

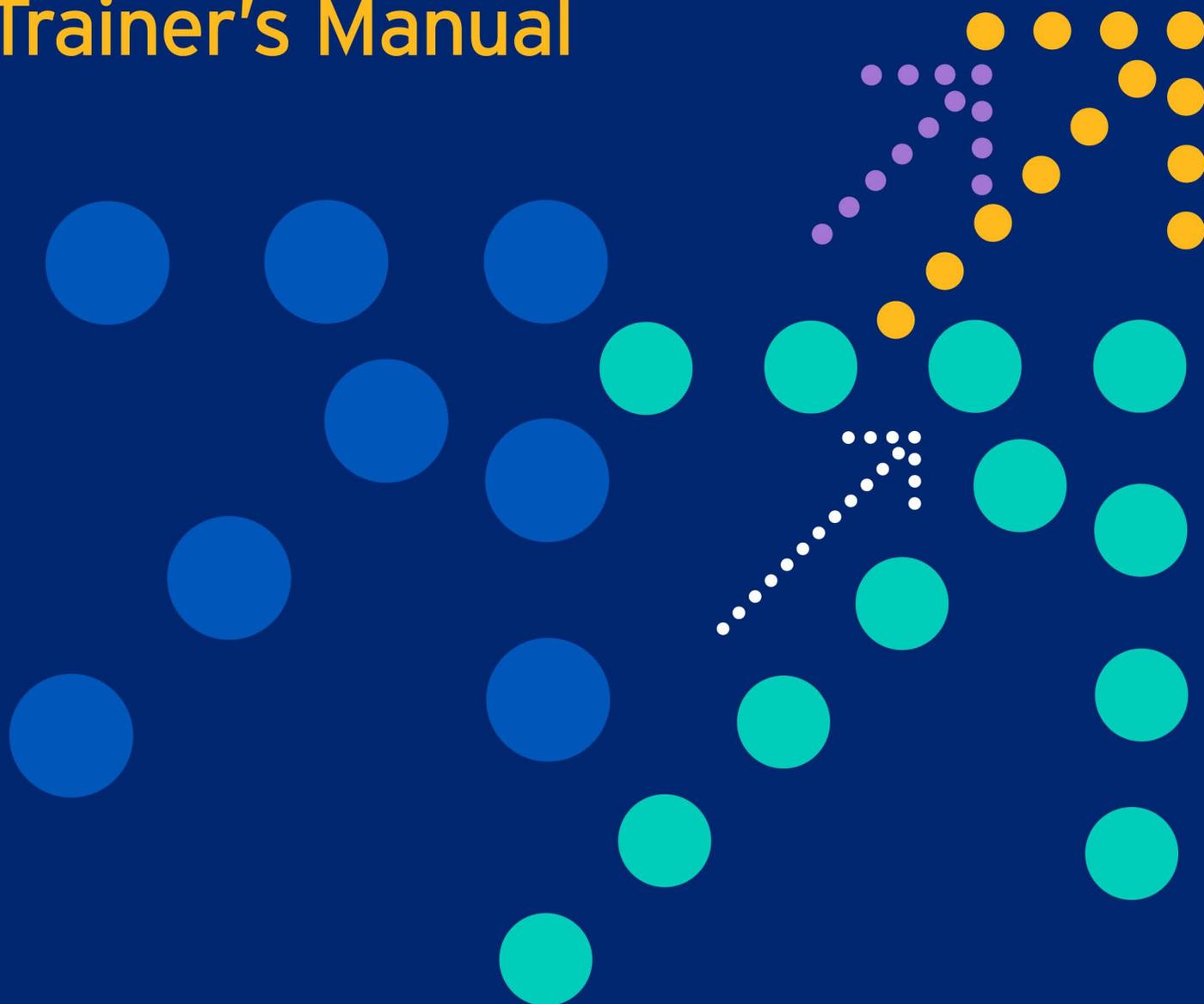
International Council of Nurses



Career Planning and Development

**It's your career:
take charge**

Trainer's Manual



Career Planning and Development

**It's Your Career: Take Charge
Trainer's Manual**

Developed by

Gail J. Donner and Mary M. Wheeler

for the International Council of Nurses

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About the Authors

Gail J. Donner, RN, PhD, is Professor and Dean Emeritus in the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto, Canada. Her research and consulting interests include career development, health policy and nursing administration. In addition to presenting papers, seminars and workshops on a variety of health care topics, Gail has been active on a number of boards and committees and is currently a member of the Board of Trustees of the Hospital for Sick Children in Toronto, Canada; Chair of the Board of the Change Foundation, in Toronto, Canada; a member of the Board of Healthy Kids International; and book editor of the Canadian Journal of Nursing Leadership. For her contributions to nursing and the community, she has received the Order of Ontario, an honorary Doctor of Science from Ryerson University in Toronto, the Registered Nurses Association of Ontario Award of Merit, the YWCA Woman of Distinction Award, and the Ontario Medical Association Centennial Award.

Mary M. Wheeler, RN, MEd, PCC, is a certified coach with over 15 years of consulting expertise in career, organisation and human resource development and has published extensively in the area of career development, coaching and mentoring. She has co-led CareerCycles Getaways for the Ontario Medical Association Physician Health Program and acts as an executive coach and as an associate of Development-by-Design. Mary is an active member in the International Coach Federation, the Association of Career Professionals International and the Career Planning and Adult Development Network for which she is a book reviewer. She is also a book proposal reviewer for Sigma Theta Tau International and a member of the Nursing Advisory Committee, Ryerson University, Toronto, Canada.

In 1992 Gail and Mary began their partnership, donnerwheeler, Career Development Consultants. Throughout their careers they have had a long-standing commitment to the professional development needs of nurses and, in particular, a strong interest in the career planning and development issues of nurses. Well known internationally, they speak, write, do research, provide workshops and individual career coaching, and consult on career development strategies. In 2009 their third book, *Taking Control of Your Career: A Handbook for Health Professionals*, was published by Elsevier.

Introduction

The *It's Your Career: Take Charge Workbook* provides nurses with a five-phase model, as well as practical strategies and activities that they could use as a guide in their journey through their own career planning and development process. This Trainer's Manual is designed to help nurse career coaches who will be conducting *It's Your Career: Take Charge* workshops and providing individual career coaching. It is meant to accompany the Workbook and to provide nurse career coaches with tips that they can use to prepare and effectively deliver the workshops and to consult with individual nurses about their career planning and development needs.

The Workbook and this Trainer's Manual provide powerful tools that nurses and their career coaches can use to implement successful career planning and development strategies.

Pre-Workshop Preparation

The better prepared both the nurse career coach and the participant are for what is to happen in the *It's Your Career: Take Charge* workshop, the greater the chances for a successful outcome. A nurse who wants to be a career coach able to both lead an *It's Your Career: Take Charge* workshop and provide individual career coaching should have the following attributes:

- Knowledge of adult education principles;
- Group facilitation skills; experience in and comfort with coaching and mentoring others;
- An understanding of, appreciation for, and commitment to, lifelong professional development;
- Familiarity with local/national career planning and development resources; and
- Knowledge of current local/national health care and nursing trends and issues.

It is essential that the nurse career coach complete all five phases of the Career Planning and Development process presented in Module Two of the Workbook before attempting to guide others.

Additionally the following pre-workshop preparation guidelines, which we have derived from our experiences of effective workshop situations, will help ensure a successful workshop:

Facilitators

Whenever possible arrange to have co-facilitators conduct the workshops. Discussions with workshop participants acquire an added richness when led by two facilitators with varied careers. They can provide a balance of skills, knowledge and style. They can also work out needed changes as the workshop proceeds. Both facilitators should feel comfortable sharing their thoughts, feelings and experiences about career planning and development with each other and with workshop participants. Their openness and willingness to share their own career stories would enable workshop participants to see the commonalities that link facilitators and participants to each other.

Length

The workshop could be delivered in either one or two days. Length is contingent upon the participants' availability. A one-day workshop would provide an overview of the Career Planning and Development Model and prepare participants to be able to work on the process in their own time after the workshop. A two-day workshop would provide the time for participants to actually complete some of the activities in Module Two of the Workbook and leave with a strategic career plan that they could build upon.

Group Size

Group size will influence what can be accomplished. If the group is too large, less time can be spent on individual questions. The ideal group size is 20-25 participants. It is possible to conduct the workshop with a larger group. However, participants will need to understand at the beginning that they will leave the workshop with a Career Planning and Development Model and a set of resources, but without all the answers to specific questions about their

own careers. If, because of cost constraints, a large workshop (50 or more participants) is the only alternative, the facilitators should ensure that participants understand the limitations in the process and outcome of such a workshop.

Facility Requirements

Pay particular attention to facility requirements including room set-up, equipment, and materials (see sample list Appendix I). The space allotted for the workshop can either enhance or detract from the experience. The more comfortable the space, the more conducive the atmosphere for working together and the easier the learning experience will be. Remember that effective presentations encourage open communication and lively discussion. The comfort of the surroundings and good organisation set the tone.

Resources

Bring along a sampling of current career planning and development books that are available locally so that workshop participants can browse through them at break and lunch times.

Participant Readiness

The most effective workshops are those in which the participants have come because they want to, rather than because others, for example employers and educators, have told them that they should or must attend. Career planning and development is a personal endeavour. If participants are not ready, then the workshop is not a good use of their, or the facilitator's, time.

Participant Letter

Once participation in the workshop is confirmed, if possible, send each participant a letter to introduce them to the facilitators and to let them know what they can expect from the workshop (see sample letter Appendix II). Where possible the letter could be sent by e-mail.

Confidentiality

Confidentiality is essential. As the facilitator, you must remind participants that you will hold in confidence whatever happens or is said in the workshop and that you expect them to do likewise. It is only when participants can trust each other and the facilitators that the full benefit of the workshops can be realised.

Workshop Delivery

This section will provide you with the specific information you will need to facilitate an *It's Your Career: Take Charge* workshop. Sample overheads (power point) and, where appropriate, brief speaker notes have been included to assist you in delivering the workshop. A complete set of overheads, participant activities and appendices can be found on the CD Rom. The speaker notes provide information about the overheads and complement the material found in Module Two. Think of these materials as only a guide. Let your skills, personality and experiences set the tone for the workshop. Always remember to be flexible and adjust the workshop to accommodate the needs of the participants. Each workshop has its own personality and requires its own timing and style.

As you introduce the workshop to participants, encourage them to use their own career experiences as they work through the career planning and development process. There is no "one size fits all" template. What works best is lively and focused interaction with participants that enables them to use each other's experiences to enrich their own use of the process. As the workshop proceeds, identify participants who may be willing to be used as exemplars for each phase of the career planning and development process.

Never underestimate the potential of the group. Structured properly, an interactive workshop for career planning and development can be a catalyst for participants to gather information and practice skills involved in career exploration. These workshops should not be lectures or discussion groups. Rather they should function as structured interactions among group members that help participants build and shape their career aspirations and present them to others. These workshops have the potential to be powerful vehicles for change. Participants who were previously "stuck" in their careers may charge ahead as the result of skills they have learned or insights they have developed about themselves through the group experience. Often, the friendships that are formed in the groups provide participants with lasting peer support and counsel: "The workshop can be a shining example of human community at work, where individuals teach each other, support each other, and urge each other to leap over the hurdles that were previously blocking them." (Figler & Bolles 1999).

Overheads describing the *It's Your Career: Take Charge* workshop purpose, outcome, and agenda follow. These three components set the tone and are the foundation of the workshop. They serve to ensure that the facilitators and participants have a mutually agreed upon set of objectives.

Slide 1

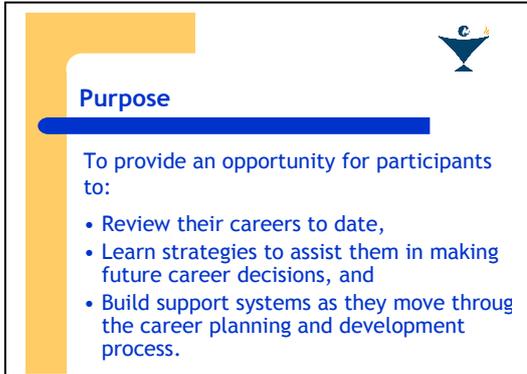



It's Your Career: Take Charge Workshop
Facilitator's Names:
Sponsor: _____

Speaker Notes:

Put power point on while participants come into the room.

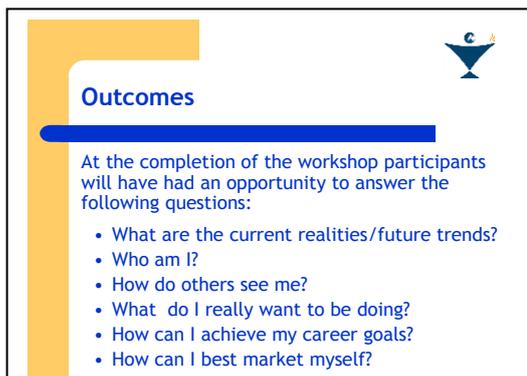
Slide 2




Purpose
To provide an opportunity for participants to:

- Review their careers to date,
- Learn strategies to assist them in making future career decisions, and
- Build support systems as they move through the career planning and development process.

Slide 3




Outcomes
At the completion of the workshop participants will have had an opportunity to answer the following questions:

- What are the current realities/future trends?
- Who am I?
- How do others see me?
- What do I really want to be doing?
- How can I achieve my career goals?
- How can I best market myself?

Slide 4



Speaker Notes:

Because of the agenda's flexibility, the workshop could be offered in two half days, or two full days (see sample agendas, Appendix III). Once a decision is made about the workshop's length, time frames can be allocated to each of the agenda items. Always remember to build in frequent breaks, including refreshments.

Welcome, Introductions and Expectations

Once the purpose of the agenda has been clarified and agreed upon it is time to move on to the workshop.

Welcome

- Review the purpose, agenda and handouts (Workbook: Module Two).
- Provide the timing of breaks, lunch and session's end and location of amenities including telephones and washrooms.
- Discuss the issue of confidentiality (see page 7).

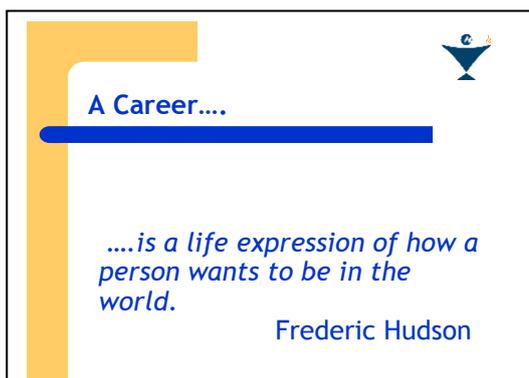
Introductions

- Before beginning the introductions, remind the group of the networking potential that the workshop provides. Encourage them to listen to the introductions and to make contact throughout the day with individuals they don't know but would like to meet.
- Participants introduce themselves to the group and provide a brief overview of their career and why they have come to the workshop.
- Facilitators introduce themselves and provide a brief overview of their careers and why they became facilitators.

Expectations

As a brainstorming activity, generate some responses to, "By the end of this workshop I want..." One facilitator should manage the group discussion while the other writes responses on a flip chart and then summarises the results.

Slide 5



A Career....

....is a life expression of how a person wants to be in the world.

Frederic Hudson

The slide features a yellow L-shaped graphic on the left side and a small logo in the top right corner.

Speaker Notes:

Discuss the “holistic” nature of career planning and development. It is about your whole life, not just what you do at work.

Slide 6



Career Planning and Development...

...is a continuous process of self-assessment and goal setting.

Kleinknecht & Hefferin

The slide features a yellow L-shaped graphic on the left side and a small logo in the top right corner.

Speaker Notes:

Discuss what it is, why it is important, and link it to professional development and to the nursing process.

Slide 7



The Donner-Wheeler Career Planning and Development Model

- Phase One: Scanning Your Environment
- Phase Two: Completing Your Self-Assessment & Reality Check
- Phase Three: Creating Your Career Vision
- Phase Four: Developing Your Strategic Career Plan
- Phase Five: Marketing Yourself

The slide features a yellow L-shaped graphic on the left side and a small logo in the top right corner.

Speaker Notes:

Review the five key questions: What are the current realities/future trends? Who am I and how do others see me? What do I really want to be doing? How can I achieve my career goals? And, how can I best market myself? Discuss why the process takes time and requires an environment conducive to self-reflection. Discuss the sequential versus linear concept of the model, its fluidity, and thus the ability to work on one or more phases at a time.

Slide 8



Scanning

The world rewards those of us who can catch on to what's happening, who invest our energy in finding and seizing the opportunities brought on by change.

Price Pritchett

The slide features a yellow L-shaped graphic on the left side and a small logo in the top right corner.

Slide 9

Slide 9 content: A slide with a yellow L-shaped graphic on the left and a small logo in the top right. The title "Scanning Your Environment" is in blue, underlined. Below it is the text "Taking stock of the world in which you live.".

Scanning Your Environment

Taking stock of the world in which you live.

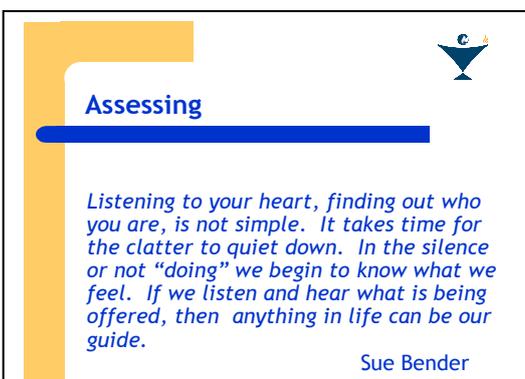
Slide 10

Slide 10 content: A slide with a yellow L-shaped graphic on the left and a small logo in the top right. The title "What are the Current Realities/Future Trends?" is in blue, underlined. Below it are two bullet points: "Globally, nationally, and locally" and "In society, health care, and nursing".

What are the Current Realities/Future Trends?

- Globally, nationally, and locally
- In society, health care, and nursing

Slide 11

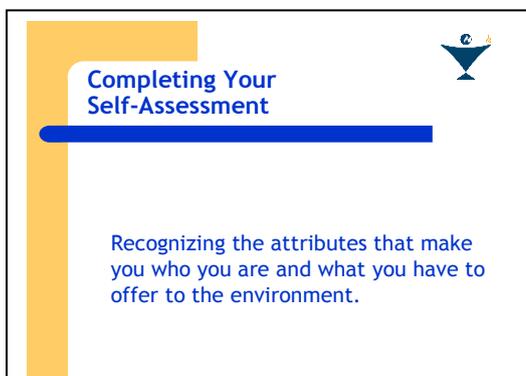
Slide 11 content: A slide with a yellow L-shaped graphic on the left and a small logo in the top right. The title "Assessing" is in blue, underlined. Below it is a quote in italics: "Listening to your heart, finding out who you are, is not simple. It takes time for the clatter to quiet down. In the silence or not 'doing' we begin to know what we feel. If we listen and hear what is being offered, then anything in life can be our guide." followed by the name "Sue Bender".

Assessing

Listening to your heart, finding out who you are, is not simple. It takes time for the clatter to quiet down. In the silence or not "doing" we begin to know what we feel. If we listen and hear what is being offered, then anything in life can be our guide.

Sue Bender

Slide 12

Slide 12 content: A slide with a yellow L-shaped graphic on the left and a small logo in the top right. The title "Completing Your Self-Assessment" is in blue, underlined. Below it is the text "Recognizing the attributes that make you who you are and what you have to offer to the environment.".

Completing Your Self-Assessment

Recognizing the attributes that make you who you are and what you have to offer to the environment.

Speaker Notes:

Refer to Workbook page 23. Discuss why this phase is important — without knowing who you are, it is impossible to determine where you should go and what you should do.

Slide 13



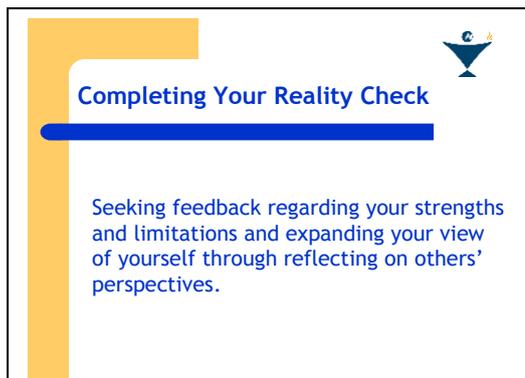
Who Am I?

- Values
- Knowledge and skills
- Interests
- Accomplishments

Speaker Notes:

Discuss the definitions of each category. Refer to Workbook page 27-29 and depending on the time allotted, give participants an opportunity to complete the participant activity.

Slide 14



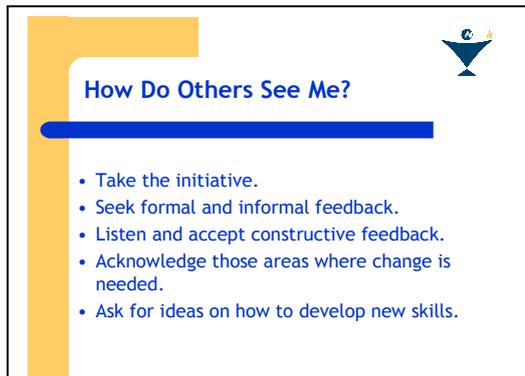
Completing Your Reality Check

Seeking feedback regarding your strengths and limitations and expanding your view of yourself through reflecting on others' perspectives.

Speaker Notes:

Refer to Workbook page 30. Discuss why reality checking is important.

Slide 15



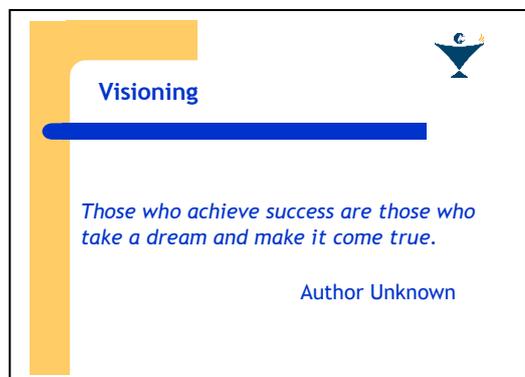
How Do Others See Me?

- Take the initiative.
- Seek formal and informal feedback.
- Listen and accept constructive feedback.
- Acknowledge those areas where change is needed.
- Ask for ideas on how to develop new skills.

Speaker Notes:

Career planning requires feedback and validation from those who know you. Refer to Workbook page 30, and depending on the time allotted, give participants an opportunity to complete the participant activity.

Slide 16

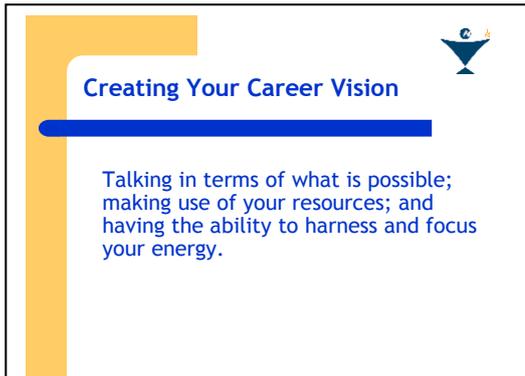


Visioning

Those who achieve success are those who take a dream and make it come true.

Author Unknown

Slide 17



Creating Your Career Vision

Talking in terms of what is possible; making use of your resources; and having the ability to harness and focus your energy.

(Note: The slide features a yellow L-shaped graphic on the left and a small blue icon with a 'c' and 'd' in the top right corner.)

Speaker Notes:

Refer to Workbook page 33. A career vision fits with what is going to be needed in the future and with what skills, talents and abilities you have to offer. Have participants consider the following questions: “What do I really want to do?” and “What is my ideal vision for my work?”

Slide 18



What Do I Really Want To Be Doing?

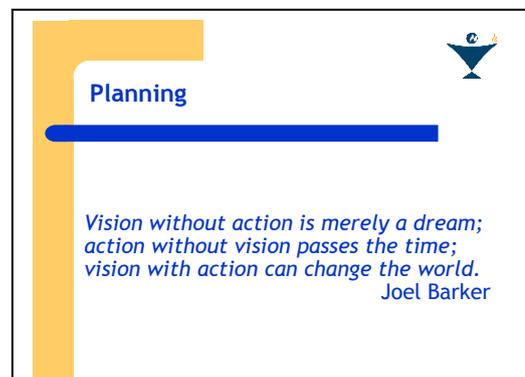
- Visualization
- Affirmation
- Germination

(Note: The slide features a yellow L-shaped graphic on the left and a small blue icon with a 'c' and 'd' in the top right corner.)

Speaker Notes:

Discuss each concept: Visualisation (forming a mental picture or image of what we want to create); **Affirmation** (developing a statement of what we want to create in our lives); and **Germination** (being committed to a career vision we believe will occur and then doing what it takes to make it happen). Discuss self-limiting beliefs that could block our progress and have the potential to inhibit our ability to create what we really want. Refer to Workbook page 34 and depending on the time allotted, give participants an opportunity to complete the participant activity.

Slide 19



Planning

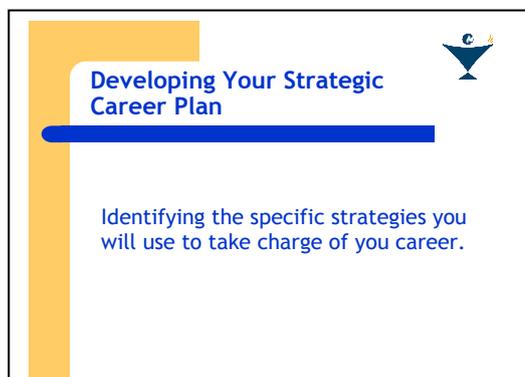
*Vision without action is merely a dream;
action without vision passes the time;
vision with action can change the world.*
Joel Barker

(Note: The slide features a yellow L-shaped graphic on the left and a small blue icon with a 'c' and 'd' in the top right corner.)

Speaker Notes:

The first step in developing a strategic career plan is formulating your career goal(s). Discuss the broader definition of goals and then make the connection to career goals. Ask participants to identify short and long-term career goals.

Slide 20

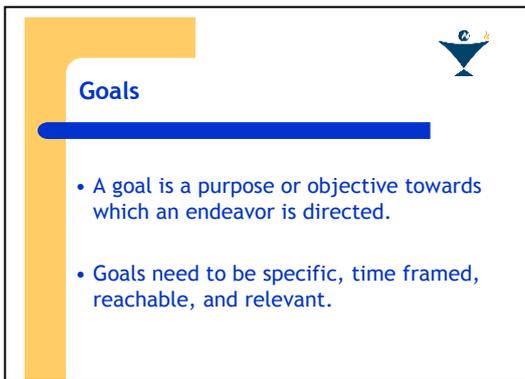


Developing Your Strategic Career Plan

Identifying the specific strategies you will use to take charge of your career.

(Note: The slide features a yellow L-shaped graphic on the left and a small blue icon with a 'c' and 'd' in the top right corner.)

Slide 21



Goals

- A goal is a purpose or objective towards which an endeavor is directed.
- Goals need to be specific, time framed, reachable, and relevant.

Slide icon: 21

Slide 22



How Can I Achieve My Career Goals?

- Action steps
- Resources
- Timelines
- Indicators of success

Slide icon: 22

Slide 23



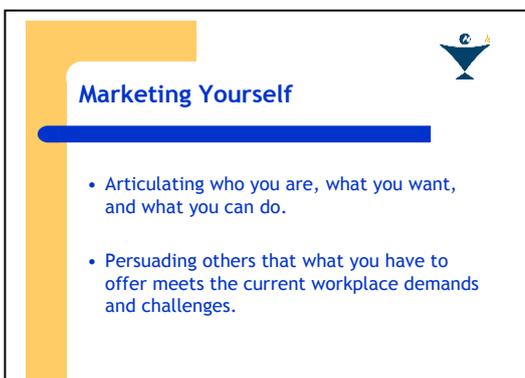
Marketing

Whatever you do or dream you can do, begin it. Boldness has genius and power and magic in it.

Goethe

Slide icon: 23

Slide 24



Marketing Yourself

- Articulating who you are, what you want, and what you can do.
- Persuading others that what you have to offer meets the current workplace demands and challenges.

Slide icon: 24

Speaker Notes:

Refer to Workbook page 38.

A strategic career plan is a blueprint for action and requires you to put on paper the strategies you identify.

Speaker Notes:

Refer to Workbook participant activity page 41 and Appendix IV. Your strategic career plan builds upon your career goal(s). If there is time, ask for a participant to volunteer to work through her/his career plan with the assistance of the facilitators and the other participants. If time is not adequate, provide the participants with some examples of how to develop a strategic career plan. If appropriate, use your own career as an example. Give the participants time to work on their own career plans and, if there is time, ask for a volunteer to describe her/his plan.

Speaker Notes:

Refer to Workbook page 43.

Remember you are your best marketer and that you have experience already in marketing yourself throughout your career.

Slide 25

A slide with a yellow L-shaped graphic on the left and a blue horizontal bar. The title is "How Can I Best Market Myself?". There are three bullet points: "Establish a network", "Acquire a mentor", and "Develop your written and verbal communication skills". A small logo is in the top right corner.

How Can I Best Market Myself?

- Establish a network
- Acquire a mentor
- Develop your written and verbal communication skills

Speaker Notes:

Discuss how to establish a network, acquire a mentor, and market oneself on paper, in person and online.

An excellent resource you may wish to refer to is ICN's 2007 guidelines on *What you need to know about senior employment opportunities and contracts* (www.icn.ch/guidelines.htm). Refer to Workbook page 44 and depending on the time allotted, give participants an opportunity to complete the participant activity.

Slide 26

A slide with a yellow L-shaped graphic on the left and a blue horizontal bar. The title is "Ashanti Wisdom". It contains a quote: "If the thread of persistence is not woven into character, achievement is just a dream. So find your path; if you cannot, cut your own. If you tire, rest. Don't give up...." and the name "C. L. Brown". A small logo is in the top right corner.

Ashanti Wisdom

If the thread of persistence is not woven into character, achievement is just a dream. So find your path; if you cannot, cut your own. If you tire, rest. Don't give up....

C. L. Brown

Speaker Notes:

Put up this overhead as you bring closure to the workshop.

(The Ashanti people live primarily in the Ashanti region of Ghana, Africa. They are made up of several tribes.)

Summary / Open Forum / Evaluation

Now that the workshop is over, review participants' expectations on the flip chart. Ask them if the workshop has met their expectations.

As an optional handout, you may wish to use Strategies for Success (Appendix V), either in the open forum that follows the formal workshop or at some other appropriate point during the workshop. It can be used to deal with concerns that may be raised by participants related to system barriers and managing change.

Provide an opportunity for participants to ask any question still left unanswered. If you are unable to answer the question, refer them to specific resources for ongoing career planning and development at the local/national level.

Encourage participants to take advantage of the network created at the end of the workshop and to take the opportunity to exchange names and addresses with those participants who may be able to provide support and assistance once the workshop is over.

Have each participant fill in an evaluation form (sample form provided, Appendix VI).

Discuss follow-up opportunities--Individual Career Coaching in person, by phone, or via the Internet.

Follow Up: Individual Career

Coaching is a powerful, collaborative relationship between a coach and a willing individual which can enable, through a process of discovery, goal setting and strategic actions, the realisation of extraordinary results. Frederic Hudson, the founder of the California based Hudson Institute, a centre for training professional career coaches, says that the role of the career coach is to assist clients in making decisions rather than to provide answers (Hudson 1999). Coaches act as facilitators for groups and individuals trying to strategically manage their career/life roles. Career coaches function differently from career counsellors who are experts specialising in career issues. Counsellors have numerous tests and measures that they can use to correlate personality factors with job functions and career development paths. Counselling works from the outside in, through assessments and measurements. Career coaches, by contrast, act as process agents, asking key questions, probing and confronting, and eventually evoking a vision/plan for taking action from the client. Coaches listen, discuss, and support. They clarify core values, beliefs, and a sense of purpose, and then they identify gaps between a client's vision and reality. Coaches mentor, encourage, motivate and instil confidence.

Your role as a nurse career coach is to assist individual nurses with their career planning and development issues by maintaining open and effective communication and offering ongoing encouragement on a one-to-one basis. This activity is not dissimilar to the role you play in your practice when dealing with students, patients, families and colleagues. Nursing requires excellent communication skills that include:

- Giving encouraging verbal and non-verbal responses;
- Listening carefully and following the client's train of thought;
- Building on the clients' ideas; asking open-ended questions that encourage thought and discussion;
- Probing and asking for elaboration;
- Rephrasing in your own words what the client said;
- Reflecting on and sharing the feelings described to you;
- Listening for the overall meaning, not just the specifics; and summarising important points.

These same skills are used in career coaching. In career coaching you take all you have learned about effective communication and apply that knowledge as you focus your attention on nurses and their career issues. They may ask for advice or seek your opinion. An effective coach will listen, question, encourage and keep the responsibility for answering the questions with the client. As a nurse career coach, you will need to put nurses at ease and let them know they have your support to truly look at themselves. Your role puts you into an asking rather than telling mode. Remember, the more you can engage individual nurses in their own self-exploration, the more energy they will have for directing themselves towards work they can master and enjoy.

Your responsibilities as a *nurse career coach* include the following:

- Help the individual nurse to understand the environment in which they live and work and to answer the question “What are the current realities/future trends, locally, nationally, and globally?”
- Help the individual nurse to identify their values, skills, interests, and accomplishments and to answer the question: “Who am I?”
- Offer ongoing feedback and enable the individual nurse to answer the question: “How do others see me?”
- Help the individual nurse to create a career vision, set realistic career goals, and answer the question: “What do I really want to be doing?”
- Help the individual nurse to develop a strategic career plan and answer the question: “How can I achieve my career goals?”
- Help the individual nurse become familiar with marketing strategies and answer the question: “How can I best market myself?”

Individual career coaching can be offered to any nurse participant as a follow-up to the *It's Your Career: Take Charge* workshop. Coaching can be provided either in person, by phone, or via the Internet. Not every nurse will require individual career coaching. For those who do, the coaching sessions represent an opportunity for them to discuss broader issues, such as career options, or more specific concerns, such as how to update a résumé or how to brush up on interviewing skills.

Most nurses who use confidential career coaching services generally participate in one session, for about one half to one hour. Where possible, all those who use the services should receive a follow-up call within two months to ascertain their progress. The focus of the sessions should be on fostering the nurses' confidence in themselves through their ability to realise and achieve their potential.

Consider the following points when planning for post-workshop individual career coaching:

- At the end of the *It's Your Career: Take Charge* workshop, identify those participants who are interested in individual career coaching, get their names and contact information, and provide them with your business card.
- Have available the dates, times, place and how (in person, by phone, or via the Internet) you will be providing your services.
- Spend time choosing the most appropriate venue for face-to-face coaching. The space used should create an informal atmosphere, assure privacy, and prevent interruptions.
- Keep in mind that quality career discussions always move through four distinct steps: (a) climate building, where you establish a relaxed and open environment that is conducive to dialogue; (b) clarifying, where you and the client decide and agree on goals and time constraints; (c) collaborating, where you both manage a two-way discussion that

achieves the agreed upon goals; and (d) closing, where you gain clarification, commitment, and responsibility for the next steps.

- Individuals should be encouraged to keep a journal to record their thoughts as they move through the process. For some, journal writing will be a new experience. It can be a useful source for reflection later on.
- When the session is over, make some notes about the discussion in case the client returns for follow-up assistance (see sample form Appendix VII).
- Refer individuals to other appropriate resources when necessary.
- If no further career coaching session is scheduled, make a note to contact the individual in two months to see how the strategic career plans are going.

Coaching is a skill that can produce amazing results. It promotes optimism and hope. It instills self-reliance and self-responsibility. Coaches function like the leaven in bread; they hang out for the long-term development of results (Hudson 1999). So too will you as you work with individual nurses, emphasising their successes and progress along their career journeys. An excellent resource to learn more about coaching is *Coaching in Nursing: An Introduction*. To obtain a free download of this document go to www.icn.ch.

Career Planning and Development Resources

There are countless career planning and development resources, including books and journals, the Internet, catalogues and directories, organisations and individuals that are available to enhance your knowledge and understanding. The challenge is finding them. Because these resources are time limited it would not be useful to provide you with a comprehensive listing. Rather, this fourth component of the manual will provide you with some suggestions on how to begin your own search for these resources.

Two activities you were introduced to in Module Two, scanning and networking, will be instrumental in assisting you to find the resources you will need as a nurse career coach. Scanning, where you move from local, to national, to global environments to identify trends and issues, and networking, where you find the contacts you need to help you get what you want, are skills you will need to acquire and use continually in your search for resources.

In both your scanning and networking activities, key words to help direct your search, include, but are not limited to: *career planning, career development, job search, career assessment, career change, career resilience, career options, career strategist, career navigation, career intelligence, career coaching, and career counselling*. Use these prompts as you search for books, journals, web sites, catalogues, directories, organisations and potential coaches, mentors, and support groups which will provide you with what you will need to grow and develop as a nurse career coach.

Begin with books and journals. They can be found in local public, university or college libraries and bookstores. Always look for general or nursing specific career planning and development references. Take time to sample what you find. No one book can speak to every reader. It may be worthwhile to start your own collection of reference materials.

You may wish to look at *Taking Control of Your Career: A Handbook for Health Professionals* written by Gail Donner and Mary Wheeler and published by Elsevier www.elsevier.ca. Or an all-purpose book *What Color Is Your Parachute?* by Richard Bolles, which is revised annually. The book is available in several languages and there is also a CD ROM version of the book. It is published by Ten Speed Press at www.tenspeed.com.

If you have access to the Internet it can be an invaluable resource. It is impossible, within the limits of this section, to highlight all the career planning and development resources to be found via the Internet. We suggest you start by using the key words mentioned above. You will be amazed at what you can discover. As you begin to explore the Internet, two web sites that you should look at are ICN's at www.icn.ch and donnerwheeler at www.donnerwheeler.com, both of which have specific nursing career planning and development resources that you will find useful.

Another suggestion is to get on the mailing lists of various career planning and development catalogues and directories. The advantage is that you can often order their products from anywhere in the world and their listings are far more extensive than you will find in the average library or bookstore. A popular one is the *Job-Search Bookstore* which lists books, journals, workbooks, assessment instruments, audio tapes, videos, computer software and

workshops. The free catalogue is from Career Research & Testing, Inc. at www.careertrainer.com.

Consider becoming a member of a career planning and development organisation. Again, use your scanning and networking skills to find a local organisation of like-minded people. Often these groups have regular meetings, workshops and conferences and publish newsletters and journals. A well-known international organisation with chapters around the world is the Association of Career Management Professionals International at www.iacmp.org. The Career Planning and Adult Development Network publishes monthly newsletters and quarterly peer reviewed journals. They can be reached at the same address as above or you can access their web page at www.careertrainer.com.

Last but not least the many people you may have met who share your interest in the field of career planning and development can be valuable resources. You may have met some of them in the *It's Your Career: Take Charge* workshop. As your network expands you will meet others along the way with career resource skills that will range from novice to expert. You may be fortunate to link with someone who will act as your coach and/or mentor along your path of discovery as a nurse career coach. In turn, as you become more proficient with the topic, you will hopefully provide a similar support to other nurse career coaches. Never underestimate the potential of like-minded persons coming together to support and encourage each other to achieve their best.

As you can see there is no shortage of resources to help you as a nurse's career coach. All you have to do is continually scan, network, and then, share.

Good luck!

Concluding Comments

You have now come to the end of the Trainer's Manual. As you progressed through the two modules and this Manual, you will have discovered that career planning and development is a rewarding and gratifying process, for both facilitators and participants. It is another learning opportunity in nursing that enables us to take charge of our lives and our careers which will ultimately help us to bring the best of who we are to the care of our patients and clients.

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Appendices

Appendix I: SUGGESTED WORKSHOP FACILITY REQUIREMENTS

- _____ **ROUND TABLES, CHAIRS FACING FRONT**

- _____ **PROJECTOR, SCREEN AND LAPTOP**

- _____ **FLIP CHART WITH MARKERS**

- _____ **TWO MOBILE MICROPHONES FOR LARGE GROUPS**

- _____ **ONE TABLE FOR BOOK DISPLAY**

- _____ **ONE TABLE FOR PRESENTERS' MATERIALS AT FRONT OF ROOM**

- _____ **WATER AND GLASSES FOR BOTH PRESENTERS**

- _____ **NAME TAGS, PAPER, AND PENCILS/PENS FOR PARTICIPANTS**

- _____ **LIST OF PARTICIPANTS FOR CIRCULATION**

Appendix II: SAMPLE PARTICIPANT LETTER

Dear Participant:

Welcome! We are pleased that you have chosen to attend our workshop, ***It's Your Career: Take Charge.***

We thought you might find it helpful, to know what you can expect from the workshop.

Our primary goal is to provide you with useful strategies to help you take responsibility for your career within the context of changing work and world environments and new definitions of job security.

We will accomplish this by taking you through the five phases in the career planning and development process: scanning your environment, completing your self-assessment and reality check, creating your career vision, developing your strategic career plan and marketing yourself.

We will be working with a workbook that you can take home and use as a resource.

It would be useful for you to do some prior reflection, as you will be asked to answer such questions as: Who am I and how do others see me? There will also be numerous opportunities for you to ask questions.

The workshop is invigorating and by the end you will be on your way to developing your own personal strategic career plan.

We look forward to meeting you.

Name of Facilitator

Name of Facilitator

Appendix III: SAMPLE AGENDAS

One Day Workshop

08:30-09:00	Registration/Refreshments
09:00-09:30	Welcome, Introductions, and Expectations
09:30-10:00	Overview of What Career Planning and Development Is
10:00-10:45	Scanning Your Environment
10:45-11:00	Break
11:00-12:00	Completing Your Self-Assessment and Reality Check
12:00-12:45	Lunch
12:45-13:30	Creating Your Career Vision
13:30-14:30	Developing Your Strategic Career Plan
14:30-14:45	Break
14:45-15:45	Marketing Yourself
15:45-16:00	Summary/Open Forum/Evaluation

Two Day Workshop

Day One

09:00-09:30	Registration/Refreshments
09:30-10:00	Welcome, Introductions, and Expectations
10:00-10:30	Overview of What Career Planning and Development Is
10:30-11:30	Scanning Your Environment
11:30-12:30	Lunch
12:30-14:00	Completing Your Self-Assessment and Reality Check
14:00-14:30	Break
14:30-16:00	Creating Your Career Vision
16:00-16:15	Summary/Open Forum

Day Two

09:00-09:30	Refreshments/Check-In
09:30-11:30	Developing Your Strategic Career Plan
11:30-12:30	Lunch
12:30-14:30	Marketing Yourself
14:30-15:00	Summary/Open Forum/Evaluation

Appendix IV: SAMPLE STRATEGIC CAREER PLAN

Career Vision: To become a continuous learner.

Career Goal: To become involved in possible professional development activities over the next six months.

Action Steps:	Resources:	When to Accomplish:	How Will I Know I Have Succeeded:
<ul style="list-style-type: none"> ● Investigate opportunities <ul style="list-style-type: none"> – In my workplace – In my professional organisation – In my community ● Determine feasibility of participation <ul style="list-style-type: none"> – balancing costs – time – outcome ● Begin activity (or activities) 	<ul style="list-style-type: none"> ● Peers, supervisors, association representatives, professional newsletters, friends, and family ● Colleagues, family, and supervisors ● Determined by #2 	<ul style="list-style-type: none"> ● Within the next month ● Within the next two months ● Within the next three months 	<ul style="list-style-type: none"> ● I will have a list of opportunities from which to select those that meet my needs ● I will have a prioritised list of activities ● When I have joined / become active in one PD activity

Appendix V: STRATEGIES FOR SUCCESS

**Know the territory,
who the players are,
where the power is and
who is making the decisions.**

**Know who and what your resources are
and how and when to use them.**

**Always relate the costs of
your proposal to something
the decision maker can understand.**

**Never take no
from someone not authorized
to give you yes.**

Timing, timing, timing.

**Learn to be patient,
results sometimes come slowly.**

Know your competition.

**Know how and when to say thanks
and don't forget to do it.**

Donner & Giovannetti, 1996

Appendix VI: SAMPLE WORKSHOP EVALUATION FORM

ABOUT ME:

The most important thing I learned was.....

I need to know more about....

I will use this information to.....

My next steps are.....

ABOUT THE WORKSHOP:

The facilitators should continue doing....

The facilitators should stop doing....

The facilitators should start doing....



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