

CARRER MANAGEMENT

_Career management is a process that enables the employees to better understand their career skills, develop and give direction to it and to use those skills and interests most effectively both within and outside the organisation.

Elements of Career Management

The three elements common to most career management programmes are the following:

1. Career Planning:

Career planning is a deliberate process of becoming aware of opportunities, constraints, choices and consequences identifying career related goals and programming work, education and related development experiences to provide the direction, timing and sequence of steps to attain a specific career goal

2. Career Pathing:

- Based on the career expectations identified in the process of career planning, possible career paths are mapped out for employees.
- Career paths set out a sequence of posts to which employees can be promoted, transferred and rotated.

3. Career Development:

- Career development refers to a planned effort to link the individual's career needs with the organization's workforce requirements.
- It could furthermore be seen as a process for helping individuals plan their careers in concert with an organization's business requirements and strategic direction.

STAGES OF CAREER DEVELOPMENT

1. Exploration:

- The exploratory stage is the period of transition from college to work, that is, the period immediately prior to employment.
- It is usually the period of one's early 20 s and ends by mid-20 s. It is a stage of self-exploration and making preliminary choices.

2. Establishment:

- This career stage begins when one starts seeking for work. It includes getting one's first job.
- Hence, during this stage, one is likely to commit mistakes; one has also the opportunities to learn from such mistakes and may also assume greater responsibilities.

3. Mid-Career:

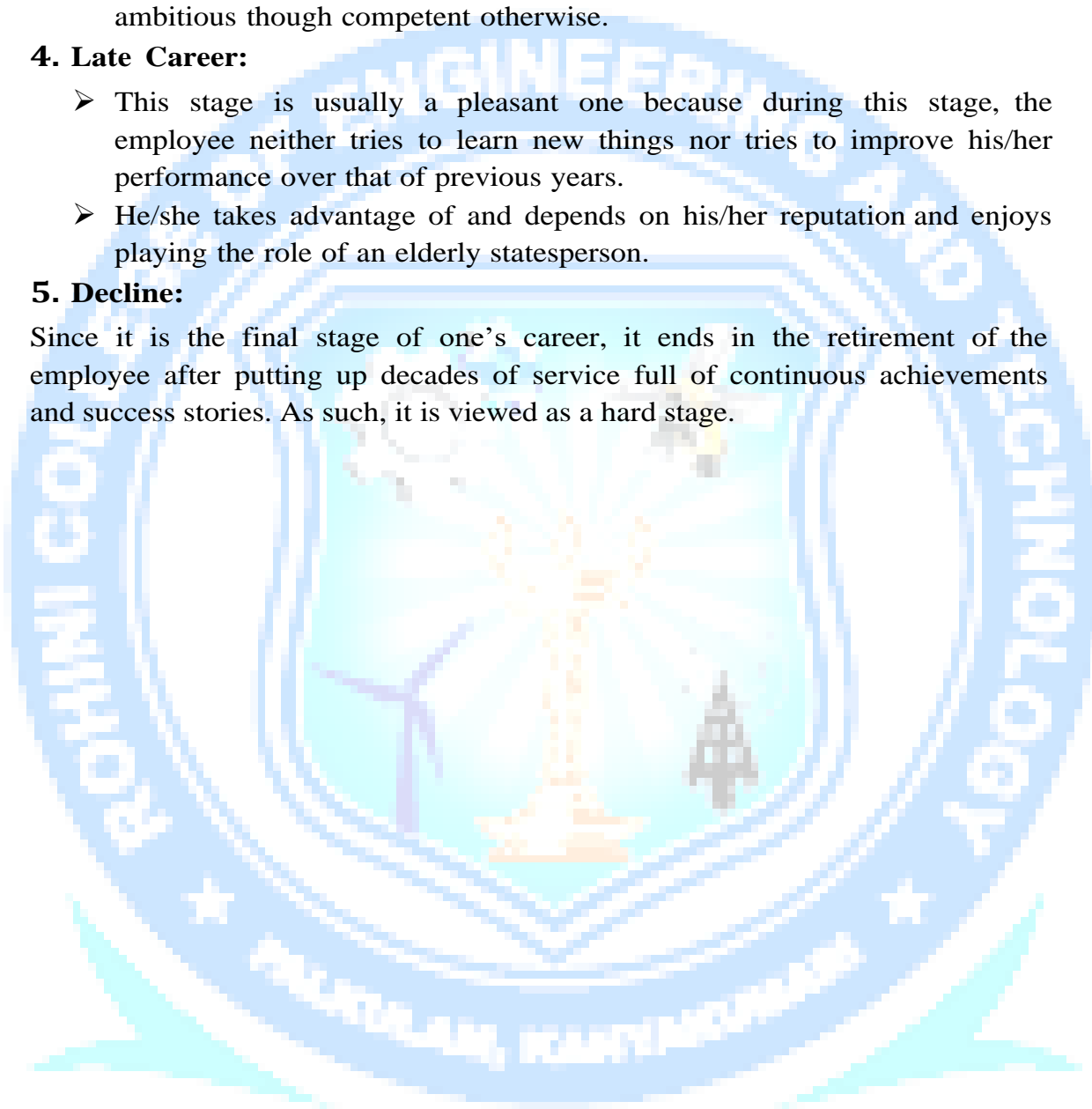
- During this stage, the performance may increase or decrease or may remain constant.
- While some employees may reach their goals at the early stage and may achieve greater heights, some may be able just to maintain their performance.
- While the former may be called ‘climbers’, the later ones are not very ambitious though competent otherwise.

4. Late Career:

- This stage is usually a pleasant one because during this stage, the employee neither tries to learn new things nor tries to improve his/her performance over that of previous years.
- He/she takes advantage of and depends on his/her reputation and enjoys playing the role of an elderly statesperson.

5. Decline:

Since it is the final stage of one’s career, it ends in the retirement of the employee after putting up decades of service full of continuous achievements and success stories. As such, it is viewed as a hard stage.



DEVELOPMENT OF MENTOR-PROTÉGÉ RELATIONSHIP

DEFINITION:

The relationship between an experienced employer and a junior employee in which the experienced person helps the junior person with effective socialization by sharing information gained through experience with the organization.

Requirements for effective mentor-protégé relationship:

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1. The status & characteristics of the mentor:

Mentors should be seniors in status, experience, age, skills, knowledge.

2. Protégé: Junior employees should have the zeal to learn from their senior employees regarding their career, social and psychological aspect.

3. The relationship: It is based on mutual dependence & mutual trust.

4. The activities:

- Developing the potentials of the protégé. Improving protégé performance
- Interlinking formal learning & practices Guide, support, providing feedback

5. Developing higher skills:

It should encourage their juniors towards high task performance by reducing weakness & strength of the protégés.

6. Response of the protégé:

Proteges should learn carefully regarding career opportunities, personal goals.

Phases of Mentor-Protégé Relationship:

According to Kram, there are four phases of mentor-protégé relationship, namely, initiation, cultivation, separation and redefinition.

1. Initiation:

A period of six months to a year during which time the relationship gets started and begins to have importance for both.

2. Cultivation:

A period of two to five years during which time career and psychological functions provided expand to a maximum.

3. Separation:

A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.

4. Redefinition:

An indefinite period after the separation phase, during which time the relationship is ended or taken on significantly different characteristics, making it more peer like relationship.

MENTORING

Mentoring is a **relationship between two people with the goal of professional and personal development**. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."

TYPES OF MENTORING

1. One-on-One Mentoring

- In one-on-one mentoring programs, participants are matched via a formal program or they self-select who they want to be paired with over the course of a certain time period.
- This type of mentoring is more focused on relationship-building and individual skill-building.

2. Situational Mentoring

If you want your mentees to learn a specific skill or trade, you may want to pair them with a mentor to coach them as they learn

3. Developmental and Career Mentoring

This type of mentoring is long term and typically entails managers and directors who mentor their employees as they progress in their careers over the course of a few years.

4. Reverse Mentoring

- When new hires possess skills and knowledge, they can also mentor their bosses and co-workers.
- This type of mentoring encourages knowledge sharing across your organization.

5. Group-Based Mentoring

- It is possible to pair more than one mentee to a mentor, especially for situational mentoring scenarios.
- With group-based mentoring, group members can help keep one another on track and are also able to meet with their mentors one-on-one when needed.

6. Peer-Based Mentoring

- Sometimes with group-based mentoring, a mentor may not even be needed at all.
- To build and maintain effective mentorship programs at your organization, consider implementing one or more of the types of programs listed above.

Benefits of being a Mentee

- Gain practical advice, encouragement and support
- Learn from the experiences of others
- Increase your social and academic confidence
- Become more empowered to make decisions
- Develop your communication, study and personal skills
- Develop strategies for dealing with both personal and academic issues
- Identify goals and establish a sense of direction
- Gain valuable insight into the next stage of your university career
- Make new friends across year groups

Benefits of being a Mentor

- Improve communication and personal skills
- Develop leadership and management qualities
- Reinforce your own study skills and knowledge of your subject(s)
- Increase your confidence and motivation
- Engage in a volunteering opportunity, valued by employers
- Enhance your CV
- Increase your circle of friends
- Gain recognition for your skills and experience
- Benefit from a sense of fulfilment and personal growth

Mentor Barriers

1. Competing demands
2. Time restraints
3. Power differential

4. Competency of conflicting roles
5. Lack of understanding of mentor role
6. Personality
7. Boundaries

Mentee Barriers

- 1) Concern about underachieving
- 2) Unrealistic expectations of mentors
- 3) Power differential
- 4) Availability/scheduling
- 5) Personality

Institutional Barriers

- 1) Training
- 2) Lack of acknowledgement / recognition
- 3) Lack of incentive for participants
- 4) Time
- 5) Lack of formal training
- 6) Poor planning
- 7) Self-identified vs. assigned mentors

