

Embracing Change

Supporting NHS Staff in the West Midlands through Transition

1. Supporting Yourself

Career Planning and Coaching

Developed by:



Using information and materials provided by:



CAREER PLANNING - MAKING THE MOST OF OPPORTUNITIES

(Source: Transitions - An evolving guide to working through organisational change. ©NHS Yorkshire and Humber)

There is much talk in popular career literature about a new employment culture. In reality the job market has been changing gradually over the past few years. Indeed, there are some employment sectors that retain a traditional approach and others where you need to take a different approach to reflect significant changes. This means that you need to consider

WHAT YOU CAN OR COULD DO

as well as

WHAT YOU WANT TO DO

In order to be able to take advantage of a range of possible opportunities. In the not too distant past the qualifications for a traditional job were educational and academic achievements, years of experience and good references. If you didn't have those things you were stuck. Whilst these things have not ceased to be important, there is much evidence to suggest that they are no longer the main reasons people are selected for work.

The new qualifications for getting work can be summarised as follows:

Motivation

A real and evident desire and drive to do the work.

Work Style

Being suited to the work, having well developed interpersonal skills and emotional intelligence.

“The rules for work are changing. We’re being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted.”

Daniel Goleman – Working with Emotional Intelligence

Abilities

Being demonstrably competent to do the work well.

Personal Assets

These are incidental advantages – **relevant** to the work – that can give you the edge.

These can include:

- Achievements
- Experience
- Technical expertise
- Knowledge
- Contacts

The trick then is being MARKETABLE against these criteria. The following exercises have been designed to help you reflect upon what you have to offer in each of these areas and therefore assess your marketability. It will also help you to determine your FUTURE POTENTIAL. Inherent in the idea of potential is the process of 'TRANSFERABILITY'. In the light of what you've done in the past, what factors will determine your ability to cope in the future and what skills, knowledge and experience are required?

MOTIVATION AND DESIRES

The traditional approach to work rendered individual desires irrelevant. People's jobs were not designed according to what they liked to do. In the new employment culture, with bundles of work being farmed out to workers who may not even be employees, *how* the work is done matters far less than the fact that the workers are highly motivated to engage actively with what needs doing. The following exercise is designed to help you identify those things that will ensure this 'active engagement'

Exercise 1: THOUGHT PROVOKERS

Answer these questions:

1. For what would you like to be remembered?
2. What are the best times you have had in your life and what experiences characterise such times?
3. What are the situations in your life when you have felt most alive, most energised, most purposeful, most engaged in what you were doing?
4. What part of yourself have you not yet had the time, courage, or opportunity to live out?
5. What do you currently long for more of in your life?
6. If you were run over by a bus tomorrow, what is it you would leave undone in your life?

Exercise 2a: Your Life Vision

Sit comfortably in a quiet place where you will be undisturbed. Close your eyes and concentrate on your breathing for a few moments until you are relaxed and the busyness in your mind has begun to settle.

Imagine yourself in 5 or 10 years time when you are in a good place in your life.. You meet a colleague from your current job at a party. Imagine yourself walking into the room. Where are you? What are you wearing? Where is your colleague? How do you greet each other?

They ask you what you are doing now.

What do you tell them? What are you doing? What have you achieved? What are you excited about? What are you proud of?

Exercise 2b: Your Life Vision 2

Sit comfortably in a quiet place where you will be undisturbed. Close your eyes and concentrate on your breathing for a few moments until you are relaxed and the busyness in your mind has begun to settle.

Imagine yourself in 5 or 10 years time when you are in a good place in your life.

The Year is 20....

My age is.....

Tell me what your life is like right now?	
Who are your friends? What do they do for a living?	
What is the relationship with your family?	
Are you married? Children?	
Where are you living? What does it look like?	
What are your hobbies and interests?	
What do you do for exercise?	
How is your health?	
How do you take care of your spiritual needs?	
What kind of work are you doing?	
What else would you like to note about your life right now?	

Now repeat - imagining what you want your life to be in 5 years, 10 years...

Exercise 3: Your Work Values

It is helpful to understand what is important to us in life. Our values are an integral part of how we behave and how we see the world. You may think you already have a good idea of what your values are but it is useful to get them down on paper and to give them due consideration when looking for your next role.

Your values may affect your choice of organisation, affect the hours you are prepared to work and clarify the type of culture you are most comfortable working in.

You may be aware of Maslow's 'Hierarchy of Needs' and Herzberg's differentiation between Hygiene Factors (what we must have to survive) and Motivators (what makes the difference).

Motivators may include:	Hygiene Factors – the basic essentials are identified as:
<ul style="list-style-type: none"> • Achievement 	<ul style="list-style-type: none"> • Salary
<ul style="list-style-type: none"> • Recognition 	<ul style="list-style-type: none"> • Status
<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Security
<ul style="list-style-type: none"> • Advancement 	<ul style="list-style-type: none"> • Satisfactory working conditions
<ul style="list-style-type: none"> • Growth opportunities 	<ul style="list-style-type: none"> • Supervision and support
<ul style="list-style-type: none"> • The nature of the job 	<ul style="list-style-type: none"> • Suitable company policies

Maslow's Hierarchy of Needs



- What does “success” mean to me?
- What would it look like for me?
- How would I know if I had success in my life?
- What would be happening?
- What would I be doing?
- Which are the 6 – 8 most important values to you?

Success	Money	Achievement
Learning	Challenge	Contact with peers/colleagues
Recognition	Status	Excitement
Reward	Professionalism	Impact Society
Respect	Fun	Independence/ time-freedom
Fast pace	Creativity	Competition
Employee Benefits	Change and variety	Helping others
Power and authority	Public contact	Work-Life Balance
Security and stability	Personal Growth	Making decisions

What impact have your work values had on your career so far?

What are the implications for your next career move?

Exercise 4 : Keep and Give Up

Use the first column of the following table to list all those aspects of your current work activities that you would like to keep doing. Then fill in the right hand side with those things that you currently do that you would happily give up. As before, set this aside and review later. What does it tell you about the desires you have? Add any new ones to the original list.

Some examples have been included to help you generate your own.

KEEP	GIVE UP
<ul style="list-style-type: none"> • <i>Being in an open plan busy office</i> 	<ul style="list-style-type: none"> • <i>Line managing</i>
<ul style="list-style-type: none"> • <i>Delivering training courses</i> 	<ul style="list-style-type: none"> • <i>Leading a team</i>
<ul style="list-style-type: none"> • <i>Advising managers on employment</i> • <i>law issues</i> 	<ul style="list-style-type: none"> • <i>Conducting interviews</i>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Exercise 5 : Your Ultimate Hopes & Desires

Considering all that you have thought about and written, what are the top 6 or so things that you really want at this stage in your life? These are going to be key to your search for opportunities – so specify them clearly.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORK STYLE

Exercise 6: WORK STYLE PERSONALITY

We all have a distinctive set of personal characteristics and together they make up a total picture – this concerns the way we see ourselves and the way others see us. To “fit in” or be the “right kind of person” is a key to getting employed. Often it is style that sets you apart from all the other people who can do the same things as you can. This area has been the source of controversy when used as a disguise for prejudice and inappropriate discrimination; however, a person’s style or character can have a real bearing on how successful they are.

Identifying Your Work Style

The following is a list of styles (they are often called personality traits). Tick those words or phrases that you think apply to you at work. Add any others that occur to you, which are not on the list. Think about things that others have said to you or how you have been described. When you have ticked all that apply, select the ten that you think are the most important and typical and write them on the list on the next page in the order of importance to you. This may be a reflection of the characteristics of which you are most proud.

I AM VERY

Accepting	Critical	Logical	Resourceful
Accurate	Curious	Loyal	Responsible
Achievement orientated	Decisive	Matter of fact	Responsive
Active	Dependable	Mechanically minded	Results orientated
Action-orientated	Empathetic	Methodical	Sceptical
Adaptable	Energetic	Objective	Self-motivated
Adventuresome	Enthusiastic	Open minded	Self-reliant
Ambitious	Firm	Orderly	Sensitive
Analytical	Flexible	Organised	Serious
Appreciative	Forceful	Original	Sociable
Calm	Frank	Outgoing	Steady
Caring	Friendly	Outspoken	Supportive
Cautious	Fun-loving	Patient	Sympathetic
Challenging	Gregarious	Perceptive	Tactful
Community-spirited	Helpful	Persuasive	Talkative
Conceptual	Idealistic	Persistent	Theoretical
Conscientious	Impulsive		Thorough

Consistent	Independent	Practical	Warm
Considerate	Ingenious	Pragmatic	
Cooperative	Innovative	Rational	
Courageous	Insightful	Realistic	
Creative	Interested in ideas	Relaxed	
	Interested in people	Reliable	

One good source of insight is listening to feedback (formal and informal) from colleagues, friends and family. Ask someone who knows you well to tick on your behalf to get more insight into your style. Knowing your work-style will help you understand more about how you might fit into different work contexts. It can also guide you to identify potential areas for development and sources of stress. Look over your ticks – are there patterns and similarities e.g. are you active, vigorous and energetic? Are you sympathetic, caring, kind and interested in people? Are you thorough, reliable, steady and consistent? Identify the main themes and decide upon your 'top ten' characteristics.

MY TOP TEN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Exercise 7: WORK STYLE PREFERENCE

What sort of work am I suited to?

This exercise looks at your work interests. It is based on the work of John Holland who discovered that people's interests incline them to particular types of occupations. He also found that people in the same occupation, although they may have different values, will often have similar skills and interests.

On the following questionnaire you will see six sets of six statements. For each statement you are asked to show how much you agree or disagree with the statement.

- 1 = Strongly disagree
- 2 = Tend to disagree
- 3 = Neither agree nor disagree
- 4 = Tend to agree
- 5 = Strongly agree

Write the relevant number by each statement and then add up the numbers for each section as requested.

INTERESTS GROUP P

I like fixing and repairing things	
I like to be very fit	
I like making things with my hands	
I like doing things outdoors	
I like hard, physical work	
I feel comfortable working with tools and machines	
Add up the numbers above to get TOTAL FOR P	

INTERESTS GROUP I

I like to understand things thoroughly	
I like exploring new ideas	
I enjoy working on problems	
I like asking questions	
I like learning about new things	
I like to work out my own answers to problems	
Add up the numbers above to get TOTAL FOR I	

INTERESTS GROUP OA

I like seeing art shows, plays and good films	
I like to be different	
I like to forget about everything else when I'm being creative	
It is vital to have beautiful and unusual things around me	
I like to use my imagination	
I like expressing myself on paper, through painting, music or by building things	
Add up the numbers above to get TOTAL FOR OA	

INTERESTS GROUP S

I enjoy being with people	
I like to talk things through with people	
I like to pay attention to what people want	
I like helping people	
I like helping people to develop and learn things	
Who I'm with is more important than where I am	
Add up the numbers above to get TOTAL FOR S	

INTERESTS GROUP E

I enjoy trying to persuade and influence people	
I enjoy using a great deal of energy and resilience	
I like people to do what I ask of them	
I like taking risks	
I like making decisions	
I enjoy getting people organised and excited about a task	
Add up the numbers above to get TOTAL FOR E	

INTERESTS GROUP A

I like to be given clear directions	
I enjoy getting the details right in my work	
I like clear structure and a regular routine	
I can be relied upon to do what I'm expected to do	
I enjoy working with figures	
I like organising projects, ideas and people down to the last detail	
Add up the numbers above to get TOTAL FOR A	

SCORING

Rank order the letters **P I A S E O A** according to which interest group has the highest and lowest scores for you.

Take your top 2 or 3 scores. These represent your 2/3 major interest types.

P = PRACTICAL – Athletic, outdoor and mechanical interests

Individuals with these interests are often athletic, robust, practical and physical.

They prefer working with things more than with people.

They prefer work environments that:

- Emphasise concrete, observable results
- Encourage mechanical and technical competence
- Reward independent, nonsocial activity
- Attract workers who favour traditional values

I = INVESTIGATIVE - Problem-solving and analytical interests

Individuals with these interests often possess a scientific or technical orientation.

They are more task-orientated than people orientated.

They prefer work environments that:

- Emphasise the pursuit of ideas and scholarship
- Encourage flexibility and innovation
- Reward expertise and knowledge
- Attract workers who respect independent projects

OA = ARTISTIC – Creative and self-expressive interests

Individuals with these interests often prefer unstructured environments with room for individual self-expression through writing or visuals. They see themselves as original, intuitive, independent and creative non-conformists.

They prefer work environments that:

- Emphasise exposure to music, artistic media and new products
- Encourage flexibility and freedom of expression
- Reward creativity and innovation
- Attract workers who value self-expression and unconventional approaches

S = SOCIAL - Helping and teaching interests

Individuals with interests in this theme are often people-orientated. They see themselves as humanistic, socially adept and competent with the use of interpersonal skills.

They prefer work environments that:

- Emphasise appreciation of and assistance to others
- Encourage teamwork and social interaction
- Reward cooperation and friendship
- Attract workers who enjoy providing care for others

E = ENTERPRISING – Leadership and enterprising interests

Individuals with interests in this theme often possess a leadership/managerial orientation. They set leadership or financial goals for themselves based on their interest in succeeding or influencing others.

They prefer work environments that:

- Emphasize social interactions and challenging projects
- Encourage upward mobility
- Reward competition
- Attract workers who are energetic and goal-orientated

A = ADMINISTRATIVE – Data and detail interests

Individuals with interests in this theme often have a talent for working with data and details. They also prefer large organisations with a clearly defined hierarchy, where work assignments and expectations are clearly laid out.

They prefer work environments that:

- Emphasize a structured hierarchy or line of control
- Encourage security and stability
- Reward the use of established methods
- Attract workers who appreciate order and precision

ABILITIES

Exercise 8: SELF ANALYSIS QUESTIONNAIRE – ABILITIES

This questionnaire is divided into three sections containing lists of generic (i.e. non functional) skills and competencies under the following categories:

Section 1 Self Management

Section 2 One-to-One Working

Section 3 Group Working

The lists of competencies should not be seen as exhaustive or definitive. They are intended rather, as triggers to set you thinking. Therefore you may wish to add others in the spaces provided or ignore those that do not seem to apply to you.

For each of the skills that you consider apply to you:

- Try to assess your own *level of ability* by giving yourself a rating of High, Medium or Low.
- Assess the *relevance* of each skill for your present job or future development, gain by giving a rating of High, Medium or Low. *You should return to this column when you are considering a new/different role or opportunity.*

Remember that you cannot be expected to be 'high' in all categories. In particular, those that are not a part of your current work may not have developed. The results of this exercise will be more meaningful if you can show the lows as well as the highs – try and be honest and use all three ratings appropriately.

UNDERSTANDING & INTERPRETING YOUR RESULTS

Look for patterns and themes in your self-assessment across the different levels. Are specific sections a particular area of strength or weakness? Are some things just not a part of your work and so you have not developed them. *We are trying to draw out your abilities – look closely at those areas you consider to be well developed, where you have rated yourself highly, where they are a key part of your current role.* These are potential strengths and point to the things that others are likely to see you doing well. You will need to be able to evidence this and have examples of when, where and how you use these competencies in your work. This will be vital when following up opportunities that rely on these abilities.

Conversely, if you have rated yourself low for some things that you consider important in your role then these are clearly current development needs. Others will see you finding these difficult. It could be that you are new to this work or this is a new element to the job. It is these that should form the focus of your development plan.

Feedback

A really powerful way of checking the perceptions of others and comparing them to your self-assessment is to ask them to complete the form also. This can be undertaken using the 360 degree feedback technique, where individual responses are averaged out to give you a pattern of perceptions.

SECTION ONE - SELF-MANAGEMENT

1. Use of Time	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Using my own time most effectively.		
b) Estimating the time requirements of different tasks.		
c) Controlling paperwork.		
d) Dealing with demands that others make on my time.		
e) Controlling my demands on other peoples' time.		
f) Coping with frustration and setbacks.		
g) Other. <i>(please state)</i>		

2. Self-Development	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Keeping abreast of developments in my field.		
b) Reading quickly and with comprehension.		
c) Negotiating and pursuing specific self development opportunities		
d) Other. <i>(Please state)</i>		

3. Thinking	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Identifying patterns and themes from a range of different information to build up an understanding of the situation or issue.		
b) Distinguishing between relevant and irrelevant information.		
c) Identifying the real problem when faced with a difficult situation.		
d) Creativity and innovation in problem solving.		
e) Weighing up the pros and cons of alternative solutions to problems.		
f) Monitoring the implementation of a decision once it has been made.		
g) Remaining objective and able to step back and see things from a range of perspectives.		
h) Other. <i>(Please state)</i>		

4. Achieving	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Planning and allocating tasks for self and others – being proactive.		
b) Actively gathering information about a task or problem.		
c) Making contingency plans.		
d) Showing a desire to make improvements.		
e) Setting targets and deadlines for improvements.		
f) Other. <i>(Please state)</i>		

SECTION TWO - ONE-TO-ONE WORKING

These questions relate to the times you are working with another person. Think about the different colleagues, team mates and peers you work with regularly.

5. Communicating One to One	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Expressing your ideas and feelings to another person.		
b) Helping another person to express/clarify their ideas and feelings.		
c) Seeing things from the other person's viewpoint.		
d) Giving clear instructions orally.		
e) Expressing yourself in writing through memos, letters, reports, etc.		
f) Other. <i>(Please state)</i>		

6. Developing Others	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Encouraging specific development opportunities for others.		
b) Delegating appropriate work to staff/colleagues.		
c) Stretching staff/colleagues to maximum performance.		
d) Helping staff/colleagues cope with problems and work pressure.		
e) Other. <i>(Please state)</i>		

7. Influencing One to One	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Influencing another person without having formal authority.		
b) Coping with difficult behaviour from others/dealing with conflict.		
c) Openness to influence from others.		
d) Dealing with criticism from others/responding to feedback.		
e) Other. <i>(Please state)</i>		

8. Decision Making & Problem Solving One to One	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Co-operating with another person in tackling mutual problems.		
b) Getting a clear understanding with another person of what you have jointly decided to do.		
c) Other. <i>(Please state)</i>		

SECTION THREE - GROUP WORKING

For these questions think of yourself when you are working with more than one other person. This could be in your team but it could also be in a range of different groups in your department or outside.

9. Communicating with Groups	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Giving convincing verbal presentations that are clearly understood by the audience.		
b) Getting your ideas across to others in meetings.		
c) Clarifying/summarising the main issues arising from a complex or wide-varying group discussion.		
d) Understanding the mood of the group and the underlying processes within it.		
e) Helping the group when personalities clash, tempers get frayed etc.		
f) Involving other group members in discussion.		
g) Other. <i>(Please state)</i>		

10. Managing Groups	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Choosing an appropriate leadership style for the group and the situation.		
b) Helping the group to plan and control its use of resources (time, information, expertise).		
c) Bringing in others to the group discussion/checking out views of others.		
d) Helping the group to resolve conflict, achieve compromise or reach agreement.		
e) Bringing the group back to the subject when it has become diverted.		
f) Other. <i>(Please state)</i>		

11. Influencing in Groups	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Persuading others to support an idea/case by selling the benefits.		
b) Building alliances, networks and coalitions.		
c) Readily makes decisions and prepared to just and defend your position.		
d) Other. <i>(Please state)</i>		

12. Decision Making and Problem Solving in Groups	Level of own Skills (H,M or L)	Relevance & Priority (H, M or L)
a) Accommodating to other peoples ways of working in groups.		
b) Getting the group to explore ideas and think creatively.		
c) Building on the ideas and contributions of others.		
d) Helping groups to evaluate systematically alternative solutions to problems and courses of action		
e) Getting commitment to group decisions.		
f) Other. <i>(Please state)</i>		

SECTION FOUR - SELF-DEVELOPMENT GOALS

In the previous sections, you have assessed your level of ability in and the relevance to you, of a range of skills. (As mentioned, you may find it helpful to ask someone who knows you well in the work situation to also complete these sections.) You should now review the ratings and complete the following as a way of identifying your probable strengths and weaknesses. Use the theme headings to help with this - e.g. if you have mostly high in 'use of time', then you can note you have strengths in 'use of time', rather than re-write all the sub-headings.

	Self assessment	Other (if completed)
Strengths (mostly 'high')		
Potential Strengths (a mixture of 'H' & 'M' – no 'L')		
Proficiencies (mostly 'medium')		
Limitations or weaknesses (mostly 'low')		

Key Points for Consideration & Any Unresolved Issues:

-
-
-
-

Please complete the next section to identify the key strengths and development needs in your current role. This is particularly important if you wish to progress in a similar line of work. It can also identify how well your abilities fit the type of work you are currently doing.

MY STRENGTHS AND WEAKNESSES IN MY CURRENT JOB OR ROLE

HIGH	Development Needs (priority job areas that are not well developed)	Strengths ((priority job areas that match high ability	
RELEVANCE & PRIORITY	Unimportant or undeveloped through lack of job demand (low in relevance and ability)	Unused Potential (not relevant but highly rated)	
LOW	LOW	LEVEL OF ABILITY	HIGH

SUMMARY

Now review how you have assessed yourself overall and list below on the left hand side of the sheet what you consider to be your priority self-development goals. Use the right hand side of the sheet to note any ideas and possibilities that strike you as useful in pursuing your goals. If you have a mentor or a trusted colleague this might be something you could discuss with them.

Priority Self-Development Goals	Ideas and Possibilities for Pursuing Them

PERSONAL ASSETS

Exercise 9 – IDENTIFYING YOUR ASSETS

‘Assets’ include all of the relevant experiences, learning, achievements and knowledge that could be real advantages for you in your career development or job search. Whilst a CV may still require a list of formal jobs that you have had – it will also be important to sell the assets that come from the range of other life experiences.

LIFE LEARNING

It is important to capture learning, experience and achievements from across your whole life not just your formal working time. Take a moment to consider and write notes on the following

- *Personal Experiences* – travel, changes in living arrangements, relationships, illnesses, new interests or activities, reversals of fortune, spiritual turnings or “time outs”.
- *Informal Work Experiences* – part-time, holiday or short term jobs and volunteer activities, paid and domestic, i.e. anything productive. (Formal jobs are dealt with later).
- *Achievements* – both consciously undertaken (e.g. being selected for a sports team, winning a prize, getting an article published, climbing a mountain, getting a ‘plum’ job, achieving a tough target) and less formally undertaken (overcoming an obstacle, being named employee of the month). See also overleaf; ‘formal career’.
- *Projects* – work-related and personal, assigned and self-initiated, big and small, rewarded and unnoticed – anything with a beginning, middle and end, where the activity and not the result is the notable thing. Notable results belong in the *achievements section*.

FORMAL CAREER

For each formal job that you have had (including the current one) record the following information:

- Your job title
- The employing organisation or company
- The dates that you worked for them
- The salary
- The main areas of responsibility
- What you achieved in that job
- What you enjoyed in that job (or not)

ACHIEVEMENTS

This is not a time to be modest – employers will be interested in your achievements because they are looking for evidence of what you are capable of and suited to.

An achievement could be:

- A new idea which you formed and turned into some sort of reality
- Results which improved as a direct result of something you did
- Costs you managed to cut, making a difference to the finances of your organisation or perhaps making a project possible
- Funds that you managed to raise for a particular service development
- Service improvements that resulted from your contribution or intervention
- An activity that you managed to simplify or improve with your ideas
- A crisis which you averted or dealt with in a beneficial way
- Positive feedback from service users or colleagues about something you did
- Something you made – either a physical object or a project
- Something you have collected
- A difficult or new skill you mastered successfully

CURRENT JOB

This exercise is designed to draw out your assets from your current work situation.

Step One

List the different activities you undertake in your current job in column one. This should be at a general meaningful level, for example, managing a budget, leading a team, supervising staff, specific project management, running training events, being on-call, dealing with complaints, providing direct patient care for X, maintaining equipment, providing activity reports and so on.

Step Two

Think about the skills, professional expertise, knowledge and experience you are using or drawing upon in order to undertake the activity. Record them in column two. You can use an additional sheet if necessary.

ACTIVITY	RELATED SKILLS, EXPERTISE, KNOWLEDGE OR EXPERIENCE

This exercise will take plenty of time and reflection. You may want to have a first attempt, leave it and then return to it again. Keep the results as a record that you can draw upon when you have a specific opportunity in mind. This is invaluable as a source of information for your tailored CV

SUMMARY AND PRACTICAL CONSIDERATIONS

Exercise 10 Practical Considerations

Work Elements & Considerations	Responses
<p>Location: Do I have particular reasons to stay in a specific location? Am I prepared to move? If I am, does this apply to particular places only? (List). What is the maximum commuting journey (time/distance) that I am prepared to take on?</p>	
<p>Hours of Work: Do I want/need fixed hours? Do I want some flexibility? Do I want to organise the way I spend my working hours? Do I want full or part-time work? How many hours am I prepared/able to spend per working week/month? Am I prepared to job share?</p>	
<p>Salary: What level £ per annum do I <i>need</i> to earn to cover my financial commitments? Must I have my salary each month on a set date and know what it will be? (If so, why?) Do I prefer to be paid on a fee basis? Am I working to replace a full-time salary or am I working to supplement a pension/or other income?</p>	

<p>Circumstances</p> <p>Do I have a young family that I want to spend time with? Do I have children at college or university, or have they become financially independent? Do I have caring responsibilities to consider?</p>	
<p>Physical Conditions & Surroundings:</p> <p>Think about where you do your best work: Busy or quiet surroundings? Alone or with others? Having regular contact with clients, staff, patients, the public etc (please specify)? Is the condition and appearance of your surroundings important or irrelevant? Private or communal? Office based or mobile? Outdoors or indoors? Relaxed or fast-paced? Informal or businesslike? Your own desk and equipment or being able to use whatever is available when you need it? Sociable or non intrusive?</p>	
<p>People:</p> <p>I need to work on my own. I want to have regular contact with the public/clients/patients etc I want to work, for the most part, in a group; managing as a team member.</p>	

And Finally BE POSITIVE

- Adopt a positive 'can do' attitude
- You are responsible for your own thoughts (Choose what you focus on – the resources and opportunities you have rather than the things that you don't have)
- Choose to be proactive
- Act deliberately and from your own centre. Once you know what kind of work you want, tell as many people as you can – some of them may act as your ambassadors.....

RESOURCES

All books currently available from www.amazon.co.uk

- “Be your Own Life Coach” Fiona Harrold, Coronet Books, 2001 (also available as an audio tape)
- “What Colour is Your Parachute” Richard Nelson Bolles, Ten Speed Press 2010
- “What Colour is Your Parachute Workbook” Richard Nelson Bolles, Ten Speed Press revised edition 2005
- “Career Ahead: The Complete Career Change Handbook” Jenny Ungless, Raleo publishing 2008
- “How to get a job you’ll love” John Lees; McGraw Hill
- “Career Re-Boot: 24 tips for tough times” John Lees; McGraw Hill
- “Job Interviews – tough answers to tough questions” John Lees; McGraw Hill
- “Finding Square Holes: Discover who you really are and find the perfect career” Anita Houghton; Crown House Publishing
- “The Career Guide for Creative and Unconventional People” Carol Eikleberry, Ten speed press, 3rd edition, 2007

USING A SUPPORT NETWORK

*(Source: Department of Health Programme-funded Worker Project Staff Support Pack, 7 June 2010
Prepared by Programme Funded Worker Project Team)*

'BUDDY' SYSTEM

A 'buddy' can be anybody who is able to offer specific support – it's a helpful way of formalising what might be seen as just a 'chat' so that people feel able to take time out to talk with their buddy.

LEARNING GROUPS

You could use the principles of Self Managed Learning as the basis for forming Learning Groups of 6 – 8 people who work together and support each other in the process of moving to alternative employment. These groups can be formed by a particular group of staff or from a group of people with different work roles but with the same needs and aims for meeting together. The groups are non-hierarchical, that is, everyone has equal status whatever the job or role of those attending.

The main principle is that people take responsibility for their own learning, activity and for what is discussed within the group. There is no set format, agenda or structure – each group will define this for themselves. The issues discussed are decided by the group: a group may decide to focus on career development, including writing their CV and preparing for job interviews or they may want to use the time to discuss how organisational changes are affecting their day-to-day function at work.

Learning Groups are confidential environments and should run for a specific period of time (e.g. six months) with the dates of meetings decided at the outset so that group members can commit to attending all the meetings. Such groups usually meet every four to six weeks.

SUMMARY

6 – 8 people

Run for an agreed period of time (e.g. six months)

Meet every 4 – 6 weeks; dates to be agreed at the outset

Confidential

Non-hierarchical

No set agenda or format – this is the responsibility of group members

MENTORING

Mentoring is skill specific and a mentor is usually someone with more skills and experience in the particular work area. Mentors can be an effective way to ensure good communication of experiences and knowledge.

Mentoring is about one person helping another to achieve something. More specifically, something that is important to them. It is about giving help and support in a non-threatening way, in a manner that the recipient will appreciate and value and that will empower them to move forward with confidence towards what they want to achieve. Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

COACHING

A coach does not have to be skilled in the individual's area of work; rather they facilitate the individual's thinking and decision-making. Coaching is a collaborative relationship and the coach will support the individual's reflection on issues or situations with the aim of improving their decision-making and personal performance.

The coach may offer guidance or options concerning how the individual might approach a particular situation or person and will help them work through the possible consequences. Coaching can be targeted and specific, for example, around career change or career development or it can be more generally related to work situations and issues.

A coaching relationship should have a defined framework and time-span with an agreement about the number of sessions involved. Coaching can be face-to-face or by 'phone or a combination of these.

PROJECT PLANNING

TIME PLANNING

Job search can often prove a full-time activity. It will demand all your skills and, above all, it will demand that you use your time as effectively as possible.

For those currently in full-time employment, the juggling of work and job search activities , along with domestic commitments, brings to light a number of practical issues: getting time off for interviews, when best to arrange them, travelling time and methods of transport, managing the administration process involved – typing, CV copying etc, simply finding the time to do it all in an organized fashion. From the interviews carried out with successful job search delegates, it is quite apparent that the effective use of time was a key factor in their success.

As you work through the tips and recommended approaches, please tailor them to suit your particular circumstances.

GETTING ORGANIZED – CREATING TIME TO THINK

Some practical tips:

- Clear a space where you can work comfortably without interference. Preferably choose a place where you do not have to tidy papers away after you
- Provide yourself with a well laid out diary
- Read the papers – national and local
- Organise a set of files. Suggested headings could include:
 - Personal
 - Job Search
 - Alternatives

Employers and line managers can react to change in the right way by:

(Source: ACAS 'How to Manage Change')

Change: Reacting to emotion in the right way		
Where are you?	Employee emotion	What can you do?
<p>Rumour mill: Nothing has been announced but people are talking at tea points and in the canteen</p>	<p><i>"I can't stand the uncertainty. It's starting to affect my sleep"</i></p> <p><i>"Stress levels are sky high at the moment"</i></p>	<p>Act quickly, the longer the uncertainty lasts the worse people will feel.</p> <p>The anticipatory phase of change can cause anxiety and stress</p> <p>Involve employees at the earliest stage in planning change</p>
<p>Official statement: You announce your plans to restructure the business</p>	<p><i>"At last, some concrete news"</i></p> <p><i>"I always thought the old system could be improved"</i></p> <p><i>"What does this mean for me?"</i></p>	<p>Tell the truth! It can be tempting to gloss over the more damaging impact of change.</p> <p>Build on positive feedback – some employees may be relieved or even happy that something's been done at last</p> <p>Offer reassurance, particularly with likely job losses or extensive retraining</p> <p>Consult with staff as soon as possible</p>
<p>Company vision: You develop a vision for the future of the organisation</p>	<p><i>"This is all very blue sky but I wonder what they're really planning"</i></p> <p><i>"What does any of this mean in practical terms to me?"</i></p>	<p>Be clear about the message you are putting across: avoid ambiguity and jargon!</p>

Change: Reacting to emotion in the right way		
Where are you?	Employee emotion	What you can do
<p>Communication: You communicate details of the restructuring via emails and team briefings</p>	<p><i>“So, it’s really happening and my old status and job are under real threat now”</i></p> <p><i>“I just want to get on with it and forget all the talking”</i></p>	<p>Think about the way you communicate.</p>
<p>Line managers: Individuals are told the impact on their jobs by their line managers</p>	<p><i>“I cannot accept this is going to happen”</i></p> <p><i>“I feel responsible for the failings of the old system. If only I’d worked harder”</i></p> <p><i>“Yet more restructuring, I’m going to start looking for a new job”</i></p>	<p>Address personal concerns and give employees the chance for questions – constructive criticism can be very positive!</p> <p>Recognise how individuals feel</p> <p>Plan for employees who cannot accept the changes and want to leave</p>
<p>Changes begin: Job descriptions and contracts change and new reporting structures start</p>	<p><i>“This is just complete rubbish”</i></p> <p><i>“It’s hopeless. I’m never going to get used to the new system”</i></p>	<p>Provide training where necessary for new duties or procedures</p> <p>Keep communicating</p> <p>Offer strong leadership and motivation</p> <p>Provide counseling where appropriate</p>
<p>Bedding in: New structure is monitored and feedback is sought</p>	<p><i>“There are teething problems – some days things are better than before and some days they seem worse”</i></p> <p><i>“We’re really beginning to pull together as a team now”</i></p>	<p>Set up a working group to work on specific problem areas</p> <p>Involve employees in reviewing ongoing changes</p> <p>Celebrate successes</p>