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10 things
you should
know before you
land the career
of your choice



Know what's good for you

Nad Philips

10 things you should know to land the career of your choice



Leading a work life that enables a full expression of who you are is the pathway to becoming what you have potential for. It's a developmental track to self realization and what Maslow called becoming fully human.

George Bernard Show had this provocative saying: "an unexamined life is not worth living". What I retain from this phrase is that in order to make conscious choices and thus be free; we need to make explicit a number of things about ourselves. This journey of discovering who we are, and our becoming is most fascinating. To me there is no better quest.

I invite you to delve into this vast sea, navigate with your curiosity and a spirit of discovery. Maybe in the shadows of your mind you will uncover many chests full with the gifts and promises only you can bring to the world.

Finding out your calling or the best use of who you are is not an easy task. It requires courage, trust, optimism, hope and resilience. The courage of looking at yourself in the eyes, facing the world and taking it for what it is, stop hiding or running away. It requires trusting yourself, others and the universe to go ahead and become - for you are not given a challenge without the proper means to overcome it as the saying goes. Optimism is the assurance that change is for the best, something must die before a better thing gets born. Hope is knowing that at the other side of hardship there is light, that the growth process is enabled when we take our chances, get out of our comfort zone and give it the best we've got. Resilience is the capacity to stand up after being knocked down. It's easier to do when you do it from a spirit of gratitude, play and pleasure.

Gratitude: for all the gifts that you have. Play : a metaphor for the games we want to win. Pleasure: for enjoying life with all our senses, for being present, for expressing who we are.

So let us begin.



1- Identity and the different roles you play in life and the ones you are longing to play:

Your identity is where it all comes together, a mush of what you are, do (chose not to do), and to a lesser degree what you have at any chosen moment of your life. The moment you chose to stop and examine it. It will include yourself image and the image other people have of you. It is a composite of multiple identities, some we claim, some we are subjected to. This will include your origin, nationality, family, communities of belonging, faith, color, beliefs, values, character dispositions, IQ, EQ, world views, political inclinations, needs, predispositions, capabilities, character strength, constraints etc.

It can be examined when we look at the different roles you play in your private and professional lives. You play a role as a son or daughter, sister or brother, parent, care giver, friend, counselor, mentor, professional, practitioner, artist, activist, citizen, colleague, peer, boss, coach, manager, entrepreneur, volunteer, teacher etc.

Your make-up is also influenced by the roles you do not play yet and are thus not expressed and you are longing to manifest.

You can only be recognized and acknowledged for the roles effectively played. That's why it's so important that you find out what are the identities you claim and manage around those you are subjected to.

Exercise 1:

- 1- State all the roles you play in your life at present.
- 2- For each role describe the kind of people you meet and the dominant recurring conversations you have with them.
- 3- For each role describe the need it fills and what is missing as well as recurring patterns.
- 4- List the roles that you are longing to play.
- 5- Describe the person you see emerging from this analysis as if he were someone else.

Exercise 2:

- 1- Choose a person you really admire.
- 2- State the traits and qualities that make you admire this person.

Exercise 3:

- 1- Ask a person who really knows you well and whose opinion you respect to describe you.
- 2- Ask him to choose the 3 qualities that best describe you.

Follow-up on exercise 2:

Take the qualities you most admired in exercise 2 and build sentences starting with I am --- (fill in the quality)

2- Espoused and operational values:

Espoused values are the values we respect but we do not have the level of maturity that enables us to live by. Operational values are the values that explain our current behavior and are thus an indication of our developmental levels. These values are derived from our socio-emotional developmental stage. They are derived from our frame of minds and world views, from our community of belonging and faith. It is admitted that 65% of people in western civilization live are at level 3 called “other dependent” by Dr. Keagan from Harvard (other dependent do not make a difference between their world view and that of their community of belonging). Level 4 which constitute 25% of the population are called “self aware”, these people march to their own drummer so to speak. Level 5 people who make up some 5% of the population are those who have transcended their ego and are working for a higher cause and the common good.



It is important to understand your level and find out how you approach the world (your way of determining what is true and what is real) because the problems you create and the way to solve them is stage related. The higher the stage, the higher is your ability to solve complex problems and evolve. Each stage has its challenges, its world views and thus capacities to cope. You can understand a person at your stage or lower; however you cannot comprehend a person at a later stage. We all encounter situations where we are over our heads, meaning we are not

able to deal with the situation because we do not have the maturity to fully understand what's going on. Understanding your value systems in sort allows you to understand the level of complexity you are able to handle and indicates the developmental work you need to do to evolve to the next stage.

Professionally your level of socio-emotional maturity determines the level of responsibility and the level of accountability you can handle on the job.

You need a coach trained in socio-emotional assessments to determine your stage. However you can determine your value system based on the following exercises.

Exercise 1:

- 1- For each of the following theme determine what you think, give an example illustrating your thinking
- 2- The themes are: Money, power, authority, others, work ethics, discipline, the nature of the human beings, the corporate world, law and order, freedom, democracy, management styles, leadership, performance, results, ego, equity.

Exercise 2:

- 1- What is important to you
- 2- Select from the list of important values what you consider being essential.
- 3- What are the things that are unacceptable to you and that you will chose not to do when faced with this choice.

Exercise 3:

- 1- Determine de 3 philosophies you live by.
- 2- Determine the 3 values that guide your decision making.

3- Beliefs :

Beliefs are similar to values; they are the blue print we live by. Kind of what we hold to be true. A lot of work is required in the belief section since some of our beliefs have been passed to us from childhood by parents, authorities and significant others that if left unexamined should prove to be limiting beliefs towards our goals as we move on in life. Beliefs are reputed to be hard to change, whilst we acquire new beliefs every day. Every time we learn a new subject we are at the same time accepting a set of beliefs related to that subject..

When we have a goal or a decision to make this is when we can make this process conscious and learn about the underlying beliefs guiding our thoughts and actions. This is also the time when we can uncover limiting beliefs (this is not for me, I am a foreigner, I am a woman, I don't have a graduate degree) and enabling beliefs (this is made for me, I can do this better than anyone).

Exercise 1:

- 1- What do I hold to be true concerning: success, failure, justice, equity and fairness, my rights, right and wrong, doing good, being good, ethics, equality, fame, wealth, health, my capacities, my abilities, my skills, my character, my shortcomings, freedom of opinion, freedom, autonomy, independence, ethics, religions, science, nature of the human being, responsibility, accountability, duty, performance, effort, intelligence, conflicts, money, power, leadership, managing people, institutions, organizations.
- 2- Do any of my beliefs include: be strong, be perfect, make an effort, be pleasant, do quickly.
- 3- In view of my current growth objectives determine which of my beliefs are 1) enabling beliefs and 2) limiting beliefs.

Exercise 2:

- 1- Based on the results of exercise one derive the principles you currently live by.
- 2- Choose the principles that you'd rather adopt because more useful for your development.
- 3- Next time you need to make a decision, try out whether those principles are helpful.

4- Time line and stages of the lifecycle:

Because developmental stages are not age related it is important to consider both 1) your time line, the major mile stones of your life so far with its ups and downs and 2) at the same time embed it in your current age bracket 20's, 30's, 40's, 50's or seasons of your life in order to comprehend the change cycles you go through. Some people live in one period of time more than others do in a lifetime. Some people learn



from past experiences and move on others are stuck in the same patterns over and over again. You want to find out in this section the distance travelled and the 100 things you still want to do and become. To do that you need to find out in which part of the change cycle you are and what are the remaining steps before you can start another cycle.

Frederic Hudson and later Michael Brown identified broadly 3 ages of life: the 30's for beginning, the 40's for becoming responsible and the 60's for new beginnings. They also broadly identified 3 change cycles: dream, stabilization, boredom. So the seasons of life offer times to forge ahead and times to doubt. They identified 4 stages in a change project: 1) start / growth, 2) crisis/ decline, 3) Cocooning, 4) creativity / renewal.

Exercise 1:

- 1- Draw a time line and choose several aspects of your life like career, happiness, money, health, family that you are going to chart in slopes indicating the peaks and the crests.
- 2- Study each peak and crest and determine what you have done to find yourself in this position.
- 3- What are the lessons for the future in terms of dos and don'ts?

Exercise 2:

- 1- Determine your lifecycle and the stage you are at in the change cycle.
- 2- Determine what needs to be done before being able to start a new change cycle.

5- Character strength, behavioral profile, potential, capacities, capabilities and competencies, challenges and constraints:

What are the factors responsible for our result that is performance and well being? Actually thousands of factors, we will be overwhelmed if we attempted to address most. Luckily we can lump them into bigger chunks.

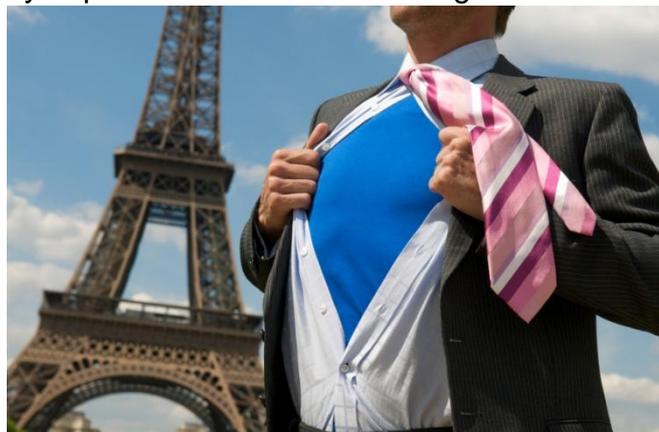
It is estimated that IQ will account for 20%, EIQ (emotional intelligence quotient) will account for 15%, 10% goes to personality and the rest that (55%) depends on everything else which will include your looks and attractiveness, your origin and family, your social class, your schooling, your network, your culture etc.

As a rule of thumb you can consider that your biology or what is innate will account for 40% of the equation, the environment some 10%, this leaves you with 50% under your own control to expand and develop. In other words you have a lot of freedom to act and get the results you want.

When doing developmental work it is very important to be able to distinguish between what can be altered and developed and what is a given or is a set base.

For instance you cannot change your personality and it is not advisable.

Let's say a person is an introvert, we will therefore not try to change that however if because he is introverted it is difficult for him to do certain things; we will rather work on enabling him to use his strength to still be able to go ahead and do these things. A lot of actors are introverts, yet they are able to enjoy acting and succeed at it when allowed to do it within their ecology.



A 2nd important factor to consider dealing with development work is that you can only develop what you have potential for. Development is not created out of thin air; rather it is by being conscious of your current and emerging potentials and engaging in developing those capacities you have identified. Your full expression comes with developing as many capacities as you can and turning them into applied competencies. Your current potential is function of your cognitive level of development (that's your thinking abilities beyond common sense into comprehension, logical thinking, systemic and dialectical thinking till reflective judgment and wisdom). Your emerging potential is a function of the equilibrium you get by balancing 1) cognitive abilities, 2) socio-emotional maturity, 3) subjective needs and aspiration and 4) environmental pressure.

Another important distinction we are going to make is between capabilities, capacities and competences: Your capabilities are what determine the utilization of your capacities and competencies, your capacities are a function of your character disposition, defenses and subjective needs, your competencies are embedded in

your capabilities and filtered by your capacity. In other words you cannot apply everything you learn readily, sometimes you need to build capacity before you can apply learning or be able to perform. Some other times you need to develop to a higher stage before you get the capabilities you need.

In this section you need a coach in order to pass several formal assessments and get a debriefing of the result reports. However you can do certain exercises on your own.

Exercise 1:

1- Go to the following link and do the survey on character strength:

<http://www.viacharacter.org>

2- Identify your signature strength as well as the top 5 strengths.

3- Your future job should allow you to use your top strength on a daily basis.

Exercise 2:

1- Determine what you are good at and gives you pleasure doing.

2- Determine the environment that brings the best in you.

3- Determine the management style that makes you work at your full potential.

4- Determine the company culture that allows you to provide outstanding value for the customers.

Exercise 3:

1- Determine your success strategy (when you win what it that you do, don't do, feel or think is).

2- Determine your failure strategy (when you lose what it that you, don't do, feel or think is).

3- Who are the people that generate synergies with you?

4- Who are the people who are toxic to you?

6- Drivers, intrinsic motivation, passions and causes:

High performance, high engagement, subjective well being and anything big are only attained through intrinsic motivation. Your key to success and happiness is through your intimate understanding of what makes you tick. Understanding your drivers will enable you to action your levers it's your path to personal mastery.

Other powerful means are passions and causes you identify with. You want to identify what it is that you care about strong enough that allows you to stand your ground, cross oceans and climb mountains to achieve.

Self determination theory tell us that our intrinsic motivation enables us to satisfy 3 fundamental needs: 1) autonomy, 2) competence and 3) relatedness
The degree to which you satisfy or thwart those 3 basic needs determines your motivation to accomplish a task.

Exercise 1:

Finding out whether you are intrinsically motivated to do an activity (adapted from Deci and Ryan).

For each of the following statements, please indicate how true it is for you

1	2	3	4	5	6	7
not at all true		somewhat true			very true	

Level of interest/appreciation

I appreciated doing this activity.

This was fun.

This was boring.

I couldn't hold my attention.

This was very interesting.

This was enjoyable.



I was conscious of my enjoyment while performing this activity.

Perceived Competence

I was pretty good at this activity.

I did this activity quite well compared to others.

After practicing several times; I became proficient.

I am happy with my results.

I am skilled at doing this.

I couldn't do this activity very well.

Effort/Importance

I gave this activity my best effort.

I didn't try very hard.

This was an important activity.

I didn't put much effort.

Pressure/Tension

I was not nervous performing this activity.

I was tense.

I was rather relaxed.

I was anxious.

I felt pressured.

Perceived Choice

I had some choice.

I had no choice.

It was not a real choice.

I had to do this.

I wanted to do it.

Value/Usefulness

This could be of some value.

It is useful for my career.

This is important to do because I need to learn the skills.

I would be willing to do this one more time.

Doing this activity could help me be a better professional.

Doing this activity could be beneficial to me.

This is an important activity.

Scoring: add your score per heading and for the total.

7- Time profile, organizational skills, habits and disciplines:

It's not only about managing time; it's also about managing your energy and managing mind availability, concentration and focus. Each of us develops his time profile over years of experience. Phil Zimbardo developed an assessment that helps us determine our time profile. Our profile accounts for our relationship to time (past, present and future), the way we plan and organize, our approach to cause and effects and how responsibly we behave. The good news is that to change our time management habits we need to first change our profile; and through training this is possible.

We are also conditioned by our culture in our use of time, punctuality, multi-tasking and temporality (whether we live mostly in the past, present or future).

It is thus important to know our profile and preference because each industry and each function has a tempo (speed) and a temporality (focus on past, present or future).



It will kill you to have to live in a temporality or on a tempo that isn't yours. You need to dance at your own rhythm, respect your biological clock and get in tune with nature's timetable.

Exercise 1:

- 1- Do the assessment of the time profile on: <http://www.thetimeparadox.com/surveys/>
- 2- Based on your goals decide what part of your profile needs tweaking.

Exercise 2:

- 1- Take your agenda and check over a month period how you spend your time (with whom and doing what).
- 2- Decide on how you want to spend your time in the future (daily, weekly and monthly basis).

8- Projection, goal setting and focus

Finding out what you really want is probably the most difficult and the most important task you need to perform. Choosing an objective entails a direction and a final aim. What will happen when your objective is reached? This final aim or purpose is what brings meaning to your endeavor and enables you make sense of all the goals you need to set till your aim is achieved.

When setting objectives several things are essential:

1- Agree not to pursue any other objectives not contributing to the final aim, meaning giving up on a lot of other issues that could distract you from your purpose or deplete your energy otherwise.

2- Choose a first step and implement the 2nd step only after you have gathered feedback and reflected upon the results of your first step. This helps you whilst keeping your purpose as a beacon, stay very focused and grounded to your environment and what needs to be dealt with in the now in order to keep moving towards the final aim.

3- Your objective is bridging the gap between the situation as is and the desired state, it is therefore imperative that you develop a clear vision of your desired future situation in a detailed manner.

4- The difference between success and failure is minute; this is why most people do not comprehend where they fell short and start looking for outside causes. The metaphor I like using is that of boiling water: at 100° Celsius the water boils and produces steam that can action machines at 99° it doesn't happen. A small difference but it makes all the difference; that between success and failure.



Some aspects of good goal setting:

- Based on your values and respect your ecology
- Are ethical and follow principle you live by
- You accept and are ready to deal with the unintended consequences
- Are in line with your intrinsic motivation (get's you moving)
- Not in conflict with other goals
- Are assigned a priority vis-à-vis your workload
- Take into account your 3 basic needs (autonomy, competence and relatedness)

- Measurable and easy to follow-up through progress indicators
- Can be achieved with the levers under your control so you can take full accountability

How do you know it is the right goal?

You ask yourself why 5 times in a row:

Why do I want to achieve this goal?

Note the reasons, the rational, the benefits; what will become possible, how you will feel.

And remember that every time you act your reality changes.

9- **Marshalling strength and managing shortcomings for a quality execution of your strategy:**

Using your strength is like using the ingredients of a recipe to cook your favorite dish.

You can only use the ingredients you have. Managing shortcomings is finding out if you can replace an ingredient you don't have with the one you've got and still succeed in cooking the dish. If replacement won't do the job; then you need to get help or outsource it.

Your strength is not only made of your applied competencies, your success strategies or what has worked for you in the past it is also what you have potential for.



Taping your potential expands your repertoire and thus your capabilities and capacities.

Putting it all together that is your -brain, heart, gut and spirit- is what allows you to marshal your strength. It require clarity of intention, goal focus, purpose, engagement, value alignment, intrinsic motivational drive, action orientation, self expression, resilience, flow, pleasure in execution, problem solving, enjoying the journey and savoring the results, learning and growing.

10-Leading the good life doing the good work:

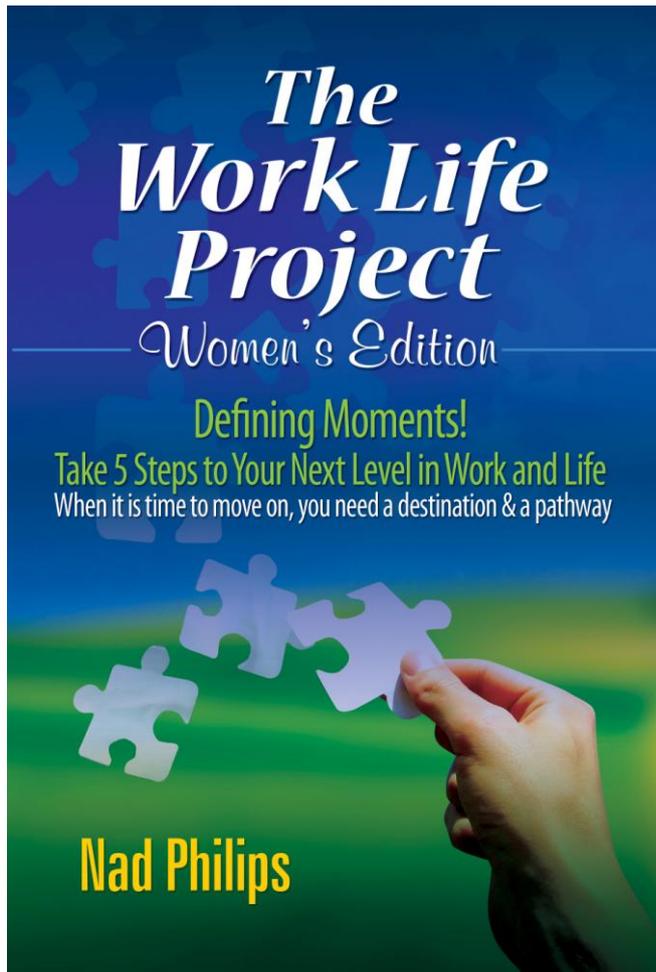


Performance and well being go hand in hand you cannot lead a good life without both actually.

The good thing is that high performance is difficult to attain without well being. For high engagement and flow so necessary to high performance are accessed through well being or our capacity in satisfying our most basic needs and aspiration.

Leading the good life and doing the good work is asking the why question. Something you have been doing throughout this workbook.

The good life is not only pleasant but meaningful, useful and contributive. The good work is not only done well, it is done ethically, it is done with love, it serves a purpose, it makes sense.



Amazon Best selling title in the career guide category (Jan 2012)

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