CAREER COUNSELLING FOR WOMEN’S EMPOWERMENT

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Introduction

Purpose of the *Career Counselling for Women’s Empowerment*

A report by the McKinsey Global Institute (2018) shows that India, which is considered a fast-growing major economy, could add up more than 18 per cent to its gross domestic product (GDP) in the next years, simply by giving equal opportunities to women. The McKinsey report evaluates that particularly higher participation of women in the workforce, raising the number of hours spent by them on the job, and including them in higher-productivity sectors will help advance such economic growth in India. Seen from the economic viewpoint we can say that improving gender equality could add significantly to India’s GDP. So it is clear that India simply cannot afford to wait for gender equality to occur itself but various activities are necessary to advance women’s participation in the labour market.

Improving gender equality is not only an economic issue but also a matter of just treatment of genders. According to the Nobel Laureate Amartya Sen, the key developer of the capability approach, advancing gender equality is essentially significant globally. The capability approach stresses that the freedom to achieve people’s well-being is of moral importance and that freedom to achieve well-being is to be understood in terms of people’s capabilities, that is, their real opportunities to do and be what they have reason to value (The Capability Approach, 2011). In other words, instead of focusing only on the economic aspect of equality issues the focus should also be on women’s real opportunities to be able to lead a valuable life (Robeyns, 2005). Advancing women’s opportunities is the moral imperative so that they can function in their life as fully as possible. Advancing such capabilities as, for example, bodily integrity, being informed and cultivated by education and knowledge, being able to control one’s life are examples to be able to live such life (Nussbaum, 2011).

On average, the participation rate of women in working life is low at the national level in India. In India, the work participation rate of women
is about 15 per cent in urban areas and almost 80 per cent of these women are working in the unorganised sectors such as household industries, petty trades and services, buildings and construction (Office of the Registrar General & Census Commissioner India, 2011). According to the National Sample Survey 2011–2012 (68th round), IHSN, the work participation rate (both principal and subsidiary) for women of all ages in the rural areas is about 25 per cent. In rural areas, women are mainly involved as cultivators and agricultural labourers.

Seen from the viewpoint of Indian higher education, women and men tend to leave the university with at least one good job offer. However, it is regrettably also true, that many female alumni work only for a limited time in those jobs and can after quite short a period of time marry and after having children, concentrate on family and stay at home. It is difficult for the women to return to their working places after a respective motherhood break.

The counselling services of the universities currently often fail to take the specifics of the situation of female students into account. They seldom have gender-sensitive strategies for providing career counselling and guidance, for example, counselling which would pay attention to topics such as work-life balance, how to support women’s motivation and self-assurance in future working life, what it means for women to succeed in their career, or how women could return to working life after a maternal break. In India, a female viewpoint is marginalised in career counselling in the field of higher education. This is exactly where the project Rainbow comes into action.

The Rainbow project contributes to the counselling and guidance services especially in Indian universities so that they can build a career counselling system in their strategy and activities. The system which is introduced in this Handbook is called the Rainbow Career Platter. It takes into consideration a gender viewpoint whenever it is relevant as well as provides a comprehensive and theoretically-grounded model to the universities to advance their counselling services instead of not only focusing the dyadic counsellor-counselee relationship which is a usual – and rather limited – approach into career counselling and other guidance methods in general.

The main purpose of this Handbook is to introduce the Rainbow Career Platter model and practical examples and cases to support especially young women’s careers. This is the publication that gives information, theories, and facts of the topic as well as principles, ideas, and means how to advance women’s careers with the help of counselling and guidance. The
Handbook involves scientifically proved knowledge from the research done in the Rainbow project and other researches in the field as well as good and useful practices and examples not only from India but also elsewhere.

The Handbook is primarily meant to support women’s career counselling in the field of higher education. It is not only useful to counselling professionals and teachers but also university management to build a versatile and strategic system to counselling. However, the Handbook can offer tools and ideas also to other actors in India that operate in the field of counselling and, in general, support women’s employability and participation in working life and entrepreneurship such as non-governmental organisations (NGOs). The Handbook updates and expands valid experiential and intuitive knowledge to provide a solid background based on existing frameworks and examples.

Women’s participation in the labour market demands a multi-disciplinary approach. Their economic activity is rooted in socio-cultural, political, historical, and economic considerations. Hence, looking at the women’s employment from the labour market point of view alone is not enough. We need to look at this problem with the intention of introducing a transactional as well as a transformational intervention at organisational, socio-cultural, political, and economic levels. Understanding differences among women is critical to crafting policy and making public investments that meet their needs and expand their choices and opportunities. Hence this project, despite its focus on career counselling system and services, can have a wider impact and multiple effects on regions and society in general.

Presentation of the Rainbow Project

The Rainbow Project (Realising Aspirations, Interests, and Brilliance of Young Women) is financed by the European Union Erasmus+ programme (No. 598453-EPP-1-2018-1-AT-EPPKA2CBHE-JPA) and participating organisations. The primary aim of the Project is to foster and support the participation of young women studying at Indian universities into the labour market. Supported by various researches, materials and activities, the Project aims to the implementation of the Rainbow Centres into the existing activities of the Indian partner universities.

The Rainbow Centres are expected to serve as career counselling centres for women students. Their purpose is to promote the career development and related life planning skills of the women and to provide access to employment opportunities so the women may explore career choices and nurture career goals. The experiences of and feedback from the participating
universities allow later other institutions of higher education in India to learn from the Project and apply appropriate strategies, processes, services, and other support mechanisms into their own institution’s strategies and practices. Also, the Rainbow Project aims to produce knowledge and ideas to other institutions especially non-governmental organisations (NGOs) who support women’s empowerment, employability, and economic participation in India. Finally, the aim is to establish a regional network involving other higher education institutions, NGOs, industry, associations, and any other agency interested in the idea dedicated to young women’s development and empowerment. The network consists of experts in the field of capacity building, higher education, and counselling. The main focus of the network is to extend the achieved results and know-how to other organisations for wider regional up-take, encourage dialogue with and produce papers to researchers, media groups, social groups, and policymakers.

**The Objectives of the Rainbow Project**

Following are the objectives of the Rainbow Project:

- To examine the influence of perceived career barriers and support young women’s career planning in the university system and outside of it.
- To design and implement applicable frameworks as interventions to the universities’ activities which counsel young women.
- To install the capacities (the Rainbow Centres) in Indian universities to counsel young women.
- To develop material and training programmes for associations and agencies working for young women in the unprivileged section of society.
- To identify ideas and create awareness of best practices and models in the EU higher education institutions and India for capacity building of young women in the university system and out of it.

Target groups of the Rainbow project are as follows:

- Counsellors and women who have full-time enrollment in the Indian university education or are alumni of these universities.
- Counsellors and associations/NGOs working in the field of women’s empowerment and inclusion and their clients.

The impact of the Rainbow project is as follows:

- Reinforcement of the Indian universities’ responsibility for enhancing young women’s capabilities.
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- Benefits and advice to higher education institutions and NGOs in their capacity to deal with capacity building material and counselling activities. Transfer of the project practices and learning experiences to the network of associate partners.
- The motivation for higher education policymakers and other universities in India to contribute to the capacity building processes of women.

The project proceeded in the following way:

In the first phase, a comprehensive review of the literature and researches concerning women’s careers and career counselling were conducted. In the second phase, the framework and practices for the Rainbow Centre were conceptualised and set up. Moreover, this Handbook was produced. In each Indian partner university, the Rainbow Centre takes care of the capacity building and counselling of young women in the university system. Additionally, materials were developed to train the staff of the Rainbow Centres, other relevant personnel of the universities and NGOs to women’s empowerment and inclusion. The form and practices of the Rainbow Centres vary in between the participating Indian institutions due to the fact that their needs vary. Finally, the regional network was established.

The partners of the Rainbow project are as follows:
- FH JOANNEUM Gesellschaft mbH, Austria (coordinator)
- Birla Institute of Management Technology, India
- University of Jyväskylä/School of Business and Economics, Finland
- Nirma University, India
- Sir Padampat Singhania University, India, and
- International Consulting and Mobility Agency SL (INCOMA), Spain

Structure of the Handbook

The Handbook contains five sections as highlighted in Figure 1.1.

The first section consists of the presentation of the purpose of this Handbook and the Rainbow Project as well as defines key concepts used in the Handbook. The second section deals with an overview of gender equality in India and key factors affecting young women’s employability and careers in India. Additionally, research results from the Project are presented. In the third section, the main contemporary career and counselling theories, especially from a gender viewpoint, are introduced and discussed. In the fourth section, the Rainbow Career Platter model is the focus and after this section, good practices and cases from India and elsewhere are described. After concluding remarks the references and appendices are presented.
Key Concepts

In this part, the definitions of the key concepts of this Handbook are introduced. The key concepts are career, career counseling, and gender equality.

Career

Career is usually understood as ‘the evolving sequence of a person’s work experiences over time’ (Arthur et al., 1989). This viewpoint underlines the idea that a career is bound up with work. Work by definition refers to what a person is doing for a living. Despite the centrality of work in the definition also other aspects of life such as family, spouse, children, hobbies, and studies are interlinked with a career. For example, motherhood can be a significant growth stage in a woman’s personal development which affects her career in many ways. Motherhood can increase competencies, such as organising skills, which are important to the advancement in career; yet, on the other hand, motherhood is often seen as a barrier that slows down the woman’s career (Lämsä and Piilola, 2015). In general, it is widely accepted that work and other spheres of life are interlinked – both in a negative and positive way. Here, we do not focus on other spheres of a person’s life as
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phenomena themselves, but various work-related issues and topics are of importance.

According to Gunz and Peiperl (2007), the word ‘career’ originates from the Latin term *carraria*, a carriage-road or road. Originally, the Latin word referred to racecourses and the path followed by a horse. This original meaning still lives in the usage of the concept of career as a verb which contains the meaning of moving. So, a feature connected to the concept of career is that career is something that deals with getting ahead, progress, and advance. This interpretation has often led to understand the idea of a career in a rather narrow way related only to professional work such as lawyers, journalists, psychologists, and engineers. Here we adopt a broader interpretation and understand career as follows:

Career refers to a person’s work done for living during the passage of time. Career is something that the person finds meaningful and valuable in relation to her life as a whole.

Career can be categorised into a subjective career and objective career. The subjective career is the individual’s understanding and interpretation of her career situation at any given place and time. The objective career is the parallel interpretation of any career provided by other people, institutions, and society. In other words, there are always two sides to a career—an intrinsic (subjective) side and a publicly observable (objective) side (Khapova et al., 2007). The subjective aspect is related to individuals’ career satisfaction, job satisfaction, and experience of work-life/family balance, while the objective aspect refers to salary, promotions, and a position in the hierarchy (Abele and Spurk, 2009). Even though both sides exist, they may not correspond to each other. For instance, a person may experience her/his work meaningful and satisfactory although her/his pay may not be very high. Another person can have a high salary and position in an organisational hierarchy but considers her/his work boring.

Objective and subjective career are interdependent. This means that both sides of the career affect each other. An example of the interdependency is that a woman graduates from a university with outstanding grades and gets a job as an expert in a well-known company after graduation. This refers to her objective, publicly observable career. The resulting subjective aspect could be that after getting the job she enjoys solving various challenges in the job. This may lead to a quick promotion to a team leader position (objective aspect). Yet, after a while, she starts feeling frustrated with leadership work and dreams of more stimulation in her expertise area (subjective aspect). This may result in changing the workplace or continuing studies (objective aspect).
Career Counselling for Women’s Empowerment

Seen from the viewpoint of gender, it has been noticed that women, compared to men, tend to regard the subjective aspect of a career as more important than the objective aspect (Abele and Spruk, 2009). Therefore, women are likely to set low goals in their objective career goals (Lämsä and Savela, 2014). For example, women can ask lower salaries than men and women do not apply so easily demanding tasks such as managerial tasks. A reason can be that the women try to avoid a possible negative feeling in social comparisons with men. Women’s ambition in this sense is possible to increase strengthening their experience of self-efficacy, skills, and capabilities with the help of developmental activities such as responsibility for projects, visible and demanding tasks and appropriate trainings (Ng et al., 2005; Lämsä and Savela, 2019). Another explanation can be that to show ambition in career is more in line with the traditional male gender role which women do not see appropriate and fitting to themselves. They can think that chances to succeed are limited. To change this requires that general attitudes concerning gender roles would become more fluid and gender stereotypes should be recognised and not accepted.

Career Counselling

A well-known definition from Kidd (2006) conceptualises career counselling as a one-to-one, usually ongoing interaction between counsellor (practitioner) and counsellee (client) involving the application of relevant psychological theory and a recognised set of communication skills. The first career-counselling initiatives − called vocational guidance − occurred already at the beginning of the twentieth century. At this time a significant idea was that people should achieve a match between the demands of the job and their features.

Yet, in the fast-changing, unpredictable working life environment, individuals’ careers look increasingly different from what they were like just a few decades ago. Rapid changes in working life, as well as a competitive labour market, have created challenges to the understanding of counselling as a process of helping individuals to make sensible career decisions that set them on a specific, fitting career path for life (Kidd, 2007). The counsellors meet increasingly clients whose needs can change suddenly (due to downsizing, unemployment, family demands, and studies). Moreover, the clients’ situations vary from one another and no one model to counselling exists. Additionally, despite its popularity, the matching approach has been claimed to be very counsellor-dominated and criticised for not listening prominently to the counsellee’s voice (McMahon et al., 2002).
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More recently, it is stressed that it is necessary not to focus only on an intra-individual developmental process in career counselling but the person needs to be viewed as an open system, constantly interacting with various factors in the environment while seeking solutions in her career and gaining the necessary competencies and capabilities to prepare for a changing and dynamic career (Lämsä et al., 2019). Savickas, et al. (2009) underline that human behaviour in a career context is not only a function of the person but also the environment. This means that in career counselling it is necessary to pay attention broadly to different aspects of people’s lives (work, family, and life outside work) from a broader, multidisciplinary viewpoint than from the traditional psychological approach. We adopt a broad idea to career counselling here and define it as follows:

Career counselling refers to organized and multiple supportive psychological, social, and organizational initiatives as well as a meaning-making process between counsellor and counsellee that evolves over the counsellee’s life course to provide capabilities to build a meaningful and sustainable career for herself in her living context.

Gender Equality

Gender equality can be defined as women and men as well as other sexes having equal opportunities to participate and express themselves in social activities. So, women, men, and other sexes need to have equal opportunities, rights, and responsibilities in the different arenas of life, including education and employment.

In career counselling, it is necessary to ensure that the sexes are treated equally by the counselling practices and procedures. Yet, an assessment method can sometimes set a specific group at a disadvantage, leading to indirect discrimination and thus creating an obstacle to equality. Therefore, reducing the obstacles that prevent the realisation of equal opportunities is of importance. This, in turn, leads to acknowledging differences between individuals. Recently, attention to diversity, including, for example, the differences between women, has been stressed in equality discussions. So, what is appropriate to specific women in career counselling processes and practices may not be appropriate to another group of women.

Moreover, when speaking of gender equality it is of significance to evaluate the equality of the outcome. This idea calls for an assessment of men’s, women’s, and other sexes’ actual conditions, for instance, whether they are equally represented in educational contexts, entrepreneurship, and
working life positions and whether they receive the same pay for the same work (Hearn et al., 2015). In sum, gender equality refers to two aspects:

- Equal opportunities
- Equal outcome

According to the Global Gender Gap Report (2018) by the World Economic Forum, no country has achieved gender equality. The Report, which ranks almost 150 countries on their progress towards gender equality, defines the following dimensions as crucial for gender equality:

- Economic participation and opportunity
- Educational attainment
- Health and survival
- Political empowerment

Economic participation and opportunity involve such aspects as the participation gap, the remuneration gap, and the advancement gap. The first gap refers to the difference between women and men in labour force participation rates. The remuneration gap is linked to the ratio of female-to-male earned income and wage equality for similar work. The advancement gap is evaluated based on the ratio of women to men among legislators, senior officials and managers, and the ratio of women to men among technical and professional workers. (The Global Gender Gap Report, 2019)

Educational attainment is the gap between women’s and men’s access to education through ratios of women to men in primary-, secondary-, and tertiary-level education. Additionally, the ratio of the female literacy rate to the male literacy rate is assessed. (The Global Gender Gap Report, 2018)

The health and survival dimension gives a view of the differences between women’s and men’s health through the use of two indicators. The first is the sex ratio at birth, which aims specifically to capture the phenomenon of ‘missing women’, prevalent in many countries with strong son preference. Another aspect is the gap between women’s and men’s healthy life expectancy. (The Global Gender Gap Report, 2018)

Political empowerment shows the gap between men and women at the highest level of political decision-making through the ratio of women to men in ministerial positions and the ratio of women to men in parliamentary positions. Moreover, the ratio of women to men in terms of years in executive office (prime minister or president) for the last 50 years is measured. (The Global Gender Gap Report, 2018)
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The Sustainable Development Goals (2015) by the United Nations stress that gender equality is a fundamental human right, and a basis for a peaceful, prosperous, and sustainable world. Providing women and girls with equal access to decent work, education, health care, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.

Gender equality and its principles are specific features treasured in the Constitution of India. It is mentioned not only in the Preamble of the Indian Constitution but is also enshrined in the Fundamental Rights, Fundamental Duties, and Directive Principles of the Constitution. The Constitution of India endows equality and gives full authority to different states to design and implement ways that secure them against any discernment and discrimination and even positively discriminate in favour of women. This is an effort to counterbalance the collective social, political, monetary, educational challenges, and hindrances confronted by women. The Fundamental Rights given to all the citizens of India also safeguard parity for men and women and forbids any form of discernment against any citizen based on ‘religion, race, caste, sex or place of birth’. It also promises equality of prospects to every Indian citizen in terms of job and work. (Agnes et al., 2016)

India has also endorsed several international agreements aimed at ensuring the rights of women like the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) in 1993 and 2030 Agenda for the Sustainable Development Goals (2015). To support the directives of the Constitution, India has endorsed several statutory procedures anticipated to confirm equivalent privileges, to fight social discernment and numerous practices of violence and outrages against women and to provide upkeep facilities, particularly to employed females.
Women’s Employability and Career Context in India

Overview of Gender Equality

India has a historical heritage of women in positions of power both socially and politically. Yet presently, women in India face gender equality problems in areas such as food insecurity, employment, economic and social empowerment, and education (UNDP India Report, 2018). Table 2.1 highlights the gender gap in India.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Year 2006 114 Countries Ranked</th>
<th>Year 2018 149 Countries Ranked</th>
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<td>Economic participation and opportunity</td>
<td>110</td>
<td>142</td>
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<td>Educational attainment</td>
<td>102</td>
<td>114</td>
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<tr>
<td>Health and survival</td>
<td>103</td>
<td>147</td>
</tr>
<tr>
<td>Political empowerment</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Total rank</td>
<td>98</td>
<td>108</td>
</tr>
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As shown in Table 2.1, India was ranked 108th in the Global Gender Gap Report (2018) by the World Economic Forum. In the dimension of economic opportunity and participation, India ranked 142nd out of 149 countries. Furthermore, India ranked third-lowest in gender equality in the world concerning health and survival. Although India has not proceeded very much in the overall gender gap ranking, it reported improvement in wage equality and managed to close its tertiary education gender gap for the first time in 2018. The Global Gender Gap Report shows that among South Asian countries, India ranked fourth. Better positions hold Bangladesh (48th), Sri Lanka (100th), and Nepal (105th).
According to the Global Gender Gap Report (2018), the country’s female labour force participation rate is about 29 per cent, compared to 82 per cent for men. So, the women’s under-participation in the labour market in the Indian economy is evident (Chapman and Mishra, 2019). The report of Chapman and Mishra observes four primary factors that explain India’s low female labour force participation rate:

1. The pervasiveness of entrenched patriarchal social norms that hinder women’s agency, mobility, and freedom to work.
2. Rising household incomes that create a disincentive for labour market participation among women mainly informed by the same norms.
3. The disproportionate burden of unpaid work and unpaid care work on women.
4. The lack of quality jobs for women reinforced by gendered occupational segregation and a significant gender wage gap.

Self-employment and informal employment remain major sources of income for Indian women. Women in India account for 32 per cent of the workforce in the informal economy. A large number of women work as home-based workers (57 per cent of the women workforce). A home-based worker refers to the general category of workers who carry out remunerative work in their homes or on the surrounding grounds. The Indian Economic Survey points out that ‘the son meta preference’ does not only occur in impoverished rural families but also in middle and upper-middle-class families, where according to the tradition, the son is thought to carry on the family business or inherit ancestral property, even though the daughter is equipped legally to do the same (Government of India, 2018).

Women’s pay is lower compared to men’s, but India has recently slightly improved in wage equality for similar work indicator, where it stood at 72nd place among 149 countries. Indian legislation (The Hindu Succession (Amendment) Act, 2005) supports women’s financial independence to a moderate degree. Several laws guarantee women’s access to land and other property, but these laws are often ignored in practice, as are those pertaining to women’s access to bank loans. For example, although women have equal rights to independent bank accounts, only a few exercise this right (Huyer and Halfkin, 2013).

The number of street vendors in urban areas is estimated at 1.15 million, out of which 18 per cent are women. Nearly 60 per cent of women from the organised sector are employed in community, social, and personnel services. Women are under-represented in high status, higher-
paid, and senior management level jobs. Male workforce participation is greater in the service sector – 15.5 per cent as against 3.5 per cent female participation (India: Employment and Unemployment Survey, 2011-2012).

Women workers are usually at the lowest-paid end of any sector, they are usually termed as unskilled, even though very often their work, though low-paid, requires a certain level of skills. One negative tendency that has been noticed in the women’s search for employment is the tendency towards deskilling that tends to result in a vicious circle. The woman loses her traditional or acquired skills when she cannot find employment with these skills (Tiwari, 2019a). This affects negatively her opportunities to maintain, exercise, and develop the skills and, finally, restrains her employment possibilities.

The Global Gender Gap Report (2018) brings forth that India continues to rank third-lowest in the world on health and survival, remaining the world’s least improved country in this area over the past decade. In 2018, India widened the gender gap on the health and survival index. Indian women have a lower life expectancy compared to men and high rates of child and maternal mortality are a reality. Although access to health care has increased as a result of targeted government efforts and the use of information and communications technologies to bring health care to remote areas, much more needs to be done. The Indian Economic Survey (2018) observes that the sex ratio at birth is 1,050 males per 1,000 females. In general, the sex ratio at birth in favour of boys is more evident in India compared to the global average ratio (The Global Gender Gap Report, 2018). This trend is the result of sex-selective abortion practiced in the country.

Autonomy in decision-making is still rooted strongly in cultural systems and social norms, to the disadvantage of females. For example, in the age group from 15 to 19, 46 per cent of females are not involved in any kind of decision-making relating to household purchases, health care or visits to friends and relatives. Overall crimes against women are high and on the rise, with increases particularly in rape, kidnapping, and molestation, and decreases in prostitution traffic and indecent representation of women. (Crime in India, 2018)

In India, women’s participation in education is an increasing tendency (Holla and Pai, 2019). It is estimated that the annual growth rate for the total enrollment in the participation is 3.9 per cent among both men and women. The participation rate is 5 per cent for females compared to 2.9 per cent for males (All India Survey on Higher Education, 2018-2019). Yet, women’s literacy rate is lower than men’s literacy rate. Among the
population, aged 15 years and older is women’s literacy rate is 65.8 per cent compared to men’s literacy rate of 82.3 per cent (India, UNESCO, 2020). More women are participating in higher education than before meaning that the ratio between men and women in participation is becoming more balanced. Increasing the number of women in higher education and education, in general, is a way to improve gender equality in India and India’s economic development. Many women want to pursue higher education studies to improve their livelihood. Women are more interested than previously to be independent in their life. The tradition that women are only the objects of decision-making in the family (and elsewhere) seems to be gradually challenged and women are aiming to have capabilities to become the subjects of their lives and decisions. (All India Survey on Higher Education, 2018-2019)

Although the change, especially in education, is emerging, the situation and status of women in India require various interventions at socio-cultural, political, institutional, and economic levels to increase gender equality. It is also important to understand the diversity of Indian women when formulating and implementing the interventions. Therefore, crafting and formulating gender equality policies, practices, and making investments in the topic means that diverse women group’s situations need to pay attention to expand their capabilities and resources.

Factors Affecting Young Women’s Employability and Careers

Traditionally, India has followed the traditional patriarchal social structure and norms where fathers and/or grandfathers are the decision-makers as heads of their family (and other communities). The activities are ruled by men in patriarchal society. Yet, the role of patriarchy in the Indian society has varied models depending especially on the geographical location of the country, i.e. the northern part of the country has been more patriarchal and the southern part less. Historically, gender roles in India are traditional. It is assumed that women are expected to work in internal household duties, while men are expected to work outside the home to maintain the economy of their household. Women’s role is to take care of the household and serve their families. Typically, women are perceived in a traditional way that is they are humble, soft, social, and caring. (Budhwar et al., 2005)

With time, many Indian men are increasingly interested in advancing gender equality both at home and workplace. This has the potential to advance social, cultural, and economic change in the country in the
future. Education and especially professional education is considered to be a gate pass for young women to enter into the workforce. For example, management education is a training field that prepares women for the future corporate world. (Tiwari, 2019a)

Practical examples indicate that college-age women and their parents are thinking and planning the maintenance of the balance between work/job-related expectations and family-related roles, long before the daughter is married. At the same time, the women continue to choose occupations that do not fully utilise their abilities and often fail to follow their original career goals. Sometimes a young woman wants to study occupation other than the traditional woman’s occupation, but due to the prevalent genders stereotyping and gender role bias, which are the crucial barriers to and limits her freedom in career decision-making, she tends to end up selecting a more traditional and female-oriented occupational field like teaching or nursing. This may not always be her true career aspiration and can result in choosing a field that is not suitable for her real potential. (Tiwari, 2019b)

Yet, recently, as the Indian economy has progressed more towards private sector employment, professional education has become important for young women to be able to secure better employment. Women are gradually choosing management, technology, environment, law or pharmaceutical education more often than before. Indian higher education institutions are increasingly interested in assisting their students—both men and women—to find employment and pursue a professional career. Along with these kinds of opportunities, women have challenges that come as self-made or family-pushed reasons. Our practical examples indicate that young women candidates have a tendency of being inflexible in terms of workplace location. Additionally, the women candidates have rather an inflexible job profile preferences that appear in recruitment processes held on the campus. This is a reason why these women candidates loose job opportunities. However, this kind of tendency is not an innate feature of the women candidates but is likely to have its roots in the stereotypical gender role expectations in Indian society. As a result, male candidates are often offered challenging job opportunities in more remote locations.

The number of women in Engineering, Physics, and Computer Science, and other areas of knowledge and innovation, is low in India. Although India has the second-largest Artificial Intelligence workforce, it has the largest gender gaps in this area, with only 22 per cent of roles filled by women. Despite its low ranking in knowledge society decision-making and the low rate of females in higher education, India is making slow progress in regard to advancing women in Science. The participation of women
in the formal entrepreneurship sector in the country is very low. Yet, this estimation fails to take into account the vast numbers of women engaged in informal small and micro-enterprise and livelihoods activity, a sector that comprises a major portion of female employment in Asia overall (Anand and Khera, 2016; The Global Gender Gap Report, 2018).

Despite various problems in gender equality the signs of progress in gender equality are also occurring (Cooke, 2010). India has achieved universal primary education enrollment. An obvious strategy to begin to close the gender gap is to ensure that women in India are given the necessary support to improve their health situation to provide them access to relevant resources and opportunities and develop the organisations’ and society’s capacity to contribute to safe working circumstances. The Maternity Benefits Amendment Act (2018) and the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 are important factors in this regard. Effective implementation of these Acts will contribute to the realisation of women’s right to gender equality, life and liberty, equality in working conditions and elsewhere. The sense of security at the workplace and a conducive environment during pregnancy and after childbirth will improve women’s participation in work that can result in their economic empowerment and inclusive growth. (Handbook of Sexual Harassment of Women at Workplace, 2015)

**Rainbow Research Results**

In the Rainbow project, research data were produced with the help of a qualitative study. The data were produced in the following ways: First, expert interviews in focus groups were conducted. All six participating institutions organised focus group interviews in spring 2019. The total number of the participants in the focus groups was forty-eight (eight people in each participating organisation). The participants of the focus groups represented various stakeholders of the Project such as university researchers, members of non-governmental organisations, ministry staff, and other public sector bodies, and staff from employing organisations. The participants focused on women’s career problems. They also developed ideas concerning solutions to the problems. The topic was viewed especially from the viewpoint of female students in the field of higher education. Also, more general ideas concerning women’s career development were brought out. The focus group interviews were recorded and transcribed.

Second, an event including a round-table discussion was organised in spring 2019 and notes were collected from the discussion. The number
of participants in the round-table discussion was 15. In the roundtable discussion, the participants consisted of the members of the Rainbow group and the representatives of the stakeholders. All parties in the round-table discussion were experts in gender equality/sustainability, and/or career issues. The instructions for the production of the research data in the focus groups are in Appendix A and the roundtable discussion in Appendix B.

Women’s Career Problems

According to the research data, India is a very patriarchal society and therefore women who aim to pursue a career in working life are representing a niche. Society itself is lacking a strong culture of gender mainstreaming and there is still a strong gender divide in every educational level starting from upbringing to university level. The rooted gender discourse in society ‘the boy is important and the girl is equally important’ is not real yet it seems to be changing gradually. However, the reality for most women is still that their opportunities for education and career are not the same as for men.

Attitudes towards the women who participate in working life and have a career are often skeptical. In particular, much skepticism concerning the potential of women and their professional competency occurs. The stereotype of deficiency, that is that the woman’s competency is somehow deficient, not enough to working life, compared to the man, is quite typical, although this kind of stereotype can be so self-evident in people’s mindsets that it is not easy to acknowledge. This is also strongly linked to the preferred identity of the Indian woman. If the woman wants to be a responsible citizen it means that she has to be reproductive in society. Therefore, it is almost considered as a shame if a woman who is already married is working and exercising a career. In the Indian context, women tend to participate increasingly in education, but education does not often lead to a career path. In reality, many women end up having higher education but do never use their competency gained from education in practice in daily working life. In many cases, after education, the women have difficulties to enter into the working life. Moreover, staying in working life is problematic.

Like also in many other societies, one of the main problems for Indian women’s careers is the work-family relationship. The strong expectation to the woman is that she needs to act according to the traditional gender role following the pattern that the woman should be the main care provider and ultimately she is the first and foremost expected person to take care
of children and other family members who need care. The woman’s value in society as a woman is constructed through family life and (unpaid) care responsibilities. This kind of strong gender role stereotyping leaves the working women to struggle between family life and career. As a result, the woman easily opts out from career and stays at home for motherhood. Finding affordable childcare, for example, creates a lot of mental stress for women, which may cause unsatisfactory job performance and in some cases, also leaving the workplace.

Additionally, a belief that the woman is never a ‘right’ kind person in working life exists. In the early phase of their careers, the women are expected to become mothers and leave easily their workplace and career. When they become mothers, it is perceived that they are not good mothers if they are staying in working life when children are small. When the children have grown older, the women may be claimed to be too ‘old’ to be recruited to positions in working life. In any case, motherhood can be regarded as a penalty for women’s career advancement in India. The women often lack female role models who are respected and have prominent positions in working life and have also a family. It may be so that the women who combine work and family may be even stigmatised in society. The interrelation between work and family is not the only gendered aspect of career advancement, but also many other aspects in relation to the women’s careers are gendered in a biased way such as chances to international mobility periods, having the opportunity to childcare outside home, and having the opportunity to invest in management and career training. The highly educated and working women especially may confront a hostile attitude from their spouses or fathers when they are pursuing a career and simultaneously having a family. These expectations are also related to the role of religion that affects women’s career opportunities in India.

In general, what is missing in the Indian context is a new kind of thinking of the possibility of dual career couples. Additionally, more flexibility in sharing career and home responsibilities in a more equal way between the spouses is still in many cases in its early phase. The supportive activities for sharing care responsibilities and having formal possibilities for childcare are largely missing not only in Indian organisations but also at the societal level. In many Western companies, family-friendly practices are implemented and there is strong top management support for creating better work-family reconciliation. This kind of advancement is still its infancy in Indian society and its employing organisations.
Solutions to the Problems

The research data suggest that universities and other institutions should develop various activities, training programmes or counselling centres for women so that the women can learn various skills and competencies such as, how to communicate confidently within families and counter partners without any hesitation. The most important perspective for developing these kinds of activities is to create a sense of security, feeling of personal dignity, and self-confidence among women. This helps women to talk and interact with men without any discrimination or gender bias. While there has been a strong emphasis on gender socialisation for the pattern ‘her ultimate goal is to get married, bring up kids (responsible citizens), and manage a home’, in all educational levels the pattern should be questioned and reworked. The university actions can also enhance the discussion that how the family is influencing the career trajectories of the Indian women.

In practice, there is a need for ensuring institutional support and economic support, for example establishing career counselling and support centers at the universities. At the universities, which are typically male-dominated organisations, a strong need exists to change the traditional gender attitudes. In particular, top and senior management’s support to women’s career centres and gender equality work, in general, is necessary. The role of men in enhancing gender equality is crucial in today’s India. Education could also offer courses concerning women’s rights, discrimination, and gender equality in the curricula. Women can be guided and supported to study traditional male-dominated occupations such as business, law, and technology.

The actions for creating more equal career opportunities for women should be considered to start from family, school, and ultimately continue to university level and working life. The career does not happen in a vacuum but are affected by a complex system of individuals, institutions, family life, working life, and society. At the university, it would be advantageous to advance an active stakeholder dialogue with working life representatives and employing companies concerning the promotion of women’s careers. Indian universities and their stakeholders and partners can develop gender equality strategies collaboratively and implement various sessions on gender equality or awareness programmes concerning the women’s participation in working life.

It is often remarked that even the universities in India are developing different skill sets among their female students to manage the fierce competition and other challenges in the education, not many job possibilities
and opportunities are available to the women to start a successful career in working life. A comprehensive career support system is needed for women and it should include various and complementary support activities related to, for example coaching, mentoring, and creating networks to women. It is a common reality in India that for men there are networks available which support their career and employability opportunities with useful contacts and the like. The women usually have no professional networks or even if they have, the networks tend not to be related to work or careers.

In the Indian context, it is common that if the government wants to implement some programmes or policies in the universities, such initiatives progress quickly and effectively. On the other hand, minor practical changes may take decades. As a conclusion, for enhancing women’s careers and gender equality in India multilateral development work is needed at all levels of society. However, in particular, universities can be (and should be) agents and front-runners in advancing such change. The implemented activities then boost the Indian women’s strengths, capabilities, and competences so that they can pursue successful careers in working life and also have an important social role in society, not only in the sphere of the family but also elsewhere. This all raises the importance of keeping the gender equality work systematic and constant and creating an open discussion culture both in the private sphere but also in organisations and society at large. Besides developing the opportunities in working life more gender-equal, there are also major concerns in legislative issues (gender discrimination, shared parental leaves, and quotas) that should be exposed to public discussion and ultimately progressed in India. Taken together, there is a strong need to break and question both unconscious and conscious biases in society, make the biases visible and try to change the mechanisms that hinderances women's careers and gender equality.
This chapter provides an overview of contemporary career models. Additionally, counselling theories are presented. The topics are discussed from a gender viewpoint.

**Contemporary Career Models**

The traditional career theories emphasise the vision of an ‘organisational career’ wherein the advancement and stability in one’s career, typically in one organisation, are key characteristics. This traditional career assumes a stable organisational environment and the advancement in the organisation’s hierarchy is seen as a crucial career goal. This kind of understanding of a career often seems nowadays limited because careers look more diverse, unsecure, and dynamic than before. Changes such as technological development, globalisation, workforce diversity, the use of the part-time and temporary workforce, for example, have challenged the traditional model. Additionally, women’s careers have seldom followed this traditional model because their careers have always been more diverse and also containing more challenges, discontinuities, interruptions, and breaks compared to men’s careers. (Sullivan and Arthur, 2006; Lämsä and Hiillos, 2008)

In a constantly changing world, many career ideas that were used earlier are no longer valid. A crucial requirement is the need to continually adapt to new career realities. Because the idea of a lifelong position in the same organisation is seldom relevant, work-related adaptability and flexibility are imperatives to achieve success in a career as well as avoid unemployment. To support their employability individuals need to be more proactive than earlier in managing their careers (Van der Heijde and Van der Heijden, 2006). This entails the mind shift among employees and students, who, now more than ever, must be aware of the importance of resilience and adjustment or realignment willingness. Individuals, who perceive good
The widely recognised theories of careers which are thought to represent contemporary and changing careers are the boundaryless career and the protean career. Additionally, the idea of a hybrid career has been presented. (Greenhaus et al., 2010) Finally, the entrepreneurial career which combines motherhood and entrepreneurship can be of relevance to women.

### Boundaryless Career

The boundaryless career concept has been developed from the 1990s (DeFillippi and Arthur, 1994). The boundaryless career is defined as ‘one of independence from, rather than dependence on, traditional organizational career arrangements’ involving ‘opportunities that go beyond any single employer’ (DeFillippi and Arthur, 1994). The boundaryless career is not connected to a specific organisational setting and its career paths but is characterised by frequent inter-organisational mobility. So, careers are not anymore restricted by organisational boundaries. Career mobility can be self-directed or organisation directed, voluntary or involuntary, in the direction up, down or lateral as well as in and out of work-force (Sullivan and Baruch, 2009). Three different viewpoints are crucial to capture the idea of the boundaryless career. They are highlighted in Figure 3.1.

According to Greenhaus et al. (2010), pursuing a boundaryless career requires other competencies than the traditional organisational career.

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**Figure 3.1**: Three Perspectives to Boundaryless Career
The competencies required by the boundaryless career are related to a person’s networking skills and marketability as well as her willingness and motivation to identify with work rather than organisation and look outside the organisation for identity. The boundaryless career means that a person has to show and maintain self-responsibility and self-management skills in career choices and to follow personally meaningful values in career decisions. Individuals should be adaptable and proactive in their career management. One of the most useful implications of boundaryless careers is that individuals are responsible for their career development (Eby et al., 2003). Individuals with this mindset plan what skills, training, and experience they should attain and when, where, and how to gain them.

Boundaryless careers involve career changes and opportunities that go beyond the boundary of a single employer. Key characteristics of the boundaryless career are summarised in Figure 3.2.

When pursuing a boundaryless career a person moves from one organisation to another continuously or often for various reasons, for example, in the pursuit of new opportunities and a better fit between one’s own needs, values and preferences, and job demands and opportunities. A

![Figure 3.2: Characteristics of the Boundaryless Career (Arthur & Rousseau, 1996)]
person may be also be forced to change a workplace due to organisational restructuring, downsizing or some other reason that does not depend on her. In general, the majority of discussions concerning the boundaryless career stress the positive aspects with little emphasis on negative aspects such as forced mobility, for instance for family reasons. (Greenhaus et al., 2010)

The tendency towards boundaryless careers stresses the complexity of career counselling because careers are more unsecure and dynamic than previously. Thus, the construction of a meaningful and sustainable career path is a demanding and complicated endeavour. Seen from a gender viewpoint, it is argued that women need to follow more often the boundaryless career orientation to be able to advance in career, for example, because they face more career barriers especially as the result of family demands and stereotyping (Sullivan and Arthur, 2006; Kirchmeyer, 2002). The women’s mobility in a career tends to be more often involuntary and/or self-initiated by nature than men’s mobility. On the other hand, it is possible that women, due to more problems in a career than men, may be able to see more multiple career patterns than men (Sullivan and Baruch, 2009).

The easiness of mobility between the boundaries is not the same for all people, and women face more problems in crossing the boundaries (Sullivan and Baruch, 2009). A problem that exists in relation to the boundaryless career is a reluctance to select people who are considered to lack specific kinds of features, experience or expertise (Gunz et al., 2004). The reluctance typically stems from the selector’s mindset which can be rational or irrational by nature. The selector may be more or less conscious of her/his mindset. This can lead to gender discrimination against women especially in the male-dominated arenas of working life.

**Protean Career**

The protean career model has also become popular from the 1990s. The Model uses the metaphor of the Greek god Proteus. Proteus could change his shape at will that refers to an individual’s motivation and capacity to renew and repackage her/his knowledge and skills to fit the uncertain and changing work context to remain marketable. Protean career is defined as a career where the individual is experiencing great responsibility for her/his vocation choices and opportunities.

The core values of the Protean career are freedom and growth as well as subjective career success which is typically valued more by women than
Career Counselling for Women’s Empowerment

men (Abele and Spruk, 2009). These elements are recognised as the main success criteria in the Protean career orientation where pride and personal accomplishment are valued more than position and remunerations (Hall, 1976). Furthermore, continuous learning and flexibility are key characteristics of Protean careerists.

According to Briscoe and Hall (2006), the Protean career model involves two aspects:

- An individual’s internal values offer guidance and measure of success for a career.
- Self-directness in personal career management refers to the ability to be adaptive in terms of performance and learning demands.

Based on the two aspects four main career categories can be distinguished (Figure 3.3).

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigid</td>
<td>high values driven, and low self-direction</td>
</tr>
<tr>
<td>Protean</td>
<td>high values driven, and high self-direction</td>
</tr>
<tr>
<td>Dependent</td>
<td>low values driven, and low self-direction</td>
</tr>
<tr>
<td>Reactive</td>
<td>low values driven, and high self-direction</td>
</tr>
</tbody>
</table>

Figure 3.3: Different Career Categories (Briscoe & Hall, 2006, p. 8)

Relying on the two dimensions—the strength of the individual’s internal values and self-directness—the main career categories are: dependent (low values-driven and low self-direction), rigid (high values driven and low self-direction), reactive (low values-driven and high self-direction), and protean (high values-driven and high self-direction) (Sullivan and Baruch, 2009). Figure 3.3 shows one category, namely, high values driven and high self-direction refers to the Protean career orientation. Seen from a gender viewpoint a study reported that no gender differences in self-directedness exist, but women stress more on the values-driven dimension than men (Segers et al., 2008).

Segers et al. (2008) say that some cultural differences in terms of values orientation and self-directness in a career may emerge in different cultural settings. People living in low masculine cultures stress the importance of social relationships and tend to prefer the quality of life to extrinsic rewards. These people are values-driven. Additionally, in low power distance cultures, people tend to be more self-directed in personal career management compared to high power distance cultures because in low power cultures people are less affected by authority and expected to be in charge of their path. Power distance, in general, indicates that not all
people in society are equal and people expect and tend to accept that power is distributed unequally.

According to the widely known cultural researcher Geert Hofstede, India is considered a high power distance society (https://www.hofstede-insights.com/country-comparison/india/). People accept hierarchy and a top-down structure in society and organisations, and managers count on the obedience of employees. Everyone has a place in the hierarchy which requires no further justification. So, it is possible to think that, in the Indian context, also considered a masculinist society, dependence on the power holder for direction, typically significant male such as father, spouse or boss, provides direction to Indian women’s career choices, for example, whether the women can participate in working life after graduation, what kind of jobs are suitable for them, and so on. In general, women tend to attribute their accomplishments to external factors and other offering them opportunities compared to their achievements and internal factors that refer to the low self-direction in career decision-making (O’Neil et al., 2004).

Hybrid Career and Entrepreneurial Career

The hybrid career combines the features of the traditional organisational career and Protean or boundaryless career. This Model stresses the idea that, for example, some people value and need security and prefer to the traditional organisational career, but, similarly, expect multiple training and learning opportunities in career. The latter expectation refers to the Protean career orientation. Moreover, people may be willing or in need to work partly in entrepreneurship and, at the same time, they work part-time in an organisation. The hybrid career can refer to various jobs which the individual is doing similarly, for example, part-time in various organisations. Sometimes people advance in the hierarchy but during other times they move back and forth between projects in which they can have various positions. The hybrid career is typical in the field of the project working where people work a specific time in one project and then move to another, or work similarly in several projects. Often technology and face-to-face working are done in parallel in a hybrid career. In general, pursuing the hybrid career, multiple competencies to manage varying and sudden situations are necessary.

The entrepreneurial career refers to a career where setting up and managing one’s own business is crucial. Although women play a significant role in entrepreneurship and the importance of women-owned companies is
widely acknowledged, men continue to be more active in entrepreneurship and their enterprises are more growth-oriented compared to women. (The Global Gender Gap Report, 2018)

One factor that affects women’s lower interest in pursuing an entrepreneurship career is their weaker entrepreneurial self-efficacy (or self-confidence) (Wilson et al., 2007). Self-efficacy refers to the woman’s beliefs about her capability to perform in an entrepreneurial career (Bandura, 1993). Efficacy beliefs affect significantly the women’s motivations, behaviour, and feelings, and frame their mindsets concerning their opportunities in the context of their careers and occupational interests, such as entrepreneurship (Lämsä and Savela, 2019). Several researches show that women’s lower self-efficacy occurs particularly in fields that are stereotypically linked with ‘male’ skills including entrepreneurial careers, management, mathematics, technology, science, and so on (Wilson et al., 2007).

Wilson et al. (2007) found that providing entrepreneurship education is especially useful for women to advance their interests and self-efficacy beliefs to start their own business. A similar result concerning women’s managerial careers was reported by Lämsä and Savela (2019). Educational programmes and initiatives which include both business knowledge and social support strengthen self-efficacy and are critical to women because of their observed bias in self-efficacy beliefs. Furthermore, in education, it should be noted that in addition to supporting self-efficacy, the topic of a balance between work and family should be discussed and taken into account (Wilson et al., 2007; Lämsä and Hiilos, 2008).

The entrepreneurial career can be how women can achieve income, wealth, as well as create a meaningful workplace for themselves and also family members. One way for women to pursue an entrepreneurial career is mumpreneurship. It means that the woman has designed her business around daily childcare tasks (Ekinsmyth, 2011). Business can be a result of motherhood so that the woman has invented her business during pregnancy or motherhood in general, for example, she has noticed a lack of some kind of children’s services or product (Luomala, 2018). Yet, the business idea can also be something else related to childcare responsibilities. Usually, women need to take into consideration their caring responsibilities as mothers that lead to spatio-temporal restrictions in pursuing a career. Therefore, such mumpreneurship which can be exercised from home and during different times of a day may offer an alternative to women who are mothers to pursue an entrepreneurial career. Technological solutions also offer opportunities for this.
**Kaleidoscope Career: Women’s Career Model**

The Kaleidoscope Career model was originally developed to draw attention to ‘the opt-out revolution’ why the talent drain of highly educated women, usually mothers, does not show interest in career advancement (Mainiero and Sullivan, 2005). A common idea is that women leave their careers for family reasons. Even though this is likely to be true in many cases, there also exist other reasons. Organisational factors can play a crucial role here, especially the lack of career opportunities in the organisation, job dissatisfaction, and low organisational commitment are such factors. In addition, access to childcare services is an important factor.

The Kaleidoscope Career model draws on a metaphor of a kaleidoscope that refers in a career context to a phenomenon of how women change their career patterns by combining and rotating the multiple aspects of their lives to organise their relationships and roles in new ways (Sullivan and Baruch, 2009). It has been found that women view the aspects of the Kaleidoscope Career model of significance in their career decisions (Cabrera, 2007). Sullivan and Baruch (2009) say that the changes and movements in a career can emerge from both internal changes (maturation) and external changes (organisational practices, moving to another city, marriage, etc.). Women tend to assess their choices and alternatives to define the best fit among their values, interests and needs, social relationships, family and work demands, as well as limits and possibilities.

The Kaleidoscope Career model suggests that the following three aspects (the ABC model of the Kaleidoscope Career) are crucial when a woman is making her career decision (Mainiero and Sullivan, 2005):

1. **Authenticity** means that the woman tends to make choices that allow her to be true to self. Lämsä and Piilola (2015) found that motherhood not only increases women’s competencies particularly in leadership work but motherhood also encourages a woman to clarify her values and it contributes to her authenticity, being true to herself while making career and life decisions.

2. **Balance** refers to the idea that the woman seeks to achieve a balance between the work and non-work spheres of her life, usually family and care responsibilities. Various institutional factors (care services offered by institutions and flexibility opportunities at work), individual factors (human capital, family relationships, and networks) and societal factors (social norms and public debate) affect the woman’s opportunities to achieve the balance (Hobson, 2011).
3. The challenge refers to the woman’s need and interest in motivating work and career development. In particular, the women who are interested in a managerial career prefer to have challenges in their careers. Instead of getting stuck in problems the problems are seen as challenges that require active problem-solving and strategy to overcome them (Lämsä and Hiilos, 2008). On the other hand, getting a challenge (for example, responsibility for an important project) at the rather early phase of a career can give important experience and visibility to the women that are helpful in later phases of her career.

Although the three aspects discussed earlier are important in women’s careers, also their timing is crucial as highlighted in Figure 3.4.

![Figure 3.4: Kaleidoscope Career Model (Mainiero & Sullivan, 2005, p. 115)](image)

- In early career, one predominant life/career pattern for women is to be concerned with goal achievement and challenge in their careers.
- Issues of balance and authenticity remain active, but recede to the background while the woman pursues her career interests.
- In mid career, women must cope with issues of balance and family/relational demands. This issue moves to the forefront.
- Women also wish for challenge and authenticity, but these issues take on a secondary role as compromises are made for balance issues.
- In late career, women have been freed from balance issues, so questions of authenticity arise. This issue moves to the forefront.
- Women also wish for challenge and remain concerned about balance, but the kaleidoscope shifts according to the woman’s choices and desires in each arena as dictated by her life pattern(s).
The three elements, namely, authenticity, balance, and challenge are active continuously and at the same time over the woman’s life span. In the course of her life span, the woman aims to achieve the fit that matches the context and the character of her life. The crucial elements change with one element intensifying and other elements moving to the foreground. Yet, the other elements are still present (Sullivan and Baruch, 2009), Sullivan and Mainiero (2007a, 2007b) reported that differences in men’s and women’s career patterns over time exist. Men tend to value the career pattern which stresses the challenge from early to midcareer. At the end of the men’s career phase, the role of balance increases. Women for their part tend to value the challenges in the early phase of their career, in midcareer balance and the end of authenticity. In general, the Kaleidoscope Career model stresses the significance of gender differences in careers and the model represents women’s career paths and also pays attention to the importance of contextual factors that are connected to their career decisions.

Maineiro and Sullivan (2005) argue that the perspectives to career and timing of the important career elements are in a contrast between men and women. The differences also explain why women’s careers do not resemble men’s career patterns. Additionally, the Kaleidoscope Career model and timing differences between genders explain partly why women can opt-out from career although the decision looks odd from the viewpoint of career advancement.

How Can Organisations Support Women’s Careers?

An important feature that shapes women’s careers is relationality (O’Neil et al., 2004). Their careers are usually affected by a larger web of interconnectedness with and caring for many people (family members, elderly care, clients, peers, and so on). The women’s career decisions are made based on the effect the decisions have on others compared to men, who tend to view their career decision from the viewpoint of independent action and are more separate from the non-work sphere of life (Mainiero and Sullivan, 2005). So, for women, the idea of a career is embedded closely to its social context and the contextual aspects are worth paying attention when considering the appropriateness of the organisation’s practices to support any woman’s career.

Additionally, women are different and not all women’s careers are similar that should be taken into consideration when supportive practices to their career development are planned and build in organisations. Some women prefer horizontal career development to vertical development and
vice versa. For example, O’Neil et al. (2004) distinguished two dimensions of how to define women’s career types. The first dimension is related to a career pattern which is the path of work-related experience. The path can be either ordered or emergent. The second dimension refers to a career locus. It is the belief set – internal or external – directing the work experiences of the woman. According to O’Neil et al (2004), although human capital (education and experience) and guidance seeking factors seem to be important to all women, also different career orientations among women can be categorised, namely, navigators, achievers, and accommodators. Navigator’s value ordered careers and have an external career locus, while achievers also value ordered careers but have internal career locus. Accommodators for their part have emergent careers and their career focus lies midway between the external and internal poles.

Gender stereotypes are barriers to women’s careers. They are continuous, rigid, and categorical beliefs and assumptions in relation to behaviours and characteristics of people based on their gender (Duerh and Bono, 2006). According to the traditional gender stereotypes, women are assumed to be kind, emotional, helpful, generous and social, while men are regarded as decisive, ambitious, independent, and self-confident (Eagly and Karau, 2002). A typical stereotype related to women and career assumes that women lack competencies particularly in the fields that are considered masculines, such as management and technology. Another stereotypical assumption is that only women are responsible for child care (and care in general) which results in both segregation in a career (simply put, women work in services and care and men in production and industry) and women’s exclusion from working life due to family reasons. Interestingly, the role and importance of fathers in child care are not typically taken into consideration and made visible when the work-family relationship is discussed.

There are attempts to change gender stereotypes to make gender roles more fluid, although it may be difficult to allow the women better opportunities to have a career. Changes in legislation, for example, improvement in equal opportunity laws have an impact. Additionally, more women in male-dominated occupations and more men in female-dominated occupations can change the assumptions of social roles. Organisational interventions, for instance, diversity trainings, can help to change biased stereotypes. (Duerh and Bono, 2006)

In Figure 3.5, a list of practical ideas on how employing organisations can support women’s careers is summarised.
### Supportive Strategy

#### Practices to advance the strategy

**Support during breaks**
- Be aware of the special characteristics of the women’s careers, for example from the viewpoint of the kaleidoscope career model.
- Offer possibilities to “opt-back-in” after a career break.
- Keep in contact during women’s career breaks in a way agreed before the break.
- Offer meaningful job and induction after a longer break.

**Family-friendly workplace**
- Set up programs and strategy to advance a family-friendly workplace.
- Offer child-care services to employees.
- Offer flexibility in time and place to do work.
- Promote change away from long-hours culture.
- Influence, lobby and make efforts for legislation initiatives to support working parents.

**Promoting women’s career development**
- Formulate a specific HR strategy to advance women’s careers.
- Make managers and supervisors accountable for advancement rates of women, and reward the managers’ and supervisors’ positive results.
- Monitor the number of men and women in the recruitment processes and career “pipeline”.
- Apply a so called blind recruitment so that gender (or other diversity aspect) is not known when picking candidates from the documents to further recruitment process.
- Build your reward systems based on outcomes and performance, not face time.
- Monitor wages and other rewards from a gender viewpoint and eliminate gender discrimination in them.
- Take care that the number of women in managerial levels is at least 35-40% so that female role-models exist.

**Training and educational activities**
- Train top managers and supervisors to understand and be committed to family-friendliness and also the special characteristics of the women’s careers.
- See that both women and men can participate in further trainings offered by the employer.
- Offer (young) women challenging projects so that they become visible and can show their competency.
- Build a mentoring and/or coaching system to women and support their networking.

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**Figure 3.5:** Organizational Initiatives to Support Women’s Careers
Overview of Career Counselling Theories

According to Kidd (2007), the first career counselling services occurred at the beginning of the twentieth century. In this section, the following main theoretical approaches are discussed:

1. Person-environment theories
2. Developmental theories

**Person-environment Theories**

Kidd (2007) brings forth that already at the time when the first counselling services started to develop a leading idea in counselling (called vocational guidance then) was that individuals should be supported to find a good match between the demands of a job and their features. These person-environment fit approaches are still popular in career counselling. The approaches stress diagnosis and assessment, and a typical result is a recommendation to a counsellor on an appropriate course of action. In a counselling process, various types of inventories and measurements, such as career state inventory and career adaptability measurement, are usually used before the interview(s) to support the assessment. Significant and popular inventories are presented later in this Handbook in Section five Chapter 5.1.

A well-known person-environment fit approach was developed by Holland (1997). Holland argued that people choose occupations that are in line with their interests (preferences for particular work activities). The congruence between the people’s interests and occupational environment results in stability in career and job satisfaction. Holland grouped personalities and their preferred occupational environments into six types:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

The realistic type refers to people whose interests in the job environment are in practical things and issues, for example, machines, plants, and mechanical equipment. This type of person views themself as practical and oriented to concrete things. The investigative people view themselves scientifically oriented and accurate. Their interests are to solve problems typically in the field of science or other investigative spheres of work.
These people are not interested in jobs that require persuading others such as marketers and leaders. The preferences of the artistic people are to do creative work, for instance, in the field of music, arts, and drama. These people tend to be independent and expressive. The individuals who see themselves as social want to help other people. They tend to prefer to work in the field of nursing, teaching, information giving and helping. Solving social problems is in their interests. Enterprising types are motivated to persuade people and, for example, selling, marketing, and general business jobs as well as leadership positions are likely to be in their preferences. They see themselves as social, active, and ambitious. Finally, the conventional type of personality prefers to work in jobs that are ordered and systematic by nature. This personality is fond of working with numbers, archives, and records and is willing to avoid unstructured jobs. Following a set plan is of importance for the conventional personality.

Kidd (2007) says that the main argument by Holland that people select occupations that are congruent with their interests has, in general, received support in prior research. Yet, a problem in this Theory is that it confirms the idea that the main responsibility and role of a career counsellor is to provide ‘expert’ advice to counsellee based on knowledge of the counsellor and of job possibilities. A clear power imbalance in favour of the counsellor is embedded in the theory. So, the counsellee is not seen as an active participant in the counselling process. Additionally, the process which leads to a specific career decision is not paid attention to this Theory. The Theory emphasises the psychological nature of career counselling without taking into consideration broader institutional, social, and societal aspects of careers that impact the individuals’ choices and interests. Finally, the personality types are viewed as rather stable and the developmental aspect is not in the focus.

Developmental Theories

Developmental theories to career counselling stress two main ideas. First, these theories assume that career and career development is a process that continues through a person’s life. Second, the theories draw from developmental psychology to explain career development, especially such topics as developmental stages and career maturity are crucial in the theories. Career development theories consider a career as a life-long continuum that does include both work and activities outside work (Super et al., 1992). While person-environment theories concentrate on finding the perfect match of work and a worker, career development theorists address
that career decision is not a one-time event, but an unfolding process – a decision that is made repeatedly during one’s career – which lasts a lifetime. (Multon, 2006; Wolfe and Kolb, 1980)

**Super’s Career Stage Model**

One of the most well-known career development theorists is Donald Super. According to him, a Career Development Theory should include the following three key perspectives:

1. **Developmental Perspective:** Continuity in career development
2. **Phenomenological/Self Perspective:** Importance of one’s self-image in the development of their career
3. **Contextual Perspective:** Individual’s multiple social roles and their interaction during their career (Savickas, 1997)

For several decades, Donald Super presented that the continuity in career development contains the following stages (Sullivan and Crocitto, 2007):

1. **Exploration:** This stage refers to a period of engaging in self-examination. The exploration period typically occurs during education and the study of career alternatives is relevant in this stage.
2. **Establishment:** This stage refers to a period when an individual becomes employed and finds her niche in career.
3. **Maintenance:** This stage refers to a period when a person holds on her position in a career as well as develops her competencies which are important to her career.
4. **Disengagement:** This stage refers to a period of moving into retirement.

The stages can be viewed as a career-long process or as a set of shorter cycles that happen multiple times during one’s career. According to Super et al. (1992), an individual does not benefit from for example counselling, if she is not yet mature enough to make career decisions.

The core of the phenomenological perspective in the field of developmental counselling theories lies in an individual’s tendency to make career decisions according to their evaluation of their abilities and features. In this perspective, career is seen being developed in the interplay of an individual’s self-concept and it’s fit to one’s occupational environments, both of which change during one’s career. From a universities’ counselling perspective, in transitioning from school to work life, it is essential for an individual to map out their skills and abilities. To make this more
convenient for the counsellor different inventories and tools are created. The popular inventories are presented in Section five Chapter 5.1 in this Handbook.

The contextual perspective to career counselling emphasises on the importance of an individual’s multiple life roles in career development. These multiple roles can be present concurrently and they can be supportive, supplementary, compensatory, neutral or even conflicting. Some roles are more important than others. These salient roles have a vital function in the creation of one’s identity and life satisfaction. One example of a salient role could be a parent. It is also a role that, to be fulfilled to the individual’s desired fullest, might require special arrangements or at least understanding at one’s working environment. A satisfactory career can only be created where one’s way of life (built on one’s values and beliefs) and the nature of work fit each other.

The Linear Career Development model of a career in the Super’s approach has been criticised because in contemporary working life a growing number of people have diverse careers containing career breaks and moves. The Linear Model has been related to most men and other types of career paths are likely to be more relevant to women and younger men (Mainiero and Sullivan, 2005). There are also big changes in organisational life and careers since Super’s theory originated. A recent version of the Theory accepts that people change over time and learn constantly about themselves and occupations. Moreover, it is accepted that environmental issues such as socio-economic background, gender stereotypes and bias, societal arrangements, and norms have an impact on careers. Finally, the current approach recognises individual differences in work and life satisfaction. So, career and work are a peripheral means to implement one’s self-concept to some people, while others appreciate the linear career development. (Sullivan and Crocitto, 2007)

Levinson’s Life Stage Model

Levinson (1978, 1986) formulated a stage model based on an individual’s chronological age. In his original study, Levinson used a sample of males and defined three main living areas in people’s life:

- **Preadulthood** (from birth to age 22). This stage is the basis for responsible adulthood.
- **Early adulthood** (from 22 to 45). This stage includes the main decisions concerning occupation, family, lifestyle, and career goals.
• Middle adulthood (from about 40 to 65). This stage includes diminishing importance of career investments as well as preparation for retirement and evaluating one’s life and career in general.

Levinson also recognised a fourth stage called late adulthood from 65 to 80 as well as a fifth stage called late-late adulthood from the age of 80 and more, but according to Sullivan and Crocitto (2007), he did not describe them in detail. According to Levinson (1978), the change from one stage to the next is a developmental step. Such transitional step may last several years and for this reason, there can be an overlap between the stages. So, the key idea in Levinson’s framework is that stable and transitional periods occur in people’s lives and development. While a transitional period is an end of a previous stage and the start for a new period, during a stable period an individual builds a basis for her life.

Seen from a career perspective Levinson (1978) argued that men’s life develops through the stages. They usually receive support from two significant people, namely, the mentor and the ‘special woman’. The mentor is typically an elderly and established member of the workplace who supports, advises, protects, and guides a younger colleague in his career development. Sullivan and Crocitto (2007) say that this kind of relationship resembles a master-apprentice relationship and can be very intensive. The ‘special woman’ is the man’s stay-at-home wife who cares and supports her husband in his career by taking care of children and household and creating a safe place for him to return from work to home. The wife can also support the husband to advance in a career by hosting parties and participating in charity activities with other company wives (Sullivan and Crocitto, 2007). Heikkinen and Lämsä (2017) found in their study in Finland that spousal support to men in managerial careers can be negotiated, enriching, and declining. They argued that the traditional idea of wife’s support to husband’s career so that a wife takes care of household and children, and the husband focuses on career is still valid. Therefore, the wife can be said to be a ‘marital bonus’ to the man’s career. However, this traditional idea paints a far too limited and simple view of the wife’s role, at least in the studied Finnish society.

Another criticism of Levinson’s original model is its applicability to women. Therefore, Levinson (1996) made another study among women and argued that women progress through similar age-bound stages than men but experience gender-based cultural and social stereotypes and sexism. The women have to struggle with marriages and other relationships that are barriers and challenges to their career development. Heikkinen
et al. (2014) studied the husband’s support to his wife’s managerial career in the Finnish context. They reported that the support can be flourishing, irrelevant, deficient or inconsistent. This study also reported that spousal non-support is also experienced by women and this is problematic to their career. Compared to the study of Heikkinen and Lämsä (2017) concerning a wife’s role in a husband’s career, the study of Heikkinen et al. (2014) allows us to conclude that the spousal support to a partner’s career is gendered and biased so that women can experience non-support to their career from their husband but men are not likely to face non-support to their career from their wife.

Finally, a challenge in the Levinson’s original model is also that it assumes that the man has a stay-at-home wife. However, dual-career marriages are increasingly common and the patterns which may be valid in the traditional model of the man being the breadwinner of a family are more multiple nowadays (Sullivan and Crocitto, 2007). In sum, an important idea in Levinson’s (1978, 1996) models is that he identified gender differences in men’s and women’s careers.
Rainbow Career Platter: What is It?

The main contribution of this chapter is to introduce the career management model called the Rainbow Career Platter which has been developed in the Rainbow project. The Rainbow Career Platter Model offers a comprehensive and theoretically justified framework for women’s career counselling and guidance. The Model draws on the values and such contemporary theories that take into consideration gender, equality, and sustainability perspectives into career counselling. The Rainbow Career Platter is highlighted in Figure 4.1.

As shown in the figure, the Rainbow Career Platter Model consists of three parts. These are as follows:

Key values
Empowerment, meaningfulness and equality

Theoretical background
Capabilities approach, Purpose mindset, Life-design theory, Career competencies

Reflective career competencies
Communicative and networking career competencies
Behavioral career competencies

Trainings, lectures, workshops and seminars

Tailored counselling practices to individuals and small-groups
Non-tailed counselling practices to larger groups

Figure 4.1: Rainbow Career Platter Model
Rainbow Career Platter: What is It?

1. Key values and theoretical background
2. The categorisation of career competencies which can be supported especially with the help of small-group tailored counselling practices
3. Non-tailored counselling practices to larger groups in the form of trainings, lectures, workshops, and seminars that support women’s careers and employability

The Rainbow Career Platter Model is primarily targeted to higher education institutions but it can be useful also to other actors which aim to support women’s employability and participation in working life (NGOs, business companies, and public sector organisations). The Model can be applied fully or partly depending on the institution’s needs, current situation, resources as well as the groups which are targeted. One institution may be willing to apply the whole Model, while another institution views only some aspects of the Model as relevant. For example, the development of communicative and networking competencies may be of relevance in some cases, while in other cases the institution is willing and able to adopt all aspects of the platter to build a comprehensive system in its counselling and guidance. Next, the Model is discussed in more detail.

**Capability Approach: Value-laden Perspective to Career Counselling**

The Rainbow Career Platter relies on the capability approach (developed especially by Amartya Sen and Martha Nussbaum) which provides an overarching and value-laden theoretical basis to the Model. The capability approach stresses that in evaluating wellbeing and the quality of life the focus should be on what people are and can do. Capabilities and functionings are crucial parts of the approach (Sen, 1999). Seen from the view of the Career Platter Model capabilities are women’s potential functionings; functionings for their part refer to the women’s real beings and doings such as being healthy, having paid work, being a member of a social community, being able to participate in and having an influence on decision-making in a community, and so on. Capabilities are the individual’s opportunities to achieve freely something that he/she values and find meaningful and functionings are his/her actual achievements. So, a capability is an opportunity and functioning is an outcome (Robeyns, 2005). For instance, exercising a career in engineering is functioning to the woman, while having the realistic potential to exercise such a career is a capability to her.
The capability approach stresses that income and other economic possessions are not sufficient to explain how women’s careers and lives generally are. Also, non-economic issues such as purposeful activity, family and friend relationships, and health play an important role (Gasper, 2007). Moreover, in current psychologically oriented career discussions the individual’s subjective wellbeing tends to be viewed in isolation from context. The capability approach emphasizes that the wellbeing needs to be combined with a wider range of other factors and information concerning the woman’s life context—not solely the individual aspect should be taken into account—to be able to make evaluative consideration of her career, wellbeing, and quality of life (Robertson, 2015). This means that to support the woman’s career with the help of counselling and guidance, her current situation and future alternatives in career and life are important to look broadly.

The idea of adaptive preferences in the capability approach is crucial to take into account women’s career counselling (Sen, 2003). According to this idea, women tend to adapt to their lower status, unequal circumstances, and other unfavourable factors in their environment, because they have been used to these circumstances for a long time so that the circumstances have become self-evident and habituated to women themselves. This is a reason why women tend to set lower career goals, ask lower salaries, and in general accept that they have fewer opportunities compared to men. Therefore, in counselling situations, the counsellor should not believe all of sudden that the woman counsellee is not interested in career and is not ambitious in this sense (although of course some women and men may be), but the aim in counselling is to empower the woman to reach in the capabilities as fully as possible. Once empowered and experienced the empowering effect the women do not want to go back to the previous circumstances (Nussbaum, 2001). Career counselling can be seen as a mechanism that can support and empower the woman to develop her internal capabilities. Additionally, the aim of counselling is to produce necessary changes in the external capabilities to make the combined capabilities such that they support the woman’s functionings in exerting a meaningful career.

Cornelius and Skinner (2005) explored women’s career barriers from the point of view of the capability approach and brought out that the women’s talents, expertise, and competencies, once enabled, are internal capabilities that can be readily used. Yet, the opportunity to use them is connected with various factors in the environment such as societal, social, political, cultural, institutional, and community factors. These are called external capabilities. The internal and external capabilities are combined as
they operate in combination to enable or limit the women’s full functioning. The idea is illustrated in a nutshell in Figure 4.2.

Figure 4.2: Capability Approach from a Woman’s and Career Counselling Viewpoint

Figure 4.2 highlights that an educational system (external capability) provides women access to education to enable their internal capabilities (knowledge and expertise) to be developed, but because of gender stereotypes (women need not get educated because they marry and stay at home, external capability) in the society, the women do not start working outside the home after education in India. So, the achieved internal capabilities (expertise from education) combined with the external capabilities (educational system, stereotypes) acts here as a combined mechanism which partly enables and partly limits the women’s functionings in career. The fact how the dynamics of and relationships between the capabilities have far-reaching effects on gender equality and women’s contribution to society. The example highlights an agency gap – an important element to understand the capabilities approach in the woman’s life. She may have a right to undertake certain activities but is unable to exercise this right (Hobson, 2011). The idea of the combined capabilities suggests that in career counselling multiple knowledge of the woman’s life situation is necessary and efforts to change not only individual, internal capabilities but also external capabilities are of importance to change to produce an enabling and empowering effect in the combined capabilities.

Seen from the view of the capability approach, it can be said that the responsibilities of career counselling and counsellors are not only targeted
to women individually – as traditionally thought in career counselling – but also institutional, community, social, and societal level challenges and possibilities need to be paid attention to decrease inequality and increase equality between genders in a career with the help of career counselling and guidance. The capability approach allows a multiple, multi-level, and interdisciplinary perspective to career counselling which emphasises the social, developmental, and moral basis of counselling (Robeyns, 2005; Robertson, 2015).

The core values of the Rainbow Career Platter Model are summarised next.

- **Empowerment:** Empowerment refers to the counselling goals, strategies, and practices that promote change in women’s opportunities in career and advance the woman to have real influence over her decision-making concerning her career opportunities and functionings (Zimmerman, 2000). Career counselling creates and supports the woman to have agency so that she can exercise the career which is within her grasp and maximises her capabilities and functionings now and in the future (Robertson, 2015).

- **Meaningfulness:** Meaningfulness refers to the counselling goals, strategies, and practices that provide the woman the environment where she can learn, realise, and become aware of her career orientation and opportunities. Career counselling helps the woman to develop her capabilities to be able to make optimistic and realistic career plans for the future to live a meaningful life. In counselling activities dialogical, supportive, and open atmosphere, as well as constructive relationships between participants and among institution members, are emphasised. (Riivari et al., 2018)

- **Equality:** Equality refers to the counselling goals, strategies, and practices that are gender-sensitive and treat women equally with men when counselling and its interventions are planned, implemented, and evaluated. Career counselling decreases the woman’s hindrances in career and supports her career not only at the individual but also institutional, social, community, and societal levels.

**Purposeful Mindset: Providing the Vision to Career**

Career counselling is not only dealing with what the woman does now but what she can potentially have in the future. The crucial idea is to maximise the control the woman can exert over her potential action space. Counselling aims to improve what the woman can be and do
now and in the future taking into consideration all possible information. Yet, it leaves the career choice to the woman but can point a vision of the purpose to a career that is realistic, valuable, and embedded with hope and dignity, by seeking to advance the woman’s enhanced agency (Robertson, 2015). The Rainbow Career Platter Model stresses that the development of the women’s professional purpose mindsets for now and the future is an important aim, responsibility, and activity in career counselling.

McKnight and Kashdan (2009) have observed that an individual with a purpose in life can generate new goals and once the goal is achieved she can grow constantly. Based on this insight, the term ‘professional purpose’ is meant to represent a career-specific form of purpose in life. Along with the purpose, the development of mindsets is important as it can assist the individual to take responsibility for her employability. Given the dynamic career environment, knowledge and skills have to be accompanied by a proper mindset.

The professional purpose mindset refers to the woman’s commitment to developing a professional future aligned to personal values, professional aspirations, and societal outlook. According to Bates et al. (2019), four specific professional purpose mindsets can be distinguished. These are as follows:

1. Curiosity mindset
2. Action mindset
3. Collaboration mindset
4. Growth mindset

**Curiosity Mindset**

Women with this kind of mindset exhibit exploratory behaviour; usually accompanied by positive emotions. Hence, they would proactively manage their careers.

**Action Mindset**

The ‘action’ mindset reflects activities sparked by curiosity that drive employability confidence. Hence, these women gather information related to their career interests through secondary and primary sources. Based on this information, they then take up activities like volunteering, part-time work which gives them first-hand experience and helps them to make informed career decisions.
Collaboration Mindset

The ‘collaboration’ mindset captures the use of social networks that drive employability and career development (Fugate et al., 2004; Burnett and Evans, 2016). However, the collaboration mindset is also based on the principle of user feedback and ideas from others that can lead to better decision-making and validate personal values and beliefs.

Growth Mindset

The ‘growth’ mindset complements the other three mindsets allowing the women to reflect on their purpose and integrate experiences gained in pursuing their purpose. The growth mindset is different from a fixed mindset, as the former helps the woman to face challenging situations, and the experiences of failure are perceived as opportunities for growth. Hence, the growth mindset encourages the woman to explore career options, reflect on their actions, and persevere and make changes after making choices unaligned with their values and interests.

Another critical aspect of the professional purpose mindsets approach is the need to develop personal resources that enable the woman to pursue their professional goals. In existent models of employability, these resources are referred to as human and social capital (Fugate et al., 2004; Peeters et al., 2017). According to the professional purpose mindsets approach, these resources map three broad ‘domains of development’ reflected in graduate characteristics. These are discussed as follows (Bates et al., 2019):

1. Self and social awareness
2. Capacity to ‘navigate the world of work’
3. Capacity to ‘develop professional networks’

The development of ‘self and social awareness’ and the capacity to ‘navigate the world of work’ domains appear most influenced by the human capital gained in psychological, scholastic, market value, and skills as defined by Donald et al. (2017). Both forms of capital contribute to job-relevant skills such as communication, leadership, and problem-solving. They also relate to the development of a professional identity that incorporates the self-awareness present in psychological capital.

The ‘broadening professional networks’ domain reflects social and cultural capital. Donald et al. (2017) define social capital broadly covering a social network compromised of contacts parents, family, peers, memberships, and online communities such as LinkedIn. Cultural capital adds accumulated experiences from activities such as travel, extracurricular
Rainbow Career Platter: What is It?

Both forms of capital provide sources of people, who can help identify career opportunities, advise on different careers, assist with career decision-making, and generate knowledge and experience to be drawn on in the workplace.

The professional purpose mindsets approach depicts the process of career exploration and the development of career-relevant human and social capital. As a general mindset, the approach includes the women’s values and beliefs that sustain their commitment to the professional future and which inform the approach taken toward preparing for the professional future. The specific mindsets of curiosity, action, collaboration, and growth than direct exploratory behaviour. The areas of human and social capital development emanate from professional purpose and are interrelated. Thus, development in one area can influence the development in other areas.

The key ideas of the professional purpose mindsets approach are summarised in Figure 4.3.

<table>
<thead>
<tr>
<th><strong>Domains of Development</strong></th>
<th><strong>Professional Purpose Mindsets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Curiosity</strong></td>
</tr>
<tr>
<td>Self and social awareness</td>
<td>Explore one's goals and values</td>
</tr>
<tr>
<td>Navigating the world of work</td>
<td>Explore career alternatives</td>
</tr>
<tr>
<td>Broadening networks</td>
<td>Seek out a range of people in a range of professions to get their perspective</td>
</tr>
</tbody>
</table>

Figure 4.3: Professional Purpose Mindsets
In a nutshell, women can develop professional purpose mindsets possessing characteristics of curiosity, collaboration, action, and growth for better employability and career management. At the same time, educational institutions can review their curricula to align with the domains of development and build student skills in this respect.

Although there is a dearth of scientific evidence regarding the relevance of the professional purpose mindsets approach in the Indian context, it has been globally accepted that any individual with a clear purpose of career development and an apt mindset will succeed in career management. In its origin the professional mindsets approach does not pay attention to a gender perspective, yet, in the Rainbow Career Platter Model developing professional purpose mindsets is seen as possible for all genders. Also, looking at the graduate attributes of some Indian educational institutions, the domains of ‘self and social awareness’ and ‘navigating the world of work’ may be comprehensively covered. However, the domain of ‘broadening networks’ may need to be reviewed and incorporated. However, each institution needs to analyze its situation to be able to develop its activities.

**Life-design Theory: Career Counselling as a Process**

Decision-making concerning career choice is a process that emerges to be especially relevant to women at times of transition, such as university years, having become a mother, or when the woman considers her future career path (Super et al., 1996; Lämsä and Piilola, 2015). The idea of life-course (or lifespan) is not paid attention in the capability approach in the context of careers, although, even by definition career refers work done during the passage of time (Robertson, 2015; Gunz and Peiperl, 2007). Therefore, the life-design theory is beneficial adding to the Rainbow Career Platter because it offers a practically-oriented framework to career counselling that takes into account the temporal dimension of career. The life-design theory involves a processual view of interventions which counsellors can use to assist women to make career decisions and clarify their career orientation in general (Savickas, 2015). This framework emphasises on the view of the dyadic relationship between counsellor and counsellee. It allows women to make her voice visible when she aims to realise her career opportunities and clarify meaningful career goals and decisions from her viewpoint. The life-design theory sees the woman as the active agent who constructs together with the counsellor her ideas related to career.

According to this Theory, the woman uses stories to organise her life, construct her identity, and make sense of her opportunities and problems.
The counsellee starts up the counselling process with a story and tells about some transition in her life. The story the woman narrates gives a direction to how to take care of her. With the help of the story produced in the counsellee-counsellor relationship, the counsellor supports and enables the woman to reflect on her life, its past and current situation, and ideas for the future. Dwelling in her own story often destabilizes the woman’s old ideas and assumptions which can be embedded with adaptive preferences, stereotypes, and block her decision-making. Narrating one’s life story usually enables better awareness of one’s identity, needs, values, and preferences that prompt a choice. As the woman gives voice to her story, she hears what she already knows of her life and career and finds the answers which she seeks. (Savickas, 2015)

Lämsä and Hiillos (2008) used the story-telling approach combined with the career anchor inventory (1993), which they call an autobiographical approach to career counselling, to support women’s career development (for example to advance in a managerial or entrepreneurial career). According to Lämsä and Hiillos, narrating the story offers women a possibility to recount their career, particularly those issues that they want to fix as landmarks. In the process, they make visible their motivation, values, and needs, and identify and clarify their career autobiographies in narrative form. The advantage of this kind of counselling approach lies in the fact that it supports the women in understanding themselves as active narrators of their careers, not just the objects of ‘expert’ counsellors that are assumed in the traditional person-environment fit theory of career counselling (Kidd, 2007). Narrating autobiography in a counselling situation provides a social context through which women actively enact their histories and present goals. The process of telling one’s story to the counsellor can promote consistency by organising preferred versions of career to the woman counsellee herself.

During the life-design counselling process, the counsellee and counsellor create their subsystem in which the social construction of meaning takes place. Career counselling, thus, becomes the co-construction of meaning (Savickas, 1993). The counsellor assists the counsellee to analyse the current story that impacts her life and helps the counsellee in selecting which actions to take and which ones to drop. The interpretation related to the counsellee’s experiences is brainstormed and reconstructed while the counsellor and the counsellee interact. The paradigm for life-design structures the women’s career counselling interventions to three phases. These are as follows:
1. Construction career through small stories
2. Deconstruct these stories and reconstruct them into an identity narrative or life portrait
3. Coconstruction intentions that lead to the next action episode in the real world (Savickas et al., 2009)

The process of the counselling is highlighted in Figure 4.4.

Savickas et al. (2009) suggest a six-step model for life-design counselling. The sequence of the steps is not set but is established as the process unfolds according to the experience of each counsellee, making it a unique process for each individual. In other words, the counsellee indicates where to start in the counselling process. The steps are as follows (Savickas et al., 2009):

1. Constructing a working alliance
2. Mapping and exploring a system of subjective identity forms
3. Opening perspectives and discovering, rewriting, reorganising, and revising life stories
4. Placing the problem in a new story and perspective
5. Specifying and selecting activities that investigate issues surrounding identity
6. Conducting a follow-up session

The steps are described next in more detail. In addition, an example based on the study of Maree and Hancke (2011) used the life-design
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intervention, is reported. An example is a case which deals with a person having the problem of stuttering.

1. **Constructing a working alliance:** This first step is to define the problem and identify what the counsellee hopes to achieve.

   Example: A clear understanding of the counsellee’s unique context and challenges was gained. The counsellee wanted to know, *What careers are there for me?* The counsellee soon realised that *I am the expert on my own life* and that the ownership of one’s career choice is necessary to take by the counsellee. The counsellee seemed to struggle in the school context and in this regard said, *A lot of times when I have to talk or read out loud, I begin to stutter.* Counsellee’s family life is a context where the parents are important role players in providing support. The role of the counsellee as a sports achiever needed to be clarified. (Maree and Hancke, 2011)

2. **Mapping and exploring a system of subjective identity forms:** During this step, the counsellee and counsellor explore the counsellee’s current system of subjective identity forms. Here, Career Constructive Interview (CCI) is used to create a narrative. The counsellor may ask questions as:

   - How can I be useful to you in constructing your career?
   - Whom did you admire when you were growing up? List three role models.
   - What magazines do you read regularly? What do you like about them? What TV shows do you like? And why?
   - Tell me about your favourite book or movie.
   - What do you do in your free time?
   - Do you have a favourite saying or motto?
   - What were your favourite and least favourite subjects in school and why?

   Example: The system of subjective identities of the counsellee is explored to analyse the identity image in different contexts. Counsellee’s previous experiences show the experiences of isolation and loneliness in the school context. The counsellee said *It feels that everyone is against me.* The counsellee’s current identity image reveals the ability to change failures into successes: *To see what I have achieved in primary school and sport, it helped me to realise that I could do it – it helped build my self-confidence.* The counsellee has positive future aspirations when saying, *I believe that I have a bright future.* (Maree and Hancke, 2011)
3. **Opening perspectives and discovering, rewriting, reorganising and revising life stories:** This step aims to open perspectives by narrating the counsellee’s story and reviewing this story. The revised story results in a new story.

   **Example:** During this stage, the counsellee’s life story is rewritten using the information gathered in stages 1 and 2. Strengths such as self-knowledge were identified when the counsellee said, *I am not a person who sits still.* The counsellee showed anticipation for future events by saying, *If I want to be an electrical engineer I have to consider going to a technical school.* Problem-solving abilities were also identified as the strength when the counsellee stated, *I will use another word to substitute the problematic word which causes me to stutter.* The counsellee’s weaknesses were also noted, for example, when it was said, *I don’t often think about my future, I take it as it comes.* Isolation and feelings of loneliness were also identified as weaknesses. (Maree and Hancke, 2011)

4. **Placing the problem in a new story and perspective:** Following the story revision, the fourth step is to place the problem in this new story. This is achieved by putting the problem in a new perspective.

   **Example:** The counsellee’s expectations were reinterpreted when it was said, *I realised that if I want to do something, I can.* The counsellee thus decided to take an active role in the career decision-making process. (Maree and Hancke, 2011)

5. **Specifying and selecting activities that investigate issues surrounding identity:** This step is to specify some activities for the counsellee to put into practice to actualise the identity the counsellee constructed in Step 4.

   **Example:** Together with the counsellee, the counsellor decided on specific activities to actualise the co-constructed life design. The counsellee had to continue their own lifeline, write the own life chapters, and do work analysis including work shadowing. (Maree and Hancke, 2011)

6. **Conducting a follow-up session:** This step consists of follow-up, both short term and long term.

   **Example:** In the follow-up interview, the counsellee stated having started with work analysis. The counsellee said that life-design counselling was helpful as it had given a sense of planning for the future. (Maree and Hancke, 2011)

According to Maree and Hancke (2011), in the example, a variety of career counselling techniques were used to engage the counsellee in life
design conversations about a preferred and meaningful future. At the end of the process, the counsellee seemed to be more capable of making a career choice with a sense of empowerment or personal agency compared to the situation before the counselling process. Life-design counselling enabled the counsellee to engage in meaningful career exploration.

In the life-design counselling approach, the role of the counsellor is to help counsellees to find and manage their narrative. The counsellor needs to pay attention to the question like Are the counsellees telling:

- The same old story – how can the counsellor help them to tell a new story?
- An untold story – how can the counsellor help the counsellee to tell the missing part of their story?
- An unstoryed emotions – what is making the counsellee feel the way they feel?
- A transitional story – how can the counsellor help the counsellee to turn the transition into the story that the counsellee wants?
- An empty story – how can the counsellor help the counsellee to connect to their story?
- Competing plots – how can the counsellor help the counsellee to focus on the story the counsellee wants to tell?

In sum, the intervention model for life designing is based on stories and activities rather than test scores, inventories, and measurements, although it may be relevant sometimes to use career inventories to get more information about the counsellee’s situation and problem. Although the life-designing model emphasizes that an individual’s knowledge and identity are the product of social interaction, so, the meaning is co-constructed through discourse (Savickas et al., 2015). The study of Lääsä and Hiillos (2008) concerning the career counselling of women managers and entrepreneurs showed that the innovative combination of story-telling, visualisation of one’s life course, and a numerical inventory method was viewed as beneficial by both the counsellor and the counsellee.

Career Competencies

Drawing on Akkermans et al. (2012), career competencies in the Rainbow Career Platter Model is based on the following ideas: (1) boundaryless career theory, (2) protean career theory, (3) human capital theory, and (4) career self-management. Akkermans et al. combined the four key theories to suggest competencies that are needed in contemporary careers (Figure 4.5).
All these angles emphasize the fact that when career development was earlier viewed to be reached by accumulating specific job competencies and getting experiences in this specific job, more recently dynamic careers have emerged. From the viewpoint of the boundaryless career model, which stresses the frequent inter-organisational mobility in careers, such aspects as motivation to and personal identification with work, networking, and general knowledge and skills related to career are crucial for the woman to be successful in managing the boundaryless career pattern (DeFillipi and Arthur, 1994; Sullivan and Baruch, 2009). The Protean Career Model argues that in a career the individual is experiencing great responsibility for and learning challenges in the context of her career choices and opportunities; therefore, self-knowledge and interpersonal knowledge, as well as knowledge of her living environment, are of relevance (Briscoe and Hall, 2006). The human capital approach, which focuses on lifelong learning and employability, stresses the importance of career reflection, self-presentation, career control, and work exploration as key career competencies. Finally, the career self-management idea brings forth that an individual needs to take the primary responsibility for her career. (Akkermans et al., 2012) As a summary Akkermans et al.
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(2012) proposed three different dimensions of career competencies. These are as follows:

1. Reflective career competencies
2. Communicative career competencies
3. Behavioural career competencies

Previous research has shown that the career competencies can contribute to several career-related outcomes. For example, career competencies can enhance career success, career satisfaction, vocational adjustment, and career planning (Kuijpers et al., 2006; Eby et al., 2003; King, 2004; De Vos et al., 2009). In addition, a positive association between career competencies and employability has been reported (Akkermans et al., 2012). This is due to the fact that individuals who know what they want, whom they can approach to receive advice, and how they can search for developmental opportunities are the ones who will subsequently become more employable that is more likely to gain and remain in employment (Fung, 2017).

An integrative approach to career competencies is presented in Figure 4.6.

<table>
<thead>
<tr>
<th>Reflective Competencies</th>
<th>Communicative and Networking Competencies</th>
<th>Behavioural Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boundaryless Career Perspective</strong></td>
<td>Knowing why: • Professional purpose mindset • Openness to experience • Proactive orientation</td>
<td>Knowing whom: • Mentoring relations • Networks</td>
</tr>
<tr>
<td><strong>Protean Career Perspective</strong></td>
<td>Self-knowledge skills: • Self-assessment • Self-awareness • Modifying self-perceptions</td>
<td>Interpersonal knowledge skills: • Assertiveness and goal-mindedness • Conflict management • Dialogue skills and effective listening • Leadership skills • Seeking out relationships</td>
</tr>
</tbody>
</table>
Reflective Competencies

One significant career competence that is included in this dimension is the woman’s ability to reflect her internal capabilities, motivations, needs, values, interests, and professional purpose mindsets (Cornelius and Skinner, 2005; Akkermans et al., 2012; Bates et al., 2019). This helps her to construct a meaningful career and identify with her (future) work. Another significant career competence in this dimension is the woman’s reflection of the skills and qualities that are important in relation to her career orientation. This refers to skills that are relevant to effectively plan and manage a career as well as gain knowledge necessary to perform a specific job. In counselling, these competencies stress the importance of exploring the woman’s career orientation and creating her awareness of the orientation. Typically, mentoring, dyadic career counselling, and coaching can be a useful means to support the development of reflective competencies.

A study of Lämsä and Savela (2014) found that leadership and management education that provides chances to women to discuss...
freely with one another of their challenges in a career can be useful to the development of their reflective competencies. Such competencies as self-confidence, assertiveness, clearer professional identity, and deeper self-awareness improved with the help of education and especially peer discussions. A key reason for the development was that education was targeted at women. So, the discussions and knowledge sharing happened in an all-women group. This was explained by Lämsä and Savela in the light of Tannen’s (1990) argument that women’s and men’s approaches to communication are gendered for many women. The conversation is primarily a way of creating social connections while for many men talk is a means to preserve their independence and negotiate status in a hierarchical social order. Tannen says that men often dominate communication in public, and so women, when off the public stage and in their group, feel unusually free to share experiences, engage in discussion, enjoy safe peer support, and get ideas and models from other group members.

**Communicative and Networking Competencies**

Communicative competencies refer to the woman’s ability to effectively communicate with others to support her career development. This set of competencies involves the woman’s consciousness of the value of her networks to career and ability to create and maintain career-relevant networks (Akkermans et al., 2012). The networks can act as a resource that helps the woman to have a meaningful career. By being active in the networks the woman can gain reputational benefits that are useful in career development. The networks are a source of learning and thereby contribute to the woman’s career. (DeFillippi and Arthur, 1994) Mentoring can be useful in creating career-related relationships and networks.

Finally, in professional networks also friendships can develop. For example, the study of Lämsä and Savela (2014) showed that the networking experiences of women who participated in only-women management and leadership education were mainly non-instrumental in nature. In most cases, relationships in the group were seen as a form of social support or even friendship. The women’s group was seen as a positive social resource that was rarely perceived as having calculative or instrumental characteristics. In general, in a contemporary dynamic and changing career context, people seek various forms of support and guidance from networks and mentoring to developmental relationships.
Behavioural Competencies

These competencies stress the woman’s ability to shape her career by proactively taking action. In this set of competencies, a key aspect is that the woman actively explores, seeks, and is involved in work-related activities and career-related opportunities. Participating in and leading collaborative projects, work simulations, volunteering work, foreign assignments, workplace learning, complex assignments which resemble workplace activities, and so on are of relevance for students to support the development of behavioural competencies. Another key aspect in behavioural competencies is career control which is an ability to influence one’s learning processes and work processes related to career so that setting goals and planning how to fulfil them succeeds. (Akkermans et al., 2012) Counsellees need regular guidance by teachers, counsellors, and other relevant parties, with dialogue, so that the counsellees can gain the most from the open-ended tasks and responsibilities. Only randomly challenging counsellees with various tasks, without building confidence and skills, is not useful. Yet, well-planned variations in tasks that rely on one another will be helpful and engage counsellees. (Fung, 2017)

Dyadic Counselling From a Woman’s Viewpoint

Seen from the view of the Rainbow Career Platter Model it can be said that the woman counsellee’s competencies can be supported with various counselling practices tailored and targeted to the individual and/or small-group participants. Individual or small-group mentoring and coaching as well as psychological counselling are typical examples of tailored practices. Moreover, non-tailored activities that are targeted to bigger groups are also needed, especially when knowledge of some specific topic needs to be delivered. This kind of non-tailored information sharing is usually conducted in the form of courses, seminars, workshops, and lectures face-to-face and/or virtually. Examples can be courses concerning setting up one’s own business, preparing a CV, making a presentation video to recruitment, training to a recruitment interview, and so on. Moreover, female role-models can act as keynote speakers telling their career story in the seminars. On-line courses teaching CV preparation can be an alternative.

The career competencies view has several implications for women’s career counselling from the view of a dyadic relationship between counsellee and counsellor. Gaining and developing the competencies is critical for female counsellees such as students, job seekers, and
employees if they are to successfully manage their careers (Hirschi, 2012). One first step would be to critically assess the current situation of how career competencies are developed in an institution’s activities. The counsellor should first explore the expectations of counsellee in terms of her current competencies and counselling needs. Such an assessment might be undertaken via a structured interview, possibly assisted by more formalised inventories and archival data. The goal of counselling would subsequently be to support the woman in developing a sufficient level of the competencies.

The counsellor needs to focus on how s/he can support the enhancement of the counsellee’s competencies and develop, in dialogue, a plan that meets the counsellee’s needs in each competence domain. Towards this goal, it is also important to keep in mind the mutual influence of the competencies. This means that, if working with a woman who shows persistent lack of development in one area (identity in terms of lack of goal clarity), it might be important to strengthen the other competencies (self-efficacy beliefs or human capital resources in terms of occupational knowledge) to develop the first area. These are specific action steps to enhance resources in the areas where they are currently lacking and needed. (Hirschi, 2012)

Some research concerning gender roles in career development and counselling has been conducted. For example, Bimrose et al. (2014) say that career theories and counselling approaches with a more holistic view of an individual accommodate women’s needs better, as there is more room for gendered uniqueness. This is agreed by Hansen (1997, 2011) who presented the idea of integrative life planning to support counsellors in giving career guidance that takes all life’s spheres, such as family, into account. Zhang and Chen (2018) studied teacher support to career development and as a conclusion recommended a developmental approach, holistic in nature, to be used.

For women to benefit from counselling they should be mature enough to make career decisions. Bakshi’s (2011) research, conducted in Mumbai, India, supports the claim that especially women could benefit from career counselling as they are more likely to experience career-related crises (such as stress, financial loss, and work-family conflict). They are also more likely to educate themselves further after career entry than men. This is one of a few study examples concerning why career theories could be suggested to be used in counselling female students.

In general, it can be said that the following main tasks are crucial to the counsellor to make a dyadic counselling process successful (Peavy, 1998):
1. To enter into sensible and trustworthy communication with the other.
2. To develop a mutual understanding of the particular difficulty and challenge that the other faces.
3. To plan and construct, together with the counsellee, projects that are designed to increase responsibility, personal control and self-efficacy, increase meaningful participation in social life and move toward a preferred, yet unknown future.

It is important to advice the female counsellee be prepared to have multiple competencies as well as team and learning skills which help her to be adaptable to changes in working life environments. For the counsellor, it is important to understand that a career choice is always an open process and should not be constrained based on gender (or any other diversity dimension). The counsellor should reflect and be aware of her/his own assumptions, values, and biases and their effects on women counsellee. Additionally, the counsellor needs to avoid gender-biased language when speaking of different occupations and career possibilities. The counsellor needs to know women counsellee’s life situation as a whole so that it becomes possible to see that the woman’s career choices are also embedded in their cultural and social environments, and the woman’s struggles and problems in career choices cannot be just individualised. The counsellor should refuse any discrimination, prejudice, and other negative effects on the woman counsellee’s decisions, career, and life in general. The counsellor should challenge unconscious assumptions about gender roles.
In this chapter, various examples of methods and cases are discussed that are useful in career counselling when the Rainbow Career Platter Model is applied in practice. The methods and cases have been gathered from different parts of the world but Indian examples are also included. The methods and cases can be used as such or they can be modified into the forms which the institutions and their staff see relevant in their context. The introduced methods and cases are both quantitative and qualitative. Some of them are comprehensive and multiple while others are smaller interventions and stories.

Career Inventories

Career inventories are means and measurements which support a woman counsellee participating in a counselling process to clarify especially her reflective competencies in the Rainbow Career Platter Model when she is searching for meaningful career and employability. Career inventories help the woman counsellee to clarify her identity, career aspirations, and goals as well as support her to develop appropriate strategies and plans of action to achieve the goals. The application of an inventory (or inventories) is future-oriented and a crucial idea is that their use should be positive by nature (Rottinghaus et al., 2005). Supporting a woman to understand her strengths and develop her positive self-image, self-identification and self-assurance are of importance. In general, a remarkable number of career inventories for various purposes have been developed by researchers and counselling professionals. Next, we introduce well-known examples of the inventories which can be helpful especially in the dyadic counsellee-counsellor relationship.

Career State Inventory: Readiness Towards Career Decision Making

This description of the career state inventory (CSI) is based on the following source: The Career State Inventory (CSI) as a Measure of Readiness
The Career State Inventory (CSI) was developed initially to facilitate research and practice in vocational psychology and career development. Its ultimate purpose is to assess an individual’s readiness for career problem-solving and decision-making. The career decision-making involves both cognitive and affective elements. The decision-making is possible to consider a single continuum from being highly goal-directed, satisfied, and confident on the one hand, to being immobile or frozen, dissatisfied, and confused on the other hand. When a woman seeks career counselling services or is about to embark on a programme of study, a key issue for the counsellor is whether this woman is ready to make an important career decision or ready to pursue a training programme.

The CSI is used as a tool of the survey during the counselling process. The purpose of administering the CSI is to help individuals achieve an awareness of their current, existing career decision state along three dimensions of career consciousness, namely, certainty toward a goal, satisfaction with the goal, and clarity and confidence in attaining the goal. The CSI results can be used to determine: (a) whether a client is ready to engage directly in career problem-solving or a programme of study or (b) whether further readiness assessment is needed to ascertain the possible influences of dysfunctional career thoughts, the presence of mental health issues related to the effects of depression or anxiety or the effects of overwhelming life circumstances. (Leierer et al., 2017)

The CSI could be used as a screening instrument for clients seeking career assistance to diagnose their readiness towards career decision-making. The CSI may be used at the beginning of the counselling along with other routine background information. Higher total scores on the CSI or any of the individual CSI dimensions give a possible clue to the counsellor of important personal or contextual issues related to career
problems which may pose a hurdle in effective career decision-making. (Leierer et al., 2017)

The CSI could also be used as a measure of readiness for ascertaining the readiness of the student on admission to a programme of study wherein her degree of certainty, satisfaction, and confidence in joining that course may be found out. The CSI may also be used and applied regularly in academic counselling throughout a student’s tenure in the programme to find out whether there are changes in certainty and commitment to a career goal. (Leierer et al., 2017)

The CSI could also be administered as an evaluation measure in career counselling or another career intervention to assess changes in the career decision state. For example, the CSI could be administered in a pre-test-post-test manner in relation to a career course. (Leierer et al., 2017)

Finally, the CSI could be used as a recurring indication of readiness for career problem solving and decision-making in a continuing fashion to measure progress toward a more positive career decision state, much like the thermometer can be used to measure body temperature for someone being treated for a fever. (Leierer et al., 2017) Next, the CSI inventory measurement and its use are introduced. The text is based on Leierer et al. (2017).

Career State Inventory: Professional Version 7.0 (Leierer et al., 2017)

The CSI may be used at no charge by other researchers and practitioners to study career behaviour and improve career services. Appropriate credit for use must be shown by anyone using the CSI. A scoring key can be attached to the back of the instrument or a separate page for easy scoring. The CSI typically takes not more than 5 minutes to complete and score. Depending on agency procedures, a receptionist, career practitioner or administrator can introduce the CSI by saying, ‘The Career State Inventory is a brief questionnaire designed to help you to begin thinking about your career goals and a career choice you may be making.’

There are four scores derived from administering the CSI, three-component scores, and the total score. The three components of this state described more fully in the following sections, include:

1. Degree of certainty with respect to a career choice as measured by the Occupational Alternatives Question (OAQ)
2. The extent of satisfaction with the choice as measured by the Satisfaction Item
3. Vocational clarity, an indicator of one’s vocational self-confidence in pursuing a career goal as measured by three items from the My Vocational Situation (MVS) Scale

Scores from the three dimensions are summed to provide a total Career Decision State (CDS) score ranging from 2 to 12. The 11-point continuum of the CDS profile ranges from being highly certain, satisfied, clear, and confident in one’s choice at one pole (2-3), to being completely frozen, dissatisfied, confused, and lacking confidence in making a choice (11-12). Mid-range scores (6-8) may be described as having one or more options but still uncertain about them, having doubts about one’s capability to make an appropriate career decision and tentative in approaching one’s career choice.

**The Occupational Alternatives Question**

The OAQ is a simple, novel career indecision measure. The OAQ consists of two parts:

- Part 1. List all the occupations you are considering right now. (This first item is followed by blank lines; the format is much like the Self-Directed Search (SDS) daydreams section).
- Part 2. Circle or write in the space provided the occupation that is your first choice (if undecided, write undecided).

The OAQ form to the counsellee can look as follows:

1. List all occupations you are considering right now.

   ______________________________  ______________________________
   ______________________________  ______________________________

   Which occupation is your first choice? If undecided, write ‘undecided’.

The OAQ produces four scores:

1. = A first occupational choice is listed with no alternatives.
2. = A first choice is listed with alternatives.
3. = No first choice is listed, just alternatives.
4. = Neither a first choice nor alternatives are listed.

The reply concerning the OAQ is marked here

Certainty (1–4)
These four scores range from higher to lower levels of career decidedness, with lower scores (1, 2) indicating more decidedness and higher scores (3, 4) indicating less career decidedness. The OAQ is positively correlated with the CTI, in other words, higher scores indicate more decision-making confusion, commitment, anxiety, and external conflict.

2. **Satisfaction with Choice Question (Satisfaction Item)**
   The Satisfaction Item asks counsellees, ‘How well-satisfied are you with your responses to the No. 1 question mentioned earlier? Place a check next to the appropriate statement below.’ This restructuring now makes the scale a normally-distributed, single, satisfaction-dissatisfaction item with the responses on a 5-point Likert-type continuum. Restructured response scores on the Satisfaction Item are as follows:

   1. = very satisfied;
   2. = satisfied;
   3. = not sure;
   4. = dissatisfied;
   5. = very dissatisfied.

   The reply concerning the Satisfaction is marked here

   Satisfaction (1 – 5)

3. **Vocational Clarity**
   Three true-false items, measure the CSI’s vocational clarity dimension:
   (a) *True or false: ‘If I had to make an occupational choice right now, I’m afraid I would make a bad choice.’;*
   (b) *True or false: ‘Making up my mind about a career has been a long and difficult problem for me.’;* and
   (c) *True or false: ‘I am confused about the whole problem of deciding on a career.’*

   As with certainty and satisfaction, a false response to one of the items is scored ‘0’ and true response is scored ‘1’. The range of scores on vocational clarity is 0 to 3, with a low score indicating a high degree of clarity and confidence in career decision-making and a higher score indicating decision-making difficulty and confusion.

   The reply concerning the Vocational Clarity is marked here

   Clarity (1 – 5)

The scores are summarised and removed to the Overall Career Decision Profile.
Total Career Decision State, CSI Total = Subtotal Certainty + Subtotal Satisfaction + Subtotal Clarity.

The total score is marked in the Profile continuum given next.

Overall Career Decision State Profile

Total Scoring Range 2 – 12.

What should the areas of counselling and guidance be?

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-directed</td>
<td>Uncertain</td>
<td>Frozen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>Doubts</td>
<td>Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td>Tentative</td>
<td>Confused</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

**Figure 5.1:** Career Decision State Profile (Leierer et al., 2017)

**Interpretation of the Result**

- **Low scores:** Low total scores (2 – 4) on the 11-point overall CSI profile along with low scores on each of the three dimensions, e.g., 1 on OAQ, 1 on Satisfaction, and 0 on Vocational Clarity, indicate a high state of readiness and suggest individuals’ focused on career goals, well-satisfied with their choices, and self-confident in their choices. A score in this range may well indicate a woman who has recently arrived at a first choice and is seeking confirmation or ready to implement a choice. A woman scoring in this range would be a likely candidate for self-help career services and perhaps brief-staff assisted services.

- **Midrange scores:** Midrange total scores (5 – 9) on the 11-point overall CSI refers to an individual who would benefit from brief staff-assisted career services.

- **High scores:** Higher total scores on the overall CSI (10 – 12) suggest individuals who are highly uncertain or even frozen regarding a career goal, very dissatisfied with their career decision state, and experiencing considerable confusion and lack of self-confidence in making a choice. Further, the diagnostic assessment may be useful in this case and various and also individual case-managed career interventions.

**Career Adaptability Inventories**

Career adaptability is a psychosocial construct. It refers to a woman’s readiness and resources for coping with her actual occupational changes
Practical Methods and Cases

Career adaptability helps to structure healthy career decision-making. Savickas has elaborated the traditional features of career maturity and offered the 4 Cs of career adaptability:

1. Concern
2. Control
3. Curiosity
4. Confidence

Concern means the extent to which a woman is oriented to her occupational future and prepared for the future. Control is related to perceptions concerning personal responsibility for control over the professional situation and showing self-discipline for preparing the occupational future. Curiosity means the extent to which a woman searches knowledge and information about opportunities. Confidence refers to the extent of certitude that one is capable to overcome challenges and solve problems. (Savickas and Porfeli, 2012)

The next two versions of career adaptability inventories are introduced. First, the key ideas of the career futures inventory are presented. Second, the ideas of the international version of the Career adapt-abilities scale are described.

Career Futures Inventory: This Inventory is available in Rottinghaus et al. (2012). The Inventory includes diverse content that examines internal and external resources necessary to demonstrate readiness for managing a career in the twenty-first century. The 28-item measurement assesses aspects of career adaptability, including positive career planning attitudes, general outcome expectations, and components of Parsons’ tripartite model and Bandura’s agency. Five internally consistent subscales are included. (Savickas, 2005) These are as follows:

- Career agency
- Occupational awareness
- Support
- Work-life balance
- Negative career outlook

The Career Futures Inventory can be used as an intake assessment tool to help determine counsellees’ career-related needs and establish treatment goals. If a counsellee endorses a high level of agency, including self-awareness, but a low level of occupational awareness, counselling may focus on increasing self-efficacy to seek career information necessary to make decisions that support personal values and interests. Incorporating
Career counselling for women's empowerment

career decision-making process dimensions into counselling supplements the assessment of individual differences. Information from the Inventory can help in planning for interventions that build personal strengths and support that are essential for adjusting to complex and dynamic work environments. At the organisational level, the Career Futures Inventory can be used by counsellors and administrators to measure outcomes, such as the effectiveness of individual career counselling, as well as evaluating group or class interventions.

While the Inventory assesses potential areas of career adaptability deficiencies, overly high levels of these qualities may also hinder the career development process. For example, while the dimension of Support is seen as a positive aspect of a person's life, excessive support from significant others may also thwart critical autonomy, control, confidence, and exploration of self and options necessary to make wise decisions. The Support and Work-Life Balance measures may facilitate exploration of family roles and relationships, which can benefit clients in optimising benefits of support while enhancing insights into autonomous decisions. Counsellors encourage to support this process and assisting in identifying additional sources of support.

Career Adapt-Abilities Scale—International Version of Psychosocial Strengths

According to Savickas and Porfeli (2012), this Inventory has been developed in collaboration with researchers from many countries around the globe. Yet, India was not included in the development of the scale. From Asia, such areas as China, Taiwan, Korea, Hong Kong, and Japan participated in the scale development process. The Career Adapt-ability Inventory emphasises the identification and development of the strengths of a woman as the key to success in a career.

In line with the Career Futures Inventory contains four scales (concern, control, curiosity, and confidence). Each of these four scales includes six statements (Savickas and Porfeli, 2012). The Career Adapt-Abilities Inventory 2.0 – international version is presented in the article of Savickas and Porfeli (2012).

Guidance and Counselling Needs Questionnaire

Guidance and counselling need questionnaire is free for use when cited as: J Rantanen, (ed.). Onko hoppu? – kehittämistutkimus:
In counselling, the topics which are discussed and reflected are usually connected to a woman’s life and career choices as well as duties and roles in life currently and also in the future. The guidance and counselling need questionnaire helps to give guidelines to a woman whether she needs counselling to support her life and career choices.

Response Scale:
1 = Not at all
2 = Not right now
3 = Yes

First, a counsellee writes down the things and life spheres in which she thinks that she needs counselling at the moment (Rantanen et al., 2018).

A counsellee writes her needs here:

When counselling is experienced necessary, then the following questions (Figure 5.2) are replied using the measurements introduced next.

How should the counselling and guidance be?

<table>
<thead>
<tr>
<th>When studying at the [add organization], have you received enough guidance and counselling from the staff in the following areas?</th>
<th>I need no guidance/counselling at all in this area</th>
<th>I need no guidance/counselling from the university staff in this area</th>
<th>I have received no guidance/counselling at all and would need it</th>
<th>I have received some guidance/counselling and would need more of it</th>
<th>I have received a lot of guidance/counselling but would need more</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studies and their progress (subject choices, study skills, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1 | 2 | 3 | 4 | 5 |
2. Harmonious matching of studies with other life domains

3. Psychological wellbeing and mental health

4. Physical wellbeing and fitness

5. A healthy and safe way of life

6. The creation and maintenance of social relationships during studies

7. Development of working life skills and contacts

8. Planning for life after graduation

9. My holistic personal development (including self-knowledge, values, attitudes, knowledge, skills, etc.)

**Figure 5.2: Areas of Career Counselling (Rantanen, 2018)**

<table>
<thead>
<tr>
<th>I would like to reflect on the situation by discussing, read materials on the issue or do related exercises…</th>
<th>Not at all like this</th>
<th>Rather not like this</th>
<th>Maybe like this</th>
<th>Preferably like this</th>
<th>Most preferably like this</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … independently (= through self-directed activity or based on received instructions, advice, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. … in private with a peer (= an acquaintance or friend, someone in the same situation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. … in a peer group or a group of friends without a professional counsellor
4. … in private with a professional counsellor
5. … in a group led by a professional counsellor
6. … face to face
7. … by phone
8. … on the internet

Figure 5.3: Guidance and Counselling Needs Questionnaire (Rantanen, 2018)

Career Anchors: Self-perceived Abilities, Motives, and Values

The idea of the career anchors was originally presented by Schein (1993). A career anchor is a construction of perceived areas of talents, motives, needs, and values related to an individual’s occupational and career choices. A common view is that everyone has one or few career anchors which guide her career path and decisions related to career. The career anchor approach focuses on the idea of how career orientation is experienced by a person and how the anchors are prioritised by her.

The understanding of a woman’s career anchors develops over time based on work experiences and the ageing process. The anchors shape her self-image and identity in the work context, so, they do not categorise the whole life of hers, but solely help clarify her orientation towards work and career (Kniveton, 2004). A woman’s perception of her career anchors is largely based on actual experiences and successes in various work settings and assignments such as actual workplaces, projects, as well as experiences in practical parts of studies and trainings. Additionally, general values and norms encountered in work groups and organisations shape the anchors.

A key principle in the career anchor model is congruence. When women can achieve congruence between work context and their career anchor(s), they tend to achieve positive career outcomes and are likely to be more productive in and satisfied with their work (Feldman and Bolino, 1996).

Schein (1993) introduced eight career anchors. They are called ‘technical/functional competence, general managerial competence, autonomy/independence, security/stability, entrepreneurial creativity, service/dedication to a cause, pure challenge, and lifestyle’. The anchors are categorised into the following areas:
Self-perceived talents and abilities: Technical/functional competence, general managerial competence, and entrepreneurial creativity are the anchors that belong to this category. This area refers to those aspects that an individual perceives she is good at and not good at.

Self-perceived motives and needs: Security/stability, autonomy/independence, and lifestyle are the anchors that belong to this category. This area refers to the important goals and needs of an individual.

Self-perceived attitudes and values: Pure challenge and service/dedication to a cause are the anchors that belong to this category. This area refers to the work context in which an individual feels that her values and the values of the workplace are in line.

Next, the contents of the eight anchors drawing on Schein (1993) are explained. The explanation helps to interpret the career anchor orientation of a woman. This is helpful for instance in career changes, career choices, and decision-making.

1. Technical/functional competence: An individual prefers the specific content of the work itself to being a generalist. She is willing to apply and develop the skills in the specialisation area. The individual builds her sense of identity from practicing and exercising her skills at work and is happy when the work allows her to be challenged in her specialisation area. The individual is not interested in general management positions but can be willing to act as a manager in her technical/functional area. She does not want to leave her field of expertise. Seen from a counselling viewpoint it is important to support an individual to clarify and find out what is her preference of specialisation.

2. Managerial competence: An individual is interested in advancing to a higher level of the hierarchy. In particular, managing and leading other people, broad responsibilities, and good incomes, as well as promotions in career, are important to her. Typically, the person who scores high in the managerial competence anchor considers specialist tasks and posts as a way to get relevant knowledge and experience to advance later to higher positions in the hierarchy. The person prefers to be responsible for a whole organisation and total results to narrow functional areas. When the person has not very much experience from working life it is of importance to help her to understand in counselling that a career path usually starts in a narrower technical or functional area. Therefore, she needs to think about such experience as a useful learning experience for future career prospects.
3. Autonomy and independence: An individual is motivated by opportunities to define her work in her own way. Independence from constraining rules and norms as well as individual freedom is important to the individual. She is willing to work in tasks that allow flexibility, for example, regarding how and when work. The person may not accept promotion if her opportunities for freedom at work become restricted. She can look for and set up her own business to get more freedom and autonomy. It is argued that the preference of this anchor can be more usual for older workers who have more economic and personal security to be independent.

4. Security and stability: People who score high in this anchor are motivated by attachment to an organisation and job security and tenure. In addition, it is easy for them to adapt to organisational rules and standards. This kind of orientation means that a person who scores high in this anchor is willing to be loyal to the organisation and do much in favour of the organisation for the sake of job security. Also, financial security is of importance. The individual is less motivated by the content of her work and promotion in hierarchy compared to security. Yet, in the frame of security, she can be willing to develop her skills and expertise.

5. Entrepreneurial creativity: An individual is interested and motivated to set up new projects than taking care and managing existing ones. She tends to be willing to set up her own business and organisation and take risks to overcome obstacles. The individual wants to show to others that she created something her own. In other words, a crucial motivation to her is a need to create something which is identified to her. It has been argued that this anchor could be distinguished into two anchors, namely, entrepreneurship and creativity (Danziger et al., 2008). Yet, the original inventory by Schein (1993) does not make this distinction.

6. Service and dedication to a cause: A person is oriented to pursue work through which it is possible to achieve something valuable to other people, society, and/or environment. She wants to help and support people, solve environmental problems, and in general, make the world to be a better place to live. She seeks to work in organisations and jobs which are in line with her values. The person is likely not to accept promotion or change in the workplace if the new opportunity does not fulfill her values. In general, values are more important to this person compared to the contents of work.
7. Pure challenge: An individual who has a high score in this anchor is interested in overcoming obstacles and solving problems, concerned with winning her opponents. She is not willing to give up working on problems that seem exceptionally difficult to solve. She does not get stuck in the problems but wants to find a way to overcome it. The individual may experience intellectual problems challenging; she may want to work in complex and demanding situations, or she finds interpersonal competition rewarding. In general, variety and challenges are valued by her and she gets bored if work is too easy.

8. Lifestyle: An individual values the aspects of her whole life and wants to balance her career with the family and other spheres of life. Typically, she values work circumstances where flexibility between work and life is permitted to integrate both aspects of life successfully. She understands career success in a broader way than just interesting content of work or/and promotions. Her identity is connected to the whole life, not just a particular work or organisation. It has been argued that this anchor is popular among females.

In a counselling process, the aim is that the counsellee is supported to recognise her career anchor(s) so that she can make relevant occupational choices and career moves. Knowing her anchors helps the counsellee to avoid making choices that are not in line with her self-image, values, and needs. Wrong choices lead easily to a stressful and inefficient work situation. On the other hand, congruence between work and career anchor tends to produce positive outcomes such as job satisfaction, job effectiveness, and psychological stability (Schein, 1993). In sum, knowing career anchors helps the woman to understand, based on her experience, her abilities, motives, and values. The career anchor approach assumes that for most people career anchors are stable, yet, they can sometimes change but this requires that a person faces dramatically new experiences. A Finnish sample found that women tend to stress the lifestyle anchor and in particular, the work-family balance was a key area in this anchor.

The career anchor inventory has been published in Schein (1993). The publication also explains the application of the inventory.

**Role Modelling: Setting up the Company ‘People Konnect’**

A role model is someone whose behaviour and success one tries to emulate. Role modelling is a powerful teaching tool to impart knowledge, skills, and values (Bandura, 1993). It works through the process of keen observation (sometimes even unconsciously) then emulating a person to
a woman whom the counsellee can admire and regard as an example in a career. One of the problems in women’s careers is that they lack role models. Therefore, it is important to introduce women students and other female counsellees inspiring stories of successful women.

To highlight the career adaptability approach (Savickas, 2005), we present the story by Anjali Gulati, who is the founder of a successful business in India called ‘People Connect’. This story presents the protagonist, a young MBA, Anjali Gulati, and her journey to becoming a successful entrepreneur. It brings out her aspirations, challenges, and learnings as well as challenges and dilemmas as she achieves her goal. The motto of the story is: ‘You become what you believe’ by Oprah Winfrey.

Anjali, says that motherhood is the most precious gift that a woman can be blessed with. The bringing of a new life to the world and seeing it grow is an unparalleled source of joy and beauty. Calling it a full-time job is an understatement. But is it justified that you let go, one love, just because you found a new one? Anjali tells that such were the thoughts in her mind when she started People Konnect with a small seed fund of Rs 10,000, borrowed from her husband.

Since then there has been no looking back, from a work-from-home venture to an organisation operating in three locations in India. People Konnect has come a long way. But it wasn’t as simple as important roles needed to be combined—a mom of two, who was set to fulfill her ambition of being a successful career woman while still not letting go of ‘being a mom’.

**Beginning of the Company**

Anjali mentions that:

The first time around when I had a baby, I had a full maternity break. But with the second one, it wasn’t the same. My daughter was born on Friday and I was back to my laptop on Monday! My mom was against this but it is a different story. But when you are passionate about something and you have put in so much effort to make your endeavour reach a certain level, you do everything in your power to just make it happen.

I, Anjali Gulati, have over 18 years of experience in the field of human resources (HR). I started my career with a government organisation in Gujarat, after doing my MBA at a reputed institute in Gujarat. I then worked with a couple of other organisations before moving to Mumbai. My last corporate job was with a bank and I owe a lot to that organisation. The sheer size of the organisation teaches one the concepts of scale and the
ability to manage multiple deliverables at one time. In hindsight, nothing seems difficult and a can-do attitude is the key to success. Today I am a mumpreneur, mother of two and a wife to a very supportive husband. Life is indeed 24 × 7, but I love the way my life has turned out − with the challenges, my work, my kids, and I wouldn’t have it any other way.

We began our business journey as a recruitment service provider in October 2009 to provide best in class search solutions across levels and sectors for our clients. Over time, we have built a capability for headhunting and dedicated searches, through Korner Office. We believe in helping people to achieve their long-term career goals rather than just getting a ‘job’. The thrill of our first closure is still fresh in our minds and every closure be it a 5 lakh one or a 1 crore one helps us grow. The ride so far has been eventful and challenging with lots of successes along the way. We have been fortunate that most of our clients have stood by us, supported us in every new initiative, and helped us reach where we are. In our endeavour to becoming a complete HR Solutions provider, we launched our Learning and Development vertical, Extra Mile, and have successfully started work on assignments in the employee engagement, internal communications, and organisation effectiveness space.

Since our organisation constitutes the majority of returning-to-career women, we are passionate about encouraging women to get back to working life. Also, the fact that there have been increased demands from our clients to hire for diversity has made it possible for us to recently launch Back To The Front, the diversity-focused arm of People Konnect. We believe in enabling inclusive ecosystems for women across sectors and life stages through innovative, workable, and sustainable strategies and solutions. We see ourselves as a robust go-to partner for all corporates who are keen to work on a real and meaningful inclusion journey.

The work on gender inclusion has primarily focused on women and included men as only allies and supporters. But men want to have as much a complete life as women do that is not enabled by the social fabric today. And men are equal beyond work, women will never really be able to get equal at work.

We are, therefore, moving towards Thiinkequal, a pioneering visionary platform, powered by digital, to enable gender-equal workplaces, i.e. Workplace Inclusion 4.0 where men and women are equal and ‘Complete Workers’. With exclusive online Communities of Expertise (COE) for women that enable their professional identities and advance their careers, the intent is to create the largest singular network and supply of skilled women professionals. A first-ever Communities of Interest (COI) for men
to enable them to navigate ‘ideal worker’ stereotypes and enable his ‘other side’ – work-life balance, caregiving, ‘having it all’ and more, will create the much-needed network for men to get to equal beyond work.

*Kart by Moms* is our initiative to empower and create a market place for mompreneurs in the corporate gifting segment. Our women entrepreneurs or mompreneurs, as we would like to call them are carefully drawn from a cross-section of women who have funnelled their passions into a successful enterprise, just as they have nurtured their families alongside. Emerging as stronger individuals on account of their life-changing experiences, these mom design solutions, that are intuitive and aesthetic, can be customised to suit every budget.

The launch of these initiatives has made this journey more exciting and enticing. While we don’t shy away from ‘walk-the-talk’, we indeed are proud of being a major woman organisation with 70 per cent of them being returning-to-career women.

**Background, Role Models, and Support**

Being an Army Officer’s daughter, we had to move places every 2 to 3 years. Adjusting to new places, making new friends, new schools, etc., laid the foundation for a career and life that would require resilience as its focal point. My father always wanted two things for his daughters – to learn to drive and to be financially independent. My mother is a gynecologist, who travelled all over the country with my father. She never gave up her career, made a lot of adjustments through to her schedules so that she could walk the tightrope of so-called work-life balance. So, it was natural to follow in her footsteps when I had my child. I could not stop working and had to manage the mother life with the ambitious streak that I had.

When I was completing my Grade XII, my father asked me a pivotal question, ‘Do you want to marry an Army Officer?’ How could I have an answer to that at that age… not realising that that answer would decide the way my life would turn out. If I would have said yes, he would have insisted I do my B. Ed and become a teacher as that would have been the best career with a forever moving husband. I said no, thankfully, because I knew I didn’t have it me to be a great teacher.

When I was pursuing my MBA, my father insisted that I pursue human resources studies as that was a good career for women. It would give me a career and financial independence, and not be too demanding with lots of travel, etc., so that I could focus on my family also. I don’t know whether that decision was right or wrong, because today my life is all about 24 × 7, being ultra-responsive to clients in this competitive world.
and mastering the art of sales and closing deals! My parents have been my biggest cheerleaders all through, pushing me from the comfort of staying with them to moving to Mumbai alone for a job and then embarking on the entrepreneurial journey. They are a phone call away when I need them to help me manage the tough days with work, travel, and kids and their studies as well as their lives.

My husband, of course, has been the wind beneath my wings. From giving me the initial seed money he has always pushed me to achieve more, he has been like a rock. In the early days, when my baby was very small and he was in a sales job, he would tell his boss that he had a sales call and instead be babysitting in the car while I would be running between meetings till the baby threw tantrums! Till date, he is the one who pushes me into the unknown and has more faith in my capabilities than I will ever have.

**Women’s Challenges**

Women do have it tougher than men in this world. The ultimate responsibility for food on the table, the well-being of the kids, the overall responsibility for the family are not issues we can shy away from even for a year, a month, an hour or even a single moment. But that doesn’t deter us, only makes our resolve stronger to push ahead and make a mark. And just when you think you have everything in control, something will snap – the client will prepone a deadline or a critical team member will fall sick or the babysitter may not turn up on the day of an important meeting! One just learns to juggle, prioritise, ask for support or just do anything that needs to be done.

Working with women in general and my team of women, I think is the biggest roadblock we have in our mindset. We limit our selves and want to fit into this mould that we have grown up with – the perfect worker, the perfect wife, the perfect daughter, the perfect mother, the perfect homemaker, etc. We have to realise that we are not superhumans and no heavens will fall if we aren’t the best of everything every day. On the other side, some don’t have the aspiration to have both a career and a family and are ready to give in to the demands on the personal front, give up their education, expertise, experience at the drop of a hat. Self-worth and financial independence do not seem to matter at that stage. How will your balance sheet look like, at the end of 25 years, in that case!

My mother-in-law is a homemaker and so my husband never knew how it is to have a working mom. On the other hand, I came from a family where my father made our tiffins and hot chapatis, ironed our clothes,
shopped for rations and veggies if my mother went to deliver babies! My husband never had such a role model and that is where my first challenge began! While in principle, he never wanted a stay-at-home wife, he didn’t understand that he would need to transform if I had to have a career. The transition has slowly but surely happened and he has gone from ‘Don’t cry like a girl’ to my son to taking more than equal responsibility for the kids and the house when needed.

He was heading a business internationally and was on the move always, being home only for half a weekend for months on end. At that time, both my business and first born were babies and growing at the same pace. This meant that I had 20-hour workdays, juggling both key responsibilities. He later gave up this job because somewhere he realised he was just not around for us. He started his business with a friend who a year later duped him and left him with a huge liability. We suddenly had to pay creditors to the tune of several crores, with no way out. I was also expecting my second child at that time, which made it even more stressful. We had no money to pay for our EMIs. That my daughter was born healthy was a blessing given the stress levels. That is also why the moment I came to my senses after delivering her, I reached for my phone and responded to client queries, knowing fully well that I and my baby were in for a bumpy ride. I could not afford to take a day off because I had the responsibility of seeing us through those dark times on my shoulders. Thankfully, we were able to turn this situation around in a couple of years. Thinking about those days still sends shivers down my spine.

On the work front, managing and scaling a business comes with its own set of challenges. Every day when I wake up, I think to myself – what’s coming at me today! Business uncertainties, some client escalating issues, working capital, managing and leading a team, keeping the big picture in mind while sweating the small stuff... the list keeps growing. Sometimes, in a moment of silence, one may even ask oneself – is it worth it this daily run on an upward treadmill! But when you look deep down inside and at the team who looks up to you as their leader, you just know it is! The passion that drives you every single day to the best version of yourself is what makes everything worth all of it and much more.

Learnings: Ten Years, Ten Lessons

As I complete 10 years of being an entrepreneur, it is time to reflect on the journey that has made People Konnect what it is today. It has been incredible. I had no clue at 20 that my life would be like this at 40. Some key learnings I picked up along the way:
1. Take risks: if you try ten new things, three will work. Don’t be so hung up on being 100 per cent prepared, grab opportunities while they still exist.

2. Invest in a good team: Hire people for skills that complement yours. You can’t be the best at everything, so get people whose strengths are your weaknesses. When the team is bright and smart, they push you to outdo yourself again and again.

3. Collaborate and collaborate: We don’t need to build internal capabilities for everything, all at one time. Let the experts do their job. You bring your strengths to the table, they bring theirs, and together you make a winning team.

4. The Universe roots for you: Someone, somewhere is thinking about you, talking about your work. References come in mysterious ways, never forget to thank your cheerleaders.

5. Outsource what doesn’t need you: At work, at home, everywhere so you can focus on what’s important. Meetings can happen without you and the kids can be fed other than maa ke haath ka khana. (Food prepared by Mom)

6. Prepare for the bad days: Bad days are the test of any business. With the external environment being what it is, you can never be prepared enough. Think of a Plan B and a Plan C and Plan D at all times.

7. Know which battles to walk away from: You can’t win them all. Some clients, some assignments, some partners – you know when it’s not working anymore. It’s tough to move on but just needs to be done sometimes.

8. Manage the guilt: As a working mom, you can just end up killing yourself for all the times you couldn’t make it school for PTAs, sports, leaving a crying child, a sick child, etc. Just believe you’re doing the best you can, every single day.

9. Trust your gut: In your hiring decisions, in choosing work partners, in making key decisions, always listen to your gut. The experience you’ve had all these years manifests there and we owe it ourselves to listen keenly.

10. Believe in miracles: Isn’t that why we all start in the first place.

Questions to be reflected and discussed based on this story:

1. What are the important and useful aspects you can learn from Anjali’s story?

2. What would you do differently to meet the challenges faced by Anjali?
Managing Challenges in the Work-family Relationship

With time, the ‘homemaker’ status of women in India has changed. A woman is no more tagged as just a housewife; in fact, she has also established herself as a working woman. Especially educated urban women are presumed to be more aware of the opportunities and challenges of the workplace. An assessment of the problems and issues plaguing urban working women is, therefore, a necessity for a better understanding of workplace dynamics related to women. The case presents a life story of an urban working woman, an expert in the field of human resource management. She works as a research analyst in the field of talent development and also provides consulting services like a human resource counsellor for companies and education institutions. The story presented here is based on interviews and discussions with her. We call her Maya.

Maya holds a versatile personality, trained in human resource management working as a professional trainer. She is an affectionate mother and also takes care of a family of five members with herself, husband (a banker), 5-year-old son, and aged parents-in-law. Maya graduated in Business Studies and holds post-graduate degrees such as Master of Human Resource Management, Masters of Social Work with Post Graduate Diploma in Business Management and Doctorate in Human Resource Management.

Maya started her career after completing her Master’s degree as a faculty member in a private university in the capital city of Rajasthan. Meanwhile, she got married at a very early age. After gaining initial experience in teaching, she joined a doctorate programme (PhD) for career growth in human resource management in a state government university in Udaipur. While pursuing the PhD degree, Maya continued working as a guest faculty member for management subjects at different colleges. Similarly, she had to take care of her family (the husband and parents-in-law at that time). After successful completion of her PhD degree, she joined a private university as an Assistant Professor in the management department in Udaipur (Rajasthan).

Career Break

While working in a private university, Maya was also responsible for looking after a family. She experienced remarkable pressures in trying to manage the balance between family and work. It was not only unsafe to travel to work and back home but it was also unsecure to work at the workplace. Various household activities, taking care of the parents-in-law
and husband, combined with official duties and responsibilities increased not only Maya’s physical stress but also mental stress. Difficulties in the workplace included, for example, gender bias in remuneration, security problems, and other exploitations. These were among the major challenges which she had to struggle with.

Within two years in the academic assignment, Maya and her husband decided to expand the family with a child. A range of different types of discrimination at both the individual and systemic level was experienced by her at work while pregnant. This negative treatment started from the moment she announced her pregnancy and originated from the management. Due to the unsupportive nature of university management in providing maternity benefits, she left the organisation for physical and mental reasons. Maya thinks that the harmful stereotypes were reinforced by individuals in the organisation but were also ingrained in the organisational culture through its policies, systems, and processes. Biased performance appraisals, problematic maternity and parental leave policies, fixed hours of worktime, and denials concerning requests for more flexibility in work hours were the main problems.

Taking the decision to have a break at the phase of a possibility of career advancement was a tough decision made by Maya. She also said that both women and men in the workplace were disadvantaged by stereotypes, including the perception of an ‘ideal worker’. The ‘ideal worker’ is perceived to be an employee who works in the office 24 x 7; it is assumed that the employee doesn’t have any family responsibilities and have no breaks in his/her employment. These perceptions create barriers to working parents which can be evident in the form of unfair treatment towards mothers who are pregnant or returning to work after maternal leave. Maya says that, in India, a general assumption is that women are primarily supposed to look after their families and kids, and their career and professional aspirations are generally perceived as secondary.

According to Maya, gender stereotyping and a lack of awareness and understanding of employee rights and entitlements can render women and men who are parents to be vulnerable to gender discrimination. The consequences of discrimination adversely impact mental and physical health, financial condition, and have negative impacts on career progression. Employing organisations are also likely to face negative effects such as increased employee turnover, lower job satisfaction and commitment, and poor organisational atmosphere.

Due to her career break, Maya faced many problems in her family life and wellbeing. The initial financial impacts were not only lost income and
exclusion from the paid workforce but also long-term financial impacts like reduction in lifetime earnings and retirement incomes and savings. All the financial responsibilities were shifted to her husband, which increased his pressure and resulted in disputes between the spouses. Related to career development, Maya admitted that her career took a step back. There was also a burden of social and psychological ideologies of family members who ‘expected’ her to be perfect in all tasks and activities both at work and home.

**Return to Work**

According to Maya, there is always a family behind the success of a woman. In her case, the husband and parents-in-law were supportive of her working and did not resist it. The only stress factor was in the management of the work-family relationship. Maya decided to take a break for an adequate duration to settle down the issue of post maternity. She was devoted completely by taking care of the family and childbearing. She believes that psychological issues are more difficult to face than physical problems. She used meditation and relaxation techniques that helped to regulate emotions. Maya says that meditation helps her in facing unpleasant thoughts and emotions that arise because of challenging situations; it helps to learn how to react calmly, thoughtfully, and empathetically when she faces stress and challenges.

Gradually, Maya started enjoying her motherhood; many problems were resolved as spending time with a child as the child is the best stress reliever. Being a mother, she learned many things like calmness and attentiveness that can help her in work life. She took this time positively to develop herself as a better human being. She worked on her abilities and developed her intellectual level and mental capabilities. She started reading books to utilise her leisure time and upgrade her knowledge. This habit helped her to complete her degree on time and she gained knowledge about child psychology. After taking a break and gaining some mental potency she decided to contribute to her family not only in terms of physical and mental efforts but also in terms of financial support. Currently, she persistently makes efforts to change the traditional picture of Indian women and tries to advance their status in society.

Although the overall working scenario is not so much praiseworthy for returning women in the private education sector in India, Maya decided to shift the focus from teaching, which demands a full-time presence in the job location, to consultation in HR training and development. This
was also a significant career shift decision. Maya received guidance and support from her mentors like faculty members of her college and senior female colleagues. She also received consultation and guidance from her friends regarding career planning. According to Maya, one should not underestimate the importance of other people when stress, job loss or unemployment is faced. Social contacts are an important antidote to stress.

Following the guidance she received, Maya started building a powerful profile by ensuring that the break-in a career does not come across as an apology but an opportunity. She started to participate in academic and industry seminars to gain knowledge of contemporary trends. These events also helped her to build some important professional links. Certifications and trainings are for the development of a person. Trainings and developmental activities enhance knowledge and expertise in relevant areas. Maya participated in well-respected workshops that also helped her to get important certifications from the viewpoint of a career. She is presently a certified automobile trainer for reputed brands in India like Hyundai, Maruti, Suzuki, Ford, and Renault. This profile gives her the flexibility to work part-time, reduced working hours, and always the possibility to work from home.

**Maya’s Message**

Maya started her career as a faculty member in academia for several years ago. Later, with the help and support from counselling, mentors, appropriate training, and family support she also has now a new job in the field of training and development. Throughout her career life, she got strong support from her husband and a positive hand from the parents-in-law. Maya believes that a woman fully deserves respect, support, and empathy from her family and should be rewarded with emotional and moral support. At present, she owns a training and consultancy firm in Udaipur. She is actively working in different projects related to corporate governance, HR development, and corporate social responsibility (CSR) areas across Rajasthan.

Maya thinks that it is a high time that ethos and mentalities of the Indian society must change. Equality and independence should not only be limited to papers but it should be brought into the practical aspects of life. Every human being on this earth is a special one. Being a mother is a blessing. So make it positive and enjoy yourself motherhood, it will enhance your qualities, capabilities, and make you better and a strong person. Always look forward to doing things in the way you want, so you will find solutions and win. Make your weaknesses to be your strengths,
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keep smiling, and spend time with yourself too...Be confident and be positive, wishes Maya.

Questions to be reflected and discussed based on this case:

1. What kind of competencies can women get from motherhood to work?
2. What are the reasons why these competencies are not often acknowledged in working life?
3. How can career counselling prepare young female students to manage their work-family relationships successfully in future working life?

Mentoring Programme for Women

Many women struggle with returning to work after having children. Questions of where to find a job or how to integrate work and family life, as well as possible motivational challenges or lack of self-confidence in one's expertise are examples of the factors that might increase insecurity in returning women. These issues are seldom addressed in universities where counselling mainly aims to finding a student a good entry-level position to start her career in. Issues concerning combining family and work-related returning strategies from motherhood to work might not get touched upon at all, leaving many women in trouble after educating themselves and having children.

The Womento Programme

The Family Federation of Finland, Väestöliitto (2019), operates in the field of social welfare and health as a non-governmental organisation. The Family Federation has created the Womento, a mentoring programme for educated women especially immigrants but the programme is applicable also to women in general. Reasons for creating the programme were to:

- Enable the mentees to grow and develop their networks
- Help the mentees to advance their professional conceptual and language skills in their field
- Improve the mentees’ job searching competence
- Offer the mentors a platform to build a broader, also internationally-oriented understanding of their field
- Allow the mentors an opportunity to support another professional

According to the creators of the Womento programme, the value of the programme lies in the networks that are created through it—typically, 80 per cent of all open positions are filled through networks and can be called as hidden jobs. Hence, social and professional networks are vital
for advancing women’s opportunities in finding a job and advancing in a career. Not only do networks provide recommendations but they also help to find information on open positions that is not available in public search.

In Womento some features of the mentoring-mentee couples are required. The mentoring-mentee couples should share mutual educational background or career context for the mentoring to be successful. The mentees are expected to be educated (or soon graduating) women who seek to develop their career in their field. The mentors should work in the same field which is targeted by the mentee and have knowledge and experience of the labour market.

The programme is women-only consisting of the following:

- Meetings between mentee and mentor, and
- Group-meetings

Each mentoring group consists of 12 mentor-mentee couples. The mentoring process lasts for about 6 to 8 months. The whole group meets approximately four times during the process (once in 2 or 3 months). Additionally, the participants share a closed group in social media to enable communication between the meetings. In addition to group-meetings, each mentor-mentee couple meets about once or twice a month. The group meeting sessions can take shape according to each group’s needs, but in the model, some topics for each meeting are shown (Figure 5.4).

In Figure 5.4, the Womento mentoring process is shown in the form of a timetable. At the beginning of the process induction and training

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<tr>
<th>Womento Career Mentoring Process</th>
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<tbody>
<tr>
<td>1. Meeting</td>
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<tr>
<td>• Preparing the couples for the mentoring process</td>
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<td>• Getting to know the group and everyone’s couple</td>
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<td>• Setting goals and a timetable for the mentoring</td>
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<td>2. Meeting</td>
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<td>• Mid-term review</td>
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<tr>
<td>• Defining couples’ wishes and needs</td>
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<tr>
<td>• Peer support</td>
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<td>• Sharing experiences</td>
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<tr>
<td>3. Meeting</td>
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<tr>
<td>• Coaching regarding a chosen theme</td>
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<tr>
<td>• Sharing experiences</td>
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<tr>
<td>4. Meeting</td>
</tr>
<tr>
<td>• Summary of the mentoring process</td>
</tr>
<tr>
<td>• Evaluation of the whole</td>
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<tr>
<td>• Future visions</td>
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</tbody>
</table>

Group meetings every 2–3 months ▲ A mentor-mentee couple meets 1–2 times a month

**Figure 5.4:** The Womento Mentoring Model
Practical Methods and Cases

to mentoring are given to the participants in the whole group meeting. Moreover, the meeting supports that the participants learn to know each other and set goals for the mentoring. In the mid-term of the process, the evaluation and discussion of the progress are conducted in the group meeting. Next, coaching the participants of specific themes that they see as important, such as managing the work-family relationship, setting up one’s own business, are learnt and reflected. At the end of the process, the final evaluation and considerations for the plans are brought out and discussed.

Mentee-mentor Relationship

The mentoring couples meet once or twice a month. These meetings are organised by couples, so they can decide how often, where, and why they want to meet. As in all mentoring programmes, one’s self-development is expected to be created in the interaction of the mentor and the mentee. The key to a successful mentor-mentee-relationship lies in mutual understanding. In the list given next, some factors enhancing a couple’s interaction are listed. According to Womento, the couples should discuss their wishes regarding, for example:

- Defining time and timetables
- Sense of the mentee’s direction or lack of it
- Quality of the relationship (how deep a relationship are the couples seeking to pursue)
- Views on being a woman
- Dealing with challenges or failures (‘losing one’s face’)
- Attitudes towards hierarchy, management and leadership, and working as a subordinate

At the beginning of their common journey and after discussing the themes presented in the list mentioned earlier, the mentor and the mentee are asked to write an agreement of their needs, wishes, and procedures for the programme. These could include the following:

- Mutual goal(s)
- Themes for each meeting (can be modified during the process)
- Intended amount of meetings
- Duration of the mentoring relationship
- Agreement on confidentiality
- Solving problems that might appear during the process
- Ways and media of communication
These kinds of discussions between the mentor and the mentee should not only be limited to the beginning of the process. The founders of Womento encourage the couples to stop now and then to evaluate their ways of working together and if they are satisfied with the direction they are heading at. This requires trust and openness between the mentor and the mentee.

The couples are responsible for arranging their meetings between the group meetings. This could be challenging at first, which is why Womento provides the couples as an example of a meeting and how it could be constructed:

- Beginning and relaxing: Is there something acute that should be dealt with?
- Reminiscing the last meeting
- Specifying the topic or theme of this meeting: What is the goal of this meeting?
- Processing the theme and making notes
- Agreeing on the next meeting and possible homework

To make the meetings pleasant, they should take place in comfortable surroundings. The couples do not always have to sit down – they could go for a walk or do something related to the theme of their meeting, whether it be seeing a film or a play, or reading a book. If the couple decides to do homework between meetings, those could be for example researching or calling or visiting someone related to the topic of their previous or next meeting.

**An Approach to Benchmarking**

Problems averting women from participating in the workforce should be fixed. Women’s labour force participation is decreasing in both urban and rural areas of India, although participation in education among 15–24-year-old women is increasing in both urban and rural areas. Reasons for this might be that the income level of households has risen giving the women the financial opportunity to stay out of the labour force (this is called the ‘income effect’). Another reason might be that many women are participating in education that this shows as a decrease in the labour force (education effect) (Neff et al., 2012). One way to support women’s career development and employability from an individual viewpoint is mentoring. Mentoring can be regarded as a micro-level phenomenon aiming to support such issues as individual challenges and insecurities. The Womento model
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Practical Methods and Cases can help lower the work-life barriers of women, supporting their entry to working life after graduation and other breaks, and helping them to create their desired careers. By enabling more women to participate in the workforce might not only increase women’s wellbeing and equality but would have a vital effect on India’s gross domestic product (GDP).

Womento could be benchmarked in the RAINBOW centres as a mentoring programme for female students and female professionals from working life. The RAINBOW centres could host a specific database of female professionals. Target groups for the mentoring programme would be the students (as mentees) and the universities’ alumni (as mentors), as well as partner non-government organisations (NGOs) and their customers (as mentors and mentees, and if needed, spreading the NGOs special expertise in the group meetings).

Overview of Mentoring from a Gender Viewpoint

According to Colley (2003, p.38), the ancient roots of mentoring, the Myth of Mentor in Homer’s *Odyssey*, is often mentioned in academic work, practitioner journals, and training materials for mentoring programmes. The modern idea of mentoring is based on the following mythical story. In Greek mythology Odysseus, who was the king of Ithaca, gives the responsibility for teaching and overseeing his son, Telemachus to Mentor – a trusted friend of Odysseus – in the meantime when Odysseus fights in the Trojan War. Between Mentor and Telemachus, a trusting and effective relationship is built. Later, when the war is over, Odysseus wanders in vain for many years when trying to come back home. In the course of the years, Telemachus has become a young adult and starts searching for his father. The Goddess Athena takes the male form of Mentor and gives instructions to and helps Telemachus in his searching and attempts. In the myth, interestingly, the mentoring character emerges in both a female and male figure demonstrating the importance of the advisor and role model in a masculine and feminine sense. (Colley, 2003)

In the myth, the Mentor is portrayed as a wise and kindly elder, a surrogate parent, a trusted adviser, an educator, and a guide. The Mentor is also nurturing, supporting, protecting, acting as a role model for young Telemachus, and possessing a visionary perception of his ward’s true potential (Colley, 2003). Seen from the viewpoint of gender the story and mentoring, in general, have been criticised of producing hierarchical and directive relationships and favouring paternalism and models of male development in mentoring practices and relationships (Standing, 1999).
However, for example, DeMarco (1993) brings forth that the view of Athena as a ‘feminine archetype’ in the myth represents an alternative, feminine, approach to mentoring. According to DeMarco, such mentoring emphasizes ‘reciprocity, empowerment, and solidarity’ and underlines the importance of an authentic and caring mentoring relationship. The idea of both male and female character of the Mentor can be considered a sign of the ideal mentorship relationship which provides both emotional and instrumental support for mentees.

According to the classical text of Kram (1983), the tasks of mentoring can be categorised into the following:

- Career-enhancing, and
- Psychosocial functions

Psychosocial functions refer to the mentoring relationship in which the mentee’s experience of self-image and capability is encouraged through role modelling, acceptance, counselling, friendship, and confirmation. Career mentoring refers to such aspects of mentoring as the mentor’s providing sponsorship and coaching, giving challenging assignments, and increasing visibility to advance the mentee’s career. (Allen and Eby, 2004)

Formal mentoring programmes, which have a systematic approach to mentoring, such as the Womento model are initiated attempts by an organisation to match mentors and mentees (Family Federation of Finland, 2019; Eby and Lockwood, 2005). Advancement of the participants’ competences and career, enhancing their career-decision-making capacity and clarifying career goals are typical aims of formal mentoring programmes. The programmes are structured in their organising so that they have contracted goals as well as for instructions for interactive content and frequency and a specific timeline. They often involve training before and during the mentoring process to the mentee and the mentor to clarify their roles and responsibilities and make them feel comfortable with the mentoring process. (Eby and Lockwood, 2005)

Various advantages of the mentoring programmes have been reported in previous studies. Having the mentor has been linked to the mentee’s career advancement, self-efficacy, higher pay, and greater work satisfaction (Eby et al., 2008; Gentry et al., 2008; Lester et al., 2011; Steel et al., 2019). According to Kram (1983), the role modelling effect in mentoring can cause positive changes in the mentee’s attitudes, values, and behavioural styles.

There is no consensus regarding whether mentoring is experienced differently based on the gender of the mentor or the mentee. Mentoring programmes designed specifically for women (and minorities) can provide
useful contacts and information to mentees and support their career development. The study of Mutanen and Lämsä (2006) among Finnish business women mentees showed that the studied mentoring programme offered both direct support in relation to the women’s career development and networking as well as indirect support in the form of social and emotional support (advice in work-family integration and solving workplace conflicts). In this study, it was found that mentoring relationships were gendered: The man in the mentor role tends to offer career support to female mentees, while the woman mentor’s support is directed to social and emotional support in relation to female mentees. Allen and Eby (2004) also reported that male mentors provide more career-mentoring to their mentees, whereas female mentors provide more psychosocial mentoring.

Questions to be reflected and discussed concerning women’ mentoring

1. How would a mentoring programme like Womento fit into your students’ needs?
2. Could the Womento programme be applied in your institution as such or is some modification needed? What kind of modifications?
3. What would you look for in an excellent mentoring programme as a mentee, mentor or programme leader?

Teacher-student Mentoring in an Indian University

Managerial ability, by its very nature and content, can be learnt experientially and hence management education has got to be essentially an interactive process between the teacher and the student. Institute of Management, Nirma University (INMU), a University in Gujarat, India provides a learner-centric environment wherein, the students participate alongside the faculty during the course of learning. Mentoring is considered as an established management development intervention and an important resource for learning and coping with organisational change. INMU has a unique student mentoring and support format. Each student is assigned a faculty mentor. Students periodically meet their faculty mentors to discuss any academic or non-academic issues faced by them. Faculty mentors guide the students in taking decisions like the choice of elective courses, internship projects, and final placement opportunities. The mentors work towards grooming and facilitating the students and increasing their employability standards.

The experience of university life is commonly identified as a move away from family and home. For many students, it may be the first instance to stay away from family restrictions and living an independent life. It is
a transitional period in terms of economic status wherein, students are financially dependent on the family, but they learn to manage their expenses by staying away from home. These factors contribute to tremendous changes in the behavioural aspects of the students. Also, during this period, they are introduced to a wide range of technical/professional courses under the programmes offered to them. At times, this adds to the stress and anxiety factors amongst the students. If all these issues of students’ life are appraised effectively and mentored properly, fresh teenagers may be chiseled out as the sound professionals according to the demand of the society.

**Objectives and Procedure of Mentoring**

The objectives of mentoring are as follows:

- To provide the platform to the students for sharing their problems related to academic and non-academic matters.
- To monitor the academic progress of the students.
- To identify the slow learners, fast learners, and the weak students and to provide them a suitable environment to grow and prosper.
- To provide intervention and assistance to the students to grab the opportunity for their growth and development.
- To cultivate a higher degree of professional responsibilities and imbibe values amongst the young students.
- To provide an opportunity for overall development to all the students.

The procedure of mentoring is organised according to the eight steps (Figure 5.5).

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
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<td>Step 1</td>
<td>Orientation of the mentors</td>
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<td>Step 2</td>
<td>Allocation of students to the mentors</td>
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<td>Step 3</td>
<td>Filing the Mentoring Form and Preliminary Round of Mentoring</td>
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<td>Step 4</td>
<td>Next round of mentoring</td>
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<td>Step 5</td>
<td>Analysis</td>
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<td>Step 6</td>
<td>Assessment of mentors by mentees</td>
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<td>Step 7</td>
<td>Review and Revision of Policy</td>
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<td>Step 8</td>
<td>Roles and Responsibilities of Coordinator and Head of Institution</td>
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**Figure 5.5:** Mentoring Process Flow Chart at the Nirma University in India
Step 1: Orientation of the Mentors

Prior to the commencement of the academic semester, the faculty members are oriented and sensitized regarding the importance and objectives of the mentoring process. They are made to realise that mentoring of the students at the university is part of their professional duty. During the orientation session, the faculty members are oriented with the do’s and don’ts of the mentoring process. The senior faculty member of the institute/department coordinates and acts as a resource person for this orientation session.

Step 2: Allocation of Students to the Mentors

The Head of the Institute appoints a senior faculty member of the concerned institute as Faculty Coordinator for the mentoring process. The concerned Programme Head assigns a group of five to eight students to an individual faculty member. Preferably, the same faculty member remains as the mentor for the same group during the group’s entire tenure at IMNU.

Step 3: Filing the Mentoring Form and Preliminary Round of Mentoring

After group allocation, the mentor plans for a preliminary round of mentoring. This round is organised in the first week of the semester. All the students are informed about the mentoring session through e-mail and notice (day/date/time/venue/etc.). The mentor gets the forms filled up by the students under her mentorship and maintains a proper record of the same. During the orientation session, the mentor makes the students feel comfortable and try to develop a rapport with them, so that the students can easily approach the mentor in the future.

After primary briefing and form filling, the mentor interacts with each student and makes necessary remarks in ‘Form-D: Mentor’s Remarks’ where the Mentor fills in details regarding the mentee’s academic progress, behavioural aspects, attendance-related issues, and participation in all-round development activities (Figure 5.6). Based on all such details, the mentor identifies the academic category of the students, i.e. slow learner, advanced learner or weak in studies. Depending on the academic category of the students, he/she is counselled/guided to grow and develop. Especially, for the advanced/fast learners, the necessary environment, encouragement is provided to excel.
Step 4: Next Round of Mentoring

The next round of mentoring is arranged after the mid-semester examination/sessional examinations (preferably after the declaration of results). The main purpose of this mentoring session is to monitor the academic performance of the students, review the attendance and the progress in assignments, quizzes, test, etc., which form a part of the Continuous Evaluation. The mentor also observes the improvements in the students after the first round of mentoring. Thus, in a term, minimum of two mentoring sessions are arranged. However, for the special cases, where continuous monitoring and follow-up are required, a series of mentoring sessions are arranged.

The mentors maintain a separate file for all the students assigned to him/her. They keep all the updated details of the students under him/her, provide them mentoring time-to-time, and report the outcome to Faculty Coordinator of the Mentoring Activity, regularly.

Step 5: Analysis

All the mentoring reports (only summary) are submitted to the concerned Head of the Institute (HoI). The Mentoring Activity Coordinator
may inform the concerned HoI in case some action is required. For all the cases where improvement is not seen or difficult to see, the mentor’s role is immediately reported to the concerned higher authority.

**Step 6: Assessment of Mentors by Mentees**

The feedback of mentors is taken in every term. The Mentor Feedback Form is used here. This is feedback taken from the mentee regarding her experience with her mentor (Figure 5.7).

Please tick (/) one relevant response against each question. Please do not mark questions, if (a) you are not clear about your response, or (b) the question is not relevant or unclear.

**Mentor Evaluation**

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**Mentor’s Name**  
__________________________________________

Please write your open ended comments about the mentoring process here:

**Figure 5.7: Mentor Feedback Form**
Step 7: Review and Revision of Policy

The mentoring policy is generally reviewed after a period of 1 year. The Institute Coordinator of the Mentoring Policy presents the mentoring report in the Institute Quality Assurance Committee (IQAC) meeting of the concerned Institute. Subsequently, the suggestions are placed before the Steering Committee of Center for Quality Assurance and Academic Development (CQAAD) and if required, the policy/process is revised.

Step 8: Roles and Responsibilities of Coordinator and Head of Institution

Responsibilities of Coordinator:
1. To be in constant touch with all the mentors.
2. Collecting the reviews/feedback from all the mentors and to prepare a summary report.
3. Present the mentoring report in the IQAC meeting of the concerned Institute.
4. In case of any special case, the Coordinator, in consultation with concerned HoI, will guide the mentor.
5. To organise a training programme for the mentors at regular intervals.

Responsibilities of HoI:
1. To monitor the effectiveness of mentoring across all the programmes.
2. To ensure that any issues arising are appropriately managed by the Coordinator.
3. To review the policy from time-to-time.

The earlier-mentioned policy is general and it can be modified according to needs and requirements of the concerned Institute.

Women Development Cell and Counsellor of the Institute

The University also has the Women Development Cell to provide sessions on gender sensitisation, self-defense, and self-exploration to the students and staff of the University. The Cell intends to provide and maintain a dignified and congenial working environment for women employees (which includes teaching, non-teaching, and contractual workers) and students, where they can work, study, and explore their potential to the fullest.

The Prevention of Sexual Harassment Cell, which is operating at the university level, aims to prevent discrimination and sexual harassment against women. It lays down procedures for the prohibition, resolution,
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settlement, and prosecution of acts of discrimination and sexual harassment against women, by the students and the employees. Special Committees deal with cases of discrimination and sexual harassment reported by teaching/non-teaching members/students.

In addition to the mentors who counsel students related to their academic, career, and personal problems the University also provides the services of a professional counselor who visits different Institutes of the University on different days of the week; however, it is seen at the Institute of Management, that students prefer to go to their mentors or faculty they are comfortable with to discuss their problems. The Faculty Counsel the students on various issues, such as to help them with their career issues like the selection of specialisation, the choice between two organisations at the time of placements as well as regarding their problems.

Case Example: Anita’s Disillusion

This is a fictional story of Anita who is in her mid-20s and ready for challenges. She works in the computer industry after completing her engineering degree. She got placed through her University Placement Cell and was excited about the placement. Anita started working hard to grow and achieve new heights. However, after 5 years in the organisation she felt a sense of dissatisfaction setting in. She was bored with the monotonous work. She also realised that she lacked managerial skills due to which she was side-lined when it came to important and challenging projects which required a holistic outlook and decision-making skill. She saw very limited growth opportunities for herself in the organisation. Anita also realised that the economy was not doing too well and she could become a ‘victim’ of downsizing.

So, she decided to bail out and join a business school. She got admission in a reputed Business school. Anita was happy and excited, but very soon she started having second thoughts. She found it difficult to adjust to the culture of a typical Business school and her younger peers. Having been out of touch with studies for a fairly long period she found it difficult to concentrate and focus on her studies. She also had difficulties with some of the subjects such as accounting and economics.

On the other hand, she started realising that lateral placements would be difficult and she may not be in a position to get the type of profile and package she had hoped for. She was disillusioned and depressed. She finally decided to go and meet her Mentor at the Institute for some advice and counselling.
Discussion questions concerning Anita’s counseling:

1. If you were a mentor/counsellor at a Business school, how would you handle the situation?
2. What advice would you give the student?

**Student Life: Career Counselling in Higher Education During the Whole Study Time**

Guidance and support given in universities concentrate often on studies instead of comprehensive counselling and guidance services. In addition, these services are seldom adequately informed of making them hard to find and access for students. A well-planned structure and a more holistic viewpoint on student wellbeing give the students tools for developing themselves not only during their studies but after graduating as well. For example, work/life-skills acquired during the studies help women (and also men) to combine work and family life later in their career.

**Student Life Model**

Student Life is a comprehensive counselling and guidance model for the students of the University of Jyväskylä in Finland. Student Life was created to support students’ studies and sustain their academic study ability, as

![Student Life Model](image)
well as their overall wellbeing and development. A key idea is that the Student Life concept gathers all of the university’s support services under one umbrella for easy accessibility. It includes dozens of services such as Goodies who are student wellbeing advisers and located in the faculties at a grass-root level and are easily accessed every day. Moreover, another key service is the Student Compass (web-based wellbeing programme). Additionally, research grants for research that supports students’ wellbeing are provided to researchers and teachers, among other services.

In Figure 5.8 main Student Life services are placed on a timeline to illustrate how the Student Life system supports a student’s studies during the whole studying time in the university. Notable is, that even if the services are available continuously, they should be introduced to the students early on and some services should be targeted at certain points of one’s studies in a university. These targeted offers also work as reminders of the support available, which otherwise could be forgotten or not found especially by those who need them the most.

The eight main steps of the Student Life model is explained next.

1. The Student Life idea begins at the university enrollment before the studies begin. First, the students are asked to map their expectations concerning their future on an online platform. This helps them to prepare themselves for their studies and to clarify their goals – both of which are vital for motivation. It is crucial to remember at this phase that women tend to set lower goals and self-confidence in a career context than men (Länsä and Savela, 2014, 2019); therefore, the group’s goals may not be directly comparable or at least this aspect should be taken into consideration in counselling.

2. When the studies begin, the students are offered mandatory mass seminars, in which the Student Life idea, its services, and stakeholders are introduced. It is important to inform the students on how and where to find the presented and additional information afterwards. Informing, for example, of services concerning sexual harassment is vital to both genders. Women are more often the targets of the harassment in India and learn how to act if face harassment (Handbook on Sexual Harassment of Women at Workplace, 2015). Men can be also the targets, but because they are more often abusers, it is important that the topic is made visible and discussed with them too.

3. The next steps are carried out in small groups, preferably with students with the same major. This helps the students to establish relationships among their peers, which can turn out to be their most important
support system did the students ever face difficulties during their studies. Women in particular gain from peer support due to the fact that they tend to perceive their life through relationality and they value social support in their decision-making (O’Neil et al., 2004; Lämsä and Savela, 2019).

4. In the small groups which are led by tutors (or mentors), the Goodies should be introduced. Goodies are student wellbeing advisers, staff members from the students’ own faculty, trained to give grass-roots level support and guide the students towards services needed in their situation. Sometimes just an ear that listens is enough and no further help is needed. The Goodies offer advice, help the students to find more information, encourage them to proceed in studies, and contact professors if needed as well as guide the students to have more advanced services and support (medical doctor, psychologist, etc.). The threshold to get guidance from the Goodies is meant to be low. The Goodies work in other positions in the student’s affairs activities and, thus work part-time in the Goody position. In the small groups, individual education plans and curriculums should be created. Each student is able to do this online by herself, but face-to-face guidance should be available for those who need it.

5. The next step is an academic study skill evaluation tool. The tool is based on online and helps the students evaluate their preparedness and ability to cope with their studies. After completing the inventory the tool gives feedback for the student in which areas support could be needed. If necessary, the tool offers contact information and asks the student to contact a suitable staff member (counsellor, tutor, special education teacher, nurse, psychologist, etc.) for individual counselling or support.

6. In about the middle of their studies, support is less intense, giving the students the opportunity to choose themselves what kind of help they feel they need. These include for example wellbeing and career courses. Wellbeing courses – open to all students in the university – are offered in various topics, such as study support (planning, scheduling, study habits, and motivation), life skills, personal development, and difficulties (stress, anxiety, depression). Career courses include any relevant courses from planning one’s career to multidisciplinary entrepreneurial courses. The courses are offered by the Jyväskylä University’s Career Services – a coordinating and centralised unit. Some examples of the courses/lectures offered under the umbrella of the Student Life concept by the University of Jyväskylä in Finland.
Additionally, several events, lectures, and seminars are organised in each academic year. Examples are given here:

- Clarifying and recognising own competencies
- New trends in the job search
- Work contract – rights and responsibilities in working life
- Social networks and networking in working life
- Job interview
- Hidden jobs
- CV-workshop
- LinkedIn and social media
- University-based competences—how to understand and market them
- Megatrends for future working life
- Careers – Stories from the field
- Searching for a job in Finland – tips for international students
- Preparing a business plan
- Setting up one’s own business

7. Next, the focus is on career development as the students are soon to graduate. In the later part of their studies, the teaching includes industry visits to, case projects with working life organisations also potential employers and various visiting lecturers concerning working life expectations, opportunities, and challenges. Giving the students opportunities to for example meet with alumni who have experience with combining work and family life is beneficial. At this phase, it can be useful to advise female students of working places which value work-family integration in their strategy and practices. Also, women’s role modelling stories on how to manage the work-family relationship are important.

Alumni mentoring relationships are useful to develop in the latter part of the studies. Also, workshops such as information concerning job search, making CV, preparing for job interviews, etc., are organised. In the University of Jyväskylä, Career Services offer, for example, a website with the available national and international job and internship possibilities, recruitment service, CV guidance, support for job search, and help for staff members to create careers lectures.

8. The final part in the figure refers to working life. After graduating, the Student Life brings alumni together for them to be able to create and sustain sustainable networks among each other, university staff, and students still studying. By keeping in contact with alumni, the university is also able to have easier access to potential alumni speakers, visiting
lecturers or for example, mentors among them. Working as a mentor for a student can increase an alumni’s work satisfaction and expand their network.

Many of the career support services offered by the Student Life concept at the University of Jyväskylä are cross-sectional by nature. These are located on the side of Figure 5.8. They include services such as confidential harassment advisors network, health services (providing guidance to family planning), the university app and the Student Compass (web-based wellbeing and life skills programme). The Student Compass is created to help students with issues concerning motivation challenges, adjustment, concentration, stress, and psychological, emotional, social, physical or mental wellbeing. The aim of the Compass tool is to provide strategies that the students can use throughout their life. The Student Compass can be used independently online or with individual or group guidance. Guidance is offered by specialised counsellors and trained master’s level psychology students and can happen face-to-face or via video or phone meetings.

**Conclusion**

Universities usually have many services to support their students’ academically. However, universities should also pay attention to their students’ overall wellbeing. Another problem is that support services are often hard to find and not always systematically organised and managed according to the phase of the studies. The Student Life concept of the University of Jyväskylä gathers existing services under the same umbrella. When the existing services are gathered under the same idea after this those missing and needed services are easier to locate and create. Often especially those students who need the services the most, lack information on how to reach the services. The timeline structure of the Student Life concept makes it convenient to target the services to the right audiences at the right time. It is not enough that services exist; they need to be marketed and informed to the students and by creating a structure, this is easier.

**Useful Links**

- Student Life: Available at https://www.jyu.fi/studentlife/en/wellbeing, accessed on 5 April 2020
- Student Compass tool: Available at https://www.jyu.fi/studentlife/en/wellbeing/Student%20Compass, accessed on 5 April 2020
Questions Concerning Counselling Services

1. Make a list of counselling services that are offered in your organisation.
2. What other services could be needed?
3. What services can be centralised?
4. What services need to be de-centralised?
5. What kind of structure (timeline) would you build to make these services more visible and accessible?

Tempting Workplaces for Women

In India, the shortage of women-friendly (and family-friendly) employers is an existing phenomenon. Although women can be motivated after graduation to participate in working life and making a career, many do not take a job when the time comes to join the workforce (Kumas, 2018). According to Kumas, a distance of the workplace, long working hours, and demanding shift timings, as well as workplace harassment and implicit bias and stereotypes towards women, are significant reasons why the women tend not to enter into the labour market. Kumas highlights the problem in a nutshell by saying: ‘It is no surprise then, that there are not enough women in most job roles as organisations are not trying hard enough to make them work for women.’

Although employing organisations should pay attention to family-friendliness and look for novel ideas to develop work-family support systems that are useful for both women and men, many organisations in India only see the support systems as a cost, especially in the short run. Yet, according to Kumas (2018), some employers are already showing the way and acting as forerunners. Here some tips how university counselling and guidance can support the women graduates’ behaviour to partner and learn to know these employers:

1. Find women-friendly (family-friendly) employers, for example, with the help of internet searches or other relevant bodies.
2. Ask women-friendly (family-friendly) organisation representatives to make presentations about their policies and practices to students – both women and men.
3. Guide women graduates to seek jobs in the fore-runner companies and organisations which are famous for their family-friendliness policies and practices.
4. Encourage women students to do practical parts of their studies in the women-friendly (family-friendly) organisations.
5. Explain sexual harassment and gender equality laws valid in the Indian labour market clearly and explicitly to students (both women and men). Take care of that. This information is part of the curricula.

The need to combine work responsibilities with family responsibilities is one of the core issues in contemporary working life for women (and men) all over the world. After women entered the paid work, it raised many tensions for them to fulfill their work requirements with social roles in their life (mother, partner, daughter, etc.). In modern societies, work and family have traditionally seen as competing and family is perceived as conflicting with work, yet many researchers have contested this juxtaposition. The idea of a family-friendly workplace has been developed and implemented to reduce the conflict. A family-friendly workplace means a workplace that has organisational culture, supportive management, and policies and practices that aims to enhance the ability of employees to combine working and personal life (Thompson et al., 1999).

Family-friendliness is designed to benefit the employee, employers, families and society, and ultimately if the employer is perceived as understanding, the employees will be more likely to be more loyal workers and have less sick leaves, and in the end, committing being flexible when the organisation may require it. The organisational culture is co-creating the family-friendliness together with management and the offered work-family practices. The essence of creating a family-friendly workplace is the organisational culture in which it is acceptable and valuable to speak out and discuss your family issues and different types of life situations.

Work-family practices refer to leaves and flexibilities such as parental leave, paid leave, job sharing, childcare, and remote working. The organisation may even offer external paid services (cleaning, cooking, etc.) that may help to combine work and family. The problem of these practices may be that even they are offered by the organisation, many employees perceive that the practices cannot be used due to the negative consequences, e.g. conflicts at the workplace, hindered career advancement, and unjust treatment of employees. The key enabler for using these practices is management support. The role of management and immediate supervisor is therefore crucial both creating the organisational culture and developing as well as implementing work-family practices. Taken together, the organisations appear to be responding slowly to creating family-friendly workplaces. It is a requirement of a socially responsible organisation of today.
fForum Training Palette to Support Women’s Entrepreneurship and Careers

According to the Global Gender Gap Report (2018) by the World Economic Forum, although women account for one-half of the potential talent base throughout the world, also India, and make up a significant share of the workforce, they have more difficulties to start and advance in economic decision-making positions in working life compared to men. Furthermore, women’s earnings, also in management, are lower than men’s earnings. Men continue to have greater access to positions with power and resources. The self-employment and entrepreneurship rate for men is higher as it is for women. An important factor in closing the gender gap is to support women’s opportunities in economic decision-making and management and promote their entrepreneurship.

What is the fForum Palette?

One way to aim to solve the problem is to develop women’s entrepreneurship, management, and leadership competencies (Lämsä and Savela, 2014, 2019). Today, the development of women’s leadership and entrepreneurship is an important theme around the world due to equality and economic reasons. More women participating in work life and entrepreneurial endeavour can make the economy richer and society more equal.

The case example is an entrepreneurial and management development programme called the fForum palette. Its aims are as follows:

1. To develop diverse women’s competencies to enable them better advance in a managerial and professional careers as well as in entrepreneurship.
2. To support women in finding meaningful work, strengthen women’s identities as leaders, and support women’s professional networking, and
3. To increase gender equality in management and entrepreneurship in organisational life and society.

The case was developed in Finland which is an example of the Nordic welfare model. In general, gender equality in Finland is high compared to many other countries in the world, yet Finnish women continuously face the glass ceiling effect in a managerial career as is the case also globally (The Global Gender Gap Report, 2018).

The Palette has been developed continuously in cooperation with the University of Jyväskylä School of Business and Economics (JSBE) and the
Oulu University of Applied Sciences Business School in Finland based on the European Union-sponsored projects since 2005 when a pilot project was launched. Extensive experience has been gained from the projects. Additionally, many researches have been conducted in the course of the years to advance the programme. Key ideas, which have been proved to be important in the development, are that the development of trainings to support women’s careers is processual by nature and continuous feedback and learning are crucial in the process. Moreover, doing research on the practically-oriented programme has meant some major advantages. First, based on the knowledge gained from the research it has been able to develop the programme in a more convincing way compared to the development which bases solely on experiential knowledge. Second, the status of the programme among its participants and also other stakeholders has increased due to the research activities and related presentations and publications.

The fForum is a comprehensive training palette that combines education, development, and research following the principle of lifelong learning. A specific feature of the Palette is that it is built to take into consideration the diversity of the participants and their phase of business. Consequently, the participants’ differing needs in their development are taken into consideration. This means that customising different trainings and other educational activities to different target groups is of importance to make the education as relevant and meaningful as possible to the participants. Here the four versatile management training modules of the fForum palette – fStart, fFirm, fMBA, and fPro are presented (Figure 5.9).

![fForum Development Palette](Figure 5.9: fForum Training Palette and its Modules (Savela et al., 2013, p. 11)
The horizontal dimension of Figure 5.9 shows the trajectory of the business in which the participants worked before entering the programme. The trajectory is divided into three stages: the start-up phase, the growth phase, and stabilisation. Different people have different development needs and expectations at different phases. The vertical dimension of Figure 5.9 refers to the diversity of the participants in terms of their being immigrants. The programme comprises four groups: three of national participants and one of immigrants. Each of the modules includes two main components:

1. Non-tailored training in subject-specific topics (leadership behaviour, strategic management, marketing, human resource management, business ethics, finance).
2. Individual-tailored counselling and guidance on personal development and reflection in leadership and entrepreneurship (coaching, mentoring, consultation) (Savela et al., 2013; Lämsä and Savela, 2017)

fStart (female Start) is targeted to women who are planning to engage in entrepreneurship or who are in the very early stages of an entrepreneurial path. The module comprises courses to the whole group (approximately 20 participants) on practical topics related to developing a business idea, requirements to set up a business, marketing, and economic and financial issues. Seen from the individual-tailored counselling and guidance viewpoint, in this module, each participant prepares a business plan for her company with the help of a consultant. So, each participant gets personal consultations on how to build an appropriate business plan and evaluate and reflect one’s strengths and weaknesses as an entrepreneur. The consultant needs to be an experienced business owner-manager. The consultants are women, so, the consultation relationships are woman-to-woman relationships. The length of this module is about 6 months part-time studying once or twice in a week.

The fFirm/fPlaza (femaleFirm/femalePlaza) targets women who are already working as entrepreneurs and want to help their business grow and/or are facing an expanding market. These women’s needs for training are related to their personal development from entrepreneur to leader as well as their knowledge of business development, expansion, and leadership during times of change. The module focuses on a coaching process and during the module, each woman participates in a structured small-group (about six to eight people) working with a coach with the explicit aim of supporting business growth in both domestic and foreign markets. The small group meets once a month for 6 months. In the meantime, the participants prepare their development tasks agreed in the group meeting.
Career Counselling for Women’s Empowerment
to be discussed, evaluated, and reported in the next group meeting. The coach needs to be an owner-manager/manager who has extensive experience in leading business. The coaches are women having a well-known and excellent reputation in their business area. Also, regionally and nationally well-known and respected women coaches are good to find to guarantee the high quality and reputation of the module. The coaches are volunteering, thus, they follow a so-called pro-bono principle in their coaching responsibility.

The fMBA (femaleMBA) module targets women who already have significant work-life skills and experience. These women are in the middle of their careers, either running their businesses or working as professionals or managers in larger organisations. This phase in a woman’s life has been called ‘recalibration’, a term that refers to women’s search for new life alternatives and ways to reformulate their values and frameworks in the work context (Gordon and Whelan-Berry, 2005). The Module includes non-tailored courses in various business topics such as strategy, leadership, human resource management, marketing, finance, economic planning and decision-making, stakeholder management, and corporate social responsibility. To support personal development, the module applies individual guidance and counselling which aims to support the participants in finding solutions to their careers, helping them reflect on their careers to date, and increasing the sense of meaningfulness in their lives. An autobiographical career guidance approach based on career anchors measurement can be used as a means (Lämsä and Hiillos, 2008). Additionally, individual mentoring is applied with a female mentor having extensive experience in management and/or entrepreneurship. The length of the fMBA module is 2 years part-time studying as a whole. Instead of the full fMBA, one of the programmes for this target group has been a programme on responsible leadership (1-year part-time programme).

FemalePro (fPro) is targeted to women with an immigrant background who want to develop their business operations, are planning to set up an enterprise of their own or are working in their family business. During the training, participants receive practical knowledge on how to start a business and on the various services and financing opportunities available to entrepreneurs. Particular attention is paid to acquainting women with local business practices and culture. The trainings are non-tailored and all members of the group (about twenty) participate in them. Partly, the trainings are in open-door events and visits so that the participants learn to know other entrepreneurial-minded immigrant women as well as Finnish women entrepreneurs. Seen from the individual-tailoring perspective the Module
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includes individual consultations to find solutions to immigrant women’s business problems. The development of participants’ entrepreneurial competence is further supported through individual mentoring. The length of the training is 1 year based on part-time studying. The teaching language is Finnish (national language). Yet, what is necessary is that interpretation in plain Finnish is available in the teaching situations to facilitate group discussion of difficult words and concepts.

Lessons Learnt

It is important to recognise the target group(s) of the trainings and customise the trainings according to the needs of the group(s) and their phase of business. The fForum training palette provides a life-long learning experience to its participants because they can move from one module to another depending on their needs and phase of business. For example, a person who finishes an MBA but wants to start later business can make the module of fStart.

New modules are easy to develop based on the basic model of the fForum. For example, it is possible to develop a module for immigrants who want their business to expand (fFirm for immigrants). Another example can be a module to MBAs for their further specialisation, for instance in corporate social responsibility, human resource management, and digital marketing.

Learning of competencies is the outcome not only of formal teaching and learning but also – and largely – of social experiences in the women’s group. It is important to organise informal situations and events in the trainings so that the participants have chances to learn to know each other and network as well as share problems and ideas to learn from each other. Women gain from peer support.

It is of importance to make a common agreement among the participants at the beginning of each module concerning the confidentiality of information shared in the group. Additionally, being part-time and partly drawing on distance-learning and/or digital-learning opportunities the fForum programme provides various flexible options relevant to women participants’ needs, such as their need to combine participation in the trainings and family responsibilities.

Women often need an extra push in their career attempts and tend to set their goals low. It is important that significant others who are respected by the women encourage women to participate in business trainings and advance in career. These significant others are often valued males such
as boss, husband or even father. Additionally, female role models are important here. Women are often expected (stereotypically) to be willing to work the areas which require ‘soft’ skills (empathy and social skills). The research done in the ffForum palette shows that that the combination of ‘hard’ (finance, business idea planning, economic planning and decision-making, and strategy) and ‘soft’ is worth taking into consideration in women-only-business development programmes (Lämsä and Savela, 2014). The design and implementation of the programme can rely more on a ‘soft’ viewpoint (discussions, problem sharing, and social gathering) while the subject content can draw more upon ‘hard’ business and management knowledge.

Questions concerning counselling target groups

1. What kind of female target groups do the career counselling services of your organisation aim to reach?
2. How do the services need to be modified into the needs of different target groups?
3. What kind of developmental and counselling activities are useful to your organisation’s different target groups?

Mainstreaming Gender and Diversity at Austrian Universities

Two examples are discussed in this section, namely, FH JOANNEUM – the University of Applied Sciences Graz/Austria and Technical University (TU) Wien.

FH JOANNEUM – The University of Applied Sciences Graz/Austria

FH JOANNEUM – the University of Applied Sciences Graz/Austria, hereinafter referred to as FH JOANNEUM is a university of Applied Sciences offering Bachelor and Master programmes in various areas such as Applied Computer Sciences, Engineering, Health, Building, Energy and Society, Media and Design, and Management. The University started offering applied education first around 20 years ago. Although being a rather new university with little to none organisational structures and behavioural patterns that hinder gender equality, the management and all relevant stakeholders are well aware of the importance of gender equality and diversity. The management of FH JOANNEUM also follows an intrinsic motivation to raise awareness on the topic of gender equality and diversity as only a working atmosphere that is identified as fair and equal can lead to motivation and innovation. The University is partly state-
owned which leads to an even higher responsibility of considering gender equality and diversity aspects in the operations of the University given the liability towards the society.

Gender equality and diversity are incorporated in the statutes of FH JOANNEUM since 2015 and include the rules and standards that need to be applied in relation to gender equality and diversity. The developed policy is accessible for internal as well as external stakeholders to the University to show the importance of this issue and the transparency that needs to be connected to it to be successful. The policy implemented at FH JOANNEUM is based on the Austrian law for equality that entered into force in 2004 and follows the legal requirements for higher education institutions. Given the fact that gender equality and diversity is part of the Austrian law, also higher education institutions are obliged to follow the legal requirements.

Regarding organising gender equality and diversity issues FH JOANNEUM has implemented two essential facilities that are dealing with the topics of gender equality and diversity which are as follows:

1. **Coordinator for Equality and Diversity as sub-unit of the management:**
   The coordinator for equality and diversity needs to have a pertinent education in these fields to ensure compatibility with the objectives of this sub-unit. The coordinator implements and/or supports the following activities:
   - Leading the working group on equality and diversity.
   - Supervision of the job advertisements, recruitment and application process, and guidance of executives during this process.
   - Support in gender-related questions and cases of gender discrimination.
   - Participation in gender-equitable personnel and structural development.
   - Development of proposals for women and men promotion.
   - Development of a yearly report presenting all achievements and challenges of the last financial year.
   - Support and guidance for executives and employees regarding continuing education and training measures, job announcements, and staff recruitment as well as staff appraisal in connection to gender equality.
   - Support and guidance for executives and employees concerning measures on equal opportunities, propose awareness-raising measures, and advise the university management on gender-related issues.
2. **Working Group on Equality and Diversity:** FH JOANNUM committed to introducing a working group on equality and diversity in its structures that is led by the coordinator for equality and diversity. This leads to the fact that the working group is directly responsible for the management of the University. Therefore, the management of the University is responsible to make the resources and infrastructure available for the implementation of the working group. The working group needs to have at least nine members whereas the following representatives are fixed members to the group, given the set priorities within the statutes of the University:

- Scientific and Financial Managing Director
- Vice-Rector – Head of the University Council
- Coordinator for Equality and Diversity
- One Member of the Working Association of FH JOANNEUM
- One Member of the Human Resource (HR) Department
- One member of students’, teaching and Research and Development staff and Head of Study Programme’s Representatives of the University Council.

Being a member of this working group is part of the working contract for each of these representatives. The implementation of the working group is organised by the coordinator for equality and diversity and all tasks connected to the working group are obligatory and have to be implemented as decided upon a majority vote. The working group can incorporate further experts for certain topics but these additional members to the working group do not have a voting right.

Especially, the coordinator for equality and diversity is of high importance to progress on the topics of gender equality and diversity. With collaboration as the key success, the following main activities are implemented to foster the topics:

- Campaigns are regularly implemented and seminars offered to increase awareness, understanding, and knowledge on gender equality and diversity. Given the fact that FH JOANNEUM is a higher education institution language is an important factor for academic progress. Therefore, FH JOANNEUM strongly applies to *gender sensitive-language*. It is the basic principle of gender-sensitive language to mention the gender/genders that is/are meant. In some cases, it may also be appropriate to use gender-neutral terms (in German: *Studierende* or *Lehrende*) for reasons of simplicity. Using gender-sensitive language is incorporated in the corporate wording and therefore part of the corporate culture. Further, it is important to mention
that gender-sensitive language is applied in internal as well as external communication.

Equal opportunities in recruiting and career development processes are stressed. Job advertisements are published using gender-sensitive language and have a statement included that in study programmes in which female staff is underrepresented, female applicants are treated in a preferred way if the same requirements are fulfilled. Further, in the recruiting process, either a member of the working group on equality or the coordinator for gender equality and diversity needs to be present during application interviews and involved in the decision process.

In terms of the career development process, the HR department can incorporate either a member of the working group on equality or the coordinator for gender equality and diversity to make sure that gender issues are considered and no gender inequalities arise during the development process. Generally, FH JOANNEUM follows a transparent scheme for development that is well-connected to the remuneration system but if during the career development process there are any perceived inequalities due to gender, the head of the unit is advised to consult the coordinator for gender equality and diversity immediately. In this regard, FH JOANNEUM also committed to equality for employees having a family with a high degree of flexibility in terms of working hours and career development.

In teaching the general principle ‘no discrimination because of gender’ is applied in teaching. Opportunities and development possibilities need to be the same for all genders. FH JOANNEUM and the teaching staff are also engaged to deal with gender-specific topics within the possibilities of the curriculum and to raise awareness of the topics.

Research focusing on topics connected to gender equality and diversity is supported by the resources of the University. In this regard, the University is committed to supporting all genders in their research activities. Special support is given to research areas in which female researchers are underrepresented.

Sexual harassment, discrimination, and mobbing are taken as serious topics being able to influence the functionality of individual units but also the University as a whole given the damage to the image. Therefore, FH JOANNEUM introduced mechanisms to handle such situations with special care by people having special training. Generally, the first contact points for cases of sexual harassment, discrimination, and mobbing are the direct superior, the coordinator for gender equality and diversity, the workers’ association or the HR department. The first party contacted is
responsible to contact all other named parties including the ombud for equal treatment. All involved parties are subject to professional discretion.

Assistance services for women refer to the general principle that needs to be followed by all management bodies of the University. The principle is that gender equality and balance needs to be in the centre of attention in all aspect of the strategic operation of the University.

FH JOANNEUM is very eager to further develop in the topics of gender equality and diversity and will in the future enlarge the resources available for these topics to avoid/mitigate any inequalities and imbalances that are connected to gender to benefit from a gender-equal working environment.

Technical University Wien

Vienna University of Technology hereinafter referred to as TU Wien, is a university with a strong focus on Engineering and Technology with a long history. The University was founded in 1815 with the focus to provide education to military representatives and educate civil engineers. Over 100 years later, from 1919 the University allowed women to study as their focus on Technology and Engineering. Nowadays, the TU Wien faces the same challenges as many other technical universities in Austria.

The two key challenges are as follows:

1. Image of being a ‘men’s world’ limiting the attractiveness as an employer and educational provider for women.
2. Resulting from this issue, the low number of female teaching staff and students.

TU Wien commits itself to the career advancement of women and create a positive and career-enhancing conditions for women and therefore created the ‘Career Advancement Plan for Women’, to set a clear statement in terms of gender mainstreaming and improve its image as an employer. With this ‘Career Advancement Plan for Women’ TU Wien aims to show the importance of gender equality among teaching and administration staff as well as students to mix perspectives and create innovation in teaching and research.

TU Wien sees it as a joint task of all members of the University to achieve the objective that women and men at TU Wien have equal opportunities to develop according to their qualifications and that any existing discrimination against women is eliminated or counterbalanced.

The actual equal treatment of women and men and the career advancement of women shall be appropriately reflected in the human-resource policy of TU Wien, in particular the strengthening of gender
competences of all members of TU Wien, in research and teaching as well as in the distribution of resources (gender mainstreaming and gender budgeting). This is an important obligation for persons in management positions.

TU Wien is also working with facilities for the career advancement of women and equal treatment which are named and described next:

- **Working Group on Equal Opportunities**: TU Wien has implemented a working group that is directly linked to the management of the University which consists of 27 members who are focusing on the further development of the topic of equal opportunities within the University and on career and students’ development. Given the link to the management of the University, the resources are given from the management as it is seen as a priority for the University. A corresponding annual budget, as well as the needed infrastructure, is allocated for the working group.

- **The Office for Gender Competence**: TU Wien has an Office for Gender Competence incorporated in its organisational structure. The tasks of this specifically implemented office cover the areas of gender research and research on gender equality, staff development geared towards female staff members, advancement measures for female pupils, female students and young female scientists as well as advisory services.

Thereinafter, actions that are set by TU Wien in the ‘Career Advancement Plan for Women’ to avoid/mitigate gender inequalities are explained in the mentioned categories:

- **Awareness-raising**: Awareness-raising is happening through many mechanisms installed. First of all, TU Wien is following the principle of using gender-responsive language which is incorporated in the corporate wording of the University. This means that TU Wien applies gender-responsive language in their press releases, speeches, minutes, and other notifications directed at the general public and members of the University. In this respect, either the female and male forms are used explicitly or gender-neutral designations are used in all documents and – whenever reasonable and feasible – in oral statements. Second, TU Wien gains awareness of gender inequalities through regular reporting that is focusing on the proportion of women as staff members and students. Third, in connection to this indicator, TU Wien also concentrates on generating data on the remuneration of women on a yearly basis to minimise gender inequalities.
• **Teaching:** To become more attractive as an employer and improve the image of the University, the management is very eager that gender equality is also an important aspect of teaching. Therefore, the University sees women’s and gender research as an important part of their curriculum. Therefore, courses with the content on the theory of science and/or critical appraisal of methods with regard to women’s and gender research are offered and recommended to the students, as a minimum, as an elective in the degree programme. Further, TU Wien pays special attention to not discriminate against women when it comes to the assignment of teaching. This principle is true for external as well as internal staff members as the main aim is to have women in teaching in all subjects in a balanced manner.

• **Research:** TU Wien obligated itself to support research conducted by women and men to an equal extent. Further, the University sees it as its responsibility to treat all topics of research as equally important. Therefore, when assessing qualifications (in habilitation procedures), academic and artistic theses on topics from the fields of women’s and gender research are deemed to be equivalent to theses on other research topics within the same academic subject. Moreover, TU Wien supports research on topics relating to women and gender in the artistic and scientific fields of studies represented at the institution.

• **Students:** TU Wien is facing equality challenges in terms of female and male students as male students overweight given the focus of the University and the stereotypes connected with them. Therefore, TU Wien takes appropriate human-resource, organisational and financial measures to promote women’s access, in particular to degree programmes in which women are under-represented. Generally, in all degree programmes in which the proportion of female students beginning their studies or female graduates is under 50 per cent, strategies need to be developed and specific measures taken by the competent governing bodies or the persons in charge to increase the proportion of women in these degree programmes (heads of the faculties). The Office for Gender Competence gives advice on developing these measures and provides support in implementing them and can be seen as a supporting body to follow the aim of increasing the number of female students. To achieve this aim, information sharing was identified as key. Therefore, measures to increase the proportion of female students beginning their studies (the FiT campaign which is especially targeted at women in engineering fields) are financially supported by TU Wien. Students will be informed about scholarships and awards from TU Wien in
an appropriate manner. Through the information campaigns, women should be strongly encouraged to apply.

Moreover, TU Wien pays special attention to mentoring and coaching with a focus on women. Mentoring and coaching are therefore deemed as important measures to increase the number of graduates of Bachelor’s, Magister, Diploma, Master’s, and Doctoral degree programmes at TU Wien. TU Wien ensures that the Office for Gender Competence develops and implements such programmes to ensure equal opportunities. Last but not least of importance is the special focus that is put on the compatibility of studies and family care. TU Wien works towards making pregnancy, parenthood, and care of family members compatible with studies and the completion of degree programmes. This is done with the support of the Office for Gender Competence.

**Human Resources and Organisational Development including Career Planning**

Human resources and organisational development are identified as important instruments for increasing the proportion of women and the career advancement of women at TU Wien. All measures related to HR and organisational development take the concepts of gender mainstreaming and gender budgeting into account and work towards strengthening the gender competences of all TU Wien members.

The University takes appropriate HR, organisational, and financial measures with regard to the following areas:

- Promotion of women’s academic achievements
- Promotion of young female scholars and students
- Elimination of any existing under-representation of women in a training or employment relationship with the University in all organisational units, at all hierarchy levels, and in all positions and activities, further education and advancement of women’s professional qualifications

Other important aspects in regards to human resources are job advertisements and the recruiting process. In regards to job advertisements, it is essential that they refer to both genders and/or are written in a gender-neutral form. Therefore, job advertisements include no additional text suggestive of a particular gender. The relevant qualifications for the vacancy (job profile) are always incorporated into the job advertisement in their entirety. When defining the admission requirements in the job advertisements, the unit advertising the job has to get a confirmation from
the Office of Gender Competence. Further, advertisements for vacant jobs as well as leading positions always contain the following boilerplate: ‘TU Wien is committed to increasing female employment in leading positions.’

Female applicants are explicitly encouraged to apply. In case of an existing under-representation, the following sentence shall be added: ‘Preference will be given to women when equally qualified.’ In regards to recruiting, the whole process is accompanied by a representative of the working group on equal opportunities to avoid discriminatory questions, additional evaluation criteria that were not part of the job advertisement, and make sure that stereotypes are not an issue during the interview process but also in the selection process of future staff.

TU Wien ensures the implementation of the ‘Career Advancement Plan for Women’ and all the mentioned actions are clearly made aware of the responsibilities that lie with those bodies at TU Wien that make decisions or proposals regarding the necessary organisational, personnel, and financial matters according to the relevant organisational provisions. Further, any form of discriminatory behaviour or discrimination on the grounds of gender constitutes a violation of official duties and are sanctioned pursuant to the (staff or employment) regulations. The implementation of all these intended measures is aimed to achieve de-facto equal rights of women and men in all positions and activities and in all employment relationships and training agreements at TU Wien. This is one of the duties resulting from the employment relationship and the basis for further creating innovation through the use of diverse perspectives.

To conclude, it needs to be stated again that at the TU Wien the implementation of gender equality and diversity is more difficult given the history and the patterns that are anchored in the structure of the University. Therefore, the process to achieve gender equality needs more time and resource investment than with other universities of younger age such as FH JOANNEUM.

Questions concerning organising equality and diversity issues:

1. How are equality and diversity issues organised in your institution?
2. In your opinion, is organising in your institution effective? Why?
3. What improvements can and should be done?
Final Remarks

In this Handbook, we introduced the Rainbow Career Platter model developed in the Rainbow project to contribute young women’s counselling services, especially in Indian universities. Furthermore, we provided examples, methods, and cases from India and elsewhere how women’s careers and employability can be promoted and supported not only in higher education institutions but also non-governmental organisations (NGOs) (and other organisations as well) with the help of counselling and guidance activities. The Handbook also paints a picture of the current understanding of careers and career counselling in previous literature. Our research results done in the Rainbow project suggest that building a holistic career-counselling and guidance system is needed in higher education institutions instead of the traditional idea of seeing counselling as a one-to-one relationship between counsellor and counsellee based on only psychological theory (Lämsä et al., 2019).

No country in the world has achieved gender equality until today (The Global Gender Gap Report, 2018). In this Handbook, we argued that gender equality is important for ethical and economic reasons. First, the development of gender equality is an ethical and human rights challenge. The developed Rainbow Career Platter model relies on Sen’s capability approach which emphasises equal opportunities and underlines the moral imperative to advance gender equality globally (Sen, 1995, 1999; Robeyns, 2005). Women (and all people) despite their backgrounds should have real opportunities to live a valuable and meaningful life and experience wellbeing in life. Gender-sensitive career counselling in higher education can support this aim by providing capabilities, resources, and services that take gender mainstreaming into consideration and strengthen especially young women students’ agency and empowerment in career issues and life in general.

Second, as highlighted in this Handbook, India could get significant economic benefits by advancing gender equality at all levels in society. In particular, higher participation of women in working life is a key that can
advance economic development in India. Educational institutions, which take their economic and social responsibility seriously, are important actors in the advancement of gender equality. They need to take the topic into account in both educational and guidance activities as well as their operations, attitudes, and behavioural patterns and be role models to other actors in this sense. Educational institutions are crucial pillars responsible for bringing development, hope, opportunities, and sustained change in any society. They need also to affect their environment and stakeholders in this issue. This requires the institution’s novel and innovative ways of thinking and acting to overcome old stereotypes concerning gender roles.

To conclude, we think that a gender viewpoint to career counselling is of relevance to take into account when counselling strategy, policy, and practices are planned, organised, developed, and evaluated in higher education institutions in India and also elsewhere. The Rainbow Career Platter model offers a theoretically based and comprehensive alternative to develop counselling services and systems at both strategic and operational levels. Organisational leadership plays a key role in initiating and advancing the change.
Appendices

Appendix A: Instruction for Conducting Focus Group Discussion

Key Characteristics of the Focus Group

The goal is to understand focus group participants’ thinking, opinions, and experiences of the topic. A less-structured approach is taken to the discussion. The researcher/moderator takes a peripheral, rather than a centre-stage role for the reason that it is the inter-relational dynamics of the focus group participants that are important, not the relationship between the researcher/moderator and participants. In other words, the participants speak to each other, not the researcher/moderator. This is a key aspect that distinguishes a focus group method from a group interview.

Participants

In a Rainbow focus group, a minimum number of participants is five (5). A variation can be 5–8. The participants should be experts in the field.* *See details in our plan. Please make sure that at least one of the participants is a rather young woman with a child/children and a university degree (a representative of our target group). The participants’ basic background information is needed to produce research paper/papers. See a separate personal information form concerning this information.

Preparation

Reserve a quiet room and fix a time schedule.

Find a tape-recorder to record the discussion.

Make an appointment with the participants:

1. Tell what is the focus and aim of the project, also comparative aspect in research, and why the person is invited to the discussion. Clarify that all information which is produced is confidential and no names are told
when papers are written and published. Full anonymity is promised. Inform about tape-recording.

2. Tell the participants that they need not do anything beforehand, just to come to the discussion meeting. But tell what kind of problem and questions are discussed so that they can reflect the topic beforehand. The problem and questions are described later in this paper.

3. Clarify the background information by fulfilling a personal information form. Tell that we need this information to describe the group, not an individual, in a research paper. Do not use the discussion time to gathering this data but collect it beforehand.

**Time Schedule**

The planned time for a focus group discussion is 1–1.5 hours. This was held in March 2019.

**Room and Arrangements**

The participants sit in a roundtable. Advance a relaxed and free atmosphere. Make sure that the room is quiet enough for tape-recording and no other outer factors exist that might affect the group discussion (for example, possible for someone to enter the room). Ask the participants to switch off their mobile phones and computers. Refreshments are recommended but not obligatory.

**Language and Data Production**

The focus group discussion is held in English. The discussion is tape-recorded and later transcribed by each partner. Please instruct the research participants to speak in a clear voice and ask them to avoid overlap speaking. The partner is responsible for producing the transcription after the discussion. All transcripts are saved in the teamwork platform.

**Discussion**

1. Come early enough and check the room. Write the problem and questions on the blackboard or PowerPoint or related vehicle during the whole session or deliver a sheet to all participants where the problem and questions are written.
2. Wish welcome and present yourself. Repeat in one or two sentences what is Rainbow and why they have been invited. Clarify still anonymity and tape-recording.
Appendices

Tell shortly the idea of the focus group discussion—their thinking, experiences, and opinions are important, free and unstructured discussion is important, no right or wrong answers exist, multiple ideas are welcome, anonymity guaranteed.

Instruct the participants to speak in a clear voice and ask them to avoid overlap speaking. (Approximately 2-3 minutes)

1. Ask each participant to introduce her/himself by telling the name and organisation. (Approximately 1 minute)
2. Tell the problem and questions which need to be discussed during the session. Remember that the focus group is not based on the idea that the researcher/moderator asks and participants answer but the participants speak freely of the topic to each other, not the researcher/moderator.

The Problem

In many societies, also in our own society, a problem is that highly educated young women at university have more problems than similar men to start their careers and enter the labour market.

Questions

1. What are the reasons for these women’s problems?
   If the participants do have difficulties to speak of the topic, you can help by picking some examples like What is the role of upbringing and education? Are women less ambitious? How about stereotypes? What kind of stereotypes? What is the role of employing organisations? What is the role of potential motherhood? Why potential fatherhood does not affect as many young men as young women?

2. What can be done to solve the problem?
   If the participants do have difficulties to speak of the topic, you can help by saying or picking some examples like What should be changed in education and upbringing? What is critical to develop and change in employing organisations’ human resource management? How can gender-biased organisational culture be changed? What is the role of (top) management? How to change stereotypes? What kind of tools can be effective in work-family integration?

3. What especially universities can do to support their women students in a future career?
   If the participants do have difficulties to speak of the topic, you can help by saying or picking some examples like Can mentoring be useful?
How about coaching? How about role modelling? Who could be good role models? How to make them visible to women students? Is it valuable to develop entrepreneurship education? How? What kind of counselling services can be useful? What about e-counselling and e-mentoring? When women’s support should be started?

The length of the discussion is about 50-60 minutes. It is worth discussing question by question (about 20 minutes each). You as a moderator keep the timetable and enhance discussion if needed.

In the end, say thank you for the discussion to the participants.

Appendix B: Roundtable Instruction

Monday 27 May 2019
Agora B301, Jyväskylä Finland
14:00–16:00 Hours

Roundtable Discussion: Career Counselling to Tackle Women’s Challenges in Career

Suvi Heikkinen
1. Presentation of the participants (name and organisation)
2. Presentation of the project and possible questions
   – 1 + 2 = about 25–30 minutes
3. Group work: two groups
Time for expertize presentation and group work about 45-50 minutes.

Discussion Topics

One’s expertise related to the topic (short, 1-2 minutes)
Questions available all the time in PowerPoints or blacktable

• What kind of skills do university women students need to be proactive and adaptable in identifying career opportunities and motivated and capable to participate in future working life?
• What are specific factors in India which should be taken into consideration in career guidance and counselling to advance the women students’ skills?

General discussion of results

Time about 30 – 40 minutes
Anna-Maija can make a note on the blackboard
Detailed notes are taken from the group discussions by two people
References


Career Counselling for Women’s Empowerment


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