

**PHASE 4:
STUDENT
PROFILING
AND CAREER
ANCHORING**



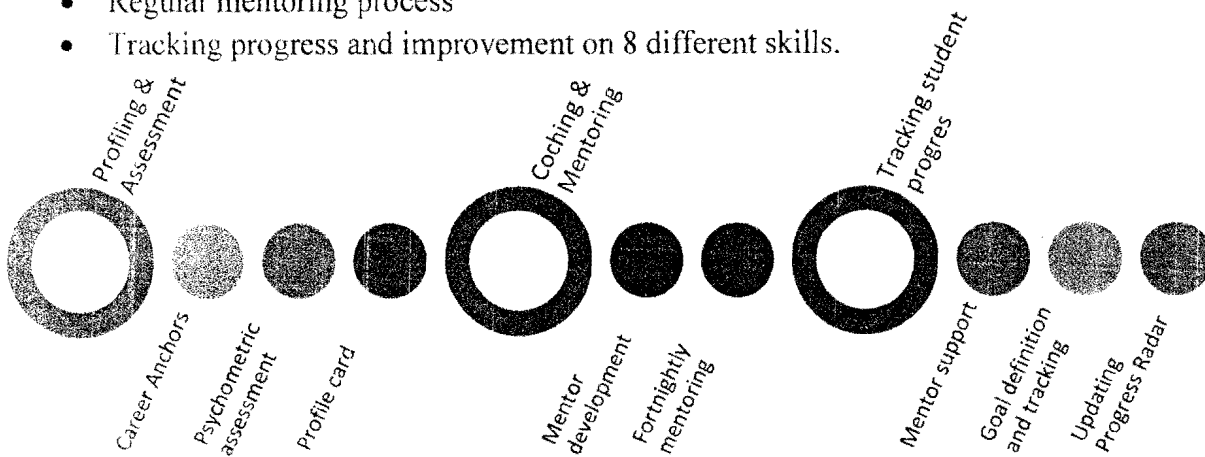
TABLE 4: STUDENT PROFILING AND CAREER ANCHORING (2018-2019)

This is the latest version of the Mentoring Programme presently followed by the Institute. This model was developed in collaboration with a consulting firm, 'i Pause'. The new mentoring system was created by the mentorship committee with the basic purpose to standardize the process. This is a professional system which aims to provide the maximum possible benefit to the students in almost all the areas.

Holistic development has been the primary thought process this year across RVIM leadership team. It involves not only academic but also non-academic development which becomes an essential part of overall performance for student as they get into Industry.

RVIM has decided to adopt 3-dimensional framework towards student development and progress tracking. This framework involves

- Profiling tools
- Regular mentoring process
- Tracking progress and improvement on 8 different skills.



Profiling & Assessment

Profiling is an essential aspect of overall student progress improvement, as said by Lord Kelvin "if you can't measure it you can't improve it". As part of overall framework students are profiled for:

1. Careers 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 preference will help students plan their career in a way that is most satisfying and will help understand why there are aspects of role that are not satisfying.

2. Psychometric Tests

This is a personality test that has about 105 questions which are answered by students online. Based on the answers students are measured on 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 test helps students to assess the degree of “fit” between themselves and the demands of present or anticipated future work role, to help students avoid becoming a “square peg in a round hole”.

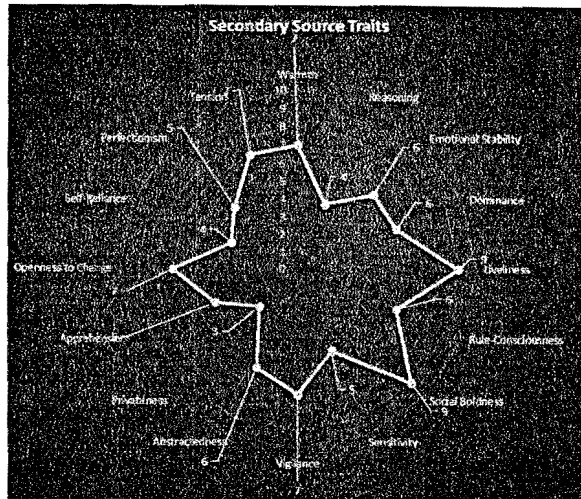
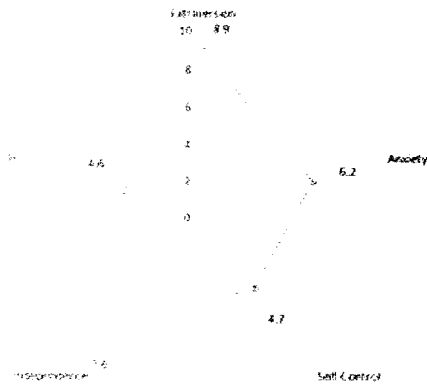
While Career anchors identifies what kind of career will suit a person, psychometric helps in understanding “who you are” as a person. These two profiling tools complement each other to help students identify the gap between Required Role and Personality type, hence providing an opportunity for students to leverage strengths and work on areas of improvement.

ometric test provides following outputs:

Measured score and graph on 5 personality types (Extraversion, Independence, Anxiety, Self-control and tough-mindedness).

Details results at 16 dimensions of personality and its graph and meaning of each of the personality dimension.

GLOBAL TRAITS



Profile Card

Two assessments are done as point in time assessment, while profile card allow students to assess students based on their own self-awareness as baseline (start point) and take them to desired state (end-point) in an incremental process with the help of mentoring process.

Profile card takes a view of what skills are required in the industry which includes

- Foundational skills of Communication, Emotional Intelligence, Decision making,
- Placement skills like resume writing, Interview skills and Group Discussion skills and
- Academic skills, like HR, Finance, Sales, Marketing etc. helps students b

This assessment tool helps in tracking student progress over a period of course (4 semesters). Mentor work with student by focusing on smaller set of skills at a time and help them improve the skills which are required from industry perspective.

VIM identifies and provides external interventions as required to engage student in experiential learning for foundational or placement skills.

Putting together all the interventions of Profiling & Assessment, Mentoring and Need based specific interventions, make the holistic development framework, complete and enables student to identify, track and achieve regular all-around improvement over a period of his 4 semesters in program.



Scoring Instructions

There are 10 skills to be evaluated. Each skill has 5 attributes, evaluated on 1 to 5 scale. Write the average of attributes in shaded column for each semester. Evaluation to be done in every Semester, First evaluation is done during Orientation

pause

Focal area of development	Start Sem 1	Start Sem 2	Start Sem 3	Start Sem 4	Exit	Focal area of development	Start Sem 1	Start Sem 2	Start Sem 3	Start Sem 4	Exit
1. Communication Skills						6. Attitudes					
Listening Skills						Discipline					
Speaking Skills						Awareness of Values					
Using Body Language						Service Orientation					
Presentation Skills						Learning Aptitude					
Understanding business						Energy					
2. Leveraging IT						7. Decision Making					
Word						Data Orientation					
Excel						Analytical Skills					
Leveraging Internet and Mail						Timeliness / Procrastination					
Effective use of Social Media						Problem Solving skills					
Power point						Learning from Mistakes					
3. Social Skills						8. Placement Readiness					
Team Playing Skills						Resume readiness					
Self Awareness						Interview Skills					
Empathy						Group Discussion					
Relationship Management						Clarity on employer / position					
Etiquette and Manners						Clarity on Career Options					
4. Command on English						9. Domain Specific Skills					
Vocabulary											
Articulation											
Fluency											
Comprehension											
Writing Skills											
5. Entrepreneurial Mindset						10. Mentor Prescribed Skills					
Creativity											
Goal Driven											
Action Orientation											
Ownership											
Experimentation & Innovation											

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Table of supporting documents for the process

S. No	Name of the Process	Documents
1.	Mentor- Mentee Allocation	Annexure 1 Mentee List
2.	Psychometric test	Annexure 2 Psychometric Test result
3.	Career Anchoring	Annexure 3 Career Anchor Questionnaire Sheet
4.	Student Profiling	Annexure 4 Profile Card
5.	SWOT Analysis	Annexure 5 SWOT Analysis Report

ANNEXURES

STAGE 4

STUDENT PROFILING AND

CAREER ANCHORING (2018-2019)

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I Semester (2018)

Dr Noor Firdos Jahan		
Sl.No	Name of the Student	Section
1	ABHISHEK SAHA	A
2	AKHIL S	A
3	ARPITA SHRISHAIL GOUR	A
4	ARPITHA S	A
5	ARUNKUMAR NELLUR	B
6	CHAITRA V	B
7	DANISH SHARFUDDIN KHAZI	B
8	NISHANT SHARMA	B
9	POORVIK GOWDA N N	C
10	SAIJASWANTH	C
11	SHASHIDHAR PATIL	C
12	UTPAL SATISH NAIK	C

Dr. Anupama K Malagi		
Sl.No	Name of the Student	Section
1	ARPITHA METI	A
2	CHIMMILI LOKESH KUMAR	A
3	GANESH A	A
4	NITESH SURESH HEGDE	A
5	AKSHAY M	B
6	PRADEEP LAXMINARAYAN HEGDE	B
7	SHREYA L BHAT	B
8	CHANDANA	B
9	BALAJI BV	C
10	SANTHOSH SHETTY	C
11	VARUN	C
12	FREDISHA KENNETH MABEN	C

Dr.A.Narasima Venkatesh		
Sl.No	Name of the Student	Section
1	AKSHATHA L V	A
2	ASHA VERMA	A
3	GOWTHAM REDDY M	A
4	NIKHIL DEVANAND WALVEKAR	A
5	AMAL TOM	B
6	PRASANTH S	B
7	SHRIMAN	B
8	DIVYA S	B
9	IRANNA HADAPAD	C
10	SARVESH TOSNIWAL	C
11	VARUN B MENASHINAKAI	C
12	PAVITHRA S	C

Mr.N Suresh		
Sl.No	Name of the Student	Section
1	GURUPRASAD N	A
2	SANJAY N	A
3	ASHWINI RAJASHEKAR SHETTAR	A
4	ASHISH D.C.	B
5	JEVITA ZALPHA MACHADO	B
6	RAGHUNANDAN ACHARYA K	B
7	SHUBHAM HANGARAGI	B
8	ABHILASH NA	B
9	KAMAKSHI VIJAYKUMAR BHAT	C
10	SAQIB KHURSHEED KAKROO	C
11	VIGNESH BHAT H S	C
12	POORNIMA L	C

Mrs.Anitha D'Silva		
Sl.No	Name of the Student	Section
1	ANIL ASHOK UNDI	A
2	H.G SANDESH	A
3	SHREYANKA KV	A
4	B. SAISHREE	A
5	RAJMONI KONWAR	B
6	SUDEEP B HONNALLI	B
7	KAJAL ABHAY DARBAR	B
8	PAVANG V	B
9	KAUSHIK D	C
10	SHAKTHI KUMAR S	C
11	VINAYAK SHANKAR KALLOLI	C
12	PRIYA DHARSHINI T	C

Dr. Santosh M		
Sl.No	Name of the Student	Section
1	ANNKALA SREEDHAR	A
2	JAGADEESHA UDUPA	A
3	SUDHIR BALAPPA HONOLE	A
4	BHUMIKA S. KULKARNI	A
5	KRUTHIKA S. BHOOMARADDI	B
6	RAKHENDU KANAK VIDU	B
7	SHARATH.V	B
8	SUNILKUMAR R	B
9	M SADIQ ALI KHAN	C
10	SIDDHANTH M.JAIN	C
11	VISHNU S	C
12	PRIYANKA H.BONGERI	C

Mr.Nagasubba Reddy		
Sl.No	Name of the Student	Section
1	ANUP B PATIL	A
2	JEGAN R NAIR	A
3	SUMANTH BHOVI	A
4	DHARSHINI VT	A
5	KARTHIK M	B
6	RAVIKUMAR H S	B
7	SWAROOF B J	B
8	IAHARI L N	B

Mr.A. Chandran		
Sl.No	Name of the Student	Section
1	AVINASH M AGARWAL	A
2	KALLESH D.K	A
3	VAIBHAV NAGARAL	A
4	HIBA MEHKRI	A
5	RAVITEJ BHASKAR HEGDE	B
6	VAIBHAV DINESH MEHTA	B
7	M.S SHREE ROOPA BHAT	B
8	BHUVANESWARI A	C

9	MANU V	C
10	SINDHURA K K	C
11	VISHRAM R WALVEKAR	C
12	SADHANA A S	C

9	SOMESH A SHET	C
10	TIMMA REDDY	C
12	SURABHI R	C

Ms.Sowmya .D.S.		
Sl.No	Name of the Student	Section
1	BAKKESH V ALUR	A
2	KARTHIKEYA ADIGA	A
3	VIJAYAMAHANTESH SAJJANAR	A
4	MADHU E	A
5	KIRAN KUMAR KV	B
6	ROHAN K.KULKARNI	B
7	MAMATHA S	B
8	PUNEETHA GOPALAPURA	B
9	SRIDHAR METTAN	C
10	SRINIDHI B. PATAWARI	C
11	VISHWANATH B GANGAPPANAVAR	C
12	UNNATHI K A	C

Ms.S.T.Pavithra		
Sl.No	Name of the Student	Section
1	BHANU SATYANARAYAN HEGDE	A
2	MANIKANDAN K	A
3	NIKHITA K	A
4	SUKRUTHA S	A
5	RAKSHA K	B
6	MADAN T S	B
7	S. SRIKANTH	B
8	MATTAMALAM ANITHA	B
9	NANDESH HEBBAL	C
10	SUJAY WADGAVE	C
11	SINDHU H D	C
12	SANGITHA GANESH	C

Ms. Rashmi Shetty		
Sl.No	Name of the Student	Section
1	BHARGAV HEGDE	A
2	MANU MOHAN B. N	A
3	NIRANJINI N	A
4	VIJAYALAKSHMI G	A
5	RAVEESHA T.R	B
6	MANJUNATH P RAIBAGI	B
7	SACHIN H	B
8	NOLAMBA RANI	B
9	SAGAR MUTTANNA SAJJANAVAR	C
10	SURAJ RKULKARNI	C
11	SMRITI RAO	C
12	VISHVAS T V	C

Mr. Ramya S		
Sl.No	Name of the Student	Section
1	BHARGAV HEGDE	A
2	MOHAMMED MOIN KHAN.	A
3	NISHI BORGHAIN	A
4	SUSHMA HEROORKAR	A
5	RAMKRISHNA SHIVAPPA WATHARE	A
6	REDDAMMA D S	B
7	MUDIAM KRISHNA SAI	B
8	SAKETH INANI	B
9	PALLAVI SATISH DESAI	B
10	SUSHANT A. SHETTI	C
11	SNEHA S V	C
12	SAMPRIYA RAJPUROHIT	C

Mr. Dileep		
Sl.No	Name of the Student	Section
1	BISWAJIT DAS	A
2	MOHAMMED TOUSEEQ AHMED SHARIFF	A
3	POOJA	A
4	SOUMYA A ANGADI	A
5	ROJA V	B
6	NAGARAJA. B. A	B
7	SHARANAPPA	B
8	PHALGUNI PRABHU	B
9	S. AKASH	C
10	SWAPNIL SURENDRA CHOUGALE	C
11	SOUJANYA HEGDE	C
12	VINUTA VITHAL SAVANT	C

Ms. Priya Jain		
Sl.No	Name of the Student	Section
1	CHANNAMALLA Y YA	A
2	CHAITRA S	A
3	NEERAJ PRABHU	A
4	SMITHA SUDHEER SWADI	A
5	PANNAGA H.N	B
6	SHARATH KUMAR D	B
7	POOJA RAMANNAVAR	B
8	SAGARIKA BANERJEE	B
9	VARIJA MADHURANATH	C
10	SACHIN HB	C
11	TAUQEER AKRAM BHAT	C
12	SOWJANYA BHAT B	C

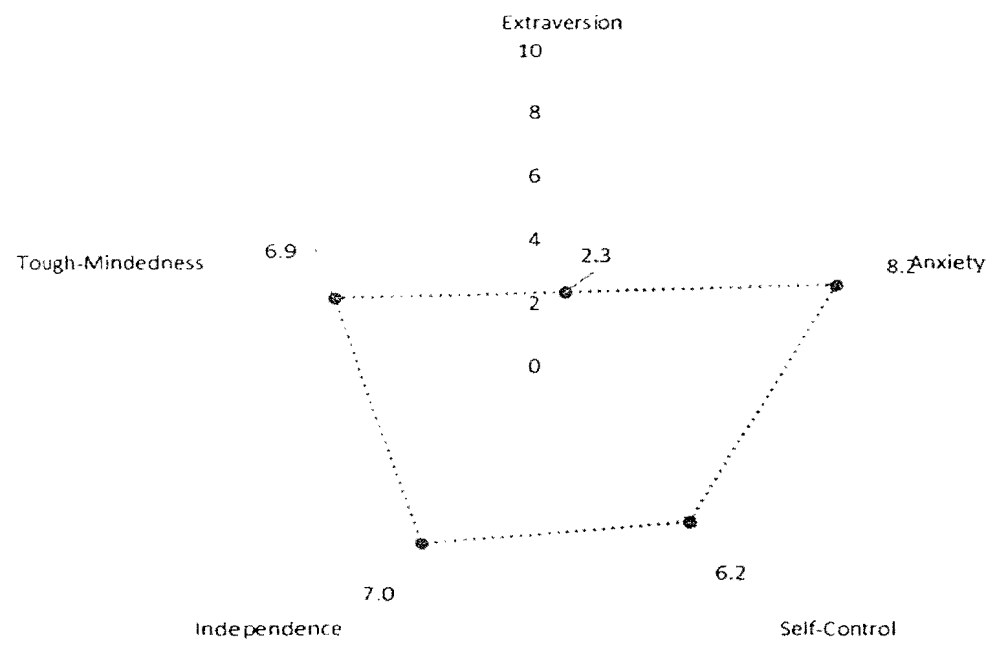
Ms. Uma Sharma		
Sl.No	Name of the Student	Section
1	ABHJEET KRITANIYA	A
2	ADARSH S HEGDE	A
3	ADISH KADIRUR	A
4	AMAR O	A
5	G MOHANA	B

7	ANKITHA M	B
8	KAUSHIK BHAT	B
9	MOHAMMED DANISH ALI	C
10	AKASH B KOKKANAVAR	C
11	PRADYUMNA KUMAR	C
12	RAMAKANTH T	C

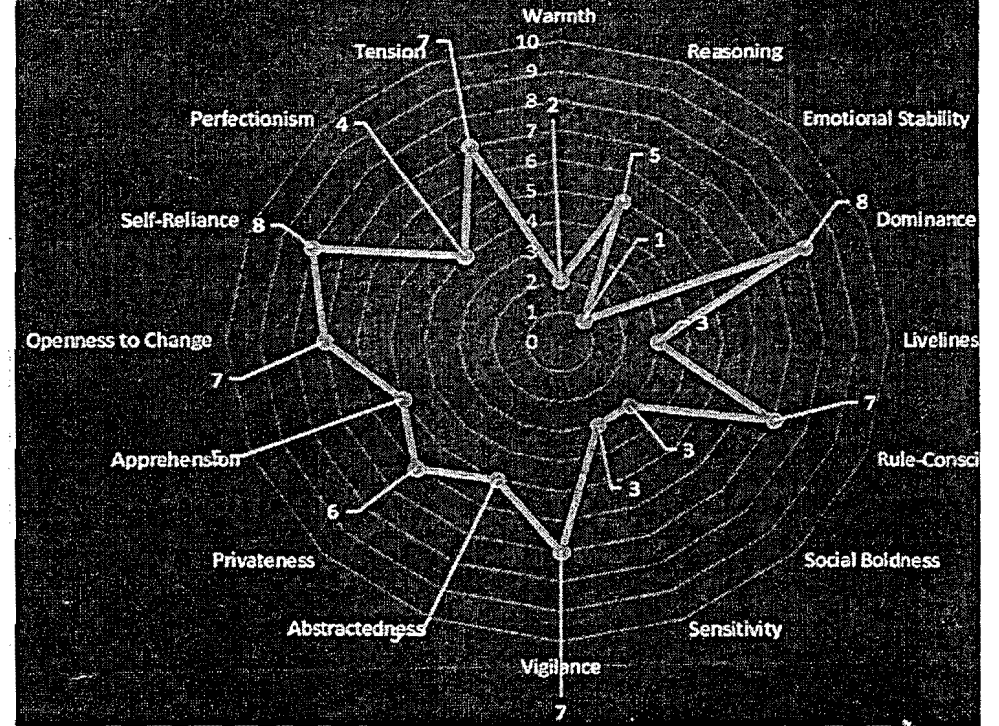
Director

Global and Secondary Source Traits Abhijeet kritaniya

GLOBAL TRAITS



Secondary Source Traits



Global Traits

Global Trait	Extraversion	Anxiety	Tough-Mindedness	Independence	Self-Control
Reverted, Socially Inhibited	outgoing, confident, Socially Participating	fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness, confused	Admirably purposeful, determined, and Unwavering, Unempathic, Unsentimental	Independent, Persuasive, Willful	Self-Controlled, Inhibits Urges
Relaxed, Certain, Peaceful, perturbable					
Receptive, Open-Minded, Intuitive					
Accommodating, Agreeable, Selfless					
Restrained, Follows Urges					

Response Style

S. No	Attributes	Values
1	# of A Option Selected	33
2	# of B Option Selected	49
3	# of C Option Selected	23
4	MD Score	9

Personality Factors Details

Abhijeet kritaniya

	Low Score Description	16 PF test Profile Standard Ten Score Average										High Score Description	Spider Graph Mapping		
		1	2	3	4	5	6	7	8	9	10				
A	Reserved, Detached, Critical, Aloof, Stiff, Impersonal, Distant		2											Outgoing, Warm hearted, Easy Going, Participating, Caring, Attentive To Others	Warmth
B	Less Intelligent, Concrete Thinking. (Lower Scholastic mental Capacity)					5								More Intelligent, Abstract Thinking, BRIGHT, Fast-Learner, (Higher Scholastic mental Capacity)	Reasoning
C	Affected By Feeling, Emotionally less stable, Easily Upset, Reactive (Lower Ego Strength)													Emotionally Stable, Mature, Face Reality, Adaptive, Calm (Higher Ego Strength)	Emotional Stability
E	Humble, Mild, Easily Led, Docile, Accomodating, Deferential, Cooperative, Avoids Conflict (Submissiveness)											8		Dominance, Assertive, Aggressive, Stuborn, Competitive, Forceful	Dominance
F	Sober, Taciturn, Serious, Restrained, Careful (Desurgency)													Happy-go-Lucky, Enthusiastic, Animated, Spontaneous (Surgency)	Liveliness
G	Expedient, Disregards -rules, Nonconforming (Weaker Super Ego Strength)													Conscientious, Persistent, Moralistic, Dutiful (Stronger Super Ego Strength), Organized	Rule-Consciousness
H	Shy, Timid, Threat-sensitive													Venturesome, Unhibited, Socially Bold, Thick-Skinned	Social Boldness
I	Thought-Minded, Self-Reliant, Realistic, Objective, Unsentimental													Tender-Minded, Sensitive, Clinging, Overprotected, Aesthetic,	Sensitivity
L	Trusting, Accepting Conditions, Unsuspecting,													Vigilant, Hard to fool, Suspicious, Skeptical, Wary	Vigilance
M	Practical, "Down-to-earth" Concerns, Grounded													Imaginative, Absent minded, Abstracted, Imaginative, Idea-Oriented	Abstractedness
N	Forthright, Un-pretentious, Genuine but socially clumsy, Artless													Private, Polished, Socially aware, Astute, Discreet, Non-Disclosing	Privateness
O	Self Assured, Placid, Secure, Complacent, Serene, Unworried,													Apprehensive, Self-reproaching, Insecure, Worrying, Troubled	Apprehension
Q1	Conservative, Respecting traditional Ideas, Attached To Familiar													Experimenting, Liberal, Free-Thinking, Open To Change,	Openness to Change
Q2	Group-Dependent, A Joner or Sound Follower, Affiliative													Self-Sufficinet, Resource-ful, Priefers own decisions, Solitary, Individualistic	Self-Reliance
Q3	Un-Disciplined, Self-Conflict, Follows own urges, Careless of social Rules, Tolerates Disorder, Unexacting, Flexible													Perfectionist, Controlled, Exacting will power, Socially Precise, Compulsive, Organized, Self-Disciplined	Perfectionism
Q4	Relaxed, Tranquil, Unfrustrated, Composed, Placid, Patient													Tensed, Frustrated, Driven, Overwrought, High Energy,	Tension

Personality Factors

Abhijeet kritaniya

Sten MD Score	9
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Factors	Source Traits	Score
A	Warmth	2
B	Reasoning	5
C	Emotional Stability	1
E	Dominance	8
F	Liveliness	3
G	Rule-Consciousness	7
H	Social Boldness	3
I	Sensitivity	3
L	Vigilance	7
M	Abstractedness	5
N	Privateness	6
O	Apprehension	5
Q1	Openness to Change	7
Q2	Self-Reliance	8
Q3	Perfectionism	4
Q4	Tension	7

Primary Traits	
Primary Traits	Value
Extraversion	2
Anxiety	8
Self-Control	6
Independence	7
Tough-Mindedness	7

Extraversion				
Warmth	Liveliness	Social Boldness	Privateness(-)	Self Reliance(-)
2	3	3	6	8
Anxiety				
Vigilance	Apprehension	Tension	Emotional Stability (-)	
7	5	7	1	
Self-Control				
Rule Consciousness	Abstractedness (-)	Perfectionist	Liveliness (-)	
7	5	4	3	
Independence				
Dominance	Social Boldness	Vigilance	Openness to change	
8	3	7	7	
Tough-Mindedness				
Warmth	Sensitivity (-)	Abstractedness (-)	Openness to change (-)	
2	3	5	7	

Timestamp	Name	Age Range	Married?	Gender	Profession - Designation	Email	1. I think my memory is better than it ever was.
10-11-18 9:54	Abhijeet kritaniya	21-25 yrs	No	Male	student	kirtaniya.abhijeet38@gmail.com	(a) yes

2. I could happily live alone, far from anyone like a hermit.	3. If I say the sky is "down" and winter is "hot," I would call a criminal:	4. When going to bed, I:	5. When driving a car in a line of traffic, I feel satisfied:	6. At a party I let others keep the jokes and stories going.	7. It's important to me not to live in messy surroundings.	8. Most people I meet at a party are undoubtedly glad to see me.	9. I would rather exercise by:	10. I smile to myself at the big difference between "what people do" and "what they say they do".
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(b) occasional ly	(b) a saint	(c) have difficulty falling asleep	(c) only after I've reached the front of the line	(a) Yes	(a) True	(b) Sometime s	(c) wrestling and baseball	(a) Yes
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20. I think the opposite of the opposite of "inexact" is:

21. I always have lots of energy at times when I need it

22. I am more annoyed by a person who:

23. I greatly enjoy inviting guests and amusing them.

24. I feel that:

25. I have always had to fight against being too shy.

26. It would be more interesting to be:

27. If a neighbor cheats me in small things, I would rather humor him than show him up.

28. I like a friend who:

(c) Rough (a) Yes

(b) Uncertain

(b) Uncertain

(c) Any job should be done thoroughly if you do it at all

(b) In between

(c) A colonel

(b) Occasionally (b) In between

29 It bothers me if I hear others expressing ideas that are contrary to those that I firmly believe.

30. I am over-conscientious, worrying over my past acts or mistakes.

31. If I were good at both, I would rather:

32. I like to join with people who show lively group enthusiasms.

33. I put my faith more in:

34. I can forget my worries and responsibilities whenever I need to.

35. It's hard for me to admit it when I am wrong.

36. In a factory, it would be more interesting to be in-charge of:

37. Which word does not belong with the other two?

(b) In between

(c) No

(b) In between

(a) Yes

(c) Good fortune

(b) Sometimes

(c) No

(a) Machinery or keeping records

(a) Cat

	39. I am quite happy to be waited on, at appropriate times, by personal servants	41. People should insist more than they now do, that moral laws be followed.	42. I have been told that, as child, I was rather:	43. I enjoy routine, constructive work, using a good piece of machinery or apparatus.	44. I think most witnesses tell the truth even if it becomes embarrassing.	45. When I meet a new person I would rather:	46. I try to make my laughter at jokes quieter than most people's.	
(a) To irritate me	(a) Often	(c) That is rough, prosperous, and booming	(a) Yes	(b) In between	(a) Yes	(b) In between	(a) Discuss his politics and social views	(a) Yes

47 I never
feel so
wretched
that I want
to cry.

48. In
music I
enjoy:

49. I would
rather
spend two
weeks in
the
summer:
(a) Bird-
watching
and
walking in
the
country
with a

friend or
two

50. The
effort
taken in
planning
ahead:

(a) Is
never
wasted

51.
Inconsider
ate acts or
remarks
by my
neighbors
do "not"
make me
touchy
and
unhappy.

(b)
Uncertain

52. When
I know I'm
doing the
right thing,
I find my
task easy

(a) Always

53. I would
rather be:

(b) In
between

54.
"House" is
to "room"

(c) Leaf

55. Things
go wrong
for me:

(b)
Occasiona
lly

(b)
Uncertain

(b)
Uncertain

56. In most things in life, I believe in:	57. Some people may think I talk too much.	58. I admire more:	59. I make decisions by:	60. I am more impressed by:	61. I am considered a cooperative person.	62. I enjoy talking more with polished, sophisticated people than with outspoken, down-to-earth individuals.	63. I prefer to:	64. If a person doesn't answer when I make a suggestion, I feel I've said something silly.
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(b) In between	(c) Unlikely	(c) A man who is average, but strong to resist temptations	(b) Uncertain	(b) In between	(b) In between	(c) No	(b) In between	(b) In between
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pause

Holistic Development Framework

RVIM Vision

- To develop Students holistically*
- Towards a fulfilling life and successful career*
- Through a simple measurement framework and effective mentoring*

Context

The leadership team under Dr. Purushottam Bung, Director RVIM, is focusing on building a framework for helping students develop holistically. Framework involves profiling tools, developing baseline, mentoring students on frequent basis and tracking process using a Student Profile Card.

The Measurement Framework constitutes of the following tools:

- Career Anchors – to find self-perceived Talent, Motives and Attitudes
- Psychometric test – to find more about who you are as a person on 16 dimensions
- Profile Card – 10 Skills with 5 attributes to each skill are measured over the course for improvement



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.



PAUSE

Career Anchors 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.	
2	I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.	
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.	
4	Security and stability are more important to me than freedom and autonomy.	
5	I am always on the lookout for ideas that would permit me to start my own enterprise.	
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.	
7	I dream of a career in which I can solve problems or win out in situations that are extremely challenging.	
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.	
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.	
10	I dream of being in charge of a complex organization and making decisions that affect many people.	
11	I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures.	
12	I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.	
13	Building my own business is more important to me than achieving a high-level managerial position in someone else's organization.	
14	I am most fulfilled in my career when I have been able to use my talents in the service of others.	
15	I will feel successful in my career when I have been able to use my talents in the service of others.	
16	I dream of a career that will permit me to integrate my personal, family and work needs.	
17	Becoming a functional manager in my area of expertise is more attractive to me than becoming a general manager.	
18	I will feel successful in my career only if I become a general manager in some organization.	
19	I will feel successful in my career only if I achieve complete autonomy and freedom.	
20	I seek jobs in organizations that will give me a sense of security and stability.	



Pause

- 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.
- 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.
- 23 I have been most fulfilled in my career with I have solved seemingly unsolvable problems or won out over seemingly impossible odds.
- 24 I feel successful in life only if I have been able to balance my personal, family and career requirements.
- 25 I would rather leave my organization than accept a rotational assignment that would take me out of my area of expertise.
- 26 Becoming a general manager is more attractive to me than becoming a functional manager in my current area of expertise.
- 27 The chance to do a job my own way, free of rules and constraints, is more important to me than security.
- 28 I am most fulfilled in my work when I feel that I have complete financial and employment security.
- 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.
- 30 I dream of having a career that makes a real contribution to humanity and society.
- 31 I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.
- 32 Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.
- 33 I am most fulfilled in my work when I have been able to use my special skills and talents.
- 34 I would rather leave my organization than accept a job that would take me away from the general managerial track.
- 35 I would rather leave my organization than accept a job that would reduce my autonomy and freedom.
- 36 I dream of having a career that will allow me to feel a sense of security and stability.
- 37 I dream of starting up and running my own business.
- 38 I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others.
- 39 Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.
- 40 I have always sought out work opportunities that would minimize interference with home or family concerns.

At this point, look over your answers and locate all 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

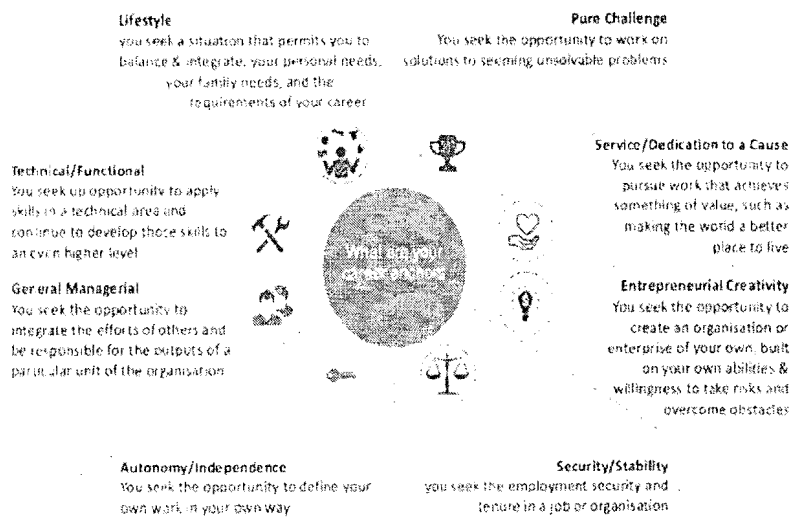
In the section below, you will find blank spaces for each of the forty items arranged in order so that you can easily transfer the numbers from your rating sheets onto the scoring sheet. After you have transferred all the numbers, add up the Rows and put sum in Column Total. Divide Total by five (the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

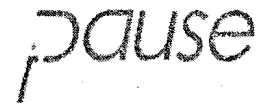
Career Anchors	Question numbers					Total	Average
Technical and Functional (TF)	1	9	17	25	33		
General Management (GM)	2	10	18	26	34		
Autonomy and Independence (AU)	3	11	19	27	35		
Security and Stability (SE)	4	12	20	28	36		
Entrepreneurial Creativity (EC)	5	13	21	29	37		
Service and Dedication to a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

Based on Edgar Schien's Career Anchors

Career anchors

ME+





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 to retain autonomy. You may even seek 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.



Pause

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 fulfils 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.



Pause

Notes:

What are your top 2 Anchors?

How correctly do they reflect for you?

Thoughts on bottom 2 Anchors?

Next Actions for yourself?

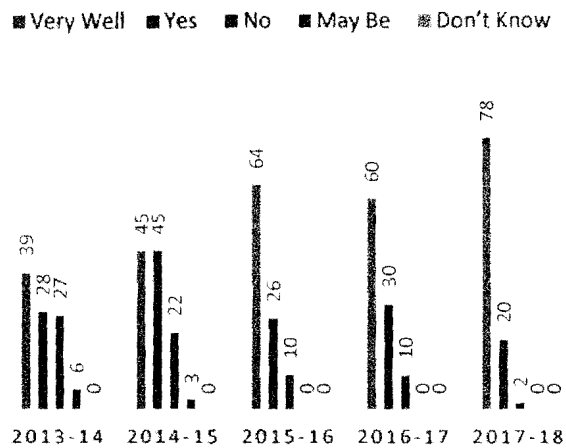
Annexure 1

Consolidated Outcome Analysis

1. Overall Mentee Feedback Analysis (2013-2018)

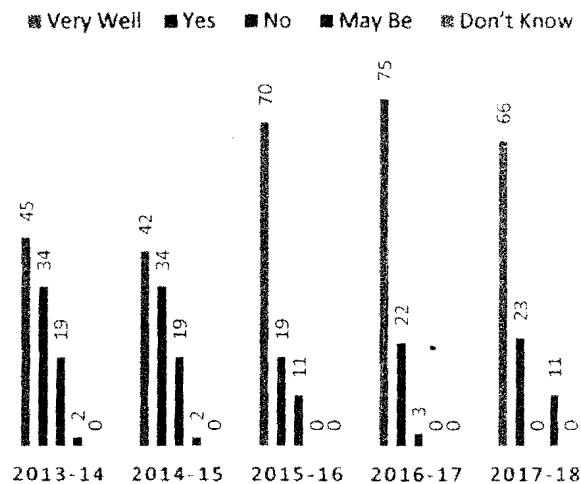
a. Table & chart showing the Accessibility of mentors throughout the mentorship phases

S. No	Year	Accessibility of the Mentor				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	39	28	27	6	0
2	2014-15	45	30	22	3	0
3	2015-16	64	26	10	0	0
4	2016-17	60	30	10	0	0
5	2017-18	78	20	2	0	0



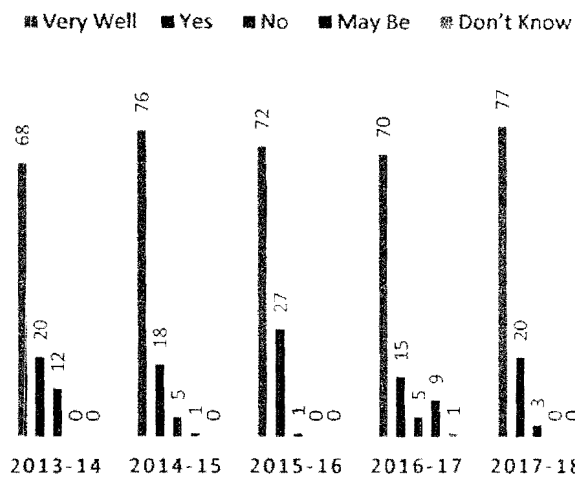
b. Table & chart showing Advice/ Motivation & Encouragement from the mentor throughout the mentorship phases

S. No	Year	Advice/ Motivation & Encouragement from the mentor				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	45	34	19	2	0
2	2014-15	42	34	19	2	0
3	2015-16	70	19	11	0	0
4	2016-17	75	22	3	0	0
5	2017-18	66	23	0	11	0



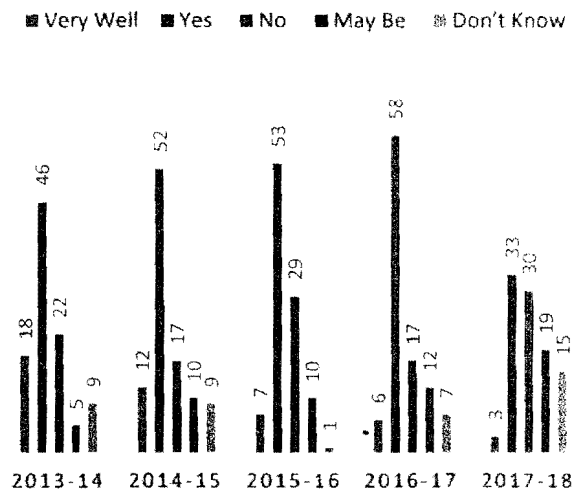
c. Table & chart showing Regular and Constructive Feedback from the mentors throughout the mentorship phases

S. No	Year	Regular and Constructive Feedback from the mentor				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	68	20	12	0	0
2	2014-15	76	18	5	1	0
3	2015-16	72	27	1	0	0
4	2016-17	70	15	5	9	1
5	2017-18	77	20	3	0	0



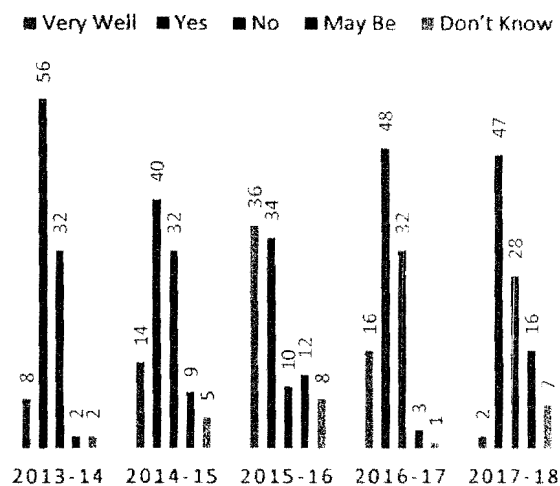
d. Table & chart showing Mentor facilitated in Skill Development throughout the mentorship phases

S. No	Year	Mentor facilitated in Skill Development				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	18	46	22	5	9
2	2014-15	12	52	17	10	9
3	2015-16	7	53	29	10	1
4	2016-17	6	58	17	12	7
5	2017-18	3	33	30	19	15



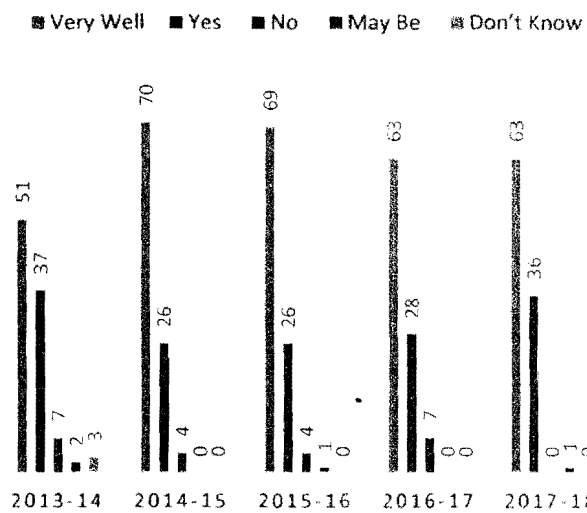
e. Table & chart showing Mentor holds High Standards throughout the mentorship phases

S. No	Year	Mentor holds High Standards				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	8	56	32	2	2
2	2014-15	14	40	32	9	5
3	2015-16	36	34	10	12	8
4	2016-17	16	48	32	3	1
5	2017-18	2	47	28	16	7



f. Table & chart showing Realization of the student expectations from the mentoring relationship throughout the mentorship phases

S. No	Year	Realization of the student expectations from the mentoring relationship				
		Very Well	Yes	No	May Be	Don't Know
1	2013-14	51	37	7	2	3
2	2014-15	70	26	4	0	0
3	2015-16	69	26	4	1	0
4	2016-17	63	28	7	2	0
5	2017-18	63	36	0	1	0



Outcome of Mentorship Advancement Programme (MAP)

STAGE 1: BASIC MENTORING CYCLE (2013-2015)

1. Since this was a basic cycle both the mentors and the mentees needed lot of time to build rapport.
2. Lot of procedures and steps were not standardized which lead to not accurate documentation
3. The mentees were benefitted in terms of personal development, academic advancement, and career development which is seen in the final results.

STAGE 2: INDIVIDUAL DEVELOPMENT PLAN (2015-2017)

1. This stage had lot of documents and reports in place which helped to get tracking in the process of mentoring.
2. Paper work was increased which took a lot of time of mentors and made them spend less quality time with the mentees.
3. The mentees were benefitted better than the previous system of mentorship in terms of personal development, academic advancement, and career development which is evident from their feedbacks, results and placements.

STAGE 3: STUDENT PROGRESSIVE SCHEME (2017-2018)

1. This stage featured a concise and accurate mentee tracking system with diverse 360 degree parameters of development.
2. Both Mentors and Mentees were given orientation sessions and training as to how they have to go about with their mentoring sessions, which benefitted both of them to make it very effective.
3. The feedbacks, results and placements show that this system was fruitful and benefitted major chunk of the students.



JOURNEY TO YOUR BEST

RV

AFFIX PHOTO

Name

Student ID

Mentor Name

Batch

STUDENT PROFILE CARD for

MBA Students

R V Institute of Management



Scoring Instructions

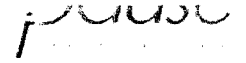
There are 10 skills to be evaluated. Each skill has 5 attributes, evaluated on 1 to 5 scale. Write the average of attributes in shaded column for each semester. Evaluation to be done in every Semester. First evaluation is done during Orientation



Focal area of development	Start Sem 1	Start Sem 2	Start Sem 3	Start Sem 4	Exit
1. Communication Skills					
Listening Skills					
Speaking Skills					
Using Body Language					
Presentation Skills					
Understanding barriers					
2. Leveraging IT					
Word					
Excel					
Leveraging Internet and Mail					
Effective use of Social Media					
Power point					
3. Social Skills					
Team Playing Skills					
Self Awareness					
Empathy					
Relationship Management					
Etiquette and Manners					
4. Command on English					
Vocabulary					
Articulation					
Fluency					
Comprehension					
Writing Skills					
5. Entrepreneurial Mindset					
Creativity					
Goal Driven					
Action Orientation					
Ownership					
Focal area of development	Start Sem 1	Start Sem 2	Start Sem 3	Start Sem 4	Exit
6. Attitudes					
Discipline					
Awareness of Values					
Service Orientation					
Learning Aptitude					
Energy					
7. Decision Making					
Data Orientation					
Analytical Skills					
Timeliness / Procrastination					
Problem Solving skills					
Learning from Mistakes					
8. Placement Readiness					
Resume readiness					
Interview Skills					
Group Discussion					
Clarity on employer / position					
Clarity on Career Options					
9. Domain Specific Skills					
10. Mentor Prescribed Skills					



Observation Records



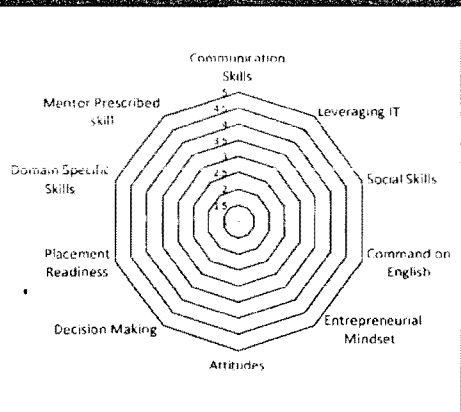
Semester

Progress Radar

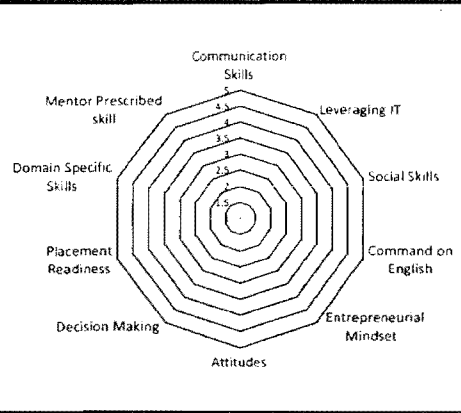
Notes / Observations

Student Sign.

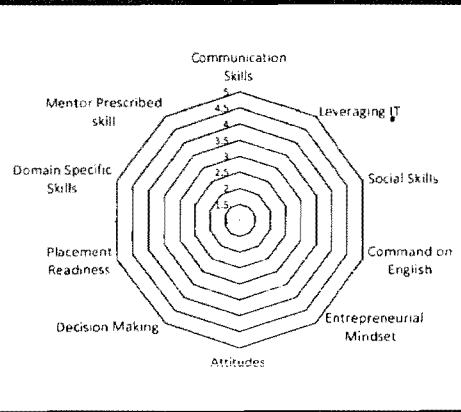
1st Semester - Meeting Dates



2nd Semester - Meeting Dates



3rd Semester - Meeting Dates





Semester	Progress Radar	Notes / Observations	Student Sign.
4th Semester - Meeting Dates	<p>A radar chart with eight axes: Communication Skills, Leveraging IT, Social Skills, Command on English, Entrepreneurial Mindset, Attitudes, Decision Making, and Placement Readiness. The chart has concentric rings labeled 1.5, 2, 2.5, 3, 3.5, 4, 4.5, and 5. The 'Mentor Prescribed skill' label is also present.</p>		
End of Course	<p>A radar chart with eight axes: Communication Skills, Leveraging IT, Social Skills, Command on English, Entrepreneurial Mindset, Attitudes, Decision Making, and Placement Readiness. The chart has concentric rings labeled 1.5, 2, 2.5, 3, 3.5, 4, 4.5, and 5. The 'Mentor Prescribed skill' label is also present.</p>		

Overall Academic Result Analysis (2013-2018)

Sem	Examination held	No. of students appeared	No. of students Passed						% of Pass
			Exemplary	First Class Distinction	First Class	High second Class	Second Class	Fail	
I	December 2014	149	1	47	95	NA	3	3	97.99
II	Jun 2015	148	1	37	92	11	0	8	94.59
III	December 2015	144	6	77	60	1	0	0	100
IV	Jun 2016	143	1	59	78	1	0	4	97.2
I	December 2016	172	0	45	104	13	2	7	95.93
II	June 2016	173	1	79	85	3	2	3	98.27
III	December 2016	170	0	61	97	1	0	11	93.53
IV	July 2017	168	0	104	64	0	0	0	100
I	December 2016	177	1	100	71	1	0	4	97.74
II	July 2017	176	1	101	70	0	2	3	98.23
III	December 2017	176	2	101	71	0	1	1	99.43
IV	July 2018	176	0	64	110	0	1	1	99.43
I	December 2017	169	1	68	94	0	4	2	98.82
II	June 2018	169	0	37	114	9	0	9	94.67
III	December 2018	Awaiting							

3. Overall Placement Analysis

Table showing Placement achieved batch wise

SINo	Batch	Total placed students	Pay Package	
			Average Pay pack((in lacs/per annum))	Highest Pay pack(in lacs/per annum)
01	2013-15	122	Rs.3.1	Rs.5.50
02	2014-16	143	Rs.3.6	Rs.7.08
03	2015-17	137	Rs.3.2	Rs.8.80
04	2016-18	156	Rs.3.7	Rs.9.05
05	2017-19	Ongoing Batch		

Total students placed

