



**MAISON DE
L'ORIENTATION**

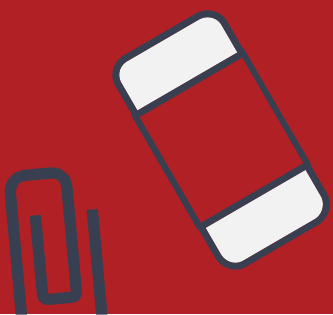
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CAREER GUIDANCE FAIRS AND EVENTS

PREPARATION BOOKLET

FOR STUDENTS



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For better readability, we use only the masculine form for personal designations in this text. However, this is in no way intended to discriminate against other genders.

DISCOVER YOUR QUALITIES, INTERESTS AND VALUES

The following exercises are designed to guide you step by step through your reflection. You'll start by identifying your qualities, interests, and values, then explore and discuss different options, and finally formulate key questions.

Before choosing a study path or career—and to get the most out of your visit to the fair—it's essential to ensure that your choices align with your personality and aspirations.

Here are some exercises that can guide you in your reflections.

First, try the exercise on your own. It may help you discover what you'd like to do in the future, what your interests are, what values are important to you, and what your strengths are.

Next, ask a friend or acquaintance to do the same exercise to find out how they perceive you and possibly identify other options that could be a good fit for you.



There are many people that can support you in your decisions.

Your qualities

Exercise: What are my qualities? Tick the boxes that apply to you.

- | | | |
|---|---|---|
| <input type="checkbox"/> ability to collaborate | <input type="checkbox"/> ability to solve abstract problems | <input type="checkbox"/> commercial spirit |
| <input type="checkbox"/> ability to cope with failures | <input type="checkbox"/> ability to solve problems | <input type="checkbox"/> communication skills |
| <input type="checkbox"/> ability to create a schedule / calendar | <input type="checkbox"/> ability to summarise information | <input type="checkbox"/> competitive spirit |
| <input type="checkbox"/> ability to express myself in public | <input type="checkbox"/> ability to synthesise | <input type="checkbox"/> confident |
| <input type="checkbox"/> ability to follow instructions and regulations | <input type="checkbox"/> ability to take on challenges | <input type="checkbox"/> conscientious/diligent |
| <input type="checkbox"/> ability to listen | <input type="checkbox"/> ability to work in a team | <input type="checkbox"/> considerate |
| <input type="checkbox"/> ability to maintain distance from something | <input type="checkbox"/> ability to work independently | <input type="checkbox"/> courageous |
| <input type="checkbox"/> ability to make decisions | <input type="checkbox"/> ability to work long hours | <input type="checkbox"/> creative |
| <input type="checkbox"/> ability to manage a budget | <input type="checkbox"/> ability to work varying hours | <input type="checkbox"/> critical and analytical mind |
| <input type="checkbox"/> ability to multitask | <input type="checkbox"/> adaptable | <input type="checkbox"/> curious |
| <input type="checkbox"/> ability to perform well under stress | <input type="checkbox"/> altruistic (a person who likes to help others by putting their well-being first) | <input type="checkbox"/> dedicated |
| <input type="checkbox"/> ability to recognise/ admit mistakes | <input type="checkbox"/> argues quickly | <input type="checkbox"/> detail-oriented |
| <input type="checkbox"/> ability to remember things | <input type="checkbox"/> artistic | <input type="checkbox"/> determined |
| <input type="checkbox"/> ability to respond to the needs of others | <input type="checkbox"/> attentive | <input type="checkbox"/> disciplined |
| <input type="checkbox"/> ability to set goals | <input type="checkbox"/> authoritarian | <input type="checkbox"/> discrete |
| <input type="checkbox"/> ability to set priorities | <input type="checkbox"/> autonomous | <input type="checkbox"/> dynamic |
| | <input type="checkbox"/> benevolent | <input type="checkbox"/> empathetic |
| | <input type="checkbox"/> calm | <input type="checkbox"/> enduring |
| | <input type="checkbox"/> careful | <input type="checkbox"/> energetic |
| | <input type="checkbox"/> charismatic | <input type="checkbox"/> flexible |
| | | <input type="checkbox"/> goal-oriented |
| | | <input type="checkbox"/> good appearance / presentation |
| | | <input type="checkbox"/> good general knowledge |
| | | <input type="checkbox"/> good judgment |
| | | <input type="checkbox"/> good physical condition |
| | | <input type="checkbox"/> good practical sense |
| | | <input type="checkbox"/> good stress management |

- | | | |
|---|---|---|
| <input type="checkbox"/> hardworking | <input type="checkbox"/> organised | <input type="checkbox"/> sense of teamwork |
| <input type="checkbox"/> hospitable | <input type="checkbox"/> patient | <input type="checkbox"/> sensitivity |
| <input type="checkbox"/> inclined toward
abstract thinking | <input type="checkbox"/> pedagogical | <input type="checkbox"/> sociable |
| <input type="checkbox"/> independent | <input type="checkbox"/> persuasive | <input type="checkbox"/> solution-oriented |
| <input type="checkbox"/> intuitive | <input type="checkbox"/> practical | <input type="checkbox"/> spatial imagination |
| <input type="checkbox"/> investigative | <input type="checkbox"/> precise | <input type="checkbox"/> stress-resistant |
| <input type="checkbox"/> language affinity | <input type="checkbox"/> proactive | <input type="checkbox"/> stubborn |
| <input type="checkbox"/> leadership skills | <input type="checkbox"/> project management | <input type="checkbox"/> takes time to think
before acting |
| <input type="checkbox"/> logical thinking | <input type="checkbox"/> punctual and organised | <input type="checkbox"/> technical affinity |
| <input type="checkbox"/> manual dexterity | <input type="checkbox"/> quick to react | <input type="checkbox"/> tidy |
| <input type="checkbox"/> methodical | <input type="checkbox"/> realistic | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> mindful | <input type="checkbox"/> reconciliatory | <input type="checkbox"/> understanding |
| <input type="checkbox"/> need for diversity | <input type="checkbox"/> responsible | <input type="checkbox"/> versatile |
| <input type="checkbox"/> needs directions
to take action | <input type="checkbox"/> rigorous | <input type="checkbox"/> vigilant |
| <input type="checkbox"/> observational skills | <input type="checkbox"/> sense of diplomacy | <input type="checkbox"/> warm-hearted |
| <input type="checkbox"/> openminded | <input type="checkbox"/> sense of
entrepreneurship | <input type="checkbox"/> willing to take initiative |
| | <input type="checkbox"/> sense of justice | <input type="checkbox"/> willing to take
responsibility |

Exercise:

In which job are these qualities essential? Which job is aligned with what I like?

Exercise: In your opinion, for which job are the qualities that you ticked necessary?
Would you say that you are more of a manual, social or technical person?



Tip: If you need some food for thought, please visit this page:
<https://www.orientation.lu/jobs/>

Exercise: to which learning universe for the field you ticked?

- | | |
|--|---|
| <input type="checkbox"/> Construction, Planning and Design | <input type="checkbox"/> Hospitality |
| <input type="checkbox"/> Health and Aesthetics | <input type="checkbox"/> Economy, Finance and Sales |
| <input type="checkbox"/> Industry and Mechanics | <input type="checkbox"/> Science, Technology and IT |
| <input type="checkbox"/> Art, Culture and Languages | |
| <input type="checkbox"/> Nature and Environment | |
| <input type="checkbox"/> Teaching, Education and Society | |
| <input type="checkbox"/> Tourism, Gastronomy and | |

Your school and extracurricular activities

Sport activities



Artistic and creative activities

Manual activities





Volunteering

Others

Exercise:

Analyse the qualities you have developed in school and extracurricular activities: tick what you enjoyed most about these activities.

Exercise:

Try out a new activity for a trimester or six months and see if you develop other interests.



Your interests show that you are curious about certain areas and allow you to develop skills that are in demand on the labour market. It can be helpful to make a note of the jobs you have done over the years.

Exercise: Tick what applies to you. If you answer “yes”, explain your answer.

	No	Yes	If yes, what has marked you?
I have already completed an internship.			
I have met experts or visited companies that have inspired me.			



Projecting yourself is not easy. What you think you will become today is not set in stone. Expressing your dreams means taking advantage of your opportunities by following your own interests at any given time.

My dream job:

In order to do said job, I have to do the following:

study the following course	
complete the following degree	

I like

Exercise:

What kind of activities do you like to do (e.g. interacting with other people, manual activities, extensive research...)?

- | | | |
|---|--|--|
| <input type="checkbox"/> acting | <input type="checkbox"/> feelings | <input type="checkbox"/> repair & crafts |
| <input type="checkbox"/> aerospace | <input type="checkbox"/> fine arts | <input type="checkbox"/> saving people |
| <input type="checkbox"/> audio-visual media | <input type="checkbox"/> foreign languages | <input type="checkbox"/> social media |
| <input type="checkbox"/> being active | <input type="checkbox"/> gaining experiences | <input type="checkbox"/> socialising |
| <input type="checkbox"/> being useful to others | <input type="checkbox"/> handicrafts | <input type="checkbox"/> taking care of animals |
| <input type="checkbox"/> cinema | <input type="checkbox"/> law | <input type="checkbox"/> taking care of children |
| <input type="checkbox"/> coding | <input type="checkbox"/> multimedia | <input type="checkbox"/> taking care of
something or
someone |
| <input type="checkbox"/> construction | <input type="checkbox"/> music | <input type="checkbox"/> theatre |
| <input type="checkbox"/> cooking | <input type="checkbox"/> nature | <input type="checkbox"/> trade |
| <input type="checkbox"/> dancing | <input type="checkbox"/> new technologies | <input type="checkbox"/> travelling |
| <input type="checkbox"/> drawing | <input type="checkbox"/> numbers | <input type="checkbox"/> volunteering |
| <input type="checkbox"/> driving | <input type="checkbox"/> politics | <input type="checkbox"/> writing |
| <input type="checkbox"/> exercising | <input type="checkbox"/> protecting the planet | |
| | <input type="checkbox"/> reading | |

Other:

I don't like

Exercise: Make a list of things you don't like, but which could help you find an apprenticeship or job.

Exercise:
Which activities do you want to do?
Which activities would you find unpleasant?



It's just as important to know what you like to do as it is to know what you don't like to do.

Your preferred work areas/professional fields

Exercise: Which area(s) are you most interested in?

- | | | |
|--|--|--|
| <input type="checkbox"/> aerospace | <input type="checkbox"/> health profession in an educational environment | <input type="checkbox"/> political science |
| <input type="checkbox"/> agriculture | <input type="checkbox"/> healthcare | <input type="checkbox"/> public order and security |
| <input type="checkbox"/> architecture | <input type="checkbox"/> hospitality | <input type="checkbox"/> public service |
| <input type="checkbox"/> art | <input type="checkbox"/> human resources | <input type="checkbox"/> real estate |
| <input type="checkbox"/> business and administration | <input type="checkbox"/> hygiene | <input type="checkbox"/> research |
| <input type="checkbox"/> communication | <input type="checkbox"/> industry and technology | <input type="checkbox"/> sales |
| <input type="checkbox"/> construction | <input type="checkbox"/> insurance | <input type="checkbox"/> sanitation |
| <input type="checkbox"/> defense | <input type="checkbox"/> IT | <input type="checkbox"/> science |
| <input type="checkbox"/> engineering | <input type="checkbox"/> legal field | <input type="checkbox"/> security |
| <input type="checkbox"/> environment | <input type="checkbox"/> library/archives | <input type="checkbox"/> social sector |
| <input type="checkbox"/> fashion | <input type="checkbox"/> logistics | <input type="checkbox"/> teaching |
| <input type="checkbox"/> finance | <input type="checkbox"/> marketing | <input type="checkbox"/> tourism |
| <input type="checkbox"/> food industry | <input type="checkbox"/> mechanics | <input type="checkbox"/> trade |
| <input type="checkbox"/> forestry | <input type="checkbox"/> medicine | <input type="checkbox"/> transport |
| <input type="checkbox"/> gastronomy | <input type="checkbox"/> nutrition | <input type="checkbox"/> urban planning |
| <input type="checkbox"/> environment | | <input type="checkbox"/> youth work |

Exercise: Which thematic area does/do the checked field(s) belong to?

- ☐ Construction, Planning and Design
- ☐ Health and Aesthetics
- ☐ Industry and Mechanics
- ☐ Art, Culture and Languages
- ☐ Nature and Environment
- ☐ Teaching, Education and Society
- ☐ Tourism, Gastronomy and Hospitality
- ☐ Economy, Finance and Sales
- ☐ Science, Technology and IT



Tip: Find out which jobs are hidden behind these categories!

Visit the page:

<https://www.orientation.lu/jobs/>

Exercise: Who would you like to work with? What qualities do you look for in your colleagues?

Your professional values¹

Exercise: Choose what would be important to you in your future workplace.
Tick the values that apply most to you.

- ☐ Helping others and putting them first (altruism)
- ☐ Being detail-oriented and working meticulously (eye for detail)
- ☐ Ensuring equal rights and opportunities for all (justice)
- ☐ Taking care of your health, feeling balanced and calm (well-being)
- ☐ Reacting to unforeseen situations and surprises (improvisation)
- ☐ Promoting exchange with others (communication)
- ☐ Pursuing ambitious goals, being successful (ambition, success, excellence)
- ☐ Having a job with a low risk of unemployment (security)
- ☐ Having a job without physical risks (security)
- ☐ Learning and furthering your education by doing additional training (intellectual stimulation)
- ☐ Having a suitable workplace and/or reasonable working hours (comfort)
- ☐ Having a prestigious job, often admired by others, enjoying many benefits (prestige)
- ☐ making something beautiful and aesthetically pleasing (aesthetics)
- ☐ having enough time for hobbies (leisure/lifestyle)
- ☐ acting and deciding on the basis of logical arguments (rationality)
- ☐ working hard (effort)
- ☐ taking initiatives and making decisions (responsibility)
- ☐ advancing my career and having prospects (promotion)
- ☐ acting according to moral, religious or spiritual principles (ethics, spirituality)
- ☐ networking (connections)
- ☐ acting down to earth and authentically (authenticity)
- ☐ acting without judgment and open-mindedly (openness)
- ☐ having positive relationships without conflict or tension (working atmosphere)

¹ Source of inspiration: https://www.csmv.qc.ca/wpcontent/uploads/2011/04/Mes_valeurs.pdf
<https://www.cairn.info/revue-management-et-avenir-2016-4-page-55.html>

- ☐ problem solving (intellectual stimulation)
- ☐ problem solving and seeing concrete results (practice)
- ☐ travelling (lifestyle)
- ☐ competing with others (competition)
- ☐ wearing nice clothes, taking care of your appearance (appearance)
- ☐ working efficiently and skilfully (skills)
- ☐ inventing and innovating (creativity)
- ☐ moving and being physical (physical activity)
- ☐ being independent (independence)
- ☐ having different activities (diversity, variety)
- ☐ earning a lot of money (economic advantage)
- ☐ managing others and being influential (management)
- ☐ achieving goals and making progress as a team (cooperation, teamwork)
- ☐ working in compliance with rules (order)

Exercise: Tick the values that apply to you.

Exercise: Mark the values that appeal the most to you with a colour.

Exercise: Think about whether there is one or more of the ticked values that usually make it difficult for you to make decisions.

Exercise: What are you passionate about? What interests and values do you represent?

What kind of degree are you aiming for?

Exercise: What kind of qualification do you need for the job of your choice?

- ☐ A-levels
- ☐ European Baccalaureate
- ☐ International Baccalaureate in English/French
- ☐ Bachelor's Degree
- ☐ Brevet de maîtrise
- ☐ BTS - Brevet de technicien supérieur
- ☐ CCP - Certificat de capacité professionnelle
- ☐ DAP - Diplôme d'aptitude professionnelle
- ☐ State Diploma (Diplôme d'État)
- ☐ Diplôme de fin d'études secondaires classiques
- ☐ Diplôme de fin d'études secondaires générales
- ☐ Diploma from a cross-border training programme (Diplôme formation transfrontalière)
- ☐ Doctorate
- ☐ DT – Diplôme de technicien
- ☐ Higher technical studies
- ☐ Master's Degree
- ☐ Other: _____



Tip: Discover the different professions on www.orientation.lu

Your vision board

To get a better overall picture of yourself, your personality traits, your preferences and your desires, transfer the results of the previous exercises to one of the following vision boards:



I like



I dislike



Your qualities

Ask yourself the right questions



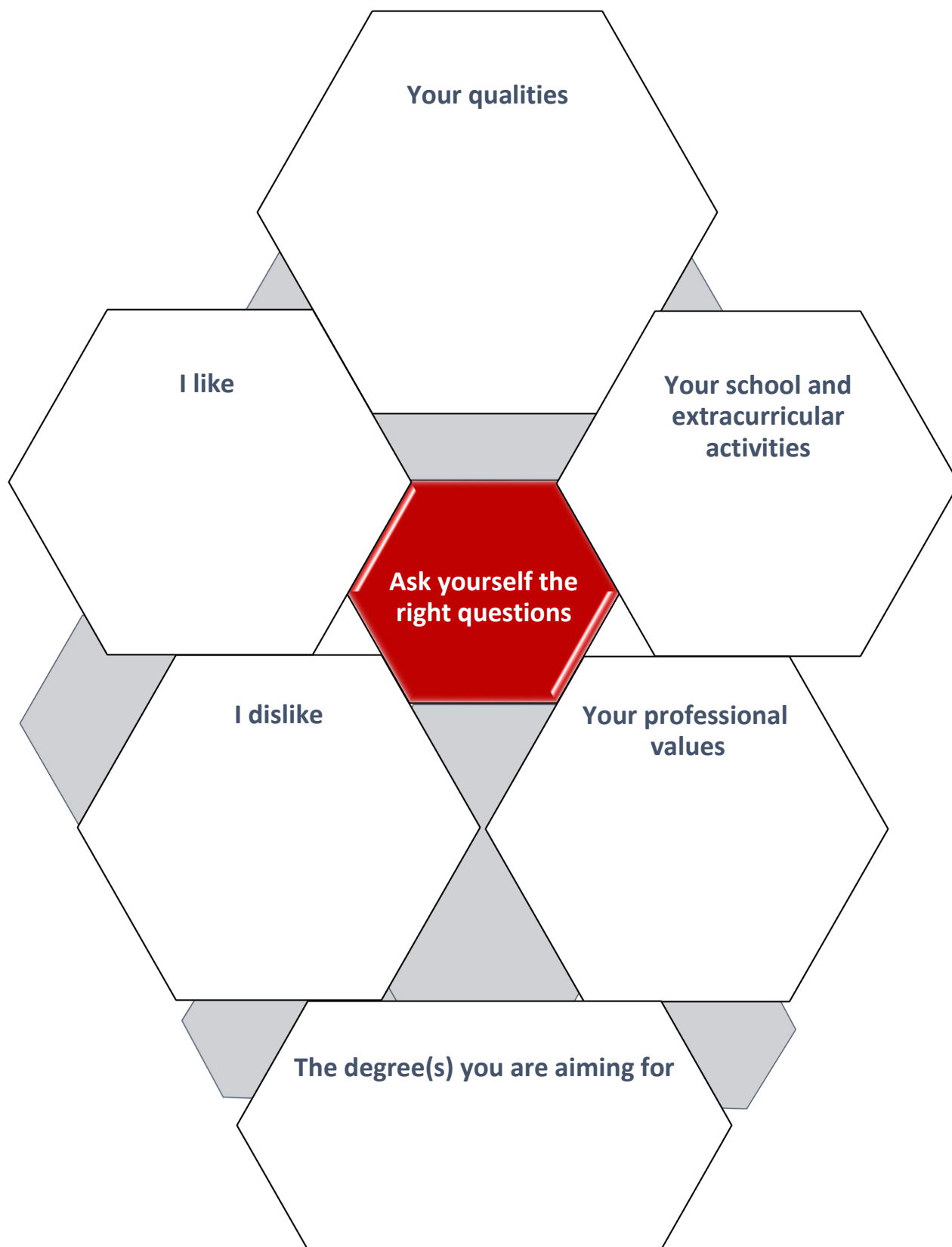
**Your school and
extracurricular
activities**



Your professional values



**The degree(s) you are
aiming for**





Discover your education, apprenticeship, and career opportunities

In the first years of secondary school, you don't need to have a concrete idea of what you want to do in the future. However, it's important to write down any ideas that come to mind during this time. This will help you choose the right specialisation or apprenticeship later on.

Write down the studies/apprenticeship programme(s) and the area(s) that interest you the most.

Your educational prospects

Your job prospects

Your educational and apprenticeship opportunities

Exercise: Browse through brochures about your next steps and visit the relevant websites.

There are many informative brochures and websites that can help you decide on your next steps. Before you start looking at the different options, it can be helpful to get an overview of what is on offer when it comes to choosing a school, apprenticeship or study programme.



You can find all the information about secondary schools in Luxembourg, their courses and specialisations here

www.orientation.lu/schools

The following table includes the most relevant brochures or sources of information that can help you in your guidance process.

Que faire après la 5e de l'enseignement secondaire général ?

- Brochure: [Que faire après la 5e de l'enseignement secondaire général ?](#)
- [Open days of high schools in Luxembourg](#)
- Find your school's guidance and integration unit [here](#)

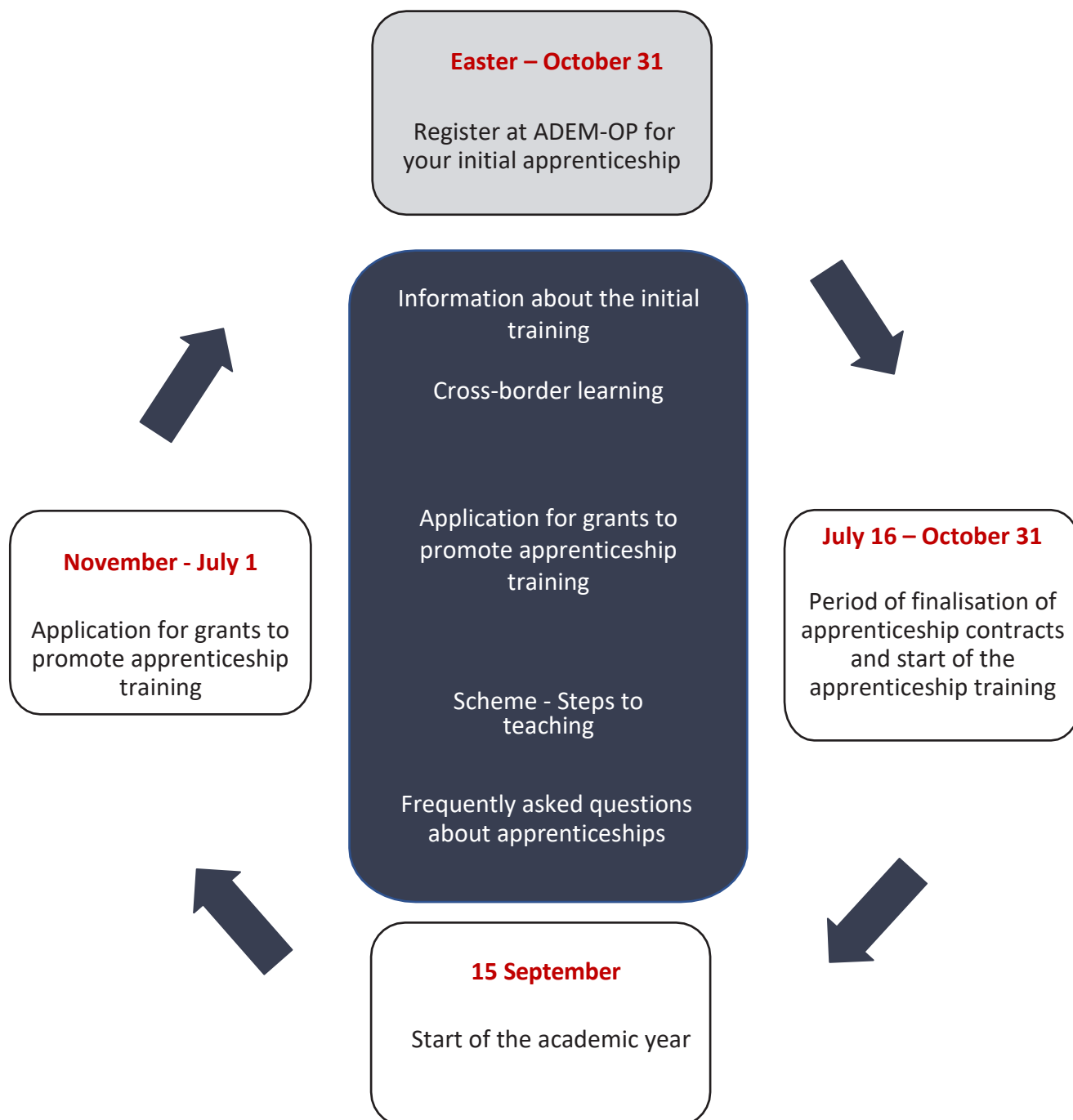
Que faire après la 4e de l'enseignement secondaire classique ?

- Brochure: [Que faire après la 4e de l'enseignement secondaire classique ?](#)
- [Open days of high schools in Luxembourg](#)
- Find your school's guidance and integration unit [here](#)



The above-mentioned brochures are all available for download on the website of the Maison de l'orientation.

Write down the information about the vocational training²



² <https://maison-orientation.public.lu/fr/monde-du-travail/apprentissage/apprentissage-initial.html>
<https://adem.public.lu/fr/demandeurs-emploi/definir-son-projet-professionnel/faire-un-apprentissage/apprentissage-transfrontalier.html>
<https://adem.public.lu/dam-assets/fr/formulaires/Apprentissage/Apprentissage-Apprenti.pdf>
<https://adem.public.lu/dam-assets/fr/jeunes/faire-un-apprentissage/devenir-apprenti/schema-apprentissage.pdf>
<https://adem.public.lu/fr/orientation-professionnelle/faq-op.html>

Your education/training project

This exercise is for you if you have already identified one or more training opportunities.

If this is not yet the case, you can talk to your teacher/guidance counsellor/family to explore other options.

Opportunities	My project
Are there one or more training programmes that interest me?	Do I have a favourite?
Are there several stages to the training programme?	Which qualification am I aiming for?
How long do the training programmes I am interested in take?	How much time am I prepared to invest (per week, and for how long)?

Where are the training courses held?	Where would I like to complete my training? In Luxembourg or abroad?
What are the requirements?	Can and do I want to meet/fulfil these requirements?
How do I apply and submit my application?	What do I have to do? Do I meet the admission requirements?
How high are the costs for the training (registration fees/school fees/tuition fees, living abroad, material and other necessities...)?	What financial resources are available to me to fund my training?

Your career opportunities









Find out about the professional world

Why?

In order to get an idea of your professional future, it's helpful to find out about the general trends in the working world as well as the growing sectors in Luxembourg and the jobs associated with them. This will allow you to put the information you receive at the fair into a general context. It'll also help you to ask more specific or even critical questions.

How?

The following list includes several sources of information that may help you with your research:

The most important trends The major labour market trends reflect broad international social developments. They affect most industries, professions and occupational groups. Here are some resources to help you discover these trends and to better understand the professional world of tomorrow.			
A video about the job market and future-oriented professions: <u>Le marché du travail et les métiers d'avenir - Yves Dermagne (FR)</u> 	Podcast "Un temps d'avance", which features 5 episodes of less than 15 minutes each, focusing on the future of the working world <u>Un temps d'avance (FR)</u> 	In-depth analysis of structural change in the labour market (45 minutes): <u>Un monde du travail en mutation (FR)</u> 	The most important observed megatrends in a series of 14 videos (1-1.5 minutes each): <u>Industrie 4.0 erklärt (DE)</u> 
This video explains industry 4.0 using animations (4 minutes) (DE) <u>https://www.youtube.com/watch?v=kQLbVVPNTMQ</u> 	To explain the future of work to parents (DE): <u>https://ooe.arbeiterkammer.at/myfuture</u> 	The 10 major trends in today's world of work (FR) 	What will the world of work look like tomorrow (FR) 

The labour market and growth sectors in Luxembourg

ADEM regularly publishes up-to-date information and data on the labour market in Luxembourg.

ADEM's labour market panorama provides an insight into the most important developments of the labour market in Luxembourg.

[Labour market panorama](#)



If you are looking for precise and detailed information, this interactive table allows you to compare the reported vacancies and those still open at the end of the month by sector, sub-category or occupation.

[Reported job vacancies](#)



Learn about jobs and professions in Luxembourg

Several websites enable you to get an overview of jobs and careers available in Luxembourg.

Mäiberuff.lu provides information about professions and related training and study programmes in Luxembourg or abroad:

[Mäiberuff.lu](#)



The website Handsup provides information about jobs and training programmes in the skilled trades:

[Perspektiv
Handwerk](#)



Winwin is a platform for companies and apprentices in Luxembourg:

[Winwin](#)



The Hello Future website presents professions in the industry:

[Hello Future](#)



Discover the professions through the testimonials of professionals, interns and trainees:

[Zoom Métiers](#)



A variety of videos and fun activities:

[Whatchado](#)



Information about apprenticeships and internships in Luxembourg

The Maison de l'orientation website gives you access to all the information you need about vocational training in Luxembourg:

[Information about
apprenticeships](#)



The website also provides information on mandatory and voluntary internships

[Information
available here](#)



The following brochure from the Chamber of Employees provides information about the legal framework of internships

[Droits et obligations
des stagiaires](#)



Interviews with acquaintances about their professional activities.**Why?**

In addition to official sources of information, we are often most inspired by personal stories from people working in the field. Family members, friends, relatives of friends or acquaintances: there are many different people who may have experience in the field you're interested in. Ask as many people as possible questions about their work as this can help you learn from their experiences and get an idea of what they like and dislike about their daily (working) life. This will allow you to get to know different jobs, companies and industries. You might not only receive tips on how to apply, but you may even get an internship through your connections. Be sure to document the interviews, for example by writing a summary, filming the interviews or making a collage.

Inspiration for your interviews

What is your job title? What is your profession?

Where do you carry out this activity? Is it a company based in Luxembourg, or are you self-employed?

What do(es) your workplace(s) look like? Do you travel? If yes, how often?

Who are your colleagues, superiors or employees? What are they like?

What relationships do you have with external parties (professionals, clients, public authorities) and how do interactions take place in your area? Do you have to be friendly, persuasive, strict, modest, elegant, etc.? What does your typical working day look like?

What are your everyday tasks at work?

What do you like most about your work? What fascinates you about it?
What are the main benefits?

What do you like the least? What are the disadvantages?

What would you recommend to a young person who wants to do a similar job?

Additional exercise

Researching and presenting jobs in class

Options for a practical exercise

Ask a family member about their profession.

Describe your dream job.

Describe your idol's job.

Prepare a presentation about a job of your choice.

Collect the following information:

- Name of the profession
- Required qualification
- Qualities necessary for the profession
- Description of the profession
- This profession suits me/does not suit me – and why?

Evolution of professions

Describe a profession that you like! Did it exist in the past? How is it different from today?

Evolution of a themed world

Describe a themed world that you like! Did it exist in the past? What differences are there compared to today?

Your ideal working conditions

In my future work, I would feel comfortable with:

Exercise: Circle what applies to you!

Regular working hours	Flexible working hours
Working full-time	Working part-time
Contact with others	No contact with others
Constant rhythm throughout the year	Rhythm with hectic and calm phases
Team work	Individual work
Travelling	No travelling
Working while sitting	Working while standing or physically demanding work
Pursuing further education	No need to pursue further education
Formal clothing	Informal clothing

Exercise: Choose a profession that interests you and analyse whether the working conditions suit you:

The profession of a:	
Regular working hours	Flexible working hours
Working full-time	Working part-time
Contact with others	No contact with others
Constant rhythm throughout the year	Rhythm with hectic and calm phases
Teamwork	Individual work
Travelling	No travelling
Working while sitting	Working while standing or physically demanding work
Pursuing further education	No need to pursue further education
Formal clothing	Informal clothing

Are you willing to make compromises, or is it a perfect match?



You can repeat this exercise as many times as you have career ideas!

My future plans – a perfect match?

This exercise is designed to help you connect your self-knowledge with an educational and/or career perspective. You may already have most of the information you need, in which case you just need to assess whether your plans are in line with your knowledge and personality.

You don't have to fill everything in, but the more you discover, the better! 😊

My plan:		
Activities you like to do		
Are the things/activities that you like to do also part of your everyday life in your future training/job?	Yes	No
Does your future training or job include activities that you don't like?	Yes	No
Could these study/working conditions be an option for you?	Yes	No
Would you be able to achieve your goal knowing these conditions?	Yes	No
Can you apply your current knowledge to the training/profession you are aiming for?	Yes	No

Explain why you answered yes or no!	
Things/activities you like to do	
Activities you don't like	
Study/work conditions	
Being able to achieve your goal	
Current knowledge	

Your career interests	
What values are important in your chosen education/training or profession?	Which qualities, skills, or interests should you develop further?
Are there significant differences between your career interests and your future education or profession? If so, how could you address this?	What will the environment of the chosen education/training or intended profession be like? <ul style="list-style-type: none"> • Different types of professions you will encounter • Number of people you will study/work with • Location of the facilities • Learning/working atmosphere

Do your current career interests positively contribute to your ability to enrol in the chosen education/training?	Yes	No
Do your current career interests positively contribute to the realisation of your chosen profession?	Yes	No

Explain why you replied with yes/no!	
Career interests that align with your chosen education/training	Career interests that align with your chosen profession

Do you believe that you have found the right path for yourself?



If not, the fair can be a great opportunity for you to find answers to your questions by asking the advisors and professionals present for advice. You can also pick up new ideas and add them to your list of potential career paths!

Exercise: Repeat this exercise for every profession and/or training you might be interested in!



This analysis shows you the types of questions you need to ask to weigh the pros and cons. It gives you a first idea about choosing a career, but in the end, it is your choice, your decision!

Prepare for your visit to a fair!

A good preparation for visiting a fair is essential.

You have the opportunity to personally inquire with professionals based on your interests, talents, and skills. The goal is to gather as much information and advice as possible to help you with your projects.

Therefore, you should first gather all the necessary information. A good preparation for potential encounters includes, for example:

- Having a clear understanding of the reasons and goals for your visit.
- Formulating an initial set of questions that you can find answers to during the event.



In the case of a virtual fair, there are some specific considerations to keep in mind.

If you are preparing for this visit with a guidance counsellor or a teacher at your school, you will work together to find out which activities are useful for you and which can be replaced by other exercises.

Preparation of a (spontaneous) application

Why?

If you are visiting the fair to find an employer for an internship or apprenticeship, it is helpful to have a portfolio (dossier) for a potential spontaneous application. The application documents must be prepared according to standard rules and can include small extras that highlight your personality, skills, and achievements.

How?

If you have prepared a portfolio as part of your school activities, it is sufficient to bring it with you to the fair.

- [The European Europass tool](#)³ allows you to create a CV online.
- The [ADEM CV guide](#) (DE/FR)
- Write your [cover letter using the ADEM guide](#) (FR)
- [The practical guide to writing your CV](#) from the Maison de l'orientation (FR/EN)
- [A practical guide for your cover letter](#) from the Maison de l'orientation (DE/FR/EN)

Prepare your plan for attending a fair or event.

Why?

To get the most out of the fair, it is advisable to create a plan for your visit and note down the key questions you want to clarify. Otherwise, you could easily become overwhelmed by the vast array of booths, information, and presentations.

How?

Such a plan can be created in three steps:

1. **Write down the information you want to obtain** or other goals for your visit to the fair.
2. Review the lecture programme and the list of companies present, and **select presentations and contacts** that might be interesting based on your interests and perspectives.
3. **Note down the key questions** by filling out the table on the next page.

³ The instructions are available in multiple languages. To change the language, simply click on the icon in the upper right corner of the screen.

Overview and research on the companies represented at the fair

Why?

Searching for the companies that will be represented at the fair allows you to select those that might offer interesting perspectives (internships, apprenticeships, etc.). You will also be able to gather useful information about these companies.

With this preparation, you can ask relevant questions that will advance your understanding. This will make it easier for you to convince your conversation partners by demonstrating your interest.

Furthermore, based on the researched information, you can eliminate some options and focus on speaking with the partners most relevant to your goals, thus increasing the efficiency of your visit.

How?

The following steps are recommended to conduct this research:

1. Review the programme and the list of companies present, and **select the companies** that seem most aligned with your perspectives.
2. **Research** these companies:
 - a. What values and activities do they represent?
 - b. What areas/types of positions or activities are you interested in?
 - c. What positions are currently being offered? Are the working conditions displayed? Do they meet your expectations?
3. **Note down the key questions** you want to ask the company.
4. **Optionally, prepare a cover letter for the company** to complement the portfolio you created on the previous page.
5. **Consider updating your plan for the fair accordingly.**

Questions Information you would like to obtain	Professionals at the fair Who can help you or answer your questions?	Replies

Here you will find a variety of questions suggested and compiled based on different goals. You can freely choose, adjust, and add to the questions:



Some answers may vary depending on the conversation partners you meet.

Goal: Information about the school offerings in Luxembourg (secondary schools)

- What types of education do you offer?
- What sections do you offer?
- Does your school offer specific classes (languages, sports, music, computer science, etc.)?
- Do you offer concomitant trainings?
- How many students are enrolled in your school?
- Where is your school located?
- What direct bus connections are there to your school?
- What is the course schedule in your school?
- When and how do classes take place at your school?
- How is a school day structured?
- What extracurricular activities does your school offer?
- What extracurricular activities are planned within and outside your school?
- When do registrations start at your school?
- What are the admission criteria to enrol in your school?
- What qualities are most expected from students (languages, work ethic, social skills, etc.)?
- Do you offer individual support or guidance for students? In which areas?
- How does your school stand out from the others?
- Do you give a presentation at the fair?
- When does your school hold its open doors?
- Do you have a catalogue or brochure of your offerings?
- Who can I contact if I have more questions?



Various schools offer the same training programmes. It's up to you to gather information to find out which school is best suited for you! (transportation, schedule, curriculum, reputation, etc.)

Goal: Information about training programmes, internships, and apprenticeships

- What information can you provide me?
- What is special about your school?
- How does your school differ from others?
- Is there someone at your school who can guide me through the different steps?
- I am undecided: Which training programme would best suit my interests and skills?
- I am interested in ... and would like to pursue a training programme that allows me to ...:
What training programmes/internships/apprenticeships would you recommend?
- What vocational training programmes do you offer?
- When searching for an internship or apprenticeship, what qualities are most valued?
- Which companies would you recommend for completing an apprenticeship?
- What steps need to be taken to conclude an apprenticeship contract, and what deadlines apply?
- What qualification does training XY lead to?
- What is the success rate?
- How are the exams in XY organised?
- What are the potential career prospects once I have qualification XY?
- What are the requirements to be accepted into your school?
- Which subjects have a high/low weighting?
- What is the content of subject XY?
- Who can I contact if I have further questions?

Goal: Information about the working world and the various associated areas

- What are the main activities of your company?
- What are the key activities during a typical workday?
- What are the working hours like in your company?
- Are there many different activities, or are they mostly the same?
- Is the workplace always the same, or does it vary?
- Do you work more outdoors, in an office, in a workshop, or on construction sites...?
- Is it primarily individual work or teamwork?
- What materials and tools are used?
- What skills are necessary to enter your company?
- What social skills are most important to you?
- What challenges must one be able to handle if they want to work for you?
- What are the pros and cons of the profession?
- What opportunities for advancement (career opportunities) exist in this field?
- What would your advice be if I really want to do my internship with you/work for you?
- What does an apprenticeship look like with you (supervision, specific process, ...)?
- What tasks would I be performing with you (more manual, intellectual, administrative, ...)?
- Which school would you recommend for the vocational training I have chosen?
- How does your company handle sustainability?
- Who can I contact if I have further questions

Ready for the fair visit?

You are interested in a training programme or an apprenticeship

- ☐ I have informed myself about the available training opportunities.
- ☐ I have informed myself about the admission requirements.
- ☐ I have researched the deadlines for applying to a training programme/apprenticeship.
- ☐ I have written my resume.
- ☐ I have written my cover letter.
- ☐ I have reviewed the offers in advance and researched the companies that interest me.
- ☐ I have checked the apprenticeship offers with a member of the guidance and integration unit of my school (see "fichier élève").
- ☐ I have selected the industry or industries I am interested in.
- ☐ I have found one or more employers that interest me.
- ☐ I have made an appointment with a company I am interested in.
- ☐ I have noted the time of my appointment.
- ☐ I have chosen my outfit.
- ☐ I have filled out my apprenticeship dossier ("dossier d'apprentissage").
- ☐ I have submitted my apprenticeship dossier ("dossier d'apprentissage") to the ADEM-OP.
- ☐ I have informed myself about how often I need to go to the company and how often I need to go to school.

Check out the following links:

[Bewerbungsschreiben -](#)

[ADEM Lebenslauf - ADEM](#)

[Lebenslauf - Europass](#)

[Job & Praktika - ANIJ](#)

[Guide pratique pour rédiger ton CV der Maison de l'orientation](#)

[Leitfaden für dein Bewerbungsschreiben der Maison de l'orientation](#)



You are interested in an internship

- ☐ I have reviewed the offers in advance.
- ☐ I have shortlisted several companies for my internship.
- ☐ I have informed myself about the companies that interest me.
- ☐ I know which profession and tasks I want to learn about during the internship.
- ☐ I have checked whether my strengths, interests, and wishes align with the profession.
- ☐ I have discussed this with my parents, friends, teachers, and possibly a guidance counsellor.
- ☐ I know how to apply for an internship.
- ☐ I have written my resume.
- ☐ I have written my cover letter.
- ☐ I have noted the time of my appointment.
- ☐ I have chosen appropriate clothing.
- ☐ I have prepared my application documents (cover letter, resume, copy of my last report card, photo, commitment statements, and any additional documents required by the company).
- ☐ I am ready for the interview:
 - I have practiced the interview alone and/or with others.
 - I know what the company I am applying to does.
 - I can justify my choice of internship.
- ☐ I have thought of some questions for the company.
- ☐ I have informed my teacher that the company has agreed.
- ☐ I have signed an internship contract that has been signed by my parents and the company.

These links might be of interest to you:

Publication: [Univers de formation](#)
[Kartografie der Sekundarschulen](#)
[Mengschoul.lu](#) [Mäiberuff.lu](#)
 Der [guide pratique pour rédiger ton CV](#) der
 Maison de l'orientation
[Leitfaden für dein Bewerbungsschreiben](#) der
 Maison de l'orientation

[Bewerbungsschreiben -](#)
[ADEM Lebenslauf - ADEM](#)
[Lebenslauf - Europass](#)
[Informationen zur Berufsausbildung](#)
[Informationen zur Erstausbildung](#) (initial
 training)

If you're still unsure about what you want to do, don't hesitate to ask the people around you for help.





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Deng Schoul. Däi Beruff. Deng Zukunft.



Agenda



Find here all the events organised by the MO on a wide range of topics related to academic and career guidance.

ZOOM

Discover professions and careers through testimonials from professionals, interns, and apprentices.



Feedback



Did you find this booklet useful? Leave us some feedback by scanning the QR code!

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