

WORLD

OF

LCVP



WORK

Leaving Certificate Vocational Programme



WORLD OF WORK

Written by the
LCVP Action Group

Marian Fitzmaurice
Michael Garvey
Peter Johnson
Margaret Kent
Elizabeth O'Keeffe

with
Lucy Friend, FCJ, Bunclody, Co Wexford
Ken McCormick, Newtown School, Waterford

LCVP Resource Materials

© 2000 LCVP Action Team

The LCVP is a Senior Cycle Programme of the Department of Education and Science designed to enhance the established Leaving Certificate. The LCVP combines the academic strengths of the established Leaving Certificate with a new and dynamic focus on enterprise, the world of work, information technology and languages.

LCVP OFFICE

Navan Education Centre
Athlumney, Navan, Co Meath

E.mail: office@lcvp.ie
Website: www.lcvp.ie

Contents:

SECTION I

Work and the Local Economy

Page 6

1. Local Area Survey

- Local Area Profile 6
- Street Survey 7
- SWOT Analysis 10
- Summary Report 11
- Street Survey Worksheets 12

Page 14

2. Business Enterprise

- Selecting Local Enterprises 14
- Preparing Questions 15
- Question Bank 16

Page 18

3. Community Enterprise and Voluntary Work

- Community Enterprise 18
- Local Voluntary Work 18
- Teacher's Notes 19
- Worksheets 20
- Student Profiles 23

Page 27

4. Case Studies

- Business and Community Enterprises 27 - 46

SECTION II

Becoming a Worker

Page 48

5. From School to Work

- Teacher's Notes 48 - 49
- What is Work? 50 - 51
- Work and The Future 53 - 54
- Types of Work Activity 55 - 56
- Subjects and Work 57 - 59
- Case Study, Careers Evening 60 - 61

Page 62

6. Job-Seeking Skills

- Teacher's Notes 62 - 63
- Telephone Skills 64 - 65
- Job Advertisements 66 - 67
- Letter Writing 68 - 69
- Application Forms 70 - 73
- Curriculum Vitae 74 - 75
- Interviews 76 - 78

Page 79

7. The Working Environment

- Teacher's Notes 79 - 81
- Health & Safety 82 - 86
- Gender Issues 87 - 89
- Industrial Relations 90 - 92

Introduction

The authors of these materials set out to develop a resource that LCVP teachers would find easy to use in helping students to achieve the learning objectives of the Preparation for the World Of Work. The aim, at all times, was to provide a range of in-class and out-of-class activities that would be interesting to the student and realistic for the teacher. In addition, it was felt important to adopt a no-nonsense approach that would take into account the limited amount of time available to teachers to deliver the Link Modules.

The resource contains teachers' notes, student task sheets, case studies with discussion questions and a wealth of complementary stimulus material. Each chapter contains a list of relevant websites and, where available, details of suitable printed resources. References are made to other LCVP texts so that resources can be used in an integrated way.

The material is not intended to be used in a sequential way. Teachers should feel free to dip into the different chapters and use the activities that best suit the class group they are working with.

LCVP Action Group, October 2000

Section I

Work and the Local Economy

1. Local Area Survey

Objective

At the end of the activities in this chapter the students should be able to describe the main economic and social resources in the locality and prepare a Summary Report based on their findings.

Activity 1.1

Completing a profile of the local area

- divide class into an even number of groups
- give half the groups Worksheet 1.1, the other half Worksheet 1.2
- task is to put as much local information onto the Task Sheets as possible
- work can be carried out entirely in class, or can involve an out-of-school visit
- when work is completed, compile a full list for each task sheet and display
- distribute both task sheets to each student, full details are recorded and kept in folders.

Activity 1.2

Analysing the information

- distribute Worksheet 1.3 to each group
- task is to carry out a SWOT analysis of the local area using prompts on Worksheet 1.3 as a guide
- groups should be asked to come up with three statements for each part of the SWOT
- each group shares its results at the end of the exercise.

Activity 1.3

Preparing a Summary Report

- explain to students that Worksheets 1.1, 1.2 and 1.3 can be used to write a Summary Report
- distribute Resource Sheet 1.4 which gives an outline for a Summary Report
- some students may wish to focus on Business Resources, others on Community Resources
- for Portfolio presentation, a Summary Report should be word processed, 600 words maximum.

LCVP



LCVP Resources

- “My Own Place” p. 15-30 has alternative task sheets for a local investigation.
- “Introducing the LCVP” p. 11-12 has a useful exercise to prepare students for group work.
- “My Own Place” p 42-44 contains guidelines for Report Writing.



Weblinks

Check the LCVP Website for local survey links:
www.lcvp.ie

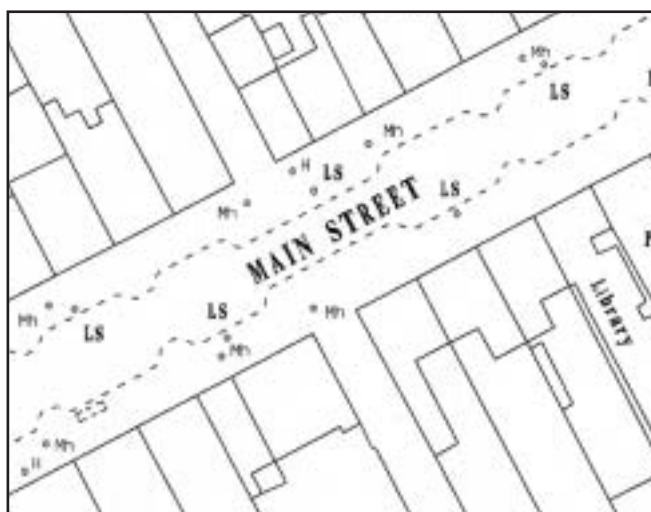
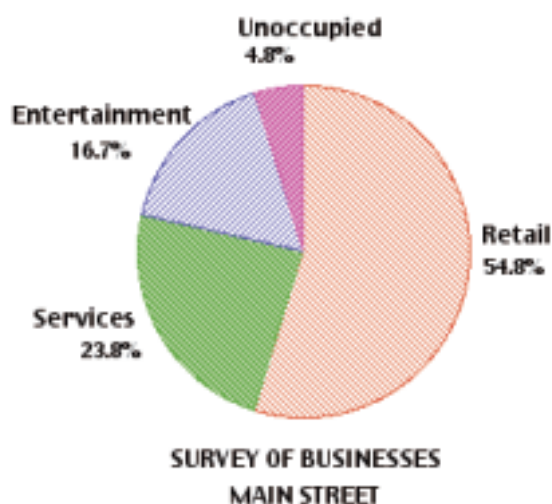
Activity 1.4

Conducting a Street Survey

- in a city or large town it may be more manageable to focus on an area within 10 minutes walking distance of the school, a local shopping centre or industrial estate
- obtain a 1:1000 scale map of the area to be surveyed, this map shows individual buildings
- divide students into groups to complete the survey work and give each group a copy of the section of the map which it is responsible for surveying
- distribute Resource Sheet 1.5 “Categories for Street Survey” and check that students understand the categories
- explain that colour coding will be used on completion of the survey
- distribute Worksheet 1.6 and explain how it should be completed
- students should record the number* of the building along with the name and category of the business

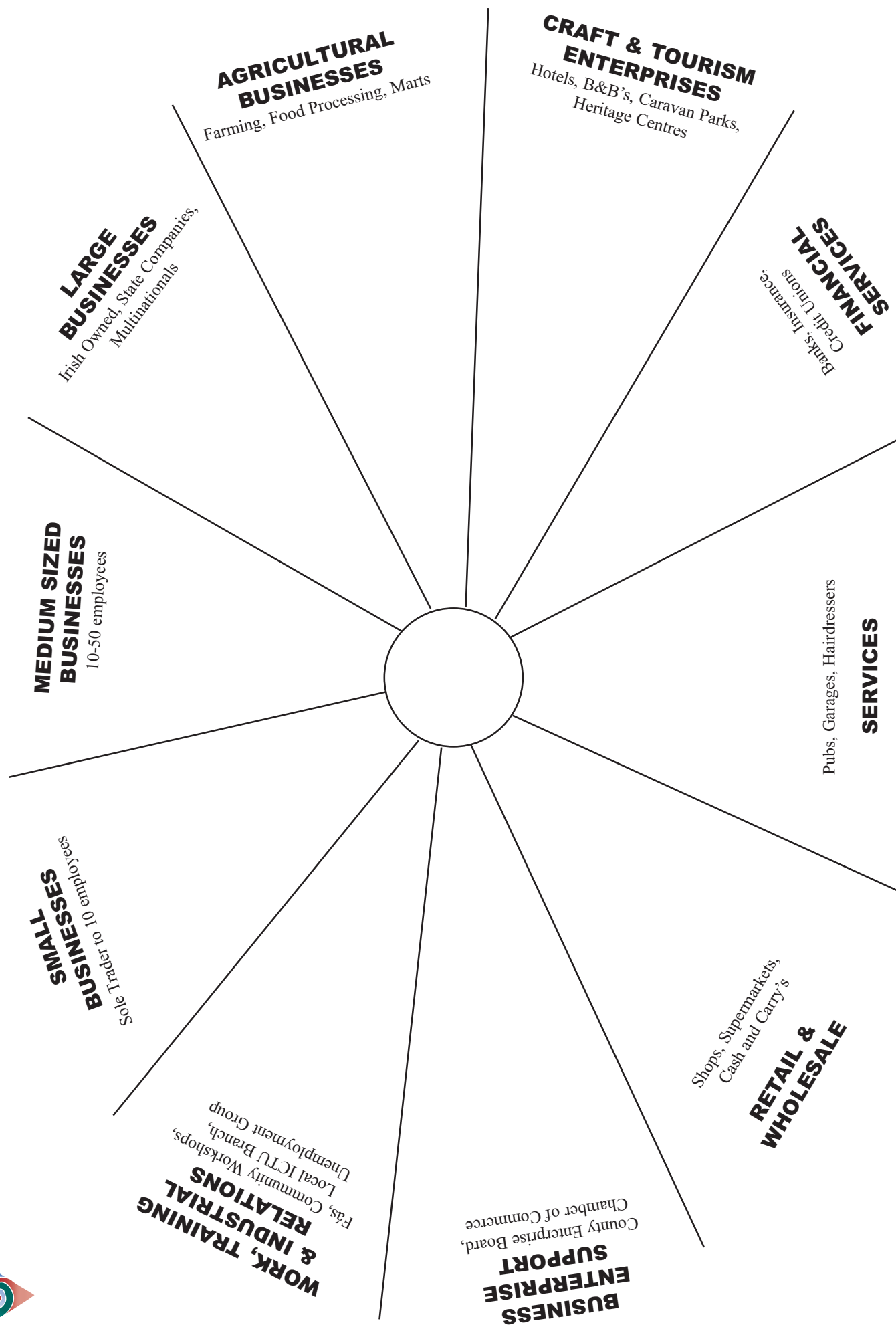
* *numbers on older streets may not always be sequential!*

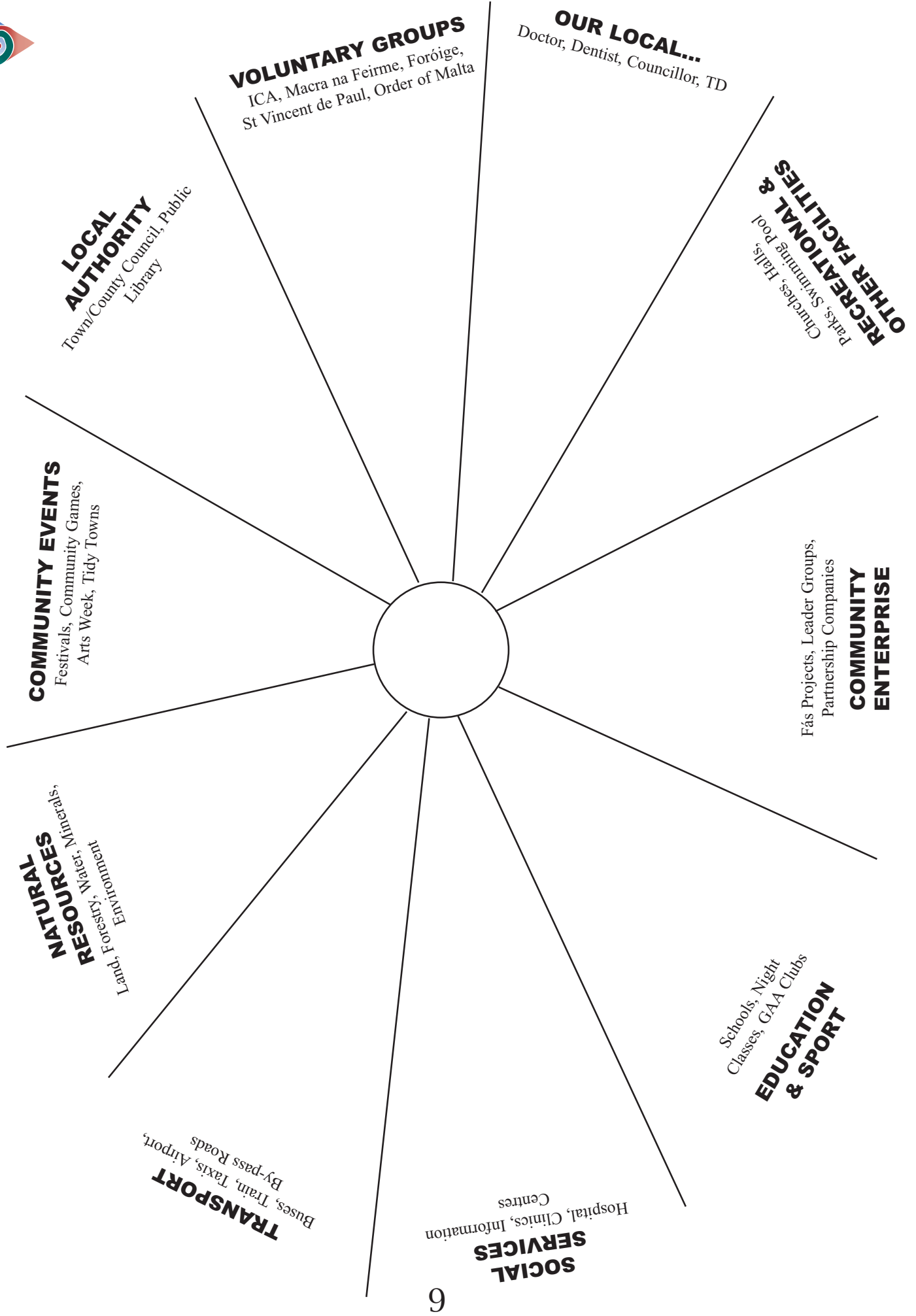
- when survey has been completed, distribute a clean copy of the map to each student
- a colour-coded building use map can now be completed
- evaluation questions might include: What is the dominant building use? Why? What businesses are expanding today? What businesses are in decline?
- a final report can be drawn up using the completed map and pie charts as illustrations.



Maps of 1:1000 scale are available for all urban areas with a population of over 2000 from:

Ordnance Survey Ireland, Phoenix Park, Dublin 8. Tel: 01 802 5300





SWOT ANALYSIS of LOCAL AREA

<p>STRENGTHS</p> <p>- things that would attract people to live, work, set up business in your area</p> <p>e.g. good roads, transport service, shops, banks, good community spirit etc.</p>	<p>WEAKNESSES</p> <p>- things that would deter people from living, working, setting up business in your area</p> <p>e.g. poor transport services, no large employers, few social services, no facilities for children etc.</p>
<p>OPPORTUNITIES</p> <p>- possibilities for new business or development of community in your area</p> <p>e.g. develop local resources (forestry, lake, heritage site), start new enterprise to exploit a 'gap' in the market; provide new services for ... etc.</p>	<p>THREATS</p> <p>- things that might hinder new business or development of community in your area</p> <p>e.g. a large employer may pull out; new housing and road building may damage tourist potential; new businesses may lead to more waste etc.</p>

1. Title:

- Business / Community Development in
- A Summary Report by

2. Terms of Reference:

- to carry out a survey of local business / community resources
- to analyse the results and make recommendations for future development

3. Introduction:

- a short description of the area being investigated (e.g. location, size, population)

4. The Investigation:

- a concise description of the methods of investigation, responsibilities of group members, personal tasks

5. Business Resources:

- Main Findings - from Worksheet 1.1
- Main Strengths - relevant points from SWOT analysis
- Main Weaknesses - relevant points from SWOT analysis

OR

5. Community Resources:

- Main Findings - from Worksheet 1.2
- Main Strengths - relevant points from SWOT analysis
- Main Weaknesses - relevant points from SWOT analysis

6. Conclusions

- how the area might be developed - Opportunities from SWOT analysis
- what may stand in the way - Threats from SWOT analysis

7. Recommendations

- describe one idea for developing local business
- or
- describe one idea for developing the local community

Colour/Code	Category	Building Use
<input type="checkbox"/> RES	Residences	e.g. Houses
<input type="checkbox"/> ECC	Ecclesiastical	e.g. Church Buildings
<input type="checkbox"/> RET	Retail Businesses	e.g. Newsagents, Boutiques etc.
<input type="checkbox"/> WH	Wholesale Businesses	e.g. sells goods "Trade Only"
<input type="checkbox"/> ENT	Entertainment	e.g. Pubs, Restaurants, Hotels
<input type="checkbox"/> SER	Service Businesses	e.g. Hairdressers, Dry Cleaners
<input type="checkbox"/> PS	Public Services	e.g. Library, Post Office
<input type="checkbox"/> CS	Community Services	e.g. Citizens Information Centre
<input type="checkbox"/> FIN	Financial Services	e.g. First Active, AIB
<input type="checkbox"/> PR	Professions	e.g. Doctors, Dentists, Solicitors
<input type="checkbox"/> MAN	Manufacturing	e.g. Factories
<input type="checkbox"/> UNC	Unoccupied	e.g. Derelict Buildings or "To Let"

When you have completed the survey choose a suitable colour for each category.

You can then produce a coloured "Building Use" map of the street.

STREET SURVEY

Street Name: _____ Recorded By: _____

Building Address	Name	Code
2a	e.g. Trend Hair Studio	SER

2. Business Enterprise

Objective

At the end of the activities in this chapter the students should be able to investigate a local business enterprise and describe career opportunities within that enterprise.

Activity 2.1

Selecting Business Enterprises

- divide class into groups of 4/5 students.
- each group uses Worksheet 1.1 from Chapter 1.
- the task is to explore all possible contacts with local businesses. The teacher might suggest the following:
 - past pupils
 - supplier to school
 - parents or relations who work there
 - work experience contact
 - where you get holiday work
- when the groups have completed their lists, the information is shared
- students are then asked to write to or phone an enterprise requesting information/company literature
- following this research, the enterprises to be contacted requesting a visit are selected

- before students are assigned to visit an enterprise they should consider the following:
 - is the enterprise relevant to my vocational subjects?
 - is the business relevant to my career preferences?
 - is this type of business likely to be an employment growth area?

Activity 2.2

Preparing a Questionnaire

- distribute Worksheet 2.1 and ask the students to identify what they wish to find out about the enterprise
- working in groups get students to prepare a questionnaire for each visit using Resource Sheets 2.2 and 2.3 as guides
- when groups have completed the activity, they must then work to reach a consensus on the final draft
- students are then assigned questions to ask during the visit

LCVP



LCVP Resources

- “My Own Place” p. 46-51 deals with planning site visits and questionnaire preparation
- “Business and Community Links” p. 9-12 has many ideas for involving students in researching and making contact with local enterprises. This book also contains banks of questions for small, medium and large enterprises.

- *What do you want to find out about the business?*
- *Below are some headings - tick the ones you wish to use.*
- *Then draw up questions for each of the headings you've selected!*

- 
- ☐ Company's Product/Service
 - ☐ Company History
 - ☐ Staff & Personnel
 - ☐ Marketing
 - ☐ Promotion
 - ☐ Advertising
 - ☐ Research & Development
 - ☐ Production
 - ☐ Health & Safety
 - ☐ Europe
 - ☐ Information Technology
 - ☐ Business Support
 - ☐ Finance
 - ☐ Industrial Relations

PARTICULARS OF VISIT

1. Name of Enterprise:
2. Date of Visit:
3. Time:
4. Duration:
5. Details of Visit:

COMPANY HISTORY

1. When was the enterprise established?
2. By whom?
3. Where?
4. Details of business idea:

DETAILS OF BUSINESS

1. Managing Director/Owner/CEO:
2. Location:
3. Size:
4. Type of business:
5. Description of Product/Service:

PERSONNEL

1. Management Structure in the business?
2. Number of Employees?
3. Ratio of male/females on staff?
4. Different careers/jobs within the enterprise?
5. Who recruits staff?
6. What is the recruitment procedure?

PRODUCTION

1. Is product demand constant or are there fluctuations at peak times (e.g. Christmas)?
2. How does the enterprise cope with fluctuations?
3. Are raw materials easily sourced?
4. Is production: fully automated?
 semi automated?
 manual?
5. What is the production capacity of the enterprise?

RESEARCH & DEVELOPMENT

1. Does the enterprise invest in R&D?
2. How does the business keep informed of trends in the sector?

FINANCE

1. How is the enterprise financed?
2. What financial information, if any, must the enterprise disclose to the public?

HEALTH & SAFETY

1. What Health & Safety signs are on display?
2. How are employees made aware of Health & Safety issues?
3. What PPE (Personal Protective Equipment) is worn?

INDUSTRIAL RELATIONS

1. What trade unions represent the workers in the enterprise?
2. What is the procedure when worker grievances arise?

BUSINESS SUPPORT

1. What organisations or government agencies have assisted the enterprise?
2. What type of assistance has been provided?

MARKETING & PROMOTION

1. Who are the target market (customers)?
2. Who are the main competitors?
3. How does the enterprise promote/advertise its products/services?
4. Where does the enterprise sell its products?
5. How does the enterprise distribute its products?
6. What is the budget allocation for promotion/advertising?

INFORMATION TECHNOLOGY

1. What role has IT had in the development of the enterprise?
2. Where and how is IT used in the enterprise?

EUROPE

1. What contacts does the enterprise have with other EU countries?
2. Would knowledge of foreign languages improve your prospects in this business?

3. Community Enterprise and Voluntary Work

Objectives

At the end of the activities in this chapter, the students should be able to identify the main agencies supporting local community enterprise and the main voluntary groups working to improve the quality of life in their local area.

Activity 3.1

Agencies supporting community enterprise

- divide students into pairs
- distribute Worksheet 3.1
- ask pairs to match the name of the agency with the short description of its activities
- form groups and give each group contact details of one agency (from Teacher's Notes opposite)
- ask each group to complete a fact sheet on the agency assigned to it using Worksheet 3.3
- groups should present the results of their research to the LCVF class

Activity 3.2

Local Voluntary Work

- divide students into pairs
- distribute Worksheet 3.2
- ask students to come up with the names of the voluntary organisations whose logo appears on the worksheet
- form groups and give each group contact details of one voluntary organisation (from Teacher's Notes opposite)
- ask each group to complete a fact sheet on the organisation assigned to it using Worksheet 3.3
- groups should present the results of their research to the LCVF class

Activity 3.3

Student profiles

- divide class into groups of 4/5
- distribute one Student Profile from Resource Sheets 3.4, 3.5, 3.6 and 3.7 to each group
- get students to discuss and answer the questions provided



Weblinks

Comhairle is a national agency which provides information to the public on social services:

www.comhairle.ie

Directors of Community and Enterprise

County and City Development Boards have been established in all 34 Irish county and city local authorities. Each Board is spearheaded by a **Director of Community and Enterprise**, a senior Council official whose task is to bring together local government, local development agencies, state agencies and the social partners to draw up an integrated strategy for economic, social and cultural development of the city or county.

You can contact the director for your area through the local authority offices

Community Enterprise Support

1. Fás

27/33 Upper Baggot Street, Dublin 4
Tel: 01 607 0500. Website: www.fas.ie

2. Teagasc

19 Sandymount Avenue, Dublin 4
Tel: 01 637 6000 E-mail: pr@hq.teagasc.ie
Website: www.teagasc.ie

3. Area Based Partnerships

Contact ADM, Holbrook Hse, Holles St, D2
Tel: 01 240 0700

4. Údarás na Gaeltachta

Na Forbacha, Co. na Gaillimhe,
Fón: 091 503100 E-mail: eolas@gaeltacht.ie
Website: www.udaras.ie

5. Leader

Dept of Agriculture, Food & Rural
Development, Tel: 01 607 2100
Website: www.irlgov.ie

6. County Enterprise Boards

Dept of Enterprise, Trade and Employment
Tel: 01 661 4444.
Website: www.etradebusinessireland.com

7. Coillte Teo

Leeson Lane, Dublin 2
Tel: 01 661 5666

8. County Development Boards

Contact your Local Authority or the Dept of
the Environment, Tel: 1890 202 021

Voluntary Organisations

1. Amnesty International

Seán McBride H'se, 48 Fleet St., Dublin 2. Tel: 01 677 6361.
E-mail: info@amnesty.iol.ie Website: www.amnesty.ie

Seeks the release of prisoners of conscience: people detained anywhere for their beliefs, colour, sex, ethnic origin, language or religion, who have not used or advocated violence.

2. Order of Malta

32 Clyde Road, Ballsbridge, Dublin 4. Tel: 01 668 4891

Acts as a reserve to state services including Health Boards and Fire Brigades. Provides first aid, ambulance services and community care. Cadet Corps for 10-16's.

3. An Óige

61 Mountjoy St., Dublin 7. Tel: 01 830 4555. E-mail:
anoige@iol.ie Website www.irelandyha.org

Aims to give young people a love and appreciation of the countryside by providing hostel accommodation on their travels.

4. The Rehab Group

Rosslyn Park, Beach Road, Sandymount, Dublin 4. Tel: 01 205 7200. E-mail: info@rehab.ie Website: www.rehab.ie

An independent, not for profit organisation delivering training, employment, social care and commercial services that promote equality.

5. Macra na Feirme

Irish Farm Centre, Bluebell, Dublin 12. Tel: 01 450 8000.
E-mail: macra@indigo.ie Website: <http://indigo.ie/~macra/>

Aims to promote agricultural and rural development and the personal development and leadership training of its members.

6. Society of St Vincent de Paul

8 New Cabra Road, Dublin 7. Tel: 01 838 4164 E-mail:
svdep@iol.ie

Aims to provide support and friendship to people experiencing difficulties, to promote self-sufficiency and social justice.

7. Cumann Luthchleas Gael (GAA)

Pairc an Chrocaigh, Baile Atha Cliath 3 Fón: 01 836 3222

Aims to strengthen the Irish national identity through the preservation and promotion of Hurling, Gaelic Football, Handball, Rounders, Irish Dancing, Music and Song.

8. Focus Ireland

14a Eustace Street, Dublin 2. Tel: 01 671 2555. E-mail:
focusadm@eircom.net Website: www.focusireland.ie

A national organisation whose mission is to advance the right of homeless people to live in a place they call home through quality services, research and advocacy

9. An Taisce

Tailors' Hall, Back Lane, Dublin 8. Tel: 01 454 1786
Website: www.antaisce.org

The National Trust for Ireland. Aims to advance the conservation and management of Ireland's natural and built endowments in manners which are sustainable.

10. Irish Wheelchair Association

Blackheath Drive, Clontarf, Dublin 3. Tel: 01 8186400

Aims for the full social, economic and educational integration of people with disabilities as equal, independent and participative members within the general community.

*Each of the following Agencies helps support enterprise in the community.
Can you match the agency with the description below?*

Leader, Fás, Údarás na Gaeltachta, County Enterprise Board, Coillte,
County Development Board, Teagasc, Area Based Partnership

1.

Provides training for jobseekers, helps retrain existing workers in new technologies, provides recruitment services and support for business, co-operatives and community-based enterprises, funds community enterprise (CE) schemes.

2.

Responsible for research, advice and training in all areas relating to agriculture, horticulture and the food industry. It aims to stimulate rural enterprise development and employment in rural communities.

3.

Works in conjunction with all local development agencies to meet the specific needs of long-term unemployed, disabled, disadvantaged women, youth at risk, rural small holders, travellers and lone parents.

4.

Has responsibility for the economic, social and cultural development of the Gaeltacht regions, ensuring the continuation of the Irish language as the spoken language of the community in these regions

5.

French acronym meaning "Links between Actions for the Development of the Rural Economy." It aims to enable people to have an input into the development of enterprise and employment in their own areas.

6.

Deals with the micro-enterprise sector. Provides advice, training and grant-aid for business start-ups and support the expansion of existing enterprises whose employment potential does not exceed 10 employees.

7.

State agency with specific responsibility for the creation and harvesting of forests and the provision of advice and support to farmers and others who are engaged in, or wish to become engaged in forestry.

8.

Brings together all organisations which work on behalf of the community. Consults with local communities and prepares a strategic plan for the economic, social and cultural development of each county.

Voluntary Organisations

Worksheet 3.2

Below are the logos of ten voluntary organisations. Some of the logos are obvious, but can you identify them all and find out their contact details?

An Óige, The Rehab Group, Amnesty International, Macra na Feirme, Order of Malta, Focus Ireland, Society of St Vincent de Paul, GAA, Irish Wheelchair Association, An Taisce.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Profile of an Organisation

Worksheet 3.3

Name of Organisation

Logo

Aims of Organisation

Contact Details

National

Local

Local Contact Person

Name:

Telephone:

Example/s of local project/s supported by the organisation

There is a high awareness of environmental issues in Summerhill College Sligo, thanks to the work of a small team of committed students in the school and the encouragement of Home Economics teacher, Colette O'Hagan. This year the group were named Supreme National Winners of the Ballygowan / ECO Young Environmentalists Awards. Two of that group, Michael McDermott and Daniel Somers (both now in Post Leaving Certificate courses) look back at their achievements:

"We set out to achieve a Green Flag for Summerhill." says Michael "This is awarded by An Taisce for a litter free school. We first set up an awareness committee and carried out an environmental audit of the school. This research helped us to identify key areas for action. One of the many things we found was that the school bins were totally inadequate. So we had to fund raise to get 10 concrete ones at £240 each. We organised a Non Uniform Day and got support from the Tuck Shop, the school and the Parents' Council. To raise awareness we ran a poster competition and we made a special publicity tape which we played over the school intercom."



Litter control is particularly difficult at Summerhill because there is a public road running through the school. But when it came to recycling, the boys were able to turn this to their advantage:

"We approached the Council and persuaded them to site four recycling banks on the school." said Daniel. " We organised a leaflet drop in the nearby housing estate. Now the bottle banks are used by the public, and we can recycle our cans."

Questions

- Identify the challenges faced by Michael and Daniel.
- What skills and qualities have they needed to carry out the work?
- How has participation in voluntary work benefitted them?
- How has their voluntary work been of benefit to the community?

"Taking part in this project has been a real challenge. It was hard work keeping awareness up over a two-year period. You almost had to start again every term, especially when the new First Years came in. We sometimes stayed in school until seven in the evening, and on the day of the inspection, we were up at the crack of dawn to collect litter. But it was worth it. We set out to do something and we achieved it!"

ECO-UNESCO promotes the personal development of young people through practical environmental conservation, education and training activities. It is part of a worldwide UN sponsored network of UNESCO clubs.

Contact ECO-UNESCO at 26 Clare Street, Dublin 2. Tel: 01 662 5491

E-mail: ecounesco@eircom.net

Annette McNamee (5th year) is a member of a very active St Vincent de Paul group at Carrick-on-Shannon Community School. The group, co-ordinated by Business teacher Caroline Burke, supports three local projects:- visiting long term and elderly patients in the nearby hospital, helping in the SVP shop in the town three afternoons a week and working with mentally handicapped children in St Ciaran's Day Care Centre. Each of the 15 or so volunteers in the group is asked to give one hour a week to one of the projects.

The entire St Vincent de Paul group meets with Ms Burke once a week at lunchtime to discuss how each of the projects are going and to plan the rotas for the next week. The Hospital, the Day Care Centre and the Shop are all long term projects so it is important that the students keep to their commitments.



Annette and her friend Kathryn Ruxton have been visiting the Day Care Centre for over a year now.

"St Ciaran's is across the road from our school," says Annette. "Every day we can see the children looking out at us as we study. I wanted to do something to let them know that we care. Ms Burke made the initial contact and then we started to visit the centre one afternoon a week after school. We assist the qualified Carers in looking after the children while the adults have their meals. It's challenging work. You have to get to know each child individually and be able to handle the situation if one of them gets upset."

"Last year we took part in the Youth for Justice Project in Athlone. This was a regional exhibition for SVP school groups. We then went on to exhibit at the national event in Dublin. We put together a report about our project, designed posters for a display and made presentations to the visiting delegates. Having to make a presentation was hard at first, but now I'm more confident. It has certainly improved my communication skills!"

"I feel that I have benefited a lot from working with SVP. At first, it wasn't seen as the coolest thing to get involved in, but now people's attitudes are much more positive. Doing this has given me the courage to stand up for what I believe and not just go along with the crowd. My view of disabled people has changed too. I now know the importance of treating every person fairly, as my equal."

Questions

- Identify the challenges faced by Annette.
- What skills and qualities has she needed to carry out the work?
- How has participation in voluntary work benefitted Annette?
- How has her voluntary work been of benefit to the community?

The Society of St Vincent de Paul aims to provide support and friendship to people experiencing difficulties, to promote self-sufficiency and social justice.

SVP can be contacted at 8 New Cabra Road, Dublin 7, Tel: 01 838 4164, e mail: info@svp.ie

Sharon Kelly from Stradbally Co Laois is a sixth year student at Scoil Chríost Rí in Portlaoise. Her involvement in Community Games began initially as a competitor, but at the early age of 12 she became more interested in the coaching and administrative side of this voluntary organisation.

"At first I did some athletics coaching and helped out at the area finals. Then one night I decided to go to the AGM and ended up being elected "Youth Officer" at the age of 14! My role as youth officer is to get the kids in the Stradbally area involved in Community Games activities. There are indoor skills like art, model making, chess, quizzes; team sports like soccer, basketball, benchball, rounders; and of course, athletics.

Friday is a half day at Scoil Chríost Rí, and I use this time to go round to the local Primary schools to try to get the pupils involved. We organise training two evenings a week in Stradbally. I coach the athletics and organise the rounders and basketball teams.

Involvement in Community Games is a year round commitment. In October we organise a Hallowe'en Party for the local kids and in November there's the Race Night and Silver Circle Draw to raise funds. Then it is time to get the kids together for the indoor skills and benchball team. By Spring, coaching for team sports and athletics is well under way. Area and county competitions begin in March and go on into June and July. There are three national final weekends at Mosney in May, August and September.



The national finals are hard work but great fun. There's a disco every night where you get a chance to meet young people from all over the country.

Questions

- Identify the challenges faced by Sharon.
- What skills and qualities has she needed to carry out the work?
- How has participation in voluntary work benefitted Sharon?
- How has her voluntary work been of benefit to the community?

Sharon says that one of the challenging parts of her role is trying to get young people out regularly to training and building team spirit. *"The hardest thing is having to pick a team when you have more people than you need for a panel. I don't like having to leave anybody out. When I go to the monthly planning meetings it's strange being so much younger than everybody else, yet people value my opinion because I'm closer in age to the competitors and understand how they feel."*

I've gained so much from my involvement in Community Games. There's great satisfaction seeing your team reach a county final or an athlete doing well at Mosney. The experience I'm getting working with kids is good preparation for Primary school teaching which I hope to do when I leave school. I also feel I'm doing something valuable for my community."

Community Games can be contacted at Community Games, Sport Headquarters, Joyce Way, Park West, Dublin 1, Tel: 01625 1180

Michelle Hession is a repeat Leaving Certificate student in the Convent of Mercy, Tuam, Co. Galway. She has served as Treasurer and, more recently, Chairperson of the school's Amnesty International Group which was set up by teacher Bernie Shiel-Regan. Michelle hopes to train as a teacher when she leaves school. Michelle got involved in Amnesty when she was in First Year.

"I think I have always had a strong sense of justice. I hate to see people treated cruelly and unfairly. I saw a notice in the corridor inviting interested students to a meeting at 1.30. Lunch hour seemed so long when I was in First Year and I thought it would be a great way to spend part of my time. Since then there has always been 10 - 15 girls in the group. It cost £12 to register the school with Amnesty and we pay 50p membership.

We get a monthly newsletter which gives us details of people across the world who have been tortured or imprisoned and "Urgent Action Appeals" arrive every few weeks asking us to write letters. Each of us would write 2 to 3 letters and when you think there are about 160 school Amnesty Groups there must be a lot of mail landing on the desks of Government Officials and Heads of State. We send Christmas Cards to people in prison awaiting trial. Some people have got letters back. When this happens we post a copy to Amnesty.

We have organised a Bulletin Board in the school which we update regularly. We ran a campaign called "Fair Play for Toy Workers" to highlight the exploitation of child labour in poorly paid sweat shops. Every year we raise funds for Amnesty International by selling the special Friendship Bracelets or by organising events such as a Sponsored Silence.



Questions

- Identify the challenges faced by Michelle.
- What skills and qualities has she needed to carry out the work?
- How has participation in voluntary work benefitted Michelle?
- How has her voluntary work been of benefit to others?

Through my work for Amnesty I have definitely become a more compassionate person. I am a better communicator and team player. If there's an Amnesty Group in College I'll definitely get involved."

Amnesty International seeks the release of prisoners of conscience: people detained anywhere for their beliefs, colour, sex, ethnic origin, language or religion, who have not used or advocated violence.

Contact Amnesty at Tel: 01 677 6361. E.mail: info@amnesty.iol.ie Website: www.amnesty.ie

4. Case Studies

4.1	Mallinckrodt Medical	28
4.2	Balcas Kildare	30
4.3	Euro Coach Builders	32
4.4	Fás	34
4.5	Barry Express	36
4.6	Collane HR Solutions	38
4.7	Jobcare Ltd.	40
4.8	Raheen Community Development	42
4.9	Aró	44

Mallinckrodt Medical

Athlone, Co. Westmeath

Case Study 4.1

Mallinckrodt Medical, located in Athlone now employs 600 workers making medical products for the healthcare industry. The company makes medical catheters, plastic tubing and drainage products from a medical grade PVC imported from New Jersey, USA for use during medical procedures.



The factory began manufacturing in 1982. Over the years has further expanded and now boasts a state of the art sterilisation facility. There are stringent rules and regulations regarding quality and the company's products are approved by NSAI, CE and FDA (Irish, EU and USA Quality Assurance Marks) while they have also been accredited with ISO 9000.

The factory employees, who are mostly general operatives, work shift hours. In the assembly/packaging department there are 2 shifts, while plastics processing has 3 shifts. Because the work is repetitive all operatives change their task every 2 hours and each operative is part of a team which meets every month for a TQM (Total Quality Management) meeting where they discuss ways of operating more efficiently. When Mallinckrodt is recruiting operatives for its

production line, a dexterity test forms part of the application procedure. This is because working in the plant requires the handling of many smaller parts to produce the completed product. The product is then packaged and distributed to customers all over the world.

Mallinckrodt recruits its general operative staff through the local media (radio and newspaper) and sometimes holds an open day. On commencement of the job, all workers take an induction training course which deals with issues

such as company history, health and safety, manual handling, production, industrial relations as well as introducing them to the sports and social club. The company offers "Tuition Aid" to employees wishing to take further training or studies. Whenever possible, promotion occurs internally.



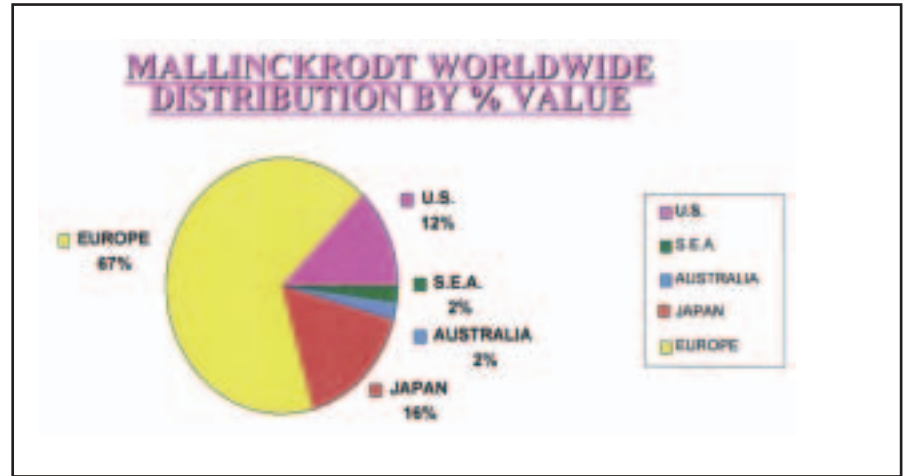
Health and Safety is very important at Mallinckrodt because of the nature and usage of the product which they produce. All employees must wear PPE (Personal Protective Equipment) consisting of a white coat, hat and overshoes. A gas known as ethylene oxide is used to sterilise a product after production.

Although Mallinckrodt Athlone is part of a multinational company, it conducts its day to day operations quite independently. It operates as a cost centre which means it must stick to the budget which has been proposed for it by the parent company.

The Managing Director is assisted by a team of managers who are each responsible for a particular area of the company's business (see Organisation Chart below).

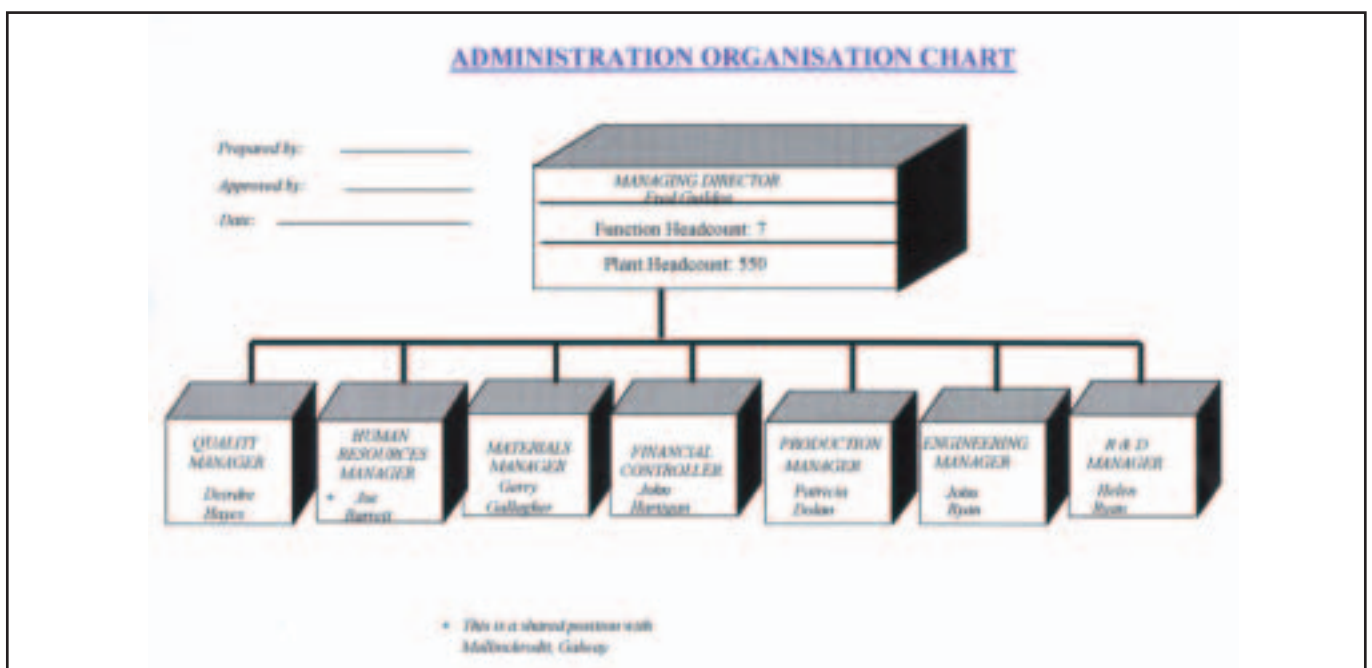
Mallinckrodt is highly regarded within the community. Not only does it employ roughly 600 people but Mallinckrodt Community Partnership Programme is recognised for its outstanding support to

local community initiatives. In 1998 the company won a "Contribution Award" from the local Chamber of Commerce in recognition of this.



Questions

1. Describe in detail the positive contribution Mallinckrodt makes to its staff and to the wider community in Athlone.
2. Suggest two reasons why Mallinckrodt has established its operations in Athlone.
3. Given that Mallinckrodt is a multinational suggest ways in which information technology might be of use to the company.



Balcas Kildare Ltd.

Kill, Co. Kildare

Case Study 4.2

Balcas Kildare Ltd., was set up in 1989 by David Kidney on a 22 acre site just outside Kill in County Kildare. Balcas buys in MDF (Medium Density Fibreboard) from Willamette Europe in Clonmel. It then manufactures architraves, dado rails and skirting from the MDF.

The company now has a turnover of £8 million and employs about 80 staff. Its salesforce is located in the UK, a market which accounts for 90% of Balcas' exports. Balcas Kildare promotes its products through Trade Fairs and Exhibitions.



Training Programme. Balcas usually has vacancies for 3 apprentices annually. The company employs Wood Machinists and Fitters under this scheme. The apprentice training takes 4 years with 40 weeks off- the-job training. The remainder of the time is spent learning the craft of the job alongside qualified and experienced crafts people.

Staff

The Managing Director has overall responsibility for company policy and is assisted daily by a production manager, a sales manager, a business development manager and a finance and HR manager.

Balcas currently employs 8 apprentices under the Fás Apprentice



After 4 years, an apprentice has a World Recognised Qualification. Staff at Balcas are encouraged and financially supported to continue with training and further education.

Denis Lenihan is production planner at Balcas. He began his career as an apprentice wood machinist. Denis believes that working his way up through the company has helped him in his job. "My practical knowledge of the factory floor means that I can anticipate problems and pitfalls, saving the company time and money," he says.

Recent developments at Balcas Kildare

In 1997 Balcas Kildare installed a new paint line which saw production levels increase to 45,000m. per day or 30 miles of skirting. In 1998, Balcas Kildare extended its range with the inclusion of a panelling product.

Health and Safety

Health and Safety is a high priority in the company. All employees are provided with the necessary PPE (Personal Protective Equipment) in the form of reinforced boots, ear defenders and gloves.

Quality Control

Balcas Kildare has achieved the ISO 9002 Quality Standard.

John Flynn was labouring at Balcas before he decided to join the Apprenticeship Programme. He has now almost completed



his apprenticeship as a Wood Machinist. John feels that the apprenticeship route is very worthwhile. *"The qualified workers show me how to do each step. When I try it myself, I can ask them questions*

and so I benefit in a very practical way. I am learning by doing, but because I am active, it doesn't seem like school."



Questions

1. Explain how the Apprenticeship Scheme operates at Balcas.
2. What are the benefits of an apprenticeship scheme:
 - (a) from an apprentice point of view
 - (b) from a management point of view
3. What is PPE? Why is it important at Balcas?
4. Describe the work of Enterprise Ireland.



Enterprise Ireland is the government organisation charged with assisting the development of Irish enterprise. Its core mission is: "to work in partnership with client companies to develop a sustainable competitive advantage, leading to a significant increase in profitable sales, exports and employment".

Enterprise Ireland's clients are mainly Irish manufacturing and internationally-traded services companies employing ten or more people, and overseas food & natural resources companies operating in Ireland. Enterprise Ireland also administers national and EU supports for building technological innovation capability and co-operation between industry and higher educational institutions.

Website: www.enterprise-ireland.com

Euro Coach Builders

Gweedore, Co. Donegal

Case Study 4.3

"It is the policy of Euro Coach Builders to provide products and services of the highest quality standard, on time, every time to all its customers..."

So reads the mission statement of this Donegal company which has become the largest builder of buses in the Republic of Ireland. Owned and managed by entrepreneur Joe Ferry, the company employs over 40 workers, has a turnover of £2 million and builds 90 to 100 coaches a year.



The company has a very interesting history. Joe, who worked as a mechanic and panel beater, was always looking for an opportunity to set up on his own. He identified a demand for car servicing and repair in the nearby Derrybeg Industrial Estate. The problem was that only manufacturing businesses could set up there. Joe's break came in 1985 when a local bus operator, Paddy McFadden, asked him to fit an extra door to a Toyota bus.

More orders for conversions followed and Joe could now call himself a manufacturer. He set up business in Derrybeg with three employees in a 1,000 sq ft unit provided by Udarás na Gaeltachta on a year's free lease.

The County Development Board gave him a grant to buy machinery and Joe began to convert Ford Transit vans into buses. The company soon needed to double its factory space and increased its workforce to 13. It was at this stage that Joe decided to start building his own coaches. "Every day of the

week I watched large 53 - seater buses passing by my door less than half full! There was a gap in the market for 15 - 35 seater buses." Joe imported the basic engine and chassis and designed and built a coach around it. His first bus, a 21 seater called the Ferryman, drove out of the factory in 1988.

In 1989 he was approached by Michael McCarthy, the MD of Turner's Cross Motors in Cork, to build and convert coaches for Mercedes in Ireland. This was very important recognition of the quality of Euro's work. Today, Euro proudly displays the "Approved by Mercedes" logo on its promotional material. With further support from Billy O'Neill, the Commercial Sales Manager of Motor Distributors in Dublin, Euro won an order to supply "City Imps" to Dublin Bus. To date Euro has built a fleet of 95 City Imps for the capital.

By 1996 Joe was travelling to trade shows in the UK and Germany, looking for



opportunities to develop an export market. He sought the help of Enterprise Ireland to find a "strategic partner" in Europe. They identified a company in Barcelona that designed and built luxury coaches. Through a complex "technology transfer", Euro Coach Builders were able to produce a new 35 seater coach for the Irish and European market. They sent teams of workers to

Barcelona every two weeks to learn the production techniques. Every stage was video-taped and video-conferencing was used for troubleshooting.

"We put the new coach on display at a trade show in the NEC in Birmingham in October 1996", says Joe. "The show opened at 9.30 and by 10.30 we had orders for three!" "Since then we have built and sold 48." To date Euro have exported 55 buses to Germany and have recently started to sell into the UK market.



Coach building requires many specialised skills such as welding, sheet metal work, joinery, electronics, upholstery and GRP moulding steel frame around an engine and chassis. Most employees have been trained by Fás and have City & Guilds qualifications. Working for the company is the first choice of many school leavers because the work is varied and they can see the finished product. It's not an assembly line. Most of the workers live in the locality.

The present workforce breaks down as follows:

Production Manager	1
Accounts	2
Stores	3
Design	1
Foreman	1
R&D	2
Coach Builders	33

Joe now contracts all upholstery work and GRP moulding out to former employees. In all, a further 15 people are employed through sub-contracting. The company's main outlet is in Cork and it has agencies in Germany, Northern Ireland and the UK. Asked why the company has only one designer, Joe says that it is more economical to buy in complete design packages which he and his Research and Development team feel would sell. This also shortens the time lapse between design and manufacture and allows him to respond quickly to market trends.

As regards plans for the future, Joe says that he is currently developing a low floor bus which will be accessible to older people and disabled people. Joe also reckons that modern trams will become very popular over the next few years and he plans to be in there ahead of the rest.

The location of the company is not a problem - in fact Joe feels that by setting up in Gweedore he can be sure of quality employees. It's also a really good place to live!

Questions

1. To what extent is Joe Ferry enterprising? Support your answer with evidence from the case study.
2. Explain the meaning of the terms: *subcontracting*, *strategic partner*.
3. Why was recognition by Mercedes so important to the company?
4. Describe in detail the technology transfer that took place between Euro Coach Builders and the company in Barcelona.
5. Evaluate Joe Ferry's plans for the future of Euro Coach Builders.

FÁS Training Centre

Sligo

Case Study 4.4

Peter Tiernan is Manager of the FÁS Training Centre in Ballytivnan, Co. Sligo. Peter was originally employed in the private sector before joining FÁS (then known as Anco) as an Instructor of Electronics in 1986. He served in various Departments e.g. Dept Head, Curriculum Officer, Training centre



Manager, before his appointment as Manager of the Centre. Peter is also a former President of Sligo Chamber of Commerce .

The Sligo Training Centre has been serving the public and business community since 1973 and offers a wide range of full time and part time courses, geared to meet the needs of the local economy. There are two hundred and fifty training places in the Centre and these are available to the employed, unemployed and apprentices.

Training can help a person by giving new skills and/or building on existing skills. FAS training courses combine theory and practice and are designed to give hands on experience through periods of in company training. All courses have FÁS/ City & Guilds, National Craft or other recognised certification.

Peter Tiernan lists the strengths of the Sligo Centre as Computers (the centre houses a comprehensive computer based training facility), Electronics, Plastics Processing and Engineering. The Plastics Processing course is the only one of its kind in Ireland and attracts trainees from all over the country.

The Centre also offers specific courses aimed at short-term needs. These courses are held outside the Centre to make them more accessible to those who require them.

Peter has witnessed many changes over the past fifteen years. The training requirements of young people have particularly changed with the many



developments in technology. More than 75% of the trainees who complete courses in the training centre get jobs. Most are employed locally but some have to travel outside their home area to find work, particularly in I.T. and Electronics. Peter sees a need for Hi-Tech industries in the Sligo area to meet the needs of this highly skilled workforce.

The Training Centre remains a useful tool in attracting industry to the area. It is one of the first stops for the IDA and Enterprise Ireland tours of the region for incoming industrialists and is seen as an important resource for the area. The region is also being targeted by these agencies for jobs in the Hi-Tech sector.

Over the last number of years FÁS has developed a new form of training geared towards local business and industry. Traineeship, as it is called, is a complete occupational skill development programme. Traineeship is targeted at new labour market entrants and unemployed persons to address the needs of local business and industry. Traineeship provides a mix of direct formal training at the FÁS Centre and workplace training in firms.

The skill training needs on which Traineeships are based, are identified primarily from ongoing contacts between FÁS, employers and employer's organisations. This partnership includes employer involvement in the selection of trainees, development of training content, curriculum, certification and delivery of training.

Evening courses are also run in the Centre, aimed at individuals, business people, companies and the self-employed who wish to develop new skills.



"There is a huge demand for night courses", says Peter. "Last term more than 500 people who are working during the day attended courses at night to develop their skills. The computer courses are very popular as more and more people need to have computer skills"

You would be very impressed with the Centre in Sligo. The facilities are excellent and it has a very warm and welcoming atmosphere. Peter stated that he is very happy to accommodate visitors and is willing to organise tours of the Centre for interested parties.

Questions

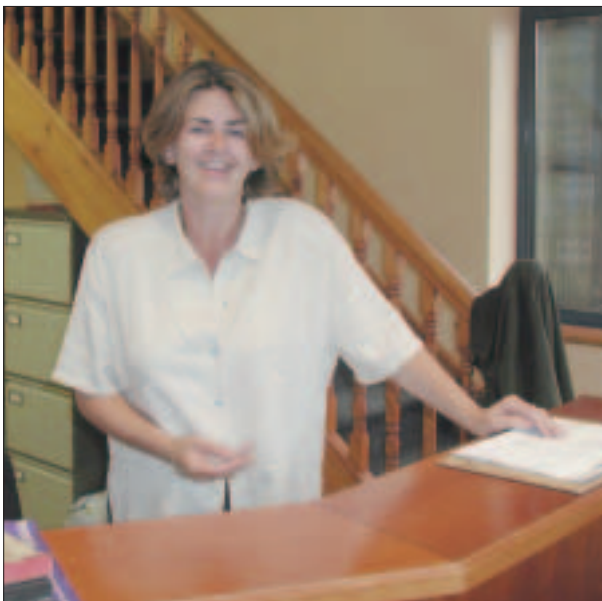
1. Describe three ways in which the FÁS Training Centre is an important resource for the Sligo region.
2. Describe the Traineeship programme provided by FÁS.
3. What courses are most in demand in the Centre? Why is this?
4. What types of industries are needed in the Sligo region to meet the needs of the FÁS trainees? Give two ways these industries might be attracted to the area.

Barry Express

Aughadegnan, Co. Longford

Case Study 4.5

Barry Express is a Longford based transport company which provides a nationwide collection and delivery service. The company employs 15 people and is based 1.5 miles north of the town of Longford, just off the N4. The business operates 10 curtain-sider trucks ranging from 21 to 44 feet and has recently moved into its own modern warehouse and office complex of 7,500 sq feet. The company transports a variety of goods such as animal feedstuffs, canned foods, bottled drinks and household goods. It also provides a warehousing and distribution service for some of its larger customers such as Glanbia.



Barry Express was established in 1989 by brother and sister team Orla and John Barry. John had worked previously as a courier / driver while Orla had a secretarial job in London. Their first vehicle was a 14ft van which they bought with a loan from their father. Their first office was their parent's living room!

At first Orla looked after orders and canvassed for customers while John drove the van. After a year and a half they bought

a portacabin for an office, employed a secretary and Orla headed out on the road with their second van. Orla drove for the next 5 years until, in 1995, John left and she took over the company on her own. Her younger brother, Gerard, is now a co-director and drives for the company. In 1999 they moved into their present, purpose-built warehouse and offices. The warehouse offers secure offloading and reloading facilities as well as storage space for customers who pay per pallet per week.

The present staff consists of 10 drivers, 2 office staff, 2 warehouse staff and one lorry helper. Orla continues to run the business as well as looking after a home and young family.

Barry Transport received no start-up support, but in 1998 were given a €25,395 grant towards the cost of their warehouse from the Longford County Enterprise Board. "The Board don't usually give grants for warehouse building" says Orla, "but we were very persistent. I had just completed a management course at the time, and this helped me present a good business plan."

The company advertises its services on local radio and in the Longford Leader Newspaper, but Orla reckons that the cheapest and most effective publicity is the lorries themselves. Orla has invested in customised livery on the lorries and all drivers wear a uniform. There are two other transport companies in Longford but by far the biggest competition is from Dublin based companies.

"Barry's main selling point is its professional image and personal touch" says Orla. "I make sure that I'm always available

at the end of a phone to my customers. Customers want to talk to the owner. You can't run a business if you're not there." All drivers understand that when they wear the Barry Express uniform - they are bringing the company with them wherever they go.



With that kind of attitude, it is not surprising that in 1997, Orla won the award of Regional Businesswoman of the year for the Midlands, West and North.

Most of Barry's employees have been with the company for over 5 years. It is very difficult to get experienced drivers, as they need to have a HGV licence and be at least 25 years old to comply with fleet insurance requirements. What type of people are suited to this business? "You have to have 'get up and go' and a good personality, because you are meeting or talking to the public every day" says Orla. "The customer is always right - whether you feel like it or not."

As with most businesses it is essential for Barry Express to watch its cash flow. All the lorries are on a three year lease in order to reduce the amount of money tied up in equipment.

Longford is an ideal location for the company - it is equidistant from most parts

of Ireland. And the site itself is well located just off the new N4 dual carriageway. The staff use equipment such as fork lift trucks and specialised trolleys. Each load has different handling requirements and the warehouse staff must take great care to

work safely and not endanger themselves or cause damage to the goods.

Orla's future plans are to increase the fleet and reach a turnover of £1 million, if the current economic boom continues. She has considered moving further into the area of breakdown and re-distribution of goods and will certainly

increase warehouse space as more and more companies decide to contract out short term storage.

As for qualities needed for running your own business - "You need to be a high adrenalin person who can cope with stress" says Orla. "I love it because I enjoy the buzz. I am the type of person who needs to be busy. I have always wanted to achieve something."

Questions

1. How does Barry Express provide a quality service to its customers? Support your answer with evidence from the text.
2. In what ways could Orla Barry use information technology to develop her business? Give three examples.
3. Describe two strengths and two weaknesses of this business. How might the weaknesses you have identified be eliminated?
4. Give three benefits of Barry's location.

Collane HR Solutions

Main Street, Cavan

Case Study 4.6

Collane HR Solutions, owned and managed by husband and wife team Gerry and Helena Collins, is an example of an enterprise which has grown and diversified to take advantage of new opportunities in the Irish business scene. Collane's services include Recruitment, Human Resource Planning, Business Training, People Development and Business Advice/Counselling. Among its clients are state agencies, Enterprise Ireland and Fás, County Enterprise Boards, large companies such as Wellmans, Kerry Group and De Royal and SME's (small and medium sized enterprises) in Dublin, the Midlands and the North East.

Gerry Collins is an accountant by profession. He has experience at senior level in a number of manufacturing industries including electronics, construction and textiles. He uses his management experience to develop business training and advice services within the company. He also continues to work as a Business Development Advisor with Cavan County Enterprise Board.

Helena established Collane as a recruitment agency in 1997 having put her career on hold for a number of years to bring up a family of four. "We had to start from scratch," says Helena. "I contacted local companies, met with management and explained the service Collane was offering. We built a client base in Cavan, Monaghan and Westmeath. Our first big customer was the Kingspan Group. We now work with over 300 companies and have an extensive candidate list on file.

"What we sell to companies is our skill and experience in finding suitable people to fill their vacancies," says Helena. "For someone looking for a job or wanting to change job,

our service is free. It's the same whether you are a school leaver, a graduate, a manager or a production operative. All you need do is send in your CV. We will then arrange a meeting with you to talk about your qualifications, skills and experience, and what type of work you are looking for. We will also give you advice on how to research a job and, if necessary, how to update your skills."



Helena then checks Collane's database of client companies to see if there's an existing vacancy that fits your requirements. "It's important, at this stage, to protect the confidentiality of both parties," she says. "This is a major issue for recruitment agencies. Our reputation is built on trust."

"If we find a match we will send your CV to the company. They will probably look for some background to your CV and this is an opportunity for us to highlight your personal strengths and 'sell' you to the company. When an interview is offered we can disclose the name of the company. Then our role is to sell the company to you! We give you information on career prospects, training and the working environment within the company. We tell you how it



looks after its staff and what other benefits the job has to offer. At the moment, with the upturn in the Irish economy, it's a seller's market. Companies have to work hard to find and keep staff."

"If you are interested in the job we will arrange the interview and prepare you for it. We will also give you and the company feedback after the interview. We get paid if you are offered the position and take up the job. If you leave within three months, Collane guarantees to find a replacement free of charge to the company."

Three highly qualified people, Andrew Pierce, Andrea Brady and Elaine Brady-Kane, work with Gerry and Helena on the Collane Team. Andrew and Andrea are business advisors whose main role is to develop and deliver Collane's training programmes for company management and staff. Elaine is responsible for the day-to-day running of the office and assisting with the recruitment and training services.

Collane may be a small business, but it is growing rapidly and diversifying in spite of competition from recruitment giants such as The Marlborough Group and Grafton, Collane is in the process of launching its

own website and has a growth development plan to offer complete HR and training solutions to companies. "Our core business will always be people development," says Helena. "It's the personal touch we offer that gives us our competitive advantage. This business is all about relationship. We have built a relationship of trust in this region."

Asked about the type of employees companies are looking for today, Helena says, "It is people who are flexible, reliable and conscientious, who have a good attendance record and are punctual. Qualifications are important, yet on many occasions I've encouraged a company to look again at a candidate who didn't quite meet the requirements, but who did have the right attitude, the potential to develop and an eagerness to learn."

"As regards tips for interviews: prepare well, do your homework, be clear in your mind what your skills are, what you have to offer the company. Remember that an interview is a two way process. It's an opportunity for the company to find out what you have to offer and for you to find out what the company has to offer you!"

Questions

1. According to Helena Collins, an interview is a two-way process. What do you think she means by this?
2. Describe the recruitment service Collane provides for (a) its business clients (b) job-seekers.
3. Give two examples of how Collane has diversified its business. Suggest two benefits of this to the company.
4. Explain why confidentiality is an important issue for recruitment agencies.
5. Evaluate the advice Helena gives to people preparing for an interview?

Community Development

Raheen, Co Wexford

Case Study 4.7

Raheen is a very small rural area with a population of 548. It is 18 miles from Wexford and Enniscorthy and 8 miles from New Ross, Most of the population gain their livelihood from farming on small holdings or as self-employed trades people. Raheen has a mixed primary school catering for 90 to 100 pupils. The area is steeped in historical lore as it was the site of activity during the 1798 rebellion.

The Beginning

In 1997 and 1998, Molly Carroll and Anne Browne, from Raheen, were completing a Diploma in Rural Development at UCD. As part of their studies they conducted a Social Audit of the Raheen area. This was an in-depth look at Raheen at the end of the twentieth century highlighting its strengths, weaknesses, opportunities and threats. A Social Audit is a survey of business community and people resources in an area which can be used to produce an action plan for developing a community.

The Raheen Community Development Group (RCDG) was set up. Its aim was to find solutions to the issues raised in the social audit. This drew its membership from all the local organisations, clubs and community groups. From its meetings the "Framework for Sustainable Development in Raheen 1998-2000" was formulated.

Community Development Initiatives

Initiatives which have been undertaken under this framework include:

1. Childcare
2. Care of Older People
3. A Multimedia Centre
4. Environment
5. Tourism
6. Youth Projects



Childcare has been prioritised, as it was felt that many women were unable to avail of training and employment opportunities due to their isolation and childcare responsibilities. A playgroup has been established and all women involved in childcare at the playgroup are given an opportunity to train in childcare or to take a course in computers at the multimedia centre where they have ECDL status.

The multimedia centre has 7 computers and a full-time local tutor. People wishing to skill themselves in computers can book in advance to suit their work and family commitments, so they can train at their own pace.

The RCDG is also keenly aware of its responsibility to the Environment so Recycling and waste management are actively pursued. Youth needs are well catered for with GAA, soccer, badminton, community games and a youth club. A senior citizens group is also planned for Raheen.

Fundraising and Support

The RCDG is very lucky to have a highly dedicated and committed voluntary action group. This group has worked tirelessly to

gather information and draft plans. The group networks with government and EU bodies who can provide advice or funding for their initiatives.

The following is a list of some of the organisations which have assisted the Raheen Community Development Group:

- County Wexford Partnership
- Leader Organisation W.O.R.D.
- South Eastern Health Board
- Department of Social Community and Family Affairs
- Department of Education
- Teagasc
- Wexford County Council
- Department of Health
- FÁS
- Childcare Network, Loch Garman
- Ferns Diocesan Youth Service

The community has vigorously supported fundraising activities which have included raffles, walks and cookery demonstrations in conjunction with An Bord Bia. The RCDG has also received National Lottery funding.

Future Plans

The group plans the continuing development of Raheen under the “Framework for Raheen Area Sustainable Development 2000-2003.” This involves building on the progress already made in

each of the areas. The group encourages participation from all sectors, to ensure that the project continues to be driven by the needs of the community.

Congratulations is deserved and well merited by the RCDG for its developmental work to date. It is recognised as a model to which others might aspire.

LEADER

Leader is a French acronym meaning “Links between Actions for the Development of the Rural Economy.” The Leader Programme is an EU Initiative designed to combat problems in rural areas. Leader I (1991-1994) concentrated its support on individual projects and its fundamental objective was the creation of jobs in rural areas. Leader II (1995-1999) concentrated on the role the community plays in its economic, social and environmental development. Leader Plus will continue the community based efforts of Leader II and will start in 2001.



Questions

1. Explain why you feel Raheen Community Development Group has been successful to date. Give three reasons in your answer.
2. Explain what is meant by a Social Audit. Why, in your opinion, should a community group prepare a social audit?

Jobcare Ltd.

Pearse Street, Dublin

Case Study 4.8

Jobcare Ltd is an organisation that provides training and support for unemployed people in the inner city area of Dublin. It operates from a converted church building in Pearse Street.

Jobcare was founded in 1993 by Robin Boles, owner of a city centre printing company and Paul Mooney, a qualified butcher. They both wanted to do something to help solve high unemployment rates in the inner city. Jobcare's motto is: "*Jobcare can get you there.*"



Project Manager

Paul Mooney is Project Manager at Jobcare. He drives the project on a day to day basis, looking after fund raising, recruitment, public relations, staff management and training. He has particular reasons for working with unemployed people. "I was unemployed for a period myself, due to an accident at work, so I know what it is like. Generational unemployment is common in the inner city. We try to break the cycle by educating people, showing them that they have skills - something they can offer to any employer anywhere."

Staffing

Jobcare has both full-time and part-time staff. All the part time staff are employed under the Fás

Community Employment (CE) Scheme. They work 19.5 hours a week with Jobcare.

Project Manager	1
Personal Assistant	1
Accounts	2
Maintenance	3
Reception	2
Catering	3
Recruiters	3
Trainers	15

Courses and Services

The main programme is the Employment Preparation Course which runs for 4 weeks. The course covers skill recognition, job research, letter writing, CV's, application forms and interview techniques. Trainees who have completed the course may use the Jobs Club which provides access to computers, stationery, career information and advice.

Marie, who completed the Employment Preparation Course and now works as a Recruiter with Jobcare explains the value of the training to her. "It's given me a sense of direction and has shown me what skills I have, what I want to do with my life. I just feel very confident about what I do now."

Sharon Ross is an experienced Trainer. She describes her job. "My role is to help people develop their job-seeking skills, such as how to be confident at an interview, how to write a letter of application and how to find out where the jobs are."



Jobcare trainers also run a basic computer course called "Computer Literacy and Information Technology". In addition they train other CE groups around the city in Jobseeking Skills, Professional Presentation, First Aid and Computers.

For Jobcare, an important part of its mission is to help prevent young people from leaving school with no job seeking skills.



Recruiters

Jobcare trains "Recruiters" - these are usually people who have been through the employment preparation course. They go out to places where unemployed people are likely to be found. Places such as Labour Exchanges, Health Boards, Community Centres, inner city flats. They invite people to an Open Day where the course is explained.

Staff Development

Every year an individual training plan is agreed for each member of staff. There is both in-house training and external training supported by Fás.

Questions

1. Give an outline of the Employment Preparation Course offered by Jobcare.
2. Describe the work of a Recruiter at Jobcare.
3. Draw up an advertisement for the job of trainer at Jobcare. In your advertisement list the qualities and skills required for the job.

Funding

Jobcare is primarily funded by Fas (98%), private donations and income from providing training to other CE schemes. Total budget is £240,000 which mostly goes out in wages. Some local companies have provided the organisation with computer equipment.

Future Developments

Paul Mooney would like to see Jobcare expand its computer training, run more general courses and become more self sufficient. His vision for the future is to set up satellite projects around the city to spread the message of hope for unemployed people.

Jobcare is a very well run and successful organisation which is making a difference to many peoples' lives in the inner city. It is a model for other CE schemes. It has a high success rate, close on 90% of trainees find employment or go on to further education and training. It is highly rated by the people who use its facilities and by Fás.

The Irish National Organisation of the Unemployed



The INOU is the national federation of over 180 local centres and groups concerned with combating unemployment. It is dedicated to lobbying and campaigning to raise issues and concerns of unemployed people and their families. The aim of the INOU is to see an Ireland in which everyone who wants to work has the opportunity to work at a decent wage. The organisation publishes an annual handbook called "Working for Work".

Contact the INOU at 01 856 0088, E.mail: inou@iol.ie Website: www.inou.ie

Internet Business Development – Furbo, Co Galway

Aró, an Internet Business Development company located in Furbo, Co Galway, specialises in providing eBusiness integrated marketing solutions for Irish business clients. Put simply, Aró acts as a one-stop shop for clients who want to market their products or services on the Internet.

Aró designs the front end of the website and provides the software that enables client companies to build valuable relationships with their customers online, to monitor their eBusiness performance and update their website content without the need for programming skills. Aró then implements exciting and innovative online marketing campaigns to drive traffic to their clients' websites and to increase revenue.



Aró was established in 1996 by Alan Rowe and Triona Mac Giolla Rí. Alan, the Managing Director, is an expert in the Internet industry with over eight years experience. Prior to

setting up Aró, he worked as an IT consultant for a leading multinational company and was also a co-founder of an Irish web design company.

Triona, the Marketing/HR Director, worked in direct marketing and promotions in Dublin and the UK and also set up her own design business in Galway before co-founding Aró.

One of their earliest projects was to set up the "golfclubireland.com" portal, a site giving information on golf clubs all over the country, to demonstrate how a well designed website could be used to build customer relationships and market products successfully. This website succeeded in scooping the Sunday Business Post "Irish Business Website of the Year Award" in 1997.

The success of golfclubireland prompted much interest in Alan's and Triona's unique approach. As a result of the experience and expertise gained, they recognised the potential of offering their products and services to a broader business base. Therefore, to further develop their products and services and to expand their market reach, they formed Aró as a limited company in 1998.

"This was a real breakthrough for us," says Triona, "we began to attract some key clients from the Tourism and Travel Industry such as Jury's Doyle Hotel Group, Irish Court Hotels and Bord Fáilte."

At that stage Aró had just three employees. This number has now grown to 28 and the company now has a turnover of €1.27 million plus. In addition, the company plans a recruitment drive to increase its employee numbers to 50 by the beginning of 2001.

The breakdown of the present workforce is:

Sales	2
Marketing	8
Programmers	7
Designers	6
Project Managers	3
Human Resources	1
Administration	1



"We were a little naive when we started up," says Triona. "The Enterprise Board gave us very valuable advice on drawing up marketing and business plans. Since then we have received funding from the Business Expansion Scheme. As we are in the Connemara Gaeltacht we receive an employment grant from Údarás na Gaeltachta. We have approval from an Údarás for support grants for up to 50 employees."

Aró's client companies are presently 100% Irish but the company plans to enter the UK market and the US market by 2001. The company now has a sales office in Dublin. Aró's PR strategy is to enter business competitions (they have won three awards) and to take out strategic advertisements in business publications.

The company ensures that it is in every directory of Internet companies and has its

own website "www.aro.ie". Recently Aró had a stand at the Internet World Exhibition in the RDS and the annual conference of The Marketing Institute.

The company's main competitors are Labyrinth, Ebeon and Web Factory, all Dublin based. Asked whether the location of Aró, in a converted National School on the Connemara Coastline is a disadvantage, Triona says that it is a great advantage for attracting employees but that it can be a disadvantage for customer relations. "Most of our clients are based in the Dublin area and, in a service industry, personal contact is very important." Aró's unique selling point, however, is that it guarantees its clients a return on their eBusiness investment.

Aró is a very attractive company to work in, for many reasons. "The kind of person we're looking for will ideally have at least two year's experience in the Internet industry," says Triona. "We want creative people, problem-solvers who are interested in a challenge and who enjoy an active social life. We also recruit graduates directly out of college. Most of our vacancies are advertised online and we would expect applicants to



apply online. Applicants for senior positions would be expected to submit a CV with hyperlinks to websites they have set up, or to post in a multimedia CV on CD ROM. "

Aró's commitment to its employees is a real model for the future. Employees have a 15% stake in the company through a share option scheme. The company operates a three-tier bonus scheme, at company, team and individual level. A training budget has been put in place, which works out at €3,800 per employee. There are flexible working arrangements whereby employees can work on projects from their homes. It's ok to wear casual dress on the job.

This year the company won the Sunday Business Post & the Institute of Personnel and Development "Excellence in Human Resources Award". Company Development manager, Susie Nic Dhonnacha explains how Aró works to retain and motivate its staff. " We have a Sports & Social Club. Employees pay in €12.70 a month and the company matches it with €12.70. We employ a Holistic Health and Fitness Consultant who comes in to advise staff on relaxation techniques and stress management. We regularly bring in Osteopath and Ergonomics experts to help with proper posture and advise us on

building ergo-efficient workspaces. We also run a weekly Irish conversation class for the Gaelgeoirs and non-Gaelgeoirs!"

Aró has grown through constant innovation. The Internet is a fast moving ever-changing industry that is developing 4 times faster than any other sector of business. It is the fastest growing marketing medium ever!

Aró's Website is: www.aro.ie

Údarás na Gaeltachta



Bhí sé mar pholasáí luaite ag gach Rialtas i ndiaidh a chéile ó bunaíodh an Stát úsáid na Gaeilge a chaomhnú agus a fhairsingiú. Ag teacht leis an bpolasáí seo bunaíodh Údarás na Gaeltachta i 1980 mar ghníomhaireacht fhorbartha réigiúnach don Ghaeltacht. Tá gníomhaíocht an Údaráis dírithe tríd is tríd ar leas phobal na Gaeltachta a fheabhsú, agus ar an gcaoi sin a chinntiú go gcaomhnófar an Ghaeltacht mar thobar fíoruisce na Gaeilge. Tá Údarás na Gaeltachta luaite le ról forbartha eacnamaíochta (sé sin poist mharthanacha a chruthú agus infheistiúocht a mhealladh go dtí na réigiúin Ghaeltachta) chomh maith le gníomhaíochtaí forbartha pobail, cultúrtha agus teanga, ag obair i bpáirtíocht le pobail agus eagraíochtaí áitiúla.

Údarás na Gaeltachta
Príomh Oifig - Gaillimh
Údarás na Gaeltachta, Na Forbacha, Co. na Gaillimhe,
Fón: (091) 503100 / Faics: (091) 503101 /
e-mail: eolas@gaeltacht.ie

Questions

1. What services does Aró offer its clients.
2. Describe four methods the company uses to promote itself .
3. Explain how Aró ensures that it keeps its employees.
4. What qualities does Triona Mac Giolla Rí look for in her employees?
5. How does Aró use the Internet in its recruitment process?

Section II

Becoming a Worker

5. From School to Work

Objectives

At the end of the activities in this section, students should be able to:

- define work
- understand how work is changing and what changes may take place in their lives when they start work
- recognise linkages between their interests, school subjects, skills and the world of work.

5.1 Exploring Work

Activity 5.1.1

What is Work?

- Working in pairs distribute copies of Resource Sheet 5.1.1 to students.
- Generate a discussion by asking “Which of the pictures show people working?”
- Distribute copies of Worksheet 5.1.2 and ask students to decide whether they agree or disagree with the statements about work.
- Get each pair to brainstorm and record on the worksheet a list of words or phrases which relate to work.
- Ask the students to draft a statement that summarises what they have learned about work.

Activity 5.1.2

How much of the Week is Work?

- Distribute copies of Worksheet 5.1.3 to students, asking them to fill in their weekly time chart as accurately as they can.
- Set an assignment for each student to interview two people who have different

working lives and draw up a rough time chart for them.

- Generate a discussion on the outcome of their research.

5.2 The Future of Work

Activities

- Distribute copies of Resource Sheet 5.2.1.
- Ask students to study the “Future” panel and discuss the implications of these changes.
- Ask students to suggest other occupations for the “Jobs on the Increase” and “Jobs Losing Out” lists.
- Get students to brainstorm possible home business ideas. If possible, invite a person who works from home as a classroom visitor.
- Ask students to guess what the “Buzz Words” mean and get them to suggest other similar words.
- Ask students to draw up a futuristic job advertisement and explain to the class.

Cocooning = withdrawing to the home for work purposes.

Cashing Out = ceasing work in mid-career.

Hot Desking = sharing of desks on a rotating basis.

Out-Sourcing = closing down a department and inviting employees to provide the service as contractors.

E-zine = a newsletter sent to the customer by e.mail

5.3 Transitions

Activities

- Ask the class to list the transitions they have already made in their lives. Some possible answers might be:
 - from Primary to Secondary School
 - change of class
 - change of Teacher

- move from one School to another
- move to a new locality
- Get them to discuss how they coped with these transitions, highlighting what they learned about themselves and others in the process.
- Using Worksheet 5.3.1 “School to Work” get students to brainstorm all possible changes that could occur in the transition from School to Work. A useful starting point could be their personal reactions to any work experience they may have completed.

5.4 Choices

Activities

- Get students in groups to identify, and discuss, some of the choices that are immediately available to them on leaving school, e.g. *travel, a job, further education or training, apprenticeship, gap year*.
- Distribute Worksheet 5.4.1 “Types of Work Activity” and ask students to complete the questionnaire.
- Ensure that the students complete the final chart “World of Work Table” correctly.
- Generate a discussion on the findings of the questionnaire.

5.5 Subjects and Work

Activities

- Divide class into a number of groups.
- Try, if possible, to keep students with similar Vocational Subjects together.
- Distribute Worksheet 5.5.1 and get students to complete the list of occupations related to Languages.
- Now distribute copies of Worksheet 5.5.2 and ask students to brainstorm occupations linked to their Vocational Subjects (you may decide to work with individual subjects or pairs).

- Distribute Worksheet 5.5.3. “Subject, Skills and Careers”.
- Ask each students to select a subject he/she likes and carry out some research on the relevance of that subject to future careers.

5.6 Careers Evening

Activities

- Distribute copies of Resource Sheet 5.6.1 profiling a school career event.
- Ask students to answer the questions which accompany the Resource Sheet.
- Ask students to discuss how they might best find out information about careers.

Resources

- An obvious follow-on resource for this section is LCVP publication “**The Career Investigation**”
- For concise, up to date information about school subjects and careers: **The Student Yearbook and Career Directory**, Editors: Joseph Duddy & Richard Keane



Weblinks

Check the **Careers World** pack, distributed to all schools, and their website at:
www.careersworld.com

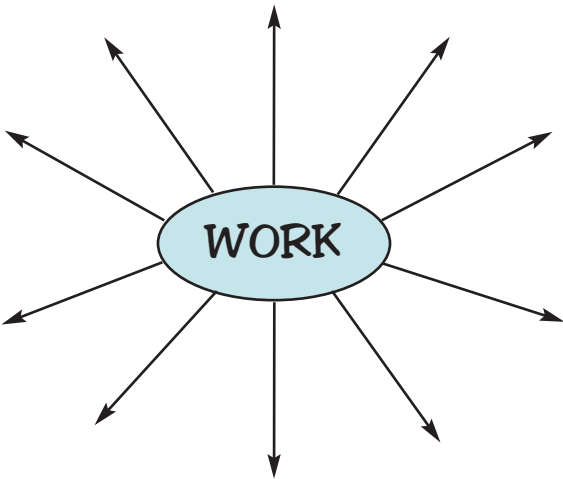


What is Work?

Say whether you agree or disagree with the statements below?

	Agree	Disagree
Work is an activity for which you get paid ...	<input type="checkbox"/>	<input type="checkbox"/>
People only work if they have a job ...	<input type="checkbox"/>	<input type="checkbox"/>
Work involves physical effort ...	<input type="checkbox"/>	<input type="checkbox"/>
We will always be able to find work ...	<input type="checkbox"/>	<input type="checkbox"/>

Now brainstorm words and phrases connected with work ...

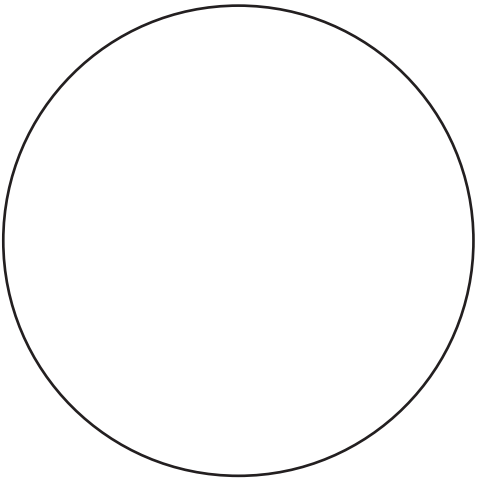
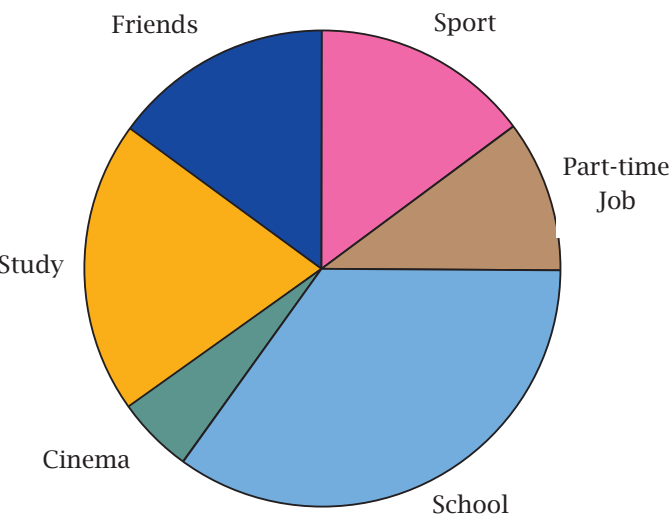


Our DEFINITION/S of Work:

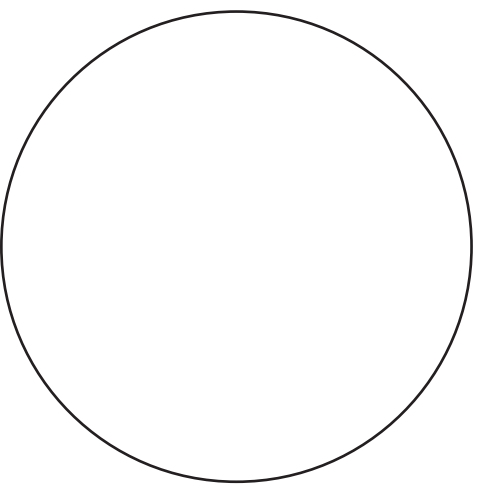
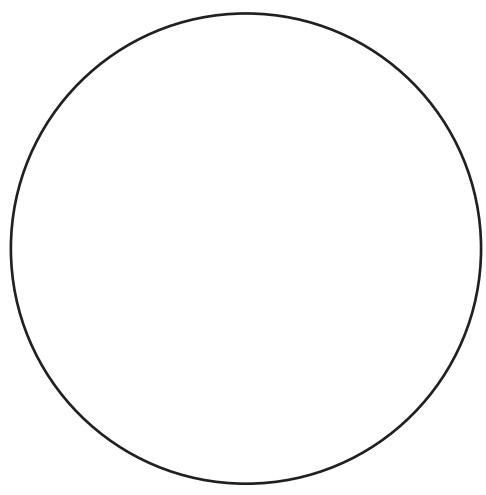
How Much of the Week is Work?

Draw a Chart to show how you've spent your time this week

It might look like this:



Do the same for two people you know who have different types of working lives ...



The Future

- an individual will have 3/4 jobs in his/her working lifetime
- between 1990 and 2010 the length of the working life will have been halved
- the life of a technological innovation is now 3-5 years, so skills will have to be re-learned every 2/3 years
- information technology will provide at least 8% of all employment
- women now make up 38% of the workforce
- the workplaces of the future will be offices and homes
- learning the skills of the workplace is a life-long activity
- the workplace is becoming a seller's market for a better educated workforce.
- work is now seen as a place which provides an opportunity for you to create and express yourself.

SOME JOBS ON THE INCREASE

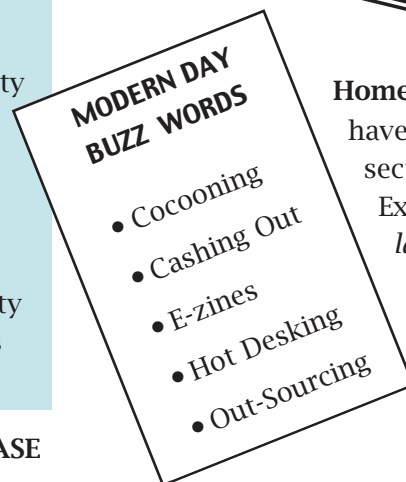
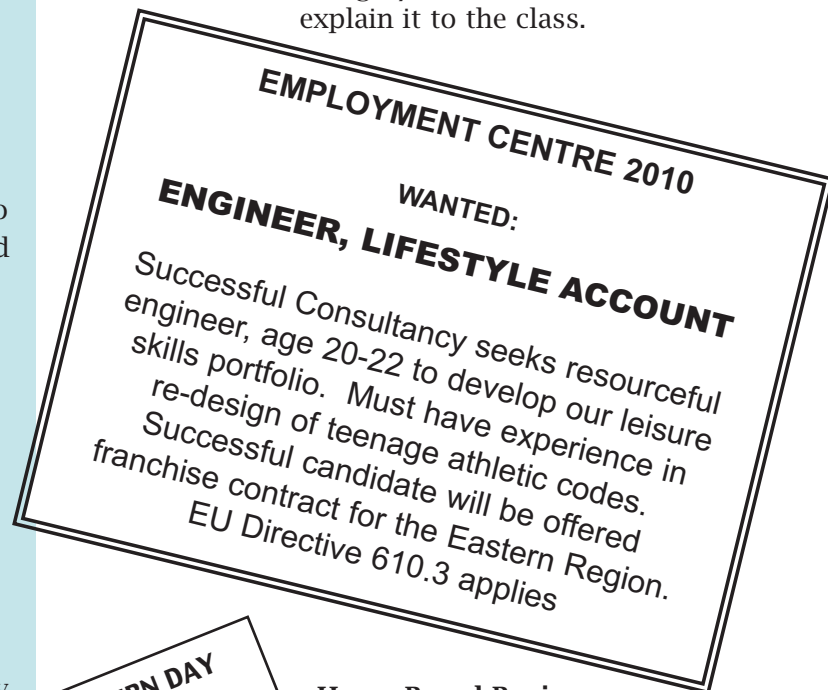
Leisure & Fitness
Waste Management Services
Private & Corporate Creches
Catering Services
Healthcare
Financial Services
Multimedia Services
Security Services
Electronic Selling
Job Advisers
Appearance Consultants
Virtual Tour Guides

Question:

Given the changes which we are going to experience, what can we do to better prepare ourselves for work in the future ?

This job advertisement was drawn up by international business consultant, Dr James Bellini, to illustrate what jobs in the future might be like. What do you make of it?

Design your own futuristic advertisement and explain it to the class.



Home Based Businesses

have become one of the fastest growing sectors of the economy in Britain.

Examples include *picture framing, language teaching, CV drafting, Wills & Conveyancing, Internet Selling.*

What home based enterprise can you come up with?

SOME JOBS LOSING OUT

Manufacturing Operatives
Agricultural Workers
Domestic Servants
Coalmen
Bank Staff
Postal Clerks
Launderers
Postmen
Armed Services

Between 1961 and 1981 the UK lost 2.5 million Clerical Jobs. Total output for that period still rose.

Here are some of the key issues you may face when you take the step from school to working life? Discuss the headings with your group. Try to develop some of the themes by adding relevant words and phrases.

Freedom

Living away from Home

Responsibilities

Different Roles

New Relationships

Time & Money Management

Other?

Types of Work Activity

Worksheet 5.4.1

Circle one number alongside each activity, using the scale from
1 = no interest to 5 = strong interest.

A.

1	2	3	4	5	Persuading and influencing other people.
1	2	3	4	5	Making business decisions.
1	2	3	4	5	Managing / Leading people.
1	2	3	4	5	Taking business and financial risks.
1	2	3	4	5	Getting people interested / involved in a project.

B.

1	2	3	4	5	Using a computer.
1	2	3	4	5	Organising a filing system.
1	2	3	4	5	Working with figures.
1	2	3	4	5	Getting all the details right.
1	2	3	4	5	Clear structure and routine.

C.

1	2	3	4	5	Working with tools / machinery.
1	2	3	4	5	Fixing and repairing things.
1	2	3	4	5	Good, hand-eye co-ordination.
1	2	3	4	5	Working outdoors.
1	2	3	4	5	Developing practical skills.

D.

1	2	3	4	5	Understanding / being curious.
1	2	3	4	5	Researching / analysing information.
1	2	3	4	5	Asking questions.
1	2	3	4	5	Solving problems in your own way.
1	2	3	4	5	Learning about new things.

E.

1	2	3	4	5	Using your imagination / expressing your ideas.
1	2	3	4	5	Designing and making things.
1	2	3	4	5	Performing / participating in artistic activities.
1	2	3	4	5	Watching plays, films, listening to music.
1	2	3	4	5	Working alongside creative people.

F.

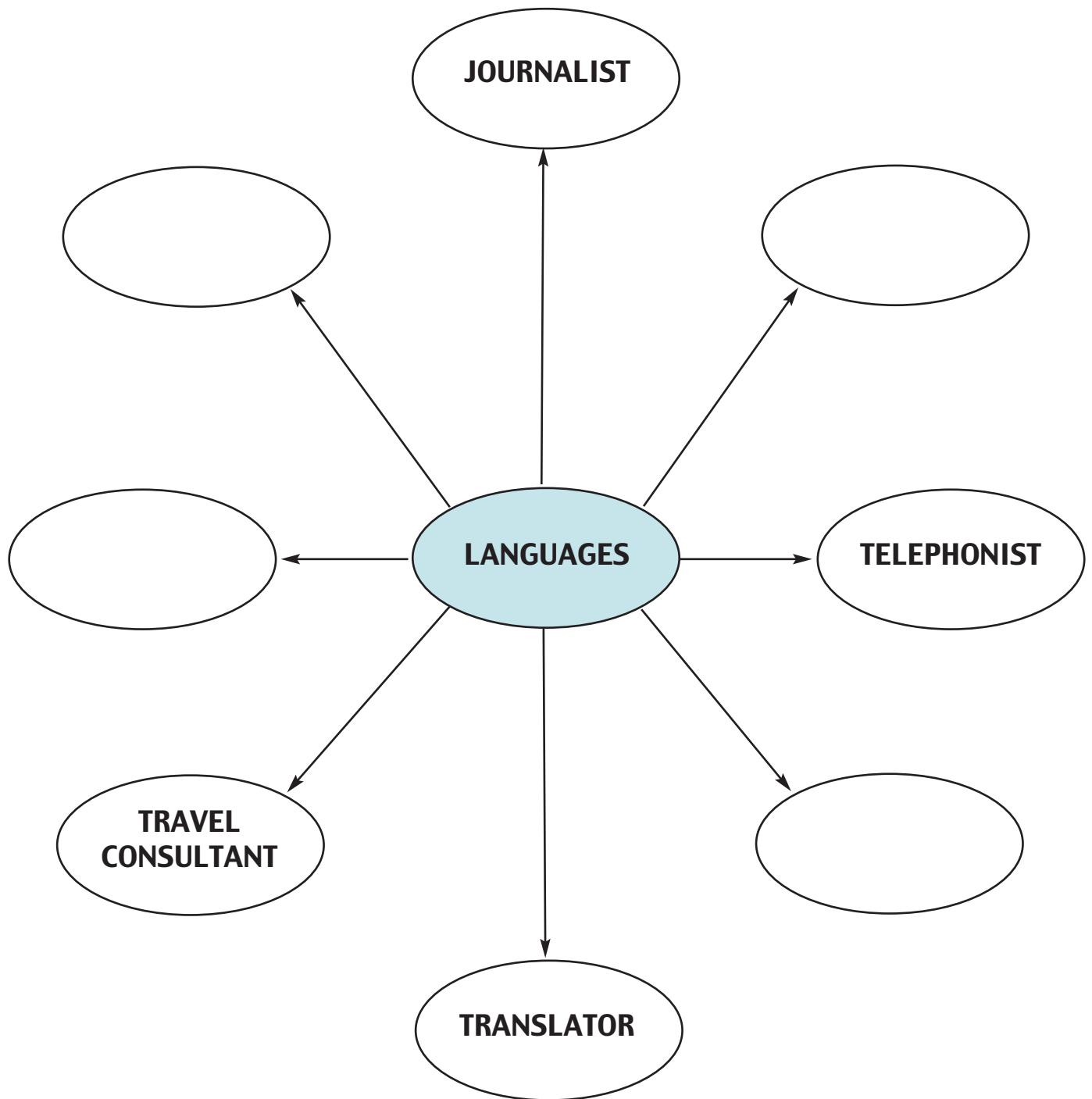
1	2	3	4	5	Teaching people.
1	2	3	4	5	Helping people with their problems.
1	2	3	4	5	Meeting and talking to people.
1	2	3	4	5	Building relationships with people.
1	2	3	4	5	Looking after and caring for people.

1. Add up the score for each set of items (maximum score for each area is 25).
2. Complete the world of work table
3. Then list in your notebook the six types of activity in rank order from rank 1 for the highest scoring set of items to rank 6 for the lowest.

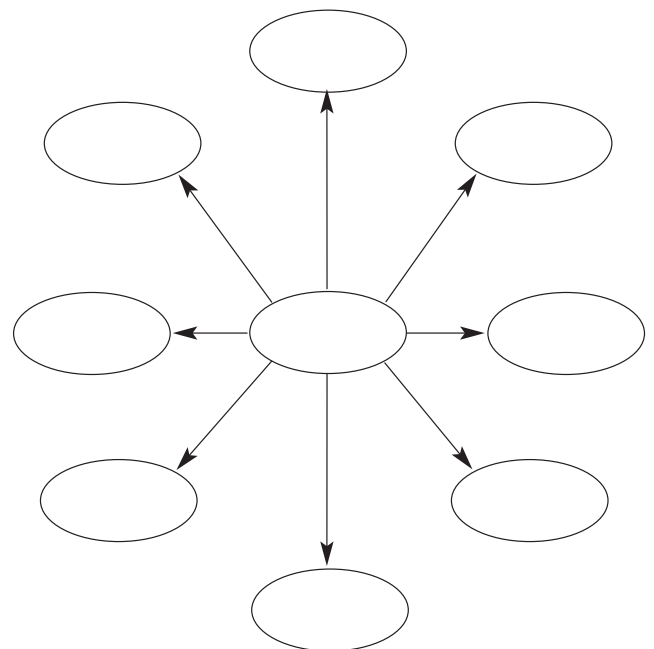
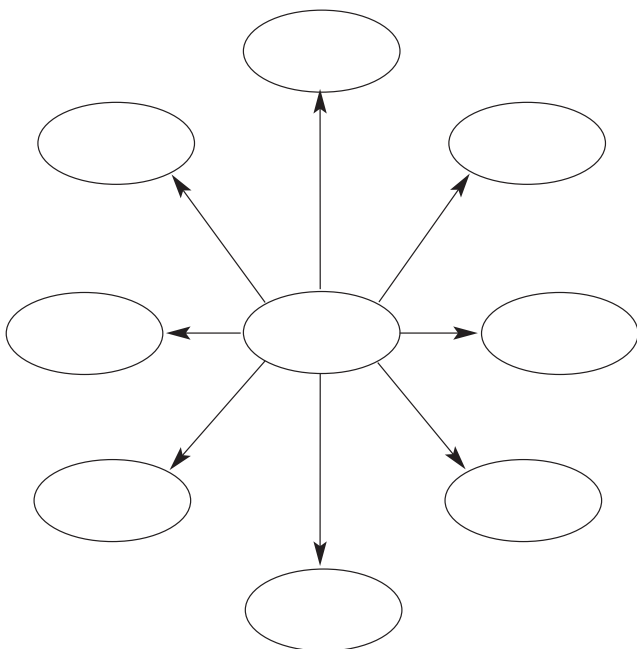
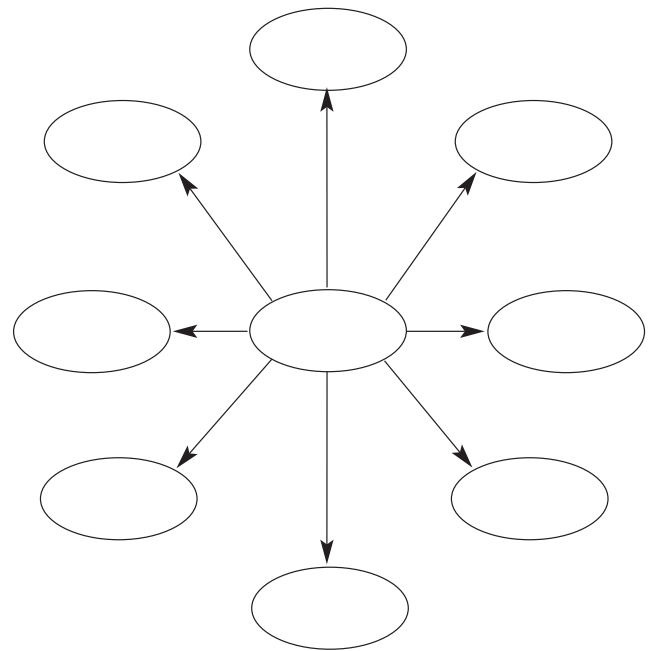
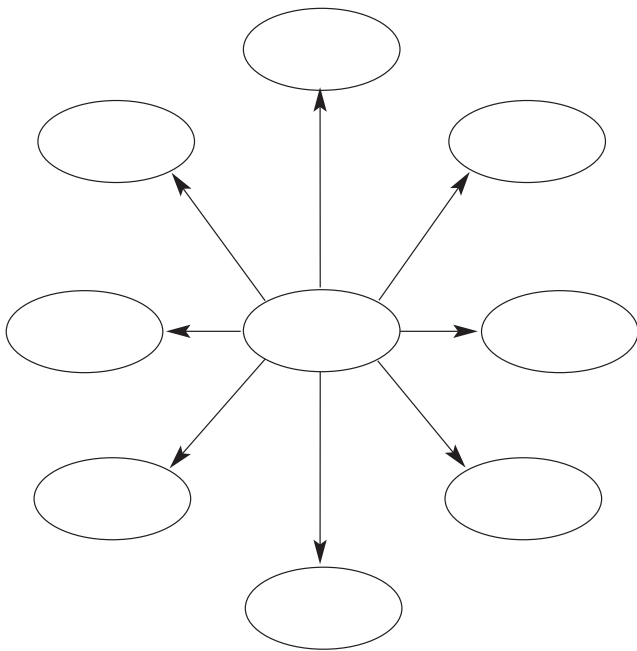
WORLD OF WORK TABLE

ENTREPRENEURIAL (A) SCORE:	ADMINISTRATIVE (B) SCORE:	PRACTICAL (C) SCORE:
INTELLECTUAL (D) SCORE:	CREATIVE (E) SCORE:	SOCIAL (F) SCORE:

- A. Entrepreneurial:** Activities which would allow you develop business ideas.
- B. Administrative:** Activities which would allow you organise information.
- C. Practical:** Activities which would allow you work with your hands.
- D. Intellectual:** Activities which would allow you read, write and appreciate words and ideas.
- E. Creative:** Activities which would allow you perform, design or create.
- F. Social:** Activities which would allow you work with people.



Complete the remaining spaces



Write a Vocational Subject in the centre, then try to fill in possible career opportunities.

Subject Profiled: _____

What Careers are directly linked to a study of _____ ?

For what other Careers is a knowledge of _____ useful?

Is it possible to go on and study _____ at third level?

Name the course and give its entry requirements _____

What skills does _____ help you develop?

Why are these skills important in the workplace? _____

Careers 2000

5th Year Students at St Brendan's Community School, Birr, Co Offaly

On January 28th 2000 the 5th Year students at St Brendan's Community School in Birr organised a successful Careers evening called Careers 2000.

Purpose

While the school participated in local and regional career open days organised by third level colleges and other outside agencies, the coordinators of the LCVF saw a need to gain a more student centered focus. So the idea of running a school based careers evening as an enterprise activity developed.



Target Audience

The event was aimed at three groups:

1. Third, Fifth and Sixth Year Students - to encourage exploration of college and career choices available to them. By talking to past pupils and hearing about their experiences, students would have a broader perspective on which to base their future decisions.
2. Parents - an opportunity to become more familiar with the options open to young people and to hear about the opportunities and challenges of third level education.
3. Local Businesses - to provide an opportunity to meet the student body, potential future employees.

Planning

The LCVF teachers decided to ask the students in 5th year to identify their needs in relation to their careers and future. The students agreed that their main need was for information about college courses, PLC courses, apprenticeships, life after school and a wide variety of areas of work.

When asked what type of people would provide them with the information the students decided the best contacts would be past pupils of the school. They knew them because most were brothers, sisters, cousins and friends.

Planning began in the last 3 weeks of the first term when students had completed their enterprise module. To begin the planning process the LCVF coordinators asked for 4/5 volunteers from each class to form a core planning team. These students then met to draw up an action plan for the event. They decided that the planning should be divided up among 5 work groups:

1. Survey and invitation of past pupils.
2. Gathering career information and design of exhibition area.
3. Research of computer aided guidance and making it accessible to students on the night.
4. Public Relations and advertising of the event.
5. Research of the social aspects of college life, e.g. accommodation, the drop-out rate, counselling services etc.

The core team next visited each of the LCVF classes with sign up sheets. Every student had to sign up for one of the work groups. The 5 classes were then rearranged so that each Link Modules teacher had oversight of students in the same work group. Each group had to draw up an action plan. The date for the event was set for the 28th January which meant that all research had to be completed and letters of invitation sent out by the 14th.

Thomas Hannon had responsibility for layout and display in the exhibition area. *"I got a group of students together who were doing Construction Studies. We had to design the stands with the help of our teacher, order the materials, then make and paint the displays. We used MDF board with softwood frames and stands. There was some*

confusion at the beginning but once we got going everyone did their bit."

Thomas also had to give the opening speech. *"I was very nervous as it was my first time to speak in front of a large crowd, but now I'm really glad of the experience!"*

Emer Hernon was coordinator of the PR and Advertising team. *"We took out advertisements in the local papers and I did an interview with Midlands Radio 3 to promote Careers Night 2000. I don't do a business subject so the work has been really helpful for preparing me for the LCVF exam. It was good for our teamwork skills because you had to learn to work with people you don't usually pal around with. I'm definitely going to put this in my CV."*



Selection of Participants

The careers teacher provided an alphabetical list of careers and the research team tried to match as many past pupils as possible to this list. In some cases several past pupils in the same career were invited. The plan was to provide stands with career information which would be manned by past pupils who were working in that career. The LCVF had made a link with a local company, Loughnane Concrete, and its managing director, Seán Loughnane offered to contact his network of business people to ask them to set up stands at the Careers night. Invitations were sent out to local agencies such as FÁS, the Gardáí and the Defence Forces.

The Event

The exhibition was opened by the Minister for Public Enterprise, Mrs Mary O'Rourke and ran for three hours, from 7.00 to 10.00pm. Every visitor was provided with a timetable of events and a site map showing the location of the displays and the rooms where lectures would take place. There were lectures by FÁS on Apprenticeships and by Athlone IT on Student Services. The computer room was open for demonstrations of career and college websites and careers software. Each past pupil was given a name badge and assigned to an area. Transition Year Students had a stand and Leaving Certificate Applied students displayed their Tasks. The LCVF students looked after all aspects of the evening including car parking, catering, background music and tours for the visiting dignitaries.

Outcomes

The event was successful on a number of levels. It provided an opportunity for the LCVF students to develop enterprising skills such as leadership, taking initiative, teamwork and communications. The students made contacts with employers for work experience and gained useful information for their career investigations. Every student was able to generate at least one portfolio item from the activity.

The event raised the profile of the LCVF and helped to strengthen the relationship between the school and the local community. Past pupils had an opportunity to maintain contact with the school and to meet their former classmates.

The event was funded by the school and by a Local Initiative Grant from the LCVF Office.

Questions

- Describe **three** stages in the planning process for the Careers 2000 event.
- List **four** skills developed by the LCVF students through this enterprise activity.
- Give examples of ways you could develop **two** of these skills in your own LCVF.
- Explain how you would evaluate the success of an event such as Careers 2000.

6. Job–Seeking Skills

Objectives

At the end of the activities in this section, students should be able to:

- 6.1 use the telephone to apply for jobs
- 6.2 write a letter of application
- 6.3 complete an application form accurately
- 6.4 prepare a CV
- 6.5 perform competently at an interview

6.1 Using the Telephone

Activity 6.1.1

Telephone Language

- Distribute copies of Worksheet 6.1.1 “The Words We Use” to students.
- Ask students to identify the statements which should and should not be used when applying for a job by telephone.
- Where statements are inappropriate discuss why and suggest alternatives

Activity 6.1.2

Role Play

- Distribute copies of Worksheet 6.1.2 to students.
- Role play an application by telephone with students working in pairs.
- Have another person working with each pair to give feedback and evaluation to the pair engaged in the activity.
- Allow students to tape record the activity so they can assess/evaluate their own experience.

6.2 Letters of Application

Activity 6.2.1

Analysing Job Advertisements

- Distribute copies of Resource Sheet 6.2.1 “Job Advertisements” to students.
- Ask students to select an advertisement and complete Worksheet 6.2.2 “Do I Meet the Requirements”
- Students should first list the job requirements according to the advertisement.
- They should then identify under “Candidate’s Specification” whether:
 - (a) they meet the requirements
 - (b) how they meet the requirements*e.g. if good communication skills are required, then debating experience in school could be mentioned.*

Activity 6.2.2

Writing the Letter

- Use Resource Sheet 6.2.3 “Letters of Application” and 6.2.4 “Letter Layout” to explain to students how to prepare and write a letter of application.
- Ask students to write a letter applying for one of the jobs they analysed in Activity 6.2.1

6.3 Application Forms

Activity 6.3.1

Completing an Application Form

- Use Resource Sheet 6.3.1 to explain to students how to complete an application form.
- Ask students to complete the Application Form on Page 71 to 73 for a job of their choice.
- Students should be encouraged to collect a variety of application forms and practice filling them out.

6.4 Curriculum Vitae

Activity 6.4.1

Preparing to draft a C.V.

- Before giving students an assignment to draft a C.V. the teacher should spend some time getting them to list their skills, personal attributes and experience
- Stage I of the LCVP resource “**The Career Investigation**” (p 13-17) may be used here.

Activity 6.4.2

Tom Dunne’s C.V.

- Distribute copies of Resource Sheet 6.4.1 “Writing a C.V.” and discuss with students.
- Distribute Resource Sheet 6.4.2 “Tom’s Story” and ask students to write his C.V.

6.5 Interviews

Activity 6.5.1

Role Play – First Impressions

- Distribute copies of Resource Sheet 6.5.1 “Preparing for an Interview” and discuss with students.
- Explain to students the importance of first impressions at an interview.
- Role play the first six seconds of an interview: *entrance, greeting, handshake, sit down.*
- Use a desk with three people seated, teacher in centre and two students either side (interview board).
- Call three to four students, in turn, to role play the interviewee.
- Teacher introduces the interviewee to the interview board and invites him/her to sit down.

Activity 6.5.2

Interview Preparation

- Ask students to imagine that they have been called for interview for a job in Customer Services (see Resource Sheet 6.2.1 “Job Advertisements”).
- Distribute Worksheet 6.5.2 “Interview Questions”.
- Working in pairs ask students to prepare suitable answers to the questions.
- Generate a general discussion on types of questions and how to answer them.

Activity 6.5.3

Mock Interviews

- Mock interviews can be based on the students’ completed application forms (see Worksheet 6.3.2) or their CV.
- Distribute Worksheet 6.5.2 “Interview Assessment” and explain to students what each of the categories mean.
- Working in threes conduct 5 minute mock interviews:
Student 1 - Interviewer;
Student 2 - Interviewee;
Student 3 - Observer.
- Use questions from Worksheet 6.5.2.
- Rotate students after each interview.
- Observer should complete Worksheet 6.5.3 “Interview Assessment”.



Weblinks

For online guidance on C.V. writing and Interview Preparation try www.stepstone.ie Also, use the **Careers World** pack, distributed to all schools, and their website at www.careersworld.com

- Read the following statements and decide which are the correct way to speak to an employer on the telephone.
- Suggest alternatives for the ones you think are unsuitable.



1. I want to speak to Mr
... Er Um

2. Good morning. I'm phoning
about your ad in the Times
today.

3. Good morning. May I
speak to Mr Kelly please?

4. Just a mo. There's
somebody at the door.

5. Sorry, I'll have to go and
fetch a pen.

6. I'm sorry. I didn't hear
that. Would you mind
repeating it.

7. It's about the job in the
paper.

8. There was something else I
meant to ask you.

9. What did you say your
name was?

10. Thank you for your help.

The telephone is so commonplace in our lives, that it may seem like the easiest option when job seeking. However, success in applying for jobs on the telephone involves preparation and thought **before**, **during** and **after** the call.

Before

- Plan what you are going to say.
- Have all the necessary information in front of you, i.e. the advertisement, pens and paper.



During

- Ask the name of the person to whom you are speaking.
- Remember that she or he cannot see you so put as much interest and expression into your voice as possible.
- Speak clearly and slowly.
- Keep conversation brief and to the point.
- Listen carefully to what the other person is saying about the needs and requirements of the job.
- Take notes during the conversation.
- Thank the receiver for her/his time and attention.
- If left waiting, remain calm and polite.

Answering Machines

Many companies now use answering machines, so always have a short clear message ready. Remember to speak slowly and clearly when instructed to do so.

After

- Re-read your notes and make sure you understand what was said.

APPOINTMENTS ON THURSDAY

Irish Independent, September 14 2000

www.unison.ie/appointments

O'Reilly communications

As a rapidly growing player in the mobile communications sector, we currently have a number of jobs on offer to suit people with good interpersonal and entrepreneurial skills. So, if you think you fit this description, we'd like to hear from you now.

Full training will be provided.

Send a CV to:

Mary O'Reilly
HR Manager
O'Reilly Communications
112 Marlborough Street, Dublin4
or E-mail: mary@oreilly.ie

We wish to recruit suitably qualified:

SALES REPRESENTATIVES

For Full-time Positions

Applicants must be over 18 years, have a full Driving Licence and hold five passes in the Leaving Certificate including English and Mathematics. The successful candidates will have a working knowledge of personal computers, good keyboard skills and strong oral communication skills. We are looking for people with energy and commitment who enjoy team work, in a customer service environment. Knowledge of mobile phone market an advantage.

Elm Vale Co-Operative

requires a

CLERICAL ASSISTANT

Applicants for this position should have excellent interpersonal and communication skills; be self-motivated and familiar with office procedure incorporating telephone techniques and general reception duties; and be IT literate and competent in the use of Microsoft Word and Excel. Experience in a similar role would be an advantage.

Letter of Application, together with an up to date Curriculum Vitae, should be sent to the **Personnel Manager, Elm Vale Co-Operative Society Ltd., Virginia, Co Cavan** no later than **5.00pm on Friday 22nd September, 2000.**

Elm Vale is an Equal Opportunities Employer

AirBus

Cabin Crew

Are you caring, flexible and highly motivated?
If this describes you then the sky s the limit.
If you have ever contemplated becoming a Cabin Crew member, our training will give you everything you need to get your new career off the ground.

Requirements:

Minimum height 5 2 (1.58m)
with weight in proportion
Educated to Junior Cert. standard
Able to swim 25 metres
Exceptionally well groomed

To be part of our dedicated team, please write for application form to Cabin Crew Recruitment, Airbus Ltd., Heathrow Airport, London SE16QE2

Do I Meet the Requirements?

Worksheet 6.2.2

Title of Job Advertised?

When Advertised?

Where Advertised?

By Whom?

Job Requirements

Candidate's Specification

Qualifications?

Qualifications?

Skills?

Skills?

Qualities?

Qualities?

Am I suitable for the job? Yes ☐ No ☐

The letter of application is extremely important as it is your first point of contact with a potential employer. It should be used to suggest all the reasons why you are suitable for the job. Application letters, whether handwritten or word processed, should communicate to the reader that you are able to produce a well organised document with correct grammar and spelling. The body (main part) of your letter should have a **beginning**, a **middle** and **end**:

Beginning

If replying to an advertisement, be specific and refer to the advertisement.

Examples:

1. With reference to your advertisement in (paper and date), I wish to apply for the position of ...
2. In response to the advertisement in (paper and date), I am applying for the position as ...
3. I am very interested in your advertisements for a (position) and feel that my qualifications and experience would meet the needs of this job.

Middle

Identify your attitude, skills and experience relevant to the job because this is what any potential employer needs to hear. State these important features in positive, confident and concise language, using terms such as I am ..., I have ... and I feel ...

End

There are many ways to end a letter of application, but whatever one you choose, it should be positive, confident and courteous.

Examples:

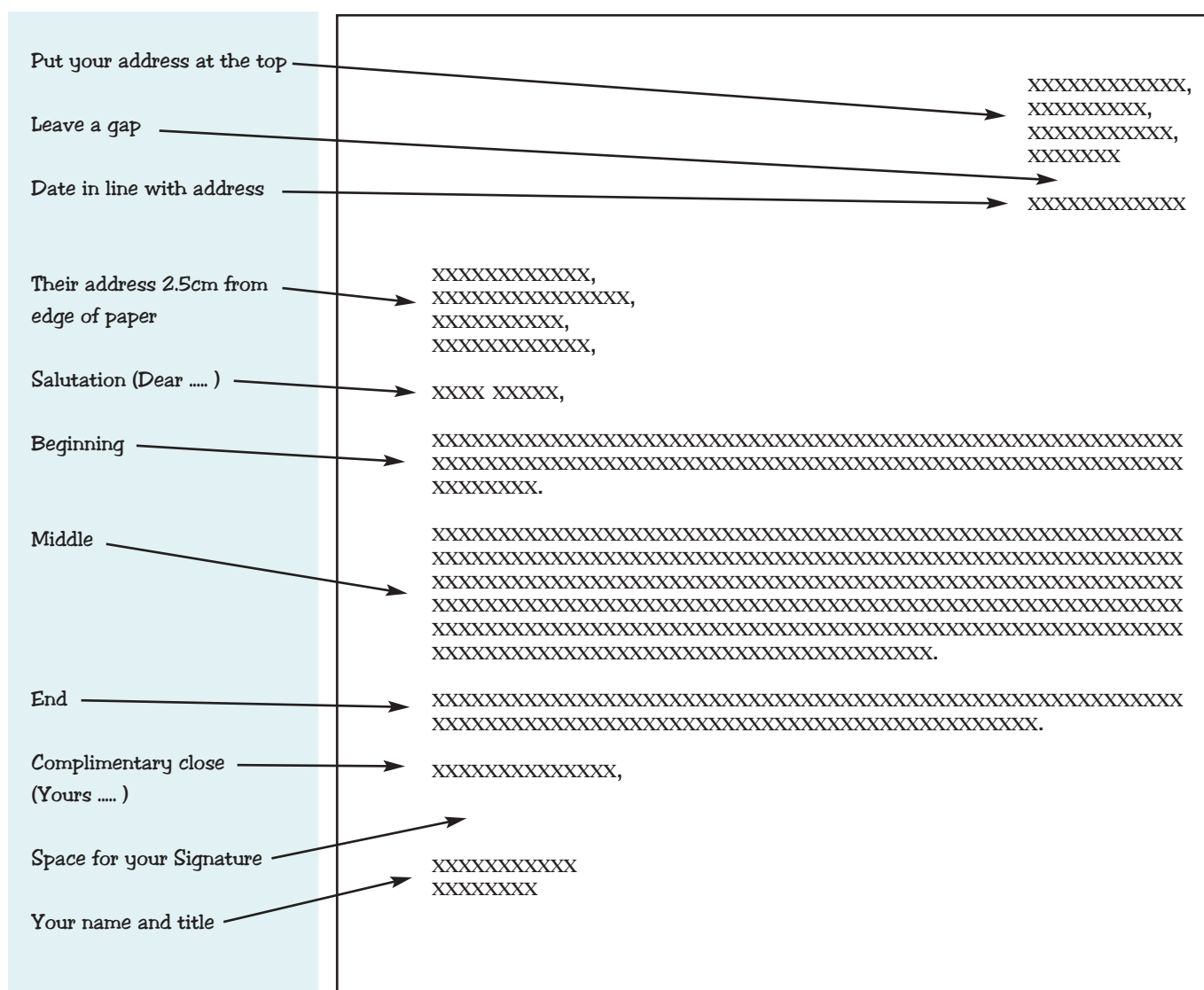
1. I do hope that you will consider my application favourably and look forward to hearing from you in the near future.
2. I would be very interested in discussing the needs and skills of the position with you in greater detail and look forward to having an opportunity to do so in the near future.
3. I would be delighted to attend for interview at any convenient time.

Letter Layout

The layout is where the addresses go, where to put the date, where to put "Dear Sir", "Yours etc." and so on. The layout you use will depend on the purpose of the letter and to whom you are sending it. Your English teacher will be able to tell you a bit more about letter writing and, if you are studying Business, your teacher will be able to tell you about business letters.



For our letter of application, we are going to use a "semi-blocked, punctuated" style. This is where your address is in a block at the top right hand side of the page and the rest of the letter is blocked along the left hand margin roughly 2.5cm from the edge of the paper. Each line of the addresses except the postcode has commas at the end.



Yours, sincerely or Yours faithfully? Use Yours sincerely when you know the name of the person to whom you are writing e.g. Dear Mr White = Yours sincerely, but Dear Sir/Madam = Yours faithfully.

Application forms can be simple documents seeking everyday details or they can be lengthy, thought provoking documents. Job application forms are generally an example of the latter while driving licence application forms are an example of the former. The golden rule of application forms is to always follow the instructions given.



Guidelines for Success in Form Filling

- Read instructions carefully
- Have your CV available for reference
- Photocopy the form and work on it first
- Begin with simple questions
- Jot down ideas for complex questions
- Work and rework these ideas until they clearly say what you want about yourself
- Fill in ALL the boxes
- If a question doesn't apply to you write in 'N/A'
- Proof read for spelling/grammatical errors
- Fill in the actual application form.
- Make sure you make NO mistakes on this form
- Use a black pen (and not a felt tip)
- Do not use Tippex.
- Get a friend to double check it for you
- Keep the form in excellent condition
- Keep a copy of completed form for use should you be called to interview.

APPLICATION FORM

**PLEASE COMPLETE
FORM IN BLACK INK**

CAREER FOR WHICH YOU WISH TO APPLY

PERSONAL DETAILS (Block Letters)

TITLE (Mr/Ms) _____ FIRST NAME _____

SURNAME _____ ADDRESS _____

TELEPHONE _____

DATE OF BIRTH _____

SECONDARY EDUCATION

FROM

TO

Name of school/s

QUALIFICATIONS (Junior Certificate)

DATE TAKEN :

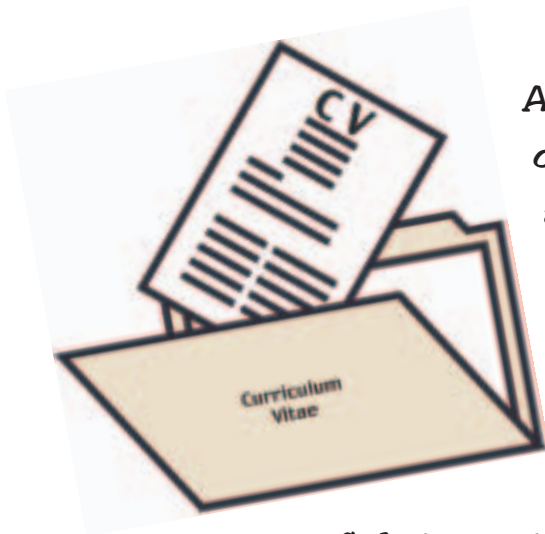
SUBJECT

LEVEL

GRADE

LEAVING CERTIFICATE		YEAR OF EXAMINATION :
SUBJECT	LEVEL	
Any other qualifications/skills e.g. foreign languages, computers, first aid		
<div>Current Driving Licence yyes <input type="checkbox"/> no <input type="checkbox"/></div>		
Detail any achievements/awards inside or outside school e.g. Gaisce, sports		
Give details of your main hobbies and interests and state any responsibilities held e.g. team captain		

WORK EXPERIENCE		
Name of Employer	Dates	Type of Work
What benefits have you gained from your work experience?		
Why do you believe you are suitable for the career you have applied for?		
I CERTIFY THAT THE INFORMATION GIVEN ON THIS FORM IS ACCURATE		
SIGNED _____		DATE _____



A CV is a summary statement of your education, qualifications, skills and experience. About 80% of all advertised jobs will require a C.V. of some kind. You won't get these jobs without an interview, and you won't get an interview without a successful C.V!

A C.V. is like a foot in the door, that will help you create an impression and make the employer want to meet you. Because of this it is important that your C.V. shows that you are both **right** for the job you are seeking and **different** enough to be worth interviewing.

Layout of C.V.

- | | |
|---------------------------------------|---|
| (a) Personal Details: | name, address, telephone number, date of birth, nationality, |
| (b) Education: | schools attended with dates, qualifications, other relevant skills (languages, computers) |
| (c) Work Experience: | dates, positions, duties, |
| (d) Achievements: | sporting, cultural, environmental, |
| (e) Hobbies/Interests: | demonstrate variety - avoid lists. |
| (f) Referees: | name and address of two,
(ask their permission first) |
| (g) Your Signsture & Date: | |



- Try drawing up a C.V. for Tom Dunne based on the text below:-

Tom Dune is 20 years old and has just graduated from Carlow Institute of Technology having successfully completed a 2 year Diploma in Draughtsmanship. Tom could not celebrate his birthday this year (June 16th) as he was in the middle of exams.

Tom was a pupil at St Joseph's Primary School, Ennis for eight years beginning in September 1983 at the age of four. He attended Shannon Comprehensive School (principal Ms Eileen Leahy) for the following six years, leaving in June 1997 with four honours, two B2's in Technical Drawing and Construction Studies, a C1 in Business and a C in Maths. He gained a D1 Ordinary Level English, and a D2 in Geography and Irish.

During Transition Year, Tom completed a two week work experience placement with Finlay Architects in Ennis. Mr Brendan Finlay, Senior Architect in the company, was impressed with him and offered Tom work each summer from then until he left school. During his first college vacation he worked for six weeks on a construction site in Munich and on the second he worked for four weeks in the drawing office of Irish Glass in Dublin.

Tom was a keen hurler in Secondary School and won county medals at U12 and U16 levels and captained the successful U16 team. He achieved a silver Gaisce award in 6th year and also took part in a number of Concern debates.

Since leaving school, Tom has developed his cultural and social interests. He enjoys sport, music and reading. He is also keen on photography which he feels might help his career some day.

Tom is now looking for his first full time position as a draughtsman.



Your invitation to attend for an interview is based on the limited knowledge the employer has of you from an application form, a C.V., or a recommendation. The employer believes that you have the required qualifications, skills and experience and now wants to extend his/her knowledge and complete the picture of you. It's a two way process, however, as you will want to find out more about the job and the organisation. that is offering the position.

The Week Before

- Research the company
- Find out about the position
- Gather the relevant documents
- Think through what you will wear
- Know your qualifications, skills and strengths

On The Day

- Check through your research
- Read through your C.V.
- Think through what you will say
- Think through what you will ask
- Feel confident
- Plan to get there early

During the Interview

- Don't be discouraged
- Keep relaxed
- Maintain eye contact
- Listen attentively
- Show you are interested
- Answer with confidence

Did you know?

55% of first impressions are based on how you look,
38% on how you sound and
only 7% on what you say!

Questions about the Job

1. Why have you applied for this position?
2. What makes you think you can do this kind of work?
3. What skills and qualities are important for this job?
4. What would you like to get out of this job?

Questions about Work Experience

5. Tell me about your work experience - What duties did you most enjoy?
6. What do you feel you learned from it?
7. What did you least enjoy about it?
8. If I asked your supervisor to describe you what would he/she say?

Interests and Achievements

9. What are your spare time interests?
10. What is your greatest achievement to date?
11. What do you think you are good at? - Why?

General Questions

12. Describe a difficult situation you faced in the last year. How did you deal with it?
13. What are your greatest weaknesses?
14. Tell me about a time when you worked well as part of a team.
15. Describe a time when you had to use your initiative.
16. Where do you see yourself in 5 years time?



Name of Interviewee: _____

	Fair	Good	Very Good
Application & C.V.	_____	_____	_____
First Impression	_____	_____	_____
Voice/language/Delivery	_____	_____	_____
Body Language	_____	_____	_____
Mannerisms	_____	_____	_____
Attitude to Interview	_____	_____	_____
Attentiveness/Concentration	_____	_____	_____
Answering	_____	_____	_____
Attitude to Job	_____	_____	_____

Additional Comments: _____

Fair = occasionally displayed / not consistent
 Good = consistent but needs improvement
 Very Good = maintain present standard

7. The Working Environment

Objectives

At the end of the activities in this section, students should understand:

- 7.1 the importance of Health and Safety at work
- 7.2 gender issues and ways of overcoming gender imbalance in workplace
- 7.3 the role and function of trade unions

7.1 Health & Safety

Activity 7.1.1

Health & Safety Regulations

- Distribute copies of Resource Sheets 7.1.1a and 7.1.1b “Health & Safety”.
- Explain and discuss the contents.
- Ask students to answer the questions which accompany the Resource Sheets.

Activity 7.1.2

Accident Report Form

- Distribute copies of Worksheet 7.1.2 “Form of Notice of Accident”.
- Read out one of the accidents in Resource Sheet 7.1.3 “Accident.”
- Ask students to tick the boxes covered by the case study with a pencil.
- Distribute Resource Sheet 7.1.3 and ask students to complete the Accident Report

Activity 7.1.3

Case Studies

- Distribute copies of Resource Sheet 7.1.4 “Accident Case Studies” to students.
- For each case, ask the students to

identify the hazard involved and suggest ways of reducing the risk.

Activity 7.1.4

Classroom Visitor

- Invite visitor to the classroom to speak about Health & Safety issues
- Suitable contacts might include:
School Safety Representative
Health & Safety Inspector
Local Industry Safety Representative
Local Fire Brigade

7.2 Gender Equality

Activity 7.2.1

Sex Stereotyping

- Divide Students into 4 groups, each group having no contact with another group.
- Distribute the case studies of Michael and Michelle (Resource Sheet 7.2.1) randomly, one to each group.
- None of the groups should be aware that there is a difference in their case studies.
- Students are asked to reach an agreed consensus on the basis of the information provided, on the future prospects of their particular case study. Each group presents their decisions to the class.

Activity 7.2.2

Non-Traditional Work Role

- Distribute copies of Resource Sheet 7.2.2 and refer students to the newspaper article “Linda Makes History”.
- Generate a discussion on Linda’s attitude to her career.
- Identify a local worker who is involved in a non-traditional career area and ask

students to invite her/him to visit the class.

- In the interview, discuss:
 - Method of entry to the Career
 - Motivation in selecting this career
 - Any discrimination experienced
 - Obstacles encountered
 - Advice to anyone considering similar course of action.

Activity 7.2.3

Gender Imbalance

- Divide class into groups of 4/5.
- Using Resource Sheet 7.2.2, get students to identify subjects where gender imbalance occurs in subject uptake nationally.
- Ask the students to conduct a survey to compare their school with the national averages for each of the subjects.
- Discuss the findings and ask students to prepare a newspaper article on this subject for possible submission to E&L or the local newspaper.
- Refer students to the statistics on Resource Sheet 7.2.2 showing male/female participation in different career areas. The figures are in thousands.
- Ask students to represent the statistics in graph form.
- Generate a discussion on what the statistics illustrate.

Activity 7.2.4

Equality in the Workplace

- Distribute Resource Sheet 7.2.3 "Equality in the Workplace".
- Ask students to read and discuss.
- Get students to contact local FÁS Centre or Union branch to find out about local initiatives.

7.3 Industrial Relations

To understand industrial relations, students will need to have an informational base. So, it is a good idea for students to first research the topic.

Activity 7.3.1

Research

- Divide class into groups of 4/5.
- Ask each group to research one of the following:
 - joining a union
 - how disputes are settled
 - work legislation to protect young people
 - newspaper reports on industrial disputes
- When students have completed their research, ask them to make presentations to the class on their findings

Activity 7.3.2

Visitor to the Classroom

- Contact ICTU to arrange a suitable date.
- Prepare students for speaker by asking them to brainstorm questions. These can be based on:
 - Information gaps identified in research
 - Students' own work experience/holiday work
 - Local Industrial Relations issues.
- Following the visit, debrief and evaluate the experience.

Activity 7.3.3

Press Cuttings

- Ask students to cut out industrial relations cases from newspapers
- In each case, ask the students to:
 - identify worker grievances
 - state action taken
 - comment on outcome.
- This will generally involve students continuing their research over a number of days or weeks and will therefore help them to build competence in diary keeping.

Activity 7.3.4

Rights of Young Workers

- Distribute copies of resource sheets 7.3.1a and 7.3.1b “Your Rights at Work”.
- Explain and discuss the contents.
- Select appropriate pair and group activities outlined on the resource sheets.
- You should supplement the resource sheets with leaflets and posters available, free of charge, from the Department of Enterprise, Trade and Employment (see over).

Activity 7.3.5

Sarah’s Story

- Divide the class into groups of 4/5.
- Distribute copies of Sarah’s Story (Resource Sheet 7.3.2).
- Ask students to identify 3 ways in which Sarah is being exploited (students should consider her age, the working conditions and wages).
- Get students to propose a course of action for Sarah to take, in order to improve her work situation.

RESOURCES

Health & Safety

Health & Safety Authority
10 Hogan Place, Dublin 2. Tel: 01 614 7000
Website: www.hsa.ie

Recommended Publications: *Obligatory Safety Signs, Safe Manual Handling, Safe Company*

Gender Issues

The Equality Authority
36 Clonmel Street, Dublin 2. Tel: 01 417 3333
E.mail: info@equality.ie Website: www.equality.ie
Newsletter can be downloaded from website

Irish Congress of Trade Unions (see below)

Fás, 27-33 Upper Baggot Street, Dublin 4
Tel: 01 607 0500
E.mail: info@fas.ie Website: www.fas.ie

Industrial Relations

Irish Congress of Trade Unions (ICTU)
31/32 Parnell Sq., Dublin 1. Tel: 01 889 7777
Website: www.ictu.ie

Recommended Publications: *Skills Youth and Work (SWAY), Understanding Trade Unions Yesterday and Today*

Department of Enterprise, Trade and Employment, 23 Kildare Street, Dublin 2.
Tel: 01 631 2121
Website: www.entemp.ie

Recommended Publications: *Protection of Young Persons (Employment) Act, 1996 (Leaflet, Booklet & Poster).*



Weblinks

For a Health & Safety Quiz and Case Studies try the Canadian website www.yworker.com

Department of Enterprise, Trade and Employment www.entemp.ie

Did You Know?

- Each year approximately 17,000 people are injured at work.
- The high risk sectors for accidents at work are farming, construction and fishing.
- Handling, lifting or carrying accidents account for 25% of all injuries; slips, trips or falls another 10%; and falls from a height 9%.
- Smokers take 50% more sick leave than non-smokers
- Statistics show that young people have a greater risk of being injured at work than older, more experienced employees.
- It is important that you improve your knowledge and understanding of health & safety issues before you enter the workplace.

The Health & Safety Authority is a state sponsored body under the Department of Enterprise and Employment. The HSA is responsible for administering and enforcing health and safety in the workplace in Ireland.



Health & Safety Authority
10 Hogan Place, Dublin 2. Tel: 01 614 7000
Website: www.hsa.ie

The Safety, Health and Welfare at Work Act, 1989, and the Safety, Health and Welfare at Work Regulations, 1993 set out, in legal terms, how prevention of ill health and accidents at work is to be achieved.

Health and Safety at Work is everyone's responsibility:

Employer

Your employer is responsible for ensuring the workplace is safe, including:

- providing safe work areas, machinery and equipment
- providing information, instruction, training and supervision
- making employees aware of potential hazards
- providing protective equipment

Employee

You must take responsibility for your own Health & Safety and not put others at risk. This includes:

- following safety instructions
- correctly using personal protective equipment (PPE) and clothing
- using equipment safely
- reporting hazards and injuries

It is the employee's responsibility to report hazards
It is the responsibility of the employer to provide a safe workplace.

Safety Statement

Employers must carry out a Risk Assessment of the workplace. This involves identifying Hazards, assessing their Risk and making the necessary changes to ensure the workplace is safe. Employers must write all this up in a document called a "Safety Statement".

Named hazards	Risk of injury	Precautions needed to avoid injury
Slicing Machine	High risk of finger amputation	<ul style="list-style-type: none"> Do not operate unless all guards are in place. Try before cleaning. Only designated and trained staff are to operate. Report all defects and damage to guard to management.
Electrical shock	Low risk of electrocution	<ul style="list-style-type: none"> Report all faulty leads or defective equipment to management. Test push button on Residual Current Device (RCD) at least every six months. Know how to cut off power supply. Keep electrical panels accessible for emergency shut-off of power.

A 'Hazard' means anything that can cause harm (e.g. chemicals, electricity, working from ladders etc.)

"Risk" is the chance, great or small, that someone will be harmed by the hazard

S - spot the hazard
A - assess the risk
M - make the changes

Employers should try to eliminate the hazards altogether. If that is not possible, then safety precautions are necessary to control the risk (e.g. warning signs, guards, protective clothing).



Manufacturers and Suppliers have a responsibility to ensure that the materials and equipment they supply does not put the health and safety of workers at risk. They must label dangerous substances clearly. They must provide detailed written instructions on how the materials are to be handled. This is called a Material Safety Data Sheet (MSDS).

Safety Signs

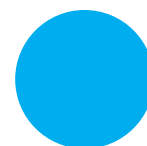
In many workplaces, it may not be possible to adequately eliminate all hazards. That's why safety signs are used. They are designed to draw your attention to the hazard rapidly, in an unambiguous way.



Prohibition
Don't Do



Warning
Risk of Danger



Mandatory
Must Do



Safe Condition
The Safe Way

On Work Experience or Part Time Work

If you are working on a task that you believe is unsafe or unhealthy, these are the steps to take:

- Tell your Supervisor or the Health & Safety Representative about the problem.
- They will then go to the employer whose responsibility it is to assess the risk.
- Together you should agree on ways to resolve the problem.
- If you are in immediate danger you should be given alternative work.

Questions

1. Give three responsibilities of employers and three of employees under the Safety, Health and Welfare at Work Act, 1989.
2. Explain the terms: *Safety Statement*, *Hazard*, *Risk*.
3. What do the initials PPE and MSDS stand for? Name three types of PPE.

John Ryan was employed by his present employers, Maine Construction Ltd., for 3 years before he was injured. He was a full time brickie and had come to Dublin from his native Scotland in 1997 with the emergence of the Celtic Tiger and a boom in the building industry. He was living in Butterfield Close, Dunshaughlin, Co. Meath at the time of the accident.

Maine Construction Ltd., Haddington Road, Dublin 2 was one of Dublin's premier building contractors with over 150 employees and a flawless health and safety record.

John was working at the new King's Hotel site on the Trim Road, Navan, Co. Meath when the accident occurred. At approximately 10:30am on the 3rd of September 2000 John was working on scaffolding on the site when a piece of it fell from a height and hit John on the head. An ambulance was called as John was unconscious and bleeding profusely from a gash in the head. Luckily he was found by Mark Kennedy who was the First Aid person on the site.

John was transferred to Navan Hospital and remained there for 5 days before being discharged. He suffered from concussion and for a short period of time suffered a loss of memory. He returned to work on September 30th 2000.

The Queens Inn Hotel is a large Irish owned hotel located on Castle Street, Athy, Co. Kildare. It employs 30 full time and 60 part time employees.

Janet Daly was employed as a catering assistant at the hotel since leaving school at the age of seventeen in July 1997. She had completed many CERT courses in that time and enjoyed her work. She had recently been made a full time employee. She was a native of the town and lived at 11, Ashgrove Drive.

At 9:00pm on October 19th 2000, just as Janet was coming off an 8 hour shift, she was asked to deliver an iron to Room 201. She was in a rush to do this and while going up the stairs she tripped over some cleaning utensils that were left on the stairs by the cleaners. She tumbled down over 10 steps and couldn't walk when she tried to get up.

Mary Mangan, the night shift Manager, was first on the scene and she called a doctor.

He diagnosed a sprained ankle and ordered Janet to rest her ankle for a week. Janet made a full recovery but was out of work for ten days.

FORM OF NOTICE OF ACCIDENT

APPROVED UNDER THE SAFETY, HEALTH AND WELFARE AT WORK (GENERAL APPLICATION) REGULATIONS, 1993

S.I. No. 44 of 1993

DETAILS OF INJURED PERSON

Name:	Date of birth:	Sex:	Is the injured person:
Address:	Nationality:	Length of Service:	<input type="checkbox"/> Employed Full Time
		Years Months	<input type="checkbox"/> Employed Part Time
	RSI Number:	Date of Accident:	<input type="checkbox"/> Self-employed
		Time of Accident:	<input type="checkbox"/> A Trainee
			<input type="checkbox"/> A Family Member
			<input type="checkbox"/> A Member of Public
Occupation:	Time of starting work:	Normal time of finishing work:	

EMPLOYER/SELF-EMPLOYED INFORMATION

Name of business or company name:	Phone Number:(2) (+STD Code)
Address of Head Office:(1)	Nature of Business:
Address of establishment where injured person was based if different from (1) above:	Approximate no. employed at establishment:
If accident did not occur at the establishment address state where:	
	Approximate total no. employed by business:

TYPE OF WORK AND WORK ENVIRONMENT

What type of work was the injured person doing at the time of the accident? (e.g. Iron founding, harvesting, word-processing): _____

Where was the injured person at the time of the accident? (e.g. inside buildings, underground, field, public road, shop etc.) _____

CIRCUMSTANCES OF THE ACCIDENT (An "agent" may be another person, an animal, a substance, equipment or other item)

Briefly describe what the injured person was doing at the time of the accident identifying the agent involved: _____

Briefly describe the departure from normal, including the agent involved: _____

Briefly describe the action leading to the injury including the agent which actually caused the injury: _____

Details of the Injury

Indicate type of injury (tick one box only) <input type="checkbox"/> Bruising, contusion <input type="checkbox"/> Concussion <input type="checkbox"/> Internal injuries <input type="checkbox"/> Open wound <input type="checkbox"/> Abrasion, graze <input type="checkbox"/> Amputation <input type="checkbox"/> Open fracture (i.e. bone exposed) <input type="checkbox"/> Closed Fracture <input type="checkbox"/> Dislocation <input type="checkbox"/> Sprain, torn ligaments <input type="checkbox"/> Suffocation, asphyxiation <input type="checkbox"/> Gassing <input type="checkbox"/> Drowning <input type="checkbox"/> Poisoning <input type="checkbox"/> Infection <input type="checkbox"/> Burns, scalds, frostbite <input type="checkbox"/> Effects of radiation <input type="checkbox"/> Electrical injury <input type="checkbox"/> Injury not ascertained <input type="checkbox"/> Other	Indicate part of the body most seriously injured (tick one box only) <input type="checkbox"/> Head, except eyes <input type="checkbox"/> Eyes <input type="checkbox"/> Neck <input type="checkbox"/> Back, spine <input type="checkbox"/> Chest <input type="checkbox"/> Abdomen <input type="checkbox"/> Shoulder, upper arm, elbow <input type="checkbox"/> Lower arm, wrist <input type="checkbox"/> Hand <input type="checkbox"/> Fingers, one or more <input type="checkbox"/> Hip joint, thigh, knee cap <input type="checkbox"/> Knee joint, lower leg, ankle area <input type="checkbox"/> Foot <input type="checkbox"/> Toes, one or more <input type="checkbox"/> Extensive parts of the body <input type="checkbox"/> Multiple injuries <input type="checkbox"/> Other
--	---

CONSEQUENCES OF THE ACCIDENT

Fatal <input type="checkbox"/>	Date of resumption of work if back	Year	Month	Day	Anticipated absence 4-7 days <input type="checkbox"/> 8-14 days <input type="checkbox"/> More than 14 days <input type="checkbox"/>
Non Fatal <input type="checkbox"/>					if not back

DETAILS OF NOTIFIER

Notifier: ☐ Employer/Self Employed ☐ Person in control of workplace ☐ Person Providing Training ☐ Other Date: _____

Address and telephone number for acknowledgement/clarification if different from (1) & (2) above: _____

Signature: _____ Position: _____

Return to Health & Safety Authority, 10 Hogan Place, Dublin 2.

Form No. IR1

An LPG cylinder attached to a portable heater was left overnight in a workman's hut. The hut exploded the following day when a man entered and lit a cigarette. The cylinder may have leaked or the heater been left on overnight, and the flame was extinguished (letting unburned gas escape) because the hut was badly ventilated.

A young gardener received a fatal electric shock while filling a kettle with water in a mess room.

The kettle was plugged in and switched on at the time of the accident. It was about five years old but had not been used for about eighteen months as an electric water heater had been provided. However, this heater had failed and while waiting for repairs the kettle had been taken back into use.

Examination of the kettle lead after the accident showed that the earth wire was not connected to the terminal in the plug and that the insulation had melted at the point where the live and the earth wires crossed. The undertaking was fined £1500 with £50 costs.

"I was cleaning out a drum in one of the paint mixers and I had one hand inside the drum. I went to grab a pole and missed and hit the button that started the machine. It picked me up, spun me around 15 or 20 times, and as soon as it stopped I went one way and my arm went the other."

- David Bakharia, Scarborough

"I was caught in the cables that hold the ship to shore when the turbine winch turned on and, as a result, I had my right leg amputated. I was never told about the right to refuse unsafe work. I always thought that if I refused to work I would be fired."

- Rick Germain, St. Catharines

Workers at a small factory making soft drinks developed rashes on their hands and arms. The neck and face of one person was affected.

Dermatitis was caused by food additive ingredients (colours, flavours etc) in the product.

Sometimes the powder in the air caused people to have nose bleeds. One woman developed asthma and bronchitis.

A garage owner sprayed two car doors and next day spent two minutes spraying a car roof with paint containing isocyanate hardener. While working he experienced shortness of breath with chest tightness.

He became worse and was taken to hospital but died after three days.

On November 18, 1994, Sean Kells was pouring a chemical product containing toluene, a hazardous chemical, from a drum. The drum exploded and Sean received third-degree burns to 90 percent of his body. It was his third day on the job.

Sean was rushed to hospital, but died the next day. He was 19. The drum containing the hazardous toluene wasn't marked. Sean hadn't received any training and he didn't know his health and safety rights and responsibilities.

Case Studies taken from "Safe Company", published by the Health & Safety Authority and from "Young Worker", www.yworker.com

CASE STUDY

Michael Brady, aged 16 years has the following characteristics:

- well liked by staff and students
- good looking
- a careful and persevering worker
- excellent Junior Cert results and taking all Leaving Cert subjects at higher level
- interested in "helping people"
- ambitious.

Group Task

On the basis of the above information, your group is to reach an agreed consensus on:

- (a) What Michael is likely to be doing one year after leaving school (i.e. decide first at what age you would expect him to have left school)
 - (b) What Michael is likely to be doing when he is thirty years of age.
-

CASE STUDY

Michelle Brady, aged 16 years has the following characteristics:

- well liked by staff and students
- good looking
- a careful and persevering worker
- excellent Junior Cert results and taking all Leaving Cert subjects at higher level
- interested in "helping people"
- ambitious.

Group Task

On the basis of the above information, your group is to reach an agreed consensus on:

- (a) What Michelle is likely to be doing one year after leaving school (i.e. decide first at what age you would expect her to have left school)
- (b) What Michelle is likely to be doing when she is thirty years of age.

Linda Makes History

The Irish Independent (19/2/1999) reports that 26 year old Dublin mother of two, Linda Mansfield, will shortly qualify as the first woman to complete a FAS, European Union and Irish Road haulage Association sponsored articulated lorry driver traineeship course based in Tallaght. The 26 week long course which began last September is the first of its kind in this country. It consists of every conceivable aspect of what is involved in driving an articulated truck. Ten separate modules covered such topics as customer care and documentation, vehicle awareness, carriage of dangerous substances and of course, driving.

Linda Mansfield was the only female to gain entry for the traineeship. A condition of entrance onto the course is that a reputable haulage company is prepared to pay the training fee of €7,618 as well as provide the participant with invaluable work experience. Donnacha Cody, Managing Director of DFDS, had no hesitation backing Linda. "Nowadays, you don't need brute strength to drive an articulated lorry". They're extremely high-tech, assures Linda, "I don't feel less feminine because of the work I do. I'm not trying to be a man. This is just another of those traditionally male jobs that women can do just as well".

Table shows number of boys and girls taking LCVP Vocational Subjects in Mixed Schools.

Subject	Boys	Girls
Construction Studies	2,324	238
Engineering	536	40
Technical Drawing	1,953	223
Physics	2,849	811
Agricultural Science	1,037	327
Chemistry	1,758	1,354
Home Economics	1,834	6,449
Biology	4,805	7,417
Art	1,296	1,327
Business	5,343	4,890
Accounting	2,028	1,703
Music	247	79

Statistics on Career Involvement by Gender

Persons in employment classified by Sex and Economic Sector
(December 1999 - February 2000) in thousands

Economic Sector	Males	Females	Total
A-B Agriculture, forestry and fishing	118.8	15.0	133.8
C-E Other production industries	213.2	100.3	313.5
F Construction	151.9	7.8	159.7
G Wholesale and retail trade	124.8	108.6	233.5
H Hotels and restaurants	43.5	61.9	105.4
I Transport, storage and communication	75.7	25.5	101.2
J-K Financial and other business services	104.1	102.7	206.8
L Public administration and defence	45.9	30.9	76.8
M-N Education and health	58.7	168.0	226.7
O Other Services	31.1	50.2	93.2
Total	979.8	670.8	1,650.6

Equality

Equality legislation in Ireland is not only concerned with gender equality. The Employment Equality Act, 1998 outlaws discrimination on grounds of gender, marital or family status, age, disability, sexual orientation, religious belief, race or membership of the traveller community.

Equality in the workplace should be of interest to all of us because it guarantees our rights as human beings. The Equality Authority (www.equality.ie) is a state agency under the control of the Department of Justice, Equality and Law Reform, which seeks to promote equality of opportunity for all.

Equality Between Men and Women

Women are more likely than men to be in part-time work. When they have full time jobs, they are more likely than men to be in the lower grades, with low pay and poor prospects.

Stereotypes

Many jobs are considered "Men's Work" or "Women's Work". For example, almost all receptionists are women while almost all plumbers are men even though there are laws

preventing discrimination in employment. It can take a long time to break down the stereotypes people have about particular kinds of work..

The Glass Ceiling

The term glass ceiling is used to describe the invisible barrier women seem to face when they seek promotion. The higher you go in many organisations, the fewer women you find.

Positive Action

Many companies now have positive action programmes which aim to counteract the effects of past discrimination and help eliminate sex stereotyping.

Methods of Positive Action:

- Carry out "Equality Audits" to see what the gender balance is in different parts of an organisation.
- Provide management training for women
- Introduce "family-friendly" working arrangements
- Advertise vacancies in media that members of the under-represented sex are likely to see.

WOMEN ON AIR

Women on Air is an initiative which was part funded by the New Opportunities for Women strand of the EU, and was designed to strengthen women's representation within Independent Radio Broadcasting, through research, training and policy development. It recruited women who were interested in pursuing a career in broadcasting but did not possess a recognised qualification in the field.

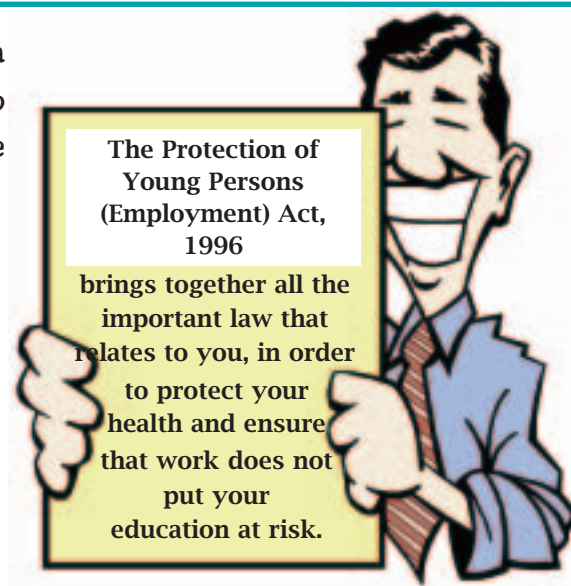
Research has shown that although women are involved in commercial radio, they still only account for 5% of the general administration and sales staff. Following their research, 'Women on Air' organised training courses to skill women for radio broadcasting. Foundation courses, DJ training as well as management training were all provided.

Whether you're working part-time, hoping to get a holiday job or going on work experience, it's important to know your rights. You and your employer should be aware of the **Protection of Young Persons Act**.

Duties of Employers under the Act

Employers must:

- see a copy of your Birth Certificate before employing you
- get the written permission of your parent or guardian if you're under 16
- keep the following records of each person under 18 employed:
 - full name
 - date of birth
 - time work begins each day
 - time work ends each day
 - rates of wages or salary
 - total amount of wages or salary
- give you a leaflet outlining your rights under the Act and display posters about the Act in your workplace.



Minimum Working Age

Under 16's can work in film, the theatre, sports or advertising once the employer is licensed.

Age	Regular Job	Part-time Work	Work Experience	Holiday Work
16+	yes	yes	yes	yes
15	no	yes	yes	yes *
14	no	no	yes	yes *

* you must have a three week break from work during the summer holidays.

Maximum Hours of Work per Week

	14yrs	15yrs
Term-time	nil	8 hours
Holiday Work	35 hours	35 hours
Work Experience	40 hours	40 hours



Under 18's may not be employed for more than 40 hours a week or 8 hours a day, except in a genuine emergency!

Early Mornings and Night Work



	Under 16's	16 & 17's
Early Morning	After 8 a.m.	After 6 a.m.
Night Work School next morning	Up to 8 p.m.	Up to 10 p.m.
Night Work No school next morning	Up to 8 p.m.	Up to 10 p.m. and not before 7 a.m.

Rest Breaks



	Under 16's	16 & 17's
30 mins break after working	4 hours	4.5 hours
Every 24 hours	14 hours off	12 hours off
Every 7 days	3 days off	2 days off

Exceptions

- Work at Sea
- Defence Forces
- Family Business/Farm

You can make a confidential complaint to the Employment Rights Section of the Department of Enterprise, Trade and Employment, Tel: 01 631 3131

A Department Inspector will arrange a visit. Your employer doesn't need to know who made the complaint.



Making a Complaint

Your parents can make a written complaint to a Rights Commissioner of the Labour Relations Commission at Tom Johnson House, Haddington Road, Dublin 4.

The employer or employee can appeal the decision of the Rights Commissioner to the Employment Appeals Tribunal, Davitt House, Adelaide Road, Dublin 2

Penalties

Offenders can face fines of up to €1,905, and an extra €317 a day if the offence continues

Activities

1. List the most important aspects of the Protection of Young Persons Act.
2. Write a letter to a friend describing your part-time work e.g. hours, breaks etc.
3. "Part-time work interferes with school work". Discuss.
4. Work in groups and produce a 3 minute presentation for employers on the Act.
5. Design a Poster showing the main areas of the Act.
6. Work in pairs to draw up a questionnaire to research the working conditions of fellow students who work part-time.

Sarah

My name is Sarah. I will be 16 next September. Sometimes my older sister gets me a cleaning job on Saturdays and Sundays, cleaning in a large hotel in the city centre. I usually work from 8 a.m. to 5 p.m. approximately both days. I take a break at 10 o'clock for ten minutes and at around 1 o'clock for about 40 minutes to have a roll or sandwich for lunch. Sometimes I buy a drink in the hotel coffee shop and we are allowed to sit and eat there if it is not too busy, otherwise we eat in a small room where all the cleaning materials are stored. I rarely take a break in the afternoons because I have too much to do. I must finish everything before I leave. I get a cheque for £55 for the two days work. I work hard and the supervisor is pleased with my work. She contacts me on the Friday if she needs me. It is great to get so much money into my hand and I am allowed to spend it all on clothes, shoes or CDs for myself. I really like being financially independent!

From Skills Work and Youth,
Irish Congress of Trade Unions

Questions

1. Identify three ways in which Sarah is being exploited.
2. What action should she take to improve her situation?

