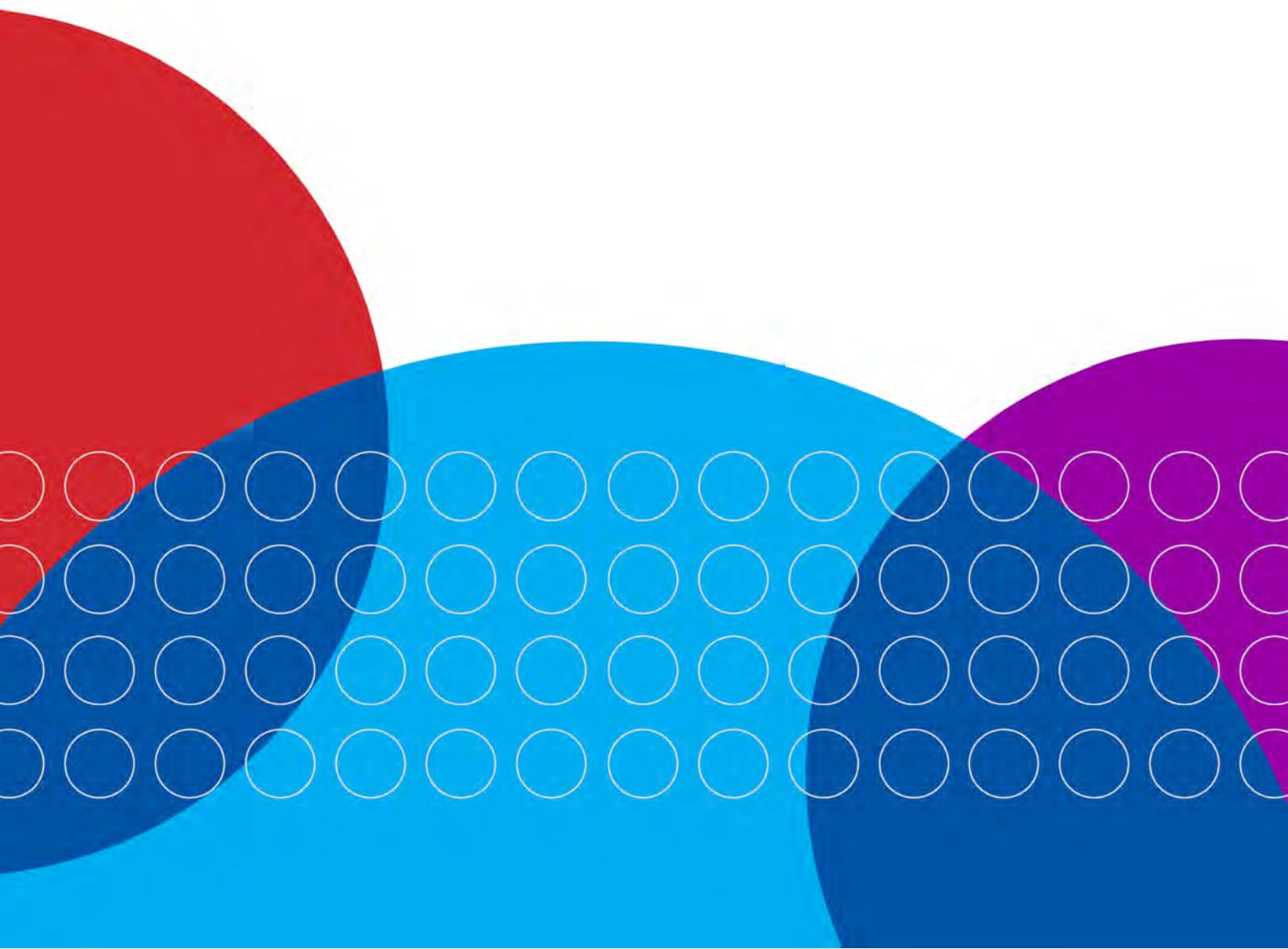




**Government
of South Australia**

Office of the Commissioner
for Public Sector Employment

MENTOR INTRODUCTION GUIDE



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INTRODUCTION

Congratulations on choosing to become a public sector employee mentor. The mentor program aims to create partnerships outside of the normal work relationships. Sharing your knowledge, skills and experience with a new trainee or graduate is a privileged position where you can have a positive influence on a person's professional career.

The mentor relationship assists your mentee(s) to navigate working in the public sector as well as support them to develop and enhance their skills, performance, learning, professional networking and overall development.

WHAT IS MENTORING?

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."

Eric Parsloe, the Oxford School of Coaching & Mentoring.

Mentoring originates from Greek mythology and was used to describe a relationship where an older, wiser, more experienced guardian would serve as an advisor, teacher, friend and nurturer to a younger, inexperienced person.

Modern workplace mentoring is typically a one-to-one relationship between a more experienced and a less experienced employee which is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share. The mentoring relationship can be both short and long term. It may develop to focus on a particular issue or it may be one that lasts for years covering a range of issues. Many mentor relationships extend beyond the initially agreed timeframe, with some mentor relationships existing through an entire career.

WHAT IS A MENTOR?

Defining a mentor is not easy as your role will vary throughout the relationship. However, your primary role as a mentor is to provide guidance and support based on the unique personality and circumstance of your mentee(s).

The mentor is not there to provide instructions or 'the answers', but to guide the mentee towards 'the answer' that is right for them. Being a mentor is not the same as being a friend. Of course you may become friends over time, however the objective is to provide objective guidance to your mentee during their trainee/graduate program.

It is also important to know the difference between a mentor and counsellor. Whilst you may find yourself having personal conversations with your mentee(s), you shouldn't take the responsibility of professional counselling. Each government agency, and the public sector as a whole, have many support services, including the Employee Assistance Program (EPA) and professional partners that you can refer your mentee for professional assistance where needed.

Mentors are often confused with coaches, counsellors and supervisors, however, each of these have distinctive differences in purpose and power relationship to the mentee. Mentees will always have a supervisor and a mentor but may also have other people in their workplaces and personal lives that take on the roles of counsellor and coach.

In a workplace context a mentor does not have any direct authority or influence over a mentees work or job tasks.

Mentor	Supervisor	Counsellor	Coach
Informal relationship	Formal relationship	Formal relationship	Informal or formal relationship
Agenda set by the mentee	Agenda set by Supervisor	Collaborative agenda	Collaborative agenda
Focuses on general professional/personal development	Focuses on work performance and outcomes	Focuses on personal issues	Focuses on skill development
Semi- structured relationship	Structured relationship with clear boundaries	Structured relationship with clear boundaries	Can be structured or semi-structured
Provides open communication	Can be open or closed communication	Collaborative communication	Open communication
Identifies and supports growth opportunities	Identifies any performance issues	Identifies underlying personality or behavioural issues	Identifies strengths and weaknesses
Provides general, objective advice and supports	Provides formal advice and directives	Provides formal professional advice	Provides general advice and supports
Provides networks	Can provide professional supports and advice		
Shares personal experiences			

WHAT DOES A MENTOR DO?

As a mentor you have experience and knowledge to share and assist mentees to develop their professional capacity and personal problem solving and decision making skills.

As a Mentor you should be able to:

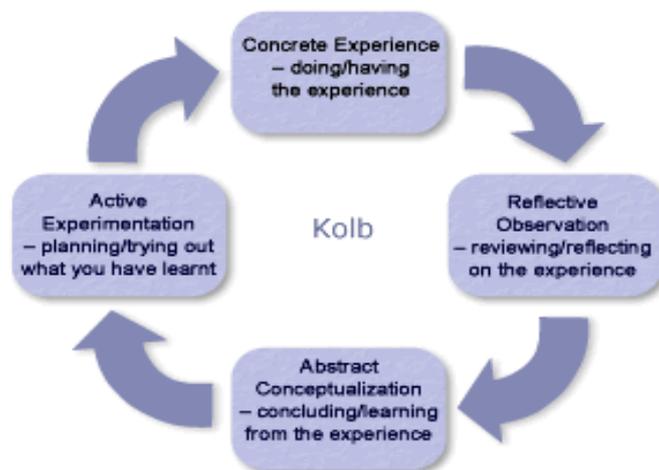
- be respected as an experienced and successful professional in the organisation
- uphold the values and ethics of the public sector
- explain the mechanics of government
- support the public sector and organisation's mission, vision, and goals
- employ active listening skills
- offer encouragement through genuine positive reinforcement
- provide tools and strategies to make informed choices and decisions

- be a positive role model
- share “lessons learned” from your own experiences
- be a resource and a sounding board
- contribute to the professional development of your mentee(s)
- provide support and guidance to your mentee(s) to navigate the workplace
- stay accessible, committed and engaged during the length of the program

To make the most of mentoring conversations mentors are encouraged to ask questions that guide the mentees to move from where they are now, to where they would like to be in the future. As a mentor you can share your experiences to reflect on how you developed your goals and gained achievements, this allows your mentee to learn from experiences that will influence their future experiences.

Learning Cycle

Kolb's Learning Cycle, 1984, is a well-known theory that argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning. According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation'.¹



Stage 1: Experience Kolb's "Concrete experiences"	Life is full of experiences we can learn from. Whether at home, at work or out and about, there are countless opportunities for us to 'kick-start' the learning cycle.
Stage 2: Reflect Kolb's "Reflective observation"	Reflection involves thinking about what we have done and experienced. Many people are naturally good at reflecting whilst others actively train themselves to be more deliberate reviewing their experiences and recording them.
Stage 3: Conceptualise Kolb's "Abstract conceptualisation"	When we pass from thinking about our experiences to interpreting them, we enter into the realm of what Kolb termed 'conceptualisation'. To conceptualise is to generate a hypothesis about the meaning of our experiences.

¹ Kolb's Learning Cycle (1984), retrieved July 16, 2017, from Leeds Beckett University, <http://skillsforlearning.leedsbeckett.ac.uk/preview/content/models/index.shtml>

<p>Stage 4: Plan</p> <p>Kolb's "Active experimentation"</p>	<p>In the active experimentation stage of the learning cycle we effectively 'test' the hypotheses we have adopted. Our new experiences will either support or challenge these hypotheses.</p> <p>To learn from our experiences it is not sufficient just to have them. This will only take us into stage 1 of the cycle. Rather, any experience has the potential to yield learning, but only if we pass through all Kolb's stages by reflecting on our experiences, interpreting them and testing our interpretations.</p>
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BENEFITS OF MENTORING

ORGANISATIONAL BENEFITS

The development of people resources are the most obvious and discussed benefits of mentoring. Mentoring can contribute to employee motivation, job performance and importantly retention rates. Wilson and Elman (1990)² consider the more long-term health of the organisation that mentoring brings. The longer term benefits include that mentoring provides a structured system for strengthening and assuring the continuity of organisational culture. Mentoring has been associated with professional development, increased productivity and career advancement, this includes:

- development of organisational culture
 - creates an environment that fosters idea sharing and knowledge sharing
 - promotion of organisational investment in professional growth and leadership
 - increased employee satisfaction and performance
 - increased engagement and retention of staff
 - increased opportunities for work and personal reflection
- 71% of Fortune 500 companies use mentoring to ensure learning occurs in their organisations (Source: American Society for Training and Development [ASTD])
- CEOs attribute mentoring as one of the top three factors affecting career growth (Source: Accountemps survey of Fortune 500 companies)³

BENEFITS OF MENTORING – FOR THE MENTOR

There are many benefits to being a mentor ranging from the formal organisational and professional development to the more holistic and personal benefits to the individuals involved. As a mentor you can:

- gain personal satisfaction from making a difference to the professional and personal development of another person
- enhance your skills in areas such as leadership, interpersonal skills and communication
- increase your professional networks
- hear fresh perspectives from future members of your profession
- have the opportunity to reflect on your own practice
- contribute to your professional goals and objectives

² James A. Wilson and Nancy S. Elman, *Organizational Benefits of Mentoring The Executive*, Vol. 4, No. 4 (Nov., 1990), Stable URL: <http://www.jstor.org/stable/4164981>

³ Cited by, Michael Donovan – imentor-pro, "Why even consider a mentoring program for your business", URL: <http://www.evancarmichael.com/library/michael-donovan/Why-even-consider-a-Mentoring-Program-for-Your-Business.html>

BENEFITS OF MENTORING – FOR THE MENTEES

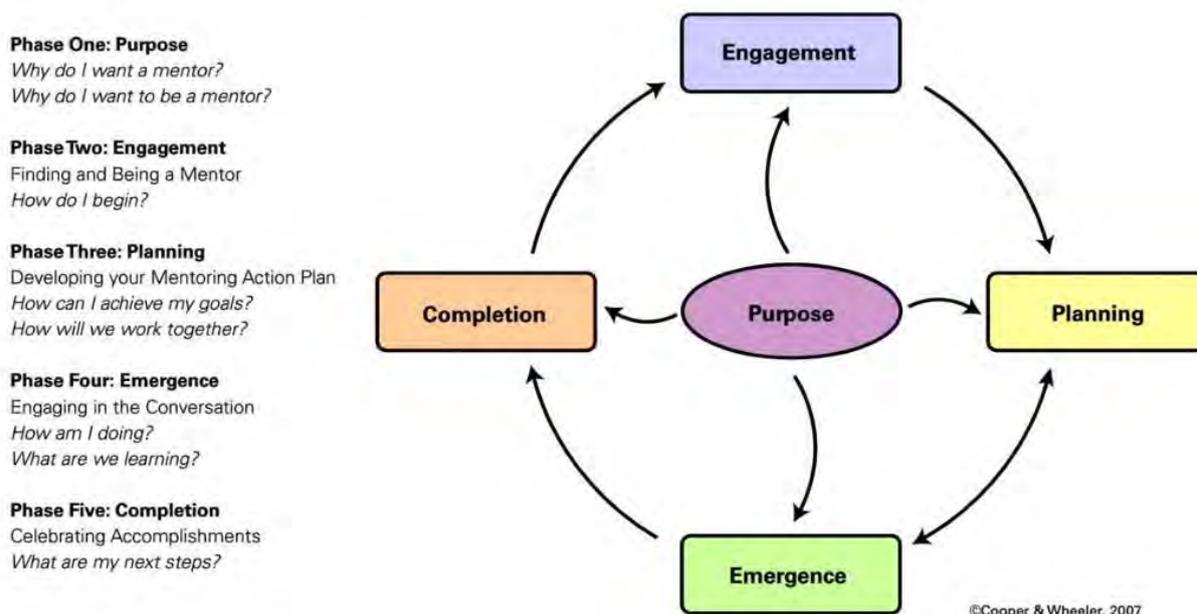
Mentees experience both professional and personal benefits that can include:

- A personalised professional development opportunity
- An insight into working in the public sector and organisation expectations
- Development of practical skills through information sharing
- Increased access to professional development and networking opportunities
- Additional supports during time of change and transition
- The opportunity for impartial feedback and constructive criticism
- Career affirmation, advancement and commitment
- An opportunity to observe and gain a role model

SUCCESSFUL MENTORING RELATIONSHIP

There are many keys to successful mentoring, however, the true successes of mentoring are shown through the relationship developed between mentor and mentee. Like all relationships, the mentor relationship requires thought, planning, time and care. Cooper and Wheeler (2007)⁴, identified three key ingredients for successful mentor relationships: understanding the ***why*** of the relationship, understanding ***how***, and then committing to it. From the three key ingredients the Five-Phase Mentoring Relationship was developed.

Five-Phase Mentoring Relationship Model



⁴ Cooper and Wheeler, 2007, Building successful mentoring relationships, URL:
<http://fly.yale.edu/sites/default/files/files/Cooper%20and%20Wheeler%202007%20Mentoring%20Relationship.pdf>

Engagement focuses on how one begins to find or be a mentor. The mentor relationship can begin through a formal or informal arrangement. Regardless of the originating method, the mentor and mentee will determine the nature of the relationship to meet learning needs, objectives and mutual goals.

Planning concentrates on the development of an action plan, including goals, actions, resources, timelines and how to evaluate success. This is also the phase where the terms of the relationship are negotiated and agreed upon.

Emergence sees the evolution of the mentoring relationship. The goals are clear, a plan is in place and the mentor facilitates the growth and development of the mentee by supporting, encouraging and challenging. This is an interactive process as it flows through engagement in conversation, reflection and evaluation.

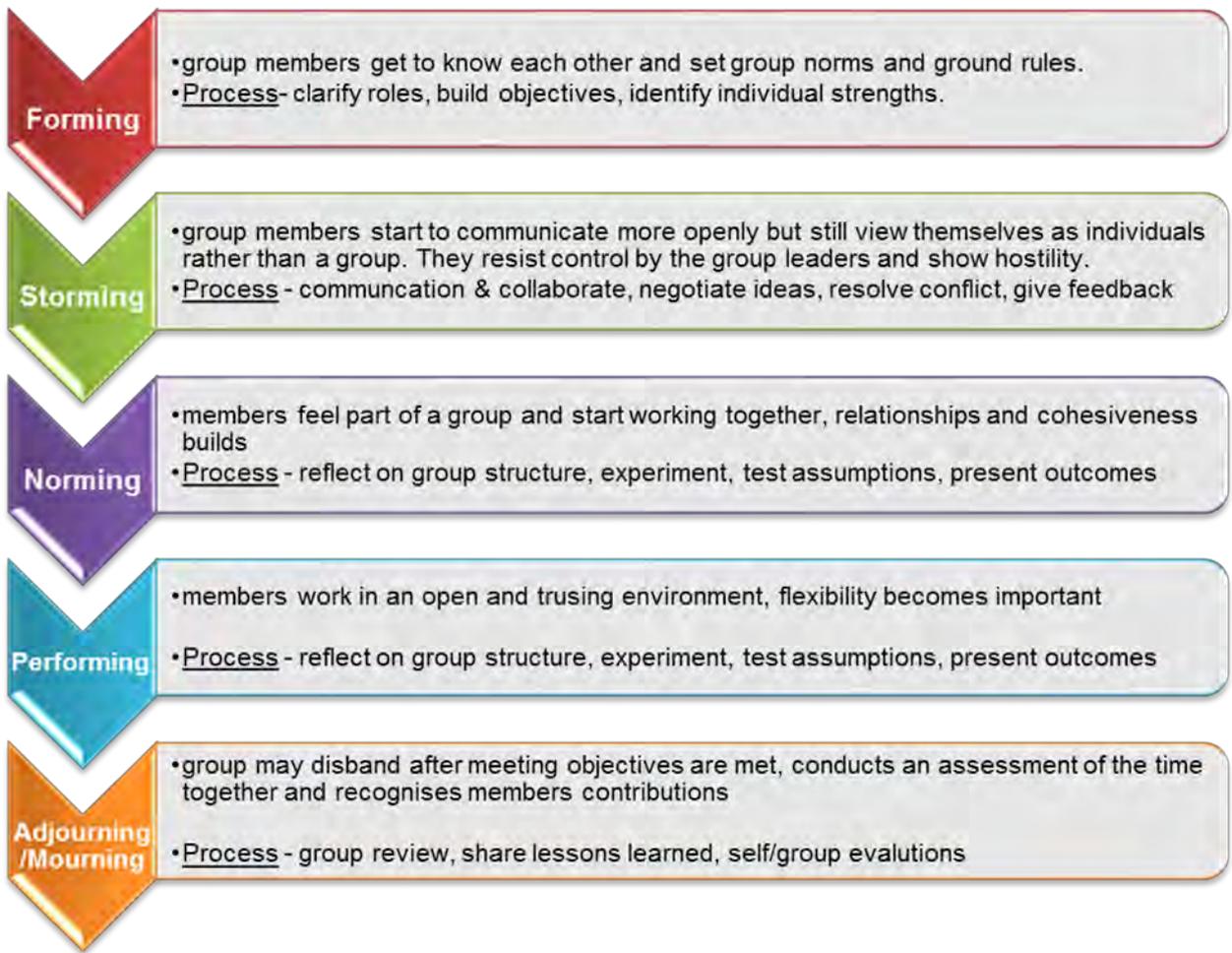
Completion phase is a time for celebrating accomplishments, redefining the relationship and examining what your next steps will be. This is the time where the relationships becomes more collegial and collaborative.

GROUP DEVELOPMENT

As a mentor it is important to set the expectations, tone and standards for the mentor group. Developing the group dynamics and norms will allow relationships to build more cohesively between mentor and mentee as well as mentee and mentee. Establishing a group that is open, transparent, cohesive and supportive allows for discussion to promote trust and development.

Tuckman's, 1965, model of group formation established four distinct stages of group formation: *forming, storming, norming and performing*. The fifth stage of *'adjourning'* or *'mourning'* was added later. The model outlines the inevitable stages from facing challenges, addressing problems, identifying solutions and planning work, to delivering outcomes as a team.

As all stages have their own focus, they also correspond to a different set of feelings, behaviours and group tasks. Tuckman asserted that raising awareness of the different stages and why things happen in certain ways positively influences a team's process and productivity. Group formation and progress is dynamic and affected by various internal group and external factors. Although Tuckman represented the stages as a linear model, in practice the stages are more fluid and group formation is not always a stepped linear process.



DEVELOPING GROUP NORMS

As a mentor you are the facilitator of the group. It is important to distinguish between a leader and a facilitator in the initial stages of group formation. Guiding the mentor group at the first meeting, to determine and establish group norms, will set the dynamics of all future meetings and create and build on an environment of openness and trust. By allowing group members to determine what are acceptable behaviours for the group allows each individual to take ownership of their behaviours and consider agreed behaviours as norms rather than rules.

There are many ways to develop norms within groups, however, it is important to ensure some basic categories are discussed when determining those norms. These include:

CATEGORY	QUESTIONS TO CONSIDER
Collaboration	How will we respect individual's thoughts and opinions? How will we ensure we work collaboratively
Participation	How will we ensure everyone's participation? How will we support each other to participate?
Decision-making	How will we reach consensus for each decision? How will we deal with conflict?

Dialogue	How will we ensure we have open and respectful communication?
Agenda	Who will set outlines for meetings? Who will we set limits for each topic? Who will facilitate each meeting?
Confidentiality	How will we create an open and trusting environment?
Listening	How will we encourage active listening? How will we manage situations where listening is challenged?
Expectations	How will we monitor adherence to our group norms? What will we expect from each other?

5

MENTOR MEETINGS

It is expected that you meet with your mentee at least once a month, however, you may choose to meet more regularly or use other means of regular contact including email and phone.

SUGGESTED TOPICS

- working within the South Australian Public Sector and the mechanics of government including parliament, Cabinet, understanding your department and business protocols and procedures
- public sector ethics, values, performance management and development
- workplace communication
- goal setting, problem solving, critical thinking
- managing workloads, time management, and conflict management
- career planning
- networking
- professional conversations

SETTING THE EXPECTATION – THE FIRST MEETING

First meeting – get to know each other and setting the scene

In the first meeting it is important to keep it casual, but also to set the expectations of the mentor relationship. Some mentees will be very open and forthcoming with who they are, and what they hope to gain from mentoring, whilst others may be more reserved and need you to prompt them to start the conversation.

Discussion topics

- Introduce yourself and welcome them
- Give them an abridged history of your experience
- Express your enthusiasm for the journey ahead
- Explain your role and how you can support them
- Ask what does your mentee think mentoring is about?

⁵ Adapted from Hooie and Fry - The Importance of Developing Group Norms - 2014

- Ask what do they hope to gain from the program?
- Take an interest and acknowledge what they bring to the workplace (prior experience)

STARTING CONVERSATIONS

Questioning: A key mentoring technique

Like coaches, mentors use questions to help mentees to identify and describe problems and situations, reflect on their feelings, assumptions and beliefs; identify alternatives and options; and develop self-awareness and new understandings about themselves.

Writers in the field of mentoring (e.g. Hargrove 2003; Stanfield 2000) maintain that conversations between mentors and mentees should be planned and a large part of the planning is to prepare well-constructed questions to ask mentees.

Effective mentors are those people who ask questions that require their mentee to:

- Provide objective/factual data
- Reflect on their feelings and ideas
- Interpret issues and therefore, identify meanings and significance
- Make informed decisions based on a range of factors

Key levels of questioning

According to Stanfield (2000), there are four levels of questions:

1. Objective level — questions based on facts and data and viewed as ‘external’ to the mind. These are seen as ‘what’ questions.

- Where are you up to?
- What work have you done since I saw you last?
- With whom have you been working?
- What have you achieved since we talked last?
- What are your observations?

2. Reflective level — questions that invite personal reaction to the data/facts presented. Sometimes the responses can be based on feelings. Questions viewed here are considered ‘internal’ — questions that relate to ‘gut feelings’.

- What has been the response of others to the work you have done?
- What have you enjoyed doing the most?
- What have you enjoyed doing the least?
- How are you feeling about things now?
- What surprised you?

3. Interpretive level — questions that draw out meanings, values, beliefs and the significance of the issue. Questions here are concerned with: ‘what does this mean?’, ‘why’? These questions are often referred to as ‘so what’ questions.

- What have you learned about yourself, others, so far?
- What are some issues you continue to worry about? Why?
- What alternatives are you thinking about for dealing with challenges?
- What makes x important?
- What might be the impact of ...?

4. Decisional level — questions that provoke resolution, new directions and actions. This is where the conversation is brought to a close and decisions are made — sometimes referred to as ‘now what’ questions:

- What are you going to do next?
- What is your plan and how are you going to achieve it?
- Can I help and if so how?
- Are things moving in the right direction for you?
- What can you do differently in the future?
- What have you learned from this?⁶

RESOURCES

SETTING THE EXPECTATION

ACTIVITY - CREATE AN IDEAS TREE

An ideas tree will allow you and your mentee to clarify what existing beliefs and expectations you both have about mentoring.

Using an A3 sheet each write responses to the questions below:

- What is mentoring?
- What do mentors do?
- What is a mentee?
- What do I want from this mentor relationship?

Once you both have your responses written, discuss the responses with the objective to finding commonalities, dispel myths, and the terms and tone of the mentor relationship.

COMMUNICATION

ACTIVITY 1 - COMMUNICATION – LISTENING AND INTERPRETATION

Purpose - This is a quick and easy activity that shows how the same instructions are interpreted differently by individuals and highlights the importance of clear communication.

Directions:

Materials - One A4 sheet of paper per person.

Steps - You will read the instructions in the following paragraph.

Warning: *Your listeners should not see these!*

Instructions to be read by facilitator:

"This exercise requires listening to and following directions. As you hear the oral instructions, perform the requested task.

1. No one may ask questions during this activity

⁶ Adapted from Stanfield, R. B. (2000). The art of focused conversation: 100 ways to access group wisdom in the workplace.

2. You may use only the materials given to you for the exercise
3. You must close your eyes during the activity — no peeking!
4. Fold your sheet of paper in half
5. Tear off the upper right-hand corner
6. Fold your paper in half again
7. Tear off the lower right-hand corner
8. Fold your paper in half
9. Tear off the upper left-hand corner
10. Fold in half a final time
11. Tear off the lower left-hand corner
12. Unfold your paper and hold it up
13. Open your eyes, look at the product and compare it with the other participants' results

Debrief: Remember, when you communicate with others, they may not receive the message you sent as you intended. Individual perceptions vary, with some being literal listeners and others interpretive.

Have table groups debrief and discuss. Here are some possible discussion topic(s).

1. If you were given the same directions, why were everyone's products different?
2. What does this mean to you as a communicator?

You can expand this activity by regrouping and asking group to develop their own instructions.

Extension activity

1. Now you can try writing your own directions for this exercise. Regroup into listening teams. Each team member should read their instructions aloud as the remaining members do the paper folding and tearing. After all the team members have taken a turn reading directions, determine whose directions were the easiest to follow.
2. Record characteristics of effective communication.
Consider the following:
What did or did not work in your directions?
What did you do to communicate more accurately in the second exercise?
Why are good communications needed everywhere in life?
What kinds of real-life situations could be avoided if clear communication were always possible?

Communicating clearly is not easy, we all interpret the information we get differently that's why it is very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

ACTIVITY 2 - COMMUNICATION SKILLS - FEEDBACK PRACTICE

Purpose – to provide an overview of effective and ineffective feedback and a good activity for practicing giving effective feedback.

Task: Print out the 20 sentences below and use the criteria for effective feedback below to debrief after running the activity.

Directions:

Circle the number of each sentence that you think meets the criteria for helpful feedback (not necessarily perfect, but OK). For the rest of the questions, see if you can figure out the

criterion that has been actively violated. Put that criterion in front of the sentence. You may find more than one.

1.	"I'm really confused over what you just said about my work".
2.	"Now I don't want you to get upset about what I'm going to say, but...."
3.	"When you interrupt me like that, it makes me want to stop talking to you".
4.	"It really doesn't matter to me, but a lot of people would really be upset with what you just did".
5.	"You're really overreacting to what I just said".
6.	"Your problem is that you just don't like yourself".
7.	"I have some feedback for you and I've got to give it to you for your own good."
8.	"When you continue to talk so softly, even after I've said I have trouble hearing you, I get frustrated and want to end the conversation".
9.	"You've just offended every person in this group".
10.	"You appear to be frowning, and I'm confused about what just happened."
11.	"From the way you needle people, you must have a need to get even with the world".
12.	"I could work with you more easily if you had a better sense of humour".
13.	"Why do you do things like that?"
14.	"Do you understand what I mean when I say you're sending me a double message?"
15.	"Charlie, how does it make you feel when Tom keeps coming late to meetings?"
16.	"I'm going to be open with you, level with you: I think you're a fathead".
17.	"I wish you'd stop trying to run things around here".
18.	"How do you think it makes me feel when you say things like that?"
19.	"That kind of adolescent behaviour won't get you anywhere around here".
20.	"And another thing. I'm sick and tired of you calling me "Honey".

CRITERIA FOR EFFECTIVE FEEDBACK

Following are 10 criteria for effective feedback. You may not need to concern yourself with all of them and may find yourself focusing on a cluster of 4 or 5 which are problems for you. Also, there is a list of opposites - things we do which are not effective.

	EFFECTIVE FEEDBACK	INEFFECTIVE FEEDBACK
1	Describes the behaviour which led to the feedback- 'You are finishing my sentences for me...'	Uses evaluative / judgmental statements- 'You're being rude'. Or generalised ones- 'you're trying to control the conversation.'
2	Comes as soon as appropriate after the behaviour - immediately if possible, later if events make that necessary (something important going on, you need time to cool down etc.)	Is delayed, saved up, and dumped. Induces guilt and anger in the receiver, because after time there is not usually anything he can do about it.
3	Is direct, from sender to receiver	Indirect, ricocheted- Tom, how do you feel when Jim cracks his knuckles? - also known as lets you and him fight
4	Is owned by the sender, who uses 'I' messages and takes responsibility for his thoughts, feelings, reactions.	Ownership is transferred to 'people', 'the book', 'upper management', etc.
5	Includes the senders real feelings about the behaviour, insofar as they are relevant to the feedback- 'I get frustrated when I'm trying to make a point and you keep finishing my sentences.'	Feelings are concealed, denied, misrepresented, and distorted. One way to do this is to 'transfer ownership'. Another way is to smuggle the feelings into the interaction by being sarcastic, sulking, competing to see who's right, etc.
6	Is checked for clarity, to see that the receiver fully understands what's being conveyed.	Not checked. Sender either assumes clarity or - fairly often- is not interested in whether receiver understands fully.
7	Asks relevant questions which seek information, with the receiver knowing why the information is sought and having a clear sense that the sender does not know the answer.	Asks questions which are really statements- 'Do you think I am going to let you get away with that?' or which sound like traps- 'Do you behave that way at home too?'
8	Specifies consequences of the behaviour - present and/or future- 'If you keep finishing my sentences I won't want to spend much time talking to you in the future'.	Provides vague consequences- 'That kind of behaviour is going to get you into trouble'. Or specifies no consequences- 'you shouldn't do that'.
9	Is solicited or at least to some extent desired by the receiver.	Is imposed on the receiver, often for his own good.
10	Refers to behaviours about which the receiver can do something, if he wants to.	Refers to behaviours over which the receiver has little or no control

Reference: <https://www.trainingcoursematerial.com/>

GOAL SETTING

ACTIVITY - SMART PRINCIPLE

Direction – using the SMART principle guide your mentee through the process of setting and analysing a career goal or objective.

Goals should be SMART - specific, measurable, agreed upon, realistic and time-based.

A goal might be to gain further skills to move into a new position such as a Project Officer. Therefore, you would work out a plan using the SMART model.

S	I need to complete a course on project management to further my career
M	I could work with the project team in our business unit for one or two days a week, whilst studying so that I can apply my studies to the workplace. This would also assist with my assignments.
A	This will require a Performance Management meeting with my manager to discuss any available opportunities to undertake the course through work or through the study, leave policy and time to attend has been agreed.
R	I will be required to prove the relevance to my current job, in order for my manager to support me to do the course. If I had skills in project management, I would be able to assist the project team and take on small projects myself for the business unit.
T	This course needs to be started and completed this year

The acronym SMART has a number of slightly different variations, which can be used, to provide a more comprehensive definition for goal setting:

S.M.A.R.T. Goals

Specific

- Well defined
- Clear to anyone reading it

Measurable

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved

Achievable

- Agreement with all the stakeholders what the goals should be

Realistic

- Within the availability of resources, knowledge and time

Time Based

- Enough time to achieve the goal
- Not too much time, that can affect motivation or performance

NETWORKING

ACTIVITY - THE ELEVATOR PITCH

What is an "elevator pitch"?

An "elevator pitch" is a concise, carefully planned, and well-practiced marketing message about your professional self that should be easy to understand and be able to be delivered in the time it would take to ride up an elevator.

It forces you to figure out what your primary skill sets are and what makes you valuable.

Where to use your elevator pitch

An elevator pitch has multiple uses in the professional context.

Most commonly it is used in networking events and as an introduction in resumes. Its purpose is to gain interest in you to prompt further conversation that can be more detailed.

- in an interview, in response to, "Tell me about yourself."
- Team meetings, project work, introduction with stakeholders
- in a follow-up phone call or email, to summarise your qualifications and interest
- while networking, to help you make a clear, positive first impression
- at a career/employment events/expos, to introduce yourself quickly to employers

CREATING YOUR ELEVATOR PITCH

- Keep your pitch simple and brief, and always include who you are, what you want to do and why it matters (or what the employer/client will get out of it)
- Use a short story or example to demonstrate your best qualities or what your key message is
- Use strong, action-packed words and speak in a confident, personable tone. Avoid jargon and acronyms
- Be relevant. List the accomplishments (work, skills, objectives, and education or life experiences) that are relevant and compelling to your audience
- If job searching, be clear about the job title, function and industry you are interested in
- Practice your pitch, but don't memorise to repeat verbatim every time, you want to sound natural!
- Make a connection between yourself and your new acquaintance. End with a question to draw the contact into the conversation

5 simple rules

- Identify your goal
- Explain what you do
- Communicate your unique selling point
- Engage with a question
- Put it all together
- Practice

CAREER PLANNING

You can assist your mentee to develop their career aspirations and future plans.

As a mentor you can guide your mentee(s) through self- assessment checklists to assist with identifying their interests, skills and future opportunities.

ACTIVITY - DEVELOPING A CAREER ACTION PLAN

Directions – explain the importance of career planning.

Career planning is an ongoing process that can help manage learning and development.

Career planning is the continuous process of:

- thinking about your interests, values, skills and preferences
- exploring the life, work and learning options available to you
- ensuring that your work fits with your personal objectives and circumstances
- continuously updating your work and learning plans to help you manage changes in your home life and work situations

The career planning process has four steps:

Step 1: knowing yourself

Step 2: finding out

Step 3: making decisions

Step 4: taking action

Getting started

Begin by asking yourself the following questions:

- Where am I at now?
- Where do I want to be?
- What do I want out of a job or career?
- What do I like to do?
- What are my strengths?
- What is important to me?
- What skills do I need?
- Where is the work?

➤ Career planning assessment tool – Deakin University -

https://www.deakin.edu.au/data/assets/pdf_file/0020/482060/career-planning-self-assessment.pdf



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Office of the Commissioner
for Public Sector Employment

