

An evaluation of the 'INSPIRED Teenager' programme

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About iCeGS

iCeGS is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

A history of the Centre is available in the book:

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

Recent iCeGS publications

Dodd, V., Hanson, J., (2018) "Give yourself the edge: Evaluation report". Derby: University of Derby. <http://hdl.handle.net/10545/622947>

Everitt, J., Neary, S., Delgado, M.A. and Clark, L. (2008). *Personal Guidance. What Works?* London: The Careers & Enterprise Company <http://hdl.handle.net/10545/623154>

Moore, N. (2018). "Thinking Digitally in a Digital World". *Careers Matters* Issue 6 (1) 42-43. Stourbridge. CDI <http://derby.openrepository.com/derby/handle/10545/622084>

Neary, S. (2018) "Schools and Employers Must Work Together". *Business Network*. (June 2018): 44-46. <http://hdl.handle.net/10545/622880>

Vigurs, K., Boath, E. and Frangos, J. (2018) "Twittering Away - Is Twitter an Appropriate Adjunctive Tool to Enhance Learning and Engagement in Higher Education?", *Innovative Practice in Higher Education*, 3 (2), pp. 101-103. <http://hdl.handle.net/10545/622718>

Executive Summary

Evaluation Overview

The INSPiRED Teenager programme is a variant of the existing INSPiRED framework (RE-INSPiRED Professional and INSPiRED Team programmes) that was successfully developed and tested in 2015. The framework provides an easy to learn self or facilitated coaching process by which participants can conduct regular career reviews throughout their working life. INSPiRED Teenager in particular is grounded in helping parents and carers to enable their teenagers to identify a purpose and combine this with their potential to improve career clarity and confidence in a radically changing labour market. While research suggests some 70% of teenagers turn to their parents for help, and that 56% of parents feel ill-equipped to help, the world of work is continuing to change due to technological developments. In response to this, the INSPiRED Teenager programme was developed as many young people are now need to adapt, pivot and continually learn new skills as new careers and training routes open up.

The evaluation set out to assess the effectiveness of the two delivery formats, the effectiveness of the programme in helping to improve teenagers' career confidence and clarity, and the effectiveness of the programme to support parents/carers to have informed conversations with their teenagers about their future careers.

Demographics

Parent Demographics

The online delivery format was effective in connecting with and reaching out to a diverse range of parents and carers. The average annual household income for the online participants was £82,000 which is considerably higher than the UK national average of £34,000. 67% of the parents/carers were employed or self-employed and working full-time suggesting the online format offered an effective and inclusive alternative for those who may otherwise struggle to make work and travel arrangements. 56% of parents/carers from the online cohort had achieved a higher education qualification although others held qualifications including GCSEs and A-levels. While the programme is predicated on supporting families in economic cold spots to prevent NEET profiles these statistics show that the online format reached out to a wider pool of individuals than anticipated.

The average annual household income for the face-to-face format (F2F) was £62,000 which is £20,000 lower than the online format. These statistics begin to show evidence that the F2F programme is more effective in engaging parents/carers with lower household incomes. There were approximately twice as many female parents/carers as there were male which supports past research showing that female parents play a greater role in their child's career development (Blustein, 2011). 65% of parents/carers who attended F2F were employed or self-employed and working full-time which is similar to the online cohort. 42% of parents/carers who attended F2F had achieved a higher education qualification which is slightly less than the 56% from the online cohort.

Teenager Demographics

The ratio of female to male teenagers who engaged with the online programme was 15 females and 12 males. Almost all of the teenagers were either completing their GCSEs or had just finished completing them while 15% were completing AS-levels or A-levels. 65% of the teenagers were aged 14 or 15 and 23% were aged 17 or 18.

The gender split between the online and F2F teenagers was very similar as 14 females and 13 males participated in the F2F format. Unlike the online programme, 100% of the responding teenagers in the F2F programme were completing or had just finished completing their GCSEs. Teenagers' age ranged from 14 to 17 although approximately 60% of them were aged 15. When looking at the average age it is clear that the parents/carers who registered to participate in both programme formats wanted to engage their teenager at a relatively early but important stage of their career.

Findings

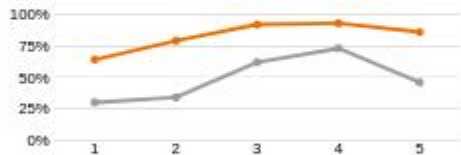
The F2F programme delivery was the more effective of the two delivery formats. The programme makes a positive contribution to an important field of work and provides an effective framework which includes a unique career and life planning tool for parents/carers and teenagers to work together in a career context and empowers them for the future. Though initial registered interest in the online programme was high no participants completed the eight programme modules. This highlighted the difficulties in sustaining participant engagement with online courses.

With regard to the F2F format there was a higher completion rate and it targeted more participants with lower household incomes from economic cold spots. This delivery provided a unique opportunity for parents/carers and their teenagers to work collaboratively in a careers context with expert support from careers specialists and Unilever employers to identify their career purpose and potential. The engagement with Unilever employers was something that the teenagers found particularly useful as they provided valuable support across some of the more challenging activities. Further to this the programme also uniquely equipped teenagers with a resource to remain in control of their career beyond the programme delivery through the programmes Career and Life Planner tool, something that the teenagers valued strongly.

Looking at the trends in the data and the participant voice captured in the focus group, there appears to have been a recognisable shift in career confidence and clarity for a number of teenagers over the life-time of the programme. Furthermore, there also seems to have been a shift in parent/carers confidence and clarity to support their teenager with their future career, an increase in parent/carer awareness of the changing world of work, and evidence of influencing intergenerational discussions about careers.



INSPIRED TEENAGER PROGRAMME RESEARCH FINDINGS



Positive improvement across 5 key measures - see right



65% of participating parents and carers were women

TEENAGER OUTCOMES

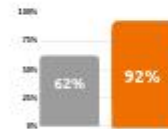


1. Clarity of direction increased by 113%

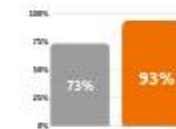


2. Career confidence increased by 132%

PARENTAL OUTCOMES



3. Clear about how to help their teen create inspiring career goals



4. Clear about their teen's unique strengths, talents and skills



5. Clear about their teenager's career needs and wants

#InspiredByPurpose



CareerAlchemy.co.uk

Future Recommendations

Recommendations have been made to inform future dissemination of the INSPIRED Teenager programme:

1. To reduce attrition in the online programme consider offering instructor-centred feedback at key milestones in the programme to create a social presence in the online environment.
2. To reduce attrition in the face-to-face programme a change in the workshop start times should be considered. Future deliveries of the programme should therefore consider hosting the workshops at a slightly later time or on a weekend to provide easier opportunities for participants to attend.
3. The general consensus from the participants was that there was a lot of information to absorb during the two workshops. Future deliveries of the programme should consider running the programme as three 2 hour workshops to distribute the workbook tasks over a longer period of time.

Introduction

A report by the World Economic Forum (The Future of Jobs, 2016; 2018) makes it clear that the world of work is undergoing unprecedented change due to the Fourth Industrial Revolution; a global phenomenon created as a result of disruptive technologies. The concept of a job for life has evaporated, leading individuals to take responsibility for their own career management. One report indicates that some 30% of jobs in the UK are at risk of some degree of automation meaning that much of the workforce will need to adapt, pivot, and continually learn new skills as new careers and training routes open up to replace old ones and the concept of career changes (PwC, 2018).

INSPIRED origins

The INSPIRED framework was first developed in 2015 as the result of action research working with thousands of young adults. It reflects the themes identified in a report by Carnegie UK Trust (2018), including themes such as the nature of work, wellbeing, voice and representation, to enable clients to inspire their potential with purpose. It also highlights the UN Strategic Development Goals as opportunities to work on solving some of the world's most challenging, complex and longest standing problems.

The framework consists of eight distinct segments:

- Identity
- Needs and Wants
- Strengths, Talents and Skills
- Passions and Interests
- Impact and Contribution
- Relationships
- Environment
- Direction and Goals

It provides a simple easy to learn self or facilitated coaching process by which participants can conduct regular career reviews throughout their working life. Doing so enables them to refocus and pivot their careers appropriately while maintaining a clear sense of career purpose despite the vicissitudes of a radically changing labour market. This supports their ability to develop a meaningful career which helps them to flourish, experience well-being, and adapt easily as the labour market changes (Kobau et al. 2010).

The INSPIRED framework has been tested in a variety of different contexts including with multiple individual career change clients (RE-INSPIRED Professional) and as an employee engagement tool (INSPIRED Team). It uses a blended humanistic, person-centred constructivist and coaching approach to develop self-understanding and goal-oriented direction setting underpinned by a clear sense of purpose. Reflection and learning is synthesized through a unique career and life planning tool which can be used to navigate career transitions during the course of a participant's life.

In an education context, the framework was first tested successfully as a scaffolded INSPIRED Graduate programme variant pilot with a voluntary cohort of 20 BAME students at the University of Northampton (UoN) in 2016/7 on a course for which the graduate destination outcomes had been underperforming. The pilot had a high voluntary completion rate of 87.5% and led to significant self-reported increases in both clarity of career direction and increased career confidence from an average 4.5 to 9.5 out of 10.

[INSPIRED Teenager Programme Variant](#)

As research shows, teenagers already struggle to make career choices with 70% turning to their parents for help, while 56% of parents feel ill-equipped to help (Michael Page, accessed 2018). At the same time, levels of teenage mental health issues and suicide rates are significant and themes of well-being, social mobility and social justice are at the forefront of good career development and recruitment practice (Social Mobility Commission, 2017; McMahon, Arthur & Collins, 2008).

The INSPIRED Teenager programme variant was developed in 2017 in response to this. It is predicated on helping parents and carers to enable their teenagers to identify their potential and combine it with a clear sense of purpose to provide the required intrinsic motivation, sense of agency and autonomy needed by individuals so they can thrive and experience well-being as well as success.

The programme is delivered in two formats as either an online tool with forum support or as a face-to-face workshop series. The online delivery consists of a self-paced, easy to follow eight-part video series with a comprehensive eBook. This contains several exercises for teenagers to work through with the support of their parent or carer. Additional links to theories, books and video clips are also provided throughout the eight modules. The face-to-face format consists of two 3-hour workshops delivered over 2 weeks by a professional careers advisor. Teenagers' again work through the comprehensive workbook with the support of their parents/carers with help from the careers professional and Unilever employees, and take part in other activities and discussions.

[About the Evaluation](#)

The International Centre for Guidance Studies (iCeGS) was commissioned to evaluate the INSPIRED Teenager' programme as a result of funding from NESTA via the Cabinet Office and the Department of Digital, Culture, Media and Sport (DMCS), as part of the governments [Inclusive Economy Partnership](#) (IEP). The IEP is a new partnership model, bringing businesses, civil society and Government together to work on some of society's toughest challenges with the aim of benefitting all through a systemic change in the economy. The programme is focussed on three flagship challenges including "Transition to work for young people".

The pilot project included working with a Delivery Partner to test the programme through research and a partnership was developed with Unilever. [Unilever](#) are strong proponents of putting purpose to work and this approach features heavily in their recruitment activities. They are also strong supporters of the UN Strategic Development Goals which form a key part of all INSPIRED Programme variants.

The face-to-face programme delivery took place at Unilever’s Port Sunlight Manufacturing Centre with event management assistance provided by Unilever’s supplier, All About Stem¹.

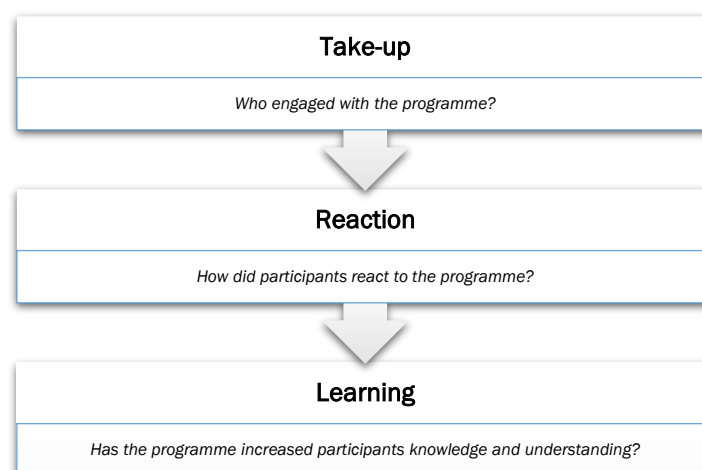
The evaluation was conducted from August 2018 to November 2018 and set out to answer the following research questions:

1. How effective are the two delivery formats of the programme?
2. How effective is the programme in helping to improve teenagers’ career confidence and clarity?
3. How effective is the programme in supporting parents and carers to have informed conversations with their teenagers about their future career?

Methodology

An adapted version of Kirkpatrick’s Model of Evaluation was identified as being the most effective model to evaluate the research questions (Kirkpatrick, 1994). Figure 1 displays the model in more detail.

Figure 1: An adapted version of the Kirkpatrick (1994) Model of Evaluation



Level 1 of the model focuses on programme take-up by identifying who and why participants engaged with the programme. As such particular focus was placed on comparing the demographics of the online programme cohort against the face-to-face programme cohort to determine if the two formats attracted different participants.

Level 2 of the model focuses on participant reaction to the programme and its resources by identifying the extent to which participants found the programme engaging and relevant. Particular focus was placed on capturing both parents/carers and teenagers’ reaction to the programme workbook and the career and life planner tool.

¹ For more information on All About Stem please visit <https://www.allaboutstem.co.uk/>

Level 3 of the model focuses on learning by identifying whether there was any change in participants' knowledge and understanding. Focus was placed on mapping change in participants' career confidence and clarity.

The remaining two levels of the model identify long-term changes in behaviour and results. Due to the short timeline of the evaluation these two levels were not considered.

This evaluation was approved by the International Centre for Guidance Studies ethics committee at the University of Derby. To answer the research questions both quantitative and qualitative data was gathered by means of a mixed-methods approach.

Surveys

For each delivery format, surveys were distributed at two different time points to map any change in participants' career clarity and confidence. A pre-programme survey was distributed online to participants via Survey Monkey prior to the programme starting. A post-programme survey was then distributed to participants via Survey Monkey after the programme was complete. The surveys were designed to contain two sections: section one asked the participating teenager to answer questions about their profile and their current level of career clarity and confidence. Section two asked their parent or carer demographic questions and questions about their perception of their teenagers' career clarity and confidence.

Online Programme

A total of 32 participants engaged with the pre-programme survey although five participants chose not to answer any of the questions and were therefore removed from the analysis. Non-completion was high during the online programme resulting in no participants engaging with the post-programme survey. The intended analysis to map change across the programme was therefore not possible.

Face-to-Face Programme

There was a similar level of engagement with the face-to-face pre-programme survey as 31 participants engaged. However, four participants opted not to answer any questions and were subsequently removed from the final analysis, leaving a total of 27 responses. As a result of a reduction in the number of attendees' during the two programme workshops, 16 participants completed the programme with 14 successfully completing the post-programme survey.

Focus Group

Online Programme

Due to the high attrition and subsequent lack of programme completion no participants were willing to participate in a focus group.

Face-to-Face Programme

A one-hour focus group was run in Port Sunlight, Liverpool, by a researcher to gather an in-depth understanding of the participants' views and experiences of engaging with the programme. Four parent and four teenagers, representing a quarter of participants who

completed the programme took part in the focus group. They were asked questions about their engagement with the programme, their experience of completing the programme, and what they learnt from the programme.

Findings

Take-up: Online

Select websites, councils and social media sites advertised the opportunity for 50 parent (or carer) and teenager pairings to participate in the programme. Initial take-up was high with 72 pairs registering their interest but only the first 50 pairs were invited to participate. Despite receiving access to the programme and its resources only 28 of the 50 pairs went on to engage with the programme during the evaluation period, while no pairs completed the programme.

As there was a lack of engagement with the online programme both parents/carers and teenagers' reasons for signing up could not be captured. However, when looking at the survey responses it is clear that a high number of participants lacked career clarity and confidence:

- 70% (19 out of 27) of responding parents/carers scored themselves as 6 out of 10 or below when asked how confident they were in helping their teenager make a good career choice.
- 64% (18 out of 28) of responding parents/carers scored themselves as 5 out of 10 or below when asked about how clear they were about their teenagers' future career direction.
- 59% (16 out of 27) of responding teenagers scored themselves 5 out of 10 or below when asked how confident they were about making a good career choice.
- 66% (18 out of 27) teenagers scored themselves as 5 out of 10 or below when asked how clear they were about their future career direction.

Attrition

Throughout the fixed four-week period there was a high attrition rate as engagement with the programme reduced considerably despite reminder emails and the availability of a live forum for questions during the research period. This subsequently resulted in no pairs completing the programme and only a select few pairs engaging with a handful of the 8 modules. Although this is unfortunate and may be due to the programme coinciding with the very hot summer holidays, research has shown that high attrition in online programmes is extremely common. In a recent analysis of enrolment and completion of 59 MOOCs (Massive Open Online Courses) it was shown that less than half of the participants remained engaged with the MOOCs after 2 weeks of signing up (Jordan, 2015). Although it could not be foreseen that none of the 28 participants would complete the INSPIRED programme, it was somewhat expected that engagement would reduce given the relatively small availability of places, and the short timeline in which participants had to complete the programme. Due to this decline in engagement, no participants were available to contribute to a post-programme focus group and so their

reasons for not completing the programme was not identified. That said, a literature review in 2014 suggests that high drop-out rates in MOOCs derive from a number of reasons including a lack of time, course difficulty and lack of support, unrealistic expectations and a lack of digital skills (Onah, Sinclair & Boyatt, 2014). Although in this instance participants were offered additional support through an online forum which was monitored every day, participants may have been less persuaded to complete the programme given they were also aware that they could access it after the research period was over and this may therefore have been a factor for non-completion during the research period. The programme analytics show that participants did in fact return and access the programme after the evaluation period was complete.

Take-up: Face-to-Face

Unilever's event engagement supplier, All About Stem, promoted the opportunity for 45 parent (or career) and teenager pairings to participate in the programme. The opportunity was advertised through approximately 150 schools in Merseyside and Cheshire as this region has been identified as a careers cold spot (Careers & Enterprise Company, 2016), and it is also where Unilever's main facilities are based.

Initial take-up was high as 68 pairs registered their interest within a few days, though retention was problematic due to schools in the area putting on events which clashed with the programme delivery. The workshop venue had capacity and resource to host the first 45 applicants. However, only 29 pairs were present at workshop 1, and a further 13 pairs were unable to attend workshop 2, leaving a total of 16 pairs who completed the programme.

In addition to the competing local school activities, the workshops were run on a Wednesday evening from 4pm – 7pm and parents/carers suggested that attrition may have also been due to work and travel related issues. One parent mentioned how a start time of 4pm meant he had to leave work early and he recognised that this is not always possible for other parents/carers. Another parent highlighted how "if school finishes at 3.30pm you then have [30 minutes] to get all the way to Port Sunlight which is not easy". Another parent also pointed out that they only had one family car and therefore had to travel by other transport systems which some parents might not be willing to do.

'I think the careers market is very different to when I was getting jobs and technology has changed the workplace dramatically, so we want better knowledge of what is out there.'

Parent

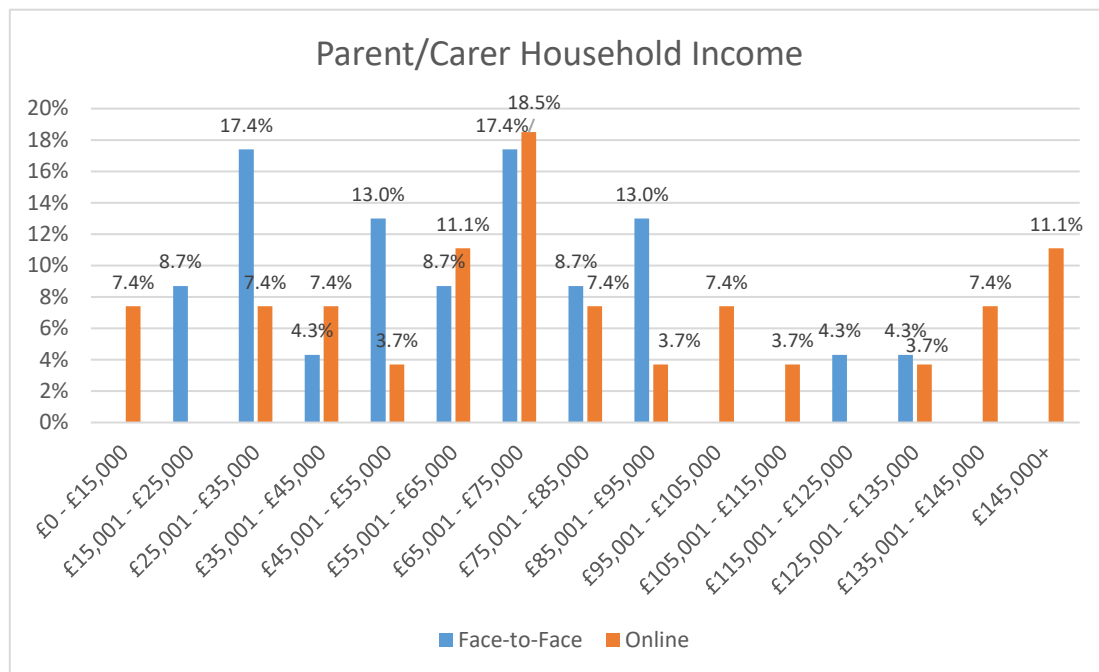
‘We signed up because having gone through various processes of getting jobs myself things have changes dramatically since I started out in the job market so it’s a sort of eye opener for me and my teenager to work out what he needs to look at and what’s out there in the market.’

Parent

Parent/Carer Demographics: Online and Face-to-Face

The parents/carers who engaged with the programme varied demographically in terms of household income, employment status and highest achieved qualification. The figures below break down these characteristics in more detail.

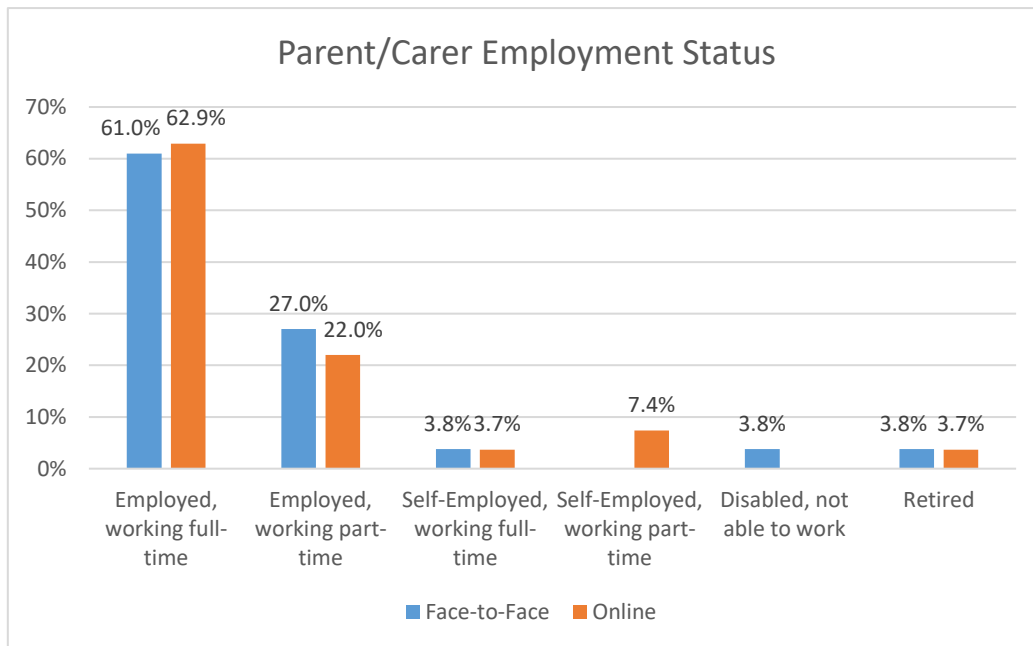
Figure 2: A breakdown of the online and face-to-face parent/carers household income



Average annual household income of the parents/carers was £82,000 for the online cohort and £62,000 for the face-to-face cohort, both of which is considerably higher than the 2018 UK national average of £34,000 (ONS, 2019). Approximately 63% of the online cohort had a household income of £65,000 or more compared to 48% of the face-to-face cohort. The range of annual household income was similar for both cohorts extending from the lowest threshold through to £145,000+ for the online cohort and to £135,000 for the face-to-face cohort.

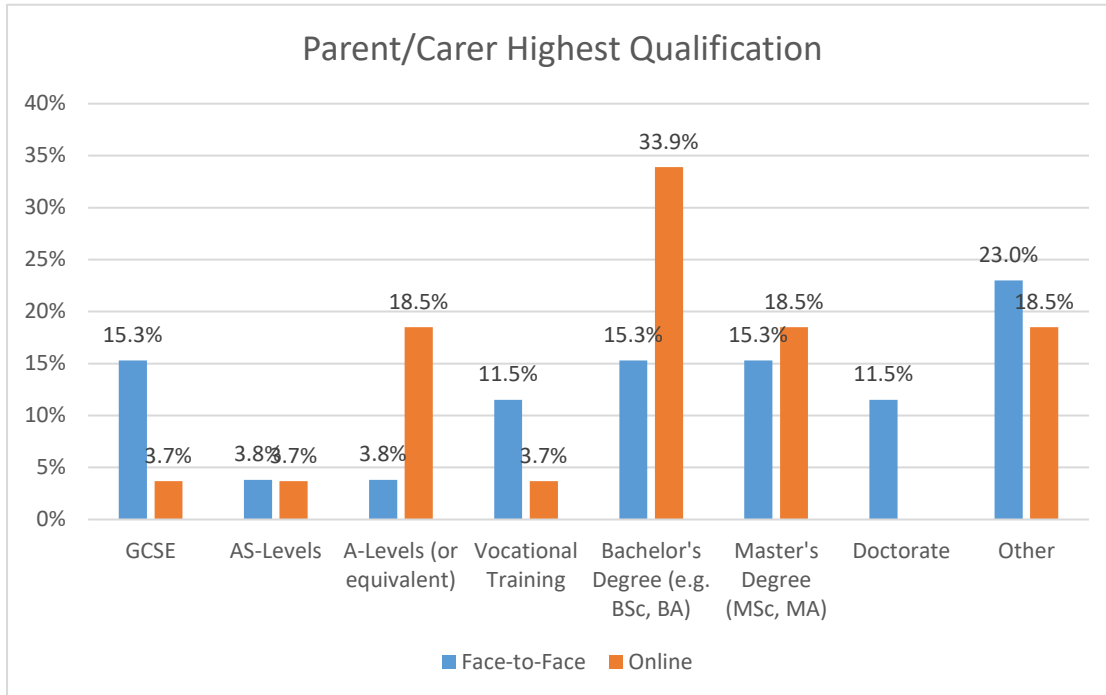
Although both cohorts had an annual household income that was considerably higher than the UK national average, the face-to-face programme was more effective in engaging parents/carers with lower household incomes in specific economic cold spots whereas the online programme reached out to a wider audience than first anticipated.

Figure 3: A breakdown of the online and face-to-face parent/carer employment status



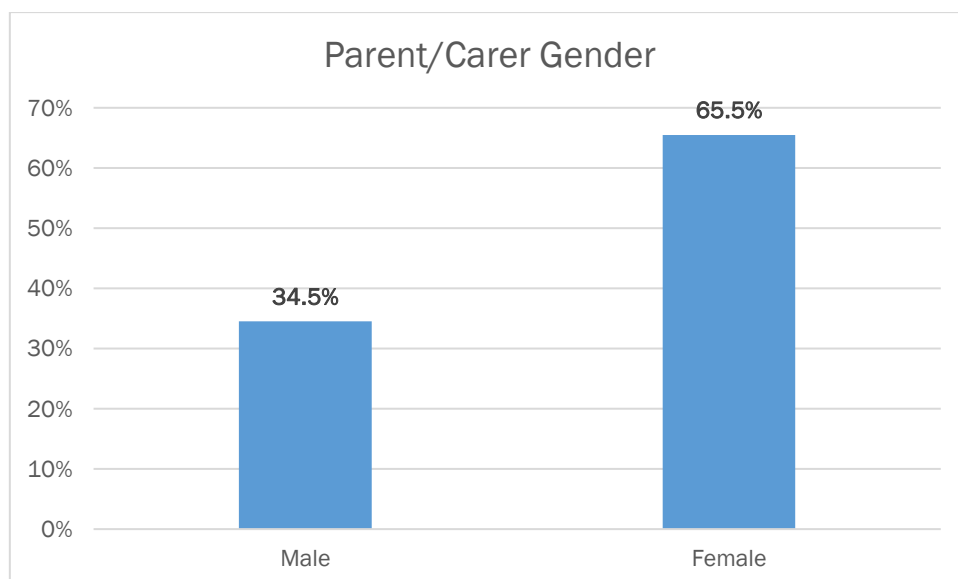
The number of employed or self-employed parents/carers who were working full-time was similar for both cohorts at around 65%. Likewise, around 28% of parents/carers in each cohort were either employed or self-employed and working part-time. These statistics support the previous findings highlighted above as approximately 65% of parents/carers in the face-to-face cohort were employed full-time meaning travel and work arrangements needed to be made in order to attend the workshops, which is not always possible. The online programme therefore offers an effective and inclusive alternative for those who would otherwise struggle to make work and travel arrangements for a live workshop.

Figure 4: A breakdown of the online parent/carer participant highest qualification



42% of parents/carers from the face-to-face cohort had achieved a higher education qualification (either a Foundation Degree, a Bachelor’s Degree, a Master’s Degree or a Doctorate) which is slightly less than the 56% from the online cohort. Parents/carers who achieved GCSEs as their highest qualification increased considerably from 3.7% for the online cohort to 15.3% for the face-to-face cohort. Those that answered ‘Other’ referenced qualifications including: NVQ, Chartered Institute of Transport qualification and a private secretary qualification.

Figure 5: A breakdown of parent/carer gender for the face-to-face programme

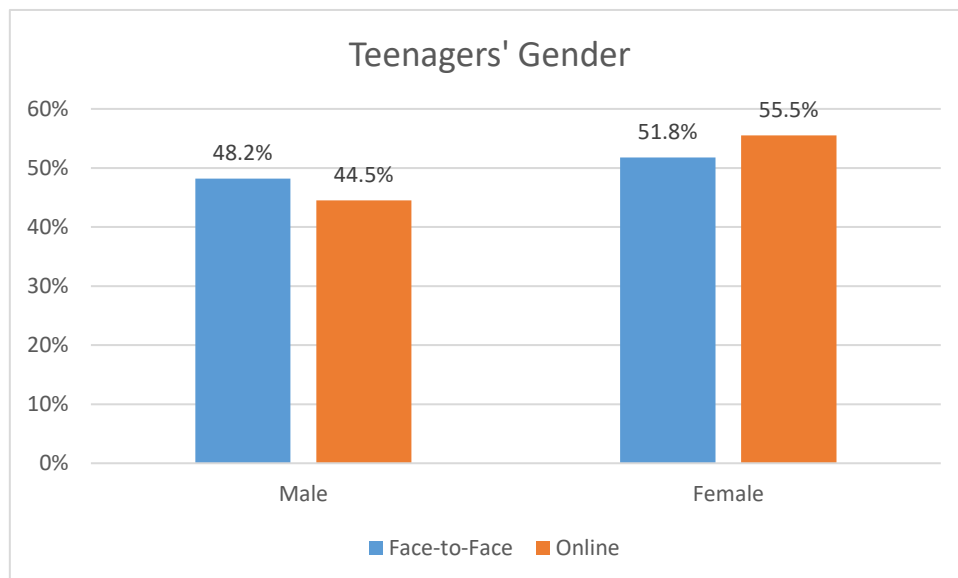


Statistics regarding the gender of the online cohort was not captured in the survey however in the face-to-face cohort almost twice as many female parents/carers accompanied their teenager to the first workshop compared to male parents/carers. Although there is a relatively small sample size in the evaluation to draw explicit conclusions from, these findings begin to support past research that has shown mothers to play a greater role in their child's career development and have a stronger perception of themselves in being supportive of their child's overall career development (Blustein, 2011).

Teenager Demographics: Online and Face-to-Face

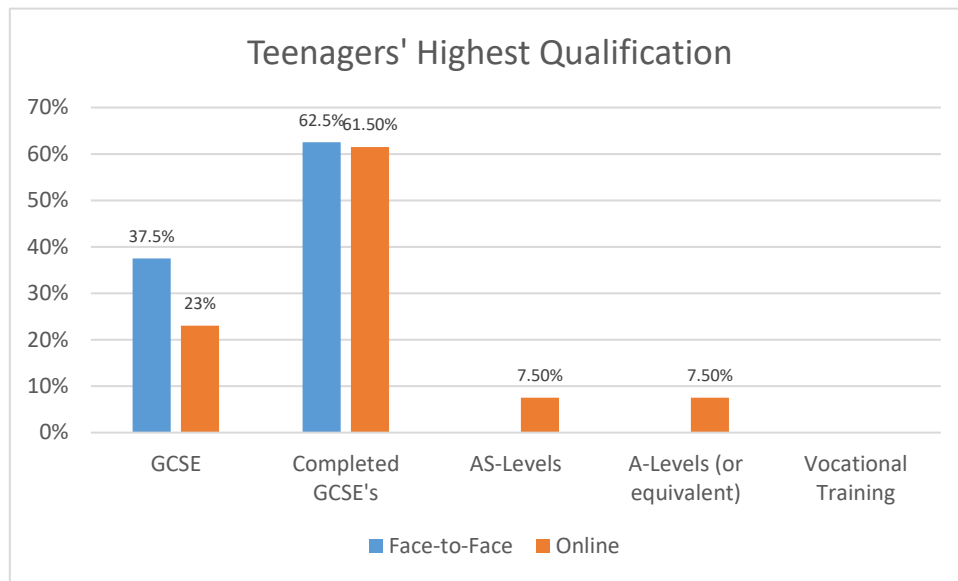
The teenagers who began to engage with the programme varied demographically. The figures below break down these characteristics in more detail.

Figure 6: A breakdown of teenagers' gender for the online programme



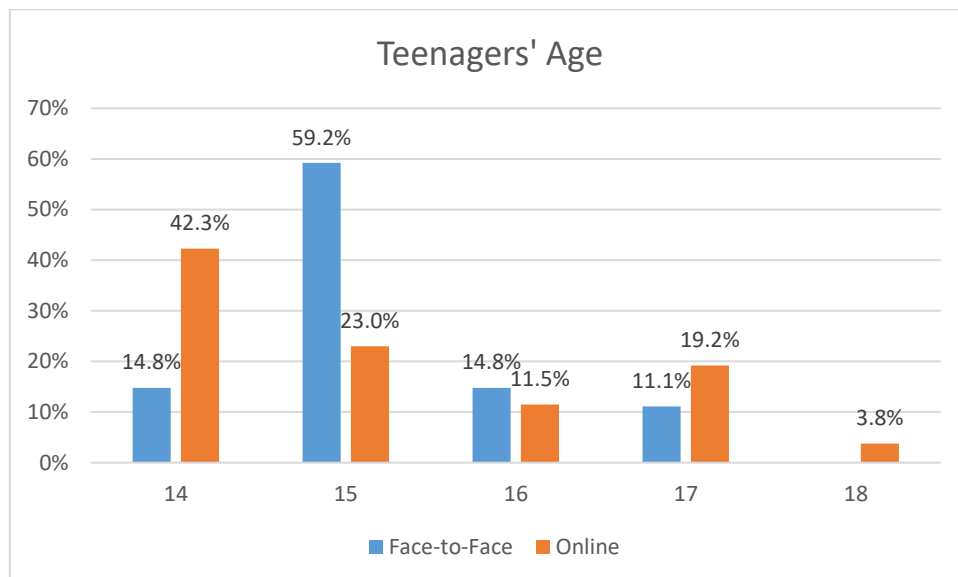
There is very little difference between the gender split of the online cohort and the face-to-face cohort teenagers. There was 15 females and 12 males who engaged with the online programme and 14 females and 13 males who attended the first workshop.

Figure 7: A breakdown of teenagers' highest qualification for the online programme



Almost all of the teenagers in the online cohort were either completing their GCSEs or had just finished completing them although it also attracted a small number of teenagers who had already completed their AS-Levels or A-Levels (or equivalent). Unlike the online programme, 100% of the responding teenagers in the face-to-face programme were completing or had just finished completing their GCSEs.

Figure 8: A breakdown of teenagers' age for the online programme



Teenagers' ages ranged from 14 – 18 in online cohort and from 14 – 17 in the face-to-face cohort. 14.8% of teenagers in the face-to-face cohort were aged 14 which is considerably less than the 42.3% of teenagers who were aged 14 in the online cohort. When looking at the average age of the face-to-face cohort 74% were aged 14 or 15

compared to 65% of the online cohort. It is clear that the parents who registered to participate in both programme formats wanted to engage their teenager at a relatively early but important stage of their career.

Given the high attrition with the online programme, the research team were unable to gather post-programme survey and focus group data to evaluate the programme. The remainder of the evaluation report therefore focuses solely on the face-to-face programme.

Reaction

Overall both parents/carers and teenagers who completed the programme had an encouraging reaction to the workshops. They found the programme resources and support from staff particularly useful although there was a mixed reaction towards the timing and frequency of the programme delivery.

Programme Resources

Workbooks

Workbooks were provided at the start of each workshop for the teenagers to work through as the sessions progressed. Table 1 displays the content of each workbook:

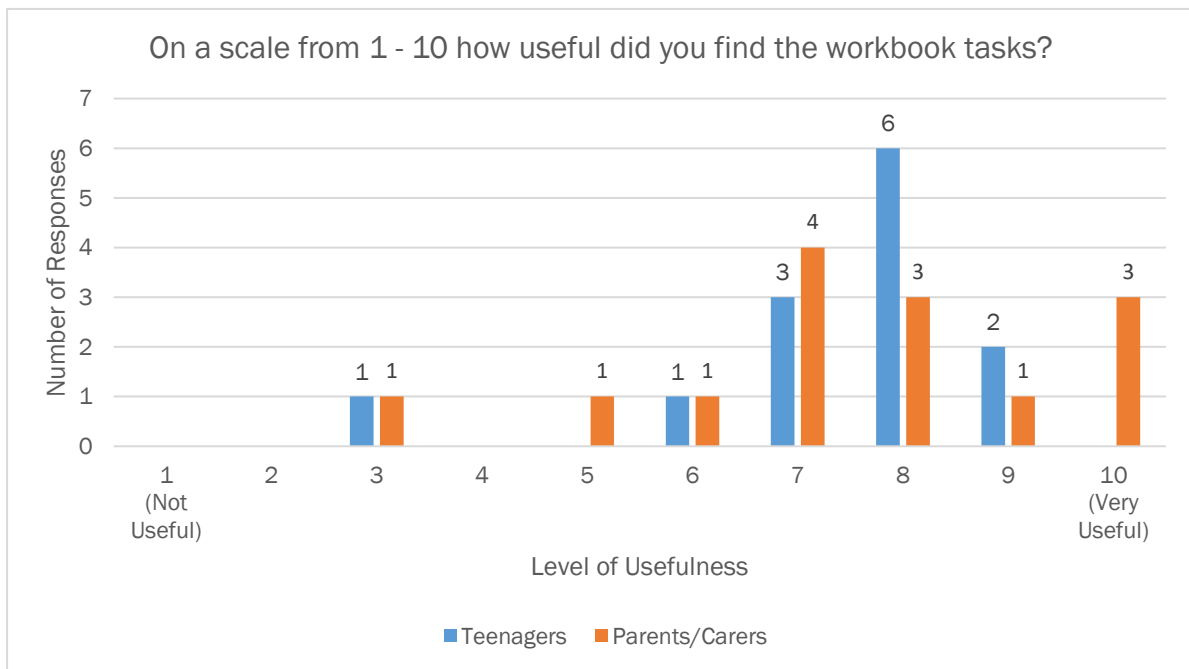
Table 1: A breakdown of each workbook content

	Module	Workbook Tasks
Workshop 1	Identity	Your Natural Self
		Your Nurture Self
		Your Experience
	Needs & Wants	Work-Life Fit
		Values at Work
		Self-Care, Success, and Happiness
	Strengths, Talents & Skills	Identifying Strengths
		Discovering Talents
		Understanding Skills
	Passions & Interests	Exploring Passion & Grit
		Stimulating Curiosity
		Flow at Work
		Exploring Options
Workshop 2	Impact & Contribution	Finding your “why”
		Creating your career purpose statement
	Relationships	Identifying your tribe
		Working in teams
	Environment	Thriving at work
	Direction & Goals	Deciding between options

		Vision board for goal setting
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The tasks are designed to provide a lens through which teenagers can make a sense of the world of work. The workbooks set out to achieve this by aligning their unique talents, skills and passions to a clear purpose. When asked how useful they found the tasks on a scale from 1 to 10 (1 being *not useful* and 10 being *very useful*) 11 out of 13 (84%) teenagers gave a score of 6 out of 10 or above while 11 out of 14 (78%) parents/carers gave a score of 6 out of 10 or above (See figure 9 below).

Figure 9: Teenagers and parents/carers views on the workbook tasks



Teenagers appreciated the majority of the workbook tasks and they particularly enjoyed tasks involving discovering their own talents, reflecting on their needs and wants, and understanding their life time-line.

‘I enjoyed the discovering talents task the most because it helped me figure out what I was good at and what my way of thinking was.’

Teenager

‘I enjoyed the needs and wants task the most because this allowed me to reflect on what I really did want out of work. I hadn’t realised I wanted a nice workplace environment but I now understand why this is quite helpful.’

Teenager

Although enjoyable, the teenagers did mention how some tasks were challenging because they were required to spend time reflecting on themselves and their values which is something they had rarely done prior to the workshops. Research shows that this is a really important skill to develop and is key when in the workplace (The Open University, accessed 2019). Having Unilever members of staff around the room to support the parents/carers and teenagers throughout the more challenging tasks was therefore something they valued.

‘I think it was good that staff were dotted around the room. They were not just bringing answers to any questions but their own personal information on how they have done the same thing and what they do in their current role. That helped because they referenced real situations’

Parent

Career and Life Planner

The career and life planner is a resource that provides a lifelong tool for teenagers to continuously update to navigate through the rapidly changing world of work and remain in control of their career. The tool helps teenagers unlock the door to the future they want by asking introspective questions such as:

- Who am I already?
- What are my strengths, talents, and skills and where are they best served and most wanted?
- What do I want to be known for?

These questions are a collation of the key question from each of the modules and provide a focus to synthesise learning across the course and map for effective career decision making.

Reaction to this tool was very positive. Most teenagers viewed it as a thought-provoking task that required some time to consider how to answer each question. However, once they had a main idea of what they were going to write it became easier. One teenager

talked about how it helped to consolidate and summarise the knowledge they had learnt from the programme. A parent mentioned that if you update the tool over a longer period of time it would be useful for highlighting where you were in terms of your career thinking and what progress you have made since then. It was also suggested that the tool could be useful to refer to when preparing for a job interview or writing a job application.

‘It is a good tool. The headings are designed to make you think so you always have that somebody questioning you. If you are constantly thinking [about your career] and it changes you can see where you were and where you are now.’

Parent

‘It helped to consolidate and summarise the knowledge we have [learned through the programme]. It took a bit of time to work out what I was actually going to put on here, but I guess the way they have specific questions on here that makes us think was helpful.’

Teenager

Timing and Location

Although the programme numbers were limited by the availability of workshop rooms and staff resources at Unilever’s headquarters in Port Sunlight, Liverpool, the workshop timings and frequency was arranged with social challenges in mind. There was, however, a mixed reaction from parents/carers. On the one hand, many parents/carers who had responsibility for other children felt the current format of having two 3 hour workshops spread over 2 weeks worked well. They felt the program was very focussed and short meaning they could prepare childcare arrangements more easily. Although data from the evaluation did not capture if participants were single parents/carers with multiple children or not, this could potentially have a significant influence on engagement and is an important factor to consider when delivering the programme in the future.

In contrast to this, while participants were asked to complete pre-course and between workshop activities, some parents/carers still felt there was a lot of information to absorb in the workshops and so three 2 hour workshops spread over 3 or 4 weeks would ameliorate this issue. They mentioned how some tasks were quite challenging and required a lot of focus which made it difficult to complete during a short period of time. That said, one thing parents/carers were agreed on was that the suggested idea of eight 1 hour workshops delivered live over 8 weeks would not be viable due to work and travel related issues.

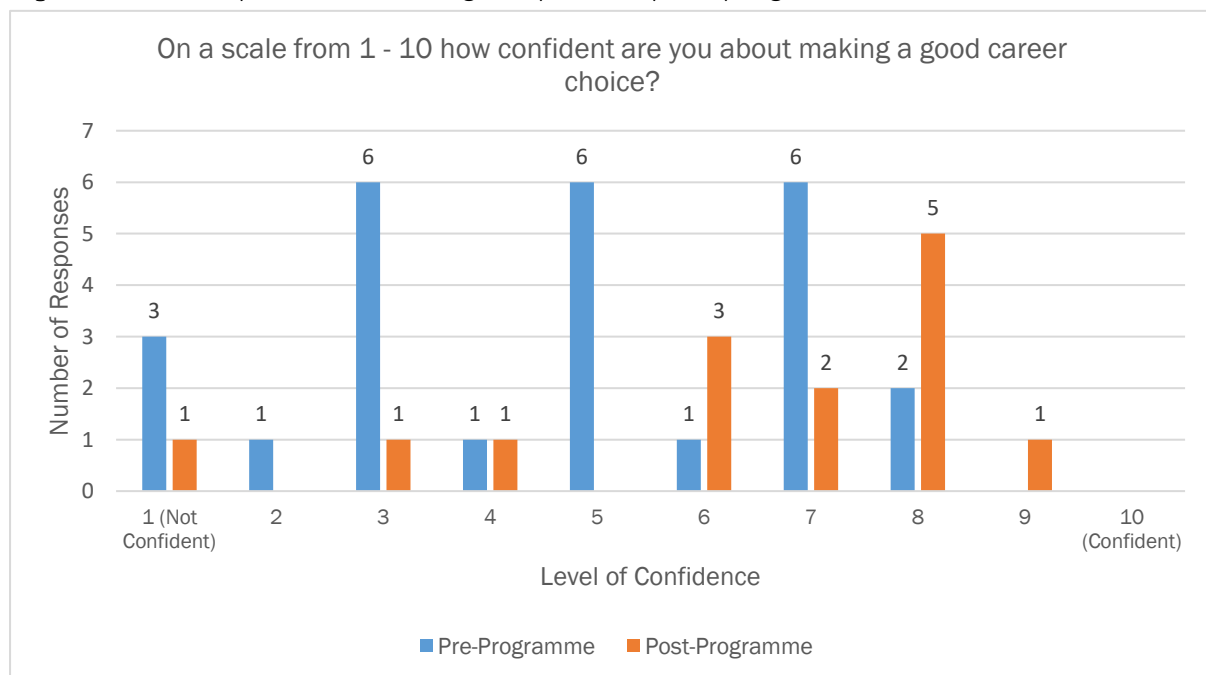
In terms of the workshop location, the programme was successful in accommodating an opportunity for people from different social environments to engage. One parent welcomed how the programme was delivered near a local train station because they would otherwise not have been able to attend. Delivering the programme at locations that can easily be accessed by public transport systems therefore addresses social issues by extending the prospect of engagement to those who would otherwise struggle to attend. Alternatively, hosting the workshops at more accessible and local venues such as community centres could also reduce this issue.

Learning

Teenagers

Using themes of impact, contribution, and purpose the programme sets out to improve teenagers' career confidence and clarity. Due to variations in the number of pre and post-programme survey responses it is difficult to accurately map changes in teenagers' career confidence and clarity. However, there are trends in the data that suggests there has been a change. Before the programme 34% (9 out of 26 respondents) of participating teenagers scored themselves as 6 out of 10 or above when asked how confident they were about making a good career choice. After completing the programme 78% (11 out of 14 respondents) scored themselves as 6 out of 10 or above. Figure 10 below breaks down the pre and post-programme survey responses further.

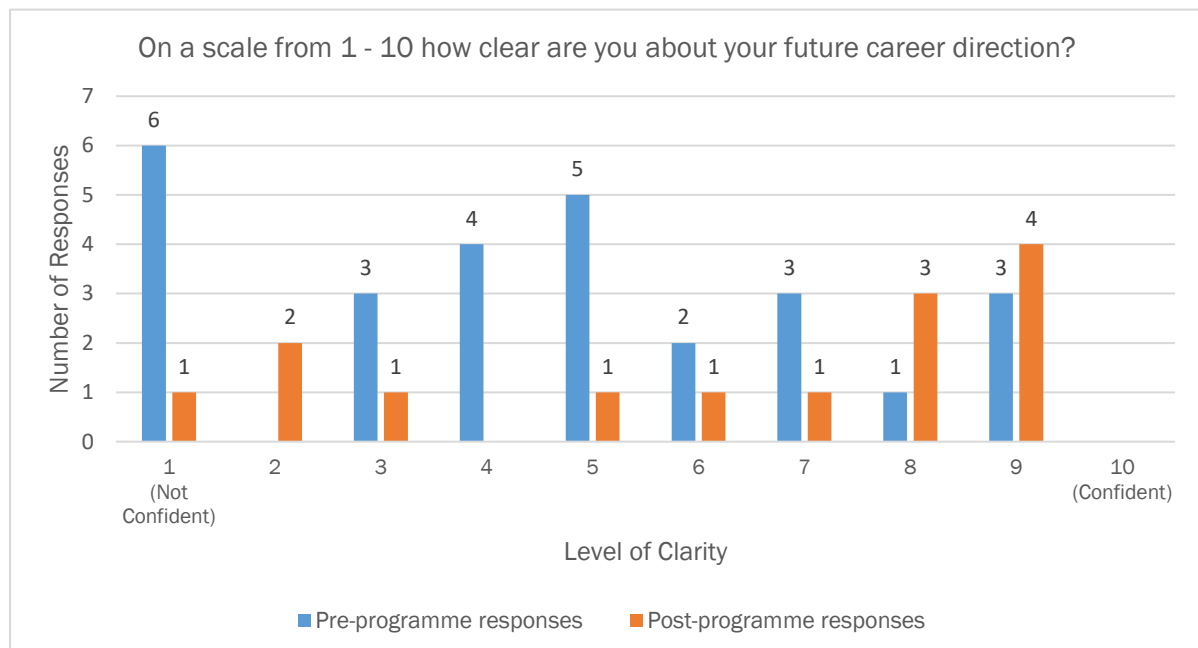
Figure 10: A comparison of teenagers' pre and post-programme career confidence



In addition to the change in career confidence, there are trends in the data that suggests there has also been a change in career clarity. Before the programme 30% (8 out of 27 respondents) of teenagers scored themselves as 6 out of 10 or above when asked how clear they were about their future career pathways. However, after completing the

programme 64% (9 out of 14 respondents) scored themselves as 6 out of 10 or above. Figure 11 below breaks down the pre and post-programme survey responses further.

Figure 11: A comparison of teenagers’ pre and post-programme career clarity



The trends in the survey data is supported by the teenager voice captured during the focus group. When asked about their career clarity and confidence most teenagers mentioned how they had a clear understanding of their unique talents, skills, and strengths and that they were clearer on how to make their working life as enjoyable as possible. One teenager discussed how he had a vague idea of what career he wanted to pursue beforehand, but the programme provided a clearer idea of what path to take in order to achieve it.

‘Before I did the sessions, I had met with a careers advisor and had a vague idea of what I wanted to do, but the sessions we’ve had have given me a lot more clarity and I now have a more precise idea of what I want to do and where I want to go.’

Teenager

Parents

A broader aim of the INSPIRED programme is to inform parents/carers about the fast-changing world of work as many feel ill-equipped to support their teenager in a labour market that is constantly developing. Many parents/carers became more aware of how the careers market has evolved and how it is now very different to what they experienced as teenagers. When asked on a scale from 1 to 10 (1 being *very little* and 10 being *a lot*) how much they think new technologies such as automation and artificial intelligence will change the world of work in the next 10 years, 12 out of 14 (85%) parents/carers gave

scores of 6 out of 10 or above. One parent mentioned how she now understands that her children will more than likely have many careers as opposed to just one due to the fast-changing labour market.

‘This [programme] really has provided a framework to adapt and work to because I don’t see that my children will have one career they will have many careers and it is enabling them to identify those transferable skills that they can use.’

Parent

‘I think at the start of the course where they talked about how 68% of children starting school now will be in jobs that aren’t even created yet made me aware that it is a fast-changing market and very different to what any of us have experienced.’

Parent

In addition to an increase in labour market knowledge and understanding, parents/carers also felt they were better prepared to communicate with and support their teenager into finding a purpose and making the right career choice for them. For instance, one parent spoke positively about a workshop task that highlighted how teenagers’ values develop from the expectations put upon them by their parents and family. He realised how easy it can be to encourage teenagers into a career they are not interested in. He went on to mention how you might find that what you think your teenager wants to do and what your teenager actually wants to do are entirely dissociated. The workbook tasks were therefore very useful in facilitating intergenerational conversations like these which is particularly important as research has demonstrated that collaborative learning between adults and adolescents is beneficial to both. It can stimulate family discussions, foster critical thinking and stretch both parents/carers and their teenagers’ intellectual skills (Samuel, 2017).

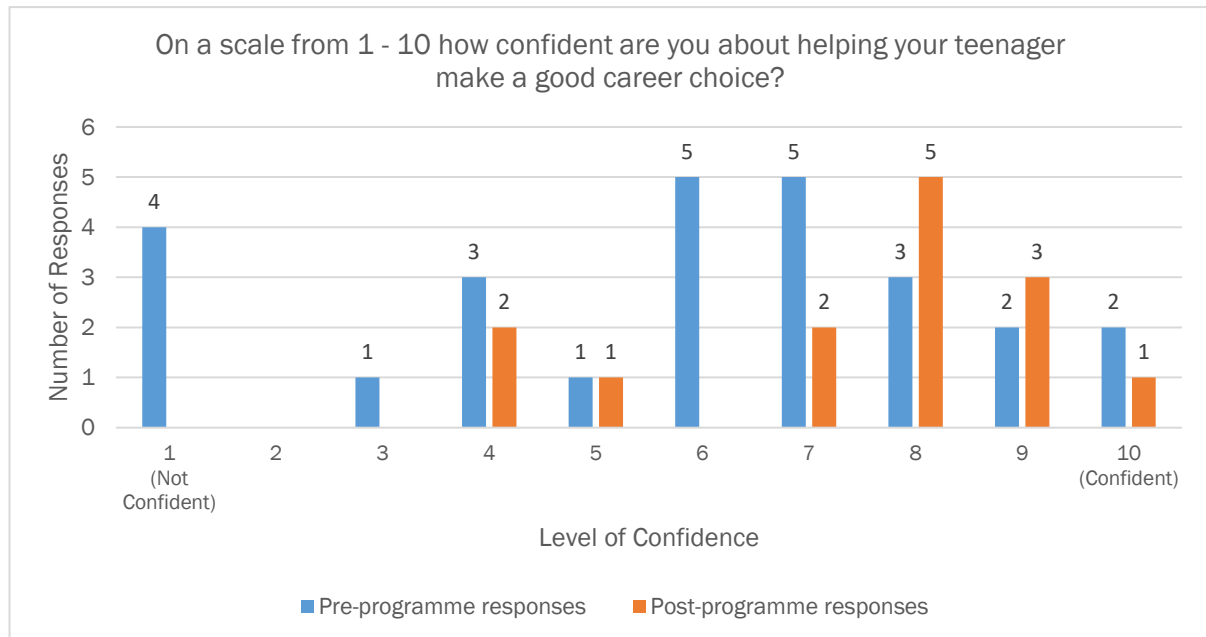
‘I have some idea of how to ‘clear the fog’ because a lot of [teenagers] responses are ‘I don’t know’ so as a parent you often feel like you don’t know how to help. This [programme] has therefore been really useful in supporting these conversations and it is something we will go back to and develop.’

Parent

Together, the abovementioned factors appear to have contributed to a wider change in parents/carers confidence and clarity to support their teenager with their future career

choices. Before the programme 46% (12 out of 26 respondents) of participating parents/carers scored themselves as 6 out of 10 or above when asked how confident they were about helping their teenager make a good career choice. After completing the programme 78% (11 out of 14 respondents) scored themselves as 6 out of 10 or above. Figure 18 below breaks down the pre and post-programme survey responses further.

Figure 12: A comparison of parents/carers pre and post-programme career confidence



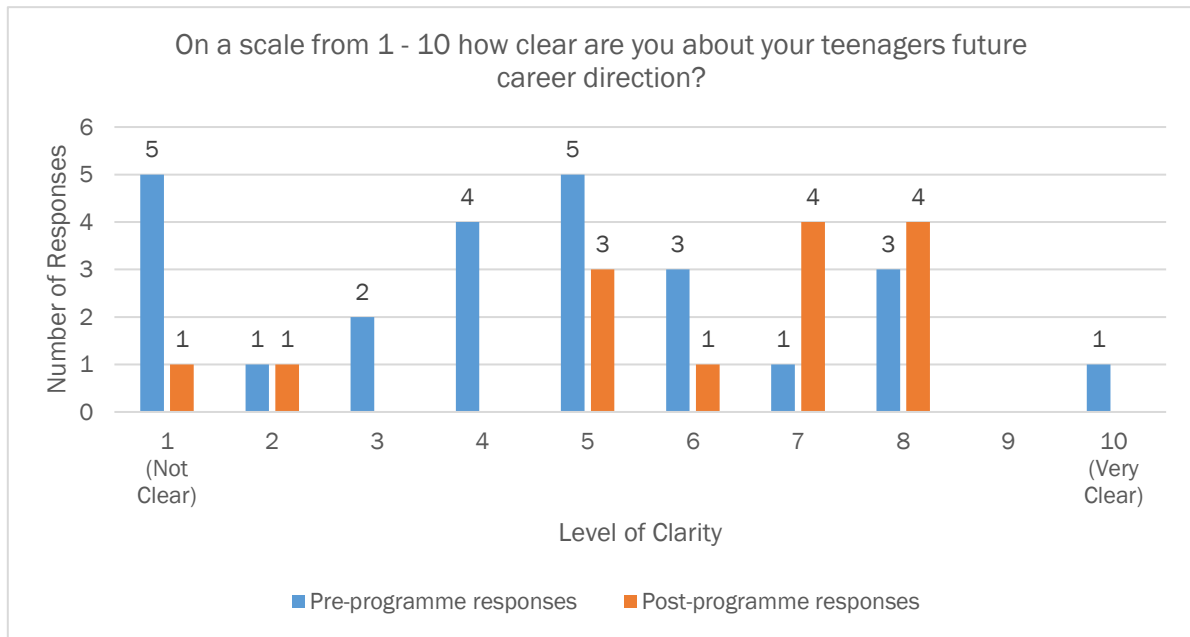
In addition to the change in career confidence, there are also trends in the data that suggests there has been a change in parents/carers clarity about their teenagers' future career direction.

'It's a very structured approach. It's a process to work through, it's not something that is particularly easy but it leads you somewhere and that has helped me. I feel better able and better prepared to help my daughters.'

Parent

Before the programme 20% (5 out of 25 respondents) of parents/carers scored themselves as 6 out of 10 or above when asked how clear they were about their teenagers' future career direction. However, after completing the programme 57% (8 out of 14 respondents) scored themselves as 6 out of 10 or above. Figure 13 below breaks down the pre and post-programme survey responses further.

Figure 13: A comparison of parents/carers pre and post-programme career clarity



Interestingly, although not captured in the evaluation surveys, some parents/carers spoke about how the programme made them think about their own career history and future. One parent referenced how he found himself thinking about a lot of the points in the programme without understanding there was a framework to do this.

‘I got made redundant about 6 or 7 years ago and the process of me then looking for a job and having to find something new I found myself doing a lot of those things without realising someone had put it down as a process you should go through. So, its things like how long you want to spend with your family, how far you want to commute, what environment you want to work in. I did all that without realising’

Parent

Discussion

An evaluation of the effectiveness of INSPIRED Teenager programme was conducted between August 2018 and April 2019. The findings were informed by both quantitative and qualitative data via surveys and a focus group.

The face-to-face programme delivery was the more effective of the two delivery formats as it had a higher completion rate and targeted more participants with lower household incomes and higher socioeconomic risks from specific economic cold spots. This delivery provided a unique opportunity for parents/carers and their teenagers to work collaboratively in a careers context with expert support from careers specialists and

employers to identify their career purpose and potential. Further to this the programme also uniquely equipped teenagers with a resource to remain in control of their career beyond the programme delivery through the programmes Career and Life Planner tool, something that the teenagers valued strongly.

Due to variations in the number of pre and post-programme survey responses no inferential conclusions can be made about the participants' career confidence and clarity. However, by looking at the trends in the data and the participant voice captured in the focus group, there appears to have been a recognisable shift in career confidence and clarity for a number of teenagers over the time-line of the programme. Teenagers also found the programme resources particularly useful. They felt the workbook tasks were thought-provoking and enjoyable, in particular they enjoyed tasks involving discovering their own talents, reflecting on their needs and wants, and understanding their life time-line.

In addition to this, there appears to have been a shift in parents/carers clarity and confidence to support their teenager with their future career, an increase in parents/carers awareness of the changing world of work, and evidence of influencing intergenerational discussions about careers. However, there was a mixed reaction from parents/carers about the timing and frequency of the workshops. While some parents/carers with more than one child felt the current format of having two 3-hour workshops worked well, others felt the information in the workshops required a lot of thought and so disseminating the tasks over 3 workshops would have been more effective. Future deliveries of the programme should therefore consider the frequency and timing of the programme to provide the most optimal workshop delivery.

With regard to the online programme delivery, initial registered interest was again high and it attracted a diverse range of parents/carers and teenagers in terms of household income, highest qualifications, and gender. However, there was a rather high attrition rate, so much so that 0 participants completed the online programme. Past research suggests attrition in online programmes is extremely common and reasons for drop-out can include a lack of time, course difficulty, unrealistic expectations and a lack of digital skills (Onah, Sinclair & Boyatt, 2014). Unlike programmes which are delivered face-to-face, research has also shown that attrition in online programmes is related to the lack of social presence throughout the course which can result in a feeling of disconnectedness from the online environment (Bowers & Kumar, 2015; Richardson et al. 2016). Given the lack of engagement with the online programme the research team were unable to capture participants' reasons for not completing the programme. Likewise, the team were also unable to identify what motivational factors would have increased engagement. That said, recent research into online course retention has identified that participants are more likely to engage with online programmes if they receive a formal recognition of accomplishment, or if they receive instructor-centred feedback after completing milestone activities to incorporate a social presence (Belanger & Thornton, 2013; Jung & Lee, 2018). Future deliveries of the online format should consider these suggestions of best practice in an attempt to reduce attrition.

Overall the face-to-face programme makes a positive contribution to an important field of work. It provides an effective framework for parents/carers and teenagers to work together in a career context with unique support from career specialists and employers. It also offers a distinctive Career and Life Planner tool that enables teenagers to remain in control of their career beyond the programme delivery. The evaluation begins to show evidence of improving teenagers' career confidence and clarity and also parents' understanding of the changing world of work, their ability to have informed conversations with their teenagers, and their confidence and clarity to help their teenager make informed career decisions. The overall evaluation findings have been considered and recommendations for the future delivery of the INSPIRED programme have been made.

Recommendations

1. To reduce attrition a change in the workshop start times should be considered. Some parents/carers indicated that a start time of 4pm during the working week was difficult due to work, school, and travel related issues. Future deliveries of the programme should consider hosting the workshops at a slightly later time or on a weekend to provide an easier opportunity for participants who work full-time to attend. Alternatively, hosting the workshops at more accessible local venues such as local community centres would suit to reduce travel issues.
2. The general consensus from the participants was that there was a lot of information to absorb during the two workshops. When discussing the workshop frequency with the participants it was established that the maximum time they could commit to the programme would be no more than 3 workshops. Future deliveries of the programme should therefore consider running the programme as three 2 hour workshops to distribute the tasks over a longer period of time.
3. Parents/carers unanimously agreed that having the sessions with Unilever members of staff present was useful. The staff were able to reference their own personal experiences and relate this to the workbook tasks. Integrating more people like this into the sessions is therefore something that parents/carers and teenagers felt would prove effective.
4. To reduce attrition in the online programme consider offering instructor-centred feedback at key milestones in the programme to create a social presence in the online environment.

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