

Professional orientation portfolio
Document registry for preparing the
future school/occupation selection

NAME OF PORTFOLIO OWNER

.....

School name

.....

Place

.....

What does your Professional orientation portfolio (POP)

Dear student,

With the aim of giving you support and strength in choosing your future school and occupation, we have made the Professional orientation portfolio (POP), which helps you prepare for making a decision and collecting documentation regarding the choice of your further education and occupation. You keep a registry as a Professional orientation portfolio during the entire professional orientation process and it contains your works from the beginning to the end of the decision-making process.

In order to be able to choose an occupation and make a decision, you need to go through several stages. Numerous factors affect your choice and decision, but it is important for you to know that this is a big chapter in your lifelong professional development process and in the development of your identity, all sorts of interests and values, becoming acquainted with the reality of education and the working world through such things as information days in higher level schools, asking around schools and companies, trainings.

The path to making a decision is long. Some say it starts at birth. The most important thing to remember is that you choose and decide! You are the one in charge and you decide on your future.

On that path you need to accomplish two main goals:

1. Rediscovering your personality – In all you love doing or learning you discover yourself. What you dream of and what you think you can achieve is of huge importance for your life. This is you, those are your needs, values, interests, capacities, talents.

2. Discovering and researching the world of occupations – It will help you discover which schools and what professional career may fit you. Along the way, you'll learn many new things. In the POP, you can present your abilities and strong sides and compare them to the requirements of your desired school/area of interest, in order to make plans and decisions about the future.

Once you have accomplished these goals, you can proudly say that you are professionally oriented.

Your portfolio will show you that professional orientation is a process and that it is important that you take decision-making preparation into your own hands and make your own choice of school and occupation. It is our wish that you avoid expecting others to make your decisions, making precipitate decisions or believing that “enlightenment” will come on its own later.

The registry contains your works from the beginning to the end of the decision-making process. You personally take responsibility for the selection and quality of the works you will collect in this portfolio.

The Portfolio will help you think of your experiences on the professional orientation pathway which you can always go back to and check: What have I achieved by this work? What interested me especially? What do I know better/more of than before? What did I find especially easy/difficult? What will I be able to use after graduation as well? What will I be carefully observing and listening in the future?

By reconsidering your school and occupational choices through the material from your portfolio, you can change your choices if necessary, and choose the best for yourself and your future.

Hoping that, while you are leaving notes as traces in your unique path to your desired school and occupation, you and your fellow eight graders will travel with joy and pleasure through the professional orientation program, and that you will gain knowledge, grow and enjoy going through the training process and make the best decision for yourself and your future, we wish you the best of luck!

Five steps to decision

Professional orientation registry will help you to select the school and/or occupation step by step. On this page, you will see the PF structure and the division method for the classification of your work results (worksheets and materials), as well as a few pieces of advice on the possible topics in each step.

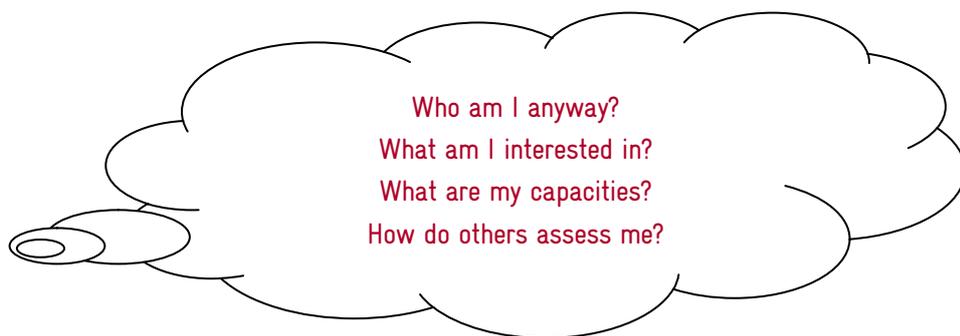
1: I am getting to know myself	→ work sheets and documents that serve for my personal self-evaluation
2: I am getting informed, I am researching and processing information	→ information on school offers, education and employment prospects, interesting curricula vitae in some occupations, important information of the world of work and occupation, from the National Employment Service, from magazines, from the internet
3: I know the educational and professional career pathways that lead to the desired occupation	→ work sheets in which I intensively dealt with school and occupation selection and which I know are important for my school and professional career selection
4: I research schools (educational pathways) and occupations that interest me	→ work results from professional training encounters: reports, interview transcripts, forms for school and company information, occupation information centers, education fairs
5: I check and decide	→ I compare, i.e. I recheck my personal profile against the requirements of education and professional career and I opt for a corresponding school

Step 1: I am getting to know myself - My personal profile

The **purpose** of this step is that you rediscover your personality and make a personal self-assessment.

TOPICS: What am I interested in? What are my strengths, capacities, talents? What am I, actually? My school interests, my spare-time interests.

To substantiate the image of yourself, we offer you questions that can serve as a guideline for collecting all work materials as the best answer to the question WHO AM I.



In order to get to know yourself in the first step and determine your personality profile, you need to collect the following and enclose it in your portfolio:

1. all worksheets from professional orientation workshops and career guidance at school:	Me in ten years' time in my desired occupation, What am I like inside a team, My interests, My virtues and values, Self-awareness... What am I like and how others see me... (the multifold leaf)
2. work materials that you fill out in your portfolio:	Interests test, My self-portrait with my traits, Which learning type do I use
3. school documents and extracurricular documents about my capacities and talents:	diplomas, commendations, notes of thanks, certificates, photographs, press clippings, etc. which document your capacities and talents
4. (non)written assessments by people who are important to you which you can use for your personal self-assessment:	statements of teachers, friends, relatives, etc.

Status quo and my expectations of the instructing

› My desired occupation/where do I want to continue my studies?

› What alternative occupation would I consider/what other studying possibility would be acceptable for me?

› Have I become better acquainted with this occupation at some company/a vocational school?

› The type of support I need the most at the moment - from the listed: help to make or confirm my decision on the choice of further studies/joining the world of work; support in applying and making contact with companies/schools; other.

› I know all types of support I can expect from youth instructors. I have already heard about what awaits me at this seminar.

› Which offers do I consider important for me? Are there any offers that mean nothing to me?

› Support list for me - which parts of the instructing do I find to be the most important:

- a) comprehensive instructing - comprehensive support in orientation;
- b) support in applying for a school/company - making contacts;
- c) information and how to obtain it.

› “Along with the principle of voluntarism, equally important to us are the rules of the forthcoming work we will do together. It is important to us that you meet all arranged deadlines for activities, to attend all workshops regularly, to show your individual initiative at the workshops.”... What do I say to this?

› Would I like to say anything else and I have not been asked yet?

THE ADVANTAGES AND DISADVANTAGES OF MY DESIRED OCCUPATION since I already have a concrete desired occupation:

> What is that concrete desired occupation?

.....

> Has somebody affected me in choosing this particular occupation? If YES, who was it?

.....

> Would I study for this occupation even if the school were not in my place of residence?

.....

> Why am I giving this particular occupation priority over others at the moment?

.....

> What am I especially interested in regarding this occupation?

.....

> What do I like about it?

.....

> What disadvantages could there be about this occupation?

.....

> What else am I insecure about regarding this occupation?

.....

INTERESTS TEST

To overview your interests, check with an “x” the box under the answers that relate to you (incorrect, partially correct, fully correct) and add up the total number of points with reference to every area of interest.

Area of interest 1 Nature	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I like being in the countryside and I spend time there as often as I can.				
2. My favourite subjects at school are biology and nature study.				
3. I know a lot of native plants.				
4. I am interested in the life habits of animals.				
5. I would love to help out in the garden or in the field.				
6. I am eager to help with difficult work as well.				
7. There are also specific matters that interest me in biology (bats, etc.).				
8. I would be eager to help plant and cultivate trees and bushes.				
9. I am interested in transplanting (planting) plants.				
10. I am good with animals.				
11. I like nice gardens.				
12. When I can work in the open (in the garden or field), I feel comfortable.				
13. I like arranging flower bouquets.				
14. I would like to make a biotope in the garden.				
Total number of points				
Area of interest 2 Nutrition	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I find working in the kitchen interesting.				
2. It is interesting to me to serve guests.				
3. I am eager to help preparing food and setting the table.				
4. I love spending a part of my spare time cooking and baking.				
5. Before cooking, I set aside some time for preparation.				
6. Nutrition and domestic science are some of my favourite subjects.				
7. I love to go grocery shopping.				
8. I would like to write menus.				
9. I would like to make bread from various types of flour.				
10. It is interesting to me to decorate dishes nicely.				
11. I have already helped make a salad.				
12. I think it is good that we make our own marmelade.				
13. I would like to form sweets out of chocolate.				
14. I am interested in healthy diet.				
Total number of points				

REGISTRY OF DOCUMENTS FOR PREPARATION FOR THE FUTURE SCHOOL/
OCCUPATION SELECTION | I

Area of interest 3 Designing and crafts	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I like to draw manually.				
2. I draw or paint in my spare time.				
3. I am never bored when I can make something.				
4. I like to work according to my own ideas and sketches.				
5. I like making figures out of clay and other materials.				
6. I like making things out of materials such as paper, wood, textile, leather, clay, etc.				
7. I spend a lot of time designing and creating all sorts of things.				
8. I am interested in nice furniture, vases, paintings, etc.				
9. I am among the best students in my class in drawing and making various objects.				
10. I find it interesting to write letters nicely.				
11. Not a week passes that I don't sketch or create something.				
12. I would like to design a diploma or a letter nicely.				
13. I would like to try and make a work of art from various materials.				
14. I like to paint the things that I make.				
Total number of points				
Area of interest 4 Civil engineering, household appliances, interior design, wood processing	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I like to use tools.				
2. I like to make simple repairs.				
3. I am interested in structures such as houses, streets, bridges, etc.				
4. I like to work with materials such as stone, wood, metal, etc.				
5. Using natural energy (solar, wind) is very important.				
6. I would like to construct solar collectors by myself.				
7. I like to help out with repairs around the house.				
8. I am good at assembling furniture.				
9. I want to make my own little workshop.				
10. I know how to repair a leaking tap.				
11. I would like to make a wooden rack.				
12. I am always eager to join any activity where there is fastening, drilling or sawing.				
13. I am interested in how automatic door openers function.				
14. In order to save energy, I would put insulation on my windows, doors and walls myself.				
Total number of points				

REGISTRY OF DOCUMENTS FOR PREPARATION FOR THE FUTURE SCHOOL/
OCCUPATION SELECTION | I

Area of interest 5 Technical industry, technical craftsmanship	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I am interested in machinery.				
2. I like to disassemble old technical devices and assemble them all over afterwards.				
3. I can spend hours assembling and fixing technical devices.				
4. I am interested in machines and devices (motors, control systems)				
5. It is important to me that my toolbox is tidy.				
6. At school, I am interested in topics such as mechanics, electronics and computers.				
7. I would like to do an internship at a repair shop.				
8. I like doing things on electronic control systems.				
9. I am interested in technical data on cars, aeroplanes, etc.				
10. Programming and working on computers, remote controls, etc. is very exciting.				
11. I like to work with metal and steel.				
12. I am interested in power generation.				
13. My hobby is making technical objects.				
14. I know how bicycle transmission works.				
Total number of points				
Area of interest 6 Planning, calculations, technical drawing, information science, research, analysing	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I often solve problem questions.				
2. I like doing jobs which require precision, such as measuring weight and dimensions, accounting, programming.				
3. I am interested in I am interested in physics and chemistry.				
4. I like mathematics.				
5. I am interested in researching forces of nature (e.g. electricity, nuclear energy, solar energy, etc.)				
6. I am interested in computers and programs.				
7. I am interested in how exactly an electronic control system works.				
8. I like reading reports on natural energy resources.				
9. I think that technical drawings and plans are very interesting.				
10. I like performing technical experiments.				
11. I am interested in physics questions, e.g. what are atoms?				
12. I find the current development of technology and natural sciences interesting.				
13. I am interested in the latest possibilities from the area of laser technology.				
14. I know important formulas in physics and chemistry.				
Total number of points				

REGISTRY OF DOCUMENTS FOR PREPARATION FOR THE FUTURE SCHOOL/
OCCUPATION SELECTION | I

Area of interest 7 Trade, administration, sale, transport, economics, information science.	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. I think it is important to know things about money.				
2. I like learning foreign languages.				
3. I would be happy to work on a computer from time to time.				
4. I am also interested in other countries (geography, economy, people's lifestyles).				
5. I like doing calculations and working with figures.				
6. I am interested in economy news.				
7. I compare prices when shopping.				
8. I like collecting things which gain value over time.				
9. When I plan some big job I like to have all the details planned.				
10. I would like to understand why some companies are successful and others have to close down.				
11. I know the amount of interest that I get on my savings.				
12. I like to fill out forms.				
13. I would like to help with sale in a market.				
14. I am part of every sales activity at school.				
Total number of points				
Area of interest 8 Contact with people, education, healthcare system, counselling, assistance	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. Children feel satisfied when I take care of them.				
2. I like making contact with people and I do so easily.				
3. When somebody talks about his problems, I can listen patiently for a long period.				
4. I can empathize with people.				
5. I am always ready to help.				
6. When somebody needs help, I feel obliged to offer it.				
7. I like showing interesting games to others.				
8. I am always happy to explain something to people or teach them something.				
9. I believe that helping other people is important in life.				
10. I always know what to do with children.				
11. I love being given responsibility for other people.				
12. I have a good relationship with people of all ages.				
13. I often think about why some people are popular, and some aren't.				
14. I would like to gain knowledge on health and illnesses.				
Total number of points				

REGISTRY OF DOCUMENTS FOR PREPARATION FOR THE FUTURE SCHOOL/
OCCUPATION SELECTION | I

Area of interest 9 Language, literature, journalism, theatre, music, art and social sciences	Incorrect 0 points	Partially correct 1 point	Correct 2 points	Fully correct 3 points
1. Primary language is one of my favourite subjects.				
2. I am interested in history.				
3. I love going to theatres, to concerts.				
4. I like writing essays.				
5. Reading is my hobby.				
6. I like to present a work of literature in class.				
7. I like to think critically about things I have seen, heard or read.				
8. I am interested in stories, sagas and fairy tales from all around the world.				
9. I would love to learn and play a part for a play.				
10. I would like to write a report for a newspaper.				
11. I feel comfortable when I am surrounded by books.				
12. Foreign languages are among my most favourite subjects.				
13. I like to write about what has happened to me.				
14. I sometimes contemplate myself and life.				
Total number of points				

Orient yourself towards the interest questionnaire, it will make it easier for you to present your personal interests. At the end you can make contact with schools and occupations!

Moj autoportret sa osobinama koje posedujem

The form is a large rectangular box with a red border. At the top center, it contains the text "Moj autoportret sa osobinama koje posedujem". In the center of the box is a large, empty circle. Surrounding this central circle are several thought bubbles and speech bubbles of various shapes and sizes, all outlined in red. Some bubbles are connected to the central circle by lines, while others are floating independently. The bubbles are intended for the user to write their personal characteristics and interests.

I GET INFORMED

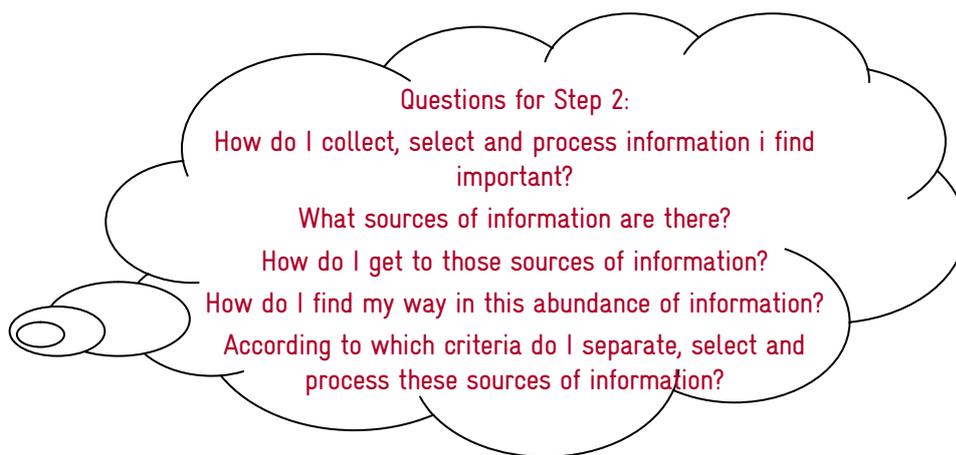
2. STATION

Step 2: I am getting informed, I am researching and processing information

Goal: Discover the world of occupations, studying possibilities and career pathways.

TOPICS: What sources of information are there? How do I get this information? How do I find my way in this wide range?

To help you get information on the world of work and occupation more easily, we offer you questions you should rely on:



In order to get to know studying possibilities and career pathways in the second step, you need to collect the following and enclose it in your portfolio:

1. all work sheets from professional orientation workshops in school:	research results on the range of schools: aspects, occupation databases on the internet, as well as from magazines, brochures, etc.
2. work materials that you fill out in your portfolio:	the poster of your desired school; education and employment prospects.
3. documents from school and out of school (photographs, newspaper and magazine cut-outs...):	important offered information about the world of work and occupation, from career information centres, the National Employment Service; interesting curricula vitae in some occupations.
4. (non)written evaluations of persons who matter to you and who serve to your personal evaluation - DECISION:	interesting curricula vitae (of people from your family and surroundings) in some occupations.

THE INDIVIDUAL PLAN OF COLLECTING INFORMATION and internet address

I WANT TO KNOW:	I WILL FIND OUT FROM:	I WILL GET INFORMED BY:	WHEN?

Web ADDRESSES:

- <http://www.upis.mp.gov.rs>
- <http://srednjeskoleusrbiji.kreni.com>
- <http://srednje-skole.yuportal.com>
- <http://poslovi.infostud.com/info/opisi-zanimanja/>
- <http://www.nsz.gov.rs/page/services/st/planiranjekarijere/vodic.html>
- <http://www.google.rs/> type in occupation description, followed by occupation.

.....

.....

.....

The poster of your desired school

Make a poster of your desired school with the following elements: school name, place, the school's entry requirements regarding candidates, occupation, the length of studies, subjects taught, education profiles, organized internships and trying one's skills at the career, future title, employment prospects, career advancement, school conditions (scholarship, student dormitory, travelling to school, etc.):

The image shows a red-outlined template for a school poster. The template is shaped like a house with a triangular roof. The roof is divided into three horizontal rows of rectangular sections. The main body of the house is a large rectangle containing a window on the left, a door in the center, and a rectangular box on the right labeled 'škola'.

THE CHOICE OF EDUCATIONAL PATHWAYS

Make a poster of the pathways of your career.



I COMPARE MYSELF AGAINST THE SCHOOL AND OCCUPATION REQUIREMENTS

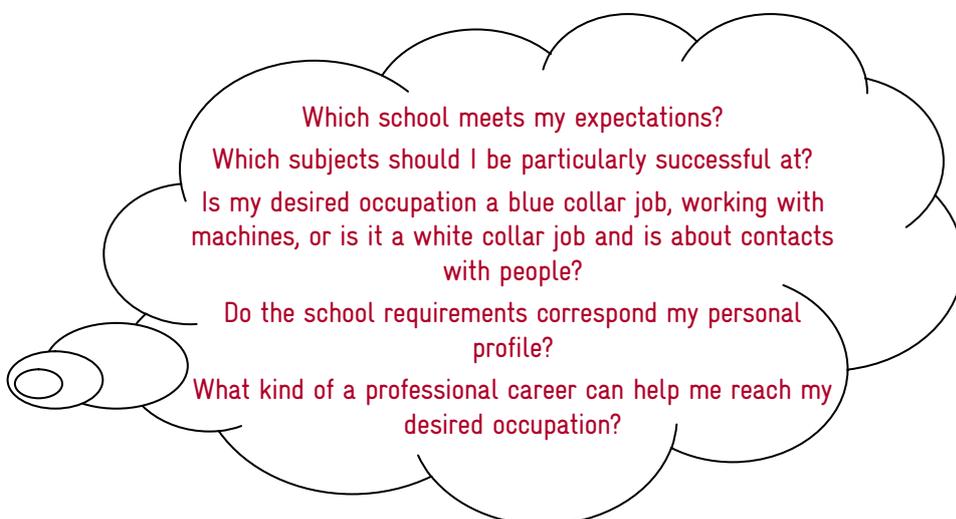
3. STATION

Step 3: I know the educational and professional career pathways that lead to the desired occupation

Goal: I will compare my interests, strengths and talents against the school and desired occupation requirements and talk to my parents about my expectations of the school and occupation.

TOPICS: Getting the offered information important for the choice of school, education and occupation; the aspects of high schools of my interest; the qualification frame of occupations that interest me.

To make you easily compare yourself against the school and occupation requirements, we offer you help with the following questions:



In the third step you should compare yourself against the school and occupation requirements, you should collect and add into your portfolio all work sheets in which you intensively dealt with school and occupation selection and which you know are important for your school and professional career selection.

1. all work sheets from professional orientation workshops in school:	PREPARING AND CONDUCTING AN INTERVIEW; STRUCTURING AND VISUAL PRESENTATION OF THE QUALIFICATION FRAME;
2. work materials that you fill out in your portfolio:	QUESTIONNAIRE for collecting information on "SCHOOLS FOR FURTHER EDUCATION";
3. documents from school and out of school (photographs, newspapers and magazines cut-outs...):	documentation from real-world encounters - FROM AN EDUCATION FAIR;
4. (non)written evaluations of persons who matter to you and who serve to your personal evaluation - DECISION:	interviews with experts, school selection criteria, choice of occupation and income.

QUESTIONNAIRE for collecting information on "SCHOOLS FOR FURTHER EDUCATION"

School: Date:

Contact person:

Number of students in school:

The type of school for which information is collected:

1. Occupations after school

Which occupation / areas of occupation does this type of school form?
.....

Are there any other professional prospects open after completing studies?
.....

2. The most important subjects

What are the most important subjects?
.....

How big is the share of general-education and vocational subjects?
.....

Which subjects usually include practical training (e.g. through workshops as projects), and which ones mostly have theoretical teaching in the classroom?
.....

What is the duration of studies in this type of school?
.....

3. Requirements

Which requirements relate to the personality, i.e. the satisfaction and readiness to learn? What interests should we have?
.....

What school record is required for entry? Is there an entrance exam? What is examined?
.....

Is the interest for this school great or weak?
.....

4. Prospects for the future

What are the possibilities of further education after this school?
.....

Is it difficult or easy to find a job for students who finish this school? Why?

.....

5. The good and bad sides

What do this school's current or former students consider as an advantage?

.....

What do this school's current or former students consider as a disadvantage?

.....

6. Your personal opinion

What did you like?

.....

What did you not like?

.....

What will be tiring or difficult to you?

.....

This type of school would:

- > interest me very much,
- > interest me in part,
- > not interest me.

I GET FAMILIAR IN MORE DETAIL WITH SCHOOLS AND OCCUPATIONS

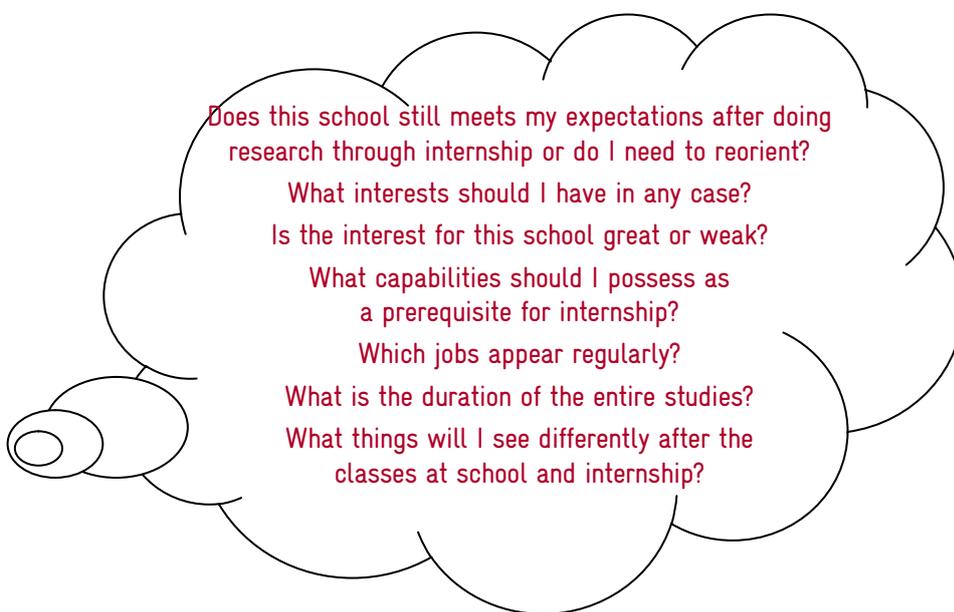
4. STATION

Step 4: I research schools (educational pathways) and occupations that interest me

Goal: Good preparation for asking around schools and companies and good processing of the obtained information, online research as well and documenting important results of one's work in the form of reports.

TOPICS: Asking around schools and companies; processing of the obtained information, online research; documenting important results of one's work in the form of reports.

In order for you to go through the fourth step and easily prepare for asking around schools and companies, process obtained information well, research online and document important results of your work in the form of reports, we offer you help with the following questions:



In order to become better acquainted with schools and occupations of your interest, you need to collect the following and enclose it in your portfolio:

1. all work sheets from professional orientation workshops in school:	the procedure for arranging appointments at the school/organization/company;
2. work materials that you fill out in your portfolio:	results from the encounters with vocational practice, such as reports, conversation records, forms for inquiring information: asking around schools and companies, career information centres;
3. documents from school and out of school (photographs, newspapers and magazines cut-outs...):	documentation from real-world encounters: education fairs, etc.

WE LEARN BY REAL-WORLD ENCOUNTERS

I get acquainted with the procedure of finding an internship post for the actual, real-world encounter with the occupation and school.

I FIND MYSELF AN INTERNSHIP POST

1. I OPT FOR A VOCATIONAL AREA/OCCUPATION WHICH I WOULD LIKE TO GET TO KNOW BETTER THROUGH INTERNSHIP AT A COMPANY.
2. I BROWSE THE PHONEBOOK/FIELD REGISTRY, CHOOSE THREE TO FIVE CORRESPONDING COMPANIES AND WRITE THEM DOWN.
3. AT SCHOOL, WE PRACTICE MAKING PHONE CALLS AND INTRODUCING OURSELVES IN PERSON TO THE COMPANIES.
4. I CALL COMPANIES (FROM HOME) AND ASK, IF THEY SAY AGREE IMMEDIATELY, THAT THEY SUGGEST AN APPOINTMENT AT WHICH I COULD INTRODUCE MYSELF IN PERSON.
5. I TAKE THE LETTER TO THE COMPANY, INTRODUCE MYSELF AND ASK ABOUT MY WORKING HOURS, THE PERSON IN CHARGE OF ME, ANY WORKING CLOTHES NEEDED, ETC.

I get acquainted with the procedure of finding an internship post for the actual, real-world encounter with the occupation and school, when to telephone and call ahead.

I FIND MYSELF AN INTERNSHIP POST—CALL

1. I INTRODUCE MYSELF: NAME AND SCHOOL



Good afternoon! My name is...
I come from ... school.

2. I SAY WHY I HAVE CALLED/COME...



Our school has internship programs from ... to ...
I would like to know if I could do research
with you during this period...

3. IN CASE OF REJECTION, I GIVE THANKS AND SAY GOODBYE...

4. IN CASE OF ACCEPTANCE, I ASK FOR AN APPOINTMENT AND INTRODUCTION IN PERSON



May I visit you in person so that I can introduce
myself and give you the school letter?
...When?...

5. AFTER THIS I GIVE THANKS AND SAY GOODBYE POLITELY...

DOCUMENT REGISTRY FOR PREPARING THE FUTURE SCHOOL/OCCUPATION SELECTION
I GET FAMILIAR IN MORE DETAIL WITH SCHOOLS AND OCCUPATIONS

I get acquainted with the procedure for arranging appointments at a school / organization / company.

APPOINTMENT IN A COMPANY

1. I INTRODUCE MYSELF AND CLARIFY IMPORTANT ORGANIZATIONAL ISSUES

2. A FEW WORDS ABOUT MYSELF...

My name is...
Age...
School...
Grade...

3. THINK ABOUT WHY YOU WANT AN INTERNSHIP IN THIS OCCUPATION
(talk about your interests, favourite subjects, etc.)

4. SUBMITTING THE SCHOOL LETTER (with the exact appointment,
school seal and the principal's signature)...

5. CLARIFICATION OF APPROXIMATE ORGANIZATIONAL CONDITIONS (filling out the school forms)...

Name of student:

Working hours (breaks):

Required work uniform:

Person in charge:

Other:

Signature/stamp of company:

Be sure to show
this form to your
parents and give it
back to the teacher

SHORT INFORMATION ABOUT MY INTERNSHIP POST

With the help of the occupation lexicon, try to find out the most important matters about your internship post!

1. EDUCATION (type, duration...)

2. TASKS AND JOBS:

3. TOOLS:

4. RAW MATERIALS AND WORK MATERIALS:

5. REQUIREMENTS

Physical:

Character-related:

Intellectual:

6. POSITIVE AND NEGATIVE SIDES OF THE OCCUPATION



7. EDUCATION AND SPECIALIZATION PROSPECTS

DOCUMENT REGISTRY FOR PREPARING THE FUTURE SCHOOL/OCCUPATION SELECTION
I GET FAMILIAR IN MORE DETAIL WITH SCHOOLS AND OCCUPATIONS

HOW WILL I ACT

- 👉 TO MAKE EVERYTHING BE "TOP" AND TO LEAVE A GOOD IMPRESSION!
- 👉 I ARRIVE AT MY INTERNSHIP POST ON TIME
- 👉 I KEEP MY WORK PLACE TIDY
- 👉 I FOLLOW THE INSTRUCTIONS OF THE PERSON IN CHARGE
- 👉 I AM KIND AND APPROACHABLE
- 👉 I SHOW INTEREST AND ASK A LOT OF QUESTIONS ABOUT THE OCCUPATION/AREA OF WORK/VOCATIONAL AREA
- 👉 I LISTEN CAREFULLY
- 👉 I HANDLE TOOLS AND WORK MATERIALS WITH CARE
- 👉 I FOLLOW THE SAFETY REGULATIONS
- 👉 I CARRY OUT INTERVIEWS AND WRITE DAILY REPORTS
- 👉 ...

The daily report form from the internship:

MY DAILY REPORT



Be sure to remember to fill out the report every day after your internship!

My mood:
 (after this day I feel...)

Tasks I performed today:

Tools, materials and machines I worked with:

The difficulties that I felt today and which I have familiarized myself with:	Physical:
	Intellectual:
	Character-related:

The best thing that happened/what I liked:

What I liked less:

I would also like to note:

DOCUMENT REGISTRY FOR PREPARING THE FUTURE SCHOOL/OCCUPATION SELECTION
I GET FAMILIAR IN MORE DETAIL WITH SCHOOLS AND OCCUPATIONS

Get acquainted with the assessment rules for interns (those who are in the internship)

INTERN ASSESSMENT FORM

Intern's name:

Occupation:

Company:

Period:

PLEASE CHECK THE CORRESPONDING BOX

	EXCELLENT	GOOD	FAIR	UNSATISFACTORY
Readiness for labour output				
Readiness to make contacts				
Reliability				
Independence				
Accuracy				
Punctuality				

I WAS SATISFIED WITH THE INTERN: 

SPECIAL NOTES

Date: Signed by person in charge

Retrospective: what did I feel like in traineeship in real-world encounters.

RETROSPECTIVE

I especially liked: I didn't like as much:

The best thing that happened to me (a success):

What left the greatest impression on me:

The negative (unpleasant) thing that happened to me:

What else I thought about:

After this experience I assess that (explain your assessment):

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

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

REFLECTION OF LEARNING VIA REAL-WORLD ENCOUNTERS

You have in front of you a list of questions which will help you make a poster with the topic of: My experience of real world encounters.

MY EXPERIENCE OF REAL WORLD ENCOUNTERS

1. This is how I got to the internship
2. This is what my job/internship interview was like (telephone contacts, conversation in person)
3. My feelings before and after the internship interview
4. My thoughts before the first day of practice/before going to OCS
5. My mentor took care of me...
6. These are the tasks I performed in the school workshop/school company
7. The next new experiences and new knowledge is important for my decision
8. This is how I spent time on my breaks
9. This is how the teachers/students/employees treated me on the workplace...
10. I was thrilled with this: ...
11. This I found difficult / didn't like as much...
12. The specific characteristics of my internship were.....
13. I can see myself studying at that school / training at that company
14. What advice would I give to young people wishing to go through internship at the same school/company as me
15. What would I do if I could plan the internship again

I DECIDE

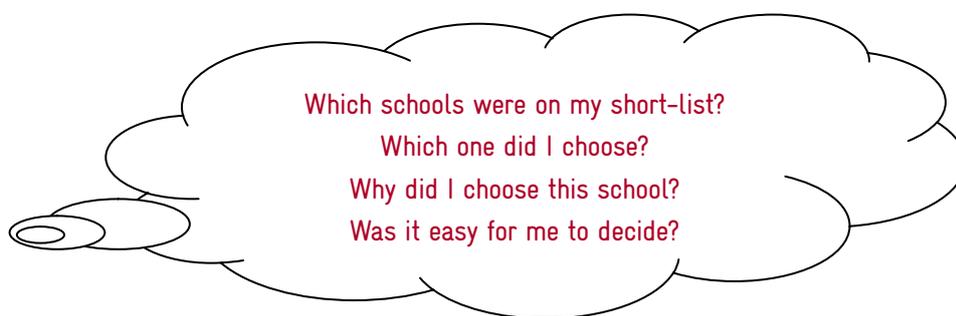
5. STATION

Step 5: I check and decide

Goal: Now I know myself better. I know how the pathways of education look like and I have learned how to obtain information. In this section I compare, i.e. I recheck my personal profile against the requirements of education and professional career and I opt for a corresponding school.

TOPICS: I know ways of gaining advantage at presenting; I know the traps of the decision-making process and this is why I feel more confident at deciding. I know how to use the collected work results to help me in orientation.

To make you reach a decision more easily, we offer you help through the following questions:



To make a sound decision about your desired school and occupation in the fifth step, you need to collect the following and enclose it in your portfolio:

1. all work sheets from professional orientation workshops in school:	RULES OF BEHAVIOUR - YOUR JOB INTERVIEW
2. work materials that you fill out in your portfolio:	Questionnaire: My opinion is required; CV.
3. documents from school and out of school (photographs, newspapers and magazines cut-outs...):	
4. (non)written evaluations of persons who matter to you and who serve to your personal evaluation - DECISION:	career counsellors.

Evaluation of the decision about studying and occupation

Questionnaire: My opinion is required!

What influenced your decision?	Influenced extremely	Influenced considerably	Influenced a little	Did not influence
Capabilities				
Interests, affinities				
Information on further education				
In-school traineeship				
Parents				
In-company traineeship				
Own decision				
Cooperation with professional orientation counsellors				
Professional orientation teaching				
Regional circumstances				
School colleagues, friends, relatives, acquaintances				
Teachers				
Youth coordinator				
School pedagogist/psychologist				
School's reputation, prestige				
Good salary after completing studies				
Other reasons				

Write your CV when you apply for the job you choose.

MY CV

Lined area for writing a CV, consisting of multiple horizontal dotted lines.

Write a cover letter for the job you would choose at a competition.

COVER LETTER

A series of horizontal dotted lines for writing a cover letter.

