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Youth Perceptions on Careers in Transportation – Addressing Labour Shortages – Focus Groups with Youth

Report

Prepared for Transport Canada

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Canada

Youth Perceptions on Careers in Transportation – Addressing Labour Shortages

REPORT

Prepared for Transportation Canada by Environics Research

December 2023

Transport Canada (TC) commissioned Environics Research to conduct eight online focus groups with Canadian youth, to examine the opinions and impressions that young Canadians (age 16-24) have of transportation sector jobs.

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Executive summary

Background and objectives

This study examines the opinions and impressions young Canadians (age 16-24) have of transportation sector jobs. The following research objectives were identified for this study:

- Understanding the perceptions youth have of jobs in the transportation sector in general, and if they can identify any potential challenges/barriers to entry.
- Examining the extent to which youth are aware of the job opportunities available in the transportation sector and gauge level of interest at their current stage of career planning.
- Exploring the perceptions of youth regarding the level of diversity and inclusion within the transportation sector.
- Identifying what might encourage youth to consider jobs in transportation, and what resources might be needed to facilitate this.
- Contributing to the existing knowledge about youths' perception of the transportation sector and exploring how these experiences can provide insights for attracting young workers to the industry.

The findings will support policymakers, industry stakeholders, and educational institutions in developing targeted strategies to address labour and skills shortages, promote the transportation sector as a viable career option, and meet the industry's workforce demands. Results will help to better inform communications planning, outreach, and education activities, and help improve engagement with Canadians in the transportation sector.

Methodology

Environics Research conducted a series of eight online focus groups in October 2023. The groups were composed of young Canadians aged 16 to 24 years across Canada. The groups were distributed across Western Canada, Ontario, Quebec, and the Atlantic provinces, with the goal of reflecting the diversity of youth in Canada. The two Quebec sessions were conducted in French and the other six were conducted in English. Conducted using the Zoom platform, each session consisted of between 6 and 8 participants and lasted 90 minutes. Environics recruited participants via industry-standard methods to ensure participation in all the sessions across all regions. Participants were offered a \$100 incentive to thank them for their time.

Statement of limitations: Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable to the population.

Contract value

The total contract value was \$57,573.50 (including HST).

Key Findings

Important factors when choosing a career

Youth tend to think **pragmatically** about their future jobs. When asked about the factors they look for in their careers, financial security, job stability as well as growth and progression rise as the most important.

- Being **financially secure** goes beyond just survival. Youth want to feel like they can afford the necessities within an increasing cost of life, while still treating themselves to personal freedoms such as travel or being social with friends. Youth rarely quantified what a ‘good’ salary would look like, but often mentioned a healthy employer package, including benefits.
- Being **stable** and **secure in your job**, means that your employment is not subject to worldly events, such as the pandemic. With COVID-19 still top of mind for youth, many shared experiences of those around them whose jobs were greatly impacted by the pandemic. Youth are on the search for a career that won’t be affected by supply and demand, or looming technologies such as Artificial Intelligence (AI).
- A **job with growth and progression** is one that offers other opportunities, interesting work, and skills that are transferrable. Growth and progression were deemed by youth as things that a ‘good’ employer would provide, who sees the values in their employees.

Other youth think in a more **aspirational** way about what would suit their personal passions, as well as what career would work for the “common good.” This was top of mind for a notable number of youth participants.

- **Feeling happy and content** were marked as an important goal in their future careers. According to youth, being happy about your career comes from genuinely liking what you do, enjoying a good balance between personal life and work, getting paid what you deserve, having benefits, or simply enjoying the people you work with.
- **Personal fulfilment** often had to do with the idea that your career is serving the ‘greater good’ and that you are helping people. Those who wanted to teach, for example, often felt they were helping kids. Others wanted to go into firefighting or policing to help their community. Other youth were still deciding on how they might reach this goal, but knew it was worth reaching for.

Between the more pragmatic youth, and those more focused on personal passions and romantic endeavours, is the agreement that **work and life balance**, is key. Work and life balance is the belief that regardless of industry or job type, an employee should be able to return home at the end of the day, and not stress about their work. Many youth pointed out that their parents never found this balance, a realization that makes it pertinent to them.

In terms of the influences that youth feel when choosing their future careers, many are influenced by parents or family members who point them in a direction that feels natural. Other were influenced by teachers, guidance counsellors, or peers at school who were already confident in their choice. A number of youth, however, felt no influence, and were simply making choices based on what they liked doing.

Perceptions of the transportation sector

Awareness of transportation sector. Youth were likely to consider transportation jobs at the local level, such as public transit drivers, before considering those at a national scale. Jobs like bus drivers, taxi drivers and train conductors were often given as examples of jobs in this sector. Truck driving was also mentioned often. Youth, particularly those in Quebec, considered the transportation sector to be a “dirty” industry, due to the belief that it is one that creates lots of pollution.

Jobs facing labour shortages. Across all groups, a series of questions were asked to gauge awareness and interest of four jobs that are projected to face labour shortages. Those jobs included truck drivers, aircraft pilots, aircraft maintenance engineers, and seafarers. With only one or two participants seriously considering any of these career types, most youth had little awareness about the jobs generally or the education or training necessary to pursue them. When asked to brainstorm the advantages and disadvantages of these jobs, the following patterns arose.

- **Disadvantages:** Youth considered piloting, truck driving and seafaring to be three types of jobs that keep you away from home a lot, therefore not providing you with an ideal work and life balance. With the exception of truck driving, which was deemed pretty “straightforward,” there was a perception that the other three jobs would be high stress, with lots of responsibility and unpredictable work environments. This was viewed as undesirable for youth, who are looking for a job that wouldn’t require too much unpredictability. Getting into aviation as a pilot or seafaring would take a lot of money, time, and training to get into, which wasn’t ideal to youth.
- **Advantages:** Possible perks of becoming a truck driver, pilot or seafarer is the ability to see new places and meet new people during your travels. There is also the perception that these jobs must be paid well and offer good benefits, considering the circumstances of being far away from home for long periods of time. Becoming a pilot or truck driver was deemed ideal for certain personality types, who appreciate independence and solitude. An aircraft maintenance engineer was assumed to be a career with many transferrable skills.

Youth were asked to consider the reasons why these jobs might be facing job shortages, and why that might be the case.

- **Lack of awareness:** It was observed that youth do not have much knowledge about transportation sector jobs. From potential salaries to training requirements, there was a lack of general awareness about having a career in this sector.
- **Less interest in trades work:** Youth postulated that students get pushed in the direction of university more often than college. While this may be changing, participants mentioned that people their age might feel less ‘successful’ if they strive for trades work.
- **Culture of work is unappealing:** Youth often brought up the culture that surrounds jobs such as truck driving as being unappealing to those deciding on their careers.
- **Interest in flexible, work-from-home jobs:** Several of the transportation jobs discussed were perceived as having inflexible, unpredictable work environments. Participants were drawn to careers with work from home options within ‘conventional’ hours.

- **Finding a career with less barriers to entry:** Becoming a pilot or seafarer was perceived to be time consuming and expensive. Youth are drawn to jobs with less obstacles and barriers. Possible barriers of entry brainstorm, included:
 - **Time-Consuming Schooling and/or Training:** According to participants, becoming a pilot or maintenance engineer requires lots of schooling & training, meaning more expenses before entering the field.
 - **Awareness of skills needed:** Lack of awareness about these types of jobs means that youth aren't necessarily confident that their personal skills match those required of a pilot or seafarer.
 - **Stereotypically "male-oriented" jobs:** Female participants were likely to note a lack in representation, where Transportation Sector positions are filled mostly by men.
 - **Fear and anxiety:** It was observed that youth consider high-pressure jobs with lots of liabilities and responsibilities to be a disadvantage when deciding on a future career.
 - **Perception of work and life balance:** Desiring a flexible career with freedom to work from home, the transportation careers discussed were imagined offering less time at home with personal freedom.
 - **Other barriers of entry** mentioned included stigmas attached to choosing college as opposed to university, geographical conditions, and the ability/time to start a family.
- **Money and financial security:** Like adults, youth are cognizant of the rising cost of living. They are searching for careers with a high income and questioned whether jobs in the transportation industry would offer an income that meets their expectations. Note that youth never quantified/specified what a "good" income might be.

What might encourage youth to consider jobs in transportation

Youth postulated that Transport Canada could find creative ways to connect with youth. Recommendations to do so included:

- **Start building awareness early on – at school:** According to youth participants, transportation jobs with more training and schooling need to be introduced to students earlier in their school years, so that they have time to plan and visualize. An example of this, offered by many, is inviting professionals in the fields of transportation to speak at schools. This will increase visibility, as most youth participants had never met somebody in the transportation sector.
- **Stay current on social media trends:** By staying current on social media that youth actually use, Transport Canada can better connect with those they are hoping to communicate with. For example, youth turn to forums like Reddit to find information they don't have access to in their personal life. Another example are platforms such as YouTube and TikTok that are not only used for fun, but also act as avenues where youth can find information.
- **Provide simple, approachable information:** Provide youth with a very clear, simplified student-to-career roadmaps that highlight the training & education required for each career type. Include grants and

scholarships that are required as part of this roadmap. Highlight transferable skills and how to get into the sector from different angles.

- **Ease barriers of entry:** Help youth to visualize themselves in these careers by facilitating mentorship programs and peer-to-peer activities. Provide grants and scholarships for jobs that require lots of time & money (such as becoming a pilot).

Youth also spoke to the messaging that Transport Canada could focus on to better connect with youth, underscoring the importance of being transparent and highlighting the benefits, especially when the jobs discussed require a lot of compromise from personal life. Recommendations from youth participants included:

- **Be transparent** – To understand their own interest and aptitude for transportation jobs, youth need more clarity. To attract future truck drivers or aircraft maintenance engineers, youth need to know specifics about the job including potential salaries, possible benefits, and what scheduling would look like. Also, to be transparent about the training needed and amount of time required to fulfil such training, as well as which grants are available to lessen the financial toll.
- **Give them something to brag about** – Youth want their jobs to be and sound impressive. They need to know what about these careers is interesting, unique and might make others curious.
- **Highlight happiness, fulfillment, and mental health** – Unique to other generations, those in this age range (16 to 24), are deeply dedicated to their own mental health and well-being. Often, this is connected to work and life balance, as well as the personal fulfillment they gain from their career. Messaging should focus on what type of fulfillment is possible from these careers, and if their mental health would be prioritized.

Political neutrality statement and contact information

I hereby certify as senior officer of Environics that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada, and Procedures for Planning and Contracting Public Opinion Research. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

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Introduction

Background

The transportation sector represents \$88B (4.5%) of Canada's GDP and employs 920,800 people. Recent industry estimates show projected labour shortages across the transportation sector; in trucking (25,000 to 55,600 by 2023-2035), aviation (42,000 to 55,000 by 2025-2035), marine (1,000 to 19,000 by 2031-2035), and rail (4,000 by 2035). The Conference Board of Canada estimates the direct cost of elevated labour shortages in the Transportation and Warehousing sector at just over \$1.3 billion in 2022, while the estimated total economic impacts with indirect effects on other industries is \$4.3 billion in 2022.

From 2031 to 2035, there is a projected shortage of seafarers ranging from 1,000 to 19,000 individuals. Furthermore, the Marine sector expects to hire 19,000 new workers over the next decade, accounting for approximately 68% of the estimated 2020 workforce of 28,000 individuals. In the Road Transport Sector, Statistics Canada reports a current shortage of approximately 25,000 drivers, with long-haul drivers experiencing the most acute shortage due to high vacancy and voluntary turnover rates. In the aviation industry, projected labour shortages are estimated to be between 42,000 (by 2025) and 55,000 (by 2035). With fewer than 1,200 new pilots graduating annually, and nearly half of them being foreign students, only 70% of these graduates enter the industry, indicating a significant shortfall compared to the projected demand. Lastly, the rail sector anticipates a shortage of 4,000 workers by 2035.

The transportation sector is more reliant on older workers compared to the total economy: 28% of the transportation and warehouse workforce is aged 55+ (compared to 23% for the total economy and 22% for health care). It has been established the average age of a trucker in Canada is 47 years old (compared to 44 across all industries). It is therefore important to understand how young Canadians consider or dismiss transportation sector jobs while making their career choices.

This study examines the opinions and impressions young Canadians (age 16-24) have of transportation sector jobs. The findings will support policymakers, industry stakeholders, and educational institutions in developing targeted strategies to address labour and skills shortages, promote the transportation sector as a viable career option, and meet the industry's workforce demands. Results will help to better inform communications planning, outreach, and education activities, and help improve engagement with Canadians in the transportation sector.

Objectives

This research is intended to provide valuable insights into the public's awareness of labour and skills shortages, their views on transportation jobs, and their perceptions of the sector's potential for career growth and advancement. The following research objectives were identified for this study:

- Understanding the perceptions youth have of jobs in the transportation sector in general, and if they can identify any potential challenges/barriers to entry.
- Examining the extent to which youth are aware of the job opportunities available in the transportation sector and gauge level of interest at their current stage of career planning.
- Exploring the perceptions of youth regarding the level of diversity and inclusion within the transportation sector.

- Identifying what might encourage youth to consider jobs in transportation, and what resources might be needed to facilitate this.
- Contributing to the existing knowledge about youths' perception of the transportation sector and exploring how these experiences can provide insights for attracting young workers to the industry.

Detailed findings

A. Future Career and Interests

At the beginning of each group, youth were asked about the industries and types of work they had interest in. Participants with jobs at the time of the groups were asked about their current roles, which they were likely to describe as 'temporary' methods of making money or staying busy. Participants who were going to school were likely to have already outlined a plan for themselves such as those to become a teacher, a nurse, or an engineer. According to youth participants, these types of professions have very clear, direct pathways to success. Others, and especially those in younger groups (aged 16-19), were still teetering between what they like doing, and what is available out there. Youth without a distinctive plan were more concentrated on the *type* of job they are hoping for (flexible, work from home), and less fixated on the industry. Some of these preferences included 'helping people', playing music, or simply described as a desk job that is nine-to-five.

Most important factors. Youth participants were asked to describe what they want most from their careers, then asked to explain why this was important to them. The following factors were mentioned the most often during the focus groups:

- **Financial security:** It was important to youth to find a career that provides a comfortable income where one can afford the necessities (i.e., shelter and food) while also enjoying 'extras' such as travelling. While the factor of financial security was mentioned many times, youth didn't divulge or quantify what that sort of salary might look like.

"Something pays well. That's what you really need right now." – Male, Age 16-19, ON/MB

"Happiness and money." – Male, Age 16-19, Atlantic Canada

- **Personal fulfilment:** To many, this meant a career that has a humanistic element, such as helping people therapeutically or helping kids in education settings. To others, fulfilment just meant feeling happy and comfortable in your job. Feeling happy was usually a result of having lots of flexibility at work, or coworkers they genuinely enjoy working with.

"Something with children. I just really like kids. I feel like a lot of people don't understand kids, so it would be a really good job to have." – Female, Age 16-19, ON/MB

"Interesting and fulfilling. Something that I'm able to help people, not just working for the sake of working. I want to have some sort of impact on people." – Male, Age 16-19, Western Canada (BC, AB, SK)

"Contentment, feeling satisfied with what I'm doing." – Female, Age 16-19, ON/MB

"Fulfilling your mental abilities but also fulfilling your basic needs with a good income. I also want my career to have some sort of meaning." – Male, Age 20-24, Western Canada (BC, AB, SK)

- **Work and life balance:** The ability to separate their work life from their home life was hugely important to youth. Flexibilities such as working from home or taking days off without feeling guilty were welcomed. Sometimes, youth added that work and life balance was something that their mom or dad never found, and something they are adamant on.

“A job you can withstand for a long amount of time. Not something that wears you out.” – Female, Age 20-24, ON/MB

“Not feeling burnt out.” – Male, Age 20-24, Western Canada (BC, AB, SK)

- **Job security and stability:** A secure or stable job is one that always feels steady, where one is unlikely to be dismissed. It is an essential job that wouldn't be vulnerable to unpredictable world events like COVID-19. With the pandemic still fresh in the minds of youth, this was often used as an example of how a world event can affect an industry or type of job.

“In the world that we live in now, job security is really important. Stable in the way that you can rely on it.” – Male, Age 16-19, Atlantic Canada

“I live in a small town. When the pandemic hit, I saw that really affect small businesses and some industries. Its more of a fact that you are always needed, and not erased by a robot in the future.” – Male, Age 20-24, Atlantic Canada

“A source of stress for many people is knowing whether they're going to have their job tomorrow and building the career they want. I think job stability brings peace of mind which is important.” – Male, Age 20-24, Quebec

- **Growth and progression:** It was deemed important by participants to work in an industry that has space for future opportunities, where one can always feel ambitious and dynamic. Growth and progression are also something that a 'good' employer would provide, who sees the values in their employees, according to some youth.

“Something that has good job prospects, that will be around in twenty to thirty years.” – Male, Age 16-19, ON/MB

“Lots of room to grow in your job. The ability to work on lots of different team, lots of different projects.” – Female, Age 20-24, Western Canada (BC, AB, SK)

Beyond these five examples, youth were likely to consider an organization that values sustainability and cares about the environment to be an important factor in their future career. Other important factors include an employer who offers good benefits, and having coworkers who feel like community.

Influences on decision making. To better understand the influences that youth feel when making decisions about their futures, participants were asked to identify people in their life who have influences their career aspirations. In addition to mentioning people who have played a part in their career choices, youth also mentioned other influences, such as a memorable personal experience or long-standing passion. The following five questions rose as important influences on their decision making.

- **What are my personal interests?** Making choices for a future career or deciding what to study in university are often made upon realizing what somebody is really interested in. For example, youth who like “helping

people” might be gravitated towards firefighting, nursing, or teaching. Others had passions for playing music or acting and were focused on finding a career in those fields.

“I’ve just always wanted to be a firefighter. I don’t know why. I’m dead set on it.” – Female, Age 16-19, Western Canada (BC, AB, SK)

“I never got the teachers that I needed in my schooling, so I decided that I want to be that teacher for somebody else.” – Female, Age 16-19, ON/MB

“My interests have always been with working with the environment and education.” – Male, Age 20-24, Western Canada (BC, AB, SK)

“I fell into working in a library, and I ended up just really liking it.” – Male, Age 16-19, Atlantic Canada

“Cooking’s just always been a passion for me.” – Female, Age 16-19, Atlantic Canada

“If you aren’t passionate about what you do, you won’t be able to do your job well.” – Male, Age 20-24, Atlantic Canada

- **What would pay me well?** How much a job pays was an important influence on career choices, for youth participants. Aware of the increasing cost of life, youth want to be able to afford personal freedoms, such as going to concerts or travelling the world. The influence of money on career choices was heard most often in Atlantic Canada, and less often in Quebec.

“Comfortability, which means money. Doesn’t have to be a lot, just enough to have freedom. More than just for surviving.” – Male, Age 16-19, Atlantic Canada

“Money that can support you. Especially in the environment right now, you really need money.” – Male, Age 16-19, Atlantic Canada

- **What worked for my mom and dad?** There are youth who have been deeply influenced by the choices their family members made before them. These careers are likely to have brought their parent comfort and stability. Conversely, if a youth noticed their parent’s job brought on poor work-life balance and general stress, they avoid anything like it.

“The pushing came from my parents.” – Male, Age 16-19, ON/MB

“I really look to my mom. She is really resourceful and helpful.” – Female, Age 16-19, ON/MB

“My dad knows I also like moving around, not sitting at a desk, so he recommended me the job he does.” – Female, Age 16-19, Western Canada (BC, AB, SK)

“Strong influence from my dad. This year, I started working in the exact job he has always had.” – Male, Age 20-24, Western Canada (BC, AB, SK)

“My dad is in accounting. I definitely followed in his footsteps.” – Male, Age 20-24, Western Canada (BC, AB, SK)

- **What does my teacher think?** Like family, teachers play a huge role in pointing youth in a career direction. Probing youth on their passions and ambitions during school hours makes them more aware of

opportunities. Some youth also mentioned guidance counsellors as well as peers who influenced their choices.

“Conversations with my guidance counsellors. Certain courses I took at school.” – Female, Age 16-19, ON/MB

“I want to be a teacher. Some teachers inspired me.” – Male, Age 16-19, Atlantic Canada

“It was super comfortable to talk to my teacher about anything.” – Female, Age 16-19, Atlantic Canada

- **What opportunities do I have around me?** A handful of youth brought up where they live as a consideration when making career choices. Industries that are prosperous in their region are likely to fill in some gaps when deciding their career path. Finding a career that could benefit their community, such as policing, was reason that some youth stated. Geographical considerations were also mentioned as reasons why seafaring wouldn't be a good option in their area.

“Being involved in my community is important to me.” – Male, Age 20-24, Atlantic Canada

Difference between ‘career’ and ‘job.’ Youth were likely to say that a ‘job’ sounded more temporary than a ‘career.’ A job is also a way of fulfilling short term needs such as paying off school loans or making some extra cash. A ‘career,’ on the other hand, is planned for. According to youth, a ‘career’ is meant to keep a person feeling stable and secure financially and has room for growth.

B. Transportation Sector: Understanding and Interest

Before diving into specific jobs facing job shortages, questions were asked to gauge youth's awareness about what the Transportation Sector is, and the types of jobs it consists of. While most youth were aware the transportation sector deals with jobs in transportation, examples of positions that fall under that umbrella were varied.

When asked for examples of jobs in the Transportation Sector, participants were likely to list off jobs such as a bus or train driver, truck delivery as well as jobs involving water transport including boats and ferries. Pilots were sporadically mentioned as well. Youth were also likely to consider Uber or taxi drivers as examples within the transportation sector. Other examples included mail carriers, mechanics, airport customs, airport security, flight attendants, police officers and people in car dealerships.

“Engineering, designing new bridges, highways, transit drivers, or even within Transportation Canada to make sure all safety regulations are followed.” – Male, Age 16-19, ON/MB

“Automotive industry: Everyone from people at dealerships to software developers.” – Male, Age 16-19, ON/MB

“Truck driver or something like that.” – Male, Age 20-24, ON/MB

“Lyfts, Ubers, taxi cabs, things like that.” – Female, Age 20-24, Western Canada (BC, AB, SK)

“A police officer.” – Female, Age 16-19, Atlantic Canada

Youth tended to initially associate the transportation sector with their experiences at a more local level as opposed to a broader or national scale. For example, youth bringing up taxi/Uber drivers and public transit before mentioning broader aspects of the sector that cross the country or the world.

“Working on busses, or basically anything you can hop on to get from one place to another.” – Female, Age 16-19, ON/MB

There was an also understanding of the transportation sector as being a “dirty” industry, due to the belief that it is one that creates lots of pollution. Youth considered car exhaust and jet fuel as examples of this.

“Impact of the transport sector on the environment, and how that is contributing to climate change ” – Female, Age 16-19, Quebec

“Jobs in the transport sector are polluting. I take that into account. Or jobs that don't worsen the climate crisis.” – Female, Age 20-24, Quebec

Awareness and initial interest of jobs in the transportation sector was low. While a handful of youth had a family member or friend with experience in the transportation sector, most did not.

C. Transportation Sector: Jobs Facing Labour Shortages

After gauging initial awareness and interest in careers within the transportation sector, conversation turned to specific jobs facing labour shortages. With recent industry estimates showing projected labour shortages across the transportation sector, this part of the conversation centred around four specific jobs. Youth were asked a series of questions related to being a truck driver, aircraft pilot, aircraft maintenance engineer, and seafarer. First, to gauge understanding and interest in each of the four jobs. Then, to brainstorm the assumed advantages and disadvantages to each job.

1. Truck Driver

Understanding of job. Youth perceive truck driving as a lonesome, solitary job with long periods of time away from home and family. When probed on specifics of truck driving, youth provided examples of goods that may get transported in a truck, such as cargo. Truck driving was often imagined to be a well-paying job, considering the perception of less-than-desirable circumstances.

“A lot of people around here get into that.” – Female, Age 20-24, ON/MB

“If I wasn’t able to find a high-paying job, then I would definitely consider becoming a truck driver.” – Male, Age 20-24, ON/MB

“I can imagine its pretty isolating and pretty taxing to have to stay focused for that long.” – Female, Age 20-24, Western Canada (BC, AB, SK)

Interest in job. While interest among youth groups was low, many mentioned this profession might appeal to a specific type of person or personality. An example of such a personality may be a person who likes spending time alone or who really likes driving. Truck driving was perceived as being a well-suited job for an older demographic, and not necessarily the type of job you imagine yourself at the start of your career.

Perceived Advantages and Disadvantages: Truck Driving

Advantages	Disadvantages
<ul style="list-style-type: none"> Ability to pay off loans faster since you have less bills back home. 	<ul style="list-style-type: none"> A lonely job since you are away from home for long periods of time.

<ul style="list-style-type: none"> • An excuse to explore and see nature, with possibilities of meeting lots of new people. • A good position for those who enjoy solitude or those who are not planning on starting a family. • Lots of independence and autonomy. • Good paying job while not being too labour intensive. • A job that feels like you are helping the economy. • A job with good security as there will always be demand for moving goods. 	<ul style="list-style-type: none"> • Some might find it unsafe since you are prone to unpredictability on the roads. • Traffic. • Mentally taxing. Lack of sleep. Unconventional sleep patterns. • A job without much exercise or activity, and prone to taking on an unhealthy diet. • A job that could be replaced by technology like auto-driving vehicles. • A monotonous environment.
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2. Aircraft Pilot

Understanding of job. A career with lots of travel, leading to long periods of time away from home and family. Being a pilot was imagined to be a well-paying job, considering the circumstances of lots of travel, as well as the amount of school to get to such a position. This career path was also perceived as having big barriers to entry, such as a long time in schooling, financial burdens as well as strenuous testing.

“My uncle was a pilot. He talked about how he liked going to a lot of different cities. That’s all I really remember.” – Male, Age 20-24, Western Canada (BC, AB, SK)

Interest in job. While this job was perceived as interesting and “something to brag about,” it wasn’t one that any youth were seriously pursuing. Becoming a pilot was perceived to be the type of career that you decide and plan for early in life, due to the various barriers of entry brainstormed. This career was more likely to be seen as a youthful fascination, not a serious ambition.

Perceived Advantages and Disadvantages: Aircraft Pilot

Advantages	Disadvantages
<ul style="list-style-type: none"> • A high-paying salary. • Perceived as a “glamorous” and well-respected career choice. • Ability to travel and see the world. • An independent career where you don’t have to work with too many people. • Good job security as there will always be a need for pilots. • Lots of growth opportunities within the industry. • Good career for those who are not planning to start a family. • Fixed schedule with predictability. 	<ul style="list-style-type: none"> • Work and life balance isn’t optimal. • A lonely job since you are away from home for long periods of time. • A dangerous and stressful career with huge amounts of responsibility. • The education necessary to become a pilot is expensive. • The amount of training necessary to become a pilot is strenuous. • Less women in the industry makes it hard to compete/have visibility/representation.

	<ul style="list-style-type: none"> • Schedule might be unpredictable.
--	--

3. Aircraft Maintenance Engineer

Understanding of job. This was considered to be a job with a huge amount of responsibility because you are dealing with intricate technologies. There was also a perception that this job would have an on-call, unpredictable nature, at all times of the night. It was imagined to be a well-paying job, considering the high level of technical knowledge needed. Note that when translated in French, this job title is not labelled as an “engineer,” making it more understood as a type of mechanic.

“I have no idea what it entails but am looking forward to learning more!” – Male, Age 16-19, ON/MB

“People working at airports, those securing luggage, those who improving on current designs. Better planes, better capacity, that sort of thing.” – Female, Age 16-19, ON/MB

“Maintenance on the motors, looking over stuff.” – Male, Age 16-19, ON/MB

“I’ve heard enough nightmares about getting an engineering degree.” – Male – Age 16-19, Western Canada (BC, AB, SK)

“Engineering is pretty prestigious and has a lot of transferrable skills.” – Female, Age 20-24, Western Canada (BC, AB, SK)

Interest in job. Interest was higher for aircraft maintenance engineering than others, especially among those who had already mentioned an interested in hands-on work. Interest, however, was scattered as there wasn’t much knowledge how to enter this line of work and the type of schooling necessary.

Perceived Advantages and Disadvantages: Aircraft Maintenance Engineer

Advantages	Disadvantages
<ul style="list-style-type: none"> • A good choice for those who like hands-on work, fixing things and solving problems. • Unlike a truck driver or pilot, this job was perceived as one where you can be in one place and have concrete hours. • A well-paying job. • For English speakers who assumed this was a licensed engineering role, it was perceived as offering lots of transferrable skills for other engineering jobs. • A job that feels like you are improving public safety. • A challenging and dynamic career. • An opportunity to be creative with your hands. 	<ul style="list-style-type: none"> • Like a pilot, this was perceived to be a high-pressure job where making a mistake may have tragic consequences. • An unpredictable schedule with lots of on-call work. Weather may make it even more unpredictable. • In French, the title of this job did not allude to “engineer.” Therefore, many French-speaking youth considered this to be a high-pressure mechanic job. • Very tedious and regulated. Lots of checks and balances. • Perception that it might not pay well.

4. Seafarer

Understanding of job. The title of “seafaring” was very vague to participants. Youth relied on definitions and examples provided to understand what it entailed. Youth with seafaring family member were likely to have knowledge about the industry. When asked to describe the career of a seafarer, they imagined long periods of time away from home. Youth were likely to bring up captains of ferries and ships as examples of seafaring.

“The job itself sounded pretty cool, but being away from home for a long time wasn’t very appealing to me. Being on a big floating ship, doing mechanical things sounded really cool to me.” – Male, Age 20-24, ON/MB

“No outside influences of people doing what you should do with your life.” – Female, Age 20-24, ON/MB

“If you aren’t in the type of community where a lot of people go into it, it would be really hard to get information about what they do.” – Male, Age 20-24, Western Canada (BC, AB, SK)

Interest in job. Similar to perceptions of aircraft pilots, seafaring seemed to be a career you would have to plan for early in life. Youth often pointed to regional circumstances as a big reason why they wouldn’t pursue seafaring (no nearby water).

“I don’t live near the Great Lakes.” – Female, Age 16-19, ON/MB

Perceived Advantages and Disadvantages: Seafarer

Advantages	Disadvantages
<ul style="list-style-type: none"> • A good choice for those passionate about the sea. • An industry with lots of comradery and teamwork. You get to spend time with people of similar interests. • A high-paying job. • Provides opportunities to travel and see new places. • Lots of growth opportunities within the industry. 	<ul style="list-style-type: none"> • Seasickness. • Weather conditions can make it an unpredictable work environment. • Dangerous, unpredictable work environment on the water. • Long periods of time away from home. • Rotation scheduling might not be optimal for some.

D. Choosing Careers in Transportation: Communicating with Youth

Lack of youth interest in transportation sector jobs

After an in-depth conversation into specific jobs in the transportation sector, youth were asked to ascertain why they think people their age might not be choosing these types of jobs. The following reasons were provided as possible reasons why:

- **Lack of awareness:** It was observed that youth do not have much knowledge about transportation sector jobs. From potential salaries to training requirements, there was a lack of general awareness about having a career in this sector.

“Growing up in school, you don’t really hear a lot about these types of jobs” – Male, Age 16-19, Western Canada (BC, AB, SK)

“More awareness needed about programs, grants available, especially since they [Transportation Sector] are trying to fill them. Also, awareness of skills needed.” – Female, Age 20-24, ON/MB

“I think for a lot of people it can be really hard to know where to start after school.” – Female, Age 20-24, Western Canada (BC, AB, SK)

- **Less interest in trades work:** Youth postulated that students get pushed in the direction of university more often than college. While this may be changing, participants mentioned that people their age might feel less ‘successful’ if they strive for trades work.

“Lately there’s been a push to not do these types of manual jobs. There is a cultural change in the last few decades where university has been pushed more. Things might be changing though.” – Male, Age 20-24, Western Canada (BC, AB, SK)

“Huge misconception that being a trades worker means you’re rude, not smart and didn’t pass high school. I was a straight A student in high school, I just didn’t like university.” – Female, Age 16-19, ON/MB

“A lot of people in high school are still being told to go to university.” – Male, Age 20-24, ON/MB

“Changing the way we think about school.” – Male, Age 16-19, Quebec

- **Culture of work is unappealing:** Youth often brought up the culture that surrounds jobs such as truck driving as being unappealing to those deciding on their careers.

“Sometimes people talk about truck driving in a derogatory way. Kind of like a garbage man.” Male, Age 20-24, Western Canada (BC, AB, SK)

“When you’re talking about what you want to do at school, people rarely show off about wanting to become a truck driver, so you barely hear about it.” Male, Age 20-24, Western Canada (BC, AB, SK)

“Society emphasizes intellectual professions. These jobs are associated with people who didn’t succeed at school.” – Male, Age 16-19, Quebec

- **Interest in flexible, work-from-home jobs:** Several of the transportation jobs discussed were perceived as having inflexible, unpredictable work environments. Participants were drawn to careers with work from home options within ‘conventional’ hours.

“I want the type of job that won’t be affected by something like COVID-19. I have family members that were greatly affected, and I don’t want that to happen to me.” – Male, age 20-24, Ontario/MB

“Sacrificing a lot of your family time. I know a lot of friends whose parents were away a lot, and they don’t want to do that to their own families.” – Female, Age 20-24, ON/MB

“Most of these jobs are long hours, away from home. These are really hard jobs that you aren’t able to just go home at the end of the day.” – Male, Age 16-19, ON/MB

“People don’t want to be away from home for a long amount of time.” – Male, Age 16-19, Western Canada (BC, AB, SK)

- **Finding a career with less barriers to entry:** Becoming a pilot or seafarer was perceived to be time consuming and expensive. Youth are drawn to jobs with less obstacles and barriers.

“Pilots for example, it is really expensive to become one, and you have to take on a lot of debt. This is a huge obstacle.” – Male, Age 16-19, Western Canada (BC, AB, SK)

“You have to get a lot of licenses to become a truck driver.” – Male, Age 20-24, ON/MB

- **Money and financial security:** Like adults, youth are cognizant of the rising cost of living. They are searching for careers with a high income and questioned whether jobs in the transportation industry would offer an income that meets their expectations. Note that youth never quantified/specified what a “good” income might be.

“I don’t think people actually think of becoming a truck driver unless its out of necessity.” – Male, Age 20-24, ON/MB

“Since there is so much sacrifice in these jobs, they need to provide them with more money and more benefits.” – Male, Age 20-24, Western Canada (BC, AB, SK)

“People think this is on the lower side of income, people might not think of this as a good opportunity. Things are getting so pricy.” – Female, Age 16-19, Atlantic Canada

Obstacles and barriers of entry for youth to careers in transportation

Youth were then asked to brainstorm what might be some obstacles or barriers of entry, real or perceived, that might stop somebody for choosing these types of jobs. For example, whether these jobs seem particularly difficult to get, or challenging to attain. The following barriers of entries were heard most often during the groups:

- **Time-Consuming Schooling and/or Training:** According to participants, becoming a pilot or maintenance engineer requires lots of schooling & training, meaning more expenses before entering the field.

“A lot of licencing that required for truck driving.” – Male, Age 16-19, ON/MB

“By the time you realize you might be interested, the amount of training and schooling makes you feel like its “too late.”” – Male, Age 16-19, Atlantic Canada

“You need a lot of experience for an aircraft maintenance engineer, that might deter some people. If they pay well, then maybe that’ll make people more interested.” – Female, Age 16-19, Atlantic Canada

- **Awareness of skills needed:** Lack of awareness about these types of jobs means that youth aren’t necessarily confident that their personal skills match those required of a pilot or seafarer.

“These are jobs you rally don’t hear about. They just don’t come up.” – Male, Age 16-19, Atlantic Canada.

“In school, I never heard about them.” – Male, Age 16-19, Atlantic Canada.

- **Stereotypically “male-oriented” jobs:** Female participants were likely to note a lack in representation, where Transportation Sector positions are filled mostly by men.

*“I also do think that females in the pilot industry is very minimal, so that has always been intriguing to me.”
– Female, Age 20-24, ON/MB*

“I think the culture is a big thing. Speaking from a female perspective, I also don’t think these types of jobs are as appealing to females. I don’t know any females in my life who would be interested in these jobs. I’m not even sure if women are encouraged to pursue these.” – Female, Age 20-24, Western Canada (BC, AB, SK)

- **Fear and anxiety:** It was observed that youth consider high-pressure jobs with lots of liabilities and responsibilities to be a disadvantage when deciding on a future career.

“If something happened [as an aircraft maintenance engineer], its on you.” – Female, Age 16-19, Atlantic Canada

“I think most people are going to choose a desk job over more risky jobs, where you’re flying up in the air.” – Male, Age 20-24, Atlantic Canada

- **Perception of work and life balance:** Desiring a flexible career with freedom to work from home, the transportation careers discussed were imagined offering less time at home with personal freedom.

“Work-life balance. Young people saw how their parents worked hard to lift themselves out of poverty and create a middle class. Young people have had the opportunity to study according to their interests and family balance. Transport jobs are repetitive.” – Male, Age 20-24, Quebec

“These jobs tend to have long hours.” – Male, Age 20-24, Atlantic Canada

Other barriers of entry mentioned included stigmas attached to choosing college as opposed to university, geographical conditions, and the ability/time to start a family.

Communicating with youth on careers in transportation

Once brainstorming perceived reasons why youth may not be interested in or aware of jobs in the transportation sector, participants identified what might encourage youth to consider jobs in transportation and what resources might be needed to facilitate this. To gather this type of information, youth were asked who and where they would turn to for more information about any of these jobs. The following recommendations were made to Transport Canada, on how and where to communicate with youth.

Start building awareness early on – at school: According to youth participants, transportation jobs with more training and schooling need to be introduced to students earlier in their school years, so that they have time to plan and visualize. An example of this, offered by many, is inviting professionals in the fields of transportation to speak at schools. This will increase visibility, as most youth participants had never met somebody in the transportation sector.

“In schools like people in those specific jobs come and talk about what their jobs entails and provide resources on where to do more research. I would have personally liked to see that more in school.” – Female, Age 16-19, Western Canada (BC, AB, SK)

“Because a lot of people are being pushed into the direction of university, many don’t know about the options you can have in trades.” – Male, Age 20-24, ON/MB

“By going into high schools, you’re able to make more of a meaningful connection. Being able to be face-to-face with a younger person would be really impactful.” Female, Age 20-24, Western Canada (BC, AB, SK)

“People tend to promote jobs in schools when the students are almost graduated so they tend to have their minds made up already.” – Female, Age 20-24, Atlantic Canada

“A one-day internship is one of the best ways to learn about the real life of a carrier.” – Male, Age 20-24, Quebec

“Meet people who do these jobs and talk to us about their experiences.” – Female, Age 20-24, Quebec

Stay current on social media trends: By staying current on social media that youth actually use, Transport Canada can better connect with those they are hoping to communicate with. For example, youth turn to forums like Reddit to find information they don’t have access to in their personal life. Another example are platforms such as YouTube and TikTok that are not only used for fun, but also act as avenues where youth can find information.

“I would go on forums and see what people are saying about the positives and negatives of each job. I like hearing people’s stories, and if I don’t know anyone with this job, I rely on the internet.” – Female, Age 20-24, ON/MB

“They should create a YouTube channel, where they highlight people who actually work in the field.” – Female, Age 16-19, Atlantic Canada

Provide simple, approachable information: Provide youth with a very clear, simplified student-to-career roadmaps that highlight the training & education required for each career type. Include grants and scholarships that are required as part of this roadmap. Highlight transferable skills and how to get into the sector from different angles.

“Position the jobs so that they’re a stepping stone or aligned with their bigger goals.” – Male, Group 3

Ease barriers of entry: Help youth to visualize themselves in these careers by facilitating mentorship programs and peer-to-peer activities. Provide grants and scholarships for jobs that require lots of time & money (such as becoming a pilot).

“If I wanted to be a pilot, I would have no idea how to get there. I would have no idea how to get my foot in the door.” – Male, Age 20-24, Atlantic Canada

Focusing on the right message

When communicating with youth about careers in the Transportation sector, youth participants underscored the importance of being transparent and highlighting the benefits, especially when the jobs discussed require a lot of compromise from personal life.

1. **Be transparent** – To understand their own interest and aptitude for transportation jobs, youth need more clarity. To attract future truck drivers or aircraft maintenance engineers, youth need to know: What is the potential salary? What are the benefits like? Will my schedule be flexible? To attract future pilots and

seafarers, youth need to know: What types of training do I need and how long will it take? Which grants are available to lessen the financial toll on me?

“Especially with the potential labour shortage: Say that there will be a lot of available work” – Male, Age 20-24, ON/MB

“Instead of just generic online ads, they should advertise how much money a pilot or truck driver can make. If you don’t do that, you’re only going to get clicks from people who are already interested in that. If you are clearer about salary, they want to know what they’re getting into.” – Male, Age 16-19, Atlantic Canada

2. **Give them something to brag about** – Youth want their jobs to be and sound impressive. Answer the question: What about these jobs are interesting, unique and might make others curious?

“I’d emphasize the travel aspect of it, as that is appealing to many people.” – Male, Age 16-19, Western Canada (BC, AB, SK)

“People want to romanticize their careers. Truck drivers for example aren’t popularized at all over social media, there aren’t any popular ones.” – Male, Age 20-24, ON/MB

“People want something to tell their friends about, something they would be fascinated to hear about.” – Male, Age 16-19, Atlantic Canada

3. **Highlight happiness, fulfillment, and mental health** – Unique to other generations, those in this age range (16 to 24), are deeply dedicated to their own mental health and well-being. Often, this is connected to work and life balance, as well as the personal fulfillment they gain from their career. Messaging should focus on what type of fulfillment is possible from these careers, and if their mental health would be prioritized.

“Talk about the benefits of the job, in a really strong way.” – Male, Age 20-24, Atlantic Canada

“Advertising to break misconceptions about the industry.” – Male, Age 20-24, Atlantic Canada

“Remove taboos about professions, present the advantages and disadvantages.” – Female, Age 16-19, Quebec

Appendix A: Methodology

Focus groups with Canadian Youth

Environics Research conducted a series of eight online focus groups in between October 18 and 24, 2023. The groups were composed of young Canadians aged 16 to 24 years across Canada, with representation from both of Canada's official languages. The two Quebec groups were conducted in French and the other six groups were conducted in English. The groups were distributed across Western Canada, Ontario, Quebec, and the Atlantic provinces, with the goal of reflecting the diversity of youth in Canada. Conducted using the Zoom platform, each session consisted of between 6 and 8 participants and lasted 90 minutes. Environics recruited participants via industry-standard methods to ensure participation in all the sessions across all regions. Participants were offered a \$100 incentive to thank them for their time.

Recruitment and scheduling. Environics worked with Transport Canada to design an appropriate recruitment screener, with Government of Canada standards for qualitative research embedded throughout. Environics subcontracted Trend Research to recruit the focus group participants.

The groups were recruited to ensure a diverse mix of individuals representing different subgroups:

1. Similar proportions of male and female participants, while also being inclusive of any transgender and non-binary persons who wish to participate;
2. Regions across Canada, including Western Canada, Ontario, Quebec, and the Atlantic provinces;
3. Youth who may be in the process of considering a future career;
4. Diverse backgrounds including Indigenous, immigrant, visible minority;
5. Urban and rural areas;
6. French and English speakers (two focus groups in French and six in English).

The following table summarizes the final distribution of the focus groups:

Group	Location / Language / Age group	Date / Time
Group 1	Ontario & Manitoba (EN): Youth (16-19 years old)	October 18, 2023 (5 pm EST)
Group 2	Western Canada (BC, AB, SK) (EN): Youth (16-19 years old)	October 18, 2023 (7 pm EST)
Group 3	Ontario & Manitoba (EN): Youth (20-24 years old)	October 19, 2023 (5 pm EST)
Group 4	Western Canada (EN): Youth (20-24 years old)	October 19, 2023 (7 pm EST)
Group 5	Atlantic Canada (EN): Youth (16-19 years old)	October 23, 2023 (4 pm EST)
Group 6	Atlantic Canada (EN): Youth (20-24 years old)	October 23, 2023 (6 pm EST)
Group 7	Québec (FR): Youth (16-19 years old)	October 24, 2023 (5 pm EST)
Group 8	Québec (FR): Youth (20-24 years old)	October 24, 2023 (7 pm EST)

Moderation. Stephanie Coulter, Senior Researcher – Public Affairs at Environics Research, moderated four English-language sessions (October 18 and 19). Derek Leebosh, Senior Researcher – Public Affairs at Environics Research moderated two English sessions on October 23 and two French sessions on October 24. Each focus group session lasted 90 minutes and was conducted according to a discussion guide developed in consultation with Transport Canada. All qualitative research work was conducted in accordance with professional standards and applicable government legislation (e.g., PIPEDA).

All groups were video- and audio-recorded for use in subsequent analysis by the research team. During the recruitment process, participants provided consent to such recording and were given assurances of anonymity.

Appendix B: Research Instruments

September 22, 2023

**Environics Research Group Limited
Youth Focus Groups – Careers in Transportation
Transport Canada
PN 11921**

Recruitment for Group Discussions

Respondent Name: _____

Home #: _____

Group #: _____

Recruiter: _____

Online Focus Groups October 18-24, 2023

<p>GROUP 1 (English) Ontario/Manitoba Youth aged 16-19 Wednesday, October 18</p> <p>5 pm EST 4 pm CST</p>	<p>GROUP 3 (English) Ontario/Manitoba Youth aged 20-24 Thursday, October 19</p> <p>5 pm EST 4 pm CST</p>	<p>GROUP 5 (English) Atlantic Canada Youth aged 16-19 Monday, October 23</p> <p>4 pm EST 5 pm AST</p>	<p>GROUP 7 (French) Quebec Youth aged 16-19 Tuesday, October 24</p> <p>5 pm EST</p>
<p>GROUP 2 (English) Western Canada (BC, AB, SK) Youth aged 16-19 Wednesday, October 18</p> <p>7 pm EST 6 pm CST / 5 pm MST 4 pm PST</p>	<p>GROUP 4 (English) Western Canada (BC, AB, SK) Youth aged 20-24 Thursday, October 19</p> <p>7 pm EST 6 pm CST / 5 pm MST 4 pm PST</p>	<p>GROUP 6 (English) Atlantic Canada Youth aged 20-24 Monday, October 23</p> <p>6 pm EST 7 pm AST</p>	<p>GROUP 8 (French) Quebec Youth aged 20-24 Tuesday, October 24</p> <p>7 pm EST</p>

General Recruitment Notes:

Six (6) online groups in English – two (2) in each of Ontario/Manitoba, two (2) in Western Canada (BC, AB, and SK) and two (2) in Atlantic Canada. Two (2) online groups in French in Quebec. NB: Any English-speakers in Quebec or French-speakers from outside of Quebec can be accommodated in one of the groups in their language as described in Q. 8

In each chosen region, one group will consist of youth aged 16-19 and the other will consist of youth who are aged 20-24.

Need representation of the diversity of Canada’s youth, with:

- Mix of genders
- Mix of urban/rural residents

- Mix of identities including those who identify as Indigenous, immigrants and visible minorities
- French and English speakers (with each focus group being unilingual)
- Incentive: \$100 per participant
- Eight (8) recruited per in-person group
- Group discussions will last up to 90 minutes

INTRODUCTION:

Hello/Bonjour, my name is _____ from Trend Research, a partner of Environics Research. Would you like to continue this discussion in English? / Voulez-vous continuer cette conversation en français?

We are conducting a series of online video-conference focus group discussions across Canada to gain a better understanding of youth perspectives on future careers in specific industries, on behalf of Transport Canada. This study is a research project, not an attempt to sell or market anything. Your participation in the research is completely voluntary, confidential and your decision to participate or not will not affect any dealings you may have with the Government of Canada.

The format will be a video-conference call discussion using the Zoom platform led by a research professional from Environics that will involve you and some other Canadians from your region. May we have your permission to ask you or someone else in your household some further question to see if you/they fit in our study? This will take about 5 minutes.

The session will last a maximum of 1.5 hours and participants will receive a cash gift of \$100 as a thanks for attending the session.

A recording of the session will be produced for research purposes. The recording will be used only by the research professional to assist in preparing a report on the research findings and will be destroyed once the report is completed. All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. Environics Research has a privacy policy which can be consulted at <https://environicsresearch.com/privacy-policy/>.

IF ASKED FOR MORE QUESTIONS: If you have questions about the legitimacy of the research, you can e-mail sarah.dion-marquis@tc.gc.ca. Environics is a member of the Canadian Research Insights Council (CRIC) and adheres to all its standards; the project is registered with the CRIC with the number 20231206-EN277.

AGE REQUIREMENTS:

1. We have been asked to speak to participants in a particular age range. So that we may do this accurately, may I have your exact age please?

_____. WRITE IN

Under 16	0	TERMINATE
16-17 years of age	1	QUALIFY AS YOUTH / ASK FOR PARENT OR GUARDIAN
18-19 years of age	2	QUALIFY AS YOUTH – GROUP 1, 2, 5, 7 > SKIP TO Q5
20-24 years of age	2	QUALIFY AS YOUTH – GROUP 3, 4, 6, 8 > SKIP TO Q5
25-31 years of age	3	TERMINATE
32 years or more	4	ASK Q2

2. Are you the parent or guardian of a youth who is 16 or 17 years old?

Yes	1	READ SECTION FOR PARENTS OF 16-17 YOUTH
No	2	TERMINATE

TERMINATION MESSAGE: Thank you for your interest. To participate, you must be between 16 and 24 years of age.

FOR PARENTS OF 16-17 YEARS OLD PARTICIPANTS, READ AND ASK Q. 3-4, OTHERS SKIP TO PREAMBLE TO Q. 5

EXPLAIN TO ANY PARENTS OR GUARDIANS OF YOUTH 16-17 YEARS OLD:

We are conducting a research study for Transport Canada that includes youth 16 to 17 years of age. The study is being conducted to better understand the thoughts and opinions of youth aged 16 to 24 when considering their future careers. For this study, we’re organizing online discussion groups which are scheduled to run for 1.5 hours. The discussion groups involve a small number of youth, who will be asked to share their views on careers in the transportation industry. All opinions will remain anonymous, participation is voluntary, and work experience is not required. Those who take part will receive \$100 for their time. The information collected will be used for research purposes only and handled according to the *Privacy Act* of Canada. The full name of your child will not be provided to the government or any other third party.

3. May we have your permission to ask your child some questions to see if he or she qualifies for the discussion group which will take place between October 18th and October 24th?

Yes	1	
No	2	THANKS AND TERMINATE
Yes but they are not available	3	RESCHEDULE

4. What is your child’s first name? **RECORD:** _____

Thank you. Now I would like to speak to **[INSERT NAME OF CHILD]** to make sure **[SHE/HE]** is qualified, interested and feels comfortable about taking part in a group discussion.

YOUTH 16-17 YEARS OLD: Hi **[INSERT NAME OF CHILD]**, I'm **[RECRUITER]** of **[RESEARCH FIRM]**, a Canadian research company. Your mother/father/guardian gave me permission to talk to you about a research study. We are conducting research with young people for Transport Canada, to help them understand youth perspectives on their future careers. Please know that your responses to this call or your opinions during the focus group will not be shared with anyone, including your parents.

THOSE 18 to 24: We are conducting this research project for Transport Canada, to help the department better understand the opinions and impressions that young Canadians have about jobs in specific industries.

5. Are you or is any member of your household or your immediate family employed in:

Type	No	Yes
A market research, communications or public relations firm, or an advertising agency	1	2
Media (Radio, Television, Newspapers, Magazines, etc.)	1	2
A political party	1	2

IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE

6. What province and city do you currently live in?

SEE REGIONAL BREAKS FOR GROUPS

NOTE: (1) WESTERN GROUPS REQUIRE A PARTICIPANT MIX FROM BC, AB, AND SK; (2) ONTARIO/MB GROUPS REQUIRE PARTICIPANTS FROM BOTH PROVINCES AND (3) ATLANTIC GROUP REQUIRE A PARTICIPANT MIX FROM NB, NFLD, NS & PEI

7. Would you describe the area in which you live as urban, suburban, or rural?

- Urban 1
- Suburban 2
- Rural 3

AN EFFORT WILL BE MADE TO INCLUDE DIFFERENT COMMUNITY TYPES IN ALL GROUPS.

8. Which language do you speak most often at home?

- English 1
- French 2

NOTE: ANY YOUTH IN QUEBEC WHO ARE ANGLOPHONES CAN BE INVITED TO ONTARIO/MB GROUPS. FRANCOPHONE YOUTH FROM OUTSIDE OF QUEBEC CAN BE INVITED TO QUEBEC FRENCH GROUPS.

9. What gender do you identify as?

- Man 1
- Woman 2
- Other gender (SPECIFY)_____ 3

ENSURE SIMILAR PROPORTIONS OF MEN/WOMEN IN EACH SESSION

10. What is your ethnic or racial background?

AN EFFORT WILL BE MADE TO INCLUDE ETHNIC DIVERSITY IN ALL GROUPS.

11. Do you currently have a part-time or full-time job? [Get mix]

- Yes 1
- No 2

12. What is your job?

RECORD: _____

13. Are you currently a student?

- Yes 1
- No 2 SKIP TO Q15

14. **[IF YES TO Q13]:** What level of school do you currently attend? [Only read list if necessary]

- Secondary school 1
- Some post-secondary or current post-secondary student 2
- College, vocational or trade school 3
- Undergraduate university program 4
- Graduate or professional university program 5
- Prefer not to say 6

15. **[IF NO TO Q13]:** Could you please tell me what is the last level of education that you completed? [Only read list if necessary]

- Secondary school 1
- Some post-secondary or current post-secondary student 2
- College, vocational or trade school 3
- Undergraduate university program 4
- Graduate or professional university program 5
- Prefer not to say 6

AN EFFORT WILL BE MADE TO INCLUDE DIFFERENT LEVELS OF EDUCATION IN YOUTH GROUPS.

FOCUS GROUP PARTICIPATION

16. Participants in group discussions are asked to voice their opinions and thoughts, how comfortable are you in voicing your opinions in front of others? Are you... (read list)?

- Very comfortable 1 - MIN 5 PER GROUP
- Fairly comfortable 2
- Not very comfortable 3 - TERMINATE
- Very uncomfortable 4 - TERMINATE

17. Have you **ever** attended a focus group or a one-to-one discussion for which you have received a sum of money, here or elsewhere?

- Yes 1 MAXIMUM 4 PER GROUP
- No 2 (SKIP TO Q.20)

18. **IF Q17 YES ASK:** When did you last attend one of these discussions?

(TERMINATE IF IN THE PAST 6 MONTHS)

19. How many focus groups or one-to-one discussions have you attended in the past 5 years?

_____(SPECIFY)

IF 5 OR MORE, TERMINATE

ASK ALL

20. This focus group will require participants to join a videoconference using the Zoom platform using a desktop or laptop computer or a tablet. You will need internet access in a private and quiet location to take part in the study. We cannot provide this technology for you. Will you be able to access the Internet for a 1.5-hour audio-visual discussion using a desktop or laptop computer or tablet?

- | | | |
|-----|---|------------------|
| Yes | 1 | CONTINUE |
| No | 2 | TERMINATE |

NOTE: A MOBILE PHONE WILL NOT WORK FOR THIS EXERCISE

ASK ALL

21. The focus group will take place using a video-conference platform called Zoom. If you are not already a user, Zoom may request you to install some software at the site <https://zoom.us/download> . You can delete it after the focus group if you wish. How experienced and comfortable are you with using Zoom videoconferencing?

- | | | |
|------------------------|---|----------------------------|
| Very comfortable | 1 | CONTINUE |
| Somewhat comfortable | 2 | CONTINUE |
| Somewhat uncomfortable | 3 | THANK AND TERMINATE |
| Very uncomfortable | 4 | THANK AND TERMINATE |

22. Sometimes participants in the focus group are also asked to type out their responses in the “chat” function. Is there any reason why you could not participate? If you need glasses to read or a hearing aid, please remember to bring them.

- | | | |
|-----|---|---|
| Yes | 1 | TERMINATE [Confirm there is no way this can be made accessible based on the issue that the participant identifies] |
| No | 2 | |

23. I would like to invite you to attend the focus group session where you will exchange your opinions in a moderated discussion with other youth. The session will be recorded, and some other members of the research team may also observe the session, but your participation will be confidential. If you attend the session you will receive \$100 to thank you for your time. It will be sent to you electronically. Do you consent to take part in the focus group? By agreeing to participate you are giving your consent to these procedures.

Yes	1	
No	2	TERMINATE

24. We will contact you again before the date of the session to confirm your attendance. Note that this invitation is to you personally and you cannot have anyone else substitute for you. Do you consent to this?

Yes	1	
No	2	TERMINATE

25. The session will last a maximum of 90 minutes, but we are asking that all participants log into the Zoom online meeting 5 minutes prior to the start of the session. Are you able to log-in about 5 minutes prior to the start time?

Yes	1	
No	2	TERMINATE

26. Could you please confirm your email address so I can send you login details for the Zoom web conference application?

E-mail address: _____

PLEASE RE-READ THE FULL ADDRESS BACK TO CONFIRM CORRECT SPELLING.

(NB: We will send the links to you early next week)

**PLEASE ENSURE PARTICIPANTS ARE TOLD THE TIME OF SESSION IN THEIR TIME ZONE
SEE TIMES AND DATES ON PAGE 1**

INTERVIEWERS: Tell respondent that it is a small group and anyone who does not show or cancels at the last minute will compromise the project. Make sure they know we feel their opinions are valuable and we are serious about finding out what they have to offer.

NOTE: PLEASE TELL ALL RESPONDENTS THAT THEY WILL RECEIVE A CONFIRMATION CALL AND/OR E-MAIL THE DAY PRIOR TO THE SESSION. IF FOR SOME REASON THEY HAVE NOT HEARD FROM US THEY SHOULD CONTACT US AT _____. IF THEIR NAME IS NOT ON THE ATTENDANCE FORM THEY WILL NOT BE ADMITTED TO THE GROUP. IF A RESPONDENT HAS ANY OTHER QUESTIONS ABOUT THE RESEARCH, THEY SHOULD ALSO CONTACT US AT THIS NUMBER.

October, 2023

**Environics Research Group
Youth Focus Groups on Careers in Transportation Sector
Transport Canada
Discussion Agenda**

1. Introductions & Procedures (10 minutes)

My name is _____, and I work with Environics Research, an independent marketing research company. I will be moderating this focus group discussion today on behalf of the Government of Canada.

I'd like to welcome you to this online focus group. We want to hear your thoughts and opinions. Feel free to agree or disagree. You don't have to direct all your comments to me; you can exchange opinions with each other too. This is one of a series of focus groups we are doing with people living across the country and the session should take around 90 minutes or so.

I'm sure you are familiar with how Zoom works! We will mainly be video chatting together, but we will also use the "chat" function a few times when I want you to answer some questions in writing. Also, if at any time you feel you didn't have a chance to express your opinion on something, or you have more to add, you can feel free to write in the "chat", sending it to "everyone," unless you feel you need to send me a private message.

If you think there might be a lot of background noise where you are – you might want to mute yourself, unless you want to speak. If you want to speak you can put up your actual hand or click on the "raise hand" icon.

HIT RECORD

Let me also assure you that everything you say here is confidential. We are interested in what you think, and no one will be quoted or identified by name. We are recording the session to help me write my report, but it is only for my use and will not be posted anywhere. I also have some colleagues who are observing the session and you may see them in the Zoom room as "observer."

Let's go around the Zoom room so that each of us can introduce ourselves. Please tell me your name, where you are joining us from, and what you do in life – work or school?

IF WORKING: What is your job? Do you consider it to be a permanent/long-term job or temporary? *Probe: Why? What do you like about your job? What don't you like about it?*

2. Future Careers/Interests (25 minutes)

Today's session is going to center around careers. There might be some of you who already know what type of career you want, and others who don't. I realize that some of us in this room already have experience in the working world. We are interested in hearing from all of you regardless of what your current situation is.

To get us started, in your opinion, is there a difference between a "job" and a "career"? What makes them different?

By raising your hands, who among us here is certain of what job they'd like to pursue? *Ask for elaboration among those who raised their hands.*

The rest of you might still be deciding what fields of work you are interested in. By raising your hands, who is still deciding about their future career?

Now that you've shared that, I'm interested in hearing what you want most from a career.

MODERATOR TO PASTE QUESTION INTO CHAT: What two words describe what you want most from a career?

MODERATOR TO GO AROUND THE ROOM AND GIVE PARTICIPANTS A CHANCE TO ELABORATE: Why did you pick that word? Why are those things important to you?

Is there anything else we are missing? [*Probe/listen for: Environmental considerations (company culture, work setting, travel, etc.) Ethical/Moral considerations (Work-life balance, job security, diversity) and other factors such as financial compensation, passion/personal fulfillment, etc.]*

Are there any specific industries or fields you are curious about or want to explore in your future career? What makes you curious about these specific industries?

Can you describe a job or profession you admire or find intriguing? What aspects of it appeal to you? When did you first find out about this job/profession?

When you think about people in your life who you might turn to for guidance about your future career, who do you think of right away? [*Probe/listen for: Parents, siblings, teachers, guidance counsellors, online sources (reddit, TikTok), influencers,*]

Do you have people in your life who have influenced your career aspirations? What have you learned from them?

3. Transportation Sector – General (25 minutes)

Now that we've spent some time discussing your interests and potential career paths, I'd like to focus on the Transportation Sector and how that might fit into your future career planning.

To start, I am wondering what you think I mean when I say, 'transportation sector.'

MODERATOR TO PASTE QUESTION INTO CHAT: What does the 'transportation sector' describe? **MODERATOR TO GO AROUND THE ROOM AND GIVE PARTICIPANTS A CHANCE TO ELABORATE ON WHAT THEY ADDED TO CHAT.**

MODERATOR TO SPECIFY 'TRANSPORTATION SECTOR' DEFINITION: 'COMPANIES/ORGANIZATIONS INVOLVED IN THE SERVICE OF MOVING GOODS AND PEOPLE.'

Based on this definition of the 'Transportation Sector,' what types of job come to mind?

Has anybody in this room considered a career in the transportation sector before? **MODERATOR TO GO AROUND ROOM AND ASK PARTICIPANTS WHY OR WHY NOT?**

RAISE HANDS: Is there anybody in your close life/family who works in transportation? What type of job do they have? Have they ever shared a detail about it that you've found particularly interesting or confusing?

4. Transportation Sector – Labour Shortages (25 minutes)

I am going to list a couple of career or job titles that are associated with the transportation sector. I'd like to focus on these for the next several minutes. [SHOW LIST OF SHORTAGE-FACING JOBS CLIENT PROVIDED]

Out of these jobs listed, are there any that might appeal to you right away as a future career? For what reason?

Let's discuss these jobs one by one.

What about being a [Truck Driver]? Do you feel you have a pretty good idea of what it would be like to work as a [Truck Driver]? What do you think would be some benefits of working as a [Truck Driver]? What would be some of the disadvantages?

What about being an [**Aircraft Pilot**]? Do you feel you have a pretty good idea of what it would be like to work as a [Aircraft Pilot]? What do you think would be some benefits of being a [Aircraft Pilot]? What would be some of the disadvantages?

What about being an [**Aircraft Maintenance Engineer**]? Do you feel you have a pretty good idea of what it would be like to work as an [Aircraft Maintenance Engineer]? What do you think would be some benefits of being an [Aircraft Maintenance Engineer]? What would be some of the disadvantages?

What about being a [**Seafarer**]? Do you feel you have a pretty good idea of what it would be like to work as an [Seafarer]? What do you think would be some benefits of working as a [Seafarer]? What would be some of the disadvantages?

We are exploring your attitudes towards these jobs in transportation because we expect there to be labour shortages and want to know why you think people your age might not be choosing these careers in transportation.

Why do you think people your age might not be choosing these types of jobs? What do you think might be some of the obstacles or barriers to entry? [*Probe: Do any of these jobs seem particularly difficult to get? What about this job seems challenging to attain?*]

Are there any of these jobs listed you feel certain you wouldn't be interested in? For what reason?

If you wanted to learn more about working in one of these jobs, where/what/who would you turn to?

5. Wrap up (5 minutes)

With just a few minutes left together, I have one final question that will help our client better communicate with people your age.

CHAT QUESTION: If you were to give the Government of Canada (Transport Canada) one suggestion when communicating with youth about potential job opportunities in the Transportation Sector, what would you say? This could be a suggestion about what tool to use (Social media (TikTok, Twitter, YouTube), school counsellors, TV advertisements, etc.) or the correct message to focus on.

Thank you all for being here today and sharing your thoughts on this topic. It has been a pleasure chatting with you! The incentive we promised you will be sent electronically within the coming week.