

Social Cognitive Career Theory

- Presentation by:
- Jeremy Gillentine
- Ashleigh Glover
- Patricia Locklear
- Thomas Weil



What is SCCT?

- An integrative career theory built on other models of career development.





Central Tenets of SCCT



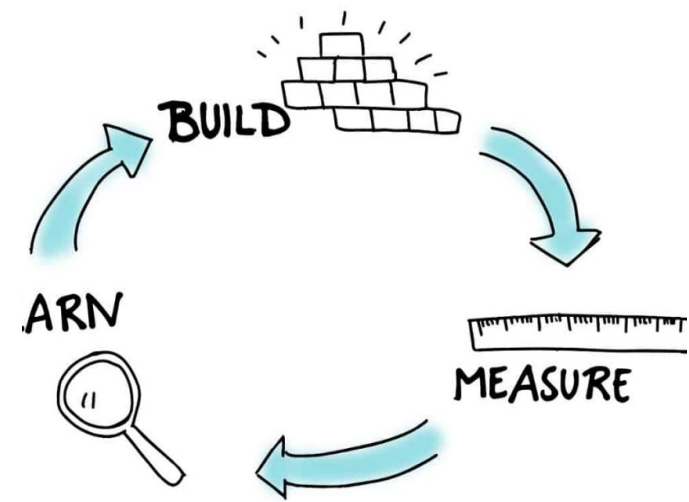
Learning Environment



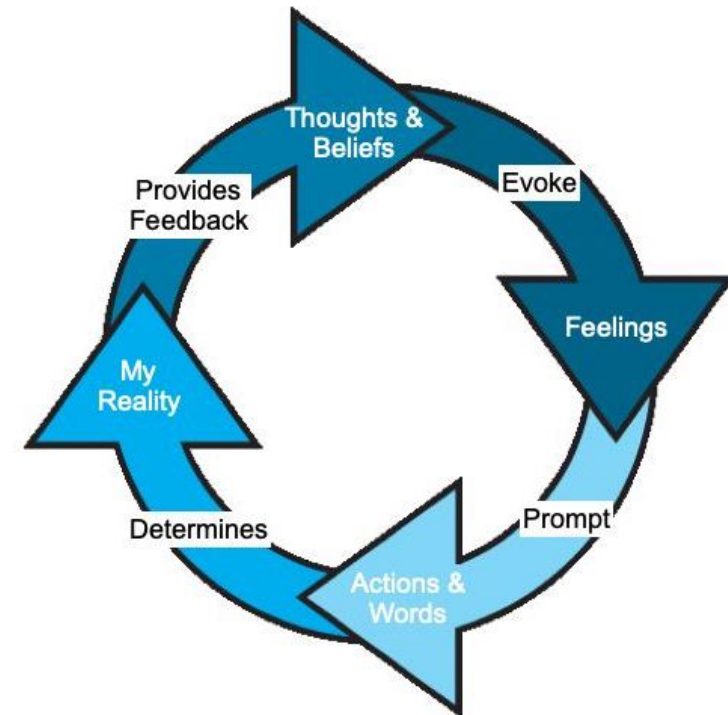
AS HUMANS, WE ARE
CONSTANTLY LEARNING AND
EVOLVING

WE ARE ALWAYS EXPERIENCING

WE CREATE A CONSTANT
FEEDBACK LOOP FROM THOSE
EXPERIENCES AND LEARNING
OPPORTUNITIES



The Conscious Person's
Divine Creative Process
(with Feedback Loop)



Learning Environment- Influencing Factors

- Influenced by all aspects of the person and their environment including:
 - Culture
 - Ethnicity
 - Gender
 - Genetic endowment
 - Health & Disability status
 - Socioeconomic Conditions

(Brown & Lent, 2020)



Can I do it?

Out of these learning experiences two things emerge:

What will happen if I do it?

Self-Efficacy

- Bandura defines self-efficacy as, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (1986, p.391).
- The confidence a person has in their own ability to complete a task successfully.

Can I do it?



Self-Efficacy

- Dynamic set of beliefs specific to different domains.
- What are areas you have a high self-efficacy? What about areas you feel a low self-efficacy?
- Not static, instead adapts to new experiences and the learning environment.

(Brown & Lent, 2020)



(Transforming Education, n.d.)

Personal Performance Accomplishments



Social Persuasion

Encouraged

Supported

Reinforced





Physiological and Affective States

- Physical Health
- Mental Health

Vicarious Learning

We learn through the observation of others.



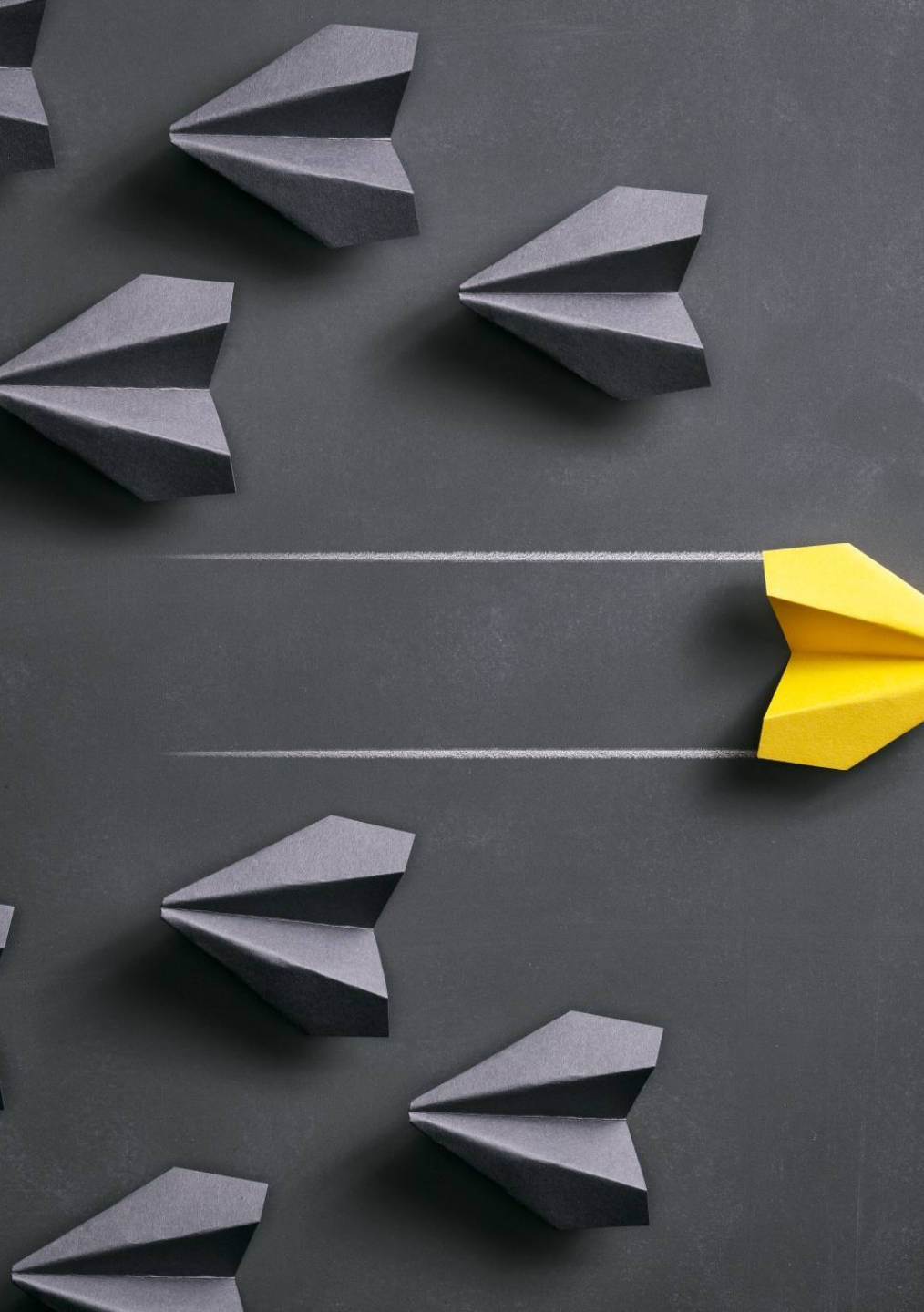
Outcome Expectations

The background of the slide is a photograph of a construction site at sunset. A large crane is visible in the upper left, and several workers are silhouetted against the bright orange and yellow sky as they work on a building's steel framework. The overall scene is one of active construction during the 'golden hour' of the day.

- Outcome Expectations refers to beliefs about the:
 - **Consequences** or **Outcomes** of performing certain behaviors
 - e.g., "If I do this, what will happen?"

(Brown
& Lent 2020, p. 133)

What will happen if I do it?



Outcome Expectations

- Typically arrived at from two primary perspectives
- Direct Learning—Personal Experience
- Vicarious Learning—Secondhand Perspective
 - Family
 - Community
 - Media



Outcome Expectations

- Bandura described three primary areas of outcome expectations:
 - (a) **Physical Outcomes**--pleasant physical sensations vs. pain and physical discomfort
 - (b) **Social Reactions**--approval, recognition, monetary reward, power vs. disapproval, feeling shamed, rejection, privilege deprivation, and penalties
 - (c) **Individual Insights**--self-evaluations, self-satisfaction, or self-criticisms.
- (Bandura 1997, Deacon 2011)

Outcome Expectations

- Confidence level (self-efficacy) can directly impact results (outcome expectation)
- Example: Public Speaking
- If high, you may anticipate being an effective public speaker
- If low, you may expect to not enjoy being a public speaker



Interests



Emergent self-efficacy and outcomes expectations nurture career-relevant interests and goals that crystalize over time.



Interests are generally a good predictor of educational and career choices – but not the only predictor.

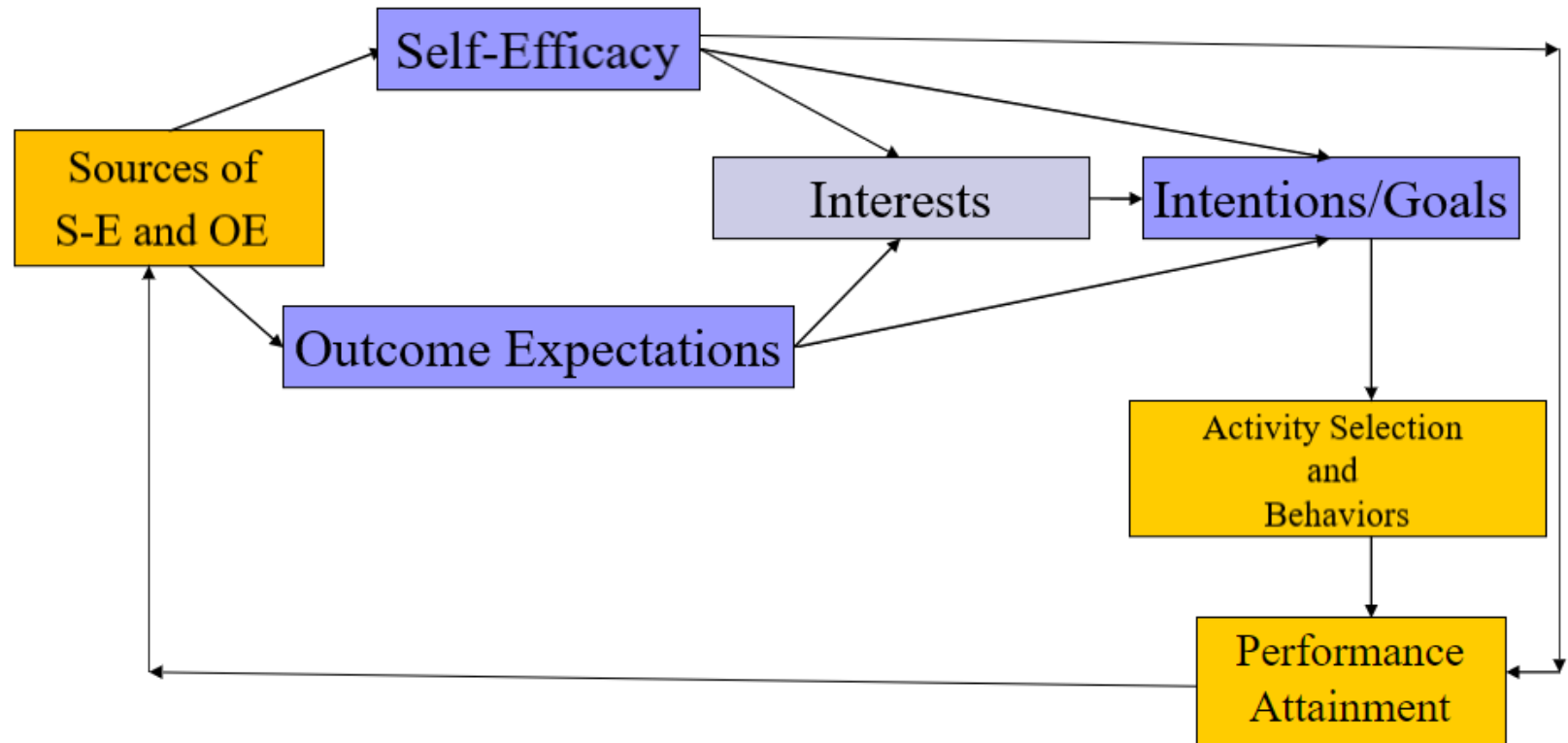


Home, educational, and community environments expose children and adolescents to an array of activities

Conclusion

The tenets shape our behavior and feedback into the process of career development throughout the life-span.

Self-efficacy beliefs are more likely to develop when a person's job search actions are encouraged, reinforced, and supported by others (social persuasion.)



Interests – Self-efficacy and outcomes expectations boils down to interests, and everything flow from interests



Self-Efficacy and Outcome Expectations



Interests



Motivation

Conclusion

- Can I do it?
- What will happen if I do it?



References

- Bandura, A (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Brown, S. D., & Lent, R. W. (2020) *Career development and counseling: Putting theory and research to work* (3rd ed). Wiley.
- Burga, R., Leblanc, J., & Rezania, D. (2020). Exploring student perceptions of their readiness for project work: Utilizing social cognitive career theory. *Project Management Journal*, 51(2), 154-164. <https://doi.org/10.1177/8756972819896697>
- Transforming Education. (n.d.). Self-Efficacy. <https://transformingeducation.org/wp-content/uploads/2017/04/selfefficacypresentation-170615181028.pdf>

