

Mentoring Programme



Devon, Plymouth
& Torbay
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

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(optional, useful if schools don't carry out mock interviews)



Overview

The HOTSW careers hub mentoring programme is designed to be delivered by Enterprise Advisers within their respective schools, with support from careers' lead or other members of staff. It can also be delivered by members of school staff / governors or other volunteers from the business world.

The programme has two main objectives:

- Raising Aspiration – broadening a students' horizons, in terms of goals, careers and self-awareness.
- Personal Development – developing a students' skills, knowledge and personal attributes in line with the requirements of today's world of work.

The programme will run over 8 or 9 sessions where the Enterprise Adviser will work with a group of students from year 10 – probably once per week, to be agreed between school and adviser.

It is envisaged that approx ten students will be selected by the school – identifying those who lack confidence in their own ability and who with a small amount of encouragement could achieve higher grades, improve motivation, attendance and participation.

Each session will last around 45 minutes.

Suggested activities are provided for each session. You can use them to suit your particular school.

This programme is a guide only and can be adapted to suit the needs of the mentor / mentees / school.



Session 1

About me, identifying strengths and baseline evaluation

About me

To introduce students to Enterprise Adviser and to begin to build relationships and trust within the group.



Aim

The Enterprise Adviser will introduce themselves and explain a little about their background including schooling, career history, how they got into the job they are doing now etc.

Enterprise Adviser will set boundaries for all meetings going forward e.g.:

- Full participation / commitment
- Trust
- Respect one another
- Ask students if they have any rules they would like included

Suggested activity

This is me

Resources required: This is me questionnaire – See Appendix 1
Give the students time to complete the questionnaire.

Talk through the answers on the individual student's questionnaires.

Identifying Strengths

To identify students' strengths and identify what careers pathways they can suit and to identify potential weaknesses and work on a strategy to improve them.



Understanding your own strengths and potential weaknesses is crucial. Even the most talented, respected people have weaknesses or areas in which they don't excel. Play to your strengths and work on your weaknesses.

Suggested activities

Strengths Matrix

Resources required – Strengths grid - see Appendix 2

Students look at Strengths matrix and tick all of the boxes that are relevant to them. Ask them to add in another row of things that they are good at.

Now focus on weaknesses, giving examples of some of your own. Look at the strength grids, are some of the unticked boxes weaknesses?

Write weaknesses on the back of the page and discuss how they can be worked on.

Baseline evaluation

Students complete baseline evaluation.

They will return to a very similar evaluation at the end of the programme - see Appendix 3.

Session 2

What employers want and professionalism

To identify key skills and attributes employers are looking for and to understand acceptable behaviour within the work place.



Employers are all looking for the same sorts of things. They can teach someone the technical side of a job – it is the personal attributes that they can't teach.

If possible, adviser to dress more in mufti for this session e.g. add a hoodie or trainers - do students have a different perception? Why? Should there be "appropriate" dress in the workplace?

How you behave at home is often very different to what is expected of you at work. You wouldn't put your feet up on the desk at work, but you might put your feet up on the coffee table at home when you are watching the TV. However, some things remain the same regardless – like attitude, the way you speak to people and respecting others.

Suggested activity

Identifying skills employers are looking for

Resources required: Flipchart, paper or whiteboard

List and discuss the skills and attributes that an employer would be looking for -

| | | |
|---------------------------|-----------------------|-----------------|
| Good communication skills | Reliability | Good Work Ethic |
| Honesty | Integrity | Organised |
| Good Time Keeping | Respectful | Responsible |
| Motivated | Good listening skills | Teamwork |
| Flexibility | Determination | Problem Solving |

Can you put your list in order of importance?

Remember, an employer can teach you to make a cappuccino - they can't teach you to smile, make eye contact, be happy and make the customer experience a good one.

Suggested activities

Acceptable/Unacceptable behaviour

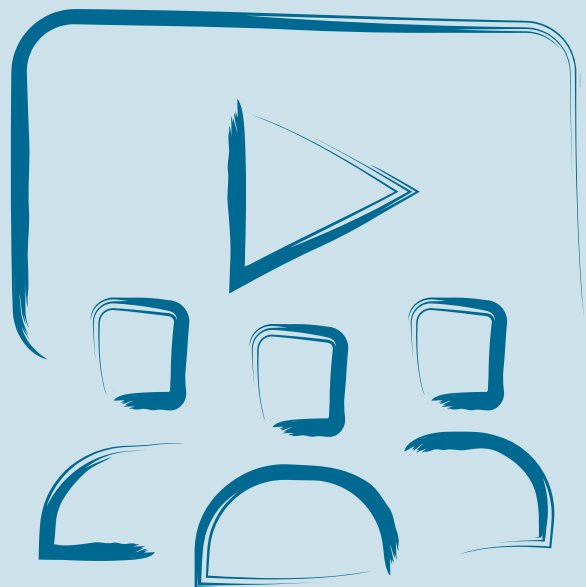
Resources required: Acceptable / Unacceptable behaviour template – see Appendix 4

Discuss responses and give some personal examples of poor behaviour you have witnessed.

Professional behaviour at work video

Resources required: Laptop

Watch the video and discuss.



Session 3

Body language and communication

To understand various ways of communicating and importance of good communication skills within all aspects of life.



Good communication is key not just in the world of work but in life in general. Poor communication lies at the root of many problems and can lead to mistakes, poor quality, missed deadlines and sometimes conflict. How we communicate with others is so important.

Discuss verbal and non-verbal communication including body language, tone of voice etc.

Suggested activities

Body Language Sheet - see appendix 5

Ask students to complete the body language sheet, identifying which communication fits best with Assertive/Aggressive/Passive columns of the table.

After discussion of this activity, ask a willing student (or do them yourself), to use some of the poses below while the rest of the group interpret them.

| Pose | Possible Interpretation |
|-----------------------------|--------------------------|
| Standing with hands on hips | Aggression, Disgust |
| Stand upright and tall | Confidence |
| Fold arms across chest | Defensive |
| Rolling your eyes | Dismissive / Irritated |
| Resting head in hands | Bored |
| Tapping fingers | Impatient |
| Weak handshake | Nerves |
| Rubbing temple | Doubt / Unsure |
| Biting nails | Nervous / Insecure |
| Slouching in seat | Disinterested |
| Stroking chin | Thinking / Contemplating |
| Looking down | Lack of confidence |
| Tilted head to one side | Listening / Interested |
| Pinch bridge of nose | Thinking / Unsure |
| Shrug | Disinterest |

Blindfold Game

Resources required: Blindfold & small prize

Putting students in pairs, blindfold one and get the other to talk them across the room to collect a small prize.

Repeat until all students have undertaken both the blind fold and the navigator role.

Check with students how they felt when they were blindfolded and how they received the instructions from their partner. Then ask the same regarding being the person giving the instructions

Chinese Whispers Game

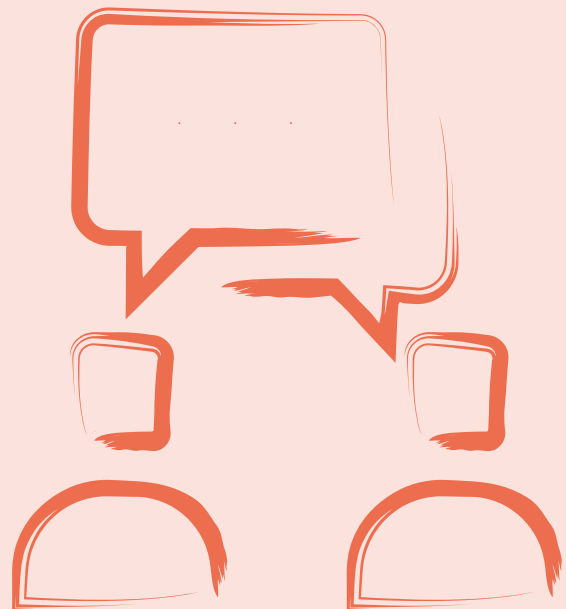
Ask students to stand in a long line or circle, a few metres apart if possible

The Enterprise adviser starts by whispering quietly to one student a nonsense phrase such as “Pink potatoes are potentially perfect” and they pass the phrase along the line by whispering.

Is the phrase exactly the same when it reaches the end of the line?

Repeat with a more complex phrase such as “Seventeen students from room C211 need to catch Citybus 138 from the bottom of the lane at twenty past three.”

Discuss how to communicate verbal instructions effectively (speaker and listener).



Session 4

Life Finance

To understand monthly budgeting and managing bank accounts in addition to looking at real life cost of living.



Aim

Whether you are buying your first car, setting up home or going on holiday with your mates – being able to budget properly is a vital life skill.

Suggested activities

Discuss the following statement: Is money a tool, or a target?

My Moneysense Quiz

Resource required: Laptop

Visit: mymoneysense.com

Day-to-day finances activity - See appendix 6

This simple activity is aimed at familiarising the students with the key principles of income, costs, liabilities/debts, both short and long-term, disposable income etc. and most importantly - cash flow.

- 1: The students will be given each a bank note representing their monthly salary (Appendix 6b).
- 2: The students will then be shown a range of products (Appendix 6c) that they can afford using their monthly salary (i.e. bank note above). They can decide what to buy.
- 3: The students will then be given the life costs table (Appendix 6a) that they can lay over their bank note. They need to rethink what they just decided to buy in point 2.
- 4: The Mentor will then discuss, probe affordability and offer loans to help them buy their choices, but also ask the students to add to their monthly costs elements of debt repayment etc. in the Appendix 6a table.
- 5: The Mentor and students then discuss the notion of disposable income and what is left to fund anything else they may wish to do (i.e. last column in the costs table).

Session 5

Teamwork

To improve teamwork skills and appreciate one another's strengths and weaknesses.



Aim

Being able to work as part of a team is a skill many employers look for. They want someone who will work well with others, appreciate everyone else's contribution and not get on other people's nerves.

Everyone has something to offer – even if it isn't immediately that obvious.

Suggested activities

Lost Disaster Scenario

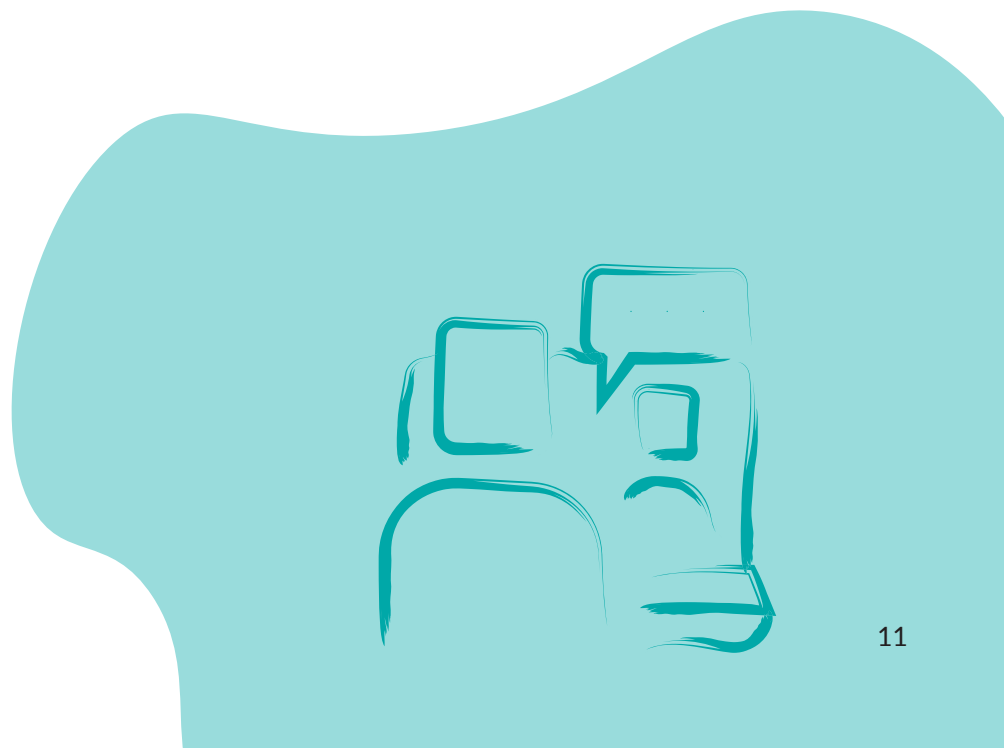
Resources required: Lost Disaster information – see Appendix 7

Allow students to establish which of the passengers should be allowed on the lifeboat. They place a plastic cup on each of cards/people they have selected.

Discuss reasons for their choices.

Cup Stack

Resources required: paper cups, rubber band, string – see Appendix 8



Session 6

Tolerance and Diversity

Appreciation of what makes us all different and the benefits of diversity within a team.



Aim

We live in a society with all sorts of other people. We are all unique, but we all have feelings and get hurt when others single us out. Being tolerant of others and understanding how what we say or how we act can make them feel, is really important.

Suggested activities

Begin by recapping some of the choices that were made previously in the Lost disaster activity, particularly picking up on anything such as “she’s no good - she’s pregnant” or “we don’t want him he doesn’t speak English”.

How Comfortable am I? Quiz

Resources required: How Comfortable am I quiz sheets – see Appendix 9

Students complete the How Comfortable am I? quiz. Go through and discuss answers.

Inclusion starts with I

Resource required: Laptop

Watch the [Inclusion starts with I](#) video and discuss.

Discuss Unconscious bias - what is it?

Watch [Video1](#) and [Video 2](#)

Can anyone think of a bias in their own thinking that they know is probably unreasonable? (Good if Enterprise adviser can share here).

How can we guard against unconscious bias?

There are tests you can do to identify your own biases but probably too long for this session - [click here for details >](#)

Session 7

What's the point?

Identifying the relevance of what we learn in school within the world of work.



All things in school are taught for a reason – although it may not seem like it at times. Understanding why you are learning something by cross referencing it to the real world can make it much more interesting.

Suggested activities

Linking careers with lessons taught in school

Resources required: Student template & Cards – see Appendix 10

Create cut-off cards (ideally laminated) with the different subjects learned at school (Appendix 10), then shuffle and distribute between the students.

On the template, the students write down jobs or careers where they think each given subject would lead or contribute to, and also complete the Favourite subject/career section (with reasons).

Discuss each student's favourite subject and discuss which roles that subject can lead to.

Then in turn give each student large version of their cards and ask them to read out a few of the suggested jobs. (Probably no need to cover all of them unless plenty of time, but ensure each student sees any they are interested in).

As well as school subjects, what else do you learn in school that will be useful for the future, do you think?

If necessary, steer conversation towards transferable skills and give some examples.

How do rules and regulations in school help with jobs in the future?

Talk to students about rules within school such as timekeeping, uniform, acceptable behaviour etc. and cross reference to the work environment.

Session 8

Evaluation

It is good practice to evaluate the effectiveness of any programme.

Aim

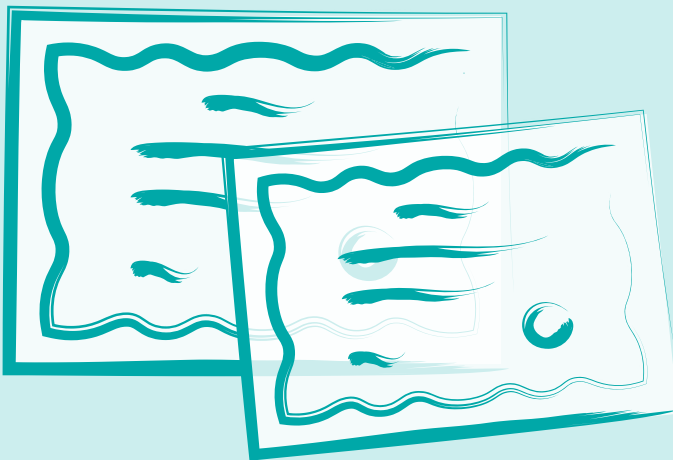
As the overall aim of the mentoring programme is to raise aspirations, attainment and confidence of students, it is good to understand how the students feel they have progressed over the whole eight sessions. Has it made a difference to them?

Discuss each student with the school careers lead and ensure that you plan in regular catch-ups to discuss the progress of each student throughout the programme.

Monitor their attendance, attitude and behaviour throughout, and work with the careers lead to see if the mentoring makes a difference to their attainment. Ask for feedback from form tutors and/or other teachers.

Evaluation sheet is at Appendix 11

Final discussion on anything they have covered; present certificates.



Optional Session

Recruitment Techniques

Understanding the different methods employers use to recruit.



Aim

There are a number of different ways employers recruit. Some have multiple stages, others just want a quick 5 minute chat. Understanding the different recruitment techniques can help you to understand what to expect when you go for a job.

Suggested activities

Identify some of the current recruitment techniques:

| | |
|--------------------|---------------------|
| Online application | Assessment Centre |
| CV | Telephone Interview |
| Panel interview | Skype Interview |
| Online test | Work Trial |

Panel Interview

Resources needed: job description, paper & pens

Pick two jobs off the National Apprenticeship website and ask the students in two groups to be the interviewers. They will need to develop the questions between them then they can interview the Enterprise Adviser for that job

Group feedback afterwards - would they have given him/her the job? Why or why not?

Enterprise Advisor feedback.

Appendix

| | | |
|----|-------------------------------------------|---------|
| 1 | This is me | Page 17 |
| 2 | Strengths matrix | Page 18 |
| 3 | Baseline evaluation | Page 19 |
| 4 | Acceptable/unacceptable behaviour | Page 20 |
| 5 | Body language sheet | Page 21 |
| 6 | Banknote activity | Page 23 |
| 7 | Lost disaster | Page 25 |
| 8 | Cup stack challenge | Page 39 |
| 9 | How comfortable am I? | Page 40 |
| 10 | What's the point sheet, and subject cards | Page 41 |
| 11 | Evaluation | Page 42 |

Appendix 1

This is me

My name is

My favourite things to do are

I think I am good at

My favourite place I have ever been to is

The thing I am most proud of having done is

My favourite thing in my room or house is

I have always wanted to

I would like to get better at

These are the words friends would use to describe me

If I could change one thing about the world it would be

Appendix 2

Strengths Matrix

Name

| | | | | |
|--------------------------------|-------------------------------------|-------------------------------|--------------------------|--------------------------|
| Is good at maths | Works hard | Likes to join in | Is organised | Is good with computers |
| Is a daredevil | Plays a team sport | Is good at spelling | Tells good jokes | Likes to read |
| Plays a musical instrument | Has a good memory | Likes to think things through | Is good at making things | Is good at cooking |
| Likes to go out with friends | Likes to help others | Is good at art | Is a loyal friend | Is tidy |
| Is willing to learn new things | Likes to figure out how things work | Likes animals | Is always on time | Likes being on their own |
| Is generous | | | | |
| | | | | |

Complete another row of strengths at the bottom.

Appendix 3

Baseline Evaluation

Please answer the following questions scoring from 1-5 (low to high)

Are you looking forward to these sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

How nervous are you about undertaking these sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Do you think that the sessions will help you build skills & confidence?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

How good is your understanding of what employers are looking for?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Do you think it is useful to have someone from industry (i.e. outside school) to run these sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Any other comments at this stage, or requests for the future?

| |
|--|
| |
|--|

Appendix 4

Acceptable / unacceptable behaviour at work

| Expected behaviour | Unacceptable behaviour (opposite?) |
|------------------------------------------------------------------------|------------------------------------|
| Hard working | |
| Reliable | |
| Good timekeeper | |
| Ready to start work on time (e.g. proper gear on, had your breakfast!) | |
| Correctly dressed and presented for the job in hand | |
| Pleasant and polite to co-workers and customers | |
| Follow supervisor's instructions | |
| Keen to learn new things | |
| Learn from mistakes (we all make them!) | |
| Get on with everyone | |
| Good team player | |
| Work safely | |
| Aware of dangers/hazards in the workplace | |
| Don't waste anything (e.g. paper, wood, electricity) | |
| Ask for help when need it | |

Appendix 5a

Body language

Discuss the power of body language and how without saying a word you can say so much.

Make sure students understand the difference between Assertive, Aggressive and Passive and ask them to complete sheet below, filling in the correct descriptions. Discuss answers.

| | Assertive | Aggressive | Passive |
|----------------------|------------------|-------------------|----------------|
| Posture | | | |
| Head | | | |
| Eyes | | | |
| Face | | | |
| Voice | | | |
| Arms/Hands | | | |
| Movement/ Walking | | | |

Appendix 5b

Body language

Discuss the power of body language and how without saying a word you can say so much.

Make sure students understand the difference between Assertive, Aggressive and Passive and ask them to complete sheet below, filling in the correct descriptions. Discuss answers.

| | | |
|--------------------------------------------------------|------------------------------------------------------------|----------------------------------|
| Slow and heavy or fast, deliberate hard | Shrinking | Firm, not rigid |
| Controlled extreme or sharp gestures pointing, jabbing | Head down | Measured pace suitable to action |
| Set, firm | Hesitant, soft, trailing off at ends of words or sentences | Leaning forward |
| Aimless, still | Well modulated to fit content | Relaxed, moving easily |
| Chin jutting out | Expression fits words | Smiling even when upset |
| Loud, emphatic | Slow and hesitant or fast and jerky | Glancing away, little contact |
| Strongly focused, staring, piercing or glaring | Good regular eye contact, not staring | Upright, straight |

Appendix 6

6a: Bank note activity

| | | | | | |
|---------------------------------------------------|--------------------------------|---------------------------------------------------------------|--------------------------------------------------------|---------------|-----------------------------------------------------------------|
| Taxes / National Insurance / Pension Contribution | Housing / Rent / Accommodation | Utility bills / Transport costs / Insurance / Wi-fi / Netflix | Essential shopping / Food / Clothes/ Other commodities | Loans / Debts | Leisure and entertainment / Gym Cinema / Restaurants / Holidays |
| £5 | £15 | £10 | £10 | £ | £ |

6b: Bank note



Appendix 6

6c: Bank note activity



Appendix 7

Lost!

You are all the occupants of a sinking ship.

A fire on board has destroyed the radio and, from the rate the water is rising inside the ship, you estimate that it will sink in between two hours and two and a half hours.

You did not tell the authorities of your destination.

It will take about 45 minutes to launch the only boat and it will take 15 minutes for each person to be lowered into the boat, they can only go one at a time.

They can't jump as the water is shark infested.

The nearest land is an uninhabited tropical island 30 km distant.

Your task is to decide as a group which 6 passengers will enter the boat.

Everyone on-board has agreed to abide by your decision.

Items held by individuals must stay with the owner; they cannot be transferred to other people.

Appendix 7

Profile



Billy

Lives in a village in Sussex.

His parents are Nigel and Sarah. Nigel is a Bank Manager and Sarah is a Homemaker. In Sarah's spare time she is a Guide leader.

Nigel is a Parish councillor and president of the local allotment society in spare time.

Billy has £50,000 in used £10 notes and a box of matches.

Appendix 7

Profile



Natalia

Age 23.

Came to Scotland eight years ago as a teenage refugee from Ukraine and spoke no English on arrival.

Gained 6 GCSEs and has recently qualified as a nurse.

Carries a box of matches.

Appendix 7

Profile



Tom

Diving Instructor.

After 20 years as a stockbroker in London, he has just moved to Tahiti to set up his own diving school.

Divorced, with a son at boarding school in Wales.

Goes grouse-shooting in Yorkshire every August.

Carries a signed copy of the final Harry Potter novel.

Appendix 7

Profile



David

Food Scientist.

A vegetarian whose research centres on developing plant-based, low-cholesterol alternatives to meat.

He has been involved in a number of demonstrations against the use of animals in medical research.

Carries a box of Mars bars.

Appendix 7

Profile



Adam

Nurse. Married three times; five children aged between 5 and 27.

Youngest child has Down's syndrome.

Drinks and smokes heavily.

Plays the accordion.

Carries a bottle of rum.

Appendix 7

Profile



Annie

Ship's engineer's wife.

Aged 35 and about to begin maternity leave from her work as a medical sales representative.

Due to give birth to their first child in 4 months time.

For some reason known only to herself, she happens to be carrying a fishing line and hook.

Appendix 7

Profile



Stefan

Radio operator, ex-Israeli Navy.

A fitness fanatic and champion kick boxer.

He escaped the fire which destroyed his radio as he was on deck trying to impress the food scientist with a display of his kick-boxing skills at the time.

Carries a length of rope.

Appendix 7

Profile



Nigel

Retired soldier.

Recently registered a civil partnership with his long-term partner, a 45-year old political journalist.

Together they have campaigned for improved healthcare for soldiers wounded in Iraq.

Carries a compass.

Appendix 7

Profile



Chaps

Cook.

A former Special Forces officer reduced to working as a cook after being court-martialed following an unfortunate incident involving a torpedo and a presidential yacht.

Carries a knife.

Appendix 7

Profile



Trevor

Anglican priest.

A Philosophy graduate who taught English as a foreign language in South America for several years before returning to his home town to look after his disabled mother (now aged 85) with whom he still lives.

Trained as a counsellor and was ordained in 1990.

Carries a first aid kit.

Appendix 7

Profile



Lizabet

French Botany student.

Lived in the Brazilian rainforest for eighteen months while carrying out Ph.D. research into plants that can be used in anti-cancer drug. These are now undergoing testing by a major multinational pharmaceutical company.

Voted for Le Pen in the last election.

Has a rifle.

Appendix 7

Profile



Rupi

Indian ship's carpenter.

Married with four children aged between six months and seven years old.

Was convicted of violent affray following a demonstration in Mumbai ten years ago.

Writes poetry and has had two poems published in Indian literary magazines.

Has a magnifying glass.

Appendix 7

Profile



Scarlet

Ship's engineer.

Married; accompanied by her pregnant wife.

Her heroism in fighting the fire has given her fellow-passengers time to launch the lifeboat but she has sustained severe burns.

Carries a mirror.

Appendix 8

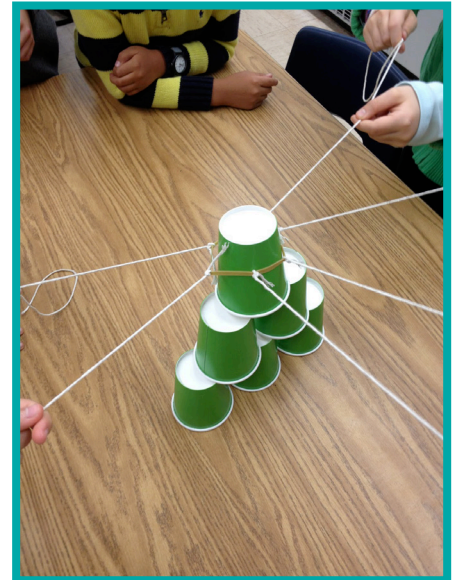
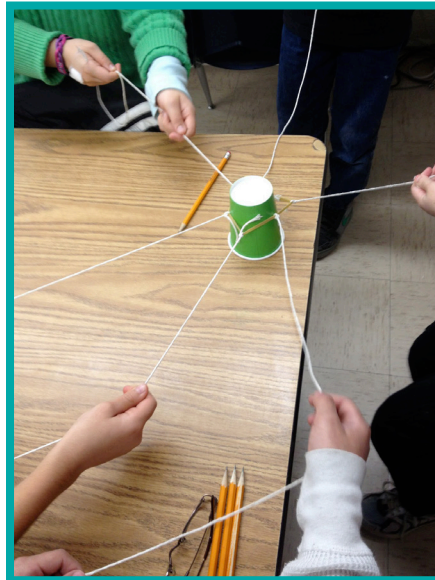
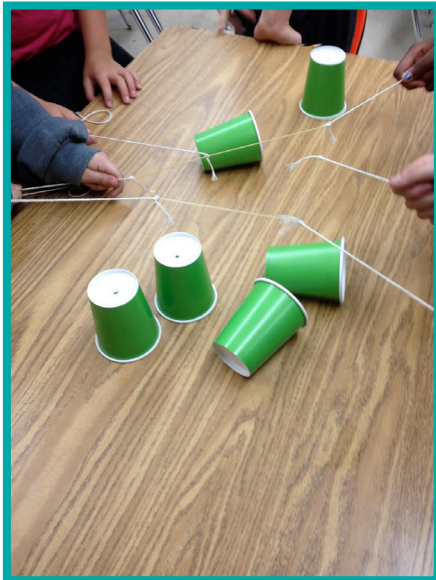
Cup stack challenge

Resources required: paper cups, rubber band, string

The challenge is for the group to build a pyramid out of the 6 paper cups they have used in the Lost activity. (3 on the bottom, 2 in the middle, 1 on the top). Group members cannot touch the cups with their hands or any other part of their bodies, even if a cup falls over or on the floor.

Each person holds onto one of the strings that are attached to the rubber band and they use this device to pick up the cups and place them on top of each other (by pulling the rubber band apart and then bringing it back together over the cups).

- After you have finished discuss the following:
- Was anyone frustrated at all during the activity?
- What did you learn about yourself or others?
- Why was teamwork so important for this activity?
- What is so hard about teamwork?



Appendix 9

How comfortable am I?

| | Not at all comfortable | Uneasy | Fairly comfortable | Completely comfortable |
|------------------------------------------------------|------------------------|--------|--------------------|------------------------|
| You visit your Grandma in a care home | | | | |
| A friend tells you they are gay | | | | |
| A homeless person asks you for change | | | | |
| Your history teacher speaks with a German accent | | | | |
| A classmate is in a wheelchair | | | | |
| Your maths teacher is a 60 year old woman | | | | |
| Your next door neighbour is Muslim | | | | |
| A friend invites you to go to church | | | | |
| You see someone who is transgender | | | | |
| A new classmate is a refugee from Somalia | | | | |
| A friend's Dad has been in prison | | | | |
| A classmate has a stutter | | | | |
| A woman in your street is 25 stone | | | | |
| Your best male friend takes up ballet | | | | |
| You have to sit next to the "uncoolest" kid in class | | | | |

Appendix 10

What's the point?

| Student Name: | |
|-------------------------------------------------------|--------------------------------------------|
| Favourite Subject(s): | |
| Preferred Job/Career: | |
| Reasons for favourite subject & preferred job/career: | |
| | |
| Subject (Card reference) | Related jobs / professions (student input) |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| Action(s) or thoughts gained from the exercise: | |
| | |

Appendix 11

Final evaluation

Please answer the following questions scoring from 1-5 (low to high)

Did you enjoy these sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Has your confidence improved as we have gone through the sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Do you think that the sessions helped you build skills and confidence?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Has your understanding of what employers are looking for improved?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Do you think it is useful to have someone from industry (i.e. outside school) to run these sessions?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Please complete with your thoughts at the end of this programme, comments that will help us to improve the sessions, or requests for the future?

Example Posters



These posters can be obtained free from:
Planit: Schools Subject Posters



Devon, Plymouth
& Torbay
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY