



CAREER PLANNING I

How to prepare your next steps for your future career

CAREER CENTER & POSTDOC OFFICE

CAREER PLANNING

The planning of the next professional steps does not have to be rocket science. But it can be important to take the time to think about yourself in terms of your own skills, values and interests, because the knowledge gained can greatly simplify further career planning.

By focusing on your own competences and favoured tasks as well as your values, interests and working conditions, it will be possible for you to create new ideas for your future career. It will help you to name your own goal as precisely as possible and to take the first steps towards your goal. During the exercises it will be easier for you to answer questions like:



- Which job suits me best?
- What are my strengths?
- Why do I find some tasks easier than others?
- What is important for my professional path?

ON THE NEXT PAGE YOU WILL FIND THE JOURNEY THROUGHOUT THIS WORKBOOK FOCUSING ON THREE BIG STEPS:

STEP 1 Your Professional Profile – Competences and favoured tasks

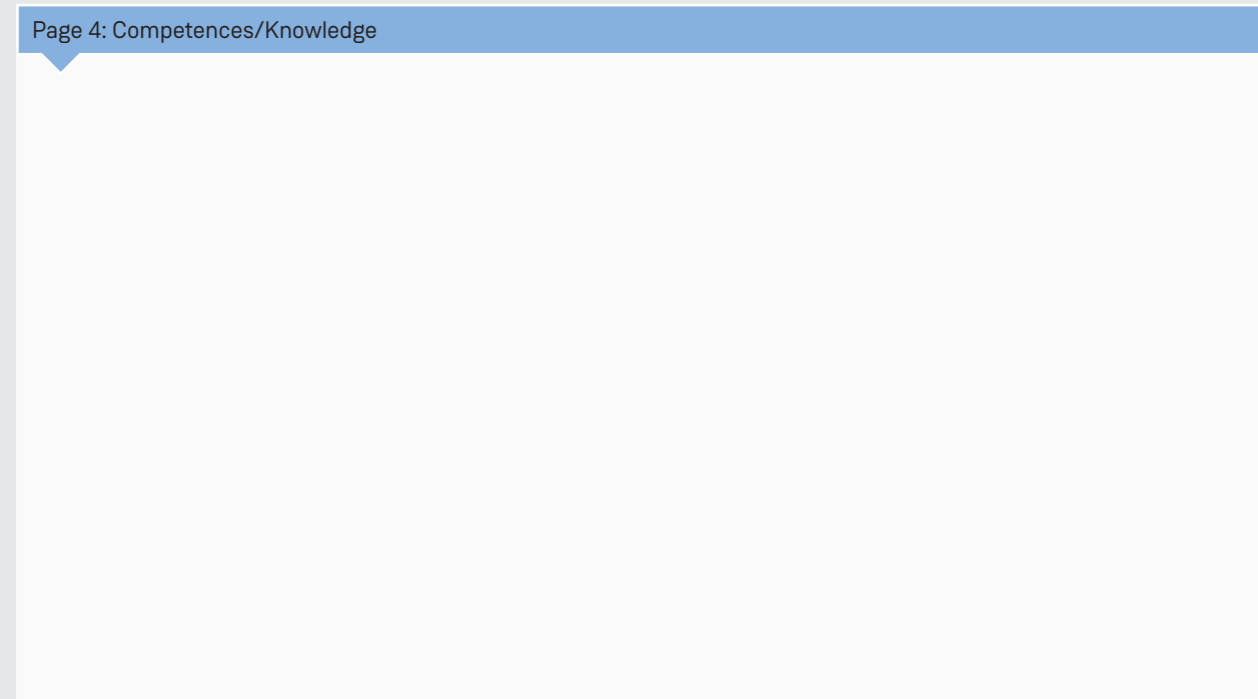
STEP 2 Behind the Obvious – Values, Interests and Working Conditions

STEP 3 Bring it all together – Create your Job Advert

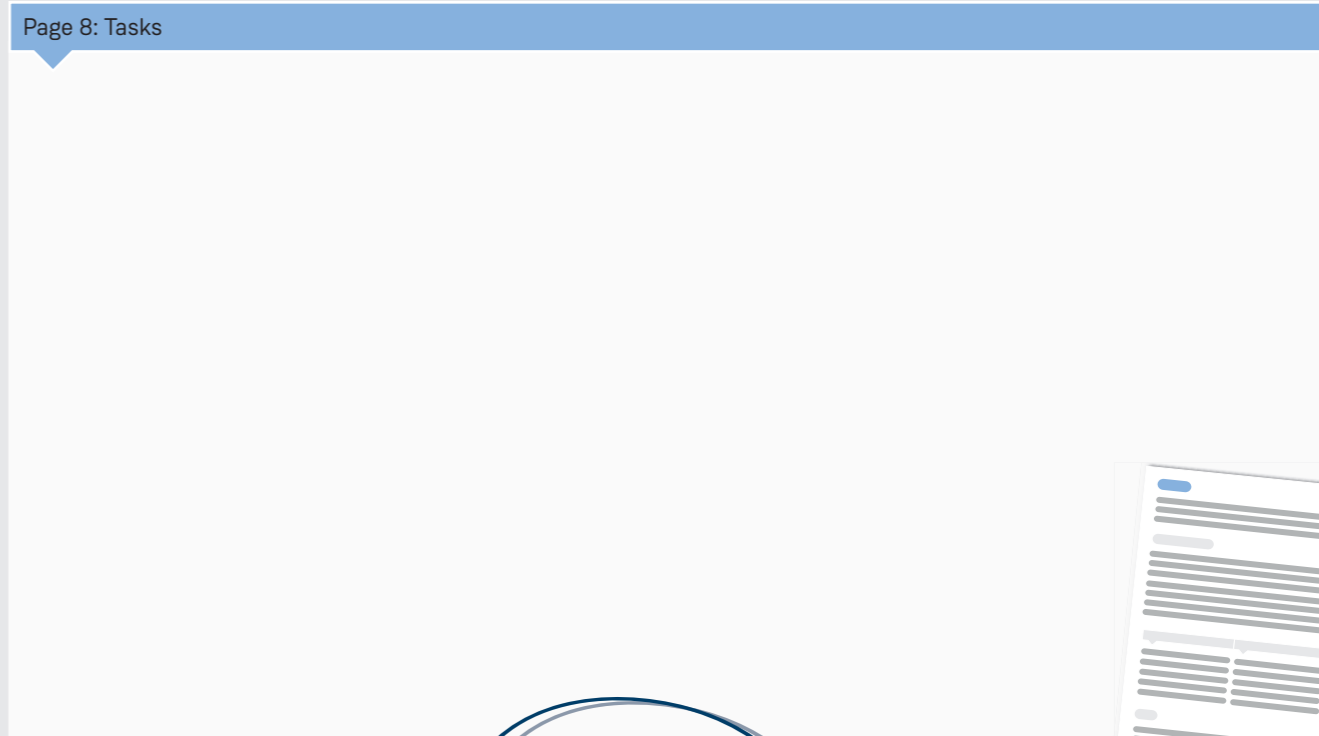
PLEASE USE THIS OVERVIEW TO RECORD AND SUMMARIZE YOUR RESULTS AFTER FINISHING EACH EXERCISE.

STEP 1

Page 4: Competences/Knowledge

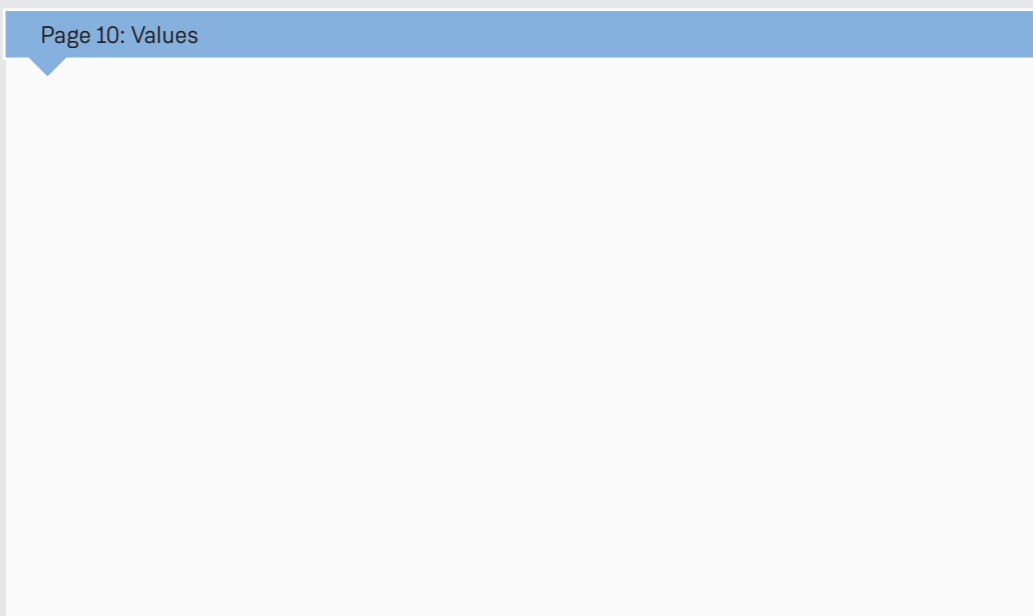


Page 8: Tasks

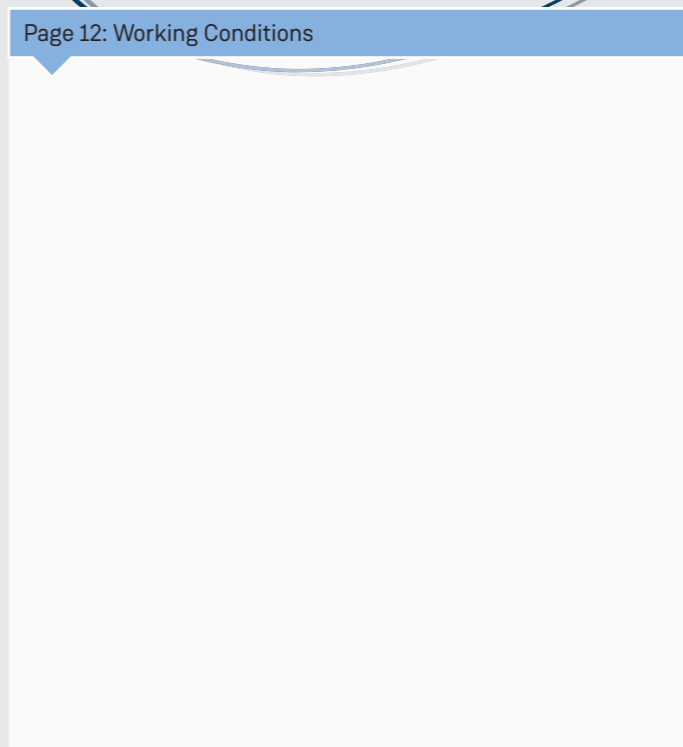


STEP 2

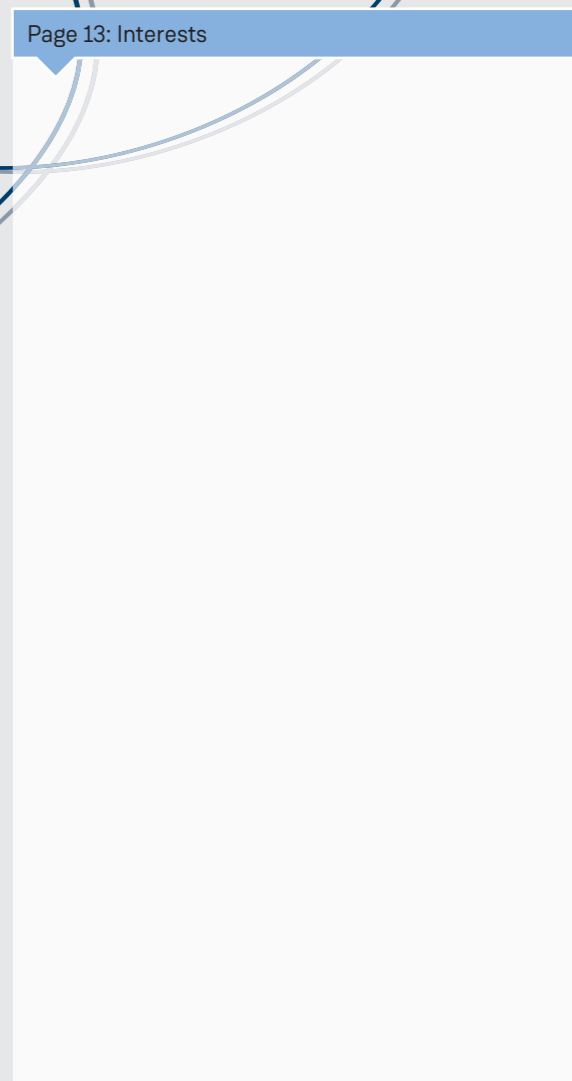
Page 10: Values



Page 12: Working Conditions



Page 13: Interests

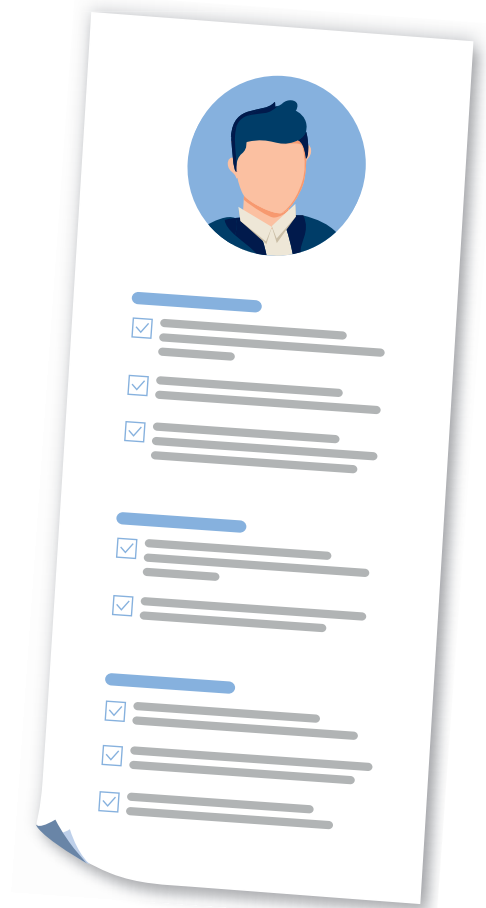


“How can I be successful in my career?” It’s about taking a very personal look at how you define success and then finding your path to get there.

The first step is to collect everything that makes up your skills and your personal qualities:

- What are you like?
- Your daily activities: What do you do?
- Your knowledge and experience: What is your field of expertise?

Examining your competences and skills will help you to better understand what you are good at and what you need to do to accomplish your tasks.



COMPETENCES



Competences are larger dynamic clusters of skills, thinking and problem solving methods as well as special knowledge. They can be described in terms of amount and diversity of experience, complexity and level of integration.

Please use the following sheets to reflect on your competences. They are divided into four clusters of competences. First please rank the below competences on the scale from 1 (rudimentary) to 5 (high level). This will help you to get a better understanding of what competences are important to you and for your future jobs. In the second step please try to answer the questions and try to find some proof for this based on your former career/education. Some evidence is important because they help you e.g. to set up individual letters of motivation or to perform in job interviews. It is also possible to expand the tables.

Duration: 30–45 minutes

METHODOLOGICAL COMPETENCE

Explanation: Knowledge, skills and abilities that make it possible to cope with tasks and problems by enabling the selection, planning and implementation of meaningful solution strategies.



1	2	3	4	5	Competence	Evidence
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Formulate requirements	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Make a meaningful delegation of work	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Conduct research studies	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Flexibility	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interested in innovation	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interested in professional development	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use methods of time management	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Act goal-oriented	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use strategies for decision making	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Prioritize	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Illustrate complex contents clearly	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Presentation skills	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>

- 1: rudimentary
- 2: partly
- 3: intermediate
- 4: proficient
- 5: high level

SOCIAL COMPETENCE

Explanation: Knowledge, skills and abilities that enable one to act in a situation-appropriate manner in relationships with people.

1	2	3	4	5	Competence	Evidence
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Open minded	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enthusiastic	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Empathic	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraging	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take responsibility in a group	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooperative	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Listen actively	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Perceiving and appreciating others	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Networking	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Address conflict issues openly	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop solutions together with others	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Know your strengths and weaknesses	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Motivated	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reliable	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Include intercultural values in communication and cooperation	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>

PERSONAL COMPETENCE

Explanation: Personal competences/personality traits that are important in the work environment.



1	2	3	4	5	Competence	Evidence
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Persevering	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Authentic	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Flexible	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Charismatic	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Value oriented	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ability for critical self-control	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intuitive	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take initiative	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Find creative solutions	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Self-confident	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Self-reflective	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Humorous	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>

- 1: rudimentary
- 2: partly
- 3: intermediate
- 4: proficient
- 5: high level

FUNCTIONAL COMPETENCE

Explanation: Education, specific experience and further training related to your specific field.

1	2	3	4	5	Competence	Evidence
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Analytical, abstract thinking	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	User knowledge in the field of ...	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Multitasking	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Conceptual skills	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Practical experience in the handling of ... (tool, machine ...)	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Programming skills (in the following programs)	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Special knowledge in the field of ...	<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="text"/>

ADDITIONAL QUESTIONS - COMPETENCES

- 1. What skills do you use in your current position?
- 2. In what are you frequently used by others?
- 3. What do you complain about with others and what makes it so easy and seems natural?

Lined writing area with 25 horizontal lines.



Don't forget to note down your main findings on page 3

TASKS

Do you supervise, plan or acquire funds?

First use the figure below to illustrate your tasks and classify them according to the intensity or level of commitment required. Assign these tasks to the three categories of work on page 9: presence, process and production. Write down spontaneously whichever tasks come to your mind.

What are the tasks you particularly enjoy doing?

Now please select three of the below mentioned activities that you prefer to do and mark in colours. Use three different colours and thereby rank them into the following categories: tasks you like to do, tasks you neither like nor dislike, tasks you don't like to do.

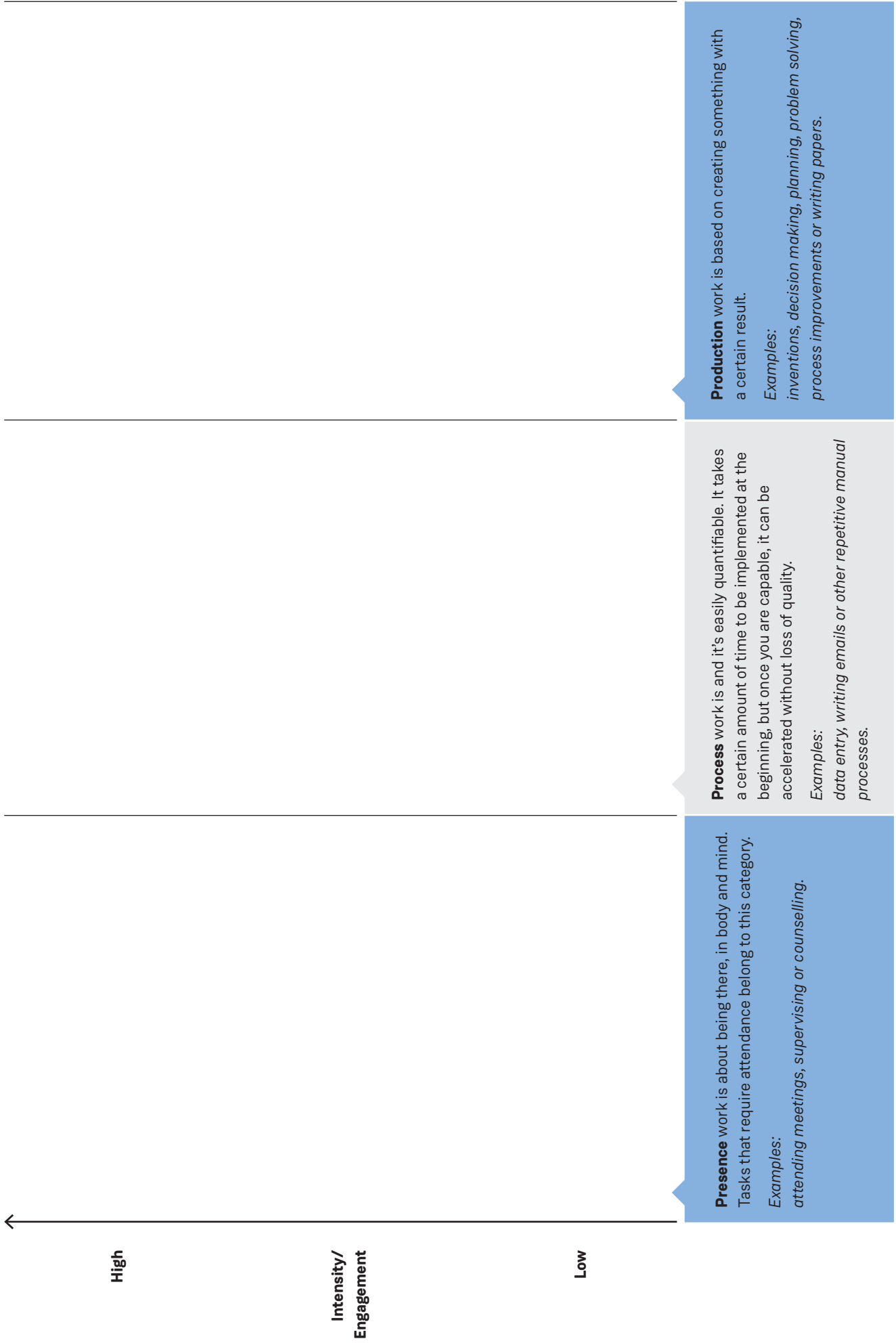
- What do you notice in your task classification?
- Which tasks don't you like at all?
- Where do you see possibilities to transfer these assessments to future professions?

Duration: 45 minutes



Don't forget to note down your main findings on page 3

NOTES



The second step is to consider your expectations of your professional environment, your values and your interests.

This makes it clearer for you where you can use your potential to be satisfied and successful.

First answer the questions on the worksheets. Write down your answers as spontaneously as possible.

VALUES

Values are important landmarks in complex decision-making situations.

Values, attitudes or positions often stay in the background in our daily life. They come to more visibility when decisions have to be made, e. g. next professional step:

Dissatisfaction on the job is often related to a violation of central values (in the job, organization, by the supervisor ...). Being aware of central values allows to prioritize and consciously decide which values I would like to consider (some might be „lived“ in other settings as the job). The awareness of one’s own values often also serves as possibility to actively check concrete job offers.

Duration: 30 minutes



COLLECTING VALUES

- What is important for me on my job?
- What can't be missing?
- What makes my heart beat faster?



See also
list of values
(page 11)

DEFINING VALUES

Try to focus on each value separately: What is this above mentioned value important for?

RANKING VALUES

1. Enter your personal values in the column with the heading „Value“. Each of your values will then receive a letter from A-J.
2. Start in the top white box (marked with a *) and compare value A with value B. Which one wins? Enter the letter of the winning value in the white field.
3. Then simply go down field by field and compare each pair of values with each other (A with C, A with D, A with E, etc.). Again, enter the letter of the value in the white field that „wins“.
4. At the end of the column, at the latest in row J, when all values are compared with the first value A, fill in all further columns by comparing the value pairs (B with C, B with D, B with E, etc.).
5. Then count how often each letter (i.e. each value) has won and write the result in the bottom row (sum).



Don't forget to note down your main findings on page 3

Value	A	B	C	D	E	F	G	H	I	J	Ranking
A											
B	*										
C											
D											
E											
F											
G											
H											
I											
J											
Sum											

List of possible values

- Authenticity
- Achievement
- Adventure
- Authority
- Autonomy
- Balance
- Beauty
- Boldness
- Compassion
- Challenge
- Citizenship
- Community
- Competency
- Contribution
- Creativity
- Curiosity
- Determination
- Fairness
- Faith
- Fame
- Friendships
- Fun
- Growth
- Happiness
- Honesty
- Humor
- Influence
- Inner Harmony
- Justice
- Kindness
- Knowledge
- Leadership
- Learning
- Love
- Loyalty
- Meaningful Work
- Openness
- Optimism
- Peace
- Pleasure
- Poise
- Popularity
- Recognition
- Religion
- Reputation
- Respect
- Responsibility
- Security
- Self-Respect
- Service
- Spirituality
- Stability
- Success
- Status
- Trustworthiness
- Wealth
- Wisdom

WORKING CONDITIONS

Context variables, which are influencing your efficiency and motivation, like working in a team or alone, travelling, company culture, stress...

This category includes all context variables on which our optimal performance and motivation depend: Working in a team or alone, traveling, dealing with trends, corporate culture, stress, etc.

Please work through the columns from left to right.



Don't forget to note down your main findings on page 3

Duration: 20 minutes

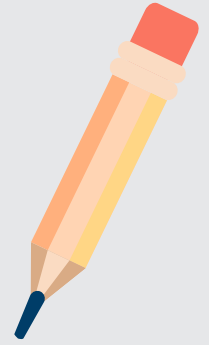
You can supplement your list with the below mentioned examples:

Workplace and location	Colleagues	Supervisors	Customers
<ul style="list-style-type: none"> · modern facility · bright space · good traffic connection · joint office · Room climate ... 	<ul style="list-style-type: none"> · tolerant · considerate · respectful · fair · honest · polite · open-minded ... 	<ul style="list-style-type: none"> · competent · communicative · appreciative · motivating · reliable ... 	<ul style="list-style-type: none"> · friendly · interesting · patient · realistic · curious ...

Previous working conditions	In the past, the following working conditions have had a negative impact on my effectiveness and motivation	Among the working conditions listed in column 2, I like the following least (in decreasing order)	The opposite of these qualities of column 3. („I believe my effectiveness and motivation would be very high if I worked under the following conditions.“)

INTERESTS

This time you will have to think about your own interests and reflect on them. It is important that these considerations are not limited to your professional context. You will find some questions to help you to also discover your unconscious interests.



Duration: 30 minutes

These questions can help you to discover unconscious interests:

- What do you prefer to read about in newspapers, magazines, books? What books would I see you leafing through in a big bookstore? (at least 2 topics)
- Which products or services do you find exciting? Topics which are of particular interest to you?
- When you turn on your TV, what do you watch?
- On which topics do you have special know-how?
- What is your expertise?
- What keyword (field of work, topic) should others think of your name?
- Assuming there was an ideal university or school that taught exactly the topics you find interesting, what subjects would there be?
- Let's say you're organizing a congress. Which title, which topic would you choose for the congress? (at least two topics)



Don't forget to note down your main findings on page 3

After you focused on your personal competences, skills and values for your professional career, the next step is to draw up an overall picture.

Take a look at the results on page 3 and then formulate your personal job advertisement. In this job advert you can include the tasks which you like most and the skills which you are best at. It is important not only to list your qualifications and professional experience, but also the general conditions that are important to you personally.

TRY TO MAKE IT LOOK LIKE A REAL JOB ADVERTISEMENT!

- Which key tasks does your job describe?
- Which key competences are required for your job?
- What kind of company is offering this job?
- What does your job offer?

Duration: 30–40 minutes

Job title:

Company description

Your Job

Your Profile

Offer
