

Sanjay D. Ingole
9967474646




CAREER MASTERS

FOR

CAREER COUNSELING

OCCUPATIONAL DECISION FACILITATES YOUR EDUCATIONAL DECISION



302, Vardhaman, Next to Bank of Maharashtra, Sector 1, Charkop, Kandivali (West),
Mumbai - 400 067.  - sanjay@careermasters.co.in / sanjay@atstroke.in

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CONTENTS

1. CAREER MASTERS Profile	2 - 4
2. Why Career Masters for Career Guidance	4
On approval to Career Masters	4
3. Benefits to Students	5 - 6
4. Action Plan	6 - 7
5. Terms & Conditions	7
6. Payment Terms	7

1. CAREER MASTERS PROFILE

India is perceived today to be a developing nation. At the dawn of new era the opportunities in the world of work are immense. Effective methods of guidance and counseling could play a vital role in drawing the young person closer to these opportunities. In the absence of effective systems for careers education, the young person's career decision-making could be thwarted by various psycho-social, educational and socio-economic factors. Without the insights of introspection and exploration, these influences could lead the individual away from suitable choices. Students who have gone through comprehensive careers education are far more discerning in their career choices. Research has also revealed that individuals who make career choices based on personal interests and abilities show significantly higher levels of job satisfaction and are more productive workers.”

Work is as old as the history of mankind. Work (as vocation, i.e., habitual occupation as a means of livelihood) occurs within a social context which is characterized by patterns of beliefs and ways of thinking. Fixed mental attitudes (popularly called 'mindsets') engendered by social and moral frames of reference give a particular coloring and interpretation to the meaning and purpose of work. Psychologists use the term social cognitions to describe social patterns of thinking that have become habitual across social groups. Social cognitions seem to have played a significant role in the evolution of work as well. Historically, ideologies that prevailed during particular periods for example Protestant Reformation and the Industrial Revolution in Europe and the Ashrama and the caste systems in ancient India created what we have referred to as social-cognitive environments. Examples of such periods are the within these environments, values are attributed to work and occupations. Social-cognitive environments thus foster the evolution of a work ethic - a conglomeration of mindsets about work, which could then guide and influence people's work behaviour.

It is with the Industrial Revolution in the late 18th Century that the issue of matching people for jobs first surfaced. The industry needed workers with specific traits and abilities, while the potential worker needed guidance toward jobs for which he or she was best suited. It is in response to these needs, at this point in the evolution of work that Vocational Guidance surfaced as a discipline. Frank Parsons, who is today acknowledged as the father of Vocational Psychology, developed for the first time a method to suit the new industrial work order (Parsons 1909). His approach assumed that persons could be matched for jobs on the basis of their traits, abilities and talents. People now began to approach work and livelihood as a field of activity within which they could follow a path of growth and reach for higher levels of personal development. Thus was born the notion of career.

The forces of industrialization and mechanization have had a somewhat similar impact on work behavior in the Indian context as they have had in the West. The rapid changes in the world of work in the sub-continent especially since independence has led to increases in opportunities and the breaking down of the older social mechanisms for occupational role allocation. Today, the challenges of career decision-making for the young school leaver and college student are as much of a reality in India as it is in the Western world.

A person's orientation to work and then to career is something that develops over a period of time. Facilitating the process of career discovery for the young person requires a perceptive understanding of these forces. The following section of this paper discusses the linkages between two of these forces.

The educational system could prepare the young person to approach career development as a mechanism for learning, personal growth and potential realization. However, a survey which was conducted in 15 different parts of India indicated that the reality seems to be quite different (WORCC-IRS, 2006). At the high school and higher secondary stage, educational

systems are failing to facilitate informed career choices. Instead, career choice is often reduced to a response to the advertising, public relations and short term interests of employers. On the one hand it is commendable that universities are designing and mooted 'job-oriented courses'. On the other hand, subjects that are not immediately job-oriented seem to be accorded increasingly lower priorities. While it is true that India is at last beginning to show sustained economic growth it must be remembered that education is not the handmaiden of the labour market. The purpose of education is not merely to prepare a qualified work force. Instead, the purpose of education is to facilitate the individual's development as a person and as a responsible and contributing member of society. Strong educational leadership at the school and higher secondary level would prepare students with skills to make appropriate decisions rather than allowing their choices to be inappropriately influenced by what is currently a boom sector in the labour market.

Poorly informed choices made at the high school and higher secondary level could have a cascading effect seen in the short run on the outcomes of higher education. The consequences of a certain course of study could belatedly dawn upon the young person after he or she has entered the course. In some cases this may lead to dropping out of further education. Where the family is able to afford an expensive alteration of the young person's career preparation the individual may begin a new course all over again. In families where resources are limited however, course completion would be reduced to assiduously 'completing what one has started'. The number of young people who do express dissatisfaction with career choices is reaching alarmingly high levels. It is often said that an important function of further education is to prepare the young person for the labour market by equipping the individual with knowledge and skills. It is here that the relevance of a comprehensive career counselling programme of Career Masters becomes sharply evident which could in effect be the bridge between education and the labour market.

Accordingly, Career Masters comprised four interlocking components as described below:

Facilitating self-understanding

Self-understanding for effective career decision-making focuses on the following themes:

Psychometric Tests as a mechanism to facilitate self-understanding

Using psychological tests to identify an individual's career interests and aptitudes has been and continues to be a topic of intense controversy. Such devices are useful when they are:

- standardized and statistically validated for the group for which they are intended
- age appropriate
- administered by a qualified counselor
- scored accurately
- interpreted on the basis of accurately developed norms

Tests are sometimes accorded (both by the counselor and the client) a status of infallibility. A psychological test is merely a tool that could yield information.

Social Cognitions and Career Beliefs

These are strongly held convictions about the process of career choice and the world of work. Career Masters would address negativity in prevailing career beliefs and highlight their impact while analysis and career counseling session.

Facilitating an understanding of the titles of Occupations

The occupation finder comprises all the different career opportunities open to the young person. Career choices are often limited to the careers that the young person knows or has heard about. Facilitating an understanding of the occupation titles widens the young career chooser's horizons.

Facilitating career preparation

This is a clearly enunciated blueprint for career development that the career aspirant develops along with the counselor. This includes defining careers chosen, personality type, aptitude, career maturity level in career decision making and creating options of suitable occupations.

2. WHY CAREER MASTERS:

- A. Management has to hire extra manpower (may be No. 1 Counselor + 1 Assistant) especially for Career Guidance task. This task is related only for IX or X standard students of schools every year batch as they will be shifting towards their career goal after one or two years. If management recruits such Counselor, Role or Job responsibilities of Counselor will be limited only for counseling and management have to spend approximately one or two lacks for the recruitment of counselor.

ON APPROVAL TO CAREER MASTERS:

- B. Consultancy will work directly without any help of organizational manpower and without any charges from management while conducting tests and analyzing tests.
- C. Whole administration for entire students will be managed by Consultancy and its team only - From initial Form distribution to personal meets with students and their parents, documentation and record keeping.
- D. Finalization of Career Options will motivate students and students will work hard for the X board examination marks. Positive results will help management to develop their organizational standard as maximum students will join best suitable streams for further education.
- E. "Special Career Guidance" activity added in syllabus will develop a brand name of organization automatically.
- F. Organization/Institution will be able to create good decision makers for society development. In future right job will be available for right person for right skills which will have a direct impact on Indian economy.

3. BENEFITS TO STUDENTS:

- A. Students get the knowledge of various available careers and their future scope through our Occupational Finder and counseling procedure.
- B. While testing students express their selves through written aspirations which generally they are not doing under parents' pressure or other pressure.

- C. 2 sessions for Psychometric Testing (Total 18 Tests + Student Counseling and Individual Parents meeting).
- D. Students will be able to find out their Maturity Level in attitude for making Career Decisions as well as maturity level in knowing themselves, knowing about jobs, in goal selection, career planning and maturity level in solving problems arising while career decision making.
- E. There are strongly held convictions about the process of career choice and the world of work. Career questionnaires would address prevailing career beliefs and highlight their negative impact level on students.
- F. Our **Aavishkaar** and **Shaakha** Personality Tests (International Tests) is a self administered, self scored, and self-interpreted career counseling tool. However Career Masters will help students to understand the way of doing it.
Students will be able to understand their Personality type (CODE), their interests as well as competencies. Two different tests are selected to verify and confirm the each other test results.
- G. People search for environments that allow them to exercise their skills and abilities, express their attitudes and values. Based on these personality patterns and the pattern of the environment, some outcomes of such a pairing can be predicted. Such outcomes include choice of occupation, job changes, occupational achievement, personal competence, and educational and social behavior. Our occupation finder will support students to get introduced with their 3 highest matches of occupations with personality patterns.
- H. Career Masters do not stop here but including Career Aspirations, Interests, Personality types and Suitable Occupations it connects to student's Aptitude that is natural talent.
- I. Personal Interests are those activities that draws the person's attention, the things that person is curious about, activity a person enjoys. Students have number of interests. Some of their interests are related to what they want in their work life while others are related to their hobbies and personal life. They can identify their work or occupational interests through our 2 international tests (Indian adaptation).
- J. Result of Career Masters will motivate students to concentrate on studies of 10th standard. Seriousness towards examinations marks will get increase automatically and students will join further interested streams.
- K. Students will come to know what they have to achieve finally and will get prepared for challenges occurring in between.
- L. As Parents Meet also is a part of this activity, final decision of Choosing Career will be based on current and future financial status and finance requirement for further studies. Result of this will avoid frustration level of many students throughout the education cycle and for making a mind set in early stage. Also parents will consider interest of their child and accordingly will be able to plan for required finance within required time.
- M. Career Masters will share Student's Assessment Sheets with individual parents if required.
- N. Considering psychology of students, consultancy allows students to contact Consultancy staff directly for any queries related to students.

4. ACTION PLAN:

- A. Action plan will be submitted by Career Masters after detail discussion and approval of Management.
- B. Action Plan will contain time period required for total students. Approximate time period is given below.

Sr. No.	Test / Questionnaire Description	Time Period
1	Career Preparation Status Scale	Approximate 5 Minutes
2	Career Maturity Test (50 Questions in Sub Test I and 70 Questions in Sub test II)	Approximate 1 ½ hr
3	Writing Aspirations – Aakanksha Questionnaire (6 occupations Students daydream about)	Approximate 15 Minutes
4	Aavishkaar Personality Test (Based on 6 types of personalities J. L. Holland) 1. Likes / Dislikes for 6 types activities (Total 84) 2. Likes / Dislikes for 6 types Competencies (Total 84) 3. Likes / Dislikes for 6 types Occupations (Total 84)	Approximate 1 Hr. 15 minutes
5	Shaakha Potential Test (Based on 5 Potentials of Howard Gardner) 1. Likes / Dislikes for Linguistic Potential 2. Likes / Dislikes for Analytical-Logical 3. Likes / Dislikes for Spatial 4. Likes / Dislikes for Personal 5. Likes / Dislikes for Physical-Mechanical	Approximate 20 Minutes
6	Ugam Aptitude Test (Based on 9 Factors)	
	Verbal Ability Part I & II	4 Minutes + 3 Minutes 30 Seconds = 7 Mnts 30 Sec.
	Numeric Ability	5 Minutes 30 Seconds
	Closure Ability	5 Minutes
	Spatial Ability	
	Mechanical Ability	9 Minutes
	Clerical Ability	
	Reasoning Ability	5 Minutes
	Psycho-Motor Ability	5 Minutes
	Total	Approximate 45 Minutes inclusive of instructions
	Approximate Total Time	4 to 4.5 hrs

5. TERMS & CONDITIONS:

- A. Final Schedule of Activity will be intimate to Management after discussion.
- B. This activity will contain 2 compulsory sessions. Those will include one Session with Student and Second with Parents. (Parents can be Father/Mother/Sister/or any person who can understand and will help student to take their decision.)

- D. Consultancy will use Organization's/Institution's premises / Auditorium / Any Class room to conduct this activity.
- E. Data or Decision of any student will be confidential and will not get share with any other school Students or privacy will be maintained.

6. PAYMENT TERMS:

Career Masters will charge Rs.(xxxx) to students for 2 sessions and not to related Management. Career Masters request management to intimate students about session fees and submit it. Students will be provided receipts of payment.

*****Thank You*****