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# Career Preparation and Entering the Labour Market

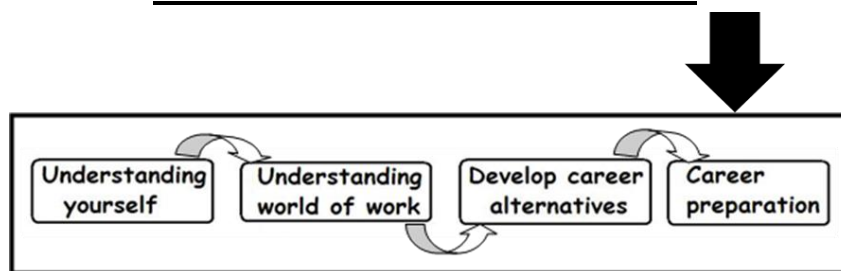
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## Intended Learning Outcome

At the end of this session, it is expected that the participant will be oriented to:

1. The components of career preparation and steps to building a career.
2. Creating teaching-learning material for resume writing.
3. Creating teaching-learning material on work experience and internship.
4. Planning job placement programmes.

## CONCEPTUAL FOUNDATIONS



### 1. Components of Career Preparation

Having made choices and identified alternatives, the student must now begin systematic career preparation. Preparation to enter a career has three components:

- One aspect of career preparation is related directly to a *specific career* and is closely tied in with preparing for entrance examinations, academic performances and so on.
- The second aspect is getting ready for Job Search activities.
- The third aspect is regarding the deeper, foundational aspects, which are essential for all career aspirants irrespective of the careers they have chosen. This pertains to the *attitudes* that underlie career development.

The activities in this section will focus on three specific areas related to effective career preparation.

### 2. Building a Career

A common belief is that completion of a course *automatically* leads to the beginning of a career. This is almost never the case! Course-completion qualifies one for a career. *It is up to*

*the qualification-holder to build a career.* This starts with finding a job. It also means having a long term plan. This is a plan that will guide the individual to continue to grow and develop throughout his/her life.

### 3. The Career Development Bridge

Entry into the world of work *with work skills* places the economically disadvantaged young person on a career development trajectory that has better future prospects than if he or she were an unskilled labourer. Short, skills based courses could be planned as the young person's 'first step' into the world of work. Courses such as these act as a career development bridge based on which further plans could be made. In other words, a career development bridge could provide an economically disadvantaged young person with a mechanism to delay the need to seek employment in order to meet pressing economic and financial needs.

The most immediate target before the career counsellor therefore is to help these young people begin to consider career development as a real possibility. Career Alternatives that require long term planning and large investments may discourage these young people. The Career Development Bridge offers a *stage-wise approach* to career development.

Take the example of a boy from a poor home whose potential profile indicates that he would do well as a graphic designer. Career counselling that merely makes this recommendation would discourage this young man and perhaps push him even more firmly toward unskilled employment. This young person would benefit significantly from counselling interventions that address negative career beliefs and enhance his career preparation self-efficacy. The Career Alternatives he develops could first of all focus on inexpensive short term courses within the broad spectrum of careers in the design industry. The counsellor for example could guide him toward a short course in screen printing. The skills obtained would place him in a position to command a better salary. The counsellor's role now is to facilitate his movement toward the long term objective of becoming a graphic designer by helping him plan his career development accordingly. For example, the counsellor could help him identify government sponsored part-time courses in design. Alternatively he could be linked up with voluntary organisations, financial institutions such as banks and other supports available at the community level.

The Career Development Bridge attempts to facilitate career development in short, affordable steps that lead toward long term goals. On the background is the vital necessity of continued and regular counselling inputs that address career and self-efficacy beliefs.

#### **4. The Career Development Plan**

This is a clear blueprint for career development that the career aspirant develops along with the counsellor. The target before the career aspirant is to find out more about each of the Career Alternatives chosen. This includes defining the careers, developing a detailed description of the path leading to these careers, knowing eligibility criteria, entrance examinations, important addresses and dates and deadlines that the career aspirant must follow. It is important to remember that it is the career aspirant who develops the career plan – not the counsellor!

##### **4.1. Students who are about to select a course**

These are students who are going to take up further education, but have *not yet selected* their course. These students would benefit from a programme that helps them identify their potential profile, learning about the world of

work and then make their choice. With such inputs, their choices would be more effective. A student who is thinking of engineering for example, may find out that accounting is a better option for him/her. Another student may learn more about different types of engineering courses and make a more informed choice. This input could be provided through a one day workshop for all students who are seeking admission to the training institute.

##### **4.2. Students who have already entered a course**

Some students maybe already in a course. They may have already joined a course and are committed to a certain career path. We will refer to them as *in-course students* for this lecture. In their case, the objectives may be as follows:

- Find out if the student is happy with the course. If not, consider the possibility of *starting again* on a more suitable career path. Very often starting again is *not possible*. In this case, a career guidance target would be to help the student complete the course as best possible.
- Career guidance could help the student make a more comprehensive, *long term plan*, keeping his/her potential in mind. On completion of the course, the student could continue to work toward his/her preferred career, through other courses and work experience.
- It is also possible, after completing a course that a student looks for a job within the field that comes closer to his /her potentials.

For example a student who has completed a course in plumbing but who has higher talents for interacting with people, could make a plan to look for jobs in the retail sector of plumbing or gain other qualifications in administration or management in the long run.

#### **5. Skills for Success in the Contemporary Labour Market:**

There appear to be some universal ways in which one may succeed in the labour market today that could inform a career guidance system for labour market entry and integration.

### 5.1. Be untouchable and remain employed

Put forward by Friedman (2006), people who are likely to remain safe in a volatile labour market include those who can *collaborate, synthesize, explain, leverage the power of information technology, and develop fresh skills in a short time*. It refers to those who can adapt to changing situations, deliver services with a personal touch, and take advantage of *global* facilities to serve *local* communities.

### 5.2. Skills for learning how to learn

Toffler (1971), quoting an informal conversation he had with psychologist Herbert Gerjuoy said, "Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn" (p. 375). Lifelong learning has been repeatedly pointed to as being vital for success in the current labour market characterized by increasing skill redundancy. Workers today are required to continually enhance their skills in order to remain employable. In addition to job specific skills, a set of generic skills also known as employability skills, key competencies, or foundational skills are considered essential for positive career development in today's labour market.

Employability skills have been defined as transferable core skill groups which enable the knowledge, skills, and attitudes necessary for career success at all levels of employment and for all levels of education. Various organizations have operationalized this idea in different ways. In Australia, the Department of Education, Science and Training (DEST, 2006) has identified a set of 13 personal attributes contributing to employability. Some examples are: loyalty, commitment, sense of humour, reliability, motivation, and adaptability.

In its report, the U.S. Secretary of Labour's Commission on Achieving Necessary Skills (SCANS, 1992) described a three-part foundation skill set for success in the 21st century workplace. The list included: basic skills (reading, writing, arithmetic/mathematics, listening, and speaking), thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning), and personal qualities (responsibility, self-esteem, sociability, self-management, integrity/honesty).

## 6. Conclusion

One of the central goals of career guidance is to prepare young people for employment and simultaneously enhance their self-development. The world today is globalized as never before and the careers of new entrants into the labor markets may be influenced by developments in distant countries or regions. Effective transitions into and navigation through the labour market is crucial for maximizing the human potential and ensuring economic prosperity. Perhaps, that is why, career information, guidance, and counselling services have been described to be a public as well as a private good. Given the universal nature of some of the requirements of today's labor market, we are today seeing a simultaneous convergence in career preparation requirements around the world, as well as specific, locally-defined labor market dynamics that call for context-specific handling. A wide network of interconnected factors operate at various scales and intensities to influence labor markets.

A critical skill that contemporary career guidance needs to foster in the worker is the skill of agility. Unanticipated yet significant changes may occur in one's work environment, calling for multiple career transitions during one's work life. The employee of the 21st century should be able to reassess his/her priorities and options and continuously readjust to changing trends in the labor market. The 21st century has seen human capital being recognized as the most significant asset of a country, a region, or a company.

I conclude this webinar series by pointing out that behind human capital is the *human being*. The dynamics of today's labor market are such that the "human" in human capital could be missed and reduced to a mere factor of production. Effective career counseling can equip the individual to mediate the labor market of the 21st century with the same cleverness of our forefathers who successfully mediated their unchartered environments, rather than be naively buffeted by its vagaries.

## **SKILLS FOR PRACTICE**

### **Components of Career Preparation**

Having made choices and identified alternatives, the student must now begin systematic career preparation. Preparation to enter a career has three components.

- One aspect of career preparation is related directly to a *specific career* and is closely tied in with preparing for entrance examinations, academic performances and so on.
- The second aspect for in-Course students is getting ready for *Job Search* activities.
- A third aspect is regarding the deeper, foundational aspects, which are essential for all career aspirants irrespective of the careers they have chosen. This pertains to the *attitudes* that underlie career development.

This section will focus on three specific areas related to effective career preparation.

### **START SMALL AND GROW TALL**

This perhaps is the most important *attitude* that the young person must develop. All careers start small. It is essential that the young person comes to terms with this fact. However, all careers need not remain small. With careful planning and systematic career preparation, it is possible to '*start small... but grow tall*'. A critical career counselling target is to help the student and his/her parents acknowledge this important fact.

#### **Note to Facilitator**

"Starting small and growing tall" is a common principle seen in Nature. Nature builds upon previous development. This is illustrated in the pictures given at the top of the worksheet Start Small to Grow Tall. This perhaps is the most important attitude that the young person must develop. All careers start small. It is essential that the young person comes to terms with this fact. However, all careers need not remain small. With careful planning and systematic career preparation, it is possible to start small, but grow tall.

This activity is designed to get the participant to think about the fact that a career grows with the individual. A successful career develops upon previous development. Here, you can highlight the value of using one's existing training and qualification as a platform for further career development. Emphasise that taking any job that is not linked to a person's qualification available, reduces the student's "value" in the labour market in the long term. There will be ups and downs. A career need not always move in the "forward" and "up" direction. There will have to be times when one's earning decreases because one has to stop working in order to gain new skills and specialisations.

**Learning Objective:** At the end of this activity, the student should be able to describe career development as follows:

- A career has a beginning. This beginning is usually small.
- A career has a centre but it is made up of layers. Each layer is connected to the previous layer. Each layer adds something new. A successful career keeps growing beyond the previous layer.
- Learning from past experience will give me a better future.
- Success does not always mean going up. Failure is a part of success.
- Experience is a vital part of career development. At the same time it is important to continue to acquire relevant qualifications.
- My career grows with me.

## How to Use the Worksheet

### **Preparation:**

Ensure that the following material is ready:

1. Work Sheet: Start Small to Grow Tall.
2. Flip Chart: Start Small to Grow Tall.

### **Method:**

Discuss the idea “start small to grow tall”, with the whole class. Use the images of the Rose and the Galaxy to explain that a principle in nature is to start small. Point out how the *core* of the Rose and the Galaxy are both small. At the same time, at the core of one’s career development, lie a certain set of competencies and potentials. Developing these potentials throughout one’s life is essential for career success. Use the pictures in the Flip Chart to help students draw upon these principles from nature. Students are to fill in the blanks in their worksheet. They use the Flip Chart to highlight the key points and help students understand what “start small to grow tall” means.

### **Answer Key:**

1. To start small in order to grow tall is a law of nature.
2. A career has a beginning and the beginning of a career maybe small.
3. Your qualification may be the beginning of your career. A job related to your training gives you a better chance for career success.
4. Learning from experiences would ensure your career is growing and not boring.
5. Planning for ongoing qualifications is important for career success.
6. Success does not always mean going up. Learning from failure is a part of success. Experience is more important than success or failure.
7. Career success means mixing the past with the present to create a new future.
8. I must learn to build my career, with my experiences and my qualifications.
9. The value of experience decreases if it shifts from one career to another.
10. My career grows with me.

**Conclusion:** Conclude by highlighting the key learning outcomes and linking the discussion to real life.

**FLIP CHART:**  
A template for  
adaptation

## START SMALL TO GROW TALL

Experience + Qualifications = Career Success



What can you learn about career development from these pictures?

- *Starting small and growing tall* is a common principle seen in Nature. Nature builds upon previous development.
- A principle of nature is that the beginning is always small.
- A career too starts small but it need not remain small.
- Growth is connected to previous experiences and learning.
- A healthy career develops upon previous development.
- One's existing training and qualification is a strong platform for further career development.
- Taking any job that is available, reduces the student's "value" in the labour market in the long term.
- With careful planning and systematic career preparation, it is possible to 'start small but grow tall'.

1. To start small in order to grow tall is a law of nature.  
A career has a beginning and the beginning of a career maybe small.
3. Your qualification may be the beginning of your career. A job related to your training gives you a better chance for career success.
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9. The value of experience decreases if it shifts from one career to another.
10. My career grows with me.

## Start Small to Grow Tall



**A Rose Flower**



**The Galaxy**

What can you learn about career development from these two pictures?

1. To start small in order to grow tall is a \_\_\_\_\_ of \_\_\_\_\_.
2. A career has a \_\_\_\_\_ and the beginning of a career maybe \_\_\_\_\_.
3. Your \_\_\_\_\_ may be the beginning of your career. A job \_\_\_\_\_ to your \_\_\_\_\_ gives you a better chance for career success.
4. Learning from \_\_\_\_\_ would ensure your career is growing and not \_\_\_\_\_.
5. Planning for \_\_\_\_\_ qualifications is important for career success.
6. \_\_\_\_\_ does not always mean going up. Learning from \_\_\_\_\_ is a part of success. \_\_\_\_\_ is more important than success or failure.
7. Career success means mixing the \_\_\_\_\_ with the \_\_\_\_\_ to create a new future.
8. I must learn to \_\_\_\_\_ my career, with my \_\_\_\_\_ and my \_\_\_\_\_.
9. The \_\_\_\_\_ of experience decreases if it \_\_\_\_\_ from one career to another.
10. My career grows with \_\_\_\_\_.

## **SELF-PRESENTATION SKILLS: RESUME**

### **Note to Facilitator**

The employer's first impression of the applicant is the Cover Letter and Resume. The first decision about whether the applicant is to be taken to the next step in the recruitment process or not, is often made on the basis of this first impression. It is vital therefore that the student knows how to present him/her self through the Cover Letter and Resume.

This exercise is designed to help students write a good Resume.

**Learning Objective:** At the end of this activity students must be able to:

- Write their own Resume.
- Know how to vary their Resume according to the Job Advertised.

**Material:** Ensure that the following material is ready:

1. Information Sheet: How to write a good resume.
2. Information Sheet: Resume Sample.

**Method:** Use the Information Sheets: How to write a good resume to take the student through the steps of writing a resume.

After the demonstration, each student is to write their own resume sample given to them.

**Conclusion:** Conclude the activity by letting students know that they can come and meet you in case they had difficulties in writing their resume.



## How to Write a Good Resume

A resume (also called a Bio Data or Curriculum Vitae - "CV") is a document that lists your study, work and life experiences. The purpose of a resume is to show that you can do or be trained for the jobs you apply for. A well-written resume is a key part of any job application. It can convince employers to interview you, or even hire you.

### *The purpose of a resume*

Your resume is a marketing tool. It needs to demonstrate:

- That you are employable
- How you meet the job and the organisation's requirements
- That you have the right qualifications and education
- That you have the right experience and skills
- That you have the right level of professionalism for the job

### *How long should my resume be?*

- A resume varies in length depending on your experience and education. If you haven't worked much before, one or two pages is best, but three pages is okay if you've got a lot of study and work experience behind you.
- Make sure you don't unnecessarily increase the length of your resume. If your resume is only one page, as long as it's well-presented it might get better results than a two-page resume full of unnecessary information.
- Most important: Do not put in information that cannot be verified.

### *Order of information in your resume*

Generally it's good to present the information on your resume in this order:

- *Contact details*  
Your name, email address, a contact phone number on your resume and postal address.
- *Opening statement*  
An opening statement is a summary of who you are, where you've studied and/or worked, and what you bring to the job. It should be about six lines long.
- *Key skills and strengths*  
Your resume should include a list of skills that link your experience to the job you're applying for.
- *Technical/software skills*  
Almost all careers today require skills to manage the computer. It is important that you list the names of software or computer technology you know how to use. Examples might include:
  - Word processing or spreadsheet software
  - Programming languages
  - Email management

### *Personal attributes*

- If you haven't got much work experience, a list of personal attributes can be another way to demonstrate that you're the right person for the job. Things you could include are ways you can demonstrate that you are reliable, honest, trustworthy or quick to learn new things.

### *Educational history*

- How much of your educational history you will include depends on your present level of qualification. If you are presently at the level of a TVET qualification or Bachelors degree, then start your educational history from your School Leaving certificate (Grade 10).
- Write the name of the qualification (e.g., School Leaving Certificate – Grade 10, Name of Institution from where you passed, the date of passing and the result).
- If you can, you should also include a few bullet points listing your achievements (e.g., school or class captain, awards you've won, or groups you've been part of).

### *Employment history*

- When providing your employment history, start with the your most recent job and go backwards. Give the position title and the dates you worked at a certain job.
- If you haven't had a job before, you can use other things to demonstrate your experience, including:
  - Work experience you've done through school/club activities
  - Work placements or internships that you've done
  - Volunteer work you've done
  - For each job provide a list of the things that you achieved while in that job, and the significant contributions you made to the organisation. Make sure that these achievements and contributions match the key skills and strengths listed earlier on your resume.

### *References*

- Your resume should list two people who can positively recommend you as an employee. Ideally your references will be people that you have worked with before. This could be a teacher, leader of the place you did your internship or volunteering or previous employer. If they are contacted by the employer, you must be sure they will provide a statement that shows your knowledge, skill and experience match what the employer is looking for.
- Take permission from your references before you list them in your CV.
- Provide their name, their position title, and a way that they can be contacted.

### *Testimonials*

#### *Keywords*

Try to use the following key words throughout your CV:

- Skills
- Jobs
- Activities
- Qualifications
- Software
- Tools
- Experience
- Internship
- Apprenticeship
- Work experience

Not everything in this list must appear on your resume every time, and the order can change from application to application. The most important thing is to get the most useful information across first.

#### *Do you need to change your resume for each application?*

- You need to fit your resume to every job application so that it responds to the specific requirements of the job you're applying for. You might not need to change much, but make sure your opening statement, your key skills and your personal attributes all respond to the needs of the role, based on the job advertisement.
- You should also tailor your resume to show how your work experience specifically meets the needs of the job you're applying for.

### *How to tailor your resume*

- Use your opening statement to link your experience and education to the organisation and the requirements of the job.
- List your most relevant key skills first.
- Include examples of achievements that meet the advertised requirements of the job.
- Include specifically relevant key words and phrases throughout your resume (see "Keywords" listed above).

### **What your resume must not have**

Here are a few things not to include on your resume. Note that there may be circumstances when including some of the following information shows that you're a good fit for the job. If that's the case, including that information would be a good idea.

- Spelling mistakes: Submitting a resume or cover letter with spelling mistakes will guarantee you don't get an interview! You should spellcheck your resume before you send it, but you should also get someone else to read it as well and check for mistakes you might have missed.
- Don't include images or photos on your resume.
- Fancy formatting: Stick to easy-to-read fonts and formats. Good fonts to use include: Verdana, Arial, Calibri, Times Roman.
- Don't use large headers to break up the sections of your resume. Use a 10- or 11-point font for your main content and a 12- or 14-point for headers.

### **Reviewing your resume**

Having someone else review your resume is extremely important. Make sure you use someone who will actually tell you if they think something isn't right. People you could ask include:

- Former employers
- Teachers
- Career guidance counsellors
- Your parents or guardians

A sample Resume is given on the next pages.

**Ms. Runa Nasreen,**

4. Begum Rokeya Sharani, Sher-e-Bangla Nagar, Dhaka - 1207, Bangladesh.

Email: runa1978@gmail.com.

Phone: 01912-153765

#### PERSONAL STATEMENT

*TVET graduate seeking employment in the hospitality industry, in a position that requires a dedicated, young and enthusiastic employee.*

Hardworking with proven time management and collaboration skills developed from sporting and volunteer engagements. Strong interpersonal skills enhanced by taking part in theatre activities to develop confidence and communication abilities. Able to work as part of a team, learn from others and develop as a professional.

#### KEY SKILLS

I am confident of the following skills related to a career in the hospitality industry.

- Customer Service (phone and face-to-face)
- Meeting and greeting customers
- Organisation of files and documents either manually or through a software
- Software skills
- Problem solving
- Managing dissatisfied customers

#### SOFTWARE SKILLS

I have undergone training and have experience in the following information technology skills.

- Microsoft Word ~ Microsoft Excel ~ Microsoft Outlook ~ Firefox ~ Internet Explorer

#### EDUCATION

My educational qualifications at present are as follows.

- Diploma in Front Office Management (July 2019). 65% overall grade, 1<sup>st</sup> Class. Khulna Mahila Polytechnic Institute.
- Higher Secondary Certificate (June 2017). 68% overall grade, 1<sup>st</sup> Class. Government Coronation Secondary Girl's School.
- High School Certificate (June 2014). 70% overall grade, 1<sup>st</sup> Class. Government Coronation Secondary Girl's School.

I plan to continue my education once I have greater financial stability.

#### OTHER QUALIFICATIONS AND SKILLS

**I have taken up short courses in the following:**

- Certificate in Basic Computer Skills (August, 2018). 66%, 1<sup>st</sup> Class. Khulna Mahila Polytechnic Institute
- Certificate in Public Relations (September, 2018). 75%, Distinction.
- Languages known: Fluent in English and Bangla.

## ACHIEVEMENTS

My achievements are mainly in relation to team work requiring interpersonal skills as shown below:

- 2015: Class captain (in partnership with one other class representative).
- 2015: Team prize for Badminton.
- 2016: Represented school at National Youth Day events.
- 2016: Recognition award for contribution to the local community and volunteering.

## PERSONAL ATTRIBUTES

- *Effective Communication Skills:* Articulate communicator with appreciation for the different communication styles required when working with other team members or with customers.
- *Honest and Reliable:* Strong work ethic ensuring honesty, reliability and ability to undertake tasks with responsibility.
- *Flexible:* Understanding of need to remain flexible to support last-minute demands and changes. Comfortable in changing environments and situations, ensuring ability to remain flexible and adaptable at all times.

## STUDENT WORK EXPERIENCE PLACEMENTS

- Le Meridien, Dhaka. One month of internship, 2018.  
My duties were to respond to incoming calls, process check in and check out of guests, enter customer information into internal records management system and update existing customer records while creating new data files as directed.

## VOLUNTEERING

- CSS Home of Blessings, an orphanage in Khulna. Worked as a volunteer for 1 year. Provided support during various fundraising activities and maintaining records of resident children.

## PROFESSIONAL REFEREES

1. Dr. Tahmid Mohammed,  
Principal,  
Khalishpur New Market Road, Khulna 9000, Bangladesh  
Phone: +880 41-762352
2. Ms. Shakeela Akbar,  
Manager,  
9/A Commercial Area Airport Rd, Dhaka 1229, Bangladesh  
Phone: +880 9638-900089

All relevant certificates and documents are attached with this resume. I would be glad to respond to any further queries.

(Your signature)

Runa Nasreen.

## **SELF-PRESENTATION SKILLS: COVER LETTER**

### **Note to Facilitator:**

The Cover Letter introduces the applicant to the employer. Often employers do not read the resume if there is no cover letter, or if the letter is badly written. This exercise is designed to help students write a good covering letter.

**Learning Objective:** At the end of this activity students must be able to:

- Write their own Cover Letter.
- Know how to vary their Cover Letter according to the Job Advertised.

**Material:** Ensure that the following material is ready:

1. Information Sheets: How to write a cover letter.
2. Information Sheet: Sample Cover Letter

### **Method:**

Use the Information Sheets: How to write a cover letter to take the student through the steps of writing a cover letter.

After the demonstration, each student is to write a cover letter using the Cover Letter Sample given to them.

### **Conclusion:**

Conclude the activity by letting students know that they can come and meet you in case they had difficulties in writing their CV and Cover Letter.

**INFORMATION SHEET:**  
A template for adaptation

## The Cover Letter

### *From Address:*

Write your full address with all the contact information on the top left hand side of the paper. Make sure you have written the following:

- Your full name.
- Full postal address.
- Email id.

### *To Address:*

Put the name and address of the person receiving the application below your address on the left hand side of the paper.

### *Date:*

Put the date that you are writing the letter under the To Address.

### *How to start the letter:*

Begin the letter with: Dear Mr. or Ms. xxxxx or as Dear Sir or Madam.

### *Subject:*

Before you start the letter, insert a Subject Line: Subject: Application for the post of xxxx.

### *Body of the Letter:*

In the *opening paragraph*, state the title of the position that you are applying for and that you wish to apply for the role.

In the *next two paragraphs* provide examples of your skills and experience. You should select skills that match what is advertised for the job. Use the same language as the advertisement in your letter. For example if the job advertisement says that skills in cash handling or machine tool operation, add that in the description of your skills. Each cover letter will therefore be specifically tailored to reflect the advertised job description.

Be sure to mention that you have attached your CV.

In the **final sentence**, state that you look forward to hearing from them. Sign the letter with as 'Yours Sincerely' or 'Yours Faithfully'.

Type your name at the bottom of the letter as well as signing it.

Double-check the spelling and grammar. Make sure that someone proof-reads it for you.

### **What should never be found in your cover letter:**

- Spelling mistakes.
- Don't cut and paste your CV into your cover letter.
- Don't mention your other job applications. Your letter should aim to convince the employer that you really want this job.

Remember, the Cover Letter should show how you can fit into the employer's requirements.

**INFORMATION SHEET:**  
A template for adaptation

From:  
Ms. Runa Nasreen,  
E/8-A, Begum Rokeya Sharani,  
Sher-e-Bangla Nagar,  
Dhaka - 1207, Bangladesh.  
Email: [runa1978@gmail.com](mailto:runa1978@gmail.com).  
Phone: 01912-153765

The Manager,  
Hotel Bengal Blueberry,  
House # 1/A, Road # 90,  
Gulshan-2,  
Dhaka- 1212,  
Bangladesh.

29<sup>th</sup> June 2019.

Dear Sir/Madam,

Subject: Application for post of Front Office Clerk.

I was very interested to see your advertisement on the BD Jobs portal, dated 28<sup>th</sup> June 2019, for the position of Front Office Clerk in your esteemed organization.

I hereby apply for this position.

I have just completed an 18 month Diploma in Front Office Management from the Khulna Mahila Polytechnic Institute. As a part of the course work, I also completed one month of internship at the Le Méridien, Dhaka. Interpersonal skills are my strength area. All through my school days, I have had opportunities to be a leader and engage with people. I have selected hotel management as my career, mainly because it is related to interacting with people.

I have excellent working knowledge of MS Word, Excel and Outlook. I have also self-tutored myself to use Excel for simple accounting and data management. I have also taken a short course on public relations. I am fluent in English and Bangla.

Please find my CV attached along with all relevant certificates.

I look forward to hearing from you.

Yours sincerely,

(Your signature)

Runa Nasreen



## WORK EXPERIENCE, INTERNSHIP AND JOB PLACEMENT

### Note to Facilitator

Job applicants with *prior work experience*, stand a much better chance at getting a job than candidates with no experience. During an interview, many employers ask “What experience do you have”? But without a job, how can a person gain experience?! It is important therefore that the student has a chance to gain work experience when he/she is still a student. Creating opportunities for work experience, internship and finally supporting the student's job placement is an important responsibility of the career guidance system. This section provides information on how to create a platform for work experience and job placement for students.

### Work Experience

#### *Create a Data Base*

Your first step is to create a data base of individuals and institutions who are willing to engage with your institute to offer work experience and internship opportunities. This data base can also lead to job placement sources.

It is important that you approach these sources officially. Therefore, approach these institutions/person as a member of your institution, not just as an individual.

You should begin your data base building by making contact with the following sources:

- Parents of students of the institute.
- All privately owned local industries and entrepreneurships.
- Companies, factories, service providers (e.g., hospitals, malls, hotels).
- Non-Governmental Organisations.
- Start with local organisation and widen your net to other cities and the national circle.

Once you have made a list, contact these individuals / institutions. Ask if they would be willing to take students for work experience. After initial contact, write to those who have shown interest using the institute letter head. Develop a formal enquiry letter covering the following points:

- Thank them for their interest and briefly explain the purpose of your enquiry.
- Ask for the following information: how many students they can take, how many days of work experience, they can offer, check if they have any preference for a certain type of student, how many sets of students they can take.
- Most importantly, ensure that they will provide a work experience certificate to the student, after he/she completes a work experience placement.
- Organise this information into a searchable data base. This can be a specially developed software or you could use MS Excel or MS Access sheet to start with.
- As students express interest, connect them with the work experience provider.

#### IMPORTANT:

- Ensure that the responsibility of safety, transport to the location and regular attendance are the responsibility of the student.
- Create a “No Objection” certificate to be signed by the parent / student and submitted to you before the work experience begins.

### Students can create opportunities for themselves

While some opportunities can be created through your institution, students must also take responsibility to create work experience opportunities for themselves. Hold a Work Experience Session for them as described below to show them how they can identify their own work experience opportunities.

A Work Experience activity is described on the next page.

## Work Experience: What? Why? How?

### What is Work Experience?

Work experience, gives you a chance to be in a job for a short time, even when you are a student. This gives you a chance to find out more about jobs you're interested in, try things out for yourself and build your job-seeking networks.

### Why Work Experience?

Job applicants with work experience, stand a much better chance at getting a job than candidates with no experience. During an interview, many employers ask "What experience do you have"? But without a job, how can a person gain experience! It is important therefore that you gain work experience when he/she is still a student.

### How to Gain Work Experience?

Ideally, your work experience should be related to what you are studying. But all types of work experience, even if not related to your course are valuable. Here are some ideas on how to organise your own work experience opportunities.

- Make a list of contacts: Start by asking your parents, family and friends. To start, write down at least 3 of your contacts below:
  
- Contact the names on your list: You should first contact them and ask for a short appointment. Then you can visit and ask for a work experience opportunity.
- Make notes during your internship. You will include some of this in your Resume and Cover Letter.
- After you finish your work experience, request for a work experience letter. This will be very useful for you when you apply for a job later.

**Professional people are busy and may not have time for you. You may get many "no" responses when you request for work experience. But don't give up. When you do find a work experience opportunity, it will add much value to your job application later.**

## **JOB PLACEMENT**

The final objective of all forms of career guidance is to ensure that the student is placed in a job. Job placement is one of important duties of the career guidance service. Given below are ideas on how you can develop a Job Placement platform for your institute.

### **Create a Data Base**

As you did for Work Experience opportunities create a data base of employment providers. This should include:

- All the persons you contacted for Work Experience.
- Publications such as newspapers and magazines that carry job advertisements.
- Job Portals.

### **Make Yourself Known**

Contact these sources of job providers and make yourself known them officially, through your institute. Write to them, introduce yourself and your institute. Request them to send you information on vacancies that come up in their organisations.

### **Organise Job Fairs and Career Days**

Bring members of your data base together to organise a job fair once a year. This fair need not be only for jobs. A careers day is a special day in the institute's calendar when professionals from various walks of life are invited to interact with students through lectures, demonstrations, exhibitions and other activities that could enhance students' awareness of a particular career area.

A careers day is particularly useful when presentations are made on lesser known careers as this will widen participants' career horizons. Speakers also act as role models that students could emulate. Some organisations such as the Rotary Clubs, local entrepreneurs and associations of small scale industry offer a ready-made source of professionals who are usually willing to come in and make presentations.

This is also a good opportunity for drawing parents into the career counselling programme. Parents could be invited to make presentations on their careers or even as guests who will learn about new careers.

### **Organise Campus Recruitment Events**

Organise campus recruitment events in your institute. Contact members of your data base and:

- Inform them that your next batch of students will soon be graduating.
- Invite them to ask you for student Resumes.
- Invite them to your institute to meet students directly.
- You could also create an online brochure giving a brief write up of each student and mail it to members of your data base.

### **Publish Job Advertisements**

- Put up job advertisements regularly on your Notice Board.
- BUT keep in mind that job advertisements go out of date quickly. Once the vacancy is filled, the job advertisement is not relevant. Students lose faith in the Job Placement system, if they find outdated information.
- Therefore, remember to REMOVE outdated information!

### **Use Social Media**

In some institutions, students have their own phones or they have access to phones. If this is the case in your institution, you could use a popular social media application to keep them informed about jobs and vacancies.

- Make a social media group of all final year students.
- Send them information regularly via the social media application.