



"The new vision for our education system must encompass the drive to create enlightened citizenship that is as much local as it is trans-local. This can only strengthen the quality of our democracy and secure our sovereignty. Each of our children must embody the fine blend and balance of our native grit and intellect with acquired knowledge and skills to survive and prosper as individuals and as members of our national community."

- His Majesty The King, Royal Kasha on Education Reform



My Career Portfolio

NAME OF STUDENT:



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

ཤེས་རིག

June 16, 2022

FOREWORD

In January 1996, His Majesty the Fourth King Jigme Singye Wangchuck, while expressing concern on a number of issues on education, clearly emphasized on the need to adopt a systematic and comprehensive career counseling system in our schools. Emanating out of His Royal wisdom and concern, the then Education Division developed and produced the first career education booklet, "Career Education Curriculum Framework and activities" that was used in the schools to provide career information and prepare students to make more informed career decisions.

In 2020 under the Skills Training and Education Pathways Upgradation Project supported by the Royal Government of Bhutan and the Asian Development Bank, the existing Career Education & Guidance Resources and Materials for schools were reviewed and revised with a set of resources and approaches to Career Education and Guidance. A trainer's handbook on Career Guidance, a toolkit for Career Education activities, student Career Workbook and Career Development Information and dissemination strategy for TVET in schools are developed through this project to support all secondary schools to plan and implement Career Education and TVET advocacy activities in schools.

A website on Career Information and Dissemination Strategy and other popular social media platforms are used to orient students on Technical Vocational Education Pathways and on various Technical and Vocational Trades and the skills-set that they can acquire through TEVT and help prepare themselves for a career in future. The information and education that is provided through the website and other social media assets will complement the hands-on practical skills that our students acquire through the vocational electives offered in their schools and encourage them to explore possibilities and opportunities for themselves. Schools can make use of these resources to plan and implement career planning and development with students and help connect their current interests and abilities to career opportunities and pathways that they can explore further and help students manage transitions with informed choices and decision making abilities. We strongly believe that our students will be able to prepare themselves for a bright and fulfilling career path and be able to independently navigate and negotiate through the 21st Century world of work.

Wishing everyone a successful life ahead!

(Karma Galay)

Officiating Secretary
Ministry of Education

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SECTION 1

SELF-AWARENESS



Worksheet 1: What sort of person am I?

When you leave school, you will have a very important decision to make and that is how you will spend the rest of your working life. This exercise is for you to start thinking about the type of person you are and what qualities you have. We all have different personalities and you will be suited to a number of different jobs depending upon your likes and interests.

From the list below tick the words that you think apply to you:

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Responsible | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Calm |
| <input type="checkbox"/> Polite | <input type="checkbox"/> Adaptable | <input type="checkbox"/> Smart appearance |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Confident | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Hard working | <input type="checkbox"/> Team worker |
| <input type="checkbox"/> Sense of Humor | <input type="checkbox"/> Independent | <input type="checkbox"/> Punctual |
| <input type="checkbox"/> Sociable | <input type="checkbox"/> Creative | <input type="checkbox"/> Ambitious |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Adventurous | <input type="checkbox"/> Decisive |
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Considerate | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Determined | <input type="checkbox"/> Disciplined | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Supportive /help others | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Mature |
| <input type="checkbox"/> Methodical | <input type="checkbox"/> Loyal | <input type="checkbox"/> Persuasive |
| <input type="checkbox"/> Brave | <input type="checkbox"/> Patient | <input type="checkbox"/> Well organized |
| <input type="checkbox"/> Thoughtful | <input type="checkbox"/> Logical | <input type="checkbox"/> Happy |

When you have identified the words that describe you, write a sentence about yourself that includes those words. For example: "I am a polite, friendly and sociable person who is well-organised and considerate of others"

I am :

Worksheet 2: What am I like?

This exercise helps you to look at what is important to you. Tick the words that apply to you.

- | | | |
|---|--|--|
| <input type="checkbox"/> Needs Security | <input type="checkbox"/> Making a difference | <input type="checkbox"/> Being appreciated |
| <input type="checkbox"/> Belonging | <input type="checkbox"/> Friendship | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Enjoys a Challenge | <input type="checkbox"/> Learning | <input type="checkbox"/> Achievement |
| <input type="checkbox"/> No pressure | <input type="checkbox"/> Being ethical | <input type="checkbox"/> Freedom |
| <input type="checkbox"/> Being creative | <input type="checkbox"/> Excitement | <input type="checkbox"/> Enjoyment |
| <input type="checkbox"/> Getting it right | <input type="checkbox"/> Taking risks | <input type="checkbox"/> Money |
| <input type="checkbox"/> Team work | <input type="checkbox"/> Fun | <input type="checkbox"/> Results |
| <input type="checkbox"/> Privacy | <input type="checkbox"/> Power | <input type="checkbox"/> Satisfaction |
| <input type="checkbox"/> Structure | <input type="checkbox"/> Flexible conditions | <input type="checkbox"/> Variety |
| <input type="checkbox"/> Predictability | <input type="checkbox"/> Fast pace | <input type="checkbox"/> Attention to detail |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Physical challenge | <input type="checkbox"/> Social Status |

When you have decided which of these words relate to you write a statement that describes what you are looking for in a job. For example: "I am interested in a job role where I am working in a team with others and taking on physical challenges to achieve goals"

I am :

Worksheet 3: What are my transferable skills and qualities?

We all develop skills over time and it is important to recognise yours. Look at the list of skills and qualities below and tick those you feel relate to you. These skills are often referred to as “Employability Skills” and ones that employers look for when recruiting for any job. You may have developed these skills at school /VET College or by doing part-time work or activities in your spare time.

- | | | |
|---|---|--|
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Communication: verbal | <input type="checkbox"/> Planning skills |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Communication: written | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Team working | <input type="checkbox"/> Listening | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Ability to | <input type="checkbox"/> Leadership | <input type="checkbox"/> Enthusiastic |
| <input type="checkbox"/> research information | <input type="checkbox"/> Patience | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Tolerance of others | <input type="checkbox"/> Energy | <input type="checkbox"/> Determination |
| <input type="checkbox"/> Flexibility | <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Good IT skills | <input type="checkbox"/> Persistence | <input type="checkbox"/> Creative thinking |

Now look at the skills you have ticked and write a statement about yourself using those words. For example: “I have excellent verbal communication skills and enjoy working with others in a team. I am enthusiastic with good time management skills”

I have :

Now you have completed all three worksheets you will have built up a picture of yourself that can be used to show an employer the sort of person you are, what you are interested in and what you have to offer.

Worksheet 4: My Profile

Using the personal statements from the three previous worksheets write a personal profile of yourself. Do not put your name on this sheet.

PERSONAL PROFILE :

TEACHERS COMMENTS :



Worksheet 5: Career Values

CAREER VALUES		
Always values	Sometimes valued	Never values

Job Idea 1.	Career Values in-line with this job
Job Idea 2.	Career Values in line with this job



Worksheet 6: Learning styles

This is a learning style indicator, which can be used to assess your own preferred learning style. Score each statement and then add the totals for each column to indicate YOUR learning style dominance. Your learning style is also a reflection of the type of person you are - how you see things and the way that you relate to the world. This questionnaire helps you to improve your understanding of yourself and your strengths. There are no right or wrong answers.

Tick one statement from each line and add the total for each column. The totals will indicate how you like to learn. This is important when you are considering your career options.

		Visual	Auditory	Kinaesthetic/ physical
1	When using new equipment for the first time I prefer to	read the instructions	listen to or ask for an explanation	have a go and learn by 'trial and error'
2	When seeking travel directions I..	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3	When cooking a new dish I :	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
4	If I am teaching someone something I:	write instructions	explain verbally	demonstrate and let them have a go
5	I tend to say:	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
6	I tend to say:	"show me"	"tell me"	"let me try"
7	I tend to say:	"watch how I do it"	"listen to me explain"	"you have a go"
8	If I am complaining about faulty goods I tend to:	write a letter	phone	go back to the store, or send the faulty item to the head office
9	I prefer these leisure activities:	museums or galleries	music or conversation	physical activities or making things
10	When shopping generally I tend to :	look and decide	discuss with shop staff	try on, handle or test

11	If I am choosing a holiday I :	read the brochures	listen to recommendations	imagine the experience
12	If I am choosing a new product I :	read the reviews	discuss with friends	test-use it
13	When learning a new skill:	I watch what the teacher is doing	I talk through with the teacher exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
14	While choosing from a restaurant menu :	I imagine what the food will look like	I talk through the options in my head	I imagine what the food will taste like
15	When listening to a band:	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music
16	When concentrating I:	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things
17	I remember things best by:	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practising the activity, or imagining it being done
18	My first memory is of :	looking at something	being spoken to	doing something
19	When anxious, I :	visualise the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
20	I feel especially connected to others because of :	how they look	what they say to me	how they make me feel
21	When I revise for an exam, I :	write lots of revision notes (using lots of colours!)	I talk over my notes, to myself or to other people	imagine making the movement or creating the formula



22	When explaining something to someone, I tend to :	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
23	My main interests are:	photography or watching films or people-watching	listening to music or listening to the radio or talking to friends	physical/sports activities or dancing/singing
24	Most of my free time is spent :	watching television	talking to friends	doing physical activity or making things
25	When I first contact a new person :	I arrange a face to face meeting	I talk to them on the telephone	I try to get together to share an activity
26	I first notice how people :	look and dress	sound and speak	stand and move
27	If I am very angry :	I keep replaying in my mind what it is that has upset me	I shout lots and tell people how I feel	I stomp about, slam doors and throw things
28	I find it easiest to remember:	faces	names	things I have done
29	I think I can tell someone is lying because:	they avoid looking at you	their voice changes	the vibes I get from them
30	When I'm meeting with an old friend:	I say "it's great to see you!"	I say "it's great to hear your voice!"	I give them a hug or a handshake
	Totals	Visual	Auditory	Physical

MY PREFERENCE FOR LEARNING NEW SKILLS IS :

SECTION 2

OPPORTUNITY AWARENESS



Employer Visit Report

Name of Employer:	
Date of Visit:	
Give an overview of the business activities	
<hr/> <hr/>	
List some of the jobs people do at this company	
<hr/> <hr/>	
From the list of jobs you observed people doing at this company, choose one and explain what the job involves.	
<hr/> <hr/>	
What aspects of the job did you find interesting, and why?	
<hr/> <hr/>	
What skills and qualifications would you need to have to do this job?	
<hr/> <hr/>	
What didn't you like about the job?	
<hr/> <hr/>	



Employer Talk

Name of Employer
Representative:

Company:

Notes on the presentation

Questions:



Work experience

Name of Employer:	
Job Role:	
Length of work experience:	
Give an overview of the business activities	
<hr/> <hr/>	
What was your job role at the company?	
<hr/> <hr/> <hr/>	
What did you enjoy about the work experience placement?	
<hr/> <hr/>	
What aspects of the job did you not enjoy?	
<hr/> <hr/> <hr/>	
What skills and qualifications would you need to have to do this job?	
<hr/> <hr/> <hr/>	
What are the main things you have learned by doing this work experience placement?	
<hr/> <hr/> <hr/>	

SECTION 3

DECISION MAKING



List of Career Planning Websites

List Websites and Resources to help you with your Career Planning

Make a list of websites you find to help research information about career planning and job searching.

Websites for career planning:

www.myprofession.ge

Information websites for job opportunities/job vacancies:

Worksheet 7: What skills employers want?

In addition to the vocational skills needed for each of the jobs employers look for people who will work well with others to achieve the results and work goals set. These are “employability skills”, look at the list below in relation to the different jobs and tick those skills that you think are required. When you have completed the list, decide on the three most important skills for each job.

SKILL	DESCRIPTION	NURSE	CLERK	CHEF
COMMUNICATION: Verbal	Ability to express ideas clearly when talking to others			
COMMUNICATION: Written	Ability to express self clearly in writing			
TEAMWORKING	Works well with others in a group, sharing ideas and working with others to get things done			
PLANNING & ORGANISING	Ability to plan activities and organize things to ensure they are done well			
FLEXIBILITY	Adapt successfully to changing situations and able to work out the best way to do things			
TIME MANAGEMENT	Manage my time well, priorities tasks to make sure things are completed on time			
NUMERACY	Multiply and divide accurately, calculate percentages, use statistics and a calculator			
COMPUTING SKILLS	Word-process to complete reports, use databases and complete spreadsheets. use the internet and email			



SELF AWARENESS	Be aware of achievements, abilities and weaknesses in relation to the work			
CONFIDENCE	Feel confident to be able to complete tasks			
PROBLEM SOLVING	Ability to look at a situation where there is a problem and identify a way of making it better			
LEADERSHIP	Able to take charge of a situation and show others what to do			
NEGOTIATING & INFLUENCING	Ability to influence and convince others and be able to discuss things to reach an agreement			
LEARNING	Be open to learning new skills			
PRESENTATION SKILLS	Ability to present ideas to groups of people			
GLOBAL SKILLS	Speak and understand other languages and appreciate other cultures			
INITIATIVE	Use own initiative to identify opportunities and put forward ideas and solutions to problems			

Worksheet 8: Skills needed to be a Sales Assistant



These are three of the main skills employers look for when recruiting a sales assistant in a supermarket. How many more skills can you identify? (Discuss in your groups)





SECTION 4

TRANSITION PLANNING



Worksheet 9: WHAT ARE THE SKILLS EMPLOYERS WANT? (my skills)

SKILL	DESCRIPTION	I am good at this	I want to improve this	I don't think I need this
COMMUNICATION Verbal	I am able to express my ideas clearly when talking to others			
COMMUNICATION Written	I am able to express myself clearly in writing			
TEAMWORKING	I work well with others in a group, I enjoy sharing ideas and working with others to get things done			
PLANNING & ORGANISING	I am able to plan activities and organize myself to ensure they are done well			
FLEXIBILITY	I can adapt successfully to changing situations and am able to work out the best way to do things			
TIME MANAGEMENT	I manage my time well, I can priorities tasks to make sure things are completed on time			
NUMERACY	I can multiply and divide accurately, calculate percentages, use statistics and a calculator			
COMPUTING SKILLS	I can word-process to complete reports, use databases and complete spreadsheets. I can also use the internet and email			

SELF AWARENESS	I am aware of my achievements, abilities and weaknesses and what I want out of life and work in the future			
CONFIDENCE	I feel confident that I will be able to attend job interviews and present myself to future employers in a positive way			
PROBLEM SOLVING	I am able to look at a situation where there is a problem and identify a way of making it better			
LEADERSHIP	I am able to take charge of a situation and show others what to do			
NEGOTIATING & INFLUENCING	I am able to influence and convince others and be able to discuss things to reach an agreement			
LEARNING	I enjoy learning new things and am able to develop new skills easily			
PRESENTATION SKILLS	I am able present ideas to groups of people			
GLOBAL SKILLS	I can speak and understand other languages and appreciate other cultures			
INITIATIVE	I use my own initiative to identify opportunities and am able to put forward my ideas and solutions to problems			



Worksheet 10: CV Template

Personal Details

Name

Address

Telephone

Email address

Personal Profile

Writing a short personal profile gives you the chance to impress employers. Try to think of words that best describe you in relation to work: flexible, motivated, good team player. Be specific about your skills and interests that match the criteria for the work you want to do. This will give a brief overview of the type of person you are, your personal attributes and attitude.

- What sort of person are you?
- What are your main skills and experience
- What are you looking for?

Key Skills

Key skills should highlight the knowledge, achievements and experience you have that are directly related to the job you are interested in. They should be presented in the form of bullet points with a brief explanation of how it relates to the job.

Examples:

- Team working
- Using initiative
- Problem solving
- IT skills

Education

Dates attended	School/VET college	Qualifications	Subject	Grade
----------------	--------------------	----------------	---------	-------

Work Experience

Any part-time work or work placements you have had whilst studying

Dates: Employer: Position held:

Duties:

-
-
-

Hobbies and Interests

List any hobbies and interests you have: remember they can be examples of transferable skills that will impress an employer. For example, If you are a member of a football team it will highlight the fact that you are able to work with others, plan and organize.

References

References are available on request



Handout : Creating your CV

What is a CV?

A CV is used to give a potential employer an insight into who you are as a person, what you are good at and why you would be the ideal candidate for the job role they are advertising. It gives you the opportunity to “sell” yourself and your skills and to make a good impression. Your CV will be competing against other applicants so it is essential for you to stand out from the crowd and prove that you have the essential criteria (as well as the desirable criteria) for the job.

When do I need a CV?

- In response to a job advertised vacancy, when an employer has asked for a CV to be included with an application
- For sending speculatively to organizations where you would like to work
- For personal reference, to help you complete application forms

How can I make my CV stand out?

When employers advertise a job they may have 50 or more applicants to choose from and if the CVs are not clear they may miss information that is vital to the job specification. Some tips for making sure your CV will stand out are:

- CLEAR –make sure it is clear and the information easy to find
- CONCISE – only include the relevant information
- WELL LAID OUT – so you can easily find the particular information they are looking for
- Use clear headings to separate the various sections of the CV
- Use bullet points rather than writing long paragraphs
- Keep the CV short – preferable no more than two sides of A4

What should I include?

PERSONAL DETAILS

Your name, address and telephone number are essential. You can also include your email address. These details are needed so that an employer can get in touch with you to arrange an interview. Further information such as your date of birth, nationality and marital status are not required although these may be requested on a job application form.

PERSONAL PROFILE

Writing a personal profile is a way of “selling” yourself to an employer, it will give them an overview of the type of person you are and what you have to offer. A short statement at the start of the CV will introduce you to an employer by telling them a bit about you, your skills, experience, attributes and ambitions. Some examples are:

“An enthusiastic, self-motivated person who always strives to achieve a very high standard in whatever is undertaken. Offers the ability to motivate self and others within a team environment. Experience in customer service having recently completed a vocational course and keen to use these skills in the hospitality industry”

When writing a personal profile make sure it reflects the kind of person you are and what it is you want from a job.

KEY SKILLS

Identify and make a list of your own key skills, if you enjoy working with others in a team, get satisfaction from helping others and are keen to work in a caring environment you may feel drawn to jobs where you are working with the public in retail, care or social services. Alternatively, if you are persistent, with a good attention to detail and working on your own using your initiative you may be more suited to a job as an accounts clerk or engineering. These are the skills you want to highlight on your CV to impress an employer.

EDUCATION

Most employers will require applicants to have specific qualifications or skill levels, and these are generally listed in the job specifications. The CV should include your secondary educational achievements and any further vocational or academic qualifications. You will need to include the name of your school /VET College, the courses undertaken and your qualifications with the relevant dates when they were obtained.

WORK EXPERIENCE

Think carefully about any work experience placements you may have had, any part-time jobs or any voluntary work you have done whilst at school or VET College. This will show an employer that you have developed additional skills.

HOBBIES AND INTERESTS

By including hobbies and interests in a CV you are demonstrating that you have combined your education with outside interests. If you have been involved in fund raising activities, school plays or team sports this will give a clearer picture of the type of person you are.

REFEREES

Employers will ask for references to back up the information and evidence you provide as part of your CV. They may ask for a reference from your teachers at school or VET College, from an employer who you have worked for in a part-time job or work experience placement or from an organization where



you have done voluntary work. The names and addresses of these referees do not have to be included in the CV if you are sending it speculatively to an employer but if you are submitting it as part of a job application they may ask you to include the names and addresses of two referees. One should be from your school or VET College and another can be from someone who knows you personally.

General Tips

1. Approach – Complete a draft CV listing the information you think should be included under each of the sections listed above. List the qualifications you have and are working towards, the skills you are developing, any training courses you have attended. From the list identify the most important skills and experience you have in relation to the jobs that interest you when you are completing your CV to use when applying for work.

2. Use the Space Wisely – Decide what information you feel is important to the employer in relation to the job specification and person specification that has been produced for a particular job. Do not forget your transferable skills; if you have been babysitting for a family member where you have looked after children, fed them, helped them with their reading and created games for them this may not have been work but the skills you have developed would be useful if you are applying to work in a nursery.

3. Make a Good Impression - When employers look at CVs, applicants' first impressions count. They will read the personal profile to get a feel for the type of person you are, and the key skills should highlight the specific skills you have that will enable you to do the job. However, it is important to provide evidence of the skills you highlight, and the employer will look at the qualifications and courses you have undertaken and ask for references to back up what you say about yourself. For example, if you say in your personal statement that you have “excellent administration skills with an eye for detail” the CV should be well written and word processed and not littered with spelling mistakes!

4. Cover letters – When you send your CV to prospective employers, you should always include a covering letter. This letter should be short and to the point and explain why you are sending your CV. If it is in response to a job advert you need to make it clear which vacancy you are applying for, and if appropriate include a reference number. It is also a good opportunity to demonstrate your skills if the letter is well written and shows your ability to use IT.

Worksheet 11: Interview Techniques

My job Idea:		
Skills Needed (taken from job advertisement and person specification for a job that interests you)	My Current level of skills (the skills, qualification I have, or am working towards at the moment)	Evidence (what have I done)
General Skills		
Specific Job Related Skills		
Training or Education required		
Personal Skills		



Handout : Interview Techniques

Preparation

- Look at the Job Description and Person Spec to find out what they are looking for in a candidate and make notes on the skills you have to do each aspect of the job.
- Make sure you know where to go and how long it will take you to get there –check the bus routes
- Decide what clothes you will wear – look smart!
- Find out as much as you can about the company – by looking on the internet, asking people who already work there, leaflets or brochures about the company.

The Interview

- Arrive on time – give yourself plenty of time to get there.
- Remember, first impressions count. When you enter the room smile and make eye contact with the interviewer.
- Shake hands – only if the interviewer offers.
- Don't be seated until you are asked.
- Sit upright but relaxed.
- Speak clearly and answer the questions concisely.
- Be prepared to "Sell Yourself" – emphasis your skills and be confident about your abilities.
- Listen carefully to the questions, if you are not sure what they mean ask for clarification.
- Be specific with the answers.
- Concentrate on your strengths when answering questions.
- Ask questions about the company – this will help you to decide if the job is right for you. You may want to make notes before the interview. Check your list and if the queries have already been addressed during the interview say you have no questions as all of the queries have been answered.
- Ask what happens next and express you interest in the job.
- **Try not to be too nervous!!!!**

Follow Up

If you are successful at interview, that's great, but if not, you need to ask the interviewer if they will give you some feedback about your interview so that you will be able to improve your performance for the next time

Destinations : Grade 9 Students

Now you have completed your studies and made your choice between going to University, taking a vocational course at a TVET training centre or leaving school to go into work, we would like to hear from you about your decision. We would be grateful if you can complete this questionnaire so that we can find out more about the choices made by our graduating students.

School:		
Name of student:		
Examination Results		
What grade did you achieve in your final examinations?		
Career Aim		
What is your career aim?		
Destination		
What are your plans when you leave school?		
Go to University	Leave school and go on to study at a TVET training centre	Leave school and find employment
What subjects will you take?	What vocational courses are you interested in taking?	What type of work do you want to do?



Have you been accepted	Yes	No	Will you apply for work in your area when you complete the course?	Yes	No	Will you receive on the job training?	Yes	No
If so, which university will you attend?			Have you been accepted on a course at the VET college?			Have you already found work, if so what will you be doing?		

Thank you for completing the questionnaire