



Managers Manual

School Work Placements



Each year, thousands of young students from transition year and the leaving certificate years go on work placements and enjoy the opportunity to not only learn about the world of work and explore possible career options but also to actively develop skills for future enterprise and employability.

These work placements are, for many students, the highlight of their school year where they may have the opportunity to gain a real insight into the challenges and opportunities of work.

Schools and students rely on the willingness of employers to provide work placement opportunities and employers play a pivotal role in the success of these work experience programmes.

Embedding employability in the work placement

One of the purposes of a work placement is to enhance the employability of eventual school leavers by providing them with the opportunity to understand and practice what is needed to be successful in the workplace. In preparing students for a work placement, Guidance Counsellors and Teachers will have worked with the students to help them understand the different competencies that make someone employable and have provided guidance on how students might improve on these competencies during work experience.

When providing a work placement, employers should try and embed some of these competencies into their students experience by setting employability-based tasks and activities. Where possible, employers should also provide feedback to the student at the end of their placement as to their performances in these tasks and competencies.

Schools and students understand that due to the short nature of the placement the tasks assigned may be of a low level and routine in nature. However, it is important to ensure that during their work placement, students have the opportunity alongside the tasks they are assigned to observe as many processes as possible and to interact with staff and customers where feasible. This provides them with the opportunity to develop some of their key personal and employability skills.



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Online Support

Contact CareersPortal.ie at:

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info@careersportal.ie

Managers Checklist

	Action	Person Responsible	Notes
1	Appoint a person responsible for the WorkXperience programme and student. This person will be called the 'WorkXperience Manager' (WX Manager)		
2	Identify who will take responsibility for the work experience student if the lead person is not available.		
3	Appoint and schedule a 'Mentor' who will work day-to-day with the student. You may require more than one Mentor to cover the whole work experience period.		
4	Review the 7 Steps to Running WorkXperience (see page 6)		
5	Complete the Quick Guide to posting WorkPlacements by entering a brief Company Profile and Placement Details and send it to CareersPortal. The Quick Guide is available in Appendix (i) or can be downloaded online from careersportal.ie/cif Decide on where applications will be received - e.g. who's inbox / email etc.		
6	Review applications and book interview times and room as required. Reply to any students who do not go forward to the interview stage.		
7	Interview Students.		
8	Select candidate(s) and send offer and refusal letters as required. Send copy of Student Diary and Workbook to successful students, or email them a PDF copy (available from careersportal.ie/cif). Request insurance indemnity form from successful student(s).		
9	Pre-placement: Confirm Safe-Pass training has been given Brief staff involved on work experience, especially on the Key Skills development (see page 10). Brief all Mentors participating directly in the programme.		
10	Day 1 - Welcome Meeting Collect and share all necessary contact details. Discuss Health & Safety issues. Discuss Policies & Procedures. Discuss Student Objectives (page 7 of Student Workbook). Discuss & Sign Code of Conduct Agreement (page 8 of Student Workbook). Complete induction process and Sign Student Induction Checklist (page 9 of Student Workbook). Collect school insurance forms as required. Give the student an overview of what to expect during their time with your company.		
11	End of Every Day Check that student has completed 'Highs & Lows' (page 20 of Student Workbook). Check that student has completed Diary. Chat with the student to check how he/she is getting on ok.		
12	Last Day - Exit Meeting Review Student's Personal Objectives. Check that student has completed Diary. Review and complete Career Skills Demonstrated by student (page 35 of Student Workbook). Sign Certificate of Completion (page 37 of Student Workbook). Complete Employer's Report (provided by student or from Student Workbook).		



Welcome...

I'd like to take this opportunity to thank you for getting involved in the CIF Student Workplacement Scheme. The construction industry is a vibrant industry sector that offers many and varied career opportunities to young people. The industry needs this new talent in order to grow the Irish economy across all sectors and to meet the needs of an increasing population.

This CIF Student Workplacement Scheme is designed to energise young people by offering them a window on the exciting world that could be theirs if they choose a career in the construction industry. We have an opportunity now to influence one of the biggest decisions in a young person's life. By your involvement, you are helping to ensure that these minds are opened to the possibilities that exist.

Tom Parlon
Director General



Introduction

The Construction Industry has provided work experience opportunities for students for many years equipping many young people with a practical introduction to the workplace. CIF have now teamed up with CareersPortal.ie, the leading provider of career's information in Ireland, to provide an enhanced work experience designed to give students a real understanding of the world of work. A work experience with a construction company will equip students with skills and experiences that will influence their career direction, and help in ensuring that students make informed decisions as to what career choices to make.

The WorkXperience programme is aimed at students between 16 and 19 years of age and has been carefully designed in close consultation with education professionals including teachers, guidance counsellors, awarding bodies and students. The result is a structured and in depth programme which will help the student develop the necessary skills required for the world of work. This guide is designed to help you deliver the programme in your company with minimal fuss, while at the same time, providing answers to the most common questions about running such a programme.

Programme Overview

The programme is designed to run over 10 days, which can be completed over a period of either 1 week (5 days over 1 week), 2 weeks (5 days per week over 2 weeks) or 10 weeks (1 day per week over 10 weeks) according to the student's needs and the requirements of your company.

Through their work experience, the student should become familiar with the way construction companies work, and the breath of skills and job roles involved. This will give them a realistic insight into the world of employment, an opportunity to be part of the construction team, develop work-related skills, gain confidence and learn from their experiences. Alongside this we provide a chance for them to learn more about themselves and develop the necessary employability skills to prepare them for the future.

As a Manager, all you need to do to fulfil the requirements of this WorkXperience programme is to follow the instructions within this Manager Guide. You will need to ensure that the student receives a structured work experience placement, in a safe environment, with the opportunity to observe a variety of tasks. Students undertaking a placement are provided with a copy of the WorkXperience Diary and Workbook, and will require time off to complete a number of assignments contained therein.

Why Participate?

Work placements provide many opportunities and benefits to both employers and students. Those most commonly cited by employers are:

- ✓ **development of recruitment channels:** building links with local schools can help to attract school leavers into jobs and can reduce recruitment costs;
- ✓ **brand awareness:** work placements are often formative for students and discussed frequently with peers. A work placement significantly impacts on their awareness of the brand and values of the organisation, which will be shared with others;
- ✓ **influencing career choices:** many employers report that work placements are the ideal way of raising the profile of career opportunities within their organisation and, in some cases, of dispelling unwarranted stereotyped views;
- ✓ **raising the community profile:** many employers attach importance to raising their profile in the community. Work placements provide a valuable means of creating a positive image amongst students, teachers, parents and employees;
- ✓ **creation of staff development opportunities:** the process of planning, implementation, monitoring and evaluation of work experience programmes gives scope for employees to develop their management and coaching skills, and widen their experience;
- ✓ **increased motivation of employees:** companies participating in education-business link activities have found that such activities increase the motivation of their employees;

For the Construction Industry in particular, work experience also offers us the opportunity also to:

- ✓ demonstrate the diversity of skills and trades that are required in the construction process;
- ✓ encourage students to consider Apprenticeships as an alternative to college, or construction related courses if they want to further their education;
- ✓ highlight the technologies involved in the construction process;
- ✓ showcase the broad range of careers available in the Construction Sector.

7 Steps to Running the WorkXperience Programme

To setup and run the WorkXperience programme, follow the following steps:

1. Advertise the Position

This can be done in two ways.

- a) Online using the WorkXperience website, where students in schools are encouraged to search for work placements. This operates similar to most online jobsites, and students use it to search for positions just like adult job-seekers do. Full details on how to submit the position online can be found later in this manual.
- b) By arrangement with 2nd level schools in your area - contact the schools directly.

2. Review applications and organise interviews

Once you receive applications, review them using similar criteria to that used in the normal recruitment process, being mindful of the age and experience level of applicants. Most will have no previous work experience and limited information on their CV.

3. Interviews

In order to make the programme as realistic as possible, the student should be invited for interview. Remember this is not an actual job interview and should last approximately 10 minutes. The applicant may be as young as 16 years old, and it may be their first interview. Note that the purpose of the placement is to familiarise them with the world of work, and the career skills (soft skills) required to keep a workplace running smoothly and efficiently.

4. Selection and Offers

Select your student(s) according to your own preferences and make offers using whatever method is appropriate to you. It is vital that if you decline a student for whatever reason, you write to them and let them know in good time. In such cases, please provide as much feedback as possible to the student, being fair and honest, and in a diplomatic and constructive manner.

When you have selected a student, you should send a copy of the **WorkXperience Diary and Workbook** (PDF file available from careersportal.ie/cif) along with the offer letter. Students should be asked to read and complete pages 1 - 7 of the Workbook before arriving for the placement, and to bring both the Workbook and the school insurance form to the placement. The Workbook contains tasks and activities used during the course of the placement, and the insurance form provides you with proof that the student is covered by the school's insurance policy, not yours.

5. Welcome Meeting

As with all new 'employees', before starting work the student will need to attend a welcome meeting. The welcome meeting should cover the following:

- Safe Pass training - if the student(s) will be visiting a construction site
- Standard Construction Industry policies regarding working onsite
- Code of Conduct - from page 8 of the Workbook
- Student Induction Checklist - from page 9 of the Workbook
- Emergency contact details - collect student details and school supervisor details

Collect School Insurance indemnity form from student.

During the meeting the students' preparatory work should be reviewed, in particular their Personal Objectives (page 7 of the workbook). The student should be given some indication of the programme of work scheduled for them, and this programme should take into consideration any specific personal objectives indicated by the student if possible.

Sample work schedules are included in appendix (i) and (ii)

6. Programme Implementation

Each company should design a programme according to its own circumstances. It is important that the student is involved in a variety of different tasks during their time with you to ensure that they have a productive and enjoyable work experience. Students should work in as many areas as possible and be given appropriate levels of responsibility.

In addition to the normal daily tasks, the Workbook contains a number of focused tasks to help reinforce their understanding of the world of work. Time should be scheduled to allow students to complete some of these tasks during their working day. Tasks included in the Workbook are:

Daily Tasks:

- Daily Diary
- Highs & Lows exercise

Assignments

- Career Interviews
- Career Investigation
- Company Research
- Workplace Skills Profile

Work Experience vs Work Shadowing

Some tasks on a construction site are restricted for safety reasons, and student should not participate directly in them. However, they may under appropriate circumstances be allowed to 'shadow' workers undertaking these tasks. This is where the student simply observes the process, but is not actively involved.

General Guidelines

Most activities undertaken by the company provide opportunities for students to develop one or more Key Skills, as defined by the Department of Education and Skills. When assigning tasks, please be mindful of encouraging the development of these skills:

- Communication
- Information Processing
- Critical and Creative Thinking
- Working with Others
- Being Personally Effective

These are described in more detail on Page 9.

7. Exit Meeting

On the last day of the placement the Work Experience Manager will need to complete a number of tasks. The purpose of this meeting is to facilitate the feedback process used in schools as part of their commitment to the WorkXperience programme.

The informal part of the meeting should include a revisit to the Personal Objectives (page 7) of the students' Workbook & Diary to see if/how any objectives have been achieved. After a general chat, the Business Manager should sign the Certificate of Completion (page 37 of the Workbook).

The school will require an Employers Report on the Work Experience, which is a brief summary / evaluation of the placement. In many cases the student will provide an Employers Report form from the school, and ask that you complete it and post it back. This form is usually filled in after the student has left and posted directly to the student's school teacher, and not shown to the student him/herself.

Alternatively, you can use the Employers Report form in the students Workbook (page 33), and either photocopy it or cut it out for posting to the school.

The student's Workbook also provides a more comprehensive Employers Report (page 35) focusing on the career / soft skills learned during the work experience. This optional form can be completed in the workbook or cut out and sent posted along with the main Employers Report form.

Note: Samples of both Employer Report forms are available later in this document and can be photocopied if required.

General Information

Training - Safe Pass

If the student is to visit a construction site, it is recommended that the student complete a Safe Pass programme before commencing the placement.

Hours of Work

It is recommended that working hours should be the same as normal school hours, which usually start at around 8 - 9am and finish around 4pm, unless otherwise agreed by both parties.

Clothing

Students should be briefed on appropriate personal protective equipment before the placement.

Breaks

Please advise students in advance of the break times and requirements for packed lunches.

Pay

Work Experience is a part of the school curriculum and payment is not required.

Monitoring

As part of the monitoring process, the students' teacher may on occasion request to visit the your workplace during the course of the work experience.

Key Skills - General Guidelines

There are 5 Key Skills that underpin our education system. Work experience offers a unique way of developing these skills, and we encourage you to observe opportunities to develop them when the opportunity arises.

Communicating

This Key Skill helps us to appreciate the importance of communication to human relationships of all kinds. Becoming a better communicator means becoming more effective in the world, and improves both formal and informal relationships. When we communicate we share both information and our attitude. Good communication results in both people being more informed and feeling respected. *Provide opportunities where students can communicate with workers when appropriate. Encourage discussion and provide examples of being respectful and truthful. Encourage active participation.*

Information Processing

This Key Skill helps us to become competent in an information-intensive environment. It involves the development of specific skills such as how to find, evaluate and record information effectively. To be effective at information processing you must be able to tell the difference between information and knowledge, and understand how both are used to make decisions and judgements. *Draw attention to how often most workers have to make judgements and decisions. Show them how information is found / distributed and how important clear guidelines are to ensure efficiency. Discuss how decisions are made.*

Critical and Creative Thinking

This Key Skill helps us be aware of different forms and patterns of thinking so that we become more skilled at reasoning and problem solving. At work, most people are problem-solving most of the time. A worker that can solve problems faster will be more successful, and help meet important deadlines. To be an effective thinker, we need to take time to reflect on how we think, and learn to think creatively to solve new problems as they arise. *Ask workers to discuss their thinking with the student as they solve ongoing problems during their working day. Ask if the student has noticed any aspect of the work that they think could be improved upon. A student's perspective can be valuable to an employer!*

Working with Others

This Key Skill helps us interact with other people and enables us to work productively in teams. In the workplace, most people work together to achieve goals that are not possible to complete alone. 99% of work is teamwork of some kind, and the skills involved in being able to work with all types of people (e.g. different races/cultures/religions/ages), effectively, are essential for any business to succeed. *Draw attention to the different nationalities and cultures that may be represented in your workplace. Encourage students to engage with people who are quite different to them.*

Being Personally Effective

This Key Skill allows us to use the knowledge and experiences we have gained in life to develop personal goals and life plans. It helps us know how to use information, skills, and resources to act effectively according to our personality and values. *Encourage students to take some responsibility for tasks assigned to them - emphasising how important all tasks are in service to the whole. Trust them to do something outside of their comfort zone, and provide appropriate feedback on their achievements. We always remember the first time we do something 'important' and we all feel bigger and stronger as a result - work experience offers a great opportunity to provide such feelings.*

Career Skills

The following 'transferable skills' are referred to in the WorkXperience Diary and Workbook, and help to inform an understanding of the variety of skills used in the workplace.

PEOPLE SKILLS	
Sensitivity to others	<i>Shows ability to maintain a deep interest in the concerns and feelings of others. Inclined to find ways to help people.</i>
Insight into others	<i>Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.</i>
Openness	<i>Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.</i>
Respect	<i>Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).</i>
Speaking / Presenting	<i>Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.</i>
Active listening	<i>Pays full attention to what other people are saying, takes time to understand the points being made, asks questions as needed, and does not interrupt inappropriately.</i>
Conversation	<i>Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.</i>
Persuasion	<i>Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.</i>
Team membership	<i>Works easily with groups of people and shows loyalty and commitment to the team's objectives. Attends to each member's views equally.</i>
Team participation	<i>Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.</i>
Leadership	<i>Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.</i>
TASK SKILLS	
Planning / Organising	<i>Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.</i>
Time management	<i>Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.</i>
Practical skills	<i>Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.</i>
Computer skills	<i>Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.</i>
Problem solving	<i>Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.</i>
Business awareness	<i>Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.</i>
Customer focus	<i>Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.</i>
PERSONAL SKILLS	
Adaptability	<i>Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.</i>
Goal setting	<i>Shows the ability to make a decision about what is wanted, and determines when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.</i>
Initiative	<i>Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.</i>
Independence	<i>Able to perform tasks effectively with minimum help or approval, or without direct supervision.</i>
Motivation	<i>Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.</i>
Dependability	<i>Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.</i>
Professionalism	<i>Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains appropriate dress code.</i>

Sample Tasks

Day	Morning	Afternoon
Monday	Welcome Meeting Code of Conduct Induction Checklist Site / Office Tour Health & Safety Induction	Staff Assignment Practical Tasks Exercise - Daily Journal
Tuesday	Staff Assignment / Work Shadow Practical Tasks	Staff Assignment / Work Shadow Practical Tasks Exercise - Career Interview 1 Exercise - Daily Journal
Wednesday	Staff Assignment / Work Shadow Practical Tasks	Staff Assignment / Work Shadow Practical Tasks Exercise - Career Interview 2 Exercise - Daily Journal
Thursday	Staff Assignment / Work Shadow Practical Tasks	Staff Assignment / Work Shadow Practical Tasks Exercise - Company Research Exercise - Daily Journal
Friday	Staff Assignment / Work Shadow Practical Tasks	Staff Assignment / Work Shadow Practical Tasks Exercise - Workplace Skills Profile Exit Meeting

Employers Report on Work Experience

Participant _____ Dates _____

Supervisor _____ Employer _____

Description of Work Experience / Duties:

Please indicate your assessment of this participant during their work placement with you.

	Needs Improvement	Not Assessed	Acceptable	Good	Excellent	Comments...
Attendance & punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attitude towards job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to complete jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to handle technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please add any other comments you wish to make about this participant...

Would you be willing to take students from our school for work experience next year?

YES NO If yes, contact details: _____

Employers Report on Work Experience

Participant _____ Dates _____

Supervisor _____ Employer _____

Please provide information on some of the 'transferable skills' demonstrated by this participant during their work placement with you.

Well developed
Some experience
Undeveloped
Not Applicable

PEOPLE SKILLS					
Sensitivity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.</i>
Insight into others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.</i>
Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.</i>
Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).</i>
Speaking / Presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.</i>
Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Pays full attention to what other people are saying, takes time to understand the points being made, asks questions as needed, and does not interrupt inappropriately.</i>
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.</i>
Persuasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.</i>
Team membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.</i>
Team participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.</i>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.</i>
TASK SKILLS					
Planning / Organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.</i>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.</i>
Practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.</i>
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.</i>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.</i>
Business awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.</i>
Customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.</i>
PERSONAL SKILLS					
Learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.</i>
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.</i>
Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows the ability to make a decision about what is wanted, and determine when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.</i>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.</i>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Able to perform tasks effectively with minimum help or approval, or without direct supervision.</i>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.</i>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.</i>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains appropriate dress code.</i>

Quick Guide to Posting Student Work Experience opportunities online.

In order to have your work experience details posted online, please fill in the following form and forward it to info@careersportal.ie

1. General Details

Company Name:

(The following 3 fields are for administration only and are not displayed online)

Contact Name:

Contact Phone No:

Contact Email:

2. Company Profile

A company / organisation profile is used to introduce your business to students. It is a short summary that tells students what your company / organisation does, and gives some sense of how important it is.

Your profile will be displayed alongside any work placements that you offer. This provides a context for the placement.

Please keep in mind the age profile of the students (typically 16 – 19). They may not be familiar with the type of work you do, and the terminology you may typically use to describe your workplace. You can provide a link to your website if you have one, and direct them there if they want more information

A good rule of thumb might be to include in your profile as much information as you would expect the student should know about when they arrive in your door.

Some examples of information you might include are:

Where are you located?

How big is the company/organisation?

What types of building work do you get involved with?

How many people are employed?

What kind of occupations do you employ?

Brief Company Profile:

Company website:

3. Placement Details

Next we need a few details about the placement you are offering. If offering more than one position, or the same position in multiple locations, please fill in this section on separate forms.

Placement Name:

e.g. Building Site Work, Plumbing Work, etc

Location / Address of Placement:

County:

Availability:

Describe when your placement is on offer... e.g. Placements are available during November, February and May)

Available to the following Course Programme(s)

(Tick to indicate your preferences...)

- Transition Year
- Leaving Certificate
- FETAC / QQI Level 5/6

Application Details:

(How to apply – by email / phone / post etc)

4. Placement Description

This is similar to the job description you would see on a jobs advertisement, and should provide a brief overview of what the placement will be like.

The following are some prompts on what to include in your placement description:

Mention their involvement with different aspects of the project(s) you are working on.

Focus on activities where possible – what they may be doing, e.g. working on or off-site, working with particular trades, professions etc

Refer to any equipment / machinery they may be observing or using.

Give them a sense of being looked after (especially TY students), for example, by saying that they will be assigned a supervisor(s) who will mentor them during the placement.

Mention if you are going to do any skills training with them, and if you will be issuing them with any certification.

Mention if they will be working alongside other students if this is the case – i.e. where you are taking on more than one student.

Brief Placement Description:

Certificate of Completion

This document certifies that

_____ *Has successfully completed work experience for a*
period of _____ *days during the month(s) of* _____ *20*

With

Signed: _____ *Work Supervisor*
_____ *School Co-ordinator*



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