



THE UNIVERSITY *of* EDINBURGH  
Careers Service

# MOVING ON FROM YOUR PHD INTERNSHIP

REVIEWING YOUR EXPERIENCE  
AND WHAT TO DO NEXT



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# MOVING ON FROM YOUR PHD INTERNSHIP

Once you have completed your PhD internship, there are a number of ways to get the most out of the experience. Undoubtedly you will have acquired new skills and hopefully you have also been able to use the opportunity in order to expand your professional network. By taking some time at the end of your internship, and afterwards, to reflect on what you have achieved and what could have gone better, you are more likely to be able to maximise the benefits of the experience for yourself, as well as for your host organisation and the university department you are returning to in order to complete your doctoral studies. This leaflet offers some guidance on how to make the most of your internship upon completion as well as advice about what to do next with respect to your future career.

## 1. REVIEWING YOUR EXPERIENCE

The best way to maximise the benefits of your PhD internship is to engage in ongoing reflection throughout the duration of your project, with specific development goals in mind. If you have read the first two leaflets in this series, *Thinking about a PhD Internship* and *Managing a PhD Internship*, you'll already have had plenty of opportunities to set goals for yourself and your project and assess your progress in relation to these. You should also have discussed these with your line manager and your PhD supervisors throughout.





At the end of your internship, you should arrange an **end of project review meeting** with your line manager. This is likely to be your final opportunity to summarise and communicate the outcomes of your project, to share your thoughts regarding the project and what scope there may be for further development, and to receive feedback on the work you have undertaken. The following questions will be useful to consider when preparing for this meeting:

What went well? Why?

What did not go so well? Why?

Reflecting on the above, what are your main learning points?

How can you use the information/results of your project?

How can the organisation use the information/results of your project?

Have you produced a report or presentation? If not, would this be welcomed?

Would your line manager provide you with a reference?

Would they endorse skills you add on your LinkedIn profile?

How have you gained from your internship experience?

**There's space to record your answers to these questions in Exercise 1: Preparing for your End of Project Review, in the Appendix.**



In addition to your end of project review meeting, you may also find it valuable to reflect on the personal and project goals you set yourself at the start of the process and the skills you have developed. When considering which areas you hoped to develop during your internship, and which areas you were developing during your time on your internship project, in the first two leaflets in this series, you were encouraged to complete an assessment of your abilities, skills and attitudes based on the Researcher Development Framework. To enable you to identify the progress made you can complete the same assessment once again and then compare your current rating with your previous ratings.

You may also find it beneficial to consider and record the specific experiences which helped you to make the progress you have identified. This will help you to provide useful evidence to illustrate your current level of skills for your CV and at interviews and on application forms. The following questions will help you to reflect on the progress you have made, record your observations and consider areas you wish to develop further.



What personal abilities, skills and attitudes have you improved? How have you improved them?

Which of the abilities, skills and attitudes you have improved on, were a target aim in your personal development action plan?

Are there any abilities, skills and attitudes targeted to improve which you do not feel were developed through your internship experience?

Did you undertake any activities which required you to use the above abilities, skills and attitudes? If so what were these activities?

While thinking again about these activities, do you still feel that you did not improve your skill(s) to your satisfaction? If so, why?

What actions or activities might you explore in the future to help you to develop or improve these skills?

**To help with this try the following exercises in the Appendix:**

**Exercise 2: Evaluating and planning your professional development using the researcher development framework.**

**Exercise 3: Revisiting your goals and reflecting on progress made. This will give you an opportunity to review your initial internship goals, and to identify and record the progress you have made.**

## 2. WHAT TO DO NEXT

With your internship still fresh in your mind, now is an excellent time to take stock of where you are in your career, whatever direction you are heading in. Your experiences in a new workplace, undertaking new tasks and meeting a wide range of new people will likely have stimulated your thoughts of life after your PhD. You can undertake in-depth exploration of the factors which are most important to you in your future career using the resources of the [Careers Service](#). The following questions are worth considering when thinking about your career in relation to your internship:

How did the culture of the workplace compare to academia? For example: how formal were communications and meetings, what hours did staff typically work, did they work unpaid overtime regularly, did staff use their full holiday allocation, how did people dress, did staff socialise during coffee, lunch breaks, and after work?



What was the management style in the host organisation? For example: how was work allocated and monitored?

Was use of initiative encouraged and rewarded? Were suggestions and input of ideas encouraged and acted upon?

How did information pass between the staff and the management of the company? Was this effective?

Did you get an insight into how discipline or staff grievances were managed? Was there a 'blame culture' when things went wrong?

Did you feel the overall purpose and aim of your work and the organisation inspired you? If not, is this important to you?

What aspects of your daily activity were enjoyable and you would like to be an element of future work? Were there any aspects which you did not enjoy and would like to eliminate for your future career?

Did anything surprise you about your role, or the organisation?

*(Note: It will be useful to consider your answers to these questions when completing the final exercise in this leaflet - Exercise 5: Career Planning).*



## 2.1 CAREER ANCHORS

Now may be a good time to reflect on what other factors may be important to you in a future career. Organisational psychologist and MIT professor, Edgar Schein, first defined the theory of Career Anchors in the 1960s. Your career anchor(s) represent your unique combination of perceived career competences, motives, and values; like an 'internal compass' that guides and defines your views about life and work and determines what motivates or influences your career ambitions, hopes, and aspirations.



Although only a guide, this can provide a useful tool for identifying what is important to you in relation to your job. It can help you to identify some of the things you would not wish to compromise upon and which may be constant throughout your career.

**You can complete the Career Anchors questionnaire in Exercise 4: Career Anchors, in the Appendix.**



While you were working on your internship you may have taken advantage of opportunities to talk to some of the people you met about the industry, the organisation, their career path and so on. If you did not manage to do as much of this as you would have liked during your internship, you may wish to get in touch with some people you met now. Perhaps there was a project which interested you or a particular role you wanted to find out more about; asking to meet up over coffee, or to shadow someone for a day, may be particularly beneficial to you. You may also want to keep a look out for relevant conferences or industry events to attend.

The contacts you made during your internship, and through other events you attend, will help you to build your professional network. Connect on LinkedIn (or other networking sites) and exchange email addresses if you have not already done so, and get in touch to let them know how you are getting on or to share information which may interest them.

In addition, think creatively about all opportunities and resources that are available to you. There may be workshops or training courses available which would allow you to develop knowledge and add skills. University based careers events can be a great way to make contacts. Library resources and websites, including the Careers Service website, may help. Speaking with academic colleagues, people from your internship and other contacts made at conferences, may assist you to uncover what else might help.

### 2.3 YOUR CAREER ACTION PLAN

To create a career action plan following your PhD internship, you may find it useful to consider the following questions:

What is it I want to achieve?

Do I know how I would like my career to progress after completing my PhD? How do I plan to get there?

What are the steps I first need to put in place?

What barriers do I need to overcome?

Do I need to complete a task by a certain time to succeed?

Are there people/organisations who can help?

What resources can help me? Where are these resources?



**There's space to reflect on your career planning in Exercise 5: Career Planning.**



Taking on an internship during your doctoral studies is a great challenge and an achievement to be proud of. As well as learning from and reflecting on the experience, making the most of your PhD internship is about marketing it effectively when it comes to future job applications and other opportunities relevant to your career. Your internship can be used to strengthen a personal statement on an application form and/or strengthen your covering letter.



You can either refer to the internship as evidence of your motivation for a particular role and employment sector and/or as evidence of relevant skills or knowledge. When updating your CV, include your internship under the employment section. The detail you give will depend whether it is directly relevant to the role and employment sector applied for, or if it is being used to demonstrate commercial awareness or transferable skills. When answering competency based questions on application forms, you can include examples drawn from your internship. You may find it helpful to approach these by using the acronym S.T.A.R.

**Situation** – Describe the situation. In this case that you were undertaking an internship while completing your PhD. Describe the format e.g. 1 afternoon per week for 6 months and where it was hosted. If you arranged it yourself by approaching and negotiating with the company or if it was a competitive application.

**Task** – What were you required to do? What were you to achieve, in what period of time, working with whom? Give a succinct overview but telling enough for the reader to understand. Avoid any technical detail if it isn't relevant to the job applied for.

**Action** – What did you do? (Do not talk about 'we'). Focus on the skill you are giving evidence of here. If it is creative problem solving then what did you do that demonstrates this skill?

**Result** – What was the outcome of this specific episode? Highlight your achievements and your learning. If you can quantify your answer by giving a figure of money generated, or a percentage of increased productivity, or highlight positive feedback received from a manager or customer, you will strengthen your claim to have succeeded.





Finally, use social media to enhance your professional online presence and provide further details of your PhD internship for potential employers. Social media sites such as [LinkedIn](#) provide a useful means of keeping in touch with your professional contacts, including those you have made during your internship. This can also provide a valuable way of marketing yourself to potential employers. Some employers and recruitment agencies use LinkedIn to try to identify suitable candidates for job openings; while others routinely check the social media presence of job applicants when shortlisting applicants for job vacancies. It's therefore important to keep your LinkedIn profile up to date and to ensure it reflects the skills and experience that you want to market to employers.

Your internship is something new which you can add to your LinkedIn profile. Once you add the details, you can have a notification sent to all your contacts. This reminds them that you exist and also makes them aware of the excellent experience you have gained. You can add a specific entry on LinkedIn for your internship and then also use your reflections on personal development to add in skills to your profile. You can ask your internship line manager and/or other colleagues from the organisation to 'endorse' you for those skills. Endorsements greatly strengthen your profile and help make you a more rounded package for any would be employer.

If you are interested in potential jobs within the sector where your internship was hosted, you can search for relevant groups on LinkedIn and make a request to join those. These groups can keep you up to date with developments in the sector, help you make new contacts for your network and also are a source of job adverts. Further tips on [using social media](#) to enhance your professional online presence can be found on the Career Service website.

Whatever your career plans following your doctoral studies, your PhD internship will have provided you with invaluable experience of a different organisation or industry outside your academic studies and given you the opportunity to develop new skills and make new contacts. All of this will enhance your CV and increase your employability when you finish your PhD. It has hopefully been an enjoyable experience too. To discuss your internship experience and your future career plans, set up an appointment with a Careers Consultant at the university Careers Service. Check the Useful Links section below for all the relevant information.



## USEFUL LINKS:

### YOUR PHD INTERNSHIP

**Researcher Development Framework** Learn more about the **Researcher Development Framework**, developed by Vitae. <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>

### YOUR CAREER AFTER A PHD

**Careers for PhDs** Overview of **career options** following your PhD and a guide to making career decisions. [www.ed.ac.uk/schools-departments/careers/postgrad/phd](http://www.ed.ac.uk/schools-departments/careers/postgrad/phd)

**Searching for opportunities** Search Edinburgh University's **MyCareerHub** database which lists hundreds of full-time and part-time jobs, as well as specialist websites for different employment sectors. [MyCareerHub Login \(ed.ac.uk\)](#)

**Career planning** Advice from the University of Edinburgh's **Careers Service** on planning a post PhD career. [www.ed.ac.uk/schools-departments/careers/using-careers-service/career-planning](http://www.ed.ac.uk/schools-departments/careers/using-careers-service/career-planning)

**Guide to occupations** Useful resource for exploring **employment sectors** and potential roles in your field. [www.ed.ac.uk/schools-departments/careers/explore/occupations](http://www.ed.ac.uk/schools-departments/careers/explore/occupations)

**Book a consultation** Discuss your plans for a PhD internship, or for your post PhD career, confidentially with a **Careers Consultant**. [Career Essentials, Quick Links & CareerHub | The University of Edinburgh](#)



# APPENDIX

## EXERCISES FOR MOVING ON FROM YOUR PHD INTERNSHIP

### EXERCISE 1: PREPARING FOR YOUR END OF PROJECT REVIEW

Record your thoughts in advance of your end of project review meeting. The table allows you to record your progress towards both project goals and personal development goals. You may wish to add further points in the extra space provided at the end of the table:

Have you delivered against the objectives set at the beginning of your internship?	
What went well? Why?	
What did not go so well? Why?	
Did you encounter any problems/ challenges you had to overcome?	



How can the organisation use the information/ results of your project?	
How can you use the information/ results of your project?	
What training have you attended/ received?	
Have you produced a report or presentation? If not would this be welcomed?	
Would your line manager or other colleagues provide you with a reference?	
Would your line manager and/or other colleagues endorse skills you add onto your LinkedIn profile?	
Space for other points	



## EXERCISE 2: EVALUATING AND PLANNING YOUR PROFESSIONAL DEVELOPMENT USING THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Framework (RDF) was developed by Vitae, a UK-wide organisation that supports the professional and career development of researchers ([www.vitae.ac.uk](http://www.vitae.ac.uk)). The RDF is a framework which articulates the knowledge, behaviours and attributes of researchers and which can be used by researchers to evaluate and plan their own professional development.

The table below shows an abbreviated RDF, designed for PhD students completing an internship, which you can use to aid your awareness of your development needs and goals. Use the grid to take stock of how you have been developing as a researcher. You may have used the grid previously to help you to identify areas you wanted to strengthen during your internship. You can use it now at the end of your internship to record your progress. You may also want to identify any areas you would like to focus on for development through other activities post-internship.

- 1. Rate yourself:** Reflect honestly on your abilities and rate yourself from 1 – 4 where 1= not at all confident I can do this and 4 = very confident I can do this.
- 2. Identify areas for development:** Completing your internship does not mean stopping your personal development. There may be areas you feel you would like to concentrate on developing post-internship. Record those here and consider what activities or opportunities may help you.

	Rate Yourself (1 – 4)			Tick all that apply
	Before your internship	During your internship	After your internship	Would still like to develop post-internship
<b>Knowledge and intellectual abilities</b>				
<b>Cognitive abilities</b>				
Can critically analyse and evaluate own findings and those of others				
Sees connections between own research and previous studies				
Critically synthesises complex information from diverse sources				
Recognises a range of problems, and can formulate and apply solutions				
<b>Creativity</b>				



Willingness and ability to learn and acquire knowledge				
Identifies and asks useful and challenging questions				
Creates ideas and opportunities by investigating / seeking information				
Exercises critical judgement to create new or imaginative ways of understanding				
Structures arguments clearly and concisely, producing evidence in defence of ideas				
Is willing to expose ideas to a critical audience and to critically appraise other research				
<b>Knowledge base</b>				
Understands own and related areas of research, the advances within them				
Knowledge of appropriate research methodologies and ability to apply them appropriately				
Can identify and access suitable sources of information, assessing reliability and relevance				
Ability to record, manage and handle information / data using appropriate software				
Can write in a style appropriate to purpose for specialist and non-specialist audience				
Understands and applies any statistics used in research area				
<b>Personal effectiveness</b>				
<b>Personal qualities</b>				
Able to stay motivated and enthusiastic even when work is mundane				
Perseveres in face of obstacles and demonstrates resilience				
Understands and demonstrates standards of good research practice, acting with professional integrity				
Shows confidence in defending ideas in the face of challenge from others				
Seeks and takes personal feedback on performance and acts on it				
Takes responsibility for own project, demonstrating independence				
<b>Self-management</b>				
Prepares, plans and prioritises project to meet objectives				
Shows dedication and determination in developing own research				
Manages own time effectively to deliver projects on schedule				



Demonstrates flexibility when dealing with the unexpected and adapts approach when necessary				
<b>Professional and career development</b>				
Seeks opportunities for professional and career development				
Shows awareness of own skills and attributes, and identifies ways to improve employability				
Develops and uses networks effectively for feedback and advice on work and to seek out opportunities				
<b>Research governance and organisation</b>				
<b>Professional conduct</b>				
Understands, respects and applies appropriately policies relevant for own area of work, e.g. health and safety, ethics				
Understands data ownership rules as they apply to research, ie. IPR and copyright				
<b>Research management</b>				
Has understanding of broader context of research in strategy of the institution and discipline area				
Applies effective project management through setting research goals, defining milestones and prioritising activities				
Can identify and manage risks associated with project				
<b>Finance, funding and resources</b>				
Understands the processes for funding and evaluation of research, and awareness of relevant funding sources				
Knowledge of financial management systems and manages own grant				
<b>Engagement, influence and impact</b>				
<b>Working with others</b>				
Gives and receives feedback appropriately				
Recognises impact on others when working in a team and able to contribute to team success				
Manages relationships with supervisor and peers, and negotiates to set clear expectations of them and others				
Effectively supports learning and advises others when appropriate, for example through teaching or demonstrating				
Demonstrates ability to influence and lead, by communicating confidently and convincingly				



Can build collaborative relationships with colleagues and stakeholders to benefit research and to maximise impact				
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<b>Communication and dissemination</b>				
--	--	--	--	--

Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally				
--	--	--	--	--

Can persuade effectively, asking timely and appropriate questions				
---	--	--	--	--

Can produce high quality academic writing				
---	--	--	--	--

<b>Engagement and impact</b>				
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Engages with and shares research through research-informed and student-focused teaching				
---	--	--	--	--

Contributes to increasing public awareness, engagement and understanding of research				
--	--	--	--	--

Is enterprising, creates ideas and identifies opportunities for commercial exploitation of research				
---	--	--	--	--

Recognises and understands the wider impact of research on society, and is keen to make a contribution				
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<b>Other attributes and skills you would like to develop and review</b>				
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Reflecting on your completed assessment may help you to identify key areas that you have developed during your internship as well as what you offer a potential employer in the future. If you completed the assessment before and during your internship this will also provide a good opportunity to consider whether you think your level of confidence has changed since the beginning of your internship. What have you discovered about yourself and what future goals and plans are you going to develop/implement in relation to your professional development?



The following questions will help you with further reflection on the above exercise. Comparing your current ratings with how you scored yourself as you began your internship, will help you to help you to reflect on the progress you have made:

<p>What personal abilities, skills and attitudes have you improved?</p>	
<p>How have you improved them? <i>(Note down some examples which offer evidence of your progress)</i></p>	
<p>Which of the abilities, skills and attitudes you have improved on, were a target aim in your personal development action plan?</p>	
<p>Are there any abilities, skills and attitudes targeted to improve which you do not feel were developed through your internship experience? If so which?</p>	



<p>Did you undertake <b>any</b> activities which required you to use the above abilities, skills and attitudes? If so what were these activities?</p>	
<p>While thinking again about these activities, do you still feel that you did not improve your skill(s) to your satisfaction? Why do you think that was?</p>	
<p>What actions or activities might you explore in the future to help you to develop or improve these skills?</p>	



### EXERCISE 3: REVISITING YOUR GOALS AND REFLECTING ON PROGRESS MADE

Once you have completed the assessment above, revisit the personal goals you set at the start of your internship under the four headings below. While this experience is fresh in your mind record the progress you have made and note details and some examples.

<b>Knowledge:</b> gaining knowledge of an occupational area, employer, or industry sector.	
Have you developed knowledge of a specific job role and of the range of opportunities within a specific industry sector?	
Have you enhanced your knowledge of this employment sector? Would you consider working in this sector in the future?	
Have you gained an insight into what it is like to work in a different environment from the academic one?	
Can you identify how the skills and experience gained in your PhD are viewed by certain employers?	
<b>Skills:</b> developing or improving specific technical or transferable skills	
Did you have the opportunity to gain experience in a technical skill area (which may or may not be related to your research)?	
Were you able to increase confidence in using certain transferable skills or applying them in a different context, e.g. leadership, team work, negotiation?	
<b>Network:</b> extending your professional and social network	
Did any of the people you met provide you with insights into new areas, and / or expose you to different ideas and perspectives on your research, working practices, or other topics?	
Did you meet people you would like to keep in touch with e.g. people who work in specific job roles, who possess certain skill sets, or who work within a specific organisation?	
Have you exchanged contact details with these people or made connection through LinkedIn?	



Would they like to know more about your research interests or can you help them in other ways?	
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**Experience:** gaining work experience that may or may not be related to your future career direction.

In what ways will this experience be relevant to your future career direction?	
Can you demonstrate knowledge and understanding of a particular role, employer or employment sector which interests you?	
Can you illustrate your motivation for any planned future career direction?	
Have you gained experience and developed skills which will help you in the future?	
Have you gained concrete experience that you can add to your CV and talk about at future job interviews?	
Has this experience confirmed your interest in a certain career area or made you re-consider your career plans?	

You can refer back to this grid when you start to develop an Action Plan for progressing in your career. You may also wish to discuss possible opportunities to develop new and improve existing skills with a Careers Consultant from the University's Careers Service.



## EXERCISE 4: CAREER ANCHORS

Complete the Career Anchors questionnaire to help you identify what motivates and influences you when it comes to your career aspirations. On a scale of 1 - 4 (1 low, 4 high) rate how the following statements apply to you:

Career Anchor description	Score
1. I want to be really good at my job, one of the best, an expert.	
2. I really feel most satisfied when I am able to manage the work of others to achieve a common goal.	
3. Ideally I want to do things my way and to my own timetable.	
4. I would much rather build my own business than be the boss in someone else's.	
5. I believe that security and stability are much more important than having the freedom to choose how I work.	
6. My ideal career will enable me to integrate all of my needs – whether work, personal or family.	
7. It is important to me that I use my talents to further the greater good.	
8. I get a kick out of solving the unsolvable or winning against the odds.	
9. I will only feel really successful when I have the freedom to define my work.	
10. I feel most satisfied and fulfilled when I am able to use my expertise, talents and skills.	
11. I would really like to start my own business one day.	
12. I would be very uncomfortable working in an organisation that took a lot of risks. I prefer to work for an organisation that offers stability and security.	
13. I would rather seek employment elsewhere than move to a role that seriously undermined my ability to serve the greater good/others.	
14. I prefer to work on projects that really challenge my problem-solving skills and have a competitive element.	
15. I would rather find a new job than accept a role that puts constraints on how I do my work.	
16. Balancing my work with my family and personal commitments is more important to me than a senior position.	
17. One day I would like to be the boss, in charge of a whole organisation.	
18. Reaching a position of seniority in my area of expertise is far more important to me than becoming a more senior general manager.	
19. I want to make a difference in my career. I will only be truly satisfied if I feel I have made a real contribution to society.	
20. Working on difficult problems is more important to me than achieving a high-level position.	
21. My preference in choosing a role would be to seek out opportunities that minimise any interference with my personal life (family, friends etc).	
22. I would feel really fulfilled if I was able to create an enterprise that was primarily the result of my ingenuity, skills and efforts.	
23. Job security and financial independence are really important to me.	
24. I would rather become a general manager with broader responsibilities than become a senior functional manager in my area of expertise.	



**Interpreting the Career Anchors questionnaire**

Record your scores in the grid below:

TECHNICAL/ FUNCTIONAL COMPETENCE	GENERAL MANAGEMENT COMPETENCE	AUTONOMY/ INDEPENDENCE	SECURITY/ STABILITY	ENTRE-PRE- NEURIAL CREATIVITY	SERVICE/ DEDICATION TO A CAUSE	PURE CHALLENGE	LIFESTYLE
1.....	2.....	3.....	5.....	4.....	7.....	8.....	6.....
10.....	17.....	9.....	23.....	11.....	13.....	14.....	16.....
18.....	24.....	15.....	12.....	22.....	19.....	20.....	21.....
TOTAL.....	TOTAL.....	TOTAL.....	TOTAL.....	TOTAL.....	TOTAL.....	TOTAL.....	TOTAL.....

What are your top two or three? Read through the following descriptions of Schein’s career anchors. Do you think your score reflects what is important to you? How might this help you to think about your career after your PhD?

Technical/Functional competence: This kind of person likes being good at something and will work to become a guru or expert. They will commit themselves to specializing in their field. They like to be challenged and then use their skill to meet the challenge, doing the job properly and better than almost anyone else. They may be willing to be ‘functional managers’ but will not value the concerns of general management. If the work does not test their abilities and skills, they will very quickly become bored.

General Managerial competence: Unlike technical/functional people, these individuals want to be managers; and not just to climb the ladder, or earn more money. They find that it is management per se that interests them. They like problem-solving and dealing with other people. They thrive on responsibility and ideally will look to rise up through



the organizational levels so they can be in a position to make major policy decisions. To be successful, they will need analytical, emotional, interpersonal and intergroup competence.

**Autonomy/Independence:** Some people come to recognize that they find it really hard to be bound by other people's rules, procedures, working hours, or dress codes. In short, all of the things that come with working in any kind of organization. Primarily, these people have a need to work under their own rules and steam. Regardless of the type of work, they want to do things in their own way and at their own pace. They like clearly delineated, time-bound work within their area of expertise. As such, they will often gravitate towards careers that afford them as much autonomy as possible.

**Security/Stability:** Security-focused people seek stability and continuity as a primary factor of their lives. We all need varying degrees of security at different points in our lives, however for some this is the predominant orientation throughout their lives and will certainly guide their career decisions. They will often seek out stable organisations that provide the greatest opportunity for job security. They also tend to prefer stable, predictable work tasks. They also need to believe that loyalty makes a real contribution to an organisation's performance.

**Entrepreneurial Creativity:** People who have this anchor, have an overriding need to create new products or services. Whilst creativity exists in one form or another in all the groups, for the entrepreneur creating a new venture, product or service of some sort is essential to their sense of success and fulfilment. They are obsessed with their need to create, are restless and continually require new creative challenges. They like to run their own businesses, but differ from those who seek autonomy in that they will share the workload. Ownership is more important than making money, although this is viewed as a key measure of success.

**Service/Dedication to a cause:** Some people will pursue a career because they want to embody their core values in their work and careers. As such, they have a keener orientation towards their values than any talents or competencies. Their choices will be based on a desire to improve the world in some way. They will want work that allows them to influence their employing organisations in the direction of their values. Service-oriented people are driven by how they can help other people more than using their talents (which may fall in other areas)

**Pure Challenge:** Some people are driven by challenge. They will define success as overcoming tremendous obstacles, solving the unsolvable or winning out against impossible odds. They will seek constant stimulation and difficult problems that they can tackle. Most people will want a degree of challenge in their work, but for this type the challenge is the only thing that matters. Such people will change jobs when the current one gets boring and their career histories can be very varied.





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Lifestyle: Initially it appears that the notion that one's career anchor is organized around lifestyle is a contradiction in terms. However, many people who are highly motivated towards a meaningful career, find themselves in situations that mean their careers must be integrated into their total lifestyle. This is an evolving process, ergo people who find themselves in this situation want flexibility above all else. When seeking employment they are more likely to be interested in an organisation's attitude towards personal/family concerns, than the sector or area of expertise. They may even take long periods off work in which to indulge in their passions.



## EXERCISE 5: CAREER PLANNING

Below are some questions to prompt your self-reflection in relation to your career plans. Considering these questions will help you to reflect on what was positive during your internship and what was not; to compare what you experience in academia with another organisation; and to think about how your skills and values can impact on your career planning.

Career learning from your internship	
<p><b>How did the culture of the workplace compare to academia? Were there aspects you enjoyed more or less?</b></p> <p>(How formal were communications and meetings, what hours did staff typically work, did they work unpaid overtime regularly, how did people dress, did staff socialise during coffee and lunch breaks?)</p>	
<p><b>What was the management style in the host organisation? How do you feel about it?</b></p> <p>(How was work allocated and monitored? Was use of initiative encouraged and rewarded? Were suggestions and input of ideas encouraged and acted upon? How did information pass between the staff and the management of the company? Did you get an insight into how discipline or staff grievances were managed?)</p>	



**Did the overall purpose and aim of your work and the organisation inspire you?**

**If not, is it important to you that you feel inspired in this way?**

**What aspects of your daily activity were enjoyable and you would like to be an element of your future work?**

**Were there any aspects which you did not enjoy and would like to eliminate, as much as possible, for your future career?**

**Did anything surprise you about your role, the staff or the organisation?**

**Influence of skills and values on your future career**



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**What skills do you feel confident in, and enjoy, using? These can be skills you used during your internship, PhD, or other areas of life.**

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**To what extent are these skills that you would use in an academic / research career, or would you be more likely to use them in other career areas?**

**What are the main motivations for your career, e.g. security, being expert, challenge, autonomy? You can start to identify these through the career anchors exercise (exercise 4)**

**What impact may your motivations or values have on your future career direction? (e.g. are they likely to be satisfied in an academic / research career?)**

**Moving forward: next steps**

**How would you like your career to progress following your PhD?**

**What steps will you need to put in place to help you to achieve your goals?**