

IMPORTANCE OF OCCUPATIONAL INFORMATION AT THE TIME OF CAREER DECISION MAKING

Lucia Musyoka Ngei

Ph.D. Candidate (Educational Psychology), University of Dar es salaam, Tanzania

CITATION: Ngei, L. M. (2014). Importance of occupational information at the time of career decision making. *International Journal of Social Sciences and Entrepreneurship*, 1 (12), 162-187.

ABSTRACT

The paper presents theoretical and empirical review on importance of occupational information at the time of career decision making. Specifically, the paper highlights literature in the following areas: Considerations and Concerns in Using Online Information; Web Sources of Career Information; Occupational Research and Career Choice Selection; Conducting Print and Online Occupational Research; Labour market Information; Information interviews; and, Job shadowing.

Key Words: *occupational information, career decision making*

Introduction

Current, accurate occupational information is a crucial component of successful career decision making. More and more career information is now available online. In order to assist career education and career development practitioners in helping students and out of school youths access occupational information, there is need for clear understanding of the role of occupational information in career decision making, description of the concerns about online information, and an in-depth look at some national online information tools provided by various nations (Pines and Yanai, 2010).

According to Ahmed (2004) occupational information is an important factor that influence the youths in their career and livelihood choices. Media, for instance, most often portray career as the only ultimate and ideal career. Without proper guidance, sometimes young people misevaluate it and make wrong career choices. The truth being that the approach to career choice by young people and their parents leaves a lot to be desired. The consequence being that many young people across various age- groups are living with dissatisfaction related to their career choices. This has psycho-social impact on them.

Career aspiration and development involves more than merely disseminating occupational information, and occupational information holds a very central and important place in careers. Keberia (2003) concurs with the description of occupational information and asserts that, in order for the students to be able to decide on the sort of work to seek for, they need to

know not only what sort of jobs exist but also what each entails, the sort of skills and qualifications needed, the demand it makes of the worker and the nature of work itself and the lifestyle likely to develop from it. Richard (2008) observed that many young men and women would surely make sound educational/vocational decisions if only they were better grounded in the facts on the world of work. Youths who have better information about occupations make superior career choices than those with less formal information.

Career development involves the acquisition of self-knowledge about interests, abilities, and attributes; educational and occupational exploration; and planning that combines self-knowledge and occupational knowledge in making career choices. As one of the career specialist stated: "Ready access to usable career information is a crucial component of successful career decision making" (Patton and McCrindle 2011, p. 32). In USA for example, the National Career Development Guidelines (NCDG), skills for understanding and using career information are one of 12 competencies integral to career development (Career TEC, 2010).

According to Sommers (2010) the terms "career information," "occupational information," "labour market information," and "work force information" overlap. Broadly defined, these terms encompass the full range of information about labor market conditions and trends, including employment and unemployment, industry and occupational employment and wages, labour market projections, individual workers or job seekers, and providers of education and training. Also included is information about specific industries, occupations, and careers, such as qualifications, job duties, educational requirements, working conditions and work settings, compensation, employers, and current job vacancies.

According to O'Reilly (2011) and Sommers (2010) individual needs for and uses of this information vary: for instance, elementary school students need it to develop an understanding of the world of work and the relationship between personal attributes and interests and career choice; through secondary and postsecondary education, students need it to make informed choices about education, career paths, and specific jobs. The need for this information is life long, as the workplace changes and adults make career choices recurrently throughout life. Workers and prospective workers need not only ask the age-old question "What should I do?" they must also ask, "How should I do it?" and "What should I do after that?" and "How can I prepare for my next work as I do my current work?" This is a far more complex set of questions than "What will I be when I grow up?" (Blueprint for Life,2011). In addition, administrators, teachers, and policymakers should use occupational information to make decisions about program offerings, curriculum, and resource allocation and about improving linkages with employers (Sommers 2010).

Recent trends underscore the importance of career information for career development (O'Reilly 2011; Sommers 2010). Certificate programs for career practitioner training now include occupational information courses. Labour market information is being written in simpler language for people other than economists to use. Career information for youth is being produced on the internet and in youth magazines, such as "The Edge". Federal initiatives by the U.S. Departments of Education and Labour, such as America's Career

Resource Network (ACRN) and O*NET are making information resources increasingly accessible.

Research findings in Canada for example, highlight the need for accessible, accurate, well-organized information sources and the critical role of practitioners in guiding individuals in the interpretation and use of this information. Studies of elementary school students (Johnson 2009; Toepfer 2010) have shown that many have only a shallow understanding of how school relates to the real world and limited awareness of the skills and knowledge needed for career success are heavily influenced by the belief that schoolwork must be specifically career related to be relevant, and have a limited sense of how to develop skills and knowledge and the usefulness of career information in this process.

Adolescents also need assistance in using career information. Kennedy, Christian, and Bell (1999) in their study of future career prospects among adolescents in German concluded that adolescents have unrealistic expectations and inconsistencies in their views for their future. A study of British students (Foskett and Hemsley-Brown 2009) found that they base their understanding of careers and work on images from personal contact with a job or work, adults, and the media. In a study of Canadian adolescents (Julien 2012), 60% found it difficult to obtain the career information they needed; 40% had to go to too many places; 40% did not know where to go; and 25% did not feel confident asking for information. Many expressed negative attitudes about career choice software, or the availability of school-based print sources and experienced information overload and emotional barriers or time constraints to using career information.

Research in Australia has consistently shown the value placed on family and friends as sources of useful occupational information, (Patton and McCrindle, 2011," p. 32) who noted that non college-bound students rely more on social networks than on school-based information services. In particular, parents have an important influence on career choice. However, although parents seem to understand the usefulness of career information sources for their children's career development, many may not know how to take advantage of these resources (Trusty and Watts 2006). Choice of information sources and perception of their usefulness varies depending on such factors as age, gender, socioeconomic status, family circumstances, and cognitive maturity (National Career Development Association (NCDA) 2010; Patton and McCrindle 2009; Trusty and Watts 2006).

In the Australian context, Warton and Cooney (2007) found little evidence that subject choice by school students was a considered planned exercise. According to their results, 30 per cent of students indicated they had not received an information booklet about subject choice, which had been distributed by all schools in the study. As it was not possible that all these students missed out on the resource, this suggests that the information was not sufficiently salient or valued. Such findings should be considered in light of student reports that they require detailed information when making choices about selecting school subjects. The results also indicated that information about subject choice was gathered inadvertently and largely outside formal channels. Overall, it was concluded that adolescents were thus unlikely to make optimal choices as they lacked sufficient and appropriate vocational information. Interestingly, while many schools provide a range of career-related services and information

resources to facilitate the decision making process, only limited research has addressed how useful and meaningful this assistance is for students (Harvey, 2004). Other investigations have attempted to provide further insights into the influences on career decision making and subject selection, (Doren & Benz, 2001), Dellar,(2004) highlighted the lack of knowledge regarding subject selection issues from the perspective of the individual and the actual nature of the decisions that are made at this time.

Australian studies by Elsworth & Fleming, (2004) have identified a range of external factors which constrain subject selection including diminished subject availability, limited timeframe for subject selection, timetabling restrictions, compulsory subjects, tertiary prerequisites, and eligibility for entry to tertiary courses. Internal issues such as locus of control, self-assessment of ability, vocational awareness, gender and interest in the subjects offered also appear to affect the manner in which students choose subjects (Lapan, 2007). Dellar (2004) also found that, with regard to obtaining relevant information, students appeared to access informal channels such as parents and siblings, rather than career education or counseling resources available within the school.

According to McCrindle's (2011) in his study on high school seniors in Patton and career decision making , information should be made available earlier, a need echoed by 69% of adults in the fourth National Survey of Working Americans (NSWA, 2010) who said that they would try to get more information if starting over. Almost all of the adults in Lucas' (2009) study felt they needed more information not only about occupations, but also on their own interests and skills, a stage of the career development process that should have taken place in elementary school. However, simply accessing career information is not enough, as other research points to the need for intermediaries such as information professionals and career development practitioners. British adolescents had the perception that school guidance operates as information on demand: once they expressed an interest, they would be given information on that career area (Foskett and Hemsley-Brown, 2009). They were prepared to listen only to information about careers they had already chosen and tended to ignore other information they considered irrelevant to that choice. Roney (2010) discovered that adolescents may over aspire in their career expectations because they reason inaccurately about the ease of attaining high-status jobs. Simply giving students labor market information may be insufficient to foster more realistic ideas about careers.

A great deal of career information is available online, raising issues of access and user support. Offer (2010) found that 80 percent of college students would rather gain career information from a computer than from a book or a person, 85 percent would rather use a computer program to help them develop a résumé, and 70 percent thought computers could help them find jobs much faster than would traditional job search methods. However, higher percentages recognized the need for personal assistance when those online sources did not satisfy them. NCDA (2010) saw the beginning of a "Career Information Digital Divide (CIDD)" that could disadvantage some in the labour market especially those without online access the minority group membership and other factors such as age and education level are associated with access to career and job information.

Canada's Blueprint for Life and several US state curricula that use the National Career Development Guidelines (Barbieri 2008); CareerTEC (2010); Ohio Department of Education (2010) outline competencies related to career information for elementary, middle school, secondary, and postsecondary/adult levels. The competencies increase in complexity as career development continues throughout life. According to Barbieri (2008) and CareerTEC (2010) children in elementary education should be able to understand and use career information, how to need to be educated on explore the work of family and community members. They should be helped to identify occupations by people, data, and things. They also need guidance on how to discover how interests, knowledge, skills, beliefs, and attitudes relate to work roles. They need to learn how parents, friends, and relatives can provide career information, explore work roles and settings of interest and the concept of work information and how parents, relatives, adult friends, and neighbors can provide this information.

Learners in middle School need to be helped to locate, understand, and use career information. In doing so, they should be able to identify ways occupations are classified and discover occupational groups for exploration. They need skills on how to use school and community resources to identify occupational groups and work roles and discover how skills, knowledge, and attitudes can be transferable from one work role to another Equally they should be able to identify community employment sources (Canada's Blueprint for Life, 2011).

According to Patton and McCrindle (2011) students at the level of secondary education require necessary skills to locate, evaluate, and interpret career information. At this level, they should be able to explore the educational and training requirements of various work roles. Acquire knowledge of classification systems and career ladders. Discover how key personnel in selected work roles could become information resources and/or role models. Explore how trends and work opportunities in various economic/work sectors affect the nature and structure of work roles. Understand how a variety of factors such as supply and demand for workers, demographic changes, environmental conditions and geographic location affect work opportunities. They also need to understand how labour market information profiles and statistics should be used when making life and work decisions as well as explore a variety of work alternatives.

Postsecondary youths and those pursuing adult education need skills to locate, evaluate, and interpret career Information. This involves identification and use career information resources such as computer and Internet-Based Career Information Delivery Systems (IBIDS), print, media and mentors. They need to identify available work opportunities with respect to one's set of work skills, knowledge, and attitudes. They should be able to understand how to assess the reliability of career information, explore opportunities for self-employment and assess information and evaluate its impact on one's life and work decisions (Kirk 2013).

In addition to activities that help individuals acquire these competencies, O'Reilly (2011) suggests that career information can be a valuable asset in career decision making only if it is grounded in meaning for the user. She suggests that practitioners guide individuals in "interrogating" the information, using an additional set of questions beyond the in-depth

analysis of personal aptitudes, values, and interests and the study of what job or occupation description best matches those personal interests and aptitudes: The occupational information should enable the post secondary school youths to answer questions such as: Does the present situation represent the future situation? What predictions are reliable? Where can I find further information to support or refute these predictions? Is a particular article biased to make an argument for a lobby group? How will consumer behaviour affect opportunities? What public policies will impinge on this career? How many workers are already in this field? How many new workers will be needed? How will technology change the industry? What are the paths that seem possible from this position? Is this occupation mobile across the country? From which training programs do employers prefer to hire?

Considerations and Concerns in Using Online Information

For many, the internet has become the vehicle of choice for accessing various career services (Kirk 2013, p. 146). A number of factors have contributed to the widespread use of online career information, including (ibid.) the increase in the number of computer-assisted career guidance systems, the widespread availability and use of the Internet and a growing number of adults interested in further education and career information. According to O'Reilly (2011) the array of websites featuring online career information is burgeoning. The sites can be classified into two general categories: career planning and career information. Career planning sites feature such services as self-assessment, occupational information, career exploration, and career decision making. Career information sites, on the other hand, focus on providing information related to employment trends, educational opportunities, employers, and job search.

Offer (2010); Sampson and Lumsden (2012) contend that the availability of online career information is paradoxical. Many benefits are associated with greater accessibility to career information, but there are also limitations. Chief among the benefits is greater availability of additional resources to more audiences. Individuals with disabilities, for example, can frequently access online resources more easily than traditional sources. Online resources can also be used to supplement face-to-face contact with career development professionals. Furthermore, they can complement existing print and computer-based assessment resources, and resources that may have been cost-prohibitive to purchase can now be accessed online.

Despite these advantages, however, some limitations and problems are associated with the availability and use of online career information resources. Issues surrounding online career information can be grouped into several categories (Offer 2010; Offer and Sampson 2009; Peterson 2010; Sampson and Lumsden 2010): They include: User proficiency, whereby in order to make effective use of career information available online, users must be proficient in using technology and navigating the Web. Even when the user knows what he or she is looking for, resources on the Internet are organized differently "from those on an orderly free-standing database. "The initial experience of the internet is often expressed as serendipity or more negatively or trial and error" (Offer 2000, p. 34). Individual users may need guidance in locating appropriate information.

According to Sampson and Lumsden (2010) the quality of information is an area closely related to the quantity of information. The Web is an open system with no quality control. Anyone can mount a site containing career information. Users must become savvy in assessing websites by asking themselves questions about the developer, the content, the layout, and so forth. Another element of quality relates to the availability of computer-assisted career guidance systems through the Web. Is information on the reliability and validity of the assessment available? In many cases, little or no data are provided on an assessment's reliability and validity, making it difficult to judge whether an instrument is measuring what it is supposed to measure. The issue of equity of access to internet has been a concern of some people. Although the Internet makes career information more widely available, concern exists that some groups may not have access to it. Individuals with limited financial resources, for example, may have difficulty gaining access (Offer and Sampson 2009).

Individuals vary greatly in their readiness for career decision making. Those with a high degree of readiness will benefit more from online career information. Individuals with low readiness may experience some difficulties because they need more personalized assistance, and a site may not provide access to help for clarifying directions, asking questions, or interpreting results. Also, individuals using online career assessments may erroneously believe that the instruments will provide a quick and appropriate solution to their career dilemma. If an individual cannot benefit from the type of self-help assistance that is available through online career sites, it would be beneficial for sites to have information about accessing personalized assistance (Sampson and Lumsden 2010).

Recently, concern has been raised over the appropriateness of instruments. Some career assessments available online were developed for use in stand-alone computer systems and data resulting from their use as online systems may not be valid or reliable (Offer and Sampson 2009). In addition, some online assessments that are used in the self-help mode were developed for use with a professional career development specialist. Two sets of standards developed by NCDA address many of the issues raised here and provide helpful guidance to consumers using online career information. The first, "Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature" (NCDA 2010) addresses a number of areas such as accuracy of information, bias and stereotyping, and use of information. These guidelines are useful in assessing both print and online resources. The second, "NDCA Guidelines for the Use of the Internet for Provision of Career Information and Planning Services" (NDCA 2007), is designed for career counselors but is helpful to consumers of online career information. The guidelines can be used to assume a critical stance when accessing online career information (Offer 2010; Sampson and Lumsden 2012).

According to America's Career Kit (2011) two national online occupational and career information tools are available to a variety of users for a variety of purposes. The America's Career Kit, a career development resource developed and managed by a Federal/state partnership led by the U.S. Department of Labor (USDOL), consists of four interrelated websites namely: America's Career InfoNet which helps users explore different oc which

cupations, America's Learning Exchange (ALE) which helps users to investigate education and training opportunities, America's Service Locator helps users search for local services and America's Job Bank (AJB) helps users look for jobs and employers find skilled workers.

O*NET Online (2011) provides interactive Internet access to USDOL's Occupational Information Network (O*NET), a comprehensive database of worker attributes and job characteristics that can be used for career exploration and counseling, education, employment, and training activities. Both America's Career Kit and O*NET Online are part of "America's Workforce Network" (2010), USDOL's nationwide system of work force development organizations providing information and services for individuals managing their careers and employers seeking skilled workers. Another important part of America's Workforce Network is "America's Labor Market Information System" (2010), whose standardized federal, state, and local labour market information and tools are used by both America's Career Kit and O*NET Online.

According to Morman (2010) the America's Career Kit seamlessly integrates job listings, resumes, career information, and learning resources in four websites namely: America's Career InfoNet which accesses national, state, and local labor market data, occupational information, and career planning information, the America's Learning exchange which is a clearing house of training and education offerings posted by registered providers. The America's Job Bank is a nationwide, searchable databank of job openings and resumes and the America's Service Locator provides maps and directions to service providers.

According to Bowman and Colley (2011) in Asia, the career information network is designed to help users make informed career decisions using local, state, and national occupational, demographic, and labor market information and a variety of career information resources. It deals with "About Us" and "Frequently Asked Questions: General Information". It shares a set of Career Tools with Asia's Learning exchange. In addition, four tabs on ACINet's home page allow users to perform quick searches for specific career information: for instance, General outlook: This is where users can generate lists of the top 25 occupations nationwide in 5 different categories such as fastest growing, most openings, largest employment, declining employment, and highest paying by education levels. Users can then select an occupation and a state to generate an occupation report with summary state and national wage and trend information and links and a description of the occupation; links in the occupation report are available for detailed wages, detailed trends, and industry trends.

Occupational information on wages & trends: Users can also directly generate an occupation report with wage and outlook information either by selecting one of 22 job families, or groups of occupations, and selecting from a list of occupations in that job family or by doing a keyword search. Users can select an occupation and generate a report of knowledge, skills, and abilities the occupation requires, as well as tasks and activities typically performed or taken from online information. Typical education and training for the occupation and links to education institutions in a selected state; and websites with information on the occupation is also accessible (Morman, 2010). Users can obtain state information such as demographic and economic information by generating a state profile. From the state profile, users can generate a general outlook for the state; links can provide additional information about state

employers, resources such as career/labour market information, education, cultural recreation and occupational licensing requirements. Users can also link to America's Service Locator to search for local service providers (Maxwell, 2011).

International Learning eXchange (ILX) helps users locate career development, training and education, and employment resources they need to be competitive in the work force. The ILX provides a searchable database of profiles on 350,000 offerings courses, seminars, workshops, degree- or certificate granting courses, and training materials which are available face to face, online, in conferences, via self-study, on TV and video, and by other methods. ILX shares a set of career tools such as courses, programs, and seminars. All three tabs use the same form and procedure for searching; users must do a separate search for each type of offering. Users can search either by entering a keyword or by selecting from a list of subjects for example, basic skills, conservation and environment, legal and compliance, therapy and counseling. Next, users select a location and a delivery method such as classroom, web-based/asynchronous training network, computer-based/CD-ROM, or all methods. Results are displayed in a list with links to a description of the offering, linked to more information on the provider. Users can also narrow the list by entering additional search criteria (e.g., subtopics, type of provider, date of offering, difficulty level, credit/continuing education unit, and certification (Jones, 2012).

According to Weinberger (2010) there are three other tabs that allow more specialized searches. These are: providers tab which allows users to search for offerings by keyword, location and delivery method. The Accreditation tab allows keyword searches either by name of accrediting agency or by program; it also allows subject area searches such as Allied Health, Engineering and Architecture (AHEA) and so forth. The result is a list of agencies that accredit providers and programs. From that list, users can generate a list of all providers and/or programs accredited by the agency. The Certification tab allows searches by keyword or by subject matter. Results are displayed by credentialing institution and certificate name with links to descriptions of certificates; descriptions provide links to ILX courses and programs leading to the certification and to all certifications offered by the credentialing institution.

Morman (2010) observes that there are shared career tools which include the employability checkup which helps users to determine if they can find a similar job at similar pay. Users select a state and a local area, educational level, and wage level; a job title or job family that represents their occupation; and an industry. Maxwell (2011) observed that the resulting employability profile indicates current employment and expected growth in the selected occupation and industry; local, state, and national unemployment rates; and educational attainment and current wages typical for the occupation. A summary rates occupational growth, industry growth, local unemployment, state unemployment, level of training, and user's current wage. Links are provided to Nation's Job Bank (NJB), Nation's Service Locator (NSL), other career resources, and general job search information.

According to (Maxwell, 2011) the Licensed Occupations Tool (LOT) helps users search for legal and national licensing requirements for a selected occupation. Information is searchable by occupation, location, or agency. Users exploring careers should begin by selecting the

occupation they are considering; next, they should select the location in which they plan to practice the occupation, as well as all national and international agencies. Search results list the occupation selected, the legal and national licenses required with links to further descriptive information and the licensing board with address and telephone number. Jones, (2012) concur that the employer locator allows users to identify potential employers from a database of nearly 12 million national and international employers; reports provide contact and other general information on employers but not job openings. Users can search by industry, by occupation, or by employer name. Searching either by industry or by occupation involves a gradual process of simultaneously refining three parameters—occupation, industry, and geographic region.

According to Weinberger (2010) the career exploration tool helps users to identify their individual needs and use the elements of both national and International career Kit, as well as other resources, to meet other needs such as: work and learning options which helps identify potentially satisfying occupations and the education and training needed and available. They can learn what career information is; how, when, and why they might use it; and where they can find it, including links to National Career Information Systems (NCISs). Users can review the general occupational outlook to identify appropriate career options and review occupational requirements for skills, education and training, and credentialing. Users can examine more detailed state and national outlooks for occupations, as well as current job openings. Links are also provided to other information resources professional and trade associations, labour unions, government agencies, private organizations, and guidance and counseling associations and services.

Links such as Gain skills to get a job or get a better job helps users identify specific education and training resources they can use to acquire the skills needed for an occupation. Resources include state CISs and information on a variety of options such as government training programs, colleges and universities, employer-based training, internships, and school-to-work. The users can also search for specific classroom-based, work-based, and Internet training offerings and training providers (Lumsden 2012).

Information on financial assistance for education and training identifies international and national sources of financial aid and provides an overview of eligibility requirements and application procedures. A link allows users to access the Financial Aid Advisor (Maxwell, 2011). The job search resources and services links users with resources and services they can use at different steps in finding a job. Users can follow links to state CISs and state and National Occupational Information Resources (NOIR) on confirming job targets, writing a resume, preparing for an interview, negotiating job offers, relocating, employment law, and finding career counselors and job search professionals (Mutua, 2009).

The find possible jobs and employers link helps users identify positions and employers in the occupation for which they are preparing. Links to National Job Bank allow users to search for listed job openings and obtain other job search services. Users can also link to ICINet's Career Resource Library to identify potential employers and to review relevant occupational information. The International Job Bank (IJB) is designed to help job seekers find jobs and employers find workers. Job seekers can search a database of over one million jobs; by

registering, they can also create and post an online resume and set up an automated job search. Employers can register to search a database of almost 400,000 resumes, post job openings, and set up an automated resume search (Weinberger, 2010).

According to Lumsden (2012) job seekers can search for jobs using five tabs on IJB's home page: Quick Search allows users to browse among all job listings in one of 22 job families nationally, internationally, or within a 50-mile radius or all jobs within a 50-mile radius. Job Title allows users to browse a list of the job titles within a job family, select a job title, enter a ZIP code, and select a radius. Keyword allows users to search by job title or skill; the job title, certificates/licenses required, and type of education. required fields of all listings will be searched. Military allows those with a military background to enter a Military Occupational Code, rank, and branch and search for equivalent civilian jobs within a selected radius. Job Number allows users to recall and review job listings found previously by entering the nine-character job number.

Users can refine search results by specifying other location options and other advanced options for new listings only, level of education or experience required duration, and salary range. Search results include job title; date posted, job location, and listing company, with links to a description for each job title. Job descriptions include links to state profiles and wage and trend information for the type of job. A link on IJB's home page also allows users to search for jobs and employment information in a selected location (Lumsden 2012).

According to Weinberger (2010) international Service Locator allows users to search for service providers, including One-Stop Centers. Users first enter information on their own location and then choose either nearest one-stop or office search; Office Search results include not only One-Stop Centers but other centers (e.g., senior centers) or the agencies that sponsor them. Contact details, a map, and driving directions are available for each center listed. A planned Service Search is not yet available. In America, O*NET Online provides access to O*NET occupational information for students; people seeking first jobs, new jobs, or better jobs; and people who are choosing or changing careers. Users can explore these categories of occupational information ("Using O*NET" 2011; "What Is O*NET?" 2011): Basic skills such as math, reading and cross-functional skills such as problem identification and resource management. Generalized Work Activities provide information related to general job behaviors occurring on many jobs such as organizing, planning, and prioritizing work. Interests' links focus on broad areas of personal interest such as realistic, investigative, convectional, realistic and enterprising (Lumsden (2012).

Work Styles related to personal characteristics and values connected to work include achievement, initiative and recognition. Work Context is concerned with physical and social factors that influence the nature of work and these include interpersonal relationships and physical work conditions. Organizational Context referring to the characteristics of an organization that influence how people do their work include social processes and personnel resources. Experience and Training, where the levels of preparation needed for occupations, including overall work experience, on-the-job training, and education are accessed (Morman, 2010)

Offer (2010) observed that users can access occupational information at O*NET Online in different ways which include among others: Find Occupations which allows users to find occupations to explore by searching for a keyword, occupational title, or occupational code or by browsing in one of 23 job families. The resulting brief description for the occupation includes links to an occupational Snapshot and Details. Skills Search allows users to search for occupations that require selected skills, including basic skills, complex problem-solving skills, resource management skills, social skills, systems skills and technical skills. Users can select an occupation from the resulting list to explore.

According to Offer and Sampson (2009) related Occupations allows users to select and explore other similar occupations while Snapshot provides summary information about important aspects of a selected occupation related to experience requirements in terms of overall experience, on-the-job training, education, worker requirements such as basic and cross-functional skills and general knowledge, worker characteristics in terms of abilities, interests, work values, occupation requirements including generalized work activities, occupation specific information tasks and occupation characteristics such as labour market information, occupational outlook and wages (Jones, 2012).

Details indicate the level of importance for each of eight variables for a selected occupation in terms of knowledge, skills, abilities, interests, work values, work context, tasks, and work activities. Private organizations and public agencies can build add-on software and other products that use O*NET as a foundation to meet a range of work-related needs. For example, O*NET could be used to cluster occupations based on skills, knowledge, or job tasks; improve counseling or assessment products and processes; align curricula to meet current workplace needs; develop job orders and position descriptions; and improve hiring decisions (Lumsden, 2012).

In Kenya for instance, occupational information can be accessed from Career Resource Library (CRL) links where users have a wide range of information and resources both at the Career Resource Center (CRC) and on the Internet, Job seekers can access information on job and resume banks, job search aids, occupational information, relocation information, and national resources. Users can either browse the library by categories or search by keywords. Of particular interest for career exploration is the set of nearly 300 downloadable Career Videos, which provide a brief overview of selected occupations (Wamenyi, 2012).

According to Mutua (2009) in Kenya, the Financial Aid Advisor (FAA) helps users to identify financial assistance programs for which they might be eligible. Users first answer questions to determine their status as an independent or dependent student; then they provide National Identification, income if any, and other information to identify possible program eligibility. Links are provided as appropriate to the online application for Free Government Bursaries (FGB), loans from the Higher Education Loan Board (HELB) for those who qualify to join national universities, and work study; to information on the user's county financial aid programs; and to information on other financial resources such as assistance from Non Governmental Organizations (NGOs), Faith Based Organizations (FBOs) and the Constituency Development Fund (CDF). Finally, users are linked to the Scholarship Search

Page (SSP) where they can search by type of award, level of study, vocational goal, and gender, affiliation, and geographic restrictions.

International Career Information Systems

The Career InfoNet Profiles encompasses each nation's profile and has a map of the country, demographic information including incomes, occupational rankings, and largest employers, licensing information by occupation or legal agency, and links to state websites with job, career, labour market, or economic development information. Detailed information, maps, and driving directions to services such as One-Stops, senior centers, and Job Corps offices are also provided. Several state sites demonstrate how information about career development, job search, employer support, labor market data, economic development and other state services can be integrated through a comprehensive website, such as: Arizona One-Stop Career Centers (AOSCC) which has labour market information, education, training and work force development, job information, and more in one integrated site. Links to educational programs and programs authorized by the Workforce Investment Act are especially useful for career planning (Lumsden, 2012).

In Australia, the Aunisian Works Integrated site includes information for job seekers, employers, and currently employed workers. Information on local services including One-Stop centers, welfare-to-work, and the labour market is readily available. Online services are thoughtfully provided, for instance, job seekers may look for jobs by parish, work force investment area, regional labour market area, or statewide (Weinberger, 2010). Most African countries have a Department of Career Development which has a comprehensive site for employers, career development, and all types of job seekers. The Career Preparation section includes information on career and technical education, apprenticeships, higher education, adult education, Bridging preparation, services for Aleigns, people with disabilities, seasonal workers, and other specialized programs.

Web Sources of Career Information

The web sources of career information is a World Wide Web site that gives a wide range of occupation related information. Among these sources is the International Career Development Library (ICDL) which is a free, online collection of full-text resources for counselors, educators, work force development personnel, and others providing career development services. A good example is the "Making Career Sense of Labour Market Information" (MCSLMI) by Elaine (2011) introduces career practitioners to key socioeconomic and labor market concepts, trends, and issues. It also provides practical examples of researching Labor Market Information (LMI) and using it in the career development process. Topics include labor market trends, work in the new economy, skills for a new economy, LMI for career decision making, and education and training options (Lumsden, 2012).

The Bureau of Labor Statistics (BLS) website includes a wealth of information about wages, earnings, and benefits; employment projects; employment and unemployment; job openings

and labor turnover; and a variety of publications. BLS Career Information has links to information about jobs for youth and a teacher's guide to BLS career information. Career Exploration on the Internet (CEI) is a collection of career exploration sites for elementary schools, middle schools, high schools and beyond. The Creative Job Search (CJS) site sponsored by the Minnesota Workforce Center (MWC), includes information for job seekers and employers, explanation of labor market information, and articles on resume and cover letter writing, interviewing, and dressing for job success (Weinberger (2010).

The Development Program of South Africa includes full text of materials for parents to assist them in helping children choosing a career. The site also links to the International Career Information System. The Job Blog Guide in Botswana includes certification and licensing resources, preparing for your job search, writing resumes and cover letters, targeting and researching potential employers, networking, interviewing, negotiating, salary guides, and information for recruiters. School-to-Work in Elementary Schools has sections on creating an environment of career awareness, building essential skills, effective practices, and lists of additional resources and organizations. steps to career/life planning success begins with self-assessment and continues with occupational research, decision making, employment contacts, work, and career/life planning. The Edge gives information on ordering free copies of the Canadian career magazine for and by teens, also available in PDF on the site. Articles and activities on the following topics are provided: self-discovery, learning for your future, occupations, job hunt, and success at work and has sections for employers, educators, and parents.

According to Mutua (2009) the Elementary Career Awareness Guide (ECAG) assists elementary school counselors and teachers in identifying current counseling and classroom activities that already support career development and suggest ways to incorporate additional competencies into their programs. It also includes the National Career Development Guidelines and activities for using them. Others include Get Your Career in Site by Gina Imperato which is a practical guide to using the Web to answer such questions as: What kind of work do you want to do? What kind of a company do you want to work for? What skills must you learn to get the right job? The Headhunter.net formerly careermosaic.com, includes information on job fairs and has an extensive list of additional resources such as company research, financial information, resume assistance, interviewing techniques, career assessment, and training opportunities (Lumsden, 2012).

In Kenya for instance, the Career Guide Handbook is a nationally recognized source of career information designed to provide assistance to students and individuals regarding their work lives. It gives information on middle certificate, diploma training institutions, courses offered in different universities, training periods and the cost of training, describes what workers do on the job, working conditions, training and education needed, earnings, and expected job prospects for a wide range of occupations (Mutua,2009). Others include the morning bright which provides resources to manage careers, track job searches; store resumes and cover letters, and connect to a global career community. Salary data and industry information may be accessed. The Tools Section includes personality tests, cost-of-living calculators, and quizzes on topics such as your perfect career and time management. Myjobsearch.com

provides popular career services as well as career exploration tools such as occupational information and salary data (Musa, 2009).

Occupational Research and Career Choice Selection

According to Mary, Heppner and Paul (2013) once youths understand their skills, interests, values, personal attributes, and other influencing factors, the next step in making an effective career choice is to gather quality information regarding occupations and the labour market. This begins by conducting thorough research using web and/or print resources. Once an individual has narrowed the career options to a manageable number, may be a maximum of three and is satisfied that sufficient information gathered to help with the career decision, it is important to speak with people working in these occupations through information interviews. To deepen one's understanding of the occupation, there is need to consider arranging a job shadowing experience. When an individual feels that he or she has reached a tentative decision, the final step is to seek out paid or unpaid work as a final test of one's suitability to the chosen occupation.

Hughes (2009) noted that, for young people who do not have ideas for potential occupations to research, it is advisable for them to try one or more of the following assessments namely:

1. Completing the "Self assessment" module, which connects one's self-assessment results to occupational areas
2. Using self-assessment tools that generate lists of occupations for one to consider such as Strong Interest Inventory (SII), Myers-Briggs Type Indicator (MBTI), Career Cruising, Choices Planner, and Type Focus,
3. Reviewing print in Career Action and web resources from the "Career-related Websites" link on the Career Services website (CSW). Brainstorming with supportive family members and friends especially those who know one very well can often provide an individual with insights and suggestions.,
4. Visualizing one's dream job that is to visualize one's ideal life, including the work environment, the number of people one would be interacting with, the nature of that interaction, the types of activities that one would be engaged in and such like factors. When one has a clear picture in mind, than it becomes important to try to determine what field(s) of work might be represented by the characteristics one imagined.

If one is still unable to identify prospective occupations to research, one may need to talk to career professions. With the registered in recognized professional firms, appointments may be booked online, through the Career Action website. The world of work is very complex. For instance, according to Herr (2010) there are now more than 13,000 occupations in Canada. New occupations are emerging while other occupations are declining. Finding helpful information on the occupations one is considering can be a daunting task if one does not know where to look or how to go about gathering such information

Conducting Print and Online Occupational Research

Extensive research into the labour market and occupations can help young people to evaluate whether or not a particular option may be an appropriate choice. Conducting research can give a more accurate view of an occupation, dispelling stereotypes that might otherwise cause one either not to consider a rewarding occupation or to pursue an occupation based solely on a job title or the images portrayed through the media. Effective occupational research will also increase one's network of contacts, help one to identify additional career options that may not have considered, and prepare one for a job interview (Steven and Ryan, 2010).

According to Miller-Tiedeman, and Tiedeman (2010) information that is required to help youths understand occupations should include: Nature of the work, duties, and values satisfied, interests satisfied, personal attributes considered beneficial, skills required, education/knowledge/special requirements, setting, typical hours, working conditions such as physical demands of the job, physical environment, and level of stress, salary/benefits, career path/opportunities for advancement, employment outlook, and related occupations or specializations. Skills, values, interests, and personal attributes required or favoured by the occupation are of particular importance. Comparing this to what one has learned about oneself in the "Self assessment" module will be immensely helpful in determining the appropriateness of the occupation. The "Occupational Research Chart (ORC)" is used to help individuals document their research.

According to Thomas (2006) there are many websites that provide extensive information on occupations and can be accessed through the career services website or by conducting an Internet search on a particular occupation. It is important to be critical: sites sponsored by governments, educational organizations, or professional associations are often more credible than personal websites. Information found in a number of sources is probably reliable. A useful resource published by the Government of Canada is the National Occupational Classification (NOC), available in hard copy and online. The NOC is the definitive source for cataloguing Canadian occupations and lists over 30,000 occupational titles. Occupations are grouped in clusters and organized by a 4-digit numerical code.

Many occupational information sources include this standardized 4-digit code for each occupation, helping to ensure that you are gathering information on the correct occupation. There are associations related to almost every occupation. Association websites often include occupational information, and members may be able to put you in touch with people working in these occupations. An internet search or a visit to career action will help you to locate the associations of interest (Kirk 2013).

Watts (2010) observed that job banks and want ads published by newspapers can also give an idea of the nature of jobs relating to various occupations and their entry requirements. The Career Action website has links to many such sites. Computer-Assisted Career Guidance Systems (CACGS) are tools both for self assessment and for gathering occupational information, researching job markets, and learning about educational institutions. Several such tools may be accessed through the Career Services website. Career Action, campus

libraries, and local libraries offer a variety of print resources on specific careers, associations, careers to pursue with a certain major, and careers relating to particular interests or personal attributes.

Labour market Information

According to Steven and Ryan (2010) when making career decisions, it is important to remember that choices must be in line with the realities of the employment market. Trends that affect the working world also affect a large percentage of new entrants to the workforce. It is important to gain a basic understanding of these trends so that you can adjust your career preparation and take advantage of emerging possibilities. Labour Market Information (LMI) is information about the workplace and trends. Labour market trends operate on a macro-scale and determine which employment fields will dominate. By analyzing certain indicators (in sources such as specialized books, business journals, government reports, newspapers, and the Internet, one can detect patterns that suggest future employment prospects.

Weinrach (2009) noted that it is valuable to consider indicators such as the demographics: characteristics of the population in terms of age, sex, and education which create demand for certain goods and services, and thus for certain types of workers. Technology is a major force influencing the transfer of jobs from one sector to another and significantly impacting jobs indirectly related to technology for instance, journalists who may work for online magazines.

Foskett and Hemsley-Brown (2009) noted that economic globalization has led to global competition and multinational corporations continue to influence the economy. Multilingual skills and an understanding of diverse cultural customs are essential to advancement and success in this international economy. Political/economic factors: policies such as anti-pollution legislation direct the flow of goods and services into the market while economic factors such as inflation affect hiring rates. Social trends in which fads and shifts in social philosophies affect which industries are growing and which are declining for example emphasis on healthier eating leads to increased consumption of some foods and decreased consumption of others.

Watts (2010) adds that a change in any of these indicators has the potential to create new career opportunities or to lead to the elimination of jobs. The impact of these trends is evident in the downsizing of the manufacturing sector, the diversification of the service sector, and the growth of small business. Today's labour market has moved beyond the Information Age, and is now a reflection of a knowledge-based economy. In a rapidly changing world, it is crucial that one understands how trends affect the attainment of one's career goals.

Whiston and Lasof (2008) contend that online and print resources contain a wealth of useful information on national, regional, and local labour markets. Consulting the Career Action website for links is of great important for job seekers. It is crucial to be critical of any resource one uses: it should be up-to-date and reputable. If a source refers to "hot jobs," what does this mean? Is it increased employment opportunities or higher salaries? Similarly, what is meant by "growth"? Is it growth in employment in terms of new jobs only or in the actual number of job openings (new and replacement jobs? The former is usually presented as a

percentage and can be misleading. For example a 50% increase in a field with a small number of workers may translate into only a handful of jobs.

A short time ago, many of today's jobs such as webmaster, diversity manager, and digital librarian did not exist. Today there are more options than in the past regarding how ones performs work within a field. For example, within "advertising," somebody can be a full-time or part-time employee of an advertising firm, one can be a freelancer or contractor, one can job-share, and so forth. Changing economic conditions termed as recessions are major determinants of occupational trends. Technological advances are also significant. One change caused by the advent of high-tech tools has been the increased number of workers who telecommute (Warton and Cooney (2007).

Whiston, Briana and Stephens (2013) during labour market research, observed that one should answer questions such as: Is the current situation representative of the future? What are the current and projected sizes of the workforce in this field? Does the availability of work in this industry/field vary across Canada? How will this field be affected by demographics, technological advancements, globalization and economic trends, government policies, social trends and consumer behaviour? How valid and reliable are the sources of these predictions and what other sources of information might help to confirm or disprove these predictions?

According to Watts (2010) current trends in America suggest that more opportunities will open up in the service sector and in technology-related fields and that an increasing number of workers will begin as temporary employees and will need to prove themselves in order to be offered longer-term positions. By matching one's strengths and interests to labour market needs, one will be able to meet one's career goals while filling a niche in that market. In order to make a major investment in your career; one has to be sure that one's skills will be marketable in the future by keeping up with changing trends.

Information interviews

According to Offer (2010) once one has completed online and/or print research and has narrowed the options to a manageable number for example a maximum of three, it is important to verify what one has learned and to obtain more detailed information about a particular occupation one is seriously considering. One way to do so is to conduct an information interview with someone who holds that kind of position. Conduct three to five interviews with people in a variety of settings in order to gain a more accurate and comprehensive perspective on the occupation. Watts (2010) added that most people are willing to provide information about their work to interested individuals; they may also be flattered that you singled them out as a reliable source of information. Magnusson (2012) noted that information interviews are beneficial because they allow people to: Confirm print/web research, access the most up-to-date career information, ask questions to determine the fit for their skills, interests, values, and personal attributes, clarify their career goal, become aware of the needs of employers and realities of employment such as work environment, build confidence for their job interviews and expand their professional network.

According to Sampson and Lumsden (2012) it is very important to prepare for an information interview well in advance. Completing the "Self assessment" module is an excellent first step. The better one knows oneself, the more professional one will be in the information interview and the more likely one will be to pursue a career that is both enjoyable and rewarding. "Information interview worksheet" can be used to record the information one gathers from the learning process.

Kirk (2013).observed that in order to set up information interview job seekers should do the following:Review their occupational research to determine where people in their chosen occupation work, consult a variety of sources to identify organizations, obtain names and contact information for potential interviewees. Sources may include professors, former employers, friends, family, others in your network, association and employer directories, and the yellow pages. They also telephone the person one wishes to interview well before the date one hopes the interview will take place. Introduce oneself and explain who one is, for example, a student, a person thinking of changing occupations. Mention how one found the person's name. Contacting the person initially by letter or email may help to set the stage for a follow-up phone call.

They should state the type of work one is interested in researching, why it interests him or her, and the amount of time it would take to conduct the interview. And lastly they should thank the person for speaking with the interviewee and confirm the date, time, and location of the interview. If the person is unable to meet with the individual, expressing one's regret and asking for a referral to someone who does similar work would be good. It is important to ask one's contacts for permission to indicate that they were the source of the referral. If one does not receive a referral, it is in order to ask for recommended publications or associations that would be of interest, it is always important to state one's appreciation for any time and assistance provided.

According to Magnusson (2012) before conducting the interview,there is need to decide which areas one would like to explore, and then prepare questions to obtain the information one needs. A key way to ensure that one are getting relevant information is to ask questions based on ones skills, interests, values, and personal attributes. This will help to ensure that one is not forcing oneself to fit into a job, but that the job and environment are the right fit for the candidate. It is advisable for an individual to come up with his or her own questions for an information interview but one could consider questions such as these:

1. What do you do in a typical day?
2. What do you like most/least about your job?
3. What gets you motivated to come to work every day?
4. What is your level of freedom to solve problems and take action on the job?
5. What types of decisions are made that affect your job? Do you have any influence over these?
6. What personal qualities or abilities are important to being successful in this job?
7. What skills and experience are required for this job?
8. What values and personal needs influenced your decision to work in this field?

9. What knowledge, training, or education is required for this type of work?
10. What types of training do companies typically offer persons entering this field?
11. What entry-level jobs allow employees to learn as much as possible?
12. Are there expectations that you will become involved in other activities outside of the work day (e.g., community involvement, volunteer work)?
13. How did you find your job?
14. Is there a career path in your field?
15. What are the salary ranges for entry-level and advanced positions in the field?
16. How does your work contribute to the organization's overall goals or mission?
17. What is the demand for people in this occupation?
18. What opportunities for advancement are there in this field?
19. How do you see jobs in this field changing in the future?
20. Has the work changed recently due to technology, the marketplace, competition, etc.?
21. From your perspective, what are the problems you see working in this field, now and in the future?
22. Which professional associations, journals, and organizations would help me learn more about this field?
23. Knowing what you know now, what advice would you give someone entering this field?
24. What else do you think I should know about this type of work?
25. With the information you have about my education, skills, and experience, what other fields or jobs would you suggest I research before I make a decision?
26. Can you refer me to other persons in the field? When I call them, may I use your name?

Kirk (2013) contents that the interviewer should remember that it is a business meeting hence the need to act accordingly: In doing so, one should research the occupation and company before the information interview so as to have an understanding of what the interviewee is discussing. It is important to be punctual and dress appropriately as if for a job interview. The interviewer should be ready to provide information about oneself: bring a résumé and prepare a self introduction. One may be asked about one's career interests and goals during the information interview. It adds value to be concise while allowing the person an opportunity to provide additional information. Recording one's contacts and making notes during and after your meeting is crucial. The information interview can be used as an opportunity to learn more about an occupation of interest, not to ask for a job or to set up an employment interview. After the informational interview, the interviewer should send a thank-you letter or email promptly, mostly within 1-2 days of the interview. It should include points about what was found helpful. Whether one has decided to work in the field or not, it is always important that one's contact knows that the interviewer learned from the experience and that the time spent was beneficial.

Job shadowing

After the completion of occupational research and information interviews for an occupation, job shadowing gives a close-up view of the occupation. To locate someone to job shadow, the same strategy used in arranging the information interview should be used but it requires more time hence it is necessary to ask for a half- or full-day commitment. In job shadowing, questions similar to those in the information interview are asked. The bonus is spending time with the contact to observe what the individual does at work and the interviewer might even find an opportunity to offer your assistance (Miller-Tiedeman and Tiedeman, 2010).

By the end of the job shadow experience, the interviewer should have good notes about the components of the job, the work environment, interactions with other people, and the likes and dislikes. If the fit is not as good as one had hoped, it is good to ask the contact to recommend other organizations or types of work for the interviewer to consider. Within one or two days of the visit, the interviewer should send a thank-you letter or email (Herr, 2010). If the candidate sets up more than one job shadowing experience, it is important to consider investigating different work cultures and environments to get a sense of what he or she would prefer. Getting hands-on experience is the best way to determine if the nature of the work is a fit with one's skills, interests, values, and personal attributes (Steven and Ryan, 2010). Herr (2010) recommended the following work-experience opportunities as they offer several benefits besides job experience: These include: establishing a positive track record and getting referrals for future jobs through the network that you build, assessing one's work-related strengths and weaknesses and demonstrating one's initiative and skills.

According to Hiebert and Bryan (2004) in England for instance, co-operative education has been an important source of occupational information and the goal of co-operative education is to provide young people with the opportunity to gain experience through paid employment that complements your academic program. Alternating work and study terms takes longer than the traditional method of study with a summer break. Co-op positions are full time, usually lasting four months. The advantage of having a formal structure through which one can try out different jobs to see what one likes and is good at. With regular performance evaluations by the supervisors, one can acquire an employer's perspective on how well one can measure up to other people working in similar roles. By taking positions with increasing levels of responsibility, one can develop one's skills and build a solid resume (Thomas, 2006). According to Whiston and Lasoff, (2008) internships have played a key role in helping students have an experience of the kind of work they aspire to do. An internship gives individuals an opportunity to have a structured experience combining work and learning in a field they are considering for their career. The work may be paid or unpaid. It can be part time during an academic term, a full-time block during the weeks between terms, or full time for an academic term or longer.

In Kenya, most colleges and universities will in most cases have a tutor/lecturer from the student's faculty will oversee the work in conjunction with the employer so that appropriate academic credit can be given. If the internship will not result in academic credit, the experience will still be valuable in that it will permit the trainee to explore career possibilities

and develop marketable skills. To locate internship opportunities, it is advisable to look through information and directories in Career Services and check out "Career-related Websites" on the Career Services home page. After accessing the information, it is advisable to plan to attend the volunteer and internship fairs organized by career services during the vacations (Mutua, 2009).

Hughes (2009) noted that another option is to create one's own internship. This can be done by determining what type of work would build on one's academic knowledge and interests, and then contact organizations offering such work. Just as in the regular work search process, by networking and establishing relationships, one will learn how he /she may be of value to an organization, enabling you to propose a mutually beneficial relationship. After sourcing a potential internship opportunity, it is important to check with faculty members or advisors to see whether you one can be able to get credit for the experience.

Steven and Ryan (2010) in their work on "old assumptions and new observations about career counselling" recommended work-study programs is a way of overcoming the financial challenges that are faced by young people in pursuing the higher education. They added that most of the developed and some developing countries, an academic environment may offer government-funded positions. In Canada for instance, the positions allow you to work up to 10 hours a week over the school term and help finance students education. In order to gather this information, it is advisable to carefully read the work-study notices. If the information is vague, more details should be obtained from the person hiring for the position. Work-study can be a good way to enable young people apply their knowledge in different settings. In addition to helping them clarify their career goals, work-study provides work-related skills.

Hughes (2009) noted that in USA, other working settings such as summer, casual, contract, or regular employment allows individuals to experience and observe many aspects of employment. Through experimentation, they come to know what they like and do not like, what they are good at and in what areas they need to develop expertise. These paid work experiences are especially helpful if one is in an academic program that is not specifically designed to prepare one for a particular profession. These experiences can provide the added benefit of gaining work-related skills that future employers will be seeking.

Volunteering is another notable opportunity that allows young people to investigate options and gain work experience in a variety of work settings and fields. Before offering to volunteer, young people need to answer two questions: These are: what they would like to give to the community and what would they like to get in return? To locate volunteer opportunities, interested individuals need to look through the files and directories in career services and check out "career-related websites" on the career action home page and plan to attend the volunteer and internship fair organized by career action during different times of the year (Offer 2010).

Young people need to consider undertaking a special project as a course assignment. Many organizations are unable to research particular topics because of a lack of time or funding. Therefore, young people offering their services to undertaking such activities would be

adding value while expanding their knowledge of the workplace by linking an academic exercise to a real-world application (Steven and Ryan, 2010).

References

- Ahmed, S.A. (2007). *Socio-cultural Factors Influencing Career Decision Making Among Ethnic Minority in Coast Province*. Unpublished Doctorate Thesis, Kenyatta University.
- America's Career Kit (2011). *Towards Effective Management of Expatriate Spouses*. Journal of Human Resource Management. U.S. Department of Labour, (2004-05
- America's Work force Networ (2010). *Standardized Federal, State, and Local Labour Market Information and Tool*. The Washington Post, pp. A1, A20. America's Workforce Network. Nationwide System of Work Force, Development Organizations.
- Barbieri (2008). *The Impact of Corporate Culture on Work-Family Integration*. In S. Parasuraman & J. H. Greenhaus (Eds.), *Integrating Work And Family: Challenges And Choices For A Changing World* (pp. 209-219). Westport, CT: Quorum Books.
- Blueprint for Life (2011). *Mobility and Status Attainment*. Contemporary Sociology, 21: 596–598.
- Bowman, H., A & Colley, H.V. (2011). *Employability and Career Progression for Fulltime: UK Resident Masters Students. Final Report for the Higher Education Careers Service Unit*. Leeds: University of Leeds, Lifelong Learning Institute.
- CareerTEC, (2010). *State Curricula Use the National Career Development Guideline*, Washington DC.
- Dellar Daley, D. M. (2006). *Paths of Glory and the Glass Ceiling: Differing Patterns of Career Advancement among Women and Minority Federal Employees*. Public Administration Quarterly, summer, 143-162.
- Doren & Benz (2001). When Bigger Is Not Better: Family Size, Parental Resources, And Children's Educational Performance. *American Sociological Review*, 60: 746–761.
- Elsworth & Fleming, (2004). *Gender, Outcome Expectancies, And The Use Of Family-Friendly Programs*. Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario. 23
- Harvey, L K. (2004). *Barriers To Increasing Native 60 Progression to Higher Education Of 16-19 Year Olds in Full-Time Education*. Oxford: Oxford University Press
- Herr, E. L. (2010). *Career Maturity: The Concept, the Instrument, and the Research*. In W. B. Walsh & S. H. Osipow (Eds.), *Handbook of Vocational Psychology* (Vol. 1, pp. 263-303). Hillsdale, NJ: Erlbaum.
- Hiebert, E. and Bryan, L. (2004). *Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Twelve Students in Manitoba, 1977-78*. Manitoba, Winnipeg,
- Hughes, E. C. (1937)). *Men and Their Work*. Glencoe: Free Press.

- Johnson, R. V. (2009). *Into work: Job insecurity and Changing Psychological Contracts*. In J. Brannen, S. Lewis, A. Nilsen & J. Smithson (Eds.), *Young Europeans, Work and Family* (pp. 69-88). London: Routledge.
- Kirk, G. B. (2013). *The Influences and Motivations on which Students Base their Choice of Career*. *Journal of Research in Education*, 72: 47–59.
- Lucas, M. K. (2009). *Work and Pregnancy*: MA: Addison-Wesley
- Lumsden, D. G. (2012). *Reduced-Hours Careers in Medicine: A Strategy for The Professional Community and the Family*. *Community, Work and Family*, 3(1), 65-79. 27
- Magnusson, K. C. (2012). *Career Counseling Techniques*. Edmonton, AB: Life-Role Development Group. San Francisco: Jossey-Bass.
- Marsland, Q.P. (2011) *Career Counselling in the 21st Century: South African Institutions of Higher Education At Crossroads*. *South African Journal of Higher Education*, *International Journal of Engineering Education*, 16: 470 475.
- Mary J. & Heppner, P. Paul. (2013). *Identifying Process Variables in Career Counseling: A Research Agenda*. San Francisco: Jossey-Bass. 26.
- Maxwell, E. N. (2011). *Educational and Occupational Aspirations of High School Students in South Nyanza*. Unpublished Master's Thesis. ,Kenyatta University.
- McCrinkle's, G. U. (2011). *Family Contexts, Immediate Settings, And Adolescents' Aspirations*. *Journal Of Applied Developmental Psychology*, 18: 119–244.
- Miller-Tiedeman, A. S & Tiedeman, C.D (2010). *Career decision-making: An individualistic perspective*. In D. Brown, L. Brooks and Associates (Eds.), *Career Choice and Development (2nd Ed.)*. p. 308-337.
- Morman, D. V. (2010) *The Psychology of Sex Differences and Career Choices*. (Pp. 150-348). Standford, CA: Standford University.
- Mutua, S. M. (2009). *Socio – Cultural Factors Influencing Career Choices Among Young People in Tertiary Colleges. The case of Machakos Technical Training Institute, Unpublished PhD Thesis*, University of Nairobi.
- National Career Development Association (2010); *Emerging Careers. Occupational Outlook Quarterly: Bureau of Labor Statistics*. Washington DC: U.S. Department of Labour.
- Offer, B. M. and Sampson,R.H. (2009); *A study of the Relationship of Career Aspiration Level of High School Seniors* (Pp.75-93). Unpublished Doctoral Dissertation, The George Washington University, Washington DC.
- Offer, B. M. (2010). *Factors Relating To Occupational And Educational Decision-Making Of Rural Youth: Research summary*. College of Agriculture & Home Economics. (ERIC Document Reproduction Service No. ED012 322) Lincoln: University of Nebraska.

- Patton, A.V. & McCrindle, D. H.(2011). *Subjective Career Success: The Influence of Individual Difference, Family, And Organizational Variables*. Journal Of Vocational Behavior, 43, 198-208.
- Peterson, H. S. (2010).*Work-Family Human Resource Bundles And Perceived Organizational Performance*. *Academy Of Management Journal*, 43(6), 1107-1111.
- Pines, R. Y. & Yanai,C.L. (2010). *Career Hierarchy in Dual-Earner Couples: Implications For Occupational Attainment*. Working Paper No. 00-14, Ithaca, NY: Bronfenbrenner Life Course Center.
- Richard, S.P. (2008). *Career and Technical Education Comprehensive Counseling and Guidance Systems*, American Research Association; Chicago
- Roney A.P., (2010).*University Students and Career Decidedness: Effects of Two Computer-Based Career Guidance Interventions*. UnPublished PhD Thesis, University of Nairobi, Kenya.
- Sampson,R.M. &Lumsden, J.K. (2012) Schneer, J. A., & Reitman, F.C. (2002). *Managerial Life without a Wife: Family Structure and Managerial Career Success*. New York: Free Press
- Steven D. F.& Ryan, P.D.(2010). *Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling*. In S.D. Brown & R.W. Lent (Eds.), *Handbook of Counseling Psychology* (3rd ed., 740-766). Toronto, ON: John Wiley & Sons.
- Thomas, M. L. (2006). The relevance of counseling outcome research: current trends and practical implications. *Journal of Counseling and Development*, 74, 590-600.
- Toepfer,A. D. (2001). *Convergence in Career Development Theories: Implications for Science and Practice*. Palo Alto, CA: CPP Books.
- Trusty, W. K. & Watts,L. L (2006). *Career Maturity Inventory: Theory and research handbook*. Monterey, CA: CTB/McGraw-Hill.
- Wamenyi, M. Y. 2012).*The Role of Occupational Information at ate Time of Career Decision Making among Secondary School Students in Makueni District*, Unpublished Doctorate Thesis, Kenyatta University.
- Warton, B. E.& Cooney, S,G, (2007). *Gender, Family and Career in the Era of Boundary lessness*: London: Baltimore Press.
- Watts, A. G. (2010). *Career Development and Public Policy*. Doctoral Thesis, Unpublished. University of Maryland, College Park, USA.
- Whiston, S. C., & Lasof, K.D. (2008). *Career Maturity Inventory: Theory and research handbook*. Monterey, CA: CTB/McGraw-Hill.