ROGER: If you want to make for a more prosperous Ontario, which we for sure do, you need people who are capable of solving problems in groups to create better outcomes. So I think is an initiative that makes people essentially more capable of being highly value-adding workers in whatever line of work they do, whether it's in the world of business, in the world of non-profits, in the world of government -- whatever it is. So and I think in the modern world, it's now clear enough, we have the economic data to say it's so clear, that social skills are a very important piece of the puzzle, if not the lynchpin asset. So I think it teaches people to solve problems in an effective, high valuating way, collaborating in groups to come up with solutions that couldn't be created on their own, and be innovative in doing that. So do new things. Do things a new, better way. And in the modern economy, if you try to be prosperous on the basis of watching what everybody else does and then trying to do it too, good luck to you. You become prosperous on the basis of saying, okay, here's a need that hasn't been fulfilled. Here is a problem in the way that we currently produce things. Can't we figure out a better way? And we're preparing the kids to grow up to be folks who just say, "That's my job, I can do it, I know how to do it," and can make things happen.

One of the things that we've always tried to teach people is that they should work together to come up with better solutions. Yet, it's often easier if you worry about imposing models to do things yourself. So I think our historic approach to encouraging collaboration is often met with a student finding that collaboration just takes longer, and is not all that productive. So it's hard to convince them you should get together in a group to do this thing. What we try to do with integrative thinking is actually flip that entirely, which is by giving them a methodology for getting absolutely the most out of the thoughts and ideas of others, the most out of disagreements -- not the least, the absolute most -- that they will absolutely learn that collaboration is just plain superior. They don't have to be encouraged to collaborate. If they've got a problem to solve, they'll go grab somebody and say, "We've got to do this together," rather than, oh, I've been given a problem to solve, the fastest, simplest, easiest way will be to do it myself. And I think we can have a profound impact on the world by having these students come out with an instinct that says, even if I think I might know what a good answer is, somebody might have an answer that's different. And that different answer, if I mined a bit of that and she mined a bit of mine, we could come up with a better answer together. If that just becomes instinctual, if it becomes second nature, we'll have produced a generation of collaborators rather than people who hold things tightly to themselves and think they've got to do it all themselves.
My biggest surprise is just how thoughtful a young person can be, right? I'd probably think back -- I'd probably think back to myself -- and think, man, was I that thoughtful? Like this morning, the group that was worried about animal abuse and put on their chart as one of the stakeholders, the abusers. And they say, at first blush, you'd say no no no, they shouldn't be there. They're not a stakeholder, they're the enemy. But we realized we had to put the abusers on the chart and consider them a stakeholder, because unless we get them to change, nothing good will happen. And I'm thinking, I don't think I was that clever at that age. So I just listen to that and say, whoa! It just gives me such encouragement for the world. We can harness that. There is no limit to the upside from that. So the thoughtfulness of these kids is just -- it's a thing of rare beauty.