

# The LIFE Technique – Creating a Personal Work Profile

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**Abstract:** This paper focuses on the question: how can a personal work profile be created most easily and effectively for people considering their future? A personal work profile is a detailed description of the skills a person would like to use and characteristics of a work environment they would like to experience. This is valuable for all people of working age because it helps them find, or move towards, work which suits them best. This is tremendously important in Knowledge Management (KM). This is because when the an individual's knowledge and skills are matched well with the work they conduct, there is a high level of job satisfaction, motivation and performance. Therefore, if there is a good match, employees and organisations benefit enormously. The paper categorises and critically examines literature relevant to the research question and explains why the new **Look Into your FuturE** (LIFE) technique ('the LIFE Technique') was designed, what is new about it, how it works and how it has been road tested, reflected upon and improved. The primary data strongly suggests that the stages of the Technique are useful and easy to do, and that it is a valuable initiative that should be developed and applied further in the future.

**Keywords:** storytelling, personal knowledge and skills, work profile

## 1. Introduction

The question that this research focused on was: how can a personal work profile be created most easily and effectively for people considering their future? There are many reasons why this is such an important question. If a good personal work profile is created easily and effectively it enables the individual and the organisation to get a good match between the work the organisation needs to do and the most suitable employee to do it. When this is done the employee normally experiences increased job satisfaction. This is important because if job satisfaction is low, companies lose core employees, work productivity suffers and organisations fail to work effectively (Wan, 2007). A poor match between skills and work roles also means that the implementation of core strategic functions can suffer (Pahalad and Hamel 1990), that skill gaps can develop in an economy (e.g. Mohamud *et al.* 2006), and there is a loss of good employees. This is a significant waste that can lead to the disintegration of organisations (Sveiby 1997; Larsen and Myers 1999; Bolles 2006). Therefore, processes that effectively answer the research question should help prevent these things happening and lead to positive outcomes for individuals, organisations and economies.

## 2. Literary context

In this research 'knowledge' refers to the subject area that a person wants to work in (e.g. marketing), and a 'skill' refers to anything that a person can do. So any verb relevant to a person is a personal skill they have (Bolles 2006).

There are a number of different approaches to developing profiles to help people plan their future work. Some approaches regard individuals as completely malleable to the requirements of the organisation. Therefore, they create profiles [job descriptions] for employees to fit in to. Other approaches encourage employees to take complete ownership of their own career path. Some approaches fall between these two extremes. Table 1 summarises a selection of them.

**Table 1:** Approaches to profiling for future work

	Approach	Aim of the Approach	Summary of how it works	Degree of Individual Ownership
1	Personal Story Telling (Clare 2003)*	To openly think about life and what next.	To reflect openly on life and through open discussion think about important questions related to career path.	Very high
2	Personal Flower Profile (Bolles 2006)*	To produce a personal flower profile.	Use the techniques Bolles (2006) advises to make up the flower profile.	Very High

	Approach	Aim of the Approach	Summary of how it works	Degree of Individual Ownership
3	360 degree feedback (e.g. McCarthy and Garavan 1999)	To assist in setting career goals.	To conduct 360 degree feedback to develop a character profile to help set career goals.	Normally High
4	Career and Development workshops (e.g. Stevens 1996)*	To plan next career steps.	Reflection time, self assessment and exploration and draft profile options.	Normally high.
5	Career Counselling (e.g. Baruch 1999)*	To help clarify future career paths for individuals.	Meeting between career counsellor and an individual to generate profile.	Normally high.
6	Myers-Briggs Personality Test (e.g. Tagger and Parkinson 2007)	To produce a Myers-Briggs Type Inventory (MBTI).	Complete a questionnaire on personal characteristics to create profile.	Depends on who implements the test and how the profile is used.
7	Psychometric Tests (e.g. Melamed and Jackson 1995)	To produce personality profiles and occupational interest inventories.	Apply personality questionnaires to create profile.	Depends on who implements the test and how profile is used.
8	Continual Professional Development (CPD) and Personal Coaching (e.g. Eales-White 2002)*	To help clarify future career paths of individuals.	Usually a mixture of meetings with personal coach and work within a CPD structure of an organisation.	Mixture of individual and organisation.
9	Training to do job that is prescribed by the organisation.	To train employees in the skills required to do the job described by the organisation.	Training based on job requirement.	Low

\* With these approaches, usually a number of steps are applied in combination.

Some approaches do not tap in to the personal skills and character of individuals. For example some companies may write job descriptions and train individuals to do those jobs but ignore the skills the individuals may have. Techniques 3 to 8 in Table 1 are usually conducted within organisations and introduce a framework. The framework may be the CPD structure of the organisation or it may be the design of the technique itself. Arguably this is a problem because it can stifle participants in eliciting *their own* personal skills (Stevens 1996; Bolles 2006). The approaches referred to in rows 1 and 2 of Table 1 seek to address this problem by putting a heavy emphasis on individuals shaping their own profile. The author believes these approaches are preferable for addressing the research question in this paper because they place emphasis on the individual tailoring their own profiles or plans. This gives them ownership of the process and the outcome and tends to reflect their character most closely.

Clare (2003) takes a loose approach to telling personal stories and focuses on asking questions. The weakness with this is that there is may be an endless series of questions that are asked and a personal plan may only be loosely articulated. Bolles (2006) focuses on the construction of the flower profile based

on a series of techniques to fill each petal. One of the problems with this approach is that it takes considerable time to apply the techniques he provides and the techniques themselves can be constraining. For example he has charts which list categories of skills which an individual can choose from but the lists are not exhaustive and impose a structure that limit the participant and are very time consuming to complete.

The LIFE Technique is designed to improve on these approaches. The idea is to use the story-telling approach as a starting point and produce a personal flower profile. However, the idea is to produce the profile using a different approach to Bolles (2006) so that less time is used and a personal set of skills is created that stems from the very words of individuals who do the technique. To do this, the LIFE Technique makes use of qualitative pattern recognition techniques (Miles and Huberman 1984) and the principle of traceability from the MaKE model (Sharp 2004) (see Stage 2 in Section 3 below). The LIFE Technique is also designed to be a relatively simple process that is useful but also relatively easy to do.

### **3. Design of LIFE technique**

The purpose of the process is to facilitate the identification and articulation of a personal work profile as easily and effectively as possible. Three cycles of action learning research were implemented (see Section 4). This section explains the design of the LIFE Technique in these cycles. The 'participant' is the person whose profile is created. The participant is assisted by a person who is referred to as the 'facilitator'. Appendix 1 includes templates relevant to each stage.

The aim of the LIFE Technique is to help a participant to articulate their own personal work profile. The participant can be any person who is thinking about their future work life whether employed or not. Each stage should be implemented by the participant working with a facilitator. He/she could be anyone who understands how to implement the LIFE Technique. The original design had three stages. A fourth stage was introduced in cycle 2 of the action learning research based on feedback received from cycle 1 (see Section 5). The aim and process for each stage is given below.

#### **Stage 1: Tell Personal Stories**

##### **Aim**

Stages 1 and 2 are to identify the 'real' skills an individual has and enjoys using. Stage 1 involves obtaining a record of three personal success stories for stage 2.

##### **Process**

The participant thinks back over his/her life and tells stories of three personal achievements. The value of storytelling is that it taps in to the personality of the participant and comes very naturally to people (Clare 2003; Denning 2006). The facilitator listens and records on paper what the participant *did* to accomplish the achievement. The participant is encouraged to tell each story in detail so the richness of their character is expressed. After this, the participant is asked to say how he/she thinks the achievements can be measured in terms of success. This is so the participant thinks about the personal value they attach to their achievements. This helps participants to think about the positive side of what they have done so far in their lives. It also helps participants to reflect on how they measure success.

##### **Outcome**

A record of the stories of personal achievements which can be put in a template (see Appendix 1).

#### **Stage 2: Prioritise Skills**

##### **Aim**

To prioritise 6 skills the participant enjoys and is good at using and put them in a list.

##### **Process**

The facilitator highlights the verbs that were written in each of the personal story accounts. He/she lists them. The participant looks at the list and highlights the top 6 things that they like doing and think they

are good at. The participant puts them in priority order in a new list (see right hand side of form for Stage 2 – see Appendix 1). This is built up from what the participant said in Stage 1. The idea is that the skills that are identified can be traced back to the original personal stories of achievement in Stage 1. Having done this, the participant should add a noun to each verb that is appropriate to specify more specifically what they enjoy doing and /or think they are good at. For example, if 'organising' was a verb in the top 6, the participant should add a noun (e.g. 'organising information') to make it more specific.

### **Outcome**

Record of prioritised list of 6 skills the participant enjoys and is good at using listed in a template (see Appendix 1).

### **Stage 3: Create Flower Profile**

#### **Aim**

To create a complete personal flower profile.

#### **Process**

The facilitator should write the 6 prioritised skills in the centre of the flower diagram and then help the participant to complete all the elements (petals) of the flower (see Appendix 1). This stage is to make sure the participant thinks about the other elements of a work environment that reflect their personal preferences.

#### **Outcome**

A personal work profile in a flower picture which provides a clear picture of the personal skills, knowledge and working environment which the participant thinks will suit him/her in their future working life.

### **Stage 4 : Draft Profile Statement**

#### **Aim**

To produce a personal statement in a few sentences that clearly describes what skills the participant enjoys using, in what places and with what type of people.

#### **Process**

The participant uses the information in his/her personal flower profile to write these sentences and hone the statement as appropriate.

#### **Outcome**

Personal profile statement in the template (see Appendix 1).

The novelty of the LIFE Technique is *not* in the use of the flower concept or the emphasis on identifying personal skills. This has been designed, published and used world wide (Bolles 2006). What *is* new is the:

- Design of a technique which *combines* personal storytelling with the identification of key personal skills;
- Use of simple qualitative data techniques to highlight and prioritise key skills (in Stage 2) in a way that traces back to the personal achievement stories in Stage 1;
- Order of the stages and;
- The face-to-face nature of the Technique designed to be completed in one sitting of no more than 90 minutes.

## 4. Action learning research design and implementation

This section explains and justifies the design and implementation of the action learning research methodology.

### 4.1 Design of action learning research

The author describes the methodology as action learning research because there are significant elements of the methodology that are like action research and other elements that are similar to double loop learning methodology. The characteristics of the research methodology used in this research are described and explained in light of characteristics of action research and double loop learning. There are a number of characteristics of action research:

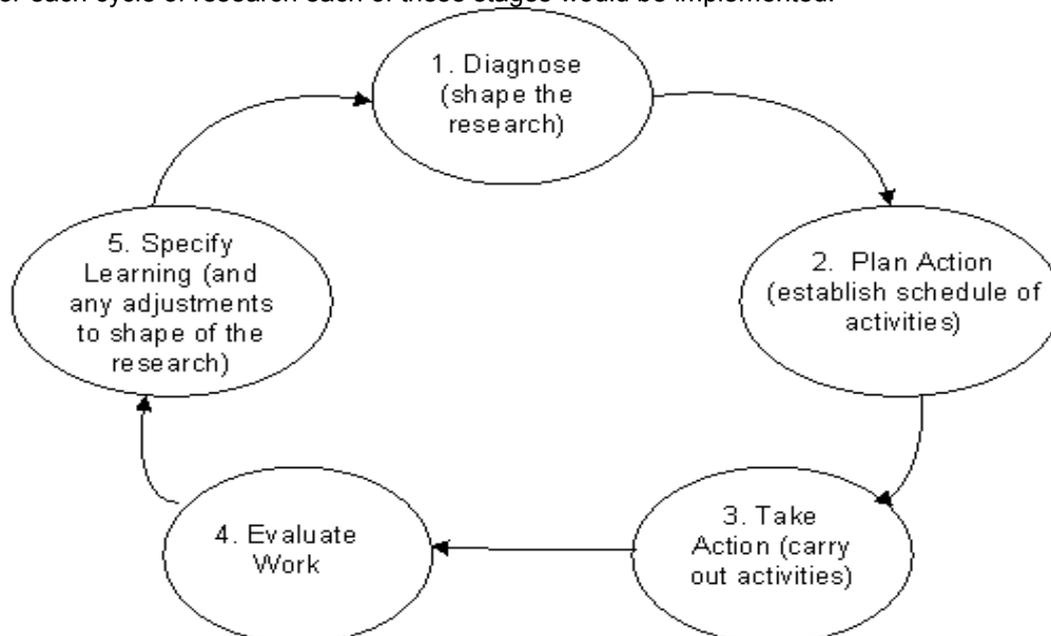
- It aims to increase understanding of an immediate social situation.
- It simultaneously assists in practical problem solving and expands knowledge.
- It is performed collaboratively.
- It is primarily applicable for understanding change processes in social systems.

(Hult and Lennung, 1980; Baskerville, 1999; Reason and Bradbury, 2001)

Many, would also add that:

- It has an iterative nature;
- It involves the participation of the researcher; and
- It has an action and change orientation (i.e. active change of the environment in which the practical application takes place).

Argyris and Schon (1996) articulate double loop learning within organisations in similar terms. They emphasise the importance of addressing a problem in an organisation by actions that lead to consequences that are reflected upon in light of the problem. The reflection in double-loop learning includes reflecting on whether the original assumptions and problem were well founded and whether they should be altered (Argyris and Schon 1996). Virtually all these characteristics align with the methodology for this research. However, there are a few fundamental differences. This research is primarily designed to work with individuals and examine in particular the LIFE Technique process - not specific change processes within and for organisations. Also, this methodology does not seek to change the environment of an organisation except to the extent of the effect of the LIFE Technique on the participants that may work in an organisation. Figure 1 illustrates the structure of the action learning research cycles that were used. For each cycle of research each of these stages would be implemented.



**Figure 1:** Action learning research loop (adapted from Baskerville, 1999 and Susman and Evered, 1978)

The plan was that for each cycle of research the LIFE Technique would be used by a sample of participants who were considering their future work preferences. Then feedback would be obtained on the process. This feedback would be described, summarised, evaluated and learnt from before shaping the next cycle of research.

To obtain feedback, the author used a questionnaire that was given to each participant (see Appendix 2). The questionnaire was designed to elicit responses about two things on each stage.

- 1. How helpful the LIFE Technique is for participants in planning their future.
- 2. How easy it is to complete.

Likert-scale options are followed by an 'Any Other Comments' section so participants could freely expound their opinions on these themes.

These themes are of fundamental importance to this research. The practical helpfulness of the Technique is important to gauge because the research is designed to produce a concept that is practically valuable for people's lives. The second theme is also very important. If something is valuable but very difficult to do it means that the concept is potentially of little value to a wide community of people. So it was important in the questionnaire to prompt participants to give feedback in these areas.

For each section, space was given for 'Any Other Comments' and finally, an open question at the end of the questionnaire was to elicit helpful comments to improve the design as appropriate. This gave participants space to add comments to clarify their likert-scale answers and give suggestions that may help improve the process or confirm its value. The questionnaire was relatively short to maximise the chances of getting feedback from each participant.

## **4.2 Implementation of action research**

In cycle 1, the author attempted to implement the Technique and obtain questionnaire feedback from 15 participants who fitted the criteria. Two could not meet him and therefore it was implemented with 13. One participant went through the stages of the Technique but did not fill in the questionnaire. There was a considerable range of participants in terms of age, nationality and employment status. The ages ranged between 18 and 64 years old. The 13 participants were from 7 different nations. Employment status varied but all were considering their future plans. One was an apprentice. The author applied the LIFE Technique with each individual.

In the first cycle the researcher would implement the LIFE Technique himself and reflect on the questionnaire feedback in light of his own experience in the action learning research and make any improvements that may be required for the next cycle.

A couple of adjustments were made between cycle 1 and 2. The author designed pro formas that were used in cycle 2 and Stage 4 was added and an equivalent section in the questionnaire. These adjustments were made to improve the Technique based on the criteria for the design and reflection and feedback from cycle 1.

In cycle 2, the author attempted to implement the Technique with a minimum of 20 Masters students in a group context, pairing students up to implement the LIFE Technique as described above. It was implemented with 24. There was a considerable range of participants in terms of nationality. The participants came from 19 different nations and ages ranged between 22 and 32 years old. The MA students were in a Business and Management faculty in an International Postgraduate Business School in London. It was applied in the first 3 weeks of their Masters course.

In cycle 3, the author attempted to implement the LIFE Technique with 33 Masters students in a group context and an alumni student, pairing students up as described above. It was implemented with all 33 individuals. There was a considerable range of participants in terms of nationality. The participants came from 18 different nations and ages ranged between 21 and 41 years old. The MA students were in a Business and Management faculty in an International Postgraduate Business School in London. It was applied in the first week of their Masters course.

No adjustments were made between the implementation in cycle 2 and 3.

Virtually every participant completed a questionnaire and provided feedback.

## 5. Presentation and analysis of primary data

The primary data will be presented and discussed in four parts. This is:

- 1. Feedback from cycle 1;
- 2. Feedback from cycle 2;
- 3. Feedback from cycle 3 and;
- 4. The overall pattern from all the cycles.

### 5.1 Cycle 1

A summary of the likert-scale primary data from cycle 1 is provided in Appendix 3. 12 questionnaires were completed. The numerical data shows that 10 of the 12 agreed or strongly agreed in finding stage 1 helpful for planning their future. Not so many found it easy to do. 7 out of 12 found it easy to do and 4 disagreed that with the statement that it was easy to do. A similar pattern occurred with feedback on Stage 2 and arguably with Stage 3, except with Stage 3 there were a 2 who strongly felt it did not help them plan their future and 3 who neither agreed nor disagreed that it was easy to do.

The qualitative feedback for cycle 1 is shown in Appendix 3. The qualitative data for each stage was limited. Only 2 people provided qualitative feedback for Stages 1 and 2. One commented that it was interesting that the words that were used reflected their personality. Another said that Stage 1 helped build confidence about oneself “looking back at positive events.” [Participant 1]. Stage 3 attracted far more other comments. 5 made comments and virtually all of them stated how helpful it was to articulate the vision in picture and written form of ‘what I want and need’ [Participant 6]. One participant [11] suggested why he found it useful but not easy to do. This may reflect what others thought: “This is a great exercise to do but something I could not have done easily on my own...”

The last question attracted 7 comments. 3 said it would be helpful to have something to look to the next level, examples or lists of jobs that identify what may be available that matches their profile. One said pro formas would help. Another, suggested a personal Strengths, Weakness, Opportunities and Threats stage. The others made positive comments and suggested widening its application or giving more time to the LIFE Technique.

### 5.2 Cycle 2

A summary of the likert-scale primary data is provided in Appendix 4. 24 questionnaires were completed. The numerical data shows that 18 of the 24 either agreed or strongly agreed that they found stage 1 helpful for planning their future. Only one strongly agreed with this statement. Not so many found it easy to do. 14 out of 24 found it easy to do and 10 did not. A similar pattern of feedback occurred for Stages 2, 3 and 4. In each case, more participants agreed or strongly agree that they found the stage helpful than those who found it easy to do. This was a similar pattern to Stage 1 feedback, except more found Stages 2, 3 and 4 easier to do.

The qualitative feedback for Cycle 2 is shown in Appendix 4. Only 2 comments were provided for all the stages. One comment reiterated how useful stage 1 was and the other comment referred to Stage 4 and how much easier it is to do this stage, having completed the other stages.

11 comments were provided in answer to the final question. 4 comments expressed how useful, enjoyable or effective the process was in putting ‘thoughts in to words.’ [Participant 19]. Various suggestions were made to improve the LIFE Technique.

- Examples of lists of jobs that identify what may be available that matches personal profiles
- Create a personal Strengths, Weaknesses, Opportunities and Threats matrix
- More time to be given to the process
- More reflection time between stages
- Diversify questions
- Remove repetition from the process

- Adopt a questionnaire pattern like a belbin test for the process

### **5.3 Cycle 3**

A summary of the likert-scale primary data is provided in Appendix 5. 34 questionnaires were completed. The numerical data shows that 28 of the 34 either agreed or strongly agreed that they found stage 1 helpful for planning their future. 7 strongly agreed with this statement. 29 found it easy to do. A similar pattern occurred with feedback for Stages 2, 3 and 4. However, for Part 3, Creating the Flower profile, more participants strongly agreed (as opposed to just agreeing) that they found this helpful for future planning and easy to do.

The qualitative feedback for cycle 3 is shown in Appendix 5. Only a total of 11 comments were provided for the stages. These comments referred to clarification of the process, potential for development of thinking based on outcomes from the process, and the usefulness of some of the outcomes.

12 comments were provided in answer to the final question. Four comments were very positive about the whole process with nothing 'on mind that could improve this process' [Participant 16] or 'it's perfect' [Participants 23 and 25] and one said 'I think the process is efficient' [Participant 6]. Two participants were not sure and other comments suggested ways to improve the process:

- More time to think over questions
- More focus on careers people may want to do
- Make it a bit more 'grown up'!
- Make it less formal

### **5.4 Summary of trends from primary data and future areas for research**

Broadly, participants agreed that the stages were helpful in planning their futures and easy to do, which is reflected in the average likert responses of 2.6 or less for all primary data collected. This included Stage 4 in cycles 2 and 3 and the overall feedback suggests that Stage 4 was a helpful addition. Within this broad pattern it is noticeable that participants in cycle 2 generally agreed that each stage was useful to a greater extent than they found it easy to do, although in cycle 3 there was some deviation from this trend with as many if not more participants finding each stage as easy to do as it was useful. This is not easy to explain because there were no adjustments in the Technique between cycle 2 and 3. The feedback also suggested that there were other benefits that came from implementing the Technique like the value of seeing words that reflect participants' personality, the value of visual representation, and the usefulness of the Technique for reflection and looking to the future.

In answer to the last question on the questionnaire, helpful comments were given to improve the LIFE Technique (see Sections 5.2 and 5.3). These suggestions need to be carefully considered in terms of benefits that they may bring. There were a range of suggestions. Some participants suggested using more time for the process. However, this can be done outside the time devoted to completing the Technique. However, this may not be practical for those who are busy at work and it would go against one of the design aims of the Technique (see Section 3). However, the other suggestions are worth considering for future cycles of application of the LIFE Technique and provide opportunities for future areas of research. Also, some participants were not sure at the usefulness of this Technique immediately after completing it. This is probably because they want to reflect on it after they have used the outcomes from the Technique. Another future area of research is to obtain feedback on the LIFE Technique from the participants in this research after more time has elapsed.

## **6. Conclusion**

This research suggests that it is valuable to produce personally tailored knowledge and skills profiles to help individuals plan their future. The LIFE Technique is a significant contribution in this area because most participants find each stage useful for planning their future area of work and easy to do. However, to say this with more certainty, the feedback from immediately after conducting the Technique may need to be buttressed by future research from the participants after more time has elapsed. However, this research strongly suggests the LIFE Technique is worth doing for anyone who is considering their future and that it will help them plan and take the next steps in their work life strategy.

Note about this Paper

This paper publishes research that develops and extends work published at the European Conference of Knowledge Management 2010 (Sharp 2010).

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## 7. Appendix 1: Templates for stages of LIFE technique

[the templates have been reduced in size for this paper]

### STAGE 1

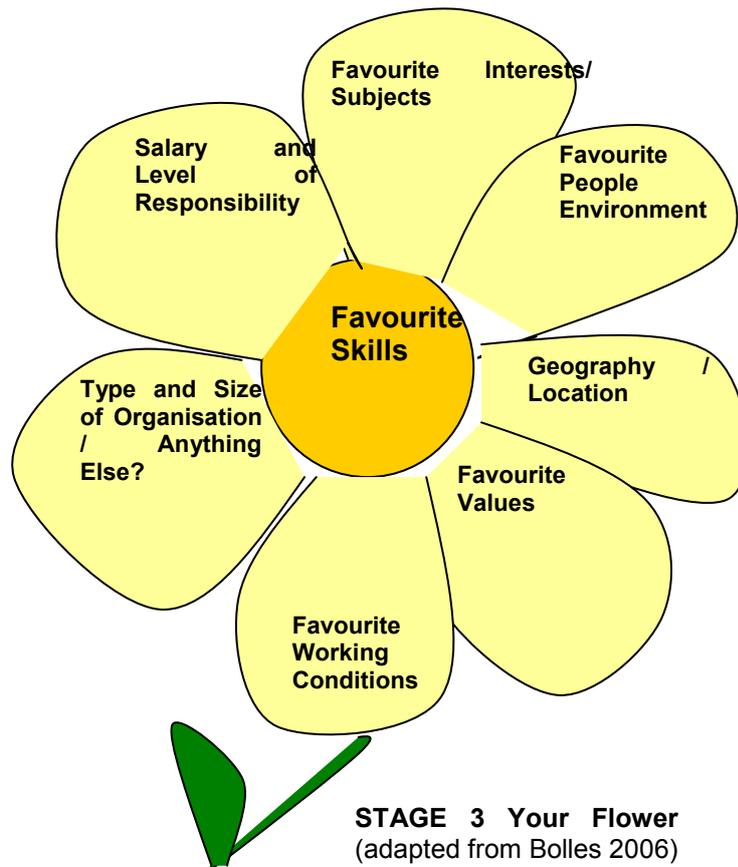
#### Work Placement Module- MA in Global Management

Name of Student who has achieved the things (below):

Achievement	What (s)he did	How does (s)he measure success
1.		
2.		
3.		

**STAGE 2**

Complete list of skills Verbs ending in 'ing'	List the top 6 in order of preference which skills do you really enjoy using?   AND which do you think you are best at?
	1. 2. 3. 4. 5. 6.



**STAGE 4**

**Skills for Work- MA in Global Management**

Name of Student .....

<p>Personal Statement</p> <p>Produce a Personal Statement that combines elements of your flower to describe          what you enjoy doing          in what subject areas          in what places          with what type of people</p>

**8. Appendix 2: Questionnaire design [condensed in format for paper]**

**Questionnaire for LIFE project**

**Introduction**

You completed a life story exercise of some of your achievements which was recorded. From this, a list of your skills were extracted before and prioritized before a flower profile of a projected future work environment was created for you. For the purposes of this questionnaire this is called your LIFE project.

**Informed Consent**

[standard informed consent paragraphs]

Name of Participant	
Nationality	
Age	
Job / Occupation [if applicable]	
Telephone Number	
E-mail	
Date	

**Questionnaire**

**Section 1 – Questions about the Three Components of the LIFE project technique**

**Likert scale feedback**

Please rate the statements below by ticking the appropriate box.

The numbers refer to the following scale:

1 = STRONGLY AGREE

2 = AGREE

3 = DISAGREE

4 = STRONGLY DISAGREE

**Part 1 of LIFE project technique - Telling My Story of Three of My Life Achievements**

1. I found this helpful for planning my future.

1	2	3	4	Neither agree or disagree

2. I found this easy to do.

1	2	3	4	Neither agree or disagree

Any Other Comments

**Part 2 of LIFE project technique - Listing and Prioritising My Core Skills from My Life Achievement Stories**

3. I found this helpful for planning my future.

1	2	3	4	Neither agree or disagree

4. I found this easy to do.

1	2	3	4	Neither agree or disagree

Any Other Comments

**Part 3 of LIFE project technique - Creating My Flower Profile**

5. I found this helpful for planning my future.

1	2	3	4	Neither agree or disagree

6. I found this easy to do.

1	2	3	4	Neither agree or disagree

Any Other Comments

7. What, if anything, do you think could be done to improve this process?

Many thanks for your feedback.

## 9. Appendix 3: Summary of Likert-scale primary data from cycle 1

	LIFE Project Technique	Cycle 1				
	Stage 1 component	Telling Story	Stage 2 component	Listing and Prioritising Core Skills	Stage 3 component	Creating Flower Profile
	Q1. I found it helpful for planning my future	Q2. I found this easy to do	Q3. I found it helpful for planning my future	Q4. I found this easy to do	Q5. I found it helpful for planning my future	Q6. I found this easy to do
Total 1 (Strongly Agree)	4	2	7	1	5	2
Total 2 (Agree)	6	5	4	6	4	6
Total 3 (Disagree)	2	4	1	4	0	0
Total 4 (Strongly Disagree)	0	0	0	1	2	0
Neither	0	1	0	1	0	3
Non responses	0	0	0	0	1	1
Total completed	12	12	12	12	11	11
Total (Likert aggregate)	22	24	18	29	21	22
Average of Likert responses	1.8	2.0	1.5	2.6	1.9	2.0

### Qualitative Primary Data from Cycle 1

Stage 1
It was very helpful in discerning and building confidence about oneself and looking back at positive events.
Stage 2
It was quite a challenging idea and may have been easier if one was allowed to confer with friends and get alternative opinions
Interesting to identify the words that I use often without realising and how those words represent significant part of my personality.
Stage 3
It offered a visual representation to give one an idea of the possibilities that are available.
I knew that there are certain things or aspects that are important in my life, but those things were scattered around in my head. This exercise helped me organise, clarify and prioritise those things.
The process made me aware of the direction that suits me the most and additionally that I would enjoy doing.
I find these techniques very useful as it makes me reflect and helps to realise what I want and need to improve in my future career.
This is a great exercise to do but not something I could have done easily on my own. Also makes your brain ache so helpful to be pushed through it vs doing it on your own.
What if anything, could be done to improve the process?
I think the whole class was really helpful. The only thing I think that should be changed is to not have the class as an extra class but rather have it as part of the course. I also think it graduation for the students taking the class should be at the same time as everyone else. I personally really liked the class and would recommend it to everyone. If we had maybe a week of intense course for this class for the whole of the MA global management class...it will benefit everyone. The only thing that put me off is the graduation date.
Maybe leave a list of occupations that people of the same attributes are involved in?
Examples for each section, so one can see that what they are writing is not degrading or being big headed but just yourself. Reflection is very important for how someone views themselves and their life path.
Some reflection done prior to the meeting via personal research. Identifying strengths and weaknesses,

opportunities and threats, through feedback from other people and analytical tools. Updating a CV prior to the session.
A greater emphasis on what jobs are out there, as I don't really know what I want to do, and maybe there are options I have never thought of.
More lessons would be perfect. I enjoyed the course a lot.
If some of the time spent with individuals not with the group.
Printed pro formas to enable the interviewer to record information easier.
To early to say as I have not delved back into yet – an option would be suggestions to how to take it to the next level i.e. so these are the kinds of things you could do.

**10. Appendix 4: Summary of Likert-scale primary data from cycle 2**

	LIFE Project Technique	Cycle 2						
	Stage 1	Telling Story	Stage 2	Listing and Prioritising Core Skills	Stage 3	Creating Flower Profile	Stage 4	Creating Personal Profile statement
	Q1. I found it helpful for planning my future	Q2. I found this easy to do	Q3. I found it helpful for planning my future	Q4. I found this easy to do	Q5. I found it helpful for planning my future	Q6. I found this easy to do	Q7. I found it helpful for planning my future	Q8. I found this easy to do
Total 1 (Strongly Agree)	6	7	6	5	8	8	8	5
Total 2 (Agree)	12	7	11	9	11	7	8	9
Total 3 (Disagree)	4	8	6	7	4	7	6	7
Total 4 (Strongly disagree)	1	2	0	3	1	2	1	3
Neither	1	1	1	0	0	0	1	0
Non responses	0	0	0	0	0	0	0	0
Total completed	24	24	24	24	24	24	24	24
Total (Likert aggregate)	46	53	46	56	46	51	46	56
Average of Likert responses	2.0	2.2	2.0	2.3	1.9	2.1	2	2.3

**Qualitative Primary Data from Cycle 2**

Stage 1
The activity is very useful and helpful to think about the future.
Stage 2
No comments provided.
Stage 3

No comments provided.
Stage 4
With the other parts this is much easier because now you know what you want.
What if anything, could be done to improve the process?
To improve this process I think it should be only in the mornings or afternoons so we will have more time to settle things.
having more work in groups of 4-6 people
I guess it was really interesting and quite enjoyable
Provide more specific options
This process is very good. It will help me in doing business and when talking with people.
I believe this process is quite effective in making one think about their desires but I believe you can add more questionnaire pattern e.g. belbin test.
Add other features difference and diversify the questions because most of the questionnaires are almost the same.
Thank you!
Other questions can be added to questions, because some questions are repetitive.
Very useful for putting thoughts into words.
Practicing.

### 11. Appendix 5: Summary of Likert-scale primary data from cycle 3

	LIFE Project Technique	Cycle 3							
	Part 1 component	Telling Story	Part 2 component	Listing and Prioritising Core Skills	Part 3 component	Creating Flower Profile	Part 4 component	Creating Personal Profile statement	
	Q1. I found it helpful for planning my future	Q2. I found this easy to do	Q3. I found it helpful for planning my future	Q4. I found this easy to do	Q5. I found it helpful for planning my future	Q6. I found this easy to do	Q7. I found it helpful for planning my future	Q8. I found this easy to do	
<b>Total 1</b>	7	8	7	7	14	13	8	11	
<b>Total 2</b>	21	21	17	21	15	18	19	21	
<b>Total 3</b>	4	4	5	5	3	3	5	2	
<b>Total 4</b>	0	0	0	1	0	0	0	0	
<b>Neither</b>	2	1	5	0	1	1	2	0	
<b>Non responses</b>	0	0	0	0	0	0	0	0	
<b>Total completed</b>	34	34	34	34	34	34	34	34	
<b>Total (Likert aggregate)</b>	61	62	56	68	56	61	61	59	
<b>Average of Likert responses</b>	1.8	1.8	1.7	2.0	1.7	1.8	1.8	1.7	

#### Qualitative Primary Data from Cycle 3

Stage 1
I did not see the purpose of 'measures of success' as they were not used later on.
this is quite hard to think of because somehow, the things I have done do not come across as great achievements.
I found it a great ice breaker being a new student, however I already know what I want to do so I didn't necessarily discover anything new. I do, however, feel more confident.
Stage 2
It was very illuminating as to what my life was about.
This exercise helped me put things in perspective for me.
Stage 3

There are many possible permutations that happened when you drew the flower and they were not explored and are possible avenues.
This reminded me of values I had forgotten. Things that used to be important to me but have been left behind after my disenchanting experience in the workplace.
Again- helped put it all in to perspective and ignited my determination.
Stage 4
I needed to reinterpret the statement myself to turn it in to practical advice.
This personal exercise still comes across as a difficult one even if I have done this before.
It was nice to see it all plainly stated on paper.
What if anything, could be done to improve the process?
Don't Know Yet.
I maybe think we should have more time to think over the questions, so we could come up with more helpful information. But I think the activities in themselves are really good.
Yes?
I think this process is efficient.
Looking more at careers people want to do and looking at how the results of this exercise compare to that.
Give the students more time to think about what they write down. Maybe send the forms home with the students and collect them the next day?!
I don't have anything on mind that could improve this process. It is well organised. It helped planning my future step by step. Before this process I had no idea what to do, but now, I am getting new ideas. I am getting to know what to do.