

# Sustainable Employer Engagement



muckle<sup>LLP</sup>



# The Difficulty of Employer Engagement

- Defining exactly what you want
- Not expecting money
- Being aware that time literally is money in the business world
- Establishing sustainable contacts

# 3 projects

- The Year 11 Record of Achievement
- The Post-16 Media Project
- The Year 10 'Travel to Work by Bike'  
Media project

# The Record of Achievement

## Aims

- To create a Record of Achievement which would be used across the region to recognise our young people's worth
- To create a Record of Achievement which local employers and higher education institutions would value

# The Process

1. Keiran McGraine and I worked together to:
  - Identify the attitudes, habits, skills and dispositions which would be valued by all stakeholders
  - Create a short continuum for each 'aspect' which would show progression but would be realistic ie would identify weaknesses as well as strengths
2. Prototype shown to Tony McPhilips' team at Muckle LLB for comment

## EXAMPLE FROM ATTITUDE SECTION

<b>Managing Impulsivity</b>	Frequently fails to manage own emotions	Is usually level headed but can let emotions and impulsivity cloud judgement	Consistently exerts control over emotion and actions	Demonstrates a high degree of control over emotions and actions, showing an appreciation of how these can affect others
<b>Passion for learning</b>	Will learn when instructed to do so	Shows interest in a limited number of areas	Is a good all rounder who does everything asked of him/her	Takes a genuine joy from the learning process and demonstrates real passion for his/her subjects
<b>Personal Motivation</b>	Lacks the motivation to succeed	Is motivated to succeed purely by extrinsic rewards	Has the drive and ambition necessary to make the most of his/her individual talents	Fully self-motivated and can be relied upon to do his/her best because of the intrinsic benefit of doing so
<b>Persistence / Commitment</b>	Gives up easily when faced with difficulty	Shows a degree of persistence	Willing to persist even when faced with difficulty	Totally committed and constantly looking for alternatives which will lead to success
<b>Pride in work / striving for accuracy and excellence</b>	Happy to do the bare minimum to get by	Completes tasks but is prepared to settle for results well below potential	Always works to outcomes which are in line with his/her capabilities	Consistently strives for personal challenge and excellence

## EXAMPLE FROM SKILLS SECTION

<p><b>Communication- interaction in formal setting eg interview</b></p>	<p>Will briefly respond to questions, making limited, if any, eye contact. Will show little awareness of the interview context (ie the nature of the post applied for etc)</p>	<p>Will engage in the interview process but may struggle to answer questions in a clear, appropriate way. Will have carried out some prior research of both the post and the institution</p>	<p>Will engage fully in the interview process, speaking appropriately both in length and register. Will demonstrate a thorough knowledge of the post applied for and the institution.</p>	<p>Will present in a calm, convincing, assured manner, demonstrating a high level of competence when faced with difficult questions or problems. Will be exceptionally well prepared for the interview in terms of background research.</p>
<p><b>Communication – presentation of ideas to others</b></p>	<p>Is uncomfortable presenting ideas to other people</p>	<p>Is able to take part in presentations but tends to simply read notes or powerpoint slides, making little attempt to engage the audience.</p>	<p>Is able to present in a clear way, using Standard English where appropriate. Uses a range of strategies to engage the audience with some success.</p>	<p>Is a confident and polished presenter who has a firm grasp of his/her material. S/he uses both language, voice, body language and, where appropriate, visual aids to interest, involve and inspire.</p>
<p><b>Communication – ability to communicate with those from other cultures</b></p>	<p>Can communicate at a basic level with those from other cultures in English</p>	<p>Can communicate at a basic level in one foreign language</p>	<p>Can communicate proficiently in one foreign language</p>	<p>Is a talented linguist who can use at least one foreign language creatively and spontaneously to communicate</p>
<p><b>Communication – ability to listen with empathy and understanding</b></p>	<p>Struggles to listen to the views of others and can be intolerant of ideas different to his/her own</p>	<p>Superficial willingness to listen to others but does so without real empathy or enthusiasm</p>	<p>Listens attentively to the views of others and asks pertinent questions</p>	<p>Is able to build upon the contributions of others to modify and improve own ideas.</p>

# Completion

- 'Made in Park View' introduced in Years 9-11, with Sixth Form mentors supporting tutors
- Muckle LLB agree to support process at Park View with end of Year 11 interviews for all students
- Muckle, and then a number of firms, badged it.
- Final document produced with Alpha Graphics

# The post 16 media project

**The Brief:** to produce 5-10 minute online Employment Law Training videos.

## What was in it for us?

- This fitted in with our BTEC U28 Corporate and Promotional Unit
- This would give the students experience of working for a real client and thus would raise the standard of their work
- Would demand professionalism and high technical capability

## What was in it for Muckle?

- The firm actually needed the product they were commissioning

# Post-16 Media Project



# Post 16 Media Project

## The Process

- Brief explained at Muckle HQ
- Mutual visits and critique
- Celebration evening at Muckle HQ
- Videos went live

# Year 10 Media Project

- 'Career travel To work' funded by Go Smart

## **Process**

- Students will cycle to Muckle HQ
- Students will tour the offices and discuss career opportunities within Muckle LLB
- Students will then explore opportunities beyond the local area for employment using various means of transport , including a bike.
- Students will use their findings to create a video
- Muckle will supply a real audience/critics for this

# Lessons Learnt

- Be precise about what end product will be
- Be absolutely precise about the time commitment
- Avoid asking for money
- Involve the firm fully in the project
- Try to find an angle which meets their needs too.