Draft for Discussion

Example Plan for 5 Day Work Experience

This is not a rigid template – but hopefully it provides a start point for the planning of a five day work inspiration programme. In developing it further feel free to add additional "look behind the scenes" visits or “Careers Happens” meetings depending on time and the interests of the young people. The young people can work in a team or on their own on the project, to do the interviews or for the visits depending on what works best.

Also note we have provided a number of ideas for the young peoples projects at the end, that can be used as a start point.

Preparation:

- Potentially meet young people in advance
- Send out joining instruction, induction materials, web site for background etc
- Briefings for mentors and supervisors

Day 1:

- Induction (Health and Safety, company background, key information and contacts)
- Objective setting and expectations, review and feedback process
- Project Briefing – for young person project
- Insight 1 – All about me: one to one session on skills and aspirations
- Introduction to supervisor/ mentor, tour round where they will be working
- One to one session with Mentor

Kick off work experience activities

Day 2:

Work experience activities

- Insight 2 – Look Behind the scenes session (complemented by visits to other departments)
- End of day review with Supervisor
- Complete learning journal
Day 3:

Work experience activities

• End of day review with Supervisor
• Complete learning journal

Day 4:

Work experience activities

• Insight 3 – Careers Happen meetings (young person meets one or two senior people to explore and map out how their career has developed, using the career Board Approach)
• End of day review with Supervisor
• Complete learning journal

Day 5:

Work experience activities

• Project presentation by young person
• Appraisal and feedback with Supervisor
• Thanks and presentation session
• Supervisor review their development and learning
Hints and Tips on Using the Insights

The New Work Inspiration Web-site provides a range of resources to support the use of the Insights. We have summarised some key hints and type below.

Ask each Supervisor/ Mentor to work with the young person to complete Insights 1 and 2: All About Me and Look Behind the Scenes. This should take the form of a one to one conversation as described in the introductory videos for these insights which makes full use of the resources in the web based Employers Tool-kit at www.workinspiration.com. Based on the results of the look Behind the Scenes Insight there may be value in some visits to key departments or teams, that represent some of the jobs or roles that might be of most interest to the young people.

For Insight 3: Careers Happen. The Supervisor/ Mentor can introduce the Insight to the student by showing them the online resources and examples of inspiring careers & career boards. Show the student the questionnaire in the online Careers Happen resource, and explain how you have arranged for the young person to interview a member of staff about their career. This person will have prepared themselves and be ready to respond in a really interesting and inspiring way.

The student will then use these answers to create a visual ‘Career Board’ for the interviewee, using any creative media that they can (access to a computer & the internet would help them find interesting graphics that they see as illustrating the career path of their interviewee). When complete, they may like to give a copy of the finished work to the interviewee by way of a thank you.

Some Feedback we have received from this Insight is that young people and the volunteer really enjoy this fun and creative session. In a longer work Inspiration placement, this Insight can be expanded to involve more than one interviewee or allowing more time to get really creative. The young people can also work in pairs for the interview and development of the Career Board.

Following each session, it is important that both the young person and the Supervisor/ Mentor record what they think they have gained from the experience.

To use the Online Skills log, the Supervisor/ Mentor will need to create a user name and password for themselves and their young person. This can then be saved and tracked by you in your company secure area.
Ideas for Potential Projects for the young people:

From our work with companies and our review of some of the case studies it can be inspiring to give young people a project to work on that can give some structure to what they do and support their other activities. The project can also be done as a team involving a number of young people.

The results of the project can usually presented to a small audience of staff towards the end of the work experience.

Ideas include:

• In retail stores the young people are asked through their interactions with staff and customers to pull together a summary of the key things that can lead to a positive customer experience.

• A construction company asks the young people to work as a team to design a sustainable school, considering the key issues and requirements of the key users.

• An advertising company uses a real (but “historic”) customer request and asks the young people to develop a brief for the proposed advertising campaign.

• One engineering firm, works to take apart and to reassemble engine parts. The young person is shown how to do this and then asked to follow the instructions (with support available to rebuild a particular part on their own).

• A building firm asked the young people to work on calculating the materials required for building projects – eg the numbers of brick required, and how much cement. They are given the key rules etc and then asked to work through this themselves.

• Listening to calls in a contact centre or help desk and pulling out the key issues that were observed or the things that generate customer complaints.

• A large IT services supplier has developed a questionnaire on the important aspects of the services they provide – so that the young people can capture their learning as they go and get the most out of the time with each area.

• In an airport the young person is presented with a mock fire incident and they are asked to analyse the situation and pull together a concise briefing based on the relevant facts.

• The young person can conduct mystery shopping activities to compare for example student bank accounts that are offered.