
■ LEARNING AND DEVELOPMENT

Career Tools and Frameworks

2022



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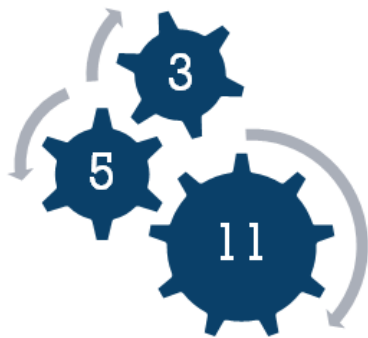
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Introduction

In the past, career planning focused on the processes involved in achieving one career that would last a lifetime. This concept may not be relevant today because a worker will face a work environment that is constantly changing, and their needs may change over their life. .

Today's worker is likely to hold many jobs during their lifetime.

Current research suggests that workers will have between three and five careers in their lifetime and as many as eleven jobs, so it makes sense to spend some time planning and preparing for the future.



This booklet provides additional resources and links to tools to support your career reflection.

Career planning involves identifying what you're good at and how your skills, abilities and interests translate into the work environment or job market. Only you can

know and plan your career for you.

Career planning is a process.

"You can either engineer your own career changes – designing, creating and jumping to new opportunities on your own schedule- or you can find yourself scrambling to meet someone else's agenda." *Margaret Livingstone*

Skills that are needed in today's work environment include flexibility, being open minded and being able to see opportunities for success whether they are planned or not.

This booklet has been designed to provide you with extra tools and reflection topics to enable you to plan and record your ideas and career objectives.



5 principles in career planning

Adapted from Career Planning Guide: California Career Resource Network

1. Change is constant.
We change constantly and so does the world around us – including the world of work. Because a single occupation will no longer take us from the beginning to the end of our working lives, adaptability is an important skill to carry into the future.
2. Learning is ongoing.
Graduating from high school or college does not mean that education is complete. Opportunities to learn are everywhere! If we learn to recognise these opportunities, we can make our learning a lifetime experience. Learning takes place within formal experiences (gaining qualifications) or informal ones such as LinkedIn Learning, talking to friends or adapting the skills we need in our personal activities into the world of work.
3. Focus on the journey.
Life is a journey. Identifying our purpose and destinations gives us direction. We need to pay attention to the journey with all its pitfalls, side-tracks and highways to new destinations and opportunities.
4. Consider your needs.
Dreaming about our futures can help us understand what we really want in life. Knowing what we want and keeping it in our minds can give the motivation we need to deal with life's challenges.
5. Access your allies.
Friends, family, teachers, neighbours – any of these people can be willing and helpful allies when it comes to judging what steps to take. There are now a huge range of online opportunities that are accessible to us. The resources section of this booklet contains some really useful sites.



”

Rethinking careers

We used to think of careers using an image of a ladder. This signified a one-directional movement which no longer represents the norm. New researchers are using a different image, **the jungle gym**.



Think about your career – was it one directional, involving one role within a single organisation? Most of us have careers that include paid and unpaid work, different organisations, different environments and broken by time with family and study.

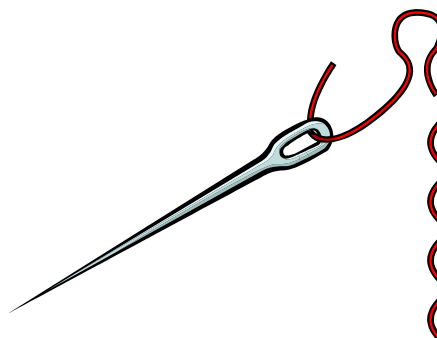
The jungle gym image can demonstrate these movements – upwards, sideways and downwards and even the odd wild jumps to a new career.

Sometimes we find it difficult to decide what is our career? We may have had a variety of jobs that don't seem to have much in common but here is an activity that allows us to see the common threads that run through our life.

Activity: What is the career thread in my history?

You will need:

- A large sheet of paper
- Coloured pens or pencils
- Post it notes



Step 1	Take a large sheet of paper and a pen and draw a line that represents your working life across the page. .
Step 2	Label one end with the year you started work – you can decide to include jobs that you held while at school or not.
Step 3	Label the other end with the current year.
Step 4	Along the line, mark the roles that you undertook and write the year that you started/finished these. You can include part time work/ study/ staying at home or looking after children or parents. This line includes any role that you undertook and that you think is important.
Step 5	<p>Now that you have your career line completed, it is time to think about what you enjoyed about each role and why you moved to your next one. Great creative with this part - you can use colours, images, pictures, words etc. to describe what you enjoyed about each role.</p> <p>It can be useful to write above the line what you enjoyed and below the line, the elements that you didn't enjoy.</p> <p>After you have completed this, you will have a picture of your working life but there may have been other things that were really important and that you developed skills from that you haven't included – what about volunteer work or parent role s at school? Add all of these in until you feel you have a complete picture.</p>
Step 6	Using the post it notes, write down the skills you used in each role and what you enjoyed the most.
Step 7	If you look back and reflect on the information you have gathered you should start to see the thread that flows through your roles. It might be that they all had to do with helping people or you noticed that each role provided a new challenge. Think about what role you might like to record next on your line.

Planning for the expected and the unplanned events

There are a multitude of theories regarding how and why people's careers develop but one theorist, John Krumboltz, believes that human behaviour is the product of countless numbers of learning experiences made available by both planned and unplanned situations in which we find ourselves. Every situation can be seen as presenting potential opportunities if we recognise them as such and then take action to capitalise on them. He calls this theory – **Happenstance theory**.

Unplanned events are a normal and necessary component of every career.

Think about **your** career.

1. What planned events have resulted in you working in your current job? (What qualifications did you gain, what led you to be available for this vacancy? For example: you may have an accounting qualification or a previous role in administration.)

2. What unplanned events have resulted in you working in your current job? (What made you choose it, why did you apply for it at this time, what led you to be available for the vacancy? For example, you may have heard about the job in conversation or been seconded.)

Career Planning involves planning for both the expected and the unplanned events.

- We plan for our expected career path while recognising that jobs and individuals change.
- We plan for our unexpected situations by placing ourselves to take best advantage of them.
- When an unplanned event happens we respond positively as we feel prepared and confident.
- Remember that every action involves some risk.



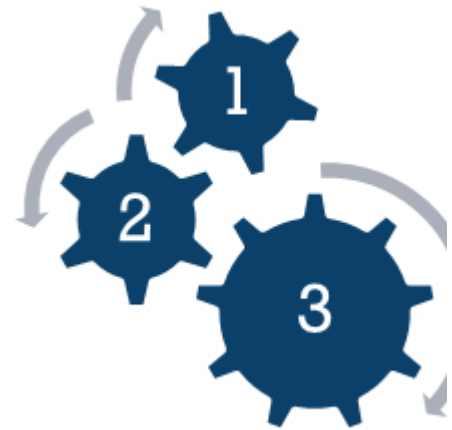
The three steps to controlling unplanned events

There are three steps to controlling unplanned events.

1. Before the unplanned event, you take actions that limit the surprise or that place you in a position to make best use of any situation. One action is to be open to the possibility that such events occur.

Another action may be to keep up with trends in technology, read strategic plans or discuss the future of your work area with your manager.

Events or hobbies that encourage networks or allow you to increase the amount of information you receive are useful to maintain or build.



2. During the event, you remain alert and sensitive to recognise potential opportunities.
3. After the event, you initiate actions that enable you to benefit from it.

Example

A woman moved from England to the US but found she was unable to get work. She eventually obtained a job in a bank.

The unplanned event: A chance meeting with where she was told about a bank that was training new staff members.

1. Activities that happened to put her in the right position: She joined a health club and struck up a conversation with another lady who told her about a bank that was hiring.
2. How she recognised a potential opportunity: she obtained the name of the person doing the hiring and she applied for a position.
3. How her actions benefitted her: Despite having no previous banking experience, she was successful in getting the job. During her time at the bank, she learnt accounting skills which resulted in her getting an accounting job at a later date for another company.

Adapted from The Happenstance learning Theory: John Krumboltz

We need to plan for the future, build skills and expertise in to keep our careers healthy and to make us more aware of the opportunities available. This places you in a position to take advantage of those unplanned events.

Your career

Your personal plan will be constructed as you move through the booklet.

You will learn about yourself and your ideas in order to set goals and then break down the goals into achievable steps, noting the assistance you require to achieve them. This is the action plan.

The last section involves getting started: taking the first steps towards achieving the goals you set.

Your personal development plan will allow you to learn and benefit from those planned and unplanned events that make up our careers.

Planning for career development – knowing yourself

Organisations use a SWOT analysis to assist in their strategic planning and this can be used as a career planning tool.

Your **strengths** are the aspects of your life and personality that set you apart from others. If your manager was asked about your contribution to the team or workplace, what would they say?

- What experiences have you had?
- What skills/qualifications have you obtained?
- What is your view on life?
- What aspect of your personality are you most proud of?



Your **weaknesses** are those areas of your work-life that you know you need more experience, knowledge or practice in.

Is there something you would like to be able to do, but cannot or do it with difficulty?

The first two categories were personal ones, internal characteristics. The next two look at your external environment.

Your **opportunities** are elements that you can build on to increase your strengths and minimise your weaknesses.

- Are there things you would like to do but don't?
- Is your workplace undergoing change that will allow you to change or grow?
- What trends are happening in your workplace, in your industry or in a career that you would like to move to?
- Is there assistance provided for those entering these roles or training?
- Are there changes in your personal life that may provide opportunities for change?

Your **threats** are the elements that could negatively affect your development plan. By noting these you can take action to limit their effect.

- Are there aspects of your personality that affect make you less effective than you want to be? For example:
 1. When faced with change, your immediate response is to feel threatened and so you respond negatively. After thinking about this, you decide to stop responding immediately, leaving it for at least ten minutes.
 2. Your initial response to being asked for assistance is always to say yes, even though it can have a detrimental effect on your workload. You decide that you may need to go on an assertiveness course.
- What are the possible obstacles to your goals?
- Are there any changes coming to your workplace, industry or career that could provide a threat to you?

Complete the next page with your ideas.

My SWOT

My strengths are:	My weaknesses are:
What opportunities do I see for myself?	Things that may hold me back are:

Discovering your MAP

Another way to look at your life is the **MAP**

M.A.P

What's your **motivation**? (What gets you up in the morning?)

What abilities do you **demonstrate**?

What is your **personality**? (How, why and where do you like to work?)

Planning for career development – knowing your skills

Use this activity to help you analyse the types of skills you have. It will help you work out what you are good at and the skills you might like to develop further. As a starting point, you could look at your job description and think about the skills needed to do your current job.

Skills are broken into two categories:



1. **Hard skills** are specific, sometimes technical activities that you can do competently. For example, doing precise, detailed and accurate work, or driving vehicles and using equipment.

2. **Soft skills** are qualities and strengths that are specific to you as an individual. For example, readily taking responsibility and adapting easily to a wide range of activities and unexpected changes.

Skills can also be broken in to three categories: transferable, specialist or self-management.

Transferable Skills

Transferable skills can be gained in a range of settings, not just the workplace, and are useful for a variety of jobs, for instance influencing and persuading people. These can be soft or hard skills.



Here is a list of some transferable skills

Customer service	Good time management	Solve problems
Working well with people	Collaboration	Accept responsibility
Write clearly	Patient	Planning skills
Research	Project planning	Implement plans
Analyse processes	Managers others	Teach
Public speaking	Motivate	Great computer skills
Work well in a team	Diplomatic	Great at explaining difficult concepts to others

What transferable skills do you hold?

Specialist skills

Specialist skills are specific to a particular area of work and are often gained in work experience or specialist training, for instance using scientific equipment. These are usually hard skills.

If a new employee was to learn your role, what skills would they need to be taught. It might be the use of a specialist piece of equipment or a process mapping tool.

Think about five skills you have that are specific to your current role. These skills are ones you currently use, and we often have trouble imagining how we might use them in another environment.

	Specialist Skill
1	
2	
3	
4	
5	

Over the page you will find an opportunity to think about some of the specialist skills that you hold and how these might transfer into another role.

Example

Within my role, I have to use a specialist computer programme that is not used anywhere else.

But:

- I learned how to use that programme quickly. (*Adaptable and flexible and able to learn quickly*)
- I have taught it to a number of new staff. (*Communication and teaching skills*)
- It requires the input of numerical data and I am very accurate. (*Accuracy and good at detail work*)

My Specialist Skills	
Skill	Where else could this be used?

Self-management skills

Self-management skills can be gained and used in a range of settings and relate to how you work, for instance using your time effectively. These can be both hard and soft skills and are increasingly important in today's work environment.

Self-management skills include:

- Ability to choose or make decisions.
- Alertness
- Assertiveness
- Calmness
- Concentration
- Diplomacy
- Emotional stability
- Firmness
- Generosity
- Honesty
- Loyalty
- Performing well under stress
- Punctuality
- Reliability
- Self-reliance
- Tactfulness
- Versatility



What are your top 5 self-management skills?

	Self-management skills
1	
2	
3	
4	
5	

Activity: My current skills inventory

1. Write your skills in the left-hand column of the chart below.
2. For each skill, decide if it's a transferable (T), specialist (S) skill or self-management (SM) and tick the right box.
3. Then decide if you are competent (C) in this skill, need to improve it (I) or would like the chance to develop it further (D), and tick the right box.

My skills	Type of skill			Level of skill		
	T	S	SM	C	I	D

You have looked at the skills you currently have but now look at the ones you need for the future. The SWOT analysis may have highlighted some skills you will require in the future.

Here is an illustration showing the skills that are most required – how would you rate yourself? How would you demonstrate to a potential employer that you have these skills?



Planning for career development – knowing the skills I will need.

When you consider the different roles you might apply for in the future, you can start to build your skills in preparation. This activity requires you to think about the skills you might need, your current skill level and to consider how you would build your proficiency.

While each of the skill categories remains the same, the practical examples will change to reflect the career or job you are aiming for.

For example:

1. The Skill – Writing: learn to express yourself clearly through the written word.
2. Current state:
As an administrator I am skilled at clearly written letters and reports but I would like to work in a policy area. This would require me to build the skill in report writing. I could offer to draft some reports for my manager to build my skills.

Skills I will need in the future		
Skill	My current skill rating (out of 10)	How could I obtain or improve this skill?

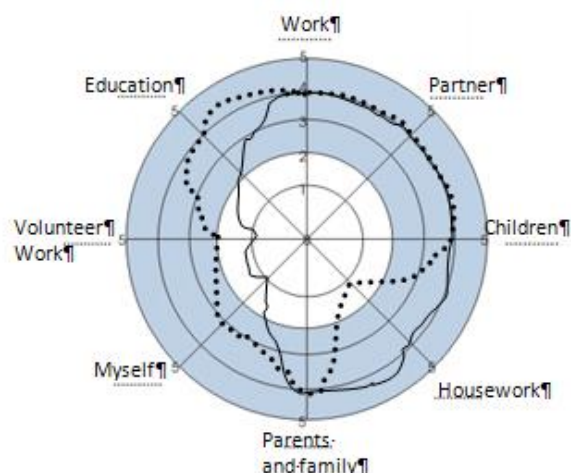
Planning for career development – looking at your life

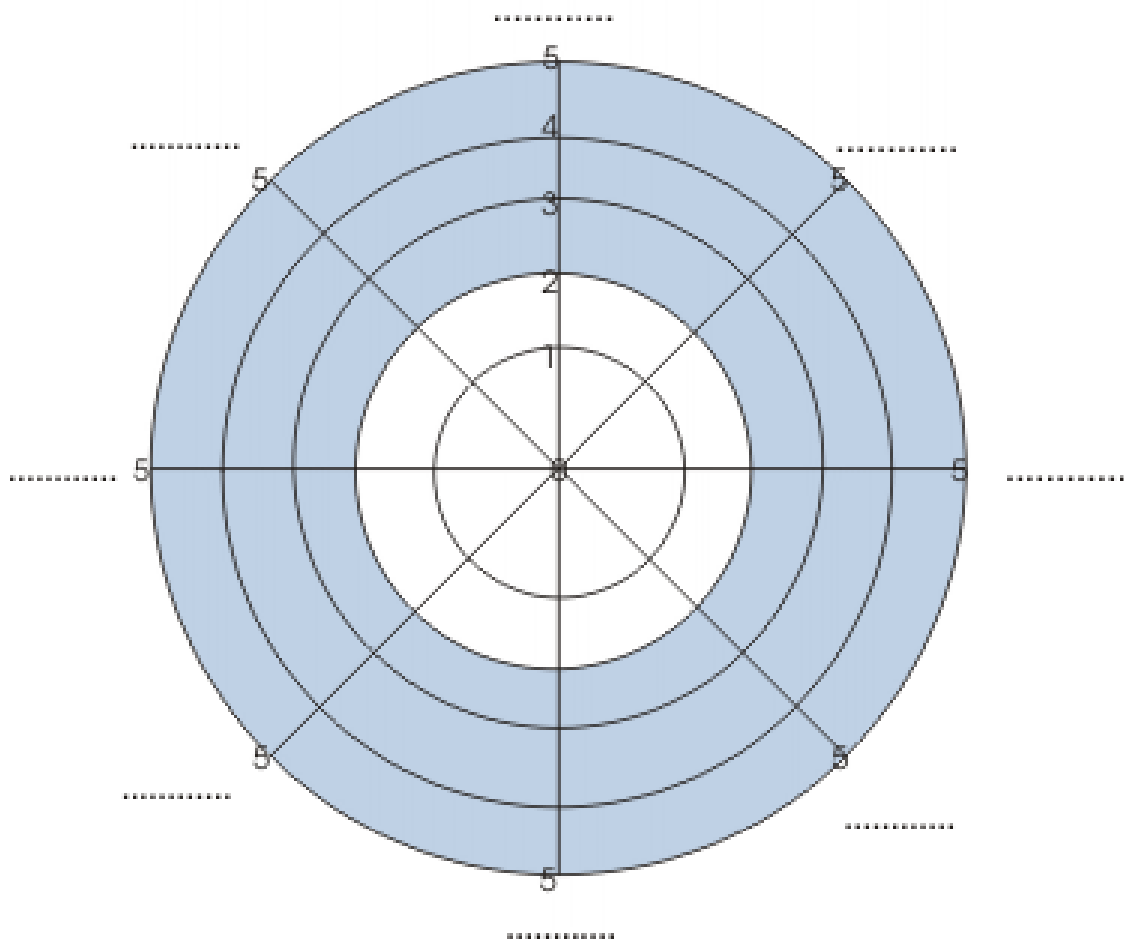
Our careers do not exist in isolation. There are many factors that can influence your goals at any time. These factors can change over time and bring different pressures to career planning.

One way of looking at the important issues in your life is by using a wheel diagram.

Activity: The wheel of life

1. Start by thinking of the eight dimensions of your life that are important to you. Each person will come up with different ideas. For example:
 - The roles you play in life: husband/wife/partner, parent, child, colleague, team member, sports player, community worker, friend.
 - The areas of your life important to you: creative expression, career, education, family, friends, physical exercise, time to yourself, financial stability.
2. Write down these dimensions on the diagram on the following page – one on each spoke.
3. For each dimension, think of a score between one (low) to five (high) that represents the amount of attention/time/effort that you are currently devoting to each area. Connect these scores up so that you draw an enclosed shape.
4. Using a different colour, think of a score that represents the amount of attention/time/effort that you would like to spend on each area and draw a shape around these marks.
5. Now you have a visual representation of your current life balance and your ideal life balance. What are the gaps? These are the areas of your life that need attention. And remember that gaps can go both ways. There are almost certainly areas that are not getting as much attention as you'd like. However, there may also be areas where you're putting in more effort than you'd ideally like. These areas are sapping energy and enthusiasm that may better be directed elsewhere.
6. Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. Starting with the neglected areas, what things do you need to start doing to regain balance? In the areas that currently sap your energy and time, what can you STOP doing or reprioritize or delegate to someone else?





Reflection on the Wheel of Life

Planning for career development – knowing your goals

Goals should give you an indication of where you want to be at a given point in time. You can have short, medium, and long-term goals but the principles behind them remain the same. Knowing your goals allows you to place yourself to take advantage of opportunities.

What does my wheel diagram say about my personal goals?

Where do I see myself in two years' time?

What would I like to achieve over the next year?

Are there any challenges facing me in the next 12 months?

SMART

To be effective, goals should follow the SMART format.

Specific – what is it that you are going to achieve?

Measurable- how will you know when you achieve it?

Achievable – is this goal achievable or do you need to break it down into smaller chunks?

Realistic – can you realistically achieve this goal within this time frame.

Time-bound- have you placed a date on your goal?

Is there anything that I would like the opportunity to get involved in?

What skills, experience or knowledge will I require to take advantage of these opportunities?



Planning for career development – learning opportunities

Learning opportunities can exist in many situations and take many forms. There is a list of some possibilities on the next two pages. Learning opportunities don't just occur in the workplace either.

Take the list of skills, experience and knowledge that you will require to take advantage of opportunities in the future and list these in the left hand column. For each one list two options for learning or gaining these.

Skill, experience or knowledge.	Option 1	Option 2
Facilitating meeting skills	<i>Pick a mentor who has these skills and ask them if I could watch them and have them provide feedback on my performance.</i>	<i>Can I practise chairing my school committee meeting?</i>

Each option will bring different opportunities and you may decide that both options are possible or that one is the preferred.

By having alternatives, you are planning for the unexpected.

Opportunities for development – types of learning opportunities

Adapted from Organisational Learning and Development – University of South Australia

Learning Intervention	Description	Target Development	Benefits
Formal training	Classroom based or online training courses, workshops and seminars that are targeted toward specific staff groups or capability development areas. Includes attendance at the University's staff development programmes.	Functional or role specific knowledge. Management and leadership development. 'Soft' skill development e.g. specific communication skills.	Provides focused and targeted learning and development.
On the job training	Training or 'just in time' instruction provided to staff by managers, supervisors and/or work colleagues. Activities align with day to day job tasks and responsibilities.	Core work experience Capability/ skill development Functional or role-specific know-how	Provides staff development without taking staff out of their role. Enables staff to learn through experience.
Workplace projects	Being involved in a specific project or being a member of a committee or working party.	Broader workplace knowledge Networking/ exposure Specific skills development e.g. project management or cross functional collaboration	Provides staff development without taking staff out of their role. Increased exposure in the University.
Coaching	A collaborative relationship between a staff member and a manager which enables learning and development to occur, usually to enhance capability, confidence and performance in the current role.	Technical or interpersonal skills Management or leadership development. Increased ability to problem solve and find creative solutions to new problems.	Potentially provides an opportunity to work with someone outside of the organization. Provides an opportunity for reflective thinking and creative problem solving.

Mentoring	Provision of support, usually by a more experienced person to a less experienced person. It focuses on professional growth and development.	Career development Personal effectiveness Organisational knowledge	Development and retention of talented staff Passing on organisational knowledge Collaboration
Secondment	Where an individual makes a temporary move to another areas or into another level or type of role in the University.	Cross-functional / organizational knowledge Career development New work skills and building transferable skills	Increased exposure in the University. Increased self confidence in ability to learn new capabilities.
Action Learning	Where individuals work on real problems that are capable of having action taken on them in the workplace.	Business problem solving Cross-functional knowledge and increasing understanding of the 'whole' organization.	Helping to solve real problems Networking/exposure
Community of Practice or Peer Learning	Where individuals meet to share knowledge and learning about current workplace issues and practices.	Workplace problem solving Build know how and confidence	Helping to solve real problems Networking with colleagues Build a learning culture
Work shadowing	A temporary work experience opportunity where staff learn about a particular job (typically in a field of interest) by walking through the work day with another staff member. Often occurs within the same department or team.	For the person shadowing <ul style="list-style-type: none"> • Experience of a new role • Career development • Networking For the person who is the host <ul style="list-style-type: none"> • Coaching skills • Analysis of style and practice • Networking • Self-reflection 	Facilitates cross functional knowledge sharing and best practice. Facilitates development of future leaders Facilitates team flexibility

Thinking about your learning

In order to determine which type of learning is right for you and the particular skill you want to acquire, ask yourself the following questions:

What specifically do I need to learn? Is it a task, is it information or is it a skill?

Is the lack of training impacting on my job at present?

"It is not because things are difficult that we do not dare; it is because we do not dare that they are difficult."

— Lucius Annaeus Seneca

What is the urgency of my need?

What time can I spend on training?

Is there someone else who does the particular task or holds the skill?

Do I need training or do I need coaching?

Do I need an opportunity to practice a skill that I already have?

Planning for career development –experience and visibility

Skills and qualifications on their own are not enough. You also need experience and visibility. In order to be known for the right attributes, it is a good idea to think about your current visibility.

Questions

How do you rate yourself professionally?

What are your strengths and what are some areas of development.

How do others rate you professionally?

Before you start, it is worth finding out what others view as your strengths and the areas in which you need to develop. Think about the people you trust to give an honest answer and ask them about three of your strengths and three areas that they think you should develop.

Prepare yourself for hearing something you didn't expect. Just thank the person for their opinion and go away and reflect on what they have said. Even if you don't agree with them, there would have been a reason for their suggestion.

What did they say were your strengths and your areas of development?

How can you increase your visibility and experience?

Now that you hold all this knowledge about yourself and your goals, you can write it in the form of a career plan. There is a blank template on the next two pages.

Your career development plan

Your name:		Current position:		Date your plan started:	
Your future: (What you want to achieve and why. Where and how do you see yourself in the future?)					
Major career goals (What you need to accomplish in order to achieve the future you want.)					
Goal:		Target date:			
Goal:		Target date:			
Goal:		Target date:			
Skills audit:				<i>A: I have accomplished this skills/ I demonstrate high competence</i> <i>B: I have this skills/competency but could improve</i> <i>C: I need to improve this skill/competency</i> <i>D: I need to develop this skill/competency</i> <i>E: I need to acquire this skill/ develop this competency. .</i>	
List the skills you require in the future together with a ranking. Remember to go back at regular intervals and update your rating.					
Skill/competency	Rank		Skill/competency	Rank	

My action plan for the expected				
Development goal	Action steps	Complete by	Obstacles/ solutions	Evaluation
Preparing for the unexpected				
What steps can I take to ensure I am ready for the unexpected?		Completed	Reflection	
Reflecting on the unexpected				
The event	How was I positioned for it?	What potential opportunities could it create?	How can I benefit from this event?	

Activity: Recording your accomplishments

We think that we will remember our accomplishments but often we don't. It is useful to keep a record of these as we achieve them.

Some of my accomplishments this year have been:

Projects I have been involved with include:

Initiatives I have proposed have been:

Skills learnt this year



Extra resource list

Learning and Development workshops

You can find more information and enrol on these workshops at

<https://www.otago.ac.nz/humanresources/training/professional-staff/otago368601.html>

Websites

<https://www.otago.ac.nz/careers/index.html> – The website of the University of Otago Career Development Centre. This website has some excellent resources around writing CVs and preparing for interviews.

<https://www.careers.govt.nz/> – This is an excellent website from the NZ government. It has an interactive section to help analyse skills and a range of tools to assist you.

Books held in the Central Library

Bolles, R. (2016) What colour is your parachute?

Jackson, K. How to keep your cool if you lose your job: A workbook for surviving redundancy

Calvert, R.... [et al.]. First find your Hilltop: take control of your career by finding out who you are, where you want to be, and how to get there /

Crystal, J. and Bolles, R. Where do I go from here with my life? : a very systematic, practical, and effective life/work planning manual for students, instructors, counsellors, career seekers and career changers

Reardon, R. Career development and planning: a comprehensive approach

