

Worksheets

Professional Orientation – Youth Programme

5 Steps to Career Decision Making

PUBLISHED BY

Ministry of Youth and Sports of the Republic of Serbia and
Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) GmbH Brzakova 20,
11 000 Belgrade, Serbia
Im Auftrag des Bundesministerium fuer wirtschaftliche
Zusammenarbeit und Entwicklung (BMZ)
der Bundesrepublik Deutschland

FOR THE PUBLISHER

Ministry of Youth and Sports of the Republic of Serbia
Alisa Marić
Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) GmbH Martin Welte

CONSULTANT

Ervin Kemerer, Paedagogische Hochschule des Bundes in Steiermark

MATERIAL DEVELOPMENT WORK GROUP

Dragana Petković
Marija Srećković
Katarina Stanić
Danica Belić
Ana Borković
Sonja Damnjanović
Donka Vuković
Marija Radovanović

EDITORS

Dragana Petković
Marija Srećković

REVIEW

Marija Radovanović

TRANSLATION

Prevodilački studio Dora Spasić
(Translation Studio Dora Spasic)

COPY EDITOR AND PROOFREADER

Hanna Gadowski

BOOK DESIGN

InDesigner, Belgrade

PRINT

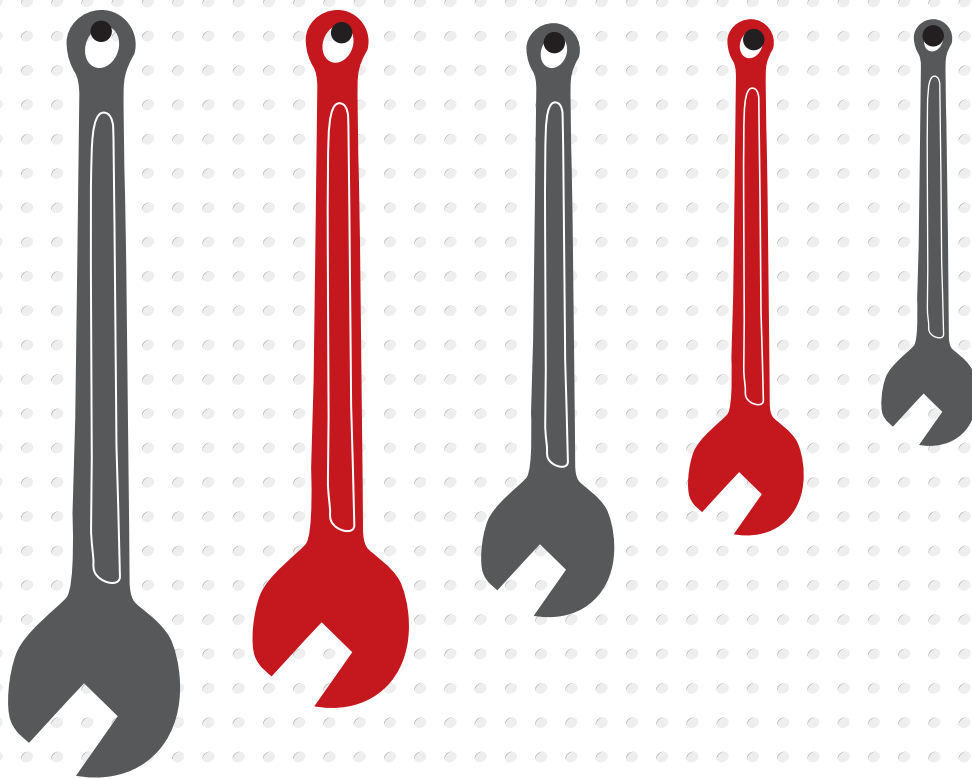
InDesigner, Belgrade

CIRCULATION

3000

ISBN 978-86-87737-62-4

Beograd 2013.



Worksheets

Professional Orientation – Youth Programme

5 Steps to Career Decision Making

PORTFOLIO OWNER: FIRST NAME AND SURNAME

SCHOOL

PLACE

TABLE OF CONTENTS

What do professional orientation Worksheets bring you?.....	6
Five steps to making a decision.....	7
 MODULE I – SELF-AWARENESS.....	8
Workshop 1: What do I know about myself?.....	8
Questionnaire – What do I know about myself?.....	8
Workshop 2: Where do I see myself in 10 years from now.....	9
Conversation questions.....	9
Workshop 3: In the world of interests.....	10
Questionnaire – What do I find interesting.....	10
Workshop 4: In the world of virtues and values.....	11
List of values for personal pyramid.....	11
Work virtues.....	12
Workshop 6: In the world of skills and abilities.....	13
 MODULES II AND III – INFORMATION ON OCCUPATIONS, CAREER AND EDUCATION PATHWAYS.....	14
Workshop 1: Key competencies for 21st century careers.....	14
List of key competencies.....	14
Workshop 2: Information sources.....	14
1. Environmental analysis for the identification of resources.....	14
2. Individual information gathering plan.....	15
Fields of work and related occupations.....	15
Appendix – Example of description of physiotherapy qualifications.....	17
Workshop 3: Expert interview.....	18
Sample interview questions.....	18
Workshop 5: Getting familiar with occupations, education and career pathways List of aspects – What is important in choosing a school / faculty.....	18
List of aspects – What is important in choosing an occupation?.....	18
List of aspects – What is important in choosing / searching for a job?.....	19
A list of useful web addresses.....	19
Workshop 6: Dilemma of choice: education and career pathways! Tree of expectations and motives.....	19
Career path map.....	21
Career path map.....	21

MODULE IV – REAL ENCOUNTERS.....	22
Workshop 1: Preparation for real encounters.....	22
Diamond list of faculties / organisations / companies to visit	22
Moderation materials – Environmental Analysis	23
Simulation Monitoring Protocol	24
I have found a practical training place.....	24
Making an appointment.....	25
Brief information about the practical training place.....	26
How to behave during the practical training to achieve the best possible results and make a good impression!.....	26
My daily report.....	27
Looking back.....	29
 MODULE V – DECISION MAKING.....	 30
Workshop 1: SWOT technique.....	30
SWOT matrix.....	30
Workshop 2: Stages of a decision-making process.....	30
Matrix: Decision making stages.....	30
Workshop 4: Action plan.....	30
Workshop 5: Self-reflection on the decision made.....	32

What do professional orientation Worksheets bring you?

Dear participant of the Professional Orientation Programme,

In order to offer encouragement and support with choosing your future school / faculty and occupation, we designed these Professional Orientation Worksheets to help you prepare for making a decision and collecting documentation on further education or occupation. Worksheets should be used on a regular basis throughout the entire professional orientation process, thus providing a storage of your works from the beginning to the end of the decision making process.

There is a long way to go before making a decision. In order to choose an occupation and make a decision, you need to go through several stages. The most important thing to remember is that you are the one who chooses and decides! You are the one who is responsible and who determines your own future.

There are two main goals to achieve on your way to deciding on a career:

- › **Rediscovery of your personality** – You discover yourself in everything you like to do or learn. What you dream about and what you think you can achieve is very important for your life. It is you, your needs, values, interests, abilities and talents.
- › **Discovery and exploration of the world of occupations** – This will help you find out the school / faculty and career pathway that are right for you. While doing so, you will discover a lot of new things. You can use the Worksheets to show your abilities and strengths and compare them with the requirements of desired school / faculty and occupational area in order to plan and decide the future.

When you accomplish these goals, you can proudly say that you are well versed in professional orientation issues.

Worksheets will show you that professional orientation is a process and that it is important to take preparation for decision making into your own hands and make your own choice of school / faculty and occupation. We advise you to avoid expecting others to make decisions for you, making snap decisions or believing that "enlightenment" will come on by itself later.

You are personally responsible for the selection and quality of everything you include in the Worksheets.

Worksheets will help you think about your experiences on your professional orientation way, to which you can always go back to check them out.

While making records as traces on your own unique way toward desired school / faculty and occupation, we hope that you will go through the Professional Orientation Programme with joy and pleasure, expand your knowledge, develop your abilities and enjoy going through the training process and, finally, make the best possible decision for yourself and your future. Good luck!

Five steps to making a decision

Worksheets will help you make a step-by-step approach to choosing a school / faculty, i.e., occupation. This page contains the structure of the Worksheets.

1. Getting familiar with myself	➤ Worksheets and documents for self-assessment
2. Getting informed, exploring and processing the information about desired occupation	➤ Information about available schools / faculties, education and employment opportunities, important information about the world of work and occupations
3. Getting familiar with educational and professional development pathways that lead to achieving desired occupation	➤ Using Worksheets to thoroughly deal with schools / faculties / occupations of importance for my choice
4. Exploring educational and occupational pathways of interest	➤ Work results obtained from the encounter with professional practice: reports, conversation records, enquiry forms: in schools / faculties and companies
5. Checking and deciding	➤ Re-comparing my personal profile with educational and occupational requirements and choosing the right school / faculty

MODULE I SELF-AWARENESS

Getting familiar with myself – My personality profile

Objective: to rediscover your personality and make a personal self-assessment.

Topics: What do I find interesting? What are my strengths, abilities, talents? My academic and spare time interests. What are my values?

WORKSHOP 1: WHAT DO I KNOW ABOUT MYSELF?

Questionnaire – What do I know about myself?

This questionnaire will enable you to think about yourself, your current professional development, future plans and expectations from the Professional Orientation Programme.

Talk in pairs about the following questions and fill out the questionnaire together:

- › Date of filling the questionnaire:
- › First name and surname:
- › Previous education:
- › What is your desired occupation – where do you want to continue your education?
.....
.....
- › Is there an alternative occupation that may also be taken into consideration / what other educational options would be acceptable to you?
.....
- › Have you already got detailed information about that occupation in a company / faculty and how?
.....
.....
- › What kind of support do you need most at the moment – assistance in making or confirming your decision on further education, involving in the world of work, making contacts with companies / faculties or something else?
.....
.....

Appendix – for those who have already chosen their specific desired occupation: advantages and disadvantages of my desired occupation

- > What is your specific desired occupation?
-
- > Who has influenced you in opting for this particular occupation?
-
- > How would you get required education for this occupation in the event that the relevant school is not located near your residence?
-
- > Why do you currently prefer this particular occupation?
-
- > What specifically do you find interesting about it?
-
- > What do you like about it?
-
- > What are its possible disadvantages?
-
- > What makes you still uncertain about this occupation?
-

WHERE DO I SEE MYSELF IN 10 YEARS FROM NOW

WORKSHOP 2:

Conversation questions

Use the following questions to make a realistic story on how you see yourself in 10 years from now:

- > How old are you?
- > What school or faculty have you completed?
- > What do you do?
- > Describe the time you spend at work?
- > What do you do after work?
- > Are you satisfied with your choice of occupation and how?
- > Do you expect to do this job for a long time, or do you have other business plans?
- > If you could turn back time and change things what would it be?

WORKSHOP 3: IN THE WORLD OF INTERESTS

Questionnaire – What do I find interesting

Trainer's instruction: This questionnaire will help you define and determine your own interests, what you find most enjoyable and what you do best. It is well known that people are more satisfied with their jobs, and thus more efficient, when they do what they like, what they find interesting and what they are good at. We believe that filling this questionnaire out will contribute to achieving a clearer definition of your areas of interest.

Mark each item with a cross, indicating to what extent you believe it to be true

	True	Mostly true	Not true
1. I like working together with a lot of people			
2. I prefer creativity and freedom at work to strictly defined rules			
3. I am good at math, chemistry, physics and similar subjects			
4. I prefer learning history, geography and related subjects			
5. I like studying the laws of human behaviour			
6. I find working in the media interesting			
7. I am interested in technical subjects			
8. I prefer working in a team environment to working independently			
9. I like to get the results of my work fast			
10. I learn chemistry easily			
11. I always learn at least 50 words in the language used in my favourite TV series			
12. I like reading			
13. I like to set my own work schedule			
14. I like to organise work of other people			
15. I like painting, drawing, designing			
16. I pay attention to details			
17. I am interested in dealing with other people's opinions			
18. I find seeing things from different angles interesting			
19. I am interested in everything related to healthcare issues			
20. I like making things			
21. I am interested in medicines, how they are made and how they work			

Circle only the numbers of questions that you answered "True" and "Mostly true":

1, 4, 5, 6, 8, 17, 15 – Desire for creativity, a lot of day-to-day contact and cooperation with people is associated with the faculties of Humanities and Social Sciences, Faculty of Philosophy as well as with the areas of art, acting, design. If you have the most points in that column, it would certainly be a good idea to think and find out more about social sciences careers (faculties teaching social sciences, Faculty of Law and Faculty of Teacher Education).

3, 7, 9, 15, 16, 20 – Since you seem to be technically oriented, you should make some enquiries about various offerings in this field.

10, 16, 18, 19, 21 – Healthcare vocations, Faculties of Medicine, Pharmacy and Pharmaceutical Sciences, Dentistry.

11, 12, 16, 17, 18 – Languages and Literature.

This questionnaire is only a starting point for further process of career decision-making. It is not standardised and does not contain correct and incorrect answers, but it certainly can prompt you to useful thinking.

List of values for personal pyramid

Put values in order of importance – make your own pyramid. Add other values you consider important.

Persistence	Honesty	Diligence	Understanding
Patience	Kindness	Righteousness	Courage
Inner peace	Independence	Determination	Trust in other people
Attention	Imagination	Good will	Gratitude
Responsibility	Strength	Forgiveness	Freedom of choice
Compassion	Love	Generosity	Help
Cooperation	Support	Sincerity	Self-confidence

```

      [ ]
    [ ] [ ]
  [ ] [ ] [ ]
[ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ] [ ] [ ]
  
```

MODULE I

SELF-AWARENESS

Work virtues

Here is a list of work virtues down below. Try to figure out your work attitude and virtues. Use the space provided (A, B, C) to rate your own virtues.

Assessment scale:

A – sufficient

B – average

C – weak

WORK VIRTUES	A	B	C
RELIABILITY (to be trustworthy, to keep your promises, to become aware of responsibilities, to be able to keep certain things to yourself...)			
SENSE OF ORDER (neat and well-organised workplace, without forgetting or losing things)			
ENDURANCE (to finish the work even if it is boring, to have patience, to not let anything distract your attention)			
PRECISION (to work carefully, to be precise)			
DILIGENCE (to do things on your initiative, to do your job even when no one is forcing you, without external control)			
WILLINGNESS TO ACHIEVE RESULTS – CONSISTENCY (intention to achieve set objectives, to implement your own project agreeing to put some efforts into it)			
INDEPENDENCE (independent decision making, independent recognition of tasks, ability to do something independently)			

Note: Think about the conclusions you can draw on the basis of this list, how satisfied you are with the information contained and what you could do to get more satisfaction.

Questionnaire – In the world of skills and abilities

This questionnaire will help you recognise your skills and abilities. Your task is to rate yourself on the following job skills.

JOB	0	1	2	MARK
Dexterity: When making or fixing small things, I am...	clumsy	average	dexterous	
Constitution, health: When playing sports or walking...	I get tired quickly	I mostly have enough stamina to keep up	I am tough and resilient	
Concentration: When dealing with less interesting things, I am...	absent-minded and inattentive	quite attentive	very attentive and concentrated	
Memorising (words, numbers): I remember texts, words, numbers...	slowly and with difficulty	relatively easily	very well	
Imagination: When writing an essay, drawing and solving practical problems, I have...	no or too few ideas	good ideas occasionally	generally good ideas	
Linguistic talent: At school, I learn and understand texts, words, sentences ...	with much difficulty	well	very quickly and very well	
Mathematical talent: I solve computation, maths and physics based tasks and everything related with the numbers...	with difficulty and inaccurately	often quite easily	very fast and confidently	
Drawing and design: As to freehand drawing and design, I am...	less talented	average	very talented	
Geometrical drawing: When drawing geometric figures, my work looks...	messy	average	very precise and neat	
Technical aptitude: I understand the context and operation of technical equipment / devices and the use of tools...	only with much difficulty	average	very quickly and precisely	
Sense of form: When drawing, modelling, making small things and handworks, I...	rarely get good results	make usable stuff	get good and nice results	
Spatial ability: I can imagine what plans, sketches, drawings would look like in reality...	usually with difficulty	average	easily and without difficulty	
Organisation, planning: While performing activities, tasks or other jobs, I schedule my free time...	with difficulty	quite well	thoughtfully and excellently	
Conceptual thinking: Theoretical issues and logical tasks are...	quite difficult to understand	understandable to an acceptable level	quite easy to understand	

Try to define your most prominent skills and abilities on the basis of these information:

- > language skills,
- > technical skills,
- > mathematical skills,
- > mechanical skills,
- > spatial orientation,
- > design.

MODULES II AND III INFORMATION ON OCCUPATIONS, CAREER AND EDUCATION PATHWAYS

Objective: To discover the world of occupations, education opportunities and career pathways.

Topics: What types of information sources are available? How can I get these information? How can I manage the flow of information from a wide variety of sources? How do I collect, choose and process the information I consider important?

WORKSHOP 1: KEY COMPETENCIES FOR 21ST CENTURY CAREERS

List of key competencies

Mark the competencies that you consider critical to success.

Independence	Readiness for achievements	Personal initiative
Personal responsibility	Readiness to take responsibility	Self-assessment
Ability to work in teams	Readiness for lifelong learning	Mobility
Creativity	Courage	Flexibility
Communication and language competence	Readiness – openness to change	Readiness to take risks
IT competence	Intercultural competence	Adaptability

WORKSHOP 2: INFORMATION SOURCES

1. Environmental analysis for the identification of resources

Environmental analysis

INFORMATION SOURCES IN MY PLACE OF RESIDENCE / ENVIRONMENT

- › Enter below the sources providing necessary information on career and educational pathways
- › Enter the types of information available

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Individual information gathering plan

[illegible]

Fields of work and related occupations

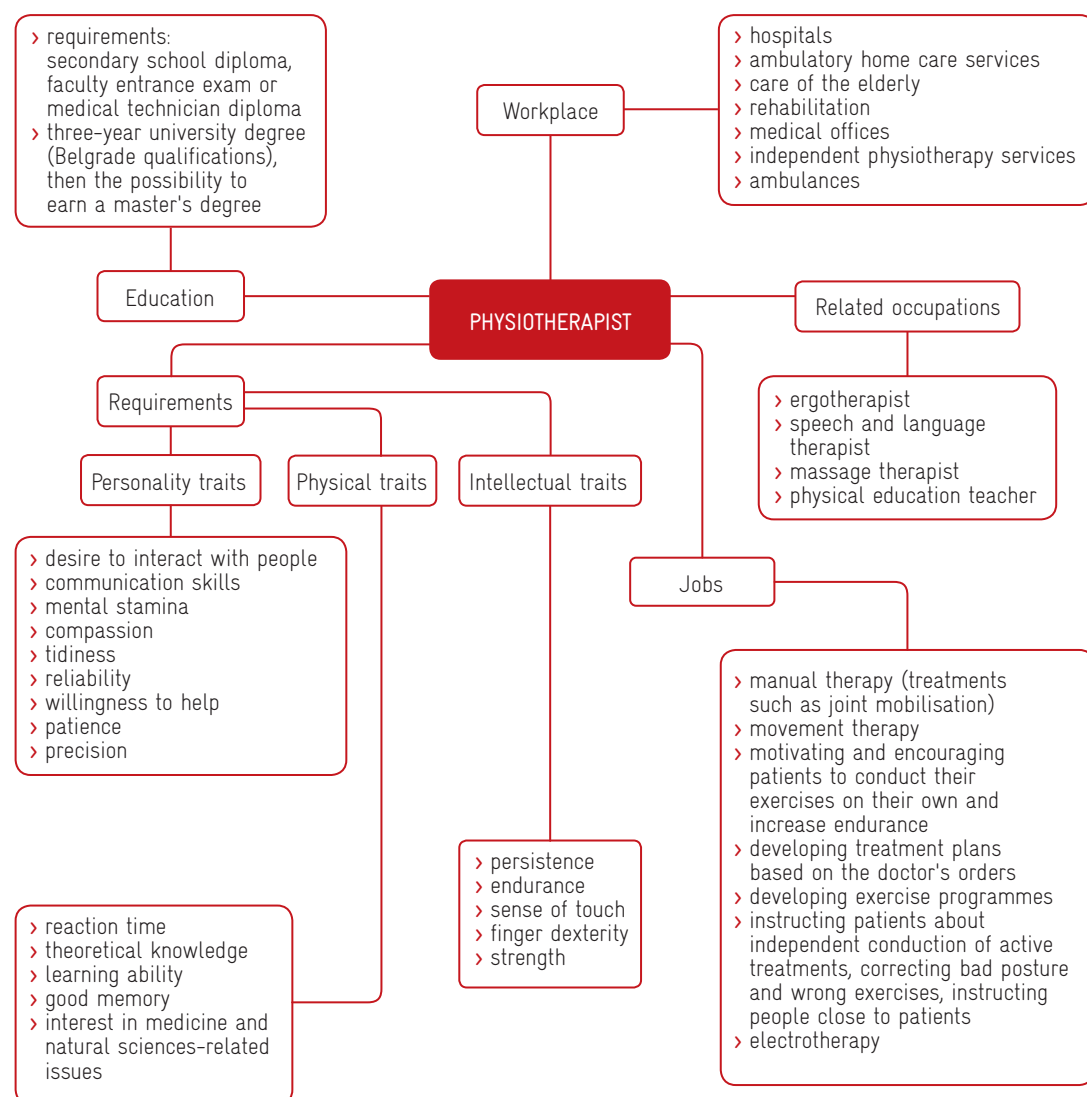
FIELD OF WORK	OCCUPATIONAL GROUPS (number of occupations is given in brackets)
Agriculture, Food Production and Processing	Crop production (83)
	Livestock and poultry (29)
	Fishery and farming of other animals (18)
	Veterinary Medicine (30)
	Food and beverage processing (134)
Forestry and Wood Processing	Tobacco processing (16)
	Forestry (45)
Geology, Mining and Metallurgy	Wood processing (105)
	Geology (39)
	Exploitation of oil and natural gas (11)
	Mining and processing (58)
Mechanical Engineering and Metalworking	Metallurgy (186)
	Metalworking (130)
	Assembly and installation (99)
	Machine construction and design (101)
	Machining technology (108)
Electrical Engineering	Mechanics and machinery (117)
	Electrical Power Engineering (31)
	Electro-mechanics (68)
	Electronics (57)
	Telecommunications (42)
	Computer Science (29)

MODULE II AND III

INFORMATION ON OCCUPATIONS, CAREER AND EDUCATION PATHWAYS

Chemistry, Non-metals, Printing	Chemistry (38)
	Rubber and plastic industries (18)
	Ceramics and production of building materials (21)
	Glass manufacturing (19)
	Paper manufacturing (13)
Textile & Leather Industries	Printing (45)
	Textile (54)
	Manufacture of wearing apparel (31)
Utilities, upholstery, painting services	Leather and fur industry (13)
	Utilities (20)
	Upholstery (7)
Geodesy and Civil Engineering	Painting and varnishing (10)
	Geodesy (23)
	Architecture and town planning (20)
	Civil Engineering (70)
Traffic and Transportation Engineering	Building completion work (22)
	Road Transport (25)
	Rail Transport (25)
	Shipping (39)
	Air Transport (30)
	Postal, Telegraph & Telephone services (19)
Trade	Transshipment services, domestic transport and transmission cable transport (25)
Hospitality Industry and Tourism	Trade (45)
Economic Sciences, Law and Administration	Hospitality Industry and Tourism (37)
	Economic Sciences (51)
	Law (52)
	Informatics and statistics (14)
	Personnel jobs (20)
	Administration (8)
Education	National Defence, Security and Self-Defence (12)
	Insurance (18)
	Education – Humanities (129)
	Education – Areas of Mathematics (31)
	Education – Areas of Biotechnology (36)
Social Sciences & Humanities	Education – Areas of Healthcare (26)
Natural Sciences & Mathematics	Careers in Social Sciences & Humanities (45)
Culture, Arts and Public Information	Careers in Natural Sciences & Mathematics (70)
	Visual Arts and Design (22)
	Performing Arts, Music and Literature (88)
	Public information (32)
Healthcare, Pharmacy & Pharmaceutical Sciences and Social Protection	Other occupations in the fields of culture, arts and media (37)
	Medicine (126)
	Dentistry (20)
	Pharmacy and Pharmaceutical Sciences (43)
Physical Education and Sport	Social Protection (14)
	Physical Education (16)
Other occupations	Sport (7)
	Personal services (6)

Appendix – Example of description of physiotherapy qualifications



WORKSHOP 3: EXPERT INTERVIEW

Sample interview questions

- › What are you currently working as?
- › Did you role play your occupation when you were young?
- › Are you still interested in the same things you were interested in primary school?
- › What were you good at in primary school? Did you receive any awards, acknowledgments...?
- › What was the key moment that made you enrol at that particular high school / faculty?
- › Would you link your career decision with a particular person? (Mother / father, peer or faculty colleague, professor, mentor, a book author, a famous media personality...)
- › What work activities do you usually perform?
- › Where do you work?
- › What are the advantages or disadvantages of your occupation?
- › What occupational requirements (intellectual, physical, social skills) do you need to meet?
- › What are your working hours?
- › Are you satisfied with your occupation? Would you choose the same career again?
- › Do you have to continually learn and improve your knowledge and skills?
- › What else do you want to achieve, i.e., what are your goals for the next five years?
- › What advice would you give a young person about choosing a career?
- › Job description analysis

WORKSHOP 5: GETTING FAMILIAR WITH OCCUPATIONS, EDUCATION AND CAREER PATHWAYS

List of aspects – What is important in choosing a school / faculty

- › duration of education;
- › school / faculty entry requirements;
- › subjects to be studied for the educational profile / course of interest;
- › arrangements and possibilities that the school / faculty offers to students (dorms, scholarships, practical trainings...);
- › completion of education, final examination;
- › title awarded after completion of studies;
- › acquired competencies – knowledge and skills;
- › further educational opportunities;
- › education / specialisation;
- › prospects for employment immediately after completion of studies.

List of aspects – What is important in choosing an occupation?

- › description of a particular occupation;
- › knowledge required for tasks in a particular occupation;
- › abilities required for tasks in a particular occupation;
- › skills required for tasks in a particular occupation;
- › occupational representation in public and/or private sector;
- › companies/ organisations in which a particular occupation is predominating;
- › workplace (organisation, location, safety...);
- › career opportunities available;
- › related occupations and vocations;

-
- › additional training opportunities for related careers;
 - › labour market demand for a particular occupation (occupational employment statistics);
 - › average salary for a particular occupation.

List of aspects – What is important in choosing/ searching for a job?

- › prior work experience;
- › visits (real encounters) or volunteering;
- › labour market statistics – easy or difficult to get a job;
- › required documents (diploma, practical training certificates, medical certificates...);
- › employment arrangements – wages and salaries, type of work agreement, travel, independent work / teamwork;
- › companies/ organisations providing career advancement opportunities;
- › related companies/ organisations.

A list of useful web addresses

1. National Employment Service - www.nsz.gov.rs
2. Ministry of Education and Science of the Republic of Serbia - www.mpn.gov.rs
3. Ministry of Youth and Sports of the Republic of Serbia - www.mos.gov.rs
4. Belgrade Open School (BOS) - www.bos.rs
5. BestStudent - www.najstudent.com
6. Infostud – www.infostud.com
7. Youth Offices (database is available at the following address: www.zamislizivot.org)
8. GIZ – www.zamislizivot.org/giz
9. Mingl – www.mingl.rs

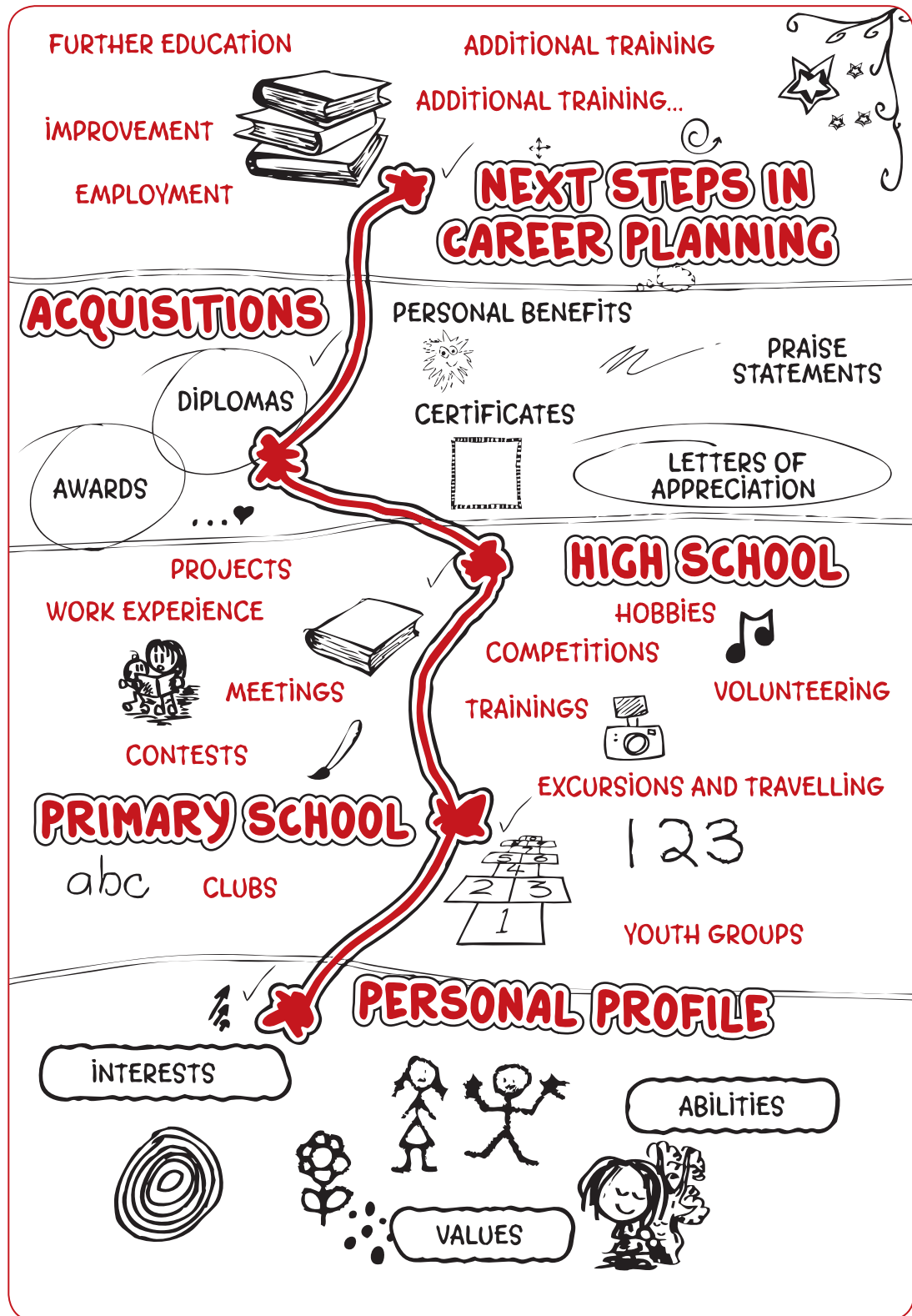
DILEMMA OF CHOICE: EDUCATION AND CAREER PATHWAYS!

WORKSHOP 6:

TREE OF EXPECTATIONS AND MOTIVES

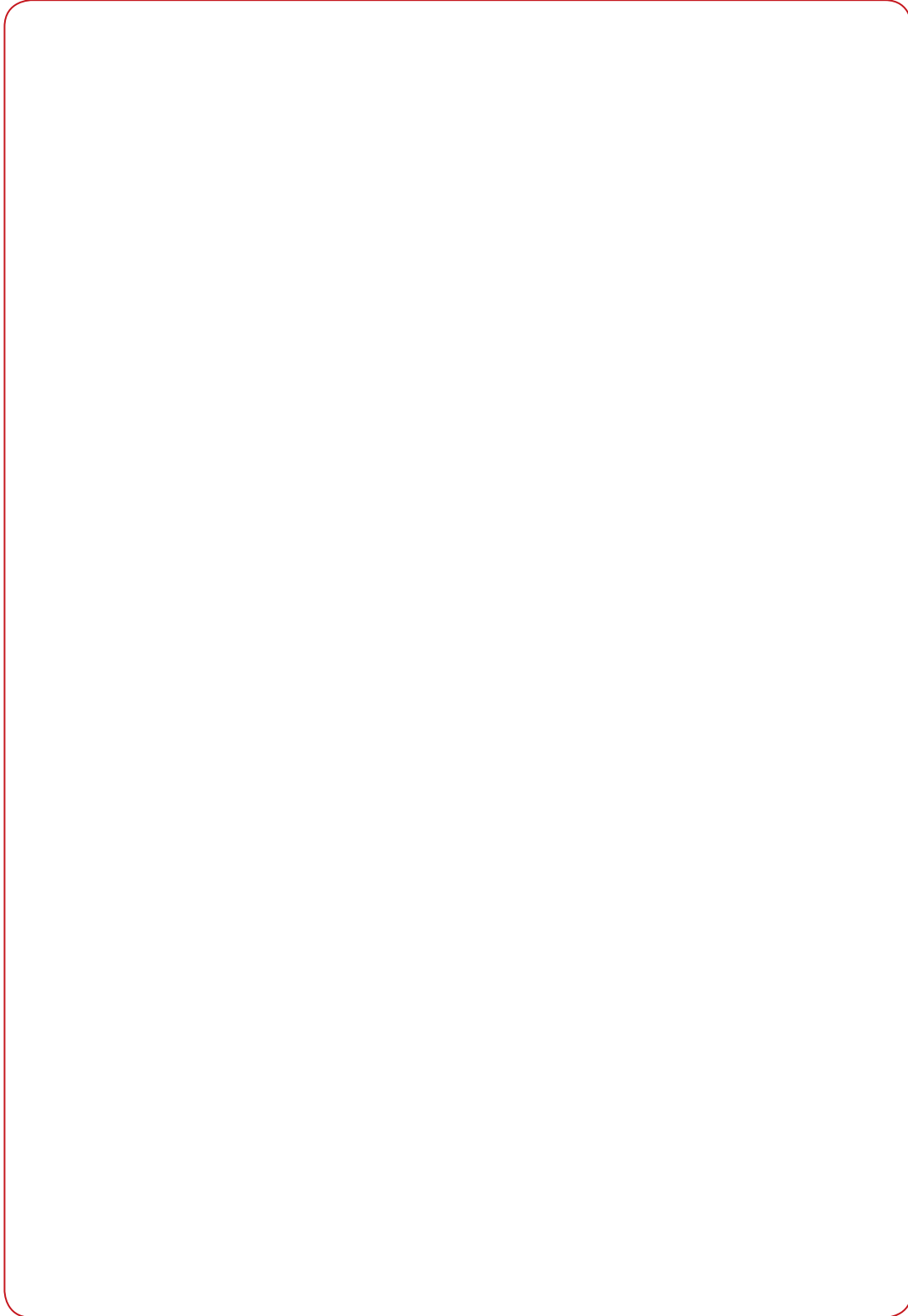


Career path map



Career path map

Make a poster about your career pathways using the map from the previous page.



MODULE IV REAL ENCOUNTERS

WORKSHOP 1: PREPARATION FOR REAL ENCOUNTERS

Objective: Adequate preparation for enquiring within schools / faculties and companies.

Topics: Enquiring within schools / faculties and companies; documenting important results; processing the information obtained.

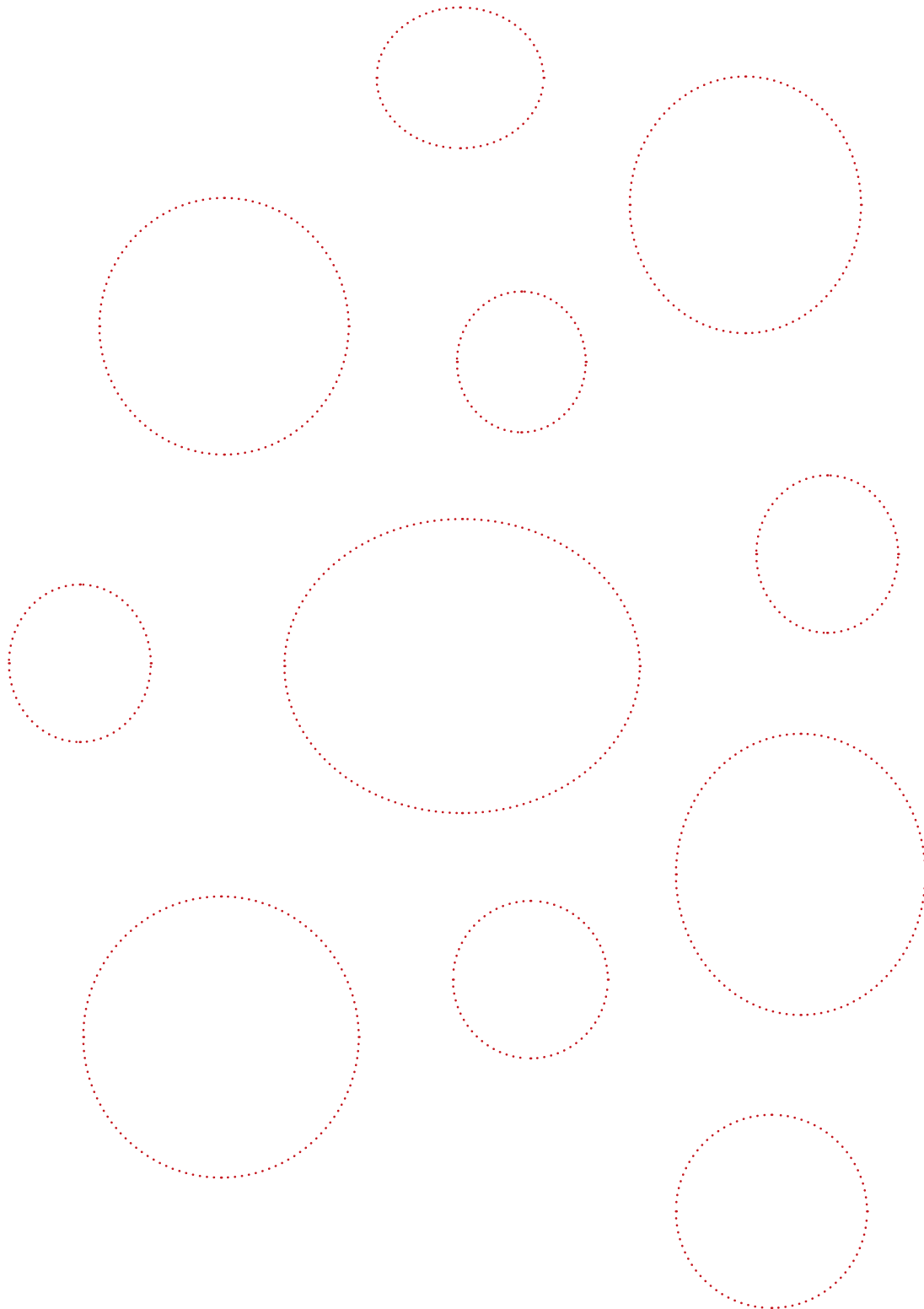
Diamond list of faculties / organisations / companies to visit

Upon completing the exchange and reaching an agreement within the group, create a "diamond ranking" of faculties, organisations, companies that you want to visit. First enter the faculties, organisations, companies that are proposed and found most interesting by the majority into the central part of the "diamond" (three fields). Then write frequent but less important proposals in the rows above and below (two fields per row) and finally one proposal at the top and bottom of the diamond ranking sheet.

The diagram shows a diamond-shaped template for ranking proposals. It consists of a central row with three boxes, two rows above and below it each with two boxes, and one box at the very top and bottom, forming a diamond shape.

Moderation materials – Environmental Analysis

Upon completing the exchange and reaching an agreement within the group, create a "diamond ranking" of faculties, organisations, companies that you want to visit. First enter th



MODULE IV

REAL ENCOUNTERS

Simulation Monitoring Protocol

TEACHER'S INSTRUCTIONS:

(enter your impressions of the quality of instruction)

Clear

Timely

Clear description of assignments

Student documentation prepared

(something else)

COMMUNICATION BETWEEN THE TEACHER AND HOTEL RECEPTION MANAGER

(enter your impressions of the quality of communication)

Mutual understanding

Mutual preparedness

Successful agreement on work methods

Protocol for undertaking practical trainings

Hotel protocols for practical trainings

(something else)

RECEPTION OF STUDENTS BY THE HOTEL RECEPTION MANAGER:

(enter your impressions of the quality of reception)

Prepared

Precise assignments

Mutual understanding

(something else)

I have found a practical training place

1. CHOOSING A VOCATIONAL AREA / OCCUPATION THAT I WANT TO GET MORE FAMILIAR WITH THROUGH PRACTICAL TRAINING IN A COMPANY.
2. CHOOSING THREE TO FIVE APPROPRIATE COMPANIES FROM THE INTERNET / PHONE BOOK / BRANCH REGISTRY.
3. CALLING COMPANIES AND ASKING, IF CONVENIENT, TO IMMEDIATELY SET AN APPOINTMENT WITH THEM AND INTRODUCE MYSELF IN PERSON.

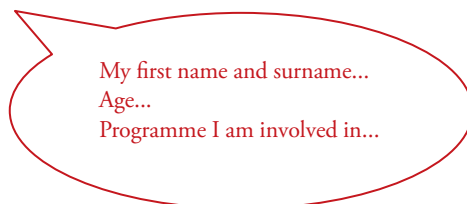
In order to gain practical experience within the Professional Orientation Programme, I wish to perform part of practical training in the period from ... to ... I was wondering if I could do my research in your company during this period...

I would also like to ask if I could make a personal visit to your company, introduce myself and submit the application letter? When ...? ...

4. GOING TO THE COMPANY WITH THE APPLICATION LETTER, INTRODUCING MYSELF AND MAKING AN ENQUIRY ABOUT WORKING HOURS, PERSONS RESPONSIBLE FOR MY WORK, REQUIRED WORK CLOTHES...

Making an appointment

1. INTRODUCING MYSELF AND CLARIFYING IMPORTANT ORGANISATIONAL ISSUES
2. A FEW WORDS ABOUT MYSELF...



My first name and surname...
Age...
Programme I am involved in...

3. THINK WHY YOU WANT TO APPLY FOR PRACTICAL TRAINING IN THAT PARTICULAR OCCUPATION
Tell them about your interests, favourite subjects...
4. PROVIDE THE APPLICATION LETTER (containing exact dates (beginning and ending) of the practical training period, appropriate seal of the Youth Office / School and coordinator's / principal's signature...)
5. CLARIFICATION OF FRAMEWORK ORGANISATIONAL CONDITIONS

First name and surname of the student:

Working hours (breaks):

Required work clothes:

Responsible person:

Other:

.....

.....

Signature / Seal of the company:

MODULE IV

REAL ENCOUNTERS

Brief information about the practical training place

1. EDUCATION (type, duration...):

2. TASKS AND JOBS:

3. TOOLS:

4. WORK AND RAW MATERIALS:

5. REQUIREMENTS:

Physical traits:

Personality traits:

Intellectual traits:

6. POSITIVE AND NEGATIVE ASPECTS OF THE OCCUPATION:



.....



.....

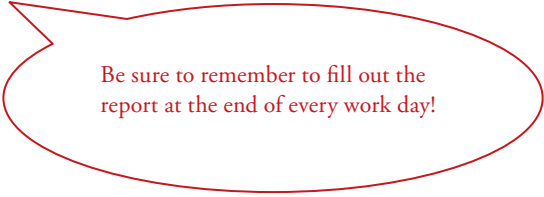
7. EDUCATION AND IMPROVEMENT OPPORTUNITIES:

.....

How to behave during the practical training to achieve the best possible results and make a good impression!

- ☒ I TURN UP ON TIME
- ☒ I KEEP MY WORKPLACE NEAT AND TIDY
- ☒ I ABIDE BY THE INSTRUCTIONS GIVEN BY THE RESPONSIBLE PERSON
- ☒ I AM FRIENDLY AND ATTENTIVE
- ☒ I EXPRESS INTEREST AND ASK A LOT OF QUESTIONS ABOUT THE OCCUPATION/ FIELD
- ☒ OF WORK/ VOCATIONAL FIELD
- ☒ I AM RECEPTIVE AND LISTEN CAREFULLY
- ☒ I HANDLE THE TOOLS AND WORK MATERIALS CAREFULLY
- ☒ I COMPLY WITH THE SAFETY REGULATIONS
- ☒ I CONDUCT INTERVIEWS AND KEEP DAILY REPORTS

My daily report



Be sure to remember to fill out the report at the end of every work day!

Mood:

(Today I feel...):

.....

My today's tasks:

Tools, materials, equipment used:

.....

Perceived exertions:

Physical:

.....

Intellectual:

.....

Personality:

.....

My best experience / what I liked:

.....

What I liked least:

.....

I want to add:

.....

Looking back

Things I particularly liked:

.....

Things I liked least:

.....

My best experience (of success):

.....

What left the strongest impression on me:

.....

Negative (unpleasant) experience:

.....

What else I was thinking about:

.....

After all this experience, I think that... (explain):

.....

.....

I am suitable for this occupation because... ..

.....

.....

I am not suitable for this occupation because... ..

.....

.....

MODULE V DECISION MAKING

WORKSHOP 1: SWOT TECHNIQUE

Objective: I learned more about myself. I am familiar with educational pathways and know how to get informed. In this section, I compare my personal profile with educational and career requirements and choose appropriate school / faculty.

Topics: Understanding the stages involved in the decision making process; discovering personal strengths and weaknesses that may affect decision making; writing an action plan.

SWOT matrix

	Positive	Negative
Internal factors	Strengths:	Weaknesses
External factors	Opportunities:	Threats:

WORKSHOP 2: STAGES OF A DECISION-MAKING PROCESS

Matrix: Decision making stages

Problem identification (clearly defined problem)	
Determination of goals (what we want to achieve)	
List of possible solutions (What is possible to do)	
Assessment of possible solutions (which solution would be good or bad for us)	
Choosing one solution (we make the best decision and solution on the basis of the results from the previous stages)	
Implementing decisions / monitoring progress	

ACTION PLAN

WORKSHOP 4:

Activities Now that I have made my decision, I am going to do the following activity:	Objective What is the objective of the activity?	Time How long will it take?	Resources What do I need to successfully perform this activity?	Indicators Which indicators show whether the activity has been performed? How do I know that its objective has been achieved?
1				
2				
3				

MODULE V

DECISION MAKING

WORKSHOP 5: SELF-REFLECTION ON THE DECISION MADE

Questionnaire: Your opinion needed

Who / what influenced your decision?	greatly influenced	much influenced	little influenced	not influenced
Abilities				
Interests, affinities				
Information on further education				
Practical training at a school institution				
Parents				
Practical training in a company				
My own career choice				
Cooperation with professional orientation (career) counsellors				
Professional Orientation course				
Regional circumstances				
School colleagues, friends, acquaintances, relatives				
Teachers				
Youth coordinator				
School psychologist and pedagogue				
School reputation, prestige				
Good salary after finishing studies				

GIZ BOSS
Projektna kancelarija
„Profesionalna orijentacija“

Kursulina 33
11000 Beograd
Tel./Fax: +381 11 2445 545
E-mail: boss@giz.de
www.profesionalnaorijentacija.org
www.mojaposta.rs

