



SCHOOL OF BUSINESS AND SOCIAL SCIENCES
AARHUS UNIVERSITY



Career Management Skills Workbook

Sponsored by
Department of Management
Department of Economics and Business Economics

 bss.au.dk

“ It isn't normal to know what we want. It is a rare and difficult psychological achievement.”

Abraham Maslow

Aarhus BSS

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Introduction to **the Course**

Career Management Skills is a career course designed to **increase your employability** and **enhance the outcome** of your project-based internship.

The government wants students to graduate fast, and land their first job right after they graduate so that they can contribute the most to society. You might think; great, but how does it benefit me? Besides making me feeling pretty stressed about deciding on a career path, finding a workplace that matches my interests and landing that perfect first job? This might be how you feel about your future work life. Or maybe you know exactly where you want to go, and even how to get there.

Either way, you should know that taking a break for a second in a sometimes stressful time of transition can be very valuable. We would like to take a break with you and offer you a little space for reflection. That is why we have designed the course Career Management Skills and this practical workbook. In the workbook you will find useful tools for how you can start to think actively about who you are, your motivation and desires, how you can make the difference in the world you have always dreamt of, in which environment - and with whom.

This is what "Career Management Skills" is all about - besides increasing your employability and enhancing the outcome of your project-based internship. We see employability as "a set of achievements - skills, understandings, and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy." (Knight and Yorke, 2014)

We like the idea that what benefits you - an increased employability and hence a better chance for you to land that dream job soon after you graduate - also has a positive spillover effect on society as a whole. It is a win-win situation.

This workbook is filled with exercises and tools for your career development journey.

We hope you will enjoy the ride!

All the best of luck for the future
Aarhus BSS Career and Alumni

Your Experiential **Learning Journey**

Internship **Experiences**



Homework

Reflection time

In-Class **Learning**

1. Session

- Values and Personality
- Drivers and Motivation
- Abilities and Skills
- Career Types

2. Session

- Works Tasks
- Collaboration and Interaction
- Your Contribution
- Stakeholders
- Potential Careers

Career Identity

HELLO, MY NAME IS:

I WORK FOR:

THE 3 COMPETENCES I APPLY THE MOST IN MY JOB ARE:

Introduction to Personal Career Canvas

You are the designer of your life! It is your responsibility to build a portfolio of competences and experience. It is also your responsibility to refine and further develop your combined product: Your complete set of skills, experience and personality. Luckily you will find a lot of help and support in this workbook

In 2013, Timothy Clark developed the Business Model You – in collaboration with Pigneur and Osterwalder, who are the authors of the book Business Model Generation from 2010. The purpose of Business Model You is to help individuals reinvent their career by teaching them how to ask the right questions to find the perfect job. The model consists of nine building blocks

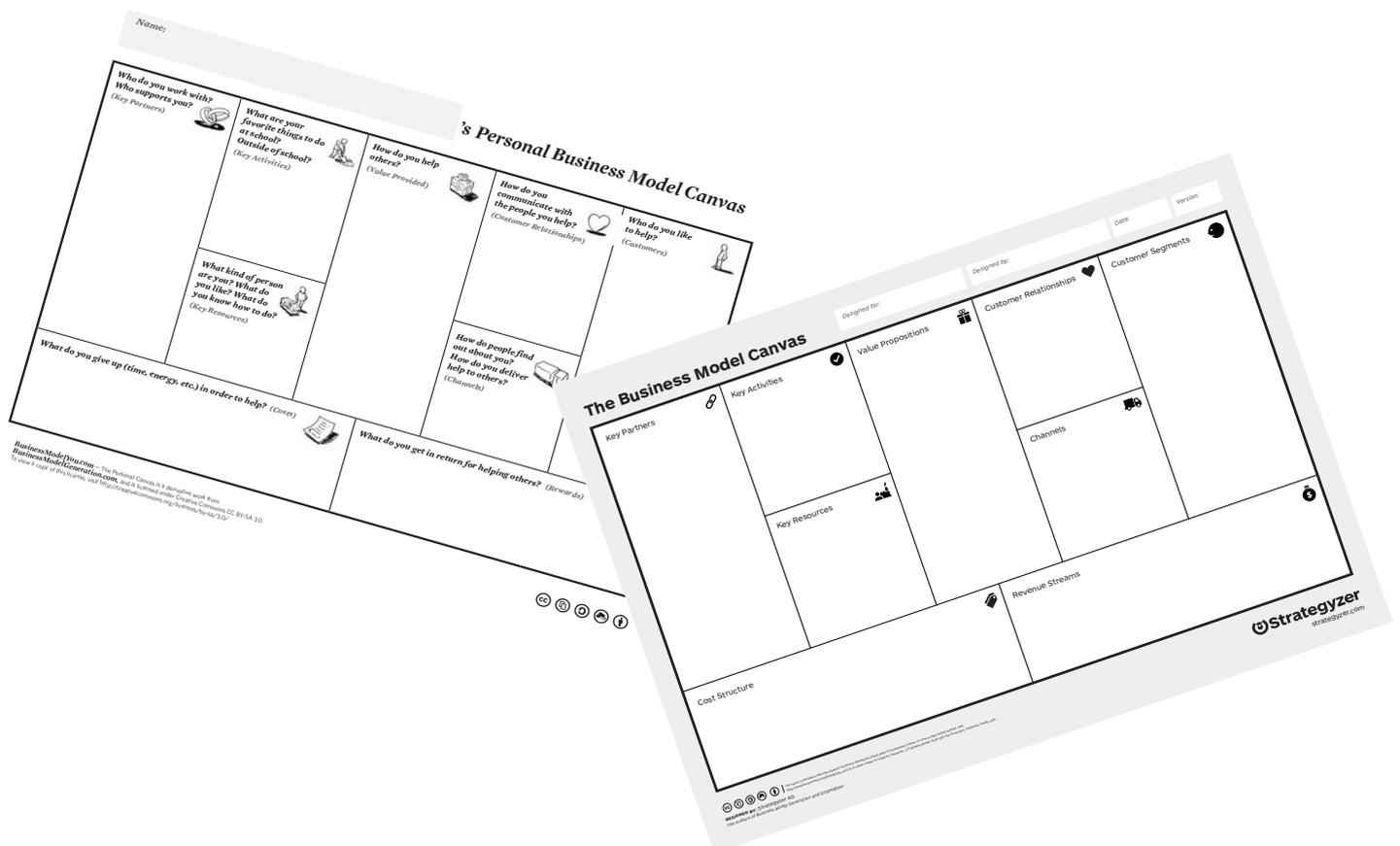
and is targeted people with a number of years of work experience. However, in this workbook it has been adapted to fit students and still consists of nine building blocks. By the end of this Career Management Skills course, you should be able to complete your own personal career model on pages 8-9. The model helps you reflect on your career preferences and possibilities.

Consider questions such as:

1. What are my personal and career aspirations?
2. What do I value most in life?
3. How can I align my personal and career aspirations?
4. What are my career possibilities?

5. Who can help me on the path to getting the job that fits my needs and skills? Throughout the workbook, you will be presented with different exercises – all linked to one or more of the nine building blocks. To make it easy to follow, the number of the building block is also displayed at the top of each page.

We are not expecting you to make a meticulous career plan, but rather to develop a sense of direction and an overview of the complete set of skills, experience and personality that you can offer a company or organisation. We would also like you to consider what kind of career type you are and what kind of company and types of people you would like to work with and for.



Name:

'S

Personal **Career Canvas**

1: Personality and Values

Who are you and what is important to you?

2: Drivers and Motivation

What drives and motivates you?

3: Abilities and Skills

What are you skilled at?

4: Career Types

Which career type(s) are you?

5: Work Tasks

What are your daily work tasks?

6: Collaboration and Interaction

How do you interact and collaborate with peers and superiors?

7: Contribution

How do you contribute?

8: Stakeholders

Who do you like to help and work with?

9: Potential Careers

What are your career possibilities? Who and what can help you find your future job?

Your Life Compass

Your Life Compass consists of your goals as well as your values. Our core life values create the foundation for how we live our lives. They also influence how we make decisions and which decisions we make.

This has an impact on how - and whether - we achieve our goals. Values can be individual or personal, but may also be shared e.g. in a family, organisation, community or culture. It is important that you know your values because they have an impact on whether or not you thrive in different work

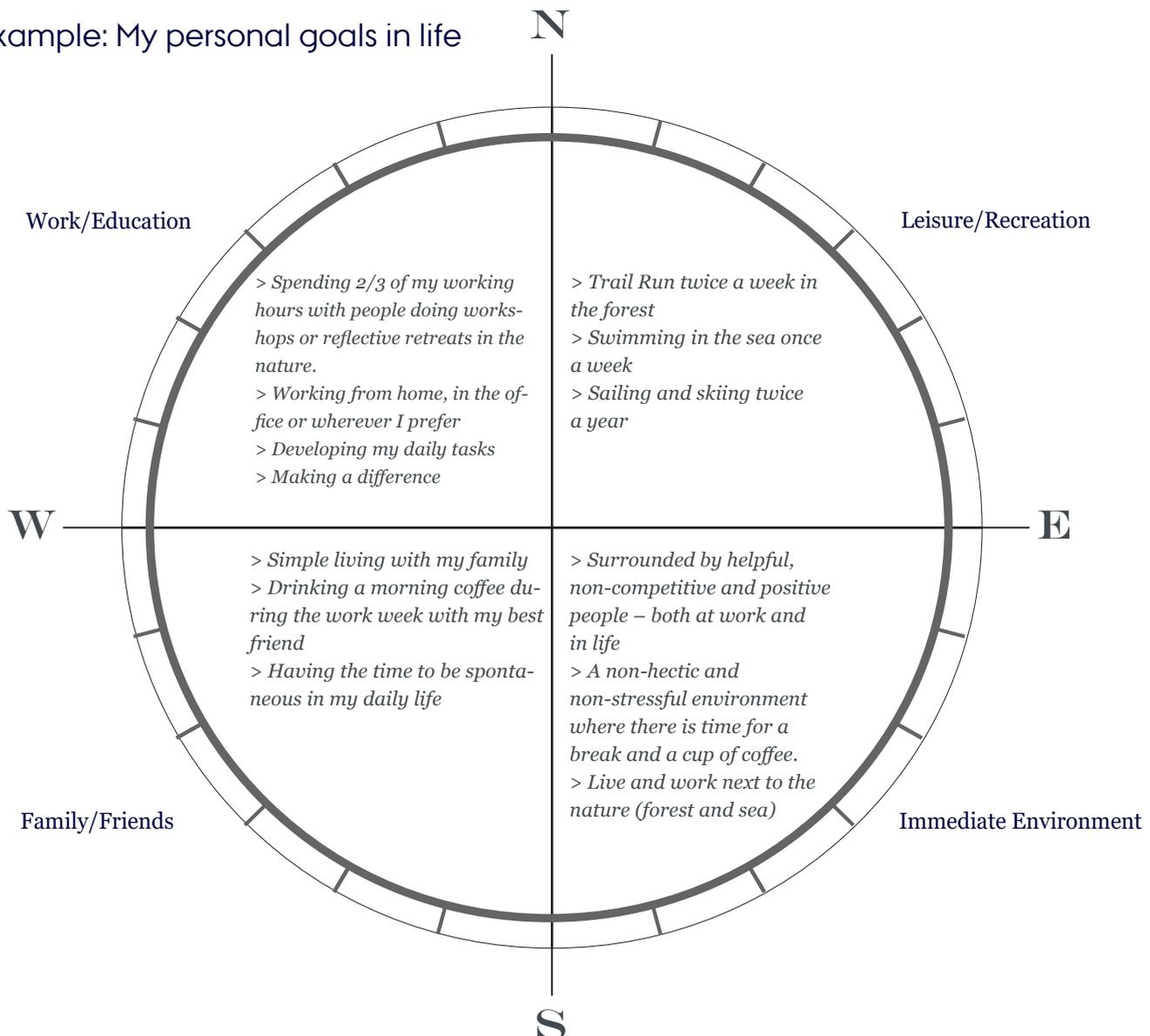
environments. Being aware of your values will help you understand what motivates you in your career and in your life. When selecting candidates for a job, employers also place great emphasis on your level of self-understanding.

Exercise 1: Identifying goals

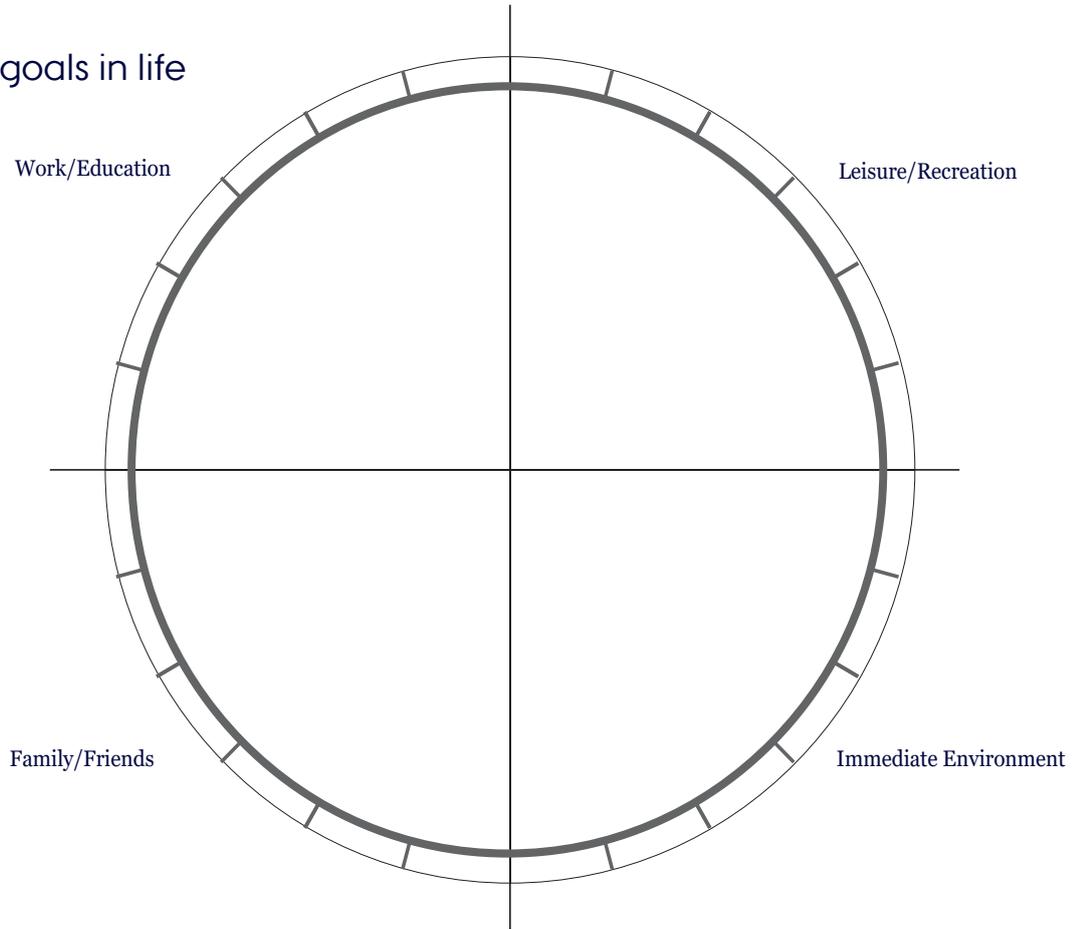
Identify your personal goals in life
The first step in the process of completing your life compass (page 11) is to clarify your overall goals in life within four areas (work/education, leisure/recreation, im-

mediate environment, family/friends). They all affect your working life. Reflect on which overall goals you have for your working life, your spare time, your time with friends and family and your immediate environment for instance your surroundings and the people in it. Start by asking yourself the question: *What is important to me in each of the four areas?* It is not important whether you have already achieved the goals or not.

Example: My personal goals in life



My personal goals in life



Underlying your chosen goals, you find your personal values. For each of the goals you have listed in exercise 1, there is an underlying value. Let us take an example: One goal could be: *to be able to work from home, in the office, or wherever I prefer.* The underlying values could be *freedom, flexibility and inspiration.* In this exercise, you will get help from a buddy to spot those values.

Exercise 2: Spotting values

Here is how it works:

1. Find a buddy
2. Find your completed personal goals from the previous exercise
3. Find a pen and a piece of paper that you can tear up into smaller pieces - or use post-it notes
4. Decide who will start sharing their personal goals, and who will be doing the

values spotting.

5. The person spotting the values will initiate the conversation by asking: What goals have you written down and why are they important to you?
6. While listening, he or she notes down the values that they identify on small pieces of separate paper.
7. You swap



My values spotted by others

Look at the values identified by your buddy and write them down in the box above. Do you recognise yourself when looking at the list? Or are there any values missing. If yes, then make sure to add them to the list

Now it is time to prioritise your values. Prioritising will help you become aware of what matters the most to you in life. Notice that this is likely to change over time as

your life situation changes e.g. when you start a new job or have children.

Exercise 3: Prioritising values

Take a look at your identified values and consider the following questions to help you reflect on your values in order to prioritise them – have your buddy help you again.

- Which values are the most important to me in life?
- Why are they the most important to me?
- Are there any potential conflicts between any of my values?
- What are the consequences (good and bad) of having those specific values?
- Think of examples where you had to compromise your values at work, school or in your leisure time.

My prioritised top 5 values

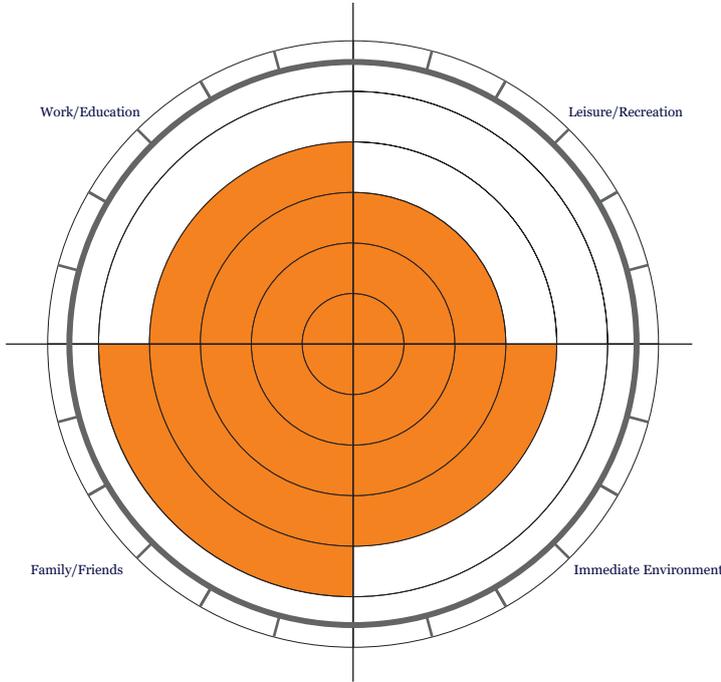
When you live in accordance with your values, you thrive and feel energised. However, living in accordance with all of your values at the same time is difficult - and it is not a goal in itself. So far you have prioritised your most important values, but how are you currently living, working and acting in accordance with these values? Is there something you would like to change?

Exercise 4: Desired vs. present state

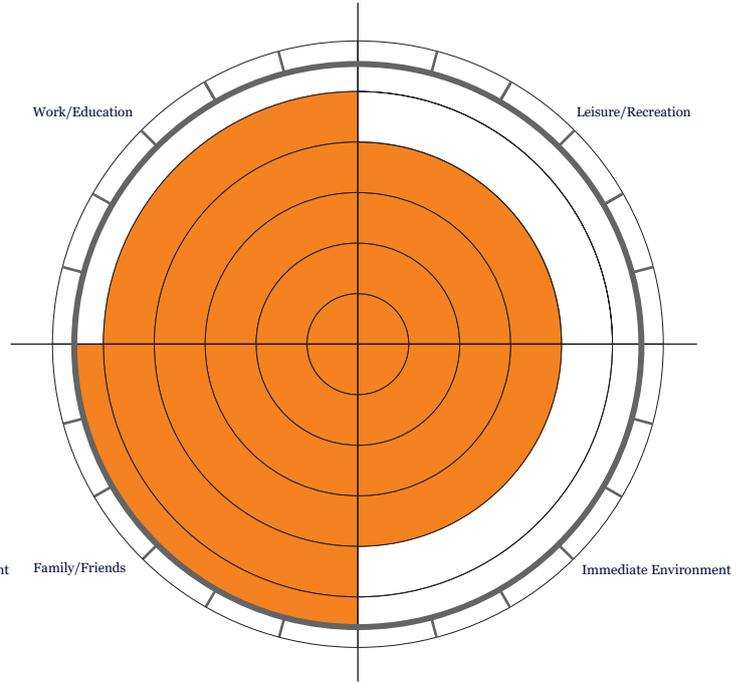
1. Use a pencil or a marker and fill in the four areas in your Life Compass on page 13
 - a) Present state = Where are you today?
 - b) Desired state = Where would you like to be?
2. A completely filled circle represents total fulfillment in that aspect of your life. A

partially shaded circle reveals life elements that may need more attention. Not necessarily now, but at some point in time. Bare in mind, though, that your values are likely to change over time. as are your priorities. And remember that you only have 24 hours per day, so you have to make deliberate choices. Let your values be your compass in life.

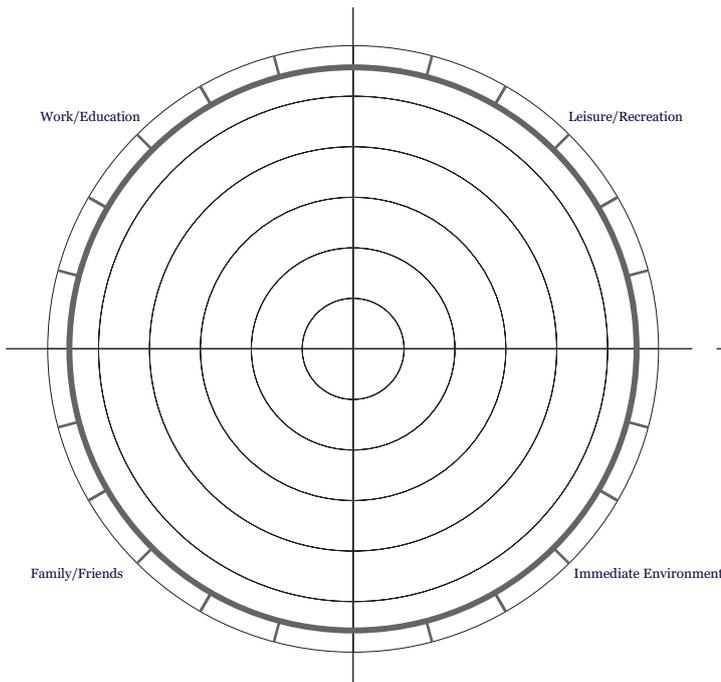
Example: Present state



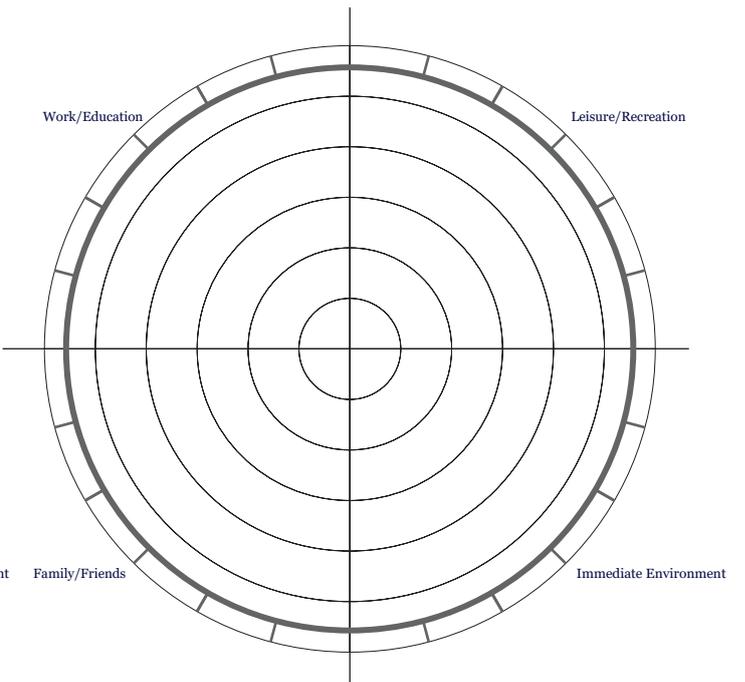
Example: Desired state



My present state



My desired state



What kind of **Person** are you?

Have you ever experienced that it was easier to explain what kind of person your friend is than it is explaining what kind of person you are? Maybe you have been in a situation, where a friend or a family member has taken the time to explain how they perceive you. It can be a big help to ask people around you to describe you with words and examples. Maybe you agree, maybe not, but realising how other people perceive you can be very valuable. Other people often see strengths we do not see ourselves – either because we think it is obvious or because we think it is not relevant. According to Ballisager's recruitment

analysis from 2018 an application should be personal and show an authentic image of the applicant and why not get a little help from a friend.

With the next exercise, you get a chance to ask three to five people who know you, which words from the list on page 15 they think of when they have you in mind. It does not have to be in a work setting.

Exercise 5: Who are you?

1. Show the list (page 15) to 3-5 people and ask them to circle 10-15 words they recognise in you.

2. Ask them to give you an example. E.g. what do they mean by saying you are consistent? Have them re-call a specific situation.

3. Once you have collected answers from three to five people, then look at the lists and find common denominators. Write them down below and consider:

- Do you agree?
- Why/Why not?
- What surprised you?

Top 4-6 common denominators

My reflections about how people have described me

What kind of **Person** are you?

Ask people you know well to describe you as a person. Have them pick 10-15 words

Abstract thinker
 Accepting
 Action-oriented
 Adaptable
 Adventurous
 Aggressive
 Ambitious
 Analytical
 Appreciative
 Articulate
 Authoritative
 Careful
 Caring
 Challenging
 Charismatic
 Colorful
 Commercially aware
 Committed
 Competitive
 Concerned
 Confident
 Conservative
 Considerate
 Consistent
 Cooperative
 Creative
 Credible
 Curious
 Customer-focused
 Daring
 Decisive
 Deferential
 Deliberate
 Dependable
 Detail oriented
 Diligent
 Diplomatic
 Disciplined
 Disconcerned
 Discreet
 Disorganised
 Dominant
 Dynamic
 Easygoing
 Effective
 Efficient
 Emotional
 Empathetic

Energetic
 Enterprising
 Entrepreneurial
 Enthusiastic
 Experienced
 Extrovert
 Factual
 Flexible
 Focused
 Forgiving
 Generous
 Grateful
 Grounded
 Helpful
 Honest
 Idealistic
 Imaginative
 Impatient
 Impulsive
 Indecisive
 Independent
 Individualistic
 Industrious
 Influential
 Initiative-taker
 Innovative
 Inquisitive
 Intellectual
 Introvert
 Knowledgeable
 Logical
 Loyal
 Mature
 Methodical
 Modest
 Modest
 Motivated
 Objective
 Open
 Orderly
 Organised
 Patient
 Persistent
 Pioneer
 Positive
 Practical
 Pragmatic
 Precise

Predictable
 Private
 Proactive
 Protective
 Proud
 Punctual
 Persuasive
 Questioning
 Quick
 Quiet
 Rational
 Realistic
 Reflective
 Reliable
 Reserved
 Responsible
 Risk taking
 Robust
 Sceptical
 Self-controlled
 Self-critical
 Self-motivated
 Self-reliant
 Sensitive
 Serious
 Sincere
 Social
 Sophisticated
 Spontaneous
 Stimulating
 Strategic
 Stubborn
 Supportive
 Surprising
 Suspicious
 Sympathetic
 Talkative
 Task-oriented
 Teamplayer
 Theoretical
 Tolerant
 Traditional
 Trusting
 Understanding
 Underestimated
 Unusual
 Visionary
 Willful

What

Helping with (overall)

Who

Types of organisations, industries, customers or colleagues

How

Doing which specific activities

Your **Abilities and Skills**

A skill is the ability to do something successfully or efficiently. Some skills are general and apply to all university students. We call those the general academic skills. It could be analytical skills, research skills

and critical thinking. Then we have the specific academic skills. These skills apply specifically to your degree. For example, a marketing student has specific skills within brand management, market and consumer

research and communication.

Exercise 7: Your academic skills

Which general and specific academic skills do you have? Fill in the boxes below.

My top 5 general academic skills

Studying at the university makes me capable of...

My top 5 specific academic skills

In contrast to other programmes, my specific programme makes me capable of...

Ability Spotting

Ability spotting is a fun exercise where your fellow students spot your abilities. Sounds nice? Well, it is. Here is how it works:

Exercise 8: Ability spotting

1. Form groups of three or four

2. Decide who will be:

- The storyteller
- The interviewer
- The ability spotter(2)

You will take turns so everybody gets to try each role. After 15 minutes you change roles.

3. The storyteller thinks of a situation where they did really well, a positive experience where they felt their efforts paid off. Once a situation comes to mind, you are ready to start the exercise.

4. The storyteller shares the positive experience in as much detail as possible by explaining what they did in the situation.

5. While the storyteller is talking, the interviewer can ask questions if they need more details, or if they are just simply curious.

6. In the meantime, the ability spotter listens carefully and takes notes. The ability spotter is trying to spot the storyteller's abilities. e.g. was the storyteller a problem solver? Structured? Flexible? A teamplayer or maybe result-oriented or something else? Whichever abilities can be extracted from the story, the ability spotter writes them down.

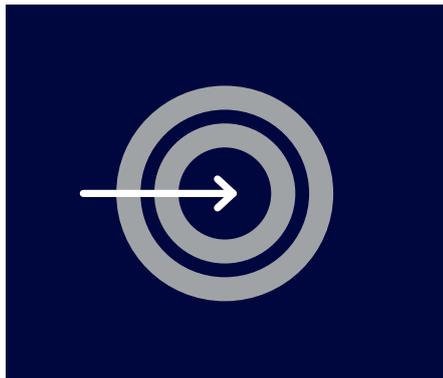
7. After a maximum of 10 minutes, the storyteller stops talking and the ability spotter shares the abilities they have spotted with the group.

My abilities spotted by others

The words I heard others say about me are....

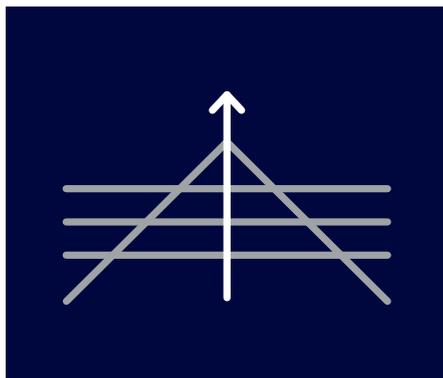
The Career Model

Exercise 9: Which career approach fits you the most? Tick the relevant box



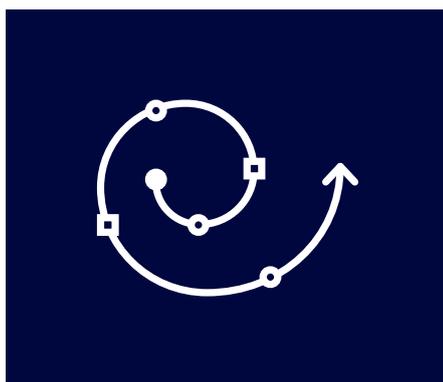
Expert

This career approach is about lifelong commitment to one occupation. You are your career. Success means to be the expert in one's field. There is a tendency to value security and stability. Specialisation and accuracy go hand in hand with reliability. You are motivated to specialising yourself, being able to demonstrate your expertise and be everyone's "go-to-person" within your chosen area.



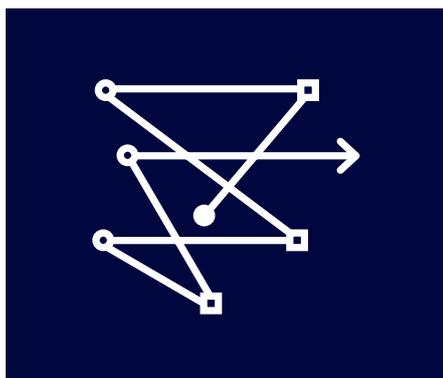
Linear

The linear career approach focuses on rapid movement up the "corporate ladder". You do career. Promotions are desired frequently. Success is measured by the amount of responsibility, power and influence. These are prioritised values - as are delivering results and competing. You focus mainly on improving your competences within leadership, competitiveness and efficiency.



Spiral

This career approach values a constant learning curve. You build your career through a series of occupations (each with a moderate, five-to-ten year, duration), with each new choice building on past choices to develop new skills. Success means frequent opportunities to widen your competence base and get new experiences. You value a certain level of stability as long as you keep developing.



Transitory

The transitory career approach involves frequent change of fields, organisations and jobs with two to four years intervals. Curiosity is the best driver. The career movements are unrelated in varied directions. The more different and frequent the changes, the better. The transitory career type values variety, flexibility and independence.



From Skills **to Contribution**

You have already started defining your skills in the Ability & Skills exercises on pages 18 and 19. Knowing your skills is the first step - now you need to translate them into how you can add value to an organisation. This is extremely important when

you have to convince a potential employer to hire you. You are lucky! Because your internship (and a student job) gives you the opportunity to learn how to apply your personal skills and your academic skills – and to be more aware of where and how your

specific skills and abilities can contribute to the organisation. Given that, we ask you to interview your peers and superiors at work to help you understand better - and communicate better how you contribute to the organisation.

Exercise 10: Contribution Box

Start with the worksheet “The Contribution Box”. Write down all the key tasks that you perform during your internship (or student job).

1) Ask yourself the following questions and write your answers in the box:

- What kind of skills did I apply to perform this task?
- Who did I involve within my team or on a broader organisational level to perform the task?

2) Finally ask your manager and the people you involved in the different tasks:

- When performing task X did I apply other skills and abilities than the ones I have stated in the contribution box?
- Where and how have I added value and contributed to the organisation when applying my personal and academic skills?
- What am I good at from your perspective?
- I am eager to develop and continue adding value to the organisation; are there any skills you recommend that I develop further?

Exercise 11: Reflection Box

After interviewing your peers and superiors fill in “The Reflection Box” on page 23.

WORKSHEETS:

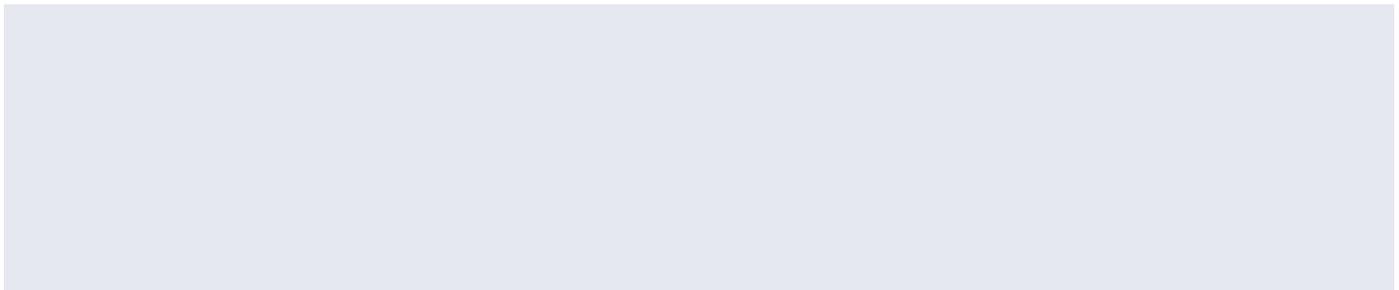
- » Contribution Box
- » Reflection Box

The Contribution Box

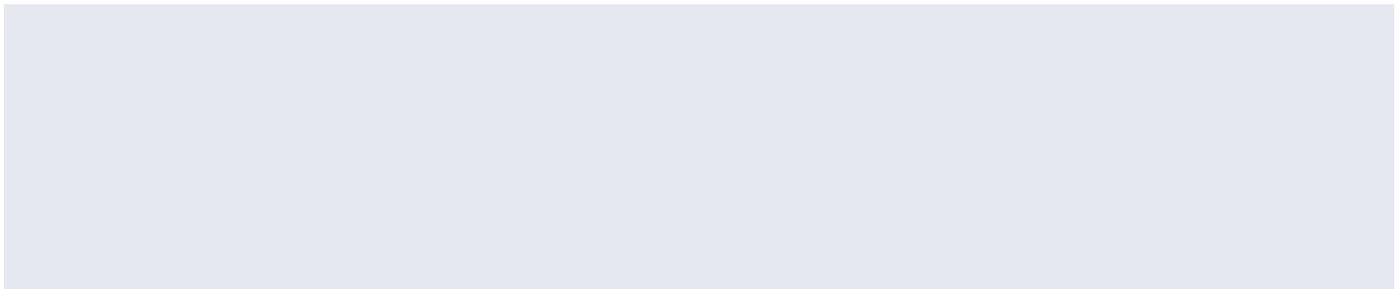
Key tasks	Skills	Who did I involve?	Contribution
<p>Example: Field work and desk research for customers</p>	<p>Example: Planning, teamwork</p>	<p>Example: Sales Manager, Purchasing Assistant</p>	<p>Example: I bring a different perspective and challenge the usual way of doing things</p>

The **Reflection Box**

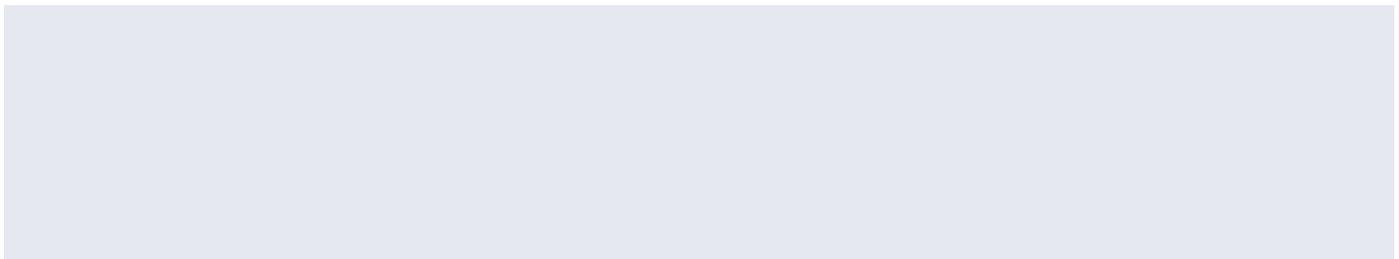
Which tasks do I enjoy the most at work? Why?



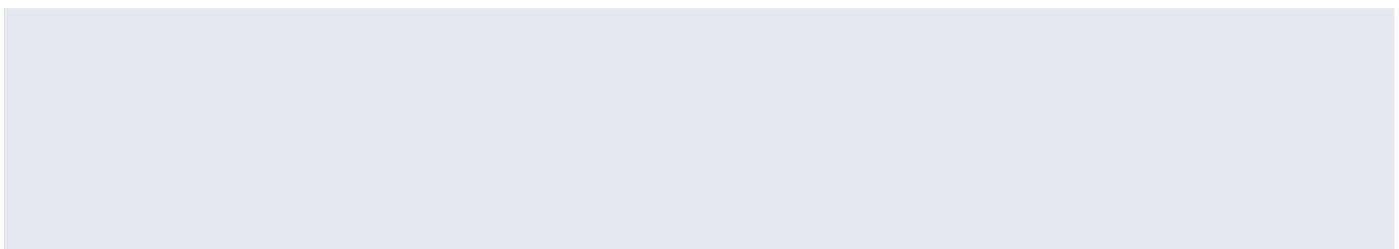
Which personal and academic skills (pick three of each) are the most important to succeed in my position? Why?



What have I learned about myself from working with other people at work?



What do I see as my three most important contributions at work? Why?



The Vocational Types

The feeling of success in your work life and your level of job satisfaction largely depends on the compatibility between your work environment and your personality as an employee.

Who you are drives the kind of occupation you would like to fulfil and the two building blocks must be consistent to sustain a good fit between your personality and your work environment. By work environment we primarily mean other people

at your workplace e.g. your colleagues, manager etc. The exercises on the next two pages are based on John Holland's theory of career choices, called Holland's six vocational types. The exercise helps you understand and identify the job with the work environment that would be the best match for your work-related interests and personality.

Consider: where might you fit in?
Holland's six vocational types not only

helps you understand your personality as an employee - but it also helps you to understand the work environment. Holland created a hexagon view to show the relationships between job personality types. Job personality types that are closer to each other are more alike. Job personality types further away from each other are least alike. For example, artistic is the least like conventional, but closer to investigative and social.

Holland's six vocational types

Enterprising

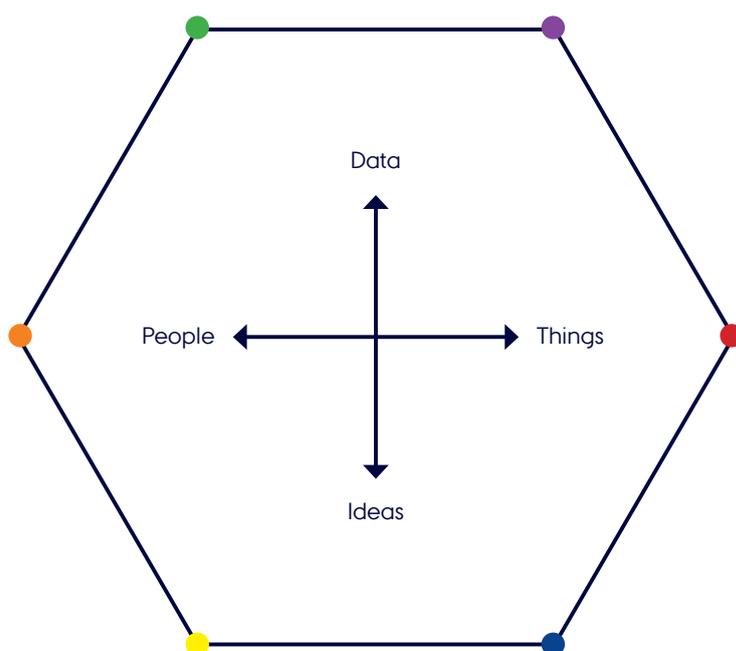
Likes to lead, manage, influence others, is competitive, confident, outgoing, energetic, optimistic, ambitious

Social

Likes helping others, using interpersonal skills, is patient, caring, generous and cooperative

Artistic

Likes unstructured challenges that call for creative solutions; is imaginative, original, impulsive and expressive



Conventional

Likes well-structured tasks and procedures. Working with data. Detail-oriented, compliant, responsible and organised.

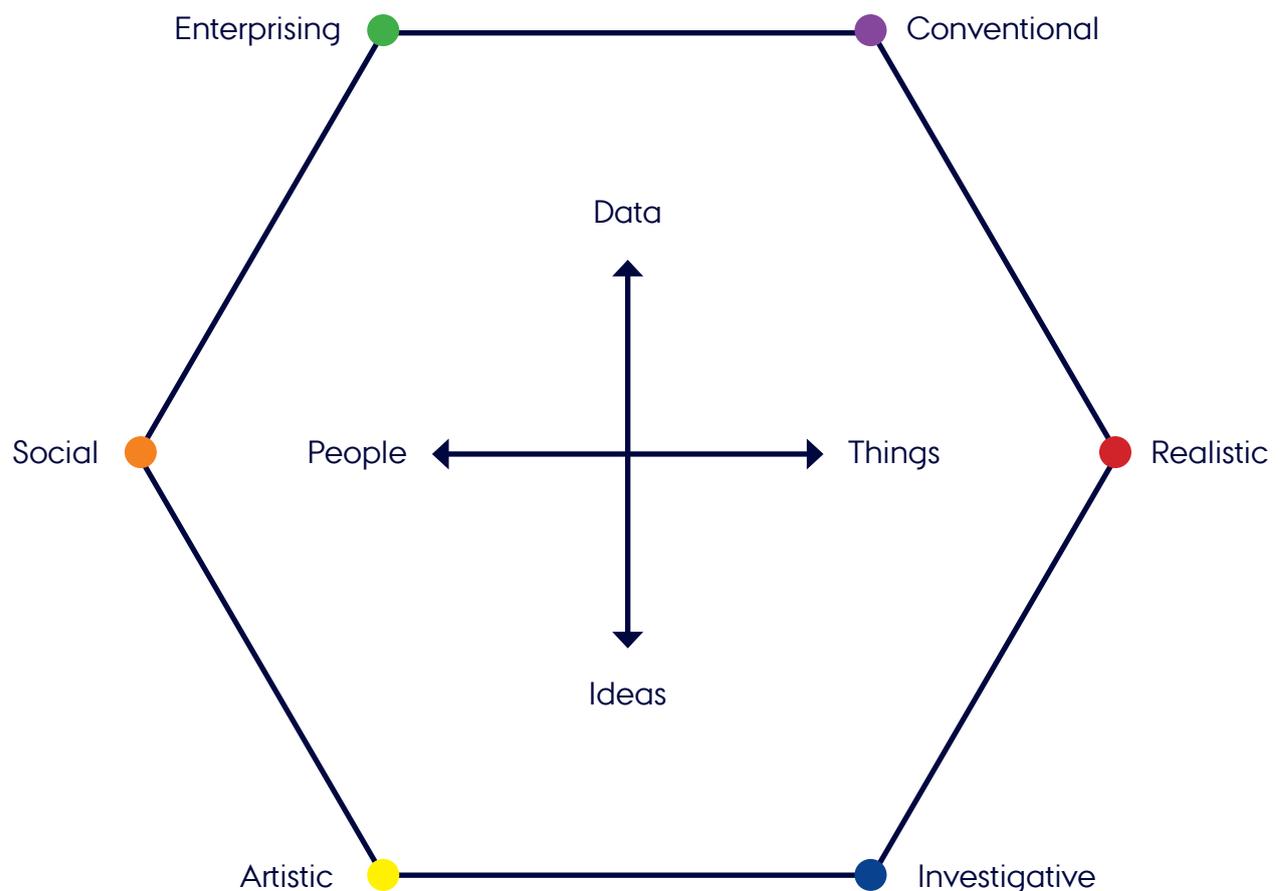
Realistic

Likes concrete over abstract problems, working with practical hands-on tasks. The Realistic is also called a Doer.

Investigative

Likes to observe, research, analyse, is curious, reserved, logical thinking and explorative

Your preferred **Vocational Types**



Exercise 12: Preferred Vocational Types

Consider:

What kind of employee are you? Which vocational type?

Which vocational type is your manager? Which manager type do you prefer? Why?

Who are your colleagues? Which type do you prefer working with?

Which values do you experience the most in your team?

Which values are the most important to you at work?

(You may want to re-visit "Your Life Compass" regarding values.)

The Organisational Types

Mintzberg's six ideal structural types is a great model to apply in a career decision context. The model supports you in uncovering what organisational type that fits you the best. Combining your reflections about your organisational fit with your vocational type as identified on the previous page, will give you the best prerequisite for choosing a workplace that matches you as a person and an employee.

An example:

I like to organise and work with clear deadlines and structures in an informal environment with the flexibility to move between teams and projects. It is important to me that my manager is well-structured, confident and lead in a cooperative and helping way.

What organisational type or types is the best match to the person in the example? As you have probably guessed the person might find the highest job satisfaction in an entrepreneurial or adhocracy - informal and flexible - type of organisation.

What kind of organisational type might fit you best? Consider the questions in the grey box on the next page.

Mintzberg's 6 ideal structural types

Entrepreneurial

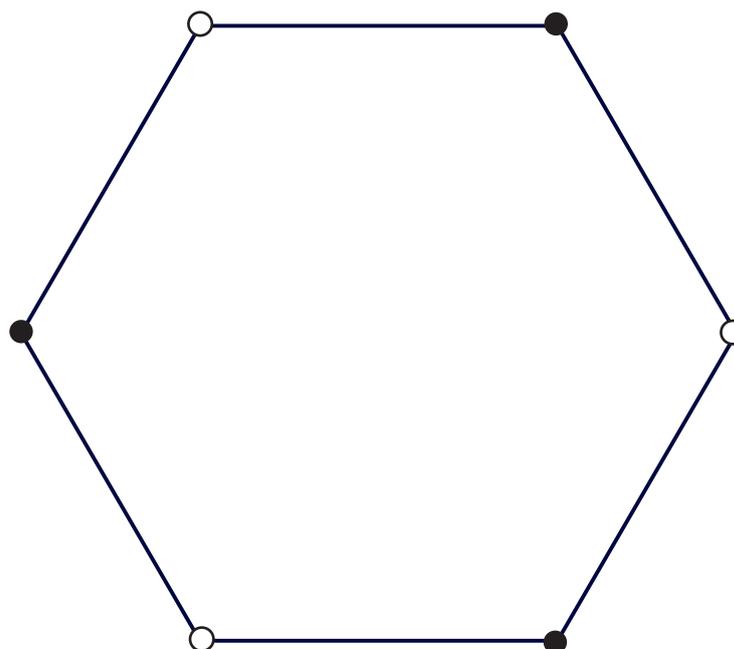
Simple, flat structure. One or a few top managers. Fast, flexible, and lean. Unstructured and informal.

Missionary

Little planning and control. Relies on ideology based decision. Standardization of norms.

Adhocracy

Consisting of experts in different fields, who create innovative teams. Workers are flexible and move between teams and projects. Decision making is decentralized.



Machine bureaucracy

Work is formalized with routines and procedures. Strict budgeting and procedures. Decision-making is centralized.

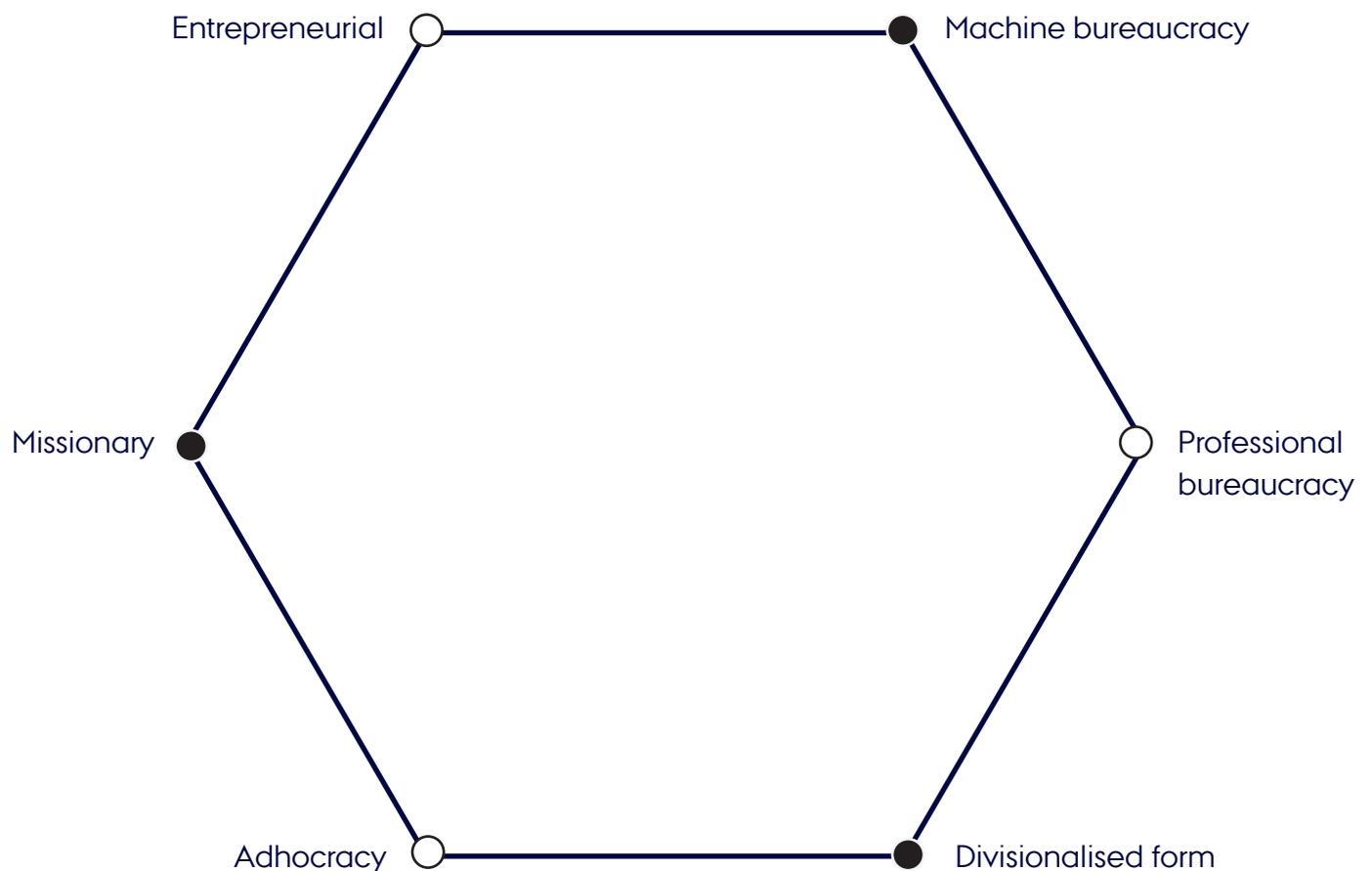
Professional bureaucracy

Relies on highly trained knowledge workers who have autonomy. A complex organisation with rules, and procedures. Decision-making is decentralized.

Divisionalised form

Several different product lines and business units. Line managers have high level of control and accountability. Decentralization of power, allowing the headquarters a strategic and overall focus.

Your preferred **Organisational Type**



Exercise 13: Preferred Organisational Type

Consider:

What type of organisation is your internship place? Why?

What kind of organisational type would you prefer to work in? Why?

Which values are most important in the overall organisation? Why?

Do you see a fit between you and the organisational values? Why? Why not?

“ We need Pippi [Longstocking] employees who say: I have never tried this before, so I am sure I can do it.”

**Jens Bruun Skifter, Sales Director, Norleg A/S
(VIA Erhverv Analysen 2018)**

Expected **Future Skills**

What impact will automation and Artificial Intelligence (AI) have on the job market? And what kind of skills do employers expect they will need in the future?

Based on the findings in McKinsey's latest workforce report "Skill shift and the automation of the future of the workforce" (2018) we ask you to solve a skills mapping puzzle.

On page 32 you find a list of 22 skills marked with five different colours. Each colour

represents a skills category. You find the definition of the 5 categories on page 33.

Exercise 14: Future Skills

1) Start with skill number 1: *Adaptability*. Adaptability is marked with a yellow dot and is a "social and emotional skill".

2) Do you think that employers expect to need less or more *adaptability* in the future?

Place the skill *adaptability* in one of the

empty dots in the model "Expected future skills mapping" on page 33

3) Move on with skill number two *Advanced data analysis* and continue until you have matched all the skills with the empty dots in the model on page 33.

4) You will find the answer to the future skills mapping puzzle on page 19 in the McKinsey report.

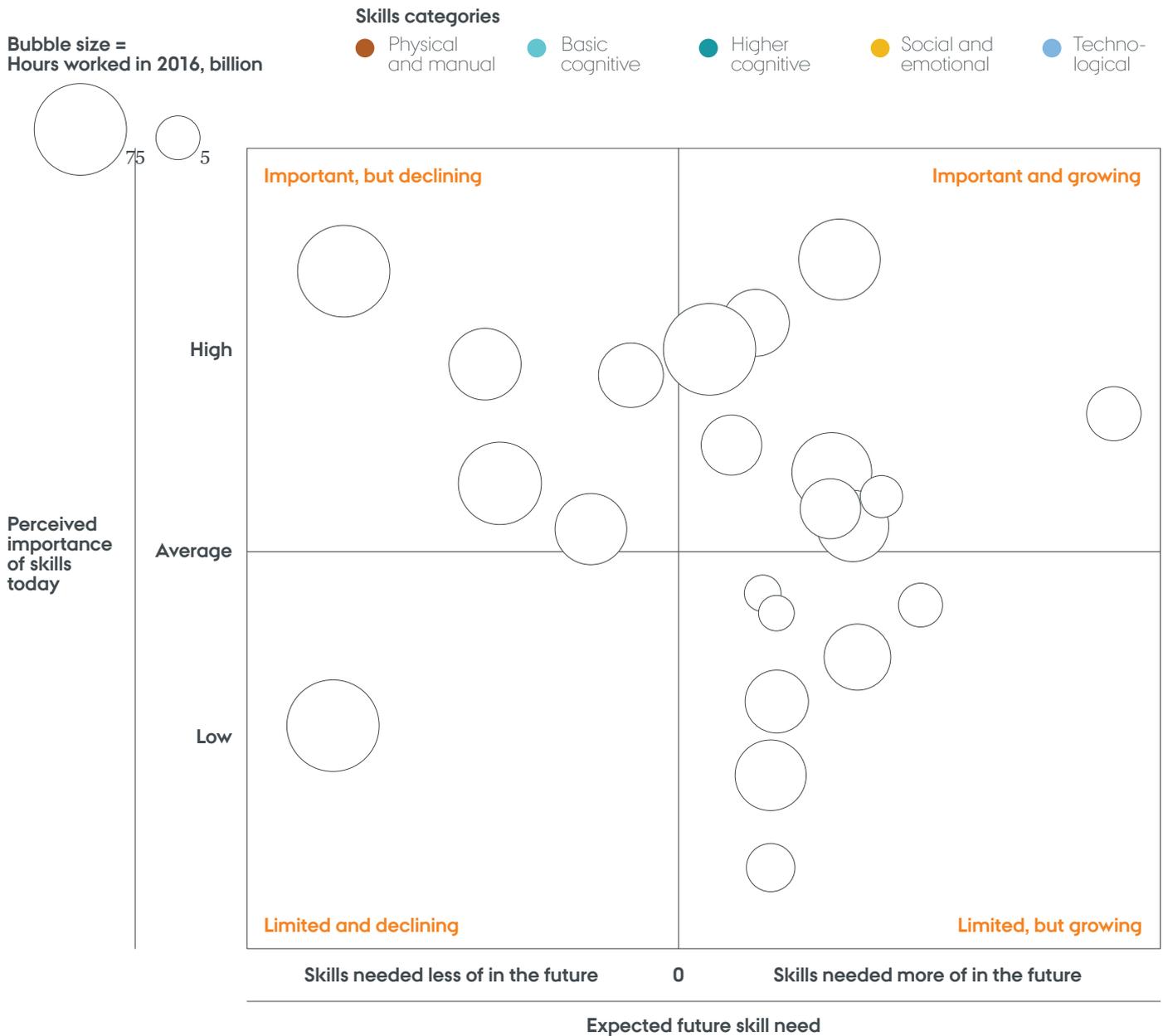
Just google the report and you will find it.



List of Skills

- Adaptability (1)
- Communication and negotiation skills (12)
- Advanced data analysis (2)
- Entrepreneurship (13)
- Advanced IT and programming (3)
- Equipment operation (14)
- Advanced literacy (4)
- Equipment repair (15)
- Basic data input (5)
- Gross motor (16)
- Basic digital (6)
- Interpersonal skills and empathy (17)
- Basic literacy (7)
- Leadership (18)
- Complex information processing (8)
- Project management (19)
- Craft and technician (9)
- Scientific research and development (20)
- Creativity (10)
- Teaching and training others (21)
- Critical thinking (11)
- Technology design (22)

Expected Future Skills Mapping



Future Skills Reflections

On page 19 in McKinsey's workforce report "Skill shift and the automation of the future of the workforce" (2018), you will find the answer sheet to the puzzle "Expected future skills mapping"

Exercise 15: Skills Reflection

Based on the answer sheet, we ask you to reflect on which of the skills that you have acquired from your studies, internship and/or student job are perceived as important and required for the future - and why.

An example:

In the exercise "Abilities and Skills" on page 18, I identified that the course "Negotiation" combined with my internship position within the business development team have given me strong skills in communication and negotiation. According to the overview of the future skills needs on page 19 in the report, communication and negotiation skills are perceived as important skills in the future.

Consider why the skills negotiation and communication are important. Then go back to the Reflection Box on page 23 and consider which skills people at your organisation recommend that you develop further. Do you see a match between the skills people recommend that you develop and the skills perceived as needed today and in the future in the McKinsey's report?

We recommend that you re-visit the previous exercises in the workbook to reflect and fill in the grey boxes below.

Which of your abilities and skills are perceived as needed today and in the future?

Where do you see a match between what people recommend that you develop further and what the McKinsey report states as important?

Exploring Potential Careers

It may not be easy to choose your career path, because there are so many options. Let's look at where previous Aarhus BSS students - also called alumni - have landed jobs and what they do in those jobs. You might get inspired. A great way to do some research is on LinkedIn. Here are some simple steps. To be able to do this exercise you need your own profile on LinkedIn, so if you don't have one yet, you can easily create one now.

Exercise 16: Exploring Careers

1. Type www.linkedin.com/alumni into your browser
2. Make sure to choose "Aarhus University" or "Aarhus BSS"
3. Use the search function to write e.g. your education, a company or a title
4. A number of alumni will be displayed. You can now see:
 - Where they live
 - Where they work
 - What they do - and by clicking "next" also:
 - What they studied
 - What their skills are
 - How you are connected
5. Scroll down the page until you see alumni profiles show up on the screen. Click on interesting profiles and read about their careers.

A quick search for Cand. merc. Innovation Management from 2000 to 2018 gave 527 results. Start your search for people from your own degree programme, and spend some time reading about their career paths. You might get inspired! When you do get inspired, then we encourage you to reach out to alumni and ask for coffee meetings and start building your network. Check out how to do that on page 36.

Exercise 17: Reflection Box

After your LinkedIn search, fill-in "The Reflection Box" on page 37.

Aarhus University Career Insights Change university ▾

Attended to

Search alumni by title, keyword or company < Previous Next >

527 alumni

✓ cand.merc. innovation management Clear all

Where they live + Add	Where they work + Add	What they do
512 Denmark	16 Arla Foods	126 Business Development
322 Central Region, Denmark	7 Danske Bank	63 Sales
126 Copenhagen Area, Capital Region, Denma...	7 LEGO Group	61 Marketing
24 Southern Region, South Jutland, Denmark	7 Aarhus University	58 Education

Networking and **Coffee Meetings**

According to various surveys around 60% of all jobs are found through networking. This means that a lot of jobs are never posted. You may not land your first job through networking directly, but perhaps indirectly. What if you search for insights about companies and industries and this provides you with valuable input that you can include in your cover letter? Does that

make you a more attractive candidate? Absolutely! It shows commitment and that you are interested in the organisation. So instead of asking for a job when you reach out to people, start asking for insights. If you reach out to alumni, there is a chance they have once been in your shoes and are therefore more motivated to help. They can always help you with insights, but not

so often with jobs. At least not when you reach out the first time. If an opening turns up in the organisation, there is a great chance that your contact will remember you and let you know. People want to help, but make sure you consider your networking approach carefully. Do not waste people's time, do your due diligence before reaching out. See more below.

Email example

Hi Tina,

I am reaching out to you because I would like to pick your brain. I'm a MSc. student studying.... at Aarhus BSS – just like you were – and I really admire your career path. I wonder how you managed to jump from the job as..... to the job as..... I would like to pursue a career in[industry] and could use some insider tips to get to know the industry better. Would you be willing to share some insights with me? I would be happy to buy you lunch or just a quick coffee some time next week at a time and place of your convenience. I would really appreciate your time.

Thanks in advance, I look forward to hearing from you.
Kind Regards, Peter Jensen

Communication

No matter which channels you are using to network, use these three tips and your message will have the most impact:

1. Be honest: Clearly state what you are aiming for.
2. Be specific: Indicate exactly what you need from the person.
3. Be polite: Ask for the contact's time and help - and don't take it for granted.

The **Reflection Box**

What are your career possibilities? (Re-visit your findings on page 35)

Are there any of the career possibilities/paths you find interesting? Why?

Who can help you pursue those career possibilities?
(in a certain company, sector or position)

Editorial

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