

**Direction Y - What Guides Youth When Planning for Their Future: Using Florida's
Place Pyramid.**

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Abstract

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Prince Edward Island (PEI) is facing significant decreases in population and resulting labour force based on current labour force dynamics. Projections show that Prince Edward Island has aging population and fewer births, leading to a shrinking population base from which to draw on for the labour force. This trend is further complicated by the brain drain of youth away from the province, in search of work in other provinces in Canada and other countries. According to research by Florida (2008), there are specific characteristics of place that attract and retain skilled workforce. This study examines the youth brain drain phenomenon on Prince Edward Island and gains a richer deeper description in relation to Florida's Place Pyramid (2008). Interviews were conducted with university students in their fourth year of study to examine the decisions they make for their futures using Florida's Place Pyramid (2008) as a guide. Preliminary findings suggest that while PEI is considered unattractive by our youth when considering the *Opportunity* level of the Place Pyramid (Florida, 2008), it does rank more favourably against the levels of *Basic Services, Values and Aesthetics*. It is interesting to note that in almost every case, the participants in the study have little understanding or interest in the *Leadership* of their communities. In addition, while a number of participants indicated their interest in taking the opportunity to see what the world has to offer, most agree that they will return to PEI to bring up family.

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CHAPTER 1: INTRODUCTION

In the thousands of years since it was first formally settled, inward and outward migration has resulted in a fluctuating population on Prince Edward Island (UPEI Workforce Strategies Research Group, 2010). Although population strategies have been developed and implemented over the past decades, including approaches to reduce the draining of brains and bodies from a population that continues to increase in average age (Day, 2009), concern still exists for the net outward migration of this province's youth. A number of factors contribute to this situation, including the shift to a knowledge economy and the unique values and attitudes of our current youth, Generation Y.

While Prince Edward Island is a sought after travel destination for many individuals (www.peiplay.com, n.d.), Prince Edward Island residents are equally as interested in taking the opportunity to explore the mainland for various reasons including better career prospects. But what is it that Islanders are looking for when they leave and moreover, how do they decide where they will find it? Florida's (2008) *Place Pyramid* provides a framework to consider these types of questions. In his book *Who's Your City*, Florida (2008) details how this framework provides insight into factors that attract individuals to areas that they might consider as optimal locations to live and work. Florida's work revealed five levels that guide individuals and recommends the importance that individuals should place on *Aesthetics, Values, Leadership, Basic Services and Opportunity*.

The issue of youth brain drain is further complicated by values and attitudes associated with the specific cohort known as Generation Y. Generation Y or the Millennials as they are also known, were born between 1980 and 2000 and make up the

newest generation to be making decisions on where and what they will do in life. As the first ‘fully digital’ generation its member brings a unique set of values, attitudes and beliefs to everything they do (Sloan, 2008).

The purpose of my research is to examine why youth decide to stay or leave Prince Edward Island using Florida’s *Place Pyramid* (2008) to gain a deeper understanding of the influencing factors that help Generation Y decide where they will go in the next step of their lives. The aims of the study are to further examine Florida’s *Place Pyramid* (1998) in order to understand the ways in which it influences individual decisions about where people work and live, and to develop a richer and deeper understanding of the youth brain drain phenomenon on PEI. The results of my study will provide insight into what Generation Y is looking for and what is considered by this generation when making plans past graduation. These findings will provide foundation for future research, as well as to highlight what work is necessary to encourage youth to live, work and contribute to the province of Prince Edward Island.

The Influence of Place on Youth

Understanding the factors that influence youth’s decision to stay or leave “home” is central to retaining talent for the future development of a local labour force. As we develop towards a knowledge economy in Canada, every province will be competing based on the availability of a skilled workforce. Although there are a number of strategies to increase the labour force, such as increased participation of other groups, retaining youth still remains a vital part of this plan. As a result, place, values and attitudes become central to examining this youth brain drain phenomena.

Youth Brain Drain on Prince Edward Island

Current population projections for Prince Edward Island reveal more residents 65 years of age and over than those 14 years of age and under. While the number of residents in the 15-64 year age category exceed the number previously mentioned, these numbers are on the decline. Contributing to these declining numbers is the outmigration of youth, with significant numbers of those aged 20-24 years continuing to seek opportunities off Island. Those individuals are not being replaced with in-migration from the same demographic (UPEI Workforce Strategies Research Group, 2010).

Retention of youth in a province serves as a key component to future population strategies for many provinces in Canada. The youth labour force provides for new entrants into the workforce with the requisite post secondary education necessary to compete in a knowledge economy. This issue becomes even more pressing in provinces with youth populations who are producing fewer post-secondary graduates. For example, Prince Edward Island residents, both male and female, fall below the national average of those with a university degree. It should be noted however that while Prince Edward Island males continue to fall short of the national average in post-secondary diplomas and certificates, their female counterparts are actually ahead of the Canada's average (UPEI Workforce Strategies Research Group, 2010). As a result, retaining educated youth for the future of Prince Edward Island's labour force is a significant concern.

Understanding the Influence of Place

According to Florida (2008), a number of factors contribute to the satisfaction we have for where we choose to live. While there is not likely to ever be an absolutely perfect place, individuals who look for the right mix of *Opportunity*, access to *Basic*

Services, appreciation for *Leadership*, *Values* and *Aesthetics* are expected to be more satisfied with their chosen home (Florida, 2008). For example, Florida explains *Opportunity* in reference to economics, considering employment, cost of living as well as access to professional development and networks.

Although *Opportunity* is one of the most compelling factors of attraction, Florida's *Place Pyramid* (2008) includes several other factors that also come into the decision-making framework for deciding where to live. When considering *Basic Services* in the *Place Pyramid* (Florida, 2008), individuals look for access to services in a community such as education, healthcare, affordable housing and travel among other things. Additionally people also consider safety and rates of crime. In addition, each community has its own set of leaders, but do people choose to relocate because of them? While being able to align or appreciate the *Leadership* of a community, people do not necessarily relocate specifically for or against this. While Generation Y may be continuing to develop their political interests, they are likely to feel more strongly about diversity and their ability to affect change in their community.

Although Florida's *Place Pyramid* (2008) has been developed in a United States of America (USA) context and then further developed in Canada, less has been done to understand specific demographic differences, and in particular, differences in relation to the *Place Pyramid* by Generation Y.

Generation Y

Generation Y is the newest generation to enter the workforce and is thought to be larger than Generation X, the previous generation. Some estimates suggest the number of

members in the range of 70 million members (Armour, 2005), making it nearly as large as the baby boomer generation (Yeaton, 2008).

A generation of ‘digital natives’, this demographic grew up in a world that always included computers and for the most part cannot remember a time where access to the internet and all it holds was not commonplace (Yeaton, 2008). As is typical of each generation, Generation Y is distinguished from other cohorts not only by the time in history in which it came to be, but also by its unique experiences and beliefs (Wilton, 2008). It has been determined that employment aspirations for Generation Y focus more on personal goals and achievements ahead of the organizational loyalty demonstrated by preceding generations (Yeaton, 2008). Additionally, Generation Ys know what they want and are not afraid to ask for things. Members of this generation are a product of their upbringing and believe that the pie in the sky is theirs (Pooley, 2005). Given some of the more fundamental differences in the world in which Generation Ys have grown up, along with their fundamental values and attitudes, examining what motivates this generation to stay or leave may reveal different insights than expected for other generations.

Research Overview

My research was designed to examine the phenomenon behind the career and life planning decisions of Generation Y to gain deeper insights into what makes them stay and what makes them go. Using the levels of Florida’s *Place Pyramid* (2008), I designed an interview questionnaire to gain a richer and deeper description of factors that influence Prince Edward Island Generation Y youth to stay or go. Qualitative research is more appropriate to examine this research question because it provides primary local context with which to explore this phenomena and further examine Florida’s framework.

The period after graduation represents the next stage in life for Generation Y. For many it will be the first opportunity to live away from home. What *Values* do they seek? Do they look to assimilate or be different from others? Does self expression matter? Can they trust people where they live? Are they respected? These might all represent new experiences for this generation in a new location and questions they need to consider.

Where individuals live can have as much to do with employment or further education as it does with *Aesthetics*. What attracts Generation Y to a place beyond opportunity? Is it all about lifestyle or does how a community looks matter as well? Does big city mean better or are today's next generation looking for a green and self sustaining environment? Each of these factors represents more considerations that need to be made when choosing a place to live.

Learning about preferences will help to understand what is important to Generation Y when looking for a place to live and work and in turn could help prevent youth from leaving or encourage them to return to Prince Edward Island.

In order to explore this phenomenon, interviews are conducted with university students in their fourth year of study in the Bachelor of Business Administration program at the University of Prince Edward Island in the School of Business, in order to assess the factors that influence their decision making of where to work and live.

Organization of this Thesis

A more detailed literature review to support my research is provided in Chapter 2. Chapter 3 describes the methodology used in my research including the theoretical framework, research and design, as well as the research context. The findings of my research interviews are detailed in Chapter 4 using the themes that emerged during the

course of the analysis of the transcribed interviews. My thesis concludes in Chapter 5 through a summary of my findings, including research implications, limitations, and opportunities for future research.

CHAPTER 2: LITERATURE REVIEW

Central to understanding the youth brain drain is to understand the context of place and Generation Y. Although Richard Florida talks about age and stage, according to the literature Generation Y is different. Readings relevant to this review include literature on Generation Y, clustering, the work of Richard Florida and brain drain with a local context of Prince Edward Island. This chapter serves to summarize a review of literature as well as to identify gaps that serve to inform the design of this research study.

Understanding Place and Generation Y

Generation Y's "Unique" Values and Attitudes

Generation Ys have different expectations for life and work than even their Generation X predecessors (Yeaton, 2008). With birth dates falling in the approximate range of 1980 to 2000, Generation Y is the newest generation to enter the workforce. This generation is known for their high self-esteem and confidence which contributes to their orientations towards goals and achievements.

Considered the first 'fully digital' generation, Generation Ys bring a unique set of values, attitudes and beliefs to everything they do (Sloan, 2008). They do not rely solely on the opportunity to develop relationships face to face and, as a result, have been able to initiate relationships outside of their home place (Bassett, 2008). Generation Ys are as comfortable developing relationships online in virtual communities and other forms of social networking as they are in person.

Products of their upbringing, members of Generation Y often feel a sense of entitlement which has them seeking the best right now. Parents and mentors have helped

to enable this attitude throughout their development; whether on the soccer field or at the science fair, everyone gets a prize (Raines, 2002).

When it comes to work, Generation Y place more emphasis on the importance of 'having a life' ahead of loyalty to an employer (Yeaton, 2008). It is said that they often see a job as just a job with less focus on career. Research findings suggest that if they don't like what they are currently doing for work, they will move on to something else until they find something they do like (Bassett, 2008). A Canadian study by Ng, Schweitzer & Lyons (2010) noted that while this generation has reasonable expectations for salary as they begin their careers, they tend to seek very rapid opportunity for advancement, while still placing importance on being able to have a life outside of the office. They are not interested in working the long hours their parents did only to be downsized or grow disappointed in their jobs (Ng, Schweitzer & Lyons, 2010). This generation wants to use their skills and tend to leave if they are not being challenged (Kim, Knight & Cruisinger, 2009).

Generation Y is considered possibly the most educated generation to enter the workforce and are motivated by brands and salaries (Herbison & Boseman, 2009). Many in this generation have already had the opportunity to travel, providing them with enriching experiences and as a result they already have a sense of what the world has to offer (Armour, 2005). With this interest and means to travel and relocate Generation Y fits into the *mobile* category described by Florida (2008). If their current location does meet their need for employment opportunities, activities or social life it is possible that they will move (Florida, 2008). Additionally, this generation is known for their ability to

multi-task, which is a positive for their ability to adapt and accomplish but also contributes to the ease with which they bore (Lower, 2008).

The Role of Place

Clustering and Florida

Clustering refers to a group or cluster of businesses and organizations that are related through their functions. Through collaboration and co-operation, these local enterprises find support in neighbouring institutions which helps them to increase their productivity. Clusters provide increased opportunity for learning and innovation, and sustain the interest of the resulting economic success (Taylor, 2010).

Florida has found that concentration by geography or cluster is important for innovation, which can be attractive to some and can mean a lot more to others. Much of what makes up technological innovation is based on science with most of the research taking place in universities and research centres. People tend to be familiar with the concept of villages, towns and cities and more recently have become acquainted with mega-cities. Florida takes it a step further and introduces the concept of mega-regions like Boston- New York-Washington as not just a larger version of a city but as a group of regions growing together into one another as globally competitive economic units of cities and mega-regions

Regions are continuing to become known for the types of work that they offer and more often the work people do is becoming more specialized. For instance London and New York are often associated with finance while Silicone Valley is known for technology.

Clustering is not all that new, it can be seen in earlier forms in manufacturing operations being established near ports, but with more creative careers came less reliance on natural resources and therefore we are seeing a decentralization of industries. The benefits of clustering ensure the ability for people to communicate in person, sharing information and collaborating to improved productivity.

According to Florida, the real source of today's economic growth is the result of the power of clustering which he defines as the concentration of talented and creative people into a cluster. He suggests the power of clustering makes its participants more productive and in turn the geographic location where it exists. As a result, greater economic value is created allowing cluster areas to develop and expand. For example, Florida's description of globalization includes the propensity of economic activity to cluster. While size or population can make a difference, it is also important to consider the economic output of a region, with areas where innovation takes place as being the most significant. In addition to the power of the clusters themselves, we need to consider the multiplier effect that these entities generate. In doing so, clusters draw people in, allowing them to increase their creativity which in turn makes us all more productive as well as the area in which the cluster exists.

Florida acknowledges that the choice in where we live is often influenced by age and stage with younger people commonly focused on areas with lots to do and choices in job opportunities, while other demographics may be more interested in places that offer safe neighbourhoods and good schools. Our lives are the result of the decisions we make including our career path and prosperity, our mates and friends and where we will live. Florida feels the latter is more important than some may realize, as it can influence the

first two decisions and is very important to opportunity to makes changes along the way. While he respects that everyone assesses these aspects differently, Florida stresses the importance of being properly prepared to make the decisions that provide the best opportunities. He believes that very few people have really given their location the proper thought and that lack of available information is the cause. For example, in 2007 Florida was asked his opinion of a study that reported the use of a Bohemian-Gay index to predict the changes in income and housing during a television interview. Although some ridiculed the idea of following this demographic of the population around to find the best housing markets and most creative labour markets, Florida looked at the idea altogether differently. He realized that where we live is important to all other aspects of our lives and that individuals need to consider how their decisions will affect personal prosperity and happiness.

While history provides examples of migration precipitated by the need to find food, escape from battle, avoid persecution and to gain opportunity, Florida's work maintains that individuals now make a choice to relocate for happiness and prosperity (Florida, 2008).

Today's moves of the skilled, educated and well paid to metropolitan regions with the less educated, worse paid being left behind, demonstrates the power of the means migration, suggesting that only those individuals with the means to move are able to.

Florida offers that commonly the main reason for relocation has been the option to either upgrade or downsize accommodations, with people often staying put due to economic reasons, little education or career aspirations, and family ties.

Florida sees a continuing trend of college educated people in the US pursuing this form of migration and he believes this is due to the fact that the more educated, talented and ambitious need to live in these areas to thrive, which supports the multiplier effect. He believes the end result of means migration separates the world into different kinds of regions, which can basically be described as the haves, which are the places that are migrated to and the have-nots, or the places that are migrated from.

Origins of the Place Pyramid

Florida draws on the “Big Five” personality dimensions when discussing our happiness individuals have with where they live (Florida, 2008). The five dimensions are openness to experience, conscientiousness, extroversion, agreeableness and neuroticism. Openness to experience shows those people who enjoy new experiences and tend to be creative. The next is conscientiousness, hard working and disciplined, these responsible, detail oriented people are achievement seekers. The third is extroversion, these people are outgoing, gregarious and assertive, they are interested in meeting people and are typically positive people. Fourth is agreeableness, with warm and compassionate people who are concerned for others. Fifth is neuroticism, these emotionally unstable people are more likely to experience anxiety and depression.

While there have been studies on these personality types there has been little on how the relationship between these personalities and the places where they live and work. Florida found that regions are not made up of just one type of personality and suggests if personality types cluster geographically that this could also be a determining factor in regional innovation, talent and economic growth. Florida’s research suggests that

openness is the only personality type that consistently impacted regional development, as it is aligned with work in technology, science, arts, design and entertainment.

While individuals tend to measure progress and success in terms of tangible things, it is often simply happiness that is really sought (Florida, 2008). Individuals differ in those factors that make them happy which can include personal fulfillment, job satisfaction, satisfying relationships, active social life and good health.

Abraham Maslow introduced his Hierarchy of Needs in 1943, which articulated a number of needs that once fulfilled allow individuals to reach their potential. Further to this research, Florida conducted his 'Place and Happiness Survey' to identify key factors to happiness. His findings were grouped into five categories including physical and economic security, basic services, leadership, openness and aesthetics. These categories were used by Florida to form the basis of his *Place Pyramid*.

Florida's Five Levels of Place

Florida's *Place Pyramid* is comprised of five levels. Each of the levels is independent but Florida believes that the base level is important for fulfillment for most people before any other levels can be considered. At the base of the pyramid is *Opportunity* - that considers a community's economic and employment opportunities, its cost of living, access to professional development and access to develop professional network contacts. If an individual cannot realize economic opportunities, it will make living in this location difficult to afford.

The second level refers to *Basic Services* and takes into account access to services, the range and quality of education, healthcare and housing. This level also considers access to transport, both public and for travel to and from the community. In addition,

this level also considers the rate of crime in the community. The middle is *Leadership* which looks at the political history of the community, who it's political and business leaders are and if their values are in line with your interests. Moving up to the pyramid is the *Values* level which speaks to the importance that tolerance, trust and respect have. This level also considers the opportunity for self expression and the acceptance of newcomers.

Finally, at the top of the pyramid is *Aesthetics* which considers how attractive a community is. This level considers attractiveness in what is pleasing to the eye as well as the opportunity for activities and the right amount of buzz.

While it is good to know that where we live has bearing on our happiness, it is not always that easy to find the place that will make us the most happy. Individuals need to understand what is important to them and what their priorities are. Florida describes the match between what individuals want and what communities offer as 'fit'. Each person needs to find the right fit for them, to think strategically and to identify their priorities to choose the place that is their best fit. These priorities change as we age and it is important to understand the relationship between place and life cycle to help make better choices. Florida looked at different life segments including recent college graduates, young professionals, families with children, empty nesters and retirees to understand this relationship better.

For many people, their first move is made to attend university, with their next being for employment. When looking for the right location, the younger demographic often looks for opportunity for employment and for activities as well as a reasonable cost of living. Florida refers to research by Cortright and Coletta (2005) on the youth

demographic who concluded that employment opportunities are important but they place a higher value on the quality of life. Another important factor that younger people consider is their opportunity to meet someone. Florida has found that there are regions where one gender outnumbers the other and some of this difference comes from employment opportunities as demonstrated by Silicon Valley with its high tech focus has more males than females. He feels this sort of imbalance may provide a challenge for people to mate.

Florida concludes his book by encouraging that people take a close look at five key factors when looking for a place to live. In the first factor individuals determine how a location matches their career goals. The next factor ensures individuals understand the importance that living with (or without) family or friends nearby has on their happiness. Reviewing the third factor ensures that the lifestyle available in a location meets an individual's needs, while confirmation that a location suits an individual's personality as the fourth factor. The fifth and final factor confirms that a location suits the stage in life of the individual.

Florida provides ten steps for people to follow to make their choice of place to live as detailed in Table 1 – Steps to Finding Your Place to Live.

Table 1: Steps to Finding Your Place to Live

Step	Detail
1	Determine priorities – career, life, mating, climate, environment, access to activities and what are you willing to trade off and what is essential.
2	Make a list – of places you’d like to live
3	Do the research – figure out if your listed picks meet you priorities against the Place Pyramid
4	Assess the <i>Opportunity</i> of the community
5	Assess the access to <i>Basic Services</i>
6	Assess the <i>Leadership</i>
7	Assess the <i>Values</i>
8	Assess the <i>Aesthetics</i>
9	Do the math – which places rank highest, weigh the pros and cons
10	Visit – visit the place(s) you are considering
	Make the move.

Note. Adapted from *Who’s Your City* by Richard Florida, p.287-305. 2008. Random House Canada: Canada.

Although Florida’s Place Pyramid has been widely popularized and used by researchers, government policy makers and practitioners, there have been some critiques of his work. In a 2009 *Toronto Star* article (Whyte, 2009), a number of the Place Pyramids limitations are discussed. Among these include the Toronto activist group *The Creative Struggle* who challenges Florida, the University of Toronto’s Martin Prosperity Institute and the policies they represent. While he is expected to have some critics, it does raise some additional questions when his critics are his colleagues. Kingwell, a fellow academic at the University of Toronto, believes Florida to be ‘hucksterish’ in that he tries

“to sell or promote in an aggressive and flashy manner.”

(www.dictionary.com, n.d.)

Further, Vaughn, a colleague of Florida's at *The Globe and Mail*, used to hand out buttons that read ‘can we please stop talking about Richard Florida’ (Whyte, 2009). While these contradictions draw attention to Florida's work, neither is founded on empirical evidence. However, Heather McLean, a PhD candidate at the time of Whyte's (2009) article, agreed that Florida's ideas about interesting people living in cool places were palatable and became trends. Unfortunately the downside to these positive stories is that people also get removed or expelled as a result of these ideas. McLean goes on to explain that Florida's ideas suggest that the creative prosper but leave the more common people behind. She challenges whether Florida's findings of place are really practical and if they in fact can translate to reality.

Although Florida's work on the importance of place has been well developed in the context of the USA, it has been less so in a Canadian context and less for a demographic in particular. For this reason it merits exploration and validation for a more local Canadian context on Prince Edward Island and a more defined demographic in Generation Y.

Brain Drain and Prince Edward Island

The population of Prince Edward Island has been in a constant state of fluctuation as the result of continuous inward and outward migration over the past 40 years (UPEI Workforce Strategies Research Group, 2010). Many people are concerned with the ongoing trend of outward migration of our province's youth. This issue has been stated in public policy forms over the past decade in particular. The overall population strategy has

addressed needs to develop a population strategy that would enhance Island prosperity. The 1998 Speech from the Throne included plans for the Government of Prince Edward Island to increase the prosperity of the province:

“My Government believes that as we enter the new millennium, it is an important time to engage Islanders in a discussion regarding our population base...The results of this discussion will lead to the formation of a population strategy for the new millennium” (Clements, 1998).

Among the first steps in acting upon this population strategy was the appointment of an independent panel that carried out research in conjunction with the Institute of Island Studies at the University of Prince Edward Island. Among the Terms of Reference set out for this panel was the development of a strategy and means to implement the findings that would best retain youth in this province (Population Strategy Panel ‘99, 2000).

Additional literature on this topic supports the need to be proactive by developing strategies to encourage youth stay on Prince Edward Island as well as to encourage others to move to the province (Baldacchino, 2006; Employment Strategy Panel, 1998).

In 1998, the Employment Summit was held which produced the *Securing our Future: An Employment Strategy for Prince Edward Island*. This initiative was endorsed by all parties of the legislative assembly and was struck to bring members of private and public sectors together with labour interests, youth and the unemployed, in order to develop strategies to prevent unemployment on Prince Edward Island. This five member group met with people across the Island to understand their views and ideas to help the employment situation on Prince Edward Island. Among the strategies recommended detailed in the report’s findings, two were specific to youth:

“ increased commitment and investment in education at all levels
of the educational system;”

and

“measures to encourage Island youth to remain in or return to PEI
and to attract newcomers to PEI”

(Employment Strategy Panel, 1998, www.upei.ca/iis/rep_empl_1).

The panel found that employment growth was perceived to be more urgent for disadvantaged groups as well as for those people living in the eastern and western sections of the province. In addition, it was determined that the Island continues to have a significant amount of seasonal employment and struggles to provide employment opportunities in the knowledge economy that would provide higher value and higher wages.

Education and training were noted by the Panel as important to the Island future in moving towards a knowledge based economy. The research determined that youth need to understand the skill requirements of the labour market to ensure their place on their respective career path.

The Panel’s recommendations included job creation as well as development in existing industries including agriculture, fisheries and aquaculture, forestry, construction, tourism, information technology and cultural industries, as well as opportunities for entrepreneurship and development into knowledge based industries.

In a report prepared for the 1998 Premier’s Forum on Youth (Employment Strategy Panel, 1998), it was indicated that young people are challenged to find full-time work, often taking positions that are lower in pay and less challenging. The Panel’s

recommendations included a priority by employers to increase employment opportunities on Prince Edward Island, shift existing seasonal to full-year opportunities and support the strategy that would further the development of a knowledge-based economy.

The Panel made particular note of the brain drain of youth and the void that is left by their departure. While new opportunities for education and employment are meant to help prevent further outward migration, the Panel recommends that more be done from a financial perspective to assist with the cost of tuition to post-secondary institutions including incentives for those who agree to stay on Prince Edward Island.

In 1999, an independent eight member panel was appointed by the Premier Pat Binns to conduct research on topics relative to population strategy which would

“develop a strategy and an implementation plan on how best to keep youth in the province, attract Islanders living away to return, and foster immigration to PEI.” (Population Strategy Panel ‘99, 2000)

The panel recognized the outward migration of youth as the highest priority of the population strategy and also understood that encouraging a return to the Island by those who have left as another important priority of the strategy.

As part of its recommendations, the panel detailed specific goals to address the youth demographic including the need for a study of youth migration patterns and the patterns affecting the migration of this age group. The panel also recommended that community stakeholders meet in order to develop a strategy that would provide better opportunities for youth to stay on or return to Prince Edward Island, including the following measures:

- Amendments to youth internship programs to include more occupations and longer tenure;

- Creation of programs to help manage student debt by exchanging support for work commitment;
- Creation of a program that would allow for exposure to employment and education outside of Prince Edward Island with the understanding of returning to share their knowledge;
- Creation of a program to attract youth to Prince Edward Island to learn and work.

The panel also recommended that youth be formally involved in the process of planning and public policy and that the needs of disadvantaged youth be addressed.

While the preceding measures deal primarily with the needs of youth currently living on Prince Edward Island, the panel also recommended that research be conducted to identify those Islanders who have already moved away and develop initiatives that would encourage their return including some means of strategy that would develop economic, business and social connections to help facilitate mentoring and internships for Island youth.

Although the findings of the Panel's research found many advantages to living on Prince Edward Island, the disadvantages for living here were significant and included the concern for job security, lower wages and lack of demand for specialized careers, lower wages and high tax rates. Also of concern was the lack of access to services ranging from public transportation to healthcare, education and activities. Finally the lack of fair access to employment as the result of perceived patronage and connections were all noted as barriers for considering Prince Edward Island as home.

These challenges were also echoed in relation to the youth demographic. The key factors in youth's decision to leave Prince Edward Island included lack of employment,

both in the range and availability of opportunities as well as compensation, prospects for advancement and personal development. There was also a perception of unequal access to opportunities both in what was thought to be unfair hiring practices as well as jobs being given to candidates from off Island. Education was also of concern both in the availability of and access to post secondary programs and the ability to pay for these programs. It was also noted that young people felt it necessary to leave the Island to secure employment with the offer of higher salary in order to pay down student loans. Finally, a perceived limited access to activities, especially in more rural areas, was a reason for leaving in order to take part in what is seen as being available in larger centres.

In addition to the reasons for leaving those of the younger generation, that consider returning to Prince Edward Island were often challenged to accept lower compensation, a perception of fewer employment opportunities as well as the challenges in the opportunity to make connections and develop a network. The concept of ‘who you know’ was also identified as a barrier to securing employment.

It is interesting to reflect on the panel recommendations a decade later. Although a number of the panel’s recommendations have been implemented, the Prince Edward Island population trend continues to see outward migration of youth.

Generation Y and Place

Although there has been much discussion about the youth brain drain on Prince Edward Island, little has changed over the past decade. This research will first consider the phenomenon of outward migration, with the continued departure of youth from Prince Edward Island. Past studies have revealed a number of reasons why people decide to stay or leave Prince Edward Island. Since the 1998 study, a new generation of youth has

emerged, namely Generation Y. This generation has a different set of values and attitudes that influence their decision about place. In order to examine the phenomena of the Generation Y youth brain drain, Florida's *Place Pyramid* will be used. Florida's work on the *Place Pyramid* has been developed using a combination of primary and secondary data sources, mostly focused on the USA, but, to my knowledge, no attempt has been made to replicate his findings or gain a richer, deeper description of the factors of influence in the *Place Pyramid*. Additionally, Florida offers suggestions on considerations for everyone who is looking for their optimal place to live. Unfortunately not all of these aspects are considered important by Generation Y.

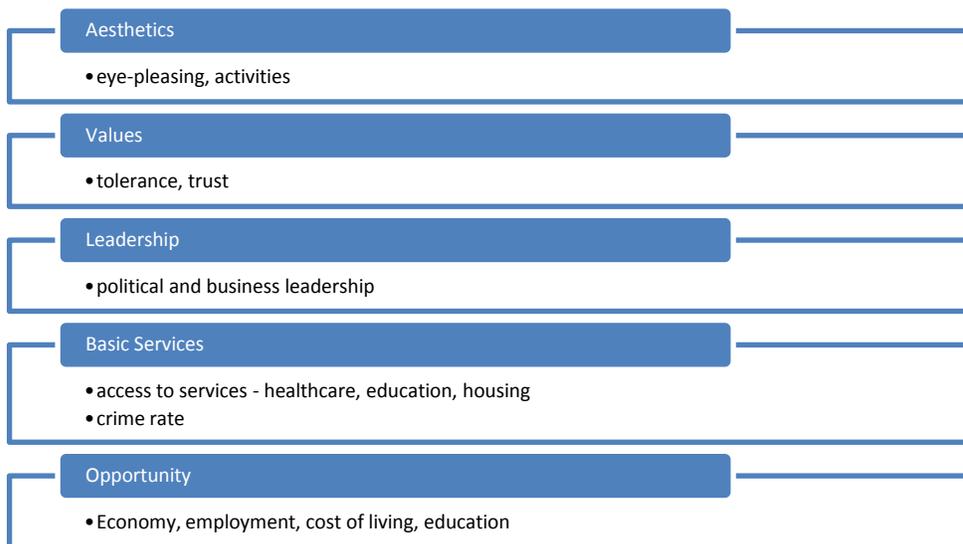
CHAPTER 3: METHODOLOGY

Florida's *Place Pyramid* is a useful framework to use when examining what influences an individual's decision when looking for their optimal place to live. This chapter explains the use of the *Place Pyramid* as the theoretical framework for my research and includes details on the research approach and design, study participants and the procedure used.

The Place Pyramid

Florida (2008) and his team developed a framework designed as the five-level *Place Pyramid*. Florida asserts that reviewing the levels of the pyramid and identifying the pros and cons for each level will ensure the best choice of where to live. Figure 1, Levels of the *Place Pyramid*, provides a graphical representation of the details of the pyramid. While each level of the pyramid is independent of the others, assessing the base level to determine economic opportunities is very important and should be done first. Failing to find economic opportunity in a location can make it difficult to afford to live there. Once opportunity has been assessed, individuals will be happiest with the location that best meets their preferences across the remaining levels of the pyramid.

Figure 1: Levels of the Place Pyramid



Note. Adapted from *Who's Your City* by Richard Florida, p.294. 2008. Random House Canada: Canada

Each level of the Place Pyramid represents different influencing factors that should be taken into consideration when deciding where to live and work. These levels are as follows:

Opportunity - The base level of the pyramid is Opportunity, which includes four dimensions: the economic prospects for a community including the opportunities for business as development as well as employment opportunities; the cost of living; the access to professional development through additional training and; education as well as network relationships.

Basic Services - The second level, Basic Services is concerned with access to services in a community such as education, health care and healthcare professionals. Access to adequate housing and an appreciation for the rate of crime are also part of this level. The availability of transportation both public and for longer distance needs is another part of this level.

Leadership - In the middle of the pyramid is the Leadership level. This level looks at the political history of a community and identifies both political and business leaders. When reviewing this level of the pyramid, individuals are encouraged to investigate the beliefs of these leaders to determine if they reflect their own sense of diversity. Individuals are also encouraged to look at leaders from the point of view of values in order to determine if these align. Finally Florida suggests we look at the opportunity for decision making and if individuals in a community have a voice.

Values - Moving up to the top of the pyramid, the next level is Values. It is at this point that individuals look at a community from the perspective of tolerance, trust and the opportunity for self expression. Tolerance refers not only to acceptance of diverse backgrounds but also of newcomers. At this level, individuals need to determine their level of comfort with more or less people of their demographic as well as their comfort for the ability to express themselves. An appreciation for trust in the residents and community itself is also a consideration at this level.

Aesthetics - At the top of the pyramid is Aesthetics. At this level, people are encouraged to look at a community to determine its attractiveness, aesthetically or otherwise. Florida wants people to consider what is eye-pleasing to them and if it has the uniqueness or similarities they require in a place to live. In addition to 'looks', individuals are also looking at the opportunity for things to do outside of their work day and assessing if the community has the right amount of 'buzz' for them.

While each person will assign their own importance to each pyramid level and the considerations for each, Florida stresses how important it is for individuals to look at each level to ensure they are giving it the appropriate consideration in their decision making.

He believes that people are the most content when they find a place that meets both individual needs and preferences across the entire pyramid. As a result, retention of skilled talent is higher and greater levels of innovation in the community are possible.

Research Framework

Research Purpose and Questions

The goal of my research is to gain insight into what plans the Bachelor of Business Administration students at the University of Prince Edward Island's class of 2010, who are part of Generation Y, have after graduation. More specifically, I want to learn about the reasons Generation Y students on Prince Edward Island choose to leave the province and if the reasons are for work experience, life experience or both. In order to do so, qualitative research using semi-structured interviews will be conducted using McCracken's long interview (1988), with a questionnaire based on a framework that follows Florida's *Place Pyramid* (2008, p. 293). Through this qualitative research I seek to gain rich, deep contextual understanding of the plans and decision criteria used by these individuals about where they will live and work after university. Participation in this research will be voluntary and all participant responses kept confidential.

Research Context

The brain drain phenomenon is about losing people from the population base of a region, who have specific talent and skills that contribute to a growing and prosperous labour force. For many, there is an understanding that you have to "leave to achieve". In interviewing university students, I hope to gain an understanding of what factors influence their decision about staying or leaving Prince Edward Island.

Prince Edward Island has a long history of outmigration (Population Strategy Panel '99, 2000). Prince Edward Islanders are descendants of earlier 'settlers' to the Island, first with Aboriginal people in the Mi'kmaq over 2000 years ago followed by the immigration of French and British in the 1700s. The British, namely Highland Scots and Irish continued to arrive following the expulsion of the French. By the mid 1800s the Island reached capacity in available farmland. The post-Confederation years saw the beginning of outward migration from Prince Edward Island due to the challenges to diversify into industries other than agriculture (Population Strategy Panel '99, 2000). Unfortunately, this trend continues through to current day. As long as there is a perception of less opportunity on Prince Edward Island and more opportunity elsewhere, this trend of outward migration is likely to continue.

Research Summary

My research includes qualitative, semi-structured interviews with students completing their fourth year of study in the Bachelor of Business Administration program at the University of Prince Edward Island to examine factors that influence their decision making about staying or leaving the province after graduation. Using Florida's Place Pyramid (2008) as a framework, student perceptions about opportunity, basic services, leadership, values and aesthetics will be explored. This research is aimed to provide insights about Florida's Place Pyramid and to examine Generation Y's perceptions of Place, specifically as it relates to Prince Edward Island.

CHAPTER 4: FINDINGS

Research Approach

Interviews were conducted using McCracken's long interview (1998). Each interview consisted of questions relating to the Prince Edward Island's population strategy, Generation Y trends relating to post secondary employment and life choices, as well as contributions from Richard Florida and similar subject matter.

The questionnaire included biographical and as well as other areas of questioning noted above. Using primarily grand-tour or open ended questions (McCracken, 1998), prompts were ready for use, to guide those struggling to respond.

Participants

The qualitative interviews were conducted with students pursuing their fourth year of study in the Bachelor of Business Administration program at the University of Prince Edward Island's School of Business. Further to my written request to the Dean of the School of Business, I attended a session of Business 495 and made a presentation to the students on my research and to solicit volunteers for my research study. Letters were provided to the students that provided detail of my research (See Appendix C: Sample Letters).

Ten students indicated their interest in participating in my research study and of these nine committed and were scheduled for interviews. Although a sufficient number of participants were secured as the result of my presentation the use of snowball sampling (Mack, Woodson, MacQueen, Guest & Namey, 2005) was planned if additional

participants had been required. Using this method, participants would be requested to refer new candidates to the research study.

The semi-structured interviews took place in December 2009, a copy of the questionnaire is found in Appendix D. Nine interviews were conducted in total, at which point theoretical saturation was reached. Participants included five male and four female, most of which were born and raised on Prince Edward Island, with two having lived off Island during at least part of their formative years.

Participation in this research study was completely voluntary. The criteria for being in the study included students who planned to graduate in 2010 and who were raised on Prince Edward Island. For the purpose of this research, I was interested in including those students who spent the majority of their lives here. In doing so, I was looking to speak primarily to those students who had little opportunity to experience living outside this province for an extended period of time.

Procedure

I conducted all of the interviews in person and with each lasting on average 30 minutes. Interviews continued until the point of theoretical saturation that is until no new information was received in response to the interview questionnaire. Although theoretical saturation was reached after eight interviews, nine interviews were conducted and completed.

The interview questions focused on revealing insights about the participants' plans for their future past graduation and the ways in which their decisions about staying or leaving Prince Edward Island were informed. As discussed in the previous chapter, I was interested in examining the phenomena of the youth brain drain from Prince Edward

Island using Florida's *Place Pyramid* (1998) to determine if the participants considered any of what Florida considers as important when choosing a place to live. The aims of the study are to further examine Florida's *Place Pyramid* (1998) in order to understand the ways in which it influences individual decisions about where people work and live and to develop a richer deeper understanding of the youth brain drain phenomenon on Prince Edward Island.

Analysis

Responses to the interview questions were digitally recorded during the time of the interviews. The recordings were saved to an Universal Serial Bus (USB) flash drive that was kept in a locked cabinet prior to transcription. In order to analyze the interview data, I transcribed the digital recordings using Microsoft Word. Hearing the interviews again brought me closer to the data and helped to provide the right context for this review. The first review of the transcriptions was conducted to identify themes. Themes emerged as the result of the keywords that were identified as recurring throughout the responses. Common keywords were highlighted and grouped together. From these four themes emerged from the reviews of the data and descriptive headings were then determined that applied to each theme.

The second review was completed to connect the themes that were generated in the first review to Florida's *Place Pyramid*. This step allowed me to see that while the participants may not be thinking exactly as Florida suggest, they each possess their own individual thought process, some of which aligns with Florida's findings.

A third review of the transcriptions was completed to code the interviews which provided the basis for findings in the form of quotes. In order to respect the

confidentiality of the participants and their responses, any quotes were referenced using pseudonyms. The process to identify keywords, themes and coding were calibrated with Dr. Wendy Carroll as part of naturalistic inquiry (Athens, 2010) to ensure bias neutrality.

Research Exploration with Generation Y

While the interview questions were based on the five levels of Florida's *Place Pyramid* (1998), themes emerged that blurred the levels of the pyramid. After analyzing the transcripts, four themes emerged as identified in Table 2, Themes from Findings.

[Insert Table 2 here]

Diversity – Practice versus Preach

When participants were asked about their understanding of diversity, the responses were mixed. In general, their responses were very brief and identified only one or two aspects of diversity as defined by the Canadian Human Rights Act. This finding is interesting because diversity is central to Florida's idea of the importance of place. For example, Florida (2008) recounts a television interview during which he was asked about a report published in 2007 that detailed how the Bohemian-Gay index was positively increasing the income and property values in neighbourhood areas. While sexual orientation is only one example of diversity, the following explains Florida's basis for tolerance and diversity.

“The theory is that tolerant communities, where homosexuals are likely to reside, nurture an open-minded culture of creativity, which can lead to innovations like Google, or YouTube...” (Florida, 2008, p.3).

Table 2: Themes from Findings

Theme	<i>Place Pyramid</i> level reference	Description	Keywords
Diversity – Practice versus Preach	<ul style="list-style-type: none"> • <i>Leadership</i> • <i>Values</i> 	<ul style="list-style-type: none"> • Limited understanding and definition of diversity • Spoke primarily to ethnicity, included little comment on Canadian Human Rights definition 	Ethnicity, race, religion, different backgrounds, multiculturalism, social standing, equality, employment equity.
Urban versus Rural Tension – Here and There	<ul style="list-style-type: none"> • <i>Aesthetic</i> • <i>Values</i> • <i>Basic Services</i> 	<ul style="list-style-type: none"> • Comments on the pace of life • Importance of trust and safety • Availability of activities and green space 	Land, neighbourhood, pace of life, way of life, spread my wings, experience the world, don't lock doors, trust, safe, crime, violence, come home
Connections – Who and What You Know	<ul style="list-style-type: none"> • <i>Values</i> • <i>Opportunity</i> 	<ul style="list-style-type: none"> • Interests in further education • Importance of work experience • Trust • Importance of connection either through network and how these help or hinder • Perceptions that who you know is important over what you know 	know people, set up, network, co-op program, contacts, MBA, specialized training, experience, competition, qualifications
Career Perceptions	<ul style="list-style-type: none"> • <i>Opportunity</i> • <i>Basic Services</i> 	<ul style="list-style-type: none"> • Participants' employment experiences and future career options 	Economy, challenges, good job, entry level job, salaries, farming, work term experience

In the Place Pyramid, the significance of diversity emerges in two levels. He considers diversity first in the *Leadership* level of his pyramid as it relates to the importance of a community's leadership reflecting a similar sense of diversity as its residents. He also includes diversity in the *Values* level of the pyramid as it relates to tolerance. These two levels are central to our reaction to place as individuals, as well as the importance we place on diversity in our decision making when choosing a place to live.

As it relates to these two levels of the Place Pyramid, participants in the study had very specific reactions, when asked to consider the *Leadership* level knowledge about who the community leaders are and the role they play in community and economic development. While one participant confirmed she at least knew who some were, she was not able to provide comment on their position on issues or approach to societal and political matters:

“I know who the leaders are but I don't know a whole lot about their beliefs” *Barbara*.

In contrast, two other participants not only didn't know who any community leaders were:

“No I don't know anything about them” *Melissa*.

nor did one even care:

“No I don't know them and I don't have interest or concern” *Alfred*

While each participant was able to articulate a response to the questions that I asked on diversity and provide their respective definition of diversity, their responses were limited in scope. This finding is interesting given their exposure to the topic of diversity through both human resource and organizational behavior course requirements for their

degree. Both of these required courses included discussion on the full definition of diversity, yet none of the participants were able to provide as complete a definition as is detailed in the *Canadian Human Rights Act* which provides:

“...that all individuals should have an opportunity equal with other individuals...without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted” (*Canadian Human Rights Act*, 1985).

Given that these aspects are taught as part of the required curriculum, it is interesting that participants were able to provide only brief responses that included various elements of the definition provided in the *Canadian Human Rights Act*. Individual definitions included comment on people being from different backgrounds, including race, religion, gender or culture. While all participants were able to articulate their own definition of diversity based on their experience and perceptions, most commented that they did not consider Prince Edward Island to be rich in diversity, nor was an appreciation for diversity something that they necessarily sought out or placed great importance on when considering a place to live. For example, one participant focused specifically on ethnic diversity because her previous experience was rather limited in this area but had developed overtime in both the university community and the larger community context.

Lucy states:

“I think more of ethnic diversity, which wasn’t something I was really used to.” *Lucy*

Similarly, another participant referred to different backgrounds and mentioned ethnic groups. However, in doing so, she also included several other elements as noted in the following with diversity being:

“People coming from different backgrounds, ethnic groups and social standings.” *Susan*

While Susan recognized differences in backgrounds and social standing, Robert focused on differences in lifestyle and religion as he states:

“Different people around us, different lifestyles, could be religion.” *Robert*

Interestingly, while Robert focused on lifestyle and religion, another participant simply summed up his version of diversity by saying:

“Multiculturalism and that sort of thing.” *Alfred*

One of the participants interviewed is an international student. He provided a different perspective on diversity explaining:

“I don’t see it. I honestly don’t see the difference... I see character.” *Arthur*

The preceding examples demonstrate how participants each focused on one aspect of the definition of diversity as outlined in the Canadian Human Rights Act but failed to mention age, gender, sexual orientation, marital status, family status, disability or conviction. When asked how diversity is approached in their community, participants’ responses ranged from an “it’s not my problem” stance as demonstrated by the following statement:

“I don’t really know...it doesn’t really bother me.” *Alfred*

to somewhat uncertain suggestions of programs that benefit some diverse groups in our communities as explained by the following examples. Frank provides a general view of

the availability of programs:

“Um...basically I just know that it’s just kind of equality based but I don’t know, well that there’s a specific program.” *Frank*

While Lucy provides more detail on what is available from her employer:

“On the Island, I’m not sure but at (my organization) they have employment equity and they have to do stuff like that but I’d say, maybe, don’t know maybe, if you look at the university there’s lots of diversity but if you look at my community I don’t feel there is a lot of diversity. I would say the younger generations are more open to it.” *Lucy*

Two participants specifically addressed their perception that people on Prince Edward Island are respectful of diversity given the number of people who move to Prince Edward Island:

“...I think people come here because they are treated ok and there are people coming here every year.” *Robert*

“It [diversity] is treated quite well; I know we have a wide variety of backgrounds in the community.” *Susan*

Neither of the preceding statements speaks directly to the appreciation for diversity on Prince Edward Island, yet the participants’ perception is that diversity is well accepted here. Another participant, who identifies as part of a visible minority, provided his view on how diversity is treated as:

“Speaking from a minority point of view, minorities look like the group that always needs help and that is insulting. Because it’s always ‘talk to that guy, he’s in charge of minorities’ or there’s an international dinner

and everyone comes and thinks we're like aliens basically and that's very insulting." *Arthur*

The understanding and appreciation of diversity by the participants interviewed varied from both the stated and accepted Canadian definition and from their own personal life experience.

Urban versus Rural Tension – Here and There

While Florida (2008) acknowledges that land might cost less in urban areas, he explains people tend to continue to migrate to the larger more developed cities and cluster because opportunities, among other things such as activities and access to services, are greater.

In addition, the economic advantage by means of productivity and innovation in these clusters outweigh any associated increased cost to live in these areas. That said, individuals still need to decide how important living in these cities is to their happiness or if they would be just as content with a commute to a different location altogether. To that end, a second theme emerged. This theme includes aspects of the levels of *Aesthetics*, *Values* and *Basic Services* and reflects participants' comments relating to the pace of life, trust and safety, the availability of green space and activities.

The *Aesthetics* level speaks to the interest a community provides individuals with respect to attractive both in being pleasing to the eye as well as offering the right mix of activities and interests and 'buzz'. Beauty is in the eyes of the beholders which might mean concrete jungle for one or access to green space for another. While it is rarer in some places than in others, a 21st century definition explains green space as:

“A plot of undeveloped land separating or surrounding areas of intensive residential or industrial use that is maintained for recreational enjoyment”

(dictionary.com, n.d.)

Participants who have chosen to stay on Prince Edward Island do so for a variety of reasons. Some stay for its aesthetic appeal and the availability of green space as demonstrated by Lucy’s comment:

“I’d like to live in an area with a lot of land around and a neighbourhood but where you were not all on top of each other.” *Lucy*

Others stated their interest in staying on Prince Edward Island to be more about how the lifestyle they expect from living here. This interest is demonstrated by the following statements:

“I like the Island way of life and the Island environment.” *Susan*

“I like the pace of life here.” *Arthur*

When we consider access to Basic Services, healthcare is often an important consideration. However, when asked about this aspect, some participants had little interest. One participant explained that he was not used to being responsible for ensuring access to healthcare:

“My mom would worry about that and would be sure of what the options are.” *Alfred*

But for others, it is just not something that they have given much thought to.

“I haven’t really looked into it” *Leo*.

“It’s (healthcare) not something I’ve really considered” *Frank*.

The lack of interest in ensuring access to healthcare could be for a number of reasons including that this generation may not see the need for services at their current age, unless they have a particular need. Alternatively, the next stage in life for many of the participants will see them living on their own for the first time. This new life stage will bring many new responsibilities that participants may not yet fully appreciate.

Those participants who have chosen to leave Prince Edward Island realize that their decisions are about tradeoffs. One participant identified the access to amenities as something that draws them to another place. For example, Barbara liked the life-style on Prince Edward Island, but also expressed interests of more urban amenities.

“One of things I miss the most being on PEI is the off-leash dog parks.”

Barbara

Other participants identified the opportunity to experience new things through travel as described by the following two comments:

“I’d really like to get away and spread my wings” *Alfred*

“Off Island definitely attracts me, the world is huge and you want to get to see and experience as much of it as I can.” *Leo*

The preceding examples demonstrate the interest participants have in lifestyle options that they do not believe are available to them by living on Prince Edward Island. Their need to ‘spread their wings’ and for urban amenities are both things they need to leave to experience.

The *Values* level of the pyramid considers the degree of trust and security that people feel about their community. Prince Edward Island is promoted as a place that offers a safe and relaxed place to live (Government of PEI, 2010). Participants indicated that they felt

safe living on Prince Edward Island but understood it may be different when moving off Island.

“I think it’s a pretty safe spot to be.” *Robert*

Those participants who have chosen to leave Prince Edward Island offered the following about their current feeling of safety and their perception of how that will change when they leave.

“Where I come from we don’t lock our doors but I know it won’t be like that were I move.” *Alfred*

“Definitely not as much as PEI but enough of a degree to feel safe and comfortable”. *Frank*

“I’m interested in (living in) Vancouver and it’s a very large city and that’s something that concerns me.” *Melissa*

Even though participants did not have concrete evidence to support their statements (only their beliefs and media reports), they believe that Prince Edward Island is more safe and secure than other locations. Several participant described safety as:

“Not really a rate of crime but you hear about the odd thing that happens. Especially after the weekends but nothing serious.” *Robert*

“It’s not very high but I don’t have exact numbers.” *Lucy*

Another participant thought that there appears to be more violence in some cities than in others, but that no matter where you go you need to be alert to be safe.

“Not specifically but I know there seems to be a lot of gang violence in Halifax and I would likely feel more safe in Ottawa, but I think it’s all

about being aware of where you are going and paying attention to things going on around you.” *Alfred*

Maslow (1943) described the importance for trust as well as safety as part of his Hierarchy of Needs. While one participant identified trust as being important through the following simple comment:

“Yes, trust is a big factor.” *Lucy*

Another participant commented on being cautious in not according people with too much trust no matter where you live:

“Definitely, I’m going to have to develop relationships with lots of different people. You can’t put too much trust in people’s hands.” *Leo*

Still another participant felt she would miss the level of trust that she was used to on Prince Edward Island as explained by the following statement.

“I don’t feel I can trust people at all to the extent that I can on Prince Edward Island. I think that has a lot to do with the reason that we want to come back to PEI and raise our kids here. Generally you can trust people (where I’m going), it’s just different.” *Barbara*

While half of the participants have chosen to stay on Prince Edward Island, those that are leaving appreciate that they will be leaving behind what they consider to be a much safer place to live, as identified in the preceding examples. Those who are staying emphasize lifestyle, safety and aesthetics that the Island has to offer.

Florida considers the concept of age and stage and suggests that individuals in different phases of their lives have different needs. He has grouped the stages into three categories which he believes provides reasons for relocation. The first stage includes

post-secondary graduates moving for their early career aspirations; the second stage refers to young families in search of family-friendly communities, with the third and last stage being the retirees. Interestingly, even for those who have chosen to leave the Island, there is interest in returning. While their perception is that Prince Edward Island does not currently provide the opportunities they would like, they do feel it is a good place to be for the next step in their lives which is to raise a family as demonstrated by the following:

“...if I come back to PEI, which is the long term goal. Within five years I hope to be back here.” *Barbara*

“I like PEI and when it comes time for me to raise a family I’m pretty sure that PEI is the place where I would want to do that.” *Leo*

“If I was coming back, it would be to come home. If I go away it would be to live where I meet someone.” *Alfred*

Connections – Who and What you know

The connections theme takes in both the *Opportunity* and *Values* levels of the pyramid and speaks to participants’ thoughts on education, work experience and trust. Opportunities for employment and professional development through education and network connections are all considered under the level of *Opportunity*.

It has often been said that it is ‘who you know not what you know’ that gets you along in life. Sadly while the interview participants continue to see that this old saying still holds true, they also appreciate how connections are important. The importance of networking and connections were perceived differently by participants. One participant express connections as follows:

“I’ve noticed that you have to know people (to get a job), which is kind of sad...why wouldn’t the provincial government see that the brains and the educated people on PEI are all leaving...” *Arthur*

While the preceding example explains the frustration felt by one participant, the following example shows how another participant values the connections he’s established.

“What I kind of plan on doing is that I’m kind of like set up for, maybe, or that I don’t have to go somewhere else and have to basically start all over.”

Robert

Three other participants expressed a more global view of what they believe to be the opportunity of network connections. In this first example, one participant comments on how she realized the importance of a network when she spent time in a new place.

“... when I went to Australia and I didn’t know anyone I realized how important having a network is.” *Amy*

Another participant explained how she learned how to develop network connections and how she has been able to leverage these moving forward.

“I was in the co-op program and they place a lot of importance on networking and with my work in human resources I’ve worked in different areas and have gotten to know a lot of people and that’s really important because now I know who to go to about different areas.” *Lucy*

While a third participant explains the importance of networks and mentorship as you develop your career.

“I think it’s fairly significant just to build networks and contacts with people who can help you down the road or can be used as mentors.” *Frank*

Participants also commented on expectations of trust separately from the view of safety as previously detailed but rather as it relates to networks and relationships in employment. For example, Frank commented on developing trust and loyalty with his colleagues.

“I’m sure I might run into some issues down the road, but I think trust is important and that you should build on loyalty wherever you are working.”

Frank

In a separate example, another participant noted the lack of trust he felt from those around him in a local and personal context:

“Trust is big and PEI there is a problem with trust on PEI.

Gossip just flows.

Even when I worked with (employers), it doesn’t matter, it’s everywhere.”

Arthur

The preceding quotes demonstrate the perceived importance and benefit that participants place on their knowledge of and connections through networks. Although perceived as important, some participants also demonstrate the need for caution in these relationships. In addition to the benefit that can be realized from the network connections that individuals make, the participants also noted how education also provides benefit to their future. For example, eight out of the nine participants are considering furthering their education at some point and have started planning for this as another next step in their lives. Four of the nine are looking at graduate studies, while the others are looking at

different opportunities. Going on to pursue further education, is consistent with the research on Generation Y which includes an interest in being challenged (Raines, 2002).

In addition to the different forms of future study, participants also provided different motivations for pursuing further study. Two participants identified family as the influence to further their education, which is consistent with research about Generation Y and the influence that family, particularly their parents, has on their decisions (Raines, 2002). For example, one participant said:

“I’m considering taking my MBA next year in finance or marketing and to make my mother happy I’ll do my PhD. *Arthur*

The second example demonstrates how the participant had planned on continuing on the family tradition in farming, but how a change in that plan found him considering other options including further education.

“I’ve been really involved in the farm for the last three years and was ready to double the herd...then my father had health issues. I was planning to stay on PEI to milk cows but we decide to sell the cows and I always wanted to get an MBA so now I have the cash and the time to do it. I knew I had to go on and had to do something and I didn’t want to do a CA so I decided the MBA was the right choice for me... I want something with co-op included.” *Alfred*

In addition to family influence, participants also emphasized interest in pursuing further education through more specialized studies. One participant is interested in concentrating on one specific aspect of business:

“I am looking at different options through Holland College, more specialized training, in small business management field.” *Susan*

Two other participants are considering pursuing further studies with the intention of working in particular profession:

“I’m kind of interested in going to law school.” *Lucy*

“I’m interested in pursuing the CA program.” *Barbara*

In addition to learning through further studies, some participants indicated they are interested in learning about the world around them through travel after completing their undergraduate program. Two participants have plans for international travel, with one identifying past international travel experience as the motivation to continue to learn about and from the world around her.

“I think the main thing is to get some more experience living in different places...I just did a co-op work term in Australia and I thought that was very rewarding and I would like to do more of that.” *Melissa*

Another participant notes the opportunity to see the world and how missing it will mean missing out for him.

“The world is huge and you want to get to see and experience as much of it as I can.” *Leo*

While both of these experiences are about temporarily exploring place abroad, participants also indicated that practical employment experience is important. One participant indicated her appreciation for the experience she gained in her past co-operative education work terms as being a benefit for future employment.

“All I can think about is the number of people that are going to be graduating at the same time as me and how small PEI is. But I think gaining the experience through work terms and summer employment I think that again having those types of experiences on your resume as opposed to not having anything like that, there may be more potential.”

Melissa

Another participant looks back to her most favorable past work experience, which took place outside of the province, as being the draw for her to leave Prince Edward Island and return to her former employer.

“I had a job to go back to, knowing the employer and liking the job was important in my decision to leave PEI.” *Barbara*

A third participant identified how he sees the combination of education and work experience as being beneficial to his career path.

“With a degree now and the qualifications and experience, I’m going to hopefully try and move up.” *Frank*

Not unlike Maslow’s Hierarchy of Needs (1943), Florida’s pyramid considers the importance of the need for love and belonging in the *Values* level of the pyramid. While participants provided various reasons for staying on Prince Edward Island the following examples demonstrate the importance that family and friends plays in their decision-making which again reinforces the importance of family to Generation Y.

“Basically I don’t want to leave all my friends and family.” *Robert*

“I put more importance on family and that, more social connections.”

Susan

The preceding examples demonstrate the value that some participants place on their need for connection to family. Florida (2008) highlights this as one of the five key factors to be considered when looking for a place to live.

Career Perceptions

The fourth theme that emerged considers the *Opportunity* and *Basic Services* levels of Florida's pyramid with focus on employment prospects and cost of living. The participants possessed a range of employment experiences. However, they were varied in their perceptions of their future career options.

In 2008, the provincial government of Prince Edward Island launched the *Island Prosperity Strategy* (Mayne & the Government of Prince Edward Island, 2008) which identified key initiatives to strengthen the job opportunities and long term sustainability of the Island's economy. One participant believes this strategy will work and said the following:

“The economy is going to grow...you realize all the companies that are planning to come here and what they are doing and you realize that there is a possibility...I see the potential.”*Arthur*

While a strategy exists, not all participants feel that it is developed far enough to provide the opportunities that they are looking for and that it does not meet their expectations. Some participants indicated disappointment with the structure and challenge of the current roles that are available, while others noted that salaries were less than they had hoped to be offered. Members of Generation Y are known for their need to be challenged by the work that they do (Kim, 2009). Failure to keep them interested will see them move onto something else. One participant expresses this sentiment as follows:

“With me, the job that I’m looking for I need to be challenged, I need to be creative and challenged.” *Arthur*

Additionally, Generation Ys have what appear to be reasonable expectations for compensation (Ng, Schweitzer & Lyons, 2010). However, they believe they should advance more quickly than is often realistic. One participant noted his frustration over the jobs that he sees currently advertised.

“The good ones (jobs) are with Provincial government and a lot of companies that are advertising for a ‘marketing exec’ and then you read through it and you realize that it’s like \$10 an hour. The salaries are way lower here.” *Arthur*

Another participant, who has plans to move to Alberta, noted her research into salary comparisons. She is interested in maximizing her earnings in order to provide for her young family. While she struggles with the decision to leave Prince Edward Island, she believes she and her family will benefit from employment opportunities and salary by moving to Alberta.

“From what I’ve seen and what I have been looking at on PEI and Alberta, it’s [wages] about double and that’s not even at the highest pay. One of the huge factors was the difference in pay scale. We just had a baby, so we wanted to stay on PEI and wanted him to grow up here, but due to the financial situation that we’re in we need to make more money in the short run...I feel that if I got a job on PEI it would be at an entry level and that I’d have to work up within the company, which is ok, but out there they are going to give more to people even without degrees.” *Barbara*

A third participant is looking to newer technologies and the opportunity they provide given his background. He sees potential here but is also drawn by the prospect of Western Canada.

“On PEI there’s renewable energy. I have a background in agriculture so I think bio fuels would be interesting to me. For what I want to do, there are good opportunities here where we have the raw materials but there are really good opportunities in Western Canada.” *Alfred*

But even with higher salaries available in other locations, there is an understanding that the cost of living is also higher outside of Prince Edward Island. However, even though they understand this difference, they are still prepared to relocate for better career opportunities.

For some participants, the next stage in their lives is about taking on a totally new opportunity. While Prince Edward Island has been well known for participating in traditional sectors, the provincial government has designed an economic diversification plan to move to more of a knowledge-based economy. This shift appears to match a number of the career interests noted by participants, including air transportation, information technology, bio-technology and energy.

Two participants came from primary industry, specifically a family farm background. One was forced to make a change in his plans due to a change at the farm.

“I had plans to come back and be on the farm full time, I’ve been really involved in the farm for the last three years and built a new barn this summer and was ready to double the herd and then my father had health issues. But I needed a ten year commitment from him to make it

financially viable; but then his health gave out, so he said he just couldn't do it, so that was the deciding factor. I knew I had to go on and that I had to do something else." *Alfred*

The other participant with a family farm background had different motivation for his choice to do something else.

"I grew up on a farm and my father is a farmer and just assessing the situation he's not going to be ready to give up the farm for I'd say 10 years from now." *Leo*

In addition to family farming, another participant indicated his interest in pursuing work in the family business in an electrical trade. While the participant sees the benefit in his post-secondary education, he indicates an interest in continuing in his family's business.

"Uh well, I kind of want to go into the trades, like have my own business, like electrical, like I've been doing that for five or six years now with my father's business, so I kind of want to go into that. I want to get this [BBA] before hand and see. It's not bad to have in case the other didn't work out." *Robert*

Participants unsure of their options conducted research to help in their decision making. While none mentioned researching labour market trend information, one participant did indicate that he had sought out the services of an employment consultant to determine what sort of career he would be best suited to. After taking the *Organizational Performance Profile (OPP)*, a 15-minute online survey designed and validated to measure the seven most important career and work-related characteristics,

the results were analyzed to provide detail on the participant's suitability for different types of work (www.profileperformancesystem.com, n.d.). The participant noted value in what he had learned from the survey indicating:

“When I did the survey I found I was more wired for a corporate executive than an entrepreneur.” *Alfred*

Other forms of research provided job options and salary expectations. One participant detailed his research into education and what would be available to him after graduation both from a job opportunity perspective as well as salary expectations.

“After I decided to go ahead with my decision to do the MBA, I looked at the emerging markets and that sort of thing and the energy sector is where I want to focus. I was actually shocked when I found out what I could be making after I graduate from a graduate program - it was shocking in a good way. I did research online searching MBA average salaries using the MBA360 website. I found out that I could be starting off at \$100,000.

That's quite a difference with a potential to grow.” *Alfred*

Although it is encouraging to see that participants are conducting research into potential opportunities, it does appear their research is limited and could often benefit from validation. Failing to validate their research can lead to unrealistic expectations.

Whether participants are leaving or staying, they note the importance of knowledge gained as the result of past work experiences and opportunities. For example one participant noted:

“I currently work at [organization] and the opportunity arose to do student bridging there. I've worked in HR for 3 years and so what the bridging

process is, is for the 3 years they have given me extra duties and extra experience that maybe other students may not have. The time that I've already worked will count towards my service time there...I like what I do and my current job interests me. I don't know if this is what I'll do for the rest of my life but it satisfies me and it's a good opportunity so it's good for now." *Lucy*

Another participant noted how being able to plan and assess things is important to his decision making. He understands how things can change for him and knows he will still need to make a plan moving forward.

"So um it's kind of on me I guess I need to find a career I think for at least 10 years and build up some of my own assets and when that time comes I would have to decide whether I would want to take over the farm or not from my father. I think that is something I would like to do but I don't know yet and I definitely couldn't do it now – the interest is there but if I took on a farm that's a huge responsibility." *Leo*

In the following examples, two participants detail the importance how experience gained through both work and education will benefit them moving forward. In the first example the participant believes her work experience will be of benefit.

"I think gaining the experience through work terms and summer employment I think that again having those types of experiences on your resume as opposed to not having anything, like, that there may be more potential." *Melissa*

While this participant believes that the combination of education received as part of his degree combined with his work experience will be beneficial moving forward.

“Right now I’m basically kind of in a low level, front line job. But with a degree now and the qualifications and experience. I’m going to hopefully try and move up.” *Frank*

The preceding examples demonstrated that the participants understand the benefit in building on skills and taking on opportunities and challenges; which in turn speaks to the need that Generation Y has for the need to be challenged.

CHAPTER 5: DISCUSSION AND CONCLUSION

The purpose of this study was to examine the decision making of Generation Y when making plans past graduation. In doing so, I was interested in further examining Florida's *Place Pyramid* (2008) in order to understand its influence on where people live and work. Moreover, I was interested in learning what were some of the determining factors in their decision making process about staying or going and to develop a richer deeper understanding of the youth brain drain phenomenon on Prince Edward Island.

Summary of Study Findings

Greener Grass

Prince Edward Island was originally settled by newcomers to the province over 2000 years ago. After becoming part of Canada outward migration began in more earnest with residents in search of more prosperity (Population Strategy Panel '99, 2000).

As long as there are other places to live, individuals will have interest in exploring them for varying lengths of time. The power of the internet provides Generation Y with considerable insight into new opportunities for travel and life that is global in scope. While previous cohorts of Generation X and the Baby Boomers had interest in travel, they did not have the same access as this latest generation. For many of the participants, they see this next stage in their lives as an opportunity to explore their options for career and place. Yet for others, they do not see opportunity on Prince Edward Island and are prepared, and in some cases feel that they have no other option, to relocate to find it.

Dollars and Cents

While the participants perceived there was more to gain monetarily by working off Island, few were able to articulate what their departure would mean relative to the cost of

living. Even with that lack of information, they still felt leaving the province would be better than staying, mainly due to the lack of opportunity. In addition, participants all understood and appreciate the benefit of networks and connections, but some showed concern for how connections can make for seemingly unfair access to employment.

Participants believe that education and experience will help to increase their personal prosperity, although some have a somewhat unrealistic expectation of potential salary.

Who me?

Many of the levels of Florida's pyramid were not considered important by the participants when determining where they would live. Of the five levels, *Opportunity* as it relates to employment was the main consideration, with *Aesthetics* as it relates to 'buzz' being considered of importance too. An appreciation for trust and safety included in the *Values* level were seen as important, while access to *Basic Services* and an appreciation *Leadership* levels were least emphasized by the participants.

Boomerang

Whether participants indicated they planned to leave the Island or had decided they were staying, the resounding response was that they believed Prince Edward Island to be the place they wanted to raise a family.

As Time Goes By

It was interesting to learn that many of the findings that emerged from the employment and population strategy research conducted in 1998 and 1999 respectively are still relevant today. While we have seen progress, many of the same concerns still exist. However, since 1998 there has been some movement from simply who you know to also what you know, which reflects how the knowledge economy is taking hold.

Research Implications

This research is important from both an academic and a practitioner perspective. Academically, my research helps to inform the need to adapt and further validate Florida's *Place Pyramid* instrument, specifically the use of his place finder relative to varying demographics. This exploratory study revealed that the demographic of Generation Y was challenged to relate to all levels of the *Place Pyramid*. This confirms Florida's statements on age and stage and how individuals have different priorities at different stages in their lives.

From a practitioner perspective, my research provides deeper insight into Generation Y's decision making about place, including the confusion and the lack of knowledge they have for career planning and career pathways.

My research findings determined that more needs to be done to ensure Generation Y understands how to investigate options and needs in order to plan for their future and career.

My findings also reaffirm what was learned in the panel studies conducted in 1998 and 1999. Specifically, my findings revealed that Generation Y still does not feel like opportunities exist for them on Prince Edward Island and those opportunities that do exist can only be achieved through a connection to someone rather than on the merit of the applicant.

Limitations and Future Research

While there are strengths to this research, there are a number of limitations that should be taken into consideration when interpreting the results of this study.

The scope of this research included only students at the University of Prince Edward Island pursuing a Bachelor of Business Administration degree. Participants in different faculties from the same institution could have provided different perspectives about the phenomena examined in this study. As well, members of the same demographic at different institutions might have also contributed different findings. Members of the Generation Y demographic who were not currently studying were not included as participants. This portion of the demographic could have provided a number of different views on further education, work experience and opportunities. This study did not include members of Generation Y currently living outside of the Province of Prince Edward Island.

However, the strengths of this research are in its closer examination of a province that has limited in-depth examination of the various demographics in the labour force, especially considering the youth brain drain that the province experiences.

Future Research

Based on the findings and the limitations of my research, I would suggest that an opportunity for future research includes a survey using Prince Edward Island residents as participants that would consider the aspects of the place finder for different age groups with varying levels of education and work experience. The findings of this research would help to quantify the brain drain phenomenon experienced by Prince Edward Island.

Conclusions

When I told people the topic of my research I received a range of reactions. Some people indulged me with responses along the lines of ‘that will be interesting’. While others were more smug wondering ‘don’t you already know the answer to that?’.

Although it would be expected that we know the answer, my research has provided insights about the differences in values and attitudes Generation Y have with respect to Place.

As an alumna of the University of Prince Edward Island, who at one time faced the same decision as my research participants, I was very interested to see if and how things had changed for them some 20 years later. While I did have some preconceived notions about what Generation Y might be considering for their future I wanted to be able to provide some empirical evidence to gain a deeper, richer description of youth, specifically Generation Y.

Apart from Florida's (2008) recommendations, I found the work and recommendations detailed by the reports of both the employment and population strategies more than 10 years ago are still of concern today. Moreover, many of the panels' concerns were also identified by my research participants. What complicates the matter a dozen years later is the intensifying trend of increased knowledge work replacing task work. This trend becomes very critical when we consider the loss of our most educated from the local workforce.

In conclusion, I believe the youth of Prince Edward Island would be well served by future research to assist with their career planning. Research that would gain a better understanding of how Generation Y and future generations entering the workforce use labour market trend information to plan for their future, as well as research that would develop a strategy to curb the brain drain trend on Prince Edward Island would also be valuable.

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Appendix A: Place Pyramid

Each level of Richard Florida's *Place Pyramid* is detailed as follows, starting at the base.

Opportunity

What are the economic opportunities of the community?

Is there opportunity for employment?

What is the cost of living?

Is there access to professional development?

What is the opportunity for professional network development?

Basic Services

Is there access to services in the community?

Is the range and quality of education appropriate?

What is the crime rate?

Is there access to health care and health care professionals?

What is the housing market like?

Is there access to public transportation or to transportation for other travel?

Leadership

What is the political history of the community?

Who are the political and business leaders?

Do they reflect your sense of diversity?

Do their values match yours?

Are citizens encouraged to be involved in decision making?

Values

Is there tolerance, trust and opportunity for self-expression in the community?

What is the tolerance to newcomers?

Are comfortable in a place with many/fewer of your demographic?

Is it a trusting community?

Are people respectful?

Are you comfortable expressing yourself?

Aesthetics

Is the community attractive to you, esthetically or otherwise?

Is what you see pleasing to your eye?

Does it have the uniqueness/sameness you appreciate?

Are there things for you to do outside of work?

Does it have the right amount of 'buzz' for you?

(creativeclass.com, n.d.)

Appendix B: The Long Interview

The stages of Grant McCracken's Long Interview are detailed as follows:

Stage 1 - An exhaustive review of the literature

- Not just exercises in data collection
- Critical undertaking - investigator exercises a constant skepticism
- A qualitative analysis
- Search out the conscious and unconscious assumptions of scholarly enterprises
- Determines how these assumptions force the definition of problems and findings
- A critical process that makes the investigator the master, not the captive
- The literature helps define the problem, assess the data and construct interview questions

Stage 2 – Self Examination

- gives the investigator a more detailed appreciation of personal experience with the topic
- requires the minute examination of this experience
- inventory and examine associations, incidents, and assumptions in your mind
- This cultural review helps identify cultural categories, relationships and sets distance

Stage 3 – Develop the questionnaire

- Questionnaire consists of biographical questions followed by a series of question areas
- Each area has a set of grand-tour questions with floating prompts at the ready

- Includes floating and planned prompts: contrast, category, special incident and auto-driving
- Provides the investigator with a rough travel itinerary with which to negotiate the interview
- Does not specify precisely what will happen at every stage
- Establishes clear sense of the direction of the journey and the ground it will eventually cover
- Interviewer is benign, accepting, curious (but not inquisitive)
- Interviewer is prepared and eager to listen to virtually any testimony with interest
- Interviewer is alert for impression management, topic avoidance, deliberate, distortion, minor misunderstanding, outright incomprehension

Stage 4 – Analysis of the Data

- Analyze and determine the categories, relationships, and assumptions that informs the participant's view
- Investigate with regards to what the literature says ought to be there, how the topic at issue is constituted in his or her own experience, and a glancing sense of what took place in the interview itself
- Be prepared to
 - use all of this material as a guide to what exists there
 - ignore all of this material to see what none of it anticipates
 - glimpse and systematically reconstruct a view of the world different from own or that presented in the literature

(www.gifted.uconn.edu, n.d.)

Appendix C: Letters

Dr. Roberta MacDonald, PhD
Dean, School of Business Administration
University of Prince Edward Island

Dear Roberta,

I am writing to you in order to gain introduction to students taking Business 495 Business Research who will graduate in the class of 2010. As a student in the Master of Business Administration program at the University of Prince Edward Island, I am in the process of conducting research that focuses on these individuals.

Participation in my research will be purely voluntary and all responses will be kept confidential. By arranging to visit your students, I am looking to introduce myself, my research and provide additional information on how interested participants may arrange to be part of my research. Please advise if you can be of assistance with these introductions.

Sincerely,

Heather Rossiter

Signature Project

Heather Rossiter, MBA Candidate

Hello,

Thank you for agreeing to participate in the research that I am conducting for my Masters of Business Administration, Signature Project. Please know that I appreciate your time and will respect your confidentiality during the course of this process.

I will be contacting you soon to arrange a time to meet and interview you for my research project. If you need to contact me please feel free to reach me by email hrossiter@upei.ca or 894-5177.

Thank you again for your consideration.

Sincerely,

Heather Rossiter, MBA Candidate

Interview Participant: _____

Preferred date and time: _____

Contact info – email: _____ phone: _____

Appendix D: Questionnaire

1. Participant Code (Middle Initial-First Initial-Birth Month-Birth Day):

2. Sex: M F
3. Will you graduate from the Bachelor of Business Administration Program in the class of 2010 from the University of Prince Edward Island?: Y N
4. Are you from Prince Edward Island?: Y N
5. If no, where you grew up and what took you to Prince Edward Island.
6. I plan to leave Prince Edward Island soon after graduation in 2010?: Y N
7. Where do you plan to go?

8. Tell me why you are choosing to leave Prince Edward Island after graduation in 2010.
9. What factors did you consider when making this decision?
10. What information did you find helpful when making this decision?
11. Please tell me about the jobs available in your field of interest on Prince Edward Island?
12. How does the salary compare to similar opportunities outside of Prince Edward Island?
13. How does the structure and challenges of the opportunities compare to those outside of Prince Edward Island?
14. Why do or don't these Prince Edward Island opportunities interest you?
15. How do you view the opportunity for professional development?

16. What importance to you place on the opportunity to develop a network of similar minded or employed people?
17. What further forms of education do you plan to pursue?
18. What options for further education exist where you will live?
19. What means of healthcare exist in your chosen location?
20. What forms of affordable housing exist in your chosen location?
21. Tell me about the people that lead in your chosen community. Are your beliefs, similar different or is that of interest?
22. Who are the business leaders that you are aware of in your new community?
23. How is diversity approached or treated in you new community?
24. Tell me how you see diversity.
25. Explain how trust affects your new community.
26. Will you feel safe in your new community, what is the crime rate?
27. How will you express yourself in your chosen location?
28. Why is self expression important to you?
29. Tell me about the aesthetics of your new community
30. Tell me about the availability of locations to take part in the activities you enjoy.
31. If leaving for a life experience, what would encourage you stay on Prince Edward Island? What sort of opportunity would need to exist?

Appendix E – Research Ethics Board Approval Letter



550 University Avenue
Charlottetown
Prince Edward Island
Canada C1A 4P3

November 3, 2009

Ms. Heather Rossiter
School of Business

Dear Ms. Rossiter,

Re: REB Ref # 6003348

“Direction Y: What Guides Youth When Planning for Career and Other Post Graduate Opportunities.”

The above mentioned research proposal has now been reviewed under the expedited review track by the UPEI Research Ethics Board. I am pleased to inform you that the proposal has received ethics approval. Please be advised that the Research Ethics Board currently operates according to the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and applicable laws and regulations.

The approval for the study as presented is valid for one year. It is your responsibility to ensure that the Ethics Renewal form is forwarded to the ORD prior to the renewal date. The information provided in this form must be current to the time of submission and submitted to ORD not less than 30 days of the anniversary of your approval date. The Ethics Renewal form can be downloaded from the ORD website http://www.upei.ca/research/reb_forms

Any proposed changes to the study must also be submitted on the same form to the UPEI Research Ethics Board for approval.

The Research Ethics Board advises that **IF YOU DO NOT** return the completed Ethics Renewal form prior to the date of renewal:

- Your ethics approval will lapse
- You will be required to stop research activity immediately
- You will not be permitted to restart the study until you reapply for and receive approval to undertake the study again.

Lapse in ethics approval may result in interruption or termination of funding.

Notwithstanding the approval of the REB, the primary responsibility for the ethical conduct of the investigation remains with you.

Sincerely,

A handwritten signature in cursive script that reads "Lori Weeks".

Lori Weeks, Ph.D.
Chair, UPEI Research Ethics Board

cc. Dr. Wendy Carroll, School of Business