Chapter II

REVIEW OF LITERATURE
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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, ERIC\textsuperscript{27} (Education Research

\textsuperscript{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.

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.
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

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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 Gilmer\(^{32}\), which was found useful in preparing for

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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 anchors\textsuperscript{33} 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 Schein\textsuperscript{34} 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)\textsuperscript{35} developed the idea of career anchor and came up with eight career anchors\textsuperscript{36} viz.

\textsuperscript{34} Edgar H. Schein (1975), Attitude Change in early management career www.unz.org/Pub/ScheinEdgar-1975
\textsuperscript{35} www.mit.edu
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 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 issues\(^{37}\) 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

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 counseling.

### 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 being. 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

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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 life. 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 characteristics. 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

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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 content. 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

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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

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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 ‘Reassurance’. 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 counselees 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 ‘Communication’. 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

company activities to employees as they discuss their problems.

Fourth and an important function is ‘Release of Emotional Tension’\textsuperscript{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’\textsuperscript{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 why 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 reorientation\textsuperscript{49} of the counselee. This is more than mere emotional release or clear

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 recognized 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 counseling\(^{50}\) 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

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](image)

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 counseling\(^{51}\) 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.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non Directive Counseling</th>
<th>Directive Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Method</td>
<td>The employee primarily controls the direction of the conversation and does the most of the talking.</td>
<td>The counselor primarily controls the direction of the conversation and does most of talking.</td>
</tr>
<tr>
<td>Responsibility for solution</td>
<td>Employee</td>
<td>Employee</td>
</tr>
<tr>
<td>Status of Participants</td>
<td>The employee</td>
<td>Counselor</td>
</tr>
<tr>
<td>Role of Participants</td>
<td>The employee is psychologically independent as a person, choosing a solution and growing in ability to make choices in the future.</td>
<td>The employee is psychologically dependent on the counselor, whose role as a problem-solver tends to limit the employee’s personal growth.</td>
</tr>
<tr>
<td>Emphasis placed</td>
<td>Psychology adjustment is paramount, with deep feelings and emotional problems accented.</td>
<td>Solution of current problems is emphasized, with feeling and emotions often ignored.</td>
</tr>
</tbody>
</table>
**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 counseling\(^{52}\).

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.

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 theories\(^5\) 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.

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Structural and Developmental. 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.

2.3.1 STRUCTURAL THEORIES

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

**Trait and Factor Theory:** The Trait Factor theory of career development goes as far back as the early 1900’s and is associated mostly strongly with vocational theorists Frank Parsons and E.G. Williamson. 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

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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 straightforward 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.

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According to Holland\textsuperscript{59}, 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**\textsuperscript{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


\textsuperscript{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 People** 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 People** have a preference for ambiguous, free, un-systematized 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 People** 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

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61 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 People**\(^6^4\) 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 People**\(^6^5\) 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 un-systematized 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.

\(^{6^4}\) John Holland (1985) Making Vocational Choices (2nd ed.)
\(^{6^5}\) John Holland (1985) Making Vocational Choices (2nd ed.)
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 theory\(^{66}\) 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](http://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 Theories\(^67\). 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

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

- Super’s Life Span Theory
- Krumboltz’s Social Learning Theory
- Cognitive Theories
- Human Capital Life Cycle

**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.

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68 www.taracat.tripod.com  
69 www.taracat.tripod.com  
70 www.taracat.tripod.com  
71 www.taracat.tripod.com  
Life span theorists argue that there are distinct stages which people go through in the course of their lives. Donald Super\textsuperscript{73}, 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 Theory\textsuperscript{74} of career Development movement through Vocational Development Stages is needed to attain a healthy Self Concept and mature, appropriate role in the world of

\textsuperscript{73} Super DE (1994). A life span, life space perspective on convergence (pp. 63-74).
\textsuperscript{74} Super DE (1994). A life span, life space perspective on convergence(pp63-74).
work. Super and Thompson\textsuperscript{75} 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.

\textbf{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 Theory\textsuperscript{76} 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.

\textsuperscript{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.
\textsuperscript{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 Theories\(^ {77}\) 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 Bandura\(^ {78}\) has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy\(^ {79}\) 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

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\(^{77}\) [www.taracat.tripod.com](http://www.taracat.tripod.com)


\(^{79}\) [www.ou.edu](http://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 to make plans and take actions required to produce desired outcomes such as a career decision 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 Lenz 80 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

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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 theory\(^{81}\), 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 investing\(^{82}\).

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.

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\(^{82}\) 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 Technology\textsuperscript{83}, 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,  

\textsuperscript{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.

\begin{center}
\textbf{First Step: Self Assessment}
Who am I?
Interest, Skills, Values, Work Style
\end{center}

\begin{center}
\textbf{Second Step: Exploration}
What's out there?
Options, Jobs, Careers & Industries that fit my Skills & Interest?
\end{center}

\begin{center}
\textbf{Third Step: Focusing}
Which Organizations are a Good Fit?
What do I need to be competitive?
Who can connect me to these organizations?
\end{center}

\begin{center}
\textbf{Fourth Step: Job Search / Action Plan}
Resume, Interviews and Researching Options
\end{center}

Diagram 2.7: Job Search Process

\(^{84}\text{www.gecd.mit.edu}\)
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 GECDC 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 University 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

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85 [www.harvard.edu](http://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.

\(^{86}\) [www.ocs.fas.harvard.edu](http://www.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 Oxford\textsuperscript{87} 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.

\textsuperscript{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 Model\(^{88}\) 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

2.4.4 CAREER DEVELOPMENT INITIATIVE BY UNIVERSITY OF CAMBRIDGE, UK.

The University of Cambridge\textsuperscript{89} 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 800\textsuperscript{th} 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.

\textsuperscript{89} www.cam.ac.uk
The Careers Service 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.

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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) 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 Center 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

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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](image)

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 Center 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 Australia 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 Model\textsuperscript{95} 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

\textsuperscript{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 Melbourne 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 Melbourne: 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.

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96 www.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 Toronto\(^{98}\) 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 Center\(^{99}\) 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 University\textsuperscript{100} 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)\textsuperscript{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

\textsuperscript{100} www.cornell.edu

\textsuperscript{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 University\textsuperscript{102} 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.

\textsuperscript{102} \url{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)\textsuperscript{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-R\textsuperscript{104} 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.

\textsuperscript{103} www.talentlens.com.au
\textsuperscript{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.

<table>
<thead>
<tr>
<th>CDM-R</th>
<th>RIASEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crafts</td>
<td>R-Realistic</td>
</tr>
<tr>
<td>Scientific</td>
<td>I-Investigative</td>
</tr>
<tr>
<td>The Arts</td>
<td>A-Artistic</td>
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<tr>
<td>Social</td>
<td>S-Social</td>
</tr>
<tr>
<td>Business</td>
<td>E-Enterprising</td>
</tr>
<tr>
<td>Office Operations</td>
<td>C-Conventional</td>
</tr>
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(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)\textsuperscript{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.

\textsuperscript{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 Strong\(^{106}\). 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 counselor\(^{108}\). 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

\(^{108}\) [www.becomewhoyouare.net](http://www.becomewhoyouare.net)

\(^{109}\) [http://personalityspirituality.net/articles/what-is-personality/](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).

**Extroversion**\(^\text{110}\): 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.

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\(^{110}\) http://en.wikipedia.org/wiki/Big_Five_personality_traits
Agreeableness\textsuperscript{111}: 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'.

Conscientiousness\textsuperscript{112}: 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.

Neuroticism\textsuperscript{113}: 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.

\textsuperscript{111} http://en.wikipedia.org/wiki/Big_Five_personality_traits
\textsuperscript{112} http://en.wikipedia.org/wiki/Big_Five_personality_traits
\textsuperscript{113} http://en.wikipedia.org/wiki/Big_Five_personality_traits
Openness to experience\textsuperscript{114}: 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 Questionnaire\textsuperscript{115} (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.\textsuperscript{116} 16PF can be used to provide information about a person’s personality, revealing their potential and capacity for

\textsuperscript{114} http://en.wikipedia.org/wiki/Big_Five_personality_traits
\textsuperscript{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.
\textsuperscript{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)\(^\text{117}\), 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](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 dichotomy\(^{118}\) was first explored by Jung\(^{119}\) 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

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\(^{118}\) [http://psychology.about.com](http://psychology.about.com)

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

**Sensing (S) - Intuition (N)**: 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 who prefer feeling are more likely to consider people and emotions when arriving at a conclusion.

**Judging (J) - Perceiving (P)**: 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-

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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-concept\textsuperscript{122}, 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.

\textsuperscript{122} http://en.wikipedia.org/wiki/Self-concept
Competency Mapping\textsuperscript{123} 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.

\textsuperscript{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

SWOT\textsuperscript{124} 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

\textsuperscript{124} Panagiotou, G. (2003), Bringing SWOT into focus, \textit{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

**Strengths**\(^\text{125}\) : 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

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\(^{125}\) 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.

**Weaknesses**¹²⁶: 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.

**Opportunities**¹²⁷: 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](http://www.managementstudyguide.com/swot-analysis.htm)
¹²⁷ [http://www.managementstudyguide.com/swot-analysis.htm](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.

**Threats**

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

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128 [http://www.managementstudyguide.com/swot-analysis.htm](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

Pune\textsuperscript{129} 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

\textsuperscript{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, Pune\(^{130}\) 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](http://punecorporation.org)

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 Laurn , 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 Highway.

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 universities

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 economy\(^{133}\) and the sixth highest per capita income in the country\(^{134}\).

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 India\(^{135}\). 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.


\(^{135}\) 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 became 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.