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Enhancing Career Search Self-Efficacy Through a Required Professional Development Course

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Abstract: Career search self-efficacy (CSSE) is pivotal for undergraduate business students' career readiness and employment prospects. This article examines the impact of a required career development course at a business school in the eastern U.S., highlighting CSSE improvements among a diverse student cohort in a resource-limited setting. Using the Career Search Efficacy Scale (CSES), the study measures skills in networking, job-searching, personal exploration, and interviewing. Findings from over 800 students across three years demonstrate enhanced CSSE, affirming the course's success. The article offers a scalable strategy for ensuring equitable access to career development, fostering competencies that lead to positive career outcomes for diverse students.

Keywords: career self-efficacy, career exploration, professional development, career readiness, Career Search Efficacy Scale (CSES), experiential learning, higher education

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The number of undergraduates enrolled in postsecondary education has decreased by 13% between 2012 and 2022 (Irwin et al., 2024). COVID-19 contributed to the decline toward the end of this time period. Some of the decline is due to demographic trends resulting in fewer college-bound high school graduates. Some of these declines, however, may be attributed to a national debate over the return on investment for higher education (Edge Research & HCM Strategists, 2024). While college access has grown, so has the time to degree and the number of students who leave college without completing a degree (Wheatle et al., 2017). Estimates suggest that 35 million Americans have completed some college but do not have a degree. On average, those who complete a bachelor's degree earn 84% more than high school graduates – $2.8 million over a 40-year career (Carnevale et al., 2011). Not only do college degree completers reap more economic rewards for themselves and their families, but they also contribute more to their communities, both financially and socially. Citizens who complete a college degree earn more, pay more taxes, are more likely to be employed, have positive social mobility, use less public assistance, are healthier, are more active citizens, and are more involved

parents (Ma & Pender, 2023). Though college costs have risen dramatically over the last 25 years, supporters argue that the economic benefits of completing a bachelor's degree have kept pace (Hout, 2012). Given this debate, colleges and universities increasingly emphasize their graduates' employability (Qenani et al., 2014).

One approach to increasing graduates' employability is to embed skill development related to career self-efficacy within the curriculum (Knight & Yorke, 2003; Moon, 2004; Quality Assurance Agency, 2009; Yorke & Knight, 2006). Career decision-making self-efficacy is a significant predictor of vocation indecision in college students (Betz & Hackett, 1981; Hackett & Betz, 1981; Solberg et al., 1994; Taylor & Popma, 1990). Self-efficacy is defined as an individual's belief in their ability to produce given attainments (Bandura, 1997), and in doing so, guides human behavior. What people expect from themselves leads to whether and what coping behaviors they initiate, how much effort they exert, and how long they persist (Bandura, 1977). When people persist in behaviors that feel threatening but are actually safe, self-efficacy increases through the experiences of mastering that behavior. For example, to many college students, the idea of asking a stranger to share their career journey is frightening. When required to do this as a course assignment, most students have a positive experience, encountering helpful professionals who share valuable advice. Additionally, research has shown that a lack of confidence in decision-making skills, clarity in personal identity, immediacy for decision-making, and external barriers to choices result in career indecision in college students (Taylor & Betz, 1983). Students with increased self-efficacy make better career decisions post-graduation, thereby suggesting that building self-efficacy directly influences postgraduate success (Lees, 2002; Qenani et al., 2014).

This article contributes to the ongoing discourse surrounding the assessment of career preparation and post-graduate outcomes by examining two key research questions. First, does a required career and professional development course implemented at a business school in an urban-serving institution in the eastern United States increase students' career search self-efficacy (CSSE)? Second, is there variation in changes to CSSE across terms, instructors, or modality? This research underscores the importance of CSSE in facilitating successful transitions from academia to the job market, particularly among a diverse undergraduate business student population. By employing an empirical approach grounded in established theoretical frameworks, the study illuminates how the course effectively enhances CSSE among a demographically diverse student cohort. This course is a tangible, easily adaptable strategy to bolster CSSE within diverse student populations. This scalability is paramount in addressing systemic inequities in access to career development resources, thereby amplifying opportunities for all students to develop essential competencies that lead to improved career outcomes.

This study utilizes the validated Career Search Efficacy Scale (CSES) to measure CSSE across multiple dimensions. The CSES provides a robust framework for assessing the impact of the intervention. Through a comprehensive analysis spanning three academic years and involving a substantial cohort of over 800 students, the findings corroborate the course's effectiveness and provide actionable insights for quality improvement efforts in career preparation initiatives across diverse higher education settings. Additional findings

offer a compelling argument for requiring career and professional development courses as a scalable means to improve CSSE and ultimately enhance career outcomes for undergraduate students.

Theoretical Frameworks

Self-Efficacy in Higher Education Students

Bandura's Social Cognitive Theory (SCT; Bandura, 1977, 1997) is often used to describe students' learning and motivational processes in higher education. Bandura (1977, 1997) proposed that reciprocal interactions between an individual's behaviors, internal personal factors such as thoughts and beliefs, and environments combine to affect human learning and functioning. Social cognitive theorists believe that a central component of human learning is an individual's capacity for self-reflection through self-referential thought, which the person uses to evaluate and modify their thoughts and behaviors (Bandura, 1997). Self-efficacy beliefs are an example of self-referential thought that affects motivation and behavior. In higher education, self-efficacy beliefs influence behaviors that contribute to student success by affecting student motivation, effort, and task approach (Schunk, 1995). Self-efficacy beliefs of competence lead to proactive behaviors, increased confidence, and a sense of tranquility when facing challenges. In contrast, self-efficacy beliefs of incompetence tend to produce avoidant or anxious reactions to the task.

Self-efficacy belief development occurs when an individual perceives and interprets one or more of the following sources of self-efficacy: *mastery experiences*, an individual's interpretations of past actions and experiences (Bandura, 1997; Chen & Usher, 2015; Usher & Pajares, 2008); *social persuasion*, verbal, non-verbal, written, or other forms of communicated judgments from others (Bandura, 1997; Britner & Pajares, 2006); *vicarious experience* (or modeling), *learning by observing others* (Bandura, 1997); and *physiological* or *affective state*, or feelings and moods such as pain, exhaustion, stress, anxiety, calm, or adrenaline (Bandura, 1997; Chen & Usher, 2015).

According to Bandura (1997), the internalization of sources of self-efficacy is "not inherently enlightening. It becomes instructive…through cognitive processing…and through reflective thought" (p. 79). Bandura (1997) stated that the internalization of sources of self-efficacy is regulated by an individual's specific attentional processes, including the judgment of informational worth and the usefulness of information, as well as the heuristics or rules used to weigh and integrate that information.

Higher education settings, such as classrooms, internships, and advising spaces, provide students with opportunities to engage in experiences that foster self-efficacy. Various classroom and instructional interventions have been shown to contribute to the development of student self-efficacy (Dinther et al., 2011), including having dependable and supportive teachers (Ayllon et al., 2019) and targeted assignments such as interviewing, in-class skill building, engagement with guest speakers, technological training, and peer-to-peer mentoring. Students may, for example, encounter mastery experiences through exams, projects, experiential learning, skills application, or successes in the field. Instructors, classmates, supervisors, and clients may provide verbal persuasion. Students

can observe other students, their past performance, or that of experts in the field to gain modeling experiences for desired behaviors and competencies (Dinther et al., 2011).

Experiential Learning Theory

As a pedagogical framework to enhance opportunities for self-efficacy development, instructors in higher education settings may utilize experiential learning pedagogy. Experiential learning pedagogy can improve classroom engagement (Kong, 2021) and achieve learning and efficacy goals. Experiential learning theory (Kolb, 1984) describes a process by which students obtain critical thinking skills through experiencing, thinking, reflecting, and acting during their studies, as supported by their course curriculum and assignments. The resultant learning is lasting and transformative. Experiential learning as a pedagogical approach has been effectively applied in entrepreneurial contexts (Gonzalez-Perez et al., 2019; Motta & Galina, 2023) and is a key component of the professional development course analyzed in this manuscript. The course curriculum applies the four stages of experiential learning proposed by Kolb (1984): concrete experience, reflective observation, abstract conceptualization, and planning active experimentation via the course structure and featured assignments. Experiential learning shares many aspects of sources of self-efficacy, such as opportunities for mastery experiences and peer learning. Experiential learning contributes significantly to the development of self-efficacy, including in entrepreneurial contexts (Taneja et al., 2023), where coursework is designed to provide students opportunities to practice and enhance course-related skills and competencies. Although self-efficacy related to the skills required for competency in a specific profession has often been the focus of interventions, researchers have also investigated the effectiveness of enhancing self-efficacy beliefs in career decision-making.

Career Search Self-Efficacy

CSSE can be broadly explained as an individual's beliefs about their ability to successfully perform tasks related to career exploration and decision-making (Solberg et al., 1994). Measures of CSSE identify respondent conditions and behaviors such as self-esteem, vocational identity, peer support, vocational outcome expectations, career indecision variables, job searching, networking, interviewing, understanding self and occupations, goal setting, and planning (Choi et al., 2012). Improving CSSE through structured interventions helps with vocational choice, increases willingness to consider careers not previously considered (Rotberg et al., 1987), and boosts confidence in career decision-making (Taylor & Bentz, 1983). As the role of higher education has shifted to prioritizing job readiness and efficacy, an intentional approach to supporting efficacy development in job candidates is necessary. Educators in a position to determine the resources and methods of preparing students for job success must have evidence to support best practices in student preparation and efficacy development.

Methodology

Overview of the Career and Professional Development Course

In Fall 2021, an urban-serving institution in the eastern United States launched a required career and professional development course for undergraduate business students. The

course was created when the faculty identified a need for a career and professional development course as part of a curriculum redesign, which resulted in it becoming a required course for all undergraduate business students. By providing access to all students, it aimed at increasing self-efficacy through practicing certain career skills that have been demonstrated to lead to beneficial professional outcomes. Some of these skills include clarifying personal identity, exploring external options, and practicing career decision-making.

Students must have sophomore standing to enroll in this course, and typically take it as second- or third-year students. This institution supports a diverse student body. It is identified as a Minority Serving Institution (MSI). On average, about one-third of undergraduate business students are the first in their family to attend college. About one-third are Pell-eligible. Fifty-four percent identify as men and 46% as women. Thirty-three percent identify as White, 27% as Black/African American, 16% as Asian, 12% as Hispanic/Latino, and 7% as two or more races.

Since the COVID-19 pandemic required a shift from in-person to virtual instruction, many universities, including this institution, began exploring alternative course modalities to promote access, equity, and flexibility (Larson et al., 2023). Because this course was first offered during the COVID-19 pandemic shutdowns, it has been taught in multiple modalities, including asynchronous online, synchronous online, hybrid (a mix of asynchronous and synchronous online with in-person components), and fully in-person. It has been taught as a full-term and minimester course (three and five-week iterations). The modality was determined based on program needs, university policies, and student demand. The course is taught by a team of instructors, some of whom work in the career center and others with professional qualifications that prepare them to teach this content. Sections have between 30 and 50 students. Despite the differences in delivery, the assignments are consistent across modalities and instructors (Table 1).

Career Search Efficacy Scale

Students complete the CSES at the beginning and end of the course. Students receive course points for completing the CSES but not for their specific answers to the items. The CSES is oriented toward specific job search activities, such as job searching, networking, and interviewing, making it a good choice for measuring career self-efficacy in this course. This instrument has been scientifically validated and has strong reliability (Gore et al., 2005; Solberg et al., 1994). The CSES measure includes four subscales: networking efficacy, job-search efficacy, personal exploration efficacy, and interview efficacy. It has been used in previous studies of CSSE, where the CSES scores significantly and positively predicted STEM majors' persistence in their degree (Cabell, 2021). While the course designers intentionally built the CSES measures into the course, the curriculum was created to meet student needs identified by the faculty rather than to be directly reflective of items on the CSES instrument.

Analysis Plan

To address the first research question - does this required career and professional development course implemented at a business school at an urban-serving institution in

Table 1. *Career and Professional Development Course Assignments*

Assignment title	Description
Pre-test: CSES	Students complete the CSES before class begins.
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Business etiquette	A LinkedIn Learning course discusses proper phone, email, and text communication for business professionals.
Elevator pitch	Students video record their 60-90 second elevator pitch that they practice in class.
Career and internship fair	Students are required to visit the Career & Internship fair, where they can practice their elevator pitch and explore opportunities.
Resume	Students receive feedback on their resume from both an AI-powered tool and their instructors.
Self-assessment & career reflection	Students take a self-assessment that measures their interests, motivators, personality, and workplace preferences. The assessment then suggests careers that may be a good fit. Students pick one of those careers to which they will complete additional research and reflection.
Career coaching meeting	Students are required to meet with a career coach in the career center at least once during the term.
Business communications	Students draft emails 1) requesting a meeting for a career conversation and 2) thanking the recipient for a meeting or interview.
Interview	Students use an AI-powered tool that gives feedback on their virtual interviews, as do their instructors.
Gap analysis	Students select two opportunities that interest them and analyze 1) which required skills they possess and how they can demonstrate those, and 2) which skills they still need to gain and how they might acquire those to become stronger candidates.
Upskill with LinkedIn	Students select a skill they want to improve from their gap analysis and complete a LinkedIn Learning course focused on closing that skill gap.
LinkedIn	Students use an AI-powered tool that gives feedback on their LinkedIn profiles, as do their instructors.
Career Conversation Reflection	Students interview a professional in a career field of interest and write a reflection on what they learned, specifically emphasizing how that will inform their future career plans and next steps.
Post-test: CSES	Students complete the CSES after class ends.

the eastern United States increase students' CSSE? - a pretest-posttest design was used to explore nine terms of student self-efficacy data. Students completed the CSES as a class assignment at the beginning of the one-credit course. After receiving targeted instructional content and activities designed to enhance career search skills, students completed the CSES again as a post-test to evaluate changes in self-efficacy. On the post-test CSES Google Form, the explanation of the study and informed consent is outlined. Students were invited to participate in this study by selecting "I CONSENT to participate." Paired samples t-tests were used to determine the statistical significance and effect sizes of any observed changes. For the second research question - is there variation in changes to CSSE across terms, instructors, or modalities? - a one-way ANCOVA was used to explore differences between terms, modalities, and instructors, accounting for differences in pre-test scores between groups.

Results

Eight-hundred and forty-three student responses over nine terms and three academic years were used in the analysis of both research questions. Data collection began in the 2021-2022 academic year, with 155 students across the fall, spring, and summer terms. It expanded to 229 students in the 2022-2023 academic year and 390 students in the 2023-2024 academic year. The majority of students completed the course through hybrid instruction (357) or asynchronous instruction (301), while some completed it face-to-face during a typical term (55) or a shortened term (123). Eight students completed the course through virtual synchronous instruction. Students were provided instruction by eight different instructors, with the majority receiving instruction from three instructors (566).

Research Question 1

Paired samples *t*-tests were used to determine if students raised their CSES scores from pre-test to post-test, showing increases in career self-efficacy. The CSES mean scores for the pre-test (M = 6.29, SD = 1.31) were significantly lower than the post-test scores (M = 7.86, SD = 0.85, $t(843) = 37.86$, $p < .001$, Cohen's d = 1.21). These results show that students' CSES scores significantly increased with a very large effect size after completing the career and professional development course. Additional paired samples t-tests were used to explore differences between the pre-test and post-test for the four subscales and individual survey questions of the CSES. All four subscales — networking efficacy, job-search efficacy, personal exploration efficacy, and interviewing efficacy — as well as all individual survey items, were significant with large effect sizes. Table 2 shows the results of the paired samples t-tests for the overall mean scores and subscale scores, and Appendix A shows the results of the paired samples t-tests of the individual survey questions.

Research Question 2

To explore differences between terms, modalities, and instructors on the survey results, a one-way analysis of covariance (ANCOVA) was employed. Similar to an ANOVA, an ANCOVA explores the relationship between different variables while also controlling for factors that may influence their relationship. In this case, the ANCOVA controlled for differences in the pre-test results among different class sections. There was no significant difference in CSES post-test scores in different terms ($F(8, 843) = 1.64$, $p = 0.11$, $\eta p^2 = 0.015$),

Table 2. *Subscale Changes in Student Self-efficacy from Pre-test to Post-test*

Subscale	Pre-test		Post-test		*t*(843)	Cohen's *d*
	M	*SD*	*M*	*SD*		
Overall Mean	6.29	1.31	7.86	0.85	37.86*	1.21
Networking Efficacy	5.99	1.52	7.78	0.96	36.26*	1.44
Job-Search Efficacy	6.47	1.33	7.90	0.86	33.52*	1.23
Personal Exploration Efficacy	6.63	1.37	8.00	0.88	31.14*	1.28
Interviewing Efficacy	6.01	1.47	7.80	0.91	36.67*	1.37

* $p < .001$

different class modalities ($F(4, 838) = 0.68$, $p = 0.61$, $\eta p^2 = 0.003$), or different instructors ($F(7, 835) = 1.10$, $p = 0.36$, $\eta p^2 = 0.009$), after controlling for pre-test differences. The results were consistent across terms, class modality, and instructor.

Discussion

Interpretation of Findings

By providing experiential learning opportunities grounded in social cognitive theory, the career and professional development course offers students opportunities to engage in career exploration and practice career skills, resulting in consistent increases in career self-efficacy across different terms, modalities, and instructors. Specifically, the researchers investigated whether this required career and professional development course increased students' CSSE. Results from the CSES showed significant increases in student self-efficacy across personal exploration, interviewing, job-search, and networking efficacies with very high effect sizes. This is consistent with the literature, which indicates that higher education interventions can successfully increase student self-efficacy (Dinther et al., 2011). Initial research by Bandura (1977, 1997) on self-efficacy development, as well as subsequent studies on self-efficacy development in educational contexts, suggests that mastery experiences, vicarious experiences, and social persuasion have a significant impact on self-efficacy beliefs. The significant results of the pre- and post-tests of the CSES indicate that the assignments and evaluations included in the professional development course curriculum effectively and intentionally provided opportunities for developing self-efficacy beliefs.

Mastery experiences, such as business etiquette, elevator pitch, and business communications assignments, allow for the express development of entrepreneurial skills, which in turn improve self-efficacy and entrepreneurial intention (Abuzaid, 2023). Students in this class observed others exhibiting desired career behaviors during assignments, such as the career and internship fair, career conversations, and guest lectures. They were provided the opportunity to compare to an idealized or future self during the gap analysis, which is in line with research that indicates growth mindset interventions such as self-assessments increase self-efficacy beliefs in learning (Burnette et al., 2020), and observing peer performance improved skill implementation (Livsey & Lavender-Stott, 2015).

Students received social persuasion in the form of peer and instructor feedback on their resumes, elevator pitches, and practice interviews throughout the course. Increases in CSSE in the studied sample are also in line with findings from Wang et al. (2023) that demonstrated the potential of using artificial intelligence to enhance the learning process through self-efficacy development.

Many of the assignments and activities completed during the professional development course addressed multiple sources of self-efficacy. For example, the career coaching session and interview provided an opportunity for practicing job skills, self-assessment, and accepting feedback. Assessments during the course provided students with opportunities to identify mastery experiences and receive feedback on their abilities from the instructor (Beatson et al., 2018). In summary, the professional development course affected students' development of self-efficacy related to career search processes by integrating multiple opportunities for students to engage with evidence of their competency.

Policy and Practice Implications

One of this study's most significant policy implications is the replicability of this career and professional development course model for other institutions in similarly resource-constrained environments. Researchers explored the question of variation in CSSE across terms, instructors, or modalities. Seeing no significant differences, we hypothesize that students' growth in CSSE is connected to the highly experiential assignments rather than the term, modality, and instructor. This intervention demonstrates that meaningful improvements in CSSE can be achieved without extensive financial resources and in a way that delivers the content consistently for a large and diverse student population across different course modalities, at different times of the year, and by different instructors. These findings align with other studies on the transferability of EL courses across contexts (Tchoukaleyska et al., 2021). Institutions seeking to foster equitable methods for enhancing their students' CSSE and, thereby, their employability can adapt this model to their unique student populations and operational contexts. This replicability offers a pathway to more equitable career outcomes for institutions that strive to support underrepresented students. It is a valuable and low-cost strategy for improving postgraduate student success in the workforce.

By using standardized instruments like the CSES, practitioners can consistently track progress and outcomes, ensuring that their course's impact on student career readiness is measurable and scalable. The CSES measure consists of 35 items, divided into four subscales: networking efficacy, job-search efficacy, personal exploration efficacy, and interview efficacy. The scale was specifically designed to measure college students' career search efficacy, and no special training is required for those who administer it (Hanin, 1994). Therefore, it is uniquely suited as an assessment instrument in the context of a college career and professional development course taught by a range of instructors.

Over a dozen instructors delivered different sections of this course. This course was taught in various modalities: fully online (synchronous and asynchronous), hybrid, and in-person. It was also adapted to different length terms, ranging from three weeks to 15 weeks.

However, the assignments remained consistent, with small adjustments each term to increase course efficacy based on student and instructor feedback. Regardless of the delivery method, each instructor used the same syllabus, assignments, and point distribution. The nature of these assignments points to the importance of integrating experiential learning methods, rather than relying solely on traditional lecture-based "banking information" approaches, to foster consistent improvements in CSSE (Freire, 2017; Kolb, 1984). Experiential learning—through activities such as self-assessment, peer reviews, gap analyses, and practice interviews—allows students to apply theoretical knowledge to their career development journey, enhancing their confidence in navigating the job market. By actively engaging students in career-related tasks, these methods empower them to internalize skills and build a sense of mastery, which is a key determinant of self-efficacy (Qenani et al., 2014; Tschannen-Moran & McMaster, 2009; Wright et al., 2013). Unlike passive learning, which can result in surface-level retention of information, experiential approaches offer opportunities for reflection, feedback, and iterative learning, leading to more sustainable and meaningful improvements in students' career readiness. As a result, adopting these active learning techniques may be essential for educators seeking to create high-impact courses that equip students with the tools they need to succeed in their career journeys.

Limitations

Interpreting the study's results should consider the limitations of the study design, considerations for measuring self-efficacy, and variables across the treatment groups. The study was conducted at a large public urban university on the East Coast, which limits the generalizability of the findings to other institutional settings. The study utilized pre- and post-test assessment structures. Still, it did not include longitudinal data that would have more accurately represented the long-term effects of the class intervention or provided more data on career decision-making behaviors and outcomes. While differences in self-efficacy increases between terms were not significant, there was a large effect size, meaning, in some cases, increases in career self-efficacy may have been impacted by the term the course was taken and changes made to the course over time. Although researchers found no significant differences across instructors, it cannot be proven that there were no significant differences in certain instructor-level elements, such as instructor skill, availability, connection with students, or minor differences in pedagogical approach. These initial exploratory analyses did not disaggregate by variables such as student race, gender, and Pell eligibility, suggesting the need for further study to understand how CSSE develops across different student demographics.

Areas for Further Research

In light of the study results indicating that CSSE can be vastly improved through intentional classroom interventions, adding experientially based CSSE-focused coursework to existing accreditation standards for business program curricula may be warranted. Future studies conducted in alternative institutional environments, program specializations, and longitudinally across students' career development would improve understanding of how CSSE development occurs in higher education students. Another area for future research is disaggregating results by different demographic data to determine if results are

consistent across sociocultural contexts. As the scale did not differentiate between sources of self-efficacy as they contributed to the student's overall CSSE, adding a qualitative element that analyzes the interpretation of self-efficacy sources can better pinpoint the contributing factors to CSSE development. Because evidence suggests that instructor-level factors can affect self-efficacy development, future studies should include measures of pedagogical skill and interpersonal factors such as the availability of an instructor and rapport (Ayllon et al., 2019).

Conclusion

Given the changing nature of higher education and the barriers facing institutions, universities must take student-focused approaches to education that include intentional support around post-graduate outcomes. The results of this study indicate that required professional development courses can increase CSSE, potentially leading to improved occupational and entrepreneurial outcomes for students. Using this scalable and replicable framework, with embedded assessments to measure changes in CSSE, institutions —including those with limited resources —can enhance accessibility and equity in their professional development and job placement support. The implications offer a promising direction for expanding career readiness initiatives.

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Appendix A:

Individual survey item changes from Pre-test to Post-testQuestionSubscale Changes in Student Self-efficacy from Pre-test to Post-test

Question: How confident are you in your ability to... Subscale	Pre-test		Post-test		*t*(843)	Cohen's *d*
	M	*SD*	*M*	*SD*		
identify and evaluate your career goals?	6.52	1.75	7.90	1.09	23.93*	1.69
meet new people in careers of interest?	6.24	1.99	7.81	1.22	23.24*	1.97
develop an effective cover letter to be sent to employers?	5.26	2.17	7.46	1.49	28.71*	2.23
evaluate a job during an interview?	5.88	1.91	7.74	1.15	28.98*	1.86
conduct an informational interview/career conversation?	5.77	2.02	7.91	1.13	30.07*	2.07
identify and evaluate your career preferences?	6.39	1.76	7.98	1.07	25.10*	1.85
clarify and examine your personal values?	7.23	1.56	8.18	1.05	17.24*	1.61
utilize your social networks to gain employment?	5.97	2.07	7.83	1.25	26.57*	2.03
identify and evaluate your career goals?	6.45	1.76	7.99	1.09	26.15*	1.71
market your skills and abilities to an employer?	6.06	1.78	7.71	1.26	26.21*	1.83
use your social network to identify job opportunities?	5.98	2.03	7.86	1.30	27.15*	2.01
integrate your knowledge of yourself, the beliefs and values of others, and your career information into realistic and satisfying career planning?	6.08	1.75	7.84	1.13	27.83*	1.84
develop realistic strategies for locating and securing employment?	5.88	1.87	7.72	1.21	28.14*	1.91
join organizations that have a career emphasis?	5.99	1.96	7.73	1.28	24.98*	2.02
develop a variety of skills you can use throughout a lifetime of career decision-making?	6.70	1.67	7.99	1.09	20.97*	1.79

Question: How confident are you in your ability to... Subscale	Pre-test		Post-test		*t*(843)	Cohen's *d*
	M	*SD*	*M*	*SD*		
dress in a way that communicates success during a job interview?	7.64	1.60	8.40	0.95	13.97*	1.59
identify the resources you need to find in the career you want?	6.14	1.80	7.89	1.16	27.31*	1.87
contact an employer to secure a job interview?	6.27	2.01	7.85	1.23	22.91*	2.00
know where to find information about potential employers in order to make good career decisions?	6.00	1.91	7.86	1.16	28.11*	1.92
solicit help from an established career person to help chart a course in a given field?	5.74	2.06	7.78	1.26	28.18*	2.106
achieve a satisfying career?	6.61	1.84	7.83	1.25	19.72*	1.78
achieve a satisfying career?	6.62	1.83	7.82	1.24	19.90*	1.76
market your skills and abilities to others?	6.26	1.74	7.82	1.17	26.25*	1.72
identify and evaluate your personal capabilities?	6.54	1.66	7.93	1.10	23.70*	1.71
identify an employer with job opportunities you want?	6.27	1.74	7.91	1.09	26.97*	1.76
know how to relate to your boss in order to enhance your career?	6.22	1.94	7.71	1.30	22.09*	1.95
evaluate the job requirements and work environment during a job interview?	6.45	1.74	7.87	1.14	23.58*	1.76
prepare for an interview?	6.28	1.91	7.85	1.22	23.50*	1.94
select helpful people at the workplace with whom to associate?	6.82	1.63	7.96	1.15	20.08*	1.66
identify your work skills?	6.65	1.66	7.95	1.12	23.37*	1.63
organize and carry out your career plans?	6.42	1.77	7.84	1.16	24.29*	1.71
deal effectively with societal barriers?	6.36	1.84	7.66	1.27	20.96*	1.81
research potential career options prior to searching for a job?	6.35	1.79	7.95	1.12	25.41*	1.83

Question: How confident are you in your ability to... Subscale	Pre-test		Post-test		*t*(843)	Cohen's *d*
	M	*SD*	*M*	*SD*		
deal effectively with personal barriers?	6.51	1.76	7.72	1.19	19.73*	1.78
develop effective questions for an information interview?	5.81	2.02	7.78	1.22	27.88*	2.06
understand how your skills can be used effectively in a variety of ways?	6.49	1.70	8.00	1.11	24.60*	1.78

* $p < .001$.