

HDA Career Review Workbook

Explore

Enable

Implement

Introduction

The HDA Career Review Workbook is designed to help you gather material and ideas to plan your current and future career options.

The exercises in this workbook can be completed on your computer or, if you prefer, printed out and completed by hand.

You will be using the material from the workbook with your career coach. It will also provide material for your future career so make sure you keep it or save it somewhere safe.

Additional exercise sheets referred to or inserted into the book, such as the **initial meeting prep form** and **action plan**, can be downloaded from the career centre website.

The workbook will give structure to your career review meetings and forms one component of your programme.

The other components are:

- **online assessment exercises** designed to identify your workplace strengths and motivators
- **one-to-one meetings** with an independent career coach.

role and what opportunities there may be to make your time at work as fulfilling as possible.

This requires some hard work from you, hence the benefit of working with a career coach.

Your coach will both encourage and question your thought processes, aided by the output from the online assessment tools and this workbook.

Everything that you discuss in your career development session is between you and your career coach only.

You will own the material you develop in this workbook and from your assessments and meetings.

The benefit gained from your career coaching meetings will be driven by your own personal circumstances.

From this you can accurately determine the most suitable role and environment for you to shape and pursue a successful and happy career, along with identifying and planning the steps you need to take in order to achieve both your short and long term goals.

Your one-to-one meetings

A career review programme is focused on you.

For example, what are your skills, achievements, challenges and goals?

The programme will give you constructive input into your performance review/annual appraisal discussions.

You will work with an independent career coach whose role is to help you assess your present



Here are some examples to illustrate this:

Fiona

worked as an operations manager within the back office of an investment bank. Although she enjoyed her role, it had taken over her life due to long hours. Therefore she was questioning whether it was right for her.

The career coach asked Fiona to list and rank the demands of her role in order of importance to her career objectives and to indicate the percentage of her time that they took up. She was also asked to identify sources of support and resources available to her.

They identified a number of large demands on her time that did not have a corresponding contribution towards her career objectives. They also identified that she did not delegate or use available resources as well as she could.

Fiona became much more focused on tasks that were important for her career success and no longer felt that her workload was out of control. She was now able to turn down or delegate tasks in the knowledge that they were outside of her own remit. Fiona consequently became much happier and more productive at work.

Steven

is 27 years old, has a degree in philosophy and has worked as a sales support officer within a travel company for six years. He took the job as a stopgap while he thought about his career options.

He felt that he was not challenged in this role and was wasting his degree. However, Steven enjoyed the flexible working hours and the socialising with his colleagues. He enjoyed assisting with the recruitment of new staff and the associated delivery of their training as part of their development.

As discussions with the career coach progressed, Steven realised that his role satisfied all of his current career aspirations but he was concerned that his options for the future would be limited if he stayed in this role for too long. Time was spent helping him think through the type of roles he might enjoy in the future. Steven was encouraged to research entry requirements for those roles.

As he had flexibility with his working hours, Steven decided to study for a postgraduate qualification in youth and community work to facilitate a career change in a few years time.

Helena

worked as a PA to the HR director of a university. Very bright, creative and stylish, Helena had a degree in fashion design and was good at her job. However, it was evident that she was bored and felt unable to express her creativity. She had been previously unsuccessful in applying for a job within a fashion house and realised that the longer she worked outside of the industry, the harder it was going to be to get an entry position.

The university had a Faculty of Art, Design and Textiles. The career coach encouraged her to talk to the HR director to identify people working in the university who might be able to help her. They also discussed her hobby (designing fashion accessories) and whether this might have business potential. She was given some reference points for advice and support specific to business start-ups.

Helena now works part-time for the HR director and has secured a part-time position in the textiles department while she builds her knowledge and expertise before moving into a full-time role. This move has also allowed an administrator in the HR department to take on some of the PA responsibilities, to learn new skills and enrich her role as well, so winners all round!

Sam

had been promoted to a management position in an IT department and was now line managing five people who had formerly been his peers. He had been promoted because he was the most technically capable in the group.

Sam disclosed to his career coach that he was having panic attacks that were becoming more regular. When they explored the thoughts that preceded the panic attacks, it became apparent that the trigger was mainly his concerns about being let down by his team in a crisis, as well as conflict situations with team members.

When discussing career aspirations it was identified that the management of people had never been Sam's priority. His motivation came from his own technical development and from completing tasks to a high standard.

The career coach encouraged Sam to recognise that he did have choice. That is, he could choose to pursue a management route and develop his management skills – or he could choose a technical career and talk to his manager about stepping down from his current role.

At that time Sam was recruiting for a new team member and he decided to speak to his manager about taking the position himself. He felt a great sense of relief in recognising that not everyone is cut out for management and that there are other career paths that can be equally or more fulfilling.

Klara

was ambitious but not very assertive. She expected to be noticed for her achievements but felt uncomfortable promoting herself to gain praise or recognition. There were very few promotion prospects within the company she worked for, although a restructure was imminent.

She advised her career coach that this worried her due to the uncertainty of her role being affected, but was waiting to see what happened. The career coach worked with Klara to help her think about how she could be more proactive and raise her profile in the company.

She joined an enterprise committee and said she would also look for other committees or consultative groups that she could join. Klara also set an objective to flag up ideas and suggestions for improvements to her head of department.

This had an immediate effect in raising Klara's confidence and made her feel valued. She realised that people were interested in her ideas and views, and that she had a great deal to contribute.

Klara has now increased both her contacts across the company and her awareness of opportunities that may be open to her.



The coach cannot act as a mediator or advocate but, as these case studies show, they can help empower you to comfortably take ownership of your career development and associated discussions/activity.

You will receive information about booking a session with a career coach.

Before you meet with your career coach, please complete and submit the **first meeting form**.

Preparing for your career coach meeting

This workbook contains exercises that are designed to identify and develop your career resources.

You can enter text directly into tables and forms, as well check or tick boxes. Completing the exercises will help you make the most of your sessions with the career coach.

The exercises and the meetings will focus on three activities:

1. Exploration

This is about gathering the evidence from your past and your present resources to help predict what, ideally, your future will hold. You will do this by telling your story: describing your current situation, recognising your influences, and raising your concerns. In this phase you will identify what you have to offer an employer or business, or to pursue a specific lifestyle.

2. Enablement

Once you have gathered evidence of what you have to offer, the next step is to develop a clearer understanding of who you are, what you want and where you want to be.

3. Implementation

Finally, you will develop an action plan to put your findings into practice.

Today's workplace

"Twenty or thirty years ago an employee worked for two or three employers through his working life ... Now s/he may be working for as many as ten or twelve."

Cary Cooper *Professor of Organisational Psychology and Health at Lancaster University Management School*

Even if you stay with one employer for a long time, the rules of internal career management have been affected by these changes.

To successfully manage your career you should continue to monitor, maintain and update assets that contribute to your employability.

You need to:

- continue your learning
- understand your motivations
- uncover your talents
- identify and address factors that restrict or hold you back.

Consider all aspects of your life, not just your work life.

Exploration

Throughout your career you may well consider new directions and options.

To help you assess the viability of these options it is a good idea to develop and maintain an inventory of your achievements and your skills and knowledge.

You will also need to consider your:

1. **personality** ► what are you suited to?
2. **values** ► what are your principles?
3. **ambitions** ► what is driving you?
4. **needs** ► what must you have?

Career Reflection

List career events in the **Career reflection** exercise opposite. These might include, typically, the following events:

- Leaving school, college or university.
- Starting a new role with a new company.
- Change of role or promotion in same company.
- Gaining further qualifications.
- Overseas assignment.
- Winning a prize for something.
- Meeting an inspirational person.
- Becoming a manager.
- Performing a major reorganisation at your workplace.

Exercise: Career reflection

Age period	Event	What drove the event?	Positive outcome (if yes, please give details)	Negative outcome (if yes, please give details)
Childhood				
16 – 21				
22 – 24				
25 – 29				
30 – 34				
35 – 39				
40 – 44				
45 – 49				
50 – 55				
60 plus				

Also add certain and hoped for events in the future as a way of looking forwards.

Achievements and Skills

Using skills and knowledge in your work that align with your personality and values will result in achievements you want to repeat or build on – rather than achievements you would happily never repeat.

Your past achievements will have been underpinned by skills you have acquired.

Conversely, skills you have acquired will have enabled you to successfully carry out tasks for your employer, your family, your school or other body.

Ask yourself:

What have you achieved in the past to demonstrate your value to an employer or business?



What skills enabled you to achieve this?

Or:

What talents, skills and knowledge do you have?



How have these contributed to your successful ventures in the past?

Achievements

Identifying and analysing past achievements will reveal the natural talents and skills, knowledge and experience you have acquired.

Take a blank sheet of paper and write down your achievements. Start by putting down everything that comes into your head, no matter how small. You can always cross off the less important items later.

If this seems daunting, start by identifying three key achievements. More achievements are likely to come to light as you think about your life.

Ask yourself the following questions:

- **What are you most proud of?**

Perhaps you managed a project within the schedule and on budget, improved the scores of students by X per cent, became the youngest manager in the department, devised a new process that saved your organisation £X or handled a challenging staffing situation.

- **What was the result of this?**

For example, you may have saved £10,000 in duplication costs, increased revenue by X per cent, improved motivation and new business practice was adopted.

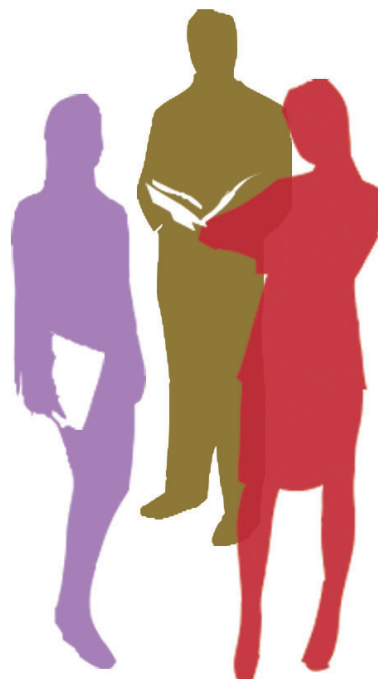
- **When were you praised for a job you did well?**

Have you received any formal or informal commendations or awards from colleagues or customers?

- **When did you feel good about a task you completed?**

Think about times when you have felt good about yourself and/or your job. Why did you feel like that? What had you done?

‘Your past achievements will have been underpinned by skills you have acquired’



Identify your satisfying achievements

Once you have identified your achievements, list them in the **Achievements ◀▶ Skills** form.

Try to identify achievements that you found personally satisfying, rather than those that pleased others, and record these on the form.

‘Don’t dismiss achievements that you found or find unsatisfying’

Don’t dismiss achievements that you found or find unsatisfying. While you may not want these to be a major part of your work, these experiences and the skills they used may enable you to meet secondary requirements for a career in which you will flourish. You may hate managing a budget, for example, but you have successfully done this in the past and you understand that this will be important for a management position.

We will return to these in a future exercise (Blocks and bridges).

Once you have listed all your achievements, cast an eye over them and think about the skills you needed to be successful for each.

Record these next to the achievement in the **Achievements ◀▶ Skills** form.

Skills

If you prefer to think about your skills first, start here.

Skills generally fall into the following four areas (Hawkins 1999):

- **Specialist skills** that are related to your profession: these are often backed up by qualifications.
- **General skills** that are useful across a range of professions – IT skills, budgeting skills, project management. You may well have attended training courses at work to develop these. (Some people’s general skills are other people’s specialist skills.)
- **People skills** that relate to your successful interaction with people.
- **Self-reliance skills** that allow you to manage, develop and promote yourself.

Many of your skills and much of your knowledge will be backed up by supporting qualifications, but don’t forget skills and knowledge that are not.

Have a look at the skills listed in the **Skills audit** exercise. Do you have any of these skills? If so, mark these on the form.

To uncover further skills, think about these questions:

- **What things do you do well?**
Perhaps you are a strong organiser or good with figures.
- **What jobs or tasks are you skilled in?**
This could be project management or interviewing people, for example.
- **What sort of things do you enjoy doing?**
Managing staff or preparing slide presentations, for example.
- **Have you ever trained other people?**
If so, what in? This shows you must be skilled in that particular area.
- **Have you attended any training courses?**
What strengths would your manager/colleagues/associates/friends say you possess? Perhaps ‘results-focused’, ‘caring’ or ‘a good communicator’.
- **What positive comments have been voiced at your appraisal/review meetings?**

Look at your completed **Career reflection** exercise and ask yourself the following:

- Are there repeating events or setbacks that occur because of your lack of skills?
- What can you learn from these?
- How would you act in a similar situation in the future?

Sometimes acquiring a skill can make a task you don’t enjoy tolerable or even enjoyable.

If you are aware of any skills gaps, record these as needed skills on the skills audit. You may have skills that, in order for you to succeed, need further development.

Exercise: Skills audit – suggested skills

Review the skills listed below. Check the box marked 'H' if this is a skill you have. Check the box marked 'D' if this is a skill you need to develop. (You may need to further develop skills you have.)

H <input type="checkbox"/> D <input type="checkbox"/> Administration	H <input type="checkbox"/> D <input type="checkbox"/> Decision making	H <input type="checkbox"/> D <input type="checkbox"/> Listening	H <input type="checkbox"/> D <input type="checkbox"/> Raising funds
<input type="checkbox"/> <input type="checkbox"/> Actioning	<input type="checkbox"/> <input type="checkbox"/> Delegating	<input type="checkbox"/> <input type="checkbox"/> Managing people	<input type="checkbox"/> <input type="checkbox"/> Recording data
<input type="checkbox"/> <input type="checkbox"/> Analysing	<input type="checkbox"/> <input type="checkbox"/> Detail conscious	<input type="checkbox"/> <input type="checkbox"/> Marketing	<input type="checkbox"/> <input type="checkbox"/> Recruiting
<input type="checkbox"/> <input type="checkbox"/> Appraising	<input type="checkbox"/> <input type="checkbox"/> Determination	<input type="checkbox"/> <input type="checkbox"/> Mediating	<input type="checkbox"/> <input type="checkbox"/> Repairing
<input type="checkbox"/> <input type="checkbox"/> Auditing	<input type="checkbox"/> <input type="checkbox"/> Developing people	<input type="checkbox"/> <input type="checkbox"/> Mentoring	<input type="checkbox"/> <input type="checkbox"/> Researching
<input type="checkbox"/> <input type="checkbox"/> Building	<input type="checkbox"/> <input type="checkbox"/> Driving	<input type="checkbox"/> <input type="checkbox"/> Monitoring	<input type="checkbox"/> <input type="checkbox"/> Running meetings
<input type="checkbox"/> <input type="checkbox"/> Buying	<input type="checkbox"/> <input type="checkbox"/> Editing documents	<input type="checkbox"/> <input type="checkbox"/> Motivating	<input type="checkbox"/> <input type="checkbox"/> Selling
<input type="checkbox"/> <input type="checkbox"/> Centralising	<input type="checkbox"/> <input type="checkbox"/> Evaluating	<input type="checkbox"/> <input type="checkbox"/> Negotiating	<input type="checkbox"/> <input type="checkbox"/> Serving the public
<input type="checkbox"/> <input type="checkbox"/> Coaching	<input type="checkbox"/> <input type="checkbox"/> Forecasting	<input type="checkbox"/> <input type="checkbox"/> Numeracy	<input type="checkbox"/> <input type="checkbox"/> Strategic thinking
<input type="checkbox"/> <input type="checkbox"/> Communicating	<input type="checkbox"/> <input type="checkbox"/> Handling complaints	<input type="checkbox"/> <input type="checkbox"/> Operating equipment	<input type="checkbox"/> <input type="checkbox"/> Teaching
<input type="checkbox"/> <input type="checkbox"/> Compiling figures	<input type="checkbox"/> <input type="checkbox"/> Increasing sales	<input type="checkbox"/> <input type="checkbox"/> Optimising	<input type="checkbox"/> <input type="checkbox"/> Team building
<input type="checkbox"/> <input type="checkbox"/> Construction	<input type="checkbox"/> <input type="checkbox"/> Influencing	<input type="checkbox"/> <input type="checkbox"/> Organising	<input type="checkbox"/> <input type="checkbox"/> Testing
<input type="checkbox"/> <input type="checkbox"/> Co-ordinating	<input type="checkbox"/> <input type="checkbox"/> Initiating	<input type="checkbox"/> <input type="checkbox"/> Planning	<input type="checkbox"/> <input type="checkbox"/> Training
<input type="checkbox"/> <input type="checkbox"/> Cost cutting	<input type="checkbox"/> <input type="checkbox"/> Inspecting	<input type="checkbox"/> <input type="checkbox"/> Preparing charts	<input type="checkbox"/> <input type="checkbox"/> Troubleshooting
<input type="checkbox"/> <input type="checkbox"/> Counselling	<input type="checkbox"/> <input type="checkbox"/> Interpreting data	<input type="checkbox"/> <input type="checkbox"/> Presenting	<input type="checkbox"/> <input type="checkbox"/> Wider thinking
<input type="checkbox"/> <input type="checkbox"/> Creativity	<input type="checkbox"/> <input type="checkbox"/> Interviewing	<input type="checkbox"/> <input type="checkbox"/> Problem solving	<input type="checkbox"/> <input type="checkbox"/> Writing reports
<input type="checkbox"/> <input type="checkbox"/> Customer service	<input type="checkbox"/> <input type="checkbox"/> Investigating	<input type="checkbox"/> <input type="checkbox"/> Programming	
<input type="checkbox"/> <input type="checkbox"/> Data gathering	<input type="checkbox"/> <input type="checkbox"/> Leading	<input type="checkbox"/> <input type="checkbox"/> Project management	
<input type="checkbox"/> <input type="checkbox"/> Deciphering	<input type="checkbox"/> <input type="checkbox"/> Liaising	<input type="checkbox"/> <input type="checkbox"/> Promoting events	

Record any additional skills you have or may need in the grey area section below.

H <input type="checkbox"/> D <input type="checkbox"/> _____	H <input type="checkbox"/> D <input type="checkbox"/> _____	H <input type="checkbox"/> D <input type="checkbox"/> _____	H <input type="checkbox"/> D <input type="checkbox"/> _____
<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____
<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____
<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____
<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> _____

Exercise: Achievements ◀▶ Skills form

Enter your achievements in the left-hand column and the skills you used for these in the right hand column – or enter a key skill or skills in cells in the right-hand column and think about times you used these to achieve something.

If you think of separate achievements that used these skills, enter new achievements and think of other skills that you used for this.

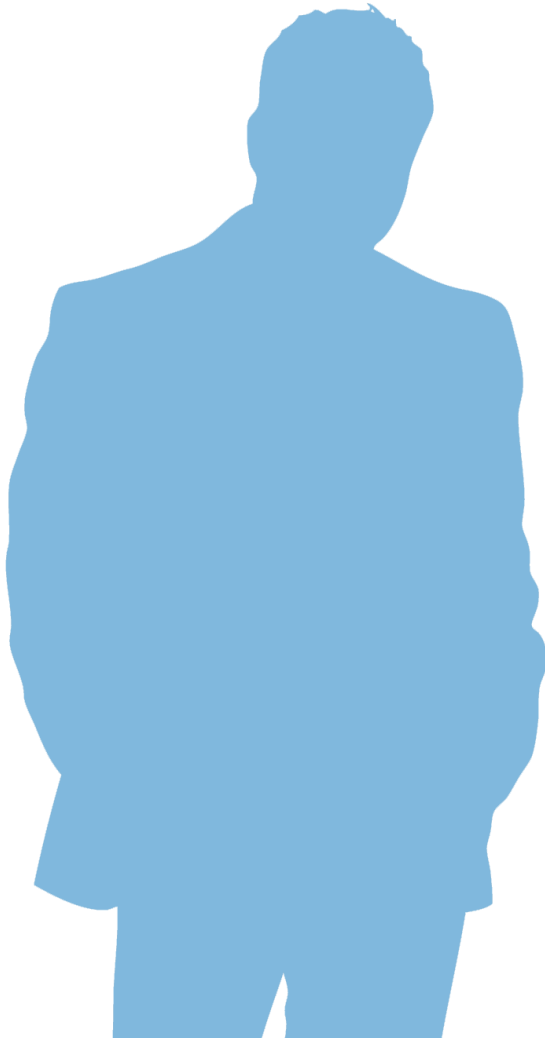
Look for skills that crop up more than once. These are likely to be your stronger skills.

Achievements		Skills utilised		
	↔			
	↔			
	↔			
	↔			
	↔			
	↔			
	↔			
	↔			
	↔			
	↔			

Identifying your values, beliefs and needs

Once you have a clear idea of the experience and tools (skills) you can draw on in your future career, consider the career options that suit:

- your values, beliefs and current lifestyle
- your future lifestyle needs and choices.



Often what may have seemed like an obvious career choice in the past may now appear less appealing.

This might be caused by a personality that is not compatible with the work (see Marco's story, below).

'If you do not factor in your personality and interests when career planning you risk becoming unhappy or unfulfilled in your work'

Marco's story

Marco gave up a promising research career in physics because, although he loved and understood the subject, the solitary nature of lab work and the attention to detail required did not agree with his gregarious and spontaneous nature.

He now teaches physics and maths at school and is a popular and successful teacher who can communicate often-difficult ideas creatively to all his students.

He is currently working on a Europe wide project that seeks to teach science subjects in English to non-English speakers to simultaneously develop both language and science skills in pupils.

If you do not factor in your personality and interests when career planning you risk becoming unhappy or unfulfilled in your work.

Marco's passion for physics suggested a research career at first, but he is now happier in an innovative classroom environment.

Asking other people

The **Observations of others** exercise on the opposite page may show how your personality and beliefs can directly influence your career choices.

Ask 10 to 20 family members, friends and colleagues for three to four words or phrases that they would use to describe you. Record the words and phrases they use (record duplicates more than once).

Can you see patterns emerging?

Exercise: Observations of others

Summarise the Observations of others:

What words or phrases were mentioned more than once? Which of these are attributes that consciously give you satisfaction or enjoyment? List them in the boxes below.

Think about these attributes when you carry out the Enjoyable events exercise on the next page and add any additional strengths and motivators that you feel you may have.



Enjoyable and satisfying events

Identifying times when you experienced extreme joy or happiness can reveal the type of activities that make you happy at work.

Think about your activities in the following situations:

- **At work (paid and voluntary)**

- **In your home and family life**

What activities have you enjoyed that involve your family or managing your home?

- **In your leisure activities**

What do you find particularly satisfying about your sporting pursuits or hobbies?

- **In your other communities**

Have you done something at your place of worship or education, for example, that you found inspiring?

For example, you might look forward to the weekly quiz at your local pub. As captain of a regular team (leadership) you are required to affiliate/collaborate with your team members. Your playing style is decisive and you control your emotions to bluff and double bluff your competitors...

Now go to the **Enjoyable events** exercise on the opposite page.

Exercise: Enjoyable events

Are you living to work or working to live? Ideally, you should have identified enjoyable events at work and outside of work to achieve a balanced life. Speak to your coach about getting the right balance.

Enjoyable event	Context				Which attributes and strengths did this activity call on?
	Work	Home	Leisure	Other	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	W	H	L	O	
	H	H	L	O	
	W	H	L	O	



Identifying external factors

A number of other factors will affect your career choices at each stage of your life. Revisit your **Career reflection** exercise and, if you have not done so already, add non-work life events. Add planned, likely and even possible events to your future. For example:

- Do you have elderly parents?
- Do you have children or are you planning a family? Do you want or need to be available for your family at particular times?
- Do you or your family have any health issues that might affect your future direction?
- Do you have financial commitments that must be considered?
- Do you have principles or beliefs that, if compromised, would make a situation fundamentally unacceptable for you?

You can record external factors that you must or ideally would like to be absent in the **Things to avoid** exercise.

You have gathered evidence about your current assets and liabilities. You can now go on to see how to use these in your current and future career.

You will also look at what you need to do to overcome obstacles that may be holding you back.

Enablement

Is your career on track?

Employers are looking for productive, successful and fulfilled employees.

Fulfilment can come from the work itself. Factors such as the social, cultural and environmental aspects of work also contribute to your job satisfaction.

For example, a carpenter might enjoy working with wood to build things, as part of a group with other trades people, outdoors on a busy building site.

'a small adjustment such as flexible working or training for a task can make what was a stressful or difficult situation tolerable or even rewarding'

Other deciding factors will be the impact of the job on your life outside of work.

Often a small adjustment such as flexible working or training for a task can make what was a stressful or difficult situation tolerable or even rewarding.

Think about your (realistic) perfect job and life! Draw on the material you have gathered so far. Identify what must and should be present and what must or ideally would be absent.

Now go to the **Wish list** exercise.



Exercise: My wish list

What things are essential for you? If they were absent, would you be unable to manage your life and your family? Would you be miserable and/or deeply unfulfilled? Check the 'Essential' box. What would you ideally like to have? These are things that improve or would improve the quality of your life – being able to walk to work, for example. Check the 'Desirable' box.

Wishes

Essential

Desirable

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Exercise: Things to avoid

Now list things you would rather avoid. What are you are unable to do or very unhappy doing? What challenges your moral or religious values? Check the intolerable box. There are also undesirable things you can tolerate when aspects of the job are desirable – you may not, say, want a ‘long commute’ but you will do so to take up a promotion. Add these and check the tolerable box.

Undesirable things

Intolerable

Tolerable

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		



Ahmad's story

'I left a job I was broadly happy with because I believed my manager was restricting my access to people I needed to talk to.

Shortly after I left, a major reorganisation programme changed the nature of the reporting lines of the team I wanted to communicate with.

Talking to a former colleague a few months later, I could see that the problem had little to do with my manager. She had also been frustrated but was working both to resolve the issue and protect her staff.

If I had shared my concerns with her at the time I might have understood the situation and stayed in what would have soon become a satisfying job.'

Your current situation and your alternative options

Think about your current job, possible job(s) in other departments or options such as obtaining promotion, having a baby or returning to education.

In the **Requirements of the job** exercise on the opposite page, objectively list what each job or option requires in the 'Requirements' column on the left.

You will find it helpful to refer to job descriptions, syllabuses and the experience of other people.

Include aspects that may not be included on a job description such as the need to get on with a particular manager, the need to take a pay cut or the need to drive from your current home.

Categorise your understanding of these as essential or desirable.

You can also do this for past experiences to identify why you were fulfilled or unfulfilled.

For each requirement state whether it is something you possess, something you can acquire or something you cannot acquire.

Finally, record whether the requirement of the job aligns or clashes with your needs.

'Meaning Magnets'

US career coach and author **Helen Harkness** uses the term 'Meaning Magnets' to describe the things in our life that have "such a deep meaning and purpose that, once identified, it will characterise our behaviour"

'Flow'

Dan Pink, a bestselling author on the changing nature of work, writes about 'flow' – a concept devised by the psychologist Mihaly Csikszentmihalyi to describe moments when we feel in control and full of purpose. In his 2010 book *Drive*, Pink describes flow as "the positive feeling you get when a task or challenge "exquisitely matches your ability"

Exercise: Requirements of the job

[illegible]

Exercise: Wish list comparison

Now look at what your current job or future opportunity offers for each item in your wish list. Categorise these as met or negotiable, unknown or unmet.

My wishes



1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Exercise: Matching your attributes to the job or lifestyle

Finally, look at the key attributes and strengths recorded in the **Observations of others** exercise and those identified in the **Enjoyable events** exercise. Record beside each whether these are required for the role, if there is scope/no scope in the role for them or whether they are undesirable. Some may be unknown or unstated. You can add any additional qualities.

My key attributes and strengths

Required
or desirable

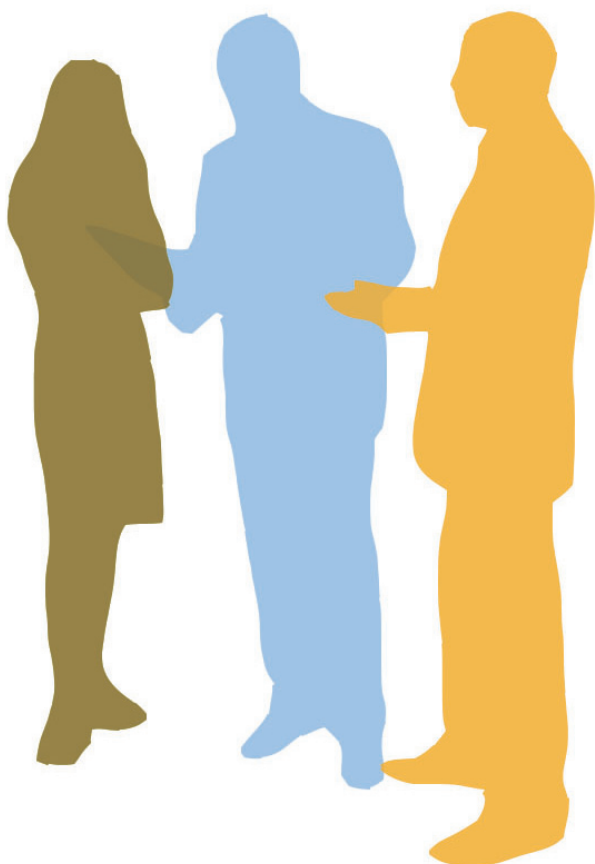
Some
scope in
role

Unknown
or
unstated

No
scope in
role

Undesirable

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					



Implementation

If you are extremely fortunate, the enablement exercises will have identified your perfect or near perfect role.

This could turn out to be your current role.

‘Most roles come with challenges’

In reality, however, most roles come with challenges and some less attractive aspects.

You should take time to consider how you can accommodate these.

Blocks and bridges

In the **Blocks and bridges** exercise, identify the roles, outcomes or goals that appeal to you. These are outcomes with a lot of green and little or no red and orange.

For each, list those assets you possess that can help you to achieve each goal.

These are your bridges.

Then look for obstacles (orange or even red areas) that you need to overcome.

These are your blocks.

Some blocks and bridges are tangible. These could be your qualifications (or lack of) or your financial security (or lack of), for example.

Others, such as your fear of failure, your boundless optimism and your belief that “my manager would never let me do this”, are internal beliefs that are helping or hindering you. These are issues to discuss with your coach.

Others, such as possible contacts, may not be immediately apparent. This could be a friend of a friend who is able to help, or a future development in your organisation that you are unaware of.

‘Research and network to uncover contacts’

Research and network – that is, talk to people and tell them what you are looking for – to uncover these contacts.

For each role or choice list your blocks and bridges on the table on the next page.

You can work alone or with your coach to look for ways to utilise your bridges and remove or bypass your blocks.

Exercise: Blocks and bridges

Record the blocks and bridges you have uncovered for your career goal in the table below.

My career goal: _____

Bridges	Blocks

Personal action plan

My goals:

1.	
2.	
3.	
4.	
5.	

My next steps or actions:

Action	Date	Done
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Obstacles to overcome:

Action	Date	Done
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Development needs:

Action	Date	Done
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>