

**“DEVELOPING A MODEL FOR
CORPORATE CAREER
BUILDING PROGRAMME
(CCBP) USING HRM TOOLS
AND TECHNIQUES FOR
MANAGEMENT STUDENTS IN
PUNE CITY”**

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ABSTRACT

INTRODUCTION

The present research study titled “Developing a Model for Corporate Career Building Programme (CCBP) using HRM Tools and Techniques for Management Students in Pune City” basically aims to provide a tool to build a successful corporate career of management students viz. MBA students of various management institutes affiliated to University of Pune, in Pune City with a proactive approach of understanding students corporate career aspiration as well as understanding corporate expectations.

It is observed that all the MBA graduates do not become only managers in their career. As per the changes in the dynamic environment and as per the changing priorities in their life, they decide their career goals and career path. Management students may take following career options like entrepreneurship, corporate jobs, academic or teaching profession, consultant, researcher, any other profession of their choice. The ‘MBA degree’ is not the career of ‘MBA’ graduates but it is a stepping stone towards their careers.

SIGNIFICANCE OF STUDY

Following were some of the key issues justifying significance of research study:

- i. The research output of this study CCBP Model will provide the right direction to build successful ‘Career Path’ for Management Students. This will also help students to select right career

which will suits their lifestyles, preferences, self-development plans, family environment etc. on long term perspective.

- ii. The CCBP model developed by researcher will help students to provide an opportunity to change their career plan according to the changing needs or changing environment. It will become a guiding multi-career plan for students, parents and management institution.
- iii. The research study focused on designing a checklist of Strengths, Weaknesses, Opportunities and Threats of management students. This will guide them to eliminate or minimize their weaknesses and increase their strength for suitable career options. The emphasis is to concentrate on developing one's strength to achieve career goals. In addition students will get fair idea of probable career opportunities and threats.
- iv. The present research study also focused on designing competency mapping framework for said MBA students to support them to build desired competency for successful corporate career

STATEMENT OF RESEARCH PROBLEM

“There is gap between corporate expectation and corporate career aspirations of management students when it comes to employability” Industry seeks employable graduates and not just graduates. Employment and Employability is always an issue. Even it is observed that an academically brilliant student also miserably fails in career and vice versa.

OBJECTIVES OF STUDY

1. To formulate the conceptual framework of career planning for Management Students viz. MBA students in Pune City.
2. To understand the corporate career aspiration of said MBA students to identify their preferences for career options.
3. To identify the corporate expectations for said MBA students to explore corporate career opportunities.
4. To study and identify effective HR tools and techniques for developing a model for Corporate Career Building Programme (CCBP).
5. To develop a model for Corporate Career Building Programme (CCBP) using HR Tools and Techniques.

HYPOTHESES

- H₁** = Other things being equal the 'Career Planning and Career Decisions' are key inputs for selecting the suitable career options.
- H₂** = The corporate selection of Management Trainee is guided by management skills, attitude, work culture, commitment, discipline, leadership qualities and hard work.
- H₃** = MBA Students preferences for career options are influenced by Salary Package, Job Profile, Training and Development activities and Better Prospects for Growth.
- H₄** = MBA students give priority in their career choice activities to employer.
- H₅** = There is a need of developing a model for Corporate Career Building Programme (CCBP) for MBA Graduates by using Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis framework.

NATURE AND SCOPE OF STUDY

Nature of study is descriptive. Present study is applicable to all the MBA students of affiliated Management Institutes of Pune University within Pune City conducting Master of Business Administration (MBA) course.

RESEARCH DESIGN

Research approach is multidimensional. The details of data collection are as follows:

Data Collection: To collect the primary data a research tool, structured and segmented questionnaires was prepared for two target groups of respondents for research investigations.

1. A structured and segmented questionnaire-I for MBA students of various management institutes affiliated to University of Pune in Pune City. The sample size of 504 MBA students was selected from 16 Management Institutes.
2. A structured and segmented questionnaire-II for Corporate Personnel viz. HR Managers, Executives, Functional Managers who are directly or indirectly part of recruitment process of MBA fresher. The sample size of 128 corporate personnel was selected from 42 Multinational Corporations (MNC's) of Pune City.

Secondary Data was collected by review of various books, magazine, Internet website, newspapers. Following spectrums were designed to study in more logical manner.

- a) Articles Review
- b) Analytical Study of Predominant Career Theories.

- c) Review of HR Tools and Techniques used for Career Planning and Development Activities
- d) Study of career planning and development initiative taken by selected top world class universities.
- e) To study development Profile of Pune City

Data Analysis and Interpretations

Primary data collected for two sets of respondents viz. MBA Students and Corporate Personnel was analyzed by using software like Microsoft Excel, SPSS 16 V.

Data validity and reliability

Data validity and reliability were checked for two questionnaires. To check the reliability of data researcher has used Cronbach alpha reliability coefficient. Statistical Tools like Tables, Bar Diagram, Pie Charts, Percentages, Averages and Ratios etc. The researcher used bar diagram and Pie Charts, Line chart to show the trends at a glimpse. Further trends and behaviors of the variables were interpreted. For Testing of Hypotheses One Sample 'Z' Test and 'Chi Square Test' were applied. ANOVA, Multiple Regression was use to understand the relationship between Career options, dependent variable and Career anchors, independent variable.

Analysis of Questionnaire I: This questionnaire was analyzed to understand the trends in following segments:

- A) Respondents Profile
- B) Self Awareness
- C) Corporate Career Aspirations
- D) Status of Information about World of Work
- E) Status of Basic Preparation for Job Search

Analysis of Questionnaire II: This questionnaire was analyzed to understand the trends in following segments:

- A) Respondents Profile
- B) Corporate opinion about contemporary work environment
- C) Corporate Expectations from MBA Students

MAJOR FINDINGS

Objective No.1: To Formulate Conceptual Framework of Career Planning for Management Students viz. MBA Students in Pune City.

Findings: Researcher by collecting primary data studied various aspects about MBA Students in Pune City. Following segments were made for the purpose of study viz. Age Group and Career Stages of students, Self Awareness, Status of Information about corporate world, Status of Preparedness about Job Search and Trends in Contemporary Corporate World. The detailed study was done and reported in present thesis which is necessary to understand before thinking of career planning and development of said students. After review of this information career counselor, mentor will get fair idea about the subject matter under study.

The corporate selection of management trainees is guided by management skills, attitude, work culture, commitment, discipline, leadership qualities and hard work.

Major opportunities for MBA Graduates in the contemporary corporate world were as follows: global exposure, corporate jobs, advanced technology, knowledge society, early and faster career

growth professional grooming, earn while learn opportunities, good corporate governance, luxurious life, financial soundness. Major threats for MBA Graduates in the contemporary corporate world were personal issues, work-life balance, interpersonal issues, dynamic business environment, innovation and creativity, knowledge management, work stress, health issues, work force diversity multicultural environment, adaptability to change.

Industry Seeks Employable MBA Graduates and not just MBA graduates. There is wrong opinion that Qualification = Employability. The continuous development of employability skills of Management Graduates in proactive manner can only bridge the demand supply gap between industry and academia.

Objective No.2: To understand corporate career aspirations of said Management Students to identify their preferences for career options.

Findings: Majority students who take admission to MBA course have a dream of building successful corporate career. Further they gave preference to entrepreneurship as a second career option followed by Research and Consultancy.

MBA Students' preferences for career options were influenced by Job Profile, Training and Development activities and Better Prospects for Growth.

The overall student's preferences were to explore following sectors viz: Education, Technology, Professional Services, Information Technology and Consumer Goods and services. Gender wise preference change was observed in the selection of

sectors. Majority of students prefer to work either in large or medium scale organization at top or middle level of Management because they will get wide exposure, opportunities, experience and growth.

Concerned students expect salary level between Rs.20,000/- to Rs.40,000/- per month at the beginning of their corporate career, which is higher than corporate offers. Majority of students expressed their willingness to work abroad in their lifetime but at the same time they expressed their willingness to settle in India finally. They prefer to work in countries like United States of America (USA), United Kingdom (UK), Europe and Middle East because of developed economy, more opportunities to earn money, dream, lifestyle and liking, security, safety and work environment etc.

Objectives No.3: To identify corporate expectations for Said MBA Students to explore corporate career opportunities.

Findings: Corporate Personnel expect Mid of A and B personality within Management Students. They search open, bold, Articulate, High level of energy and right attitude in them. Corporate prefer multi-skilling over specialized skills. Expected Knowledge, skills, attitude and qualities within MBA Graduates were as follows:

Knowledge: Knowledge about their own strengths, weaknesses, Opportunities and Threats, Skills, Interest, Values, Personality Type, Work Culture, Strong Fundamentals, Basic Business Awareness.

Soft Skills: Communication, Leadership, Problem Solving Skills, Adaptability, Innovation, Time Management, Interpersonal relationship, Teamwork, Grasp things quickly.

Hard Skills: Data Collection, Analysis, Interpretation. Report writing and presentation skills. Strong Fundamentals, Software Handling Skills for Quick Decision Making.

Managerial Skills: Decision Making, Planning, Organizing, Directing, Controlling and Coordinating.

Attitudinal Skills: Ethical Behavior (Transparency, Responsibility, Accountability, General Attitude) Concern for Environment and weaker sections of society.

Essential Qualities: Leadership, Confidence, sense of responsibility, Adaptable, Honest, Hardworking, Right approach, Commonsense, Self Discipline, Innovative.

Objective No.4: To Study and Identify effective HR tools and techniques for developing a model for corporate career building program (CCBP).

Findings: Researcher reviewed various HR tools and techniques viz. Harrington-O'Shea's Career Decision-Making System (CDM), System of Interactive Guidance and Information (SIGI), Strong-Campbell Interest Inventory (Sell), Big Five Model, Raymond Cattell's 16 PF (Personality Factors), Myers-Briggs Type Indicator (MBTI), Competency Mapping, SWOT Analysis.

Researcher discussed with professionals to understand most effective, commonly used tools for career planning and development and identified two tools viz. Competency Mapping and SWOT Analysis Framework as effective tool. Accordingly researcher developed customized framework of SWOT Analysis

and Competency Mapping and used them for Developing Corporate Career Building Programme (CCBP) Model.

Objective No.5: To develop a model for Corporate Career Building Programme (CCBP) using HR Tools and Techniques.

Findings: Researcher observed that there is a gap between corporate expectations and corporate career aspiration of said MBA students. The major reason for the gap is due to lack of information and knowledge about themselves and about corporate world. To bridge that gap researcher developed CCBP Model using Competency Mapping and SWOT Analysis.

The major finding of the present research study is Corporate Career Building Programme Model (CCBP Model, Refer next page Pg.No. xiv) developed by Researcher.

What is CCBP Model?

CCBP Model is the Corporate Career Building Programme Model designed to build the successful corporate career of MBA students in various management institutes affiliated to University of Pune in Pune City .

Purpose of CCBP Model: The purpose of CCBP model is to create the awareness among the students for their own career planning and development activity. Understanding self and exploring corporate world were the two significant aspects of CCBP Model. By means of self introspection and by gaining in-depth information about world of work this model will help students in identifying and crafting SMART career goal along with career path. This in turn will help students to identify compatible career.

The details of CCBP Model like: what is CCBP model? Purpose behind developing model, Guidelines for implementing CCBP Model was discussed in the thesis in detail.

This model will help students to identify their realistic career needs against the corporate career opportunities available so as to ensure corporate career success along with work-life balance.

CONCLUSIONS

1. In the country like India and more specifically in the Pune City still, it is observed that individuals take career decision based on their knowledge about the upcoming sector or by influence on family members and friends. Efforts are lacking in the professional approach to the area of career planning and counseling.
2. There are many Professional Career Counselors in abroad but there is scarcity of Professional Career Counselors in India.
3. Career Planning and Career Decisions' are key inputs for selecting the suitable career options.
4. The 'MBA degree' is not the career of 'MBA' graduates but it is a stepping stone towards their careers.
5. Industry Seeks employable graduates and a not just graduate i.e. There is wrong perception: Qualification = Employability.

6. There is a gap between corporate career aspirations of said MBA students and expectations of corporate from MBA Students.
7. Continues development of Employability Skills of MBA graduates can bridge the demand-supply gap significantly.
8. Employment opportunities for fresher in India have increased during last few years. The only way to have an edge over others in the job market is to assess oneself and put best efforts to develop required employability skills.
9. SWOT analysis and Competency Mapping is very essential and effective tool in the entire Career Planning and Development process. So there is a need to understand these tools and make effective use of it within the stipulated time frame.
10. To conclude, we can say that considering the due importance of subject matter this study aimed to develop a model for Corporate Career Building Programme (CCBP) which will help said students in their career planning activities and also guide them for understanding areas of improvement for the successful corporate career along with work-life balance in holistic manner.

SUGGESTIONS

1. There is need of proactive and Professional approach towards corporate career building program of MBA Graduates instead of mere training and development activities conducted at the Institute level. This can be achieved through establishment of exclusive 'Career Development Centers' at the institute level and university level to cater the career needs of students.
2. Holistic development of students needs to be ensured along with corporate career building program in the proposed Career Development Centers.
3. There is a need to create awareness about the self understanding, understanding and exploring the corporate world to understand the labour market trends, identify prospective employer, and grab the corporate career opportunity in given time frame.
4. Self assessment in regards to prospective employers is essential to set realistic career goals along with general attitude. There is need of identifying realistic career needs of an individual and to identify suitable corporate career opportunities so that Career Need Opportunities alignment is possible.
5. Importance and Concept of 'Career Anchors' need to be familiarized to identify one's career anchor. Career Anchor is one of the most important parameter in career decisions of an individual. This can be done by organizing effective mentoring program.

6. Mentoring program need to be planned to guide students on various career issues, adapting to change, being flexible for compromise on Life Style, achieving Work-Life Balance, Professional Grooming, Ethical behavior, etc.
7. Self assessment in regards to prospective employers is essential to set realistic career goals along with general attitude. There is need of identifying realistic career needs of an individual and to identify suitable corporate career opportunities so that Career Need Opportunities alignment is possible.
8. Strategic view in career decision making need to be ensured, career should not be planned taking into consideration momentary interest of an individual
9. To implement above mentioned suggestions it is advised to implement CCBP Model developed by researcher as all the above mentioned facts were considered by researcher while developing CCBP model for building successful corporate career of MBA Students.
10. Further it is suggested to understand the model follow the guidelines given and implement the model for achieving desired corporate career. Also it is suggested to use SWOT Analysis and Competency Mapping Framework developed by researcher while implementing CCBP Model.

RESEARCH CONTRIBUTION

Researcher formulated conceptual framework of career planning and counseling for said MBA students. This framework will act as guidelines for the career planning and development of concerned MBA students. Also these guidelines will help them in setting realistic corporate career goal instead of having unrealistic expectations.

Researcher developed customized framework of SWOT analysis and competency mapping to give strategic approach to the area of career planning of said MBA Students. Further these tools were used to develop CCBP Model for corporate career building programme of concerned MBA students.

The most important contribution of researcher to the present research study was researcher developed Corporate Career Building Programme (CCBP) model for the exclusive purpose of building successful corporate career of MBA aspirants as majority of them dreams for same.

SCOPE FOR FURTHER RESEARCH STUDY

Development of Skill Gap Inventory: Skill Gap inventory can be developed by understanding corporate skill set expectations And measuring actual skill set of MBA Students.

Development of Training Calendar: To bridge the above skill gap effectively and need based training program is expected. Schedule of all the training program can be summarized in Training Calendar. There is need for holistic counseling for the successful Implementation of CCBP model so appropriate counseling or mentoring program can be developed.

Chapter I

INTRODUCTION

Chapter I

INTRODUCTION

1.1 INTRODUCTION TO STUDY

“Developing a Model for Corporate Career Building Programme (CCBP) using HRM Tools and Techniques for Management Students in Pune City” This research study basically aims to build a successful corporate career of management students viz. MBA students of various management institutes affiliated to University of Pune, in Pune City. This study is a proactive approach of understanding Student’s corporate career aspiration as well as understanding Corporate Expectations from said MBA Graduates.

It is observed that all the MBA graduates do not become managers in their career. As per the changes in the dynamic environment and as per the changing priorities in their life, they decide their career goals¹ and career path². Management students may consider following career options³

- Entrepreneurship
- Corporate Jobs
- Academic/Teaching Profession
- Consultant(s)
- Researcher
- Any other Profession of their choice

The ‘MBA degree’ is not the career of ‘MBA’ graduates but it is a stepping stone towards their careers⁴.

¹ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, ISBN 81-7881-978-3, 2004.

² www.careerpath.com.

³ www.careeroptionsmagazine.com

⁴ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, ISBN 81-7881-978-3, 2004.

1.2 NEED OF STUDY

Following were some of the key issues behind the selected topic for research study

- Career Planning and Counseling is one of the very important areas of Human Resource Development. As in today's Knowledge economy, Career Planning⁵ Career Development⁶, Succession Planning etc. are very popular HR strategies crafted by the successful organization for talent retention.
- Considering the increasing demand for the management education at the global level and domestic level it becomes essential to identify the career needs of the 'Management Students' to plan their career in a very effective, proactive and logical manner. Considering this fact it was decided by the researcher to explore the said field and gain in-depth knowledge in the areas of 'Career Planning and Counseling' and apply it to the field of Management Education. Many universities, institutes, are putting their efforts for increasing the knowledge of these students in the field of management, but along with knowledge there is a need of 'essentials skills enhancement' for the future managers.
- Management Institutes organizes various seminars, soft-skill programmes, workshops but beyond these there is a need to give a comprehensive thought to plan and build the Career of Management Students.

⁵ www.careerplanningblog.com

⁶ www.careerkey.org

- There is a need to Identify Compatible Careers. The choice of a right career is one of the most crucial decisions⁷. There have been many instances where academically brilliant students have failed miserably in their careers and vice versa. One of common important reason is they have opted wrong careers. Career decisions are very crucial but generally these decisions were taken by influence of family members, friends, area of interest and general knowledge about the various upcoming sectors. Therefore one must be extremely careful in choosing right career. A career should be a matter of choice not chance.⁸ Considering this fact this study will help the students to provide the right direction to build their career path in the field of management.

In selecting the right career, one could seek professional help through career counselors. These services are abundantly available in developed countries but in India there is a scarcity of professional career counselors. Professionals in counseling centers or career guidance centers spend a good part of their time assisting people. Fortunately, they have access to a variety of tests and inventories that help individuals to match them with a compatible career.

Although such inventories do not provide some magical right choice always, they usually furnish valuable leads, especially when the results are shared with a counselor. Some of well-known

⁷ Devajit Bhuyan (2007), Multiple Career Choices, Pushpak Mahal, New Delhi-110002, India, ISBN 81-223-0779-5, Pg. 11.

⁸ Devajit Bhuyan (2007), Multiple Career Choices, Pushpak Mahal, New Delhi-110002, India, ISBN 81-223-0779-5, Pg. 11.

inventories were: John Holland's Self-Directed Search (SDS)⁹, Harrington-O'Shea's Career Decision-Making System (CDM)¹⁰, System of Interactive Guidance and Information (SIGI)¹¹, Strong-Campbell Interest Inventory (Sell)¹². The result of above said inventories have proved helpful in predicting which individuals will remain in a given field. However, these inventories cannot predict their actual success in a given field, as there are many subjective factors involved especially personal motivation¹³

The objective of selecting a compatible career is to help students in making the right choice in their career decisions and planning their career path which will add value in securing gainful employment and proper opportunities for self actualization.

According to the saying 'Health is wealth'. The choice of one's career should also be influenced by individual's physical fitness throughout the entire life. It should allow healthy body and sound and an active mind.

Even a small step in the right direction counts far more than big strides in the wrong direction. Everybody has strength and weaknesses. The emphasis is to concentrate on developing one's strengths. For this everybody should do their SWOT analysis before deciding their career. Once you make the right choice at the right time, half the battle is won.

⁹ www.self-directed-search.com

¹⁰ careercompetencies.org

¹¹ www.tntech.edu

¹² www.cpp.com

¹³ www.sales-train.com/Personal-Motivation.htm

While deciding the career another thing that should be noted promptly is the individual values. The values like truth, honesty, integrity, compassion and courtesy ensure a more peaceful and contented existence. There would be less disagreement in families, societies and nations if such values were inculcated and encouraged in the formative years. Highly materialistic Western Countries are today turning towards Eastern Countries values and spiritualism to fill the vacuums in their lives.¹⁴

While choosing a career one must give due importance to personal values and select a profession that is more in line with their values. An overemphasis on money can only lead to short term gains but long term unhappiness. Therefore an individual should think wisely well before opting for a career.

In addition in one of the survey conducted by a group of Indian Institute of Management (IIM)¹⁵ alumni in twelve Tier II cities, including Pune, has shown that the management and engineering graduates are not employable when recruited fresh from campus. The corporate were not happy with the fresh management and engineering graduates when they go to hire them during campus recruitment drives, as they don't have employable skills. The job market is on the upswing but campus placements in Tier II colleges do not go beyond 40% while companies continue to complain about the lack of employable talent. This was another reason researcher decided to explore the present area of study.

¹⁴Devajit Bhuyan (2007), Multiple Career Choices, Pushpak Mahal, New Delhi-110002, India, ISBN 81-223-0779-5, Pg. 14.

¹⁵ Pune Mirror, 2-Aug-2010.

Apart from this researcher studied young executive's view point as well. Almost every young executive when he/she take up his/her first job in an organization dreams of a career path, usually that of a corporate high-flier¹⁶. Some people achieve their dream while other does not. The most common reason why some dreams are fulfilled is sincere effort combined with strong perseverance. Organizations have to help employees plan their career and manage them. The employees have to be given a chance to identify their own competencies and aptitudes and then right opportunities need to be provided. Organizations which help their employees in planning their career certainly enjoy the benefit of a motivated and loyal workforce. Organizations need to help employees in maximizing their career motivation¹⁷.

1.3 STATEMENT OF RESEARCH PROBLEM

“There is gap between corporate expectation and corporate career aspirations of MBA graduates when it comes to employability”. It is observed that there is gap between corporate expectations from MBA graduates and corporate career aspiration of MBA graduates. Industry seeks employable graduates and not just graduates¹⁸. Employment and Employability is always an issue. Even it is observed that academically brilliant students also miserably fail in their career and vice versa.

¹⁶ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, ISBN 81-7881-978-3, 2004.

¹⁷ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, ISBN 81-7881-978-3, 2004.

¹⁸ Bholanath Dutta, HRM Review, Employment and Employability, ICFAI University Press 2009, Pg. 17.

1.4 OBJECTIVES OF STUDY

1. To formulate the conceptual framework of career planning for Management Students viz. MBA students in Pune City.
2. To understand the corporate career aspiration of said MBA students to identify their preferences for career options.
3. To identify the corporate expectations for said MBA students to explore corporate career opportunities.
4. To study and identify effective HR tools and techniques for developing a model for Corporate Career Building Programme (CCBP).
5. To develop a model for Corporate Career Building Programme (CCBP) using HR Tools and Techniques.

1.5 HYPOTHESES

- H₁** = Other things being equal the 'Career Planning and Career Decisions' are key inputs for selecting the suitable career options.
- H₂** = The corporate selection of Management Trainee is guided by management skills, attitude, work culture, commitment, discipline, leadership qualities and hard work.
- H₃** = MBA Students preferences for career options are influenced by Salary Package, Job Profile, Training and Development activities and Better Prospects for Growth.
- H₄** = MBA students give priority in their career choice activities to employer.
- H₅** = There is a need of developing a model for Corporate Career Building Programme (CCBP) for MBA Graduates by using Strengths, Weaknesses, Opportunities and Threat (SWOT) Analysis.

1.6 NATURE OF STUDY

Nature of study is descriptive¹⁹. This includes surveys and fact-finding enquiries. The major purpose of the descriptive research is description of the state of affairs as it exists at present. In descriptive studies, the researcher gathers details about all aspects of a problem situation. Irrespective of the problem's complexity it is necessary to design the research efficiently. Unlike exploratory studies²⁰, descriptive studies come under formal research, where the objectives are clearly established. The main characteristics of this research is that researcher has no control over the variables, one can only report what has happened or what is happening.

In the present study researcher put her efforts to understand the corporate opinion about the contemporary work environment, job market and their expectations from MBA graduates. At the same time researcher also made efforts to understand the corporate career aspirations of MBA graduates. Finally both the aspects described as it exist at present and identified the gap between both to provide logical solution to bridge the gap.

Another aspect of present study the researcher gathered details about various aspects of a problem under study. Further put best efforts to design research effectively. Further researcher also aimed at framing clear research objective for the purpose of detail investigation.

¹⁹ C. R. Kothari, (2004), Research Methodology Methods & Techniques, New Age International (P) Ltd., Publisher, New Delhi-110002. Pg. 2

²⁰ C. R. Kothari, (2004), Research Methodology Methods & Techniques, New Age International (P) Ltd., Publisher, New Delhi-110002, India, Pg. 2

1.7 SCOPE OF STUDY

This study is applicable to all the MBA students of affiliated Management Institutes to Pune University within Pune City, conducting Master of Business Administration (MBA) course.

The current study aims to understand the MBA student's corporate career aspiration about their corporate career. This study also focuses on understanding corporate expectations from said students to explore the corporate career opportunities.

Further it also focuses to evaluate overall status of the said MBA students to know their suitability for Corporate Career Opportunities. Duration of present study is five years i.e. from A.Y. 2008 to A.Y. 2013.

1.8 SIGNIFICANCE OF STUDY

The research output of this study will provide the right direction to build successful 'Career Path'²¹ for building corporate career of said MBA Students.

1. The research study focuses on designing a checklist of Strengths and Weaknesses of management students. This will guide them to eliminate or minimize their weaknesses, increase their strengths for suitable career options. The emphasis is to concentrate on developing one's strength to achieve their career goals.

²¹ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, 2004.

2. This will also help students to select right career which will suit their lifestyle, preferences, self-development plans, family and social environment etc. on long term perspective.
3. The focus of study is to achieve work-life balance ²² and ensure healthy body, sound and active mind along with career development.
4. The CCBP model developed by researcher will help students to provide an opportunity to accommodate change in their career plan according to their changing needs and changing environment.
5. As truly said 'Well begun is half Done' likewise Effective Career Planning will give MBA students sense of satisfaction, confidence to achieve success in their career goals in right proactive manner which will further motivate them.
6. The research output produced through the structured path of research investigation will become a guiding multi-career plan for students, parents and management institution.
7. The research study will be useful to the Ministry of Human Resource Department (HRD) for formulating the perspective policy with reference to Human Resource Utilization.

1.9 RESEARCH APPROACH

In the present study researcher has formulated statement of research problem, research objectives, and hypotheses. In order to strengthen and expand the coverage of foundation of research study, an attempt is made to undertake the exercise of review of literature. This helps to develop the theoretical framework of

²²Zunker, V. G. (2002). Career Counseling: Applied concepts of life planning (6th ed.). Pacific Grove, CA: Brooks/Cole.

research exercise. In review of literature, a selective structured tailor cut approach is adopted. The structured analysis of review of literature is classified into five spectrums. First spectrum focused on review of related research articles written by well known academicians and research scholars. The researcher has taken untiring pains in selecting books and research articles on career planning and counseling for review and developing the conceptual framework of study.

The second spectrum was about Study of Predominant Career Theories ²³ wherein the researcher has undertaken the exercise of review of bench mark theories of career planning and development propounded by various research scholars.

The third spectrum focused on study of Career Planning and Development initiative taken by selected Top World Class Universities²⁴. Here an attempt was made by researcher to review career planning and development initiatives taken by the top world class universities across the Globe. Following universities were selected for the purpose of study viz. Massachusetts Institute of Technology (MIT), USA, Harvard University, USA, University of Oxford, UK, University of Cambridge, UK, Florida Atlantic University (FAU), USA, Queensland University of Technology (QUT), Australia, University of Melbourne, Australia, University of Toronto, Canada, Cornell University, USA and University of California (CAL), USA.

Fourth Spectrum was developed to review HR tools and techniques used for Career Planning and Development Activities.

²³ www.virtualhabitats.com

²⁴ www.usnews.com

Researcher through various articles review and interaction with professionals identified the various tools and techniques of career planning and development. Further these selected tools and techniques developed by psychologist and professionals were focused for study and review for the purpose of developing clear understanding about their applications.

Last, the fifth spectrum covers the review of Development Profile of Pune City ²⁵ with special reference to development of Pune City as one of biggest 'Education Hub' popularly known as 'Oxford of the East' This Structured spectrum analysis of review of literature helped researcher to present an integrated theoretical approach for further research investigation.

Further for the purpose of logical and scientific enquiry researcher developed 'Research Design'²⁶. It includes, Research Methodology Sampling Design, Sources of Data Collection and tool used for data collection. Statistical Tools used for Data Analysis and Interpretations.

Primary Data were collected for two sets of respondent's viz. MBA Students and Corporate Personnel which were further analyzed by using software like Microsoft Excel, SPSS 16 V. Based on the data analysis, interpretations research outcome was identified and documented as findings and conclusions were drawn for research study. At the end, researcher's own contributions were discussed. From the research contribution researcher identified research

²⁵ www.wikipedia.org/wiki/Pune

²⁶ C. R. Kothari, (2004), Research Methodology Methods & Techniques, New Age International (P) Ltd., Publisher, New Delhi-110002, India, Pg. 31

limitations, this can be taken up as a scope for further study by the same researcher or any other researcher.

1.10 LIMITATIONS OF STUDY

1. This study is restricted to management students (MBA Students) studying in various management institute affiliated to University of Pune in Pune City.
2. Career planning and counseling is a very crucial and vast area which may not be completely explored within the stipulated time period.
3. The Study period under consideration is restricted to five years (i.e. 2008-2013) only.

Chapter II
REVIEW
OF
LITERATURE

Chapter No. II

REVIEW OF LITERATURE

2.1 INTRODUCTION

Human knowledge has three phases viz. preservation, transmission and advancement that is utilization for further use. Unlike other animals that start with each generation, human being builds upon the accumulated and recorded knowledge of past. The continuous addition to the vast store of knowledge in different field has resulted in the progress of human beings in all the walks of life. Knowledge is the application or utilization accumulated information at the time in the right context.

Human beings are gifted with well developed brain. They can take the benefit of knowledge that has been already created and preserved. This is the important fact in context with research which is a continuous function of reaching ever closer approximation to truth.

Understanding the above fact, the researcher referred the work done related to research problem under study. Further researcher explored the knowledge that has been already developed and preserved. Review of literature helped researcher to develop conceptual clarity about the present study which in turn helped in all the stages of research work.

The sources of review of literature are Reference Books, Journals and periodicals, Encyclopedias, ERIC²⁷ (Education Research

²⁷ www.eric.ed.gov

Information Centre) online database, Newspaper, Authentic Internet Websites.

2.2 SPECTRUM I: RESEARCH ARTICLES REVIEW

After review of the various literatures following are the very significant observations. According to social scientist Abraham Maslow, all human behavior is goal directed. People work or behave in a particular way they decide because they want to achieve certain things in their life. These goals may deal with physiological, psychological, or social needs. It is the desire to fulfill these needs in a progressive manner that motivates humans to a particular career²⁸. Many youngsters think that acquiring any professional degree like medical, engineering, management means 'career'. But this is merely a stepping stone towards building a proper career.

2.2.1 DIFFERENCE BETWEEN JOB, OCCUPATION, AND CAREER.

Often the terms job, occupation, and career are used interchangeably. In fact, they have very different meanings. A job is work for which you receive pay. Example: Chemist at xyz Chemical Company. An occupation is a wide category of jobs with similar characteristics. Example: physician, engineer, educator, or scientist A career is a lifetime journey of building and making good use of your skills, knowledge and experiences. It is the total of all events and relationships in our lives: family, friends, education, work, and leisure activities.

²⁸ Devajit Bhuyan (2007), Multiple Career Choices, Pushpak Mahal, New Delhi-110002, India, ISBN 81-223-0779-5, Pg. 11.

2.2.2 CORE CONCEPTS IN CAREER PLANNING

Before proceeding further, it would be useful to define some of the terms we will be using throughout this topic. To begin with let's understand the meaning of the term 'Career' from various dimensions. According to the Advanced Learner's Dictionary²⁹ 'Career' means, A profession or occupation with opportunities for advancement or promotion. "Career is not simply a job or occupation for earning livelihood. A job, profession, or employment can only be termed a 'career' when there is an opportunity for progress and advancement".

According to Super and Hall³⁰, a career is a "sequence of positions occupied by a person during the course of a lifetime". This definition does not imply advancement or success or failure. Any work, paid or unpaid, pursued over an extended period of time, can constitute a career. In addition to formal job work, it may include school work, home-making, or voluntary work. To conclude, we can say that Career is sequence of positions, roles or jobs held by one person over a relatively long time span.

It can also be defined as a sequence of separate but related or connected work or life activities that provides continuity, order and meaning in a person's life. It represent organized path taken by an individual across time and space with a horizon. While for some people, the career is planned, for others it could just happen on account of circumstances, situation, and current location so

²⁹ The Advanced Learner's Dictionary of Oxford.

³⁰ Donald E Super, Douglas T Hall, Career Development Exploration and Planning Annual Review Inc., 1978, 29:333-72.

on. For those who look beyond job and salary the concept of career is meaningful.³¹

- **Career:** It can be defined as a sequence of positions, roles or jobs held by one person over a relatively long time span or Career is a series of work-related positions, paid or unpaid, that help a person grow in job skills, success, and fulfillment.
- **Career Path:** It is the sequential pattern of jobs that form a career.
- **Career Goals:** These are the future positions for which an Individual strives to reach as part of his/her career.
- **Career Planning:** It refers to the process by which an individual selects career goals and the paths to achieve these goals. It is the deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations, and other characteristics; acquires information about opportunities and choices; identifies career-related goals; and establishes action plans to attain specific goals.
- **Career Development Programs:** It help in the achievement of career goals. It is the lifelong series of activities such as workshops that contributes to a person's career exploration, establishment, success, and fulfillments.
- **Career Management:** It is the process of designing and implementing goals, plans, and strategies that enable HR

³¹ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, 2004.

Professionals and managers to satisfy workforce needs and allow individuals to achieve their career objectives.

- **Career Motivation:** It includes three aspects viz. Career resilience, Career Insight, Career Identity.
- **Career resilience:** It is the degree to which employee can cope with problems affecting their work.
- **Career Insight:** It is the extent to which employees are aware of their interests, skills, strengths and weaknesses and how these perceptions relate to their career goals.
- **Career Identity:** It refers to the extent to which employees define their personal value in accordance with their work and the degree of alignment between the two.
- **Career Anchors:** These are the basic attitudinal Characteristics that guide people throughout their careers. They act as foundations, with deep roots of confidence, competence, and mental preparedness for pursuing a career path. These characteristics are composed of a combination of needs and drives and serves to “anchor” the person to a few related categories of careers.

2.2.3 CAREER ANCHORS

Some individuals are achievement oriented, while others are value oriented. Individuals, who are achievement oriented, prioritize their goals ahead of their values and will pursue those goals as their top priority. Individuals who are value oriented will carefully consider their priorities and values. Some generalizations have been studied by Gilmer³², which was found useful in preparing for

³² Gilmer, B. 1966. Industrial Psychology (2nd ed.): McGraw-Hill. New York.

career planning. According to Gilmer, People differ in their abilities, interests, personalities, and desires, Organizations differ in the opportunities they can provide for taking care of individual differences. Work is a way of life. The most effective personal adjustment comes where the nature of the work itself and the way of life that goes with it. Community, home, leisure-time activities, and friends-are congenial to the aptitudes, interests, and values of the person. No job provides complete satisfaction. No person completely fits the job. The interaction between the individual and his or her environment determines career patterns and career changes.

Further Career anchors³³ are distinct patterns of self-perceived talents and abilities, motives and needs, and aptitudes and values that guide and stabilize a person's career after several years of real world experience and feedback. Just as boats put down anchors to keep them from drifting too far, people put down anchors to stabilize their career decisions and keep them within constraints. Understanding one's career anchors is very essential for achieving career success.

According to Edgar Schein³⁴ in addition to the knowledge of career stages, another concept that can help people to understand their jobs are career anchors (Schein, 1975). Edgar Schein, a professor at Massachusetts Institute of Technology (MIT)³⁵ developed the idea of career anchor and came up with eight career anchors³⁶ viz.

³³ Ramakanta Patra, (2006), Career Anchors for Career Management, HRM Review, The ICFAI University Press.

³⁴ Edgar H. Schein (1975), Attitude Change in early management career www.unz.org/Pub/ScheinEdgar-1975

³⁵ www.mit.edu

³⁶ ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, 2004.

Autonomy or Independence, Security and Stability, Technical or Functional Competence, General Management, Entrepreneurial Creativity, Service, Pure Challenge, and Life Style. As people reach their late-twenties and thirties, they have to begin making decisions about which jobs to pursue and how to balance personal and work life. To avoid erratic or random decisions, they develop these career anchors. If they sense that a job or job situation is not consistent with their talents, needs, and values, their anchor will pull them back into situations that are more congruent with their self-image and vice versa. Let's understand the concept of career anchors in detail as discussed below.

A) Autonomy or Independence: This career anchor is an integrating set of forces that describe an individual, who prefers remaining free from corporate constraints, and also flexible and autonomous. The overriding factor for some people in career decisions is to maintain their liberty. They seek to minimize organizational constraints. These people, not surprisingly, prefer small, organic types of organizations to work. Those individuals, who have this characteristics as a predominant career anchor, desire to have freedom to operate and autonomy to take their own decisions. They want to be self reliant and do not like to be bossed over. They excel as entrepreneurs, professors, consultants, professionals and free lancers.

B) Security and Stability: This is an integrating set of forces that describe an individual who, is concerned about the future and wants to create a lifestyle or a set of circumstances to assure his or her financial or geographic concerns. For some people, a key factor in career decision-making is work stability. A new position with great opportunities and challenges but little job

security would be incongruent with these people's needs. They prefer job and organizational stability, employment contracts, additional employment benefits, attractive pension plans, and the like. An individual who desires security and stability want to be free from any anxiety of uncertainty or insecurity. Therefore, they prefer to remain in the same kind of job and with the same employer, for life. This type of individuals might face a problem in a dynamic and fast-paced organization or occupation.

C) Technical or Functional Competence: This anchor focuses on the actual content of a person's work. An integrating set of forces that describe an individual who enjoys being an expert or specialist in a specific area of knowledge. Those with a technical or functional competence anchor exhibit strong inclination to develop something which they can call their own. Engineers, Scientist, technologists, entrepreneurs etc, come under this category.

D) General Management: This career anchor is an integrating set of forces that describe an individual who chooses to influence, guide and develop others. This anchor emphasizes holding and exercising managerial responsibility. These people seek situations where they can be analytical, and can utilize their interpersonal skills, and exercise power. Those with management as a career anchor have good planning, organizing, managing and controlling skills. They have a broader view of things and play a facilitating role. They enjoy responsibility and revel in uncertainty.

E) Entrepreneurial Creativity: Creativity is a premium in this era where innovation drives competitiveness. Those with creativity as an anchor are more often successful as artists, free-lancers,

entrepreneurs and innovators. They enjoy jobs where they are given enough freedom to 'Create' and are bound by organizational framework. This is an integrating set of forces that describe an individual who prefers to be creative, innovative and challenged. For creativity-anchored people, starting a new business, working in a research laboratory, being a major player on a new project's team, and indulging in similar activities are important to their self-worth.

F) Service: Service as a career anchor drives individuals to take up jobs in not for profit service organizations, NGO's, special schools for the disabled and hospitals for the underprivileged. The worthwhile causes they pursue can range from environmental protection to poverty alleviation.

G) Pure Challenge: People with Pure Challenge as Career anchor just love solving difficult problems. They are attracted to challenges that do not follow any pattern or style. They are also called as warrior or adventurer. Hence this is an integrating set of forces that describe an individual, who craves for variety in tasks and activities, prefers adventure, and enjoys serving as a corporate "troubleshooter". These people are driven by an overarching desire to create something that is entirely of their own making.

H) Life Style: For some people, nothing in life is more important than just enjoying life. They have a disinclination to sacrifice life style solely for career advancement. These types of people have 'Life Style' as their career anchor.

Identify career anchors Edgar Schein says that career planning is a continuing process of discovering in which a person slowly

develops a clearer occupational self-concept in terms of what his or her talents, abilities, motives, needs, attitudes, and values are. Schein also says that as you learn more about yourself, it becomes apparent that you have a dominant career anchor, a concern or value that you will not give up if a choice has to be made. Career anchors, as their name implies, are the pivots around which a person's career swings; a person becomes conscious of them as a result of learning about his or her talents and abilities, motives and needs, and attitudes and values. Based on his research at the Massachusetts Institute of Technology, Schein believes that career anchors are difficult to predict ahead of time because they are evolutionary and a product of a process of discovery. Some people may never find out what their career anchors are until they have to make a major choice-such as whether to take the promotion to the headquarters staff or strike out on their own by starting a business. It is at this point that all the person's past work experiences, interests, aptitudes, and orientations converge into a meaningful pattern or career anchor that helps show what is personally the most important in driving the person's career choices.

Thus, career anchor-perspective has both selection and motivational implications. It can explain why dramatic changes in career focus are so difficult for people to make. They require a great effort and are not likely to occur very frequently. The perspective also explains why individuals may have very different reactions to similar jobs. Any understanding of how job characteristics will affect an individual has to consider the dynamic relationships between the job's task attributes and the career anchors of the person in that job.

To Conclude Career anchors are not unique and cannot describe the individual's needs completely but career anchor perspective has both selection and motivational implications. Each individual might have a combination of two or more career anchors, but one has to identify Dual Career Families; Low Ceiling Careers; Declining Opportunities; Career Stages; Restructuring and Career Plateaus the most predominant one, to understand his/her career needs and aspirations. Career Anchor Play significant role in career decision and in turn helps to achieve career success.

2.2.4 ISSUES IN CAREER PLANNING

Employees as well as organizations face certain issues or challenges in career planning because dynamic business environment, following are the major issues³⁷ in career planning.

Dual Career Families: The proportion of women in professional occupations has increased dramatically in the recent years. Traditionally our society has been accustomed to the idea of single-career families, but now it is reorienting itself to the idea of dual-career families. In dual-career families the careers of both the husband and wife becoming equally important, the emphasis is on looking at career development of both with unanimity. Organizations employing people whose spouses are working, must deal with the implications of dual career planning. This is especially important if both the husband and wife are employed in the same organizations. For example, in the government and in most of the Public Sector Enterprises, if both husband and wife are working in the same organization, they are usually posted at the same place. If one of them is transferred to another place, due

³⁷ICFAI Center for Management Research, Introduction to Human Resource Management, Managing Careers, Hyderabad, India, 2004.

consideration is given in transferring the spouse also to the same place.

Low Ceiling Careers: Some highly specialized jobs have little room for advancement in career terms. Nonetheless, employees will still seek some form of career progression. Despite of their career plans it is difficult for employees to get promotions in such jobs.

Declining Opportunities: Career opportunities for certain jobs or categories sometimes decrease due to technological and economic changes. A career shift is perhaps the only solution for such a problem. For example, career opportunities for statisticians have come down due to high degree of computerization. Statisticians can switch careers as 'Analysts' by learning computer skills.

Career Stages: Employees move through different career stages viz. Exploration, Establishment, Maintenance and Disengagement and their career needs change as they move from one stage to another. In such a situation, the career plan of the employee becomes dynamic and keeps changing with his changing personal needs.

Restructuring: The demand of a fast changing economy has been forcing organizations to restructure and reorganize themselves. The concept of flat organizations structures has forced employees to revamp their career plans. Organizations also have to redo the whole exercise in a completely changed scenario.

Career Plateaus: Employees reach a plateau in their career when they feel that there is nothing else left to achieve. Lack of motivation, high levels of stress, personal problems, lack of requisite knowledge and skill set, lack of opportunities or a slow

moving business can lead to a career plateau. These challenges have to be taken care of, to avoid a plateau and put the career on a growth path.

Work-Family Issues: Elderly parents, school-going kids, a sick relative or family member, are some of the many family issues that change the career path of an employee. These are constraints which most of the employees face in the pursuit of their career objective. These issues might sometimes lead to a plateaued career.

So far researcher focused on the career planning but along with career planning there is need of holistic counseling as well. Considering this fact researcher also focused to study aspect of career counseling³⁸.

2.2.5 CAREER COUNSELING

Counseling is discussion with an employee of a problem that usually has emotional content in order to help the employee cope with it better. Counseling seeks to improve employee mental health and well being³⁹. People with good mental health are the people who feel comfortable about themselves. They are not bowled over by their own emotions-by their fears, anger, love, jealousy, guilt, or worries. They can take life's disappointments in their stride. They have a tolerant, easygoing attitude toward themselves as well as others; can laugh at themselves. They neither underestimate nor overestimate their abilities. They can accept their own shortcomings. They have self-respect and able to

³⁸ John W. Newstrom and Keith Davis. 11th Edition, Stress and Counseling: Organizational Behavior, Tata McGraw-Hill, Delhi India, ISBN: 0-07-047264-5, 364-387.

³⁹ Dorn, F. (1992). Occupational wellness: The integration of career identity and personal identity. Journal of Counseling & Development, 71, 176-178.

deal with most situations that come their way. They get satisfaction from simple, everyday pleasures.

They feel right about other people. They are able to give love and consider the interests of others. They have personal relationships that are satisfying and lasting. They expect to like and trust others, and take it for granted that others will like and trust them. They respect the many differences they find in people. They do not push people around, and do not allow themselves to be pushed around. They can feel they are part of a group. They feel a sense of responsibility to their neighbors and others

In short people with good mental health able to meet the demands of life⁴⁰. They do something about their problem as they arise. They accept their responsibilities and shape their environment whenever possible; adjust to it whenever necessary. They Plan ahead but do not fear for future. They welcome new experiences and new ideas. Make use of their natural capacities. They set realistic goals for themselves. They are able to think for themselves and make their own decisions. Put their best effort into what they do and get satisfaction out of it.

The definition of counseling implies a number of characteristics⁴¹. It is an exchange of ideas and feelings between two people, nominally a counselor and a counselee, so it is an act of communication. Since it helps employees cope with problems, it should improve organizational performance, because the

40 Dorn, F. (1992). Occupational wellness: The integration of career identity and personal identity. *Journal of Counseling & Development*, 71, 176-178.

41 Engels, D.; Minor, C.; Sampson, J. & Splete, H. (1994). Career counseling specialty: History, development, and prospect. *Journal of Counseling & Development*, 74:2, 134-138.

employee becomes more cooperative, worries less about personal problems, or improves in other ways. Emphasis on counseling also helps the organization become more human and considerate of people's problems. Counseling usually is confidential so that employees will feel free to talk openly about their problems. It also involves both job and personal problems, since both types of problems may affect an employee's performance on the job. For example, one employee may be experiencing the stress of new job expectations, while another may be distraught with grief following the death of a family member. Both employees are potential candidates for receiving the benefits of counseling at work.

Need for Counseling: The need for counseling arises from a variety of employee problems, including stress. When these problems exist, employee's benefits from the understanding and guidance that counseling can provide. For example, one employee feels insecure about retirement. Another employee is hesitant to take the risk required by a promotion and thus ceases growing on the job. A third employee may become unstable in the job. In all cases, counseling is a necessity.

Most problems that require counseling have some emotional content⁴². Emotions are a normal part of life. Nature gave people their emotions, and these feelings make people human. On the other hand, emotions can get out of control and cause workers to do things that are harmful to their own best interests and those of the firm. They may leave their jobs because of insignificant conflicts that seem large to them, or they may undermine morale in their departments. Managers want their employees to maintain

⁴² Saka N, Gati I (2007). Emotional and personality related aspects of persistent career decision making difficulty. *J.Vocat. Behav.*, 71: 340-358.

good mental health and to channel their emotions along constructive lines so that they will work together effectively.

The general objectives⁴³ of counseling are to help employees grow in self-confidence, understanding, self-control, and ability to work effectively. These objectives are consistent with the supportive, collegial, and system models of organizational behavior, which encourage employee growth and self-direction. They are also consistent with Maslow's higher-order needs and Alderfer's growth needs, such as self-esteem and self-actualization. In other words one can say that counseling helps in advice, telling a person what you think should be done coaching. It also helps in Reassurance, giving a person courage and confidence to face a problem. It channelizes communication, providing information and understanding. Counseling helps to release of emotional tension, helping a person feel more free of frustrations and stress. Further it encourages more coherent, rational, and mature thought and achieves clarified thinking. Last but not the list holistic counseling helps in reorientation, encouraging an internal change in goals, values and mental models. The counseling objective is achieved through following counseling functions.

The first counseling function is advice⁴⁴. Many people view counseling as primarily an advice-giving activity, but in reality this is only one of several functions that counseling can perform. The giving of advice requires a counselor to make judgments about a counselee's problems and to layout a course of action. Here in lies the difficulty, because it is almost impossible to understand another person's complicated problems. Advice giving

⁴³ Dorn, F. (1992). Occupational wellness: The integration of career identity and personal identity. *Journal of Counseling & Development*, 71, 176-178.

⁴⁴ Brown, D.; Brooks, L. 1991. *Career Counseling Techniques*.

may breed a relationship in which the counselee feels inferior and dependent on the counselor. In spite of all its ills, advice occurs in routine counseling because workers expect it and managers tend to provide it.

Second counseling function is 'Reassurance⁴⁵'. Counseling can provide employees with reassurance, which is a way of giving them courage to face a problem or a feeling of confidence that they are pursuing a suitable course of action. Even if counsees initially accept reassurance, their new self-confidence may fade away as soon as they face their problems again. Their false sense of self-confidence may even lead them to make poor personal decisions. Though reassurance has its weaknesses, it is useful in some situations and is impossible to exclude. Reassurance cannot be excluded.

Third counseling function is 'Communication⁴⁶'. Counseling can improve both upward and downward communication: In an upward direction, it is a key way for employees to express their feelings to management. As many people have said, often the top managers in an organization do not know feeling of first level employees. The act of counseling initiates an upward signal, and if the channels are open, some of these signals will travel higher. Individual names must be kept confidential, but statements of feeling can be grouped and interpreted to management. An important part of any counselor's job is to discover emotional problems related to company policies and to interpret those types of problems to top management. Counseling also achieves downward communication because counselors help interpret

⁴⁵Brown, D.; Brooks, L. 1991. Career Counseling Techniques

⁴⁶Brown, D.; Brooks, L. 1991. Career Counseling Techniques

company activities to employees as they discuss their problems.

Fourth and an important function is 'Release of Emotional Tension'⁴⁷. This release is sometimes called emotional catharsis. People tend to get an emotional release from their frustrations and other problems, whenever they have an opportunity to tell someone about them. Counseling history consistently shows that as people begin to explain their problems to a sympathetic listener, their tensions begin to subside. They are more relaxed, and their speech is more coherent and rational. This release of tension does not necessarily solve people's problems, but it does remove mental blocks in the way of solution, enabling them to face their problems again and think constructively about them. In some cases emotional release accomplishes the whole job, dispelling an employee's problems as if they were mental ghosts.

Fifth counseling function is 'Clarified Thinking'⁴⁸, which tends to be a normal result of emotional release, but a skilled counselor can aid this process. In order to clarify the counselee's thinking, the counselor serves as an aid only and refrains from telling the counselee what is right. Further, the clarified thinking may not even take place while the counselor and counselee are talking. Part, or all, of it may take place later as a result of developments during the counseling relationship. The result of any clarified thinking is that a person is encouraged to accept responsibility for emotional problems and to be more realistic in solving them.

Sixth function of counseling is reorientation⁴⁹ of the counselee. This is more than mere emotional release or clear

⁴⁷ Brown, D.; Brooks, L. 1991. Career Counseling Techniques ⁴⁸

Brown, D.; Brooks, L. 1991. Career Counseling Techniques ⁴⁹

Brown, D.; Brooks, L. 1991. Career Counseling Techniques

thinking about a problem. Reorientation involves a change in the employee's psychic self through a change in basic goals and values. For example, it can help people recognize and accept their own limitations. Reorientation is the kind of function needed to help alcoholics return to normal or to treat a person with severe mental depression. It is largely a job for Professional counselors who know its uses and limitations and who have the necessary training. The manager's job is to recognize those in need of reorientation before their need becomes severe, so that they can be referred to professional help in time for successful treatment.

Type of Counseling: In terms of the amount of direction that a counselor gives a counselee, counseling can be viewed as a continuum from full direction (directive counseling) to no direction (nondirective counseling), as shown in figure: 2.2 between the two extremes is participative counseling. These three counseling types were discussed in order to show how counselors may vary their direction in a counseling situation.

Directive Counseling: Directive counseling⁵⁰ is the process of listening to an employee's problem, deciding with the employee what should be done and then telling and motivating the employee to do it. Directive counseling mostly accomplishes the counseling function of advice, but it also may reassure, communicate, give emotional release, and to a minor extent-clarify thinking. Reorientation is rarely achieved in directive counseling. Mere advice may not be helpful in counseling. Though advice is of questionable value, some of the other functions are worthwhile. If the directive counselor is a good listener, then the

⁵⁰Kirk, J. K. 2000. Web-assisted Career Counseling. Journal of Employment Counseling, Vol. 37, 146-159.

employee should feel some emotional release. As the result of emotional release coupled with ideas that the counselor imparts, the employee also may clarify thinking which is furthermore, useful.

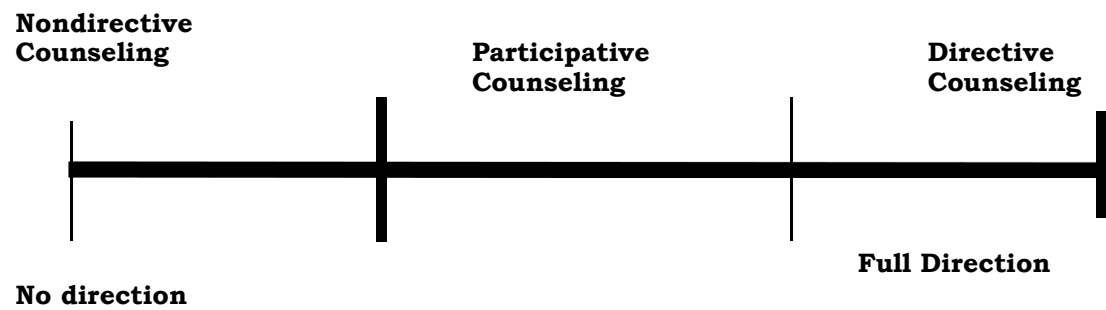


Diagram 2.1 Types of counseling according to amount of direction that counselors provide

Both advice and reassurance can be worthwhile if they give the employee more courage to take a helpful course of action that the employee supports.

Nondirective Counseling: The Nondirective or client-centered counseling⁵¹ is at the opposite end of the continuum. It is the process of skillfully listening to and encouraging a counselee to explain troublesome problems, understand them, and determine appropriate solutions. It focuses on the counselee rather than on the counselor as judge and adviser. Thus it is client centered. Managers can use the nondirective approach; however, care should be taken to make sure that managers are not so oversold on it that they neglect their normal directive leadership responsibilities.

⁵¹Kirk, J. K. 2000. Web-assisted Career Counseling. Journal of Employment Counseling, Vol. 37, 146-159.

Throughout the counseling relationship, it is important for the counselor to accept feelings rather than judge them, offering blame or praise because judgment and evaluation may discourage an employee from stating true feelings. The basic idea is to get the employee to discuss feelings to explore solutions, and to make wise decisions. Major differences between nondirective and directive counseling are summarized in Figure 2.2 They reveal that in nondirective counseling the counselee is the key person, while the counselor is the key in a directive approach.

Professional Counselors usually practice some form of nondirective counseling and often accomplish four of the six counseling functions. Communication occurs both upward and downward through the counselor. Emotional release takes place even more effectively than with directive counseling, and clarified thinking tends to follow. The unique advantage of nondirective counseling is its ability to cause the employee's reorientation. It emphasizes changing the person instead of dealing only with the immediate problem, in the usual manner of directive counseling.

Professional counselors treat each counselee as a social and organizational equal. They primarily listen in a caring and supportive fashion and try to help the counselee discover and follow improved courses of action. They especially listen between the lines to learn the full meaning of an employee's feelings. They look for the assumptions underlying the employee's statements and for the events and feelings that are so painful that the employee tends to avoid talking about them. As shown in figure: 2.3 nondirective Counselor follow an iceberg model of counseling, in which they recognize that sometime more feeling are hidden under the surface of counselee's communication that

are revealed. For this reason they constantly encourage the counselee to open up and reveal deeper feeling that may help solve the employee's problem.

Non-directive counseling has several limitations. First of all, it is more time consuming and costly than directive counseling. Since just one employee with one problem may require many hours of a counselor's time, the number of employees that a counselor can assist is limited. Professional counselors require professional education and consequently are expensive. Nondirective counseling also depends on a capable, willing employee.

It assumes that the employee possesses a drive for well-being, has enough social intelligence to perceive what problems need solution, and has sufficient emotional stability to deal with them. The nondirective counselor needs to be careful not to become a support for emotionally dependent employees to lean on while they avoid their work responsibilities.

In some cases counseling itself is a weak solution because it necessarily returns the employee to the same environment that caused the problem. What is really needed is a better environment for providing employee psychological support. In this situation the counselor may step beyond the usual counseling role and give advice to management to take corrective action.

Table 2.1 Difference between Directive & Nondirective Counseling

Criteria	Non Directive Counseling	Directive Counseling
Counseling Method	The employee primarily controls the direction of the conversation and does the most of the talking.	The counselor primarily controls the direction of the conversation and does most of talking.
Responsibility for solution	Employee	Employee
Status of Participants	The employee	Counselor
Role of Participants	The employee is psychologically independent as a person, choosing a solution and growing in ability to make choices in the future.	The employee is psychologically dependent on the counselor, whose role as a problem-solver tends to limit the employee's personal growth.
Emphasis placed	Psychology adjustment is paramount, with deep feelings and emotional problems accented.	Solution of current problems is emphasized, with feeling and emotions often ignored.

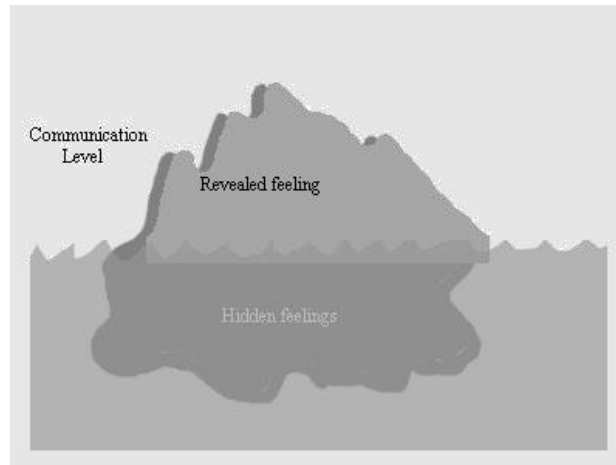


Diagram 2.2 Ice-berg Model of Counseling

Participative Counseling: Nondirective counseling of employees is limited because it requires professional counselors and is costly. Directive counseling often is not accepted by independent employees. The type of counseling typically used in organizations is between the two extremes of directive and nondirective counseling. This middle ground is called participative counseling⁵².

Participative counseling is also called cooperative counseling. It is a mutual counselor counselee relationship that establishes a cooperative exchange of ideas to solve a counselee's problems. It is neither wholly counselor centered nor wholly counselee centered. Rather, the counselor and counselee mutually apply their different knowledge, perspectives, and values to problems. Participative counseling integrates the ideas of both participants in a counseling relationship. It is, therefore, a balanced compromise that combines many advantages of both directive and nondirective counseling avoiding most of their disadvantages.

⁵²Kirk, J. K. 2000. Web-assisted Career Counseling. Journal of Employment Counseling, Vol. 37, 146-159.

Participative counseling starts by using the listening techniques of nondirective counseling; but as the interview progresses, participative counselors may play a more active role than nondirective counselors would. They offer bits of knowledge and insight; they may discuss the situation from their broader knowledge of the organization, thus giving an employee a different view of the problem. In general, participative counselors apply the four counseling functions of reassurance, communication, emotional release, and clarified thinking. As per contingency view a manager's decision to use either directive, participative, or nondirective counseling with an employee should be based on an analysis of several contingency factors. It should not be made solely on the manager's personal preference or past experience.

2.3 SPECTRUM II: STUDY OF PREDOMINANT CAREER THEORIES

While designing the career building model researcher thought of reviewing the predominant career theories⁵³ for conceptual clarity by understanding underlying principles behind it, which are essentials to decide important career criteria. The researcher has undertaken the exercise of review of bench mark theories propounded by research scholars.

Career developments theories help make sense of experiences. Theory is, in effect, a rationalized set of assumptions or hypotheses that allows you to explain the past and predict the future. There are two types of Career Development Theories,

⁵³ Chen, C. P. (Mar. 2003). Integrating Perspectives in Career Development Theory and Practice. *The Career Development Quarterly*, 51.

Structural and Developmental⁵⁴. This spectrum is quick refresher for professional counselors, even for the non-professional, and starting point for students of the many disciplines for their own career development. Following are the major career development theories.

1. Structural Theories: Focus on individual characteristics and occupational tasks.
2. Development Theories: Focus on human development across life span.

2.3.1 STRUCTURAL THEORIES

- Trait and Factor Theory
- John Holland Vocational Personalities and Environment
- Happenstance Theory or Socioeconomic Theory

Trait and Factor Theory: The Trait Factor theory⁵⁵ of career development goes as far back as the early 1900's and is associated mostly strongly with vocational theorists Frank Parsons⁵⁶ and E.G. Williamson⁵⁷. Parsons formulations are often referred to as the basis of Trait and Factor Theory but the work of Holland trait and factor theory to center stage.

The basic assumptions that underlie this theory are 1) Every person has a unique pattern of traits made up of their interests, values, abilities and personality characteristics, these traits can be objectively identified and profiled to represent an individual's potential. 2) Every occupation is made up of factors required for

⁵⁴ www.ccdf.ca

⁵⁵ www.ccdf.ca.

⁵⁶ Frank Parsons (1854–1908) is known as the father of Vocational Guidance, developed talent matching approach which was later developed into Trait-Factor Theory.

⁵⁷ E. G. Williamson (1900-1979) developed the first comprehensive theory of counseling.

the successful performance of that occupation. These factors can be objectively identified and represented as an occupational profile. 3) It is possible to identify a fit or match between individual traits and job factors using a straight forward problem-solving or decision making process.

Parsons proposed that a choice of a vocation depended upon an accurate knowledge of yourself, thorough knowledge of job specifications, and the ability to make a proper match between the two. He wrote in the wise choice of a vocation there are three broad factors as, a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, and limitations. A thorough knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; and True reasoning on the relations of these two groups of acts two major assumptions of trait and factor theory. The closer the match between personal traits and job factors the greater the likelihood for successful job performance and satisfaction.

John Holland Career Typology: In the 1960's John Holland⁵⁸ made a major contribution to the field by creating a hexagonal model to build on the matching perspective suggested by Parsons six decades earlier. Holland proposes that your choice of work is primarily an expression of your personality pattern.

⁵⁸ John Holland (1985) Making Vocational Choices (2nd ed.) Odessa, FL.: Psychological Assessment Resources, Inc.

According to Holland⁵⁹, the matching process is a two way street. People search for work environments that are compatible with their personalities, and work environments are created to attract certain types of people. Holland postulated a workplace comprised of six major work environments and a populace comprised of six personality types. Personalities fall into six broad categories: realistic, investigative, artistic, social, enterprising and conventional often referred as RIASEC.

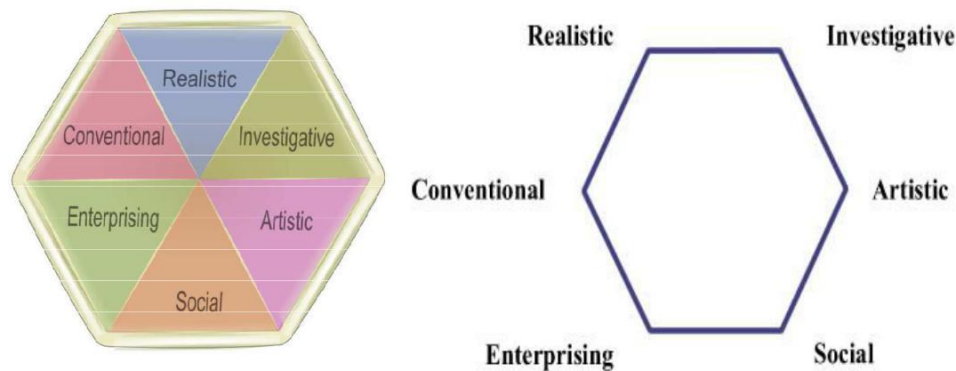


Diagram 2.3 Holland's Hexagonal Model

Holland's Hexagonal Model shows the Relationship between the Personality Types and Environments. Here we notice that the personality types closest to each other are more alike than those further away. You can see this most clearly when you compare the personalities opposite each other, on the hexagon. Holland defined the each personality types along with the qualities.

Realistic People ⁶⁰ have a preference for activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines, and animals. Realistic people have an aversion to educational or therapeutic activities. These people are attracted to

⁵⁹ John Holland (1985) Making Vocational Choices (2nd ed.) Odessa, FL.: Psychological Assessment Resources, Inc.

⁶⁰ John Holland (1985) Making Vocational Choices (2nd ed.)

occupations that involve physical activities requiring skill, strength, and coordination. Examples include forestry, farming, and agriculture.

Investigative People⁶¹ have a preference for activities that entail the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control such phenomena. Investigative people have an aversion to persuasive, social, and repetitive activities. Investigative people are attracted to careers that involve cognitive activities, rather than affective activities. Examples include biologist, chemist, and college professor.

Artistic People⁶² have a preference for ambiguous, free, unsystematized activities that entail the manipulation of physical, verbal, or human materials to create art forms or products. In addition, artistic people have an aversion to explicit, systematic, and ordered activities. People here are attracted to careers that involve self-expression, artistic creation, expression of emotions, and individualistic activities. Ex: include artists, advertising executives, and musicians.

Social People⁶³ have a preference for activities that entail the manipulation of others to inform, train, develop, cure, or enlighten. Social people have an aversion to explicit, ordered, systematic activities involving materials, tools, or machines. These people are attracted to careers that involve interpersonal rather

⁶¹ John Holland (1985) Making Vocational Choices (2nd ed.)

⁶² John Holland (1985) Making Vocational Choices (2nd ed.)

⁶³ John Holland (1985) Making Vocational Choices (2nd ed.)

than intellectual or physical activities. Examples include clinical psychology, Foreign Service, and social work.

Enterprising People⁶⁴ have a preference for activities that entail the manipulation of others to attain organizational goals or economic gain. Enterprising people have an aversion to observational, symbolic, and systematic activities. Verbal activities aimed at influencing others are attractive to enterprising personalities. Examples include managers, lawyers, and public relations executives.

Conventional People⁶⁵ have a preference for activities that entail the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to attain organizational or economic goals. Conventional people have an aversion to ambiguous, free, exploratory, or unsystematized activities. A conventional orientation favors careers that involve structured, rule-regulated activities, as well as careers in which it is expected that the employee subordinate his or her personal needs to those of the organization. Examples include accountants and bankers.

To conclude People who choose to work in an environment similar to their Personality Type are more likely to be successful and satisfied. Holland's Career Typology takes a cognitive, problem solving approach to career planning and this model has been extremely influential in vocational counseling.

⁶⁴John Holland (1985) Making Vocational Choices (2nd ed.)

⁶⁵John Holland (1985) Making Vocational Choices (2nd ed.)

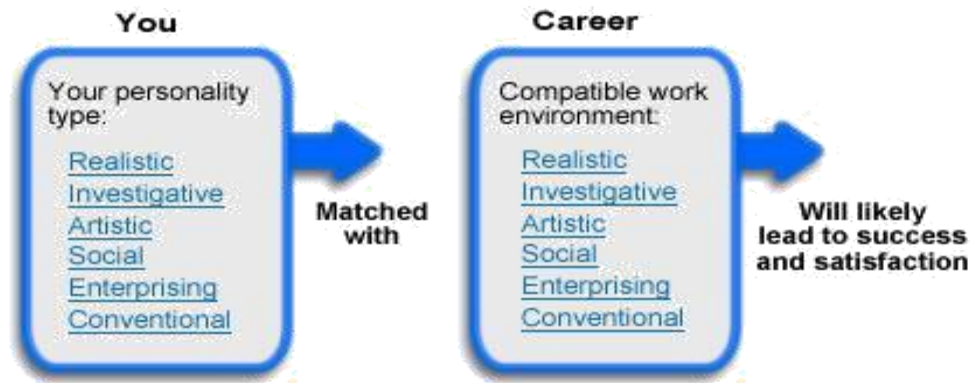


Diagram 2.4 Match between Personality Type and Compatible Work Environment

Socioeconomic Theory or Happenstance Theory: Sociologists and economists provide detailed explanations and descriptions of how one's culture, family background, social and economic conditions and other factors outside an individual's control strongly influence one's identity, values, and overall human and career development.

Socioeconomic theory⁶⁶ is also known as the "chance" or "accident" theory. This approach to understanding career development suggest that many people follow the path of least resistance in their career development by simply falling into whatever work opportunities happen to come their way.

To conclude we can say that it is not always necessary to plan a career in the conventional sense. Instead it is important to prepare for happenstance by developing skills and attributes that could be useful in all sorts of situations is key. Further it is important to be curious always to look on chance events as opportunities that could lead to action to transform unplanned events into career opportunities.

⁶⁶ www.taracat.tripod.com

Analytical Study of Structural Theories: Researcher by doing analytical study of said theories identified advantages and disadvantage. The major advantages of structural theories were these theories only focused on career choices by matching personal traits to job factors or more precisely personality type and work environment.

These theories advices it is not always necessary to plan a career in the conventional sense. It also asks to prepare for happenstance by developing skills and attributes that could be useful in all sorts of situations is key.

On the other hand, major disadvantage of these theories do not consider the life stages, which are very significant in career planning and development. These theories only focused on career choices but not self sufficient to solve career problems. These theories are very general in nature which needs to be customized for the target group of clients. These theories do not have any idea about the concept of career change which is essential in contemporary scenario because of dynamic nature of environment. These theories neglect the aspect of developing cognitive thinking for career success.

2.3.2 DEVELOPMENTAL THEORIES

Here researcher has reviewed following Developmental Career Theories⁶⁷. Career developments theories help make sense of experiences. Theory is, in effect, a rationalized set of assumptions or hypotheses that allows you to explain the past and predict the

⁶⁷Chen, C. P. (Mar. 2003). Integrating Perspectives in Career Development Theory and Practice. The Career Development Quarterly, 51.

future. Developmental Theories⁶⁸ focus on human development across life span. Following Career Theories were reviewed.

- Super's Life Span Theory⁶⁹
- Krumboltz's Social Learning Theory⁷⁰
- Cognitive Theories⁷¹
- Human Capital Life Cycle⁷²

Super's Life Span Theory: Donald Super (1957) and other theorists of career development recognize the changes that people go through as they mature. Career patterns are determined by socioeconomic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed. Self-concept is an underlying factor in Super's model.

Vocational self-concept develops through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences as experiences become broader in relation to awareness of world of work Super's contribution was the formalization of stages and developmental tasks over the life span.

Career development is life-long and occurs throughout five major life stages: Growth, Exploration, Establishment, Maintenance and Disengagement. Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement. Details are mentioned in below tables.

⁶⁸ www.taracat.tripod.com

⁶⁹ www.taracat.tripod.com

⁷⁰ www.taracat.tripod.com

⁷¹ www.taracat.tripod.com

⁷² Chen, C. P. (Mar. 2003). Integrating Perspectives in Career Development Theory and Practice. The Career Development Quarterly, 51

Career Stages				
	Exploration	Establishment	Maintenance	Disengagement
Develop-mental Task	Identify skill, Interests, fit between self and work	Advancement, Growth , security, develop life-cycle	Hold on to accomplishments and update skills	Retirement Planning, change balance between work and non-work
Activities	Helping Learning Following Direction	Making independent contributions	Training sponsoring policy-making	Phasing out of work
Relationship to other employees	Apprentice	Colleague	Mentor	Sponsor
Age	Less than 30	30-45	45-60	61+
Year on job	Less than 2 years	2-10 years	More than 10 years	More than 10 years

Table 2.2 Donald Super's Career Stages

(Source: Noe, Hollenbeck, Gerhart, 'Human Resource Management', Irwin McGraw Hill, 4th Ed., 2003)

Life span theorists argue that there are distinct stages which people go through in the course of their lives. Donald Super⁷³, a prominent stage theorist, proposed that the stages comprised Growth, Exploration, Establishment, Maintenance and Decline. How we negotiate these stages and how we reflect on them has a major impact on the success of our life.

According to Super's Theory⁷⁴ of career Development movement through Vocational Development Stages is needed to attain a healthy Self Concept and mature, appropriate role in the world of

⁷³Super DE (1994). A life span, life space perspective on convergence (pp. 63-74).

⁷⁴Super DE (1994). A life span, life space perspective on convergence(pp63-74).

work. Super and Thompson⁷⁵ identified six factors in vocational maturity

1. Awareness of the need to plan ahead
2. Decision-making skills
3. Knowledge and use of information resources
4. General career information
5. General world of work information, and
6. Detailed information about occupations of preference.

To conclude, understanding ages and related career stages of career development assists practitioners to identify where clients are in the career development continuum and suggest appropriate career related goals and activities. It also underscores the necessity to examine career development within the larger context of an individual's roles and life style and how to achieve a work-life balance.

Krumboltz's Social Learning Theory of Career Choice: John D. Krumboltz developed a theory of career decision making and based on social learning. Krumboltz's theory built on the work of Bandura. Krumboltz Social Learning Theory⁷⁶ States that you should take into accounts genetic factors, environmental conditions and learning experiences and decision making skills in making self observations, developing skills, and taking action in your career planning . Irrational personal beliefs need to be challenged and reconstructed. If irrational beliefs left alone they could obstruct or damage your career thinking.

⁷⁵ Donald E. Super and Albert S. Thomson, A Six-Scale, Two-Factor Measure of Adolescent career or vocational maturity, Vol-28, 1979, Pg. 6-15.

⁷⁶ www.taracat.tripod.com

Thus we have four major influences on career choices as, first factor Genetic that is, race, sex, physical appearance, handicaps etc., Second is environmental that is availability of jobs etc., Third is Past Learning Experiences, where you act on the environment, where you respond to the environment. Fourth are Skills and values that you have acquired.

To conclude we can say that the practitioner starts with understanding how a client came to their career related view of themselves and the world and what is limiting or problematic about this view. Once this has been established, the practitioner and client identify what career relevant learning experiences, modeling or skill building will help them reframe their view. Using Krumboltz's approach a practitioner plays a major role in dealing with all career problems, not just occupational selection.

Cognitive Theories: Cognitive Theories⁷⁷ suggest ways to help clients build or refine a hierarchy of thinking skills and decision making skills that influence career development. There are two theories viz. Albert Bandura Self-efficacy Theory (SET) and Cognitive Information-Processing (CIP) Approach or Theory.

Albert Bandura Self-efficacy Theory (SET): Psychologist Albert Bandura⁷⁸ has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy⁷⁹ can play a major role in how one approaches goals, tasks, and challenges. Bandura proposed that Instrumental Learning Experiences occur when an individual is positively or negatively

⁷⁷ www.taracat.tripod.com

⁷⁸ Albert Bandura, 1977, Stanford University, Self Efficacy: Toward a Unifying Theory of Behavioural Change. Psychological Review, Vol. 84, No. 2, 191-215.

⁷⁹ www.ou.edu

reinforced for a behavior, Associative learning experiences occur when an individual associates a previously neutral event with an emotionally laden event, and Vicarious Experiences occur when an individual observes the behavior of others or gains new information and ideas from other sources.

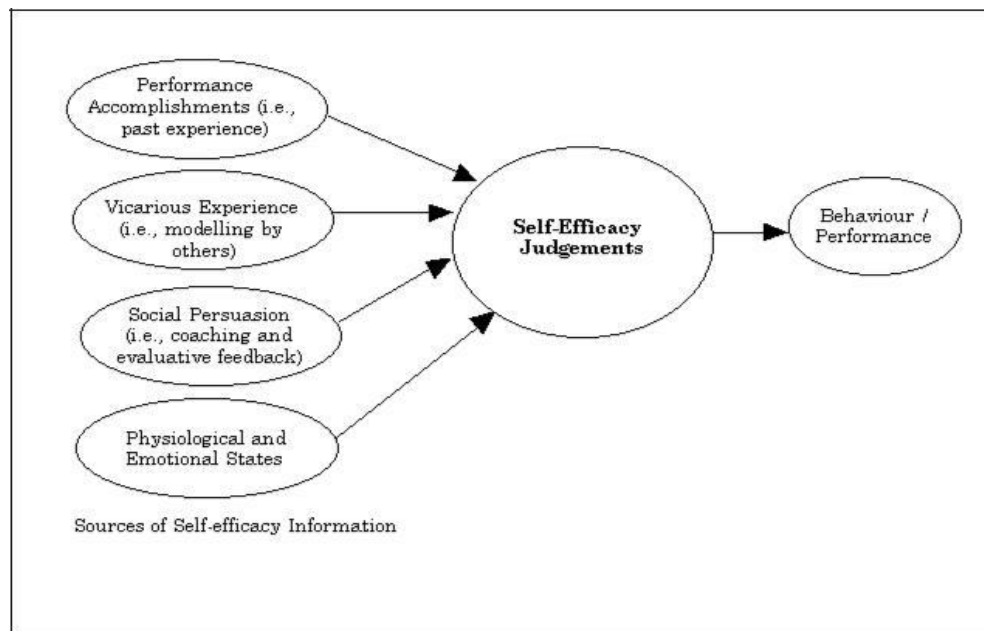


Diagram 2.5 Albert Bandura Self-efficacy Model

In short we can say that thinking processes and beliefs control and direct a person's activities rather than focusing on the behaviors themselves. Three concepts that affect the career decision making process is self efficacy, outcome expectations and Personal Goals. The first factor Self efficacy is the measure of one's own competence to complete tasks and reach goals. The next factor Outcome Expectations is if I do this activity, what will happen? If you think some activity will end in failure, you'll tend to lose interest in it. The last factor is Personal Goals which guides that support and maintain a given activity over a period of time. Long Term and Short Term Sub goals need to be considered.

Self efficacy theory studies how you make evaluations of your abilities when you need make plans and take actions required to produce desired outcomes such as a career decisions or getting a job in a preferred occupation.

Cognitive Information Processing (CIP) Theory: More recent career development scholars have focused their attention on the decision-making process. Peterson, Sampson, Reardon and Lenz⁸⁰ take a Cognitive Information-Processing approach that describes three domains of career choice.

It is based on a pyramid, with self-knowledge and occupational knowledge forming the base. These constitute the Knowledge Domain. Above it is the Decision Making Skills Domain, comprised of five information processing skills known as CASVE, where C-Communication, A-Analysis, S-Synthesis, V-Valuing, E-Executing. And at the top of pyramid Executive Processing Domain which focuses on Metacognition.

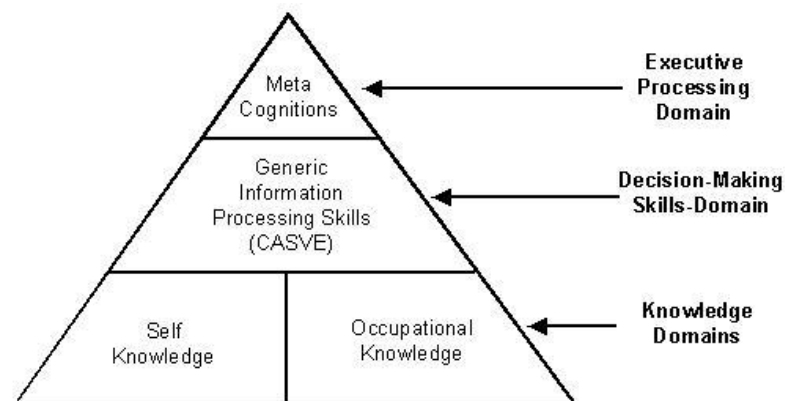


Diagram 2.6 Pyramid of Information Processing Domains in Career Decision Making

⁸⁰Peterson, G. W., Sampson, J. P., Jr., Reardon, R. C., & Lenz, J. G. (1996). Becoming career problem solvers and decision makers: A cognitive information processing approach., Career choice and development (3rd. Ed.) (pp. 423-475).

To conclude we can say that Cognitive theories of career development focus on how our mind work in handling information and thought processes we use to make career choices. Brain takes in, codes, stores, and uses information in solving problems and making decisions. Cognition is the way you think and process information. Your ability as a career problem solver depends on knowledge of yourself and occupations. The quality of your vocational life is based on how well you make career decisions and solve career problems. You can improve these abilities by improving your CIP skills. Cognitive Information Processing.

Human Capital and The Theory of Life-Cycle Investing: Life-cycle theory⁸¹, first developed in the 1970s, points out that each person has both human and financial capital, with the former usually being the most important. It seems like a small change to focus more centrally on human capital than on financial capital, but it has major planning implications. So let's take a closer look at the theory of life-cycle investing⁸².

In life-cycle investing, a person's total wealth is defined as the sum of their current financial wealth and the present value of their human capital, what their labor will earn during their lifetime. Under this theory, there is a key assumption that, in general, people like to smooth consumption across their lifetimes and that they especially want to avoid big downward swings in their standard of living. Using this approach, financial planning consists of transferring consumption across time and across contingencies, throughout the entire life cycle of the individual.

⁸¹ Paula Hogan "Life-Cycle Investing Is Rolling Our Way," which originally appeared in the May 2007 issue of the Journal of Financial Planning.

⁸² www.aaii.com

To sum up the life-cycle theory of investing washes into daily financial life, you can expect to see an increased focus on safety first in investments as well as increased attention to coordinating investment policy with human capital.

Analytical Study of Developmental Theories: Following are the advantages and disadvantages identified by the researcher by doing analytical study of Structural Theories. Advantages of these theories considers various career stages which are really predominant in career transition. These theories emphasize on role of self efficacy in career decisions and focused on social learning. These helps in career problem solving rather than mere support for career choice. These also insist on developing Cognitive Information Process approach for career success and reconstruct irrational personal belief to protect career damage. Focused on Human Capital, Life Cycle Investment and Personal Goal.

The major disadvantages are there is no consideration for contingency and Happenstance. It is generalized approach and needs customization as per the group of client. These theories were unable to give fair idea about the career change which is very significant in today's contemporary scenario and also neglects the concept of career anchors.

From the study of above theories researcher concluded that no single theory of Career Development is comprehensive. As career practitioners, we need to recognize and be aware of any theory's strengths, weaknesses and inherent biases. Theory works best when it's integrated into our personal style and in accordance with a client's unique situation and needs. Using a holistic

approach to clients means pulling from a combination of career development theories and strategies.

Further from the above detailed study researcher identified significant criteria for developing proposed CCBP Model were Personality Type, Work Environment, Happenstance that is Contingency, Career Stages, Knowledge of Work Environment, and Knowledge of Self.

2.4 SPECTRUM III: REVIEW OF CAREER DEVELOPMENT INITIATIVE TAKEN BY TOP WORLD CLASS UNIVERSITIES AT GLANCE

Here efforts were made by the researcher to understand the global scenario of career planning and development across the world by studying the initiative taken by the top world class universities in the world. Following universities were selected for the purpose of study and career planning model adopted by them reviewed by the researcher. The details are as follows.

2.4.1 CAREER DEVELOPMENT INITIATIVE BY MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT), USA.

Massachusetts Institute of Technology⁸³, Incorporated by the Commonwealth of Massachusetts in the year 1861, the campus of 168 acres in Cambridge. The approximate employee strength is 11,000 which includes faculty. Selected Honors (MIT Community, Current and Former) comprises of 78 Nobel Laureates, 53 National Medal of Science winners, 41 MacArthur Fellows,

⁸³ www.mit.edu

27 National Medal of Technology and Innovation winners. The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

The Career Development Center is a part of the Global Education and Career Development Center (GECDC)⁸⁴ at the Massachusetts Institute of Technology (MIT). The Global Education and Career Development Center empowers MIT students and alumni to achieve lifelong success through seamless access to transformative global experiences, comprehensive and holistic career services and mutually beneficial connections with employers and graduate schools. MIT adopts following career development model.

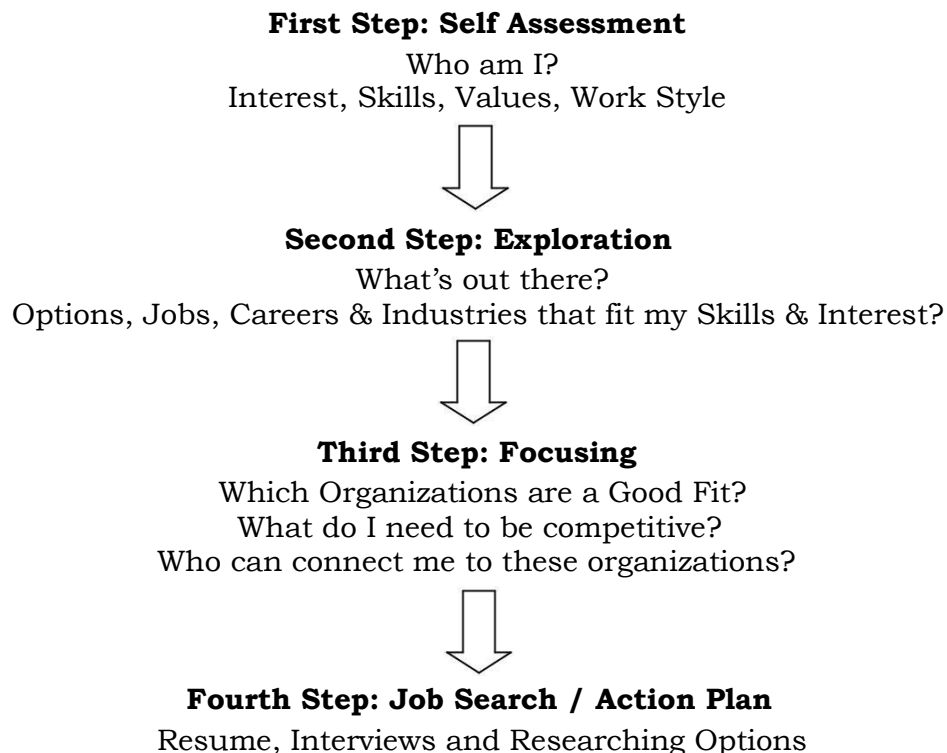


Diagram 2.7: Job Search Process

⁸⁴ www.gecd.mit.edu

This model helps to conduct a successful job search, where ‘successful’ refers to getting a job that is genuinely a good fit for an individual. The process is dynamic and there is movement back and forth among the different stages, the model suggests that a successful job search encompasses four basic steps.

It begins with Self-Assessment, knowing who you are? What you want? Further it moves to exploration of what is out there in terms of interesting industries and occupations. Then it progresses to focusing on specific industries and companies that appeal to an individual. Next is Job Search stage, involving sending out resumes, interviewing, and negotiating job offers.

In addition to this GECD also provides support for expert advice, data, tools, and events to ensure your success.

2.4.2 CAREER DEVELOPMENT INITIATIVE BY HARVARD UNIVERSITY, USA.

Harvard University⁸⁵ is devoted to excellence in teaching, learning, and research, and to developing leaders in many disciplines who make a difference globally. Harvard faculties are engaged with teaching and research to expand the boundaries of human knowledge. For students who are excited to investigate the biggest issues of the 21st century, Harvard offers an incomparable student experience and a generous financial aid program.

It is established in the year 1636. Harvard is the oldest institution of higher education in the United States. It was named after the college’s first sponsor, the young minister John Harvard of Charlestown, who after his death in 1638, left his library and half

⁸⁵ www.harvard.edu

his estate to the institution. A statue of John Harvard stands today in front of University Hall in Harvard Yard, and is perhaps the University's best known landmark. Harvard has more than 360,000 living alumni in the U.S. and over 190 other countries. The total real estate holdings are 5,076 acres and Library collection of 17 millions volumes.

Following simple but comprehensive model of the career management process has been the basis for work with managers and staff since 2005 at Harvard. It helps employees to break a highly complex and often daunting process into three clear areas, allowing them to focus faster and set achievable goals. Harvard's Career Development Model comprises of three steps as follows

First Step: Looking Inward

Values, Interests, Skills, and Reputation



Second Step: Looking Outward

At the realities around you



Third Step: Looking Forward

At your goals and next steps

Diagram 2.8 Career Development Model, Harvard University, USA.

(Source: Peggy Simonsen, Promoting a Development Culture in Your Organization)

Harvard has its office of Career Services (OCS)⁸⁶. This works with the objectives of Opportunities, Connections, and Success. The Office of Career Services works to educate, connect, and advise students about opportunities for summer and post-graduation.

⁸⁶www.ocs.fas.harvard.edu

OCS serves students and alumni of Harvard College, Graduate School of Arts and Sciences, School of Engineering and Applied Sciences, and Harvard Extension School degree programs.

2.4.3 CAREER DEVELOPMENT INITIATIVE BY UNIVERSITY OF OXFORD, UK.

University of Oxford⁸⁷ is the oldest and first university in the English-speaking world, and a leader in learning, teaching and research. If Oxford is to remain a world leading university, it needs the understanding and support of the community. People from all walks of life and all parts of the world have been visiting Oxford for nine centuries. The aim of Oxford is to remain at the forefront of centers of learning, teaching and research. Oxford's remarkable global appeal continues to grow. Students from more than a hundred and forty countries and territories make up a student population. But it is not just prolonged existence and global reach that mark Oxford out and give the University its special character. There is also our distinctive college and tutorial system which highlights a culture of close academic supervision and careful personal support for students.

Oxford helps to foster the intense interdisciplinary approach that inspires much of the outstanding research achievement of the university and makes Oxford a leader in so many fields. It is an approach especially focused on hugely complex challenges of world. So Oxford believe that the greater we can make Oxford, the greater is its contribution to the well being of the world.

⁸⁷ www.ox.ac.uk

For deciding what career is right Oxford suggests four steps, Decide what motivates you? In deciding what jobs to apply to, you should consider what you want out of your life and your career. A job that fulfills your motivations is likely to be a fulfilling job. These motivating factors may include: Status, Intellectual challenge, helping others, producing a tangible 'product', Using creativity, Variety, Change, Gathering expertise, Continual learning, Security, Working with others, Wealth, Benefiting society, Making a profit, Responsibility. An Oxford view decision making is about problem solving hence advises a following career decision making support system which includes following model.

D.E.C.I.D.E.S. Model: This DECIDES Model⁸⁸ is quite logical and appeals to those who want clear process to work through. It uses the acronym 'decides' to take through each step.

- D - Define the problem (what problem are you trying to solve?) E - Establish a plan of action (how are you going to tackle your dilemma?)
- C- Clarify underlying values and interests (what factors underpin your decision?)
- I - Identify the key alternatives that you are deciding between (what are your options?)
- D - Discover the probable outcome of each alternative (what would be the result of taking each option?)
- E - Eliminate alternatives systematically (look at outcome against underlying values and interests, and eliminate)
- S - Start action (get applying!). Check the outcome against what your heart is telling you, and explore further if doubts remain.

⁸⁸ www.careers.ox.ac.uk

The Career Center provides, Career Advise Sessions, Resource Centre, Publications, The Oxford Career Network, Events for Oxford Students and Alumni, Career Fair, Talks and Workshops and Mock Interviews, Policy Manual, The Oxford Guide to Careers, The Career Services Blog, Career Connect Support and many more.

2.4.4 CAREER DEVELOPMENT INITIATIVE BY UNIVERSITY OF CAMBRIDGE, UK.

The University of Cambridge⁸⁹ is rich in history; its famous Colleges and University buildings attract visitors from all over the world. But the University's museums and collections also hold many treasures which give an exciting insight into some of the scholarly activities of both past and present.

The University of Cambridge is one of the world's oldest universities and leading academic centers, and a self governed community of scholars. The University of Cambridge celebrates its 800th anniversary. The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. The University's core values are freedom of thought and expression, freedom from discrimination. Its reputation for outstanding academic achievement is known worldwide and reflects the intellectual achievement of its students. The world-class original research carried out by the staff of the University and the Colleges, with students from all walks of life and all corners of the world.

⁸⁹ www.cam.ac.uk

The Careers Service ⁹⁰ at Cambridge offers a wide range of services, staff to make informed career choices and work out what to do next, whether that is advice about internships and vacation work experience, matching your interests and skills to possible careers, postgraduate study guidance, job application support. There are also numerous opportunities for you to meet employers through events organised by the Careers Service and department-based societies. Even after you've graduated, you can continue to make use of the Careers Service.

The career services at Cambridge University can help you to choose a career, by Careers consultations, providing online resources and Prospect Planner. Further they assist in getting internships and work experience. The scholarships were offered to support unpaid work. Next important task is to researching occupations and employers. For this purpose university organizes Career information events for a range of sectors. They also have provision of more than 50 employment-related skills training sessions. In addition they have Grad-Link - contact details for Cambridge alumni who can offer first-hand advice. To add value for researching occupation information on more than 100 occupations, further study courses and funding is available at university.

Next step is to find vacancies for this purpose online vacancy information on more than 5,500 organisations is maintained, Email subscription services are offered. Finally one's prospective opportunities were identified it is necessary to make successful applications. So the help and guidance is provided for drafting effective CV and Cover Letters. Further interview advice and support is provided.

⁹⁰ www.careers.cam.ac.uk

The Careers Service provides careers advice and information to all current University of Cambridge undergraduate and postgraduate students. University of Cambridge believes in ethical consideration in choosing a career. An ethical career is the career in which one believes and is having a positive effect on the world around. To find ethical career university advises following career model by emphasizing on value system

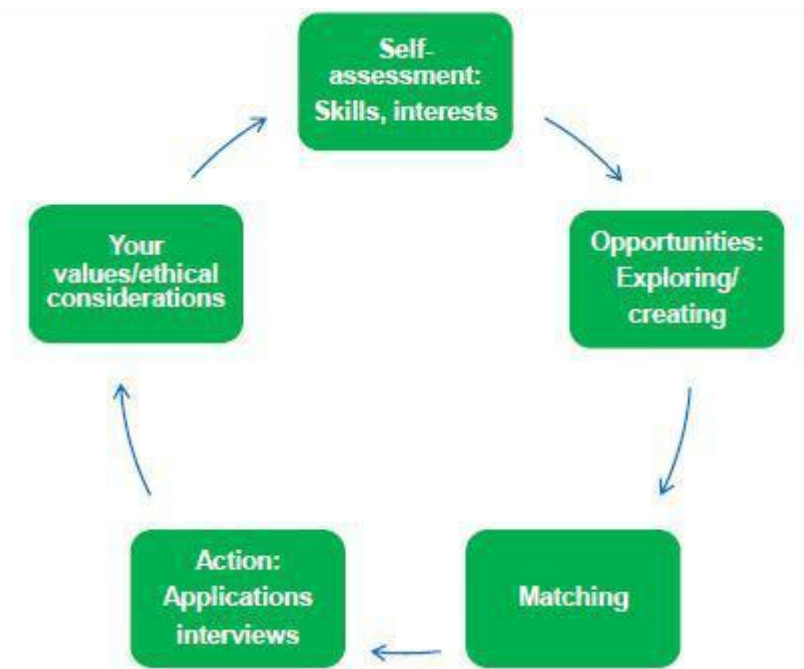


Diagram 2.9 Ethical Career Model of University of Cambridge, UK

This ethical career model recommends bringing positive change through charity, public service, international organisation. Secondly to make money and to bring about positive change through a cooperative, a social enterprise, starting a business whose mission is beyond profit, business with developed corporate social responsibility, using influence for good. Thirdly make money using individual skill outside work wherein volunteer outside work, become a charity trustee, take sabbatical, change

the polluter or the exploiter from within, change sectors once you have gained some skills, Retire early and give back to society.

2.4.5 CAREER DEVELOPMENT INITIATIVE BY FLORIDA ATLANTA UNIVERSITY, USA.

Florida Atlantic University (FAU) ⁹¹ measures itself with every student who earns a degree, every researcher who makes a discovery and every community that is transformed. At FAU's dedication ceremony in 1964, President Lyndon B. Johnson challenged the University's pioneers: "It is time now...for a new, adventurous, imaginative, courageous breakthrough for a new revolution in education in America." With those words, FAU opened its doors as the first public university in southeast Florida and the first in America designed for upper division students only.

Since day one, FAU has pushed the bounds of higher education. Now, 50 years later, the University serves more than 30,000 freshmen, transfers and graduate students at sites throughout its six county service region in southeast Florida. People from every walk of life find a place at FAU. Students choose from more than 170 degree programs, faculty researchers utilize more than 40 research centers and the community engages hundreds of cultural and educational events every year.

The Career Development Center⁹² in the Division of Student Affairs at FAU provides comprehensive services and programs exclusively for FAU students from first year freshman to doctoral students. FAU's professionally trained and nationally certified

⁹¹ www.fau.edu

⁹² www.fau.edu/cdc

career counselors support students for going in the right direction. From choosing a major to finding an internship or organization to landing first full time professional position to applying to graduate, law or medical school, the staff and complete array of resources at the Career Development Center are available to assist students. FAU's CDC has best online career planning tools, career events and mentor program which cater to career management needs of an individual. The FAU adopts following Career Planning Model.

THE CAREER PLANNING MODEL

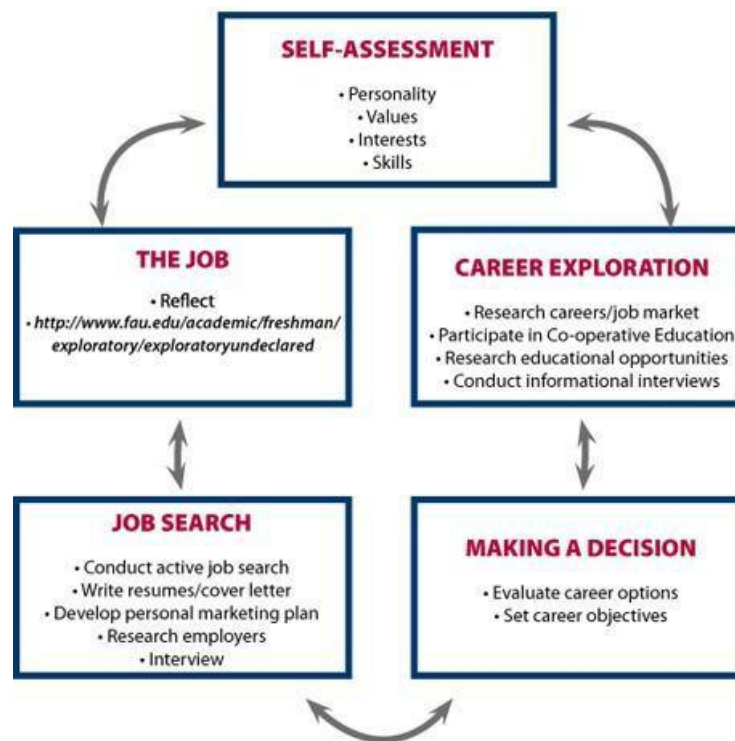


Diagram 2.10 Career Planning Model at FAU

The process of successful decision-making involves several planning steps. The Career Planning Model is intended to increase student's awareness of the key phases in the decision making

process. This model can assist students with choosing a major, planning their career, and enhancing their college experience, while preparing them for graduation and beyond. The Career Planning Model focuses on, gathering information internally and externally, evaluating options and making decision, preparing course of action, and doing an evaluation.

The Career Development Center⁹³ is a centralized, comprehensive operation geared to assist all FAU students with their career management needs. In addition to our services students have access to specialized career services. The Career Development Center believes in core values like: Adherence to Professional Standards, Integrity, Quality Customer Service, Collaboration, and Innovation.

2.4.6 CAREER DEVELOPMENT INITIATIVE BY QUEENSLAND UNIVERSITY OF TECHNOLOGY, AUSTRALIA.

Queensland University of Technology (QUT), Brisbane Australia⁹⁴ is a highly successful Australian university with an applied emphasis in courses and research. Based in Brisbane, the university has a global outlook. Courses are in high demand and its graduate employment rate is well above the national average for Australian universities. This section details QUT's rich past, its performance focused present and exciting future. It is a leading Australian university. Well known as 'A university for the real world' because of their close links with industry and relevant teaching and applied research. Industry representatives and

⁹³ www.fau.edu/cdc

⁹⁴ www.qut.edu.au

professionals contribute to course development, adding a practical perspective to theoretical education.

Career Planning and Development Initiative at QUT: The following Career Planning Model⁹⁵ provides a simple framework for an individual to consider own career planning and development.

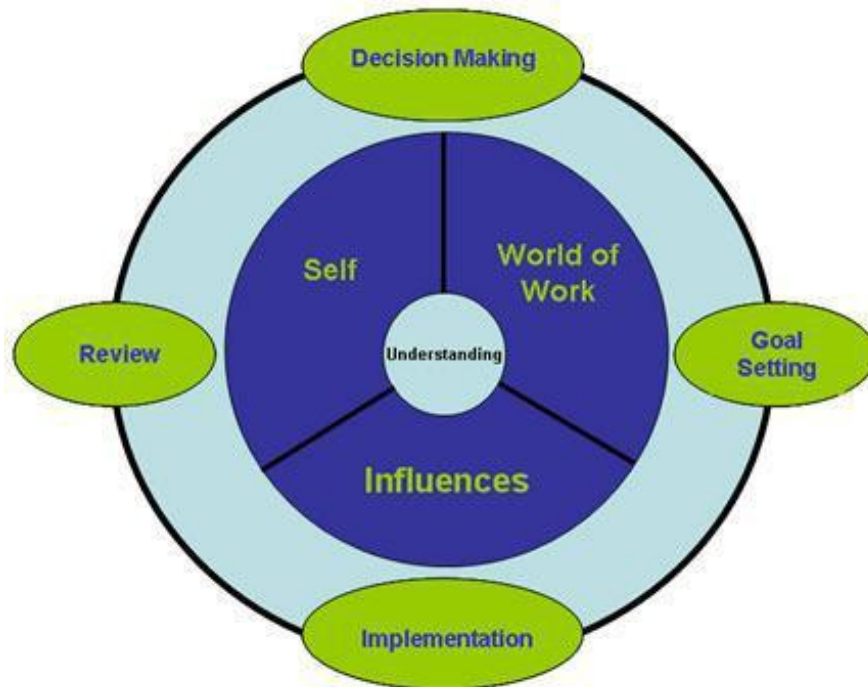


Diagram 2.11 Career Planning and Development Initiative at QUT

In the centre of the model there is an understanding component and around, outside are the action components. They all are related and impact upon one another. For example, your understanding will affect the actions that you take, and the actions you take may lead to a clearer understanding. In this manner career development activity happens at QUT by developing clear understanding about self, World of Work, Influences. Further after developing clear understanding this

⁹⁵ www.careers.qut.edu.au

model suggests to set goal, implementation, review and decisions making for career success.

2.4.7 CAREER DEVELOPMENT INITIATIVE BY UNIVERSITY OF MELBOURNE, AUSTRALIA.

The University of Melbourne was established in 1853, the University of Melbourne⁹⁶ is a public-spirited institution that makes distinctive contributions to society in research, learning and teaching and engagement. It's consistently ranked among the leading universities in the world, with international rankings of world universities placing it as number one in Australia.

The University of Melbourne is part of the City of Melbourne. Melbourne and its graduates will continue to grow in the esteem of future generations in the new century, always proud of its fine history but always aiming to lead the way in higher education over the decades to come. 150 years of academic excellence and the remarkable individuals that has been part of the University of Melbourne.

In the late twentieth century, the University of Melbourne maintains its pre-eminent position among Australian universities and is increasingly international in its outlook and its reputation.

Career Planning and Development initiative by Melbourne⁹⁷: The University of Melbourne adopts following career development model. There are five key parts of this model, Self assessment, Exploring options and possibilities, Developing a plan, Implement your plan, Ongoing review.

⁹⁶www.unimelb.edu.au

⁹⁷ <http://mbs.unimelb.edu.au/careers>

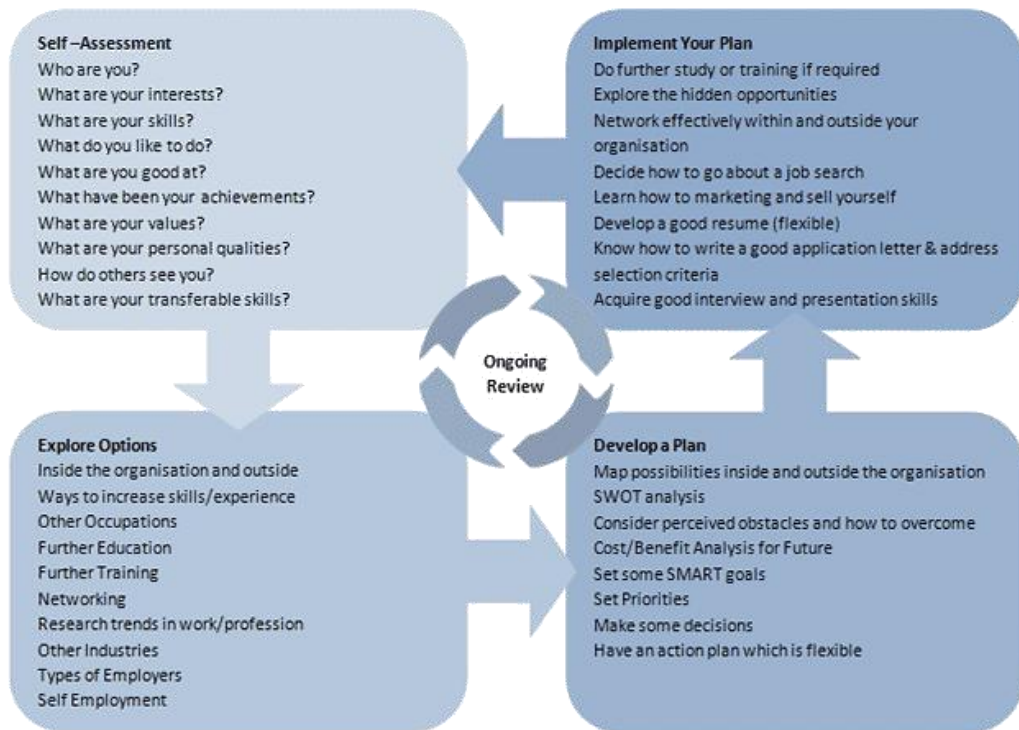


Diagram 2.12 Career Planning and Development Model at Melbourne

In self assessment individual is expected to ask few questions like: Who are you? , What are your interests?, What are your skills?, What do you like to do?, What are you good at?, What have been your achievements?, What are your values?, What are your personal qualities?, How do others see you?, What are your transferable skills?.

Next step is exploring option this includes exploring options for employment inside the organization and outside, identifying ways to increase skills or experience, searches for other occupations, further education, training, networking, Research trends in work or profession, other industries, type of employer, self employment. Further it was advised to develop an action plan which will map all the possibilities inside and outside the organization, Do SWOT

Analysis, Consider perceived obstacles and think how to overcome them, Do Cost-Benefit Analysis for future, Set SMART goals, Set priorities, Make some decisions, Have an flexible action plan.

Finally it is a time to implement the said developed action plan. Do further study or training if required. Explore the hidden opportunities, Network effectively within and outside your organization. Decide how to go about a job search, Learn how to marketing and sell yourself, Develop a good resume which is flexible, Know how to write a good application letter, Understand Selection Criteria, Acquire good interview and presentation skills.

Last but not the least ongoing review is must in this entire career development process to keep a track. In this manner career planning and development happens at University of Melbourne.

2.4.8 CAREER DEVELOPMENT INITIATIVE BY UNIVERSITY OF TORONTO, CANADA.

University of Toronto was established in 1827 Canada, the University of Toronto⁹⁸ has one of the strongest research and teaching faculties in North America, presenting top students at all levels with an intellectual environment unmatched in depth and breadth on any other Canadian campus. It has three campuses St. George, Mississauga and Scarborough. Over 500,000 alumni active in every region of the world, University of Toronto's influence is felt in every area of human endeavor. It has 700 + undergraduate programs, 215 graduate programs 63 professional

⁹⁸
www.utoronto.ca

programs. It is having over 21 million holdings library, one of top three research libraries in North America.

The University of Toronto has a fully functional Career Center⁹⁹ to cater to the needs of Students. As career educators on campus, the Career Centre has a team of professional career counselors and support staff ready to assist, coach, guide, encourage, and counsel University of Toronto students can learn how to make career choices that are right for them. Further they can also learn how to develop work experience needed by employers, Increase confidence in their job search and interview skills.

They also offer, career counseling and coaching for students who are undecided or unsure about their career future. They provide career exploration and work experience assistance. Additional feature is on-the-job shadowing of career professionals through the extern Job Shadowing program. They have facility to access to part time, summer, and volunteer jobs and full-time work for graduating students and recent graduates. Resume critiques, practice interviews, and work search techniques assistance. Employer supported industry panels, career fairs, and information sessions are other specialized career services offered at the University of Toronto.

The career development process is unique to each person and can unfold in many different ways. A few elements, however, are key during this process. Exploring your career options often involves the stages of assessing, acting and refining. Where you enter and how you travel this journey will depend on your specific needs and goals.

⁹⁹ www.careers.utoronto.ca

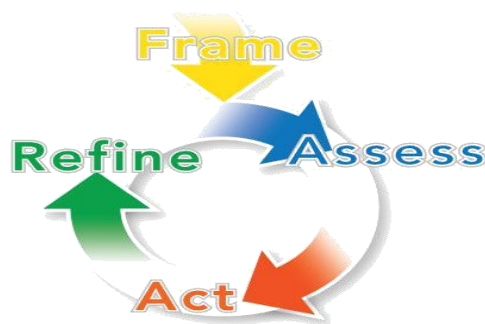


Diagram 2.13 Career Development Model at University of Toronto

Frame: This is the beginning process, consider that this exploration may take you in new directions or alternatively it may further confirm what you already knew about your career interests. For many the process is cyclical and may occur at several times throughout their career life. Engaging with an optimistic mindset will ensure that you will challenge and enjoy yourself during the process.

Assess: The process of figuring out what you want to do begins with getting to know yourself and understanding your interests, skills, values, personality, and other influences as they relate to your career choices. It also involves thoroughly researching the career areas you are interested in.

Act: Once you have learned about some possible career options, you will assess whether your next step is to gain further education or to gain relevant experience or both. These experiences will help you make decisions about your career direction.

Refine: At this stage in the process, you may have chosen a specific career path or you may still be considering other options. Thus the University of Toronto supports for career planning and development of Students.

2.4.9 CAREER DEVELOPMENT INITIATIVE BY CORNELL UNIVERSITY, USA.

The Cornell University¹⁰⁰ is an American private Ivy League research university located in Ithaca, New York, United States. Founded in 1865 by Ezra Cornell and Andrew Dickson White, the university was intended to teach and make contributions in all fields of knowledge from the classics to the sciences, and from the theoretical to the applied. These ideals, unconventional for the time, are captured in Cornell's motto, a popular Ezra Cornell quotation: "I would found an institution where any person can find instruction in any study".

The Cornell University of USA is broadly organized into seven undergraduate colleges and seven graduate divisions at its main Ithaca campus, with each college and division defining its own admission standards and academic programs in near autonomy. The university also administers two satellite medical campuses, one in New York City and one in Education City, Qatar. Cornell counts more than 245,000 living alumni, 31 Marshall Scholars, 28 Rhodes Scholars and 41 Nobel laureates as affiliated with the university. The student body consists of students from all 50 American states & 122 countries.

The Cornell Career Services (CCS)¹⁰¹ is part of Cornell's Division of Student and Academic Services. Cornell Career Services staff members wish to help the students to learn about their skills and interests, and articulate them confidently in resumes, cover letters, interviews, and personal statements; identify and explore

¹⁰⁰ www.cornell.edu

¹⁰¹ www.career.cornell.edu

career options that they might pursue; and implement an effective strategy to attain their desired career outcomes.



Diagram 2.14 Career Development Model at University of Cornell, USA

Developing a career involves a three-step process, repeated as often as necessary as you embark on and then manage your career. The first step is 'Understand Yourself'; identify your interests, values, and strengths to clarify your goals. The second step is 'Explore Options', Conduct research, develop a network, and engage in activities and internships. Final third step is 'Take Action' Prepare resumes, letters, and applications; interview for specific opportunities. You develop a focus for your career path through the first two stages, and then take specific steps to embark on that career. You can use this checklist to track your progress. If you change your mind along the way as most people do return to an earlier phase of the process and begin again.

2.4.10 CAREER DEVELOPMENT INITIATIVE BY STANFORD UNIVERSITY, USA.

Stanford University¹⁰² is one of the world's leading research universities. Stanford is known for its entrepreneurial character, drawn from the legacy of its founders, Jane and Leland Stanford, and its relationship to Silicon Valley. Research and teaching stresses interdisciplinary approaches to problem solving. Areas of excellence range from the humanities to engineering and the sciences. Stanford is located in California's Bay Area, one of the most intellectually dynamic and culturally diverse areas of the nation.

Stanford University is located between San Francisco and San Jose in the heart of Silicon Valley, Stanford University is recognized as one of the world's leading research and teaching institutions. Leland and Jane Stanford founded the university to promote the public welfare by exercising an influence on behalf of humanity and civilization. Stanford opened its doors in 1891, and more than a century later, it remains dedicated to finding solutions to the great challenges of the day and preparing students for leadership in today's complex world.

Career Development Initiative: Following four Steps of the Career Management Model is adopted at Stanford University for the purpose of Career Development and Management.

¹⁰² www.stanford.edu

First Step: Identify Information about Yourself



Second Step: Identify Information about Options



Third Step: Targeting Your Employer



Fourth Step: Action Planning

Diagram 2.15 Four Step Career Management Model, Stanford University USA

Identify Information About Yourself: This is the first step of Stanford Career Management Model. In this step it is expected to identify information about you in terms of Personal Skill Assessment, Motivational Factors, Work Setting Preferences, The value of Identification.

Identify Information About Options: Here it is expected to gather all the information related to identified options. Then identify prospects related to selected options. For this purpose students were advised to use informational interviewing.

Targeting Your Employer: For targeting employer the best strategy is to narrow down your field and tailoring your credentials.

Action Planning: In this step it is expected to do self promotion, submitting material, securing and interview, interview preparation.

Finally it is advised to reassess that means revisit the four step Career Management Model. Develop opportunities. Keep informed

about industries. Stay connected with potential members for career success and career management.

2.5 SPECTRUM IV: REVIEW OF VARIOUS HR TOOLS FOR DEVELOPING CCBP MODEL

Research has selected following HR tools to review and further after analyzing the same make the use of popular tool in developing the proposed CCBP model.

2.5.1 HARRINGTON O'SHEA'S CAREER DECISION MAKING SYSTEM (CDM-R).

Harrington-O'Shea's Career Decision-Making System Revised (CDM-R)¹⁰³: This is widely used inventory, especially the self scored edition, published by the American Guidance Service. Choosing among prescribed lists in the inventory booklet, students indicate their preferences in regards to their careers, school subjects, future plans, job values, abilities and interests. Then they tabulate their results to arrive at several career clusters, which are suggested for further exploration.

CDM-R¹⁰⁴ system provides a self-scored assessment that helps career planners identify their occupational interests, values, and abilities and match these dimensions to career options. CDM-R has been used successfully by millions of people including individuals preparing to enter the job market, and those who are returning to the workplace or considering changing career directions.

¹⁰³ www.talentlens.com.au

¹⁰⁴ Career Decision Making System Revised

It can be used with the CDM-R Survey Booklet, users self-assess their abilities, work values, preferences, and interests. The CDR-R reports six interest area scores, each corresponding to one of the six RIASEC themes.

CDM-R	RIASEC
Crafts	R-Realistic
Scientific	I-Investigative
The Arts	A-Artistic
Social	S-Social
Business	E-Enterprising
Office Operations	C-Conventional

(Source: www.talentlens.com.au)

The CDM-R uses a student's highest scores in the six interest areas to suggest three or four relevant career clusters for exploration. Once career clusters are identified, the CDM-R provides a decision making process for exploring specific occupations and learning about the education or training requirements.

It is administered at two levels as, Level-1 is ideal for individuals with limited reading ability, and primarily used with middle to high school students. Level-2 is designed for adults wishing to discover more clarity around their occupational interests, values and abilities. This tool enables students to self-assess abilities, interests, and work values all with one system which includes emerging jobs.

2.5.2 SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI)

System of Interactive Guidance and Information (SIGI) ¹⁰⁵ is a computerized career guidance system offering assistance with several phases of career planning. It helps you assess your values, interests, and skills and demonstrates how to use this information in making thoughtful career decisions. It is a self-directed, computer-based career exploration tool. SIGI assists students in the process of informed and rational career decision making. It was developed by the Educational Testing Service of Princeton, New Jersey, with the help of the Carnegie Corporation and the National Science Foundation. The system includes an introduction and eight sections as mentioned below.

First section is Self-Assessment, to find out more about your vocational self by exploring your interests, skills, and values. Second is Search, Provides a list of occupations to explore based on input from Self-Assessment. Third section deals with Information to choose one or two occupations at a time and ask for specific information. Fourth section is Skills see what skills are required for any SIGI occupation. The fifth section is about Preparing, See typical preparation paths for any SIGI occupation. Sixth section is Coping, Get help with practical problems faced when working toward career goals. Seventh section focus on Deciding, Decide which occupation is your best choice. The last eighth section is 'Next Steps', Get yourself started by planning short-term goals that move you toward your career objective.

¹⁰⁵ webapps.berea.edu

In the process, they examine their own values, explore career options systematically, and formulate tentative career choices that can be tested and revised realistically. In the face of the enormous uncertainty associated with career choice, SIGI helps the student to learn strategies that will result in an informed and rational choice.

2.5.3 STRONG CAMPBELL INTEREST INVENTORY (SELL)

The Strong Campbell Interest Inventory (Sell) is named after the American psychologists Edward K. Strong Jr and David P. Campbell, and includes the Strong Interest Inventory which was originally developed in 1927 by Strong¹⁰⁶. It is a test instrument in career counseling used to reveal career preferences according to interests of individuals within those careers. The instrument has a strong database and gives a wide variety of careers to consider, but without regard to a person's specific personality type. The test utilizes the typology (Holland Codes) of psychologist John L. Holland .

The Strong assessment measures interests in four main categories of scales: General Occupational Themes (GOTs), Basic Interest Scales (BISs), Personal Style Scales (PSSs), and Occupational Scales (OSs). GOTs measure basic categories of occupational interests viz. Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC), based on John Holland's Theory (Holland, 1959)¹⁰⁷. BISs measure clusters of interest related to the GOTs in areas such as Athletics, Science, Performing Arts, and Sales. PSSs Work Style, Learning Environment, Leadership Style, Risk Taking, and Team

¹⁰⁶ www.en.wikipedia.org/wiki/Strong-Campbell_Interest_Inventory

¹⁰⁷ John Holland (1985) Making Vocational Choices (2nd ed.)

Orientation measure preferences for and comfort levels with styles of living and working. Personal Style Scales were added to the inventory in 1994. OSs measure the extent to which a person's interests are similar to the interests of people of the same gender working in 130 diverse occupations, such as Accountant, Bartender, and Computer Programmer.

This is one of the most widely used inventories administered by a professional counselor¹⁰⁸. Students indicate their preferences (like, dislike, or indifferent) for a number of careers, school subjects, activities, amusements, types of people, and their own personal characteristics. Computer-scored printouts present the student's results organized around Holland's six occupational personality types in terms of general occupational themes, basic career interests with norms for each gender and specific careers. Discussion of the result with a counselor usually provides valuable guidelines as to which careers might be best for individuals.

The result of above said inventories have proved helpful in predicting which individuals will remain in a given field. However, these inventories cannot predict their actual success in a given field, as there are many subjective factors involved especially personal motivation.

2.5.4 BIG FIVE MODEL

The big five factors or Five Factor Model (FFM) ¹⁰⁹ of Personality is five dimensions of personality that are commonly used in psychology to describe human personality. These five factors are

¹⁰⁸www.becomewhoyouare.net

¹⁰⁹<http://personalityspirituality.net/articles/what-is-personality/>

openness, conscientiousness, extraversion, agreeableness, neuroticism. These scales are commonly alternatively represented by the OCEAN acronym. The description is Openness to experience; it is the tendency to enjoy variety, novelty, challenge and intellectual stimulation. Conscientiousness, it is the tendency to show self-discipline and self-control. Extroversion, it is the tendency to be outgoing, energetic and sociable. Agreeableness, it is the tendency to be friendly, compassionate and cooperative. Neuroticism, it's the tendency to experience unpleasant emotions.

Each of these five factors is actually a sort of mega pair of opposites: Extroversion Vs. Introversion, Openness Vs. Closeness, Neuroticism Vs. Emotional Stability, Agreeableness Vs. Hostility, Conscientiousness Vs. Spontaneity. For example, we find that there is one whole set of words which describe either aspects of extroversion (outgoing, energetic) or its opposite, introversion (shy, withdrawn).

Extroversion¹¹⁰: These have high energy, talkative, active and cheerful. They seek excitement and social affiliation. They are characterized as outgoing and talkative, but they may have difficulty utilizing technology to coordinate team efforts. Prioritize status striving, which reflects a strong desire to obtain power and influence within a social structure as a means of expressing personality. They tend to be high in positive affectivity, a dispositional tendency to experience pleasant, engaging moods such as enthusiasm, excitement, and joy.

¹¹⁰ http://en.wikipedia.org/wiki/Big_Five_personality_traits

Agreeableness¹¹¹: These individuals will focus more on cooperation than competition with others in the team. They are likely to be concerned with individuals' well-being and developmental needs. Because of their trustworthiness, they may be seen as role models. Prioritize communion striving, which reflects a strong desire to obtain acceptance in personal relationships as a means of expressing personality. Agreeable people focus on 'getting along' not necessarily 'getting ahead'.

Conscientiousness¹¹²: These individuals demonstrate caution and self-discipline as well as showing hard work and a strong sense of direction. The reliable and thorough behaviours of those high in conscientiousness are also likely to cause them to be persistent even when encountering technological difficulties. Conscientiousness has the biggest influence on job performance. Conscientious employees prioritize accomplishment striving, which reflects a strong desire to accomplish task-related goals as a means of expressing personality.

Neuroticism¹¹³: These individuals experience negative feelings such as anger, anxiety, guilt, sadness, and vulnerability. Neurotic individuals are less likely to be perceived as leaders by others. They have negative affectivity; it is the dispositional tendency to experience unpleasant moods such as hostility, nervousness, and annoyance. These are associated with a differential exposure to stressors, meaning that neurotic people are more likely to appraise day-to-day situations as stressful. Associated with a differential reactivity to stressors, means neurotic people are less likely to believe they can cope with the stressors they experience.

¹¹¹ http://en.wikipedia.org/wiki/Big_Five_personality_traits

¹¹² http://en.wikipedia.org/wiki/Big_Five_personality_traits

¹¹³ http://en.wikipedia.org/wiki/Big_Five_personality_traits

Openness to experience¹¹⁴: These individuals are creative and imaginative, appreciative of arts and culture, and are intellectually curious. These groups are controversial and least understood. They also called 'Inquisitiveness' or 'Intellectualness' or even 'Culture'. Openness to experience is also more likely to be valuable in jobs that require high levels of creativity, defined as the capacity to generate novel and useful ideas and solutions. Highly open individuals are more likely to migrate into artistic and scientific fields. When these tools are used for individual analysis it is observed that these traits are frequently presented as percentile scores. For example a conscientiousness rating is 80% that indicates a relatively strong sense of responsibility and orderliness, whereas extroversion rating is 5% then it indicates an exceptional need for isolation and quite.

2.5.5 RAYMOND CATTELL'S 16 PF

The Raymond Cattell's 16 Personality Factors Questionnaire¹¹⁵ (16PF) is a comprehensive measure of normal range personality. The 16PF is a personality questionnaire that measures 16 personality traits, which can predict a person's behavior in a range of contexts. It measures a person's characteristic style of thinking, perceiving, and acting over time and in different situations. These personality traits are evidenced through a person's attitudes, preferences, habits and emotional reactions. 16PF¹¹⁶ can be used to provide information about a person's personality, revealing their potential and capacity for

¹¹⁴ http://en.wikipedia.org/wiki/Big_Five_personality_traits

¹¹⁵ Heather E.P. Cattell and Alan D. Mead (2008), The Sixteen Personality Factor Questionnaire (16PF), The Sage Handbook of Personality Theory and Assessment, Pg.135-159.

¹¹⁶ <http://people.wku.edu/richard.miller>

performance. The assessment explains basic personality characteristics. The 16PF is used for a wide variety of purposes including the following matters. The first purpose is 'Individual assessment' where the 16PF can help a person develop insight into their own strengths, relationships with others, areas for development, their potential and career fit.

Second purpose is 'Personnel Selection' where the 16PF can help an organization's selection process through identifying applicants who display the personal characteristics that fit best to the requirements of the role. The third purpose is 'Management Development' where the 16PF can identify areas of possible development for individuals.

The 16PF test has been in use for a long time, it is the most widely used system for categorizing and defining personality. The 16 personality factors measured by 16 PF questionnaires were multivariate derived by psychologist Raymond Cattell. The details of the primary factors considered are as follows: Warmth, Reasoning, Emotional Stability, Dominance, Liveliness, Rule-Consciousness, Social Boldness, Sensitivity, Vigilance, Abstractedness, Privateness, Apprehension, Openness to Change, Self-Reliance, Perfectionism and Tension.

2.5.6 THE MYERS-BRIGGS TYPE INDICATOR (MBTI)

The Myers-Briggs Type Indicator (MBTI)¹¹⁷, assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. The test was developed by Isabel Myers and her mother Katherine Briggs based on their work with Carl Jung's theory of personality

¹¹⁷ <http://psychology.about.com>

types. Today, the test is one of the most widely used psychological instruments in the world. Both Isabel Myers and her mother Katherine were fascinated by Jung's theory of psychological types and recognized that the theory could have real world applications. During World War II, Myers and Briggs began researching and developing an indicator that could be utilized to help understand individual differences.

By helping people understand themselves, Myers and Briggs believed that they could help people select occupations that were best suited to their personality types and lead healthier, happier lives. The Myers-Briggs assessment is a powerfully versatile solution that has helped millions of people around the world better understand themselves and how they interact with others. It has also helped organizations of all sizes address their needs, from team building, leadership and coaching, and conflict management to career development and retention. The test itself is made up of four different scales.

Extraversion (E) - Introversion (I): The extraversion-introversion dichotomy¹¹⁸ was first explored by Jung¹¹⁹ in his theory of personality types as a way to describe how people respond and interact with the world around them. These terms were familiar to most of the people. Extraverts are 'outward-turning' and tend to be action oriented, enjoy more frequent social interaction and feel energized after spending time with other people. Introverts are 'inward-turning' and tend to be thought oriented and they enjoy deep and meaningful social interactions and feel recharged after spending time alone. We all exhibit extraversion and introversion

¹¹⁸ <http://psychology.about.com>

¹¹⁹ Jung, C. G. (1971). Psychological Types. In *Collected Works of C.G. Jung*, Volume 6. Princeton University Press.

to some degree, but most of us tend have an overall preference for one or the other.

Sensing (S) - Intuition (N)¹²⁰: This scale involves looking at how people gather information from the world around them. Just like with extraversion and introversion, all people spend some time sensing and intuiting depending on the situation. According to the MBTI, people tend be dominant in one area or the other. People who prefer sensing tend to pay a great deal of attention to reality, particularly to what they can learn from their own senses. They tend to focus on facts and details and enjoy getting hands-on experience. Those who prefer intuition pay more attention to things like patterns and impressions. They enjoy thinking about possibilities, imagining the future and abstract theories.

Thinking (T) - Feeling (F): This scale focuses on how people make decisions based on the information that they gathered from their sensing or intuition functions. People who prefer thinking place a greater emphasis on facts and objective data. They tend to be consistent, logical and impersonal when weighing a decision. Those to prefer feeling are more likely to consider people and emotions when arriving at a conclusion.

Judging (J) - Perceiving (P)¹²¹: The final scale involves how people tend to deal with the outside world. Those who lean toward judging prefer structure and firm decisions. People who lean toward perceiving are more open, flexible and adaptable. These two tendencies interact with the other scales. Remember, all people at least spend some time extroverting. The judging-

¹²⁰ <http://psychology.about.com>

¹²¹ <http://psychology.about.com>

perceiving scale helps describe whether you extravert when you are taking in new information (sensing and intuiting) or when you are making decisions (thinking and feeling).

Each type is then listed by its four letter code, The acronym: ISTJ, ISTP , ISFJ, ISFP, INFJ, INFP INTJ INTP ESTP ESTJ ESFP ESFJ ENFP ENFJ ENTP ENTJ

ISTJ (introversion, sensing, thinking, judgment) is a four-letter code representing one of the 16 personality types found on the Myers-Briggs Personality Indicator (MBTI). People with an ISTJ personality type tend to be reserved, practical and quiet. They enjoy order and organization in all areas of their lives including their home, work, family and projects. ISTJs value loyalty in themselves and others, and place an emphasis on traditions.

ISTP (introverted, sensing, thinking, perceiving) these code represents personalities who enjoy having time to think alone and are fiercely independent. ISTPs also love action, new experiences, hands-on activities and the freedom to work at their own pace.

ISFJ (introverted, sensing, feeling, judging) these code represents people with personalities tend to be reserved, warm-hearted and responsible.

ISFP (introverted, sensing, feeling, perceiving) these code represents people with this personality type are frequently described as quiet, easy-going and peaceful.

INFJ (introverted, intuitive, feeling, judging) is a four-letter code used to represent personality types who are creative, gentle and caring.

INFP (introversion, intuition, feeling, perception) is a four-letter abbreviation for personality types often described as an "idealist" personality. People with this kind of personality tend to be introverted, idealistic, creative and driven by high values.

INTJ (introverted, intuitive, thinking, judging) these code represents people with personalities are highly analytical, creative and logical.

INTP (introverted, intuitive, thinking, and perceiving) these code represents people with INTPs personalities are often described as quiet and analytical. They enjoy spending time alone, thinking about how things work and coming up with solutions to problems.

ESTP (extraverted, sensing, thinking, perceiving): People with this personality type are frequently described as outgoing, action-oriented and dramatic.

ESTJ (extraverted, sensing, thinking, judging) these code represents personalities who are often described as practical, take-charge kind of people.

ESFP (extraverted, sensing, feeling and perceiving) these code represents, people with personality types are often described as spontaneous, resourceful and outgoing.

ESFJ (extraverted, sensing, feeling, judging) these code represents people with personality type tend to be outgoing, loyal, organized and tender-hearted.

ENFP (extraverted, intuitive, feeling, and perceiving) these code represents people with this type of personality are often described as enthusiastic, charismatic, and creative.

ENFJ (extraverted, intuitive, feeling, and judging) these code represents people with this personality type are often described as warm, outgoing, loyal and sensitive.

ENTP (extraverted, intuitive, thinking, and perceiving) these code represents people with this personality type are often described as innovative, clever, and expressive.

ENTJ (extraverted, intuitive, thinking, and judging) these code represents people with this type of personality as assertive, confident, and outspoken.

The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their likes, dislikes, strengths, weaknesses, possible career preferences and compatibility with other people. No one personality type is "best" or "better" than any other one. Instead, its goal is simply to help you learn more about yourself.

2.5.7 COMPETENCY MAPPING

An underlying characteristic of an individual which is related to effective or superior performance. Competencies can be motives, traits, self-concept¹²², attitudes or values, knowledge, cognitive or behavioral skills any individual characteristic that can be measured reliably and that can be shown to differentiate significantly between superior and average performers.

¹²²<http://en.wikipedia.org/wiki/Self-concept>

Competency Mapping¹²³ involves the process which determines the nature and scope of a specific job role, the skills required, the level of knowledge required, and the behavioral capacities required to apply those skills and knowledge in that role. Competency Mapping plays a vital role in selecting, recruiting and retaining the right people. When the competency required for a particular position is mapped, an accurate job profile is created.

Competency mapping serves a number of purposes as it is helpful in Gap Analysis and further in identification of training needs. It ensures Role Clarity. It is a base for Succession Planning. It also serves as a basis for Career Planning. It helps in Restructuring. Inventory of competencies can be used for future planning. Further effective recruitment and selection can be done. Competency based recruitment processes reduce the chances of a costly hiring mistake and increase the likelihood of identifying and selecting the right person for the right job.

Competency Mapping enables establishment of clear performance standards. Collection and proper analysis of factual data against the set standards can be possible and further supports conduct of objective feedback meetings. Direction with regard to specific areas of improvement can be given with the help of competency mapping.

Competency Mapping can be done by Psychologists, Experts, HR Specialist, Job Analyst. One can use Questionnaire, Job description, Task Analysis Workshop etc. In a broad manner competencies are categorized as Generic Competencies, which are considered essential for all employees regardless of their function

¹²³ www.slideshare.net/vrundagandhi/competency-mapping-ppt

or level. For example: Communication, initiative, listening skills etc. Managerial Competencies, these are the competencies which are considered essential for managerial or supervisory responsibility. Technical or Functional Competencies, these are the competencies which are considered essential to perform a specific role in the organization within a defined technical or functional area of work.

2.5.8 SWOT ANALYSIS

SWOT¹²⁴ is a strategic planning tool, usually used as part of doing an environmental scan that help identify external factors that need to be planned for and identify internal factors i.e. strengths and weaknesses that need to be planned for in determining future. Researcher made efforts to use the same tool for the purpose of career planning so that strategic approach can be given to the said activity. The emphasis is on capitalizing on one's strengths, and minimizing or correcting one's weaknesses. An individual can do better to take advantages of opportunities as they emerge and cope with threats before they become dangerous in the contemporary dynamic environment.

It is an Acronym for Strengths, Weaknesses, Opportunities, and Threats. It is technique is credited to Albert Humphrey, who was an American Business and Management Consultant, specialized in Organizational Management and Cultural Change. He also devised the SWOT analysis technique and led a research project at Stanford University in the 1960s and 1970s.

It is very popular planning tool used to understand Strengths, Weaknesses, Opportunities, and Threats involved in a project or

¹²⁴Panagiotou, G. (2003), Bringing SWOT into focus, *Business Strategy Review*, 14(2),8-10.

business. It is also used to understand individual Strengths, Weaknesses, Opportunities, and Threats so that in the era of cutthroat competition one can devise own strategic plan for the purpose of self development and ultimate to achieve career success. It act as framework for organizing and using data and information gained from situation analysis of internal and external environment. This technique enables a group or an individual to move from everyday problems to traditional strategies to a fresh perspective.

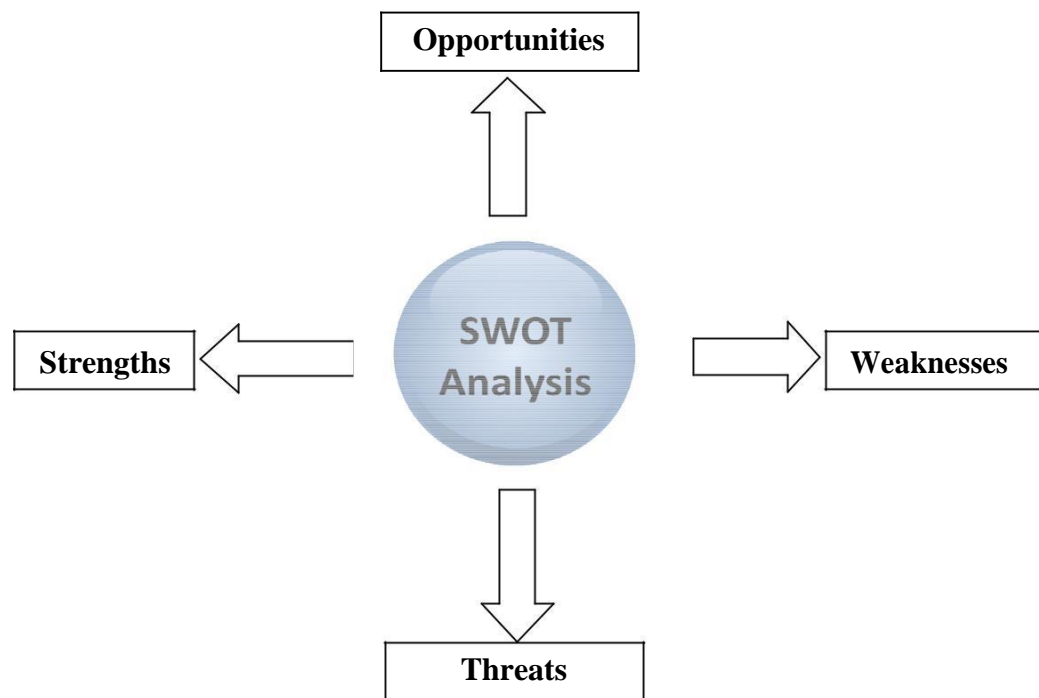


Diagram 2.16 SWOT Analysis

Strengths¹²⁵ : These are the characteristics of the business or a team or an individual that give an advantage over others in the industry. It is the positive tangible and intangible attributes, internal to an organization or an individual. It is more specifically

¹²⁵ <http://www.managementstudyguide.com/swot-analysis.htm>

beneficial aspects of the organization or the capabilities of an organization or individual, which includes human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty. Examples: Abundant financial resources, Well-known brand name, Economies of scale, Lower costs of raw materials or processes, Superior management talent, Better marketing skills, Good distribution skills, Committed employees.

Weaknesses¹²⁶: These characteristics that place the firm or an individual at a disadvantage relative to others. It detracts the organization or an individual from its ability to attain the core goal and influence its growth. Weaknesses are the factors which do not meet the standards. However, weaknesses are controllable. They must be minimized and eliminated. Examples: Limited financial resources, Weak spending on Research and Development, Very narrow product line, Limited distribution, Higher costs, Out-of-date products or technology, Weak market image, Poor marketing skills, Limited management skills, Under trained employees.

Opportunities¹²⁷: These are chances to make greater profits in the environment. These are external attractive factors that represent the reason for an organization or an individual to exist and develop. They arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Also in case of an individual takes the advantage to become successful. Organization or an Individual should be careful and recognize the opportunities and grasp them whenever they arise. Opportunities may arise from

¹²⁶ <http://www.managementstudyguide.com/swot-analysis.htm>

¹²⁷ <http://www.managementstudyguide.com/swot-analysis.htm>

market, competition, industry, government and technology. Examples: Rapid market growth, Rival firms are complacent, changing customer needs or tastes, new uses for product discovered, Economic boom, Government deregulation, Sales decline for substitute products.

Threats¹²⁸: These are the external elements in the environment that could cause trouble for the business or for an individual. They are external factors, beyond the organization's control, or control of an individual. This could place the organization's mission or operation at risk or individual career goal at risk. They arise when conditions in external environment put at risk the reliability and profitability of the organization's business. Compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. Examples: Entry of foreign competitors, Introduction of new substitute products, Product life cycle in decline, changing customer needs or tastes, Rival firms adopt new strategies, Increased government regulation, Economic downturn, No demand for particular skills.

SWOT analysis is very effective and popular tool. It is required while changing Job, Product Launch, Any kind of decision making, Personal Development Planning, Competitors Evaluation, Product Evaluation, Strategic Planning, and Brainstorming Meeting Workshop Sessions.

2.6 SPECTRUM V: DEVELOPMENT PROFILE OF PUNE CITY

Researcher decided to review profile of Pune City as this is the geographical location selected for present research study which is

¹²⁸<http://www.managementstudyguide.com/swot-analysis.htm>

having great growth potential as well as corporate career opportunities for said MBA Students. In this regards researcher reviewed following aspects of Pune City.

2.6.1 ABOUT PUNE CITY

Pune¹²⁹ is the Second Largest City of Maharashtra State in India. It is formerly known as Poona during British rule and located in the Sahayadri Hills, near the west coast of India. The city is also called as the 'Queen of the Deccan' situated 560 meters above sea level on the Deccan plateau and is the cultural capital of Marathi people which is also known as oxford of the east and Pensioners Paradise. From these various names only we can surely understand the popularity of this city in India. Pune is a fascinating city with a healthy climate throughout the year.

Pune today stand astride both banks of the Mula and Mutha rivers. Pune is recognized as the Cultural Capital of Maharashtra as it truly carries the heritage of Maharashtra along with modernization. The city presents the magnificent view of Maratha culture and Maharashtrian social and ethical values together. One can say that cultural heritage and modernization walk together with hands in hands in Pune City.

During India's struggle for freedom, Pune was an important centre for social and religious reform movements. It was the home to some reformers who were Stalwarts of the National Movements, such as Mahadev Govind Ranade and Mahatma Jyotirao Phule. The presence of Bal Gangadhar Tilak dominated the political scene for three decades during that period. It is now a fast

¹²⁹ <http://www.maharashtratourism.gov.in/mtdc>

growing city and is also an important educational centre of the western India.

2.6.2 INDUSTRIAL GROWTH

The emergence of industrial Pune began in the early 60s, with mechanical engineering industries putting up base. Pune's proximity to Mumbai, good climate and availability of talent made it a preferred destination to large firms like Tata Motors (TELCO then), Buckau Wolf (Thyssen Krupp now), Hindustan Antibiotics and several others.

Today, Pune¹³⁰ has a diverse industrial population. It is one of India's most important automotive hubs, with some domestic and international auto giants manufacturing here. Pune is the home town of the world's largest two wheeler Bajaj Auto, the manufacturing plant of India's largest car manufacturer Tata Motors is located in Pimpri, the suburb of Pune, the manufacturing units of Kinetic Engineering, and Force Motors Ltd. (earlier known as Bajaj Tempo) are also located here. Some of major Automotive Manufacturers in Pune are Volkswagen, Mercedes Benz India , FIAT, General Motors, Mahindra Navistar, John Deere, JCB, Premier Automobiles, Several automotive component manufacturers like, Saint-Gobain TATA Auto-comp Systems Limited, Visteon, and Continental Corporation.

The world's second largest forging company, Bharat Forge Ltd is located here. Cummins Engines Co Ltd has established its Research and Technology India unit in Pune along with its manufacturing plant. Some Large Manufacturing Industries in Pune are Alfa Laval, Sandvik Asia, Thyssen Krupp, KSB Pumps,

¹³⁰ <http://punecorporation.org>

Finolex, Greaves India, Forbes Marshall Atlas Copco, SKF Bearings, Serum Institute, Kirloskar Oil Engines, Bharat Forge, Thermax, Jaihind Industries, Tata Autocomp, Tata Ficosa, Tata Johnson, Cummins India, Honeywell Automation, Honeywell Turbochargers, Pudumjee Papers, Tyco, Leoni, Godrej Appliances, 3M, Avery Dennison, St.Gobain, Suzlon, Kalyani Lemmerz, Tata Yutaka, Tata Hendricks, Bobst India, Kinetic Motors, Century Enka, Akzo Nobel, Vishay Components, Jabil Circuits, Emerson, Tata Bluescope, POSCO, Emcure, Venky's, ITC, Frito-Lay's, Coca Cola. Some of major Consumer durables Manufacturers: LG, Whirlpool, Godrej Appliances, Sharp, Haier.

Pune is upcoming most developed centre for IT development. The Development of IT sector in India opened the doors for development of Software Industries at Pune. Some of prime IT companies in Pune are Infosys, Wipro, TCS, KPIT Cummins, Persistent, Symphony Services, Sungard, Tech-Mahindra, IBM, Accenture, Symantec, Systems Plus Technologies, Aztec, Siemens, WNS, Tata Technologies, Capgemini, Veritas, Cognizant, Patni Computer Systems, Eaton, Avaya, Zensar, Parametric, Geometric, Xansa, HSBC, Barclays, Credit Suisse, Syntel, Fujitsu, Softenger, ThoughtWorks, Wipro, Kanbay Software. The Hinjawadi IT Park officially called the Rajeev Gandhi IT Park is a project by MIDC to house the IT sector in Pune with approximate area about 2,800 acres.

The technological developments have established Pune as the most happening destination for the Business Process Outsourcing (BPO) centre for the companies like Convergys, WNS, Progeon, EXL and Mphasis. Thus creating the job opportunities for the upcoming youth. The Government of Maharashtra have set up

various Developmental Programmes to initiate the latest technological developments in the city and to make the entrepreneurs about the latest industrial policy of the state to set up their units in city.

Pune's Industrial Growth is driving a boom in the hospitality business. After JW Marriott, Le Meriden and Sun-n-Sand, the city is talking about a new business hotel. St Lurn , a four star business has opened its first four-star business hotel for the city's business travelers. The hotel is owned by the Karia Group.

2.6.3 PRIME REAL ESTATE IN PUNE CITY

There are many real estate developers who are building properties in Pune like Tata Housing Development Company and many others. TATA Housing is present in Pune with its projects 'La Monatana' and 'Inora Park'. There are many other builders like: Kumar Properties, Kumar Builder, DS Kulkarni, Goel Ganga Group, Nyati, Parmar Indus Associates, who are considering pune as a lucrative market for development of real estate primarily because of its closeness to Mumbai and the Express Highway¹³¹.

2.6.4 EDUCATION AND RESEARCH

Pune came to be referred to as the Oxford of the East due to its large student population and a large number of quality academic and research institutes. Pune has more schools, colleges and universities¹³²

Most of the colleges and institutes in Pune are affiliated to the University of Pune, established in 1948. It is one of the leading Indian University. The Lalit Kala Kendra is an undergraduate

¹³¹ <https://en.wikipedia.org/wiki/Pune>

¹³² https://en.wikipedia.org/wiki/Pune#Education_and_research

department of Music, Dance and Drama on the University of Pune campus that has been operational since 1987. This department features a combination of Gurukul and formal education systems.

Further Symbiosis International University was established since 1971. Symbiosis is one of India's leading educational Institutions imparting quality education for over 38 years. Symbiosis is a family of 35 academic institutions spread across 20 campuses in and around Pune, Symbiosis Institute of Computer Studies and Research (SICSR) which is one of the few colleges in India that promotes Open Source Technology. Today it is a home to students from more than 75 different countries. It is host to over 27,000 Indian and International students on campus and over 1,00,000 students off campus.

Top ranked engineering colleges such as College of Engineering, Pune, Maharashtra Institute of Technology, Vishwakarma Institute of Technology and Pune Institute of Computer Technology are located in the city. The College of Engineering, Pune, founded in 1854, is the third oldest engineering college in Asia. The National Defence Academy, Film and Television Institute of India, Dnyaneshwar Vidyapeeth, National Film Archives, National Chemical Laboratory were established in Pune after the independence of India. ILS Law College, established by the Indian Law Society, is one of the top ten law schools in India.

Established medical schools such as the Armed Forces Medical College (AFMC) and Byramjee Jeejeebhoy Medical College train students from all over Maharashtra and India and are amongst the top medical colleges in India. The AFMC consistently ranks among the top five medical colleges in India. Home to some of

India's important research institutes, Pune has a conducive research atmosphere. Some of the major research centres are: National Chemical Laboratory (NCL): With more than 800 patents to its credit, India's leading chemical research establishment has achieved international importance. Dr. Raghunath Mashelkar has been its most illustrious director in whose tenure the lab achieved its status that it enjoys today. It is regularly visited by international nobel laureates.

Inter-university Centre for Astronomy and Astrophysics (IUCCA), National Centre for Radio Astrophysics (NCRA), Centre for Development of Advanced Computing (C-DAC), National Institute of Virology (NIV), Central Water and Power Research Station (CWPRS), National Centre for Cell Sciences (NCCS), Automotive Research Association of India (ARAI), Indian Institute of Tropical Meteorology (IITM), National Informatics Centre (NIC), Armament Research Development Establishment (ARDE), High Energy Materials Research Laboratory (HEMRL), Centre for Materials for Electronics Technology (CMET), Bhandarkar Oriental Research Institute (BORI), National AIDS Research Centre (NARI), Indian Institute of Science Education and Research (IISER).

Several military and armament research organizations are Located in Pune. The Southern Command, a World War II Indian Army formation, has its headquarters in Pune cantonment. The city is home to Lohegaon Aerodrome, the city's airport. It is also base for Indian Air Force's the Sukhoi-30MKI multi-role strike fighters.

The National Defence Academy (NDA) is an integrated military training centre that provides education up to the graduation level and joint training for cadets of the Army, the Navy and the Air Force. The NDA estate is spread over 8,028 acres. of land in

Khadakwasla near Pune. It contains apart from NDA facilities, a mini sanctuary and Peacock Bay, one of the lakes that provide water to Pune city. Pune is also host of College of Military Engineering which is also commonly referred as CME which trains Students in engineering subjects in relation to military.

2.6.5 ECONOMIC DEVELOPMENT

Pune City is one of the largest cities in India having many colleges and universities. Pune is emerging as a prominent location for IT and Manufacturing companies to expand. Pune has the seventh largest metropolitan economy¹³³ and the sixth highest per capita income in the country¹³⁴.

Pune also attracted Foreign Direct Investments like Alfa Laval, Sandvik, Atlas Copco, Keihin FIE, Panasonic, Sharp, Enkei, Tata Tokyo, Tata Yazaki, Tata Yutaka, Lumax and many more. Pune Food Cluster development project is an initiative funded by the World Bank. It is being implemented with the help of SIDBI, Cluster Craft to facilitate the development of the fruit and vegetable processing industries in and around Pune. As the result of this city widens the gates for new employment opportunities and every year huge number of people from different parts of country and world come here with different hopes and wishes. This makes the city as the City of Cultural Diversity.

To conclude, we can say that Pune is the second largest city of Maharashtra State in India¹³⁵. As far as Industrial Developments are concerned during last few decades have placed Pune in the line of one of the most developed city for Industrial Development.

¹³³ Top 10 Indian cities by GDP". Wikipedia. Retrieved 1 March 2012.

¹³⁴ Top Ten Wealthiest Towns of India". Maps of India. Retrieved 1 March 2012.

¹³⁵ <https://en.wikipedia.org/wiki/Pune>

Industrial growth has today found new grounds viz. centres as Chakan, Pirangut and Ranjangaon, 'Golden Industrial Triangle' exists between PCMC, Talegaon and Ranjangaon where industrial development seems is taking place at a feverish pace.

The Development of IT and ITES sector in India opened the doors for development of Software Industries at Pune. Now It has become a favorite destination of many major players of IT. Pune also attracted Foreign Direct Investments. Pune came to be referred to as the Oxford of the East due to its large student population, and a large number of quality academic and research institutes, the biggest educational hub of Western India, Pune has more schools, colleges and universities than any other city in the world. To conclude, Pune has been on a Fascinating Growth Trajectory. So considering this fact researcher selected this particular geographical region for study.

Chapter V

RESEARCH

FINDINGS

Chapter V

RESEARCH FINDINGS

5.1 FINDINGS RELATED TO OBJECTIVE NO. 1

Objective No.1: To Formulate Conceptual Framework of Career Planning for Management Students viz. MBA Students in Pune City.

Researcher by collecting primary data studied various aspects about target group of respondent viz. MBA Students in Pune City. The segments were made for the purpose of study viz. Age Group and Career Stages of students, Overall Profile, Status of Self Awareness, Status of Information about corporate world, Status of Preparedness about Job Search and Trends in Contemporary Corporate World. The detailed information is mentioned below which is necessary to understand before thinking of career planning and development of said students. After review of these entire segments career counselor, mentor will get fair idea about the subject matter under study and will be in position to develop conceptual framework for career planning of said students.

I - Age Group and Career Stage: Majority of the said MBA Students fall in the age group of 22 to 25 years that means their career stage is exploration stage and this need to be considered while designing their career plan. According to Donald Super's Career Stage students are expected to identify their skills, interest, fit between self and work. The expected activities during this stage are helping, learning and following directions.

II - MBA Students overall Profile: Majority of MBA Students were physically fit and marital status was unmarried. Maximum students were from Maharashtra state while rest belonged to other than Maharashtra and other nationality. The overall academic records of graduation were in first class but they were lacking in work experience. As far as financial status is considered maximum students were from lower middle and upper middle class with few exceptions from rich affluent class and lower class. Majority of them do not have any family owned business. Maximum students have belief in the value system of Team Work, Passion and Self Disciplined. Nearly half of students were extrovert whereas others were introvert, ambivert.

III - MBA Students Status of Self Awareness: Some of the students were not having idea about their personality type. These students were aware of important life role which are equally important for them along with job or occupation. Son, daughter, mother, father these were the some of the significant life role for them as in India we have family oriented culture.

These students have long term and short term goal but there is need to develop clear and realistic SMART (Specific, Measurable, Realistic, Rational, Time-bound) Career Goals and Objectives. Overall trend for preferences for career anchor was to General Management, Entrepreneurial creativity and Security and Stability. But still in depth counseling is required to understand the concept of career anchor and identify them well in advance to plan career effectively.

IV-Status of Information about corporate world: Majority of the students were not completely aware of chosen career. Either they have partial information or they do not have any information about corporate world. Further they preferred to gain work experience or undergo training and development activities to explore their selected career in addition to job shadowing. Regular Discussion about career and educational plan with their mentor was lacking. They were not having knowledge of labour market trends. MBA students were aware of various career resource libraries.

V-Status of Basic Preparation for Job Search: The said MBA students prioritized their career options but they were not ready with thorough action plan which is significant observation from career planning perspective. They have not done any self assessment from view point of prospective employer but still they think that they were ready for job interview. This is another significant observation from which we can understand why the corporate expectations were not fulfilled and success rate for getting employment is lower. Almost half of the students were not ready to accept changes in their career and preferred to have a stable career and they were not willing to compromise on their life style when it comes to career decision.

VI -Trends in Contemporary Corporate World: Employment opportunities for freshers in India have increased manifold over the few years. The only way to have an edge over others in the job market is to assess oneself and hone one's employable skills accordingly.

Majority of corporate personnel preferred MBA and PGDM professional courses which will give better prospects in contemporary environment. The salary levels offered by corporates were in the range of Rs. 10,000/- to Rs. 30,000/- per month for said MBA freshers from average B-Schools.

Prospective sectors which may ensure highest career opportunities in next five years will be 1) Information Technology and Information Technology Enabled Services (IT & ITES) 2) Financial Services 3) Healthcare and Pharmaceuticals 4) Energy 5) Consumer Goods and Retailing. Best possible career options for said MBA students in next five years were 1) Corporate Sectors 2) Entrepreneurship 3) Research and Consultancy.

The best functional role which may ensure better career prospects in contemporary scenario will be 1) Business Development, Marketing and Sales 2) Information Technology 3) Finance 4) Research and Development 5) Human Resource Management 6) Procurement and Supply Chain 7) Business Analyst. Techno-commercial knowledge and multi-skilling ability in Management Trainee is preferred in contemporary job market.

The most preferred selection tests were Aptitude Test and Subject Knowledge Test followed by General Knowledge and Psychometric Testing. Other test likes Abstract Reasoning Test, OPQ Test, Situation Judgmental Test, Stress Handling and Leadership Test were also preferred. The type of interview preferred were 1) Face to Face Interview 2) Behavior and Situational Interview 3) Telephonic and Screening Interview 4) Group Interview 5) Case Interview 6) Video Conferencing and Webcam Interview.

The best methods to explore corporate career opportunities were

1) On-campus recruitment drive 2) Internet/Job Portal 3) Job Fairs
4) Placement Agencies 5) Company Websites. Most useful Job
Portals for Job Hunting 1) Naukri 2) Monster India 3) Times Jobs
Career Builder India 4) Jobs Ahead 5) Freshers World.

Professionally drafted Curriculum Vitae (CV) plays vital role in screening and short listing. In addition, everything mentioned in CV needs to be handled with care. It is recommended before going for an interview the candidate needs to learn thoroughly about company profile. Social networking is essential for successful corporate career. Academic record affects employability of students. Work experience play important role in corporate selection of management trainee.

The Management Students needs to owe accountability and have practical approach towards their profession. Management Graduates should adapt themselves quickly according to work culture of the company. Major common mistakes made by MBA Graduates at the time of Interview were as follows, lack of planning for career: no clear purpose and goal; not being prepared; not knowing self or inability to express self; lack of confidence; overbearing, over aggressive, conceited with superiority or know it all complex; poor communication skills.

Major opportunities for MBA Graduates in the contemporary corporate world were as follows: global exposure, corporate jobs, advanced technology, knowledge society, early and faster career growth professional grooming, earn while learn opportunities, good corporate governance, luxurious life, financial soundness.

Major threats for MBA Graduates in the contemporary corporate world were personal issues, work-life balance, interpersonal issues, dynamic business environment, innovation and creativity, knowledge management, work stress, health issues, work force diversity multicultural environment, adaptability to change.

Corporate Opinion for Interview Tips:

- i. Know yourself: one should be very clear in long term plan.
Know your strengths and weaknesses.
- ii. Update your 'Curriculum Vitae (CV)'. Mention those things in your 'CV' which you can elaborate properly. Know your 'CV' in and out.
- iii. Update your fundamentals.
- iv. Participate in pre placement talk, understand educational qualification criteria.
- v. Prepare yourself for expected job profile. Gain detailed knowledge of position to be filled, company details, person whom you will be meeting.
- vi. Be short and precise in your answers. Develop soft taking skill.
- vii. Be confident, transparent and energetic, give attention to your gestures, and do not get discouraged.
- viii. Do not hesitate to ask about job profile, be flexible and open for change and challenge.
- ix. Be positive, accept your mistakes and correct in time.
- x. Develop aptitude, vocabulary, time management and interpersonal skills.

Thus the corporate selection of management trainees is guided by management skills, attitude, work culture, commitment, discipline, leadership qualities and hard work.

Finally researcher concluded that Industry Seeks Employable Graduates and not just graduates. There is wrong perception Qualification = Employability. The continuous development of employability skills of Management Graduates in proactive manner can only bridge the demand supply gap between industry and academia.

5.2 FINDINGS RELATED TO OBJECTIVE NO. 2

Objective No.2: To understand corporate Career Aspirations of Said Management Students to identify their preferences for career options.

Majority students who take the admission to MBA course have a dream of building successful corporate career. Further they gave preference to entrepreneurship as a second career option followed by Research and Consultancy. They believe that Career Planning and Career Decisions are key inputs for selecting the suitable career options. Selecting compatible career options is very important for career success.

MBA Students' preferences for career options were influenced by Job Profile, Training and Development activities and Better Prospects for Growth. According to the concerned MBA student best work environment is working with interesting and friendly people whereas least inclination to meet strict deadlines.

The overall student's preferences were to explore Education Sector, Technology, Professional Services, Information Technology and Consumer Goods and services. Gender wise preference change was observed in the selection of sectors. Majority of students either prefer to work in Large or Medium

Scale Organization that to at Top or Middle level of Management because they will get wide exposure, opportunities, experience and growth.

Concerned students expect salary level between Rs.20,000/-to Rs.40,000/- per month at the beginning of their corporate career, which is higher than corporate offers. Majority of students expressed their willingness to work abroad in their lifetime but at the same time they expressed their willingness to settle in India finally. Their preferences to countries like United States of America (USA), United Kingdom (UK) , Europe and Middle East for working because of Developed Economy, more opportunities to earn money, Dream, Lifestyle and Liking, Security, safety and work environment etc.

5.3 FINDINGS RELATED TO OBJECTIVE NO. 3

Objectives No.3: To identify corporate expectations for Said MBA Students to explore corporate career opportunities.

Corporate Personnel expect Mid of A and B personality within Management Students. They search open, bold, Articulate, High level of energy and right attitude in them. Corporate prefer multi-skilling over specialized skills.

Expected Knowledge within MBA Graduates were as follows:

Knowledge about their own strengths, weaknesses, Opportunities and Threats, Skills, Interest, Values, Personality Type, Work Culture, Strong Fundamentals, Basic Business Awareness.

Expected Essential Qualities, Skills and Attitude in MBA Graduates were as follows:

Essential Qualities: Leadership, Confidence, sense of responsibility, Adaptable, Honest, Hardworking, Right approach, Commonsense, Self Discipline, Innovative.

Soft Skills: Communication, Leadership, Problem Solving Skills, Adaptability, Innovation, Time Management, Interpersonal relationship, Teamwork, Grasp things quickly.

Hard Skills: Data Collection, Analysis, Interpretation. Report writing and presentation skills. Strong Fundamentals, Software Handling Skills for Quick Decision Making.

Managerial Skills: Decision Making, Planning, Organizing, Directing, Controlling and Coordinating.

Attitudinal Skills: Ethical Behavior (Transparency, Responsibility, Accountability, General Attitude) Concern for Environment and weaker sections of society.

5.4 FINDINGS RELATED TO OBJECTIVE NO. 4

Objective No.4: To Study and Identify effective HR tools and techniques for developing a model for corporate career building program (CCBP).

Researcher reviewed various HR tools and techniques viz. Harrington-O'Shea's Career Decision-Making System (CDM), System of Interactive Guidance and Information (SIGI), Strong-Campbell Interest Inventory (Sell), Big Five Model,

Raymond Cattell's 16 PF (Personality Factors), Myers-Briggs Type Indicator (MBTI), Competency Mapping, SWOT Analysis.

Researcher also discussed with professionals to understand most effective, commonly used tools for career planning and development and identified two tools viz. Competency Mapping and SWOT Analysis Framework as effective tool for developing CCBP Model.

Researcher developed customized framework of SWOT Analysis and Competency Mapping and used them for Developing Corporate Career Building Programme (CCBP) Model. Details of SWOT Analysis and Competency Mapping Framework developed by Researcher are as follows.

5.4.1 SWOT ANALYSIS FRAMEWORK

Usage of SWOT Analysis Framework: Researcher developed SWOT Analysis Framework for the purpose of giving strategic approach to the corporate career planning activity of said MBA students. Here SWOT Analysis is developed in two parts viz.

I) Strengths and Weaknesses Analysis II) Opportunities and Threats Analysis.

Part I : Strengths and Weakness Analysis – This is a first part of SWOT Analysis Framework. This part is useful for MBA students while putting efforts to understand self. In this framework students are expected to go through five segments for understanding their own strengths and weaknesses viz. Self Awareness, Academic and Professional Record, Knowledge of World of Work, Personal Skills (Soft Skills, Hard Skills, Attitudinal Skills and Managerial Skills) and Personal Qualities.

They are expected to select and rate each factor mentioned on 1-10 scale. Further they are expected to calculate percentage in each segment. If the score of strengths part significantly exceeds weaknesses then it is positive sign. It indicates efforts are needed to enhance or maintain strengths and utilized them for availing best career opportunities. But if the score of weaknesses part significantly exceeds strengths then students are expected to seek professional advice and supports and needs more efforts to maximize their strengths by means of selective study, training and development activities, information interviewing, networking and many more. Lot of efforts, hard and smart work is needed to capitalize their strengths, minimize or overcome weaknesses.

Part II: Opportunities and Threats Framework: This is second part of SWOT Analysis Framework. This part is useful for MBA students while putting the efforts to understand and exploring corporate world. In this framework students are expected to go through various segments to understand probable opportunities and threats of corporate world. To begin with opportunities part this covers segments like, opportunities by profession, and opportunities by sector, functional role, functional level and geographic location. Threats part covers technology driven issues, management issues, Clients or customer and supplier related issues, innovation and creativity, interpersonal relationship issues, product or services related issues.

In this part students are expected to select and rate each factor mentioned on 1-10 scale in probable opportunity and threat area. Further they are expected to calculate percentage in each segment in opportunity and threat area. If score in the opportunities area is more than the threats part then it is a

positive sign and students are expected to focus on exploring corporate career opportunities by utilizing their strengths and further advised to minimize or avoid probable threats. But again if the student's probable threats score is exceeding opportunities score then there is a need for professional guidance and support. This framework will give fair idea about probable opportunities and threats of future corporate career this will help students in preparing themselves to face threats instead of all of sudden surprises or missing opportunities which was within reach.

It is advised for an individual student or career counselor or mentor who are using CCBP model, to consider the result of above mentioned SWOT Analysis while making any career decisions, deciding realistic career needs, framing SMART career goal and career path to avoid future inconvenience and failures in career success.

Note: Refer SWOT Analysis Framework developed by researcher on Next Page, Page No. 265.

5.4.1 : SWOT ANALYSIS FRAMEWORK

		Strengths	Weaknesses
		Positive aspects that can be used to shape up Personal and Professional life	Internal negative aspects you are aware of and plan to improve
Note: Select and Rate below mentioned factors on 1-10 scale.			
Internal Factors	Self-awareness: <ul style="list-style-type: none"> - Aware of own Interest <input type="checkbox"/> - Aware of own Values <input type="checkbox"/> - Aware of own Skills <input type="checkbox"/> - Aware of your own Personality Types <input type="checkbox"/> - Aware of your own Personality Traits <input type="checkbox"/> - Have Clear Career Goal <input type="checkbox"/> 	Lack of Self-Knowledge: <ul style="list-style-type: none"> - Unaware of own Interest <input type="checkbox"/> - Unaware of own Interest <input type="checkbox"/> - Unaware of own Values <input type="checkbox"/> - Unaware of own Skills <input type="checkbox"/> - Unaware of your own Personality Types <input type="checkbox"/> - Unaware of your own Personality Traits <input type="checkbox"/> - Lack of Clear Career Goals <input type="checkbox"/> 	
	Strong Personal Qualities: <ul style="list-style-type: none"> Confident <input type="checkbox"/> Punctual <input type="checkbox"/> Cautious <input type="checkbox"/> Team Worker <input type="checkbox"/> Determined <input type="checkbox"/> Hard Worker <input type="checkbox"/> Smart Worker <input type="checkbox"/> Reliable <input type="checkbox"/> Leadership <input type="checkbox"/> Goal Oriented <input type="checkbox"/> High Work Standard <input type="checkbox"/> Patient <input type="checkbox"/> Thoughtful <input type="checkbox"/> Polite <input type="checkbox"/> Sociable <input type="checkbox"/> Committed <input type="checkbox"/> Common sense <input type="checkbox"/> Logical <input type="checkbox"/> Right Approach <input type="checkbox"/> Self Disciplined <input type="checkbox"/> Self Motivated <input type="checkbox"/> Responsible & Accountable <input type="checkbox"/> 	Weak Personal Qualities: <ul style="list-style-type: none"> Confident <input type="checkbox"/> Lack of Punctual <input type="checkbox"/> Ignorance <input type="checkbox"/> Lack of Team Work <input type="checkbox"/> Lack of Determination <input type="checkbox"/> Lack of Hard Work <input type="checkbox"/> Lack of Smart Work <input type="checkbox"/> Not Reliable <input type="checkbox"/> Unable to Lead <input type="checkbox"/> Lack of Goal Orientation <input type="checkbox"/> Low Work Standard <input type="checkbox"/> Impatient <input type="checkbox"/> Lack of thinking <input type="checkbox"/> Rude <input type="checkbox"/> Lack of Socialness <input type="checkbox"/> Lack of Commitment <input type="checkbox"/> Lack of Common Sense <input type="checkbox"/> Poor Logic <input type="checkbox"/> Wrong Approach <input type="checkbox"/> Lack of Discipline <input type="checkbox"/> Lack of Motivation <input type="checkbox"/> Lack of Responsible & Accountable <input type="checkbox"/> 	

SWOT ANALYSIS FRAMEWORK

		Strengths	Weaknesses
		Note: Select and Rate below mentioned factors on 1-10 scale.	
Internal Factors	Factors	Strong Personal Qualities: Physically Fit <input type="checkbox"/> High Self Esteem <input type="checkbox"/> Strong work ethics <input type="checkbox"/> Ability to work under pressure <input type="checkbox"/> High level of energy <input type="checkbox"/> Willing to learn <input type="checkbox"/> Well Organised <input type="checkbox"/> Extrovert <input type="checkbox"/> Can balance emotion <input type="checkbox"/> Empathy <input type="checkbox"/> Adaptable & Flexible <input type="checkbox"/>	Weak Personal Qualities: Health Issues <input type="checkbox"/> Low Self Esteem <input type="checkbox"/> Poor work ethics <input type="checkbox"/> Unable to bear work pressure <input type="checkbox"/> Low level of Energy <input type="checkbox"/> Unwilling to learn <input type="checkbox"/> Presentable <input type="checkbox"/> Introvert <input type="checkbox"/> Too emotional <input type="checkbox"/> Callousness (Devoid of passion or feeling) <input type="checkbox"/> Rigid <input type="checkbox"/>
		Strong Personal Skills: The Soft Skills Includes: - Communication (Oral & Written) <input type="checkbox"/> - English Language Proficiency <input type="checkbox"/> - Information Communication Technology (ICT) Skills <input type="checkbox"/> - Interpersonal Skills <input type="checkbox"/> - Team Working Skills <input type="checkbox"/> - Leadership Skills <input type="checkbox"/> - Problem Solving Skills <input type="checkbox"/> - Risk taking Skill <input type="checkbox"/> - Creativity <input type="checkbox"/> - Innovation <input type="checkbox"/> - Personal Organization Skills <input type="checkbox"/> - Time Management <input type="checkbox"/> - Negotiation Skills <input type="checkbox"/> - Proactive & Inquisitive <input type="checkbox"/> - Presence of mind <input type="checkbox"/> - Learning Skill <input type="checkbox"/> - Good etiquette/Mannerism <input type="checkbox"/>	Weak Personal Skills: The Soft Skills Includes: - Communication (Oral & Written) <input type="checkbox"/> - English Language Proficiency <input type="checkbox"/> - Information Communication Technology (ICT) Skills <input type="checkbox"/> - Interpersonal Skills <input type="checkbox"/> - Team Working Skills <input type="checkbox"/> - Leadership Skills <input type="checkbox"/> - Problem Solving Skills <input type="checkbox"/> - Risk taking Skill <input type="checkbox"/> - Creativity <input type="checkbox"/> - Innovation <input type="checkbox"/> - Personal Organization Skills <input type="checkbox"/> - Time Management <input type="checkbox"/> - Negotiation Skills <input type="checkbox"/> - Proactive & Inquisitive <input type="checkbox"/> - Presence of mind <input type="checkbox"/> - Learning Skill <input type="checkbox"/> - Good etiquette/Mannerism <input type="checkbox"/>

SWOT ANALYSIS FRAMEWORK

Strengths		Weaknesses	
Note: Select and Rate below mentioned factors on 1-10 scale.			
I n t e r n a l F a c t o r s	The attitudinal skill set includes:	The attitudinal skill set includes:	
	- Ethical Behavior <input type="checkbox"/>	- Ethical Behavior <input type="checkbox"/>	
	- Concern for Environment <input type="checkbox"/>	- Concern for Environment <input type="checkbox"/>	
	- Concern for weaker section of society <input type="checkbox"/>	- Concern for weaker section of society <input type="checkbox"/>	
	- Transparency <input type="checkbox"/>	- Transparency <input type="checkbox"/>	
	- Responsibility <input type="checkbox"/>	- Responsibility <input type="checkbox"/>	
	- Accountability <input type="checkbox"/>	- Accountability <input type="checkbox"/>	
	- Optimist <input type="checkbox"/>	- Pessimist <input type="checkbox"/>	
	Excellent/Good Managerial Skills	Average/Bad in Managerial Skills	
	- Planning <input type="checkbox"/>	- Planning <input type="checkbox"/>	
	- Organizing <input type="checkbox"/>	- Organizing <input type="checkbox"/>	
	- Directing <input type="checkbox"/>	- Directing <input type="checkbox"/>	
	- Controlling <input type="checkbox"/>	- Controlling <input type="checkbox"/>	
	- Coordinating <input type="checkbox"/>	- Coordinating <input type="checkbox"/>	
	- Decision Making <input type="checkbox"/>	- Decision Making <input type="checkbox"/>	
	Strong Academic & Professional Record	Weak Academic & Professional Record	
	- Excellent or Good Academic Record <input type="checkbox"/>	- Average Academic Record or Low CGPA/ Percentage <input type="checkbox"/>	
	- Selected Right Elective/ Specialization of your own interest in your graduation <input type="checkbox"/>	- Wrong Elective/Choice of Specialization in Graduation <input type="checkbox"/>	
	- Have specific Job Knowledge <input type="checkbox"/>	- Lack of Specific Job Knowledge <input type="checkbox"/>	
	- Have desired work experience <input type="checkbox"/>	- Lack of Work Experience <input type="checkbox"/>	
	- Strong Technical Knowledge <input type="checkbox"/>	- Weak Technical Knowledge <input type="checkbox"/>	
	Any Other pls. specify:	Any Other pls. specify:	
	1. _____	1. _____	
	2. _____	2. _____	
	3. _____	3. _____	
	4. _____	4. _____	
	5. _____	5. _____	

SWOT ANALYSIS FRAMEWORK

	Strengths	Weaknesses
Internal Factors	Note: Select and Rate below mentioned factors on 1-10 scale.	
	Knowledge of World of Work: <ul style="list-style-type: none"> - Awareness of work environment <input type="checkbox"/> - Knowledge of work culture <input type="checkbox"/> - Awareness of Career Path in selected specialization <input type="checkbox"/> - Awareness of the skills required at various levels of Hierarchy <input type="checkbox"/> - Awareness of the responsibilities at various levels of Hierarchy <input type="checkbox"/> - Awareness of the Salary Levels <input type="checkbox"/> - Good Contacts/Social Networking <input type="checkbox"/> - Strong job-hunting skills <input type="checkbox"/> - Interaction with Professional Organization <input type="checkbox"/> 	Knowledge of World of Work: <ul style="list-style-type: none"> - No awareness of work environment <input type="checkbox"/> - No knowledge of work culture <input type="checkbox"/> - No awareness of Career Path in selected specialization <input type="checkbox"/> - No awareness of the skills required at various levels of Hierarchy <input type="checkbox"/> - No awareness of the responsibilities at various levels of Hierarchy <input type="checkbox"/> - No awareness of the Salary Levels <input type="checkbox"/> - Average/Bad in Contacts/No or Poor Social Networking <input type="checkbox"/> - Poor job-hunting skills <input type="checkbox"/> - No Interaction with Professional Organization <input type="checkbox"/>
	Hard Skill Set Includes: <ul style="list-style-type: none"> - Research Skills in different areas of Management <input type="checkbox"/> - Data Collection Skills <input type="checkbox"/> - Data Analysing Skills <input type="checkbox"/> - Data Interpretation Skills <input type="checkbox"/> - Report Writing Skills <input type="checkbox"/> - Report Presentation Skills <input type="checkbox"/> - Modeling Skills <input type="checkbox"/> - Data Security Management Skills <input type="checkbox"/> - Database Management Skills <input type="checkbox"/> - Financial Risk Management Skills <input type="checkbox"/> - Software Handling Skills for taking instant decisions <input type="checkbox"/> 	Hard Skill Set Includes: <ul style="list-style-type: none"> - Research Skills in different areas of Management <input type="checkbox"/> - Data Collection Skills <input type="checkbox"/> - Data Analysing Skills <input type="checkbox"/> - Data Interpretation Skills <input type="checkbox"/> - Report Writing Skills <input type="checkbox"/> - Report Presentation Skills <input type="checkbox"/> - Modeling Skills <input type="checkbox"/> - Data Security Management Skills <input type="checkbox"/> - Database Management Skills <input type="checkbox"/> - Financial Risk Management Skills <input type="checkbox"/> - Software Handling Skills for taking instant decisions <input type="checkbox"/>

SWOT ANALYSIS FRAMEWORK

Opportunities		Threats	
Note: Select and Rate below mentioned factors on 1-10 scale.			
A favorable or advantageous circumstance or combination of circumstances to shape up Personal & Professional life		Negative event that can cause a risk or loss to Personal or Professional Life	
Note: Select and Rate below mentioned factors on 1-10 scale.			
External Factors	By Profession: <ul style="list-style-type: none"> - Entrepreneurship <input type="checkbox"/> - Corporate Career <input type="checkbox"/> - Consultant <input type="checkbox"/> - Academic or Teaching <input type="checkbox"/> - Research and Development <input type="checkbox"/> 	General Threats of Corporate Career: General Issues: <ul style="list-style-type: none"> - Dynamic Environment <input type="checkbox"/> - Global Platform <input type="checkbox"/> - Workforce Diversity <input type="checkbox"/> - Cutthroat Competition <input type="checkbox"/> - Knowledge Management <input type="checkbox"/> - Meeting deadlines <input type="checkbox"/> 	
	By Specific Sector: <ul style="list-style-type: none"> - Financial Services <input type="checkbox"/> - Professional Services <input type="checkbox"/> - Manufacturing (Non-automobile) <input type="checkbox"/> - Automobile <input type="checkbox"/> - Information Technology and ITES <input type="checkbox"/> - Telecommunication <input type="checkbox"/> - Healthcare and Pharmaceuticals <input type="checkbox"/> - Consumer goods and Retailing <input type="checkbox"/> - Energy <input type="checkbox"/> - Education and Training <input type="checkbox"/> - Real Estate <input type="checkbox"/> - Media and Entertainment <input type="checkbox"/> - Science and Technology <input type="checkbox"/> - Agriculture <input type="checkbox"/> - Aviation <input type="checkbox"/> - Infrastructure <input type="checkbox"/> - Tourism and Hospitality <input type="checkbox"/> 	Personal Issues: <ul style="list-style-type: none"> - Balancing Work-Life <input type="checkbox"/> - Work Stress <input type="checkbox"/> - Life Style diseases <input type="checkbox"/> - Early Breakdown <input type="checkbox"/> - Change Management <input type="checkbox"/> - Improper Career Decisions <input type="checkbox"/> - Obstacles currently face at work <input type="checkbox"/> - Short Term, Non Permanent Employment <input type="checkbox"/> - Multiple Role <input type="checkbox"/> - Lack of Resources <input type="checkbox"/> - Average Pay Scales <input type="checkbox"/> - Major competitors with Professional Degrees viz. BE, CA, CS, CFA <input type="checkbox"/> - Slow Promotions (depends on sector) <input type="checkbox"/> - Being Physically Challenged <input type="checkbox"/> 	

SWOT ANALYSIS FRAMEWORK

Opportunities		Threats	
Note: Select and Rate below mentioned factors on 1-10 scale.			
External Factors	By Functional Role: <ul style="list-style-type: none"> - General Management <input type="checkbox"/> - Strategy <input type="checkbox"/> - Operations <input type="checkbox"/> - Finance <input type="checkbox"/> - IT <input type="checkbox"/> - Risk or Legal <input type="checkbox"/> - Human Resources <input type="checkbox"/> - Procurement or Supply-Chain Management <input type="checkbox"/> - Business Development, Marketing and Sales <input type="checkbox"/> - Information, Research or Development <input type="checkbox"/> - International Business Management <input type="checkbox"/> - Business Analyst <input type="checkbox"/> - Consultant <input type="checkbox"/> 	Technology Driven Issues: <ul style="list-style-type: none"> - Falling Behind Technology <input type="checkbox"/> - Changing Technology <input type="checkbox"/> - Use of ICT Tools (Information and Communication Technology - ICT are diverse set of Technological tools and resources used to communicate and to create, disseminate, store and manage information) <input type="checkbox"/> - Database Management <input type="checkbox"/> - Cyber Security <input type="checkbox"/> 	
	By Functional Level: <ul style="list-style-type: none"> - Entry Level Executive <input type="checkbox"/> - Middle Level Managers <input type="checkbox"/> - Top Level Managers <input type="checkbox"/> By Geographic Location: <ul style="list-style-type: none"> - USA <input type="checkbox"/> - UK <input type="checkbox"/> - South Africa <input type="checkbox"/> - Middle East <input type="checkbox"/> - Far East <input type="checkbox"/> - Asia <input type="checkbox"/> - Canada <input type="checkbox"/> 	Management Issues: <ul style="list-style-type: none"> - Knowledge Management <input type="checkbox"/> - Brand Management <input type="checkbox"/> - Time Management <input type="checkbox"/> - Impression Management <input type="checkbox"/> - Risk Management <input type="checkbox"/> - Resource Management <input type="checkbox"/> - Functional competence <input type="checkbox"/> - Strategic Management <input type="checkbox"/> Clients / Customer and Supplier Related Issues: <ul style="list-style-type: none"> - Getting Clients <input type="checkbox"/> - Understanding Client Requirement <input type="checkbox"/> - Meeting Clients Requirement <input type="checkbox"/> - Client Relationship <input type="checkbox"/> - Non compliance from Suppliers <input type="checkbox"/> Innovation and Creativity: <ul style="list-style-type: none"> - Lack of Innovation <input type="checkbox"/> - Lack of Creativity <input type="checkbox"/> - Obstacles for Innovation and creativity <input type="checkbox"/> - Plagiarism of original ideas <input type="checkbox"/> 	

SWOT ANALYSIS FRAMEWORK

Opportunities		Threats
Note: Select and Rate below mentioned factors on 1-10 scale.		
E x t e r n a l F a c t o r s	Any Other pls. specify: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Interpersonal Relationship Issues: - Unhealthy Competition <input type="checkbox"/> - Bad organization culture <input type="checkbox"/> - The clash between your ideals and dominant group norms <input type="checkbox"/> - Animosity from your equals <input type="checkbox"/> - Mediocre of Immediate Bosses <input type="checkbox"/> - Problems with your own team <input type="checkbox"/>
	Any Other pls. specify: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Product or Services Related Issues: - Copy of your product or service <input type="checkbox"/> - Substitution of your product or service <input type="checkbox"/> - Boycott your products <input type="checkbox"/> - End of Product Life Cycle <input type="checkbox"/> - Hold up : Delays in you delivering your service or product at the specified price and time <input type="checkbox"/> - Slack : The silent killer of small business, theft, absenteeism, no engagement and waste or ineffective use of current resources <input type="checkbox"/>
	Any Other pls. specify: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Any Other pls. specify: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5.4.2 COMPETENCY FRAMEWORK PART I: KNOWLEDGE

Usage of Competency Mapping Framework: Researcher developed competency mapping framework with the objective of competency building of MBA students by being focused on the desired elements of competency. This competency framework is divided in four parts 1) Knowledge 2) Skills 3) Attitude 4) Key Attributes. Under each part element of competency is described clearly. Students are expected understand each element of competency and rate themselves on 1-5 scale, where 1=None, 2=Minimal, 3=Average, 4-Above Average, 5=Proficient. Score for the each part need to be computed separately and accordingly percentage to be calculated. If the score in each part is 60 % or more than 60 % then level of competency is appropriate for desired career still efforts are needed to maintain or enhance the same. But if level of competency in any of the part is less than 60 % then that area is the area of concern, which need to be developed by means of further study or training and development programmes, information interviewing, gaining work experience, summer internship programme, professional advice and support etc. The result of mapping activity is helpful in identifying realistic career needs, setting SMART career objectives and goals, designing career path(s). It is also helpful to identify probable career opportunities and threats of corporate career. In some cases career shift or change can be advised by thorough analysis and interaction with students on continuous basis to avoid wrong choices or career failure. This framework is very specific hence it is useful to map actual competency of students and identify the areas of thrust by understanding corporate expectations about desired level of competency. Gap analysis can be done and the

training calendar can be prepared to design need based training and development activities for students instead of mere training and development activities completing formalities.

Table 5.1 Competency Framework Part I- Knowledge

Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient						
PART -I - KNOWLEDGE -Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject						
Sr. No.	Element of Competency	Description	1	2	3	4 5
i	Strengths	Positive aspect of an Individual that can be used to shape up Personal and Professional life				
ii	Weaknesses	Negative aspect of an individual that is constraint for Personal and Professional Development which needs improvement				
iii	Opportunities	A favorable or advantageous circumstance or combination of circumstances to shape up Personal and Professional Life				
iv	Threats	A negative event(s) that can cause a risk or loss to Personal or Professional Life				
v	Skills	Identify natural talents, acquired skills and academic activities in which you excel				
vi	Interest	Make a note of your activities, hobbies and academic subjects you enjoy				

Sr. No.	Element of Competency	Description	1	2	3	4	5
vii	Values	Clarify work-related factors and life-style preferences important for your career need satisfaction					
viii	Personality Type	Discover your unique personal characteristics, work preferences and decision making style					
ix	Work Culture	Work Culture includes the organization values, visions, norms, working language, systems, symbols, beliefs and habits. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling. Organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders.					
x	Strong Fundamentals /Domain	Clear knowledge about management fundamentals as well as fundamentals in their own area of specialization					
xi	Basic Corporate Awareness	Basic information about the corporate world and related happening					
xii	Labour Market and Trends	Basic Information and fair idea about the highlights of employment scenario, pay, cost of living etc. at local as well as Global Platform					

Sr. No.	Element of Competency	Description	1	2	3	4	5
xiii	Community Resources	Information about Community asset is anything that can be used to improve the quality of community life. This means it can be person, physical structure or place viz. school, hospital, library, park etc. It can be business that provides job and supports local economy					
xiv	Health	A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community					
xv	Legal	Basic Information about what is permitted by law ie lawful and what is not permitted by law ie, unlawful in day to day life					

5.4.3 COMPETENCY FRAMEWORK PART II : SKILLS

Table 5.2 Competency Framework Part II- Skills

PART -II - SKILLS: Description : An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).							
SKILLS CATEGORY NO. A: EMPLOYABLE SKILLS: Description: Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are generic in nature							
Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient							
1. Soft Skills: These are personal attributes that enhance an individual's interactions, job performance and career prospects.							
Sr. No.	Element of Competency	Description	1	2	3	4	5
i	Confidence	Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective.					
ii	Oral Communication	Speaking clearly and fluently, expressing opinions and arguments clearly and convincingly and making presentations with confidence					

Sr. No.	Element of Competency	Description	1	2	3	4	5
iii	Written Communication	Writing clearly and succinctly in an interesting and convincing manner and structuring information in a logical manner to facilitate the understanding of the intended audience.					
iv	Time Management	Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.					
v	Teamwork	Demonstrating interest in others, working effectively in teams, building team spirit and showing care and consideration for individuals.					
vi	Problem Solving	Problem solving consists in using generic or ad hoc methods, in an orderly manner, for finding solutions to problems					

Sr. No.	Element of Competency	Description	1	2	3	4	5
vii	Initiative and Enterprising	Coming forward to shoulder responsibility on our own. Keeping up to date with competitor information and market trends, identifying business opportunities and demonstrating financial awareness.					
viii	Creativity and Innovation	Producing new ideas and insights, creating innovative products and solutions and seeking opportunities for organizational change and improvement and society at large					
ix	Self Management	Self-Management refers to methods, skills, and strategies by which individuals can effectively direct their own activities toward the achievement of objectives					
x	Grasp Things Quickly	Learning Given things Fast					
xi	Use of Information Communication Technology (ICT)	Tools of Information, Communication and Technology Ex. Skype, Google Talk, Yahoo Msngr. Email, YouTube, Online Encyclopedia, Online Journal, Blue Tooth, Web Cam, USB, online search for information etc.					

2. Hard Skills: These are about a person's skill set and ability to perform a certain type of task or activity

Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient

Sr. No.	Element of Competency	Description	1	2	3	4	5
I	Research	Systematic efforts to gain new knowledge					
Ii	Data Collection	Data collection is the process of gathering and measuring information. It is your awareness about sources of data and tools for collecting data					
Iii	Data Analysis and Interpretation	Analyzing data of a verbal and numerical nature and other sources of information, breaking information down into components, probing for further information and generating workable solutions to problems					
Iv	Report Writing	A report is a presentation of facts and findings, as a basis for recommendations; written for a specific readership, and probably intended to be kept as a record for future use					

Sr. No.	Element of Competency	Description	1	2	3	4	5
V	Report Presentation	The purpose of a report presentation is to clearly communicate the objectives, methods, results, and importance of your project to a broad audience.					
Vi	Aptitude	An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental.					

3. Basic Managerial Skills: Basic Management Skills includes a set of abilities that an ideal manager needs to possess.

Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient

Sr. No.	Element of Competency	Description		1	2	3	4	5
I	Planning	Setting clear objectives and designing path to achieve set objectives						
Ii	Organizing	Organizing resources required to achieve set objectives and managing time and efforts effectively						

Sr. No.	Element of Competency	Description	1	2	3	4	5
Iii	Directing	The process in which the managers instruct, guide and oversee the performance of the workers to achieve predetermined goals.					
Iv	Controlling	Measuring the actual performance with standard set, taking corrective measures to remove or minimize deviation					
V	Coordinating	Coordination is the act of organizing, making different people or things work together for a common goal or efforts to fulfill desired goals in an organization.					
Vi	Leadership	Influencing, Directing and Motivating followers to achieve Predetermined Goal.					
Vii	Decision Making	Making effective decisions even under difficult circumstances, taking responsibility and showing initiative.					

SKILLS CATEGORY NO B: LIFE SKILLS : Description: They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient

Sr. No.	Element of Competency	Description	1	2	3	4	5
i	Educational Planning	Educational planning allows a child or young adult and their families to consider the 'best fit' educational and practical opportunities					
ii	Networking	Establishing effective relationships with prospective members of the society who are potential to build personal and professional life					
iii	Job hunting Skill	Job Search Skills, Job seeking skills-preparing for work, job hunting, Effective use of employment and training resources					
iv	Job Maintenance Skill	The skills which help do to maintain and improve your education and job.					
v	Adaptability and Flexibility	Adapting to changing circumstances, embracing change, being open to new ideas and dealing effectively with ambiguity					

Sr. No.	Element of Competency	Description	1	2	3	4	5
vi	Emergency and Safety Skills	An emergency is a situation that poses an immediate threat to human life or serious damage to property. So protect human life or property in emergency is emergency skills. Being proactive, utilizing safety measures to avoid accidents is safety skills.					
vii	Personal Appearance and Hygiene	Personal hygiene refers to the cleaning and grooming of the body. In addition to improving appearance. The main purpose of personal hygiene is to prevent illness and improve appearance, but hygiene also plays an important role in social acceptance and can either improve or hinder a person's reputation in social situations.					
viii	Parenting and Child Care	Learning good parenting skills can help parents deal with day to day challenges of raising children. Often parents may react out of emotion or act from past behavior. However, this behavior may or may not be healthy for the development of the kids. The main focus is on child care and development.					
ix	Work - Life Balancing Skills	Work-life balance is a concept including proper prioritizing between 'work' (career and ambition) and 'lifestyle' (health, pleasure, leisure, family, spiritual development and meditation).					

5.4.4 COMPETENCY FRAMEWORK PART III: ATTITUDE

Table 5.3 Competency Framework Part III- Attitude

PART-III-ATTITUDE: A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.						
Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient						
Sr. No.	Element of Competency	Description	1	2	3	4 5
i	Ethical Behavior	Upholding ethics and values, acting with integrity and promoting equal opportunities.				
ii	Concern for Environment	Encourages organizational and individual responsibility towards the environment Conservation.				
iii	Concern for weaker section of society	Encourages organizational and individual responsibility towards weaker section of society.				
iv	Transparency	Being open in communication and accountability				
v	Responsibility	A duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill, and which has a consequent penalty for failure.				
vi	Accountability	Answerability				
vii	Right Attitude	Being assertive and expecting what they really deserve, avoid show off				

5.4.5 COMPETENCY FRAMEWORK PART IV: KEY ATTRIBUTE

Table 5.4 Competency Framework Part IV - Key Attribute

PART-IV-PERSONAL KEY ATTRIBUTE : Important Personal Traits							
Note: 1=None, 2 =Minimal, 3=Average, 4=Above Average, 5 = Proficient							
Sr. No.	Element of Competency	Description	1	2	3	4	5
i	Commitment	It's a promise or an agreement to perform a particular activity at a certain time in the future under certain circumstances.					
ii	Honesty & Integrity	Closely associated with honesty is integrity. Integrity means thinking and doing what is right at all times, no matter what the consequences. There can be honesty without integrity, but no integrity without honesty.					
iii	Enthusiasm	Great excitement for or interest in a subject or cause. A source or cause of great excitement or interest.					
iv	Positive Self Esteem	Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. People with a healthy level of self-esteem.					
v	Ability to deal with pressure	Working productively in a stressful environment, controlling emotions in difficult situations and handling criticism effectively.					
vi	Common sense	Common sense means paying attention to the obvious.					

5.5 FINDINGS RELATED TO OBJECTIVES NO. 5

Objective No.5: To develop a model for Corporate Career Building Programme(CCBP) using HR Tools and Techniques.

Researcher observed that there is a gap between corporate expectations and corporate career aspiration of said MBA students. The major reason for the gap is due to lack of information and knowledge to MBA students about themselves and about corporate world. To bridge that gap researcher developed CCBP Model using HR tools and techniques viz. Competency Mapping and SWOT Analysis. This model will help students to identify their realistic career needs against the corporate career opportunities available so as to ensure corporate career success along with work-life balance. Highlights of said gap were as follows:

5.5.1 GAP BETWEEN CORPORATE EXPECTATIONS AND MBA STUDENT'S CAREER ASPIRATIONS.

Table 5.5: Gap between Corporate Expectations and MBA Student Career Aspirations

Sr. No.	Criteria	Corporate Expectations	MBA Students Corporate Career Aspirations
1	Salary Level	Offers: Rs.10,000 to Rs. 30,000 Per Month	Expectations: Rs.20,000 to Rs. 40,000 Per Month
2	Prospective Sectors	1) IT and ITES 2) Financial Services 3) Healthcare and Pharmaceuticals 4) Energy 5) Consumer Goods and Retailing	1) Education 2) Technology 3) Professional Services 4) IT and ITES 5) Consumer Goods and Retailing

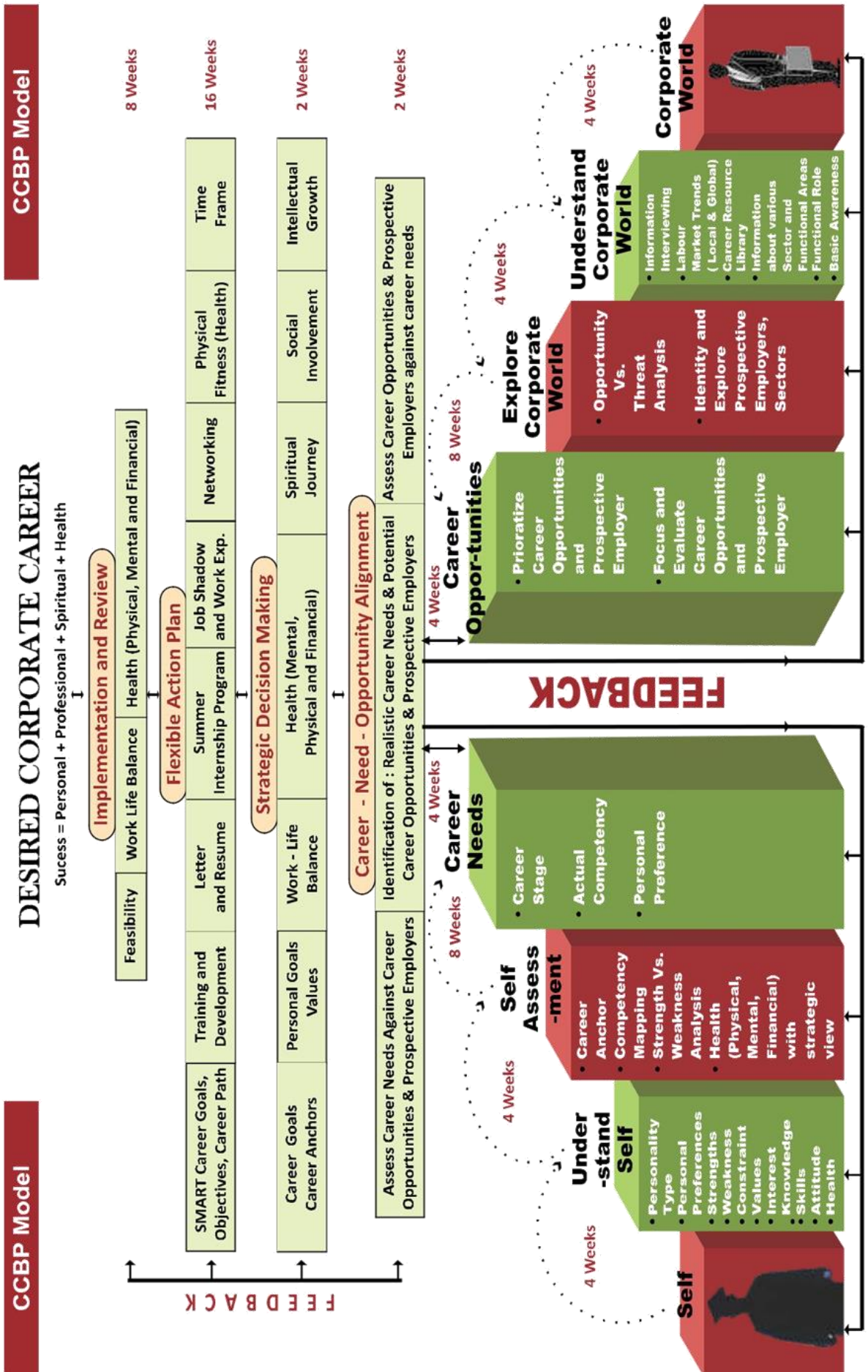
Sr. No.	Criteria	Corporate Expectations	MBA Students Corporate Career Aspirations
3	Best Career Options	1) Corporate Sector 2) Entrepreneurship 3) Research and Consultancy	1) Corporate Sector 2) Entrepreneurship 3) Consultancy and Research
4	Functional Role	1) Business Development, Marketing & Sales 2) Information Technology 3) Finance 4) Research and Development 5) Human Resource 6) Procurement and Supply Chain Management	1) Business Development Marketing and Sales 2) General Management 3) Human Resource 4) Finance 5) Information Technology
5	Preferred Knowledge	Techno-Commercial	General or Commercial
	Preferred Skills	Multi-skills	General Skills, Less Inclination towards technical skills.
	Preferred Attitude	General Attitude- Ethical Behaviour, Transparency, Responsibility, Accountability, Concern towards environment	Lacking in General Attitude, Self Centered. Needs to inculcate Ethical Behaviour, Transparency, Responsibility Accountability and Concern towards environment.
6	Best Methods to explore corporate career Opportunities	1) On campus 2) Internet 3) Job Fairs 4) Placement Agencies 5) Company Website	1) On Campus 2) Internet 3) Networking 4) Summer Internship Programmes (SIP) 5) Faculty Contacts

Sr. No.	Criteria	Corporate Expectations	MBA Students Corporate Career Aspirations
7	Work Pressure	MBA Students need to be ready to bear work pressure and should be flexible enough.	Willingness to bear work pressure but least preference to meet strict deadlines, Need more autonomy, little supervision
8	Compromise with Life Style for career decisions	Expressed need for compromises with Life Styles for Career Decisions.	Half of said Students do not express their willingness to compromise on Life Style for Career Decisions.
9	Change	Change is unavoidable. Need to flexible enough to accept and accommodate change	Only half of said students ready to accept change others were not.
10	Career Goals	Clear Realistic Goal	Lack of Realistic Career Goals. Needs more Counselling and Knowledge to frame SMART Career Goals.

5.5.2 DEVELOPMENT OF CORPORATE CAREER BUILDING PROGRAMME (CCBP) MODEL

The major finding of the present research study is Corporate Career Building Programme(CCBP) Model (Refer CCBP model on next page i.e. Page No 288). Researcher has developed CCBP Model with the aim of building successful corporate career for the said MBA Students. The details of CCBP Model are discussed as follows:

CORPORATE CAREER BUILDING PROGRAMME (CCBP) MODEL



What is CCBP Model?

CCBP Model is the Corporate Career Building Programme Model designed to build the successful corporate career of MBA students in various management institutes affiliated to University of Pune in Pune City .

Purpose of CCBP Model: The purpose of CCBP model is to create the awareness among the students for their own career planning and development activity. Understanding self and exploring corporate world were the two significant aspects of CCBP Model. By means of self introspection and by gaining in-depth information about world of work this model will help students in identifying and crafting SMART career goal along with career path. This in turn will help students to identify compatible career.

5.5.3 CORPORATE CAREER BUILDING PROGRAMME (CCBP) MODEL GUIDELINES

- 1. Understand fundamentals** of career planning and development before implementing CCBP Model. (Refer 2.2.2 Core Concepts in Career Planning on Pg. No. 18)
- 2. Consider following principles** while implementing CCBP Model.
 - a. Change is Constant: World around us is dynamic in nature. Change is the only constant thing in this world. Single occupation will no longer take anybody from beginning to end of their working lives; adaptability is an important skill to carry into the future.
 - b. Learning is Ongoing and Continuous Process: Mere graduating from college does not mean education is

complete. Opportunities to learn are everywhere. Learn to recognize said opportunities to make learning lifelong experience.

- c. Need of Strategic View: Do not take any major career decisions on the basis of momentary interest but have strategic view for the process of career planning.
- d. Social Networking: Human beings were social in nature. The journey of life is with friends, family, teachers, and neighbors. Any of them can be willing and helpful in the process of career planning. Use your social network.
- e. Flexible Action Plan: There is a need to develop flexible action plan to accommodate the environmental changes which are beyond our control.

- 3. Time frame required implementing CCBP Model:** 48 Weeks (One Year). So said MBA Students are expected to start implementing CCBP model in the first year of their MBA Studies so that they will be ready with required kind of competency in the next year as expected by corporate.
- 4. Basis of the model:** Understanding Self, Understanding Corporate World and Career Need-Opportunity alignment is the basis of this model.
- 5. Understand CCBP Process:** This process begins with two terms viz. 'Self' and 'Corporate World'. Hence initiate the process by understanding yourself in term of Personality Type, Personal Preferences, Strengths, Weaknesses, Values, Interest, Knowledge, Skills, Attitude and Physical, Mental and Health Status.

Further the efforts are needed to understand Corporate World. Basic awareness of Corporate World, various functional areas and sectors, Make use of Information

Interview to gather information about Labour Market Trends viz. Local and Global. Keep yourself updated with information about career resource library and make effective use of it.

For giving strategic view to said process do individual SWOT analysis. Do self assessment to understand your own strengths and weaknesses and do Corporate World's assessment to understand opportunities and threats. Refer SWOT analysis framework developed by researcher for the same purpose (Refer Pg. No. 265).

Further, in self assessment you can also make use of Competency Mapping Framework developed by researcher, In addition, know your Career anchor and Health status (Physical Mental and financial) while planning your career.

Explore corporate world to identify best career opportunities, related prospective sector and employer. Gain a fair idea about environmental threats as well.

Identify your career needs by understanding your career stage, career anchors, actual competency and personal preferences and constraints.

Focus and evaluate career opportunities and prospective employer then prioritize career opportunities and prospective employer.

Align identified career needs with career opportunities and assess your career needs against career opportunities and prospective employer and vice versa.

Identify realistic career needs and opportunities and potential employer. Frame broader picture of career goals, keep your career anchors in mind while making career decisions. Considering personal goals and values, work-life balance, Health Status (Financial, Physical, Mental) and other aspects of life like: Stage of Spiritual Journey, Social Involvement, Intellectual Growth expected, make strategic decision to prepare flexible action plan to accommodate any environmental changes.

This flexible action plan includes SMART Career Goals and Objectives, Career Path, Training and Development activities required, Basic preparation needed for job interview, Cover Letter and Resume Preparation. Further it includes plan for Summer Internship Program (SIP), Job Shadow, Work Experience, Networking, Physical Fitness activities to maintain your health and avoid health issues which may become obstacle while achieving your career goal within specific time frame. Follow the timeline mentioned in the CCBP model.

Implement and review the said action plan in terms of feasibility, work-life balance and Health Status (Financial, Physical and Mental).

If the entire process is completed with full dedication one will reach a desired corporate career. Success of corporate career measure in terms of Personal, Professional, Spiritual and Health (Financial, Physical and Mental) dimensions. If an individual is able to maintain all the dimensions it is a true career success.

After implementing the said model do take feedback and review the same. Kindly revert wherever you find problem area, update any mistake or deviation observed and continue your journey again.

Chapter VII

RESEARCH CONTRIBUTIONS AND SCOPE FOR FURTHER RESEARCH STUDY

Chapter VII

RESEARCH CONTRIBUTIONS AND SCOPE FOR FURTHER RESEARCH STUDY

7.1 RESEARCH CONTRIBUTION

Researcher has put all the efforts to gain attention of concerned MBA Students of various management students affiliated to university of Pune in Pune City, Career Counselors, Management Institutes, University of Pune authorities, Ministry of Human Resource Development (HRD) towards area of career planning and counseling for MBA aspirants for building successful corporate career. Research by means of survey also identified that majority of students those who opt for MBA courses have dream of building successful corporate career.

In order to convert their dream into reality there is a need of exclusive proactive approach towards career planning and development for the purpose of holistic development of student along with career. Mere training and development program, workshops, guest lectures will only contributes to some skill enhancement purpose but it is not sufficient to fulfill corporate expectations about MBA graduates and to make them employable in true sense. Researcher made the efforts to begin the journey towards holistic development of students by putting stepping stone towards their career planning. Following are the details of Researcher's contribution to the body of subject knowledge.

1. **Researcher has formulated conceptual framework of career planning and counseling for concerned MBA students**

By understanding said MBA student's corporate career aspiration and on the other hand understanding corporate expectations about these MBA graduates and trends in contemporary corporate world. These will act as guidelines for the career planning and development of concerned MBA students. Also these guidelines will help them in setting realistic corporate career goal instead of having unrealistic expectations.

These guidelines are also helpful to various concerned management institute, University of Pune, Ministry of HRD for policy making purpose for optimum utilization of Human Capital, the young productive generation of our nation. The efforts of these generations will be channelized in right direction which is otherwise wasting their energy because of lack of right kind of guidance.

2. **Identification and utilization of HR tools and techniques for developing corporate career building programme (CCBP) for concerned MBA students.**

Researcher reviewed various HR tools and techniques viz. Harrington-O'Shea's Career Decision-Making System (CDM) , System of Interactive Guidance and Information (SIGI), Strong-Campbell Interest Inventory (Sell), Big Five Model, Raymond Cattell's 16 PF (Personality Factors), Myers-Briggs Type Indicator (MBTI), Competency Mapping, SWOT Analysis. She also discussed with professionals to understand most effective, commonly

used tools. She has identified SWOT Analysis and Competency Mapping tool as most popular and effective tools. Accordingly researcher developed customized framework of SWOT Analysis and Competency Mapping to give strategic approach to developed model (Ref. Pg.---) which is used in the current CCBP model for corporate career building programme of concerned MBA students.

3. Development of Corporate Career Building Programme (CCBP) model.

The most important contribution of researcher to the present research study was researcher developed Corporate Career Building Programme (CCBP) model for the exclusive purpose of building successful corporate career of MBA aspirants as majority of them dreams for same.

7.2 SCOPE FOR FURTHER RESEARCH STUDY

1. Development of Skill Gap Inventory: Skill Gap inventory can be developed by understanding corporate skill set expectations and actual skill set of MBA Students.
2. Development of Training Calendar: To bridge the above skill gap effectively and need based training program is expected. Schedule of such all the training program can be summarized in Training Calendar.
3. There is need for holistic counseling for the successful Implementation of CCBP model so appropriate counseling program can be developed.

ANNEXURE - I

QUESTIONNAIRE-I

QUESTIONNAIRE - I FOR MBA STUDENTS

Name of the Institute : _____

Personal Details : (Pls. Tick ✓ wherever necessary)									
(Surname)		(First Name)		(Father)		(Mother)			
Date of Birth						Birth Place along with District & State			
D	D	M	M	Y	Y	Y	Y		
Marital Status : Married <input type="checkbox"/> Single <input type="checkbox"/>						Gender : Male <input type="checkbox"/> Female <input type="checkbox"/>			
Physical Fitness : Yes <input type="checkbox"/> No <input type="checkbox"/> Physically Challenged <input type="checkbox"/> Health Issues <input type="checkbox"/>									
Father's Occupation :						Annual Income (₹) :			
Mother's Occupation :						Annual Income (₹) :			
Own Occupation (if working) :						Annual Income (₹) :			
Work Experience : Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, Pls. Specify No. of Years : ____ Yrs. & Employment Details									
Designation :									
Employer Name :									
Address :						Home Town :			

Educational Qualification : (Start with the recent degree)				
Examinations	University	Year of passing	% of Marks	Special / Optional Subject
(Post Graduation)				
(Graduation)				
(HSC)				
(SSC)				
(Diploma)				
(Any Other)				

Q1. State your major achievements (If any)

1. _____
2. _____
3. _____
4. _____
5. _____

- Q2. What type of person you are (Select and Tick (✓) any one option)
 Extrovert ☐ Introvert ☐ Don't Know ☐
- Q3. What are your values (Select and Tick (✓) minimum one or maximum three options)
 Team Work ☐ Integrity ☐ Innovation ☐
 Excellence ☐ Passion ☐ Self Discipline ☐
 Any other Pls. Specify _____
- Q4. What do you prefer working with (Select and Tick (✓) any one or two options)
 People ☐ Things ☐ Information ☐
 Any other (Pls. Specify) : _____
- Q5. You work best in an environment (Select and Tick (✓) minimum one or maximum three options)
 With interesting and friendly people ☐ In a calm & quiet place ☐
 In a lab alone ☐ Outdoors with view of nature ☐
 with strict deadlines to be met ☐
 With little supervision so that I can work with my creativity ☐
 Full of Challenges and Risk ☐ Can be part of any Team ☐
 Any other pls. Specify _____
- Q6. Select and Tick (✓) any one or two life roles that are important along with your job or occupation.
 Daughter ☐ Son ☐ Brother ☐ Sister ☐
 Husband ☐ Wife ☐ Father ☐ Mother ☐
 Guardian ☐
 OR Any other Pls. Specify : _____
- Q7. Do you have family owned business? (Select and Tick (✓) any one)
 Yes ☐ No ☐ Don't No ☐
 If Yes, Do you wish to continue the same ☐ OR Venture into new business? ☐
 Wish to continue the same as well as venture into new business ☐
- Q8. Do you have short term & long term goal? (Select and Tick (✓) any one)
 Yes ☐ No ☐ Don't Know ☐ If yes, Pls. Specify :
 Short Term Goal _____
 Long Term Goal _____
- Q9. What can help you achieve your goals, and what obstacles could get in your way?
 Thing(s) which can Help : _____

 Obstacle(s) : _____

Desired Career Anchor

- Q10. Select and Tick (✓) minimum one and maximum three most important long-term preferences for your career (Career Anchor). Rate them on 1-5 Scale. Where 1= Prefer little of the time and 5= Prefer all of the time. Please circle the number corresponding to your rating.

		1	2	3	4	5	
		Prefer Little of the time	Prefer Some of the time	Prefer Good bit of the time	Prefer Most of the time	Prefer All of the time	
Autonomy / Independence	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
Technical / Functional Competence	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
Security / Stability	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
General Management	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
Entrepreneurial Activity	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
Pure Challenge	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time
Service	<input type="checkbox"/>	Prefer Little of the time	1	2	3	4	5 Prefer All of the time

Life Style ☐ Prefer Little of the time 1 2 3 4 5 Prefer All of the time

Internationalization ☐ Prefer Little of the time 1 2 3 4 5 Prefer All of the time

Any other anchor your Choice (Pls. Specify) : _____

Predefined Career or The Career most suited for you.

Q11. Select and Tick (✓) minimum one & maximum two most suitable long-term career options for you. Rate them on 1-5 Scale. Where 1= Rarely suits to me & 5= Always suits to me. Please circle the number corresponding to your rating.

1 2 3 4 5
Rarely suits to me Oftenly suits to me Fairly suits to me Considerably suits to me Exactly suits to me

Corporate Sector ☐ Rarely suits to me 1 2 3 4 5 Exactly suits to me

Entrepreneurship ☐ Rarely suits to me 1 2 3 4 5 Exactly suits to me

Academic /Teaching Profession ☐ Rarely suits to me 1 2 3 4 5 Exactly suits to me

Consultant ☐ Rarely suits to me 1 2 3 4 5 Exactly suits to me

Research ☐ Rarely suits to me 1 2 3 4 5 Exactly suits to me

Any other profession of your choice : _____

Q12. Do you have a dream of building successful corporate career? (Select and Tick (✓) any one)

Yes ☐ No ☐ Don't Know ☐ If yes, then answer following :

Q13. Select and Tick (✓) minimum one and maximum two most important sectors that you wish to explore for your dream corporate career. Rate them on 1-5 scale. Where 1= Least Important sector and 5=Most Important sector. Please circle the number corresponding to your rating.

Financial services ☐ Least Important 1 2 3 4 5 Most Important

Professional services ☐ Least Important 1 2 3 4 5 Most Important

Automotive ☐ Least Important 1 2 3 4 5 Most Important

Information Technology ☐ Least Important 1 2 3 4 5 Most Important

Telecommunication ☐ Least Important 1 2 3 4 5 Most Important

Healthcare and Pharmaceuticals ☐ Least Important 1 2 3 4 5 Most Important

Energy ☐ Least Important 1 2 3 4 5 Most Important

Education ☐ Least Important 1 2 3 4 5 Most Important

Real Estate ☐ Least Important 1 2 3 4 5 Most Important

Media ☐ Least Important 1 2 3 4 5 Most Important

Technology ☐ Least Important 1 2 3 4 5 Most Important

Consumer goods and Retailing ☐ Least Important 1 2 3 4 5 Most Important

Manufacturing (non-automotive) ☐ Least Important 1 2 3 4 5 Most Important

Any other Pls. Specify _____

Q14. Where do you prefer to work? (Select and Tick (✓) any one)

Large Scale Organization ☐ Small Scale Organization ☐

Medium Scale Organization ☐

If Large, why? Pls. specify reason _____

If Small, why? Pls. specify reason _____

If Medium, why? Pls. specify reason _____

- Q15. Select and Tick (✓) minimum one and maximum two options that describes your main function role in long term.
- | | | | | | |
|---|--------------------------|------------|--------------------------|--------------------------|--------------------------|
| General Management | <input type="checkbox"/> | Strategy | <input type="checkbox"/> | Operations | <input type="checkbox"/> |
| Finance | <input type="checkbox"/> | IT | <input type="checkbox"/> | Risk or legal | <input type="checkbox"/> |
| Human resources | <input type="checkbox"/> | Consultant | <input type="checkbox"/> | Business Analyst | <input type="checkbox"/> |
| Procurement or Supply-Chain Management | | | | <input type="checkbox"/> | |
| Business Development, Marketing and Sales | | | | <input type="checkbox"/> | |
| Information, Research or Development | | | | <input type="checkbox"/> | |
| International Business Management | | | | <input type="checkbox"/> | |
| Any other Pls. Specify _____ | | | | | |
- Q16. What Job in your dream company do you want to work towards (Select and Tick (✓) any one).
- Entry Level Executive ☐ Middle Level Manager ☐ Top Level Manager ☐
- Any other Pls. Specify _____
- Q17. As a fresher, what level of salary do you expect per month to begin your corporate career (Select and Tick (✓) any one).
- | | | | | | |
|------------------|--------------------------|------------------|--------------------------|------------------|--------------------------|
| Less than 10,000 | <input type="checkbox"/> | 10,001 to 20,000 | <input type="checkbox"/> | 20,001 to 30,000 | <input type="checkbox"/> |
| 30,001 to 40,000 | <input type="checkbox"/> | 40,001 to 50,000 | <input type="checkbox"/> | 50,001 and above | <input type="checkbox"/> |
- Q18. Where do you prefer to work (Select and Tick (✓) any one).
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| Wish to be in India only | <input type="checkbox"/> | Wish to work abroad only | <input type="checkbox"/> |
| Wish to work India initially and later on want to work abroad | <input type="checkbox"/> | | |
| Wish to work abroad initially and later on want to work in India | <input type="checkbox"/> | | |
- Q19. If you wish to abroad, what is your preferred Geographic Location (Select and Tick (✓) any one or two)?
- | | | | | | |
|------------------------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| UK | <input type="checkbox"/> | USA | <input type="checkbox"/> | Europe | <input type="checkbox"/> |
| South Africa | <input type="checkbox"/> | Far East | <input type="checkbox"/> | Middle East | <input type="checkbox"/> |
| Any other Pls. Specify _____ | | | | | |
| Why? _____ | | | | | |
- Q20. Select and Tick (✓) any one option, where you want to settle finally in your life.
- In India ☐ Abroad ☐
- Q21. Following are some statements to understand your expectations about your dream corporate career and to help you to explore corporate career opportunities. Each statement has five alternatives as follows :

Strongly Disagree Disagree Neutral Agree Strongly Agree

You are requested to select and Tick (✓) only one number, which candidly express your response. Please make sure that you have responded to all the statements.

- | | | | | | | | |
|---|-------------------|---|---|---|---|---|----------------|
| i) All the Management Students have dream of building successful corporate career. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| ii) Career Planning and Career Decisions are sensitive key inputs for selecting the suitable career options. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| iii) 'Attractive Salary Package' is one of the criteria while deciding your career option. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| iv) 'Excellent Job Profile' is one of the criteria while deciding your career option. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| v) Training and Development activities at the organization Matters while deciding your Corporate Career option. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| vi) 'Better Prospects for future Growth' is expected in your dream Corporate Career. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| vii) 'Brand Employer' play key role in building successful Corporate Career. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |

- viii) Knowing your 'Strengths' is essential while deciding Career Plan. Strongly Disagree 1 2 3 4 5 Strongly Agree
- ix) Knowing your 'Weaknesses' is essential while deciding Career Plan. Strongly Disagree 1 2 3 4 5 Strongly Agree
- x) Knowing 'Career Opportunities' is essential for deciding Career Plan. Strongly Disagree 1 2 3 4 5 Strongly Agree
- xi) Knowing 'Probable Threat from today's dynamic Environment' is essential in deciding Career Plan. Strongly Disagree 1 2 3 4 5 Strongly Agree
- xii) 'Functional Competence' is essential for corporate career success. Strongly Disagree 1 2 3 4 5 Strongly Agree
- xiii) General Managerial skills are essential for corporate career success. Strongly Disagree 1 2 3 4 5 Strongly Agree

Q22. Name the three things which you would like to avoid in your Corporate Career?

1. _____
2. _____
3. _____

Q23. Do you know various information in regards to your chosen career (like Advantages, disadvantages of Chosen field, Job description, amount of pay, working conditions, opportunity for advancement, whether there is a demand for this field, the types of tasks performed, etc.)? select and Tick (✓) the only one option.

Yes ☐ No ☐ Don't Know ☐ Partially Known ☐

Q24. Select and Tick (✓) one or two options to explore your dream corporate career.

further study ☐ Training & Development ☐

Work experience ☐

Volunteer work as a stepping stone towards long-term employment ☐

Job shadowing (This involves Learner spending time with someone from world of work) ☐

Q25. How frequently you discuss your career and educational plans with your parents, counsellor, or other interested people? Select and Tick (✓) the only one option.

Never ☐ Sometimes ☐ Fairly often ☐ Always ☐

Q26. Do you use any career resource library / media / method which will be useful to you to explore your possible career options? Select and Tick (✓) the only one option.

Yes ☐ No ☐ Don't Know ☐ Partially Known ☐

If Yes, then select and Tick (✓) any five most useful methods and rate them on 1-5 scale. Where 1= Least Useful and 5= Most Useful. Please circle the number corresponding to your rating.

		Least Useful	Sometimes Useful	Fairly Useful	Fairly Often Useful	Most Useful		
On Campus	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Off Campus	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Pool Campus	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Job Fairs	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Job Portals	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Alumni Network	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Newspaper Advt.	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Placement Agencies	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Summer Internship Programme	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful
Faculty Contacts	<input type="checkbox"/>	Least Useful	1	2	3	4	5	Most Useful

Campus Website	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Videoconferencing	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Networking	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Books and Magazines	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Internet	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Television	<input type="checkbox"/> Least Useful	1	2	3	4	5	Most Useful
Any other pls. Specify _____							

Pls. Tick (✓) any one alternative selected	Yes	No	Don't Know
Do you have Knowledge of Economics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have knowledge of Labour Market and Trends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you prioritized your career options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you developed action plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you devised strategies to implement your action plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified your prospective employer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you done self assessment from employer's perspective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pls. Tick ✓ any one alternative selected	Yes	No	Don't Know
Do you have an up-to-date résumé and cover letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you ready for job interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you networked with others who may be potential?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you compromise with your 'Life Style' when it comes to career decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you ready to bear work pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prefer changes in your career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any Five Major Personal Strengths and Weaknesses	
Strengths	Weaknesses

ANNEXURE - II

QUESTIONNAIRE-II

QUESTIONNAIRE -II FOR CORPORATE PERSONNEL

Name : _____

Designation : _____

Organization Name : _____

Address : _____

Email-Id : _____

Age : _____ Gender : Female ☐ Male ☐

Work Experience : 0-5 yrs. ☐ 5-10 Yrs. ☐ 10-15 Yrs. ☐ 15 & above ☐

Understanding World of Work for Management Students

- Q1. Which of the following professional courses will ensure better career prospect in contemporary scenario? Select and Tick (✓) any two options. Rate them on 1-5 Scale where 1=Least Career Prospects and 5=Highest Career Prospects. Please circle the number corresponding to your rating.

MBA	<input type="checkbox"/>	Least career prospects	1	2	3	4	5	Most career prospects
MBS	<input type="checkbox"/>	Least career prospects	1	2	3	4	5	Most career prospects
MMM	<input type="checkbox"/>	Least career prospects	1	2	3	4	5	Most career prospects
MPM	<input type="checkbox"/>	Least career prospects	1	2	3	4	5	Most career prospects
PGDM	<input type="checkbox"/>	Least career prospects	1	2	3	4	5	Most career prospects

Any other Pls. Specify _____

- Q2. Select and Tick (✓) any one, salary level per month, which you would like to offer, to MBA Students from average B-Schools to begin their corporate career.

Less than 10,000 ☐ 10,001 to 20,000 ☐ 20,001 to 30,000 ☐
30,001 to 40,000 ☐ 40,001 to 50,000 ☐ 50,001 and above ☐

- Q3. In next five years, Identify and Tick (✓) any five sectors, which will provide highest career opportunities and rate them on 1-5 scale. Where 1= Least Career Opportunities and 5= Highest Career Opportunities. Please circle the number corresponding to your rating.

Financial services	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Healthcare and Pharmaceuticals	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Professional services	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Consumer goods and Retailing	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Manufacturing (non-automotive)	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Energy	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Information Technology & ITES	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Automobiles	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Telcommunication	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Public sector	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Education & Training	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Media & Entertainment	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Real Estate	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Science & Technology	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Research & Development	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Infrastructure	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Tourism & Hospitality	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities

Agriculture	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities
Aviation	<input type="checkbox"/>	Least career opportunities	1	2	3	4	5	Highest career opportunities

Any other Pls. specify _____

- Q4. Which of the following Knowledge will be preferred?
 Technical ☐ Commercial ☐ Techno-Commercial ☐
- Q5. Identify and Tick (✓) any five 'Functional Role' which will ensure better career prospects in next five years?
 Business Development, Marketing & Sales ☐ General Management ☐
 Operations ☐ IT ☐
 Information, Research or Development ☐ Risk or legal ☐
 Procurement or Supply-Chain Management ☐ Business Analyst ☐
 Consultant ☐ Human Resources ☐ Strategy ☐ Finance ☐
- Q6. Select and Tick (✓) any three tests preferred by you for the selection of Management Trainee?
 General Knowledge Test ☐ Aptitude Test ☐ Subject Knowledge Test ☐
 Psychometric Test ☐ None of these ☐ Any other pls. Specify _____
 If Psychometric Test Pls. Specify test name _____
- Q7. Select and Tick (✓) any three types of interview preferred by you, for selection of Management Trainee.
 1. Telephone & Screening Interview ☐ 2. One to One Interview/Face to Face Interview ☐
 3. Behavioral & Situational Interview ☐ 4. Top Grading Interview ☐
 5. Stress & Brain Teaser Interview ☐ 6. Speed Interview ☐
 7. Panel Group and Peer Interviews ☐ 8. Simulation / Audition Interviews ☐
 9. Group Interview ☐ 10. Case Interview ☐
 11. Panel / Committee Interview ☐ 12. Tag Team Interview ☐
 13. Video Conferencing & Web Cam Interviews ☐
 14. Lunch or Dinner Interviews / Mealtime Interview ☐
 Any other pls. Specify _____
- Q8. Select and Tick (✓) any one, the type of personality expected in MBA Student
 Type A Personality Person ☐ Type A Personality Person ☐
 Mid of Type A & B ☐ Any other pls. Specify _____
- Q9. Select and Tick (✓) any one, to whom do you prefer to recruit as a 'Management Trainee'?
 A Management Student with multiskills ☐
 A Management Student with Specialized Knowledge ☐
 Any other pls. Specify _____
- Q10. Select and Tick (✓) any two career options which would give better career prospect for MBA Students. Rate them on 1-5 scale. Where 1= Least Career Prospects and 5= Highest Career Prospects. Please circle the number corresponding to your rating.
 Corporate Sector ☐
 Entrepreneurship ☐
 Academic / Teaching Profession ☐
 Consultant ☐
 Research & Development ☐
 Any other profession pls. specify _____
- Q11. Select and Tick (✓) any three Job portal, which is most useful for Job hunting, for MBA Students?
 Naukri ☐ Monster India ☐ Freshersworld ☐
 Dev Bistro ☐ Bharath Contract Jobs ☐ Career Age ☐
 Jobships ☐ Placement India ☐ Educational Jobs in India ☐
 Too Step ☐ Jobs Ahead ☐ Times Jobs Career Builder India ☐
 Career Jet ☐ Click Jobs ☐ Yuva Jobs ☐
 Job Street ☐ Any other pls. Specify _____

- Q12. Select and Tick (✓) any five best possible methods of exploring 'Corporate Career opportunities' by MBA Students.
- | | | | | | |
|-----------------------------|--------------------------|--------------------|--------------------------|----------------------|--------------------------|
| On Campus | <input type="checkbox"/> | Off Campus | <input type="checkbox"/> | Pool Campus | <input type="checkbox"/> |
| Job Fairs | <input type="checkbox"/> | Alumni Network | <input type="checkbox"/> | Job Portals/Internet | <input type="checkbox"/> |
| Newspaper Advt. | <input type="checkbox"/> | Placement Agencies | <input type="checkbox"/> | Campus Website | <input type="checkbox"/> |
| Summer Internship Programme | <input type="checkbox"/> | Faculty Contacts | <input type="checkbox"/> | Company Website | <input type="checkbox"/> |
| Videoconferencing | <input type="checkbox"/> | Social Networking | <input type="checkbox"/> | Any other | _____ |
- Q13. Select and Tick (✓) any three countries which will offer better Career opportunities in next five years?
- | | | | | | |
|-----------|--------------------------|--------|--------------------------|-----------|--------------------------|
| US | <input type="checkbox"/> | Canada | <input type="checkbox"/> | UK | <input type="checkbox"/> |
| Germany | <input type="checkbox"/> | China | <input type="checkbox"/> | India | <input type="checkbox"/> |
| Singapore | <input type="checkbox"/> | Gulf | <input type="checkbox"/> | Australia | <input type="checkbox"/> |
- Q14. Following are some statements to understand the corporate expectations about Management Students viz MBA Student to explore corporate career opportunities. Each statement has five alternatives, as follows.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

You are requested to Select & Tick (✓) only one alternative, which candidly expresses your responses. Please make sure that you have responded to all the statements.

General Statements related to Contemporary Work Environment
--

- | | |
|---|--|
| i) All the Management Students have dream of building successful corporate career? | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| ii) MBA Graduate Students are passionate to work abroad at the beginning of their Career. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| iii) Career Planning and Career Decisions are sensitive key inputs for selecting the suitable career options. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| iv) Today's MBA Graduates are ready to compromise with their 'Life Style' when it comes to career decision. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| v) MBA Graduates are ready to bear work pressure. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| vi) MBA Graduates are ready to accept 'change' in their career easily. They are flexible enough. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| vii) Social Networking is essential for successful Corporate Career. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| viii) 'Academic Record' affects employability of Management Trainee. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| ix) 'Work Experience' plays very important role in corporate selection of Management Trainee. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| x) 'Flow of Engineering Graduates in B-Schools' are affecting placements of other (Non Engineering) graduates. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| xi) Professionally drafted CV plays vital role in Screening and Short listing of Management Trainee | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| xii) Every thing mentioned in the CV of an interviewee needs to be handled with care. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| xiii) Before going to an interview, a candidate needs to learn thoroughly about the company profile, its history & its future planning. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| xiv) The MBA Students need to owe accountability and have practical approach towards their profession. | Strongly Disagree 1 2 3 4 5 Strongly Agree |
| xv) MBA Graduates should adapt themselves quickly according to the work culture of the company. | Strongly Disagree 1 2 3 4 5 Strongly Agree |

- xvi) Industry seeks employable graduates and not just graduates
i.e. There is wrong perception : Qualification = Employability
- xvii) Continues development of Employability Skills of MBA
Graduates can only bridge the demand-supply gap
- xviii) Employment opportunities for freshers in India have increased
in manifold over the last few years. The only way to have an edge
over others in the job market is to assess oneself and hone one's
employable Skills accordingly

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

General Statements related to Knowledge required by 'Management Trainee'

- i) Knowing one's 'Strengths' is essential while deciding Career Plan.
- ii) Knowing one's 'Weaknesses' is essential while deciding Career Plan.
- iii) Knowing 'Career Opportunities' is essential for deciding Career Plan.
- iv) Knowing 'Probable Threat from today's dynamic Environment' is essential in deciding Career Plan.
- v) Knowledge of one's 'Skills' are important for career planning
- vi) Knowledge of one's 'Interest' is essential for Career Planning
- vii) Knowledge of one's 'Values' is essential for Career Planning
- viii) Knowledge of our Personality Type is essential for individual Career Planning.
- ix) 'Knowledge of one Foreign Language other than English' is an added advantage for Management Trainee
- x) 'Knowledge of Work Culture' is essential for successful Corporate Career.
- xi) Strong Fundamental Subject Knowledge is expected for the Corporate Selection of Management Trainee
- xii) Business Awareness is essential for Corporate Career

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

General Statements related to 'Skills' required by 'Management Trainee'

- i) Interpersonal Skills plays vital role in Corporate Selection of Management Trainee
- ii) 'Decision Making Skill' is also vital component expected by recruiters of Corporate World.
- iii) 'Time Management Skill' is very important in Corporate Selection of Management Trainee.
- iv) Excellent Command over English Language creates positive impression on recruiters.
- v) 'Being a Good Learner' is equally important in today's dynamic work environment.
- vi) Listening Skills are equally important in the Selection of Management Trainee
- vii) 'Functional Competence' is required for Corporate Career Success.
- viii) 'General Managerial Skills' are required for Corporate Career Success.
- ix) Being 'Presentable' is one of the essential thing in the Corporate Selection of Management Trainee.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

Strongly Disagree 1 2 3 4 5 Strongly Agree

General Statements related to ‘Attitude & Qualities required by ‘Management Trainee’

- | | |
|---|--|
| i) ‘Enthusiasm’ plays very important role in Impression Management. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| ii) ‘Being a Good Team Member’ is essential in Today’s dynamic work environment of workforce diversity. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| iii) ‘Positive Attitude’ is one of the essential qualities in the Corporate Selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| iv) ‘Commitment’ is one of the most essential quality recruiters of Corporate World is looking for. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| v) ‘Self Discipline’ is one of the most essential quality in the corporate selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| vi) ‘Leadership’ is one of the most essential quality in the corporate selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| vii) ‘Self Confidence’ is one of the essential quality in Corporate selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| viii) ‘Accepting Challenge’ is required for Corporate Career Success. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| ix) ‘Hard work’ is an essential quality in the Corporate selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| x) ‘Smart work’ is an essential quality in the Corporate selection of Management Trainee. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |
| xi) Employers look for certain basic qualities & if one can groom oneself to meet their expectation one can secure their dream Job in time. | <div style="display: flex; justify-content: space-between; align-items: center;"> Strongly Disagree 1 2 3 4 5 Strongly Agree </div> |

Q15. Select and Tick (✓) any five essential qualities (A quality is something that is part of our personality, it comes naturally to us) in each category, which are surely required for employability of Management Trainee. Rate them on 1-5 Scale. Where 1= Least Important & 5= Most Important. Please circle the number corresponding to your rating.

- | | | | | |
|--------------------|--------------------------|-----------------|---|----------------|
| Calm | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Confident | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Sensitive | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Punctual | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Responsible | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Cautious | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Team worker | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Determined | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Hard Working | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Smart Working | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Proactive | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Reliable | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Well Organized | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Leadership | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Enthusiastic | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Adaptable | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Goal Oriented | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| Sales Orientation | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |
| High Work Standard | <input type="checkbox"/> | Least Important | <div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 5 </div> | Most Important |

Patient	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Considerate	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Polite	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Imaginative	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Honest	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Sociable	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Creative	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Committed	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Innovative	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Initiative	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Common sense	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
logical	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Soft tone	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Self Disciplined	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Self Motivated	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Right Approach	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Accountable	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Customer Service Orientation	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Any other Pls. Specify _____								

Q16. Select and Tick (✓) any five essential skills (Skill is something that you have learned to do) in each category, which are surely required for employability of Management Trainee. Rate them on 1-5 Scale. Where 1= Least Important and 5= Most Important. Please circle the number corresponding to your rating.

I. The Soft Skills Includes :

Communication (Includes Oral & Written)	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
English Language Proficiency	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Information Communication Technology (ICT) Skill	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Interpersonal Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Team Working Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Leadership Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Problem Solving Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Adaptability and Flexibility Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Risk taking Skill	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Creativity	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Innovation	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Personal Organization Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Time Management	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Negotiation Skills	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Proactive & Inquisitive	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Presence of mind Learning Skill	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Ready to accept Challenge	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important
Grasp things quickly	<input type="checkbox"/>	Least Important	1	2	3	4	5	Most Important

II. Hard Skill Set Includes :

Research in different areas of Management

☐ Least Important 1 2 3 4 5 Most Important

Data Collection Skills

☐ Least Important 1 2 3 4 5 Most Important

Data Analysing Skills

☐ Least Important 1 2 3 4 5 Most Important

Data Interpretation Skills

☐ Least Important 1 2 3 4 5 Most Important

Report Writing Skills

☐ Least Important 1 2 3 4 5 Most Important

Report Presentation Skills

☐ Least Important 1 2 3 4 5 Most Important

Modeling Skills

☐ Least Important 1 2 3 4 5 Most Important

Data Security Management Skills

☐ Least Important 1 2 3 4 5 Most Important

Database Management Skills

☐ Least Important 1 2 3 4 5 Most Important

Financial Risk Management Skills

☐ Least Important 1 2 3 4 5 Most Important

Software Handling Skills for taking instant decisions

☐ Least Important 1 2 3 4 5 Most Important

Strong in Fundamentals

☐ Least Important 1 2 3 4 5 Most Important

III. The Managerial Skill Set Includes

Decision Making

☐ Least Important 1 2 3 4 5 Most Important

Planning

☐ Least Important 1 2 3 4 5 Most Important

Organizing

☐ Least Important 1 2 3 4 5 Most Important

Directing

☐ Least Important 1 2 3 4 5 Most Important

Controlling

☐ Least Important 1 2 3 4 5 Most Important

Coordinating

☐ Least Important 1 2 3 4 5 Most Important

IV. The attitudinal skill set includes :

Ethical Behavior

☐ Least Important 1 2 3 4 5 Most Important

Concern for Environment

☐ Least Important 1 2 3 4 5 Most Important

Concern for weaker section of Society

☐ Least Important 1 2 3 4 5 Most Important

Transparency

☐ Least Important 1 2 3 4 5 Most Important

Responsibility

☐ Least Important 1 2 3 4 5 Most Important

Accountability

☐ Least Important 1 2 3 4 5 Most Important

General Attitude

☐ Least Important 1 2 3 4 5 Most Important

Q17. Select and Tick (✓) **any five major common mistake** of Management Trainees, Observed by you at the time of Interview. Rate them on 1-5 Scale. Where 1= Least Important and 5= Most Important. Please circle the number corresponding to your rating.

Poor Personal Appearance / Unsuitable Appearance

☐ Least Important 1 2 3 4 5 Most Important

Reaching Late

☐ Least Important 1 2 3 4 5 Most Important

Not Being Prepared

☐ Least Important 1 2 3 4 5 Most Important

Not Knowing Yourself/ Inability to express self clearly

☐ Least Important 1 2 3 4 5 Most Important

Poor voice diction, Grammar, Poor Communication Skill

☐ Least Important 1 2 3 4 5 Most Important

Focusing on the past

☐ Least Important 1 2 3 4 5 Most Important

Talking too much and saying too little

☐ Least Important 1 2 3 4 5 Most Important

Not listening

☐ Least Important 1 2 3 4 5 Most Important

Stepping out of 'sell mode' too early

☐ Least Important 1 2 3 4 5 Most Important

Lack of Interest and Enthusiasm / failure to show interest

☐ Least Important 1 2 3 4 5 Most Important

Passive and Indifferent	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Low Energy or passion	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Being too humble	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Not being realistic	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Failure to look at interviewer while conversing	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Limp, fishy handshake	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Ask no question about job	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Lack of Maturity	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Overbearing, Over aggressive, conceited with superiority or "Know it all Complex"	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Lack of Planning for career : no purpose and goals	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Lack of Confidence and Poise : nervous ill at ease	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Inability to take criticism	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important

Q18. Select and Tick (✓) **any five major threats** for Management Trainees in their corporate career. Rate them on 1-5 Scale. Where 1= Least Important and 5= Most Important. Please circle the number corresponding to your rating.

General Threats relates to dynamic environment	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Personal Issues-Work life balance	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Technology Driven Issues	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Management Issues	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Clients / Customer & Supplier Related Issues	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Innovation & Creativity	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Interpersonal Relationship Issues	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important
Product / Services Related Issues	<input type="checkbox"/> Least Important 1 2 3 4 5 Most Important

Q19. State any five major Threats / Challenges to Management Trainees in their corporate careers which are not mentioned in the above question.

1. _____

2. _____

3. _____

Q20. State any five major opportunities for Management Trainees in their corporate careers.

1. _____

2. _____

3. _____

4. _____

5. _____

Q21. Please give five tips for, on-campus and off-campus interview preparation.

1. _____

2. _____

3. _____

4. _____

5. _____

Thank you for giving your valuable time.

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