

Principles of Management
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Lecture - 45
Career Development Strategy - IV

In this section of Career Development, I will be discussing about the fundamental theories of career development and I will discuss what are the logic behind each of these theories or the important points of that theories. The first theory that I would discuss is Harmonizing approach, that is the main authors who have given or proposed this theory are Frank Parson and John Holland.

Parson gave an important factor called trade factor and trade factors of career development, which emphasized on the traits, personal traits of an individual to be taken care of in career development. Holland emphasized on person environment, how a person can adjust to the environment that should be given emphasis on.

Then, the next theory or Developmental approach of career focused on lifelong career development. It has been given by Donald Super.

I will be explaining each of these theories in more details and the main focus of these two theories, harmonizing approach is emphasizing the human trade of an individual and the person environment fit approach. The developmental approach emphasizes that a person need to learn or person need to continue learning throughout his career or life long career development approach.

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FUNDAMENTAL THEORIES OF CAREER DEVELOPMENT	
CAREER DEVELOPMENT	AUTHORS
Harmonizing approaches	Frank Parsons: <u>trait factor</u> John Holland: <u>person – environment</u>
Developmental approaches	Donald Super: <u>lifelong career development</u>
Constructivist approaches	John Krumboltz: <u>social learning</u> Vance Peavy: <u>socio-dynamic approach</u>

The third one is Constructivist approach. Constructivist approach has been given by John Krumboltz and Vance Peavy. John Krumboltz says that learning happens in a social environment or social learning theory is the base theory for constructivist approach. PV's theory says that it is a social dynamic approach to learning. So, career of an individual or career development does not necessarily happen or it does not, it happens over a period of time and there are various factors behind the career development.

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CAREER DEVELOPMENT THEORIES	
Structural career development theories	<ul style="list-style-type: none">• Structural theories of career focus on the <u>influence of the environment on career choice.</u>• Individual career decisions are heavily influenced by the labor market situation, and socio-cultural factors e.g. <u>class background, ethnicity, gender, disability, and the geographical distribution of opportunities.</u>
Developmental career development theories	<ul style="list-style-type: none">• <u>Emphasis on the importance of the development of self-concept.</u>• According to developmental theories, self-concept changes over time and develops as a result of experience. As such, career development is lifelong.

So, let us see in details what are these theories, what are the contributions of career development theories. So, from the past, as we learnt on harmonizing approach, developmental approach and constructivist approach, we move towards structural career development theories and developmental career theories.

These two theories have some basic differences. Structural theories of career focuses on influence of environment. Environment has an influence on career choice of an individual. How does an environment influence on career choice? Individual's career decisions are influenced by the labor market situation, socio-cultural factors. For example, his background, his family background, race, ethnicity, gender, disability and geographical distribution of opportunities.

So, these factors play an important role in helping an individual make a choice of his career. So, which says that an individual has is propelled by the factors or influenced by the factors like labor market conditions, the social cultural background that is his family background, the ethnicity, gender, disability and geographical distribution of opportunities.

Sometimes you must have seen that a doctor is influenced to select career because his parents are doctors. Sometimes you see that a person born in a family of engineers, will always have a tendency to select the profession because of his parental background. So, which not necessarily happens.

But generally, we find that people take up, people learn from their parents, learn from their family background and select a profession. But this not this is not necessarily correct. So, structural career development theory has given this proposition. Then, next moving further to developmental career theories.

What is developmental career theory? It emphasizes on the importance of development of self concept. What is self-concept? How an individual sees himself, understand self is what is called the importance of development of self-concept. So, self-concept also helps in selecting a career.

According to developmental theory, self concept changes over time. It does not remain static, but it is dynamic. It changes over time and develops as a result of experience. Today, I have an experience of several years and tomorrow, I may have encountered

another experience. So, my self-concept may change. As such, career development is a lifelong process.

So, this theory says that it is the choice of a career is based on the self-concept of an individual and self-concept is not static; it changes with experience of an individual. So, structural development, carrier development theory will let us again discuss about theory of motivation and personality.

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STRUCTURAL CAREER DEVELOPMENT THEORY

Theory of Motivation and Personality - Maslow

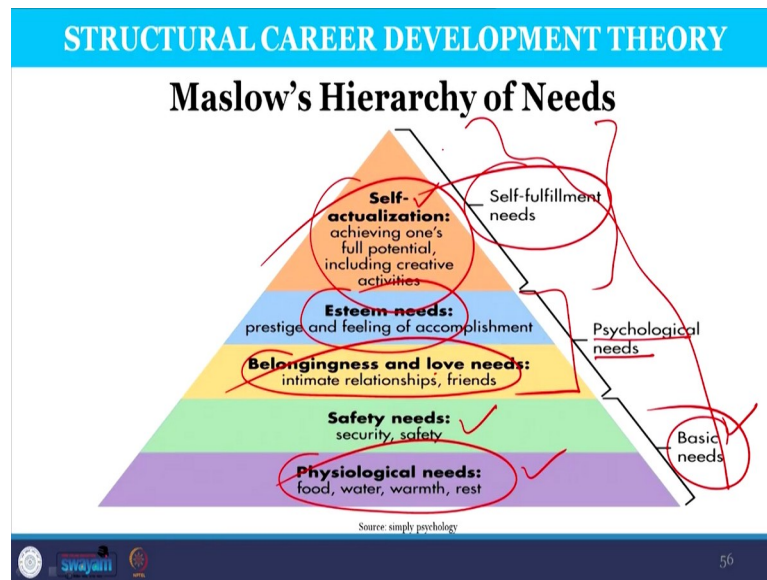
- Maslow (1943) initially stated that individuals must satisfy lower level needs before progressing on to meet higher level growth needs.
- Needs are necessary for maintaining life, and can be arranged in hierarchal order from lowest to highest. As one need is met, capacity to address and meet 'higher needs' is increased.

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I will be discussing about the theory of motivation and personality. Maslow's has given a theory in 1943, which says that initially stated that individuals must satisfy their lower-level needs, before progressing to meet higher growth needs. So, an individual has say first order needs and higher order needs or lower order and higher order needs.

We will be discussing successively. So, needs are necessarily for maintaining life and can be arranged in a hierarchical order from lowest to highest. As one is met, the other need emerges. As one is one need is met, capacity to address the address and meet higher needs is increased.

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So, this there are say physiological needs of an individual, safety needs, belongingness and love needs, esteem needs and self actualization needs. So, these needs are arranged hierarchically as basic needs and higher order needs. So, basic need is the need for food, water, warmth, rest or physiological needs and the safety needs that is security and safety.

Further comes the need for psychological needs or the need to need for affiliation, belongingness and friendship; so, intimate relationship, friendship. So, these needs are these are called the psychological which satisfy the psychological needs of an individual. And then, growth needs. Growth needs or esteem and self actualization needs which are self fulfillment needs.

So, these needs are called the higher order needs. Esteem needs, the need for a prestige, position and feeling of accomplishment. So, as an individual attains the need for safety, psychological needs and belongingness and say friendship needs. So, the individual his higher order dominants and the person wants to earn prestige, position, rewards, looks for recognition.

So, these needs become dominant and further ones the individual attains all these or is able to satisfy all these needs, then the dominant need is a self actualization need, where achieving one full potential including the creative activities. So, an individual reaches the highest level of need which is need of self actualization or self fulfillment needs.

So, structural career development theory which was given by which was proposed by the structural career theory which says that influence of environment on career choice; the career choice of an individual depends on his environment, his background, his market, the market situation, socio cultural factors, class. So, the logic behind this is the theory, which is dominating or which is guiding the structural career development theory is theory of motivation given by Maslow.

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STRUCTURAL CAREER DEVELOPMENT THEORY

McClelland's Needs Theory

- ❖ David McClelland built on this work in his 1961 book, *"The Achieving Society."* He identified **three motivators** that he believed all have: a **need for achievement**, a **need for affiliation**, and a **need for power**. People will have different characteristics depending on their dominant motivator.
- ❖ McClelland says that regardless of gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences.

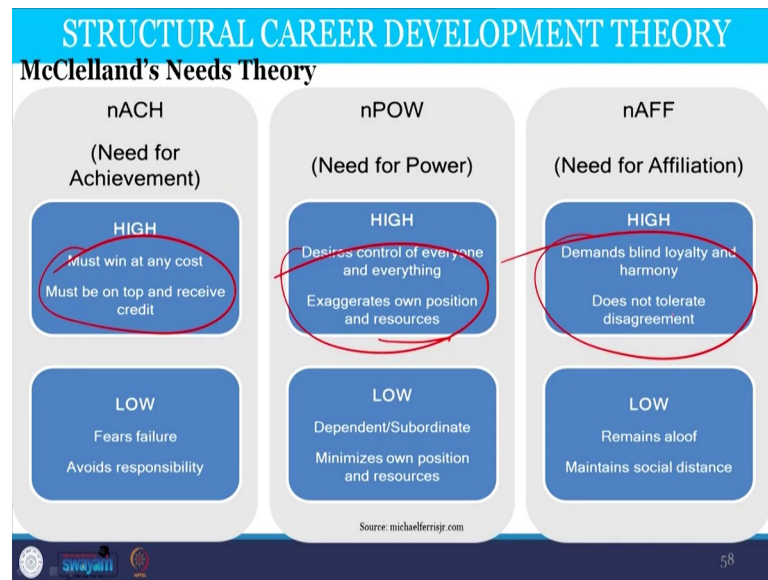
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Similarly, there is McClelland's three need theory, which say that each individual has dominant needs that is need for affiliation, need for achievement and need for power and these needs are also guiding the choice of an individual. So, McClelland's need theory, I would like to state that David McClelland build his work on the; built on this work in this book in "The Achieving Society".

In 1961, he has written a book "The Achieving Society" and he identified these three motivators that is the need for achievement, need for affiliation and need for power as the dominant needs of an individual. People will have different characteristics depending on the dominant motivator.

So, the choice of a career depends on what need what is the dominant need of an individual. McClelland's says that regardless of the gender, culture, age, we all have three motivating drivers. Everybody has these three needs and one of these will be the dominant motivating factor or driver for choice of a profession.

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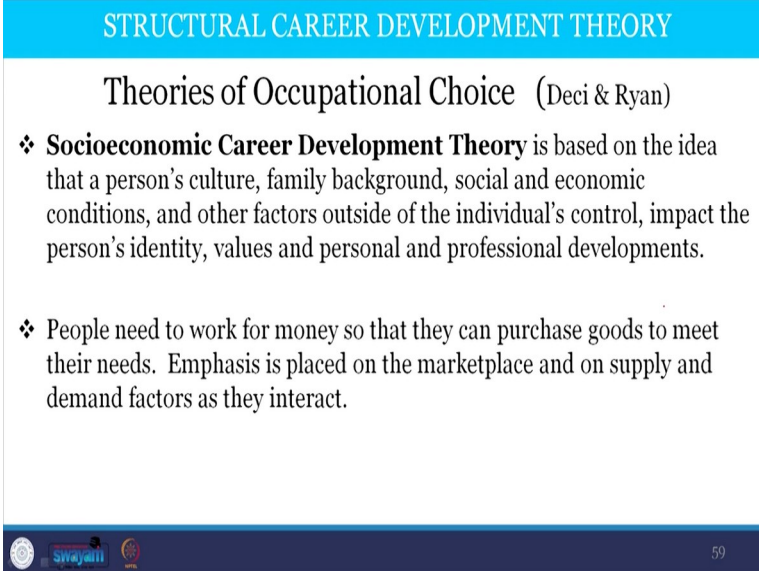


So, this dominant motivator is largely dependent on our culture or life experience or the background, family background. McClelland's need theory, need for achievement; if there is a higher need for achievement, the person would have dominant needs of must win at any cost, must be on the top and receive the credit.

So, these would be the need of an individual. The person who has need for power would desire control of everything and everyone and everything. Need for power, he would like to possess power to influence people to have control over everything and everyone. Exaggerates owns position and exaggerates own position and resources.

The one who has dominant need for affiliation would demand blind loyalty and harmony and does not tolerate disagreement, would like to have a sense of say would have a sense of harmony would like to be affiliated with people. So, these are the dominant needs of as per the McClelland's need theory.

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STRUCTURAL CAREER DEVELOPMENT THEORY

Theories of Occupational Choice (Deci & Ryan)

- ❖ **Socioeconomic Career Development Theory** is based on the idea that a person's culture, family background, social and economic conditions, and other factors outside of the individual's control, impact the person's identity, values and personal and professional developments.
- ❖ People need to work for money so that they can purchase goods to meet their needs. Emphasis is placed on the marketplace and on supply and demand factors as they interact.

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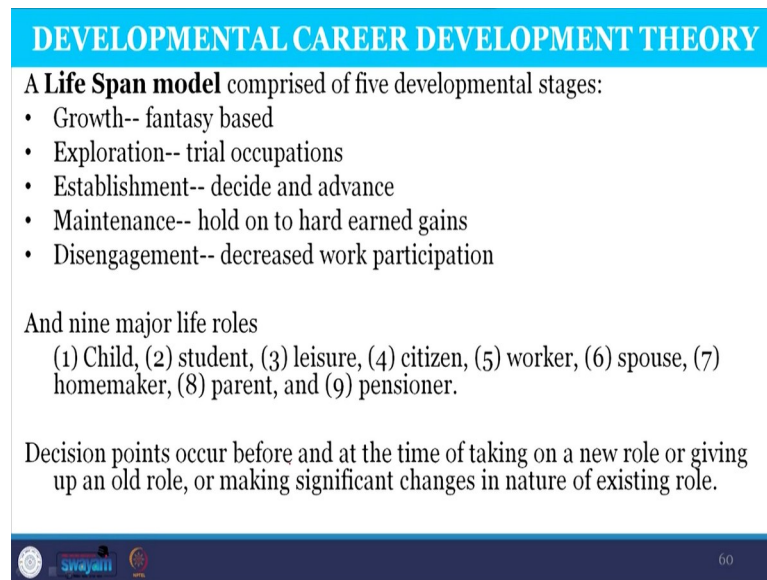
Then, theory of Occupational choice: Social economic career development theory is based on the idea that a person's culture, family background and social and economic conditions and other factors outside the control of an individual impact the person's identity.

Identity of a person is built based on the affiliation or the family background of the individual, his social and economic conditions, the culture from which he grows and the values and personal and professional. This will help in development of identity and values and personal and professional development of an individual.

So, overall, what we have understood is a person's choice of career depends on the culture, family background, social and economic conditions which will shape individual's identity, value system, personal and professional development. People need to work for money so that they can purchase goods to meet their needs.

Emphasis is based on market place and on supply and demand factors as they interact. So, what we have discussed so far in this the occupational choice depends on the person's family background, culture, social and economic conditions and which helps in shaping the person's identity, value and personal and professional development.

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

A **Life Span model** comprised of five developmental stages:

- Growth-- fantasy based
- Exploration-- trial occupations
- Establishment-- decide and advance
- Maintenance-- hold on to hard earned gains
- Disengagement-- decreased work participation

And nine major life roles
(1) Child, (2) student, (3) leisure, (4) citizen, (5) worker, (6) spouse, (7) homemaker, (8) parent, and (9) pensioner.

Decision points occur before and at the time of taking on a new role or giving up an old role, or making significant changes in nature of existing role.

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Then, moving further a life span model which we have we will discuss. An individual is in different career stages; we have already discussed in the first section; the first lecture. we discussed that an individual is in different developmental stage. Those developmental stages can be categorized into five stage; that is growth which is where the where the employee is in the just exploration stage, growth stage or exploration is growth stage which is fantasy based.

So, a life span model comprised of five developmental stages; one is growth stage, exploration, establishment, maintenance and disengagement. The growth stage is fantasy based; exploration stage is trial occupations; establishment stage is decide in advance; maintenance stage is hold on to hard earned gains; disengagement is decrease work participation.

So, let us discuss each one of these stage. Growth stage is just full of fancy and fantasy, where the person has just experienced or is experiencing or encountering the work place and the second one is the exploration, where the trial occupation, just out of the school or the colleges, the person is taking some assignment.

Establishment is decided in advance. They are settled in a job; they have gained some couple of years of experience. Maintenance is when the person has completely established themselves, completely settled on the job and hold on hard earned gains, they have worked, contributed to the workplace.

Disengagement is when the person is about or is almost in the pre stage of retirement. So, decreased work participation, when the person faces or person understands that he is about to leave or quit the organization. So, there is a lack of engagement in the work in the job and with the organization.

And these nine major life roles; child, student, leisure, citizen, worker, spouse, homemaker, parent and pensioner. An individual in these life stages are experiencing different major roles. Decision points occur before and after and at the time of taking on a new role or giving up an old role.

So, people face some kind of challenges when they are in one role or they are moving from one role to another. That is when a new employee joins an organization, he is a bachelor and when he settles down, then come some challenges of that if the spouse is working and if there is when he is entering into a family life.

So, there are some challenges with the kids and the relocation to a different, if there is a transfer associated with transfer, then he has to think rethink whether to take a transfer or not. Because the kids are in school where so such; challenges do occur in the life stages of an individual. So, therefore, an individual requires career development initiatives or support from the organization.

Then, next, we will move on to the next theory that is called the Supers career development theory is perhaps the most widely known life span view of career development. Developmental theories recognize the changes that people go through as they mature.




So, when people take up different roles or when the role changes, from a kid to from a child to a student or a leisure and citizen to worker and spouse, homemaker, parent and pensioner. Each role is different and person is moving or is transitioning from one phase to another.

Developmental theories recognize the change that people go through, as they mature and they emphasis a lifespan approach to career choice and adaptation. These theories usually partition working life into stages and the try to specify the typical vocational behavior, the typical learning or developmental needs at each stage of the life roles.

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

- ❖ **Donald E. Super's career development theory** is perhaps the most widely known life-span view of career development.
- ❖ Developmental theories recognize the changes that people go through as they mature, and they emphasize a life-span approach to career choice and adaptation.
- ❖ These theories usually partition working life into stages, and they try to specify the typical vocational behaviors at each stage.






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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

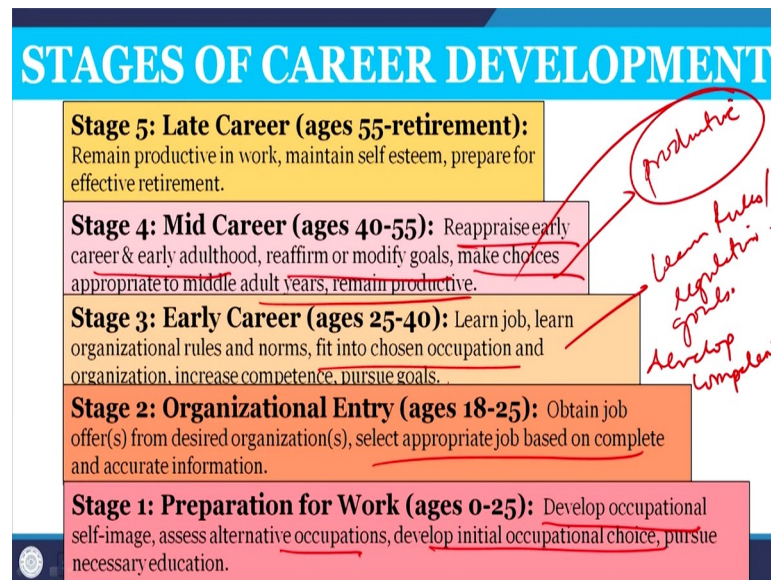
- ❖ Super and his colleagues outlined five major stages of career development (growth, exploration, establishment, maintenance, and disengagement), with each one characterized by *three or four appropriate developmental tasks*.
- ❖ Originally, Super viewed the stages as chronological, but later he also acknowledged an age-independent, task-centered view of stages.



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So, developmental theory Super and his colleagues, outline five major stages of career development that is growth, exploration, establishment, maintenance and disengagement, with each one characterized by three or four appropriate developmental tasks. Originally, super viewed the stages as chronological, but later he also acknowledged as age-independent, task-centered view of stage.

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So, it super has further identified five stages that is preparation for work, that is 0 to 25 years develop occupational self-image, assess alternative occupations, develop initial occupational choice and pursue necessary education. So, preparation for work that is the 1st stage. The 2nd one is 18 to 25 years, obtain job offers form from desired organizations and select appropriate job based on complete and accurate information.

The 1st stage when the employee is not is just experiencing the or is preparing to work is develop occupational self-image. So, here in this, it is advised that as a person need to understand first himself or self-assessment is important, assess alternative competencies, occupations. What are the alternative occupations in available alternative available?

And how he can which he need to identify, what is his first choice; what are the alternative occupations available; his own self-image, assess his personality strength, weaknesses and then, internalize introspect whether he will be suitable for the for these kinds of job; develop initiative occupational choice and pursue necessary education. So, the person has to take or necessary education in order to prepare himself for the work.

In the 2nd stage organizational entry, when the person is just about to take up offer, obtain offer from desired organization, they need to select appropriate job based on complete and accurate information. So, there we have discussed somewhere realistic job preview. The organization also has to give a real picture of the work the organizational

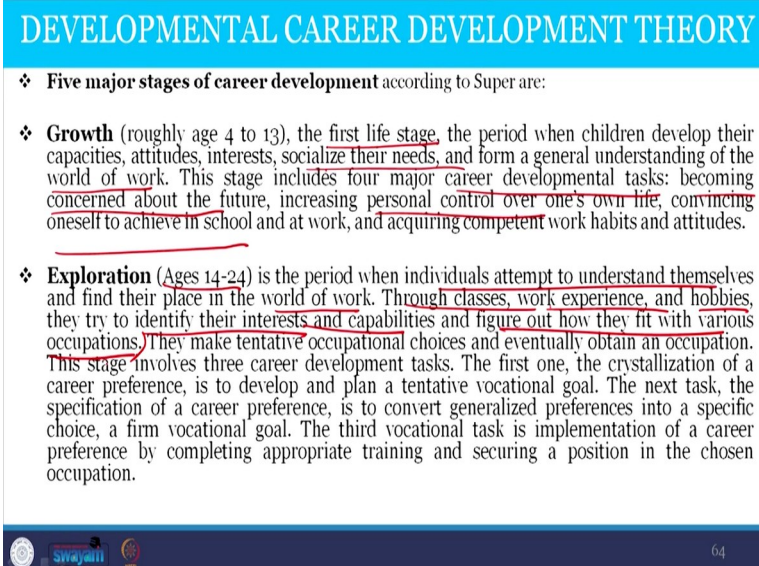
climate, the facilities being offered to the employees, the benefits given to the employees or the real life the real situation in the workplace.

Then, the 3rd stage is early career stage; that is exploration stage or learn job, learn organizational rules and fit into chosen occupation and organization, increase competence, pursue goals. So, here the focus should be on learning the rules regulations, rules regulations of organization and fit into those occupational goals, understand the goals of the organization and develop your competencies.

So, individuals focus in the early stage should be to develop competencies, understand rules etcetera. Then, in the 4th stage that is mid-career that is 40 to 55, reappraise early career and early adulthood, reaffirm or modify goal. Just verify whether you have reached those goals or you need to re modify, make choices appropriate to middle adult years, remain productive.

So, mostly the person has to be to learn and develop to be more productive that is the emphasis. And finally, in the late career stage that is retirement 55 to retirement- remain productive in work, maintain self-esteem and prepare for effective retirement, effective exit from the organization.

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

- ❖ **Five major stages of career development** according to Super are:
- ❖ **Growth** (roughly age 4 to 13), the first life stage, the period when children develop their capacities, attitudes, interests, socialize their needs, and form a general understanding of the world of work. This stage includes four major career developmental tasks: becoming concerned about the future, increasing personal control over one's own life, convincing oneself to achieve in school and at work, and acquiring competent work habits and attitudes.
- ❖ **Exploration** (Ages 14-24) is the period when individuals attempt to understand themselves and find their place in the world of work. Through classes, work experience, and hobbies, they try to identify their interests and capabilities and figure out how they fit with various occupations. They make tentative occupational choices and eventually obtain an occupation. This stage involves three career development tasks. The first one, the crystallization of a career preference, is to develop and plan a tentative vocational goal. The next task, the specification of a career preference, is to convert generalized preferences into a specific choice, a firm vocational goal. The third vocational task is implementation of a career preference by completing appropriate training and securing a position in the chosen occupation.

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Developmental career theory: There are five major stages. The first stage is growth. Growth is the first life stage, the period when children develop their capacities, attitude,

interest and socialize the needs. They form an understanding of the world of work. This stage includes major career developmental task; becoming concerned about future, the children adjust getting concerned about the future; increasing personal control of one's own life and convincing oneself to achieve in school, that is the major concern.

In exploration stage that is 14 to 24 years is the period when individuals attempt to understand themselves and find their place in the world of work. Through class, work experience and hobbies, they try to identify their own interest and capabilities and figure out how they fit with various occupations; occupations available. They make tentative occupational choices and eventually, obtain an occupation.

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

- ❖ **Establishment stage** (25-44 years) is the period when the individual strives to secure the initial position and pursue chances for further advancement. This stage involves three developmental tasks. The first task is stabilizing or securing one place in the organization by adapting to the organization's requirements and performing job duties satisfactorily. The next task is the consolidation of one's position by manifesting positive work attitudes and productive habits along with building favorable coworker relations. The third task is to obtain advancement to new levels of responsibility.
Handwritten notes: - perform duties, positive attitude, learn & develop
- ❖ **Maintenance** (45-65) is the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals strive to maintain what they have achieved, and for this reason they update their competencies and find innovative ways of performing their job routines. They try also to find new challenges, but usually little new ground is broken in this period.
- ❖ **Disengagement** (over 65) is the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living. With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning.

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Then, moving further, we will discuss about the establishment stage that is 25 to 44 years is the period when the individual strives to secure the initial position and pursue chances for further advancement. This stage requires three developmental task. The first task is stabilizing or securing one's place in the organization.

To secure one place in the organization by adapting to the organizational rules, regulations, requirement, performing job duties satisfactorily. The next task is consolidation of one's position by maintaining positive attitude, positive say being productive behavior and building favorable worker relationship, being adjusting to the work environment, having a positive attitude, working effectively with the peers and the

third one is to also find out avenues for next level of responsibilities, to learn and develop in the job.

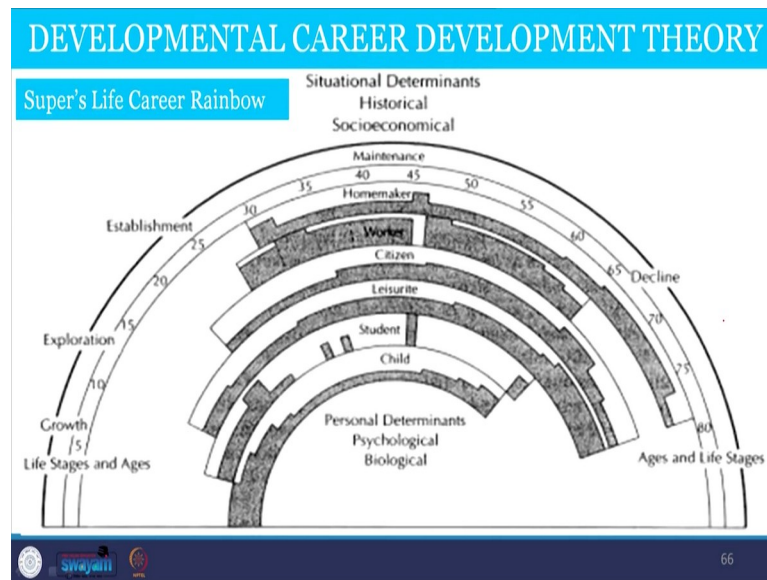
Then, the next stage is maintenance. 45 to 65 years is the continuous adjustment period which includes career development tasks of holding or keeping up and innovating. So, the person has to have already established on the job. So, they have to find out innovative methods to keep themselves engaged. And the individuals try to maintain what they have achieved.

So, updating their competencies and find innovative ways of performing on the job because the individual as already established. So, they have to look for innovative ways or new method to keep them motivated. So, through job routines and perform on their job routines, they also have to find out challenging assignments and usually, new grounds have to be broken in this period. They need to explore new methods to keep themselves motivated engaged.

And last stage is disengagement, which is over 65 years is the period of transition of the work force and in this stage, individuals encountered new challenges, the developmental task of deceleration, retirement.

People have say they are almost about to quit the organization with a declined energy and interest in occupation, the present occupation; people gradually disengage, a sense of disengagement creeps in and from the occupational activities and they their focus now shifts through retirement planning.

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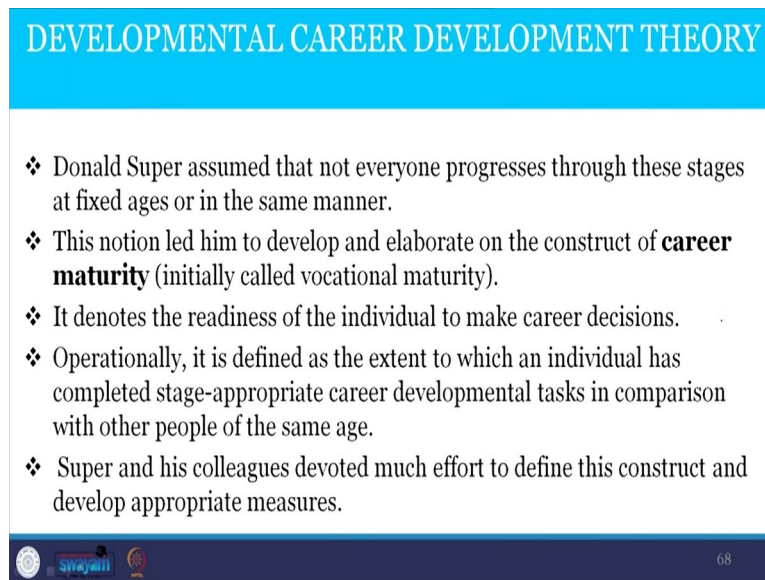
Career Development Theory of Donald E. Super

- Super (1957) theory of career stages reflects how, during the lifespan of a person, individuals implement their inner being and self-concept in one or more career (or vocational) choice.
- Theory's Proposition
 - People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.
 - Each person is qualified, by virtue of these characteristics, for a number of occupations.
 - Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual as well as some variety of individuals in each occupation.

With Knowledge We Serve

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

- ❖ Donald Super assumed that not everyone progresses through these stages at fixed ages or in the same manner.
- ❖ This notion led him to develop and elaborate on the construct of **career maturity** (initially called vocational maturity).
- ❖ It denotes the readiness of the individual to make career decisions.
- ❖ Operationally, it is defined as the extent to which an individual has completed stage-appropriate career developmental tasks in comparison with other people of the same age.
- ❖ Super and his colleagues devoted much effort to define this construct and develop appropriate measures.

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Then, carrier development theory developmental career theory Donald Super assumed that not everyone progresses through these three stages. Donald Super assumed that not everyone progresses through these stages at fixed age or in the similar manner. Each individual is different and their career needs would be different.

So, these are just basically the stages in which the majority of people exhibit these stages or experience these stages. But not necessarily every individual would pass on through these stages. The notion led him to develop and elaborate on the construct of career maturity or vocational maturity.

It denotes the readiness of the individual to make career decisions. Operationally, it is defined as the extent to which an individual has completed stages appropriate career developmental task in comparison with people in the same age. Super and his colleagues develop much effort to define the construct and develop appropriate measures.

Super says that 6 factors for career maturity is awareness of the need to plan ahead, having decision making skills, having knowledge and use of information resources, having general career information, having general information about the world of work and information about occupation preferences.

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DEVELOPMENTAL CAREER DEVELOPMENT THEORY

Donald E. Super's 6 factors for "Career Maturity"

1. Awareness of the need to plan ahead
2. Having decision-making skills
3. Having knowledge and use of information resources
4. Having general career information
5. Having general information about the world of work
6. Having detailed information about occupations of preference

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So, awareness of the need to plan ahead, the person must have a plan to move ahead in the career. Must also have the decision-making skills, knowledge and information of the resources available in the organization, having general career information, this should also be known to the individual. Information about the knowledge about the world of work and information about occupation of preferences.

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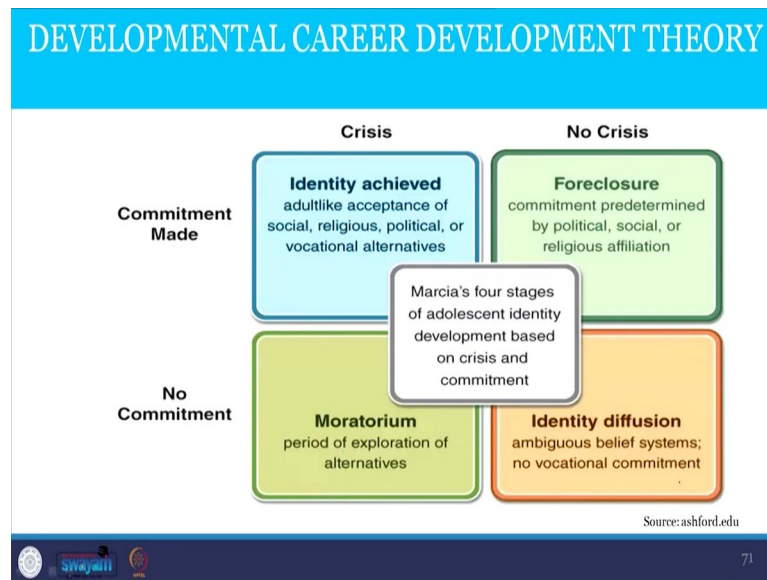
DEVELOPMENTAL CAREER DEVELOPMENT THEORY

THEORY OF IDENTITY STATUS

- ❖ James Marcia came up with four Identity Statuses of psychological identity development.
- ❖ The main idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits.
- ❖ Marcia's theory of identity achievement argues that two distinct parts form an adolescent's identity: **crisis** (i. e. a time when one's values and choices are being reevaluated) and **commitment**. He defined a *crisis* as a time of upheaval where old values or choices are being reexamined.
- ❖ The end outcome of a crisis leads to a *commitment* made to a certain role or value.

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- ### DEVELOPMENTAL CAREER DEVELOPMENT THEORY
- **Identity Diffusion** - the status in which the adolescent does not have a sense of having choices; he or she has not yet made (nor is attempting/willing to make) a commitment
 - **Identity Foreclosure** - the status in which the adolescent seems willing to commit to some relevant roles, values, or goals for the future. Adolescents in this stage have not experienced an identity crisis. They tend to conform to the expectations of others regarding their future (e. g., allowing a parent to determine a career direction) As such, these individuals have not explored a range of options.
 - **Identity Moratorium** - the status in which the adolescent is currently in a crisis, exploring various commitments and is ready to make choices, but has not made a commitment to these choices yet.
 - **Identity Achievement** - the status in which the adolescent has gone through an identity crisis and has made a commitment to a sense of identity (i.e., certain role or value) that he or she has chosen

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CAREER DEVELOPMENT & MENTOR


- ❖ **Mentoring** means having experienced senior people advising, counselling, and guiding employee's longer-term career development.
- ❖ Mentoring can be formal or informal. Informally, mid- and senior-level managers may voluntarily help less experienced employees (career advises and other helps).
- ❖ Studies have shown that mentoring can give career-related guidance and act as an enabler to enhance one's career success.




Then, theory of identity status, then so, career development and I will now focus on the role of mentor's career development and mentor.

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CAREER DEVELOPMENT & MENTOR




- Executives who coach, advise, and encourage individuals of lesser rank.



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MENTORS

- Protégés
- Communicators
- Learn the Ropes
- Old Boys' Network
- Internal Politics
- Career Ladders
- Partnering-Teams
- Avoid Discrimination



The illustration shows two men in business suits sitting at a desk. The man on the left is looking at a document, and the man on the right is pointing at it with a pen. They appear to be in a professional meeting or discussion.

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CAREER DEVELOPMENT & MENTOR

WHO

- Senior Managers
- Peer Groups
- Role Models

HOW

Advise
Coach
Encourage



The illustration shows a man in a blue suit sitting at a desk, writing on a document. He is looking down at the paper with a focused expression.

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WHY DEVELOP A MENTORING PROGRAM?



- Generate Management Visibility
- Build Bridges Between Management and Employees
- Create Culture Awareness
- Increase Networking
- Foster People-Developers



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MENTORING FUNCTIONS

<u>Inside an Organization</u>	<u>Outside Environment</u>
<ul style="list-style-type: none">• Sponsorship• Exposure and visibility• Coaching• Protection• Challenging assignments• Advocate Internally	<ul style="list-style-type: none">• Role modeling• Acceptance• Counseling/Advising• Friendship



What is mentoring; then, I will discuss about who the mentors are; how can mentors help an individual to develop; why develop a mentoring program; how it is important and then, I will discuss about mentoring functions. So, career development and mentoring, coming to the definition of mentoring; mentoring means having experienced senior people, who can advise, council, guide employees and professionals for long term career development.

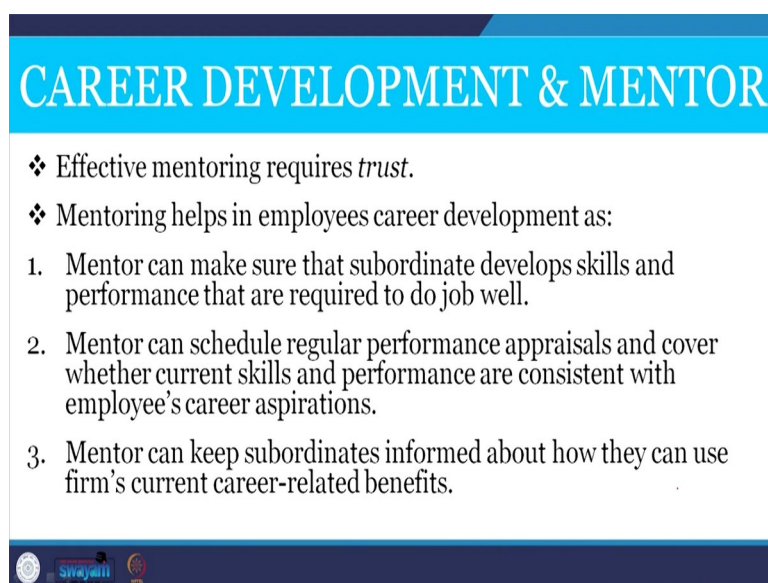
Mentoring can be formal and informal. Informally, mid-and-senior level managers may voluntarily help express experienced employees and advise them on their career and other say personal and professional help. Studies have shown that mentoring can give career-related guidance and act as an enabler to enhance the career success of an individual.

Executives who coach advise and encourage individuals of lesser rank. Mentors are basically the proteges, communicators, learn the rope and old boys' network, internal politics, career ladder, partnering-teams, avoid discrimination. Then, who is a mentor? Senior managers, peer group, there are the role models.

How mentors can help? Mentors can advise, coach and encourage a manager. Why develop a mentoring program? So, mentoring program generates managements visibility, builds bridges between management and employee, it creates a culture of awareness, increase networking, faster people developers.

What are the functions of mentors or mentoring functions? Inside an organization like the sponsorship, exposure and visibility, increases coaching an individual protecting an individual and giving them challenging assignments, advocate them internally. Outside an organization outside environment, role models, through acceptance, counseling and advice and through friendship mentoring can be done.

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CAREER DEVELOPMENT & MENTOR

- ❖ Effective mentoring requires *trust*.
- ❖ Mentoring helps in employees career development as:
 1. Mentor can make sure that subordinate develops skills and performance that are required to do job well.
 2. Mentor can schedule regular performance appraisals and cover whether current skills and performance are consistent with employee's career aspirations.
 3. Mentor can keep subordinates informed about how they can use firm's current career-related benefits.

Swajati

Then, effective mentoring requires, there should be trust between the mentor and the mentee. Mentoring helps in employee is career development as mentors can make sure that subordinate develop skills and performance that are required to do job well. Mentors can schedule regular performance appraisals and cover whether current skills and performance are consistent with employee's career aspirations. Mentors can keep subordinates informed about how they can use firm's current career-related benefits.

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And effective mentoring: Good mentors listen and understand, they challenge and stimulate an individual to think something new, stimulate the learning of an individual, they coach an individual, give some professional or impart professional skills or say help them learn new methods, build self-confidence, provide wise counsel, teach by example, give them some say practical exposure, act as a role model and they also show a share experiences or knowledge, then offer encouragement, they encourage individuals.

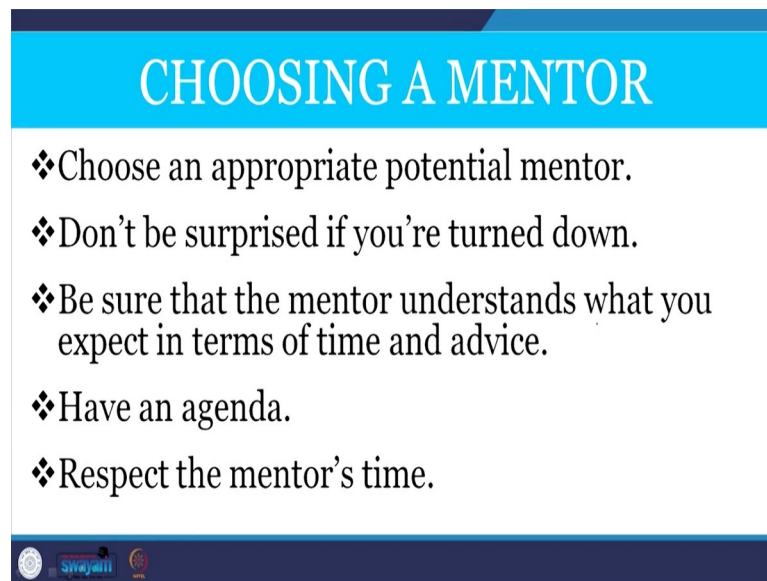
So, good mentors are generally the one who listens and understands the problems of the mentee. They also stimulate the individual intellectually. They coach and guide an individual develop their self-confidence, provide counseling and the give them some practical examples to help them develop.

And the mentee is considered to learn when he understands the advice and listens, acts on those advices and shows commitment to learning and checks ego and he keeps his ego

back at the door and ask for a feedback. So, if there is if the person shuns the ego, then only the he can infuse new learning.

They are open minded; they are willing to change and they are also proactive. So, successful mentoring session is possible when the mentor is willing to coach, guide and develop the subordinate and the mentee is also accepting the advises of the mentors.

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CHOOSING A MENTOR

- ❖ Choose an appropriate potential mentor.
- ❖ Don't be surprised if you're turned down.
- ❖ Be sure that the mentor understands what you expect in terms of time and advice.
- ❖ Have an agenda.
- ❖ Respect the mentor's time.

While choosing a mentor, an appropriate potential mentor - do not be surprised if your turned down. Be sure that mentor understands what you expect in terms of time and advice. There should be an agenda for mentoring a subordinate, mentoring a mentee and respect the mentor's time.

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SPECIAL INTEREST GROUPS NEEDS ASSISTANCE

- Women
- Families/Child Care
- Nepotism Deficient
- Interns
- Minorities
- Dual Careers
- Handicapped/ Challenged
- Intrapreneurs



So, there should be these factors should be considered. So, special interest group needs assistance. Now, like we have discussed about the role of a mentor. Now, who are the people, who need some kind of special assistance or special attention to be given in the organization? So, I discussed about the role of say why develop a mentoring program, it will generate visibility build bridges between management and employees.

And then, we discussed about the mentoring functions, career development and mentor. And I also discussed about the effective mentoring in the session and choosing a mentor, what care we must be taking like an appropriate potential mentor, who can help in development of an individual. So, with this I would like to conclude this session here.

Thank you.