

## CONCEPTS OF CAREER DEVELOPMENT FOR STUDENTS IN NIGERIAN INSTITUTIONS OF HIGHER LEARNING AND ENVIRONMENTS

**OMOJOLA Immaculata Olu, (SSMA), PhD**

*Department of Educational Management  
St Augustine College of Education, Akoka-Lagos  
omojolassma@yahoo.co.uk*

**Chukwunwike Smart Mokuye**

*Department of Mass Communication  
The Polytechnic, Imesi-Ile  
Osun State Nigeria  
smkuye@gmail.com*

### **Executive Summary**

*This article centers on creating the needed awareness for students in Nigerian institutions of higher learning on the need for them to have the consciousness to earnestly commence a process of career building and development even in their different courses of study. This awareness became necessary in order to avert a situation where they have to undergo frustrations in their work life as a result of an inability to build career from either the courses they studied or failed to study. The study provides basic variables and rudimentary needed especially by students for career choice and development. Holland Psychological- Personality types theory, developed in the 1980s, and which matches work with environment, is adopted as the theoretical framework with a view to giving explicit attention to behavioural style or personality types as the major influence in career choice development. Both primary and secondary methods were used to collect data for the study. The study findings revealed that, a good number of workers undergo varying degrees of frustration resulting from a lack of fulfilment or satisfaction in their various works, jobs or professions which was found out to be derived mainly from an initial failure on their part to plan, build or develop careers of their choices. The article concludes that, Nigerian institutions of higher learning should create Entrepreneurship Development Centres (EDCs) which will come up with vocational trainings in skills such as career development among others, to aid students plan, build and develop their careers from their school programs.*

**Keywords:** Career development; Career choice; Personality; Skills development.

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Ebele Deborah UBA, PhD & Kenechi Nnaemeka AFUNUGO, PhD

## **Introduction**

A good number of people undergo varying degrees of frustration resulting from a lack of fulfilment or satisfaction in their various works, jobs or professions. This derives mainly from an initial failure on their part to plan, build or develop careers of their choices. In some other times parents or some persons who have a say or cuts the shut in some families compel their children or wards to take to some professions or careers obviously for the satisfaction of their individual/personal egos or for selfish reasons. As are often the case, such children then soon discovered that they neither had interest nor ability to pursue such careers that were forced on them. Similarly, some students pursuing one course or another are well aware that they were in the wrong callings, but have to continue because they feel much had gone into it and that it would amount to sheer waste of time and resources to change their courses to the one they are sure they have both interest and ability to pursue.

This paper therefore, is meant to address these and related concepts such as meaning and concepts of career choice and development. This is with a view to positioning them to be able to make for themselves good choices of careers even with the courses they are pursuing, and develop in them accordingly with every sense of satisfaction, passion and fulfilment.

## **Literature Review**

*Sullivan & Baruch* defined “career” as “an individual’s work-related and other relevant experiences, both inside and outside of organizations that form a unique pattern over the individual’s life span” (2009). This definition distinguishes both physical movement as well as the interpretation of individual’s perceptions of the career. One definition of career management is that it is the planning of one’s activities and engagements in the job one assumes in the path of his life for better completion, growth and financial stability (*Juneja*, n.d.). Another source defined it as the progress and actions taken by a person throughout a lifetime, especially those related to that person’s occupations. A career is often composed of the jobs held, titles earned, and work accomplished over a long period of time, rather than just to one position.

A career doesn’t necessarily require a university degree. About 60% of new jobs between 2020 and 2030 will be in occupations that don’t typically need an associate, bachelor’s, or graduate degree. This is according to June 2022 research from the US Bureau of Labour Services. These includes careers in construction and installation, maintenance and repair careers, and transportation. However, these jobs could require moderate or long-term on-the-job training.

## Difference Between a Career and a Job

Though the terms career and job may be used interchangeably, there is a wall of difference between them. A career is one's chosen line of work and usually includes on-going training and development. In comparison, a job is work that one does and is compensated for. Most people engage in a job to pay their bills and meet their basic needs, but there may not be a long-term trajectory as in a career.

**Table 1: Career Versus Job**

<b>Career</b>	<b>Job</b>
One's profession or chosen line of work.	The work one does for a company and compensated for.
An on-going process of one's skill and experience	A one-time event or short-term solution.
Has a trajectory based on one's <b>passion</b> and long-term goals.	Most people do a job to meet their basic needs.
Requires on-going personal and professional development.	Doesn't usually come with on-going training.

It is important to distinguish between jobs and careers because they are not the same thing, although they can be interrelated. Both are viable options, depending on one's needs and what he wants personally and professionally. A job is one's work for an organization compensating him with an hourly wage or monthly salary. It is usually a short-term solution to meeting one's basic needs and provide for himself.

Conversely, a career is a long-term plan based on one's passions and goals. Most people engage in on-going personal and professional development to continue career advancement. It should be noted that the on-going growth and development one puts into advancing his profession can involve personal investments of money, time, energy. In short, career planning is an on-going process throughout an individual's working years. To borrow the accountants' term, it is a going concern.

## Career Path

A related concept to both job and career is career path, which is *a sequence of jobs that leads to one's short and long-term career goals*. Some follow a linear career path within one field, while others change fields periodically to achieve career or personal goals. In short, career path helps people progress towards their goals and objectives. One's career path normally includes the jobs that he will need in order to hit his ultimate career goal, but doesn't need to follow a straight line.

There are no hard and fast rules, in fact, no blueprints or timetable for climbing the career ladder. Career paths traditionally imply vertical growth or advancement to higher level positions, but they can also include, lateral (sideways) movement within or across industries.

Some organizations help their employees to develop their career paths as part of the employee development process. In this case, an individual employee and his supervisor or a human resources representative discusses his career development within the organization. This discussion may take place as part of the performance appraisal process. Additional education, training, or work assignments may be planned to qualify one for subsequent roles within his career path. Ultimately, one’s career path depends to a large extent on his career value and personal goals. One might change industries as he pursues a higher income, better benefits, and/or increased job satisfaction, or wander off the path altogether to take care of family or continue his education.

*Examples of Career Paths:* In order to get a sense of one’s options, it helps to review examples of career paths for a variety of fields. Keep in mind that some career paths are direct and include specific jobs that moves one from up the career ladder and are typically followed in order. Here are some examples:

**Table 2: Examples of Career Paths**

S/N	Careers	Potential Areas of Career Development.
1.	Administration	Administrative Assistant, Executive Assistant, Office Manager
2.	Advertising	Advertising Account Co-Ordinator, Assistant Account Executive, Senior Account Executive
3.	Communication	PRs Asst; PRs Reps; Asst Director of PRs Director of Communications.
4.	Customer service	Customer Service Reps; Inside Salesperson, Major Accounts Salesperson, Regional Sales Manager.
5.	Editorial	Editorial Asst; Assoc. Editor, Editor, Snr. Editor, Editorial Director
6.	Education	Teacher, Curriculum Co-Ordinator, Asst/Vice Principal, principal
7.	Education to Insurance (career change)	Teacher, Insurance Salesperson, Trainer for New Agents
8.	Engineering	Junior Engineer, Senior Engineer, Project Manager, Engineering Consultant
9.	Human Resources	HR. Assistant, Welfare & Benefits Specialist, Asst Director of HR, Director of HR
10.	Retail	Retail Sales Clk; Asst. Mgr; Dept Mgr; Store Mgr; Regional Mgr.

Choosing a career path, at times, may seem like a giant leap to some future college students – one that can appear daunting and overwhelming. Students can figure out which direction to take by answering simple questions. Let's look at the 10 biggest things to keep in mind:

The following ten (10) most crucial things must be considered in choosing a career:

1. One's passion and skills. What do you love to do?
2. One's personality
3. One's goals
4. One's values
5. Options available to one
6. Potential income/salary
7. Job prospect and outlooks
8. Educational cost and training.
9. One's resources at home and school
10. One's learning opportunities.

### **Meaning and Concept of Development**

For almost every writer, a different definition of development exists. It is however important to first distinguish between development as a state or condition-static, and development as a process or course of change-dynamics. According to Todaro, development is not purely an economic phenomenon but rather a multi-dimensional process involving re-organization and re-orientation of entire economic and social systems. It is the process of improving the quality of all human lives with three equally important aspects. These generally, are Todaro's Three Objectives of Development. These includes, raising peoples' living levels, i.e. incomes and consumption, levels of food, medical services, education through relevant growth processes, creating conditions conducive to the growth of peoples' self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect, and increasing peoples' freedom to choose by enlarging the range of their choice variables, e.g. varieties of goods and services

### **Alternative Interpretations of Development**

As Economic Growth: Mabogunje (2021) looked at development as economic growth where emphasis is on too often commodity output as opposed to people, and measures of growth in GNP. Note here the persistence of a dual economy where the export sector contains small number of workers but draws technology as opposed to traditional sector where most people work and is dominated by inefficient technology. As Modernization: the emphasis here is on process of social change which is required to produce economic advancement. It examines changes in social, psychological and

political processes; how to develop wealth-oriented behaviour and values in individuals; profit seeking rather than subsistence and self-sufficiency; shift from commodity to human approach with investment in education and skill training. As Distributive Justice – Here, development is viewed as improving basic needs; interest in social justice which has raised three issues, namely: nature of goods and services provided by governments; matter of access of these public goods to different social classes, and how burden of development can be shared among these classes. Target groups here include small farmers, landless, urban underemployed and unemployed. The dimension or interpretation of development in this discourse seem to tilt toward the modernization paradigm, but with a touch of sustainability. To present it in less technical parlance, and for our purpose, development is taken to mean a gradual but sustained improvement or growth of a phenomenon overtime and its indices seen, known and because it is progressive in nature, is appreciated both by the element affected and people of right-thinking minds. So, as it affects career, it obviously refers to appreciable progression in the scheme of things in the job, work and profession of an individual being the outcome of training and relevant skills acquisition overtime.

### **Career Development**

Career Development Association of Alberta (2012) defined career development as “the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future”. Workers want the chance to progress in their careers. Career development programs lead to holding more people who are productive and grow their skills, thus advancing the organization. Another source sees development as the process of choosing a career, improving one’s skill, and advancing along a career path. It is a lifelong process of learning and decision-making that brings one closer to his ideal job, skillset, and lifestyle. Furthermore, career development is the process of self-knowledge, exploration, and decision-making that shapes one’s career. It requires successfully navigating one’s occupational options to choose and train for jobs that suits one’s personality, skills, and interests. When one pays careful attention to their career development, they identify their own strengths and blind spots, then work hard to improve their skills. It also involved learning about different roles and industries to find a match to their abilities, seeking out opportunities to advance, and maybe even changing careers altogether if they find a more suitable one.

### **How Career Development Works**

Career development can start when one is quite young and just learning about different ways to make a living. It is a part of human development, and the process can span a lifetime. For example, when a child notices that some people are doctors, firefighters, or mail carriers, it signals the start of this process. It continues on through elementary

school as they begin to explore occupations and later into adulthood as people ultimately decide what career to pursue.

Career development doesn't end after one chooses an occupation. One must then get the required education and training, apply for and find employment, and ultimately advance in his career. For most people, it will also include changing careers and jobs at least once (and probably more often) during their work lives. Many people find themselves in need of professional advice as they encounter problems or must make decisions about their career. For instance, when they are thinking of looking for a new job or changing occupations.

### **Factors that Influence Career Development**

A person's career development can be affected by multiple factors, some of which may be largely outside their control. These influences must be considered during the process of developing a career. These includes personal characteristics, financial resources, financial obligations, physical, mental and emotional impairments, age and family obligations. Career development therefore, is a "continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options" (Hansen, 1976).

Put another way, career development is the process through which people come to understand them as they relate to the world of work and their role in it. This career development process is where an individual fashion a work identity. People literally are what they do. Thus, it becomes a person's identity. I mean, one's work is his identity. It is imperative when educating our young people that our school systems assist and consider the significance of this responsibility of career development for our youths and their future. The influences on and outcomes of career development is one aspect of socialization as part of a broader process of human development. This underpins the whole essence of this workshop.

### **Stages of Modern Career Development**

There are six (6) stages of modern career development. These are: Assessment, Investigation, Preparation, Commitment, Retention and Transition

**Assessment:** At this stage, one is getting ready for his life's work. The stage is characterized by unawareness, in that he is not sure of what his values, strengths, and weaknesses are. He starts to feel as though he wants to know more about himself and make conscious efforts to get in touch with who he really is. The key characteristics of this stage of career development includes taking assessment instruments; and working with a career counsellor or career coach. The explains why students are or should be

exposed to career guidance and counselling early enough for them to adequately assess themselves on career choices.

**Investigation:** In the investigation stage, one is researching what work exists in the world. This stage is characterized by feelings of confusion, in that he is not sure of the career options that exists for him. One may feel overwhelmed with all of the jobs and opportunities that exists as he begins the process of researching the modern world of work. But if he approaches this stage with a positive frame of mind, he will find that he will learn about many possibilities that he may have never considered. Part of the investigation is for the student to find out the career options that exists in his present field of student and look out for the one in which he has both ability and interest to pursue as a career. The key characteristics here includes researching the world of work; and conducting informational interviews with people in one's chosen field.

**Preparation:** Here, one is still getting ready to do his life's work. This stage is characterized by feelings of excitement, as he thinks of how wonderful it would be to perform meaningful work. However, there is still much work to be done, and to be successful, one has to prepare. The key characteristics here are, gaining knowledge and experience; and setting goals and adopting a success-oriented mindset.

**Commitment:** This is the stage at which one will feel confident that one had figured out what he is meant to do. Sometimes people have known all along what they were meant to do, but could not commit themselves to the process of making it happen, for whatever reason. At this stage, more than ever, one must focus his energy and keep his eyes on the target. The key characteristics of the commitment stage of career development includes, conducting a job search; and negotiating and accepting a job offer.

**Retention:** This is the fifth stage of modern career development, and refers essentially to a high level at which career is developed to a level that the individual stays in the career for the rest of his life time. Such persons are considered veterans, where it is a chosen profession becomes a reference point or better still, a mentor to upcoming professionals.

**Transition:** This is the level of exit in a career, job or profession. It is the point at which one retires from active performance in a career or profession. This may be due to so many factors such as age, organizational policy, personal decision to pull out (voluntary retirement).

## **Components of Career Development**

If an organization lacks career development programs, it may lose talented employees. By implementing a career development program, you will not retain all your valuable talented employees, but you will decrease the risk of losing them. So, this program is essential for all organizations, and the components of career development are: Education, Capability, Network, Experience

**Education:** The first component/element of career development is education. This includes both training (degree, certificates and classes) as well as self-training like reading, ongoing classes, books and reading blogs and being always up-to-date for new researches in the relevant field. Successful careers start with education. Getting educated to understand the broad concepts and overview of the relative industry is crucial. However, you should not over invest in education without having experience. While education is crucial, it's a form of power, and how you invest in education is more important than the paper itself. A bachelor degree is the most essential need in any business nowadays. However, in resumes, education part is usually listed in the bottom (Owyang, 2012).

**Capability:** The next component of career development, is the capability. Capabilities are the raw skills needed to complete your jobs. These can include data developing strategies, project management, software management, programming, or a wide range of knowledge work. Most employers agree that having both strategic and tactical skills are needed (Owyang, 2012).

**Strategic Skills:** The six (6) key strategic skills according to Brearley are:

- **Knowing how to prioritize:** Arranging your workload is a key strategic skill. Don't use a complicated process, start with "Must Do" tasks and "Won't Do" tasks. That's it. No more classifications.
- **Knowing when you need to be involved:** Another vital strategic skill is understanding where you add the most value. Leaders don't need to engross themselves in everything their team does. You need to know when to get out of the detail and let your team run things.
- **Knowing how to manage up:** One of the most important strategic skills is know how to manage up. Strategic leaders don't say "Yes" all the time. They push back on people when they need to and say "No". If you say "Yes" all the time, you're going to be overwhelmed in the long run.
- **Knowing when to delegate responsibility, not just tasks:** Handing over isn't just about tasks. Sometimes, you can delegate responsibility in your team to others. Not only does this provide growth chances for your team, it frees up some of your time.
- **Knowing how to resource your team properly:** Having the right people in your team is a strategic skill in itself. If you don't have the right skills in your team, you'll never be able to take advantage of opportunities. You'll be playing catch-up, because you don't have the right skills, or enough people.
- **Being aware of the outside world:** Leaders with good strategic skills understand what's going on around them. Keep an eye out for industry trends or technologies that may help you and your team perform better. The world outside is changing and if you don't keep an eye on it, it might leave you behind.

*Tactical Skills:* The five (5) key tactical skills according to Berkus, (2014) are:

- Delegate: Nothing is more of a turn off to a minion than having the boss do the work for that person. Worse yet, breakdown to delegate make the leader the key blockage in the flow of work through an organization. A great leader learns to delegate, first.
- Measure the results of delegation: If there is no attempt to measure, no-one will know if the work is up to standards for timeliness, quality, or the vision of the leader. There are many types of metrics, some very easy to accomplish. But failure to find and use them regularly is a failure at the top.
- Support: A leader's obligation is to make sure that anything he delegates and measures is given a chance of success by providing the tools required to perform the job. These include funding, people, training and facilities.
- Reward: "A great leader is a great cheerleader", knowing when and how to reward effective achievement through all levels of the organization. *People naturally work for rewards, from simple recognition to financial incentives.*
- Celebrate: There is no greater feeling than to achieve a goal and to celebrate that with some form of out-of-the-ordinary event. It can be a simple handshake and comment in front of others who count, or an all-company celebration after achievement of a major goal. A leader who fails to follow through and celebrate misses a major opportunity to enhance the culture of the organization and motivate the troops to further achievements.

**Network:** Network is the third component of career development. These are the individuals in your career that you can depend on that will assist you when you ask, or will voluntarily help you without asking. Like all relationships, your business network involves constant attention and coaching. Don't be that person who just comes around when you need something, but be there to help others, and uphold an ongoing relationship (Owyang, 2012).

**Experience:** The fourth and last component of career development is experience. Solid careers may have a chain of job positions that affiliate around a common career theme (marketing, management, software, etc.) and having a solid track record is key. For those getting ongoing in their career this is a challenge, as most entry level positions are seeking the experienced. Focus on volunteering, interning, and attending local events to get networked. In the end, this row becomes crucial as it's the majority of one's resume (Owyang, 2012).

### **Theoretical Framework**

The Trait-Factor Theory is adopted as the theoretical framework for this study. This theory, which was by Frank Parsons in the 1920s, matches personality traits to occupations. Personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behaviour, thoughts, and emotions (e.g., McCrae &

Costa, 2003). The Five-Factor Model (FFM) is the most researched taxonomy of traits worldwide (e.g., Allik, 2005; McCrae & Costa, 1997). Within this model, a large number of traits are combined into five broad trait dimensions that load onto orthogonal factors. The factors and descriptive traits for each are provided in table 1 below.

**Table 1.** *Five-Factor Model of Personality.*

<b>Construct</b>	<b>Description: The extent to which individuals tend to be . . .</b>
Openness to Experience	. curious, intellectual, imaginative, creative, innovative, and flexible (vs. closed-minded, shallow, and simple)
Agreeableness	. helpful, good-natured, cooperative, sympathetic, trusting, and forgiving (vs. rude, selfish, hostile, uncooperative, and unkind)
Extraversion	sociable, talkative, optimistic, ambitious, assertive, reward-seeking, outgoing, and energetic (vs. introverted, shy, reserved, quiet, and unadventurous)
Conscientiousness	organized, responsible, dependable, neat, efficient, and achievement-oriented (vs. disorganized, lazy, irresponsible, careless, and sloppy)
Emotional Stability	calm, self-confident, stable, resilient, and well-adjusted (vs. neurotic, nervous, insecure, fearful, and anxious)

**Source:** Laura Parks-Leduc, Gilad Feldman, and Anat Bardi (2015) *Personality Traits and Personal Values: A Meta-Analysis*

However, Laura Parks-Leduc *et al* drew a distinction between personal traits and personal values. According to them, personal values (e.g., achievement, security) are generally described as rather stable broad life goals that are important to people in their lives and guide their perception, judgments, and behaviour (e.g., Rokeach, 1973; Schwartz, 1992). Values are organized in personal hierarchies of importance, so that different people consider some values as more important than others. The most widely used model of values is the Schwartz’s (1992) Value Theory that identifies 10 broad values based on the motivations underlying them. Descriptions of these values are provided in Table 2 below:

**Table 2.** *Schwartz Value Taxonomy.*

<b>Construct</b>	<b>Description/Items: Individuals who value this believe in the importance of..</b>
Power	...being in charge of people and resources and having money (social power, wealth, authority)
Achievement	... socially recognised successes (ambition, competence)
Hedonism	...sensual pleasure (fun, enjoying life)
Stimulation	...having stimulating experiences (daring, exciting life)
Self-direction	... independence of thought and action (creativity, freedom, independent, curious)
Universalism	... promoting the welfare of all people and nature (equality, social justice, protecting the environment)
Benevolence	...promoting the welfare of people that you are close to (helpfulness, loyalty, honesty, forgiving)
Conformity	...controlling impulses to fulfill others' expectations (self-discipline, obedience)
Tradition	...maintaining traditions (moderation, respect for tradition, devout)
Security	...safety and security of self, family, and nation (family security, social order, clean)

**Source:** Laura Parks-Leduc, Gilad Feldman, and Anat Bardi (2015) *Personality Traits and Personal Values: A Meta-Analysis*

Whether as an independent theory or as part of a larger theory, trait and factor theory—or person-environment fit—has been an approach at the base of career counselling since its beginning. Trait and factor theory are based on the premise that a person's personality trait is or is not a good fit for a factor of a particular workplace. Within this context, a personality trait can be thought of as enduring behavioral disposition across a number of situations while a factor can be thought of as a demand of a workplace or an occupational position. For example, a person with the trait of being high in friendliness would fit well with a job factor of frequent interpersonal interactions, but would not match well with a workplace factor of solitude. While trait and factor has been criticized for being too simplistic an approach, the theory is widely integrated into other, more complex theories. Although actual numbers are not known, trait and factor instruments are frequently used in career counselling, in fact Consulting Psychologists Press estimates that as many as two million MBTI's are administered annually (Consulting Psychology Press, n.d.). Holland's (1997) theory of type, originally developed in 1959, is based on the premise that there are six true personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) that correspond to either an individual's occupational interests or the demands of an

occupational setting. His theory is the basis for the Self-Directed Search, the Strong Interest Inventory, and the Vocational Preference Inventory.

### **Gap in Literature**

The current study emphasizes among other things that career building, choice and development should be given attention from an early stage, namely: at the higher education level of students where they can be given training under Entrepreneurship Development Centre (EDC) to address such issues. The study also revealed that most working-class people who lament and get frustrated to the extent of not attaining relative job or career satisfaction have such problems stemming from an initial failure on their part to develop a career that they are most suited for in their school days. The study also emphasized on the significance of interest and ability in the choice of a career. Most of the literatures that were reviewed hardly emphasized these areas, and if they did, it was in passing, and therefore, not adequate as to taking a position on the issues involved. As such, this study has not only made contribution to the existing body of knowledge in the vast area of career development, more importantly, has filled gap in literature. This can be seen as the study's input in sorting out some of the issues bordering on the concepts of career choice, career path, career building and development.

### **Methodology**

The research is qualitative in nature. However, both primary and secondary sources of data collection were explored for the study. Questionnaires were administered, personal interviews were conducted and direct observation too utilized. Books, published journal articles, internet sources were used to gather data at the secondary level to complement the resources supplied through primary data collection sources.

### **Data Analysis**

Being a qualitative and not quantitative research, the data obtained through primary and secondary sources were analyzed using simple descriptive and content analyses.

### **Research Findings**

Career development can start when one is quite young and just learning about different ways to make a living. It is a part of human development, and the process can span a lifetime. For example, when a child notices that some people are doctors, firefighters, or mail carriers, it signals the start of this process. It continues on through elementary school as they begin to explore occupations and later into adulthood as people ultimately decide what career to pursue.

Career development doesn't end after one chooses an occupation. One must then get the required education and training, apply for and find employment, and ultimately advance in his career. For most people, it will also include changing careers and jobs at least once (and probably more often) during their work lives. Many people find themselves in need of professional advice as they encounter problems or must make decisions about their career. For instance, when they are thinking of looking for a new job or changing occupations.

### **Discussion on Findings**

The study findings revealed that, a good number of workers undergo varying degrees of frustration resulting from a lack of fulfilment or satisfaction in their various works, jobs or professions which was found out to be derived mainly from an initial failure on their part to plan, build or develop careers of their choices. Career development fosters open communication within the organization. This indorses the open communication upon all organizational levels, the top managers and managers, and the employees and managers. It is important to know that open communication is the root of any organization Career development also encourages better use of employee skills. It aids the organization by means of allowing managers to be aware of their skills and competencies do that they can apply them at a position or occupation where they'll be able to have better results.

Career development offer employees and the managers with beneficial assistance with regards to career decisions. Moreover, they acquire an opportunity to evaluate their skills and competencies and discover their objectives and future plans. Due to the fact that organizations need to retain their indispensable assets and prepare them for top-level positions in the future, they have to understand their career expectations and requirements from their organization, and this is accomplished by the aid of career development plans. Career development plans provide feedback. This is necessary to evaluate the success rate of a particular policy employed and the initiatives taken by the organization. Correspondingly, this also helps managers to provide feedback for employees' performance (Management - Training Guru, 2015).

### **Conclusion**

As a conclusion, a career development strategy is essential for both organizations and employees, it has several benefits for both as we discussed. It is challenging to do that effectively, but it can be effective if all career management components are took into consideration when planning and implementing the career development plan. Nigerian institutions of higher learning should create Entrepreneurship Development Centres (EDCs) which will come up with vocational trainings in skills such as career development among others, to aid students plan, build and develop their careers from their school programs.

## **Recommendations**

According to what has been discussed above, here are some recommendations for organizations and for employees.

- For Organizations it is recommended for organizations to plan and implement for an effective career development strategy; increase budgets for training programs and workshops related to career development; develop a succession plan; implement for job posting systems; communicate all the above recommendations with employees
- For Employees, it is also recommended for employees not to wait for organizations to develop their career paths for them; take the initiative to develop their skills and competencies; stay up-to-date for any new features that is related to their fields, and set SMART goals for their career path.

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