

# The Triple E Challenge

Newcastle University

rise<sup>up</sup>

# The School of English Literature, Language and Linguistics

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## Undergraduate programmes:

- English Literature
- English Literature with Creative Writing
- English Language
- English. Language & Literature
- Linguistics
- Also available English with Classics/History and a suite of joint honours programmes combining Linguistics with a MFL.
  
- Approximately 250 undergraduate students per year; AAA-AAB entry; predominantly female, Home students.

# English and the Careers Service

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- Series of (very good, pro-active!) careers advisers linked to the School; recognised as a 'tough gig'.
- Student (and staff?) perceptions? You're all about the Big 4!
- Bespoke sessions, 1-1 guidance
- 'Creative Careers Week', alumni events, Career Management Module.
- A new Head of School arrives...

# Its Christmas and a letter arrives from the Head of School...

*'I am writing with advance information about a major investment in your employability, experience and professional skills.'*

*In February 2016, all stage 2 students in SELLL will have time off campus working on an employability challenge organised in partnership with Accenture (the global consultancy firm), the University's Careers Service and a group of very successful former students from the School (alumni). A mandatory part of your second year programme, Triple E will offer you professional experience, insight into your skills and capabilities, contact with a major employer and the opportunity to build your confidence and aspiration as you look ahead to life beyond your graduation in July 2017.*

*The centrepiece of the School's work on your skills and employability, Triple E will take you off campus, give you the chance to focus on leadership and professionalisation, build your experience and boost your CV.'*



# Developing the challenge

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- Initial discussions
- The proposal
- Partnerships – employer (Accenture) and alumni
- Planning
- Delivery

# The challenge...

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Working in your team, the challenge is to identify a new product to help the NHS to connect with young people and enable them to self-manage their health.

This could be related to...

- Particular health issues – long term conditions such as asthma, diabetes
- Particular groups – marginalised groups such as asylum seekers, traveller community,
- teenage parents
- Lifestyle – drugs, smoking, alcohol

Or anything else your team comes up with!

# What we did.....

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## Day 1

- Meet your team
- Scenario briefing
- Generate an idea
- Plan for tomorrow

## Day 2

- Strategy development
- Preparing for the team pitch
- Pitching to the panel
- Prize giving and final pitching challenge
- Drinks and networking

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| <b>Key Partners</b><br><br>Who do we need to partner/ collaborate with?<br>What do we need to share?<br>Who can help us to deliver the business or project? | <b>Key Activities</b><br><br>What do we need to do to deliver the value to our audiences/customers?                                                                        | <b>Value Creation</b><br><br>What unique experiences, services or products are we offering to our audiences/customers?<br>Which of our audiences/customers problems are we trying to solve?<br>What are we helping audiences/customers to achieve?<br>What audiences/customers' needs and interests will we be helping to satisfy?<br>What are we creating which is valuable to our customers/audiences? | <b>Audience/ Customer Relationships</b><br><br>What type of relationship do we need with audiences and customers?<br>How can we connect, develop and maintain relationships with audiences/customers?<br>How do we build communities?<br>What is our story? <ul style="list-style-type: none"><li>Who are we?</li><li>what we do?</li><li>what are our values?</li></ul> (our marketing and brand) | <b>Customer Groups</b><br><br>Who are our most important audiences/customers?<br>Who will be interested in our experiences, services or products?<br>How can we understand groups of customers and identify their interests/needs? |
| <b>Funds Out (Cost Structure)</b><br><br>What are the costs: <ul style="list-style-type: none"><li>Resources</li><li>Activities</li></ul>              | <b>Funds In (Revenue Streams)</b><br><br>What is the most significant source of funds for our project/business?<br>What are our audiences/customers willing to pay for? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                       |

# The morning after.....

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I kind of got the impression, and it might just be me not picking up on things.... Not that I was being told, but I kind of got the impression, that I couldn't do anything with my degree, so I should do something, like, business-y...

Yes, I completely agree! I felt like I was kind of being told, like, your degree is rubbish! You can't get a job with your degree, so come and do business!! You can't have a degree-specific job, you're not going to be able to get an English-related job, so you have to come and work for a business-y

**Facilitator: So what is an English-related job?**

(Various laughing!!! Teaching!!!)

I think that's what I'd have liked to have found out.

I think that's what they were trying to show you.... Like this can be an English job, like the diversity. I don't think they're trying to pigeon-hole you....

But I don't think it was English-y at all. That's what I mean... I think with the mention of skills, the focus on skills... I don't think that was English-y at all, I don't see how anything we did was English-y.

But sometimes I think we don't realise what skills we've gained.

Yes, that's what I mean.... That's what it should have been about.....

But that's what it was doing....!!! Look !!! You're using these skills

# Some of our conclusions

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- The structure: length; the challenge
- Engaging the students before the Challenge
- The skills dilemma: to tell or not to tell?!
- Making the most of the alumni
- Relationships are have been built!
- Engaging School staff and students beyond the Challenge....