The Rise of the UK Realtime Generation

Unlocking the potential of Britain's 13-17 year olds in the Global Knowledge Economy

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Foreword

The analysis of the youth of the United Kingdom is incessant, and in the main, negative. If a single word could sum up today's generation of 13-17 year olds, would it be *hoodie*?

In 2000 Gordon Brown spoke enthusiastically about turning Britain into a knowledge economy, *"Now that the future is knowledge-based - e-shaped, if you like. We can already see the qualities needed for success: those countries that will succeed will be those that can best unleash the potential of their people by drawing on the qualities of creativity, flexibility and adaptability, the work ethic and of course an open and outward looking approach to the world."*

Seven years later, in 2007, as Gordon Brown moved from Chancellor to Prime Minister, he made a short statement outside 10 Downing Street.

> *"..If we can fulfil the potential and realise the talents of all our people then I am absolutely sure that Britain can be the great global success story of this century."*

An economically successful Britain must compete in a new world where education standards are rising quickly in the developing world, where the growth in communications and technology can move jobs from one continent to another at will, and where an economy built on 'services' is simply built on its people, their skills and capabilities.

A successful UK knowledge economy will be one that does not look to its past, or its present, but to its future. Hoodie wearing or not, the future of our country and its economy will be defined on whether a 13 year old in Bolton is capable of competing for that knowledge economy job against a 13 year old in Bangladesh or Beijing.

Does a negative public commentary on the few really reflect our next generation of students, workers, parents, their work and life aspirations and most importantly their skills and capabilities? While the media and politicians focus on the negative minority, does the UK posses a generation with the skills and behavioural traits that will enable this country to compete in an era of knowledge-based competitive globalisation? This new generation's ability to adapt to and embrace social, economic and employment changes will define UK Plc's economic success in the next 20 years.

Knowledge economies rely not only on any individual's personal talents, but also on the skills and capabilities of groups of people, collaborating individually and as businesses, to drive innovation and deliver competitive advantage[1]. Knowledge economies demand a change in the way we work, the way we learn, the way we communicate, the way we share ideas, and the way we drive advantage through interconnecting individuals and their knowledge together. It will not be the skill of any single individual that turns the UK into a successful knowledge economy, but the knowledge of many.
Is today's generation of Britain's young adults ready to meet this challenge?
If the results of this survey are indicative of the state of the youth in Britain today then I believe that the UK continues to have massive latent potential in young people, tuned into the new collaborative ways of working

[1] The Career Trajectories Of Knowledge Workers OECD

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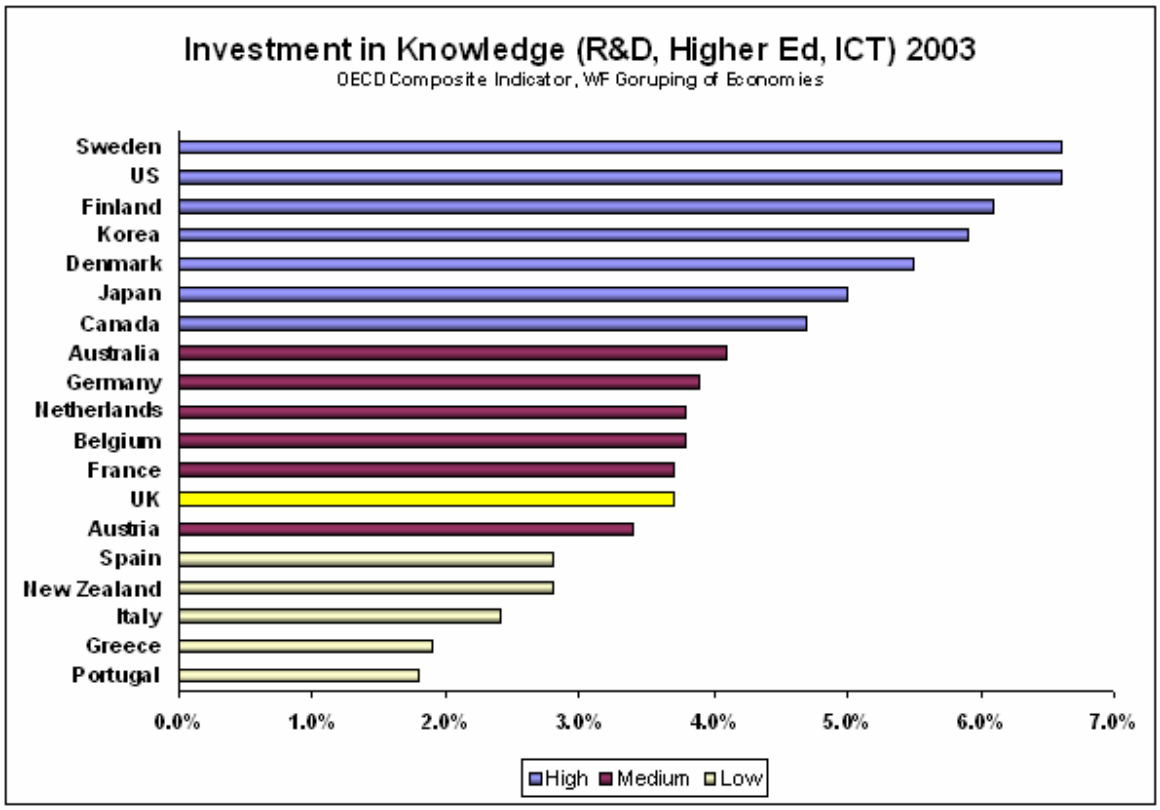
that will strengthen our position as a leading global knowledge economy. The 13-17 year old generation within the UK display every trait necessary to be a knowledge worker. In fact, in most areas of knowledge technology the UK's 13-17 year olds are more advanced than their counterparts in the United States. We must understand, embrace and exploit this competitive edge.

If the youth of the UK are ready to take on this challenge; then are government, education and business leaders ready to put in place the environment and investments that this new generation expects?



This emerging generation may not realise that their innate ability to collaborate and innovate, express themselves and their ideas, and readily explore the thoughts and views of others are critical tenets of a knowledge economy. However government, education and business leaders must, and must invest accordingly, or we risk alienating a whole generation and losing our national competitive advantage.

The voice of this new generation is loud and clear:

- Enable us to be successful here in the UK, or we will take our talents and economic power elsewhere.
- Allow us to use new technology to share our thoughts our ideas, or we will take our innovation elsewhere.
- Allow us to manage our own work-life balance and put our families first, or we will take our lives elsewhere.

This survey of 13-17 year olds gives notice to UK Plc of what the next generation expects, the question is, can we (Government, Higher Education and Business) deliver?

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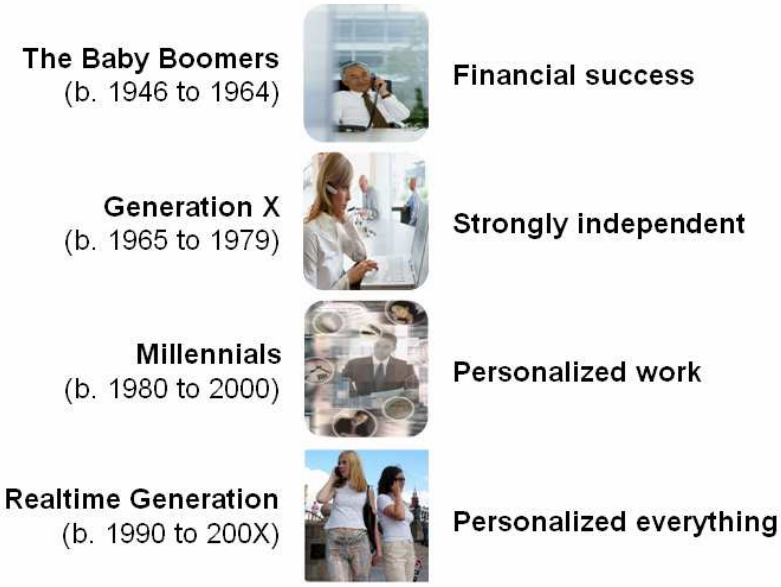
Executive Summary

Over the past few years, much has been made of the working requirements of a new generation of now 20 something's collectively called the Millennials.

Born between 1980 and 2000, and defined as a US citizen, the Millennial[2] has become the benchmark for understanding how a generation brought up alongside the growth of the Internet expect to live, work and play. They have shorter attention spans, a global perspective, unlimited connectivity, and an ability to talk technology natively. Analysis of the Millennials traits and idiosyncrasies has driven many government and business investment in new working practices and technology.

The world is a fast changing place, and the insight into US Millennials wants and needs has been advantageous to those planning UK economic and business strategies.

Understanding the past and the present is enlightening, but in a fast moving, fast globalising world, having clear insight into the skills and requirements of the next UK talent pool is critical. As a new generation enters UK higher education and the world of work, and as the pace of change accelerates, attracting and retaining the top talent and using their knowledge and skills to best advantage will be critical.



To gain a clear insight into the behavioural characteristics of the next generation of UK students and workforce, Logicalis commissioned an online survey of six hundred and nine (609) UK residents aged between 13 and 17 years of age. The survey questioned their attitudes to new forms of communications, their willingness to express themselves and collaborate, their expectations of how they will experience higher education and the workplace, and most importantly, their expectations of how and where they will work.

The results provide a stark choice for UK government, education and business leaders.

We must provide this generation with the tools to allow them to bring their natural ability to communicate, collaborate and express themselves into education and workplace or risk losing this talent to our economic competitors.

Because of this survey, we now believe that the classification of a new UK specific generation is required, to allow government, education and businesses to understand how they can unleash the talent of people, and compete in a new global economy. We are calling this category The UK Realtime Generation.

[2] *Generations: The History of America's Future, 1584 to 2069*, William Strauss and Neil Howe

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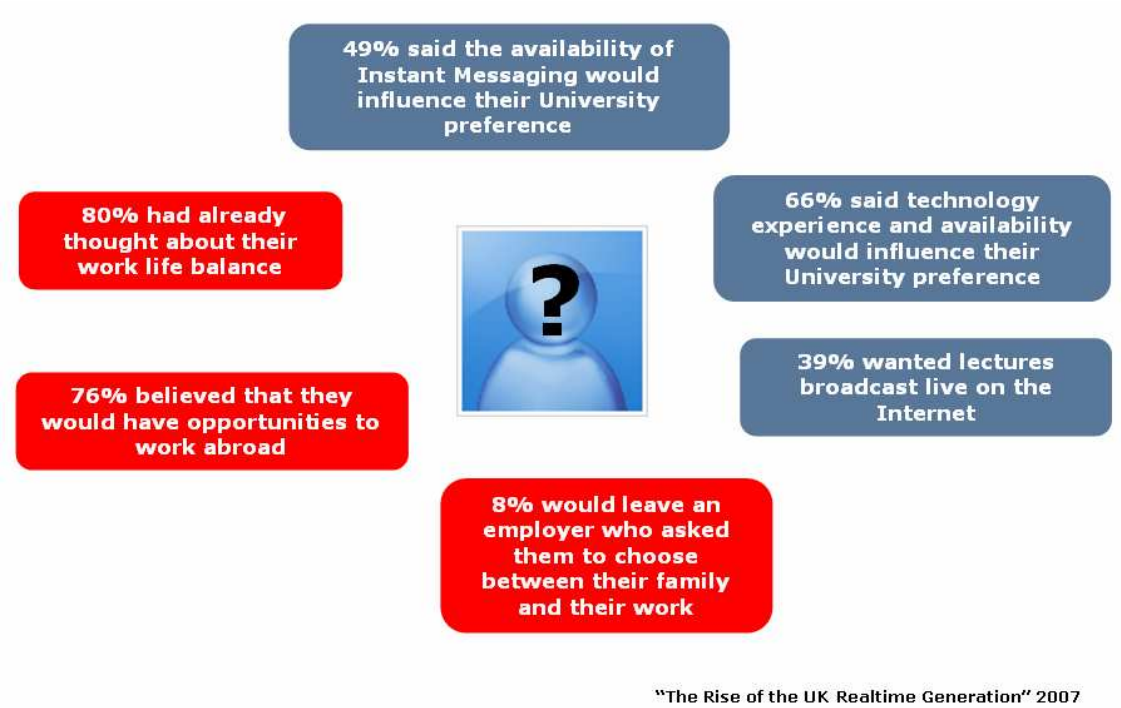
This report covers:

- **The UK Realtime Generation**; who are they?
- Why the UK Realtime Generation will define UK Plc's success as a knowledge economy
- How they compare with their US counterparts
- Their relationship with technology
- Their use of communications and content
- Their expectations of IT experience in higher education and business
- Advice to government, education, businesses

High-level findings of this report clearly indicate that:



1. **The UK Realtime Generation are natural knowledge workers, connected, collaborative and expressive individuals, whose use of personal knowledge worker tools and technology even exceeds that of their US counterparts.** Although the UK Realtime Generation are natural knowledge workers, UK investment in tools that allow knowledge learning and working must increase to match that of our European neighbours and other world economies. While our 13-17 year olds may be using this technology in their daily lives, the last available OECD figures[3] (2003), ranks the UK 13th out of 20 for investment in 'knowledge' (R&D, University, and Software Tools). The Prime Minister must therefore match his stated ambition to be a leading knowledge economy with investment increases in R&D and higher education sectors, as well as providing tax incentives to businesses to deploy knowledge tools and working practices. 91% of UK 13-17 year olds use Instant Messaging at least once a week, and over 50% use it every day.

[3] The Career Trajectories Of Knowledge Workers OECD

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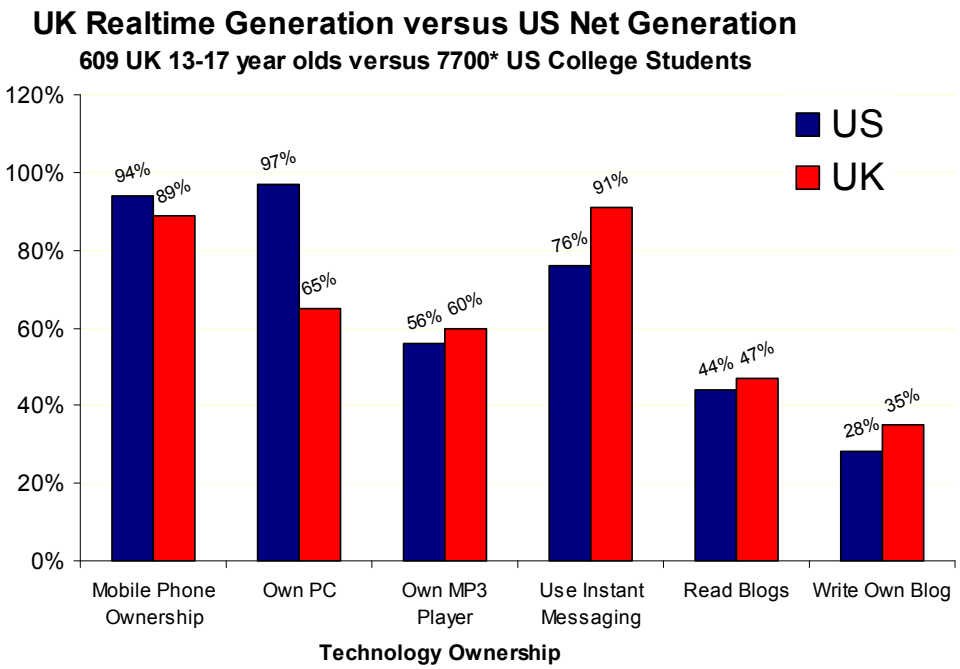

*Connecting to the Net.Generation: What Higher Education Professionals Need to Know About Today's College Students, Reynol Junco and Jeanna Mastrodicasa (2007)

2. **The UK Realtime Generation are already considering the balance between their families, lifestyle and future work styles.** The survey shows quite clearly that they *will* think less of an employer if asked to choose between the two, or more worryingly simply leave to find a better work-life balance elsewhere. Whether it is because they have seen their parents working too hard for too long, or that they know that they have tools available to them that allow them to work flexibility, day or night from anywhere, either way, the next generation of UK workers expect a more flexible existence where family comes before work. 81% of UK 13-17 year olds are thinking how they will manage their future work-life balance, with 11% clearly stating that they will change jobs if asked to choose between home and work.

3. **The UK Realtime Generation are mobile and global, and the majority expect to take their talents outside of the UK at some time during their career.** The emergence of the Internet provides them with a global perspective, and the emergence of low cost airline travel and increasing expectation of mobility has created a generation that intends to broaden their experience by working abroad. For those wishing to employ the UK's finest talent the competition now extends outside of our boundaries to the rest of the world. 75% of UK 13-17 year olds intend to work abroad at some point during their career.

4. **The UK Realtime Generation are curious to read other peoples views and are willing to share their own with the wider world. They are natural self-publishers and natural consumers of all forms of new media content.** Universities and businesses must prepare for this generations inclination to express their views and ideas and consume the views and ideas of others. Innovation derives from individual excellence but also strong interpersonal and inter-company collaboration. Organisations who successfully embrace this generation's propensity to publish ideas

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will be those that successfully foster a culture of innovation and creativity[4]**.** 47% of UK 13-17 year olds have read other individual's BLOGS (Web Logs), and 35% have already written entries in their own BLOG.

5. **The UK Realtime Generation are now true student consumers, and have high expectations of the role of technology in their education experience.** The availability of a range of technologies will significantly influence their choice of University. University leaders cannot ignore the strong influence of technology on the decison-making process. This generation are future customers (student consumers) paying to receive and expecting a richer Higher Education experience. Universities need to align the technology experience within their core offering and, from the Chancellor down, focus on integrating the most popular communications, content and community services into the education process, on and off campus. 67% of UK 13-17 year olds state that technology availability will play a part in their choice of University, and 42% state that they would not attend a University if services such as Instant Messaging were not made available to them.

6. **The UK Realtime Generation are social beings, with a wide network of contacts, many of whom they have only ever met online, and they communicate naturally using text, voice and video.** The emergence of Instant Messaging and Web-based communities are changing the dynamics of the social network of this generation, and widening it outside of their physical environment. This age group has more contacts online that they have never physically met than family members, demonstrating a strong social and social-networking capability that must be encouraged within education and the workplace. Technologies that create local communities in education and the workplace could be used to great effect where group learning or working is essential, and will be especially important in environments where R&D and innovation are a necessity. 31% of UK 13-17 year olds have regular Internet contact with individuals they have never met in person.

[4] PRTM Innovation Benchmarking Studies www.prtm.com

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Realtime Generation relevance to UK Government

1. **Unleashing the potential of the UK Realtime Generation must be at the heart of UK Government policy if we are to compete in a connected and knowledge dependent global economy.** The UK has a generation who, given the right education experience, working environment and software tools will be a massive asset to UK plc in a future knowledge economy. Naturally willing to communicate, they share ideas and explore other peoples thinking. The knowledge and social curiosity of the UK's 13-17 year olds must be inspired and encouraged by government policy, education, business and social policy. A connected generation, willing to express and explore ideas, and use the latest technology freely is the natural makeup of a successful knowledge economy. While the UK Realtime Generation use knowledge tools in greater numbers than children do of a similar age in the United States, they lag behind in terms of PC ownership by a considerable extent.

2. **UK Government must work with key stakeholders in education, business and Internet Service Providers to ensure that all of the UK's 13-17 year olds have access to these new communications technologies and services, and that social policy reflects the requirement for digital inclusion for all.** Government must recognise that the Internet, and related communications and content enabled by the Internet, enjoy massive use by the 13-17 year old generation and this has to be further encouraged and inspired by government policy. Whilst security and safety online is paramount, this generation's willingness to adopt every form of new social communication and collaboration tool will define the success of UK businesses in the global knowledge economy. Government must take a proactive approach to encouraging and inspiring the use of these technologies and services, and work with all stakeholders concerned to assure availability, security and safety.

3. **UK Government must harness the natural willingness of the UK Realtime Generation to communicate, collaborate and share content setting education priorities and targets towards activities that encourage and reward a collaborative learning experience.** UK Education policy must reflect the collaborative and content-rich nature of how a 13-17 year old socialises, interacts with their peers and interacts with information. Collaborative learning, shared school and homework experience, and a focus on teamwork must form part of the education experience. We must match individual excellence with recognition and reward for collective collaboration. Rather than a strategy, discouraging a lack of individual success, government and education leaders must recognise that successful businesses now look to a collaborative approach to problem solving and innovation. The sharing of ideas and of working as a collective is at the heart of a knowledge-based economy. Government should create a national strategic vision for the use of 'Internet' based technologies within schools, further and higher education.

4. **UK social and work legislation must reflect the UK Realtime Generation's desire and ability to adapt to flexible working and social mobility.** With family and work-life balance topping the government's social agenda, and the impact of both road and airline travel high on the environmental agenda, government must assume a new willing audience for a range of legislative changes that positively encourage a more flexible working economy. Concerns about home-working isolation or reticence to use video conferencing technologies must be consigned to history, and government must take full advantage of the opportunity to change the way UK plc operates.

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5. **Community projects that reach out to this generation must not ignore the role of the Internet in the average life of an average UK 13-17 year old.** Government initiatives around the role of young people within society must include a strategy to use communications and the Internet to reach outside of the physical community into the Internet based one inhabited by a large proportion of this generation. Projects such as community centres in each town should be complimented with Community Social Networks using the Internet to provide a community more relevant to this age group

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Realtime Generation relevance to UK Higher Education

1. **UK Universities ability to compete in the global education market demands that they connect the technology experience of students into the fabric of the total education experience. The University sector cannot ignore the impact experience will have on student intake and associated funding revenues.** With over 67% of those questioned stating that technology experience will influence their selection of a University destination, the assessment of technology investment and experience should be led from the top, and the technology vision of a University should be at the heart of the differentiated experience offering. Decisions on simple technology choices could play a significant factor in student intake; 42% stated they would not choose a University who banned Instant Messaging. The decision-making process around technology investments and use within the higher education establishment is now a strategic imperative.

2. **UK Universities must bring collaborative learning to life, connecting the University family of students, faculty, and academics. They must support a shared experience with the University family, content and the learning process.** Universities cannot class the emergence of the Internet and Internet-based communications as purely a consumer phenomenon, so it must be embraced, and not left disconnected from the learning and campus experience. Universities who rely on revenues from overseas or part-time students should be the first to recognise the power of Internet communications and collaboration. Universities must also invest in educating faculty and academic staff in the use of these new technologies if we are not to create disconnect between these interdependent stakeholders.

3. **UK Universities must embrace the forms of self-expression and interaction happening amongst this age group. They must be prepared to provide outlets within the process of education, and manage the changing relationship The UK Realtime Generation has with authoritative and open source information.** Community sites and BLOGS are becoming widely used within this age group. With such wide participation, Universities must see these new forms of self-publishing as a new opportunity to engage students in the learning process and wider University family. The propensity of this generation to publish electronically, consume video and other rich media, and to create their own BLOGS for others consumption will play a role in the education process; the question for Universities is whether this will be a managed interaction or one outside of their influence and control. The dissolution of recognised authoritative sources represents a major challenge to academia and students, and sites such as Wikipedia and other open source reference material needs regular review by the education community as a whole.

4. **UK Universities must leverage and manage the changing nature of experience with education content and the education process, and deliver information that is both engaging and relevant to the new ways of consumption.** The UK Realtime Generation use content in all its rich forms and naturally interact with video, voice, and audio content. Making course work available as video and audio downloads, as live Internet streaming, and through internal publishing sites, is essential to engaging the student in the learning process. Academics also need support from faculty in understanding and adopting all aspects of rich media content to continue to hold the attention of their students.

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Realtime Generation relevance to UK Business

1. **UK businesses leaders must be prepared to inspire the willingness of the UK Realtime Generation to communicate and share ideas and thoughts, and reward positive collaborative behaviour that will position UK plc as a leading knowledge economy.** Simply, businesses must value both the individual excellence of employees, but also collective innovation and problem solving. Moving away from a culture of personal reward for personal knowledge is essential to compete in an innovation-led knowledge economy, but the process of change must be a strategic management imperative rather than being left to individual responsibility. Innovation research shows that companies who implement best innovation practice outperform the profitability of their competitors by up to 50%[5], and the two most important factors in creating innovation are people and knowledge (both inside and outside the organisation).

2. **UK business leaders must become technology aware, and the ownership of technology experience in the workplace must lie squarely in the boardroom.** CEOs must have a trusted advisor that can set the strategic direction of the technology experience of employees. With over 67% of this generation rating technology as a key decision-making factor in selecting a University, and 80% already considering their work-life balance, it is clear that technology will play a huge factor in attracting, retaining and leveraging human talent. The CEO cannot ignore their responsibility to be a part of the technology decision-making process.

3. **UK business leaders must be prepared to invest in leading edge technologies and better manage the emergence of 'consumer' orientated technologies into the workplace.** Delivering new technologies into mid to large organisations is complex. As technology has ingrained itself in business culture, the expectation of the IT Director/CIO has changed from simply keeping the technology lights on to one of adding business value through the introduction of new innovative technologies[6]. Research shows that this is the same of small to medium businesses (less than 1,000 employees) as it is of multinational corporations. Business leaders must support their IT organisation in making technology investments that embrace future change, and the IT Director should have a place on the Board and be party to the overall business strategy and growth of the organisation.

4. **UK businesses must embrace new methods of collaborative and flexible working to ensure a supply of new top human talent for their workforce.** Collaborative and flexible working increases employee productivity and employee satisfaction. Attracting employees in the UK will become ever more difficult. A business situated in the South East of the UK, where house prices are now beyond the reach of even professional workers, must create a more flexible workforce to open up sources of human talent. As the environmental agenda continues to grow, fuel and congestion charges increase, and when surveyed 78% of employees[7] stated a wish to be able to work from home as a way of reducing their carbon impact, offering a more flexible working environment will be critical in attracting a future environmentally conscious employee. Simply, UK businesses cannot afford to fail to meet the work-life and environmental concerns of the future generation.

[5] PRTM Innovation Benchmarking Studies www.prtm.com
[6] Forrester Research, How Do CEOs View IT?
[7] Switched on Turned Off, Environmental Attitudes at Work Survey 2007 -- Logicalis

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The Survey

Logicalis questioned 609 individuals in the UK aged between 13 and 17 years of age.

The survey asked a range of questions on:

- Personal Technology Availability and Use
- Use of Instant Messaging, Internet Video and Voice
- Use of Community and Social Networking Sites and Open Source Information
- Use of New Media and Collaboration Technologies
- Expectations of Experience in Higher Education
- Expectations of Experience at Work

Conducted online in May 2007 the survey questioned 609 individuals, with anonymity of name, location and sex for the purposes of data protection and personal safety.

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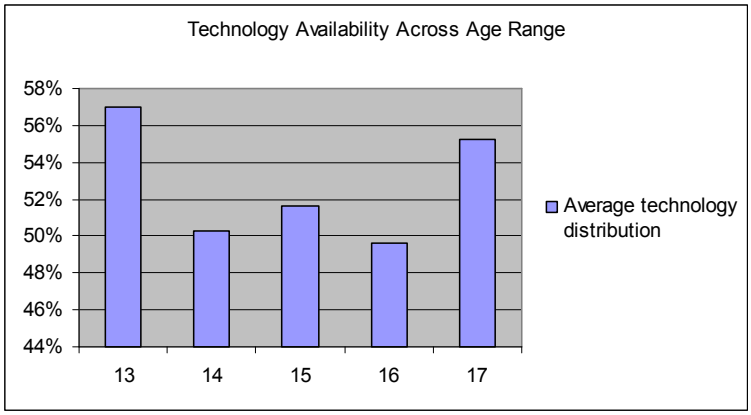
Personal Technology Use

Technology use is ubiquitous within the UK Realtime Generation. As expected, we see slightly higher penetration within 13 year olds as we do with 17 year olds, highlighting a progressive acceptance and acquisition of new consumer technologies. While just over 65% had access to a PC at home, the survey was completed online so 100% of the responders gained access to a PC and the Internet either through friends, school or public access systems. What is clear is that the UK Realtime Generation has access to the range of communication and content technologies that are the foundation of knowledge workers.



- On average, 70% across the age groups own a mobile handset including camera, with 13 year olds owning most at 75%
- Over 50% in all age groups have access to a mobile phone capable of video
- Only around quarter (24%) have 3G capable phones
- On average, 65% across all ages have access to a PC at home
- Just under 50% have a webcam at home
- Just over 50% have access to a separate digital camera at home
- 13 year olds lead the way in MP3 players with over 70% ownership compared with 50-60% in other ages
- The spread of technology is even across all groups with 13 year olds having slightly higher access to all technologies
- 17% of all responders' owned or had access to all of the devices listed, with 13 year olds edging out their peers with 20% having access to all devices

Ownership of Mobile Phone without Camera

	Age 13	**14**	**15**	**16**	**17**	**Total Responses**
No	74	132	155	96	42	499
Yes	11	35	29	25	10	110
Grand Total	85	167	184	121	52	609
No %	*87%*	*79%*	*84%*	*79%*	*81%*	*82%*
Yes %	*13%*	*21%*	*16%*	*21%*	*19%*	*18%*

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Ownership of Mobile Phone with Camera

	Age 13	14	15	16	17	Total Responses
No	21	54	57	37	17	186
Yes	64	113	127	84	35	423
Grand Total	85	167	184	121	52	609
No %	*25%*	*32%*	*31%*	*31%*	*33%*	*30%*
Yes %	*75%*	*68%*	*69%*	*69%*	*67%*	*70%*

Ownership of Mobile Phone with Video

	Age 13	14	15	16	17	Total Responses
No	35	84	70	60	28	277
Yes	50	83	114	61	24	332
Grand Total	85	167	184	121	52	609
No %	*41%*	*50%*	*38%*	*50%*	*54%*	*47%*
Yes %	*59%*	*50%*	*62%*	*50%*	*46%*	*53%*

Ownership of 3G Mobile Phone

	Age 13	14	15	16	17	Grand Total
No	64	130	147	97	35	473
Yes	21	37	37	24	17	136
Grand Total	85	167	184	121	52	609
No %	*75%*	*78%*	*80%*	*80%*	*67%*	*76%*
Yes %	*25%*	*22%*	*20%*	*20%*	*33%*	*24%*

Ownership of PC at home

	Age 13	14	15	16	17	Grand Total
No	25	64	74	53	13	229
Yes	60	103	110	68	39	380
Grand Total	85	167	184	121	52	609
No %	*29%*	*38%*	*40%*	*44%*	*25%*	*35%*
Yes %	*71%*	*62%*	*60%*	*56%*	*75%*	*65%*

Ownership of Webcam at home

	Age 13	14	15	16	17	Grand Total
No	44	95	100	68	26	333
Yes	41	72	84	53	26	276
Grand Total	85	167	184	121	52	609
No %	*52%*	*57%*	*54%*	*56%*	*50%*	*54%*
Yes %	*48%*	*43%*	*46%*	*44%*	*50%*	*46%*

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Ownership of Digital Camera

	Age 13	14	15	16	17	Grand Total
No	42	84	90	64	23	303
Yes	43	83	94	57	29	306
Grand Total	85	167	184	121	52	609
No %	*49%*	*50%*	*49%*	*53%*	*44%*	*49%*
Yes %	*51%*	*50%*	*51%*	*47%*	*56%*	*51%*

Ownership of MP3 Player/IPOD

	Age 13	14	15	16	17	Grand Total
No	25	70	85	48	21	249
Yes	60	97	99	73	31	360
Grand Total	85	167	184	121	52	609
No %	*29%*	*42%*	*46%*	*40%*	*40%*	*40%*
Yes %	*71%*	*58%*	*54%*	*60%*	*60%*	*60%*

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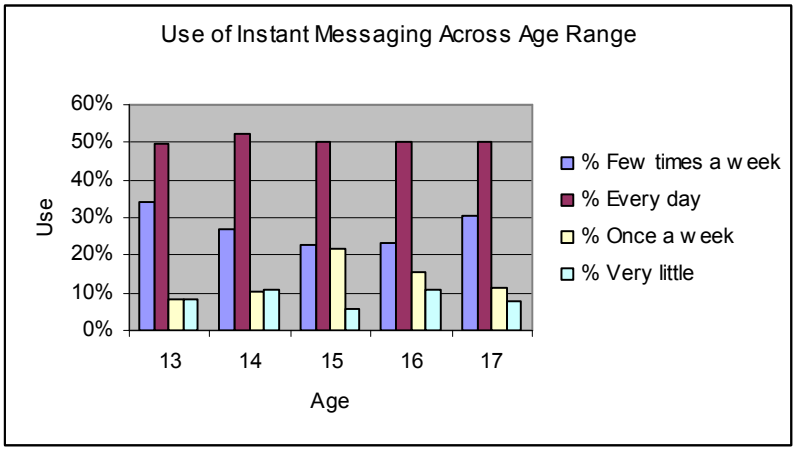
Instant Messaging

The growth of Instant Messaging (IM) is unrelenting, with near saturation point within the UK Realtime Generation. Primarily used to communicate with friends, this generation has more IM contacts with people they have never physically met than they do with their own parents or carer.



This is probably not surprising as research shows that the Internet, IM, and social-networking sites offer personal privacy to this age group (even though they are highly social) away from their family environment. Although still low, the fact that 8% of the UK Realtime Generation tries never to use a keyboard or mouse to communicate, preferring to use a Webcam and microphone, and that 79% use these technologies on a regular basis, shows a growing acceptance of video and voice conferencing which indicates a positive acceptance of remote and flexible working. This in itself could have considerable environmental benefits in the future, as reduction in road and air travel becomes a priority for the environment. 69% of responders have over 20+ contacts on their IM system demonstrating a high social-networking capability. It is clear that unless businesses take a positive approach to introduction of IM, video and voice conferencing and other knowledge worker solutions then they will be not providing the technology and interpersonal experience required by their next generation workforce.

- 50% of 13-17 year olds use IM every day of the week
- Only 9% responded that they did not use IM at least once a week
- 69% stated that they have over 20 active contacts on IM
- 20% stated that they knew most of their online contacts from messenger only, with 11% having all of their IM contacts as online friends only
- Only 22% had contacted a parent or a carer using IM, and 31% had contacted an aunt, uncle or cousin
- 8% of those questioned tried never to use a keyboard on IM, using a microphone or a webcam only
- 71% regularly used a microphone and a webcam to communicate with friends and/or strangers

How often do you use IM?

	Age					
	13	**14**	**15**	**16**	**17**	**Grand Total**
A few times a week	29	45	42	28	16	160
Every day	42	87	92	61	26	308
Once a week	7	17	40	19	6	89
Very little	7	18	10	13	4	52
Grand Total	85	167	184	121	52	609
% Few times a week	*34%*	*27%*	*23%*	*23%*	*31%*	28%
% Every day	*49%*	*52%*	*50%*	*50%*	*50%*	50%
% Once a week	*8%*	*10%*	*22%*	*16%*	*12%*	13%
% Very little	*8%*	*11%*	*5%*	*11%*	*8%*	9%

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How many contacts do you have on IM?

	Age 13	14	15	16	17	Grand Total
Less than 5	**7**	**9**	**5**	**5**	**2**	**28**
More than 5 but less then 10	7	14	24	14	6	65
More than 10 but less than 20	11	29	31	23	7	101
More than 20	60	115	124	79	37	415
Grand Total	85	167	184	121	52	609
% Less than 5	*8%*	*5%*	*3%*	*4%*	*4%*	5%
% More than 5 but less then 10	*8%*	*8%*	*13%*	*12%*	*12%*	11%
% More than 10 but less than 20	*13%*	*17%*	*17%*	*19%*	*13%*	16%
% More than 20	*71%*	*69%*	*67%*	*65%*	*71%*	69%

Do you know all of your IM contacts in the real world?

	Age 13	14	15	16	17	Grand Total
All of them are contacts made on messaging	5	15	27	14	8	69
I know all as friends outside of messaging	29	43	46	30	10	158
I know most of them outside of messaging	38	77	80	50	21	266
I know most of them from messaging only	13	32	31	27	13	116
Grand Total	85	167	184	121	52	609
% All of them are contacts made on messaging	*6%*	*9%*	*15%*	*12%*	*15%*	11%
% I know all as friends outside of messaging	*34%*	*26%*	*25%*	*25%*	*19%*	26%
% I know most of them as friends outside of messaging	*45%*	*46%*	*43%*	*41%*	*40%*	43%
% I know most of them from messaging only	*15%*	*19%*	*17%*	*22%*	*25%*	20%

I have messaged a parent or carer

	Age 13	14	15	16	17	Grand Total
No	71	123	136	81	33	444
Yes	14	44	48	40	19	165
Grand Total	85	167	184	121	52	609
% No	*84%*	*74%*	*74%*	*67%*	*63%*	72%
% Yes	*16%*	*26%*	*26%*	*33%*	*37%*	28%

I have messaged a brother or sister

	Age 13	14	15	16	17	Grand Total
No	49	102	99	69	22	341
Yes	36	65	85	52	30	268
Grand Total	85	167	184	121	52	609
% No	*58%*	*61%*	*54%*	*57%*	*42%*	54%
% Yes	*42%*	*39%*	*46%*	*43%*	*58%*	46%

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I have messaged an aunt, uncle or cousin

	Age 13	14	15	16	17	Grand Total
No	56	117	125	86	36	420
Yes	29	50	59	35	16	189
Grand Total	85	167	184	121	52	609
% No	*66%*	*70%*	*68%*	*71%*	*69%*	69%
% Yes	*34%*	*30%*	*32%*	*29%*	*31%*	31%

Do you use a webcam and microphone to speak to any of your contacts?

	Age 13	14	15	16	17	Grand Total
I try never to use a keyboard	7	11	18	10	5	51
No never	15	36	38	29	10	128
Yes, but only with a few friends	42	88	88	50	27	295
Yes, regularly with anybody else who has one	21	32	40	32	10	135
Grand Total	85	167	184	121	52	609
% I try never to use a keyboard	*8%*	*7%*	*10%*	*8%*	*10%*	8%
% No never	*18%*	*22%*	*21%*	*24%*	*19%*	21%
% Yes, but only with a few friends	*49%*	*53%*	*48%*	*41%*	*52%*	49%
% Yes, regularly with anybody else who has one	*25%*	*19%*	*22%*	*26%*	*19%*	22%

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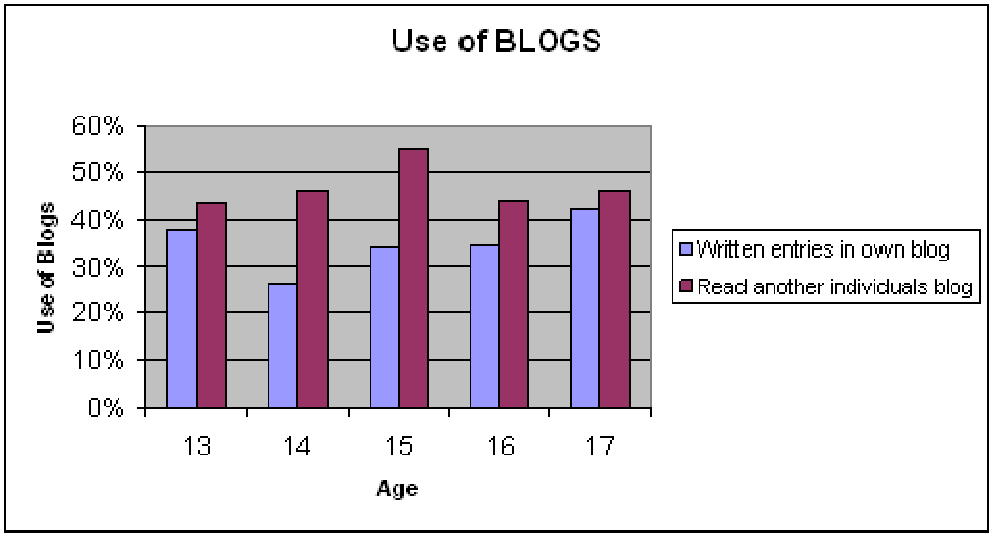
Online Content and BLOGS

The UK Realtime Generation are active consumers and creators of rich video and written content. This expressive and inquisitive generation are open to express their own thoughts and eager to consume those of others. These are the common traits of a knowledge worker. This generation will consume and publish content and will demand delivery of information and knowledge in ways not yet widely available in most Universities or businesses today. The opportunity to harness this willingness to publish is also a risk to those organisations that do not provide a managed internal outlet. Students are already willing to post their reviews of teachers on public web sites, and employees are regularly posting internal memos from corporations for public consumption. It is clear that organisations who attempt to prohibit this form of expression are facing an unstoppable trend. Those Universities and businesses who rely on innovation must harness this self-expression to capture the creativity within their organisations; not doing so would be to lose a valuable source of value and competitive edge. This generation also need to realise that, once published, their videos and thoughts will live in near perpetuity online, and human resource departments are already using search engines such as Google to review potential candidates. 13-17 year olds must understand that their passion for publishing today will live with them for their immediate and long-term futures.



- 13 year olds watch more online videos from community sites than all other age groups, 68% having watched a video online compared with only 51% of 15 year olds
- However, 13 year olds are the least likely to post their own video, with only 36% compared with an average across the age range of 39%
- All ages are similar in reading other peoples BLOGS, 47% across the range having read a BLOG
- 17 year olds are more likely to post their own BLOG entry, with 13 year olds least likely

I have watched a video posted online

	Age 13	14	15	16	17	Grand Total
No	27	71	90	55	21	264
Yes	58	96	94	66	31	345
Grand Total	85	167	184	121	52	609
No %	*32%*	*43%*	*49%*	*45%*	*40%*	*42%*
Yes %	*68%*	*57%*	*51%*	*55%*	*60%*	*58%*

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I have posted a video online

	Age 13	14	15	16	17	Grand Total
No	54	103	108	70	33	368
Yes	31	64	76	51	19	241
Grand Total	85	167	184	121	52	609
No %	*64%*	*62%*	*59%*	*58%*	*63%*	*61%*
Yes %	*36%*	*38%*	*41%*	*42%*	*37%*	*39%*

I have read another persons BLOG

	Age 13	14	15	16	17	Grand Total
No	48	90	83	68	28	317
Yes	37	77	101	53	24	292
Grand Total	85	167	184	121	52	609
No %	*56%*	*54%*	*45%*	*56%*	*54%*	*53%*
Yes %	*44%*	*46%*	*55%*	*44%*	*46%*	*47%*

I have written entries in my own BLOG

	Age 13	14	15	16	17	Grand Total
No	53	123	121	79	30	406
Yes	32	44	63	42	22	203
Grand Total	85	167	184	121	52	609
No %	*62%*	*74%*	*66%*	*65%*	*58%*	*65%*
Yes %	*38%*	*26%*	*34%*	*35%*	*42%*	*35%*

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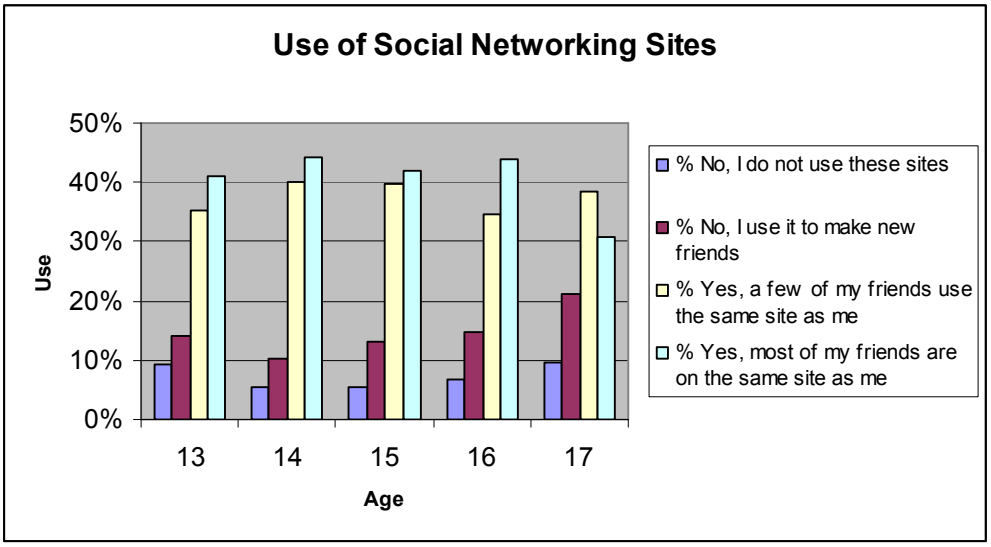
Communities and Social-Networking

The UK Realtime Generation are a socially active community-orientated generation, using Internet community sites to engage in existing and new friendships, and to a much lesser extent stay in touch with immediate and wider family members. With 87% of 13-17 year olds being members of one or more community and social-networking websites, we can now assert that this technology is ubiquitous amongst this generation. Quite clearly this generation use, and intend to continue to use, social-networking sites as a major part of their social personality, and Universities and businesses must quickly adopt these technologies both internally and between themselves and partners to leverage this powerful approach to creating learning, research or development teams. Use of the three social-networking sites questioned is above 50% in all cases, with MySpace attracting the largest audience. The use of open source information (Wikipedia in this case) sites, although relatively low at 25%, points to a challenge for Universities and news providers that this generation are at ease with use of non-authoritative sources of information. The very low use of SecondLife in this age group shows that the virtual world is still a minor part of the communications and social network experience, and that using real-time communications and near real-time social-networking sites is the preference of choice.



- Online communities are in widespread use in all age groups, with 87% being members of one or more community sites
- 15% use online communities to make new friends, 17 year olds using it most to make new friends
- Sites are mainly used to keep in contact with existing friends, 78% stating they keep in contact with either some or all of their friends
- Family is a different matter, with only 13% having a significant number of family members connected to their site of choice
- 43% have no family members connected with their sites
- When comparing YouTube, MySpace and Bebo, MySpace has an edge as the site of choice, with 62% compared with YouTube 56% and Bebo 53%
- MySpace is also a clear winner with 17 years, with 75% being members compared with only 54% of 13 year olds
- Information site Wikipedia attracts 25% of the entire age group with 13 years using it as much as 17 year olds
- The virtual world is still off the radar of most of the age group with only 8% membership

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Are you a member of any online communities?

	Age 13	14	15	16	17	Grand Total
No	6	18	26	21	8	79
Yes, I am a member of more than two of them	23	51	62	40	16	192
Yes, one or two	56	98	96	60	28	338
Grand Total	85	167	184	121	52	609
% No	*7%*	*11%*	*14%*	*17%*	*15%*	*13%*
% Yes, I am a member of more than two of them	*27%*	*31%*	*34%*	*33%*	*31%*	*31%*
% Yes, one or two	*66%*	*59%*	*52%*	*50%*	*54%*	*56%*

Are these to keep in contact with existing friends or to make new contacts?

	Age 13	14	15	16	17	Grand Total
No, I do not use these sites	8	9	10	8	5	40
No, I use it to make new friends	12	17	24	18	11	82
Yes, a few of my friends use the same site as me	30	67	73	42	20	232
Yes, most of my friends are on the same site as me	35	74	77	53	16	255
Grand Total	85	167	184	121	52	609
% No, I do not use these sites	*9%*	*5%*	*5%*	*7%*	*10%*	*7%*
% No, I use it to make new friends	*14%*	*10%*	*13%*	*15%*	*21%*	*15%*
% Yes, a few of my friends use the same site as me	*35%*	*40%*	*40%*	*35%*	*38%*	*38%*
% Yes, most of my friends are on the same site as me	*41%*	*44%*	*42%*	*44%*	*31%*	*40%*

Do you keep in touch with your family via these sites?

	Age 13	14	15	16	17	Grand Total
No, no one in my family uses these sites	37	87	80	49	19	272
Yes, a few of my family use these sites	38	59	77	54	26	254
Yes, I have lots of family that use these sites	10	21	27	18	7	83
Grand Total	85	167	184	121	52	609
% No, no one in my family uses these sites	*44%*	*52%*	*43%*	*40%*	*37%*	*43%*
% Yes, a few of my family use these sites	*45%*	*35%*	*42%*	*45%*	*50%*	*43%*
% Yes, I have lots of family that use these sites	*12%*	*13%*	*15%*	*15%*	*13%*	*13%*

Are you a member of YouTube?

	Age 13	14	15	16	17	Grand Total
No	34	86	75	62	19	276
Yes	51	81	109	59	33	333
Grand Total	85	167	184	121	52	609
% No	*40%*	*51%*	*41%*	*51%*	*37%*	*44%*
% Yes	*60%*	*49%*	*59%*	*49%*	*63%*	*56%*

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Are you a member of MySpace?

	Age 13	14	15	16	17	Grand Total
No	39	63	77	46	13	238
Yes	46	104	107	75	39	371
Grand Total	85	167	184	121	52	609
% No	*46%*	*38%*	*42%*	*38%*	*25%*	*38%*
% Yes	*54%*	*62%*	*58%*	*62%*	*75%*	*62%*

Are you a member of Bebo?

	Age 13	14	15	16	17	Grand Total
No	38	82	91	51	25	287
Yes	47	85	93	70	27	322
Grand Total	85	167	184	121	52	609
% No	*45%*	*49%*	*49%*	*42%*	*48%*	*47%*
% Yes	*55%*	*51%*	*51%*	*58%*	*52%*	*53%*

Do you make use of Wikipedia?

	Age 13	14	15	16	17	Grand Total
No	62	134	132	90	36	454
Yes	23	33	52	31	16	155
Grand Total	85	167	184	121	52	609
% No	*73%*	*80%*	*72%*	*74%*	*69%*	*74%*
% Yes	*27%*	*20%*	*28%*	*26%*	*31%*	*26%*

Are you a member of Second Life?

	Age 13	14	15	16	17	Grand Total
No	76	156	170	112	47	561
Yes	8	11	14	9	5	47
Grand Total	84	167	184	121	52	608
% No	*90%*	*93%*	*92%*	*93%*	*90%*	*92%*
% Yes	*10%*	*7%*	*8%*	*7%*	*10%*	*8%*

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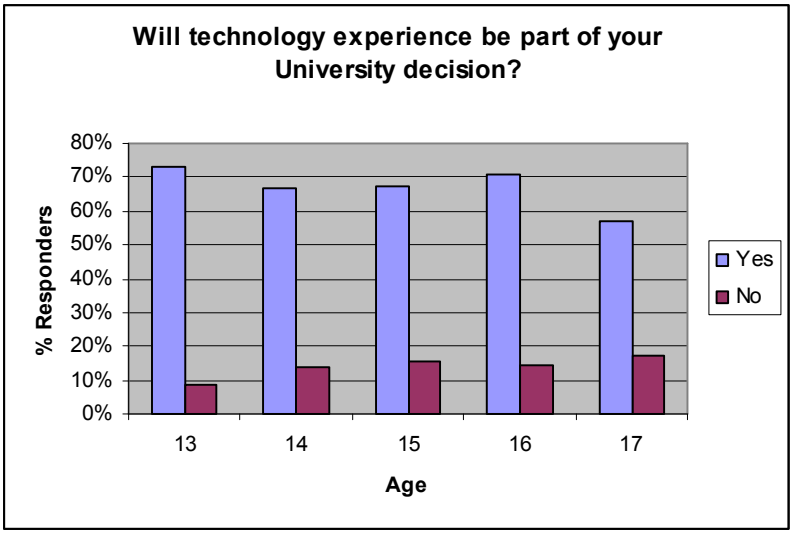
Higher Education

The technology experience available at University is going to be a major factor in the selection process of this generation, and cannot be ignored by the UK Higher Education sector. 60% of the responders state an aim to go to University. That is positive news to the UK Government, who have a target of 50% for higher education attendance, but Universities in competing for this audience have to now start providing a differentiated and competitive experience above that of academic excellence. 42% state that the simple availability of IM on campus will influence their decision, and 81% are hoping that academics will use IM. These key UK Realtime Generation technologies must form a central part of the learning process. Similarly, high numbers (82%) would like lectures and content available in the rich media consumed through consumer devices, and with 18% already expecting lectures to stream live over the Internet, from anywhere and anytime, the pressure to align technology and education experience is an immediate priority of all UK Universities.



- 60% of 13-17 year olds intend to go to University
- 75% intend to use social networking sites to keep in contact with friends and family
- 80% intend or would like to be able to use IM when at University to keep in contact with friends and family
- 42% said that the availability of IM would impact their choice of University
- 81% said that it would be cool if lecturers used IM to communicate with them, although 19% thought that most lecturers would not know what it was
- 81% said that lectures should be available as Podcast or MP3 downloads
- 38% wanted lectures to be broadcast on the Web so they could be viewed from anywhere, and 18% thought that they would already be available on the Internet
- 67% said that 'technology' would influence their education experience
- 32% said technology availability would be a major influencer in their choice of University, with another 35% saying technology availability would influence them in a minor way
- 56% said that open access information sites such as Wikipedia are useful sources of information and they would use them while at University to research information

Do you think you will still use Bebo, Myspace and similar websites to keep in touch with friends and family?

	Age					
	13	**14**	**15**	**16**	**17**	**Grand Total**
No	16	18	17	22	10	83
Yes	43	76	87	40	25	271
Grand Total	59	94	104	62	35	354
% No	*27%*	*19%*	*16%*	*35%*	*29%*	25%
% Yes	*73%*	*81%*	*84%*	*65%*	*71%*	75%

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Do you expect to use Instant Messaging services at University to keep in contact with friends and family at home or on campus?

	Age 13	14	15	16	17	Grand Total
Yes, but I am not sure if allowed	**29**	**39**	**47**	**26**	**14**	**155**
No, I doubt I will	**12**	**29**	**19**	**11**	**6**	**77**
Yes, it is the primary way I make contact	**18**	**26**	**38**	**25**	**15**	**122**
Grand Total	59	94	104	62	35	354
% Yes but I am not sure if allowed	*49%*	*41%*	*45%*	*42%*	*40%*	44%
% No, I doubt I will	*20%*	*31%*	*18%*	*18%*	*17%*	21%
% Yes, it is the primary way I make contact	*31%*	*28%*	*37%*	*40%*	*43%*	36%

Would you go to a University that banned Instant Messaging on Campus?

	Age 13	14	15	16	17	Grand Total
I haven't really thought about it	12	27	25	14	11	89
No, I would choose a different University	9	12	20	10	7	58
No, surely every University allows IM	10	33	19	20	8	90
Yes, it would make no difference	28	22	40	18	9	117
Grand Total	59	94	104	62	35	354
% I haven't really thought about it	*20%*	*29%*	*24%*	*23%*	*31%*	25%
% No, I would choose a different University	*15%*	*13%*	*19%*	*16%*	*20%*	17%
% No, surely every University allows IM	*17%*	*35%*	*18%*	*32%*	*23%*	25%
% Yes, it would make no difference	*47%*	*23%*	*38%*	*29%*	*26%*	33%

Would it be cool if your lecturers at University used Instant Messaging to chat to you?

	Age 13	14	15	16	17	Grand Total
I am not sure they will know what IM is	14	15	28	13	3	73
Yes but I doubt they would use it	24	39	39	20	12	134
Yes, it is a good way to communicate	21	40	37	29	20	147
Grand Total	59	94	104	62	35	354
% I am not sure they will know what IM is	*24%*	*16%*	*27%*	*21%*	*9%*	19%
% Yes but I doubt they would use it	*41%*	*41%*	*38%*	*32%*	*34%*	37%
% Yes, it is a good way to communicate	*36%*	*43%*	*36%*	*47%*	*57%*	44%

Do you think Universities would provide lectures online as MP3 or Podcast downloads?

	Age 13	14	15	16	17	Grand Total
No, I doubt they will but would like them to	24	36	32	26	8	126
No, I would not use them anyway	13	16	22	13	5	69
Yes, I am sure they will but it will be limited	15	28	37	17	13	110
Yes, I think everybody will expect them to	7	14	13	6	9	49
Grand Total	59	94	104	62	35	354
% No, I doubt they will but would like them to	*41%*	*38%*	*31%*	*42%*	*23%*	35%
% No, I would not use them anyway	*22%*	*17%*	*21%*	*21%*	*14%*	19%
% Yes, I am sure they will but it will be limited	*25%*	*30%*	*36%*	*27%*	*37%*	31%
% Yes, I think that most will expect them to	*12%*	*15%*	*13%*	*10%*	*26%*	15%

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Do you think your University will use the Internet to provide lectures live so you can watch them from wherever you like?

	Age 13	14	15	16	17	Grand Total
No, I don't think that this will ever happen	7	11	16	15	7	56
No, but it would be a good idea	30	43	50	29	13	165
Yes, I watch live video regularly online	13	19	28	7	7	74
Yes, surely Universities do that already	9	21	10	11	8	59
Grand Total	59	94	104	62	35	354
% No, and I don't think that this will ever happen	*12%*	*12%*	*15%*	*24%*	*20%*	17%
% No, but it would be a good idea	*51%*	*46%*	*48%*	*47%*	*37%*	46%
% Yes, I watch live video regularly online	*22%*	*20%*	*27%*	*11%*	*20%*	20%
% Yes, surely Universities do that already	*15%*	*22%*	*10%*	*18%*	*23%*	18%

Do you think technology will play a major role in your University experience, and would it influence your choice of University?

	Age 13	14	15	16	17	Grand Total
I had not thought about it yet	11	18	18	9	9	65
No, it will not factor in my decision	5	13	16	9	6	49
Yes, but it will be a small part of my decision	20	35	38	27	8	128
Yes, it will be a major part of my decision	23	28	32	17	12	112
Grand Total	59	94	104	62	35	354
I had not thought about it yet	*19%*	*19%*	*17%*	*15%*	*26%*	19%
No, it will not factor in my decision	*8%*	*14%*	*15%*	*15%*	*17%*	14%
Yes, but it will be a small part of my decision	*34%*	*37%*	*37%*	*44%*	*23%*	35%
Yes, it will be a major part of my decision	*39%*	*30%*	*31%*	*27%*	*34%*	32%

Do you think that you will use knowledge sites such as Wikipedia to research information while at University?

	Age 13	14	15	16	17	Grand Total
I have never heard of Wikipedia	3	13	10	8		34
No, but I have used it in the past	12	13	24	11	6	66
No, I have never used it	9	20	16	15	3	63
Yes, but only for minor facts or information	16	16	19	7	10	68
Yes, I believe it is a useful source of information	19	32	35	21	16	123
Grand Total	59	94	104	62	35	354
% I have never heard of Wikipedia	*5%*	*14%*	*10%*	*13%*	*0%*	8%
% No, but I have used it in the past	*20%*	*14%*	*23%*	*18%*	*17%*	18%
% No, I have never used it	*15%*	*21%*	*15%*	*24%*	*9%*	17%
% Yes, but only for minor facts or information	*27%*	*17%*	*18%*	*11%*	*29%*	20%
% Yes, I believe it is a useful source of information	*32%*	*34%*	*34%*	*34%*	*46%*	36%

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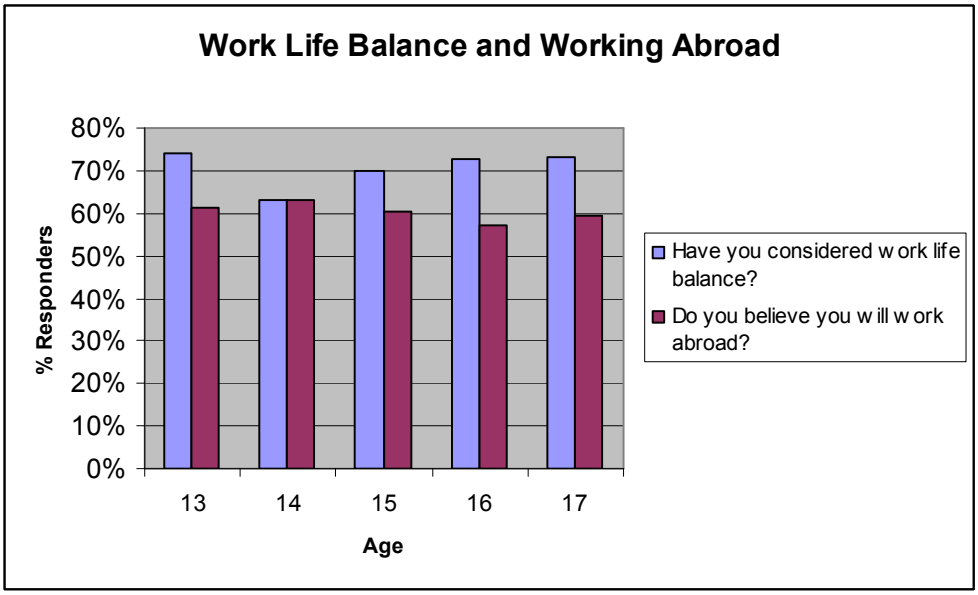
Work

The UK Realtime Generation are acutely aware of the balance between work and family/social life and will think negatively of an employer who asks them to choose between their home and work life (81%). While the majority will try to manage the situation themselves, 11% believe they will leave an employer if asked to choose. While the survey did not ask the reasons for this, the near 50% expectation of use of Instant Messaging and Video Conferencing to communicate with colleague's leads us to believe that the UK Realtime Generation is both aware of the challenge of work-life balance but also of the technology that can enable flexible and remote working. They are aware of the problem, but also aware of the technology solutions available to combat it. 76% of this generation believe that they will have the opportunity to work abroad, and UK Plc must consider this in two ways. Firstly, as a potential threat to their next available talent pool, this generation having high expectations of their work-life balance there is a willingness to find employment elsewhere in the UK or abroad. Secondly, multinational companies can now consider that they have a highly flexible highly mobile talent pool who are willing to travel and confident in their exposure to new cultures and working environments. UK plc must plan to invest in the tools and working practices that allow this generation to communicate, collaborate, and work from anywhere and at anytime. The obvious productivity and innovation benefits compliment the need to attract and retain the best of available UK talent.



- Over 81% of those questioned had already thought about their work-life balance
- 11% stated that they would leave an employer who asked them to choose between family and work
- Only 19% believed that work came before family
- 76% of those questioned believed that they would have opportunities to work abroad, and 36% firmly intended to work overseas
- Only 24% on average had no ambition to work abroad
- 55% believed that their employer will support the use of IM to communicate with colleagues, and 28% stated that most people of their age will expect it
- Similarly 48% of those questioned believed that webcams would be available for use at work to communicate with colleagues or friends

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Do you think that your employer will support the use of Instant Messaging to communicate with your colleagues?

	Age 13	14	15	16	17	Grand Total
I do not know	18	40	34	18	8	118
No, I do not think they will	20	38	48	34	16	156
Yes, I imagine that most workplaces already do	20	52	50	34	14	170
Yes, most people of my age will expect it	27	37	52	35	14	165
Grand Total	85	167	184	121	52	609
I do not know	*21%*	*24%*	*18%*	*15%*	*15%*	*19%*
No, I do not think they will	*24%*	*23%*	*26%*	*28%*	*31%*	*26%*
Yes, I imagine that most workplaces already do	*24%*	*31%*	*27%*	*28%*	*27%*	*27%*
Yes, most people of my age will expect it	*32%*	*22%*	*28%*	*29%*	*27%*	*28%*

Do you think that your employer will allow you to use Webcams so you can keep in touch with colleagues or friends?

	Age 13	14	15	16	17	Grand Total
I do not know	24	35	47	24	8	138
No, I do not think they will	26	44	51	40	18	179
Yes, and I imagine that most workplaces have this	18	43	45	30	12	148
Yes, and most people of my age will expect it	17	45	41	27	14	144
Grand Total	85	167	184	121	52	609
I do not know	*28%*	*21%*	*26%*	*20%*	*15%*	*22%*
No, I do not think they will	*31%*	*26%*	*28%*	*33%*	*35%*	*30%*
Yes, and I imagine that most workplaces already have this	*21%*	*26%*	*24%*	*25%*	*23%*	*24%*
Yes, and most people of my age will expect it	*20%*	*27%*	*22%*	*22%*	*27%*	*24%*

Do you think you will only ever work in the United Kingdom?

	Age 13	14	15	16	17	Grand Total
No, but I have no real ambitions at this time	33	62	73	52	21	241
No, I believe I will work in other countries	31	55	70	38	21	215
Yes, I have no ambition to work abroad	21	50	41	31	10	153
Grand Total	85	167	184	121	52	609
No, but I have no real ambitions at this time	*39%*	*37%*	*40%*	*43%*	*40%*	*40%*
No, I believe I will work in other countries	*36%*	*33%*	*38%*	*31%*	*40%*	*36%*
Yes, I have no ambition to work abroad	*25%*	*30%*	*22%*	*26%*	*19%*	*24%*

Would you think less of an employer who asked you to choose between your life outside of work and your career?

	Age 13	14	15	16	17	Grand Total
No, I expect work to come first	17	33	34	23	8	115
Yes, and I would find another employer	5	29	21	10	6	71
Yes, but I imagine that I would put up with it	21	39	40	38	13	151
Yes, but I would try to balance work and life myself	42	66	89	50	25	272
Grand Total	85	167	184	121	52	609
No, I expect work to come first	*20%*	*20%*	*18%*	*19%*	*15%*	*19%*
Yes, and I would find another employer	*6%*	*17%*	*11%*	*8%*	*12%*	*11%*
Yes, but I imagine that I would put up with it	*25%*	*23%*	*22%*	*31%*	*25%*	*25%*
Yes, but I would try to balance work and life myself	*49%*	*40%*	*48%*	*41%*	*48%*	*45%*

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Conclusions

The results of this survey clearly suggest that the UK has a generation with massive latent potential to drive this country forward as a knowledge economy.

What is also clear is that government, education and business leaders must wake themselves up to the increasing role technology, the Internet, and services inspired by the Internet plays to The UK Realtime Generation.

This is not simply a case of pandering to the latest gadget or gizmo, or radically reengineering business and education processes to meet the demands of the latest technology fad.

All indicators and government commentary point to the UK becoming a knowledge economy.

The strategy that government, education and business need to take is one of accepting the dynamics of how this new generation communicate, collaborate and use content and provide them with the relevant knowledge tools and working practices that support them and their work and family aspirations. If indicators on productivity, innovation and competitiveness are correct then these investments will bring significant returns to the bottom line of UK plc.

Government, higher education and business leaders must strive to understand these new technologies, or put in-place trusted advisors at the highest levels to create a culture that accepts and promotes technology experience and these new knowledge tools.

If we can make these investments and promote a new way of working then this generation could be the UK's greatest single asset. Simply, however, there is no choice as the UK Realtime Generation are our future.

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Reference of Key Technology Terminology

All definitions provided by Wikipedia as of June 2007.

3G; A third-generation technology in the context of mobile phone standards. The services associated with 3G include wide-area wireless voice telephony and broadband wireless data, all in a mobile environment. In marketing 3G services, video telephone has often been suggested as the killer application for 3G.

BLOG; Web Logs or BLOGS provide commentary or news on a particular subject such as food, politics, or local news; some function as more personal online diaries. A typical BLOG combines text, images, and links to other BLOGS, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many BLOGS. Most BLOGS are primarily textual, although some focus on art (artlog), photographs (photoBLOG), sketchBLOG, videos (vlog), music (MP3 BLOG), or audio (podcasting), and are part of a wider network of social media.

INSTANT MESSAGING (IM); is a form of real-time communication between two or more people based on typed text. The text is conveyed via computers connected over a network such as the Internet.

MP3 PLAYER; An MP3 player is a digital audio player (DAP) device that stores, organises and plays audio files. It is more commonly referred to as an MP3 player because of the MP3 format's ubiquity, but DAPs often play many additional file formats. Some formats are proprietary, such as Windows Media Audio (WMA), and to a degree, Advanced Audio Coding (AAC) and MP3.

PODCAST; A podcast is a digital media file, or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers. A podcast is a specific type of webcast which, like 'radio', can mean either the content itself or the method by which it is syndicated; the latter is also termed podcasting. The host or author of a podcast is often called a podcaster. The term "podcast" is a portmanteau of the name of Apple's portable music player, the iPod, and broadcast; a "pod" refers to a container of some sort, and "cast" to the idea of broadcasting.

SOCIAL NETWORKING; A social network service focuses on the building and verifying of online social networks for communities of people who share interests and activities, or who are interested in exploring the interests and activities of others, and which necessitates the use of software. Most social network services are primarily web-based and provide a collection of various ways for users to interact, such as chat, messaging, email, video, voice chat, file sharing, BLOGging, discussion groups, and so on.

STREAMING MEDIA; A multimedia that is continuously received by, and normally displayed to, the end-user while it is being delivered by the provider. The name refers to the delivery method of the medium rather than to the medium itself. The distinction is usually applied to media that are distributed over telecommunications networks, as most other delivery systems are either inherently streaming (e.g. radio,

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television) or inherently non-streaming (e.g. books, video cassettes, audio CDs). The verb 'to stream' is also derived from this term, meaning to deliver media in this manner.

WEBCAM; A web camera (or webcam) is a real-time camera (usually, though not always, a video camera) whose images can be accessed using the World Wide Web, instant messaging, or a PC video calling application. The term webcam is also used to describe the low-resolution digital video cameras designed for such purposes, but which can also be used to record in a non-real-time fashion.

WIKI; A wiki is a web application designed to allow multiple authors to add, remove, and edit content. The multiple author capability of wikis makes them effective tools for mass collaborative authoring. Wikipedia, an online encyclopedia, is one of the best-known wikis. Several characteristics of wikis facilitate their multiple author capability.

WORK-LIFE BALANCE; Work-life balance is a person's control over the conditions in their workplace. It is accomplished when an individual feels dually satisfied about their personal life and their paid occupation. It mutually benefits the individual, business and society when a person's personal life is balanced with his or her own job. The work-life balance strategy offers a variety of means to reduce stress levels and increase job satisfaction in the employee while enhancing business benefits for the employer. In our increasingly hectic world, the work-life strategy seeks to find a balance between work and play.

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