour market behaviour;

- Analysis of the reasons for the high drop-out rate for apprenticeship programs;
- Analysis of the extent to which part-time work amongst students facilitate the school-to-work transition or interferes with the basic education process;
- Analysis of the extent to which early retirement and mandatory retirement programs help youth by freeing up job and promotion opportunities, or hinder youth by reducing the opportunities for mentoring and learning from older workers; analysis of the impacts of the “greying” workplace on youth skill requirements;
- Analysis of the new labour policy initiatives that will be needed to equip youth to deal with the growing issue of eldercare as the baby-boom population enters the age when health care becomes more prominent, when seniors live longer, and when care is transferred from institutions to the family (including specific demands of eldercare on women and the implications for employment issues);
- Analysis of how specific new skill requirements will equip youths to deal with new workplace issues such as broader job classifications, flatter organizational structures, non-standard employment, employee involvement, and pay for performance;
- Analysis of the increasing emphasis on “entrepreneurship” for youths, and whether this trend has “risks” (akin to everyone thinking they can be a rockstar) or untapped opportunities;
- Analysis of the labour market behaviour of the children of immigrants (i.e., second generation immigrants). Are the employment problems of immigrants related only to immigration or are they related to other factors such as race so that these problems continue into the second generation? Do the employment difficulties of immigrants create economic problems which affect the education and work success of their children?; and
- Analysis of why chronic shortages seem to prevail in particular skills and the barriers that seem to inhibit markets from adjusting to alleviate those shortages. Also the barriers that inhibit surpluses that exist in some sectors from being used to fill shortages in others should be analyzed.

Issues Not Raised: The Phase Two expert panel also raised a number of other issues of crucial importance to youth that did not seem to be precisely emphasized by Phase one study participants. These included issues pertaining to:

- The effect of policies like *minimum wages* and *payroll taxes* on youth employment;
- The *quality* of post-secondary education;
- The importance of *voluntary activity* on the part of youths in facilitating the school-to-work transition and in acquiring experience or facilitating job contacts;
- The *attitudes* of youth towards unions as potentially important institutions in either facilitating or hindering the transition into the labour market; and

- Impacts of career counselling, and improving our understanding of how youth choose careers or adjust or change their career choices.

Last Thoughts: Overall, the Delphi process showed that Canadian leaders and experts share many broadly held views of youth and their needs, and that these groups can be engaged in serious dialogue on these matters. In addition, the study method pointed at the added value of a broadly based process which can identify *more comprehensive views of youth needs and policy implications*. For example, more typical views on the importance of basic skills, technological adaptation were melded by this method with views on the importance of language skills (to respond to globalization), the importance of interpersonal skills, and the importance of understanding youth values better, and to position governmental and employer responses to youth needs in an informed manner.

Appendix

The Delphi Panel Process Participants

Phase One Delphi Panel Participants included over 70 individuals or organizations in four key groups: business; education; government; and the non-governmental sector. In some cases, an organizational response was submitted or a team response. It should be noted that participants might have been classified in more than one sub-group, for example, those in government who were also involved in education. Participants who provided full or partial submissions to the Delphi process, or provided related assistance included:

Delphi Participants from Business: Allen Rubin, Vice-President, Human Resources & Corporate Affairs, Reitmans (Canada) Ltd.; Angus Duff, Manager, Campus Recruitment, IBM Canada Ltd.; Anita Shilton, Vice-President, Leadership & Organizational Development, Manulife Financial; Brian Mullen, Director, Human Resources, Dofasco Inc.; Guy Delisle, Director, Executive Performance Management, Alcan Inc.; John Dill, President & CEO, McGraw-Hill Ryerson; John Masters, President & CEO of Calgary Technologies Inc.; Josh Mendelsohn, Senior Vice-President & Chief Economist, CIBC; Kevin Boyce, President & CEO, Unilever Canada; Kim Miller, Vice-President, Human Resources, CanWest Global Communications Corporation; Paul-Emile Cloutier, Director of Community & Government Affairs, Via Rail; Ross Mayot, Canadian Learning Television; and Shane Ward, HR Manager, McDonald's Restaurants of Canada Ltd.

Delphi Participants from Education: Alan Vladicka, Director, Strategic Planning, Grant MacEwan College; Bernard Shapiro, Principal and Vice-Chancellor, McGill University; Dr. Robert G. Rosehart, President, Wilfrid Laurier University; Celine St-Pierre, Conseil supérieur de l'éducation; Clément Lemelin, Professor, Département des Sciences Économiques, UQAM; CPJ/QC; Dexter MacRae, Director, University of Northern B.C., Co-operative Education; Dr. Carol Hill, Mount Saint Vincent University; Dr. Dianne Looker, Head of Sociology, Acadia University, N.S.; Dr. J. Colin Dodds, President, Saint Mary's University; Dr. John Shields, Department of Politics, Ryerson University; Dr. Norman Henchey, Consultant; Dr. Sharon Cochran, Associate Vice-President, Human Resources,

University of Saskatchewan; Elizabeth Parr-Johnston, President and Vice-Chancellor, University of New Brunswick ; Ian Orchard, Vice-Provost, Students, University of Toronto; Lesley Andres, Associate Professor, Department of Educational Studies, University of British Columbia ; Margaret Lipp, Saskatchewan Department of Education; Michael J. Prince, Associate Dean, Faculty of Human and Social Development, University of Victoria, BC; Michael J. Prince, University of Victoria; Bonnie Patterson, President, Trent University; Professor Wade MacLauchlan, President, University of PEI; R.G. Rosehart, President, Wilfrid Laurier University; Ray Cote, Director of Student Employment Services, University of Manitoba ; Roma Harris, Acting Provost and Vice-President (Academic), The University of Western Ontario; Valery Hill, Director of Human Resources, Nova Scotia College of Art and Design; and Victor Thiessen, Chair, Department of Sociology and Social Anthropology, Dalhousie University.

Delphi Participants from Government: Jim Howie, Manager, Labour Market Services, Youth & Labour Market Services Branch, B.C. Ministry of Advanced Education; Dr. Ben Levin, Training & Youth, Deputy Minister, Manitoba Department of Education; Grant Clarke, A/Executive Coordinator, Secondary School Project, Ontario Ministry of Education; Lawrence Lussier, Assistant Superintendent of Education - System Services, Assiniboine South School Division No. 3, Winnipeg, MB; Patrick Mitchell, Assoc. Superintendent, Vancouver School Board; Dr. Ben Levin, Training & Youth, Deputy Minister, Manitoba Department of Education; Hanne Kohout, School Trustee, Saanich School District #63; Willard Moase, Director of English Programs, PEI Ministry of Education; Andrew Heisz, René Morissette and Garnett Picot, Business and Labour Market Studies Division, Statistics Canada; Diane Paul, Strategic Services, Alberta Human Resources & Employment; Leela Viswanathan, Senior Program and Policy Consultant, Access to Professions & Trades Unit, Ontario Ministry of Training Colleges and Universities; Mr. Donald Ford, Deputy Minister, Alberta Learning; Sandra Morgan, Deputy Minister, Saskatchewan Labour; Elaine Sky, Chairman/Trustee, Peace River School Division #10, Zone 1 Director to (ASBA), Alberta School Boards Association; Quebec Ministry of Education (Team Response); Tina Cutler, Shared Services & Youth Employment Strategy, Ontario Region, Human Resources Development Canada; and Dr. Glenn Loveless, Director of Program Development, Newfoundland Department of Education.

Delphi Participants from Non-Governmental Organizations: Christian Payeur, Centre de Syndicats du Québec; Dr. Derwyn Crozier-Smith, General Secretary, Saskatchewan Teachers' Federation; Gary Rabbior, President, Canadian Foundation for Economic Education; Lyle Krause, Executive Assistant, Teacher Welfare, Alberta Teacher's Association; Jim Dysart, Deputy Executive Director, New Brunswick Teachers Association; Ms. Andrina Lever, President, Foundation of Canadian Women Entrepreneurs; Peter Dudding, Executive Director, Child Welfare League of Canada; Sandra Tam, Research Coordinator, Ontario Association of Youth Employment Centres; Trish Derby, Manager, Program Delivery, Girl Guides of Canada; Vada Penner, Administrator, Canadian Women's Business Network; Gary Greenman, Executive Director, The Alliance of Sector Councils (TASC); and Gordon Betcherman, Chief Spokesman, World Bank.

The Phase Two Panel Participants: The Phase Two panel was led by Dr. Morley Gunderson, University of Toronto (Chair of the Panel), and included Dr. Ross Finnie, Queen's University; Dr. Marcelle Hardy, (University of Montreal); Dr. Julian Tanner (University of Toronto); and Dr. Fred Mathews (Central Toronto Youth Services).