

Enterprise Adviser Survey 2020

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About this report

This report presents the results of the 2019/2020 survey conducted by SQW of over 800 Enterprise Advisers. SQW is carrying out an evaluat on of the Enterprise Adviser Network on behalf of The Careers & Enterprise Company. The Enterprise Adviser survey forms a part of this evaluat on alongside online surveys and extensive telephone interviews with a range of stakeholders including Enterprise Coordinators, Hub Leads and Careers Leaders in schools and colleges. This report updates the evidence on how Enterprise Advisers are support ng schools and colleges and highlights who Enterprise Advisers are, what they do, what mot vates them and what they think about impact.

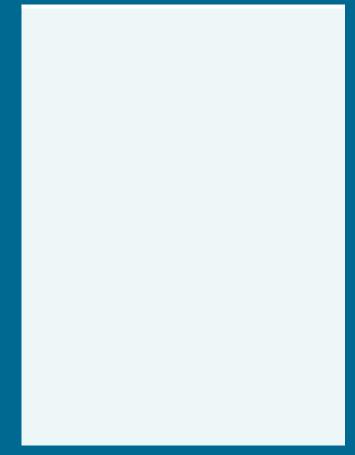
1 | Introduction

, ¢L[~]"pL[~]..>%iT¢L[~]¥L>[^]%ipL[~]fl[~]"L[^]...S^M[~] H¢S^M[~]
 Network (EAN) has grown steadily across the country,
 B, ~~LB ~n[~]A[°]S⁻C^M[~] L^M[°]
 H[°]L^M[°] L^M[°]
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 H[°]L^M[°]

The EAN currently consists of over 3,000 Enterprise Advisers, senior business volunteers working alongside Careers Leaders in schools and colleges to support \sim -H\$..., ¢LB-LL%HB, \sim fl~"L...%L" H%L%support careers leaders to develop bespoke career plans based on the needs of all their young people \sim -HpL ..."pL" >yLB ~~LB , ~‰~HM-Bss">"L" regular encounters with employers, training providers, B, LnL‰~HpsnpL~LHMB>, ~ $$\sim$ -‰"Y, ~‰

In light of the current Coronavirus pandemic, the role of the EAN has become increasingly important. With large numbers of young people missing out on employer encounters, workplace experiences and career

A similar survey of Enterprise Advisers was conducted s_{-} : L'~LLH", ALB>Y, Y%s-B, ...,s-n""pL" responses between these surveys, as the results may ~, "ALTL..L%w~"> L, N> fl~"L'...S%w" HC%w% psL" EL>By~, E LHnL""pL" s s> , ~%wN"pS%B, ...,s%w" s'S%b~B, Y'>ns-n", %bL""pL" > w's'¥", NT~Hs-n%a'L"



2 Who are Enterprise Advisers?

Most Enterprise Advisers are senior leaders, middle managers and professionals or self-employed, ref ect ng signif cant experience in the workplace.

Enterprise Advisers are mostly senior leaders (33%) or middle managers/ professionals (43%). A further 12% of fl~"L^...\$\" ">^L`>"\" \" L^\$\" \" \L^\$\" L^\$\" \" \L^\$\" L^\$\" \L^\$\" \L^\$\" L^\$\" \L^\$\" \L^\$\" L^\$\" \L^\$\" \L^\$\

), %öfl~"L^...\$%bi H¢\$%b%6EL^L`s~`"pL`, HL^`>nL`B>"Ln, ^\$L%E \$"p`, ¢L^``"p^LL ‡Ÿ>^"L^% `, N^L‰, ~HL~"‰¢L^``"pL` >nL`, N ``Lj LB ~n`%a~\$TB>~"`L¤..L^\$L~BL`s~`"pL`E, ^y...>BL`

\$, A``, L'H\$%6\$AY , ~`, Nfl~"L^...\$16" H\$\$160" L%9, ~HL~"%6

Source SQW (N=799) * T+>">S%T "L`LH` to include only respondents who have been matched with a school/ B, LnL TI YL%, ~` type: single choice.

Enterprise Advisers are beginning to build up substant al experience in the role

Of these respondents, 98% (N=799) had been matched to at least one school or college. It is this group of matched Enterprise Advisers that have been used in subsequent analysis.



Not applicable

No

Enterprise Advisers engage most frequently with their Enterprise Coordinator and Careers Leaders

As a part of their role Enterprise Advisers reported that they engage most frequently with their EC and with Careers Leaders in schools and colleges.

5pL'} >w'\$'¥ , Nfl~"L^...\$‰ H¢\$‰%&~n>nLH`£ \$p` fl` ‰"`L>%L¢L^¥`p>N"L^} 5p\$%%`V~`%`...\$‰n `fl` ‰ provide support and training to Enterprise Advisers and , I L~`>™L~H'} LL ~n%AL"£LL~`fl~"L^...\$‰ H¢\$‰`‰ and Careers Leaders. Of the Enterprise Advisers who engage with their ECs less frequently, the majority meet on a termly basis.

Careers Leaders are the key contact for an Enterprise Adviser within their matched school or college, so it is natural that these are the second most frequently

Source: SQW (N=799)

Most Enterprise Advisers are matched quickly to a school or college

When business volunteers join the Network as Enterprise Advisers, they are matched to schools and colleges by Enterprise Coordinators. The survey results suggest that the matching process between Enterprise Advisers and schools/colleges is working well. The majority of Enterprise Advisers were matched within

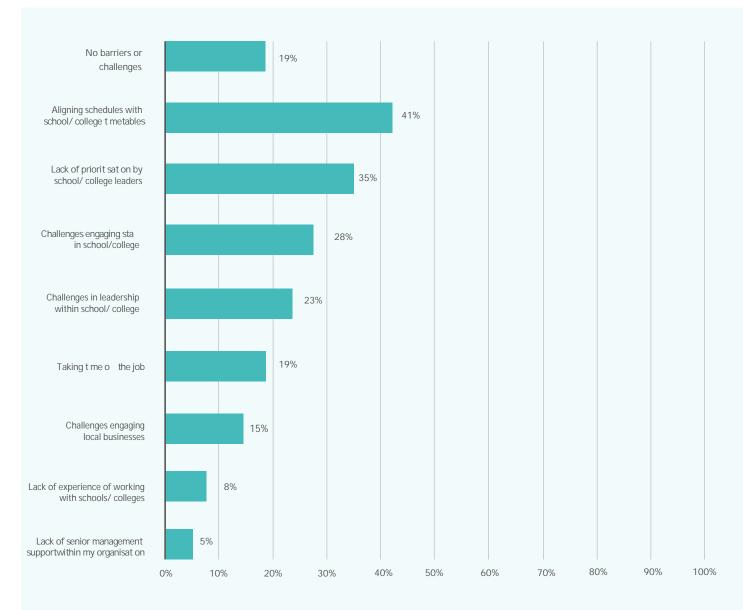
The overwhelming majority (93%) of Enterprise Advisers are sat sf ed with the support they receive from their Enterprise Coordinators to deliver their role

fl "%%..., ^" fl~"L^...\$%" H¢\$%", `HL \$¢L^`"pLs``, L `5p\$%B>~`AL`"p`, Ÿnp`} >ys-n`B, ~~LB , ~%", `, B>`

Aligning schedules with school and college t metables was the most commonly reported challenge to delivering the Enterprise Adviser role

, ~Lǐs-ǐT¢Lǐ fl~"L[^]...s‰i H¢s‰i%d..., [^]"LH̃L¤.L^sL~Bs-nǐ~, ^{*}A>[^]sL[^]‰n[^] challenges to delivering their role. The most common challenges reported among fl~"L[^]...s‰i H¢s‰i‰fL^{*}L^{*}sn~s-n^{*}‰pLHŸL‰f.s^{*}p^{*}‰p, , ^{*}B, LnL^{*} } L">AL‰ >By, N...îs ^{*}s ‰, ~^{*}A¥^{*}‰p, , ^{*}B, LnL^{*}L>HL^{*}‰ ^{*}>~H^{*}Bp>L~nL‰L~n>ns-n^{*}‰Q^{*} in the school/ college (28%).

Barriers/ challenges to delivering the Enterprise Adviser role



3, Ÿ^BL ~31 : ~ ~ * TH>">`\$%T "L^LH"", `s-B'ŸHL`, ~ ¥~L‰, ~HL~"%£ p, `p>¢L` ALL~`} >"BpLH*£ \$"p`>%Bp, , B, LnL ~1 ŸL‰, ~`"¥..L ~) Ÿ ...L`Bp, \$BL

5 | What impact do Enterprise Advisers have?

Enterprise Advisers report a posit ve change in their school or college careers plan

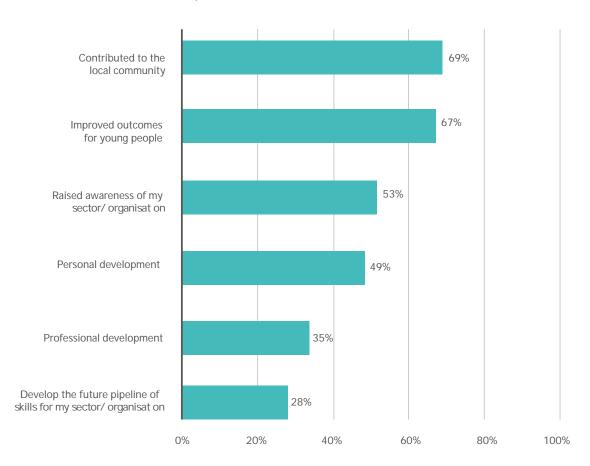
Almost half (49%) of Enterprise Advisers surveyed reported that their school/ college career plan had improved as a result of their work with them, while 39% reported it was too early to say.

 $fl-``L^...`$Mbi` H¢$Mbi'%`d..., ^ ~n```pL$``%dp, , ``B, LnL`B>^LL^%a.>-``p>%d ...`, ¢LH`` as a result of their work with them$

The impact of Enterprise Advisers grows over t me

fl~"L^̂\$‰ H¢\$‰	`%`&%``L, ^"LH`B, ~"^\$AŸ_~n`", `"pL`, B>`B	\$;	ĭ\$}̂, ¢LHĭ, Ÿ"₿,	} L%A ^~
¥, Ÿ~nĭL,Lĭ	`>~H`^>\$ % uH`>£>^L~L‱K	L‰	ê	L 1

Perceived outcomes of the Enterprise Adviser role



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Enterprise Advisers developed skills and competencies

5pL'Ÿ~L¤.LB"LH.L^‰~> `AL~LT"%6 L^L`> ‰`Lj LB'LH` s~`"pL``L., `~n`, N‰s ‰a>s~LH`"p`, Ÿnp`"pL`fl~"L^...\$‰` Adviser role. The most commonly cited new skills and competencies developed were community awareness ~L"£, `ys-n` `>~H`B, }) Ÿ~\$B> , ~` 5pL‰"p`LL`‰s ‰`L`..>` BŸ >`¥`§ .., ^">~`



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