

TRUE NORTH

In today's workplace climate, career advisory has gone beyond the simple act of placing clients into job roles. It has become an intricate art of helping clients navigate workplace complexities and interweaving that closely with an individual's beliefs, values and principles. As a career practitioner, you are tasked with the all-important role of helping one find meaning and fulfilment in their career. You are instrumental in their search for a purpose-driven life; for their **TRUE NORTH**.

WHAT'S INSIDE



FROM THE CASE CHEST

Achieving Success in Career Transition to Digital Marketing after Retrenchment



MAIN ARTICLE

Transformative Transition Coaching: A framework to facilitate transformative learning during career transitions



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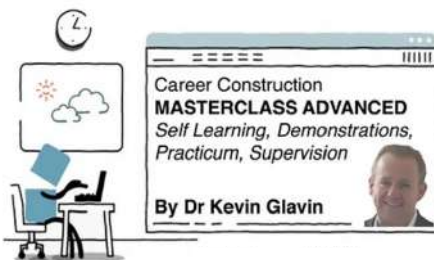
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(Application closes: 1 Aug 2023)

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(Application closes: 4 Sep 2023)

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(Application closes: 6 Oct 2023)

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Sep Intake: 25 - 27 Sep 2023

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GOOD NEWS For Career Practitioners!

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02. We will absorb the 1% GST increase for 2023. The breakdown of the course fees (inclusive of GST) can be found on our website.



FROM THE CASE CHEST

ACHIEVING SUCCESS IN CAREER TRANSITION TO DIGITAL MARKETING AFTER RETRENCHMENT

Background

In the wake of the COVID-19 pandemic, Alan (not his real name), a 53-year-old Quality Manager, faced an unexpected challenge. After 22 years of dedicated service, he found himself being retrenched from his job. Alan thus approached Lithan Academy Pte Ltd after looking at Lithan's social media post as he has an interest in digital marketing, and was assigned his career coach, Joanne who successfully helped Alan transit into a new career.

Barriers

Before approaching Lithan Academy Pte Ltd, Alan felt upset by his failures at securing a position through job interviews and having to face several obstacles when he decided to do a career transition. The constant rejections had taken a toll on his confidence, and he began to doubt his abilities and qualifications.

Intervention

Joanne devised a comprehensive plan to help Alan transition into the Digital Marketing sector. Through the RIASEC test, Joanne found that Alan's result was E-A-C: which is Enterprising, Artistic, Conventional which meant that he was suitable for a Digital Marketing role. She also focused on leveraging his transferable skills and experiences, maximizing his chances of finding job openings, and minimizing barriers to success.

First, Alan enrolled in a 6-month Digital Marketing course with Lithan Academy Pte Ltd. This course provided him with the necessary knowledge and expertise for his career transition.

Next, Joanne worked closely with Alan to identify transferable skills from his role as a Quality Manager that were relevant to Digital Marketing. The resume was tailored to highlight his leadership abilities, data analysis skills, and project management experience. Alan also included his Digital Marketing coursework and certifications to demonstrate his commitment to upskilling.

To find job openings, Joanne and Alan developed a targeted job search strategy focused on Digital Marketing positions. They identified hiring companies and utilized career portals, job boards, and recruitment agencies. However, due to Alan's limited experience in Digital Marketing, finding suitable openings posed a challenge.



Joanne provided guidance to help Alan overcome potential age discrimination. The carefully crafted resume and application materials, emphasizing on Alan's experience, skills, work ethic, reliability, and loyalty, which helped to showcase his strengths without reference to his age.

Throughout the job search process, Joanne empowered Alan by building his confidence and resilience. She emphasized the importance of a positive attitude and perseverance, even in the face of rejections. Joanne conducted mock interviews with Alan, offering valuable feedback to improve his interviewing skills.

Outcome

With Joanne's support, Alan transitioned to Digital Marketing and secured a position as a Digital Marketer. He was thrilled to find a job that matched his interests and skills, and felt confident in his abilities. Alan expressed profound gratitude for Joanne's guidance, acknowledging the impact of the tailored resume, job search strategy, focus on transferable skills, and interview coaching in setting him apart from other applicants.



Contributed by
Tay Li Hsia, Joanne

Organisation: Lithan Academy Pte Ltd
WSG CDF Certified Career Practitioner

Designation: Talent Specialist
joanne.tay@educlaas.com

FURTHER READINGS:

Why leaders should provide support during retrenchments

RIASEC Vocational Model

Involuntary Career Changes: A Lonesome Social Experience



MAIN ARTICLE

TRANSFORMATIVE TRANSITION COACHING: A FRAMEWORK TO FACILITATE TRANSFORMATIVE LEARNING DURING CAREER TRANSITIONS

In the fast-paced corporate world, leaders often struggle with successful career transitions into senior positions. Superficial changes are insufficient, and a flexible learning process is necessary for effective adaptation. That's where transformative learning comes into play, offering profound shifts in perspectives and world views for long-term success.

Dr. Nicky Treblanche, a researcher in coaching at the University of Stellenbosch Business School, combined transformative learning theory and transition coaching to develop a transformative transition coaching framework (TTCF). This framework facilitates deep and lasting changes during senior career transitions, empowering leaders to excel in their current and future roles.

WHAT IS TRANSITION COACHING?

Transition coaching focuses on supporting leaders during pivotal career shifts. Its goal is to help them navigate challenges and excel in their new roles. Transition coaching addresses various aspects of the career transition journey, including stakeholder management, effective communication, critical issue identification, vulnerability management, skill development, and finding renewed purpose and meaning. While empirical research on transition coaching remains limited, recent studies highlight its numerous benefits, such as increased confidence and resilience, expanded capabilities, and a reinforced sense of identity for transitioning leaders.

Nonetheless, barriers to widespread adoption persist. Corporate culture, cost pressures, and the absence of effective outcome measurement tools hinder the integration of transition coaching in organizations. This highlights the need for a comprehensive approach to evaluate coaching outcomes and justify its impact.

TRANSFORMATIVE LEARNING THEORY

Transformative learning theory, a concept pioneered by Jack Mezirow, offers insights into how adults can experience profound and enduring changes through their learning journeys. At its core, transformative learning involves challenging one's existing values, beliefs, assumptions, and perspectives. By questioning and reassessing these foundations, individuals can open themselves to cultivating a more inclusive and expansive worldview. Mezirow suggests that individuals interpret their experiences through "frames of reference" — filters shaped by one's assumptions about the world. While transformative learning often begins with a disorienting dilemma, such as a career transition, true transformation learning requires an active and introspective engagement with beliefs and assumptions.

The most adaptable and practical method for evaluating transformative learning was found to be Hoggan's three aspects of learning:

- i. depth - the significance of the personal change
- ii. breadth - the contextual multiplicity of the change; and
- iii. relative stability —the permanence of the change.

Leadership transitions are complex and carry a significant risk of failure. Hence, providing support during these critical periods becomes paramount. Transition coaching emerges as a highly valuable form of support due to its personalized and in-depth nature. By aligning with the principles of transformative learning, coaching empowers transitioning leaders to embrace deep and lasting changes in their perspectives, ultimately facilitating their success.

METHODOLOGY, FINDINGS & DISCUSSION

Dr Treblanche conducted research to find a practical yet context specific transition coaching framework that is theoretically informed and based on empirical evidence. He created a Transformative Transition Coaching (TTC) framework that facilitates transformative learning during career transitions with canonical action research (CAR), which provides specific implementation guidelines. The TTC is comprised of seven aspects, which lay the foundation for an effective coaching intervention:



1. **CONTEXTUAL** - This underscores the importance of tailoring the coaching intervention to support transitioning leaders in their transformative learning journey. Coaches are to create a context by sharing frameworks and theories related to challenges faced in the new role. This fosters targeted and purposeful discussions, guiding transitioning leaders towards clarity and success.

2. **CONTRACTUAL** - The Contractual aspect highlights the need for a clear agreement that outlines the coaching intervention and manages expectations. A well-defined contract, agreed upon by all parties involved- the coach, transitioning leader, and their organization, establishes the rules of engagement and ensures confidentiality throughout the coaching process, establishing a safe and trust-based environment.

3. **ANTICIPATORY** - This emphasizes the need to establish and document coaching goals in collaboration with the organization for focused coaching. Goal setting provides structure and accountability for the coaching process and aligns with the Contextual aspect of the framework. Participants in the research highlighted that documenting set goals enhance tangibility for eg more evident when prioritizing goals and refining them through discussions. This approach helped participants stay focused and prevented them from deviating during coaching sessions.

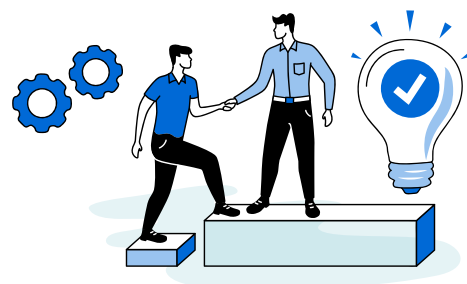
4. **PROCEDURAL** - Through analysis of the research data, it was found that transitioning leaders go through five stages during TTC: Initiate, Understand, Identity and Design, Reflect and Redesign, and Complete. These stages help define the coaching context, analyze current perspectives, identify problematic perspectives, reflect on progress, and ultimately achieve perspective transformation.

5. **TEMPORAL** - Focuses on the duration and timing of coaching interventions. Deep learning and behavior change require ample time for reflection and experimentation, aligning with the concept of early intervention and prolonged coaching duration.

6. **TECHNICAL** - This aspect focuses on coaching tools and techniques that facilitate deep and lasting changes. During the foundation phase, five of the more frequent coaching tools and techniques identified include: questioning, reflection,

active experimentation, using frameworks and theory, and challenging views and assumptions. Questioning encourages deeper thinking, while reflection helps individuals consider their thoughts, feelings, and actions. Active experimentation promotes trying new behaviors, and frameworks and theory provide structured guidance. Challenging assumptions encourages individuals to examine and question their beliefs and perspectives. These tools and techniques align with the principles of coaching and contribute to transformative learning.

7. **EFFICACIOUS** - This emphasizes the importance of evaluating coaching interventions to assess the extent of transformative learning experienced by transitioning leaders. In the application phase, Hoggan's three criteria were used to measure the level of transformation and determine the effectiveness of transition coaching. By assessing the level of transformative learning, the efficacy of coaching interventions can be determined, providing valuable insights into the impact of coaching on meaningful change during career transitions.



Conclusion

This study makes significant contributions both in terms of scholarly advancements and practical applications. It strengthens the connection between coaching and adult learning theory by incorporating transformative learning into the coaching process, enhancing our understanding of coaching practices. It also identified that "readiness for coaching" is an important prerequisite for successful coaching, especially commitment to change. The introduction of the TTC framework, benefits transitioning leaders as it offers a support mechanism for leadership transitions. On a practical level, the research provides an empirically researched coaching framework for transition coaching interventions. HR practitioners and managers can use the TTC framework as a reference model to ensure comprehensive coaching services.

FOOD FOR THOUGHT:

01 How do you identify readiness for coaching?

02 How would you apply transformative coaching to support your senior leaders in your organisation?

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How transition coaches accelerate executive onboarding



Transformative learning theory: Where we are after 45 years



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CareerPods: Unlocking Success and Empowering Careers! Career Practitioner Conversations with NCDCA

Climate-Informed Career Development with Trevor Lehmann (Episode 14, Season 2)

In this episode, hosted by Brian Hutchison, a conversation with Trevor Lehmann explores the impact of climate change on careers, addressing anxiety, loss, and fear while offering strategies to foster hope, long-term thinking, and new opportunities, as well as debunking myths about "green jobs."

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APCDA Podcast

Trends in Information Technology (Episode 2, Season 3)

In this chat with Khalid Nizami, the developments in the information technology industry are discussed, including career journeys, the link to sustainability, the IT landscape in the Asia Pacific and Middle East region, key future trends, the importance of soft skills in IT, and the reality of transitioning to IT mid-career for non-tech individuals.

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JCA Podcast

JCA Podcast with Saba Ali

In this episode of the Journal of Career Assessment podcast series, JCA Editor Ryan Duffy interviews lead author Saba Ali about her career and recent JCA article, "Economic Justice and Vocational Psychology: Towards Community Change." In this episode, Duffy and Ali discuss a different way of looking at career development and how career development can be encouraged at a community level instead of just at an individual level.

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