BMS Input Session: Career Preparation
Summary

Statement 1: What wishes do we have regarding how students are prepared for their careers after graduating?

- Students should feel prepared to do a job, repeat certain skills to retain them, plus internships are good to gain additional skills.
- Being able to see where international alumni in the Netherlands end up would be good. SA do this already, would be nice for the faculty to also offer this. Perhaps company visits are something to look into.
- Students are taught how to work with theory and research but would like to be taught more towards day-to-day work life.
- Students would like more focus on different types of company software, instead of only focusing on something like R-Studio. This includes having more training options for software like InDesign and Photoshop.
- Base skills like writing business e-mails and applying for jobs don´t get enough attention. This includes being able to describe what we learned, so that a company knows what our skills are.
- Contract negotiations are another subject that students would like to see. Next to that, insurance for international students is sometimes an issue that needs to be addressed.
- Students would prefer to get some amount of guidance on what to do after their studies, especially after their masters. They note that looking for vacancies applicable to them can be tough and they would like guidance in that.
- Students recommend the study programs to work together with the Business days and study associations more, as they offer a lot of things aimed at professional life already.
- A student studying a minor mentioned that it is really helpful to be working directly with a real company instead of having a roleplay set up. It helps them get more insights in how a company functions.

Statement 2: Skills you would like to be trained on

- Prioritization of certain tasks, together with scheduling and overall time-management.
- Looking at how much pressure young students put on themselves, and how to set personal boundaries and prevent burning out. This also includes the understanding of whether boundaries are respected in the context of the workplace, and the amount of projects one should be taking on.
- To add to the previous point, perhaps an expectation management course or workshop would be beneficial. For example, looking at paygrades & positions, but also how much work someone should be doing, and what can be expected of others in the workplace as well.
- Some of these skills are attained through internships, project group work, and student activism, however not all students take an internship during their studies, take the feedback from project group work too serious, or are active in associations to gain those necessary professional working skills. Therefore, these options should be promoted more, with benefits to each.

- What would also be good to encourage is to do a company project/ work together with a company for your thesis. This would give students insight into a company´s inner workings.
- The career service of the University is something that should be more actively promoted, as they also offer opportunities for students regarding the aforementioned skills.
- A note on the promotion of things like the career services, or other events for the professional side of the study, is usually done through e-mail, which has proven to be not so effective for students. Using something else like social media or promoting during lectures might work better.
- Students would like a focus on administrative work in their curriculum, things like making schedules, sending e-mails, generally doing things for administration, as this is usually appreciated in starting job positions.
- Something to look into is generational differences in communication within companies, as young alumni work together with older, more experienced employees, which sometimes creates generational communication issues. In extension also communication with people not studying at universities.
- To help with this, project group work is useful to some extent, but you are still only in contact with likewise educated people, of roughly the same age and generation. What might help is more interaction with different study programs or companies.
- To engage all students in this we need to prioritize which specific skills are most important to make it part of the curriculum, as the curriculum shouldn´t become overloaded. Also, not everything should be made extracurricular, as students tend to use this time generally to focus on personal growth and wellbeing, over professional improvement.
- It is opted to take small steps to start, have students reflect on their career preparation and from there we can evaluate and see what the students need.