

Planning Your Career and Personal Goals

Women and Leadership Series
2009-2010

Presented by the Organisational Development
Unit



Why Plan Your Career?

- Make better choices for you
- Reduce unnecessary stress in your life
- Reduce time laying awake at night – wondering what it is that you are meant to be doing or how to get that dream job
- Higher chance of achieving what you want if you define and plan it
- RAS



Benefits of Planning Careers & Goals

- Study undertaken at Harvard between 1979 and 1989 to understand the benefits of setting career goals - the financial benefits at least.
- 84% of the 1979 Harvard MBA class has set no career goals
 - 13% had set goals but not in writing. Nevertheless, this '13% students' were earning twice as much as the '84% students' by 1989.
 - The final 3% of students had clear written career goals in 1979. Astonishingly, these 3% earned ten times as much as the other 97% combined

Mark McCormack, What they Don't Teach you at Harvard Business School



Our plans miscarry because they have no aim.
When a man does not know what harbor he is
making for, no wind is the right wind.

Seneca



Planning Your Career & Personal Goals

1. Understanding yourself

2. Researching Opportunities

3. Creating a Plan



Understanding Self

- Personality Type
- Values
- Interests
- Skills
- Life outside of work
- Attitude towards current job



Personality Type

- MBTI can define where an individual gets their energy from, how they deal with the outside world, how they process information, how they make decisions
- MBTI measures a person's type before any significant development has impacted their individual thoughts, processes and behaviours – this may be as far back as their teenage years or childhood
- If you choose to operate from your natural type, this causes less stress
- Types have natural dispositions to different natures of work



Personal Values

- A value is a concept that describes the beliefs of an individual or culture.
- Values are considered subjective and vary across people and cultures.
- Types of values include ethical/moral values, doctrinal/ideological (political, religious) values, social values, and aesthetic values.
- **Personal values**
Personal values evolve from circumstances with the external world and can change over time.
- Personal values guide decisions by allowing for an individual's choices to be compared to each choice's associated values.
- Choosing a job or career that is aligned with your values can increase the chance of happiness and fulfillment.





Personal Interests

- Understand your interests and disinterests can allow informed decision making
- Choosing a job or career that you enjoy increases your fulfillment and happiness and is less likely to cause stress and detract from your overall life happiness



Skills & Competencies

- Assess your skills to understand your strengths and weaknesses
- Will allow you to assess your suitability for roles or careers
- Will inform your development needs



Your Current Work

- What are your main responsibilities?
- How has the job changed since you have been in it?
- What do you enjoy about this job?
- What do you dislike about this job?
- What are some of the problems your current employer faces to which you contribute solutions?
- What new responsibilities have you taken on in the last year?
- How is this job adding to your inventory of competencies/skills?
- What opportunities are there to progress beyond this job?
- What are the reasons for your past three job changes?

As adapted from 'Your Career Planner': The Essential Guide for Successful Decision Making', Stevens Paul, 1991, Australia.



Your Life Outside of Work

- Does your physical health impact your career choices?
- Does family life impact my career choices?
- Does age impact your career choices?
- Do financial commitments impact your career choices?
- Does your preference for where you want to live impact your career choices?
- Does your education and upbringing affect your career?



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Researching the Opportunities

- Categorising the roles –
- Categorising the selection criteria-



Job Families

Family	Description	Typical Jobs	UNE Jobs
Practical	Dealing with things – activities found in technical and practical work	Electrician Labourers Nuclear Engineers Surveyors	Tradespersons Cleaner/ Housekeeping
Social	Dealing with people- activities found in social and personal services work	Social Worker Lecturer Teacher Beauty Therapist Trainer	Teaching SAS Counselling Services Medical Centre Trainer
Entrepreneurial	Dealing with people and data – found in business and management work	Marketing Sales Estate Agent Human Resources	Leadership Marketing & Public Affairs Human Resources Alumni



Job Families

Family	Description	Typical Jobs	UNE Jobs
Business	Dealing with things and data – activities found in administrative and organisational work	Secretary Executive Assistant Management Accountant Tax Consultant	Administrative Assistant Management Accountant Governance Business Analyst Systems Developer Course Coordinator
Intellectual	Dealing with things and ideas- activities found in scientific and research work	Laboratory Technician Nutritionist Surgeon/Doctor Researcher Statistician	Researcher Solutions Analyst Lecturer
Creative	Dealing with people and ideas – artistic and creative work	Film Director Architect Fashion Designer Journalist Advertising	Journalist Photographer Graphic Designer



<http://www.interjobs.co.uk/planning/interest.htm>

UNE Job Families

HEO	Training Level	Task Level	Level of Supervision	Judgment	Organisational knowledge
1	Appointment at the base of this level does not require formal qualifications or work experience upon engagement.		Close supervision or, in the case of more experienced staff working alone, routine supervision.		
5	completion of a degree; or an equivalent combination of relevant experience, and/or education/ training.	knowledge of theoretical principles, procedures and techniques, as applied to a range of common or predicted circumstances, ability to apply some specialist knowledge or technical expertise, ability to manage a range of functions within a particular functional area, ability to coordinate and manage a small functional team, ability to meet organisational goals, ability to develop task methodologies or procedures within policy guidelines,	Positions at this level are generally responsible for work outcomes within standard practices and respond to specific directions related to objectives and broad work unit priorities. Supervision received: General direction- procedural direction may be necessary in the absence of detailed knowledge of procedures and policies, and techniques such as at graduate entry, direction is limited when defined policy or guidelines are available, direction should be sought in situations which require clarification of policy outcomes and complex problems, direction should be provided to establish clear objectives and goals. Supervision given: supervision of others may be	draw conclusions and provide recommendations to senior staff on complex issues, provide information for planning and review of work area/project, make regular operational decisions, such as provision of services/resources to other work areas or projects, utilise initiative in	Perform tasks/assignments which may: involve providing detailed advice/information/solutions to problems in the context of complex but standard circumstances, involve liaising and negotiating on a range of activities/issues and assess impact on others and work area or monitoring of project milestones/objectives, involve demonstrating an understanding of the role of the work area and its function within the broader organisation, involve demonstrating an understanding of a range of policies, require proficiency in the work area's rules, regulations, policies,

Job Families

HEO	Training Level	Task Level	Level of Supervision	Judgment	Organisational knowledge
8	postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or a range of management expertise or substantial technical expertise; or an equivalent combination of relevant experience and/or education/training.				



Job Families

- HEO
- Level
- Executive



Exercise

- Do either of these roles interest you?
- Does the purpose of the area and role align with your personal values?
- Do you have the requisite skills and experience?



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Creating a Plan

- Summary of Self
- Setting short and long-term career goals
- Setting development goals to achieve your career goals



Additionally....

- Use your annual ppr
- Involve your supervisor in the discussion if you can – get them working with you to achieve your goals
- Ensure achieving your goals help your supervisor to achieve their goals



*There came a time when the risk to
remain tight in the bud was more
painful that the risk it took to bloom.*

Anais Nin

