



**Week 1:**  
**Introduction**

HRMT5530 | Career Development & Employability  
Dr Renata Casado  
Semester 1 | 2025

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**Acknowledgement of Country**

The University of Western Australia acknowledges that its campus is situated on Noongar land, and recognises their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.



Ngallak Koort Boodja (Our Heart Country) by Noongar artists Shane Pickett, Lance Chadd, Troy Bennell, Alice Warrell, Sharyn Egan and Yvonne Kickett. The painting depicts sacred animals, plants, water, ancestral spirits and landscapes formed within 14 circles representing the interrelated dialectal groups of the Noongar peoples (Perth International Arts).

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**CAREER  
DEVELOPMENT**

**Week 1 | Part 1**

**Unit objectives & structure**

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**Unit objectives**

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**Aim of the unit within the MHR/ER program:** HRMT5530 aims to foster a critical understanding of career development theories, frameworks and practices, enabling HR professionals to design and implement effective career initiatives that align with both individual and organisational goals.

**Unit Learning Outcomes:**

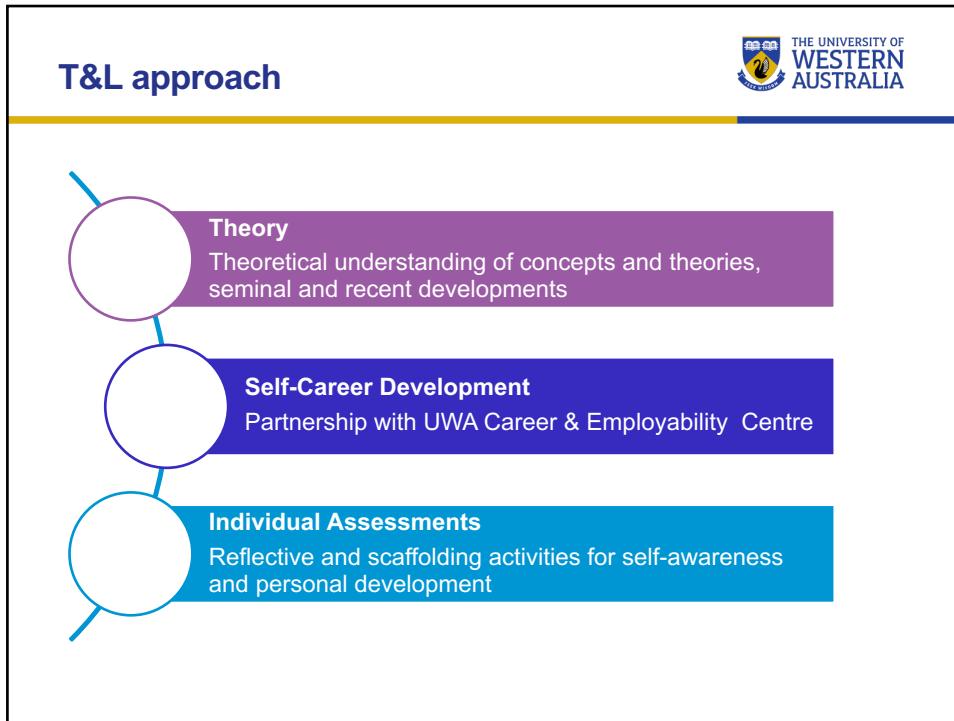
- Apply career development theories and frameworks to practical organisational strategies;
- Appraise the link between career development and organisational outcomes, such as employee engagement and organisational performance;
- Develop the ability to critically assess and reflect on their own career development and planning.

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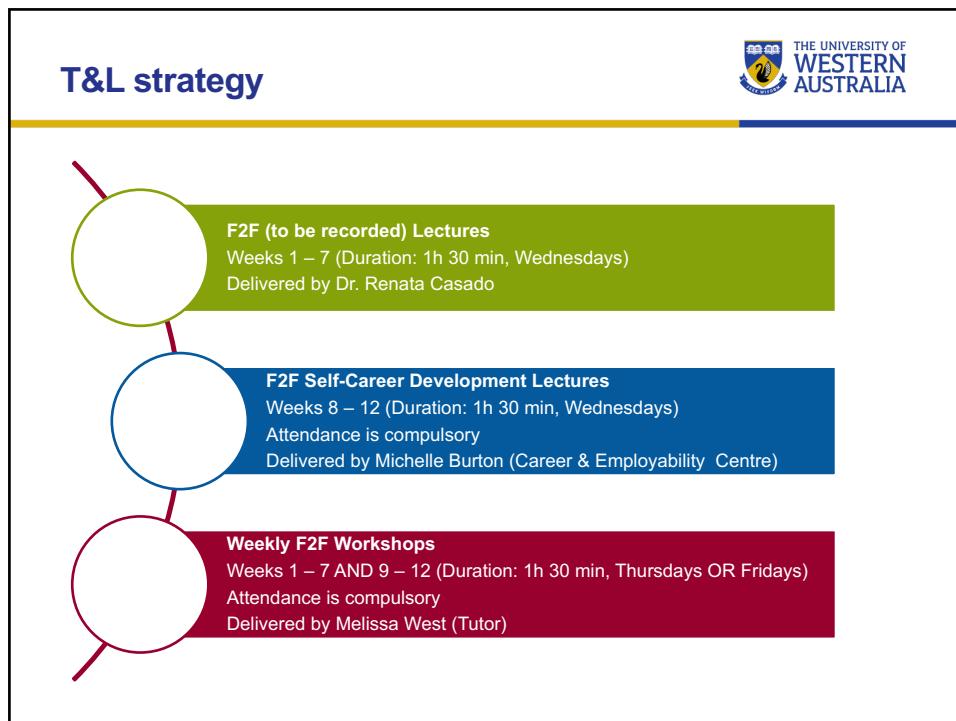
HRMT5530   Unit Structure			The UNIVERSITY OF WESTERN AUSTRALIA
Week	Date	Topic	Assessments
1	26 Feb	Introduction to the Unit	
2	5 Mar	Employability and Career Development	
3	12 Mar	Career Concepts	
4	19 Mar	Career Theories	
5	26 Mar	Career Challenges	
6	02 Apr	Career Development in Organisations – HR Practices	
7	09 Apr	Career Development in Organisations - Interventions	
8	16 Apr	(**Content AND WORKSHOP Free Week**)	- Assessment (2A)
	23 Apr	Study Break	
9	30 Apr	Career Self-Management	
10	7 May	Career Self-Management	
11	14 May	Career Self-Management	
12	21 May	Career Self-Management	- Elevator Pitch (3) Due - Assessment (2B) Due

\* Dates refer to lectures not workshops.

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**Preparation required**

- Required readings are available from LMS (see Unit Readings);
- Workshop preparation (news, case studies, activities) is available from LMS (see Learning Materials);
- Students are expected to prepare **before** attending the weekly workshop;
- Additional readings (and videos) might be available on LMS.

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**Week 1 | Part 2**

## Assessments

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**HRMT5530 Assessments overview**

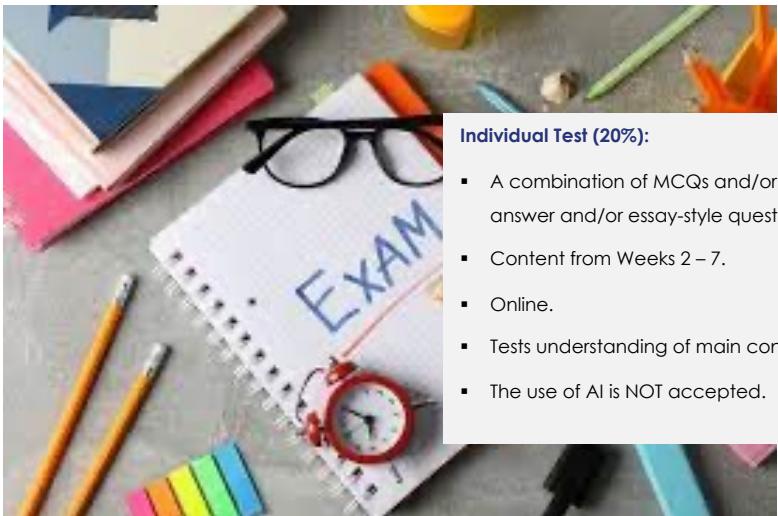
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Assessment	%	Delivery	Due Date
#1 Participation	20%	In Class	Weekly Weeks 2 – 7 and 9 – 12
#2A Individual Assessment A (Test)	20%	LMS	Week 8 (Refers to content Weeks 2 – 7)
#2B Individual Assessment B (Portfolio)	30%	LMS	Week 12 (Refers to activities Weeks 9 – 12)
#3 Elevator Pitch Video	30%	LMS	Week 12

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<b>Assessment 1   Participation</b>	
<b>Attendance &amp; Punctuality to Workshops</b>	<b>Contribution to Class Discussions during Workshops</b>
<b>8 Points:</b> Is punctual to all workshops.	<b>7 – 8 Points:</b> Participates actively and frequently in small group and class discussions, demonstrating preparation and understanding of the course. Showcases commitment to the unit and the required activities.
<b>6 – 7 Points:</b> Has missed a workshop or two.	<b>5 – 6 Points:</b> Demonstrates some preparation and understanding of the content. Sometimes can articulate them critically when participating in small groups and class discussions.
<b>3 – 5 Points:</b> Has missed a few workshops; or is often late.	<b>3 – 4 Points:</b> Demonstrates some preparation and understanding, but participation is limited, as well as dedication to class activities.
<b>0 – 2 Point:</b> Is frequently late or absent.	<b>0 – 2 Points:</b> Shows limited or no understanding of course materials and/or does not contribute to class discussions and/or does not engage in class activities.
<b>+1 Point</b> for attendance in each Career Self-Management lecture (Weeks 9 – 12)	

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<b>Assessment 2A   Individual Test</b>	
	
<p><b>Individual Test (20%):</b></p> <ul style="list-style-type: none"> <li>▪ A combination of MCQs and/or short-answer and/or essay-style questions.</li> <li>▪ Content from Weeks 2 – 7.</li> <li>▪ Online.</li> <li>▪ Tests understanding of main concepts.</li> <li>▪ The use of AI is NOT accepted.</li> </ul>	

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## Assessment 2B | Portfolio

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**Aim of this assignment (Learning Outcome #2 and #3):**

To help students develop, refine, and present key career-related documents and materials that demonstrate their professional identity, employability, and career readiness. Through guided instruction, students will create a **comprehensive set of application materials** while reflecting on their strengths, skills, and career aspirations.

**Guidelines:**

- Due: Week 12 (Submission window: 19<sup>th</sup> – 23<sup>rd</sup> May)
- Submission: via LMS – Assessment – Assessment 2B.
- Weight: 30% of your final mark for this unit.
- Please follow the guidelines and use the form provided on LMS.

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## Assessment 3 | Elevator Pitch

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**Aim of this assignment (Learning outcome #2):**

To help you reflect upon skills, knowledge and experiences and create an engaging elevator pitch to communicate your employability. It refers to students' ability to critically assess and reflect on their own career development and planning.

**Guidelines for this assessment:**

- Due: Week 12 (Submission window: 19<sup>th</sup> – 23<sup>rd</sup> May)
- Submission: via LMS – Assessment – Assessment 3.
- Time limit: 1 minute (60 seconds). Content outside this limit will not be assessed.
- Weight: 30% of your final mark for this unit.
- Film (and submit) a 1-minute video of your Elevator Pitch.
- Please follow the guidelines and use the form provided on LMS.
- No voice-over-image. Students are required to be on camera (at least partially; see examples).

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## A note on copyright



- All course material, such as presentation slides, lecture and tutorial handouts, unit outlines, and exam papers, are protected under the Copyright Act and remain the property of the University staff member who created the material.
- Other scholarly material accessible from the LMS or via the Library, such as e-books and journal articles, are made available to you under licencing agreements that permit access for personal educational use but not sharing with others.
- You are not allowed to share these materials outside of the LMS - for example, by uploading them to file-sharing websites or emailing them to friends. Distributing course material outside of the LMS without the permission of the copyright owner is a breach of the University's Academic Integrity Policy.
- The Academic Conduct Essentials (ACE) online unit contains more information on ethical scholarship and the academic conduct expectations at UWA.

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## Teaching Team | Key Contacts



### Dr Renata Casado

Unit Co-coordinator & Lecturer

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Email: [renata.casado@uwa.edu.au](mailto:renata.casado@uwa.edu.au)



### Mishelle Burton

Careers Practitioner - UWA Careers and Employability Centre

Email: [mishelle.burton@uwa.edu.au](mailto:mishelle.burton@uwa.edu.au)

### Melissa West

Academic Tutor

Email: [melissa.west@uwa.edu.au](mailto:melissa.west@uwa.edu.au)

➤ **Student Life Team** (special considerations or enrolment issues):

Email [askUWA](#), or drop-in at the ground floor reception (Business School).

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## Teaching Team | CEC



- The UWA Careers and Employability Centre is proactive and innovative in delivering high-quality, targeted career education, information, and guidance designed to enhance graduate outcomes and ensure students are equipped for the future of work.
- Committed to enabling students to develop effective career management and employability skills to make well-informed career decisions and have a positive impact on our communities.
- Several services are available: career counselling, career assessment, and career education; professional/Personal Development and skills; and Career Tools and Resources.
- Visit: <https://www.uwa.edu.au/students/careers-and-employability>

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## Teaching Team | Mishelle Burton



Mishelle is an experienced Aboriginal and Torres Strait Islander professional with a background in Learning and Development across various sectors, including government, corporate, management consulting, education and private enterprise. As a Careers Practitioner, she specialises in career counselling and supporting individuals and organisations through all stages of career development.

She is passionate about helping people and communities unlock their full potential and achieve their goals.

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## Teaching Team | Melissa West



Melissa is a qualified Social Worker with experience in both the government and non-government sectors. She has substantial experience managing teams, facilitating staff training and professional development workshops, providing individual and group supervision, mentoring new staff and students, and working closely with HR departments to recruit and retain top talent.

She has also completed a Bachelor of Hospitality and Tourism Management with academic honours (ECU) and a Master of Business Psychology (UWA).

She has future career goals of working alongside organisational leaders to effect positive employee mental health across all levels of organisations as well as supporting upcoming and new UWA graduates.

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## Teaching Team | Dr Renata Casado

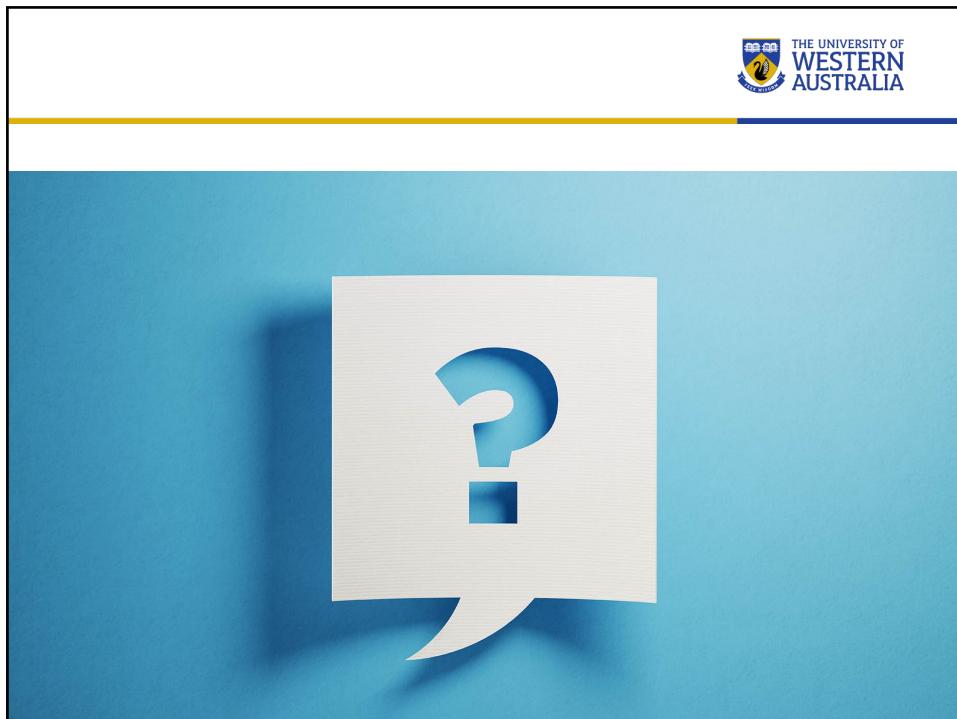


I am an academic with teaching and research expertise in human resources management and employment relations. I've been teaching the Master HR/ER course since 2018 and currently coordinate it.

In my research, I am particularly focused on the labour market and the career experiences of minority and historically disadvantaged groups, including (but not limited to) migrants and women. List of my publications:  
<https://research-repository.uwa.edu.au/en/persons/renata-casado>

I have MBAs in Marketing (IBMEC, Brazil) and in Organisational Studies (COPPEAD, Brazil), and a PhD from the University of Western Australia. I also have 15+ years of experience in corporate communications, corporate social responsibility, change management, marketing, and HRM.

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## Definition.

A definition is a statement of the meaning of a term, phrase, or other set of symbols.[1] Definitions can be classified into three large categories, depending on how they try to give the essential meaning of a term:  
**intensional definitions** (which try to give the essence of a term by listing the qualities that a term describes).[2] Another important category of definitions is the class of **ostensive definitions**, which convey the meaning of a term by pointing to different situations in which it is used.

**Week 1 | Part 3**

**Career Development & SHRM**

The University of Western Australia logo is located in the bottom right corner of the slide.

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**Career development**

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"Career development is the ongoing process by which individuals progress through a series of stages, each characterised by a relatively unique set of issues, themes, and tasks."

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M., 2010)



What does this mean?  
How do we unpack this definition?

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**Career development**

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"Career development is the ongoing process by which individuals progress through a series of stages, each characterised by a relatively unique set of issues, themes, and tasks."

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M., 2010)

- **Dynamic and lifelong:** a continuous process that evolves throughout an individual's life.
- **Interactive:** people often revisit career decisions and goals due to shifts in circumstances.
- **Unique** issues and themes (personal, organisational and contextual influences).
- Individual **agency** and **adaptability**.

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**Reflection**

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**Why is career development so important when we take a strategic approach to human resources management?**

Career development is a critical topic for **strategic HR management** because it aligns individual aspirations with organisational goals, driving engagement, retention, and overall performance.

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**Aligning goals**

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- \* Career development maximises the alignment between employee goals and the organisation's long-term objectives.
- \* By identifying and nurturing high-potential employees and aligning goals, HR can create a talent pipeline to support organisational sustainability.



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## Positive outcomes



- \* Strategic HR programs that focus on career development offer opportunities for personal growth and foster a sense of purpose and commitment among employees. They lead to increased engagement.
- \* When employees feel engaged and supported in their career aspirations, they are less likely to seek opportunities elsewhere.
- \* Career development initiatives prepare employees to adapt to changes, which boosts overall organisational effectiveness.
- \* Employees who feel empowered to grow and develop often bring new ideas and solutions to the organisation, fostering a culture of innovation.
- \* A culture of development encourages collaboration between employees and management, strengthening relationships and fostering a culture of learning and knowledge sharing.

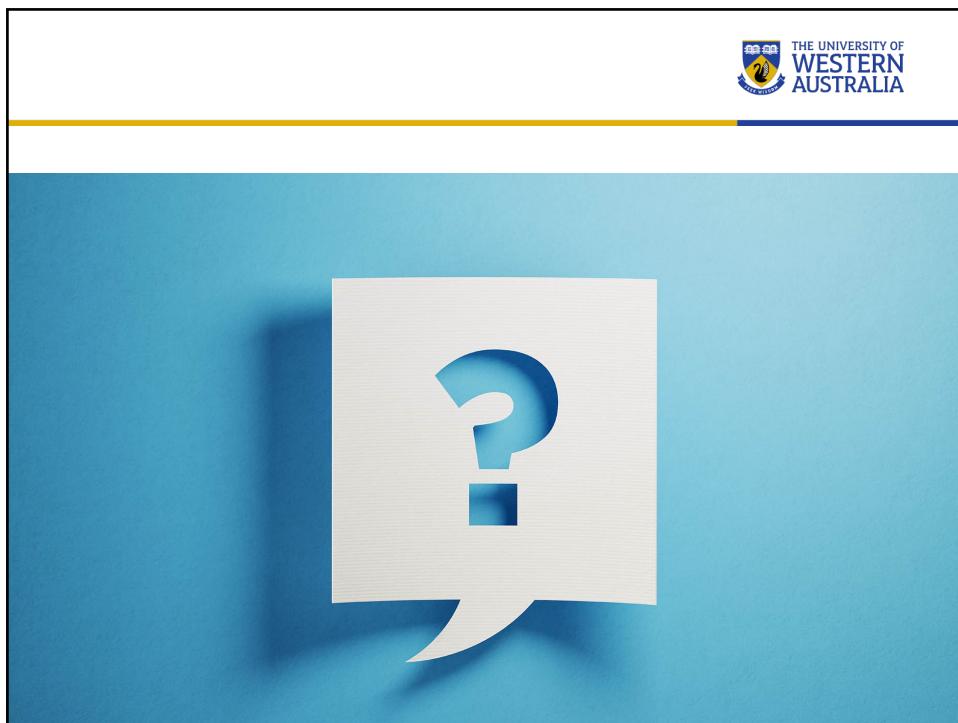
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## Supporting DEI and the Future of Work



- \* Career development programs provide opportunities for underrepresented groups to progress into leadership roles, addressing equity gaps.
- \* With an increasingly diverse workforce, career development programs can address skill shortages and offer differentiation when attracting and retaining top talent.
- \* The rise of automation and AI requires continuous reskilling and upskilling. Strategic HR career development ensures employees remain employable and productive in evolving roles.

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**Week 1**  
**Workshop**

HRMT5530 | Career Development & Employability  
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**Plan for this Workshop**

- Introduction
- Housekeeping and expectations
- Ice-break activity
- **Class discussion:** a changing career environment
- **Class discussion:** HDR in a changing career environment
- Main take-away of the week



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## Introductions



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- **Weekly commitment:** 1h30 min weekly workshop.

- At UWA students are expected to attend all compulsory classes for their units, including workshops or tutorials.
- Punctuality and participation are expected.

- **Make the most out of workshops:**

- Scaffolding activities will be useful for final assessments (2B and 3).
- Great opportunity to learn through listening to other students and contributing your own ideas.

A photograph of a person's hand holding a white rectangular sign on a wooden stick. The sign has the words "WHAT TO EXPECT" printed on it in a bold, black, serif font. The background is a clear blue sky with a few white clouds.

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**WHAT TO EXPECT**

- We expect you will be prepared for the workshop:
- Review your LMS regularly for activities, slides, required readings and videos.
- Attend or watch the lectures and take notes.
- Complete the required readings set out on LMS.
- If you have workshop preparation (case study, questionnaires), complete all tasks required.
- Complete your workshop tasks on time, so you are not left behind (and can ask questions accordingly).

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## Workshop participation

**WHY Participating?**

- Contributing to the discussion will help you develop your critical thinking AND learn/retain the content.
- A range of opinions and perspectives is necessary for good discussion.
- Adding your point of view may help others to think differently.

**TIPS on how to get started**

- ✓ Participate in online activities on Kahoot and Menti.
- ✓ Talk to classmates in the first session, or outside class time. You will find it easier to speak up if you already know some people.
- ✓ Plan what you want to say (while preparing for the session). You could ask a question or make a comment.
- ✓ Set a goal. Start with at least one or two comments in each workshop, to build your confidence.
- ✓ Always ask for clarification if anything is unclear. The answer may also help others.

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<b>Assessment 1   Participation</b>		 THE UNIVERSITY OF WESTERN AUSTRALIA
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<b>Class Activity:</b> <b>Ice-Break   Turning to One Another</b>		 THE UNIVERSITY OF WESTERN AUSTRALIA
	<ol style="list-style-type: none"> <li>1. Read the poem “Turn to One Another” from Margaret Wheatley.</li> <li>2. Take a couple of minutes to reflect on which verse(s) spoke to you the most and why.</li> <li>3. In small groups, students will share their reflections with peers.</li> <li>4. Students volunteer to share their reflections with the class.</li> </ol>	

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**Class Discussion:**  
A changing career environment

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The current career landscape has been described as turbulent, unpredictable, dynamic and challenging.

Which factors have contributed to this changed environment?

Consider three levels: macro (economy, policy), meso (organisational) and micro (individual).

macro

meso

micro

Remember that these are interconnected factors!

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**Class Discussion:**  
HDR and a changing career environment

The University of Western Australia logo

How can HRD best prepare to support Career Development (in organisations) in a changing career environment?

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**TAKE AWAY**

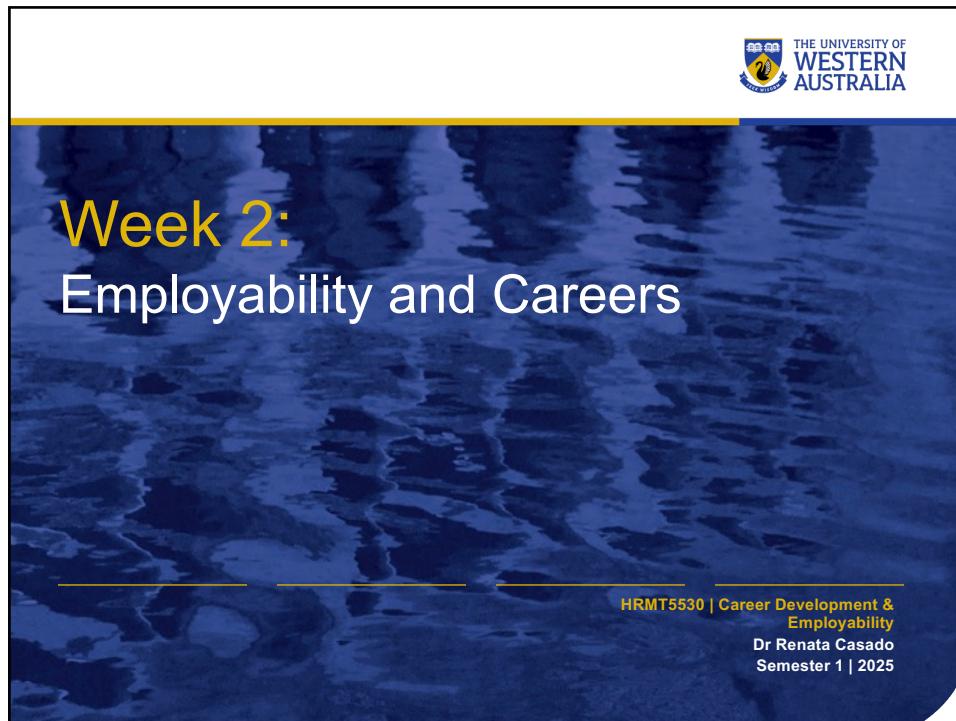
## Take away

- Career development is a **dynamic** and **lifelong process; unique** to individuals (who can exercise **agency**).
- Career development is a critical topic for strategic HR management because it aligns individual aspirations with organisational goals, driving engagement, retention, and overall performance.

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The slide features the University of Western Australia logo at the top right. The main title "Week 2: Employability and Careers" is centered in large white and yellow text. Below the title, a subtitle "HRMT5530 | Career Development & Employability" and the professor's name "Dr Renata Casado Semester 1 | 2025" are displayed. The background is a dark blue textured image.

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# Week 2:

# Employability and Careers

HRMT5530 | Career Development &  
Employability  
Dr Renata Casado  
Semester 1 | 2025

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The slide features a central illustration of a person with multiple arms performing various tasks like holding a calculator, a smartphone, a lightbulb, and a contract, while working on a computer. The background is a light blue gradient with decorative icons like a bar chart, a plant, and gears. Below the illustration, the text "Week 2 | Part 1" and "Employability" is displayed. The University of Western Australia logo is at the bottom right.

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## Week 2 | Part 1

## Employability

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**Introduction**

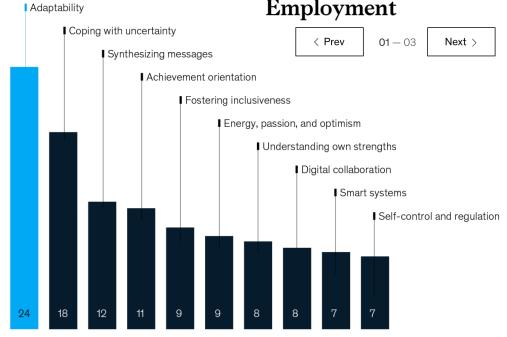
 What comes to your mind when I ask you to think about your employability?

**Attributes?**

**Technical skills?**

**Soft skills?**

**Attitudes?**



Skill	Score
Adaptability	24
Coping with uncertainty	18
Synthesizing messages	12
Achievement orientation	11
Fostering inclusiveness	9
Energy, passion, and optimism	9
Understanding own strengths	8
Digital collaboration	8
Smart systems	7
Self-control and regulation	7

Defining the employability skills citizens will need in the future world of work (McKinsey, 2021)

3



- Most stakeholder groups generally share a common view that employability is the possession of knowledge, skills, and attributes that enhance graduates to obtain graduate employment outcomes successfully.
- But they are not the sole determinants!
- A more comprehensive approach extends **beyond the acquisition of employability skills to meet the changing demands of the global labour market.**

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## Employability



"Employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment."

(Hillage & Pollard, 1998)

"Employability is a multi-dimensional construct involving the individual's ability to acquire, sustain, and navigate employment opportunities, shaped by individual attributes, labour market conditions, and institutional influences."

(Tomlinson, 2017)

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## Employability



Employability intersects with broader contexts and stakeholders.



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**Employability ecosystem**

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These days, employability presents as a more complex phenomenon shaped by several stakeholder groups.

Employability becomes an ecosystem (beyond employability as an individual-level attribute).

(USAID, 2024)

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**Employability ecosystem**

Example | A case of refugees in a receiving country

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The Ecosystem of Managing Refugee Employment: Complementarity and Its Microfoundations

Academy of Management

Video: Academy of Management | The Ecosystem of Managing Refugee Employment (2 min)

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## **Employability**

### **Policy makers' perspective**



- Policymakers see employability as the possession of competencies and qualifications to obtain jobs and thrive within the formal employment sector (International Labour Organisation, 2013).
- Policymakers develop policies and initiatives aiming to advance employability and foster economic growth through the stock of human capital.
- Transferable skills in these frameworks include competencies related to communication, teamwork, problem-solving, initiative and enterprise, planning, self-management, learning and technology skills.

(Nghia et al., 2020)

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## **Employability**

### **Employers' perspective**



- Employers understand employability as behavioural competencies that demonstrate a wider range of personal, performative, and organisational skills.
- Employers are moving away from academic credentials and assigning importance to more practical skills and attributes such as resilience and commitment, communication and teamwork.

(Nghia et al., 2020)

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**Employability**

**Educational institutions' perspective**

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- High Education institutions often consider the viewpoints of policymakers and employers when implementing a skills-based employability agenda.
- Educational institutions around the world organise similar initiatives to develop employability and to enhance the work-readiness of their students - embedding employability into an existing curriculum, providing work-integrated learning, and offering co-curricular activities and career services.

(Nghia et al., 2020)

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**Employability**

**Students' perspective**

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- Students often view employability in relation to the achievement of graduate employment outcomes.
- Employability is a means to an end = practical and short-term in nature and related to employment (Tomlinson, 2017).
- The current employability programmes in educational institutions are deemed of little value by students in terms of their future employment prospects.

(Nghia et al., 2020)

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**Employability capital**

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**Human capital:** knowledge and skills gained through formal high-level education and training. Includes socio-cultural background of a person and physical well-being.

**Social capital:** networks of relationships that are productive towards advancing the goals of individuals and groups. Includes interpersonal skills, values, trust and cooperation.

**Cultural capital:** cultural knowledge and information, embodied behaviours. This capital is illustrated by a 'personality package' including accent, body language, and humour.

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- **Employability** is not a static possession of knowledge, skills, and attributes; rather, it is **ongoing, developmental and processual**.
- Employability does not mean successfully obtaining jobs but also being able to perform work efficiently and **thrive** within their job sector.
- Employability also means being able to **create jobs** for oneself and for others.

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**So... what do I do?**

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- Degree specific knowledge and skills
- Transferable skills, dispositions, attributes
- Self reliance navigating the labour market
- Capability to use and present KSAs to employers
- Capability to adapt to the employment context

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**RAW Framework**

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➤ A career development model designed to help **individuals** evaluate and navigate their career potential by focusing on three dimensions of employability:

The extent to which an individual has the necessary competencies, skills, and knowledge to perform effectively.	The extent to which they are seen as a positive presence by their team and organisation—builds strong working relationships and contributes to a positive environment.	Refers to the motivation and commitment to take action and engage in career-related opportunities.
<ul style="list-style-type: none"> <li>• Cognitive ability</li> <li>• Job knowledge, skills and experience</li> <li>• Subject specific technical expertise</li> <li>• Problem solving, decision making, learning ability</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skill</li> <li>• Likeable</li> <li>• Engaging</li> <li>• Trustworthy</li> <li>• Ethical</li> <li>• Influential</li> </ul>	<ul style="list-style-type: none"> <li>• Driven</li> <li>• Hard-working</li> <li>• Conscientious</li> <li>• Motivated</li> <li>• Values alignment</li> </ul>

(Hogan et al., 2013)

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The illustration depicts a winding blue path starting from a graduation cap at the bottom left, leading through a clipboard with a checklist, a ribbon with a gold star, and a red target with an arrow hitting the bullseye. A hand points towards the target. To the right, a man in a blue shirt and dark pants stands holding a large pencil, looking towards the target.

**Week 2 | Part 2**

## Careers

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**Career**

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**“The evolving sequence of a person’s work experiences over time.”**

(Arthur, 2008)

- Traditional academic perspective: 2 central elements: space (scope of what a career entails) and time (how a career evolves during an interval).
- A career unfolds over time in steps that may or may not be linear, and it can span across several organisations and even professional domains.
- The discourse on careers has a long history (beginning with philosophers Cicero and Plato), but the word “career” in reference to a path of employment did not come into common usage until the 1960s.

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**Changing career environment**

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- A career represents our **expertise**, our profession, and ultimately our identity. It defines who we are and what we do.
- A career is something that builds over **time** and endures. It gives us the opportunity to progress and advance, learn and re-assess.
- A career (may) give us financial and psychological **rewards**. It can make life meaningful; it can give us purpose; it can offer rewards.

**“The changing world of work has disrupted there 3 elements: expertise, duration and rewards.”**

(Delloite)

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**Changing career environment**

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THE ADVANCE OF TECHNOLOGY IS **DISRUPTING** THE WORLD OF WORK

TECHNOLOGY & WORK: DISRUPTION & CREATION

200 MILLION PEOPLE ARE UNEMPLOYED IN THE WORLD AND MANY JOBS ARE AT RISK

BUT TECHNOLOGY WON'T KILL WORK:

IT STIMULATES GROWTH AND CREATES NEW JOBS

THE NEW NATURE OF WORK

HIGH CONNECTEDNESS: Collaboration and co-creation

WORK LIFE BLEND

THE JOB FOR LIFE NO LONGER EXISTS: Multi-career is the norm

BEYOND AUTOMATION

NEW JOBS REQUIRE NEW SKILLS & ATTITUDES

FLEXIBILITY IS KEY

30% of US & EUROPEAN workers are FREE AGENTS

(World Economic Forum, 2017)

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**Changing career environment**

**Macro-level factors**

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- **Globalisation:** increased global competition and interconnected economies; outsourcing and offshoring impacting local job markets.
- **Technological advancements:** automation, artificial intelligence, and digitisation transforming industries and roles.
- **Economic instability:** recessions, inflation, or shifts in global trade. Gig economy growth creating more precarious, short-term work opportunities.
- **Demographic changes:** increased diversity, requiring businesses to adapt culturally and structurally; aging workforce requiring organisations to address skill gaps and succession planning.
- **Regulatory and policy shifts:** changes in labour laws, environmental policies, and migration frameworks. New focus on sustainability affecting certain industries.

22

**Changing career environment**

**Meso-level factors**

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- **Changing structures and hierarchies:** transition from rigid, hierarchical structures to agile, flexible teams. Employees taking on broader, cross-functional roles.
- **Organisational changes:** continuous restructuring, mergers, and acquisitions.
- **Psychological contracts:** changes in what individuals and organisations expect from their exchange agreement; reduced work-tenure and organisational investment in employees' development.
- **Workplace digitalisation:** adoption of remote work and virtual teams; Increased availability of digital tools for collaboration and communication.

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**Changing career environment**

**Micro-level factors**

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- **Changing career expectations:** shift toward protean (self-driven) and boundaryless careers; Desire for meaningful work that aligns with personal values.
- **Lifelong learning needs:** constant need for upskilling to remain competitive in a rapidly evolving job market. Increased focus on acquiring technical and transferable skills.
- **Work-Life Integration Challenges:** blurring boundaries between work and personal life. Balancing remote work, caregiving, and personal responsibilities.
- **Increased career mobility:** across industries, roles, and geographic regions.
- **Adaptability and resilience:** rise of personal branding and networking are increasingly critical for career advancement.

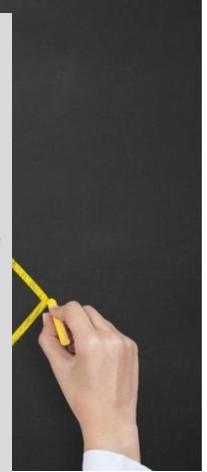
24

**Changing career environment**

**What happens in the corporate setting?**

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"Most observers of the corporate world believe that the **traditional relationship between employer and employee is gone**, but there is little understanding of why it ended and even less about what is replacing that relationship. **What ended the traditional employment relationship is a variety of new management practices, driven by a changing environment**, that essentially brings the market-both the market for a company's products and the labor market for its employees-directly inside the firm. And once inside, the market's logic quickly becomes dominant, pushing out of its way the behavioral principles of reciprocity and long-term commitment, the internal promotion and development practices, and the concerns about equity that underlie the more traditional employment contract. The policies and practices that buffered the relationship with employees from outside pressures are gone. The end of employee loyalty to an organization, replaced by greater attachment to careers, is but one manifestation of this change" (Cappelli, 1999, p.1169)



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**Changing career environment**  
**A new social contract**

**What caused the employment relationship to change so dramatically?**

**Peter Cappelli**  
Professor of Management, Wharton

Peter Cappelli - Behind the Change in Employment Relationships  
616 views · Jan 11, 2012

SHARE · SAVE · ...

Prof. Peter Cappelli – Behind the Change in Employment Relationships (2012)  
<https://www.youtube.com/watch?v=Sk-hndnYZvg>

26

**A new social contract**

Environmental Factors
<ul style="list-style-type: none"> <li>▪ Downsizing</li> <li>▪ Globalisation of markets</li> <li>▪ Flexibilization of labour contracts</li> <li>▪ New technologies</li> <li>▪ Core x Peripheral labour markets</li> <li>▪ Outsourcing / Sub-contracting</li> <li>▪ Flexible forms of work</li> </ul>

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- Full-time, 8 hours a day, 8-5.
- Good wages and packages of benefits.
- Life-long career internal to the firm, with steady and predictable advancement.
- Organisational training and development.
- Job security subjected to minimum performance levels.
- Socially protected; Regulated by collective agreements and social security laws.
- Employees were loyal and held a long-term commitment to the firm.

- Flexible work arrangements – such as part-time, casual, and GIG.
- Individual is accountable for their own training and development.
- Focus on employability (attractiveness to maintain or gain employment) and marketability (attractiveness for potential employers or clients).
- Widespread job insecurity and precarity – unless holding the very best credentials.
- Short-time commitment – usually to a project or a team that can support long-term development and goals.

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**Career ladder or lattice?**

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- End to the corporate (linear) career ladder model of the career path – replaced by the corporate lattice.
- Lattice pathways depict career paths as multidirectional while allowing for more than one way to 'get ahead' and more than one way to define what 'getting ahead' means.

The diagram illustrates two models of career paths. On the left, under 'Ladder progression', there is a grid of blue squares with red arrows pointing vertically upwards from each square to the next level above. This is labeled 'Examples of linear career paths'. On the right, under 'Lattice pathways', there is a hexagonal grid of blue squares with red arrows pointing in various directions (up, down, left, right, diagonal) from each square to others, representing a network of multidirectional paths. This is labeled 'Examples of more varied paths for growth and development'.

(Benko & Anderson, 2010)

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**Lattice pathways**

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The diagram shows four types of lattice pathways branching from a central hexagonal grid icon:

- Vertical**: Increasing responsibility in existing organisation.
- Enrichment**: Growing within existing job.
- Lateral**: Change to job outside organisation, no change in pay / status / level of responsibility.
- Realignment**: Taking a step back from existing responsibilities / pay / status in order to pursue different career options.

(Benko & Anderson, 2010)

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**Career goals**

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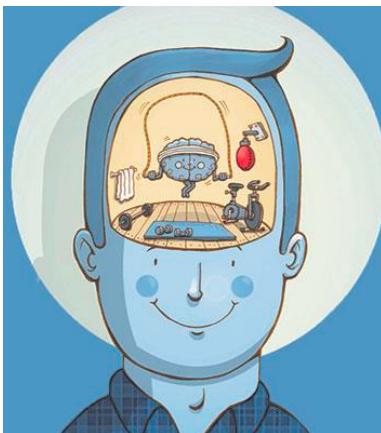
“Everything is changing so rapidly in today's world that it is impossible to plan one's career and set meaningful career goals.”

- Career management is a process by which individuals can make informed decisions regarding their work lives.
- A career goal can clarify thinking, motivate and direct behaviour, help in the development of a career strategy, and serve as a monitoring device to assess progress and identify obstacles to future satisfaction.
- Still, a career goal also needs to be flexible!

(Greenhaus et al., 1995)

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**Goal setting**

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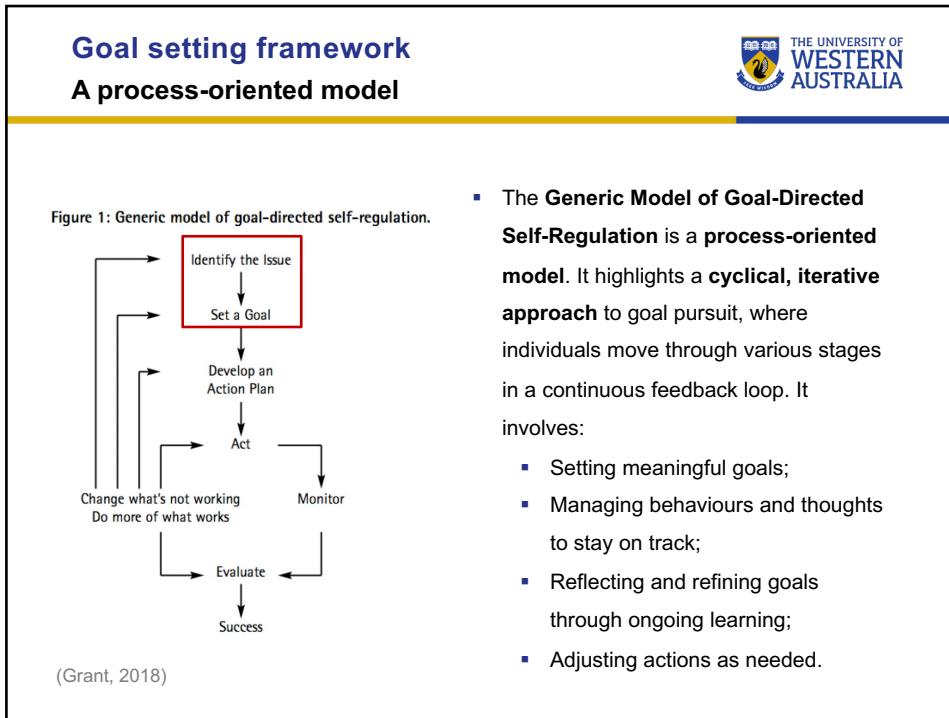
- Career goal: a mental picture that acts as an internal guide to keep you on track.
- 400+ academic studies demonstrate the validity of explicitly setting goals for task performance improvement (“study 2 hours a day”).
- Difficult goals lead to higher levels of task performance than vague, abstract goals (“do your best”).

(Locke & Latham, 2002)

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Goal setting frameworks		
Types of goals		
Type of Goal	Key Focus	Source (Theory and Authors)
Performance Goals	Demonstrating competence and achieving measurable outcomes (e.g., rankings, awards)	Goal Orientation Theory - Dweck (1986), Elliot & Dweck (2005)
Learning (Mastery) Goals	Acquiring knowledge, developing skills, and improving competence for long-term growth	Goal Orientation Theory - Dweck (1986), Elliot & Dweck (2005)
Distal Goals	Long-term outcomes or ultimate objectives (e.g., career vision, 5-year plan)	Social Cognitive Theory - Bandura (1986), Goal-Setting Theory - Locke & Latham (1990)
Proximal Goals	Short-term milestones and immediate actions to achieve long-term goals	Social Cognitive Theory - Bandura (1986), Goal-Setting Theory - Locke & Latham (1990)
Approach Goals	Moving toward desirable outcomes and positive achievements	Achievement Motivation Theory - Atkinson (1957), Elliot & Church (1997)
Avoidance Goals	Avoiding negative outcomes, failure, or undesirable situations	Achievement Motivation Theory - Atkinson (1957), Elliot & Church (1997)
Extrinsic Goals	Achieving external rewards, recognition, or status (e.g., salary increase, promotion)	Self-Determination Theory - Deci & Ryan (1985)
Intrinsic Goals	Pursuing internal satisfaction, personal growth, and meaningful engagement	Self-Determination Theory - Deci & Ryan (1985)

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**Goal setting framework**  
**A structure for the process**

The University of Western Australia logo

- The **SMART goal framework** is a goal-setting tool focused on how to create and structure goals, so they are clear, actionable and achievable.

**Setting SMART goals**

BiteSizeLearning

<b>Specific</b> The goal is concrete and tangible – everyone knows what it looks like.	<b>Measurable</b> The goal has an objective measure of success that everyone can understand.	<b>Attainable</b> The goal is challenging, but should be achievable with the resources available.	<b>Relevant</b> The goal meaningfully contributes to larger objectives like the overall mission.	<b>Timely</b> This goal has a deadline or, better yet, a timeline of progress milestones.
---	---	--	---	--

(Doran, 1981)

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**Goal Setting**  
**How to set SMART Goals**

The University of Western Australia logo

Time-bound - You need to achieve your goal by a specific date.

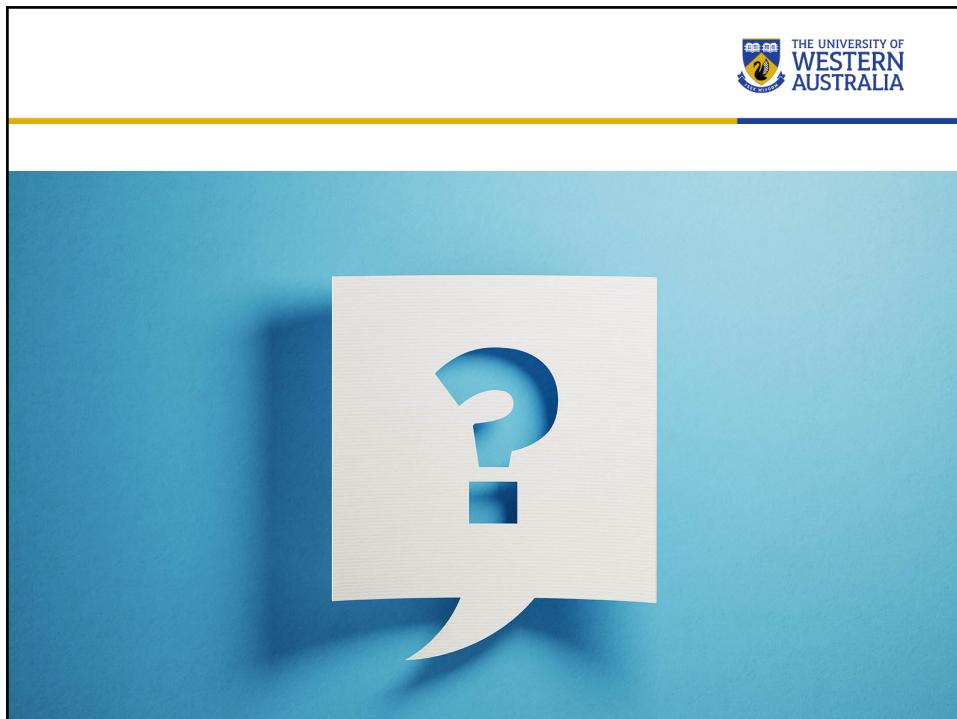
Watchable by pages.plusgoogle.com.

How To Set SMART Goals For Your Career | Grow with Google

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**Video:** Grow with Google | How To Set SMART Goals For Your Career (6 min)

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# Week 2 Workshop

HRMT5530 | Career Development &  
Employability  
Semester 1 | 2025

1

## Plan for this Workshop



- **Quiz:** What did you get from this week's learnings?
- **Group Work activity:**  
Employability as an ecosystem
- **Individual activity:** Career Vision and goal setting
- Main **takeaway** of the week



2

The slide features a large, stylized word 'QUIZ' in white with black outlines. Inside the letters are various school-related icons: a pencil in the 'Q', a lightbulb in the 'U', a magnifying glass in the 'I', and books in the 'Z'. The background is blue with white dashed lines forming a grid. At the top right is the University of Western Australia logo with the text 'THE UNIVERSITY OF WESTERN AUSTRALIA'. A dark blue bar at the bottom contains the text 'Please open Kahoot.it and wait for the code'.

3

The slide has a red header bar with the text 'Group Work Activity: Employability as an ecosystem'. Below the header is a row of seven colored squares with white icons: a magnifying glass, wavy lines, a graduation cap, glasses, a clock, an ear, and two people. A white box in the center contains the question 'Why is employability described as an "ecosystem" and how does this perspective affect personal career planning?'. At the bottom is another row of six colored squares with white icons: a hand, a hourglass, a pen writing, a star, a raised fist, and a ribbon.

4

**Group Work Activity**

**Employability as an ecosystem**

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<b>Employability as an ecosystem:</b>	<b>Impact on Personal Career Planning:</b>
<p>1. Discuss key themes of the main stakeholders who work together to shape job market opportunities and outcomes?</p> <ul style="list-style-type: none"> <li>▪ Policy Makers</li> <li>▪ Employers</li> <li>▪ Educational Institutions</li> <li>▪ Students</li> </ul> <p>2. How do these stakeholders form an eco system?</p> <p>Refer to Week 2 Readings and Lecture materials to answer these questions</p>	<p>1. What current mindset do individuals need when thinking about career development?</p> <p>2. Why are multiple forms of employability capital (human, social, cultural, identity and psychological) important for individuals and employers?</p>

5

**Employability as an ecosystem**

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<b>Employability as an ecosystem:</b>	<b>Impact on Personal Career Planning:</b>
<ul style="list-style-type: none"> <li>▪ It extends beyond what the individual "owns" (like a static checklist of qualifications, skills,, and attributes).</li> <li>▪ It is influenced by <b>multiple interconnected factors and stakeholders</b>—such as <b>employers, policymakers, educational institutions, and societal conditions</b>—who work together to shape job market opportunities and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ With employability being dynamic and affected by external conditions, individuals must adopt a <b>lifelong learning mindset</b>.</li> <li>▪ Since employability is not just about technical knowledge, individuals should develop <b>multiple forms of capital</b> (human, social, capital).</li> <li>▪ <b>Proactive</b> career management,</li> <li>▪ <b>Adaptability</b> and flexibility.</li> </ul>

6

**Goal Setting**

## How to set SMART Goals

Watchable by pages.plusgoogle.com.

How To Set SMART Goals For Your Career | Grow with Google

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**Video:** Grow with Google | How To Set SMART Goals For Your Career (6 min)

7

**Goal Setting**

## Step 1: Career Vision

This is a career vision board – you can make yourself one as well!

- Your career vision is **unique and evolving**. It encompasses:
- What you **want to be doing holistically** – work, family, free time.
- Your interests and talents that will allow you to make your best contributions.
- The type of organisational culture and team that allows you to thrive.
- Your non-negotiable obligations and constraints that shape your work and life choices.

(Butler & Waldrop)

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## Goal Setting

### Step 2: SMART Goals





- **Specific** (simple): Concrete and tangible.
- **Measurable**: offers an indicator of progress (objective measuring it).
- **Attainable**: the goal is challenging but attainable.
- **Relevant**: it meaningfully contributes towards the bigger objective (career vision).
- **Timely**: it has a timeline for expected results.
  - Steps and short-term milestones.
  - Weekly review of time spent and alignment with main goal.
  - Balance priorities.
  - 2 or 3 priority goals at a time!

9

### Individual Activity:

#### Goal Setting

#### MY GOAL TRACKER

For the month of: \_\_\_\_\_

Activity Guidelines

1. Talk with each other (up to 3 people) about what your current career vision is for the future
2. Write your career vision on a piece of paper
3. Think about current goals you are already taking to achieve your career vision
4. Think about future goals you can take to achieve your care

My Goal:	.....
To be achieved by:	.....
WEEKLY SUMMARY	
Week 1:	.....
Week 2:	.....
Week 3:	.....
Week 4:	.....

GETTING SPECIFIC  
The steps I need to take:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Note to self when I feel like giving up:  
E.g. Direct your actions properly but accept what is outside of your control.

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## Take away



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- Employability is not a static possession of knowledge, skills, and attributes; rather, it is **ongoing, developmental** and **processual**. It is also shaped by several **stakeholders** and the **environment**.
- A career is a **dynamic and evolving** journey of self-directed learning, growth, and adaptation, shaped by an individual's pursuit of meaningful work and opportunities across multiple roles, organisations, and industries (and countries!).
- It reflects a continuous process of aligning personal values, skills, and aspirations with changing external environments to achieve both professional and personal fulfilment.

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12



The slide features the University of Western Australia logo at the top right. The main title "Week 3: Career Concepts" is displayed in large yellow text on a blue background. At the bottom right, course details are listed: "HRMT5530 | Career Development & Employability", "Dr Renata Casado", and "Semester 1 | 2025".

1



The slide features a hand-drawn illustration of a person climbing a staircase, surrounded by various business-related icons like a trophy, lightbulbs, charts, and clouds. Below the illustration, the text "Week 3 | Part 1" and "Conceptualising careers" is displayed. The University of Western Australia logo is at the bottom right.

2

**Careers in the 80s**

## WHAT WE CAN OFFER YOU

The chance to make your own way. The key to advancement in A M P is successful personal effort.

From the outset performance is regularly appraised. Promotion goes to the best officer on the basis of suitability not seniority.

**Training**  
Officers joining A M P enter courses, conducted in office hours by A M P training officers, involving lectures and discussions.  
As the career develops other internal and external courses are provided.

**Study**  
A M P actively encourages academic preparation for professional life. Substantial salary increases are granted for qualifications in many fields. Study leave and assistance with fees for suitable commercial courses are provided.

**Experience**  
A M P aims to give its people both a general understanding of its whole field of business and knowledge in depth in selected areas.

**MEDICAL BENEFITS**  
A subsidised medical and hospital benefits scheme whereby staff members are provided with extra protection against heavy medical expenses.

**HOME PURCHASE**  
Assistance on generous terms is made available after suitable qualifying periods. In certain circumstances, advances are also available for the purchase of furniture.

**A STAFF CAFETERIA**  
Lunch is available at very reasonable prices.

**MARRIAGE LEAVE**  
One week's special leave is granted.

**SOCIAL ACTIVITIES**  
Functions, theatre nights, etc., plus sporting teams and events.  
Above all, the opportunity to make friends with many young people.

**IN ADDITION**

PENSION & INSURANCE BENEFITS  
Pension and optional Lump Sum benefits are payable on retirement.

(ANU Archives Library)

3

**Career evolution into the 21<sup>st</sup> century**

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- Protean Career
- Boundaryless Career
- Kaleidoscope Career
- Sustainable Career

4

## Protean Careers



"An attitude towards the career that reflects freedom, self-direction and making choices based on one's personal values".

(Briscoe & Hall, 2006)

- Hall (1976) introduced the concept of a **protean career** as an alternative to traditional organisational career paths.
- **Self-Directedness:** individual is in charge of career. Individuals, not organisations, take responsibility for career decisions and trajectories.
- **Values-Driven:** career success is defined based on personal values rather than external rewards (e.g., promotions, salary).

5

## Protean Career Orientation



### PROTEAN CAREER ORIENTATION (PCO)

#### Intrinsic-Values Orientation

*One's internal values drive how one sees their career and its development*

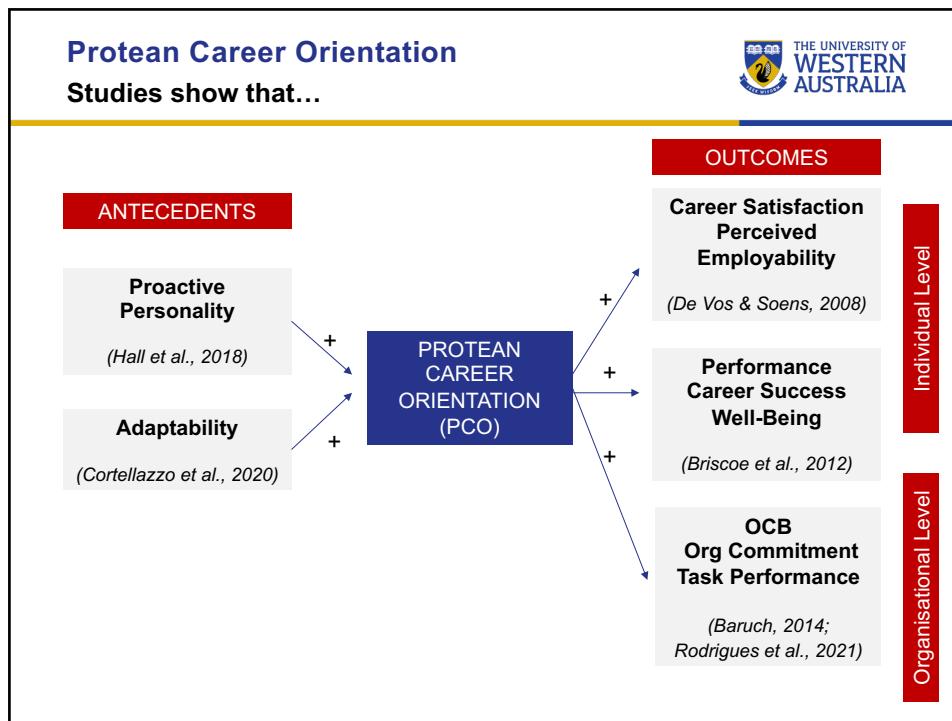
#### Self-Direction

*One's responsibility and agency towards career choices and its development*

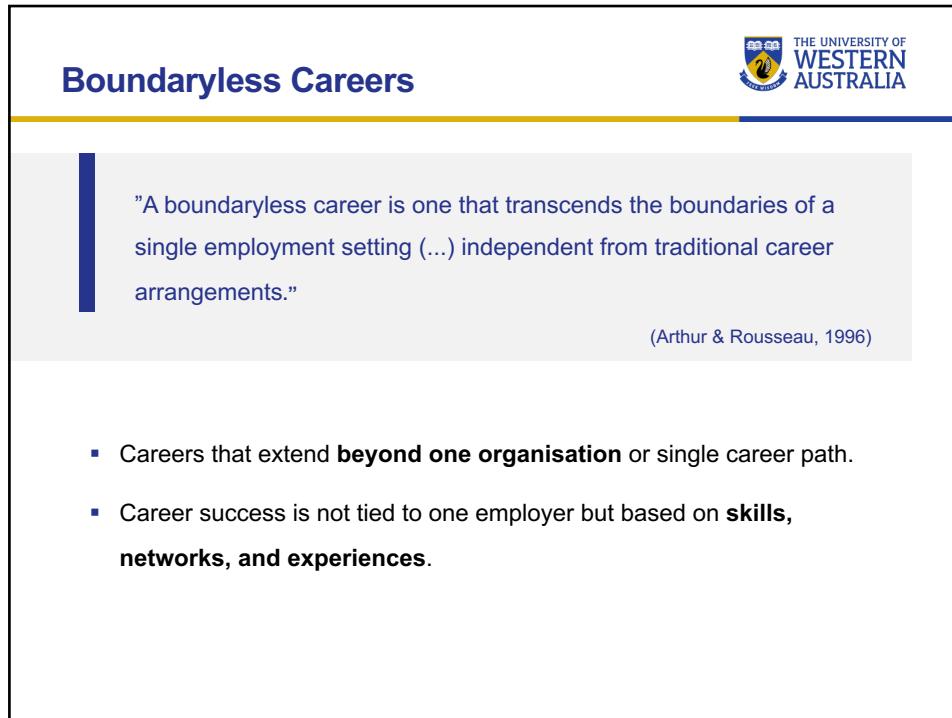
Reflective component

Behavioural component

6



7



8

**A continuum of mobility**

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- **Physical mobility:** movement between firms, industries, or even countries.
- **Psychological mobility:** employees define career success on their own terms, not by traditional promotions.

<b>Fully Bounded</b> <i>Sees one career as within the confines of one organisation</i>	<b>Fully Boundaryless</b> <i>Project-based, GIG, portfolio career</i>
---	--

(Mc Donald & Hite, 2023)

9

**How do they compare?**

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Feature	Traditional Career	Boundaryless Career	Protean Career
<b>Career Path</b>	Linear, within one organisation	Multi-directional, across firms and industries	Self-directed, based on personal values
<b>Control Over Career</b>	Employer-driven	Individual-driven, but network-dependent	Individual-driven
<b>Mobility</b>	Low (long-term employment)	High (across firms, industries, and locations)	High (may not be external, but internally driven)
<b>Loyalty</b>	High (to employer)	Low (to employer, but high to career field)	Low to employer, high to personal career vision
<b>Learning &amp; Development</b>	Company-provided training	Lifelong, external, and network-based learning	Self-directed, intrinsic learning and growth
<b>Career Transitions</b>	Few (within same company)	Frequent (across employers and industries)	Frequent (based on personal reflection and life priorities)
<b>Adaptability</b>	Low (structured career ladders)	High (adapts to job market changes)	High (self-adaptation based on evolving values)
<b>Key Focus</b>	Stability and long-term commitment	Flexibility, employability, and external movement	Meaning, personal fulfilment, and self-growth

10

## Kaleidoscope Careers



**"The kaleidoscope career is one in which individuals shift career patterns by rotating their career priorities to align with changing life demands".**

(Mainiero & Sullivan, 2006)

- Unlike boundaryless or protean careers, which focus on external mobility and self-direction, **kaleidoscope careers highlight internal career shifts** driven by personal life changes.
- It does not assume mobility—it focuses on adjusting career decisions based on life circumstances.



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## 3 Key Parameters of KCM



- **Authenticity:** a desire to be true to oneself, aligning work with personal values and identity.
- **Balance:** seeking equilibrium between work, family, and personal life responsibilities.
- **Challenge:** a need for stimulating, growth-oriented work that provides meaning and career progression.

One of these 3 parameters would be the primary focus at a time, but these change during an individual's career.

(Mainiero & Sullivan, 2006)

12

## Sustainable Careers



**"The sequence of an individual's different career experiences, crossing several social spaces, and characterised by individual's agency, herewith providing meaning to the individual".**

(Van der Heijden & De Vos, 2017)

- Three interconnecting dimensions: the person who owns the career (**agency**), the **context** in which a career unfolds, and the acknowledgment that careers develop **over time**.
- **Prioritise longevity over short-term gains** that help individuals remain employed, engaged, and healthy over time.

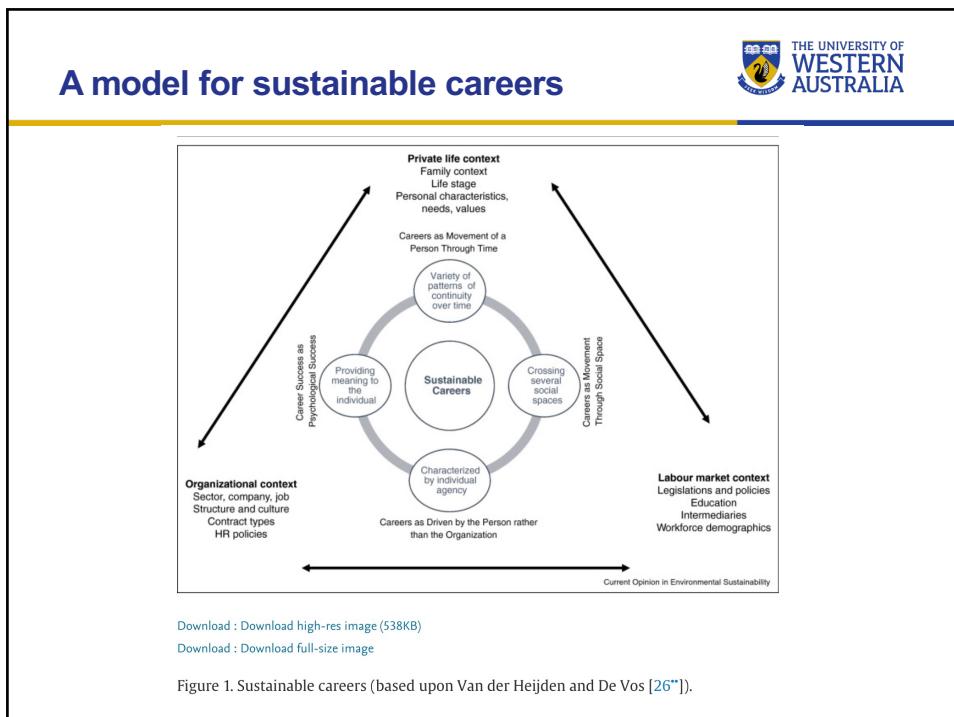
13

## Theorisations



- In terms of **what they provide to the individual**: happiness, health, and productivity (De Hauw & Greenhaus, 2015; De Vos et al., 2020; Greenhaus et al., 2024), employability (Donald et al., 2020; Lawrence et al., 2015), and meaning (De Vos et al., 2020; Van der Heijden & De Vos, 2015).
- In terms of their **characteristics**: renewability that supports longer working lives and life balance; flexibility and adaptability that create resiliency; and integration with experiences, information and knowledge for future career development (Chin et al., 2021; Newman, 2011).

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16

**Introduction**



**What does work means to you?**



**The meaning of work**



Work as...	Definition
A commodity (Economics)	An abstract quantity of productive effort that has tradable economic value.
A curse (Plato and Aristotle)	An unquestioned burden necessary for human survival or maintenance of the social order.
Freedom (Florida)	A way to achieve independence from nature or other humans, and to express human creativity.
Personal fulfilment and content (Kant)	Physical and psychological functioning that (ideally) satisfies individual needs.
Social relations (Sociology)	Human interaction embedded in social norms, institutions, and power structures.
A source of meaning (Dostoyevsky)	Work is a primary source of meaning, and meaning is a fundamental human need.
Identity (Psychology)	Allows people to express their essence, and to understand where they stand in the social structure.
Service (Theology)	The devotion of effort to others, such as God, household, community, or country.

(Adapted from Budd, 2011; Svendsen, 2016)

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**Career Identity**



**“Career identity refers to the way individuals define themselves in terms of their work and career roles, which shapes their sense of purpose, motivation, and long-term aspirations.”**

(Fugate et al., 2004)

- A career identity is not static — it evolves over time.
- It is shaped by personal values, social expectations and cultural beliefs.
- How we perceive work will also influence how we construct career identity.

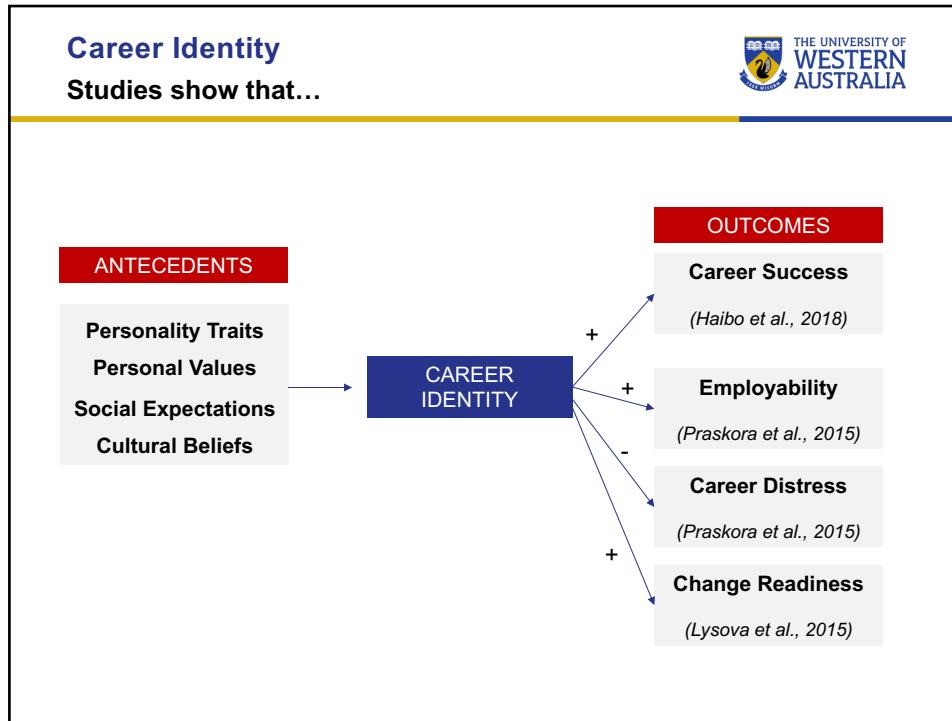
18

**Views on work and impact on identity**



Discipline	View of Work	Impact on Career Identity
Sociology	Work as a <b>social structure</b> that determines status, power, and mobility.	Individuals may see their career identity in terms of <b>class, gender, or societal roles</b> .
Psychology	Work as a <b>source of personal fulfillment, self-actualization, and motivation</b> .	Career identity is shaped by <b>intrinsic motivation, strengths, and personality</b> (e.g., Holland's career types).
Philosophy	Work as a <b>means of purpose and moral duty</b> or as an alienating force.	People may construct career identities around <b>ethics, creativity, or resistance to work as exploitation</b> .
Theology	Work as a <b>vocation, service, or divine calling</b> .	Career identity is framed as a <b>mission or contribution to a higher purpose</b> (e.g., clergy, social work, charity).
Economics	Work as a <b>commodity exchanged for wages in a labor market</b> .	Career identity is seen as a <b>rational economic choice</b> driven by stability and financial gain.

19



20

**Reflection**

 **What is career success for you?**

Salary?  
A position?  
Car park?  
Fulfillment?



21

**Career Success**



**“The positive psychological or work-related outcomes accumulated as a result of one’s work experiences”.**

(Seibert et al., 1999)

- Career success is a **subjective and objective** phenomenon that varies across individuals, cultures, and industries.
- It is influenced by individual factors (e.g. personal goals), organisational factors (e.g. structures and policies), and broader contextual factors (e.g. labour market trends).

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**Career Success**

**Objective or Subjective**

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Dimension	Definition	Examples
Objective Career Success	Tangible, externally recognized achievements	Promotions, salary, awards, job title
Subjective Career Success	Internal, personally defined career satisfaction	Work-life balance, fulfillment, personal growth

Metric	Definition	Example
Income & Job Title	Tangible indicators of professional growth	Salary, managerial positions
Job Satisfaction	Emotional fulfillment from work	Happiness at work, meaningfulness
Career Longevity	Ability to maintain a career over time	Low job turnover, sustained employability
Work-Life Balance	Ability to integrate career with personal life	Flexible schedules, job autonomy

(Hesling, 2005; NG et al., 2005)

23

**Career Success**

**Which criteria?**

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**SELF-REFERENT CRITERIA**

an individual's **personal standards** and **intrinsic values** when evaluating their career success, such as job satisfaction, work-life balance, or a sense of purpose.



**OTHER-REFERENT CRITERIA**

Involve external comparisons to peers, industry norms, or societal benchmarks, such as salary levels, promotions, or professional recognition.

People's **career success criteria evolve over time**, and it can be shaped by personality, culture, industry of employment, life stage, and social standards.

(Hesling, 2005)

24

**Factors influencing success**

**Individual factors**

- **Personality traits:** proactiveness, resilience, and adaptability influence success.
- **Human capital:** education, training, experience, and continuous learning.
- **Social capital:** networking and strong professional relationships.
- **Socio-demographic variables:** such as gender, race and age.

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**Factors influencing success**

**Organisational factors**

- **Workplace culture:** supportive, inclusive, and growth-oriented environments boost career success.
- **Organisational characteristics:** such as size and ownership.
- **Leadership, mentorship and HR Development initiatives.**
- **HR policies:** around flexible work arrangements and skill-building programs.

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**Factors influencing success**

**Societal and economic factors**

▪ **Environmental factors:** such as economic stability, recessions and downturns.

▪ **Societal factors:** such as legislation and education system.

▪ **Cultural norms,** values and expectations: definitions of success can differ across cultures.

▪ **Industry** trends and job market conditions.

27

**Career Success**

**Studies show that...**

**ANTECEDENTS**

**Personality Traits**  
(Hirschi et al., 2021)

**CAREER SUCESS**

**OUTCOMES**

Withdrawal  
Career attitudes  
Well-Being  
Health  
Self-Concept

(Spurk et al., 2019)

28

## Career Competencies



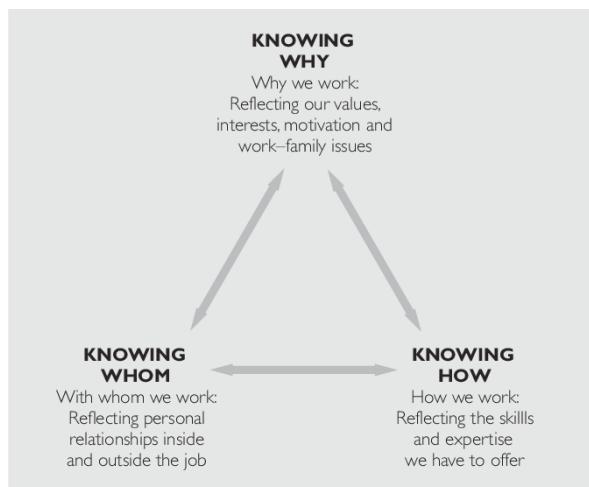
**“Career competencies are the skills and attributes that enable individuals to proactively shape their careers, remain employable, and adapt to changing work environments”.**

(Akkermans et al., 2013)

- Career competencies are resources that can help individuals as they work towards their career goals.
- These are the essential elements needed by an individual to enact their career.
- Different career competency models have been proposed.

29

## Career Competencies



(DeFillippi & Arthur, 2012)

30

**Career Competencies**

```

graph LR
    CC((Career Competencies)) --> RC([Reflective Competencies])
    CC --> CC([Communicative Competencies])
    CC --> BC([Behavioral Competencies])
    RC --> RM([Refl. on Motivation])
    RC --> RQ([Refl. on Qualities])
    CC --> N([Networking])
    CC --> SP([Self-Profiling])
    BC --> WE([Work Exploration])
    BC --> CC([Career Control])
  
```

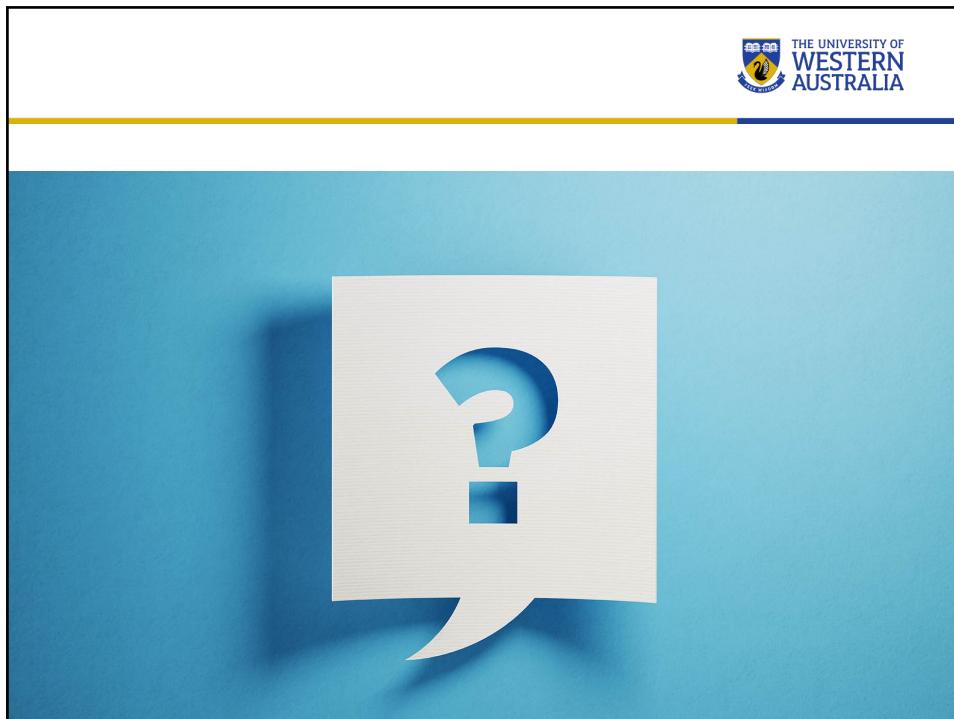
(Akkermans et al., 2013)

31

**Implications for CD and HRM**

- Recognise that career success is not linear and invest in **work design** to create alternative career paths (e.g., flexible promotions, lateral moves).
- Provide **flexible work arrangements** to support different career stages, life transitions (e.g. parental and care leave) and well-being.
- Allow for **job crafting** opportunities that allow for challenges while maintaining work-life balance.
- Offer employer-sponsored **upskilling**, supporting employees in realigning career goals and engaging in continuous learning.
- Support a culture of **networking and mentorship**.
- **Recognise Cultural & Disciplinary Differences.** There is **no single way to define career success or identity**.
- **Support different work orientations.** Some employees seek **status**, others seek **meaning**, and some prioritise **stability**.

32



33

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# Week 3 Workshop

HRMT5530 | Career Development &  
Employability  
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1

## Plan for this Workshop



- Main **takeaway** of the week
- **Quiz:** what did you get from this week's learnings?
- **Survey:** How protean are we?
- **Class discussion:** boundaryless careers
- **Class discussion:** career competencies in the future of work
- **Individual activity:** personal career success and competencies



2

**TAKE AWAY**

## Take away

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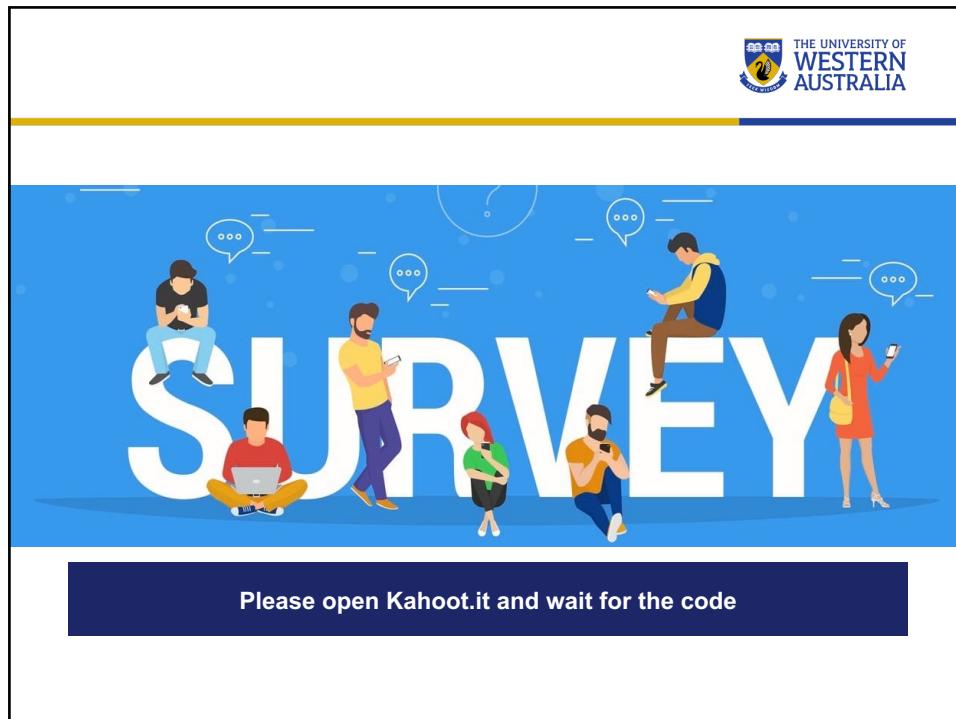
- **Protean, boundaryless, kaleidoscope, and sustainable** careers reflect a career evolution in the past 40-50 years.
- **Career identity** is shaped by individual traits, work experiences, and societal influences, as well as how individuals interpret work and career meaning.
- Some individuals assess **career success** internally, while others compare their careers to external benchmarks. Some individuals assess career success objectively, while others take into consideration subjective aspects of a career.

3

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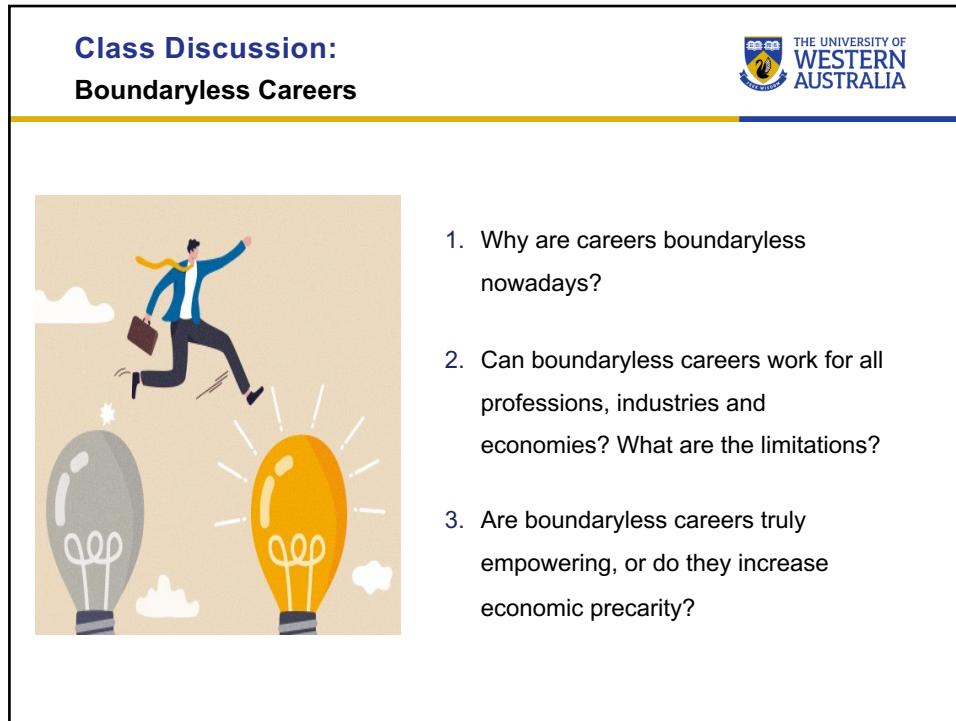
Please open Kahoot.it and wait for the code

4



The slide features the University of Western Australia logo at the top right. Below it is a large blue banner with the word "SURVEY" in white, bold letters. Seven stylized human figures of various ages and ethnicities are scattered across the banner, each holding a smartphone or a laptop and looking at their screens. Above the banner, there are several thought bubbles with three dots inside, suggesting ideas or responses. At the bottom of the slide is a dark blue rectangular button with the text "Please open Kahoot.it and wait for the code" in white.

5



The slide features the University of Western Australia logo at the top right. The title "Class Discussion: Boundaryless Careers" is centered at the top left. Below the title is a light brown background illustration of a man in a suit running towards the right, carrying a briefcase. To his left is a dimly lit lightbulb, and to his right is a brightly lit yellow lightbulb with radiating lines, symbolizing ideas and innovation. To the right of the illustration is a list of three questions:

1. Why are careers boundaryless nowadays?
2. Can boundaryless careers work for all professions, industries and economies? What are the limitations?
3. Are boundaryless careers truly empowering, or do they increase economic precarity?

6

**Class Discussion:**  
Career competencies in the future of work

What are the career competencies that you believe individuals need to ensure sustainable careers in the future of work?

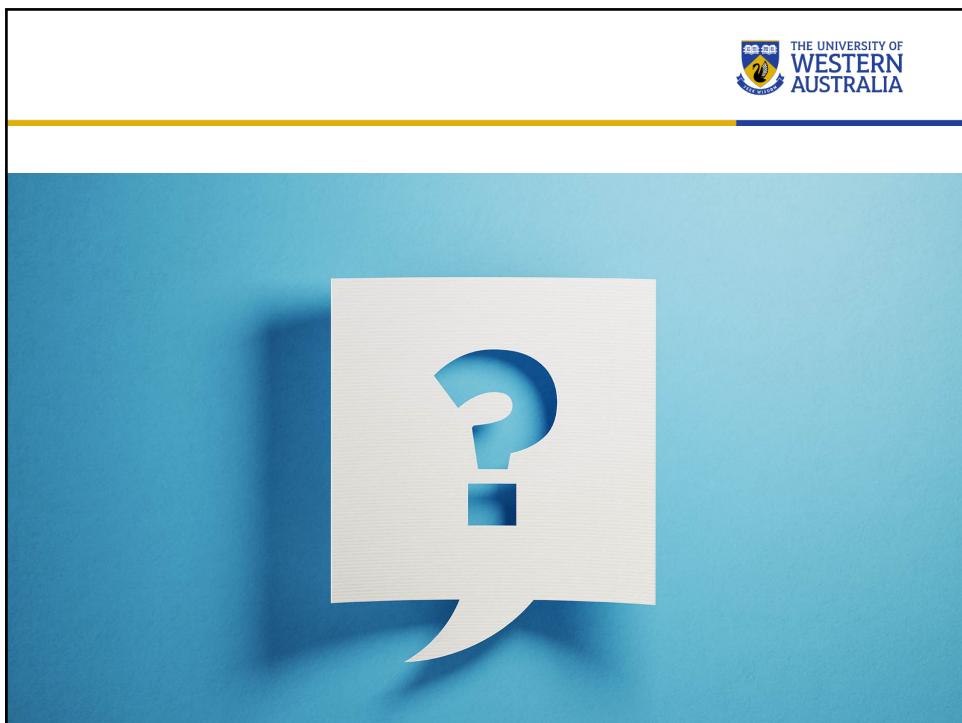
8

**Individual Reflection & Activity**  
Career success and competencies

1. What does career success mean to you? How do you assess your success? Do you envision your definition changing over time?

2. Using a competency model of your choice, assess your career competencies. What do you need to develop further to achieve the goals you defined previously?

10



11



**Week 4:**  
**Career Theories**

HRMT5530 | Career Development & Employability  
Dr Renata Casado  
Semester 1 | 2025

1

## Introduction



SHARON BELDEN CASTONGUAY  
The Psychology of C alternate identity started with this cane

The Psychology of Career Decisions | Sharon Belden Castonguay | TEDxWesleyanU

TEDx Talks 42.5M subscribers

Approve

Pause (X)

15K Share Download ...

**TEDxWesleyan | The Psychology of Career Decisions | Sharon Belden Castonguay (2018)**

<https://www.youtube.com/watch?v=4e6KSaCxcHs>

2

The illustration depicts a progression of figures representing different stages of career development. It starts with two monkeys on the left, followed by a caveman holding a stone tool, another caveman holding a spear, a modern man in a plaid shirt, and finally a person sitting at a desk working on a computer. This visual metaphor represents the transition from basic survival skills to modern professional work.

**Week 4 | Part 1**

## Career evolution

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3

**Career evolution into the 21<sup>st</sup> century**

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- Last week we learned how individuals and organisations' approaches to career have evolved in the past 50 years, from an organisational/bureaucratic career (internal to the firm) towards a career that is:
  - Protean;
  - Boundaryless;
  - Multifaceted (Kaleidoscope);
  - Sustainable.

The circular collage features several icons and figures representing different aspects of career and life. It includes a building, a globe, a person in a hard hat, a person with a briefcase, a person with a clipboard, a person reading a book, a stack of books, a calendar, and a person with glasses. The collage is divided into three main sections: a green section on the left, a blue section on the top right, and a yellow section on the bottom right.

4

**Career theory evolution**

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- This week we focus on the evolution of career theory:
  - Traditional theories (such as PE-Fit)
  - Post-Modern Theories (such as SCCT)

5

**A historical evolution of career theory**

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- Career theories have evolved in response to changes in work, society, and individuals' perspectives on career success. Broadly, they can be categorised as:

Modern Theories	CAREER THEORIES	Postmodern career theories
<b>Traditional career theories</b> <i>(Early 20<sup>th</sup> Century – 1970s)</i> <ul style="list-style-type: none"> <li>- Emerged when career paths were largely <b>linear, stable, and organisation-driven</b>.</li> <li>Focus on <b>predictability and fit</b> between a person and a job.</li> <li>Careers were seen as <b>hierarchical progressions</b> within organisations.</li> <li>- <b>Career success</b> was based on <b>matching</b> individuals with suitable work environments.</li> </ul>	<b>Modern career theories</b> <i>(1980s – 2000s)</i> <ul style="list-style-type: none"> <li>- With the <b>decline of lifelong employment</b> and rise of career mobility, new theories emerged that incorporated uncertainty, adaptability, and personal agency in career development.</li> <li>- Recognise that career paths are <b>not always linear</b>.</li> <li>- Acknowledge the role of <b>self-direction and career adaptability</b>.</li> <li>- Consider organisational and labour market <b>changes</b> in career choices.</li> </ul>	<b>Postmodern career theories</b> <i>(2000s – Present)</i> <ul style="list-style-type: none"> <li>- Career paths are nonlinear. They are uncertain and shaped by personal meaning.</li> <li>Recognise the role of chance, change and cultural context.</li> <li>Emphasise self-construction and individual agency in shaping careers.</li> </ul>

6

**A historical evolution of career theory**



Category	Time Period	Key Idea	(Some) Representative Theories
<b>Traditional</b>	1900s–1970s	Careers are <b>stable</b> , <b>predictable</b> , and based on <b>fit</b>	Person-Environment Fit, Parsons (Trait-Factor), Super's Life-Span Theory
<b>Modern</b>	1980s–2000s	Careers are <b>flexible</b> , <b>self-directed</b> , and involve <b>adaptability</b>	Protean Career, Boundaryless Career, Career Construction, Career Adaptability
<b>Postmodern</b>	2000s–Present	Careers are <b>nonlinear</b> , <b>unpredictable</b> , and <b>personally constructed</b>	Chaos Theory, Planned Happenstance, Narrative Career Theory, Career Crafting

7

**Philosophical positions**



- **Logical positivism:** is reflected in the matching process proposed by Parsons (1909), which emphasises a rational linear approach based on objective knowledge.
  - Core assumptions: behaviour is measurable, observable, and linear; individuals can be studied separately from their environments; and context is less important than action.
- **Constructivism:** emphasises the role of contexts and posits that individuals are active agents in the construction of their lives across time.
  - Core assumptions: reality is socially constructed rather than objectively discovered, meaning that individuals create their own career meanings based on personal experiences, interactions, and cultural contexts. It rejects the idea of a single, fixed career path.

(Patton & McMahon, 2014)

8

The diagram consists of a central white square labeled 'You'. From this center, several grey lines radiate outwards to various colored squares representing different fields of work:

- top-left: purple square labeled 'technology'
- top: yellow square labeled 'commerce'
- top-right: light green square labeled 'military'
- right: orange square labeled 'engineering'
- far right: yellow square labeled 'science'
- bottom-left: pink square labeled 'medicine'
- bottom: blue square labeled 'education'
- bottom-center: purple square labeled 'LAW'
- bottom-right: light green square labeled 'ART'
- far right: orange square with a question mark '?'
- far bottom-right: pink square

**Week 4 | Part 2**

**Career theories**

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9

**Parsons' (1909)**  
**Trait-and-Factor Theory of Career Choice**

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- Frank Parsons, often called the father of vocational guidance, developed the Trait-and-Factor Theory in the early 20th century.
- Core Assumptions:**
  - Individuals have unique traits, including aptitudes, interests, personalities, and values.
  - Jobs have specific requirements, and each occupation has a set of necessary skills, abilities, and working conditions.
  - Career success depends on the right match! The better the fit between a person's traits and the job's requirements, the more satisfied and successful they will be in their career.

10

**Parsons' (1909)**  
**Trait-and-Factor Theory of Career Choice**

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**Trait-and-Factor Theory of Career Choice** is a matching career theory that suggests individuals can achieve career success and satisfaction by aligning their personal traits (e.g., abilities, interests, values) with the requirements of a specific job.

Career decision-making should be a rational and objective process involving three key steps: self-assessment, understanding occupations, and making a logical career decision.

11

**Holland's (1959)**  
**RIASEC Model of Personalities**

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Like Parsons, Holland believed that career success and satisfaction depend on **matching** an individual's characteristics with the right work environment. However, he expanded this idea by categorising both people and jobs into **six personality types**.

**Box 5.1 RIASEC Categories**

- Realistic: "Those who do things" (p. 46), showing a preference for hands on work includes working with tools or objects (e.g., skilled trades or service work)
- Investigative: "Those who think about things" (p. 46), representing a scientific, problem-solving perspective involving imaginative investigation (e.g., physician, biologist, chemist)
- Artistic: "Those who create things" (p. 46), suggesting a flare for artistic, expressive endeavors (e.g., theater, interior decorator, musician)
- Social: "Those who help others" (p. 47), with an interest in human interaction that might include social welfare or education (e.g., training, teaching, counseling)
- Enterprising: "Those who persuade others" (p. 47), preferring connections that involve persuasion, selling; sense of self as ambitious (e.g., business owner, consultant)
- Conventional: "Those who organize things" (p. 47), demonstrating skill in "systemic processes, numbers, records, accounting, and clerical occupations" (p. 47) (accountant, administrative assistant)

Source: Shoffner Creager and Deacon (2012)

12

**Super's (1980)**  
**Life-Span, Life-Space Theory**

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**Life-Span, Life-Space Theory** is a developmental career theory that explains how career choices and work roles evolve across a person's lifetime. It highlights that career development is a lifelong process influenced by both personal growth (life-span) and the multiple roles individuals play in society (life-space).

- Challenged the static "trait-matching" models by emphasising that careers evolve over a lifetime and that people's self-concept (and situations) change with experiences.

13

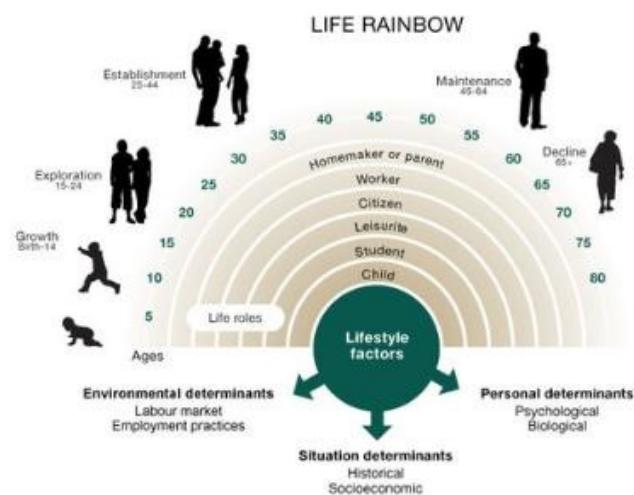
**Super's (1980)**  
**Life-Span, Life-Space Theory**

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Super identified:

- Five career development stages, recognising that career decisions and self-concept change as people grow.
- Eight life roles at various points in people's careers.

**LIFE RAINBOW**



The diagram illustrates the 'LIFE RAINBOW' model. It features concentric circles representing different life stages and roles. The outermost circle is labeled 'Ages' with numerical markers from 5 to 80. The inner circles are labeled 'Life roles' and include 'Child', 'Student', 'Leisurely', 'Worker', 'Citizen', 'Homemaker or parent', and 'Maintenance'. The innermost circle is labeled 'Lifestyle factors'. Arrows point from 'Environmental determinants' (Labour market, Employment practices) and 'Personal determinants' (Psychological, Biological) towards the 'Lifestyle factors' circle. At the bottom, 'Situation determinants' (Historical, Socioeconomic) are shown influencing the 'Lifestyle factors'.

14

**Person-Environment (P-E) Fit**

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**Person-Environment (P-E) Fit Theory** is a matching career theory that posits that individuals experience higher levels of job satisfaction, performance, and well-being when their personal characteristics (e.g., skills, values, personality, and interests) align with their work environment (e.g., job demands, organisational culture, and coworkers). Misalignment can lead to stress, dissatisfaction, and turnover.

(Kristof, 1996)

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**Person-Environment (P-E) Fit**

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- Evolved to address the extent to which the characteristics of an individual are similar to, or are complementary to, the characteristics of the job, group, or organisation.
- Fit can be created through naturally occurring processes such as the cycle of being attracted to, selected by, and remaining in an organisation, or through deliberate interventions such as socialisation and training.
- There are different theories of Fit which focus primarily on the interaction between individuals and their work environments. There are also different scales to measure it.

16



**These theories are foundational to the study of careers, but can you think about some criticism it has received or considerations that must be made?**

17

## Social Cognitive Career Theory



“**SCCT** posits that career choice behaviour is influenced by the interplay of self-efficacy beliefs, outcome expectations, and personal goals, all of which are shaped by learning experiences and contextual factors”.

(Lent et al., 1994)

- SCCT explains why people choose certain careers, why they persist or disengage, and how barriers or supports influence their career paths.
- It is widely used to study career development in diverse populations, including underrepresented groups.

19

**Social Cognitive Career Theory**

**Key constructs**

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The diagram shows five bullet points listed vertically on the left. To the right of the last point, a vertical bracket groups all five points under the label "PERSON COGNITIVE VARIABLES".

- **Self-Efficacy:** A person's belief in their ability to succeed in a specific career or task.
- **Outcome Expectations:** The anticipated consequences of engaging in a particular career or educational path.
- **Learning Experiences / Choice Goals:** Past experiences that shape one's career interests and confidence.
- **Environmental Factors:** Social and structural influences (e.g., economic conditions, family expectations, discrimination) that can support or hinder career choices.
- **Personal Inputs:** predispositions, such as biological sex, gender, disabilities, and race/ethnicity.

20

**Social Cognitive Career Theory**

**Cultural validity**

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The diagram shows two bullet points listed vertically in a yellow rectangular box. Below this box is a dark blue rectangular box containing a statement.

- SCCT integrates demographic, environmental, cognitive, and behavioural variables to account for the vocational development of individuals with diverse backgrounds and needs.
- Research shows that it works well for a diverse global workforce in a changing career environment - Rigorous evidence for the cross-country validity of the SCCT.

**However, it does not account for how people perceive and overcome career barriers.**

21

**Career Construction Theory**

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“CCT explains how individuals actively construct their careers through meaning-making, adaptability, and personal narratives”.

(Savickas, 2005)

- CCT builds upon Donald Super's Life-Span, Life-Space Theory, integrating constructivist and narrative approaches to career development.
- Centrality of Career Adaptability.



22

**Career Construction Theory**

**Key ideas**

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- **Departs from traditional trait-and-factor career theories** (which assume people match themselves to jobs).
- **Careers are subjective and constructed:** People give meaning to their careers through their own experiences and interpretations.
- **Careers are dynamic and evolving:** Not fixed; they are shaped by life experiences, social interactions, and external events.
- **Careers are narrative-driven:** Individuals **construct** their careers through storytelling, making sense of past experiences to guide future decisions.

AGENCY ROLE OF INDIVIDUALS

23

## Career Construction Theory

### Career Adaptability



- Defined as a **set of psychological resources** (concern, control, curiosity, confidence) that help individuals **navigate career** transitions, challenges, and uncertainties. Dimensions:
  - **Concern:** Thinking about the future of one's career.
  - **Control:** Taking responsibility for career decisions.
  - **Curiosity:** Exploring different career paths and options.
  - **Confidence:** Believing in one's ability to succeed despite obstacles.
  
- Career change is **an evolving, exploratory process** rather than a direct decision.

(Savickas & Porfeli, 2012)

24



26



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# Week 4 Workshop

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Semester 1 | 2025

1



## Plan for this Workshop

- **Quiz:** what did you get from this week's learnings?
- Main **takeaway** of the week
- **Individual activity followed by class discussion:** career development in your life spam



2

The slide features a blue background with white dashed lines forming a large 'QUIZ' shape. Inside the letters are various school-related icons: a pencil in the 'Q', a lightbulb in the 'U', a magnifying glass in the 'I', and books in the 'Z'. The top right corner contains the University of Western Australia logo and the text 'THE UNIVERSITY OF WESTERN AUSTRALIA'. A dark blue bar at the bottom contains the text 'Please open Kahoot.it and wait for the code'.

3

The slide has a white background. On the left is a blue circle containing the text 'TAKE AWAY' in white. To the right of the circle, the word 'Take away' is written in blue. The top right corner features the University of Western Australia logo and the text 'THE UNIVERSITY OF WESTERN AUSTRALIA'. Below this, a list of bullet points provides key takeaways:

- Career theories have evolved in response to changes in work, society, and individuals' perspectives on career success.
- The Western notion of career is less appropriate in developing countries, where work may be conceptualised differently. The terms career and career development are also less relevant to the almost two-thirds of the global workforce who work in the informal economy, engage in voluntary work, or work from home.
- Understanding individuals' traits (personalities, values) is still important.
- SCCT integrates demographic, environmental, cognitive, and behavioural variables to better account for the vocational development of individuals with diverse backgrounds and needs.

4

**Individual Reflection & Activity**  
**Career development in your life spam**

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1. Draw a lifeline from when you were 5 years old to your present age. Using Super's (1980) Life-Space Model, list beside the relevant ages, your life roles, your aspirations (what you wanted to be?), courses you have studied, and occupations you have held.
2. Reflect on how these aspirations, courses, occupations, and roles came about (i.e., what or who influenced your thinking, and how you made decisions and transitioned between the roles).
3. Now think about the theories you have been introduced to and consider how they may have accounted for your career development at various times in your life. Was there a point in which your traits could have explained your choices? What about environmental factors?

5

**Individual Reflection & Activity**  
**Career development in your life spam**

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The diagram illustrates the Life Rainbow model by Super (1980), showing the progression of life stages and the factors that influence them. The stages are represented by silhouettes of people at different ages, with corresponding life roles listed below each stage. The stages are:

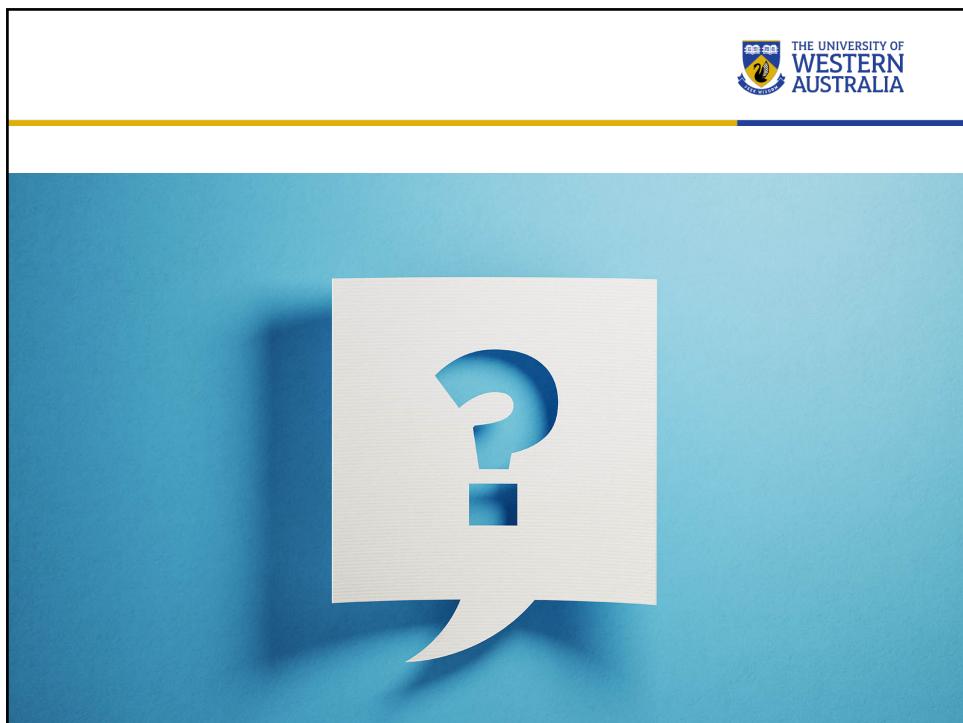
- Establishment (25-44):** Homemaker or parent, Worker, Citizen, Leisure, Student, Child.
- Maintenance (45-64):** Decline (65-80).
- Exploration (15-24):** Growth (Birth-14).
- Growth (Birth-14):** Exploration (15-24).
- Child (5-10):** Exploration (15-24).
- Leisure (10-15):** Exploration (15-24).
- Student (15-20):** Exploration (15-24).
- Citizen (20-25):** Exploration (15-24).
- Worker (25-30):** Establishment (25-44).
- Homemaker or parent (30-35):** Establishment (25-44).
- Establishment (35-40):** Maintenance (45-64).
- Maintenance (40-45):** Maintenance (45-64).
- Maintenance (45-50):** Maintenance (45-64).
- Maintenance (50-55):** Maintenance (45-64).
- Maintenance (55-60):** Maintenance (45-64).
- Maintenance (60-65):** Maintenance (45-64).
- Decline (65-70):** Maintenance (45-64).
- Decline (70-75):** Maintenance (45-64).
- Decline (75-80):** Maintenance (45-64).

The diagram also identifies several determinants that influence these stages:

- Lifestyle factors:** A central green circle.
- Environmental determinants:** Labour market, Employment practices.
- Situation determinants:** Historical, Socioeconomic.
- Personal determinants:** Psychological, Biological.

(Super, 1980)

6



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# Week 5: Career Challenges

HRMT5530 | Career Development &  
Employability  
Dr Renata Casado  
Semester 1 | 2025

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Week 5 | Part 1  
**Career transitions**



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Super (1980) identified **five career development stages**, recognising that career decisions and self-concept change as people grow.

**We're now questioning having these "traditional" stages!**

Instead, we're alternating between changing jobs and careers, pursuing opportunities for education, and making time for periods of rest and restoration.

**LIFE RAINBOW**

Exploration 15-24  
Growth Birth-14  
Establishment 25-44  
Maintenance 45-64  
Decline 65+  
Ages 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80  
Life roles  
Lifestyle factors  
Environmental determinants Labour market Employment practices  
Personal determinants Psychological Biological  
Situation determinants Historical Socioeconomic  
Super's (1980)  
Life-Span, Life-Space Theory

**"Frequent transitions will constitute a long working life".**

(Ibarra, 2023)

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## Transition can mean different things!

Career Transition	Key Issues to Consider
Early Career Transitions (Education to Workforce)	Lack of experience, expectation vs. reality, workplace adaptation
Job or Role Changes (Lateral & Vertical Moves)	New competencies, relationship management, cultural adjustment
Industry or Career Field Transitions	Transferable skills, employer scepticism, financial risks
Entrepreneurship & Self-Employment	Financial uncertainty, business setup, self-motivation
Career Interruptions & Workforce Re-entry	Skill obsolescence, rebuilding confidence, discrimination
Mid-Career Transitions (Major Career Shifts)	Career stagnation, age bias, adapting to new responsibilities
Late-Career Transitions (Pre-Retirement & Second Careers)	Financial planning, meaningful work, legacy and mentorship
Gig Work & Portfolio Careers	Job insecurity, financial unpredictability, work-life balance
International & Cross-Cultural Career Transitions	Visa/work permits, cultural adaptation, family relocation
Career Transitions Due to External Factors (AI, Economic Shocks)	Rapid reskilling, financial stress, adapting to new job markets

4

**Why are career transitions difficult?**

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- **Lack of institutional support:** Unlike traditional career paths, career changes today lack structured guidance (e.g., professional promotions, clear steps).
- **Loss of professional identity:** Work often defines a person's identity, and transitioning to new roles (especially after layoffs) can cause **insecurity, anxiety, and confusion.**

**But would you say this is a very limited view?  
What other issues would you consider?**



(Ibarra, 2023)

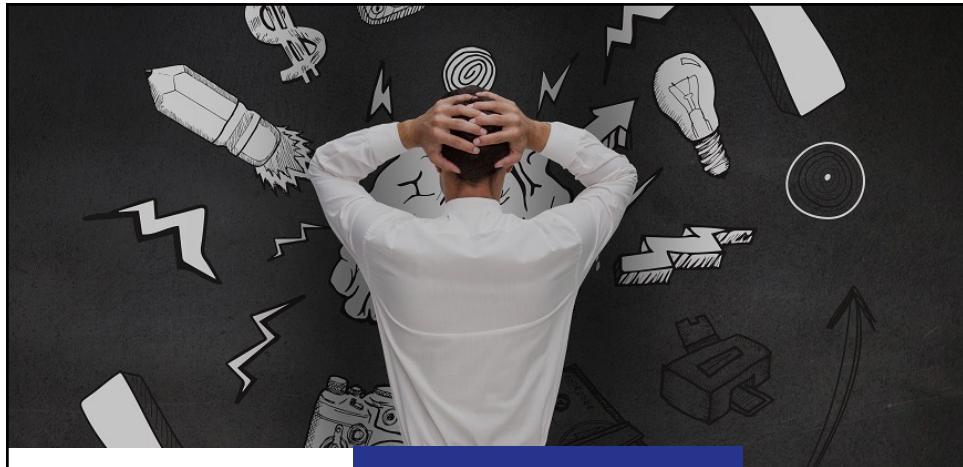
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**Why are career transitions difficult?**

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- **Psychological barriers:** Fear of failure, loss aversion, decision paralysis.
- **Financial constraints and economic uncertainty:** Possibility of pay cuts, gaps in income, or higher education/training costs, existing financial obligations.
- **Skill gaps and the need for (up or) reskilling:** Many career transitions require new skills, certifications, or industry knowledge, which can be time-consuming and costly to acquire. The traditional education systems may not adequately support mid-career learners, making skill acquisition harder.
- **Social and cultural pressures.**
- **Practical barriers:** Including geography, visa restrictions.

6



**Week 5 | Part 2**

## Career shocks

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 **What challenges have you faced in your career so far?**

- Most individuals will experience some challenges as they navigate their careers.
- These challenges (and their outcomes) will vary from person to person.
- Not all challenges will have negative career influences. Some challenges can result in positive outcomes.

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**Career Shock**

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“A disruptive and extraordinary event that is, at least to some degree, caused by factors outside the focal individual’s control and that triggers a deliberate thought process concerning one’s career. The occurrence of a career shock can vary in terms of predictability and can be either positively or negatively valanced”.

(Akkermans et al., 2018)

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**Career Shock**

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- A career shock captures a distinct and impactful event that triggers deliberation about potential career transitions (Seibert et al., 2016, p. 245-246).
- These events are disruptive and extraordinary, and to some extent, they are influenced by factors beyond one's control (Akkermans et al., 2018).
- These events can be positive or negative (Ali et al., 2021); they can be unanticipated (such as illness), or they may be planned (such as pregnancy) (Seibert et al., 2013).
- Career shocks can vary in their impact as subjectively judged by the individual (Burton et al., 2010).

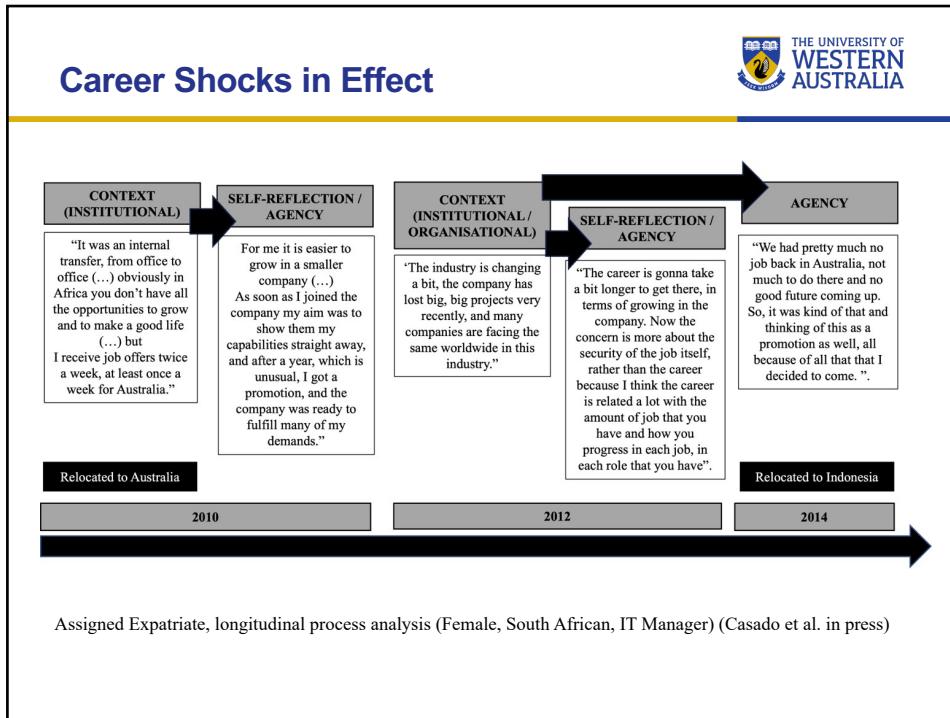
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**Attributes of Career Shock**

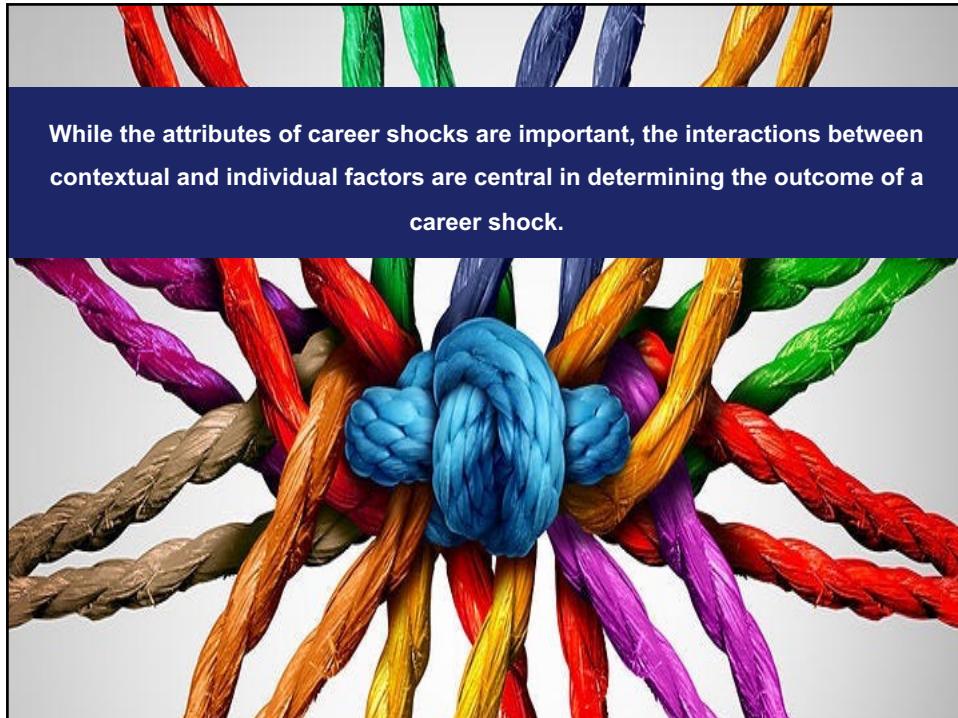


Attribute	Description	Examples
<b>Frequency</b>	How often a career shock occurs in an individual's career.	Frequent job restructuring vs. a once-in-a-lifetime career crisis.
<b>Controllability</b>	The extent to which the individual can influence or prevent the shock.	Layoff due to company closure (low control) vs. voluntary resignation (high control).
<b>Predictability</b>	Whether the event was anticipated or completely unexpected.	Sudden termination (unpredictable) vs. scheduled contract end (predictable).
<b>Valence</b>	Whether the career shock has a positive or negative impact.	Unexpected promotion (positive) vs. sudden job loss (negative).
<b>Duration</b>	How long the effects of the shock last (short-term vs. long-term).	A brief leadership change vs. long-term industry decline affecting careers.
<b>Locus</b>	The source of the shock (personal, organisational, environmental, geopolitical).	Personal (illness), Organisational (mass layoffs), Environmental (natural disaster), Geopolitical (war).

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**Are we helpless?**

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Individuals	Organisations
<p>Individuals have agency!</p> <p>Also, developing career competencies, resilience and demonstrating positive attitudes can help when experiencing a career shock (Blokker, et al., 2019; Mansur &amp; Felix, 2021; Seibert, et al., 2016).</p>	<p>Organisations can help employees who are facing a career shock – by providing support, developmental opportunities, and accommodative practices (Pak, et al., 2021; Wordsworth &amp; Nilakant, 2021).</p>

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**Week 5 | Part 3**

## Other career challenges

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**Career Challenges**

### Work-Life Issues

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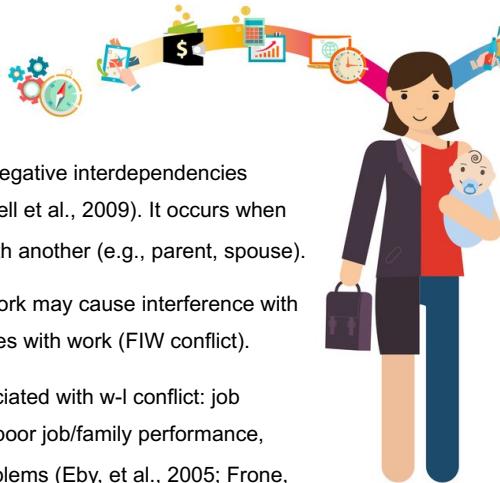
- A significant career challenge for many individuals is negotiating the **multitude of roles** we undertake as adults.
  - People in Australia spent an average of three and a half hours a day on unpaid work activities (ABS Census 2021).
  - 2.5 million people provided unpaid assistance to others with a disability, long-term health condition or due to old age (ABS Census 2021).
  - A survey found that good work/life balance was the number one reason why millennials and Gen Zs chose to work for their current employer (Deloitte, 2022).



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**Work-Life Issues**

**Work-Life Conflict**

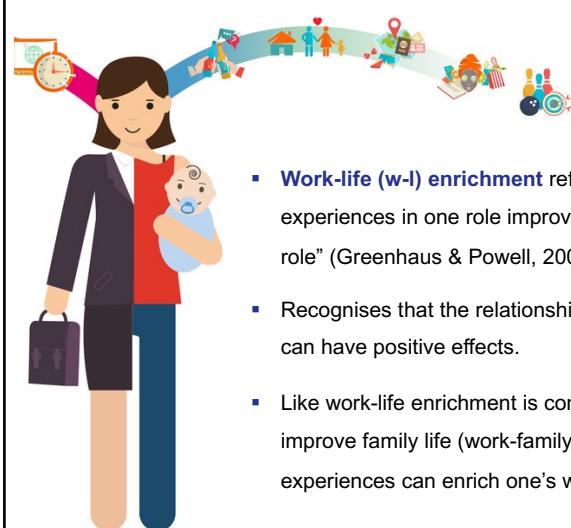



- **Work-life (w-l) conflict** refers to a “negative interdependencies between work and family roles” (Powell et al., 2009). It occurs when one role (e.g., employee) conflicts with another (e.g., parent, spouse).
- It is a bidirectional construct where work may cause interference with family (WIF conflict) or family interferes with work (FIW conflict).
- Several negative outcomes are associated with w-l conflict: job dissatisfaction, intention to turnover, poor job/family performance, family dissatisfaction, and health problems (Eby, et al., 2005; Frone, 2003).

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**Work-Life Issues**

**Work-Life Enrichment**

- **Work-life (w-l) enrichment** refers to “the extent to which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006).
- Recognises that the relationship between work life and family life can have positive effects.
- Like work-life enrichment is conceived as bidirectional. Work can improve family life (work-family enrichment), and family experiences can enrich one’s work (family-work enrichment).

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## Work-Life Issues

### Work-Life Enrichment



- **Non-work roles** (e.g., parent, friend, volunteer) can make significant contributions to individuals' careers.
- Non-work roles can provide psychological resources (confidence, esteem, satisfaction) and managerial skills.
- Non-work roles can result in strong socio-emotional support which may help individuals deal with stressors.
- Non-work roles and activities can help individuals' careers; work roles and activities can result in greater general well-being.

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## Work-Life Initiatives

### The role of organisations



- The increasing number of employees working remotely and the pronounced nature of work-life conflicts have led **organisations to develop interventions** (Kossek et al., 2009) – e.g. HR practices and policies, job redesign - to enhance workers' choices.
- Work-life initiatives, which can help individuals to balance their work-life relationship can have a **positive impact on organisational outcomes** (Morris, 2008).

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## Career Challenges

### Precarious Work



- Precarious work is that which is perceived by workers as being "uncertain, unpredictable, and risky" (Kalleberg, 2009).
- Work that:
  - is "non-standard, atypical, alternative, non-regular, or contingent";
  - is lacking in economic security (e.g., low-income and/or limited benefits);
  - offers limited power and control to employees (e.g., collective bargaining rights);
  - limits employee protections and rights;
  - may result in unsafe working conditions.

(Allan, et al., 2021)

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## Career Challenges

### Precarious Work and the GIG Economy



- Precarious work is a worldwide phenomenon that has increased in many countries over the past 50 years.
- A result of several interrelated factors: economic shifts, technological advancements, and the changing nature of employment relationships.
- Gig work spans a broad spectrum, from low-skill tasks (ridesharing, delivery) that require minimal training to highly skilled work that demands advanced expertise and qualifications (consulting work, telehealth). They are all precarious in nature.

By 2021, 16% of U.S. adults reported earning money via gig platforms, with higher participation among younger demographics. In Australia, 7% of workers have engaged in gig economy.



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## Strategies to navigating Career shocks and transitions



- **Diverge and Delay**
  - Instead of rushing into the next role, explore multiple career possibilities.
  - Experiment with different jobs, freelancing, or upskilling before committing.
- **Exploit and Explore**
  - Use existing skills in new ways (exploit) while also learning and testing new career paths (explore).
- **Bridge and Bond**
  - Expand your network (bridging) to find new opportunities.
  - Deepen relationships with supportive colleagues and mentors (bonding).
- **Embrace Liminality**
  - Career change involves a transition period of uncertainty before clarity emerges.
  - Instead of fearing the unknown, use the time to reflect, build new skills, and test different options.

(Ibarra, 2023)

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## More strategies Career Resilience



“An individual's capacity to adapt to career-related setbacks, challenges, and unforeseen changes, maintaining or enhancing their career trajectory despite adverse conditions. This concept encompasses the ability to rebound from difficulties, sustain motivation, and continue progressing toward career goals.”

(Luthans et al., 2007)



➤ The ability to withstand career challenges and setbacks **while continuing to grow.**

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**More strategies**

**Career Resilience**

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- **Career adaptability involves:**
  - Proactive career planning
  - Developing new skills
  - Expanding professional networks
  - Embracing change and uncertainty
- **Strategies for building career resilience:**
  - Engaging in lifelong learning
  - Maintaining a broad professional network
  - Cultivating a growth mindset



**Have you been working  
on these?**

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# Week 5 Workshop

HRMT5530 | Career Development &  
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Semester 1 | 2025

1

## Plan for this Workshop



- **Quiz:** what did you get from this week's learnings?
- Main **takeaway** of the week
- **Class discussion followed by Individual activity:** career challenges, shocks and adaptability



2

The slide features a large, stylized word 'QUIZ' in white with black outlines. Inside the letters are various school-related icons: a pencil in the 'Q', a lightbulb in the 'U', a magnifying glass in the 'I', and books in the 'Z'. The background is blue with white clouds, stars, and dashed lines. At the top right is the University of Western Australia logo with the text 'THE UNIVERSITY OF WESTERN AUSTRALIA'. A dark blue bar at the bottom contains the text 'Please open Kahoot.it and wait for the code'.

3

A blue circular icon on the left contains the text 'TAKE AWAY' in white. To its right, the word 'Take away' is written in blue. The University of Western Australia logo is at the top right. Below is a list of bullet points:

- Careers are no longer linear; individuals go through multiple transitions due to changing industries, job roles, life stages, and economic shifts. Career changes and challenges are influenced by personal choices, external forces and career shocks.
- Psychological and structural barriers make career changes difficult. However, individuals have agency, and there is a lot that organisations can help to support their talent.
- Successful career navigation requires a mix of adaptability, resilience, self-awareness, and external support. Both career theory and practical strategies play a role in helping individuals transition effectively.

4

**Class Discussion**  
Shocks and adaptability



**1.** Do you think career shocks influence adaptability? How?

**2.** How can each one of the four Adaptability Dimensions we learned last week help us navigate career shocks?



5

**Individual Reflection & Activity**  
Career transitions

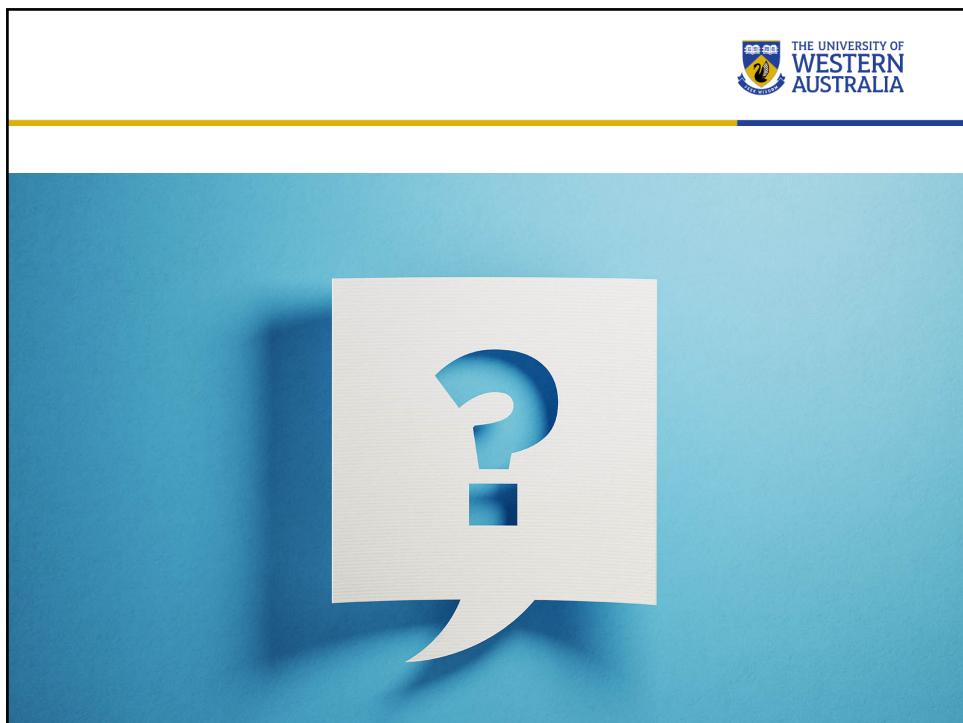


**1.** Think about career challenges or shocks you have faced, or you may encounter. What resources do you currently possess that will help you handle these challenges/shocks? What resources might you need to gain to further assist you?

**2.** What career transitions do you anticipate in your own future? How can you apply career adaptability strategies to navigate these changes?



7



8



**Week 6:**  
Career Development in Organisations  
HR Strategies and Practices

HRMT5530 | Career Development & Employability  
Dr Renata Casado  
Semester 1 | 2025

1



**Do we know the difference between career planning and career development?**



2

## Career planning or development?



Aspect	Career Planning	Career Development
<b>Definition</b>	A <b>structured process</b> where an individual assesses their career goals, skills, and opportunities to create a roadmap for achieving career success.	A <b>continuous, dynamic process</b> facilitated by organisations to help employees grow professionally through training, mentorship, and career progression initiatives.
<b>Focus</b>	<b>Individual-centric</b> – Employees take the lead in setting their career goals and planning steps to achieve them.	<b>Organisation-centric</b> – Employers design programs and policies to support employee career growth while aligning with business needs.
<b>Responsibility</b>	Primarily the <b>individual</b> – Employees take ownership of their career progression.	Primarily <b>HR and management</b> – Organisations provide the resources, programs, and support mechanisms.
<b>Timeframe</b>	Usually <b>short- to mid-term</b> – Involves setting immediate and long-term career goals.	<b>Ongoing and long-term</b> – Continuous support and skill-building over an employee's tenure.

4

## Conflicting interests?



- Often there will be conflict between the individual's career needs and desires and the interests of the organisation.
- Still, career systems can be developed to promote the goals of both the individual and the organisation.
- Communicating expectations and needs is critical, as is listening and understanding each party's interests.
- HRD practitioners can play an important role in facilitating communication and negotiations between employees and employers regarding these issues.

(McDonald &amp; Hite, 2023)

5

## A systemic approach to SHRM



- Systemic SHRM is an operating system that **focuses on the entire organisational ecosystem**, including culture, leadership, talent, skills, and systems.
- The idea of external fit for HR refers to the alignment of HR practices with the strategic needs of the business.
- The idea of internal fit in HR emphasises the importance of coordination among various HR practices for them to be **mutually reinforcing**.



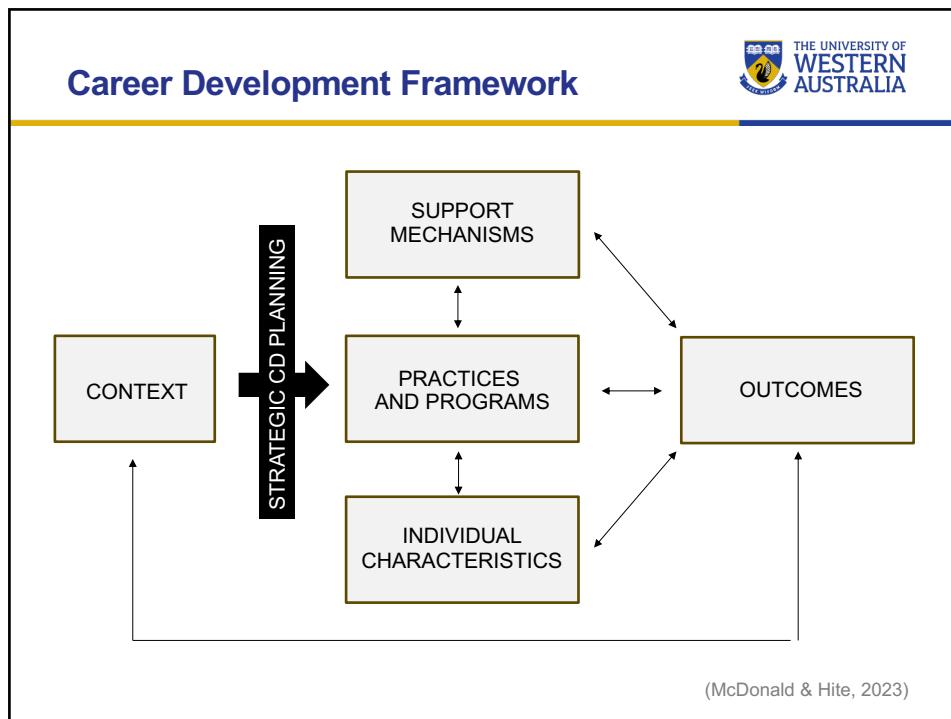
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## A strategic approach to CD

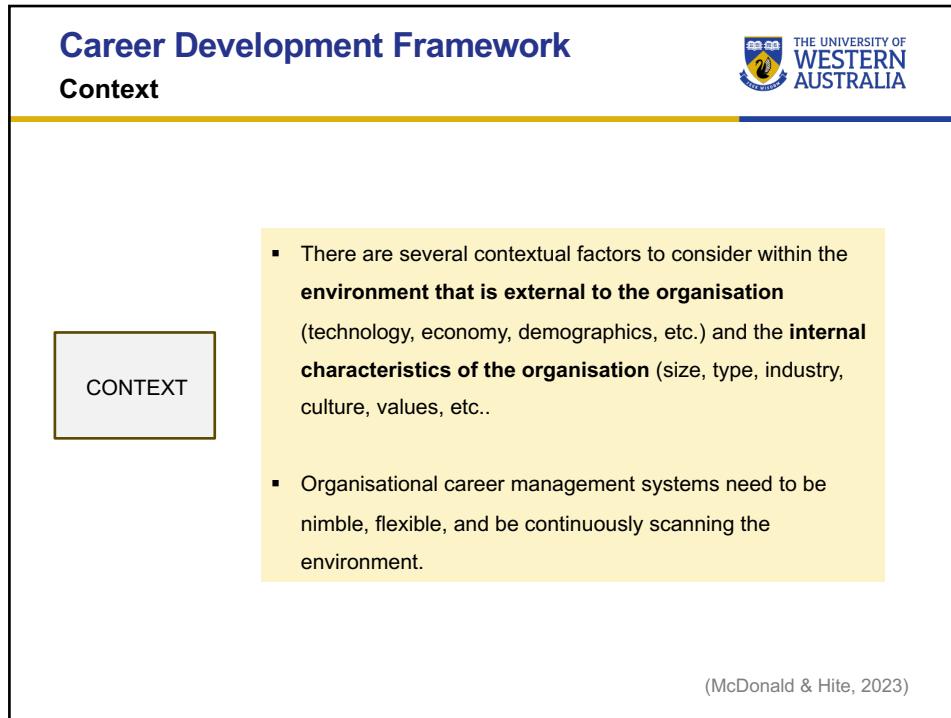


- Effective career development requires **integrating career issues with the strategic direction** of the organisation.
- To be strategic, career development must also be an **integral part** of all HR functions.
- Current as well as future career needs should be considered when strategic decisions regarding the organisation are made.

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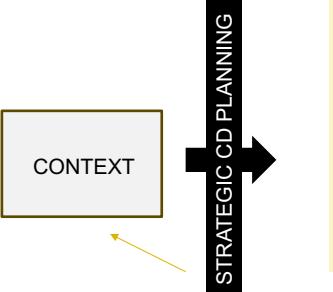


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**Career Development Framework**

**Strategic CD Planning**





- Step 2 is to determining the CD goals for the organisation, as well as the evaluation processes that will be employed (to assess the effectiveness of the initiatives developed).
- Goals will vary but can include planning for leadership succession, establishing plans for organizational disruptions that will impact careers, talent, recruiting a diverse workforce.

▪ Starts with the assessment of the contextual factors, and an analysis if the resources available in the firm.

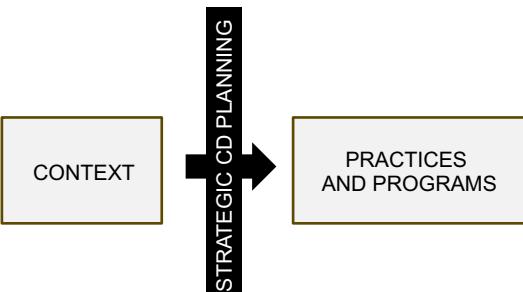
(McDonald & Hite, 2023)

10

**Career Development Framework**

**HR Practices and Programs**





- Career practices and programs refer to structured HR initiatives designed to facilitate employees' career growth, align individual aspirations with business needs, and enhance workforce capabilities.
- These initiatives contribute to talent management, succession planning, and employee engagement, ultimately driving organisational performance.
- Can include development programs, progression frameworks for example.

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## HR Practices for Career Development

### Training and other learning opportunities



- **Training Programs:** Organisations invest in technical, leadership, and soft-skills training to enhance workforce capabilities. These may be conducted in-house, through external providers, or via e-learning platforms.
  - Formal learning: Includes structured programs such as classroom-based training, certifications, leadership development courses, and industry-specific qualifications.
  - Informal learning: Occurs through on-the-job experiences, knowledge-sharing, shadowing, and peer learning. Employees gain valuable insights through exposure to different roles and perspectives.

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## HR Practices for Career Development

### Job rotation and other movements



- **Job Rotation:** Employees are periodically moved across different functions or roles within an organisation to gain diverse skills and perspectives. This approach enhances adaptability, prepares employees for leadership roles, and mitigates job monotony.
- **Career Ladders:** These provide a structured pathway for upward mobility, defining the competencies and achievements required for employees to progress.
- **Lateral Moves:** Unlike traditional promotions, lateral career moves help employees develop cross-functional expertise and broaden their understanding of different business areas.

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## HR Practices for Career Development

### Individual Development Plans

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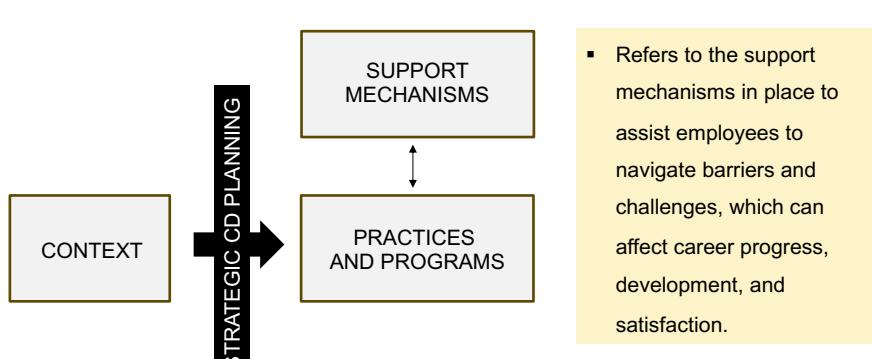
- **Individual Development Plans (IDPs):** Personalised roadmaps for career growth, which includes short-term and long-term career goals, training, learning, and skill enhancement needs; milestones for career progression; support mechanisms.
- **Career Development Planning Discussions:** HR and managers facilitate career conversations with employees to help them identify strengths, weaknesses, and long-term goals. These discussions align personal career aspirations with business needs and lead to IDPs.

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## Career Development Framework

### Support Mechanisms

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The diagram illustrates the Career Development Framework. It starts with a box labeled "CONTEXT" on the left, followed by a large arrow pointing right labeled "STRATEGIC CD PLANNING". Above the arrow is a box labeled "SUPPORT MECHANISMS" and below it is a box labeled "PRACTICES AND PROGRAMS". A double-headed vertical arrow connects the two boxes. To the right of the "PRACTICES AND PROGRAMS" box is a yellow callout box containing the following text:

- Refers to the support mechanisms in place to assist employees to navigate barriers and challenges, which can affect career progress, development, and satisfaction.

Below the main diagram is another yellow callout box containing:

- Common support mechanisms: policies and reward structures (FWA, performance management systems), work-life (w-l) initiatives, inclusive work environment, supervisory support, and a continuous organisational learning culture.

(McDonald & Hite, 2023)

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## HR Support Mechanisms

### Managerial support



Leaders and supervisors have a vital role to play in Career Development, by:

- **Facilitating career conversations:** conducting regular one-on-one meetings to discuss employees' career goals, strengths, and developmental areas.
- **Providing growth opportunities:** Actively creating pathways for employees to gain new skills, including assigning challenging assignments; encouraging cross-functional collaboration to broaden employees' perspectives; offering exposure to senior leadership and decision-making processes.
- **Advocating for employee growth:** Actively championing talent mobility, ensuring high-potential employees have visibility and access to promotions.

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## HR Support Mechanisms

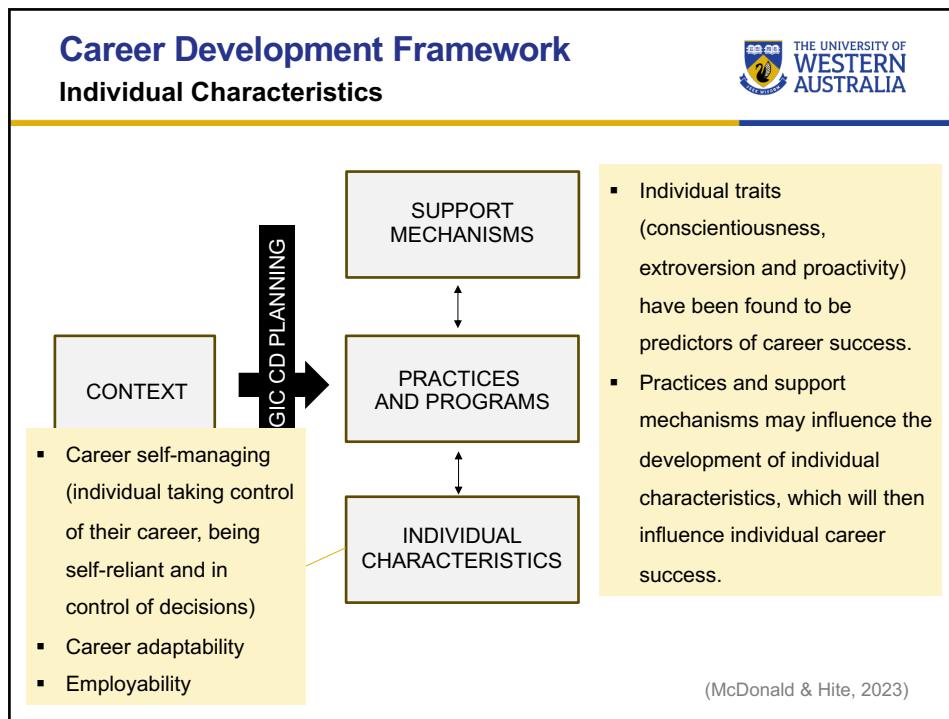
### A culture of career development



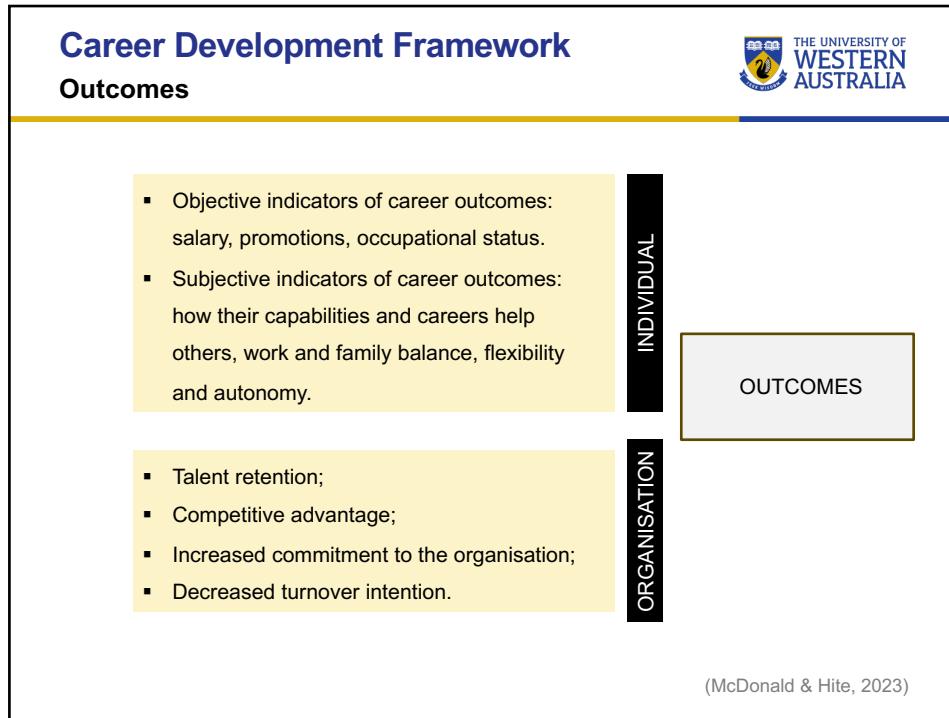
Organisations can integrate career development into their culture experience to maximise retention, engagement, and productivity, by:

- **Embedding learning into organisational DNA:** Fostering an environment where continuous learning is the norm. This can be achieved by encouraging a growth mindset among employees; rewarding employees who actively pursue learning; providing accessible career development tools and platforms.
- **Creating a Supportive Learning Ecosystem:** Building career development into Performance Management systems.

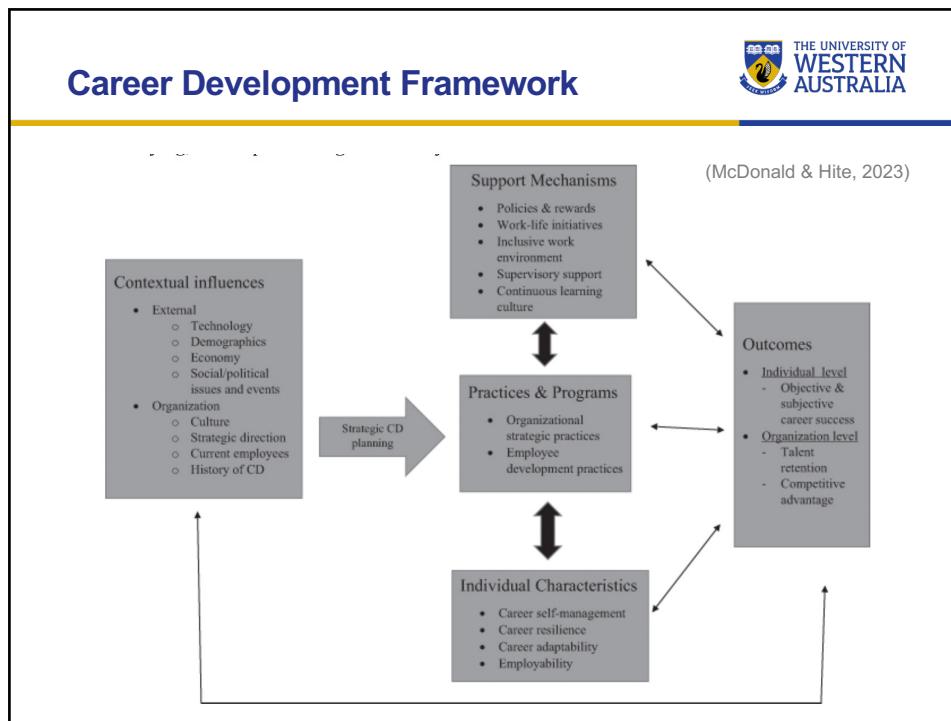
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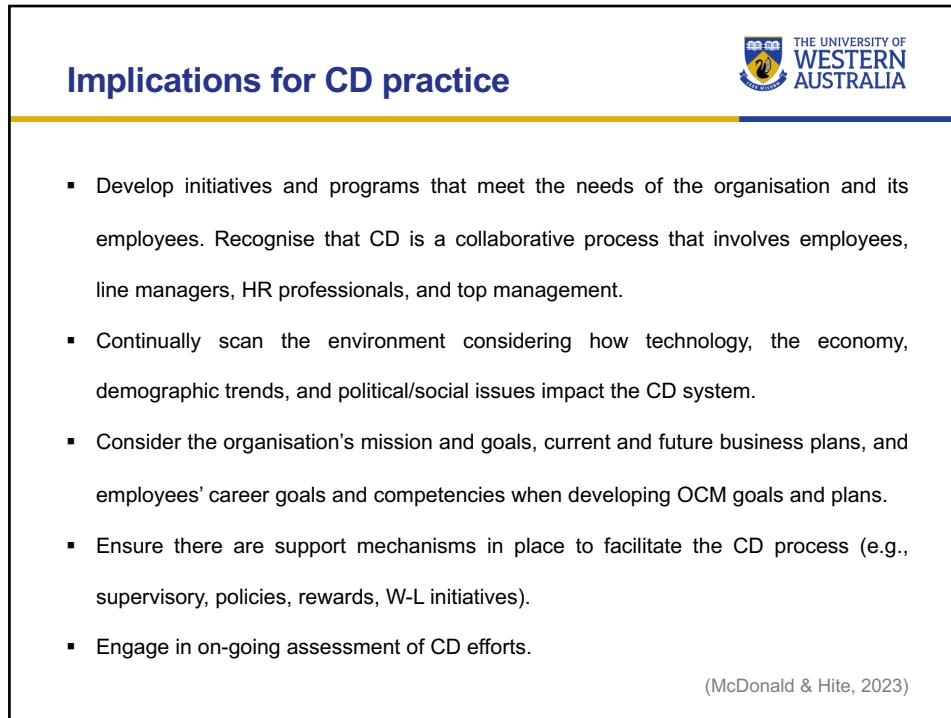
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**Challenges (or barriers)**

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- Despite the recognised benefits of career development (CD), organisations often face **significant challenges** in implementing effective career development strategies.
- These challenges can be grouped into **organisational, managerial, and employee-related barriers**.

 Can you think about what would be a barrier?

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**Challenges (or barriers)**

D&I

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- Career development can be an **opportunity to promote diversity and inclusion** by ensuring equal access to training, mentorship, and leadership roles.
- BUT... subtle biases and stereotypes can sometimes prevent developmental workplace practices to be available to those who may need them the most.
- **To what extent do women, people of colour, sexual minorities, the disabled, and those who are economically struggling have the same career advice, support, and developmental opportunities?**

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## Challenges (or barriers)

### For marginalised groups



- Stereotypes and bias affect access to promotions and training.
- Access discrimination (ceilings) limits entry into leadership positions.
- Treatment discrimination results in fewer career development opportunities for certain groups.
- Demographics can create occupational segregation (e.g., men in leadership, women in support roles).
- Social distancing (physical and psychological exclusion) prevents marginalised employees from accessing informal career networks.

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## Inclusive career development



- Foster an **inclusive workplace culture** that supports career mobility for all employees.
- Implement formal career development programs to reduce reliance on informal networks.
- Encourage sponsorship and mentoring programs specifically for marginalised / minority groups.
- Address bias in career recruitment, selection and progression by promoting diverse leadership pipelines.



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**Inclusive career development**





**Early Career Program at Nestlé**

<https://www.youtube.com/watch?v=C2vTE61w5pQ>



**Mobility and Ongoing Formal Training at Unilever**

[https://www.youtube.com/watch?v=E6AGRK2\\_nl](https://www.youtube.com/watch?v=E6AGRK2_nl)



**Amazon Career Choice**

<https://www.youtube.com/watch?v=PM-kHq2c4BY>

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**Week 6  
Workshop**

HRMT5530 | Career Development &  
Employability  
Semester 1 | 2025

1



**Plan for this Workshop**

- **Quiz:** what did you get from this week's learnings?
- Main **takeaway** of the week
- **Group activity:** Creating a Career Development Event
- **Class discussion:** the importance of leadership support
- **Individual reflection:** career development plans



2

The slide features a large, stylized word 'QUIZ' in white with black outlines. Inside the letters are various school-related icons: a pencil in the 'Q', a lightbulb in the 'U', a magnifying glass in the 'I', and books in the 'Z'. The background is blue with white clouds, stars, and dashed lines. At the top right is the University of Western Australia logo with the text 'THE UNIVERSITY OF WESTERN AUSTRALIA'. A dark blue bar at the bottom contains the text 'Please open Kahoot.it and wait for the code'.

3

A blue circular icon on the left contains the text 'TAKE AWAY' in white. To its right, the word 'Take away' is written in blue. The University of Western Australia logo is at the top right. The main content area contains a bulleted list of five points summarizing career development concepts:

- Career development is a lifelong process that can support both individual growth and organisational success. A strategic approach to career development aligns employee aspirations with business needs.
- When building a Career Development Framework, **individual characteristics** must be taken into account. However, there are several **contextual factors** to consider as well (technology, economy, demographics, etc.) and the **internal characteristics of the organisation**.
- There is a range of **career practices and programs** (as structured HR initiatives) which can be used to facilitate employees' career growth, align individual aspirations with business needs, and enhance workforce capabilities. Still, **supporting mechanisms** should always also be considered.

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**Group Activity: Career Development Event**

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**TASK**

Each group will create a Career Development event for staff of a mid size organisation (front line staff, leaders/supervisors, middle managers, corporate employees) and create an invitation to send to employees.

**Details to be noted:**

- Budget of \$5000, staff group of 100, Outdoor activity/s for the event
- Where the event will be held (venue and transport details)
- What do employees need to bring to the event to participate
- What will be provided on the day (food, drinks etc)
- The activities staff groups will participate in together
- Length of the event (whole day, half day etc)
- The aim and employee outcomes of the CD event

**Important information:**

There has been some feedback lately about employee's low morale and engagement levels with some people looking for jobs elsewhere after going through a long restructure and change in leadership roles.

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**Class Discussion**

**Leadership support to CD**

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1. **What can you do as a leader (even as a supervisor, a team manager) to support the career development of those individuals in your team?**
2. **What strategies can HR implement to measure the effectiveness of career development programs? What metrics would indicate success?**

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## Individual Reflection & Activity

### Career Development Plans



1. Have you experienced any formal or informal career development opportunities in your workplace? Or have you experienced organisational barriers to your CD? How did these shape your career aspirations?
2. Do you prefer structured career pathways (e.g., defined promotions) or flexible career growth (e.g., lateral moves, skill-based progression)? Why?
3. Considering your career goals (that should have been drafted by now) If you were to create your own Individual Development Plan (IDP), what key milestones and learning activities would you include?

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SUCCEEDING IN YOUR ROLE

# Quick Takes



## 1. How to Strengthen Your Network When You're Just Starting Out

→ by HOLLY RAIDER

**WHEN YOU'RE JUST** beginning your career, making new connections and strengthening your professional network are vital to getting to where you want to go. But the guidance you need, like how to thrive in a new role or pursue a promotion, can be difficult to find in your inner circle.

New employees tend to make professional connec-

tions based on proximity (colleagues they see the most) or commonalities (the colleagues most like themselves). But that's a mistake. When you network with colleagues near you or like you, you create an echo chamber that circulates only the same ideas about the same opportunities. That sameness benefits neither you nor your peers, especially when

it comes to innovation and growth.

While it may be intimidating to leave the safety of your circle, you should. Strong, diverse networks help you stay on top of the latest trends in your industry, meet new collaborators, and gain access to opportunities or resources that can help you be more effective in your work. The best (yet often

overlooked) way to build this kind of network is to focus on your lateral connections: peers who work in different areas of your company. Many early-career employees don't recognize how powerful these relationships can be.

Lateral connections give you a broader, more varied view of your organization, one that ultimately shapes the quality of your work and gives you access to breakthrough opportunities. For instance, say you are a sales associate who has limited interactions with a coordinator on the product development team. Taking the initiative to form a relationship with that person could expose you to the innovations they are working on, allowing you to gain a deeper understanding of each product and equipping you with the personal stories behind their development. Those insights and stories will enable you to be far more effective in making a sale. Meanwhile, the product coordinator will learn from you exactly how a customer thinks when deciding whether to buy the product, allowing your colleague to make smarter suggestions fueled by customer insights during brainstorming meetings.

This is just one example of how mutually beneficial

ENRIQUE DIAZ/CERO/GETTY IMAGES

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## ■ Many early-career employees don't recognize how powerful lateral connections can be.

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these cross-departmental relationships can be. Strengthening your interdepartmental network can also give you access to opportunities that may be brewing in other parts of your company before they become public.

So, how exactly can you start?

**Look for people you can learn from.** During companywide or cross-departmental meetings, pay attention and make note of the people and projects you find most interesting. It's best to be strategic about this—don't reach out only to those who seem like they'd make a good friend; reach out to those whose work has some intersection with your own. If you're an editor, connect with the graphic designers whose work complements your writing. If you're in finance, discuss with your peers in sourcing how the company manages currency fluctuations or transportation costs.

**Take advantage of (virtual) meetups.** A helpful way to build lateral connections is by attending or planning events with people who are not on your team. If you are working from home, virtual group happy hours or coffee breaks are good

options. Conversations that occur during these meetings are often informal and free-flowing. If your office has opened back up, you could drop a message to a couple of peers in other departments whom you'd like to connect with and ask if they'd like to grab a quick (socially distanced) lunch. Remember, your goal should be building strong relationships, not just exchanging notes about work. That starts with getting to know people.

Here are a few conversation starters to kick things off:

### Work-related

*I am still getting a feel for things around here. It would be great to learn about the most exciting thing you're working on right now.*

*I am curious about the work you did on the [project name]. Tell me more about how you did that research.*

*You've been here for [ ] years. What important changes have you seen in that time?*

### Non-work-related

*Do you have any movie or binge-watch recommendations?*

*What do you want to remember from these Covid months?*

### *Have you taken any interesting courses lately?*

Whatever the event, when it's over, be sure to follow up with those you most want to keep up with. You might send them a quick email the next day, saying, "Hi! I am [ ] and I joined [ ] days ago." Then state something personal to make the connection, like, "I heard during the virtual happy hour that you're learning Spanish on Duo. I was excited to hear that as I'm interested in studying a second language too." Finally, make a small request: "Would you like to meet for coffee and chat a bit more sometime?"

People usually enjoy talking about their experiences, so if your questions are respectful and specific, they will rarely turn you down. This is a great way to start things off. You will inspire each other and, better yet, help each other solve problems through sharing your diverse experiences and expertise.

### **Create or join online chat groups.**

If you're working remotely, take advantage of apps like Slack. Find out if there are existing chat groups you could join. If not, you could take the lead on setting up channels for specific

topics (and they don't have to be about work!). Think travel, tech, cooking, gardening, film, or a word-of-the-day group. Begin by asking your colleagues what topics they are most interested in discussing—you can do this with a simple email or a free survey tool such as Survey Monkey or Google Survey. Then, bring the group together on a platform your company uses or via Google Hangouts or Facebook.

For starters, you and the other people in the group will have one thing in common: the reason you joined the group. Generate active participation by asking a colleague or two to jump-start the chat. Others will follow suit organically.

**Say "yes" more often.** Another excellent strategy for building lateral connections is to embrace assignments that involve collaboration with new counterparts in the organization. If your company has various committees (such as the sustainability, social planning, or virtual celebrations committee), volunteer: These are often a valuable cross-departmental way to get to know people you'd normally not work with. You can learn about these opportunities at your company's intranet,



via e-newsletters, and by asking your supervisor or HR representative.

Many companies have social responsibility volunteer opportunities as well. An internal sales representative I mentor found out about her company's softball team by talking with her peers in another department. Through this, she has friendships with peers she otherwise would not have met. Also, check out your company's learning and development website. It will have information on short courses, which are a terrific way to build your skills and meet new people.

**Show curiosity to transform a connection into a relationship.** Once you have made an initial connection, you can build toward a strong relationship that makes the most of your complementary skills and experiences. Show an interest in understanding others' work by asking specific questions, and even asking for advice that would be easy for them to give. For example, if a colleague in human resources gives a presentation that intrigues you, let them know and see if they could spare 20 to 30 minutes helping you prepare for a presentation you are developing. By asking for help, you will receive valuable as-

sistance and strengthen your connection along the way. As Ben Franklin wrote in his autobiography, "He that has once done you a kindness will be more ready to do you another, than he whom you yourself have obliged." Start there, but do provide reciprocity, as a one-sided connection is not a pathway to a strong relationship.

These strategies are straightforward but are too often overlooked and undervalued. Making lateral connections is important for not just strengthening your network but also leading you to new opportunities. They can help you be more effective in your work and spark great ideas by bridging the different worlds of knowledge you will have available through your network—not to mention, they are some of the easiest to achieve.

So why not take advantage and start now?

*Originally published on HBR Ascend November 13, 2020*

**Holly Raider** is the dean of the School of Business and professor of management at Quinnipiac University. She mentors students, young professionals, and executives in high-stakes leadership roles.



## 2. The Best Way to Network in a New Job

→ by ROB CROSS and PETER GRAY

DAVID CROCKETT/GETTY IMAGES

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# Week 7: Career Development in Organisations HR Interventions

HRMT5530 | Career Development & Employability  
Dr Renata Casado  
Semester 1 | 2025

1



## Introduction

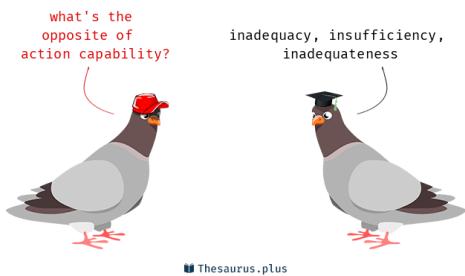
- The era of organisation-driven career development largely faded due to a combination of economic, structural, and ideological shifts in the workplace.
- Despite this, organisations seeking to attract and retain skilled talent still recognise that providing career support signals a commitment to employees and their future employability.
- HRD's role in career development thus continues to evolve, to include organisational needs and the interests of the individual employees.



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**Individual Development Initiatives**

Grounded on the concept of **high-quality connections** (HQCs): interactions that create **energy** and **capability for action** (Dutton, 2014).



➤ **Creating energy:** HQCs foster positive emotions, like enthusiasm, motivation, belonging.

➤ **Creating capability for action:** HQCs help people feel more competent, connected and supported.

➤ **Win-win outcomes:** productivity and wellbeing to name a few.

3

**Individual Development Initiatives**

**Mentoring**

“A developmental relationship between a senior professional or someone with more experience (the mentor) and an individual with less experience (the mentee or protégé), that offers the junior member career and psychosocial assistance”.

(Kram, 1985)

- A relationship that can be formal or informal, and focused on the transfer of skills, knowledge and attitude with the objective of development and growth of the (usually less experienced) mentee.
- Outside a leadership relationship; not necessarily one-on-one.

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## Individual Development Initiatives

### Mentoring | Formal or Informal



- The differences between informal and formal is in the initiation and the duration of the relationship.
- Formal mentoring requires some type of **matching process** to link mentors and protégées (focus, expertise, personality assessments), an **expiration date** for the relationship, and **participant training** into the process in most formal programs to clarify expectations among participants and to reinforce the program's goals.
- HRD often takes a lead in coordinating and structuring these formal mentoring programs.

(Baugh & Fagenson-Eland, 2007; Ragins, 2016)

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## Individual Development Initiatives

### Mentoring | Models



- **Traditional mentoring:** tends to grant greater power and status to the more experienced mentor.
- **Relational mentoring:** less hierarchical and more reciprocal, fostering mutual learning and development for both mentors and protégées. Acknowledges the mentor's knowledge but also encourages collegial interactions and learning exchanges.

(Ragins, 2016; Ragins & Verbos, 2007)

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<b>Individual Development Initiatives</b>		 THE UNIVERSITY OF WESTERN AUSTRALIA
<b>Mentoring   Focus</b>		
<b>Individual Focused</b>	<b>Organisational Focused</b>	
<ul style="list-style-type: none"> <li>▪ <b>Career growth:</b> Helps individuals plan their career paths, set goals, and navigate career transitions.</li> <li>▪ <b>Leadership development:</b> Prepares employees for leadership roles by developing management and decision-making skills.</li> <li>▪ <b>Skills development:</b> Focuses on building specific competencies, such as communication, technical expertise, or problem-solving.</li> <li>▪ <b>D&amp;I:</b> Supports underrepresented employees by fostering inclusion, equity, and career advancement opportunities.</li> <li>▪ <b>Peer mentoring (or buddyng):</b> Involves mentoring between individuals at similar career levels to share knowledge and support each other's growth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Succession planning:</b> Prepares employees for future leadership positions within the organisation.</li> <li>▪ <b>Reverse Mentoring:</b> Junior employees mentor senior leaders, often to share insights on technology, new trends, or generational perspectives.</li> <li>▪ <b>Performance improvement:</b> Supports employees who need guidance in overcoming challenges or meeting performance expectations.</li> <li>▪ <b>Cross-Functional:</b> Encourages collaboration across different departments to improve organizational knowledge-sharing.</li> </ul>	

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<b>Individual Development Initiatives</b>			 THE UNIVERSITY OF WESTERN AUSTRALIA
<b>Mentoring   Advantages</b>			
<b>Advantages to Mentors</b>	<b>Advantages to mentees</b>	<b>Advantages to organisations</b>	
<ul style="list-style-type: none"> <li>• Creates opportunity for Mentors to share their experience and thus 'enriches' Mentors.</li> <li>• Creates opportunity to be recognised.</li> <li>• It provides an opportunity to do something different (than normal duties).</li> </ul>	<ul style="list-style-type: none"> <li>• Provides professional recognition and affirmation.</li> <li>• Reduces isolation.</li> <li>• Provides meaningful learning experiences and an opportunity for personal and professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Improves integration of new employees.</li> <li>• Increases communication, networking and openness/transparency in organisations.</li> <li>• Improves employee satisfaction.</li> <li>• Enhances career development.</li> <li>• Creates a learning culture.</li> </ul>	

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## Individual Development Initiatives

### Coaching



**"Coaching is a goal-directed, solution-focused process in which a coach facilitates the learning and development of a coachee through questioning, feedback, and support, with the aim of enhancing performance, self-awareness, and personal or professional growth."**

(Grant, 2013)



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## Individual Development Initiatives

### Coaching



- Coaching is an **interactive** and **structured process** aimed at facilitating individual development, self-awareness, and **goal achievement**.
- It is commonly used to **enhance professional performance**, personal well-being, and organisational effectiveness.
- A **skilled intervention** delivered by those trained in coaching skills.

(Seggers, et al., 2011)

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## Individual Development Initiatives

### Coaching in Organisations | Types



- **Executive coaching:** Focuses on leadership development for senior managers, helping them navigate transitions, improve self-awareness and other relevant skills.
- **Managerial coaching:** Involves line managers acting as coaches to develop employees' skills and performance.
- **Peer coaching:** Colleagues at similar levels support each other through shared learning.
- **Team coaching:** A coach works with a group to improve collaboration and team performance.
- **Cross-organisational coaching:** Coaching across different organisations or industries, sometimes involving global teams.

(Mc Donald & Hite, 2023)

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## Individual Development Initiatives

### Coaching | Research insights



- **Coaching significantly improves self-efficacy and goal attainment**, with moderate-to-large effect sizes (Theeboom et al., 2014).
- Leaders who participate in coaching programs reported **increase self-efficacy and leadership competence**, leading to improved employee engagement and job satisfaction in their teams (Ladegard & Gjerde, 2014).
- Participants in workplace coaching interventions experience a **significant reduction in stress and an increase in resilience and well-being** (Grant et al., 2009).



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**Individual Development Initiatives**

**Mentoring or Coaching**

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MENTORING	COACHING
On-going relationship that might last for a long time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the client needs advice, guidance or support	Generally more structured in nature and meetings are scheduled regularly
Will share ideas and what they have done	Will help you to identify your own solutions
More long-term and takes a broader view of the person	Short-term and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the client; often a senior person in the organisation who can pass on knowledge, experience and can open doors to otherwise out-of-reach opportunities	Coaching is a more equal relationship and generally not determined by the level of experience the coach has of the client's formal occupational role – rather this professional distance can help to provide a thinking partnership with a different level of challenge and support

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**Individual Development Initiatives**

**Sponsorship**

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**"Sponsorship is an active and strategic relationship in which a senior leader (the sponsor) uses their influence and networks to advocate for, champion, and create career advancement opportunities for a protégé, often within an organisational context."**

(Ibarra et al., 2010)

- Sponsorship is about advocacy, not just advice. Unlike mentors, sponsors use their organisational status and influence to actively promote and create opportunities for their protégés.
- While mentoring and coaching help with development, sponsorship directly impacts career progression.

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Individual Development Initiatives			
Sponsorship, Mentoring or Coaching?			
Aspect	Sponsorship	Mentoring	Coaching
Focus	Career advancement, visibility, and advocacy	Personal and professional development	Skill-building, performance improvement
Relationship	Strategic and career-driven	Developmental and guidance-based	Goal-oriented and solution-focused
Power dynamic	Sponsor has significant influence and actively promotes the protégé	Mentor shares experience and advice but does not necessarily advocate	Coach provides structured guidance but does not influence promotions
Key actions	Recommends for promotions, assignments, or leadership roles	Provides guidance, feedback, and insights	Helps improve skills, mindset, and performance
Time frame	Ongoing, tied to career progression	Can be short- or long-term	Typically structured with a defined duration
Who benefits?	The protégé benefits from the sponsor's influence	The mentee benefits from knowledge and wisdom	The coachee benefits from goal-directed development
Example	A senior executive pushes for a junior employee's promotion to leadership	A senior colleague advises a junior on career decisions	A coach helps an employee develop leadership skills

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Individual Development Initiatives	
Networking	
	<p><b>"Networking is the process of building and maintaining relationships with individuals and groups to exchange information, support, and opportunities, often with the goal of enhancing career development and professional success."</b></p> <p style="text-align: right;">(Forret &amp; Dougherty, 2004)</p>
<ul style="list-style-type: none"> <li>▪ Networking is a form of <b>goal-directed behaviour</b>, both inside and outside of an organisation, focused on "creating, cultivating, and utilising interpersonal relationships" (Gibson et al., 2014).</li> <li>▪ Networking holds strategic and reciprocal nature in professional settings.</li> </ul>	

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## Individual Development Initiatives

### Networking | From an individual perspective



- Networking is the process of **developing and maintaining professional relationships** to exchange information, support, and career opportunities.
- It is a key career development strategy that can enhance job opportunities, knowledge sharing, and career progression.



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## Individual Development Initiatives

### Networking | Types



Type of Networking	Description
Formal networking	Structured and organised interactions through professional associations, industry events, or structured mentoring programs.
Informal networking	Casual and naturally occurring interactions in workplace settings, social gatherings, or personal connections.
External networking	"Developing connections outside one's organisation, such as through alumni groups, conferences, or professional platforms like LinkedIn."
Internal networking	Building relationships within one's organisation, including colleagues, managers, and interdepartmental contacts.

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## Individual Development Initiatives

### Networking | What to use it for?



- **Knowledge sharing and learning:** Networking provides access to industry trends, skills, and best practices.
- **Access to job opportunities:** Strong professional networks enhance one's reputation and career opportunities. Some jobs are filled through referrals rather than formal applications.
- **Mentoring opportunities and valuable career support.**
- **Social and emotional support:** Networks provide encouragement and career advice, especially during transitions. You can also make new friends.
- **Find prospective job candidates:** If you are responsible for hiring, your contacts can help put you in touch with prospective job candidates. You can also learn about applicants that did not come through your network.

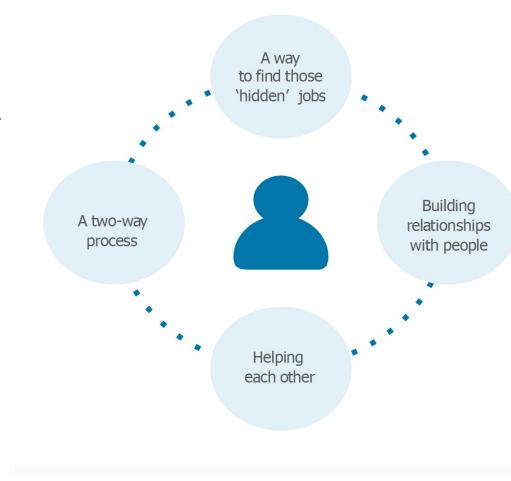
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## Individual Development Initiatives

### Networking | Give back



- **Give back.** Not only is it important to stay in touch with your network, but it's also imperative to give back.
- •'What goes around comes around'. Take time to **help where you can** or refer people who contact you to others who may be able to help.
- Within an organisation, instead of focusing only on hierarchical networking (mentors, leaders), **focus on lateral connections** — relationships with peers across different departments.



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## Individual Development Initiatives

### Networking | Strategies to enhancing networks



- 1) **Identify people you can learn from.** Observe who contributes interesting insights in meetings and reach out to them. Target individuals whose work intersects with yours.
- 2) **Participate in meetups.** Join cross-departmental meetings, virtual happy hours, or informal gatherings to connect with colleagues. Use structured conversation starters (e.g., "What's the most exciting project you're working on right now?").
- 3) **Engage in online networking.** Use platforms like Slack, Google Hangouts, or LinkedIn to stay in touch.
- 4) **Say yes to cross-functional projects.** Volunteering for interdepartmental committees or corporate social responsibility initiatives helps connect with new colleagues.
- 5) **Follow up and nurture relationships.** Send personalised follow-ups after networking events to reinforce connections. Show genuine curiosity about others' work and offer reciprocity—networking should be a two-way exchange.

(Raider, 2022)

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## Individual Development Initiatives

### Networking | Tips



- Plan a brief introduction of yourself before you attend an event.
- Research about the organising institution and possible participants, so you have some questions planned.
- Take the opportunity to introduce yourself; do not wait to be introduced.
- Be yourself. Be professional. Be polite.
- Ask questions. Be a good listener.
- Explain what you are looking for but do not ask for a job!
- Talk to everyone, no matter their role or position.
- Met someone interesting? Had a meaningful conversation? Make a mental note and connect on LinkedIn the next day, with a brief and polite message.

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## Individual Development Initiatives

### Networking | Barriers to effective networking



- Many early-career professionals **limit their networking** to colleagues they interact with frequently or who share similarities with them. This creates an echo chamber where the same ideas circulate, **limiting innovation and career growth**.
- **Lack of confidence or networking skills:** Some individuals struggle with initiating professional relationships. You can build skills via coaching or learning some techniques (check LinkedIn Learning).
- **Time constraints:** Building and maintaining a network requires effort and consistency.
- **Perceived inauthenticity:** Networking can feel transactional rather than genuine. Make sure you only attend events that really interest you.
- **Access and privilege:** Some individuals have fewer networking opportunities due to structural barriers (e.g., gender, socioeconomic background). Be mindful and supportive.

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## Individual Development Initiatives

### Proactive Career Networking Scale



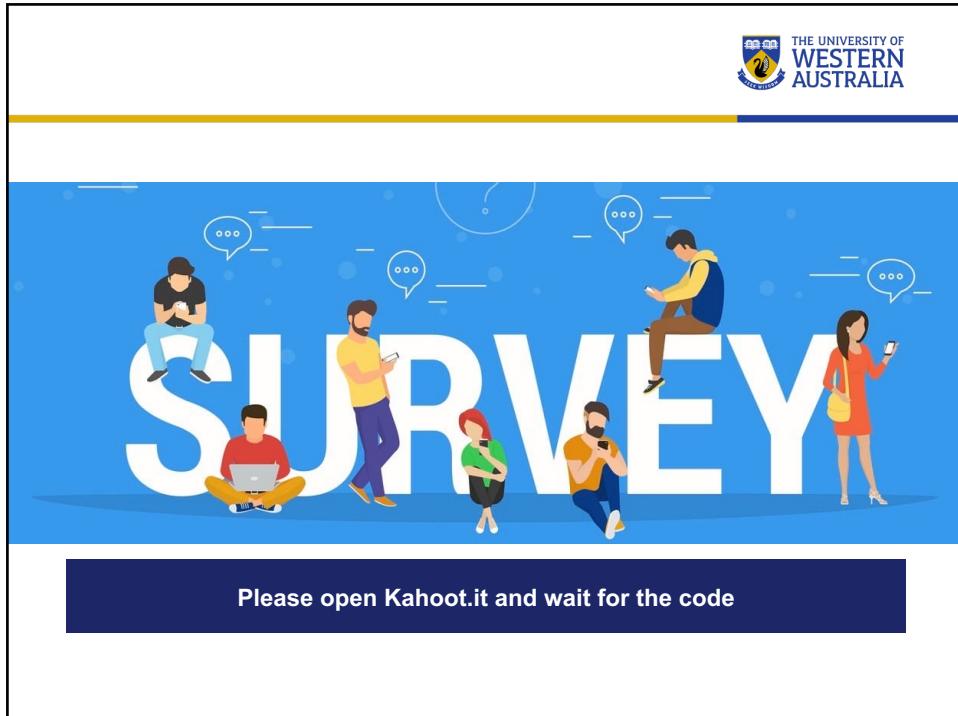
The **Proactive Career Networking Scale** assesses individuals' engagement in career networking behaviours. This scale is part of a broader framework examining proactive career behaviours, which also includes career planning and skill development.

- **Purpose:** To measure the extent to which individuals actively engage in networking activities aimed at enhancing their career development.
- **Structure:** The scale comprises three items specifically designed to evaluate networking behaviours.

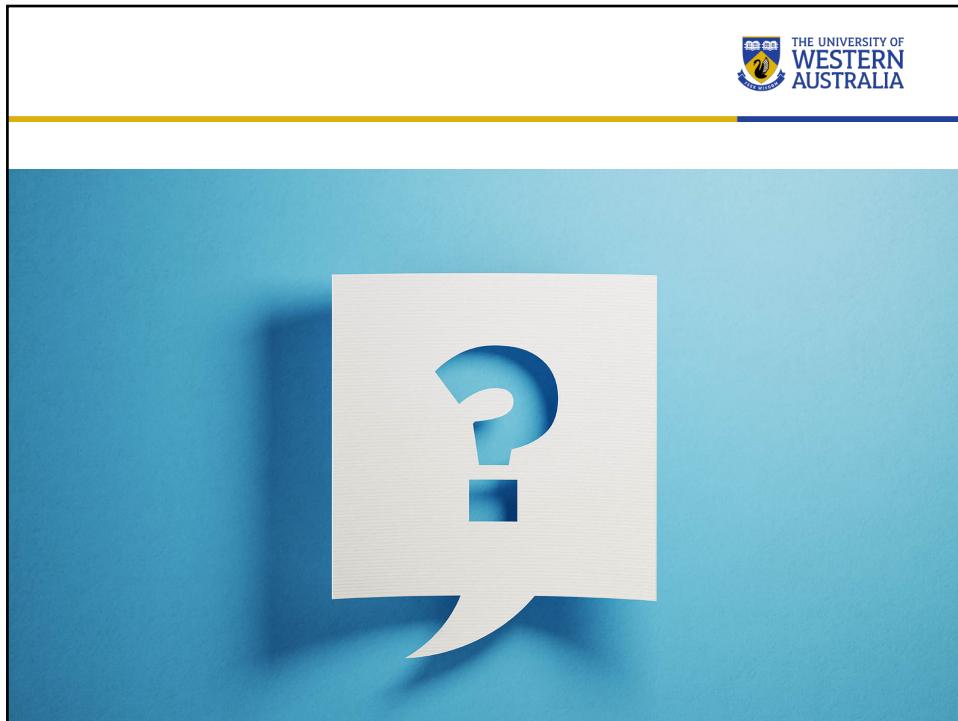
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# Week 7 Workshop

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**HRMT5530 | Career Development &  
Employability**  
**Semester 1 | 2025**

# Plan for this Workshop

- Main **takeaway** of the week
- **Housekeeping:** unit structure for the final weeks
- **Quiz:** what did you get from this week's learnings?
- **Small Group and Individual discussions:** Network and career stages; Experiences with Individual Development Initiatives
- **Case study:** Practice for Mid-Semester Test





## Take away

- Career development is multidimensional. Interventions that individuals and organisations can make involve a mix of networking, mentoring, coaching and sponsorship.
- While mentoring provides guidance and skill development, coaching enhances self-awareness and performance. Sponsorship, on the other hand, is a high-impact relationship where influential leaders actively advocate for career advancement. Each plays a distinct role in shaping long-term career success.
- Networking is essential for career progression but must be strategic and diverse.
- Proactivity is key to leveraging career relationships effectively. Whether it's networking, mentoring, coaching, or sponsorship, individuals must take intentional steps to build and sustain meaningful professional relationships.



# HRMT5530 | Unit Structure

Week	Date	Topic	Assessments
1	26 Feb	Introduction to the Unit	
2	5 Mar	Employability and Career Development	
3	12 Mar	Career Concepts	
4	19 Mar	Career Theories	
5	26 Mar	Career Challenges	
6	02 Apr	Career Development in Organisations – HR Practices	
7	09 Apr	Career Development in Organisations - Interventions	
8	16 Apr	(**Content AND WORKSHOP Free Week**)	- Assessment (2A)
	23 Apr	Study Break	
9	30 Apr	Career Self-Management	
10	7 May	Career Self-Management	
11	14 May	Career Self-Management	
12	21 May	Career Self-Management	- Elevator Pitch (3) Due - Assessment (2B) Due

Workshop Participation



# HRMT5530 | (Reviewed) Unit Structure

Week	Date	Topic	Delivery
9	30 Apr	Carer Self-Management Defining your career statement	<b>Pre-Recorded Lecture</b> (Available from Lecture Recordings)
10	7 May Apr	Career Self-Management Articulating your skills and experience	<b>F2F Lecture (3-4.30 pm)</b> (1 Participation Mark)
11	14 May	Career Self-Management Personal and professional branding	<b>Pre-Recorded Lecture</b> (Available from Lecture Recordings)
12	21 May	Career Self-Management Personal and professional branding	<b>F2F Lecture (3-4.30 pm)</b> (1 Participation Mark)



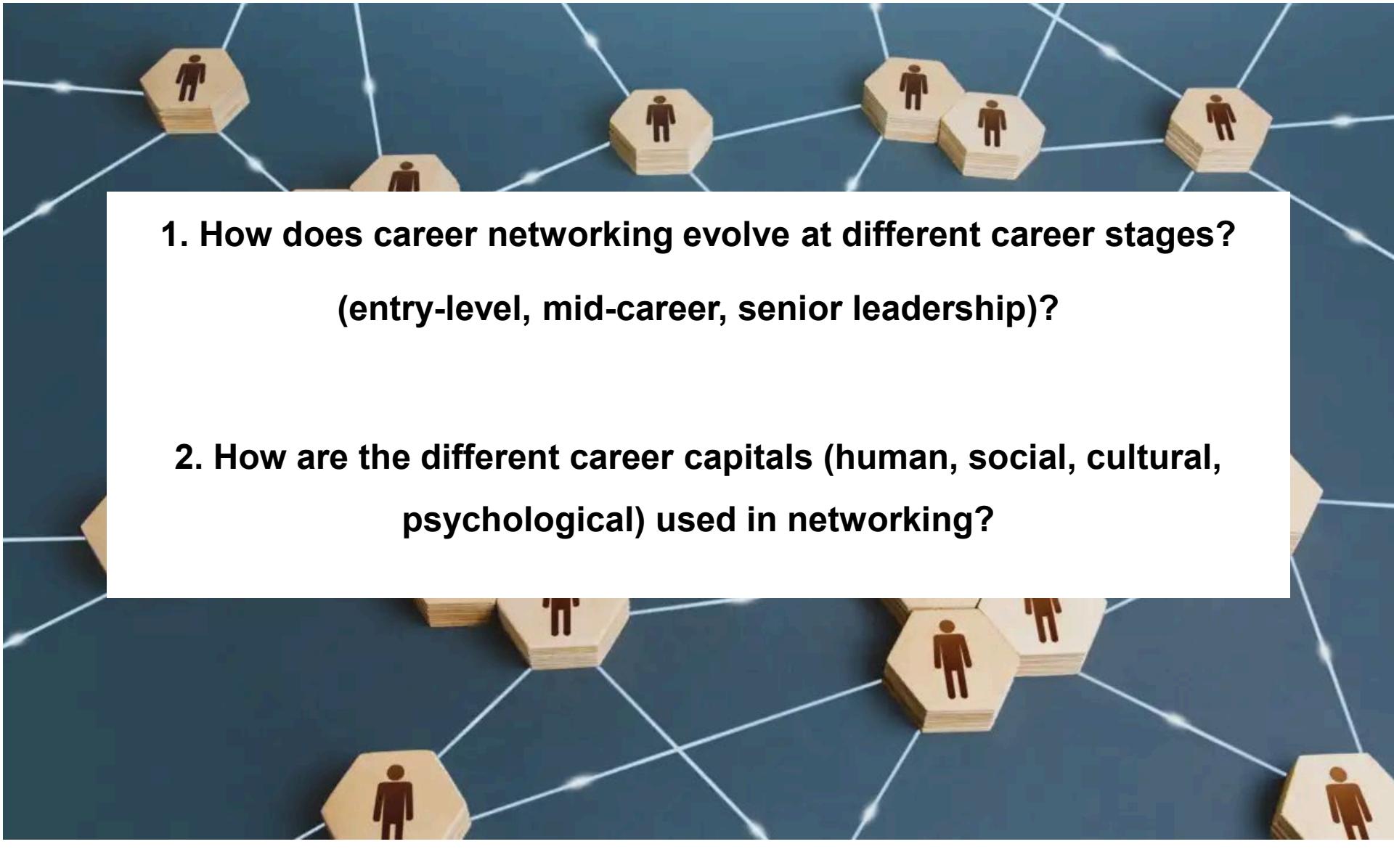
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Please open Kahoot.it and wait for the code

# Small Group Discussion:

## Networking and career stages



**1. How does career networking evolve at different career stages?  
(entry-level, mid-career, senior leadership)?**

**2. How are the different career capitals (human, social, cultural,  
psychological) used in networking?**

# Class Discussion: Networking and career stages

## Early Career

- New professionals tend to network with colleagues, often based on proximity and shared experiences.
- The primary goal is to learn about industry, develop professional relationships, and gain career guidance.
- Often rely on mentoring programs, early-career professional groups, and informal workplace networking.

## Mid Career

- Professionals at this stage broaden their network beyond their immediate circle, seeking connections that align with professional interests and career advancement goals.
- There is often a shift toward cross-functional and industry-wide networking, with individuals participating in conferences, industry panels, and professional associations.
- Sponsorship becomes more important as mid-career employees seek visibility and leadership roles.

## Senior Leadership

- Leaders focus on strategic, high-value relationships that enhance business success, influence, and innovation.
- Networking at this level is intentional and selective, often involving board memberships, industry alliances, and mentorship of emerging leaders.

# Individual Reflection and Discussion

## Experiences with Individual Development Initiatives



- 1. What has been your experience with mentoring (being a mentor or a mentee)?**
  
- 2. Since career networking is meant to be reciprocal, what can you offer to your current network cohorts?**
  
- 3. The HBR article suggests that many professionals only network with those they see regularly or who are like them. How can people break out of this pattern?  
(Raider, 2022)**

# Individual Reflection and Discussion

## Breaking the similarity-effect pattern

- Breaking out of networking comfort zones requires intention, effort, and strategic action!
- Be intentional about diversifying connections: Actively seek out different departments, industries, and career levels when networking.
- Leverage weak ties: Engage with alumni networks, professional associations, and online communities to connect with new people.
- Attend cross-functional and external events: Conferences, industry roundtables, and internal company initiatives help expand networks.
- Set networking goals: Establish a measurable goal to reach out to new contacts outside your immediate circle.



# Class Discussion:

## Case Study | Assessment Practice



Ahmed, a mechanical engineer who recently migrated to Australia, has extensive experience in the manufacturing sector in his home country. However, due to limited job opportunities in his field, he is considering a transition into the mining industry. While he is interested in this shift, he lacks confidence in his ability to adapt to mining technologies, Australian workplace culture, and industry regulations. As an HR professional within a mining company, what would be the most effective way to support Ahmed's career transition, based on Social Cognitive Career Theory (SCCT) and Career Adaptability principles?

### Questions

- What are the important issues in this scenario to consider?
- Who could support Ahmed in the workplace?
- Using Social Cognitive Career Theory what are one or two actions/strategies that can be used to support Ahmed at work?



# Social Cognitive Career Theory

“**SCCT** posits that career choice behaviour is influenced by the interplay of self-efficacy beliefs, outcome expectations, and personal goals, all of which are shaped by learning experiences and contextual factors”.

(Lent et al., 1994)

- SCCT explains why people choose certain careers, why they persist or disengage, and how barriers or supports influence their career paths.
- It is widely used to study career development in diverse populations, including underrepresented groups.

# Social Cognitive Career Theory

## Key constructs

- **Self-Efficacy:** A person's belief in their ability to succeed in a specific career or task.
- **Outcome Expectations:** The anticipated consequences of engaging in a particular career or educational path.
- **Learning Experiences / Choice Goals:** Past experiences that shape one's career interests and confidence.
- **Environmental Factors:** Social and structural influences (e.g., economic conditions, family expectations, discrimination) that can support or hinder career choices.
- **Personal Inputs:** predispositions, such as biological sex, gender, disabilities, and race/ethnicity.

PERSON COGNITIVE VARIABLES

# Case Study

## Applying SCCT



**Overview / Analysis:** Ahmed's situation involves a **career transition triggered by migration**, requiring him to **adapt to new industry standards, technology, and cultural expectations**.

HR can support his transition by leveraging SCCT's key principles—**self-efficacy, outcome expectations, and learning experiences**—combined with Career Adaptability strategies.

# Case Study

## Applying SCCT

### Career Adaptability strategies:

- Upskilling and/or technical training for building career confidence: providing mining-specific training in safety protocols, automation and industry regulations to help him bridge technical knowledge gaps. Offering access to micro-credential programs, certifications, and professional development to increase his competitiveness.
- Offering mentorship opportunities for social support: pairing Ahmed with experienced engineers who successfully transitioned from manufacturing to mining or others who were migrants like him, to help him gain insights, guidance, and reassurance. Supporting his connections to professional associations to expand his industry knowledge and networking opportunities.
- Providing opportunities for shorter Project-Based Learning (instead of a fixed role) to maximise experiential learning and career adaptability: Providing hands-on exposure through site visits, supervised projects, and role rotations enables Ahmed to apply his existing skills while developing new industry-specific expertise.



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