



Non-cognitive skills in, and their importance from, a career perspective

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Non-cognitive skills in education

(a) intrinsic motivation, **self-efficacy**, self-regulation, perseverance, conscientiousness, **cooperation**, resilience, attention, **proactive behavior**, critical thinking, empathy, creativity/openness, engagement, well-being, self-esteem, outcome expectations

(b) “desired generic attributes”: employability, **versatility**, **adaptability**, engagement, global focus, life-long learning, critical thinking, problem solving, **teamwork**, communication skills, leadership readiness, intercultural competency, self-awareness, emotional IQ

Making sense of how attributes develop and operate

- what theoretical models help to explain how attributes develop and operate?
 - how do they fit together?
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Theoretical Models

(1) **social cognitive theory** (Bandura) and (2) **goal-setting theory** (Locke & Latham)

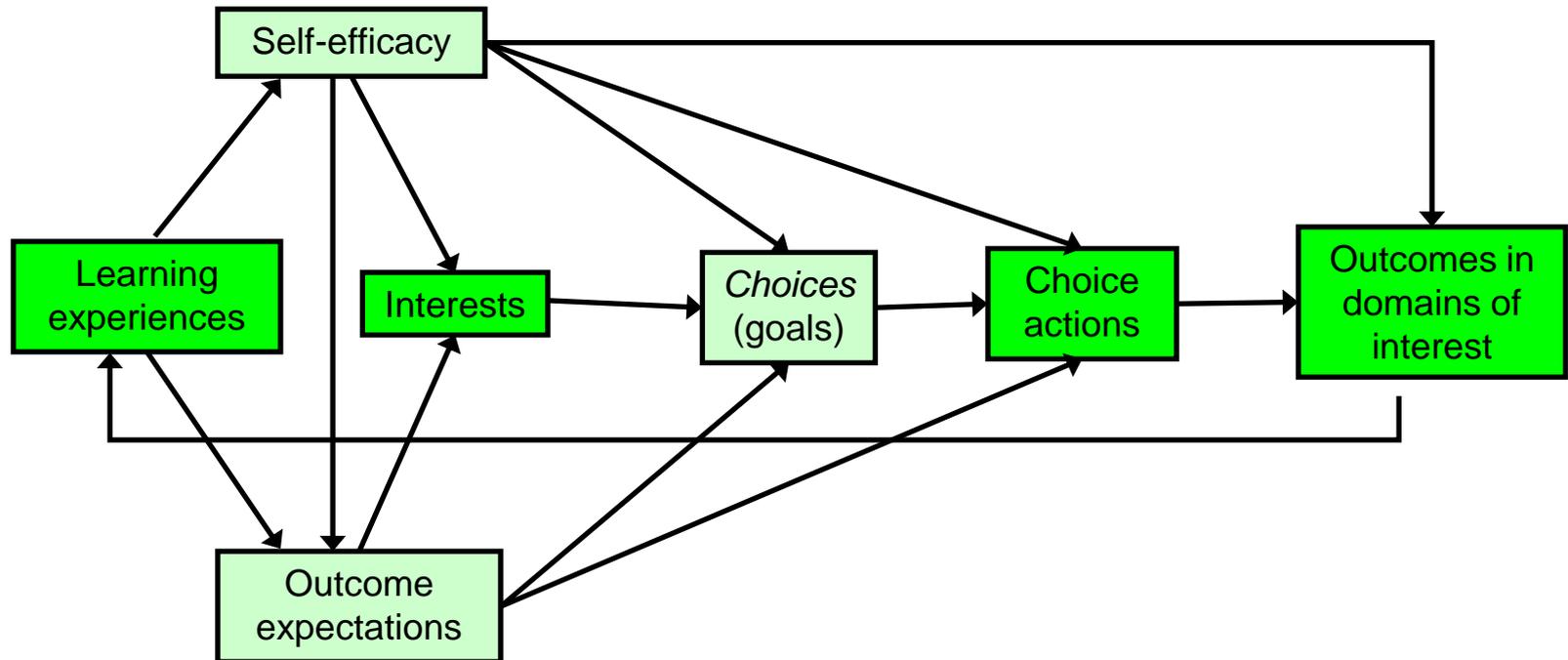
- SCT (social), GS (work), control theory (health), reactance theory (child development)...
- all goal-setting / self-regulatory

Overview

- (a) social cognitive career theory
 - (b) goal-setting theory
 - (c) applications
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SCCT Basic Choice Model

- to explain decisions re Education/Work pathways
(but think of decision-making generally; e.g., relationships)



Interests

- . child exposed (directly/vicariously) to wide range of activities (e.g., in family, school, community)
- . child selectively reinforced (e.g., parents, peers, teachers, themselves)
- . practice/exposure increase SE and OE for activity
- . enduring interests: view self as competent (SE) and expect valued outcomes (OE)

Sources of self-efficacy and outcome expectations

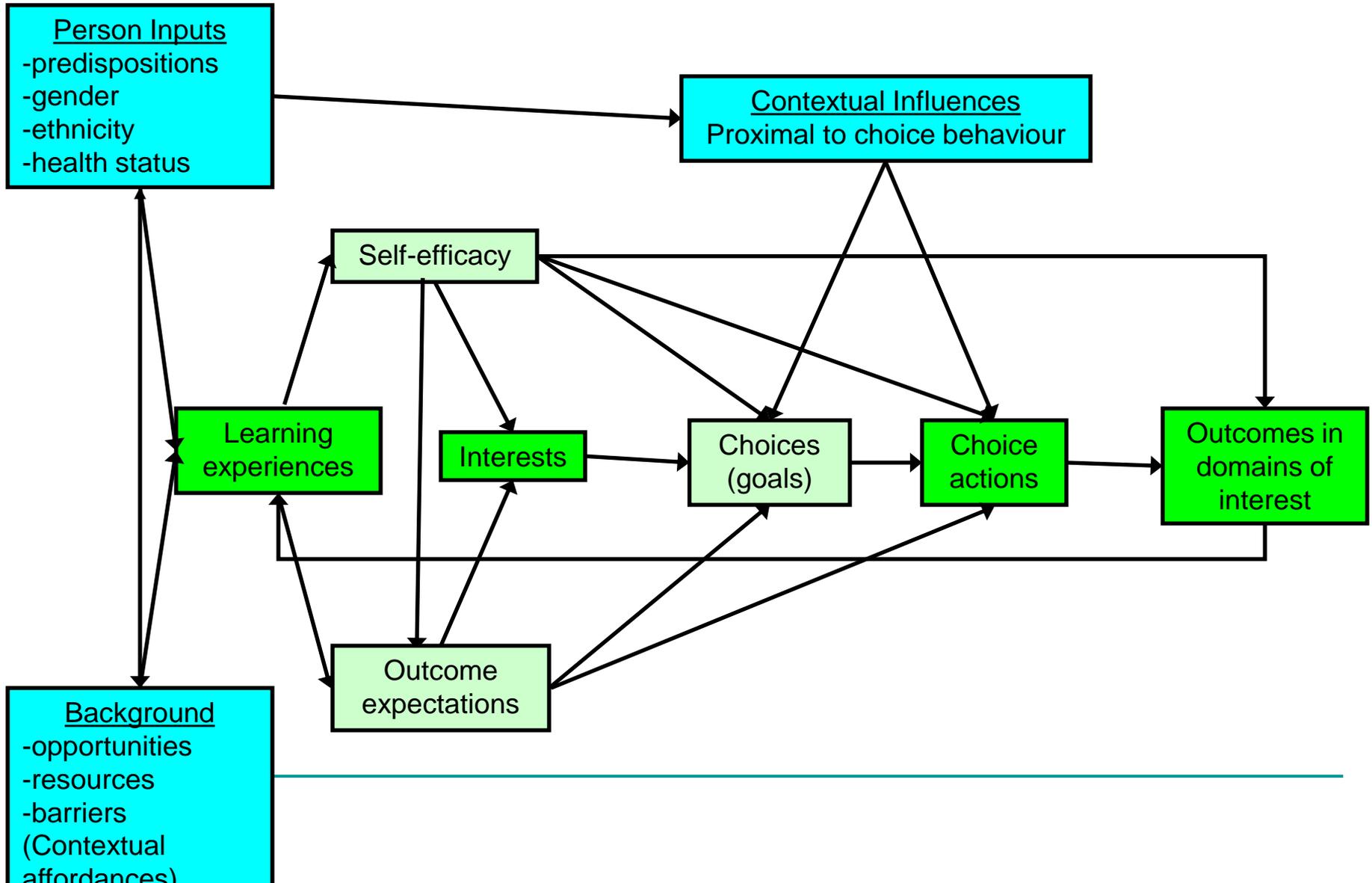


- interests, SE, OE promote goal setting

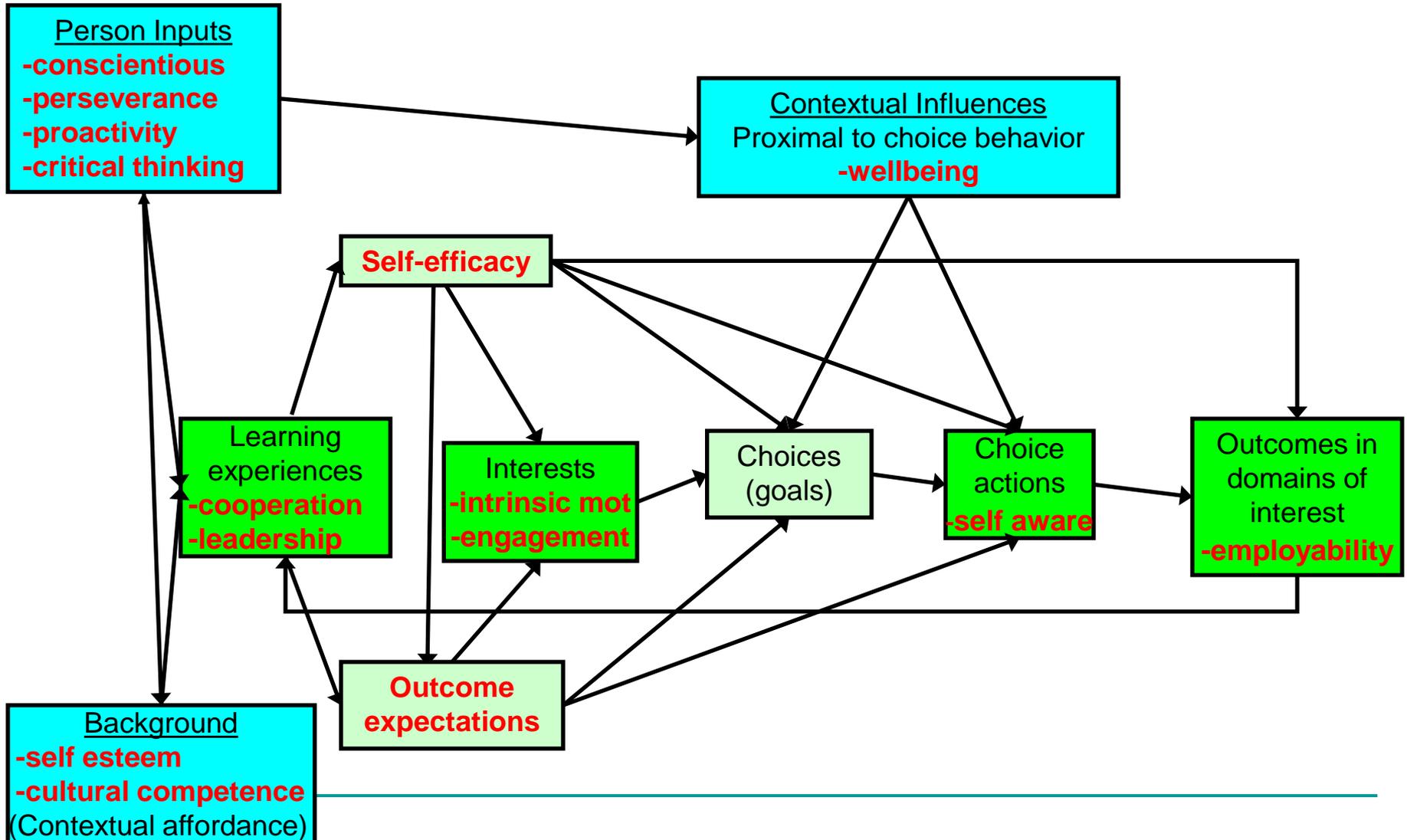


Choices (goals)

Person, Contextual, and Experiential Factors affecting Choices



Person, Contextual, and Experiential Factors affecting Choices



Underlying Mechanisms for Decision-Making & Progress

- in SCCT, *goals drive behaviour*

(a) people set goals (or have goals set for them)

(reflects “ideal” self)

(b) people evaluate progress in relation to goal

(have insight/get feedback on “actual” self)

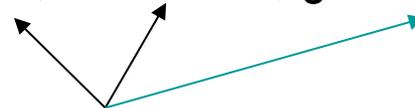
(c) determine discrepancy

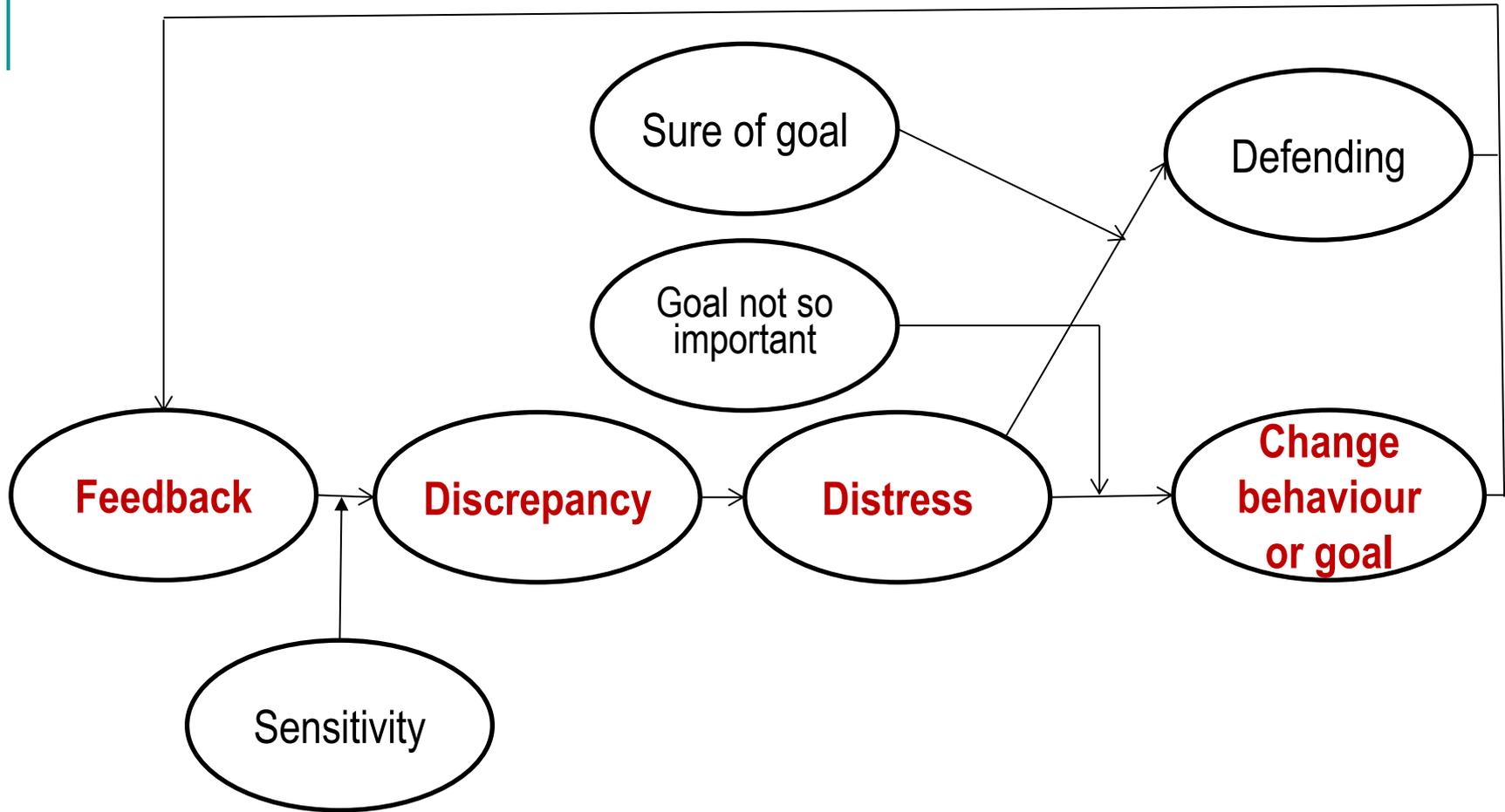
. if yes → uncomfortable → change behaviour, goals, or both

- goal-progress discrepancies

. main motivation for action (cognitions, behaviour; goal adjustment)

self-regulatory processes





self-regulation, self-awareness, co-operation, resilience, adaptability...

Applications

- . (career) identity development
- . job crafting
- . PTSD
- . advertising
- . etc



Theories potentially:

- organise our thoughts
 - structure important variables
 - account for causal directions
 - alert you to non-obvious constructs and relationships
 - help explain why
 - provide parsimony (i.e., reduce clutter and chaos)
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Thanks

Any questions?
