Acknowledgement:

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To continue to reinforce your learning from this workshop and prior to the follow up session, when you return to your team use the table below to assist you to reflect on the concepts introduced. Your reflection may also incorporate other behaviours that you have observed from other leaders within your workplace as well. You should aim to identify at least 10 different situations.

As part of your reflection, identify some of your key strengths and opportunities for improvement in the way you manage your career. What steps might you be able to take to improve your own practice?

<table>
<thead>
<tr>
<th>What was the outcome?</th>
<th>Describe this in terms of the characteristics of effective career management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What attributes of effective career management did you display?</td>
<td></td>
</tr>
<tr>
<td>How have you applied this? Try to think of a specific work situation.</td>
<td></td>
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<tr>
<td>Career Management Concept</td>
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</tbody>
</table>
PROGRAM OVERVIEW

This program is designed to introduce some of the key concepts and skills supporting career management in the Higher Education Sector.

Learning outcomes:

- The identification of your career interests and objectives
- The identification of the career development support and resources that you require
- A career plan that will include the options, pathways and access to career development support resources at your tertiary institution and externally

Program Objectives:

The key objectives of this program are to provide participants with:

- a suite of tools, exercises and resources to manage their career from:
  - an awareness of self (where am I now?)
  - career exploration and awareness of the environment (where do I want to be? what opportunities are there?)
  - goal setting and action planning (how do I get there? what support do I need?) to…
  - updating their curriculum vitae (CV)

Workshop process and working assumptions:

The workshop will be a mixture of presentation and facilitated focussed discussions, individual and group exercises. As a Certified Professional Facilitator under the International Association of Facilitators I work under a code of ethics and use the following working assumptions:

1. Everyone has wisdom.
2. We need everyone’s wisdom for the wisest result.
3. There are no wrong answers.
4. The whole is greater than the sum of its parts.
5. Everyone will hear others and be heard.

I trust that the group will agree to these ‘ground rules’.
# ICONS

The following icons appear within this learning resource. They highlight important information as well as activities that can be completed:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Target" /></td>
<td>These are the outcomes that relate to a section of the resource.</td>
</tr>
<tr>
<td><img src="image" alt="Person Sitting" /></td>
<td>An Individual or group exercise.</td>
</tr>
<tr>
<td><img src="image" alt="Lightbulb" /></td>
<td>A key message or important point</td>
</tr>
<tr>
<td><img src="image" alt="Thought Bubble" /></td>
<td>Self-reflection</td>
</tr>
<tr>
<td><img src="image" alt="Handwriting" /></td>
<td>This is a workplace activity</td>
</tr>
</tbody>
</table>
## SESSION PLAN

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>Welcome&lt;br&gt;Objectives of the Workshop &amp; Outline of the Process&lt;br&gt;Introductions and Icebreaker</td>
</tr>
<tr>
<td>9.30am</td>
<td>The Context: Higher Education Sector and the Changing World: Employability, Employer of Choice</td>
</tr>
</tbody>
</table>
| 10.00am| Awareness of Self (where am I now?) – taking responsibility!<br>  
  - Evaluating my current career/job |
| 10.30am| Morning Tea |
| 10.45am| Awareness of Self (where am I now?)<br>  
  - My working values and needs<br>  
  - Work/life balance; coping with change<br>  
  - My career anchors, strengths |
| 11.45am| Career exploration and awareness of the environment (where do I want to be?)<br>  
  - My vision and mission for the ideal career/job<br>  
  - Barriers and constraints<br>  
  - Aligning my personal needs with my university - How do things work in my University?<br>  
  - Development opportunities – internal & external |
| 12.30pm| Lunch |
| 1.00pm | Developing My Development Plan (individual and group exercise)<br>  
  - Goal setting<br>  
  - Resources and support (70/20/10) |
| 2.30pm | Afternoon Tea |
| 2.45pm | Updating my Resume/ CV |
| 3.45pm | Debrief and reflection |
| 4.00pm | Workshop close |

Please note: we will not necessarily follow this timeline strictly as the group processes will determine the flow.
INTRODUCTIONS AND ICEBREAKER

Live and work but do not forget to play, to have fun and really enjoy it
Eileen Caddy The Dawn of Change

Exercise – Introductions

Think about the above quote in relation to your career. What was the most ideal job that you have ever had? And why? Introduce yourself to the group: your current position and university, and share your ideal job.

Debrief: What are the common elements of our ideal jobs?
THE CONTEXT: HIGHER EDUCATION SECTOR AND THE CHANGING WORLD

The Strategic Context and Drivers of Change

1. Distinctiveness of universities/innovation: the pursuit of excellence: refer to Campus Review 19/08/08

2. Community demand, customer focus & the student experience: public accountability/quality service delivery (AUQA); HE reforms & reviews; measurable outcomes (Institute Assessment Framework); L & T Performance Fund; student experience & (consumer) expectations of intellectual, cultural, social opportunities & access

3. Research policy focus: national priorities (ERA)

4. Resource challenges & sustainability: decreasing revenue & compliance from government & declining student numbers; increasing infrastructure costs; increasing need for sustainability – economic, social & environmental

5. Staff engagement & the employee lifecycle: an ageing workforce; attracting, retaining, developing, rewarding & supporting staff – workforce planning & performance management; being an employer of choice

6. Political environment:
   - Higher Education Review Terms of Reference:
     • Diverse, high performing institutions with a global focus
     • Productivity and participation
     • Effective and efficient investment
     • Underpinning social inclusion through access and opportunity
     • Enhanced quality and high standards
     • A broad tertiary education and training sector
     • Policy linkages
   - Excellence in Research for Australia (ERA) (Carr Review)

“Investing in the Future: Renewing Australian Tertiary Education” -
Recent public seminar series hosted by University of Melbourne, recurring themes (Davis in ATEM Matters, August 2008):

Change fatigue:

1. Failed change in higher education has its costs – not just economically, but strategically, socially and psychologically. When enthusiastic university staff commit to a change project and that project fails they take the scars of that experience with them. Students and the country receive no benefit from failed change (Scott et al., 2008)

2. Australia as an under-funded knowledge nation – which explains the pressure for staff working in this sector to ‘do more and more with less’.

Changing Professional Identities, Leadership Development in Higher Education and the Pressure on Individuals to Take Control

Leading Change
University leaders are facing increasing pressure to lead in the face of radical change. The Learning Leaders in Times of Change survey recently released by ATEM (Scott, Coats and Anderson 2008 and cited in ACER August 2008) identified that university leaders expressed an “overwhelming preference for role-specific, practice-based, peer-supported and self-managed learning, rather than the more usual one-off, formal and generic workshop-based types of professional learning. In particular, leaders identified informal mentoring as effective method of learning leadership, especially if guided by a role-focused diagnostic framework to enable them to make sense of their work and to identify areas of good practice and those requiring improvement”.

Professional Identities in Higher Education
A major study by Dr Celia Whitchurch of the Institute of Education, University of London and reviewed in ATEM Matters (August 2008) confirms the increasing diversification of professional staff identities in higher education, which has implications for career progression and development. Four typologies of professional identity were presented:

Bounded professionals – within one organisational or functional unit

Cross-boundary professionals – who works across functions and contribute to institutional capacity building

Unbounded professionals – contribute to short- and long-term projects across the university, performing institutional development roles

Blended professionals – carry out mixed portfolios straddling professional and academic domains.

Work-based and Life-based Learning
Organisations are increasingly moving to an action or work-based learning model, often referred to as 70:20:10. This model is becoming increasing relevant to the higher education sector as demonstrated in the above two studies. It is a framework that relies on the ‘learner as worker’:

70 percent of our learning – will be derived from Experience – on the job learning and problem solving; secondments; projects; accredited training programs like Frontline Management that focus on work-based projects; job rotation, sharing and multi-skilling

20 percent – will be obtained through Exposure – to mentors, coaches, managers and other support

10 percent – will be obtained from Education – workshops, conferences, training programs, e-learning etc.

Another emerging framework is **Life-based learning**. What life based learning proposes is that learning for work is not restricted to learning at work. Through life based learning, we acknowledge multiple sources of learning that open up opportunities for developing our capability. ([http://www.icvet.tafensw.edu.au/ezine/year_2006/jul_aug/research_lifebased_learning.htm](http://www.icvet.tafensw.edu.au/ezine/year_2006/jul_aug/research_lifebased_learning.htm)) (TAFE NSW).

This framework supports the learner as a 'whole person'.

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The Pressure Is on Individuals To Take Control

Employers are experiencing unprecedented change. Organisations are responding by adopting new and more flexible ways of working to remain competitive. In future, employees and potential employees will have to develop new employability skills to meet the challenges that change is creating.

To stay employable individuals will need to:

<table>
<thead>
<tr>
<th>TAKE CONTROL</th>
<th>Position themselves to create and seize opportunities</th>
<th>Invest in their own development</th>
<th>Respond to technological change and global competition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work in a multi-disciplined roles and teams</td>
<td>Develop an outward, customer focused approach</td>
<td>Maintain a balance of self-reliance, people, business and specialist skills</td>
</tr>
<tr>
<td></td>
<td>Find new ways of contributing to business growth</td>
<td>Develop their career in line with company needs</td>
<td>Make an immediate impact on the bottom line</td>
</tr>
</tbody>
</table>

In the past, individual career management tended to apply a “quick fix” approach, usually limited to developing a CV to obtain a job. This worked well in a climate of clear career paths, regular progression and job security. It fails to work in today’s world of career uncertainty. Now there is a growing need for individuals to take control of their own development, growth and lifelong learning if they are to stay employable.

The decline in existing support systems

While the need for the individual to take control has increased, there has been a corresponding decline in the support systems and structures from learning and employment providers. Reasons include:

<table>
<thead>
<tr>
<th>DECLINING SUPPORT</th>
<th>Lack of line management capability to support career management</th>
<th>Employment growth within small businesses, often lacking HR functions</th>
<th>Demise of structured graduate/management development programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Changing employment landscape making static career planning tools redundant</td>
<td>Increased student numbers affecting availability of one-to-one careers support</td>
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<td></td>
<td>Shifting government policy focussing resources on minority groups</td>
<td>Shifting work boundaries – short-term, part-time, multi-employer work</td>
<td>Devolution of employer responsibility through growth of self-help tools</td>
</tr>
</tbody>
</table>

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Exercise – Group Reflection on Key Challenges

What are the key challenges facing the higher education sector and how will these affect how you manage your career?

What are the external environmental changes and directions and how will these impact on your development?

It is your responsibility, how can you take control?

Notes:

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Workplace Activity – Managing yourself (it’s your responsibility)

Read the attached article by Robert Kaplan
Reflect on the quote “Managing your career is 100% your responsibility, and you need to act accordingly”. What does this mean for you and your future career path and planning?

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**EVALUATION: AWARENESS OF SELF (WHERE AM I NOW?) – TAKING RESPONSIBILITY!**

**Evaluating my current career/job**
Rate your current position in terms of your satisfaction considering the two questions:
  - *What are the parts I like best?*
  - *What are the parts that I like least?*

<table>
<thead>
<tr>
<th>Present position assessment</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Challenge in work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Colleague’s support</td>
<td></td>
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<tr>
<td>Supervisor/management support</td>
<td></td>
<td></td>
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<tr>
<td>Opportunity to make decisions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Impact on the organisation</td>
<td></td>
<td></td>
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<tr>
<td>Organisation’s procedures/policy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Job security</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Promotion/growth/opportunity</td>
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<td></td>
<td></td>
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<tr>
<td>Salary/vacations/benefits</td>
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<td></td>
<td></td>
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<tr>
<td>Work pressure</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sense of achievement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recognition</td>
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</tbody>
</table>

(After Palladino1989) (Also refer to IPS Outlook handout in attachments)

**What stands out for you? What could you change?**

____________________________________________________________________

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____________________________________________________________________
WHAT IS MY TYPE?

You may consider doing one of the following assessments to find out what personality type that you are. If you have already completed an assessment this is useful information to use when establishing your ideal career.

Myers Briggs
http://www.humanmetrics.com/cgi-win/JTypes2.asp
http://www.myersbriggs.org/
http://www.personalitypathways.com/type_inventory.html

DisC Classic Profile
http://www.onlinedisc.com/
The DISC Profile does not precisely determine job fit, job fitness, or success. DISC is not recommended for pre-employment hiring screening because it does not measure a specific skill, aptitude, or factor specific to the position. DISC instead describes one's work behavior patterns, "style", or "type". DISC gives insight into your behavior as well as the behavior of others. To learn your own patterns of behavior take the DISC profile used by consultants, speakers, trainers, leaders, managers, counselors, mentors, human resource development training, clergy, schools, government, and experienced by over 50 million people to improve lives.

Comparison of DisC and Myers Briggs

Both DISC® Classic and the Myers-Briggs Type Indicator® are currently used in business settings for the purpose of employee development and team building. Each has its origin in theories developed during the first decades of the twentieth century. DISC® Classic is based on the theories of Dr. William Marston while the Myers-Briggs Type Indicator® is based on the theories of Dr. Carl Jung.

KAI – Adaption-Innovation Theory
http://www.kaicentre.com/

KAI and its use:
The Inventory measures people on their style of problem solving and creativity. The measure is used:

- in the training of managers and key teams as part of the management of change
- in group training and individual development as part of the management of diversity
- for the enhancement of group cohesion and effectiveness
- for leadership techniques, and
- for problem-solving team building.

KAI Practitioners are typically HR managers, company directors, business consultants & trainers. It is also used by academics in the fields of business, psychology, sociology and education.

Emotional Intelligence (EQ)

Another source of information as to your style, particularly if you are a manager is a 360° Degree feedback. There are a number of instruments that measure 360° Degree feedback (see below), or you can do a self-assessment. You may also wish to ask your peers and friends to provide you with a few words or phrases that describe how they perceive you. Do not be afraid of feedback or surprises. It is important that you have a clearer view of yourself so that you can manage your career more effectively and take appropriate development opportunities that will assist you to reach your career potential.

MLQ - Multifactor Leadership Questionnaire
The MLQ is a short but comprehensive list of fifty-five items measuring a range of nine leadership influencing styles, from passive or crisis driven leadership through to five powerful transformational leadership behaviours. Transformational teams have been shown to produce better ‘satisfaction’, ‘efficiency’ and ‘productivity’ outcomes.
http://www.leadershipdevelopment.net.au/Content_Common/pg-360-degree-feedback-mlq.seo
MY VALUES WHAT DO I STAND FOR?

Values act as a guide for people to deal with uncertainty in key events, on how work should be done and how people should relate to one another (Schein 2004).

Values are the invisible threads of culture – when they are congruent they create ‘connection’. All relationships – between one person and another, between the present and the future, between customer and product, a team and its goals, a leader and a vision – are strengthened by aligned values… When an organisation has a defined set of values that are embodied by all employees there is less need for managing and control. Henderson and Thompson (2003)

My top 5 values in priority are (refer to Table on next page) :

1. 
2. 
3. 
4. 
5. 

Notes:

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<table>
<thead>
<tr>
<th>Work – related Values Please circle &amp; rank your top 5 values (1 – 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Wealth</td>
</tr>
<tr>
<td>Power</td>
</tr>
<tr>
<td>Prestige</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Self-fulfilment</td>
</tr>
<tr>
<td>Integrity</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Security</td>
</tr>
<tr>
<td>Nurturing</td>
</tr>
<tr>
<td>Friendship</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Pleasure</td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Duty/Routine</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>Environment</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Benefits</td>
</tr>
<tr>
<td>Change/ Variety</td>
</tr>
</tbody>
</table>

(TMP/Hudson 2003)
WORK-LIFE BALANCE

In my current work and life what guides me as I make decisions?

Here is a diagram of my life balance:

- Education/training (skills & knowledge development)
- Work/career (income)
- Health/diet/fitness (physical health)
- Leisure/hobbies
- Spiritual/personal time (emotional/mental health)
- Family/relationships

These segments make up the areas that are considered important to leading a balanced life. On the scale for each area, mark on the scale of 0-10 for each segment, where you feel you are at currently. How much energy and/or time are good way to judge these, ie, what is your current level of commitment.

Eg., I may devote 3 hours (on average)/week to skills improvement and that is what I consider is an appropriate amount of time, therefore I would give it a “8”.

On the other hand, I may only get around to exercise once a week and may be not taking care of my health generally, so I may give it a “4”.

After you have done the exercise of where you are now “How balanced is your life wheel. Now mark where you want to be and then consider the opportunity to make some changes as appropriate. Where would your like to rebalance?

Writing down your goals would be an excellent start.
COPING WITH CHANGE

Change is the process of altering, reshaping or transforming a business to improve the way it works or interacts with its environment. (Anand and Nicholson 2004).

*Change is constant*
- Benjamin Disraeli

Change has always been a constant in our lives. The current pace of change is accelerating with innovations and advances in technology increasing at an exponential rate. In fact many businesses, conferences, communiqués, references, change ‘gurus’ and consultants talk of change as being a constant that we are all grappling to manage which will just be common place, even ‘expected’ by the Y Generation.

Leadership and the Bridges Model

- The higher a leader is in an organisation the more quickly he/she tends to move through the change process
- Others can’t always see the intended destination and take longer to make the transition by
  - letting go of old ways
  - moving through the neutral zone, and finally
  - making a new beginning
Exercise or Workplace Activity – Managing Change

Understanding Your Approach to Change
(TMP/Hudson 2003)

**Enthusiastic Style**

- Gets involved with lots of new activities – good starter
- Operates on trial and error, “gut” reaction
- Gets others’ opinions, feelings, information, depends on them
- Involves and inspires other people
- Searches, seeks out new experiences
- Likes risks, excitement, change, incentives
- Dislikes routine
- Adapts to situations well
- Willing to try, jump in
- Can be impulsive
- Likes learning with people through projects, discussion, “doing”

**Practical Style**

- Applies ideas to solving problems
- Makes theories useful
- Has detective skills; searches and solves
- Tests hypotheses objectively
- Unemotional
- Uses reason, logic to meet goals; takes action
- Speculates on alternatives
- Likes to be in control of the situation
- Sets up projects, trials using research
- Acts independently, then gets feedback
- Uses factual data, books, theories
- Responsible, takes action on tasks
- Learns by working at probabilities and testing them out, coming to conclusions

**Imaginative Style**

- Sees lots of alternatives – the whole picture
- Use imagination
- Creates with emotions, aesthetic interest
- Orientated to relationships with people, supportive
- Uses eyes, ears; listens, observes, asks questions
- Observes others, can model behaviour
- Good at seeing, imaging self in different situations
- Unhurried, casual, calm, friendly, avoids conflict
- Timing important, can’t push until ready
- Likes assurance from others
- Learns by listening, then sharing ideas with small number of people or modelling

Look at the following descriptions. Which one resonates with you as your preferred style of coping with change?
**Logical Style**

- A good theory builder, planner
- Puts ideas together to form a new model
- Good synthesiser
- Precise, thorough, careful
- Organised, follows a plan
- Redesigns, retests, digests
- Calculates the probabilities
- Reacts slowly and wants facts
- Works independently, thinking, reading
- Avoids over involvement
- Pushes mind, analyses ideas, critiques
- Rational, logical, complete
- Learns by individually thinking through ideas and designing a plan or model in an organised way

**The Four Approaches**

Each coping style has some features that help us deal with change and other features that can create difficulties

**Enthusiastic Style**

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gets others involved</td>
<td>- No organisation or goal setting</td>
</tr>
<tr>
<td>- Operates on intuition, &quot;gut&quot; reactions</td>
<td>- Too impulsive, &quot;rushes in&quot;</td>
</tr>
<tr>
<td>- Takes risks with new experiences</td>
<td>- So involved becomes &quot;splintered&quot;</td>
</tr>
<tr>
<td>- Very active when motivated</td>
<td>- Loose ends not always taken care of</td>
</tr>
<tr>
<td>- Will get information and inspiration from others</td>
<td>- Can lose credibility with other people</td>
</tr>
<tr>
<td>- May try several options</td>
<td>- Can create pressure for others (eg family, others who are involved)</td>
</tr>
</tbody>
</table>

**Imaginative Style**

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Will generate lots of options for change</td>
<td>- Reluctant to change relationships</td>
</tr>
<tr>
<td>- Observes how others have made the change</td>
<td>- Can create difficulties for others, so hesitates to change</td>
</tr>
<tr>
<td>- Uses creative hunches, plays with ideas, fantasises, can see images</td>
<td>- A tendency for lots of effort and good ideas but little or no change</td>
</tr>
<tr>
<td>- Lets ideas integrate or come together before changing</td>
<td>- Security with status quo</td>
</tr>
<tr>
<td>- Can wait for the best timing</td>
<td>- Waits too long for inspiration</td>
</tr>
</tbody>
</table>
Logical Style

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Gathers relevant facts in logical order</td>
<td>● Needs too much evidence before acting</td>
</tr>
<tr>
<td>● Very organised</td>
<td>● Too cautious, slow methodical</td>
</tr>
<tr>
<td>● Reads books, looks at several resources or approaches</td>
<td>● Doesn't get involved with people</td>
</tr>
<tr>
<td>● Double checks</td>
<td>● Too bogged down in theory</td>
</tr>
<tr>
<td>● Analyses options, calculates probabilities</td>
<td>● Wants too many guarantees</td>
</tr>
<tr>
<td>● Can map out on paper before jumping in</td>
<td>● Takes risks very slowly</td>
</tr>
<tr>
<td>● Works well alone</td>
<td></td>
</tr>
</tbody>
</table>

Practical Style

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Sees change as a problem to be solved</td>
<td>● Not cautious enough</td>
</tr>
<tr>
<td>● Uses detective skills to get facts</td>
<td>● Lets tasks take precedence over people</td>
</tr>
<tr>
<td>● Evaluates options, sets up trial situations</td>
<td>● Impatient</td>
</tr>
<tr>
<td>● Sets goals and acts, doesn't get bogged down</td>
<td>● Needs to control and do it alone</td>
</tr>
<tr>
<td>● Works well independently</td>
<td>● Doesn't listen enough to others</td>
</tr>
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Exercise - Coping with Change

I can control 50% I can’t control

Where do you feel you are on this line at the moment, in relation to the changes you are experiencing in your organisations?

Where would you like to be?
List below the areas of change that your university is going through and their effect on you

I can control
- Energy & effort I put into my work
- 
- 
- 
- 

I can't control
- Business decisions that have been made
- 
- 
- 
- 

Where should you channel your energies?

Where can I influence some of the “can’t control areas or at least minimise their impact?”
Eg I can’t change the decision, so perhaps I can influence the way (process) is carried out

The Circles of Concern, Control and Influence

Notes:
My Career Anchors

Your career anchors or drivers determine what you want and need from your working life. They are guided by:

- Your talents and abilities
- The things you enjoy doing, your comfort zone
- The things you prefer to do
- Often linked to what you do in your spare time (refer to your Work-life Balance wheel)
- Basic or working values (refer to your 5 priority values)
- Your needs as they relate to your career

Career anchors include:

- Technical/functional
- Autonomy/independence
- Managerial competence
- Entrepreneurial (creativity)
- Security/stability
- Service/dedication to a cause
- Pure challenge
- Lifestyle integration

What are your top 3 career anchors?

1. 

2. 

3. 

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
My Strengths
What are my career strengths? What guides me to make decisions?
Circle words that relate to who you are. Think about how you see yourself, your personality, your character, intellect, and outlook on life.

| accepting | enterprising | poised |
| accept | enterprising | poised |
| achieving | entertaining | precise |
| active | enthusiastic | productive |
| adventurous | expressive | professional |
| affectionate | fair-minded | quick |
| ambitious | friendly | rational |
| articulate | gentle | realistic |
| assertive | genuine | receptive |
| attractive | good-natured | reassuring |
| caring | graceful | responsive |
| charismatic | helpful | self-aware |
| charming | humorous | self-confident |
| cheerful | happy | sensitive |
| committed | imaginative | serious |
| compassionate | independent | sincere |
| confident | intelligent | skilful |
| congenial | intuitive | sociable |
| conscientious | knowledgeable | spontaneous |
| considerate | logical | steady |
| cooperative | likable | stimulating |
| creative | open-minded | strong |
| dedicated | optimistic | sympathetic |
| dependable | objective | talented |
| determined | organised | thoughtful |
| disciplined | orderly | tolerant |
| distinctive | original | trusting |
| dynamic | outgoing | truthful |
| efficient | patient | unique |
| empathetic | perceptive | unpretentious |
| encouraging | persistent | vigorous |
| energetic | persuasive | warm |

What are your 5 main strengths?
1. 
2. 
3. 
4. 
5. 
CAREER EXPLORATION AND AWARENESS OF THE ENVIRONMENT (WHERE DO I WANT TO BE?)

Vision: Where are you headed? Where do you want to be? Your dream.

Creative visualisation and strategic questioning are powerful tools for establishing what your ideal job or career is.

1. What would be your ideal career if training and finances were not an issue?

2. Describe a typical day in your life five years from now in your ideal career

3. What aspects of this ideal career would you find most satisfying? What would you regret in five years time if you did not follow your ideal career?

(After Palladino 1989)

Mission: What are you here for? What you intend to accomplish & why?

I am working to.....

What are the barriers and underlying constraints preventing you from pursuing this ideal career, your vision?

Group Exercise - Barriers and Constraints

Individually list up to five internal and external barriers on the table in the next page. Select your most important one for each area. Write these on a coloured piece of paper in a few clear words and post up to the board.

Debrief: what are the main themes? What are the root causes of each of these?
### Internal barriers

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### External barriers

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**Notes:**

Aligning my personal needs with my university - How do things work in my university?
Now that you have completed a fairly full inventory of yourself and of your career aspirations, think about the following questions in the context of your university.

#### Understanding My Needs
- What are my values?
- What is my life purpose?
- What are my interests?
- What motivates me?
- What demotivates me?
- What do I need to keep my life in balance?

#### Understanding My Organisation’s Offers
- What are the growth opportunities in my organisation?
- What benefits does my employer offer?
- What would improve my likelihood of staying with my current employer?
- What can my employer offer me to assist in being more effective?

#### Understanding My Offers
- What are my strengths?
- How can my strengths benefit an employer?
- What are my accomplishments and experiences?
- What is my competitive advantage?
- What attributes differentiate me from others with a similar background?
- What are the unique services I can make available to my employer at this stage of my career?

#### Understanding My Organisation’s Needs
- What are the goals and the mission of my organisation?
- What do my employer’s customers want?
- What knowledge and skill sets do I need to help my employer and effectively perform my job?
- What changes in the industry are affecting my organisation and my performance expectations?

Exploring University and Career Development Websites
- a demonstration of the resources available; refer to handouts

Charles Sturt University: http://www.csu.edu.au/division/humres/org-dev/


MyCareer (SMH) www.mycareer.com.au


What are the main resources available to assist staff to develop their career potential? Importantly within your university!

Notes:


do not hallucinate.

Group Exercise - What’s happening in my university? How do things work around here?

In small groups discuss the tables above in relation to the questions:

- What and who do we need to know?
- How do we find out?
- What are the development opportunities at our university? What are the external opportunities?
- How do I use performance management and feedback from my managers and peers to support me to reach my potential?
- The concept of Employer of Choice and why you would like to work for such an organisation?

Debrief: what are your main ideas?
DEVELOPING MY DEVELOPMENT PLAN

An effective action plan aligns with the your vision and the vision of the organisation within which you wish to work. It:

- Builds on strengths
- Eliminates or reduces weaknesses
- Takes advantage of opportunities
- Avoids or overcomes threats, barriers, constraints and underlying obstacles

Goal Setting
Use the information from your self-awareness and career exploration processes to establish your career goals and objectives. Hint: do not get too caught up in terminology.

1. **Goals**
   - An overall or longer-term aim providing focus and direction for day-to-day activities and a reference point for decision making

2. **Objectives**
   - A clear, specific measuring post indicating progress towards achieving a goal. A short-term goal
   - The best objectives are measurable and time-framed (SMART)
   - Statements that describe an intended outcome

3. **Targets and Milestones**
   - Are normally even shorter-term than objectives and more specific
   - Both establish a performance standard and help us to monitor our performance
   - A specific, measurable and trackable indicator of performance or ‘measure of success’.
   - The following words and acronyms are often used:
     - Specific and concise
     - Measurable
     - Ambitious or Achievable or Action-able yet challenging, Accountable
     - Related to the overall department and enterprise goals or Realistic or Relevant
     - Time-framed or Timely
     - Ecological
     - Rewarding, reviewable and renewable
     - Sustainable
     - Trackable, or easily monitored
     - SAM – specific, achievable and measurable

Developing a Career Objective (or goal)
Consider:

- My top 5 values
- My coping with change style and/or where I can control and where I can influence for positive outcomes
- My top 3 career anchors and my career or personality type (if known)
- My career strengths
- The aspects of my work-life balance that I would like to address immediately
- The internal and external barriers and constraints and the challenges facing the higher education sector
- My university’s resources, support and development opportunities

1. Describe your career objective for the next 1-2 years and for the next 5-10 years and the steps you believe you will need to make to get there. Try to be specific.

My career objective for 1-2 years:
My career objective for 5-10 years

________________________________________________________________________________________

Now test it against the SMART, SAM or SMARTER characteristics. Do you need to rewrite modify them?

________________________________________________________________________________________

2. What will need to happen in the next 3-5 years for you to feel satisfied in terms of your growth and achievement? (job changes/learning experiences/study etc)

________________________________________________________________________________________

________________________________________________________________________________________

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________________________________________________________________________________________

Notes:

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________________________________________________________________________________________
INDIVIDUAL CAREER DEVELOPMENT ACTION PLAN

<table>
<thead>
<tr>
<th>Vision Statement : Where do you want to be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mission statement: What you intend to accomplish &amp; why?</td>
</tr>
<tr>
<td>My career objective(s) in 1 year:</td>
</tr>
<tr>
<td>My career objective(s) in 5 years:</td>
</tr>
<tr>
<td>My current related education, skills, career type and strengths include:</td>
</tr>
<tr>
<td>My current needs and values are:</td>
</tr>
</tbody>
</table>
### DEVELOPMENT OPPORTUNITIES

What are the activities that will help you achieve your career goals?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Action to be taken</th>
<th>Resources and Support (70:20:10)</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Short term action plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action to be taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Long term action plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**C a r e e r  M a n a g e m e n t  V e r s i o n 1 . 0 2 0 0 8  P a g e 3 3**
A resume is a summary of fundamental information about your career and qualifications.

A chronological resume is a listing of your work history in reverse chronological order (most recent to oldest). It is the most popular resume format, and is suitable when you have held progressive job responsibilities or positions resulting in increased responsibility, and your work history follows a specific career path.

*What are the aspects of a good resume?*

Each resume you write should be tailored to meet the criteria of each position that you apply for.

Make it brief and to the point, two to four pages is the maximum. Leave a fair amount of white space so it does not look too ‘busy’.

*What are some other elements of a good resume?*

---

*What are employers looking for in a resume?*

---

---

**Individual or Group Exercise – Updating your Resume**

Using the CSU CV template overleaf as a guide, share and discuss your resume with the person next to you (you may wish to complete this exercise on your own).

- What are the positive aspects of yourself that you have identified today that may be included?
- Have you included a career objective?
- Is it the appropriate length?
- Is the format and layout clear and easy to follow?
- What changes could you make to your resume to make you more marketable? To demonstrate that you have a competitive advantage? If you have time fill on the sample resume or do this when you return to work.

Debrief: What surprised you? What were the main changes? Will you be prepared tomorrow to apply for your ideal job? Will you recognise your ideal job? Where will you start looking?
Sample resume (Charles Sturt University (CSU))

Personal Data

Career Objective

Summary of skills and abilities

Education

Relevant training

Employment history
Key Achievements

Activities and interests

Referees

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

________________________________________________________________________
**WORKSHOP DEBRIEF AND REFLECTION**

**Reflection – What are the main elements you can take away?**

<table>
<thead>
<tr>
<th>Considering the discussions today, what are the ideas or elements that you will build on to manage your career? How will you apply them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you already doing that you wish to hold and to build on?</td>
</tr>
<tr>
<td>Will you be prepared tomorrow to apply for your ideal job? Will you recognise your ideal job? Where will you start looking?</td>
</tr>
</tbody>
</table>
REFERENCES AND FURTHER READING


Covey, S.R. (1989), The Seven Habits of Highly Effective People: Restoring the Character Ethic, Business Library, Melbourne.


Eileen Caddy The Dawn of Change in A Guide to the Advanced Soul, Susan Hayward (1984)


Slade Group, (2008), 70:20:10 Integral in Corporate Success


