

# Young People's Panel

Final report  
24th November 2020



- **Twenty-two\*** Sixth formers from the Wessex Water region attended the 2020 Young People's Panel
- **Two main meetings** took place virtually via Zoom
- **Plus an interim group discussion** with diary pre-task

\*25 confirmed for day 1



## Profile of candidates

- Gender mix
- Mainly school year 13, some year 12
- From 20 schools across the region



## Pre-task prior to attending

- Fact finding & SWOT for WW
- Reflections/predictions on impact of Covid-19 on their generation



## Day 1: September 16<sup>th</sup> 2020

- Half-day revolving around speed networking with WW senior staff
- 'Warm up' group discussion and briefing on the core task



## Interim group chats: mid-October

- Status check-in
- Discussion of bathroom habits (with shower + bath diary)



## Day 2: November 3<sup>rd</sup> 2020

- Five teams presented back to judging panel
- Group discussion with Blue Marble on social purpose



## School survey

- Online survey distributed to participating schools
- 555 responses from 14 schools

## Schools of this year's panellists

- Abbeyfield School
- Beechen Cliff
- Clevedon School
- Hardenhuish
- King's Bruton
- Matravers
- Monkton Combe Senior School
- Nailsea School Sixth Form
- Parkstone Grammar School
- Queen Elizabeth's Hospital Bristol
- Queen Elizabeth School, Wimborne
- Ralph Allen School
- Sexey's
- Shaftesbury School
- St Augustine Catholic college
- St Brendan's Sixth Form
- The Blue School
- The New Sixth (St Gregory's)
- Weston College
- Winterbourne Academy



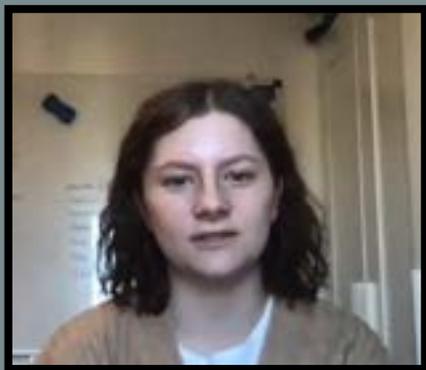
Facing your future during a pandemic  
Environmental attitudes  
Bathroom habits & wipe usage



Views of Wessex Water  
Their response to and ideas about  
(corporate) social purpose for a  
water company



Develop elements of a campaign  
to generate positive / minimise  
negative associations with hard  
water in the region



## Being 17 in 2020:

- Covid-19 & my future
- The environment
- Water & bathroom habits



Young people's optimism towards their educational goals and social life is similar to those in 2016 (post-referendum); though a greater proportion are now worried about their health & wellbeing

## Panellists' 2020 retrospective

Looking back to January...

- Focussed on school, planning enrichment / preparing for Uni
- Highlights looking forward to big events, holiday breaks, learning to drive & latent awareness of Coronavirus

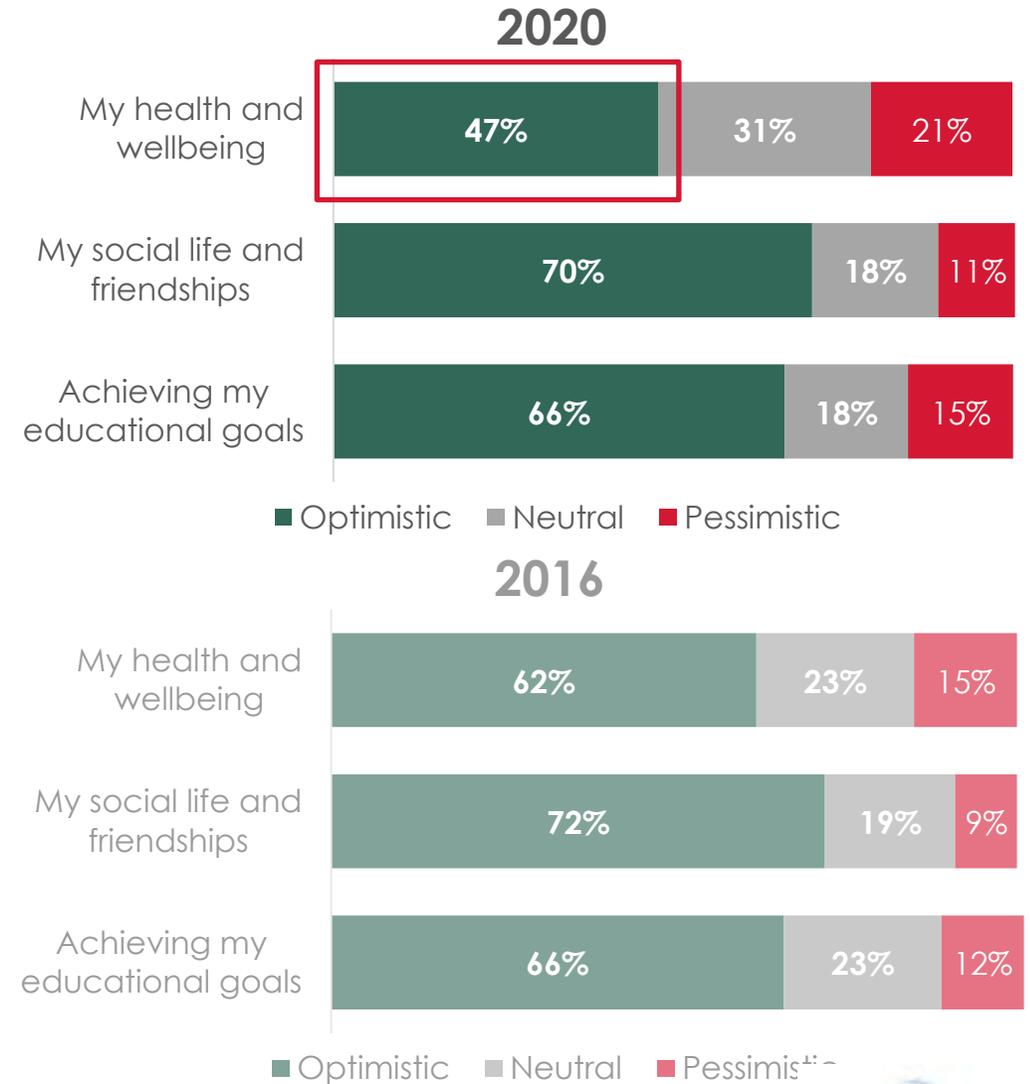
...and then...

### A lot was cancelled

- Y12 mocks, Summer schools, holidays, sports competitions – personal & big events
- Studying remained (the only) focus, though in a different guise

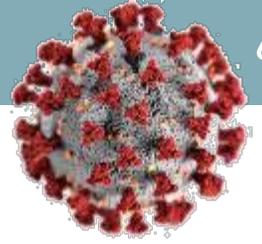
*'Pretty normal year, doing my year 12 exams, trying to get good grades - but then it all hit the fan.'*

*'Thought I would get work experience that would look good on my personal statement - but it got cancelled.'*



Q5: How are you currently feeling about the following issues in relation to you and your school life? Base: 2016 (578) / 2020 (555)





## THEIR WORLD

*'It was a big change. Suddenly I had to police myself to do the work. It took a bit of self-discipline and was a bit of a struggle to start. I'm glad to be back to school because I'm glad to have a routine.'*

*'Academically it's helped me understand that I'm a better learner when I'm on my own, and that I can study things without always relying on teachers. So it's made me more independent. [...] But the downside is that people are less social.'*

*'I was basically dealing with household politics for six months, which was kind of challenging. But it seems like we're past that now.'*

## Highs

- Family time, e.g. extended Easter holidays, seeing more of their working parents
- Online learning + tools effective
- Flexibility; no commuting
- Finding who is a 'true friend'
- Found new hobbies / interest; learnt new skills; developed existing ones
- A lot of sleep
- Self-reflection

## Lows

- Initial personal health concerns
- Social life suffered
- Some struggled with home schooling: focus, workloads, comprehension
- Missing family members
- Family tensions
- Uncertainty about A-levels
- No release / break: boring
- Change of grading a worry (predicted = final) & 'inflated' grades of other years
- Feel compromised for Uni applications



## THEIR WORLD

*'We're already one of the most depressed generations.'*

*'Like right now, it's quite hard to understand people that you haven't met properly.'*



### Loneliness

- Isolating; friendships suffering; summer would have been last with many of their friends before Uni
- Particularly those implicated in caring for / being considerate of vulnerable family members
- Too much social media



### Added school pressures

- Very demanding; every test could determine their final grade



### Generational mental health struggles

- Though some felt a negative impact on their mental health; others thrived, albeit still seeing their generation as a whole impacted



### Reconsidering the future

- If university will be solely online, not the 'real' experience; competing with 2020 intake who deferred and international returns to campus
- Looking for 'stable' jobs

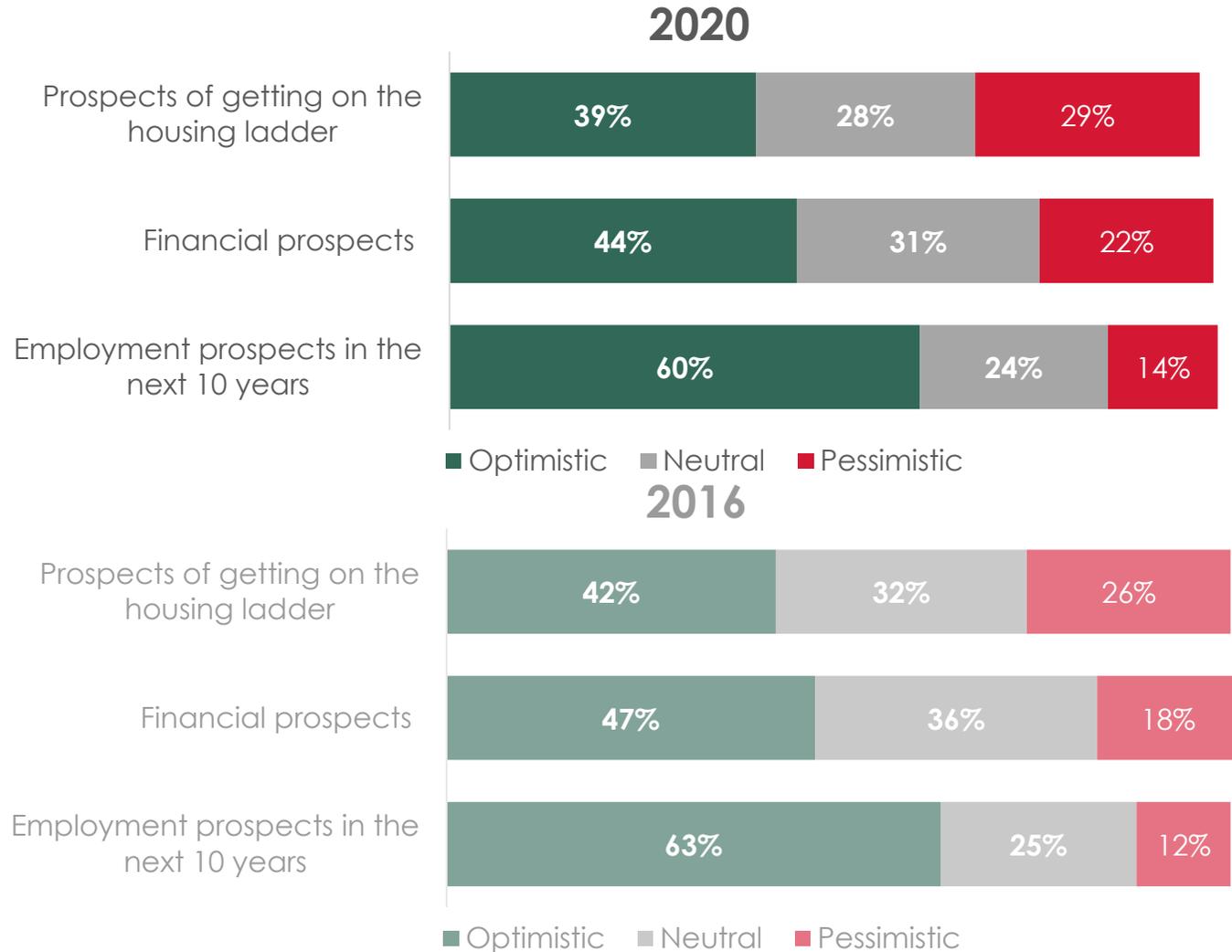


### Long-term effects

- Increased resilience; adapted to remote working
- People / society (finally) adapting to modern technology
- Uncertainty about workplace 'make-up': remote? full-time?
- Harder to 'connect' socially: people becoming awkward



Most perceived effects have been immediate, some have passed since the lifting of the first lockdown, meaning the pandemic hasn't (yet) led to greater long-term worries about the future compared to 2016. Some directional changes in longer term prospects though none significant.



**...in the next 10 years**

Q6: How are you currently feeling about the following issues in relation to life after education? Base: 2016 (578) / 2020 (555)



## THEIR WORLD

### Govt. power



- Seen decision making and rules imposed very quickly
- No parliament debates
- Questions about longer term control over life beyond emergency

### Impact of Covid-19



- Not worried about catching it, but staying away from grandparents in return
- Too much plastic used - hypocrisy of avoiding plastic straws v wearing disposable masks
- When tiers came in some slice of normality in their world (parties, etc)
- School rules make gov general rules pointless; e.g. rule of six v 'bubble' of 300 at school

### Future of travel



- Hesitation to travel v greater curiosity learning about other countries, e.g. through seeing different approaches to handling crisis or more 'relaxed' education systems
- And picturing remote working opportunities

### Future jobs



- Lack of UK innovators: are people too comfortable in jobs?
- Fear not working with / around people (all just from home)
- (New) businesses all becoming online businesses; won't need people?
- End of shops?

### Economy



- Lack of jobs / opportunities
- Across sectors
- Regardless of education

### Environment



- Threat of climate emergency front of mind
- Need to re-use more, not just recycle
- Pushing against fast fashion
- Transport needs to change: EVs / trains need to be more affordable; e.g. more high-speed trains at competitive prices (to planes)
- Bonus: less travel / pollution through wfh
- Worried some consumer action is 'just another trend' – real change needs gov action

**THEIR WORLD**

1

I'm very concerned about my impact on the environment and make considerable effort to reduce it even if it means spending more time, effort and/or money for it.

10

I think about my impact on the environment and try to do things to make a difference whenever I can, as long as I am not spending more time, effort and/or money for it.

3

It's an added bonus if what I'm doing is environmentally friendly but it's not a big issue for me.

1

I don't tend to think about my impact on the environment in my day to day life.

Panellists name a range of individual actions as part of being environmentally conscious, though demand systemic action for effective change as they admits it's difficult & costly to always consider the environment

- Consumer actions**
- Refill water bottles / keep cup
  - Avoid fast fashion / buy from thrift shop
  - Eat less meat
  - Recycle
  - Being an 'eco rep' at school
  - Clear up beaches
  - Walking / cycling / taking bus to school
  - Washing up bowl
  - Refill packs / avoid plastic
  - Buy UK grown produce
  - Climate strikes
  - Flights with carbon offset

*'Most pollution and waste comes from big corporations. Banning plastic straws - that doesn't actually help anyone. What about the companies that are dumping sewage into the sea? We need less individual change and more systemic change.'*

- Govt./ corporate actions needed**
- Many poor practices are invisible to consumers
  - Majority of emissions from corporations; limit what consumers can do
  - Consumer action not effective enough
  - Govt. needs to make renewables more accessible
  - Industries need to stop producing plastic, etc. to the stop buying

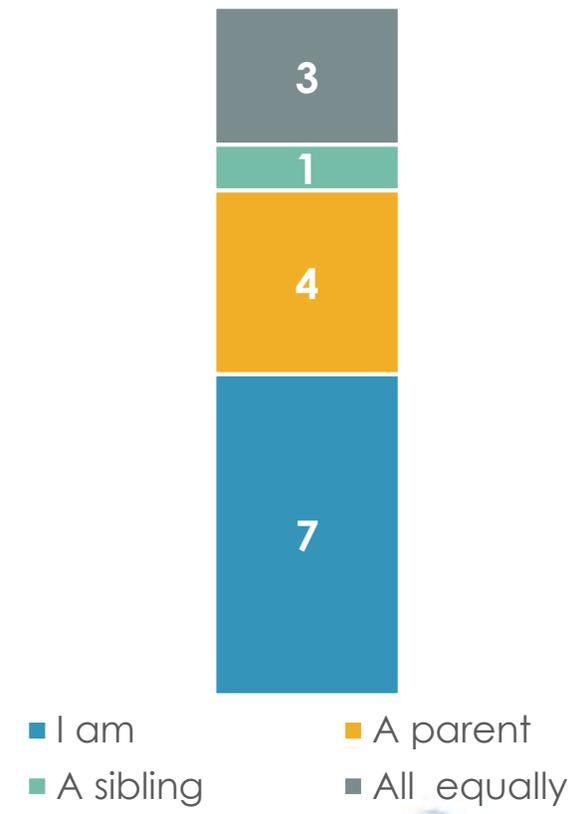
# Environmental focus – their own behaviours



Out of all individual actions the convenient and free, like recycling and claimed water saving alongside carrying a water bottle and bags, are the most common environmental behaviour amongst panellists, who also tend to believe they are the most eco conscious in their homes.



## Who is most environmentally conscious in your HH?



■ I am  
■ A sibling  
■ A parent  
■ All equally



Source: Interim task day 4 questionnaire; Base 15

## THEIR WORLD

Despite recalling some responsible water behaviour, water issues are not front of mind to them



### Water risks

- Very limited knowledge of water risks e.g. shortages are associated with other countries, often dry / landlocked nations
- Some heard of droughts in the South East
- A couple heard about a hose pipe ban



### Water conscious

- Not bill payers, so don't think about usage
- Some don't believe they use more than their parents – and see this as a cliché
- Turning tap off when brushing teeth is the norm
- Dishwashers v bowl washing debate: a parental structure rather than their choice



### Where have they learned it?

- Early childhood:
  - School (water cycle)
  - CBeebies song
  - Parents
  - Children's books

THEIR WORLD

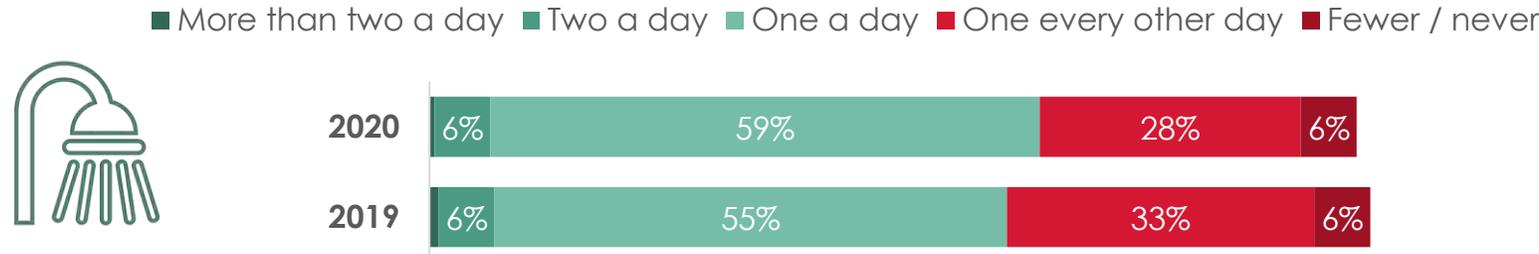


This year we piloted a shower + bathing household diary in between events to find out more about bathroom routines

Panellists did not think this was very long

Avg. 12 mins

No significant changes year-on-year in number of baths or showers taken; bar a directional change in shower frequency from every other day to daily



Average length



Girls

17 minutes

Max length 40 min



Boys

9 minutes

Max length 15 min



Parents

9 minutes

No gender difference

Q8: Now thinking about the way you use water, over the last few weeks, on an average day how many showers have you taken?

Q9: Thinking back over the last few weeks, on an average day how many baths have you taken? Base: All respondents (555)

THEIR  
WORLD

(Why) teenagers shower more (often)?

...and specifically?



- Very social and active lives: conscious of appearance (inc. odour); sweat more
- Peer pressure / expectations
- Hormones
- 'Self-care'= bathing rituals (girls)



Girls

- Long hair
- Hair conditioning
- Shaving legs
- Beauty routines, e.g. face masks, scrubs



Boys

- More functional showers
- Few even have very quick cold showers, e.g. to wake up or feel warm when getting out



Both

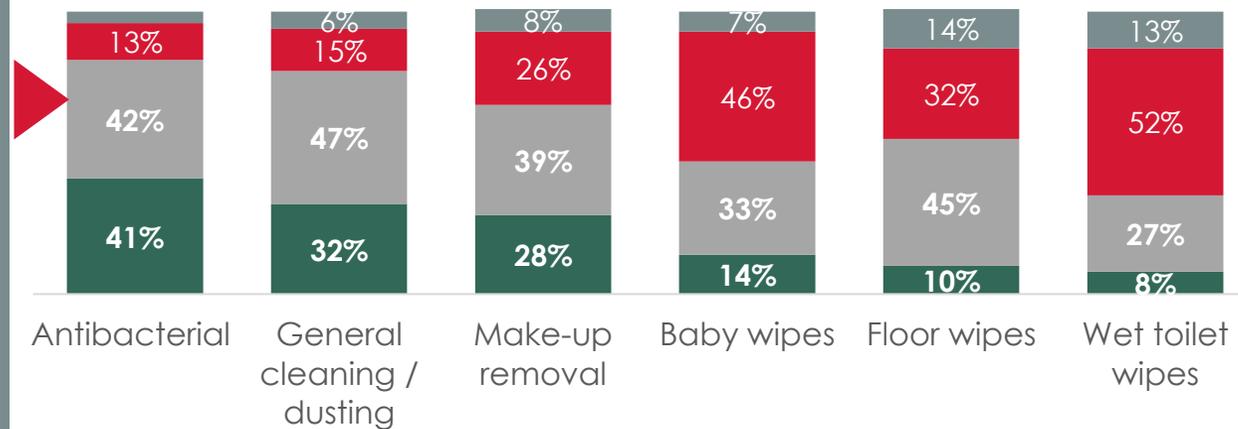
- For pleasure / comfort
- Low water pressure, i.e. time spent not representative of water used
- Balance a cold bathroom
- *Short showers*: limited hot water supply

In the midst of a pandemic the majority of households have antibacterial wipes; very few teenagers use wet toilet wipes & would dispose of all other wipes in a bin

Though many know not to flush any wipes; misleading labelling is a concern and panellists feel WW can play a role in influencing industries

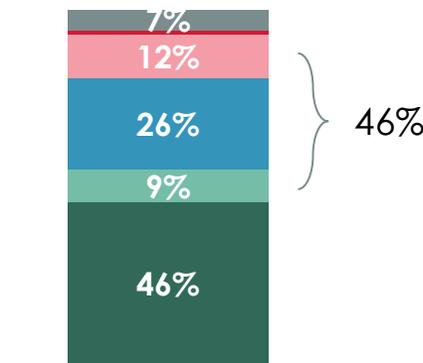
Which of the following types of wipes do you usually have in your house and which of these do you use personally?

■ Use ■ Have at home ■ Don't have at home ■ Unsure



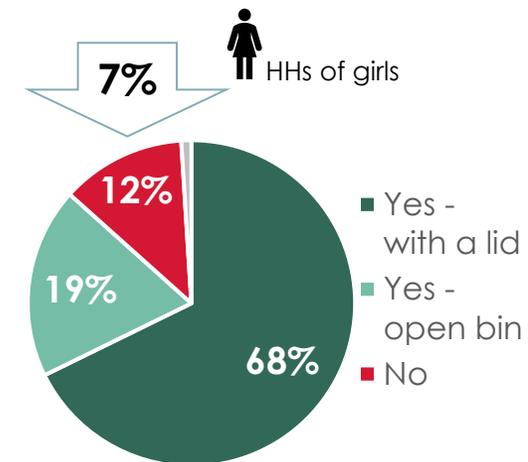
■ Unsure / don't know

- Any wipes as long as it goes down the pipe
- Degradable & flushable/easy to flush/fine to flush
- Only those labelled flushable, easy-to flush, fine to flush
- Only degradable wipes
- No wipes should be flushed



Which wipes, if any, can be flushed?

The vast majority have a bin in their bathroom



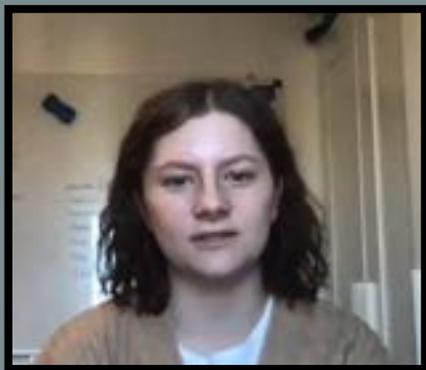
Qualitatively those who need a bin have one; concept of a yukky bin is alien to them. How is it different to a bin?

Q10: Does your household have a bin in the bathroom(s)?

Q11: Which of the following types of wipes do you usually have in your house and which of these do you use personally?

Regardless of wipe use, which if any, of the following types can be flushed down the toilet?

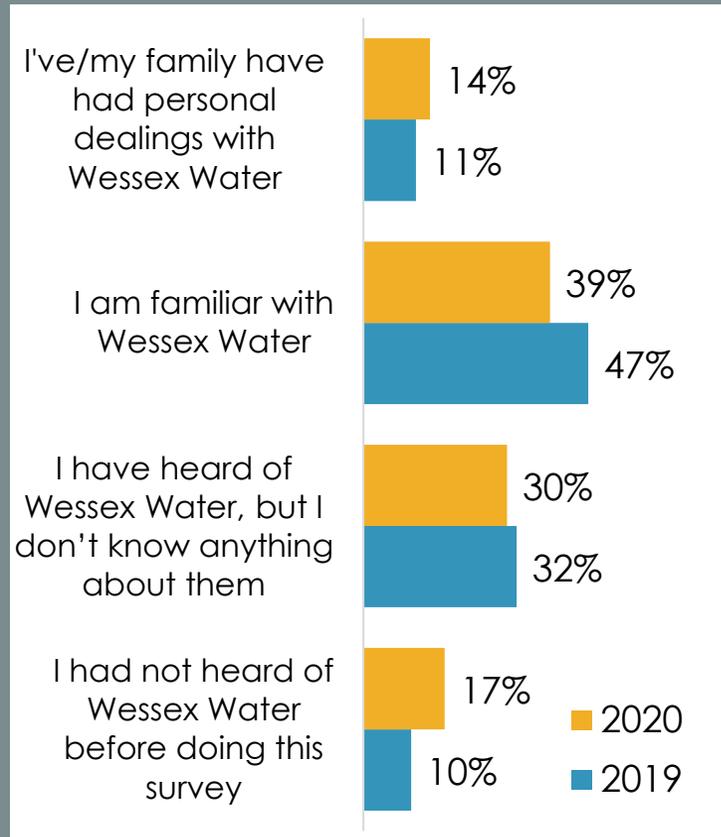
Base: All respondents (555)



What do you know about WW?  
Do companies like Wessex Water need a social purpose?  
How would this manifest to future customers & wider society?

# Wessex Water knowledge

Though panellists & other young people have limited knowledge of Wessex Water, their overall impression is fairly positive



## Overall very limited knowledge of Wessex Water

- Provide water and sewerage services

## Some (of their parents) have had personal interaction

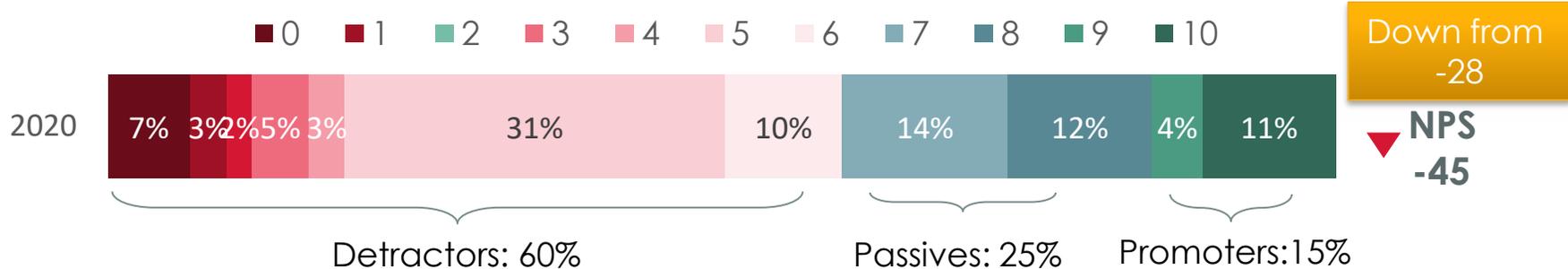
- Feedback tends to be positive: nice team / cooperative
- One had work experience in Saltford labs
- School close to WW HQ
- Good customer service

## Recognise busses & vans

- Often where new developments pop up
- Notice maintenance work

## Better than other water companies?

- Latent awareness of other water cos dumping untreated sewerage into rivers, not aware of WW doing so
- Look after the environment

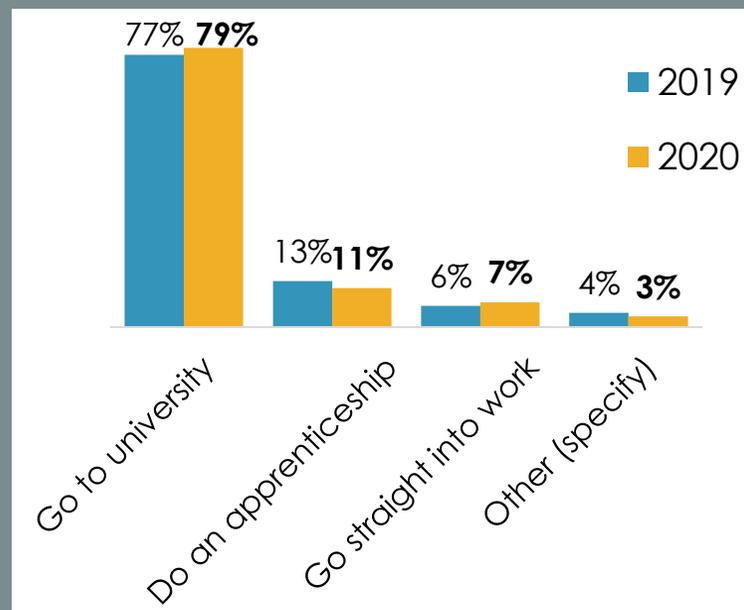


Q15: Which of the following reflect your awareness of Wessex Water?  
 Q16: How likely are you to describe Wessex Water as a good company to someone you know?  
 Base: All respondents (555)

# Their expectations from a future employer

THEIR WORLD

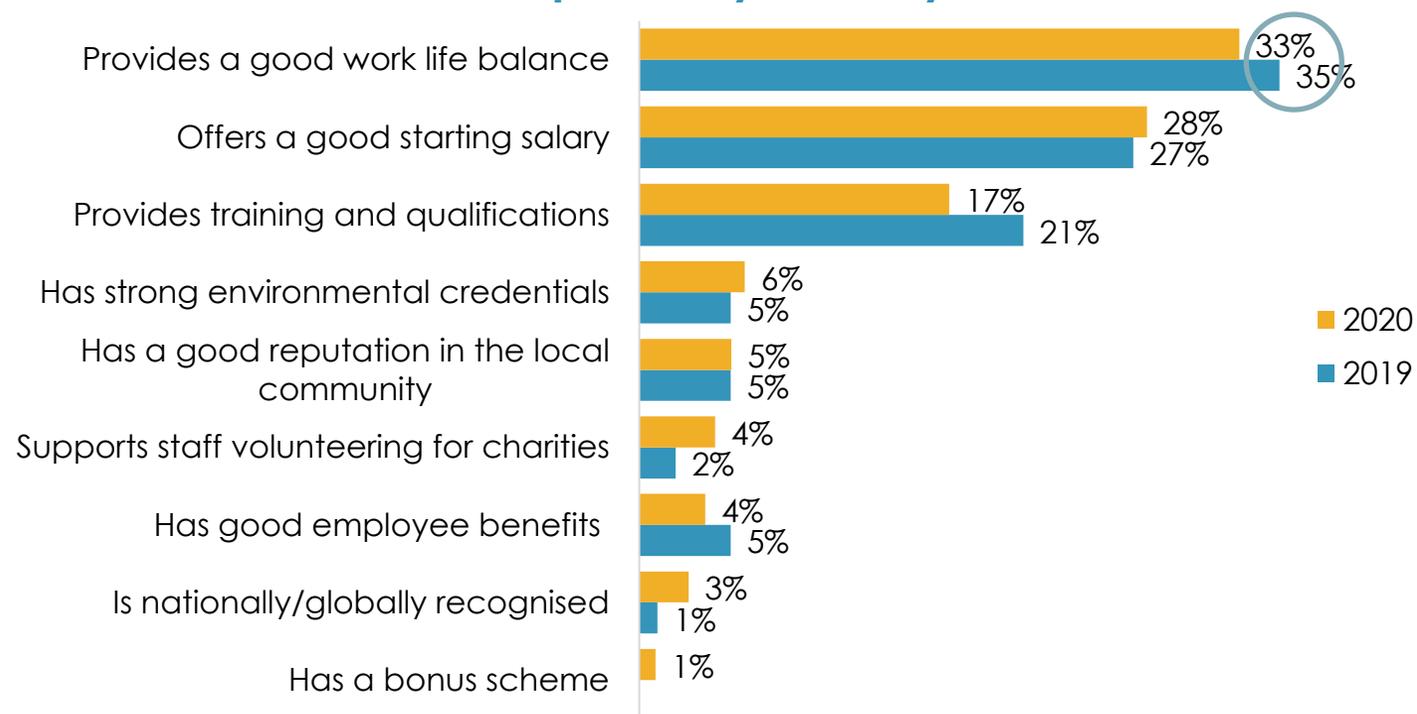
The majority of sixth formers are planning on going to university – consistent with 2019



A good work-life balance remains most important to this generation followed by salary level, whilst training and qualifications is waning as a top consideration

## An employer that....

### Most important year on year



Q4: What are you most likely to do after year 13 or after a gap year?  
 Q7: When thinking about your future work life, which of the statements below is the **most important** when considering an employer? – Most important  
 Base: All respondents (555)

# Their expectations from a future employer

## THEIR WORLD

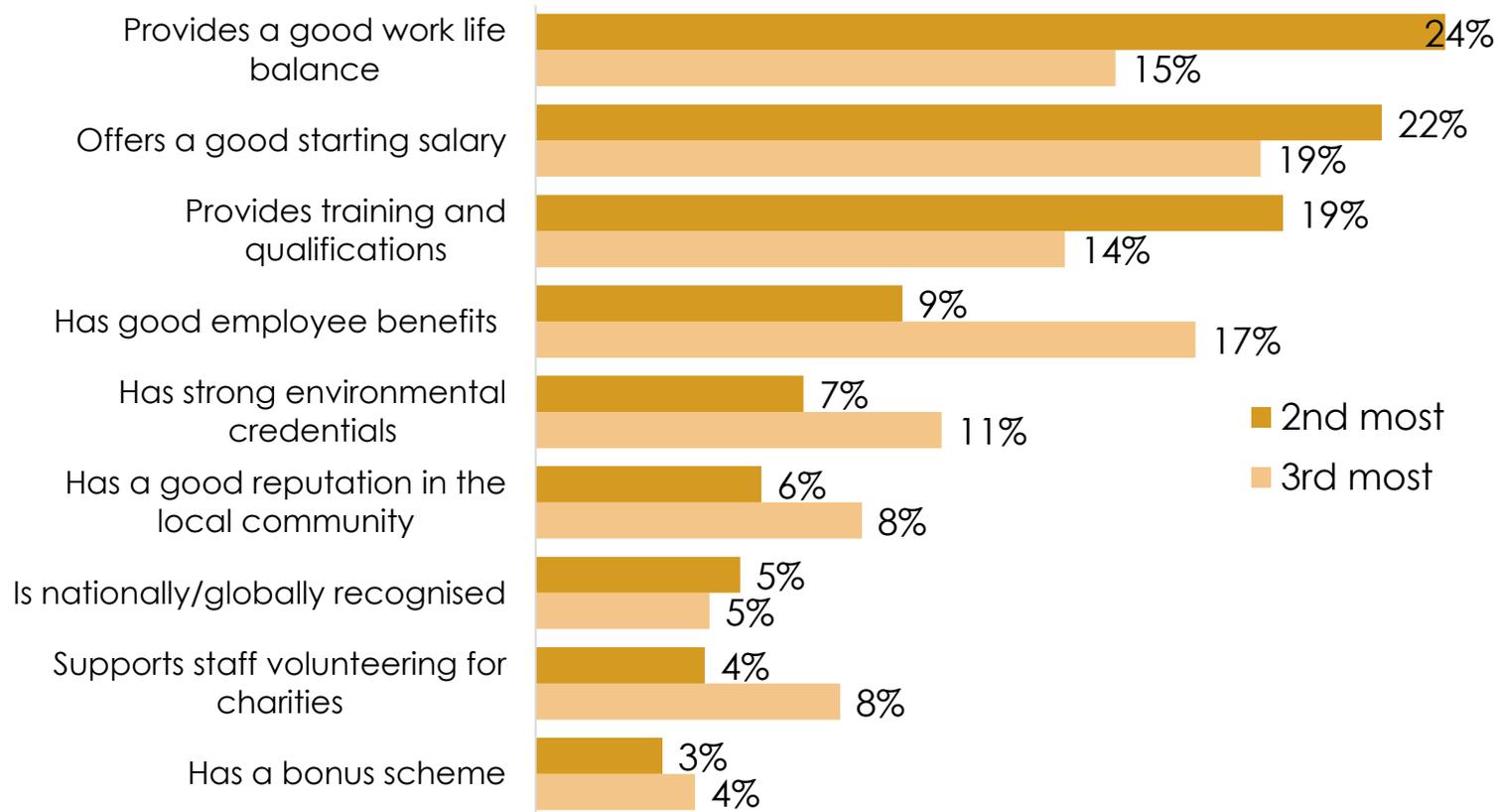
However, training is a strong secondary factor



Social value positioning, like environmental creds, charity initiatives and local reputation are further down the list when choosing an employer

## An employer that....

2nd / 3<sup>rd</sup> most important 2020



Q7: When thinking about your future work life, which of the statements below is the most important when considering an employer? – 2<sup>nd</sup> / 3<sup>rd</sup> important

Base: All respondents (555)

# Social value of (water) companies



Protecting the environment (single cause)



Slow, sustainable fashion



Cleaning beaches



Free meals



Against animal testing



Employ the elderly



Staff shareholders



Local, fair wages, ethical



Sustainable clothing?



Sustainable packaging?  
Free meals  
Community football

## Social value – general

- Terminology needs explaining; once understood difficult to distinguish from CSR → 'genuine' CSR?
- Though big companies come to mind initially, as does cynicism around their motives; more interested in profit than doing good; small businesses and NGOs appear more credible in this space
- Commonly associated with ONE core activity, rather than a range

**Tension between: Social purpose should be linked/relevant to core business vs a commitment to a separate/non connected cause**

## What could a water company do?

- Operate environmentally friendly practices; reduce waste, carbon neutral
- Talk about the initiatives it is doing
- Big (local) events, fayres with refill points, water bottles + clean up after
- Sponsor fun runs (inc. support athletes)
- Collaborate with (local) charities, e.g. environmental ones
- Community initiatives, e.g. cleaning parks, beaches
- Conservation work, e.g. planting trees
- (More) 'poo' busses
- Invest in local businesses
- Apprentice schemes
- Community engagement e.g. YPP
- Work with farmers
- Industry activism against 'flushable' labelling
- Fighting for a cause outside of core business, e.g. social justice, diversity

# Water company expectations & social value



## A water company that supports...



Sixth formers across the region are most impressed with water companies supporting the environment, yet qualitatively environmental actions are further scrutinised and local initiatives appear more impactful to them

### Positive: Added (social) value

Playing a full part in the **communities** we serve e.g. offering grants to support community and environmental initiatives (such as a rainwater harvesting system at Bath City Farm) and providing staff volunteers for local projects e.g. providing hot meals to vulnerable people during Covid lockdown in 2020 and our Covid Relief Fund for organisations dealing with the pandemic.

Demonstrates not just interested in making money; going out of their way; could go further by supporting local businesses who suffered due to the pandemic

Promoting **social mobility** by growing skills and providing opportunities in a workforce through apprenticeships and educational programmes.

Going the extra mile; good pay and training valuable; should also result in job at the end

Supporting and driving **economic growth** across our region, by being a large local employer; supporting local suppliers & businesses.

Good, particularly now; important to provide opportunities to local workers + businesses; want more evidence of this and how many are NEW opportunities v longstanding employees

Q13: Imagine you could choose from three different water companies, all exactly the same other than the way they invest their profits to benefit society. Which would be the most appealing to you as a future customer?  
Base: All respondents (555)

# Water company expectations & social value

## It depends

Leading the improvement of the **natural environment** of our region through our work to adapt to and mitigate climate change, reduce pollution, conserve water, promote sustainable agriculture and eliminate single use plastic.

Priority, but should be default. Go further with conservation work and provide evidence

Promoting **culture, inclusion, and diversity** so that our business is a place where everyone enjoys working and feels they are treated fairly and given every opportunity to further their career.

Impactful and easy to implement; but also expected and reflects basic HR law; also company benefits from this. To add value it needs to go further and celebrate and promote diversity and inclusion

Becoming **carbon neutral by 2030** by a continuation of activities including energy efficiency practices and investment in renewable energy. Where emissions are unavoidable, seeking to offset through local sequestration projects or buying offsets.

Should be doing this, but target is more ambitious than legislation and demonstrates more commitment; difficult to measure / evidence in advance

## BAU

Supporting the healthy functioning of society and the environment with **essential water services** today and into the future.

Absolute key function of a water company

Ensuring everyone can benefit from and afford our services, with a range of **lower rate tariffs and discounts for people on low incomes** and partnership working with debt advice sector.

Recognise don't have to, but should to as a moral company – generally service must be affordable (basic human need)

Making responsible investments now in existing pipework and treatment works to **upgrade infrastructure** and prepare for the additional challenges of climate change and population growth.

Any good company needs to prepare for future, core to their survival

Requires evidence of going 'above and beyond' legislation

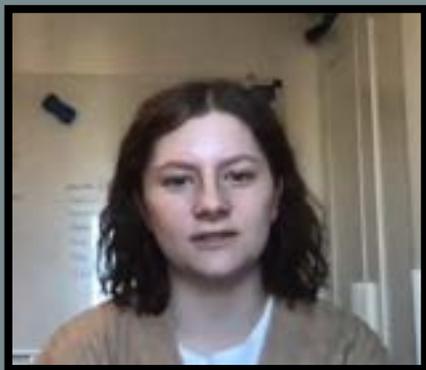
Expected as core business of a 'decent' water company



Move with the times: what once was social purpose will soon become BAU (esp. environmentally)

Claims need evidence; preferably in form of actions not promises

Greater opportunity to be credible due to regulated status; can't make false claims



CORE TASK

Develop elements of a campaign to generate positive / minimise negative associations with hard water in the region



CORE  
TASK

Following speed networking with Wessex Water senior staff, group discussions and a full briefing presentation on the business problem behind the core task, 5 teams prepared solutions and presented to the judging panel.

Find out more about the region and the hard water issue to develop insights on which to build a campaign

- Where does our water come from?
- What does this region mean to people?
- **How does (effective) advertising commonly integrate heritage / provenance i.e. the place/region makes the product special?**

Design two outputs that could feature in a Wessex Water campaign

1. Wessex Water magazine article; 700-800 words; audience aged 35 and over
2. Short form social media video, max. 60 secs for (future) customers under 35

### Team New Wave (1)

Task

1

Find out more about the region and the hard water issue to inform your campaign

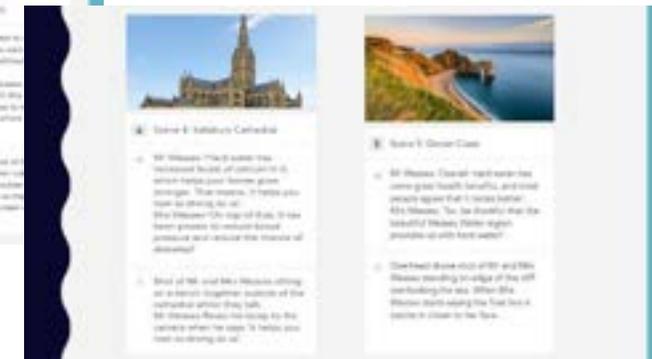
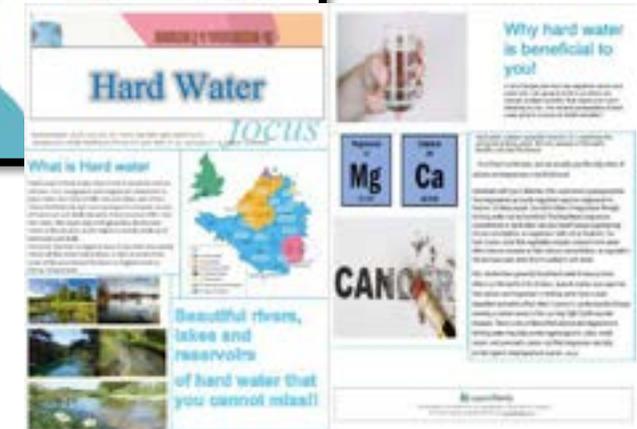
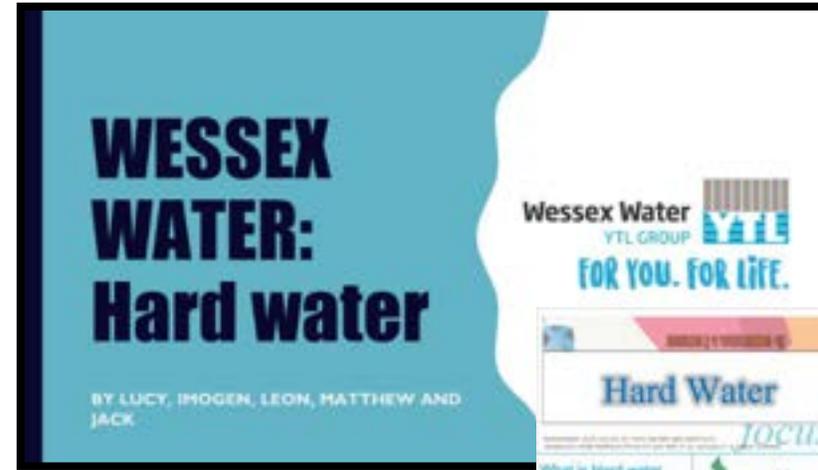
- Understood the benefits and challenges of hard water
- Researched Welsh Water & Scottish Water campaigns
- Found key Wessex areas where water is sourced from, understanding it is mainly groundwater, too

Task

2

Design two outputs that could feature in a Wessex Water campaign

- Identified iconic areas of beauty near the Wessex Water sources to feature in the campaign (e.g. Stonehenge, Silbury Hill, Dorset coast)
- Video: Illustrated storyboard highlighting the health benefits of hard water using Mr & Mrs Wessex with tongue-in-cheek humour (~hard water makes you 'hard')
- Article: Visual and eye catching highlighting the (health) benefits of hard water and imagery of the beautiful area



# Presentation highlights

## Team Coleslaw (2)

Task 1

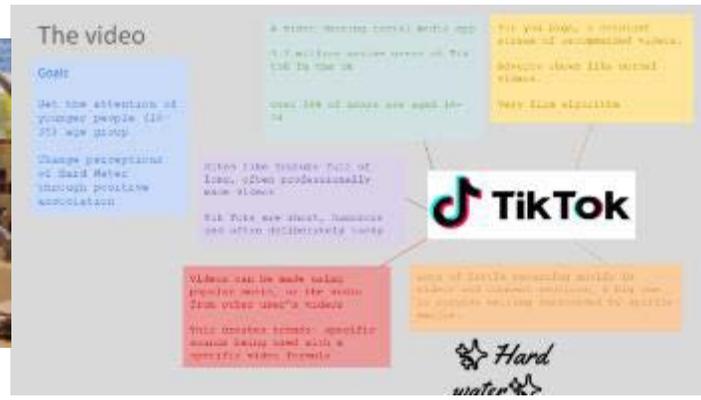
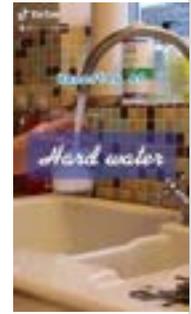
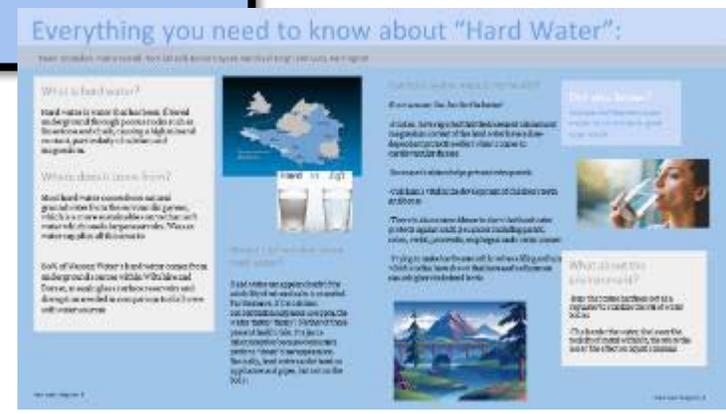
Find out more about the region and the hard water issue to inform your campaign

- Understood the benefits and challenges of hard water including the advantages of boreholes over reservoirs
- Found the key areas of Wessex (hard) Water origins
- Identified physical, (potential) mental health and environmental benefits of hard water

Task 2

Design two outputs that could feature in a Wessex Water campaign

- Approached different audiences with different positive messaging about hard water; younger audience: focus on environment and mental health (with caveats) & health for older audience
- Video: Cheesy, quirky TikTok video appropriate for younger age group; highlighted changes to execution given a budget
- Article: Factual piece with a focus on health, specifically highlighting calcium(bone health) and magnesium
- Critically evaluated own media campaign



# Presentation highlights

## Team 3

Task

1

Find out more about the region and the hard water issue to inform your campaign

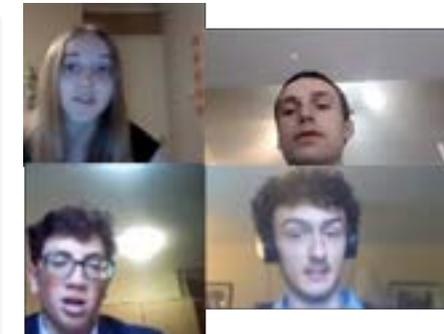
- Researched facts of hard water and familiarised with common complaints from customers
- Identified wider issue of information availability online, e.g. when searching for solutions in Google customers would mainly find commercial softeners
- Identified transparent communication is key for customer satisfaction

Task

2

Design two outputs that could feature in a Wessex Water campaign

- Focus on redressing common concerns; highlighting some environmental benefits and health benefits of hard water coupled with advising against commercial softeners or solvents to cure build-up; local area a backdrop
- Video: Description of a video narrated by a young person explaining safety on hard water with countryside backdrop, closing with a family discussion about hard water
- Article: Factual piece addressing common concerns about hard water and offering sustainable ways to solve build up; supplemented by a leaflet



- We wanted to execute our video by using our main idea throughout of connecting customers perception of hard water positively to their love of the region.
- Our techniques used are aimed to attract the younger market.
- We devised a storyboard:
  1. Video starts with title page and image of a bright countryside which is familiar to customers. This creates feelings of home and happiness.
  2. Switches to an interview from a young person talking about the measures Wessex goes to to make sure the water is safe to drink and why hardness doesn't cause any health risks (brief explanation on what hardness is). Being a younger person, the audience will resonate more with their ideas and opinions.
  3. Then switches again to some images of the beautiful countryside the water comes from while interviewer continues to speak on area water comes from.
  4. Flick to a happy family talking persuasively about hard water and educating the viewer on its benefits. Talk about how they used to have a negative view of hard water but how this all changed and how little it affects their lives.
  5. Finally a slide that says for more information visit our website

# Presentation highlights

## Voice of the Young (4)

Task 1

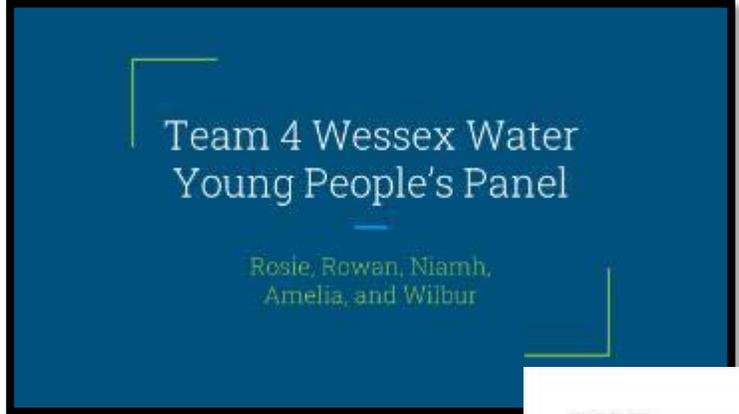
Find out more about the region and the hard water issue to inform your campaign

- Holistic research of Wessex Water resources on hard water, Wessex history, groundwater extraction and successful campaigns
- Reviewed past Wessex Water magazine articles

Task 2

Design two outputs that could feature in a Wessex Water campaign

- Decided to incorporate an informative approach in hard water facts, background and remedies with a different tone to the two audiences; accessible and less formal for younger audiences; serious but friendly for older readers
- Video: Reporter style informative video covering facts and remedies for hard water set in the countryside
- Article: Immersion into Wessex with a brief history of the area, highlighting reservoirs for a day out continuing with normalising hard water, recapping some facts and solutions



# Presentation highlights

## Wessex Water Crew (5)

Task 1

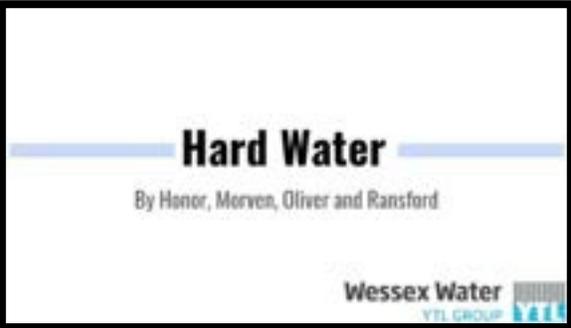
Find out more about the region and the hard water issue to inform your campaign

- Proprietary research into local people's attachments to the area, by age group
- Reviewing successful ad campaigns that establish customer closeness
- Identified that the benefits of living in the beautiful Wessex area outweigh the negatives of hard water

Task 2

Design two outputs that could feature in a Wessex Water campaign

- A factual campaign educating on the reasons for hard water and the relationship to a beautiful area coupled with solutions to address these. Greater emphasis on beautiful area in article. 'Spotting the signs' in video.
- Video: The journey of your hard water, facts and signs with commercial ways to address associated issues
- Article: Leading with the associations of living in a beautiful area followed by a comprehensive summary of the benefits and drawbacks of hard water with a commercial solution to address build-up



**NATURAL BEAUTY MEANS NATURAL WATER**

As you enter the area, there is natural beauty that stretches to West Dorset, and one valley through to the Somerset. There are no mountains to look for, but sometimes great scenery lies under the hills. The water is soft and gentle, and the hills are not too high.

The region around Wessex Water is a mix of water from a reservoir or river, from underground sources and rain. The water that you get is not just water from your tap. This is water that is made up of rainwater that has fallen on the hills, and the water that has been filtered through the ground. This is not only soft water, but it is also clean and pure. The water is soft and gentle, and the hills are not too high.

Now, all of the water that you get is soft. It is not only soft, but it is also clean and pure. The water is soft and gentle, and the hills are not too high.

**Did you know your location plays a roll in the type of water you receive?**

From Wiltshire to West Somerset, we are privileged to be surrounded by natural reservoirs and beautiful rivers. However there are drawbacks to this. Hard water tends to form around these areas. This is due to the topography of the landscape.

**Ways to reduce water hardness:**

- Water softeners
- Water filters
- Water treatment

# Presentations overview summaries

## WINNERS

### **Tongue-in-cheek humour & eye-catching imagery**

Developed caricatures to emphasise the health benefits of hard water in iconic scenery. Attention grabbing article layout.

### **Cheesy or factual**

Cheesy TikTok video for young audience recapping environmental and mental health benefits. Factual health messaging in article for older customers

### **Redressing common concerns & highlighting the benefits**

Focus on health and environmental benefits and advise against commercial softeners

### **Factual and accessible**

Education and (sustainable) remedies delivered at the right tone for each audience

### **Benefits of natural beauty outweigh the nuisance of hard water**

Factual and transparent  
Acknowledge the issues and offer comprehensive solutions

# Core task: what are the insights and opportunities?

## Focus on the benefits

- Health (e.g. calcium, magnesium)
- Environment
- Taste

## Highlight the beauty

- Landmarks
- AONBs

## Be transparent

- Mention boreholes (sustainable extraction)
- Acknowledge hard water



## Common themes



### Health benefits

Highlight the health benefits, specifically where minerals are positively associated – without overclaiming. Conversely, emphasise the danger of sodium through softening processes



### Environment

Establish that hard water is generated in a sustainable way and offer environmentally friendly means of solving common issues with hard water build-up



### Pride in the area

Reference the iconic beauty of the area, e.g. Dorset, Wiltshire



### Address concerns

Be transparent and open about hard water concerns – rather than covert – but balance this with solutions and benefits



### Use humour to win younger audiences

Whilst future customers need to know the facts, the delivery needs to be appealing and entertaining to be effective



Reflections on the day & key insights



# Reflections on day 1

Excellent

Score (9 panellists)	
10	-
9	1
8	5
7	1
6	-
5	1
4	1
3	-
2	-
1	-
0	-

Ave  
7.2

Terrible

Good experience; though the 'real life' feeling and immersion in the business was lacking somewhat...



*'It was very well organised where we had group meetings and whole team discussions at appropriate times. However some members had some technical difficulties which made it difficult in certain times.'*

*'Enjoyable but somewhat worsened by the zoom call aspect as it was kind of awkward'*

*'I liked the speed networking session; it was very effective and efficient.'*

*'I did regret not being able to see around the offices and the corporate environment, and I was hoping for there to be an attempt at allowing us to get a feel for some of the key sites and facilities.'*

# Reflections on day 2

...by the second day most had accepted the virtual aspect

Excellent

Score (22 panellists)	
10	1
9	7
8	9
7	2
6	2
5	1
4	-
3	-
2	-
1	-
0	-

Ave 8

Terrible



*'Smooth running considering it was online.'*

*'Enjoyed talking to the Blue Marble team as people don't usually ask young people specifically about topics so it was nice to give an opinion'*

*'Spending the second part of the morning in different teams was a breath of fresh air'*

*'The Senior Wessex team members also seemed very amicable and were very engaged with the presentations, which made me more engaged in turn.'*

# Themes of reflection on the experience

Panellists were accepting of the virtual format but also shared ideas to improve the experience; on day 2 they particularly wished for more focussed time with Wessex Water

## **Overall, could the day(s) be improved?**

- Deeper immersion into the corporate world, e.g. (virtual) site tour
- More time with senior Wessex team, e.g. team feedback sessions
- More interactive and outcome based / problem solving tasks
- Broader brief allowing for a more diverse response
- More detailed framing / set-up of the day including warm-up instructions and 'outro', e.g. 'effective mingling at the beginning and permission to 'linger' at the end

- **Covid-19 & lockdown** left its mark on the generation with some heightened anxiety about the immediate future but also indications of increased personal resilience, greater self-reflection and a more questioning outlook
- **Climate emergency and the environment** remains important to them, but clearly isn't 'their issue' to solve
- A generation who appear to have **good knowledge of pro-environmental water behaviours** however nearly half think it is fine to flush wipes labelled as flushable or degradable. And 12 minute showers seen as acceptable.
- **Teens don't like the criticism of their using too much water:** they think there are valid reasons why they need more showers. And in a diary shower timing task, girls spend twice as long in the shower as their male counterparts and parents.
- In reframing water quality, future customers focused on **the positives of hard water:** taste, health and environmental wins...
- At face value, future customers want to see water companies express social value through environmental initiatives. However considered exploration suggests that **supporting local communities and economies might be seen as adding greater social value**



**Blue Marble Research Ltd**

[www.bluemarbleresearch.co.uk](http://www.bluemarbleresearch.co.uk)

01761 239329

## Overview

- 17 panellists took part, 9 boys / 8 girls, Aged 16-18
- Other people taking part: mums & dads, some siblings
- Age range of participants 6-64
- Average of +2 adults in the HH and +1 child / 3 people
- Live in homes with an average of 2 bathrooms

## Diary observations – Day 1

Not everyone showers every day, *is this acceptable amongst peers?*

Others showered more than once, what might be a reason for that? (boys only)

**Average shower (panellists): 12 minutes**; range 2 to 40 minutes; median 10 minutes

**Girls: 17-minute average** / 16 minutes median

**Boys: 9-minutes average** / 8 minutes median

- o longest boy shower was 15 minutes, longest girl shower 40
- o Only 1 panellist (girl) reported a bath

**Parents** – same number of showers, some none a couple 2

Average length for parents **9 minutes** – **mums 10 minutes** / **dads 9 minutes**

Younger siblings (pre-puberty) bathe / shower much less

# Appendix – overview of findings: interim bathroom diary task

Final survey section – 15 completes

## Environmental attitudes

1/15: I don't tend to think about my impact on the environment in my day to day life.

3/15: It's an added bonus if what I'm doing is environmentally friendly but it's not a big issue for me.

### **10 / 15: I think about my impact on the environment and try to do things to make a difference whenever I can, as long as I am not spending more time, effort and/or money for it**

1/15: I'm very concerned about my impact on the environment and make considerable effort to reduce it even if it means spending more time, effort and/or money for it

### **Eco-behaviour statements ranked by highest to lowest agreement**

1. I separate my waste by recycling / using a food bin
2. I use a refill bottle for water on-the-go rather than buying drinks
- 3. I limit the amount of water I use, e.g. turn of the tap when brushing teeth, quick showers**
4. I avoid plastic packaging as much as I can
5. I carry bags with me to avoid plastic bags from shops
6. I prefer to take public transport whenever I can
7. I buy second-hand clothes / avoid 'fast fashion' whenever I can
8. Limit the amount of (red) meat I eat
9. I carry a refill cup ('keep cup') for hot drinks when I'm out
10. I prefer to cycle rather than drive whenever I can

### **Who would you say is most environmentally conscious in your household?**

**7 / 15 – they are**

3 / 15 – their mum

1 / 15 – their dad

1/ 15 – their sibling

3 / 15 – all care equally

### **How much of your life has changed following lockdown and the impact of Coronavirus by letting us know if you are doing any of the following more or less or about the same as before:**

#### MORE

1. Worry about my future job prospects
2. Planning future / what I do when leave school
3. Worry about my own health & wellbeing
4. Worry about health & wellbeing of my parents/grandparents
5. Study / revise

#### ABOUT THE SAME

1. Care about my local community
2. Worry about the environment or climate change
3. Research how ethical a company or brand is (e.g. treatment of staff/suppliers, vulnerable people, diversity/inclusion)