

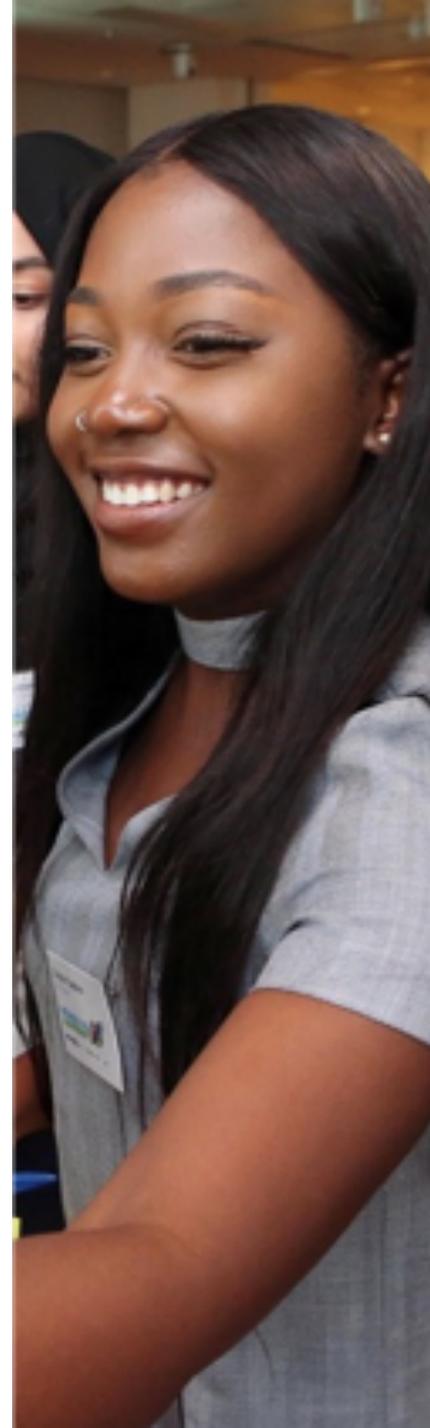
LEADERSHIP
CAREERS CLUB





BRIGHT
driven, young people

at risk of
UNDER
employment
who deserve
opportunity



Employers think we are **ON TARGET**



29 responses from managers in 19 firms, which represents 130 apprenticeship placements, or 50% of our total.



83%

Strongly Agree or Agree

Our young people have been a positive influence on the workplace



89%

Strongly Agree or Agree

LTSB apprentices contribute to the diversity of their team



87%

Strongly Agree or Agree

Our young people are effective team members



90%

Strongly Agree or Agree

"Recruiting through LTSB is an effective way of finding diverse, capable young people for entry-level positions."

**guest
speakers**



Speed
INTERVIEWS

*competitions
& prizes*

SPORTS
LEADERS A
W
A
R
D

*new
friends
&*

FUN

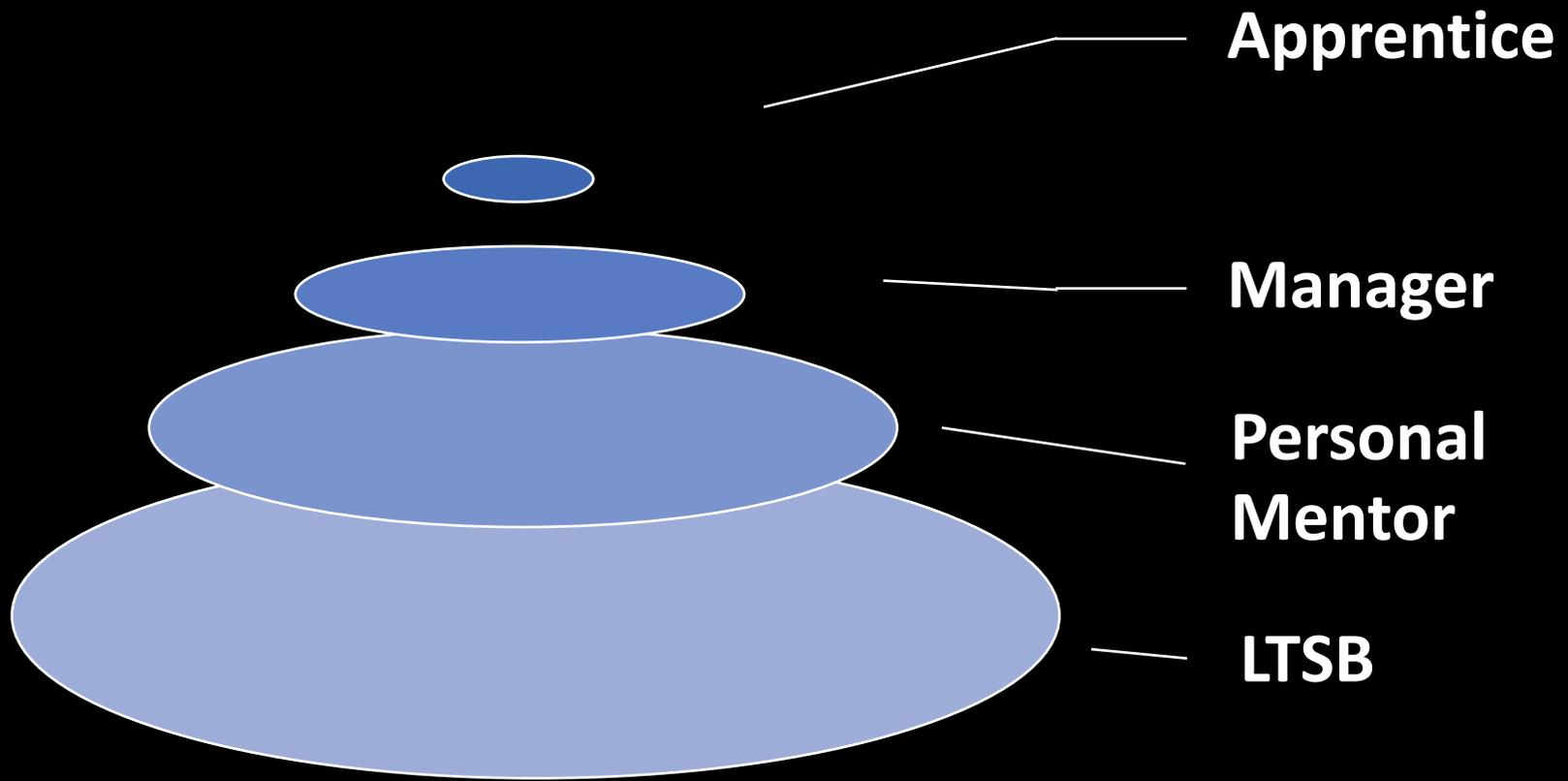
Exclusive
Corporate
Experiences

*social
action*

recognised
vocational
qualifications

HOPES, FEARS, & Required Knowledge



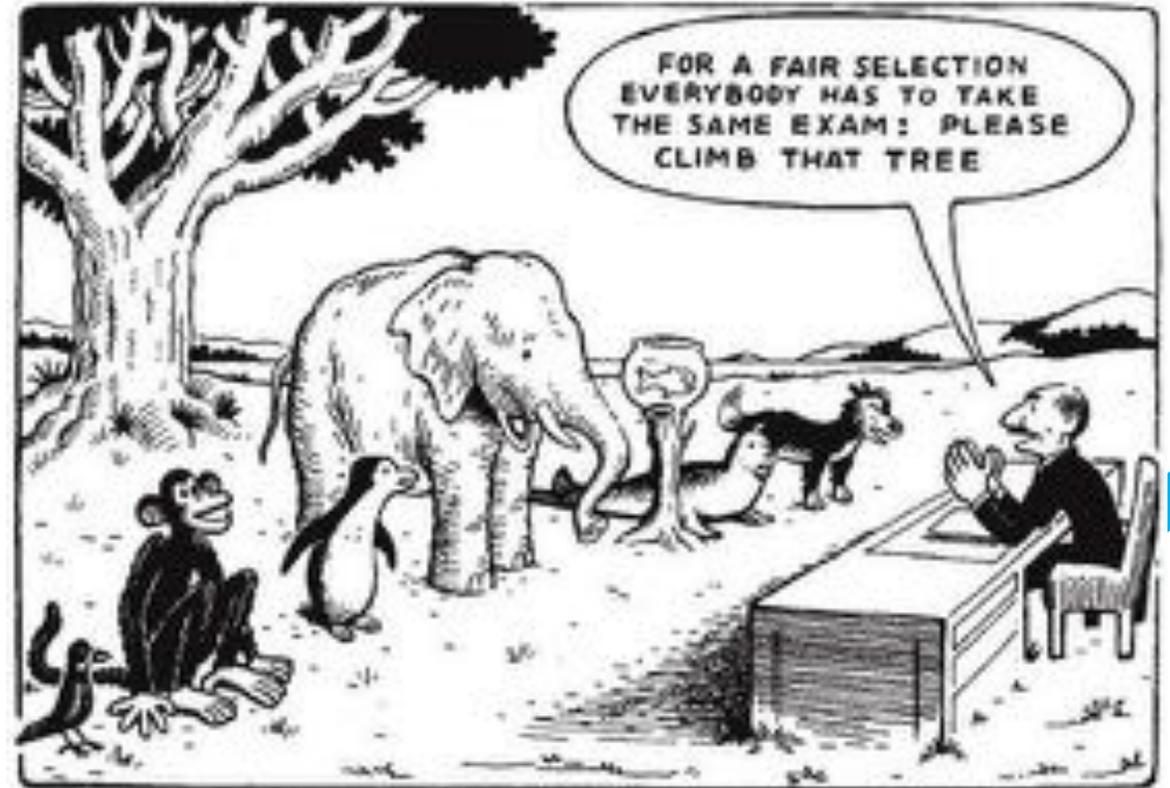


The
SUPPORT

ME
WORK

THE CONTEXT

Part One - Universities



- Between 2002 and 2015, annual tuition fees rose from £1,000 to £9,000 - 553% increase in real terms.
- Between 2002 and 2016, average student loan debt rose from £8,052 to £44,035 - 256% increase in real terms.
- Between 2002 and 2015, median household disposable incomes grew from £27,341 to £28,092 - 3% increase in real terms.



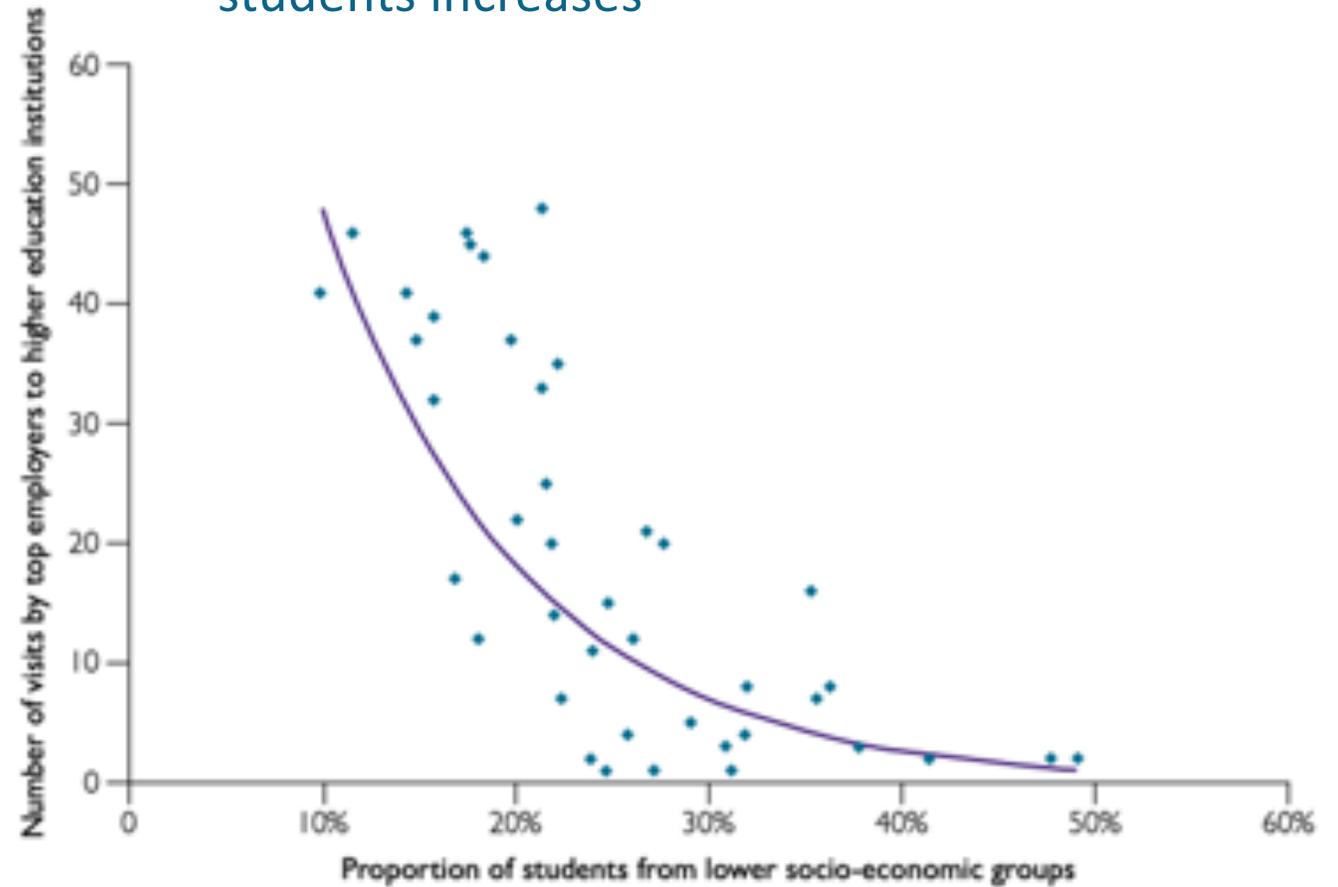
- Lower class students are **more debt averse** than upper class students, much more so in 2015 than in 2002.
- Lower class students are **far more likely than students from other social classes to be deterred from applying to university because of fear of debt**, even when taking account of GCSE results, and differences in gender, ethnicity and type of school attended.
- Lower class students' fear of debt is more likely to deter them from applying to university in 2015 than in 2002.

From Callender, C and Mason, G. (2017) Does student loan debt deter higher education participation? New evidence from England *The Annals of American Political and Social Science*, 671 (1): 20-48



A DUBIOUS RETURN ON INVESTMENT

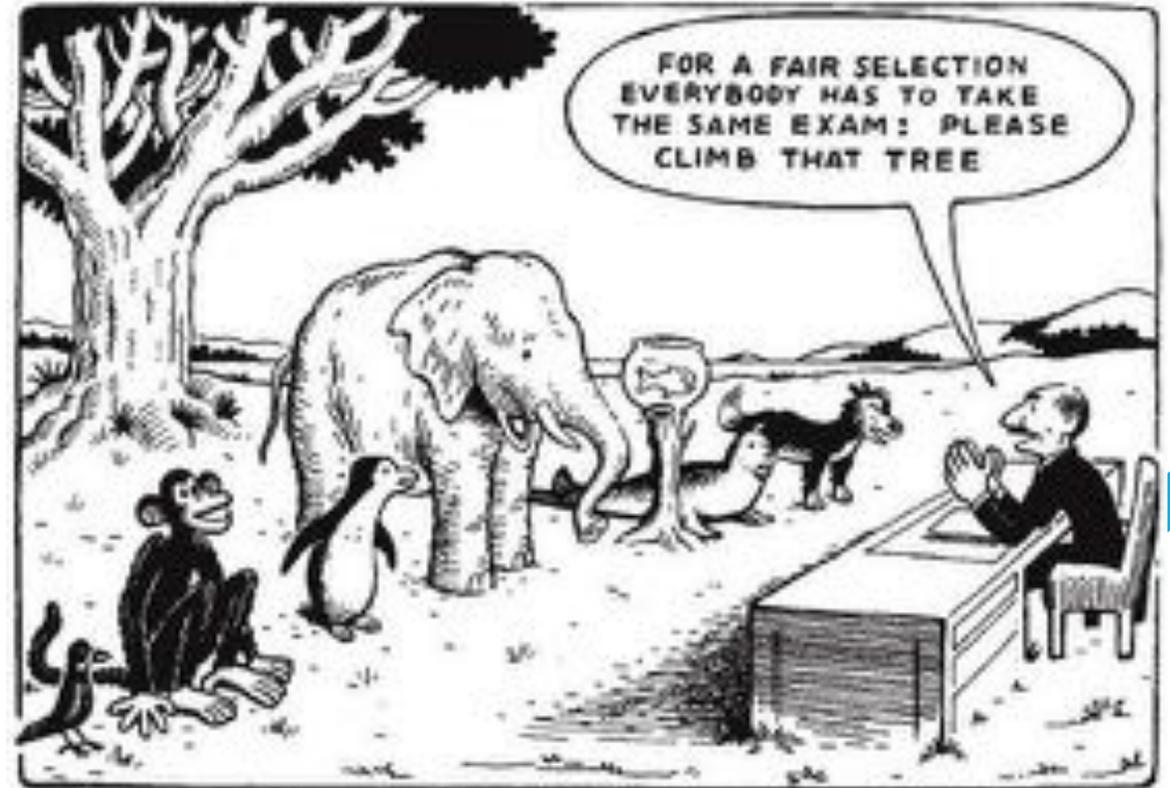
On-campus activity by top employers drops as the percentage of lower socio-economic students increases



Source: University of Leicester, Submission to Call for Evidence, 2011

THE CONTEXT

Part Two - Apprenticeships

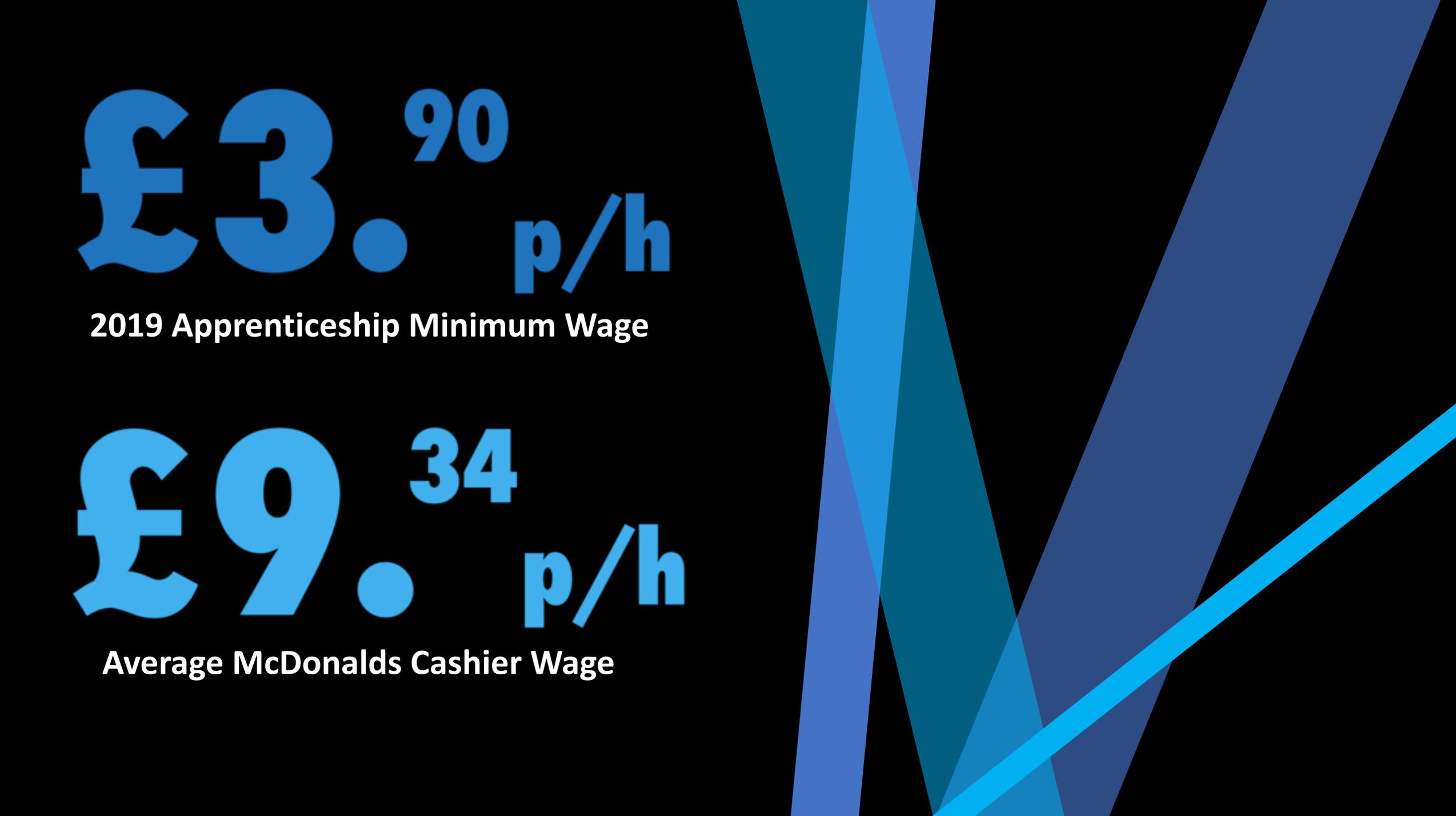




“...those from lower socio-economic backgrounds are clustered in lower-returning and lower level apprenticeships and are thus not benefitting as much from apprenticeships as their more affluent peers.

The benefits that many disadvantaged students do receive from apprenticeships may also be at risk. Starts at Levels 2 and 3, which offer a stepping stone into work, have decreased by 16 per cent and 38 per cent respectively since 2016/17, which could further reduce options for disadvantaged students if this trend continues.”

From Social Mobility Commission, *State of the Nation 2019: Social Mobility in Great Britain – Summary*



£3.⁹⁰ p/h

2019 Apprenticeship Minimum Wage

£9.³⁴ p/h

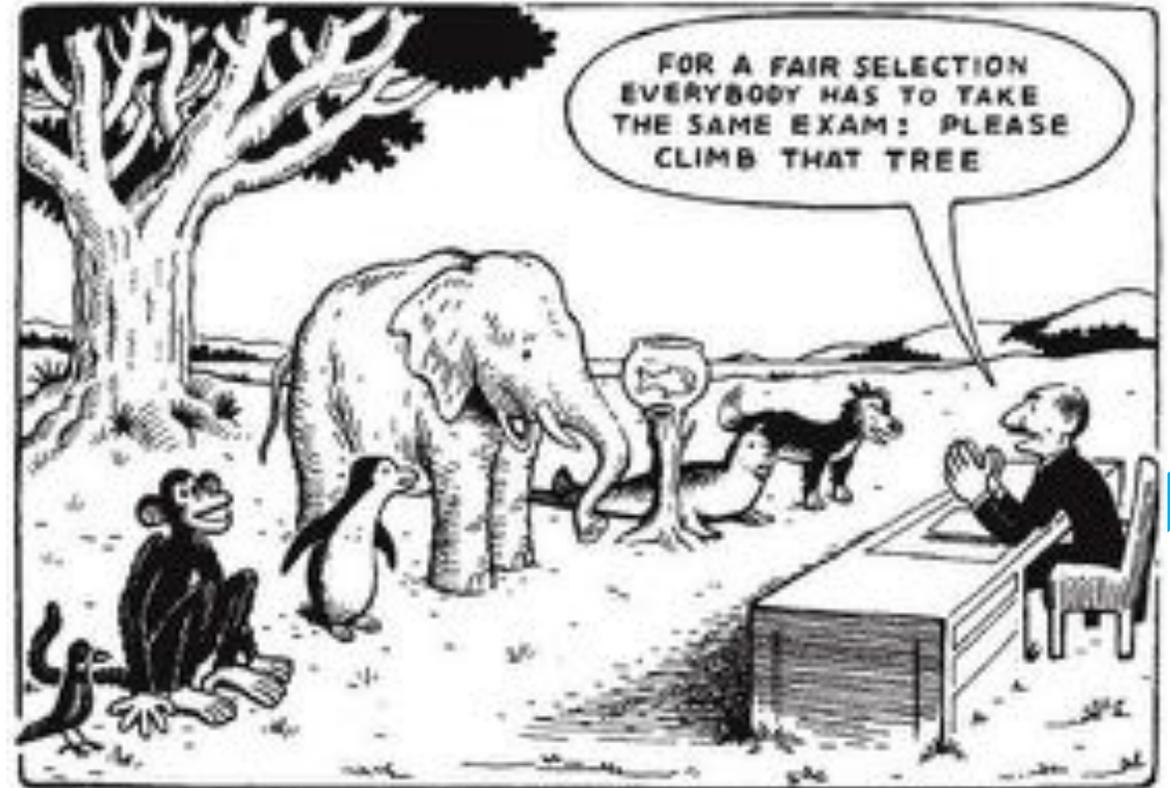
Average McDonalds Cashier Wage

“
Can't get
WORK
EXPERIENCE
because...

I don't have
WORK
EXPERIENCE?
! ”

THE CONTEXT

Part Three - Disadvantages



- Only 1% of pupils who have free school meals achieve 3 As at A Level.
- Only 16 % of those on free school meals attain at least two A levels by the age of 19, compared to 39% of all other pupils.

“3 Cs at A level is a remarkable achievement for someone from a disadvantaged background.”

Dr Vikki Bolliver, Director of Research and Associate Professor,
Durham University

Index of Multiple Deprivation



In groups, think back to the beginning of your careers:

- What was the most positive engagement you had? Who taught you most, and was their role?
- What didn't go well? What would you have done differently?
- What do you think your apprentice will be most worried about? What **should** they worry about?



Commercial Awareness

Skill Development

Managing Feedback

Raising a Concern

Looking Ahead

Managing Expectations

Increasing Visibility

Personal Branding

Goal-setting

Networking



GROWTH Mindset

v.

Cognitive COSTS

SENDHIL MULLAINATHAN
ELDAR SHAFIR

Scarcity

Why having too little
means so much

'The finest combination of heart and head
that I have seen in our field'
Daniel Kahneman, author of *Thinking, Fast and Slow*





3
'DO's
and a
DON'T



DO set expectations at the beginning.

- When will you meet – lunch or after work? (Breakfast is unlikely, but not impossible!)
- Where will you meet – office or café?
- How will you communicate – email or message?

DO provide structure.

- Send reminders a couple of days before meeting.
- An organic, engaged conversation is the ideal, but a rough agenda can help:

*What are you proudest of in the last month?
What are the goals in the month to come?
What are the longer term aims to ensure career progress?*

- Honour the commitments you make.



Do Care.



- Take an interest in the human things – birthday, family, outside interests.
- Think about what's significant on their calendar. A message or conversation before an exam or after a report is delivered will make a big difference.
- Caring means holding them to account. Help them honour their commitments!

But DON'T get involved in personal problems.



- We will provide a background bio of the young person, covering any important context. Treat this info confidentially. The yp may not disclose this to you.
- The LTSB Team supports their personal development – if there's anything you feel falls outside of professional development, please get in touch.

**“They want
to be part of
the game.”**

**David Pinchin,
LTSB Founder**

