For a Meaningful Career Finaly!

Diane DOYON, Career Guidance Advisor
Monday, January 26, 2015
10:00 – 11:00
Cannexus, Ottawa, ONT.

diane.doyon@careerlegacycircle.com
CLC Emerging Context

Learning organization philosophy

Knowledge Management

Knowledge conservation
TRANSMISSION
Continuity

Creativity
Innovation
CO-CONSTRUCTION
Evolution

Community of practice
Social Knowledge Network Relationship

Davenport 2003; Paquette, 2002; Senge, 2001; Jacob et Pariat, 2000; Argyris et Schon, 1978
Learning organization values

Trust

Conditions for Tacit knowledge Expression

Caring

Sharing

Right to make mistakes

Jacob, 2003
Relationship based continuous learning model

QUALITY OF WORKLIFE MANAGEMENT

Maintenance & Mobility

Tutoring

Mentoring

Knowledge transmission
Continuity

Action learning group

Coaching

Knowledge creation
Innovation

Career Legacy Circle

Codevelopment groups

© Doyon 2002
Relationship: the heart of Work-Life management

88% of effective Work-Life maintainers succeed because they have supportive relations.

Cordeau, 2001

80% of workers’ problems are relational based (communication and media).

Clavier 2001
The *Keeping on* Paradigm: Maintaining a Work-Life Balance Out of Burnout and Obsolescence

Limoges, 2001
Stress, performance and the *Keeping on* paradigm

**Degree of Effective Performance**

- **Understimulation Zone**
  - Boredom
  - Fatigue
  - Frustration
  - Dissatisfaction

- **Optimum Stimulation Zone**
  - Creativity
  - Rational problem solving
  - Progress
  - Change
  - Satisfaction

- **Overstimulation Zone**
  - Irrational problem solving
  - Exhaustion
  - Illness
  - Low Self-Esteem

**Degree of Stress**

- **Obsolete Zone**
- **Burnout Zone**

Gmelch, 1983; Limoges, 2001
O-M-B : an interactionist model

**OBsolescence**
The individual (I) is getting far more from Environment (E) than the latter receives.

**KEEPING ON**
Perfect balance between what the Individual (I) gives to Environment (E) and the latter receives.

**BURNOUT**
The Individual (I) gives far more to Environment (E) than the former receives.

*Limoges, 2001*
Maintenance Strategies Used by Subjects

- **Spheres**
  - Professional
  - Personal
- **Objects**
  - EXTRApersonal
  - INTERpersonal
  - INTRApersonal
  - EXTRApersonal
- **Issues**
  - +
  - -
- **Strategies**
  - Getting involved
  - Innovating
  - Learning
  - Producing
  - Limiting
  - Recognizing
  - Refusing
  - Suspending
  - Pulling back
  - Dropping out
  - Expressing one's self
  - Being assertive
  - Getting information one's self
  - Prospecting
  - Selecting
  - Delegating
  - Stopping
  - Structuring
  - Reflecting
  - Concentrating
  - Changing
  - Imagining
  - Being self-motivated
  - Controlling
  - Withdrawing
  - Reaching out
  - Consulting
  - Communicating
  - Cultivating
  - Practicing
  - Training
  - Consuming
  - Satisfying
  - Relaxing

*Caron, 1999*
Burned out employee

- 5 strategies
- Adding deals only
- Mainly related to professional sphere
- No INTRApersonal strategy
Obsolete employee

3 strategies

1. withdraw deal from the professional sphere under INTERpersonal object

2. add deals in the INTRApersonal object

3. No EXTRApersonal strategy
15 strategies

In both, professional and personal spheres

Each time covering the 3 objects

Add deals a little more than withdraw deals

Dynamic and systemic approach that leads to a WORK-LIFE BALANCE
Reviewing the Maintenance of a Work-Life Balance

### Retrospective
- **Reviewing the past:**
  - **Objective**
  - **Factual**
  - **Eyes open**

### Prospective
- **Looking at the Future:**
  - **Subjective**
  - **Overall view**
  - **Eyes closed**

### Action
- **Filling the gap now, at the present:**
  - **Short, medium and long terms**
  - **Space: System of roles and projects**
Vocational Universe & Life long learning- Career stages

To Maintain a Work-Life Balance throughout ones’ career

1st period
Intimacy vs. Isolation
- Adaptation to one’s career and one’s job and to the world of work
- Risk taking
- Giving oneself permission to make mistakes
RPA - RPA - RPA

2nd period
Generativity vs. Stagnation
- Revising, maintaining
- or changing
- Maximizing mistakes
- Considering an about face
R-P-A

3rd period
Integrity vs. Despair
- Wrapping up, Taking action, Leaving a legacy
- Taking responsibility / Reframing, Knowing how-to-stay / how-to-leave
R – P - A

Adapted from Riverin-Simard 1984, Erikson, 1969, Limoges 2001
What is a Career Legacy Circle?

1. A dialogue space that brings together 6 to 12 people in the last stage of their working life.

2. The recommended accompaniment develops two bodies of knowledge:
   - knowing how to stay and knowing how to leave
   - which implies, among others, wrapping things up and transmitting one’s professional legacy.

http://www.careerlegacycircle.com
How does a CLC work?

Participants are involved in a process which, seen from the perspective of a potential legacy, provides them with:

- a retrospective of their journey;
- a prospective for a meaningful final career stage;
- an action plan for completing what needs to be done and for taking charge of their Work-Life trajectory.
C LC characteristics

- Meets 6 times
- 3 hours each time every 2 to 4 weeks
- Homework between sessions using the Vade-Mecum and Amazement connections (Ah! Ah! Report)
- One month after the last meeting, a session conducted individually allows an opportunity to conclude.

Jacques LIMOGES, 2010

To purchase this book contact The Canadian Career Development Foundation (CCDF) information@ccdf.ca
M 3: Like a tilted ascending spiral
To witness the richness of the human journey

- Professional legacy
- Retirement
- Work-Life balance maintenance
- Individual-Environment interaction (including intergenerational relations)
What participants have to say about CLC? (1/2)

“Others' feedback helped me understand that I did have a legacy to leave”

“The coming years will be very busy... a legacy to prepare, real tasks to carry out... Besides, I am more careful than before about my health and feel less at risk of burnout”

“I have now a different view of work in general and a different attitude. The end result is no longer as important as the journey. I’m aware on a daily basis that I am in the process of leaving a legacy”
“The process of reflecting was not easy; it was one surprise after another...”

“I realized that I owe a legacy to myself first”

“I found my definition of freedom fifty-five and I’m living it now”

“I am ready for retiring and I am aware that the next step will be the most challenging one”
From the workplace point of view, CLC is a Strategic tool to: (1/2)

1. ensure a vibrant and stable workforce despite retirements

2. keep expertise and knowledge in-house and maintain productivity levels

3. mobilize people to share their experience and to promote life long learning

4. develop tailored succession plans
From the workplace point of view, CLC is a Strategic tool to: (2/2)

5. honour the tacit wisdom which comes from a lifetime of committed employment in a field

6. better bridge the inter-generational gap in their workforce

7. encourage work-Life management

8. improved employee retention
For each Career stage, a specific learning relationship for better intergenerational connections
Knowledge Management Research including CLC

- **Presents** – Two models for intergenerational knowledge transfer - **source-recipient** & **mutual exchange**.
- **Shows** how a context conducive to knowledge transfer was developed, and
- **concludes** that this context **allowed both explicit and tacit knowledge** to be transferred.
- **highlights the need for motivation, inspiration, and empowerment** in knowledge transfer;
- **suggests that these models and results can serve as guidelines** for managing organizational memory.


French testimonials from Switzerland CLC members: http://vimeo.com/80085609