

Developing a Career Intervention Program for Enhancing Career Self-Efficacy

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ABSTRACT

The career interventions were evaluated based on reaction, skill acquired, behaviour and outcome.

Phase I: Individual inputs were imparted to The career development group consisted of 18 participants from each batch 2011-13, 2012-14, 2013-15 and the outcome compared with the control group.

Phase II: Group Inputs to whole batch of willing students from 2014-16, 2015-17 batch of GBS Hubli and compared outcome with the control group.

The outcome of the career interventions is measured on the basis of career decision-making self-efficacy (CDMSE) after the program.

Results of the current study imply that external support to build career self-efficacy among students is truly beneficial.

Keywords: *Career Planning, Career Success, Career Interventions, Career Self-Efficacy*

INTRODUCTION

Career success can be ensured by going through the process of Career Planning. Career Planning and Career self-management interventions should be designed to enhance: Self-awareness, Industry Requirements, Career exploration, Goal Setting and Planning. All career interventions should be aimed at developing confidence and belief in one's own abilities to take career related decisions, which is known as Career Self-efficacy.

Past experiments in career planning have indicated that the individuals who have gone through career self-management interventions have career

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decidedness, more satisfied with work and are more confident in career decision-making. (McClair, 2010) The participants of career interventions were found to be able to negotiate career development tasks in accordance with new career realities, with greater ease and effectiveness. Thus, Career interventions should have positive impact on career decision-making self-efficacy and early career success of the participants. We would expect the participants of the career interventions to have higher career advancement.

LITERATURE REVIEW

Career Management

Career Management is the set of techniques and strategies that individuals and organizations use to maximize careers and bring about career development (Abraham, 2011; Baruch & Peiperl, 2000). Career management can take place both within organizations and at individual level.

In the bureaucratic career, career development in corporate world traditionally tended to focus on higher level and middle level management and was designed and managed by the HR department focused on future business and succession planning (Kidd, 1996). However, as elaborated on above, changes in the world of work have led to more diverse workplace trends and have diverted focus from the organization to the individual. In the context of these changes, “employers are increasingly unable (or unwilling) to promise and formally manage career opportunities” (Kossek et al., 1998). The imperative of this is that individuals are required to take more responsibility for their own career development Kidd, 2002. Individuals need to put efforts to enhance their skills and abilities, be adaptive and flexible, and develop the skills and abilities, stay flexible and adaptive and should develop an understanding of the environment in which their career unfolds (Anakwe et al., 2000; Kidd, 1998).

Bridgstock (2005) summarizes that “we are in an era of ‘do-it-yourself’ career management ‘where individuals are being challenged to play a greater role in constructing their own career development, an era where workers are encouraged to act as free agents and learn the skills which will assist them in taking responsibility for the direction and evolution of their own careers’”. Thus, career self-management has become a key concept (King, 2001).

Individual career management has been described as “the process by which individuals collect information about values, interests and skill strengths and weaknesses (career exploration), identify a career goal and engage in strategies that increase the probability that career goals will be achieved” (Greenhaus et al., 2009; Noe, 2002).

Career Coaching

Career coaching is the process of focused attention on individual career needs & concerns which helps the individuals in reducing role & goal ambiguity, adaptability to change the action for future (Amundson, 2006; Bimrose, 2006). Generally aimed at development of the client with respect to the career. A career coach is as good as a business consultant to an organization where he identifies the skill, developmental needs, career decision-making and helps in evaluation of career strategies (Chung & Gfroerer, 2003). The social media & connectivity has encouraged facilities interactions between the coach and client.

Career Anchors

Edgar Schien identified eight career anchors namely Security, Autonomy, Technical Competence, Creativity and entrepreneurship, Sense of service, pure challenge and life style interaction. According to Edgar Schien (Schein, 1993), security deals with geographical and job securities. It measures how much an individual feel secured in a given geography or in job. All professionals need to identify their anchor and achieve satisfaction. Therefore, both organizations and individuals concerned are responsible in shaping the kind of career that they want. This responsibility, *per se*, is inevitable since they know exactly what they want from their careers that will satisfy their needs and expectations (Chachadi, Mahat & Patil, 2012).

Career Self-Management

As described above, the importance of career self-management has increased over recent years. To date, there has only been little research into the reality of career self-management. Some authors describe it as a single activity, rather than a number of separate interrelated activities. However, the results of a study by (Sturges et al., 2008) question the appropriateness of this approach. Sturges et al., assessed the occurrence of several different career management practices, as experienced and practised by employees.

Networking activities, Mobility oriented behaviour, drawing attention to achievements and practical activities are career self-management factors which have emerged of the literature review.

Career Management Interventions

Career management interventions are efforts by organization to assist individuals in believe career by the way giving their specific experience suitable for a particular post as a part of succession planning (Allred et al., 1996; Kidd, 1996). To meet the organization requirements, organizations come up with career management interventions (Kim, 2005; Walsh, 2003).

(Kim, 2005) showed that individual oriented career development accompanied by support from organization were more successful than those which were not supported. (Kidd et al., 2003) suggests that the career interventions should focus on aspects such as career exploration, career goal & career strategies involving self-assessment & action planning.

Evaluation of Career Management Interventions

For evaluation the Kirkpatrick's (1967) model of hierarchy of training evaluation can be used. Kirkpatrick's model of assessment has been found to be most effective. Kirkpatrick's model suggests four level of outcomes need to be evaluated on reaction, learning, behaviour & organization outcomes.

(Maguire, 2004) suggested that career intervention should have outcomes variables namely Career exploration skills, Reflective self-awareness, Career plans & Monitoring, Adaptability.

There is lack of research on career interventions and its impact on career success. The application of career intervention at the institutional level is very low since the outcome variables are long term & there is lack of empirical evidence.

Sources of Career Self-Efficacy

Bandura proposed (Fig. 1) that there are four sources of career self-efficacy:

- Past performance; achievement and experience from past.
- Verbal counseling: encouragement received from others.
- Vicarious learning: modeling and observing others.
- Emotional arousal: eagerness negative psychological stage.

(Bandura, 1977, 1993, 1997; Buchmann, 1997; Betz & Hackett, 1981; Betz & Taylor, 2001; Lent, et al., 1994; Nesdale & Pinter, 2000).

Past Performance Accomplishments

Past performance is the strongest predictor of career self-efficacy. Mastery of an art/ skill past successful experience is past performance. High self-efficacy because of past success and low self-efficacy is associated with past failures (Bandura, 1977, 1986; Dawes, Horan & Hackett, 2000; Lane et al., 2002). Based on this research we would predict that past performance accomplishments have the strongest influence on self-efficacy beliefs.

Verbal Persuasion

Encouragement received from others that they are capable of performing and completing a task, enhances the confidence of the individual. Therefore, verbal persuasion is a source of self-efficacy. Guidance and positive suggestions from others can assist in correcting performance in areas needing improvement, which are producing unsuccessful results (Bandura, 1977). Though it has less impact compared to past performance and experienced of success, mentors' teachers can try to influence using counselling. In response, it is important that people utilize verbal support and encouragement from others, to be motivated to create new opportunities to observe their own success.

Vicarious Learning

We often learn from others, when we see others perform we get inspired. When individuals see others perform and are successful, vicarious learning takes place. When individuals witness others similar to them can perform, they get convinced that they themselves can perform as well, but vicarious learning can be brought about by interaction with alumni, watching videos and reading books.

Emotional Arousal

Emotional arousal also affects self-efficacy (Bandura, 1977). We often react emotionally to certain in situations and tasks and that emotion determines whether we accept the task or deny it (Bandura, 1977). Fear and stress are negative emotional reactions of people on which negative arousal is generated. Happiness and enjoyment leads to Positive emotional arousals.

Positive energy and eagerness towards a task can lead people to be more motivated to perform successfully and increase feelings of satisfaction from the task. It is essential therefore, that techniques to reduce negative and increase positive emotions be used to raise self-efficacy.

Literature review suggests that the first and most powerful career intervention can be structuring successful past performance accomplishments (Betz, 1992) as given in Fig. 1. Counselors can process with clients their past career mastery experiences and assist them in creating new ones (Sullivan & Mahalik, 2000). This can be done by setting clients up with courses or workshops that focus on the client's skills and success is guaranteed (Betz, 1992). Counselors can also encourage clients to seek performance accomplishment opportunities by getting involved with internships, school-to-work programs, or volunteer work (Sullivan & Mahalik, 2000).

Counselors should also utilize verbal persuasion and encouragement, and seek to strengthen clients' career self-efficacy beliefs by expressing confidence in their capabilities (Betz, 1992). This kind of support from counselors around goal setting and reinforcing that they can meet those career goals can be very beneficial (Betz, 1992). By providing active verbal support, clients can learn to try on new career roles, explore more options, and overcome both internal and external career barriers (Sullivan & Mahalik, 2000). So, both past successes and verbal encouragement from others can ultimately have a big influence on individual's career outlook.

Mentors can also encourage positive learning by providing clients ways to hear other successful individuals share stories of how they overcame career obstacles and achieved successes (Sullivan & Mahalik, 2000). They can promote observational learning by finding "role models" in career areas client's fear pursuing (Betz, 1992). Films, videos, and books can all be used to provide alternatives to finding people to speak in person (Betz, 1992).

Furthermore, mentors can help individuals to manage their emotional arousal related to careers by teaching anxiety management, relaxation techniques, and more positive self-talk (Sullivan & Mahalik, 2000; Betz, 1992). Mentors should teach clients how to be more aware of negative self-talk, monitor these self-defeating thoughts, and consciously stop them (Sullivan & Mahalik, 2000; Betz, 1992). They should teach clients to replace negative thoughts with task-focused ones, so hopelessness associated with career tasks can be avoided (Sullivan & Mahalik, 2000; Betz, 1992). Enhancing vicarious learning and reducing negative emotional

arousal are therefore important factors in furthering one's career in a positive direction.

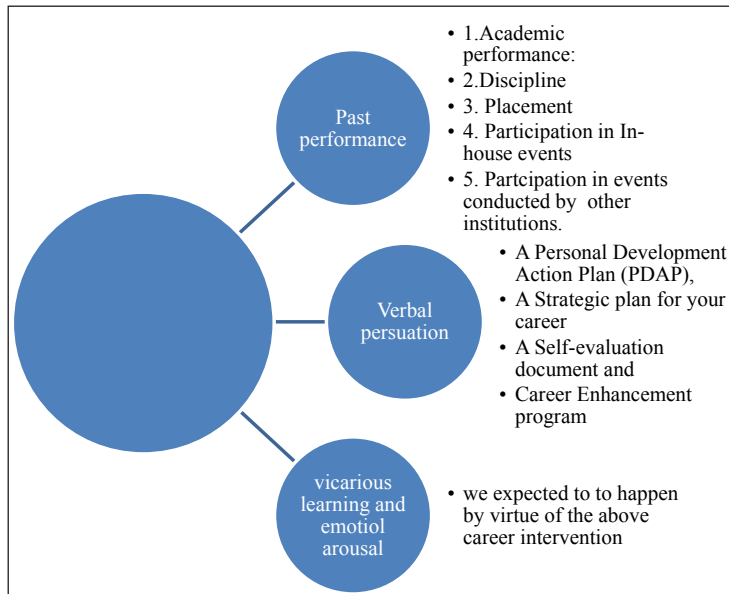


Fig. 1: Sources of Career Self-Efficacy and Career Interventions Planned

OBJECTIVE OF RESEARCH

The objective of the research are to:

- Developing a career intervention system that would be suitable for individuals at MBA level in North Karnataka.
- To measure the impact of the career intervention through CDMSE, Early career Success and Career Advancement.

The career interventions for the experiment group were planned in Two Phases. Phase one consists of individual inputs and individual counselling and phase two consists of group inputs and group counselling by Industry Experts.

The participants of the career interventions programs should be able to:

- Dream and develop career goals, write and set targets.
- Accumulate and assimilate information about careers.
- Search for career information and use it in writing career goal.
- Explore careers to know the advantage and disadvantage of each.
- Participants know how others have done it before (Brown et al.,

2003).

The career interventions planned sequentially. First we start with the Personal development action plan, on the basis of which counselling to explore career options and Strategic plan for your career and finally evaluation based on CDMSE. To evaluate the impact of the career interventions in the form of PDAP, counseling CDMSE has been used. The questionnaire has already been discussed in previous chapter.

Individual Inputs: Session Details

Verbal persuasion as a source of career self-efficacy has already been established by researchers. Verbal persuasion is used through one to one interaction during Phase I and Phase II of the Career Interventions. In order to make verbal persuasion more effective an experiment group has been formed to impart inputs and measure the impact on CDMSE.

In an experiment, data from an experimental group is compared with data from a control group. These two groups are identical in every respect. The difference between a control group and an experimental group is that all the inputs on Career Planning and Career Strategies imparted to experimental group only, but the control group is devoid of any inputs.

In the experiment group was formed based on willingness to participate. From each batch of 2011-13, 2012-14, 2012-15, 18 students were taken for the study (Table 1). During Phase 2 Group inputs were given to whole batch of 2014-16, and 2015-17.

Table 1: Control Group and Experiment Group

Batch			Frequency	Percent	Valid Percent	Cumulative Percent
2011-13	Valid	Yes	19	28.4	28.4	28.4
		No	48	71.6	71.6	100.0
		Total	67	100.0	100.0	
2012-14	Valid	Yes	18	23.7	23.7	23.7
		No	58	76.3	76.3	100.0
		Total	76	100.0	100.0	
2013-15	Valid	Yes	18	27.3	27.3	27.3
		No	48	72.7	72.7	100.0
		Total	66	100.0	100.0	
2014-16	Valid	Yes	68	100.0	100.0	100.0
2015-17	Valid	Yes	88	100.0	100.0	100.0

Participants

Control Group: The control group consisted of all in each batch of 120 from GBS HUBLI. The demographic profile of control group of each batch is given (Appendix A), They did not receive any individual or group counselling in regarding career development during this time.

Experiment Group: The career development group consisted of 18 participants from each batch. Each group met once a week for five weeks. The length of the groups' sessions ranged from 30-50 minutes. This test group and the control group completed the same questionnaire CDMSE.

Procedure

The Career Development Workshop consisted of Two phase,

Phase 1: Given more personnel inputs, concentrated more on goal setting and understanding oneself with the help of counselling. Individual and one to one interaction with the researcher, formulation of individual career goal was the objective. Batch 2011-13,2012-14,2013-15 students of GBS Hubli were the participants of the control group

Phase 2: Based on the inputs given by control group the inputs were delivered by Industry experts is a form of Career Enhancement Program. sessions by industry experts were held to give career exposure, self-understanding and career mapping initiation, industry specific skill requirements and enhancement, Resume writing, GD and preparing for interview. Here the whole class was given an option to be a part of the control group. CDMSE administered and compared with other MBA institutions in North Karnataka. Batch 2014-16, 2015-17 students of GBS Hubli were the participants of the control group.

Phase 1

- Session 1: PDAP
- Session 2: A strategic plan for your career
- Session 3: Counseling:
- Session 4: Feedback and CDMSE

These sessions were once a week and ranged from 30-50 minutes in length. The following is a breakdown of each session describing the specific goals for each week.

Session One: PDAP

This session consisted of introductions, expectations, and ground rules. The group was informed of the tentative agenda for the following weeks.

The students were given the opportunity to discuss if there were any topics not covered on the agenda that they would like to add. Nothing was added to the agenda for all five groups. PDAP was administered by the researcher (Table 2).

Table 2: Personal Development Action Plan

My Five Year Development Plan					
Period Plan		From		To	
My Long Term Goal					
My personal development Goal	My personal development Objectives	My schedule of activities and re-sources	Time frame	Evidence of achievement	Date of achievement

Each group spent the remainder of time expressing their current thoughts, fears, and attitudes towards life after MBA. Many misconceptions about specific jobs or careers were also discussed.

Session Two: Strategic Plan for Your Career

In the beginning of this session, we spent a few minutes reviewing last week’s group. The students shared any concerns, thoughts, or ideas they may have had from the previous week.

Goals & Objectives of Strategic Plan for career:

- To perform an analysis of oneself and career aspirations.
- To realize professional abilities – where you are and where you want to be.
- To develop own personalized strategic plan for one’s career.

Outline:

- Where Are You?
- Where you see you self five years from today?
- Mission and Vision, Goals
- Objectives and Action Items
- Self Analysis – SWOT Analysis

This simple document allowed the individuals to think about their interests and values; what it is that interests them both personally and professionally, and what it is that motivates them. This was to help them think about their future careers, by looking at, and answering the question of “where am i now?” Once the individual had begun the process of thinking about where they would like to see their careers (and themselves)

in five years hence – that is, answering the question of “where do i want to be?” They could think about setting targets. These targets then became the basis of their personal development action planning, and were formulated and written into their personal development action plan as the personal development goals and objectives that they identified as needing to develop in order to help them achieve their career aim(s) – that is, their long-term goal.

Session Three: Counselling

The main activity planned for this session pertained to researching jobs according to interest and SWOT. First, the students were to think of at least three jobs they wanted to learn more about. The students were asked to research various career options suitable to them, job description, educational requirements, salary, and anything else they found interesting. The purpose of this activity was mainly for the students to motivate the students to explore careers. The career strategies as indicated by the chapter 5 are also given to the participants using articles by various authors.

Session Four: Feedback and CDMSE

Last meeting included summarizing the past weeks, discussing what they have learned, and how they will apply this information now and in their future. In This session Feedback and CDMSE was administered to the students. The students were given the opportunity to share their views about Career Workshop. These are some of the reflections of the participants:

“Everything, it really made me dream”.

“Mam, we want study materials regarding careers available in different fields”.

“Everything, it really made me dream”.

“Looking at all aspects that go into a career planning”.

“Discovering my strengths, weakness and of course the values”.

“EVERYTHING”.

“Everything! It helped a lot”.

“Strengths activity, because it made me realize the strengths”

While many like the goal setting session, and said the work shop helped in career planning, SWOT, identify interest areas, helped to bring in a lot of positivity and enthusiasm towards a bright future, but a few said they need industry experts and practical inputs. Two wanted some study

material and tests to be conducted, which led to the Phase II of Career Interventions.

Phase II: Group Inputs: Session Details

Fig. 2 depicts the Career enhancement programme carried out as a part of group interventions. As shown the level 0 is for students of sem1 and here the objective is exposure industry requirements and career. At Level 2 we aim at developing an understanding of self-values and interest level 3 is industry specific exposure development of alternatives and tips for resume building and cracking the interview. Level 4 early career success CDMSE and feedback.

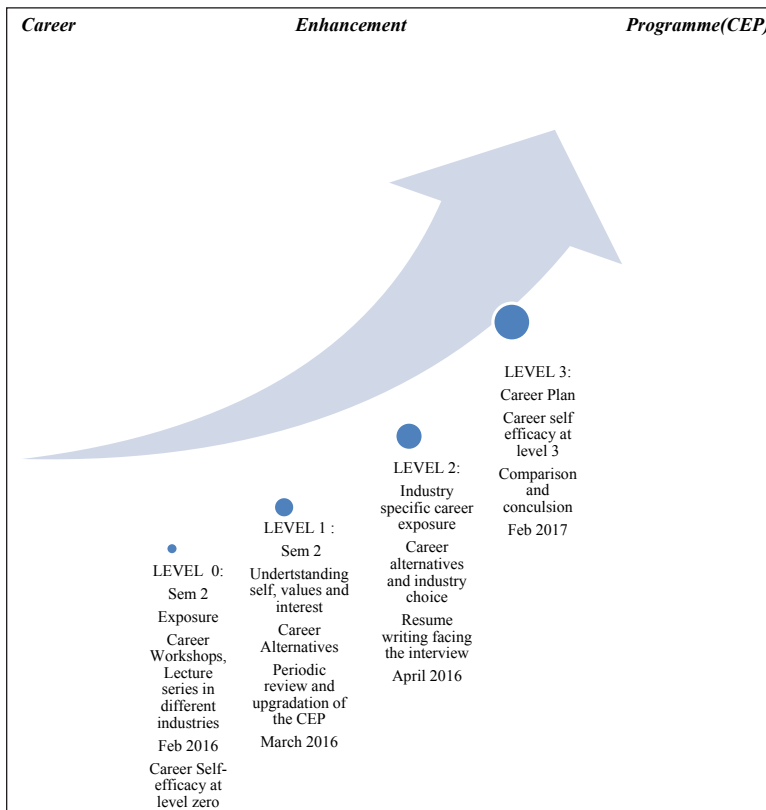


Fig. 2: Phase II: Group Inputs Session Details

Most of the students from experiment group felt that inputs given were lacking industry information and wanted industry experts from various

fields for interaction. Moreover there was no significant difference between control group and experiment group in CDMSE. There is no difference between the CDMSE of the control group and non control group with respect to every batch.

Thus workshops were planned which were handled by the Industry Experts and Alumni of GBS.

- Session 1: Career Enhancement Programme (Annexure K)
 - Workshop by Anand Karajgi (Sr. Trainer) and Rishi Tiwari (Sr. Trainer)
 - Workshop by Santosh Patwardhan (Sr. Manager, Weith Pharma, Mumbai)
 - Workshop by Prasanna Deshpande (Branch Head)
 - Workshop and Panel discussion by alumni
 - Shilpa, Zonal Manager, Suvarna Jewelers, Bangalore.
 - Vijay Jituri, Territory Manager, MRF.
 - Saif Patil, Sr. Sales Manager, Berger Paints.
 - Rohan Daniel, Zonal Head, PIAGGIO.
- Session 2: Career Planning Handbook
- Session 3: Career Path Series
- Session 4: Feedback and CDMSE

Here the whole class was given an option to be a part of the control group. CDMSE administered and compared with other MBA institutions in North Karnataka. Batch 2014-16, 2015-17 students of GBS Hubli were the participants of the control group the following table indicates that there were 68 from batch 2014-16 and 88 from batch 2015-17.

Table 3: Group Intervention for Experiment Group

Batch			Frequency	Percent	Valid Percent	Cumulative Percent
2014-16	Valid	Yes	68	100.0	100.0	100.0
2015-17	Valid	Yes	88	100.0	100.0	100.0

Session 1: Career Enhancement Programmed (CEP)

These sessions by industry experts were primarily aimed at giving

- Career Exposure,
- Self-Understanding and Career exploration,

- Industry specific skill requirements and enhancement,
- Career Strategies: Creating Opportunities, extended work environment, Seeking Guidance, personal interaction, Networking and Others.

Session 2: Career Planning Handbook

This *Career Plan Handbook* contains activity worksheets intended to help students make solid and informed career decisions. These worksheets helped the students to understand themselves better. Students can fill out these worksheets on their own and discuss them with their career mentor, or retrospection.

Worksheets focus on the three core areas of career decision-making: self-assessment, career exploration, and goal setting. The focus area is identified at the top right of every worksheet.

Self-Assessment

Interests and Aptitudes

The first block of worksheets concentrates on self-knowledge and self-awareness. Students consider what they enjoy and take pride in doing and work to correlate this information with possible careers. They identify their top career interest areas based on their interests, values, and self-image, and consider which of the 4 career clusters defined generally by universities in India, that fit best with their academic and personal strengths. They also consider their personality types and the values they wish to express through their work. This session consisted of exploring themselves and college interests. The students completed a self and college audit. The questions in the self-section varied, but generally pertained to their interests in and out of school and how they perceive themselves. The questions in the college section revolved around the type of college of which they are interested. Size, location, and cost were some of the demographics for them to explore.

Career Interest Area

Realistic: You may enjoy a career as a mechanic, air traffic controller, pilot, surveyor, soldier, police officer, farmer, miner, or electrician.

Investigative: You may enjoy a career as a scientist, doctor, dentist, computer programmer, mathematician, college professor, or veterinarian.

Artistic: You may enjoy a career as a composer, musician, stage director, writer, decorator, architect, graphic designer, artist, photographer, journalist, or actor.

Social: You may enjoy a career as a teacher, religious worker, counsellor, clinical psychologist, occupational therapist, caseworker, playground supervisor, child care worker, or speech therapist.

Enterprising: You may enjoy a career as a salesperson, manager, business executive, lawyer, politician, marketing manager, stockbroker, urban planner, television producer, sports promoter, or retail buyer.

Conventional: You may enjoy a career as a bookkeeper, accountant, court reporter, stenographer, financial analyst, banker, cost estimator, tax expert, office manager, or medical records technician

Career Cluster

Based on the career clusters they enjoy the students were asked to specialization. Since only three specialization is offered at GBS the students were asked to Choose the two clusters that most interest them and list five appealing jobs in each of these clusters.

Work Values

Work values are aspects of a career that bring you pride and satisfaction. Knowing what values are important can help you decide which careers might fit best. First, the group discussed the meaning of values and how they affect one's life. The group also explored the difference between work values and personal values, and how they affect career decisions. The students were then given a list with a list of 26 values Advancement, Adventure, Change and Variety, Children, Creativity, Environment, Family, Fast Pace, Compassion, Helping Society, Independence, Influence, Job Security, Knowledge, Nature, outdoors, Physical Challenge, Power, Public Contact, Recognition, Responsibility, Salary, Stability, Status, Teamwork, Tranquility, Travel. They were asked to pick ten values from the list and rank them in order of importance. The group discussed the ease or difficulty they had picking only ten values. The group members also took turns talking about some of their high and low ranked values and the reasoning behind their ranking.

Career Exploration

In these activities, students move from identifying possible careers to doing research that will help them fine-tune their career options and make a career decision. Students explore career- and education-planning resources offered on the Web, complete one or more job-shadowing experiences, and profile all aspects of different careers that interest them. Over the course of their career-planning experience, students can use multiple copies of the Career Profile Form on pages 16 through 19 to explore various careers that appeal to them.

Goal Setting

After exploring themselves and their career options, students move on to planning and goal setting. Students profile postsecondary education and training options that appeal to them, considering a range of important criteria such as cost and job-placement success. They create a checklist of the materials they will need to apply for a postsecondary program and record their progress toward meeting relevant due dates. They also research the skills needed in their career of choice and make plans to strengthen these skills.

Career Path Series

The career path series in Marketing, HR and Finance are intended to introduce career to students opting for the MBA course without any prior work experience.

Marketing Overview

All Students interested in being entrepreneurs, general management, or just running their own business may want to consider marketing.

Human Resources Overview

This career path will help you realize the requirements of a career in HR.

Corporate Finance Overview: A career in finance is exciting and rewarding, and, usually, very lucrative. It attracts young people who are hugely ambitious but who also have a head for economics, accounting and the ability to quickly and intuitively grasp and process complex financial concepts and data.

Session Four

This last meeting included summarizing the past weeks, discussing what they have learned, and how they will apply this information now and in their future. The students discussed their thoughts and fears regarding careers and completed Feedback and CDMSE.

Summary

In summary, this study was conducted with 365 participants. 211 participants were part of a control group. 55 participants received career development intervention in Phase 1. And 156 participants received group career inputs with Career Enhancement Programme. The career group followed a self-created five week curriculum. Both the control group and test group were evaluated by completing CDMSE.

This chapter presented the research design used in this research, the sampling procedure, construct validity, factor analysis and career intervention framework is discussed. The analysis and finding are presented in the following chapters.

Comparisons of the Experiment Group and the Control Group

The Experiment group was given various inputs in phases: all the career interventions were aimed at enhancement of self-awareness, goal setting, industry awareness, planning and problem solving thus the evaluation is based on

- Reactions of the experiment group
- CDMSE of the experiment group.
- Early career Success : Placement
- Career Advancement after 2 years of Career Interventions

Reaction and Learning

Career Interventions Satisfaction

All the 211 participants of various batches gave feedback on Career Planning Workshop attended by them. A few students were of the opinion that career planning was not a priority for them and a few indicated that they had no time for career planning.

Table 4: Career Interventions Feedback**Descriptive Statistics**

Control Group		N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
Yes	I don't see the relevance of career planning	211	0	5	2.89	1.607
	I don't like the idea	211	0	5	2.97	1.550
	I don't see the need of career planning	211	0	5	2.73	1.454
	I have no time	211	0	5	3.16	1.502
	Not a priority	211	0	5	3.19	1.438
	You cannot plan a career	211	0	5	3.44	1.609
	Valid N (list wise)	211				
a. No statistics are computed for one or more split files because there are no valid cases.						

The participants of the experiment group indicated that they were overall satisfied with benefits they derived out of the career interventions.

The following factors were extracted from factor analysis(chapter 4). For further analysis these factors will be considered.

Career Interventions Satisfactions for Individual Inputs and Group Inputs

To know which group is more satisfied Onaway ANOVA was conducted. As depicted in Table 5 there no difference in the career satisfaction of the individual inputs group and group import group.

H1: there is a significant difference between the individual group inputs and group inputs with respect to career interventions satisfaction.

Table 5: ANOVA Career Interventions Satisfactions for Individual Inputs and Group Inputs

Anova

		Sum of Squares	Df	Mean Square	F	Sig.
I have become decisive about my career path	Between groups	.257	1	.257	.250	.618
	Within groups	214.397	209	1.026		
	Total	214.654	210			
After attending Career Planning Workshop I have been reflective about action plans for my career	Between groups	.000	1	.000	.001	.977
	Within groups	115.734	209	.554		
	Total	115.735	210			
Career Planning workshop has given me the motivation to develop the skills, knowledge and learning needed to achieve my career goal	Between groups	.070	1	.070	.128	.721
	Within groups	113.864	209	.545		
	Total	113.934	210			
I feel confident career planning workshop has helped me understand the importance of Goal setting and Planning.	Between groups	3.429	1	3.429	4.258	.040
	Within groups	168.306	209	.805		
	Total	171.735	210			

Career workshop benefits, significant difference between the groups ($p > 0.05$) for all questions except goal setting. Through the career interventions we bought about verbal persuasion to influence the CDMSE of the participants.

- There is positive relationship between career intervention satisfaction and CDMSE.
- There is a no significant relationship between career intervention satisfaction and Past performance.

- There is a positive relationship between career intervention satisfaction and Early Career Success.

CDMSE of the Experiment Group

Again the CDMSE as a measure career self-efficacy, but compared to 1377 students from all universities of North Karnataka was compared with the experiment group.

Univariate Analysis

Univariate analysis is a simple analysis of data. “Uni” means “one”, so in other words data is considered as one variable irrespective of cause and relationships and the objective is to describe the patterns in the data. For the Univariate analysis, CDMSE data of experiment and control group is merged, that is, CDMSE of GBS data 365 is merged with 1377 all universities of North Karnataka. The batch cross-tabulation of batch and institute is given below:

Table 6: Univariate Analysis CDMSE of MBAS of North Karnataka

Tests of Between-Subjects Effects

Dependent Variable: Grand CDMSE Total

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7083.712 ^a	10	708.371	7.303	.000
Intercept	3949852.131	1	3949852.131	4.072E4	.000
Batch	1679.807	5	335.961	3.463	.004
Control Group	2115.435	1	2115.435	21.808	.000
Batch * Control Group	1058.271	4	264.568	2.727	.028
Error	167910.699	1731	97.002		
Total	1.538E7	1742			
Corrected Total	174994.411	1741			

a. R Squared = .040 (Adjusted R Squared = .035).
Chart 5.2 estimated marginal means of CDMSE.

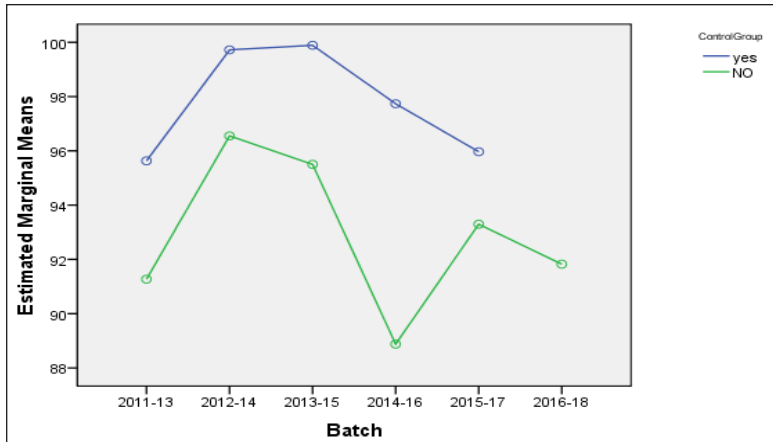


Fig. 3: Univariate Analysis: Estimated Marginal Means of Grand CDMSE Total

The above Fig. 3 shows Univariate analysis indicates there is significant difference between experiment group and Control Group across batches. Batches 2012-14, 2013-15 have higher CDMSE compared to other batches.

A two-way ANOVA was conducted that examined the effect of Career interventions on and CDMSE batch wise. There was a statistically significant interaction between the effects of career interventions on CDMSE, $F(1, 5) = 3.463, p = .028$.

Simple main effects analysis showed that experiment group were significantly having higher CDMSE than control Group ($p = .028$), across all the batches.

Early Career Success

Webster's Ninth New Collegiate Dictionary defines success as a "degree or measure of succeeding" or a "favorable or desired outcome" Even a definition that seems as simple as this leads to two very complex questions. What is favorable? What is desired? Literature review suggest that favorable success is the one which can be seen by others and that is objective career success and desired success is the satisfaction and happiness one derives out of success which is subjective in nature.

Arnold (1995) also expounded on the multifaceted nature of student success through a longitudinal study she made of high school valedictorians.

As the students in her study went through their postsecondary education, she discovered that they measured success in four different dimensions or levels. The first and most basic determinant of success was through their level of academic proficiency as measured by grades, awards, and the like which is measured by past performance for the purpose of this study.

The second level went beyond the academic realm to professional success—To know how well their education had actually helped them to carry out their responsibilities as an adult. Have they been able to a placement offer? Since, this is one of the primary objectives of joining MBA. Bagging a placement offer is defined as early success for the purpose of this study.

Based on this research, then, student success is defined as the accomplishment of one's goals during a college or university tenure, assessed by the individual through a measure of externally perceived usually through the attainment of high academic marks and other collegiate accomplishments like placement is defined as Early Career Success.

The third level was how satisfied and happy one feels about his/her achievement. The highest level of success, according to Arnold, comes when an individual's ideal future becomes their present. If one is living up to his or her expectations, then the most important goals in one's life have been met and success has been reached. These are long term and highly subjective in nature, thus for the purpose of the study only early career success is considered. To know the long term outcome of career interventions career advancement of the experiment group Rate of career Advancement is used (D, 2006), ("Measurement of Rate of Advancement (ROA)," 1979).

Batch Wise Early Career Success

To measure career success, placement is considered as early career success. Of the 19 experiment group students 14 are placed in 2011-13 batch, (73%), 55% control group students in 2012-14, 61% in 2013-15 and 50% of the control group in 2014-16 batch and in batch 2015-17 67% experienced early career success (Table 7).

Table 7: Experiment Control Group * Batch * Early Career Success Placement Cross Tabulation

Count			Batch					
Early Career Success Placement			2011-13	2012-14	2013-15	2014-16	2015-17	Total
Not placed	Control Group	Yes	4	8	2	34		48
		NO	30	37	26	0		93
	Total		34	45	28	34		141
Attended interview	Control Group	Yes					25	25
	Total						25	25
Second round of interview	Control Group	Yes	1				4	5
	Total		1				4	5
Shortlisted	Control Group	Yes		3				3
		NO		6			6	
	Total				9			9
Eliminated in last round	Control Group	Yes			2			2
	Total				2			2
Placed	Control Group	Yes	14	10	11	34	59	128
		NO	18	21	16	0	0	55
	Total		32	31	27	34	59	183
Total Control Group			19	18	18	68	88	
% Placed			73	55	61	50	67	

Career Advancement of Experiment Group After 2 Years

The experiment group who were already in industry were contacted to know their new designation and company in which they were working to calculate the rate of career Advancement. The information was received through “whatsapp” groups, social network.

The career interventions have been evaluated on the basis of early career success that is placement for all batches. The experiment group students of batch 2011-13, 2012-14 and 2013-15 have already completed 3-5 years in their corporate journey. Thus it would be relevant to know their career advancement in these years. To know the long term out

outcome of career interventions career advancement of the experiment group is quantified using Modified Bass Model (D, 2006), (“Measurement of Rate of Advancement (ROA),” 1979).

This section deals with the Bass Model of Career advancement the Bass model (Bass & Burger, 1979). (Feij et al., 1995) developed Rate of Career advancement in which the respondents are categorized into superior, above average, below average and poor.

Bass Model of ROA

Bass and Burger (1979) proposed this model of measuring Career Advancement. This model is based on organizational level attained, age, and organizational size. It makes the Career advancement measurable and quantifiable. It defines career advancement as

- The proportionate distance of a manager from the bottom level of organizational structure;
- The manager’s age to his nearest birthday; and
- The size of the manager’s organization in terms of total number of employees and turnover.

A modified formula was developed Advancement is not getting promotions alone, it is the rate at which an individual gets into the decision-making level. The level of authority and responsibility and decision-making one receives after a threshold level determines Career Advancement. It differs from one organization to other. And therefore considering this threshold level as Middle level, senior level and top level would be appropriate, rather than the number of promotions received.

The organizational level currently occupied by the person is to be substituted by the designation (D) of the position incumbent that reflects authority, responsibility and decisional influence on the organization for the measurement of ROA.

Therefore, the Bass formula has been modified by Mavoothu D in 2006 as follows:

The modified formula suggested:

$$ROA = \frac{D \times S \times 1000}{A}$$

Where,

D = designation of manager (indexed)

S = indexed size of the manager’s organization

A = age of manager to his/her nearest birthday, and

1000 = a constant to avoid decimals/fractions and also to enlarge the figures for convenience.

Further, the designation (D) (Table 8) has been indexed as follows:

Table 8: Designation Index

Indexed Designations	Level Index
Top management	4
Senior management	3
Middle management	2
Junior management	1

Similarly, the size of the company(S) has also been indexed in Table 9 as follows:

Table 9: Company Size Index

Size	Presence	Indexed Company Size
Large	MNC	9
	National	8
	Regional	7
Medium	MNC	6
	National	5
	Regional	4
Small	MNC	3
	National	2
	Regional	1

Using the percentile rank positions of the ROA scores (using the modified formula), the respondents were categorized into Poor, Below Average, Average, Above Average and Superior in terms of level of career advancement.

Classifications of Level of Advancement of Respondents

Based on the ROA score distribution (modified formula), the respondents' level of advancements are given in Table 10 as follows:

Table 10: Classification of Rate of Advancement

Classifications of Level of Advancement Percentile	Score Range	Rank	No. of Persons
20 th and below	Less than 153.84	Below expectations	12
21 st to 40 th	153.85 to 346.15	Below Average	11
41 st to 60 th	346.15 to 492	Good	10
61 st to 80 th	492 to 827	High	13
80 th and above	Above 827	Excellent	9
		Total	55

Table 11: 8 Rate of Advancement

Perce- ntile		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expec- tations	12	3.3	21.8	21.8
	Average	11	3.0	20.0	41.8
	Good	10	2.7	18.2	60.0
	High Career Advancement	13	3.6	23.6	83.6
	Excellent	9	2.5	16.4	100.0
	Total	55	15.1	100.0	
Missing	System	310	84.9		
Total		365	100.0		

As we can see in Table 11, 9 persons achieved excellent career advancement. The high career advancement achieved by 13 persons only. The highest number of respondents (eleven) achieved average career advancement. 11 respondents achieved average and another 12 respondents career advancement was Below expectations.

Table 12 depicts the Career Advancement achieved by Male and female respondents of experiment group is almost equal. Gender has no impact on the career success of the experiment group.

Table 12: Rate of Advancement of Male and Females

Gender * Percentile Cross Tabulation							
Count							
Percentile							
		Below Expecta- tions	Aver- age	Good	High Career Advancement	Excel- lent	Total
Gen- der	Male	6	4	3	8	6	27
	Fe- male	6	7	7	5	3	28
Total		12	11	10	13	9	55

Batch Wise Comparison of the Career Advancement.

Interestingly there are three excellent performers in each batch. No significant difference between the career advancement is found depicted in Table 13.

Table 13: Batch Wise Comparison of the ROA

Batch * Percentile Cross Tabulation							
Count							
Percentile							
		Below Expectations	Average	Good	High Career Advancement	Excellent	Total
Batch	2012-14	4	3	5	3	3	18
	2013-15	6	2	3	4	3	18
	2011-13	2	6	2	6	3	19
Total		12	11	10	13	9	55

CONCLUSION

The career interventions have significant impact on CDMSE, Early Career Success and Career Advancement of the experiment group in comparison with control group. A significant difference between the individual and group interventions is found. This study indicates that the first and most powerful career intervention can be structuring successful past performance accomplishments (Betz, 1992). Mentoring role can be taken up by course faculty or The Placement Cell to incorporate self-efficacy enhancing behaviour among the participants.

Mentors at the Institutions can counsel the students with their past accomplishment and assist them in creating new ones (Sullivan & Mahalik, 2000). Mentors can also encourage students to seek performance accomplishment opportunities by getting involved with internships, class projects, or consultancy (Sullivan & Mahalik, 2000). Mentors should also utilize Career Planning and Management interventions and encouragement, and seek to strengthen participants' career self-efficacy beliefs by expressing confidence in their capabilities (Betz, 1992). This kind of support from Mentors around goal setting and reinforcing that they can meet those career goals can be very beneficial (Betz, 1992). By providing active verbal support, participants can learn to try on new career roles, explore more options, and make informed career decisions (Sullivan & Mahalik, 2000). So, both past successes and verbal encouragement from others can ultimately have a big influence on individual's career self-efficacy.

The results indicated that participants in career experiment group who incorporated Bandura's four sources for modifying self-efficacy increased in career decision-making self-efficacy and career success. We believe these results also offer some support for the many published works that have theorized about the effect of career interventions to increase self-efficacy (Betz & Hackett, 2006; Brown & Lent, 2004).

The sources of career self-efficacy that were the strongest predictors of career exploration were Career Planning and Management interventions, performance accomplishments. Results of the current study imply that external support to build career self-efficacy among MBAs is truly beneficial. In fact, past research has shown that career counseling is very helpful in modifying career self-efficacy beliefs (Luzzo & McWhirter, 2001), and increasing career exploration and career self management beliefs (Hooley, Watts, Sultana & Neary, 2012; Vuori & Toppinen-Tanner, 2012). Assisting individuals in becoming more aware of their career self-efficacy can increase these beliefs, and help avoid previous unsuccessful career behavior (Smith & Betz, 2000; Betz & Taylor, 2001).

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