



Awhina
Waitemata Health Campus

Toolkit

**Career Coaching
Skills**

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Waitemata Health Campus

Career Coaching Skills Toolkit

This toolkit is for managers/team leaders, professional leaders, supervisors and others who provide guidance on professional development and who wish to develop knowledge and skills in having effective career discussions with staff.

A 'career discussion' is a conversation between a staff member and their manager/team leader/professional leader about the staff member's career goals and plans here at Waitemata District Health Board.

This toolkit will provide you with information and resources to:

- ✓ Understand the context & rationale for career development at WDHB and the manager's role in this
- ✓ Implement good practice for career discussions.
- ✓ Develop a set of questions to use to initiate and lead a career development discussion with a direct report
- ✓ Have a career discussion with a direct report.

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Career development at Waitemata DHB: Why is it important?

At Waitemata DHB, career development is an organisational retention and engagement initiative.

The business case

Effective career development benefits individual staff members and also benefits the organisation in the following six ways¹:



1. Organisations need effective career development to **grow the skills and experience it needs** for now and the future. Many high-skill jobs require skills that are specific to the organisation or are hard to recruit.
2. Career development assists the effective **deployment of skills** – that is, helping people move into jobs where their skills are best used. Lateral career moves are important here. A habit of **flexibility** and lateral movement helps in times of change – staff are used to moving jobs and are confident about doing so.
3. Career development seems to be linked to high **organisational performance** as one of the practices that motivate people at work. Recent CIPD research, reported in Understanding the People and Performance Link: Unlocking the black box, (CIPD, 2003) found that providing career opportunities is one of the 11 key practices that influence performance.
4. **Attracting and retaining** good-quality employees. Research on high-flyers by the Career Innovation Group shows that ‘high-flyers will stay for today if offered challenge and empowerment; they will stay for tomorrow if offered the chance to grow.’ In this study, 94% of high-flyers were willing to manage their own career moves, many (61%) wanted career advice but few (27%) received it. The amount of career support experienced by employees was also linked to their intention to stay with their employer.
5. **Making the most of each person’s stay**. People using their full potential means the organisation can achieve more.

¹ Source: *Career discussions at work: Practical tips for HR, managers and employees* ©CIPD 2005
http://www.cipd.co.uk/NR/rdonlyres/FD9EF1E0-8B09-43CE-AF88-DD2E79A219E7/0/tool_10.pdf

6. **Standing still is lethal.** Even if you don't actually move jobs, your job is still moving under you as the organisation and its environment changes. If people are not always developing in response to changing needs, the organisation can't adapt. Career development within the job is just as important as emphasising career development by moving jobs.

The Waitemata DHB approach

The health workforce faces the challenges of:

- An aging workforce
- Constant change, including increasing diversification of roles, new models of care
- Skilled workforce/talent shortages .

In response to this, a career development service was established early 2008 to contribute to the development of a health careers culture at WDHB. The Career Development Consultant:

- Provides an individual career guidance service to staff
- Provides support and resources to managers to enable them to provide career development support to their staff
- Contributes to organisational initiatives which support a health careers culture.

Career development is **NOT** about encouraging people to leave the organisation. It is about working with staff to identify

- how to increase job satisfaction and engagement in their current role
- career options and career goals within WDHB
- what support they need to achieve their goals at WDHB.

Career development was identified as one of five priority areas in the 2011 Staff Survey. There were strong positive results for these questions: "I intend to continue working here for the next 12 months" and "I like my job" . However, there was a disappointing response to the question "I am happy with my career development options within this health service". We know that individuals will feel that they have career development options when they have career discussions with their managers.

'WDHB encourage staff to develop their careers within the organisation and staff may apply for any internally advertised position.'
(Recruitment Policy, Waitemata District Health Board)

Manager's role in career development

A key part of career development is the 'career discussion': that is, a conversation between a staff member and their manager/team leader about the staff member's career here at Waitemata District Health Board.

The line manager is often the best person to conduct these discussions as he/she knows the staff member best, will often have information about possible career options/directions, and is best placed to provide opportunities for individuals to develop experience and skills. Benefits of career discussions to the manager or leader include:

- Contributes to Performance Development Review process
- Can uncover new information about interests and skills
- Assists with succession planning
- Builds relationships with individual staff members and creates an engaged, productive team.

However, career discussions can be tricky territory for a number of reasons:



This toolkit will help you to address some of these concerns.

We asked staff what has influenced their career decisions to move on from or to stay in roles. Here is a selection of responses:

Factors which motivated me to stay in my role

- Developing new skills
- Continue to be challenged
- Receiving coaching
- Still things to learn
- More autonomy, opportunities to do different things
- Well supported/ encouraged to nurture skills/potential
- Being valued
- Room to grow
- A 'stretch up' and permission to do so

Factors which motivated me to move on

- A 'step up', to develop potential
- Boredom, challenge was gone
- Frustration/boredom.
- Had gone as far as I could
- Long term goals
- Poor processes/ support
- No opportunities to broaden skills
- Lack of career opportunities.

Note that the manager can influence these factors.

This questionnaire lists some good practices for 'getting good people to stay': how are you doing?

http://www.keepem.com/doc_files/Lovem%20or%20Losem%20Manager.pdf

Dr Beverly Kaye talks about how managers can support employee career development (3.5 minute video clip)

<http://www.athenaonline.com/knowledge/containers/SBPframe.asp?IDK=1216AF08&ID=2635>

Read this article about 'courageous' career conversations:

<http://www.careeranalysts.co.nz/resources/Issue8-2010.htm#Courageous>

Career planning process

Career development theories suggest that there are four stages to good career planning and decision making:



Stage	Involves...
<i>Know yourself</i>	...developing a clear view of strengths, skills, interests, aspirations, values, resources and needs.
<i>Explore possibilities</i>	...researching the options available and the pathways to achieve these options.
<i>Make choices</i>	<p>... considering</p> <ul style="list-style-type: none"> - the information and insights gained from 'knowing yourself' and 'exploring possibilities' ; - which options might be most suitable and realistic; - any obstacles or barriers and how they can be overcome... <p>...in order to make informed career choices.</p>
<i>Make it happen</i>	...agreeing with manager or professional or educational supervisor on a course of action and writing a career plan.

A career discussion could happen at any or all stage(s) in this cycle.

A manager's role is not to provide all the answers or to be a careers advisor, but to encourage and support a staff member as they work through these stages.

Good practice for career discussions.

A useful way to begin thinking about career discussions at work is to look back at your own experiences. With this aim in mind, think of either an effective or ineffective career discussion (or discussions) you have experienced (either as the manager or the staff member) and consider the following question:

What do you notice about the characteristics of effective (or ineffective) discussions you have experienced?



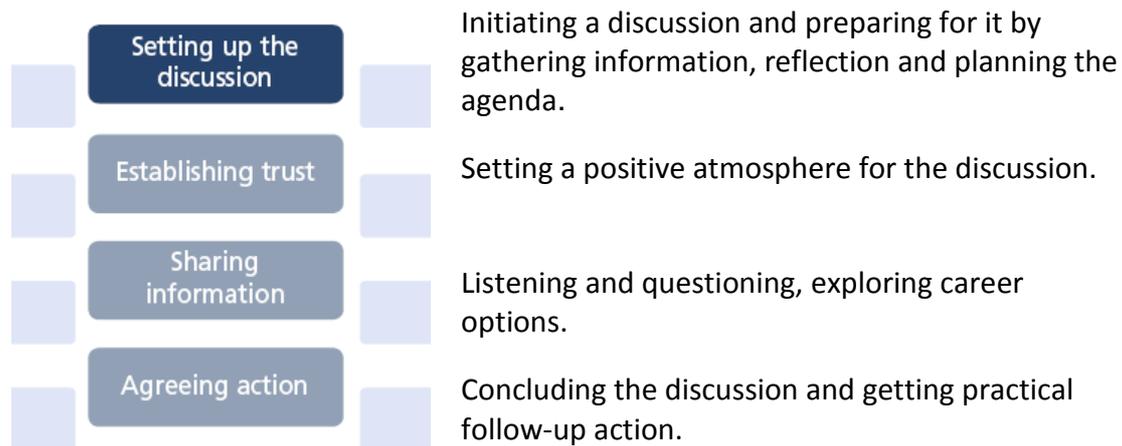
This questionnaire lists some good practices for 'getting good people to stay': how are you doing?

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Read on for a good practice checklist...

Good practice for career discussions

There are four aspects² of good practice:



Tips for setting up the discussion

- Developing a good working relationship with your team is the best preparation you can do for an effective career discussion.
- Career discussions can take place at any time (e.g. an informal chat, during one to one progress meetings), but should happen at least at performance review time.
- Explain to staff how career development fits with the performance review process
- Let your staff member know what you would like to talk about and give them time to prepare beforehand, if they wish. You could ask them to think about a couple of the questions in this toolkit.
- Take time to prepare. Think about feedback and information you would like to share.
- Go into the discussion with an open mind and show that you are interested in the person. Take on a 'helper' role.

² Adapted from 'Career Discussions at work: practical tools for HR, managers and employees' produced by CIPD, 2005

NOTE that discussions about poor performance or behaviour issues are **NOT** career discussions and should follow the process outlined in the HR Toolkit.

Tips for establishing trust

- Establish an open feel to the discussion. Put the other person at their ease.
- Use open questions to encourage open discussion.
- Show your interest, listen carefully, and check you understand what they are saying.
- Some people may need time to think during the discussion: allow silences and time for reflective thinking.
- Make it clear you understand that they may wish the discussion to be confidential.
- Careers are personal: some people may not want to share their plans with you, at least not straightaway. Keep the 'door open' for later discussions.
- Don't let short-term service priorities constrain or bias your advice. Show you are interested in the person first and foremost. Think about the organisation's needs overall, not just your part of it.

Tips for sharing information

- You can use your own and others' careers to illustrate career paths. However, don't expect the individual to want a career just like yours.
- Challenge the individual's ideas where appropriate in a constructive way.
- Try to meet the individual's needs for information, including opportunities outside your team. Where appropriate, suggest other people to talk to.
- As a manager you don't have to know all the answers. Help the individual find these themselves.
- Help the individual identify a range of career options. Which do they feel would suit them best? Are their preferred options realistic?
- Help the individual discuss what they really want out of work. If you sense that they need to explore more personal concerns, give them the opportunity to do so, but respect their right to keep these matters private.

Tips for agreeing action

- Agree what will happen next.
- Agree which parts of the discussion are confidential, what will be shared with other named individuals, and any links with formal HR processes.
- Does the individual need you to take any actions (e.g. help them make initial contact with others)? If you agree to do something, do it – and quickly.
- You can use the Career Discussion part of the Performance Development Review form to record actions.

Asking Questions

Through thoughtful questioning we can extract not only factual information, but aid people in making connections, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping explore deeper levels of knowing, thinking, and understanding. Good questions are purposeful, clear, short, non-judgemental and thought-provoking.

The common types of questions are:

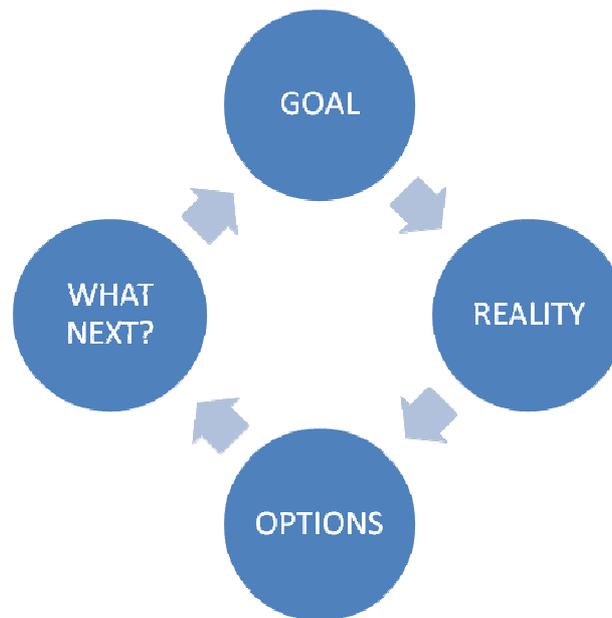
1. **Open:** These are useful in getting another person to reflect and speak. They often begin with 'What', 'Why', 'When' or 'Who'? Sometimes they are statements: 'tell me about', 'give me examples of.' They can provide you with a good deal of information.
2. **Closed:** These are questions that require a yes or no answer and are useful for checking facts. They should be used with care. Too many can cause frustration and shut down conversation.
3. **Specific:** These are used to determine facts. For example, 'what do you know about this already?', 'How often have you felt like this?'
4. **Probing:** Probing questions are open-ended questions that are used as a follow up; the scope is narrower – focusing on one aspect or element. For example, 'Are you able to tell me more about your experience when you...?' Or, 'What was it that particularly interested you about...?'
5. **Hypothetical:** These pose a theoretical situation in the future. E.g., 'what would you do if...?', 'how would it be if...?'. These can be used to get the person to think of new situations. They can also be used to find out how the person might cope with new situations.
6. **Reflective or summarising:** You can use these to reflect back or summarize what you think a speaker has said to check your understanding and to encourage them to say more e.g. 'are you saying that...?', 'it sounds like...is that correct?'. These are very useful questions in a career discussion.
7. **Leading:** These are used to gain acceptance of your view e.g. 'don't you think that...?'. They are not useful in provoking open discussion or honest opinions.
AVOID!

A questioning technique that is often neglected is **allowing silence** between a questioner asking a question and calling on the listener to answer – or jumping in and either answering or asking another question on the assumption that the first question was not understood. Silence provides people with the time and space to THINK.

Read about the importance of ASKING and STAY (rather than Exit) interviews
http://www.keepem.com/doc_files/Press_Kit/ASKFinal.pdf

A process for career discussions

Career discussions work best when there is a structure. The GROW coaching model is a helpful one to follow:



Goal	Agree topic & objective for discussion
Reality	Explore current situation
Options	Generate and discuss options
What next	Plan next steps

Here are some useful questions you can use to help work through the GROW model:

Goal	G
Agree topic & objective for discussion	<p>What would you like to get from this discussion?</p> <p>What would you like to be able to go away with?</p>
Reality	R
Explore current situation	<p>Which particular parts of your work are you enjoying?</p> <p>What are you really proud of achieving?</p> <p>What was the best day at work you have had in the past three months? What were you doing?</p> <p>What aspects of your work are you not enjoying so much?</p> <p>What could tempt you away from working here? What do we need to do to keep you?</p> <p>What motivates you the most? And how are you meeting these needs at work?</p> <p>What's not happening in your job now that you would like to happen?</p> <p>What do you want to be doing in five years' time?</p>
Options	O
Generate and discuss options	<p>What would make your job more satisfying?</p> <p>What would you like to be doing more of?</p> <p>What would you like to be doing less of?</p> <p>What projects/initiatives are coming up that you'd like to be involved in?</p> <p>What ideas have you had already? What do you know about that?</p> <p>What do you feel would suit you best?</p> <p>What would be the pros and cons of that?</p> <p>What else might you need to find out/know/consider?</p> <p>Would you like suggestions from me?</p>
What next	W
Plan next steps	<p>What information do you need? What support do you need?</p> <p>What would you like from me right now?</p> <p>How could I/we help with that?</p> <p>What will you need to get started on the plan?</p> <p>What might get in the way of achieving that?</p> <p>What are your next steps?</p> <p>How often do we need to touch base to see how it's going?</p>

Use the space below to write the questions you could use:

Goal	G
Agree topic & objective for discussion	
Reality	R
Explore current situation	
Options	O
Generate and discuss options	
What next	W
Plan next steps	

Listening

In a career discussion, listening is an important means of establishing trust, sharing understanding and building action plans.

Think about:

- What is good listening?
- How do you know when someone is really listening to you?

Listening is a skill that we can all benefit from improving. By becoming a better listener, you can:

- ✓ learn more
- ✓ build better relationships
- ✓ improve your ability to influence, persuade and negotiate, and
- ✓ avoid conflict and misunderstandings.

Active listening means making a 'conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent'³.

Read about five elements of active listening

<http://www.mindtools.com/CommSkill/ActiveListening.htm>



Think about:

How good a listener are you?

Not so good-----Very good

What might you need to do differently?

³ <http://www.mindtools.com/CommSkill/ActiveListening.htm>

How to develop your staff

People often focus on a training course as the only type of development option. In fact there are many ways to provide staff with information and opportunities to develop their skills and enhance their career development. Here are some ideas⁴:

- Leading or being part of a project team
- Tertiary study
- Mentoring (being a mentor or receiving mentorship)
- Secondments (formal arrangement to spend an extended period of time in another role)
- Attending networking events
- Buddying with someone for a short time to learn about their role/work
- Coaching (being a coach or being a coachee)
- Reading a book or online resource
- Attending seminars.

Other ideas include:

- 'Acting up': deputising for a more senior person in their absence.
- Attending meetings
- Attending conferences
- Being involved in professional association and activities
- Adjustment of job responsibilities to align with career interests and goals
- Providing or receiving on the job training
- Acting as a buddy to someone new
- Professional or Clinical Supervision

Read more [here](#)

How well do you develop your staff? For an assessment and new ideas see <http://www.mindtools.com/pages/article/team-development.htm>

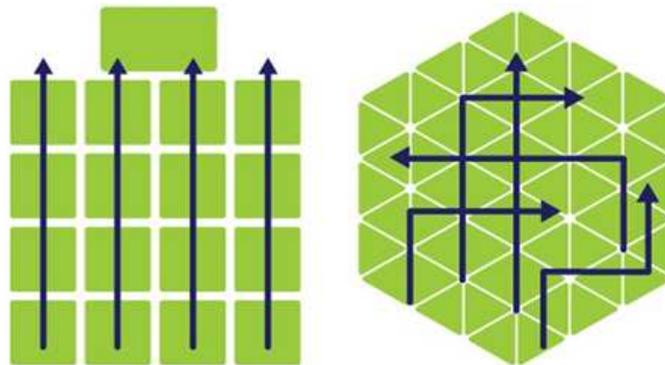
"It is only as we develop others that we permanently succeed."
H.S. Firestone, industrialist & founder of Firestone Tire and Rubber Company.

⁴ *Human Resources*, Oct/Nov 2010.

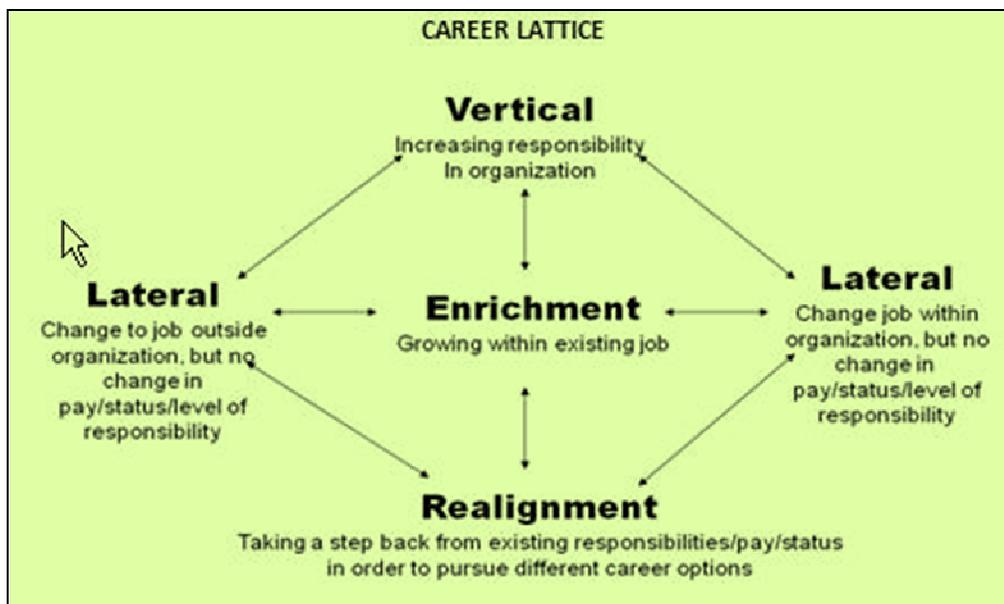
Career directions

In the past career pathway options were pretty set and clear. Employees started out in entry level positions and at specific time periods they were developed and promoted. They eventually reached the top of the ladder for a particular career in the timeline and manner of their employer's choosing.

Today the workplace has changed dramatically and an individual's career options are more varied. Options are no longer limited to promotions up a ladder and now include for example sideways moves, specialising, even staying in place. We have gone from a linear 'career ladder' model to a 'career lattice' model.



The diagram⁵ below shows some directions possible in a career lattice:



Managing a career requires viewing career development as a direction, rather than a point or a job. Career development is the process of assessing where you are in your work life, deciding where you want to be, and then making the changes necessary to get there.

⁵ Source <http://hrweb.berkeley.edu/learning/career-development/self-assessment/career-direction>

Think of yourself not as the architect of your career, but as the sculptor. B.C. Forbes

Enriching your role

This means developing in your current role by agreeing with your manager, for example, how to expand or adjust the job, take on new responsibilities, refine your expertise. Could this work for you? Consider:

- What do I enjoy most about my role? How could I do more of that?
- What could be added to my role to make it more satisfying, more energizing?
- Which of my current tasks are the most routine? Could I do less of it? Could it be done in a different way? Could someone else do it?

Moving across or horizontally

This means applying your skills and experience in a new role at the same level, but with different responsibilities or challenges. Horizontal moves can provide valuable new experience and an opportunity to have a change. Could this work for you?

Consider:

- What do I need to learn?
- Which of my skills are transferable (i.e. can be used in a different job or department)?
- Can a horizontal move bring me closer to my goals?
- Which other parts of the organisation interest me?

Temporary move

This means working in another role or another part of the organisation for a defined period to develop new skills or to explore possible career options. Could this work for you? Consider:

- Which other areas of the organisation interest me?
- If I could start my career again, what would I do differently? What could I do now to pursue that option?
- Which organisational strategies and projects interest me?
- Whose job would I like to learn more about?

Realignment

This means taking what could seem like a step backwards e.g. returning to a hands-on clinical role from a management role, going from a specialist to a more generalist role, reducing hours of work. Could this work for you? Consider:

- If I take a step down, what would the benefits be? Would I gain more balance, health, satisfaction, experience?
- Am I willing to accept a lower salary to try something different? What other benefits might I lose (e.g. influence, control, status, flexibility)?
- How could a step down help me to use the skills I really enjoy? What things do I do now that I would no longer have to do/ be able to do?
- Do I miss the work I used to do?

If **moving up** seems the right option for you consider:

- What are the organisation's strategic direction and needs? How do my abilities match with this?
- What are my strengths and weaknesses for that next position?
- How have I performed? In which ways do I need to improve?
- Why should I be promoted? What value do I bring?
- What are the satisfactions and challenges of this move?

(Adapted from "Love it, don't leave it: 26 ways to get what you want at work" Kaye & Jordan-Evans.)

The A – Z of getting good people to stay

From <http://www.keepem.com/>

ASK: What keeps you? – Hold *stay interviews* with all employees, ask them what keeps them and avoid guessing.

BUCK: It Stops Here – Managers have more power and influence than anyone else to keep their best people.

CAREERS: Support Growth – Talk with employees regularly about their abilities, values, skills, choices and ideas.

DIGNITY: Show Respect – Honour individual differences.

ENRICH: Energize the Job – Support growth and challenge.

FAMILY: Get Friendly – Employees value time with their families. Managers should support their lives outside of work.

GOALS: Expand Options – Options abound – address career paths within the organization.

HIRE: Fit is It – Hire for the right fit in terms of skills and interests, successfully orient and support new hires.

INFORMATION: Share It – Employees need to stay informed.

JERK: Don't Be One – Today's workers won't tolerate "jerk-like" behaviours.

KICKS: Get Some – Make fun happen.

LINK: Create Connections – Create connections for employees inside and outside of the organisation.

MENTOR: Be One – Integrate mentoring behaviours into everyday work.

NUMBERS: Run Them – The costs of loss, both physically and emotionally, hit the bottom line.

OPPORTUNITIES: Mine Them – Create opportunities for people to stretch, grow, and learn.

PASSION: Encourage It – Help employees discover what they love to do.

QUESTION: Reconsider the Rules – Question the rules that hinder employee productivity and satisfaction.

REWARD: Provide Recognition – Find creative ways to show appreciation.

SPACE: Give It – People need opportunities and options to do things differently.

TRUTH: Tell It – Trust employees to hear the truth about themselves and the organisation.

UNDERSTAND: Listen Deeper – Listen well and often to make people feel heard and understood.

VALUES: Define and Align – Learn how employees' values align with the company's values.

WELLNESS: Sustain It – Promote people's health and fitness – emotionally, mentally, and physically.

X-Ers: Handle with Care – Respect the unique values and work habits of the multiple generations in the workplace.

YIELD: Power Down – Relinquish power to make decisions and create success and **ZENITH: Go for It** – Shoot for the stars and keep the talent on your team.

Further resources

[My Career PATH](#) (a Planning and Assessment Tool for your career in Health).

A confidential, online career assessment and planning tool to support WDHB staff and their managers in discussions about career goals. Staff members can download a Manager's Report which they can then share with you. This report provides a simple step by step guide for a career discussion using the *My Career PATH* assessments. If you'd like more information please contact kathryn.scott@waitematadhb.govt.nz.

On the intranet

Career development support from Learning & Development

<http://staffnet/LearningAndDevelopment/Careers.asp>

Recommended reading

<i>Love 'em or lose 'em: getting good people to stay</i>	Kaye & Jordan-Evans
<i>Help them Grow or Watch them Go</i>	Kaye & Guillioni
<i>The Nursing Career Planning Guide</i>	Susan Turner
<i>Up is not the only way: a guide to developing workforce talent</i>	Beverley L. Kaye

Websites

<http://www.healthworkforce.govt.nz/health-careers/career-planning> (Health Workforce NZ career planning information and resources)

<http://www.healthcareers.org.nz/> (Health careers website)

<http://www.keepem.com/> (employee retention and engagement resources)

www.careers.govt.nz (NZ careers website: lots of useful information and activities.)

Contact

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www.waitematadhb.govt.nz