



Diary & Workbook

Student, School and Placement details

Fill in details about yourself, your school and your placement employer in the form below:

This book belongs to:

My Name:	
Home Address:	
Home Tel:	
My Mobile:	
My E-mail	

My School Details:

School Name:	
School Address:	
Placement Co-ordinator:	
School Contact Tel:	
School Programme (TY/LC):	

Placement 2 Details:

Placement Organisation:	
Placement Address:	
Nature of Business / Placement	
Placement Main Tel:	
Main Contact Person/Supervisor:	
Tel:	
E-mail:	
Placement Dates: (Mention any dates organisation is closed)	
Normal start time:	
Normal finish time:	
Lunch Break:	
Uniform / Work Clothing:	
Notes:	

Health & Safety in the Workplace

When an employer allows you into their workplace, you are expected to pay attention to the safety precautions that are in place to protect all workers. Safety at work is very important, and even those workplaces that appear to be perfectly safe can have hazards that need to be known.

In Ireland, all workplaces are required to have a Safety Statement - a document that informs all workers of the dangers in the workplace, and the precautions that are necessary in order to remain safe. Your employer is likely to discuss some of the hazards that you may face during your work with them, and to point out some of the precautions you need to pay attention to.

Safety in the workplace requires both management and workers to co-operate together - so if you notice something you think is dangerous or might be a hazard, it is also your responsibility to report it to your supervisor!

Common hazards

Some hazards are common to almost all workplaces, for example, slipping, tripping or falling. It is up to you to be careful as you go about the workplace. Also, just about every workplace could go on fire - so all workplaces should have well defined fire safety plans and appropriate fire extinguishing equipment in regular positions throughout the building. Your employer may discuss these plans with you during your stay with them.

Bullying is also regarded as a workplace hazard that is legally protected against. If you are subject to any form of bullying you should report it to your work supervisor or school coordinator.

Manual Handling

Far too many people hurt their back while lifting things at work. If lifting anything unusually heavy is a part of your placement, you should expect to receive special training. Otherwise, follow these guidelines:

- Bend at the knees
- Keep your back straight
- Get a good grip
- Use your leg muscles to do the lifting (not your back)
- Keep your head up and your feet apart

Typical hazards to be aware of...

...in offices - hazards may include work using computers (position of screen/chair/lighting must be correct), electrical equipment, lifting heavy packages, and slipping, tripping or falling.

...in retail stores - hazards may include moving vehicles (e.g. fork-lifts), working at heights, lifting and carrying goods and aggression from customers.

...in factories, building sites and engineering works - hazards may include moving machinery and equipment, use of hazardous substances, moving vehicles, lifting, noise and vibration etc.

If you think your work environment is affecting your health, you should report it to your supervisor or school co-ordinator.

Health & Safety Signs

During your placement you may notice signs designed to warn you of a hazard or prohibition. Most are easy to understand - but you should ask if any are unclear. Examples:



Key Skills

There are 5 Key Skills that are understood to be essential outcomes of a good education. 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. ***In your work placement look for opportunities to communicate with staff/customers when appropriate. Always be respectful and truthful - you will feel effective and stronger in yourself as a result, and you will be respected by those around you.***

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. ***In your work placement, notice how often most workers have to make judgements and decisions. Look out for what information they needed, and where they get this information from. Ask them about how they come to their decisions.***

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. You will notice in your placement that most people are problem-solving most of the time. A business/organisation that can solve problems faster than its competitor will be more successful - whether this is teaching kids, designing buildings, writing software or selling clothes! 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. ***In your placement, watch out for people who do things and think differently. Offer your observations when you are with people who are thinking about a problem. 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. You will notice in your placement that 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. ***In your placement, take note of the different nationalities and cultures that may be represented. Try, where possible, to engage with people who are quite different to you.***

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. ***In your placement, you may notice how some people are very effective at doing their work, and seem to 'fit' their job role very well. They feel good at being effective in their work, and face challenges willingly. Do you think you would feel the same if you had the required skills and experience? Or would you see yourself in a different role / workplace?***

Company Research - 1 (Placement 2) [before placement]

What do you know about the organisation you are getting work experience with? Write down a few things you know about the company in the lines that follow.

What are the main products or services offered by the organisation?

What occupations do you expect to find in the organisation?

How many people do you think work in this organisation?

Who are the organisation's competitors?

What Employers Look For

Every job and workplace is characterised by certain 'soft' skills - the sort of skills that you aren't taught in school, but are developed as part of your personality and experiences. Having the right mix of these skills is just as important as any qualifications you achieve - and employers are always on the look out for people with the right combination.

Your work placement is a great place to learn and develop these skills, so **before your placement starts**, read through the list below to know what employers are looking out for. While on placement, look out for opportunities to develop some of these skills yourself.

PEOPLE SKILLS	
Sensitivity to others	<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	<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 to others	<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 teams' 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	
Learning skills	<i>Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.</i>
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 determine 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>

Me and My Future

Work experience often surprises people. The work that is done and the way that it is done can be quite different to what is expected. The working days are longer than school days and sometimes starting and finishing times, or the place of work differs from day to day. Work you think might be interesting may turn out to be less so, and work you think is uninteresting may be much more exciting than you imagined.

It's always best to keep an open mind and observe all the different people working as much as possible. If you notice someone else's work that is more interesting to you, ask questions to find out more.

Write in below some things about you before you do your placement. The questions below are just to help you get started, you can write in anything you like.

Note: Your supervisor or other staff at your work placement may ask you questions like these also, so it's no harm to be prepared!

What areas of work interest me?

What am I good at?

What do I like doing?

What is important to me?

What kind of work do I think I might like to do when I leave school/college?

What do I value and what type of work would support my values?

Personal Objectives - Placement 2

What would you like to learn / find out / explore in your placement?

During your placement you will have the chance to see how different people spend their time at work. People have different responsibilities and skills, and use these to complete tasks and activities according to the nature of the business. What kind of tasks and activities are you most interested in? What skills and responsibilities would you like to try out and explore?

Write down some of your thoughts on what you would like to achieve during your placement. Your thoughts and expectations can help your supervisor organise your time while on placement - they will help you get the experience you would like, if they can.

Do you have any concerns before you begin your work placement?

Code of Conduct

I agree that:

	Student Initials
I will attend the workplace on the right days and at the times agreed with my employer / workplace supervisor.	
I will perform my placement duties to the best of my ability and comply with all reasonable directions of the employer and its employees.	
If during the placement I have access to information which is private and confidential, I will not convey to any person outside the organisation any knowledge or information which I have gained as a result of the placement.	
I will notify my employer and school of any absences or changes to my placement (e.g. sickness, appointments, etc)	
If I am in contact with any members of the public as part of the placement, I will treat them with the highest respect and politeness as I am aware that I am representing the organisation at all times during the placement.	
I will comply with all Health and Safety regulations.	
I recognise that my involvement in work experience is a privilege and as such I have responsibilities to my employer and my school.	

Student's Signature: _____

Supervisor's Signature: _____

Student Induction Checklist

This form should be completed by the employer and student on the first day or early during the placement.

		Yes	No	Student initials
1	The student is welcomed and introduced to the workplace			
2	The business of the organisation is described			
3	Student is shown through the offices/facility and introduced to appropriate staff members			
4	Toilet locations are shown			
5	Staff lunch area identified and break times and normal protocol described			
6	Telephone use explained			
7	Use of mobile phone agreed (including ring tone type and volume if applicable)			
8	Use of computers explained			
9	Fire exits and location of fire extinguishers/equipment identified. Emergency procedures discussed.			
10	Health and Safety procedures explained and training received if necessary			
11	Procedures for any equipment use explained (printing / hand tools etc.)			
12	Advised on how to report an accident/injury/near miss			
13	Work times and punctuality policy explained			
14	Absenteeism policy explained			
15	Personal standards/behaviour/explained, code of conduct agreement signed			
16	Dress code and standards of appearance explained			
17	Student responsibilities explained			
18	Students goals and targets discussed			
19	School insurance details have been given to the employer			

Other Comments:

Student's Signature: _____

Supervisor's Signature: _____

Student Journal, Day 1

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

- Activities / Duties Performed
- Training Received
- Staff / Customer Interactions
- Difficulties or challenges I encountered
- Observations / highlights of the day
- What I learned about myself
- What I learned about the organisation
- What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 2

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 3

Date:
Start Time:
Finish Time:

Choose **any three** of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 4

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

- Activities / Duties Performed
- Training Received
- Staff / Customer Interactions
- Difficulties or challenges I encountered
- Observations / highlights of the day
- What I learned about myself
- What I learned about the organisation
- What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 5

Date:
Start Time:
Finish Time:

Choose **any three** of the following headings to complete your journal for the day.

- Activities / Duties Performed
- Training Received
- Staff / Customer Interactions
- Difficulties or challenges I encountered
- Observations / highlights of the day
- What I learned about myself
- What I learned about the organisation
- What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 6

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 7

Date:
Start Time:
Finish Time:

Choose **any three** of the following headings to complete your journal for the day.

- Activities / Duties Performed
- Training Received
- Staff / Customer Interactions
- Difficulties or challenges I encountered
- Observations / highlights of the day
- What I learned about myself
- What I learned about the organisation
- What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 8

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 9

Date:
Start Time:
Finish Time:

Choose **any three** of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Student Journal, Day 10

Date:
Start Time:
Finish Time:

Choose any three of the following headings to complete your journal for the day.

Activities / Duties Performed Training Received Staff / Customer Interactions

Difficulties or challenges I encountered Observations / highlights of the day

What I learned about myself What I learned about the organisation What skills I used (see pages 3 & 5)

1.

2.

3.

Highs and Lows

It may be useful to note your feelings, both Highs and Lows, during your placement. For each day of your work experience place a dot in the box corresponding to how you felt, e.g. +4 for an excellent day, -4 for a really bad day. Then join the dots to form a graph of your Highs and Lows. Give reasons for your choices at the side.

Day	-4	-3	-2	-1	0	+1	+2	+3	+4	Reasons for highs/lows
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

By the end of your placement you should have a picture of how you felt during this time. The example below is for a 10 day placement and shows some of the highs and lows experienced, and why.

Day	-4	-3	-2	-1	0	+1	+2	+3	+4	Reasons for highs/lows
1										Everybody very nice and helpful
2										Was on my own a lot
3										got to learn to use the computers
4										Given job to do by myself - did a good job
5										Met new people, learned how to deal with clients
6										Felt tired - nothing very interesting to do
7										Worked with Sarah - really fun and interesting
8										Learned to operate new equipment
9										everyone was very busy, not much to do
10										Got really good feedback - people were so nice

Work Experience Evaluation - Placement 2

Once you have completed a work experience, we recommend that you write up a summary of what you have learned.

What was the position / career area? _____

Give a brief summary of your duties and activities during the work experience:

Why did you choose this placement?

Evaluation

[How has your work experience influenced you in terms of your personal career direction?]

Continued....

Application to Everyday Life

[What skills have you learned from your work experience that you can apply to your everyday life?]

Lined area for writing the answer to the question above.

What were the biggest challenges for you and how did you cope with them?

Lined area for writing the answer to the question above.

Key Skills Development

Summarise here the main skills you developed over the course of your placement. Refer to the Key Skills and Career Skills mentioned on pages 3 & 5 for suggestions.

Communicating

Information Processing

Critical and Creative Thinking

Working with Others

Being Personally Effective

Career Interview

Completing a career interview with someone doing a job you are interested in will help you find out more about the job, as well as how to become qualified to get it. The following questions should help you get to know more about the person and their career choices.

Employee name:

Occupation:

How did you go about getting your current job?

Describe a typical day?

What are the main tasks and responsibilities?

What are the main challenges?

What's cool?

What's not so cool?

What particular skills do you bring to the workplace?

What subjects did you do at school and how have these influenced your career path?

Continued....

What is your education to date?

What aspects of your education have proven most important for your job?

What have been the most rewarding events in your career so far?

What personal qualities do you have that helps you in your career?

What is your dream job?

What advice would you give to someone considering this job?

What are the three most important personal characteristics required for the job?

What were the main 'career decision' milestones in your life?

Who are the people who most influenced your career direction?

Does your job allow you to have a lifestyle you are happy with?

Career Investigation

A career investigation is an exploration of a particular occupation or career area in order to help you decide if it would be suitable for you. It encourages you to find out and consider important facts (e. g. training required, details about the career) and record your findings in an organised manner.

Career Investigated:

Describe this career:

[e.g. the type of work the person would be doing, the main tasks and responsibilities]

What are the most important skills for the job?

[e.g. communication skills / IT skills / social skills / practical skills / numerical skills / problem solving skills etc.]

What are the most important personal attributes required for this position?

[what personality characteristics, interests and aptitudes are needed]

Describe two paths that lead to this career?

[what courses or training might lead to this career, e.g. College courses, apprenticeships etc]

Discuss the career in terms of your personal aptitude and interests:

[how well do your personal aptitudes and interests match what is needed for the job?]

Discuss this career in terms of the subjects you are studying (or planning to study) for the Leaving cert:

[how relevant are your subject choices in terms of preparing you for this career, or courses required for this career?]

Note three things you discovered about this career that you would regard as Pros?

Note three things you discovered about this career that you would regard as Cons?

What other careers would you now consider worthwhile investigating?

Company Research - 2 (Placement 2)

[during/after placement]

Every company/organisation started at some time, and provides services or products to someone. In this investigation we ask you to explore the company/organisation you are working for to find out what the core business/purpose is. You will need to interview a member of staff to complete this report, so ask your supervisor to either help you with the questions, or arrange to interview someone else instead.

What are the main products or services offered by the organisation?

What are the main occupation types employed?

What locations does the organisation operate from?

How does the organisation advertise and market its products/services? Does it have a website?

What areas of the business/service are expanding and contracting?

What occupations will the organisation most likely recruit for in the coming years?

Who are the main competitors?

How did the organisation start?

[Was there a single entrepreneur (name), what are the origins, what needs/problems were met]

Who owns the organisation now?

Workplace Skills Profile

Once you become familiar with the workplace or a particular job, you will begin to notice the importance of some of the 'soft' skills listed below. Different jobs and workplaces can be characterised by how often certain skills are required during the course of the days work. To be successful in certain jobs, staff must have some of these skills highly developed.

From your time on placement, which skills do you think are most frequently required for the job/career area you observed? Read through the list of skills below and mark the amount of time you think each skill is required in order to complete the job most effectively.

Occupation / Career Area Profiled: _____

never needed   needed all the time

Sensitivity to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.
Insight into others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Openness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).
Speaking/Presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.
Active listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.
Persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.
Team membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.
Team participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Planning / Organising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.
Practical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.
Business awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.
Customer focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.
Learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.
Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Able to perform tasks effectively with minimum help or approval, or without direct supervision.
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.
Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.

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.

	<i>Needs Improvement</i>	<i>Not Assessed</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>	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.

Not Applicable
Undeveloped
Some experience
Well developed

PEOPLE SKILLS					
Sensitivity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows ability to maintain a deep interest in the concerns and feeling of others. Inclined to find ways to help people.
Insight into others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.
Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).
Speaking / Presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.
Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.
Persuasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows ability to influence peoples beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.
Team membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.
Team participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
TASK SKILLS					
Planning / Organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.
Practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.
Business awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.
Customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.
PERSONAL SKILLS					
Learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to perform tasks effectively with minimum help or approval, or without direct supervision.
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.



Aoibhin Gaynor, a young graduate who is working as a mechanical engineer with Jones Engineering
Photo credit: Conor McCabe Photography

Building the future

As the economy improves construction graduates are in big demand, writes **Brian Foley**

This is a very good time to be considering a career in construction. The sector is on the rise again in Ireland.

There are now 116,700 people working in construction in Ireland. What's more, that number will rise over the coming years. The Government is targeting the creation of an extra 60,000 construction jobs by 2020. That will create a lot of opportunities for people looking to begin their career. What other sector will provide so many possibilities for those who are completing their education?

A growing industry always creates more jobs and no sector will grow as quickly in Ireland as construction will over the next few years.

Construction professionals work in three broad areas: civils, building and the mechanical and electrical sector.

Civils deals with big infrastructure projects like roads and flood defences, while

professionals working in the building side of the industry will be involved in projects like shopping centres and industrial units.

The mechanical and electrical sector, as the name suggests, is a specialist area dealing with the 'fit-out' of a building, including heating, ventilation, air-conditioning and electrical works.

The nature of construction work means it's a varied and challenging career. People who study construction related subjects in college move on to work for some of Ireland's best known construction firms.

Aoibhin Gaynor is one



Each day brings a new challenge and new possibilities

such graduate. "I have a first class honours degree in Mechanical and Manufacturing engineering BAI and a Bachelor's of Arts degree in Mathematics BA from Trinity College Dublin (TCD)," she explains.

"I am currently employed as a mechanical engineer with the Jones Engineering Group. At present I am working on one of the largest Building Information Modelling (BIM) projects in Europe at the Intel campus in Leixlip, Co Kildare. As a team lead my day-to-day activities involve managing a group of 3D Virtual Construction Designers in preparing 3D models using several Autodesk software packages.

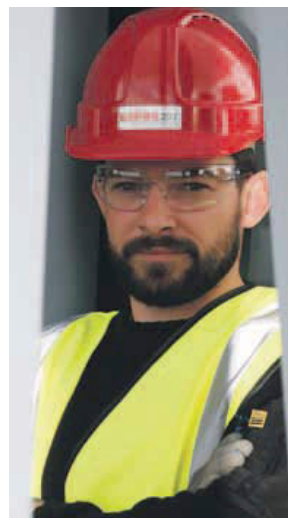
"The greatest benefit of a degree in engineering is it offers a wide range of career possibilities, and provides you with a set of skills highly adaptable to many sectors. Choosing to study mechanical and manufacturing engineering was the first major milestone in my career development.

Engineering enables you to work as part of a diverse, collaborative team of professionals and teaches you how to communicate complex ideas. Projects are always changing, and developing - particularly as the technol-

ogy and area of expertise develops. Engineering involves creativity, innovation and allows you to work on interesting projects, with the opportunity to travel."

As CIF President Micheal Stone says: "What I love

about the construction industry is how no two days are ever the same. Each day brings a new challenge and new possibilities. I don't think I would have had the same prospects in any other sector."



"A great sense of achievement"

I qualified as a civil engineer in Bolton Street and got a job as an intern with Collen in 2013. I'm on a graduate programme here working as a site engineer.

I really enjoy working outside and what is unique about the construction industry is that you get an opportunity to see your project grow and develop as part of the built environment that surrounds us all. To say 'I was part of that' gives you a great sense of achievement.

There is office work involved here as well and it's good to be able to mix the two.

Before college I had been working in Australia. I came home to study in 2009. I had thought that I would have to go away again for work - but things picked up here.

My classmates are all now working or continuing their studies. There are opportunities opening up for graduates like myself.

My company are great to work for. They are always looking to help you improve yourself.

Eoin O'Donoghue,
Collen Construction





“Challenging and rewarding”

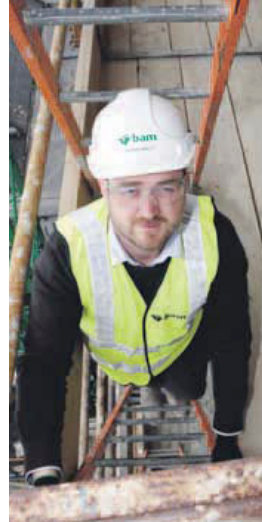
I sat the Leaving Cert in 2009 and completed the Civil Engineering programme at Waterford Institute of Technology (WIT) in 2012, then I started Level 8 Construction Management & Engineering.

Part of the reason for continuing my studies at WIT was the opportunity provided by industrial placement. I secured my placement with Clancy Construction, working on the refurbishment of Kilkenny Garda Station and a project at St. John's Hospital in Enniscorthy.

Having completed my studies in 2014, I was offered a full-time job with Clancy as a Site Engineer. The first project I was involved with from start to finish was a service station.

The work can be challenging but very rewarding and varied too – from using the latest technology for surveying and setting out to recording and managing quality assurance and supervising work on-site.

Patrick Brereton,
Clancy Construction



“Fantastic career opportunities”

I completed my Degree in Civil Engineering at DIT and I've been working with BAM since 2007, which allows me gain valuable experience on a range of cutting edge construction projects across healthcare and education.

I'm currently working on the Mercer Institute for Successful Aging project at St James' Hospital and there is great fulfilment in knowing that you're developing infrastructure that makes a significant impact for generations to come.

Career prospects are really excellent at the moment, many of my college friends who sought employment abroad are now returning to take up attractive positions here.

I've also benefitted from continuous training within BAM, and if you work hard and utilise your specialist skills, you're rewarded with greater responsibility, which is important in terms of career development.

It's encouraging that demand for construction professionals is picking up and the sector in Ireland is dynamic and exciting, so I'd certainly encourage school leavers to consider it as a career.

Tadhg Kelly,
BAM Contractors



From apprentice to graduate

From a young age I was always interested in engineering and construction work. At school I decided a trade as an electrician would be a good choice so I began an electrical apprenticeship with Mercury Engineering.

The experience I gained as an electrician helped me further my understanding of the industry and gave me the initiative to further my education in this field.

In September 2007 I began a course in Electrical Services Engineering (Beng Eng Tech) in Kevin Street DIT. While in college I studied the core electrical services engineering subjects such as building services design, electrical services design and project management. After college I was lucky enough to be accepted onto Mercury Engineering's two-year Graduate Programme.

I'm currently working as an Electrical Package Manager in Amsterdam on a large scale design and build Data Centre project. The position involves managing the design, procurement, construction, commissioning and successful handover of the project.



Brian Mulligan,
Mercury Engineering



“Never boring!”

I have been working with Sisk since soon after I left college in 2013. I've just moved back to Ireland now from the UK where I've been for two years, working on a variety of projects including a road project, 'refurbs' and an apartment project.

I've returned here to work on the Luas project in Dublin.

I went to college in UCC studying Civil and Environmental Engineering. I knew that I wanted to work in the built environment and actually started in architecture. I preferred the more technical subjects and moved into civil engineering.

You certainly wouldn't be bored in this job if you enjoy problem solving and working with people.

If you have the interest and enjoy getting stuck in it's a rewarding career. You work hard with people who are passionate about what they do.

And, of course, it also provides you with opportunities to travel.



Fiona O'Malley,
John Sisk and Son



Joseph Cardiff,
is a fourth year
apprentice with
Designer Group,
a Dublin-based
mechanical and
electrical contractor

Apprenticeship: the alternative career path

When it comes to deciding on a career path to follow, the route that traditionally comes to mind is full time study in college or university. While many will take this route to their chosen career, it might not be for everyone.

So is there another way of getting a qualification that will help you find employment in your chosen career?

Apprenticeship has become a respected alternative to full time college or university courses. Comprising of alternating phases of on-the-job and off-the-job training and development, an apprenticeship provides an opportunity to get a recognised qualification while at the same time gaining on-the-job experience relevant to your chosen career.

Generally, the duration of an apprenticeship is a minimum of four years consisting of alternating phases of training - three off-the-job phases and four on-the-job phases. The ability to apply the knowledge gained and skills learnt during off-the-job phases spent in a training centre, Institute of Technology or another approved training provider, to the day to day operations of a business, is a key benefit of apprenticeship and one which appeals to many. This coupled with the benefit of earning a salary while training further enhances the appeal of apprenticeship.

For more information about apprenticeships visit www.solas.ie





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