

Speakers Bureau Service

Thank you for participating in the IEC of Hamilton’s Speakers Bureau program! While you may not realize this, your contribution provides students with the opportunity to explore and discover many different careers right here in our community. This leads to the development of our future workforce and economic prosperity! So, on behalf of our Board of Directors, staff and education partners – thank you for making Hamilton the best place to raise a child!

The purpose of this document is to provide you with some helpful tips and hints about guest speaking while providing you with some great sample activities that you can incorporate into your presentation. We hope you will find this resource useful when preparing your presentation.

We have taken the liberty in breaking down this resource into the below sections.

- Section 1: Pre-visit checklist
- Section 2: Suggested presentation content
- Section 3: What students want to hear
What students *do not* want to hear
- Section 4: Keeping students interested
How to keep your group’s attention
How students learn
- Section 5: Possible challenges and solutions
- Section 6: Sample activities
- Section 7: IEC of Hamilton – more ways to get involved

Our Speakers Bureau Service was created through consultation with our education and industry partners. For further information about this service, please contact our Speakers Bureau Coordinator at speakersbureau@iechamilton.ca.

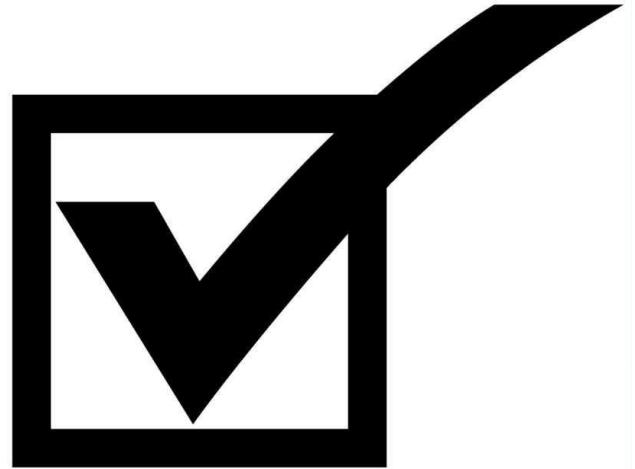
To explore other ways that you can personally get involved in career mentoring our future workforce, please contact Beth Gibson at beth.gibson@iechamilton.ca or by phone at (905) 529.4483 ext. 3

Section 1

Pre-Visit Checklist

Before you enter the classroom, there are a few things that you should know. Working alongside our Volunteer Coordinator and Teacher, these items should be answered for you prior to your scheduled presentation.

- Name and telephone number of the teacher
- Name and address (location) of the school
- Parking availability
- Date, time, and length of the presentation
- Age and grade level of students
- Size of the class
- Available Audio Visual Equipment
- Will the teacher remain in the classroom for the presentation?
- Basic Expectations
 - What are the teacher's goals?
 - What do the students want to know?
- Expectations regarding discipline – Who is responsible?
- Are there any children with special needs?
 - What type of special needs?
 - How can you adjust your presentation to accommodate them?
- Is there a photocopier available to make handouts for the students?



Get the Most from Your Questions

- Design your questions so that the whole class benefits from both the questions and the answers.
- Address your questions to the whole class before calling on any one student to answer.
- Do not repeat questions and answers.
- Frame your questions to encourage debate.
- Require students to enunciate responses clearly and loudly.
- Recognize questions meant to be disruptive.
- Make necessary corrections.
- Admit if you don't know.
- Distribute questions.

- Wait!

Section 2

Suggested presentation content

Here are some guidelines to help with presentation content. Depending on the size and age of your group, their interests, attention span and time allotted content will vary – you can discuss these unique details with the teacher in advance of the presentation.

Personal Background

- Tell the students about your career interests when you were younger.
- Tell them about your career dreams as an adult. How has this changed over time?

About your Organization

- What does your organization do/produce/provide as a service?
- Location, size, number of employees, etc. Tell them about a typical customer/client.

Your Specific Role

- Talk about your job duties; what do you love about it; any drawbacks to your job?
- Any obstacles that you had to overcome - barriers that the students might face?

Your Career Journey and Education Path

- How did you end up where you are and who influenced you the most?
- How did you get your first/current position? What are your options for the future?
- Where did you go to high school and what subjects did you like? Talk about your post-secondary education
- Talk about the importance of math (budgets, banking, etc.); technology; literacy; sports/volunteering/group activities, in the workplace

Trends Affecting Career

- New Technology; changes in economy; changes in lifestyle

Question and Answers

“Just letting you know, presentation went extremely well. I could have talked for another couple of hours. The group was very responsive and attentive at both sessions. Great day!”

*Heather Nates
Coll-Heath & Nates*

- Be prepared for personal questions (how much \$ do you make)
- Tell students about salary ranges, entry level positions and potential for promotions

What to Take

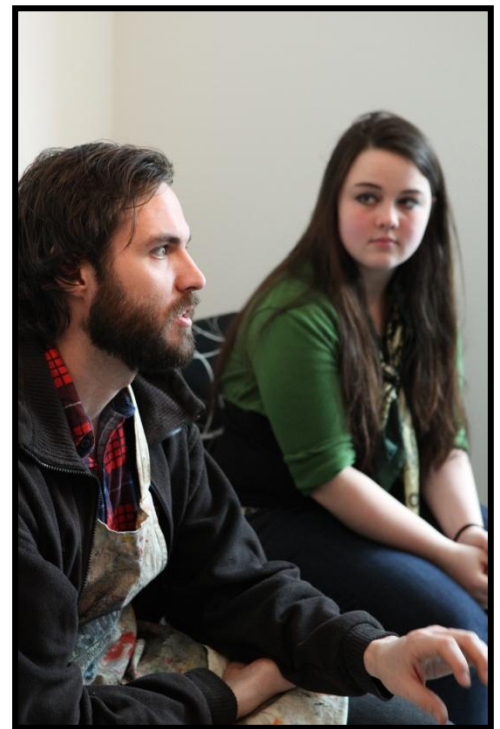
- Bring along work props, such as product samples, pictures, handouts
- Either take or arrange in advance with teacher, for laptop, projector, etc. if needed
- If you have, take “trinkets” to hand out to students (pens, stickers, stress balls, etc.)



Section 3

What students want to hear?

- Describe a typical work day.
- Talk about your favourite and least favourite aspects of the job.
- Provide a brief bio:
 - How and when did you get into this career?
 - Was it planned or by accident?
 - Who/what influenced you to pursue your career?
 - Were there obstacles / barriers you had to overcome?
 - Did you feel pressured into other career choices?
 - How did you know it was right for you?
 - Where do you see yourself in 10 years?
- Students may ask if you pictured yourself in this job while you were in school.
- They also may want to know if you see yourself in this job ten years from now.
- Explain what type of education/training is required for your job.
 - Which courses did you take in school that was especially helpful?
 - Are there others that you wish you had taken?
- Provide students with examples of the personality traits that best fit your career.
- Students want to hear about benefits – travel, training opportunities, contacts, etc.
- Students will want to know average earnings for this career. Let them know what salary
- Ranges they can expect with varying levels of education and experience.
- Describe the changes taking place in your occupation / industry.
 - Predict the outlook for employment in your field.



What Students do NOT Want to Hear

- Industry jargon they do not understand
- Inappropriate slang, profanity or insensitive remarks
- Try not to “speak down” to the students. Treat them as peers.
- Avoid sales pitches please!

Section 4

Keeping students interested – know your audience

Experienced speakers and teachers know there is an art and science to keeping student audiences engaged and interested. Here are some tips that may help.

Middle Grades – Senior Elementary (Grades 6-8) Students:

- Are easily bored and are eager to get moving
- Like small group activities
- Challenge authority
- Are concerned about how they are perceived by others
- Can handle 30-40 minute sessions
- Are easily offended and sensitive to criticism
- Prefer active, hands-on over passive learning experiences
- Are more focused on social/personal concerns than academics
- Are ready for in-depth, longer learning experiences
- Are beginning to think about future, goals, and careers

High School (Grades 9-12) Students:

- Have a strong need for status
- Are looking for life-planning guidance
- Are influenced by peers
- Need diverse learning experiences
- Fear rejection or ridicule
- Need numerous opportunities to talk and interact
- Require choice within structure

How to Keep Your Groups' Attention

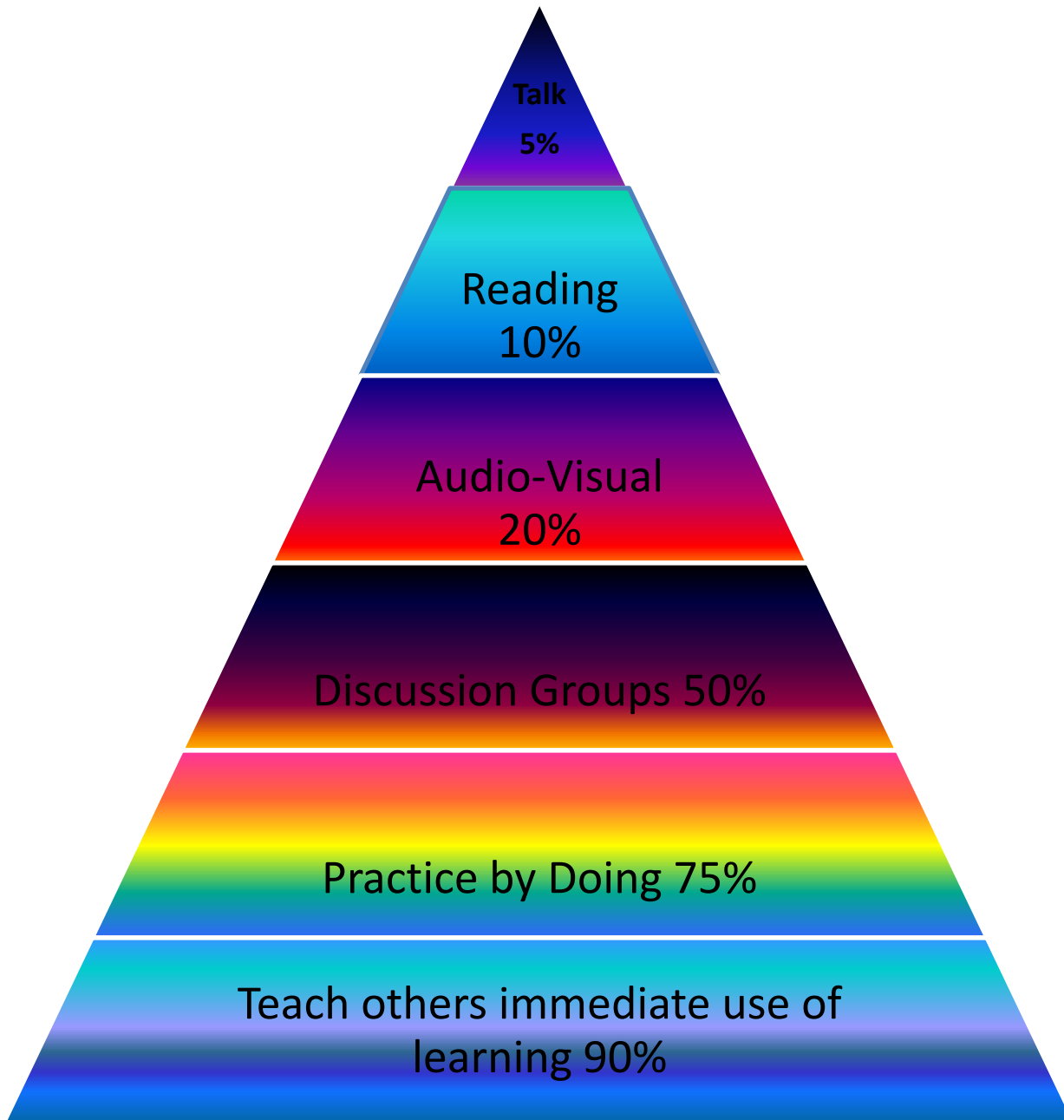
- Use nametags or tent cards in order to call the students by name.
- Give praise to good answers, participation, and volunteers.
- When possible, alternate speaking with activities or demonstrations.
- Vary the pitch of your voice; move around and make eye contact.
- Participation counts; Use activities, questions, demonstrations, role-plays, and give-a-ways, ask students to summarize points, break the class up and move them around.

“I look forward to events like these as it helps to open minds to different opportunities. Programs like these are exactly how I was recruited into Stelco way back in 1979, by having a company training representative have a chat with my Industrial Arts class.”

*Graham Carrol,
Trades Training Coordinator*

- Use humour and stories. Share your own experiences!
- Talk in short sentences and everyday words.
- Use coloured markers, slides, props, products, cartoons, music, photos and drawings, and index cards.
- Keep the pace lively; be enthusiastic!

How Students Learn



Section 5

Possible challenges and solutions – responding to difficult behaviour

Rambling: Wandering around and off the subject

- Restate the relevant point to refocus attention, or ask them to summarize their point
- Direct question to the group that is back on the subject
- Ask how the topic relates to the topic being discussed

Shyness or Silence: lack of participation

- Give strong positive reinforcement for any contribution
- Ask students questions directly; make eye contact

Talkativeness: manipulation, whining, knowing everything

- Give limited time to express viewpoint or feelings
- Make eye contact with another participant and move toward that person
- Say “That’s an interesting point. Now, let’s see what other people think.”



Sharp shooting: deliberate comments aimed at “shooting you down” or confusing your point

- Admit that you do not know the answer and redirect the question to the group or the individual who asked.
- Acknowledge that this is a joint learning experience.
- Ignore the behaviour

Heckling/Arguing: disagreeing with everything you say; making personal attacks

- Recognize participant’s feelings and move on, “It looks like we disagree”, now let’s hear from the others
- Acknowledge positive points

Grandstanding: getting caught up in one's own agenda or thoughts to the detriment of the others in the class

- Say “You are entitled to your own opinion, but now it’s time we moved on to the next subject” or “We’d like to hear more about that if there is time after the presentation”

Side Conversations: may be related to the subject or may be personal. This distracts the group and the presenter.

- Don’t embarrass the talkers
- Casually move towards the talkers and make eye contact with them
- Stand near the talkers and ask a near-by participant a question so that the new
- discussion is near the talkers



Section 6

Sample Activities

- **Open Question:** Ask students to describe what they believe your job involves? What a typical day might be like for you? What is the first thing they think of when they hear the word _____ (your job title)?
- **Case Study:** Prepare a case situation that is directly relevant to your presentation topic, including two to four questions that the students must answer based on the case given. Break the students into small groups or pairs and allow them the appropriate amount of time to read over the case (if not done beforehand). Have the students quickly prepare their answers on a large sheet of paper and present them to the class. Be sure to link their answers to the topic you are covering.

Example: For a presentation on marketing/advertising, prepare a case study about individuals who prepared a successful or unsuccessful advertising campaign. Ask the students to identify and record the factors that contributed to the success or failure of the individual in the case.

- **Invent a Logo:** Give each student a blank index card. Explain to the group that corporations are recognized by a specific logo or symbol. To provide an example, try to point out examples among the students (ex. Nike shoes). Tell the students your job title and company name (you may have to explain what it is you / the company do if it is not apparent). Give the students five minutes to draw a logo they think would represent you / your company, and then have them explain their logo to the class.
- **Word Tree:** Ask students to generate a list of words that they believe are related to your career. Write all the words on the board, clustering them if possible. Draw conclusions based on clusters regarding personality, education, training, etc.
- **True/False Quiz:** Make some statements that may or may not be true about your career. Have the students either shout out (or hold up cards) that say True or False. This will help to enforce true facts, while discarding any misconceptions about your job.
- **What's My Career Game:** Students ask 20 yes or no questions regarding your career and once complete must guess your career.

Example: Do you work outside?
Do you work with people?
Did you go to university?



NOTE: The accompanying page is a diagram that explains why different activities and variety are important not only for maintaining students’ attention, but to help them learn from your presentation.

Section 7

IEC of Hamilton – your unique partner in industry-education partnerships

We have been serving our community since 1980 by championing innovative programs and services that help young people understand the world of work.

Our Mission

To contribute to the future economic prosperity of Hamilton by facilitating innovative career mentorship opportunities for young people in our community.

Our Vision

To be the partner of choice, aligning business, education and community in an effort to help the youth of Hamilton make career choices that are best suited to their individual interests and strengths, resulting in the future prosperity of this city.

At any one moment there are thousands of young people in Hamilton considering their future.

Helping them find unique and meaningful career mentorship opportunities is a task that can only be accomplished through strong community partnerships and we are fortunate to have many. The resultant variety of mentorship projects may range in length of time and level of commitment but are all geared toward the final goal of exploring career options, developing character and making the right choices.

Increasingly, IEC serves to facilitate and create conditions that link our partners, assisting them to meet these goals while we further engage the broader community. IEC looks to be the partner of choice for all who share those values and is determined to work collaboratively to achieve documentable and tangible results.

Contact us today so we can start working with you to assist your students in their career navigation.