INTRODUCTION
Personality variables play an important role not only in seeking careers advice from different sources but also in feeling supported and engaging in career exploration. For example, the relationship between self-esteem and career exploration is stronger when individuals are proactive (Cai et al., 2015). Greater indecisiveness is associated with participants being less informed (both about their own preferences and the environment; Germejs, Verschueren, and Soens, 2006). Highly indecisive students tend to have greater difficulties making and committing to a career decision while less self-efficacious individuals are often less effective at using their social network to their advantage (e.g., Baker, 2009). Several environmental factors also contribute to career decision-making. These include, for example, gaining access advice and support online from career professionals or one’s social network. Such support has the advantage that is immediately available and can be used when convenient for the advisee (Watts and Dent 2010). In addition, it allows individuals to seek information from peers online (Baker, 2009). Other sources of advice include lecturers, advisers and parents in general (Kullman, 2011). Students have a tendency to talk to people in their own network, those who they felt more comfortable with but generally consult their parents and lecturers more extensively compared to their friends, family and extended families. What is unknown at the moment is the degree to which these sources of advice serve different purposes: to gain emotional support and feedback from family friends and their own personal and perceived suitability for careers, while they may seek more impartial advice from experts and career advisers (as this advice may not be influenced by family expectations).

HYPOTHESES
(1) Proactive personality predicts higher career agency in young people. More proactive individuals are more likely to search for career information as they are more motivated to plan ahead. (2) Indecisiveness predicts lower levels of career agency in young people. More indecisive individuals will have difficulties deciding on what they want, which therefore also negatively impact their career agency. (3) Access to information/advice from specific parties increases career agency (family members; friends; experts). The assumption is that greater access to information from family or brokers/experts, the higher the career agency will be. (4) Having access to role models online predicts higher career support and occupational engagement. Individuals with access to online role models will more likely explore career exploration processes and become more involved with, commit to, and satisfaction with their efforts into their chosen field.

METHODS
PARTICIPANTS AND PROCEDURE
The sample included a preliminary sample of 162 high school and undergraduate students at three educational institutions in Northern England and the American Midwest. Participation was voluntary and anonymous. Participants were eligible for research credit in their respective institutions. All data was collected using an online survey as part of a larger research project. It is a between-subjects design.

MEASURES
Proactive personality – Six items from the Bateman and Crant’s (1993) Proactive Personality Scale (α=.787, M=1.387, SD=.476).
Indecisiveness – Four items from the Indecisiveness scale by Jones (1989) (α=.759, M=1.509, SD=.20).
Career agency – Seven items from the scale by Routledge et al. (2012). This scale measures perceived capacity for self-reflection and forethought to intentionally initiate, control, and manage career transitions (α=.74, M=.194, SD=.14).
Information availability (general and online) – Participants nominated the people they were most likely to contact in person or online if you need information and advice in order to make a decision about their professional future. Options included: Friends, colleagues, family members, romantic partners, advisers / experts from organizations, clubs etc.
Career Engagement – We used nine items from the Occupational Engagement Scale (Cox et al., 2014; α=.768, M=.317, SD=.58).
Access to role models (online) – Dichotomous question (yes/no) regarding the use of social media (e.g., social network sites such as Facebook, LinkedIn) to connect with potential role models / follow news and status updates about or from potential role models.

RESULTS
Regression was used in order to test the first three hypotheses, including age and gender in the first step.

PRACTICAL IMPLICATIONS AND FUTURE RESEARCH
Career advisers may wish to take proactive personality and indecisiveness into consideration when guiding advisees to explore their own career. More proactive individuals are more likely to search for career information as they are more motivated to plan ahead, so may not need as much guidance and support in working to achieve their own goals. On the other hand, more indecisive individuals may need additional support in searching for information. They may also benefit from help that helps them define their own goals and the steps required for a successful transition from education into regular employment. The research highlights the importance of seeking advice from both family members and advisers / experts as they may provide different forms of support. Those who seek advice from family know they are getting advice that is personally tailored to the situation, and may possibly feel reassured when their family support their choices. Advice from advisers / experts, however, may be more impartial and offer more insight into career options that the advisee may not have considered to date. In addition, also have access to more other information than those in the immediate environment of the advisee. This may then also serve to confirm decisions, or lead advisers to consider more alternatives. The results emphasise the benefit that can be gained from having online role models that may be available to further support career exploration activities. Advisers may wish to suggest networking opportunities or groups (not just face to face interactions) to advisers in order for them to connect with others in their situation and those who have succeeded in their chosen field. Those who do have access to role models may feel more supported in making informed decisions and therefore engage in the process of pursuing opportunities and carry out activities related to achieving their goals.

Future research could assess access of information from different online sources such as online advisers / experts and information sources that do not require face-to-face situation. It may also be worthwhile to collect data at more than one time point, possibly during an important transition periods (education to work transitions, mid-career transitions) to map information needs and responsiveness of advisers to different options depending on the circumstances at the time (as this may depend on how urgent certain decisions may need to be made).

REFERENCES

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