Welcome to Work Experience for Employers

Background:
The idea behind this booklet is to provide managers and mentors of young people undertaking a work placement with a tool-kit to ensure the experience is meaningful and beneficial for all involved.

Siemens commissioned Education Business Solutions, part of the Manchester Solutions and Greater Manchester Chamber of Commerce family of companies, to create a user friendly, placement providers’ guide for staff and partners of the Siemens Group. It should be noted however that this is not Siemens’ specific content and is open to the wider employer community.

Contents:
The main body of the book comprises of a set of “Project Tasks and Ideas” which includes activities that can be done as part of the young person’s induction or introduction to the company. It also includes a series of day to day task and a number of projects that can be given to the young person to be completed over several days. At the end of the section is a template to help you put together your own tasks and activities.

The contents page provides handy information for you regarding the estimated duration of each activity and the level of involvement needed from staff.

The project tasks and ideas have been cross referenced to the Greater Manchester(GM) Aspirational Futures Capability Framework – this is a GM project which has established an agreed set of personal and professional soft skills, known as ‘Capabilities’, bringing together young people’s needs with those of education/learning providers and employers. The matrix page identifies the key Capabilities that an activity can support the development of and proposes some key questions/ideas for discussion to maximise learning and help young people become ‘work ready’.

Finally we have included an example of how you could use the activities to put together a programme of work for your young people. There is also a blank agenda for you to use. This preparation prior to the young person starting with you will help ensure the placement is enjoyable and stress free for all involved.

Good luck!

We hope you will find the guide useful, helping you to provide successful work placements for local young people and in turn, hopefully to build your future workforce!
How to use the Tasks and Project Ideas

For the young person, a work placement is often their first experience of a job. It is a great opportunity for employers to engage and inspire potential future employees/customers/partners through real work tasks. Of course, all workplaces have periods that are busier than others, and the work the young people will do will depend on what is taking place in the organisation at that time.

The list on page 3 is of generic day-to-day tasks common to many companies, and the following pages describe how a young person can provide an extra pair of hands on these tasks.

If you find that the ‘well’ of day-to-day tasks for the young person is ‘drying up’, remember that young people can also be very helpful in completing the low priority jobs that never get done. Think about what has needed doing for some time that the student could make a start on. A work experience placement is also a chance for you to take a fresh look at the way you work through the eyes of a young person. Setting them a project to work on independently can give some blue-sky thinking and an idea of how you are perceived by an external audience.

- Pick and choose tasks from page 3 that are suitable for your company/department and for the young person. Not all the tasks will be relevant.
- Incorporate the tasks into your schedule of work for the young person, and think about how much time and support they will need, and what the outcomes of the task should be.
- If you have more than one student on placement at any one time, you can set some of the tasks as a competition. Many young people like a bit of healthy competition, so seeing who can make the best presentation etc. could help motivate them.
- It’s a good idea to explain to the young person why the task is valuable to your company and also what the young person can learn from it. On the following pages, each task is introduced by a short description of how it benefits your company and the young person.
- Some tasks may be a little monotonous, but these are usually vital tasks that need doing. For such tasks, set a time limit so that the young person isn’t spending all day doing a boring task, and point out that these tasks are also carried out by full-time employees.
- On pages 62 and 64 are blank templates where you can make a note of any other tasks you can set for students at your workplace.
<table>
<thead>
<tr>
<th>pg</th>
<th>A.F</th>
<th>Activity</th>
<th>Estimated time (hrs)</th>
<th>Level of staff involvement</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td></td>
<td>'Getting To Know You'</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Workplace Culture</td>
<td>½</td>
<td>Medium</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>What Is Good Customer Service?</td>
<td>¾</td>
<td>High</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Health and Safety at Work</td>
<td>2</td>
<td>Medium</td>
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<tr>
<td>23</td>
<td></td>
<td>Website Test</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Telephone Training</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>Equipment Training</td>
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<tr>
<td>30</td>
<td></td>
<td>Reflecting On The Placement Via A Diary Or Logbook</td>
<td>Variable</td>
<td>Low</td>
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<tr>
<td>32</td>
<td></td>
<td>Shadow An Employee / Observe A Process</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>33</td>
<td></td>
<td>Carry Out Part Of A Process</td>
<td>Variable</td>
<td>Variable</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>Tidying, Filing &amp; Organising</td>
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<td>Low</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>Reception Desk</td>
<td>Variable</td>
<td>Medium</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td>Post Duties</td>
<td>Variable</td>
<td>Low</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>Word Processing</td>
<td>2</td>
<td>Medium</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Data Entry &amp; Updating Records</td>
<td>Variable</td>
<td>Low</td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>Facilitating A Meeting</td>
<td>Variable</td>
<td>Low</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>Update The Internal Phone List</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>Handling And Presenting Data</td>
<td>3</td>
<td>Low</td>
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### Tasks and Project Ideas Index

<table>
<thead>
<tr>
<th>No.</th>
<th>Task Description</th>
<th>Duration</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Stock (Or Stationery) Replenishment / Ordering</td>
<td>Variable</td>
<td>Low</td>
</tr>
<tr>
<td>43</td>
<td>Preparing Goods For Sale Or Delivery</td>
<td>Variable</td>
<td>Medium</td>
</tr>
<tr>
<td>44</td>
<td>Completing / Checking a Purchase Order Request / Invoice Request</td>
<td>3</td>
<td>Medium</td>
</tr>
<tr>
<td>45</td>
<td>Observe Payroll Process</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>46</td>
<td>Design &amp; Format Publications</td>
<td>3 – 4</td>
<td>Low</td>
</tr>
<tr>
<td>47</td>
<td>Assist IT Helpdesk</td>
<td>Variable</td>
<td>High</td>
</tr>
<tr>
<td>48</td>
<td>Create A ‘How To...’ Guide</td>
<td>3</td>
<td>Medium</td>
</tr>
<tr>
<td>49</td>
<td>Create A Product / Leaflet Display</td>
<td>4 – 7</td>
<td>Low</td>
</tr>
<tr>
<td>50</td>
<td>Testing / Checking Processes and Systems</td>
<td>Variable</td>
<td>Low</td>
</tr>
<tr>
<td>51</td>
<td>Customer Satisfaction Survey</td>
<td>Variable</td>
<td>Medium</td>
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### Projects

<table>
<thead>
<tr>
<th>No.</th>
<th>Project Description</th>
<th>Duration</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>Workplace Culture Project</td>
<td>3 – 4</td>
<td>Low</td>
</tr>
<tr>
<td>53</td>
<td>Research Project: Company Away Day</td>
<td>2 – 5</td>
<td>Low</td>
</tr>
<tr>
<td>55</td>
<td>Create a Sandwich or Brew Round Spreadsheet</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>56</td>
<td>Brainstorming Business Development Opportunities</td>
<td>3 – 7</td>
<td>Low</td>
</tr>
<tr>
<td>57</td>
<td>Audit The Company’s Presence On The Internet</td>
<td>3 – 7</td>
<td>Low</td>
</tr>
<tr>
<td>59</td>
<td>Search Engine Optimisation</td>
<td>2</td>
<td>Medium</td>
</tr>
<tr>
<td>60</td>
<td>Write An Internal News Story</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>61</td>
<td>Prepare A Presentation On Your Placement</td>
<td>3 + ½</td>
<td>Low</td>
</tr>
<tr>
<td>62</td>
<td>TEMPLATE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting To Know You

How can the company benefit from this task?
Getting to know the young person – their talents and interests – is vital in helping them to become part of the team. This questionnaire will help you see what tasks will be best suited to this young person.

How can the work experience student benefit from this task?
This is a good opportunity for the young person to reflect on their personality type and how different personalities can be put together to create an effective team.

Instructions for Staff:
Hand out the questionnaire and ask them to have a go at working out their personality type. You may wish to sit with the young person and discuss the examples and what words like ‘extrovert’ mean. Use the results to talk about how the young person will best fit into the team during work experience.

Desired Output:
The young person is aware of which one of the 16 categories they most fit into, and understand where their talents and interests may be best utilised on work experience.

Maximum Time to Be Given:
1 hour

Materials Needed:
- Team roles questionnaire (2 pages)
- What the categories mean sheet (4 pages)

These can be printed from the following pages. Alternatively you can find online versions of the quiz at: http://www.bbc.co.uk/science/humanbody/mind/surveys/whatamilike/static_quiz.shtml and http://www.workinspiration.com/Insight1.aspx

Hints:
Stress to the young person that there are no right or wrong answers to this task, and that a good team depends on a range of skills; different team members bring different strengths to the team. Try to give an example of a task and how different members of the team have contributed. You may even want to do the quiz yourself or with the whole team.
Instructions for Students:

Look in the boxes below and use them to think about what kind of person you are. You might think about these by yourself or discuss them with your co-workers. For each section, try and decide which of the two words best explains you. If you’re not sure what the words mean, discuss them with someone.

### Are you more a… ‘Planner’ or ‘Spontaneous’ type?

- You’re going on holiday – how do you prepare for it?
- What hobbies or other activities do you enjoy, describe your favourite activities?

Which best applies?  
- [ ] Planner  
- [ ] Spontaneous

### Are you more of… a ‘Facts’ or ‘Ideas’ Person?

- How do you usually give directions to your school or a local shop? (detailed map or general directions)
- When you buy something new, are you an impulsive shopper or have you researched and compared prices?
- When you are asked to make a presentation at school do you enjoy doing it? Describe one that you’ve given recently and how you prepared for it.
- What sort of things do you enjoy watching on TV/Film/Reading

Which best applies?  
- [ ] Facts  
- [ ] Ideas

### Are you more of…a ‘Head’ or ‘Heart’ person?

- What would you do if you had to decide on two schools to go to? Friends and teachers or building and curriculum?
- When you need to make a difficult decision what are the things that are most valuable to you in making that decision?
- If, with a group of friends there is a disagreement, what role do you take on in this situation?
- Do you do anything in your spare time? e.g. volunteering, campaigning on green issues, care for someone, organise anything, regular sports activity etc

Which best applies?  
- [ ] Head  
- [ ] Heart
Are you more of...an ‘Extrovert’ or ‘Introvert’

- When meeting a new group of people how do you respond – are you the first to introduce yourself or do you wait for them to come to you?
- Think of an example of when you have found yourself being the centre of attention. How did it make you feel?
- Can you think of an example of a presentation you have given at school? Did you prepare and do it on your own or with a group of people?
- Have you ever been involved in a school production – a play, a sports day, or a fundraising activity? What part did you play and why?

Which best applies?  
☐ Extrovert  
☐ Introvert

Write in down the results in the four boxes below.

For example, you might be a spontaneous / ideas / head / extrovert kind of person.

<table>
<thead>
<tr>
<th>Planner / spontaneous</th>
<th>Facts / ideas</th>
<th>Head / heart</th>
<th>Extrovert / introvert</th>
</tr>
</thead>
</table>

Now use these four words to look up your Personality Type in the table below.

<table>
<thead>
<tr>
<th>Characteristic Groups</th>
<th>Personality Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following groups are all the possible options you could end up</td>
<td>The titles that appear here give you a simple summary of the type of personality of the young person.</td>
</tr>
<tr>
<td>Planner / Facts / Head / Introvert</td>
<td>Realist (1)</td>
</tr>
<tr>
<td>Planner / Facts / Heart / Introvert</td>
<td>Nurturer (5)</td>
</tr>
<tr>
<td>Planner / Ideas / Heart / Introvert</td>
<td>Counsellor (4)</td>
</tr>
<tr>
<td>Planner / Ideas / Head / Introvert</td>
<td>Mastermind (8)</td>
</tr>
<tr>
<td>Planner / Ideas / Heart / Extrovert</td>
<td>Advisor (10)</td>
</tr>
<tr>
<td>Planner / Facts / Head / Extrovert</td>
<td>Supervisor (13)</td>
</tr>
<tr>
<td>Planner / Facts / Heart / Extrovert</td>
<td>Contributor (14)</td>
</tr>
<tr>
<td>Planner / Ideas / Head / Extrovert</td>
<td>Leader (16)</td>
</tr>
<tr>
<td>Spontaneous / Facts / Head / Introvert</td>
<td>Analyst (2)</td>
</tr>
<tr>
<td>Spontaneous / Ideas / Head / Introvert</td>
<td>Strategist (3)</td>
</tr>
<tr>
<td>Spontaneous / Facts / Heart / Introvert</td>
<td>Peacemaker (6)</td>
</tr>
<tr>
<td>Spontaneous / Ideas / Heart / Introvert</td>
<td>Idealist (7)</td>
</tr>
<tr>
<td>Spontaneous / Facts / Head / Extrovert</td>
<td>Go Getter (9)</td>
</tr>
<tr>
<td>Spontaneous / Ideas / Heart / Extrovert</td>
<td>Trendsetter (11)</td>
</tr>
<tr>
<td>Spontaneous / Ideas / Head / Extrovert</td>
<td>Big Thinker (12)</td>
</tr>
<tr>
<td>Spontaneous / Facts / Heart / Extrovert</td>
<td>Entertainer (15)</td>
</tr>
</tbody>
</table>

Remember nobody is entirely one personality type and people are often a blend of different types. This is just a guide. Find your personality type in the 'What the Categories Mean' sheet.
Instructions for Students:
Using your completed Team Roles Questionnaire, look up which of the 16 categories below you best fit in to. Read through the description and discuss with your supervisor what it means and how it can help you understand where you best fit into the team.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Key Traits</th>
</tr>
</thead>
</table>
| **1 – The Realist** | - quite a serious person who is very thorough in your work and can be totally depended upon  
- someone who thinks very logically and practically and has a realistic approach to your work  
- the sort of person who tends to be very organised and orderly, both at work and at home, and you’ll like working alone  
- someone who likes to be very clear about taking on tasks / projects but when you know what is required you are very happy heading off to deliver it. | - like to plan your time to ensure you deliver  
- enjoy rules  
- don’t like change  
- don’t like to be put on the spot  
- like meeting deadlines  
- like language, maths, sciences. |
| **2 – The Analyst** | - a quiet, friendly and conscientious person  
- painstakingly accurate, a good timekeeper and be someone who likes to create an orderly environment  
- someone who likes routine finding solutions  
- mainly driven by how people feel rather than how they think. | - like facts and puzzles  
- like being set problems  
- enjoy working to a set timetable or routine  
- may like languages, maths, sciences, music. |
| **3 – The Strategist** | - someone who likes being in a team but equally able to work alone to deliver a task  
- someone who finds it easy to connect up the meaning of things and ideas  
- someone who understands what motivates people and are insightful with a clear vision about how to get things done  
- a very organised person and if you need to be, very decisive. Good at getting other people to see what you mean and what you need them to do  
- someone who doesn’t enjoy working in situations that are chaotic and unclear  
- someone who doesn’t like being put on the spot, as you need to have things well planned to enjoy them. | - are a very logical thinker and problem solver  
- like debating  
- aren’t necessarily very practical but like long term planning  
- enjoy maths, science, technology. |
### 4 – The Counsellor

**You are probably**

- foremost an idealist and have strong values which are important to you
- a curious person and someone who will always see possibilities rather than obstacles
- the sort of person who is good at turning ideas into practice because you understand people and like to help others reach their fulfil potential
- someone who doesn’t like situations where there is unresolved conflict and are a very fair person who doesn’t like injustice or seeing people suffer.

**You probably**

- like to find the meaning of things (you / people)
- like to help others
- will volunteer to help organise things
- enjoy Psychology / Philosophy / English Lit / Sociology.

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### 5 – The Nurturer

**You are probably**

- a fairly quiet person, who is sensitive and kind, where people are very important to you (so you will be the person that remembers everybody’s birthdays)
- someone who tends to live in the moment
- very good at being aware of how people are around you
- someone to whom loyalty and values are extremely important
- someone who does not like disagreements or conflicts and tend not to force your opinions on others.

**You probably**

- tend to like helping people and are more interested in them than facts
- look after people – if upset / new to an environment
- are good at remembering details
- enjoy humanities, history, human biology.

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### 6 – The Peacemaker

**You are probably**

- a tolerant person, in most situations
- the quiet observer that can act when problems occur because you have an understanding not just of what’s gone wrong but what can be done to unpick things
- someone who understands how things work and find it easy to get through data to isolate relevant information
- someone who likes facts and are very efficient when you have the information you need.

**You probably**

- like working with detail and being very practical
- enjoy helping others
- enjoy vocational subjects, technical / research projects.
7 – The Idealist

You are probably

• someone who tends to have original ideas which you can often make happen
• someone who likes to achieve your goals
• someone who sees patterns in external events from which you can develop forward seeing perspectives
• somebody who gets committed to an organisation or cause and can bring projects to life and deliver on them
• a person who likes to work to your own time frame
• who tends to immerse yourself in interests and causes and expect others to have the same standards and passions.

You probably

• want to make this world a better place
• are interested in Art / the environment / creative expression
• enjoy history, current affairs
• belong to causes or campaigns.

8 – The Mastermind

You are probably

• a logical thinker in a group, the person with explanations for everything
• someone who understands how things work
• someone who uses information as clues and are interested in ideas rather than social interactions
• someone who finds it easy to read instructions, the sort of person who can solve problems that others will take much longer trying to do so
• an analytical person that others sometimes might find sceptical because you can see when things will work and when they won’t and say so.

You probably

• are an energetic visionary
• are a very logical person
• are a practical and efficient person who likes using common sense
• enjoy research and developing strategies
• like using detail
• enjoy subjects that involve vision and planning.

9 – The Go Getter

You are probably

• the doer in a team
• flexible and pragmatic, and though you like working with people you also like to be in situations where you get immediate results
• don’t like planning much, you believe in taking action to solve problems
• think in the here and now
• often the person in a team urging others to do something
• find it easy to get on with others and enjoy a challenge.

You probably

• tend to be inventive and resourceful
• are a problem solver
• someone whose enthusiasm inspires others
• a spontaneous learner on the job
• are good with detail
• like subjects where there are clear goals and logical solutions.
## 10 – The Advisor

**You are probably**

- outgoing and friendly
- someone who finds it easy to be with people and they, with you
- someone who is always asked to join teams because you are so accepting and flexible
- the sort of person who can help make things happen through using your own common sense and realism
- very adaptable, can accommodate others easily because you are very clear about what you believe
- a good mentor.

**You probably**

- tend to be a lively person who enjoys bringing people together
- don’t like making tough decisions in relation to people
- aren’t someone who is detail orientated.

## 11 – The Trendsetter

**You are probably**

- an innovator
- the enthusiastic and imaginative member of a team or project and seem to have ideas all the time
- the sort of person who sees possibilities in situations and can always connect events and information together
- good at seeing patterns in things and because you are confident in what you see, you are good at putting your ideas across to others
- someone who is good at communicating and enjoys the opportunity to put ideas across.

**You probably**

- tend not to like rules
- like flexibility
- motivating others and spot opportunities
- tend to be inspirational as opposed to logical.

## 12 – The Big Thinker

**You are probably**

- the person who thinks big – the ‘why don’t we’ type
- very quick thinking but also someone who is very resourceful, and are good at solving challenges
- the one who has the ideas and can quickly work out if they can work or not but this is often not based on research or evidence. It is much more based on your instinctive sense of what can happen and your ability to enthuse others
- someone who loves change and being given new challenges
- if possible you would rather not stick to routine.

**You probably**

- are an outspoken person with a tendencies help you find solutions to problems
- are an entrepreneur
- love new challenges
- enjoy business studies/enterprise/project work
## 13 – The Supervisor

**You are probably**

- the practical and realistic one in a team of people and the decisive one who others respect and support
- good at organising people and projects and the person who gets results
- the sort of person who is good with routine detail, planning and implementing projects or programmes and explaining what is needed from others
- a very logical person as well as being a good team person
- someone who likes having and developing plans and find all that side of project management easy and enjoyable.

**You probably**

- enjoy order in all areas of your life.
- work to clear goals and tend to be very practical
- like procedures and specific work methods.
- enjoy Science / technology

## 14 – The Contributor

**You are probably**

- a warm conscientious, creative person
- like to create and work in harmony with others to complete tasks and don’t like conflict
- someone who has a clear sense of what is needed
- a good team player and the one who will always be very accurate and responsible and because of this people like to work with you
- someone who likes to take on tasks on behalf of others – organising, engaging others etc
- someone who likes being with people rather than working on your own.

**You probably**

- tend to value order and tradition
- will always deliver on a commitment
- someone who likes responsible behaviour and are great at planning.

## 15 – The Entertainer

**You are probably**

- a warm, empathetic and responsible people person
- someone whose strength is how easily you can tune into emotions and motivations of other people
- someone who loves being the centre of attention, and people love being with you
- the sort of person who always sees potential in situations and people so you are a great trainer / developer
- someone who enjoys helping people and someone who always enjoys tasks and has fun completing them.

**You probably**

- think fun is the name of the game
- prefer hands on learning as opposed to reading rules etc.
- are not a great planner but like spontaneous things
- are good at reading people
- enjoy drama, performing arts.
<table>
<thead>
<tr>
<th>10 – The Advisor</th>
<th>You are probably</th>
<th>You probably</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>outgoing and friendly.</td>
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</table>
Instructions for Staff:
Give the worksheet to the young person and discuss it with them to make sure they understand what to do.

Desired Output:
Completed notes based on the pictures on the worksheet. Students can write these on the sheet, or could use this as a springboard to create their own poster, leaflet, crib sheet or video – see Workplace Culture Project.

Maximum Time To Be Given:
30 minutes for the worksheet.

Materials Needed:
- Workplace Culture worksheet.
- Pens.

Hints:
You may wish to link this task to the company’s mission statement and values. You may wish to add extra picture-prompts for any issues specific to your workplace that you need to raise awareness of.
You could use the completed work to show future work experience students to help them settle in, who can themselves improve and add to this or to new starters as part of their induction.

See also:
Workplace Culture Project
Instructions for Students:
Every workplace has its own rules. Some of them will be written down and some will be unspoken. This task is designed to help you work out the dos and don’ts of this workplace – but remember, the business down the road might have different rules! Use the pictures below to make notes about the dos and don’ts’ at your placement. You will need to speak to colleagues to find out the information.

Clocking in
E.g. do arrive on time
Don’t forget to sign out

Lunch, tea/coffee breaks

Social Media and Email

Customer Service

Uniform/dress code

Equipment

Using work telephones

Fire procedure

Use of personal mobiles
What Is Good Customer Service?

How can the company benefit from this task?
It is vital to ensure any new employees or work experience students understand your expectations for dealing with customers – both internal and external. You may have formalised levels of service you need to provide, or it may be unwritten. This task will help you explore what level of understanding the young person possesses, to confirm your expectations with them and to ensure that they create the right impression of the company to your customers.

How can the work experience student benefit from this task?
This task will give the student a valuable introduction to the concept of customer services and an understanding of what is expected at your organisation. Good customer service is a key employability skill which the young person can use in all aspects of their career.

Instructions for Staff:
Give the task brief to the young person and then brainstorm answers to the questions with them on a flipchart. Discuss with them the areas that are pertinent to their placement – you may wish to quickly ascertain that they understand who the customers are they will meet.

You can extend this task by role playing some scenarios the young people are likely to encounter. Think about being a “difficult customer” and helping the student understand how to respond.

Desired Output:
Notes on what makes good customer service, where the points have been confirmed and / or discussed with a supervisor.

Maximum Time to Be Given:
45 minutes (including discussion time)

Materials Needed:
- What is Good Customer Service? Worksheet
- Flip chart
- Pens

Hint:
Before you start this task, think carefully about the key expectations you have for the student when dealing with customers. Give them the chance to share their ideas about good customer service before listing your own – they may volunteer some of the points you want to make of their own accord.

See also:
Reception Desk
Customer Satisfaction Survey
Instructions for Students:
During your placement you will deal with customers. These may be people who buy the products and services of the company. Or they may be ‘internal customers’ – e.g. the IT department might fix a computer issue for an internal customer in the same company’s finance department. Either way, you need to be polite and helpful to all customers, and this task will look at the company’s expectations for customer care.

Think about the following questions:
What is a customer?

Who are our customers?

What makes good customer service (think about examples of good and bad service that you have encountered).
How can the company benefit from this task?
Before welcoming the student on placement you will have ensured all Health and Safety procedures are in place and you will brief the student on Health and Safety during their induction. This task will build on that briefing and encourage them to take responsibility for their Health and Safety and that of others around them.

How can the work experience student benefit from this task?
By assessing the working environment against health and safety standards, the student will become familiar with processes, any hazards and risks and the location of important things like fire extinguishers and first aid kits.

Instructions for Staff:
Give the young person a copy of the Worksheet and let them complete it. They will need to ask questions to members of staff so point them in the direction of those with responsibilities for Health and Safety, First Aid etc. to answer their questions.

Desired Output:
A completed Risk Assessment and awareness of issues relating to office Health and Safety.

Maximum Time to Be Given:
2 hours

Materials Needed:
• Risk Assessment sheet
• Pens
• Clipboard
Instructions for Students:
Complete the following checklist to ensure the workplace is safe and up to date with Health and Safety.

Is the employers’ liability insurance policy up to date?  yes  no

Check the certificate.
Policy number  Expiry Date

Can you see any health and safety signs and notices around the workplace?  yes  no

Identify the correct meaning for each by drawing a line from the statement to the correct sign opposite:

- Eye protection must be worn
- No smoking
- Industrial vehicles
- Corrosive material
- No access for pedestrians
- Ear protection must be worn
- Toxic material
- Safety helmet must be worn
Can you find any others that are not shown on the previous page?

If so, draw them in the space below and write their meaning next to them.
• Is there a written health and safety policy?  
  yes  [ ] no  [ ]

• Is there a first aid kit available? If so where is it?  
  yes  [ ] no  [ ]

• Can you find out who the First Aiders are? Write their names below:

• Are accidents and first aid treatment written down in a logbook?  
  yes  [ ] no  [ ]

• Did all employees have health and safety training in their induction?  
  yes  [ ] no  [ ]

• Is machinery and work equipment kept in good condition?  
  yes  [ ] no  [ ]

• Is personal protective equipment (PPE) and clothing provided, free of charge, to employees / learners who need it?

• What PPE is needed?

• What is the fire procedure?

• Notes
### Risk Assessing
Write down some of the main potential hazards you can see. Hazards are anything with the potential to cause harm. Then write down what the company is doing to keep these risks low (control measures).

<table>
<thead>
<tr>
<th>Major Hazards</th>
<th>Risk Control Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wet floor after cleaning could cause people to slip and fall</td>
<td>Yellow sign is placed over wet areas on floor</td>
</tr>
</tbody>
</table>


### Website test

**How can the company benefit from this task?**

This task will help the young person understand what your company / department does, what services it offers and who your customers are. It can form part of the induction and may flag up areas of your website that are not easy to navigate or need updating.

**How can the work experience student benefit from this task?**

This task is a chance for the student to find out about the company / department so that they are ready for work. It will also help them to understand how the work they will be doing fits in with the company’s structure and aims.

#### Instructions for Staff:

Hand out a copy of the website quiz and give students access to the company website. They should ask questions about anything they don’t understand.

#### Desired Output:

A completed website quiz sheet (2 pages).

#### Maximum Time to Be Given:

1 hour

#### Materials Needed:

- Access to a computer and the company website
- Website Quiz sheet

#### Hints:

This is a good induction task to help students find out about the company. Add extra questions to help them find information that will help them understand their role.

Let the students try this alone, then talk them through the answers. They may have questions for you as a result of what they have written.

Show them where any information they’ve missed can be found, and ask them questions to see if they understand what they have been reading.

#### See also:

What Is Good Customer Service
Instructions for Students:
Look at the company website and try to find answers to the questions below. If you can’t find anything or are not sure what things mean, ask someone.

Siemens UK Website Quiz
Logon to our careers website at: www.siemens.co.uk/careers – have a good click around the site and use the information you find to complete the quiz below:

1. How long has Siemens been in operation?

2. Do you need to have a university degree to work at Siemens? Are other options available?

3. Have a look at the careers brochure – where in the UK could you work for Siemens?

4. Now go to www.siemens.co.uk/en/about_us/businesses
5. Click around the Energy Sector – what are the main products that this department of Siemens offers?

6. Click around the Healthcare Sector – what are the main products that this department of Siemens offers?
7. Click around the Industry Sector – what are the main products that this department of Siemens offer?

8. Click around the Infrastructure and Cities Sector – what are the main products that this department of Siemens offers?


10. What is the most recent news story? Can you summarise it in your own words?
Telephone Training

How can the company benefit from this task?
Young people are not usually used to taking business phone-calls or taking messages in a workplace context. This activity should enable them to answer the company telephone and take messages.

How can the work experience student benefit from this task?
This activity trains students to take telephone messages and to think about how they present themselves and the company on the telephone. After this task the student should be confident and fully trained in taking workplace telephone calls.

Instructions for Staff:
Hand out the Telephone training exercise and ask the student to work through it. You may wish to role play the conversation with them. Have a look at the telephone message and discuss with the student whether it contains an appropriate level of detail.

Desired Output:
An appropriate telephone note.

Maximum Time to Be Given:
1 hour

Materials Needed:
• Telephone training worksheet (2 pages)

Hint:
Does your company have a policy or script for greeting callers? Or should the phone be answered in a certain amount of rings? You can use this task to reinforce these policies.

See also:
What Is Good Customer Service
**Instructions for Students:**

We often have to deal with telephone calls which are meant for another member of staff. Sometimes it is not clear what the call is about.

Think about this scenario: It’s 10:35am on the morning of 9th September and you have just taken a call from a customer (see the conversation below).

Firstly, fill in the blanks in the dialogue below. How would you answer the telephone using appropriate language?

Then complete the Telephone Message sheet. You will need to give a clear message with all the key details.

---

[Telephone rings]

You: ___________________________ (Answer the phone)

Caller: Hello, can I speak to the finance department please?

You: ___________________________


(Tell them that the finance department are all on lunch and offer to take a message)

Caller: No I'll just ring back later. Actually, no, could you take a message. It’s John calling from Swinerton’s and I’ve just got this invoice and it doesn’t match up at all with our records – reference 2649362. Anyway I’m away on business next week so I’m very keen to get this sorted out today, so if they could call me back soon that would be great.

You: ___________________________


(Say you’ll pass the message on. Ask for a telephone number)

Caller: Yes it’s 0151 665 8545 and my extension is 542.

You: ___________________________


(End the call)

Caller: Bye.
**Instructions for Students:**

Complete the phone memo:

- Be clear and concise
- You do not necessarily need to fill in all sections of the memo

<table>
<thead>
<tr>
<th>To:</th>
<th>Date: / /</th>
<th>Time: : am / pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Company / Address:</td>
<td>Cell:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

**Message Text:**

- Phoned
- Call back
- Call returned
- Wants to see you
- Will call again
- Was in
- Urgent

**Taken by:**
How can the company benefit from this task?
Work Experience students can be of great value in carrying out tasks using simple workplace equipment. For example, in an office they might use printers, photocopiers, fax machines, conference call machines, franking machines etc. However, many of these items of equipment will be new to the student and it is worth investing some time training them on the use of these to ensure they can use them confidently.

How can the work experience student benefit from this task?
Being confident in using workplace equipment will empower a young person to be of great use to the company. For example, for being able to use office equipment like printers, photocopiers, fax machines, conference call machines, franking machines etc. are also skills that are directly transferable into other businesses.

Instructions for Staff:
During a work experience placement it can be very useful to ask a student to do tasks involving basic equipment, for example, some photocopying, franking or setting up conference call hardware as and when the need arises. If you set some time aside at the start of the placement to demonstrate some standard procedures the young person can leap in to action when needed.

Desired Output:
Confidence in using equipment.

Maximum Time to Be Given:
As appropriate.

Materials Needed:
• If you have any internal ‘how to...’ guides, you may wish to give these to the student. Alternatively the student could write these for you once they are familiar with the machines.

Hint:
Before the placement, make a check list of equipment you wish the student to be able to use, and schedule an induction/demonstration for each machine. When the student starts using them, monitor them to ensure they are using the equipment safely and sensibly so they are not damaging these resources.

See also:
Post Duties
Create a ‘How To...’ Guide
Reflecting On The Placement Via A Diary Or Logbook

How can the company benefit from this task?
A log book / record / diary of the tasks the student has completed is invaluable in the debrief / appraisal at the end of the placement to help ascertain what the young person has gained from the placement. It can help plan even better placements for the next work experience students.

How can the work experience student benefit from this task?
Reflecting on a day’s work experience is useful for two reasons: firstly, to ensure that students think about how they can better contribute to the company. Secondly it is a record for students to look back on for apprenticeship or job applications showing what skills have been proven in the workplace.

Instructions for Staff:
Build in some time each day for students to record the day's activities. A supervisor should check and sign the record.

Desired Output:
A completed daily record of the tasks the student has undertaken and the skills they have used – written by the student and signed off by their supervisor.

Maximum Time to Be Given:
The student should spend up to 15 minutes at the end of each day completing this.

Materials Needed:
- A diary or logbook. This may be provided by the students’ school or college. Alternatively they could keep their own on paper or electronically – a simple suggested template can be found overleaf.

Hint:
If students have been provided with a diary by their school/college, it may have a variety of sections that can be filled in at various points during the placement. Supervisors should ask students about the contents of the diary and encourage students to make the most of any down time by filling such sections in.

See also:
Write An Internal Newsletter Story
Prepare A Presentation On Your Placement
Work Placement Diary
Instructions for Students:
Complete a copy of this page (or your own diary/logbook if you already have one) at the end of each day.

Date: 

Where I worked: 

Who I worked with: 

Morning – the tasks I did and the skills I used: 

Afternoon – the tasks I did and the skills I used: 

Ask your mentor to sign this section
I confirm this is an accurate reflection of the work done by the learner on this date:
How can the company benefit from this task?
Allowing a student to observe an employee at work can be a great way of training the student to do a task by letting them see an experienced employee do it first. Alternatively, a student can follow a product as it is handed from employee to employee along a set process. Work shadowing can be a great experience for the employee involved and can be used as a professional development tool.

How can the work experience student benefit from this task?
The best way for young people to learn how to do a task is by watching experienced people do it first – especially if they ask questions along the way about what the employee is doing and why they’re doing it this way. This will enable the student to be able to do the tasks themselves later. It can also help build the confidence of a young person by giving them the chance to see work taking place before the pressure of completing work themselves.

Instructions for Staff:
If you know what tasks you will be expecting the students to undertake, build in time at the start of their placement for them to see the tasks being carried out by more experienced workers.

Desired Output:
The student should be more knowledgeable about the work done at the company, and may have seen a task performed that they will then be expected to attempt.

Maximum Time to Be Given:
Shadowing should be for limited amounts of time – e.g. an hour. This ensures the student does not feel like they are just there to watch, and it takes the pressure off the observed employee who might find the students’ questions distracting.

Hint:
Ensure the member of staff is prepared and willing to be shadowed. If they are performing a task the student will be performing later, this should be made clear.

See also:
Carry Out Part Of A Process
Observe A Payroll Process
Assist IT Helpdesk
How can the company benefit from this task?
You can quickly train a work experience student to undertake a part of a process and have them directly contributing to the team’s work.

On a factory production line, a work experience student can take responsibility (under supervision) for a specific part of the manufacturing process. Even in an office scenario, there are certain parts of processes that can be delegated to a work experience student to save you time and effort. E.g. scanning and filing documents, completing forms etc.

How can the work experience student benefit from this task?
This task gives the student responsibility for a part of the process giving them an understanding of how a number of small tasks come together to create a work flow. They will also learn the practical skills to carry out their task.

Instructions for Staff:
Select a part of a process for a student to carry out. Ensure students understand the expectations for quality and timeframes, and ensure they are supervised whilst carrying out the task.

Desired Output:
The product is in the required state for the next part of the process

Maximum Time to Be Given:
If this is a regular process carried out by your own staff, you should encourage the student to complete the task in a comparable timeframe. If this is a repetitive task, it may be best to timetable this for a limited amount of time, e.g. a few hours.

Hint:
It is a good idea to first give students a tour (real or virtual) of the whole process, so they see where they fit in.

Case Study
At the Siemens variable speed drives plant in Congleton, work experience students are timetabled to rotate around processes on the production line. They spend a full morning or afternoon on PCB Assembly, MM4 and Coating, Surface Mounting, F7 Testing and other parts of the process. They have a different, named mentor for each part of the process. Students can get real hands on experience in the factory and their feedback consistently praises the mentors who give them a real outlook of the world of work.
**Instructions for Staff:**

Identify a workload for the student: this might be regular filing as part of day-to-day operations or a special project to reorganise a set of records. Ensure the student understands the current filing systems and check their work afterwards.

**Desired Output:**

A tidy workspace; records properly filed etc.

**Maximum Time to Be Given:**

As a potentially monotonous task, this is best kept relatively short (e.g. 2 hours).

**Materials Needed:**

- The young person may need labels / file dividers etc

**Hint:**

Filing sometimes necessitates leaving students in store rooms / archives. Once you are satisfied the student is getting on with this task, make sure you don’t forget about them – go and check on them to see how they are getting on regularly.

**See also:**

Stock (Or Stationery) Replenishment / Ordering
Reception Desk
Post Duties
Data Entry & Updating Records

**How can the company benefit from this task?**

Keeping a workplace and its records tidy and organised can be a health and safety requirement and / or a data protection requirement. More than that, it’s also about the professionalism of the company. Young people can assist in the day to day tidying of the office and its records, or can radically re-organise your office and records if needed.

**How can the work experience student benefit from this task?**

Being organised as a company and individual makes working life easier, but it is also important for health and safety and data protection law. This task will test and prove a young person’s organisational skills and give them responsibility for looking after the office and / or records.
**How can the company benefit from this task?**
Reception is usually a busy place where there are always jobs for work experience students; shadowing receptionists, helping to welcome guests, providing badges, contacting internal staff to collect visitors, preparing refreshments for guests etc. Once the student is confident on the reception desk they can provide valuable support for the staff there.

**How can the work experience student benefit from this task?**
The best way to find out about the company’s customers and suppliers is by working on reception. It is an ideal place for the student to learn about the whole company rather than the work of just one department. Spending time at reception will enable the young person to develop communication skills, confidence, and awareness of the organisation and telephone skills.

**Instructions for Staff:**
Introduce the student to reception staff and give them some simple tasks to take charge of – answering the telephone, greeting guests etc.

**Desired Output:**
Students assist the day-to-day operations at reception and gain confidence in speaking to customers, using the telephone and awareness of the organisation.

**Hint:**
Time spent on reception could be part of the students’ induction, could be a regular part of their schedule (e.g. assisting at particularly busy morning periods each day) or could be a one-off session as the student experiences a range of departments.

**See also:**
What Is Good Customer Service
Post Duties
Data Entry & Updating Records
Word Processing
Post Duties

How can the company benefit from this task?
If you have a Post Room it can be a great place for students to lend a hand to tasks that need doing and can be where they can begin to understand in a practical sense the organisation structure and the jobs that people do in each department. The student can be made responsible for the collecting and sending of the post each day, for franking and ensuring post is opened and logged appropriately.

How can the work experience student benefit from this task?
By supporting the delivery of post to each department or collecting it each morning students will gain confidence in meeting different people, asking questions and taking responsibility. It is also a great way to find out about the work of the company and the jobs done in each department.

Instructions for Staff:
Identify parts of the post processes that students can be given responsibility for, and train them to carry out these tasks independently.

Desired Output:
Post is collected/delivered professionally, appropriately and on time.

Maximum Time to Be Given:
This depends on the size of the company – it will take longer for larger organisations.

Hint:
This is a great task for students to be given responsibility for throughout their placement, and could be built in to their work schedule as a regular task.

See also:
Reception Desk
Office Equipment Training
Data Entry & Updating Records
Word Processing
Instructions for Staff:

Ask students to do some word processing for you. Ensure they feel confident with MS Word or other word processing software. If you have an example of how you want the finished document to be presented, you should give the student this example.

Desired Output:

A completed, professional looking document with no spelling or grammatical errors.

Maximum Time to Be Given:

2 hours

Materials Needed:

- Computer and word processing software (e.g. MS Word)
- Documents to be typed
- Examples of finished document formats
- House style guides (if appropriate)

Hint:

You may be surprised how difficult students can sometimes find this task, which may have more to do with their unfamiliarity with the office jargon than their literacy skills. It may be worth spending some time putting together a small “Jargon Buster” (or asking a work experience student to put one together).

See also:

Reception Desk
Data Entry & Updating Records
Create A ‘How To...’ Guide
How can the company benefit from this task?
Information about customers, suppliers, orders and so on is key to the running of most businesses, and keeping databases and spreadsheets up to date is an important job that needs doing. Often data entry can be done by work experience students with only a little training. As well as day-to-day data entry, you can set students a project on systematically checking that information is up to date.

How can the work experience student benefit from this task?
The task will give young people a chance to apply their IT skills in a vocational setting, giving them an understanding of how word processing makes life easier in an office environment. They will be able to see their work being used to benefit the team giving them job satisfaction.

Instructions for Staff:
Ask students to do some data entry for you. Ensure they understand how to use the spreadsheet/database and what fields they need to complete. It is a good idea to walk through the first few items of data entry until they are confident in inputting data.

Desired Output:
Records are input accurately and completely.

Maximum Time to Be Given:
Data entry can be an onerous task. If there is a lot of data entry, it can be best to schedule this for regular morning or afternoon sessions with other tasks scheduled in between for students to look forward to.

Materials Needed:
• Computer and access to database/spreadsheet
• Original data forms/documents

Hint:
It is important to check students’ data entry as incomplete or erroneous entries can cause problems when using the data.

See also:
Reception Desk
Word Processing
Handling And Presenting Data
Brainstorming Business Development Opportunities
Facilitating A Meeting

Instructions for Staff:

Think about the meetings your team/department has and how a young person can assist as well as observe a meeting. If you want a student to set up a meeting, make it clear what your expectations are and train students to use any equipment needed. If the student is to take minutes, show them examples of previous minutes first so that they know what the expectations are.

Desired Output:

Students contribute to the smooth running of a team meeting and demonstrate/develop their organisational, communication and/or IT skills.

Maximum Time to Be Given:

As appropriate.

Materials Needed:

- As appropriate

Hint:

If you have a daily briefing, the first one attended by the young person can be used to demonstrate the tasks they will complete for subsequent briefings.

See also:

Office Equipment Training
Word Processing
Update The Internal Phone List

How can the company benefit from this task?
Many companies use direct phone extensions for different staff members, and keep paper or electronic lists of these extensions. Other companies may maintain lists of company mobile phones. These can quickly become out of date as staff move to different desks or as members of staff leave and arrive at the company. Checking and updating the list is a good task for work experience students to complete.

How can the work experience student benefit from this task?
This task is a great chance to develop a young person’s organisational and IT skills and which allows them to help the business work smoothly.

Instructions for Staff:
Show students the current phone list (explaining the use of extensions if appropriate). Explain that it has not been checked / updated in a while, and that you would like the student to do this.

Desired Output:
A complete an up-to-date phone list.

Maximum Time to Be Given:
2 hours

Materials Needed:
• Current phone list
• Access to computer to amend / type new list
• Access to internal telephone

Hints:
How this is carried out will vary from company to company – it could be done by the student going around the office and talking to staff in person, or by dialling all the extensions.

See also:
Office Equipment Training
Handling And Presenting Data

How can the company benefit from this task?
Reports, statistics and charts are part of day-to-day operations for many businesses, and students with great IT and mathematics skills can be very valuable in creating these, whether they relate to customers, orders, staff or stock levels. Producing reports, statistics and charts can help the company put their work into perspective.

How can the work experience student benefit from this task?
The student will be able to develop IT and maths skills, giving them an understanding of how their education will serve them in the workplace.

Instructions for Staff:
Give the young person a copy of a data set that they can manipulate. Make sure the original data is safely stored away so that any mistakes won’t cause a problem. Give clear instructions about how you would like this data to be output.

Desired Output:
Accurately and well presented data about customers, orders, staff etc.

Maximum Time to Be Given:
3 hours.

Materials Needed:
- Data set
- Access to a computer and appropriate

Hint:
Students will vary in their confidence and ability with statistics and reports. Start with something very simple and very easy to find in the data, and then check their results. If the student is capable, set them more demanding reports to create.

See also:
Data Entry & Updating Records
Customer Satisfaction Survey
**How can the company benefit from this task?**

Stock taking/checking is a task in which a young person can be very valuable to a company. It’s always useful for stock levels or stationery levels to be checked against expected inventories. This might include checking deliveries against what was ordered or creating inventories of existing stock/stationery supplies.

**How can the work experience student benefit from this task?**

The young person will utilise their organisational skills and learn how this part of the business operates.

**Instructions for Staff:**

Give the work experience student responsibility for checking incoming or outgoing orders. This could be a regular activity throughout their placement. Alternatively, set a morning or afternoon aside for them to undertake a stock take or create a list of stationery supplies, identifying areas for replenishment. This can be extended so that the student completes a stationery order form based on their stock cupboard survey.

**Desired Output:**

A completed accurate stock take/orders successfully checked against inventories/completed stationery order.

**Maximum Time to Be Given:**

As appropriate

**Materials Needed:**

- Inventory (if appropriate)
- Access to stock/stationery to check
- Stationery request/order form
- Stationery catalogues

**See also:**

Tidying, Filing & Organising
Completing/Checking a Purchase Order Request/Invoice Request
Preparing Goods For Sale Or Delivery
Preparing Goods For Sale Or Delivery

How can the company benefit from this task?
Customer service is at the heart of most businesses, and ensuring goods are prepared as expected is a vital role that work experience students can undertake. This might involve putting goods together for delivery, or packaging items for sale.

How can the work experience student benefit from this task?
Young people can exercise their eye for detail and their ability to provide a reliable and consistent service by preparing goods for sale and delivery. This is a key role where they can ensure the reputation of the company by making sure goods are prepared exactly to specification.

**Instructions for Staff:**
Ensure the young person understands exactly what quality is expected before goods are sold or delivered, and check that they produce this by checking regular samples of their work.

**Desired Output:**
Goods prepared for sale or delivery in line with company expectations.

**Maximum Time to Be Given:**
A morning or afternoon session.

**Materials Needed:**
- As appropriate. This may include goods, packaging etc.
- A check list or ready list for students to mark off.
- Labels or address details as necessary.

See also:
Tidying, Filing & Organising
Completing / Checking a Purchase Order Request / Invoice Request
Completing / Checking a Purchase Order Request / Invoice Request

How can the company benefit from this task?
Companies need robust financial procedures and work experience students can lend an extra hand in getting the paperwork sorted and a keen pair of eyes to double check everything.

How can the work experience student benefit from this task?
Entering purchase order requests and invoice requests or double checking them is a great way for students to gain in-depth experience with financial procedures in business.

Instructions for Staff:
Identify an area of your business finances that students can contribute to. Ensure a suitable member of staff supervises the student entering data.

Desired Output:
Completed PO or Invoice requests, or a list/spreadsheet indicating checked POs/invoices and noting any potential issues.

Maximum Time to Be Given:
3 hours.

Materials Needed:
- PO/Invoice request forms
- How to complete a PO/Invoice request guide (if applicable)
- Data to be entered or checked

Hints:
It could be a good idea for the student to shadow finance procedures for a while before working on them themselves.

See also:
Shadow An Employee / Observe A Process
Observe A Payroll Process
Data Entry & Updating Records
How can the company benefit from this task?
Letting students observe a payroll process can be a great way to help a young person learn on their placement by watching a professional in action. There may be parts of the process they can assist with, so letting them first observe can be a useful training tool.

How can the work experience student benefit from this task?
Observing how a finance department processes payroll is a great way for students to gain in-depth experience with financial procedures in business.

Instructions for Staff:
Ensure an employee or team is happy to be observed and that the observation is scheduled at an appropriate time.

Desired Output:
The student has seen real business financial processes in action and can contribute to a part of the process.

Maximum Time to Be Given:
3 hours

Materials Needed:
• A process diagram (if appropriate) for the student to follow

See also:
Shadow An Employee / Observe A Process
Completing / Checking a Purchase Order Request / Invoice Request
Data Entry & Updating Records
How can the company benefit from this task?
It's not uncommon for companies to have reams of forms, letters, presentations and other documents that have been designed with function in mind over style. Ensuring documents are well presented and formatted is sometimes a luxury, but one which a creative and IT-savvy work experience student can provide. If you have documents that are functional rather than nice to look at, let the student see if they can create documents that are practical, professional and appealing.

How can the work experience student benefit from this task?
Many young people have excellent creativity skills and are confident users of software such as Word, PowerPoint and Publisher and this is a great opportunity for them to develop these skills in a real work setting.

Instructions for Staff:
Make a copy of the documents you wish students to work on (keep the originals safe) and outline how you feel they could be improved. This could involve formatting a set of documents consistently, branding or re-branding appropriately, making documents more user-friendly and so on.

Desired Output:
Well presented, well formatted, and appropriately branded documents that are professional and user-friendly.

Maximum Time to Be Given:
3-4 hours, or ongoing (e.g. 2 hours a day).

Materials Needed:
- Copies of documents to be improved
- Access to a computer and appropriate software
- Branding guidelines, logos as appropriate
- Examples of the kind of finished product you’re hoping for

Hint:
Whilst students can be very creative, it is sometimes necessary to direct that creativity by giving very strict criteria for students to refer to.

See also:
Word Processing
Create A Product / Leaflet Display
Assist IT Helpdesk

How can the company benefit from this task?
If your company has an internal IT Helpdesk, a young person can be useful in handling initial enquiries, sorting basic or routine problems or simply observing professionals at work.

How can the work experience student benefit from this task?
Observing how an IT department works is a great way for students to gain in-depth experience with how IT operates in business. The student can also assist in handling initial enquiries and sorting basic or routine problems.

Instructions for Staff:
Appoint a supervisor on the IT team for the young person to shadow and who can show the young person basic tasks. These could include logging service calls, performing simple updates and so on.

Desired Output:
The student learns about IT procedures and services and contributes to the work of the IT department.

Maximum Time to Be Given:
As appropriate

Materials Needed:
- As appropriate

See also:
Office Equipment Training
Carry Out Part Of A Process
Testing / Checking Processes & Systems
Create a ‘How To...’ Guide

How can the company benefit from this task?
Every workplace has those little questions that people easily forget the answer to – how do I transfer a telephone call? or ‘how do I get the photocopier to staple?’ Many of these activities don’t come with ready-made ‘How To...’ guides, but a lot of staff would find such a guide helpful. Having a young person available to write a handy ‘How To...’ guide can be beneficial for months after their placement has ended.

How can the work experience student benefit from this task?
For a work experience student, everything is new and they may find themselves making notes on how to do things, like how to transfer a phone call to how to use the staple function on a photocopier. Using these notes to create a how to guide will develop problem solving, communication and IT skills.

Instructions for Staff:
Identify a task that would benefit from a user guide, and once the student is familiar with the task, ask them to type up a guide (using pictures and screen shots if possible) for other staff and future work experience students.

Desired Output:
A completed ‘How To...’ Guide.

Maximum Time to Be Given:
3 hours.

Materials Needed:

- Equipment/software relating to the task being documented
- Access to a computer and software to write up the guide

Hints:
Do pass these guides on to future work experience students (and let them improve them as they become out of date). Make sure they are circulated to staff who may find them useful.

See also:
Office Equipment Training
Carry Out Part Of A Process
Create a Product / Leaflet Display

How can the company benefit from this task?
Whether your business depends on having attractive product displays to entice customers, or whether your office/reception area could be made more dynamic through a display of promotional literature or corporate images, a young person on work experience can leave a lasting impression on your work environment.

How can the work experience student benefit from this task?
This is a great opportunity for the student to use their creativity and do something that will get noticed by the company and clients. This task will allow students to see how creative skills can be of benefit to an employer and give them the opportunity to input into the business.

Instructions for Staff:
Identify an area where a student could improve (or create from scratch) a display. This may be a notice board, a leaflet stand, a digital reception display, a window display or other product display. Ask the student to sketch out their ideas on paper and then create the real thing.

Desired Output:
A professional and dynamic display.

Maximum Time to Be Given:
This task may take some time – e.g. up to a whole day.

Materials Needed:
• As appropriate for the display

Hint:
Asking the student to draft some ideas first will help ensure that their time is used well and will give them confidence when putting the real display together.

See also:
Tidying, Filing & Organising
Preparing Goods For Sale Or Delivery
Design & Format Publications
How can the company benefit from this task?
Making sure your processes and systems work correctly is very important, yet dedicating time to checking these things is not always possible. A work experience student can thoroughly test things for you – whether testing the quality of products from a production line, the behaviour of samples in a laboratory, the functionality of new apps or software and more.

How can the work experience student benefit from this task?
This task will help the student contribute directly to the company’s work and ensure their reputation is maintained. It is a great way to develop an eye for detail, a thorough work ethic and to take responsibility for a vital process.

Instructions for Staff:
Identify a process or system that the young person can test or check. If you already have a testing checklist, give this to the student, or else you might consider writing one.

Desired Output:
The process or system is thoroughly checked.

Maximum Time to Be Given:
Depending on the nature of the work, this might be a regular task or a one-off session.

Materials Needed:
• Access to the process/system to be checked
• A checklist

Hint:
It may be useful to the business and the student to extend this task by asking them to collate statistics. E.g. out of a sample of 100, 2 items were faulty.

See also:
Office Equipment Training
Carry Out Part Of A Process
How can the company benefit from this task?
Collecting evidence of customer satisfaction is vital for PR, to boost staff morale and in some cases, to rethink or adjust a service. The task could relate to internal or external customers. This is a key area where a young person can contribute to the work of the company.

How can the work experience student benefit from this task?
Helping a business check that its customers are satisfied can help a young person develop customer service skills and communication skills. If they analyse the results afterwards, they can develop their IT, maths and analytical skills too.

Instructions for Staff:
Decide on an appropriate format for customer satisfaction surveys. This might be by email, over the phone, or in person. It might involve a paper form or could involve designing an online survey (e.g. using Survey Monkey http://www.surveymonkey.com/). You should set targets for the young person, such as to collect 100 responses. You may also ask them to analyse the data.

Desired Output:
Collection of an appropriate number of responses. This may be raw data or collated in a report.

Maximum Time to Be Given:
Dependant on size of survey.

Materials Needed:
- Survey questions – on paper or web-based
- Access to customers (and their contact details if appropriate)
- Access to analytic tools – e.g. Microsoft Excel

Hint:
Make sure that you are confident in the young person making a good impression on your customers. Done well, surveys can show that you are a caring and adaptable company. Done badly, it can annoy your customers.

See also:
What Is Good Customer Service?
Telephone Training
Handling & Presenting Data
How can the company benefit from this task?
Companies and teams that are proud of their workplace culture should advertise this. It can help instil confidence in customers about the professionalism and the focus on quality in your organisation. It can create a buzz to enthuse potential employees. It can boost the morale of current staff. In this task, the work experience student can take on the role of your PR Officer.

How can the work experience student benefit from this task?
This project enables the young person to create a leaflet, a video or presentation to share what they have learned about the company. It can be a fun project that stretches their creativity and communication skills, consolidates what they have learnt and puts a new perspective on the work of the company.

Instructions for Staff:
Set the young person a project to create a leaflet, video or presentation to share their thoughts about the workplace culture they have experienced. This can include practical things like working hours, location, lunch arrangements etc. but may stretch to discussing how the company ensures a quality service.

This may be aimed at future work experience students as a guide as to what they have to look forward to, or it may be aimed at customers as a ‘behind the scenes’ glimpse into the company and it’s people.

Desired Output:
A completed leaflet, video or presentation.

Maximum Time to Be Given:
This project should be set towards the end of the placement. The young person will need a few hours to put it together and time should be set aside for them to present it to their supervisor/team.

Materials Needed:
- Access to software to create/present their project
- Company mission statement

Hints:
Make sure you use the finished product – either by putting it online or passing it on to future work experience students.

See also:
Workplace Culture Task
Write An Internal News Story
Research Project: Company Away Day

How can the company benefit from this task?
Organising an event is a big responsibility. Whether it’s for the office Christmas party, a company away day, a conference or promotional event, a young person can help set out some ideas and do some preliminary research on venues, availability, catering and costs.

How can the work experience student benefit from this task?
Organising an event is a big responsibility, but one a young person can contribute to. It can test their research skills in finding potential venues and caterers and brainstorming great ideas for a fantastic event.

Instructions for Staff:
Explain to the student that you are in the early stages of planning an event – an office Christmas party, a company away day, a conference or promotional event. Outline a list of things for the students to find out using the Internet and by using the telephone. This could include:

- A list of potential venues with a specified capacity in a specified geographical area
- Checking availability of a list of venues for a certain date
- A list of potential caterers in a specified geographical area
- Collecting menus from caterers
- Surveying customers/staff to determine suitable dates for an event

Desired Output:
A short report of their research.

Maximum Time to Be Given:
Depends on the size of the event and the capability of the student. It could be a short 2 hour task to find potential venues, or a larger project to do the legwork for an upcoming event.

Materials Needed:
- Access to Internet
- Paper and pens/software to make notes and present findings

Hints:
A suggested format for research is overleaf. It might be a good idea to set up a blank version of this table with the headings you want the students to investigate.

See also:
Telephone Training
Brainstorming Business Development Opportunities
Instructions for Students:

You have been tasked with researching venue costs. The table below is an example of the kind of information you will need to put together.

<table>
<thead>
<tr>
<th>Venue 1 Paragon Hotel</th>
<th>Venue 2 Warren Bruce Court</th>
<th>Venue 3 Churchgate Academy</th>
<th>Venue 4 Lee House Meeting Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main room – 50 lecture style</td>
<td>Boardroom – 20 around board table</td>
<td>Flexible formats, up to 60</td>
<td>3 rooms – maximum capacity 10</td>
</tr>
<tr>
<td><strong>Features</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free tea and coffee facilities</td>
<td>Excellent IT / presentation facilities</td>
<td></td>
<td>No disabled access</td>
</tr>
<tr>
<td><strong>Availability on proposed dates</strong></td>
<td>AM only</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Catering options</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can use the restaurant</td>
<td>On site bistro and catering – buffet style</td>
<td>No provision – use external caterers</td>
<td>Tea / coffee only</td>
</tr>
<tr>
<td><strong>Catering costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch £8 -15 pp But tea / coffee is free</td>
<td>Tea / coffee £3 pp Lunch £7 pp</td>
<td>Tea / coffee £80 based on 40 people</td>
<td></td>
</tr>
<tr>
<td><strong>Venue costs</strong></td>
<td>£2,000</td>
<td>£2,480</td>
<td>£3,500</td>
</tr>
</tbody>
</table>
How can the company benefit from this task?

Tea and coffee oils the wheels at many companies, and having a handy table to refer to can help you remember who drinks what. Asking a student to create such a table (including themselves) can be a good way for the team to get to know the student. This spreadsheet could be used by new employees and would also work well with a lunchtime sandwich run.

How can the work experience student benefit from this task?

Most young people have fantastic IT skills and could quickly put together a spreadsheet showing who drinks what. This task helps the young person get to know staff and make them feel part of the team.

Instructions for Staff:

Ask the student to make a quick table using Word or Excel that shows who drinks tea and coffee, and whether they take milk and sugar. Make sure the student adds themselves on. They should then survey the team and complete the table.

Desired Output:

A completed table.

Maximum Time to Be Given:

1 hour.

Materials Needed:

• Access to a computer and software

Hints:

If you take a number of young people on work experience throughout the year, one of their jobs can involve checking and updating this spreadsheet. And don’t forget to note which mugs people use if they bring their own!

See also:

Workplace Culture
Brainstorming Business Development Opportunities

How can the company benefit from this task?
It’s always useful to have a fresh pair of eyes to suggest new ways to engage customers, or an extra pair of hands to search for new potential customers to engage with. A work experience student can be both.

How can the work experience student benefit from this task?
A young person can offer their opinions on new ways to reach customers. Young people are often very savvy with social media and could suggest how Facebook and other media could be utilised.
A young person can also use their research skills to search for new customers, e.g. by creating lists of businesses that your company could work with.

Instructions for Staff:
Set a project for a young person to brainstorm business development opportunities. This might be thinking of new ways to reach existing customers or of new markets to reach. If appropriate, set clear parameters so that the student understands what kinds of customers you serve. It might be best to give students a table to complete, indicating the exact type of information you are trying to find.

Desired Output:
A brainstorm of new ways to engage customers, or a list of potential customers with contact details etc. as appropriate.

Maximum Time to Be Given:
Half a day / full day.

Materials Needed:
- Access to Internet for research – any suggested directories/search tools to help students narrow down the search
- A table indicating the fields you wish students to complete

See also:
Research Project: Company Away Day
Website Test
Audit the Company’s Presence on the Internet

How can the company benefit from this task?
The Internet offers a vast range of opportunities to your business. But making the most of these opportunities involves dedicating time to keeping up with the latest trends and reviewing your presence on the Internet. A young person can be a valuable asset to a company in assisting with this.

How can the work experience student benefit from this task?
The young person can use their knowledge of IT, the Internet and Social Media to assess how the company can improve their online presence.

Instructions for Staff:
Set the student a project to audit the company’s presence on the Internet.

• **Step 1 – Identify Existing Web Content** – map out the company’s presence including their own company website(s), Facebook, Twitter, YouTube, appearance on news sites, directories, review sites etc.

• **Step 2 – Gather Information** – complete a spreadsheet to detail what content is online, how relevant or up to date it is, whether the messages are consistent etc.

• **Step 3 – Decide What Can Be Improved** – Use the spreadsheet to make decisions. Does the company need to use more media? Or fewer? Does any content need updating / rewriting? Is there any bad publicity that needs addressing?

Desired Output:
A completed review, ideally in spreadsheet format.

Maximum Time to Be Given:
Half a day or full day

Materials Needed:
• Access to Internet

Hints:
You may ask the young person to focus on particular issues, such as branding or terminology.

See also:
Website Test
Brainstorming Business Development Opportunities
Search Engine Optimisation
Internet Presence Audit – Worksheet

Instructions for Students:
Follow the 3 steps below to discover how effective the company is using the Internet.

### Step 1 – Identify Existing Web Content

Make a note of the website and the address of all places where you can find the company online. This will include the company’s own website and Facebook page, and any news sites that mention the company.

### Step 2 – Gather Information

Now that you know where the company appears online, look at the content in more detail. Make a spreadsheet like the one below.

It’s best to be very clear what information you need to find. Check with your supervisor. You could be auditing:

- Whether the page / site has the right logo and branding
- Whether the page / site has the correct contact details
- Whether the page / site presents the company in a positive light
- Whether the page / site has an appropriate ‘call to action’ (i.e. it tells the user what to do next or who to contact)
- Whether the links, videos and downloads work properly

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company website</td>
<td><a href="http://www.address.com">www.address.com</a></td>
<td>Main company website – lists of products and services</td>
</tr>
<tr>
<td>Facebook</td>
<td><a href="http://www.facebook.com/thiscompany">www.facebook.com/thiscompany</a></td>
<td>Mainly news items/special offers</td>
</tr>
<tr>
<td>Twitter</td>
<td>NOT USING</td>
<td>NOT USING</td>
</tr>
<tr>
<td>YouTube</td>
<td>NOT USING</td>
<td>NOT USING</td>
</tr>
<tr>
<td>Manchester Evening News</td>
<td><a href="http://www.menmedia.co.uk/2947463929">www.menmedia.co.uk/2947463929</a></td>
<td>News story about the launch of new G67 product</td>
</tr>
</tbody>
</table>

### Step 3 – Decide What Can Be Improved

Now make notes on what the company can do next. Does anything need fixing? Do they need to move into new social media? Do they need to update more?
Search Engine Optimisation Project

How can the company benefit from this task?

Search Engine Optimisation (SEO) is all about how easily your website can be found by search engines such as Google and Bing. This can involve testing how high in Google/Bing rankings the company comes, thinking about what customers would actually type into search engines and reviewing page titles and meta descriptions to improve SEO. Work experience students can be very valuable in helping to assess how well your website is doing.

How can the work experience student benefit from this task?

This task will really test the young person’s IT and problem solving skills and give them a project which is of direct benefit to the company.

Instructions for Staff:

Depending on your web presence, you can ask a work experience student to undertake a range of activities:

- Looking at your Google Analytics reports or Facebook page ‘insights’. The student may come up with suggestions for improvement, or be able to tell you what content is the most popular.
- Brainstorming search terms or asking customers what key words they would use when searching the company and its products. Ask the student to search for these words and see whether your company comes high in the results.
- Ask students to make a list of the ‘Page Titles’ on your website pages. These are not on the page itself, but are displayed on the bar at the very top of the browser window. Search engines use these titles so ensuring they explain what is on the page is very useful.
- Ask students to check the ‘Meta Descriptions’ which appear on searches under the title.

Desired Output:

The young person is aware of which one of the 16 categories they most fit into, and understand where their talents and interests may be best utilised on work experience.

Maximum Time to Be Given:

2 hours

Hints:


See also:

Website Test
Brainstorming Business Development Opportunities
Audit the Company’s Presence on the Internet
Internal News Story

How can the company benefit from this task?
Taking on a work experience student shows a company’s commitment to the learning of young people and to the local community. Make sure this excellent PR opportunity is not missed by asking the young person to explain their placement in their own words and that this is included on an internal news bulletin.

How can the work experience student benefit from this task?
Looking back on a placement should be a natural part of a work experience programme, and writing this up as an internal news story (or video blog entry) can be a great way for a young person to share what they’ve learned with the team.

Instructions for Staff:
Towards the end of the placement, ask the work experience student to write a short news article (or create a video blog entry) about their placement. They should include:

- Details about themselves, e.g. their name, school and what they expected it to be like
- Comments about the tasks they did
- The things they most enjoyed about the placement
- The knowledge or skills they learnt on placement

Desired Output:
A completed news article/profile which can be put into internal news bulletins or on your company’s website/social media sites.

Maximum Time to Be Given:
2 hours

Materials Needed:
- Word processing software

Hints:
Students who do not feel comfortable writing may prefer to record a video or audio entry.

See also:
Prepare a Presentation on Your Placement
How can the company benefit from this task?
Just as your company would have an exit interview with any employees moving on to pastures new, you should have a formal discussion with the young person even if they’ve only been with you for a week or two. This is a great opportunity to ask the student to present their experience to you, showing you your company through new eyes. It may help you to improve your work experience programme for next time.

How can the work experience student benefit from this task?
The company has invested a lot of time and energy in offering young people work placements, and this project is a chance for the young person to explain how it worked out. The presentation is a chance for the student to explain how the experience matched up against their expectations, what they learned and how the experience will help them going forward.

Instructions for Staff:
This project can be an ideal conclusion to a work experience placement, showing that the young person has developed the confidence to present to managers in the company and sharing their experience and development over the placement. As such it is best mentioned at the start of the placement. It can be used as a feedback session to help plan for future work experience placement.

Desired Output:
A professional presentation

Maximum Time to Be Given:
3 hours preparation plus time to present

Materials Needed:
- Access to PowerPoint and presentation hardware.

Hints:
Try to involve senior managers/HR officers in this presentation so that the student has an appropriate audience and sees the importance of the presentation.

See also:
Internal News Story
How can the company benefit from this task?

How can the work experience student benefit from this task?

**Instructions for Staff:**

**Desired Output:**

**Maximum Time to Be Given:**

**Materials Needed:**

- 
- 
- 

**Hints:**

**See also:**
The best way to ensure that your work experience runs smoothly and is a success for both the young person and your company is to ensure that you are fully prepared. Using the tasks and project ideas detailed in this booklet you can create an agenda for the period of time that the student will spend at your company.

You should use this to consider the level of staff involvement for each activity, which staff will need to be involved and how you will brief them. It may also be beneficial to put together a list of tasks that you need to do prior to the work experience (you should use the Siemens Young Worker Manager’s Guide in the appendix to help you with this) and to hold a meeting with all staff involved in the process.

An example agenda has been provided below with the staff member who will be taking responsibility for the young person at that time written below the activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am</td>
<td>Company induction including health and safety (see appendix for info)</td>
<td>Equipment Training Tom</td>
<td>Post Duties Bob</td>
<td>Post Duties Bob</td>
<td>Post Duties Bob</td>
</tr>
<tr>
<td>10am</td>
<td>Tom</td>
<td>Shadow an employee / Observe a process Chris</td>
<td>Shadow an employee / Observe a process Amy</td>
<td>Shadow an employee / Observe a process Sharon</td>
<td>Prepare a Presentation on your placement Tom</td>
</tr>
<tr>
<td>11am</td>
<td>Reception Desk Chris</td>
<td>Facilitating a meeting Amy</td>
<td>Assist IT Help Desk Sharon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pm</td>
<td>Health and Safety at Work Gavin</td>
<td>Creating a “How to…” Guide Tom</td>
<td>Research Project, Company Away Day Tom</td>
<td>Audit Company’s Presence on the Internet Tom</td>
<td>Learner to deliver their presentation</td>
</tr>
<tr>
<td>3pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internal news story</td>
</tr>
<tr>
<td>4pm</td>
<td>Workplace culture Tom</td>
<td></td>
<td></td>
<td></td>
<td>Exit interview / handover of work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End of day</td>
</tr>
</tbody>
</table>
Creating a Work Experience Agenda

Below is a blank template for you to use for your work experience programme.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>12:00</td>
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<td>Break</td>
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<tr>
<td>End of day</td>
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</tbody>
</table>
## Aspirational Futures – Capabilities

<table>
<thead>
<tr>
<th>Capability</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Skills</strong></td>
<td><strong>Descriptor</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>Use language effectively through a variety of methods – verbal and non-verbal.</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Interact with others, their environments and ideas to build ‘relationships’, adding depth to judgements.</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>Be enterprising – having the initiative and skills to recognise and respond to opportunity.</td>
</tr>
<tr>
<td>Thoughtful Decision Making</td>
<td>Consider the impact of choices in managing rights and responsibilities sustainably.</td>
</tr>
<tr>
<td>Moneywise</td>
<td>Manage financial matters with confidence through a questioning and informed perspective.</td>
</tr>
<tr>
<td>Seeing the Bigger Picture</td>
<td>Consider the wider issues, relationships, needs, and concepts in relation to thoughts and actions.</td>
</tr>
<tr>
<td>Transferability</td>
<td>Effectively apply knowledge and skills to a variety of situations.</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Understand and manage their own and other people’s emotions, channelling them effectively and positively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Attributes</strong></th>
<th><strong>Personality traits that young people can enhance and utilise:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive</td>
<td>Having a ‘can do’ outlook, positive and optimistic drive to achieve goals.</td>
</tr>
<tr>
<td>Resilient</td>
<td>Sustaining motivation and drive when stepping outside of comfort zones. Being able to focus on seeking positive solutions in the face of adversity.</td>
</tr>
<tr>
<td>Aspirational</td>
<td>Desiring and having the confidence to achieve and aim higher.</td>
</tr>
<tr>
<td>Flexible</td>
<td>Being responsive and able to adapt to/ learn from diverse opportunities that may or may not have been planned.</td>
</tr>
<tr>
<td>Empathetic</td>
<td>Making progress whilst showing consideration for others; having an awareness of acting fairly, justly and morally.</td>
</tr>
</tbody>
</table>
## Linking the Capabilities to Workplace Tasks to Make the Most of Work Experience

<table>
<thead>
<tr>
<th>Icon</th>
<th>Activity</th>
<th>Capability Link</th>
<th>Preparing the young worker for the tasks – questions and ideas to explore</th>
<th>Reviewing this Capability in action with the young worker</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Induction" /> Activity</td>
<td>‘Getting to Know You’</td>
<td>Emotional Intelligence</td>
<td>How does the questionnaire help the young worker to manage themselves in the workplace?</td>
<td>Can you give some examples of tactics you have seen people use to ‘not rock the boat’.</td>
</tr>
<tr>
<td><img src="image" alt="Workplace Culture" /></td>
<td>Workplace Culture</td>
<td>Communication</td>
<td>Ask the young worker about the ‘Do’s and Don’ts that they have already picked up on – verbally or non-verbally and if they can see their relevance.</td>
<td>How might the next young worker be helped to understand ‘Do’s and Don’ts’ better?</td>
</tr>
<tr>
<td><img src="image" alt="What is Good Customer Service?" /></td>
<td>What is Good Customer Service?</td>
<td>Empathetic</td>
<td>How do customers see and experience this organisation? “Put yourself in their shoes”</td>
<td>Can you give an example of how being polite and helpful to customers has benefitted the business?</td>
</tr>
<tr>
<td><img src="image" alt="Health and Safety at Work Risk Assess the Office" /></td>
<td>Health and Safety at Work Risk Assess the Office</td>
<td>Thoughtful Decision Making</td>
<td>Why would the business want to keep employees safe?</td>
<td>Where could you use a risk assessment process in your own life? How might it be beneficial?</td>
</tr>
<tr>
<td><img src="image" alt="Website Test" /></td>
<td>Website Test</td>
<td>Proactive</td>
<td>How can we use your IT experience to make our website more accessible?</td>
<td>What other platforms do you use to research areas of interest in your life?</td>
</tr>
<tr>
<td><img src="image" alt="Telephone Training" /></td>
<td>Telephone Training</td>
<td>Communication</td>
<td>Explore the use of voice in sending explicit and implicit messages.</td>
<td>Top tip; breathe deeply and smile – how does this help your telephone manner?</td>
</tr>
<tr>
<td><img src="image" alt="Equipment Training" /></td>
<td>Equipment Training</td>
<td>Transferability</td>
<td>What prior technical knowledge and skills does the young worker bring to using machines in the office?</td>
<td>Ask the young worker to give an example to show they have brought a skill to a new situation in this activity.</td>
</tr>
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<tr>
<td>![Icon](73x413 to 122x463)</td>
<td>Reflecting on the Placement via a Diary or Logbook</td>
<td>Aspirational and Resilient</td>
<td>What are realistic goals? How are agreements reached? (e.g. staff reviews) Consider the goals of the young worker on placement. Reflecting on achievements and progress. How colleagues in the office tackle new challenges.</td>
<td>Aspirational; What have been the aspirations of some of the staff you have talked to? Resilient; Can you give some examples of how you have ‘bounced back’ from difficult situations during your placement.</td>
</tr>
</tbody>
</table>

### Day to Day Work

<p>| ![Icon](71x362 to 123x411) | Shadow an Employee / Observe a Process | Making Connections | How professionals work together in the workplace to get better at their jobs. What techniques are used to make sure a task is handed over with a full understanding of how it is done. | What processes/tasks did you observe? How did you decide if the process staff were doing was simple or complex? |
| ![Icon](75x286 to 120x330) | Carry Out Part of a Process | Communication | How does the organisation manage work flow? How do staff communicate on a production line – which may be long, noisy or operating 24/7? | Think about non-verbal communication (e.g. use of hand signals) on a production line or in the office. Pick three and explain how they work well. |
| ![Icon](75x227 to 120x272) | Tidying, Filing and Organising | Resilience | How do we all cope with the ‘maintenance’ part of our jobs? | How did you keep going if the task got boring? |
| ![Icon](71x170 to 123x219) | Reception Desk | Flexibility | How does the organisation maintain quality customer service. What does good/outstanding customer service look like on the front line. | How flexible did you need to be on reception? Give an example of a situation that was unplanned and how you made sure all was well for the client. |
| ![Icon](73x113 to 122x162) | Post Duties | Flexibility | How it is possible for the organisation to have a clear plan for dealing with the post but on the other hand, be flexible and able to adapt to the needs of each department each day. | How did the post room have to change what it was doing when a department had a special collection or delivery? |</p>
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<tr>
<td>![Activity Icon]</td>
<td>Word Processing</td>
<td>Proactive</td>
<td>What social media and other IT skills are used in the office. How can ideas / skills / IT be successfully introduced to produce, format or present a document? How business processes change.</td>
<td>What opportunities did you have for using your initiative in producing, formatting or presenting a document? Was there something that could be done differently?</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Date Entry and Updating Records</td>
<td>Transferability</td>
<td>How does IT help an office / organisation to run effectively? How can IT skills be transferred from school / college to the vocational setting?</td>
<td>How did you use your Maths / IT skills in the workplace?</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Facilitating a Meeting</td>
<td>Communication</td>
<td>How room / space is set up to give particular messages to colleagues e.g. to help colleagues feel professional / confident / part of a team.</td>
<td>Give five examples of how staff expressed themselves during the meeting. How does the Chair of a meeting give everyone the opportunity to contribute to a discussion?</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Update the Internal Phone List</td>
<td>Communication</td>
<td>How do staff communicate within the business? How do you encourage busy colleagues to keep on top of 'housekeeping' tasks such as contact details.</td>
<td>What are the main ways in which colleagues communicate internally? How does an up to date contact list help the organisation to work well? Give an example.</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Handling and Presenting Data</td>
<td>Transferability</td>
<td>How is data used to show messages to different stakeholders?</td>
<td>Which of your skills from school / college have you used in this task? How does it feel to translate these in to the workplace?</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Stock (or stationery) Replenishment / Ordering</td>
<td>Moneywise</td>
<td>How does the organisation decide how much stock to have on its shelves? How does an organisation know that the stationery order offers value for money?</td>
<td>Why is stock taking important to an organisation? How could value for money be improved?</td>
</tr>
<tr>
<td>![Activity Icon]</td>
<td>Preparing goods for sale or delivery</td>
<td>Emotional Intelligence</td>
<td>How does the organisation train staff to help customers? How do staff know when they are doing the right things to manage customers well?</td>
<td>When you receive something through the post what might make you complain? How does the organisation try to make sure customers are satisfied with a delivery?</td>
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| ![Icon](image) | Completing / Checking a Purchase Order Request / Invoice Request | Moneywise | How does the organisation keep a careful eye on what money it is spending?  
What is profit? | Why does the organisation use purchase order requests and invoice requests? |
| ![Icon](image) | Observe Payroll Process | Moneywise | How staff in the organisation are paid.  
What information is shown on a payslip? | What is the aim of the payroll process?  
How did you contribute to the task? |
| ![Icon](image) | Design and Format Publications | Creative Problem Solving | How does the organisation encourage employees to use their initiative?  
How can a design be developed to be practical, professional and appealing? | What research and development did you undertake to produce a practical, professional and appealing document? |
| ![Icon](image) | Assist IT Helpdesk | Transferability | How do colleagues keep up to date with IT developments? | List three points about an IT helpdesk that you will try to remember in the future. |
| ![Icon](image) | Create a ‘How to …..’ Guide | Communication | Organisations often have their own language – how does this come about?  
How are staff helped and supported with any training needs? | List 3 things you would change if you were doing this again. Describe one thing which staff thought useful. |
| ![Icon](image) | Create a Product / Leaflet Display | Creative Problem Solving | How the organisation tries to maintain an attractive work environment.  
What are the top 3 challenges for colleagues responsible for promoting the product. | What research did you do to find out how to make your display attractive to customers or colleagues?  
How did you make it attractive? |
| ![Icon](image) | Testing / Checking Processes and Systems | Thoughtful Decision Making | How the organisation ensures that checking/testing is robust and systematic.  
How these processes and systems if done thoughtfully help the organisation increase its profit. | What decisions did you have to make? Give three examples. How did you make your decisions? What was the result of these decisions? |
## Linking the Capabilities to Workplace Tasks to Make the Most of Work Experience

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| ![Customer Satisfaction Survey](image) | Customer Satisfaction Survey | Empathetic | How does the organisation consider the needs of its customers in developing a service/product?  
Is it important for businesses to be known to act fairly by employees? | List three things that your survey was designed to find out. How do you think our company can deal with the ‘good’ or ‘bad’ news that your data analysis revealed? |
| ![Projects](image) | Workplace Culture Project | Emotional Intelligence | What is workplace culture?  
How do organisations convey messages about workplace culture to employees/partners and customers?  
The companies ‘top tips’ for a professional approach. | Think about a member of staff you have met or are working with – what has made them ‘professional’ in your eyes. Try to make five points. |
| ![Projects](image) | Research Project: Company Away Day | Proactive | Share and reflect on some of the events that have already taken place.  
How companies go about event management.  
Some of the parameters within which staff can be proactive about organising an event e.g. time and budget. | Give three examples of how you used your initiative to achieve your goal during this activity. |
| ![Projects](image) | Create Sandwich or Brew Round Spreadsheet | Emotional Intelligence | How does the organisation ‘oil the wheels’ of their team?  
What the main differences are between professional and personal relationships. | Think about the conversations you had with the team during this activity. Can you give an example where this then made it easier to work with someone on a task. |
| ![Projects](image) | Brainstorming Business Development Opportunities | Seeing the Bigger Picture | How does the organisation develop ‘its’ plan?  
What influence has social media had and what is just around the corner? | How has your project helped the organisation think more broadly about ways to reach new customers? (e.g. what customers might think and having a better understanding of what customers might want). |
| ![Projects](image) | Audit the Company’s Presence of on the Internet | Making Connections | What the organisation’s view is of the internet – friend or foe?  
How do/could staff use the internet to inform business decisions? | Did your research show that the organisation was ‘well’ connected? Give three examples of how the organisation could interact more using web tools. |
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<tr>
<td><img src="image" alt="Search Engine Optimisation" /></td>
<td>Search Engine Optimisation</td>
<td>Creative Problem Solving</td>
<td>How does the organisation make itself be involved in the market place?</td>
<td>How did you think outside the box to offer ways we could improve our search engine optimisation?</td>
</tr>
<tr>
<td><img src="image" alt="Write an Internal Newsletter Story" /></td>
<td>Write an Internal Newsletter Story</td>
<td>Communication</td>
<td>What ‘PR’ is and why it is important. How the organisation does ‘PR’.</td>
<td>Think about your story in terms of PR. If the boss reads it will they take on another young worker? If your school/college reads it will they think it time well spent? If a young person reads it will they apply for a placement? Try to say why in each case.</td>
</tr>
<tr>
<td><img src="image" alt="Prepare a Presentation on your Placement" /></td>
<td>Prepare a Presentation on your Placement</td>
<td>Emotional Intelligence</td>
<td>How the organisation gives and receives feedback from/to employees objectively. What would be a useful structure to feedback about the various parts of a work placement?</td>
<td>What have you learnt about yourself on the placement: How did you cope in difficult moments? How did you acknowledge support/praise from other people?</td>
</tr>
</tbody>
</table>