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PERSONAL & PROFESSIONAL DEVELOPMENT FOR BUSINESS STUDENTS

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1 INTRODUCTION

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PROLOGUE – FROM THE AUTHOR

We are living in a time significantly impacted by the global financial crisis. Historically it has been referred to as the beginning of the *post-post war period* (Sloterdijk, 2011), or as *late* or *'liquid'*, *modernity* (Bauman, 2000). There is certainly no denying the growing influence of globalization. We might say that all these things are combining to turn the world upside down, impacting us all in profound ways, both professionally and personally.

The adaptation required adds to the anxiety and disorientation of many (Bauman, 2008). This encompasses you if you are studying at university, at the beginning of your journeys as adults, in search of many things including desirable and meaningful employment. You are facing a cacophony of voices and narratives to comprehend, in both wider environs and academia. You are required to develop particular skills and characteristics to progress. It is a big ask. This book will help you.

What is *different* about this time that students are currently experiencing, studying in higher education institutions? And how is the world likely to re-shape over the coming years? This book aims to examine personal and professional development in the contemporary context.

Also at this time, there is much scope to produce a PD resource that attaches as much significance to values and virtues as to skills development. In a highly competitive job market students are differentiated not just by their skills development and portfolio but also by their experiences and personality, reflecting in great measure their values.

In an age where business has to be seen to be responsible as well as aim to be responsible in all its ways of operating, a new generation of responsible business practitioners is called for. Professionalism in business practice is increasingly tied to responsible action. This book is among the first of its kind to link personal and professional development with corporate responsibility.

It is also valuable in recognizing the challenges faced by students, expressed in many ways – emotionally, socially, financially. Many students find it far from straightforward to transition through university; and to define and find a fulfilling career pathway. The book also seeks to offer some encouragement and resources to students whose progress is not as straightforward as hoped for.

THE CHAPTERS

There are 16 chapters and following this introduction the book is divided into four parts.

Part I – The land of opportunity

The five chapters constituting Part I will communicate a sense of the great opportunities which lie ahead for graduates who make the most of the time of learning and development at university.

2 Where you are now

The time at university will be presented as a key time of *transition* with students setting out to find and build new futures for themselves. University usually provides a time of what Erikson refers to as *moratorium* (Welchman, 2000) – some 'time out' to work out what students want, and to define direction. As well as studying to gain knowledge of a specific subject, intrinsic to a higher education is the notion of personal development planning (PDP). The purpose of a higher education will be examined as will the contemporary context in which we find ourselves.

    Key idea: o life stage   o postmodernity   o transition   o values

3 An A to Z of skills development

This chapter will introduce students to the significance of skills acquisition and development in higher education. Having provided an A to Z overview of all the skills defined and desired by employers the chapter will outline the most strategic specific skills to be developed at university. Employers are on the look-out for graduates with higher skills and skill levels. The student who deliberately sets out to enhance their skills portfolio at university will be better placed to meet this skills requirement.

    Key idea: o critical thinking   o independent learning   o skills gap   o teams

4 Graduate skills

What makes a 'graduate' and what skills are particularly associated with graduate jobs? Futuretrack (2012), a recent key piece of UK research, defines three groups of graduate jobs requiring high level skills. The *experts* group of jobs focus on specialist knowledge gained from a degree course. The *orchestrators* group of jobs draw on a host of strategic skills including managerial skills, problem-solving skills, planning skills and decision-making skills. The *communicators* group require high level communication skills, whether oral or written. The smart student will soon see that the above skills groups are not mutually

exclusive and graduates need to provide a skills offering that encompasses all three skills areas to gain graduate employment.

Key idea: o graduate skills   o networking mentality   o skills development
             o skills offering

5 Competencies and ways of operating in the twenty-first century

Having thoroughly dealt with skills, this chapter takes us one step further by introducing competencies, which are particularly bound up with professionalism. Helen Haste's thinking is central to this chapter's presentation of her key competencies for twenty-first-century living and working. Added to this, any book on personal development must address the central issue of gaining confidence, which permits the person to become an effective practitioner in any professional context. The chapter concludes with looking at what it means in practice to be a so called *ethical practitioner*.

Key idea: o agency   o competencies   o confidence   o ethical practitioner

6 Going global

This timely chapter on globalization looks at the global potential and relevance for every business, as well as its implications for personal and professional development. The chapter examines how to relate positively to matters global and outlines what it means to be a global practitioner. An introduction to worldviews prepares business students for the diversity of outlooks found both within and beyond national boundaries. Global consciousness stretches individuals and businesses to get past the strangeness associated with encountering and befriending people who think in a different way from us.

Key idea: o ecozoic   o global   o strangeness   o worldview

Part II – Self-awareness and development

The five chapters of Part II take the reader on a journey from self-profiling (founded upon self-understanding) through to self-presentation. It will be argued that these aspects of personal and professional development are mutually supporting.

7 Self-development and profiling

The student committed to self-study and examination will be best equipped to select an appropriate career path. A couple of intriguing yet powerful aids to self-profiling will be presented in this chapter, namely the enneagram and Myers-Briggs. At university you may hear for the first time the expression 'reflective practice'. It has grown up in the world of professional practice and is associated with the

theorist Donald Schön. The chapter includes a whole gallery of theorists that help us to understand what is encompassed by the term 'personal development'.

Key idea: o *Bildung* o enneagram o Myers-Briggs o reflective practice

8 Integrity matters: the integrated self and organization

The book will be unique in its deep consideration of what is integrity and in presenting virtues as central to what a student can offer. We will examine not only personal integrity, but also organizational integrity. Both the individual and the organization are called upon to find their 'moral compass'. As Jack Whitehead's 'living contradiction' model will show, this suggests integrity is more about moral authenticity than moral perfection (Barnett, 2009).

Key idea: o integrity o living contradiction o moral authenticity o multiple identities

9 Career and life planning

The notion of planning underlies the importance of looking before you leap and making career (and life) decisions based upon a foundation of accurate self-awareness. Edgar Schein's career anchors are introduced in this chapter. Planning, however, doesn't equate to boring and Mark Savickas' thoughtful, yet inspiring thinking is an appeal to our imagination and creativity in putting together a career and life plan. The reader will learn how to story themselves forward.

Key idea: o career anchors o career planning o narrative o self-concept

10 The nuts and bolts of career communication

So much of securing wanted and meaningful employment rests on the individual making it happen. This chapter will focus on the critical area of career communication which is a *work in progress* matter for all adults in the job market. This is an extremely practical chapter which examines important communication elements at every stage of the job application process from CV to assessment centre.

Key idea: o assessment centre o body language o first impressions o group work

11 Volunteering and internships

In a highly competitive job market differentiators are even more significant. Here extra-curricular activities and responsibilities, as well as volunteering placements and internships are sources of competitive edge. This chapter will provide pointers as to how to reflect on work and other experiences of all kinds and the significance of gaining insights into how organizations operate.

Key idea: o cooperant o internship o social entrepreneur o volunteering

Part III – The responsible practitioner

Many students now express a desire to 'make a difference' in terms of their career destinations. This coincides with a move towards businesses meeting customer and employee expectations to act responsibly. The three chapters of Part III examine what it means to be responsible.

12 Freud & Sons: a vocabulary for understanding psychosocial development

What happens when the metaphorical wheels don't turn, or at times come loose? And why does life so often feel like 'two steps forward, one step back' – or sometimes something even less progressive? This chapter takes us beyond metaphors to a vocabulary we can both examine and use to understand ourselves and other people. Personal development draws significantly on psychoanalysis for much of its vocabulary and core concepts. Here we outline the core ideas of four great thinkers in this area, beginning with Freud himself, followed by Carl Jung, Melanie Klein and Erik Erikson.

Key idea: o identity crisis   o individuation   o intergenerational   o projection

13 Responsible business practice

CSR (corporate social responsibility), more recently termed CR (corporate responsibility), has over the past three decades become more and more integral to business practice and a business education. This relates to the same growth in business ethics reflected in dedicated business school modules on this important subject. Adopting the 'quadruple bottom line' framework, this chapter in a timely way examines the impact of business in four areas: economic, environmental, social and existential. An exciting second half to the chapter then looks at responsibility applied to the three major business functions in which responsible practice can be developed: responsible marketing, responsible accounting and responsible human resources management (HRM).

Key idea: o employee engagement   o quadruple bottom line   o responsible business   o responsible marketing

14 Responsible leadership and governance

What does responsible leadership look like in practice? This is examined in this chapter through looking at a number of leadership theories culminating in the inspiring concept of self-leadership. The chapter goes on to look at leadership's so often 'invisible' sister, governance. An important thinker in the area of responsible governance is Mervyn E. King, who masterminded South Africa's so called

'King reports': King I, King II and King III. Attention is also given to looking at ethical coding including codes of ethics, codes of practice and codes of conduct.

Key idea:　○ governance　○ King III　○ responsible leader　○ self-leadership

Part IV – Humanity and futures

University life is not without its stresses. Indeed, for many reasons it can include personal challenges of all kinds. Personal and professional development is a resource to help adults come to terms with these difficulties. Part IV uniquely outlines some of the issues students face and where to gain some support and help. Placed alongside this is a useful chapter providing a window to the future.

15 Supporting resources

There are a number of issues that can cause an adult to feel 'stuck', and start to hamper their progress. The anxiety surrounding identifying a suitable career path and employment is a common concern. Added to this relationship problems, family difficulties, debt and depression are common issues that adults struggle with. The good news is that universities have professional support services to help students facing such challenges. A review of this chapter will reveal that all manner of difficulties faced by students are reassuringly common and help is never far away. The chapter also incorporates a fascinating overview of 'Generation Y'.

Key idea:　○ Generation Y　○ relationships　○ self-discovery　○ storying oneself

16 Futures

How can we gain a greater handle on where the world is heading and what is the significance of this for both individuals and business organizations? And if we could anticipate the future, would it change what we would do in the present? This chapter shows that so called futures thinking or futures studies certainly amount to something more concrete than staring into a crystal ball. What of the economy becoming 'circular' rather than linear? What might be the consequences of rising inequality? And what is the future for employment?

Key idea:　○ circular economy　○ futures consciousness　○ futures trends ○ post-Freud orientation

KEY THEMES

When introducing another textbook for a market that is already occupied by a number of competing titles it is important not to 'reinvent the wheel'. It is clear

that a new book should cover the areas students and staff would expect to find in turning to a textbook concerned with personal development, employability and careers. However, at the same time this new title is being written to respond to where competitor texts are weak. *Personal and Professional Development for Business Students* has four key themes encompassing a plethora of new and very timely subjects.

A new globality

The first of these is a full treatment of the contemporary context which is both extremely challenging but at the same time possessing great opportunity. This is what Bauman refers to as a new 'globality' (Bauman, 2001) – that is, a world that is now subject to the phenomenon of globalization. This raises a number of significant issues for business students: anticipating continued economic and cultural change in terms of their own futures; being able to understand and handle a diversity of worldviews; and appreciating the move towards 'global responsibility' in business.

Responsible business

The second key theme centres around businesses being called upon by consumers and governments to act responsibly in every way – the movement towards responsible business. This is not often presented as being a shared enterprise where businesses and businesspeople work together with other stakeholders to become more responsible in their business practice. This has a number of dimensions not covered in competitor textbooks: the linking of responsible business with professionalism; its outworking in terms of leadership and management; and the importance of it being distinctively evident in the business functions of accounting, HRM, sales and marketing.

The responsible practitioner

The application of this movement to the individual produces the third key theme – the concept of the responsible practitioner. Responsible business requires responsible business professionals and employees. In the same way that businesses are more explicit of their values reflected in codes and policies, individuals too are wanting to express their values in what they do. The book will uniquely look at what integrity is and its significance for the individual. It will also underline the empowering significance of individuals taking responsibility for their development and career pathways.

Good transitions

The fourth key theme will be the book's recognition of the humanity of adults, particularly in their searching for good transitioning. We must avoid a

computer manual approach to personal development. Real life is way more exhilarating and perilous than many books on personal development seem to suggest. Students as young adults face a significant time of life transition in going to university. This is the first of a number of transitions that will follow, all requiring adaptation and usually involving some difficulties. It is not unusual at university to face a whole gamut of challenges that can all too easily interrupt momentum. Positively, there are excellent resources at university to help.

ADDITIONAL FEATURES

In addition to these key themes there are a number of additional features to the content of the book that are timely and will be appreciated by all.

The timing of the new book will permit an examination of the multi-faceted nature of all the things professionally the student should seek to embody. In addition to a range of core skills, the book covers competencies, responsible virtues and values.

The financing of doing a degree has necessitated students working in paid employment alongside studying. The great competition for graduate jobs calls for students to differentiate themselves from others, particularly in terms of not only work experience, but also the areas of interests pursued and volunteering. The book dedicates a chapter to students making the most of responsibilities fulfilled in work, placements and clubs and societies.

Finally, the book uniquely incorporates business ethics and corporate responsibility in personal and professional development. This is particularly helpful where students are not able to take a core or elective module in ethics or CR.

Corresponding to these key themes and additional features, set out below are a number of introductions to concepts core to the book. They arise naturally from questions that may already have emerged for you while reading this first chapter.

WHAT IS PERSONAL DEVELOPMENT?

Many students who arrive at university are surprised to discover that the learning includes personal and professional development. Furthermore, students often question its validity and its usefulness. This often betrays the fact that it isn't a priority for many students. It is natural that the highest priority is one's choice of core subject (whether this is Business or History or Chemistry or Fine Art). Then there are the understandable priorities of seeking to get through university financially, which leads many students to part-time employment; and also just enjoying this chapter of one's life to the maximum.

Nevertheless, personal and professional development forms a part of the whole and many students through time begin to see more and more its relevance for their lives and for their futures. In a nutshell, personal and professional

development (PD) is about being the best that you can be. In the world in which we live that is no automatic or easy feat. Table 1.1 shows an example syllabus and summarizes the subject matter covered in PD.

Table 1.1 An example personal development syllabus

Study and Communication Skills	Supporting resources
	Writing skills and essay writing
	Giving presentations
	Referencing
	Learning with dialogue
Employability and Careers	Personal development planning
	Personal development portfolio building
	CV and careers communication
	Careers definition and destination
	Job applications and interviews
Personal Development and Awareness	Reflection and reflective practice
	Identification of skills and capacities
	Self-awareness and self-presentation
	Awareness of 'other'
	Meta-awareness and meta-cognition
Professional and Advanced Development	Leadership and management
	Project management
	The responsible organization
	Vision and values formulation
	Volunteering/placement experience

It is easy to think of one's entire education from early childhood as being about subjects and knowledge, but from our earliest school days educationalists and educational establishments have been seeking to develop us as people. An education implies a preparation of some sort; so it is relevant to ask, 'What am I being prepared for?' The answer is for many things: for all our interactions and relationships with others; to help us to get the maximum from life's opportunity; to develop our character, our values and our skills; and to facilitate us in finding our place in the world and in the world of work. You can see here that the overarching notion of PD centring around being the best that we can be fits so well.

Employability is a term we are often introduced to at university. Accepted, it isn't the most inviting of terms, but it captures an important reality. Employability means virtually what it says. It raises the question of how employable one will be as a graduate in your subject with your university experience now complete. The times we are currently living in where a university education costs a lot of money, where there are usually dozens and dozens of people chasing every job and where recession in the western world has made the search for desired job

opportunities even tougher than it ever was, means that we all as adult individuals must face this issue of how useful or desirable or just plain marketable we might be to potential employers. If we are not the best we can be, then the jobs might always be going to someone who has worked a little harder on this dimension of who they are and what they have to offer an employer.

At this point it is important not to panic. The average job holder even in the most desirable of occupations and fields is not the complete item. People are both developed and flawed in an alarming way. They will offer some specialist knowledge, skills and expertise that have enabled them to secure their roles. At the same time, like all adults, we are a 'work in progress' and therefore in need of further learning and development as both people and professionals. This learning and development never stops. This book will outline all the areas that adults need to address in their personal and professional development, particularly in our contemporary twenty-first-century and global context.

WHAT IS A PROFESSIONAL?

In the world of work one of the highest compliments one can receive is to be described by one's clients (or customers) or colleagues as being 'a professional'. Traditionally, there were only a few people who could describe themselves as professionals, but with the advent of management education and thinking we now look at virtually every role in the world of work through the lens of professionalism.

Professionalism is bound up with going about one's job in the correct way. Again, this is no easy or automatic task. Firstly, there are what are known as professional practices. As the word suggests, this is allied to what one does as a professional – to one's practice. For every role there are standards that one must achieve in a number of areas. Secondly, we probably hear more about professional behaviour and its shadow, which is 'unprofessional' behaviour. The latter is where the professional slips every now and again. This should not surprise us. What matters here is the professional's attitude to where he or she could have done better. Through what is known as reflective practice it is important to be professionally aware and learn from these experiences.

Professionalism can be likened to driving a car well. A good driver through their latent ability and their driving experiences comes to a place where they can drive both consciously, but also automatically. Along the way even good drivers make mistakes – underestimating different driving conditions, miscalculating in certain situations or not fully allowing for an out of the ordinary happening.

Professionalism is also aspirational. In the same way as one might want to be a good driver, it is natural for many to want to be good in their jobs – to be a professional. To find a job where one fits and one performs can have a 'rollerball effect' upon an individual.

WHAT ABOUT OUR UNCERTAIN WORLD?

Ours is a watery world. Yes it is full of opportunity, but at the same time it is fundamentally dynamic or, put another way, shifting and uncertain. This has many implications for the way we lead our lives and operate in our organizations. There are at least four dimensions to this fluid dynamism which can be seen everywhere.

The first is what we might term shifting patterns. Little it seems is fixed in stone. People rarely now gain jobs for life, even in the spheres and circles that are most appropriate for them. Our employer today may very well not be our employer tomorrow. Employing organizations themselves seek to be flexible, meaning that re-structuring and inevitable lay-offs and severance are never too far away.

In the face of such uncertainty workers need to become more flexible themselves and a key concept we will develop in this book is one of 'adaptation', a second dimension. Adaptation is the ability to stay light on your feet and to be able to respond to the information all around us which we can both see and sense; and to be able to change and adopt, if needed, a new path. It is a critical step further than what is termed as adjustment, which unlike adaptation, can be achieved without personal development. The adaptive self is able to manage recurrent transitions. The adaptive self never stops learning. The adaptive self is protean and capable of hybridity, all things I shall enlarge upon in the book.
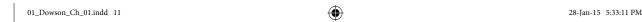
A third dimension I have called 'authorship'. This is the stark reality that no one is going to be able to manage your life and career for you. You cannot expect even your nearest and dearest, or most noble of mentors to do that. How your life unfolds is in so many respects down to you. Because of the uncertain world that I have been describing this requires that we all toughen up and develop a stronger sense of ourselves: what we can do, alongside the sense of what is not in 'our bag'. What we can achieve when we are activated and determined to do so. You are your own story and authorship enables you to respond positively to this reality.

The fourth dimension is how this watery world with its lack of security and stability leaves a lot of people thinking. Very apparent is that there are both winners and losers in this environment. Some people are in the right place at the right time. Others adapt to the new reality. Others are both in the wrong place and are unable to adapt. Their maladaptation may be costly. The disparity between the winners and losers (some would call it inequity), ushers in a lot of pressure for adults to contend with. Certainly there is much uncertainty in our watery world. But added to this we find anxiety, distress, frustration, anger and denial. It would be good to not have to state this, but these are realities in contemporary western society and they even explain lifestyles and patterns of consumption.

WHY ALL THIS TALK OF GLOBAL?

There are a few terms we will hear more and more over the years to come. The first is the term global and its associated concept of globalization. The second

will follow on behind global and globalization: *global responsibility*. We shall be looking at all these terms in the book and their huge implications for our futures.

In his book *The Future* (2013) Al Gore lists a number of 'drivers of change' at work in the world at large:

- ever increasing globalization
- the shifting of the global balance of power in the direction of the east
- the revolution in biotechnology and life sciences
- the depletion of natural resources
- climate change.

It should be noted that while these things pose great challenges for all, including businesses, they also present many opportunities. Smart individuals and organizations will work towards a 'future picture' incorporating rather than denying these things.

Where were you on 11 September 2001? We live in a world where big things happen and bring on many changes. There are many who would argue that 9/11 shifted everything (Hall, 2009). It was as momentous, perhaps more so, than Pearl Harbour. Such events and happenings cannot be anticipated, however, they do point to a need for people and businesses to be aware that the business environment is dynamic and requires concerted analysis to see more clearly into the future.

Prabhu Guptara (2006) speaks of the distinction between pro-market and anti-market groups of people, which is partly explained by the dividing fortunes of people in the new global epoch. The former can envision where they and business fit into with the new global environment and ethos. The latter may have been left behind or even culturally for various reasons may be resistant to change. It is sometimes a protest position in relation to inequity of all kinds.

WORLDVIEW AND LATE MODERNITY?

A radical inclusion in this book is extensive content relating to the concept of worldview or *Weltanschauung* as it is known in Germany. A worldview is simply seeing the world in a certain way. It could alternatively be labelled as 'world ways' reflecting the fact that the west sees the world through different spectacles than does the east. There are myriad ways to 'divide the cake', so to speak.

In a global business context it is important to remember that people from other parts of the world, from other cultures, don't view the world in the same way that you do. The implication for matters like business strategy, sales and marketing, corporate responsibility and HRM are enormous. Here we also need to remember that because of globalization the world lives literally next door in our towns and cities. We do not need to travel abroad to encounter global diversity and different worldviews.

We are also living in a specific historical age. The book will outline what is meant by the terms modernity and postmodernity, which help us to both map

and explain where we have arrived in terms of world history. Again the significance of this for business is enormous. Most commentators in this area refer to our being located in what is known as 'late modernity', which suggests we are transitioning from one age into another. A central feature of our contemporary lives is the place occupied by technological and communications media, which includes as Alan Kirby so ably puts it 'computers in every house powerful enough to put a man on the moon' (Kirby, 2006).

WHY PERSONAL TRANSITIONING?

In the same way that the world as a whole and the business environment are transitioning from one state to another, significantly the same can be said of adults; and particularly the huge transitions associated with young adulthood and going to university. In the space of only a few years many young adults leave school, often locate in a new city (or even country) when going to university and then following a few years of concentrated study at university venture into the world of work, and that search for a graduate job.

This book has been written with the particular opportunities and challenges associated with this journey in view. Students need to remember that this is a big ask for all sorts of reasons. Financially, it's a difficult journey for many. Relationally, it isn't plain sailing for everyone. And then there's the challenge of finding meaningful and desired employment. University is also for many a time when students are looking to find themselves. It is an opportunity (away from home) to start a new chapter and discover what they want and don't want; what they like and don't like; and perhaps most significantly who they want to be and don't want to be.

The book will highlight the thinking of psychologist Terri Apter (2001) who maps many of the challenges that are faced by students at university. An important message here is that all these challenges are not unusual, and support services are available to help. For example, within the space of a few weeks of commencing university many 'homebound' romantic relationships (often from school days) very quickly break down. For some this is timely and about moving on. For others, it can be devastating. Life can be cruel, but one is able to come to terms with such difficulties and discover new life.

In addition to the great opportunity to meet new friends and enjoy all the collegiate potential in one's university, college or department, university provides a range of advice services to help students past all manner of challenges.

PEDAGOGICAL FEATURES

Each chapter will be written to have stand-alone significance in its treatment of a particular subject. Here the aim is to make each chapter so relevant and

differentiated from competitor texts that the book would be an attractive resource even for just a number of its 16 chapters. It is intended for students to acquire the book in their first year of university and refer to it as a PD resource throughout their course of studies.

According with the book's function as a learning resource, the chapters will incorporate a number of pedagogical features and boxes. These highlight some important topics and are noticeable as one flicks through the book. These include:

CASE STUDIES

Case studies will point to real life examples of subjects being presented. Often these will highlight good practice in the world of business. This will enable the students to associate a business with a particular approach, sometimes worthy of emulation and sometimes not.

ETHICS

This unique feature deals with ethical issues related to personal development, making philosophical and conceptual matters more accessible.

EMBODIMENT

This unique feature presents somebody or something that embodies a certain quality or principle, making philosophical and conceptual matters more accessible.

EMPLOYABILITY FOCUS

This feature acts as a so called 'so what' focus, relating to careers and employability. The intention with the book is always to keep one eye focused on employability, and these foci, present in every chapter, are a reminder of the connection of the subject matter to the world of work and the competitive job market.

KEY CONCEPTS

Sometimes it will be useful to set apart or highlight a particular concept. The book seeks to provide this level of depth and highlights some inspirational thinkers and enlightening concepts that will help the student to look at the world or their situation in a different light.

DEVELOPMENT POINTERS

These are dotted around the book and are slightly more playful in spirit. Humour too is a tool to look at ourselves and at our wonderful world.

THE BOOK'S AUDIENCE AND PURPOSE

This textbook, as reflected in the title and as will become clear from the language, is written for and addressed to students. At the same time, the content of the book and its level makes it an appropriate reference for business people. The author himself completed an executive MBA while working in business and there is much material in the book that will interest the business practitioner as much as the business student. Notes on the use of the book can be found below.

Undergraduates and postgraduates

- The book will help students see how personal development is intrinsic to both study and experiences at university.
- It presents how personal development applies to employment and life in general.
- It is a resource for thinking about the future.
- It will help students identify career and development pathways.

Business people

- The level of the book and its content are also applicable for those already working in the business world.
- It will generate ideas for planning professional and career development.
- It will contribute to practitioners making the most of their employment situations and help develop organizations.

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