Career Development in the Context of Globalization, Privatization and Liberalization

T K GILL

Professor Educational Psychology

Department of Extension Education PAU Ludhiana, INDIA

Freud’s comments “The world we know would perish without work” throw light on the importance of work. Work is the central and essential part of man’s life, without it life is not meaningful. Any person without work is a burden on earth. The common saying, “The work is worship” is very much true. But if the work is soul-less, life stifles and dies. The choice of work is one of the most important decisions one makes. It determines how time will be spent, who will be the friends chosen, what attitudes and what values will be adopted, where one will reside, what pattern of family living will be adopted. According to C. Wright Mills, “The life-fate of the modern individual depends not only upon the family into which he was born or which he enters by marriage, but increasingly upon the corporation in which he spends the most alert hours of his best years.” This is a very important decision but many a times it is made with little thought and assistance.

Meaning of Career:

Occupation is one of the earlier terms used for work, which emerged into profession and now career is the word most appropriately used for it. The term career has several meanings which vary with the user and many a times the same user may mean differently. Popular usage of the term career is synonym for occupation. Sometimes it is used as progression from one lower position in a field to the higher positions.

The word career originated from the Latin word “carrus” which means chariot. According to Oxford Dictionary, career is the development of vocational behaviour over time.

In scientific studies of work, it has been given a more special meaning, keeping in view its origin and denotes the sequence of positions occupied by a person during the course of life time. Vocational psychologists use “career” for occupational career (Super, 1957), but many use it to denote the complex roles played sequentially and sometimes simultaneously from the ‘cradle to the grave (Super, 1980), a life time career.

Definitions:

“A career is the individually perceived sequence of attitudes and behaviours associated with work related experiences and activities over the span of person’s work life.”

- Hall (1976)

“A career is a chosen pursuit; a profession or occupation. It is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, career includes life roles, leisure activities, learning and work.”

The concept occupation, vocation or career is often confused even in scientific and professional writings because many individuals have only one occupation throughout their life while others may have a series of quite different occupations. Vocation is for occupation chosen and engaged in for a substantial period of life appropriate to one’s abilities, interests and values and desires whereas career denotes a life time sequence of positions and occupations.

A career can be examined from different perspectives (Hall, 1976):

Responsive Careers: These are characterized by the pursuit of occupations which are approved by and are typical of individual’s family or socio-economic group.

Expressive Careers: In these an individual responds to internal and not external pressures. He seeks to fulfill and express his interest and use their abilities in the occupation.

Choosing a career:

Choosing a career is a modern concept. About three centuries ago a young man did not choose his career. He was expected to enter his father’s occupation or his father’s choice. A non-conformist who
deviated from it, used to make his own way as a soldier of future or an emigrant to a new world. But, today the trend has entirely changed. Recently, there has been drastic change in the world of work. With the onset of globalization, numerous professions have emerging. The youth is perplexed how to make decision about his profession and advance in his career in the dynamic world of competition. After entering into the world of work, every one tries to advance, compete and excel others. One may also make frequent changes in the job positions.

**Career Development:**

Career development may be thought of as an aspect of general development of succession of occupations in which one engages during his life time. The term was first used by Charlotte Bühler in Austria. Career Development involves both theory and practice, the two sometimes closely related, sometimes ignorant of each other. The theoretical bases will help how individuals develop vocationally and can help a counselor in framing the guidelines for helping individuals to solve problems, avoid blocks, progress with efficiency and satisfaction in their profession.

**Definition:**

“It is the process of preparing for, entering, adapting to and moving from one position to another during the course of life or more limitedly during the course of work life or it is the process of managing life, learning and work over the lifespan.”

The terms career development, vocational development and occupational development are used synonymously. Each refers to life-long process of developing work values, crystallizing a vocational identity, learning about opportunities, trying out plans in part time, recreational and full time work situations. The terms ‘career’ and ‘career development’ became popular in 1960s replacing ‘occupational choice’ because this expanded perception was more useful than the earlier view of career development as occupational choice because it broke the time barrier that had previously restricted the vision of career development to only a cross-sectional view of an individual's life and may be thought of as an aspect of general development.

**Life Career Development:**

In the 1970s, the definitions of career and career development used by some writers became broader and more encompassing. Gysbers and Moore (1975, 1981) proposed the concept of ‘life career development’ in an effort to expand and extend career development from an occupational perspective to a life perspective in which occupation (and work) has place and meaning. They defined "life career development" as self-development over the life span through the integration of roles, settings, and events of a person's life.

- ‘Life’ → the focus is on the total person--the human career.
- ‘Career’ → identifies and relates:
  - the roles in which individuals are involved (worker, learner, family, citizen)
  - the settings where individuals find themselves (home, school, community, work place)
  - and the events that occur over their lifetimes (entry job, marriage, divorce, retirement).
- ‘Development’ → indicates that individuals are always in the process of becoming. When used in sequence, the words ‘life career development’ bring these separate meanings together, but at the same time, a greater meaning emerges. Life career development describes unique people with their own life styles.

**Theories of Career Development:**

Career development theories try to explain that individuals choose careers in an orderly and systematic fashion. But many a times barriers to occupational choices such as stereotyping, prejudice and family, economic and educational constraints thwart individual’s opportunity to follow their interest. These also deal with the adjustments people make over time. Modern theories began appearing in literature in 1950s. There is a lot of diversity of duplicating or supporting and conflicting theories. Following is a brief account of various theories:

**A. Accident Theory:**

Individuals choose their occupation accidentally. Many people follow the path of least resistance in their career development by simply falling into whatever work opportunities happen to come their way. The choice is determined by unplanned exposure to powerful stimulus. We may hear accident hypotheses from people saying as:

- ‘It just happened to be there at the right time when I met my employer’
- ‘I never thought I will go for this job, before I saw the vacancy in newspaper’
‘I wanted to join Army but being medically unfit, I opted to go for a teaching job.’

Such statements exhibit an element of chance in choosing one’s career, though chance may not completely explain the job entry. This theory overstates the external factors’ role in choice of career. No doubt, accident or exposure to a stimulus may provide an opportunity but internal and many other factors play their role in determining the response to that stimulus.

B. Structural Theories:

Structural Theories focus on individual characteristics and occupational tasks.

- Trait and Factor Theory
- Socioeconomic Theory
- Vocational Personalities and Environments

a. Trait-and-Factor Theory: Parson stressed the uniqueness of the individuals. These theories focus on personal traits and abilities such as aptitudes, interests and personality. Satisfaction in a particular occupation depends on the fit between one’s abilities and the job requirements. Wise selection of a vocation depends upon:
  - A clear understanding of oneself i.e. one’s aptitudes, abilities, interests, ambition, resources, limitations, and their causes.
  - A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospectus in different lines of work.
  - True reasoning on the relations of these two groups of facts.

Modern form of theory stresses interpersonal nature of careers and associated lifestyles.

b. Socioeconomic Theory:

These theories focus on socio-economic status as the determinant of career patterns, plans, job availability and feelings about the certainty about the plans. The opportunity structure imposes real limits on the full self-actualization of individual potential through career development.

c. Vocational Personalities and Environments Theory (Holland’s Theory):

Holland’s theory is very practical and useful. He identified six categories in which personality types (vocational personalities) and job requirements can be classified. Individuals enter the environment because of their personality and remain in these environments because of reinforcement and satisfaction obtained through personal interaction. He suggested that “people can function and develop best and find job satisfaction in work environments that are compatible with their personalities.” Holland based his theory of personality types on following assumptions:

- People tend to choose careers that are reflective of their personalities.
- Because people tend to be attracted to certain jobs, the environment reflects their personalities.

Work environments (Table 1) and the six categories along with traits are as follows:

- **Realistic**: Conforming, Humble, Frank, Materialistic, Persistent, Genuine, Practical, Hardheaded, Shy, Honest, Thrifty
- **Investigative**: Analytical, Independent, Cautious, Intellectual, Pessimistic, Introverted, Precise, Critical, Rational, Curious,
- **Artistic**: Imaginative, Original, Disorderly, Impractical, Intuitive, Emotional, Impulsive, Nonconforming, Expressive, Open
- **Social**: Idealistic, Helpful, Cooperative, Kind, Sympathetic, Friendly, Patient, Tactful, Generous, Responsible, Understanding
- **Enterprising**: Domineering, Optimistic, Adventurous, Energetic, Pleasure-seeking, Extroverted, Ambitious, Impulsive, Self-confident, Sociable, Popular
- **Conventional**: Conforming, Inhibited, Persistent, Conscientious, Obedient, Practical, Careful, Orderly, Thrifty, Efficient, Unimaginative

Table 1: Personality types and work environments

<table>
<thead>
<tr>
<th>Type</th>
<th>Activities</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Realistic</td>
<td>Working with tools and machines</td>
<td>Farmer, Carpenter, Mechanical Engineer</td>
</tr>
<tr>
<td>Investigative</td>
<td>Working ideas and theories</td>
<td>Chemist</td>
</tr>
<tr>
<td>Artistic</td>
<td>Creating things</td>
<td>Painter, Writer</td>
</tr>
<tr>
<td>Social</td>
<td>Helping people</td>
<td>Social Worker, Counselor</td>
</tr>
<tr>
<td>Enterprising</td>
<td>Leading others</td>
<td>Sales Representative, Entrepreneur</td>
</tr>
<tr>
<td>Conventional</td>
<td>Organizing data</td>
<td>Auditor</td>
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Holland illustrated the closeness and distance between the six personality types through a hexagon (Fig 1). The closer two orientations are in the hexagon arrangement; the closer are the personality types. Similarity in individual’s predominant and secondary orientations will lead to easy time in career selection while dissimilar orientations may result in difficulty in choosing the career.

**Fig.1 Holland’s Personality Types**

C. Psychodynamic Theory:

Anne Roe and Robert Hophoch stressed the importance of unconscious motivation and emotional needs. Vocational interest develop as a result of the interaction between the parents and their children. Childhood treatment by the parent is the prime determinant of eventual vocational placement. These childhood experiences revolve around the satisfaction of needs as below:

i. Needs which are routinely satisfied do not become unconscious motivators.

ii. Higher order needs if not satisfied disappear entirely.

iii. Lower needs if rarely satisfied become dominant motivators.

iv. Needs that are satisfied after unusual delay become unconscious motivators under certain conditions.

Career choices reflect the desire to satisfy needs not met by parents in childhood. In general three parent-child rearing patterns exist:

i. **Emotional Concentration on the Child:** This pattern takes two forms
   a. **Over-protection:** this encourages dependency.
   b. **Over-demanding:** parents emphasize too much on achievement.

   Children grown in this type of environment need constant feedback and rewards. They choose careers that provide recognition from others as performing arts.

ii. **Avoidance of the Child:** This rearing pattern adopts two extreme patterns:
   a. **Neglectful Parenting:** Little effort is made to satisfy the needs of the child.
   b. **Rejecting Parenting:** No effort is made to satisfy child’s needs. The children brought up in such environments will concentrate on scientific and mechanical interests as a way of finding gratification in life and are more prone to deal with things and ideas.

iii. **Acceptance of the Child:** Acceptance may be casual or more actively loving in either case. Independence is encouraged in this type of practice. Children from these families seek careers that balance the personal and non-personal aspects of life. They adopt professions such as teaching or counseling.

D. Decision-Making Theories:

Though decision-making is an element in all theories but Arroba’s, Gelatt’s, Hilton’s, Handerson’s, Hershenson and Roth’s theories have extensive incorporation of this concept. These theories focus on rational processes of decision-making presently known as decision–making styles. Decision-making begins with a purpose or objective, followed by data or information collection, predicting the outcomes, estimating the probable results and evaluating the desirability of outcomes.
E. Cognitive Theories:
Cognitive theories of career development are built around how individuals process, integrate, and react to information. The ways in which individuals process information are determined by their cognitive structures. These structures influence how individuals see themselves, others, and the environment. Cognitive theories suggest ways to help clients build or refine a hierarchy of thinking and decision-making skills that influence career development.

F. Social Learning Theory (Krumboltz):
Much growth takes place as a result of learning and imitating the behavior of others. John D. Krumboltz developed a theory of career decision-making and development based on our social learning, or environmental conditions and events, genetic influences, and learning experiences. People choose their careers based on what they have learned, Krumboltz theorized. Certain behaviors are modeled, rewarded and

G. Developmental Theories:
These theories (Ginzberg, Sidney, Super etc.) focus on the development of the individual over a relatively long period of time. These make use of contributions from differential psychology, personality psychology, role theory and Life-stage theory by Super (1980), the concept Life-Career Rainbow. Total arc of rainbow portrays life span from birth to death. And the life space is depicted by the several arcs of the rainbow. Each arc represents a major life-career role. The amount of time devoted to a role at any point is depicted by the shaded area within that arc, while effective commitment to a role is shown by the depth of coloring or shading of the total space. Each role has impact on the others

Super’s Life-Span, Life-Space Theory (differential-developmental-social-phenomenological career theory):
This theory has been built on 14 assumptions:
• People differ in their abilities, personalities, needs, values, interests, traits, and self-concepts.
• People are qualified, by virtue of these characteristics, for a number of occupations.
• Each occupation requires a characteristic pattern of abilities and personality traits.
• Vocational preferences and competencies, the situations in which people live and work, and hence, their self-concepts change with time and experience.
• The nature of the career pattern...is determined by the individual’s parental socioeconomic level, mental ability, education, skills, personality characteristics, career maturity, and by the opportunities to which he or she is exposed.
• Success in coping at any given life-career stage depends on the readiness of the individual to cope with the demands of that stage.
• Career maturity is a constellation of physical, psychological, and social characteristics.
• Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and the development of self-concepts.
• The process of career development is essentially that of development and implementing occupational self-concepts.
• Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts.
• Work and occupation provide a focus for personality organization for most men and women, although for some persons this focus is peripheral or even nonexistent.

Career development occurs through the changes that people go through as they mature. Super formalized stages and developmental tasks over the life span. We play different roles during our lifetimes and the relative importance we give to those roles at different times in our lives. Individuals tend to play some or all of nine major roles in different theatres i.e. home, school, as shown in Fig. 2

Life Span
• Growth - fantasy, interests, capacities
• Exploration - crystallizing, specifying, implementing
• Establishment - stabilizing, consolidating, advancing
• Maintenance - holding, updating, innovating
• Disengagement - decelerating, retirement planning, retirement living
Life Roles played by An Individual

Life Space
- While workers are busy earning a living, they are also busy living a life
- The simultaneous combination of life roles we play constitutes the life style; their sequential combination structures the life space and constitutes the life cycle; the total structure is the career pattern.
- The salience people attach to the constellation of life roles they play defines life structure.
- The life space segment of the theory acknowledges that people differ in the degree of importance they attach to work.

Every theory explains the basis for opting an occupation differently and there is overlapping too.

Following is a model of career development (Fig. 3) based on various theories showing a relationship between different stages of career development and different life stages as well as needs:

Model of Career Development based on Stages of Career in relation to Different Periods and Needs of Life:

Career choice and career development are no longer one time event in one’s life. It is not only matching a person to an occupation. Career development is a process which starts at an early age contrary to view point of many people. During different periods of life, different stages of career development can be analyzed. These are characterized by distinctive developmental tasks, concerns, needs, values and activities (Table 2). A particular stage is a pre-requisite for the next. Needs and expectations change as the individual moves through the stages (Hall, 1968).

1. Pre-Work Stage:
   a. Fantasy Period: At this stage the child tries out various self-concepts in fantasy. He might be playing the role of a teacher, doctor, policeman and so on. It is not useless but plays some role in the choice of career later on in life.
Table: 2 Stages of Careers to Different Periods and Needs of Life

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Stages of Careers</th>
<th>Stages of Life</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre Work Stage</td>
<td>Fantasy Period</td>
<td>Childhood Adolescence</td>
</tr>
<tr>
<td></td>
<td>Exploratory Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Establishment Period</td>
<td>Initial Work Stage</td>
<td>Adulthood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advancement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Retirement Period</td>
<td>Decline</td>
<td>Old age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-employment</td>
<td></td>
</tr>
</tbody>
</table>

b. Exploratory Period: It is the stage of exploration or identity formation. Individual at this stage begins to explore his or her self-concept and intentions for the future career. Self-examination, various role try outs and exploration of the occupational and social self takes place. They might be confused by the apparent gap between what they think that they can do and they must do to succeed in career.

2. Establishment Stage: This phase begins with the entry into the job. This phase can be divided into three sub-stages:

i. Initial stage: The individual learns to involve with other persons, groups and organizations after joining the job. In the early years, one tries to establish in the chosen occupation. The success depends upon the establishment of his ego-identity as an adolescent. If satisfied, he advances further in the same occupation, otherwise he may try for a new job.

ii. Advancement stage: This phase spreads from 30 to 45 years of age. Here the individual is less concerned for satisfaction of safety needs but is more concerned for achievement, esteem and autonomy. Emphasis is on using creative abilities and talents.

iii. Maintenance stage: It is marked by the efforts to stabilize the gains of the past. Esteem and self-actualization are the most important needs in this phase. It is a period of creativity. One is devoted to generativity and achievements. The individuals, who are not achieving satisfaction from their work, experience physiological and psychological discomfort.

3. Retirement Stage:

This is the final stage, termed ‘decline’ by Super (1973) but he was also reactive to the unattractiveness of the term and commented as Golden Years or Sunshine Years.
Erickson referred to it as a stage of integrity—a pleasant term. It relates to transition from membership in an organization to retirement and new sets of activities. The person visualizes satisfaction or dissatisfaction with his life, choices and actions. Successful careers are the result of achieving certain career stages at certain ages. These days the individuals may opt for another career after retirement because of their good health. There are so many opportunities open to him in the present day scenario where he can utilize his experience in a better way guiding. Aging brings down the pace of work and there is decline in productivity, but some individuals may have opportunities to experience self-actualization through activities that were impossible to pursue while in job.

**Career Education/Career Information:**

The term and concept of ‘Career Education’ began to attract wide attention in 1971, when US Commissioner of Education Sydney P. Marland Jr. proposed that all education be thought of as preparation for career. It is different from vocational education because its emphasis is on general employability and adaptability skills applicable to all occupations whereas vocational education is primarily concerned with occupational skill training for specific occupations. Technology and super-industrialization have created a new relationship between man, his education and his work demanding a close co-ordination between the institutions and the world of work. The road to career passes through educational institutions especially the institutions of higher learning. Colleges and universities come into contact with students in formative years of their life. One of the important aims of institutions of higher learning is to prepare youth for work, to equip them for occupations as well as prepare them for cultivated intellectual and human lives. Institutions have to ensure that their products are employable and suit adequately to the needs of the market which constantly requires higher levels of education, skill development and professional specialization. Career education encompasses:

- learning about the world of work, its changing nature, the general expectations of employers, and the demands of the workplace
- developing self-awareness in relation to interests, abilities, competencies and values.
- developing awareness and understanding of occupational information and career pathways
- developing skills in decision-making which can be applied to career choices
- acquiring the skills necessary to implement the career decisions made.

But mere knowledge of career information does not guarantee self-exploration in career development, but good career decisions cannot be made without such data.

**Career Guidance:**

Career guidance is referred to by many different names as Vocational Guidance, Career Counselling, Occupational Guidance etc. This has been evolved to meet the changing context and needs of individuals within the society.

The concept of career guidance is inclusive of all those activities that seek to disseminate information about present or future vocations in such a way that individuals become more knowledgeable and aware of themselves in relation to the world of work.

It is meant for people who are pretty normal and have no emotional problems that would interfere with developing a rational approach for making a vocational career choice (Lakshmi, 2000). Career guidance is often thought to incorporate career information, career education and career counseling. A primary goal of career guidance is to assist all persons (children, young people, and adults) to become competent achieving individuals, to maximize their potential through the effective use or management of their own talents and their environment. The chosen occupation must shape the person and his life style. Career guidance may help individuals not only with their career adjustment but also with their personal and psychological adjustments.

**Need of Career Development in the Context of Globalization:**

Globalization has affected every walk of life. There is growing diversity in society due to intermingling of cultures, hence the values and needs are changing. Globalization is transcending socio-economic and political barriers that the countries of the world are prone to build around themselves. A new world is being formed. It is a process of integrating economies, cultures, technologies and giving rise to new markets, new tools, internet links, media network, new opportunities to work. Globalization is marked by four modes of trade in services which have resulted in the increased mobility across the borders. The four modes are:

- Cross-border Supply
- Consumption Abroad
- Commercial Presence and
- Movement of Natural Persons.
World Trade Organization with authority over national governments is arriving at the multi-national cooperation agreements on trade. It is also having impact on the institutional framework in both developing and industrial countries.

Change in the world of work today is very fast. Globalization is very much responsible for the change in classical employment methods. It drastically changed the global patterns of employment and employability leading to a global competitiveness in jobs, where one is no longer safe from overseas job hunters. Multi – National Corporations have changed the patterns of consumption of workers in the global society. The developing countries are being exploited for cheap labor and not being able to do anything about it.

The changing economic, occupational, industrial, and social environments and structures in which people live and work have created conditions and needs not previously present. Young people today are both excited and confused by the innumerable career choices. Individuals must now give more attention to their career development. Career guidance in the present day scenario is must because of the following reasons:

- Increasing complexity of world of work. Never before there have been many career options as there are today.
- New occupations appear and old vanish. The individuals must be well informed in competitive environment as the best jobs go to the best informed and best prepared.
- Due to different modes of trade in services under WTO, specialists are being employed from foreign countries because of skill levels; this is creating a loss of job availability for locals.
- Jobs are no longer a stationary affair, traveling jobs are on the increase because multi national companies are not at a definite location, and they have a string of locations all over the world.
- Jobless growth is a huge challenge in India, the growth rate of unemployment is higher than growth rate of employment.
- Technology is forcing the world to change into a global village. The constant battle to keep up with the pace of technology is forcing to updating of skill levels for employment.
- The frequency in change in jobs is increasing, the jobs are short term and careers are no longer for life. This may be due to acute job dissatisfaction or increased self-understanding or awareness of options. Retirees from armed forces also join new jobs.
- Women, who do not join jobs in the beginning due to family responsibilities, may like to enter the world of work when children are grown up.
- Some professions experience oversupply of workers.

The theory and research base of counseling psychology has been expanded and extended substantially during the last few decades, but particularly during the past ten years. As new concepts about career development began to appear and evolve, concept of career counseling is also changing according to the needs of the changing society. It is obvious that people of all ages and circumstances have career development needs and concerns Individuals as well as society would benefit from career development programs, services, and counseling.

**Determinants of Career Choice and Development:**

According to National Vocational Guidance Association and American Vocational Association, the total constellation of psychological, sociological, educational, physical, economic and chance factors combine to shape the career of any given individual. Following are the factors which must be kept in mind while choosing a career and they also affect the development of one’s career:

- **Education:**
  Individuals, who have more education, qualify for higher levels of occupational employment. Individuals who are the best in various educational activities at the school and college level are most highly recommended for higher levels of occupations. From the very beginning while providing career guidance, educational level of the learners should be kept in mind.

- **Home and Family:** Family as a biological unit which is responsible for heredity influences the individual from the time he comes to life. Father’s occupation, early experiences in the family, emotional as well as social climate and role models of the family affect the attitudes, values, work ethics which have far reaching effects on vocational choice and adjustment. Sub-cultural pressures and rewards are transmitted to the child through home resulting in certain behavioral patterns responsible for career development.

- **School:** School is one of the social institutions which may facilitate or retard the progress towards success of career. What type of experiences and exposure to different types of skills, one had during his school days has long-lasting effects on the career development.
The Socio-Economic Status:

Socio-economic status is one of the factors that determine the opportunity to go for higher level of education, develop skills and interest in various activities. Because it gives the opportunity to choose from a variety of educational and occupational alternatives. Resources of the individual should be kept in mind while providing guidance.

When asked about the future plan of their ward, parents from lower S. E. S. will say:

“I will make my child something better than what I do.”

But in a middle class family, child grows up knowing a number of adults as role models and a middle class parent can enlist a number of possibilities and will say,

“It is up to the child to decide.”

Higher socio-economic status is also linked to exposure to many intellectual stimuli and educational experiences. Moreover one will not go for low wage or low prestige job if it is not according to his S.E.S. Economically weak individual can not afford to go for an occupation which needs long-term preparation as he is to fulfill his lower needs at priority.

Personality

a. Traits: Personality is a complex psychological concept, by which an individual is understood and viewed different from another individual. Different occupations demand for different types of personalities as described by Holland such as strong, weak, polite shy, smart, introvert, extravert. Such traits must be taken care of while choosing a career. For example, an introvert may not be effective in an occupation involving communication skills, whereas a social and extravert person would be successful in a job having public relations.

b. Self-concept: It is picture of the individual as it appears to him. It is an attitude or the understanding of the self about his capacities, and characteristics developed through exploration. Successful guidance depends upon the understanding of individual by himself as well as the counselor. Career chosen should be based upon needs and real circumstances surrounding his decisions.

c. Values and Needs: Values and needs are important determinants of career choice and success. What a person seeks in the activity should be taken care of- whether he values money or status or support of human relations or an appreciation of positive change or independence, challenge, creativity, command, discipline and so on. Individuals having higher level needs have more opportunity to manifest themselves in the choice of occupation. These needs propel the individual in different directions according to their capacities, interests and experiences. These motivate the individual to act in a certain way as discussed by Maslow. The individuals opt, advance or stabilize in their career in order to fulfill their needs.

d. Health and Handicaps: Health and physical development are a necessary consideration in every profession, but they are indispensable in certain professions such as army, police etc. Physical, mental and social handicaps may influence career development more as a result of public attitudes than of actual occupational limitations. These attitudes affect occupational placements and adjustment and may be barrier to career development. The social handicaps also lock up the individual into a low level jobs. While providing guidance health and guidance should be kept in mind.

Gender: Gender is also an important determinant of career choice and development. Some occupations are more suitable to males while others to females. For example, males are better in mechanical occupations, while girls are more suitable in nursery school teachers or nursing.

Intelligence:

Academic as well profession pursuit necessarily draws on the intellectual talent of the individual. High IQ will naturally lead to higher academic achievement leading to the choice for high profile occupations. Moreover every occupation requires different level of IQ. While making a choice for career, intellectual level of the individual should be kept in mind.

Specific Abilities/Aptitudes:

Different professions require different specific abilities or aptitudes. It is advisable that an individual must join a profession which is compatible to his aptitudes. Various techniques are available to test the specific abilities of the individual.

Interests:

One’s interest or motivational pattern is very vital for the growth in any profession. It increases the possibility of success in a profession. Involvement in work will be automatic if one is endowed with interest and it will lead towards progress and increased out-put. When one progresses, reinforcement in the form of promotion, monetary benefits, incentives, recognition will be there and it will lead towards job satisfaction.
Points to be kept in mind for providing Career Guidance:

Career development is high priority item on an international as well as national scale. Entire process of herding the youth in educational disciplines unconnected with their aptitude and the world of work needs to be checked through scientific process of career guidance. To make the career counseling services more effective to meet the challenges of 21st century, it has to be properly understood in relation to the individual and many other factors. It is a joint venture of the individual, parents, educational institutions, employers, government and other agencies as discussed below:

➢ Provide space for Career Guidance in Curriculum:

Career guidance and education must go hand in hand. Career guidance should be provided space in the curriculum. Generally, it is thought that career education is meant for secondary school students. But it is not like that. Career Education should be made a part of the curriculum right from the very beginning i.e. nursery level till one completes the education as following:

Nursery to Primary Level: At this level career awareness should be created among learners. They make spontaneous announcements regarding occupational choices. All fantasies about various occupations can not be accepted but these should not be ignored. Expressed occupational choices may help to determine child’s attitude towards different occupations. Children should be given more exposure to various occupations by taking them to bakeries, restaurants, factories, plants etc. so that they become aware of numerous occupations.

Elementary to secondary Level: Here the attention should be paid towards the awareness of various subjects. Occupational uses of every subject should be taught. Awareness of adult occupations and their status emerges at least by mid-elementary school grade boys and perhaps a little later in girls (Hill, 1965). The learners should be familiarized with broad groups of occupations, so that they are able to plan about the choice of subjects. Experience based career education should be given at secondary school level. They must be provided opportunities to analyze, explore and understand themselves.

Post Secondary level: It is the most appropriate time to give occupational information because best time to learn anything is just before we are going to use it, because the our interest is highest and there are less chances that our knowledge will become obsolete. Students must be made aware about maximum options available to them.

➢ Make Career Guidance a life-long process:

The task of career guidance does not finish as soon as one completes education and enters a job. When one enters into the job, he must be provided guidance to make adjustments in the profession and enhance his personal and career maturity. New entrants need guidance for good manners, good grooming, getting well along with co-workers. Intelligence Quotient (IQ) can at the best ensure one’s entry into a high profile job but Emotional Intelligence (EQ) is the prime factor, which keeps people employable and contributes towards the retention and progress and further promotion in the work field. High IQ may assure you a top position but high EQ may make you a top person. Goleman (1995) suggested that emotional intelligence contributes to eighty percent of person’s success or failure in life while intelligence quotient (IQ) contributes to only twenty percent. Individuals must be guided to be emotionally mature to control their emotions and express right emotions at the right time.

➢ Planning of the Career:

Forcing an individual in profession my lead to failure and thus hurting the self-esteem. The choice of the career should be planned from the very beginning, one should stumble into one. Poor choice results in dissatisfaction and frustration. This is not an easy task these days because of the following reasons:

- complexity of work of work
- there is lot of information
- there is lack of information
- there are people around whose opinion you can not ignore
- stiff competition
- many pressures to cope with

Therefore, decision making about career should be done in a rational manner to eliminate any chances for regret. The process of career planning stretches through the secondary, senior secondary and college years of the individual.

➢ Understanding and Developing Self-concept of the individual:

The individual should be understood by himself, parents, teachers and the counselor in terms of academic potentials, attributes, talents, interests, personality, values, resources etc. planned routes to career or an optional career are chalked out during school years, keeping in mind all the attributes.
a. **Self:** What the individual thinks about him is his self-concept. Development of self-concept is a slow and relatively unconscious process involving emotional maturity and readiness. He must be guided to solve his own problems, the responsibility of choices should primarily rest on the individual. Through introspection, he must be made capable of assessing himself correctly. At school level, various nominations, sociograms can be helpful in self-understanding.

b. **Parents:** The parents should observe the child carefully, identifying his tastes, making note of his interests and hobbies, questions asked by him etc. Parents can play an important role in the development of self-concept. Parents’ judgments can help the counselor to make certain decisions about career guidance.

c. **Counselors:** The counselor must understand the individual in terms of his abilities, aptitudes, interests etc. Various testing and non-testing techniques can be used to identify the specificities and guide the individual accordingly.

- **Provide Comprehensive Career Information:**
  Career information may not guarantee career development, but good decisions can not be made without complete information. Lack of enough and update information is one of the reasons that individual fails to make decisions or make unwise decisions or choices. The information or data collected should also reflect the vision for future. Many a times courses are taken unthinkingly with an eye on more lucrative profession at present but the status may not remain the same in future. Various sources may be used to collect information such as print media i. e. pamphlets, journals, publications, career dictionaries, career exhibitions and conferences, career resource centres, internet etc. Modern tools such as the world wide web have made it possible for workers to search for jobs on an international basis, rather than just locally and they can also advertise themselves or herself over the internet.

  - www.minoritynurse.com
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  - www.spherion.co

**Development of Various Skills:**

- **a. Vocational Skills:** Every vocation requires a specific skill sets. Guidance must be provided to acquire specific skill sets or competencies required by a job, so the individual able to perform the job effectively with great success. He must be trained to be a responsible worker by understanding the desired work roles.

- **b. Self-knowledge and interpersonal Skills:** Career guidance should focus on assisting all individuals in the development of self-knowledge and interpersonal skills, in obtaining life career planning competencies, in identifying and using placement resources, and in gaining knowledge and understanding of life roles, settings, and events, specifically those associated with family, education, work, and leisure. Individuals' feelings of control over their environment and their own destiny, and their relations with others and with institutions are of prime importance.

- **c. Language skills:** It may be required in some companies to learn a second language to cope with overseas clients. English is the language of the world at the moment, and many people are being forced to learn English to acquire jobs in global companies. It may be required in some companies to learn a second language to It may be required in some companies to learn a second language to cope with overseas clients. English is the language of the world at the moment, and many people are being forced to learn English to acquire jobs in global companies.

- **d. Communication Skills:** Communication skills such as resume writing, letter drafting, speaking and presenting are must to get a good job. Even after getting the job these are necessary to progress further, to impress upon he others.

- **e. Skills in the use of Computers and Computerized Technologies:** Computerized Technologies is the hub of the globalization and it has changed the employment conditions. One feels handicapped without these and without having these skills to use these technologies, the workers are put on the back seat. Therefore, the students must be well-versed in skills for the use of information technologies.
Career Guidance for Different Types of Jobs:

a. Employment in the Private Sector: Government jobs are decreasing but opportunities in the private sector are increasing day by day. Globalization, privatization, liberalization, commercialization and industrialization have created innumerable new jobs. New occupational changes have also incurred due to mechanization in every field which requires technical know-how. What the individuals need is the proper guidance to opt for jobs in the private sector.

b. Self-Employment: Students must be encouraged to opt for entrepreneurship as a specialization, lessens their dependence on government or industry for jobs. They must be helped to start their own venture, which will create job opportunities for others also. For example, there are avenues for self-employment as Agro-service centres, custom service units, agro-industries, forest-based industries etc. They must be guided for self-employment as the danger of failure and rewards of success both are tend to be higher in self-employment.

c. Supplement/Part Time Employment: Individuals can also opt for supplement or part time jobs as consultant in diverse fields such as sales, advertising, agriculture and allied areas. This will help them to utilize their time properly and raise their income.

d. Home Employment / Internet Jobs

Internet has opened the doors to a wide range of facilities like - email - provides a means of fast communication, websites - valuable database of information, online shopping, Internet marketing & email marketing etc. This in turn has opened an ocean of opportunities for individuals and for companies alike. One can work for a company or an organization through Internet sitting at home. One can work at his convenience and speed, startup cost is very less, qualification and experience is not a limitation, help is available anytime through email, and the monetary benefits are very good. Work at your own will and earn as much as you wish. But what is needed is the proper guidance.

e. Overseas Employment: In our country, a large number of young individuals are migrating abroad for greener pastures. But many fall prey in the hands of money-making agents. They have to work hard or do odd jobs in spite of having good qualifications and take a long time to to establish abroad. If proper guidance is provided to them at right time, they can be saved from the loss they suffer.

f. Change of Job: One does not always need to change jobs to attain the desired goals. But to grow one must not stick to a profession where there is little scope for growth. Moreover, these days there are frequent changes in jobs. Individuals join jobs even after retirement. So there is need for career guidance through out the life. The individual may join his first job but still he can look for better opportunity because of:

- acute job dissatisfaction
- increased self-understanding
- increased awareness of options
- development of a new lifestyle in different direction than originally chosen etc.

Therefore the individuals need guidance to change or advance in their career.

Career Guidance for Individuals with Special Needs:

a. Students with Poor Academic Performance: The individuals, who have been academically unfit, should not be viewed with a feeling of helplessness or rejection, rather those should be guided by identifying their abilities.

b. Drop-outs: Many students drop out before the completion of school education for one reason or the other. They are poorly equipped to find rewarding work in this highly technological society. Generally the educational institutions do not own the responsibility of drop-outs, but the government should not turn these young boys and girls on the streets. Career guidance programmes can be arranged for them through educational institutions so as to enable them to identify their abilities to find a suitable job for which they have potential for career development.

c. Challenged Individuals: Individuals with special needs owing their disadvantage or handicap, require special and careful guidance for opting a career. They may not progress academically but depending upon their handicap or specific ability, can be guided to go for vocational preparation. Many adults have to leave their present job as a result of trauma-induced injury or development ability. They need mental as well as vocational adjustment. They must not be let to repent, but guided to involve in a new job.

d. Women:

Women these are highly educated, but they can not remain away from their responsibility of taking care of their children. Many of them want to join job when the children are grown up so as to utilize...
their potential in a proper way. There career guidance is must for them because they are entering to the world of work after a long break and much can change during that period. There are new women entrants into the jobs due to loss of their husbands. Due to dual responsibility, they can be guided for part time jobs.

e. **Economically Poor**: Many individuals may have the talent, but they may not be financially sound so as to study further or to have some professional training. They must be guided about the loan facilities available to pursue their studies.

f. **Gifted Children**: Gifted students are the treasure of a nation. Learners having special talent should be identified and guided for the proper development of their talent for the best use of the society.

- **Understanding Multi-cultural**: Due to internationalization, the individual are from different cultures and diverse backgrounds. This is resulting in the emergence of new values which need to be understood in respect of the multicultural background. Teachers and counselors should be culturally responsive, who understand the background and needs of the diverse population.

- **Minimum Career Guidance Programme in Institutions**:
  Every Institution whether an educational institution or an organization or an industry should have a minimum program of career guidance services. A the school or college level these duties can be assigned to the regular teachers or by appointing a part time career teacher, right from the very beginning as discussed earlier. Other organizations should also have a counselor who must guide the employees to grow professionally and be comfortable at the work place.

a. **Establishment of a Career Cells/Placement Cells in Educational Institutions**: Career cells with minimum requirements must be established in all educational institutions. Trained regular teachers and visiting career specialists, volunteer professionals can guide the students about the choice of subjects and job options available. The students should be made aware about the employment prospects, nature of work, work environment, qualifications, earnings, advancement, stability, opportunities, hazardous etc.

b. **Career Programmes**: Various career programmes must be arranged from time to time. Workers must be equipped with relevant skills to remain employable, they must be helped through planned programmes that will assist them to make informed decisions about their study and/or work options and enable effective participation in working life. Summer courses, career exhibitions, educational movies, practice interviews, seminars, conferences can be arranged. The students must be given first hand experience through linkage with various institutions and organizations.

c. **Alumni meet for Career Guidance**:
   Alumni meets should not be held for the aim of meeting old students and old friends. Rather the students must share their experiences regarding there efforts to get a job and guide others. They can share their experiences regarding:
   
   - How to get a job ?
   - How to get along with co-workers or boss?
   - Whether to join a union or not?
   - How to continue education?
   - How to build a new social life?
   - How to supplement income through part time job?
   - How to advance in career?
   - How to excel?
   - How to invest savings?
   and so on……

- **Career Guidance in Organizations**:
  The individual working in an organization must be guided to advance and maintain his or professional level. At the same time he needs guidance to have good relations with colleagues and superiors as well as commitment to the organization. Job satisfaction must be assessed from time to time. This will help in increase the productivity and at the same time the individual will be psychologically comfortable. Every organization must have a career counselor to guide and assess the natural talents, skills & professional strength.

- **Emerging Careers**:
  Occupational patterns are changing very fast. New occupations are emerging and old are disappearing. It becomes the responsibility of the institutions to provide information about the new world of work. Some of the new areas are given below:
  
  - Art Therapists
  - Horticultural therapists
  - Bio-informatics
  - Bio Medical Equipment Technologists
  - Health Care Jobs
  - Medical illustrators: to catch a killer
CONCLUSION

When the individuals are guided to develop healthy self-images, to view the future with hope and realism and to use opportunities to test out both educational and work options in a secure environment, they are more satisfied with life and become positive contributors in society. Career development and education should go hand in hand. Career guidance should be a life-long process aiming at employability, employment and a better life as per individual’s abilities, capabilities and challenges of the emerging word of work in the era of globalization.

‘A career should enable one to choose a life rather than simply a living.’

References