Career Development Applied Theory Paper

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Social Cognitive Career Theory: A valuable tool for working with multicultural students.

The relatability of Social Cognitive Career Theory (SCCT) with multicultural students is explored. The tenets and foundations that make SCCT relatable will be discussed. The research found represents some of the benefits to students of diverse cultures. The application represents the positive outcome of using SCCT with culturally diverse students.

Using the Relatability of SCCT with Multicultural Students.

Tenets and Foundations

Social Cognitive Career Theory (SCCT) was formulated from several elements from early career theorists such as Super, Holland, Krumboltz, and Lofquist and Dawis (Lent, 2020). SCCT is a valuable theory because of its versatility when working with diverse populations. SCCT explores what motivates the client and how they will develop their interests. SCCT tends to be less concerned with the ages and stages of the subject but explores what theoretical elements promote or hinder career behaviors across the subject's developmental tasks and periods (Lent, 2020). It is essential to understand the tenets of SCCT, self-efficacy, outcome expectations, and goals/interests. Each tenet will be defined and explored.

Self-efficacy

Self-efficacy can be defined for this study as the belief by the individual that they can perform the actions necessary to accomplish the activities required to complete what is required

of them (O'Brien & Heppner, 1996). Self-efficacy is not a global, stable, or passive trait but involves specific self-beliefs linked to certain performance domains, such as work or academic tasks (Lent & Brown, 1996). It is noted that self-efficacy beliefs can be acquired and modified through primary informational sources such as vicarious learning, social persuasion, personal performance accomplishment, and physiological states and reactions (Lent & Brown, 1996).

Research

Application

References

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