

# Careers

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## The Team

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## Reminders

Remember it's that time of year to review the work the F1 trainees have done so far in stages 1 and 2 and ensure they are up to date. If they are up to date, it is time to make that all important career decision and therefore energy should be applied to helping them decide. Be mindful they need to keep their career development plan up to date. F2 trainees should be developing those key employability skills, checking job specs, developing interview skills and getting focused and prepared.

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## Spotlight on Anxiety

Everyone has feelings of anxiety at some point in their life. For example, you may feel worried and anxious about sitting an exam or having to do a presentation or job interview. Anxiety is not always a bad thing. It is a chemical reaction that occurs when you and yourself don't agree with you and then the feelings inside yourself try to push you to decide something.

Some of us can channel our energy effectively (brilliant for them) for the rest of us we can get stuck with the feeling of anxiety which is a raw feeling that is difficult to sit with. Although these feelings are normal, more than **1 in 20 people** find it hard to control their worries. Their feelings of anxiety are more constant and can often affect their daily lives.

### What is Anxiety?

Anxiety is what we feel when we are worried, tense or afraid – particularly about things that are about to happen, or which we think could happen in the future. Anxiety can become a mental health problem if it impacts your ability to live your life as fully as you want to. For example, it may be a problem if:

- Your feelings of anxiety are very strong or last for a long time.
- Your fears or worries are out of proportion to the situation.
- Your worries feel very distressing or are hard to control.
- You regularly experience symptoms of anxiety which could include panic attacks.

### What are the symptoms?

Anxiety feels different for everyone however it often manifests in both physical feelings, effects



on the mind and effects on behaviour. Below are some of the most common symptoms for each area.

**Psychological symptoms:**

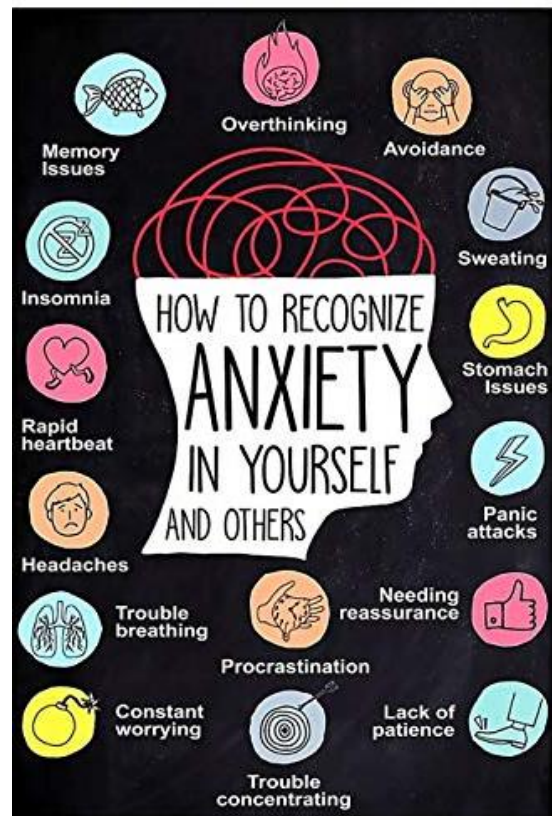
- Feeling tense, nervous or unable to relax.
- Feeling like the world is speeding up or slowing down.
- Feeling like other people can see you're anxious/are looking at you.

**Physical symptoms:**

- a churning feeling in your stomach
- having [panic attacks](#).
- Sleep Problems

**Behavioural Symptoms:**

- Withdrawal from friends and family
- Avoiding certain places, people or situations



**Who to talk to...**

[No Panic](#) specialises in self-help recovery and supports those living with panic attacks

and anxiety disorders as well as those who support and care for people with anxiety disorders.

Their dedicated helpline operates between 10am and 10pm every day of the year.

[Anxiety UK](#) provides support and information for anyone affected by anxiety. They help and support individuals to find ways to control anxiety instead of it controlling them.



**Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.



Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs, and the top level is known as growth or being needs

Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfil such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food, the hungrier they will become.

Maslow (1943) initially stated that individuals must satisfy lower-level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges” (1987, p. 69).

When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

As a careers lead, educator or supervisor we need to understand that for trainees to operate at optimum levels they need to have their base needs satisfied. Therefore, if we are engaged with a trainee that is struggling academically or practically, we need to ensure that we don't forget to have a guided discussion around their wellbeing. A trainee who is facing eviction or who is suffering from a bad break up will not be able to focus effectively on their training. Helping individuals access information or signposting is the best thing you can do for them at that time. Even if you don't get time to discuss their lack of progress in that meeting it does not mean that your time has not been used constructively. You helping to resolve someone's housing issue or allowing them to confide in you will result in favourable outcomes for that trainee.

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## Career Anchors

Schein suggested that each individual possessed specific and unique 'anchors' - one's perception of one's own values, talents, abilities and motives, which form the basis of individual roles and development. Schein's original research in the 1970s identified five possible constructs upon which anchors are generally based, though this was expanded to eight following further research in the 1980s. These constructs describe the priorities individuals who possess different sets of talents, capabilities and personalities possess, and can thus be used as a basis for planning development and career changes around.



These anchors are:

1. **Technical/functional competence** – these individuals enjoy being good at specific tasks and will work hard to develop the specific skills necessary to complete them.
2. **General managerial competence** – these individuals thrive off performing in a position of responsibility; tackling high-level problems, building relationships and interacting with others; they require strong emotional intelligence skills in order to succeed.
3. **Autonomy/independence** – these people need to be left to their own devices, and to be able to act without needing too much direction, interference or confirmation, often avoiding standards and procedures to do things ‘their way’.
4. **Security/stability** – they seek stable and predictable positions and activities, which they are able to plan aspects of their life around, taking few risks; they are also often the individuals who will spend many years in the same position.
5. **Entrepreneurial capability** – these are the creatives within a business, enjoy brainstorming and inventing new things, and often seek to run or start their own business; they are different from those who seek autonomy as they will share the workload with others and enjoy individuals, including themselves, taking ownership for their work; they often get bored and seek monetary gains.
6. **Service/dedication to a cause** – these individuals always seek new ways to help other people, both within and outside the organisation, using their talents; they are often found in relevant employment areas, such as HR and customer service.
7. **Pure challenge** – driven nearly entirely by a need to be continuously stimulated by new challenges and tasks which test their abilities to solve problems; they will often seek to move jobs when their current position becomes stagnant or no longer possesses the challenges they need to progress.
8. **Lifestyle** – these individuals orientate everything, including their role, around their pattern of living as a whole – not so much balancing work and life, as *integrating* it; they may also take long periods of leave to take part in recreational activities, or balance themselves and their lives through holidays and other forms of downtime.

One simple way of utilising the career anchors is to evaluate how well your own priorities are reflected in your current role, activities and lifestyle.

By aligning roles and tasks with individual priorities, it can help greatly when individuals are planning new objectives and goals, over both the short and long term. It can also help a lot when individuals are planning career changes, including taking on new jobs, moving departments, or when they are offered a promotion.

Use the link below to try out the Career Orientations Inventory to work out your career anchor and in turn use with trainees.

<https://www.nelacademy.nhs.uk/downloads/602>

## Upcoming events:

- Negotiation's session 2<sup>nd</sup> of March  
Self-Awareness Masterclass 25<sup>th</sup> of May

## Contact

We hope you have found this useful. We are happy for you to contact us via email if you have any queries or if you want to suggest topics you would like us to cover in future issues.

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