

What Shall I Do, for the Rest of My Life?

- Career Development

LAU Tat Chuan (TC)

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What Shall I Do, for the Rest of My Life?

- Begin with the End In Mind
- Innovate even in Your Work-Life
- Strengthen your Learning Agility
- You Can't do it All By Yourself

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Begin with the End In Mind



To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction.

— *Stephen Covey* —

AZ QUOTES

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How different our lives are when we really know what is deeply important to us, and keeping that picture in mind, we manage ourselves each day to be and to do what really matters most.



— Dr. Stephen R. Covey

Build Your Mission Statement

Human beings are driven by purpose. So, what's yours? Defining your mission statement can lend powerful direction to your work, your family, and your life. We can help you put it all into words.

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Interviewing people over 65. Richard discovered these three similar sentences over and over in his research:

“If I could live life over:

1. I would be more courageous.
2. I want my life to matter.
3. I would be more **reflective**.”

The Mattress Test

Spend 2 minutes before you get up to take 3 deep breaths. After 3 breaths, make a vision of the day, how you will make a difference, help people . . .



Richard J. Leider

Coauthor of the bestselling *Repacking Your Bags*

The Power of Purpose

Find Meaning,
Live Longer,
Better

3RD EDITION
Revised & Expanded

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“Don’t ask what your purpose is, ask,

***what is life
asking from me today?”***

The Napkin Test :

Gifts + Passions + Values = Purpose

Richard J. Leider

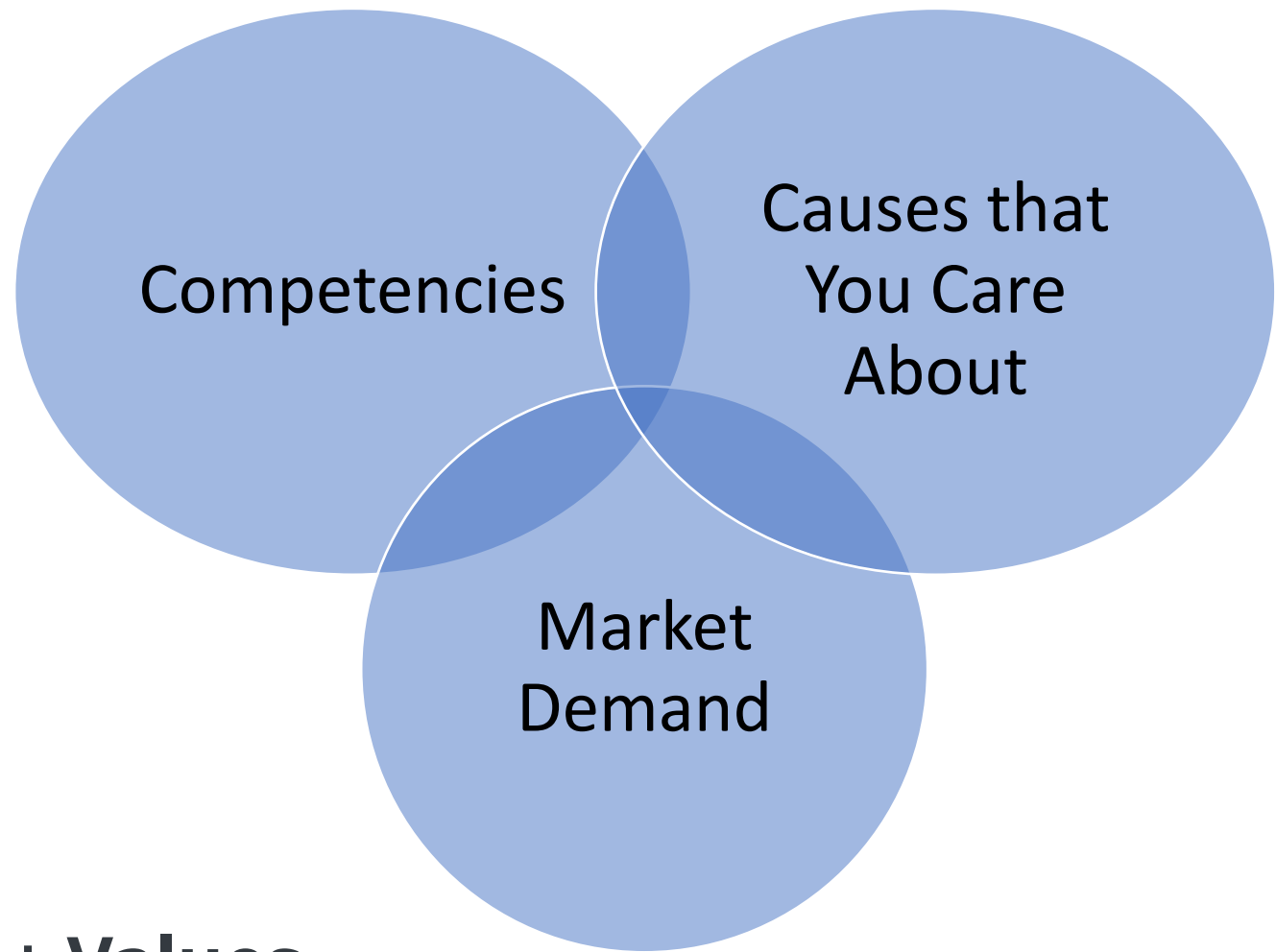
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Esther Tzer Wong asked me: *“Can you take the pay cut . . . ?”*

Finances

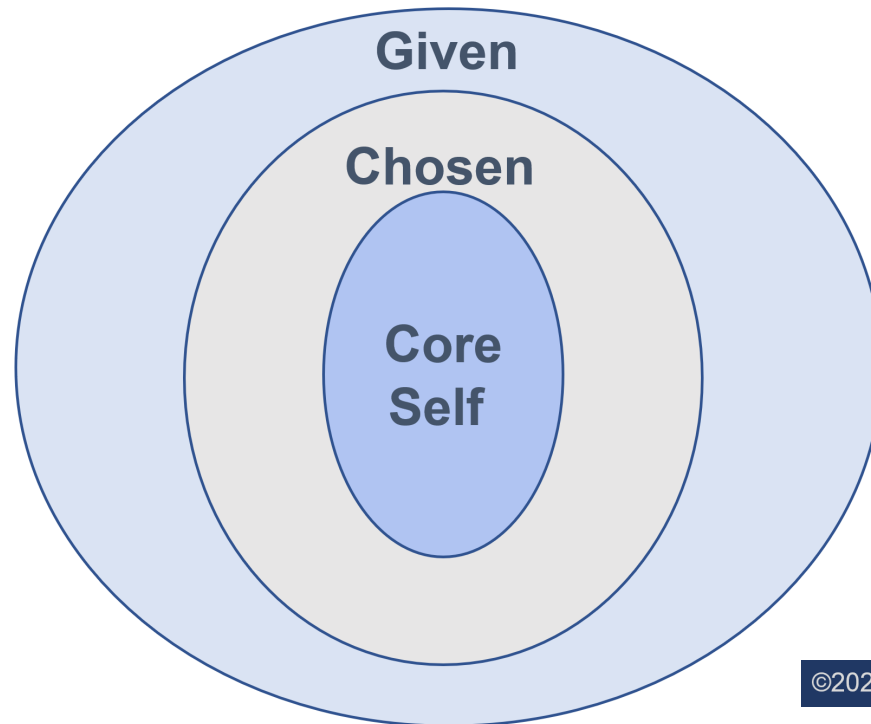
- Know where your money is going
- Live a simple life
- A healthy reserve gives you work-life flexibility



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Your Social Identity

Identity Framework



GIVEN – The attributes we are given at birth and in life (*i.e.*, gender, race, age, culture, ethnicity...)

CHOSEN – The attributes we choose in our personal and professional lives (*i.e.* education, political affiliation, occupation, religion, hobbies, music, food, clothes...)

CORE – The traits, behaviors, attitudes, and skills that contribute to our uniqueness as individuals (*i.e.*, extraverted, humble, hard-working...)

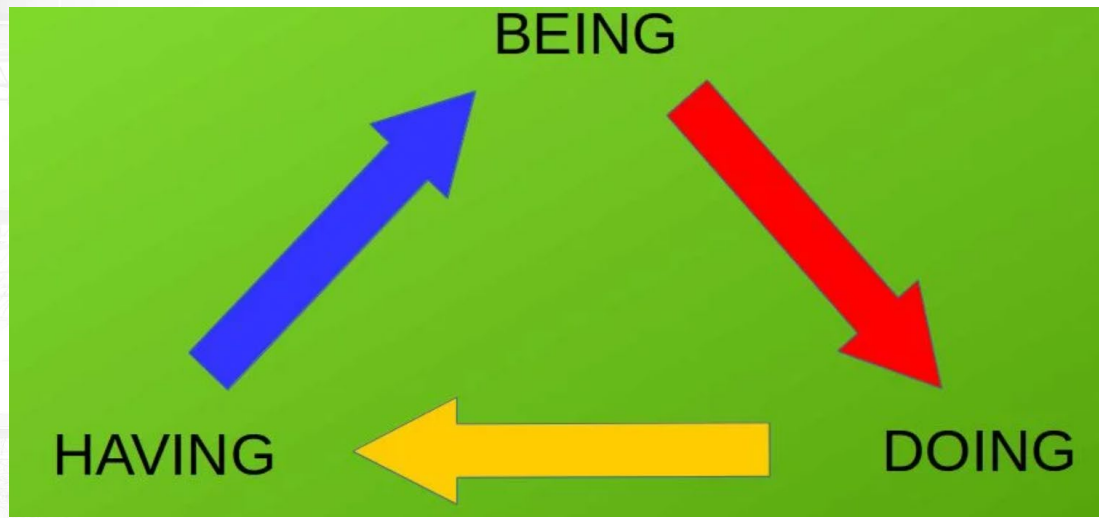
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Adapted from Tajfel, H. and Turner, J. C. (1979). An integrative theory of intergroup conflict. In G. W. Austin & S. Worchel (Eds.), *Advances in Experimental Social Psychology*, 21 (pp. 33-47). Monterey: Wadsworth.

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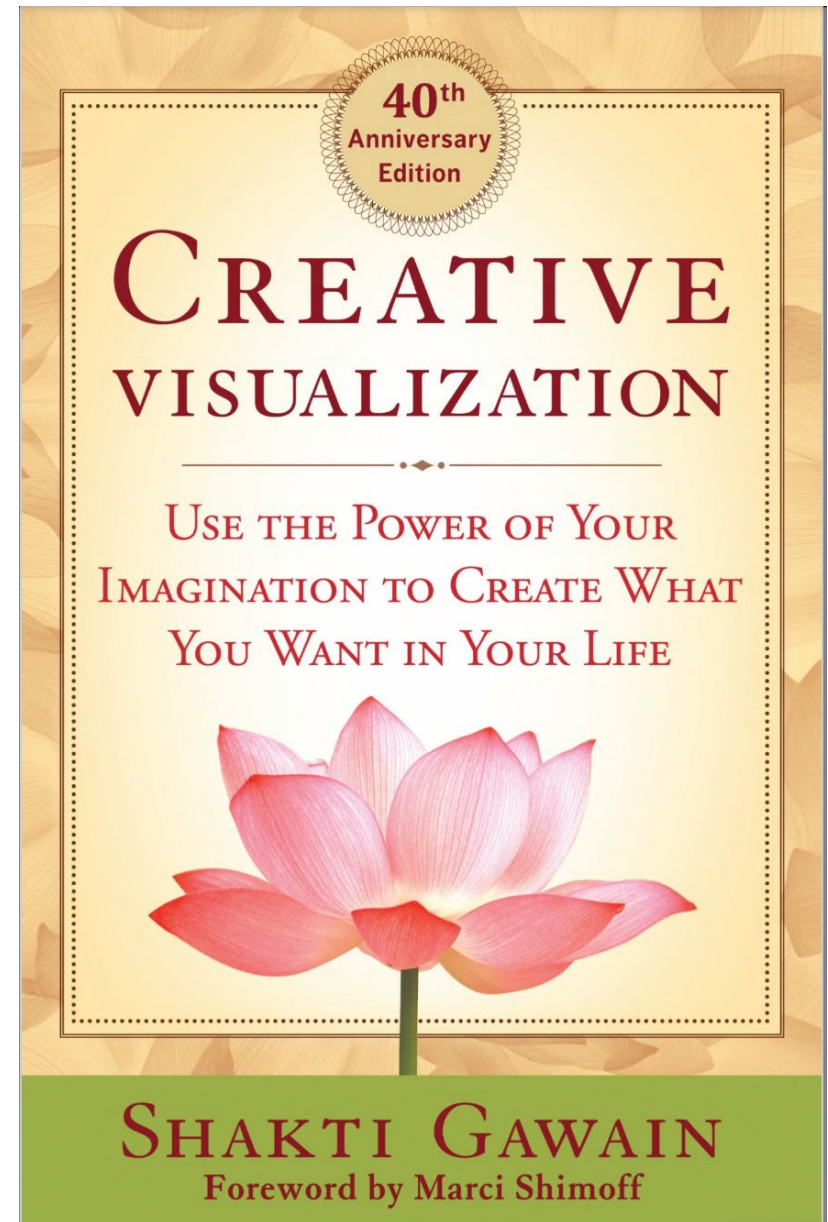
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Being is “the basic experience of being alive...the experience of being totally complete and at rest within ourselves.”

Doing is “movement and activity. It stems from natural creative energy.”

Having is “the state of being in relationship with other people and things in the universe...the ability to allow and accept things and people into our lives; to comfortably occupy the same space with them.”



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STANFORD LIFE DESIGN LAB

Design your life.

The Stanford Life Design Lab applies design thinking to tackling the "wicked" problems of life and vocational wayfinding.

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Dysfunctional Beliefs:

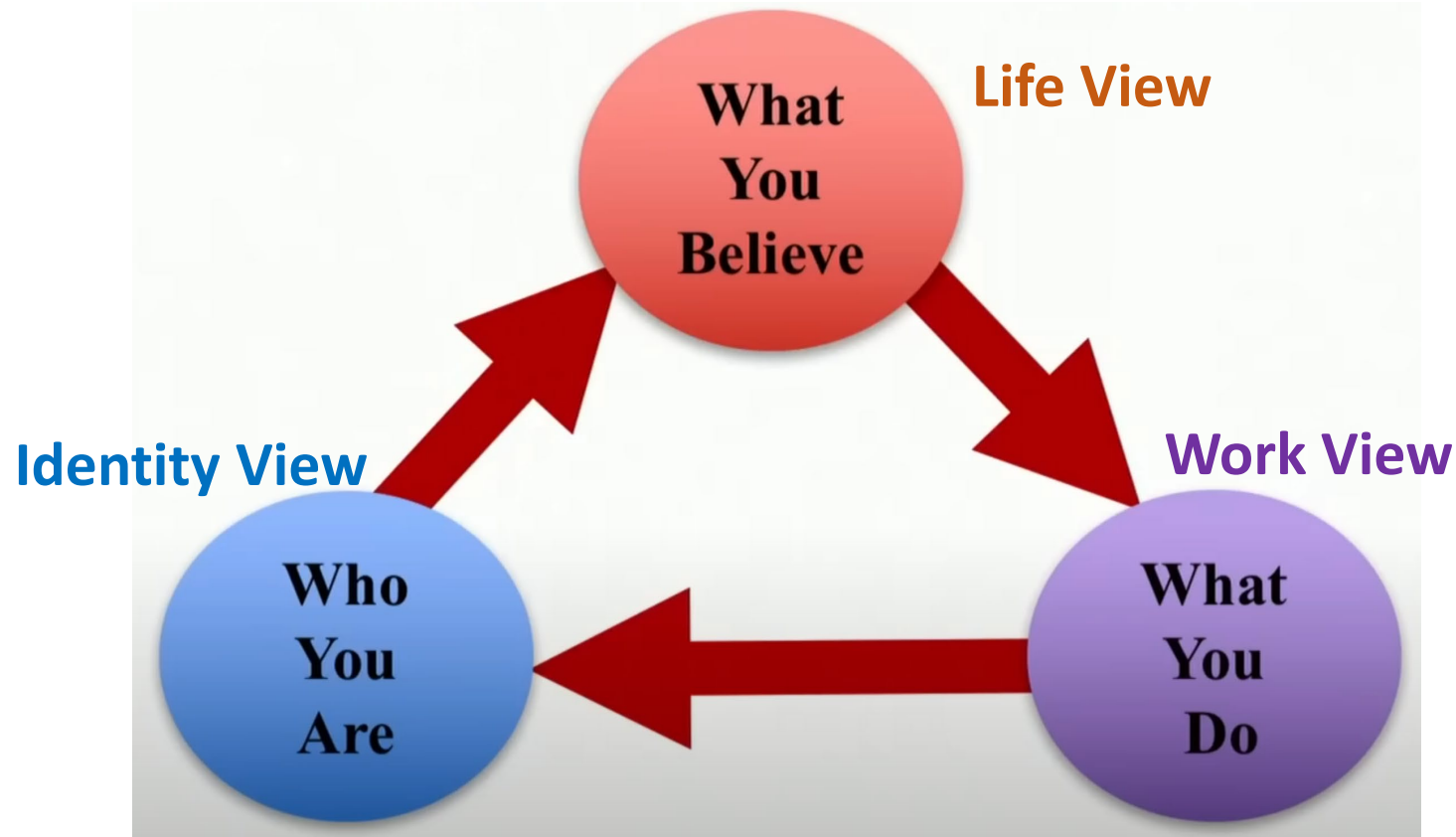
- 1) What's your passion?
- 2) You should know by now where you're going!
- 3) Are you sure you're being the BEST VERSION of YOU?
Aren't you worried that you're settling?



Design Thinking Idea #1:

CONNECT THE DOTS

- Increases meaning-making



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Bill Burnett
Executive Director, Design Program
Stanford University

WHAT ARE THE ODYSSEY YEARS?

THE SIX STAGES IN A PERSON'S LIFE

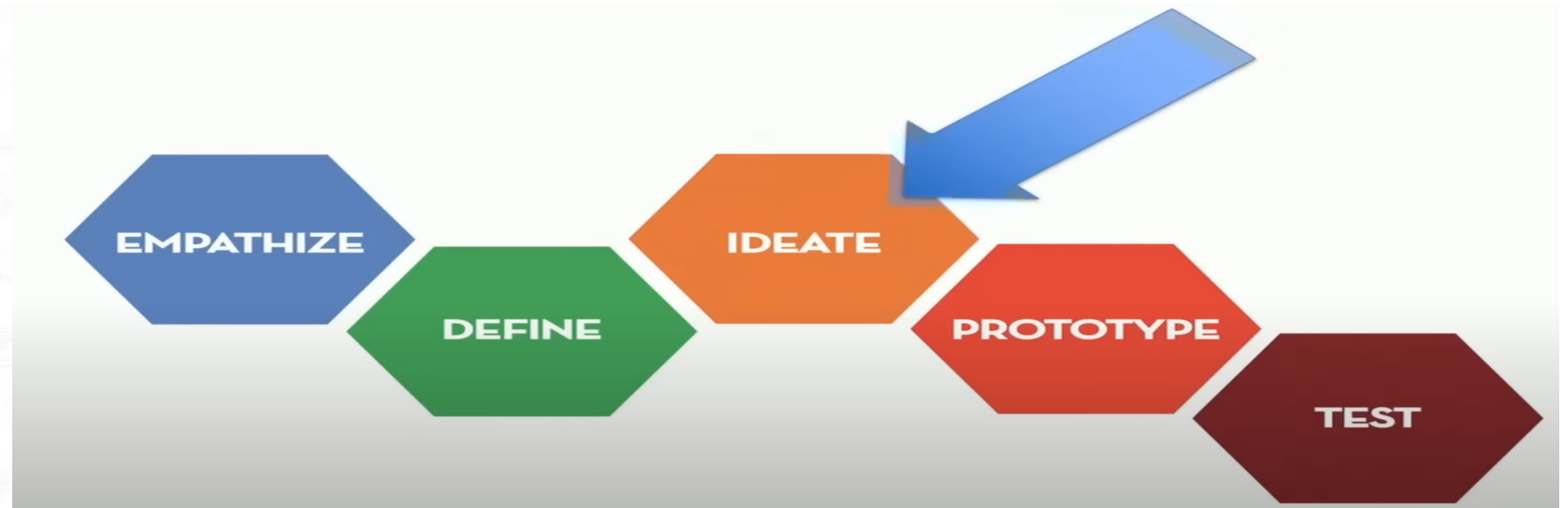
<https://www.youtube.com/watch?v=wTZX7NfVeE8&list=PLjwFGCpXfsbeqOfcEdEWWzsgTvPDB-ACN>

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Design Thinking Idea #2:

HOW MANY LIVES ARE YOU?



Your Optimized Life #1

Your Alternate Life #2 – what if career/work-life #1 disappears or no longer feasible

Your Fascinated Life #3 – if money or image were no object

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ONE
OF A
KIND

These specialists are among the only people here in their lines of work



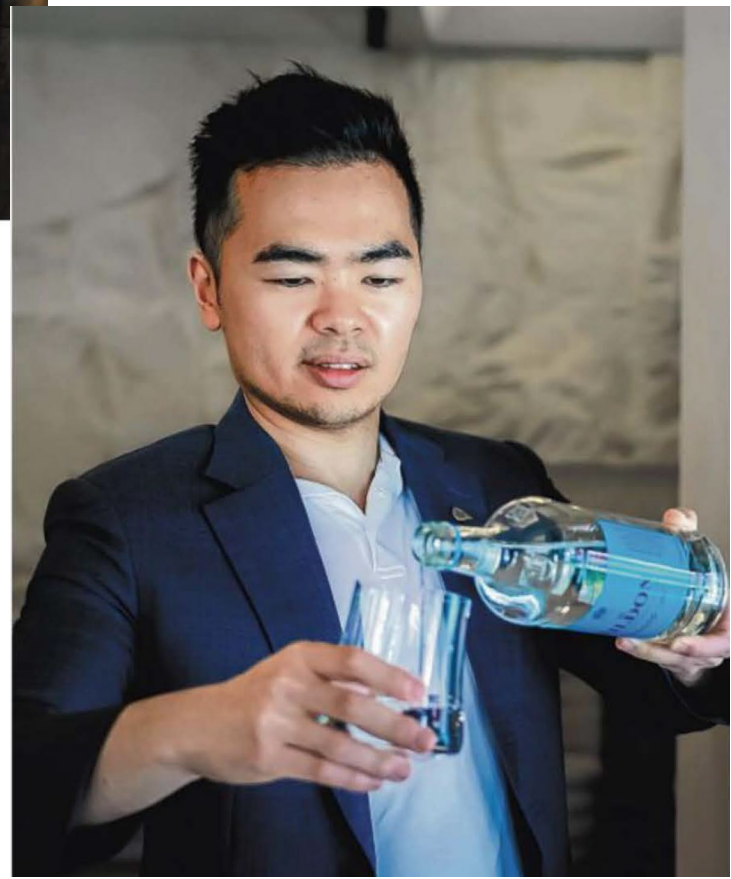
**Intimacy
Coordinator
Rayann Condy**

Ms Rayann Condy, seen here on set during a directorial project for Aware, is also one of only a few intimacy coordinators in Singapore. PHOTO: AWARE



Archetier Paul Goh at his workshop in Waterloo Centre. ST PHOTOS- AZMI ATHNI

Violin Bow-Maker Paul Goh

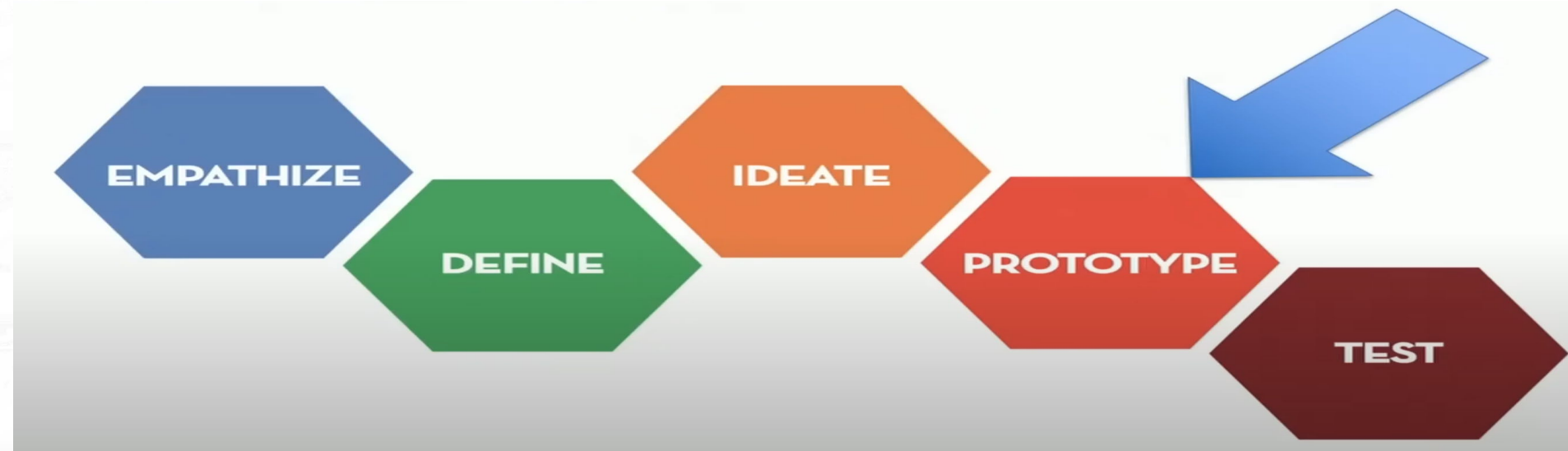


**Water
Sommelier
Sam Wu**

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Design Thinking Idea #3:

PROTOTYPE

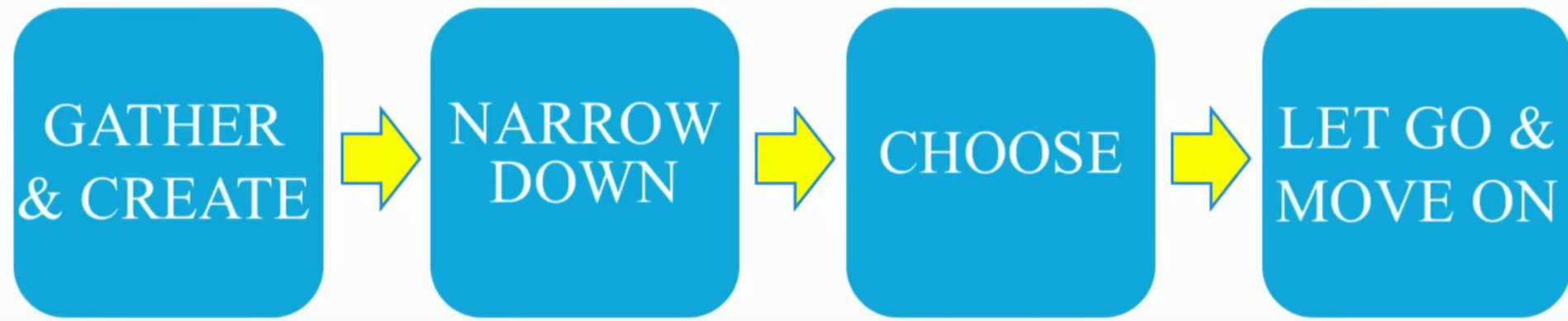


Life Design prototypes:

- prototype conversation
- prototype experience

Design Thinking Idea #4:

CHOOSING WELL



“The wisdom of the emotions is a real thing.”

- Daniel Goleman, writer and psychologist

“Wanting what you get, NOT Getting what you want.”

- Dan Gilbert, Harvard psychologist

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The 70-20-10 Rule for Leadership Development

Center for Creative Leadership 

Learn how challenging experiences, developmental relationships, and formal coursework form a foundation for learning and growth.

Published April 24, 2022

- **70% challenging experiences and assignments**
- **20% developmental relationships**
- **10% coursework and training**

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10 JOB CHALLENGES

LEARNING FROM YOUR CHALLENGE

Job Transition

UNFAMILIAR RESPONSIBILITIES Handling responsibilities that are new or very different from previous ones you've handled

Creating Change

NEW DIRECTIONS Starting something new or making strategic changes

INHERITED PROBLEMS Fixing problems created by someone else or existing before you took the assignment

PROBLEMS WITH EMPLOYEES Dealing with employees who lack adequate experience, are poor performing, or are resistant to change

Responsibility

HIGH STAKES Managing work with tight deadlines, pressure from above, high visibility, and responsibility for critical decisions

SCOPE AND SCALE Managing work that is broad in scope (involving multiple functions, groups, locations, products, or services) or large in sheer size (e.g., workload, number of responsibilities)

Across Boundaries

EXTERNAL PRESSURE Managing the interface with important groups outside the organization, such as customers, vendors, partners, unions, and regulatory agencies

INFLUENCING WITHOUT AUTHORITY Influencing peers, higher management, or other key people over whom you have no authority

Diverse People

CULTURAL CROSSING Working with people from different cultures or with institutions in other countries

WORK-GROUP DIVERSITY Being responsible for the work of people of different ethnicities, races, genders, and socio-economic backgrounds

DID YOU KNOW?

Leaders at the highest level report that as much as 70% of their leadership learning has come from experience. In order to leverage your own experience, consider using a journal to reflect on your progress. What have you tried? What are you noticing about your impact? What are you noticing about your own reactions? What will you try next?

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Experiencing this Challenge?

Focus on Growing these Competencies

Cultural Crossing

Adaptability, Creativity & Innovation, Global Perspective

External Pressure

Business Acumen, Composure, Influence, Initiative, Managing Conflict, Vision and Strategy

High Stakes

Composure, Influence, Initiative

Influencing Without Authority

Adaptability, Influence, Managing Conflict, Problem Solving, Systems Thinking

Inherited Problems

Composure, Developing Employees, Initiative, Leading Change, Managing Conflict, Motivating Others, Problem Solving

New Directions

Creativity & Innovation, Developing Employees, Initiative, Leading Change, Motivating Others, Problem Solving, Team Building, Vision and Strategy

Problems with Employees

Composure, Developing Employees, Managing Conflict, Motivating Others

Scope and Scale

Developing Employees, Influence, Initiative, Motivating Others, Systems Thinking, Team Building, Vision & Strategy

Unfamiliar Responsibilities

Adaptability, Business Acumen, Motivating Others, Systems Thinking

Work-Group Diversity

Developing Employees, Managing Conflict, Motivating Others, Problem Solving, Team Building

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Career Stallers

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LDP Participant

Section 2: Problems That Can Stall A Career

Section 2 addresses specific behavioral issues known to increase one's risk for career derailment.

You and your raters used the following response scale to indicate the extent to which you display these behaviors.

1 = Strongly disagree

2 = Tend to disagree

3 = Hard to decide

4 = Tend to agree

5 = Strongly agree

DK = Don't Know/Not Applicable

In this section, lower ratings are preferred.

Underlined Scores

Scores of 2.5 or greater are shaded in red and underlined. We recommend that you pay attention to these potential problem areas.

Rater Disagreement

An asterisk (*) by an item indicates a gap of three points or more in your ratings from at least two individuals in **that** rater group on **that** item.

Lower Ratings Preferred

	Self	All Raters	Boss	Superior	Peers	Direct Reports	Others
1. Problems with interpersonal relationships	1.00	1.30	1.38	1.13	1.06	1.69	1.13
2. Difficulty building and leading a team	1.00	1.33	2.00	1.14	1.08	1.29	1.43
3. Difficulty changing or adapting	1.10	1.31	<u>2.50</u>	1.20	1.00	1.25	1.00
4. Failure to meet business objectives	1.17	1.36	1.83	1.17	1.00	1.67	1.17
5. Too narrow a functional orientation	1.20	1.40	1.60	1.60	1.00	1.50	1.50

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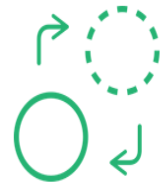
Leaders with Effective Networks...



Hear new information early and can capitalize on opportunities that require merging of disparate expertise and insights¹



Are likely to be in an organization's top 20% of high performers²



Tend to be promoted more rapidly, enjoy greater career mobility, and adapt to changing environments more successfully³



Are more influential in corporate structures and organizations that are more complex (boosts performance by 75%)⁴

1. Burt, 1992 | 2. Cross & Thomas, 2008 | 3. Burt, 2009 | 4. Lee, 2013

Effective Networks



OPEN



DIVERSE



DEEP

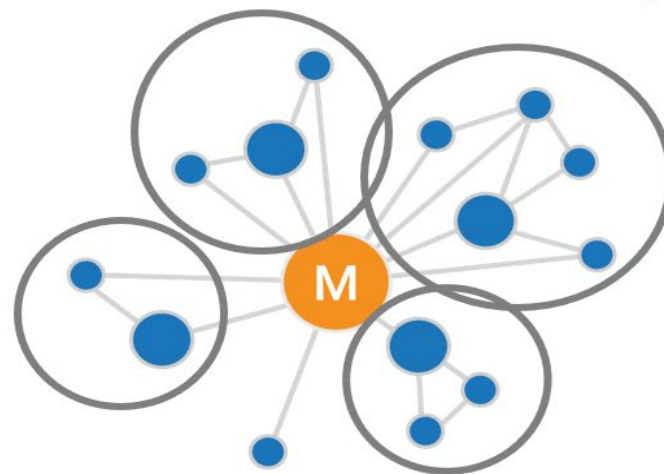
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OPEN

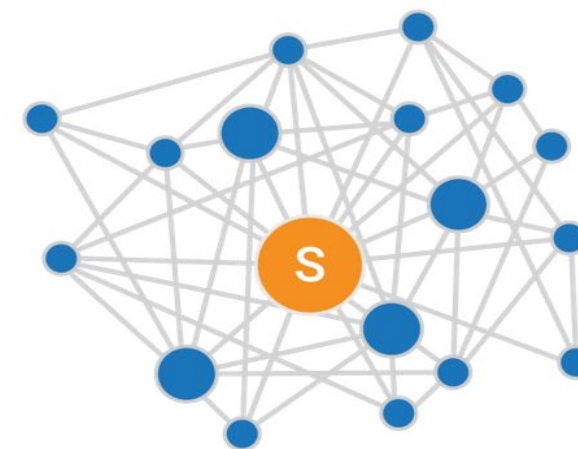
The number of people in your core network *who don't know each other.*



Which network provides more opportunities?



Open Network



Closed Network



DIVERSE

Connecting across boundaries
with people who hold different
views/opinions than you

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What makes a DEEP RELATIONSHIP?



RECIPROCITY

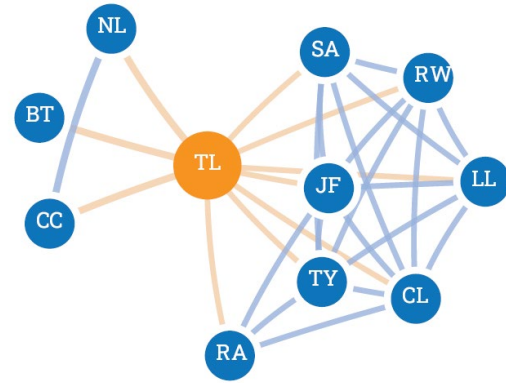


TRUST



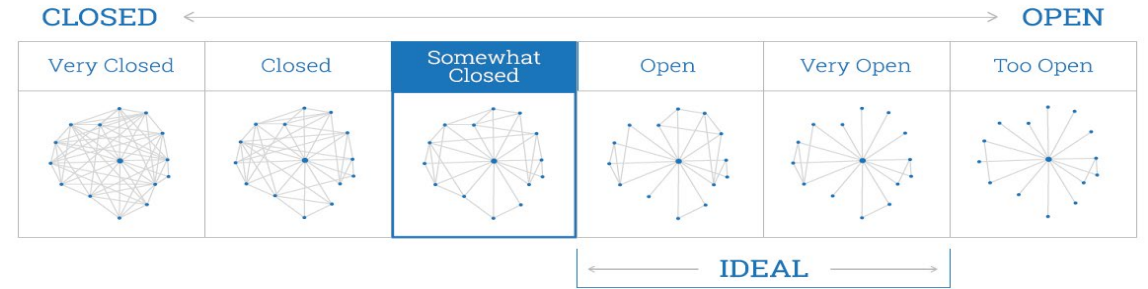
FREQUENCY

Tat Chuan Lau's Network



Openness

You get value from your network when the connections in your network **aren't all connected to each other**. Each new connection is an avenue for differentiated, unique information, and the ability to make introductions in your network. In general, the more open your network is, the better. But don't fret too much if your network is more on the closed side because there can be benefits as well.



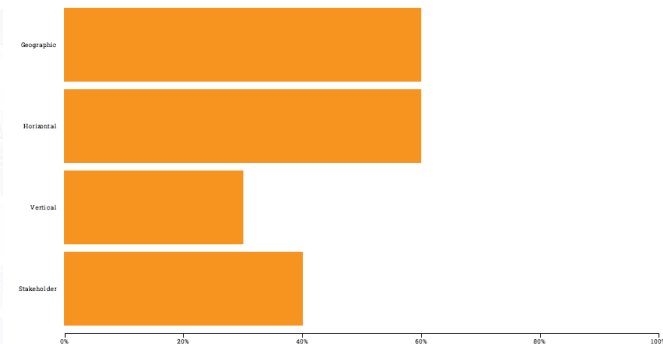
Your network is **Somewhat Closed**

Diversity

A diverse network provides you with perspective and the opportunity to be challenged. Diverse networks include connections that cross one or more of these critical professional barriers:

Your network is mostly **Focused**

Your network is focused on only a few key areas, which could be your team, a committee, or a task force. While focusing on a few boundaries may be beneficial if you are working deeply on a specific task, chances are you may actually be overly focused and ignoring critical or strategic relationships.



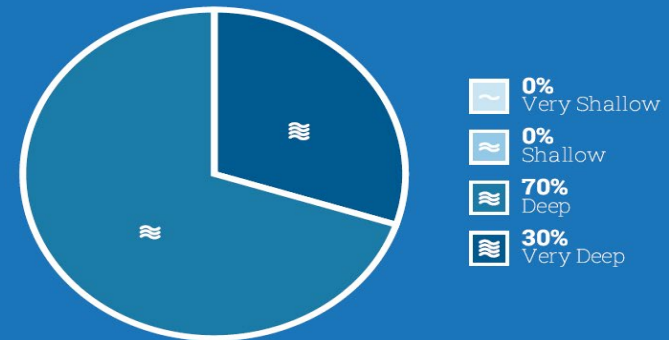
Depth

The depth of a network is measured by how strong the relationships are. One of the major benefits of your network is to receive support from your connections when you really need it. However, this support often depends on how much you have invested in your relationships and how deep those relationships are.

Your network is **Deep**

100% of your relationships being close or very close.

In a deep network it's likely you are involved in long-lasting and very close relationships. The time involved in maintaining this deep network may be restricting you from connecting with new, strategic relationships.





Q & A

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Thank You

