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Nottingham University Business School

Building Engagement, Building Futures:

An empirical analysis to maximize youth engagement in the UK job market

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Abstract

It is evident that young people have been largely affected by the recession as companies have decreased their offers, complicating Youth employability and, consequently, reducing their chances to get experience and job connections. Moreover, current recruitment practices emphasise aspects which do not help and most young people today can no longer count on the prospect of a 'job for life'. However, the market is changing and the picture looks quite promising. Companies financial statements have demonstrated this recovering specially in the UK and sectors such as Accounting, Investment Banking, and the Public Sector expect to recruit more graduates in 2012/2013.

This report aims to understand how young people between 18-24 years old engage themselves in the UK job market and how 'Working for Youth', an initiative dedicated by Standard Chartered Bank and Experian can maximise this engagement through their online channels.

Given the intricacies of youth unemployment in UK job market, what are the different ways through which youth engage while searching for jobs and vacancies? As there are few studies exploring youth attitude and behaviour regarding job search, a research was devoted to understand young people's experiences and difficulties during job search.

The report initially used secondary data to study and examined gaps under youth unemployment. Then, through primary research, a questionnaire was elaborated in order to fill all the gaps from the literature analyses. The data from primary research was collected through semi-structured interviews to collect first-hand information. Research adopted qualitative method to ensure the depth of the information collected and a total of 20 participants were interviewed face-to-face in the month of August 2012 in Nottingham and Mansfield.

The report analyses three core themes – The engagement strategies pursued by youth in UK to search jobs, their work attitude & behaviour and lastly how and if they engage themselves in seeking career advice and mentoring.

According to the analysis, informal channels demonstrated to be the preferred and most effective ways used by young people to search jobs in the UK (word of mouth), as

well as internet and websites. Moreover, it is interesting that many respondents have mentioned that "*Approaching companies directly*" as a very effective way to get direct information and feedback. Most of the youth also used social networking websites (Facebook) for getting information on companies and vacancies but had doubts on the credibility of jobs posted on them. Regarding mentoring and career advice, the majority of the respondents had sought career advice at some point in their lives mostly through lectures, professors, or career advisers in their education institutes. Regarding the areas in which they would like to receive career advice, we noticed that basic mentoring is needed, especially in areas as CV building and process of job hunting according to their specific industries and sectors.

A positive outcome of this research is to provide a better understanding of youth attitude and behaviour towards searching jobs in UK that can further help Working for Youth to better design their communications strategies through social media and other platforms.

List of abbreviations

ACD-Approaching Company directly

ACEVO - Association of Chief Executives of Voluntary Organizations

BNT- Brave New Talent

CC-Connection Centres

CF-Career Fairs

DWP- The Department of Work and Pensions

Ed.Est-Educational Establishment

FJF - Future Job Funds

GM- General Media

HR – Human Resources

ILO- International Labour Organisation

Int& Web-Internet and Websites

JC+- Jobcentre Plus

JSA – Job Seeker Allowance

LFS – Labour Force Survey

NB/SW- Notice Board/Shop Windows

NEET - Not in Education, Employment or Training

NESS - National Employer Skills Survey in England

Net-Networking

NGO – Non Governmental Organization

NQF- National Qualifications Framework

OECD - The Organization for Economic Co-operation and Development

RA- Recruitment Agencies

SME – Small and Medium Enterprises

UKCES - UK Commission for Employment and Skills

WFY- Working for Youth

WOM – Word of Mouth

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1. Introduction

1.1 Introduction of the report

"It's particularly worrying that long-term joblessness for young people is still rising, even as overall unemployment falls. If this continues we could lose a generation of talented and highly qualified youngsters to blighted careers, debt, and under-achievement."

Iain Duncan Smith, 2012

(Work& Pension Secretary, BBC Online)

Youth unemployment has been a critical problem in the UK for many years and even before the great financial recession Britain has been dealing with this issue. The period of 2008/9 caused a cyclical problem where the demand for young people has decreased in the labour market calling urgent attention from the business sector more than ever before (ACEVO, 2012).

The long term causes and implications of youth unemployment have had severe effects on the wellbeing of youth. It is also a subject of a wide range of policy interventions and many of them have failed to prevent this recent rise of unemployment (Bell & Blanchflower, 2011).

The Government and Education Institutions have led many initiatives to overcome the issue, but they do not seem to be sufficient. Many programs present serious drawbacks and the youth do not feel fully motivated to take part in them. So, more than ever, the business community has been called to take part in many areas and is managing to enrol itself in partnership with social enterprises, charities and training institutions to provide young people a first chance. Many are the apprenticeship opportunities, graduate placements, and internships available in the market by companies and multinationals to help specially those claiming benefits or are at social and economic disadvantage.

Despite this, little has been done for those groups who are educated and are struggling to find the right job. 'Working for Youth´ is a genuine initiative by Standard Chartered Bank and Experian to overcome this problem and provide online mentoring to young people aged 18 to 24 from industry experts. This has been done through Facebook and online forum to reach maximum amount of young people.

With the purpose of understanding Youth unemployment and its effects and provide to the client an up-to-date picture of the market, this dissertation is supported by primary and secondary research. A gap analyses also examines the milestones that exist between young

people and UK labour market. It looks in depth at the strategies used by youth while seeking work, channels used and their effectiveness, to what extent social media is used as a vehicle to get access to information and usefulness of networking to search jobs. In particular, by analysing attitude and behaviour, the group aims to present the areas where youth engagement is lacking. With this, we hope to add value to the initiative on better engaging with the targeted audience.

1.2 Working for Youth (WFY) – Overview of the initiative

WFY initiative is being launched, with support of many UK leading businesses, with an aim to stimulate creation of over 200,000 new jobs for young people by 2014. The project is initially chartered by Standard Chartered Bank &Experian UK which aims to offer mentoring and career advice in order to bridge the gap that exists between the candidates and the job market. Likewise, by using social media and online communities, and through the engagement of non-for profits organisations, they pursue to reduce the information gaps faced by this generation.

It also intends to help fund new roles for young people in partnership with SMEs and social enterprises, helping them to grow and employ more people. Moreover, the initiative is not just about jobs, but also represents a commitment to an important set of values and actions, including the reviewing of HR policies; sharing best practice and ideas for new job creation and giving feedback to all applicants to better prepare them for the work place. These objectives together serve the broader purpose of supporting growth of the UK economy.

To engage with young people in the UK the initiative pursues to use social media channels, Facebook and a Community Forum (Brave New Talent-BNT), which will allow access to young people to new roles as well as gain mentoring.

1.3 Focus/Scope of this study

The main purpose of this management project is to contribute to the initiative *Working for Youth* as well as to highlight the challenges and trends of youth unemployment in UK.

This will be achieved in three phases as shown in Figure1:
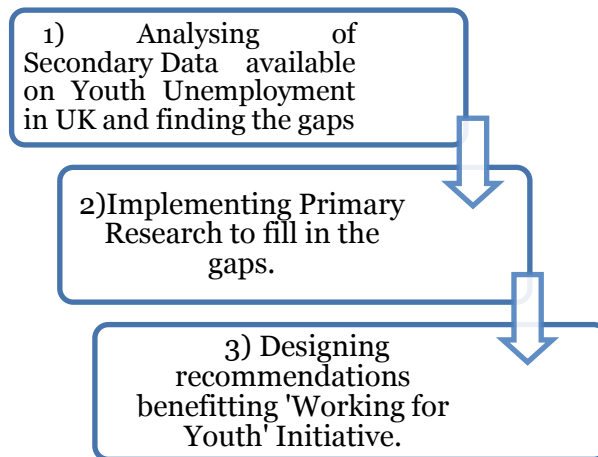
Figure 1: Focus/ Scope of project.

- **Analysis of secondary data:** The group analysed all the secondary data on youth unemployment in UK, factors affecting it and also the engagement strategies (methods and channels) adopted by young people while searching for jobs.

- **Implementation of Primary Research:** Through conducting 20 in-depth qualitative interviews in the cities of Nottingham and Mansfield the group could understand the reality of young people and get a more accurate picture of how the process of engagement happens.

- **Recommendations:** Through primary and secondary data analysis we have considered how WFY could establish internal and external partnerships, provide better career advice and create better engagement with youth.

1.4 Research questions

Some of the important questions which this report attempts to answer are divided under 3 headings:

Youth engagement in job market: Here we research on which methods/ channels youth engage when searching for jobs in UK and their effectiveness. The time they spend on job search process and effectiveness of social media for searching jobs.

Skills/ Work Attitude & Behaviour: By agreeing or disagreeing on various statements provided under these we try to understand youth behaviour and attitude while looking for jobs.

Career Advice/Mentoring/Guidance: Are young people interested in seeking mentoring/career advice? Channels through which they have sought advice and whether they are interested in receiving advice for career progression.

1.5 Relevance of the study

Youth Unemployment is a systemic issue. The evaluation of how Working for Youth as a project can contribute with releasing vacancies to help youth becomes an interesting analyses. This could be used as a guideline for organisations and similar initiatives from different sectors and sizes. Moreover, as this project requires interaction with experts, social enterprises, non-for-profits, researchers, and professors from various areas in the UK it became a worthy and non-academic external experience for the group members.

Regarding the literature review, Youth engagement strategies targeting skilled people such as graduates, part time students, and school leavers looking for employment are lacking. Most of the current reports largely emphasise on NEET (16-18 years old) people not under employment, education or training and Claimants, but less attention is paid to those who are actively seeking for employment. Also, no reports were found on the role of social media and online portals in bridging the connection to help youth to build up their employability skills.

As there is a lack of research on above topics, a detailed study covering them would bring relevance in understanding the issues and would help in getting first-hand information from young people directly. This will further support WFY to better engage with the targeted audience.

1.6 Limitations of the study

The research involved 20 participants who were interviewed at the University of Nottingham, West Folk House Youth Centre (Mansfield) and at other venues. In retrospect, two notable factors limited the conduct and outcome of our study: a somewhat narrow range of respondents, which restricted the diversity and utility of the data we generated; and time constraints, which restricted the opportunity to conduct primary and secondary research(we had only 3 months to do this). In sum, a wider variety of responses and a longer timeframe for the project would have perhaps yielded more useful results.

1.7 Structure of the report

This management project is composed of five chapters. The report begins with the literature review which explains the fundamental concepts of youth unemployment and the social and economic costs attributed to the issue. It also includes a segmentation analyses to understand how youth engage and compromise towards job market at different levels. Moreover, to understand the engagement strategies, various methods and ways of getting a job are studied with an analysis of social media and popular channels such as Facebook and Twitter. Further, study on transition from education to work is discussed along with skills and wage gap, how mentoring is essential for career progression and current government initiatives is discussed. We then analyse the gaps which further lead us to primary research.

The next section of the report explains data collection and research methodologies conducted to study the gaps and receive first-hand information. This is followed by the analytical part which includes a discussion on the questionnaire application process, pilot interviews and data analysis matrix.

To further narrow down on specific aspects that require more attention we discuss the findings which are attained from the analysis of data collected from the primary research.

The final section involves conclusions and recommendations presenting possible suggestions that WFY can undertake or integrate in their project in short and long term to support the initiative.

2. Literature Review

2.1 Youth Unemployment in UK

The Prime Minister, David Cameron argues that the priority now is on *"getting every unemployed youth earning or learning before long term damage is done"* as the rates on youth unemployment are still raising significantly (ACEVO, 2012)**.**

The challenge of youth unemployment in UK has many faces and Britain has a structural youth unemployment problem as well as an immediate crisis to face. The number of people who have been long-term unemployed have been rising since 2004 combined with *cyclical* patterns driven by recession of 2008/2009 where demand for young people has decreased. This has called urgent attention to the issue more than ever before.

The graph by McKinsey Global Institute (MGI)[1] (Image 1) shows that UK is placed as the seventh country under Youth unemployment levels when compared to other developed economies:
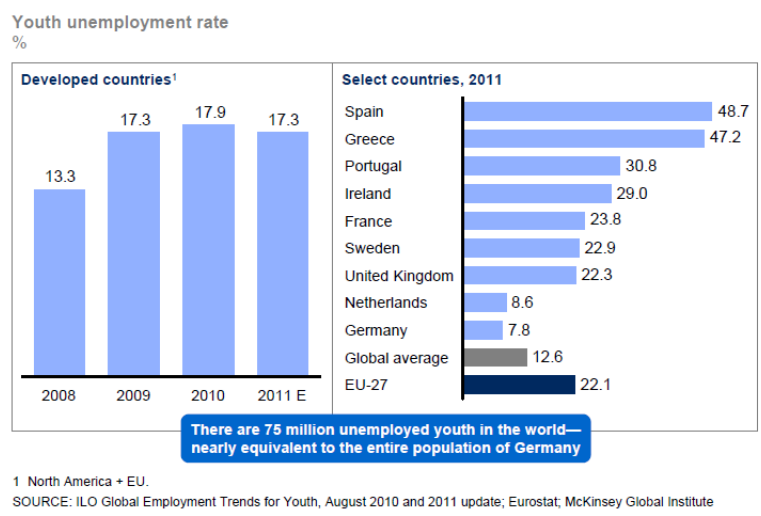
Image 1: Youth Unemployment in Developing countries
Source: McKinsey Global Institute (MGI), March 2012

1 McKinsey Report, Available at
ttp://www.mckinsey.com/insights/mgi/research/labor_markets/future_of_work_in_advanced_economies

Recession and subsequent low levels of growth have been major contributors to recent rise in youth unemployment. Recessions tend to impact on youth unemployment more than they do on unemployment amongst older adults, and the 2008-2009 recessions appears to have had a particularly negative impact on young people.

Image 2 shows that even before the recession the figures for young unemployment in England were still high and the recession just made it more difficult for skilled people to find right position with increased competition.
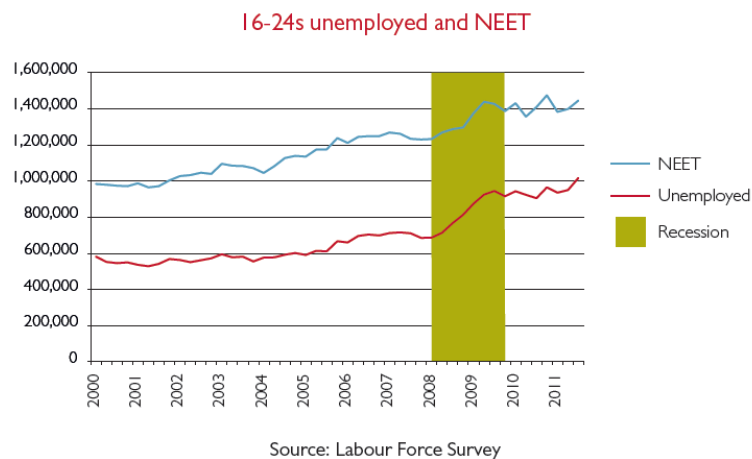
Image 2: 16-24 unemployed and NEET (LFS), year
Source: ACEVO Report (2012)

Most important than highlighting the issue is perhaps to understand its costs, causes and consequences. Therefore the next section will briefly point out some of the roots that have contributed to the issue.

2.1.1 **Cost of unemployment**

The most obvious cost of unemployment is to the unemployed themselves, followed by the cost imposed on their friends and family and the broader costs to the economy in general. Even more significant are the costs by the claimant group (people who rely on unemployment-related benefits), in the UK, the "job-seekers' allowance". ACEVO (2012) analyses the cost of youth unemployment which currently costs the exchequer £4.8 billion (more than the budget for further education for 16- to- 19-year-olds in England) and the economy £10.7 billion in lost output. Unemployment levels after recession also lead to a 'lost generation', where one in five show long term scars because of lower wages and greater unemployment (Gregg and Macmillan, 2011).

Looking at the issue from the macro and economic level it is evident that unemployment rises as disequilibrium in the proportion of the demand and supply of vacancies in the job market. For this to occur, two conditions must be analysed: the aggregate supply of labour must exceed the aggregate demand, or there must be stickiness in wages, in other words, the wages offered by the market do not meet an equilibrium point, with less workers willing to accept that particular jobs at each wage rates.

Sloman & Sutcliffe (2004) indicate many causes of disequilibrium unemployment, however as WFY is primarily focused on the patterns of unemployment brought by the economic downturn (the immediate shortage of jobs). Thisreport mainly focuses on the *cyclical unemployment[2] movements*. The literature associated with Equilibrium unemployment (Structural and Frictional unemployment) will therefore not be covered as these areas are directly related to structural and long-term market changes.

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[2]The focus on the cyclical unemployment movements rather than structural causes was chosen by the client and the group as tend to be more pertinent to the analysis of the age group (18-24) years old.

2.1.2 Causes of Youth unemployment

As seen above, unemployment issue is reinforced by structural and cyclical reasons and it varies substantially over time and across different sub-groups. Elsby et al (2011) examine how the structure of unemployment across groups and its cyclical movements in the UK across time are shaped by changes in labour-market and conclude that young workers are more likely to be unemployed facing more fluid labour market, experiencing more jobless spells but for shorter durations.

Youth unemployment might result from several reasons and in the current economic climate, it is becoming increasingly difficult for young people to find their first job. A survey from the Guardian Careers (2012) revealed that not having enough experience (25.6 %), lack of jobs (23.4 %), too many unpaid internships (17 %), high competition from other graduates (13.5%),economic downturn (6.20%) and not getting the right job (6.1%) as the biggest challenges in the current graduate job market as shown in image 3.
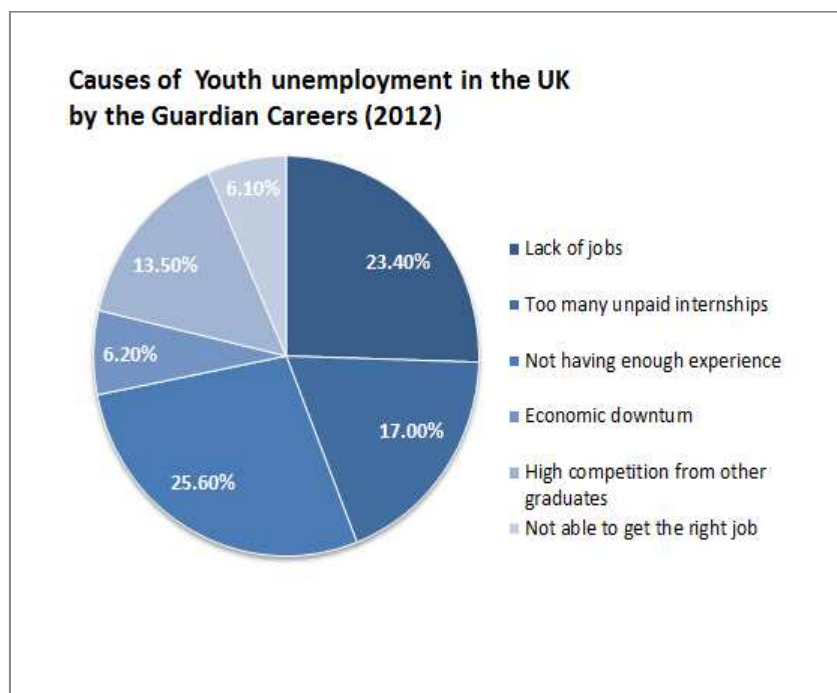
Image 3: Causes of Youth Unemployment
Source: Gaurdiancareers.com, 2012

Other systemic reasons are great recession, changes in demand for skills, state dependence, education issue, and competition from migrants. All of which are explained below (Bell & Blanchflower, 2011).

Great Recession

During the recession of 2008-09, the demand of labour fell and unemployment increased. Young people aged 16 – 24 have suffered a great deal which imposed large costs on individuals and on society. In 2009, youth unemployment rate in UK was 18.9%.

Changes in demand for skills

The changing demand of labour market adversely effects youth unemployment. According to skill biased technical change – skill requirements in production requires technical capabilities which leaves the young unskilled at a disadvantage (Berman at al 1994).

State Dependence

State dependence leads to extended or repeated unemployment spells.

Effects of education

1. Education attainment: Young students do not drop out completely from labour market, as they still take up part-time work. During 2010, there has been a significant rise in college applications which has been verified by Clark (2011) who also argues that students enrol more during recession. In 2010, there was an increase of 22% in applications to UK universities which reveals the fall in employment opportunities.

2. Educational Levels: Education levels have different effects on employability. Elsby et al (2011) argue the less-educated are the one hit harder by recession (workers who have left school prior to age 18 (NEET) tend to face significantly higher rates of job loss), which are aggravated further by depressed rates of job finding and associated longer unemployment spells. On the other hand, Bell & Blanchflower (2011) contrast the effects on higher education, when young people can become overqualified for some positions (oversupply of graduates with high reservation on wages).

3. Increased Schooling: It effects unemployment as on one side employability is increased by attainment of increased education as success rate of job search increases, whereas on the other hand delayed entry into the job market due to additional schooling reduces average employability as they become more able.

Competition from Migrants (Immigration)

Blanchflower & Shadforth (2009) show evidence that due to the inflow of immigrants into UK from other countries after 2004 had negative impact on employment, as least skilled young people were mostly effected. But there is little empirical support on this topic.

2.1.3 Consequences of Youth Unemployment

Youth unemployment causes a permanent 'scarring effect' rather than temporary blemishes (Ellwood, 1982), leading to serious long term social, economic, communal, and personal implications. Those entering the workforce during recessions have lower lifetime earnings (Kahn, 2010).

The consequences of Youth unemployment are analysed below:

Economic Consequences:

Youth in the age group 18 – 25 are more sensitive to macroeconomic conditions as their belief in life chances decreases, and they start believing in luck rather than effort. This results in their believing more on government redistribution rather than public institutions (Giuliani & Spilimbergo, 2009). Youth are more likely to get dependent on welfare schemes in later life. Average young unemployed spends 2 months extra every year out of work till they reach their late 20's.

Personal Consequences:

Unemployment is considered to be a stressful event in life which indirectly reduces wellbeing of the individual. This also effects the employed as it creates an anxiety over job security. It leads to physical problems such as illness, mental stress, malnutrition, anxiety, depression and loss of self-esteem leading to risk of suicide (Bell & Blanchflower, 2011). It also negatively effects youth's expectations from the future which directly effect's their present wellbeing (Knabe & Ratzel, 2011).

Social Consequences:

Youth involve themselves in anti – social activity. It causes adverse social impacts as it increases youth participation in crime, burglaries, thefts, drug offence etc.

Communal Consequences:

Unemployed youth tend to feel rejected, ashamed, lost and anxious, insecure and depressed. They feel less happy and content with their family, friends and health and are less confident towards future. They are more inclined toward drugs, burglaries and thefts as they feel their life has no direction and have nothing to look forward to (The Prince's Trust in Bell & Blanchflower, 2011)

Further on to deal with the problem of youth unemployment, education plays a major role as it helps to gain access to a good job. This involves strengthening school education, enterprise linkages, providing vocational training and offering career guidance and placements along with providing government support and employment subsidies.

2.2 The Transition from Education to Work

The transition from school to work is recognised by developmental psychologists as a significant phase in the maturation of young people. Most of the youth are not well equipped with qualifications and skills to progress into the work market. For this, they need to receive support from education establishments in terms of proper career advice and certain government policies. Here, we discuss and present some aspects that would need to be improved to smoothen and facilitate such transition.

2.2.1   Participation age

The current government plans to rise the age for participation in education from 16 to 18 years, which is a great way to improve transition from education-to-career, but it needs to be further accompanied with various reforms. Britain does not provide young people a clear range of progression route and lacks in quality and is poorly coordinated.

Young people choose to delay entering the labour market so that they can study further. This leads to losing out on income in the short term but in the long term it secures them for earning higher wages (Barwell et al, 2007).

2.2.2 Education to Work

Transition from education to work involves improving the quality and level of skill and the quality of match between people's education level and employment role.

Youth generally experience different trajectories in this transition. Few jump from job to job and do not develop steady employment relationship, while others settle into long term employment soon after leaving education. Due to this youth experience periods of *churning* where they keep moving from one low paying job to another. Another point of view is that

youth delay entering the job market to develop their skills and interests and enter job market with higher wages. Education is clearly linked to employability as youth learn both soft skills (punctuality and dependability) and hard skills (Numeracy and literacy) (Yates, 2005).

Due to increasing competition at work place, it becomes responsibility of education providers to be more active and prepare students for job market. Beyond studies it is necessary to manage youth's expectation for work and support them in the transition from tertiary and higher education to work.

Education is the best investment for managing smooth transition. Moreover, employees are also required to display skills and qualities such as team work, leadership, innovation, problem solving, and need to be aware of their environment. This would give opportunities to educational institutes to work closely with industries and manage transition of students to work and develop lifelong learning (Cord & Clements, 2010).

In order to have a real understanding about what are the important factors that facilitate such transition, an interview with Cathy Brown, an Occupational Psychologist and external consultant of Prince's Trust was conducted, who has also written a book about transition from education to work and carried out many researches into this topic. To her, what helps young people into their transitions is the fact they need to know themselves and have a positive attitude towards the job market:

> 'once people know their skills and preferences, the interests and passions, as well as the work activities and jobs they want to do, they will definitely have a smooth transition during this phase and build their employability easier'. (Interview conducted at Nottingham University on July 31st, 2012)

Below are identified some important areas that would need to improve to facilitate such transition.

2.2.3 Access to high quality work experience

Work experience while studying is most effective way by which youth get a first-hand taste of the working world by which they develop employability skills also (UKCES -The employability challenge report, 2009). They are clearly not equipped with better understanding of job market as they do not have much contact with employers during education which delays the learning process. Therefore, more meaningful work opportunities are needed.

According to the UKCES (2012, p.16) SMEs, IT and creative industries should engage more and provide such places.

Interestingly on this topic was the analyses conducted by the National Employer Skills Survey in England (NESS, 2010) which revealed that employers who actually recruit young people generally find them either well or very well prepared for work, with preparedness improving with time spent in education (See image 4) .
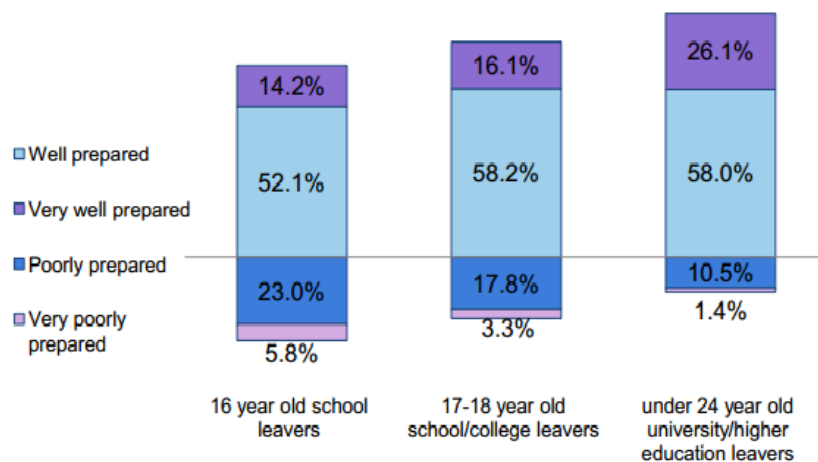

Image 4: Proportion of employers who recruit young people and their views on how well prepared they are
Source: NESS, 2010

2.2.4 Career advice/Mentoring

Mentoring has been defined as a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. Meier (UKCES, 2012) emphasizes that Mentoring in the UK is in need of a fundamental rethink.

Youth have poor understanding of various jobs and opportunities available and what they need to do to secure it. There are few mentoring, sources of information and insights for them. Mentoring should be used as a way to give young people the courage, discipline, motivation, and information about the job market.

In a survey of 10 local authorities, Ofsted[3] found that teachers, tutors and career advisers who provided advice and guidance to youth had little knowledge of options available for youth in job market therefore by not receiving enough career guidance in school they are restricted to build their networks and expand their opportunities.

Universally young people have hardly received any career guidance at school. Few who receive also find the advice as unsatisfactory, insufficient and ineffective. The advice which is provided at school is mainly focused on next step rather than career development. This leads to them joining college immediately without any career path and knowledge of labour market, which results in most of them dropping out as they are not fully committed (Lee et al, 2012).

According to the survey conducted by YouGov (2010), 30% of the youth between 19 -24 year old, agreed that they cannot remember any employer engaged in educating them on their careers[4]. High quality professional career advice is not provided to youth which would mentor them in employment[5].Industry coaching and mentoring also becomes important leading to greater retention and improved outcomes of students entering job market (Cord & Clements, 2010).

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[3]Ofsted, Moving through the system – information, advice and guidance (2010)
[4] Education and Employers Taskforce, Helping young people succeed: how employers can support careers education – increasing and improving employer involvement in providing young people with careers education, information, advice and guidance (2010)
[5] ILO & OECD, 'Giving youth a better start' (Policy note for G20 summit, 2011); T. Hooley, J. Marriot & J. Sampson, 'Fostering college and career readiness: how career development activities in school impact on graduation rates and students' life success' (Derby: International Centre for Guidance Studies, 2011)

2.2.5 Qualifications and skills match

"Youth unemployment is a complex issue. To tackle it, we must ensure that young people have the education and skills they need for the labour market, the incentives to get into work and the necessary knowledge of available opportunities".

Dr Neil Lee, 2012
(Short Term Crisis, Long Term Problem Report) at the Guardian Online, Tuesday 19 June 2012

Most of young people have little or no qualifications, which is a constraint to enter the labour market where vacancies are oversubscribed and qualifications are the first way employers filter applications. Soft skills (Communications, interpersonal skills) and employability skills are important to employers, sometimes more than degree and qualifications.

Employers feel that skills deteriorate if a person is out of work for a long time as they face difficulties demonstrating skills such as self-discipline, communication and team work skills (Lee et al, 2012). According to National Employer skills Survey, 19 % of employers are suffering from skills gap. The problem of skills lies not only to supply skills but also the poor utilization of skills. According to Work Foundation, 35 to 45 % of employees feel their skills are underutilized (Wright & Sissons, 2012).

These growing mismatches between the need of employers and skills of the workforce remain an important problem in the UK. It is quite normal to observe people with a degree or post-graduate studies working in low positions. This has been causing a *'cascade or ladder effect',* as the positions that were supposed to be filled by low-skill level workers, have been occupied by overqualified people with university degrees and certificates.

From the policy maker's perspective, the over-qualification issue have received significantly more attention than under-qualification, because of fears that it may have been caused by the increased supply of university and college graduates over the past few decades in several OECD countries (Quintini, 2011)). In 2011, 35% of UK employees were over-skilled and 13% were under-skilled (Green and McIntosh in Quintini, 2011, p.20). The qualification/skill mismatch problem was also studied by McGuinness & Sloane (2011) who discussed the substantial increase in the number of graduates emerging from higher education institutions has raised questions about the ability of the labour market to absorb them. Evidently the demand and supply of vacancies that would tailor graduates and skilled/educated workers are lacking.

2.2.6 Government initiatives

Strong policy intervention is needed to address the difficulties faced by youth in accessing employment.

To tackle the problem of unemployment, government has introduced various policies which remain unclear. The policies bring in offers which are aimed at employers, provide job subsidies, apprenticeships and financial support for brokering of internships. Various initiatives by government are the Future Job Funds (FJF), Young Person's Guarantee programme, Work Programme, Youth contract, Job Ready Programme, 2 to 8 week work experience placement, Youth Contract, Backing young Britain, Routes into Work and Graduate Talent Pool etc. (UKCES, 2011)

These benefits have been extensively explained in Appendix 1. with their description, eligibility, benefits, outcomes and shortcomings.

2.3 Segmenting the unemployed group

The understanding of the groups who are most affected by unemployment in the UK becomes relevant in this project, as youth profiles tend to behave differently while facing unemployment. Therefore, a further segregation is needed as well as analyses of factors such as education levels and attitude and behaviour as main influencers.

The economics literature defines *unemployment* as 'people of working ages who are without work, but who are available for work at current wage rates' (Sloman& Sutcliffe, 2004, p.555). Likewise, the International Labour Organisation's (ILO) characterizes as unemployed "a person who is unemployed if he or she does not have a job, is seeking work, and is available to start work" (Sloman & Sutcliffe, 2004, p.556).

According to REC UK Youth Employment Taskforce (2010), there is not a single youth unemployment issue, therefore it is crucial to identify the different challenges facing different categories of young job-seekers. The challenges facing university graduates are very different to those facing job-seekers looking to enter the jobs market straight from school. Moreover the issues for those with no qualifications or experience are very different to those who have some academic or vocational achievements. Therefore effective 'segmentation' is needed to understand and address different solutions for the issue.

Various authors have segmented unemployed people under different classifications and this report examines three main areas which are relevant for this study: *by groups* (ACEVO, 2012), *educational levels* (Labour Force Survey,2010[6]) and *attitude and behaviour* by the Department of Work and Pensions -DWP, 2011[7].

2.3.1 UK unemployed groups

ACEVO (2012) suggests three basic groups in which unemployed people can be classified in the UK: the '*claimants*'[8], the '*young unemployed*' and the '*NEETs*'[9]. '*Claimants*' include people over 18 years of age, who have been short and long term unemployed and are claiming Jobseekers Allowance. The '*young unemployed*' includes students (18-25) who would like to be in work but cannot find a job and excludes young people who are not in education or work but not looking for employment either (the 'economically inactive') – some of whom most of the programmes are worried about. The last one, the '*NEET*' group covers all young people not in employment, education, or training. It excludes young people studying but also looking for work and includes young people who are economically inactive (those not in work and not looking for work).

In general, this report is primarily about young people who have been short and long-term unemployed, students and graduates actively seeking for employment. Next topic explores the segmentation of Young people profiles according to their qualification levels and attitude/behaviour towards work.[10]

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[6]Report from the Labor Force Survey 4 Quarters- 2010.

[7]Report Beliefs about work: an attitudinal segmentation of out-of work people in Great Britain (DWP, 2011).

8 Claimants- The first group 'Claimants' is formed by those claiming Jobseekers Allowance.

9 NEET – It refers to the large number of young people unemployed and not in education, employment, or training. (UKCES, 2012, P.4)

10 This report is primarily about young people who have been short and long-term unemployed, students, graduates, and people under part-time employment or training. As Working for Youth does not focus on NEET population, this group will not be therefore examined.

2.3.2 Segmenting the Youth according to qualification levels (LFS, 2010)

The LFS Survey (2010), classifies young people by the qualification levels using the National Qualifications Framework (NQF). NQF has been built on principles of relevant and appropriate standards, quality, and excellence. NQF qualification is nationally benchmarked and internationally comparable (Careers Help online, 2012). Image 5 compares how Young people (18-24) with different qualifications have found work in the UK. The graph interestingly reveals that people with *No Qualifications* tend to depend more on networking and word of mouth than people who possess NQF level 4 or above. Further analyses on channels and methods are available at the engagement and findings and discussions sections.
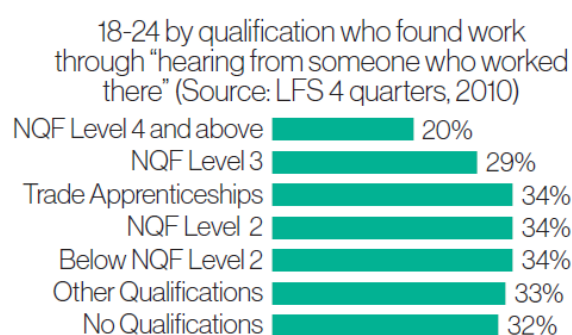
Image 5: 18- 24 by qualification who found work
Source: Labour Force Survey (LFS) 4 quarters, 2011

While NQF Level 4 and above include Higher education and training certificates, NQF Level 3 covers Further education and Training and in the level below NQF 2 are all the General education and Training certificates. Further details of these classifications can be viewed in Appendix 2.

The analyses conducted by the Office for National Statistics (2012) reveals two faces of education levels towards employability: it can be a great achievement and also a barrier for many people. According to them, the number of qualified people who were actively looking for work but unable to find any job surprisingly accounted for around 30% per cent of the total unemployment figure. Moreover, over the past 20 years the percentage unemployed that is in full-time education has increased mainly driven by more students in the youth population.

The same research however suggests that the better qualified and older young have lower unemployment and tend to be less hit by the issue. Image 6 shows that 18-year old who had left full-time education with an A-level, around 20.3 per cent were unemployed, falling to 6.7 per cent for 24-year olds.

Finally, looking at 21-year olds who had left university with a degree, around 24.8 per cent was unemployed as they start looking for work. Once again, the percentage of 24-year olds unemployed was just 4.9 per cent (Office for National Statistics, 2012).

Percentage of young people unemployed who have left full-time education by age and highest level of qualification, January to December 2011 (Office for National Statistics).
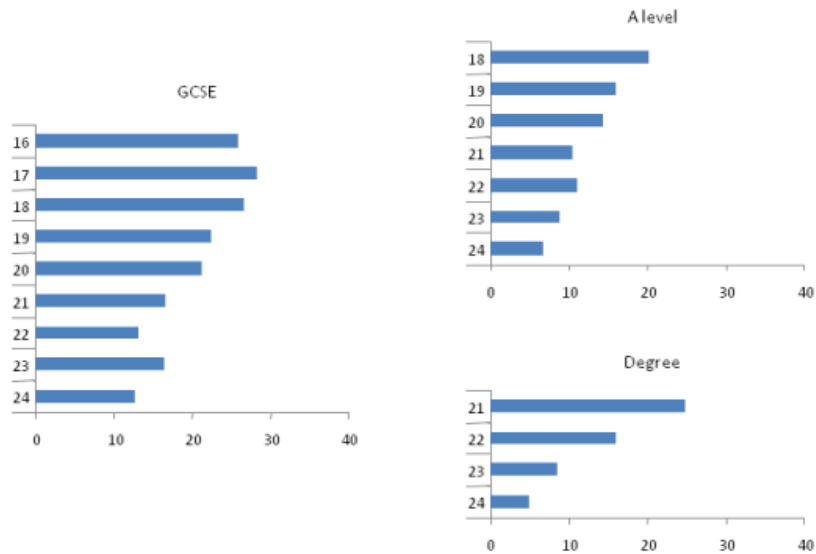
Image 6: Percentage of young people unemployed who have left full-time education by age and highest level of qualification, January to December 2011 (Office for National Statistics)
Source: Office for National Statistics 2012.

This suggests that qualification levels, age, and further education are factors that influence the job market response towards their employability levels and willingness to compromise, especially during periods of recession.

2.3.3 Segmenting the Youth according to their Behaviour and Attitude (DWP, 2011)

In 2011, the Department of Work and Pensions published a segmentation model to distribute out-of-work population into groups based on their attitudes and behaviour towards work and job-seeking. The research was developed in 2009-2010 and consisted in the analyses of British people under the following groups:

- Working-age benefit claimants
- Unemployed non-claimants looking for work
- Out-of-work non-claimants, not looking for work, but living in a low income household
- Working people who report that they are on notice of redundancy.

As the focus of this report is to analyse '*Youth unemployed- non-claimants looking for work*', the DWP report allows an overall understanding of motivations and attitude while looking to re-enter the job market. Within the groups, eight classifications were formed, the Determined Seekers, Thwarted Seekers, Balanced Seekers, Status quo Seekers, Constrained by circumstance, Defeated by circumstance, Benefits are better and the last one the Home focused group. Figure 2explains below their main insights.
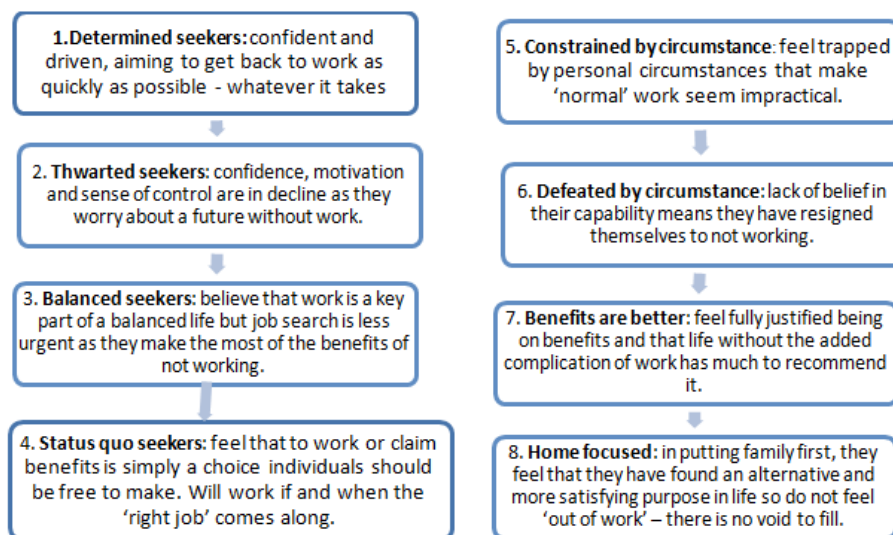

Figure 2: Classification of Job Seekers adapted from DWP, 2010.

These eight groups were then analysed into 3 macro levels: Those who are '**Seeking**', the ones '**Believe can't seek**', and the '**Choose not to Seek**' group. Image 7 shows a classification in macro levels and the sub-groups of job seekers related to them:
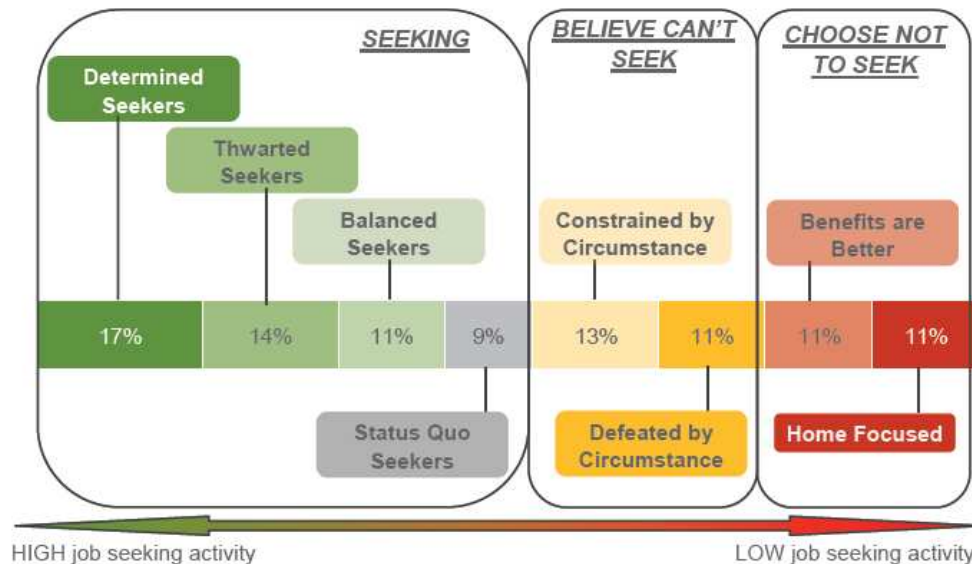

Image 7: Segmentation overview by DWP, 2010
Source: DWP Report (2011)

In order to facilitate the understanding of each profile, tables are provided in Appendix3 with an overview of each group within the *Seeking macro level*. The DWP report however limits itself as the research was conducted with general public with different ages groups. Therefore the *Thwarted seekers* was the group selected for analysis as it had the highest percentage of young people within the total number of respondents for all the categories, so a brief overview of their profile is provided below.

The Thwarted seekers

The *Thwarted seeker is the* group with the highest number of respondents within the DWP report between ages 18-24 representing 30% of the overall sample in this category. The key characteristics of the group demonstrate that their confidence, motivation, and sense of control are in decline as they have started to worry about a future without work. Moreover, as their efforts to find work go unrewarded, they feel increasingly powerless and disheartened. Likewise, this group also do not believe that vacancies in reality exist, but their willingness to compromise is higher, especially on factors such as **industry sector** and **levels of**

responsibility. However, this group will not enter the job market **to do "anything"** (DWP 2010, p.19-20).

Regarding their attitude towards work, the report shows that the group is worried about life without work as having a proper job it is part of their life and also it defines who they are. Even if feeling the financial pain on moving into benefits, this group usually feels embarrassed to be out of work as they are constantly receiving pressure from their acquaintances and family.

Overall the DWP segmentation model reveals that the out-of-work audience can be analysed by attitudes, beliefs, and behaviours towards work, (explained in more detail in the Appendices 4 and 5). It also illustrates that not all the people feel the same way about job seeking as their confidence, expectations, and willingness to compromise on the type of work are the factors that distinguish a Determined Seeker from a Status quo one. For example, some of them are encouraged by their families and friends to return to the work environment, while others are just influenced by the social environments which suggest that being out of work is the norm.

The following topic supports the segmentation analyses, discussing how the nature of work is changing and also the opportunities being offered to youth. Their expectations towards the labour market are analysed as well as the sectors and areas where they most pursue jobs.

2.4 Changes in the labour market

Over the past years, many changes in the labour market have strongly influenced the way young people perceive companies and vice-versa. Current recruitment practices emphasise aspects which complicate youth employability and, consequently, most young people today can no longer count on the prospect of a 'job for life'.

The lack of long-term career outlook also seems to have consequences for the behaviour of young employees, with employers complaining of a lack of commitment, a 'here today, gone tomorrow' attitude (Johnson & Burden, 2003, p.37). This tendency has also been noted by many employers, especially smaller businesses looking for longer term loyalty in their staff.

This was also mentioned in the interview conducted with Cathy Brown who explained how the notion of career is changing, as observed below:

'In the past, people careers used to be owned by organisations, and a psychological contract used to govern this relationship. This 'paternalistic' approach has broken and employee-employer relationships have assumed a more 'adult' perspective, as a transaction, with no more loyalty, where individuals are seen as valuable assets and companies cannot look after their career and ambitions as before'.

'... by the time young people will reach 35 years old, they would have worked for over 10 different companies'. (Interview conducted at Nottingham University on July 31st, 2012)

Given this rapidly changing nature of the labour market it is visible that the perception of the job market is in constant modification, and what young people need in terms of employment and their expectations levels have been also influenced over the years.

2.4.1 Jobs pursued by Youth claiming JSA

The Department for Education and Employment (IFF Research, 1998) conducted a research where they noticed that Young people most wanted to 'get a job' (i.e. any job) and were not particularly discriminating about their career choices. This suggests that they cannot distinguish between 'good' and 'bad' jobs or are just willing to take whatever is on offer.

The analysis carried out by the Office for National Statistics (2012) under JSA Claimers (Image 8) shows that young people tend to look for *sales* and *low-skilled jobs*. The highest percentages in applications are in Sales and Customer Services Occupations (33%), Elementary occupations (29%) followed by Administrative and Secretarial positions (9, 4%). With the recession and high unemployment rates, these positions are further sought by skilled people, leaving the claimants at a disadvantage.

By contrast, the growth occupations are managers, professionals, and associate professionals. These are however the highly skilled and paid occupations, unfortunately less likely to be filled by young people.

	Thousands	Per cent
1 : Managers and Senior Officials	4	0.9
2 : Professional Occupations	7	1.4
3 : Associate Professional and Technical Occupations	24	5.0
4 : Administrative and Secretarial Occupations	45	9.4
5 : Skilled Trades Occupations	43	8.9
6 : Personal Service Occupations	39	8.0
7 : Sales and Customer Service Occupations	160	33.0
8 : Process, Plant and Machine Operatives	20	4.2
9 : Elementary Occupations	142	29.2
Total	484	100.0

Image 8: Occupation sought by people aged 18-24 claiming JSA (2012)
Source: Office for National Statistics (2012)

2.4.2 Jobs pursued by Graduates

Changes in the UK Youth labour market have also affected graduates and more skilled people. However, despite the widespread recruitment freeze at government departments and agencies, the public sector employers planned to expand their graduate intake by 21.9% in 2012, an increase of almost 500 additional roles year-on-year.

Even though the total number of vacancies is set to increase, employers have confirmed that a third of this year's entry-level positions are expected to be filled by graduates *who have already worked for employers* and have prior experience– either through industrial placements, vacation work or sponsorships – and therefore are not open to other students from the 'Class of 2012', as demonstrated in image 9.
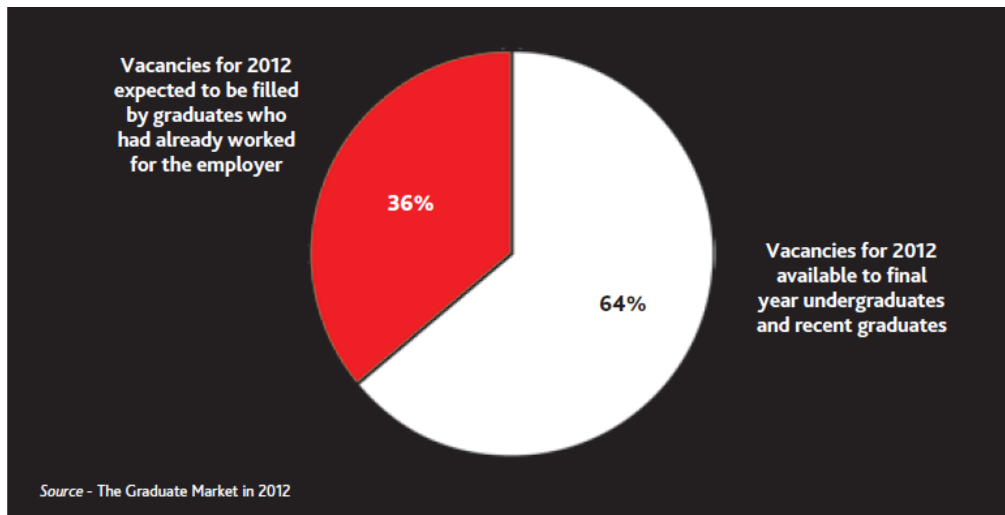
Image 9: Graduate Vacancies at UK's Top Employers in 2012
Source: The Graduate Market 2012.p 12

This proves that work experience for graduate positions has come as an important factor, as half of recruiters advise that graduates who have had no previous work experience at all are unlikely to be successful during the selection process and have little or no chance of receiving a job offer for their organisations' graduate programmes.

According to the Graduate Market, these are 5 areas that most have recruited people in the UK in 2011(2012, p.5):

1. Accounting and professional services
2. Investment Banking
3. Public Sector
4. Retailing
5. Engineering and Industrial sector

Overall, all graduate vacancies increased in nine out of fourteen industries and business sectors during 2011, but there were significantly fewer graduate roles in the Armed Forces, oil & energy companies and at the leading high street banking &finance firms. (See image10)

Industry or Business Sector	Recruitment target for 2011, as published in Sept 2010	Recruitment target for 2011, as revised in Jan 2011	Recruitment target for 2011, as revised in July 2011	Actual graduates recruited by Dec 2011	% change from recruitment in 2010	Vacancies added (cut), compared with 2010
Accounting & professional services	4,000	4,106	4,399	4,268	13.8	519
Armed Forces	1,800	1,625	1,075	1,025	-36.9	(600)
Banking & finance	1,190	1,410	1,190	1,015	-10.2	(115)
Chemical & pharmaceuticals	65	61	52	51	-10.5	(6)
Consulting	555	600	690	450	-9.1	(45)
Consumer goods	365	314	321	329	39.4	93
Engineering & industrial	1,100	1,041	1,090	1,184	14.0	145
Investment banking	3,300	2,655	2,537	2,647	11.9	281
IT & telecommunications	455	513	470	521	36.0	138
Law	813	808	798	828	7.1	55
Media	545	495	341	491	12.9	56
Oil & energy	480	680	506	481	-21.0	(128)
Public sector	1,885	1,834	1,858	1,801	2.7	47
Retailing	1,109	1,212	1,327	1,210	1.1	13
ALL SECTORS	**17,862**	**17,462**	**16,761**	**16,408**	**2.8**	**453**

Source - The Graduate Market in 2012

Image 10: Analysis of graduate vacancies in 2011 by Industry or Business sector
Image 10: Source: The Graduate Market 2012.

The Graduate market research also records the type of job functions that employers are expecting to recruit. In 2012, the most common requirements are for finance and IT vacancies – more than half of employers offer roles in these areas, irrespective of their organisation's main purpose. Moreover, two-fifths of employers have vacancies in human resources, general management or marketing and a third are recruiting for engineering positions. Less than a fifth of employers are recruiting for consulting or investment banking roles and just nine organisations has media vacancies.

These results underline the large disparity between what organisations are perceived to do and their potential recruitment needs. For example, the number of vacancies at so-called 'IT companies' is small and yet the volume of graduates needed to work in IT functions at a wide range of employers in other industries and business sectors is considerable.

Although these recruitment targets for 2012 are encouraging and build on the increases in vacancies seen in 2011 and 2010, graduate recruitment at the UK's leading employers remains below pre-recession levels. By contrast, an extra **50,000 new graduates are expected** to leave university in the summer of 2012, compared with the numbers who graduated five years ago (The Graduate Market, 2012).

2.4.3 Graduate Market: Increasing competition in Consumer Goods, Banking and Finance

From 2011 to 2012 the number of applications per vacancy has increased for jobs under consumer goods, banking & finance, retailing and Investment banking sectors in the graduate market. Working for Youth could therefore target companies under these sectors, as they are the ones which most have appealed the Youth in recent researches.

Applications per Vacancy 2011	Average	Applications per Vacancy 2012	Average
Consumer goods	133.0	Consumer goods	163.8
Banking & finance	110.3	Banking & finance	121.3
IT & telecommunications	102.1	Retailing	98.6
Oil & energy	85.7	Investment banking	81.6
Retailing	82.6	Oil & energy	67.4
Investment banking	70.3	IT & telecommunications	58.7
Public sector	59.9	Media	55.9
Media	47.3	Public sector	55.2
Engineering & industrial	34.5	Engineering & industrial	41.9
Law	30.8	Law	33.3
Accounting & professional services	20.5	Accounting & professional services	24.6
ALL SECTORS	47.6	ALL SECTORS	52.0
Source - The Graduate Market in 2012		Source - The Graduate Market in 2012	

2.5 Youth Engagement in Job Search

Youth engagement is the meaningful participation and sustained involvement of a young person in an activity, and it can occur in almost any kind of setting. Youth participation in seeking jobs is one important activity which this research tends to shed some light on. This topic identifies the ways young people engage in the job market while looking for jobs, the channels they have been using and how effective social media is for helping them in the transition into employment.

2.5.1 Formal & Informal channels

Employers use a range of methods when recruiting people in the UK. While *formal channels* include advertising (online, newspapers, shop window etc.); use of employment agencies and Job centre Plus; the *informal channels* include word of mouth and recommendations from existing staff. Research conducted by the UK Commission of employment show that informal channels seem to be the most effective ones from the recruiter's point of view (UKCES, 2012) by also considering that many vacancies are not advertised, networking and WOM become even more effective.

Here there is an examination of the most widely used job engagement channels in the UK:

Job centre Plus: : Job centre Plus is a government-funded employment agency and social security office that can be found in most cities, whose aim it is to help people of working age find employment in the UK. Jobcentre Plus today has 750 offices and about 78,000 employees offering an integrated service incorporating benefits and employment search. The Job Centre has a big database of jobs - approximately 400,000 vacancies at an estimate (The Guardian, 2012).

General Media- Advertisements of jobs through General media such newspaper, magazine and TV are the most common and traditional forms of recruitment. Trust and confidence are two key attributes that the jobseeker looks for in the source before applying for advertised jobs (The Guardian, 2012). But now due to online recruitment sites such as Monster, Reed.com and Hayes.com such channels are becoming less popular with the upcoming generation, jobseekers and employers.

Notice Board/ Shop Windows- One can also find job adverts in shops such as newsagents, general stores and supermarkets. Community organisations and centres may also have job vacancies displayed. Most of the jobs advertised in this way will be for low skilled employment and may not be very well paid.

Recruitment agency - Provides employers with details of suitable candidates for a vacancy and can sometimes be referred to as *'head-hunters'*. They mostly work for a fee and often specialize in particular employment areas such as financial services, teacher recruitment.

Internet& Websites: This is far most the most cost effective and time saving channel when applying for a job. The level of reach and huge number of potential employer's presence make

this channel highly attractive for the jobseeker especially youth. There are various types of recruitment sites present online (White, 2012).

- General job websites- Monster.co.uk, Jobseekers.direct.gov.uk and Jobs.guardian.co.uk
- Public and voluntary sector jobs - lgjobs.com, charitypeople.co.uk and jobsgopublic.com
- Graduate/professional jobs - prospects.ac.uk, thebigchoice.com, and get.hobsons.co.uk

Connections Centres: eg. Futures Nottingham: Jointly owned by Nottingham City Council and Nottinghamshire County Council, Futures is a 'not-for-profit' company with over fifteen years' experience of enterprising innovation in the advice, guidance, careers and employability sectors (Futures, 2012).

Word of Mouth - Word of mouth advertising is more influential than any other form of advertising. Jobseeker believes what their friends and neighbours recommend about the company, and they remember it for a long time.

Education Establishments –Education establishments arrange placements for the students by inviting companies to recruitment people from their institutions. Most recruitment from this channel is for entry level jobs available in the company.

Career Fairs – They are good places to meet many company representatives from corporations of all industries and sizes during a short period of time. Every job fair has a set of similar, basic elements or processes that require your attention. Job fair networking can be generally described as the process of interacting with, obtaining contact details of, and getting to know corporate recruiters (UON, 2012).

2.5.2 Effectiveness of Recruitment channels

Lack of information in the labour market leads both workers and employers to invest in search strategies to find the best possible partners. The way that youth find job positions, and firms fill vacancies, plays an important role in the quality of this matching process (Rufini & Torre, 2010). On the one hand, formal channels, such as newspaper advertisements and placement agencies, provide extensive information, i.e. an important pool of applicants which reduces the time before the vacancy is called. On the other hand, informal channels such as employee referrals generate intensive information, i.e. better information about applicants' characteristics which reduces the risk of adverse selection.

In the DWP report (2010) Job Centres, General Media and WOM are the preferred channels used by employers to advertise their vacancies (view more details in appendix 6).On the other hand, in the UKCES (2012) analyses WOM is placed as a third choice, as examined in images 11 and 12 below. Therefore, these disparities with respect to understanding the effectiveness of recruitment channels by the point of view of recruiters and candidates requires further clarification and these are highlighted within the gap analysis.

Channel	Percentage
Jobcentre Plus	39%
Local Newspapers	28%
Word of mouth / personal	24%
Own Website	14%
Internal Notices	13%
Specialist Online Recruitment...	12%
High Street Recruitment...	9%
Notice Boards/Shop Windows	7%
Professional / Industry...	7%
Trade Press / Professional	3%
National Newspapers	3%
Educational Establishments	2%
In House HR / Head Office	2%
Rely on Spontaneous...	2%
Government recruitment &...	2%
Governement Websites inc...	1%

Image 11: Proportion of employers with vacancies using different channels
Source: UKCES EPS, 2011

Channels by which new employees report that they were hired (last 3 months)
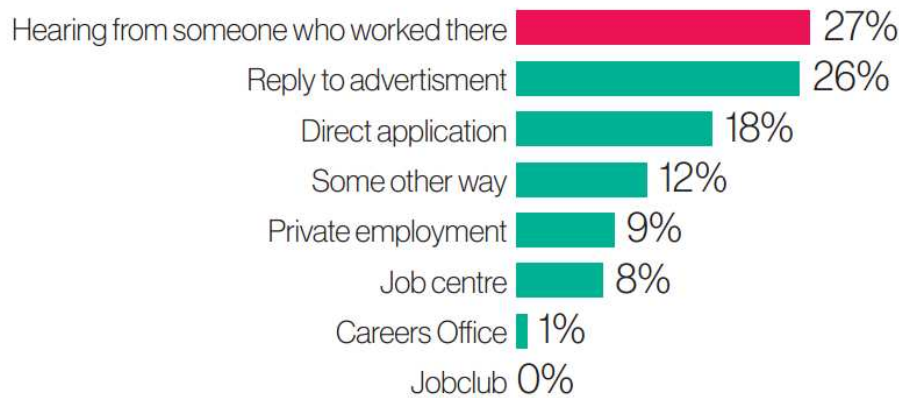
Image 12: Channels by which new employees report that they were hired (last 3 months)
Image 12: Source: UKCES EPS, 2011

Image 11 shows that Job Centre Plus, local newspapers and WOM are the preferred channels used by employers, while image 12 demonstrates that most recent recruits were hired by informal methods such as "*Hearing from someone who worked there*"(27% of the overall sample). This implies that informal and professional connections play an effective and important role for job search in UK. However, connections tend to be built up over time and through experience of work, so young people are far less likely to have them (UKCES, 2012).

Regarding activities young people engage most during job hunting and time spent on them, not much research was found on these topics. This is a second finding later examined in the report.

2.5.3 Role of Social Media in job seeking

"*Companies present in social media should try and present a more humane face than their corporate looking websites*"
Vasco Castro, 2012 (Potentialpark, 2012)

Social media is a term used to refer to a wider range of online platforms for publishing, sharing and interacting with media content, promoting discussion and building relationships. When it comes to online social media – or social networking sites Facebook, LinkedIn, Twitter, YouTube, Google+ and blogs are the major online channels to interact and engage with talent.

The recruitment field has significantly advanced with the use of online and social media channels which have been used among managers and employers from different sectors and business sizes. The shift from traditional recruitment channels to technology driven channels

have encouraged the complex nature of the networking tools (Taneja, 2011) as the objective of organisations is to choose the right and most popular social media in selection process. The innovation of internet and various technologies have no only made job search easy for job-seekers but has invited more competition among employers. The Potential Park report (2012) identifies student's point of view towards employer's presence on social media channels: 58% of the students expect employers to be on Facebook, and 52% on LinkedIn and 36% on Twitter.

2.5.4 Effectiveness of Social Networking Sites for Job Searching

Social media and online channels have simplified the job seeking process, helping companies and candidates to get quick and easy access to information, previously only available through a direct meeting or possible interview. Blogs, Facebook and other social media channels can be used in different ways by candidates while looking for the right position. Companies, on the other hand, can get a much more in depth and rounded view or an individual's knowledge and general suitability via a social media rather than simply from a traditional resume (Cranston, 2008). This helps with the anticipated skills shortage which seems to be expected by the majority of companies (Taneja, 2011).

Few years ago social networking sites such as Twitter, Facebook and LinkedIn were still a relatively new concept mostly used for social interactions. In the current job market, social media can be used as a strategic tool in the recruitment and job searching process. Social networks are about connecting people, it is only natural that those networks would be connecting job seekers to companies looking for qualified job candidates. The percentage of young people who are active online has doubled since 2008 (Ofcom, 2008). Below we have provided an overview of the three most popular channels.

LinkedIn provides companies and job seekers a safe place to connect. Through online dialogue options, companies can screen potential candidates, thus limiting the number of interviews it ultimately conducts, and job seekers can discretely communicate with a hiring company without jeopardizing a current position. LinkedIn also facilitates creating online and updated CV which is available 24 hours a day to a wide range of companies and groups. Candidates can track visitors and frequency their profile has been checked (LinkedIn.com, 2012).

The king of social networks –**Facebook** plays a significant role in professional networking and recruiting as well. Hiring companies capitalize on their Facebook presence by maintaining a current and compelling company profile and consistently posting job openings on their page. Fans who already "like" the company will be among the most eager to work there. Facebook's marketplace also allows companies to post free job ads targeting specific audiences. For example, if hiring an entry-level position, a company can direct its job posting to reach recent college graduates (Facebook.com, 2012).

Moreover, even with its 140-character tweet limit -**Twitter** is a powerful recruiting tool as well. The simplest way to use Twitter is to tweet job openings: *"Hiring a marketing manager in Houston. Competitive pay, great benefits. Apply at (your.URL)."* If companies have a Twitter account, but not a lot of followers, they can run a quick Twitter search for specific keywords, such as "natural gas," to find and initiate a dialogue with people who are already talking about their industry and its related products and services (Twitter.com, 2012).

Because there is no significant cost to join social networks, smaller companies may experiment by recruiting through the examined channels with little risk. Even a LinkedIn account can cost less than some ads and is far less time intensive to manage than staffing a job fair.

With the objective to understand the potential Strengths & Opportunities and Weakness & Threats of Social media channels, a SWOT analyses was developed.

Figure 3 shows the SWOT analysis:
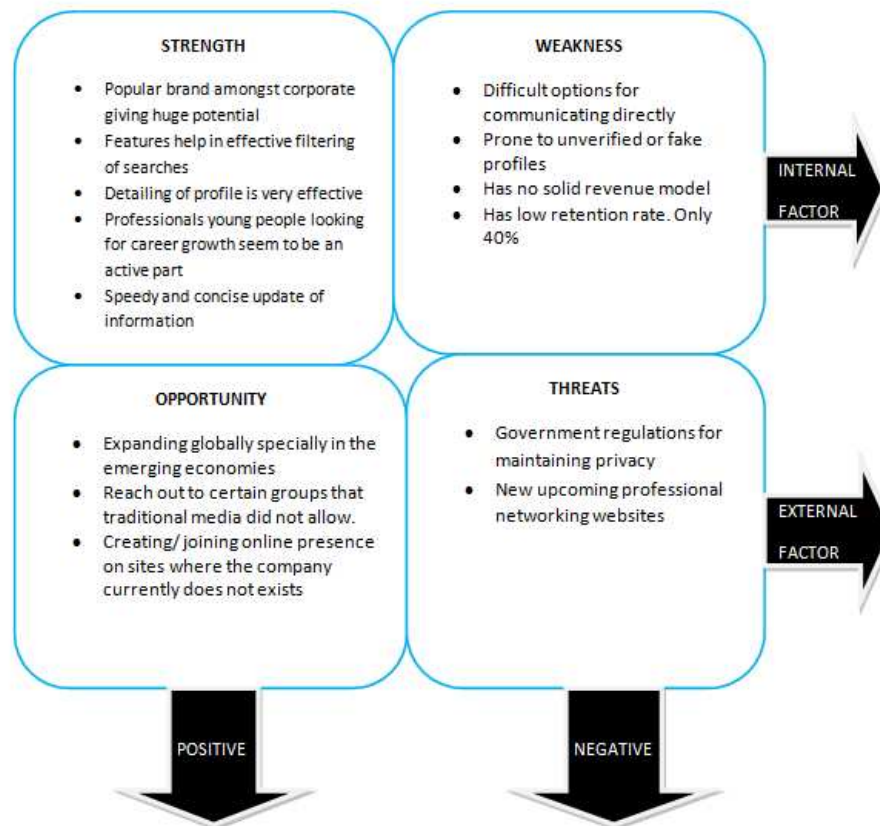
Figure 3: SWOT Analysis for Social Media
Adapted from Albert Humphrey- Stanford Research Institute

Strengths and Opportunities:

Many people use social media for job search as it is simple, free and easy to connect with friends. Social media's growth has been very rapid especially in emerging economies. This would also have a positive impact on the job opportunity for the young adults. Creating/ joining online presence on sites where the company currently does not exists can increase the engagement level between young adults and the future employers.

Weakness and Threats

Fake and unverified sites in social media have been a major problem for young job seekers. Websites posing a recruitment site tends to post vacancies which are not available in the market. Future government policies on privacy regulation in maintain privacy can have a high impact on the job related sites. For example, employers cannot view the jobseeker information unless he/she would authorize.

Effectiveness of talent communities in bridging the gap between youth and job market:

Online talent communities allow connections between young people and with potential employers. They serve as forums where people and organisations share knowledge and experiences around professional topics. This platform enables youth to take control of their careers by creating professional profiles and connecting to their desired employers. With help of online forums young job seekers can increase their potential success in the employment market by heightening their visibility to their prospect employers.

Brave New Talent is one such community which has a simple concept- make it easier for people to identify, educate and engage talent that wants to work at their organization. WFY joining such community would allow the initiative to get known to job seekers and employers present in the community which would build and strengthen its brand name.

2.5.5 How connected are the social recruiters?

According to the Career Builder's report (2010) more than half of organizations in the UK use social media to screen potential new employees. Candidates, on the other hand, look to social networking tools like **Facebook** and **LinkedIn** to learn about an organization and its culture.

As this report aims to analyse the current social media activity of recruiters and job seekers across the "big three" social networks — LinkedIn, Facebook and Twitter, an overview of each channel and their advantages is provided below:
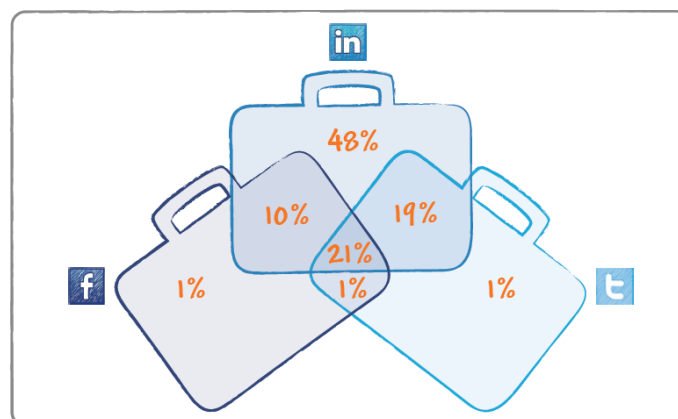
Image 13: How connected are the social recruiters
Source: Bullhorn Reach Report, 2012

Employers use social networking sites for a number of reasons related to attracting high-quality candidates for current and future openings. As shown in image 13, Bullhorn Reach Report (2012) in worldwide, 21% of recruiters are connected to all three social networks, 48% of recruiters are using LinkedIn exclusively and are not leveraging the other two networks for social recruiting.

The above data reveals that Twitter usage exceeds Facebook for social recruiting and that recruiters are rapidly ramping up their use of this network. With more than 100 million active users, Twitter has become the second most adopted network among recruiters with 19% using it in combination with LinkedIn for recruiting. Known as the world's largest social network, Facebook is surprisingly, the network least connected to by recruiters, with only 10% using it in combination with LinkedIn for recruiting. Our data supports the fact that recruiters are using LinkedIn and Twitter more often than Facebook for social recruiting (Bullhorn, 2012).

2.5.6 Flip-side of the social media recruitment

Background checks have been part of hiring processes for long, such as calling candidates previous employer for example. Things have got far serious since companies are actively looking at Facebook and Twitter (or any other social profile) postings to determine people's suitability for a job. It is not only the companies, but social media background checks are the latest screening tools being used by colleges and universities too. In Maryland, job seekers applying to the state's Department of Corrections have been asked during interviews to log into their accounts and let an interviewer watch while the potential employee clicks through wall posts, friends, photos and anything else that might be found behind the privacy wall (Guardian careers, 2012).

CareerBuilder (2010) examined some reasons used by employers to reject candidates, and the first finding is regard to posting inappropriate photographs. Don Kluemper, Professor of Management at North Illinois University and leader of the study, says: "In five or 10 minutes, our recruiters could look at the tone of a subject's wall post, note the number of friends they have, peruse their photos to see how social they were and assess their tastes in books and music. It's a very rich source of information", he argues.

Therefore, these days many students and graduates do not feel comfortable to apply for jobs online. The Guardian website identified a student view on applying jobs through social media:

2.5.7 The Mobile Phone Revolution

Today, mobile phones are becoming more common than computers to go online and students use their phones not only to check emails, but also to shop online, upload pictures and connect with social networks. Therefore, looking for careers is just a logical approach as the above activities. According to Potential Park's report(2011), students from the survey are ready to use smarts phones for their career search, such as visiting companies' mobile career pages or download their apps, but only few Global top Employers have developed Mobile Career websites or career related app.
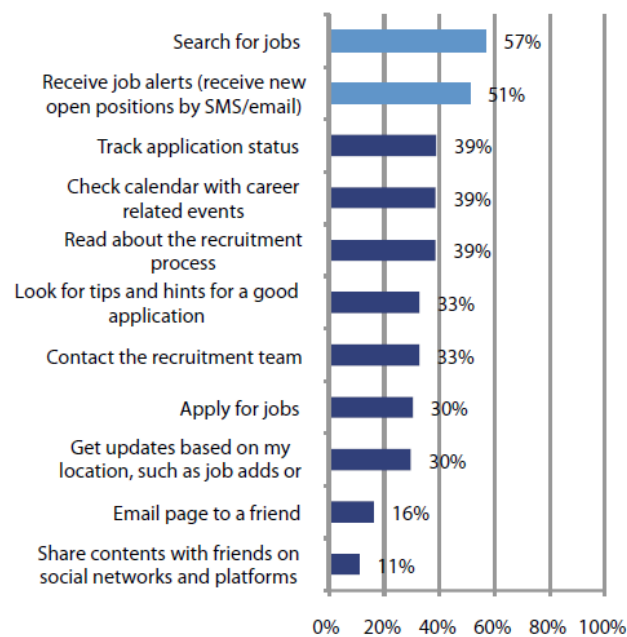
Image 14: Mobile Recruiting Activities Job Seekers Would Like To Do
Source: Potentialpark Communications, Trend Studies 2011

According to Image 14, not only are job seekers ready and willing to get started with Mobile recruitment, they are also quite clear about why they like it and what they expect do to with it. According to the analyses 57% and 51% of respondents regard job search and job alerts, respectively, as the most appealing mobile recruiting activities (Potentialpark, 2012).

2.6 Analysing Gaps in the Literature Review

This segment attempts to address the gaps within the existing knowledge from the literature review that our research is concentrated on. After identifying the gaps we indicate where our primary research would fit and make a case for the necessity of each theme chosen to be analysed. The research addresses gaps in the following areas – youth segmentation, skills, work attitude and behaviour, engagement in social networks and career advice/ mentoring.

2.6.1 Youth Segmentation

While there has been wide research on the "disadvantaged" NEET population, small amount of literature on young skilled/qualified unemployed people (18-24) is provided. So, even with the segmentation classifications by LFS (2010) or DPW (2010) highlighting very generic attitude and behaviour models towards job seeking, the primary research aims to understand the young qualified group, bringing an up-to-date view on how Youth pursue a job during the recession.

2.6.2 Engagement and Social Networks

No prior research has been done on how much time young spend with respect to job related activities and what are the attributes in a website they most like/dislike while applying for jobs. Thus through primary research we will find the preferred channels used by youth for job searching in UK and their usefulness.

The data collected by secondary research reveals that employers prefer use of Twitter and LinkedIn rather than Facebook for social recruitment. So the primary research will hence collect data as to which social media channels act a part of job search and how effective they are from the view of young people.

2.6.3 Skills

Although Johnson & Burden (2003) identified groups of young people who were quite confident with the skills that employers may require, many of the literature examined, including Morris et al noted that 'no good quality research has been discovered on young people's views on skill requirements. It also suggested that young people are not particularly clear about the wider issues relating to employability. So, there exists a lack of real understanding about the required skills, and the primary analyses aims to analyse how confident young people are with their interpersonal and communications skills, their views about the most important attributes considered by employers, and in what extent they are keen on refreshing their skills and enrolling themselves in training courses.

While skills and job experience are still major areas of concern for students and employers, there are still many contradictions in these areas. Interestingly, while some reports show that students lack the job and business skills when entering the job market, the National Employer Skills Survey in England (NESS) revealed that employers who actually recruit young people generally find them either well or very well prepared for work, with preparedness improving with time spent in education (See image 4).

As it is evident that recruiters prefer skills and experience while hiring, we will conduct primary research to identify if youth seek training to refresh their skills and how confident they were with their soft skills.

2.6.4 Work Attitude & Behaviour

Regarding work attitude and behaviour many papers were examined and very little was found related to the process used by young people to get a job, how committed they are and their willingness to compromise in few areas. Through the application of the questionnaire we aim to understand their views and experiences, how do they feel about coping with rejections, the job application process itself, and whether a position level or salary are among the principal attributes evaluated by this age group.

2.6.5 Career Advice/ Mentoring

There has been less number of valuable studies on career advice and mentoring for youth. Using cross section data from UKCES (2012), Ofsted (2010), Lee et al (2012) and Cord & Clements 2010- they provide evidence on emphasis of mentoring youth while in education and by employers. However, none of these provide a clear picture of whether young people in UK seek mentoring. Thus through primary research we will find:

- Whether young people in UK have sought or been given career advice.
- From where have they sought advice till now?
- Whether young people nowadays are interested in receiving mentoring.
- Which areas mostly do they feel they would like to receive mentoring in.

3   Research Methodology

This chapter examines the methodology used to collect and analyse the primary research data, which involved designing a questionnaire, interviewing youth between 18- 24 years old and cross-data analyses by a matrix technique.

3.1 Introduction

The purpose of this phenomenological study (Creswell, 2007) is to understand the gaps and get first-hand information of Youth Engagement in the UK labour market which adds value to the project dedicated by WFY on opportunities, challenges, mentoring and youth attitude towards employment.

3.2 The research Questions

The overreaching question for our research study is: **What are the activities youth engage when seeking for employment?** The sub questions follow the paradigm for developing a research.

The sub questions were divided under *Youth engagement in the job market, skills gap, work attitude and behaviour and Career advice.* Standard questions pertaining to the subject were asked to ensure that all relevant topics and gaps were covered.

3.3 Qualitative research & Strategy

Qualitative research strategy usually emphasis on words rather than quantification and collection of data. It is usually inductive, constructive, and interpretive. Qualitative research was a better fit for the project as authors did not want to concentrate on numbers but were interested in answers to specific questions (Silverman, 2010).

The methodology undertaken for the study was **Interviews** where open ended questions were asked from youth on particular subjects. A qualitative research was done to understand the social world of youth from the perspective of unemployment issues.

3.4 Research Structure

3.4.1 Data Collection Procedure

Data collection is a series of interrelated activities aimed at gathering information which answers emerging questions pertained to research. According to the data collection circle as seen in Fig. 4 following data collecting activities were pursued (Creswell, 2007).

Figure 4: Data Collecting Circle adapted from Silverman, 2010

1. Locating site/ Individuals

To start the process of collecting data, youth in the age group 18 – 24 years were interviewed for the purpose of the research. These are further segmented as 18-20 and 21-24 so data would be more accurate.

2. Gaining access and making Rapport

In order to get a more accurate picture and also a balanced number of responses, interviews were conducted with in a local NGO (Westfield Youth Centre in Mansfield), Nottingham University (Library and other venues), and though personal interactions, as researchers could gain access to unemployed youth seeking jobs.

Prior permission was taken from Futures Nottingham. They reviewed the proposal which had details of the procedure of the project, implementation methods and questionnaire, against any potential harmful impact and risk to participants. Written permission from participants was necessary and important as shown in Appendix 7.

3. Purposeful Sampling

For better understanding of the research area and study, sampling of unemployed youth in the age group 18- 24 was done, who would provide best information and clarity about the targeted audience.

Sampling Included:

1. Youth 18 - 25 who are unemployed and looking for jobs.

2. Youth 18 - 25 who are unemployed and looking for jobs and currently are in training, education or employment.

3. Youth 18 - 25 currently doing part-time Jobs and seeking for fulltime work.

Sampling did not include:

1. NEET - Youth not in education, employment, or training.

2. Youth with any kind of physical or mental disability.

4. Collection of Data

Data was collected primarily through semi-structured in depth interviewing (ranging from close ended to open ended questions) with the help of a questionnaire designed for the same purpose. Interviews were written down and as well as audio tapped.

Interviewing

Interviewing is the most widely used method in qualitative research and great emphasis is laid on interviewee's point of view and interview reflects the researchers concern. Resulting in rich detailed answers which can be coded and processed quickly (Bryman& Bell, 2011).

The interviews were conducted one-on-one with individuals who were seeking jobs since had direct access to them. The interview encouraged participants to talk and interviewer could select participants who are not hesitant to speak and shared ideas. Appropriate setting was determined which made this possible.

Interview protocol was followed as viewed in Appendix 8. A questionnaire of about two to three pages in length approximately. Open ended questions with ample space between to write responses.

The advantages of conducting Face to face interview allows to build up a natural relationship and rapport whereas the disadvantage being that few point are missed due to over engagement during conversation. Extreme care was taken to keep the conversation with the youth relevant along with constant reviewing of questionnaire was done in breaks.

5. Recording Information

Recording was done in written and audio form. The interview protocol enabled to take notes during interview about the responses. Audio recording is necessary as it is recognized that quickly inscribing notes may be left incomplete and partial because of the difficulty of asking questions and writing answers at the same time.

6. Resolving Field Issues

Prior access to the site or organization was soughed out. Building Trust & Credibility with the participant was also a great challenge. Equipment issues such as audio tapping and laptop were organized in advance. Prior permission was also obtained for using the materials (audio tape).

7. Storing Data

To protect the damage and loss of data, the research answers in written format were stored in a file and also were scanned and saved in a hard disk. Whereas, the audio format was stored and saved on multiple hard disks. Each and every Interview was transcript and saved on multiple computers.

3.5 Preliminary Pilot Findings

Pilot Interviews were conducted to test time and clarity of questionnaire. The group conducted pilot interviews with three participants in Nottingham in 29th & 30th of July 2012. (Pilot interviews are available in Appendix 9.)

This was done to obtain experience and feedback regarding the structure, applicability, and relevance of the questionnaire, before the actual application of the research. This gave the opportunity to directly assess the interviewees and their feedback. The interview process went smoothly though there were some sections which the group believed needed changes with few improvements. Overall, the pilot interviews went well and interviewees showed great interest in the initiative by Standard Chartered & Experian.

3.6 Strategies for Validating Findings

Validity and verification are the goal of the research and is based on trustworthiness and external and internal reviews (Kearney, 2001). The quality and validity of our phenomenological study was validated internally by academic professors – Dr. Robert Hoffman and externally by research professionals –Adam Swash, Cathy Brown & Future's Nottingham's staff. The credibility was checked by performing pilot interviews and conformability of findings through transcription of interviews.

The interviewers did not influence the content of the participants, and transcription is provided which conveys the actual meaning of the oral presentation and has been backed by audio recordings. The study is also valued ethically through confidentiality, privacy and truth telling to participants by Participation consent form.

3.7 Resources

Authors required certain resources for successfully completing the research.
a. The University of Nottingham and Business school libraries were used for researching all the secondary data in the form of journals, articles, reports, academic thesis, and books.
b. A budget to cover transportation costs to attend interviews in Mansfield.
c. Supervision under Keith Harrison from University of Nottingham and Adam Swash from Experian.
d. All the different research and articles provided by Adam Swash on Youth unemployment.
e. Audio tapes were provided by MBA office for recording as well as personal mobile devices were also used.

3.8 Data Analysis

Data analysis consists of preparing and organizing data for analysis, reducing data into themes, condensing and coding, representing data in figures, tables or in form of discussion. According to Wolcott, 'the real mystique of qualitative inquiry is in the process of using data rather than in the whole process of gathering data' (in Symon & Cassell, 1998). As qualitative research is largely intuitive, soft and relativistic, data analysis falls under three "I's" – "insight, intuition and impression (Dey, 1995).

For this report, the analysis of data was based on Moustakas (1994) approach which included – the identification of statements which were significant, creating meaningful units, clustering themes, advancing structural & textural descriptions into composite description of the interview experience.

Moreover, Colaizzi's (1978) method was employed in analysing participant's transcripts to obtain an overall feeling. From each transcript significant phrases that pertain directly to our study were identified and further meaning was formulated from significant statements. These formulated themes were clustered into themes to identify common themes to all the participants. The result was then integrated into an in-depth exhaustive description. This new emerged relevant data are included in the research findings which will be discussed in further chapter.

To gather all data and analyse it under various categories, a comparison matrix was built which contain text and not numbers (Miles & Huberman, 1994).

3.8.1 Matrix Analysis

The matrix technique helps in analysing the frequency of occurrences in the data and eventual outcome of the actions and finally helping to interpret the findings. Portions of transcripts start belonging to certain labels (Bryman & Bell, 2011). Each row and column is labelled where rows represent unit of analysis and columns depict the characteristics, concepts or issues. It is recommended to use direct quotations or coding in the process of interview transcript. The main advantage of matrices is the flexibility, usability in combining data and cross analysis (Cassell & Symon, 2004).

3.8.2 Stages of Matrix Analysis

First Stage is to create a synopsis of the interviews in the form of transcriptions where all the field work reviews are written up. The Interviews therefore were transcript directly into the Data matrix. Second stage is coding the data, where some data not all is coded to produce a 'thick or thin' description (Geerta, 1973). Coding is a mechanism that makes you think about the data and reduces the vast amount of data that you face (Huberman & Miles, 1994). The data was coded and a matrix was formed as seen in Appendix 10.

Third stage is analysing the matrix, which involves looking for relationships and patterns, points of contrast and similarity (Cassell and Symon, 2004). Further analysis were done and patterns were seen.

3.9 Research Ethics / Ethical Issues

Lipson (1994) says that ethical issues can be grouped into informed consent procedure; confidentiality towards participants; sponsors and benefits of research over risk to participants, which was done through consent participation form.

3.10 Limitations / Delimitations

According to the research methods engaged and sketched above we analysed and drew significant conclusions; however few limitations were acknowledged.

Limitations of the selected methodology:

1. As the research was conducted during summer holidays, the group faced difficulties in getting access to appropriate respondents.
2. During pilot interviews, two interviews could not be audio recorded due to the unavailability of the recording systems.
3. Many interviews could not be audio tapped in Mansfield as participants were not comfortable being tapped.
4. Reaching Mansfield for interviewing was a challenge as train routes were discontinued due to a crime at station.

5. Youth at West Folk house Youth Centre in Mansfield were unwilling towards giving interviews. Out of 15, we could only interview 4 young people.

6. The room provided in Mansfield for the purpose of interviewing was very formal and intimidated most of the respondents as all the three interviewers had to conduct the questionnaires in the same time and place. These factors certainly have influenced the outcome of the research.

7. In some cases the interview took 20 minutes to complete as few people took more time to think and answer.

3.11 Conclusion

Rather than the group studying individuals, we studied several young people and analysed different engagement strategies for searching jobs, their work attitude & behaviour, skills gap and their perception on seeking career advice through various channels.

Aiming to get detailed views on these groups, we posted various sub questions pertaining to these topics in the questionnaire by interviewing 20 young people and analysing the study using steps described by Moustakas (1994). After interviewing and transcribing all the data collected, group sorted the data with a matrix method and further analysed the findings.

4   Findings and Discussions

This chapter examines the information gathered from the interviews and aims to present youth opinion regarding key themes that have emerged and are further illustrated under Youth Engagement, Work Behaviour & Attitude and Career Advice/Mentoring.

Significant statements were chosen from the data provided in order to analyse their formulated meaning. This is prepared to validate the data given by youth in relation to what they actually say and what it actually means. As seen below, 8 quotes have stood up under diverse themes and are presented in the Table 1 below.

Table 1: Significant statements with formulated meanings

Significant Statement	Formulated Meaning
Youth Engagement	
'As it is difficult to go to company websites individually for searching vacancies, it would be nice to have one single page where all the openings are advertised.' URN 19	As information is spread out central data base of vacancies will be helpful.
'Local websites are good as they provide full and part time opportunities. Information laid is simple and quick in navigation process.' URN 10 *'Like the way they categorize, provide quick information about benefits, hours of work and minimum wages. Navigation is mostly easy'. URN 5*	Easy navigability and access to reliable information is important to the youth group.
Skills	
'I am confident with my soft skills, but I face problem in finding the specific positions according to my age and experience. It would be lovely if I could find some help online.' URN 19	Tailored vacancies/programmes according to age, experience and skills.
'I know exactly the kind of sector I want to work to, but I don't know the position. Because I don't know exactly how my skills will be better for what job. I know what I am passionate about, but I don't know how that would relate to the positions I am looking for.' URN 17 *'How can I know whether I am suitable for a specific position, or actually how can they see I am the appropriate candidate without detailed and concise information'. URN3*	Young people face problem in matching their skills with appropriate openings.

Recruitment	
'I have been in many situations where I could see that employers really evaluate job experience. I have tried to apply for many positions this summer and the competition is strong. I think I have a lot to offer apart from my experience.' URN 18	Young people perceive that employers recognise prior job experience and do not concentrate on skills.
Career Advice/ Mentoring	
'As a British student, we don't have lots of job experience and no advice from companies which we are applying to. It would be great to receive career advice directly from someone in a company I want to work for'. URN 19	Career advice directly from employers is needed.

After analysing main statements along with rest of the data we discuss the key findings which are further explained in detail.

4.1 General Information

In the period from 29th July to 08th of August 2012, 20 young people were interviewed in the cities of Nottingham and Mansfield. The sample included graduates, part-time workers, unemployed under training/education and unemployed under job-seeking allowance.[11]
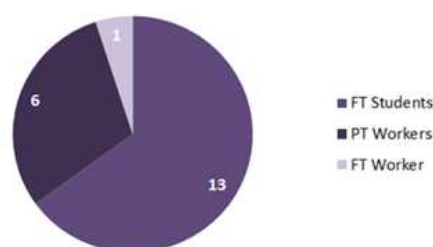
Source: created by the authors

Data was collected from 4 people between (18-20) and 16 people between (21-25) years old. Within this group 13 were full-time students, 6 were part-time workers and 1 person under full-time employment as viewed in Appendix 11.

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[11] The FT students group includes people under higher education or training.

4.2 Theme 1: Youth Engagement

4.2.1 Preferred channels by Young people

Figure 5 shows the preferred channels used by youth in the UK which were provided through the interviews which is supported by table in Appendix 12.
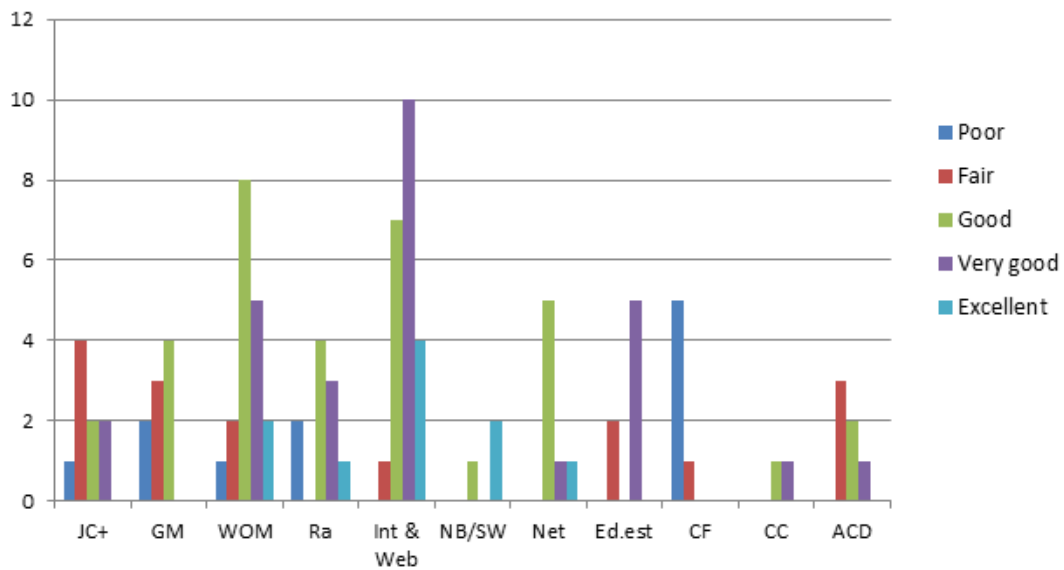
Figure 5: Preferred Channels for Job search and their effectiveness

With hundreds of job sites currently available for jobseekers to apply online, it is no doubt that **Internet & Websites** were the preferred channels as well as the most effective ones used by young in UK followed by **Word of Mouth, Networking and Educations Establishments.** All 20 respondents have either searched or applied through websites and the majority of the respondents have rated it as '*Very good*' to seek job in the current market. These channels were considered *easy to use, reliable, and successful.*

On the other hand, few respondents mentioned the lack of accurate information with respect to experience and salary as drawbacks of Websites and Internet channels. They also cited the problem of online feedback as slow and unhelpful at times.

Youth also feel that as information is spread widely on websites, central data base of vacancies would be helpful which supports the aim of WFY initiative.

Regarding **Word of Mouth and Networking**, the high number of responses on these items suggest that young people are dependent on informal channels in order to secure employment. The necessary contacts and networks are usually gained incrementally over many years of working, moving jobs and meeting different people. Young people however are less likely to have them and are still at a particular disadvantage as mentioned in secondary research.

Recruitment agencies and Job Centres Plus were among the top five job seeking channels mentioned by young people where 9 of respondents seek jobs through various recruitment agencies, while 8 seek jobs through JC

Notice Board and Shop windows are the least preferred channels to find jobs. Few respondents have used these channels to seek job and are mainly preferred for searching part time jobs. It also implies that jobs provided by these channels are not specific to what the respondents were seeking (full time employment). As online recruitment websites which provide a wider number of jobs because of which notice board and shop windows have been at considerable disadvantage in this case.

4.2.2 Website Features – Likes and Dislikes

Here the objective was to understand what features do young people like and dislike when using websites. Time taken, lack of information or instructions, uncertainty about the online process, navigation etc. were also areas which were examined.

In respect to the features taken into consideration by young people when searching for jobs online, the attributes given are: **easily navigation and simple design.** Many were happy with their sector based websites and the procedures they followed. Few also appreciated local websites and said they provided them with good part-time opportunities ex. Unitemps.

> *As an architecture student, I am quite interested in the design, layout and friendliness. Also I would like to obtain more information about the kind of people*
> *they are looking for.' - URN3*

The interviews also demonstrated the reasons that most encouraged people to use websites to apply for jobs. One of the advantages was the **high accessibility** to check and apply for vacancies which could be sort by areas and sectors.

Most of the respondents also felt that the websites did not provide proper **job description and information regarding salary and benefits.** Many criticized the feedback process and feel that the companies should provide a good feedback if their application was not shortlisted as lack of feedback tends to demotivate quite a few. For them, a good feedback would help them to build on their mistakes and help them to strategy their job application in a better way. Few also were quite annoyed by repeated or not **updated job vacancies** as it makes them think whether it is a genuine opening also or not.

'Sometimes the information provided is vague. Annoyed by repeating job vacancies, it makes me feel if it's a genuine opening also or not'. - URN 5

Feedback process is bad, companies never reply to e mails. One thing I dislike is that with a lot of companies you e mail them your CVs, but you don't hear back from them which is demotivating.' - URN 8

" I find online applications a real pain". There are quite a few I have started, but I have not finished, especially when they have those questions and we have to answer them with paragraphs". It's the easiest way to apply online, but I would rather have something I could put my details easily." I think through applying for jobs I have more clarity of the vacancies I will be able to get and those I will not be able to get, so I actually have not sought any kind of mentoring". URN 18

Other Comments on Likes and dislikes can be viewed in Appendix 13 .

4.2.3 Time Spend on Job Search

This question aimed to understand what activities youth most engage while applying for jobs on a weekly basis. As shown in figure 6 the most popular activities were *checking vacancies* (6 hours) and applying for jobs (4 hours). The activities where Young engage the least were preparing resumes and cover letters (2 hours) and seeking advice (1.3 hours) as available in appendix14.
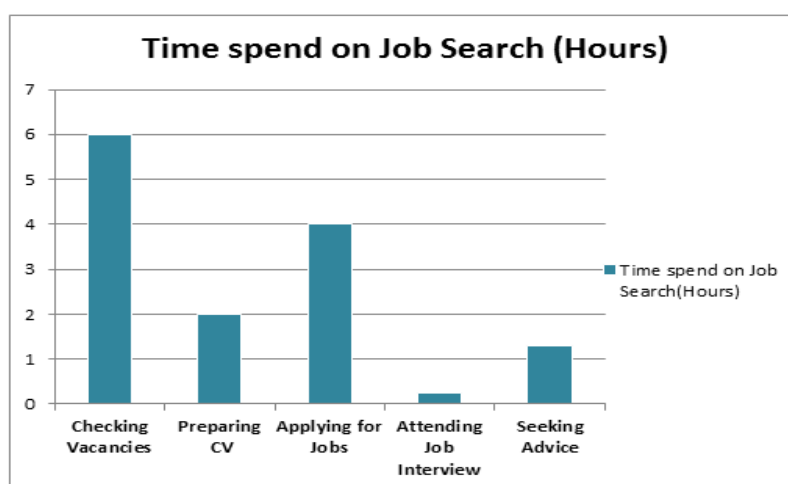
Figure 6: Time spent on Job Search (Hours)

4.2.4Social Network

Figure 7 shows the popularity of social media among youth in the UK for searching jobs. The sample included channels such as Facebook, LinkedIn and Twitter. According to the study, youth doubted the credibility of the jobs posted on these channels.

Out of 20 respondents, 7 used Facebook to search for jobs while less than 3 respondents used either LinkedIn or Twitter. **Twitter was found to be least used social networking sites** followed by LinkedIn. This was mainly because majority of respondents were not aware of the usefulness of these mediums. Most youth were not on business networking sites and believed that LinkedIn is used by experienced professional people and not by young who have only few years of job experience.

Social media popularity on job search
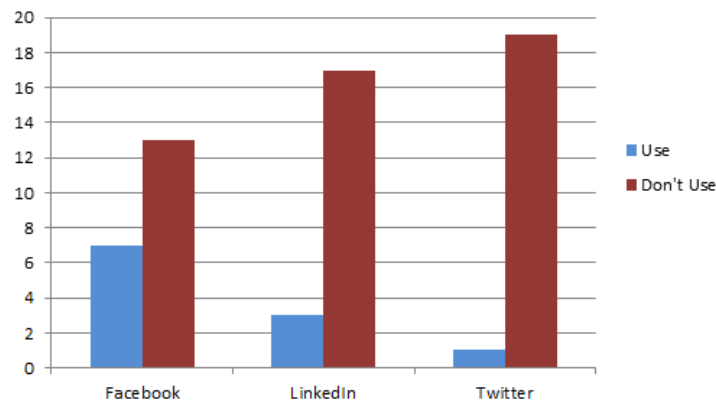
Figure 7: Social media popularity on job search

4.3 Theme 2: Skills/ Attitude and Behaviour/Recruitment

Respondents were provided statements under three main areas- Skills, Work attitude and behaviour and Recruitment. They reverted by either agreeing or disagreeing with the statements which are further analysed and summed up in appendix 15.

4.3.1 Skills

Here the objective was to understand whether young people seek training to refresh skills and how confident they were with their communication and interpersonal abilities. The majority of young people agreed with the statements and said they usually seek training for developing their skills. Most of them were confident about their *soft skills* (eg: interpersonal and communication skills).

> *'I am confident with my soft skills, but I face problems in finding the specific positions according to my age and experience.*
> *It would be lovely if I could find some help online.' – URN 19*

4.3.2 Work Attitude and Behaviour

Under Work attitude and Behaviour, we aimed to analyse how youth perceive job application process in general, their commitment to finding an ideal job and their willingness to compromise on position level and salary.

The study concluded that 'applying for a job was usually a difficult process' mainly because of the lack of feedback.

The quotes mentioned above imply the importance that a good feedback process by companies could generate, especially in helping students and unemployed people to understand their weakness and strengths and the levels they have reached into the processes.

Regarding their willingness to compromise in the salary level and position to get work experience, most of the interviewees would enter a company in a position that is not ideal, in order to *fortify their careers and CVs*. The below statement however show the unwillingness to compromise once education or training is attained.

Concerning their feelings about approaching the market to get "an ideal" job, the answers were quite spread out with half of them strongly agreeing and other disagreeing. This implies that on one hand some young people know exactly their career paths, sectors and jobs they are interested in, whereas others are more open to new opportunities by even doing different jobs.

4.3.3 Recruitment

The recruitment topic was provided to analyse how young perceive employers. The widely agreed answer by the Young was that '*Employers do not give young people enough chance to demonstrate their skills and full capabilities'* (10 out of 20 interviewees agreed on this).

And when inquired about the '*importance of experience as an important criteria when recruiting'* -most confirmed that employers always choose previous experience rather than giving young person a chance.

> *'I have been in many situations where I could see that employers really evaluate job experience. I have tried to apply for many positions this summer and the competition is strong. I think I have a lot to offer apart from my experience.' URN 18*

4.4 Theme 3: Career Advice & Mentoring

Career guidance has been a major focus of the initiative created by "Working for Youth". According to the interviews conducted, the majority of people had sometime in their career sought mentoring either from their friends, educational establishments or websites.

Within educational establishments they usually receive advice from *their teachers, lectures or career centres,* but felt that the career centres in schools and colleges were not well connected with the industry.

> *" I had a career appointment at Nottingham University, and it was not very good, If I am honest". Purely because, I wanted to know more about the kind of jobs I could do after doing a Behavioural Economics degree, and the lady did not know much about the careers prospects at all, and this was really disappointing. I thought it would be better that before the appointment she could contact someone in the centre and have asked for more information or has asked for me to do it." URN 18*

Few other channels where they sought advice are through **Job Centre Plus and from family.** The respondents interviewed in Mansfield highlighted using JC+ to search for jobs**.** There were few youth who also mentioned that they received mentoring also from their ex-bosses or employers who guided them in career progression. More details can be viewed in Appendix 16.

After inquiring if they were interested in seeking mentoring, most of young people showed interest in receiving advice, whereas others felt that they have already pursued it enough.

Regarding the areas where youth wanted advice, the responses mainly concentrated on :**CV building and covering letters**. Others also wanted guidance on the process of **Job Hunting and interview skills**. Other areas mentioned are personality development, career progression, how to write a good application and how to build on their communication and presentation skills.

> *'As I have sought sufficient advice on CV building and making Covering letters, advice specific to my area which is public policy would be nice.' – URN 7*

Many people had additional thoughts regarding receiving specific advice pertaining to their sectors and would like to have *specific guidance from people inside the industry.*

> *"As a British student, we don't have lots of job experiences and no advice from companies which we are applying to. It would be great to receive career advice directly from someone in a company I want to work for. Face to face advice will be great which will help in making connections and will help in building relationships." URN 19*

Other Feedbacks can be viewed in Appendix 17

5 Conclusion and Recommendations

It is evident that youth unemployment is a problem whose resolution requires immediate and long term action. The business community has been called to work in partnership with local and national initiatives to address the issue. Projects such as Working for Youth are extremely necessary and potentially valuable in the current climate of economic dislocation, as they bridge the gaps which distance young professionals from the labour market and help to provide young people with information about the market, thereby dispelling enduring negative perceptions.

Moreover there is also a need, more than ever, for strategy: such projects demand time and appropriate strategies are required therefore to allocate resources effectively. In furtherance of that aim, the following section sets out recommendations which build on the core themes identified earlier in the report. Therefore, after analysing primary and secondary research we have come to a certain conclusion and recommendations which intends to assist WFY to overcome the problem of youth unemployment.

5.1 Engagement Strategies

As discussed above it has been seen that social media plays a vital role in the transition of youth into work.

- **Monthly survey on Facebook to understand youth profile:** As the Segmentation topic has already identified, job seekers are not part of a homogeneous group and usually are driven by different reasons. Understanding the targeted audience and their needs in terms of employment is therefore an essential and challenging step to better communicate with them. So, WFY could launch a monthly survey on their Facebook page to get to know their end-users' profiles and characteristics.

- **Creating trust and providing up-to-date job information and feedback**: The primary analyses demonstrated that young people are still very dissatisfied with information provided by companies and the lack of meaningful feedback. As WFY emphasizes its communications efforts through Facebook, a trustful platform with its end-users and honest discussions about the vacancies offered are necessary as the report demonstrated that Young people usually do not trust on the content advertised on diverse companies Facebook's pages.

This would certainly boost WFY credibility and reputation, attracting more users and making them endorse the initiative within their groups. WFY should also guarantee that all their partners (especially SMEs) frequently update their online vacancies and provide meaningful and reliable information concerning the openings, with mostly on job description, salary and benefits. Moreover, as lack of structured response from companies is perceived as a very demotivating factor among the youth and WFY would need to work on a feedback strategy with the partner companies.

- **Develop the awareness of networking**: It was also concluded from primary and secondary data that *WOM and networking* are among the most effective channel in seeking job in UK. However, young people have clearly more disadvantage towards expanding their networks, thus WFY can mentor youth on the effectiveness of networking and can guide them on various ways of networking with employers stimulating the importance of networking events and careers fairs.

- **Exploring Webinars and video as channels of mass-communication with the youth:** Facebook and other social media platforms offer potentially powerful tools which can be leveraged by WFY as a vehicle to attract the attention *en masse* of young people. Similarly, online webinars could be employed as a platform to interact with and attract a targeted audience to the initiative's Facebook site.

- WFY could **advertise industry specific openings** (Retail Jobs, Third sectors jobs, etc.) to maximise effectiveness and minimise deadweight and support should be targeted at specified needs and types of businesses or industries.

- **Managing Facebook's data:** The administrator of Facebook page could use the '*Inside data report*' which gives details of daily, weekly and monthly visitors on the page and also the updates on likes and dislikes to measure content visibility. WFY could enable this tool and make the best use of it.

- **Importance of LinkedIn:** LinkedIn is the most effective channel for job search, however primary research showed that young people do not use this channel as they believe they do not possess enough work experience and they perceive LinkedIn as a channel for *senior professionals*. Therefore WFY could mentor youth on the effectiveness of LinkedIn for job search which acts as a 24hour updated CV and could also arrange webinars for the same.

- **Effectiveness of Mobile Apps:** As young people access internet mainly through their mobile phones and are increasingly using this medium for searching jobs, WFY should extend the initiative through mobile apps in the long term.

5.2   Skills & Behaviour

- **Right skills for the right job:** Many reports identified that Young people in the UK do not understand the required skills to apply for certain positions and do not understand what employers really take into account. WFY could organise their mentoring team and provide tailored mentoring/advice for experience/inexperienced youth within different sectors for advising youth on which areas their skills are more valuable and desirable.

- **Development of soft skills**: It becomes evident that young people are able to compromise and make trade-offs in their earlier career stages, either through a volunteer job to get significant experience or even working part time in the summer to get some extra money. However they will not go to the job market to do *"anything",* as the DWP report identified. WFY can advise the importance of being employed in any job which offers them basic skills like time management, cash handling, interpersonal relationship etc. Ex: As examined in our primary research, a graduate in architecture took up the opportunity of working in Starbucks to develop soft skills as required in any job.

5.3   Recruitment

- WFY can mentor on the **importance of work experience** for securing a job and can also keep on initiating employers to providing more opportunities to fresher's or people with less experience.

- **Support Internships and apprenticeships:** As lack of work experience is a problem to enter job market, WFY should support more internships and apprenticeships with small as well as big employers who offer work experience for graduates and non-graduates to provide career development and help young people in the long run.

- From the secondary data we studied that employers hardly use Facebook for social recruiting and give preference to Twitter and LinkedIn - WFY can encourage **businesses to have a stronger presence on Facebook** as it is the most widely used medium for job search under social media by youth.

5.4 Career Advice/ Mentoring

It was noted from our analysis that youth engage in seeking mentoring from either their teachers or lecturers in their schools and colleges, friends or through their current employers.

- **Create a 'no wrong door' approach:** Young people approach employers through different organizations such as Colleges, Universities, recruitment agencies etc. WFY can create '*no wrong door'* approach and publicize it through their initiative to help get the message through.

- The findings demonstrated that young people are not keen on investment time on career advice and mentoring activities. Through various activities and campaigns WFY could create awareness on the **benefits of seeking mentoring** among this age group.

- **Mentoring on basic topics is still essential,** such as CV Building, Covering letter, interview skills, job sampling & Internships, Skills development and accreditations, career planning and discovery, building optimism and motivation and networking. Other areas where advice can be provided are under personality development, career progression, how to write a good application and how to build on their communication and presentation skills.

5.5 Partnership with Businesses

- **Improve awareness of Government support to private sector:** As there are many benefits provided by government, WFY can raise the awareness of the support available to employers which hire and training young people. This would certainly reduce the fear of SME's of investing in hiring and training the youth

- **Create awareness among SMEs:** SMEs are currently generating 40% of the vacancies, but consider recruiting inexperienced young people as high risk. WFY can reduce this perception of risk among employers through their initiatives.

- **Raise employer's awareness to new ways of recruitment:** Working for Youth can initiate employers into new ways of recruiting which will maintain the quality of new recruits and reduce underemployment and open doors to young people. '*Credentialism*' where employers use qualification degree as a filter when selecting

candidates can be corrected. This will lead to innovative recruitment practice to increase employability.

5.6 Partnership with Education Establishments

Education provides engagement with youth in preparing them for progression towards work:

- **Engage education institutes to bridge the gap**: As most employers recruit young people straight from education, they are concerned about the employability skills or lack of skills in youth. This can be done by engaging educational institutes into the online initiative so that there is a better engagement between institutes and employers. Through the initiative, WFY could engage teacher and trainers and provide them with up-to-date industry practices to have a real picture of the world of work.

- **Education system should focus** more on subjects such as English, Maths, Work Experience and Interpersonal skills. WFY can through their connections and partnerships initiate this with schools and colleges.

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Appendices

Appendix 1: Government Initiatives in UK.

1. Future Jobs Fund (FJF) and Young Person's Guarantee

In 2009 Department for Work and Pension (DWP) and Department for Communities and local government (DCLG) introduced FJF to tackle long term effects of youth unemployment and was a part of Young Person's Guarantee programme. The focus of the project was to provide support to long term claimants and help stimulate temporary jobs for unemployed people. By March 2011, out of the pledged 150,000 temporary paid jobs about 105,220 were filled through this scheme (Fishwick., T. et al, 2011).

Eligibility: Young people aged 18-24 year old who had reached 6 months into Job seekers Allowance (JSA) and also the older unemployed people. People had to be referred via Job centre Plus (JCP) advisers who determined their eligibility (Fishwick., T. et al, 2011).

Benefits: The scheme provided real job with real wages when few opportunities were available and also engaged employers into future welfare to work programmes. It also in a way moved people away from long term benefits. It transferred benefits to voluntary sector, charities, and social enterprises and also engaged some private sectors. FJF led to raising people's career aspirations, qualifications and training (Fishwick., T. et al, 2011).
From the opportunity to recruit through FJF, employers benefitted in terms of expanding their capacity in the organisation making it more sustainable. Through this programme employers trained young people which helped them to apply for positions in other organisations (publications.parliament.uk, 2010).

Shortcomings: Various areas in which improvement was needed were identified. DWP lacked towards monitoring and engaging private sector employers. It also lacked in involving voluntary and community sector employers and in few cases provided inappropriate training (Fishwick., T. et al, 2011).

Outcomes: Out of 105,220 people who joined jobs through FJF, 15 % left them before 6 monthswhereas 43 % obtained job with the same employer. It lead to a net cost £3,946 per participant to the government. It was also noted that 32 % of all the people who started FJF job did not complete 26 week period of employment. The early exit showed a sign that the programme was not able to secure sustainable employment (Fishwick., T. et al, 2011).

On the other hand young people also gained a number of benefits including acquiring skills and experience, confidence and sense of responsibility and increased employability. It raised self-esteem as it provided a real job rather than a placement (publications.parliament.uk, 2010).

Conclusion: FJF was a crisis measure to tackle the problem of unemployment. The programmer provided young people with wider benefits such as work experience, confidence, and growing self-esteem and led to subsequent impact on their future employability (publications.parliament.uk, 2010).

2. The Young Person's Guarantee Programme

In the budget of 2009, Young person's guarantee programme was started, which guaranteed every young person under the age of 25 who has claimed unemployment benefits for over a period of one year – a job offer, work focused training or a suitable place in the community task force (Scarpetta et al, 2010).

This was focused on creating jobs in the areas which have significantly been affected by recession and aimed at benefitting 250,000 young people. Jobs will be guaranteed either through FJF or through existing jobs.
The scheme started officially in January 2010, and through this local authorities and third sector groups were able to submit bids for jobs to improve local community.

Other schemes to help young people is Care first which offers 50,000 traineeships in social care for youth who have been unemployed for a year or longer. Government has also committed GBP 250 Million funding for schools and colleges to fund extra places for students between 16 and 17 year old who want to study further for two years (Scarpetta et al, 2010).

3. Work Programme

Under this scheme, Employers form private, public and voluntary sectors are paid for employing youth. For a year guarantees part time 'first step' job which in a way acts like a stepping stone to curb unemployment. After one year into this programme which involves looking for jobs, young people should gain access to part time **'first step' job guarantee** along with job search and preparation. Their principle is to provide personalised and concentrated support than Jobcentre Plus (ACEVO, 2012).

Eligibility: Youth has to be referred or is at discretion of Jobcentre Plus after 3 months of claiming (Care leavers or homeless). After claiming 9 months in JSA, they are considered as mandatory. Some after claiming 3 months in JSA, they are also considered as mandatory (ie. 18 and were NEET for 6 months prior to JSA claim or they are 22 and claim JSA of past 24 months or leaving delinquent institution). Immediately Referred after Work Capability Assessment for determining their candidature on ESA as was opposed by JSA (ACEVO, 2012).

Result: Less young people get admission on this benefit. DWP's survey suggests that 100,000 qualify a year under this. They have to spend either 9 months or more or 22 over 24 months claiming JSA to be benefited by Work Programme and become entitled for subsidised jobs through Youth Contract (ACEVO, 2012).

Drawbacks: Youth **'churns'** in and out of short term employment, economic inactivity and unemployment claiming JSA. They will spend most of their youth without work which will lead to them earning less, working less and would lead to them being more welfare dependent. Risk of youth being **'parked'** on this programme. As under this benefit employers are paid different amounts for providing support to different groups of people. They get paid higher for helping those who are 'harder to help'. Sometimes payments are very low which to make it financially viable for employers to invest in the youth (ACEVO, 2012).

Solution: Unemployed youth who don't find a job after 1 year on this programme should be guaranteed part time – first step job along with focused support to find employment.

4. Youth Contract:

Any employer who hires any youth through Work Programme will be provided a subsidy of £2,275 each for private as well as voluntary sector employers who employ from 18 – 24 age from Work Programme. 160,000 more subsidies will be available for employers in the next 3 years by the government, which comes out to be approximately over 53,000per year. It will double the number of job subsidies. By 2012, youth contract would be able to provide over 50,000subsidised jobs compared to 250,000 unemployed young people for more than a year and 200,000 unemployed for 6 to 12 months (LCF SURVEY)

Very few employers take up unemployed youth and gain from these wage subsidies. The placements provided through this are mainly work experience opportunities rather than subsidised jobs. It is said that 'real work with real wage' is always more valuable than short work experience placements (ACEVO, 2012).

5. Job ready programme:

Though there are Government reform programmes like 'Youth Contract' and many efforts are being put to overcome the problem of unemployment, still more needs to be done to achieve the objective. In spite of Governments latest packages, the issue remains serious and could deteriorate further(ACEVO, 2012).

6. 2 to 8 week Work experience Placement:

In 2011, government pronounced expansion of this scheme as a part of Youth Contract. Employer does not pay them after hiring, but the government does. In this time frame youth continue to receive benefits but are not paid by the employers under whom they are working. 100,000 places will be available every year for the next 3 years by the government.
By 2011, 16,000 work experience placements were started which will rise to 100,000 per year.

Eligibility: Youth become eligible after 3 months of claiming JSA.

Benefits : Employers gain value as they can 'try before they buy', potentially lowering their risks of hiring young person. Young people benefit from work experience which every business values.

Drawbacks: The work experience placements are of poor quality and are of short time frame, where youth are hardly given any thing to do and no proper advice and mentoring is done. Youth don't always get a good deal from employers once they agree to undertake a placement. They are required to work for atleast30 hours per week for min 2 months or they risk losing the benefit. Employers are supposed to give them references nut do not need to guarantee interview to work in the company. This leads to anger in youth as they are willing to prove themselves but are taken as 'free labour' and nothing comes out in the end out of these placements (ACEVO, 2012).

7. The Youth Contract

Youth Contract is a £1 billion programme designed by Government aiming to help young people get into employment. The programme focuses on generating half a million new opportunities for 18 to 24 year old and programme is of three year duration. It will also provide apprenticeships and work experience placements. Support will be available through Work Programme, Job centre Plus and sector based academics.

Appendix 2: NQF Qualification levels

NQF Level 4 and above HIGHER EDUCATION AND TRAINING	*Higher degree, First degree, Other degree, Diploma in Higher Education, Higher National Certificate, Higher National Diploma, BTEC Teaching (further, secondary and primary education, foundation stage 1, Nursing etc. RSA higher diploma. Other higher education qualification below degree level.*
NQF Level 3 FURTHER EDUCATION AND TRAINING	*Advanced Welsh Baccalaureate1* *International Baccalaureate 1* *GNVQ Advanced* *2+ A levels, 4+ AS levels or equivalent* *RSA advanced diploma* *OND, ONC, BTEC etc. national* *City and Guilds advanced craft* *Scottish CSYS (67%)* *3 or more SCE higher or equivalent* *Access to HE qualification1* *Trade apprenticeship (50%)* *Other qualifications (10%)*
Trade Apprenticeships	
NQF Level 2 	*Intermediate Welsh Baccalaureate 1* *1 A level, or 2/3 AS levels, or equivalent* *Trade apprenticeship (50%)* *GNVQ intermediate* *RSA diploma* *City and Guilds craft* *BTEC, SCOTVEC first or general diploma* *5+ O levels, GCSE grade A*-C, CSE grade 1 or equivalent* *Scottish CSYS (33%)* *1 or 2 SCE higher or equivalent* *Other qualifications (35%)*
Below NQF Level 2 GENERAL EDUCATION AND TRAINING	*Up to 4 O levels, GCSE grade A*-C, CSE grade 1 or equivalent* *GCSE grade D-G, CSE grade 2-6 or equivalent* *1 AS level* *GNVQ, GSVQ foundation* *BTEC, SCOTVEC first or general certificate, SCOTVEC modules* *RSA other* *City and Guilds other* *YT, YTP certificate* *Key skills qualification1* *Basic skills qualification1* *Entry level qualification1* *Other qualifications (55%)*
Other Qualifications	
No Qualifications	

Appendix 3: Attitudes and behaviour towards job seeking

Determined seekers Proportion: 17% - (375/2216 overall) *Insights: Work is what defines them, what is expected from them. They are motivated, flexible and believe in their ability to find work.*	- Feel that they are able to work in their circumstances; not put off working by the hassle of moving on and off benefits - More willing to compromise than any other segment, for example, they would consider working in a new sector - Believe that it is in their power to change their situation
Thwarted seekers Proportion: 14% (324/2216 overall) *Insights: struggling financially without a job. They feel work is an essential part of life and are embarrassed by not having a job. They feel increasingly powerless and disheartened.*	- They do not have too much self-confidence and are beginning to lack the courage of their convictions - Willing to compromise on many aspects but will not 'do anything' - Willingness to compromise on some factors is high, such as industry sectors and levels of responsibility -Willing to undertake training to refresh or gain new skills - Few have made a commitment to themselves to get a job by a certain date
Balanced seekers Proportion 11% (245/2216 overall) *Insights: Paid work has played a key part in their lives to date: they believe work is important and are confident they will find another job. However they are able to make the most of the benefits of not working and enjoy the moment, as long as they believe that the situation is temporary.*	- Confident they have what it takes to look for and find paid work. - Not constrained by the circumstances and have no perceived practical barriers -Willing to make some compromise to get (back into) paid work – but on their own terms - Could change their situation if they wanted to but not desperate to get a job by certain date
Status quo seekers Proportion 9% (214/2216 overall) *Insights: Do not see a problem with living on benefits – in fact being out of work in the norm. They do not have work history or one of temporary or casual labour could be a catalyst for them saying they enjoy a life of benefits.*	- They are not convinced they could get or keep a job even if they tried - Few believe they would make a good impression at interview - Few feel there are not enough vacancies for everyone at the moment and refusing to compromise on type of work. - Have not set themselves a deadline for getting a job.

Appendix 4: Attitude towards work

Determined seekers	-Frustrated by their situation, cannot see any benefits to being out of work - Cannot imagine a future without work:. Work is part of life, what defines them. - Struggle financially without paid work; do not want to live on benefits. - Under a lot of social pressure from family to find work
Thwarted seekers	- Struggling with life without work - Cannot imagine a future without work (Certain they would be a happier/more fulfilled person (back) in work - Feeling the financial pain on moving to benefits - Ashamed of being out of work and feel under pressure from their family
Balanced seekers	- Discovering the benefits of not working and finding new meaning in life - Believe work is important but there are other things in life -Know they would be better off in work, but their current living standards are okay for while -Do not feel judged for being out of work. Family would prefer they worked but not pressuring (yet)
Status quo seekers	- Some struggle to keep busy and some find enjoyment in being out of work -Believe work is not that important and would not make them happier - Not especially affected by the financial pressures of being out of work - Do not feel under any obligation to get a job-being out of work is "the norm" where they live

Appendix 5: Job Seeking intention and behaviour

Determined seekers	- The majority definitely want or would prefer to be in work in the next three months and around three quarters are actively looking for work -Average weekly activity on job seeking: Seeking paid work (6hrs), Cheeking for vacancies (7hrs), Preparing or updating CV (3 hrs), Applying for jobs (6 hours), attending job interviews (2hrs)
Thwarted seekers	- The majority definitely want or would prefer to be in work in the next three months and around three quarters are actively looking for work Average weekly activity : Seeking paid work (4hrs), Cheeking for vacancies (6hrs), Preparing or updating CV (2hrs), Applying for jobs (4 hours), Attending job interviews (1hrs)
Balanced seekers	- Most want to or would prefer to be in work in the next three months. - Over half are actively looking for work. Average weekly activity : Seeking paid work (4hrs), Cheeking for vacancies (4hrs), Preparing or updating CV (1hrs), Applying for jobs (3 hours), Attending job interviews (1hrs)
Status quo seekers	- Around half want to or would prefer to be in work in the next three months - Around half are actively looking for work Average weekly activity : Seeking paid work (2hrs), Cheeking for vacancies (3hrs), Preparing or updating CV (2hrs), Applying for jobs (3 hours), Attending job interviews (2hrs)

Appendix 6: Communication channels

Preferred channels for getting information, support and advice in relation of paid work are as follows,

Determined seekers	1. Job Centre/Job Centre Plus, 2. General media (newspaper, TV, radio), 3. Word of mouth 4. Recruitment agencies. More likely than average to use all four of these channels.
Thwarted seekers	1. Job Centre/Job Centre Plus, 2. Word of mouth, 3. General media (newspaper, TV, radio), 4. Recruitment agencies.
Balanced seekers	1. Job Centre/Job Centre Plus, 2. Word of mouth, 3. General media (newspaper, TV, radio), 4. Recruitment agencies
Status quo seekers	1. Job Centre/Job Centre Plus, 2. Word of mouth, 3. General media (newspaper, TV, radio), 4. DirectGov. For tem the Jobcentre plus is their most trusted source.

Appendix 7: Consent to participation form

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or withdraw at any time without any affect.

The purpose of this study is to understand experiences of youth engagement in UK job market and to develop best strategies which will add value to this field.

Data collecting will involve interviewing youth in the age group between 18 – 24. Audio taping of the conversation will also be carried out. Individuals involved in the data collection will be the interviewer and participating youth.

Do not hesitate to ask any question about the research either before or during the time of participation. We would be happy to share our findings with you after the research is completed. However, your name will not be associated with the research findings in anyways, and your identity as a participant will be only known to the researcher.

There are no known risks or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences and struggle pertaining job search for employment which will add value to project undertaken by the group.

Please sign your consent with full knowledge of the nature and purpose of the procedure.

------------------------------------   ------------------------------
Signature of the participant   Date

Payal Gupta, University of Nottingham, Principal Investigator.

HildengardAllgaier, University of Nottingham, Principal Investigator.

BirajMalla, University of Nottingham, Principal Investigator.

Appendix 8: Interview Protocol

Interview Protocol Project: University of Nottingham

Time of the Interview:

Date:

Place:

Interviewer:

Interviewee:

Briefly describe the Project:

Good morning/afternoon/ My name is ……. I am a MBA student from University of Nottingham, and am conducting a research on Youth Unemployment for academic purpose to understand the engagement strategies used by youth while searching for employment in UK.

The results gained from this study will add value to the project dedicated by 'Working for Youth' an initiative by Standard Chartered Bank and Experian. The main aim of the project is to create jobs for young people and provide advice and guidance to prepare youth for the work place. The interview will take around 15 minutes and we would be grateful if you can take part.

Are you willing to take part?

- Yes – CONTINUE
- No – THANK YOU and CLOSE

1. This research is carried out by MBA students for their summer project and all information will be completely confidential and anonymous. The data collected will be used to understand the challenges and strategies used by Youth to search for jobs and vacancies in the current job market.
2. I would also like to reassure you that as a member of this research, we abide by a strict code of conduct and ensure that all the information collected will be kept in strict confidence and will be used for research purpose only.
3. The results obtained from the survey will add value to a new business led initiative and provide a better understanding about the issues faced by the Youth while looking for employment in the UK.

QUESTIONS – General Screening

Q1. GENDER – (DO NOT ASK)

( ) Male

( ) Female

Q2.Age (ASK)

( ) 18-20 years old   ( ) 21-24 years old

Q3. Are you under any kind of education, employment, or training?

( ) Part-time student( ) Full-time student

( ) Part-time job   ( ) Full-time Job

( ) Training

Q4. How long have you been looking for a job? (ASK)

( ) Up to 3 months

( ) 4 months to less than 6 months

( ) 6 months to less than 12 months

( ) More than 12 months

_____

_____

_____

QUESTIONS – Youth Engagement

Q5.(i) What methods have you been using for searching jobs in UK?*(Let them speak, if needed give options).***(ii) How useful have they been on a scale of 1 to 5?**

_____

_____

( ) Jobcentre/Jobcentre Plus

○ 1 Poor   ○ 2 Fair   ○ 3 Good   ○ 4 Very Good   ○ 5 Excellent

( ) General media (newspapers/TV/radio)

○ 1 Poor   ○ 2 Fair   ○ 3 Good   ○ 4 Very Good   ○ 5 Excellent

( ) Word of mouth

○ 1 Poor   ○ 2 Fair   ○ 3 Good   ○ 4 Very Good   ○ 5 Excellent

( ) Recruitment agencies

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Internet/Websites

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Notice board/ Shop Windows

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Networking

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Education Establishments

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Career Fairs

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( )Connections Centres, eg. Futures Nottingham.

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

( ) Approaching the company directly

○ 1 Poor ○ 2 Fair ○ 3 Good ○ 4 Very Good ○ 5 Excellent

Others

_____

_____

Q6. How much time do you spend on Job Search(Average weekly activity?)

1.　　　Checking for vacancies　　(　) Hours

2.　　　Preparing or updating CV　　　(　) Hours

3.　　　Applying for jobs　　　　(　) Hours

4.　　　Attending job interviews　　(　) Hours

5.　　　Seeking advice　　　　(　) Hours

_____

_____

Q7. When using websites for seeking job, what features you like or dislike?(Ask, and if needed

help them with options.)

(Time taken; Lack of information/instructions; Lack of feedback; Uncertainty about the process; Navigation

Others.)

Likes:

_____

_____

_____

_____

_____

Dislikes:

_____

_____

_____

_____

_____

☐ Don't use Websites (Proceed to Q8.)

Q 8. How, if at all, do you use social media (Twitter, Facebook & LinkedIn) as part of your job search?

_____

_____

_____

☐ Don't use Social Media channels for Job search (Proceed to Q9.)

QUESTIONS – Skills/ Work Attitude & Behaviour

Q.9 In what extent do you agree/ disagree with the following statements?

(The provided statements were developed to understand youth behaviour and attitude while looking for jobs. However this does not limit our research from getting their views.)

1. Agree strongly   2. Agree   3. Neither agree nor disagree/no opinion

4. Disagree   5. Disagree strongly

Skills

- I usually seek training to refresh and learn new skills. ( )

- I am very confident with my soft skills (e.g. interpersonal and communication skills).( )

_____

_____

Work Attitude & Behaviour

- I feel that applying for jobs itself is a difficult/unpleasant process. ( )

- I am really committed to find a job even if I would have to compromise on the position level and salary. ( )

- I have an ideal job in mind and I am really committed to get that certain position. ( )

- Unsuccessful applications and interviews usually do not put me down. ( )

_____

_____

Recruitment

- Employers usually do not give young people the chance to demonstrate their full potential and capabilities. ( )

I believe that employers always choose previous experience rather than give a young person a chance. ( )

_____

_____

QUESTIONS – Careers Advice / Mentoring/ Guidance

Q10. Have you ever sought or were given careers advice/ guidance?

( ) Yes (Go to Q.11)

( ) No (Go to Q.12)

Q11. From where have you sought careers advice till now?

( ) Job Centres (   ) Recruitment agencies (   ) Websites

(   ) Career Fairs (   ) Educational Institutions (   ) Connexions Advisors

(   ) Friends

(   ) Others _____

(Go to Q.12)

_____

_____

Q12. Would you be interested in receiving careers advice?

( ) YES

( ) NO

_____

_____

Q13. What are the areas do you feel you would like to receive further advice?(*CV building, Job Interviews, Job Hunting, Communications skills)*

_____

_____

Thank you very much for your time.

Appendix 9: Preliminary Pilot Finding Report

Introduction
The group conducted qualitative semi structured pilot interviews with three participants in Nottingham during 29th& 30th of July 2012. This was done to obtain experience and feedback regarding the structure, applicability and relevance of the questionnaire. This gives the opportunity to directly assess the interview and their feedback. The aim being to improve the structure of the questionnaire before the actual application of the research.

Sample
Three interviews were undertaken during the pilot period, 29th& 30th of July 2012.

Methodology
Participants were self-selected through the interviewer's network and were previously invited. Two participants were interviewed in their respective private accommodations while the third one was done with an employee at Starbucks Nottingham University. The time and the date were pre-arranged and the details of two interviews were written while one was recorded.
Participation consent forms were given to the Young people in the beginning of the interview for them to have a clear idea about the initiative and the purpose of the research. Through the analysis of the interview process and applicability of the questionnaire was later validated.

Limitations
Two interviews could not be audio recorded due to the unavailability of the recording systems.

Key findings
The Key findings have been identified from three interviews undertaken during the pilot period. One interviewer encountered difficulties in dictation so the recording was a useful method.

Interview number	Date of interview	Location of interview	Other details
1	29th July 2012	Starbucks Nottingham University	Male, part time worker at Starbucks.
2	29th July 2012	Raleigh Park Student Hall	Female, part-time worker and student.
3	30th July 2012	Private Home	Female, part-time worker and student.

The interview process went smoothly though there were some sections which the group believes will need changes and quite few improvements. Key findings are as follows;

1. We need to include a question on – '*Are you currently under any kind of education, training, employment?*'
2. Under section of Youth Engagement (Q.4) we needed to elaborate on the options. Two respondents highlighted the importance and effectiveness of walking into offices and introducing themselves or directly handling CVs which was not included as one of our options.
3. Under Question 5 we noticed that the option 'Attending job interviews' was not relevant as they have hardly attended any interviews.
4. Under section Work Attitude and Behaviour (Q.8) – '*I have an ideal job in mind and I am really…*' needs to be deleted as it is contrasting with the previous option and is confusing the respondents.

5. The Interview took 20 minutes rather than 15 minutes.

Overall experience and views

The majority of the interviewers showed great interest in the initiative by Standard Chartered & Experian. The Working for Youth Facebook page was demonstrated in two cases and the respondents seemed very interested in getting to know more about the project itself.

Some comments on the initiative,

"As a British student, we don't have lots of job experiences and no advice from companies which we are applying to. It would be great to receive career advice directly from someone in a company I want to work for." (Interview 3)

*"As it is difficult to go to company websites individually for searching vacancies, it would be nice to have one single page where all the openings are advertised." (*Interview 1*)*

*"I am confident with my soft skills, but I face problem in finding the specific positions according to my age and experience. It would be lovely if I could find some help online." (*Interview 2*)*

Appendix 10: Data Matrix

Appendix 11: Analysis of General Information

General Information							
Age		Gender		Student		Working	
18-20	21-25	M	F	FTS	PT S	FT W	PT W
4	16	9	11	13	0	1	6

Appendix 12: Analysis of Recruitment Channels and their usefulness

YOUTH ENGAGEMENT						
		Poor	Fair	Good	Very good	Excellent
Channels	No or Responces	Grade Score (5= Excellent , 1=Poor)				
JC+	8	1	4	2	2	0
GM	8	2	3	4	0	0
WOM	20	1	2	8	5	2
Ra	9	2	0	4	3	1
Int & Web	20	0	1	7	10	4
NB/SW	5	0	0	1	0	2
Net	7	0	0	5	1	1
Ed.est	6	0	2	0	5	0
CF	6	5	1	0	0	0
CC	2	0	0	1	1	0
ACD	5	0	3	2	1	0

Appendix 13: Transcription on section related to Likes and Dislikes from the Interviews.

Likes	Dislikes
*Sector Based website like W4Mp is different, provides very good advice and jobs in my sector. Look of public affair jobs. They have all the vacancies. *It depends on company to company and their procedures.	A lot of psychometric test which is a long procedure and involves time commitment, you go through these tests and apply, but they don't hire which is demotivating.
No proper Job Description is there.	
Websites are laid out easily, so no navigation problem.	*Feedback process sis bad, never reply to e mails. *One thing I dislike is that with a lot of companies you e mail them your CVs, but you don't hear back from them which is demotivating.

Local websites are good as they provide full and part-time opportunities. Information laid is simple and quick in navigation process.	Websites lack in providing information and proper feedback and how we can improve.
Like the way they categorize, provide quick information about benefits, hours of work and min wages. Navigation is mostly easy.	Sometimes the information provided is vague. annoyed by repeating job vacancies, it makes me feel if it's a genuine opening also or not.
	I know application process is huge, but Feedback process is not very good which is demotivating. An e mail would be nice from employers.
Websites makes it easy for applying jobs, as one can sort by areas and sectors.	Feedback process it bad, as companies don't get back to you. I understand they receive a lot of applications but I'm not happy with the feedback process.
None	Lack of Information on Salary and Experience
" As an architecture student, I am quite interested in the design, layout and friendliness. Also I would like to obtain more information about the kind of people they are looking for. " .	Lack of Information about the company, especially in job portals. How can I know whether I am suitable for a position, or actually how can they see I am the appropriate candidate without detailed and concise information"
Simple, good presentation, Feedback is crucial, I find if a company does not give feedback after all , even to say you didn't get the job its important.	Lack of feedback, too complex website, no enough information
Good filter- PT/FT jobs, city, specific positions.	Difficult to search, bad searching tools= As I am looking for temporarily positions I feel more comfortable applying for local websites. I like websites when its easy to get what I want.
Simple websites and easy to use. Less steps, quick description about the roles and company profile.	Lack of feedback.
Easy to use, Layout, website I can trust, give you nice features, have a newsletter or up-to-date news.	when they don't group all the jobs together.
Design, good search engine	Too Broad questions (do not know what to write
None	Lack of Information on Salary and Experience
None	Fake Job site
Navigation is easy	Unclear about the role and responsibility
	Finds lots of Fake job Sites
Easy to apply, can apply in mass amount	Lack to information
	Cannot follow up your Application
	No Deadline mentioned, in the website like Monster and so on, when they go to the Co. website the job vacancies is not there.

Appendix 14: Time Spend on Job Search (Hours in a Week)

Time Spend on Job Search (Hours in a Week)				
Checking Vacancies	Preparing CV	Applying for Jobs	Attending Job Interview	Seeking Advice
6 Hours	2 Hours	4 Hours	0.25 Min	1.3 hours

Appendix 15: Analysis on Skills/ Work attitude and Behaviour

		SKILLS/WORK ATTITUDE & BEHAVIOUR							
					(5= Strongly Disagree , 1=Strongly Agree)				
		Skills		Work Attitude and Behaviour				Recruitment	
		Seek traning to refresh/learn new skills	confident with ones soft skills	Applying for job is difficult process	compromise on the position level	committed to get an ideal job	application rejection has no affect	Employers doesn't give opportunity	Employer choose experience
Number of people	SA	5	9	3	6	5	3	4	10
	A	7	8	8	10	5	9	10	3
	No opinion	6	3	3	3	2	3	3	2
	D	0	0	2	0	3	4	1	2
	SD	2	0	2	1	5	1	1	2

Appendix16: Analysis on Interview feedback pertaining Career Advice

CAREER ADVISE/MENTORING				
Taken Career Advice?	Channels		Interested in career advice	Area where advise is req
YES= 17	EE = 9 Friends = 8	Boss = 3	YES= 12	AREAS CV Building = 7
	JC = 2			Cover letter = 2
	CF= 3			Personality Development =1
NO=3	CC = 1		NO= 3	Job Hunting = 5
	Website =6			Career Guidance =3
	Family = 2			Interview Skills= 5
	RA = 1			How to write a good application = 1
				Training = 1
				Communication skills =1
				Presentation skills=1

Appendix17: Additional Comments on mentoring by Youth

It's quite general; a lot is going on public affairs. So I will apply to chain contracts.
*As a British student, we don't have lots of job experiences and no advice from companies which we are applying to. It would be great to receive career advice directly from someone in a company I want to work for. Face to face advice will be great which will help in making connections and will help in building relationships.
Not much guidance anywhere as how to get into the industry.
I am satisfied with my skills and qualification but I am not sure what job I can get at my level, so I want to know what my next step should be.
"I know exactly the kind of sector I want to work to, but I don't know the position. Because I don't know exactly how my skills will be better for what job." I know what I am passionate about, but I don't know how that would related to the positions I am looking for". "I have been in many situations where I could see that employers really evaluate job experience (Rec question). I have tried to apply for many positions this summer and the competition is to strong. I think I have a lot to offer apart from the experience".
" I had a career appointment at Nottingham University, and it was not very good, If I am honest". Purely because, I wanted to know more about the kind of jobs I could do after doing a Behavioural Economics degree, and the lady did not much about the careers prospective at all, and this was really disappointing".   I thought It would be better that before the appointment she could contact someone in the centre and have asked for more information or has asked for me to do it".   "I find online applications a real pain". There are quite a few I have started, but I have not finished, especially when they have those questions and we have to answer them with paragraphs". It's the easiest way to apply online, but I would rather have something I could put my details easily." I think through applying for jobs I have more clarity of the vacancies I will be able to get and those I will not be able to get, so I actually have not sought any kind of mentoring".
"I wanted to start from the bottom, but nobody game any platform to start".
I am satisfied with my skills and qualification but I am not sure what job I can get at my level, so I want to know what my next step should be
I want to know how to tailor my CV as per the company requirement.
I know what I want to do so I don't want any career advice
Job Interview and Presentation