FOCUS ON YOUR CAREER
CAREER MANAGEMENT GUIDE FOR STAFF AT ANU

Discover what you can do when you work with the best.

http://info.anu.edu.au/hr/
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Today's Career Landscape

Contemporary workplaces require individuals to be responsible for their own employability and career management. ANU supports its staff in multiple ways to be proactive in their own development, by providing opportunities to enhance skill development, to gain in confidence and capability and to develop their careers in meaningful ways.

Career development is a life-long and dynamic process, unique to each individual and incorporates both paid and unpaid roles and life experiences. Most individuals now change careers several times throughout their life, may work in various combinations of employment and usually commit to lifelong learning. Even in tough economic times, new work emerges and good career managers are well-positioned to take advantage of these opportunities.

Developing Career Management Skills

In becoming a confident career navigator you will:

**Discover** your potential by understanding your values, skills and preferences

**Connect** to the employment landscape, trends, opportunities for new learning and work and your networks

**Grow** to realize your career goals and aspirations

This guide assists you to develop your career management skills by providing:

- guidance for self reflection
- tools for identifying opportunities
- suggestions for broadening your networks
- ideas for appropriate professional development
- appreciation of the importance of career management and taking ownership of your own career development
- tips for applying for jobs
- a template for a career development plan
- understanding of how to conduct, and participate in, successful career conversations.

How healthy is your career? Complete the checklist in Appendix A for a quick appraisal of where you are at with your career.

Your work is to discover your work and then with all your heart to give yourself to it.

- Hindu Prince Gautama Siddharta, the founder of Buddhism, 563–483 B.C -
Discover... your potential

Gaining insight into your values, interests, skills, knowledge and abilities allows you to better describe who you are, what you can and like to do and the contribution you want to make at work now and in the future.

Values

Values are core principles that give meaning to your life. It is important for both workplaces and individuals to achieve alignment of workplace culture, work activities, environment and relationships. Values are not static and are likely to change at different stages in life or after significant life events.

Some common values expressed about work are:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Independence</th>
<th>People contact</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>Recognition</td>
<td>Security</td>
<td>Status</td>
</tr>
<tr>
<td>Contribution</td>
<td>Problem solving</td>
<td>Authority</td>
<td>Innovation</td>
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</tbody>
</table>

Evaluate your current job in relation to your values. Does your employment align with the things you believe? Can you achieve the things that are important to you in the workplace? In Appendix B you’ll find an activity to assist you to reflect upon and identify your values. People who are unsettled or unhappy at work often hold values that are at odds with the area, culture and people they work with. If you decide to pursue other employment opportunities, consider the things that are important to you and then try to align them with prospective jobs and environments.

Skills

What are you good at, what skills do you most enjoy using and which do you want to develop? People who recognise their knowledge, skills and expertise and communicate these qualities to others generally make job and career changes more easily than less aware colleagues. Its important to not underestimate what you have accomplished – people often think that what they do is “normal” rather than notable. One approach to auditing your skills is through the following categories:

- **Specialist skills** include skills related to particular work/industry areas. Examples are finance, technology, legal, human resources, scientific.
- **Transferable skills** can be applied across a variety of work contexts or a variety of tasks. Examples of such skills are communication, both written and oral, leadership, negotiation, conflict resolution and teamwork.
- **Self-management skills** and personal attributes encompass important career management skills such as self reliance, confidence, ability to cope with change, drive and goal direction, ability to explore, ability to create opportunities, ability to self promote, openness to new ideas, initiative, optimism, pro-activity, enthusiasm and energy, sense of responsibility (to yourself and others).

As well as identifying your strengths, skills and accomplishments it is important to focus on your development needs and plans for the future. The activities in Appendix C and Appendix E will assist you to identify your skills and plan your career.
Career Interests

What work motivates you, gets you out of bed in the morning, is of interest to you? "Unpack" your current and previous jobs and those that others have to identify work interest areas – you may notice a pattern emerges. Some common work interest categories are:

- creative/innovative
- helping/advising/leading
- practical/mechanical
- analytic/scientific
- persuading/service
- organising/administrative

Most jobs have combinations of tasks that are drawn from several of the above categories. What particular aspects of your job interest you most? Why? What else do you see on the employment and education landscape that interests you? Open your vision to possibilities and be guided by what interests you now.

Your professional image – how others view you

As well as becoming clearer about your own perception of your current career situation, consider also the views and perceptions of those who work in your team and area and your broader networks through the university.

- How would you like people to feel after they interact with you?
- Think about positive exchanges you have had at work recently, what did you do that had a direct impact on these exchanges?
- If you could be a fly on the wall at work and overhear a conversation about you, what would you like people to be saying about you?
- Do you think people view you as you would like to be viewed? Are there areas you might work on? How?

Review your current job fit

Analyse your current role in terms of what are its most and least rewarding aspects. Consider the experiences you have had in the role and what you have learned from them as well as what you are offering your team and area. Assess the development opportunities the role has offered as well as potential for the future. Think about how you can now market your work and achievements based on personal achievements and examine what you might do differently. How congruent is your current position with your values, interests and skills?
Connect... to opportunities

There are multiple ways to identify work opportunities such as contacts and networks, on-line job boards, professional associations, recruitment agencies, directories, journals and newspapers. Contacts and networks are highly important to career success in identifying industry trends and positions – this is especially true as most jobs are not advertised.

*The most dependable and up-to-date information on jobs and careers is found by talking to people...if you want to find out if this new job, career or organisation fits you, you must go talk to people actually doing the work that interests you.*


Networking

Networking is about connecting and engaging with people. It can be done formally or informally and is vital for effective career management. It is an excellent way to gain information, which will enable you to identify appropriate opportunities, and to target positions, and organisations where you will be able to grow professionally. As well some of your network contacts can at times act as a mentor to you in an informal (or formal) mentor relationship.

Networking enables you to:

- Gather information related to your career goals
- Explore the “hidden” job market
- Create opportunities by approaching people who need the skills you have to offer
- Position yourself well within your current position or organisation, so as to be able to avail yourself of opportunities as they arise
- Build larger networks of people to give you a better understanding of the current market and future possibilities
- Prepare better for job interviews
- Enhance your communication skills
- Increase your circle of influence, as well as your confidence

One way to investigate possibilities is through **information interviews**. This involves calling up someone who works in an area which interests you and asking for some time with them. In this type of interview you might ask:

- What do they do in a typical day, week, month, and year?
- How did they get into the role?
- What is positive about the job and what negative?
- What would they suggest is a good way to prepare for such a role?
- Who else would they suggest you speak to, to get another perspective on this type of work?
- Could you use them as a referral with that other person?
Learning and development

The illiterate of the twenty-first century will not be those who cannot read or write, but those who cannot learn, unlearn and re-learn.

Alvin Toffler

Being proactive in your own development and broadening your experience allows you to develop in your job, prepare for new roles, improve your productivity and build your contact base. Formal education and training are important, and information about the range of short course and extended development programs can be accessed through the Learning & Development link from the Staff page of the university website.

In addition, some of the best and most immediate opportunities for development are often in your existing role. Some examples are:

- Mentoring
- Job shadowing
- Job rotation
- Committees
- On-the-job training
- Coaching
- Temporary assignments
- External forums
- Scholarships and awards
- Role extension
- Networking/information interviews
- Seminars, lectures

Research and prioritise ideas for further development and include them in your career planning and in career conversations with your supervisor.

The people who get on in this world are the people who get up and look for the circumstances they want, and if they can’t find them, make them.

- George Bernard Shaw -
Grow... your career

Career vision

[vision is] ... the ability to see beyond our present reality, to create, to invent what does not yet exist, to become what we are not yet. It gives us the capacity to live out of our imagination, instead of our memory...More than any other thing vision affects the choices we make and the way we spend our time

Stephen Covey, First Things First

Imagine a work-life that provides meaning, purpose and satisfaction for you. What are its key elements and how will you live it? Spend some time on your career vision, re-visit it regularly and identify the steps and factors that will bring it to life.

Career goals

Career goals provide frameworks for researching possibilities ...

In three to five years, where do we want to be in terms of functional role, industry knowledge, organizational culture, skill acquisition, relationships with significant others, work/life balance, geographical location, community involvement?

Right now, what steps and actions can you take to develop your career?

Taking into account what you know about yourself and your preferences, your skills and capabilities and your interests, identify some key steps. Reference to the Healthy Career Checklist may help. For example:

- Develop your networks further
- Find a mentor
- Identify training opportunities
- Discuss possible changes to your job with your supervisor
- Engage in career conversations with your staff

Becoming career resilient

Most of us combine busy work and personal lives. We focus on getting things done, meeting timelines, finishing projects and writing reports. We’re active and constantly doing things. In the process, we may neglect thinking about where our careers are heading. In effect, increased workloads and responsibilities—whether they are at home or work—mean that we concentrate on what we need to do in the here and now.

This attention to day to day activities at the expense of our futures is often referred to as the ‘boiling frog syndrome.’ Why? It is said that to boil a frog you don’t drop it into a pot of boiling water because it will immediately jump out. Instead, you put it in a container of water at room temperature and slowly warm the water. The frog will swim contentedly, not noticing the change, until it is cooked.
How does this story relate to career management? Think about the following statements:

- 'I’m too busy to go to that development program.'
- 'It’s too much work applying for new jobs, and if I don’t get the job it will be a waste of my time.'
- 'I’m not putting my hand up to do that task, it’s not in my job description.'
- 'The way I’m doing things has worked for this long, why consider new ways?'
- 'I’m not really happy with my job, but at least I know what I’m doing.'
- 'I’m bored with my job, but I know the people so well, and a new workplace might not be as good.'

Do these statements resonate with you? Basically, like frogs, we can swim around in the pot (not always contentedly) and don’t recognise the need to ‘jump’. We are ‘too busy’ to think about anything other than getting through the day. Career planning and professional development is forgotten in the face of workday demands. But, as most of us have experienced, those demands may not only change, they may cease altogether.

Jobs that seem so essential and important may suddenly disappear with organisational restructuring, or be combined with other tasks requiring new knowledge and skills. Becoming too caught up in daily routines creates the risk of facing workplace changes you are not prepared for.

In order to avoid the ‘boiling frog’ syndrome, actively assess the work you do, identify potential workplace issues and develop an effective plan for your career development. Be nimble in your thinking and always have a “Plan B”.

*The clearer your vision of what you seek, the closer you are to finding it.*

Career Conversations

Holding career conversations with a mentor, supervisor, colleague or career coach are a vital part of actively managing your career.

Preparing for a career conversation with your supervisor or staff

Preparing for a career conversation can help you to get more out of these discussions. Once you’ve reflected on your current career situation, your goals and ambitions, and development options, let your supervisor know that you’d like to talk with them. If you are a Supervisor, you have a key role to play in providing opportunities for career conversations for your staff, and actively supporting career development.

Whilst this discussion may take place during a formal performance meeting, these conversations have a very different focus from an appraisal/review of performance, and as such they should be approached differently. Successful career conversations work best with an ‘appreciative inquiry’ approach. This means looking at what is working and building upon that - focusing on positives, strengths, motivation and enthusiasm (rather than just focusing on faults and weakness) - giving a person a chance to bring real success to their work (Avery, 2009).

Note: Career conversations can and should occur informally, you don’t need to wait for a formal performance review.

In order to assist supervisors to have a productive career conversations with your staff, turn to the questions listed on in Appendix D.

You might also like to think about your responses to these questions, if asked them by your supervisor.

Career conversations with mentors

Mentoring is an extremely positive way to receive guidance and support with regard to your career. If you already have a mentor, you may already have career conversations. If you do not have a mentor, perhaps you could consider this option as part of your career development. Additionally, you might like to consider becoming a mentor to support a colleague in their career journey.
Mentoring at ANU

Mentoring can play an important role in an individual’s career development through the sharing of experience and expertise. There are many types of mentoring relationships and their success depends upon the ability to recognize and respect each other’s strengths and differences, clarify expectations and roles, establish clear goals and manage the mentoring process to ensure effective meetings take place.

**Tips for mentees**

For mentees, a mentoring relationship can offer excellent networking opportunities, the opportunity to develop skills such as problem solving and communication skills, access to professional role model/s, opportunities for professional growth and development areas and a framework of support to set goals and work towards them. A mentor brings a significant wealth of knowledge, experience and expertise to the table and in order to get the most out of their partnership, the mentee must be prepared to equally contribute.

Three key factors in being an effective mentee, each focusing on maximizing the value of the experience for both members of the relationship, include:

- **Communicate** As a mentee, you must communicate what it is that you want to get from the relationship. This includes clearly articulating questions and concerns and suggesting to your mentor specific actions that can assist you.

- **Listen** Be prepared to hear new ideas and feedback. One of the values that a mentor brings is a “fresh look” at some of the challenges you are facing. Listen to that perspective as well as to constructive feedback and criticism. Be prepared to be challenged by your mentor and be open to considering suggestions that you may not have considered previously.

- **Act** The mentoring relationship is only as effective as the resulting action. Once your mentor has provided advice, feedback or introductions, immediately take action and follow up.

In preparation for your first meeting, send your mentor a brief introduction about yourself together with your CV and a summary of your objectives for the mentoring relationship. Think about what you want to gain from the mentoring relationship and how it can assist in your career development.

Your first session provides an opportunity to meet each other and decide if the “fit” is right. This often is an informal meeting held perhaps in either person’s office or at the university coffee shop. Discuss what you are looking for from mentoring at the first meeting and discuss what your mentor is able and willing to provide.

**Tips for mentors**

For mentors, a mentoring relationship can offer skills development especially in providing feedback and interpersonal communication, personal and professional satisfaction, contributing to the development of future ANU leaders and staying in touch with emerging issues relevant to less experienced ANU staff.

The best mentors combine technical competence, experience, the ability to communicate, and most importantly the ability to listen. They offer constructive feedback, share experience and networks, provide empathy and understanding, assist with problem-solving and provide honest and objective guidance.
Three key factors in being an effective mentor, each focusing on maximizing the value of the experience for both members of the relationship, include:

**Share**  An important part of being a mentor is sharing experiences. Mentees are looking to learn and benefit from the successes and failures you have had in your career and life.

**Advise and Listen**  Good mentors listen and advise. They provide a sounding board on how to address certain situations, challenges and opportunities. As a mentor, provide advice on how to address certain situations, challenges and opportunities. A good mentee will bring “real-world scenarios” to you and request specific advice. Those situations may be career decisions, ethical dilemmas and other professional ‘forks in the road’. Provide honest and objective guidance.

**Network**  Your personal and professional network is often one of the reasons a mentee has contacted you. Leverage your network appropriately, and ensure the mentee understands the ground rules for engaging with those contacts. Be prepared to pick up the phone, write an email and make an introduction on behalf of your mentee.

**Mentoring conversations**

Mentoring conversations invites the mentee to reflect on their own experience with a situation, issue or problem, then gather information from a variety of sources (perhaps including the mentor), sort through options and decide on a course action, plan and implement it. The ideal is for the mentee to be empowered with knowledge and techniques and to take responsibility for their actions.

**Sustaining a productive mentoring relationship**

Some mentoring relationships extend over many months or years, others for much shorter periods of time. Mentoring relationships should only continue as long as both parties are able to commit to the relationship and it is meeting the agreed needs and purpose.

Different mentoring partnerships have varying ‘rules’ about what is discussed and what mentors are willing to assist with. There are no right or wrong examples, but it is important that both mentee and mentor agree on what can comfortably discussed and what can’t. Likewise, confidentiality is an essential part of the mentoring partnership. It is a good idea to discuss this issue early on in the relationship and agree on what information remains confidential.
Job Application Essentials

Preparing a resume or CV

The best resumes and CVs are targeted to each position, indicate research and thought, are positive in tone and professionally presented. Depending on the job, try to keep your resume to 3–4 pages for an administrative, technical or professional role. Applications for academic positions are usually longer.

The following outline provides a basis for a strong resume or CV

Personal details
Keep these to a minimum: name, address, email address, contact phone numbers

Professional Profile/Skills Summary
This usually focuses on the skills you wish to emphasise in relation to the criteria. Common criteria include: communication, teamwork, leadership and time management. Make several clear, powerful but succinct statements which emphasise your competencies in relation to the position’s criteria.

Education
Indicate your educational qualifications, giving details of dates and institutions.

Employment History
Include all types of employment. If your history is a long one you may wish to be selective about the positions for which you give more details. It is best to indicate as well as job title and employer, the main responsibilities of the position and maybe particular achievements in the role.

Professional Affiliations
This includes membership of professional associations and professional development events attended recently.

Referees
It is usual to list contact details of 2 to 3 referees, including their name, title, place of employment and telephone number. Consult them first, of course, and make sure they have a copy of your application prior to them being consulted by the selection panel.

Other sections
Apart from these basic headings there are numerous other sections you could include, depending on your experience and your job target. Choose headings which enable you to market yourself well. Examples:

- research experience
- publications
- conference presentations
- special expertise areas
- technical experience
• community service
• project management experience
• leadership/management experience
• additional achievements

Responding to selection criteria

Selection criteria are qualifications, skills, personal attributes and standards of work performance needed to perform the duties listed on the duty/role statement. The selection panel is required to demonstrate how each candidate fared in the application, and at interview, against these criteria. Remember to also look at the role statement when writing your response to the criteria as they provide direction about what particular areas of your experience and skills require emphasis.

Key steps in addressing the criteria

• read and analyse the criteria carefully, highlighting the key words
• note which criteria have more than one component
• consider all your experiences and identify which ones to use for each criteria
• be outcomes-focussed in your response; what difference did you make in the position or role? What did you achieve in the role?
• there may be some criteria that you feel less able to answer well. In this instance try to market the relevance of your transferable skills, as well as your enthusiasm and ability to learn quickly.
• Use the STAR approach to guide your responses through examples by describing the Situation, explaining the Task you were required to do, what Action you took to complete the task and importantly what Resulted.
Preparing for interviews

The interview is not only an opportunity for the employer to assess your suitability for the position but also for you to find out whether this organisation, area and position is a good fit for you!

Here are some tips for a successful interview experience:

- research the area and the position; consult their web site, read their annual report and any other relevant publications related to the organisation and the industry
- prepare for the questions you will be asked - these will relate to the selection criteria for the position
- prepare questions you will ask
- work on managing nervousness
- talk to the contact officer before submitting your application, and where appropriate arrange to visit the area to meet the staff and learn more about what they do
- Check who is on the panel. Do any necessary research regarding their positions and their stake in this position
- Revisit your application, focussing on how your experiences, strengths and achievements are relevant to the position you are seeking. Think about how you will talk about these. Consider also how you might answer any questions about your weaknesses
- Make copies of all the application documents to take with you to the interview
- List questions you think you may be asked. Identify a few relevant questions you will ask
- Think about what you will wear

The questions behind interview questions

The key things any employer will be looking for in applicants are:

1. Can you do the job? Do you have the qualifications, experience, attributes and skills to do the job well?
2. Will you do the job? Do you have the necessary personal characteristics to do the job effectively? For example are you motivated, enthusiastic, and able to handle stress and do you learn from your mistakes?
3. Will you fit into the area? How well do you get on with others? Could they work with you?

At the Interview

First impressions are important - greet the interviewers positively and in a friendly manner, shaking hands firmly if appropriate, making sure to make eye contact. Any decision to hire will be greatly affected by the rapport you strike with the interviewers, especially in the first part of the interview. Try to remember the interviewers’ names so you call them by name in the interview

- Keep up an enthusiastic tone throughout the entire interview, even if thrown by inexperienced interviewers or difficult questions. Listen well and answer in full, using examples from your experience, maybe checking if the panel wants more information
- Be aware of how important body language is. It is thought that in an interview we are
judged 10% by what is said, 20% by our tone of voice, 70% by non-verbal behaviours. Make sure to make eye contact with the entire panel, not just the panel member who asks the question. Sit appropriately and try to avoid nervous mannerisms. Convey enthusiasm and energy

• Deal with your nerves. Anxiety is a common and understandable reaction to the interview situation! Whether you meditate, exercise or use other methods to de-stress, make sure to keep them up at interview time. The best anxiety reliever is, however, excellent preparation!

• End the interview on a positive, confident note. There may be an opportunity to summarise your strengths in relation to the position and re-affirm your interest in it

**Interview Questions**

**Open questions**

_Tell us about yourself._

_Outline for us your experience in …_

Keep responses relevant to the position. To answer a question regarding your strengths, focus on those strengths relevant to the position and indicate how you will use them in the role

**Hypothetical questions**

_What would you do if a deadline for a complex project for which you were primarily responsible was brought forward substantially?_

_What would you do in a situation where you had too many competing deadlines?_

These are questions based on hypothetical situations. They are generally asked to test your problem solving ability, and your skills at thinking on your feet. Try and give a considered and planned response, which draws on your past experience. Remember you don’t necessarily have to give the “right” answer – this is more about your ability to think through a problem.

**Behavioural questions**

_Tell us about a time when you had to convince your superiors to use an innovative solution to an old problem?_

Most interviews today are based on the behavioural or competence based interview technique where questions asked are on the premise that past behaviour is a good indication of future behaviour.

The questions will be based on the capabilities the employer is trying to measure. Some common examples are: team work, communication, problem solving, leadership, initiative, independence, organisational skill and flexibility. For this type of question be very specific in your response, indicating the situation, what action you took and what the outcome was; it is the outcome that is of interest; the interviewers want to know what difference you made, how was it successful, what value did you add? What did you learn from the process? As you may need to think through the scenario, take your time and do not rush into a response. Use the STAR approach.
A final note...

This guide highlights key career management skills, attitudes and activities to assist you to reflect on your values and motivators, assess your capabilities and identify your career interests. It offers a quick checklist to assess your career health and a framework to plan for the future.

Is it time to act, to think creatively, to access the development, opportunities and support that will allow you to thrive?

Participate in a career conversation with your supervisor/manager (and your mentor), about your work, career goals and development needs.

Whatever it is you want to do for yourself, your team and the university, we encourage you to take charge and confidently navigate your career in the direction you desire!

Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did.
So throw off the bowlines. Sail away from the safe harbor.
Catch the trade winds in your sails.

- Mark Twain -
Appendix A

Healthy Career Checklist

On a scale of 1 to 5, 1 being ‘needing attention’ and 5 being ‘very satisfactory’, indicate how ‘healthy’ each of these elements of your career are.

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<thead>
<tr>
<th>Do you?</th>
<th>Needs attention</th>
<th>Very satisfactory</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Work in a job that aligns with your values and interests</td>
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<tr>
<td>Build and sustain your networks</td>
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<tr>
<td>Have regular career conversations with your supervisor/staff</td>
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<td>Maintain a comfortable work-life balance</td>
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<tr>
<td>Update your resume regularly</td>
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<tr>
<td>Have a mentor/s</td>
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<tr>
<td>Manage your workload effectively</td>
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<tr>
<td>Focus on improvement and innovation</td>
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<tr>
<td>Approach job interviews with confidence</td>
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<tr>
<td>Foster good relationships with co-workers</td>
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<tr>
<td>Commit to ongoing skills development</td>
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<tr>
<td>Identify alternate employment opportunities</td>
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Appendix B

Work Values

This exercise will help you clarify what is important to you in your work. Rate each value according to its importance. 5 = extremely important to you; 0 = not important to you. When you have finished, total your score for each section. The maximum for each category is 25.

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<thead>
<tr>
<th>Work Value</th>
<th>Importance Rating (Range 0–6)</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Gaining satisfaction from doing things well</td>
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<td></td>
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<tr>
<td>Being able to see concrete results from my efforts</td>
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<td></td>
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<tr>
<td>Seeking opportunities to stretch toward my full potential</td>
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<td></td>
</tr>
<tr>
<td>Knowing that my contribution is important to the overall job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieving excellence in my work</td>
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<tr>
<td><strong>Group 2</strong></td>
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<tr>
<td>Looking at new ways of solving problems</td>
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<tr>
<td>Being able to identify new directions</td>
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<tr>
<td>Being ready to take risks</td>
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<tr>
<td>Being stimulated by challenge</td>
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<tr>
<td>Working with imaginative and creative people</td>
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<tr>
<td><strong>Group 3</strong></td>
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<tr>
<td>Making more money than my friends or colleagues</td>
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<tr>
<td>Knowing that I am well paid for what I do</td>
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<tr>
<td>Making enough money to enjoy the finer things in life</td>
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<tr>
<td>Being able to retire without having to worry about money</td>
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<tr>
<td>Having enough money to be viewed as well-off</td>
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<tr>
<td><strong>Group 4</strong></td>
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<td></td>
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<tr>
<td>Setting policies and guidelines for others to follow</td>
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<tr>
<td>Making decisions as to how things should be done</td>
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<tr>
<td>Being in a position to direct the activities of others</td>
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<tr>
<td>Being responsible for the operation of a department/division</td>
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<tr>
<td>Being a leader, and being regarded by others as an obvious choice as a leader</td>
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<tr>
<td><strong>Group 5</strong></td>
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<tr>
<td>Having flexibility in my work activities</td>
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<tr>
<td>Having several different projects or areas of responsibility</td>
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<tr>
<td>Coming into contact with various types of people</td>
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<tr>
<td>Working in different locations</td>
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<tr>
<td>Being required to solve a variety of problems</td>
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<tr>
<td>Group 6</td>
<td>Having the freedom to pick and choose my assignments</td>
<td>Being my own boss</td>
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</table>

| Group 7 | Having a thorough understanding of my organisation’s goals | Following a regular work schedule | Having clearly defined guidelines, standards and procedures | Having a well defined chain of command | Having a thorough and complete job description |

| Group 8 | Making detailed plans before starting on complex tasks | Ensuring that resources are readily accessible | Organising things so that they run smoothly | Using facts as a basis for organising | Bringing order to a great amount of detail |

| Group 9 | Having the opportunity to learn, change and develop | Attending work related courses to improve my skills | Mixing with people who encourage or inspire me to work towards my full potential | Being able to take part in activities that increase my general knowledge | Attending courses (in my own time) to increase my qualifications |

| Group 10 | Acting according to my values | Standing up for my beliefs | Not having to do things that are contrary to my convictions | Working with people whose ethics are similar to mine | Working for socially responsible organisation |

| Group 11 | Working as a member of a team | Developing friendly relationships with my colleagues | Doing work that frequently brings me into contact with other people | Attending work related parties and social gatherings | Being accepted and liked by others |
Group 12
Being of assistance to other people when they are having problems
Feeling that I am making a contribution to the well-being of society
Being sympathetic and generous towards others
Having a job where I can teach, train or be of service to other people
Donating time to community programs

Group 13
Knowing that my colleagues recognise my contribution and respect my work
Having the ability and opportunity to become a known and respected authority in my field
Having members of the community look up to me
Having a title associated with my position
Being rewarded/recognised for my good work

Key to work values scoring

<table>
<thead>
<tr>
<th></th>
<th>Achievement/challenge</th>
<th></th>
<th>Independence/autonomy</th>
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<th>Affiliation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
<td>11</td>
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<tr>
<td>2</td>
<td>Innovation/Entrepreneurism</td>
<td>7</td>
<td>Structure/security</td>
<td>12</td>
<td>Helping others</td>
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<tr>
<td>3</td>
<td>Financial success</td>
<td>8</td>
<td>Organising/planning</td>
<td>13</td>
<td>Recognition/prestige</td>
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<tr>
<td>4</td>
<td>Leadership/management</td>
<td>9</td>
<td>Personal/professional development</td>
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<tr>
<td>5</td>
<td>Variety</td>
<td>10</td>
<td>Integrity</td>
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</tbody>
</table>

Top five value groups

1.  
2.  
3.  
4.  
5.  

Appendix C
Skills Identification

1. A quick skills audit activity

This activity can be completed multiple times as a means of identifying skills

- Describe a recent workplace achievement
- Identify the skills that you demonstrated through that achievement
- What did this experience highlight about your preferred skills and the parts of your job you enjoy most?
- Did it also indicate areas for skill and/or knowledge development and/or career shift?

2. Recording your skills

<table>
<thead>
<tr>
<th>Skill/knowledge</th>
<th>How I have used/developed this skill/knowledge</th>
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<tbody>
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Appendix D

Career Conversation Starters

Here are some suggested questions to help you have a productive career conversation with your staff. If you are preparing for a conversation with your supervisor, you might like to review these questions and consider how you would respond or raise these points.

Identifying personal choices and preferences

- Tell me about what you enjoy most in your current role.
- What is most important to you in your work?
- Tell me about the achievements that mean the most to you?
- Why did you choose this area of work?
- What is the next major challenge you would like to take up?

Skills and knowledge

- What do you think you have done really well over the past few months/year?
- What skills have you developed and what new knowledge attained over this period?
- What do you see as your strongest areas of capability?
- How would you describe your strengths as a project/team member or manager?
- What additional skills and knowledge would assist you to meet the expectations of your role?
- What strategies do you implement to manage the competing priorities of your role?
- How flexible, open and receptive to new ideas, approaches and changing priorities are you?

Influencing others

- In what ways do you build working relationships to share knowledge, solve problems and support others?
- Have you had any feedback from others on the things you do well or could do better?
- How do you let others know about what you are achieving?
- How do you promote your need for resources?
- How do you find out about relationships that ANU has that may assist you?

Career goals

- Which areas would you like to develop in and why?
- What goals do you have for your future?
- What are you doing now or need to do in order to achieve these goals?
- How can I help you?
## Appendix E
### My Career at a Glance

<table>
<thead>
<tr>
<th>Section</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>My core values (what is most important to me)</td>
<td></td>
</tr>
<tr>
<td>Knowledge, skills, achievements (what I can do, what I know about)</td>
<td></td>
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<tr>
<td>Key interest areas (what do I want to contribute)</td>
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</tr>
<tr>
<td>Aspects of my career that need attention (how to make my career healthier)</td>
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<tr>
<td>Development ideas (what I'd like to learn, where and how)</td>
<td></td>
</tr>
<tr>
<td>Priority actions (what do I want to take action on, when and how)</td>
<td></td>
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</tbody>
</table>