COGNITIVE DEVELOPMENT IN EMERGING ADULTHOOD

SPCL 7804
Session 13
Cognitive Development in Young Adulthood

- Young adulthood is a time of great learning
  - Continuing identity development
  - Gaining training and experience

- Logical thinking: Is there qualitative change?
  - Some propose more advanced kinds of thinking emerge; postformal or fifth-stage thinking
  - Others argue adults simply learn to apply formal thinking more skillfully, to new problems
  - Metacognitive advances lead to understanding limits of own problem-solving abilities

- Caveat: Most research is within college context
Postformal Thought

- Many theorists argue that the practical realities of the adult experience actually lead to new forms of thought, described as postformal thought.
- During adolescence, deductive reasoning emerges and provides solutions based on logic.
  - Because reasoning is based on logic and experience, there are few gray areas.
- Yet, adult thinkers understand that logic cannot always provide absolute answers.
  - Decision making is more nuanced, and correct solutions can vary from one situation to another – dialectical thought (can have more than one perspective).
- Numerous studies have found that while adolescents use limited information to support narrow conclusions, adults take more factors into consideration.
Self-Efficacy & Influencing Factors

- Performance Experiences
- Vicarious Performances
- Verbal Persuasion
- Imaginal Performances
- Affective States & Physical Sensations
Measuring Self-Efficacy

- Self-report measures of general self-efficacy
  - Explore the General Self-Efficacy Scale
- Task-specific measures of self-efficacy
  - Explore the DIET-SE, a scenario-based measure of dieting self-efficacy
Dweck’s Mastery Orientation vs. Helpless Pattern

• Two different orientations to failure:

  **Mastery Orientation**
  • moving forward optimistically even when one fails
  • assuming one *can* succeed with further effort
  • seeing failure as a challenge rather than an obstacle.

  **Helpless Pattern**
  • denigrating one’s abilities when failure occurs
  • stopping and failing to apply oneself or try to improve performance
Stereotype Threat

- Affects the sense of self-efficacy
- Stereotype threat is the fear that a stereotype might be true or that one will be judged by that stereotype
- This affects women and minorities
- Worrying about being judged negatively uses up working memory space that should be available for learning or problem-solving
Vocational Development

Erikson’s Theory – It starts early!

• Child work experiences can provide children with a **sense of industry**
  • a belief in one’s ability to master the skills and tools needed to be productive; and
  • a sense of pleasure from work completion

• Elementary school years are critical for establishing a strong sense of industry

• In adolescence, teens develop an identity, which includes vocational identity

• In adulthood, the process of self-concept development continues
Vocational Development

HOLLAND’S THEORY OF PERSONALITY-ENVIRONMENT TYPES

• By emerging adulthood and early adulthood, each individual has a modal personal orientation: typical and preferred style or approach to dealing with social and environmental tasks

• Holland proposed that most people can be categorized as having one of six modal orientations, which can be seen as part of the individual’s personality
Holland’s Theory

- A job or career typically makes demands on an individual that are compatible with one or more of these interactive types.
Personal Exploration

- On your tablets and phones, go to http://personality-testing.info/ and SCROLL DOWN to the link IIP RIASEC Markers and hit the “start” link and complete Holland’s test.

- When you log on, you should see the test like follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dislike</th>
<th>Neutral</th>
<th>Enjoy</th>
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</thead>
<tbody>
<tr>
<td>Test the quality of parts before shipment</td>
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<tr>
<td>Study the structure of the human body</td>
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<tr>
<td>Conduct a musical choir</td>
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<tr>
<td>Give career guidance to people</td>
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<tr>
<td>Sell restaurant franchises to individuals</td>
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<tr>
<td>Generate the monthly payroll checks for an office</td>
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<tr>
<td>Lay brick or tile</td>
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<tr>
<td>Study animal behavior</td>
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<tr>
<td>Direct a play</td>
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<tr>
<td>Do volunteer work at a non-profit organization</td>
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<tr>
<td>Sell merchandise at a department store</td>
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<tr>
<td>Inventory supplies using a hand-held computer</td>
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<tr>
<td>Work on an offshore oil-drilling rig</td>
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<tr>
<td>Do research on plants or animals</td>
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<tr>
<td>Design artwork for magazines</td>
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<tr>
<td>Help people who have problems with drugs or alcohol</td>
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</tbody>
</table>
Class Exploration

- Read your profile
- Take three stickers, one dot for each letter representing your profile (e.g., SIA)
- Put a dot on the corresponding RIASEC triangles in order to represent your personal profile
- We are compiling the class results to see where you and your classmates fall along RIASEC
Class Results

- Realistic
  - Doers
  - Organizers
- Conventional
  - Persuaders
- Investigative
  - Thinkers
- Artistic
  - Creators
- Social
  - Helpers
- Enterprising
  - Socializers
Super’s Career Development Theory

• Focuses on describing the developmental processes that determine the emergence of one’s vocational self-concept

• Vocational self-concept includes interests, attitudes, skills, and needs, and is a function of:
  • A person’s view of his personal or psychological characteristics
  • How the person assesses his/her life circumstances (limits/opportunities provided by SES, family and friend network, community, etc.)
Super’s Career Development Theory

• **Focuses on how careers unfold over the lifespan**

• **Theory’s Propositions**
  • People differ in their abilities, needs, values, interests, traits, and self-concepts
  • People are qualified by virtue of these characteristics, abilities, and personality traits
  • Each occupation requires a characteristic pattern of abilities and personality traits
  • Vocational preferences and competencies change with time and experience
  • This process of change consists of a series of life stages characterized by growth, exploration, establishment, maintenance and decline.
  • The nature of the career pattern is determined by the individual’s parental SES level, mental ability, education, skills, personality characteristics, career maturity, and by the opportunities to which an individual is exposed
Three Aspects of Super’s Theory

**Self-Concept**
- A blend of how we see ourselves and how we would like to be seen
- How we think others view us
- People use this understanding when they identify career goals and plans
- People seek to live out their vocational self-concept through their choice of work

**Life Span**

**Stages**
1. Growth (0-14)
2. Exploration (15-24)
3. Establishment (25-44)
4. Maintenance (45-64)
5. Disengagement (65+)

**5 Developmental Tasks**
1. Crystallization
2. Specification
3. Implementation
4. Stabilization
5. Consolidation

**Life Space**
- Career is defined as the combination of the roles that one plays at a given life stage

**8 Life Roles**
1. Son or daughter
2. Student
3. Worker
4. Spouse or partner
5. Homemaker
6. Parent
7. Leisurite
8. Citizen
### Super’s Developmental Self-Concept Theory

#### Formalization of stages and developmental tasks

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>Birth-14</td>
<td>Form self-concept, develop capacity, attitudes, interests and needs, and for a general understanding of the world of work</td>
</tr>
<tr>
<td>Exploratory</td>
<td>15-24</td>
<td>“Try out” through classes, work experiences, hobbies, collect relevant information. Tentative choice and related skill development</td>
</tr>
<tr>
<td>Establishment</td>
<td>25-44</td>
<td>Entry skill building and stabilization through work experience</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45-64</td>
<td>Continual adjustment process to improve process.</td>
</tr>
<tr>
<td>Decline</td>
<td>65+</td>
<td>Reduced output, prepare for retirement</td>
</tr>
</tbody>
</table>
### Super’s Vocational Development Tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Ages</th>
<th>General Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystallization</td>
<td>14-18</td>
<td>Developing and planning a tentative vocational goal</td>
</tr>
<tr>
<td>Specification</td>
<td>18-21</td>
<td>Firming the vocational goal</td>
</tr>
<tr>
<td>Implementation</td>
<td>21-24</td>
<td>Training for and obtaining employment</td>
</tr>
<tr>
<td>Stabilization</td>
<td>24-35</td>
<td>Working and confirming career choice</td>
</tr>
<tr>
<td>Consolidation</td>
<td>35+</td>
<td>Advancement in career</td>
</tr>
</tbody>
</table>