

Université catholique
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Travailleurs seniors et engagement dans des activités d` apprentissage

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Contextualisation

- Faibles perspectives d'emploi pour les travailleurs âgés
- Pourtant: vieillissement de la population ➔ Beaucoup de travailleurs âgés dans le monde du travail
- Manque d'investissement dans les travailleurs âgés, faibles bénéfices perçus à se former.
- Obsolescence des compétences ➔ Quitter le marché de l'emploi prématurément



Encore jeune déjà vieux au travail

Campagne de sensibilisation du SPF Emploi

[Encore jeune déjà vieux au travail](#)

Who is the older worker?

- Negative approach: Negative stereotypes about learning competences of older workers (Gaillard & Desmette, 2010)
- Decline in motivation to learn (Warr & Fay, 2001) due to decline in fluid intelligence. Older workers have greater anxiety about learning difficulties.
- Differentiated process: heterogeneous group
- Role of experience and **SOC-strategies** (Baltes & Baltes, 1990, 2003): regulation of loss or prevention increases with age
 - › Regulation strategies helping people to achieve a positive balance between the environmental constraints and the age-related changes.
 - » Coordinated use of Selection, Optimization and Compensation
- Positive approach: Notion of **successful aging** (Robson & al., 2006) and positive psychology

Who is the older worker?

- Research on age-differences in learning competences:
 - (1) Role of motivation: Importance of learning goals
(Zacher & Frese, 2009; Meurant & Raemdonck, 2010)
 - (2) Experience concentration and obsolescence
(Raemdonck, Plomp, Segers, 2008)
 - (3) Learning from feedback
(Raemdonck & Strijbos, 2010)

(1) Quels sont les différents buts poursuivis par les travailleurs âgés au travail? Quelle importance pour les buts d'apprentissage ?

- **Théories des buts** = font partie des théories de la motivation
 - Quel est l'effet motivationnel des buts sur différentes outcomes organisationnelles et individuelles ?

- 4 théories (Odoardi et al., 2010)
 - **Goal Setting Theory** (Locke & Latham, 1990)
 - Expectancy Value Theory (Vroom, 1964)
 - Social Cognitive Theory (Bandura, 1986)
 - Self Regulation Theory (e.g., Kanfer, 1990; Carver & Scheier, 1998)

- Spécificité de notre recherche par rapport à la théorie du Goal Setting:
 - Intérêt pour les buts personnels (VS buts assignés)
 - Travailleurs âgés dans un contexte organisationnel

=> Nouveau contexte d'application pour la théorie du Goal Setting

Buts poursuivis au travail

« Acquérir de
nouvelles
compétences »

« Travailler
en bonne
santé »

« Avoir moins
de contraintes
physiques »

« entretenir de bonnes
relations avec mes
collègues »

**Nous poursuivons tous des buts liés à
notre travail Mais nous n'avons pas tous
les mêmes buts!**

« Avoir un salaire
plus élevé »

« Avoir une
promotion »

« Avoir une
sécurité
d'emploi »

« Progresser
dans ma
carrière »

« Améliorer
l'atmosphère au
travail »

(1) What do we know about older workers' work-related goals?

- Little is known about older workers' professional goals.
 - But, we don't pursue the same goals at 20, 40 or 60 (life-span view) -> aging process is accompanied by motivational *changes* (Carstensen et al., 2000)

- What researchers showed:
 - Older less concerned with gain of resources than younger (Freund, 2006)
 - Older less engaged in work-related learning goals than younger (Zacher et al., 2009; Warr & Fay, 2001)
 - Organizational citizenship important for older (Maurer et al., 2003)
 - Same levels of proactivity, but differently oriented (Van Vianen et al., 2011)

- What we do not know:
 - How are the different professional goals related? Importance of work-related learning goals?
 - Differences between older workers who are committed in learning goals and not?

(1) First view: Age-related decline in motivation to learn

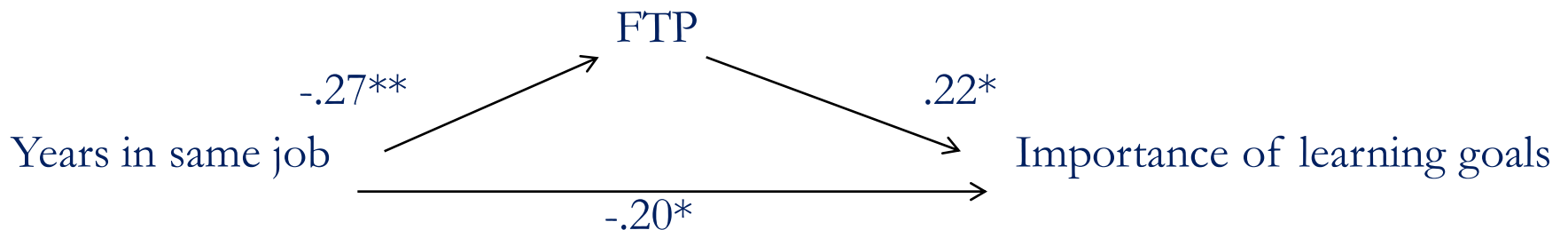
- ❑ Individuals will select goals in accordance with their perceptions of the future (Carstensen et al, 2000)
- ❑ Role of future time perspective (FTP) in change of work goals: ‘How much time individuals believe they have left in their future and how they perceive that time’ (Cate & John, 2007; Carstensen , 2006).
- ❑ Time perceived as ‘open-ended’ or ‘constrained’: With age, shift from ‘time spent’ to ‘time left’ => lower need for learning (growth)
- ❑ Aspect of ‘occupational future time perspective’ is **employees’ focus on opportunities**: how many new goals, options and possibilities employees generally believe to have in their personal work-related futures (Zacher & Frese, 2009)

(1) Second view: Age-related motivational maintenance

- Motivation to learn remains constant as age progresses
- Theoretical support in adult education literature (Knowles, 1990; Tough, 1978) and research on interest (Krapp, 2005) and workplace curiosity (Reio & Callahan, 2004)
- Results from a meta-analysis ($k= 38$, $N= 6977$) by Gegenfurtner & Vauras (2012):
 - Main effect of age on motivation to learn new content ($\beta = .44$)
 - Moderating effect of age ($\beta = .59$) on the relation between motivation to learn and transfer of training ($\rho = .33$) -> relation is stronger for older employees than for younger
 - Effect of age is influenced by training design (social training or individual training) Implications: Training programs for older employees should offer the possibility for social interaction

(1) Pilot study (Meurant & Raemdonck, 2012)

- Replication of a study by Zacher et al. (2009)
- Negative relation between chronological age and importance of learning goals but not significant when controlled for proactive personality and work centrality
- BUT: years in same job better predictor than age...



- Relative age (perceptions of how old the person is relative to work group)?
True underlying causal relationships?

(2) Experience concentration and obsolescence

Developmental problems in second half of career life:

- Problems because of **obsolescence** (Kaufman, 1995)
 - Technical
 - Economical
 - Perspective

- **Caused by age-related experience concentration** i.e. narrowing experience during and at the end of a career (Thijssen, 1996).

(2) Experience concentration and obsolescence

Age and experience are related: two propositions

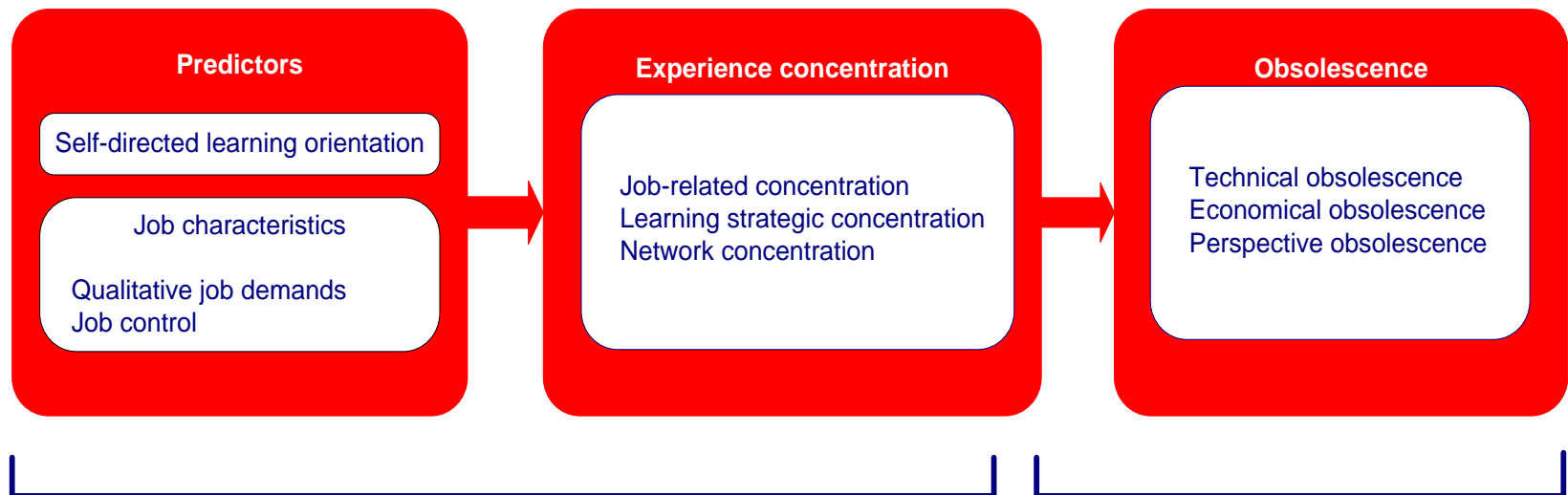
(Thijssen, 1996)

- With an increase in age, the **multitude** of experience is usually **increasing**.
- With an increase in age, the **diversity** of experience of is usually **decreasing**.

Experience concentration **in three different areas**:

- In occupational field: job related concentration
- In learning strategic field: learning strategic concentration
- In socio-cultural field: network concentration

Research model



Raemdonck, Plomp, Segers (2008)

Thijssen & Walter (2006)

Sample research study:

- 135 employees in second half of their career: range 40 to 65 years (40-49=44,4%/50-65=55,6%)
- 64% man/ 36% women; 23%; 33% secondary education/77% higher education

Scale	Items α	Origin	Example
Obsolescence	9 $\alpha = .68$ $\alpha = .62$ $\alpha = .59$	Thijssen & Walter (2006)	<p><u>Technical</u> "I notice that my work has become mentally demanding compared to five years ago."</p> <p><u>Economical</u> "My way of working is considered by my colleagues as up to date" "I possess many skills that are not appreciated"</p> <p><u>Perspective</u> "My colleagues found my views on future job-related developments innovative"</p>
Experience concentration	3	Thijssen & Walter (2006)	<p><u>Job related</u> "How long are you working in the same job?"</p> <p><u>Learning strategic</u> "How many days have you spend on job-exceeding training the last two years?"</p> <p><u>Network</u> "Of how many networks are you member of?"</p>

Scale	Items α	Origin	Example
Qualitative job demands	5 $\alpha = .74$	Hackman & Oldham (1980)	<i>“ My job provides a lot of variety” “My job gives me the opportunity to work on complex problems”</i>
Job control	3 $\alpha = .65$	Hackman & Oldham (1980)	<i>“The job gives me considerable opportunity for independence and freedom in how I do the work” “My job permits me to decide on my own how to go about doing the work”</i>
SDL	9 $\alpha = .83$	Raemdonck (2006) based on Bateman & Crant (1993) and Fay & Frese (2001)	<i>“I excel at identifying learning opportunities at work” “I am always looking for better ways to do work tasks.” “No matter what the odds, if I want to undertake a work-related learning activity I will make it happen”</i>

Results

Table: Standardized regression coefficients

	TechnOBS	EconOBS	PerspOBS
	β	β	β
Self-directedness	-.190*	-.214*	-.340*
Job demands	-.054	-.007	.001
Job control	.047	-.214*	-.154
Job related EC	.063	.007	-.055
Learning strategic EC	.069	-.060	.051
Network EC	.129	.032	.049
Age (40-49/50-65)	.168	.170	-.001
Adjusted R ²	.038	.089	.148

* $p < .05$, ** $p < .01$, *** $p < .001$

(3) Learning from feedback at work

- Essential for professional learning (London, 2003)
- Importance of motivational component in feedback theory (Kluger & DeNisi, 1996)
- Identify measurable variables that can reflect internal **cognitive and affective processes** of learners that might potentially **affect how feedback is perceived** and utilized (Mory, 2004, p. 777)

(3) Learning from feedback at work

- Different feedback types but focus in research on its sign (Narciss, 2008)
 - ✓ Feedback content?
 - ✓ Characteristics of feedback sender?
- Potential effects of career phase of feedback receiver?

Research questions

(RQ 1): What is the effect of feedback content, sender status and sender performance appraisal on perceptions and attributions of feedback?

(RQ2): What are the differential effects, if any, of career phase for feedback content, sender status and sender performance appraisal with regard to their effect on perceptions and attributions of feedback?

Participants

173 secretarial employees

134 ♂ **Mean_{age} = 41.5 (age_{range} 18 – 64)**

From 12 large Dutch organizations

Educational level: 85 low educated and 83 higher educated

Career phase: Early (age 18-34; N= 53), middle (age 35-47; N= 60), late (age 48-64; N= 60)

Selected at random on basis of standard classification of professions by
`Statistics Netherlands`

Supervisor

Experimental design

Formal status of sender

Co-worker

Sascha

**Fictional
scenarios**

Method

Bo

High

Sender performance appraisal

Low

Elaborated specific

Content feedback

Concise general

Content-related classification of feedback components (Narciss, 2006, 2008)

- *Simple feedback*: knowledge of performance and knowledge of the correct response

- *Elaborated feedback*:
 - Knowledge on task constraints/rules
 - Knowledge about mistakes/errors
 - Knowledge on how to proceed (know how, procedural knowledge)
 - Knowledge on metacognition

From: Sasha Janssen [Contactpersoon toevoegen](#)
To: devriesevenementen@gmail.com, b.v.d.@maritiem.nl
Sent: Wednesday 15 October 2008 9:24:12

Subject: 25th anniversary of Euro Maritiem

Dear Mr. de Vries,

Referring to our Telephone conversation I thought of the following points:

The proposed party package is in my opinion excellent. At arrival, please serve champagne.

Afterwards snack will be served, in case caviar is available that would be an excellent choice in my opinion. Then, at about 18.00, the buffet will be opened. We are counting on about 200 guests. I expect that various starters (soups etc.) and main courses (meat and fish). Perhaps the local specialty? As dessert please fruits and ice-cream and of course coffee, tea and liqueurs.

As dates I would like to plan for Friday December 12th. Oosterhout (Zeeland) is in my opinion an excellent venue given the large number of parking spaces. Will there be services for the disabled persons? (e.g., the availability of a wheel chair bathroom).

Next, we would like spent the evening with some presentations, alternating with performances from a live band. Please some '80 covers. Could you also take care of snacks and cocktails?

Since it concerns a 25th anniversary, we would like to have the venue decorated in silver. It would also be nice to see our company logo on a poster at the entrance.

I am counting on a budget, as stated in your offer based on 100 euro per person.

Herewith I trust that I informed you sufficiently. In case there are any questions or unclear issues you can contact me.

With kind regards

Sasha Janssen

Euro Maritiem
Havenlaan 31
NL 3044 HH Rotterdam
email: s.j.@maritiem.nl

DISCLAIMER

The contents of this e-mail, including any attachments, are strictly confidential and are intended solely for the

Scenario

For information you send this e-mail also to your **[supervisor]** **[co-worker]** who **[delivers high quality work in your opinion and who is generally appreciated]** **[regularly blunders and who is not generally appreciated]**. This **[supervisor]** **[co-worker]** works together with you on this dossier but was on vacation last week. You receive the following e-mail in which your **[supervisor]** **[co-worker]** is not enthusiastic about your ideas.

Scenario: Reply to email by supervisor or co-worker

RE: 25th anniversary Euro Maritiem
From: **Bo van Dijk** (b.v.d.@maritiem.nl) [Contactpersoon toevoegen](#)
Sent: Wednesday 29 october 2008 10:24:15
To: Sasha Janssen (s.i.@maritiem.nl)

Dear Sasha,

===

CGF content

Referring to the e-mail to the party corporation which you send me for information, I have the following feedback:
In my view the content of your e-mail was not good. Your ideas are not well conceived. The budget is in my view not realistic. The venue is impractical. And the vegetarians are ignored.

ESF content

Referring to the e-mail of October 15th to the party corporation which you send me for information, I have the following feedback:
The budget is in my view not realistic. Did you consider that with this party we would probably spend the entire yearly budget and then nothing will remain for our annual company outing? Did you already ask our financial department if additional funds are available?
The venue is impractical. Did you consider the travelling time for people who depend on public transportation and the employees of our branch in Haarlem? Oosterhout in Zeeland is in that respect not a practical choice.
The vegetarians are ignored. Do plan to conduct an inventory? Are there additional costs involved? Perhaps there are also people with a food allergy.

If you have comments or additions you can reach me.

===

Regards,
Bo

DISCLAIMER

The contents of this e-mail, including any attachments, are strictly confidential and are intended solely for the addressee. If you are not the intended addressee, or have otherwise received this e-mail in error, please immediately inform the sender by return e-mail and delete this e-mail, including any attachments. Any copying, distribution or dissemination of this e-mail and its attachments for any purpose is strictly prohibited. The author of this e-mail has taken every effort to ensure that the information and advice provided are accurate and up-to-date, based upon the information available at the time of writing. The information and advice can only be binding for the Euro Maritiem when this is clearly intended in the message and is contained in the information made available to us. We are not liable for any viruses in the e-mail and/or any attachment.

7-point likert scale

Perceived adequacy (PAF, 9, $\alpha = .92$)

Willingness to improve (WI, 4, $\alpha = .82$)

Feedback perception

Positive Affect (AF, 6, $\alpha = .76$)

Positive dispositional Attribution (AT, 3, $\alpha = .80$)

Example items

(Strijbos *et al.*, 2010; Leung *et al.*, 2001)

PAF: `I would consider this feedback fair`

WI: `I would be willing to improve my email after this feedback`

AF: `I would feel *satisfied* if I received this feedback on my mail`

AT: `Deep inside, the feedback sender is an insecure, competitive person` (-)

(RQ1): Effect of feedback content, sender status and sender performance appraisal on feedback perceptions and attribution

2x2x2 Manova

- Multivariate main effect for **feedback content**

ESF is perceived as

- more adequate

$$F(1,165) = 92.50, p < .001, \eta^2 = .35$$

- leads to more willingness to improve

$$F(1,165) = 21.89, p < .001, \eta^2 = .11$$

- more positive affect

$$F(1,165) = 22.47, p < .001, \eta^2 = .12$$

- more positive dispositional attribution

$$F(1,165) = 40.54, p < .001, \eta^2 = .19$$

(RQ1) Effect of feedback content, sender status and sender performance appraisal on feedback perceptions and attribution

- Multivariate main effect for **sender performance appraisal**

High PA is perceived as

- **more adequate** $F(1,165) = 4.34, p = .039, \eta^2 = .02$

- No main affect for sender status
- No multivariate interaction effects

Three-way interaction between FEEDBACK CONTENT × SENDER STATUS × CAREER PHASE on willingness to improve

Figure 3a
Early career phase

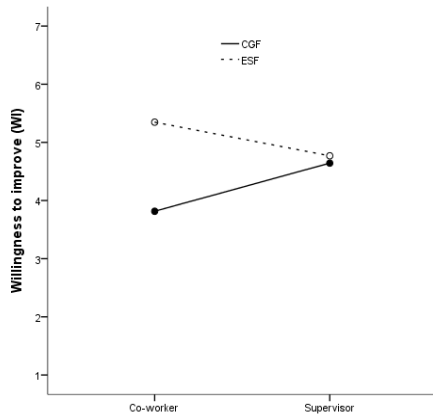


Figure 3b
Middle career phase

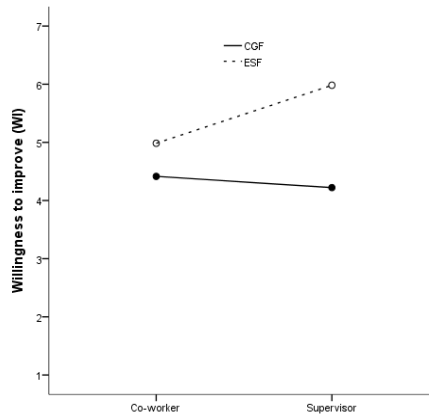
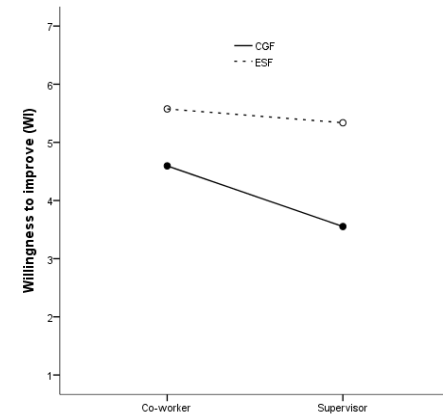


Figure 3c
Late career phase



$$F(2, 149) = 3.368, p = .037, \eta^2 = .03$$

Three-way interaction between FEEDBACK CONTENT × SENDER PERFORMANCE APPRAISAL × CAREER PHASE on AFFECT

Figure 5a
Early career phase

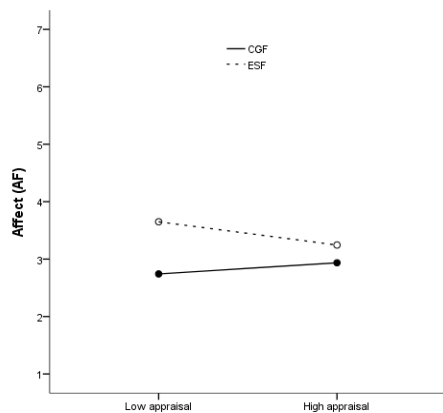


Figure 5b
Middle career phase

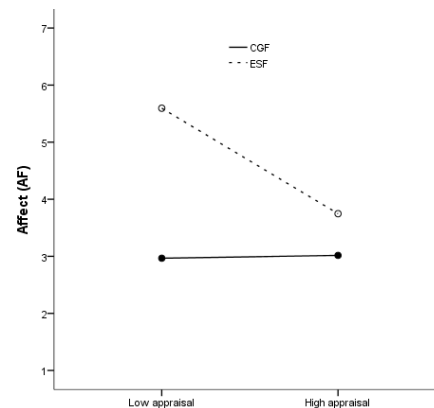
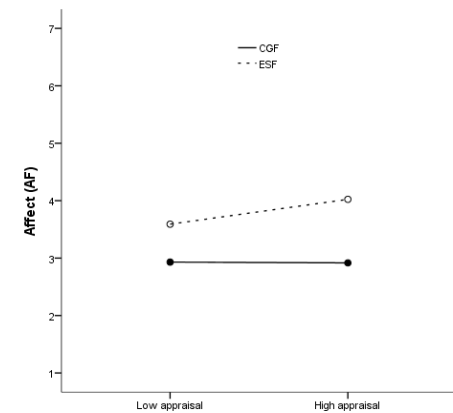


Figure 5c
Late career phase



$$F(2, 149) = 3.417, p = .035, \eta^2 = .02$$

Conclusion feedback study

Willingness to improve:

- Shift from a focus on authority to a focus on feedback content with increased career phase: With ESF, late career phase is less intended to differentiate for sender status.
- With GCF, early phase *more* WI if supervisor then co-worker. Late phase reverse.

Positief affect:

- In response to GCF, early-middle-late career phase do not differentiate for performance appraisal.
- With ESF, late career phase more positive affect towards feedback from sender with *high* performance appraisal (<--> middle)

Merci

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Feedback: definition

Refers to post-response information which informs the learners on their actual states of learning an/or performance, in order to help them detect if their state corresponds to the learning aims in a given context (Narciss, 2006, 2008)