



The Springboard Charity

Insight to inform funding bid

Research report for:

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Research context...

The Springboard Charity helps young people achieve their potential and nurtures unemployed people of any age into sustainable employment within hospitality, leisure and tourism.

The Springboard Charity intends to submit a grant application to The Heathrow Community Development Fund (HCF) for future funding for its Communities Tomorrow and Communities for Youth programmes.

Research is required to provide insight into the needs or wishes of potential recipients of The Springboard Charities training programme, in order to submit a grant application that fully meets the criteria and requirements of the HCF.

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Research objectives

The research focussed on understanding the needs, & wants of young people in the area and determine to what extent the existing provision of services and support by The Springboard Charity meets those needs

- 1** To explore the needs and wants of young people (in education, in apprenticeships or unemployed) as they look for training, skills development and employment
- 2** To identify awareness levels of Springboard (amongst non-beneficiaries) and the role it (and other similar charities) offer young people in the area
- 3** To understand the value of Springboard/HCFs existing joint programme amongst current and previous beneficiaries
- 4** To explore what works well, less well and what could be added/removed from the support offered by The Springboard Charity
- 5** To understand the level of demand for employability programmes in the area vs. the supply



A qualitative approach: overview

**10
In-depth
interviews
with
Beneficiaries
(45 mins)**

- 9 Current beneficiaries
- 1 Previous beneficiary

**24
In-depth
interviews
with Non-
Beneficiaries
(30 mins)**

- 12 aged 16 – 24 (full time education / training / currently unemployed)
- 16 aged 13 – 15 (pre-GCSE and in full time education)

Depths were conducted either face-to-face or by telephone

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Key insights





Key insights - background

Many young people are leaving education without having received sufficient careers advice. School is not equipping them with skills and work experience to take them into employment, and they are unsure where to turn

Many are used to things being done for them, and are reluctant to do things themselves, often due to lack of confidence. Confidence is borne from knowledge and experience. Once they have that, they need a final push to do things themselves

Although aspirations are high, many do not actually know what they want to do, or they have an idea but no real understanding of what it actually involves. There is a need to go back to basics and clarify the career options available to them through industry overviews

Hospitality leisure and tourism as an industry is not completely understood – the sector terms are disjointed and people latch onto one of the terms. There is a need to go back to basics with industry overviews to promote the industry, as although appealing when understood it is not always considered



Key insights - Springboard

The Springboard course is highly rated and well delivered. Beneficiaries and non-beneficiaries alike agreed that key benefits were work experience and qualifications. However all activities go towards building confidence. There is less demand for 'life skills' such as timekeeping and financial planning

There is very low awareness of Springboard, although this is also the case for other training providers. The Job Centre is the only place it was promoted and even here more could be done. Increase awareness via media that is relevant to young people

The course tutor brings a huge benefit to the programme, with all beneficiaries showing strong praise. Personal connections are highly valued. Many turn to relatives, but an external mentor could increase likelihood of staying in employment

There are certain aspects of the course that could be tailored to individual circumstances, such as length/intensity of the course, additional support for those new to the UK, and learning general life skills for those who seek that level of support

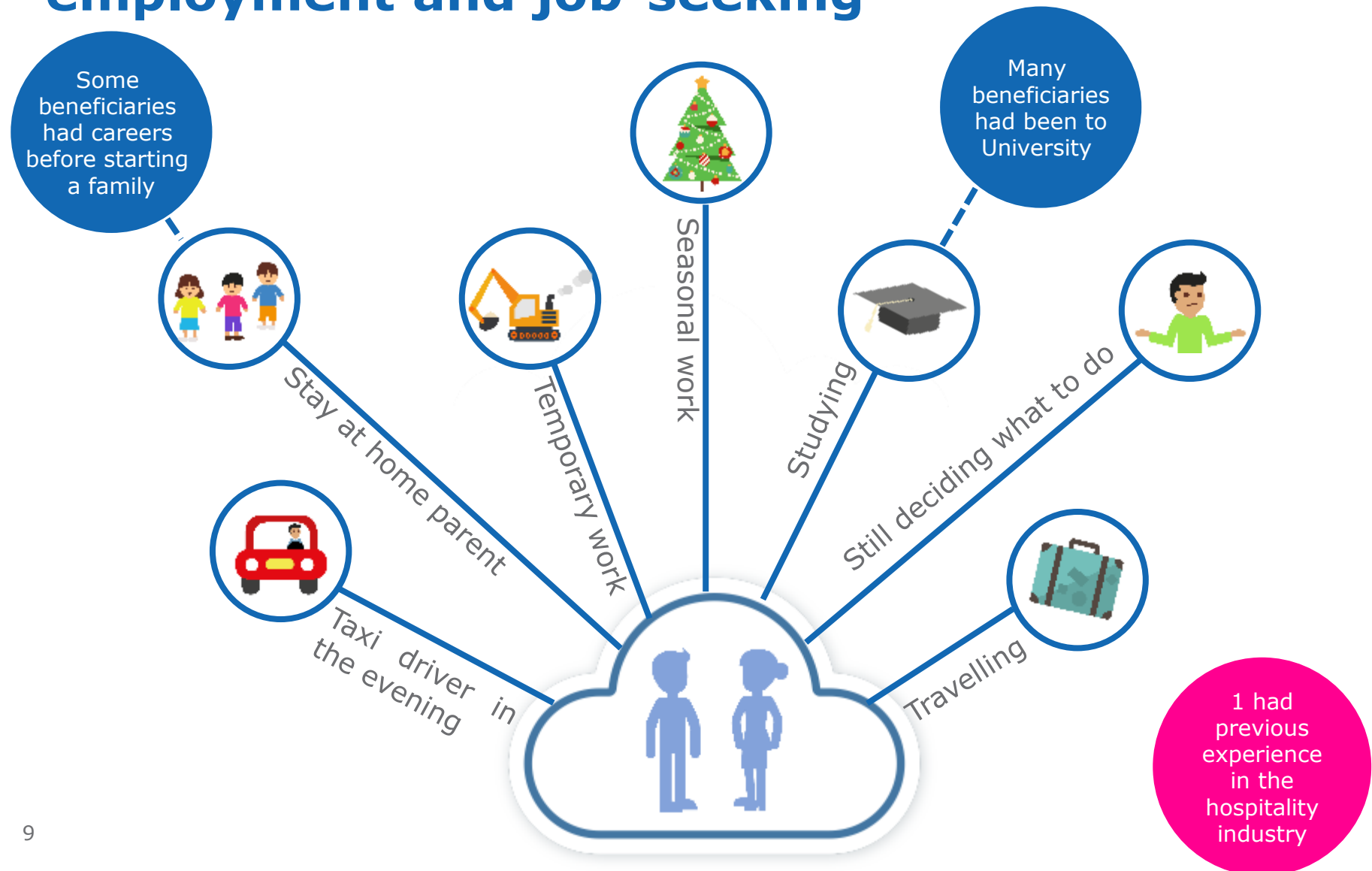
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The current situation





We spoke to a variety of those in education, employment and job-seeking



We spoke to a range of people

Non-Beneficiaries



"I did my GCSE's then did 1 A-level. At the moment I'm just looking for something, even an apprenticeship"

"I'm working on a building site for my uncle until something better comes along. But I don't know what yet..."



"I'm only 14 – I haven't even started to think about what I want to do, it's far too early to decide"

"I've just come back from travelling and finding it hard to get back into work"



Beneficiaries

"I did lots of studying to get into management, but then found out it's not as easy as that. I'm having to start from the bottom"



"I've just been working to get by"



"Doing this course and taxi driving in the evening"



"As a single mum it's hard to find a job around school hours"





Despite the current economic environment, hopes and desires for the future are high

"I wanted to be somewhere I was **happy** in terms of living in London. Having enough **money** to support myself"

"I always wanted to get somewhere but for financial reasons I couldn't. But now I have a degree I'm **hoping** and trying..."

"I want to be **somewhere I enjoy**. I know work isn't always glitter and fairy tales but I also think it's important to enjoy your job"

"I have one **dream job**... I've got the education now I'm plugging the gaps with experience"



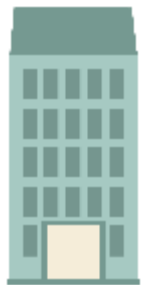
Many young adults leave education without skills to take into employment

School equips them with knowledge...

- Qualifications through exams
 - Though personal experiences and achievements varied
 - Often dependant on a preferred style of learning
- A stepping stone to the next stage of education



"They're too focussed on teaching things that you won't use in reality when you grow up"



... but not the practical skills for work

- Lack of awareness of what jobs involve
- Lack of work experience
- Disjointed careers advice

What advice is being offered at school?



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Advice sought





Schools are not equipping student with careers advice or work experience

Many can not recall being given advice



- Is it being missed?
- Are they not paying attention?
- How can you capture their interest?

Sometimes given on an informal basis

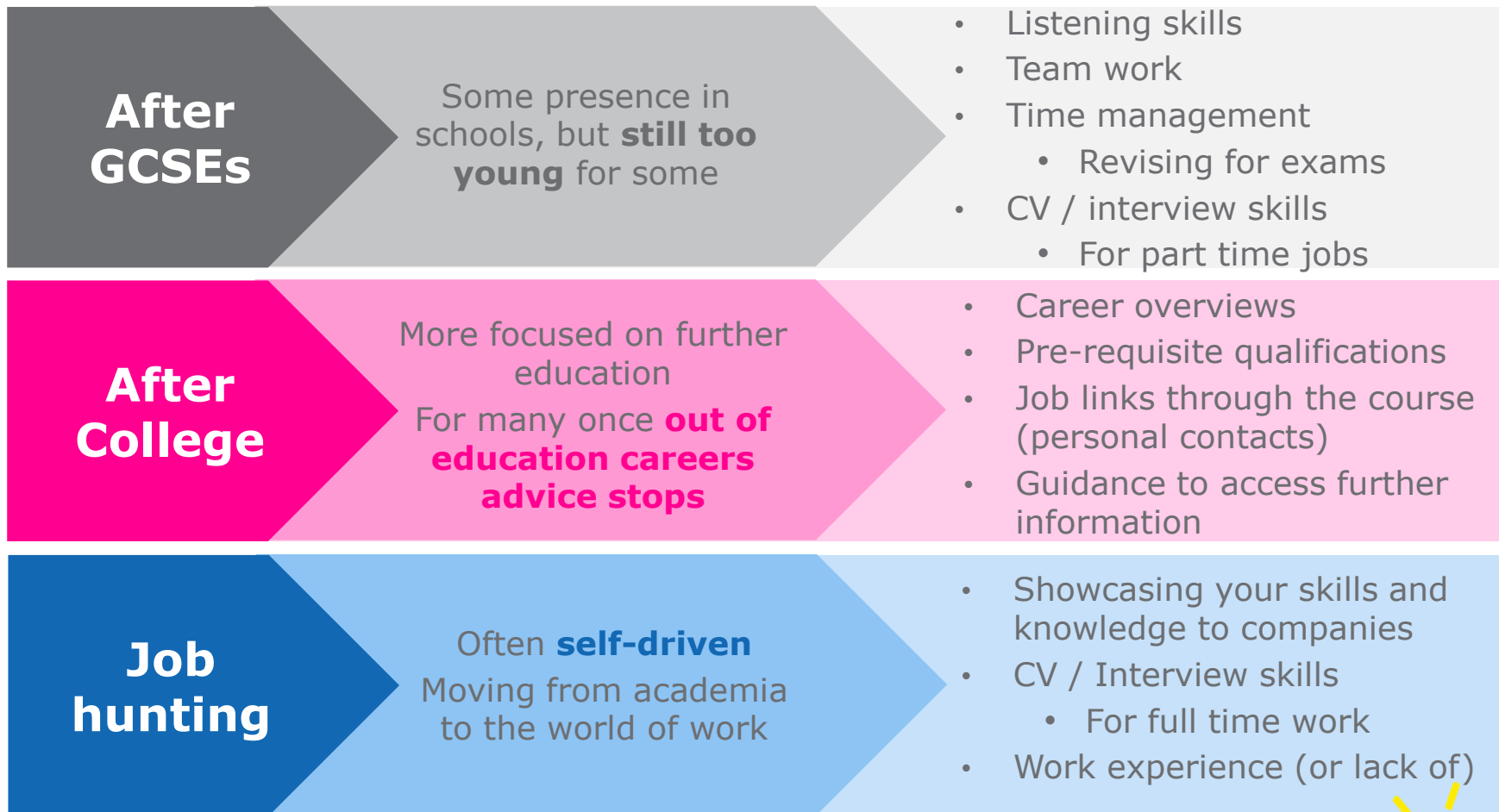
"We didn't have any careers counselling, but some of the teachers I was close to were encouraging"

Work experience

- Once a staple of school life, work experience programmes are in decline
 - Many schools are no longer proactive at offering this
- Many would have liked to have done work experience – there is a desire to see it reintroduced
- Some have done volunteering as part of Connexions
- **Any work experience is seen as a benefit**, even if not in their preferred industry



There are windows at different life points where careers advice comes into play



Bitesize chunks of careers advice could be more engaging





After education they often don't know where to turn for guidance

Unsure of the steps

"I don't really know what steps I have to take to get into my chosen career"

Personal connections

"I got my last job through my Uncle"



Lack of relevance

"School did a careers evening but nothing came up about the area I'm interested in"

Lack of help

"I don't think there is anywhere in my area that gives job advice"

Uncertainty is a recurrent theme





Friends and family are a major source of help

For advice

"I'm not sure where to start... I tend to just ask family and friends for advice or support. you got advice at college, but then there's nothing once you leave"

For jobs

"My girlfriend's Auntie works in Tesco so she is going to see if there are any opportunities at the store"

"My last job came through my dad and brother – they both work at the same place"

Around half mentioned friends / family spontaneously



However this can mean many young people are used to being spoon-fed

They want the job search to be as **easy** as possible

- The majority prefer to wait for a job advert to come up and then apply for it
- They want all careers and job information in one place
- They can often lack the confidence to be decisive

"I want someone face to face to actively find interviews, or refer me to organisations"

"I'm someone who needs something done for me... even if I can do it myself"

Many 'go with the flow'

- Without knowing what qualifications or skills they would need
- E.g. one participant aspired to be a vet for RSPCA but was put off by the need to do 3 months voluntary work, without understanding he would also need a veterinary degree

"I don't think I want to get into that industry now, but at the time people were telling me it was a good course so I just went with it"

They aspire to a quick win

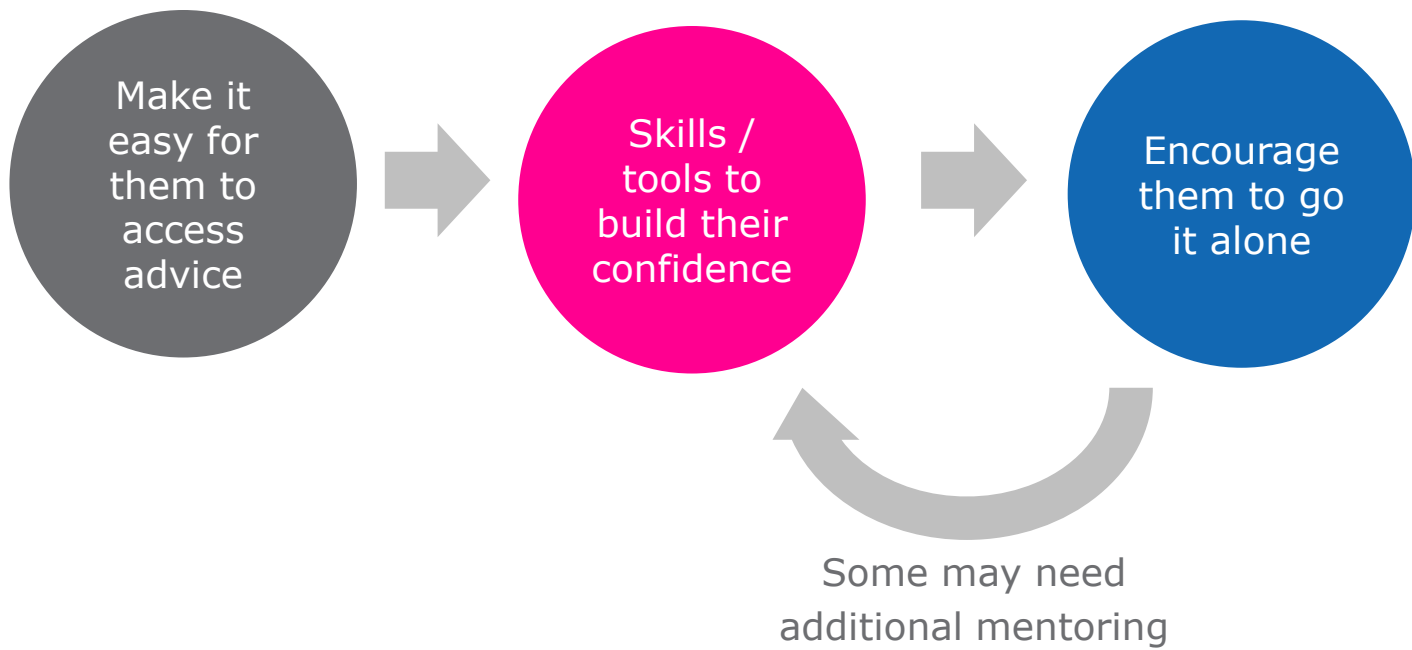
- They see young people becoming successful and making lots of money by doing relatively little (eg YouTubers, reality show stars)
- This is highly appealing and they aspire for this to be the same for them

They need to be **given a push** to think for themselves





They need advice to build knowledge and confidence, then a push at the end of the process

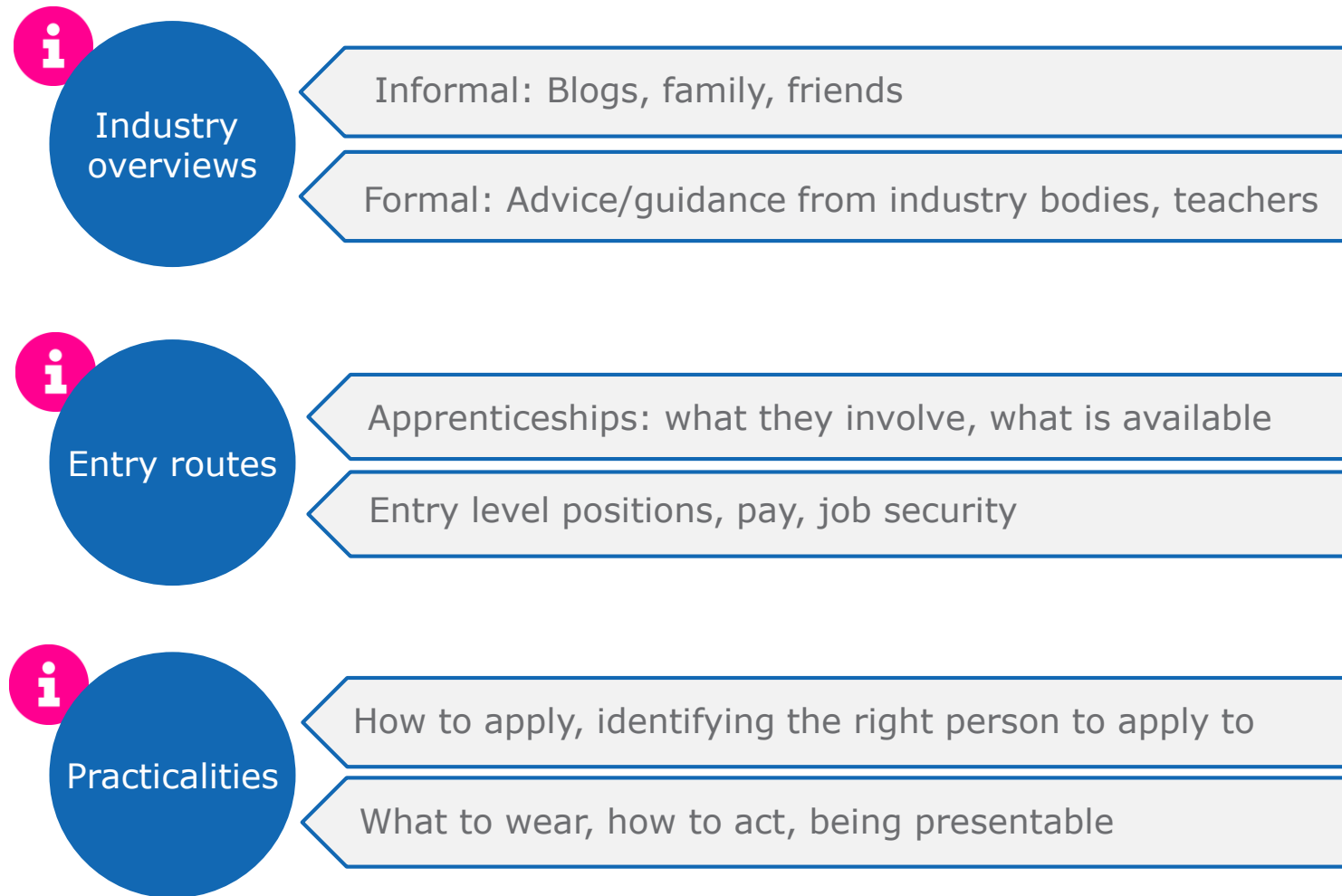


Encourage them to take everything as an opportunity



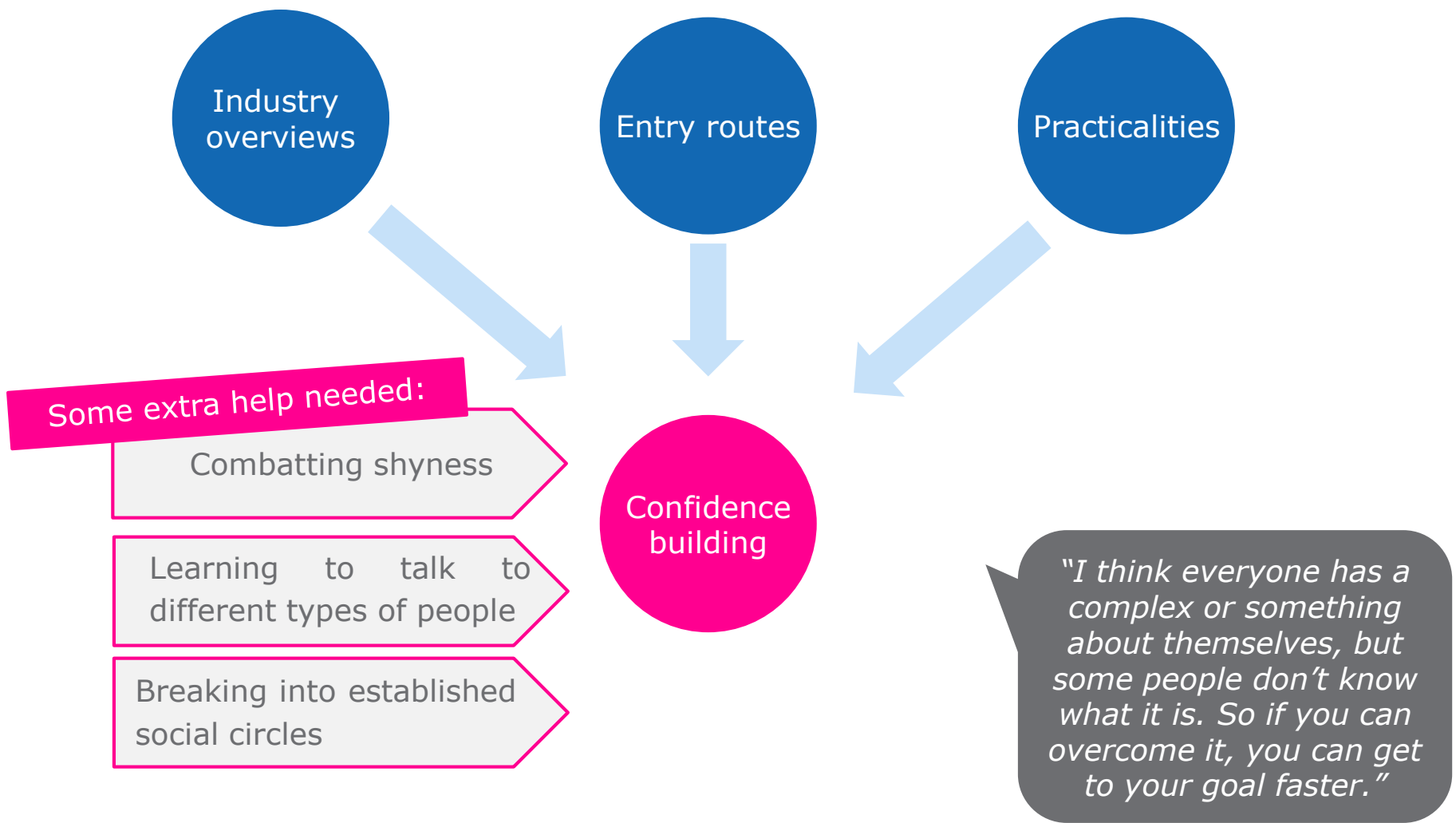


What advice is being sought?





All three go towards building confidence



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Challenges faced





The road to employment is full of challenges

Step 1

What do I want to do...?:

- **Understanding the industry**
- Job roles
- Prospects

Step 2

Building a CV:

- Structure
- **What to include**
- Keeping it **up to date**

"Competition is so tight"



"Unless you're fully qualified you are not fully valued"

"I struggle speaking to people, that's a difficult thing for me. Like they might examine what I say"

Step 4

Job search stress:

- Recruitment agencies, getting **lost in the system**
- Lack of response

Understanding the requirements:

- Need for more **qualifications** related to the industry?

Step 3



"We'll contact you, then 6 months down the line I haven't heard a word"

Step 5

Interview Anxiety:

- What to say
- What to wear
- How to come across **confidently**

Follow up:

- **Lack of feedback**
- The need to improve





A major barrier is employers' demand for proven experience

- It is increasing difficult to 'break in' to the world of work the older they get with little/no experience
- Many are willing to do unpaid experience
 - Schools rarely offer work experience any more – recognised decline amongst those in education
 - May become increasingly difficult to do unpaid work due to legislation
 - Volunteering may therefore increase in importance as a more important and valid route to unpaid experience
- There is often an easier way – going directly to people they know

"I'd want to have reassurance that this is the right path for me. To spend a day in their shoes would be interesting"

Job seekers recognise the need for experience

"I don't have any experience in a full time job, let alone relating to somewhere I'd want to work"

"I don't know anything about going into a full time job. I'm 23 already but don't have any experience"

"I've done some volunteering work, that went really well"

"Even if it's unpaid experience... I think any experience is good"





Job seekers new to the UK face additional challenges

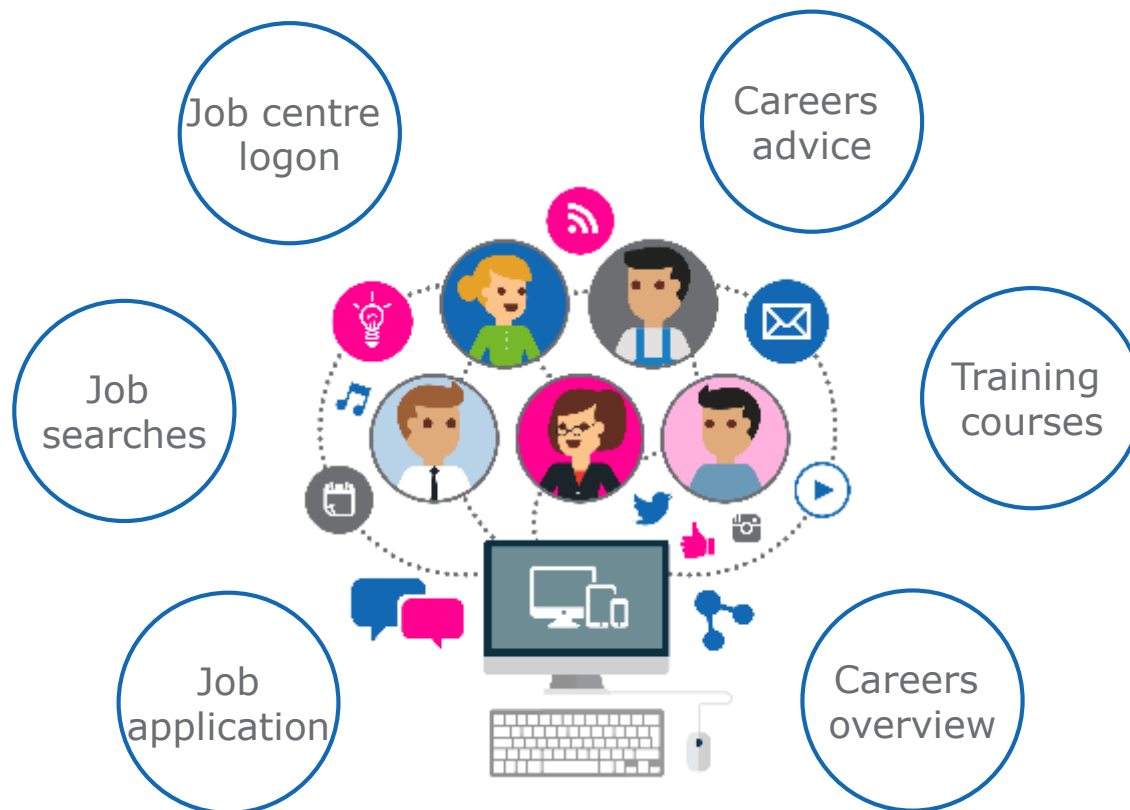


- Qualifications gained elsewhere (Maths, English) and experience may not be recognised
 - Some describe retaking GCSE Maths and English before they would be able to qualify for a job
- Language barriers
 - Especially technical terms
 - The desire to come across confidently
 - Concern about misunderstanding
- Family support
 - Often far away from family/friends for support, childcare etc
- Cultural differences
 - In terms of dealing with people



Much careers resource is now online

It is acknowledged that many functions of the job search have moved online over recent years – there is little face to face communication anymore.



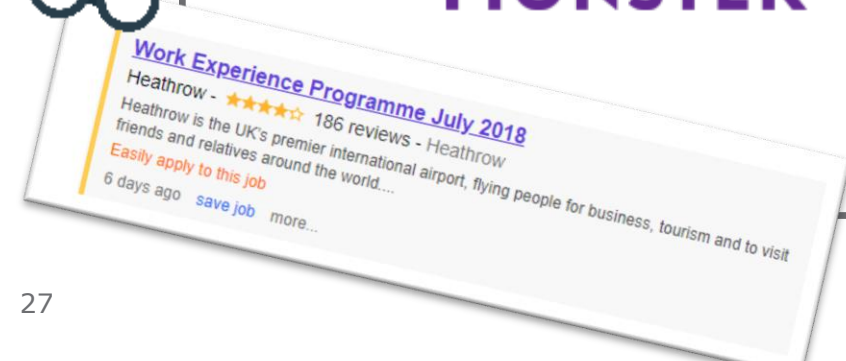
Although information may be easy to access, the personal touch and face to face communication are more likely to help in building confidence



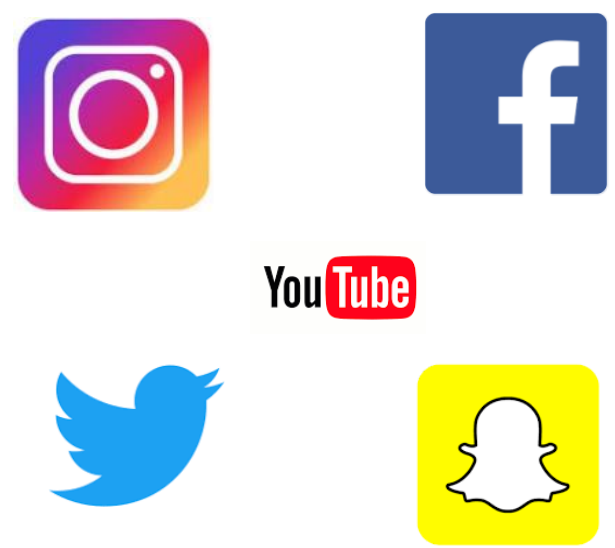
Job searches are wider reaching than they have been before

- Job seekers are using a variety of options (job sites, apps, recruitment agencies)
- The Springboard Charity could learn from this by promoting itself more widely to increase awareness via mediums that potential beneficiaries relate to

Job websites / apps



Social Media



But often people do not know how to search

"What is the job title for that type of role?"

"What should I type in?"

"I'd like to be told about good websites to look at. I'm sure they exist but I just don't know which ones, where..."

"How do you delve into Google and get an interesting job out of it at the end...that feels so big, that's probably what I need help with most."



Overall, they want all the information easily accessible and in one place

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Awareness of local opportunities





Awareness of Springboard, and other training providers is generally low

- Only 1 beneficiary had heard of the programme before commencing
 - This was around 2-3 months after starting to visit the Job Centre
- There is limited awareness of other training providers outside of College or University

Some awareness of: (mentioned by 1-2 participants)



Prince's Trust



Skills Training UK



DHUNAY CORPS

Higher awareness of:

connexions

- Helpful
 - Helped **arrange volunteering** work at a library, council
 - Keep in touch – but at the wrong time to be relevant for them
- Unsure whether there is an **age limit**
- Limited access due to **recent closures**

Even beneficiaries were unaware of Springboard before the course



- First mention of the name was on **Day 1** of the course
- Referred to as **hospitality training**
- **Limited information** provided by the Job Centre Advisor



Role of the Job Centre

All beneficiaries found the course through the Job Centre

"I was referred to the programme by my work coach"

"They said there was an interesting programme, you can get a job and some experience"

"Its very clear you would get 3 qualifications"

jobcentreplus

However amongst many non-beneficiaries there is a barrier to visiting the Job Centre

Stigma attached to visiting

A necessity for claiming benefits

Not always welcoming – different experience based on advisor

"I'd never consider the Job Centre – I'd go online"



More could be done to raise awareness of Springboard at the Job Centre

Springboard isn't always mentioned by the Job Centre proactively

"The Job Centre don't seem to try hard to put people in a programme"

"I'd been going to the Job Centre for 2 years"

"I was told to go on some other training first, but I couldn't get there"

And some do not know what they are signing up for

"They didn't tell me much about it, just said it would be good for me to do it"

"I was told it could be the way to get customer service experience"

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The hospitality, leisure and tourism industry





There is limited understanding of the industry

- Travel and tourism is better understood than hospitality
- There is low awareness of what jobs are involved
- Mixed views on customer service aspects

"Until we were talking about hospitality I didn't really know what it was"

Advantages

- ✓ **Rewarding** to provide a good service
- ✓ Showing care for people
- ✓ **Travel:** good way to meet new people, new experiences
- ✓ **Fun** – better than a 'boring' office job
- ✓ Creative (event management)
- ✓ Team bonding, work nights out, parties etc make work fun
- ✓ Ability to develop management skills

Disadvantages

- ✗ 'Seeing to people' lack of respect, mistreatment, dealing with rude people
- ✗ Low pay at entry level
- ✗ Struggle to climb the career ladder?
- ✗ Job security? Seasonal work
- ✗ Shyness, concern that they would struggle dealing with people



"There's probably lots of jobs you don't even know exist, so being told about them would help"

"It's not really an area I've thought about, but maybe it would be if I knew more about it"

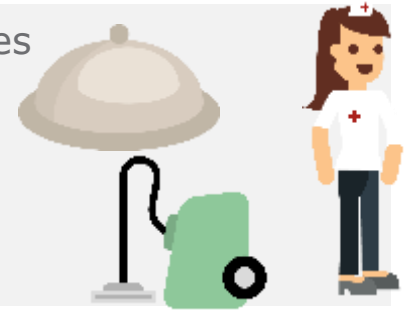


The name of the industry is disjointed

Hospitality



- Working in a hotel, a wide variety of roles
- Catering
- Event management
- Working on reception, computer skills
- Hospitals? Misunderstood meaning



Leisure



- Gym
- Sports
- Leisure Centre



Tourism



- Link to travel, going around the world
- Air hostess, holiday rep (travel, experiences, meet new people)
- Tour guides
- Highest area of interest – glamorous and fun



Three very different sectors in one

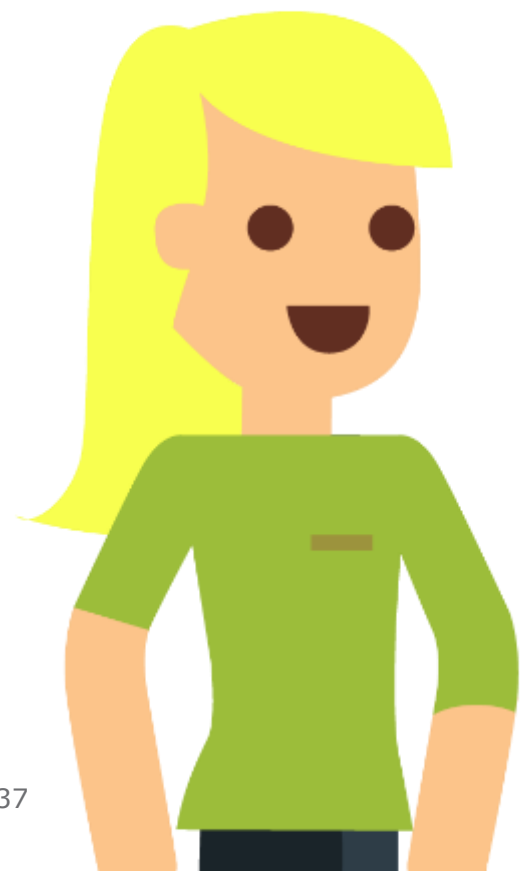
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The Springboard programme





The course overall was very highly rated



"I think it's really good. No other place I've seen offers that much help to someone."





Current beneficiaries are strong advocates of the course

"Since I have never worked in the UK it has helped me preparing for interviews"

"I've already told my wife that it would be useful for her"

"My mate's on Universal Credit and I think I'll tell him to do it"

"I can recommend Springboard especially if they are interested in the industry"

"This is a very good programme. I would recommend it"

"Would I recommend Springboard...? I already have!"

All beneficiaries said they would recommend the programme





Beneficiaries had many hopes from the course

1 Learn what hospitality is – basic knowledge

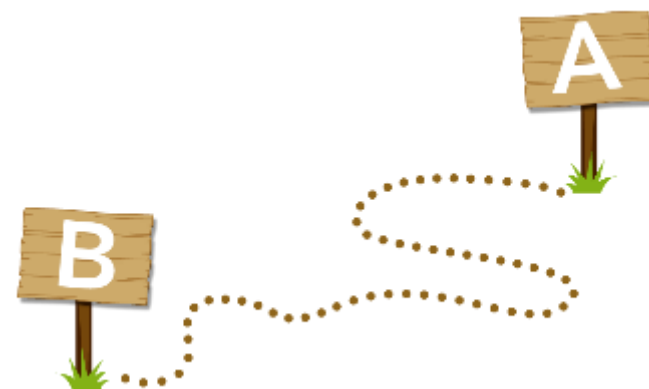
2 Spark an interest in the industry

3 Qualifications / certificate to prove skills to a future employer

4 Develop experience

5 Hopefully get a job as a result of the placement

6 But overall develop knowledge and skills to help in the future – transferable skills



"By the end of it you should be more employable. Even if you don't have a job you should have the potential to get on"



Back to our 3 step process...

Make it easy for them to access advice



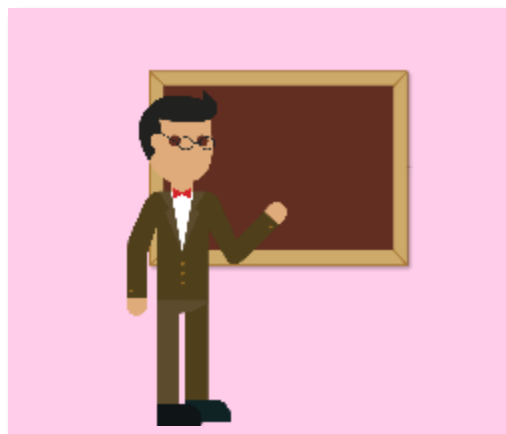
Build their confidence



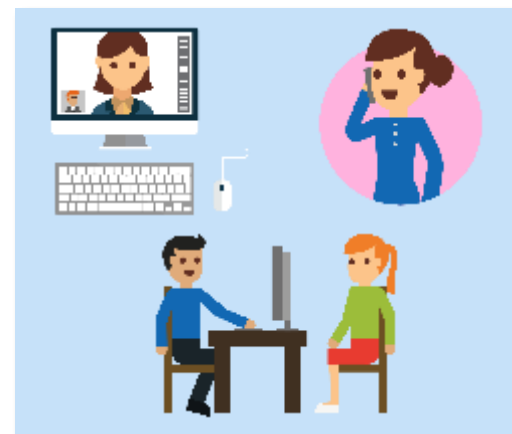
Encourage them to go it alone



Promote beyond the job centre



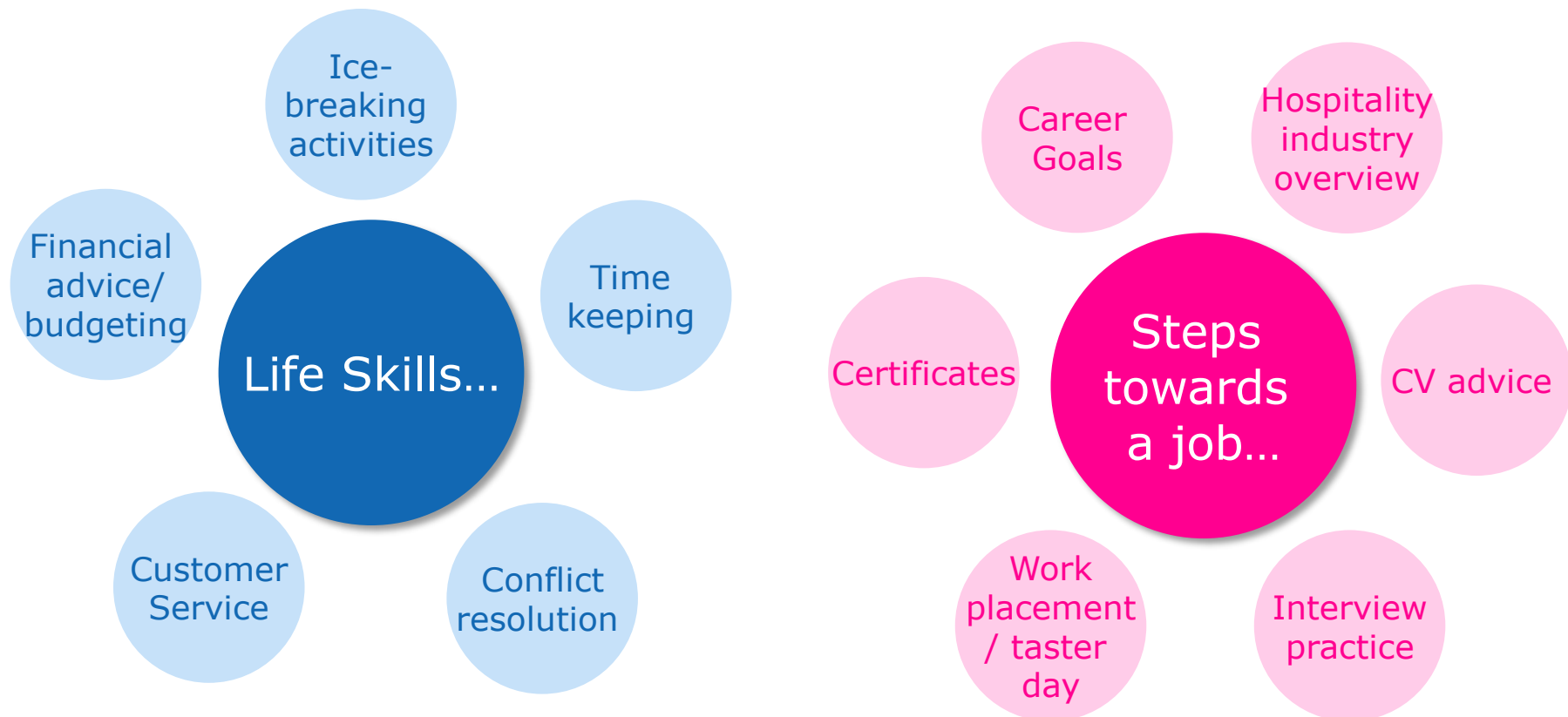
The Springboard Programme



Continue building confidence - Mentoring



The current course components can be categorised into 2 areas



It is these steps towards a job that tie in with the key advice being sought



Focus on: Steps towards a job



Hospitality industry overview

There is a clear lack of understanding about the industry

- Uncertain about different roles involved
- Uncertain how interesting it would be
- Not promoted enough to raise an interest

Some information is available online

- But without the push to consider the industry it is unlikely to be researched proactively
- Face to face is more likely to open up a discussion

Beneficiaries really enjoyed this part of the course

- Helpful to know the details
- A good introduction to the whole course
- Raised awareness of the type of roles involved
- Raised interest in working in the industry
- Introduced cross-functional roles e.g. I.T skills for reception

"I found it detailed ... what the hospitality industry is like, the roles available"

"I knew there was a lot I didn't know how big it actually is"

Go back to basics with an overview of the industry



Career goals

It is considered important to set goals and monitor progress

- But currently they don't know enough about the industry to set those goals
- Offers inspiration for those with their sights set high

Currently career steps information is gathered informally

- From friends and family
- Although that is limited to what they know

Beneficiaries are also still getting a lot of information informally

- They can see the benefit of this aspect of the course, but many didn't feel that the training covered much about Career Goals on a group basis
- As many had different paths they wanted to follow, this was felt to be better delivered as tailored discussions on a 1:1 basis

"I turn to people I know"

Explain the roles at each step of the journey



CV Advice

Covered in school at a basic level, but now needs updating

- Basic CVs cover education and qualifications
- Which is useful for part-time jobs
- But often has not been touched since school and is now out of date
- Need advice on how to tailor CV to focus on the industry / profession
- Build in work experience and skills gained

They are looking for advice on...

- How much historical information to include – what is relevant
- How much detail to include
- Practical skills – using Word, formatting etc to make it look good
- Many are looking on job sites for a template to replicate

Beneficiaries learned how to update their CV but would welcome more feedback

- It was felt that a CV review by course leaders would be beneficial
- However feedback was not always forthcoming
- Ensure feedback is always given with clear explanations and guidance is provided for improvements

"They told us how to improve it but didn't look at it to see if we had"

Feedback is important to reassure and build confidence

Interview practice

Interviews are a nerve wracking process

- They are acutely aware of the importance of making a good first impression
- Confidence has a big part to play – so the more they prepare and practice the more confidence they gain
- Often getting the interview is the hardest part of the process, so it is important that it goes well

Beneficiaries found practice and feedback very valuable

- The fact that the work placements also involved interview practice was a great way of bringing it to life and making the experience closer to reality than informal practice
- They found the feedback very valuable, especially coming from professionals in the industry rather than course leaders or peers

"You can test your skills and reflect on what you did right and wrong. Then when you finally get the interview for your dream job you'll be ready for it"

They are anxious about...

- How to act professionally
- What to wear
- How to shake hands
- Eye contact
- The type of questions, practicing the answer
- Good / bad example answers

"No matter how many interviews you have had you can always improve"

Practice to overcome initial nerves, feedback to improve

Taster Days



"That would be very appealing to me for reassurance that this is the right career for me. Just to spend a day in the shoes of people who work there"

High level of interest

- Practical experience is the biggest barrier facing job-seekers

Low risk way of testing out the industry

- There is a desire to find the one thing they are good at
- Taster days provide a good opportunity to 'test the waters' before subscribing to a job they may end up not enjoying

Beneficiaries felt extremely privileged to visit high profile organisations

- Exciting to go 'behind the scenes'
- Taster days provided an insight to the industry whilst also being fun
- Involving high profile, aspirational organisations really inspired them
- Opened their eyes to how much variety is available from the industry
- But not long enough to really experience the job – little involvement in the day to day tasks

"It made me more aware of what happens in the hotels... you don't realise what goes on behind the scenes"

Exciting, interesting, inspiring

Work placements



"Oh yes, amazing!"

A major benefit of the course

- Practical experience is one thing that a lot of job seekers are missing
- The chance to gain experience in the hospitality setting would give them a 'foot in the door'
- The more aspirational understand the importance of networking to get up the career ladder

Tangible evidence of experience - increasing their employability

- A welcome addition to their CV
- Possibility of leading to a full time, permanent position is motivating
- Gives them an advantage over other job seekers who may not have such experience
- A week or two is more valuable than a taster day

Beneficiaries found it easy to access

"I hope I get a job out of it, at least get the potential to be working from this"

- Springboard setting up the placements made it easy for them
- They liked the fact the course build up to a work placement - having learned about the industry, job roles and gained qualifications, their confidence had built up
- Putting everything into practise gave further confidence in their ability and gave them motivation to take the next steps themselves
- Potential improvement: flexible hours to accommodate single parents

Other elements of the course build confidence, this is the final push



Certificates

Another tangible benefit – certificates provide proof

- The certificates awarded throughout the course provide something physical for job-seekers to take away
- Undeniable proof that they have the necessary qualifications

Builds on industry knowledge

- Links into learning about the industry as a whole, and opens their eyes to the legal requirements of working

Beneficiaries felt that this was one of the key things to take away from the course

- Even if the Springboard course does not lead to a job they still have something as evidence to take away at the end
- Gives them a head start in the job search – above other candidates who may not already have this
- But not relevant for all jobs in hospitality, e.g. Food Safety requirement for working in a kitchen vs working on hotel reception

Increases employability



Certification is empowering

And Springboard has 2 levels of this:

The Springboard programme being recognised by industry leaders

- This tended to be discovered during the course
- But would have increased the appeal if they had known beforehand
- Partnerships with well known companies also has strong appeal

The three qualifications gained during the course

- A tangible benefit that is 'sold' to prospective beneficiaries before they started the course
- Often a driver to sign-up



- ✓ Food Safety Level 2
- ✓ Health & Safety Level 2
- ✓ World Host Customer Service



Focus on: Life skills



Let's look at these individually



Ice breaking activities

"The most awkward thing on earth"

Many had previous experience of this

- They had done similar exercises in the past, such as school activities or when attending camps
- In many cases they come out with strong friendships

There are mixed feelings about ice-breaking activities

- Whilst a good way to get to know people, many felt put 'on the spot' and uneasy about ice-breaking activities
- Even those with strong personalities felt awkward
- Could be improved by re-framing around a work related benefit, such as being able to initiate conversations, or strategies when joining a new workplace

Beneficiaries felt it was a good way to start the course, though some felt self-conscious

- A good introduction to everyone on the course
- An opportunity for everyone to introduce themselves
- The activities ran smoothly
- They helped some to cope with nervousness

"You first hear people talk so you get a sense of what they are like... and I think it helps with nervousness"

Consider how this is named / framed to sound less intimidating



Time keeping

"I used to struggle with arriving at places on time. And definitely waking up in the morning!"

This very much depended on the person involved

- Many had no issues with time keeping and felt it was unnecessary
- Others struggled and would value ways of managing their time better – with particular focus on getting to work on time
- Planning and revising for exams was an example of where this skill had been developed

Timekeeping held most interest when linked to the context of a job

- Better to be focussed on industry and job requirements, rather than to their own behaviour
- For example keeping timesheets, and managing tasks throughout the day

Beneficiaries did not feel that this had been covered during the course

- And generally this was fine
- Some who needed additional help with this would feel able to approach a tutor for individual support

Offer this to individuals if they feel they would struggle

Conflict resolution



"Not just in the workplace but in everyday life as well"

This is an area where job-seekers have limited knowledge and experience

- Therefore for some it is considered irrelevant – some, especially younger people, do not have the life experience to understand such situations could occur
- Mainly felt to deal with conflicts internal to the business rather than conflicts with customers

Others felt that this was a scenario not exclusive to working, but also relevant for day to day life

- Simply learning how to deal with different people, personalities and levels of seniority
- Certainly considered transferable across many different industries

Beneficiaries felt that more could have been done in this area

- Although the course could prepare people for dealing with conflicts in the workplace, leaning how to deal with different people in different situations was felt to come largely from experience
- Role play rather than theory would be most beneficial

Holds most relevance when mentoring, dealing with situations as they arise

Customer Service

Important considering many hospitality jobs are customer facing

- Whereas conflict resolution is internal, Customer Service faces outside the company
- All recognised the importance of this in performing well at their job
- This is something that many had prior experience with from previous employment

"If you didn't do a good job you might get the sack!"

They are looking for advice about...

- How to read people
- How to react
- Dealing with confrontation
- Ensuring the situation does not escalate
- Mannerisms
- Body language

Beneficiaries felt this element was essential – some would have liked more

- In order to keep a cool head when put into difficult situations
- There are so many different scenarios they appreciate it would be difficult to cover them all on the course
- Felt that a lot of this would come with experience

"They are not angry with us, they are angry with the business"

Essential skill for customer facing roles



Financial advice / budgeting

Younger people feel advice is lacking

- Not taught in schools, but this is not the most appropriate place for learning it
- Considered more of a 'life skill' learned through parents
- There is often a reliance on parents to offer financial assistance – back to spoon-feeding
- Older job-seekers have learned by themselves

Some advice would be welcomed on...

- Budgeting
- Saving for the future
- Paying bills
- Being streetwise / avoid being 'ripped off'

Beneficiaries felt this was not covered, but was not needed

- Those going through the course could not recall any financial advice, but for them it was not important

A life skill learned at home through experience



After graduation

- Graduation was a highly anticipated event
 - Allowed those who have low chance of graduating University to have a similar celebration
 - Provided a sense of achievement
 - Added authentication to the course
- A formal end to the course
 - After graduation many remain friends
- The course tutor also had a presence as a source of support, even many months down the line
- All people we spoke to were positive about Springboard and would recommend the programme



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The personal connection





We've seen throughout that there is demand for personal connections

- Many are already resorting to this through friends / family:
 - Advice on careers
 - Relatives who can help them get a job
- This is why the work placements are so important to the course
 - Building contacts within the industry
 - To help further down the line to find and develop opportunities
- They accept that a lot of information is online, but face to face support is still in high demand
 - Explain clearly
 - Can ask questions
- They are looking for personal support
 - This is where the mentoring aspect of the Springboard programme excels

"I think my best bet (for a job) is through people I've met on the course and ask them about opportunities. Otherwise I think the only route I can think of is cold emailing companies"

"Actually meeting people from companies is really invaluable"

"I think it's good that they keep in contact with people. They seem really involved in helping people. I feel like other charities are in it for themselves. This one is a better charity, interested in helping others out"



Mentoring is a highly valuable element of the course

There is a sense of non-beneficiaries valuing a "parent" figure

- Someone external for guidance and support, to be 'in your corner'
- Relieves the pressure

"It is nice knowing you are not in it alone"

Can increase the chance of staying in employment

- Someone to answer to
- More likely for them to make sure they are on track and stay on the path
- More motivational than 'a nagging parent'
- To share concerns and offer solutions

"Just someone you can go to ... just to ask advice or any questions"

Beneficiaries had enormous praise for the course leader

- Right from the start of the process, he was a warm welcoming face at the Job Centre and a big draw to sign up for the course
- Beneficiaries highly value the knowledge, advice and support
- They find him very understanding - he really cares and takes time to understand people's situation and offer practical and emotional help
- They value the contact they can have with him over the telephone as well - it makes it easy for them to get in touch
- The proactive contact from him is also a big positive and shows that he cares

Reinforce the tools that built confidence without spoon-feeding



All had a positive experience, right from initial contact with the course leader

Some had spoken to him at the Job Centre and bought into the course due to the meeting



- Having him at the Job Centre in person is very effective at encouraging enrolment onto the course and makes it 'easy' – which is what they want

Others had received a phone call the following day which was also positive



- Proactive communication – go to them with the information, make it easy for them to learn about the program and sign up
- Ensure contact is made at an early stage

The remaining participants attended a pre-course meeting



- Consider inviting all attendees and explain what the program involves
- Consider that some may be less confident
- Ice breaking activities can be painful for some – the pre-course meeting could start the process in a gentler, less intense way

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Improvements to the programme





The programme structure could benefit from flexible sessions to suit peoples circumstances

Some would like a choice in how long it takes to complete

- **Shorter** course:
 - To get back into work sooner
 - Concern it would affect potential earnings for those expecting to get back into work quickly
- **Longer**, less intensive days
 - Or evenings
 - To fit around current job seeking
 - To expand opportunities e.g. temping during the day

"2 weeks – more than that would be a worry, not working and needing to earn"

"If it's not too long you haven't got anything to lose"

Some beneficiaries had missed occasional days

- Due to childcare, job interviews, or other commitments
- They welcomed the flexibility that the course leader offered to attend dates on future courses to 'top up' any missed days



It came as a surprise to some that the programme was 'part-time' in terms of days and hours when it had been offered as a full time course



Advertising the course

- Currently there is low awareness of Springboard
 - Though the course is highly appealing to local people looking for employment
 - And beneficiaries are strong advocates of the course
- The Job Centre is the only source of awareness
 - Though the job-search process is far wider reaching
- Promote the fact that the course:
 - Includes work experience
 - Provides industry recognised qualifications
 - Is accredited / recognised within the industry
 - Can lead to a huge variety of job options
 - Is easy to access and local
 - Provides all job-hunting info in one place
 - Is flexible (part-time hours)



Consider allowing the course to be tailored

- The course included a diverse group of ages, life situations and nationalities
 - Whilst this was positive and inclusive, some had specific requirements

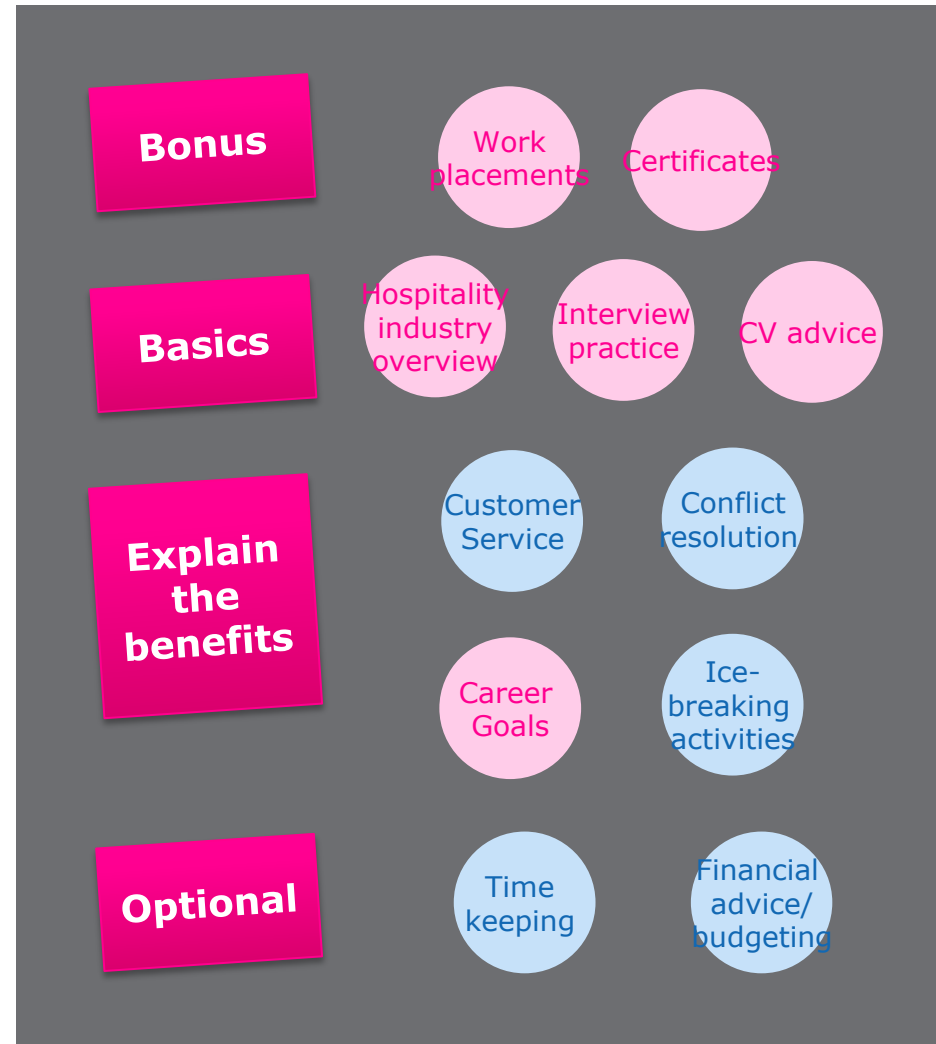
Steps towards a job

were targeted to all, and this was appropriate

Life Skills

could be more tailored towards individuals

Consider optional participation in activities such as time keeping and financial advice/budgeting





Other resources they would like to see in the local area

Club

Club to provide advice about job hunting, living alone, finance

Life skills

Stepping into the next lifestage – **'ways of the world'** – setting up a home, insurance, housing etc

Make it easy

A telephone helpline where you could call without having to travel or make an appointment

Cross-industry

A similar programme for different industries

Technology

How to use **technology**, computer programs, spreadsheets etc

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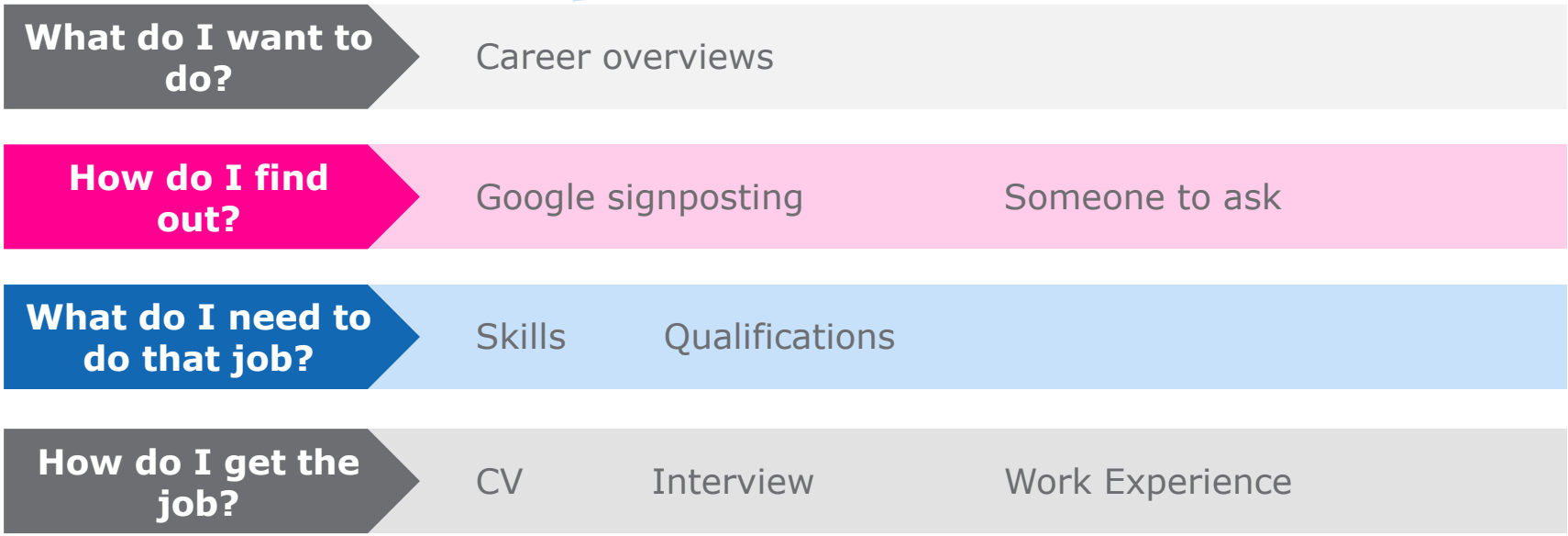
Summary





Young people have a number of big questions about their future

The solution:



I want all this information in one place

All this knowledge and skills will develop my confidence

This confidence will allow me to make decision and push myself



Key insights - background

1

- Careers advice at school is not entirely forthcoming. School could do more to prepare young people with skills to take them into employment, and work experience is virtually non-existent.
- When young people come out of education careers advice dries up and they are often unsure where to turn.
- For most the logical place to find information is online, but they are unable to ask questions and often they don't know what they should be looking for.

2

- There is an element of spoon-feeding the younger generation. Many are used to things being done for them, and want things to be as easy as possible. However this is often due to lack of confidence.
- By equipping them with knowledge you can grow their confidence, build on it through offering practical experience, then give them a final push to progress alone. Once they know they can do it confidence is reinforced.

3

- Although aspirations are high, many do not actually know what they want to do as a job/career, or they have an idea but no understanding of what it actually involves.
- Hospitality, leisure and tourism isn't a term that they clearly understand, and tend to latch onto one of the three words. Those with a knowledge of the industry find it appealing due to the diversity in roles available. However if they don't know about it, they won't consider it.



Key insights – the Springboard course

1

- The Springboard course is highly rated and well delivered.
- Key benefits are the work experience and qualifications. However all activities go towards building confidence.
- Young people recognise that lack of experience goes against them, and the fact that they can gain work experience and industry recognised qualifications on the course increases their employability.
- There is less demand for 'life skills' such as timekeeping and financial planning, and these could be tailored to individuals.

2

- There is very low awareness of Springboard, although this is also the case for other training providers. The Job Centre is the only place it was promoted and even here more could be done.
- Awareness of the charity could be increased by using media that is relevant to young people, such as via education institutions, or social media.

3

- The course tutor brings a huge benefit to the programme, with all beneficiaries showing strong praise right from initial contact at the Job Centre.
- Personal connections are highly valued throughout the career planning and job-seeking process, with many turning to friends or relatives for guidance. As they expect things to be easy, some give up on challenging situations, but an external mentor could increase likelihood of staying in employment

If you have any questions, please do contact...

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