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DOES PARTICIPATION IN TORFAEN YOUTH SERVICE SUMMER CAMP EVENTS INFLUNCE TEENAGERS FUTURE CAREER PATH?

leuan Thomas Davies

BA (Hons) Events Management

Cardiff Metropolitan University

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Signed Statement

I declare that this dissertation has not already been accepted in substance for any other degree and is not concurrently submitted in candidature for any degree. Is it the result of my own independent research except where otherwise stated.

Signed: I.Davies

Name: Ieuan Davies

Student Number: ST20069788

Date: 17-04-2014

Abstract.

The cross-purpose of this dissertation was to answer the research question of 'Does participation in youth based events, influence a career path. Using Torfaen Youth Service Summer Camp as a case study'. The central topics of the study was motivation, what are events, interaction, and event typologies.

The writer used a qualitative method: twenty interviews took place interviewing participants who attend the summer camp, and members who haven't attended the summer camp. The writer also studied the existing academic literature surrounding Events, events typologies, Community events, Motivation, Maslow. Interaction and gender issues and lastly mentoring.

The findings of the research demonstrated that females who have an emotional attachment to a career are more likely to continue in progression between that career path, also that parents and mentors have a large impact in a person chose of career or whether to attend an event. This addresses the gap in the existing academic literature relating to what influences a career path and the motivation a person has to achieve a goal. Lastly, the study's findings can be presented to Torfaen Youth Service to aid their development of their Summer Camp to aid the development of the young people whom are in attendance, but also to help them aid their programs offered all year round.

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List of Abbreviations

Torfaen Youth Service – TYS

Torfaen Youth Service Summer Camp – TYSSC

1.

Introduction

1.1 Setting the scene.

The term 'event' can be defined as many different things, Baldwin (2010:45) explains that from the dawn of time, the human race has found different and unique ways to celebrate important moments in a person's life, but is a celebration the only term that can be defined as an event. The writer asks the question of can swimming, cooking or youth club be classed an event and if so, can this ultimately lead to a person's career path.

Some theorist believes that there are many different factor that relate to a person career development, Belbin and Belbin (2010:117) mentions that companies often groom an individual for a higher position – in return can lead to the individual not being suited to the final demand of the position. If a person is to show a sign of interest in the position for different reason they can be groomed to want to achieve a higher level on career progression or is the desire to achieve higher progression within the a company from a desire to achieve better?

1.2 Research Rationale

'About 74% of the population aged 16 to 24 are employed' (Walker, Online. March 2017), with this figure, the young people of the 21st contrary must have been motivated to entre employment, but what by? Events? Family? Friends? The aim of this research is to find a clear relationship between if attending young based events can influence a career path. In a world that is becoming increasing harder to secure an employment, what have the teenagers of today done differently to achieve a high percentage being in employment that previous years?

1.3 Choice of Case Study

TYS has been chosen by the writer as the organisation to use as a case study for this research:

1.4 Case Study (Torfaen Youth Service Summer Camp)

All the information below has been provided to the writer personally by Joanne Davies who is from TYS and the writer has the right to use the information. Please see appendix 2 on page 64.

Summer Camp Summary.

Young people of Torfaen expressed their interest in going camp and Torfaen Youth Service responded to this identified need by introducing an initiative called Summer Camp in 2001.

A number of sites were considered and West Wales's campsites called Newgale. This site was situated opposite a beach and equal distance away from all adventure activities that were part of the summer camp initiative.

Over the years 2001, 2002 and 2003 192 young people attended, Torfaen Youth Service noticed that young people from 2001 came back year after year.

The youth service then introduced a new initiative for 2004 in the way of Young People helpers. This would give the young people who had attended since 2001 the opportunity to take on additional duties above a young person i.e. supporting staff, being included on the camp rotas and budding other young people etc.

2005 the introduction of Senior Member and 2006 the introductions of Casual staff. Therefore, by 2006 there was a clear progress route for young people to participate within the summer camp experience.

- Young people participates.
- Senior members.
- Young people helpers.
- Paid casual staff.

Over the 10 years of operating;

- 639 young people participated within the summer camp experience as young people.
- 33 young people young people's helpers.
- 18 senior members.
- 5 paid causal.

All of these were between the age ranges of 14 – 18 years.

Out of all of the young people that are still known to the youth service who attended summer camp:

- 2 has completed a sport degree and level 3 in youth work and are currently employed as full time worker.
- 1 completed an adventure activities course at collage and later worked in the adventure activities area before moving on to complete a motor mechanics course. This young person then travelled the completely sailing yachts. He is now back in this country working in the mechanics industrial.
- 2 young person completed a youth and community degree and worked within the youth sections.

- 4 young people are currently working with Torfaen Youth Service to organise another Summer Camp Style scheme
- 16 got full time position within Torfaen Youth Service as a result of working on Summer Camp
- 1 member of staff is currently working as a Detached Leader within the Torfaen Area
- 1 young person is currently in their last year of a youth and community degree.
- 16 young people has complete health and social care course in college because of their experiences on summer camp.
- 1 young person who went through the stages of summer camp is currently in their last year of Events Management degree after finding a passion during the summer camp, who has been lucky enough a secure employment within the Event industry.

Most young people that still has some contact with the youth service whom attended summer camp can talk about their experiences.

1.9 Identifying the Research

This research aims to fulfil the answer and aid the currently academic literature on whether a career path can be in direct relation to the events attended as a child. There is a lot of theory around the topic of career development and motivation, the writer aids to test the theory in current day situations to see if the theory is applicable. The findings will be presented to TYS to aid their program and engage more young people in different activities.

1.10 Aim and Objectives

The aim of this research is to explore whether participating in youth based community events in teenage years, can influence future career path, using TYS Summer Camp as a case study.

In order to achieve the above aim, the following objectives must be fulfilled:

1. To critically review academic literature on event planning for youth events and issues within youth events.
2. To undertake primary research though interviews to gather data on attending events and current accident and career path.
3. To evaluate the outcomes of the primary research in order conclude if participating in youth based community events can influence future academic and career paths.

4. To conclude the results of whether participating in youth based community events in teenager's years can influence academic and career oath and to make a recommendation to Torfaen Youth Service on focus their events.

The main aim of the research project is to guide the writer and the reader through the process that have been obtained to answer the research question. The writer will first review the academic literature in order to recognise the gap in the theory. The writer will then devise a set of questions that will be asked to participants of the summer camp and everyday people to gather the information through semi-structured interviews. The writer then will explore to what extent the information gathered relates to the theory obtained with an in-depth discussion. Lastly, the writer then explores the information in more depth to offer recommendations to TYS on how they can improve their current practice.

1.11 Outline of Chapters

The abstract, acknowledgements, contents foreshadow this introduction.

Chapter 2 – The Literature Review. This chapter delves into the theoretical world this research sits in. The chapter gives the reader an understanding of the topic as a question and the variety of theory. The literature review explores the topic of events relating back to career development. The literature aids the questions asked during the secondary research.

Chapter 3 – Methodology. The chapter outlines the framework that ensures the study can be replicated. This chapter gives a detailed justification to the methods used, with considerations to other methods that wouldn't aid the research. The data collection process is revisited and explained with a detailed reasoning to why interviews are the main source of information. Lastly, the way in which the data collected will be discussed.

Chapter 4 – Results & Discussion. This chapter presents and discuss the findings of the secondary data. The findings are presented in the same way as the literature review for coinherence. Throughout the chapter the findings are reviewed back to the current academic literature with an explanation to the relevance. At the end of the chapter the reader will have a clear understanding of the main themes of the finding thus will be brought together and discuss within the next chapter.

Chapter 5 – Conclusion. This chapter complies the literature review, methodology and the results and discussion. The aim and objectives and their fulfilment will be discussed while also giving a summary of the key findings and the recommendations made to TYS. The appendices and references will then conclude the research.

1.12 Summary

This chapter has allowed the reader to have an oversight into the research and the area of theory and a rationale behind its exploration in this research. An introduction has been given to the organisation used as the case study and the area of theory in which the writer seeks to explore during the research. This chapter has set out the clear outline of what the different chapter throughout the research will cover.

2.

Literature Review.

2.1 Introduction:

This chapter looked at the many different theories which have been written about the different elements relating to the research, on whether participating in youth based events influence a career path. The writer understands that it can be argued that there are many different elements that could structure the topic. The writer has chosen to focus this academic literature on what they feel to be the main elements that have the biggest impact on the topic. These themes are: Events, Event typologies, Community Events, Motivation, Team Work, Event Planning, Interaction and Mentoring.

2.2 Defining Events.

Overtime there have been a lot of different definitions to what an event is and what classes as an event, Baldwin (2010:45) says they can be described as “*benchmarks of our lives*”, he then goes on to explain,

“Since the dawn of time, human beings have found ways to mark important events in their lives: the changing of the seasons; the phases of the moon; the eternal cycle of birth, death and the miraculous renewal of life each spring”

Ferdinand and Kitchin (2012:1) give their definition of an ‘Event’ as:

“these days’ events are considered to make a considerable contribution to the cultural and economic development of the counties they are held in [...] festivals can be defined as a gathering of community or an event which is centred on some theme and held annually or less frequently for a limited period of time”.

The writer believes that the quotes above give an overview to what an event can be defined as. Looking forward to the research process the writer feels that gathering a wider range of definitions of what an event is and can be defined as will be more beneficial in the long run.

Ferdinand and Shaw (2012:56) give their meaning of an event as:

“in our daily lives events are also becoming more complex as their range of functions grows; as meeting places, creative spaces, economic catalysts, social drivers, community builders, image makers, business forums and network node”

The writer feels that Ferdinand and Shaw disagree with the both Baldwin (2010) and Ferdinand and Kitchin (2012), explain that the range of events is always changing and can come under more typologies than the basics.

The Oxford dictionary by Makins, M. (1995:266) give a simple definition,

“1. Anything that takes place esp. something important.

2. A planned organized occasion.”

Kilkenny (2011:19) state that their definition of an event is *“Staging an event is an art. In essence, you don’t plan a party – you design it.”*

The writer feels that Makins, M. (1995) gives a clear understanding of what an event is and what it can be, this will help the writer when it comes to the research aim, whereas Kilkenny (2011) definition does not give a definition, to the writer it gives a statement to what it can be.

Furthermore, Conway (2009:11) explain that an event is

“What is an event?

“plan, organise, manage and deliver any event, match, show, tournament or function that will be attended by more than a handful of people. You may call your event a gymkhana, fun run, steam fayre, half marathon, carnival, school sports day, jumble sales, tennis tournament, car boot, or model aircraft show. The names change, but there are common requirements and considerations to them all.”

For the writer even know it is under the title of ‘What is an event?’, it does not define what an event is. The quote by Conway (2009) does not lend itself to the research aim and the writer doesn’t believe it will aid the interviews.

In addition to the quotes above Getz (2007:2)

“Event management as a profession is fast gaining global recognition and is already well established in many academic programs, at all levels. [...] events are much too important to trust to person without training and experience, and increasingly these professionals require a solid academic foundation.”

Relating back to the research aim, Getz (2007) quote the writer believes that as well as the events may influence a career path, the overall running and success of the event can regain returning cliental. The writer believes that its because of the training and experience the organisation has undertaken that can also influence the returning cliental, by doing this it can subconsciously influence a person’s career path.

Brown and James (2004) cited in Van der Wagen, L. and White, L. (2014:5) point out *“there are as many definitions as there are textbooks”* while on the same paragraph Goldblatt (1997:2) says that *“a special event is an ‘unique moment in time celebration with ceremony and ritual to satisfy specific needs”*. Looking over the quotes the writer understands that both authors have different views on what an event can be defined as, Van der Wagen, L. and

White, L. (2014:5) sum up the definition by assuming “*a definition on which most writers would agree is that an event is generally a complex social endeavour characterized by sophisticated planning with a fixed deadline, often involving numerous stakeholders*”. This assumption is one that the writer would agree with, relating back to the aim, as the TYSSC can fall into a wide variety of different ‘event types’, Van der Wagen, L. and White, L’s (2014) definition sums up perfectly.

Taking into consideration all of the above quotes, it can be argued that anything that takes place within a person day can be classed as an event. Upon using the information to aid the research, if anything can be classed as an event. During the teenage years, any event attended could have had a positive or negative impact on a person’s career path.

2.3 Event Typologies

According to Getz (2007:30-47) there are over twenty different types of event typologies.

“Cultural Celebrations – a joyful occasion; special festivities to mark some happy event; a joyous diversion; to observe a day or event with ceremonies of respect, festivity or rejoicing (such as thanksgiving celebrations)

“Visual Arts -painting, sculpture and handicraft are the most common visual arts, and touring or one-time ‘shows’ or ‘exhibitions’ of visuals arts are planning events.”

“Arts and Entertainment – almost any activity, sport, artistic display or event can be viewed as ‘entertainment’. Many forms of popular culture fit into this category, including music concerts, awards ceremonies, theatre, art exhibitions and dance shows.”

The writer understands that the different types of event typologies relate to the research aim. With different types of events having and making different amounts of impacts on the guest, there can be a different level of motivation, leading to lack of concentration and lack of enjoyment in the event and the type of typology.

As well as Getz (2007), Conway (2009:42-43) explains that there are eight more different event types that

“Sporting Competitions, Specialist/ commercial, Teaching/ skills, Fund-raising, meet and greet, public relations, pure profit and fun”

Reflecting on Conway (2009) added event types, the writer feels that he defines event typologies that relate to the research aim. Conway defines a fun event as “having safe fun at least cost”, the writer feels that this best describes TYSSC during the interview stage of the of this research project, the writer will put Conway (2009) definition to the people who attending

TYSSC to get a clear definition and if the academic literature relates to event typologies in today's world.

2.4 Community Events

According to Department of Culture, Arts and Leisure, (2007) cited in Joseph and Clarke (2014:21) they define a community event as

“A community festival event is a series of events with a common theme and delivered within a define time period. It is developed within a community and should celebrate and positively promote what the community represent. [...] the community must play a strong part in the development and delivery of the festival and have ownership of it.”

This statement helps the writers aim for the research as it gives a clear understanding of what a community event is and how import the community's contribution to what the event is.

According to Quinn, B. (2013:9) *“Community festivals are those that emerge from within a place-based community to celebrate some aspects of its identity”*. The writer believes that this quote doesn't represent that community events/ festivals.

Going back to the earlier section on events 2.4 on page10, it can be anything that happens – therefore the writer believes that Quinn, B (2013) definition is not acierate to the research aim.

Van der Wagen, L. and White, L. (2014:7) just community events alongside historical and anniversary celebrations with the definition *“founding days, centenaries, bicentenaries and other anniversary days are often celebrated. Multicultural festivals also fall into this category”*.

The writer believe that is not a true definition of what community events are, that this more of a typology of events that come under the heading of community events.

The main issue the writer has found during the primary research, is the limited amount of published literature on the subject of community events.

2.5 Motivation

Makins, M. (1995: 521) define motivation in two different ways, after reading the definitions, the writer understands that to motivate is to “inspire and encourage someone to do something”. Relating this back to the aim of the research project the writer believes that's the

way in which the staff at youth event motivate the attendees can have a negative and positive impact on the decision to continue attending the events.

Herzberg, Mausner and Snyderman (1959) say that Herzberg himself *“developed a two-factor theory on satisfiers and dissatisfies”*, just like Maslow’s hexarchy of needs he says *“until the lower-level needs [...] are covered, the higher-level satisfier will not motivate”*. Looking at the research aim, the writer believes that unless the staff’s lower levels are completed they cannot motivate the young people, which in turn could lead a negative impact on their experience.

Additionally, Evans P (1975:89) believes that young people are motivated by achievement, further reading it’s clear that throughout the book that he believes young people, can be and are motivated by achievements. Evans (1975:89) makes a respectable point saying that there are three common motivational words, *“‘motive’, ‘Purpose’, and ‘reason’”*. The writer understands that Evans (1957) is one that relates to the aim and the subject matter of, being able to motivate young people can that have a positive impact on the choice of career path.

Faulkner et al. (2001) cited in Quinn, B. (2013:76) has argued, that the promotion and marketing of the events is what motivates people to attend, this debate has been going on since the early 1990’s, with the research aim in mind, Faulkner et al. (2001) makes a worthy statement about the marketing and promotion of the event is what draws in attendees. If the marketing and promotional material is researched and aimed at the right demographic then it generates an interest in the event.

In contradiction to Faulkner, Crompton and McKay (1997) Cited in Sharples, Crowther and May (2011:68-69) *“has argued that understanding the audience motivations was a means to enhance design development, evaluate satisfaction and develop greater insight in to the process of decision making”*. Connecting this to the research aim, the writer believes that understanding the audience is key to motivating the attendee to attend and then become returning attendees.

Matthew, (2015:7) has said, *“Motivating an audience is distinctly differently from emotionally moving them, although they will undoubtedly experience some strong feelings when being motivated. [...] This might be to buy a product, to improve one’s life, to become closer to God, to work harder, to give to charity, to sell more cars, or a host of other reasons”*. Taking from this quote that there are many different factors in motivation. Motivation cannot just be defined under one heading. Relating back to the aim of the research project, there can be many different ways that a person is motivated to attend any event, there can many different factors that can have influence on what attracts young people to TYSSC and what influences their Career path.

Further reading on motivation, the writer found that Bowdin, et al. (2001) cited in Tum, J et al. (2005:166) publication *that “without motivation, paid employees and volunteers can lack enthusiasm”*. This quote can aid the research aim by if the young person is not motivated in the event they can lack enthusiasm. Bowdin then goes on throughout the book and is reassured by Griffin (2000) to say that the three main skills a person need to motivate others are:

- “1. Motivation to do the job*
- 2. Ability to do the job*
- 3. The resources to do the job”*.

The writer looks at this statement and believes that the staff attending TYSSC process these skills, subsequently this can motive the young people, resulting in a positive impact on their decision on their career path.

Disagreeing with Bowdin (2001) and Griffin (2000), Tum, J., et al. (2005:175) made a conflicting comment saying that *“management sometimes need to realise that motivation is up to the participant and all they can do is encourage self-motivation”*. The writer disagrees with this comment, as it can be believed that it says a manager cannot directly motivate a participant. Relating back to the research aim a statement that will be looked at more during the research to get a conflicting view on the quote.

2.6 Maslow

Maslow (1954) Cited on McLeod, (2007) believe that *“people are motivated to achieve certain needs and some needs take precedence over others”*. Maslow explains that he believes that a person most basic need is *“Physical survival, and this will be the first thing that motivates our behaviour”*.

Maslow et al., (1989: xx) say that Maslow’s defining work *“was perhaps his development of the hierarchy or needs.”* Maslow believed that *“human being aspired to become self-actualising”*. Relating back to the research aim, it can be agreed that the young attending the TYSSC are motivated by becoming self-actualise.

The diagram found in appendix 4 on page 66 shows that there are five different steps that Maslow believes motivates a person, stating that *“Once that level is fulfilled the next level up is what motivates us”*. It can be argued that this diagram relates to the research aim and motivation can influence involvement in events. The writer believes that this diagram can be argued that it’s not a true representation of what motivates a person, the writer believes that motivation to attend events, is when a person shows an interests within the event itself, friend participation in the event and or the situation at home.

Maslow's five stage model was expanded to "cognitive and alethic needs" Maslow (1970a) and then the hierarchy of needs expanded again to include "transcendence needs" Maslow (1970b). The new seven-stage and eight-stage model found in appendix 5 on page 67, the writer believes that they apply to what motivates the age group that is being studied. Relating this back to the research aim, its argued that cognitive needs, aesthetic needs and transcendence needs are what motivate people more, because the age group that attend TYSSC they're needs are to aesthetic needs, young people have motivation to have balance in their live and have order.

2.6 Team Work

The writer believe that teamwork is a key element in not only events, but also in the running of any event and career. According to Payne, (1982:50-56) cited in Payne (1995:160)

"Another important aspect of teamwork is deciding on the tasks that the team members undertake, which then form their roles within the team, and improving how those roles relate to on another. [...] then creating roles for participants which form sensible packages of responsibility."

Connecting the above quote back to the research aim, they believe that teamwork does play a huge part in the running of an event but also with the returning of the young people.

Belbin, M.R and Belbin, R.M.N (2010:21-22) said that there are "nine team roles," as found in appendix 6 on page 64 the nine team roles cited in Belbin, M.R and Belbin, R.M.N (2010:21).

Belin stated that the nine roles are key to every team to make it successful, Belbin later states that way to identify the roles are *"judged by what is visible about them. Gender, age, and physical features offer distinctions"*.

Relating Belbin, M.R and Belbin, R.M.N (2010) back the research aim the writer believes that team work with the staff on TYSSC can have an impact on the young people's decision on returning and have a positive impact on their career path. The writer also believes having a specific role when part of a team in or out of employment will have a positive impact on a person as they will be able to see their tasks are contributing to the success of the team that can have a positive impact on their career path.

2.7 Event Planning

"Event planning concerns the anticipation and the regulation of the event environment" Quinn, B. (2013:91)

Kimball, Press (2011:2) asks "What is event planning?" and defines it as the following:

“We begin by considering the who, what, when, where, why and how of event planning (although not in that order) [...]”. The writer takes from this that event planning is about taking everything into consideration and *not “[...] working 9-5 jobs (unless, of course, they have a day job and conduct their event planning as a side-line)”*

According to Allan (2004:4)

“The question that planners and event planning companies are asking themselves is how they can stand out from the crowd, maintain old clients and attract new business opportunities. Doing all you can to make yourself extremely marketable is one of the most effective ways.”

Relating back to the research aim, the writer believes that Allan (2004) definition lends itself to explain that taking the time to plan an event to the fine detail, is a way to maintain old clients and attract new business, Example TYS keep changing their event to maintain old clients but to also attract new clients that can then in return influence their career path.

In addition to the above quotes Conway (2007c:18) explains, *“Planning is not a single isolated action! [...] you will soon realise that plans are never finished. You will arrive at a fairly stable plan, with which you can decide if and when to run your event”*. Looking over Conway (2007) explanation of event planning the writer feels that it can be argued that it is a true understanding of event planning, looking over past events the writer understands that there are always job that need to be completed.

It can be argued after reading the academic literature on event planning there can many different views on what event planning is and many different people have different views. The writer feels that out of all the different quotes Kilkenny (2011b: xxi) definition of event planning relates more to the research aim,

“Planning an event is like producing a play. The venue is the stage. The event planner is the director, the main reason why is because everyday life is a performance, everything is an event and the person planning it is running the show and can be classed as a director”,

Relating back to the research aim, TYSSC is the play, the originator is the director and the attendees are the cast and the staff are the crew. Looking at something from a different angle can change a person perception of an event. The writer understands if the production of TYSSC was looked at different by young people, they would have been motivated to attend as they are more connected with the event they see

2.8 Career Development

The Online (2016. Online. December 2016.) ask the question *“What influences your career choice”*, the response they give quotes:

'All of our career choices take place within the context of society and the economy. Several career theories, such as Social Cognitive Career Theory and Social Learning, address this context in addition to other factors. Events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how our careers develop.'

The writer believes this quote helps aid the research aim asking if participation in a youth based events can influence your career path. However, the writer will investigate if the events in question and their primary aim of expecting Adventure Actives and Team Building this is clearly not the influence that justified the writers career path in event management. The social learning/ informal by produce of primary aim was leaning that the writer took from the experience was what dictated their career path.

Belbin and Belbin (2010b:117) believes that *"grooming individuals for a high position also has problems, since the individuals in question may not suit final needs of the job"*, the writer believes that for career development companies are hiring employees who have a slight interest in the position and grooming them to further development can lack the final needs of what the position entails.

Bluestein et al, (1997) quotes:

"A major turning point in adolescents' lives involves the career choice that they make while in high school. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities. Given the differences in the social and economic context of college-bound versus work-bound adolescents"

The writer believes that Bluestone et al. (1997) draws a clear justification of the research aim, this quote the writer feels the definition endorses the research aim and by attending youth based events it can make a positive impact on the influence of their career path.

Appose to the above quotes Boden, Epstein and Kenway (2007:54) believe that *"you need a good CV when applying for jobs [...] having a good CV will allow for career development"*. The writer disagrees with the statement, as Bandura et all cited in Hersen and Thomas (2007:120) go on to give their own version of what career development is:

"Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment"

The writer strongly believes that if there is an interest within the sector a person is working in then there is more motivation to do well, progress within the career, and develop different skills.

2.9 Interaction and Gender issues.

Interaction within events and what untimely influences a person's career path has been questions for many years. When looking at interaction within a classroom surrounding, Swann & Garddol (1988) cited in Howe (1997:10) states

'boys are favoured when teachers come to choose pupils to answer their questions.'

Another study by Sadker & Sadker (1985) cited in Howe (1997:11) makes the statement that

' boys eight times more likely than girls to shout out in class'

Looking at the above two quotes, the writer believes that interaction can have a positive or negative impact on a person decision to favour a subject or employment The writer believes that exploring interaction in more depth during the interviews, will aid the research aim and lend itself to a more detailed answer to the research question.

Good et al (1973) cited in Howe (1973:11) explains that

"given that boys respond more than girls whether or not they are selected, it seems likely that boy will receive more teacher feedback".

Stake & Katz (1982:54) explains that 'the sex of the teacher does have an impact on classroom interaction', also explaining that male teachers are more likely to use adverse words such as 'No, that's wrong' where as female's teachers are more likely to offer encouragement and sympathy to a person. Further reading surrounding topic of Interaction and Gender issues Stake & Katz (1982:89) later go on to say *"there is little evidence of boys and girls being treated differently by males or female's teachers"*.

Looking at the statements above, the writer believes that when asking what has influenced a person career path, a teacher or a class room situation could arises, therefore the findings above can be used to aid the writer in question and also to understanding if the gender of the teacher has an impact on a person enjoyment of the topic.

Howe (1997:19) later explains

"boys occupy 'centre stage' in group work, being seen as the primary source of help by both boys and girls".

Looking at what Howe (1997) has stated, the writer believes it can aid the writer in delving deeper into questions about what influences a person has had on their career and on asking whether a teachers interaction in the class room has influences their career path

2.10 Mentoring.

Alexandria Wing (2003) explains that her understanding of mentoring is

'Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of mentee'

Rhodes, J. (2002:3) gives a slightly different definition of what mentoring is:

"... a relationship between an older, more experienced adult and unrelated, younger Portege – a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the Portege".

By looking at the two above quotes, the writer can see that mentoring can defined as one thing. Looking forward to the research aim, the writer believes that questioning a person on a mentor may give the writer a better indication of if having a mentor can in return influence a career path.

Whereas Merriam (1983:162) gives their definition of what mentoring is

"... a powerful emotional interaction between an older and younger person, a relationship in which the older member is trusted, loving and experienced in the guidance the younger. The mentor helps shape the growth and development of the protégé".

Merriam (1983) uses the same word to describe the person being mentored as Rhodes, J. (2002). The word Portege being used in three definitions of the term mentor shows to the writer that other theorist believes that that is the correct way in which to name the person who's being mentored. When looking at the research question the writer wants to see if a person has a different perception of what a protégé is and whether they agree with the theory.

Karcher & Nakkula (2010:126) states:

"showing respect for one's mentee and hid or her point of view is part of the collaborative mentoring approach that has been wide it endorsed by researchers and practitioners alike".

Law et al., (2007;56) Define mentoring as

"coaching or mentoring Is a natural partner of improvement within a learning organisation".

Looking at the above quotes, the writer has taken into consideration their definitions of what a mentor is, but believes that Karcher & Nakkula (2010) and Law et al (2007) do not give an as in depth definition as other theorist within this section, therefore the writer does not believe that using the quotes above will aid the research aim or the writer during the interviews.

2.11 Summary.

This chapter has brought together the academic literature that surrounds the topic of the research. The findings from this section – Literature Review – will aid the writer in shaping the interview questions. These will then be tested again against the findings, finding out if the current academic literature is relevant in today's sociality. Thus, will assist the author in accomplishing the research aim.

3.

Methodology

3. Methodology

3.1 Introduction

This chapter of the research project outlines the method of research that has been chosen with a clear justification of why. The considerations of other research methods will be explained in detail with academic references. This chapter will also look at the ethical issues that have been raised and how the research aims to progress forward with the project.

3.2 Characteristics of Qualitative Research

Qualitative research assumes the belief that people are influenced by the situation (Smith, 2014). The writer believes that the qualitative approach can be predicted through general laws. "Qualitative interviews differ in style. Some interviews are more aggressive than others. They also differ in relative emphasis on understanding culture as the main objective of study" Rubin and Rubin (1995:26)

3.3 Focus Groups

Focus groups can be a good way of gathering information surrounding a subject. It can be argued that focus groups produce a high quality of data and can highlight some issues regarding the topic that the writer hadn't considered. "relying on generation and analysing interaction between participants, rather than asking the same questions (or list of questions)" Barbour et al. (2008:2). The writer believes that not sticking to a structured set of questions, there is a chance within a large group for the point in question could get lost, leading to the data collected not being relevant. Taking into consideration all of the above, the writer feels that focus group will not aid them in achieving the research aim.

3.4 Structured Interviews

Milliar, Crute and Hargle (1991:3) have loosely defined an interview as a "face to face dyadic interaction which one individual plays the role of the interviewer and the other takes on the role as the interviewee". "There is very little flexibility in way in which questions are asked or answered in the structured interview setting" Denzin and Lincoln (2011:702). "interview questions are pre-established and have pre-established and have pre-set response categories" Punch (2004:294). Structured interviewing allows for a more comparable, finite set of data (Kumar, 2005).

The writer has looked into the use of structured interviews for the use of the research project, but believes that having such a strict structure to the interview does not give the interviewer room to delve deeper into questions if it bears relevance to the research project.

3.5 Unstructured Interviews

“Unstructured interviews by their very nature – your controlling hand has to be the light one – tend to run longer than semi-structured interviews variety” Gillham (2005a:24). “[...] unstructured interview is usually conducted with narrative or thematic form of analysis in mind; a more structured Interviews indicates a categorical analysis” Gillham (2005b:126). “because you have conducted an interview in an unstructured fashion so as to elicit narrative account, it does not follow that you have to analyses the result in narrative terms.” Gillham (2005c:132) “unstructured interviews can provide greater breadth than do other types of given its qualitative nature” Denzin and Lincoln (2011:705)

The writer has concluded that unstructured interviews would not be appropriate for the research as Fontana and Frey (2004) argued that unstructured interviews require “great skills and often, previous training to be successful. The writer understands that the lack of skills and training in unstructured interviews could affect the quality of the interview and has made the decision not to use them to aid the research project.

3.6 Semi-Structured Interviews

“it could be argued that the semi structured interview is the most important way of conducting a research interview because of its flexibility balance by structure, and the quality of the data so obtained.” Gillham (2005:70). “The individual in-depth interview allows the interviewer to delve deeply into social and personal matters, whereas the group interview allows interviewers to get a wider range of experience” DiCicco-Bloom and F Crabtree (2006:314-321)

‘Semi-structured interviews – one that contains structured and unstructured sections with standardized and open-format questions” Gillham, Bill,. (2000b:26)

SEMI-STRUCTURED INTERVIEWS (Online. December. 2016.) mention that a semi-structured can be defined as an ‘in-depth conversation with a purpose [...] the interviewer and the interviewee are equal partners.

Figure 1 – Unstructured to structured interviews.

Unstructured				Structured		
Listening to other people's conversation; a kind of verbal observation	Using 'natural' conversation to ask research questions	'Open-ended' interviews; just a few key open questions e.g. 'elite interviewing'	Semi-structured interviews, i.e. open and close questions	Recording schedules; in effect, verbally administered questionnaires	Semi-structured questionnaires multiple choice and open questions	Structured questionnaires simple, specific closed questions

3.7 Interviews – the difference.

Figure 2 – Interviews, what is the difference?

	Individual	Group
Structured	Set of broad questions asked more or less in order but flexible to adjust to respondent's answers. Primarily a one-way data collection technique	Focus group (structured discussion)
Semi-Structured	Broad topics for discussion respondent allowed to develop ideas and interviewer uses prompt to probe and keep the conversation covering the broad areas. Interviewer may contribute but mainly one-way information flow.	Questions posed and any group member can answer. Respondents may elaborate based on responses of other group members. Eg., football terrace
Unstructured	More of a conversation with little evident direction to the interview just the broad topic area. These are referred to as 'open ended'. In some	A guided conversation with the group leading the situation and the interviewer in a position of almost overhearing the exchanges,

	cases, the conversation, which is often one-sided, develops into a dialogue where the interviewer contributes as much as the respondent.	prompting further discussion amongst the group.
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Lee Harvey, Michael Little and David Turner (1982) cited on Harvey (2012).

The writer has undertaken different research into the correct interview to use for the data collection studying a wide range of different tables and graphs comparing the difference between interview, semi-structured and unstructured. After using the comparison tables above, the writer believes the use of Semi-Structured interviews will fulfil the research aim more successfully. The writer has faith in the ability to delve deeper into broader topics, resulting in a more in-depth interview with additional data to underpin the research question of 'Does participation in Youth Events in teenage year, influence you career path. Using TYSSC as a case study'.

DiCicco, B & Crabtree B (2006) view on Semi-structured interviews have helped the writer make a decision on what interview style to us. Semi-Structured interviews will allow the research to extract the relevant information while given the opportunity to delve deeper into the questions for extract more useful data. The writer will follow a set number of questions but will allow for questions to be added in to allow them to delve deeper into the questions.

3.7 Characteristics of Quantitative Research

“Quantitative methods emphasize objective measurements and the statistical mathematical, or numerical analysis of data collected through polls, questionnaires and surveys” Leaning (2009). “Quantitative analysis, e.g. levels of agreement or disagreement” William (2006b:69) “[...] relies on collecting data that is numerically based and amenable to such analytical methods as statistical correlations, often in relation to hypothesis testing.” Williaman (2006b:213)

3.8 Survey

“A Survey is a system for collecting information. [...] one increases the likelihood of collecting data that adequately address the study’s objectives.” Sue and Ritter (2007a:1-2) “Internet surveys are faster than most other methods” Sue and Ritter (2007b:5). The writer is unsure of the use of surveys to fulfil the research aim. A survey about TYSSC could have the ability to lead off in different direction that don’t necessarily relate to the research aim.

3.9 Questionnaire

“In a questionnaire respondent read the questions, interpret what is expected and then write down the answers” Kumar and Kumar (2014:394). “Questionnaires have the potential to supply the writer with exact figures (responses to questions)” Denscombe (2002:102). The writer has chosen to not use questionnaires to gather the information as the quotes above have stated, a questionnaire can be viewed in different ways and the respondent can answer with different answers which is not relevant to the research aim.

Gillham, Bill., (2000:3) say that using the table below the writer can determinate if their survey is structured or unstructured. The writer believes that questionnaires wouldn't allow the participant to expand on any answers and not allow the opportunity to gather extra data on the research question.

3.10 A Comparison of Qualitative and Quantitative Research

Figure 2 – Comparing Qualitive and Quantitative.

Difference with respect to	Quantitative Research	Qualitative Research
Underpinning philosophy	Rationalism: 'That human beings achieve knowledge because of their capacity to reason' (Bernard 1994:2)	Empiricism: 'The only knowledge that human beings acquire is from sensory experiences' (Bernard 1994:2)
Approach to enquiry	Structured/rigid/ predetermined methodology	Unstructured/flexible/open methodology
Main purpose of investigation	To quantify extent of variation in a phenomenon, situation, issues, ect.	To describe variations in a phenomenon, situation, issue, ect.
Measurement of variables	Emphasis on some form of either measurement or classification of variables	Emphasis on description of variables
Sample size	Emphasis on grater sample size	Fewer cases
Focus of enquiry	Narrows focus in terms of extent of enquiry, but assembles required information from greater number of respondent	Covers multiple issues but assembles required information from fewer respondents

Dominant research value	Reliability and objectivity (Value-free)	Authenticity but does not claim to be value-free
Dominant research topic	Explains prevalence, incidence, extent, nature of issues, opinions and attitudes; discovers regulations and formulates theories	Explores experiences, meanings, perceptions and feelings
Analysis of data	Subjects variables to frequency distributions, cross-tabulations or other statistical procedures	Subjects responses, narratives or observational data to identification of themes and describes these
Communication of findings	Organization more analytical in nature, drawing inferences and conclusions and testing magnitude and strength of relationships	Organization more descriptive and narrative in nature.

Adapted from Kumar and Kumar (2014:20)

3.11 Qualitative or Quantitative? What to choose?

The writer has chosen to apply a qualitative research approach to the research. This decision is after critically comparing both qualitative and quantitative research using Kumar and Kumar's table. The main reason why the writer has chosen the qualitative approach is because it fulfils the research aim.

Allowing the writer to have a semi-structured more in-depth interview with participants, allowing more quantity of data to be collected.

There is a strong comparison between the two different types of research argued by Kumar and Kumar 2015. Kumar and Kumar (2015) have argued that qualitative research covers multiple issues with few respondents, with a very short deadline to complete the research, the writer believe having few respondents but still being able to cover a broad range of topics is the correct method to use for this research project.

Another reason in which the decision has been made to use qualitative research is because according to University of Surrey "Qualitative research is concerned to seeking answers to questions asked", the writer believes that qualitative research has been useful when delving

deeper into the questions and also has allowed the writer to gather more data. Qualitative research can understand issues within its own context Punch (2005:238)

The writer believes that quantitative research is for extracting numerical and statistic data compared to factually data. The writer believes that undertaking quantitative research it wouldn't have fulfilled the research aim and also the writer would have been left with information that may not have had relevance to the topic and some of the questionnaires could come back and not be useable.

3.12 Data Collection Process

Interviews commenced on Monday 9th January 2017, and ran for 9 working days, using an office at TYS for five days to interview the ten participants and Pontypool Leisure Centre Business Suit was used for the remaining four days to interview the remaining ten participants. The writer made the decision to interview an equal number of male and female participants for the project, this decision was made so the writer could have an unbiased way of comparing the data collected and also to compare what gender is more likely to go into a career based upon the event they attended as a teenager.

Upon reflection, the writer understands the interviews were conducted in a professional manner, kept within the one hour time frame given to each participant and understands there is always room for improvement.

The writer made sure the participants were aware that all interviews were recorded using audio recording so that the writer could transcribe the interviews with a clear knowledge of the spoken words. Thus, allowing the writer transcript of the interview to give a true representation of the interview.

3.13 Transcripts and use of data

It can be argued that transcribing audio recording is a skill. Luckily, this is a skill that the writer has developed and maintained through a career in theatre.

The writer has made a large effort to reduce the risk of data loss by saving the visual and audio to two different back up straight after the interview. The writer believes that by taking extra measures it will reduce the chances of data loss. The writer has allowed themselves two working days after the interviews to transcribe the data over, this is due to the writer wanting to transcribe a real and correct documentation of the interview. As some of the participants

have asked to remain nameless in the research findings, everyone interviewed will fall into the category of Male and Female, in return the interviewer in the transcripts will be named and then the participants will be named as M1, M2 or F1, F2 to indicate male or female. The writer found that sticking to a very strict deadline, the pauses, explanation and body language is not miss interpreted. The research has found that this has helped when relating back to the interview for quotes. All transcriptions can be found in appendix 7 page 69

After the tedious process of transcribing the interviews, the writers next task if to analyses the data collected and to sum up the research project.

3.14 Ethics

A strict set of ethical guidelines have been set up my Cardiff Metropolitan University, the guidelines are in place to protect not only the writer but also the respondent. To ensure all ethical issues surrounding the research project were approving and deem acceptable, ethical approval was requested though an ethical application. The ethical application was deemed acceptable; therefore, research could begin.

Ensuring that ethical guidelines were followed, all applicants were sent a copy of the participation form a week before the interviews were scheduled to take place. Data was only collected and recorded for the use within the research project after the applicant had read the participation form and signed the consent form. Participants where made aware that the right to remain anonymous or withdraw from the interview at any point is accepted and the data collected would be destroyed.

Torfaen Youth Service have approved the use of their company name on the research project, please see appendix 3 on page 66 for approval from David William – Manager of Torfaen Youth Service.

Ethical approval from Cardiff Metropolitan University please see appendix 1 on page 49

3.15 Summary

This chapter has outlined the different forms of research that could have been undertaken, whilst also outlining the research methods that will be used for the research project, comparing the differences between each and the rationale behind an interview based research. Consideration of questionnaires and focus groups has been taken into account. The writer has also clearly outlined the ethical considerations from Cardiff Metropolitan University with attached documentation before outlining the way the data will be presented in the results.

4.

Results and

Discussion.

4.1 Introduction

In this chapter, the results of twenty semi-structured interviews will be analysed. The writer strives to find a relation between the findings and the current academic literature with the hope of contributing to current academic knowledge within this area of study. The writer has split the findings into headings ensuring that the structure is easy to follow and follows the same as the literature review on page 8.

4.2 Introduction to Respondents

To gather a great knowledge into if TYSSC does aid a person career path or not, the writer set out and interviewed 10 people who went to the summer camp and also 10 people who did not attend the TYSSC all of which are now in a career or are working towards a career.

4.3 Defining Events

Conway (2009:11) asks the questions “What is an event?” and gives the answer:

“plan, organise, manage and deliver any event, match, show, tournament or function that will be attended by more than a handful of people. You may call your event a gymkhana, fun run, steam fayre, half marathon, carnival, school sports day, jumble sales, tennis tournament, car boot, or model aircraft show. The names change, but there are common requirements and considerations to them all.”

During the interview with M2, they state:

“I was always out of the house at different things. Drama clubs, I did rugby and football for a while”

M7 also says:

“I did a lot of sports when I was little”

The writer believes that M2 and M7 agree with the current academic literature on what an event can be defined as, whereas looking at Ferdinand and Kitchin (2012:11) interpretation of an event *“these days events are considered to make a considerable contribution to the cultural an economic development of the counties they are held in”*

The writer believes that Ferdinand and Kitchin (2012) definition of events “these days’ events are considered to make a considerable contribution to the cultural an economic development of the counties they are held in” is in complete aggresses with Makins, M. (1995) Definition of an event as

“1. Anything that takes place esp. something important. 2. A planned organized occasion.”

M4 goes on to agree with the definition made by Makin, M. (1995) stating:

“an event is something that takes place and is somewhat planned”

Whereas when asking F9 what they believe an event be defined as they said:

“that’s a very broad topic to defined and I don’t think it can be defined as one thing, but if I was to give a definition it would be a moment in time that is celebrated by a group of people.”

F9 definition of what they class an event to be defined agrees with what Brown and James (2004) cited in Van der Wagen, L and White, L. (2014saying: *“there are as many definitions as there are textbooks”* but their statement help reinforce the statement made by Goldblatt (1997:2) explaining *“a special event is an ‘unique moment in time celebration with ceremony and ritual to satisfy specific needs”*”.

When looking at the above quotes made by Brown and James, F5 confirms that there are many different definitions of an event by stating:

“I went to girl guilds, I went to church groups [...] I did go to youth clubs”

As well as F5, M3 states the following:

“residential camps, international trips, evenings and weekend kind of events, festivals all those kinds of things really”

F4 also ways-in of what an event can be defined as stating:

“I went to youth clubs I went oversea to represent youth clubs, I went to a choir, a young person’s choir that was. I went to residential, a young person’s residential”

Looking at the above comments about what an event is and can be defined, the research believes that there are many different definitions of what an event is. The writer believes the true definition of what an event is made by Baldwin (2010:45) stating

“Since the dawn of time, human beings have found ways to mark important events in their lives: the changing of the seasons; the phases of the moon; the eternal cycle of birth, death and the miraculous renewal of life each spring”

4.4 Event Typologies

During the interviews the writer wanted to get a true definition of what an event typology is and how they can be defined. Getz, Conway (2009b:42-43) acknowledges there’s eight different types of event’s:

“Sporting Competitions, Specialist/ commercial, Teaching/ skills, Fund-rising, meet and great, public relations, pure profit and fun”

When asked how they would describe TYSSC out of the following a fun event or pure profit, the writer found the following:

M1 states:

‘it’s a mixture of both statements. As it’s a fun event for us to attend but didn’t cost to much’

M2 appears to agree with M1 by saying:

'it's a fun event because it doesn't hardly cost anything for what you get back from the experience'

F4 also agrees and says:

'it's defiantly the first point leuan, a fun event having safe fun at least cost' and then explains:
'why? Because as a service we have to bear in mind that families have more than one child and this can up cost, so therefore to look at cost value when we advertise trips and things. Camping gear can be quite expensive although most of it was supplied, clothes and shoes and that you know, it was defiantly point A'

The writer believes these quotes were giving by people who attended the summer camp, when speaking to M3 they had a very different outlook on the typology of TYSSC:

'when it comes to providing the young people with services, it's very much about fun, safe least cost we want it to be appropriate to their needs and we want them to be able to engage, but being on the managing the finances side of things, it's very much pure profit, I suppose we have to work within the budgets we are given, and responses to the local and national trends, so it's a healthy mixture of both. So, depending on if you're looking at a service user or if it's the pay masters.'

The writer believes that the M3 makes a point of looking at the different sides of an event before making a true statement of what typology the event comes under, but also taking into consideration the two different sides of the events.

4.5 Motivation

During the secondary research stage motivation was one of the major themes and theories. Bowdin, et al. (2001) cited in Tum, J et al. (2005:166) publication that *"without motivation, paid employees and volunteers can lack enthusiasm"*

M1 states that their motivation to attend the summer camp was their mates:

"so, I'd say my friends that motivated me"

Whereas M1 states friend where the main motivation but F1: explains that

"but the motivation getting me through was I knew I wanted to make her proud"

F1 stating that the motivational factor to complete their degree would be making a family member proud. This quote is aided by Matthew, (2015:7) stating

"Motivating an audience is distinctly differently from emotionally moving them, although they will undoubtedly experience some strong feelings when being motivated. [...] This might be to

buy a product, to improve one's life, to become closer to God, to work harder, to give to charity, to sell more cars, or a host of other reasons."

Also, agreeing with Matthew (2015:7) is F4, when asked if she would return to the summer camp, she responded with:

'No, because it rained and my tent got flooded, I was cold and I came out in a rash and had to go to doctors and be prescribed medication'

The writer believes that looking at F4 reaction when asked if she would return, is down to motivation and the emotionally connection they have. The writer in understands that different people are motivated by different factors, the writer makes the statement and strongly believes that F4 motivation not to return was there was a lack of interest within the summer camp and the emotional factors didn't apply.

The writer believes that every individual is motivated by different factors that show in the results from the interviews.

Makins, M. (1995:521) states that motivation is "to inspire and encourage someone to do something" as well as Makins, M. Evans P (1975:89) believes that young people are motivated by achievement.

Looking at the above quotes are reinforced by F5 explain the main motivational factors for their attendance was wanting to further their career within the youth service, this is aided by the following quote:

"I was always hoping to do youth worker as a career and being a young person at the time this seem the best route"

Disagreeing with quotes, M6 states that:

"when I was younger it was defiantly money"

These quotes totally disagree with Faulkner et al. (2001) cited in Quinn, B. (2013:76) argued, that the promotion and marketing of the events is what motivates people to attend, this debate has been going on since the early 1990's.

The writer now asks the question of what can change a person's motivational factor? Are the motivating factors based on their current situation?

During the interviews, it became clear to the writer that M1 & M8 where motivated by their peers:

M1 "so I'd say my friends that motivated me"

M8 “friends at school went the year before and came back and I went along with them that year”

The writer believes that in a younger generation of males, their motivated by their peers and not but a long lastly factor, whereas looking at the responses by the females interviewed their motivated by making people proud or for filling their long-term career goal.

Griffin (2000) states there are three main skills that a person needs to motivate others they are, 1. Motivation to the job. 2. Ability to do the job and lastly 3. The resources to do the job”

F5 explains in here interview that she had a strong mentor as a Volunteer,

“she was somebody that I inspired to be.”

Looking at Griffins statement the writer believes that a mentor can have a huge positive or negative impact on the motivation a person has to continue.

Disagreeing with Griffin (2000) F1, explains that her motivation to complete her degree is from a family member. *‘She was and still is my biggest motivation to finish my degree and get qualified. I know she’d be very proud that I’m following in her footsteps.’*

Looking at motivation as a whole, there are a lot of different factors that can motivate different individuals, over the cause of the research, the writer has found that with a person’s needs changing, it changes what motivates a person to progress within something.

4.6 Maslow

Maslow (1954) Cited on McLeod, (2007) have stated that “people are motivated to achieve certain needs and some needs take precedence over others” whereas Maslow explains that he believes that a person most basic need is “Physical survival, and this will be the first thing that motivates our behaviour”.

During the research when asking what participants their view on Maslow’s Hierarchy of Needs:

M1: 100%, if you don’t have basic human needs, how do your aspect to progress?

Whereas M6: goes on to say that it all depends on the situation that the person finds themselves in.

M6: I feel that yes, some cases it is important and but in others, you find a way around different things, for example if you don’t sleep it doesn’t mean you may not be able to do your job, you can still do it but I would just be very slow and it would take me longer, if you get me.

Herzberg, Mausner and Snyderman (1989) believes *“until the lower-level needs [...] are covered, the higher-level satisfier will not motivate”.*

F5 agrees with Herzberg, Mausner and Snyderman (1989) but it can be argued that if the lower-level needs can be changed to be to suit the individual, it can be assumed by the writer that F5 the lower-level needs were to get experience within the youth service thus motivating her to achieve her high goal.

'I first attended it as a volunteer when I was 18, urm I then subsequently as a worker on a part time basis, I think I did 5 consecutive years'

Going on from F5, F3 goes on to explain their motivational factors stating:

'yes, I feel it is important to look into your career path to understand what that particular career will entail, if you don't know the basics, the career could shock you in the future.'

The writer believes that F3 is saying that looking into the future of the career and what is expected from the employee, thus will help motivate the person to better themselves in their career.

During the interview M8 they were in two minds about if they agree with Maslow (1954) Cited on McLeod, (2007) and Herzberg, Mausner and Snyderman (1989) statement by saying:

M8: I'm not really sure, I think you need them to do everyday jobs, but then sometimes you don't have everyone but you can still get things completed in your job. I'd say is 60-40 to needing them but you don't need them at the same time'

Looking at the current literature the writer believes that with over half of the participants agreeing with Maslow (1954) Cited on McLeod, (2007) statement about the needs needed to motivates a person to progress within a career, the writer believes this is a true statement.

4.7 Team Work

Looking at team work in events Payne, (1982:50-56) cited in Payne (1995:160)

“Another important aspect of teamwork is deciding on the tasks that the team members undertake, which then form their roles within the team, and improving how those roles relate to on another. [...] then creating roles for participants which form sensible packages of responsibility.”

Looking at the responses from the participants they mention that team is related to motivation. Looking at what F4 has said:

'my colleagues have worked there, so took the chance to go look and obviously to facilitate activities with young people when there.'

After a comprehensive look at the current academic literature around team work, the writer believes there's a missing gap in the academic literature to relate it back to motivation. Can a career path be motivated by team work solely or is team work a motivational factor to a career path?

4.8 Career Development

Goffman's (1968:119) stated:

'one values of the concept of career is its two-sidedness. One side is linked to internal matter held dearly and closely, such as image of self a felt indemnity; the other side concerns official positions, jural relation, and style of life, and is part of a publicly accessible intuitional complex'

F5 mentioned during the interviews:

'I first attended it as a volunteer when I was 18, um I then subsequently as a worker on a part time basis, I think I did 5 consecutive years'

Relating back to the statement made Goffman's (1968:119), the writer can see that F5 could see the two different sides of the career and the development needed to progress within her chosen career relating back to her image of self and wanting to better herself.

Boden, Epstein and Kenway (2007:54) strongly believe that *"you need a good CV when applying for jobs [...] having a good CV will allow for career development"*.

During the research the writer asked the question of what has influenced your career, M2 disagrees with Boden, Epstein and Kenway (2007) by saying

'I'd say she taught me a lot of how to manage and if you run any event how you should behave'

M4 explains during the interview:

'thanks to her I've been able to get my foot in the door by just helping out with youth clubs and trips, I've just sort of stayed in the sector and luckily got a job.'

F1 reveals:

'yes 100%, she started me off with St Johns and knowing I'm following in her footsteps, that's my biggest influence in my career.'

F6 then goes on to explain:

'I would, she helped me through some real tough times and I want to be able to do that for other people'

After looking at M2, M4, F1 and F6 statements, the writing is looking to argue that in different situation the factors that lead to career development can differ. M2, M4 and F6 have said their career development was aided by a mentor who taught them and helped them get their foot in the door leading to a career and the chance to develop their career, which is in total contradiction of what Boden, Epstein and Kenway (2007) stated.

Conversely, the writer believes M2, M4, F1 and F6 agree with Bandura et al cited in Hersen and Thomas (2007:120) who describe career development as:

“Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment”

M7 who works with children learning difficulties explains that their career development is based upon the development of another person:

‘Harry who I was looking after couldn’t wait to ring his mother at the end of the day and tell her he’s just jumped of a 12-foot cliff into the sea, I think for me seeing him realise that he’s normal and can do what everyone else does, and his disability doesn’t affect everyday life as much as he thinks.’

The writer believes that M7 also agrees with Hersen and Thomas (2007:120) as their career development is brought from the person aptitudes of seeing a person with learning difficulties succeed.

Belbin and Belbin (2010b:117) claim that:

“grooming individuals for a high position also has problems, since the individuals in question may not suit final needs of the job”

Looking over the responses from the interviews the writing strongly feels that the statement main by Belbin and Belbin (2010b:117) does not relate to the writer and the sector as everyone asked, their career development has been down to a person or an interest within a company and not from getting employment by chance and just progressing.

4.9 Interaction and Gender Issues.

Swann & Garddol (1988) cited in Howe (1997:10) has stated that

‘boys are favoured when teachers come to choose pupils to answer their questions.’

When asking M1 during the interview he said that his *'sports teacher during a level has influenced me with how I do things, I look back to being in school and there is always that on teacher who is very pushing and wouldn't take no for an answer'*

Looking at the quote, the writer believes that Swann & Garddol (1988) statement can be backed up by M1. This is saying that because M1 was a male he was pushed to pursue a career and develop more skills within the sector over the females. Disagreeing with Swann & Garddol F2 explains that

'during my time in school, I was always pushed to better myself in English and that was thanks to my teacher, she would always strive for the best and I believe having that dedication and interacting with us has made me the way I am now'

F2, is a female who does not fit into what Swann & Garddol (1988) have said about interaction within the classroom setting.

In total disagreement with Swann & Garddol, Stake & Kats (1982) express that that *'there is little evidence of boys and girls being treated differently by males or female teachers'* as the M1 and F2 have shown, interaction within the classroom has an impact on whether or not they progressed within the sector. For example, M1 went on to complete a Sports degree and is now teacher sports to children in a classroom surrounding. The writer believes that interaction in the class room plays a very large part in a person development and career.

4.10 Mentoring

Rhodes, J. (2002) define the term 'Mentoring' as

'... a relationship between an older, more experienced adult and unrelated, younger Portege – a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the Portege'

F5 expresses her fondness of her mentor thought out her volunteering days, later going on to say that her mentor was *'some body I suppose I inspired to be. I didn't huge problem growing up as young person and I could see other did, and I could see the way she helped them she mentored them and I saw that in her, yes I would like to be that one day.'*

The writer believes that, Rhodes, J. (2002), definition is reinforced by F5, explaining that her mentor was someone she inspired to be. The writer asks the question of, is mentoring another form of interaction but on a more personal level? Merriam (1983:162) gives a similar definition of what a mentor is:

'... a powerful emotional interaction between an older and younger person, a relationship in which the older member is trusted, loving and experienced in the guidance the younger. The mentor helps shape the growth and development of the protégé'

After digesting the above quote, the writer believes a mentor can be anyone that helps a person through different area of a career, F3 mentioned that her '*...mother encouraged me to have a look at speech and language therapy as she felt that my experience in the theatre would work in my favour.*' The writer believes that a mentor can be anyone they have a powerful emotional interaction with, but the writer strong disagrees with the statement that a mentor has to between an older and younger person.

4.11 Summary

In this chapter, the results of the Semi-Structured interviews have been analysed and discussed with emphasis given on how the findings support or contradict the current academic literature. Attention was given to the actual spoken words of the participants. This chapter has also contextualised the support or disagrees with certain theories. The key findings of the research will be discussed in the conclusion.

5.

Conclusion.

5.1 Introduction

This chapter assembles all the different elements throughout the dissertation and strives to establish the fulfilment of the aims and objectives. The writer will discuss the limitations of the research and a summary of the key findings will be given. Lastly the writer will give recommendations for future research into the area.

5.2 Aims and Objectives Revisited.

The aim of the research:

To explore whether participating in youth based community events in teenage years, can influence future academic and career path, using Torfaen Youth Service Summer Camp as a case study.

The aim of this research project was fulfilled through a detailed comparing of the interview responses and the number of person whom attended TYSSC have now seek employment in a field that was influenced by the TYSSC.

The aim of this research project has fulfilled by the writer gather the information needed to understand the relationship of attending an event and the career path taken bu participants.

The objectives of the research needed to be fulfilled, when fulfilled, they all in part fulfilled the aim. The objectives were fulfilled.

To critically review academic literature on event planning for youth events and issues within youth events

This objective was fulfilled through detailed research of the current academic literature with the writer focusing on the main areas: Events, Event Typologies, Community Events, Motivation, Maslow, Team work and Career Development. Regarding the defining of community events in the current literature made it difficult for the writer to fulfil a part of this objective and be able to delve deeper into the community events.

To undertake primary research though interviews to gather data on attending events and current accident and career path.

This objective was fulfilled by the writer by carrying out a series of twenty semi-structured interviews from equal numbers of the different gender. The objective being fulfilled lead to the part of the aim being fulfilled as the writer found to what extent does participation influence a person's career path.

To evaluate the outcomes of the primary research in order conclude if participating in youth based community events can influence future academic and career paths.

This objective was fulfilled as the writer was able to find a clear link between participating in events and the career paths undertaken. The aim has been fulfilled as the writer has found a relationship between attendance and career paths chosen.

To conclude the results of whether participating in youth based community events in teenager's years can influence academic and career oath and to make a recommendation to TYS on focus their events.

The objective above has been fulfilled by the writer through the interviews and the results. The recommdations to the TYS will following on during this conclusion chapter.

5.3 Limitations of research.

The limitations that the writer found during while carrying out the research is:

- Understating the definition of what an Event is – Events are defined as many different things, the writer has found that would one definitive definition of what an event is, it's become hard to get a understanding to the participants.
- Time Frame given – The time frame allocated by the writer was shot, this limitation caused the writer stress.
- Academic Literature on Community Events – the current academic literature surrounding community event is very limited, this has limited the writer.
- Finding the correct case study to use – Torfaen Youth Service were very accommodating when asked whereas other companies were not so accommodating.

5.4 Summary of key findings

The research has provided an insight how participation in events can influence a career path.

- The term 'Community Event' is undertaken by different people but the events they've mentioned come under the headings of event typologies more so than a community event.
- As understood by people, events come under different headings, but not under the heading of community events.
- Females are more likely to follow a career path that they have an emotional attachment to.
- Gender interaction in the class room has been proven that males are more likely to attend events that their friends are attending.
- Teachers and mentors have an impact on a person's choice of career path.
- Events can be classified and are classified as anything a person does during their day or outside of their employment, eg – swimming, attending clubs, sports.
- Attendees of TYSSC are more likely to go into career path that has come from the camp.
- Perception of what an event defines as varies depending on the person's perception.

5.5 Recommendation for Further Research

The writer proposes the following recommendations for further research:

- Conducting the research using a range of comparative case studies from differing locations and social demographic throughout the UK.
- Carry out the secondary research on different demographics, walks of life, social class system.
- Explore in more depth the events in the chosen area and the impact the events have on people.
- Delve deeper into mentoring, interaction and gender issues to hopefully understand if there is a difference in the genders chosen of career path.
- Within the question of motivation, exploring more in depth about the motivation behind the events attend

5.6 Recommendations for Torfaen Youth Service.

The aim and the objectives of this research was to see if attendance of events and influence a career path, focusing on TYSSC, the writer gives the following recommendations to the youth service for improvement:

Brooding the activities on the summer camp. This would lead to an increase of younger people attending as it would cater to their needs and not just of those who are interested in sporting activities.

- Carrying out different workshop throughout the year to encourage young people to explore the talents without people who also share the same interests as them.
- Offer different role within the summer camp to entice different young people to attend and progress.
- Offering accreditation, the young people during the camp, allowing them to learn and also get a recognised accreditation for their work.
- Increasing the time spent on the summer camp from three weeks to five weeks. Increasing the weeks will increase the amount of young people that would be able to attend, in return could see an increase in the amount of young people who stay in contact with the youth service and that could benefit from their other activities.

5.7 Summary

To conclude the research project, the writer set out with a clear aim, this research has established that participation in youth based event can influence a career path, using Torfaen Youth Service Summer Camp as a case study. Particularly throughout the research how the different elements of a career come together and the motivation behind them. This research has delivered some interesting topics for discussion, does participation in events influence your career path.