

# Development of Career Decision Self-Efficacy Enhancement Training Module for Myanmar Emerging Adults

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## Abstract

The study aimed to develop a Career Decision Self-Efficacy (CDSE) enhancement training program tailored for emerging adults in Myanmar, addressing the significant challenges posed by not only the country's socio-political instability, but also by the inherent developmental struggles of their age group. A qualitative research design was employed, beginning with an extensive literature review to identify effective career guidance strategies. The intervention "The Game Plan: You Can Be the Captain of Your Team," originally developed by Jean Miles, was selected for adaptation to the Myanmar context. Modifications were made through expert consultations to ensure relevance and accuracy. Pilot testing and interview were conducted with two emerging adults in Myanmar to gather feedback on the feasibility and perceived impact of the adapted module. The participants' feedback indicated that the seven session program successfully addressed key career development areas and effectively enhanced CDSE and was well-received. Conclusively, the adapted program has shown potential for broader application in Myanmar. Further research will assess its scalability and long term impact in improving career decision making among emerging adults facing socio-economic and political challenges.

**Keywords:** Career Decision Self-Efficacy, Qualitative Research, Myanmar, Emerging adults, Manualized Program

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## 1. Introduction

Career exploration and decision-making are central to emerging adults aged 18-29, and face significant challenges as they transition from adolescence to adulthood. This period is marked by identity exploration, demographic diversity, and instability, offering both opportunities and uncertainties (Arnett, 2000; Munsey, 2006). Emerging adults often struggle with career ambiguity, influenced by both external factors and personal uncertainties, leading to dissatisfaction and anxiety (Kwok, 2018). The rapidly changing job market and frequent career transitions contribute to stress and anxiety, impacting overall well-being and decision-making (Gati et al., 1996; Murry & Pujar, 2017).

The military coup in Myanmar on Feb 1, 2021, coupled with the Covid 19 pandemic, has severely impacted the country's socio-economic stability, education system and youth employment (Hla Soe, 2022; Htwe and Gillan, 2024). In Myanmar, the workforce faces the highest stress levels in Southeast Asia as of 2024 (Gallup, 2024), emerging adults are particularly affected by recent socio-political disruptions, including the coup, the pandemic, and conscription laws. These factors have severely impacted their ability to make informed educational and career decisions. The expanding range of university courses and global job opportunities has further complicated their decision-making process. Observations indicate that many students start their higher education undecided about their major, and a significant portion who do choose a major often change their minds during their academic journey. This indecision frequently stems from a lack of clarity regarding personal passions, strengths, and weaknesses. Additionally, young people from rural and economically disadvantaged backgrounds are less likely to complete their education, with dropout rates influenced by factors like self-efficacy and goal orientation (Haydena & Martin, 2013; Hsieh et al., 2007). To ensure a successful transition from school to work, there is a crucial need for effective career development focusing on planning, goal setting, and decision-making processes (Mahmud, 2022).

Career development interventions are essential to support individuals through these challenges. Such interventions encompass guidance programs, career courses, counseling, computer-assisted guidance, group training, and career facilities,

employing modalities like individual and group counseling, workshops, and computer-based methods (Super & Hall, 1978; Whiston et al., 2017). Recent studies advocate for career interventions tailored to local contexts while providing a strong theoretical foundation (Miles & Naidoo, 2016). Evidence suggests that Career Decision Self-Efficacy (CDSE) can be improved through these programs. Meta-analyses show significant improvements in CDSE following career interventions, highlighting their effectiveness (Ozlem, 2019). In Myanmar, despite a structured educational system, career development programs are limited. Challenges such as inadequate resources, poor conditions, and political instability exacerbate the need for comprehensive career guidance (Haydena & Martin, 2013).

This study aims to develop a manualized career intervention designed to enhance Career Decision Self-Efficacy (CDSE) among Myanmar emerging adults. The focus will be on designing a tailored program, examining its implementation and impact through qualitative methods, and exploring participants' experiences and outcomes. This research will contribute to understanding and improving career development practices, particularly for emerging adults navigating the unique socio-economic and political challenges in Myanmar.

### 1.1. Steps in the Development of the CDSE enhancement Training Module

The study was conducted in distinct steps to systematically develop the Career Decision Self-Efficacy Training module for Myanmar's emerging adults. These steps ensured that the program was grounded in research, adapted to the local context and designed to be practical and effective. Below are the key steps involved: 1. Literature Review 2. Adaptation and Modification 3. Expert Consultation 4. Pilot Testing 5. Interview and finally finalization of the Module Career Decision Self-Efficacy Enhancement Training.

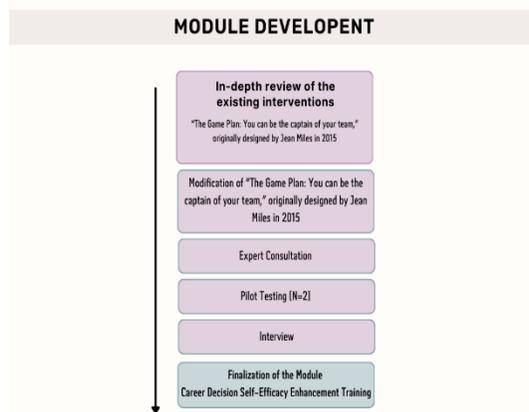


Figure 1: Module Development Steps

## 2. Literature Review

This step involved conducting an extensive review of existing literature to identify effective interventions for enhancing Career Decision Self-Efficacy (CDSE). Various electronic databases, including Google Scholar, PubMed, and SageJournals, were searched. Keywords such as "Career Decision Self-Efficacy," "CDSE," "Career Decision Making Self-Efficacy," "Career Development Intervention," "Career Development Programs," "Career Decision Self-Efficacy Enhancement," and "Meta-analysis on Career Decision Self-Efficacy" were used in different combinations to capture a wide range of relevant studies.

1. Inclusion criteria for literature review: The review focused on a variety of interventions aimed at enhancing CDSE. These included career guidance programs, counseling, computer-assisted career development, workshops, and group training sessions. Diverse delivery methods such as individual counseling, group counseling, psychoeducation, experiential workshops and school-based career counseling programs, were considered.

2. **Theoretical Framework:** Studies grounded in well-established career development theories, particularly those with direct relevance to CDSE, were prioritized. Theories like Social Cognitive Career theory (SCCT), Career Construction Theory (Savickas, 2015), and Cognitive Information Processing (CIP) models formed the core of the theoretical review.
3. **Effectiveness of Design of Career Interventions:** Findings from meta-analyses and experimental studies that evaluate the effectiveness of career interventions in enhancing CDSE were synthesized. Particular attention was given to the design aspects of these interventions, including duration, resources required and their overall impact.
4. **Interventions for Diverse Populations:** Literature covering intervention programs for diverse groups such as those targeting varying socioeconomic backgrounds, educational levels (e.g., high school, college, and university students), and development stages was included to ensure a comprehensive understanding of CDSE enhancement strategies across different populations.
5. **Research Methodologies:** A range of research methodologies, including quantitative, qualitative and mixed-method approaches, were examined to ensure a holistic understanding of how different methods contribute to the development of effective CDSE interventions.

Emerging adults in Myanmar represent one of the most vulnerable age groups, as outlined by Arnett's theory of emerging adulthood. The vulnerability has been further compounded by the Covid-19 pandemic, the ongoing military coup, and the recent conscription law, all of which have disrupted education and employment opportunities for this population. Given these challenges, there is a critical need for career interventions specifically tailored to the unique socio-political context of Myanmar's emerging adults.

Social Cognitive Career Theory (SCCT) has been identified as a highly relevant framework for enhancing Career Decision Self-Efficacy (CDSE), particularly in emerging adults. SCCT focuses on key components such as self-efficacy, outcome expectations, and personal goals, all of which are critical for empowering individuals to make informed career decisions. Given the socio-economic challenges faced by Myanmar's emerging adults, SCCT provides a robust theoretical foundation for developing interventions that enhance CDSE by addressing both internal and external barriers to career development.

Many interventions aimed at enhancing CDSE are lengthy and may not be practical for implementation in resource-limited contexts like Myanmar. This makes it challenging to replicate such programs within the country, where time and resources are often constrained. Methodologically, most studies predominantly focus on quantitative evaluations, with limited use of mixed-method approaches. The absence of qualitative insights leaves a gap in understanding the personal experiences, cultural factors, and socio-economic influences that impact career decision-making among Myanmar's emerging adults. Additionally, there is an absence of studies that specifically explore CDSE within Myanmar's context. No research has yet focused on the unique challenges faced by Myanmar's emerging adults, making it crucial to develop localized, culturally relevant interventions that account for the socio-political and economic dynamics affecting this group.

To effectively enhance CDSE in Myanmar's context, it is essential to integrate both theory and empirical findings into a structured, context-sensitive program. This qualitative research aims to fill these gaps by developing a brief, cost-effective, SCCT-based intervention tailored to Myanmar's context, focusing on the lived experiences of this vulnerable population.

## 2.1. Social Cognitive Career Theory SCCT

Social Cognitive Career Theory (SCCT) offers a comprehensive framework for understanding how individuals develop their career paths, emphasizing the dynamic interactions between self-efficacy, outcome expectations, and personal goals. Introduced by Lent, Brown, and Hackett in 1994, SCCT highlights how cognitive and motivational factors influence career decision-making, especially in today's rapidly evolving world (Lent et al., 1994). The theory is grounded in Albert Bandura's Social Cognitive Theory and builds on his earlier work in Social Learning Theory, focusing on the triadic reciprocal interaction between personal factors, the environment, and behavior (Bandura, 1986). SCCT particularly emphasizes self-efficacy—individuals' confidence in their abilities to perform specific tasks—and how it affects the development of career interests, persistence, and performance (Betz & Hackett, 1981). It also integrates outcome expectations, which relate to the anticipated consequences of career-related behaviors, and personal goals, which drive individuals to pursue certain career paths (Lent et al., 2016). Unlike other career theories, SCCT recognizes the flexibility of behavior and personal agency, emphasizing how

individuals can adapt to changes in their environment and exert control over their career development. By focusing on these key components, SCCT offers a detailed understanding of the processes that shape career decisions, making it an ideal framework for the Career Decision Self-Efficacy enhancement training program aimed at empowering Myanmar emerging adults.

### 3. Adaptation and Modification

The intervention titled “The Game Plan: You Can Be the Captain of Your Team,” originally developed by Jean Miles (2015), was selected for adaptation to suit the Myanmar context. This adaptation was grounded in Social Cognitive Career Theory (SCCT), which emphasizes self-efficacy beliefs, outcome expectations, and personal goals in career decision-making. The intervention incorporates Bandura’s four sources of self-efficacy, mastery experiences, vicarious experiences, social persuasion, and physiological states—both directly and indirectly within its design. The program is organized into five core themes: Self-Knowledge, World of Work and Further Education, Goal Setting and Decision-Making, Barriers to Career Development, and Career Planning. While the original theoretical framework remains intact, subtopics and activities were adapted to better address Myanmar’s socio-cultural context.

Renamed as “Your Future, Your Adventure,” the intervention captures SCCT’s essence by framing career development as a journey shaped by self-efficacy, exploration, and growth. SCCT highlights the importance of self-belief and outcome expectations in driving career success, encouraging persistence through challenges (Bandura, 1986; Lent et al., 1994). The adapted program specifically addresses the socio-political and economic hardships Myanmar’s emerging adults face due to the military coup, political unrest, and the impact of COVID-19 on employment and education. To meet the needs of Myanmar’s emerging adults, the intervention was condensed into a brief format, consisting of seven sessions. This adaptation responds to the urgent need for a career intervention that addresses the socio-economic realities and barriers to career development in Myanmar, placing a strong focus on building Career Decision Self-Efficacy (CDSE). The program incorporates psychoeducational components designed to help participants overcome these barriers and is tailored to the unique developmental needs of emerging adults in Myanmar.

The adaptation of the intervention for the Myanmar context was successful. The development implementation of the CDSE enhancement module effectively addressed key areas critical for emerging adults in Myanmar. The training is structured into seven distinct sessions, delivering in a single day with a total duration of approximately six hours online. The rationale for adapting the training intervention to an online format is driven by both practical and contextual factors. Since the Covid-19 pandemic, emerging adults in Myanmar have become familiar with online platforms, making virtual training an accessible and effective solution. Additionally, given the political turmoil and conscription laws targeting this age group, online training provides a safer alternative, allowing participants to engage in career development from the safety of their homes. This format is also cost-effective, reducing logistical expenses and enabling broader participation, particularly in remote or conflict-affected areas, ensuring the program remains sustainable and inclusive.

The module focuses on: (a) Introduction and Rapport Building: Establishing a supportive environment and setting clear objectives through introduction and rapport-building activities; (b) Exploration of Self-Knowledge: Assessing career interests, values, and personal strengths using tools such as the Self-Directed Search and Super’s Work Value Inventory; (c) World of Work and Further Education: Providing comprehensive information on career options, educational pathways, and job-search strategies; (d) Goals Selection: Teaching effective decision-making processes and SMART goal-setting techniques; (e) Barriers to Career Development: Identifying and addressing economic and political barriers with real-life examples; (f) Career Planning: Offering practical skills in CV and resume writing, job hunting, and interview preparation; and (g) Post-Training Activities: Conducting post-training activities, including Q&A sessions, individual interviews, and assessments to ensure the effective application of the acquired knowledge. Feedback from pilot testing with two Myanmar emerging adults confirmed that the training was well-received, relevant, and engaging, demonstrating its practical applicability and alignment with participants’ needs. The overall goal is to enhance CDSE of Myanmar emerging adults.



Figure 2: Intervention Themes

### 3.1. Theme 1 Introduction and Rapport Building

In the adapted version, a more culturally sensitive approach is employed, recognizing the importance of building trust with participants who may be experiencing high levels of uncertainty and instability due to the socio-political climate. The welcome message emphasizes empathy, reflecting the participants' life challenges. The consent process is also adjusted to ensure participants fully understand their rights, promoting transparency in a culturally sensitive manner. Ground rules are focused on creating a respectful and supportive online environment, necessary for a group of participants who might be feeling insecure or stressed due to the national crisis. The adaptation incorporates a more detailed explanation of the importance of career decision-making in Myanmar, linking it directly to the current political and economic context. This helps participants see the immediate relevance of the training, which is crucial in a situation where their daily lives may feel unpredictable. A pre-assessment questionnaire will be administered to evaluate participants' initial levels of CDSE. The session also explores the importance of career decision-making, highlighting its complexity and various influencing factors and finally introducing CDSE as a core concept tied to the local context, explaining how self-efficacy can empower participants to navigate their career journey amidst instability.

### 3.2. Theme 2 Exploration of Self-knowledge

The original version uses John Holland's Self-Directed Search (SDS) model and Howard Gardner's Multiple Intelligences Theory to help participants explore their personality, interests, and talents. It includes self-reflective activities like identifying one's career interests, values, and personal strengths. The adapted version still incorporates Holland's RIASEC model but expands its scope by including Super's work value-based activities to create a stronger foundation of self-awareness. These activities provide participants with a strong foundation of self-awareness, crucial for making informed career decisions (Wang et al., 2022). Psychoeducation content and factors influencing career decision-making are introduced through interactive sessions. The adaptation reflects the realities in Myanmar, where many students are unclear about their interests and career goals due to a lack of career education resources. This lack of clarity and lack of confidence in identifying their initial career choices often stems from an insufficient understanding of passions, strengths and weaknesses. Participants engage in pair work where they share their perceptions of each other's strengths, which fosters mutual growth and deeper self-understanding, and reinforce their ability to view their strengths through the lens of external feedback. This element was added to reflect Myanmar's collectivist culture, where peer input and collaborative learning are highly valued.

### 3.3. Theme 3 World of Work and Further Education

The original manual focuses on exposing participants to different career options, university structures, and job search strategies, using examples from the South African context. The adapted version addresses Myanmar's limited access to career

guidance and educational resources by integrating. In Myanmar, the education system is often characterized by limited access to career guidance and information resources, which presents a major challenge for emerging adults in making informed career choices. Many students are unaware of the variety of academic majors and career options available to them, largely because career education is not integrated into the school curriculum. Even when resources exist, many students are not equipped with the digital literacy or research skills needed to find, evaluate and utilize these resources effectively. By integrating relevant and easily accessible career information tools and resources into this intervention, it addresses these gaps directly. As Lent et al. (1994) noted in Social Cognitive Career Theory (SCCT), career choices are influenced by access to occupational information and real-world learning experiences. In this adapted program, we highlight the importance of understanding different academic majors and how interdisciplinary studies or combining majors can open doors to a variety of career options. Participants are introduced to valuable career resources, like O\*Net Online, Myanmar Education Info, and My World of Work (UK), in a session we call "career world tour" or "career safari." Additionally, we clarify the different types of job collars (like blue-collar or white-collar work), not just to explain the nature of jobs but to offer insights into career pathways and professional growth. Participants will also receive practical resources and links to help them secure employment opportunities. This section aims to dispel misconceptions about certain career paths in Myanmar, where traditional professions like medicine or engineering are often prioritized over other, equally rewarding careers.

### **3.4. Theme 4 Goal Selection**

Many emerging adults in Myanmar face uncertainty in planning their careers due to limited career guidance, access to resources and support. As Social Cognitive Career Theory (SCCT) suggests, setting goals is a key element in career development because it drives behavior and motivation (Lent et al., 1994). Personal goals, in particular, determine how much effort an individual is willing to invest in their career development (Lent, 2013). The original version of this part named goals and decision making and emphasize on importance of having goals and key ingredients of the decision-making process. The adapted version uses the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) strategy but places additional emphasis on how to set realistic and flexible career goals in the context of limited opportunities and resource constraints. This approach allows them to create actionable, measurable objectives for their career paths. In addition, an interactive activity, where participants write their long-term career goals at the top of a staircase and break them down into short-term goals, demonstrates how small steps can lead to achieving long-term aspirations. This practical approach is vital in Myanmar, where large-scale ambitions can feel overwhelming due to the socio-political context. In this part of the program, participants receive psychoeducation on the importance of goal-setting and how it influences career growth.

### **3.5. Theme 5 Overcoming Barriers**

According to SCCT, environmental factors, including perceived barriers, play a significant role in shaping career choices (Lent et al., 1994). These perceived barriers can heavily impact career attitudes and behaviors, affecting the overall decision-making process (Lee, Yu, & Lee, 2008). This theme in the original manual highlights the economic and social barriers to career development, using examples from South Africa. The adapted version addresses the economic and political barriers faced by Myanmar's emerging adults, including unstable job markets and limited access to further education. Participants are introduced to various career planning tools such as job search resources, admission guidance for overseas universities, and a categorization of scholarships tailored to the Myanmar context. True life stories from Myanmar or similar contexts are integrated into the training through video or narrative accounts, allowing participants to engage in vicarious learning by observing role models who have successfully navigated the same barriers. This adaptation helps participants feel more connected to the content, providing them with a sense of hope and the belief that they can overcome challenges as well. Establishing and leveraging support networks, particularly with peers and siblings who act as role models of similar age, is also emphasized, as this has been shown to boost self-efficacy beliefs, especially among youth from lower socioeconomic backgrounds (Ali, McWhirter, & Chronister, 2005). Participants are also encouraged to establish and leverage support networks within their communities, particularly peer groups and family members, to help overcome barriers. This is particularly important in Myanmar's collective society, where reliance on familial and social support systems is vital. Furthermore, careful use of encouraging language during the intervention is important. Verbal persuasion, or receiving support and encouragement from others, is critical for fostering self-efficacy (Lee & Park, 2012). Encouraging language and verbal persuasion are used throughout the session to boost participants' self-efficacy.

### 3.6. Theme 6 Career Planning

In the original manual, participants are guided through the process of career planning with a focus on setting and achieving their career goals. Recognizing the significant mental health challenges faced by Myanmar’s emerging adults, the adapted version includes an educational component on mental health. Stress management and coping strategies are integrated into the career planning process, providing participants with relaxation techniques like deep breathing and progressive muscle relaxation to help manage their anxieties about the future. The program helps participants manage stress and anxiety, which are often heightened due to the uncertainties and challenges in Myanmar’s socio-economic landscape. Additionally, participants are also introduced to the differences between CVs, resumes, cover letters, and portfolios, with specific guidance on how to navigate Applicant Tracking Systems (ATS). This ensures they are well-prepared for the job application process whether locally or abroad which can be particularly daunting given Myanmar’s political instability.

### 3.7. Theme 7 Post-Training Activities

The adapted version emphasizes resilience and adaptability, encouraging participants to remain committed to their career journeys despite the challenges they may face. Activities include reviewing and adjusting career plans, setting future goals. Participants will complete a posttest to evaluate progress since the training began. A brief Q&A allows for clarification of any doubts. Finally, participants share their takeaways, and email addresses are collected for distributing handouts. The session closes with motivational reflections, inspiring resilience and commitment to their career journey.

## 4. Expert Consultation

Following the adaptation of the intervention, the researcher sought expert consultation from a counseling psychologist with over 10 years of experience in the field. The expert was provided with a detailed explanation of the study, including its aims, the intervention manual, and a consultation form that asked for feedback on each section's suitability to enhance Career Decision Self-Efficacy. The form also included a column for approval (Yes/No) for each section. All sections were approved, with one key suggestion: to further explain the rationale behind each activity and provide more detail on the procedures involved in the theme activities.

## 5. Pilot Testing and Interview

After completing Step 2 (adaptation) and Step 3 (expert consultation), a pilot study was conducted with two Myanmar emerging adults. The purpose of the pilot study was to evaluate the clarity and suitability of the intervention manual. These participants provided valuable feedback on the manual’s comprehensibility and relevance, helping to refine the intervention before full implementation.

**Table 1:** Overview of the CDSE enhancement Training Intervention Module

Part	Description (Structure)	Rationale	Objectives	Duration
Part 1 Introduction and rapport	1.1 Welcome and Program overview 1.2 Aim & Objectives of the training 1.3 Consent Form 1.4 Ground Rules 1.5 Pre-Assessment Questionnaire 1.6 Why should you bother? 1.7 Introduce variables	Informed consent is not merely a form signed by participants; it is a process through which participants gain a clear understanding of the research and its potential risks. (Manandhar & Joshi, 2020)	To establish rapport and create a supportive environment where participants feel comfortable and engaged To provide the information of what the training will be.	30mins
Part 2 Exploration of Self-knowledge	Exploring career profile by looking at the following: Career Interests, values and abilities as the foundation of career exploration 2.1: Career Personality (John Holland) 2.2 Matters which are important to me; Super’s Work Value Inventory based activity 2.3 Reflection on Past Personal Success and Personal Strengths	The study demonstrated that personality has both a direct and indirect influence on career interests, operating through career learning experiences and self-efficacy. (Wang et al., 2022) Bandura’s theory of self-efficacy tells us that our belief in our own capabilities play a crucial role in determining our success.	To comprehensively assess participants' Vocational Interest using tools like the Self-Directed Search (SDS) RIASEC  To explore their interests, clarify their values, reflect on past personal successes and strengths, and identify insights on strengths and weaknesses.  These aspects aim to facilitate informed career exploration and decision-making processes.	60mins

Part 3 World of Work and Further Education	3.1 Major Classification 3.2 Career World Tour or Career Safari (Sources of Career Information) 3.3 Traditional University Degree structure and information about local universities and institutions 3.4 Job Collar types and job search engines 3.5 Achieving Admission to Overseas Universities 3.6 Securing Employment Opportunities	Lent et al. (1994) noted in Social Cognitive Career Theory (SCCT), career choices are influenced by access to occupational information and real-world learning experiences.	To gain exposure to various career options and industries To gain insights into the structure, benefits, and academic requirements of traditional university degree programs. To explore different job collar types (e.g., white-collar, blue-collar, pink-collar) and their implications for career choices. To learn effective methods for using job search engines and online platforms to find job opportunities and career guidance resources. To develop skills and knowledge to make informed decisions about careers and education paths.	60 mins
Part 4 Goals Selection	4.1 SMART Goal strategy 4.2 Key ingredients of the decision-making process	SCCT highlights the significance of personal goal setting, considering it a crucial driver of behavior (Lent et al., 1994)  According to SCCT, goals and personal goals address the question about how much and how well a person wants to do something (Lent, 2013, p.119)	To understand the key components of effective decision-making processes, including factors such as information gathering, analysis, and evaluation. To learn and apply the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal-setting strategy to formulate clear and actionable goals that align with their career aspirations and personal development objectives.	60 mins
Part 5 Barriers to Career Development	5.1 Two main possible barriers 5.1.1 Economic Factors 5.1.2 Political Factors 5.2 True Life Stories	From the SCCT perspective, students' ability and willingness to turn their interests into goals and then act on those goals, are influenced by the support and obstacles they encounter in their environment (Lent et al., 1994)  The SCCT model has demonstrated that how individuals perceive career barriers significantly influences their career maturity, attitudes and behaviors. (Lent et al., 1994)  Perceived career barriers play an essential role in career development (Lee, Yu, & Lee 2008)	To examine how economic factors, such as financial constraints and economic instability, influence career opportunities. To analyze the impact of political factors, including governmental policies and socio-political climates, on career growth and mobility. To explore real-life stories (vicarious experiences) to understand how individuals have navigated and overcome career barriers, as explained by Social Cognitive Career Theory. To understand the role of verbal persuasion in overcoming career barriers, exploring how motivational encouragement and guidance can empower individuals to pursue and achieve their career goals effectively.	60 mins
Part 6 Career Planning	6.1 Physiological Cues 6.2 Differences between CV, Resume, Portfolio, Cover Letter 6.3 Preparation tips for Job hunting and Interview 6.4 Map your future (Dream board or Map creation)	Research has shown that career-related stress can adversely impact students' career planning and decision-making. (Saunders et al., 2000)	To learn and practice anxiety-coping and stress management techniques, including relaxation training and adaptive self-talk. To identify and analyze qualification and skill gaps necessary to achieve their career aspirations To utilize information gathered from university or organization websites to assess educational requirements, program offerings, application processes, and deadlines To develop a detailed budget plan outlining financial considerations for pursuing educational and career goals effectively. To learn the content, purpose, and format differences between a CV, resume, portfolio, and cover letter.	60 minutes
Part 7 Post-Training Activities	7.1 Questions and Answers 7.2 Interview 7.3 Post-Assessment Questionnaire	From a methodological perspective, using pre- and post-tests is crucial for evaluating the immediate effects of an intervention by comparing participants' progress before and after its implementation (Roberts and Ilardi, 2003)	To foster an interactive environment where participants can engage in dialogue, share insights, and receive personalized guidance based on their individual queries and concerns. To ensure participants leave the session with enhanced understanding and readiness to apply the knowledge and skills acquired during the training	30 minutes

## 6. Summary of the module

The Career Decision Self-Efficacy (CDSE) enhancement training module for Myanmar emerging adults is a comprehensive program aimed at developing career decision making confidence and skills. Spanning a total of 6 hours, and covers seven key themes: introduction and rapport building, exploration of self-knowledge, understanding the world of work and further education, goal selection using the SMART goal-setting strategy, overcoming barriers, career planning and post-training activities. The program begins with establishing a supporting environment and assessing initial CDSE levels. Participants explore their career interests, values, and abilities, receive guidance on job and educational opportunities, and learn goal-setting techniques. Emphasis is placed on overcoming barriers related to economic and political factors through real-life examples, support networks and verbal encouragement. The training also includes stress management and practical job search tools, such as differences between CV, Resume, Cover Letter and Portfolio and interview preparation. As part of the adapted program, a reflective post-assessment is included at the conclusion of the training to measure progress and effectiveness.

## 7. Discussion

To the best of the author's knowledge, this study is among the first to develop Career Decision Self-Efficacy (CDSE) enhancement training modules specifically designed for Myanmar emerging adults. The module addresses both the socio-political challenges in Myanmar, such as instability and economic barriers, and the developmental struggles of emerging adulthood. The module was adapted using qualitative methods including expert consultations and pilot testing including interview and ensuring its relevance and cultural appropriateness.

The intervention draws from Social Cognitive Career Theory (SCCT), focusing on building self-efficacy, goal setting and addressing perceived career barriers. It incorporates psychoeducation, career exploration, goal selection and practical strategies such as job search skills, stress management and overcoming political and economic challenges. The module is designed to equip participants with the skills and confidence to make informed career decisions.

The study highlights the importance of context-sensitive interventions in career development, emphasizing the role of self-efficacy in empowering individuals to overcome external and internal challenges. While limited research exists on CDSE interventions in Myanmar, the results suggest the program's potential for broader application. Future studies are recommended to evaluate the long-term impact and scalability of the module, ensuring it effectively supports career decision making for Myanmar's emerging adults in the face of ongoing socio-economic challenges.

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