

Intentions to transfer mediated the effects of autonomous motivation on transfer three months after training. Implications for theory and the practice of corporate training are discussed.

Keywords: Motivation to transfer training; work motivation; confirmatory factor analysis; PLS-based path modeling

Applying the Cognitive-Affective Processing System (CAPS) model to understand psychological skills associated with sport success: A study with Portuguese young elite athletes

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The research on the psychological factors associated with the behavior, performance and success in sports keeps growing substantially. Nevertheless, research emphasis is somewhat focused in "isolated" person or variable-centered topics (e.g., anxiety, motivation). Using the CAPS model (Mishel & Shoda, 1994, Smith, 2006) as an integrative template, this study intended to explore the relationships between several cognitive-affective categories or units (motivational, emotional and cognitive), all of them related with sport performance and success. A particularly focus of the present study is the exploration of the interface between such units in what matters to the performance anxiety "phenomenon". With such purpose, a total of 103 young athletes (M age = 15,77, SD = 1,48) from different talented junior squads of a major soccer club in Portugal and Europe have participated in this study. A "Psychological Assessment Survey" including measures of cognitive appraisals of competition, implicit beliefs of emotion, perfectionism, core self-evaluations, competitive anxiety trait, achievement goals and psychological skills in sports, was administered. In addition to descriptive statistics, bivariate correlations, multiple regressions and discriminant analyses were performed. Overall, the results showed that more "distal" belief measures (perfectionism, core self-evaluations and implicit theories of emotions) have an important predictive value on cognitive appraisals (threat perceptions) and competitive anxiety trait, as well as in the discrimination between groups of different levels of competence and performance. It became clear the potential of studying the combination of different cognitive-affective units for a more comprehensive understanding of the experience of performance anxiety in competitive sport.

Keywords: Sport success and behavior; CAPS and performance anxiety, motivation and emotion, individual differences

Paper Session 18: Contextual and Individual Factors Influencing Self-Regulation

Auditorium 2B

Chair *Thea Peetsma, University of Amsterdam, The Netherlands*

Stimulation Critical Thinking Skills and Propensity Components

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The objective of this research was to encourage critical thinking skills and propensity components utilizing the instruction method "Thinking Actively in an Academic Contexts (TAAC)". The sample included 46 participants, aged 16 to 18 years, 24 experimental participants and 22 controls from the first course of Social Sciences High School. The work plan we followed corresponds to a quasi-experimental design two measures, pretest and posttest, and with control group. Before and after application the method, six instruments were used to measure thinking skills, dispositional factors, and academic achievement. The method TAAC, divided by eight stages (organizing, identifying, generating, deciding, verifying, assessing, communicating, and learning from the experience), was followed in each didactic unit in the subjects of Contemporary World history and Spanish Language and Literatura during an academic course. These didactic strategy allows teaching the thinking skills, the creativity, and the self-regulation simultaneously with the syllabus content. The results showed that greater changes were obtained with the new method of instruction in all the dependent variables. Relevant scientific and educational implications are drawn from the study. Critical thinking takes effort, and students will exert that effort only when they are sufficiently motivated to do so.

Keywords: Critical thinking, propensity, self-regulation, transfer