
Lecture 10

Understanding the World of Work

Intended Learning Outcome

At the end of this module, it is expected that the participant will be able to:

1. Be able to describe the key features of the World of Work.
2. Be able to describe educational milestones in the Indian context.
3. Be able to develop teaching-learning material to help the target group learn about Indian educational milestones.

CONCEPTUAL FOUNDATIONS

7.1. What is the World of Work?

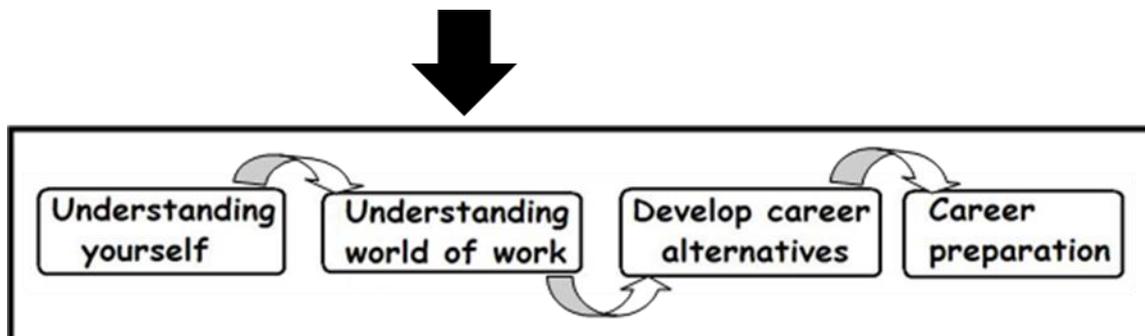
The world of work is the other side of the coin of effective careers education. As shown in the figure below, it is the second theme in the Career Discovery Path. World of work guidance activities are aimed at helping career choosers learn about work and career paths as well as the different career opportunities open before the young person. A further important objective is to help the young person consider the world of work from the view point of personal talents,

interests and abilities. An important clarification that comes up here is:

How is information about the world of work different from labour market information?

Guidance activities pertaining to information about the world of work are *different* from guidance activities related to the labour market. As shown in our Career Discover Path, aspects pertaining to the *labour market* fall under theme of *career preparation*.

The Career Discovery Path



The differentiation between world of work information and labour market information could be broadly thought of as follows:

- The world of work section in the model we are following (as shown in the Career Discovery Path figure), primarily has a *pedagogic* colouring. In other words, when discussing the world of work with students and career choosers we are wanting them to learn about “career” as a form of work, different kinds of careers, career paths and career trajectories. Most importantly we want them to become acquainted with the educational structure they are a part of and develop the skills of understanding the various steps and stages of qualifying for a specific career.
- By contrast, career guidance activities pertaining to the labour market have an *economic* colouring. In other words, when discussing the labour market with career choosers, the focus is on *actual jobs*. Here we build on what students have learned about the world of work to help them actually prepare to enter the labour market and present themselves as a “worker”. These would be considered as “career preparation” activities, as shown in our career discover path.
- A further distinction to be noted is that the model we are following portrays world of work information to be relatively *fixed*. What a doctor, a lawyer, architect or a teacher does for example is not likely to change very easily. The tasks of these careers remain almost the same for long periods of time. Courses and educational paths into a career too change slowly. But labour market information changes almost hourly. A job that is available at a given moment on a labour market data base can be filled up at any time. Labour market information is much more *dynamic* and must be kept up to date at a much higher frequency than world of work information.

The focus of this module is on understanding the world of work.

Career guidance activities related to understanding the world of work may be classified into two main categories:

- Career Information
- Educational Information

7.2. Career Information

Every job lies under the umbrella of a broader *career*. A job emerges from a career. For example:

- a person holding a degree in education, may have the *job* of “principal of a school”. This job falls under the *career* of “education” or “teaching”. This person may change his/her *job* from “principal” to “teacher trainer”. Here, the job has changed, but the *career* remains the same.
- a person holding a qualification in nursing may have the *job* of “cardiac nurse” in a hospital. She maybe deputed to *another job* to work on the hospital’s pandemic response team for a few months. Once the pandemic passes she may go back to her *original job* as a cardiac nurse. In her case too, her jobs changed, but they are both under the *career* umbrella of nursing.

Behind every job is a broader career. An important guidance target therefore is giving the career chooser skills to learn about a career. Some of the specific learning targets here are as follows:

7.2.1. Broaden Horizons

Career choices are often limited to the careers that the young person knows or has heard about. A comprehensive career education programme would have activities through which the career chooser is exposed a wide range and variety of careers. We want the career chooser to know as many career possible, *before*, he/she makes a career choice.

However, merely listing careers and exposing students to careers may not actually educate them about careers. We must provide the career chooser with a frame of reference within which he/she can learn about all careers.

7.2.2. Career Learning

Career guidance is meant to open new possibilities and widen the young career chooser's horizons. Career learning means giving the career chooser a guiding *framework* get to know a career. Teaching the career chooser to ask the following questions about a career can contribute significantly to helping him/her learn about a career:

A. *Career Name*: All careers have formal names: actuary, graphic designer, mechanical engineer, nanotechnologist, lawyer and so on. Becoming familiar with these formal labels and career names, is the first step of career learning.

B. *Career Definition*: Knowing what a career is about is a critical career learning exercise.

For example: "An **actuary** is a business professional who calculates the financial consequences of risk using mathematics, statistics, and financial theory to study uncertain future events, especially those of concern to insurance and pension programs".

Such career definitions help the career chooser move beyond the career name to know more about a career.

C. *Career Tasks*: All careers are made up of tasks and duties that specifically characterise that career and differentiate it from other careers. For example:

The career tasks of a *Civil Engineer* are:

- investigating a site to understand its characteristics and designing the foundation and the building accordingly;
- conducting geological and geophysical investigations to test soil and other site characteristics;
- working with architects to develop designs and drawings of the proposed construction;
- producing detailed designs and documentation for the construction and implementation of civil engineering projects;

- planning and managing the supply of materials and equipment to the project site;
- coordinating construction activities on the site;
- testing of materials to ensure they meet the specifications required;
- working out engineering calculations and developing cost estimates.

The career tasks of a *Lawyer* are completely different:

- drafting legislation and preparing government regulations based on existing laws;
- giving clients - including the Government - legal advice on a wide variety of subjects and undertaking legal business on clients' behalf;
- assisting clients to negotiate settlements in matters which involve legal disputes;
- examining the circumstances of disputes or reported crimes to ascertain facts and their legal implications;
- preparing pleadings or cases for plaintiff or defendant and conducting them in court;
- representing clients in courts of justice
- drawing up legal documents;

Quite commonly students make career decisions based on the *prestige* attached to a career name. They realise what the tasks of that career are only *after* they begin to study for that career. They may then wish to change to another career. This is sometimes too late and the student has to pay a heavy cost both in terms of time and money lost.

An important aspect of career learning therefore is to improve students' awareness of the tasks of the career they are interested in, before, they make the choice.

D. *Potential required*: Different careers require different combinations of potentials.

For example:

- An *architect* would require a combination of spatial and analytical logical potentials.

- A *psychologist* would require a combination of personal and analytical logical potentials
- A *journalist* would require a combination of linguistic and personal skills.

Acquainting a student with the potentials different careers require go a long way in helping him/make effective career choices.

E. Career Path: A career by definition requires a *specific set of qualifications* in the form of degrees, diplomas or certificates. The career aspirant has to qualify as per the *educational norms* of his or her country in order to be formally recognised a member of that career and enter a career. Some careers require licensing (e.g., medical doctor), other careers require a compulsory apprenticeship with a practicing professional (e.g., chartered public accountant). Helping a student learn about a career path means helping the student become familiar with the educational and various other milestones he/she has to cross in order to enter and progress in a career.

These are five key units of information that must be made available to career choosers in the form of an accurate, country-specific career information pack. Please see "Speaker's Presentation Outline" in the Resources Section below for more details.

7.3. Educational Information

As pointed out above, a career path rests upon an educational path as prescribed by the educational system of a country. It is vital that the career guidance programme helps the young person understand the educational structure of his/her country. Some of the key units of educational information that must be passed on through a career guidance programme are discussed below.

7.3.1. Qualifications

A. What do qualifications mean?

Becoming 'qualified' means three things:

- Taking up a course and studying the contents of that course

- Facing an examination that will test the student's knowledge and skills.
- Completing other prescribed requirements such as in internship, an apprenticeship or a licensing examination.

If the candidate is able to complete all these steps successfully, he/she will be awarded a document – a certificate, a diploma or a degree – that declares that that he/she is 'qualified' in the subjects that were taught in that course.

B. Levels and types of qualifications

Different *types* of qualifications exist in different countries and different careers requires different *levels* of qualifications.

The most common qualifications are: Certificates, Diplomas and Degrees.

Certificates:

Most commonly, certificates usually are *less theoretical and more practical*. They are usually designed to be completed in a shorter duration of time.

At the same time, it must also be kept in mind that certificates could also be offered at a high level of qualification where the eligibility is at least a graduate degree.

Diplomas:

Diplomas are usually higher than certificates. This is the next level of qualification. Diplomas are usually longer and have a little more theory than certificate courses. In most countries, good diplomas require a pass at least at the higher secondary level.

Like certificates, diplomas too can be offered at a high level of qualification. For example post graduate diplomas require that the candidate has already passed the graduate degree.

Degrees:

These are usually the highest levels of qualifications that a student can obtain. Degrees are usually offered by universities. Degrees are also offered at various levels.

- Bachelor's Degree: This is also called the first degree and usually runs for about 3 to 4 years.
- Master's Degree: This is the next level in the degree system and is also called the second degree. Master's degrees usually run for about 1 to 2 years.
- Doctoral Degree: This is the highest degree and means Doctor of Philosophy (PhD). Those who win this award can add Dr. to their name! Doctoral degrees usually have a minimum duration of 3 years.

C. Degree vs. Vocational Courses

The content of a course maybe theoretical, practical or a blend of both. Vocational courses are designed to be *more practical than theoretical*. The main objective of these types of educational programmes is to ensure that the student learns 'how to do the job'.

Degree programmes are *more theoretical*. They maybe professionally oriented or maybe non-professional. Professional degrees prepare the student for a particular career (e.g., library science, engineering, medicine). Non-professional degrees are designed to deepen the student's knowledge of a subject (e.g., Bachelor of Arts, Bachelor of Science).

A point to keep in mind is that in some cultures, vocational courses are attributed lower prestige than degree courses. This maybe because degrees are usually offered by universities and lead to "white collar" careers, while vocational courses are usually offered through the technical and vocational education and training (TVET) system and usually lead to "blue collar" professions. An important part of career education is to help students and their families understand that some persons are better at technical/vocational courses and careers while others may do better through the university system. It is also well know that in many countries, students who have completed vocational Courses are very much in demand. As per the educational system of a country, it is also possible for the student who has completed a Vocational Course to go on for higher and further education.

Those who are not academically oriented or those who would like to begin earning quickly could consider vocational courses. Those who are prepared for long term study and who enjoy academic work, could consider degree courses.

7.3.2. Eligibility

Most courses have eligibility criteria. All courses require you to have come up to a certain level in order to apply for that particular course. For example a certain educational system may prescribe at least 12 *years of education* in order to enter a Diploma in Auto Mechanics. Most systems prescribe *certain subjects* as eligibility to qualify for a certain course. For example a basic qualification to enter a bachelor's programme in medicine is chemistry and biology at high school/higher secondary school. A student who has dropped a set of subjects at an earlier stage may find at a later stage, that he/she is not "eligible" to enter a certain course – leading to his/her preferred career. It is vital that students have the opportunity to learn about the eligibility structures of their country before they commit to a specific course or career path.

7.3.3. Recognition

It is important to ensure that the certificate, diploma or degree that a student registers for is widely recognised. At the lowest level, the award may only be recognised by the institution that awards it. At the next level it maybe recognised within a particular region. A good certificate, diploma or degree is recognised *at least* at the level of the country. This means the courses have been checked and evaluated by an accreditation board in the country. The best certificates, diplomas or degrees are recognised all over the world.

7.4. Sources of careers information

Not all countries have a reliable and accurate system in place at the state level for the collation and dissemination of career information and corresponding educational information. Quite often it is up to the career counsellor to collate and manage a careers information data bank. Some of the sources of information include the following:

7.4.1. The Daily Newspapers

Admission notices, entrance exam details, policies and regulations are usually carried in the careers columns and educational supplements of national newspapers. Most local career information is often available only through the newspapers of the region. The newspapers are useful place to start career information collation.

7.4.2. Magazines

A few magazines are dedicated to careers information and career development issues. Almost all youth and family magazines carry a section on careers information.

7.4.3. College information

College prospectuses provide in-depth information about specific institutes. Writing directly to colleges and collecting information from ex-students provide prospective career aspirants with the most current information about a given college. A career counsellor could also write directly to colleges and request to be included in their mailing list.

7.4.4. The Internet

Most leading colleges have their own web sites on the internet. The most accurate information about a specific college would be available on its website (though it is advisable to check when the website was last updated). The internet also offers specialised careers web sites.

Given below are some useful careers websites showing models from other countries:

- Careers New Zealand:
<https://www.careers.govt.nz/>
- Scotland Careers Service:
https://www.skillsdevelopmentscotland.co.uk/?gclid=Cj0KCQiAhP2BBhDdARIsAJEzXIFUG-cW-vJHFu_RcCWJR74RRTORHrN90uIXLQwXwwPGO_DG6tHcRVEaAvpEEALw_wcB and
<https://www.myworldofwork.co.uk/>

Careers Industry Council of Australia:
<https://cica.org.au/>

Indian Examples:

Jiva Approach to Career and Livelihood Planning: www.thepromiseofoundation.org and www.jivacareer.org

Ministry of Labour and Employment National Career Service - Career guidance and <https://www.ncs.gov.in>

National Skill Development Corporation (NSDC): <https://nsdcindia.org/>

Also check the State chapters of the NSCD.
Eg: NSDC – Meghalaya
<https://nsdcindia.org/meghalaya>

7.4.5. Other sources

- Government departments of education or labour.
- Study Reports by various professional bodies and consulting firms in the form of wage surveys and business activity surveys.
- People working in the field, for instance, employees, employers, neighbours, old schoolmates and relatives are all good sources of information.

7.5. The Careers Fair

7.5.1. Overview of a Careers Fair

This is an activity designed to allow students to interact with professionals. A careers fair comprises of a series of activities, like, lectures, demonstrations, exhibitions that are organized for students by professionals from various walks of life.

7.5.2. Key targets of Careers Fair

Provide opportunity for the career aspirants to:

- Meet professionals face-to-face; gain first-hand account of their careers.
- Know about lesser-known careers.
- Widen their exposure to the world of work.
- Learn from the speakers, who could be their role models.

Also:

Provide an opportunity for the parent community to participate as:

- speakers sharing information about their own careers
- guests to widen their own understanding of world of work.

7.5.3. Parts of a careers fair

A. Developing the presentation themes:

The presentation themes could be sourced from:

- speakers the institution has already used / friends of the institution,
- students' indications of careers that they are interested to know more about,
- organisations such as Associations of Small Scale Industries, Public Service Clubs (e.g. Rotary), who offer a ready-made source of professionals who are usually willing to come in and make presentations.

B. Key steps

- Finalise themes and identify speakers.
- Send the Invitation, the Speaker Profile Form and Speaker's Outline to the chosen speakers.
- As the Speaker Profile Forms to come in. Collate information about speakers' requirements. If audiovisual equipment is requested for, plans are to be made accordingly.
- Prepare a time table based on the final list of speakers. Pass it on to the students well in advance and ask them to 'sign-up' for at least three sessions.
- Prepare a trailer of all the presentations: photographs and a note on what the presentation will be about and circulate among students.

C. Facilitate Student Engagement

It is common for students to treat a Career Fair as an entertainment event at which they are spectators. The Fair is meant to be more than entertainment – it is meant to be a learning opportunity for students. It is

important therefore that students are provided with a framework that they can use in order to learn from the Careers Fair. We want to ensure that "career learning" occurs. To facilitate this, a form could be given to students with questions that would help them engage with the Careers Fair speakers and collect information systematically. Please see the form entitled "Career Learning" in the Resources section for an example of such a form. This form brings in the points that we covered in the Career Information and Educational Information sections earlier.

D. Encourage parents to attend the careers fair.

Career learning is also relevant to parents since they are an important influence in the career decision making process. Students and parents could sit together and fill up the Career Learning form and learn more about careers.

Samples are provided in Resources Section below.

7.6. Conclusion

Understanding the world of work is often confused with labour market information. Knowing about the labour market is important. However, the foundations for effectively navigating the labour market are laid when the student has an opportunity to first understand the world of work. It is important therefore that time is taken to help students become acquainted with the world of work, before moving into the labour market.

SKILLS FOR PRACTICE

TWO KINDS OF INFORMATION

Note to Facilitator

Career guidance goes beyond merely matching a person to a job. The foundations for effectively navigating the labour market are laid when the student has an opportunity to *first* understand the world of work. It is important therefore that opportunities are provided for students to become acquainted with the world of work, before moving into the labour market.

In order to facilitate career learning, it is important that time is taken to help the young person:

- Develop skills to learn about careers.
- Know the key questions he/she needs to ask in order to understand a career.
- Know the key questions he/she needs to ask in order to know the educational path leading to a certain career.

During our conceptual foundations we discussed the point that career guidance activities related to understanding the world of work may be classified into two main categories:

- Career Information
- Educational Information

This is a practical exercise called *Two Kinds of Information* that can be done with students as a part of a career guidance workshop to educate them about career and educational information.

The most important learning we want to achieve through this exercise is that one should know about a career before choosing or rejecting that career.

How to Use the Worksheet

You have been provided with a sample worksheet (2 pages) and sample Learning Cards to help students understand career and educational information. Given below is an explanation of how you could implement this activity.

The activity has two pages: Career Information and Educational Information.

- **Page 1: Career Information:** This section of the activity focuses on career information and aims at introducing the student to some of the key components of career information: career name, career definition and career path.

The steps to execute the activity are as follows:

Distribute the worksheet page 1 and learning cards: “What’s a career name” and “What’s a career definition.”

- Part 1: The *Career Name* section of the worksheet shows a mix of career names, course names and names of institutions. Students commonly set a well-known course or a famous institution as their career target, without first of all deciding which career they want to pursue. This exercise is to provide an opportunity to help them first focus on their *career* choices.

- The student's task is to go through the learning card (What's a career name) and identify *only* the career names on the worksheet. Give a few minutes for students to enter their responses. Then discuss the difference between course name, institution name and career name. Emphasise the importance of first focusing on the career before thinking about courses or institutions.
 - Part 2: The *Career Definition* section of the worksheet focuses on pushing the student toward gaining a deeper *understanding* of a career before making a choice.
 - The student's task is to go through the learning card (What's a career definition) and write out what career definition means.
 - Give a few minutes for students to enter their responses. Then discuss the meaning of career definition with them. Give them examples of career definitions of different careers. Emphasise the importance of first understanding a career before choosing a career.
 - Part 3: The *Career Path* section of the worksheet now brings focus on different types of *courses*. This section does not have a learning card.
 - Give a few minutes for students to enter their responses. Then discuss different types of courses in your country. Select a career and trace the career path of that career from high school till the person is qualified for that career. Highlight the link between types of courses and career paths.
- **Page 2: Educational Information:** This section of the activity focuses on educational information and aims at introducing the student to some of the key components of educational information: Eligibility and Qualifications.

The steps to execute the activity are as follows:

Discuss the questions: "What does Eligibility mean?" and "What does Qualification mean?"
Distribute the worksheet page 2.

- Part 1: The focus here is on the concept of *Eligibility*. This is a "True" or "False" activity and a number of statements pertaining to eligibility are given. Students are to read the statements and mark them as "True" or "False".
- Give the students a few minutes to mark their true-false statements. Then go over each statement and discuss eligibility with the students.
- Now ask the students to write out their definition of eligibility.
- Emphasise the point that all careers have entry requirements and this must be thought through when student make course related choices.
- Part 2: The focus here is on the concept of *Qualifications*.
- The student's task is to go through the learning card (What does Qualification mean?) and write out what certificate, diploma and degree mean.
- Give a few minutes for students to enter their responses. Then discuss the meaning of qualifications and types of qualifications with them. Give them examples of how different careers require different kinds of qualifications. Use the opportunity to discuss the difference between TVET and University courses. Emphasise the importance of aiming for the correct type of qualification suited to one's potentials and career targets.
- Part 3: This is a *summary activity* drawing together the key concepts of career and educational information. It does not required a learning card.
- Ask students to select any two careers and answer the 5 key questions to know the careers better. It is likely that students *may not* be able to answer these questions. Point students to sources from which they can obtain such information. Emphasise the importance of knowing about the career and the educational paths to that career before committing to any career.

The following pages provide examples of material for the Two Kinds of Information activity.

For Training Purposes only

TWO KINDS OF INFORMATION

CAREER INFORMATION

CAREER NAME
Circle only Career Names in the box below



Common Entrance Test **IIT**
Architect **MBA** **MBBS**
IIM **Lawyer** **FINANCIAL ANALYST**
CLAT **CAT** **Social Worker** **NIFT**

Joint Entrance Examination



Based on our discussion answer the question:
"What is a Career Name?"

CAREER DEFINITION

Based on our discussion answer the question: "What is a Career Definition?"

CAREER PATH
SHOWS ALL THE STEPS TO REACH YOUR CAREER

Make a list of the names of all the courses available in your country after High School.

Based on our discussion list all the courses available after High School.

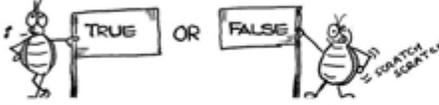


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TWO KINDS OF INFORMATION

EDUCATIONAL INFORMATION

Answer the
True or False Questions below



- SUNITA DROPPED BIOLOGY AT CLASS 12. SO SHE CANNOT TAKE UP A COURSE IN BIOTECHNOLOGY FOR FURTHER STUDIES.
- RAJ HAS NOT TAKEN COMPUTER SCIENCE AT CLASS 12. HE CANNOT TAKE UP COMPUTER SCIENCE FOR FURTHER STUDIES.
- SAMEENA HAS TAKEN PCMB AS HER CLASS 12 SUBJECTS. SHE CANNOT THINK OF A CAREER AS A CHARTERED ACCOUNTANT.
- COMPANY SECRETARY IS THE ANOTHER NAME FOR OFFICE SECRETARY
- LAWYERS ONLY WORK IN COURT ROOMS
- TO BECOME A FINANCIAL ANALYST YOU MUST TAKE SCIENCE
- ONLY ENGINEERS ARE SUITABLE TO TAKE UP THE MBA COURSE.
- HUMANITIES GIVES THE BEST FOUNDATION FOR A CAREER IN MASS COMMUNICATION.
- SCIENCE IS ESSENTIAL TO HAVE A CAREER RELATED TO THE ENVIRONMENT.

Use the Learning Cards to answer
the following questions about
Qualifications

QUALIFICATIONS

DEFINE THE TERM 'QUALIFICATION' IN YOUR OWN WORDS:

WHAT IS A CERTIFICATE?

WHAT IS A DIPLOMA?

WHAT IS A DEGREE?

Based on our discussion answer the question:
What is meant by Eligibility?

Select any two careers you are
interested in and find the following
information:

- Definition and tasks of the career.
- The qualifications for that career. Is it a certificate, diploma or degree?
- The eligibility to study courses leading to that career.
- The main potentials required to succeed in that career.
- Names of the institutes offering the courses for that career.

SELF-LEARNING EXERCISES

Word Limits: All questions have word limits. This is also an assessment of your ability to express yourself concisely and with precision. Please note that you are expected to stay within the word limit.

Originality: All questions are designed to assess your originality. While you are welcome to refer to books, the internet and other resources, verbatim reproductions of answers will not be scored.

EXERCISE 1: World of Work Information and Labour Market Information

- A. Look at the table below. Identify if the statement given best describes World of Work Information and Labour Market Information. Circle the correct answer.

WOW = World of Work. LMI = Labour Market Information

1	Learn about "career" as a form of work,	WOW	LMI
2	Learn about job availability	WOW	LMI
3	Job search skills	WOW	LMI
4	Learn about the educational structure of a country	WOW	LMI
5	Learn about the tasks of a career	WOW	LMI
6	Information is relatively fixed and changes rarely	WOW	LMI
7	Preparation to enter the job market	WOW	LMI
8	Information is dynamic and changes almost every day	WOW	LMI

- B. Write a brief note differentiating guidance activities focusing on the world of work from activities that focus on the labour market.

EXERCISE 2: Career Learning

Select the most suitable answer

1. Which of the following is a Career Name?
 - A. Lawyer.
 - B. Bachelor's Degree in Law.
 - C. Beirut Arab University - Faculty of Law.
 - D. Legal advice specialist.

2. A Career Definition:
 - A. provides summary information about a career.
 - B. the eligibility criteria to enter a particular career.
 - C. the future scope of a particular career.
 - D. jobs related to a particular career.

3. Which of the following would be a Career Task for an accountant?
 - A. selling goods to retail, industrial, wholesale and other establishments.
 - B. preparing or reporting on profit forecasts and budgets.
 - C. tracing the origin and evolution of humanity.
 - D. advising clients and agents on legal or technical matters.

4. Which one of the following best refers to the concept of “qualifications”?
- A. writing up a good curriculum vitae.
 - B. preparing for a job interview.
 - C. facing an examination that tests the student’s knowledge and skills.
 - D. knowing the steps and stages of entering a career.
5. Helping a student learn about a career path means:
- A. helping the student become familiar with the milestones he/she has to cross in order to enter and progress in a career.
 - B. the entry requirements for specific job.
 - C. planning for mid-career shifts.
 - D. assessing the match between personal potentials and career tasks.

EXERCISE 3: Career and Educational Information

1. Refer to the activity “Two Kinds of Information” in the Skills for Practice section and write out a brief note (100 words each) on the following:
- A. What is meant by Career Information?
 - B. What is meant by Educational Information?
 - C. Why is it important to help students become acquainted with career and educational information?

RESOURCES

ORGANISING A CAREERS FAIR

1. INVITATION LETTER TO SPEAKERS: SAMPLE

Note: This sample is to be sent after the speaker has confirmed his/her participation. The invitation can have a brief note on what the careers fair aims at. In order to ensure that all participants receive similar, structured information from all the sessions, a Speaker's Outline (see below) is to be sent out along with the invitation.

Dear *****

This year the <Institution Name > has implemented a comprehensive career education programme for our students. One of the components of the programme is a Careers Fair. Thank you for accepting to be one of our presenters at the Careers Fair.

The details of the Fair are as follows:

Date: *****
Venue: *****
Timings: *****

The main targets of the Careers Fair is to provide an opportunity for students to:

- Meet professionals face-to-face; gain first-hand account of their careers.
- Know about lesser-known careers.
- Widen their exposure to the world of work.
- Learn from the speakers, who could be their role models.

The details of your participation are as follows:

The Fair will have a wide variety of presentations.
Students will be given information about all the presentations for the day, well in advance. They will make a timetable of the sessions they will attend.
Each session will be for a period of 45 minutes.

In order to help us plan the Fair effectively, we request you to kindly fill in the attached Speaker Profile Form and return it to us.

We have also attached a Speaker's Presentation Outline. This outline is for your reference and we would be happy if you fit your presentation into these themes. All students will come to the presentation prepared with a format based on this Outline, with which to interact with the presenter.

We look forward to your support and are sure you will be an inspiration to our students.

With best regards,

Enclosed: Speaker Profile Form
 Speaker's Presentation Outline

2. SPEAKER PROFILE FORM (SAMPLE)

Brief “advance information” of all presentations will be made available to students. This is to give them a foretaste of your presentation based on which they will make up their timetables. Kindly give us the following details to help us make the introduction to your presentation. We also request you to give a picture of yourself along with any other visuals of your presentation that would be interesting to students:

Full Name:

Title: Dr. Mr. Ms. Mrs.

Name of your career:

Your place of work:

Designation:

If there is any specific equipment you require for your presentation kindly list it below. We will inform you in advance, in case we are not able to provide you with your requirements.

A brief overview of your presentation:

Speaker’s Presentation Outline (Sample)

Speakers and presenters are requested to use the following outline to make their presentations:

- The name of your career and your specialization
- Other specialisations within this career
- The nature of your career and conditions of work
- Responsibilities
- Working locations (indoors, outdoors, on the factory shop floor, etc.)
- Working hours (e.g., is the work done in shifts?)
- Occupational hazards or risks
- The various departments in your occupational area.
- The educational qualifications for your career
- Other qualifications
- Personality characteristics
- Interests
- Talents
- Special qualities
- Age limits and regulations (e.g., is a license required?)
- The remuneration and perquisites of your career
- Samples of institutes / colleges that offer training to enter your career
- The cost of training and availability of scholarships / stipends during training.
- The future of the career

3. FACILITATING STUDENT ENGAGEMENT: CAREER LEARNING FORM

The following questions could be used to create a Career Learning form that students could use to learn from a careers fair.

- What is the name of this career?
- What is the definition and the main tasks of this career?
- What are salient potentials required to succeed in this career?
- What are the qualifications required to enter this career?
- Are there any licensing or other regulations to enter this career?
- What is the eligibility to enter the course leading to this career?
- Where will I work? What are the kinds of jobs linked to this career?
- Which are the most famous institutions where I can study for this career?