Brought to you by Auto Trader for the Digital Her programme

Teacher guidance

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| **AutoTrader Overview:**  We’ve built a business that is centred around its people, and we’re proud of our inclusive and progressive culture. Our tech and data expertise make us one of the UK’s leading companies and we were named one of the Sunday Times Top 100 Best Companies to Work For in 2018. We’re not simply a website that allows people to buy and sell vehicles. Through the evolution of our digital platforms and innovative data products we make the process of buying and selling cars easier for consumers, retailers and manufacturers.   * Website: <https://www.autotrader.co.uk/> * Careers: <https://careers.autotrader.co.uk/> * Twitter: [@AutoTraderLife](https://twitter.com/AutoTraderLife) |

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| **Workshop Overview: Transformation Digital**  **Introduction:**  Auto Trader is renowned for its transformation from a traditional business into a 100% digital business. Students will be tasked to do the same taking the fictional Honey Bee Bakery business online. Students will complete tasks designing the digital transformation by assuming six different lead roles within the new digital department. The tasks will span various business areas, from designing user research studies to deciding on what marketing Honey Bee Bakery should use to tell people about the new online business.  **Time Frame:**  Approx 2 hours.  **Group size:**  Completed individually by students working remotely during COVID-19 restrictions.  Variation: Can be completed as a team project.  **Materials:**  Pack download.  Variation: Materials are printable for those students lacking ICT access. |

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| **Learning objectives:**   * Understand the process of a digital transformation * Understand the skills and responsibilities of various leadership roles within a digital department (UX Lead, Design Lead, Product and Delivery Lead, Technical Lead, Sales and Marketing Lead, Finance Lead). * Complete tasks making informed decisions in each job role * Undertake self-reflection of personal skillset to create own digital profile * Be better informed and inspired about potential career opportunities in the technology and digital sector. |

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| **Preparation:**  Students to download workshop pack from: <https://digitalher.co.uk/resources/>  Variation: Alternatively, teachers can print pack documents and disseminate to those students lacking ICT access during remote study. |

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| **Activity guide:**  **Step 1**  Start with *1. Auto Trader: Transformation Digital Workshop.pptx* file.  Review slides 1-5 for outline of the Digital Transformation task |
| **Step 2**  Work through the 6 tasks - each linked to a different job role (slides 6-19):   1. UX Lead 2. Design Lead 3. Product and Delivery Lead 4. Technical Lead 5. Sales and Marketing Lead 6. Finance Lead   For each task, students assume a new lead role in the digital team. There is information on each role provided on the role introduction slide. Students then complete the tasks.  Students should refer to the ‘Expenses’ information on the following slide for each role. To inform their decisions for each role task.  Students should work through in order as some tasks rely on the completion of earlier tasks.  The following example documents are included in the pack to help students understand what to do:  - Expense Request Form Template  - Research Plan Example  - User Journey Example  - Marketing Campaign Example  There is a Glossary of terms to also aid understanding. |
| **Step 3**  When students have completed the task and have a grasp of the role responsibilities, they should complete the ‘Actions’ at the end of each role section:   1. Fill in the Expense Request Form (*2. Expense Request Form.pdf*) 2. Identify and mark five skills needed for that particular job role from the *3. Digital Styles.pdf.*   Students should do this for all six tasks/roles. |
| **Step 4**  **Digital Profile - self-reflection and personal skills audit.**  Upon completion of all 6 tasks, students should revisit the Digital Style Sheet and reflect on the skills they have used. See slides 20-23.  Students should consider:  What did they find easy/difficult and then tick the 5 skills they think are their strongest.  Skills are colour- coded to aid the identification of their top skills i.e. mostly purple; mostly orange etc. |

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| **Deliverables:**  Completed personal digital profile |