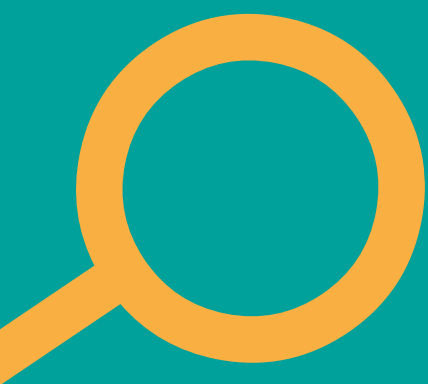


SPORT AND EMPLOYABILITY

A MONITORING AND EVALUATION MANUAL



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MQNITOR

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ACKNOWLEDGEMENT

The Vrije Universiteit Brussel has developed the project entitled “Monitoring and Evaluation Manual for Sport-for-Employability Programmes (MONITOR)”, which is co-funded by the Erasmus+ Programme of the European Union. The two-year project is a collaborative partnership that involves the following sport-for-employability organisations as partners: Rheinflanke (Germany), Sport4Life (England), Rotterdam Sportsupport (The Netherlands), Street League (England), Oltalom Sport Association (Hungary) and Magic Bus (India). In addition, ENGSO Youth is involved as a network and knowledge dissemination partner. The project received comments and advice from the International Labour Organisation (ILO) during the project development phase.

After a review of relevant M&E measures, the project coordinator (Vrije Universiteit Brussel) visited the sport-for-employability partner organisations. The workshops explored how each of the sport-for-employability partner organisations organises its M&E and its use of a theory of change approach. Based on these insights, a Manual has been produced. The Manual includes an introduction to the development of a programme theory approach and its relevance to M&E, tools for data collection, specific Excel spreadsheets for data analysis and information regarding interpretation of results.

All project partners would like to thank the Education, Audiovisual and Culture Executive Agency of the European Commission for recognizing the value and impact of sport-for-employability programmes. The Vrije Universiteit Brussel would also like to thank the project partners for their involvement and contribution to the development of the Manual.

The logo for MONITOR features the word 'MONITOR' in a bold, sans-serif font. The letter 'M' is orange, while the letters 'Q', 'N', 'I', 'T', 'O', and 'R' are teal. The letter 'Q' is stylized with a circular shape and a tail that curves downwards and to the left.

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GENERAL INTRODUCTION TO THE MANUAL

This manual was developed in close consultation with the following *sport-for-employability* organisations and seeks to reflect the needs of both policy makers and practitioners:

- Street League (England)
- Sport4Life (England)
- Rheinflanke (Germany)
- Oltalom (Hungary)
- Rotterdam Sportsupport (The Netherlands)
- Magic Bus (India)

DEFINITION OF SPORT

To include as wide a variety of programmes and activities as possible, we have adopted the Council of Europe's Revised European Sports Charter Definition of Sport (2001):

// Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels. //

Consequently, there are individual, partner and team sports; contact and non-contact sports; motor-driven (e.g. gymnastics) or perceptually dominated sports (based on movement and tactical thinking) such as soccer; sports which place differing emphases on strategy and physical skills and sports can be both competitive and non-competitive. Therefore, in terms of producing outcomes, it is best to regard sports as a series of different *social relationships* and *social processes*, in which it is assumed that certain types of learning, or socialisation, may occur.

THE MANUAL AND THE APPROACH TO MONITORING AND EVALUATION

It is not unusual for organisations to be resistant to M&E, especially if it is viewed as disruptive of programme delivery. This reaction is often based on a belief that M&E relate solely to *accountability* i.e. providing largely quantitative evidence about programme performance to funders. We are not suggesting that accountability is not important, however the Manual is based on the fundamental assumption that M&E is about more than accountability – it is about organisational development and programme improvement.

Therefore, the general purpose of the Manual is to provide a framework based on a *theory of change* approach. A theory of change is a comprehensive description and illustration of *how* and *why* a desired change is expected to happen in a particular context. This approach provides a framework for thinking about the development, management, delivery and monitoring and evaluation (M&E) of sport-for-employability programmes. It is appropriate both for organisations currently providing such programmes and for those seeking to develop sport-for-employability programmes.

Such an approach will enable programmes to explain not only what they do but why they do it. We believe that theory-based evaluation contributes to the following:

- Capacity-building. To achieve sustainability, to achieve their many aims and to improve their programmes, organisations need to develop internal capacity.
- Greater ownership, understanding and integration. A broad agreement about and understanding of the assumptions about the relationship between aims and objectives can provide the basis for an integrated and coherent organisational culture and associated programmes.
- It enables organisations' personnel to reflect on and analyse attitudes, beliefs and practice. The involvement of staff in the monitoring and evaluation of all aspects of organisation and programme delivery contributes to the development of a self-critical and self-improving organisational culture.
- It concentrates evaluation attention and resources on key aspects of the programme.

The Manual is designed in an integrated and developmental way to be read from start to finish, with each section leading to the next and with exercises at the end of each section to explore the relevance of its content to your organisation/programme. We believe that the Manual is relevant to two types of organisation:

- It assists those currently providing sport-for-employability programmes to reflect critically on their practice and undertake relevant M&E.
- It is relevant to those considering the development of such programmes as it will enable them to develop relevant theories of change and M&E strategies.

However, we realise that this may be viewed as a time-consuming task for busy managers and practitioners. Therefore, we now provide a detailed guide to each section to enable readers to choose which are the most relevant sections of the Manual for them:

CHOOSING THE SECTIONS RELEVANT TO YOU

SECTION 1 - THE PURPOSE OF THE MANUAL

This provides a general introduction to the Manual and offers definitions of key terms central to M&E – Outcomes, Impacts, Monitoring, Evaluation, Summative and Formative Evaluation.

SECTION 2 - DEFINING EMPLOYABILITY AND THE NATURE OF OUTCOMES

This explores issues relating to the definition of the ambiguous term 'employability'. It distinguishes between hard and soft skills and outlines research-based and employer-defined components of employability.

SECTION 3 - SPORT AND EMPLOYABILITY: A CONTINUUM OF PROGRAMMES

This section emphasises that sport on its own will make a limited contribution to developing employability and that sport needs to be amended and/or supported with other activities and workshops. It outlines a continuum of approaches, based on the mixture of sport and other activities – Plus Sport, Sport Plus 1 and Sport Plus 2. It also examines the importance of the social climate of such programmes and the central role of mentoring. The section ends with a comment about the basis for choosing a particular approach.

SECTION 4 - LOGIC MODELS AND THEORIES OF CHANGE

This provides an outline of the strengths and weaknesses of the widely used descriptive logic model approach. It then examines the nature and strengths of a more explanatory theory of change approach and the importance of defining and explaining the assumptions underlying a programme.

SECTION 5 - DEVELOPING A THEORY OF CHANGE FOR SPORT AND EMPLOYABILITY

This outlines in detail the process of developing a detailed theory of change for sport and employability (based on previous research). It also provides two types of graphical presentation.

SECTION 6 - M&E: METHODS OF DATA COLLECTION

This describes the strengths and weaknesses of a range of methods of data collection – self-completion surveys, interview-administered small group discussion, observation and mentoring. It also addresses the issue of social desirability bias in respondents' responses.

SECTION 7 - DEFINING AND MEASURING OUTCOMES

This defines a series of relevant outcomes and provides scales with which to measure them and explains how to interpret the data. It emphasises the important differences between validated and non-validated scales. It also outlines the nature of the programme processes required to achieve such outcomes. This section should be read together with Section 2 (defining employability) and Section 5 (a theory of change for your programme).

SECTION 8 - SOCIAL PROFILE DATA AND QUESTIONNAIRE DESIGN

This section outlines the nature of the socio-demographic data required to describe your participants and which might account for differences in responses to the various scales. It also provides some advice on the design and administration of self-completion and interviewer-administered questionnaires.

SECTION 9 - DATA ANALYSIS

This section explains the approach to handling, processing, analysing and reporting survey findings, based on Excel spreadsheets. It provides information and instructions on the following:

- General Data Protection Regulations (GDPR)
- Processing survey data using the Excel files
- Reporting survey findings
- Processing data for other scales

A video explaining this section is to be found at: www.sport4employability.eu

SECTION 10 - REPORTING DATA

This section is supported by Section 9 on data analysis.

This section provides a general indicative structure for reporting to funders on programme performance. Although many funders have required reporting formats, we have provided this to aid your thinking about M&E and reporting. With regard to the content of such reporting, we have drawn on the requirements of Comic Relief, a major UK-based funder, for end of project reporting. This reflects the theory of change perspective of the Manual. This includes:

- Descriptive data about beneficiaries, budgets and activities.
- Evaluation of the strengths, weaknesses, opportunities and threats and the most significant achievements of the programme and key lessons learnt.

- What has changed as a result of the programme? This relates to the achievement of desired outcomes, the people benefitting from the programme and the degree of diversity of participants.
- What lessons have been learnt and how sustainable are the changes achieved?

APPENDIX 1 - THE SCALES

This appendix contains copies of all the scales introduced in Section 7. This will enable users of the Manual to copy them for use either for mentoring or compilation of self-completion or interviewer-administered questionnaires.

REFERENCES

If you wish to follow up any of the sources and references in the Manual, we have provided a comprehensive list of relevant references.

TABLE OF CONTENTS

SECTION 1 THE PURPOSE OF THE MANUAL	11
1.1 Introduction	11
1.2 Outcomes and Impacts	13
1.3 Monitoring and Evaluation (M&E)	13
1.4 Types of M&E	14
1.5 Deciding what data to collect	15
SECTION 2 DEFINING EMPLOYABILITY AND THE NATURE OF OUTCOMES	16
2.1 Introduction	16
2.2 Defining employability	16
2.3 How do employers define employability?	18
SECTION 3 SPORT AND EMPLOYABILITY: A CONTINUUM OF PROGRAMMES	21
3.1 Sport for personal development: amended games	21
3.2 Plus Sport and Sport Plus	22
3.3 Social Climate: Building Trusting Relationships	23
3.4 Mentoring: A Key Programme Mechanism	24
3.5 Choice of Type of Programme	24
SECTION 4 LOGIC MODELS AND THEORIES OF CHANGE	26
4.1 Logic Models	26
4.2 Limitations of a Descriptive Logic Model	27
4.3 A Theory of Change is Explanatory	27
4.4 Theory of Change and the Importance of Assumptions	28
4.5 A Theory of Change Approach is Developmental	30
SECTION 5 DEVELOPING A THEORY OF CHANGE FOR SPORT AND EMPLOYABILITY	32
5.1 Introduction	32
5.2 Developing a Theory of Change: Backward mapping	33
5.3 Theory of change and backward mapping	33
5.4 The Stages of Mentoring; a Key Mechanism	42
5.5 Duration and structure of programme	42
5.6 Illustrating a theory of change	43
5.7 Conclusion	45
SECTION 6 M&E: METHODS OF DATA COLLECTION	46
6.1 Approaches to Data Collection	46
6.2 Integrated Data Collection and Outcome Development	49
6.3 Social Desirability Bias	49

SECTION 7 DEFINING AND MEASURING OUTCOMES	51
7.1 Introduction	51
7.2 Data collection instruments	52
7.3 Uses of the measures	53
7.4 The Measures/Scales	53
7.4.1 Perceived self-efficacy	54
7.4.1 (a) Introduction	54
7.4.1 (b) How is perceived self-efficacy developed?	55
7.4.1 (c) Measuring perceived self-efficacy	56
7.4.2 Locus of control	57
7.4.2 (a) Introduction	57
7.4.2 (b) How to develop an internal locus of control	57
7.4.2 (c) Measuring Locus of Control	58
7.4.2 (d) Work locus of control	59
7.4.3 Outcome Star	60
7.4.3 (a) Introduction	60
7.4.3 (b) Using the Star for development	60
7.4.3 (c) The Youth Star	61
7.4.3 (d) The Work Star	62
7.4.4 Self-esteem	63
7.4.4 (a) Introduction	63
7.4.4 (b) How is self-esteem developed?	64
7.4.4 (c) Measuring self-esteem	65
7.4.5 Resilience	66
7.4.5 (a) Introduction	66
7.4.5 (b) Building resilience	66
7.4.5 (c) Resilience 1	67
7.4.5 (d) Resilience 2	68
7.4.5 (e) Observing Resilience	70
7.4.6 Teamwork	72
7.4.6 (a) Introduction	72
7.4.6 (b) Developing Teamwork	72
7.4.6 (c) Measuring Teamwork	72
7.4.7 Decision-making	73
7.4.7 (a) Introduction	73
7.4.7 (b) Developing decision-making	73
7.4.7 (c) Measuring Decision-making	74
7.4.8 Social skills	76
7.4.8 (a) Introduction	76
7.4.8 (b) Uses of the scales	77
7.4.8 (c) Social skills self-assessment	77
7.4.8 (d) Observation of social skills	80
SECTION 8 SOCIAL PROFILE DATA AND QUESTIONNAIRE DESIGN	82
8.1 Social Profile Data	82
8.2 Questionnaire design	84
8.3 Administering the questionnaire	85

SECTION 9 DATA ANALYSIS	86
9.1 General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679)	86
9.2 Processing survey data using the Excel files	88
9.2.1 Entering data: An example	89
9.3 Reporting Survey Findings	100
9.3.1 Statistical Test- Interpreting and Reporting the p-value	101
9.4 Processing Data for Other Scales	102
9.5 Final Comment- Avoiding Errors to Ensure Accurate Data	102
SECTION 10 REPORTING DATA	103
10.1 The Need for Reporting	103
10.2 Structure and Content of the Report	103
10.3 Proof-reading and Editing	107
APPENDIX 1 THE SCALES	108
GENERAL REFERENCES	120
REFERENCES FOR SURVEY INSTRUMENTS	123
LIST OF TABLES	
Table 1. Components of Employability	19
Table 2. Definitions of employability skills and attributes	19
LIST OF FIGURES	
Figure 4.1. A Descriptive Logic Model	26
Figure 5.1. Sport and Employability A Theory of Change	43
Figure 5.2. A Graphical Presentation of the Theory of Change	44
Figure 5.3. Sport and Employability: A Graphical Representation of a Theory of Change	44
Figure 7.1. Youth Star	61
Figure 7.2. Work Star	62
Figure 9.1. Extract from project respondent P01 – ‘before’ survey	91
Figure 9.2. Personal details for project respondent P01 entered into the ‘Data Entry’ sheet	93
Figure 9.3. Personal details for project respondent P01 as viewed in the ‘Converted Data’ sheet	93
Figure 9.4. Respondent P01’s answers to the Rosenberg Self Esteem question – ‘before’ survey	94
Figure 9.5. Self-esteem responses for project respondent PO1 as viewed in the ‘Data Entry’ sheet	94
Figure 9.6. Self-esteem responses for project respondent P01 as viewed in the Converted Data sheet	95
Figure 9.7. Data Entry sheet showing all the data entered from the ‘before’ project survey	95
Figure 9.8. Results sheet showing the total self-esteem scores for each project participant at the beginning of the project	96
Figure 9.9. ‘Data Output’ sheet showing tables of results for the ‘before’ survey only	97
Figure 9.10. Data Entry sheet showing the data entered for Attendance and the self-esteem responses from the ‘before’ and ‘after’ surveys	98
Figure 9.11. Data Output sheet showing the tables of results for the ‘before’ and ‘after’ survey	99
Figure 9.12. Data Output sheet showing the tables of results for the ‘before’ and ‘after’ survey	100
Figure 9.13. Data Output sheet showing ‘before’ and ‘after’ self-esteem survey results for all participants and by sex of respondent	101

LIST OF EXERCISES

Exercise 1 Defining and Measuring the Components of Employability	20
Exercise 2 How would you describe your programme?	25
Exercise 3 How does the programme achieve employability outcomes?	31
Exercise 4 Exploring your theory of change	45
Exercise 5 How do you collect M&E data?	50
Exercise 6 Choosing measurement scales related to your theory of change	81

SECTION 1

THE PURPOSE OF THE MANUAL

SECTION SUMMARY

This section provides a general introduction to the purposes of the Manual and offers key definitions of terms central to M&E and used throughout the Manual:

- Outcomes
- Impacts
- Monitoring
- Evaluation
- Summative Evaluation
- Formative Evaluation

1.1 INTRODUCTION

The general purpose of the Manual is to provide a framework for thinking about the development, management, delivery and monitoring and evaluation (M&E) of sport-for-employability programmes. The reason for such a comprehensive approach is that any attempt to undertake M&E of the delivery and effectiveness of a programme needs to be based on a comprehensive understanding of its nature and implementation and how it is *assumed* to achieve its intended outcomes and impacts.

- What is the theory of change (see Sections 4 and 5) underpinning a programme?
- What is the programme trying to achieve and why was a particular approach chosen?
- What are the appropriate outcomes and impacts that should be measured?
- How do the outcomes and impacts relate to the various components of the programme?

Therefore, the Manual seeks to:

- Provide a framework for thinking about and establishing programme aims, objectives and related performance indicators. (Sections 2, 3, 4, 5 and 7)
- Provide a framework to support organisations to develop a *theory of change* for their programmes- to examine *how* and *why* will a programme achieve its desired outcomes? (Sections 3, 4, 5 and 7)
- Assist organisations to better understand the content and measurement of the desired outcomes associated with the vague and often ill-defined notion of *employability*. (Sections 2, 3 and 7)
- Provide guidance for establishing and implementing a framework for the M&E of programmes. (Sections 2, 3 and 7)

- Provide and explain several instruments/scales for measuring particular outcomes. (Section 7)
- Provide guidance on questionnaire design and data collection. (Section 8)
- Provide Excel spreadsheets for ease of data entry and analysis of these scales. (Section 9)
- Provide guidance on reporting the findings of the M&E process. (Section 10)
- More generally, it outlines an approach which will enable organisations to adopt an integrated approach to their planning and implementation that facilitates ongoing learning and development of organisational capacity and effective programme delivery.

EXERCISES

We believe that the Manual should be read as an integrated piece and to encourage that, six exercises are provided at the end of Sections 2, 3, 4, 5, 6 and 7. These exercises require teams to reflect on the content of the Manual and seek to assist them to progressively address issues of design, implementation and outcome definition and measurement related to their own programmes.

The Manual is based on the philosophy that a broader, more integrated, approach to M&E, in which *both* processes and outcomes are viewed as inter-dependent, is the most effective approach. Clearly, organisations want to know if their projects and investments have been effective as this is also important for accountability. However, in order to understand *why* programmes do or do not achieve various outcomes, it is necessary to understand how the projects were conceptualised – what *assumptions* about how they work underpinned them – and how they were delivered. In this regard Patriksson (1995:128) argued that:

“ Sport, like most activities has the potential of producing both positive and negative outcomes. Questions like ‘what conditions are necessary for sport to have beneficial outcomes?’ must be asked more often. ”

This approach to M&E does not abandon outcome measurement but complements it with a broader emphasis on process - *how* are outcomes to be achieved? Such a self-reflective approach will also make an important contribution to organisational and staff development.

The basic premise of the Manual is that an approach based on a *theory of change* (see Sections 4 and 5) will:

- Contribute to staff development and capacity building via developing greater ownership, understanding and programme integration. A broad agreement about and understanding of, the relationship between programme content/activities, processes and outcomes provides the basis for stronger and more coherent organisational cultures and programmes.
- Lead to an ability to reflect on and analyse attitudes, beliefs and behaviour. The involvement of staff in the M&E of all aspects of organisation and programme delivery helps to produce a self-critical and self-improving organisational culture.
- Lead to more coherently designed, consistently delivered and effective programmes.

1.2 OUTCOMES AND IMPACTS

It is important to start by defining two key terms in M&E, which are widely used but not always defined precisely.

OUTCOMES

In the Manual the term outcome refers to short- and medium-term changes which the programme produces in participants' attitudes, values, self-perceptions, knowledge, skills and orientations - in combination these represent increased *employability*. Such outcomes are usually stated as part of the aims of a programme. An outcome evaluation seeks to measure if, and to what degree, programme activities achieved their intended outcomes. Also, outcomes are not always measured at the end of a programme as there may be *intermediate outcomes*, or preconditions, which must be achieved early in the programme to establish the basis for the achievement of other outcomes.

IMPACTS

The term Impact refers to longer term effects of the programme on the lives of participants, based on their choices and behaviour after leaving the programme, for example, types and duration of paid employment, relevant further education and training or even a choice to remain unemployed.

1.3 MONITORING AND EVALUATION (M&E)

In this Manual M&E are understood as follows:

MONITORING

This is the regular, systematic, collection and analysis of information related to a planned and agreed programme of action (most organisations already do some of this via staff meetings and the use of work plans, attendance sheets, individual learning plans and various feedback mechanisms). This provides evidence of the extent to which the programme is being delivered as intended, meeting its targets, achieving its intermediate outcomes and making progress towards the achievement of its final outcomes. Monitoring information can also identify the extent to which changes and adaptations to the programme may be required, for example, if intermediate outcomes are not being achieved.

EVALUATION

This is the process of undertaking a systematic and objective examination of monitoring information in order to make judgements based on agreed criteria (e.g., specified outcomes). Concerns may relate to the efficiency, effectiveness and sustainability of a programme. The intention is not simply to assess what outcomes have or have not been achieved, but *why*, what lessons can be learnt and if and how the programme might be improved. Evaluation is also an ongoing, if less regular, process and provides the basis for learning and organisational and programme development.

M&E is developmental

- It is not unusual for organisations to be resistant to M&E – especially if it is viewed as disruptive of programme delivery.
- This reaction is often based on a belief that M&E relates solely to *accountability*, providing largely quantitative evidence about what programmes have been provided, what type and number of

participants have been attracted and how many have achieved the outcomes and impacts desired by sponsors and partners.

- Of course, accountability to funders and these measures of performance are important.
- However, the Manual is based on the fundamental belief that M&E is about much more than simple accountability and, properly integrated into programme delivery, can contribute to the improvement of programme delivery and organisational effectiveness.
- To achieve this, those responsible for M&E must provide regular feedback to those delivering the programme to ensure ongoing cooperation and programme improvement.

1.4 TYPES OF M&E

There are two broad approaches to evaluation – summative and formative:

Summative evaluation is usually retrospective, undertaken at the end of a programme (i.e., measuring final outcomes and impacts). This is closely associated with a descriptive logic model approach (see Section 4) and tends to provide funders with information such as to the number of participants enrolled and maintained, the number of sessions provided and the nature of graduate destinations.

Formative evaluation is undertaken during the delivery of the programme to assess the extent to which the programme is being delivered as intended and intermediate outcomes are being achieved. It tends to be associated with a theory of change perspective, which identifies a developmental pathway for participants (see Section 4). It permits consideration of adjustments to the programme if required. Many organisations adopt such an approach via mentoring and the use of various tools to monitor and assess participants' progress (see Section 7).

In this Manual a formative approach to evaluation is proposed, with its associated benefits for organisational, programme and staff development.

Beyond the Black Box

The perspective on M&E of the Manual is to move beyond simple measurement of outcomes with limited understanding of how such outcomes are achieved. This is referred to as a black box approach (Scriven, 1994):

- *Black box* evaluations are those in which the evaluator concentrates on a programme's outcomes, but does not analyse its contents or the causes of the outcomes.
- *Grey box* evaluations are those which explore the contents, but do not fully reveal the *principles of the operation* of the programme. This is broadly similar to a descriptive logic model. (see Section 4)

The Manual promotes a *white box* approach:

- White box evaluations are those which identify the effects and the inner workings, connections and operations of programme components *How* and *why* does the programme achieve its outcomes?

1.5 DECIDING WHAT DATA TO COLLECT

Organisations should only collect *relevant* data. So they need to ask how they will use it and if the cost involved is worth it. This should be decided on the basis of the agreed outcomes and a theory of change approach (See Sections 4 and 5) which will identify what *relevant outcomes* are to be achieved by which activities and when this occurs in the programme (early, intermediate, final).

This raises issues of defining employability and its components and we now turn to these issues.

SECTION 2

DEFINING EMPLOYABILITY AND THE NATURE OF OUTCOMES

SECTION SUMMARY

- This section explores issues relating to the definition of the ambiguous term ‘employability’.
- It distinguishes between hard and soft skills and outlines employer-defined and research-based components of employability.
- It ends with an exercise inviting readers to consider how their programmes define employability.

2.1 INTRODUCTION

In order to design and implement effective programmes and to provide a basis for M&E, sport-for-employability organisations need to define the outcomes that they are seeking to achieve (i.e., the various components which constitute *employability*). However, the rather vague and often ill-defined nature of ‘employability’ raises difficulties in defining precise desired and measurable outcomes. It is not always clear what constitutes ‘employability’ and therefore what attitudes, values and skills programmes should be seeking to reinforce or to develop in participants. Further, as we will see, many of the concepts implied by the notion of employability are similar and overlap in several ways, making the choice of precise measurement instruments more difficult.

2.2 DEFINING EMPLOYABILITY

Although *employability* is a widely used concept, there is no clear consensus about its precise definition and measurement. Many of the concepts/components associated with employability are ambiguous and the subject of debate. However, it is usually framed in terms of individuals’ characteristics or traits which enable them to obtain and maintain paid employment:

1. “...the combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during a career” (Cedefop, 2011: 46)

2. “A combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their career” (Garrouste, 2011: 9)
3. “...a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful” (Dacre Pool & Sewell, 2007: 280)
4. “... the skills, knowledge and competencies that enhance a worker’s ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work.” (Brewer, 2013: iii)

Within this rather vague set of general definitions of employability, two broad perspectives can be identified:

Hard skills. Employability is defined in terms of the possession of technical, job-related, *skills*. This perspective assumes that employability is a characteristic of individuals’ set of identifiable and measurable skills, such as academic or vocational qualifications, expertise in information and communication technologies, technical or job-specific knowledge and work experience.

Soft skills. This perspective views the hard skill approach as too narrow and emphasises *softer* personal qualities, attitudes and attributes. Such skills are also referred to as *life skills* and there is evidence that employers are increasingly emphasising the importance of such skills. Soft skills are often inter-linked and include such elements as: communication, team working, reliability and time management, problem solving, high motivation and ambition, personal presentation and dress. Analyses of employer surveys show that lack of social and emotional skills can create a strong barrier to employment, especially for low-skilled jobs (Heckman & Kautz, 2013).

It is important to note that such skills are closely related to general *personal development* which enable young people to operate successfully in general society and not just the world of work. For example, the OECD (2015: 22) stated that:

“ most employability skills are general in nature and relevant for all kinds of occupations, [and] considered necessary to provide a foundation for effective and successful participation in the social and economic life of advanced economies. ”

- In the main, sport-for-employability programmes tend to be concerned with the development of soft skills.
- This reflects traditional assumptions about the outcomes/soft skills associated with sports participation (e.g. team work, communication, leadership, conflict management, rule governed behaviour).

2.3 HOW DO EMPLOYERS DEFINE EMPLOYABILITY?

Research indicates a widespread concern among employers about the lack of *soft skills*, or intangible personal qualities, such as the ability to work in teams, communication skills, ability to be creative (Gillinson & O’Leary, 2006). Although job-specific skills remain important, the widespread lack of such soft skills made it difficult to fill all positions. For example, in a survey of 566 UK employers more than two thirds viewed a *skill deficit* as a significant problem (CBI, 2011). This *skill deficit* related to a range of soft skills: self-management, time management, critical self-reflection, team working, problem solving and communication. A survey in the USA of 3,200 employers reported that such personal qualities as responsibility, integrity and self-management were viewed as important as, or more important than, basic [hard] skills (Holzer, 1996). In a national sample in the United States in 1996, 69 percent of employers reported rejecting applicants because they lacked basic employability skills, such as showing up every day, coming to work on time, and having a strong work ethic (OECD, 2015).

Within this context there is a variety of broadly similar lists of employers’ definitions of employability skills. For example, the UK National Careers Service (<https://nationalcareersservice.direct.gov.uk/>) stated that employers are looking for a variety of personal qualities such as:

1. Communication
2. Decision-making
3. Showing commitment
4. Flexibility
5. Time management
6. Leadership skills
7. Creativity and problem-solving skills
8. Being a team player
9. Accepting responsibility
10. Ability to work under pressure

Further, Dacre Pool and Sewell (2007) suggested that if individuals have opportunities to access and develop these traits and skills and to *reflect on their development*, they will gain in self-esteem and perceived self-efficacy, which are personal traits viewed as crucial components of employability. (see Table 1 below)

In a review of literature and research Blades, Fauth and Gibb (2012) identified a common group of employability skills applicable to a range of jobs. Although they found that exact definitions varied, they were able to identify a common group of employability skills. These are summarised in Table 1 and illustrate the multi-faceted nature of the notion of ‘employability’ which consists of aspects of *individual personality, social behaviour and relationships with others, ability to control and manage aspects of their lives and the extent to which individuals can plan and prioritise their behavior*.

Table 1. Components of Employability

(Source: Blades, Fauth & Gibb, 2012)

Personal	Interpersonal	Self-management	Initiative & delivery
Confidence	Social/interpersonal skills	Self-control	Planning
Self-esteem	Communication skills	Reliability	Problem-solving
Motivation	Teamwork	Positive attitude	Prioritising
Self-efficacy	Assertiveness	Presentation	

It is important to note that literacy, numeracy and digital skills are absent from Table 1 and these are clearly important components of employability and may be of poor quality, for example if the programme is dealing with NEETs (Not in Education, Employment, or Training). The relevance of digital skills will depend on the context and the available employment opportunities.

The various components listed in Table 1 are defined in Table 2, which point us toward the nature of measurement required to assess the extent to which such outcomes have been achieved. (see Section 7 for discussion and definition of many of these outcomes)

Table 2. Definitions of Employability Skills and Attributes

(Source: Blades, Fauth & Gibb, 2012)

Skill/Attribute	Definition
(Self)confidence	Belief in oneself or one's own abilities
Self-esteem	A positive or negative orientation toward oneself: an overall evaluation of one's worth or value
Motivation	Interest/engagement, effort and persistence/work ethic
Perceived Self-efficacy	Belief in one's ability to succeed in a particular situation
Social/interpersonal skills	Ability to interact appropriately with other people, without undue conflict or discomfort
Communication skills	Ability to convey information effectively so that it is received and understood; appropriate verbal/non-verbal communication with colleagues, managers and customers/others
Teamwork	Ability to work cooperatively with others
Assertiveness	Ability to confidently express views or needs without either aggression/dominance/undue submissiveness towards others
Self-control	Ability to control own emotions and behaviour, particularly in difficult situations or under stress
Reliability	Attendance and time keeping, consistent standards
Positive attitude	Keen to work, learn, accept feedback and take responsibility
Presentation	Consistently clean, tidy and appropriately dressed, with a polite and professional manner
Planning	Ability to plan tasks and monitor progress
Problem-solving	Ability to identify problems and devise solutions
Prioritising	Ability to identify and focus on priority tasks

Blades et al. (2012) argued that measuring, recording and reporting such skills, could:

- Better inform employers about the abilities of potential employees.
- Enable learners to track their own progress in programmes.
- Demonstrate to funders the value of projects geared to increasing employability.

Section 7 outlines how to define, measure and assess many of the above skills.

EXERCISE 1

DEFINING AND MEASURING THE COMPONENTS OF EMPLOYABILITY

At this stage it would be useful for the programme team to discuss:

- How do you define the components of employability, which you are seeking to develop?
- Why did you choose these components?
- Is there a consensus? If not, what is the basis of different perspectives?
- Which do you currently measure, how and why?
- Do you have baseline data? How was it collected and how is it used?
- How are the monitoring data used?

SECTION 3

SPORT AND EMPLOYABILITY: A CONTINUUM OF PROGRAMMES

SECTION SUMMARY

- This section emphasises that sport on its own will make a limited contribution to developing employability and that sport needs to be amended or supported with other activities and workshops.
- It outlines and explains a continuum of approaches, based on the mixture of sport and other activities – Plus Sport, Sport Plus 1 and Sport Plus 2.
- It also examines the importance of the social climate and social relationships of such programmes.
- It outlines the process of mentoring which is central to such programmes.
- It ends with a comment on the basis for choosing a particular programme approach.

3.1 SPORT FOR PERSONAL DEVELOPMENT: AMENDED GAMES

It is clear that some of the outcomes listed in Tables 1 and 2 have traditionally been claimed as being produced by sports participation (e.g., teamwork, communication, social/interpersonal skills, problem solving, respect for rule/regulations, self-control, reliability). On this basis, some programmes may simply rely on simple participation in sport to automatically produce assumed developmental and employability-related outcomes. However, this is rarely the case. Many do not leave such outcomes to chance and, for example, highlight their importance via discussions with participants before and after playing and by exploring the meaning of the playing experiences. An example of this approach is provided by Sport2life (Sportstec and Department of Basic Education, no date) which uses sport to teach five basic life skills via before and after discussion about their sporting and more general relevance. The skills highlighted and practised are:

- **Come to play.** Being prepared for a match/test. Be willing and able to do what is necessary to complete the task at hand. Committed to their team and themselves. This implies a level of self-awareness, self-confidence and a positive self-identity.
- **Prioritise - goal set - plan (P-G-P).** Emphasises knowing what you want, on the field and in life, and *making a plan* to help you achieve those goals.
- **Look and list.** *Situational awareness.* Do your best to understand everything you can about a situation and what options are available to you. Assess the situation (**Look**) and understand everything there is to know (**List**) then you can make the best possible decision.
- **Stay in the game** *Resilience.* Finding the focus and discipline to keep going, even in difficult situations and despite failure. Always focused on your goals and what needs to be done to make sure you are successful.
- **Use your voice.** *Communication, social confidence and self-esteem.* It emphasises that your voice is a powerful tool that you can use to help yourself and your peers to make better decisions. Not being afraid to share your thoughts and opinions. Have the confidence to ask difficult questions and to speak your mind and express your opinions. This theme is constantly stressed.
- **Build your team.** *Teamwork and trust.* Surrounding yourself with strong, trustworthy, dependable and positive people that you can count on for support.

One of these themes is introduced and discussed prior to a game, highlighted during the game and then discussed in a reflective session after the game - a similar methodology to the next example.

Streetfootballworld's Scoring for the Future Toolkit is based on consultations with nine European football-for-employability programmes. It offers a structured way of designing and visualising the development of life skills through football. It sets out a theoretical framework, including sections on the qualities of an effective Life Skills Football Coach and the application of the seventeen life skills in football, educational, and workplace environments, which are discussed in detail. Secondly, it outlines exercises and methods, by adopting the structure of a football pitch. It divides the field into three zones: defence, midfield and attack and allocates skills and exercises accordingly. At the start of a session the nature and relevance of life skills are explained, instructions are provided on how to implement the exercises and then there is a after session reflection phase. To design the programme to meet participants' needs, it uses a *life skills self-assessment form* for each individual team member. This measures a young person's attitude, teamwork and leadership skills. The results provide the necessary information to plan and design the life skills for employability training programme for an individual young person and an entire team.

3.2 PLUS SPORT AND SPORT PLUS

However, in general sport and employability programmes rarely rely solely on sport and there are three broad variants on the pure sport type of provision (Coalter, 2007).

These are as follows:

Plus Sport

- This refers to youth work organisations which use sport's popularity as a *fly paper* to attract young people to programmes of vocational education and training.
- There is limited use of sport for experiential learning, with an emphasis placed on formal vocational training and youth work.
- For some participants the employability aspects of the programme may be much more important than the sport.

Sport Plus 1

- This entails the use of sport to develop and consolidate mentoring relationships (and also assists in retaining participants in the programme).
- It also facilitates the experiential learning of a range of soft skills (e.g., teamwork; perceived self-efficacy; communication; conflict management).
- It continues throughout the programme for its presumed positive outcomes and also may be part of its ongoing attraction.
- However, in this approach there is no systematic and conscious attempt to integrate, support and reinforce the issues addressed in the personal learning plans and workshops via sporting practice. Also, the supposed positive outcomes of sports participation may be assumed rather than evaluated.

Sport Plus 2

- This approach also uses sport to develop and consolidate mentoring relationships established early in the programme (and retain participants in the programme).
- It also contributes to the experiential learning of a range of soft skills and capacities (e.g., teamwork, perceived self-efficacy, communication, conflict management).
- However, as the programme progresses, this approach also seeks to fully integrate experiential learning through sport into the programme by using the sporting activity to illustrate and reinforce the issues being dealt with in the parallel life skills workshops.
- There is a systematic emphasis on the relevance of all programme activities to the development of employability, with sports sessions designed to clearly reflect and reinforce workshop content.
- The Sport Plus 2 approach to *experiential learning* may be more suited to those who had failed in the school system and feel less confident in formal didactic workshops.
- Participants can also adopt a more systematic approach to progression via the completion of workbooks reflecting on their sporting experiences and perceived learning outcomes. For example, they could be asked to identify the benefits of taking part in sport, outline the main rules, skills required and review their own performance and how they might improve.

3.3 SOCIAL CLIMATE: BUILDING TRUSTING RELATIONSHIPS

Although there is a continuum of approaches to sport for employability, the social relationships involved in sports participation tend to play a similar basic role in each. On a relatively informal basis such relationships seek to:

- Establish bonding relationships between the participants and the programme staff.
- Establish relationships of respect and trust and the broader inclusive social climate of the programme.
- Develop an inclusive, non-competitive climate to construct a relaxed atmosphere in sports sessions to enable the observation of behaviour.
- Establish the basis for mentoring relationships, encouraging participants to share their concerns and to identify informally the participants' strengths and weaknesses, as well as their personal development needs.

Research indicates that to be inclusive such approaches to sport need to emphasise and support individual mastery and improvement rather than promote competitive performance and possibly negative comparisons. Such an approach aims to provide an experience of achievement and promote the development of perceived self-efficacy. (see Sections 4 and 7)

3.4 MENTORING: A KEY PROGRAMME MECHANISM

Mentoring is also a common feature of many programmes via which participants are supported to identify and address their developmental needs. Mentoring is more than giving advice or passing on experience of a particular area. It is about motivating and empowering the participant to identify their own developmental issues and goals and helping them to find ways of resolving or reaching them. Such a supportive approach provides positive adult role models, important emotional support, assists in the development and implementation of individual learning plans and ensures adherence to and completion of the programme.

Pawson (2006) has identified the successful mentoring process as constituting 4 stages:

- **Befriending (affective):** This refers to creating bonds of trust/sharing of new experiences – the mentee recognises the legitimacy of other people/perspectives. Sport for employability programmes achieve this early in the programme via inclusive sports activities.
- **Direction-setting (cognitive):** This refers to the promotion of self-reflection via discussion of alternatives. Participants are encouraged to reconsider values, loyalties and ambitions. This enables staff to identify and manage participants' job expectations and align them with realistic employment possibilities.
- **Coaching (aptitudinal):** This refers to encouraging and supporting the mentee to acquire skills, assets, qualifications needed to enter the mainstream/job market. This can be achieved via an individual learning plan to not only enable participants to better understand how and when these goals can be achieved, but also to promote maturity by making them more aware of their own role and responsibility in the learning process.
- **Sponsoring (positional):** This refers to advocating/networking on behalf of mentee. Here the mentor or organisations use their contacts and knowledge of employment opportunities to facilitate participants' initial relationship with the job market.

It should be noted that the above functions may not all be performed by the same person, for example, the mentor responsible for befriending and direction-setting might not have the network to perform the sponsoring function.

3.5 CHOICE OF TYPE OF PROGRAMME

The choice of the nature of the approach to the use of sport and the role of mentoring will depend on each organisation's priorities, resources and available expertise and definition of the needs of participants and the desired outcomes (which will strongly influence the programme contents and approach). For example, Plus Sport, Sport Plus 1 and Sport Plus 2 approaches will usually require a youth and/or social work approach delivered by people with some teaching experience and a knowledge of the requirements of the labour market. Also mentoring requires specific understanding, expertise, sensitivity to the vulnerabilities and needs of mentees and training.

When you decide the desired outcomes and the broad type of programme (as outlined above), you then need to design a programme which will achieve them. This raises the issue of the development of a theory of change.

EXERCISE 2 - HOW WOULD YOU DESCRIBE YOUR PROGRAMME?

On the basis of the continuum of programmes outlined in this section:

- What type of programme do you provide?
- Why do you define it like that? What are its components?
- Why did you choose this approach?
- How do you identify both existing and required skills? Do you use a personal learning/development plan?
- How do you develop a positive social climate?
- Is mentoring important in your programmes?
- Does it follow the steps outlined in this section?
- How is each stage in the mentoring process delivered? By one mentor or several? Why did you choose this approach?

SECTION 4

LOGIC MODELS AND THEORIES OF CHANGE

SECTION SUMMARY

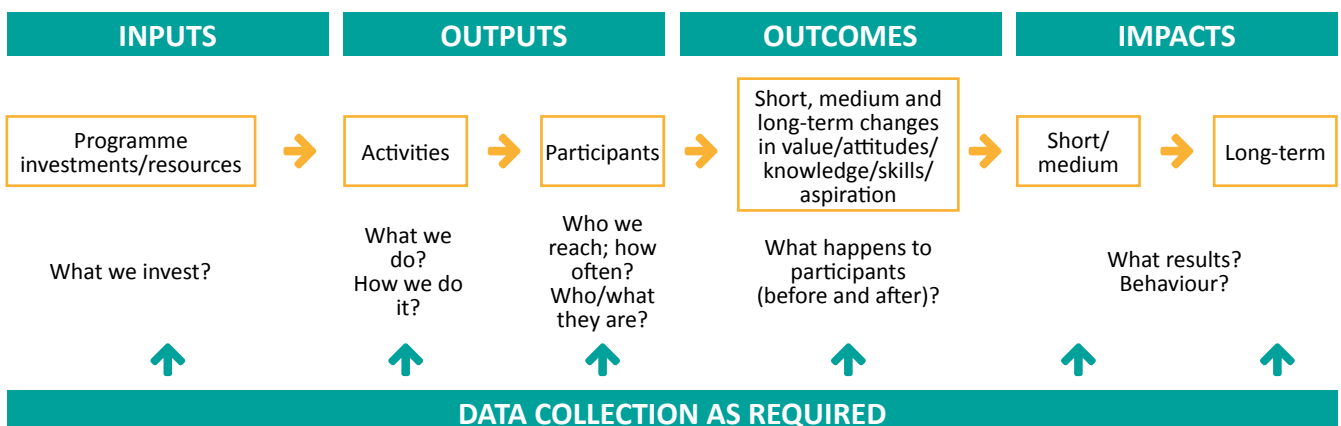
- This section provides an outline of the strengths and weaknesses of the logic model approach.
- It examines the nature and strengths of a theory of change approach and its contribution to programme and organisational development.
- It also examines the reasons for the importance of articulating the assumptions underlying a programme.
- It ends with an exercise inviting readers to examine how their programme seeks to achieve employability outcomes and the nature of the assumptions underpinning their programme.

4.1 LOGIC MODELS

A descriptive logic model is a roadmap or simplified picture that displays connections between resources, activities and outcomes within the programme/plan. It is a graphic representation of programmes showing the *intended* relationships between investments and results.

Many organisations use a descriptive logic model to present graphically the elements of their programme. A simple such model is presented in Figure 4.1.

Figure 4.1. A Descriptive Logic Model



The characteristics of the logic model are:

- It is output-led and describes core components of a programme and illustrates *assumed* connections between each component.
- It provides a descriptive *framework* for planning, resource allocation, implementation, management and M&E.
- It helps to guide programme implementation.
- It identifies where to assess the implementation of a programme.
- It establishes targets, milestones, necessary conditions. For example, how many participants are recruited and retained, how many sessions were delivered and how many graduates got employment?
- It provides the basis for *summative evaluation* (i.e., measuring the final outcomes or impacts of the programme).
- It provides a basis for accountability, as it indicates when and if you do what you said you would do.

4.2 LIMITATIONS OF A DESCRIPTIVE LOGIC MODEL

However, there are important limitations with such an approach:

- Descriptive logic models are based on *unexplained/assumed casual relationships* - especially regarding the causal relationships between outputs and outcomes. It does not explain how and why such outputs/activities are effective in achieving the desired outcomes.
- Logic models start with *means* (i.e., what you do) and not ends (i.e., what you achieve). It describes what the programme does and the nature of the outcomes which are *presumed*. It simply assumes that outcomes will follow from activities.
- Logic models do not capture the quality or detailed content of a programme (i.e., the *components/mechanisms/experiences* that lead to change).

Such limitations are addressed by a theory of change.

4.3 A THEORY OF CHANGE IS EXPLANATORY

A Theory of Change is a comprehensive description, illustration and explanation of how and why a desired change is expected to happen in a particular context. It maps out what a programme does (its activities or interventions), the nature of such activities and how these lead to desired outcomes being achieved. It does this by first identifying the desired long-term outcomes - in this case, employability - and then works backwards from these to identify all the intermediate outcomes that must be in place (and how these related to one another causally) for the goals to be achieved ([Center for Theory of Change, 2021](#)).

The Theory of Change is a tool that helps explain the relationship between the problem being addressed and the strategies used to address it, showing why and how change takes place (The Open University, 2017).

A theory of change, sometimes referred to as a programme theory, is different from a logic model in that:

- A theory of change starts with ends (desired outcomes or impacts) – what are the core components of *employability*? – and works backwards to develop appropriate means (i.e., it bases activities on your desired outcomes or impacts and identifies rationales for all activities).
- Fundamental to a theory of change is the outlining of the *assumptions* underpinning the programme (which are missing from a logic model) – *how* and *why* will the programme outputs generate the required outcomes? It is concerned not just with *what* you do, but *why* you do it.
- It is *explanatory* rather than simply descriptive. It explains why you do something not simply what you do.

This approach shifts the focus from families of programmes (sports projects) to *families of mechanisms* (i.e., how do the programmes work?). The key issue is the assumed programme *mechanisms* which may inform the design and delivery of the programme but are not always clearly identified and defined. The key idea of using theory as a basis for evaluation is that policy makers' and programme providers' beliefs and *assumptions* underpinning any intervention can be expressed in terms of a theory of change - a sequence of causes and presumed effects (Weiss, 1997). Not only does this approach seek to describe actual mechanisms (i.e., how does the programme work?), but it *“aims to surface the theoretical underpinnings of the program in advance and use the theories to help structure the evaluation”* (Weiss, 1997: 510).

The World Bank (2004:10) promotes the use of theory-based evaluation because:

“ [it]...allows....an in-depth understanding of the working of the program or activity – the ‘program theory’. In particular it need not assume simple linear cause-and-effect relationships.....By mapping out the determining or causal factors judged important for success, and how they might interact, it can then be decided which steps should be monitored as the progress develops, to see how well they are in fact borne out. This allows the critical success factors to be identified. ”

4.4 THEORY OF CHANGE AND THE IMPORTANCE OF ASSUMPTIONS

Fundamental to a theory of change is the outlining of the assumptions underpinning the programme (which is missing from a logic model) - how and why will the programme generate the required outcomes? It is concerned not only with *what* you do, but *why* you do it. Such thinking strengthens the clarity and focus of programmes. It is an *explanatory* approach rather than simply descriptive.

Organisations need to consider why they assume that the nature and content of their programme will maximise the possibility of particular outcomes for the following reasons:

- **Necessary and sufficient conditions.** It is necessary to make a crucial distinction between *necessary conditions* (i.e., taking part in a programme) and *sufficient conditions* (i.e., the experiences/ processes/ relationships which bring about changed attitudes, values and behaviour).

- **The nature of the sporting experience.** Possibly unexamined assumptions about the nature of sport and related outcomes may underpin the philosophy and ethos of programme. ‘Sport’ does not have causal powers; it is the *process of participation*, how it is experienced and the combination of a variety of factors which explain the nature of outcomes. If the concern is to use sport to address issues such as perceived self-efficacy, teamwork, self-esteem, communication, personal responsibility, it is essential that these aims are not taken for granted but are reflected in all aspects of the organisational culture and the content of the programme (see Section 7). Certain sports and activities may be better than others for achieving certain outcomes. For example, research evidence suggests that for many vulnerable young people, activities which emphasise *mastery* and in which they can determine and monitor their own goals and progress, are more effective in developing perceived self-efficacy and self-esteem than overly competitive environments, which may lead to negative comparisons with the better performance of other participants.
- **Nature of activities and degree of integration.** What it is about the various approaches (Plus Sport or Sport Plus 1 and 2) and the way in which they are delivered which will lead to the desired outcomes? Likewise, will employability outcomes be most effectively achieved if integrated into programme activities (e.g. games addressing components of employability as part of a warm-up/ warm-down regime), or via parallel educational programmes/workshops on specific topics?
- **Critical success factors.** It requires the identification and awareness of *critical success factors*- what are the key features of the programme which enable the outcomes to be achieved? For example, how important are the social climate and its trust-based social relationships, compared to particular activities? This enables a much more informed approach to programme delivery, management and evaluation.
- **Relationship between outcomes.** What are the connections between early, intermediate and long-term outcomes? Do some outcomes (e.g., perceived self-efficacy) have to be achieved as a basis for the achievement of others (see Sections 5 and 7)? As *employability* is constituted by a variety of outcomes it is likely that there will be both short term and intermediate outcomes to be achieved (and measured) on the way to achieving all the components of *employability*.
- **Managing for outcomes.** An understanding of such assumptions is central to *managing for outcomes* (i.e., proactively managing the programme to maximise the possibility of achieving desired outcomes).
- **Basis for M&E.** A clear statement of assumptions and how they will be reflected in the design and delivery of programmes is essential to the design and implementation of a process-led approach to M&E, which needs to concentrate on the presumed critical success factors and stages of the programme.
- **Defining relevant outcomes.** This also assists in the formulation of *theoretically assumed, realistic, precise and relevant outcomes* related to programme content, processes and the nature of participants. You can explain why you want to measure certain outcomes and ensure that what you measure is relevant to the programme. Cronin (2011: 12) in a wide-ranging review of sport-for-development programmes identified a major challenge as being that:

“ ... organisations were often lacking a theory of change, such that it was difficult to establish what elements of a programme might deliver the intended impact. This makes it harder to conduct relevant and informative research in the first place. It also means that where no effect is detected (e.g. no increase in leadership skills), this may be because the intervention was not actually focused on delivering this in the first place. ”

- **Formative evaluation.** It provides the basis for on-going formative, rather than simply summative evaluation and contributes to the improvement of interventions. M&E becomes developmental, as formative evaluations are concerned with examining ways of improving and enhancing the implementation and management of interventions. As a result of such formative M&E, the theory of change may be amended as lessons are learnt about the relative effectiveness of various components.
- **Attribution.** is an important issue, as any measured change might be the result of other factors in a participant's life outside the programme. A theory of change, which outlines the expected outcomes of participation in an activity and explains *why*, can strengthen claims that any measured improvement is a result of taking part in the programme.
- **Training.** An understanding of such issues is essential to the processes of training programme leaders and mentors and increasing the effectiveness of how its components are delivered. A theory of change approach explains to trainees not just what they will deliver, but *why* certain activities are provided in certain ways.

4.5 A THEORY OF CHANGE APPROACH IS DEVELOPMENTAL

The benefits of a theory of change are maximised if it is undertaken prior to or as part of the development of the programme. However, it is still possible and useful to apply theory of change thinking to an existing programme, especially if there is an opportunity to adjust and revise the programme (e.g., if it has not achieved its desired outcomes).

More generally a theory of change approach is more effective and developmental if it is a *participatory process* involving as wide a range of stakeholders as possible. Because it is a collaborative exercise:

- It contributes to staff capacity-building, to developing a greater sense of ownership, understanding, integration and an organisational ability to reflect on and analyse attitudes, beliefs and behaviour.

Its advantages for a range of interest groups are as follows (Weiss, 1997: 517-518):

- *Programme designers* are encouraged to think harder and deeper about their assumptions and the programmes they design. Such evaluation indicates not only the kinds of activities that produce positive outcomes, but also suggests the mechanisms by which those activities work.
- *Practitioners.* It may be that members of the same organisation or programme have different theories about how the programme works. If they can work through their differences and agree on a common set of assumptions about what they are doing and why, they can increase the coherence and effectiveness of the intervention.
- *Programme Managers.* A major advantage is that the evaluation can provide feedback about which chain of reasoning breaks down and where it breaks down.
- *Programme Evaluators.* Basing evaluation on the theory of change helps evaluators to focus the study on key questions and stages of development. It provides information on short-term and intermediate outcomes, which are linked, according to the best available knowledge, to the long-term outcomes of interest.

EXERCISE 3

HOW DOES THE PROGRAMME ACHIEVE EMPLOYABILITY OUTCOMES?

On the basis of the outcomes and definition of employability identified in Exercise 1 have a group discussion to identify how your programme tries to achieve them:

- What are the key activities and participant experiences to achieve outcomes and why?
- What is the relative importance of sport and other parallel activities to the achievement of specific outcomes and why?
- Do some outcomes need to be developed before others? If yes, what are they and why?

SECTION 5

DEVELOPING A THEORY OF CHANGE FOR SPORT AND EMPLOYABILITY

SECTION SUMMARY

- This section outlines in detail the process of developing a theory of change for sport and employability via the process of backward mapping (based on previous research).
- It also provides two types of graphical presentation of the theory of change.
- It ends with an exercise which invites readers to consider the theory of change underpinning their programmes and the extent to which the outlined theory of change suggests any possible changes or improvements to their programme.

5.1 INTRODUCTION

In this section we address two broad issues:

- How to develop a theory of change.
- How to visually present a theory of change.

As theories of change reflect the circumstances and nature of individual programmes and their assumptions, it is not possible to provide a universal template. The illustrative theory of change presented below was developed on the basis of case study research in 10 European sport-for-employability programmes. It is not presented as a normative model but simply to provide a stimulus to thinking about each programmes' own theory of change.

Further, because the *collective* process of developing a theory of change is developmental, it is important that each organisation develops its own.

Not only is a theory of change approach useful for programme and organisational development, but it is also useful for communication with funders. Weiss (1997) argued that policy makers like stories and a theory of change is a coherent story as to how and why a programme works. Further, she indicated that it increases your ability to attribute measured change to participation in the programme as the approach *“can track the unfolding of events, step-by-step, and thus make causal attributions on the basis of demonstrated links. If this were so, evaluation would not need randomized control groups to justify its claims about causality.”* (Weiss, 1997: 154).

We hope that the example in this section will provide a stimulus for the discussion and development of a theory of change for your programme or reconsideration of an existing one.

5.2 DEVELOPING A THEORY OF CHANGE: BACKWARD MAPPING

A theory of change is a tool that helps to explain the relationship between a development problem being addressed (in this case employability or employment) and the strategies used to address it, showing *why* and *how* it is assumed that change takes place.

The identification of the development problem – employability or employment – should be based on an analysis of the local context – the general level of unemployment, the level of unemployment among the programme’s target group and the type of employment opportunities in the local community.

A theory of change is developed via a process of backward *mapping*. This means that you start with your long-term desired impact - *employability* (or employment) and work backwards mapping and connecting the preconditions or requirements necessary to achieve that goal and explaining why these preconditions are necessary and sufficient. This is different from what many people think as planning as it starts by asking *“what preconditions are necessary for the long-term impact to be reached?”*

A key element of a theory of change is the identification of the assumptions underpinning a programme – why do you provide specific activities and how are they presumed to work?

The following sub-section illustrates this process.

5.3 THEORY OF CHANGE AND BACKWARD MAPPING

Impact

The desired impact may be a range of things, depending on the programme’s goals (e.g., employment or employability) and the circumstances in which it is operating (e.g., the nature of available employment opportunities, the nature of the participants and their knowledge and skills).

Once participants leave the programme, they may be left to make their own arrangements about entering employment or further education or vocational training or to remain unemployed. This theory of change is based on the assumption that organisations seek to facilitate full-time paid employment and offer on-going mentoring support for a specific period of time.

Mentoring: a key mechanism

There are two aspects of mentoring at the stage of gaining and sustaining employment:

- **Ongoing support.** Transition to formal employment will be a challenge for many programme graduates - often the real learning does not start until they get a job and leave the supportive environment of the programme. Consequently, some organisations provide ongoing support (which may last up to 12 months after obtaining employment). Such an approach not only provides transitional support to the graduate, but also acts to assure the employer of ongoing support with a possibly problematic employee, opening the possibility of wider employment opportunities.
- **Sponsoring.** Mentors (or the organisation) assist graduates to obtain employment by advocating and networking on their behalf, using their contacts and knowledge of employment opportunities.

Strategic Outcomes: Employability

These are the skills and qualities which the participants develop via participation in the programme. They will be defined by the elements of *employability* that organisations have regarded as the most significant and which provide the basis for the achievement of a successful impact. Based on Blades et al. (2012) (see Sections 2 and 7) the desired outcomes might include:

- Personal
Perceived self-efficacy, self-esteem, motivation
- Interpersonal
Communication skills, teamwork, social/interpersonal skills, leadership, understanding of world of work
- Self-management
Reliability, self-presentation, interview skills
- Initiative and delivery
Ability to plan, problem solving

Organisations then need to work backwards and identify at what stage in the programme such outcomes are developed and via what activities. The development and strengthening of some outcomes may occur throughout the programme via several activities - so they appear more than once.

Preparation for employment

For those organisations that focus on employment and not simply employability, there is a need to go beyond the development of soft/employability skills and to prepare young people for entry into the labour market and to assist them to negotiate their entrance to the labour market and find employment. This involves training and guidance from (say) a *job coach* in interview techniques and self-presentation (e.g., through mock job interviews, often with partner employers), CV writing and assistance in job searching.

An approach requiring self-reflection and self-assessment by participants can be facilitated via a self-evaluation form outlining their experience and learning and what they think needs to be improved. This will be re-enforced via feedback from the mock interviewer and mentor.

Outcomes of employment preparation

- Personal
Perceived self-efficacy
- Interpersonal
Communication skills, social/interpersonal skills, understanding of world of work
- Self-management
Reliability, self-presentation, interview skills
- Initiative and delivery
Job searching skills, problem solving, prioritising

Work experience

The experience of the expectations, requirements, disciplines and norms of the workplace is an increasingly important component of developing aspects of employability. Cedefop (2011) identified the provision of a realistic insight into the world of work and its requirements and norms as a key component of employability programmes – although not all organisations provide this. This is an experience essential for NEETs who have recently left school, have no work experience and may have values and attitudes somewhat antagonistic to the demands of a workplace (Paswon, 2006; Weiss, 1995).

To increase participants' understanding of what it means to be employed and to enable them to assess the extent to which they are equipped with the relevant skills and attitudes for the world of work, opportunities for participants to have work experiences (e.g., through internships with partner organisations) is an important element in some programmes.

Some organisations seek to provide elements of this experience via an emphasis on attendance and time keeping and codes of conduct for the programme (sometimes negotiated with and policed by participants). For example, participants may be required to sign a contract agreeing to a range of requirements in order to qualify for the opportunity of employment at the end of the programme.

However, the provision of positive real work experience will only be available if there are well-established links with employers who are willing to offer such opportunities to the type of participants enrolled on these programmes and are supportive of the values of the organisation. Where the provision of work experience is not possible, consideration can be given to providing opportunities to volunteer.

It is important that self-reflection and self-assessment by participants is encouraged. This can be facilitated via a self-evaluation form (e.g., how their skills and competencies were used during the work experience, problems they had to address and how they did so, things that they think they need to improve), which will be discussed with the mentor or job coach.

Outcomes of work experience

- Personal
Perceived self-efficacy, self-esteem, motivation
- Interpersonal
Communication skills, social/interpersonal skills, understanding the demands, disciplines and values of the world of work, teamwork

- Self-management
Reliability, presentation skills, self-control
- Initiative and delivery
Problem solving, prioritising

Sport and experiential learning and development of soft skills

Two broad strategies can be identified for the use of sport as an experiential learning environment.

Sport Plus 1

- This entails the use of sport to develop and consolidate mentoring relationships (and also assists in retaining participants in the programme).
- It also contributes to the experiential learning of a range of soft skills (e.g., teamwork, perceived self-efficacy, communication, conflict management).
- It continues throughout the programme and may be part of its ongoing attraction.
- However, in this approach there is no systematic and conscious attempt to integrate, support and reinforce the issues addressed in the personal learning plans and workshops via sporting practice. Further, the positive outcomes of sport participation may be assumed rather than evaluated.

Sport Plus 2

- This approach also uses sport to develop and consolidate mentoring relationships established early in the programme (and retain participants in the programme).
- It also contributes to the experiential learning of a range of soft skills and capacities (e.g., teamwork, perceived self-efficacy, communication, conflict management).
- However, as the programme progresses, this approach also seeks to fully integrate experiential learning through sport into the programme by using the sporting activity to illustrate and reinforce the issues being dealt with in the parallel life skills workshops.
- There is a systematic emphasis on the relevance of all programme activities to the development of employability, with sports sessions designed to clearly reflect and reinforce workshop content.
- The Sport Plus 2 approach to *experiential learning* may be more suited to those who had failed in the school system and feel less confident in formal didactic workshops.
- Participants can also adopt a more systematic approach to progress via the completion of workbooks reflecting on their sporting experiences and perceived learning outcomes. For example, they could be asked to identify the benefits of taking part in sport, outline the main rules, skills required and review their own performance and how they might improve.
- This approach also provides a context for the delivery of practical elements of the validated educational qualifications (where available). For example, participants are enabled to plan, deliver and evaluate sessions, both within and outside the programme.

Outcomes of Sport Plus 2

- Personal
Perceived self-efficacy, self-esteem, motivation, resilience
- Interpersonal
Communication skills, social/interpersonal skills, teamwork, assertiveness
- Self-management
Reliability, presentation skills, self-control
- Initiative and delivery
Planning, prioritising, problem solving

Validated qualifications

Although such educational qualifications (which are often in sports leadership) might not be available in all circumstances, their importance is fivefold and in the absence of validated qualifications some activities should be devised to achieve these relevant outcomes:

- As many of the participants may not have academic qualifications, their CVs will be weak. Consequently, validated qualifications address this issue. These qualifications, which can be externally reviewed and awarded, are usually in basic levels of sport leadership.
- Such qualifications provide a structured and focused learning environment and a way of developing a sense of achievement, perceived self-efficacy and self-esteem.
- Via the planning and delivery of activity sessions both inside the programme and for local community organisations (e.g., a play school), these activities can require participants to get out of their 'comfort zone' through visiting external agencies and public institutions and interacting with groups or individuals new to them. This helps to develop generic skills such as communication, planning, decision-making, resilience and resource allocation.
- The emphasis is on learning by doing and reflecting on the experience via workbooks, which assist in the development of generic organisational and planning skills. By integrating opportunities to work towards externally validated educational qualifications, participants are given the opportunity to demonstrate to themselves, and others, the extent to which they can define, organise and achieve their goals.
- It provides an experience of achievement and illustrates their ability to plan, organise, communicate and deliver. This can also be reinforced via the completion of workbooks outlining and reflecting on participants' experience and learning in sports sessions. Again, systematic critical self-reflection is a key process within this approach. In some cases, it may lead to opportunities for employment or provide the basis for volunteering within some organisations.

Where such qualifications cannot be provided, consideration needs to be given to the provision of activities (e.g. volunteering, running sports sessions) which lead to similar outcomes

- Depending on the entry requirements for the programme, some organisations may also provide opportunities for educational compensation (such as maths and languages) and training in basic IT skills or qualifications for specific jobs (e.g., a driving licence).

Outcomes associated with validated qualifications

- Personal
Perceived self-efficacy, self-esteem, motivation, critical self-reflection, resilience
- Interpersonal
Communication skills, social/interpersonal skills, teamwork; assertiveness
- Self-management
Presentation skills, positive attitude, reliability, positive attitude
- Initiative and delivery
Planning, prioritising, managing, problem solving

Workshops on a variety of employability themes

Apart from the individual mentoring approach during the different stages of the programme, a key learning environment is provided by workshops in which a range of social/employability skills and issues are introduced and discussed with small groups of participants (around 10 to 15).

During these workshops (which are provided by mentors, with sports coaches usually present in the Sport Plus 2 approach to insure integration), different issues, ambitions and life skills are systematically addressed and discussed in relation to such issues as: understanding of others, personal responsibility, teamworking, time management, conflict management, communication and self-presentation skills, perceived self-efficacy, problem solving, focus/direction, ambition, motivation, initiative, interviews and leadership skills. Sporting experiences in the programmes can be drawn on to illustrate the issues.

- The approach to learning in the workshops should be aimed at developing critical self-reflection, self-development and communication skills.
- Participants learn by being encouraged and supported to reflect critically on their own experiences and their strengths and weaknesses in relation to the topics being discussed.
- Such an approach can contribute to the development of problem-solving, assertiveness and communication skills.
- Within a Sport Plus 2 approach sporting activities are specifically designed to re-enforce workshop content

Such developments are underpinned by participants' increasing levels of perceived self-efficacy and maturity (via self-reflection).

Outcomes from workshops

- Personal
Perceived self-efficacy, self-esteem, critical self-reflection
- Interpersonal
Communication skills, social/interpersonal skills, teamwork, assertiveness
- Self-management
Presentation skills, self-control
- Initiative and delivery
Problem solving, prioritising

Individual learning plans

Clear direction-setting and a more focused understanding of the purpose of all the programme components can be strengthened via the development of a formal learning plan (or a personal action plan), with time-based learning outcomes to provide focus and motivation. This contributes to the development of *reflexive learners* (Blades et al. 2012: 14) regarding their strengths and weaknesses, which contributes to the development of participants self-awareness and maturity. A board structure for such a plan might be:

- Current level of academic and vocational qualifications
- Previous work experience
- Short-term targets (soft and hard skills): how to achieve them and by what date?
- Medium term targets (soft and hard skills): how to achieve them and by what date?
- Long term goals (employment or further education): how to achieve them?

Such a plan provides the basis for a planned and tailored approach to give the programme components a clear and agreed structure and be identified clearly as contributing to individuals' employability development needs. The process should be collaborative with the mentor supporting and who sometimes may be required to undertake some task to facilitate the learning plan (e.g., by providing learning opportunities). Progress can also be supported and monitored via the use of specific tools, such as the Outcome Star. (see Section 7.4.3)

Mentoring as *coaching*

The above components are all encouraged and supported by the *coaching* component of mentoring, which involves persuading, encouraging and supporting the mentee to acquire *aptitudinal resources* (see Section 3.4) - skills, assets, and qualifications - needed to enter the employment market. The use of an individual learning plan not only enables participants to better understand how and when these goals can be achieved, it also serves to make them more aware of their own role and responsibility in the learning process, aiding a growth in maturity.

This self-reflection and taking responsibility for self-monitoring and evaluating their level of achievement and progress can be facilitated using self-evaluation tools and guiding aides (e.g., workbooks relating to different parts of the programme) or the *Outcome Star* (See Section 7.4.3). This can be complemented by regular review meetings with the mentor.

Outcomes

- Personal
Perceived self-efficacy, critical self-reflection
- Interpersonal
Communication skills, social/interpersonal skills, teamwork, assertiveness
- Self-management
Positive attitude
- Initiative and delivery
Planning, problem solving, prioritising

Mentoring and direction-setting: individual needs assessment

This is the *direction-setting* component of mentoring - a *cognitive* process in which the mentor encourages participants to reconsider their current values, loyalties and ambitions (Pawson 2006) – do they want to change and if so in what direction? To enable participants better to understand their own current level of (un)employability and development needs, a mentoring approach that stimulates self-reflection, self-awareness and ambition is a critical factor in establishing a sense of direction and purpose. Some of the scales in Section 7 could be used for a more objective diagnostic analysis of participants' strengths and weaknesses.

The prior establishment of meaningful affective relationships between staff and participants - in the Befriending stage of mentoring (see below) - creates a social climate based on *respect* and *trust* that enables a better understanding of the personal background and the strengths and weaknesses of each participant.

For this, mentors need to have a broader understanding of the cultural and economic context in which participants live (e.g., What is the nature of the local labour market?; What opportunities exist for this group?; What is the nature and influence of their current peer group and family and their attitudes to and understanding of the world of work?). The approach also enables staff to better manage participants'

job expectations and align them with realistic employment possibilities. Research has found that there is often “*a poor match between young people’s interests and available opportunities*”, with “*unrealistic expectations for employment*” (Hills et al., 2017: 77). Joint assessment with staff can improve youths’ understanding of the impact of personal and socio-cultural barriers they feel that they face when trying to secure employment. It can allow them to get a realistic and a more mature view of how far they are away from successfully entering the labour market and to identify their individual developmental needs in their Individual Learning Plans). This can be assisted via the use of the Outcome Star. (see Section 7.4.3)

- The sensitive management of expectations within a supportive environment is an essential component of such programmes.

Outcomes

- Personal
Perceived self-efficacy, self-esteem, critical self-reflection, motivation
- Interpersonal
Communication skills, social/interpersonal skills
- Self-management
Positive attitude
- Initiative and delivery
Planning, problem solving, prioritising

Social Climate: a safe and secure environment for development

The social climate and its supportive social relationships are crucial to the success of a programme and form the context that facilitates the achievement of many key outcomes.

Central to this is the establishing of meaningful and supportive relationships between staff members and participants – the *befriending* and bonding aspects of mentoring (see below). It is also related to the development of a safe, supportive and inclusive environment. Witt and Crompton’s (1997) ‘protective factors framework’ for working with at-risk youth identifies the core components of an appropriate social and learning climate. The components are:

- interested and caring adults
- a sense of safety/acceptance/belonging
- models for conventional behaviour
- value placed on achievement
- controls on deviant behaviour
- critical support
- developing an ability to work with others
- emphasis on positive attitudes to the future
- an activity liked by participants in which they have a sense of competence
- relationships between staff and young people are ‘amicable, but professional’, which enables participants to talk openly and confidently about their personal life and their strengths and weaknesses

Such an approach encourages independence and seeks to enable participants to deal with relevant personal issues. Throughout the different stages of the programme the relevance of all activities for employability is emphasised. Further, the role of working towards the identified personal development goals to achieve this is stressed. Participants can talk to staff in a safe and open environment and are more likely to experience an increase in self-awareness, confidence and communication skills.

Research has identified that the development of relationships based on mutual respect and trust can also lead to a feeling of *reciprocity* by participants, a key mechanism via which participants adopt particular values, attitudes and behaviours and accept the legitimacy of advice in order not to disappoint the programme staff - a form of repayment for their respect, trust and support (Coalter, 2013).

This positive social climate is partly established via a mastery-oriented sporting programme, with an emphasis on affective components of befriending (Coalter, 2013; Witt & Crompton, 1997).

Outcomes

- Personal
Perceived self-efficacy, self-esteem, self-reflection, motivation
- Interpersonal
Communication skills, social/interpersonal skills, teamwork
- Self-management
Positive attitude, reliability

Sport as attraction and basis for bonding

Free sport might be a key attraction. and its initial developmental role is threefold.

- **Mentoring.** This represents the initial *befriending* and *bonding* stage of Pawson's (2007) programme theory of mentoring for at-risk youth (see Section 3.4). Affective bonds of trust/sharing of new experiences are created and via which the mentee recognizes the legitimacy of other people and their perspectives. This process of *befriending* - or the development of a *professional friendship* - is a significant programme mechanism. On a relatively informal basis, bonding relationships between the participants and the programme staff can be established - to establish relationships of mutual respect and trust and the broader social climate of the programme. An understanding of the fine balance between intimacy and professional distance needs to be established with the participants.
- **Inclusive sporting climate.** There is a need to establish an inclusive, mastery-oriented climate to develop a relaxed atmosphere in sports sessions. This will enable the observation of behaviour and the informal identification of the participants' strengths and weaknesses, as well as their personal development needs and to assess their readiness to undertake the employability aspects of the programme. Much will depend on the extent to which the organised sports meet participants' interests and the extent to which they have the physical and sporting skills that are required to engage successfully in the activities and experience some degree of achievement. Of course, it is possible to adopt a broader approach and include a range of other physical activities such as dance, running or aerobics.

Biddle (2006) suggested that the enhancement of perceived self-efficacy and self-esteem is most likely to be achieved in a social climate based on a task-oriented, *mastery orientation* in which participants' skills are matched with the challenges they face. This enables clear experiences of personal success and, with positive encouragement, assists in the development of intrinsic motivational styles (i.e., self-motivation) - all contributing to a sense of perceived self-efficacy. (see Section 7.4.1)

- **Experiential learning.** Most organisations regard the sports programmes as an effective medium for experiential learning to begin to develop participants' life skills such as teamworking, communication and perceived self-efficacy.

Outcomes

- Personal
Perceived self-efficacy

This is an *early outcome* (see Section 7.4.1) which then acts as a mechanism which provides the belief in a participant's ability to undertake the later, more demanding, aspects of the programme.

- Self-esteem
Motivation

The evidence suggests that those who join the programmes specifically to develop employability skills have a more focused view of the programme. Consequently, they can view all its components as contributing to the end goal of increased employability or employment. In this regard it is worth noting that Pawson (2006), in his review of research on youth work programmes, suggested that successful progression in programmes is more likely for those who arrive in the programme with resilience and aspiration about moving away from their present status and its potential antagonism to certain aspects of work discipline.

- Interpersonal
Communication skills, social/interpersonal skills, teamwork
- Self-management
Positive attitude, resilience

5.4 THE STAGES OF MENTORING; A KEY MECHANISM

While mentoring is a key mechanism underpinning successful programmes (see Section 3.4), from supporting participants to identify and address their developmental needs, through to on-going support for those who gain employment. Such a supportive approach provides positive adult role models, emotional support, assists in the development and implementation of individual learning plans and ensures adherence to and completion of the programme.

However, the various stages and functions of mentoring outlined in Sections 5.2 and 3.4, might not all be performed by one person, who might not have the expertise/resources/time or desire to fulfil all the functions associated with mentoring (Pawson, 2006). For example, the coach who undertakes the role of befriending/bonding and direction-setting may not have the expertise for coaching to obtain employment-relevant skills or the network and contacts to undertake the sponsoring role to obtain employment. As Pawson (2006: 125) stated “... *the mentor's personal resources may be limited in respect of the ability to trigger all of the appropriate mechanisms, with many partnerships only operating over part of the sequence*”. Consequently, the organisation will be responsible for ensuring that each developmental component of the mentoring process is fulfilled.

5.5 DURATION AND STRUCTURE OF PROGRAMME

While it is difficult to define an *ideal* duration for such a programme, an identifiable end point will provide a focus and an end goal and a basis for systematic monitoring and evaluation of participants' progress. While not offering a definitive length for such programmes, successful programmes need a clear structure and end date to provide participants with a focus, motivation and ability to identify and achieve clearly defined time limited goals (which is an aspect of employability).

5.6 ILLUSTRATING A THEORY OF CHANGE

The process outlined in Section 5.3 is a developmental one which should be undertaken by all members of an organisation as such an exercise contributes to capacity-building, the development of a greater sense of ownership, understanding and integration. However, such thinking needs to be represented in graphical form for communication both internally and externally (e.g., to potential funders).

In this section we illustrate two examples of presenting the results of the above process.

Figure 5.1 presents the theory of change in its classic form – starting with the desired impacts and outlining the stages of reverse mapping.

Figure 5.1. Sport and Employability A Theory of Change: An example of reverse mapping

→ **Note:** The outcomes which form the essential components of employability are presented in *italics* and some occur at several points in the programme. Of course, each programme may develop these via different activities to those outlined in this framework. **This theory of change should be viewed as indicative to aid planning or critical evaluation of a programme.**



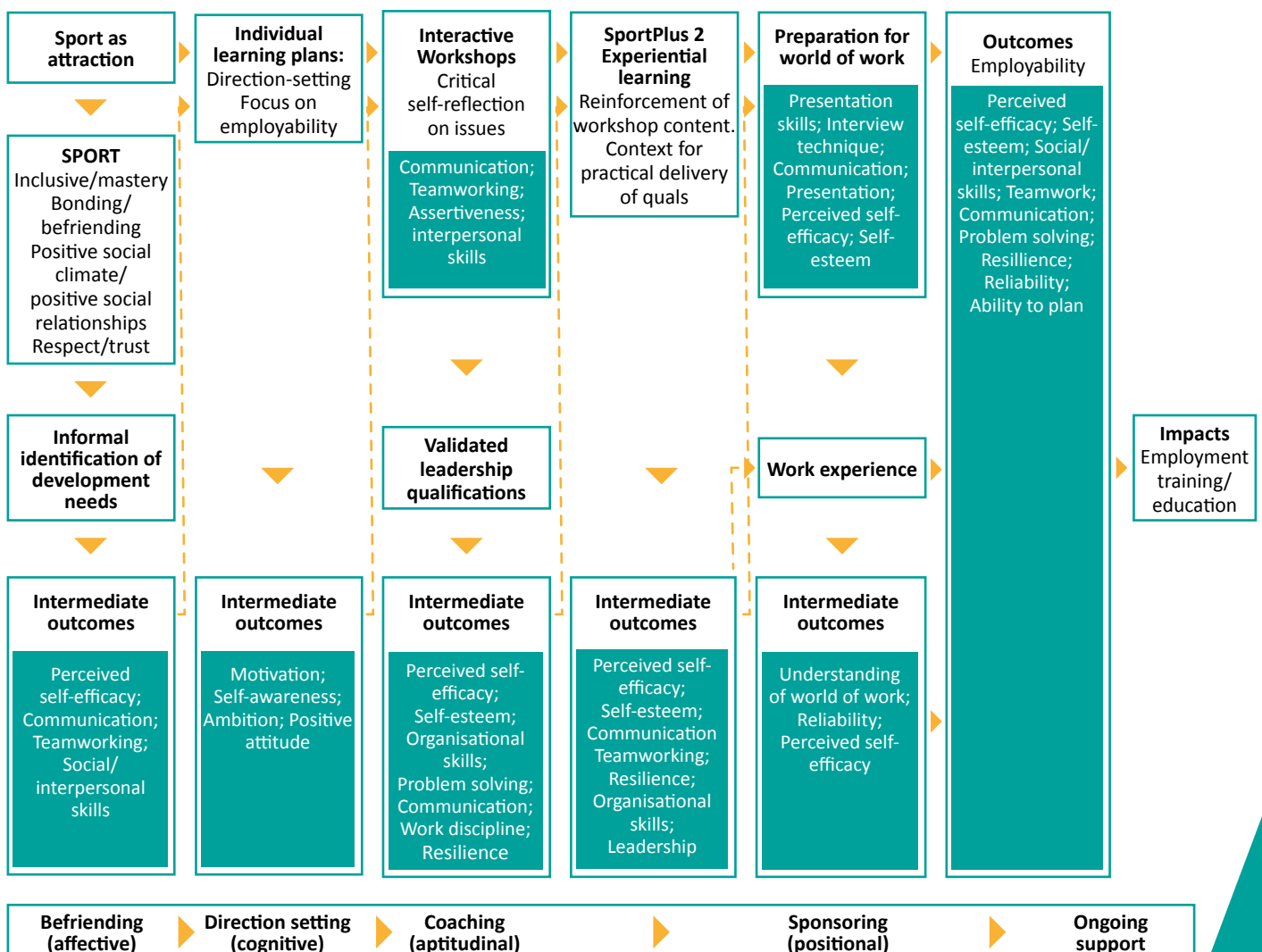
Figure 5.2. A Graphical Presentation of the Theory of Change

Perhaps a more accessible approach to presenting a theory of change to others (who have not been involved in the reverse mapping approach) is provided in Figure 5.2. Superficially this looks like a logic model, starting from the beginning of the programme and working towards the desired impacts. However, reflecting the thinking outlined in Section 5.3 it contains much more information about the content and nature of activities. For example, sport should be inclusive and mastery oriented and the social relationships should emphasise processes of bonding and befriending; the interactive workshops should be based on critical self-reflection in relation to the topics being discussed and so on.

The model also highlights the developmental order in which outcomes are developed and by which activities (some outcomes are produced or reinforced by several activities throughout the programme). In this regard *Intermediate Outcomes* and *Final Outcomes* are highlighted in the shaded areas. The model emphasises the developmental nature of programmes with earlier intermediate outcomes providing the basis for subsequent activities (which also serve to reinforce them).

Figure 5.3. Sport and Employability: A Graphical Representation of a Theory of Change

➔ Note: The Outcomes are in the shaded areas



5.7 Conclusion

A theory of change assists in the formulation of *theoretically coherent, realistic, precise and relevant outcomes* related to programme content, processes and the nature of participants. You can *explain* why and when you want to measure certain outcomes – ensuring that what you measure is relevant to the programme processes. Before exploring how to define and measure outcomes in the next section we will consider how to collect data.

EXERCISE 4 - EXPLORING YOUR THEORY OF CHANGE

At this stage it might be useful for the programme team to explore how the above theory of change relates to your programme.

- Do you seek to achieve the various outcomes? If not, why not?
- Do you do this via similar or different activities?
- If you use different activities how are they presumed to work?
- Does the theory of change as outlined in Figures 5.1 and 5.2 suggest any possible changes or improvements to your programme?

SECTION 6

M&E: METHODS OF DATA COLLECTION

SECTION SUMMARY

This section describes the strengths and weaknesses of a range of methods of data collection:

- Self-completion surveys
- Interview-administered questionnaires
- Small group discussion
- Observation
- Mentoring

It also addresses the issue of social desirability bias.

6.1 APPROACHES TO DATA COLLECTION

There are four broad approaches to collecting data for M&E.

(i) Surveys of Participants

- On a single occasion early in the programme for individual diagnostic purposes to identifying participants' strengths and weaknesses and the proportions of different types of participants requiring particular types of assistance.
- On a before-and-after basis to assess the nature and degree of any changes in the participants – which are presumed by the theory of change. This also enables the identification of the *proportions of participants* achieving particular outcomes.
- In the *after survey* it is best to survey only those who have achieved a particular threshold of attendance (i.e., those who are expected to have benefited from all aspects of the programme).
- Such information is often vital for illustrating the *relative effectiveness* of programmes (i.e., for whom does it work best?). This will require also collecting information about personal characteristics, such as age, sex, educational qualifications, ethnicity which might influence the effectiveness of the programme. **However, such information might be collected via the enrolment or mentoring processes and can be related to the relevant data in the analysis process. (See Section 9)**

The type of the information required, and the methods of measurement, will vary depending on the focus of the programme and the nature of diagnostic needs or desired outcomes (see Section 7). The advantages of a survey include:

- A large amount of data can be collected quickly and cost efficiently.
- Overall programme performance can be presented by aggregating the data.
- Data are relatively easy to analyse and to present results graphically (see Section 9).
- Numbers are impressive to funders.

Most of the tools in this Manual are survey tools or scales, which can be completed by the participants. They comprise sets of items that can be scored and presented in numerical form.

There are two possible ways of conducting surveys of participants:

- Self-completion questionnaires
- Face-to-face interviews

(a) Self-completion questionnaires

Advantages:

- Can be completed in private. This is important as many of the questions require self-evaluation and the issues may be viewed as sensitive.
- A cheap way of collecting information from a large number of people.
- Can be undertaken as a class exercise in a workshop setting.

Disadvantages:

- Relies on reading and comprehension skills, which may be limited.
- Only a limited range and complexity of questions can be used.
- User-friendly design/explanation is essential to encourage completion.
- Unless completion is compulsory you may get an unrepresentative response.

(b) Interviewer-administered

This needs to be undertaken in a separate quiet room, away from noise and distractions.

Advantages:

- Does not depend on respondent's reading/comprehension abilities.
- High response rate leads to a reduction in bias as a more representative range of participants can be accessed.
- A broader range and complexity of issues can be addressed.

Disadvantages:

- Interviewers require training.
- To ensure objectivity interviewers should not be involved in the programme and known to the respondent (this might bias responses). This might not be necessary if it is assumed that the respect and trust established via mentoring relationships will ensure honest responses. Also, such an approach might also be necessary for diagnostic and mentoring purposes.
- Interviewers must not explain or interpret questions or suggest possible responses. This can distort the original meaning and means that all interviewees may not be responding to the same question, making aggregation of responses meaningless.
- For safeguarding reasons, it might be a requirement that the staff member is not alone in a room with a respondent. However, the observer should be as far away from the interview as possible.

(ii) Small Group Discussions

- Typically involving six to ten participants, they can provide a valuable in-depth understanding of participants' perceptions and experiences that are not always possible through pre-defined quantitative survey data.
- Usually organised around a *topic list*, which provides a broad structure to the discussion and ensures comparability if more than one facilitator is involved in several groups.
- Less formal discussion groups can cover a range of issues, whereas a more structured *focus group* would normally seek to explore in depth a more limited number of issues.
- Can assess participants' perceptions of various aspects of the programme while also developing their communication and social and interpersonal skills.

Advantages:

- Structured discussion can lead to the expression and exploration of wide-ranging experiences and opinions.
- It can lead to the identification of the most meaningful and effective components of the programme.
- Differing opinions may assist in debate and clarification of issues.
- It may provide insight into the meaning and place of the programme in participants' broader lives.
- A group environment may be more relaxed and less threatening than a face-to-face interview.
- Contributes to the development of participants' communication skills.

Disadvantages:

- Without a strong, experienced, facilitator certain individuals may dominate, and quieter more vulnerable participants can be marginalised.
- To ensure as objective information as possible, it is probably best not to have a member of the programme delivery team act as facilitator. However, this would be a matter of judgment for the programme team and the nature of the social climate and social relationships.
- Recording may be required and participants' agreement to this must be obtained. If you cannot record, it will be necessary to have someone else present to take notes.
- There may be a lot of qualitative data to interpret, which is resource intensive and time consuming.

(iii) Observation of behaviour

Although this is subject to the subjectivity of the observer, if done systematically via the use of a theoretically informed standardised observation schedule, it can provide information to assess the possibility of social desirability bias (see Section 6.3) in self-completed questionnaires, in which people might misrepresent or misunderstand how they behave. Some observation schedules are included in Section 7.

Advantages:

- Provides insight into people's experiences of programmes.
- Can give an understanding of how individuals/groups interact in a *natural setting*.
- Can contribute to the evaluation of the relative attractiveness and effectiveness of different approaches and activities.
- Can provide a basis for evaluation of individual's self-assessment of their social skills as they might not be aware of how they behave.

Disadvantages:

- Only possible in small groups.
- Time consuming and labour intensive (e.g., recording and interpretation).
- Difficult to quantify and generalise.
- Observer effect. It is always possible that the presence of the observer will affect participants' behaviour.

(iv) Mentoring

- The process of mentoring involves debate, discussion, observation and the collection of data regarding participants' needs and their progress in the programme. (see Sections 5.2 and 5.3)
- The process is also developmental as it will contribute to an increased critical self-awareness by the participants and enable the mentor to better understand and assist participants' developmental needs.
- Many of the scales outlined in Section 7 can be used as a basis for such discussions. The use of such scales will enable mentors to better understand what are often generally vague terms and ensure that all aspects of the complex issues will be explored. Such an approach may be especially useful in identifying areas of need that participants are sometimes unable to articulate clearly or are initially unwilling to discuss with project staff.

6.2 INTEGRATED DATA COLLECTION AND OUTCOME DEVELOPMENT

Like mentoring, it is also desirable and resource efficient to incorporate methods of data collection into aspects of programme delivery and monitoring. For example,

- If participants undertake a formal sports leadership award this would be both a programme learning activity and an outcome whose measurement is central to the achievement of the programme objectives and is therefore a component of M&E.
- Mentoring processes which record participants' development goals and plans are also an effective way of combining development activities with data collection.
- The Outcome Star (see Section 7.4.3) which establishes participants' goals and tracks progress towards them combines developmental mentoring activity with data capture.
- Combining development activity with data collection reduces workload and makes life easier for participants. Some of these – such as timekeeping/regularity of attendance – may be relatively simple to assess; others, such as social or communication skills, more challenging and reliant on mentors' systematic judgements.

6.3 SOCIAL DESIRABILITY BIAS

Because many of the outcomes which need to be explored and measured relate to individuals' skills, competencies, values and attitudes there is a danger of a tendency for respondents to answer questions in a manner that will be viewed favourably by others and present themselves positively - in other words to over-estimate their abilities and skills. The possibility of this is increased via too frequent use of scales, which may lead to a greater familiarity with them and knowledge of how to score high. There is a need to be aware of this possibility and emphasise the need for participants to give honest answers to enable relevant assistance to be given to them and possibly to contribute to the improvement of the programme.

This will be assisted by the establishment of a supportive social climate based on respect and trust. It is possible that the danger of such bias will vary depending on how long the respondent has been in the programme. Over a period of time as trust is established, respondents may feel less vulnerable and be willing to be honest with mentors and interviewers.

Also, one way of counteracting this is via *triangulation* - using data from several sources - observations, questionnaires and discussion. Again, there are instruments in Section 7 to assist in this process.

EXERCISE 5 - HOW DO YOU COLLECT M&E DATA?

At this stage it might be useful for the programme team to explore how the above theory of change relates to your programme.

- Do you collect M&E data?
- If no, why not? Lack of expertise or resources?
- If yes, do you undertake summative or formative evaluation?
- Why do you adopt this approach?
- How do you collect information?
- Which is your preferred method and why?
- Is social desirability an issue? If not, why not?

SECTION 7

DEFINING AND MEASURING OUTCOMES

SECTION SUMMARY

This section should be read together with Section 2 (defining employability) and Section 5 (developing a theory of change for your programme).

The section defines a series of outcomes relevant to employability and outlines programmes processes which are required to lead to such outcomes. It provides scales with which to measure such outcomes and explains how to interpret the data. It emphasises the important differences between validated and non-validated scales and their use. It also outlines three possible uses for such scales:

- Diagnostic
Use to make an initial objective assessment of participants' strengths and weaknesses
- Measuring change
Using on at least two occasions to assess the extent of change and development which participants experience during the programme
- Providing the basis for mentoring discussions
The scales enable mentors to structure discussions to ensure that all aspects of the complex issues of employability are covered.

The section ends with an exercise which invites readers to choose the scales which are most closely related to their programme's theory of change. (Section 5)

7.1 INTRODUCTION

As we have seen in Section 2, the concept of employability is a complex and multi-faceted one. This is in part because, as the OECD (2015: 22) has argued:

“ most employability skills are general in nature and relevant for all kinds of occupations, [and] considered necessary to provide a foundation for effective and successful participation in the social and economic life of advanced economies. ”

Consequently, this requires programmes to define and measure a variety of outcomes. In this section we provide a range of tools to measure aspects of employability and they are arranged in a broadly developmental order, reflecting the theory of change outlined in Section 5.

Because aspects of employability are closely related to personal development some outcomes are fairly generic (e.g., perceived self-efficacy, self-esteem, resilience).

In each case we outline:

- The relevance of the measures.
- How they might be developed via programme activities and processes. **It is important to assess if your programme is designed to achieve such outcomes. If it is not designed to do so, then the particular measures should not be used.**
- How they can be measured and the meaning of the measurements.

Although we have tried to identify the processes via which many of these outcomes can be achieved, many depend not simply on particular activities, but on the *general supportive social climate and positive social relationships* which should characterise sport-for-employability programmes. (see Section 3)

These are not presented as a definitive set of outcomes or measurement instruments. Rather they are presented to provide programmes with some ideas about the type of programme they may want to develop, the sort of things they might measure and how they might measure them. They are illustrative rather than normative. The choice will depend on your theory of change, your definition of the components of employability and desired outcomes.

Accessible copies of the measures which can be copied and used for data collection are included in Appendix 1.

7.2 DATA COLLECTION INSTRUMENTS

The measures include quantitative and qualitative measures and both validated and non-validated scales:

(i) Validated scales. These are scales which have been developed via systematic research to determine how accurately and completely a measure captures all aspects of the multi-faceted phenomenon to be measured (e.g., perceived self-efficacy, self-esteem, locus of control, resilience) and in some cases the extent to which it predicts associated behaviour. The results from previously validated measures may be considered more credible than the results from a new programme-specific measure that has not been validated. ***When you use such scales, it is essential to use the full scale or otherwise you will not be measuring all aspects of the trait.***

(ii) Non-validated scales. Because of the under-researched nature of sport and employability and related concepts (Blades et al., 2012), it is necessary to use some such scales, which have nevertheless proven to be useful in the monitoring and evaluation of similar programmes. **Unlike validated scales, the contents of these scales can be used selectively to suit the needs of the programme.**

(iii) Observation. For other outcomes the assessment may depend on the judgement of providers based on observation of participant behaviour (e.g., time keeping, reliability, positive attitude, communication skills, presentation and some social skills). The OECD (2015: 1) suggested that *“Empirically observed behaviours provide the benefit of being the most accurate representations of how agents actually respond to ‘real world’ tasks”*. **Where possible such observation should be based on an agreed standardised scale to enable consistent evaluation across programme providers and over time.**

7.3 USES OF THE MEASURES

Most of the tools outlined below can be described as survey questions or scales, which can be used separately or included in questionnaires which are completed by participants or interviewer administered. They comprise sets of items that can be scored and presented numerically (see Section 9). However, in the consultations as part of the development of this Manual three broad uses for the various scales were identified:

(i) Diagnostic

Many organisations may start with a deficit view of participants and seek to compensate for *presumed* deficiencies. Many of the scales detailed below can be used to obtain a more robust and objective identification of the strength and weaknesses of participants than relying on the subjective judgement of programme providers. Via this approach participants can also be made more aware of the nature of ‘employability’ and the demands of employers.

(ii) Measuring change

Most of the scales can be used on at least two occasions to assess the extent of change and development which participants experience during the programme. For example, collecting information at the start, middle and end of a programme, which also assists in monitoring and evaluating progress. However, ***overly frequent use of the scales should be avoided*** as this can lead to a familiarity and raise the possibility of a social desirability bias.

To measure change it is essential to be able to identify a participant’s previous responses. So, it is essential to allocate a code number to each participant and record this on their questionnaire and data set (see Section 8.3)

(iii) Providing a basis for mentoring discussions

As many aspects of *employability* are relatively vague and ill-defined (e.g., social skills). These scales can assist mentors to structure discussions with participants and ensure that all aspects of the concepts and issues are covered.

7.4 THE MEASURES/SCALES

The measures/scales outlined and discussed below were chosen to reflect the OECD’s (2015: 22) perspective that *“... most employability skills are general in nature and relevant for all kinds of occupations.”*

The measures outlined and discussed below are:

- Perceived self-efficacy
- Locus of control: general
- Work locus of control
- Outcome Star and goal setting
- Self-esteem
- Resilience
- Teamwork
- Decision making
- Social skills

Remember to only use scales for outcomes which your programme is designed to develop.

7.4.1 PERCEIVED SELF-EFFICACY

7.4.1 (a) Introduction

"... self-efficacy beliefs touch virtually every aspect of people's lives- whether they think productively, self-debilitatingly, pessimistically or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression, and the life choices they make." (Pajares, 2002:1)

"We find that people's beliefs about their efficacy affect the sorts of choices they make in very significant ways. In particular, it affects their levels of motivation and perseverance in the face of obstacles. Most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life" (Learning and the Adolescent Mind, no date: para 4).

These quotes illustrate why perceived self-efficacy is central to the notion of personal development, which is at the core of sport for employability programmes and is one of Blades et al.'s (2012) key personal components of employability. (see Section 2.2)

It refers to an individual's belief in her/his ability to plan and perform a task, to achieve a particular outcome, to address difficult issues. Individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided. The importance of perceived self-efficacy is as follows:

- Self-efficacy beliefs strongly influence how well people learn and acquire knowledge and skills.
- Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or persevere in the face of difficulties.
- It provides the basis for human motivation and action.
- It influences the choices that people make and the courses of action they pursue.
- It influences how much effort people will make on an activity and how long they will persevere.
- A strong perceived self-efficacy contributes to a sense of self and self-esteem.

Consequently, it is a quality which:

- Is highly valued by employers.
- Is an *important mechanism* in the success of sport-for-employability programmes. Consequently, it

should be regarded as a vital *intermediate outcome* – a precondition- for other outcomes- rather than simply a final outcome.

- **Because of its centrality to learning and behaviour change, programmes should aim to develop perceived self-efficacy early in the programme as it will contribute to participants’ ability to learn from the other components of the programme.**

7.4.1 (b) How is perceived self-efficacy developed?

Bandura (1994) outlined sources of self-efficacy beliefs and these can be established and reinforced in programmes – especially the mastery-oriented sporting components:

- **An experience of successful performance or mastery.** This is a key source of perceived self-efficacy and should be central to all programme processes. Activities should emphasise a *mastery orientation*, stressing and supporting individual achievement and development, rather than a competitive comparison with others, which might lead to negative outcomes (see Section 7.4.1(b)). Individual performance which is interpreted as successful raises perceived self-efficacy and convinces people that they have what it takes to achieve increasingly difficult tasks of a similar kind. Throughout the programme it is important to provide all tasks within the capability of the participants to enable them to experience success and avoid repeated failure. The task should not be too easy, but require them to make some effort, but be achievable based on their level of skill and expertise. Tasks should be broken down into small steps that are relatively easy.
- **Teach specific learning strategies.** Give participants a concrete plan for working on a task, rather than simply turn them loose. This may apply to a sporting exercise or a presentation to the rest of the group.
- **Role modelling.** The experience of observing others, who are *similar to them*, successfully perform tasks helps to develop perceived self-efficacy. If there is a strong similarity between the role model and the learner, they are likely to conclude that “if she/he can do it, so can I”. Using peers to run activities can provide a supportive environment for the development of perceived self-efficacy.
- **Praise and affirmation.** Participants should be encouraged to perform tasks and praised when they succeed. Praise needs to be related to task achievement and not empty, meaningless praise. Also, negative comment on performance needs to be moderate and constructive, as it can serve to undermine perceived self-efficacy. Negative comparisons with others’ performance should be avoided. Feedback should focus on achieved progress and not on shortfalls and needs to be delivered by someone that the participant believes to be trustworthy. Also encourage participants to understand that they do not fail because they are unintelligent, they fail because they did not follow instructions, they did not spend enough time on the task, or they did not follow through on the learning strategy. They can succeed and improve by continuing to try. Such lessons are relatively straightforward to teach via mastery-oriented sport and in workshop exercises.
- **Physiological states.** Strong positive emotions/arousal in relation to a successfully performed task can re-enforce perceived self-efficacy. One way to raise self-efficacy beliefs is to improve physical and emotional well-being and reduce negative emotional states (e.g., stress and anxiety). Again, success in sporting or other relevant activities can contribute to physiological arousal, although this will be a temporary state. A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it.

7.4.1 (c) Measuring perceived self-efficacy

Scale 7.1. Perceived self-efficacy scale

(Source: Bosscher & Smit, 1998)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure perceived self-efficacy

Below is a list of statements dealing with your general feelings about yourself. Please state whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

		Strongly agree	Agree	Disagree	Strongly disagree
1	If something looks too complicated, I will not even bother to try it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	I avoid trying to learn new things when they look too difficult	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	When trying something new, I soon give up if I am not initially successful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	When I make plans, I am certain I can make them work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	If I can't do a job the first time, I keep trying until I can	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	When I have something unpleasant to do, I stick to it until I finish it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	When I decide to do something, I go right to work on it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Failure just makes me try harder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	When I set important goals for myself, I rarely achieve them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	I do not seem to be capable of dealing with most problems that come up in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	When unexpected problems occur, I don't handle them very well	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	I feel insecure about my ability to do things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Scoring

- **Positive questions:** 4-8 1=3, 2=2, 3=1, 4=0
- **Negative questions:** 1-3 and 9-12 1=0, 2=1, 3=2, 4=3
- There are no normative cut-off points regarding performance, but change over time can be measured.

Uses of the scale

Like most of the scales in this manual the scale can be used in two broad ways:

- For initial diagnostic purposes to understand the nature of a participant's perceived self-efficacy and to enable the programme to provide appropriate experiences and support. This can be done by getting the participant to answer the question or to use all its components as a basis for a diagnostic discussion between the participant and mentor.
- Via repeated use after appropriate periods of time (e.g., at the start and end of programme) to provide an index of the nature and extent of any changes in perceived self-efficacy during the programme. The most effective components of the programme in contributing to the development of perceived self-efficacy can be identified and explored via the mentoring process.

7.4.2 LOCUS OF CONTROL

7.4.2 (a) Introduction

Locus of control refers to the degree to which a person believes that they have control over the outcome of events in their lives (*internal control orientation*) rather than external forces beyond their control (*external control orientation*).

This relates to the extent to which individuals believe that they have control over their lives, or are rather fatalistic and believe that they are controlled by other social and cultural forces- consequently there is little point in having aspirations or making an effort. Locus of control is defined as a generalized expectancy that rewards and outcomes in life are controlled either by one's own actions (internal locus of control) or by other forces (external locus of control).

- This will be closely related to issues of *ambition and motivation* which are central to sport-for-employability programmes (and components of Blades et al.'s (2012) definition of employability).

A degree of fatalism may be common among NEETs and other vulnerable groups who may have experienced a lack of success in other areas of their lives and consequently might have low aspirations. For example, research indicates that young workers entering employment straight from the educational system are more likely to have an internal locus of control than those taking a formal youth training route or in non-traditional education (Banks, 1989). Those with an internal locus of control will be achievement-oriented and more likely to find academic and professional success. Because they believe they are in control of their destiny, they are eager to tackle challenges, while those with an external locus of control are apt to say "*Why bother? It doesn't matter what I do as people like me do not get on*".

7.4.2 (b) How to develop an internal locus of control

Theory and research indicate that a specific locus of control is largely learned – a response to circumstances- rather than being a personality trait. Consequently, programmes can seek to address such issues by increasing a sense of internal control.

- The approach to developing an internal locus of control is broadly similar to that used to develop perceived self-efficacy (see Section 7.4.1 (b) above).
- The focus should be on providing experiences that participants can control and in which they can succeed if they follow particular instructions. In the event of failure, the focus should be on what can be learnt and how the participant can develop.

- The components of Scales 7.2 and 7.3 below can be explored via mentoring to explore the basis of the expressed opinions and subsequent critical support provided.

7.4.2 (c) Measuring Locus of Control

Scale 7.2. Locus of control scale

(Source: Yemen & Clawson, 2003)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure locus of control

Please tick 'true' or 'false' to the statements below that best fit your own beliefs. There are no right or wrong answers

		True	False
1	I usually get what I want in life	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2	I need to be kept informed about new events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3	I never know where I stand with other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4	I do not really believe in luck or chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2
5	I think that I could easily win a lottery	<input type="checkbox"/> 1	<input type="checkbox"/> 2
6	If I do not succeed on a task, I tend to give up	<input type="checkbox"/> 1	<input type="checkbox"/> 2
7	I usually convince others to do things my way	<input type="checkbox"/> 1	<input type="checkbox"/> 2
8	People make a difference in controlling crime	<input type="checkbox"/> 1	<input type="checkbox"/> 2
9	The success I have is largely a matter of chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2
10	Marriage is largely a gamble for most people	<input type="checkbox"/> 1	<input type="checkbox"/> 2
11	People must be the master of their own fate	<input type="checkbox"/> 1	<input type="checkbox"/> 2
12	It is not important for me to vote	<input type="checkbox"/> 1	<input type="checkbox"/> 2
13	My life seems like a series of random events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
14	I never try anything that I am not sure of	<input type="checkbox"/> 1	<input type="checkbox"/> 2
15	I earn the respect and honours I receive	<input type="checkbox"/> 1	<input type="checkbox"/> 2
16	A person can get rich by taking risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
17	Leaders are successful when they work hard	<input type="checkbox"/> 1	<input type="checkbox"/> 2
18	Persistence and hard work usually lead to success	<input type="checkbox"/> 1	<input type="checkbox"/> 2
19	It is difficult to know who my real friends are	<input type="checkbox"/> 1	<input type="checkbox"/> 2
20	Other people usually control my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Scoring

5 (True) or 0 (False)

Reverse score (0-5) the negative questions: 3,5,6,9,10,12,13,16,19,20

Meaning of scores

0-15	Very strong external locus of control
20-35	External locus of control
40-60	Both external and internal locus of control
65-80	Internal locus of control
85-100	Very strong internal locus of control

7.4.2 (d) Work locus of control

Whereas the general locus of control scale deals with issues relating to general attitudes and perceptions Scale 7.3 is a locus of control scale related to attitudes to work and may be of more direct relevance to sport and employability programmes. It deals with perceptions of the relative importance of talent and luck in getting a job and in advancing in employment. The researcher who developed this scale (Spector, 1988) concluded that it may predict work behaviour more precisely than general scales.

Scale 7.3. Work Locus of Control Scale

(Source: Paul E. Spector, 1988. This is copyrighted and is only available for free use for non-commercial educational/research purposes.)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure work locus of control

The following questions concern your beliefs about jobs in general. Please tick the box that you think is closest to what you believe. There are no right or wrong answers.

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1 On most jobs, people can pretty much accomplish whatever they set out to accomplish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2 If you know what you want out of a job, you can find a job that gives it to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3 Getting the job you want is mostly a matter of luck	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4 Promotions are usually a matter of good fortune	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5 Promotions are given to employees who perform well on the job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6 It takes a lot of luck to be an outstanding employee on most jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7 People who perform their jobs well generally get rewarded	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8 The main difference between people who make a lot of money and people who make a little money is luck	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Scoring

- **Internal locus questions** 1,2,5,7
- **External locus questions:** 3,4,6,8
- There is no normative cut-off point about judgements. However, the overall research average score was 38.1

Uses of the scale

Like most of the scales in this Manual the scale can be used in two broad ways:

- For **initial diagnostic purposes** to understand the nature of a participant's sense of general or work locus of control and how this might affect ambition and motivation. This will enable such issues to be dealt with via supportive mentoring and the provision of positive programme experiences to address negative perspectives. This can be done by getting the participant to complete the question or to use its components as a basis for a diagnostic discussion between the participant and mentor.
- Via **repeated use** after appropriate periods of time (e.g., at start and end of a programme) to provide an index of the nature and extent of change in locus of control during the programme. The most effective components of the programme in developing an internal locus of control can be identified and explored via the mentoring process.

7.4.3 OUTCOME STAR

7.4.3 (a) Introduction

This instrument when used by mentors, combines *ongoing* monitoring with motivating and supporting participant's self-awareness and personal development throughout the duration of the programme.

The Star is a suite of person-centred mentoring tools underpinned by three values-empowerment, collaboration and integration. It is also closely allied to a notion of perceived self-efficacy- an ability to identify goals and work towards them.

- It places importance on the participant's perspective and priorities. The participant is an active agent in the use of the Star and the developing analysis.
- The Star is based on a *strength-based approach* with the holistic assessment focusing on aspects of life that are going well in addition to areas of difficulty.

Although there is a wide range of Outcomes Stars (see below) we have included two- the *Youth Star* and the *Work Star*. Similar to perceived self-efficacy and locus of control the Youth Star is concerned with issues of generic personal development. However, the Work Star is more specifically focused on attitudes and preparation for work, with clear links to the Work Locus of Control scale.

7.4.3 (b) Using the Star for development

Each of the Outcome areas included in the Stars facilitates a discussion between the participant and the mentor on an ongoing basis and enables the identification of a participant's strengths, perceived challenges and development needs. It encourages self-reflection, focus and ambition, which relates to the *direction-setting* and *coaching* stages of mentoring (see Section 3.3). It can also be used to explore the relevance of issues raised in the workshops and identify where relevant development is occurring.

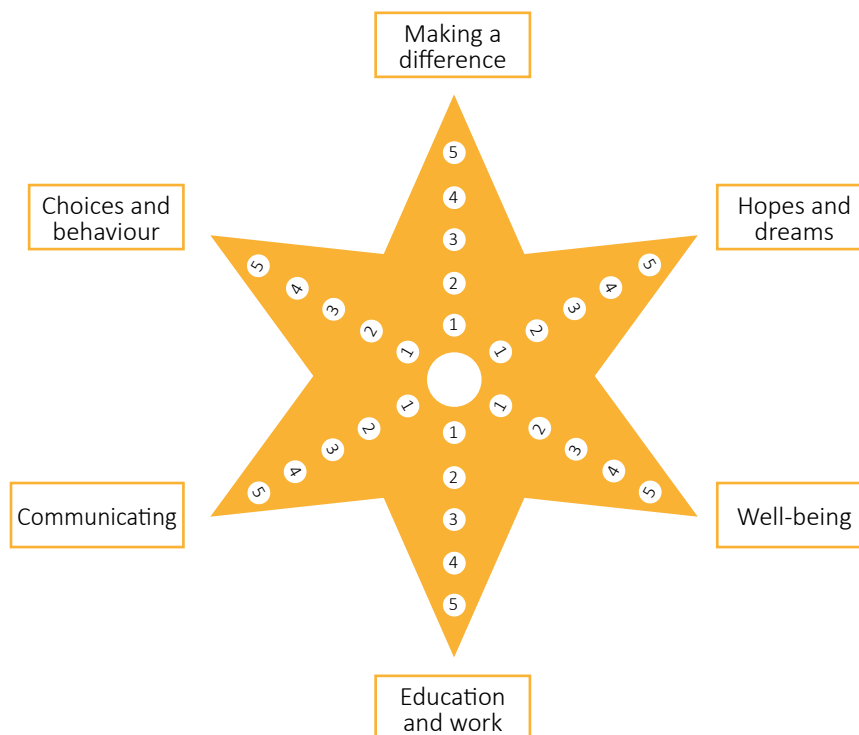
7.4.3 (c) The Youth Star

The Youth Star is designed for use in community-based youth work (which have many desired outcomes similar to employability programmes). As illustrated in Figure 6.1 the Youth Star seeks to explore where young people think that they currently are in relation to specific goals. As the programme develops it explores how they assess their progress in six areas of their lives:

1. Making a difference
2. Hopes & dreams
3. Well-being
4. Education & work
5. Communicating
6. Choices & behaviour

Hopefully, over time, the participant covers the 5 stages to achieving each goal (see below).

Figure 7.1. Youth Star



Youth Star™ @Triangle Consulting Social Enterprise Ltd
Authors: Sara Burns, Joy MacKeith and Kate Graham
www.outcomestar.org.uk

For each outcome area on the Youth Star there is a scale which describes the attitudes, skills and behaviours that define what it means to be at that point on the scale. These are underpinned by an explicit theory of change- the Journey of Change. This charts the young person's progress from *not being interested* in getting involved because they do not see how it could make a difference to *full participation*, resilience (see Section 7.4.5 below) and hope for the future.

- The participant and worker discuss each outcome area in turn and agree where the participant is on each scale.
- These points can then be marked on the Star diagram (see Figure 7.2 below) and the points joined to create a shape that give a snapshot of where things are now and forms a basis for developing an action plan.
- The process is then repeated after some time to see what progress has been made.

- The completed Star provides the participant with a clear picture of her/his progress.
- Individuals' progress can also be aggregated for the project as a whole to monitor progress and provide outcome reports for funders.

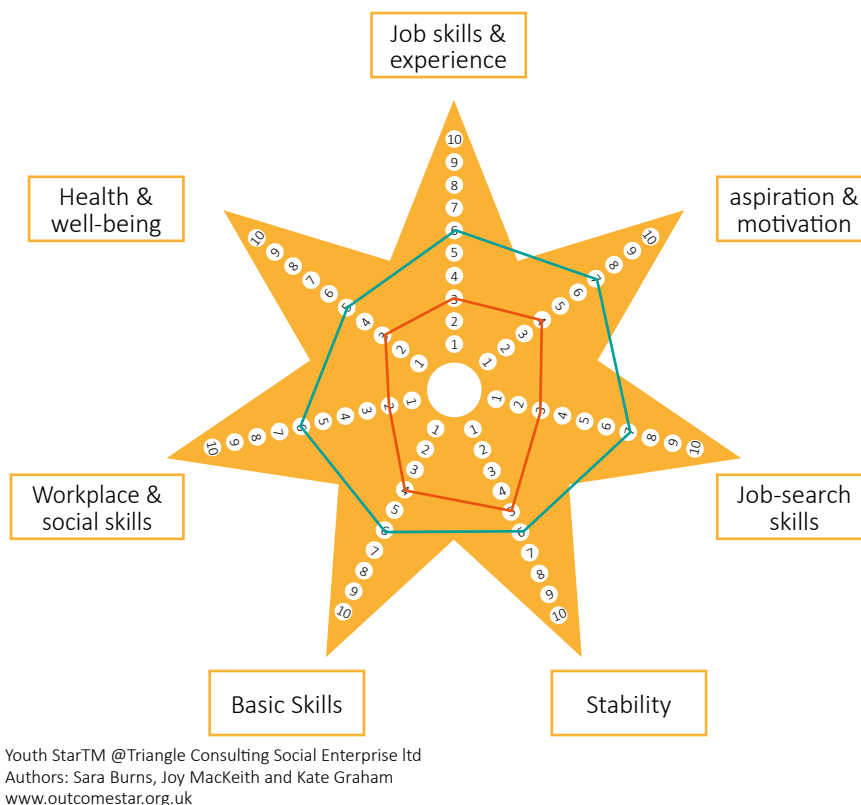
This instrument enables and supports mentoring and clearly combines development with monitoring and evaluation and enables the exploration of all aspects of the programme as they impact on each of the issues.

7.4.3 (d) The Work Star

The Work Star covers seven key outcome areas linked to employability and employment:

1. Job skills and experience
2. Aspiration and motivation
3. Job-search skills
4. Stability
5. Basic skills
6. Workplace and social skills
7. Health and well-being

Figure 7.2. Work Star



Like the Youth Star it is underpinned by a five-stage Journey of Change:

1. Stuck
2. Accepting help
3. Believing and trying
4. Learning
5. Self-reliance

The position on the 'journey' and the nature of development work required is identified in consultation between the participant and the mentor.

Figure 7.2 also illustrates how progress between mentoring sessions can be indicated on the Star – giving the participant a visual confirmation of progress and work still to be done.

The Outcome Star

There are over 30 different versions of the Outcomes Star for services addressing different kinds of needs including mental health, homelessness and domestic violence.

The Outcome Stars are developed by Triangle Consulting Triangle Consulting Social Enterprise Limited who are the copyright holder. Organisations wishing to use the Outcomes Star and associated tools must have:

(i) Star licences for every member of staff using the Star. Provided at least Core (ii) Staff training for every member of staff using the Star.

Costs will depend on how many members of staff will use the Star and in what way. Star training can only be delivered by Triangle or by people on Triangle's Licensed Star Trainer scheme.

Contact details are as follows: E info@triangleconsulting.co.uk

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7.4.4 SELF-ESTEEM

7.4.4 (a) Introduction

Whereas perceived self-efficacy refers to participants' views of what they think they can achieve, definitions of self-esteem relate to the emotional judgments people make about their worth as an individual, irrespective of their achievements or their social position.

Self-esteem consists of a *relatively* stable and enduring personality characteristic (trait self-esteem) and state *self-esteem* which is subject to short-term variations. The strength of one's self-evaluation can change with circumstances and is heavily dependent on how one is treated by significant others – this is especially so if trait self-esteem is weak. A sense of self-esteem may relate to performance in a variety of roles and the *relative importance* attributed to each – son/daughter, friend, student, father/mother, partner, footballer, coach or peer leader. For example, being good at something which is not regarded as an important part of self-definition might not strengthen self-esteem. In other words, aspects of self-esteem are dependent on a range of often changeable factors and are, to some degree, dependent on how individuals are treated by others- recognition, acceptance, status and appreciation are important to a sense of self-worth. *This places strong emphasis on the development of a positive and supportive social climate in programmes.*

Although self-esteem is a widely used term and an identified requirement by employers (it is one of Blades et al.'s (2012) key personal characteristics (see Section 2.2), it is not an unproblematic term and needs to be interpreted with care. For example, someone who seems to have a high self-esteem might be compensating for felt inadequacy or it may reflect a form of narcissism. Self-esteem is not an all-purpose solution to a range of social problems such as crime, low educational achievement, drug-taking and needs to be interpreted with caution (Emler, 2001a).

Emler's (2001a) comprehensive review of research evidence suggests that young people with low self-esteem are *not* more likely to commit crimes, including violent crimes; use or abuse illegal drugs; drink alcohol to excess or smoke; or fail academically. Because of this, Emler (2001a:26) suggested that,

“ *the optimal level of self-esteem is not high. If self-esteem is a favourable opinion of oneself, then people with very high self-esteem will also sometimes be described in less positive terms – overbearing, arrogant, self-centred, narcissistic, egotistic, smug, vain.* ”

Therefore, seeking to promote high levels of self-esteem is not necessarily a positive thing as research indicates that those with high self-esteem can reject social influence, be poor team players, enjoy physically risky pursuits or be bullies. **Consequently, programmes which reduce high levels of self-esteem are not necessarily achieving a negative outcome.**

Further, low self-esteem is not, as widely assumed, associated with social problems such as drug taking, bullying or education underachievement. However, there is evidence that it is associated with something of interest to sport and employability programmes- low earnings and extended unemployment among males (Emler, 2001).

7.4.4 (b) How is self-esteem developed?

- **Positive and supportive social relationships** in which everyone and their achievements are valued. This is central to the supportive and affirming social climate of a programme and the 'protective factors framework' based on respect and trust (Witt and Crompton, 1997). As Emler (2001: 5) argued, "we discover who we are and what we are through our interactions with other people and through the access these interactions give us to their opinions of us".
- **The provision of experiences of success** at something which is important to an individual, that they enjoy doing and provides a sense of identity. Improved perceived self-efficacy in a valued activity can improve self-esteem. ***It is important to recognize that this might not be sport.***
- **Set achievable mastery-oriented challenges/goals** for all aspects of the programme and discuss performance with participants in positive and supportive terms.
- **Provide consistent positive feedback** but avoid false praise.
- **Provide experiences of success and avoid negative comparisons.** Here positive and supportive relationships between peers are important and should be encouraged by the programme.
- **The sensitive management of unrealistic expectations** within a supportive environment is an essential component of such programmes.
- **Encourage assertiveness.** Encourage participants to respect other people's opinions and needs and encourage others to respond positively. Again, positive relationships between peers are important and should be encouraged by the programme. In this respect workshops are an important context to develop and support assertiveness.
- **Encourage participant's assertiveness and ability to say 'no'.** People with low self-esteem often feel they have to say yes to other people, even when they do not really want to.
- **Identify aspects of their character about which they are positive.** This is a central function of mentoring.

7.4.4 (c) Measuring self-esteem

Scale 7.4. Rosenberg Self-esteem scale

(Source: Rosenberg, 1965)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure self-esteem.

Below is a list of statements dealing with your general feelings about yourself. Please state whether you strongly disagree, disagree, agree, or strongly agree with each statement. There are no right or wrong answers.

		Strongly disagree	Disagree	Agree	Strongly agree
1	On the whole I am satisfied with myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	At times I think I am no good at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	I feel that I have a number of good qualities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	I am able to do things as well as most other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	I feel I do not have much to be proud of	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	I certainly feel useless at times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	I feel that I am a person of worth, at least equal with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	I wish I had more respect for myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	All in all, I am inclined to think I am a failure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	I take a positive attitude towards myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Scoring

- **Positive statements: 1,3,4,7,10: scored** from 3-0
- **Negative statements: 2,5,6,8,9: scored** from 0 to 3
- **Normal range:** 15-25

Uses of the scale

- An important diagnostic function early in the programme to understand the nature of the support required by a participant.
- Provides a basis for mentoring discussions and avoids one-dimensional simplistic views of self-esteem.
- A simple to use before-and-after instrument to assess a participant's progress on the programme.

7.4.5 RESILIENCE

7.4.5 (a) Introduction

Ability to deal with difficult situations/overcome/setbacks/learn from defeat.

Resilience is defined as the process of bouncing back and fully recovering in the face of change and stressful situations. Being resilient does not mean a person will not experience difficulties or stress. However, resilient individuals respond to stress in ways that help them not only recover but grow and thrive (Childs, Gosling & Parkinson, 2013).

There are two broad approaches to assessing resilience:

- Viewing it as a characteristic of the individual, or,
- Something which depends on the relationship between an individual and their social and cultural environment and the extent to which they have access to support mechanisms.

It will be up to each organisation to choose which approach to adopt. This may be based on a view of the relevance of each approach to the environment in which the programme operates and the extent to which they can influence the components of each definition of resilience.

7.4.5 (b) Building resilience

The American Psychological Association has identified several ways to build resilience. Many of these issues could be dealt with variously via individual learning plans, mentoring, workshops and Sport Plus 2.

- **Make connections.** Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organisations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.
- **Avoid seeing crises as insurmountable problems.** People cannot change the fact that highly stressful events happen, but they can change how they interpret and respond to these events. They can be encouraged to look beyond the present to how future circumstances may be a little better. Via mentoring it might be possible to note any subtle ways in which they might already feel somewhat better as they deal with difficult situations.
- **Accept that change is a part of living.** Certain goals may no longer be attainable as a result of unfavourable circumstances. Accepting situations that cannot be changed can help people focus on circumstances that they can alter. This may be an important aspect of mentoring and realistic goal setting.
- **Move toward defined goals.** Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables participants to move toward their goals (e.g., via the Outcome Star or individual learning plans). Instead of focusing on tasks that seem unachievable, they need to ask *“What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”*.
- **Take decisive actions.** Act on adverse situations as much as they can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away. Again, this can be encouraged via the use of the Outcome Star and mentoring.
- **Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss or setbacks.

- **Nurture a positive view of oneself.** Developing confidence in one’s ability to solve problems and trusting their instincts helps to build resilience. This can be addressed via actions outlined in the section on perceived self-efficacy (Section 7.4.1) and the Outcome Star (Section 7.4.3).
- **Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- **Maintain a hopeful outlook.** An optimistic outlook enables people to expect that good things will happen in their life. Try visualizing what they want, rather than worrying about what they fear. Mentoring can play an important role here.

7.4.5 (c) Resilience 1

This seeks to measure resilience as a trait of the individual participant and their subjective views of their ability to deal with setbacks.

The Brief Resilience Scale (Scale 7.5) was:

- Positively correlated with optimism, and purpose in life, and
- Negatively correlated with pessimism.
- It was also positively correlated with social support and negatively correlated with negative interactions.
- It was consistently positively correlated with coping with adverse circumstances and negatively correlated with disengagement, denial, and self-blame (Smith et al., 2008).

Scale 7.5. Brief Resilience Scale

(Source: Smith et al., 2008)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure this definition of resilience.

Below is a list of statements dealing with your general feelings about yourself. Please indicate by tickling the relevant box whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1 I tend to bounce back quickly after hard times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I have a hard time making it through stressful events	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 It does not take me long to recover from a stressful event	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 It is hard for me to snap back when something bad happens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I usually come through difficult times with little trouble	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I tend to take a long time to get over set-backs in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Scoring

- **Positive items** 1,3,5: Scored 1-5
- **Negative items** 2,4 and 6: Reverse scored 5-1
- Add the responses- giving a range from 6-30.
- **Research average scores** in four samples ranged from 3.53 to 3.98

7.4.5 (d) Resilience 2

The second resilience measure (Scale 7.6) places much more emphasis on the social ecological context of the individual (their social relations and interactions with their social environment) and was developed by The Resilience Research Centre at Dalhousie University, USA. (<http://www.resilienceresearch.org/>)

“ *In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways* (Ungar, 2008: 225). ”

- From this perspective resilience is not an inherent trait of the individual.
- It seeks to identify the nature of ‘*resilience resources*’ in an individual’s social and cultural relationships.
- Resilience resides in a set of processes and networks that include individual, relational and contextual components. It is shaped by the *interactions between an individual and their social environment*. It is the interaction of these sets of processes that influence and reduce the negative effects or sources of stress and facilitate the possibility of the achievement of positive outcomes.
- From this perspective the programme is not dealing with an *isolated individual* but needs to understand his or her social, familial and cultural context and what aspects of this will either facilitate or constrain development.
- Such information is most likely to be useful to collect early in the programme for diagnostic purposes to understand participants’ perception of their support networks and their sense of vulnerability. This can be done via completion of the question or, alternatively, all the various components of the scale can be used to develop a mentoring dialogue with the participant.
- **However, given the limited nature of most programmes’ intervention in the participants’ out of programme life, their ability to influence participants’ social relations in their community is limited. Consequently, it is likely that this measure cannot be used in a before and after way, as the programme will have no or only limited influence on many of the variables measured in the scale.**

Uses of the scale

- It can be used as an important diagnostic function early in the programme to understand the nature of the support that a participant has and/or requires.
- It provides a basis for mentoring discussions and avoids simplistic, one-dimensional views of resilience.
- A simple to use before-and-after instrument to assess a participant’s progress on the programme (*although the programme is unlikely to be able to address all the ecological issues*).

Scale 7.6. Resilience scale (18 plus)

(Source: This was developed by and is used with the permission of The Resilience Research Centre at Dalhousie University (<http://www.resilienceresearch.org/>))

➔ Note: As this is a **validated scale** it must be used in its entirety to measure resilience.

To what extent do the following statements apply to you? Please answer by ticking the relevant box. There are no right or wrong answers.

		Not at all	A little	Some-what	Quite a bit	A lot
1	I get along with people around me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	Getting and improving qualifications or skills is important to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	I know how to behave in different social situations (such as at work, home, or other public places)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	My family is supportive towards me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	My family knows a lot about me (for example, who my friends are, what I like to do)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	If I am hungry, I can usually get enough food to eat	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7	People like to spend time with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8	I talk to my family/partner about how I feel (for example, when I am sad or concerned)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9	I feel supported by my friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10	I feel that I belong in my community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11	My family/partner stands by me when times are hard (for example, when I am ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12	My friends care about me when times are hard (for example, when I am ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13	I am treated fairly in my community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14	I have opportunities to show others that I can act responsibly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15	I feel secure when I am with my family/partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16	I have opportunities to apply my abilities in life (like using skills, working at a job, or caring for others)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17	I like my family/partner's culture and the way my family celebrates things (like holidays or learning about my culture)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Scoring

- The minimum score is 17 and the maximum score is 85.
- As with all scales if a person skips or misses an item, their scores cannot be computed. If this happens, you can discard the incomplete result.

Interpretation of scores

A tentative interpretation is:

- Low resilience: less than 63
- Moderate resilience: 63-70
- High resilience: 71-76
- Exceptional resilience: more than 77

In addition to an overall score of resilience, scores can be derived for the two subscales of the measures:

- **Personal resilience**, which relates to characteristics associated with the important relationships shared with either caregiver, a partner or family and
- **Relational resilience** includes intrapersonal and interpersonal items.

Personal resilience subscale score: sum 10 items: 1, 2, 3, 7, 9, 10, 12, 13, 14, 16.

Relational resilience scores: sum 7 items: 4, 5, 6, 8, 11, 15, 17.

In addition to the self-completion scale in Scale 7.6 we have also included a similar version (Scale 7.7) which can be used partly as an observation schedule or for the basis of a dialogue between participant and mentor (again using all components of the scale).

7.4.5 (e) Observing Resilience

As most self-evaluation of social skills requires a high degree of self-awareness and maturity, it is often useful to seek to observe behaviour or explore perceptions in depth with participants. Scale 7.7 provides a systematic template for mentors to explore all aspects of the resilience of individual participants. The use of such a template could also enable consistent data collection and discussion between mentors.

Scale 7.7. Resilience Observation Schedule

(Source: This is used with the permission of The Resilience Research Centre at Dalhousie University (<http://www.resilienceresearch.org/>))

The questions below are designed to help us better understand how _____ copes with daily life and what role the people around them play in dealing with daily challenges. What is your relationship with the person above (mother, father, aunt, teacher, etc.)? _____
To what extent do the following statements apply to the individual? There are no right or wrong answers.

		Not at all	A little	Some-what	Quite a bit	A lot
1	They get along with people around them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	Getting and improving qualifications or skills is important to them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	They know how to behave in different social situations (such as at work, home, or other public places)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	Their family is supportive of them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	Their family knows a lot about them (for example, who their friends are, what they like to do)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	If they are hungry, they can usually get enough food to eat	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7	People like to spend time with them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8	They talk to their family/partner about how they feel (for example, when they are sad or concerned)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9	They are usually supported by their friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10	They feel that they belong in their community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11	Their family/partner stands by them when times are hard (for example, when they are ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12	Their friends will stand by them when times are hard (for example, when they are ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13	They are treated fairly in their community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14	They have opportunities to show others that they can act responsibly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15	They feel secure when they are with their family/partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16	They have opportunities to apply their abilities in life (like using skills, working at a job, or caring for others)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17	They like their family's/partner's culture and the way their family celebrates things (like holidays or learning about their culture)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Uses of the scale

- Provides a basis for mentoring discussions and avoids one-dimensional views of resilience.
- Enables a consistent and comparable set of observations among programme staff.
- An important diagnostic function relatively early in the programme to understand the nature of the support that a participant has or requires.
- A simple to use before-and-after instrument to assess a participant's progress on the programme (*although the programme is unlikely to be able to address all the ecological issues*).

7.4.6 TEAMWORK

7.4.6 (a) Introduction

Co-operation between those who are working on a task. Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim. For example, we often use the phrase: “he or she is a good team player”.

“ The process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals (O.C.Tanner, 2021: para 2). ”

Teamwork is clearly highly valued by employers and is included as one of Blades et al.’ s (2012) Interpersonal employability skills (see Section 2.2).

Components are:

- Working with a group of people to achieve a shared goal or outcome in an effective way.
- Listening to other members of the team and respecting their opinions.
- Taking everyone’s ideas on board, not just your own.
- Working for the good of the group as a whole.
- Having a say and sharing responsibility.

<https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/>

7.4.6 (b) Developing Teamwork

- Most likely to occur in the sports components of programmes. However, the outcome should not be taken for granted and the issues should be highlighted and discussed before and after sports sessions. (See Section 3.1)
- Collective workshop activities and discussion can also make a major contribution, especially exploring the wider social and work-related relevance of teamwork.

7.4.6 (c) Measuring Teamwork

Clearly this is an outcome which can be easily observed by programme providers. However, it is also useful and often illuminating to obtain a participant’s self-assessment (Scale 7.8).

Scale 7.8. Teamwork

(Source: Enabling Enterprise Skills Builder www.skillsbuilder.org/framework)

Below is a list of statements dealing with your general feelings about yourself. Please indicate how often each applies to you by placing a tick in the relevant box. There are no right or wrong answers.

		Almost always	Sometimes	Never
1	I can explain why teams are sometimes better than working by myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2	I help with different jobs in my team and take responsibility for finishing my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3	I can get on well with my team and find ways to resolve a disagreement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4	When I finish my task, I can help others complete their tasks on time too	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5	I help my team make decisions and I make my own suggestions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6	I recognise the value of others' ideas and make useful contributions myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7	I include all teammates in group discussions and encourage them to contribute	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8	I can spot when I might be getting into an argument and take steps to avoid it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Uses of the scale

- It provides a basis for a mentor-led discussion or workshop exercises.
- A simple to use before and after instrument to assess a participant's perception of their progress on the programme.
- As this is not a validated scale there are no normative cut-off points regarding performance and judgements will need to be made by mentors (based on observation).

7.4.7 DECISION-MAKING

7.4.7 (a) Introduction

// *The thought process of selecting a logical choice from the available options.*

When trying to make a good decision, a person must weigh the positives and negatives of each option and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation. (Creativedge Training, 2021: para 1) **//**

7.4.7 (b) Developing decision-making

Aspects of decision-making and the ability to identify various options should be addressed throughout most programmes and relate to problem solving, which Blades et al. (2012) define as an important component of employability. The need to make decisions is inherent from the initial sports sessions (and can be highlighted and discussed via amended games), the individual needs assessment, in defining and implementing individual learning plans and undertaking a validated educational qualification (where available). Key components in the mentoring process are also aimed at getting participants to make decisions about their future and be aware of this as an important process – direction-setting and coaching. (see Section 3.4)

Throughout the programme participants should be encouraged to:

- Define their personal development and employability issues, challenges and opportunities.
- Consider a range of possible solutions.
- Evaluate the costs and benefits, or pros and cons, associated with each option.
- Select a solution or response.
- Take responsibility for implementing the chosen option.

Such processes are clearly closely related to the development of perceived self-efficacy and internal locus of control.

7.4.7 (c) Measuring Decision-making

Scale 7.9. Decision-making

(Source: Mann, Burnett, Radford & Ford 1997. Used with permission)

➔ Note: As this is a **validated scale** it must be used in its entirety to measure decision-making

**Thinking about how you make decisions to what extent do the following statements apply to you?
There are no right or wrong answers.**

	True for me	Sometimes true	Not true for me
1 I feel as if I am under tremendous time pressure when making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 I like to consider all of the alternatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3 I prefer to leave decisions to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4 I try to find out the disadvantages of all alternatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5 I waste a lot of time on trivial matters before getting to the final decision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 I consider how best to carry out a decision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7 Even after I have made a decision, I delay acting upon it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8 When making decisions I like to collect lots of information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9 I avoid making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

10	When I have to make a decision, I wait a long time before starting to think	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
11	I do not like to take responsibility for making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12	I try to be clear about my objectives before choosing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13	The possibility that small things might go wrong causes me to swing abruptly in my preferences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14	If a decision can be made by me or another person, I let the other person make it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
15	Whenever I face a difficult decision, I feel pessimistic about finding a good solution.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
16	I take a lot of care before choosing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
17	I do not make decisions unless I really have to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
18	I delay making decisions until it is too late	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
19	I prefer that people who are better informed decide for me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
20	After a decision is made I spend a lot of time convincing myself it was correct.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
21	I put off making decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22	I cannot think straight if I have to make decisions in a hurry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Scoring

2=true for me, 1=sometimes true, 0=not true for me

Meaning

➔ **Note: The full 22 item scale is not scored. Rather the scoring is based on the 4 sub-scales which identify decision-coping patterns:**

- **Vigilance:** Considering the relevant information carefully before making a decision Questions 2,4,6,8,12, 16. The research-based mean score was 9.41
- **Buck-passing:** Defensive avoidance – escaping conflict by shifting responsibility to someone else: Questions 3,9,11,14,17,19. The research based mean score was 4.85
- **Procrastination:** Defensive avoidance - escaping conflict by putting off making decisions: Questions 5,7,10,18,21 The research based mean score was 3.88
- **Hypervigilance:** Making decisions under severe emotional stress, searching frantically for a way out of dilemmas: Questions 1,13,15,20,22. The research based mean score was 4.61

Uses of the scale

- It provides a basis for a mentor-led discussion or workshop exercises.
- A simple to use before and after instrument to assess a participant's perception of their progress on the programme.
- Although this is a validated scale there is no normative cut-off point regarding performance and judgement will need to be made by mentors (based on observation).

7.4.8 SOCIAL SKILLS

7.4.8 (a) Introduction

A social skill is any cognitive function or overt behaviour in which an individual engages while interacting with another person. Cognitive functions include such capacities as empathy or understanding other people's feelings, discriminating and making inferences about social cues, and predicting and evaluating the consequences of social behaviour (Perry & Felce, 2004).

Social skills or social competence relate to an ability to perform the social aspects of being a worker. However, as the OECD (2015) has argued, they are also necessary to provide a foundation for effective and successful participation in general social and economic life.

We have left social skills to the end for two reasons:

- This category is the most diverse and difficult to evaluate.
- The diverse aspects of social skills mean that all components and stages of the programme play a role in their development- sports, workshops, mentoring relationships, the positive and supportive social climate, mock interviews, work experience.

Blades et al. (2012) found that measurement of soft skills remains limited, because:

- There is no definitive or validated list of such skills and there are problems in defining rather vague concepts.
- Those scales that do exist are usually very long and may be impractical for use in many sport-and-employability programmes.
- As most social skills relate to various aspects of interacting with others, the observation of participant behaviour is probably a more accurate way to assess social skills than a participant's self-evaluation, as this requires a high level of critical self-awareness and a mature understanding of social conventions. On programmes there are many opportunities to observe such behaviour – sports field, workshops, mentoring sessions, discussion groups and so on.
- However, such observations need to be as structured and systematic as possible in order to assess progress over time and to ensure a relatively standardised approach by programme staff (an observation schedule is included as Scale 7.12 below, although the self-completion scales could also be used as a basis for observation).

Because of a lack of a definitive validated scale we have included three scales for four reasons. They will enable programmes to:

- Conceptualise what you mean by social skills.
- Consider which aspects of the programme either do or do not address them.
- Choose the measures which are most relevant to particular programmes. As they are not validated scales the various elements of the scales can be used as regarded appropriate to the concerns of the programme. For example, some elements are already covered more comprehensively in the previous scales and if they were used, such items could be omitted.
- Use the scales as templates to construct programme-relevant scales.

7.4.8 (b) Uses of the scales

- The scales can be used to identify issues for discussion and mentoring and serve to sensitise participants to issues which they might need to address and the general importance of social competence.
- Alternatively, participants could complete a questionnaire and then their responses be discussed in detail with a mentor. Depending on what issues are addressed, participants could be asked to complete the questionnaire on at least 2 occasions to assess perceived development.
- As there are no normative cut-off points regarding performance, judgements will need to be made by mentors.
- In assessing proficiency in social skills there is a need in certain cases to be aware of the possibility of autism (which will require specialist assistance).

7.4.8 (c) Social skills self-assessment

Scale 7.10 is not simply a long list of attributes, but the statements are grouped to explore specific traits:

- **Communication/interpersonal relations:** Questions 1-13
- **Conflict management/dealing with criticism:** Questions 14-17
- **Teamwork:** Questions 18-27/31
- **Self-presentation:** Questions 28-30

Scale 7.10. Social Skills Self-assessment

(Source: JobTips www.Do2Learn.com. Used with permission)

To what extent do the following statements apply to you? There are no right or wrong answers.

	Almost always	Sometimes	Rarely
1 When someone asks me a question, I answer them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 I can start a new conversation with someone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3 I join in on conversations with other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4 I can change conversation topics appropriately	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5 I speak clearly, so others can understand what I am saying	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 When I am talking to someone, I use appropriate body language (i.e. turn towards them, make eye contact)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7 I am able to stay out of other people's personal space (i.e. keep an arm's length distance)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8 When someone is talking to me, I show them I am listening by looking towards them and nodding my head	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9 I use greetings (e.g. 'Hello, how are you?')	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10 I use farewells (e.g. 'it was good to see you, bye')	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

11	I choose topics of conversation that other people will find interesting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12	When I am talking to someone that I do not know I avoid topics such a religion, sex, politics and personal information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13	I use the telephone appropriately to give and obtain information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14	Even when I get frustrated, I am able to stay calm	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
15	If I disagree with someone, I still show them that I respect their ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
16	If someone points out that I made a mistake I can accept it without getting angry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
17	I apologise when I make a mistake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
18	I'm comfortable working in a group	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
19	I accept the ideas and suggestions of others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
20	I stay calm when a supervisor tells me that I made a mistake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
21	When a supervisor tells me to correct a mistake, I do it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22	I can handle it when someone tells me 'no'	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
23	I can explain things (e.g. instructions, direction, event) to other people in a way that they can understand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
24	I do not touch other people's belongings without their permission	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
25	I ask for help if I need it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
26	If I do not understand what someone is telling me I ask them to explain it again	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
27	I offer help to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
28	I wear appropriate clothing to the programme and work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
29	I maintain good personal hygiene (shower/bath every day, comb hair, wash hands)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
30	I avoid showing strange behaviours (making noises, waving hands) in public	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
31	When it is break time, I do the same things that other course members do (chat, snack, read)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Scale 7.11. Social Skills Questionnaire

(Source: Welsh European Funding Office, 2003)

Scale 7.11 is regarded as a good basis for developing dialogue with participants and is viewed as particularly useful in identifying areas of need that participants are sometimes unable to articulate clearly or are initially unwilling to discuss with project staff.

To what extent do the following statements apply to you? There are no right or wrong answers.

	Never	Rarely	Some-times	Often	Always
1 I am aware of my strengths & weaknesses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I can control my finances	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 I don't give up easily on things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 I am able to work on my own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I can concentrate for 30 minutes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I can complete tasks on time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 I find it hard to ask for help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 I can keep appointments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 I can complete complicated forms	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 I usually come over well at interview	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11 I am confident about writing letters for different situations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 I find conflict hard to handle	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13 I take chances with my health	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14 I can plan ahead	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15 I am able to be assertive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16 I am tolerant of other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17 I can take responsibility when things go wrong	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18 I am good at listening	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19 I am a confident person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
20 I am patient	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
21 I am unable to talk about my feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
22 I find it hard to relax	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23 I worry about what people think of me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

24	I know how to keep healthy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
25	I live a healthy lifestyle	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
26	I am aware of how I appear to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
27	I am willing to learn new things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
28	I can face problems in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
29	I want to succeed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7.4.8 (d) Observation of social skills

- As social skills relate to various aspects of interacting with others, the observation of participant behaviour is probably a more accurate way to assess social skills than a participant's self-evaluation, which depends on a mature critical self-awareness.
- On programmes there are many opportunities to observe such behaviour – sports sessions, workshops, mentoring sessions and so on.
- However, such observations need to be structured and systematic to ensure a relatively standardised and comparable approach by programme staff. One suggestion for this is provided in Scale 7.12 below. Again, much depends on the nature of the social skills being promoted by the programme.

Scale 7.12. Social Skills Observation Schedule

(Source: Better Health Channel Victoria State Government. <http://www.betterhealth.vic.gov.au/>)

To what extent do the following statements apply to the individual? There are no right or wrong answers.

1	Ability to listen	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
2	Ability to see own strengths	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
3	Sees value in learning new things	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
4	Belief in own ability to learn	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
5	Commitment	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
6	Demonstrates responsibility	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
7	Willingness to participate	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
8	Respect for cultural diversity	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
9	Shows respect for adults	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
10	Shows respect for peers	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
11	Ability to effectively communicate needs	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
12	Ability to effectively communicate feelings	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
13	Decision-making	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
14	Leadership	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High
15	Indicates interest in continued education	Low	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	High

Scoring

As this is not a validated scale there are no normative cut-off points regarding performance and judgements will need to be made by mentors.

EXERCISE 6

CHOOSING MEASUREMENT SCALES RELATED TO YOUR THEORY OF CHANGE

- As a group discuss which of the above scales you would like to use and why you would like to use them. Do you currently use equivalent scales?
- Are they appropriate measures based on your programme activities and processes?
- How do they relate to your theory of change?
- Is there a developmental order in which they should be measured i.e. do some outcomes have to be achieved before others?
- Would the choice of certain outcome measures require changes in your programme?
- Will you use the scales in a questionnaire to be completed by participants, or as a basis for mentoring? Why and which ones?
- How will the collected data be used?

SECTION 8

SOCIAL PROFILE DATA AND QUESTIONNAIRE DESIGN

SECTION SUMMARY

- This section outlines the nature of the socio-demographic data required to describe your participants and which might account for differences in responses to the various scales.
- It also provides some advice on the design and administration of self-completion and interviewer-administered questionnaires.

8.1 SOCIAL PROFILE DATA

Responses to the scales in Section 7 are likely to vary between different types of participants and data need to be collected to understand the basis of such differences via cross-tabulation with survey responses (see Section 9). The data to be collected will reflect local contexts, the nature of respondents, programme approaches/philosophies and funders' priorities, and what personal profile data you collect about participants during enrolment. However, for ease of data entry and analysis it is best to collect some of this information again when the respondents are completing either individual scales or a longer questionnaire, containing a number of scales.

- **However, some of these social profile data might be better provided by the programme (e.g., 4, 5 and 6 below). Where the data are collected by the programme it will be essential to link them with the appropriate respondent – this can be done by allocating a code number to each participant and then entering the data on the relevant spreadsheet. (see Section 9.3.1)**

Such social profile data usually include:

1. Sex
2. Age. It is best to request that the respondents write down their age at their last birthday. This makes it easier for data entry and analysis.
3. Highest level of education completed.

4. Ethnicity. This question may be regarded as too sensitive and if collected should be based on official definitions in each country. Some organisations may wish to record nationality. However, such data need to be collected to report on and illustrate the level of inclusiveness and diversity achieved by the programme.
5. Nature of any disability. This might be regarded as too sensitive to ask and may already be known to the organisation. **Such data must be collected for purposes of safeguarding vulnerable participants and identifying their specific needs** – for example dyslexia will need to be addressed, autism will have implications for the development of certain social skills and learning difficulties need to be catered for. Where organisations work closely with educational institutions the identification of such issues may already have been undertaken. If such information is available and is likely to influence the effectiveness of the programme it is information which must be connected to the relevant individual's data set.
6. Regularity of attendance at all aspects of the programme (this information may well be collected via attendance records but would need to be related to the individual's data set). This will clearly be related to the relative effectiveness of the programme.

Examples of such personal profile questions are as follows:

Finally, a few questions about yourself. This information will permit us to better understand the meaning of the data. Please tick the relevant boxes

Q. What sex are you?

- Male
- Female
- Other (please specify)

Q. What age were you on your last birthday? (please write in)

Q What was the highest level of education that you successfully completed?

The content of this will be country and programme specific. However, as a guide we suggest the following categories:

- University
- College / Post-secondary
- Secondary school
- Primary school
- No formal education
- Other (please specify)

Ethnic group

Although this may well be a significant explanatory variable, it is often viewed as a sensitive question. If asked, the categories should be based on official definitions in each country. As these vary widely, we have left vacant categories in the relevant spread sheet in Section 9 for completion by each organisation. For example, some organisations might wish to record nationality. If such information is already recorded by the organisation, then as long as the respondent can be identified there may be no need to ask for such information on a questionnaire.

Disability

Questions about disability might be very sensitive and cover a wide variety of physical and cognitive issues. As organisations may have already collected relevant information during recruitment, or via mentoring, such information may not be asked on the questionnaire and can be associated with the relevant individual's responses during analysis. Vacant categories have been left in the relevant spreadsheet in Section 9 for completion by each organisation.

Regularity of attendance

As most programmes will have an attendance register, it is more accurate if this information is recorded and entered by programme personnel. The spreadsheet in Section 9 assumes the following percentage attendance:

- 75%-100% 1
- 51%-74% 2
- Up to 50% 3

8.2 QUESTIONNAIRE DESIGN

Organisations may simply wish to use the individual scales outlined in this Manual for M&E or mentoring purposes. Alternatively, they may wish to combine some of the scales in a more extensive survey questionnaire – either self-completion or interviewer administered.

General design issues

If a questionnaire approach is used, the following design issues need to be considered.

- Introductory remarks which explain the purpose of the questionnaire, assure the respondent of confidentiality and encourage a high response rate (see below). This should also encourage honest responses in order to enable the programme to assist the respondents and to contribute to the improvement of the programme.
- Use a logical sequence in which one question leads to another. This could be provided by your theory of change with its assumptions about the developmental sequence- for example, perceived self-efficacy precedes self-esteem.
 - Start with simple descriptive, factual issues (e.g., activities and frequency of attendance). This helps to put respondents at ease.
 - Move to more complex issues of attitudes and evaluations (e.g., towards the programme or the world of work).
 - Social profile data. These should always be left to the end of the questionnaire as they may be deemed to be intrusive. A brief explanation can be provided that such information will assist in the analysis and understanding of the data.
- **Piloting questionnaire.** To explore the meaning, relevance of and completion time for the questionnaire, you should test it on a group of respondents similar to those who you will survey (e.g., you might pilot it on some graduates of your programme). But you cannot pilot it on those who will be included in the main survey.

Self-completion questionnaires

- Such questionnaires need to be short and well-structured to encourage completion.
- Need to be respondent friendly and to be completed without assistance.
- Questions need to be clear and lacking ambiguity (although you should not change the wording of validated scales).
- Avoid open-ended questions. These rely on participant literacy skills, produce low response rates and are time-consuming to code for data entry.
- Many of the scales included in Section 7 are long and care should be taken not to include too many in a self-completion questionnaire.

Interviewer-administered questionnaire

- Can be longer and more complex than self-completion questionnaires.
- When asking long and complex scales, a card with the question and range of possible answers should be used to show the question to the respondent.
- Interviewers must not explain or interpret questions or suggest a response. This can distort the original meaning and means that all interviewees may not be responding to the same question. For example, if the respondent hesitates, it is best to repeat the question slowly rather than re-phrase it.
- Interviewers need to be trained and have a rehearsal administering the questionnaire.

Once the data have been collected, they need to be entered into the spreadsheets for analysis. This is dealt with in the next section.

8.3 ADMINISTERING THE QUESTIONNAIRE

Participant code numbers

Participants in the programme should be allocated a number and this number should be written on the questionnaire before it is handed to a respondent. This means that respondents do not have to fill in their name (which may make them feel vulnerable) and, in the case of a before and after study, this ensures that the correct data sets for each respondent are combined.

Introduction

Respondents must be informed about the purpose of the survey, which should also encourage them to complete the questionnaire. They should also be assured about anonymity and the use of the data—*although this may have to be omitted if the data are to be used for mentoring purposes*. For example:

Questionnaire Introduction

Thank you for helping us with this survey. It will only take you a few minutes to complete.

This survey is aimed at helping the team to better understand your needs, to assess the effectiveness of the programme you are taking part in and assess if any improvements are required.

Your participation is entirely voluntary and you can withdraw at any time without any consequences. You are also free to not answer any question, but it would be helpful if you could complete all the questions.

Your answers to the questions will remain confidential and you will not be identified in any reporting of the findings.

Under the terms presented above, I agree to the responses I provide being included in the research:

Yes

No

Completing the Questionnaire

Please answer the questions on the following pages by ticking the box that best fits your answer (e.g.) or by writing in your answers. There are no right or wrong answers.

SECTION 9

DATA ANALYSIS

SECTION SUMMARY

This section explains the approach to handling, processing, analysing and reporting survey findings. This section provides information and instructions on the following:

- General Data Protection Regulations (GDPR)
- Processing survey data using the Excel files
- Reporting survey findings
- Processing data for other scales

A video explaining this section is to be found at: www.sport4employability.eu

9.1 GENERAL DATA PROTECTION REGULATION (GDPR) (REGULATION (EU) 2016/679)

It is critically important that any data gathered on individuals for monitoring and evaluation purposes are collected, processed and used lawfully. In order to satisfy EU law, all personal data collected and stored from the monitoring and evaluation of projects need to comply with General Data Protection Regulation (GDPR). See Box 9.1 below for further details.

Box 9.1 General Data Protection Regulations

The **European Union General Data Protection Regulations** (GDPR) is a set of rules about how organisations should process personal data. It sets out responsibilities for organisations to ensure the privacy and protection of personal data, provides data subjects with certain rights and makes organisations accountable for the storage and use of such data.

- All data collection and processing should be based on a lawful and legitimate purpose.
- Organisations must take responsibility and not process data for any purpose other than the legitimate purposes.
- Organisations must inform data subjects about the processing activities on their personal data.
- Data may not be processed outside the legitimate purposes for which the personal data were collected.
- Personal data should be deleted once the legitimate purpose for which it was collected is fulfilled.

Privacy by design. Organisations must incorporate organisational and technical mechanisms in the design of systems and processes to protect personal data.

Awareness and training. Organisations must create awareness among employees about the key GDPR requirements and conduct regular training to ensure that employees remain aware of their responsibilities with regard to the protection of personal data.

Rights of data subjects under GDPR

- One of the key objectives of GDPR is to ensure protection of the personal data of data subjects, by giving them rights.
- Data subjects can make a specific request and be assured that personal data are not being misused for anything other than the legitimate purpose for which it was originally provided.

Right to information

This right provides the data subject with the ability to ask the organisation for information about what personal data are being processed and the rationale for such processing.

Right to access

- This provides the data subject with the ability to get access to their personal data that is being processed.
- This request provides the right for data subjects to see or view their own personal data, as well as to request copies of the personal data.

Right to rectification

This right provides the data subject with the ability to ask for modifications to their personal data in case the data subject believes that their personal data are not up to date or accurate.

Right to withdraw consent

This provides the data subject with the ability to withdraw a previously given consent for processing of their personal data.

Right to object

This provides the data subject with the ability to object to the processing of their personal data.

Right to object to automated processing

This provides the data subject with the ability to object to a decision based on automated processing.

Right to be forgotten

Also known as right to erasure, this right provides the data subject with the ability to ask for the deletion of their data. This will generally apply to situations where a relationship has ended. It is important to note that this is not an absolute right, and depends on your retention schedule and retention period in line with other applicable laws.

Right for data portability

This right provides the data subject with the ability to ask for transfer of their personal data. As part of such request, the data subject may ask for their personal data to be provided back or transferred to another controller. When doing so, the personal data must be provided or transferred in a machine-readable electronic format.

Further details of GDPR can be obtained at: <http://gdpr.eu>

9.2 PROCESSING SURVEY DATA USING THE EXCEL FILES

Processing the survey data obtained from the scales can be completed using Excel files prepared for the Manual and provided separately. A separate file exists for each of the following scales outlined presented in Section 7 and Appendix 1 of the Manual:

- Perceived self-efficacy
- Locus of control: general
- Work locus of control
- Self-esteem
- Resilience (2 separate scales)
- Teamwork
- Social skills (2 separate scales)
- Decision making

➔ **Note: We have not included any files for the two observation schedules.**

Copies of each scale are included in Section 7 and in Appendix 1 (which are presented to enable users of the Manual to copy them for use).

The creation of different Excel files is intended to make the processing of the survey data as simple as possible. The files used will depend on the scales selected for use.

Each Excel file has six separate sheets. Details of each sheet are outlined below:

Data Entry	This sheet is used to enter the data obtained from the survey of project participants. This is the only sheet in the Excel file that can be amended by the user.
Converted Data	This sheet converts the data entered into the Data Entry sheet into useable data for scoring. This file is protected and cannot be changed.
Results	This sheet aggregates scores from the Converted Data sheet. For each respondent the output score for each scale is presented. This file is protected and cannot be changed.
Data Output	This sheet presents tables showing the aggregate scores for the different variables and aggregates before and after scores for the scale. This file is protected and cannot be changed.
Graphs	This sheet presents bar charts for some of the data processed. The charts can be copied from this sheet and pasted into a document for reporting the findings from the project. (see Section 10)
Notes	This sheet provides notes to support the completion of the file and interpretation of the findings.

It is important to note that four of the sheets (Converted Data, Results, Output and Notes) are protected and cannot be changed. Only on the Data Entry sheet can the content of the sheet be added to or changed by the user. When data are entered into the Date Entry sheet, all the other sheets are updated automatically, producing the results that can be used for analysis and reporting. The Graphs sheet is not protected, allowing the graphs to be copied and pasted into a document for reporting. (see Section 10)

- The files are designed so that data from two different time points ('before' and 'after') can be entered into the sheet.
- The first time point (the 'before' survey) should ideally be before any project activities are undertaken with participants.
- The second time point (the 'after' survey) can be at the end of the project or at some suitable time point after the start of the project where measurable change in the participants can reasonably be expected to have occurred. This will reflect the programme's theory of change.

9.2.1 ENTERING DATA: AN EXAMPLE

Use only responses from project participants in which the scales are fully completed. Ensure that all items in a scale have been completed before entering the data. If all items in a scale have not been completed by the participant, the scores for the scale will be incomplete and will not effectively measure the relevant concept or reflect the true score for the participant.

To explain how to use the files to process data, an example using the Rosenberg Self-Esteem Scale is presented below. An example project file ('Rosenberg Self-Esteem Scale- EXAMPLE.xlsx') has been created showing mock project data. Viewing this file while reading this section will enhance understanding of how to use the Excel files to process survey data.

While the Rosenberg Self-Esteem Scale is used as an example, the instructions on how to process and report the findings apply to all the scales available with this Manual.

Entering 'before' Survey Data

Although we have assumed that programmes will undertake before and after surveys to measure any changes which may have occurred in programme participants, the 'before' data sheets can also be used for one-off surveys for, for example, diagnostic purposes to better understand the strengths and weaknesses of participants

The survey data should be entered into the Data Entry sheet in the Excel file. The first item of data to be entered into the Excel sheet is the participant's identification number.

- **It is important that each participant should have a unique identification number that will allow the scales completed in the 'before' survey to be matched with those submitted by the participant in the 'after' survey.**

The answers from the survey of participants can now be entered into the sheet.

- **Take care when entering the data to make sure that only the correct values are entered into the correct cells. Entering the wrong values will reduce the accuracy and relevance of the findings.**

Each row on the Data Entry sheet is a different survey respondent.

Figure 9.1 below shows an extract from a questionnaire showing the personal details of survey respondent identified as 'P01'. This information needs to be entered into the sheet, although as already noted, some of this may have been collected by the organisation via enrolment or mentoring.

Figure 9.1. Extract from project respondent P01 – ‘before’ survey

PERSONAL DETAILS

Finally, a few questions about yourself. This information will permit us to better understand the meaning of the data. Please tick the relevant boxes and write in answers where appropriate.

Participant number?P01.....

What sex are you?

Male ₁
Female ₂
Other ₃

What age were you on your last birthday? (Please write in)21.....

What was the highest level of education that you successfully completed?

University ₁
College / Post-secondary ₂
Secondary school ₃
Primary school ₄
No formal education ₅
Other ₆ If ‘other’, please specify.....

Question on ethnicity / nationality?*

Item 1 ₁
Item 2 ₂
Item 3 ₃
Item 4 ₄
Item 5 ₅

Question on disability* - Do you have any long-standing illness, disability or infirmness?

Item 1 - Yes ₁
Item 2 - No ₂
Item 3 ₃
Item 4 ₄

➔ **Note:** Items related to ethnicity/nationality or disability have been left blank. When designing the questions for specific projects, the project team can identify the items/categories that will work best for their project. Further details on this are available in Box 9.2.

Box 9.2. A note on the ethnicity/nationality and disability questions

Due to national and cultural differences and sensitivities, pre-defined questions have not been created for ethnicity/nationality and disability. Instead, categories have been created in the Excel file but the items which respondents can select have been left blank. This allows project staff to identify options for these questions that suit their local requirements.

The question on ethnicity/nationality has been given five options (Item 1 to Item 5) and the disability question has been allocated four options (Item 1 to Item 4). However, it is important to note that if there is a need for a question with a smaller number of options, you can easily replace the question with one that has a smaller number (e.g. a 'yes'/'no' question). These questions can be completed as if they were designed with fewer items. The Excel file will produce results as if it was designed as a two-item question.

In the example Excel sheet, the question for disability is a two-item question ('yes'/'no'), although it has been designed as a four-item question. Only 1s or 2s are entered into the Data Entry sheet for this question and the output only shows the data for these two responses.

Figure 9.2 below shows the information entered into the Data Entry sheet for the above questionnaire. For written answers, the written response is typed into the cell. For tick boxes, it is the number next to the box that is entered into the Data Entry screen. The information included in the questionnaire is entered into the sheet as follows:

- **Participant No.** The number allocated to the project participant (P01) is typed into the cell under the column titled 'Participant No.'
- **Sex.** For the sex of the respondent, the number '1' is entered because they ticked the first box for 'Male'.
- **Age.** The age of the respondent (21 years old) is typed in the same row under the column 'Age'.
- **Education.** For level of education, the number '3' is entered because the respondent ticked the third box down for 'Secondary school'.
- **Ethnicity / Nationality.** The respondent ticked the first box for this question and '1' has been entered under 'Ethnicity/Nationality'.
- **Disability.** The respondent ticked the second box for this question and '2' has been entered in the column labelled 'Disability'.

Figure 9.2. Personal details for project respondent P01 entered into the 'Data Entry' sheet

	A	B	C	D	E	F	G	H
1	Sport and Employability M&E Manual - ROSENBERG SELF-ESTEEM SCALE - Example file							
2	Participant No.	Sex	Sex - other	Age	Education	Ethnicity/Nationality	Disability	Attendance
3								
4	P01		1	21	3		1	2

➔ **Note: The Attendance column is blank for now. This can be completed at a later stage when responses from the 'after' survey are entered.**

Once the data are entered into the Data Entry sheet, all the other sheets are automatically updated. No additional processing is required on other sheets.

The Converted Data sheet shows the labels for the data entered (see Figure 9.3).

Figure 9.3. Personal details for project respondent P01 as viewed in the 'Converted Data' sheet

	A	B	C	D	E	F	G	H
1	Sport and Employability M&E Manual - ROSENBERG SELF-ESTEEM SCALE - Example file							
2	No. / Name	Sex	Sex - other	Age	Education	Ethnicity/Nationality	Disability	Attendance
3			Write in answer					
4	P01	Male		21	High School	1	Item 2	

Once the personal data for the respondent have been entered, the responses to the Rosenberg Self-Esteem Scale can be entered. Figure 9.4 shows respondent P01's answers to the self-esteem question. This can now be entered into the Data Entry sheet.

Figure 9.4. Respondent P01’s answers to the Rosenberg Self Esteem question – ‘before’ survey

Rosenberg Self-Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. Please state whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

	Strongly disagree	Disagree	Agree	Strongly agree
1 On the whole I am satisfied with myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4
2 At times I think I am no good at all	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3 I feel that I have a number of good qualities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4
4 I am able to do things as well as most other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
5 I feel I do not have much to be proud of	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6 I certainly feel useless at times	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7 I feel that I am a person of worth, at least equal with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4
8 I wish I had more respect for myself	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9 All in all, I am inclined to think I am a failure	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10 I take a positive attitude towards myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4

The Data Entry sheet (see Figure 9.5) shows respondent P01’s self-esteem responses entered into columns RSE1(Before) to RSE10(Before). The data entered correspond with the boxes ticked by the respondent. For Item 1 ‘On the whole I am satisfied with myself’, respondent P01 ticked ‘Agree’ (3). Therefore ‘3’ is typed into the cell I4 for RSE1(Before) ‘satisfied with self’.

Figure 9.5. Self-esteem responses for project respondent P01 as viewed in the ‘Data Entry’ sheet

I	J	K	L	M	N	O	P	Q	R
RSE1(Before)	RSE2(Before)	RSE3(Before)	RSE4(Before)	RSE5(Before)	RSE6(Before)	RSE7(Before)	RSE8(Before)	RSE9(Before)	RSE10(Before)
satisfied with self	No good at all	good qualities	as well as other people	not much to be proud of	feel useless at times	of worth, equal with others	wish more respect for self	I am a failure	positive attitude to self
3	1	3	4	2	2	3	1	2	3

It is worth noting that the data in the Converted Data sheet are different to those entered into the Data Entry sheet (see Figure 9.6). The data have been automatically processed (undertaking the reverse scoring referred to in Section 7) to allow the overall score for the respondent to be calculated. The total RSE Score is the sum of the scores from RSE1(Before) to RSE10(Before). The total score for this project participant is 23.

Figure 9.6. Self-esteem responses for project respondent P01 as viewed in the Converted Data sheet

I	J	K	L	M	N	O	P	Q	R
RSE1(Before)	RSE2(Before)	RSE3(Before)	RSE4(Before)	RSE5(Before)	RSE6(Before)	RSE7(Before)	RSE8(Before)	RSE9(Before)	RSE10(Before)
satisfied with self	No good at all	good qualities	as well as other people	not much to be proud of	feel useless at times	of worth, equal with others	wish more respect for self	I am a failure	positive attitude to self
2	3	2	3	2	2	2	3	2	2

The data for all respondents need to be entered with a new row for each of the survey respondents.

Figure 9.7 shows an example of the completed Data Entry sheet for project participants who completed the ‘before’ questionnaire at the beginning of the project. It shows the data entered for the personal profile questions and for the self-esteem responses.

Figure 9.7. Data Entry sheet showing all the data entered from the ‘before’ project survey

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
1	Sport and Employability M&E Manual - ROSENBERG SELF-ESTEEM SCALE - Example file																		
2	Participant No.	Sex	Sex - other	Age	Education	Ethnicity/Nationality	Disability	Attendance	RSE1(Before)	RSE2(Before)	RSE3(Before)	RSE4(Before)	RSE5(Before)	RSE6(Before)	RSE7(Before)	RSE8(Before)	RSE9(Before)	RSE10(Before)	
3									satisfied with self	No good at all	good qualities	as well as other people	not much to be proud of	feel useless at times	of worth, equal with others	wish more respect for self	I am a failure	positive attitude to self	
4	P01	1		21	3		1	2	3	1	3	4	2	2	2	3	1	2	3
5	P02	1		17	5		1	2	2	2	3	2	2	2	2	2	2	1	2
6	P03	2		18	2		1	2	4	2	3	3	2	2	2	3	1	2	2
7	P04	2		18	4		3	2	2	3	3	2	2	2	2	2	2	2	1
8	P05	2		20	1		1	2	2	2	3	2	2	2	2	2	2	2	2
9	P06	1		16	4		2	2	3	2	3	2	2	2	2	3	2	1	2
10	P07	1		16	3		1	1	4	1	4	3	2	1	4	1	1	2	4
11	P08	1		22	5		1	1	2	3	3	2	2	2	2	2	2	2	2
12	P09	1		17	2		4	1	3	2	3	3	2	2	2	3	2	1	2
13	P10	2		17	2		2	2	4	2	2	2	2	2	2	2	1	2	2
14	P11	1		19	4		1	1	2	3	1	2	2	3	2	3	2	1	1
15	P12	3		15	3		1	2	3	2	3	2	2	2	2	3	2	1	2
16	P13	2		17	3		1	2	2	2	3	2	2	2	2	2	2	1	2
17	P14	1		19	5		1	2	4	1	3	4	2	1	3	1	1	2	3
18	P15	2		25			1	1	3	2	3	3	2	2	2	3	2	1	3
19	P16	2		16	6		1	2	2	3	3	2	2	2	2	2	2	2	3
20	P17	2		18	2		3	1	3	2	3	2	2	2	2	2	2	1	2

It should be noted that the level of education for participant respondent P15 is blank (cell E18). This means that the respondent did not provide an answer for this question. **Where a respondent has not answered a question in the personal details section, leave the cell empty.**

- However, empty cells should NOT be permitted in the data provided by project participants from scales. If all items in a scale have not been completed by the project participant, the scores for the scale will be incomplete and will not reflect the true score for the participant. Using only data where all items have been completed by project participants will strengthen the robustness and accuracy of the findings.

The Results sheet (see Figure 9.8) shows the ‘before’ self-esteem scores for each of the project participants. For example, participant P07 has the highest score 27 (cell C10), while participant P11 has a score of 10 (cell C14), which is the lowest of all the participants. Project staff can use the individual scores from the participants to assist with the planning and design of services and mentoring to help each project participant to develop.

Figure 9.8. Results sheet showing the total self-esteem scores for each project participant at the beginning of the project

	A	C	E	F
1	Sport and Employability M&E Manual - I			
2	No. / Name	RSE(Before)	RSE(After)	Difference
3				in RSE scores
4	P01		23	#VALUE!
5	P02		17	#VALUE!
6	P03		21	#VALUE!
7	P04		14	#VALUE!
8	P05		16	#VALUE!
9	P06		19	#VALUE!
10	P07		27	#VALUE!
11	P08		15	#VALUE!
12	P09		20	#VALUE!
13	P10		21	#VALUE!
14	P11		10	#VALUE!
15	P12		19	#VALUE!
16	P13		17	#VALUE!
17	P14		25	#VALUE!
18	P15		20	#VALUE!
19	P16		15	#VALUE!
20	P17		18	#VALUE!

In addition to the individual data for participants, aggregate findings for the ‘before’ survey can be viewed in the Data Output sheet. Figure 9.9 displays descriptive statistics from the personal questions (e.g. numbers and percentages), as well as the mean average self-esteem scores for all project participants, as well as a breakdown of the scores by sex, education, ethnicity/nationality and disability. For most of the variables, both the absolute numbers and percentages are provided (e.g. 8 respondents were male, making up 47.1% of the sample). For age, the minimum and maximum scores are provided, as well as the range between the minimum and maximum scores, the mean (i.e. average score), the median (i.e. middle score in the list of numbers) and the mode (i.e. the value that occurs most often).

The findings show that for the sex of respondents, 47.1 per cent of respondents were male (cell D7), 47.1 per cent were female (cell D8) and one respondent classed themselves as ‘other’ (5.9%) (cell D9). The survey findings also show that the mean average self-esteem score for all respondents at the beginning of the project was 18.6 (cell H4) but was higher for males (19.5) (cell H7) than females (17.8) (cell H8).

Figure 9.9. 'Data Output' sheet showing tables of results for the 'before' survey only

Sport and Employability M&E Manual - ROSENBERG SELF-ESTEEM SCALE - EXAMPLE FILE												
				All respondents		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
				All respondents			18.6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
				Sex		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
6	Sex	n	%	Sex		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
7	Male	8	47.1	Male		8	19.5	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
8	Female	8	47.1	Female		8	17.8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
9	Other	1	5.9	Other		1	19.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
10	Total	17	100.0									
				Age		Years						
12	Age	Years										
13	Youngest	15										
14	Oldest	25										
15	Range	10										
16	Mean	18.2										
17	Median	18.0										
18	Mode	17										
				Education		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
20	Education	n	%	Education		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
21	University	1	6.3	University		1	16.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
22	College	3	18.8	College		3	19.7	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
23	High school	5	31.3	High school		5	21.4	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
24	Primary school	3	18.8	Primary school		3	14.3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
25	No formal education	3	18.8	No formal education		3	19.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
26	Other	1	6.3	Other		1	15.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
27	Total	16	100.0									
				Ethnicity/Nationality		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
29	Ethnicity/Nationality	n	%	Ethnic background		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
30	Item 1	12	70.6	1		12	18.8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
31	Item 2	2	11.8	2		2	20.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
32	Item 3	2	11.8	3		2	16.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
33	Item 4	1	5.9	4		1	20.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
34	Item 5	0	0.0	5		0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
35	Total	17	100.0									
				Disability		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
37	Disability	n	%	Disability		Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance	
38	Item 1	6	35.3	Item 1		6	18.3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
39	Item 2	11	64.7	Item 2		11	18.8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
40	Item 3	0	0.0	Item 3		0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
41	Item 4	0	0.0	Item 4		0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
42	Total	17	100.0									

➔ **Note:** This figure shows only the results from the 'before' survey. Where data for the 'after' survey have not yet been entered, the cells show #DIV/0!.

The averages, or mean, median and mode of the age of respondents are shown in the Data Output sheet:

- The 'mean', often referred to as the average, is the sum of all values obtained and divided by the number of values.
- The 'median' is the midpoint in a range of values – if you order the values from lowest to highest the median is the value in the middle.
- The 'mode' is the value that occurs most often.

Entering 'after' Survey Data

When it comes to entering the data for the 'after' survey, only data collected from project participants who completed the 'before' survey, as well as the 'after' survey, should be included. **It is important to include only those who completed both the 'before' and 'after' surveys in full so that direct comparison of scores can be undertaken.**

- If a project participant completed a questionnaire at the beginning of the project, but subsequently left or did not complete a follow-up questionnaire, delete the data entered from the original survey for purposes of assessing change. You may wish to retain the data separately for your records.

- If a project participant did not complete a beginning of project questionnaire but completed an ‘after’-survey questionnaire (or even an interim questionnaire part way through the programme), there is no need to enter their data into the sheet.

Note: While it is recommended that the data from project participants that complete only one questionnaire (i.e. before or after) are not included for comparative purposes, the data from these individuals are important. Consequently, data from these individuals could be entered into a separate file so that the scores can be calculated for the individuals and used for diagnostic purposes to support their development.

Using the same process as for completing the ‘before’ survey, the responses provided by project participants on the ‘after’ survey for the self-esteem scale should be entered into the same Data Entry sheet in the columns named RSE1(After) to RSE10(After).

It is not necessary to re-enter the personal details of the respondents, however, information on project participants’ levels of attendance needs to be entered.

Attendance Levels of Project Participants

The Data Entry sheet includes a column for recording each participant’s level of attendance (Column H). This is important for understanding the contribution that level of engagement in the project has on project outcomes. Project staff should use monitoring data to determine participants’ level of attendance and add this to the sheet under the following categories:

- 75%-100% 1
- 51%-74% 2
- Up to 50% 3

The attendance level of participant P01 was calculated to be between 75%-100%, therefore ‘1’ is typed into cell H4 in the Data Entry sheet. Enter the attendance levels for all participants accordingly.

Figure 9.10 shows a completed data set, with the Attendance column completed, the ‘before’ self-esteem survey responses entered into the columns RSE1(Before) to RSE10(Before) and the ‘after’ self-esteem survey responses entered into the columns RSE1(After) to RSE10(After).

Figure 9.10. Data Entry sheet showing the data entered for Attendance and the self-esteem responses from the ‘before’ and ‘after’ surveys

	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	
1	Attendance	RSE1(Before)	RSE2(Before)	RSE3(Before)	RSE4(Before)	RSE5(Before)	RSE6(Before)	RSE7(Before)	RSE8(Before)	RSE9(Before)	RSE10(Before)	RSE1(After)	RSE2(After)	RSE3(After)	RSE4(After)	RSE5(After)	RSE6(After)	RSE7(After)	RSE8(After)	RSE9(After)	RSE10(After)	
2		satisfied with self	No good at all	good qualities	as well as other people	not much to be proud of	feel useless at times	of worth, equal with others	wish more respect for self	I am a failure	positive attitude to self	satisfied with self	No good at all	good qualities	as well as other people	not much to be proud of	feel useless at times	of worth, equal with others	wish more respect for self	I am a failure	positive attitude to self	
3																						
4	1	3	1	3	4	2	2	3	1	2	3	4	1	3	4	2	2	3	1	2	3	
5	1	2	2	3	2	2	2	2	2	1	2	3	2	3	2	2	2	2	2	2	1	2
6	3	4	2	3	3	2	2	3	1	2	2	4	2	3	3	2	2	3	1	2	2	
7	1	2	3	3	2	2	2	2	2	2	1	3	3	3	3	2	2	3	2	2	1	
8	2	2	2	3	2	2	2	2	2	2	2	3	2	3	2	2	2	3	2	2	2	
9	1	3	2	3	2	2	2	3	2	1	2	4	2	3	2	1	2	4	2	1	2	
10	2	4	1	4	3	2	1	4	1	2	4	4	1	3	3	2	1	4	1	2	4	
11	2	2	3	3	2	2	2	2	2	2	2	2	3	2	2	3	2	2	2	2	3	
12	2	3	2	3	3	2	2	3	2	1	2	3	2	3	3	3	3	3	2	2	2	
13	1	4	2	3	3	2	2	3	1	2	2	4	2	3	4	2	2	3	1	2	2	
14	2	2	3	1	2	2	3	2	3	2	1	2	3	1	2	2	3	2	3	1	1	
15	3	3	2	3	2	2	2	3	2	1	2	3	3	3	2	2	2	3	2	1	2	
16	1	2	2	3	2	2	2	2	2	1	2	3	2	3	2	2	1	3	2	2	2	
17	2	4	1	3	4	2	1	3	1	2	3	4	1	3	4	2	1	3	1	2	3	
18	2	3	2	3	3	2	2	3	2	1	2	3	2	3	3	2	2	3	2	1	1	
19	2	2	3	3	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	
20	1	3	2	3	2	2	2	2	2	1	2	3	1	3	2	1	2	3	2	1	2	

Now that the data from the ‘before’ survey and ‘after’ survey have been entered, the Results sheet now displays both the ‘before’ and ‘after’ self-esteem scores for each project participant. Figure 9.11 shows that P01’s self-esteem score from the ‘before’ survey was 23, but this has increased to 24 for the ‘after’ survey. The number in column F shows the difference between the two surveys (+1).

Figure 9.11. Data Output sheet showing the tables of results for the 'before' and 'after' survey

	A	C	E	F
1	Sport and Employability M&E Manual - RC			
2	No. / Name	RSE(Before)	RSE(After)	Difference
3				in RSE scores
4	P01	23	24	1
5	P02	17	18	1
6	P03	21	21	0
7	P04	14	17	3
8	P05	16	18	2
9	P06	19	22	3
10	P07	27	26	-1
11	P08	15	17	2
12	P09	20	18	-2
13	P10	21	22	1
14	P11	10	11	1
15	P12	19	18	-1
16	P13	17	19	2
17	P14	25	25	0
18	P15	20	19	-1
19	P16	15	15	0
20	P17	18	21	3
21	0			#VALUE!
22	0			#VALUE!

Figure 9.12 below shows the Data Output tables which display and compare aggregate results from the 'before' and 'after' surveys.

- The tables on the right of the figure show the mean average self-esteem scores of all project participants and from different groups. For example, it can be seen that the mean average self-esteem score for all participants increased by 0.8 (cell J4) from 18.6 (cell H4) at the beginning of the project to 19.5 (cell I4). (Note the increase is rounded down).
- It also shows the changes for different groups of project participants. The mean average self-esteem score increased for males from 19.5 to 20.1 (an increase of 0.6) (cell J7), while the results of females increased from 17.8 to 19.0 (an increase of 1.3) (cell J8). (Note The increase is rounded up)
- These findings can be used to report if and/or how participants have progressed between the two surveys and respective time intervals.
- The issue of 'outliers' might arise - i.e. individuals with very high or low scores. If this concerns you, you might choose to remove these data to see if it affects the findings.

Figure 9.12. Data Output sheet showing the tables of results for the 'before' and 'after' survey

Sport and Employability M&E Manual - ROSENBERG SELF-ESTEEM SCALE - EXAMPLE FILE										
				All respondents	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
				All respondents	17	18.6	19.5	0.8	0.044	Significant (p<.05)
				Sex	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
				Male	8	19.5	20.1	0.6	0.305	Not significant (p>.05)
				Female	8	17.8	19.0	1.3	0.049	Significant (p<.05)
				Other	1	19.0	18.0	-1.0	#DIV/0!	#DIV/0!
				Total	17	100.0				
				Age	Years					
				Youngest	15					
				Oldest	25					
				Range	10					
				Mean	18.2	The 'mean', often commonly referred to as the average, is the sum of all values obtained divided by the number of values.				
				Median	18.0	The 'median' is the midpoint in a range of values – order the values from lowest to highest and the median is the value in the middle.				
				Mode	17	The 'mode' is the value that occurs most often.				
				Education	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
				University	1	16.0	18.0	2.0	#DIV/0!	#DIV/0!
				College	3	19.7	20.0	0.3	0.840	Not significant (p>.05)
				High school	5	21.4	21.8	0.4	0.541	Not significant (p>.05)
				Primary school	3	14.3	16.7	2.3	0.073	Not significant (p>.05)
				No formal education	3	19.0	20.0	1.0	0.225	Not significant (p>.05)
				Other	1	15.0	15.0	0.0	#DIV/0!	#DIV/0!
				Total	16	100.0				
				Ethnicity/Nationality	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
				Item 1	12	18.8	19.3	0.5	0.166	Not significant (p>.05)
				Item 2	2	20.0	22.0	2.0	0.295	Not significant (p>.05)
				Item 3	2	16.0	19.0	3.0	#DIV/0!	#DIV/0!
				Item 4	1	20.0	18.0	-2.0	#DIV/0!	#DIV/0!
				Item 5	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
				Total	17	100.0				
				Disability	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
				Item 1	6	18.3	18.7	0.3	0.695	Not significant (p>.05)
				Item 2	11	18.8	19.9	1.1	0.019	Significant (p<.05)
				Item 3	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
				Item 4	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
				Total	17	100.0				

- There may be circumstances where some cells in the Data Output sheet display #DIV/0! This is an indication that an error had occurred in processing the data. It is likely that something is missing.
- In Figure 9.12, cell H34 shows #DIV/0! because no data were entered for Item 5 of the Ethnicity/ Nationality question. If #DIV/0! appears in a cell, but this was not expected, **check that all the appropriate and correct data have been entered into the system.**

The output #DIV/0! is also shown in cells under the p-value and Significance columns. The reason for this is explained in Section 9.4.

9.3 REPORTING SURVEY FINDINGS

The findings from the survey can be extracted for reporting from the Results sheet, the Data Output sheet and the Graphs sheet using the cut and paste functions.

- Findings from individual project participants can be found in the Results sheet. However, it should be noted that in any reporting of individual results, individual participants should not be identifiable through the reporting. Even if the name of the individual is not reported, individuals can be identified through characteristics, such as sex, age, ethnicity/nationality and disability. Consequently, great care is needed when reporting results for individuals.
- The Data Output sheet provides aggregate findings from the survey. This includes tables showing the findings of the sex, age and education levels of the project participants, as well as the mean average self-esteem scores for different groups. The tables in this sheet can be cut and pasted into a document for reporting.

- The Graphs sheet provides figures that can also be cut and pasted from the sheet and pasted into a document for reporting.

The charts on the Graphs sheet are designed to display findings from before and after survey data, however, it is not necessary to enter both before and after data to display findings. The charts will display the findings for the one point in time data only, which might be useful for diagnostic purposes.

9.3.1 STATISTICAL TEST - INTERPRETING AND REPORTING THE P-VALUE

In addition to presenting the mean self-esteem scores, the Excel file provides results for statistical tests. The Data Output sheet provides the results of paired sample t-tests (see Figures 9.12 and 9.13). This is a statistical test that compares the difference between two mean scores from the same group (e.g. before and after). It determines if the mean difference between two sets of observations is statistically significantly different from zero.

If the p-value in Column K is less than .05 then the difference between the two means are statistically significantly different. This means that you can have some confidence that the difference in self-esteem scores between the two surveys represents a real change in the respondents surveyed. If the p-value is greater than .05, you cannot be confident that the change shown in the self-esteem scores is real- it is more likely that the difference was due to chance and there was no real difference between the 'before' and 'after' scores.

Figure 9.13 show the statistical test results for the difference between the before and after self-esteem scores of all respondents and by the male and female respondents. The findings in the tables can be reported in the following way:

For all project participants, the mean self-esteem scores increased from 18.6 to 19.5 (an increase of 0.8) between the 'before' and 'after' surveys, which was statistically significant ($p < .05$). (The increase was rounded down)

Although there was an increase in the self-esteem scores for males from 19.5 to 20.1 (an increase of 0.6), this was not statistically significant ($p > .05$). However, the increase in females from 17.8 to 19.0 (an increase of 1.3) was statistically significant ($p < .05$). (The increase was rounded up)

Figure 9.13. Data Output sheet showing 'before' and 'after' self-esteem survey results for all participants and by sex of respondent

	F	G	H	I	J	K	L
ROSENBERG SELF-ESTEEM SCALE - Example file							
	All respondents	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
	All respondents		18.6	19.5	0.8	0.044	Significant ($p < .05$)
	Sex	Number	Mean RSE(Before)	Mean RSE(After)	Difference	p-value	Significance
	Male	8	19.5	20.1	0.6	0.305	Not significant ($p > .05$)
	Female	8	17.8	19.0	1.3	0.049	Significant ($p < .05$)
	Other	1	19.0	18.0	-1.0	#DIV/0!	#DIV/0!

When reporting the findings from the survey, it is important to report the self-esteem *scores* obtained from the survey – these are the key findings from the survey. The *p*-value does not change the results

obtained, it only gives an indication of whether the difference is likely to be real or a product of chance. A statistically significant result provides a stronger indication that there has been a real change in the self-esteem of the project participant between the two surveys.

In some cells the output #DIV/0! is shown in the p-value and Significance columns (e.g. cells K9 and L9) (see Figure 9.12 and 9.13). This is because only one respondent indicated that their sex was 'Other'. As a consequence, it is not possible for Excel to perform a t-test and therefore the result cannot be calculated. Where the error #DIV/0! is obtained, it may mean that there is insufficient data to perform a calculation. Also, cell K32 in Figure 9.12 shows #DIV/0! for the test of the difference between the self-esteem scores of respondents who ticked Item 3 on the Ethnicity/Nationality question. While two respondents provided relevant data, Excel is not able to produce a p-value because the change in self-esteem scores for both respondents were the same. **Be aware that Excel is not always able to produce p-value results, particularly with very small sample sizes.** However, even if it can display p-values, with very small sample sizes it is very unlikely that statistically significant results will be produced.

Small sample sizes – Sample size is very important in research. In general, we can be more confident in the strength of results generated from larger sample sizes than smaller sample sizes. Small samples sizes (considered to be between 5-30) are prone to higher variability because a small number of respondents with particularly high or low changes in before and after scores can provide misleading and unrepresentative results. If the p-value for any of your results is .05 or lower, you can be more confident that the difference between the before and after scores is real and unlikely due to chance. However, if the p-value is greater than .05, be cautious in making claims about the difference between the before and after scores.

9.4 PROCESSING DATA FOR OTHER SCALES

The above sections have explained how to process and report findings for the Rosenberg Self-Esteem Scale. However, the same process applies to all the other scales included in this Manual (see Section 7 and Appendix 1). Separate Excel files have been created for each scale.

If more than one scale has been included in the project questionnaire, it will be necessary to use the appropriate Excel file to process the data for each scale. However, as the personal details of the project participants will remain the same, it is acceptable to copy and paste the personal detail data (i.e. from Participant No. through to Attendance) from the first completed Excel file to other Excel files. This will save some time by avoiding the need to re-enter the same personal data a second or more times. Once the data are copied to the new file, only the data from the new scale will need to be entered into the file.

9.5 FINAL COMMENT - AVOIDING ERRORS TO ENSURE ACCURATE DATA

- It is important to note that the output provided by the Excel files is only as good as the quality and accuracy of data entered into the Data Entry sheet.
- It is recommended that after the data are entered into the Data Entry sheet, time is taken to check that all the data have been entered correctly – for example, by getting a colleague to check.
- Data entry errors are easy to make (e.g. accidentally entering '6' when a '3' was to be entered). Where possible have a second person check that all the data have been entered correctly. Checking the data early is recommended to avoid problems in reporting at a later stage.

SECTION 10

REPORTING DATA

SECTION SUMMARY

This section provides a general indicative structure for reporting to funders on programme performance. Although many funders may have a required reporting format, we have provided an *indicative* format to aid your thinking about M&E and reporting. With regard to content of such reporting we have drawn on the requirements of Comic Relief – a major UK-based funder – for end of project reporting, which reflects the theory of change perspective of the Manual. This includes:

- **Descriptive data** about beneficiaries, budgets and activities.
- **Evaluation** of the strengths, weaknesses, opportunities and threats and the most significant achievements of the programme and key lessons learnt.
- **What has changed as a result of the programme?** This relates to achievement of desired outcomes, the people benefitting from the programme and the degree of diversity of participants achieved.
- **What lessons have been learnt** and how sustainable are the changes achieved?

10.1 THE NEED FOR REPORTING

Collecting data is of little use unless the information is written up in an evaluation report for dissemination to funders, partners, members of the development team and possibly community representatives. Most funders will have influenced the type of required outputs and, more importantly, desired outcomes. So, although the evaluation report is an essential element in the process of programme learning and development, it is also centrally important to the process of accountability. Consequently, such reports should not simply present a description of project activities but should address the concerns of the major funders and partners. Also, time and resources need to be committed to reporting and reports should be presented as professionally as possible (e.g., they might form the basis for future bidding for funding).

10.2 STRUCTURE AND CONTENT OF THE REPORT

As many funders may have a required reporting format it is difficult to propose a standardised format. The following is a relatively standard structure to stimulate your thinking.

Content

With regard to the content of reporting we have, with permission, drawn on the reporting requirements of Comic Relief (a UK charity which is a major funder of sport-for-development programmes). We have

used their requirements for final year reporting for their Level 3 programmes, which requires the most complex data and analysis. Comic Relief may be more demanding than some other funders, but their approach is closely related to elements of this Manual- a theory of change approach, the understanding of programme processes and critical self-reflection. It is provided to aid your thinking about such reporting, especially in cases where there is not a standardised funder format. (<https://www.comicrelief.com/funding/managing-your-funding/documents>).

- Importantly, Comic Relief states that *“the information given in the report should make sense to a reader who is new to the project”*.

Structure

- **Title Page.** Title, authors’ names, organisation and date of publication. Contact details could go here or overleaf.
- **Acknowledgements.** It is important to acknowledge all contributions to the project, including funders and those who have supported it. All contributors to the evaluation should also be acknowledged.
- **Contents Pages.** The titles of chapters and main sections within chapters should be listed along with relevant page numbers. All scales and figures should also be listed in separate lists (See Section 9). These are essential to allow readers to identify and access the sections of the report of most interest to them.
- **Summary.** This should be a bullet point list of the key issues under the headings in the contents page. Although its length will reflect the length of the report, you should aim for no more than two pages.
- **Introduction.** This should present a brief outline of the rationale for and history of the project (including a clear statement of its agreed aims and objectives). It would also be useful to include your theory of change, with an explanation here. It should also outline the nature and purpose of the report.

Contents

10.2(a) Descriptive data

Comic Relief, like all funders requires relatively descriptive management information, as follows:

Beneficiaries

Comic Relief requires descriptive data relating to the numbers and types (male, female, gender, defined differently) of three groups who benefited *directly* from the programme:

- Core target groups
- Frontline programme workers
- Other groups benefiting directly

This is compared to initial target numbers and refers not to numbers reached or trained, but the numbers you know who have *benefitted* (i.e., related to your outcome indicators).

You should also provide information on diversity and engaging under-represented or marginalised groups and *the key factors involved in being able to do this*.

These numbers should be related to the data you have from your outcome indicators (i.e., they should be people who your data show have actually benefitted- rather than just the number of people you have reached in your project activities). The requirement is to include numbers only for those where there is evidence that they have experienced a change. (Sections 7 and 9)

Budgets

They also require budgetary information comparing the original budget with actual spend for 6 categories (and explanations for over and underspend):

- Salaries
- Overheads
- Direct project costs
- Monitoring, evaluation & learning
- Organisational/ capacity development
- Capital costs

Activities

- Have you delivered the activities that you planned to in the past year?
- What activities were delivered, and what numbers of participants were achieved?

Interestingly, Comic Relief does not expect everything to be delivered exactly as planned. It accepts that there will be adjustments and adaptations to implementation according to changes in context and learning from experience. However, it is important to explain what might have changed from what was planned in order to understand the progress of your grant over the past year.

- What if anything did you need to change and adapt from your original plans?

Explain why you made any changes in your planned activities and approach.

10.2 (b) Evaluation

This reflects the issues outlined in Section 5 and 7 of the Manual and consists of a series of questions about programme processes and encourages critical self-reflection. It will depend on an analysis based on a critical evaluation of the programme's theory of change and systematic on-going formative evaluation. (see Section 1.4)

This section should provide a brief overview of your project over the past year and provide the context for the rest of the report. What has worked and, just as importantly, what has not worked? Original project plans often do not work out as expected when implementation begins. If this is the case, it is important to understand *why* and *how* you have adapted to this. Comic Relief is open to you changing your approach or activities or budget where this is clearly based on your learning and will better help you deliver the change that your project is working towards.

- Give an overview of what has happened over the past year and whether you feel you were able to deliver the plans you had for this year.
- Strengths, weaknesses, opportunities and threats
Reflecting on opportunities, threats and risks, outline what the successes and strengths of the project have been over the past year and the weaknesses and challenges you have faced.
- What have been the most significant achievements over the lifetime of this grant? This relates to the changes made to the people the grant has been supporting. Provide any key statistics or evidence to back up these achievements.
This will depend on your approach to outcome monitoring. (see Sections 7 and 9)
- What are you most proud of from the grant?
This could be anything from how the work has affected your organisation, how you have influenced others, how you have implemented the work and the project workers involved or the changes the grant has made for the people it is supporting.

- Did you achieve what you had hoped for over the lifetime of the grant? If you did, what were the key factors underpinning this? If not, what key factors prevented this? Again, this clearly relates to a theory of change approach. (see Section 5)
- How sustainable do you think the changes you have achieved will be and how have you tried to build sustainability into the changes? What was your approach to building sustainability into the changes you have made, and also how confident you are that these changes will continue beyond the life of your project and why?

This relates to your theory of change and might relate to participants achieving long term employment.

- What key lessons will you take from this grant into any future work? These lessons could be related to operational matters, partnership working, project planning and implementation, intervention approaches, understanding of target groups. Such thinking would be greatly assisted via a theory of change approach. (see Section 5)
- What are your plans for this project or work in the future?

What has changed as a result of your work?

- **Achievement of outcomes**

This requires detailed information and reflections on the achievement of all outcomes (see Sections 7 and 9), and what the data tells about the effectiveness of the interventions (see Section 5). This requires a statement of the initially expected and actual changes plus numbers of participants associated with each. Meaningful change often takes time, may not be achievable for everyone or may be a complicated process involving a range of external factors. It is important to understand how and why outcomes have been achieved or not and what learning can be taken from this. This is strongly associated with an analysis based on a theory of change (see Section 5) and can be illustrated by the graphs produced from the spreadsheets. (see Section 9.3)

- **What change have you seen over the life of the project?**

A narrative summary (a description) is required of the change observed in each indicator over the course of the project. Details are required of the changes you are seeing, not just a description of the activities you have delivered. (see Sections 7 and 9)

Looking at the data you have across the indicators, what have you achieved against this outcome and what learning does this give you about the effectiveness of your approach or the issue the outcome is seeking to address? (Section 9.3)

Again, this is closely related to a critical reflection on your theory of change.

- **What other learning have you gathered from this grant?**

This could be related to:

- The types of changes (expected or unexpected) emerging from your work or how those changes are happening. For example, was the programme more effective with some types of participants than other? Were some activities not as effective as expected?
- Lessons about your project's approach.

Both of these analyses should be based on a critical evaluation of your theory of change and its implementation and changes occurring throughout implementation.

Conclusions.

For ease of reading this section should be presented via bullet points.

Here you describe the core of what has been achieved by the programme, what you have learned from the evaluation and the implications that can be drawn, with some reflection on your theory of change. The discussion should draw on what has already been discussed in the body of the report and no new information should be introduced at this stage. You should also identify what lessons have been learned, the most effective components of the programme and what improvements (if any) could be made and recommendations for the way forward.

10.3 PROOF-READING AND EDITING

It is essential that someone not involved in the reporting proof-reads the report prior to distribution.

They should read it to check:

- understanding
- presentation
- if the conclusions and recommendations are supported by evidence
- grammar and spelling

APPENDIX 1

THE SCALES

Introduction

This appendix contains copies of all the scales introduced in Section 7. This will enable users of the manual to copy them for use either for mentoring or compilation of self-completion or interviewer-administered questionnaires. Please remember that all validated scales should be used in full to ensure that you are accurately measuring all aspects of the relevant concept.

PERCEIVED SELF-EFFICACY SCALE

Below is a list of statements dealing with your general feelings about yourself. Please state whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

		Strongly agree	Agree	Disagree	Strongly Disagree
1	If something looks too complicated, I will not even bother to try it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	I avoid trying to learn new things when they look too difficult	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	When trying something new, I soon give up if I am not initially successful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	When I make plans, I am certain I can make them work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	If I can't do a job the first time, I keep trying until I can	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	When I have something unpleasant to do, I stick to it until I finish it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	When I decide to do something, I go right to work on it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Failure just makes me try harder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	When I set important goals for myself, I rarely achieve them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	I do not seem to be capable of dealing with most problems that come up in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

11	When unexpected problems occur, I don't handle them very well	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	I feel insecure about my ability to do things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

LOCUS OF CONTROL SCALE

Please tick 'true' or 'false' to the statements below that best fit your own beliefs. There are no right or wrong answers.

		True	False
1	I usually get what I want in life	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2	I need to be kept informed about new events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3	I never know where I stand with other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4	I do not really believe in luck or chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2
5	I think that I could easily win a lottery	<input type="checkbox"/> 1	<input type="checkbox"/> 2
6	If I do not succeed on a task, I tend to give up	<input type="checkbox"/> 1	<input type="checkbox"/> 2
7	I usually convince others to do things my way	<input type="checkbox"/> 1	<input type="checkbox"/> 2
8	People make a difference in controlling crime	<input type="checkbox"/> 1	<input type="checkbox"/> 2
9	The success I have is largely a matter of chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2
10	Marriage is largely a gamble for most people	<input type="checkbox"/> 1	<input type="checkbox"/> 2
11	People must be the master of their own fate	<input type="checkbox"/> 1	<input type="checkbox"/> 2
12	It is not important for me to vote	<input type="checkbox"/> 1	<input type="checkbox"/> 2
13	My life seems like a series of random events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
14	I never try anything that I am not sure of	<input type="checkbox"/> 1	<input type="checkbox"/> 2
15	I earn the respect and honours I receive	<input type="checkbox"/> 1	<input type="checkbox"/> 2
16	A person can get rich by taking risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
17	Leaders are successful when they work hard	<input type="checkbox"/> 1	<input type="checkbox"/> 2
18	Persistence and hard work usually lead to success	<input type="checkbox"/> 1	<input type="checkbox"/> 2
19	It is difficult to know who my real friends are	<input type="checkbox"/> 1	<input type="checkbox"/> 2
20	Other people usually control my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2

WORK LOCUS OF CONTROL SCALE

The following questions concern your beliefs about jobs in general. Please tick the box that you think is closest to what you believe. There are no right or wrong answers.

		Dis- agree very much	Dis- agree mode- rately	Dis- agree slightly	Agree slightly	Agree mode- rately	Agree very much
1	On most jobs, people can pretty much accomplish whatever they set out to accomplish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2	If you know what you want out of a job, you can find a job that gives it to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3	Getting the job you want is mostly a matter of luck	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4	Promotions are usually a matter of good fortune	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5	Promotions are given to employees who perform well on the job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6	It takes a lot of luck to be an outstanding employee on most jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7	People who perform their jobs well generally get rewarded	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8	The main difference between people who make a lot of money and people who make a little money is luck	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

ROSENBERG SELF-ESTEEM SCALE

Below is a list of statements dealing with your general feelings about yourself. Please state whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

		Strongly disagree	Disagree	Agree	Strongly agree
1	On the whole I am satisfied with myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	At times I think I am no good at all	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	I feel that I have a number of good qualities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	I am able to do things as well as most other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	I feel I do not have much to be proud of	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	I certainly feel useless at times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	I feel that I am a person of worth, at least equal with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	I wish I had more respect for myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	All in all, I am inclined to think I am a failure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	I take a positive attitude towards myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

BRIEF RESILIENCE SCALE

Below is a list of statements dealing with your general feelings about yourself. Please indicate by tickling the relevant box whether you strongly disagree, disagree, agree or strongly agree with each statement. There are no right or wrong answers.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I tend to bounce back quickly after hard times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	I have a hard time making it through stressful events	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	It does not take me long to recover from a stressful event	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	It is hard for me to snap back when something bad happens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	I usually come through difficult times with little trouble	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	I tend to take a long time to get over setbacks in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

RESILIENCE SCALE (AGE 18 PLUS)

To what extent do the following statements apply to you? Please answer by ticking the relevant box. There are no right or wrong answers

		Not at all	A little	Some-what	Quite a bit	A lot
1	I get along with people around me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	Getting and improving qualifications or skills is important to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	I know how to behave in different social situations (such as at work, home, or other public places)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	My family is supportive towards me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	My family knows a lot about me (for example, who my friends are, what I like to do)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	If I am hungry, I can usually get enough food to eat	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7	People like to spend time with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8	I talk to my family/partner about how I feel (for example, when I am sad or concerned)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9	I feel supported by my friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10	I feel that I belong in my community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11	My family/partner stands by me when times are hard (for example, when I am ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12	My friends care about me when times are hard (for example, when I am ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13	I am treated fairly in my community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14	I have opportunities to show others that I can act responsibly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15	I feel secure when I am with my family/partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16	I have opportunities to apply my abilities in life (like using skills, working at a job, or caring for others)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17	I like my family/partner's culture and the way my family celebrates things (like holidays or learning about my culture)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

RESILIENCE OBSERVATION SCHEDULE

The questions below are designed to help us better understand how _____ copes with daily life and what role the people around them play in dealing with daily challenges. What is your relationship with the person above (mother, father, aunt, teacher, etc.)? _____

To what extent do the following statements apply to the individual? There are no right or wrong answers.

		Not at all	A little	Some-what	Quite a bit	A lot
1	They get along with people around them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2	Getting and improving qualifications or skills is important to them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	They know how to behave in different social situations (such as at work, home, or other public places)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4	Their family is supportive of them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5	Their family knows a lot about them (for example, who their friends are, what they like to do)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6	If they are hungry, they can usually get enough food to eat	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7	People like to spend time with them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8	They talk to their family/partner about how they feel (for example, when they are sad or concerned)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9	They are usually supported by their friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10	They feel that they belong in their community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11	Their family/partner stands by them when times are hard (for example, when they are ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12	Their friends will stand by them when times are hard (for example, when they are ill or in trouble)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13	They are treated fairly in their community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14	They have opportunities to show others that they can act responsibly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15	They feel secure when they are with their family/partner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16	They have opportunities to apply their abilities in life (like using skills, working at a job, or caring for others)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17	They like their family's/partner's culture and the way their family celebrates things (like holidays or learning about their culture)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

TEAMWORK

Below is a list of statements dealing with your general feelings about yourself. Please indicate how often each applies to you by placing a tick in the relevant box. There are no right or wrong answers.

	Almost always	Sometimes	Never
1 I can explain why teams are sometimes better than working by myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 I help with different jobs in my team and take responsibility for finishing my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3 I can get on well with my team and find ways to resolve a disagreement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4 When I finish my task, I can help others complete their tasks on time too	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5 I help my team make decisions and I make my own suggestions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 I recognise the value of others' ideas and make useful contributions myself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7 I include all teammates in group discussions and encourage them to contribute	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8 I can spot when I might be getting into an argument and take steps to avoid it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

DECISION-MAKING

Thinking about how you make decisions to what extent do the following statements apply to you? There are no right or wrong answers.

	True for me	Sometimes true	Not true for me
1 I feel as if I am under tremendous time pressure when making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 I like to consider all of the alternatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3 I prefer to leave decisions to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4 I try to find out the disadvantages of all alternatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5 I waste a lot of time on trivial matters before getting to the final decision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 I consider how best to carry out a decision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7 Even after I have made a decision, I delay acting upon it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8 When making decisions I like to collect lots of information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9 I avoid making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10 When I have to make a decision, I wait a long time before starting to think	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
11 I do not like to take responsibility for making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12 I try to be clear about my objectives before choosing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13 The possibility that small things might go wrong causes me to swing abruptly in my preferences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14 If a decision can be made by me or another person, I let the other person make it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
15 Whenever I face a difficult decision, I feel pessimistic about finding a good solution.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
16 I take a lot of care before choosing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
17 I do not make decisions unless I really have to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
18 I delay making decisions until it is too late	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
19 I prefer that people who are better informed decide for me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
20 After a decision is made I spend a lot of time convincing myself it was correct.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
21 I put off making decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22 I cannot think straight if I have to make decisions in a hurry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

SOCIAL SKILLS SELF-ASSESSMENT

To what extent do the following statements apply to you? There are no right or wrong answers.

	Almost always	Sometimes	Rarely
1 When someone asks me a question, I answer them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 I can start a new conversation with someone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3 I join in on conversations with other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4 I can change conversation topics appropriately	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5 I speak clearly, so others can understand what I am saying	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 When I am talking to someone, I use appropriate body language (i.e. turn towards them, make eye contact)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7 I am able to stay out of other people's personal space (i.e. keep an arm's length distance)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8 When someone is talking to me, I show them I am listening by looking towards them and nodding my head	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9 I use greetings (e.g. 'Hello, how are you?')	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10 I use farewells (e.g. 'it was good to see you, bye')	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
11 I choose topics of conversation that other people will find interesting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12 When I am talking to someone that I do not know I avoid topics such as religion, sex, politics and personal information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13 I use the telephone appropriately to give and obtain information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14 Even when I get frustrated, I am able to stay calm	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
15 If I disagree with someone, I still show them that I respect their ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
16 If someone points out that I made a mistake I can accept it without getting angry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
17 I apologise when I make a mistake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
18 I'm comfortable working in a group	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
19 I accept the ideas and suggestions of others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
20 I stay calm when a supervisor tells me that I made a mistake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

21	When a supervisor tells me to correct a mistake, I do it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22	I can handle it when someone tells me 'no'	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
23	I can explain things (e.g. instructions, direction, event) to other people in a way that they can understand	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
24	I do not touch other people's belongings without their permission	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
25	I ask for help if I need it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
26	If I do not understand what someone is telling me I ask them to explain it again	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
27	I offer help to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
28	I wear appropriate clothing to the programme and work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
29	I maintain good personal hygiene (shower/bath every day, comb hair, wash hands)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
30	I avoid showing strange behaviours (making noises, waving hands) in public	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
31	When it is break time, I do the same things that other course members do (chat, snack, read)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

SOCIAL SKILLS QUESTIONNAIRE

To what extent do the following statements apply to you? There are no right or wrong answers.

	Never	Rarely	Some- times	Often	Always
1 I am aware of my strengths & weaknesses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I can control my finances	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 I don't give up easily on things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 I am able to work on my own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I can concentrate for 30 minutes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I can complete tasks on time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 I find it hard to ask for help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 I can keep appointments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 I can complete complicated forms	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10 I usually come over well at interview	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11 I am confident about writing letters for different situations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 I find conflict hard to handle	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13 I take chances with my health	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
14 I can plan ahead	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15 I am able to be assertive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16 I am tolerant of other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17 I can take responsibility when things go wrong	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18 I am good at listening	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19 I am a confident person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
20 I am patient	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
21 I am unable to talk about my feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
22 I find it hard to relax	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23 I worry about what people think of me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
24 I know how to keep healthy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
25 I live a healthy lifestyle	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
26 I am aware of how I appear to others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
27 I am willing to learn new things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
28 I can face problems in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
29 I want to succeed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

SOCIAL SKILLS OBSERVATION SCHEDULE

To what extent do the following statements apply to the individual? There are no right or wrong answers.

1	Ability to listen	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
2	Ability to see own strengths	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
3	Sees value in learning new things	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
4	Belief in own ability to learn	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
5	Commitment	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
6	Demonstrates responsibility	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
7	Willingness to participate	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
8	Respect for cultural diversity	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
9	Shows respect for adults	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
10	Shows respect for peers	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
11	Ability to effectively communicate needs	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
12	Ability to effectively communicate feelings	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
13	Decision-making	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
14	Leadership	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High
15	Indicates interest in continued education	Low	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	High

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