Career paths of academic researchers:

LIFE SCIENCES

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Agricultural Botany - Oliver

Route into HE
After leaving school, Oliver had a gap year and then went on to university, where he attained a B.Sc. Botany (First Class) and then went on to his Ph.D.

Route into Contract Research
Oliver had completed his PhD and was working on a maternity leave contract at a northern red brick university's department of Anatomy. His passion for his subject left him with no doubt that research was what he wanted to do. He then spent a year in a department of Plant Pathology, followed by three years in Agricultural Biology and two years in Microbiology, all at the same university. These projects were sideways moves as they involved Oliver in new disciplines.

Nature and range of work
The Agricultural Biology research was on the mechanism of resistance in an old-fashioned wheat variety. Oliver worked on the project without any support or collaboration. The Microbiology project involved some fundamental research on insulation of novel micro-organisms and development work with a small biotech company to discover new restriction enzymes leading to a toolkit for genetic engineering. This last project involved external liaison work, which was a new development for Oliver.

Likes about Contract Research
• Oliver entered science purely for the intellectual stimulation. He enjoyed the subject. The most enjoyable part was when he was part of research group and brainstorming ideas with colleagues. He also enjoyed the teaching role and the interpersonal dimension became increasingly important to him.

Dislikes about Contract Research
• The sheer volume of repetitive, mundane work which a junior researcher has to do in order to achieve the necessary results. This had an adverse effect on his family life requiring long evenings and weekends. The uncertainty, when there is a family to support, is difficult. Oliver also discovered that researching in companies was very stimulating as there was an imperative to find a solution - as opposed to the often open ended nature of academic research projects.

Exploration of Options and Sources
It was Oliver's second post doctoral post which led him to realise for the first time that he could do something outside academia and enjoy it. Research with a commercial value felt good. For the first time he thoroughly enjoyed working in a team, with a dynamic leader. He realised academic life offered few opportunities and he started to look at industrial life - applying for advertised jobs with multi-nationals and getting interviews which were sometimes quite strange experiences.

In the meantime, by pure serendipity, Oliver heard in the Department about an administrative job with a newly created body providing an interface between higher education and industry. It sounded interesting because it fitted in with his enjoyment of working with small businesses and with early concepts of Technology Transfer. Oliver was offered this job and one with Shell. Moving to Kent for the Shell job with
his family would be expensive. On the other hand the administrative post was another short-term contract - but it looked interesting and he would be able to mould the job around himself. He had a 'nose' for things and grew the job over 11 years! Achieving constant stimulation for himself - which is what he wants out of life. This allowed him to use his analytical and communicating skills and was challenging multifaceted work.

**Messages for contract researchers**

- Be self aware: what are you enjoying about your research and what are you not enjoying. Think beyond the research itself. This is information which will be invaluable in helping you to decide what you are looking for in a new situation.
- Be aware, from experience, whether you are happier in a team or alone - it could be a major deciding factor in a new post.
- Decide if you are going to work to a clear overall direction or whether you are going to have a set of prerequisites which must be met - but look out for opportunities within those prerequisites as your career progresses.
- Keep in mind that the opportunity which you take may not bear any resemblance either to what you are doing now or what you envisaged you might be doing. Use your analytical ability to establish how a post can meet your prerequisites and have the courage to take opportunities.
- Take opportunities to develop the job as well as yourself to make the job such that it can offer you all the challenges you'd like and push the boundaries of what you deliver for the organisation.
Biochemistry - Harry

After completing a PhD in Biochemistry and Molecular Biology, Harry held one research contract for two years before moving to work for a major pharmaceutical company as a postdoctoral scientist.

WHAT PROMPTED YOU TO CONSIDER OPTIONS OUTSIDE ACADEMIA?
The fact I was on a temporary contract with uncertainty about its renewal was a major incentive to look outside academia. Options within academia seemed very limited, the prospects for advancement poor with too many postdocs applying for too few positions. Although I enjoyed aspects of my work - getting new techniques to work and getting results - and the atmosphere which was relaxed and friendly, I wanted more job security, better career prospects and better pay.

HOW DID YOU FEEL ABOUT THE TRANSFERABILITY OF YOUR SKILLS AND KNOWLEDGE?
I had developed laboratory, organisational and planning skills during my PhD and actually felt that both my knowledge and skills would transfer into another work environment quite easily.

COPING WITH THE TRANSITION
I started looking for jobs around four months prior to the end of my contract. I looked for vacancies in a number of sources - the internet, New Scientist, Nature and the national press (i.e Times Higher Education Supplement and The Guardian). It took a lot of time, lots of reading and thinking about what I could realistically move into. After getting the job offer I then had six weeks to plan, move and start work. This timescale meant that I couldn't finish everything I wanted to in my current position (I didn't have the time). From a personal point of view my partner's work is geographically flexible and we agreed to go with my job move and then look for opportunities for her.

The biggest challenge for me was moving from a comfortable situation to one where I was unfamiliar with procedures, people etc. The whole process was, in a word, stressful! But after about a month I felt quite at home, though the workings of a multinational are still somewhat mysterious at times.

THE APPLICATION & INTERVIEW PROCESS
I needed to prepare both a CV and application forms, depending on the job. I would encourage people to keep CVs precise and to the point - avoiding any waffle and focusing on how you would help improve the employer's business. Application letters and CVs need to be tailored to each and every job. In the end the interview I attended was for the job I got and was very formal and comprehensive. I had two technical interviews and one human resources interview - this had followed a difficult, technically demanding second application form with a very tight return deadline. In addition the interviews included competency tests and psychometric profiling, a group discussion session with other candidates and a presentation of my current work. It was much more formal than the process I had gone through to get my research post (which was basically a discussion with my PhD supervisor who already knew me and wanted
me to continue working in the lab) and I was put up in a very nice hotel! I wasn't asked specifically about my motivation to move out of academia and suspect this is because the reasons are pretty obvious i.e. pay and prospects. If asked, I would have been honest.

The whole process was very demanding and comprehensive but worth it. Even if I had not got the job, it was excellent experience for future interviews. People were thorough but friendly and I never thought I was being 'cross examined'. After going through this I felt, more confident and self-assured that I could actually do it.

YOUR CURRENT JOB AND FUTURE PLANS
My current job is primarily focused on laboratory research, involving internal progress meetings and discussions with other research groups about their projects. It's great to be somewhere where there are both funding and resources for the project. If we need something and can justify it, we get it, making the work considerably more fun! I work with people from a variety of backgrounds - some have moved from academia and some have been in the industry since graduation. The physical lab environment is similar to university and there is the same friendly work atmosphere.

Although there is a little more pressure I think the difference is minimal given the pressure of grants and funding in academia. It is not true that work outside academia is more stressful with tighter deadlines and inflexible targets. You have your say in setting targets and the end result is something both you and your manager are happy with. The lab skills I am using are similar to those used in my post doc but I am using communication skills more in terms of discussing my work with other employees who are unfamiliar with it. Certainly my organisational and research skills are vital in what I do now.

I feel a great sense of relief in my present job. I can pay the bills and do a job I enjoy. Although this contract is fixed term, I hope to have a permanent position in two years time and promotion to a more senior position after that. I do maintain academic contacts, particularly with my ex supervisor and lab members, but would not consider re-entering the university sector unless a remarkable increase in salaries occurs and much longer contracts are offered. I am much happier in a job where the future prospects are better and the career structure more defined.

HINTS AND TIPS
• Go for it. Do not expect it to be easy, but it is rewarding.
• Learn to talk about your work. Many people do great work, but bore the pants off you or blind you with reams of data. Learn to be brief and to the point. Practice your talk at home!
• Hone your CV for each individual application and really sell your skills/experience.
• Be honest in interviews. If you have not done something admit it.
• Try to think like the company. What do they want? How can your skills/knowledge help them improve their business? Why would employing you be a good move for them?
• Company internet sites can be illuminating.
• Use the Careers Service for practical advice regarding applications and interviews.
• Talk to potential employers if you have concerns or just want some clarification. They are people too and generally understand your wishes.
Biochemistry - Ken

Background
After my Ph.D. and B.Sc. in Biochemistry I spent nine years in contract research where I worked on a number of collaborative projects on the role of nuclear calcium and E.R. calcium and gene expression. I left contract research because I really ran out of post doctorate time and had made the decision to go into teaching. Whilst this was happening, a personal contact I had developed told me about my current job. I was in the right place at the right time and the move from contract research to my new employer was almost a seamless transition.

I had never had an interview for an academic position and the thought of it was more daunting than it should have been, as the actual interview was not a traumatic experience. I am a senior scientist in a commercial Research and Development department and lead and oversee the activities of four fellow scientists. I liaise with the management of other departments at all levels and am charged with identifying new, exciting and potentially profitable opportunities for the company. I am also required to network and forge new links with other organisations outside the company.

Transferable skills development
The main skills that I developed during my nine years in contract research and which I continue to use are:
- Written communication
  - Using language that is easy to understand and outlines aims objectives, methodology, conclusions and recommendations.
- Planning and organising
  - Ensuring all necessary resources are available for people to work and agreeing changes with appropriate people as necessary.
- Interpersonal skills
  - Managing people directly and developing relationships between different groups, resolving disagreements and misunderstandings and encouraging and supporting others when they feel low.
- Networking
  - Exchanging information with others that establishes and develops useful working relationships. Following up all contacts to create an awareness of research work.
- Teaching, training, coaching and development
  - Planning and preparing materials and presenting information clearly and confidently without using jargon or complicated words.

Messages
To make the move out of contract research to another position requires a conscious decision that it is right for you. When the decision is made, determine the type of move that you believe will best suit you and make a concentrated effort to search out opportunities in that area. Maintain all your existing contacts and look to develop as many new ones as you can - wherever they are. You never know when they will come up trumps.
Biochemistry - Phillip

Background
My degree is in Psychology/Zoology and I have a Masters in Neurobiology and a Ph.D. in Medical Science specialising in Protein Biochemistry. I spent two years as a Research Fellow doing research in Protein Biochemistry as well as some teaching and developing teaching materials for delivery via the World Wide Web. My decision to change direction was based on two major factors. The first was that my chosen area of research was highly focused and to pursue it would dictate where I lived. The second reason was that I had worked closely with individuals who were involved in the development of the Internet and I realised that this medium had great potential for learning, teaching, commerce and communications in general. When I decided to leave contract research, I networked all my contacts and about three months later found my current job through one of them. My interview was more about my ability to get involved in “visionary” activities and was less focused on technical detail. As the Open and Distance Learning Officer I am responsible for developing Web-based learning materials, teaching others how to create web-based learning materials in a pedagogically sound manner and writing bids to develop web-based projects.

Transferable skills development
The transferable skills that I developed during contract research work include:
  . Decision making - Considering all available options before making a decision and basing them on intuition, logic, available information and data.
  . Planning and organising - Planning work and resources to achieve goals and targets. Having contingency plans to overcome problems and reviewing progress as appropriate.
  . Problem solving - Having a flexible and visionary approach to problem solving.
  . Research and analysis - Developing economic models to undertake theoretical and/or practical investigations. Generating test methods for quantitative and qualitative research.
  . Planning and organising - Planning field and laboratory work to meet targets and goals. Reviewing progress and revising as necessary.
  . Report writing - Writing technical reports.
  . Communication skills - Conversing at the level of knowledge of others and presenting information in a logical way.

The skills that I have had to develop since leaving contract research include:
  . Networking - Networking with other people at a wide range of levels and with a wide range of skill sets in order to develop new working partnerships.

Messages
I think the key to making a successful transition from contract research work to another form of employment is to be completely flexible and develop an enthusiasm to change direction and think in terms of your transferable skills as opposed to your specific discipline skills. When identifying possible employment areas, think about those which are in a state of growth. Develop your networking skill as it is a crucial activity when looking for alternative employment.
**Biochemistry - Ted**

**Route into HE**
Ted went straight from grammar school to university, where he completed a B.Sc. in Chemistry and attained a Ph.D. in Biochemistry. In addition he is a Member of the Royal Society of Chemists and a Chartered Chemist.

**Route into Contract Research**
It was a logical next step for Ted after his Ph.D. He spent 2.5 years doing postdoctoral research in a university Biochemistry Department and 3 years postgraduate research in the same university's Chemistry Department.

**Nature and range of work**
Chemical research, biochemical research, laboratory demonstrator, tutorial groups, occasional lecture, conference presentations.

**Likes about Contract Research**
- Flexibility of work arrangements.
- Options to pursue personal research interests within wider programme.

**Dislikes about Contract Research**
- Lack of direction.
- Need for reassurance of progress and targets being met.
- Uncertainty of future career prospects (succession of postdoctoral posts)

**Reason for moving on**
Ted needed some certainty of employment and income as he had by now a young family.

**Exploration of Options and Sources**
Ted sought job advertisements in the New Scientist and the local press, as he hoped not to have to leave the region. He learned, as he sought, that a number of things were important:

- To be open to jobs of all kinds, which can use your transferable skills. You may not be hugely interested or enthusiastic at first but pursue to see whether anything interesting and challenging lies waiting for you.
- To be flexible.
- To decide on the best sources of suitable jobs - use more than one - and look carefully and consistently at the sources - comparing advertisement content with skills and knowledge and background you have to offer.
- To be prepared for conceptual thinking - making links between you and job advertisements which may not seem, at first to fit: 'gel' was the common concept between postdoctoral work in biochemistry and an available post in a project in the nuclear physics industry.

Eventually Ted's search was rewarded when he secured a post as a Health and Safety Officer in a higher education institution.
Messages for Contract Researchers

• To be careful about over specialising - in relation to your career aspirations (or pragmatic needs).
• To be persistent in looking for a new position (a year is not unusual).
• To be prepared for one thing to lead to another: Ted was employed as a chemist on a research project but was given Health and Safety responsibilities for the project (as the 'new boy') and ended up gaining promotion to Plant Health and Safety officer and thence onto a career.
Biochemistry - Michelle

Background
Following a B.Sc. and Ph.D. in Pharmacology, entering contract research seemed a natural extension for me. I held several contracts, some on a part time basis, and progressed to the position of postdoctoral fellow.

I found leading and owning the research that I carried out very satisfying and rewarding, and when I was younger, knowing that I wasn't tied to an organisation was attractive. However, by 1993 I was juggling two part-time contracts (one just research, one just teaching) and family commitments and I realised that I had had enough of the research treadmill. I had proved that I could do research, come up with fundable ideas, raise external funds, supervise junior research staff, write papers, give presentations, gain a national/international reputation. I did not want to spend the rest of my career teaching undergraduate biochemistry.

My exploration of other options was limited to national magazines e.g. Nature & Science, and looking out for opportunities to move sideways in Leeds i.e. keeping an ear to the ground.

One of my responsibilities as a teaching fellow was to set up and run the work-placement scheme for undergraduate students. A considerable part of my time was spent advising students and I discovered that I enjoyed working with people in this way. Noises were starting to be made about the training of postgraduate research students. The other teaching fellows in the School were focussing on undergraduate education and so I decided that if I focused on postgraduate education, then I would be positioning myself ready for when something came up. I also ensured that decision-makers were aware of my interest and plans for my future direction.

I heard about my current position through personal contacts and the grapevine. My work includes planning, organising and delivering workshops to research students and contract research staff across the University. I also advise, and respond to, the University committee with responsibility for matters relating to postgraduate research students.

Transferable skills
I am drawing on my previous experience. I have contact with a lot of people, flexibility with stability and structure, and I am still (I think) regarded as being at the forefront of thinking and practice, nationally.

I use lots of the skills which I had started to develop as a research and teaching fellow: mainly teaching skills (now re-named training skills), time management, multi-tasking, writing bids for funding, writing reports, questioning skills, problem solving, planning and financial management. I also have to draw heavily upon my presentation, communication, influencing and negotiating skills.

Useful sources of information
Association of University Administrators
Chartered Institute of Personnel and Development
Messages for contract researchers, institutions and employers
If you want to change, make sure the advantages outweigh the disadvantages. Make sure that you have positive reasons for moving in your chosen direction and that you can articulate them convincingly. Get your current employer on board so that you keep them happy while you look and prepare for your next move.

Accept that you may have to play a waiting game. Try to gain some experience of working in the area of your choice. Take the initiative. You can create your own opportunities. Look for areas in which there are likely to be new openings
**Biochemistry - Victoria**

**Route into HE**
Victoria went into HE after A levels to a first degree, B.Sc. Hons Physiology. She did her higher degree, Ph.D. Clinical Biochemistry, much later whilst working as a researcher.

**Route into Contract Research**
Victoria relocated to the North East from a period as a technician in an animal science department in Alberta and sought employment as a scientist. Short term funding was the only route open. She had a first year as a Research Assistant in the NHS (drug company funded), followed by two years as a Biochemist in the NHS (drug company and charity funded). Then there was a five year period as a Research Assistant in a university (funded by various bodies, mainly charitable foundations).

**Nature and range of work**
Lab work, initially Biochemistry - analysis of dry profiles in blood samples. Then Victoria moved into work on fat metabolism - partly developing new methods for measuring compounds but also analysing effects of compounds on the metabolism of human fat cells.

**Likes about Contract Research**
- Excitement of discovering things! Days very often varied. Lots of freedom about how to plan/devise work - Victoria controlled her own work to a large extent.

**Dislikes about Contract Research**
- Victoria did not like the insecurity or the pressure to produce results for sponsors/reports at particular times. She also did not enjoy having to start looking for funding every year or two.
- The long hours were also often a strain.

**Exploration of Options and Sources**
Victoria wanted to stay in the area and knew that she did not want to be a lecturer. She looked in the local press, having extracted the things about her work which she most enjoyed to see whether there were any opportunities to use her transferable skills. In addition she talked to people in the University who were in admin jobs to see whether such work would be 'her'. In doing so, Victoria discovered that this may well be the case and she started to look for jobs internally - but in admin and not science.

Victoria found an administrator who had been a scientist and went and asked lots of questions about the work - the ups and downs, what she missed, what she liked and why and, especially, how to present oneself as being a genuine candidate and not appear to be a 'failed' scientist, looking for any old job. All the advice came readily, was of high quality and was followed by Victoria in putting her application together.

Victoria had to persist, as she was not appointed first time round and so she had to stay positive and constructive and determined that they would realise how good a candidate they had in her! It paid off; Victoria now holds a very senior position in University administration.
Messages for contract researchers

· Be aware of losing enthusiasm and be able to make a rational decision about when it is best (in the long term) to move on. For example - finish your Ph.D.
· Be aware of what you want to do and of what you do not want to do.
· Ask yourself what you like in your present job. List these things and then see what sort of positions offer the opportunity to use these things.
· Be open to applying to a range of organisations for a range of posts.
· Be ready to be told you are 'over qualified' and know how you will deal with the feelings this might engender.
· Ask people whom you meet/seek to meet having searched them out for as much help as you think you need and they might be willing to offer.
· Look at every bit of every job description you get and seek evidence from your C.V. of your suitability - to present to prospective employers. Do the matching work yourself - don't challenge them to do it and present it clearly and coherently in your application letter or form to go with your CV.
· Ask people in similar jobs what is good and what is less good about the new role - apply with your eyes open.
· Think about doing something to show you are serious - could a short course help in a topic which would help you in your chosen type of new work?
· Try to choose personal development of this kind on the basis that you know it will be useful and you have done something similar and enjoyed it/been good at it (e.g. IT or systems related).
· Try to visit an organisation for which you have been shorlisted - but don't let your determination to succeed diminish, if you may not.
· Maintain your self confidence - whatever knock backs you have. Believe that the right thing is still to come and someone will eventually recognise your brilliance!
· Do rigorous, tailored homework for each application and interview. Show you have noticed the idiosyncrasies of the organisation by reading their material in depth and reflecting it in your application and answers and questions at interview.
Immunology - Rhiannon

Background
I graduated with a B.Pharm. (Hons) and then obtained a Doctorate in Pharmaceutical Science from the Welsh School of Pharmacy. I started in research as soon as I received my Ph.D. and progressed to Senior Research Fellow. I researched immunological, histological and chromatographical techniques, tissue culture and Molecular Biology. I also developed experimental models of inflammation and novel delivery systems for potential therapy of joint inflammation which were funded by The Arthritis Research Council and The Wales Office of Research and Development for Health and Social Care.

I was promoted to a non-clinical lectureship in the Rheumatology Department where I now secure funding for postgraduate and postdoctoral research through peer reviewed grant applications. I am responsible for the publication of research work and planning, developing and managing the rheumatology research group. I also set up collaborative links with industry, other Universities and departments within the College of Medicine.

Since I am still employed on a contractual basis, I have no career structure or encouragement to progress in the University setting. Eventually I would like to move away from academia and work in industry because of the security and incentives offered.

Transferable skills development
The main skills that I have developed in research and lecturing include:
  . Communication - Oral communication skills include conversing at the level of knowledge and understanding of others, using active listening skills, involving people in the discussion. Written communication skills include outlining aims and objectives, using short paragraphs and sentences to communicate points.
  . Problem solving - Analysing, evaluating and assessing relevant data and information, defining the root cause of a problem, determining the best available option.
  . Decision Making - Using own experience and that of others to move things forward, making realistic and achievable decisions, working objectively in emotional situations.
  . Working Environment - Categorising occupational risk banding, managing hazardous substances, delegating day to day health and safety matters to project staff.
  . Interpersonal skills - Managing people, building relationships, giving constructive feedback, encouraging and supporting others, developing relationships between different groups and delegating responsibility to others.
  . Teaching, Training, Coaching and Development - Establishing aims and objectives, presenting information clearly and confidently and stimulating interest.

Messages
My recommendation is to avoid contract research and to go straight into industry as most companies train graduates and doctorates to their requirements. Today I find that I have no job security and am over-qualified for many of the positions that are advertised.
The Competences displayed by Contract Research Staff who make a successful transition from one career to another

1. COMMUNICATION

1.1 Making an impact
- writes to provide evidence of suitability
- writes concisely and unambiguously, with a variety of layouts to help the reader
- presents self effectively in interviews and presentations with the intention of demonstrating strengths for the post
- asks questions to ensure the post and organisation are appropriate for the candidate
- articulates constraints (such as geographical limitations) effectively

1.2 Networking effectively
- networks with people who can influence
- uses a wide range of sources of information, both print and electronic
- builds relationships with named people in careers services or recruitment agencies
- asks questions of careers/recruitment staff to ensure that they understand what is sought and what will be suitable
- scans the environment by asking questions, visiting appropriate web sites and listening to people who might have an idea about the future

1.3. Persuading
- uses well reasoned arguments in applications, interviews and presentations
- is thoroughly prepared for application and interview - having researched the organisation and its environment and being fully self aware
- provides a range of examples of achievements which used relevant key skills

2. COGNITIVE

2.1 Positive/analytical thinking and use of judgement
- positive thinker, when things go wrong, looking forward and putting effort into next attempt
- sees potential in things which are not immediately obviously suitable
- uses judgement to assess the suitability of a post in relation to key skills, preferences and potential
- analytical thinker in identifying own strengths, key skills from experience in the present and previous positions and relating them to requirements of new posts
- makes timely decisions to take action (or not)

2.2 Lateral/creative/conceptual thinking
- lateral thinker, in looking far outside the expected posts in seeking a change - systematically assembles and presents relevant data about self and links it to qualities required for posts
- makes connections between unrelated fields of work and the application of key skills
- innovative in seeking posts and presenting oneself as a candidate
- uses initiative to make self known to people who can help

2.3 Political/Collaborative thinking
- strategic thinker, planning the 'campaign' for finding a new career
· understands the political implications of situations and events by being sensitive to
the environment in which an organisation is operating and to interview questions or
answers to candidate’s questions
· collaborates with colleagues, friends and advisers who can give advice or feedback
to help the process of changing career

3. SELF DEVELOPMENT

· undertakes voluntary work/work shadowing to get experience to help in decision
making
· uses mentors to support transition
· gets additional qualifications to help transition
· has an ongoing personal development plan which is regularly updated

4. SELF MANAGEMENT

4.1 Positive/enthusiastic
· realistic about how long things will take and expectations
· has energy
· is enthusiastic - talks with passion/sees a positive side to everything/does things does
with good spirit even when they are not preferred tasks
· responsible - works to standards expected/meets deadlines/has pride in work and self

4.2 Persistence/stamina
· persistent in making applications despite disappointments
· stamina to keep making consistently high quality applications and attend and make
an impression at interviews whilst still maintaining standards in current duties and
responsibilities

4.3 Flexible/open-minded
· flexible, in listening to feedback which requires action not previously thought of and
in applying for posts which had not appeared appropriate formerly
· open minded in applying for a range of posts which require key skills but will need a
lot of new learning as well
· inquisitive about what the world outside academia has to offer
· does not dismiss anything

4.4 Self confident and self controlled
· talks objectively about strengths, needs for development and achievements - with
evidence
· self aware - has a list of everything to offer an employer, backed by evidence for
previous performance (at work or elsewhere)
· objective - looking at things as they are - without bias from past experience
· adaptable, being willing to try new things which are necessary to progress in the
direction required to fit a career plan
· assertive
· self controlled when facing anger, disappointment, frustration and able to vent these
emotions quickly and then move forward positively
· has a clear vision for self
· insightful - knows how to build a positive reputation
5. DRIVE TO ACHIEVE

· immerses self in finding knowledge about new career field
· proactive in seeking new opportunities
· uses external resources to help achieve goals
· pays attention to detail