



UNIVERSITY OF EDINBURGH
Business School

GLOBAL CHALLENGES FOR BUSINESS

BUST08035

SKILLS WORKSHOPS WEEKLY DETAILS – For Tutors Only

Unlike the Topic Seminars, Skills Workshops are focused on practicing a specific skill that students have been taught about in their Monday lecture of that week. This both ensures students have a chance to practice, but also gives them the opportunity to ask questions. Skills workshops are much shorter than Topic Seminars and more 'functional'. For most, there are handouts or worksheets, as well as a Slide presentation with the instructions for students. You need to collect copies of the handouts from Sara Dennison before the session, and download the slides from LEARN.

Materials required for all sessions:

For each Skills Workshop, tutors should collect stickers for names (first two weeks only) flip charts, post-its, blu-tac and marker pens from Sara Dennison (and please return them to her after the class).

WEEK 2 SKILLS WORKSHOP
(QUALITY OF ARGUMENT 1)

IDENTIFYING AN ARGUMENT

Materials required for this session:

- Flip chart paper & Pens
- WORKSHEET 'Identifying Arguments' (1 copy per student)
- Slides prepared for this session

Objectives:

Welcome to study skills workshops. Help students to meet new people and start working together. Start to develop skills in identifying, understanding and evaluating the point of view and the argument of a speaker/author. Explore tools they can use to develop good active/critical listening skills. Help students think about how they listen, what good lecture preparation and note taking might look like.

Background:

The first activity is an ice breaker. Your group *may* already have met if your Topic Seminar is before the Skills Workshop – but they may not. It can help to run an ice breaker again anyway, just to settle everyone in. The second activity is designed to mirror the lecture on quality of argument, as well as start developing critical listening skills. They should know that an argument comprises premises (reasons) linked to a conclusion. Tutors should review the lecture slides associated with this lecture. For the second exercise, highlight the overlaps between critical listening to uncover and identify an argument, and making the most out of lectures. In the discussion after this activity, encourage students to think about their individual approach on how they plan to get the best from the lectures they are attending. Have they jumped in without a plan? Are they feeling overwhelmed with the amount of material they get? Are they trying out different techniques and finding some methods to be successful? Are they expecting to be a passive learner? Do they think 'if I turn up you will teach me' or are they taking responsibility for their own learning.

ACTIVITY 1 – GETTING TO KNOW YOU ICE BREAKER

(15 MINUTES)

Getting to know everyone – your classmates/groupmates and your tutor.

Notes for Tutors:

Give out name badges, post-its and pens. Split the class into small groups of 4/5. Ask everyone to introduce themselves to the group by answering some questions on a post-it and put them on the flip chart paper. Leave the 'getting to know you' slide up with the questions visible while doing this activity. While students are writing post- its tutors can stick a flip chart near each group and encourage them to gather round and learn about each other.

Depending on time you can decide how you want to manage the sharing and discussion part.

At a group level, each student could pick a post-it which isn't their own and introduce that person to everyone in the group.

At a class level the spokesperson can introduce the group to the wider class by naming and summarising one fact about each person in the team.

(If pushed for time - tutor can walk the room and pick out a couple of interesting examples to share with the class)

Instructions for students

This activity is designed to introduce you to the group and help you start to build a network by getting to know other students. Share a bit about yourself by answering some of these questions and learn about other students in the room.

Gather round the flip chart and pick a post-it which isn't your own and introduce that person to everyone.

What is your name? Where are you from? – country, province/state or city

Tell us one thing that is famous in your city – food, tourist attraction, building, event.

What degree are you doing?

Share one thing unique about you and tell us why.

ACTIVITY 2 – Identifying an argument

(10 minutes)

Give out a worksheet to each student and ask them to take a few minutes on Part A by writing down what they think they are likely to hear about this topic before they start listening. Then read out the paragraph (below) titled '**The Dangers of the Sun**' slowly and ask students to write down what they hear in Part B. Then given them time to start working on Part C. Don't dwell too much on the 'answer'. We're just getting them to think about listening and identifying arguments.

The paragraph is taken from (Ramsay et. al., 2010 page 136). Tutors can organise how they want to carry out the activity perhaps asking students to shout out some ideas they had written on preparation notes. Highlight to students that the preparation note taking and topic bullets provide you with the skeleton outline if you had to do an essay – you have a first draft and a structure from your notes. Using this kind of tool is one strategy to determine the key arguments. Remind students of the three elements of an argument: main conclusion, premise(s), link.

Dangers of the Sun

For many years dermatologists, have warned the public about the dangers of staying in the sun without protection. Exposure to the sun can have dramatic result, apart from the treasured tanned skin. There are three points which I wish to bring to your attention in this talk.

Firstly, the sun can damage the layers of the skin. The outer layer can change its appearance. The texture can become leathery with a loss of elasticity. This can result in premature ageing of the skin, causing wrinkles and brown blotches. Secondly, over-exposure can result in skin cancer. The brown blotches may be the outer indicator of cancer. They appear as moles on the skin. Next extreme exposure to the sun increases the possibility of breaking down our natural protection from the sun's radiation.

The effects of UVA and UVB are becoming more well known. Tanning shops promise their customers that they can provide 'safe' tanning. They try to convince us that UVA is a lower level of radiation and therefore less harmful. This is not true! In fact, UVA has been proved responsible for damaging the deeper layers of the skin which destroy structural proteins and thus harming the immune systems.

‘The Dangers of the Sun’ (Ramsay et. al., 2010, pp.136) Study Skills for Business Management Students, Paul Ramsay, Pat Maier & Geraldine Price.

Suggested answers: (Do not share until after they have completed their worksheets. Also, note that there are many possible answers, this is just one).

Main Conclusion: There are dangers caused by staying in the sun without protection.

Premise(s)

1. Over-exposure can cause skin cancer with brown blotches indicator of cancer, which may appear as moles
2. Extreme exposure can destroy the skin’s natural protection from the sun’s radiation, including exposure to both UVA and UVB
3. Sun damages layers of the skin which also changes its appearance causing premature ageing of the skin

Link: There is no explicit linking word in this passage. The phrase *There are three points which I wish to bring to your attention in this talk* implies a link, but could it be improved? EG: “There are reasons I wish to identify to support this” would make the link more explicit.

ACTIVITY 3 - Making the most out of lectures

(15 minutes)

In small groups ask students to compile a list of the skills they think are useful for making the most out of a lecture and why these are important. Give each group flip paper and ask them to note their ideas and put it up on the wall. After 10 minutes ask each group to pair up with the group next and share and discuss ideas by comparing lists.

This activity aims to get students to share different techniques and be aware of some approaches they might not have tried yet that can help them to use time in lectures effectively. A list of suggested answers is prepared on the following slide to summarise this activity.

In your summary of this activity **please stress** that often the approach of writing absolutely everything in lectures can be stressful and unproductive and can lead to missing the essence to what a lecture is about. **Good Listening** is essential. Being able to spot when a lecturer provides you with a ‘**summary**’ or ‘**key points**’ or ‘**so this means that**’ pointers in material is a skill that you will develop over your academic career.

WEEK 3 SKILLS WORKSHOP

WORKING IN TEAMS

Materials required for this session:

- Flip chart paper & Pens
- MBTI questionnaire and information (1 copy per student)
- 2 different time planners (1 copy of each per student)
- Slides prepared for this session

Objectives:

Link to lecture, get students thinking about their own personal contribution, how teams perform and consider how they could prepare for the group work component of the course. Finally, the time management activity has been introduced in week 3 as, by this point, we find students are starting to feel a bit overwhelmed and disorganised (introducing it in week 1 is too early as they aren't yet aware of what is ahead of them).

ACTIVITY 1 – WHY IS TEAM WORKING IMPORTANT

(Timing 20 minutes)

Notes for Tutors:

The next activity is designed to get students thinking and talking about why team working is important and to embed the context discussed in their lecture. In existing groups give each group a different question to answer on team working from the list below. This will add a bit of variety when the class provides feedback. Leave the slide with these questions up while the activity happens. You may need to walk between groups and stimulate discussion in quieter groups. Allow some 10 minutes for them to gather and record their thoughts and 10 minutes for class discussion on their findings.

Instructions for students (on slides)

Work in your group on **one** of the following questions, noting your answers on a flip. Nominate a spokesperson who will feedback to the class on your thoughts. There is no right or wrong answers - we want to explore your ideas.

1. What might be potential problems of group work and how can they be overcome?
2. What makes a high performing team?
3. What kind of tools could you use to help a team function better?
4. Think of a successful/famous team (it can be sports, charity, business) what things do they do as a team that makes them successful?
5. What kinds of personal contribution can individuals make in a team? And why are these important?

ACTIVITY 2 – Learning About Yourself

(Timing 10 minutes)

Notes for Tutors

This activity is to help students think about their own individual style and appreciate diversity in any team in which they work. Students will be familiar with Myers Brigg, Belbin Team roles from their

lecture. Either sitting in existing small groups (or shuffle groups) ask them to now categorise themselves using a MTBI self-analysis framework. There is a one page hard copy for each student which should be distributed and ask them to read the descriptor and decide which one most closely matches them. Is everyone clear are there any questions? Review their findings with an informal chat in their groups.

Instructions for Students (on slides)

You have been given a self- reflection sheet to help you decide which MTBI type you are. Take 5 minutes to read the descriptors and decide and circle which one is most like you. Review your findings in your group. How many similarities or differences are there in your group. What are the implications for you in how you learn what are the implications for you working in a team or leading students who may be different from you?

Questions and signposts to further information and close

To round off the last activity off stress the value that diversity brings to teams and organisations. Everyone has their own skills and personalities to bring to a task. Hopefully now you can start to appreciate the untapped potential of yourself and the network of people around you in this class.

ACTIVITY 3 – Planning Your Time

(15 minutes)

Give out the time planner handouts which show different ways of allocating your time for studying. These will also be available electronically on Learn. There are different ways that students can plan their studies and manage their time and they are encouraged to experiment and find out the best way that works for them.

They can remain seated in their existing groups but firstly ask them (on their own) to populate one of the time planners with how they are currently planning their studies. After 5 minutes ask them to have a discussion in the group and share ideas on how they are fitting study time around their lectures, tutorials and social events and how they plan to cope with deadlines.

WEEK 4 SKILLS WORKSHOP
(STRENGTH OF EVIDENCE 1)

EVALUATING EVIDENCE

Materials required for this session:

- Flip chart paper & pens
- Printed copies of the below articles (1 copy of each per student):
 1. Bjorn Lomborg (<https://nypost.com/2018/08/26/how-the-war-on-climate-change-slams-the-worlds-poor/>)
 2. Bob Ward <http://www.lse.ac.uk/GranthamInstitute/news/bjorn-lomborgs-lukewarmer-misinformation-about-climate-change-and-poverty/>

Objectives:

Building on the strength of evidence skills lecture. Help students think and about the difference between the various types information available in the public domain and good sources of evidence in an academic context. Provide the opportunity for some practice at reading an article and dissecting it to understand the argument.

ACTIVITY 1 – Sources of Evidence

(10 minutes)

Ask students to consider the list of evidence on the slide individually and determine the reliability of each source. Bring the class together and ask for people to offer and explain their answers. Make sure you address any questions they have about why different sources are considered reliable to different degrees. However, don't go over time as they will need a lot of time for the next Activity.

ACTIVITY 2 – Dissecting Article

(40 minutes)

Students should *quickly* read the Lomborg (2018) article. Using the slide provided, ask them to discuss the following questions in groups and write the answers on a flip chart (taking 15 minutes total).

- When was the article written?
- Who is the author?
- Are they an expert? How do you know?
- What is the scope of research discussed?
- Who reviewed this research? Was it peer reviewed or endorsed by a professional body?
- What is the author's conclusion(s)?
- What premises (reasons) do they provide?
- Do you find this convincing?

(some particularly engaged students *may* think to visit the academic article linked in the Lomborg news piece; if they do, then great – they won't have time to read it, but the act of following that link is to be commended)

After they've read the Lomborg article, give them the Ward article - which challenges Lomborg's perspective. Ask them to skim this article, and again discuss the same questions, writing the answers on a flip (15 minutes).

Close the session with a group discussion about what strength of evidence actually means. We're looking for them to pick up that you can't believe (uncritically) everything you read, and that there are various indicators which suggest an article is more likely to be intellectually robust. Lomborg in this case is an interesting example. Although a PhD holder and widely published/ cited author, he takes a perspective that is widely challenged (he resists the mainstream climate scientific view – held by 97% of climate scientists, globally - that climate change is caused by human activity). (10 minutes)

WEEK 5 SKILLS WORKSHOP
(CLARITY OF PRESENTATION 1)

PRESENTING

Materials for this session:

- Flip chart paper & Pens
- HANDOUT: Presenting fears self-reflection (1 copy per student)
- HANDOUT: Characteristics of presentations (1 copy per student)
- Slides have been prepared for this session

Objectives:

Encourage students to think about their presenting style, have a go at presenting and think how they might address any concerns they have about presenting. This workshop will help embed ideas on good presenting skills from the lectures and provide an opportunity to practice working in small groups to develop a topic, present and get feedback.

Time management will be a challenge for this workshop. Please ensure you allow time for the last activity, which relates to a discussion about a video they will watch during this workshop.

ACTIVITY 1 – Characteristics of good and bad presentations

(10 minutes)

Split the class into small groups (of 4 or 5). Distribute the 'Characteristics of good and bad presentations' handouts and ask students to complete (5 mins). They should then discuss their responses with their group.

- What experience have they had presenting?
- How do they feel when they are presenting?
- What concerns them most about presenting?

ACTIVITY 2 – Presentation Practice

(20 minutes)

Tutors can either use the existing groups if they are working productively or you can mix groups to get more energy in the room. Allocate a question to each group from the list below. Ask them to work together to note everyone's ideas on what should be presented, who should present and how they intend to present. Provide flip chart to each group.

They have exactly 10 minutes to work on this as 10 mins is required for all groups to present. Allocate one flip chart sheet per group. They should be aiming to provide a 2-minute presentation only and everyone in the group should present. Time management is essential here. We suggest that tutors take one or two notes as they go along and provide a roundup of feedback at the end of all the presentations highlighting what went well in some of the groups and, what was outstanding and offer suggestions if things went wrong. In summary, students' have demonstrated in a very short time frame they can take a topic, work together and present. Each of these presentations will also have provided a lot of food for thought.

Questions for discussion (on the slides):

1. What are the differences between an educational presentation in an academic context and a sales presentation where you are attempting to influence an outcome to generate funding? Would you have a different approach and why?
2. What key things make a good presentation? What priority do you think they are and why? Why is it important to know what the guidelines are for any poster submission?
3. Reflecting on presentations you have sat in, what makes a poor presentation and why? How could it/they be better?
4. There can be several different roles for any project team working on a presentation. What are they and why are they important?
5. For important presentations, what tools could you use to manage the working group to ensure that everyone is communicating and performing effectively.

ACTIVITY 3 – Presentation mistakes

(15 minutes)

The next two activities are **class based**, you can leave students sitting in groups or move back to original position. Play the youtube clip 'How to deliver a bad presentation' (link in slides). Ask students to take note of what they see happening in this video to review at the end. When the video finishes ask students to suggest what went wrong and capture the ideas on a flip or board. Probe if necessary, for example 'what was wrong with the slides?', 'what would the audience feel?'

ACTIVITY to take away – Performance nerves

Self- reflection. Provide each student with a copy of the presentation nerves sheet and ask them to give some consideration to their own specific needs and complete this sheet **in their own time** in preparation for their upcoming poster presentation.

WEEK 8 SKILLS WORKSHOP
(QUALITY OF ARGUMENT 2)

IDENTIFYING ELEMENTS OF AN ARGUMENT

Materials for this session:

- Flip chart paper & Pens
- HANDOUT: 'Abundance' extract (1 copy per student)
- WORKSHEET: 'Abundance' Identifying an argument (1 copy per student)
- NOTE: there are no slides prepared for this week

Objectives:

Identify elements of an argument in an extract of an actual text. This will include the basics: premises, conclusion and links, as well as more advanced: sub-conclusions with supporting premises, counter arguments, implicit premises. This is quite a technical session and will involve working alone (i.e. no group work expectations).

ACTIVITY 1 – Reading a text

(10 minutes)

Hand out ONE copy of the text and ask students to read it through at least twice, noting down anything they choose to. Don't be too prescriptive on this, just let them explore it how they choose.

EXTRACT from Diamandis, P. and Kotler, S. (2012). *Abundance: The future is better than you think*, Free Press: New York, pp. ix-x.

A Note from the Authors

A Historical Perspective

These are turbulent times. A quick glance at the headlines is enough to set anybody on edge and – with the endless media stream that has lately become our lives – it's hard to get away from those headlines. Worse evolution shaped the human brain to be acutely aware of all potential dangers. As will be explored in later chapters, this dire combination has a profound impact on human perception: It literally shuts off our ability to take in good news.

This creates something of a challenge for us, as *Abundance* is a take of good news. At its core, this book examines the hard facts, the science and engineering, the social trends and economic forces that are rapidly transforming our world. But we are not so naïve as to think that there won't be bumps along the way. Some of those will be big bumps: economic meltdowns, natural disasters, terrorist attacks. During these times, the concept of abundance will seem far-off, alien, even nonsensical, but a quick look at history shows that progress continues through the good times and the bad.

The twentieth century, for example, witnessed both incredible advancement and unspeakable tragedy. The 1918 influenza epidemic killed fifty million people, World War II killed another sixty

million. There were tsunamis, hurricanes, earthquakes, fires, floods, even plagues of locust. Despite such unrest, this period also saw infant mortality decrease by 90 percent, maternal mortality decrease by 99 percent, and, overall, human lifespan increase by more than 100 percent. In the past two decades, the United States has experienced tremendous economic upheaval. Yet today, even the poorest Americans have access to a telephone, television, and a flush toilet – three luxuries that even the wealthiest couldn't imagine at the turn of the last century. In fact, as will soon be clear, using almost any metric currently available, quality of life has improved more in the past century than ever before. So while there are likely to be plenty of rude, heartbreaking interruptions along the way, as this book will demonstrate, global living standards will continue to improve regardless of the horrors that dominate the headlines.

ACTIVITY 2 – Identifying the main elements

(15 minutes)

NOW handout the worksheet and ask students to complete just the top three boxes: identify the main conclusion of the text, the main premise(s), and the link. Again, don't be too prescriptive on this, just get them working. After 10 minutes, get students to report back on the main conclusion and the main premises. In particular, try to agree as a class on a main conclusion. You may wish to write this up on the Board/Flip Chart. There is likely to be some debate – that's OK as there is no 'right' answer.

ACTIVITY 3 – Identifying more advanced elements

(10 minutes)

Now ask students to re-read and complete the bottom three boxes: identify any sub-conclusions (remind them that some of their premises identified above may be sub conclusions) and support premises (i.e. support a sub-conclusion, not necessarily directly the main conclusion). Also, ask them to identify any implicit premises. They may find this harder as this is identifying 'what's *not* there'. There won't be time to 'report back' on this, but it should get them thinking and applying these elements to their analysis.

ACTIVITY 4 – Wrap-up

(10 minutes)

As a conclusion, hand out the second sheet which shows *one* interpretation of these elements. Make it VERY CLEAR that this isn't 'right', it's just one view. Ask them to spend 5 minutes considering element that they had the same, elements they had different, and why.

WEEK 9 SKILLS WORKSHOP (STRENGTH OF EVIDENCE 2)

REFERENCING SOURCES

Materials for this session:

- Flip chart paper & Pens
- HANDOUT: Plagiarism Exercise (1 copy per student)
- HANDOUT: Citation Exercise (1 copy per student)
- Slides prepared for this session

Objectives:

This workshop provides the opportunity to think a little more about referencing standards so that students understand what is expected of them. There is the opportunity to practice citation and spotting plagiarism in small groups and share ideas on how to avoid plagiarising. This workshop should help students see the importance of these topics and where to go to get further information.

There are a few preliminary slides for this workshop designed to supplement the lectures. Careful time management is needed to complete all the activities. Stress the importance of learning about referencing and not leaving it to last moment when an essay is due. As they progress with their studies, not referencing correctly can lead to serious consequences. Each year we have a few students who encounter problems either intentionally or unintentionally and we also have some students who find referencing too difficult to begin with so they avoid it and therefore lose potential marks. It is important that students are given good foundations and establish good writing behaviours in their first year.

ACTIVITY 1 – Fill the gaps with missing citations

(15 minutes)

Students to work individually. Slide 4 provides details of what students should do. Slide 5 should be shown after the activity is complete as it has the answers. There is a handout per student and students should fit the citations from the bottom of the page into the paragraphs at the top. A short paragraph taken from an academic article is provided on the exercise sheet. The paragraph contains 6 sentences (all numbered separately). There are 6 spaces labelled from [A] to [F] indicating the missing citations. Based on the references provided separately for each space, students should complete the citation information using the Harvard Citation style.

You may want to take a few minutes at the end to summarise and ask the whole class whether they were stuck on any particular ones or whether one was more difficult than the others and why.

ACTIVITY 2 – Identifying plagiarism

(15 minutes)

Students to work individually. Slide 7 has instructions for this activity, there is a handout per student and the **answers are on slide 8**. You should get students to answer this quite quickly (on their own) and then ask for them to volunteer their answers and reasons. You may want to take a few minutes at the end to summarise and ask the whole class whether they were stuck on any particular ones or whether one was more difficult than the others and why.

*ACTIVITY 3 - Discussion**(15 minutes)*

Either on their own OR small workgroups students should consider the following questions which are on a slide. You can then lead discussion about them (or, if running out of time, ask which ones the students would most like to discuss):

1. One of the big dangers of cutting and pasting is forgetting what material you have taken from another source such as the Internet. How can you prevent this?
2. How can you avoid having work submitted for an assignment that may be viewed by the marker as being 'too similar' to that of another student, with whom you have been working with for the assignment?
3. Is it good practice to use a lot of quotes?
4. How can you get into the habit of correctly citing the work of others?
5. What might the list of references reveal to the marker of an assignment?

This final exercise is to get them sharing ideas and thinking about the real mechanics of how they will approach gathering information and how Turnitin picks up infringements. Attention can be drawn to the importance of paraphrasing to reveal how the student reflects upon and understands the material.

Finish:

Lastly give students sign posts to where they might find more help (on the final slide).

WEEK 10 SKILLS WORKSHOP
(CLARITY OF PRESENTATION 2)

WRITING AN ESSAY

Materials for this session:

- WORKSHEET: Blank essay template (1 copy per student)
- HANDOUT: Completed essay template (1 copy per student)
- Slides prepared for this session

Objectives:

The objective today is for students to practice writing an essay based on the guidance and, in particular, the formula provided in the Skills Lecture.

Please familiarise yourself with these lecture slides. It is especially important to get students to attempt for themselves before you reveal 'how' or the 'answer'. Working alone for the whole workshop, students will use the blank essay template to write an essay on the topic provided. The slides allow you to work this through with them. You need to manage time (see below) and one of the challenges will be to move students through quickly so that by the end, they have all completed an essay. After the session, you can hand out a completed template which provides an example. However, please stress that this is not the RIGHT answer, just one potential essay answer. Note that they are NOT expected to do any research or provide any actual evidence in today's essay attempts (due to time restrictions) but they can keep in mind what type of evidence they might look for and where they would try to find it.

ACTIVITY 1 – Deconstructing the question with BUG technique (5 minutes)

This technique is explained in your slides, and was explained in detail in the lecture so students (who attended the lectures!) should know it. It should only take 5 minutes. The key is that they need to identify the word 'evaluate' and use that to plan their structure.

ACTIVITY 2 – Plan essay structure (5 minutes)

Based on the word 'evaluate' they should have identified that this will required both arguments for and against, as well as a conclusion which comprises an assessment. As such, the essay structure should mirror this. Try to get them to work up their own structure, before showing the one on the slides.

Activity 3 – Develop arguments for and against (5 minutes)

There are many different possible arguments for and against. Get them to list 3-4 of each and then just choose 1 (or max 2) for the actual essay (due to space/time constraints today). Point out that in a real essay this would be a much more considered and careful process involving research!

Activity 4 – Writing the introduction (10 minutes)

Following the formula on the slide, get them to write 1 sentence for each of their 4 introduction headings.

Activity 5 – Writing the body

(20 minutes)

Following the formula on the slide, get them to write the arguments for and against. This is likely to take the longest. Move around the room and offer help as students work on their wordings, ideas, phrasing.

Activity 6 – Writing the conclusion

(5 minutes)

Following the formula on the slide, get them to write 1 sentence for each of their 4 conclusion headings.

Conclude by congratulating them on writing an essay! Point out that this is simply a first draft and the next steps are to read through looking for flow, as well as academic style and language (refer to lecture slides). Redrafting, editing, and redrafting are key. Make sure you then handout the completed template, pointing out that this isn't the RIGHT answer, just one possible answer.

WEEK 11 SKILLS WORKSHOP

CAREERS

Materials will come from careers team nearer the time.