

Connecting Generations: Bridging the Gap

Evaluation Report 2010-2011

This report presents the evaluation findings from Connecting Generations: Bridging the Gap – a project designed to bring together employers, adults, and youth on Salt Spring Island with the goal of building employment capacity.



connecting
generations



Arbor Educational & Clinical Consulting Inc.

Table of Contents

Connecting Generations- Bridging the Gap: Executive Summary.....	4
Connecting Generations: Bridging the Gap	7
Introduction	7
Project Baseline Survey.....	7
Project Activities.....	7
Method	8
Data Analysis.....	8
Project Participants	8
Survey and Feedback From Participants.....	9
Report Overview	9
Employer Survey Results	11
Participants	11
Youth Employees Aged 15-19	13
Youth Employees Aged 20-29	14
Employer Experiences with Youth Employees	16
Preference in Hiring Practices.....	17
Employer Perceptions of Youth Strengths and Challenges.....	18
Employer Ratings of Critical Skills and Attitudes for Youth	21
Employer Needs in Relation to Knowledge and Education.....	22
Future Hiring and Engagement of Youth	22
Perceived Benefits of Career Forums	22
Advertising and Applying for Jobs	23
Outcomes for the Connecting Generations Project	24
Final Comments from Employers	24
Key Findings	25
Experience Sharer Survey Results	26
Participants	26
Perceptions of Youth Strengths and Challenges	27
Ratings of Critical Skills and Attitudes for Youth	30

Connecting Generations: Bridging the Gap

Specific Needs in Relation to Knowledge and Education.....	31
Future Hiring and Engagement of Youth	31
Perceived Benefits of Career Forums	31
Outcomes for the Connecting Generations Project	32
Final Comments.....	32
Key Findings	33
Youth Survey Results	34
Participants	34
Education Background and Aspirations	34
Volunteer Work Experience	36
Paid Work.....	37
Knowledge about Work, Education, and Training.....	38
Getting a Job	40
Skill Development.....	43
Youth Resilience	44
Key Findings	46
Forum One: Hospitality and Tourism	48
Forum Two: Artists and Entrepreneurs	58
Forum Three: Health and Helping Professionals.....	69
Forum Four: Business and Finance.....	84
Employment Skills Workshop Feedback.....	96
Conclusions	102
Appendix A: Tourism and Hospitality Forum Summary	104
Appendix B: Arts and Entrepreneurship Forum Summary	110
Appendix C: Health and Helping Professionals Forum Summary	115
Appendix D: Business and Finance Forum Summary	120
Appendix E: Bridging the Gap (Creativity, Collaboration and Communication) Workshop Summary	127
Appendix F: Field Trips and Other Anecdotal Project Outcomes.....	128

Connecting Generations- Bridging the Gap: Executive Summary

Introduction

Connecting Generations: Bridging the Gap was a 2010-2011 pilot project led by School District #64. Funding for the project was provided through a grant from Service Canada's Youth Awareness program. Connecting Generations: Bridging the Gap aimed to promote a greater understanding among employers, working adults, and youth on Salt Spring Island. The project had two key objectives.

1. To bring together youth and adults in order to have face-to-face conversations about job opportunities, career paths, work skills and employer/employee expectations for specific industries/businesses.
2. To assist local employers to meet current and future human resource needs by increasing their awareness of youth as the workforce of the future.

Project Baseline Survey

Throughout the project, youth, employers, and interested adults (e.g., employees, sole entrepreneurs) who were willing to share their experiences about the world of work were invited to complete an online survey. These surveys offered insights into youths' perceptions of work, challenges, aspirations, resilience, and key skills and qualities deemed important for the world of work. Employers and working adults offered their thoughts and opinions about their perceptions of young employees, the requirements for success in the workforce, characteristics of highly valued employees, and effective methods of staff recruitment.

Project Activities

In order to meet the objectives of the project, the Connecting Generations project coordinator organized and facilitated a series of events held throughout the 2010-2011 school year. These events included four forums, each focusing on a different sector: hospitality and tourism; arts and entrepreneurs; health and helping professions; and business and finance. In addition, a two-part employment skills workshop that focused on creativity, collaboration, and communication was held as the culmination of the project.

The forums afforded youth and adults (working adults and employers) the opportunity to dialogue about the world of work in general ways and more specifically four employment sectors. Each forum had a structure that guided the event (See Appendices A through D in the report for detailed coordinator forum summary notes). The two-part workshop was designed to provide youth a space to examine key skills deemed critical for success in the world of work. The two-part workshop content was developed based on feedback gathered throughout the project (See Appendix E for detailed workshop summary notes).

Method

During the 2010-2011 school year, youth, employers and other working adults (e.g., employees, sole entrepreneurs) were invited to complete a baseline survey either online or in hard copy. Connections with survey respondents were made by the project coordinator for Connecting Generations.

Directly after each forum and at the end of the two-part workshop, all participants (youth, employers, and other adults) were invited to give feedback about their experience of the event.

Data Analysis

Quantitative data was analyzed using survey monkey. Analyses included frequencies (numbers and percentages). Qualitative data was content analyzed for emerging themes.

Project Participants

88 youth (84 students and 4 youth out of school) attended the forums and workshops.

- ❖ One youth has been to all 6 events
- ❖ 1 youth has been to 5 out of 6 events
- ❖ 7 youth have been to 3 out of 6 events
- ❖ 18 youth have been to more than 1 event

68 adults (employers and other working adults) attended the forums and workshops.

- ❖ 1 adult has been to 4 out of 6 events
- ❖ 2 adults have been to 3 out of 6 events
- ❖ 3 adults have been to 2 events
- ❖ 6 adults have been to at least 2 out of 6 events

Survey and Feedback Form Participants

In total, 79 youth, 29 employers and 23 working adults ('Experience Sharers') completed an online survey. A total of 88 youth and 61 employer/working adult forum feedback forms were completed (Note that for the forums, some youth and adults attended more than one event and therefore they would have completed more than one feedback form during the project). 11 youth and 6 adults completed a workshop feedback form.

Key Findings¹

❖ **Youth and adults benefit from having a chance to dialogue.**

Both youth and adults described the opportunity to dialogue together as one of the experiences that they valued the most. Adults experienced youth as engaging, intelligent and curious. They found that they gained some insights into how youth viewed the world of work. Youth described how much they appreciated the wisdom and guidance that the adults provided at each event.

❖ **There is a need for ongoing career support for youth.**

Based on this evaluation, youth are in need of ongoing career support. Many have ideas for future jobs and careers but it was not evident that they clearly understood what different careers entail and how one would pursue specific careers. Further, youth found benefit from hearing adults talk about work as a journey- that in today's market, the work that one does often changes over time. This knowledge seemed to help relieve some pressure, particularly from youth who feel that they must know what they want to do in the future.

❖ **Youth need opportunities to work on interpersonal skills.**

Overwhelmingly, youth voiced the need for opportunities to learn and practice interpersonal skills. This area appeared to be of great concern to youth and to a lesser degree some of the adults. Youth saw limited competence in interpersonal skills as a barrier for current and future employment.

❖ **Youth voice a need to find work that they love to do and that allows them to support themselves in a reasonable way.**

Youth are hardworking but they want to expend their energies in work that they enjoy. They acknowledge that lack of motivation is a factor in jobs that they do not enjoy. Further to this, there were concerns about having a job/career that paid enough so that they could experience a reasonable standard of living. Youth tended to voice more worry about entrepreneurial endeavors and whether they would be able to survive financially compared to employment in sectors that traditionally offer more job security. Given that finding work that one loves takes time, it will be important to help youth understand that process and to shift their perspectives regarding jobs which they may take on during their professional lives. Helping youth see the skill building that occurs with each job can help them appreciate their own personal growth as they work toward their passion.

❖ **There is a potential for powerful experiences through mentoring, job shadowing and long-term volunteering.**

Given the need for opportunities to practice skills and exposure to more experiences in the work force, creating real life opportunities that could benefit both youth and employers would be well-advised.

¹ Detailed key findings are available at the end of each section (pgs. 25, 33, 46, 57, 68, 83, 94, and 101).

Through mentoring, job shadowing and/or ongoing volunteering, youth would have a chance to develop skills and learn about a field of work in more depth.

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Report Overview

The findings from the project are presented in the following sections.

Survey Results

- ❖ Employer Survey Results
- ❖ Experience Sharer (e.g., entrepreneurs, employees) Results
- ❖ Youth Survey Results

Forum Feedback

- ❖ Hospitality and Tourism
- ❖ Artists and Entrepreneurs
- ❖ Health and Helping Professionals
- ❖ Business and Finance

Employment Skills

- ❖ Employment Skills Workshop Results

Appendices

- A. Tourism and Hospitality Forum Summary
- B. Arts and Entrepreneurship Forum Summary
- C. Health and Helping Professionals Forum Summary
- D. Business and Finance Forum Summary
- E. Bridging the Gap Workshop Summary
- F. Field Trips and other anecdotal project outcomes

Employer, Experience Sharer, and Youth Survey Results



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Employer Survey Results

Participants

29 Salt Spring employers and one employer not based on Salt Spring completed a survey (Note that 26 completed an online survey and 4 partially completed an online survey). They represented 8 industries.

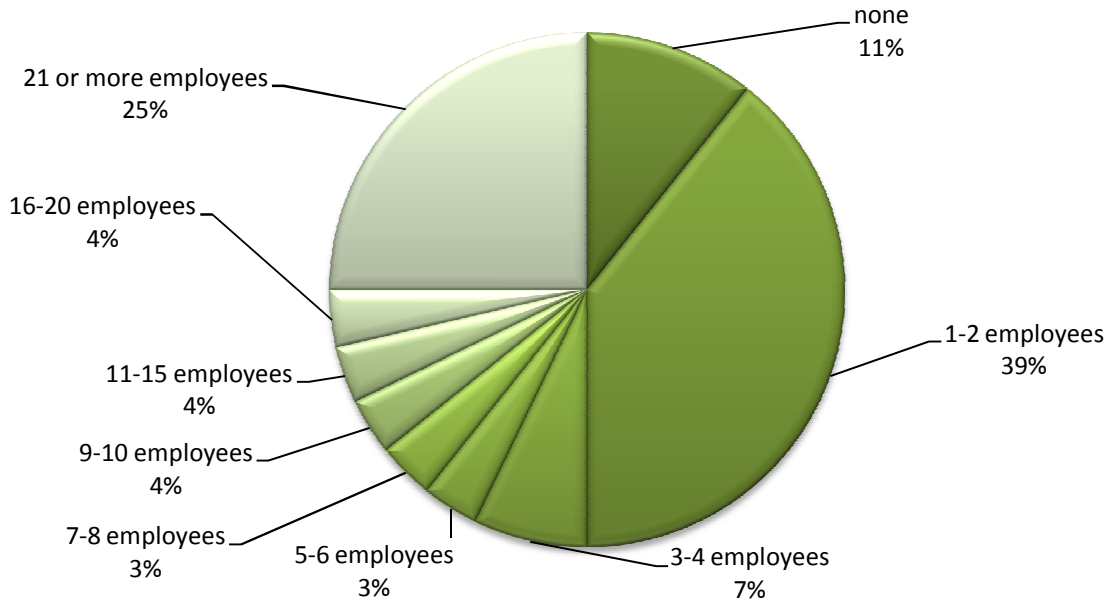
Tourism and hospitality	14 employers
Construction	4 employers
Arts/Music	4 employers
Health/helping professions	2 employers
Retail	2 employers
Business and Finance	2 employers
Media	1 employer
Research	1 employer

Business Operations

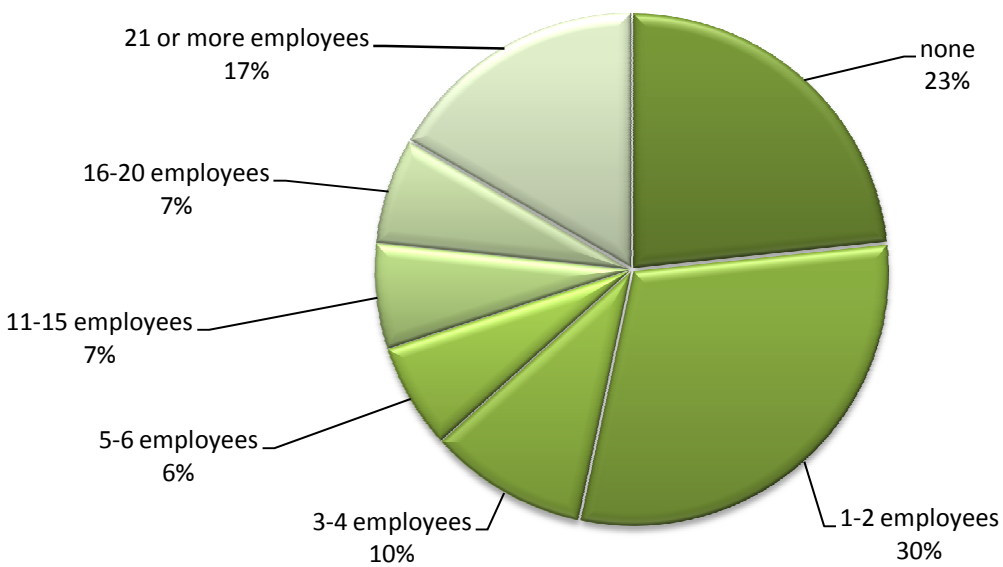
Of the 29 Salt Spring-based employers, 72% (n=21) were businesses that had been on Salt Spring for 11 or more years; 7% (n=2) had been in operation for five to seven years; 10% (n=3) for three to four years; 7% (n=2) for one to two years and 4% (n=1) for less than one year. Of all businesses, 90% (n=27) had one location while 10% (n=3) had two or more locations on Salt Spring Island and 17% (n=5) had another business location off island but within the province of British Columbia.

Businesses varied a great deal in terms of the number of full-time, year round employees as well as part time, seasonal employees. Note that the larger businesses had employees located in other geographical areas aside from Salt Spring Island. The largest business employer did not have operations on Salt Spring Island.

Number of Full Time, Year Round Employees



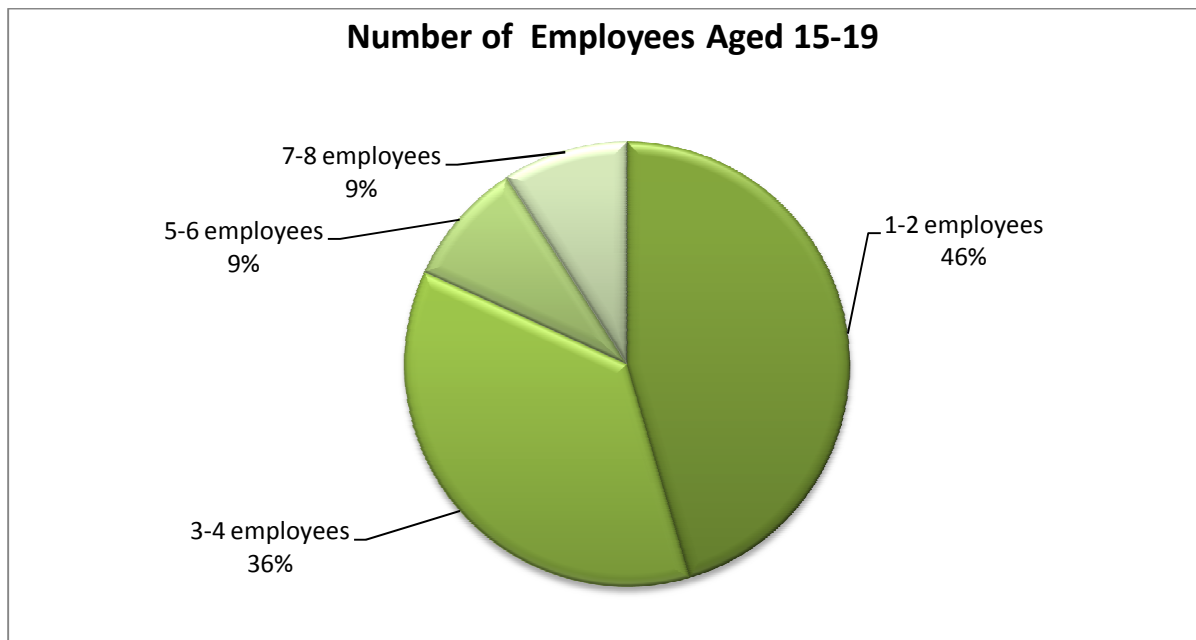
Number of Part Time and Seasonal Employees



Youth Employees Aged 15-19

Twenty-three of the employers had hired youth employees between the ages of 15-19 years of age in the past (median of 5-6 past employees in this age group).

Eleven of the employers currently had youth employees between the ages of 15-19 years of age. Note that the largest business hired higher numbers of youth but this occurred outside of the Province and country and as such, is not included in the chart below.



By far, the majority of employment opportunities for youth, based on the results of these surveys, were in the hospitality field. Two employers offered internships. The other types of positions offered to employees in this age group include the following.

Hospitality

- ❖ Hostess/host
- ❖ Servers
- ❖ Bussing tables
- ❖ Dishwasher
- ❖ Food prep assistant
- ❖ Bartender
- ❖ Housekeeping
- ❖ Front desk reception

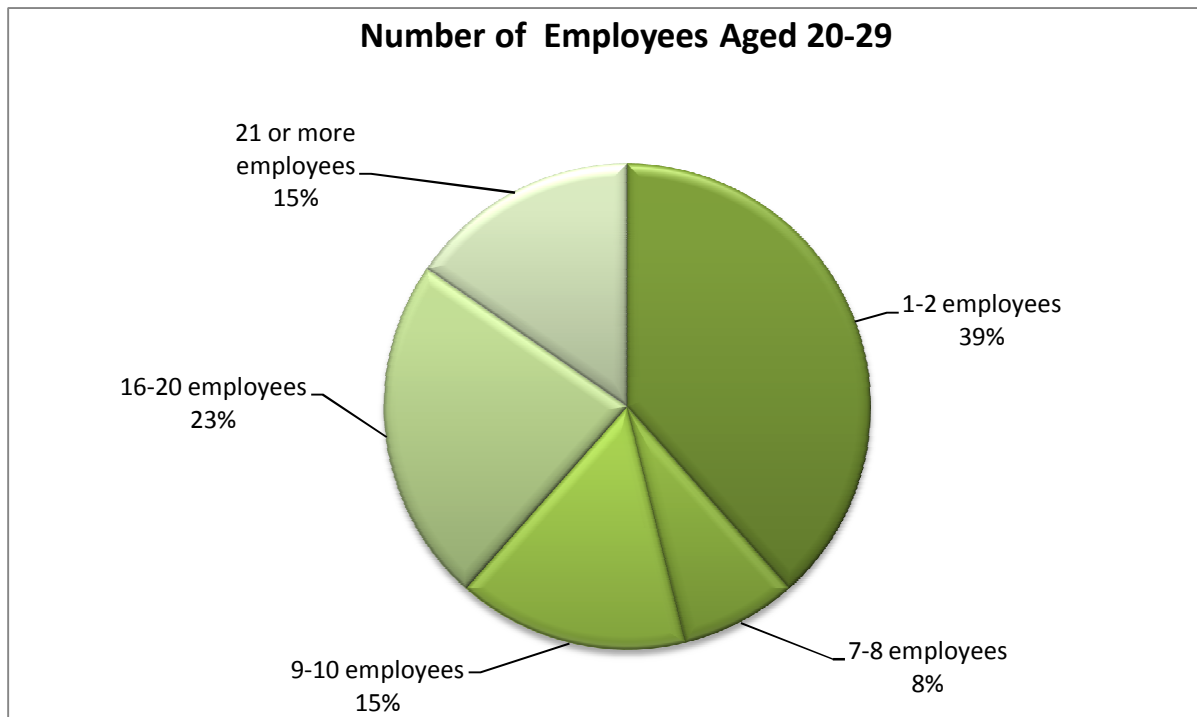
Other areas of employment

- ❖ Office assistant
- ❖ Marina assistant
- ❖ Labour (e.g., yard work)
- ❖ Production/assembly line work
- ❖ Sales
- ❖ Camp counselor
- ❖ Artist assistant

Youth Employees Aged 20-29

Twenty-four of the employers had hired youth employees between the ages of 20-29 years of age in the past (median of 5-6 past employees in this age group).

Fourteen of the employers currently had youth employees between the ages of 20-29 years of age. Note that the largest business hired higher numbers of youth but this occurred outside of the Province and country and as such, is not included in the chart below.



Two employers identified opportunities for apprenticeship/journeyman for youth in this age group. As with the younger age group, the majority of opportunities for this age group were in the hospitality field and selected other areas as follows.

Hospitality

- ❖ Hostess/host
- ❖ Servers
- ❖ Bussing tables
- ❖ Dishwasher
- ❖ Bartender
- ❖ Housekeeping
- ❖ Front desk reception

Other areas of employment

- ❖ Sales
- ❖ Office assistant
- ❖ Artist assistant
- ❖ Marina assistant
- ❖ Assembly line work

There were 7 areas of employment that employers offered to older youth who met specific criteria:

- ❖ Management
- ❖ Accounting
- ❖ Fire/rescue
- ❖ Spa therapist
- ❖ Nail technician
- ❖ Activity coordinator
- ❖ Sales (beyond front desk sales)

Employer Experiences with Youth Employees

Employers were asked to rate their past experience with having youth employees work in their business.



Employer comments about their past experiences....

“Just like with mature employees, some are better than others.”

“It’s always a pleasure to have one or more young workers. Everyone enjoys them. Of course, not everyone works out but that is no more true of youth than it is true of other age groups.”

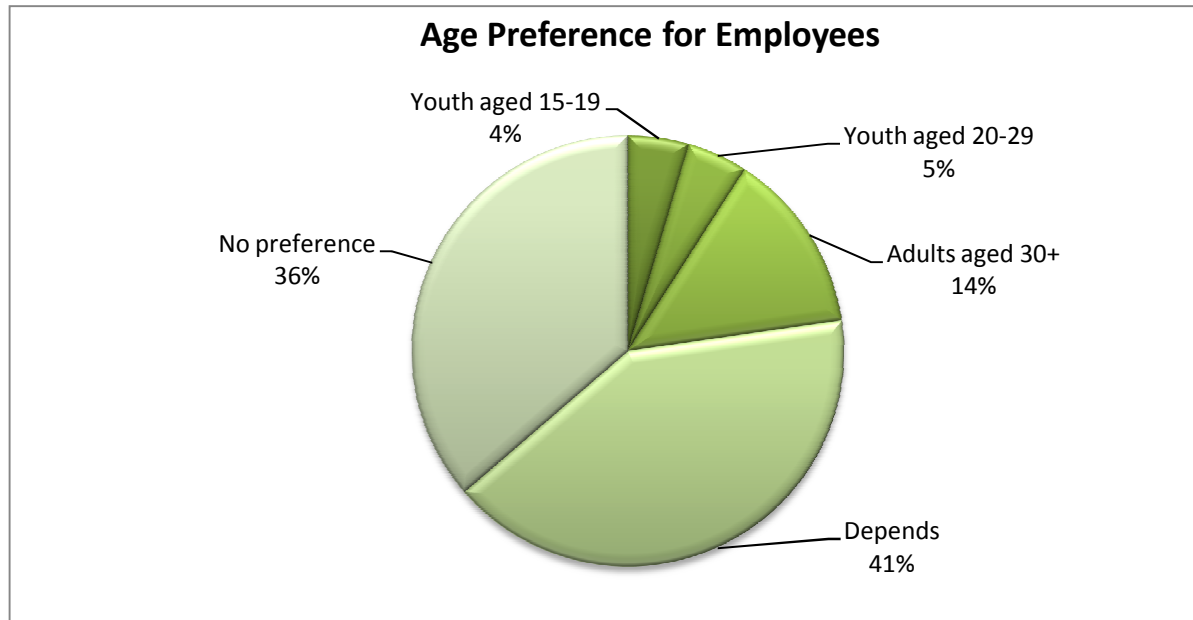
“We know and understand that they are young and need mentoring in the workforce. We try and work with the youth and coach them for their future career life.”

“All depends on the person and their maturity. That is true for any age we hire.”

“I see a sense of entitlement with some, expecting more wages than they are ‘worth’.”

Preference in Hiring Practices

Employers were asked their preference in hiring practices as it relates to the different age groups.



In general, employers that had positions that required more skills and past work experience indicated that they preferred older youth or mature adults as it would not be possible for younger youth to have acquired the necessary background to be successful in the position. For other positions, age was not a factor that led an employer to hire one youth over another but rather individuals were evaluated on their level of enthusiasm, maturity, and the fit between their skills and the current opening. In general, younger youth are more at a disadvantage as they would not likely have a great deal of work experience and training. In addition, their schedules are more restrictive which can be challenging for employers who have shifts that conflict with school attendance.

Two employers indicated that they preferred to hire younger youth to give them an opportunity to learn new skills and take on new challenges. One employer noted offering younger youth opportunities to gain certifications (e.g., boaters card, scuba diving) has led to most youth returning each summer to work at the place of business.

Employer Perceptions of Youth Strengths and Challenges

Employers were asked to identify the strengths and challenges that they have experienced with youth employees. These are presented in the following two tables.

Youth Strengths

Strength	Number of Employers noting this strength
Willingness to learn	12
Energetic	9
Enthusiastic	7
Good computer literacy skills	5
Connect generations which is revitalizing to the business environment	3
Physically strong/good health	3
Bring new ideas/perspectives	3
Easier to establish good habits due to young age	2
Open-minded/flexible	2
Willing to work many hours	2
Loyal	2
Good team player	1
Positive attitude	1
Honest	1

Employers comment on strengths.....

“Young workers are often keen and willing to learn. They are energetic and strong. When you have been in the same workplace for many years, you look forward to the influx of young workers, even if they don't stay long. They keep us in touch with a part of the world which is otherwise inaccessible to older people.”

“Some of their skills can be more advanced than our own -- especially in the technical realm these days -- so we learn from them.”

“[Youth] are searching for their 'fit' in life, wide-eyed perspective allowing teaching and mentoring skills to develop in more seasoned employees.”

Youth Challenges

Challenge	Number of Employers noting this challenge
Lack of focus	4
Limited attention to appearance for the workplace	4
Lack of initiative	4
Difficulties with punctuality	3
Require much supervision	3
Lack of motivation in tasks that are not of high interest	3
Inexperience; limited education due to young age	3
Lack of commitment to the job	3
High sense of entitlement regarding wages; advancement; time off	3
Poor reading and math skills	2
Poor time management	2
Limited ability to work on a team	2
Unprofessional behavior (e.g., using social networking during work time)	2
Difficulty following directions	1

Employers comment on challenges.....

“A lot of youth do not represent themselves well. (clean, well dressed and be representative to clients).”

“Sometimes younger workers don't take their commitment to their employer and coworkers as seriously as we take our commitment to them. This can cause problems if they want time off at short notice, or don't come to work on time, or rested and ready to work.”

“Most will need to have constant supervision until they understand the expectations and boundaries of their position. They inevitably will be followers of co-workers and if a bad example is set they will just follow it. Most do not ask a lot of questions but will wait to be told what to do next, sometimes that is a longer learning curve if they have not worked before.”

Employers have implemented various strategies to help overcome challenges. The four key strategies are one-on-one mentoring, ongoing onsite and/or offsite training, clearly stating job expectations, and providing feedback to youth. Other strategies noted were: engaging in problem solving during staff meetings; exercising patience and kindness; accommodating different learning styles and paces; setting and reviewing progress goals; providing ample written materials for the job; and providing uniforms that require minimal care to upkeep.

Connecting Generations: Bridging the Gap

Employers comment on overcoming challenges.....

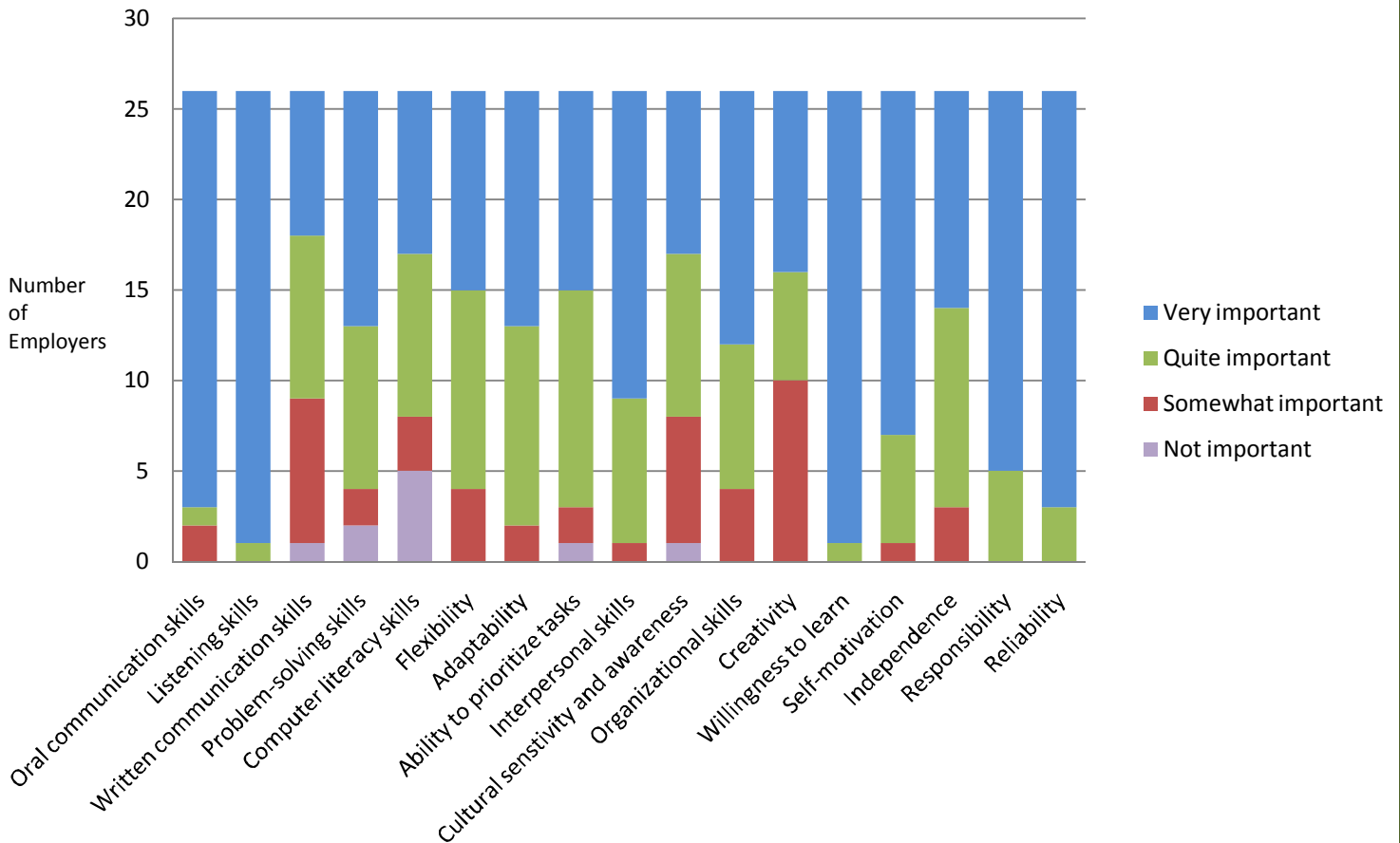
“As with most youths in this business, a one-on-one is essential. It depends on the youth's attitude whether or not they can overcome challenges. If they want to learn, their employer is going to give them the extra time as it is worth it to both employee and employer. Time with an employee on a jobsite is important in regards to work safety and honing new skills. If the employer gives individual time to a youth who has no desire to learn, then it is a waste of the employer's time and energy.”

“We try to be open and explicit about expectations, and when our expectations are not met, the first thing we do is make sure that there was not a misunderstanding. We always give people more than one chance. Some workers learn better by being shown, and some learn by working alongside a more experienced worker. We try to accommodate a variety of learning styles. We understand that because someone is slow to learn at first does not mean they will not catch up later. We try to set people up to succeed.”

Employer Ratings of Critical Skills and Attitudes for Youth

Employers were asked to rate the skills that they need youth to have in order to be successful in their particular workplace. As can be seen from the graph below, oral communication skills, listening skills, willingness to learn, responsibility, self-motivation, and reliability were identified as the top six skills.

Employer Ratings of Critical Youth Work Skills and Attitudes



In addition to those skills presented in the chart above, having a positive attitude, enthusiasm, ability to work in a team and desire for performing work at a high level were seen as important.

Employer Needs in Relation to Knowledge and Education

Depending on the position offered to youth, employers indicated different needs for background knowledge and education. These included:

- ❖ Basic education skills (e.g., reading, writing, math);
- ❖ Post-secondary training in a specific area of study that matches the job (e.g., accounting);
- ❖ Specific knowledge of the content area (e.g., technology, marketing, music, metal work);
- ❖ Food safe certification;
- ❖ Specific computer skills (e.g., Excel);
- ❖ Knowledge of safety/First Aid.

Future Hiring and Engagement of Youth

Employers were asked to comment on whether they saw their business hiring youth for paid jobs or engaging youth in unpaid job shadowing or internships in the coming year.

- ❖ 50% of employers planned on hiring youth in the coming year.
- ❖ 35% of employers planned on offering unpaid job shadowing in the coming year.
- ❖ 15% of employers planned on offering internships in the coming year.

Some employers noted that youth employment depended on the economy and staff turnover. Job shadowing and internships were of interest to some employers but they indicated that they would like to have more information on this approach.

58% of employers indicated that there were opportunities for youth to advance in their businesses. In some cases, advancement would be through work experience (e.g., starting as a dishwasher and working ones' way up to assistant cook or serving) and in other cases, advancement would require post-secondary education.

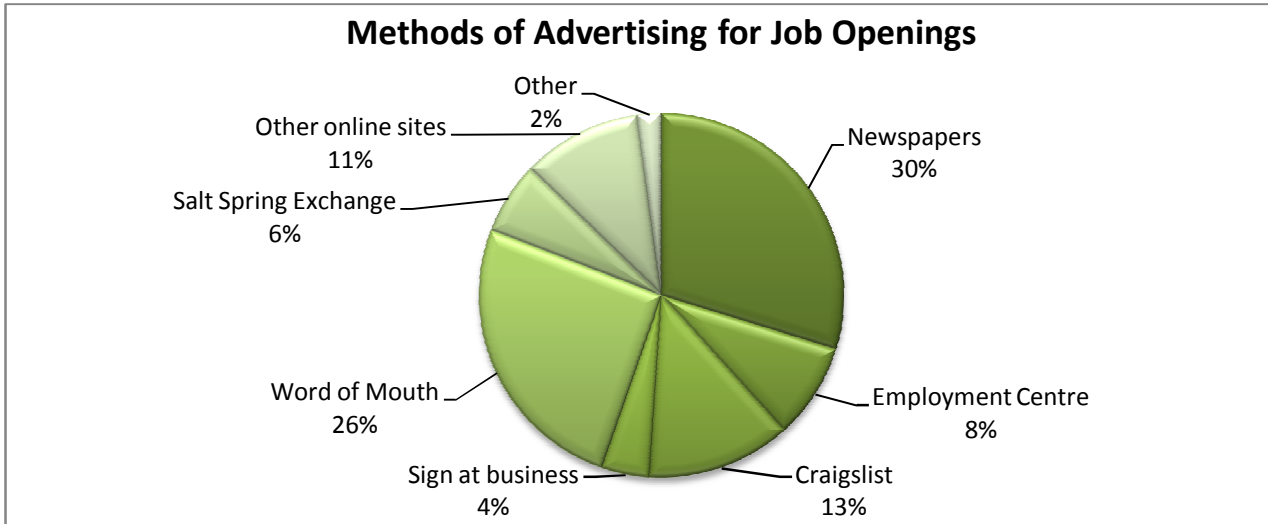
Perceived Benefits of Career Forums

Employers were asked to rate their perception of the benefit of bringing together youth and employers at career forums with the goal of each group having a chance to learn from one another as it relates to the job market.

- ❖ 58% of employers thought that a career forum would be 'very beneficial'.
- ❖ 31% of employers thought that a career forum would be 'quite beneficial'.
- ❖ 8% of employers thought that a career forum would be 'somewhat beneficial'.
- ❖ 3% of employers thought that a career forum would 'not be beneficial'.

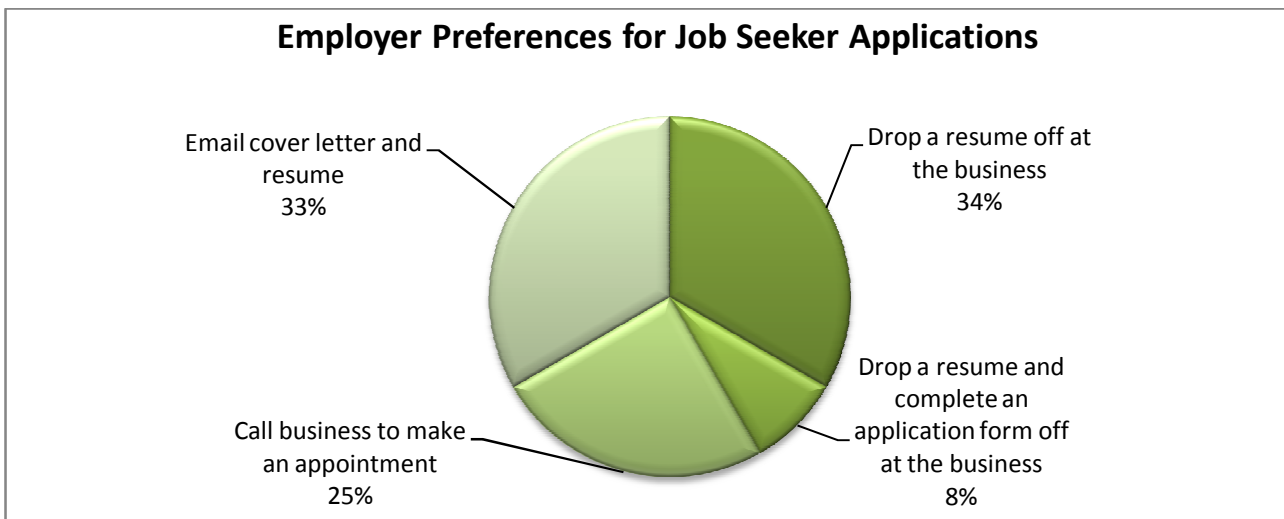
Advertising and Applying for Jobs

Seven employers indicated that they do not advertise openings. **One** employer indicated that they hire people who come in and apply for a job. The remaining employers utilized the following methods.



Other online sites include: business website; HCareers; Raisinboard; G02 Tourism; Facebook.

Employers were asked what their preference is in terms of how people apply for jobs.



Note that one employer indicated email followed by a telephone call is the preferred method. The importance of including a cover letter was noted by four employers.

Outcomes for the Connecting Generations Project

Employers were asked to comment on what they hoped to see as outcomes for the Connecting Generations project.

Connecting Generations Outcomes

Outcomes	Number of Employers noting this outcome
Share experience and knowledge (from the perspective of the employer) about the world of work	11
Educate youth on specific jobs (including opportunities and limitations of sectors)	4
Understand youths' perspectives about work	4
Inspire youth	3
Connect generations to foster community and support	3
Find potential employees	2
Provide tools to help youth make decisions around work	1

Final Comments from Employers

"Just tell them not to be scared or intimidated by us -- we may be older adults who own/run businesses, but we are people too and we were once shy teenagers who went looking for our first jobs. That takes a lot of courage to put yourself out there when your resume really doesn't have anything concrete in terms of experience on it yet. Employers NEED youth -- young people are not powerless in this equation. They have much to offer employers. Relax and be yourself."

"Don't push the youth, the worst thing we can have is somebody who is working with us because they have been pressured into it."

"It's a great idea and I am happy to participate as a business owner. I wish I had something like this before I entered into my own business."

"As it seems that the initial thrust of this project was to connect youth to resources in the community, the goals may change as the resources that are available change. For example, as I come with the experience of creating and maintaining a self-employed musical "business" making sure that those students who may need direction in starting down that path be made aware of this specific resource."

"We look forward to being part of it!"

"I feel appreciation that this is going on..."

"Best wishes for a successful project."

Key Findings

- ❖ Among the 30 employers who completed an online survey, 50% of businesses had 0-2 full-time year round employees; 25% had 3-20 full-time year round employees; and 25% had 21 or more full-time employees. Larger businesses had more than one location, and in some cases the other location(s) was off-island.
- ❖ Over 50% of businesses had 0-2 part-time or seasonal employees; 25% had 3-11 part-time or seasonal employees; and just under 25% had 16 or more part-time or seasonal employees.
- ❖ Twenty-three of the employers had hired youth employees between the ages of 15-19 years of age in the past (median of 5-6 past employees in this age group); Eleven of the employers currently had youth employees between the ages of 15-19 years of age.
- ❖ By far, the majority of employment opportunities for youth employees between the ages of 15-19 years of age were in the hospitality field.
- ❖ Twenty-four of the employers had hired youth employees between the ages of 15-19 years of age in the past (median of 5-6 past employees in this age group); Fourteen of the employers currently had youth employees between the ages of 20-29 years of age.
- ❖ Employment opportunities were more varied for youth employees between the ages of 20-29; however, opportunities in the hospitality field were the more predominant. Positions that were more technical (e.g., accounting, management, spa therapist) required some post-secondary training.
- ❖ Overall, most employers reported having 'excellent' or 'good' experiences having youth work for them. A smaller number noted having both positive and negative experiences.
- ❖ With the exception of jobs that require more specialized education and experience, most employers indicated that age was not the key factor in hiring an employee but rather the potential employee's willingness to learn, enthusiasm, and ability to do the job.
- ❖ Employers noted the key strengths that youth bring to the work place as being: willingness to learn; energy; enthusiasm; and good computer literacy skills.
- ❖ Challenges in hiring youth employees, from the perspective of employers, include: youths' lack of focus; limited attention to appearance; and lack of initiative.
- ❖ Oral communication skills, listening skills, willingness to learn, responsibility, self-motivation, and reliability were seen as the top six skills that employers looked for in employees.
- ❖ 50% of employers planned on hiring youth in the coming year; 35% of employers planned on offering unpaid job shadowing in the coming year; and 15% of employers planned on offering internships in the coming year.
- ❖ 58% of employers indicated that there were opportunities for youth to advance in their businesses.
- ❖ Among those employers who advertise job openings, newspapers and word of mouth were the most utilized strategies.
- ❖ For submission of job applications, most employers prefer an emailed cover letter and resume or a resume dropped off at the place of business.
- ❖ The key outcome that employers hoped would result from the Connecting Generations project was the sharing of experience and knowledge on the world of work in order to help youth broaden their horizons.

Experience Sharer Survey Results

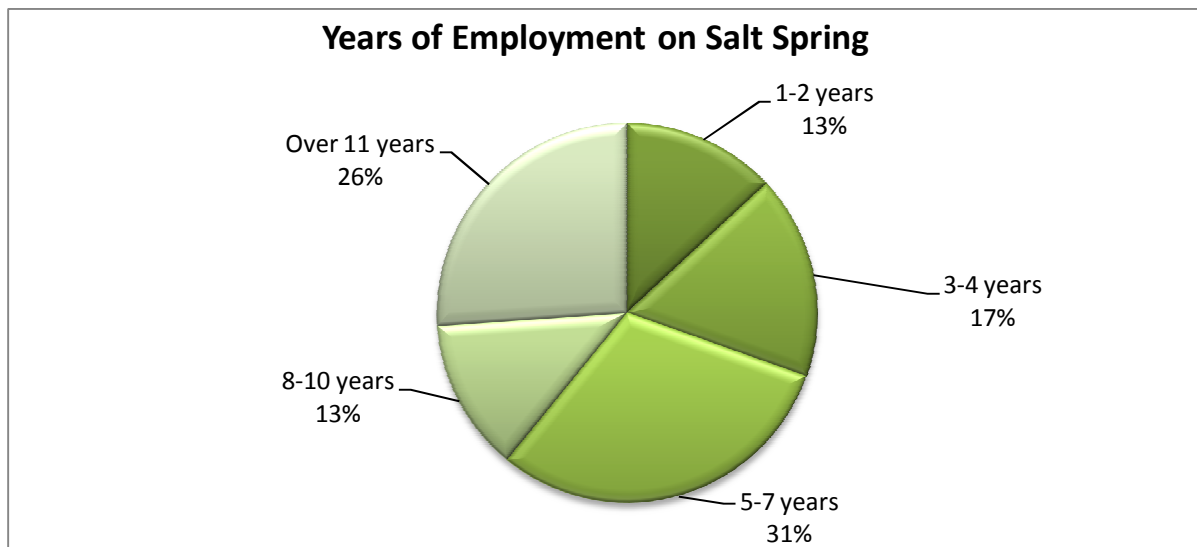
Participants

Twenty three “experience sharers” (19 completed and 4 partially completed a survey) who worked on Salt Spring but were not an employer participated in an online survey with the goal of sharing their experience of the world of work. They represented 8 fields (Note that in two instances, individuals worked in more than one field).

Counselling-related professions	6 individuals
Healthcare-related professions	6 individuals
Arts/Music	4 individuals
Education-related professions	4 individuals
Engineering	2 individuals
Public Safety-related professions	1 individual
Recreation-related professions	1 individual
Hospitality-related professions	1 individual
Non-profit organization	1 individual

Length of Employment on Salt Spring Island

Experience Sharers were asked about their length of time in which they have worked on Salt Spring Island in their chosen profession.



Perceptions of Youth Strengths and Challenges

Experience Sharers were asked to identify the strengths and challenges that they see youth employees experiencing in the workplace. These are presented in the following two tables.

Youth Strengths

Strength	Number of Individuals noting this strength
Enthusiastic	11
Energetic	8
Creativity/fresh perspectives	5
Willingness to learn	3
Open-minded/flexible	3
Good computer literacy skills	2
Confident/Optimistic	2
Socially-oriented	2
Motivated	2
Well-spoken	1
Idealistic	1
Socially/Politically/Environmentally conscious	1
Connected to popular culture	1
Curiosity	1

Experience Sharers comment on youth strengths.....

"I think that the youth on Salt Spring are very motivated and have had a lot of experience with self directed projects both at school and in their own families. I also see a lot of creativity in the local youth. Many have grown up without televisions and have therefore had the time to pursue other creative projects."

"Curiosity, wanting to know why.... Bringing innovative ideas..."

Youth Challenges

Challenge	Number of Individuals noting this challenge
Inexperience; Limited education due to young age	4
Lack of focus	3
Lack of self-discipline	3
Poor reading and/or math skills	3
Lack of commitment to the job	2
Dealing with peer pressure	2
Accepting management structure	2
High sense of entitlement	1
Inflexible	1
Not understanding professional behavior	1
Difficulty following directions	1
Difficulties with access to transportation	1
Require much flexibility due to schedule of school	1
Not being able to work in a non-digitized environment	1
Not being able to afford to pay for higher education	1
Poor oral communication skills	1
Dealing with conflict, rejection	1
Finding entry level employment that can support living costs	1
Lack of understanding of the competitive job market	1
Insecure about skills	1
Dealing with negative perception that some adults have toward youth	1

Experience Sharers comment on youth challenges.....

“Due to the competitive market, mature workers are often applying for the same positions as youth coming with work experience/strong references-(employment versus character).”

“Every youth will have different challenges and needs depending on how empowered they experience themselves to be in following their dreams. Their dreams will also be changing as their relationship with the world of work changes. Youth are generally being used by the work force for cheap labour and that doesn't help them in an inflated economic world market.”

“I think that local youth do not know how competitive the job market is out there in the world. On Salt Spring, it seems like kids have many connections and find it fairly easy to slide into a job by word of mouth. Consequently, they may not appreciate their jobs as much in that they have not had to try for months to land it in the first place.”

Connecting Generations: Bridging the Gap

Individuals provided several strategies to assist in helping overcome some of the challenges that youth face in today's job market. The most cited strategy was for employers to provide ongoing training in a variety of skills and attitudes to help youth be successful. Next, mentorship and internship programs were deemed to be important in helping youth develop skills and passion toward work. Providing ongoing feedback and allowing youth to ask ample questions were also ways to overcome challenges that may present themselves in the workplace. Less frequently noted were:

- ❖ Paying attention to youth strengths and matching those strengths with the work (however challenging youth was also seen as important);
- ❖ Providing lots of encouragement and recognition for efforts;
- ❖ Clearly outlining expectations of the job;
- ❖ Balancing youth need for guidance and autonomy;
- ❖ Acknowledging that learning is part of the process;
- ❖ Providing incentives to help motivate youth in the work.

Experience Sharers comment on overcoming challenges.....

“Workplaces that encourage healthy lifestyles, perhaps through access to reduced rates for health-related recreational activities would help to reverse the cultural trend towards unhealthy and distracting activities that reduce workplace productivity---i.e. drugs and alcohol, excessive use of video games, iPods, social media, etc. Activities that encourage face-to-face presence.”

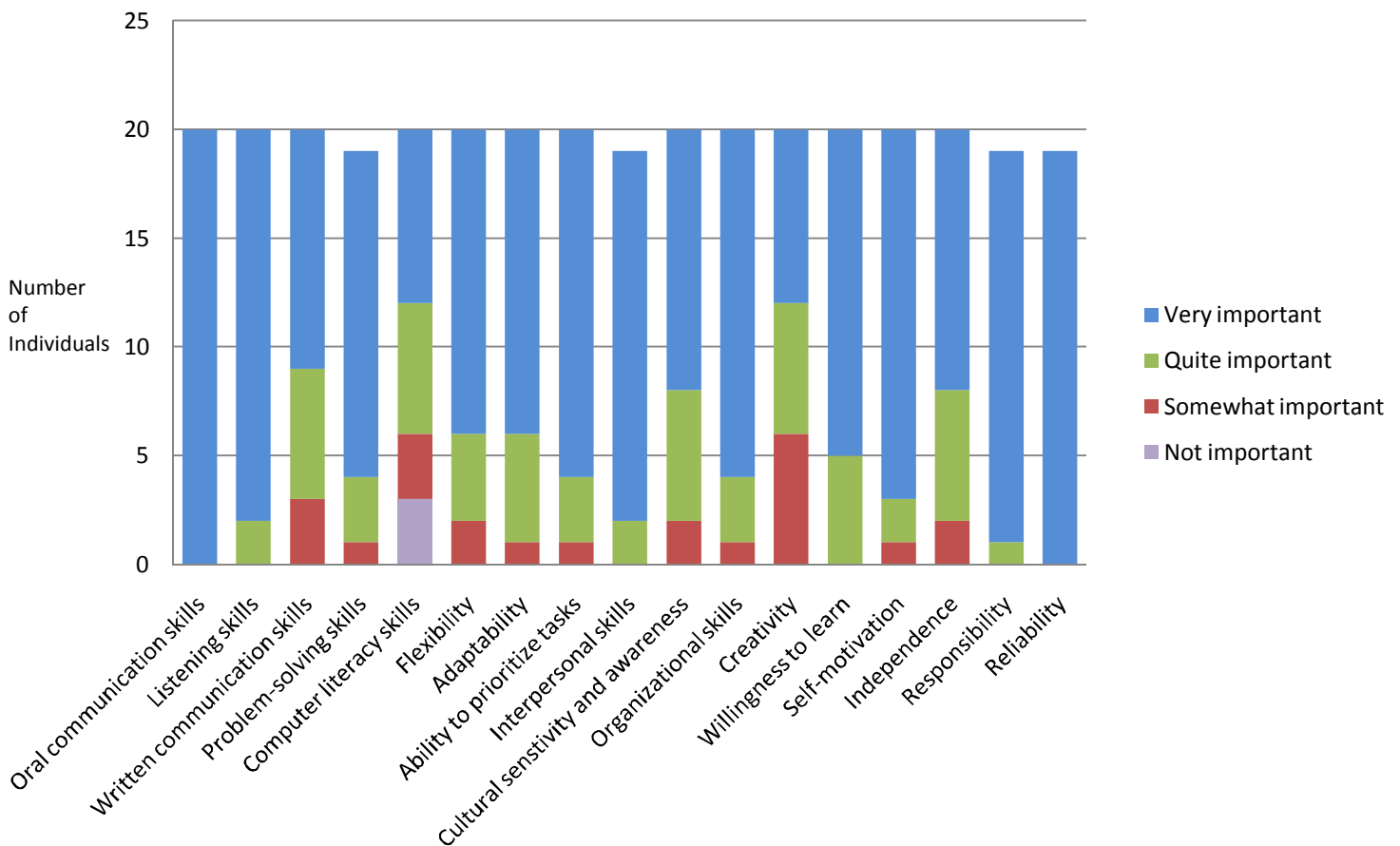
“We have to be careful not to “eat our young”. Mentorships work well.”

“I strongly believe that if you give a young person responsibility and ownership of something they will step up to the plate.”

Ratings of Critical Skills and Attitudes for Youth

Experience Sharers were asked to rate the skills that youth need to have in order to be successful in the sectors represented by survey respondents. As can be seen below, oral communication skills, listening skills, interpersonal skills, responsibility, and reliability were seen as the top five skills.

Ratings of Critical Youth Work Skills and Attitudes



In addition to those skills presented in the chart above, Experience Sharers noted several additional work skills and attitudes that are important in their field – i.e., having a positive attitude; enthusiasm; compassion; non-judgmental stance; strong self-reflection and awareness abilities; ability to work under pressure; passion; sense of humor; good memory; good self-care skills; good physical health; ability to multi-task; patience; and perseverance.

Specific Needs in Relation to Knowledge and Education

Depending on the position offered to youth, Experience Sharers noted a diversity of needs for background knowledge and education. These included:

- ❖ Post-secondary training in a specific area of study that matches the job (e.g., engineering);
- ❖ Knowledge of specific content (e.g., small business development; family systems therapy);
- ❖ Past work or volunteer experience in the field;
- ❖ Specific skills (e.g., computer skills, critical thinking skills).

Future Hiring and Engagement of Youth

Experience Sharers were asked to comment on whether they saw their business hiring youth for jobs or engaging youth in unpaid job shadowing or internships during the coming year.

- ❖ 11% of Experience Sharers indicated that the business may hire youth in the coming year.
- ❖ 11% of Experience Sharers indicated that the business may offer unpaid job shadowing in the coming year.
- ❖ 5% of Experience Sharers indicated that the business may offer internships in the coming year.

Job shadowing and internships were of interest to some Experience Sharers but they indicated that they would like to have more information on this approach.

Perceived Benefits of Career Forums

Experience Sharers were asked to rate their perception of the benefit of bringing together youth and adults at career forums with the goal of each group having a chance to learn from one another as it relates to the job market.

- ❖ 67% thought that career forums would be 'very beneficial'.
- ❖ 28% thought that career forums would be 'quite beneficial'.
- ❖ 5% thought that career forums would 'not be beneficial'.

"I believe that work experience programs and volunteering are the way to go. I entered my field through voluntary work initially."

"Assuming they are interested in a professional career based on university education."

Outcomes for the Connecting Generations Project

Experience Sharers were asked to comment on what they hoped to see as outcomes for the Connecting Generations project.

Connecting Generations Outcomes

Connecting Generations Outcomes	Number of Individuals noting this outcome
Educate youth on specific jobs (including opportunities and limitations)	8
Foster mutual understanding between youth and adults/build connections	8
Nurture young peoples' skills to prepare them for the workforce	4
Exchange skills (e.g., youth can teach computer skills)	1
Examine what businesses are needed to create a sustainable healthy future for youth	1

Final Comments

"Expand it."

"I think the premise of this project is wonderful. How can students make career decisions when they have so little information? Being able to talk to people who are working in the field of interest to you , would, I think , be invaluable.."

"I appreciate what you are working towards and remember as a youth, I was inspired by mentors."

"What a privilege it is to respond to these questions and to work with this project and share my experience. Also I am learning so much from the youth and other employers, adults and that is such a gift."

"Job shadowing, work experience or volunteering arranged through C.G. might prove more effective than forums. As Confucius is reported to have said 'Tell me and I forget, show me and I remember, let me do and I understand'."

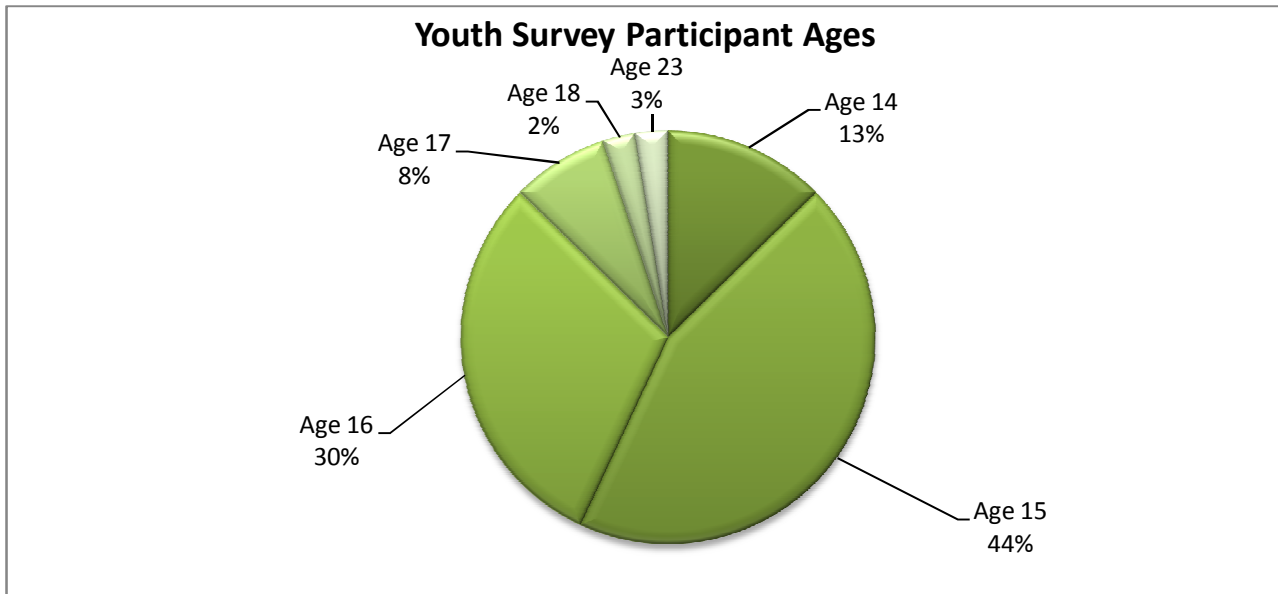
Key Findings

- ❖ Among the 23 Experience Sharers who completed an online survey, eight broad fields of work were represented.
- ❖ 70% of Experience Sharers had worked in their current field on Salt Spring Island for 5 or more years.
- ❖ Experience Sharers noted the key strengths that youth bring to the work place as being: enthusiasm; energy; creativity; willingness to learn; and open-mindedness/flexibility.
- ❖ Challenges in hiring youth employees, from the perspective of knowledge sharers include: inexperience/limited education due to young age; lack of focus and self-discipline; and poor reading and/or math skills.
- ❖ Oral communication skills, listening skills, interpersonal skills, responsibility, and reliability were seen as the top five skills critical for youth in order that they experience success in the workplace.
- ❖ For specific skilled careers, post-secondary education was seen as necessary.
- ❖ 11% of Experience Sharers indicated that their business/organization planned on hiring youth in the coming year; 11% of Experience Sharers indicated that their business/organization planned on offering unpaid job shadowing in the coming year; and 5% of individuals indicated that their business/organization planned on offering internships in the coming year.
- ❖ 67% of experience sharers indicated that career forums were a 'very beneficial' and 28% a 'quite beneficial' way to bring youth and adults together in order to learn from one another.
- ❖ The key outcomes that individuals hoped would result from the Connecting Generations project are a chance to educate youth on specific jobs and the opportunity to foster mutual understanding across generations.

Youth Survey Results

Participants

79 youth participated in an online survey.² Youth (41% males; 59% female) ranged in age from 14-23 years of age.



Living Situation

87% (n=69) of youth lived at home with their families; 6.5% (n=5) lived with host families; 6.5% (n=5) did not identify their living situation.

Education Background and Aspirations

95% were still attending high school. Among those 5% of youth who were not attending high school, 1 of the 6 had graduated.

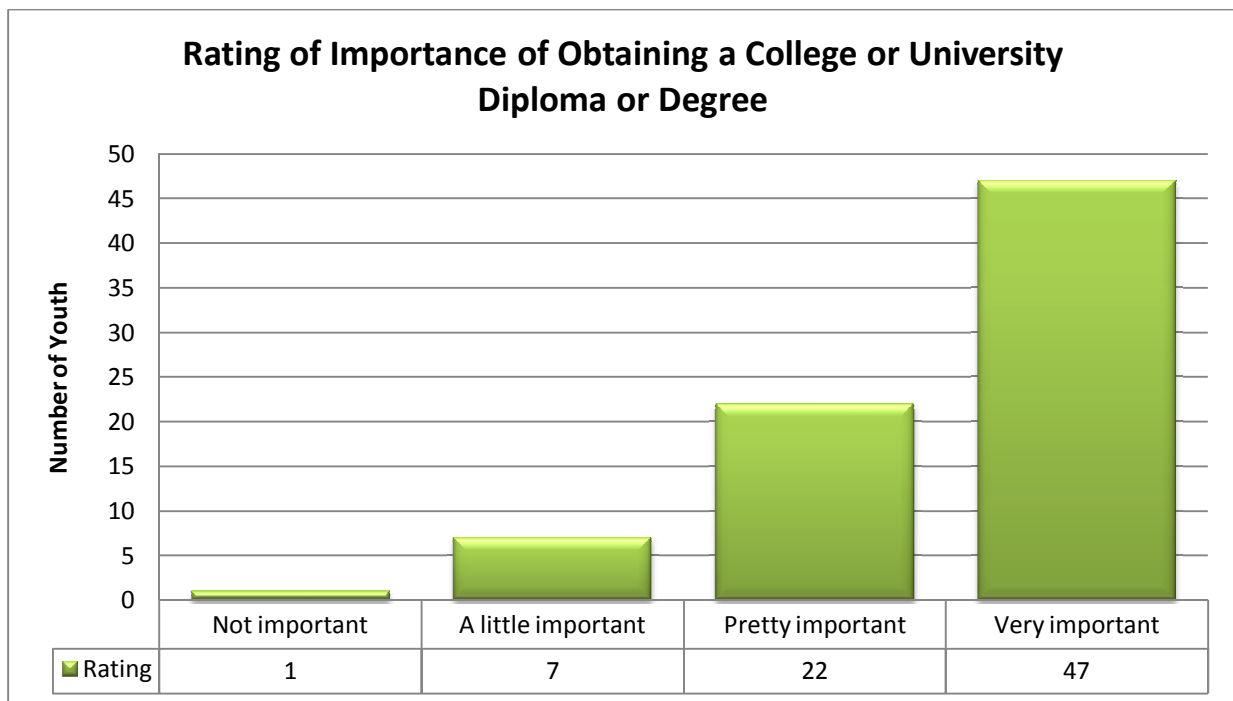
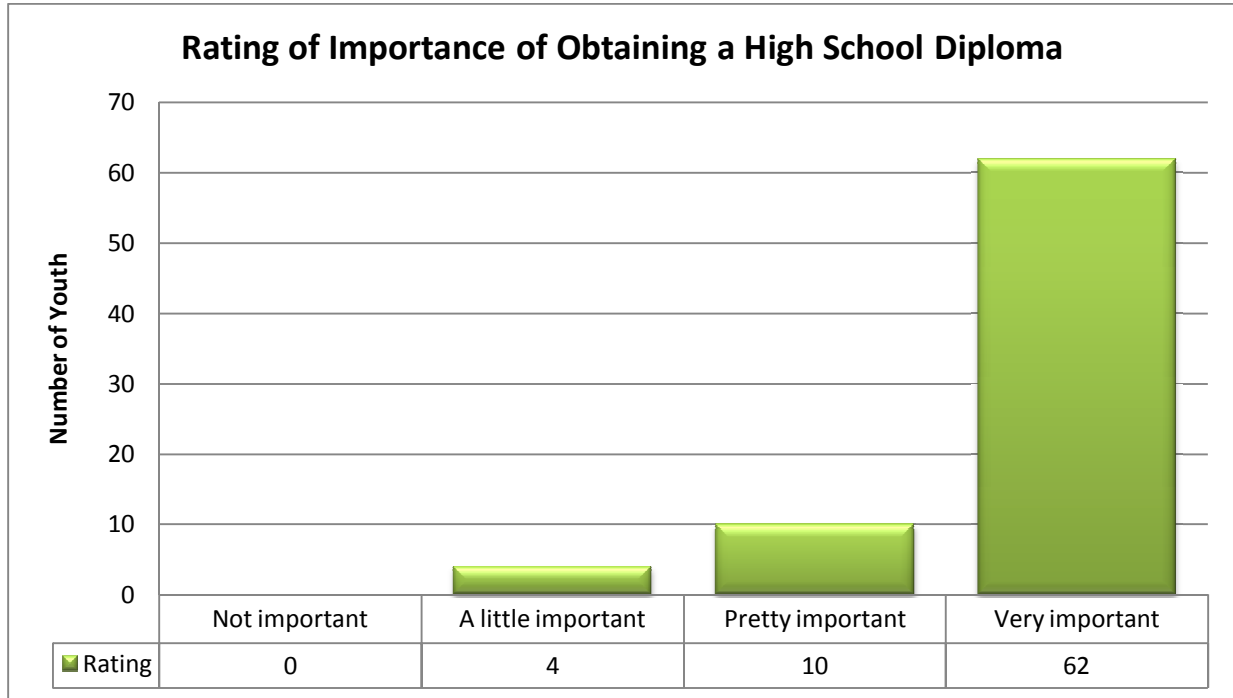
11% (n=9) indicated that they were attending college or university.³

2 youth (3%) had completed a degree or diploma at a college or university.

² Some youth completed a paper-based survey and these were then entered into Survey Monkey. Note that for some questions, there were missing responses from approximately 10-15 youth.

³ The international students indicated that they were attending high school and university.

Youth were asked how important it is for them to complete high school and college/university



Volunteer Work Experience

73% of youth had done volunteer work in the past. They named a variety of volunteer jobs. Most were one-time events however a small number of youth did note that they had been doing ongoing volunteer work for a number of months. Volunteer work included:

Type/Location of Volunteer Work	Number of Youth Engaging in this Activity
Selling food at a concession stand/cafeteria	10
Supporting various one-time events (various)	9
Working with seniors at a senior's residence	8
Helping children in early childhood education settings/elementary school	7
Cleaning (inside and outside)	6
Assisting with the food bank/food drive	5
Helping with sports teams	4
Babysitting	3
Fundraising	2
Volunteering off-island (e.g., global education)	2
Helping at the library	2
Helping at Girl Guides	2
Working at the Market	2
Working at the Farms	2
Engaging in environmental pursuits	2
Volunteering at the Thrift store	2
Assisting with animal care	2
Assisting with technology	1
Helping at camp	1
Performing manual labour	1
Helping at the theatre	1
Participating in Teens in Action	1

On volunteering.....

"At the beginning of high school I was approached by a fellow student and was told about a volunteer group called "Teens in Action" that she was a part of and I joined it as well. We met in the town hall and took on a huge array of projects, (projects like delivering phone books, shoveling snow, visiting seniors in the hospital, or organizing events for children in the community). An incentive to keep us coming back was a weekend trip at the beginning of the summer to a destination (reachable by car) of our choice. - The high school I attended [previously] actually requires 25 hours of volunteer service in order to graduate (an admirable way to support the community, although I'm not sure if you could still call it volunteer work if it is mandatory)."

Paid Work

81% of youth had experience working in at least one job for which they received pay. 43% of youth had worked in 2 or more jobs; 23% of youth had worked in 3 or more jobs; and 10% of youth had worked in 4 or more jobs.

60 youth described their current or most recent job. These jobs represented numerous fields of work.⁴

Type/Location of Job	Number of Youth Engaging in this Job
Restaurant (e.g., bussing, food prep)	12
Babysitting	9
Retail	8
Bakery/coffee shop	5
Recreation (e.g., pool attendant, referee, camp counselor)	5
Manual labour/yard work	4
School-related (e.g., cafeteria, R+R youth team)	3
Farming/nursery centre	3
Cleaning	3
Marina	2
Fishery	1
Receptionist	1
Library	1
Gas Station	1
Radio	1
B+B	1

The majority of youth had worked at these jobs for one year or less. A small number of youth indicated that they had worked at the same job for two or more summers. 5 youth indicated that they had worked at the same job for over 5 years. With the exception of 6 youth, all reported working part time.

⁴ Note that there was little variation among youth who had had 2 or more jobs in terms of the type of work.

Knowledge about Work, Education, and Training

Youth were asked to respond to a series of questions in order to examine how well they understood the requirements for various jobs and careers.

Future Aspirations

81% of youth indicated that they had certain jobs/careers that they would like to do in the future. (Note that many youth had more than one interest area). Interest areas included the following.

- ❖ Teacher (6 youth)
- ❖ Sports-related (e.g., soccer player) (6 youth)
- ❖ Engineer (5 youth)
- ❖ Doctor (4 youth)
- ❖ Scientist (4 youth)
- ❖ Photographer (4 youth)
- ❖ Business /Finance (4 youth)
- ❖ Musician (4 youth)
- ❖ Interpreter/Translator (3 youth)
- ❖ Massage therapist (3 youth)
- ❖ Cook/Chef (3 youth)
- ❖ Veterinarian-related (2 youth)
- ❖ Banker (2 youth)
- ❖ Fashion designer (2 youth)
- ❖ Artist (2 youth)
- ❖ Lawyer (2 youth)
- ❖ Working in developing countries (2 youth)
- ❖ Graphic Designer (2 youth)
- ❖ Nurse (2 youth)
- ❖ Actor (2 youth)
- ❖ Journalist (2 youth)
- ❖ Psychologist (2 youth)
- ❖ Counsellor (2 youth)
- ❖ Marine-related (2 youth)
- ❖ Writer (2 youth)
- ❖ Large equipment operator
- ❖ Electrician
- ❖ Naturopath
- ❖ Designer
- ❖ Dietician
- ❖ Economist

Connecting Generations: Bridging the Gap

- ❖ Carpenter
- ❖ Make-up artist
- ❖ Hairdresser
- ❖ Novelist
- ❖ Animation
- ❖ Architecture
- ❖ Politician
- ❖ Secretary
- ❖ Firefighter
- ❖ Programmer
- ❖ Stage director
- ❖ Singer
- ❖ Lifeguard
- ❖ Furniture maker
- ❖ Adventure Guide
- ❖ Tree planting
- ❖ Pilot
- ❖ Physiotherapist
- ❖ Cake decorator
- ❖ Accountant
- ❖ Pharmacist
- ❖ Archeologist
- ❖ Business owner

Youth were asked to describe the training and education that they would need to work in their future careers. A small number of youth were able to clearly describe the training that they would need (e.g., lawyer – law degree). For most youth, they were uncertain (e.g., considered high school courses adequate for a career that requires university training such as accountant or psychologist); stated that they did not know; or they described general requirements (e.g., doctor – “lots of school”).⁵

⁵ It must be noted that it may be that some youth did not articulate their depth of knowledge of career education and training requirements but that they do have a deeper understanding of the steps involved in achieving a career goal.

Learning about Jobs/Careers

Youth were asked to indicate what sources of information they use to learn about different jobs/careers and the requirements that they would need to obtain to be competitive in a given sector. Youth listed the following as their sources of information.

Source of Information	Number of youth indicating this source
Internet (e.g., Google, Wiki) ⁶	50
Family members	23
People who have experience (or knowledge) in the field of interest	16
School career counselor	14
Teachers (particularly Planning 10 teachers)	12
Friends	6
Books	2
University visits	2
Newspaper	2
Connecting Generations forums	2
Library	1
Meetings/Seminars	1

Getting a Job

Best Strategies to Find out about Jobs

Youth were asked what they perceived to be the best strategies to find out about jobs.

Best Strategies to Find Out About Jobs	Number of youth indicating this strategy
Newspaper	24
Going to businesses	22
Internet	16
Friends	13
Family	13
Job listing (e.g., job boards, community listings, employment office)	13
Asking around the community/ Word of mouth	12
Through connections (e.g., family connections, past employers)	9
Radio	1
Put an ad in the paper to let employers know you are looking for work	1

⁶ Five youth noted going to government websites; university websites, careercruising.com; and educationalplanner.ca. A small number of youth indicated that they learned about different websites through their Planning 10 class.

Meeting Job Requirements

Youth were asked about what they would do if they found a job that they really liked but they did not have all the requirements. 44 youth (56%) indicated that they would try to go and get the requirements; 23 (29%) indicated that they would still apply and see if they could work something out with the employer (e.g., show that they had other skills that were valuable; determine with the employer if they really needed the specific missing requirement(s); or agree to work on the requirements while working at the new job); 10 (13%) indicated that if they felt that there were too many requirements, they would move on to another type of employment; and 1(2%) youth indicated that they would inflate their qualifications in order to get the job.

Youth on meeting requirements.....

“I would still try for it, if it would be something I would enjoy - Also it depends on what I'd be missing. How important are those requirements for the job.”

“I would talk with the company and see if it was possible to get the job anyways. If not then I suppose I would try and get the requirements as soon as possible.”

“If the requirements were easily attainable, I might pursue them, but I would first weigh them against the value of the job itself.”

Perceived Difficulty in Finding a Job

35% of youth indicated it was hard to find a job at all. 63% indicated that it was hard to find a job that they would like to do.

Biggest Challenges to Finding a Job

Biggest Challenges to Finding a Job	Number of youth indicating this challenge
Finding a job that you enjoy doing	21
Competing with other people who have more experience	16
Finding a job that pays enough	10
Lack of job openings	10
Being young	7
Finding a job that is flexible in terms of hours and time to accommodate schedule	7
Lack of confidence	5
Doing interviews successfully	3
Waiting to find out if the employer will call you back	3
Finding a good working environment (e.g., friendly co-workers)	3
Lack of motivation	2
Finding work that is accessible (e.g., may need transportation)	2
Creating a good resume	1

Connecting Generations: Bridging the Gap

“The two biggest things that come to mind are compatibility and competition. - Compatibility is everything between enjoying what you are doing, what you are paid, the physical demand, to who you are doing it with. There will always be “cons” to go with the “pros” with any prospective employment, the hard part is finding ones that have more pros than cons, and knowing what negatives are never acceptable. - Competition is tricky because there is always someone out there more qualified than you, and the invisible army of other people needing work keeps you from making any requests (like better pay) of your employers.”

Solutions to Challenges to Finding a Job

Youth were asked to consider ways to overcome challenges that they felt impeded them from getting a job. Youth had several suggestions as to ways to address challenges.

Solutions to Challenges to Finding a Job	Number of youth indicating this solution
Be broad and flexible in the job search (e.g., look more, consider different jobs, be more open with hours, look off-island)	12
Work hard to impress employer (e.g., dress professionally, talk about strengths)	7
Practice skills that are challenging (e.g., interviewing, communication)	6
Ask others for help and advice	4
Take courses or seminars that can help with employment skills	3
Foster connections in the community	3
Look for jobs early (e.g., at a younger age, before the summer)	2
Talk to people in the field	2
Do volunteer work	1
Learn more about jobs	1

In addition, 4 youth indicated external factors that they would like to see changed. These included: a school job board, central job posting, central website posting and having better transportation on the Island.

Skill Development

Youth were asked the job skills which they think they need to improve upon. Youth identified soft skills (e.g., interpersonal) and content-related skills.

Soft Skills

- ❖ Interpersonal Skills (23 youth)
- ❖ Interview skills (5 youth)
- ❖ Leadership skills (2 youth)
- ❖ Time management (2 youth)
- ❖ Organizational skills (2 youth)
- ❖ Patience (3 youth)
- ❖ Thinking on the spot (1 youth)
- ❖ Initiative/motivation (1 youth)
- ❖ Focusing (1 youth)
- ❖ Memory (1 youth)
- ❖ Independence (1 youth)
- ❖ Efficiency (1 youth)

Content-specific Skills

- ❖ Math skills (4 youth)
- ❖ Resume building (3 youth)
- ❖ Computer skills (2 youth)
- ❖ Writing skills (2 youth)
- ❖ Cash Register skills (2 youth)
- ❖ First Aid (1 youth)
- ❖ Machine operation (1 youth)
- ❖ Drawing and painting (1 youth)
- ❖ Animation skills (1 youth)
- ❖ Building skills (1 youth)
- ❖ Cooking skills (1 youth)

Youth were also asked how to best develop these skills. By far, the most frequently noted suggestion was practicing the skill through informal practice opportunities, education, training sessions or getting a chance to practice through experience in using the skill on the job. Youth indicated that learning from others was very important and helpful.

Youth Resilience

In a challenging global economy, qualities of resilience are critical to help youth handle the ups and downs of the job market. In order to understand how Salt Spring youth are doing, each person was asked a series of questions aimed to assess dimensions of resilience. Percentages in the table below correspond to percentage of youth who agree with the statement, using the rating descriptor.

Responsibility and Reliability

Statement	Never	Hardly Ever	Sometimes	Often	Always
I get work done on time.	1.5%		4%	35.5%	59%
If I take on a job, I make sure that I finish it.		1.5%	1.5%	34.5%	62.5%
People can count on me when I say that I will do a job.		3%	4%	35%	58%
I feel that I learn new things in each job that I have had in the past	3%	3%	13%	35.5%	45.5%
I try my best at any jobs that I take on.		1%	3%	27%	69%
I have a lot to offer an employer.		3%	13%	36%	48%

Decision-Making

Statement	Never	Hardly Ever	Sometimes	Often	Always
I look for information to help me understand the problem.		1%	17%	36%	46%
I think before making choices.		1.5%	17%	40%	41.5%
I consider the risks of a choice before making decisions.			20%	36%	44%
I think about all the information I have about the different choices.			16%	49%	35%
I think of past choices when making new decisions.		4%	20.5%	33.5%	42%

Communication Skills

Statement	Never	Hardly Ever	Sometimes	Often	Always
I make sure I understand what another person is saying before I respond.		1%	19%	57%	23%
I recognize when two people are trying to say the same thing but in different ways.		3%	16%	43%	38%
I try to see the other person's point of view.			9%	38%	53%
I change the way that I talk to someone based on my relationship with them.		3%	9%	24%	64%
I organize my thoughts before speaking.		7%	24%	44.5%	24.5%
I try to keep eye contact when talking with someone.		4%	14%	37%	45%

Self-Efficacy

Statement	Not at all true	A little true	Kind of true	Pretty true	Very true
I take pride for sticking up for what I believe in.	1%		6%	37%	56%
When there is a lot to do or think about, I can break it into smaller pieces and handle one thing at a time until everything gets done.	1.5%	1.5%	20%	50%	27%
I try to look at a situation in different ways to understand it from different points of view.		1%	19%	41%	39%
If the way that I am doing something isn't working I try to think of different ways to do it.	1%		12%	43%	44%
There are a lot of things that I am good at.		7%	17%	35%	41%

Optimism

Statement	Not at all true	A little true	Kind of true	Pretty true	Very true
I am bored by most things in life.	47%	17%	19%	13%	4%
I am just as important as anyone else.	1%	1%	12%	32%	54%
I am happy with the choices I have made in my life.	1%	4%	22%	41%	32%
I think that I am a lucky person.	3%	7%	10%	25%	55%

Connectedness to School

Statement	Not at all true	A little true	Kind of true	Pretty true	Very true
I feel (felt) good about school life.	1%	4%	12%	38%	45%
I get (or will get) good grades in school.	3%	1%	15%	34%	47%

Key Findings

- ❖ 79 youth completed a survey. 95% were aged 17 and under. Most youth were still attending high school.
- ❖ 91% thought it was 'pretty' or 'very' important that they obtain a high school diploma; 87% thought it was 'pretty' or 'very' important that they obtain a college or university degree or diploma.
- ❖ 73% of youth had done volunteer work in the past. Volunteer work was highly varied with most volunteer work being one-time events as opposed to ongoing.
- ❖ 81% had experience with paid work. Most youth had worked at a job for one year or less. A small number of youth had had the same job for more than one year.
- ❖ 81% of youth identified one or more careers/jobs that interested them as future pursuits. The range of jobs spanned several sectors. The majority of youth appeared not to have a clear understanding of the exact path to obtain the jobs/careers of interest.
- ❖ Youth identified the internet as the biggest source of information about jobs. Family members were the second choice for finding out information.
- ❖ Youth thought that the three best ways to find out about job openings were to consult the newspaper, followed by going directly to businesses and going to online sites that advertise jobs.
- ❖ If youth found a job that they wanted but they lacked all the requirements, 56% indicated that they would try to get the requirements while 29% indicated that they would still apply for the job and try to work something out with the employer with regard to the requirements.
- ❖ 35% of youth indicated that they thought it was hard to find 'a job' and 63% of youth indicated that it was hard to find 'a job that they liked.'
- ❖ The top four challenges to finding a job identified by youth were: finding a job that one enjoys; competing with other people who have more experience; finding a job that pays enough; and the lack of job openings.
- ❖ Youth were able to identify some solutions to help overcome some of the challenges. These included: being broad and flexible in the job search; working hard to impress the employer; and practicing job skills that they find challenging.
- ❖ Interpersonal skills (e.g., communication, assertiveness) were by far the most frequently identified skills that youth would like to work on in order to assist with the world of work. Youth acknowledged that it was through practice that they would be best able to improve these skills.
- ❖ Based on a resilience survey, overall, youth appear to be doing quite well; however, there were skill areas that youth find more difficult. These included: aspects of decision-making; communication skills; and self-efficacy.

Forum Feedback



connecting
generations

Forum One: Hospitality and Tourism

The hospitality and tourism forum was held on October 29th, 2010.

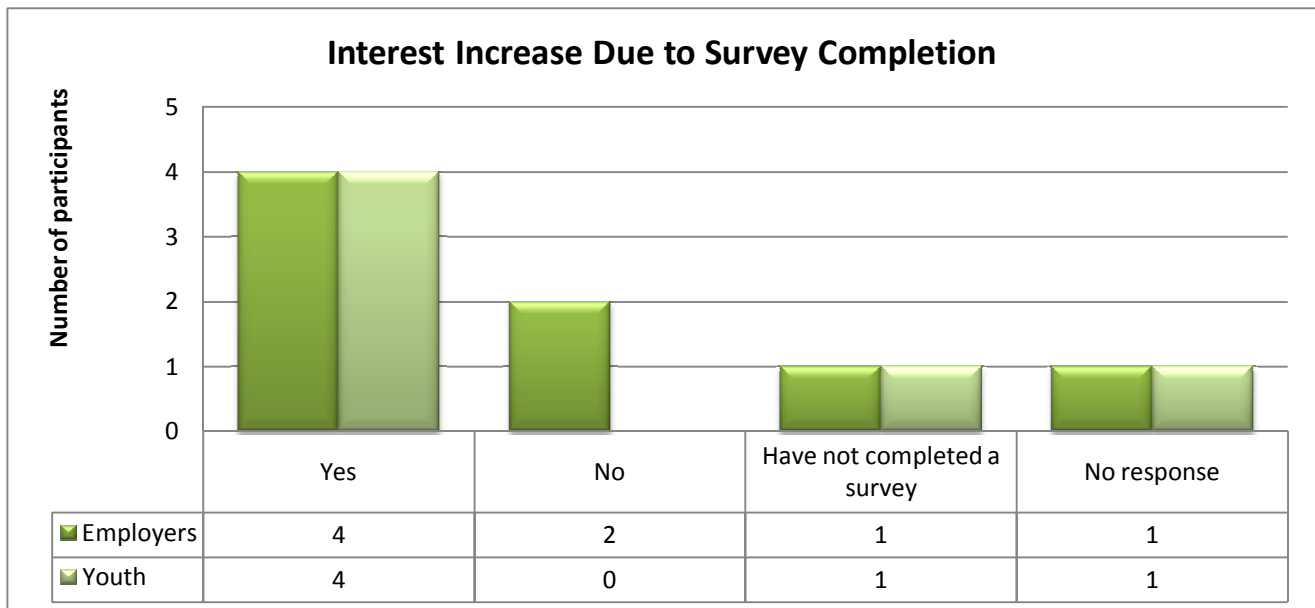
Pre-registered for the forum: 26 youth (24 in school and 2 out of school) and 16 employers.

Actual attendance: 12 youth (10 in school; 2 out of school) and 12 employers.

Forum Feedback surveys were completed by 8 employers⁷ and 6 youth (ages 15-23; median age of 16.5 years). Of the 6 youth, 2 (33%) were employed. Overall response rate was 58%.

Participants were asked to provide feedback at the conclusion of the forum. Results are presented on the following pages.

Do you think that completing the Connecting Generations survey on youth employment increased your interest in coming to this forum?



⁷ Although the term 'employer' is used to refer to the adults throughout the reporting of the forum and workshop feedback, in some cases the adults may not be the person who does the hiring at their place of business at the current time.

What is the main reason that you decided to attend this forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	Share experiences and perspectives	6	<ul style="list-style-type: none"> • Help youth. • Offer advice • Share experiences and interests. • To speak with youth about cooking as a career choice. • Share experiences and interests. • To help promote youth understanding of the work environment.
	Encourage youth	2	<ul style="list-style-type: none"> • <i>“As an employer and Islander I recognize that the youth of today have skills that we will need to build upon and encourage to ensure we continue to have a vibrant and productive community on Salt Spring.”</i>
	Hear youth perspectives	1	<ul style="list-style-type: none"> • Wanted to hear what youth goals are for finding a job in this industry.
Youth	Interest in the industry	4	<ul style="list-style-type: none"> • I want to maybe be a chef. • Interested in tourism and thought that forum would widen my views about the future. • Want to go into the industry.
	Networking	1	<ul style="list-style-type: none"> • Wanted to meet other people
	Looking for guidance	1	<ul style="list-style-type: none"> • I need direction for my future. • Wanted to hear about expectations for employees.
	Learn about my skills	1	<ul style="list-style-type: none"> • Get to know my skills better.
	Addition to the university application	1	<ul style="list-style-type: none"> • Will add attendance to the university application.

What skills and qualities do you feel are the most important to have in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Communication Skills	5	<ul style="list-style-type: none"> • Communication skills. • Open/good communication. • Ability to convey.
	Work ethic	3	<ul style="list-style-type: none"> • Punctuality. • Work ethic. • Reliability.
	Willingness to learn	3	<ul style="list-style-type: none"> • Willingness to learn.
	Enthusiasm	2	<ul style="list-style-type: none"> • Enthusiasm.
	Commitment	2	<ul style="list-style-type: none"> • Be patient with the early "boring" jobs. • Commitment.
	Good judgment	2	<ul style="list-style-type: none"> • Ability to take direction and execute tasks well. • Common sense.
	Business skills	1	<ul style="list-style-type: none"> • Some business skills.
	Flexibility and creative thinking	1	<ul style="list-style-type: none"> • Flexibility and creative thinking.
Youth	Interpersonal skills	4	<ul style="list-style-type: none"> • Sociable. • People skills. • Interpersonal skills are paramount.
	Adaptability	2	<ul style="list-style-type: none"> • Adaptable.
	Communication skills	1	<ul style="list-style-type: none"> • Communication skills.
	Punctuality	1	<ul style="list-style-type: none"> • Punctuality.
	Enthusiasm	1	<ul style="list-style-type: none"> • Enthusiastic.
	Knowledge about workplace	1	<ul style="list-style-type: none"> • Knowledge about where you work/different places.
	Respect		<ul style="list-style-type: none"> • Respect.
	Other languages	1	<ul style="list-style-type: none"> • Being able to speak additional languages is an invaluable asset.
Food preparation skills	1	<ul style="list-style-type: none"> • Food preparation skills will open a lot of doors 	

In your role as either an employer or potential employee, what are some of your concerns about employment in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Tourism industry not seen as a career	4	<ul style="list-style-type: none"> Youth's unwillingness to spend time perfecting craft. Youth often indicate the tourism industry is a stop gap, not a career. Lots of youth will work at low-end tourism jobs but not aspire to work hard and move up from entry level positions. Youth don't realize the skills they may learn in a kitchen go so much further.
	Sustainability issues	3	<ul style="list-style-type: none"> No jobs due to trust's stance against tourism. Sustainability. Seasonal.
	No interest in entry level jobs/work	2	<ul style="list-style-type: none"> Don't want entry level jobs. Don't want to work.
	Lack of concern	1	<ul style="list-style-type: none"> No concern for other workmates.
	Youth spelling and math skills	1	<ul style="list-style-type: none"> Spelling and math skills coming out of high school.
Youth	Interpersonal and social skills	3	<ul style="list-style-type: none"> Won't get along with other people in this job/business. Offending someone. Making friends.
	Getting the job that is desired	1	<ul style="list-style-type: none"> Being chosen out of a large number of applicants for the job that you want.
	Mismatch between youth and job	1	<ul style="list-style-type: none"> That it is not the right job for me.
	Over hiring	1	<ul style="list-style-type: none"> The trend employers follow where they will hire as many workers as possible in an effort to be prepared to replace any of them easily - this leads to few hours for each employee and causes a high turnover of staff.
	Punctuality	1	<ul style="list-style-type: none"> Being on time.

What are the advantages of hiring youth in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	They are more flexible and enthusiastic workers	4	<ul style="list-style-type: none"> • They are eager, enthusiastic, they are often more flexible on the number of hours they can work and can accommodate seasonal peaks and troughs. • Good workers. • Young people are more open to new challenges.
	Youth bring new ideas	2	<ul style="list-style-type: none"> • Bring fresh new ideas when focused.
	Open to training	2	<ul style="list-style-type: none"> • Can be trained in your model. • Willing to learn.
	Resources for future employment	2	<ul style="list-style-type: none"> • Future employment.
	Motivated with money	1	<ul style="list-style-type: none"> • Can be motivated by money (e.g., lots of raises for people sticking it out).
	Cheap labor	1	<ul style="list-style-type: none"> • Cheap labor.
	Good teamwork experience	1	<ul style="list-style-type: none"> • Great experience working with a team with an emphasis on communication that comes to any job.
Youth	Open to new learning experiences and more flexible	3	<ul style="list-style-type: none"> • Being able to mold good habits • Not set in their ways and are generally more willing/able to learn.
	Youth bring new ideas	3	<ul style="list-style-type: none"> • New ideas. • We have a different outlook on things.
	Cheap labor	1	<ul style="list-style-type: none"> • Cheap.
	Other skills	1	<ul style="list-style-type: none"> • Have been taught a lot about respectful relationships.

Interactions that made an impression at the Forum

Group	Theme	Number of Comments	Comments/Examples
Employers	Great kids	3	<ul style="list-style-type: none"> • Very keen students. • Great kids. • Openness of the youth
	Youth were not engaged	2	<ul style="list-style-type: none"> • Felt youth weren't engaged in project. • More youth involvement would have been a benefit.
	Students want higher than entry level	1	<ul style="list-style-type: none"> • Most students wanted the top job.
	Job market	1	<ul style="list-style-type: none"> • Jobs are available.
	Employers' interest in listening to youth	1	<ul style="list-style-type: none"> • Employers were open to listening to the ideas of youth.
	Similar concerns between youth and employers	1	<ul style="list-style-type: none"> • Youth have some of the same concerns I do.
	Real life story	1	<ul style="list-style-type: none"> • The young woman who wanted to be an investment banker and her life story.
Youth	Conversations and perspectives	3	<ul style="list-style-type: none"> • Really good to hear what employers think about youth. • Enjoyed talking to people and sharing my thoughts. • Very nice conversations and meeting new people.
	Employers passion about the industry	1	<ul style="list-style-type: none"> • You could see the passion in the employers for what they do when they talked about their professions.
	More empathy for employers	1	<ul style="list-style-type: none"> • I came away with a lot more empathy for the employers out there.
	Motivation to learn more	1	<ul style="list-style-type: none"> • I really want to create a website to learn how it works and I want to learn and improve skills.

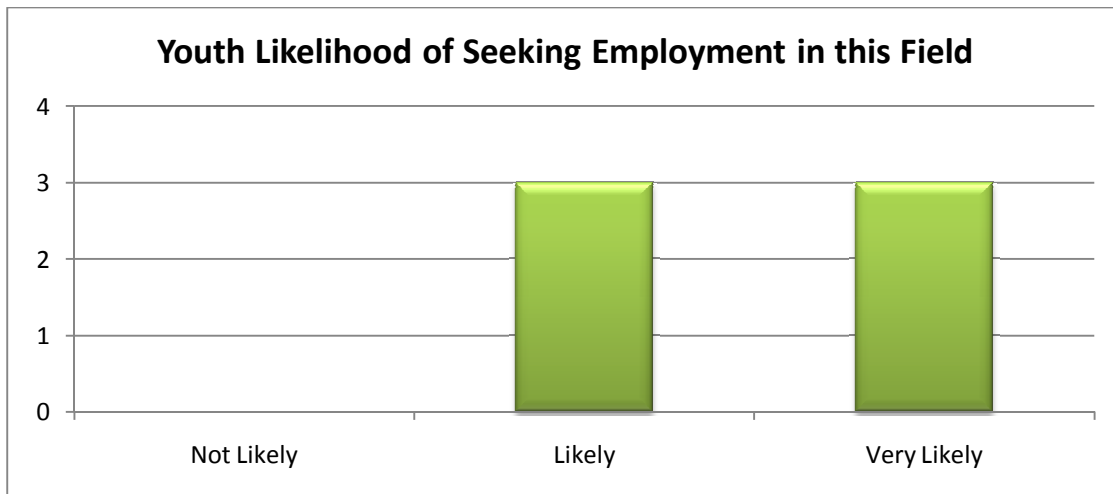
Are there things that you will do differently as result of attending the forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	Learning about the stressors in youth.	2	<ul style="list-style-type: none"> Remember there are lots of stresses for young people; it is very hard to start your first job. Listen more to my young employees - remember this may be very hard, stressful and cause anxiety.
	Cross-over skills	1	<ul style="list-style-type: none"> I had a discussion with a youth involved in drama and arts, I had never considered this a skill that would relate to aviation, however it was apparent that many of the skills are a cross over - commitment, social, presentable, etc.
Youth	Job and career goals	2	<ul style="list-style-type: none"> Going to focus on jobs that advance me in directions that I want, and not waste my time with under-stimulating jobs. I have really started to consider different careers that I might want to work in.
	Ideas to improve	1	<ul style="list-style-type: none"> More ideas to do better.
	Employment skill workshop	1	<ul style="list-style-type: none"> Want to do the workshop on employment skills.

Do you have suggestions for changes to this forum?⁸

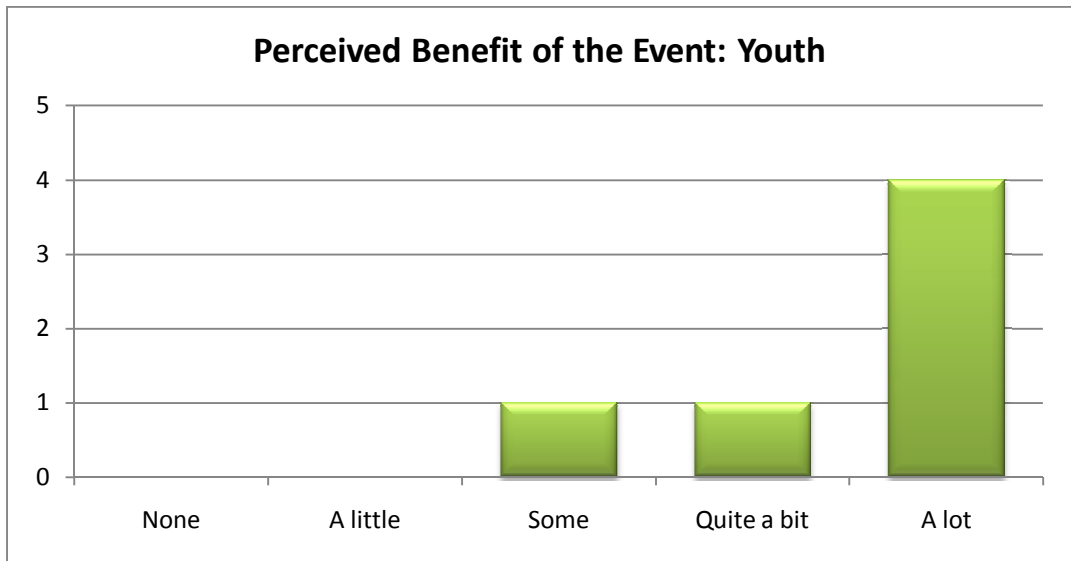
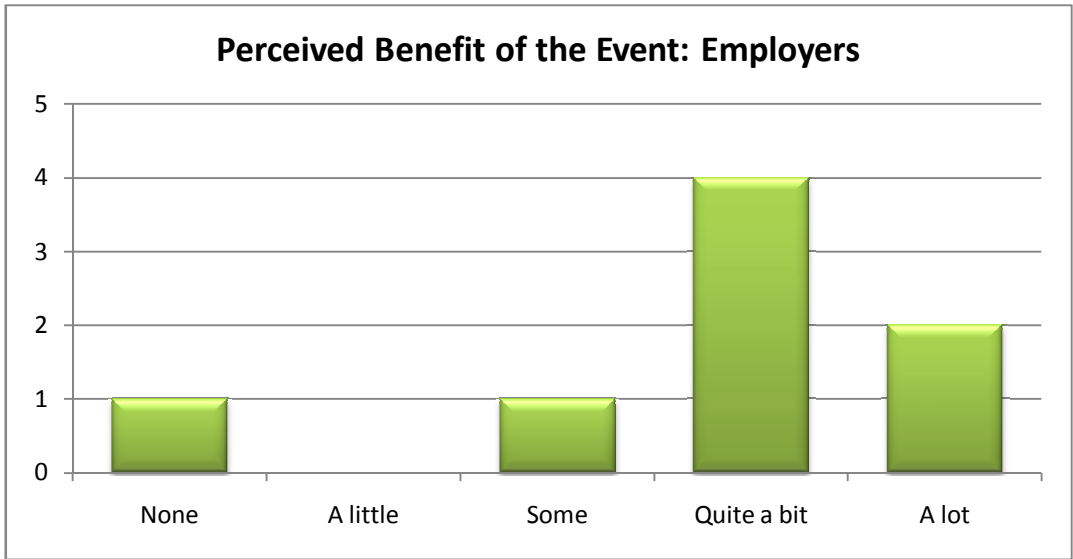
Group	Theme	Number of Comments	Comments/Examples
Employers	Involving more youth	2	<ul style="list-style-type: none"> Ensure more youth can attend in the future.
	Increase group interactions	1	<ul style="list-style-type: none"> More group interaction.
Youth	Involving more youth	2	<ul style="list-style-type: none"> Hosting a forum on a school day to increase attendance. Increase number of youth attendees.
	Discussions should not be restricted to specific topics	2	<ul style="list-style-type: none"> The most structured areas of the forum were also the weakest. Allow discussion to progress more naturally by not restricting the conversation to specific topics One discussion question did not seem to fit the conversation.

N.B.: Three employers did not provide any suggestions for future forums. One employer indicated that the event was a very good format. Three youth indicated that they felt that the event went very well and they had no suggestions.



⁸ One employer who attended was very unhappy with the event and indicated that it was not worth his while and he would not attend future events. The key reasons given for dissatisfaction were: low youth turnout; lack of mixing between employers and youth; unsuitable questions; and lack of a basic understanding by youth of what the tourism and hospitality industry entailed.

Perceived Benefit of the Forum



Key Findings from Hospitality and Tourism Forum

Employer Perspectives

- ❖ The main reason for attending this forum was to share experiences and perspectives.
- ❖ The most important skills and qualities for the field are communication, good work ethic and a willingness to learn.
- ❖ The two main concerns about this field are: hospitality and tourism are not seen as viable career paths and there exists significant challenges due to sustainability.
- ❖ Employers see the main advantage of hiring youth as being their enthusiasm and flexibility.
- ❖ Employers had different experiences at the forum with most employers feeling that youth were engaged with the employers.
- ❖ As a result of the forum, employers noted the importance of learning about stressors in the lives of youth.
- ❖ As a result of the forum, employers noted that it would be beneficial to recognize skills from other areas that may be applicable to this sector.
- ❖ A suggestion for future forums is to involve more youth in the forums.
- ❖ Most employers perceived attending the forum as offering 'quite a bit' of benefit.

Youth Perspectives

- ❖ The main reason for attending this forum was out of interest in the industry.
- ❖ The most important skills and qualities for this field are interpersonal skills and adaptability.
- ❖ The main concern about this field is having an adequate level of interpersonal skills to do well in the job.
- ❖ Youth see the main advantages of hiring youth as their openness to learning and their infusion of new ideas.
- ❖ Youth appreciated engaging in conversations with employers while at the forum.
- ❖ As a result of this workshop, youth indicated that they intended to focus on jobs and careers in which there were opportunities to advance in a given field.
- ❖ A suggestion for future forums is to involve more youth and open up the discussion to a greater number of topics.
- ❖ All youth indicated that they were 'likely' or 'very likely' to seek employment in the field of hospitality and tourism.
- ❖ Most youth perceived attending the forum as offering 'a lot' of benefit.

Forum Two: Artists and Entrepreneurs

The artists and entrepreneurs forum was held on December 7th, 2010.

Pre-registered for the forum: 42 youth (41 in school; 1 out of school) and 20 artists and entrepreneurs.

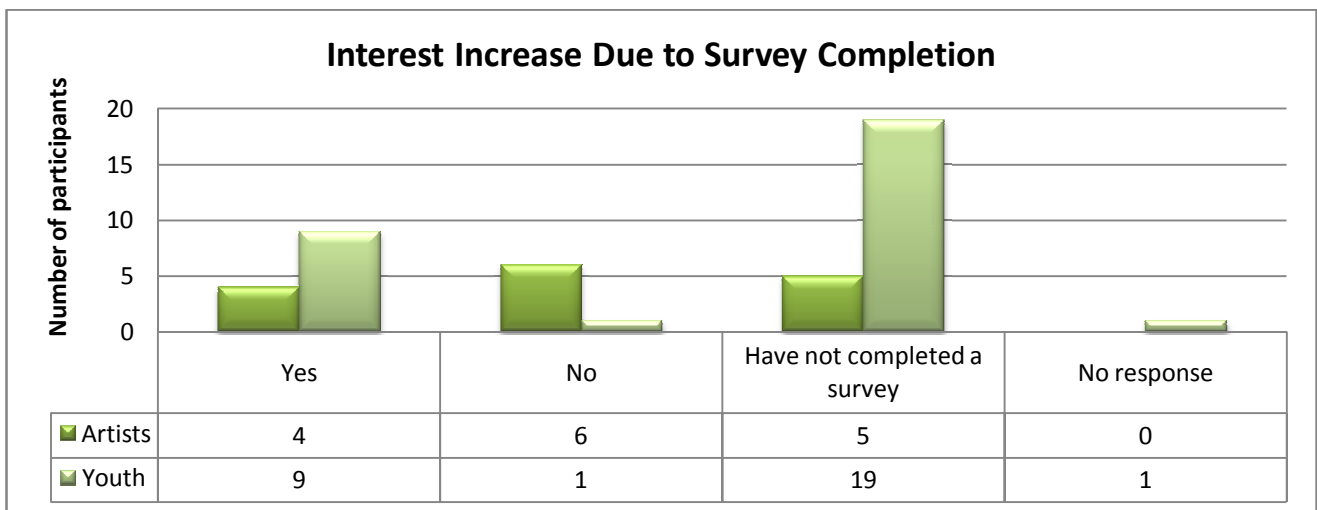
Actual attendance: 34 youth (33 in school; 1 out of school) and 16 Artists and Entrepreneurs.

Forum Feedback surveys were completed by 15 artists and entrepreneurs and 30 youth (ages 14-24; median age of 15 years). 2 youth identified themselves as international students; 15 youth indicated that they were currently employed. Overall response rate was 90%.

Previous Connecting Generations Forum attendance: 2 artists and entrepreneurs and 6 youth attended the Tourism and Hospitality Forum.

Participants were asked to provide feedback at the conclusion of the forum. Results are presented below and on the following pages.

Do you think that completing the Connecting Generations survey on youth employment increased your interest in coming to this forum?



What is the main reason that you decided to attend this forum?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Interest in giving back/mentoring	4	<ul style="list-style-type: none"> To mentor
	Share personal experiences and perspectives	4	<ul style="list-style-type: none"> Share my experiences with younger people. Share knowledge and inspiration. Share my experiences to help them along the path of life.
	Hear youth perspectives	4	<ul style="list-style-type: none"> Hearing what youth are looking for in the workplace; what motivates them. Witness their enthusiasm and curiosity. I wanted to meet the young artists and entrepreneurs.
	Invitation	3	<ul style="list-style-type: none"> I was invited and thought it was good idea. I was asked.
Youth	Interest in the industry	11	<ul style="list-style-type: none"> Topics covered and jobs talked about revolved around what I want to do. I'm very interested in making my career/jobs based around art, any aspect of it. Seemed like a good opportunity to kick-start a career in the arts. I have a creative passion and thought that this forum would teach me something about how economics fit with the artistic world right now.
	General interest and learning something new	9	<ul style="list-style-type: none"> To see what this area is about. Sounded very interesting and informative. Curiosity and general interest. Learn more wonderful things.
	Networking and listening to others' experiences	9	<ul style="list-style-type: none"> Interesting artistic people. I wanted to speak to some adults who have experienced the piano and other art forms. Experience from artists of all kinds. I decided to attend this forum because I wanted to see how other people had gone about expressing their passion as a job. Learn about others' experiences and how I can put them to my own life and goals. I am an artist and interested in being surrounded by other artistically inspired youth and adults.
	Looking for career guidance	3	<ul style="list-style-type: none"> To see job opportunities and get goal and career ideas straight. I needed perspective on: direction, employment, passion, risks. I actually found it!
	Attended hospitality forum	1	<ul style="list-style-type: none"> I attended the hospitality forum and had a very successful experience.

What skills and qualities do you feel are the most important to have in this field?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Enthusiasm	7	<ul style="list-style-type: none"> • Positive attitude. • Passion. • Drive and motivation. • Ambition. • Self motivating. • Chutzpah. • Courage and determination.
	Communication Skills	3	<ul style="list-style-type: none"> • Good listening and communication skills.
	Openness and flexibility	3	<ul style="list-style-type: none"> • Open mind, willingness to shift where needed. • Open to opportunities and other people for networking.
	Presence/Presentation	2	<ul style="list-style-type: none"> • Presentation.
	Knowledge and education	2	<ul style="list-style-type: none"> • Literacy. • Knowledge in the field. Training and education.
	Talent and skills	2	<ul style="list-style-type: none"> • Talent.
	Work ethic	1	<ul style="list-style-type: none"> • Work ethic.
	Willingness to learn	1	<ul style="list-style-type: none"> • Willingness to keep learning.
	Commitment	1	<ul style="list-style-type: none"> • Perseverance.
	Business skills	1	<ul style="list-style-type: none"> • Business background.
	Other	4	<ul style="list-style-type: none"> • Belief in self. • Clarity and sincerity. • Empathy. • Humility.

Connecting Generations: Bridging the Gap

Group	Theme	Number of Comments	Comments/Examples
Youth	Adaptability and Perseverance	17	<ul style="list-style-type: none"> • Flexibility. • Resilience. • Risk management. • Don't get stuck on a negative track but if you do, pick yourself up, gather your senses and move on or continue in the direction you are going. • 'Never give up' attitude. • Ability to keep your goals in sight but they can move or change. • The strength to do whatever it takes to achieve your dream. • Determination.
	Creativity and imagination	10	<ul style="list-style-type: none"> • Imagination. • Abilities to see something in more than one way. • Creativity.
	Positive thinking	8	<ul style="list-style-type: none"> • Optimism. • Passion. • Motivation.
	Confidence	8	<ul style="list-style-type: none"> • Learn from your mistakes. • Accepting feedback. • Ability to learn from your mistakes. • Not feel too offended if given criticism or if rejected from a job/school.
	Open mindedness	6	<ul style="list-style-type: none"> • Being open to jobs. • Open mind.
	Interpersonal skills	4	<ul style="list-style-type: none"> • Ability to work with people. • Charisma. • Social/people skills.
	Patience	4	<ul style="list-style-type: none"> • Patience.
	Knowledge and education	4	<ul style="list-style-type: none"> • Knowledge on topic. • Literacy. • Knowledge on business.
	Talent	2	<ul style="list-style-type: none"> • Talent.
	Communication skills	2	<ul style="list-style-type: none"> • Communication skills. • Understanding and listening.
	Leadership	1	<ul style="list-style-type: none"> • Leadership.
Organizational skills	1	<ul style="list-style-type: none"> • Organizational skills. 	

In your role as either an employer or potential employee, what are some of your concerns about employment in this field?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Financial difficulties	4	<ul style="list-style-type: none"> • Difficulty in making a living. • A complete lack of financial fundamentals (taxes, banking, etc). • No financial backing. • Low monetary gain.
	Few job opportunities	2	<ul style="list-style-type: none"> • There are very few actual jobs in the arts; students often have to act alone.
	Highly competitive	2	<ul style="list-style-type: none"> • In my industry, 99% of the people fail.
	Not stable	2	<ul style="list-style-type: none"> • The arts and self employment are very satisfying but unstable income and lots of responsibility.
	Self confidence and determination	1	<ul style="list-style-type: none"> • Requires a lot of self confidence and determination.
	Lack of support	1	<ul style="list-style-type: none"> • Lack of knowledge of what the field is; lack of mentorship.
Youth	Financial difficulties	12	<ul style="list-style-type: none"> • The volatile economy. • Money. • That you don't earn enough money to live. • Good conditions. • Being a 'starving artist'. • Financial failure.
	Not succeeding	7	<ul style="list-style-type: none"> • Not being able to get where I want in my career. • Getting out in the world with what I want to do. • Not succeeding. • Unhappiness. • Will this work help me get to where I want to go.
	Competition	5	<ul style="list-style-type: none"> • A lot of people in profession. • Too many people trying to make things work.
	Few job opportunities	2	<ul style="list-style-type: none"> • Limited job opportunities. • Having to supplement my arty job with a job that I don't enjoy.
	Confidence	2	<ul style="list-style-type: none"> • What people will think about my ideas.
	How or where to start	2	<ul style="list-style-type: none"> • Where to go and what to do.
	Motivation	1	<ul style="list-style-type: none"> • Motivation.
	Other	2	<ul style="list-style-type: none"> • Other people, since I need to work with other musicians. • One concern is ending up in a job with lots of rules and little room for creativity.

What are the advantages of hiring youth in this field?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Enthusiasm and inspiration	6	<ul style="list-style-type: none"> • New inspiration. • They are enthusiastic sponges! • Passionate creativity. • Find them inspiring. • Good attitudes.
	Provide youth with opportunities	5	<ul style="list-style-type: none"> • Moving the arts into the next generations. • Giving them an opportunity to start on a positive path. • Starting early is good.
	New ideas	2	<ul style="list-style-type: none"> • I learn new things. • New ideas.
	Open to training	2	<ul style="list-style-type: none"> • Trainable. • They might try harder.
	Realistic expectations	1	<ul style="list-style-type: none"> • Showing them the realities of the situation.
Youth	Open to new learning experiences and more flexible	10	<ul style="list-style-type: none"> • Passing on knowledge. • Ready to learn and easy to teach. • More creative and open to new ideas. • We learn faster and are willing to learn.
	Hard workers	8	<ul style="list-style-type: none"> • Hard diligent workers. • Willing to work hard for something you love. • They are passionate about what they want. • Interested in succeeding. • Nothing to lose and are willing to work. • 90% or more of us are enthusiastic. • Experience and some may want to expand and carry on with that field.
	New ideas	7	<ul style="list-style-type: none"> • New minds. • We have a new perspective on things. • Youth have different opinions and ideas and can really help in the creativity department because few adults have the kind of imagination kids do. • Different perspectives.
	Modern abilities and tech skills	2	<ul style="list-style-type: none"> • Modern tactic and new ability. • May handle the modern technology.
	Personality	1	<ul style="list-style-type: none"> • Good personalities!

Interactions that made an Impression at the Forum

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Youths' enthusiasm, drive and positivity	6	<ul style="list-style-type: none"> • These youth are not jaded by all the problems of the world and are still inspired to follow their bliss. • Full of curiosity and enthusiasm. • Two students who know what they want and will pursue it.
	Eloquent youth	3	<ul style="list-style-type: none"> • I am very pleased to see the level of introspection and willingness to articulate goals and aspirations on the part of the students I met today.
	Sincerity	3	<ul style="list-style-type: none"> • It caused me to think carefully about what I am doing and being totally sincere. • Lots of honesty and real sharing.
	Career choice pressure	2	<ul style="list-style-type: none"> • It reminded me of how tough it is to make career decisions.
	Business-related	1	<ul style="list-style-type: none"> • Was impressed by students/youth's broad definition of success. I was also compelled by their concerns about money. [Employer] had a great idea in telling them to study business, no matter what they do.
	Creative talents	1	<ul style="list-style-type: none"> • The fantastic array of creative passions!
	Respect in school	1	<ul style="list-style-type: none"> • Concerns about respect in school art classes.
Youth	Talking to the adults	8	<ul style="list-style-type: none"> • Just talking to the different people inspired me. • Talking with [employer] gave me a new insight on myself and how expressive I can be.
	Everything	4	<ul style="list-style-type: none"> • I think all of it was interesting.
	Being open to different paths to achieve goals	4	<ul style="list-style-type: none"> • To keep your goal but don't be afraid to deviate. • You may have to do a lot of different things until you reach your goals. • Hearing those who have achieved the type of success I strive for say 'I would have done it differently'.
	Hearing about others' experiences	3	<ul style="list-style-type: none"> • [Employer] talking about his past experience and others talking about their experiences.
	Shared concerns and experiences	3	<ul style="list-style-type: none"> • I really like listening to the adults - I found it was very constructive and nice to know that they went through the same things. • Youths are not the only ones who question where we want to go. • It was reassuring to see that many people had the same concerns as I.
	Adults as inspiration	2	<ul style="list-style-type: none"> • The guy with the white beard and the blazer was a great inspiration. • Stunt man's awesome attitude.
	Adults caring about youth	1	<ul style="list-style-type: none"> • The fact that some people actually care about the wellbeing of the young people.
	Adults' advice	1	<ul style="list-style-type: none"> • Some of the adults had amazing advice that is very necessary.

Are there things that you will do differently as result of attending the forum?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Keep striving	2	<ul style="list-style-type: none"> • Keep pushing! • Work on my business skills more, keep striving toward living my passion in the world and supporting myself. Dream big and get the tools to live the dream.
	Mentor youth	1	<ul style="list-style-type: none"> • I will continue to make myself available to youth.
Youth	New approaches finding their career path	6	<ul style="list-style-type: none"> • Shifted views, different goals. • I'm going to take my time, instead of rushing and working on my skills. • I think I have a bit of a better idea of how to go about making my career. • I believe I need more experience and do not worry. • I plan to be more clear and focused on one thing at a time. • I now kind of know how to set off on my career path!
	Work harder	4	<ul style="list-style-type: none"> • I intend to work a lot more diligently at my passion. • I think it's just going to keep trying to get out there.
	Be open to new ideas and options	4	<ul style="list-style-type: none"> • Openness to new ideas. • Open my options more. • Try more new things and expand my horizons.
	Taking different courses	2	<ul style="list-style-type: none"> • I plan to take up acting/drama instead of media arts II next semester • Work on risk management and literacy
	More enthusiastic and positive	2	<ul style="list-style-type: none"> • Be as enthusiastic as physically and mentally possible. • Just to be ready for anything and stay positive.
	Follow my passion	1	<ul style="list-style-type: none"> • I should go after what I want to do regardless of anyone else's opinion.
	Finding a job to improve skills	1	<ul style="list-style-type: none"> • Look for a job to improve skills.
	Display my art	1	<ul style="list-style-type: none"> • I may display my art more.
	Work on resume	1	<ul style="list-style-type: none"> • Work on resume.

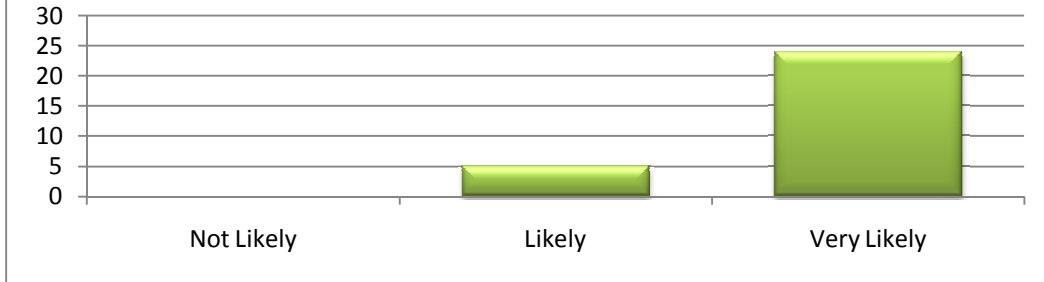
Do you have suggestions for changes to this forum?

Group	Theme	Number of Comments	Comments/Examples
Artists and Entrepreneurs	Opportunity for follow up	4	<ul style="list-style-type: none"> • Some system to open the conduit for follow-up with specific students. • Opportunity for follow- up.
	Increase time of event	1	<ul style="list-style-type: none"> • More time; narrower focus.
	Increase group interactions	1	<ul style="list-style-type: none"> • Find a way to mix the adults and youth in the rotation between tables.
Youth	Increase time of forum	3	<ul style="list-style-type: none"> • Longer. More questions. • Make it longer. • Less intro; more time to discuss; more structure to mixing groups.

Final comments:

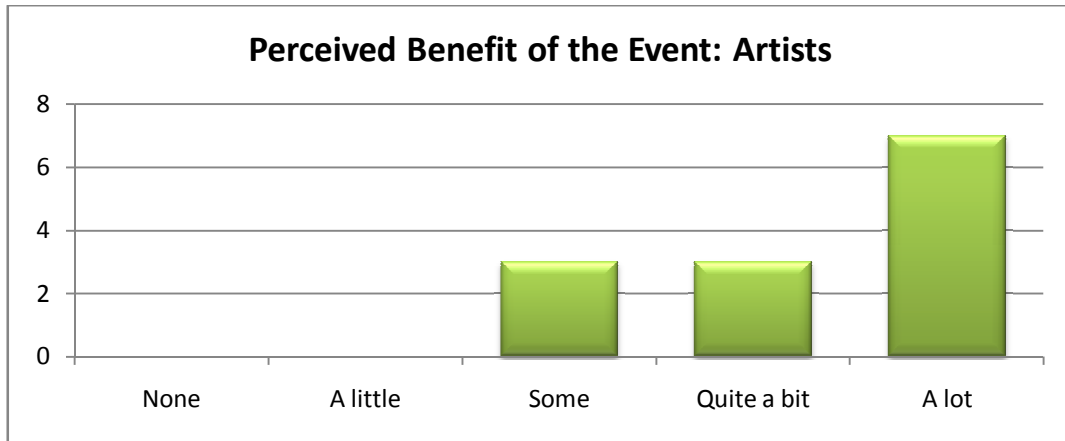
- *“Had a good time. I hope I helped.”*
- *“Great idea. Very helpful to youth I think!”*
- *“Bravo, an amazing learning!”*
- *“Thank you.”*
- *“I had fun thanks for the snacks. Hope you have more.”*
- *“This should happen more often.”*
- *“Maybe we should have pencils.”*
- *“Best idea ever!”*
- *‘Great program/workshop, really inspirational.’*
- *“Thanks for the opportunities.”*
- *“Awesome, do it again!”*
- *“Thanks for putting this on.”*
- *“Real pens would be preferable to markers.”*

Youth Likelihood of Seeking Employment in this Field

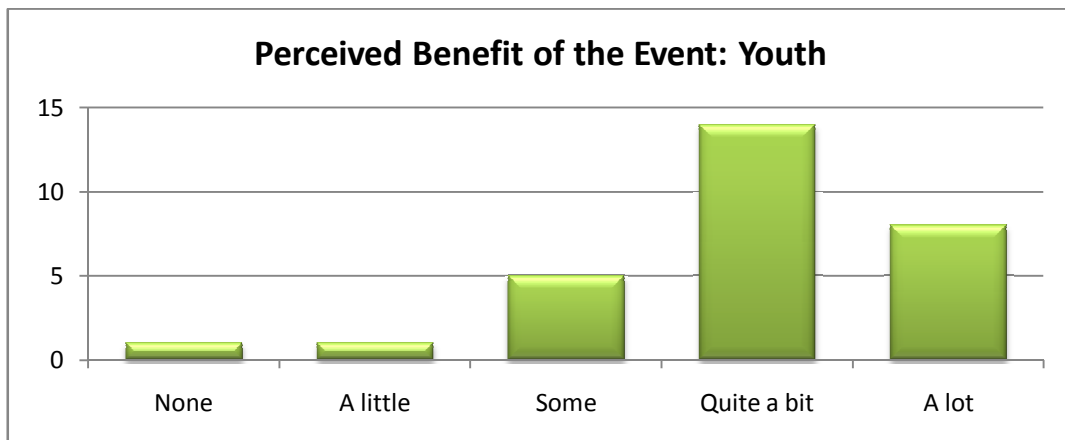


Perceived Benefit of the Forum

Perceived Benefit of the Event: Artists



Perceived Benefit of the Event: Youth



Key Findings from Artists and Entrepreneurs Forum

Artists and Entrepreneurs' Perspectives

- ❖ The main reasons for attending this forum were: to help youth through giving back (mentoring); to share personal experiences and perspectives; to hear youth perspectives.
- ❖ The most important skills and qualities for the field are: enthusiasm; communication skills; and openness and flexibility.
- ❖ The main concern about this field is the challenges of making a living.
- ❖ Artists and Entrepreneurs see the main advantages of hiring youth as their enthusiasm and the opportunity to give youth a chance to carry on in the arts.
- ❖ Artists and Entrepreneurs had different experiences at the forum with most employers feeling that youth were enthusiastic, positive, eloquent and sincere.
- ❖ As a result of the forum, Artists and Entrepreneurs noted the importance of continuing to strive to work in their area of passion and to be open to mentoring youth.
- ❖ A suggestion for future forums is to incorporate a way to follow up with specific youth.
- ❖ Most Artists and Entrepreneurs perceived attending the forum as offering 'a lot' of benefit.

Youth Perspectives

- ❖ The main reasons for attending this forum were: out of interest in the industry; general interest in learning something new; and networking and listening to others' experiences.
- ❖ The most important skills and qualities for this field: adaptability and resilience; creativity and imagination; positive thinking; and confidence.
- ❖ The main concern about this field is: being able to make a living.
- ❖ Youth see the main advantages of hiring youth as: their openness to learning; their passion which leads them to work hard; and their new perspectives and ideas.
- ❖ Youth appreciated engaging in conversations with artists and hearing that there are different paths to achieving your goals.
- ❖ As a result of this workshop, youth indicated that they found some new perspectives on approaches to working on their career path; intended to work harder; and were open to new ideas and opinions.
- ❖ A suggestion for future forums is to have more time to engage in conversations with employers.
- ❖ All youth indicated that they were 'likely' or 'very likely' to see employment in the field of arts.
- ❖ Most youth perceived 'quite a bit' of benefit in attending the forum.

Forum Three: Health and Helping Professionals

The Health and Helping Professionals forum was held on February 3rd, 2011.

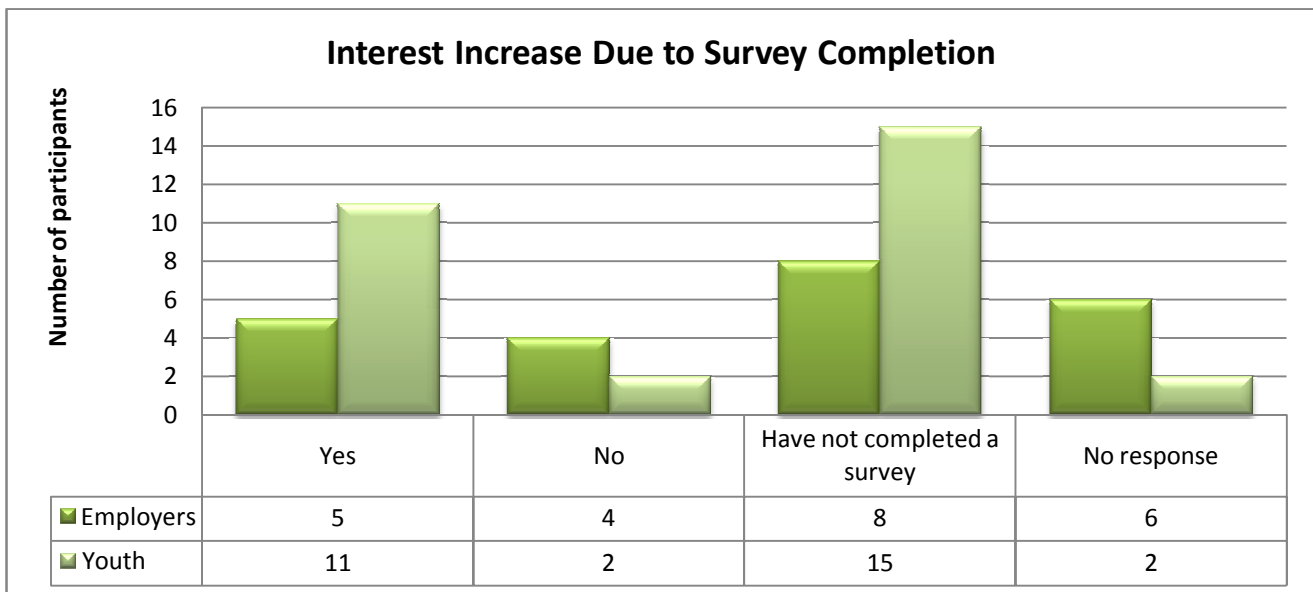
Pre-registered for the forum: 41 (37 in school; 4 out of school) and 22 employers

Actual attendance: 35 youth (32 in school; 3 out of school) and 23 employers.

Forum Feedback surveys were completed by 23 employers and 31 youth (ages 14-24; median age of 16 years). Of the 31 youth, 12 (34%) were employed. Overall response rate was 93%.

Participants were asked to provide feedback at the conclusion of the forum. Results are presented below and on the following pages.

Do you think that completing the Connecting Generations survey on youth employment increased your interest in coming to this forum?



What is the main reason that you decided to attend this forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	Share experiences and perspectives	14	<ul style="list-style-type: none"> • Important to promote exposure to what we do. • To help youth consider their career aspirations and understand their career possibilities. • Interest in being available for students to have questions, curiosity answered about career possibility. • I like giving back to the community I grew up in. I wanted to let youth know about the great job I have. • Explaining to youth about my profession. Learning from others. • I am interested in helping young people find their passion. • Great way to connect to the kids and offer different opinions. • To educate youth about my profession. • Helping out from my experiences. • Coming to the forum today was highly informative as I learned about my colleagues, challenges, aspirations, realities. • Interest in youth and helping to assist in their career choices.
	Invited	8	<ul style="list-style-type: none"> • I was asked and I am passionate about my work. • Sarah asked me to come. • Invited and it seemed interesting. • Was asked to attend to speak with the students.
	Encourage youth	3	<ul style="list-style-type: none"> • To help inspire youth to consider a career in rehabilitation medicine and to tell them how important passion for your chosen career is. • Hopefully influence someone's choice/path. • As a health provider I am committed to promote health.
	Hear youth perspectives	4	<ul style="list-style-type: none"> • To hear students expectations and interests in choosing a health sector career. • To learn what challenges they face. • Also really wanted to know how young adults viewed their future and what options/choices were/are available to them. • Fascinated by youth interested in taking actions.
	Great opportunity	2	<ul style="list-style-type: none"> • Unique opportunity. • Thought it worthwhile.

Connecting Generations: Bridging the Gap

Group	Theme	Number of Comments	Comments/Examples
Youth	Interest in the industry	14	<ul style="list-style-type: none"> • I want to be a plastic surgeon and it falls in the health and helping category. • I am interested in sports medicine and all the different jobs you can get in that field. • Because I am interested in health and helping people. • To talk to professional adults who share the desire to help others and learn about the realities of work positions in the helping professions. • Because I really want to be a nurse or a doctor and I thought it would be an awesome opportunity to be able to talk to one. • I am interested in helping careers but I'm not really sure what I specifically want to do, so this forum helped me to just be more and better informed about what I could do. • I am interested in working in a hospital as a nurse or a doctor. I came to the forum to learn about what was required to do this. I figured the best way to learn about Hospital work was to ask the people themselves. • I wanted to get a better understanding and knowledge about what I hope to pursue.
	Career Exploration	11	<ul style="list-style-type: none"> • I have a lot of questions and this is an interesting, very helpful option for me to find answers to my questions. • I thought it is good to get more information about different jobs that might be interesting for me. • Decide what I want to do on my future. • To find about different jobs and careers in health. • Trying to find career and lifestyle advice. • See jobs maybe I haven't heard of or I haven't really thought about. • Learning about career options.
	Networking and listening to others	7	<ul style="list-style-type: none"> • To learn about other's experiences. • Meet new people. • See what the people in their professions really enjoy. • I wanted to learn about work experiences. • Because I like meeting people in the community. • I wanted to talk to a massage therapist.
	General interest	4	<ul style="list-style-type: none"> • General interest; graduating year. • I'm interested in the subjects. • I think that no matter what you want to do, it is great to come to these forums because you can learn from everyone and they are very interesting.

What skills and qualities do you feel are the most important to have in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Desire to help and care for others	18	<ul style="list-style-type: none"> • Empathy; compassion for others. • Passionate about people. • Genuine interest in others. Non-judgmental; like people, like elderly. • Being able to help people in any way. • Human compassion. • A real desire to SERVE humanity. A feeling of wanting to make a difference-help-inspire situations. • Overall interest in people. • Capacity for service.
	Knowledge and willingness to learn	6	<ul style="list-style-type: none"> • Curious, reflective nature (critical thinker). • Smart, ability to be life time learner. • Perpetual student, interest in natural history and physiology/pathology. • Intelligence. • Learning abilities.
	Interpersonal skills	5	<ul style="list-style-type: none"> • People person. • Interpersonal skills. • Ability to inspire others.
	Communication Skills	4	<ul style="list-style-type: none"> • Great communication skills. • Listening.
	Patience	4	<ul style="list-style-type: none"> • Patience.
	Taking care of yourself	4	<ul style="list-style-type: none"> • Healthy life. • Physical fitness.
	Passion and love	2	<ul style="list-style-type: none"> • Love of career. • Devotion.
	Self-motivation	2	<ul style="list-style-type: none"> • Self motivation.
	Being positive	2	<ul style="list-style-type: none"> • Being positive. • Sense of humor.
	Perceptiveness	2	<ul style="list-style-type: none"> • Good observational skills.
	Self-awareness	2	<ul style="list-style-type: none"> • Self-awareness.
	Work ethic	1	<ul style="list-style-type: none"> • Understanding limits and boundaries.
	Hard work	1	<ul style="list-style-type: none"> • Time management, hard work.
	Experience	1	<ul style="list-style-type: none"> • Life experience.
Dealing with stress	1	<ul style="list-style-type: none"> • Ability to handle high stress situations. 	

Connecting Generations: Bridging the Gap

Group	Theme	Number of Comments	Comments/Examples
Youth	Desire to help and care for others	16	<ul style="list-style-type: none"> • Ability to truly care for your fellow person. • Understanding; nurturing. • Empathy. • Care about others. • Generosity. • Compassion. • You need to be caring and care about the people you are working with. • Wanting to help people. • I think that being a good person with good desires is important in being a person who works in sometimes life-threatening (to the patient) situations.
	Communication skills	8	<ul style="list-style-type: none"> • Communication. • You have to be able to communicate. • Be able to listen.
	Determination and dedication	8	<ul style="list-style-type: none"> • Drive. • Have a positive hard working attitude. • Want to see improvement in the health industry.
	Passion	5	<ul style="list-style-type: none"> • Passion. • Wanting to be there. • Very important is that you love your job whatever it is you should like it. • Passionate about what you do (don't do it for the money).
	Knowledge and willingness to learn	5	<ul style="list-style-type: none"> • Desire to learn/keep learning. • Lifetime learning. • Studious.
	Interpersonal skills	4	<ul style="list-style-type: none"> • People skills. • People person.
	Inner Resources	4	<ul style="list-style-type: none"> • Confidence. • Self respect. • Self aware. • Patience
	Problem resolution	3	<ul style="list-style-type: none"> • Management. • Help solve problems; being able to fix things (find solutions). • To be able to help them.
	Courage and strength	2	<ul style="list-style-type: none"> • Guts. • Assertiveness.
	Dealing with stress	1	<ul style="list-style-type: none"> • Knowing how to deal with stress.
	Life skills	1	<ul style="list-style-type: none"> • Life skills.
Work with hands	1	<ul style="list-style-type: none"> • Be able to work with your hands. 	

In your role as either an employer or potential employee, what are some of your concerns about employment in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Maintaining own business	4	<ul style="list-style-type: none"> • Although alternative/complementary medicine is increasing, it is still expensive and homeopathy is not as well known in BC as it is in the other countries. • As self-employed not MSP funded health professions: learn good marketing skills besides your professional skills. • Once certified it is hard to get to the next level. Getting and keeping clients. • Cautions of personal businesses as they come with their own challenges.
	Self-care	4	<ul style="list-style-type: none"> • That young people understand their needs for self-care, burn-out prevention. • Stress. • Burn out.
	No concerns: There are a lot of jobs in the market	4	<ul style="list-style-type: none"> • Industry is on the rise. • There are a lot of jobs for doctors. • We will need a vast number of compassionate people in the future to deal with the needs of the aging population. • The demand for rehab professionals is growing so employment opportunities should not be an issue.
	Fair wage	3	<ul style="list-style-type: none"> • Ensuring a fair wage. • Ability to make enough money to support oneself. • The lack of legitimization in government. Although it is attractive in terms of 'right livelihood', it doesn't really pay.
	Lack of applicants	2	<ul style="list-style-type: none"> • We don't have as many youths that are interested in joining. • That bright kids who would make fantastic health care providers might not recognize the possibility.
	Skills and qualities needed	1	<ul style="list-style-type: none"> • Message is often 'good money' or 'lots of jobs' and not about skills and qualities.

Connecting Generations: Bridging the Gap

Group	Theme	Number of Comments	Comments/Examples
Youth	Wages and funding	7	<ul style="list-style-type: none"> I think it is important to have a job that you really enjoy doing, but you should also look for the money, because this is getting more and more important in our community. Minimum wage, poverty, salary cuts. Money concerns. Making a living. Money of government. Entering into a chronically under-funded field.
	Limited job positions available	7	<ul style="list-style-type: none"> Too many applicants and not enough jobs. I think sometimes it is hard to get a job. The competition for certain jobs. Lack of permanent positions.
	Strenuous work	4	<ul style="list-style-type: none"> Long shifts. Not enough people able to fill the spots available so you are having a lot on your plate.
	Getting the proper credentials	4	<ul style="list-style-type: none"> The competitiveness of the industry: will I make it to university in the subject I want? etc. Do I qualify? What do I need to do to succeed.
	Risks and liability	4	<ul style="list-style-type: none"> I personally don't have any concerns other than liability. I would be concerned about messing up. Having to occasionally be the person to save somebody's life.
	Stress	3	<ul style="list-style-type: none"> Just the mental stress which comes with the death of a patient. Stress.
	Schooling	2	<ul style="list-style-type: none"> Grades. Schooling.
	Indecision	2	<ul style="list-style-type: none"> If it is for me or not.
	Personal investment in patients	2	<ul style="list-style-type: none"> I am most concerned with the extreme pain and harsh emotions that a counselor has to deal with, thought the rewards are worth the challenges. Over-invested in those you help, it takes a toll.
	Work environment	1	<ul style="list-style-type: none"> Having good people to work with.

What are the advantages of hiring youth in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Youth bring new ideas	8	<ul style="list-style-type: none"> • Broader sense of the world. • New open vision. • Young minds! New ideas and views • New perspective and ideas in a growing field. • New ideas, fresh thinking for problem solving.
	Enthusiasm and energy	4	<ul style="list-style-type: none"> • Energetic. Catalysts in creating change.
	Open to new learning experiences and more flexible	3	<ul style="list-style-type: none"> • You can mold and mentor them easier than an older person. • Young, curious, open minds. Not jaded. • Willing to learn.
	Resources for future employment	2	<ul style="list-style-type: none"> • Replacement. • Opportunities.
	Other	1	<ul style="list-style-type: none"> • Old people like young people.
Youth	Youth bring new ideas	7	<ul style="list-style-type: none"> • We have a new perspective on things. • Have a new intake and vision on how they see it. • We have a lot of opinions. • Different points of view.
	Gaining experience	4	<ul style="list-style-type: none"> • Learn early, know what they're dealing with. • Getting youth interested. • They can get a taste of it and eventually decide what career they want to pursue.
	Enthusiasm and energy	4	<ul style="list-style-type: none"> • Their enthusiasm is great. • Lots of determination.
	Next generation of practitioners	4	<ul style="list-style-type: none"> • They are the next generation of care-givers. • Well being a youth, I am very excited and energetic about one day being part of the healthcare system.
	Open to new learning experiences and more flexible	3	<ul style="list-style-type: none"> • I think that hiring youth would be a good idea because we are able to adapt and learn quite readily.
	Job opportunities	2	<ul style="list-style-type: none"> • Early education to young minds helps increase job opportunities of the future. • There is a demand for youth in the health sector.
	Ability to relate to young people	1	<ul style="list-style-type: none"> • They understand younger people.

Interactions that made an impression at the Forum

Group	Theme	Number of Comments	Comments/Examples
Employers	Interacting and learning about youth perspectives	11	<ul style="list-style-type: none"> The kids were great – genuine and had good self knowledge, asked good questions, were articulate. The students were optimistic about their future, happy to have so many choices; all seem to be supported by their parents and enthusiastic. Youth seemed to know what career they wanted already. Hearing about youth’s aspirations, about their hope. The interest of the participants. Learned what youth are planning to do in the future. Good to see that the youth is aware of health. It was wonderful to see so many young people wanting to help. The freedom of expression – felt the students were well able to articulate their hopes.
	Meeting new people within the community	5	<ul style="list-style-type: none"> I had the opportunity to meet and speak with people within the community. It was great to hear all the people speak about their jobs. Everyone seems to love what they do. Loved talking to everyone.
	Giving guidance and perspective	3	<ul style="list-style-type: none"> Having the feeling that I’ve answered some of their questions or sparked their interest in a particular healthcare field. All were into asking and answering questions. I was surprised how few had actually looked into the necessary requirements for university in their field of interest.
	Similar concerns between youth and employers	1	<ul style="list-style-type: none"> Similarities between youth and adults in challenges of self care.
	Job opportunities	1	<ul style="list-style-type: none"> Need for lots of work experience opportunity for youth. Need for work to let go of the pressure of having to find the right career.
	Other	1	<ul style="list-style-type: none"> The multi-language aspect of and well meaning outlook impressed me.

Connecting Generations: Bridging the Gap

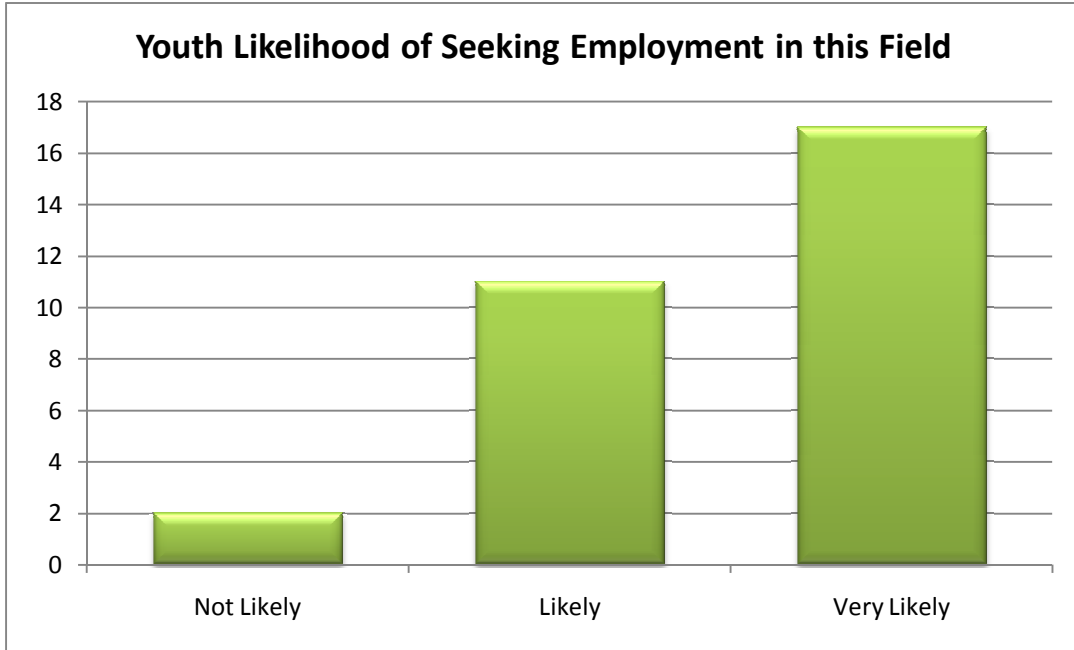
Group	Theme	Number of Comments	Comments/Examples
Youth	Guidance and gaining perspective	14	<ul style="list-style-type: none"> • Talking about options, i.e. go to university right after high school vs. gap years. • Really helped in my decision for future jobs. • How to use degrees in different jobs. How important degrees are. • I was able to sort out ideas and have some questions answered. • I found that it's OK to not know right away what I will do for a living. • I will now be taking a business course. • I was able to discuss many topics on getting into nursing school and what work in the hospital is like. • Looking at different options. • Sense that 'things will work out!' • Money really doesn't matter. • I learned a lot about the fact that working in a hospital is hard.
	Sharing stories and experiences	10	<ul style="list-style-type: none"> • I enjoyed hearing everyone's stories and what they like and dislike. • Their stories. The experiences that were shared. • The REAL interactions were the best. When the adults shared both the heart-warming joys of healing others and the disturbing pains of not being able to. • It was interesting to listen to the stories and experiences from the people. • Stories from other people, the youth and their ideas and hopes for the future. • How open some people were about their life and past experiences. • Personal experience.
	Engaging in one-on-one conversations/meeting people	7	<ul style="list-style-type: none"> • I got to talk with a dietitian. • Talking with each employee from these careers was great and helpful. The things people had to say and the extent of one-on-one communication. • Get a chance to meet people who do this job every day. • The amount of effort and detail each person puts into connecting with us – eye contact, engagement, etc. • I really liked the sense of humor some people had about their profession.

Are there things that you will do differently as result of attending the forum?

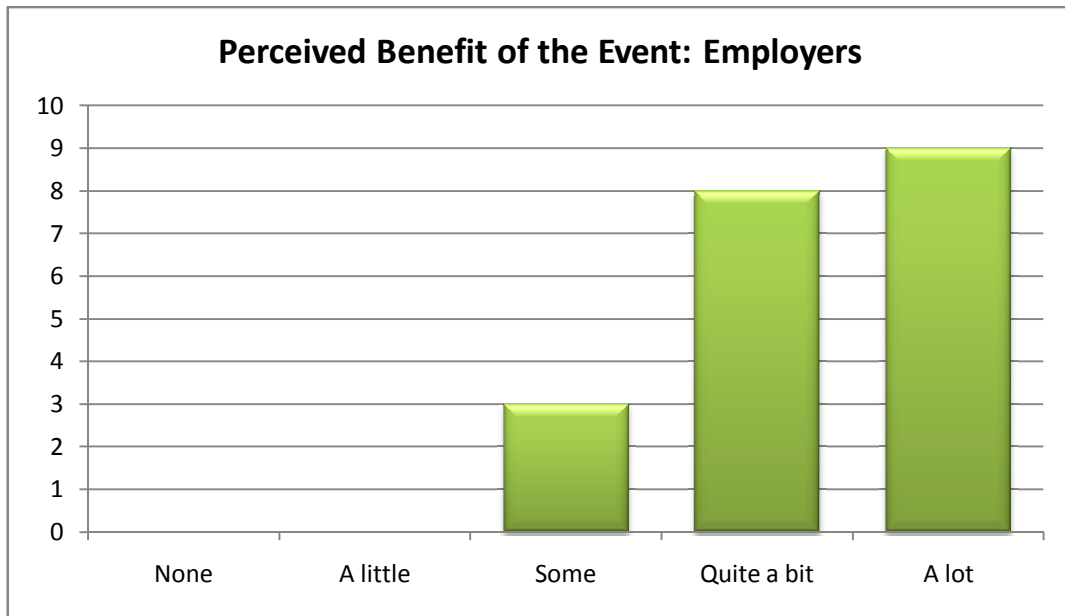
Group	Theme	Number of Comments	Comments/Examples
Employers	Keep communicating and interacting with youth	3	<ul style="list-style-type: none"> • Just keep communicating my experience and their opportunities. • More youth interaction. • Be more open to be available for questions, communication with youth outside of this forum.
	Work related changes	2	<ul style="list-style-type: none"> • Market my work as health-related. • I heard a lot of great feedback about the work experience opportunities I'd plan to do more of that.
	Self-care changes	2	<ul style="list-style-type: none"> • Re-evaluate my self-care practices and re-align myself accordingly.
	Open to new ideas	1	<ul style="list-style-type: none"> • Remain open to new ideas.
	More education	1	<ul style="list-style-type: none"> • I would like to be more educated in my field. It is so easy to stop learning. I want to keep learning and should try harder at that. I would also like to learn how to speak better and regurgitate my knowledge.
Youth	Creating a plan of action to attain goals	8	<ul style="list-style-type: none"> • I am just planning on really trying to boost my grades so I can achieve my goal of being able to help people when they need it. • This forum opened my eyes, I will focus harder on Bio, Chem, Phys, as well as planning my life and making the choices to do this. • To really focus on my education. • I plan on working more. • Start looking into University now.
	Search for other opportunities	5	<ul style="list-style-type: none"> • Do more research on my options for obtaining my goals, 'you are never confined'. • I will definitely keep looking for more information about this career. • Now going to do some research on being a doctor.
	Consider different careers	5	<ul style="list-style-type: none"> • Not yet actually, I'm not sure yet what I want to do, but I think I have time to think about it. • I started to think about being a dentist because they could make a lot of money. • I would consider becoming a nurse instead of a doctor because it is less school or doing more work experience to figure things out. • After this forum, I know I can go do anything I have passion for with confidence. I will be happy.
	Volunteering	3	<ul style="list-style-type: none"> • Yes, I will volunteer in a field before I join it. • See if there are volunteer opportunities.
	Better understanding of careers	1	<ul style="list-style-type: none"> • I think I will just understand the careers better of nurses and doctors.
	Business skill	1	<ul style="list-style-type: none"> • The only thing is that I will need to learn how to run a private practice.
	Appreciation	1	<ul style="list-style-type: none"> • I certainly appreciate those who work in health more than I did before.

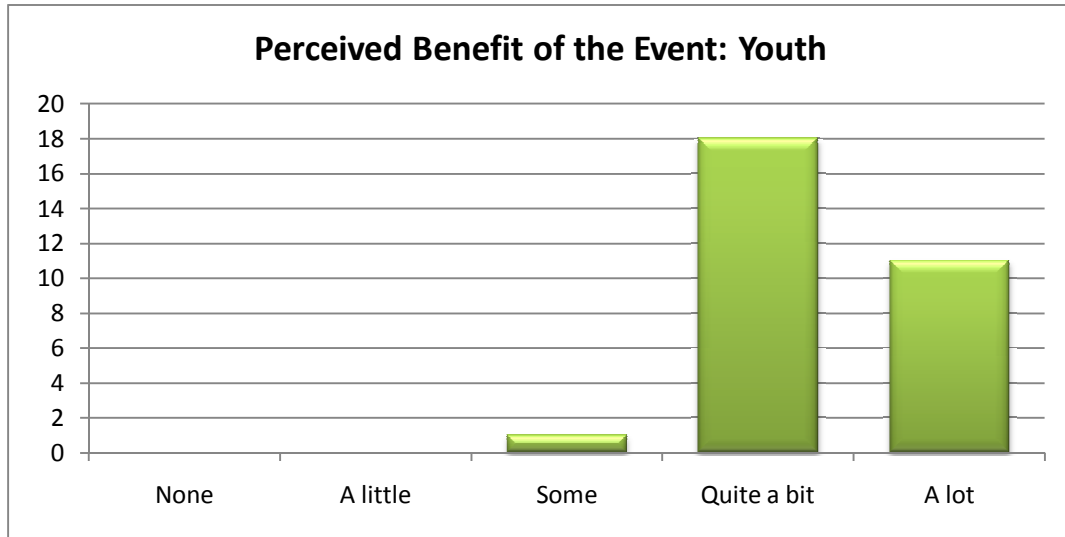
Do you have suggestions for changes to this forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	Questions and conversations	3	<ul style="list-style-type: none"> • Different questions. • Questions were helpful but not the overall discussion. • We didn't stay on topic.
	Acoustics	2	<ul style="list-style-type: none"> • Acoustics are a bit challenging. • It was challenging to hear at times because of the other tables nearby.
	Too much time with each group	1	<ul style="list-style-type: none"> • Maybe I was just tired today, but it felt like a long time with each group.
	Let students circulate	1	<ul style="list-style-type: none"> • Possibly have the students circulate and the professionals stay in their spots.
	List of presenters	1	<ul style="list-style-type: none"> • A list of adult presenters so the students could find the right table.
	Include introductions	1	<ul style="list-style-type: none"> • Introduce selves at beginning, to help identify who we want to connect with.
Youth	Revisit questions	2	<ul style="list-style-type: none"> • Better questions for the youth to answer. • Less time taken on explaining things. Lose the questions/make them matter more.
	More circulation of youth	2	<ul style="list-style-type: none"> • Bit too long at tables. Have a time where you can wander around and talk to whomever you like for half hour or so. • Have the employer stay at the table so you don't have repeats.
	Contact information	1	<ul style="list-style-type: none"> • More contact information for future reference.
	Introductions	1	<ul style="list-style-type: none"> • It would be great if there was a 'podium speech' section in which adults would give short introductions about themselves.



Perceived Benefit of the Forum





Final comments from Youth

- *"Thank you!"*
- *"Thank you for this opportunity."*
- *"Keep it going. Lots of variety."*
- *"Awesome chance for me to get a better understanding on different jobs."*
- *"I hope it continues!"*
- *"Really like that all the professions came to tell us about their experiences. Thank you to the organization."*

Final Comments from Employers

- *"Thanks for having me."*
- *"Thanks – it's inspiring."*
- *"I am surprised that the school nurses were not included in the invite, I attended late and last minute as I noted the advertisement in the paper."*
- *"Thank you for having me."*
- *"Thanks!"*
- *"The questions were good as a guide."*

Key Findings from the Health and Helping Professionals Forum

Employer Perspectives

- ❖ The main reason for attending this forum was to share personal experiences and perspectives.
- ❖ The most important skills and qualities for the field are: a desire to help and care for others.
- ❖ The main concerns about this field are: maintaining a business; ensuring adequate self-care; and receiving a fair wage.
- ❖ Employers see the main advantage of hiring youth as being the new ideas youth bring to the field and their enthusiasm.
- ❖ Employers had different experiences at the forum with most employers enjoying the interactions and chance to learn about youth perspectives.
- ❖ As a result of the forum, employers noted that they will keep interacting with youth outside of the forum.
- ❖ A suggestion for future forums is to revisit the questions as they didn't always aid in the discussion.
- ❖ Most employers perceived attending the forum as offering 'quite a bit' or 'a lot' of benefit.

Youth Perspectives

- ❖ The main reasons for attending this forum were: out of interest in the industry; a chance to explore careers; and networking and listening to others' experiences.
- ❖ The most important skills and qualities for this field are a desire to help and care for others.
- ❖ The main concerns about this field are: receiving an adequate wage in an underfunded system; and the competition for a limited number of positions.
- ❖ Youth see the main advantages of hiring youth as their new ideas; giving youth a chance to get experience to decide if the field is a good fit for them; their enthusiasm; and nurturing the next generation of healthcare providers.
- ❖ Youth appreciated engaging in conversations in order to get guidance about career choices and sharing stories and experiences.
- ❖ As a result of this workshop, youth indicated that they intended to work on planning more in order to achieve their goals and do additional research on careers.
- ❖ A suggestion for future forums is to eliminate the questions and allow youth to circulate more.
- ❖ Most youth indicated that they were 'likely' or 'very likely' to see employment in the field of health and helping professions.
- ❖ Most youth perceived 'quite a bit' of benefit in attending the forum.

Forum Four: Business and Finance

The Business and Finance forum was held on April 7, 2011.

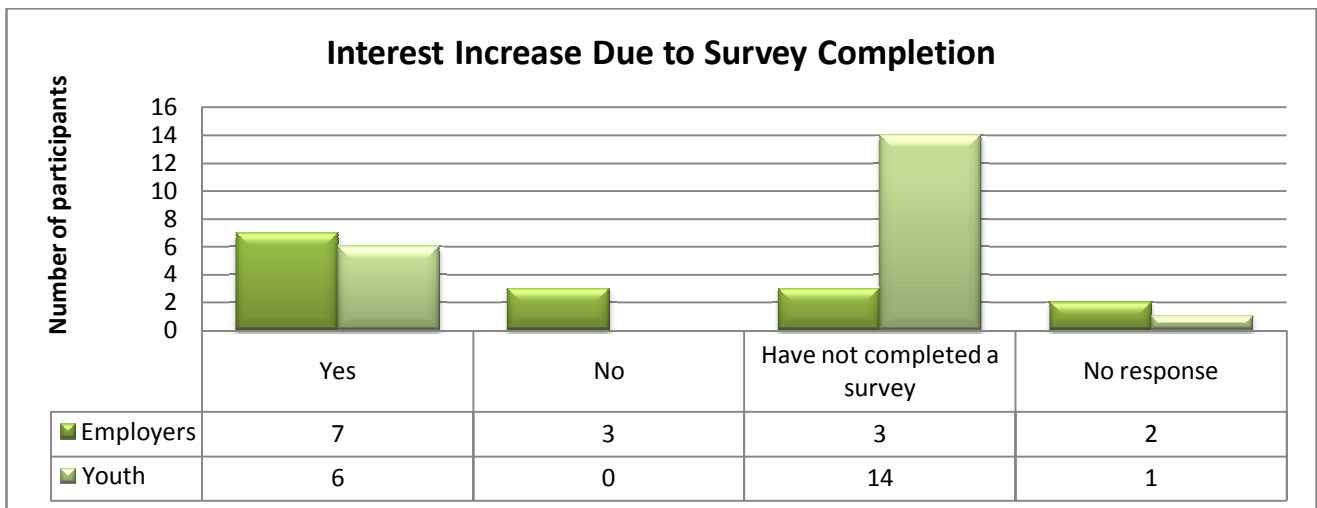
Pre-registered for the forum: 32 students (29 students and 3 youth out of school); 29 employers.

Actual attendance: 26 youth (24 in school; 2 out of school) and 25 employers.

Forum Feedback surveys were completed by 15 employers and 21 youth (ages 15-24; median age of 17 years). Of the 21 youth, 9 (43%) were employed. Overall response rate was 71%.

Participants were asked to provide feedback at the conclusion of the forum. Results are presented below and on the following pages.

Do you think that completing the Connecting Generations survey on youth employment increased your interest in coming to this forum?



What is the main reason that you decided to attend this forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	Invited	7	<ul style="list-style-type: none"> • Contacted by coordinator of the program.
	Representing the company/organization	2	<ul style="list-style-type: none"> • Company was contacted through coordinator and I came to represent the company. • I work with this organization. I am an entrepreneur.
	Creating opportunities	1	<ul style="list-style-type: none"> • Currently attending meetings with connecting generations on behalf of place of employment.
	Share knowledge and information	1	<ul style="list-style-type: none"> • To try to impart some knowledge/information to students.
	Connecting with the community	1	<ul style="list-style-type: none"> • A desire to be connected to my community.
	Hear youth perspectives	1	<ul style="list-style-type: none"> • Students are so interesting.
Youth	School	6	<ul style="list-style-type: none"> • School announcements. • Promotions on the school walls. • Colourful board in multi-purpose room. • I came on a whim after seeing a sign-up sheet.
	Interest in the industry	4	<ul style="list-style-type: none"> • I am interested in business. • I want to understand the different perspectives of different fields in various businesses.
	Interest in the program and learning something new	4	<ul style="list-style-type: none"> • The main reason was to see what I could learn and that for this forum, there was a law practitioner. • Because I wanted to know more about what the jobs of the people on Salt Spring are. • I was interested in seeing what the program was about and like. • Interested in mentorships for year.
	Contacted by the coordinator	4	<ul style="list-style-type: none"> • Contacted by coordinator.
	Facebook	3	<ul style="list-style-type: none"> • I was contacted by Facebook.
	Friend	2	<ul style="list-style-type: none"> • I heard of it from a friend. • A friend asked me if I would be interested in it and I was.
	Word of mouth	2	<ul style="list-style-type: none"> • Word of mouth
	Attended other forums	1	<ul style="list-style-type: none"> • I was interested in the last forum, so I thought this one might be interesting too.

What skills and qualities do you feel are the most important to have in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Adaptability	6	<ul style="list-style-type: none"> • Being adaptable, flexible. • Open-minded. • Ability to change. • Willingness to embrace change.
	Willingness to learn	4	<ul style="list-style-type: none"> • Be a lifelong learner. • Stay up to date with communication technology.
	Creativity and initiative	3	<ul style="list-style-type: none"> • Creativity, originality. • Ideas. • Take initiative.
	Knowledge	3	<ul style="list-style-type: none"> • Left brain/right brain for architecture. i.e. good grasp of science, math and artistic ability. • Basic business skills. • Life experience – business and employment in the past.
	Interpersonal skills	2	<ul style="list-style-type: none"> • To listen to the needs of others and connect them with your skills/passion. • Ability to connect with students.
	Patience/calm	2	<ul style="list-style-type: none"> • Patience.
	Perseverance	2	<ul style="list-style-type: none"> • Perseverance. • Hard worker
	Communication Skills	1	<ul style="list-style-type: none"> • Ability to express yourself clearly.
	Desire	1	<ul style="list-style-type: none"> • A desire.
	Personality	1	<ul style="list-style-type: none"> • Personality.
	Being positive	1	<ul style="list-style-type: none"> • Be positive.
	Perceptiveness	1	<ul style="list-style-type: none"> • Be aware.
	Being Practical	1	<ul style="list-style-type: none"> • Be practical.
	Effective teaching	1	<ul style="list-style-type: none"> • Teach effectively.

Connecting Generations: Bridging the Gap

Group	Theme	Number of Comments	Comments/Examples
Youth	Flexibility and adaptability	7	<ul style="list-style-type: none"> • Open-minds. • You need to be flexible. Be able to live with changes. • Versatility.
	Determination and dedication	7	<ul style="list-style-type: none"> • A 'never give up' personality. • Hard working. • Drive. • Be passionate and driven. • Being able to start over.
	Interpersonal skills	7	<ul style="list-style-type: none"> • People skills. • Connection. • Social skills.
	Confidence in yourself	6	<ul style="list-style-type: none"> • I think just being confident in yourself and what you're doing. • Ability to accept criticism. • Don't take everything personally. • Knowing what you want to do.
	Organizational skills	4	<ul style="list-style-type: none"> • Leadership. • Money management.
	Finding meaning in work	4	<ul style="list-style-type: none"> • Ability to enjoy one's self. • To set goals and dreams for yourself and hold onto them through changing times. • To value what is important to you. • Value what you do.
	Innovative and risk taking	3	<ul style="list-style-type: none"> • Able to take risks. • Seeing the opportunities in front of you.
	Negotiation skills	2	<ul style="list-style-type: none"> • Able to make compromises. • Compromising skills.
	Cooperation	2	<ul style="list-style-type: none"> • Cooperation. • Team-work.
	Positivity	2	<ul style="list-style-type: none"> • Positivity. • Happiness.
	Problem resolution	1	<ul style="list-style-type: none"> • Knowing what to do in situations.
	Responsibility	1	<ul style="list-style-type: none"> • Responsibility.
	Intelligence	1	<ul style="list-style-type: none"> • Intelligence.
	Common sense	1	<ul style="list-style-type: none"> • Common sense.
	Honesty	1	<ul style="list-style-type: none"> • Honesty.
Communication	1	<ul style="list-style-type: none"> • Communication. 	
Valuing your customers	1	<ul style="list-style-type: none"> • Valuing your customers 	

In your role as either an employer or potential employee, what are some of your concerns about employment in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Lack of youth interested	4	<ul style="list-style-type: none"> Youth not choosing it – going the academic (university) route is still the ‘golden ring’. Business seen as ‘crass’ – a degree seen as ‘better’. Young people moving off island.
	Recession	1	<ul style="list-style-type: none"> Things are changing so quickly, and the recession impacts how much people can spend.
	Understanding and caring	1	<ul style="list-style-type: none"> Understanding/have compassion for other people.
	Restricted within work roles	1	<ul style="list-style-type: none"> Restricted within work roles.
	Hard work	1	<ul style="list-style-type: none"> People have to like working.
Youth	Making a living	7	<ul style="list-style-type: none"> Self-sustainability. Economic troubles. How can I make a living right at the start. Do I have the option of raising a family? Things are becoming expensive.
	Business success	6	<ul style="list-style-type: none"> Will my business and my idea survive? Can my business survive? Will people like my product? If business slows down.
	Competition	3	<ul style="list-style-type: none"> My concerns as an employee would be that there would be many more interesting and outspoken people who also want the job or are in the same field. That there are too many competitors, e.g., 5 different places serving the same product.
	Values within industry	3	<ul style="list-style-type: none"> That some businesses don’t have the values that I hold. That in the future, we’ll all be replaced by machines. If people are truthful.
	Personal investment in business	2	<ul style="list-style-type: none"> Will I still have time to do other things? I would like to become a primary school teacher and it is very difficult I am scared of bad marks while graduating.
	Job positions	1	<ul style="list-style-type: none"> Not finding a job or getting stuck in the wrong job.
	Stress	1	<ul style="list-style-type: none"> Stress.
	Responsibility	1	<ul style="list-style-type: none"> The responsibility.
Technology	1	<ul style="list-style-type: none"> Technology is developing fast. 	

What are the advantages of hiring youth in this field?

Group	Theme	Number of Comments	Comments/Examples
Employers	Youth bring new ideas	7	<ul style="list-style-type: none"> • Fresh outlook. • Innovation is key. • Bring new fresh ideas, starting with a clean slate. • Modern techniques i.e. computer social networking .
	Enthusiasm and energy	7	<ul style="list-style-type: none"> • Seniors love working with young people who are full of life. • Enthusiasm.
	Open to new learning experiences	2	<ul style="list-style-type: none"> • Flexible. • They are eager to learn.
	Technology literacy	2	<ul style="list-style-type: none"> • Youth are more 'literate' in technology.
	Health	1	<ul style="list-style-type: none"> • Health.
Youth	Youth bring new ideas	12	<ul style="list-style-type: none"> • They bring new ideas, creativity, and a good kind of change. Youth are refreshing, they have a different perspective on things. • New generation can bring new ideas. • That they can get new ideas about what they want to do when they finished school. • We want to prove ourselves and therefore promote change and progression.
	Better understanding of changing trends and relating to other youth	5	<ul style="list-style-type: none"> • For advertising, but also general business, youth know best what other youth (primary market) want. • Understanding of changing trends of the main demographic. • Getting a young person's perspective on things. • New age minds that think to the area they are born in.
	Enthusiasm and energy	5	<ul style="list-style-type: none"> • Youth may have more 'drive'. • Can work all day and night and not get tired easily. • Passion for the job.
	Open to new experiences and more flexible	2	<ul style="list-style-type: none"> • I think youth have so much ahead of them and would be able to adapt quicker and see the opportunities and advantages of certain actions. • Thirst for life/experiences/knowledge.
	Next generation	1	<ul style="list-style-type: none"> • They'll have a long time to be involved in it and teach their experience to future youth.
	Promoting personal accountability	1	<ul style="list-style-type: none"> • It promotes personal accountability in the youth.

Interactions that made an Impression at the Forum

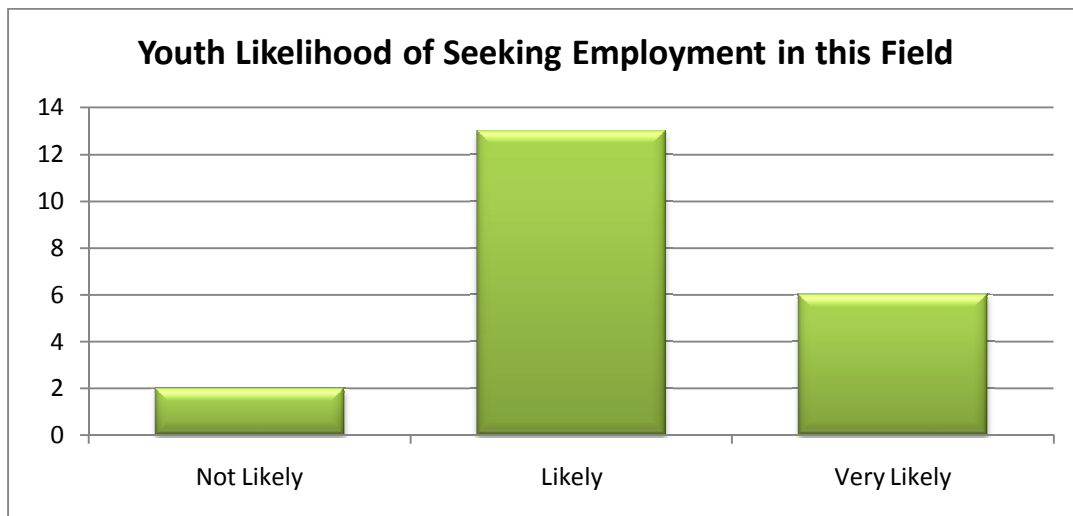
Group	Theme	Number of Comments	Comments/Examples
Employers	High engagement of youth	7	<ul style="list-style-type: none"> • Receptiveness of youth to ideas. • The maturity level of the students. • It was great to see what young people are thinking about. • Excitement of knowing what they want. • The youth and their level of maturity and knowledge. • Loved the questions from the youth and their openness and interaction. • I thought the students were well spoken and very focused. I was impressed with the clear direction that many of them displayed.
	Variety of discussions on different topics	2	<ul style="list-style-type: none"> • I found that the energy and discussion varied greatly from table to table, which was really interesting. • Considering both the downside and upside of change.
	Sharing experiences	1	<ul style="list-style-type: none"> • Knowing how the adults started out, the choices they made that got them where they are today.
	Interactions	1	<ul style="list-style-type: none"> • I enjoyed both the other adults and the youth.
	Values	1	<ul style="list-style-type: none"> • Identifying my values as an entrepreneur.
Youth	Guidance and Interactions with adults	15	<ul style="list-style-type: none"> • It's not always easy to have a business. • The need for a dream/drive. • Be open-minded and know that there is more than one job out there for you. • Take opportunities. • How much guess work goes into reading a market. • I realized that there's more people on SSI working with great stuff. • That everyone is thinking the same thing: Information /jobs/etc is /are out there, just hard to find. • I really enjoyed talking to adults who are successful. • At the moment, I don't exactly know, but I am surprised that they all have the one personality or driving force to keep going. • How the people here think about their work in Canada.
	Being open to change	4	<ul style="list-style-type: none"> • Learning about how many people make drastic career changes in their life. • That you have to accept changes, and that you have to feel comfortable with what you do. • Your plans will change and be different than you thought, but that can be a good way too. • Not being afraid of change.
	Values	3	<ul style="list-style-type: none"> • Values of other people. • I've never been more affirmed of my values. • Some person telling me all my values were wrong. Left an impression.
	Email	1	<ul style="list-style-type: none"> • E-mail connection.

Are there things that you will do differently as result of attending the forum?

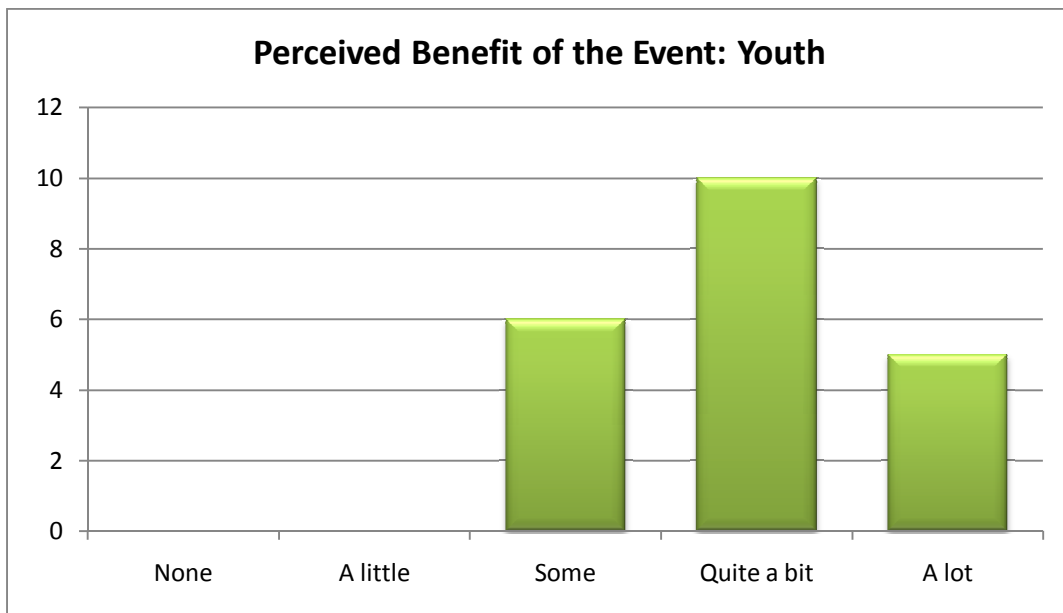
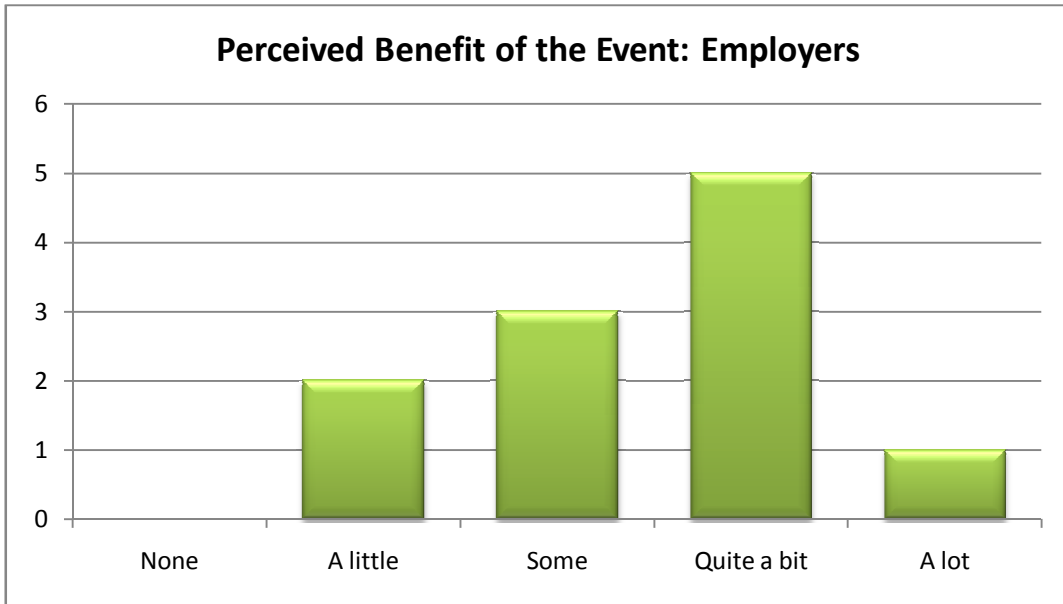
Group	Theme	Number of Comments	Comments/Examples
Employers	Social networking	1	<ul style="list-style-type: none"> Social networking.
	Intergenerational and intercultural connection	1	<ul style="list-style-type: none"> I see the unmet need of working with youth and adults, globally (in Germany and elsewhere) to build intercultural connection and understanding.
Youth	No, don't plan to do anything differently	5	<ul style="list-style-type: none"> I had quite an idea how to run a business even before I came here. My mom runs her own business and I think if I was planning to start something new I would do it like her. No, I think my plan after school stays the same but it was good and interesting to see the other options out there. Not specifically, though the experience was enjoyable. Not really, but it was nice to be a part of.
	Be open to other options and changes	5	<ul style="list-style-type: none"> I just am considering different career and university options. Keep options open. I plan not to shut down my career choices. Listen to my inner voice if something completely different interests me. Yes, I plan to make choices with knowledge that change may come. Live in the present, know you can change later.
	Career Choices	4	<ul style="list-style-type: none"> Figure out exactly what I want and will make me happy. Making sure what I actually want to do. Not to let someone try to force a career. I really want to think about what I want to do after school.
	Goals	2	<ul style="list-style-type: none"> Not mixing my interests with goals. I need to understand my personal goals better.
	Reaffirmed my plans	2	<ul style="list-style-type: none"> If anything I'm re-assured of what I'm doing More that I have solidified what I was planning.
	Gaining more work and life experience	2	<ul style="list-style-type: none"> I want to have more work experience in the next two years. Maybe travel more too.
	Plan more	1	<ul style="list-style-type: none"> More thinking before doing.
	Providing for the unmet needs	1	<ul style="list-style-type: none"> Work on providing for the unmet needs.

Do you have suggestions for changes to this forum?

Group	Theme	Number of Comments	Comments/Examples
Employers	More students	1	<ul style="list-style-type: none"> More students, fewer adults.
	Shorten the forum	1	<ul style="list-style-type: none"> I found it too long – I think the first half was much better because we were all fresh.
	Have a laptop on each desk	1	<ul style="list-style-type: none"> Might be easier to have a laptop on each desk to input data. Much easier to assemble and sort.
	Allow time for discussion of each adults' career	1	<ul style="list-style-type: none"> I found that I didn't discuss my actual business as a career choice at all – but perhaps that was not meant to be the focus.
Youth	Questions	4	<ul style="list-style-type: none"> Easier questions. Longer and more questions. I liked the introduction questions. Less focus on 4 questions
	Introductions	1	<ul style="list-style-type: none"> Shorter introduction
	More time for career description	1	<ul style="list-style-type: none"> Maybe the adults should describe more what they are doing.
	More interactions with various adults	1	<ul style="list-style-type: none"> Maybe working it so we can talk to different and all the adults.
	More employers	1	<ul style="list-style-type: none"> More employers.
	More food	1	<ul style="list-style-type: none"> More food.



Perceived Benefit of the Forum



Final Comments

- *"I really liked the opportunity to talk to people and hear their opinions."*
- *"I liked this workshop a lot!"*
- *"I got a lot of information and it's interesting to see, which changes some employers had to go through."*

Key Findings from the Business and Finance Forum

Employer Perspectives

- ❖ The main reason for attending this forum was as a result of an invitation from the coordinator.
- ❖ The most important skills and qualities for the field: adaptability and a willingness to learn.
- ❖ The main concern about this field is: lack of interested youth for this field.
- ❖ Employers see the main advantages of hiring youth: their enthusiasm and new ideas.
- ❖ Employers enjoyed the high engagement by youth at the forum.
- ❖ As a result of the forum, employers noted the importance of social networking and working in cross-generational ways.
- ❖ A suggestion for future forums is to involve more youth in the forums, shorten the forum, have laptops at each desk, and to allow for time for adults to share information about their career.
- ❖ Most employers perceived attending the forum as offering 'quite a bit' of benefit.

Youth Perspectives

- ❖ The main reason for attending this forum was as a result of seeing the ads up in the school, having an interest in the industry, having an interest in learning something new, and being personally contacted by the coordinator.
- ❖ The most important skills and qualities for this field: interpersonal skills, determination, and adaptability.
- ❖ The main concerns about this field: being able to make a living and having success in their business of choice.
- ❖ Youth see the main advantage of hiring youth: new ideas and perspectives.
- ❖ Youth appreciated engaging in conversations with employers while at the forum. They reported many examples of learning and material upon which they could reflect.
- ❖ As a result of this workshop, youth indicated that they intended to be open to changes and to really think about their career options so that they choose something that they enjoy.
- ❖ A suggestion for future forums is to revisit the questions that were the focus of the forum.
- ❖ Most youth indicated that they were 'likely' or 'very likely' to see employment in the field of business and finance.
- ❖ Most youth perceived attending the forum as offering 'some' to 'a lot' of benefit.

Employment Skills Workshop Feedback



connecting
generations

Employment Skills Workshop Feedback

Two employment skills workshops were held on May 19th and May 26th, 2011.

Pre-registered for the workshops: 11 students for workshop one; 11 students and 2 youth for workshop two. 12 adults registered for the workshops.

Actual attendance: 6 youth attended workshop one; 13 youth (11 in school and 2 out of school) attended workshop two. 9 adults attended the workshops.

Workshop Feedback surveys were completed by 6 adults and 11 youth (ages 15-19; median age of 17 years). Of the 11 youth, 4 (36%) were employed. 2 (18%) were international students. Overall response rate was 61%.

Of the youth attendees:

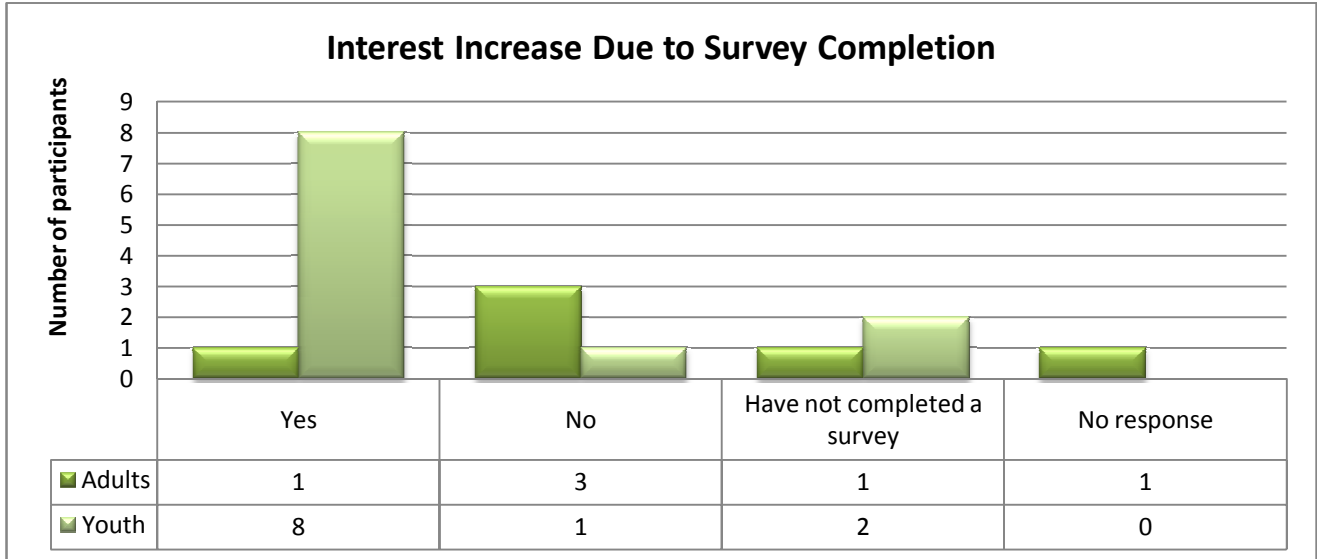
- ❖ 2 had not attended any forums
- ❖ 2 had attended 1 forum
- ❖ 3 had attended 2 forums
- ❖ 2 had attended 3 forums
- ❖ 2 had attended 4 forums

Of the adult attendees:

- ❖ 1 had not attended any forums
- ❖ 3 had attended 2 forums
- ❖ 1 had attended 3 forums
- ❖ 1 had attended 4 forums

Participants were asked to provide feedback at the conclusion of the second workshop. Results are presented on the following pages.

Do you think that completing the Connecting Generations survey on youth employment increased your interest in coming to these workshops?



What are the main reasons you decided to come to these workshops?

All 11 youth indicated that they were personally invited to the workshop. In addition, 3 youth indicated that they also saw information about the workshop on Facebook. Five of the six adults indicated they had been personally invited to the workshop by someone from the Connecting Generations project.

Intended Actions as a Result of Attending the Workshops

7 youth indicated that as a result of attending the workshops, they intended to do something different. 6 of the youth reported intending to consider the skills they have developed and how these skills could be applied to new jobs. One youth indicated that she will work on her language interpretation skills.

3 adults indicated that as a result of attending the workshop, they intended to do the following differently in the future:

1. Find more effective ways to communicate with youth.
2. Understand that people want to be heard.
3. Practice introducing themselves and their skills to youth.

One adult noted that although they did not have an intended action as a result of attending the workshops, they did feel that they had a greater understanding of young people.

Impressions

Adults and youth were asked to describe any interactions or learning that made an impression on them.

Youth described the following:

- ❖ Creating their own imaginary business (2 youth);
- ❖ The ease in which they were able to come up with good ideas;
- ❖ The circle groups of three different professions;
- ❖ Looking at the card picture and interpreting it;
- ❖ Hearing everyone's ideas and transferable skills;
- ❖ Thinking about business opportunities on Salt Spring;
- ❖ Skills learning.

Adults described the following:

- ❖ The youths' instant willingness to collaborate and engage (3 adults);
- ❖ The youths' openness to new experiences (2 adults);
- ❖ The genuine interest of the youth (2 adults);
- ❖ The initiative that the youth took on with the assignments;
- ❖ The insight of the youth;
- ❖ The wealth of creativity;
- ❖ The very good questions asked and the responses;
- ❖ The respectful and comfortable relationships that formed between the youth and adults.

Most Important Skills for the Job Market

Both youth and adults were asked what they deemed to be the most important skills for the job market.

Youth reported that they felt that the most important skills are:

- ❖ Confidence (2 youth);
- ❖ Flexibility;
- ❖ To be able to apply existing knowledge;
- ❖ Creativity;
- ❖ Versatility;
- ❖ Respectfulness;
- ❖ Organizational skills;
- ❖ Responsibility;

Connecting Generations: Bridging the Gap

- ❖ Patience;
- ❖ Openness to learning;
- ❖ Acceptance;
- ❖ Open-mind;
- ❖ People skills;
- ❖ Computer skills;
- ❖ Knowledge;
- ❖ Being a quick learner;
- ❖ Interest ;
- ❖ Enthusiasm.

Adults reported that they felt that the most important skills are:

- ❖ Creativity (3 adults);
- ❖ Communication (including public speaking) (2 adults);
- ❖ Computer skills/technology (2 adults);
- ❖ Self-confidence (2 adults);
- ❖ Problem-solving;
- ❖ Willingness;
- ❖ Drive;
- ❖ Flexibility;
- ❖ Collaboration;
- ❖ Open-mind;
- ❖ Discipline;
- ❖ Ability to think in a non-linear way;
- ❖ Basic business concepts.

Topics for Future Events

Youth and adults were asked about topics that they would like to see discussed at future events. The following topics were noted by youth: future generation; resume building; requirements for getting hired at a desired job; respectful relationships; language skills; cultural awareness; Salt Spring History; unemployment; the role of technology in the future job market; and a sharing of peoples' stories and journeys. Adults noted the following topics: skill practice opportunities (2 adults); an opportunity for youth to understand the development of a business through examples; and the value of trades.

Suggestions for Changes to the Workshops

The following suggestions for changes for future workshops were provided by youth.

- ❖ Incorporation of more activities to assist in learning employment skills;
- ❖ Greater explanation of what reflection entails;
- ❖ More advertisement of the workshops in the school and community;

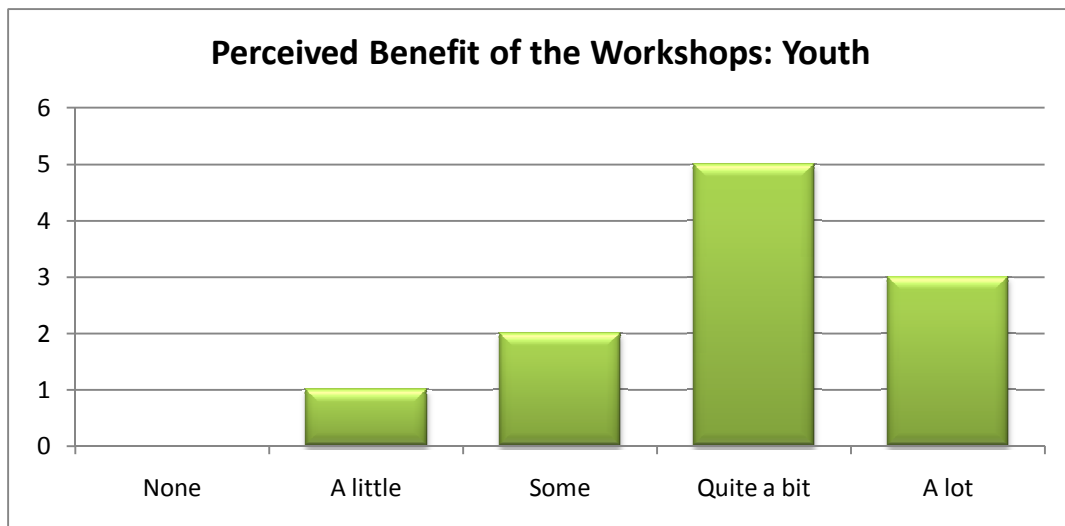
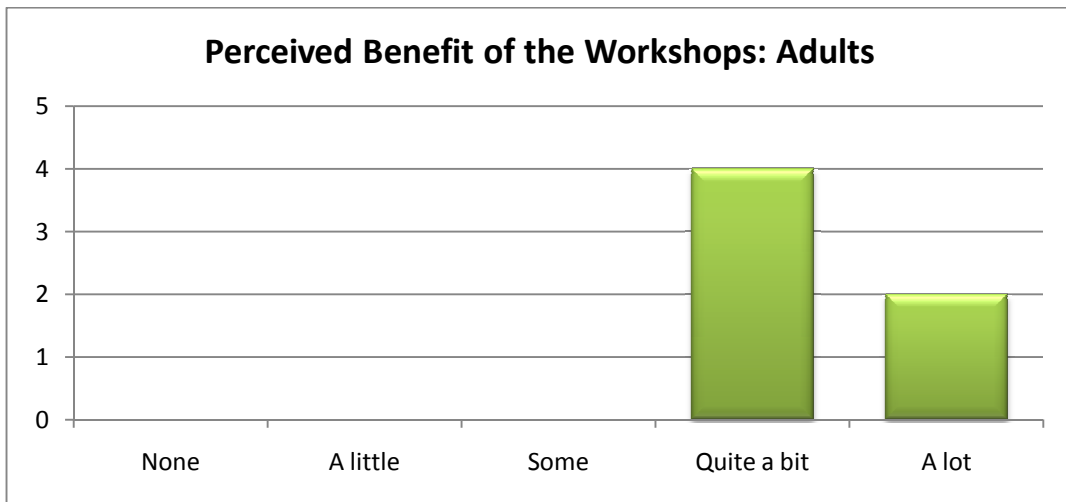
Connecting Generations: Bridging the Gap

- ❖ Longer discussion period.

Adults provided the following suggestions:

- ❖ Longer workshops;
- ❖ More opportunity for the youth to ask about jobs;
- ❖ More one-on-one time with youth;
- ❖ Get more student input before the workshop to assist in the design of the workshop;
- ❖ Include more content on how businesses work.

Perceived Benefit of the Workshops



Key Findings from the Employment Skills Workshops

- ❖ Both youth and adults came to the workshops as a result of a personal invitation from someone from the Connecting Generations project.
- ❖ As a result of attending the workshops, youth indicated that they would consider the skills which they have already developed and examine how these skills could be applied to new areas of work.
- ❖ Adults indicated that as a result of attending the workshops they would work more to connect with youth through greater communication.
- ❖ Several interactions and learnings as a result of the workshop were experienced by both youth and adults. Adults were particularly struck by the willingness, interest and openness that youth demonstrated.
- ❖ Both youth and adults noted many skills that were important for the job market. Confidence, creativity, communication, and computer skills were the most cited.
- ❖ Suggestions for longer workshops with more time for discussion were noted by both adults and youth.
- ❖ Adults rated the workshops as being 'quite a bit' of benefit' or 'a lot' of benefit; youth had varying ratings from 'a little' benefit to 'a lot' of benefit.

Conclusions

Based on the feedback during 2010-2011, the Connecting Generations: Bridging the Gap project was a successful initiative on Salt Spring Island. Through careful attention given to the structure of the project, much was learned about the world of work from and by youth and adults. Both youth and adults voiced the benefit of coming together: adults were able to share their experiences and learn about the youth perspective; youth were able to get a better understanding of the experience of employers and adults who work in different sectors. The results of this project provide a roadmap for future community and school efforts that will assist youth to become more comfortable with the labour market and will support employers to examine ways that they can adapt their business to the changing faces of the labour market.

Based on the survey results, it was clear that there exists somewhat of a gap in perspectives and understanding between employers and youth as it applies to work, yet at the same time there are areas of great convergence. For example, both youth and adults see the enthusiasm, energy, and creativity that youth possess and at the same time both youth and adults see the lack of motivation demonstrated by some youth in some jobs. Youth clearly articulate that this lack of motivation stems from lack of interest in the job. The gap however appears to be in the attitude that one has toward work. It may be that adults, given the different generation and teachings of that generation, understood work to be a learning experience and an opportunity for growth and income even if the work was of little interest. Work of little interest may have spurred adults to move toward the type of work that they enjoy more. Youth on the other hand, with the vast array of career choices and the increased focus in popular media on life satisfaction, appear to be demanding work that they enjoy and work that pays well from a younger age.

These increased choices in careers, along with the move away from one job for life appears to have led to a greater need for career guidance for youth. Based on the results in this evaluation, youth are in need of more education and advice regarding different careers, critical skills and attitudes that lead to success and educational requirements for certain careers. From the forum feedback, it was clear that youth gained many insights from having the opportunity to spend time with adults in various fields. They took away key messages that they indicated helped them with thinking about their future. For example, at the healthcare and helping professions forum, youth understood that at the heart of the field is the capacity for caring for those in need; at the artists and entrepreneurs forums, youth understood that creativity and adaptability are critical. Both adults and youth commented that the opportunity for conversations was one of the most powerful experiences offered by the forums.

Suggestions for next steps for the continuation of this Connecting Generations project include:

1. Provide workshops with ample practice opportunities in the area of interpersonal skills as this is an area of overwhelming need identified by youth.
2. Continue to assist youth in seeing careers as a journey in which different jobs and experiences will add to their skill toolbox.
3. Continue to build on the mentoring, job shadowing, and long-term volunteer opportunities for youth.
4. Continue to provide opportunities for youth to dialogue with adults about various careers.
5. Provide youth opportunities to learn more in depth about career skills, knowledge and education requirements.

Appendices



connecting
generations

Appendix A: Tourism and Hospitality Forum Summary

Attendance

The first forum, for Tourism and the Hospitality sector was held at the high school on Friday October 29th from 10-1.00p.m.in order to avoid any time conflict with regular school activities which normally run from Monday through Thursday in SD 64 which operates on a 4 day week. It was held in the Multi-purpose room (a large space at the entrance to the school used for a variety of activities during the school week) where participants sat at 6 tables with a mixture of youth and adults at each. Coffee, tea, muffins and cookies were available throughout. Tables were decorated with candle lanterns and Talking Sticks were provided. A “Menu du Jour” contained 5 questions to inspire discussion. A forum moderator, known to some of the adults and most of the students (School-Community Liaison Coordinator) hosted the event with the assistance of the project coordinator.

Youth:

- 12 youth (10 in school, 2 out of school)
- Pre-registered:26 (24 students. 2 youth out of school.)
- Of 2 youth registered , 1 showed, 1 didn't and 1 showed who had not registered
- Of 24 students registered, 9 showed. (37.5%) 1 showed who had not registered.
- Of 15 “no shows”, 6 students took responsibility for not being there for reasons mostly described as “a conflict in schedule” or “something else came up”.

Adults:

- 16 registered 12 showed (75%)

It was noted that on the day of the forum, 2 off-island sports events were taking place, but the high number of “no-shows” among those who had registered suggested that some students were not planning ahead nor taking responsibility for honouring their commitments. In a follow-up/invitation to attend the next forum, those who responded to the question about why they had been unable to attend this forum indicated that time-management and organizational skills were an issue.

Promotion

1) Targeted promotion in school

Specific classes and teachers:

- Planning 10 covers material in the curriculum which includes careers/work experience/job skills etc. The teacher offered 2 classes

“bonus points” for attendance

- Cafeteria – 4 classes. Bonus points for attendance. Some students have an interest in temporary work or a career in the tourism/hospitality sector.
- Particular interest groups such as the leadership group, environmental action group. Teachers announced the event.
- Counsellors

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Selected students:

A list of students was compiled, personal invitations were issued and students were “shoulder tapped” to remind them. Although none of the students actually attended (one said that he would but was unable to attend due to sickness), several of those invited came to the next forum.

2) General promotion within school

- posters, flyers advertising the forum incl. free refreshments
- announcements on the high school blog, high school Face Book page and daily announcements delivered during the morning homeroom period.
- enlisting help with the advertising campaign from 2 students on the project advisory board.
- daily registration booth set up during the 4 lunch hours preceding the event. Information made available on which businesses would be represented.

3) Promotion outside school

- posters, flyers and invitations
- articles in the local newspapers/publications
- Salt Spring Community list (electronic) (1 youth contact)

4) Promotion among older youth through collaboration with

- the local C.A.R.E. agency (Career Assistance and Resources for Employment) Although several youth were recommended to attend by CARE counsellors, none registered for the forum.
- Salt Spring Literacy
- Youth team of local social services agency (Salt Spring Community Services)

Some suggestions for Change/Changes recommended by the project Advisory Committee and Organizing Committee

Youth attendance

- Times/dates: it was agreed that the next forum would take place on a regular school day to make attendance easier for students. Since the school principal had expressed support for an all-afternoon event, Tuesday 7th December was selected for a forum for the Arts and Entrepreneurship. (Students only miss 1 teaching block on a Tues. or Thurs. when 2 elective tutorials are scheduled between 2.50 and 4.15p.m.)
- Venue: The Core Inn (a local centre for youth located 10 mins. walking distance from the school) was suggested in order to attract more youth out of school. After finding that the space would not be sufficient, it was decided that the risk of “loosing” students en route to a location outside the school outweighed the benefit of holding the forum in a venue which might be more appealing to those who have already left school and do not feel comfortable about returning.

Circulation of participants

Format: the World Cafe format was successful although some confusion was noted re the role of hosts- whether they should stay at the same table or move from one table to another? Although 2 adults suggested that only the youth should move, feedback from the questionnaires and comments afterwards indicated that

Connecting Generations: Bridging the Gap

the experience of mixing with their peers was valuable for several of the adults in attendance and it was decided that we would continue to ask everyone to move after answering a question. It was decided that for the next forum we would not ask for a table host, just a scribe and that we would colour code the adults so that they would be organized into “pods”- visual arts, culinary arts, performing arts, wordsmiths and entrepreneurs for the first question, giving students a chance to connect with the adults who best represented their career interests.

Questions

- It was agreed that the specifically tourism related question would be replaced with a question relevant to artists and entrepreneurs for the next forum, but still dealing with the issue of sustainability.
- It was noted that the participants in the next forum will be addressing the issues of “How to make a living out of your passion, turn your passion into a career” and that their definition of success may have more to do with satisfaction and fulfillment rather than material prosperity.

Outcomes

In addition to those noted in the feedback questionnaires, the forum has resulted in one student who was already interested in hotel management, job shadowing one of the adults at the forum, a student interested in a career as a baker has been taken on by a local restaurant-owner to do work experience with him, 2 of the adults present have pursued a business transaction as a result of their meeting at the forum and a group of adults working in the sector who had not previously talked, continued their discussion about ways in which tourism can be made sustainable on Salt Spring at an informal meeting which took place immediately after the forum.

Forum on Tourism and the Hospitality Sector October 29th 2010: Summary of World Café Discussions

Question 1

Youth: What skills would you like to take with you to the next stop on your career path?

- *Math Skills, bookkeeping, interpersonal skills, organizational skills, learning to go beyond comfort zone, adaptability, learn new languages, learn to assess what “worth” is at various stages of life.*

Employers: What skills would you like to pass on to youth working with you?

- *Communication skills.*
- *Flexibility, Passion for a career that will sustain the ups and downs of all jobs, Values/Business Ethics...employers being clear about what they stand for.*
- *How to turn ideas into reality and understand the leadership, planning require. Building a team.*
- *Being excited about going to work.*
- *Life is a journey; be open to a new outlook on life.*
- *Ability to accept constructive criticism.*

Question 2

Youth: What are 4 skills or qualities that you can offer an employer?

- *Humour, creativity, willingness to learn, listen and speak, respect, social skills,*
- *Languages, team player, organized, able to multitask, work well with others, attention to detail and precision, good attitude, willing to learn, creative, adaptable*

Employers: What are 4 skills and/or qualities that you look for when you are going to hire someone?

- *Honesty, enthusiasm, ability to communicate, self motivation, flexibility/adaptability.*
- *Good attitude, willingness to learn, honesty/trust, good time management, flexibility, enthusiasm, willingness to engage in conversation, respect, punctual, less ego and more teamwork.*
- *Being on time, respecting work and fellow employees.*
- *Being productive and focused on the job at hand.*
- *Dressing and looking the “part” for a job*

Question 3

Youth: What are some of your concerns about getting a job, being a young employee?

- *Is this the right fit for me? Find a comfortable fit so as to stretch beyond comfort zone.*
- *Need to know rights in the workplace, standing up for yourself.*
- *List of pros/cons of what’s acceptable.*
- *Overcome fear of quitting.*
- *Youth get taken advantage of, because of age.*
- *Youth get blamed for things which are often not their fault.*
- *Anxiety about making mistakes and receiving criticism.*
- *Fear of failure when given responsibility.*

Connecting Generations: Bridging the Gap

- *Nervous about asking for support and instructions.*
- *Long shifts and busy days are stressful in this industry.*
- *Nervous about saying “NO” to an employer.*
- *Fear of offending someone in a job.*

Employers: What are some of your concerns about hiring young people?

- *Concerned about reliability...having them show up to work and what to do when they don't...sustainability.*
- *Young people don't understand the non-“glamorous” side of jobs, what they may perceive to be slugging...part of life skills.*
- *Concerned about young people's ability to deal with constructive criticism.*
- *Often young workers lack self initiation (ability to see things to be done)*
- *In this age of instant gratification, employers find it hard to find young workers who are willing to start at the bottom and go through the paces.*

Question 4

Youth: Besides skills, what other values/goals/experiences/feelings would you like to find through working in the community?

- Friendships.
- Able to support the community/give back through work.
- Experience camaraderie...friendliness about working in a small town.
- Learn to socialize at work, with customers and feel comfortable inside your own skin.
- “Living in the community allows me to define myself; what I might want to do rather than what my parents want me to do.”
- Become open to learning anything from anyone, anytime.

Employers: What are the bonuses of hiring a young employee?

- *Youth are a source of enthusiasm, fresh ideas and a new perspective for problem-solving.*
- *Witnessing young people evolve...growing and learning.*
- *Students maintaining the same job year after year earn more respect than going off island and starting somewhere new at the bottom where no one knows them.*
- *A chance to contribute to a student's education without books.*
- *Employer can train a young person with good habits right from the start.*
- *Youth are not set in their ways, they are adaptable and willing to learn new things.*

Question 5

How can we make tourism sustainable all year round? (What would you like to see? What kind of opportunities, work, jobs, businesses, infrastructure...)

- Find out what is our marketable “asset” for the winter season. Is our “quiet period” marketable in any way?
- Create a conference centre at the Bullock Lake Resort site.
- Establish a “writer in residence” program.
- Enter into a partnership with those involved in the Arts.
- Offer workshops to bring people to our island.
- Work on Eco-Tourism year round.

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- Develop a sustainable Agri-Tourism program.
- Create Wellness Programs.
- Develop a package as a destination for Newlyweds.
- Create a way to work more as a community and less as individual business owners.
- Spearhead a marketing program which coordinates communication/marketing.
- Is year round tourism sustainable? Impact includes accommodations open year round, ferry schedule and weather.!!!

Appendix B: Arts and Entrepreneurship Forum Summary

Attendance

The forum took place on Tuesday 3rd December in the library at the high school. During the same afternoon there was a student-led World Cafe on the future of education in the school district. Some students said that they would have liked to attend the forum but felt that they should be at the World Café event. A lack of information and communication created some confusion both for students and the organizers of the forum.

Refreshments were provided (tea, coffee, apples and pastries) and were available throughout.

A forum moderator, known to some of the adults and most of the students (School-Community Liaison Coordinator) hosted the event with the assistance of the project coordinator.

Seating arrangements were similar to the previous forum with a “Programme” for a “Conversation in 4 Acts” which included 4 questions.

Although the space in the library was comfortable, the venue was not ideal as food and drink is not allowed and custodial staff were upset by the administration’s decision to waive the restriction. Tables were much closer together than at the first forum and at least one youth felt that the conversations were not as intimate as a result.

Youth:

- 34 (33 in school, 1 out of school)
- Pre-registered: 42. 41 students. 1 youth out of school.
- Of 41 students registered, 28 showed. (68.3%)
- 4 students showed who had not registered.
- Of 13 “no shows” one student reported that and she, like others, was confused by the announcements /information regarding the afternoon's events as information was not clear ahead of time about where the students were supposed to be

Adults:

- 20 registered 16 showed (80%)

Promotion

1) Targeted promotion in school:
art, music, dance and drama teachers

2) General promotion within school:
as at previous forum

3) Promotion outside school:

- as at previous forum plus
- flyers, emails to members of all teams at Community Services rather than just the Youth Team.

1 adult contact through the SS Community list.

4) Promotion among older youth:

- as at previous forum plus
- an incentive offered by a local business owner: voucher for \$25 of free drinks at his pub to a youth who would bring 5 friends to the forum.

1 youth attended the forum who had also attended the previous one.

Some suggestions for Change/Changes recommended by the project Advisory Committee and Organizing Committee

Youth Attendance

To date, no youth have attended forums as the result of a referral by the local CARE agency, SS Literacy or the local Community Services. In order to attract youth out of school:

- 2 university grads, one of whom has attended the forums and the other of whom grew up in the community, were employed to initiate an outreach to youth through Face Book.
- A local yoga studio provided vouchers for a free yoga class to any student/youth who attended.
- The voucher for \$25 of free drinks to a youth who brought 5 friends was offered again
- It is important that ensuring student attendance requires less time, (more acceptance of the program by school staff and administration) so that more time can be devoted to encourage youth who are not high school students.
- Flyers to be posted in places where youth might congregate (cafes, pubs, restaurants)

Circulation of participants

- 1 adult and 1 youth commented in the feedback questionnaires on the lack of circulation among participants.
- A youth commented verbally that he had noticed groups of students who had moved around together or had all remained at one table while the adults moved.
- An adult participant said that she had not observed the student groupings but on one occasion found that she and one other adult were at the same table twice, although the group of students were all new. She wondered if the groupings are in fact actually a benefit since they are more likely to ensure that conversations will continue after the forum has finished.

Suggestions for change included:

- a youth led warm-up at the beginning of the forum to facilitate mixing of participants at the beginning of the session.
- a more orchestrated mixing of participants be organized for the next forum

However, the organizing committee felt that any extra activities or organized mixing would take time away from the conversations and that adults participating who have given their time to attend would not wish to be involved in what might appear to be "playing games".

It was also decided to streamline the registration at the beginning of future forums by having 2 desks, one for adults and one for youth, name labels for all participants and place cards at the tables for the adults attending.

Outcomes

2 of 8 suggestions for change made by adults who completed the feedback questionnaires were for "follow-up":

Since the forum, 1 student has had a further conversation with an adult involved in radio production. A professional photographer has offered to address a small group of students in a media arts course

Forum on Arts and Entrepreneurship Sector December 3, 2010: Summary of World Café Discussions

- Scribes did not record conversations as methodically as in the first forum for Tourism. However, the tablecloths were beautifully illustrated...
- Each of the 4 questions, divided into 4 “acts” was preceded by introductions in which participants talked about their “P.I.E.S.”: Act 1. *Passions*, Act 2. *Inspiration*, Act 3. *Experience*, Act 4. *Skills*

Act 1: DREAMS

What is your dream job/What was your dream job when you left school?

Students:

Clothing designer, musician, drummer in band
Sports medicine and music (do I have to choose?)
Drama therapist
Engineering/Fashion design
World famous astrophysicist
Baker : “My dream job is to own a small bakery in Japan or France.”

Employers:

Actor in sitcoms, voice-over artist
Actor, voice teacher
Chef
Musician
The Arts – my mother’s dream job for me.... Doctor or lawyer.

Act 2: RAINBOWS

What are 3 of your talents or passions that you would like to make into a livelihood/that you use in your livelihood?

The big three with youth.....music, writing, art.

- Art, creativity,
- working with numbers.
- Photography, design, food.
- Working with people
- Sales, creation of recipes, communication
- Education, working with youth, writing/performing.
- Teaching, wordsmithing, interest and support
- Using creativity of the arts in non artistic professions

Connecting Generations: Bridging the Gap

- “My passions that I would like to use for my job: science or mathematics, logical thinking, being creative, working with people.”
- “I have many interests and I want to keep my eyes and options open.”
- I want to be able to heal myself.
- I love to design clothes.

“Passion is contagious.”

Act 3: CLOUDS

What are some of your concerns about being an entrepreneur or making a living in the arts?/What have been some of the challenges for you about making a living in the arts or being an entrepreneur?

- Unstable income
- Lack of security
- All the responsibility
- Uncertain path/too many possibilities
- Risk of failure/ not making it.
- Fear of financial failure
- Fear of not making it (finding success) in focus area.
- Uncertain about people being interested in your creations.
- Worried about having the money to pursue what you want.
- Isolation, lonely
- Competes with desire to have family
- Fear of competition in the arts “there is so much out there”
- “Don’t want to be a complainer about my job...need to have a plan.”

Advice was given freely and recorded in the form of many wonderful maxims:

- “all experiences lead you to where you are and what you can do.”
- “Building on success is important...going to school and translating an idea into real form.”
- “Find successful people to talk to.”
- “Take the failure and make it a success”
- “The biggest limits you will encounter are self imposed.”
- “Sometimes the stress of financial concerns is too much, jumping in without a safety net isn’t always the best way.”
- “You are in the driver’s seat of your life. Find people you value to create your own network.”
- “Turning your passion into money...ADVERTISING YOUR INSPIRATION.”
- “Not everyone hits their dream on the first shot. No one said it would be easy. Take those desk jobs

Connecting Generations: Bridging the Gap

to develop your skills. The challenges become your story. Have a plan...but don't go to sleep.

Never enter anything blind.”

- “Trust that the universe will deliver exactly what you need when you need it. That comes from a profound belief in self. Are you prepared for self- critiquing and disappointments?”
- “Don't care about what other people think of you.”
- “If you love it, and you pursue your passion, doors will open.”
- “People you admire will take time out to help and that makes a huge difference.”
- “Can't choose “a job” for ever.”
- “Self employed is an option that seems to offer more chance”.

Act 4: REACH FOR THE STARS

What does success mean to you?

- not many concerns growing up here, able to find happiness in what you do.
- Youth – growing up on the island, very artistic environment, doing art in school, access to nature.
- Finding happiness through music
- Finding happiness through cooking and baking

“We were so involved in talking we forgot to write things down. Mostly we discussed finding a balance between FULFILLING yourself and finding ways to turn passion into a VOCATION.”

Appendix C: Health and Helping Professionals Forum Summary

Forum Three: Health and the Helping Professions

Attendance

The forum took place in the high school library on Thursday February 3rd from 1.30 until 4.15p.m. To honour the beginning of the Chinese New Year, tables were decorated with red paper tablecloths, gold tissue and printed rabbits. Questions were presented in the form of a "Prescription for Health". Participants were invited to refreshments, including "fruit kebabs" which were available in a small room adjoining the library at the end of the afternoon.

A forum moderator, known to some of the adults and most of the students (School-Community Liaison Coordinator) hosted the event with the assistance of the project coordinator.

Attendance figures for youth and adults are improving with each forum. From talking with youth, it sounds as though there are an increasing number who are interested in attending whether or not they have decided on a particular career choice. I believe that the major promotion now is word of mouth partly because of a growing acceptance of the Connecting Generations and Bridging the Gap projects in the school by teachers and students alike, and in the community. It would seem that those who register are more likely to honour their commitment, perhaps also reflecting a greater respect for the program.

Youth: 35 (32 in school, 3 out of school)

- Pre-registered: 41. 37 students. 4 youth out of school.
- Of 37 students registered, 28 showed. (75.68%) 4 showed who had not registered.
- Facebook: 22 youth/students signed up to attend the event. Of those 13 also registered and attended. There were no youth/students who attended who had signed up on Facebook but had not registered at a lunch time booth.
- Of 9 "no shows" not sure what prevented them from attending.

Adults: 24 registered. Of those 21 showed. (87.5%) 4 attended who hadn't registered. (Heard about it through a friend, read it in the paper "What's On", 2 RCMP officers had not been able to confirm attendance)

Promotion

Promotion in school included the display of the "table clothes" with questions from the last forum to arouse student curiosity and demonstrate what the forums are about.

For this forum we created an event on Facebook, a "Connecting Generations-Bridging the Gap" group and used Facebook ads to promote in addition to flyers both in school and posted in the community and announcements in various local printed and electronic publications. By far the most effective way of getting students to commit seems to be the lunch-time registration booth which we run for the 3 days before the forum. Although there were several youth who said that they would be attending the event on Facebook, in fact we only had 3 who came. We are continuing to grow the Connecting Generations Facebook group and hope that this will result in higher numbers of youth next time. I youth contact through the SS Community list – although she was unable to attend,

she has since been in touch and is interested in having a conversation with a health professional in order to explore career possibilities.

Suggestions for change

- 1) **Circulation:** as at the last forums there were suggestions from both employers and youth that students circulate and employers stay put. It was noted that some adults remained in the same spot anyway, although everyone was requested to move after each question. It was agreed that many adults who might not otherwise compare notes with their colleagues about career challenges and rewards appreciate this opportunity to talk with others in their field. For the same reason the suggestion that adults sit in related “pods” (as at the beginning of the forum for Artists and Entrepreneurs) was not considered a good way of ensuring max. mixing.

Change recommended as a result of the Bridging the Gap Advisory Committee Meeting:

In order to give youth more time to talk with professionals with whom they are particularly interested in connecting, it was suggested that the time for refreshments at the end of the forum be extended from 10mins. to 20 and that the adults have their professions on their name badges for ease of identification.

- 1) **Acoustics:** 2 adults commented on challenging acoustics because of the proximity of the tables. *It was agreed that there is not much that we can do about this since the library is the best venue available.*
- 2) **Introductions:** 1 adult suggested that they introduce themselves at the beginning and a youth asked for a “podium speech” section.

Change recommended:

The forum moderator will read through the list of adults attending with their professions at the start of the next forum. (Some adults have expressly requested not to have to speak in front of a group). Name badges will also include professions/business name.

- 3) **Questions:** 1 adult and 2 youth asked for different/better questions.

Change recommended:

The organizing committee will create some new style questions for the next forum. Questions will be circulated one at a time to encourage spontaneity and to avoid repetition. (One table at the last forum repeated each question in every one of the 4 x 20 min. conversations.) To promote clarity, tablecloths will be divided into 4 sections, one each for responses to the 4 questions.

Outcomes

The growing number of outcomes includes the following:

Job shadowing (hotel management), work experience (restaurant), further conversations about career paths between students and professionals (professional photographer, musician, doctors, nurses and massage therapists) and a series of yoga classes offered to students free of charge by one of the yoga instructors who attended the last forum and felt inspired to have more contact with youth.

Forum on Health and Helping Professions Sector February 3, 2011: Summary of World Café Discussions

Question One:

Adults: How did you choose to work in this field?

- Personal experience was the motivator. Changed paths a few times.
- Realizing that small physical changes can affect emotional state of mind which can determine overall health.
- Blending traditional Medicine with Homeopathy.
- Have a desire to help others and a passion for study.
- Intrigued by hospital environment.
- Interested in human behavior – understanding who we are.
- Care about relationships – self-compassion.
- Want to care for people when they are most vulnerable.
- Wanted to work with people while being active, teaching about the rewards of fitness in overcoming mobility issues.

Youth: What makes you consider a career in this field?

- Want to pursue work in the field that interests me as a result of volunteering
- It is important to pursue something that fulfils you and also pays the bills.
- Prevention is the best cure.
- You can always help.
- Finding a job you can be happy in and look forward to going back to every day.
- Health is vital
- Lots of jobs in this industry
- Want to impact people's lives in a positive way.

Question Two:

Adults: What have some of the challenges been for you in this career?

- Increasing prices for private services.
- Difficult working in the private sector there is a business factor in your work.
- Differences in training and certification between provinces.
- Industry does not sell a product, it sells a service which clients and providers work together to find an appropriate match.
- Lack of job security
- No pensions
- Not a mainstream job.
- Long hours.
- Finding a balance between work and family.
- Political issues of what you can and can't do.
- Seeing people hurt themselves.
- Watching people die is hard.
- Building trust with clients and patients.

Youth: What challenges do you anticipate?

- In medicine you are always learning...it's a challenge to keep up.
- Being a doctor is a little like being a detective.
- Long hours...12 hour shifts.
- Expectations from parents make it challenging to make decisions.
- Difficult to find accurate and helpful information from schools and colleges.

Question Three:

Adults: What rewards do you find as a health/helping practitioner?

- Being able to work with people and help them
- The satisfaction of making people better and knowing you were the helping factor.
- Making a difference
- Meeting new people.
- Helping to make clients happier and healthier.
- Kids think our jobs are soooo cool 😊
- Finding satisfaction in your work...seeing the smiles and happy emotions in people.
- At the end of the day having goals...setting yourself up to improve more.
- Recognition for the help you are able to give.
- Seeing the benefits of your work, optimizing what people can achieve.
- Knowing that you are helping someone.

Youth: What rewards do you anticipate?

- Connecting with people
- Being able to change your job description
- Making a difference
- Learning different things from various generations.
- Living your values

Question Four:

How do you take care of yourself?

- Keep fit
- Practice a positive attitude
- Keep good sleep habits
- Setting boundaries
- Exercise
- Feeling good about your clients
- Taking care of yourself is the first thing to consider, before you can care for others.
- Keep your awareness, especially when stress arises
- Can be a real challenge being very critical of yourself.

Connecting Generations: Bridging the Gap

- Writing and other forms of creativity – yoga – meditation.
- Take care physically, hiking...be active.
- Stay connected and focus on the job at the same time.
- LAUGHTER
- Enjoy what you do.
- Learn to say “no”.
- Ask for help.
- Being in a relationship can be very nurturing when debriefing trauma after work.
- Hanging out with friends
- Taking the dog for a walk
- Not working
- Leave judgment at the door.
- Be happy and accept yourself for what you are.

This forum, more than any other revealed mirrored expressions in the responses to all four questions. Clearly the Youth and the Adults participating were on the same path. The most important theme was that practitioners in the private sector were not prepared to run their own businesses and wished they had received more training in this arena.

Appendix D: Business and Finance Forum Summary

Attendance

The forum took place in the high school library on Thursday April 7th from 1.30 until 4.15 p.m. 20 minutes at the end of the forum were set aside for participants to continue one to one conversations while they had refreshments.(Fruit kebabs and cookies).

A local business owner introduced the event which was moderated by the School-Community Liaison Coordinator and the project coordinator.

There was considerable coming and going of adults and youth at this forum. 3 adults had to leave early and 2 adults could not come until 3p.m. 1 youth had to leave at 3 and 4 could not attend until 3p.m. The number of commitments which students have at this time of year was clearly a factor in this and in the student attendance rate.

Youth: 26 (24 in school, 2 out of school)

- Pre-registered:32. 29 students. 3 youth out of school.
- Of 29 students registered, 24 showed. (82.76%)
- Facebook: 10 youth/students signed up to attend the event. Of those 5 also registered and attended. There were no youth/students who attended who had signed up on Facebook but had not registered at a lunch time booth.

Adults: 29 registered. Of those 25 showed.(86.21%)

Despite the fact that both youth and adults found it harder to attend this forum, it is clear that there is a high level of commitment which in the case of youth has been increasing with each forum.

Repeat attendance:

A total of 84 youth, 80 of whom are students have attended forums. Of these, 3 have attended every forum, 7 have been to 3 out of 4 forums and 14 have been to at least 2 forums.

Promotion and outreach

Promotion in school included a poster with a colourful display of quotations about business to arouse student curiosity and suggest what the forum would be about.

For this forum we again created an event on Facebook, a “Connecting Generations-Bridging the Gap” group and used Facebook ads to promote in addition to flyers both in school and posted in the community and announcements in various local printed and electronic publications. We also made use of a voucher for a Google Ad. By far the most effective way of getting students to commit still seems to be the lunch-time registration booth which we run for the 3 days before the forum. We are continuing to grow the Connecting Generations Facebook group (33).

Connecting Generations: Bridging the Gap

In order to have 29 adults registered for this forum it was necessary to contact a much greater number of businesses (57). Many employers reported that they were “too busy” and could not afford either to take the time away from work themselves or to ask an employee to attend. One employer who did not attend, reported that he would not be interested in hiring youth anyway as he could not afford to pay inexperienced employees the increased minimum wage and would therefore continue with the employees he has who already have experience working for him.

Additional information

A local business owner, Director of Tourism and representing the Chamber of Commerce, one of the partner organizations for Bridging the Gap s opened the forum by telling the assembled group that after attending the first forum on Tourism, he decided to give a young employee (18) who had just been hired the chance to contribute by letting him write his own instruction manual and was impressed by the result. Listening to the advice of this same employee his company has increased their advertising on social media to include more use of Facebook and the addition of Twitter. Their sales have been increasing ever since.

After the forum the school administration requested that future events be held either during tutorials or between 3 and 5 p.m. so that students would not need to miss any teaching blocks and, that students not be “dismissed” before 4.15p.m. (Since the refreshments and one-to-one conversation took place at the end of the afternoon, some students left before 4.15p.m).

Forum on Business and Finance Sector April 7th, 2011: Summary of Discussions

Personal Success

How do you know when you have succeeded at something?

Planning

Follow your dreams. Setting goals and milestones to measure success. Success is achieving your goals/to be able to accomplish dreams. Achieving a set goal. Dreams have become a reality. Accomplish goal-set new challenges. Don't set too many goals-set a few and make those goals happen.

Personal fulfillment

Be happy and comfortable. To be able to do what you want. Relief. When you are happy with what you have achieved. Self-employed. Be able to start a business-be employer rather than employee. A large company would be successful but you don't know. When you are looking forward to your day at work. When you are good at what you do and are happy you will succeed. Happiness. Feeling satisfied. Lifestyle. Personal, work, school, recreation

Make a difference in someone's life

Supporting the community. When you are able to teach others.

Quantifiable

- Compliments. When it's appreciated. Clients' satisfaction. Praise. Applause
- In school getting good grades. Good marks. Professional qualifications: PHD, diploma, certificates. I kept achieving and getting 100% over and over but I asked myself "Is this it?"
- Making money. The ability to do what you like and make money doing it. Being paid for what you know-musician.

What are the values which represent success for you?

Ethical. Trust and honesty. Beauty. Connection. Compassion. Happiness. High quality. Understanding. Cooperation. Friendship. Relationship.

Change

Youth: How do you deal with change in your life?

Adults: How have you dealt with change in your business?

(More ideas recorded in response to these questions than for any of the other 3)

Accept change

“Change in business is just a given.” Life is constantly changing. Changes always happen. Reality. Constant. Pendulum of change. “Expecting the unexpected.”

You have to adapt and overcome. Roll with it. You have to roll with the change. Flexible, go with the flow. Go with the flow.

Change can be good or bad

Change can be unexpected. Change can occur that you cannot predict.-wanted to live in nature. Sometimes change is forced on you and you must deal with it. Change is good and bad. Different kinds of change. Choice and not our choice. Everyone deals with it differently. What to do next after graduating is stressful and scary. Change moving fast. Benefits/disadvantages.

How to keep re-inventing no matter what

- Be organized: “Organization is key to the changes in small business. Organization and hard work. Hard work.
- Instead of changing can recreate. Take advantage/action.
- Visualize: Visualize what that change will bring, so that you are better prepared for it.

Change in business: education

Keep educating yourself: Learning is 20% formal and 80%informal. You need to keep educating. Understanding new choices, asking questions. Technology. How do you sell and approach people with your product, come up with something special? What location and what kind of people will buy your product and be most successful? Environment/place determines success in business. Location is important. Experienced people.

Change often brings opportunity

Change is always a learning opportunity. Look at change as a learning experience. You learn a lot through change. Opportunities present themselves. Take advantage of change. Usually a solution. Need change to keep it interesting. Doing your best, make the best of the situation. Change is opportunity, opens up the door to other experiences. Like change. New experience-maturity. If not changing, not growing. Change-positive.

Keep your options open because you don't know what will happen

You must dare to do it, dare to dream. Stay calm. Be wiley, adaptable, creative. Get out of comfort zone. Be accommodating, trustworthy. Be proactive. Don't put your head in the sand. Don't lock yourself into one idea. Jump on-I can do this, do best can-look at time. Embrace it.

Keep good connections

Advice from family and friends. Friends/associates to keep you in tune with what is changing. By being social. Rely on family/friends for advice and reassurance. “I moved from Holland, I tried to put myself out there and be social.” Socializing is important in beginning of a business. Dealing with change together. Teamwork. Meet with young people to learn from each other and come up with better business ideas. Share each other's

Connecting Generations: Bridging the Gap

stories. Supporting-colleagues, family, friends. Knowing your audience, feedback and communication to improve. Management-careful how communicate.

Something familiar helps

There will be things that are familiar. It helps when there is lots of change to have some things that stay constant. The things that you are good at can move from job to job through your life. Look for similarities-stepping stones-learning from experience. Leverage experience from past.

A sense of humour

helps when things change. Change requires: flexibility, sense of humour, new learning experience.

Balancing what you love and what you need to survive

Meeting the needs of yourself and your clients. International student made choice to change and study overseas. Had to convince family and be determined. Has changed how she feels about her family after being away. Another student is looking for a change in her life. Adult: age-family changes. Is loving being in her own business. Business has changed and grown by 100% and has found a great market for product.

Values

Youth: How do you see your values affecting your choice of work?

Adults: How have your values influenced your business?

Core values

Values of work: exceeding people's expectations. Customer service. Good quality. Take pride. High standard of quality. Strive to do your best. Value hard work. Hard work, grades.

Being ethical. Ethical. Fairness-equality. Care for others. Environmental choices. Ethical choices: Child labour. Voluntary services. Be fair/do the right thing. Pay a fair price for your goods. Fair trade. Mission work-values big impact on deciding factor in employment rather than money or comfort level. Help others, be of service, health. Ethical questions. Values determining career path-different elements of how you do it in longer sense than just yourself. Teach-feel accomplished something valuable. Sometimes compromise values for greater good. Compassion-selves, others-connection. Value-how influences our lives and makes lives better. Mentorship. Morals. Personal responsibility. Accountability. Would want their business to reflect their values.

Matching your values with where you work to create a better fit

Making money doing meaningful and rewarding work.

"When I was young, my value was to become rich no matter what... but a value can come about from your life situation at that point in life value becomes different to you."

Connecting Generations: Bridging the Gap

Good and bad values

“Things” have become more important. Values are most important. What are your values-what is important to you. Not compromising values. Financial choices. Career choice.

Something you feel passionate about! Enjoyment, empowerment, self expression.

Following instincts. Gratification. Stand up for what you believe in. Value being unstructured. Challenging employment. Actor. Making choices that reflect your values.

“Should I focus on my grades or my social life?”

Value-what job will you do. Follow values for career-happiness, not happy not a good worker.

Learn through going out of your comfort zone

- Learning what your values are and dealing with situations not in your comfort zone.
- Knowing what your limit is with what you're doing.
- What to do when things go wrong? Knowing what to do.
- Knowing who you want to surround yourself with.

“It might not have made a big difference in the long run but it makes a difference to those you affect directly and those people may take your ideas and affect others”

Understanding. Being honest, honest with yourself and with others. Having to be careful with what you say and what you do. Individual cooperation - both sides. Effect on others-on time, rules etc. Values will always be the same again.

Opportunities

Youth: What unmet needs that exist now might offer opportunities for new businesses in the future?

Adults: What were some of the unmet needs you targeted when you went into business?

Open mind a must... Environment-where are the jobs, money.

“People don't care how much you know until they know how much you care...”

Success based on others. Depends on where we put our values. Personal content. Getting an award. Business: People, environment, profits.

It's O.K. to fail. Try harder next time. Fail harder.

Connecting Generations: Bridging the Gap

Supportive/Helping youth and adults

Population aging. Helping seniors. Human interaction alive-element. Community Recreation Centre, centralized (local). Mentoring, supporting, apprentice restaurant.

Need more eco-friendly business

Health food: "How can we make organic food affordable?" Business challenge: can we lower the price of health food? Environmentally friendly.

Changing cultures-immersion

Different foods in restaurants (cultures=Australian, African, European food)
Lack of diversity, ethnicity-variety for locals-Vietnamese, Indian.

Technology and computers

"I started as a mechanic in the computer age." Advertising (information sharing)
Internet Café. Electronics (fix stuff).

Need...community research

Moved for family-but need was there for music school=community research.
Instruments-repair-experience, learn how to fix.
Corner store outside main areas.
Creative Gifts (Something different)

Appendix E: Bridging the Gap (Creativity, Collaboration and Communication) Workshop Summary

Attendance

The workshops took place in the high school library on Thursday May 19th from 3.00 until 4.15 p.m. and on Thursday May 26th from 1.30 until 4.15 p.m. For both workshops, 20 minutes half way through the workshop were set aside for participants to continue one to one conversations while they had refreshments.(Fruit kebabs and cookies)

Workshops, jointly created with the project coordinator, were led by an experienced facilitator who had attended all of the forums and assisted throughout as a member of the project organizing committee.

Youth: 14 (12 in school, 2 out of school)

- Workshop 1: 11 students pre-registered, 6 attended (54.54%)
- Workshop 2: 11 students and 2 youth pre-registered, 6 students and 2 youth out of school attended (61.54%)

Adults: 12 registered. Of those 9 showed (75%). 3 adults registered to attend the first workshop had to cancel at the last minute.

Despite the fact that both youth and adults found it difficult to attend these workshops, it is clear from the feedback that those present found the workshops highly engaging and useful. In small groups adults and youth together were able to brainstorm ideas for the creation of small businesses on Salt Spring, consider the skills which can be transferred from one job to another and to reflect on the learning which takes place outside one's comfort zone.

Adults were impressed by "How the kids took the initiative on the assignments and led them", the "confident communication from the students", "youths' instant willingness to collaborate with adults". Youth commented on how much they appreciated working in a small group and how effective brainstorming can be as a way to come up quickly with good ideas.

Promotion and outreach

- Facebook group and ads.: Although some of the youth who attended mentioned that they were aware of the workshops through Facebook, the advertisements did not generate sufficient interest to inspire attendance. All of those who attended said that they came as a result of a personal invitation.
- Google Ad.: "(E)mployment", "jobs" and "occupations" were the key words that received attention.
- flyers in school, announcements in various local printed and electronic publications.
- Lunch time registration for the workshops was not as effective as it has been for the forums. On 4 out of 5 lunch hours other sign ups were going on (grad tickets, 'photos).
- Although students were encouraged to attend by at least 2 teachers, the number of alternative opportunities taking place at the same time as the workshops and the workloads of students at this time of the year made it difficult for many to be able to come.
- The time for the second workshop was changed in order to accommodate students who had not been able to come to the first workshop because of transport difficulties or after school commitments.
- Students attended through: outreach in school (several class presentations to 2 Planning 10 classes) or loyalty to the program: 9 of 12 youth/students had already attended a forum (7 had attended 2 or more).

Appendix F: Field Trips and Other Anecdotal Project Outcomes

Several of the adults and youth who have attended forums have continued their conversations, at school, in the workplace of the adults or elsewhere. Some of the contacts were arranged through Bridging the Gap, others have taken place as a direct result of the initial contact between youth and adults attending the forums:

- A student who was already interested in hotel management has job shadowed a hotel manager who attended the first forum
- A student has had a further conversation with an adult involved in radio production.
- An adult involved in theatre and the recording industry has delivered a voice workshop for a group of Grade 9/10 drama students. 2 adults with careers in the recording industry assisted the same group of students to record a series of radio plays which were then broadcast by the local radio station.
- A professional photographer has offered to address a small group of students in a media arts course.
- A student interested in working in the fashion industry has had a conversation with a clothing designer and with a retail business owner.
- A student interested in a career as a baker has completed 6 months of work experience with a local chef whom she met at the forum
- Several students have continued conversations about their career paths with medical professionals (doctors, nurses and massage therapists) as a result of attending the forum.
- One student unsure whether to pursue a career as a nurse or a doctor has met with a doctor and 2 nurses and has spent a day job shadowing a nurse at the local hospital.
- A student has visited a personal trainer at her gym to learn more about her work.

Other outcomes

- 2 of the adults who attended the first forum pursued a business opportunity as a result of their meeting at the forum
- A group of adults working in the hospitality sector who had not previously talked, continued their discussion about ways in which tourism can be made sustainable on Salt Spring at an informal meeting which took place immediately after the forum
- A local business owner, representing the Chamber of Commerce, one of the partner organizations for Bridging the Gap reported that after attending the first forum on Tourism he decided to give a young employee who had just been hired the chance to contribute by letting him write his own instruction manual and was impressed by the result. Listening to the advice of this same employee his company have increased their advertising on social media to include more use of Face book and the addition of Twitter. He reported that company sales have been increasing ever since.
- A series of yoga classes has been offered to students free of charge by one of the yoga instructors who attended the forum and felt inspired to have more contact with youth.
- An employer looking for youth to work during the summer was able to do some preliminary screening of youth who attended the last forum.
- 2 Bridging the Gap workshops were created as a result of the conversations and feedback from the forums
- Ideas for starting small businesses which were generated during Work shop exercises have contributed to a proposal for a project next year to build small business on Salt Spring with the collaboration of adults and youth.