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## Mentor workshop on Student profiling tools

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### Context

The leadership team under Dr. Purushottam, Director RVIM, is focusing on building a framework for helping students develop holistically. Framework involves profiling tools, developing baseline, mentor students on frequent bases and track process using profile card.

Following are considered as part of framework:

- Profiling Tools
  - Career Anchors
  - Psychometric test – 16pf
  - Profile Card
- Mentor Development
  - Mentor training on Profiling tools and interpretation
  - Enhanced mentoring with Coaching skills
  - Demo sessions of mentoring

### About this Workshop

RVIM in partnership with IPAUSE are developing conducting a Mentor workshop on profiling tools, where mentors would develop understanding of profiling tools deployed at RVIM. The purpose of this workshop is twofold;

1. *Shared understanding of the Profiling Tools and their purpose*
2. *Shared understanding of the Deployment Plan*
3. *Institutionalize a standard measurement process*



## Career Anchors

The concept of the Career Anchors was introduced by Edgar Schein. A Career Anchor is something that develops over time and evolves into a self-concept, shaping an individual's personal identity or self-image and includes:

- Talents, skills and abilities - the things that we believe we are good at, and not so good at.
- Motives and needs - what is important to us and take the form of goals, e.g. money, status, challenge, autonomy.
- Attitudes and values - the kind of organization that we feel comfortable with, one that matches our own values and beliefs.

Edgar Schein identified eight career anchors to enable people to recognise their preferences for certain areas in their job as defined below.

- Technical / functional competence
- Managerial competence
- Autonomy / independence
- Security/ stability
- Entrepreneurial creativity
- Service dedication to a cause
- Pure challenge
- Lifestyle

People are likely to be more fulfilled in their careers

- if they can acknowledge which career anchors are important for them, and
- seek jobs that are appropriate for these anchors

Understanding your preference will help you plan your career in a way that is most satisfying to you and will help you understand why there are aspects of your role that are not satisfying you.



### Career Orientations Inventory

Use the following scale to rate how true each of the items is for you. How to rate each item is shown below.

Never true for me	Occasionally true for me		Often true for me		Always true for me
1	2	3	4	5	6

No.	Item/Description	Rating
1	I dream of being so good at what I do that my expert advice will be sought continually.	3
2	I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.	1
3	I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.	6-
4	Security and stability are more important to me than freedom and autonomy.	3
5	I am always on the lookout for ideas that would permit me to start my own enterprise.	6
6	I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.	3
7	I dream of a career in which I can solve problems or win out in situations that are extremely challenging.	2
8	I would rather leave my organization than to be put into a job that would compromise my ability to pursue personal and family concerns.	1
9	I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.	6-
10	I dream of being in charge of a complex organization and making decisions that affect many people.	1
11	I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures.	2
12	I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.	4
13	Building my own business is more important to me than achieving a high-level managerial position in someone else's organization.	5
14	I am most fulfilled in my career when I have been able to use my talents in the service of others.	6
15	I will feel successful in my career when I have been able to use my talents in the service of others.	6
16	I dream of a career that will permit me to integrate my personal, family and work needs.	1



17	Becoming a functional manager in my area of expertise is more attractive to me than becoming a general manager.	4
18	I will feel successful in my career only if I become a general manager in some organization.	5
19	I will feel successful in my career only if I achieve complete autonomy and freedom.	3
20	I seek jobs in organizations that will give me a sense of security and stability.	5
21	I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.	6 + 4
22	Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.	3
23	I have been most fulfilled in my career with I have solved seemingly unsolvable problems or won out over seemingly impossible odds.	2
24	I feel successful in life only if I have been able to balance my personal, family and career requirements.	6
25	I would rather leave my organization than accept a rotational assignment that would take me out of my area of expertise.	5
26	Becoming a general manager is more attractive to me than becoming a functional manager in my current area of expertise.	4
27	The chance to do a job my own way, free of rules and constraints, is more important to me than security.	3
28	I am most fulfilled in my work when I feel that I have complete financial and employment security.	4
29	I will feel successful in my career only if I have succeeded in creating or building something that is entirely my own product or idea.	6 + 4
30	I dream of having a career that makes a real contribution to humanity and society.	3
31	I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.	3
32	Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.	5
33	I am most fulfilled in my work when I have been able to use my special skills and talents.	4
34	I would rather leave my organization than accept a job that would take me away from the general managerial track.	3
35	I would rather leave my organization than accept a job that would reduce my autonomy and freedom.	4
36	I dream of having a career that will allow me to feel a sense of security and stability.	3
37	I dream of starting up and running my own business.	4



38	I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others.	4
39	Working on problems that are almost unsolvable is more important to me than achieving a high level managerial position.	4
40	I have always sought out work opportunities that would minimize interference with home or family concerns.	3

At this point, look over your answers and locate all of the items that you rated highest. Pick out THREE items that seem most true for you and give each of those items an additional FOUR (4) points. You can now score your questionnaire.

### Career Anchoring Scoring Instructions

In the section below, you will find blank spaces for each of the forty items arranged in order so that you can easily transfer the numbers from your rating sheets onto the scoring sheet. After you have transferred all the numbers, add up the Rows and put sum in Column Total. Divide Total by five (the number of items) to get an average score for each of the eight-career anchor.

Career Anchors	Question numbers					Total		Average
Technical and Functional (TF)	1	9	17	25	33	22	+5	
	3	10	4	5	34			
General Management (GM)	2	10	18	26	34	15	+5	
	1	1	5	34	3			
Autonomy and Independence (AU)	3	11	19	27	35	21	+5	
	10	2	3	3	4			
Security and Stability (SE)	4	12	20	28	36	19	+5	
	3	4	5	4	3			
Entrepreneurial Creativity (EC)	5	13	21	29	37	29	+5	
	6	5	10	10	4			
Service and Dedication to a Cause (SV)	6	14	22	30	38	19	+5	
	3	6	3	3	4			
Pure Challenge (CH)	7	15	23	31	39	17	+5	
	2	6	2	3	4			
Life Style (LS)	8	16	24	32	40	16	+5	

Based on Edgar Schien's Career Anchors

1 1 6 4 3

## Career anchors

ME+



Source: Edgar Schein, Career anchors

## Career Anchor Descriptions

You can now interpret your scores by reading the descriptions in the following section. The highest score indicates your preferred career anchor. The letters at the top of the scoring sheet refer to the Career Anchor headings as follows:

### Technical and Functional Competence

A high score in this area would suggest that what you would not like to give up is the opportunity to apply your skills in this area and to continue to develop those skills to an even higher level. You derive your sense of identity from the exercise of your skills and are most happy when you work permits you to be challenged in those areas. You may be willing to manage others in your technical or function area, but you are not interested in management for its own sake and would avoid general management because you would have to leave your own area of expertise.

### General Managerial Competence

A high score in this area would suggest that what you would not like to give up, is the opportunity to climb to a level high enough in the organization, to enable you to integrate the efforts of others across functions and to be responsible for the output of a particular unit of the organization. You want to be responsible and accountable for total results and you are presently in a technical or functional area, you view that as a necessary learning experience; however, your ambition is to get to a generalist job as soon as possible. Being at a high managerial level in a specialist function does not interest you.



### Autonomy and Independence

A high score in this area would suggest that what you would not like to give up is the opportunity to define your work in your own way. If you are in an organization, you want to remain in jobs that allow you flexibility regarding how and when you work. If you tend to dislike organizational rules and restrictions to any degree, you seek occupations in which you will have the freedom you seek, such as teaching or consulting. You turn down opportunities for promotion or advancement in order to retain autonomy. You may even seek to have a business of your own in order to achieve a sense of autonomy; however, this motive is not the same as entrepreneurial creativity described below.

### Security and Stability

A high score in this area would suggest that what you would not like to give up is employment security or tenure in a job or organization. Your main concern is to achieve a sense of having succeeded so that you can relax. This career anchor shows up in a concern for financial security (such as pension and retirement plans) or employment security. Such stability may involve trading your loyalty and willingness to do whatever the employer wants from you for some promise of job tenure. You are less concerned with the content of your work and the rank you achieve in the organization, although you may achieve a high level if your talents permit. As with autonomy, everyone has certain needs for security and stability, especially at times when financial burdens may be heavy or when you are facing retirement. People anchored in this way are always concerned with these issues and build their entire self-image around the management of security and stability.

### Entrepreneurial Creativity

A high score in this area would suggest that what you would not like to give up is the opportunity to create an organization or enterprise of your own, built on your own abilities and your willingness to take risks and to overcome obstacles. You want to prove to the world that you can create an enterprise that is the result of your own effort. You may be working for others in an organization while you are learning and assessing future opportunities, but you will go out on your own as soon as you feel you can manage it. You want your enterprise to be financially successful as proof of your abilities.

### Service and Dedication to a Cause

A high score in this area would suggest that what you would not like to give up is to pursue work that achieves something of value, such as making the world a better place to live, solving environmental problems, improving harmony among people, helping others, improving people's safety, curing diseases through new products and so on. You pursue such opportunities even if it means changing organizations, and you do not accept transfers or promotions that would take you out of work that fulfills those values.

### Pure Challenge

A high score in this area would suggest that what you would not like to give up is the opportunity to work on solutions to seemingly unsolvable problems, to win out over tough opponents, or to overcome difficult obstacles. For you, the only meaningful reason for pursuing a job or career is that it permits you to win out over the impossible. Some people find such pure challenge in intellectual kinds of work such as the engineer who is only interested in impossibly difficult designs; some find the challenge in complex



multifaceted situations such as the strategy consultant who is only interested in clients who are about to go bankrupt and have exhausted all other resources; some find it interpersonal competition such as the professional athlete or the salesperson who defines every sale as either a win or loss. Novelty, variety and difficulty become ends in themselves, and if something is easy it becomes immediately boring.

### Lifestyle

A high score in this area would suggest that what you would not like to give up is a situation that permits you to balance and integrate your personal needs, your family needs and the requirements of your career. You want to make all the major sectors of your life work together towards an integrated whole, and you therefore need a career situation that provides enough flexibility to achieve such integration. You may have to sacrifice some aspects of the career (for example, a geographical move that would be a promotion but would upset your total life situation), and you define success in terms broader than just career successes. You feel that your identity is more tied up with how you live your total life, where you settle, how you deal with your family situation and how you develop yourself than with any particular job or organization.

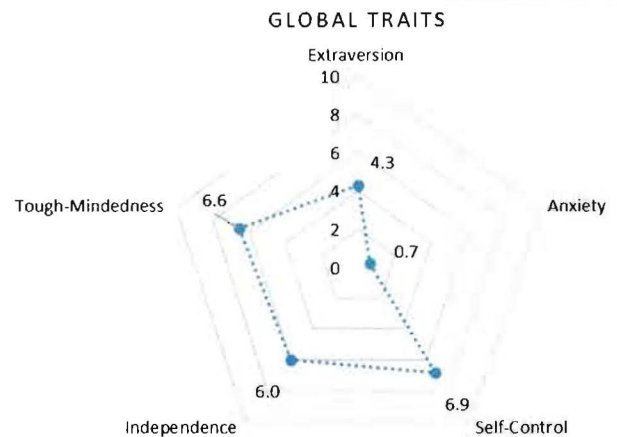


## Psychometric Test – Personality Factors

The Sixteen Personality Factor Questionnaire (16PF) measures sixteen different dimensions of normal personality – the sixteen major ways that ordinary people differ from one another. There are no “better” or “worse” results, the world needs all types. However, the **16PF can help you to assess the degree of “fit” between yourself and the demands of your present or anticipated future work role**, to help you avoid becoming a “square peg in a round hole”.

### Five Global Traits

The Global scales presents the Original Big Five traits. Because they provide the interpreter with the brief summary of individuals overall personality style, they serve as the framework for organizing the more specific information provided by primary scales. These are more reliable as they are based on 40-50 questions, in comparison of secondary scales. Because they are more reliable more confidence should be placed in their accuracy.



### Extraversion

Extraversion is one of the five personality traits of the Big Five personality theory. It indicates how outgoing and social a person is. A person who scores high in extraversion on a personality test is the life of the party. They enjoy being with people, participating in social gatherings, and are full of energy. High Scores are found in careers like Sales, Attorney, Manager, CEOs Counselors etc. while Low scores are found in careers like Scientists, Computer programmer, Artists, and Mechanical staffs.

### Anxiety

The high pole of the global Anxiety scale corresponds to the commonly understood meaning of the term anxiety. High scorers may feel worried, tense, self-critical, distressed, alienated from others, or overwhelmed. Low scorers tend to be calm, confident, at ease, and relaxed. Although this laid-back style may seem to be a highly desirable state, it may indicate a tendency to underestimate negative feelings, experiences, or circumstances. Extremely low scorers may be self-satisfied or complacent, or they may deny their stress or problems. Their level of comfort also may lead to a lack of motivation, especially for difficult tasks. In fact, very low anxiety generally is related to low levels of achievement.

### Self-Control

High scorers are attentive to rules and mainstream moral standards, and they tend to have a strong internalized sense of right and wrong. High scorers also can be described as self-disciplined in the sense of organizing, planning, and persevering in order to accomplish their goals. They are often seen as having willpower and persistence. The latter qualities may be so overdeveloped by extremely high scorers that their behavior may be viewed as rigid or overcontrolled. controlled. Extremely high scorers



may seem to be so concerned with rules, duties, tasks, or details that they may lack flexibility or spontaneity and may appear to have little fun in their lives.

### Independence

High scorers are take-charge people who have an active stance on life. Such persons tend to be self-directed, even to the point of attempting to change the world to suit themselves rather than trying to adjust to others. High scorers are take-charge people who have an active stance on life. people with extremely high scores can be seen as disagreeable by others who feel that they are aggressive or forceful in wanting to do things their own way-hence

Low scorers tend to prefer taking a back seat and letting others be in charge, tend to be cooperative, deferential, and trusting. In social situations they often are shy, unassertive, and easily influenced by other. They may have a need for external structure or guidelines. They may prefer to have a fair amount of interpersonal support or outside feedback in various areas of their lives.

### Tough-Minded Ness

A consistently high pattern on Tough-Mindedness typifies a client who is somewhat disinterested in people, has a factual and unsentimental approach to life, is practical and concrete in focus. Low scorers, those at the Receptive end of the scale, tend to be both interpersonally and artistically sensitive and intuitive as well as interested in new ideas and experiences.

People who score high on Tough-Mindedness tend to experience the world in concrete, logical, unsentimental terms. They are inclined to be hardheaded and are not very interested in feelings, theoretical issues, or new ideas. They pay attention to practical aspects of situations and value realistic and traditional solutions.

Such a cool, factual focus is very useful in situations that require alertness to facts and attention to objective issues. For example, air traffic controllers and surgeons tend to have high scores on this scale. On the other hand, this rational approach has disadvantages in situations that involve solving problems related to people, attending to feelings, or thinking beyond a concrete situation to develop new ideas and solutions.

High scorers are found in Realistic occupations such as firefighter, police or military officer, and the mechanical and technical trades.

Low or receptive scores are consistently found among Artistic occupations such as writer, musician, and designer as well as among many Social occupations such as social worker, elementary school teacher, and minister.

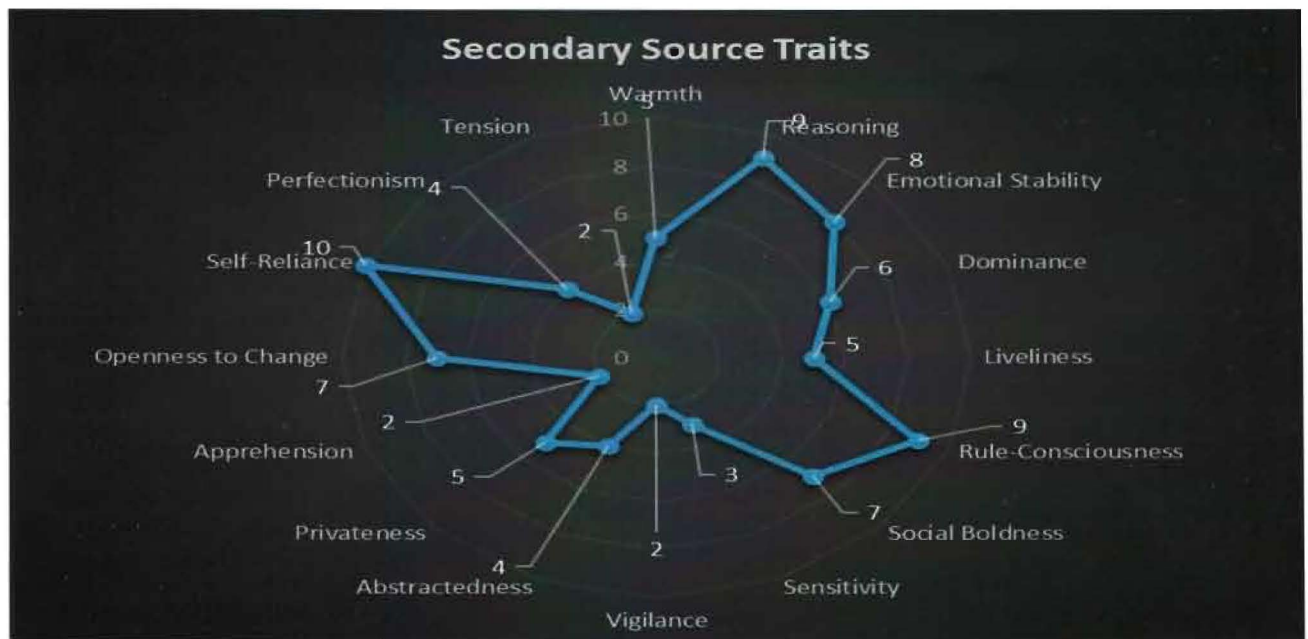
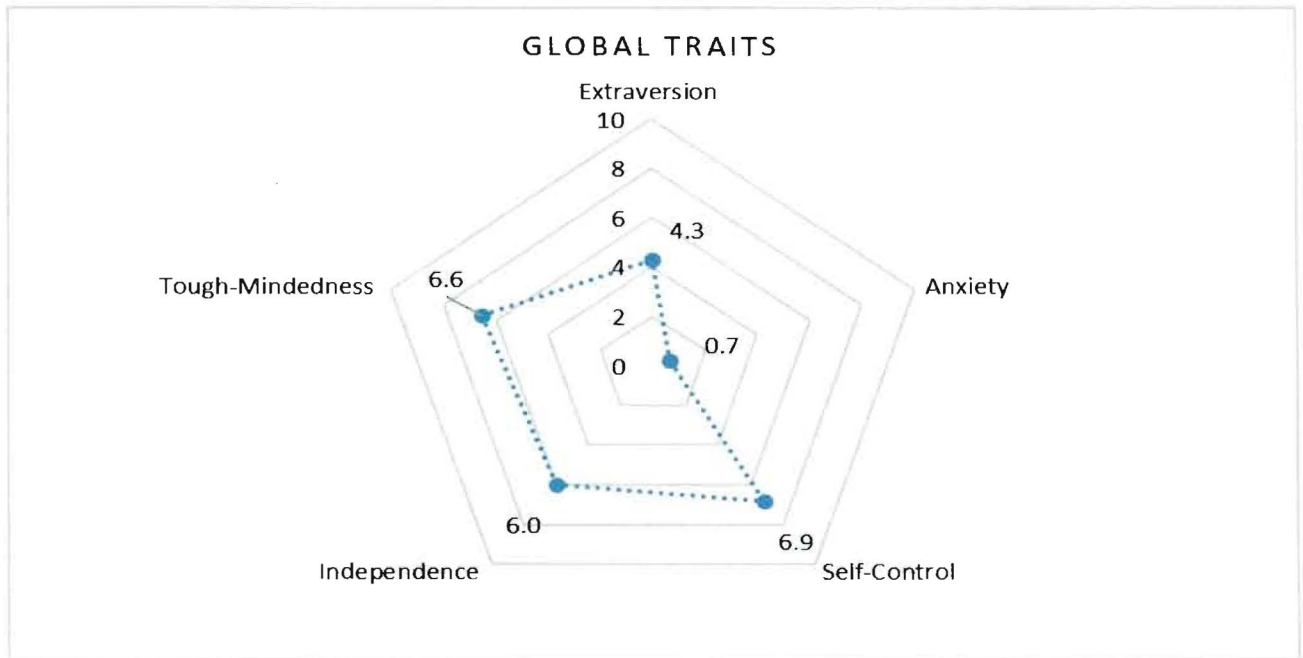


## 16 Secondary Traits

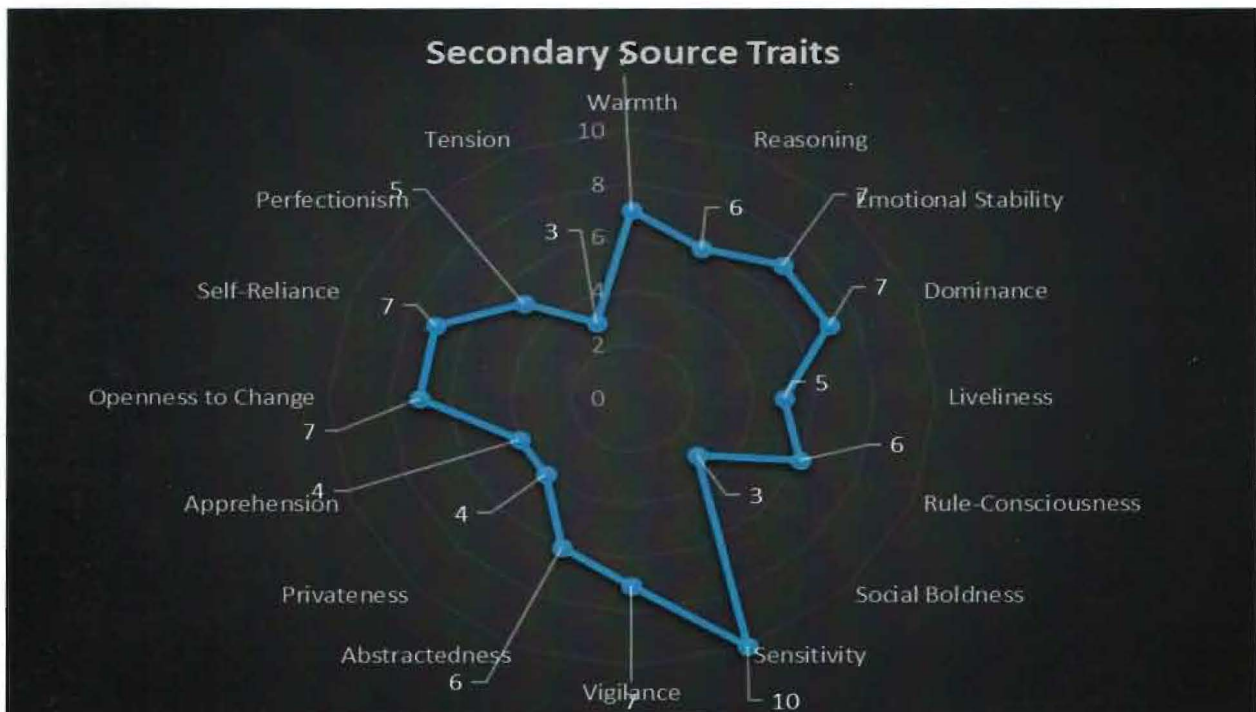
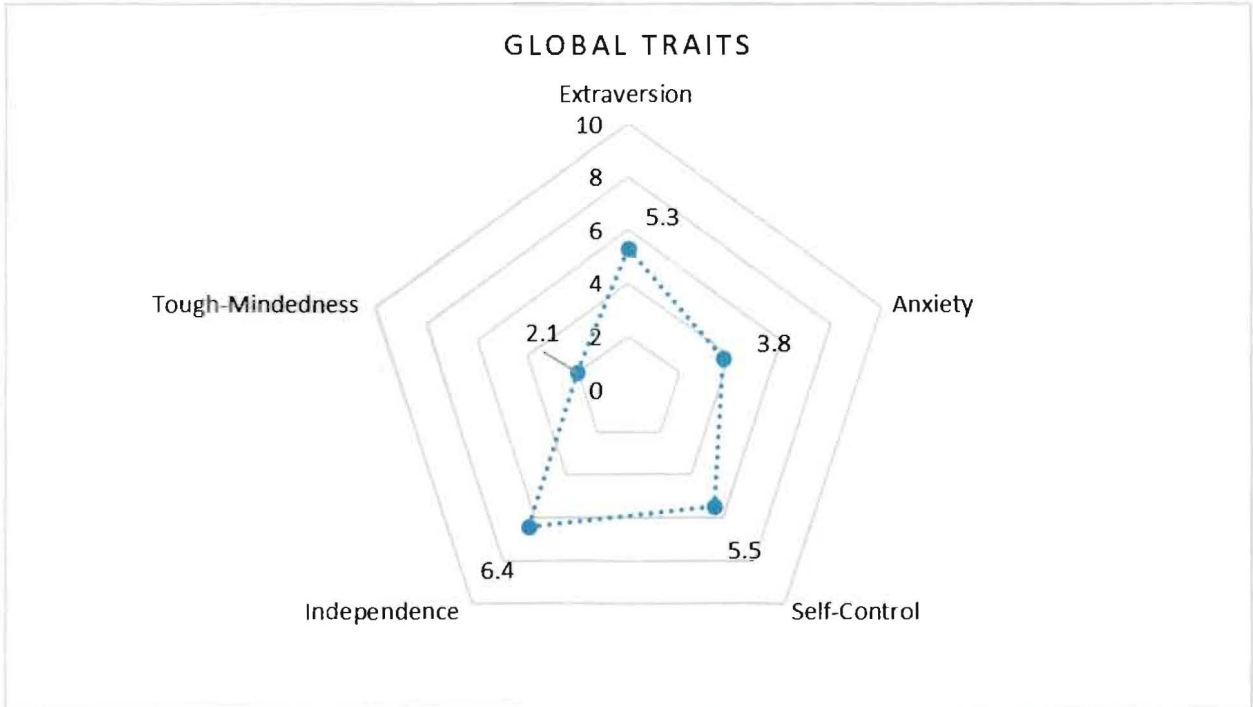
Descriptors of low range	Primary factor	Descriptors of high range
Impersonal, distant, cool, reserved, detached, formal, aloof	Warmth (A)	Warm, outgoing, attentive to others, kindly, easy-going, participating, likes people
Concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems	Reasoning (B)	Abstract-thinking, more intelligent, bright, higher general mental capacity, fast learner
Reactive emotionally, changeable, affected by feelings, emotionally less stable, easily upset	Emotional Stability (C)	Emotionally stable, adaptive, mature, faces reality calmly
Deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, accommodating	Dominance (E)	Dominant, forceful, assertive, aggressive, competitive, stubborn, bossy
Serious, restrained, prudent, taciturn, introspective, silent	Liveliness (F)	Lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, impulsive
Expedient, nonconforming, disregards rules, self-indulgent	Rule-Consciousness (G)	Rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound
Shy, threat-sensitive, timid, hesitant, intimidated	Social Boldness (H)	Socially bold, venturesome, thick skinned, uninhibited
Utilitarian, objective, unsentimental, tough minded, self-reliant, no-nonsense, rough	Sensitivity (I)	Sensitive, aesthetic, sentimental, tender minded, intuitive, refined
Trusting, unsuspecting, accepting, unconditional, easy	Vigilance (L)	Vigilant, suspicious, skeptical, distrustful, oppositional
Grounded, practical, prosaic, solution oriented, steady, conventional	Abstractedness (M)	Abstract, imaginative, absent minded, impractical, absorbed in ideas
Forthright, genuine, artless, open, guileless, naive, unpretentious, involved	Privateness (N)	Private, discreet, non-disclosing, shrewd, polished, worldly, astute, diplomatic
Self-Assured, unworried, complacent, secure, free of guilt, confident, self-satisfied	Apprehension (O)	Apprehensive, self-doubting, worried, guilt prone, insecure, worrying, self-blaming
Traditional, attached to familiar, conservative, respecting traditional ideas	Openness to Change (Q1)	Open to change, experimental, liberal, analytical, critical, free thinking, flexibility
Group-oriented, affiliative, a joiner and follower dependent	Self-Reliance (Q2)	Self-reliant, solitary, resourceful, individualistic, self-sufficient
Tolerates disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, uncontrolled	Perfectionism (Q3)	Perfectionistic, organized, compulsive, self-disciplined, socially precise, exacting will power, control, self-sentimental
Relaxed, placid, tranquil, lethargic, patient, composed low drive	Tension (Q4)	Tense, high energy, impatient, driven, frustrated, over wrought, time driven.

### Sample Profiles

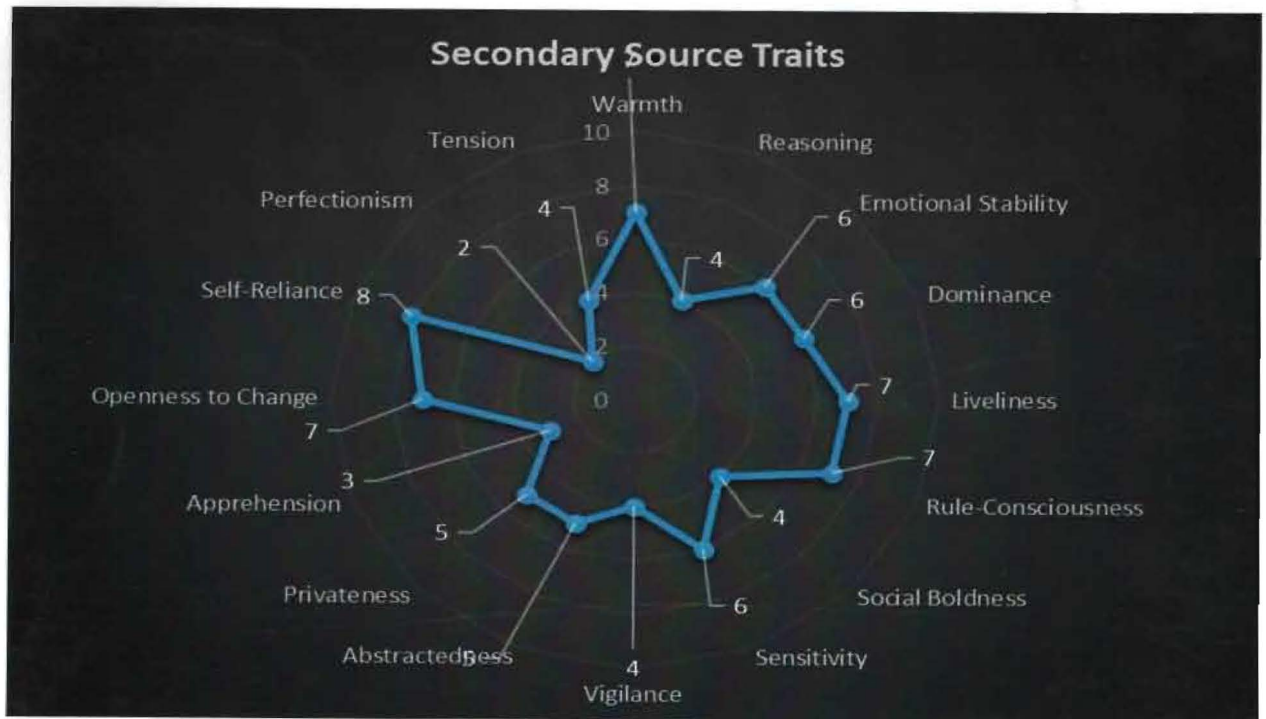
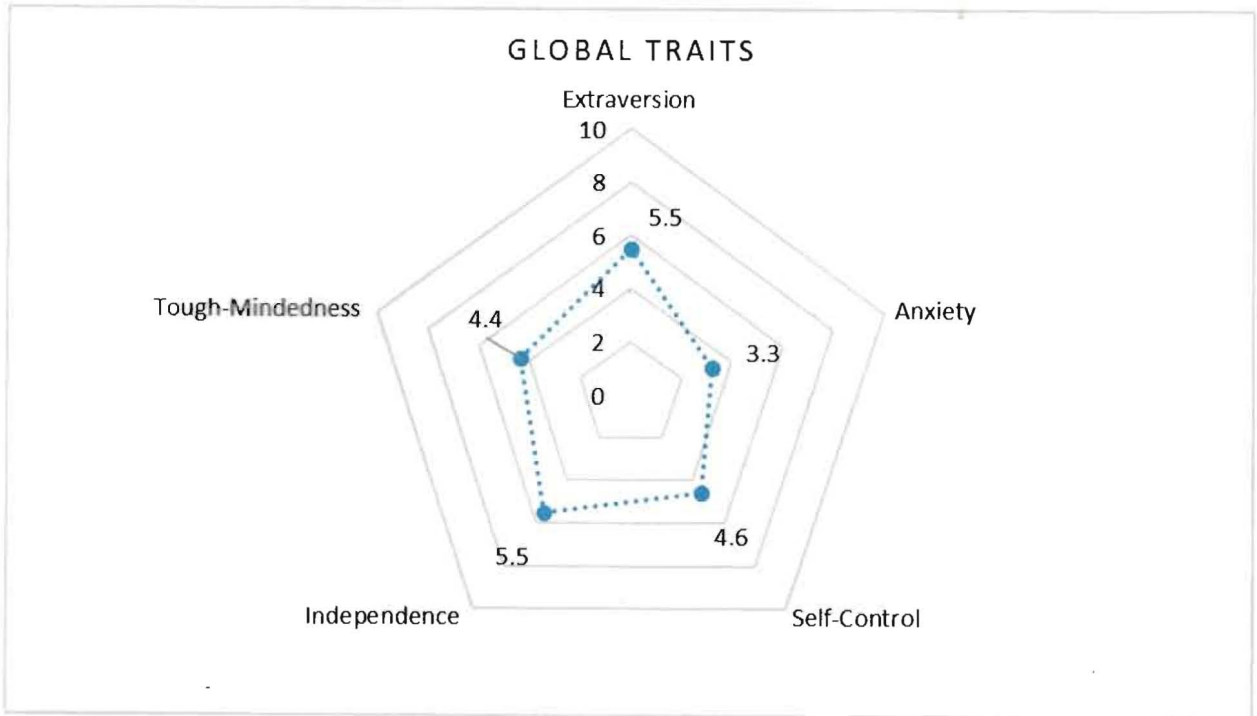
#### Profile 1



Profile 2



Profile 3



## PARAMETERS

Rate	Extreme Left (1 to 4)
1	Not Interested at all
2	Interested but not oriented
3	Interested and oriented but not initiated
4	Interested, oriented and initiated

Rate	Neutral (5 & 6)
5	Needs 80% to 50% support & involvement from the mentor
6	Needs 50% to 10% support & involvement from the mentors

Rate	Extreme Right (5 to 10)
7	Has started progressing
8	Progressing as expected
9	Progressing more than expected
10	Stable and doing Extremely well



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## MENTORSHIP PROGRAMME

## PROGRESSIVE SCHEME

2017-18





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