



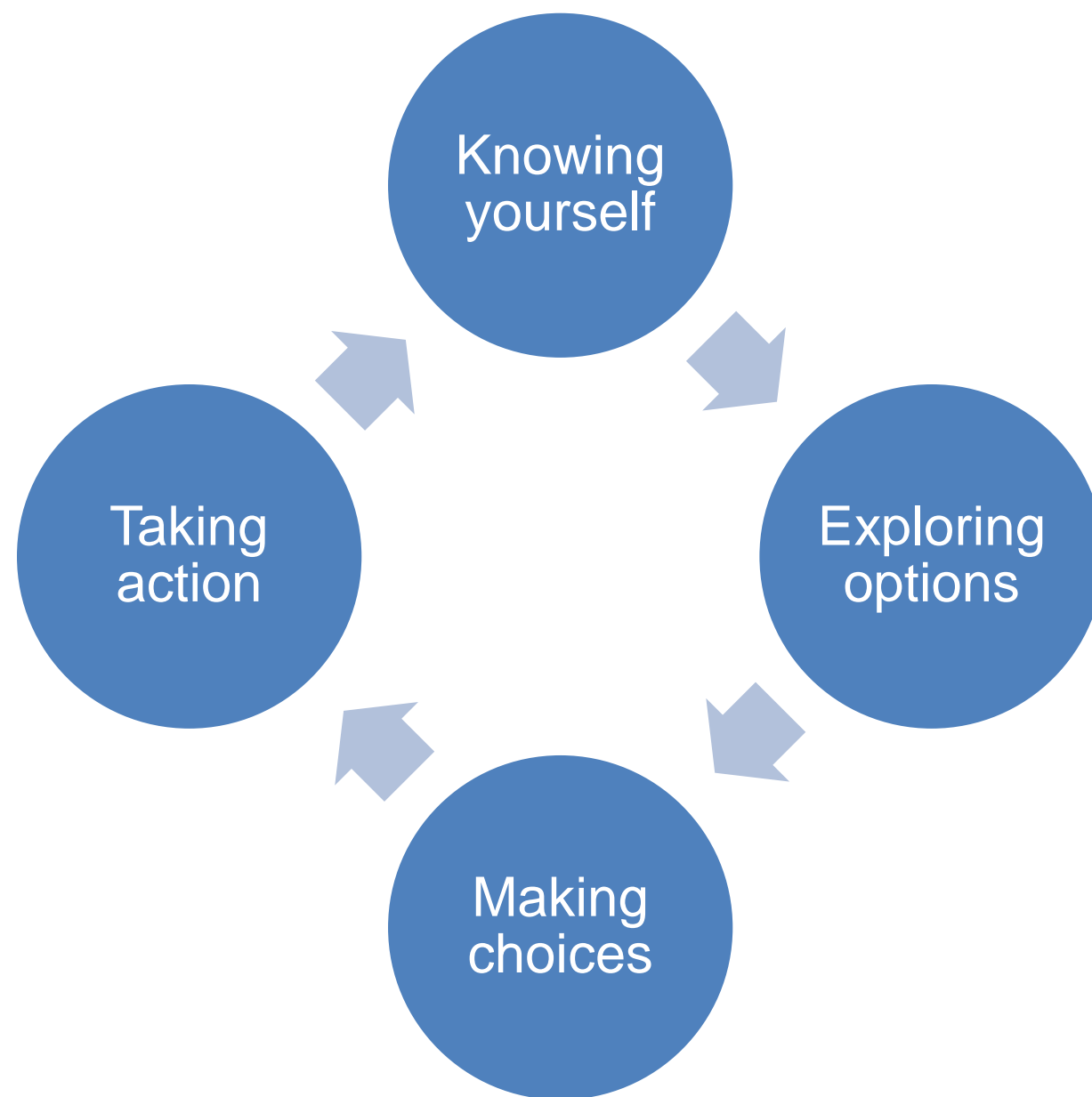
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Career decision making: the importance of values





Making career decisions



Knowing yourself : What do you need to consider?

Skills & abilities

the things we are good at

Interests

what we enjoy, are stimulated by

Values

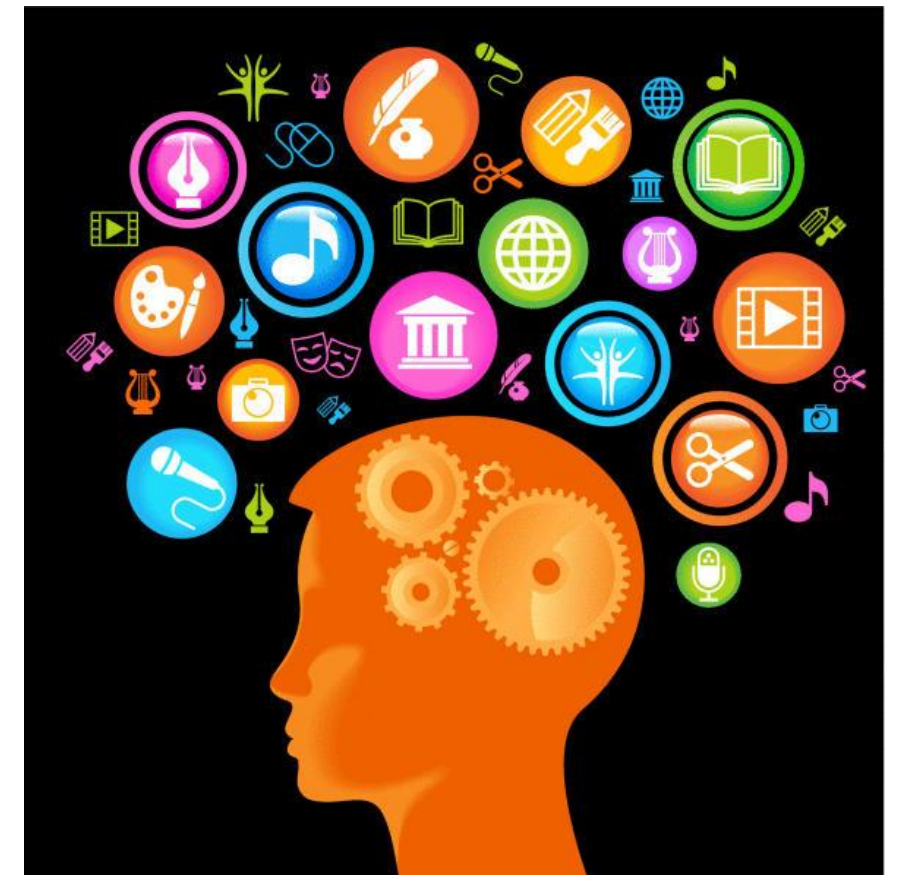
the things that are important to us, beliefs about what is good or desirable in life

Career patterns

the work-life blend you prefer / choose

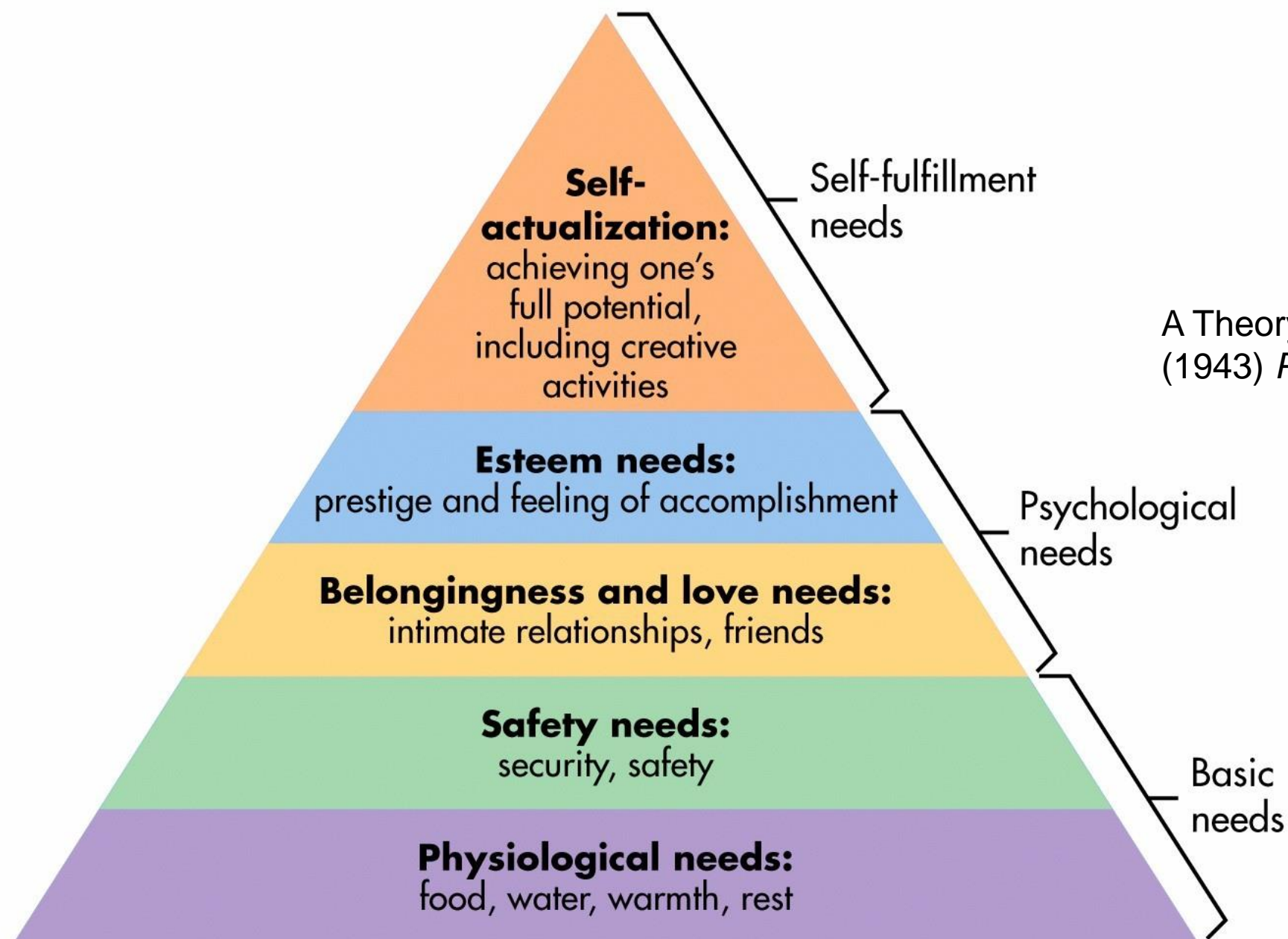
Personality factors

environments and roles in which you will feel comfortable





Maslow's Hierarchy of Needs



A Theory of Human Motivation A.H. Maslow
(1943) *Psychological Review* 50: 370 - 396





Career anchors

....an indicator of what you value, what motivates you

*Edgar Schein, Occupational Psychologist
Professor Emeritus, MIT Sloan School of Management*



Internal career: our subjective idea about life, work and our role in it. Our drives, ambitions, hopes and aspirations.

External career: objective, realistic possibilities available to us

'Career anchor' is like an internal compass that guides and defines this





Why do PhD graduates pursue an academic career?

Scientists showing low interest and those showing high interest in an academic career :

- showed no difference in research productivity (publications)
- reported no difference in relationship with their PhD supervisor
- agreed that an academic career was challenging (workload and competition for posts)

Primary driver for pursuing an academic career* was:

- personal values

*and other career areas

What do I want to be with my PhD? The roles of personal values and structural dynamics in shaping the career interests of recent biomedical science PhD graduates Kenneth Gibbs and Kimberley Griffin CBE Life Sciences Education Vol 12 711 - 723 2013





An academic career

Discuss in groups

What do you think are the core values present in an academic career?

Consider:

- what an academic does
- what academic recruiters want
- mission and values of academic organisations

Do values differ depending on:
the exact role?
the type of organisation?
the country?

Have there been changes over time?





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University of Zagreb

Mission and values

The mission of the University is based on scientific and artistic research and aims at sustainable development, artistic creativity and professional work as well as organization and performance of university studies and, exceptionally, occupational studies.

As a central and leading institution, the University gives special regard to carrying out the programmes of strategic interest for the Republic of Croatia and for the development of regional and local communities. All university activities enhance the development of personality and promote human rights and fundamental freedoms.

Inspiring futures





University of Edinburgh

Mission

The University's mission is the creation, dissemination and curation of knowledge.

As a world-leading centre of academic excellence we aim to:

- Enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards
- Provide the highest quality learning and teaching environment for the greater wellbeing of our students
- Produce graduates fully equipped to achieve the highest personal and professional standards
- Make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing.
- As a great civic university, Edinburgh especially values its intellectual and economic relationship with the Scottish community that forms its base and provides the foundation from which it will continue to look to the widest international horizons, enriching both itself and Scotland

Inspiring futures





How university faculty describe the factors influencing their career choice

Academic work

- Intellectual challenge
- Intellectual freedom
- Autonomy
- Personal interest
- Touching students' lives
- Desire to influence social change
- Desire to understand and to know
- Pursuing knowledge for its own sake
- Being expert

The academic work environment

- Stimulating
- Challenging
- Exciting
- Collegiate
- Collaborative
- Helping and being helped
- Advancing the good of mankind

Pathways to the Professoriate: The role of self, others and environment in shaping academic career aspirations Jennifer A. Lindholm, Journal of Higher Education, vol 75, issue 6, 603 - 635





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High congruence of self- concept with work and work environment.





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Low congruence of self-concept with work and work environment.





What are your values?

Complete the grid

Discuss:

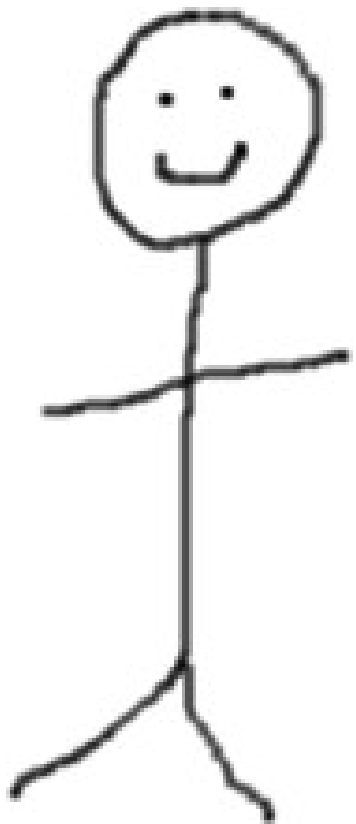
- Do your values align with what you are doing now?
- If not, what's missing? What can you change to improve alignment?
- Do your values align with the academic career values you identified?
- What about other careers you are considering?

Remember: values can be satisfied in activities outside work





To start now: Articulating your self-concept



Twenty Statements Test (TST)

Kuhn, M.K. (1960) Self-attitudes by age, sex and professional training. *The Sociological Quarterly*, 1(1): 39-54

“Who am I?”





Table 6. The TST protocol statements by a teacher in Kuhn (1960) study

I am a serious person
I like to work
I have ingenuity
But lack tenacity
I am loyal to those I don't know as well as those I do know
I have overcome obstacles
I am independent thinker need encouragement from some
I am somewhat bound by group opinions
I am not able to take criticism
I am not emotionally stable enough to get respect of others
I do not approach others with my views in the right manner
I accept what others do, not because of who is doing it but because of what is done
I like being a woman—there are advantages
I am afraid of laziness
Some people don't understand what I say because I'm too brief—don't explain
I feel capable of doing many things
I do not depend on others for decision
I don't like unfairness

Source: Kuhn, 1960, p. 43.

Table 7. The TST protocol statements of a teacher in the current study

I am a person who tries to do the best in her work
I like helping people
I sometimes talk too much
I am tired at times
I like working and innovations
I am sometimes a pessimist
I am too picky sometimes and it impedes my work
I am really liked indeed
I have dreams about the future
I use "no" rarely
I am really too busy
I think myself as a good listener
I can become very patient when it is required
I really think that I have to work hard
I like children
I can express myself comfortably in a social environment
I sometimes trust too much to individuals
I like my family
I think that I have a side of me which produces solutions to issues.

Aypay, A. and Aypay, A. (2011) The
Twenty Statement Test in Teacher
Development *Turkish Journal of
Online Qualitative Inquiry*. 2(4)





A careers consultant colleague

1. I like to help people.
2. I relish solving problems.
3. I am kind and gentle.
4. I am determined.
5. I have high standards for myself; I hold others to high standards.
6. I am a good listener.
7. I am perceptive and observant.
8. I like my work to be useful and have value.
9. I am independent.
10. I get frustrated when people are too slow, don't push themselves, can't be bothered to understand something or are thoughtless.
11. I like building consensus and finding solutions.
12. I am driven to learn new things.
13. I prefer to make decisions based on research and evidence.
14. I am not afraid of the unknown – I love uncertainty!
15. I can get along with anyone.
16. Sometimes I am a pessimist.
17. I hate formal, academic writing.
18. People trust my judgement.
19. I am creative and can formulate innovative solutions.
20. I enjoy every aspect of teaching.





To summarise...

Values can be an important element in career decision making

We all have different values

Values may change over time

Alignment of values with career and work environment is more likely to lead to career satisfaction

