

CASE STUDY 1

DEVELOPING RESOURCEFULNESS, RESILIENCE AND RESPONSIBILITY AT MEF



INTRODUCTION

In August 2015, 31 officer trainees whose training was sponsored by the Maritime Educational Foundation (MEF) attended an Outward Bound programme at Eskdale. The programme intended to induct the officer trainees at the beginning of their training; develop a sense of pride and identify; and assist the transition from home to life at college and at sea. During the programme, the officer trainees took on new tasks and challenges that required them to be self-led with minimal input from the trainers. They also had the opportunity to give and receive peer feedback, and to discuss career opportunities with MEF visiting personnel.

EVALUATION METHODOLOGY

A questionnaire was completed by the officer trainees at the start and end of the programme, and again five-eight weeks afterwards. Interviews were also conducted with a member of staff from MEF and three training providers who recruit and manage the officer trainees.

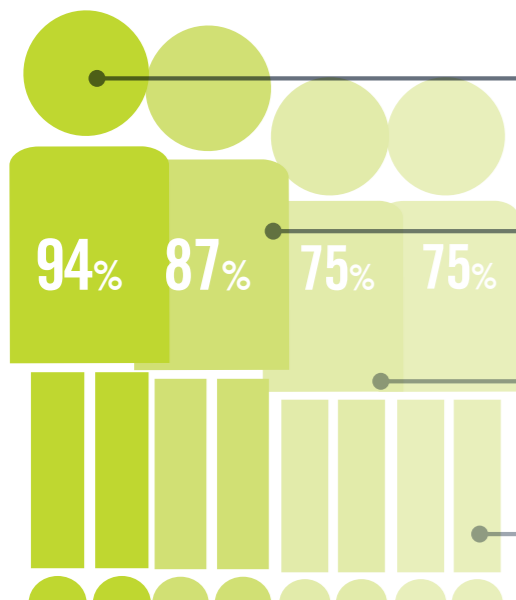


Outward Bound definitely helped develop my ability to work with others as a group. It built on leadership skills, and really made us as a team think outside the box. It made me more comfortable with asking questions and how to do things, this I feel has prepared me for college and sea. Outward Bound also built friendships with others who attend my college and other colleges. It meant on arriving everyone wasn't a complete stranger.

Officer Trainee, six weeks after attending her Outward Bound programme

KEY FINDINGS

The evaluation showed that the programme improved the resourcefulness of the officer trainees, made them more proactive and willing to take responsibility, and increased their determination and persistence. They reported changing the way they communicate with others, in particular being more reflective about the impact their behaviour has on others. They had built a support network on the programme, which they found useful during their training, and felt more confident in meeting new people and asking questions when they were not sure of something.



94% reported that they had been more resourceful in new and/or difficult situations since taking part in the Outward Bound programme

87% said they had the confidence to ask questions that they wouldn't have asked before taking part in the Outward Bound programme

75% said they had been more reflective about their behaviour and the impact it has on others as a result of taking part

75% said they had been more respectful of others than they were before

CASE STUDY 2



DEVELOPING TIME MANAGEMENT, ORGANISATION AND RESPONSIBILITY AT UNILEVER

The Outward Bound Trust have worked with Unilever to develop a three-part programme for their apprentices, which delegates attend in each year of their apprenticeship. The purpose of this series of programmes is for the apprentices to develop their behavioural capabilities in becoming an 'autonomous professional' within Unilever. In 2015, 34 first year apprentices attended a programme in September, and 23 second year apprentices, who had attended their first programme in 2014, attended for a second time in October. The first year course aims to induct the new apprentices, while the second year programme aims to further develop a 'can do' attitude in apprentices.

EVALUATION METHODOLOGY

A questionnaire was completed by the apprentices at the start and end of the programme. Interviews were also conducted with seven apprentices and two line managers seven-eight months afterwards.

Our evaluation of these programmes found that the first year programme was successful in developing teamwork skills, with delegates feeling more confident at the end of the week in their abilities to develop relationships. They also reported improved confidence in their time management, personal organisation and critical thinking skills, and their ability to take responsibility and demonstrate self-discipline.

The second year programme improved delegates' self-awareness, in terms of how they are perceived, how they affect others and what their capabilities are; their self-confidence, including their confidence to ask questions when they need to; and their ability to explain ideas clearly, as well as give and receive feedback.



I'd say after the programme, I've learnt to have more trust in my capability, of what I can do. I feel some of the tasks I surprised myself, I was surprised by my physical ableness possibly. And maybe my ability to inspire others to continue as well.

3rd year apprentice, speaking seven months after attending their course in October 2015

OUTCOMES FOR FIRST YEAR APPRENTICES

- 64% improved their score for thinking critically
- 62% improved their score for time management
- 58% improved their score for personal organisation
- 97% agreed they had gained more confidence to say what they think and put forward new ideas in the future
- 97% agreed that it had made them better prepared for their apprenticeship

91% OF SECOND YEAR APPRENTICES AGREED AT THE END OF THE PROGRAMME THAT THEY HAD BECOME MORE AWARE OF THEIR STRENGTHS AND WEAKNESSES.

OUTCOMES FOR SECOND YEAR APPRENTICES

- 70% improved their score for awareness of their own capabilities
- 61% improved their score for ability to provide others with constructive feedback
- 59% improved their score for awareness of how they are perceived by others
- 57% improved their score for openness to receiving feedback from others
- 91% agreed that they had become more aware of their strengths and weaknesses
- 95% agreed that they would be more reflective about how they could develop and improve in the future