

# CAREER ORIENTATION PREFERENCES OF NEW AGE MANAGERS

A STUDY ACROSS PERSONAL, FAMILIAL, INSTITUTIONAL, AND EDUCATIONAL DOMAIN

B.K. Punia\*  
Kavitri\*\*

## **P**URPOSE

*THE aim of this study is to examine the career orientation preferences of aspiring managers on the basis of four domains as personal, familial, institutional, and the educational domain.*

**Design/Methodology/Approach:** *This Research is based up on a sample size of 1096 MBA final year students from Northern India.*

**Findings:** *The results of the study suggested that identity and managerial competence came in to light as the key factors which aspiring managers firstly want in their job. The other factors of career orientation as service, variety, security, and creativity ranked as moderate variables by the budding managers. There are other two factors as technical competence and autonomy ranked as least important factor which they want in their job. Lastly the study suggested that the career orientation preferences of each aspiring manager depend on the categories of various domains from which they belongs to.*

**Research Limitations/Implications:** *The study has been conducted only on the management students.*

**Practical Implications:** *This study examines how respondents are different from each others in their career orientation preferences on the basis of personal, familial, institutional, and the educational domain. This paper help management institution to a proper job fit for their students in accordance with their career orientation.*

**Originality/Value:** *Empirical research on factors influencing career choice among North Indian MBA students. The paper addresses this issue and the study has implications for career counseling.*

**Key Words:** *Career Orientation, Career Orientation Preferences, Personal Domain, Familial Domain, Institutional Domain, Educational Domain.*

## Introduction

With the rapidly changing environment of growth of the business, every organization needs to defend its competitiveness. As the competitiveness is very critical, it is necessary to develop and maintain essential skills in the organization. Managerial Effectiveness is universally accepted as major goal for modern organizations (Singh, 2013). For this purpose, there is high demand for the managerial professionals. For matching the demand and supply of managerial professional, it is necessary for the management institution that they put a perfect match between their students and the job available. Management institutions need to help their students for proper career planning, career management,

\* Professor, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar, India.

\*\* Research Scholar, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar, India.

and overall career orientation so that the best fit between the individuals and the jobs can be possible. There are ample number of factors which act as key factors for influencing the career orientation of any individual like personal, familial, educational and institutional etc. For sustaining in the highly competitive era, the management institutions need to take care of all the career influencing factors of students and provide them some kind of training and guidance programs related to this.

### Theoretical Background

A career 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 as stated by Punia and Kavitri (2012). Career choices that line up with a person’s character profile provide the greatest level of job satisfaction, less personal stress and the most effective channeling of energy into productive activities. According to Punia and Kavitri (2012) career guidance includes ample terms that have been used to explain a range of intrusions including career education and Counselling, which help people to move from a general understanding of life and work to a specific understanding of the practical life, learning, and work options that are open to them. It is very important for every individual to be aware of the context in which career development and career decision-making occur. Career decision-making is not simply matching a person to an occupation. There are many factors that directly or indirectly influence a person’s career decisions but there are four main factors which play an important role in an individuals’ career decision making. These four factors alongwith other incidental sub-factors have been shown as per Figure 1.

Individual Variables		Social Context	Environmental Context	Other Factors
Self-concept Health Values Gender Interests Skills Age	Beliefs Aptitudes Ethnicity Disability Sexual orientation Physical attributes World of work knowledge	Family Peers Community groups Media Socio-economic status	Political decisions Education institutions Geographical location Employment market Workplace Globalization Historical trends	Time perspective (past, present and future) Chance Change over time Interdependence of influences

Figure 1: The Context for Career Decision-Making.

Source: Adapted from Patton, W. & McMahon, M. (2001). *Career Development Programmes: Preparation for lifelong Career Decision-Making. Melbourne: ACER, p.13.*

Delong (1982) worked on the concept and dimensions of career anchor/orientation and a brief description of each career anchors as suggested by him is as follows:

- 1) **Managerial competence**, point out the willingness to integrate and coordinate other individuals’ activities. People with this anchor have a tendency to be accountable and responsible for the results of a process or function. It is the opportunity to manage the contribution of others from across an organization to achieve results.
- 2) The main aim of people who have **technical competence** anchor to use their technical skills in the particular areas they work. An individual with this anchor is interested in a job/task that provides him/her to improve his or her capabilities. Technical competence is the ability to apply and continually develop your skill in that particular discipline.
- 3) **Autonomy** is related to the aim of developing a career that provides autonomy to decide when, what on and how hard to work. Autonomy has primary importance than the Promotions or other rewards. Autonomy is just about enduring freedom to control your own activities.

- 4) **Security** tends to attain job security, stable income, and a certain future in the form of a good retirement program and benefits. Security has a dual concept: one side of security is related with the job, the other side is related with the possibility of working in the same geographical area. Security is related with the opportunity for financial or job security.
- 5) **Creativity** tends to hold the need to make or create something that is entirely their-own product. Although the formation of a product or process is the key to these people's career anchor, they lose interest once the programs are up and running successfully. Creativity is the challenge to create an enterprise of your own, built on personal endeavors.
- 6) **Service** is all about the achievement and respect for the specific individual and social values. The interpersonal competence and helping can be stated as ends in themselves rather than means to reach these ends. It is the ability to achieve something of benefit or value to others.
- 7) Individuals want **Variety** are typical of respondents who look for job novelty, variety, and tasks ensuring challenge and emotional commitment. Variety refers to the opportunity to achieve the almost impossible.
- 8) **Identity** profile provides a measure of the degree of balancing the identity of the respondent, his or her family and the organization. It helps in providing harmonious balance of personal, family, and work positions.

## Review of Literature

With regard to the role of individual variables a lot of studies have been conducted to examine their influence on career orientation. The study by Lgbaria and Baroudi (1993) found a positive and significant correlation between career orientation, various individual differences and satisfaction measures and it was further explored that career orientation is affected by both individual differences and satisfaction level. However, King (2003) described that people use three types of career self-managing behaviour (positioning, influence, and boundary management) as adaptive responses to career development tasks. These behaviours are used to take action or to remove discomforting conditions or career barriers, and thereby direct to vocational adjustment. Suggested determinants of this behaviour are self-efficacy, desire for control, and career anchors. Peterson and Roger (2009), Andsagera and Stacey (2005), Chantara, Koul, & Kaewkuekool (2010), Steele (2009), Trauth, Quesenberry, & Huang (2008), Catherine (1984) described that the career orientation differs from individual to individual on the basis of age, gender, work experience, education, etc. If we compare career orientation of male and female there will be huge difference same will be applicable to other like age, education, etc. The study by Herrbach and Mignonac (2012) found that perceived gender discrimination was negatively related to subjective career success as a whole. Some career anchors (i.e., managerial, technical, and lifestyle) enhanced the impact of perceived gender discrimination, while others (i.e., security and autonomy) narrowed it. How individual expectations are reflected in the notion of career anchor and whether they have any influence on work environment has also been investigated in the study.

Nansi and Bennett (1998) suggested that successful executives careers would most likely to be achieved by well educated and experienced employees who have the right attitude towards both career and work together with good performance as they have the ability of self learning, good management knowledge and skills while working with an appropriate organisational environment. The effect of work environment on career and career orientation was studied by Albertini (1982) and found that every person develops his own occupational self concept through proper interaction with the work environment. The self concept includes self perceived talents, motives, and values which act as driving forces on a person's career decision and the choices that largely affect career evolution process. Punia (2013a & 2013b) investigated the performance of pupil teachers and found that there is significant main effect of instructional strategies on performance level of teacher trainee students in feedback sessions. The researcher further stressed upon the use of multimedia based teaching methods as it increases the

motivational level of the students and special training programme should be introduced for the effective use of multimedia and other educational technologies. Luoma et al., (1998) found that the state of health and ability to work were considerably better among the work-oriented than among the retirement-oriented workers and the health of the retired was the worst. The research by Thite (2000) categorized major changes in the organizational structure in the new economy and considered their impact on career management. Their study focused on the implications of changes in organizational structure on individuals and also identified set of skills necessary to successfully manage the career change process.

Erdogmus (2004) described that career orientations has become an important element of career development of professionals in a rapidly changing world and examined the career orientations possessed by professionals and the relationship of career orientations with background variables and career path preference. The findings of the study suggested that professionals have high organizational stability, sense of service and entrepreneurial creativity, but low technical/functional and life style integration anchors. Kavitri and Punia (2014) found negative and positive correlation among personal factors, family factors, and cultural attitude of aspiring managers which signifies that the aspiring managers studying in a private university in NCR have exhibited cultural insensitivity in contrast to their counterparts studying in State Technical University in other region which in turn has the potential affecting career aspiratin. On similar course Akram et al. (2011) illustrated that organization culture has positive and significant impact on employees' career salience. The bureaucratic, innovative, and supportive cultures strongly influence the employees' career salience and on the realistic level, the culture, and career salience improve the employees' and organizational efficiency and effectiveness and also supported the attainment of the organizational and employees' goals.

In a study on career aspiration of engineering students and experienced engineers, Rynes, Tolbert, & Strausser (1988) investigated the occupational aspirations of two groups i.e., current engineering students and engineering alumni with 10-15 years of experience. The study recommended that managerial aspirations are same whether the respondents are engineering students or engineers with work experience. However, the aspirations of experienced engineers are more constantly forecasted by their values, and beliefs related to engineering, and career management strategies. On the same issue, Firkola and Tiessen (1999) evaluated the career orientations of Japanese and Canadian students to make their career orientation in today's changing workplace and found that the Canadian students are more focused towards achieving general management success than the Japanese students. The Japanese had greater ambition for job security and women respondents in both the groups sought greater work-personal life balance. For analyzing cultural, social, and interpersonal capital, Ituma et al. (2007) compared the MBA students of UK and China. The results showed that China people are technically focused and UK people are more concerned about their personal and interpersonal skills. The reasons for this type of response of UK respondents could be attributed to the transferability of Western oriented management education. A comparison of MBA student of Thailand and UK in terms of gaining more cultural, social, and interpersonal capital brought out that the MBA graduates in Thailand gain more cultural, social, and inter-personal capital as compared to UK MBA graduates as examined by Pirani (2008). Another aspect of student's career orientation was studied by Cools (2009) which found that majority of the students have a preference for self-employment. In another finding a positive relationship between career anchors of students, their cognitive styles, and personality traits was established. In educational institutes, the problems are largely solved by cognition and logic, conflicts are handled with a positive attitude, and collaborative style. Mwaura (2009) investigated the relationship between self-monitoring and career orientation and suggested that self-monitoring plays an important role in career orientation decision. However, the results of the study revealed that the self monitored students largely opt for art based career rather than science based career.

Shakibai (2005) examined the levels of collectivist cultural orientation among Middle Eastern college students of differing academic class levels, generation status, and gender. Their overall results showed that collectivist cultural orientation among Middle Eastern students does not differ by academic class

level, generation status, and gender. This lack of findings may infer that a collectivist cultural orientation among the Middle Eastern students in this study is somewhat consistent, and is not shaped by gender roles, immigration status, and maturity during college. In Indian context, as explored by Punia et al. (2004) the prevailing organisational climate has been found conducive to performance and the interaction between the two is more significant on collective basis rather than individual basis. Lim (2005) examined in his study that there is a positive relationship between nature of job, growth opportunities, and the career orientation. Both the nature of the job and growth opportunities in a particular job affects career orientation of any individual. Similarly, DeReus (2011), Lumley (2009), and Feldman and Bolino (2000) found a positive correlation between career orientation and job satisfaction. As per the studies any individuals' high job satisfaction propels him for search of a career in that job only. Job satisfaction is further directly correlated with the job performance and if anyone is highly satisfied with his job apparently it has direct impact on the performance leading to high performance. Crawford and Wynn (2004) further investigated that performance on the job has the direct linkages with the career orientation and if any job for an individual is more than the source of income than he finds his career in that job which he can perform gladly.

## **Research Plan**

### **Objectives of the study**

The objectives of the study were as under:

- To examine the preferences of aspiring managers for career orientation on the basis of personal factors.
- To study the preferences of aspiring managers for career orientation on the basis of familial factors.
- To check the preferences of aspiring managers for career orientation on the basis of institutional factors.
- To examine the preferences of aspiring managers for career orientation on the basis of educational factors.

### **The Data, Instrumentation and Analysis**

This research is based up on a sample size of 1096 management students who were pursuing their second year of a two-year full time MBA degree programme from Northern India. The total sample size was 1096. The data collection was done with the help of simple random sampling. In the present study the data was collected through primary data collection with the help of a well-structured questionnaire that measures the related variables or dimensions of career anchors/orientation. Career Orientation Inventory (COI) a 44-item scale developed by Delong (1982) which represents eight types of career anchors i.e., technical competence, autonomy, service, identity, variety, managerial competence, security and creativity was used to examine the career orientation preferences of aspiring managers. The data was analyzed with the help of mean and rank for achieving the objectives of the present study.

## **Results & Discussion**

### **Analysis across Personal Domain**

Personal factors include gender, marital status, and birth place of the respondents. As shown in Table No. 1 on the basis of gender both the categories (male and female) firstly want identity then managerial competence then service, the difference occur in fourth and fifth preference in both the categories as male want variety first then after that creativity while female prefer creativity first then variety and the details of the same are shown as per Table No. 1.

**Table No. 1: Career Orientation Preferences across Personal Domain**  
**[Mean Score (Rank)]**

Career Anchors		TC	Aut	Ser	Ide	Var	MC	Sec	Cre
Variables									
Gender	<i>M</i>	2.84 (7)	2.84 (8)	3.01 (3)	3.02 (1)	2.99 (4)	3.01 (2)	2.85 (6)	2.95 (5)
	<i>F</i>	2.84 (7)	2.83 (8)	3.06 (3)	3.13 (1)	3.02 (5)	3.08 (2)	2.94 (6)	3.02 (4)
Marital Status	<i>Ma</i>	2.79 (7)	2.76 (8)	2.99 (2)	2.93 (3)	3.01 (1)	2.93 (4)	2.84 (6)	2.92 (5)
	<i>Um</i>	2.84 (7)	2.84 (8)	3.04 (3)	3.08 (1)	3.00 (4)	3.05 (2)	2.90 (6)	2.99 (5)
Birth Place	<i>Ur</i>	2.83 (8)	2.84 (7)	3.04 (3)	3.08 (1)	3.00 (4)	3.05 (2)	2.89 (6)	2.99 (5)
	<i>Ru</i>	2.86 (7)	2.81 (8)	3.02 (3)	3.07 (1)	3.00 (4)	3.03 (2)	2.89 (6)	2.96 (5)

**Note:** TC= Technical Competence; Aut= Autonomy; Ser= Service; Ide= Identity; Var= Variety; MC= Managerial Competence; Sec= Security; Cre= Creativity; M= Male; F= Female; Ma= Married; Um= Unmarried; Ur= Urban; Ru= Rural.

So, it can be said that men want more and more different kinds of jobs while females want creativity first than variety. Security remains at sixth preference after that technical competence and then autonomy for both the respondents' males as well as females. On the basis of marital status married respondents firstly want variety as their career concern after that service then identity and managerial competence at fourth preference then after that creativity and then security. Technical competence remains at seventh preference and then at the end autonomy. Unmarried respondent's preferences are different from married respondents as they want identity first then managerial competence then service and after that variety. Creativity ranked at fifth preference and after that security. Technical competence remains at seventh preference and autonomy comes out at eighth. In concern with birth place both the categories of respondents (urban and rural) have same career orientation preferences except seventh and eighth preferences. Both types of respondents want identity first then managerial competence and then service. They ranked variety at fourth preference, creativity at fifth, and security at sixth preference. Now, difference is here that the urban born respondents want autonomy at seventh preference and technical competence at the last. Whereas the rural born respondents ranked technical competence at seventh preference and autonomy remains at eighth.

**Analysis across Familial Domain**

Familial factors include occupation of father, occupation of mother and family income of respondents, and the career preferences of aspiring managers have been illustrated in Table No. 2. It can be visualized from the table that, in relation to the occupation of father, the respondents whose fathers have their own business want identity first, then managerial competence, and after that service. They ranked creativity at fourth preference, variety at fifth and security at sixth preference. Autonomy remains at seventh preference and technical competence at the end. Other than this, the respondents whose fathers doing govt. jobs firstly want service then managerial competence, and then identity. They put variety at fourth preference, creativity at fifth, and security at sixth preference. These respondents want technical competence before the autonomy.

The Table No. 2 further portrays that the respondents who belong to the category whose fathers are doing private jobs want identity at first priority then managerial competence, and then variety. They explain their career concern towards service as fourth preference, fifth preference for creativity

**Table No. 2: Career Orientation Preferences across Familial Domain  
[Mean Score (Rank)]**

Career Anchors Variables		TC	Aut	Ser	Ide	Var	MC	Sec	Cre
Occupation of Father	<i>OB</i>	2.85 (8)	2.87 (7)	3.04 (3)	3.13 (1)	3.02 (5)	3.07 (2)	2.91 (6)	3.04 (4)
	<i>GJ</i>	2.82 (7)	2.81 (8)	3.04 (1)	3.03 (3)	2.98 (4)	3.03 (2)	2.89 (6)	2.96 (5)
	<i>PJ</i>	2.85 (7)	2.80 (8)	2.98 (4)	3.14 (1)	3.00 (3)	3.06 (2)	2.86 (6)	2.96 (5)
	<i>Ag</i>	2.86 (8)	2.89 (6)	3.04 (3)	3.07 (1)	3.06 (2)	3.00 (4)	2.87 (7)	2.98 (5)
	<i>Ot</i>	2.82 (7)	2.75 (8)	3.03 (3)	3.03 (2)	2.99 (4)	3.08 (1)	2.91 (6)	2.95 (5)
Occupation of Mother	<i>OB</i>	2.89 (7)	2.91 (6)	2.98 (4)	2.92 (5)	3.14 (1)	3.13 (2)	2.87 (8)	3.01 (3)
	<i>GJ</i>	2.89 (7)	2.85 (8)	3.10 (2)	3.12 (1)	3.02 (4)	3.05 (3)	2.94 (6)	3.02 (5)
	<i>PJ</i>	2.86 (8)	2.88 (7)	3.01 (4)	3.07 (2)	2.92 (6)	3.09 (1)	2.98 (5)	3.02 (3)
	<i>Hw</i>	2.83 (7)	2.83 (8)	3.02 (3)	3.07 (1)	3.00 (4)	3.04 (2)	2.88 (6)	2.98 (5)
Family Income (Rs.)	<i>1</i>	2.86 (7)	2.83 (8)	3.01 (3)	3.05 (1)	2.98 (4)	3.02 (2)	2.89 (6)	2.97 (5)
	<i>2</i>	2.82 (7)	2.81 (8)	3.02 (3)	3.15 (1)	3.01 (4)	3.08 (2)	2.90 (6)	3.00 (5)
	<i>3</i>	2.81 (8)	2.85 (7)	3.04 (3)	3.10 (1)	2.99 (4)	3.04 (2)	2.88 (6)	2.97 (5)
	<i>4</i>	2.85 (7)	2.85 (8)	3.06 (1)	3.03 (4)	3.03 (3)	3.05 (2)	2.90 (6)	3.00 (5)

**Note:** *TC*= Technical Competence; *Aut*= Autonomy; *Ser*= Service; *Ide*= Identity; *Var*= Variety; *MC*= Managerial Competence; *Sec*= Security; *Cre*= Creativity; *OB*= Own Business; *GJ*= Govt. Job; *PJ*= Private Job; *Ag*= Agriculture; *Ot*= Others; *Hw*= Housewife; *1*= Up to Rs. 2 Lakhs; *2*= Rs. 2 Lakhs-3 Lakhs; *3*= Rs. 3 Lakhs-4 Lakhs; *4*= Above Rs. 4 Lakhs.

and sixth for the security. As per the same above technical competence remains at seventh preference, and after that autonomy. The respondents whose father's background are related with agriculture, they want identity first, then variety, and after that service. They ranked managerial competence at fourth preference, creativity at fifth, autonomy at sixth, security at seventh, and technical competence at the end. The respondents who are falling in fifth category (others) according to the occupation of their father, they firstly prefer managerial competence then identity, then service, and after that variety. They numbered creativity at fifth preference, security at sixth, technical competence at seventh preference, and after that autonomy.

As per the occupation of mother, the respondents who come under the category whose mothers have their own businesses show their career concern firstly towards variety then managerial competence, and after that for creativity. They ranked service at fourth preference, identity at fifth, autonomy at sixth, technical competence at seventh preference, and security at the end. The respondents who fall in second category whose mothers are engaged in govt. jobs prefer identity at first preference, then service, then managerial competence, and after that variety. They ranked creativity at fifth preference, security at sixth, technical competence at seventh, and last autonomy at eighth preference. The respondents who fall in third category whose mothers doing private jobs

are concerned firstly for managerial competence, then identity, then creativity, and after that service. They put security at fifth preference, variety at sixth, autonomy at seventh, and technical competence at the end. Last category of respondents whose mothers are housewives, they preferably concerned firstly for identity, then managerial competence, then service, and after that variety. They put creativity at fifth preference, security at sixth, and technical competence at seventh preference while creativity remains at the end or at the eighth preference.

Next familial factor i.e., family income has been divided in to four categories. First family income group (up to Rs. 2 lakhs) respondents show their career preference firstly for identity, then managerial competence, then service, and after that variety. They ranked creativity at fifth preference, security at sixth, technical competence at seventh, and at last autonomy. Second family income group (Rs. 2 lakhs-3 lakhs) respondents have similar career preferences as the first category respondents. Third family income group (Rs. 3 lakhs-4 lakhs) respondents have similar career choices as the first and second category respondents up to the sixth preference. But at the seventh preference they want autonomy prior than technical competence. Fourth category (above Rs. 4 lakhs) respondents have different career preferences. They expressed service as first and autonomy as the last career preference.

#### Analysis across Institutional Domain

Place of schooling, nature, and location of the present institute are considered for analysis under this category shown as per Table No. 3. First thing which comes under the institutional factor is place of schooling which is categorized in two categories. First category of respondents (urban) firstly go for identity, then managerial competence, then service, then variety, then creativity, then security, then autonomy, and at last managerial competence. The second type of respondents (rural) similar to first category of respondents want identity at first preference, then managerial competence, then variety, then service, then creativity, then security, then technical competence, and after that autonomy at eighth preference.

**Table No. 3: Career Orientation Preferences across Institutional Domain  
[Mean Score (Rank)]**

Career Anchors		TC	Aut	Ser	Ide	Var	MC	Sec	Cre
Variables									
Place of Schooling	<i>Ur</i>	2.84 (8)	2.84 (7)	3.03 (3)	3.08 (1)	3.00 (4)	3.05 (2)	2.89 (6)	2.99 (5)
	<i>Ru</i>	2.85 (7)	2.79 (8)	3.02 (4)	3.05 (1)	3.03 (3)	3.04 (2)	2.91 (6)	2.95 (5)
Present Institute	<i>UTD</i>	2.85 (8)	2.87 (7)	3.04 (3)	3.13 (1)	3.02 (5)	3.07 (2)	2.91 (6)	3.04 (4)
	<i>PAI</i>	2.82 (7)	2.81 (8)	3.04 (1)	3.03 (3)	2.98 (4)	3.03 (2)	2.89 (6)	2.96 (5)
Location of Institute	<i>MC/NCR</i>	2.89 (7)	2.91 (6)	2.98 (4)	2.92 (5)	3.14 (1)	3.13 (2)	2.87 (8)	3.01 (3)
	<i>Ot</i>	2.89 (7)	2.85 (8)	3.10 (2)	3.12 (1)	3.02 (4)	3.05 (3)	2.94 (6)	3.02 (5)

**Note:** TC= Technical Competence; Aut=Autonomy; Ser= Service; Ide= Identity; Var= Variety; MC= Managerial Competence; Sec= Security; Cre= Creativity; Ur= Urban; Ru= Rural; UTD= University Teaching Department; PAI= Private Autonomous Institute; MC /NCR= Metro City/National Capital Region; Ot= Others.

The Table No. 3 further clarifies that on the basis of nature of the present institute first category of respondents who belongs to university teaching department (UTD) firstly want identity, then managerial competence, then service, then creativity, then variety after that security, then technical competence, and at the end autonomy. Second category of respondents who belongs to private autonomous institute (PAI) firstly prefer identity, then service, then managerial competence, then variety, then creativity, and after that security. The seventh and eighth preference of both type of respondents are similar (technical competence at seventh preference and autonomy at eighth preference). The next factor which plays an important role in institutional factors is location of the present institute which is also divided in to two headings. Firstly, those respondents who studied in the institutions which are located in NCR, they are more concerned for managerial competence, then identity, then variety, then service, and after that creativity. They ranked security at sixth preference, autonomy at seventh, and technical competence at the eighth preference. Secondly those respondents who studied in the institutions which are located in other areas (not in NCR) they are more concerned for identity, then service, then managerial competence, then creativity, and after that security. They ranked technical competence at seventh preference and autonomy at last means at eighth preference.

#### **Analysis across Educational Domain**

The Table No. 4 brings out the analysis of career anchors of aspiring managers across their educational domain which encompass academic stream at graduation level, prior work experience, specialization availed at PG level vis-à-vis the first and the second specialization.

As per Table No. 4 the first factor for checking out career preference on the basis of educational factors is academic stream of aspiring managers at their graduation level. This factor has been divided in to five categories. First category respondents who graduated in the field of art/humanities, ranked identity at their first career preference followed by variety, service, and after that creativity. They put managerial competence at fifth preference, security at sixth, autonomy at seventh, and technical competence at eighth preference. Second category respondents who were graduate in the field of science they preferably go for managerial competence after that identity, then service, then variety, and at fifth creativity. They ranked security at sixth preference, technical competence at seventh, and autonomy at the end. The third category of respondents i.e., commerce/management graduates showed their career concern as similar as the second category respondents, the difference is only on the basis of first and second preference. Third category respondents want identity at first and managerial competence at the second preference whereas second category respondents want managerial competence at first and identity at second preference, however, remaining things are similar in both categories. Fourth category of respondents (who were engineers) wants identity first, then managerial competence, then creativity, and after that service. They put variety at fifth position after that autonomy, security at seventh preference, and least preference for technical competence. Now comes to the last category of respondents according to their graduation stream (others) they show their interest firstly for the service, then variety, then managerial competence, then identity, and after that creativity. They put security at sixth preference, autonomy at seventh, and technical competence at eighth preference. Next factor which comes out to be is prior work experience revealed that the respondents with prior work experience, viewed managerial competence at first stage followed by identity, creativity, service, variety, and the technical competence as the last preference. The second category of respondents 'with no prior work experience' ranked identity as their first career preference and autonomy as the last career preference.

The next factor which comes out to be is specialization availed by aspiring managers which has two options either single specialization or dual specialization. The respondents who opt single specialization want identity first, then managerial competence, then service, then creativity, then variety, then security, then technical competence, and at last autonomy. The respondents who opt

**Table No. 4: Career Orientation Preferences across Educational Domain  
[Mean Score (Rank)]**

Career Anchors Variables		TC	Aut	Ser	Ide	Var	MC	Sec	Cre
Academic Stream at Graduation Level	Ar/Hu	2.83 (8)	2.83 (7)	3.02 (3)	3.06 (1)	3.04 (2)	2.99 (5)	2.90 (6)	3.02 (4)
	Sc	2.86 (7)	2.82 (8)	3.10 (3)	3.11 (2)	3.06 (4)	3.12 (1)	2.91 (6)	2.99 (5)
	Co/Ma	2.84 (7)	2.83 (8)	3.03 (3)	3.08 (1)	2.99 (4)	3.04 (2)	2.89 (6)	2.98 (5)
	En	2.87 (8)	2.90 (6)	2.97 (4)	3.04 (1)	2.95 (5)	3.02 (2)	2.89 (7)	2.97 (3)
	Ot	2.65 (8)	2.69 (7)	3.14 (1)	3.03 (4)	3.08 (2)	3.05 (3)	2.95 (6)	2.98 (5)
Prior Work Experience	Yes	2.86 (8)	2.87 (7)	3.03 (4)	3.07 (2)	3.00 (5)	3.09 (1)	2.88 (6)	3.03 (3)
	No	2.83 (7)	2.83 (8)	3.03 (2)	3.08 (1)	3.00 (4)	3.03 (3)	2.90 (6)	2.97 (5)
Specialization Availed	Si	2.82 (7)	2.77 (8)	2.96 (3)	2.98 (1)	2.91 (5)	2.98 (2)	2.88 (6)	2.93 (4)
	Du	2.85 (8)	2.86 (7)	3.06 (3)	3.11 (1)	3.04 (4)	3.07 (2)	2.90 (6)	3.01 (5)
First Specialization	HRM	2.87 (7)	2.86 (8)	3.08 (3)	3.15 (1)	3.06 (4)	3.12 (2)	2.95 (6)	3.04 (5)
	Ma	2.83 (8)	2.83 (7)	3.02 (2)	3.04 (1)	2.99 (4)	3.01 (3)	2.84 (6)	2.96 (5)
	Fi	2.78 (7)	2.76 (8)	2.96 (2)	2.96 (1)	2.87 (6)	2.92 (4)	2.94 (3)	2.90 (5)
	IB&IT	2.76 (6)	2.73 (8)	2.90 (3)	2.91 (2)	2.90 (4)	2.94 (1)	2.74 (7)	2.86 (5)
Second Specialization	Ma	2.89 (8)	2.92 (7)	3.10 (3)	3.20 (1)	3.09 (4)	3.15 (2)	2.94 (6)	3.05 (5)
	Fi	2.83 (8)	2.84 (7)	3.05 (2)	3.09 (1)	3.03 (4)	3.03 (3)	2.88 (6)	2.98 (5)
	IB&IT	2.85 (7)	2.82 (8)	3.06 (2)	3.03 (4)	3.01 (5)	3.11 (1)	2.92 (6)	3.04 (3)

**Note:** TC= Technical Competence; Aut= Autonomy; Ser= Service; Ide= Identity; Var= Variety; MC= Managerial Competence; Sec= Security; Cre= Creativity; Ar/Hu= Arts/Humanities; Sc= Science; Co/Ma= Commerce/Mgt.; En= Engineering; Ot= Others; Si= Single; Du= Dual; HRM= Human Resource Management; Ma= Marketing; Fi= Finance.

for dual specialization firstly prefer identity, then managerial competence, then service, then variety, then creativity, and after that security. They ranked autonomy at seventh preference whereas technical competence at eighth preference. One of the educational factors is first specialization of aspiring managers which they opt during MBA. This factor has been divided in to four different categories. First type of respondents who opt HRM as their first specialization they are more concerned towards identity, then managerial competence, then service, then variety, then creativity, then security, and after that technical competence and at the last autonomy. Another kind of respondents who opt marketing as their first specialization they go for identity first, then service, then managerial competence, then variety, then creativity, then security after that autonomy, and technical competence at last preference. Third type of respondents who opt finance as their first specialization choice they want identity at first preference, then service, then security, then managerial competence, then creativity, then variety, then technical competence, and autonomy

at the end. Last kind of respondents who went for IB & IT as first specialization they show their interest firstly for managerial competence after that identity then service, then variety, then creativity, then technical competence, then security, and at the last preference they put autonomy.

Last factor which comes under the heading of educational factors is second specialization of respondents during MBA on the basis of which respondents are divided in to three categories. First category of respondents (who opted marketing as second specialization) want identity first, then managerial competence, then service, and after that variety. They put creativity at fifth preference, security at sixth, autonomy at seventh, and technical competence at the last preference. Second category respondents (who opted for finance as second specialization) show their interest towards identity, then service, then managerial competence, then variety, and after that creativity. They ranked security at sixth preference, autonomy at seventh, and technical competence at eighth preference. Now comes last category of respondents (who opted IB & IT as second specialization) were concerned for managerial competence more, then for service, then for creativity, and after that for identity. They put variety at their fifth preference, security at sixth, technical competence at seventh, and autonomy at the last stage or at the last preference.

## Conclusion

This research helps in understanding the preferences of aspiring managers for career orientation on the basis of personal, familial, institutional, and educational domain. From this research, it is observed that respondents are more conscious for identity and managerial competence. On the other hand, they prefer autonomy and technical competence at the later stage. All respondents show their moderate interest for variety, service, security, and creativity. However, it can be concluded that the budding managers want their own distinctive identity at their work place and they want to be more competent in their managerial skills. At the end, this study also described that each category of respondents have their own career orientation preferences. For example, male have different preferences for each dimensions of career orientation while female have different, married respondents have different preferences for each dimensions of career orientation while unmarried have different and likewise. Lastly, it can be said that respondents from each categories of four domains (personal, familial, institutional, and educational) have different preferences for career orientation.

## Recommendation

This research explores the preferences of aspiring managers for career orientation on the basis of personal, familial, institutional, and educational domain. To this effect, the findings are applicable for the management institutions which are situated in Northern India. On the basis of finding the following recommendations are provided to the management institutions of Northern India.

- The management institution should focus on the proper job fit for the students not only providing professional degree.
- On the basis of findings, the management institutions should tie up with those organizations which provide students a unique identity in their job because identity comes out to be preferable factor.
- Management institutions should create a match between the career orientation of the students and the job available.

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