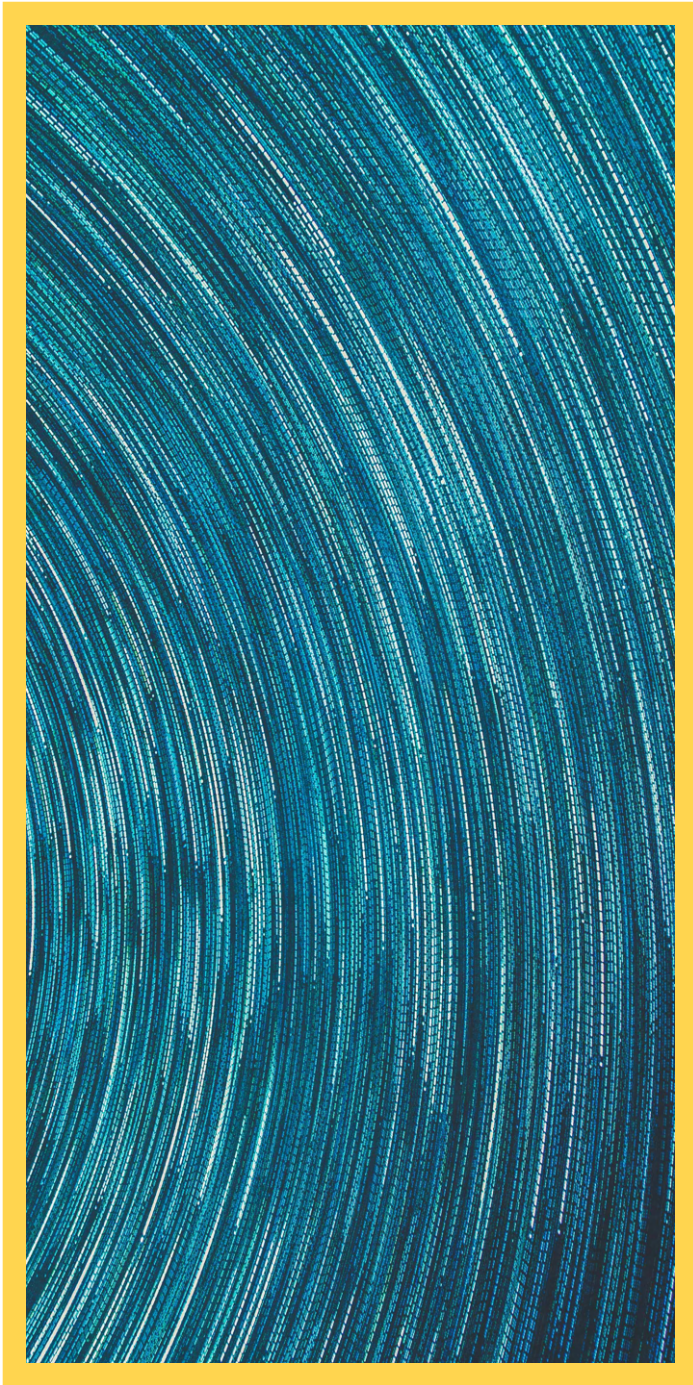


PREPARING FOR THE FUTURE OF WORK

through work integrated
learning

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University of Waterloo

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EXECUTIVE SUMMARY

The future of work and how to best prepare for it is one of the biggest challenges currently facing governments, employers, educators, and policy makers. The fast-paced changes happening within the workforce were recently amplified by a global pandemic, forcing employers to completely re-think their organizational operations. This new reality has only enhanced the existing need to think critically about how to prepare new talent for the world of work today, and of the future.

This paper is a culmination of a review of 32 recent Canadian and international reports on the future of work. A synthesis of each report led to the identification of six major future of work trends.

This white paper aims to discuss those trends and highlight the associated roles and implications for work-integrated learning (WIL) programs:

ADVANCES IN TECHNOLOGY

With the rate of increases in technology, AI and automation of roles, there is an acute need to prepare the talent pipeline with appropriate human and technical skill development. WIL can help to foster the requisite human skill development through reflective learning components, in parallel to the technical skills students acquire during their WIL experiences and in their academic curriculum. Organizations can also leverage the digital skills that students often have to mentor other staff or introduce new technologies to the workplace.

DEVELOPING SKILL AGILITY AND TRANSFERABILITY

There is increasing need for employees who have complementary, and sometimes unusual combinations of skills. WIL institutions can help to develop a talent pipeline that is prepared for the future of work and “hybrid roles” by ensuring that students develop skill agility by taking the skills that they have developed through academic and co-curricular experiences and applying them in a workplace setting and vice versa.

RESPONSIBILITY FOR ADAPTATION TO THE FUTURE OF WORK

There is increasing pressure on workers to continue to update their skills. WIL experiences often foster an appreciation for lifelong learning and the WIL model can be applied to mid-career professionals who are upskilling or re-skilling in the form of micro-credentials.

FOSTERING CULTURES OF DIVERSITY AND INCLUSION

The future of work is likely to have a more heterogeneous workforce, infused with varying generational, racial, and cultural groups. Reflective WIL programming can help students to think deeply about their experiences and uncover biases to enhance their cultural awareness and become better advocates for themselves as well as allies for others in the work environment.

THE GIG ECONOMY AND PRECARIOUS WORK

With a rise in gig work, employees are experiencing less social protection and financial stability than ever before. Firsthand experience in their industry through WIL opportunities will allow students to become better prepared for the reality of precarious work and its associated challenges.

EMPLOYEE VS. ORGANIZATIONAL VALUES

There appears to be a gap in understanding between employee and organizational values. WIL institutions can play an important role in helping students gain clarity on their values and communicate employee values to employers to help them with effective job design and attracting talent.

The changes we have been anticipating with respect to the future of work are already happening. The combination of a volatile, uncertain, complex and ambiguous labour market and a declining work force as baby boomers think about retirement¹, emphasizes the importance of considering how the next generation of talent can be prepared for the challenges ahead of them.

INTRODUCTION

The future of work, as it is so often referred to, is drawing nearer and nearer. With the recent onset of a global pandemic, we have seen changes in the way work is conducted much sooner than anticipated. This has come in the form of remote work environments across industries, higher reliance on technology, and organizational cost savings by means of cutting overhead like office space, social securities for staff, and automation of roles where possible. The changes we have been anticipating with respect to the future of work are already happening. The combination of a volatile, uncertain, complex and ambiguous labour market and a declining work force as baby boomers think about retirement¹, emphasizes the importance of considering how the next generation of talent can be prepared for the challenges ahead of them. One of the ways educational institutions can help to prepare the next generation of talent is through Work Integrated Learning (WIL) programs.

WIL has been defined in different ways across contexts, but Cooperative Education and Work Integrated Learning (CEWIL) Canada describes WIL as:

a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning².

WIL comes in many forms, and CEWIL identifies 9 types of WIL: Apprenticeship, internship, co-op, field experience, mandatory professional practice, applied research projects, entrepreneurship, service learning, and work experience².

In order to understand emerging trends with respect to the future of work and the associated implications for WIL, a rapid review of grey literature was conducted. A review of grey literature as opposed to academic literature was selected because of the practical and applied relevance of these reports to the subject area. The search strategy used to obtain these reports was twofold: 1) a thorough search of websites of relevant organizations (e.g., [Future Skills Centre](#), [Brookfield Institute for Innovation + Entrepreneurship](#)) and 2) searches of online databases such as Scopus, ERIC, Google Scholar, and Google using search terms such as “future of work,” “future skills,” and “future workplace.” Three team members independently read and synthesized each report. As a team, major trends were identified, and the reports were organized by trend in Table 1.

The aim of this report is to discuss the trends with respect to the future of work from the 32 reports reviewed, and to highlight ways in which WIL plays a role to address some of the challenges and opportunities that will emerge in this anticipated, future work environment.

[VIEW TABLE 1](#)

ADVANCES IN TECHNOLOGY

The discussion around the role artificial intelligence (AI) is currently playing and will continue to play in the labour market is vast and continuing to grow. The trend of advances in technology was touched upon in 23 of the 32 future of work reports reviewed (72%). This discussion often centers around which industries will be most susceptible to disruption by AI and which are most resilient. Some predict that low-skill sectors may be more susceptible to replacement by AI^{6,8}, while others argue that AI and block chain technology could replace knowledge and trusted workers – such as medical, finance or law professionals – making some high-skilled workers susceptible to this threat as well⁵. Conversely, organizations such as the Royal Bank of Canada have chosen to focus on skills clusters, rather than industry to predict vulnerability to disruptions. Regardless of method, this conversation about preparedness for the advances in technology needs to be brought to the forefront of those in the labour market talent pipeline, especially emerging graduates.

There is an opportunity to fill anticipated labour shortages and skills gaps as a result of advancing technology with new talent, but that new talent needs to be informed on where they should be focusing their education and skill development. WIL opportunities allow for students to gain first-hand experience developing skills that are most sought after in an advancing technological labour market. For example, WIL opportunities can introduce students to existing uses of AI and automation in the workplace and allow them to develop the requisite skills to work in a complementary fashion to advancing technology. On the other hand, students in technical academic programs can act as reverse mentors to introduce organizations to new advances in technology, and student roles can be leveraged to advance technology within organizations. Although higher education curriculum (particularly in STEM programs) might provide the technological and theoretical development required for the future of work (including opportunities for digital upskilling, such as the University of Waterloo's Digital Skills program), current curriculum often fails to provide the “human skill” development that will be necessary to work in harmony with AI and automation⁸.

There is a role to be played by educational institutions including higher education, to ensure that students are developing both the technical and human skills that will be required in this new reality. WIL experiences tend to assist in bridging the gap between graduate attributes and industry requirements by fostering the development of transferrable or soft skills. This can be done through reflection components, often embedded within WIL programs that enable students to draw insights from their experiences within organizations. An example of this is professional development (PD) programming, where students learn about conflict resolution, problem-solving, intercultural skills, and teamwork to complement their academic studies and better prepare them for the workforce. As Dave McKay, CEO of RBC stated: “The age of automation need not be a threat- if we apply our humanity- to be creative, critical and collaborative- it can be an advantage”⁸.

There is a role to be played by educational institutions including higher education, to ensure that students are developing both the technical and human skills that will be required in this new reality. WIL experiences tend to assist in bridging the gap between graduate attributes and industry requirements by fostering the development of transferrable or soft skills.

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DEVELOPING SKILL AGILITY AND TRANSFERABILITY

Tied for the most frequent trend observed in this rapid review was the notion of employees needing to develop skill agility or transferability. This trend was touched upon in 23 of the 32 reports reviewed (72%). One of the primary drivers associated with the need for skill agility is the digital skills gap⁹. Although the causes for the skills gap are complex, employers are currently reporting gaps between the skills that educational institutions are producing in the talent pipeline, and what their organization needs. Therefore, there is an increasing need to develop talent with skill agility – applying skills in diverse settings and flexible ways^{9,30}. There is also increasing discussion around a need from employers and organizations for employees who have complementary, and sometimes unusual combinations of skills (i.e., marketing professionals requiring both creativity and statistical analysis, or software engineers requiring both visual design and teamwork skills). These are being termed “hybrid roles”⁹.

One of the primary drivers associated with the need for skill agility is the digital skills gap⁹. Although the causes for the skills gap are complex, employers are currently reporting gaps between the skills that educational institutions are producing in the talent pipeline, and what their organization needs.

These challenges may be mitigated in a variety of ways, including more inclusive hiring, and hiring individuals with the requisite “soft skills” with the intention of training them on the technical or digital skills using third-party training programs⁹. That said, many employers are beginning to place less value on credentials and more values on skills (as highlighted through portfolios, work experience, etc.). A great way to develop and exercise skill agility is for students to experience WIL opportunities where they can take the skills they have developed through academic and co-curricular experiences and apply them in a variety of workplace projects or settings. There, they can continue to develop new skills and enhance existing ones, which they can bring back into the classroom. Therefore, through WIL opportunities, students learn to apply their skills in ways that employers desire and learn which non-technical skills are required in their particular industry. There are also opportunities for WIL students to develop more non-technical skills in parallel with the technical skills required for their industry through reflective learning curriculum, as mentioned previously. Furthermore, understanding which skills are most important and how they can be implemented in different contexts via skills inventories or competency frameworks (e.g., [Future Ready Talent Framework](#)) may help WIL students become even more agile.

RESPONSIBILITY FOR ADAPTATION TO THE FUTURE OF WORK

Another major trend with respect to the future of work, which was discussed in 16 of the 32 reports reviewed (50%), centers around the responsibility for adaptation. As the notions of re-skilling and up-skilling (or acquiring or updating skills) become more widely accepted as a requirement for the future of work, there is increasing pressure on workers to continue to update their skills. However, humans are not software, and updating requires intensive time and financial resources.

This required adaptation to the future of work has become a burden to workers. The Public Policy Forum (PPF) Key Issues Series released a report titled “*Skills, Training and Lifelong Learning*” (2019). In this report, they cited that less than one-third of Canadians receive job-related education, training, or development. Therefore, the responsibility for re-skilling and up-skilling largely falls on workers to seek, pay for, and make time for formal educational opportunities. This is not to say that a reliance on formal education systems to produce work-ready graduates does not exist. It most certainly does. However, the pace of change is so rapid that continuous learning beyond formal post-secondary education has become a necessity.

This responsibility shouldered by individual workers needs to be shared by governments, educational institutions, and organizations by means of collaborative efforts to help ease this transition. Employers will need to offer opportunities for job-related training and development to their employees, either in-house or at formal institutions. Governments will need to offer subsidies for professional and skill development opportunities and address issues of inequity with respect to educational attainment. Finally, educational institutions will need to play a large role in developing a talent pipeline that embraces the idea of lifelong learning and is ready for the demands of the future of work. This may come in the form of intentional curriculum development, but also in increasing WIL opportunities and accompanying reflective components for students to develop complementary skills to those they are developing in the classroom. WIL students typically develop self-direction, initiative and agency all towards building their own responsibility to adapting to workplaces and are thus ready for the adaptations required for the future of work. Reflection, which is strongly encouraged in WIL, begins the process of self-assessment and discovery which are key to ongoing adaptation, openness to learning, and ultimately lifelong learning. Early exposure to professionals in their desired fields will also emphasize the importance of a lifelong learning mindset for students. Additionally, the presence of WIL students in workplaces may motivate existing employees to up-skill or re-skill³⁴. Educational institutions may also be interested in applying the WIL model or curriculum to develop micro-credential programs, catered towards graduates and individuals in mid-late stages of their careers who are seeking additional learning opportunities.

As the notions of re-skilling and up-skilling (or acquiring or updating skills) become more widely accepted as a requirement for the future of work, there is increasing pressure on workers to continue to update their skills.

FOSTERING CULTURES OF EQUITY, DIVERSITY AND INCLUSION (EDI)

The incorporation of WIL programs into organizations allows employers to be engaging with young talent at the earliest stages of their careers, helping employers to better understand the motivations and preferences of the next generation of talent.

In addition to the technological trend described previously, the Labour Market Information (LMI) Council (2018) identified two other emerging trends with respect to the future of work, the next largest being a demographic shift. In the LMI report, this trend is described as the combination of an ageing population and a declining workforce, resulting in concerns over labour and skills shortages¹. In this report, LMI also proposes a key research question: “*how best to develop and implement a range of strategies aimed at improving productivity, increasing labour supply through effective immigration and encouraging more labour force participation among underrepresented groups?*”¹.

This attempt to re-invigorate the labour market with new workers will likely result in a more heterogeneous workforce. Among these new workers will likely include millennials – or persons born in the 1980’s to 1990’s¹². Some reports have focused on ways in which different demographics work. For example, Deloitte released a report on the future of work and highlighted the ways in which millennials use technology, how they communicate and where and when they prefer to work in comparison to older generations, or baby boomers³. This report noted that millennials rely more heavily on technology, tend to be less private and are more focused on results and impact than the hours they put in than older generations³. Although there is a tendency for older generations to require adaptation, it will be equally important for all workers, despite their generational differences, to learn to work harmoniously with one another and be understanding of each other’s differences.

In addition to increasing labour supply through immigration, heterogeneity will likely also be compounded by technological advancements and an increased ability to work remotely from anywhere in the world. The result will likely be a more globalized and diverse workforce, hence organizational pressure to ensure that employees are well versed in cultural sensitivity and diversity and inclusion training. However, these opportunities and challenges should not be mitigated solely by organizations and employers but point to an area of focus for WIL opportunities at the post-secondary level. The incorporation of WIL programs into organizations allows employers to be engaging with young talent at the earliest stages of their careers, helping employers to better understand the motivations and preferences of the next generation of talent. WIL students are also introduced to concepts of EDI in their programs to some degree, and they bring this awareness with them into workplaces. Reflective exercises often embedded within WIL curriculum will also encourage students to think more critically about their experiences working with others, and potentially help to uncover and work through existing biases. However, WIL programs should build intentional programming about EDI into their preparation of WIL students so that those students at the very least can advocate for themselves and become appropriate allies in workplaces to help foster cultures of EDI. Furthermore, providing students with cultural intelligence training can help them navigate cultural differences and foster EDI appropriately. This will help to ensure that post-secondary institutions, WIL educators and mentors create a talent pipeline prepared for and well-versed in EDI in the workplace.

THE GIG ECONOMY AND PRECARIOUS WORK

As we transition to a more digital or technological economy, and the landscape of our work continues to change, it is important to acknowledge the accompanying changes in the structure of work, and how that affects employees. In recent years, work has begun to move from being long-term and time-based to temporary and task-based⁵. This has been termed the “gig economy” and refers to short-term or non-standard work including freelance, contract, or consulting work^{5,32}. The gig economy often involves the unbundling of jobs into tasks, allowing tasks to be distributed to low-cost gig workers rather than being assigned to permanent employees responsible for an entire project⁵. This type of employment often needs to be pieced together with other short-term gigs to subsidize a worker’s income and often comes without social supports such as private health insurance, pensions, and training. With a rise in this type of work and compensation, employees are experiencing less social protection and financial stability than ever before.

Despite this situation becoming more prevalent, it is important for incoming workers to understand this new gig economy and be prepared for what to expect in the labour market. There is a need for post-secondary institutions to prepare students for the financial and social challenges they may encounter upon graduation through transparency, real labour market data, as well as through lived WIL experiences. WIL students tend to engage in work that is “gig” in nature. It is short term, time bound, project oriented with specific deliverables required. WIL students, particularly those in paid positions, such as co-op, are expected to hit the ground running and provide value to their employers within a relatively short timeframe. This context helps to prepare students for the real-world gig economy. WIL experiences can also help to map student’s interests and career aspirations to future work opportunities that may be more susceptible to this kind of work and prepare students for the realities of their preferred industry. Finally, although WIL programs support students in acquiring a placement, work term or other WIL experience, more work should be done to help students advocate for project or gig work and self-manage independently through completion of that work. With the onset of a global pandemic, and a reduction in WIL opportunities, some institutions created more flexible pathways for students to fulfill WIL requirements. An example of this was the University of Waterloo’s Independent Contractor initiative, which allowed students to engage in self-employed work and pursue independent contractor or consultant positions for co-op credit to increase their employment options when searching for work in the current climate. This initiative could be further developed to include intentional programming to help students advocate for gig work and excel at self-management, which in turn would further prepare students for the gig economy of the future of work.

With the onset of a global pandemic, and a reduction in WIL opportunities, some institutions created more flexible pathways for students to fulfill WIL requirements. An example of this was the University of Waterloo’s Independent Contractor initiative, which allowed students to engage in self-employed work and pursue independent contractor or consultant positions for co-op credit to increase their employment options when searching for work in the current climate

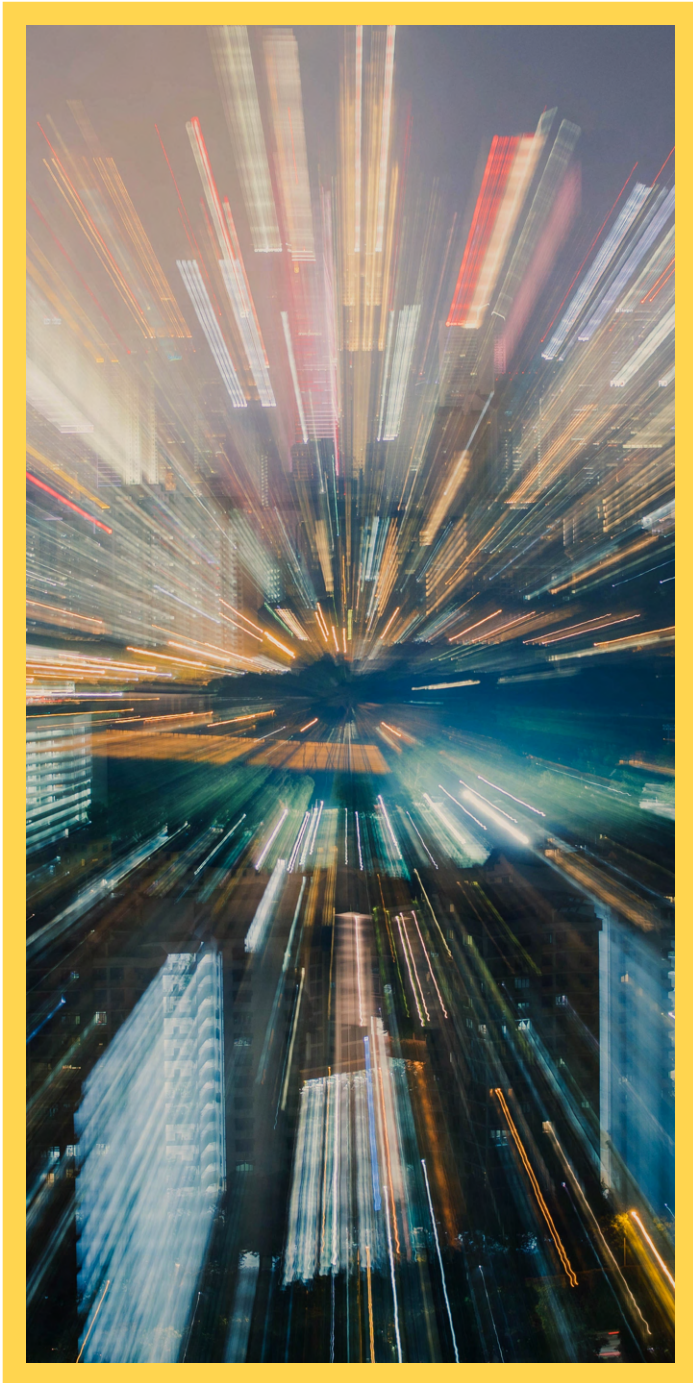
EMPLOYEE VS. ORGANIZATIONAL VALUES

There appears to be a gap between what employees and employers value, and also what employees value vs. what employers *think* they value. A report released by Mercer on *Global Talent Trends 2019* highlights that employee perceptions about what makes a top employer has changed: **They care as much about the way the company conducts business, as they do about the business it is in**¹⁰. Employees' collective voice on matters of culture, equity and ethics is now mainstream¹⁰. Employees are also increasingly focused on managing their work-life balance and report that it is one of the top five things employers can do to help them thrive at work¹⁰. The values of employees were echoed in a report published by the University of Waterloo, which highlighted that co-op students strongly value benevolence, self-direction and hedonism, while organizations strongly valued self-direction, security, and universalism³³. It is important that these values are well understood by all stakeholders for effective job design and for employers to attract the best talent. There is an increased need for communication between employers and employees – including WIL students, who are the future workforce – about their respective perspectives and what they value.

With globalization, decentralized teams and hyper connectivity, organizations need to better articulate the values inherent in the work they offer in order to attract the best, and most highly motivated talent.

It is important that WIL students entering the labour market have the opportunity to develop a better sense of self and a better understanding of what their values are in order to pursue meaningful WIL experiences and make an informed decision about the organizations they want to work for after graduation. The future of work affords each of us opportunities to pursue our purpose over a lifetime of meaningful work, rather than through a specific job, or career path. With globalization, decentralized teams and hyper connectivity, organizations need to better articulate the values inherent in the work they offer in order to attract the best, and most highly motivated talent. This talent will be motivated by the nature of the work, the values and the purpose of the organization. Perks such as employee benefits, location, job title, and prestige in the hierarchy will become less significant as organizations de-bureaucratize in order to be adaptive, nimble and resilient.

Participation in WIL provides clarity for students on their values, their unique set of talents, their ability to be self-supporting/employed, and their awareness of the worlds' needs. This leads to purpose clarity which is a motivational driver for student success in engaging in meaningful work. In addition, habits of mind, honed through reflective practices encouraged in WIL, will also lead to ongoing exploration of personal values and purpose leading to engagement in lifelong learning. Finally, post-secondary institutions can play an important role as a liaison between employers and WIL students to share perspectives of those student experiences to better promote conversion from student to employee after graduation and successfully attract the talent that organizations desire.



THE FUTURE OF WIL

This rapid review of the future of work literature resulted in the identification of 32 reports and six major trends with respect to the future of work. Although these trends have been discussed widely in both Canadian and international reports, there is often little discussion centering around the implications for WIL. WIL programs are an essential part of developing a talent pipeline as it gives employers the opportunity to find the talent they will need for the future success of their organization, and students the opportunity to develop the skills necessary for the workplace, and to gain perspective on the working world and their place in it. Therefore, WIL needs to be included in discussions around the future of work.

The following are recommendations of how WIL can help mitigate some of the anticipated challenges with respect to the future of work:

1.

With the threat of increased technology, AI and automation, many have identified a need to prepare the talent pipeline with appropriate skill development. This goes beyond “hard” or technical skill development and includes “soft” or “human” skills. WIL experiences can assist in bridging the gap between graduate attributes and industry requirements by fostering the requisite soft skill development through reflective learning components, in parallel to the technical skills students acquire during their WIL experiences and in their academic curriculum. Furthermore, organizations can leverage the digital skills that students often have to mentor other staff or introduce new technologies to the workplace.

3.

There is also a role for post-secondary institutions to play with respect to sharing the responsibility for the adaptations required for the future of work with individuals, employers and governments. WIL experiences often foster an appreciation for lifelong learning by exposing students to professionals in their field of interest at an early stage in their careers. On the other hand, the infusion of WIL students into an organization may motivate permanent staff to pursue additional learning opportunities. Educational institutions may want to explore how the curriculum that is offered to WIL students can be packaged as micro-credentials for mid-career professionals who are upskilling or re-skilling.

5.

Students entering the labour market need to be informed about the gig economy and the implications of precarious work. They need to develop strategies to mitigate these challenges and be prepared for the reality and prevalence of precarious work in their respective industries. Firsthand experience in their industry through WIL opportunities will allow students to achieve this perspective.

2.

WIL institutions can also help to develop a talent pipeline that is prepared for the future of work and “hybrid roles” by ensuring that students develop skill agility by taking the skills that they have developed through academic and co-curricular experiences and applying them in a workplace setting, and meanwhile, continuing to develop new skills and enhance existing ones, which they can bring back into the classroom.

4.

As the need to create a more culturally and demographically diverse labour force increases, so does the need to train workers on EDI. WIL programming and reflective exercises can help students to think deeply about their experiences and uncover biases to further enhance this kind of competency development and become better advocates for themselves as well as allies for others in the work environment.

6.

Finally, participation in WIL can help students gain clarity on their values, talents and awareness of what the world needs, which can help them to engage in purposeful and meaningful work after graduation. WIL institutions can also play an important role in helping communicate employee values to employers to help them with effective job design and attracting talent in order to enhance post-graduation conversion to hires.

As the realities of what the future of work holds draw nearer and become embedded in the present, there is an increasing need to support the next generation of talent in adapting to the evolving labour market. WIL plays an essential role in preparing the talent pipeline for the trends described in the grey literature reviewed. WIL practitioners, employers, students and post-secondary institutions can use these insights to further engage with and enhance WIL opportunities and curriculum.

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Trends

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Advances in technology

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| <ol style="list-style-type: none"> 1. Future of Work- A reorientation guide³ 2. Future Proof: Preparing young Canadian for the future of work⁴ 3. The Future of Work: Five Game Changers⁵ 4. The Future of Work in Canada: Bridging the Gap¹ 5. How Artificial Intelligence is Influencing Graduate Employability and the Global Higher Education Sector⁶ 6. Thinking Twice About Technology and the Future of Work⁷ 7. Humans Wanted⁸ 8. Bridging the Digital Skills Gap: Alternative Pathways⁹ 9. Global Talent Trends 2019¹⁰ 10. Growing Pains: 2018 Canadian CEO Outlook¹¹ 11. The Future of Work and Learning in the Age of the 4th Industrial Revolution¹² 12. Work for a Brighter Future- Global Commission on the Future of Work¹³ 13. Facing the Future¹⁴ 14. The Future of Work in Europe¹⁵ 15. Schools of the Future¹⁶ 16. Future of Jobs 2018¹⁷ 17. The Future of Work for the People we Serve¹⁸ 18. 21st Century Competencies¹⁹ 19. Data Science in the New Economy²⁰ 20. Workforce of the Future – the Competing Forces Shaping 2030²¹ 21. Jobs of Tomorrow: Mapping Opportunity in the New Economy²² 22. The Future is Social and Emotional: Evolving Skills Needs in the 21st Century²³ 23. Ahead by A Decade: Employment in 2030²⁴ | <p>23</p> |
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Fostering cultures of equity, diversity and inclusion (EDI)

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|---|----------|
| <ol style="list-style-type: none"> 1. Future of Work- A reorientation guide³ 2. The Future of Work in Canada: Bridging the Gap¹ 3. Humans Wanted⁸ 4. Growing Pains: 2018 Canadian CEO Outlook¹¹ 5. Schools of the Future¹⁶ 6. HR 4.0: Shaping People Strategies in the 4th Industrial Revolution²⁵ 7. 21st Century Competencies¹⁹ 8. Workforce of the Future – the Competing Forces Shaping 2030²¹ 9. Ahead by A Decade: Employment in 2030²⁴ | <p>9</p> |
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Responsibility for
adaption to the future of
work

1. Skills, Training and Lifelong Learning²⁶
2. Humans Wanted⁸
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10. HR 4.0: Shaping People Strategies in the 4th Industrial Revolution²⁵
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13. 21st Century Competencies¹⁹
14. Workforce of the Future – the Competing Forces Shaping 2030²¹
15. The Future of Skills in the Age of the 4th Industrial Revolution²⁰
16. The Future is Social and Emotional: Evolving Skills Needs in the 21st Century²³

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Developing skill agility
and transferability

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2. Leveraging the Skills of Social Sciences and Humanities Graduates²⁹
3. Solving the Skills Puzzle: The Missing Piece is Good Information³⁰
4. Thinking Twice About Technology and the Future of Work⁷
5. Humans Wanted⁸
6. Bridging the Digital Skills Gap: Alternative Pathways⁹
7. Global Talent Trends 2019¹⁰
8. Growing Pains: 2018 Canadian CEO Outlook¹¹
9. The Future of Work and Learning in the Age of the 4th Industrial Revolution¹²
10. Future of Lifelong Learning: Designing a Learning-Integrated Life²⁷
11. The Future of Work in Europe¹⁵
12. Schools of the Future¹⁶
13. Future of Jobs 2018¹⁷
14. The Future of Work for the People we Serve¹⁸
15. Measuring and Assessing Talent Attractiveness in OECD Countries³¹
16. HR 4.0: Shaping People Strategies in the 4th Industrial Revolution²⁵
17. 21st Century Competencies¹⁹
18. Data Science in the New Economy²⁰
19. The Future of Skills in the Age of the 4th Industrial Revolution²⁸
20. Workforce of the Future – the Competing Forces Shaping 2030²¹
21. Jobs of Tomorrow: Mapping Opportunity in the New Economy²²
22. The Future is Social and Emotional: Evolving Skills Needs in the 21st Century²³
23. Ahead by A Decade: Employment in 2030²⁴

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The gig economy and precarious work

1. The Future of Work: Five Game Changers⁵
2. Great Divide or Small Fissure? A Comparison of Skills, Education and Earnings Across Standard and Non-Standard Workers³²
3. Thinking Twice About Technology and the Future of Work⁷
4. The Future of Work and Learning in the Age of the 4th Industrial Revolution¹²
5. International Labour Commission- Work for Brighter Future
6. The Future of Work in Europe¹⁵
7. Future of Jobs 2018¹⁷
8. HR 4.0: Shaping People Strategies in the 4th Industrial Revolution²⁵

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1. Are You Ready to Manage the Workforce of the Future?³³
2. Global Talent Trends 2019¹⁰
3. Measuring and Assessing Talent Attractiveness in OECD Countries³¹
4. Workforce of the Future – the Competing Forces Shaping 2030²¹

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