MODULE 3
Vocational Psychology50+

Exercise 1. Ice-breaking

- Brainstorming (5 min)
  ◦ When would you describe a person / an employee as old?
  ◦ What characterizes such an old person?

Learning Objectives

At the end of this course, you are able to optimize the working environment for 50+ under consideration of employee behaviour, self-efficacy and self-regulation.
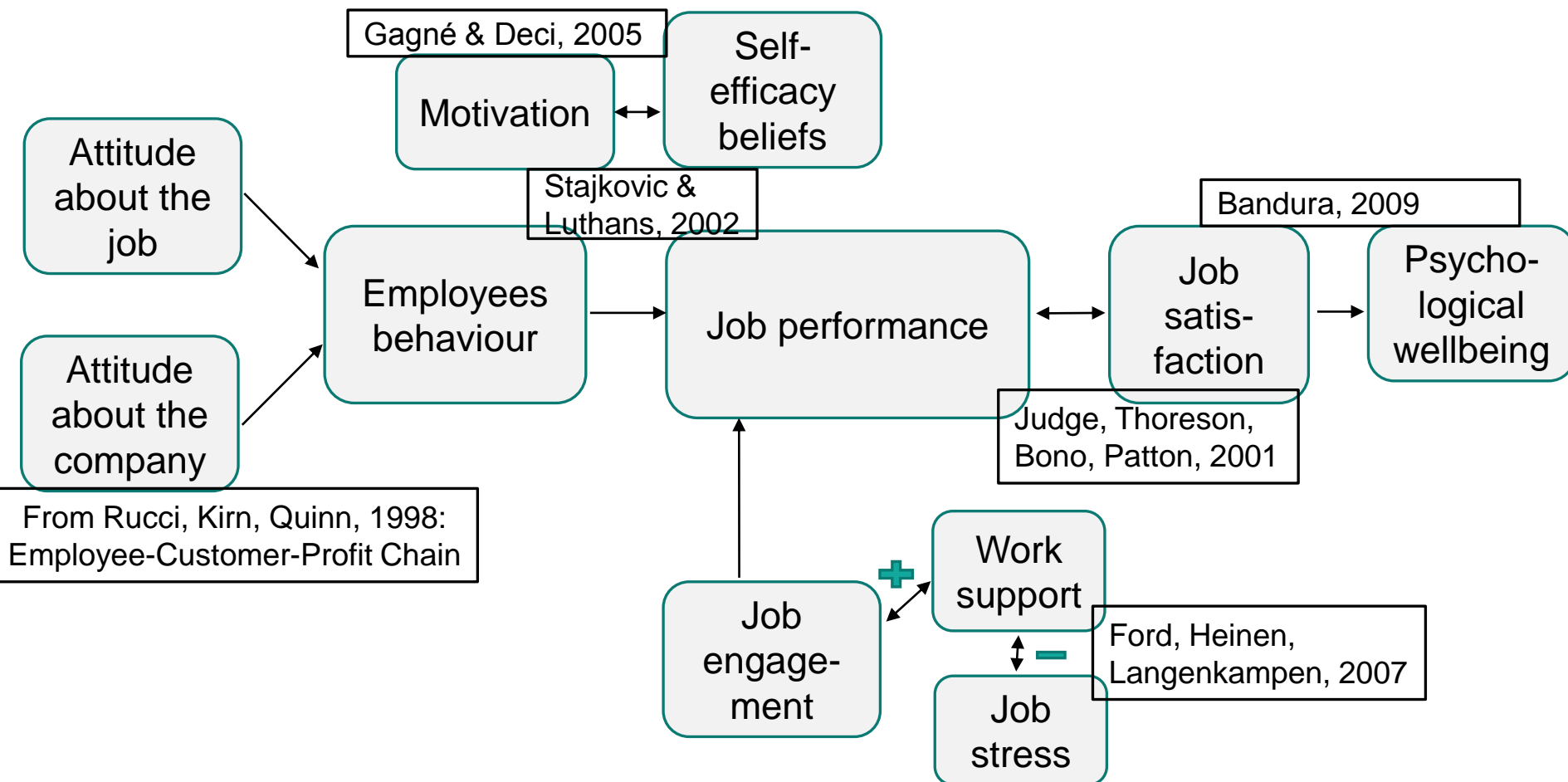
You are going to learn about:

- different career development periods including physical and psychological ability, especially for people 50+.

- relations between personal life and career development.

- requirements of older adults' self-efficacy.

- appropriate self-regulation in transition processes.

- extrinsic and intrinsic motivation of individual employees 50+, employees in transition, and unemployed 50+ in the workplace.
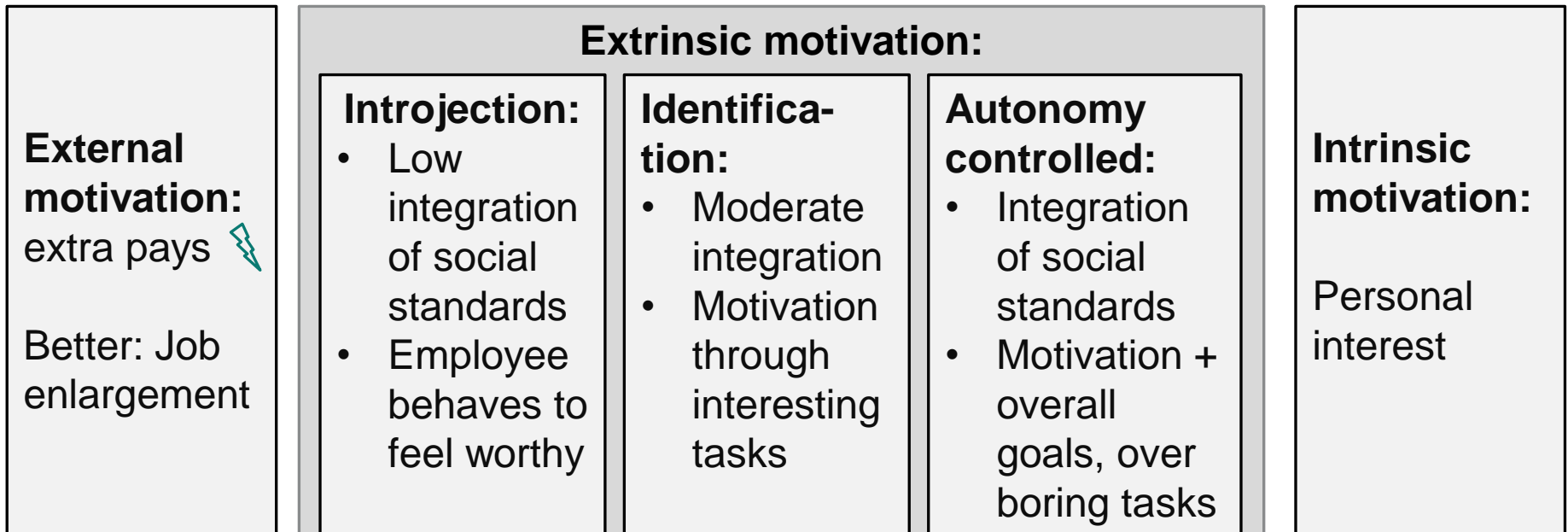
Overview

1. Employee behaviour
    1. Motivational preconditions
    2. Self-efficacy beliefs
    3. Self-Regulation

2. How to be ageing-friendly?

1. Employee behaviour

Gagné & Deci, 2005

Motivation ↔ Self-efficacy beliefs

Stajkovic & Luthans, 2002

Bandura, 2009

Attitude about the job

Attitude about the company

Employees behaviour → Job performance ↔ Job satis-faction → Psycho-logical wellbeing

From Rucci, Kirn, Quinn, 1998: Employee-Customer-Profit Chain

Judge, Thoreson, Bono, Patton, 2001

Job engage-ment ↔ **+** Work support

Ford, Heinen, Langenkampen, 2007

− Job stress

1.1 Motivational preconditions

- Motivation is related to self-efficacy and drives performance

- Motivation at work: integration of social standards into personal standards

External motivation:	Extrinsic motivation:			Intrinsic motivation:
extra pays ⚡	**Introjection:**	**Identifica-tion:**	**Autonomy controlled:**	Personal interest
Better: Job enlargement	• Low integration of social standards • Employee behaves to feel worthy	• Moderate integration • Motivation through interesting tasks	• Integration of social standards • Motivation + overall goals, over boring tasks	

Gagné & Deci, 2005
Grolnick & Ryan, 1987

Gagné & Deci, 2005
Stajkovic & Luthans, 2002

1.1 Motivational preconditions

Motivation differs among		
Age	**Gender & Age**	**Education & Age**
• Emotional satisfaction, e.g. caring for others • Autonomy in work tasks • Personal principles, meaningful work activities • Maintenance > growth • Intrinsic > Extrinsic	• Male: From achievement to concern with others, mentoring and community • Female: From working with pleasant people & good hours to independent & assertive	• Respect & recognition for un-,semi- &skilled workers • Respect & recognition for all, but highly motivating for manager & autonomous employees

Inceoglu, Segers & Bartram, 2012; own survey, 2017

1.2 Self-efficacy beliefs

- Self-efficacy

> I can do that!

Preconditions:
1. Prior goal clarification
2. Clear goal measurement standards
3. Estimation of effort & own skills

> I don't think I can do that!

Action taking

Self-efficacy can be supported:
1. Encouragement
2. Feedback

Fear / Avoidance

Goal achievement

Failure

Bandura, 1991; Stajkovic & Luthans, 2002; Bandura, 2009

Satisfaction

Dissatisfaction

1.2 Self-efficacy beliefs

- Self-efficacy of older adults

Cognitive control mechanisms
-> high proficient
-> better mood control

Cognitive ability var significantly in older age groups
(depends on health)

Self-efficacy beliefs:
+ among olders
- among youngers

1. Encourag-ement
2. Feedback
e.g. 360°

I can do that!

Action taking

Goal achievement

Satisfaction

Artistico et al., 2003;
Mather & Knight, 2006;
Inceoglu et al., 2012

1.2 Self-efficacy beliefs

| Self-efficacy differs among		
Age	**Gender & Age**	**Education & Age**
• Poor self-awareness of own deficits • If awareness, most likely avoidance behaviour • Overestimation within the same peer • Underestimation among younger colleagues	• Male: In general, tend to overestimate own abilities and competences • Female: In general, tend to underestimate own abilities and competences (esp. Housewives)	• Academic jobless people tend to overestimate own situations • Low educated jobless tend to underestimate their abilities

Inceoglu, Segers & Bartram, 2012; own survey, 2017

1.2 Self-efficacy beliefs

New, unfamiliar situations

Unclear goals, and achievem. measures

Insecure performance & difficult self-appraisal

Biased self-appraisal -> devaluation of achievem.
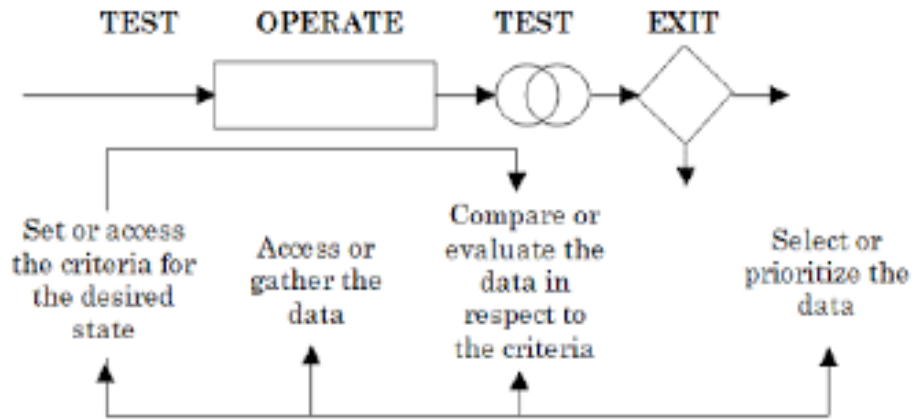
Wrong self-concept, low self-efficacy

1.Overcome pessimistic thoughts
2. Feedback for realistic self-appraisal
3. Find potential barriers and how to master them (coping skills)
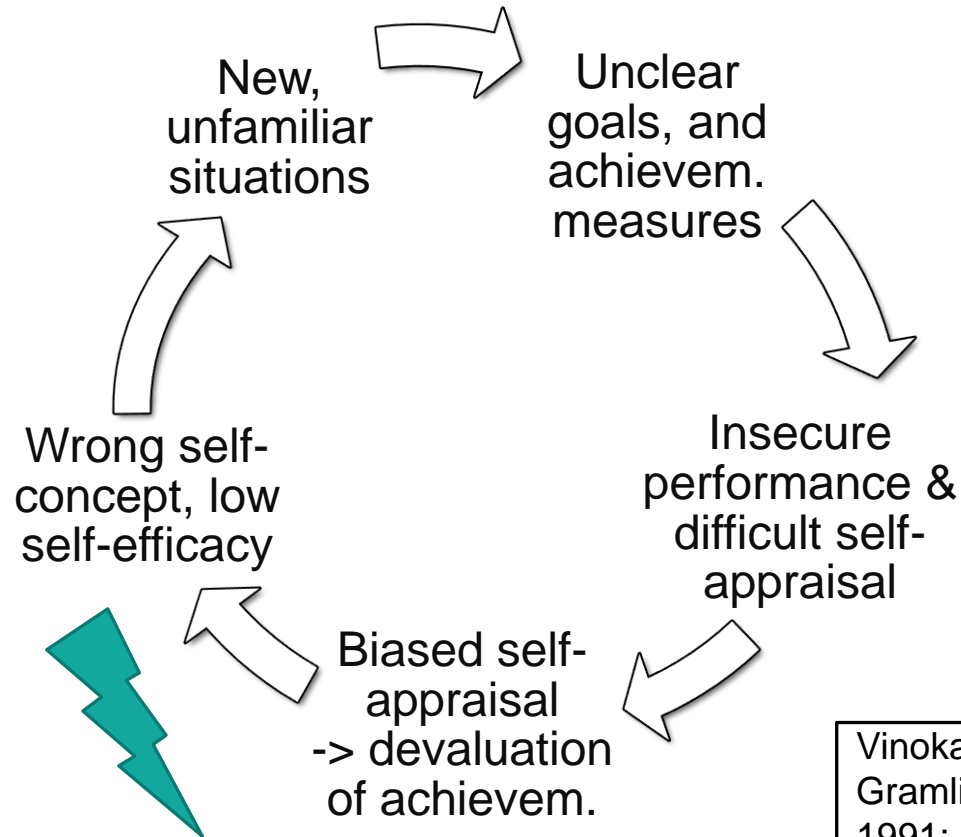
Vinokaur, van Ryn, Gramlich & Price, 1991;
Bandura, 1991

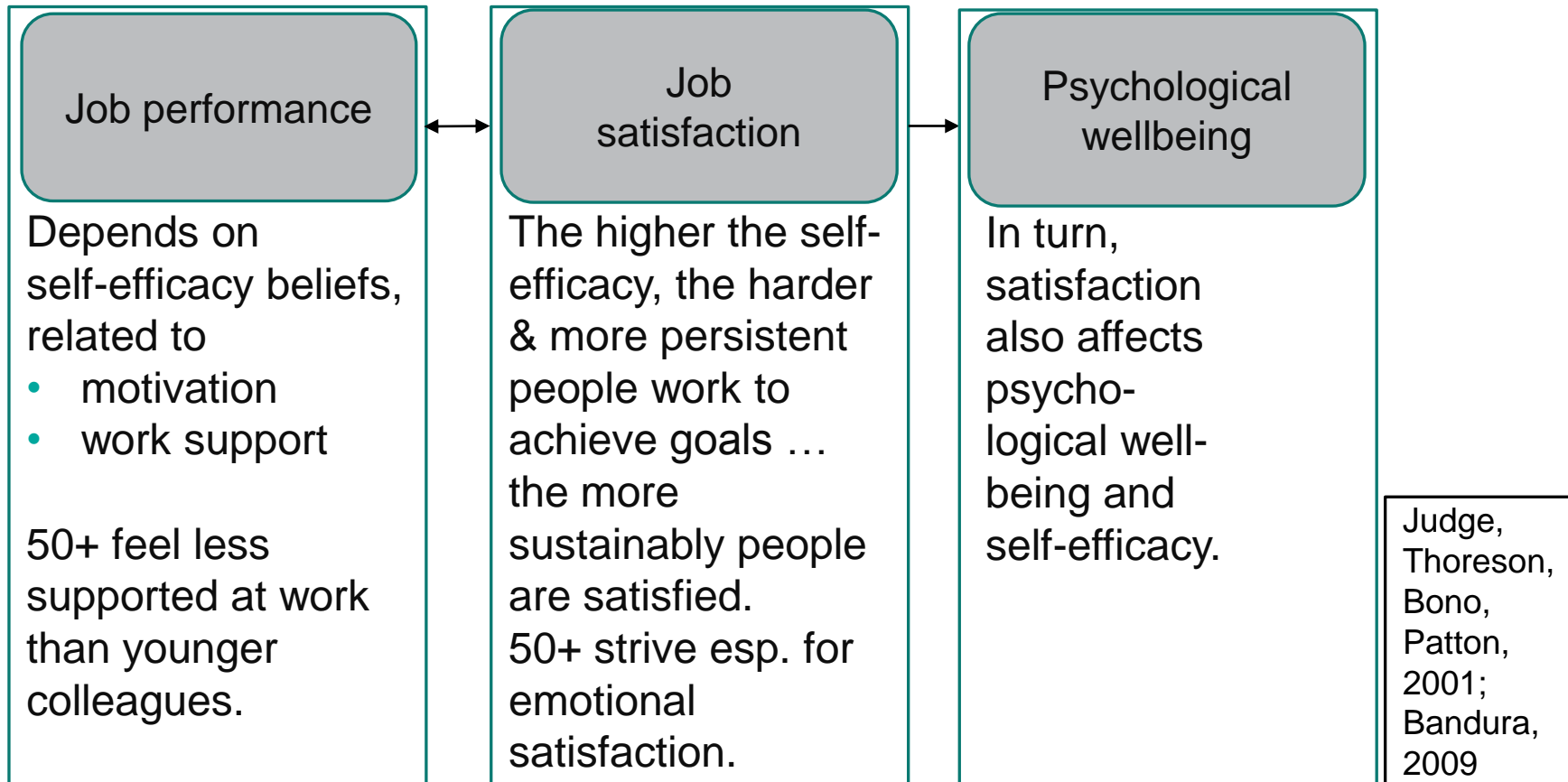# 1.3 Self-regulation

Self-regulatory behaviour

- Reactive, no proactive actions

- Self-appraisal is reliable and unbiased

- Feedback is necessary

Miller, Galanter, Pribram, 1960

- Proactive behaviour by granting autonomy and complex tasks

1.3 Self-regulation

Goal achievement

Job performance	Job satisfaction	Psychological wellbeing
Depends on self-efficacy beliefs, related to • motivation • work support 50+ feel less supported at work than younger colleagues.	The higher the self-efficacy, the harder & more persistent people work to achieve goals … the more sustainably people are satisfied. 50+ strive esp. for emotional satisfaction.	In turn, satisfaction also affects psycho-logical well-being and self-efficacy.

Judge, Thoreson, Bono, Patton, 2001; Bandura, 2009

1.3 Self-regulation

Optimal support for transfer of new skills		
Model enablement:	**Guided skills perfection:**	**Cognitive modeling:**
• Learning skills step-by-step + techniques,	• Selection of appropriate tasks	• Coping strategies to overcome fears
• Modeling fosters self-efficacy	• Gradually increasing complexity and autonomy	• Imagination of mastery
• High efficacy = more complex tasks	• Feedback what can be improved / to detect gaps	• Observation of similar colleagues
• Facilitates performance		

Bandura, 2009

1.3 Self-regulation

50+ show more left pre-frontal brain activity

- More experiences, practical know-how

- When it comes to learning with 50+:
  - Hands-on-techniques
  - From examples to general (inductive learning)
  - Transfer content directly into practice
  - Practice oriented/real life exercises & tasks
  - Short learning sequences with regular repetitions

Amstrong-Stassen
& Templer, 2005

1.3 Self-regulation

1. Retirees

- Consider subjective or occupational age
- Think about individual readiness to retire
- Think about optimal transition process
- Prepare mentally for new life roles
- Activity in retirement

2. Jobseekers 50+

- Job loss short before retirement, socially bad attributed
- Low self-awareness of own deficits
- Reactivation of housewives
- Low self-confidence
- Unfamiliar with current labour market trends
- Train coping skills

Vinokaur, van Ryn, Gramlich & Price, 1991; own survey 2017

2. How to be ageing-friendly?

- What does age indicate? (Recapture the initial brainstorming)
  - Biological age
  - Subjective age
  - Professional age

- Biological decline, but no cognitive decline
  - Physical activity, proper nutrition influence decline
  - More complex work, less physically hard work

  - Adaptation of work places and work conditions (module 2): ergonomic chairs, fresh fruit, company sports program, adapted shift times

Ng & Feldman, 2008; FitzGerald et al., 2017

2. How to be ageing-friendly?

- Characteristics of older adults:
  ◦ liable and reliable,

  ◦ punctual, committed, less absent,

  ◦ more emotional than career driven needs

  ◦ more curious about safety

Optional Exercise 2.

List main characteristics of employees 50+ in your enterprise / organisation.

Own survey results, 2017

Exercise 3.

1. Which enterprise values correspond to 50+ characteristics? (E.g. enterprise value: job statisfaction since it triggers higher performance).

2. Are adequate measures for job statisfaction for employees50+ given in your company?
    How do you promote age-friendly feedback to foster jobseekers'50+ satisfaction?

Discussion.

- Which arguments can convince your colleagues to establish age-friendly values?

- List arguments as well as counterarguments!

Summary

- Motivation, self-efficacy and self-regulation differ among age groups, among gender and educational background

- Individuals50+ show shifted needs and values

- This is informative for the design of employer branding

- Individuals50+ often have difficulties to self-appraise themselves

- Individuals50+ learn in a different way

- This provides insights how to design learning opportunities for 50+

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