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TRANSFERRING THE KNOWLEDGE: CAREER ADAPTABILITY AND

GENERATIVITY OF POST-RETIREMENT AGE CITIZENS INTERESTED IN

BECOMING WORKPLACE MENTORS

A Thesis submitted by

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ABSTRACT

An ageing population is a dominant global demographic occurrence, creating repercussions in the retention of workforce expertise. The immediate need for an injection of skills from older workers to strengthen productivity has been promoted by policy makers globally (Australian Treasury, 2015; OECD, 2019; United Nations 2020). Following initial research that investigated career adaptabilities and motivations of retirees re-engaging with career (Luke et al., 2016), the aim of this thesis extends the focus to mentorship as a solution for retaining knowledge within the workforce. The psychosocial constructs of generativity (Erikson, 1959) and career adaptability (Savickas, 2005) are combined in identifying those of post-retirement age who have a willingness to re-engage with the workforce, and successfully transfer knowledge to younger generations. Two studies were conducted using a mixed methods approach, with the first qualitative study consisting of semi-structured interviews with participants of post-retirement age ($N = 30$), to investigate career experiences, generativity, career adaptability, and interest in mentoring. Via thematic analysis (Braun & Clarke, 2006), *Adaptabilities* emerged as a major theme, with generativity and mentorship permeating through the other themes of *Social Relevance, Benefits to Workforce, Prosocial Behaviour, Meaningful Work,* and *Negative Self.* All six themes informed the creation of a Meaningful Work Conceptual Framework that incorporated the Career Construction Adaptation Model (Savickas & Porfeli, 2012). This model was tested in the quantitative second study. The themes informed the selection of measures for the online survey that was completed by post-retirement age participants primarily located in Australia or the UK. Survey sample data ($N = 548$) enabled hypothesis testing via regression and mediation, of the relationships between

variables within the Meaningful Work Conceptual Framework and Career Construction Adaptation Model. Mediation hypotheses of the Career Construction Adaptation Model were supported. Also, there were significant relations between Interest in Mentoring, Adaptation, and several Generativity sub-measures. Two elements of Generativity (Significant Contribution and Taking Responsibility) were identified as not significant to Interest in Mentoring, of which conflicted with Study 1 interview results regarding strong intent to pursue these generative behaviours and attitude. An additional exploratory analysis focused on Mattering (Adaptation) mediating the effect of Generativity to Interest in Mentoring. Full mediation was not achieved, however significant relationships were found between all three variables. While further research is still needed due to the contradictory findings of Generativity elements (Significant Contribution and Taking Responsibility), both studies were guided by theoretical literature, resulting in a qualitative study rich with themes, that provided ample evidence for the construction of a conceptual framework focused on attaining meaningful work. Findings from both studies provide valuable knowledge for future interventions targeting the successful recruitment of older workers who possess the willingness and career adaptability to provide mentorship and, in the process, attain meaningful work. Further theoretical and practical implications of the overall research results are discussed within the final chapter of this thesis, with recommendations for further research.

Keywords:

Post-retirement, career engagement, transition, career construction adaptation model, generativity, mentoring, career adaptability, meaningful work, vocational psychology, mixed methods

CERTIFICATION OF THESIS

This thesis is entirely the work of Jennifer Rose Luke except where otherwise

acknowledged. The work is original and has not previously been submitted for any

other award, except where acknowledged.

Student and supervisors' signatures of endorsement are held at the University of

Southern Queensland.

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Luke, J. (2017). *Retirees reengaging with the workforce: motivation and career adaptability.* Paper presented at the 2017 Australian Association of Gerontology Conference. 8-10 November, Perth, Australia.

Luke, J. (2018). *Recognising your value and experience.* Presentation at the Career Check Up Expo for Mature Workers. Australian Human Rights Commission and IRT Foundation, 13 March, Ballina, Australia.

Luke, J. (2018). *Bridging for a multi-generational workforce. Career adaptive retirees re-engaging as meaningful mentors.* Presentation at the 2018 Career Development Association of Australia Conference, 2-4 May, Hobart, Australia.

Luke, J. (2018). *Strengthening employability within a multigenerational workforce: Career adaptive retirees re-engaging as meaning mentors.* Presentation at the Society for Vocational Psychology 2018 Biennial Conference, 18-20 June, Scottsdale, AZ, United States.

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Luke, J. (2021). *Advancing older workers: Career engagement and adaptability.*

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CHAPTER ONE: INTRODUCTION

1.1 Ageing Workforce and Retaining the Knowledge

The world is experiencing an ageing workforce due to a disproportionate number of older people exiting the workforce while a lack of younger worker with the skills and knowledge are available as replacements. Due to this global issue, governments have begun to actively promote the retention of mature age workers to stem skill shortages and encourage economic growth (United Nations; UN, 2020). The Organisation for Economic Co-operation and Development (OECD; 2002) predicted such a trend at the start of the 21st century when stating that developed countries would continue to experience an increasingly ageing population, drop in workforce participation, and loss of valuable industry skills. In 2020 the International Labour Organization (ILO) released similar predictions that by 2030 a quarter of the global labour workforce would be 55 years of age or older (Harasty & Ostermeier, 2020), as did the World Economic Forum (WEF; Jenkins, 2019) and the United Nations (UN; 2015, 2020).

Successive Intergenerational Reports produced by the Australian Government Treasury in 2010 and 2015, acknowledged an ageing demographic shift involving an increase in those retiring and a shortage of younger workers (Australian Human Rights Commission, 2012, 2015). The loss of skills and industry knowledge in the Australian workforce due to retiring workers was expressed by the National Seniors Productive Ageing Centre (2012), with mentorship opportunities recommended. There has been similar observations within the European and North American economies with a focus on the value and productivity provided by older adults in paid and volunteer mentorship roles (Bloom et al., 2015).

Policy makers have been encouraged by the OECD (2015) to strengthen the resilience and adaptability of an ageing workforce, so as to assist economies in managing workforce

transitions without major disruption, though Taylor (2019) cautions that a public policy focus

on prolonging working lives might be detrimental for some older workers' mental state. The

UN (2020), when observing the global trend in retirement age increase, now encourages

policy makers to consider "savings behaviour and healthy lifestyles throughout the life

course" (p. 4), and to promote work-life balance and equality for older persons seeking

employment. This focus on the needs of older workers is heartening and highlights the

importance and need for ongoing psychological research into both pre- and post-retirement

support that will contribute positively to future workforce policy (Adams & Rau, 2011; Earl

et al., 2015; Zacher & Griffin, 2015; Luke et al., 2016).

1.2 A Vocational Psychological Perspective on Ageing and Work

Increasing mature age workforce participation (paid or volunteer) has a range of

benefits for the economy, government and of course individuals with a desire to continue (or

re-engage) with work (Anderson, 2019; Australian Human Rights Commission, 2015; Luke

& Neault, 2020). An increase in post-retirement age work participation is already predicted to

have significant benefits for the future economies of industrialised countries, and of which

older workers have a lot to offer in the provision of skills base, experience, wisdom,

flexibility, and a work ethic that is key to ensuring effective knowledge transfer within

organisations (Caines et al., 2020; Critchley, 2006; Heisler & Bandow, 2018).

Research regarding retirement and later life community engagement (paid work or

volunteerism) is dispersed across a range of disciplines including sociology (Atchley,1989;

Moen, 2013) and gerontology (Hausknecht et al., 2019; Kojola & Moen, 2016; Madero-

Cabib et al, 2019; van Solinge et al., 2017) as well as sub-disciplines of psychology such as

organizational (Fasbender et al., 2015; Rudolph & Zacher, 2017a). However, when focusing

on a person's vocational development and career decision making across the life span (Super

1980, 1990), it is the sub-discipline of vocational psychology that can provide specific career development insights for workforce change preparedness, improvement of self-awareness, and integration of self-concept in career opportunities and achievements (Earl et al., 2015a; Froidevaux, 2018; Hirschi & Valero, 2015; McIlveen, 2009; Savickas 2005). Vocational psychology refers to the study of work or career-based behaviour and development across the lifespan (Savickas, 2019), and the application of this discipline is represented by career development counselling, guidance, and education (Blustein et al., 2019). Understanding the factors that influence work choices, the role of work in people's lives and how to support a person's career decision making, is central to the discipline of vocational psychology (Fouad, 2007).

Ongoing economic and social change is contextually altering the process of career decision-making, that involves adept and flexible self-management of career paths (Borgen & Hiebert, 2014; Nagy et al., 2019) across the lifespan, and of which includes older workers extending their working lives (Fasbender & Deller, 2017). Individuals derive meaning from various stages in their life and career roles so as to connect to what is both personally meaningful and of purpose (Blustein, 2011; Savickas, 2002, 2005, 2020), and it is vocational psychology that focuses on career engagement as meaningful across the lifespan (Blustein, 2011; Borgen & Edwards, 2019; Savickas, 2005).

The unique and diverse needs of post-retirement age people that remain within the workforce or re-engage, has yet to be adequately addressed and conceptualised in vocational psychology theory. Luke et al. (2016) completed and subsequently published initial research into understanding the psychological factors for re-engagement of retirees into the workforce (paid or volunteer) through the lens of the Career Construction Theory (Savickas, 2005, 2012, 2020), and explored the relevance of the theory's career adaptability constructs to the career

experiences of this cohort that include coping with current and future tasks, transitions, and challenges. The current research project extends on these investigations into the motivation and career adaptabilities of retirees seeking an encore career, with a vocational psychology perspective now focusing on how to assist in transferring the valuable knowledge and skills of post-retirement age citizens (retired, working or volunteering) to the younger generations via mentorship. To become a workforce mentor, what defines an ideal post-retirement age person who can successfully cultivate an effective relationship and knowledge transfer with younger mentees? What is the adaptability, generativity, and level of interest in mentoring within this cohort?

1.3 Defining Post-Retirement Age Cohort

Post-retirement age in this current research refers to people who have reached the official retirement age recognised within their country of residence but does not necessarily mean that they have retired. Given the "diversity among older persons concerning work capacity and economic activity", the United Nations (2020 p.1) highlights that many of retirement age do not in fact immediately retire. Australia's retirement age has been increasing from 65 years to a target of 67 years of age by 2023 (Australian Human Rights Commission; 2020), with a growing number of OECD countries also introducing reforms to increase the retirement age so as to minimise the cost of early retirement and prevent expected labour shortages (Hennekam & Herrback, 2015; OECD, 2019).

Due to a diverse range of retirement ages, and the current research focus being about those who have either retired, re-engaged with work after retirement or never stopped working; the use of the term "retiree" will be avoided. "Post-retirement age" is how the focus cohort of this research will be addressed throughout the following chapters.

To further strengthen the reasoning for the terminology of this research cohort, the American Association of Retired Persons, rebranded itself in 1999 to only use their initials of AARP, so as to reflect their advocacy focus on both retired members as well as those that remained in work after their official retirement date, or re-engaged with work. Recently collaborating with the OECD and WEF, AARP is now actively advocating for the older workforce, which includes those who have reached their expected retirement age (Perron, 2020) or as this current research will term as "post-retirement age".

Though retirement has traditionally been defined as a withdrawal from career, the increase in importance of extending working lives (Fasbender & Deller, 2017) has advocated the later career development stages of the life-space (Kim & Hall, 2013, Luke et al., 2016; Wang & Shi, 2014) in the face of rapid labour market developments such as globalisation, technological advancements, and casualisation of the workforce (Sullivan & Baruch, 2009).

With a focus on those of post-retirement age, it is important to note that this current research is not advocating that all members within this cohort must re-engage with work. Government discussion both in Australia (Taylor et al., 2018) and many other countries (OECD, 2015) in regard to ageing workforce solutions has focused on labour shortages and related strains on social welfare and public health infrastructure but lacks a focus on understanding first the motivations and needs of this older cohort to engage or re-engage with work (Luke et al., 2016; Luke & Neault, 2020).

1.4 Significance, Overall Aim and Anticipated Contributions of the Research

The purpose of this doctoral research is to explore and identify the required generativity (Erikson, 1959) and career adaptability (Savickas, 2005) of those in post-retirement age who initiate a return to the workforce, with the intent of transferring their skills and knowledge to the younger workforce.

Although political socio-economic contextual factors and public policy are not the focus of this research, they will be referred to in the following literature review and subsequent studies, to assist in better understanding the context of this research and be instrumental in providing foundation for motivational factors that stimulate generative post-retirement age citizens to re-engage with the workforce, and their capacity to adapt to a changing workplace.

With the focus on mentorship by post-retirement age workers as a solution for retaining skills and knowledge within the workforce, the proposed outcome of this research project is to inform future career interventions and guidance for this age cohort. It is also proposed that the findings from this research will be a foundation for the future production of a theoretically sound model that will identify those of post-retirement age who have positive motives to re-engage with the workforce to assist the younger generations (generativity), as well as have the essential career adaptability needed within a constantly changing world of work.

There is also anticipated scope to design career programs that will encourage and assist post-retirement age job seekers in recognising and using their knowledge and expertise to refresh the labour market (Luke et al., 2016), with a strong focus on personal wellbeing and agency (Duffy et al., 2016; Guilbert et al., 2015) to provide a broader perspective on employability, and future theory development within vocational psychology (Blustein, 2019).

1.5 Research Design and Thesis Structure

Focusing on mentorship as a solution for retaining skills and knowledge within the workforce, the psychosocial constructs of generativity (Erikson, 1959) and career adaptability (Savickas, 2005) will be combined in identifying those of post-retirement age who have a

willingness to re-engage with the workforce and successfully transfer knowledge to younger generations.

Following this introductory chapter that provides rationale for the current research, Chapter Two will present a review of relevant literature that will set the foundation for the two research studies that will follow. The initial set of research questions will be posed at the conclusion of the chapter so as to serve as a bridge into the methodology overview provided in Chapter Three. Outlining the methodology, Chapter Three describes the post-positivist paradigm used in guiding the mixed methods approach to the research, which will involve an exploratory sequential design of Study 1 qualitative findings that will inform the development of a quantitative survey for Study 2 (Creswell, 2009; Creswell & Plano Clark, 2011). A researcher-as-instrument statement is also included to disclose prior knowledge and attitudes about conducting research focused on post-retirement age mentors. Self-reflection will also be provided in this statement so as to expose any biases and advocacy that has the potential to impact the research.

Chapter Four reports on the qualitative method and results of Study 1, which will consist of a thematic analysis of semi-structured interviews with participants that are of post-retirement age. Positioning interview participants as narrators of their career history (McAdams, 2001; McIlveen, 2015), this first study will investigate participants' career experiences as well as their level of generativity, career adaptability and interest in mentoring. The analysis will produce themes and their foundational codes, all of which will be discussed with the use of participant quotes, interviewer observations, and supporting literature references to strengthen the thematic results and reasoning. Discussion of thematic analysis results will inform the creation of a conceptual theoretical framework that will be investigated in Study 2.

Chapter Five reports on the methods and results of the quantitative Study 2. The themes identified from Study 1 will inform the selection of measures for the construction of a survey, with results enabling the testing of the conceptual theoretical framework and emerging hypotheses. The recruitment strategies, participant demographics, and the measures used for the survey will be described as will the data screening process. The plan for data analysis will include the reliability of each measure, descriptive analytics, and the testing of variables and their relationships. Minor exploratory statistical work will also be conducted in regard to the notion of generativity and its correlations with other measures that include adaptability and an interest in mentoring. All data analysis will be conducted via SPSS and the Hayes process macro for SPSS (Hayes, 2013), which uses a regression-based approach to mediation.

Chapter Six will complete the dissertation with general discussion on the results from both Study 1 and 2, with the qualitative data from Study 1 assisting in the interpretation and explanation of the quantitative results from Study 2. Considerations for the theoretical and conceptual implications that arise from the current research studies will be made and linked back to the body of relevant academic literature discussed throughout the research chapters. Methodological implications including any limitations to the current research will be discussed. Practical outcomes and applications of the current findings concerning ageing and work will be determined, with discussion around the research focus of the generativity, career adaptability and interest in mentoring of those in post-retirement age. Finally, recommendations for future research regarding the initial conceptual theoretical framework developed, and potential new directions in career service development and policy for older workers will be discussed.

CHAPTER TWO: LITERATURE REVIEW

2.1 Ageing and Future World of Work

Concern for the ageing workforce is ongoing within developed countries with the global ageing population described as a significant social transformation by the United Nations (2020). The International Labour Organization (ILO) also released findings in 2015 that showed the share of workers aged 55 and older within the global workforce in 2014 reached 14.3 percent, compared to 10.5 percent in 1990. The ILO project that the global percentage of older workers by 2030 is expected to jump to 18 percent or roughly 750 million. The global community has begun to feel the effects of workplace skill shortages within their economies, due to demographic changes that include an ageing workforce that is retiring with a treasury of irreplaceable skills and industry knowledge.

The increasingly unbalanced age distribution of the workforce is requiring employers to develop new and innovative staffing and career planning strategies that will convince older workers to remain in it (Templer et al., 2010). The demographic and economic changes occurring in developed economies have additionally caused a political focus on increasing the retirement age to extend working lives and promote active ageing in society (Fasbender & Deller, 2016; Fraccaroli & Deller, 2015). Since the start of the 21st century, the member states of the European Union also made a clear shift of focus from policies based on a citizen's "early exit" or retirement from the labour force to one of promoting "active" ageing that encourages the increase in retirement age and extension of a citizen's workforce life (Frerichs & Taylor, 2009).

As retirement nears and then begins for these experienced older workers, a skills shortage in many industries will occur and lead to heightened competition and poaching of scarce talent (Beechler & Woodward, 2009); of which has already begun in countries such as

Australia (Australian Human Rights Commission, 2012; McIntyre, 2005; Australian

Treasury, 2015). Australia like other industrialised nations is focused on productivity and

economic growth with the realisation that there is a need to maintain mature aged workers to

contribute to the workforce (Foster, 2008; Caines et al., 2020).

  With this policy push towards extending the working life span, the focus of this

current doctoral research is to identify factors that influence those in retirement who can (and

want to) successfully return to employment as mentors, so as to reinject their much sought-

after skills and knowledge into a diverse multigenerational workforce.

2.1.1 Mature Age and Employability

  The workforce is finding it increasingly harder to find workers with the required

combination of attributes, technical skills and organisational fit. These challenges can be

addressed through the development and recognition of employability skills which are the

marketability of an individual's overall skills and abilities (de Grip et al., 2004).

  Employability is defined as the ability to gain and maintain a job in a formal

organisation and represents work specific proactiveness determined by *personal adaptability*,

career identity, and *social and human capital* (Fugate et al., 2004; Rossier et al., 2017).

Putting aside academic knowledge, employability skills emphasise what is needed to ensure

an individual is employable with a wide range of attributes such as personal management,

communication, teamwork and use of technology. Employability evolves from a combination

of personal and environmental factors that occur within organisational, social and economic.

Greater emphasis is now being placed on the skills of employable individuals, with

employers seeking these transferable skills throughout organisations (Commonwealth of

Australia, 2002; Department of Education, Employment and Workplace Relations, 2012;

OECD, 2020).

Increasing mature age participation and employment has a range of benefits for the economy, the Government and of course individuals with a desire to continue working. With a global ageing population there is an increase in the need for career services within the post-retirement community and those about to retire (Earl et al., 2015b). Changes in mature age participation are already predicted to have significant benefits for the economies of industrialised countries in coming decades and older workers have a lot to offer in the provision of skills base, experience, wisdom, flexibility and a work ethic which is key to ensuring effective knowledge transfer within organisations (Burmeister et al., 2018; Critchley, 2006; Heisler & Bandow, 2018).

2.1.2 Harnessing the Skills and Experience of Older Workers

Of interest to harnessing mature age skills within the workplace, research was completed by Rietzschel et al. (2016) in which the concept of creativity and innovation across the lifespan was examined. Though both the creative development of younger and older generations was investigated, it was clearly highlighted that within an ageing workforce it was important to provide encouragement for creativity within employees of all ages, so as to fuel needed innovation across the workforce.

In 2012 the National Seniors Productive Ageing Centre in Australia warned that allowing the early retirement of workers would detrimentally impact on the local economy with the loss of skills and knowledge that could have made substantial contributions to both productivity and mentoring of younger workers. With extensive skills and knowledge gained from many aspects of their lives, this age group may not always have the evident qualifications, and so would benefit from support in identifying, valuing, and articulating their capabilities (Barham, 2008).

Although health and physical fitness issues tend to occur with ageing, Ilmarinen (2012) highlights that mental strength is an advantage older workers have over their younger counterparts, with skills such as strategic thinking, wisdom, holistic perception, loyalty, and the ability to deliberate and rationalise. It is cautioned though that older workers always be acknowledged as a diverse cohort with individual work identities, attitudes, and work capacities (Taylor, 2019; Taylor & Earl, 2015).

Savickas (2012) states in his development of the Career Construction Theory (CCT), that today's job market is an unsettled economy calling for a career to be viewed not as a lifetime commitment to one employer but as a continual re-selling of services and skills to a series of employers as projects are completed. CCT will be further examined later in this literature review, but it is of interest that this statement correlates well with the required innovation and encouragement of skills development in today's workforce as posed by Rietzschel et al. (2016). This encouragement and understanding in regard to the development of skills would allow those of post-retirement age who re-engage with career to be prepared for a dynamic workforce.

2.2 Post-Retirement and Encore Careers

Further research into the changing meaning of retirement and the need to adjust human resource strategies has been advocated for in recent years by a growing number of scholars (Fasbender et al., 2014; Rudolph et al., 2018; van Solinge et al., 2017; Wöhrmann et al., 2014).

Retirement as a life transition can prompt many individuals to become introspective and start questioning their values, current life situation and future life path as well as past personal and professional accomplishments (Malette & Oliver, 2006). Barham (2008) researched the career management skills of the older British workforce and found a frequent

and distinctive attitude to the psychological contract of work, as in the relationship between employer and employee. Many of the older participants interviewed for the research displayed a strong sense of fairness and commitment to employers, with an understanding that this should be reciprocated by respect and fair treatment from the employer.

Boveda and Metz (2016) in their research of end of career transitions of older workers nearing retirement, produced findings that suggested older workers take personal responsibility for their careers and shaping their work lives to align more closely with personal values. This new retirement paradigm was highlighted as being consistent with the protean career (Hall, 1996) of lifelong individual career management and a more whole-life perspective.

2.2.1 Active Ageing

Active ageing is the ability to continue enjoying good health into older years and live independently while playing a full role in society. An essential part of this active ageing goal by policy makers, is to enable older workers to remain healthy for longer in the labour market (Frerichs et al., 2012).

In 2010, the European Union's Commission for Employment, Social Affairs and Inclusion described Active Ageing as encouraging the older population to continue sharing their knowledge and experience within society, while living healthy, independent, and fulfilling lives. Eight years earlier, the United Nations World Assembly on Ageing (2002), adopted an International Plan of Action on Ageing which included empowerment of older persons to participate in the economic, political, and social lives of their societies. Cultural, social, economic, and civil rights were set as the key priorities for encouraging active ageing.

Active ageing allows people to realise their potential for mental, physical and social well-being throughout their life course and to be a participant in society, while having the

provision of adequate protection, security and care required. Henkens and Schippers (2012) state that active ageing can also encourage an increase in the labour force participation of older workers as well as the promotion of productive activities such as civil duties within retirement. Likewise, a study conducted in Singapore (Schwingel et al., 2009) suggested that continued work employment and volunteerism during retirement may be associated with successful ageing and mental well-being of older adults, of which would be worth considering in future public policy.

Moen (2013) similarly recommended governments and corporations focus on the value of social and economic policies as "health policies" that lessen the risk of age inequalities and of which would encourage the health of older workers. With the push by governments to extend retirement age, it is important to ensure that a focus is first on the needs of the older individual and not policy (Luke et al., 2016). This consideration is an essential starting point for engaging with those in post-retirement who are motivated to re-engage with career. In a comparative study of Australia, the United Kingdom, and the United States (Bisom-Rapp et al., 2011), the impact of recession on the quality of work for older workers was investigated. With a focus on decent work and the vulnerability of this cohort, this law discipline-based research highlighted an overall need for secure and adequate living standards for older workers who are a diverse group with various motivations for remaining (or reengaging) within the workforce.

2.2.2 Motivations and Reasoning to Re-Engage with the Workforce

Globalisation and a growing reliance on technology has reshaped the relationship between employers and employees, with an increase in the use of nonstandard work arrangements that include temporary and contract work (OECD, 2019). These contingent work arrangements provide flexibility to employers in competitive business environments but

can add to employee insecurity. Viewing this situation from a retiree's standpoint though

could be seen as attractive due to the reduced hours and flexibility on offer (Pleau &

Shauman, 2013).

Atchley's Continuity Theory (1989) suggests that older individuals are more likely to

maintain similar routines, structures, and familiar social networks to that of their earlier years.

Research by Luke et al. (2016) and Templer et al. (2010) concluded that the decision to re-

engage in career is not driven by a single factor such as financial but rather should be

considered as a transition stage involving multiple factors that include generative motives.

In Erik Erikson's Stages of Psychosocial Development (1959), the age bracket of

between 40 to 64 targets *generativity* as a main focus of motivation for individuals beginning

to struggle against feelings of stagnation in their lives. Generativity refers to the psychosocial

sense of concern for establishing and guiding the younger generations and so create an inner

sense of optimism for humanity (Erikson, 1963, Slater, 2003). Though Erikson links

generativity to the age group approaching retirement, as does Templer et al. (2010) in their

research into older workers' motives for continuing to work, the idea of this psychosocial

sense continuing into the post-retirement age group is not often considered.

What if those within a post-retirement age decide to recycle through a previous life

stage in regard to re-entering the workforce? This return to a previous life stage was

investigated by Donald Super who proposed a Life-Span, Life-Space Framework (1990) that

covered the entire lifespan from childhood through to end of life, and stated self-concept as

being important to an individual within each life stage.

2.3 Career Transition from Disengagement to Re-Engagement

Life-Span, Life-Space theory (Super, 1990) adheres to the belief that career

development encompasses a lifelong process that follows the path of childhood through to the

end of a life course. Super theorised that people are not static, and that personal change is continuous. Life-Span, Life-Space provides a comprehensive developmental model that accounts for the various influences on a person as they travel through different life roles and stages. Focusing on the five major stages (life-span) of Growth, Exploration, Establishment, Maintenance and Disengagement, each stage of Super's theory houses a unique set of career development tasks and roles (life-space) that guide the changes and decisions people make from the start of their career through to retirement. People play different roles throughout the different life stages such as "student" during the Exploration stage, "worker" during the Establishment and Maintenance stages and "retiree" during the Disengagement stage.

Successful transition from one life stage to the next involves physical and psychological development issues such as a person's perception of themselves, otherwise known as self-concept (Super, 1990). Additionally, institutional, and social barriers such as age, gender, race, and social class must also be considered (Blustein, 2006).

Deceleration from employment and entry into retirement are activities included within the Disengagement or final stage of Super's (1990) life-span model, though, life events can cause earlier career life stages to be revisited (Hartung, 2012), such as a retiree (Disengagement stage) deciding to re-enter employment (Establishment stage). Known as mini-cycles (Super, 1990), these events of revisiting a previous life stage illustrates how a person's career journey is unique due to their individual differences, development and self-concept (Hartung, 2012) which is a term otherwise described as a person's mental representation of self (Savickas, 2007).

Atchley (1989) offered another view concerning the journey of an individual through their lifespan with his ageing-based theory known as Continuity Theory which focuses on the continuity of personality across a lifespan. Continuity Theory proposes that a person does not

abruptly change psychologically during the lifespan and continually transfers their lifestyle and social links across each stage of their life (including retirement). However, Wang (2007) when profiling retirees transferring into retirement concluded that Continuity Theory did not provide any hypotheses about recovery patterns for persons that experience extraordinary issues during a life stage transition that impacts on decision making direction.

Super (1990) in his Life-Span, Life-Space framework suggested that an individual will experience multiple decision points within each stage such as retirement transition and adjustment occurring during the decline stage. This is considered the final piece of the retirement process, though it will be proposed in this current dissertation that individuals can continue career development through retirement and into their return to employment. Wang et al. (2008) in their longitudinal investigation into the antecedents of bridge employment, conceptualised retirement as a definite career development stage.

2.3.1 Transition and Recycling of Career Stages

Those of post-retirement age who are considering a re-entry into employment are workers who have had established careers and are at the stage in their lives of having to decide whether to recommence a career path involving innovation and maintenance or take the final career step of disengagement, leading to retirement (Super, 1980). Bandura (1989) in his paper on human agency within social cognitive theory, theorised that a person's belief in their capabilities can affect the amount of stress they will experience as well as their level of motivation during taxing situations.

A major career transition can produce psychological challenges that are exacerbated by government or corporate policies surrounding workforce transition (Fouad & Bynner, 2008). Leaving retirement to re-enter the workforce can be one of these taxing situations and highlights how important self-efficacy (Bandura, 1989) is to a retiree who has considered the

benefits and needs of un-retiring and stays focused on their capability to re-join the workforce by recycling from a disengagement stage to an establishment stage again.

2.3.2 Career Maturity and Self-Concept

Super (1980) created the term career maturity when explaining the stage a person reaches when they become aware of career planning, understand how to resource career knowledge, have a good understanding of the world of work and have investigated information about their preferred occupations. Career development professionals refer to concepts of Super's theory, due to its focus on vocational developmental tasks, developmental stages, career maturity and life roles as well as a framework (Leung, 2008).

Super's Life-Span, Life-Space (1990) posits that an individual does not just have one self-concept but will experience an array of self-concepts throughout the different stages of their life. With each stage of this life span having a possibly altered self-concept it would be understandable then that an adaptive approach be taken by an individual across the life span, due to a continual matching of self and current situation.

2.3.3 Encouraging Adaptive Career Behaviour Across the Life-Span

With constant change occurring in today's world or work, Savickas (2011) considered the need for vocational psychology to become more flexible in its approach to practice. Instead of focusing on more structured and inflexible conceptions of career development, he suggested that a more conceptualised approach involving individual self-discovery was required due to the unstable nature of today's workforce.

Savickas (2012) observes that entering the world of work in today's economic climate, requires more effort, deeper self-knowledge and greater confidence. The readiness to take advantage of opportunities and deal with transitions or barriers are reflected in career adaptabilities (Savickas & Porfeli, 2012) which are the psychosocial constructs that capture a

person's perception of their self-regulatory resources for dealing with career change in both

current and future anticipated life stages. With careers in today's workforce becoming more

boundaryless (Briscoe & Hall, 2006), the importance of career adaptability was highlighted

by Brown et al. (2012) in their research of mid-career workers. This further strengthened

what Savickas (1997) had conceptualized as an extension of Super's (1980) Life-Span, Life-

Space theory and of which he later integrated into his own Career Construction Theory

(2005).

2.4 Career Adaptabilities and Career Construction

As a multi-dimensional construct, career adaptability provides the capacity to

negotiate career transitions successfully (Savickas, 2008). This definition by Savickas builds

upon the original work of Super and Knasel (1981) who focused on career maturity as the

process for adolescent vocational and educational readiness and choices, but also coined the

term career adaptability in conceptualising adult career development processes.

Career adaptability emerged from the work of Super and Knasel (1981) as a term that

avoided any reference to maturation or growth and was a positive forward-looking notion

(Rottinghaus et al., 2005). Savickas defined the career adaptability construct as the readiness

to cope with predictable tasks of preparing for and participating in the work role as well as

the unpredictable adjustments prompted by changes in working conditions. Due to career

maturity (Super, 1955) focusing particularly on the adolescence stage of the life cycle, firstly

Super and Knasel (1981) and then Savickas (1997) suggested career adaptability as the

replacement due to its simplification of the life-span, life-space theory by using a single

construct to explain development in children, adolescents, and adults. Savickas (1997) also

began to integrate career adaptability more closely with self-concepts.

When embedding the concept of career adaptability within Super's Life-Span, Life-Space Theory, Savickas (1997) identified the concept of adaptability as meaning the quality of being able to alter without great difficulty as circumstances changed. Regarding career development, it is this career adaptability that Savickas states as being the construct that provides an individual the readiness to cope with both the predictable tasks as well as unpredictable adjustments that will occur in work and working conditions.

In a work environment increasing in mobility and flexibility, CCT (Savickas, 2020) focuses on how a person adapts to change through the use of their vocational personality while still retaining their self. With a focus not on a client's career choice but towards a more autobiographical approach, Savickas suggests interpreting meaning from a client's narrative when providing career guidance.

CCT (Savickas, 2005, 2012) evolved to comprehend the changing world of work and was built around three key areas which are *vocational personality, life themes* and *career adaptability*. The life theme perspective highlights the view that careers are about mattering, with career counselling aiming to help clients understand how their life matters to themselves and to other people. Vocational personality refers to an individual's career-related abilities, needs, values and interests developed through the life span, which form a personality prepared for entry into the world of work. The characteristics of an individual are seen through the lens of Career Construction Theory as strategies for adapting. Career adaptability focuses on the readiness and resources of an individual to cope with changes in both self and environmental situations such as vocational choices, occupational transitions, and work traumas (Savickas et al., 2009).

2.4.1 Dimensions of Career Adaptability

Career adaptability is a psychosocial construct that reflects an individuals' process for building their professional life through management of career tasks and challenges in a proactive manner (Savickas & Porfeli, 2012). This proactive stance by an individual provides effective career adaptability in handling change within their particular sociocultural and socioeconomic environmental (Coetzee, 2008), as they travel through their career life span. The career adaptability dimension of CCT represents the "how" of vocational behaviour and the construction of a career. Highlighting the dynamic nature of individuals.

CCT states that an individual makes choices based on their goals and then adapts to their environment during their career (Lent, 2005). Savickas (2005, 2012) focuses on adaptation to the environment rather than life stages and proposes that a career is made by attributing meaning to occupation experience as well as vocational behaviour. By using this theory approach, a career counsellor would look for vocational personality, life themes and career adaptability (Lent, 2005) within a client's story.

The dimensions of career adaptability represent general adaptive resources and strategies required at different career transitions at any life stage and signifies an individual's readiness for coping with development tasks, occupational transitions, and personal traumas both currently and in the future (Savickas, 2005). When reporting on the role of career adaptability with skills supply, Bimrose et al. (2011) highlighted how career adaptability can improve an individual's understanding of their skills and competences, including those that can be easily overlooked. Vocational development, sense of competence as well as motivation were all discovered to be by-products of an individual's high career adaptability.

The concept of career adaptability may also be particularly helpful in understanding the job-search process as this conceptualisation represents the readiness and different

adaptive resources that arguably help people to prepare for and manage career transitions (Koen et al., 2010).

Savickas (2005, 2012, 2020) in his Career Construction Theory (CCT) explains a career adaptive individual as someone who becomes concerned about their career future, takes increasing control over their vocational future, displays curiosity of possible future selves and scenarios as well as strengthens their confidence to pursue their career aspirations.

2.4.1.1 Concern

Referring to the commitment of making choices for the future and planning how to achieve career related goals; career concern is the adaptability resource that when lacking can lead to indifference or pessimism in future planning (Savickas, 2012). With coping behaviours of awareness, preparation and involvement in career planning, this adaptability when linked with retirees can also be closely related to the psychosocial development stage of generativity proposed by Erik Erikson (1959) in his Stages of Psychosocial Development.

Generativity refers to the feeling of concern for establishing and guiding the next generation through socially valued work that makes a difference and produces a sense of accomplishment to the individual. Though Erikson placed this life stage of development within the 40 to 64 age bracket, it could be argued that this construct of generativity can also be experienced within the post-retirement age. A person in this cohort who displayed indifference or pessimism towards future planning and showed a self-centred view or inability to aid society, would experience a feeling of stagnation or lack of productivity as described by Erikson (1959) when illustrating the opposite to generativity.

Concern is a function that allows continuity of experience by an individual in connecting their activities to their occupational aspirations (Savickas, 2012) and of which relates to stimulating or developing a positive and optimistic attitude to the future (Bimrose et

al., 2011). Viewing the adaptability of concern through the lens of both CCT and

Generativity highlights that a retiree making the decision to return to employment would find

value in jobs that provided opportunities to interact with younger generations and transfer

knowledge and experience to them (Mor-Barak, 1995).

2.4.1.2 Control

Feeling responsible and taking a proactive approach to career decisions are the signs

of the career adaptability of control. A lack of this adaptability would manifest as

indecisiveness and uncertainty of future career paths (Savickas, 2012). Linking to the concept

of meaningful work, Allan et al. (2016) theorised that people who felt more in control of their

career decision making were more likely to have high levels of internal regulation and greater

motivation which would encourage a more meaningful and fulfilling life.

Deciding to take control of one's own retirement and gradually withdraw from the

workforce by way of entering part-time or self-employment, is a pattern of labour force

participation exhibited by many older workers (Zhan et al., 2009) and is oft referred to as the

phenomenon of bridge employment (Alcover et al, 2014). Atchley's (1989) Continuity

Theory is linked to the concept of bridge retirement by many researchers within fields such as

management, human resources and occupational health (Mariappanadar, 2013; Kim &

Feldman, 2000; Zhan,et al., 2009) due to the emphasis of this theory on the adaption to

change by an individual who takes control of a consistent life pattern and maintains social

relationships.

Liang et al. (2014) predicted the rate of entrepreneurship within the population to

become reduced to a large share of older aged individuals who they describe as less

innovative. Davis (2003) however in his earlier research, focused on bridge employment

factors among early retirees in the private sector and observed that it was not surprising that

retirement age entrepreneurs looked upon their retirement as an opportunity to break free from the restrictions of corporate life and realise their personal needs, values and sense of control fed their entrepreneurial focus.

Bridge employment is shown here as an example of how retirees can retain control through proactive approaches to their ongoing career onwards to their final transfer into full retirement. Atchley (1989) when describing his Continuity Theory in regard to the retirement stage, explained how a retiree centering on the ability to preserve and maintain the structures and routines characterized in their experience prior to retirement will provide a sense of continuity and mitigate negative effects such as social isolation and rolelessness. Atchley's focus on retirees maintaining existing structures and strategies in life could be of assistance to a retiree exercising the career adaptability of control when taking personal responsibility and exercising self-discipline in their development and work environment (Zacher, 2013) as well as competently displaying organised, decisive, and deliberate performance in vocational development tasks and occupational transitions (Savickas, 2012).

2.4.1.3 Curiosity

By exhibiting a strong sense of control, the capability of curiosity will emerge as the inquiring attitude toward career options and the world of work. Curiosity produces knowledge with which an individual can make choices that fit their career situation as without this curiosity there is the danger of a person becoming unrealistic in their view of the world of work and will not see the value of being open to new experiences and experimenting with possible selves (Savickas, 2012). Gathering knowledge about personal abilities, interest and values and matching them again various occupations is how instrumental curiosity is to effect career planning.

2.4.1.4 Confidence

Self-efficacy beliefs regarding problem solving and overcoming obstacles are positive attributes displayed in high career confidence, with an avoidance of career decision making often the by-product of a lack in this adaptability (Savickas, 2013). Self-esteem, self-efficacy, and encouragement are all extensively viewed within the role of confidence in career construction and this can be significantly ruptured by way of a change in personal identity or loss of work role (Wong and Earl, 2009) experienced by many of the newly retired cohort.

An approach posited regarding the confidence of retirees is research conducted by Froidevaux et al. (2016) on the subject of mattering. Asking the question of how to still feel that you are useful and matter after retirement, this research encourages this concept to be a critical variable when considering the self-concept of adults in later life.

2.4.2 Measuring Adaptabilities

Comparing development among the four career adaptability dimensions provides the opportunity to understand the proceeding events that can involve difficulties in adapting to task, transitions, and traumas. Individual differences in the adaptability resources for making and implementing choices may be measured in adults with the Career Adapt-Abilities Scale (Savickas & Porfeli, 2012). In collaboration with researchers from thirteen countries, a psychometric scale was developed to measure career adaptability. This measurement tool is comprised of four scales that each hold six items that measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks and work traumas. The development of this Career Adapt-Abilities Scale (CAAS) also involved careful analysis and clarification of the concepts of adaptability as well as adaptivity, adapting and adaptation.

The adaptation model (Savickas & Porfeli, 2012) shown in Figure 1, is the process in which to adapt to social challenges during career construction, and distinguishes between adaptive readiness, adaptability resources, adapting responses, and adaptation results. High levels of adaptation (outcome) are expected for those who are willing (adaptive) and able (adaptability) to perform behaviours that address changing conditions (adapting) (Hirschi et al., 2015; Savickas & Porfeli, 2012).

Figure 1

Career Construction Adaptation Model
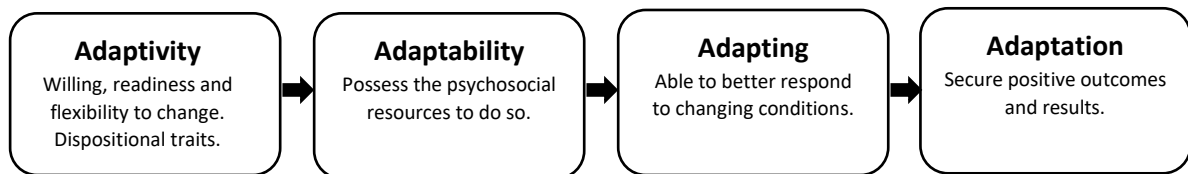
Note: This figure illustrates the Career Construction Adaptation Model found in Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, *80*(3), 661-673. doi:http://dx.doi.org/10.1016/j.jvb.2012.01.011

CCT provides adaptivity as the trait component that develops the use of career adaptability resources. With adaptivity, an individual has the readiness to change as well as willingness to negotiate career uncertainties responsibly (Savickas & Porfeli, 2012). The Big Five personality traits (John & Srivastava, 1999; Costa & McCrae, 2008) of Extroversion, Agreeableness, Conscientiousness, Openness to Experience, and Neuroticism can be associated with career adaptivity due to being fundamental underlying personality trait dimensions that explain a person's pattern of thinking, feeling, and behaving (Costa & McCrae, 2008; McAdams 1994, 2001b).

Constructing the Career Adapt-Abilities Scale as a quantitative rather than qualitative assessment tool, Savickas and Porfeli (2012) view career adaptability resources as human capital and defined as accumulated self-regulated psychosocial competencies and knowledge gained through education and experience.

With these career adaptabilities shaping adapting strategies that promote the achievement of adaptation goals, Savickas and Porfeli (2012) note that the formulation and measurement of psychological capital as posited by Luthans et al. (2007) moves close to their view of career adaptation. Measuring the "who you are" and "who you are becoming", Psychological Capital (PsyCaps; Luthans et al., 2007) focuses on an individual's positive psychological state of development that is characterised by self-efficacy, optimism, hope and resilience.

Also building upon Savickas' (1997) research of career adaptabilities, Rottinghaus et al. (2005) developed the Career Futures Inventory (CFI) measure which uniquely assesses domain-specific optimistic beliefs about an individual's approach to career planning and how best to assess required career adaptability. Results from the initial CFI investigation provided increased understanding of career adaptability and optimism in relation to self-efficacy and it is these three variables that were later investigated by Duffy and Raque-Bogdan (2010) to correlate positively to a prosocial motivation to serve the community such as in a mentorship role.

2.4.3 Career Adaptability and Mentorship

The motivation to adapt to workforce needs can decrease with age due to older adults being prone to negative attitudes towards events requiring unexpected adaptive behaviour (Rostami et al., 2012). However, Luke et al. (2016) highlight that the adaptability of curiosity

via lifelong learning and the confidence to demonstrate this knowledge, was indicated by the majority of interviewed retirees when asked how they would prepare for an encore career.

Post-retirement age citizens as the target group for this research project need to display these adaptabilities to successfully integrate with today's intergenerational workforce who often stereotype this age group as less proactive (Truxillo et al., 2012), but they also need to have the desire and generative prosocial motivation to assist in transferring these skills to their younger cohorts.

Generative individuals have a psychosocial sense of concern for establishing and guiding younger generations (Erikson, 1959). A person within post-retirement age who is motivated to successfully reengage with career (paid or volunteer) so as to contribute their knowledge as a mentor or leave a legacy, also seeks to maintain an inner sense of optimism for humanity (Slater, 2003).

2.5 Understanding Generativity

Erikson (1959) in his eight stages of psychosocial development, referred to a 'midlife stage' in adult development that incorporates changes such as generativity, which is the desire to create positive change for others. If generative progress does not occur at this life stage then opposite behaviours associated with stagnation such as dissatisfaction, frustration and feeling stuck will manifest (McAdams & de St. Aubin, 1992).

Generativity, the seventh of the eight stages of Erikson's (1959) psychosocial development, was linked with midlife due to this time of life commonly being when adults are expected to take on responsibility roles for younger generations such as teaching or parenting (McAdams & de St. Aubin, 1992). Generativity refers to an individual's concern for the next generation that lead them to behave in a variety of ways that are aimed at

developing and nurturing the next generation, in what has been described as a parental type of behaviour (Erikson, 1959).

This stage of generativity or stagnation is placed by Erikson in midlife (between the ages of 40 and 64 of an adult), as a precursor to the final developmental stage of retrospection, where an individual completes their life course with reflection on their life and accomplishments as well as the final passing on of wisdom.

Described as a parental type of behaviour (Erikson, 1950), generativity is characterised by activities such as teaching, supporting others, and creating or building to help others, where the opposite behaviour is stagnation and characterised by feelings of dissatisfaction and frustration (McAdams & de St. Aubin, 1992). Both generativity and stagnation impact greatly on behaviour during midlife (Erikson, 1973) that includes assigning time and energy on building communities, teaching, and areas of social change (McAdams, 2006).

2.5.1 Identifying Generative Individuals

When looking at a person of post-retirement age who is delaying disengagement from career and wanting to contribute generatively within the workforce through their skills and knowledge, Erikson's (1959) developmental stages must be questioned due to its sequential nature. It is too ambiguous to indicate the exact location of generativity in the middle of the adult life course when longer life expectancies and workforce participation by retirees now makes it unclear as to when such a generative stage begins and ends.

Although generativity motivation and achievement have been commonly associated with kinship and child rearing during midlife (Erikson, 1959), generative development can also be experienced through meaningful work and relationships outside the context of family

(McAdams & de St. Aubin, 1992) such as in assisting in the improvement of intergenerational workplace engagement (Henry et al., 2015).

McAdams (2001a) expressed concern regarding this designated generative development stage being locked into a particular age group (midlife) and posited that the construct of generativity required more contextualised life-course perspective. He proposed a conceptual framework in which different generative elements are identified such as inner needs, cultural demands, interest, objects, behaviours and narratives, of which all are assessed via a scale of generative interest known as the Loyola Generative Scale. This scale is a 20-item self-report questionnaire designed to assess the extent to which an adult is concerned about and actively involved in promoting the well-being of future generations.

Accompanying this measurement McAdams also encompassed qualitative methodologies such as life stories to unearth objectives and narratives (McAdams & de St.Aubin, 1992). It is of interest to note that this generativity focused research by McAdams and de St.Aubin (1992) originated from McAdams' Personality Theory (1995) that influenced Savickas (1997) in his conceptualisation of career adaptabilities and the later Career Construction Theory (Savickas, 2005). Figure 2 illustrates the development of these mentioned theoretical foci for generativity and career adaptability.

Figure 2

Development of Main Theoretical Foci for Generativity and Career Adaptability
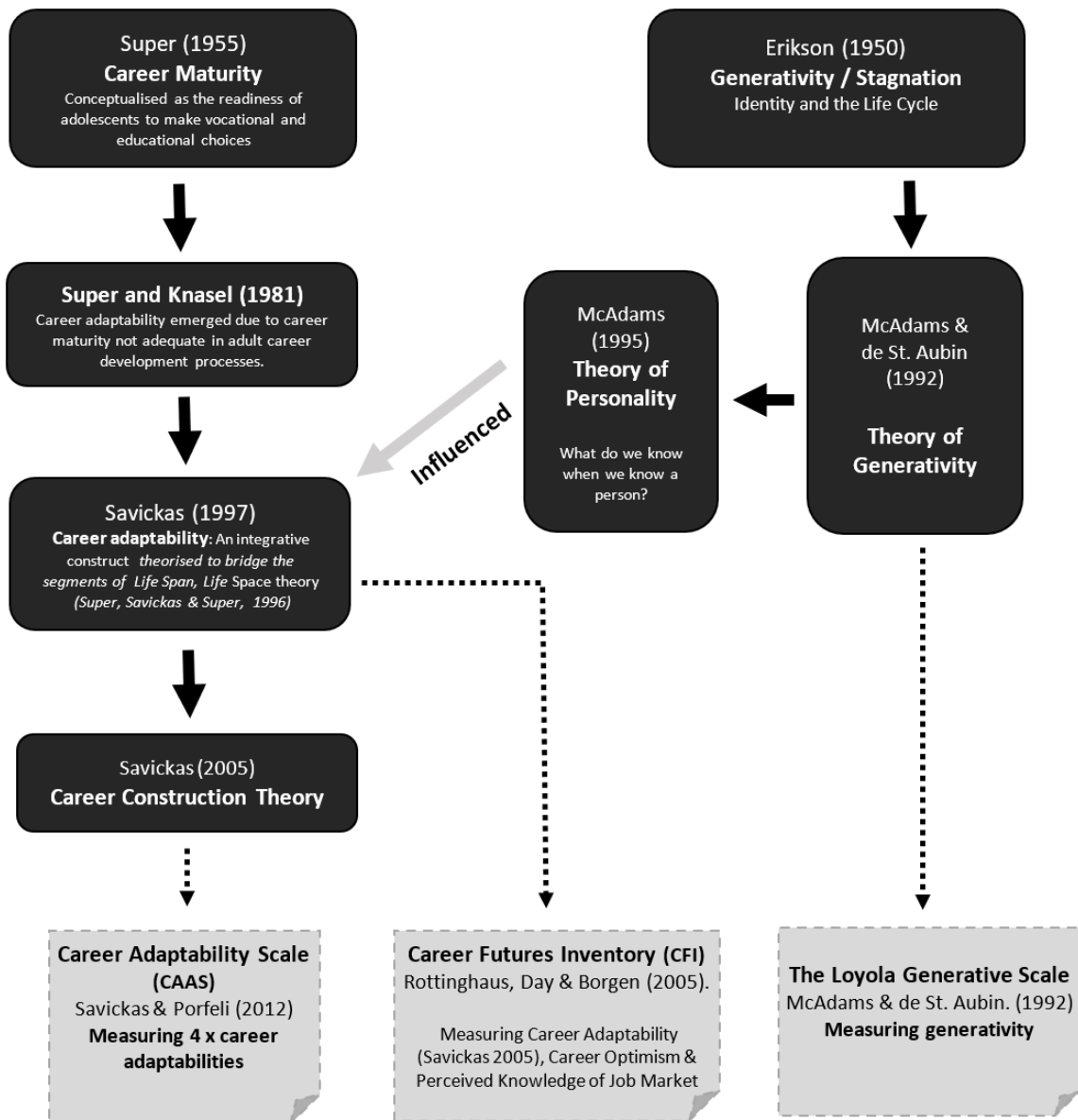
Generativity can be related to the concepts of empathy, altruism, and intergenerational solidarity with all related behaviours building towards an understanding and tolerance of the needs, interests and preferences of the younger generation and concern for broader social issues (Bradley & Marcia, 1998). Kruse and Schmitt (2012) however warn in their review of

generativity as a route to active ageing, that an older person's concerns for the younger

generation does not necessarily always reflect the perspectives of this younger cohort in

today's workforce and so can cause intergenerational conflict. With this warning in mind, the

motivations behind why a post-retirement age person displays generativity is an important

factor to consider as is the self-perception of ageing which can also impact negatively on the

motivation to continue working and learning new tasks (Kooij et al., 2008).

Generativity is a complex psychosocial construct that was initially described by

Erikson (1959) as an instinct or drive and then further expanded by McAdams and de St.

Aubin (1992) to include the elements of inner desire, cultural demand, concern, belief,

commitment, action, and narration. An individual with strong generative behavioural patterns

but who is inhibited to utilise them due to a low level of adaptive behaviour, would

experience frustration or dissatisfaction (Hofer et al., 2008).

2.6 Generative and Career Adaptable Mentors

With the advantage of extensive work histories, post-retirement age jobseekers have

substantial knowledge and expertise to offer employers. Assisting these age group with a

career development approach that focuses on vocational development tasks (Super, 1980)

would provide opportunities for them to utilise their skills and knowledge by becoming

mentors for the younger generations who are entering their trade.

Fugate and Kinicki (2008) highlighted through their continued research into

employability, that resiliency is important if one is to remain highly employable and also

stressed the central role Savickas' career adaptabilities played in a person's employability

(Fugate et al., 2004). Erikson (1968) stated that self-identity development is a lifelong

process, but that adolescence and emerging adulthood is when self-exploration takes

precedence. What about post-retirement age workers re-engaging with career and needing to refocus on re-identifying themselves within the workforce as mentors?

Continuing to learn across the lifespan in formal and informal ways is crucial to the maintenance of such capacity (Luke & Neault, 2020; Neault & Pickerell, 2011). The challenge then for this research's targeted post-retirement age cohort, is how to identify factors which may influence their career development in order to remain employable. What adaptive behaviour do they need to enhance to strengthen their successful re-engagement with the workforce?

2.6.1 Self-Efficacy of Cohort

Perceived barriers to career development play an important role in occupational choice as highlighted in Social Cognitive Career Theory (SCCT; Lent et al., 1994). SCCT proposes that there is a mutually influencing relations between a person and their environment and that even though an individual may have high self-efficacy for a particular career as well as positive career outcome expectations, a career path may still be avoided if barriers are perceived as considerable (Lent & Brown 1996). Wöhrmann et al. (2013) researched outcome expectations in post-retirement work planning where they identified and recommended self-efficacy as a key area and next step for future research.

Self-efficacy can be defined as a dynamic set of beliefs that are linked to particular performance activities and can influence the initiation of specific behaviour in response to barriers and difficulties (Lent, 2005). A person's individual difference and situation can predict their job search behaviour and outcome (Zikic & Saks, 2009) with self-efficacy being a major mechanism of the self-regulatory process this involves. As a strong predictor of motivation and action, the self-efficacy of an individual influences the course they follow and

the amount of effort, time and perseverance they commit to during difficulties or setbacks (Bandura, 1991).

Regarding those of post-retirement age, self-efficacy is a major factor in their personal decision to either halt or follow through with a return to the workforce. A loss of personal belief in their abilities can so easily disrupt their motivation and goal. A fear of age discrimination and age stereotype threats is a significant problem many mature age worker experience as noted by the National Seniors Productive Ageing Centre in their survey of mature age Australians and their experiences and perceptions of age discrimination in the labour market (Adair et al., 2013).

Rietzschel et al. (2016) posits the possibility that as an employee ages their self-efficacy strengthens due to an accumulation of task-relevant knowledge and expertise. Interestingly though, it is also suggested by this research team that some aging employees may experience the opposite due to feelings of limitation of their personal control. Bandura (2006) also cautions in his Social Cognitive theory when referring to the concept of agency that self-efficacy beliefs can affect both in a positive or negative manner, as optimism leads to self-enhancement and pessimism produces self-debilitating actions. These research findings are worth considering when linking back to the career adaptability of control which can manifest indecisiveness and weak self-efficacy due to uncertainty of future career paths.

2.6.2 Influence of Future Time Perspective

Socioemotional Selective Theory (Carstensen, 2006) states that an individual's motivational priorities when regarding ageing, alters their behaviour. Instead of chronological age, the theory highlights perceived future time remaining as a more accurate measure of motivational development. The concept of Future Time Perspective (FTP) focuses on a person's self-perception of ageing based on their belief that they either have little time left

and so see constraints and a need to focus on emotional well-being (Limited Future Time Perspective) or they disregard a timeframe and aim to seek out new opportunities (Open-ended Future Time Perspective). FTP has relevance in regard to retirement planning (Earl et al., 2015), and potential post-retirement aged mentors, due to its relationship with generative motives (Kooij & van de Voorde, 2011). The generative based reason behind this age cohort's desire to mentor could be a need to assist younger colleagues, due to a feeling of 'running out of time' and urgently wanting to pass on their knowledge (Limited FTP) or obtaining new skills themselves in a mutual knowledge swap with the younger generation they mentor (Open-ended FTP). With this consideration in mind, Future Time Perspective can act as a moderator to the reason and level of generative behaviour in this retiree cohort.

In today's world of work there are varying types of business structures all requiring specific skills of their employees and a person must sustain their career via the ability to align their needs with the needs of their employer (Akkermans et al., 2016). Also, experiencing strong decision-making opportunities within a workplace provides a stronger optimistic perception of future time perspective (Zacher & Frese, 2009). Retirees re-entering the workforce for generative reasons must then be aware that their needs whether limited or open-ended in regard to their future time perspective must be open to adapting to the needs of the workforce with generativity and development which are important contributors to successful active ageing (Henry et al., 2015).

2.6.3 Work and Life Balance in Post-Retirement

Work and life balance impacts workers of every generation. Flexibility has become increasingly more important in the workplace. The ability to work part time hours has been found to be the most important facilitator of good health for older people to work beyond retirement age (Temple & Adair, 2012). To attract and retain older workers, employers need

to create the culture, systems and processes that support and facilitate work flexibility. With an approaching retirement, many people question what proportion of their time and energy they will devote to employment and at what level of compromise they will be prepared to make between personal values and work expectations (Barham, 2008).

Gobel and Zwick (2010) in their research of which personnel measures are effective in increasing productivity of older workers, highlighted that the offering of flexible working options was shown to instigate an increase in productivity. With this focus on work life balance increasing productivity, the Relational Theory on Working by David Bluestein (2011) also strengthens this with the proposal that work and relationships are not separate arenas within an individual's life but overlap with a cyclical pattern of influence that can produce either positive adaptable behaviour or the opposite.

An Italian study into shift work by mature age health workers (Costa & Satori, 2007) provided evidence of shift work being a triggering factor for some psychosomatic disorders in older workers but countered this with also highlighting that ageing can otherwise mean a progressive learning and development of better coping strategies by this age group.

Regarding career decision making, Krumboltz (1983) observed that the needs of jobseekers and society are not linear, but multi-layered and so based on this statement it could be posited that retirees returning to the workforce must become versatile in fitting within the changing world of work. Considering varied career paths within work, there is a need to further understand how the diverse requirements of retirees can be accommodated by the employment and recruitment sector when assisting these job seekers become attractive to employers through further skills development.

2.6.4 Strengthening Employability Through Adaptive Behaviour

The Career Adapt-Abilities Scale (Savickas & Porfeli, 2012) views adaptability resources as human capital, defined as accumulated competencies, and knowledge gained through education and experience. *Human capital* is also a distinct interrelated dimension alongside *adaptability*, and *career identity* within the employability model developed by Fugate et al. (2004).

Employability facilitates the identification and realisation of job and career opportunities and is a disposition that captures individual characteristics that foster adaptive behaviours and positive employment outcomes. Individuals with high employability scan the environment to learn what jobs are available and what experience and skills are required. They are then able to compare the market opportunities with their personal profile and interests. Moreover, continuous learning is widely acknowledged as a key determinant of career success (Fugate et al., 2004). Fugate and Kinicki (2008) highlighted that resiliency is important if one is to remain highly employable. Identifying and realising career opportunities will involve dealing with ambiguity, uncertainty and change which will require an ability to rebound from setbacks within work roles.

Linking back to an individual being curious of the activities leading to their occupational aspirations and deciding to take a proactive approach in controlling their career decisions (Savickas, 2020) it can be suggested therefore that these career adaptabilities strengthen employability. Employability rather than employment is a key to success in today's world of work (McIlveen, 2018; Watts, 2005) with lifelong learning now widely recognized as being closely linked with career development. This focus on acquiring skills and knowledge to remain employable within the changing world of work also encourages strong adaptive behaviour via the career adaptability of curiosity (Savickas, 2005).

Adaptive behaviours of lifelong learning and a resilience to overcome adversity were also noted by McAdams (2013) when researching the life narratives of adults and discovering that those with high generativity displayed stronger recall to redemptive life events such as negative situations becoming catalysts for positive learning experiences and personal growth. A strong adaptive focus built upon redemptive experiences could reinforce a person's perseverance and during generative experiences that may also include challenges (McAdams & Guo, 2015).

The current research targets post-retirement aged citizens who are considering re-engagement with the workforce as mentors, how they need to prepare for a constantly changing intergenerational workforce, build a strong self-identity and have the ability to rebound from setbacks within work roles and potential age discrimination based on negative stereotypes of older workers (Truxillo et al., 2012; Australian Human Rights Commission, 2015; Chiesa et al., 2016).

Research conducted in regard to the expectations and realisation of work after retirement (Maestas, 2010) proposed that individuals either chose to retire fully and never return to work; transition to a part-time job and then fully retire; or retire and return to the workforce at some later time (unretirement). Wang and Shultz (2010) noted in their literature review of research into employee retirement that transition, and adjustment was the final stage into retirement. This has since been investigated by Schlosser et al. (2012) who suggest that an individual may still require career development into retirement and ultimately into unretirement as they re-enter the workforce.

Before planning for a successful re-entry of retired workers into the workforce though, a strong understanding of the self-efficacy of these targeted citizens and their capacity to adapt within the workforce must first be understood. Luke et al. (2016) began a

vocational psychology focus by conceptualising the re-engagement of retirees into the workforce through the lens of the CCT (Savickas, 2005). Exploring the relevance of career adaptability constructs and psychological factors that contribute to a retiree transitioning back into career, this research found strong evidence of career adaptability as well as highlighting the link to self-efficacy which Bandura (1997) stated is a reflection of confidence in the ability to exert control over one's motivation, behaviour and social environment.

The importance of effective communication between generations through open-mindedness and encouraging the older population to identify opportunities to learn from the younger age groups (Venter, 2017), relates to having a curiosity and control towards career decision making (Savickas, 2020), as well as a generative mindset in building working relationships with all ages.

The promotion of generativity is pivotal in facilitating proactivity in relation to mentoring, hence the focus of this research is to investigate and consider the career adaptabilities required of retirees returning to employment as well as their understanding of required employability skills in today's changing workplace. The combination of career adaptability and generativity will provide findings to assist in the construction of a solid theory-based foundation for career re-integration programs targeting this age cohort.

Wöhrmann et al. (2013) researched outcome expectations in post-retirement work planning where they identified and recommended self-efficacy as a key area and next step for future research. Continuing to learn across the lifespan in formal and informal ways is crucial to the maintenance of such capacity. The challenge then for this current research and its targeted age post-retirement age group, is how to manage this cohort's career development in order to remain employable. Neault and Pickerell (2011) discuss the need to interpret the interaction between a person's level of challenge and capacity during career engagement, so

as to avoid feelings of being overwhelmed or underutilised. What adaptive behaviour do potential older workers need to enhance, to strengthen their successful re-engagement with the workforce?

As stated within the introduction of this research; workplaces and governments worldwide are beginning to understand that an ageing population means the skills of mature age workers and retirees need to be harnessed. Without a strong understanding of the psychological factors that motivate a post-retirement age person to become a mentor and the generativity as well as adaptability required of them to transition successfully back into the current intergenerational workforce, the labour market will be ill prepared in its ability to support the re-integration of this valuable cohort.

2.7 Initial Research Questions

The primary goal of the current research is to investigate and provide valuable information that would assist in the recruitment of post-retirement age workers with the required career adaptability and generativity to succeed as workplace mentors. The literature review has provided evidence of both theoretical and policy work focused on considerations of ageing, career transition across the lifespan, career adaptability, generativity, and the importance of mentorship. In conclusion, the review of literature leads to the recommendation that a focus now be on the importance of understanding the psychological factors that motive a person in post-retirement to transfer their knowledge via mentorship to the current workforce, with the career adaptability and generativity to succeed.

The overall research question this project seeks to answer is:

1. What is the relation among career adaptability, generativity, and a post-retirement age citizen's interest in mentoring?

Following on from this main question the following sub questions are initially posed:

2. What motivates generative post-retirement age citizens to have an interest in mentoring others?

3. Are there negative effects of generativity with post-retirement age citizens who are interested in mentoring others?

In attempting to satisfy the questions outlined above, it is important that the research design is informed by an appropriate paradigm, and suitable methods are selected to generate the evidence required to answer these research questions. The research will utilise a sequential mixed method design which allows for additional questions and hypotheses to evolve during the conclusion of the first study and be investigated in the second study. The following Chapter Three will focus on the overall methodology for the research with a description of the mixed methods approach to be adhered to.

CHAPTER THREE: OVERALL RESEARCH METHODOLOGY

This chapter presents an analysis of the motivations and principles that underpin the strategy used to address the research questions about the career adaptability, generativity, and interest in mentoring for those within post-retirement age. My axiological positioning within the research project is explained via a Researcher as Instrument statement that highlights my career history and how this influenced the motivation to focus on this post-retirement aged cohort and their career engagement. The philosophical standpoints of this research are critical to ensure that outcomes are appropriately and meaningfully interpreted.

This research project is formulated on the basis of the *post-positivist paradigm* (Morrow, 2005), and through this lens the background knowledge and values of the researcher is recognised as a possible source of bias in the pursuit of objectivity.

The epistemological approach employed assumes that data is collected and interpreted in an objectified manner; however also assumes each participant experiences their own unique "reality".

3.1 Researcher as Instrument Statement

Qualitative research is also referred to as interpretive research (Stake, 2010). Investigating, relies on observing, defining, and redefining the meanings of what the researcher sees and hears; but to also be aware of potential influences. Personal values, assumptions, background, history, and beliefs can all bring bias to a study (Creswell & Creswell, 2017), and so clearly stating the stance of the researcher will assist in addressing subjectivity within the research, and contribute to trustworthiness overall (Morrow, 2005).

To understand what will inform the analysis and understanding of the qualitative and quantitative data of this research project, the researcher's position within the project will be framed via self-reflection on personal motivations, influences and knowledge. Referred to as

the Researcher as Instrument Statement (Morrow, 2005), this section will now be provided in a first-person voice so as to allow me as the researcher, the opportunity to extend upon my (a) social experiences, (b) paid and volunteer work within employment & training sectors, and (c) university studies, research, and professional practice within career development (vocational psychology). My axiological position within the current research will become apparent from shared personal experiences, and of which will inform the critique of the research study designs, findings, and recommendations.

3.1.1 Always Listen to a Person's Story

Growing up in a family with a much older father who was born in Australia during the Great Depression, and a mother who was born in London during the Second World War, I had an upbringing flavoured with various decades of music, film, literature, and history. With an extended family that included many relatives in their later life, I grew up with a somewhat blindness to age, as it was not an issue in regular family and social events. When talking to a person, I listened and valued them as an individual, with no designation by age.

My initial career was as a qualified software and multimedia developer, and after several years, I transitioned across to vocational educator roles, which eventually led me to work within a large employment services organisation, as a job search and vocational skills trainer for long-term unemployed clients. With a case load that was growing on a weekly basis, the age range of the clients I was supporting became wider, with a distinct growth in the age range closest to retirement. Heightened stress levels were evident in the older group of clients, as they understood that soon they would be unable to access job search (and career) support from employment agencies, as retirement age led to an exit from government funded employment services, and the aged pension activated for those eligible.

It was by listening to these clients' career and life stories during training sessions, that I realised it was important to first understand the individual, and not the blanket government policies being offered as solutions to job search (career) support. At this time, there were both Australian and international policy reports emerging about skills gaps within the workforce and ageing populations (Australian Treasury, 2010; OECD, 2002). It was also during this time that the National Seniors Productive Ageing Centre (2012) stated in their "Barriers to mature age employment" report that:

> If Australia lost the skills and knowledge of retiring workers, it would detrimentally impact on the local economy both through productivity and the opportunity to mentor younger workers.

This quote started my desire to seek out solutions for providing career support to older job seekers, encouraging intergenerational respect in both industry and community, and not allow a wealth of knowledge disappear from industries due to worker retirement (or redundancy). It was all about how to transfer the knowledge and provide purpose to those nearing or entering retirement.

Returning to university as a postgraduate student, I completed a Master's in Education (MEd), specialising in Career Development. My MEd research project supervisor (who is now my PhD supervisor), introduced me to Dan McAdam's book titled "The Stories We Live By" (1993), which encouraged me to continue the narrative approach I had begun to follow in both work and research, and where I began to often reference the Career Construction Theory (Savickas, 2005). My MEd thesis focused on the motivations of retirees who return to work and allowed me the opportunity to interview 22 retirement age participants, listen to their stories, and discover the themes. The enthusiasm of these participants in sharing their stories was universal, made more apparent in their keenness to remain in contact with me, and

continue to actively share within their communities the aims and advocacy of my research both then and now as I complete my PhD.

This initial MEd research was a first attempt at understanding career re-engagement of those in retirement, through the theoretical lens of Career Construction Theory (Savickas, 2005), and its construct of career adaptability. This research was published (Luke et al., 2016) and has become the foundation of both my ongoing academic, and practice-based advocacy for older workers seeking career. It is also the catalyst for the continuation of research via this current project.

My motives to engage in the current research project stems from my personal experiences and values, as well as my desire to continue to develop my research skills, expand my vocational psychology knowledge, and contextualise theory through empirical evidence base. The overall reminder though is to always listen to a person's story.

3.2 Mixed-Methods Approach

An exploratory sequential design of qualitative data collection and analysis (Study 1) followed by quantitative data collection to test the initial qualitative results (Study 2), was undertaken. The combination of qualitative and quantitative methods known as a mixed methods approach, deepened the understanding of processes, attitudes, and motives within the overall research study (Creswell & Tashakkori, 2007).

Utilising this approach for the current research, post-retirement age participants were the target of both studies, with the psychosocial constructs of generativity (Erikson, 1959) and career adaptability (Savickas, 2005) combined, to identify those of post-retirement age who have a willingness to re-engage with the workforce, can adapt to a changing workforce, and successfully transfer skills to younger age groups.

Qualitative research methodology was used in Study 1 to describe post-retirement age participants' experiences and to explore the phenomenon of generativity and career adaptability within each recorded narrative. Study 2 followed with quantitative methodology utilised to address questions about causality, or magnitude of effect (Fetters et al., 2013) that arose from the initial qualitative study.

Following on from the initial literature review (Chapter Two) which focused on setting a foundation for a theoretical framework to guide the research, it was decided that a qualitative, narrative approach would lead Study 1, using semi-structured interviews with post-retirement aged participants, to provide relevant, emerging themes via Thematic Analysis (Braun & Clarke, 2006, 2013). As a process for encoding qualitative information, Thematic Analysis bridges the language of qualitative research to that of quantitative (Boyatzis, 1998).

Themes identified in Study 1 guided the development of a conceptual theoretical framework, and hypotheses that was tested within Study 2 that focused on quantitative data gathered via a survey. The Study 2 survey asked post-retirement aged participants to complete an array of measures aligned with key psychological constructs that include Savickas and Porfeli's Career Adapt-Abilities Scale (CAAS; 2012), McAdams and de St. Aubin's Loyola Generativity Scale (1992), as well as several others measures to be explained in detail within Chapter 4.

Combining qualitative and quantitative studies provided confidence in the validity of results, clear perspective of the cohort or phenomenon of research interest, and a strong influence in arguing for support of the evidence and recommendations (Creswell, 2009).

Figure 3 illustrates the overall research design and proposed outcomes for the current research project.

Figure 3

Overall Research Design and Proposed Outcomes
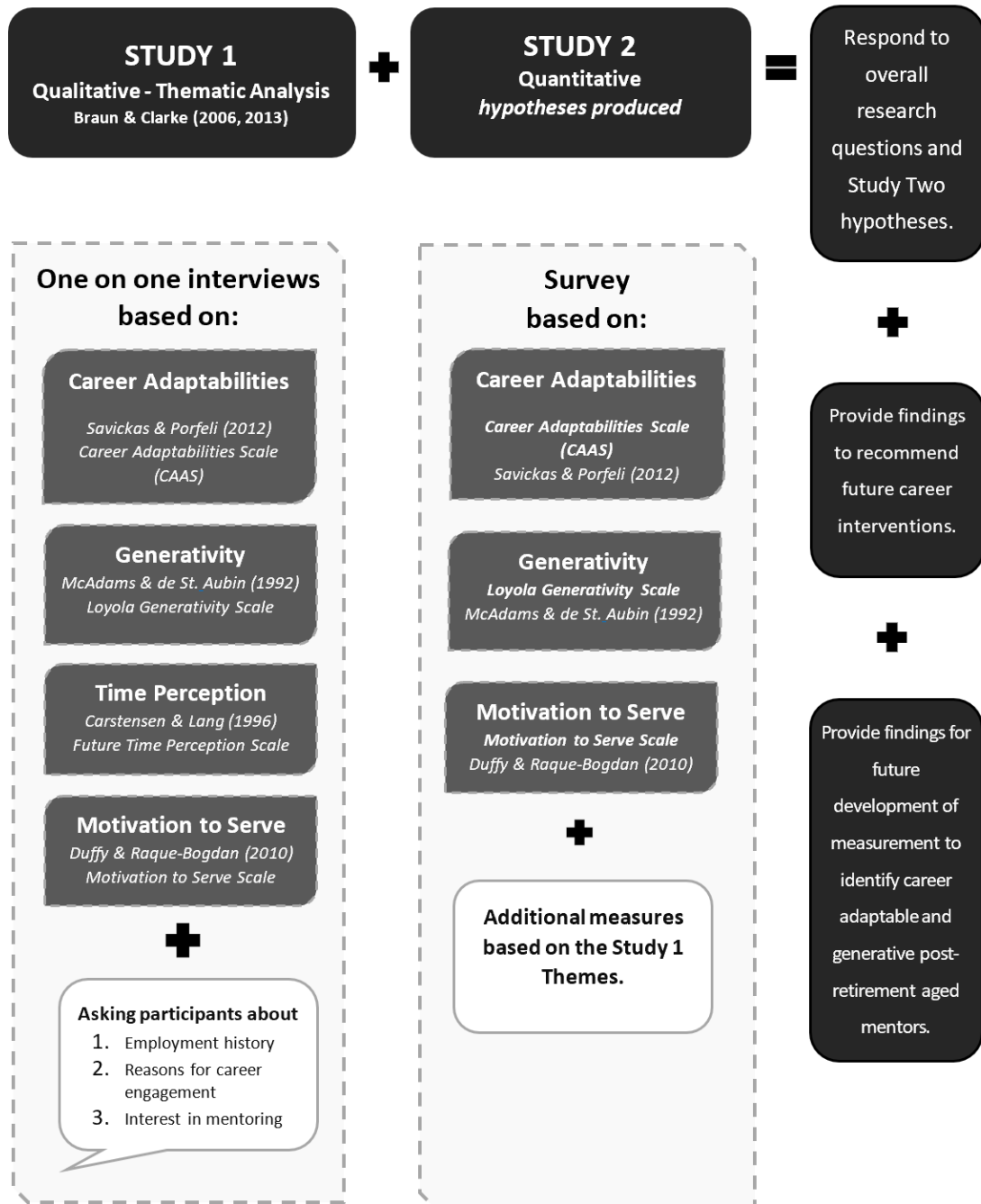
3.3 Conclusion

The current research is positioned within the post-positivist paradigm. Epistemological and ontological implications of post-positivism were discussed as well as a research-as-instrument statement to outline the researcher's beliefs, opinions, and potential biases. The life and work experiences of the researcher as described, reflects the origins of the current research focus, as well as the motivations to continue investigating and pursuing evidence to support the cohort of this focus. The information contained in this chapter allows the reader further tools to critique the analysis, results, and conclusions drawn from the research. The sequential mixed-methods design of the research has been linked to the three research questions that will be investigated during both studies, and of which hypotheses will be initialised and tested in the quantitative Study 2 (Chapter Five).

CHAPTER FOUR: STUDY 1: QUALITATIVE DATA AND THEMATIC ANALYSIS

This chapter reports on the qualitative method and results of Study 1, which consists of a thematic analysis of semi-structured interviews with post-retirement aged participants. Positioning interview participants as narrators of their career history (McAdams, 2001; McIlveen, 2015), this study investigates participants' career experiences as well as their level of generativity, career adaptability and interest in mentoring. The themes and their foundational codes are discussed with the use of participant quotes, interviewer observations, and supporting literature references. Discussion of thematic analysis results informs the creation of a conceptual meaningful work theoretical framework that is investigated in Study 2, along with hypotheses that emerged during this current study's conclusion.

Throughout the interviews, thematic analysis, and discussion of Study 1, the overall research question is investigated:

1. What is the relation among career adaptability, generativity, and a post-retirement age citizen's interest in mentoring?

Following on from this main question the sub questions also considered during the analysis and discussion:

2. What motivates generative post-retirement age citizens to have an interest in mentoring others?

3. Are there negative effects of generativity with post-retirement age citizens who are interested in mentoring others?

4.1 Method

Information about participants, data collection and approach to analysis are presented with specific consideration for the trustworthiness and rigour of the research.

4.1.1 Participants

The Study 1 sample was composed of ($N = 30$) post-retirement age participants located in Australia, and who each represented the age cohort of the research. Participant ages ranged from 65-69 ($n = 17$), 70-74 ($n = 8$), 75-79 ($n = 4$), and 85-89 ($n = 1$). Gender of participants comprised of female ($n = 13$) and male ($n = 17$). There was a good variety of career histories within the group, with each participant providing informative insight and career experiences.

Recruitment of interview participants was completed via phone, and personal approaches. The sample comprised: (a) members of local community groups, (b) professional contacts or via extended networks, (c) parents of colleagues, and (d) members of the public who sought out and requested to be involved in the research. The criteria for participation was that of having reached the official Australian retirement age (Australian Human Rights Commission; 2020) and either retired, re-engaged with work (paid or volunteer) or never ceased working. All interview participants provided contact details and a location for the interview was organised in advance by all parties involved. A keen interest in the research focus was displayed by each participant, with clear goodwill demonstrated by all involved. Many of the interview participants requested to stay in contact with the researcher and be advised once the research was complete. A list of the participants (de-identified) can be found in the following Table 1.

Table 1

Study 1: Interview participants list (de-identified)

ID	Gender	Age Range	Career History	Current Status
1	F	70-74	Bookkeeper. Employment services manager. Policy advisor.	Retired. Active volunteer in community and sporting groups.
2	M	70-74	Manager in public service.	Retired. Community volunteer.
3	F	70-74	Primary school teacher (Australia & overseas)	Retired. Active sport club volunteer.
4	M	70-74	Military career. Government policy advisor.	Retired. Active sport club volunteer.
5	M	65-69	School teacher. University careers manager.	Recently retired. Environmental volunteer. Education consultant.
6	F	65-69	Social worker and counsellor.	Recently retired. Plans to return to casual work at previous employer.
7	F	65-69	Professor. Global experience including United Nations and government.	Semi-retired. Seeking academic networking opportunities. Consultant.
8	M	75-79	Extensive naval background. Research and consultancy.	Semi-retired. Completed PhD. Consultant and lecturer.
9	F	65-69	Telephonist. Childcare worker. Aged care chaplain.	Retired. Volunteer aged care chaplain.
10	M	70-74	Painter and decorator.	Retired. Volunteer aged care support worker.
11	F	75-79	Barmaid and showgirl. Entered ministry (UK). Vocational Educator in later life.	Semi-retired. Small business owner and contract vocational trainer.
12	M	85-89	Small business owner and mechanic.	Retired then returned to full-time work as mechanic (roadside assistance).
13	F	75-79	Grew up on flower farm Assisted husband in overseas ministry.	Retired. Church and community volunteer.
14	M	65-69	High school teacher. Special education. Government policy advisor.	Retired. Guest university lecturer. High school volunteer support worker.
15	M	70-74	Lab assistant. Church minister.	Retired. Volunteer lay minister.
16	F	65-69	School teacher. Minister's wife and mother. Returned to casual teaching at school. University lecturer.	Retired. Church volunteer. Planning to study Aged Care support.
17	M	65-69	Hydraulic factory worker. Cardiothoracic nurse and Intensive Care Ward manager.	Retired. Carer for parent. Active community group volunteer.

Table 1 (continued).

18	M	65-69	Clothing factory engineer. Panel beater (Australian Air Force). Vehicle insurance assessor.	Retired early. Community group volunteer.
19	M	70-74	Dairy farmer and market gardener. Oil rig technician. Bus driver. Plasterer.	Retired. Community group volunteer, president and educator.
20	M	65-69	Refrigeration mechanic. Fitter and turner. Foreman air-conditioning for government facilities.	Retired due to redundancy. Community volunteer.
21	M	65-69	Engineering apprenticeship. Bank worker. Accountant. Company secretary	Retired. Community group volunteer. Contract university lecturer.
22	M	60-64	Hospital clerk. Mining maintenance. Spare part sales for heavy machinery.	Early retirement. Community group volunteer.
23	M	70-74	Dairy and crop farmer. Bus driver. Long-time carer for parent.	Retired. Community group volunteer. Recreational farmer. Local historian.
24	M	65-69	Diesel mechanic and engineer.	Retired. Re-engaged in contract diesel machinery repairs.
25	M	65-69	Accommodation owner and manager.	Retired. Re-engaged as a corrective services support officer.
26	F	65-69	Vocational educator.	Retired. Studied Career Development. Currently seeking contract work.
27	F	65-69	Retail merchandiser. Aged Care trainer.	Retired after redundancy. Active sport club president. Re-engaged as university exam invigilator.
28	F	65-69	Car dealership owner. Panel beating business owner.	Retired. Re-engaged in university administration. Re-retired recently. Planning on study.
29	F	75-79	Shop assistant. Telephonist. Church volunteer.	Retired. Carer for partner. Volunteer. Small business owner with family.
30	F	65-69	Bank manager.	Retired. Re-engaged in study (Nursing). Registered nurse in aged care facility.

4.1.2 Materials

A qualitative approach was adopted in the design of the research data collection and analysis to address the main overall research question that investigates if career adaptability and high generativity contributes to the mentorship capability of a post-retirement age person. To provide a clear direction of emergent themes, semi-structured interviews were used with

the group of 30 post-retirement aged participants to encourage them to speak in-depth on

research related topics raised by the researcher (Denscombe, 2007).

　　　　Questions included in the interview process were anchored to the theory-based

measures for career adaptabilities (Savickas & Porfeli, 2012), generativity (McAdams & de

St. Aubin, 1992), perception of future time (Carstensen & Lang, 1996, Lang & Carstensen,

2002), the motivation to serve (Duffy & Raque-Bogdan, 2010), as well as asking participants

about their employment history, reasons to re-engage with work and understanding of

mentorship. The theoretical pathway to the selection of measures for the Study 1 interview

structure is provided in Figure 4, and the interview question bank is provided in Figure 5.

Figure 4
Theoretical Pathway to Selection of Measures for Study 1 Interview Structure
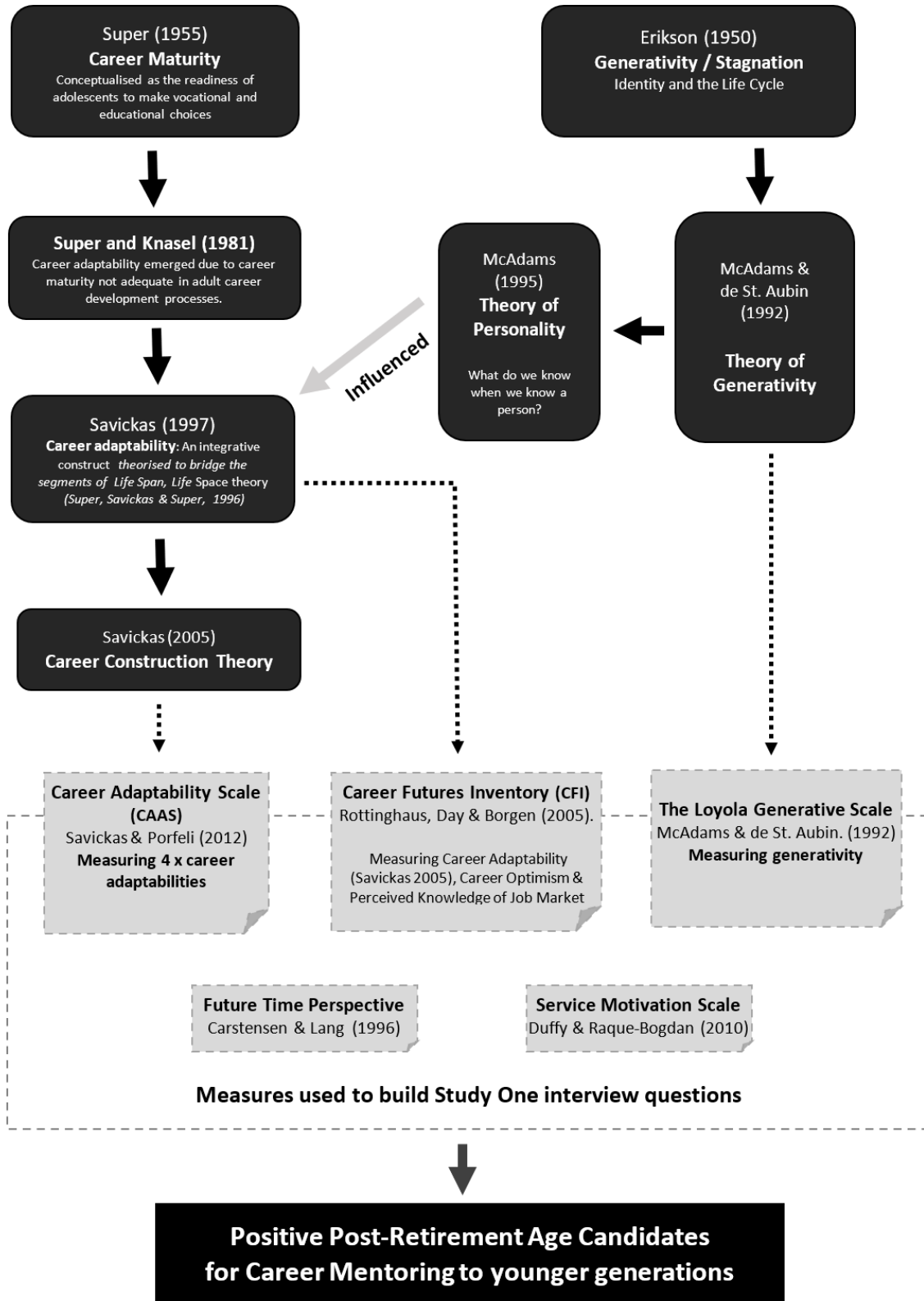
Figure 5

Study 1 Question Bank for Interviews

1. **Employment History**
   - Provide an overview

2. **Decision to unretire / re-engage with career (paid or volunteer)**
   - Pushed (out of necessity) or pulled (your decision)?

3. **Career Adaptabilities**

   Concern
   - *Do you or have you thought about your future?*
   - *What preparations do you have for future plans?*
   - *What concerns do you have about re-engaging in paid or volunteer work?*

   Confidence
   - *Do you experience positive emotions often?*
   - *How comfortable are you in adapting to change? Finding a new approach?*
   - *Do you feel comfortable in expressing your views and communicating your thoughts?*

   Curiosity
   - *Do you look for opportunities to grow?*
   - *Do you feel you have career opportunities ahead of you still? Future plans?*
   - *Are you curious and investigate options before making a choice?*
   - *Are you open to learning new skills? If so, in what way? Formal or informal learning?*

   Control
   - *Do you feel you have control of events that happen to you?*
   - *Do you overcome obstacles and solve problems as they arise? If so, how?*
   - *Do you make decisions alone or are there other people who factor in?*

4. **Motivation to Service**
   - *Returning to paid or volunteer work, do you believe you can help others?*
   - *What do you see as motivation for you to assist others in the workforce?*
   - *Do you believe it is important to use your career (paid or volunteer) to assist others?*
   - *Does the needs of society have an effect on your career choices?*

5. **Mentorship**
   - *Do you associate regularly with younger age groups? What is your opinion of them?*
   - *Do you feel you can relate to younger age groups?*
   - *What is the most important quality a good mentor should have when relating to younger ages?*
   - *How would you describe a mentor? A career mentor in the workplace?*
   - *What characteristics do you think a good successful mentor should have?*
   - *What areas of expertise do you feel you have, that can benefit a younger person?*
   - *Do you see a workplace mentor/mentee relationship as casual or structured?*

6. **Generativity**
   - *Is your knowledge and expertise useful to the younger generation?*
   - *What would be your reasons for passing on your knowledge younger age groups?*
   - *Do you believe your actions have impacted on others? (Positive? Negative?)*
   - *Do you feel others need you (family or work) ?*
   - *Is it important to leave a legacy? Do you believe you will?*
   - *Do others ask for your advice?*
   - *What is your view on the current state of the world? What is your responsibility to it?*
   - *Do you feel there is still plenty of time left in your life to make new plans?*

4.1.3 Procedure

All interviews started with the researcher providing an overview of the questions and inviting any questions. A large proportion of the participants commented to the researcher either during or after the interview that they were surprised by how good it felt to talk through their career history, rediscover experiences they had forgotten and see in hindsight how career opportunities were connected. This feedback relates well to McAdams (2001) who suggested that a person's narrative (life story) provides both unity and purpose to their identity.

To lessen distraction and impediment on the depth of narratives shared by the interview participants, rather than taking notes it was decided that interviews would be digitally recorded for later transcription. With approval sought from each participant regarding digitally recording their interview, signed confirmation was received as per the Ethics approved Consent Form as found in Appendix A. Each audio recording was made via a device that was clearly placed in view of the interview participant, with reassurance that the recording would be stopped at any time the participant deemed appropriate. Each interview was conducted with a comfortable and trusting rapport created between parties, and there were no incidents of concern by any interview participant during their audio recording.

A strong, respectful, empathic, and non-judgmental stance was maintained throughout each interview, which allowed vicarious understanding of interview participants. In-depth discussion was achieved with each interview participant, resulting in a wealth of interview transcripts and field notes to reflect upon during the analysis stage. Transcribing of each recorded interview was completed by the researcher, with no third-party transcription service involved. Further details on this process will be discussed in the data familiarisation stage of the thematic analysis process described in this chapter.

4.1.3.1 Ethical Considerations

Shank (2005) described the spirit of the ethical researcher as being open, honest and careful, and as doing no harm. The University of Southern Queensland Human Research Ethics Committee granted approval (H17REA101) to this study before any attempt to recruit participants was made. With the use of semi-structured interviews, participants were encouraged to disclose thoughts, opinions, and feelings which in many instances would be classified as private. This method of interviewing and data gathering relied on the inter-personal skills of the researcher to establish rapport with participants at the start and throughout the interview process.

To ensure an ethical standard during each interview, the issues of confidentiality and at times anonymity had to be thoroughly assessed and discussed with each participant. Trust was fundamental and maintained through professionalism and respect for each participant whose perspective was recognised as unique and valuable (Mann, 2016).

Participants were provided the opportunity to nominate the location of the interview, and if it was to be in person or via phone. If a participant or the researcher felt uncomfortable, then it was agreed that an alternative public location would be suggested and agreed upon by both parties. Overall, the interview locations for individual interviews were: cafes ($n = 8$), university campus ($n = 3$), community group premises ($n = 8$), private home of the participant ($n = 8$), and phone ($n = 3$).

At any time during the recruitment and interview process a participant could re-consider being involved in the project. Participants were provided the opportunity to reflect on what it would mean to be interviewed and to accept, decline or withdraw at any stage of the project. Consent was obtained from participants in writing at the beginning of their interview, using the participant and consent forms shown in Appendix A. The consent form

was discussed between all parties before an interview began and if the participant declined at that point, the interview would not proceed.

Every effort was made to ensure that participants understood the aims of the research and the implications for them in participating. The steps taken to protect confidentiality of participants was also explained, with assurance that all participant identification would be de-identified and coded when used within the final research report.

4.1.3.2 Trustworthiness and Rigour of the Research

To reinforce the strength of the findings, Morrow's (2005) criteria to establish trustworthiness and rigour was adhered to in the design and delivery of Study 1. The recruitment of participants, interview schedule, and the research maintaining a non-bias stance, ensures that collection of interview data remained consistent and adequate in depth. Reflective practice of the researcher was completed by: (a) conducting regular checks of the interview process and transcripts, (b) regular discussion of the research design, data and analysis with the Principal Supervisor of the research project, and (c) multiple reviews by the researcher of all interview transcripts and notes.

4.1.4 Thematic Analysis

Thematic Analysis (Braun & Clarke, 2006, 2013) was applied to the transcripts produced from participant interviews and this allowed transition from a broad reading of the qualitative data to a more focused discovery of patterns and developing themes. As a method of identifying, analysing, and reporting patterns or themes within data, Thematic Analysis also allows the interpretation of various aspects of the research topic (Boyatzis, 1998) via the investigation of individual perspectives to highlight similarities, differences, as well as unexpected insights (Braun & Clarke, 2006). Fereday and Muir-Cochrane (2006) explain this

style of data analysis as a form of pattern recognition within the data, where the themes that

emerge become the categories analysed.

The themes identified during this first study guided the development of hypotheses to

be tested in the second study and were also included in the construction of the survey for

Study 2. The following sub-sections explain the different phases identified by Braun and

Clark (2006) in regard to using thematic analysis and of which was adhered to throughout the

analysis of the interview transcripts.

4.1.4.1 First Stage: Data Familiarisation

The first stage of the thematic analysis approach as outlined by Braun and Clark

(2006), involved the transcribing of each digitally recorded interview, then reading and re-

reading through the transcripts to become immersed within the collected data and ensure

accuracy. Familiarising with the data for each interview allowed initial observations,

comments, and ideas concerning attitude, voice inflection and body language to be noted.

4.1.4.2 Second Stage: Generating Initial Codes

Developing and assigning coding categories that represented identified topics and

themes were completed with each interview transcript re-read with initial codes added to any

word, sentence, or paragraph that was deemed noteworthy to the overall analysis and

relevancy of the scope. Ensuring that all interview transcripts were given equal attention,

repeated patterns and emerging themes were visualised.

4.1.4.3 Third Stage: Searching for Themes

As a third stage, the coded data identified from the interview transcripts were gathered

and codes were organised into groupings of higher-level themes. A thematic map to aid the

generation of themes is recommended by Braun and Clarke (2006). While conducting this

form of analysis, a thematic map was developed to assist in identifying emerging themes via

linking and grouping initial codes into overall themes. Following this, a review and defining

of the themes was completed, with six themes emerging as strongly linked to the research

topic and overall scope. Both the initial codes and final themes will be discussed in the

thematic analysis results section of this report.

4.1.4.4 Fourth Stage: Reviewing Themes

The fourth stage involved checking the themes against the interview transcripts, to

ensure that they reflected the data and answered the research questions. A review and update

of the thematic map highlighted that several initial codes were being shared with more than

one theme, which illustrated that relationships were forming between themes.

4.1.4.5 Fifth Stage: Defining and Naming Themes

The fifth stage involved a detailed analysis of each theme, with a consideration of the

scope, focus and story of each. The final naming of each theme was completed with names

selected that would reflect an immediate understanding of a theme's relevance to the research

scope and goal.

4.1.4.6 Sixth Stage: Producing the Report

This final stage involved connecting together the narrative and data extracts, then

contextualising the analysis in relation to existing literature. Quotes from throughout the

interview transcripts that best represented the themes and their codes, were selected. By using

thematic analysis, it was possible to link the various concepts and opinions of the participants

and compare these with the data that has been gathered from the literature review.

4.2 Thematic Analysis Results

During the semi-structured interviews all participants were encouraged to discuss

their employment history, motivations to remain within or reengage with career, thoughts on

mentorship, career adaptabilities, as well as motivation to service and generativity. These

interview topics were organised within a question bank sheet that the researcher referred to during each interview. The question bank sheet is provided earlier in this chapter as Figure 5. These interview topics were further broken down into additional subtopics that were asked when opportunities organically grew from the conversation between a participant and the researcher. All participants were very engaged during interviews and did elaborate on many of these additional questions that covered subtopics such as their future time perspective, how they identify meaningful work and their description of being social relevant. Twenty-six initial codes were identified during the first stage of Thematic Analysis conducted on the interview transcripts. Six key themes identified on collation of the initial codes: *Prosocial Behaviours, Negative Self, Adaptabilities, Social Relevance, Meaningful Work* and *Benefits to Workforce*. There were aspects of the participants' interview comments that caused many initial codes to overlap across more than one of these six themes, as depicted in Figure 6.

The following results outline the main themes that emerged from thematic analysis of the interview transcripts and the emerging codes that assisted in forming these themes. Each theme was produced from the collation of these initial codes but also had to be relevant to the initial research questions of this study. Usage of selected participant quotes that are poignant and most represent the findings will also be utilised with each theme so as provide the reader with clear understanding of where researcher interpretations have evolved from (Morrow, 2005).

Figure 6

Final Codes and Themes from Thematic Analysis for Study 1 Interviews.
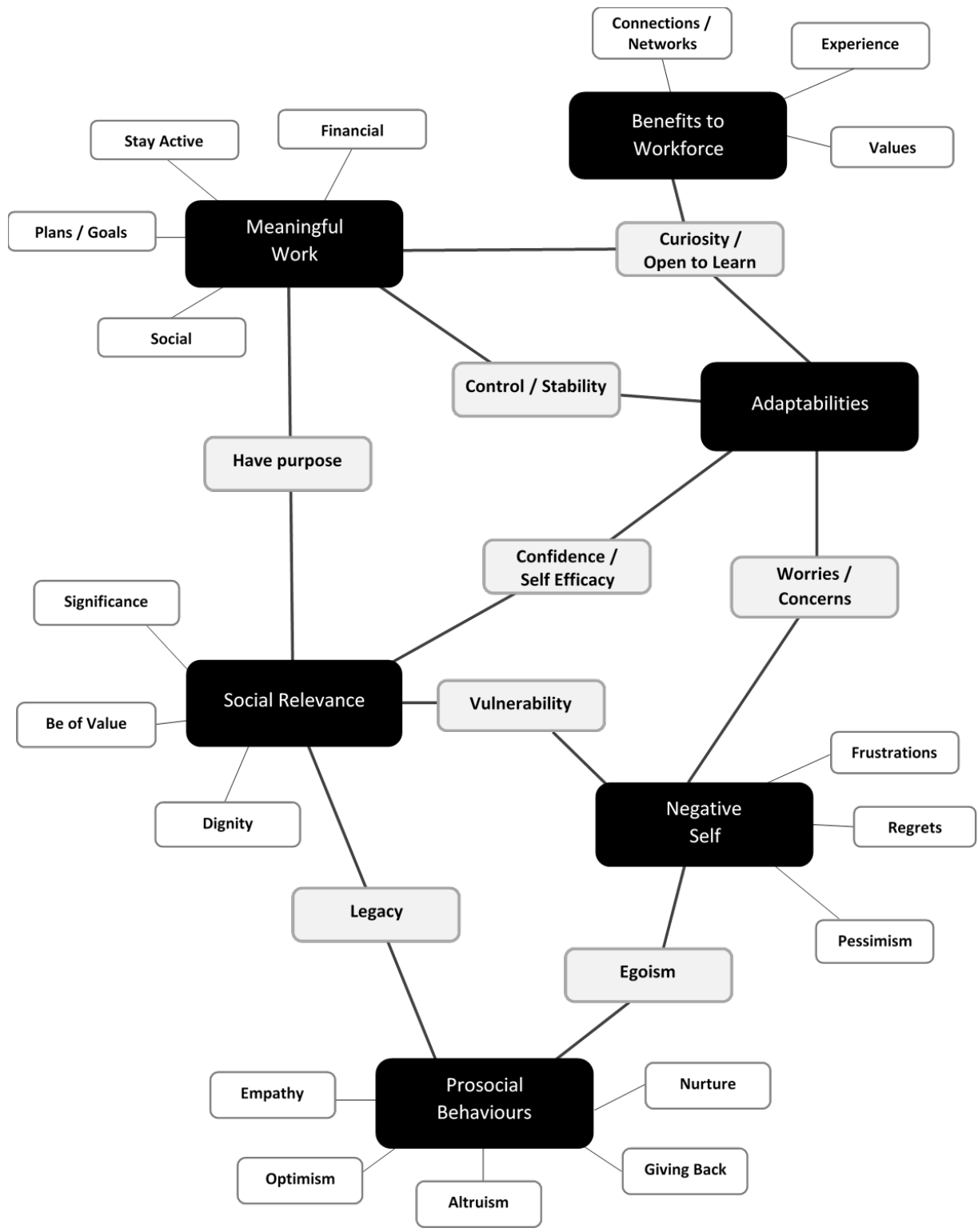
4.2.1 Prosocial Behaviours

With the intent to benefit others or society as a whole, prosocial behaviour refers to voluntary actions aimed at benefitting others (Eisenberg et al., 2006). Helping others via the actions of sharing, caring, and comforting are all prosocial behaviours and values that are shaped by emotions (Eisenberg et al., 2006; Vecina & Fernando, 2013). Maner and Gailliot (2007) observed that individuals help more when they are closely related to the intended recipient, while Bierhoff and Rohmann (2004) state that it can also be physical attraction. Midlarsky et al. (2014) present prosocial behaviour as an expected element of growing older and that it is produced from the need to help future generations and of which include the behaviours of altruism, generativity, and compassion.

Prosocial behaviour within the workplace benefits others via the maintenance of social systems and demonstrates generative behaviours such as mentoring and the promotion of wellbeing in others (Chiaburu et al., 2014). Throughout the interviews with the post-retirement age participants of this study, there were continuous incidents of prosocial behaviour such as the often mentioned need to give back to others. Concern for the mental welfare of younger workers, family interactions, thoughts on intergenerational relationship and a need to mentor, were also all evident in some form within each interview. *Empathy, Optimism, Altruism, Nurture, Giving Back* and *Legacy* were the codes uncovered during the interviews and linked to Prosocial Behaviour. *Egoism* has also been included as an additional code which may be of a surprise to the reader due to its negative connotation. This code as with all others mentioned above, will be expound upon in this section.

4.2.1.1 Empathy

The autonomous motivation to help is encouraged by the prosocial behaviour predictor of empathy. Defined as the experience of sympathetic emotions and concern for

another person in reducing their suffering, empathy is considered the driver of helping behaviour in many situations (Pavey et al., 2012).

Participant #03 was a retired primary school teacher with extensive experience working both within Australia and overseas and expressed strong empathy for newly graduated teachers by stating "you put yourself in their shoes and think long-term". Noting that many teachers are now not being offered long-term contracts, the participant highlighted how this uncertainty can produce stress from constant transferring between schools, as well as impact on home loan applications. Participant #16 as another retired schoolteacher within this study, explained that for them to be able to empathetically assist a younger person, it is important to first find what they both had in common so as to successfully mentor.

Empathy was also described by several participants who felt they had missed experiencing this behaviour from adults within their own childhood, and now felt compelled to compensate for that emptiness via a genuine display of empathy to younger members within their own family or community. As a retired teacher and government policy advisor, Participant #14 disclosed that a violent childhood allowed them to identify with high school students via volunteer work with an afterschool manual arts program. Stating that "the eyes are the windows to the soul, and I can tell when these kids are in trouble", this participant strongly felt a responsibility to provide a safe environment within the school's workshop. Participant #09 as a retired vocational educator also felt a genuine empathic need in committing to being an "interactive grandparent to their grandchildren", after growing up in a family with limited parental interaction. In both examples, a sense of empathy grew from a lack of receiving it during their younger years, and of which also fuelled their optimism for the future generations. Providing a good link between empathy and optimism was Participant

#06 who as a recently retired university counsellor explained the importance of seeing

"young people as the torchbearers and so need a lot of support".

4.2.1.2 Optimism

An optimistic individual is keenly interested in future career paths, engaging

enthusiastically in related lifelong learning (McIlveen et al., 2013), as well as demonstrate a

willingness to overcome career obstacles (Tolentino et al., 2014). Dispositional optimism

(Scheier & Carver, 1985) is a self-regulatory model based on how outcome expectancies

impact goal setting behaviours such as successful career planning. As an adaptive coping

method that relates to both effective career management and greater well-being (Rottinghaus

et al., 2005), optimism is also noted for the benefit it brings to career outcomes.

With over half of all interview participants demonstrating an optimistic approach to

retirement and career re-engagement, it was Participant #27 who provided an illustrative

example of dispositional optimism in regard to goal setting, career management, lifelong

learning and maintaining a healthy well-being. When nearing the official retirement age,

Participant #27 was made redundant from their job as an aged care staff trainer and had to

step away from a work environment they loved and a career that provided personal meaning.

Where a person could react negatively to this situation, this participant took the attitude of

seeing this as an accepted early retirement.

> I wasn't bitterly disappointed. I just thought I'll have time now to play golf and so I
>
> walked out the door on my last day at work, went down the street, bought a car and
>
> signed up at the local golf course.

Later in the interview, this participant further explained how after a short period of

time of enjoying the break from work, they then actively sought out casual paid work, and via

a close professional friendship, was able to obtain work as an exam invigilator at a local

university. This invigilator role is one they have happily maintained for over 10 years and has seen them climb to a well-earned position as Assistant Team Coordinator, which has both appreciated as well as utilised their previous training and logistic skills.

Participant #02 who has extensive work history within federal government as a senior public servant, displayed a cautious demeanour during the first half of the interview with an often-cynical perspective on society. During the interview however when the participant was asked about the road ahead for young workers starting out within the public service, the participant immediately stated that much younger workers are quick, accurate and respond well to encouragement of which is promising for the workforce. As a retired high school teacher, Participant #03 voiced similar jaded comments in regard to a number of social issues but was also quick to illustrate an optimism for younger workers in stating that there was a "far greater chance for a harmonious society with younger teachers having opportunities to experience positive outlooks and openness to other cultures".

Participant #26 also maintained a strong optimistic approach to both their retirement and that of the younger members of the workforce. When asked about their view on the future, this retired vocational educator stated that worrying only used up energy and that they never let an obstacle upset them now as there is always a solution. Stating that this was a sentiment learnt from life experience working within training and community services, this participant viewed younger people as the future and altruistically stated that "if I can assist in any way to make them smile, I'm keen to do that".

4.2.1.3 Altruism

Volunteerism and caregiving can be seen as forms of prosocial behaviour, however Burks and Kobus (2012) consider these to be more aligned as motivational factors of the prosocial behaviour of altruism. Klimecki et al. (2013) states that the engagement of altruistic

behaviour occurs when a person feels empathy for another person who is experiencing distress. In a case study of sixty exemplary altruistic South Korean adults (Lee et al., 2005), this prosocial behaviour was found to be well integrated into defining not only interpersonal relationships but also political views. The act of altruistic behaviour showed an unconcern for what others may think of them, a high empathy towards a recipient of their altruism, as well as a high sense of integrity where attention was not sought or needed.

There were many similar altruistic "quiet achievers" interviewed during this current research, with many working actively within organisations or community groups that both aligned with their values as well as providing opportunity to assist others selflessly. Participant #19 was always thinking about the interest of those he is involved with within his local Men's Shed (a volunteer community run machine workshop) and Rural Fire Brigade. With an unassuming leadership style, this participant worked selflessly to assist members in collaborating on projects as well as provide equipment training to new recruits. He described his leadership style as being able to assist others without making someone feel inferior.

Sacrificing their time and energy over several years, Participant #09 was another altruistic interviewee who both pre- and post-retirement had advocated for the mental health of aged care residents. Initially working as a chaplain and now retired, this participant still visits aged care facilities at least three times a week to chat with residents that do not have family. Though experiencing health issues, this interview participant "felt it was my calling to help those in need of companionship and make sure they do not feel forgotten".

Motivated to return to work on short term public service contracts, Participant #02 acknowledged that this decision was made due to their loyalty to friends and colleagues. "I didn't return because of the money… I just wanted to help and give back to my friends who were past colleagues".

With strong altruistic behaviours evident in all of the above-mentioned interview participant career stories, the motivation to give back to the community was clearly evident.

4.2.1.4 Giving Back

A sense of gratitude for all that a person has received and a willingness to return the same to others is how the code of Giving Back was constructed. As a prosocial behaviour predicted by empathy, altruism, optimism, or a combination, the act of giving back was identified within participant interviews where a narrative was shared about family support during emotional times, a need to share current financial security with supporters or supporting community members who are currently facing similar trauma that a participant previously had experienced.

A retired businessman, Participant #21 became an active volunteer with a local charity that provides meals to the homeless because "I think I have been very fortunate in life and I see people with lost opportunities that I once experienced as well". Retiring only recently, Participant #06 also mentioned a keenness to help others less fortunate while still having the energy and health to do so. With a strong feeling that it is only right that they give back to people who have not had the same community support that they experienced, this participant empathised particularly with those who had lost family. Relating to the "under dog" is how Participant #26 described their reasons for wanting to provide financial support to others, in particular to extended family. As well as finance, this participant is one that has retired and re-engaged with work as a contract client supervisor within correctional services. This post-retirement role has not been about needing additional income as the participant stated that "finance is not the driver but more about the enjoyment of helping others". Having lived within a low socio-economic area, this participant was focused on "helping younger people who have grown up in these communities".

4.2.1.5 Nurture

Building personal resilience, one must have the capacity to reach out for help and seek support that will nourish and build capacity to cope, and when considering successful leadership succession, it is critical that older leaders provide purposeful development to the next generation of leaders (Zacher et al., 2011). Nurturing was created as a code for this current study due to interview comments by a substantial number of participants in regard to their attitude to providing support and guidance to younger peers. With a strong concern for the younger age groups, Participant #01 stated that:

> Younger people have a big struggle ahead of them and they need a really sound
> family and support around them. It is very easy for them to go into meltdown because
> of the pressures they face and not knowing what to do next or who to talk to.

This observation by Participant #01 was mentioned a few times during the interview when explaining their reasons for continuing to be involved in community volunteer work that included a local business group.

As a retired intensive care manager, Participant #17 described how their greatest joy in nursing was the teaching element and mentoring younger nursing staff to grow in their role. Now retired, this participant has transferred this focus to mentoring younger members of a local volunteer rural fire service in first aid training. With a long military background, Participant #04 described their management style as understanding the needs of your employees or subordinates and ask them what they need to be motivated. This participant firmly held the belief that "It is a necessity for all workers to understand the challenge and don't call it a problem. A problem stays with you. A challenge can be overcome".

With many participants providing evidence of being a mentor, it was Participant #07 who illustrated the most forthright approach. As a "retirement age but I'm not letting anyone

tell me I need to retire" academic, this participant explained their strong focus on nurturing younger academics with a "tough love" approach to supporting them.

> When I mentor graduates now… and it is hard, I tell them to prove themselves and you won't have to look for work, it will come to you. If they act all entitled and believe they should have things, I brutally tell them that they are not entitled to anything and so get over it and listen or go. I don't have time for that idiotic and pathetic behaviour.

4.2.1.6 Egoism

The code of Egoism also sits within the theme of Prosocial Behaviour. Why it is possible to see displays of egoism both in a prosocial context as well as in within the theme of Negative Self? There were several interviews where a participant when explaining their need to give back to the community, also uncovered a close-minded attitude to their social environment which unfortunately would impact on their success to nurture or mentor. Bandura and Locke (2003) in discussing the overexertion of control and misreading of one's social environment, posited that this would lead to a commitment in unproductive ventures.

Linking a self-serving attitude to empathic feelings is highlighted by Batson and Powell (2003) as an empathy-helping relationship where an empathically focused individual assists others to purge unpleasantness felt in witnessing the suffering of others. This reasoning can be viewed as egotistical due to the act of helping others as a means of self-serving one's own distress.

Participant #07 as an openly defiant anti-ageist academic, provided abundant observations about the younger students they had and still do mentor. With a passion for building strong academics of the future, this participant displayed a strong compassion for those with the right mindset for academia and society in general but was also quick to state

they only had time for those who would support them in sharing deep theoretical or

philosophical discussions and "not just fluff about the damn weather". This participant also

explained their distress in witnessing a chaotic society as the reason for them now actively

seeking and building their "tribe" of like-minded academics.

Another educator interviewed was Participant #14 who as a retired high school

teacher, was very vocal in their thoughts on teachers who abide by different teaching styles

and techniques. With a strong focus and advocacy for advancing the importance of manual

arts in today's workforce, this participant was passionate about students, but also quick to

dismiss many teachers via statements such as "I prefer to call them tutors and tell them they

don't know what teaching is".

In both participant narratives, there was strong evidence of helping students or

mentees as a means of addressing their own concerns, whether it was building a team of

academics to fix a chaotic world or feeling responsible for rebuilding a diminishing student

base. With both participants displaying a need to pass on their knowledge and make an

impact, this leads into the final code for Prosocial Behaviour, which is focused on leaving a

legacy.

4.2.1.7 Legacy

The last code for the theme Prosocial Behaviour is the need to leave a legacy.

Removing the assertion of narcissism, the idea of legacy can be applied as a predictor of

prosocial behaviour for an individual who wants to be remembered for leaving a positive

mark on society (Hunter & Rowles, 2005) via being a role model of positive values, personal

strength and wisdom to friends, family, and community (Carver & Scheier, 2002). Leaving a

legacy is a form of ethical capital which can be broadly defined as mobilizing moral values

(Bull et al., 2010) and comprises of a system of rules for living and facing challenges, that are derived from the wisdom of elders that include religious guidance (Williams et al., 2010).

Participant #26 hoped to leave a legacy both within their family as well as community by being an example of how important the integration of compassion and creativity within every aspect of life can bring positive change to others. Leaving a legacy within community was also a strong focus and meaning for Participant #09 who as a chaplain within the aged care sector is focused on advocating for the need of emotional support to elders suffering severe loneliness. Participant #19 who as the president of a historical society, is extremely passionate about passing on both local history knowledge as well as machinery restoration skills to a new generation.

The code of Legacy also included quotes from participants who expressed a strong understanding of legacy but showed immediate doubt in their life experience being of value to younger age groups. Throughout their interview, Participant #22 who had a previous mining background, adamantly stated that they were not interested in leaving a legacy as they did not believe they were interesting enough or have skills that the younger generation would find useful. Similarly, recently retired personal counsellor Participant #06 stated that they were not an ambitious person and it was not until the end of the interview that they acknowledged that possibly the legacy would be their relationship building and strong respect from clients and colleagues. In both cases, the participants allowed self-doubt to cast a negative view upon themselves.

4.2.2 Negative Self

This theme was created when a number of codes were identified as predictors for negative behaviour or attitudes that would hinder the development and attainment of the other

interview themes, as well as encourage a maladaptive perspective that would not encourage positive self-regulated resources to change (Adaptabilities).

The codes that collected under the theme of Negative Self are Frustrations, Regrets and Pessimism as well as the codes of Vulnerability, Worries/Concerns and Egoism that were shared respectively with the themes of Social Relevance, Adaptabilities and Prosocial Behaviours.

4.2.2.1 Frustrations

Throughout the interviews, all participants were asked about their career history with anecdotes requested. With participants all open to sharing both positive and negative incidents from their career, strong feelings of frustration were expressed by a number who had previously experienced burnout in their pre-retirement work or more recently in a post-retirement volunteer role.

Several participants had extensive experience working previously within highly bureaucratic environments that included public service roles within either state or federal government departments. Participant #01 "had enough" and took an early retirement offer after beginning to wonder what the reason for their job was when "you were overworked and the department just kept putting up barriers everywhere".

Experiencing emotional exhaustion due to the over extension of assistance to others can also impact and disrupt a person's original goal (Eissa & Lester, 2018) which leads to frustration. Aside from stories of past frustrations, there were a small number of participants that still carried past frustration into current sources of personal stress and decision making. Participant #11 desperately wants to obtain a doctorate and during the interview displayed frustration in themselves for not reaching their dream due to always stopping to assist others. Now in retirement, this participant advised of feeling unsure of anyone now being interested

in their research focus area due to their age and gender. With frustration as the catalyst, this pessimistic assumption became a theme throughout the participant's interview.

4.2.2.2 Pessimism

When confronting adversity or trauma, people can experience a variety of emotions dependent on their degree of optimism or pessimism. Optimism focuses on positive outcomes during any situation, unlike pessimists who expect negative outcomes. Carver and Scheier (2005) state that personal doubt caused from pessimism encourages the manifestation of anxiety, guilt, anger, sadness or despair.

During each participant interview, questions about personal motivations, values and future plans were asked. One participant who had a friendly and polite demeanour, spoke openly about their engineering work history but held a severely pessimistic view of themselves and stated on numerous occasions that they "are not a confident person" and anytime they found a project to focus on they "lost motivation fairly quickly and walked away". This participant also advised that when they had reached the age of 55, they had decided to immediately retire but with no idea of what they wanted to do in retirement as they doubted they had anything interesting to contribute.

Anxiety and anger are combined forces that led Participant #14 to a very skeptical and pessimistic view on community organisations, based on personal experience in leadership roles within this sector. The impact of this has led the participant to allow doubt and mistrust to influence any thoughts of further volunteering in roles needing leadership or mentors. Similarly, Participants #13 and #16 both continued attending regular church events in retirement but have felt negatively towards any thought of collaborating with younger members. Feeling "dismissed" and "thought of as nothing" was a catalyst for Participant #13 to find it futile to even attempt to volunteer in any church activities. Participant #16 as a

retired missionary felt overwhelming despair for today's society and now did not think they

personally had any skills to assist younger people or be of interest to them. "I don't know

anything interesting and so no point in planning ahead, it will just wear me out".

4.2.2.3 Egoism

This is a shared code that has already been mentioned within the Prosocial Behaviour

theme with evidence of participants discussing the need to give back and leave a legacy, but

unknowingly having a self-serving reason. Now focusing on Egoism within the theme of

Negative Self, there were a small number of participant narratives that highlighted examples

of self-serving attitudes but without the want of passing on a legacy. Fear of losing self-

identity was a catalyst for a few egotistical comments by participants such as "You don't

grow and develop when you are with your peers… if you do stay with them, then you will

only become the same as them and not have an opinion", and "I have no tolerance for idiots

and if I don't want to continue a conversation I'll just walk off". This mindset was threaded

throughout several participant interviews as discussion turned to their achievements, but also

the subject of regrets surfaced. Participant #07 who is a "not retiring" academic freely spoke

about their arrogance and explained that:

> Actually, I was very assertive when I was younger, now I'm arrogant and have no
>
> tolerance for idiots and the system. I know that. We are all pathetic and dysfunctional
>
> which I regret being associated with. I know better. I'm now looking for my tribe.

4.2.2.4 Regrets

At the start of each participant interview, a career history overview was requested of

them. This opening question always provided a rich narrative of a participant's career, their

life experiences and also an oft sense of regret when discussion turned to missed education or

career opportunities. Where some participants mentioned how this gave them reason to adapt,

there were a number of interviews that illustrated how this sense of regret impacted

negatively on self-concept with counterproductive thoughts focused on how the present

would have been better had a different path been chosen. Participant #28 always wanted to

become a lawyer but left high school early due to parental influence and then married young,

while a third of participants acknowledged that they had felt self-conscious about not having

a strong education. In each of these participant interviews, regret for lost educational or

career opportunity was expressed and in most instances was rectified by the participants at

later dates. The ongoing self-inflicted stigma of initial low education levels was evident

however during many of these participant interviews with comments such as "I'm not one of

those qualified types, but I have the experience" and "I get stressed because I have not

achieved the professional level yet that I should be at".

4.2.2.5 Worries/Concerns

As one of the four codes linked to the theme of Career Adaptabilities, this code

focusing on worries (also referred to as concerns in the code) is shared with the theme of

Negative Self due to many participants commenting on experiences that were still creating

barriers for them in adapting to change. Acknowledging personal frustration and worries

about the state of today's society were acknowledged by many of the participants which

included two active academics, a retired mechanic, and a semi-retired farmer. All of these

participants openly admitted that this worry towards society made it difficult for them to be

patient with others and also encouraged an indifference (lack of concern) to future career

planning.

Concern about diminished opportunities to be acknowledged at their full professional

capacity were also expressed by participants who volunteered in roles such as church

ministry. These particular participants also expressed frustration and a growing indifference

to pursuing any additional tasks or new roles as they felt their duties were only viewed by others as tokenistic.

4.2.2.6 Vulnerability

Ageing and vulnerability often are associated with frailty, which highlights a limited perspective (Sarvimaki & Stenbock-Hult, 2014), as well as encourages negative stereotypical societal views that can impact on an older person's human dignity via feelings of exclusion or devaluation (Brocklehurst & Laurenson, 2008). However, vulnerability can also be an affirmation of a person's humanity (Hoffmaster, 2006) and provide opportunity to build emotional capacity via personal development (Sarvimaki & Stenbock-Hult, 2014). In the context of uncertainty throughout any stage of the life course, the feeling of social or psychological vulnerability can lead an individual to experience a negative outcome due to risk factor exposure.

Limited formal education was highlighted by a number of participants as an issue that made them feel vulnerable and at risk of losing dignity with potential employers (in paid or volunteer roles). When asked about their thoughts on younger workers, there were responses ranging from scathing statements of "the younger ones think they have the experience and insight" through to those participants who have experienced "utmost distress" in feeling publicly dismissed by younger colleagues.

In these examples, the negative feelings and impact on self-concept expressed by participants highlighted not only worries and concerns regarding acceptance by colleagues but also a self-questioning of their own abilities, dignity, and personal value to others. With these finding, the next theme of Social Relevance is strongly related via this shared code of Vulnerability.

4.2.3 Social Relevance

During all participant interviews, the question of mentorship and building relationships with younger age groups was posed. Seeking to better understand how relevant and connected each participant felt within society, the responses from the interviews provided the foundation for the seven codes that would eventually form the theme of Social Relevance. The codes are *Dignity, Be of Value, Have Purpose, Responsibility, Significance, Confidence/Self Efficacy,* and *Legacy.*

4.2.3.1 Dignity

Described as being gained by a person worthy of respect from both themselves and others (Nordenfelt, 2004), Dignity surfaced within many of the interviews as a strong code incorporated into the final theme of Social Relevance. The push or dignified pull into retirement was mentioned by Participant #01 who stated that "I believe if a retiree decides and chooses when to retire, they are happy. If they are forced then there will always be resentment due to pride". A similar sentiment about the dignity of ageing was by Participant #07 who hates the word retirement and adamantly declared that "the word retirement is a death sentence and I find the whole idea just tragic".

Where there were participants who were very strong in their belief of personal control in keeping their dignity in both pre- and post-retirement, there were other participants who allowed their fear of ageism to build personal doubt about their worth to others. Past bureaucratic experience with younger management left an impression on a number of these participants who described "being stuffed around by 22-year-olds and then not being invited to events due to being the old guy" to being placed in a situation where they were terrified of losing their dignity if "I felt I was going to be out of my depth, and someone humiliated me". There were at least a quarter of participants who also highlighted that when interacting with

younger colleagues they were concerned about damaging their dignity by being seen as

"supposedly out of touch, with no value to give".

4.2.3.2 Be of Value

Similar to the code Dignity, there were many interview quotes from participants that

delved deeper into a focus that was of retaining dignity but also being of value to others.

Many of the participants who had experience as school or university educators

expressed very strong views on the importance of staying valuable to younger counterparts.

While some discussed the importance of providing their experience and knowledge of

processes to maximise student outcomes, there were other participants who unknowingly

diminished their value but placing ageist terms upon themselves. When asked to explain their

thoughts on working with younger teachers, statements such as "I can't be young, they'll

think I'm old and not cool enough" and "young people don't realise old people can teach

them things" were made by the majority of the participants who identified as educators. By

framing their ageing as undesirable, these participants began to negate within themselves the

valuable experience they could promote to others and of which they did state was of interest

to them.

Being of value to the community by becoming an advocate for others was displayed

by many participants both in education and other industry sectors. A couple of these

advocates outside of education were interview participants that explained their very

protective stance for residents in aged care. One very humble participant was #09 who was a

volunteer chaplain for the frail and most vulnerable residents of local aged care homes.

Though this interviewee did not believe they were "that valuable to others", they strived to

bring value to others and in doing so had an extraordinarily strong personal sense of purpose.

4.2.3.3 Have Purpose

Whereas the previous code Be of Value focused on the qualities and actions that participants identified as rendering themselves desirable or valuable to others, the code Have Purpose continues this with a focus on what shapes a person's value to others, as well as identifying their own values.

Aiding others was a strong response by many of the participants when asked what they saw as their purpose or wanted to have as a purpose. Aged care was a focal point in the interview responses of Participant #09 who volunteers as a chaplain within local aged care facilities, and Participant #16 who due to being a carer for their mother, is now interested in gaining qualifications to provide aged care support within the community.

Seeking and gaining purpose via active community group participation and entering leadership roles was mentioned by Participant #01 who was very decisive upon their retirement to immediately join a local sports club. Participant #03 explained that due to having to retire early because of their spouse's health issues, they also sought new purpose and quickly joined a sports club as it became the substitute for their previous teaching career by providing them opportunity to enter an unofficial training role.

Providing a supportive environment to other like-minded and similar aged peers was the purpose that led Participants #17 and #19 to take on leadership roles within a volunteer machinery workshop for older men to collaborate on community projects. During each of these participant interviews, it was clear that the mental wellbeing of members was of the highest priority to them and they each saw this as purposeful.

Many of the participants, described their decision to engage in volunteer work as soon as they entered retirement. With extensive experience in university career services, Participant #05 explained that they immediately took advantage of retirement to follow their

long-term interest in environmental science and became a volunteer for the state-run national

parks service. This participant has become highly active within this volunteer role and found

the work as purposeful in both aligning with their interests but also giving them the

responsibility as a mentor to others. Regarding the provision of support to others, this

participant stated that "mentors aren't always work related… you can be just an older person

who listens and is responsible for being a sounding board".

4.2.3.4 Significance

Providing knowledge and wisdom was referenced by several participants during the

interviews when asked about where they saw they would be most significant to the younger

age groups. A love of learning, creativity, curiosity, open mindedness, and perspective are the

strengths aligned with wisdom (Peterson & Seligman, 2004) and these strengths can be

conducive to well-being. Participant #05 felt that they still were of significance to past

university work colleagues due to receiving regular requests from them to act as a

professional reference for their job applications. As Participant #26 stated, "Skill is not the

only thing to provide others, it is your time and reputation. If they do not have you, what do

they do?"

Being "useful, pleasant, caring and encouraging", was what Participant #09 believed

as key to being significant to younger members of the community. This holistic

understanding was also of a similar viewpoint that Participant #29 has accepted due to being

known by family and friends as the "shoulder to cry on and the comforter". Both participants

acknowledged during their interviews that this evolving persona they have within their

community does align with a feeling of significance but also brings them comfort.

These abilities and strengths however if utilised continuously at high challenging

levels could exacerbate stress and possibly negate any meaning (or career engagement)

initially sought (Grant & Schwrtz, 2011, Neault & Pickerell, 2011). Participant #06 as a

recently retired social worker, displayed uncertainty when asked in their interview about their

perception of being significant. Due to the previously high workload experienced in

providing psychological support to clients, this participant was now experiencing in

retirement, a doubt about their value and questioning whether they had left any legacy within

their profession.

4.2.3.5 Legacy

Shared with the theme Prosocial Behaviour, the code of Legacy is also linked to the

theme of Social Relevance due to being a predicator of prosocial behaviour for an individual

who wants to be remembered within society for leaving a positive impression on their

community (Hunter & Rowles, 2005). The inherent need to contribute to the betterment of

society and leave a legacy via guidance provided to the next generation, was what Erikson

(1950) defined generativity. Engaging in creative and productive activity to improve the life

of others is how Erikson described the reasoning behind generative behaviour in mid-life

adults. As highlighted in the post-retirement aged participants interviewed for this current

research, generative behaviour and the belief in leaving a legacy was a main discussion point.

Many of the interview participants stated that they hoped to have left a positive

contribution in their previous workplaces. Whether it was being deeply involved in the

development of positive culture change within their past workplace (Participants #01 & #17),

publishing a book (Participants #05 and#12) or passing on their trade skills to apprentices

(Participants #10, #23, and #24); all of these participants highlighted that they were still

interested in continuing this legacy during their retirement years.

Legacy is not solely related to past employment however, as seen by Participant #03

who described the joy they always feel when a past student they coached in hockey, grows

into adulthood and successfully takes on a similar coaching role for a new generation of school age players. To this interview participant, it is the honour of being a role model of positive values and leadership that they see as their legacy.

All 30 interview participants engaged in generous discussion about their thoughts on legacy, though there were a few who felt unsure that they had contributed any meaningful skills or knowledge to others. The participants who were and still are actively involved in church ministry and leadership, saw their work not as leaving a legacy but adhering to their calling. Only in retirement from these leadership roles did many experience a feeling of loss due to their position of passing on knowledge, to that of an "old and behind the times" member of the congregation. The participants who spoke of this experience also described a personal sense of identity crisis and vulnerability amongst their community.

4.2.3.6 Vulnerability

As mentioned in the previous theme of Negative Self, the shared code of Vulnerability is often associated with ageing and frailty instead of wider societal factors (Brocklehurst & Laurenson, 2008). Riberiro (2017) warns of this narrow focus on frailty, with a reminder that vulnerability is the result of multiple interactions between social, cultural, workforce, economic, or symbolic issues. A decrease in the probability of making social connections and establishing relational bonds in life (which includes work), is how Ribeiro (2016) describes psychosocial vulnerability.

Throughout the interview process, all participants were asked if they felt others needed them, as well as if they believed they had a legacy to leave the younger generations. Whereas the interview responses previously mentioned within the Negative Self theme focused on where participants viewed vulnerability from a negative perspective, the following interview quotes highlight how social relevance can be attained via vulnerability.

Vulnerability can be defined in a variety of positive ways such as having an openness to risk, inventions, possibility, and ambiguity as well as having control on the level of engagement related to a person's purpose (Brown, 2012).

With an outgoing personality, Participant #18 displayed a gentle reflection during their interview when mentioning how in retirement they became a fulltime carer for their parent and how this caused a personal disengagement from social life. This mentioned time in the participant's life was a defining stage for them and during the interview they displayed a deep level of responsibility to family. The social vulnerability described by the participant became a catalyst for them to later engage in purposeful volunteer work with a local heritage society where they now use their panel beating experience to rebuild vintage machinery with likeminded peers.

Participant #05 spoke of their experience working with a young workforce and acknowledged their vulnerability in stating that "the only thing I ever felt behind in was when it came to social media and technology as the younger ones are brought up in it while I only started to understand in my later years". As a retired schoolteacher, this participant described their apprehension in working with younger teachers due to not having the technical vocabulary, and possibly losing professional respect. The fact that this participant took this feeling of vulnerability and opened themselves to what they perceived as a risky situation within the workplace, demonstrated how they took control of their professional learning. During the interview, this participant explained how building on their skills and knowledge in technology also built upon their confidence.

4.2.3.7 Confidence/Self-Efficacy

As one of four codes listed under the theme of Adaptabilities, the code of Confidence/Self-Efficacy is also shared with the theme of Social Relevance, due to several

interview participants describing how they had the confidence to immediately engage in new social endeavours upon retirement. In reference to Career Construction Theory (Savickas, 2020), confidence refers to a person's belief in the ability to overcome challenges and barriers that can occur while pursing career aspirations. The following participants all explained how their concern about losing social relevance and need to rebuild self-confidence was remedied by joining sporting organisations.

Both Participant #01 and Participant #27 were pushed into retirement due to staff redundancies; one had worked within the public service and the other in aged care training (which included physical therapy skills). The path from redundancy to immediate retirement was something that both participants admitted to feeling a negative impact on their self-belief. With a very community focused perspective and previous experience in leadership, Participant #01 retired and immediately joined a sporting club that they had always held an interest in. Since joining this club, the participant has steadily built on their confidence, and now holds a strong identity within this community as club president. During the time of their involvement in the club, they had also successfully organised government grants, using the business, networking, and government knowledge they accumulated within the public service. Participant #27 sought out their local golf club the day after retiring and was determined to rebuild their social identity within this new community. Identifying as a very social person, this participant acknowledged that their redundancy did shake their confidence and was the catalyst for them to become both a team leader within their club and provide physical therapy advice to club members.

Both interview participants displayed confidence in their ability to exert control over their personal motivation and behaviours, as well as their social environment, which is often termed as self-efficacy (Bandura, 2006), and cognitively underpins optimism or pessimism in

a person's future plans, and potential challenges (McIlveen & Midgley, 2015). It is the self-efficacy displayed by interview participants that led to the creation of this dually worded code of Confidence/Self-Efficacy and of which is also a shared code with the theme of Adaptabilities.

4.2.4 Adaptabilities

The confidence level of participants towards their employment plans were in focus throughout the interviews. With questions asking how it felt to transition into retirement and then re-enter employment, the responses by participants began to form a theme revolving around career adaptabilities which is also one of three components within Career Construction Theory (Savickas, 2020). This theory defines four dimensions of career adaptability. Concern for the future, sense of control, curiosity of opportunities and confidence in adapting to future occupations, are the four dimensions of career adaptability and each appeared within the interviews when participants were asked to describe their current post-retirement employment situation and future plans. Participant #01 was particularly clear on the theme of adapting by stating that, "you have to adapt and understand the reason for change".

4.2.4.1 Worries/Concerns

Having a concern about one's future work life, provides an awareness that is necessary for strategic career planning (Savickas, 2005). As a dimension of career adaptability (Savickas, 2005), concern is about having a planful attitude and displaying coping behaviours such as awareness. An indifferent attitude to career planning impedes on an individual's management of both present and ongoing career challenges (Savickas, 1997). Overall, planning behaviours in post-retirement provides life satisfaction and psychological well-being (Muratore and Earl, 2015b; Wang, 2007). The dually worded code of

Worries/Concerns was created due to each interview participant describing how they

approached the planning of both their life and possible career opportunities (paid or

volunteer). Those that illustrated a concern for their future, often described a stability and

openness in their exploration of opportunities, whereas there were a small number of

participants who were the opposite. The participants who admitted to experiencing worry and

stress in their current situation, all had goals they wished to achieve but were unaware of

what steps they needed to take first or possible options available.

Examples of participants who displayed a strong concern for future opportunities

included Participant #26 who admitted that they "used to be a worrier but realised that used

up a lot of energy." With a focus now on not allowing obstacles to upset them, this

participant takes the attitude that there is "always a solution whether I like it or not, but there

is a solution. Learnt this from life experience". Participant #03 also learnt from past career

experience (as a teacher) of the importance to stay aware of options and plan toward these. "I

plan enough to have lots of alternatives, as I know what I want to do".

Having a low level of self-belief in their skills was demonstrated by each of the

participants who had limited awareness of what they wanted to pursue in future careers (paid

or volunteer). Causing frustration, pessimism or regrets, this display of worry was the reason

that this code is also shared with the theme of Negative Self. Participant #18 was an

extremely outgoing and vocal interviewee with a wide range of career experiences that

included within the Australian Air Force. With a wealth of experience, this participant when

asked about passing on their skills to younger workers, responded casually that they "didn't

believe they had any legacy to pass on", and was not interested in seeking out or planning for

any further career opportunities due to experiencing bouts of stress. Participant #08 also

admitted to often feeling stressed due to frustration and a reliance on instinct when taking

charge of situations. "I'm more an ideas than a details person, so I usually end up crashing through things, which has put me in some uncomfortable situations".

The worry of not being financially secure was of main concern to Participant #11, a post-retirement aged entrepreneur who acknowledged an oft sense of worry about their future due to having many career ideas, but seemingly little progress occurring towards them. Seeing themselves as not achieving a professional level yet, they openly shared that they experienced constant stress within themselves due to feeling unaware of what career opportunities to best follow, which in turn is impacting on their level of confidence with their abilities.

4.2.4.2 Confidence/Self-Efficacy

All interview participants were asked about how comfortable and confident they currently felt in adapting to change. This question was asked to gauge each participant's self-efficacy when seeking (or hypothetically seeking) career opportunities. Self-efficacy is described by Bandura (1997, p.3) as "the belief in one's capabilities to organise and execute the course of action required to produce given attainments", and guides how a person thinks, behaves, and feels. Within the construct of career adaptability (Savickas, 2005), the dimension of confidence is described as that of a strong efficacious attitude and industrious behaviour in the pursuit of career goals. People with high confidence in their abilities tend to see challenges as hurdles to overcome rather than as threats to be avoided (Bandura, 1997). The career adaptability dimension of confidence defines self-efficacy as the ability to problem solve and overcome obstacles in professional activities (Savickas, 2005; Savickas & Porfeli, 2012). The code Confidence/Self-Efficacy was created and dually worded due to the interview responses that described participants' level of comfort and confidence in overcoming career.

Bandura (2006), termed self-efficacy as the ability to display confidence in exerting control over personal motivations, behaviours, and social environments. There were twenty participants who identified as having officially retired and fifteen within that group are still retired with no re-engagement in paid work. A confidence in past abilities was evident during the interview for each of these participants, however a small number also displayed a waivering in their self-belief, when asked about passing on their skills to younger workers.

Participant #20 had a previous career as a foreman who trained many trade apprentices. Though confident during the interview, this participant hesitated when asked if they would still be interested in any opportunities to mentor young apprentices. The participant's response was that "I've done it all before and I was used to barking out orders, so now, they don't want to know, and my knowledge is not needed". Similarly, Participant #02 was noticeably confident during the interview and described an extensive public service career that provided a very high level of expertise that is still relevant. When asked about the possibility of returning to the workforce in some capacity as a mentor, this participant stated that they had the knowledge but was also deeply passionate about social issues which they believed others would attack him on.

Since being retired I've learnt to accept that you can't control what is happening around you. I've often wanted to jump on my soap box, but then worry that I'll just leave myself open to being bitten on the backside by others or myself.

The code of Confidence/Self-Efficacy is shared with the theme of Social Relevance due to interview participants both displaying a lack of confidence in their skills but also a concern of being insignificant to the younger workforce and unable to provide the value required. Participant #05 has an extensive career history in leadership roles within high school and higher education but is positive that their lack of technology knowledge

(particularly in social media) would now cause their value to diminish in the eyes of younger peers. Whereas Participant #08 stated that they "can't deal with over confidence" in younger colleagues and admitted that is does create a feeling of doubt within their own abilities. Participant #11 displayed confidence in their communication and marketing skills but showed on several occasions during their interview an insecurity regarding "keeping up with the administration requirements" which they felt others were judging them on.

Though there were many participants who spoke of their self-efficacy being tested and confidence levels being impacted by a fear of losing social relevance, there were participants who spoke of how they gained a strong sense of confidence via taking control of their narrative. Participant #30 was the last person interviewed for this research and the participant who experienced the most dramatic change after retirement. As a manager within an incredibly stressful industry (banking), this participant was highly successful and decided to officially retire at 65. After retirement they soon realised that they wanted to stay career active and so entered university as a mature age student, gained a three-year degree in nursing and began a new fulltime career as a registered nurse within a major hospital. Taking control of their career plans and mapping out the steps was how this participant explained their decision making and how they kept a strong confidence in their abilities and pursuit of career goals.

Participant #15 also displayed a strong sense of both quiet confidence and control in how they wished to be considered in their younger church congregation. As a retired church minister, this participant was very considered in their responses but also incredibly interested in the questions about encouraging intergenerational communication. This participant explained that they always make a point to show a willingness to adapt to situations in their congregation, to ensure they are still able to contribute both in knowledge and emotional

support to others as well as feel a sense of control in regard to ongoing retirement

opportunities in ministry.

4.2.4.3 Control/Stability

During their interview, each participant was asked about their level of comfort in

taking responsibility for their actions, solving problems as they arose and self-reliance when

overcoming obstacles. Another dually worded code of Control/Stability was created due to

participants explaining how they sought stability in their lives. This stability maps to the

career adaptability dimension of control (Savickas, 2005) which is focused on taking a

strong, proactive approach to career decision making, being decisive in attitude and

displaying disciplined assertiveness. Lacking the strength of this career adaptability

dimension can lead to the manifestation of indecisiveness and uncertainty of future career

paths (Savickas, 2012).

There were ten out of the thirty interview participants who declared that they were not

fully retired and still engaged in ongoing work. Including a mechanic, vocational trainer and

two university professors, this participant group all stated that they sought control in their

work, as it provided them stability and a sense of self-reliance. A global leader in their area of

research, Participant #07 is determined to keep working and seek out research opportunities.

Recently returning to Australia to "find their tribe" of like-minded academics and advocates,

this participant openly described their disdain for authority and jokingly warned that they can

"get worked up" when talking about bureaucracy. With a strong certainty in their career path

and future possibilities, Participant #07 displayed a proactive approach to their career

decision making, and disciplined assertiveness in seeking out a community of like-minded

professionals who can be future research collaborators. Participant #12 as the oldest interview

participant (85 years old) was also one of the interviewees who had yet to retire and displayed

a strong self-reliance on overcoming career obstacles. Having returned to Australia after working overseas for several decades, this participant used their background as a mechanic to gain employment with a local mechanic workshop who also provide motor vehicle emergency roadside assistance. This participant was not uncertain in their approach to building career opportunities and is now a fulltime vehicle mechanic who also aids younger colleagues in troubleshooting automotive repair issues.

Due to their spouse's declining health, Participant #03 had to make the decision to retire early. As a primary school teacher, this participant felt an immediate loss of control at retirement but soon remedied this by joining a sports club to seek community participation and life satisfaction. Taking control and redirecting their career path provided certainty in this participant's social relevance and opened opportunities for them to develop and deliver training programs within their sporting club.

Taking a very pragmatic view, Participant #06 explained that they like to have control but also very aware that there is always a good percentage of the uncontrollable in life. "Like most people, I've had a fair whack of those happen. So, the things I can control I will follow through on, otherwise just let it go". As a retired personal counsellor, this participant also admitted that they are having to ensure they abided by the same advice they have offered to others. Controlling your post-retirement career path with energy and drive, is how Participant #30 described their approach to reinventing themselves from a bank manager to a qualified registered nurse. Entering university after retirement, this participant completed a nursing degree, entered the healthcare workforce, and still abides by their personal motto of "never stop learning".

4.2.4.4 Curiosity/Open to Learn

An openness to investigating options, observing how others approach solutions, and having an eagerness to learn new skills were all areas integrated into the questions asked to interview participants. An inquisitive attitude, that is open to imagining different situations, roles, and possible selves; is how the career adaptability dimension of curiosity is described by Savickas (2005). During the interviews, all participants provided responses regarding their openness to learning opportunities after reaching retirement age, and so Curiosity/Open to Learn was the final dually worded code created within the Adaptability theme.

Participant #07, as a very driven and passionate academic stated that, "if I don't have a couple of new ideas everyday then I'm a fossil". Determined to stay mentally active, this participant views lifelong learning as a journey, and is frustrated by people who do not have any vision. At the conclusion of their interview, this participant was very enthusiastic in having the opportunity to talk about the importance of sharing knowledge with others, and commented that "I've had a great time, thank you!" There were a small number of participants who had similar career backgrounds in academia. Earl et al., (2015b) suggest that those of retirement age who have high levels of education and had actively engaged in educational events such as conferences or seminars, were more likely to experience stronger later-life self-efficacy.

Under the theme of Adaptabilities, Participant #30 has already been mentioned as a bank manager who retired, studied, and re-engaged with career as a registered nurse. To further illustrate their belief in continual learning across the lifespan, they shared a story about how during their university studies they "learnt a lot from younger nursing students and still remain good friends with many of them". Whether it is formal or informal learning, there were many interview participants who spoke of the importance of displaying how they can stay relevant and provide benefits to the workforce. Participant #7 stated that "to mentor, you

must love what you are doing, continually study either formally or informally for the rest of your life… otherwise you will become redundant".

4.2.5 Benefits to Workforce

With the initial codes of Values, Connections/Networks, Experience, and Curiosity/Open to Learn, the theme of Benefits to Workforce collated participant responses that showcased why they believe they are still relevant, useful, and needed in the workforce. Each interview participant was asked to describe their career history from their first job through to the present. A myriad of occupations emerged over the course of the interviews including many high-level corporate management positions, higher education academics and professionals, schoolteachers, religious leaders, administration, trades, agricultural, health and social care. With each participant, an array of skills, abilities, and experiences were spoken of during their interview and of which highlighted the wealth of industry knowledge and valuable life skills accumulated by each of them.

4.2.5.1 Values

The beliefs and values of the participants regarding their work ethic also became a very evident component of their interviews. While speaking of their career histories, all participants whether they were aware or not, automatically included an explanation of their work values with responses including terms such as "loyalty", "staying focused", "responsible", "supporting peers", "you adapt", and "good communication". Aligning with these responses are similar observations by Truxillo et al. (2015) who stated that older workers on average, have the advantage of demonstrating strong levels of conscientiousness, positive emotion, and emotional stability responses.

Lifelong compassion and creativity were highlighted as important values by Participant #26 both in personal and professional life. The importance of not just skills but

being both physically and emotionally present for younger age groups was also mentioned by this participant. "Skill is not the only thing to provide the younger generation. If they don't have you there… what do they do?"

Enjoying challenges but not wasting time on meaningless tasks, was highlighted by several participants when explaining how they value both their time and energy. Participant #01 stated that they do not want to "just write reports that are powerless in changing anything" while Participant #30 "retired and began studying nursing, to make a difference".

Communication skills were also mentioned as highly valuable by a considerable number of participants when noting their concern about younger workers. Participant #27 spoke of the importance of both strong verbal communication skills, interpreting body language, and "don't judge people by appearance". Participant #09 highlighted that communication between generations was essential for work productivity and "needed to occur in both directions". The strength of good communication skills in the building of professional collaborative relationships was something that Participant #06 viewed as a highlight of their previous career, and now in retirement is interested in reengaging in work to ensure that their professional training, development, and connections are not wasted.

4.2.5.2 Connections / Networks

Sitting within the theme of Benefits to Workforce, the code of Connections/Networks was created due to participant interview responses to questions focused on opportunity seeking. All participants began their interviews by providing an overview of their career history. It was while sharing their career history that participants described a range of professional connections such as industry peers, trade suppliers, education institutes, hospitals, community organisations, small businesses, corporations, and government agencies (including military). It quickly became apparent when reviewing a list of all networks

mentioned in the interviews, that there was a wealth of professional knowledge and connections on offer by this cohort.

Additional interview responses were gathered from each participant regarding their professional networks and their willingness to act as mentors to younger workers. With this focus now on mentorship motives, the majority of interview participants were interested in sharing their professional connections to younger workers and employers, however Participant #01 cautioned that "it can be demoralising for people to hit their 60s and have their experience seen as just too hard for employers to handle". Another common view on sharing professional networks with younger workers was best expressed by Participant #15 who stated that "you need to be aware of the generational difference, need to find the gap and seek out a willingness within a younger person to be interested in learning from you and your experience".

4.2.5.3 Experience

Following on from discussion of networks and professional connections, another code that emerged naturally from participant interviews was that of professional as well as life experience. As another code within the theme Benefits to Workforce, the focus on Experience gathered both an array of industry knowledge as well as participant beliefs on how valuable their experience would be to younger workers and employers.

When asked about their areas of expertise and how it would benefit a younger member of the workforce, only two participants did not believe they had any expertise. For each of the participants that recognised their industry experiences, there was an openness to passing on their knowledge, however a common concern expressed during the interviews was that their post-retirement age would be a detractor in gaining the interest of younger age groups. "A younger insecure person feels threatened by an older person and will worry that

they'll lose their job to an older person with experience", was how Participant #01 explained their concern. Several other participants agreed, illustrating their concern and assumptions that their age and experience would be "hard to sell" and "overlooked" by many employers.

Viewing their experience and previous industry reputation as still being attractive to employers, retired participants such as #05 stated that they "don't have to go looking for work, I just wait for people to contact me" and participant #02 who is regularly sought out by their previous government employer when expert logistic knowledge is required.

Several participants also spoke about their passion to encourage younger workers via the sharing of industry and life experiences. With the belief that "young people are going to be the torchbearers", participants such as #03, #06, and #26 want to ensure "they can provide support" and encourage the younger generations to "be flexible and adaptable". As a retired teacher with international classroom experience, Participant #03 was aware that young teachers "now have even more pressure placed on them" and so is a strong advocate for encouraging teachers to keep seeking opportunities to learn new skills as "what you learn becomes part of your teaching toolset".

4.2.5.4 Curiosity/Open to Learn

As one of four codes within the previously mentioned theme of Adaptabilities, the code of Curiosity/Open to Learn is also linked to the theme of Benefits to Workforce, due to a high level of participant commentary regarding their openness to learning new skills. This strong focus on the importance of continual learning was evident in the responses of the four participants who identified as retired schoolteachers, as well as a further four participants who are still active educators within vocational or tertiary institutes. As one of the identified educators, Participant #08 stated that, "curiosity is an attribute that is always of importance".

An openness to gaining knowledge from experience and not via qualifications was

mentioned by several participants who shared commonality in career histories that spanned

multiple industry sectors. With strong trade and agricultural backgrounds, there were two

participants who passionately spoke about the important lifelong skills they had learnt 'on the

job' and are still learning in post-retirement via active involvement in community

organisations. Learning "on the job" was also encouraged by the previously quoted educator

(Participant #08) who not only advocated for lifelong learning but also cautioned to "not

blindly follow your peers in learning", but to ensure you take an individual learning approach

as this leads to discovering personal meaning.

4.2.6 Meaningful Work

Having explored the themes of Prosocial Behaviour, Social Relevance, Adaptabilities,

Benefits to Workforce and Negative Self, there is one final theme that focuses on what a

post-retirement aged person identifies and seeks, in regard to meaningful work. In previous

published research (Luke et al., 2016), the motivation of those in post-retirement to re-engage

with career was investigated. An overall desire by this cohort to have their previous work and

life experiences valued in the workplace, was a common theme. This previous research also

highlighted the importance of employers to recognise and encourage older workers who re-

engage with career, so as to encourage their self-efficacy, career adaptability and sense of

meaningfulness.

Where a person's work provides experience, and encourages personal growth (Steger

et al., 2012), meaningful work is described as a "human right central to mental health and

wellbeing" as well as meeting the basic needs of survival and power, social connection, and

self-determination (Blustein, 2006, 2013). It is these basic needs that guided the grouping of

the codes Have Purpose, Social, Stay Active, Curiosity/Open to Learn, Plan/Goals, Control/Stability, and Financial within this final theme of Meaningful Work.

4.2.6.1 Have Purpose

The code of Have Purpose is shared with both the theme of Meaningful Work and with the previously mentioned theme of Social Relevance. This link between the two themes is due to interview participants describing how their previous work and, in many cases, their current post-retirement work, shaped both their personal feelings of relevance to others, as well as providing meaningfulness via the basic need of social connection (Blustein, 2006, 2013).

Gaining a purpose through caring responsibilities, was identified by over half of the participants, and involved the provision of emotional, physical, spiritual or combination of these supports, to either family or the community. When each participant was asked about their level of motivation to serve others (Duffy & Raque-Bogdan, 2010), meaningful work was identified by those participants who were able to self-determine their level of caring responsibilities and also find social connection in the process. Within the large group of participants involved in sporting clubs, churches, aged care support or teaching; there were two participants who provided insight into their strong sense of purpose. Mindful of the emotional support and sense of community sought by many retired men, both Participant #17 and #19 readily took on leadership roles within a community machinery workshop (known also as a Men's Shed) to provide purpose to both their membership as well as themselves. With backgrounds in agricultural machinery and intensive care nursing respectively, these two participants combined their knowledge and sense of purpose, to provide meaningful work to everyone (including themselves) within this supportive community group.

Other examples of participants finding purpose in meaningful work were those that had a determination to create educational opportunities for women, such as the focus of Participant #07 (a Professor) and Participant #11 (a Vocational Educator).

Seeking purpose after retirement was also discussed by each participant who identified as fully retiring from the workforce. When asked about their motivations to re-engage in career (paid or volunteer), many of these participants acknowledged an interest in doing so due to seeking a purpose that involved the basic need of social connection. Participant #21 explained this source of purpose by stating that community service work is not about paying "lip service" but about giving back and building social relationships that have no ulterior motives. "A lot of good authentic volunteers out there are older".

4.2.6.2 Social

Across the life course, the motivation and resources required to support altruistic behaviour are subject to change with any volunteer work and full-time employment that promotes greater levels of social engagement (Midlarsky et al., 2014). Protecting both mental and physical wellbeing, this social engagement can provide a strong support base that enhances self-efficacy for career exploration, decision making and adjustments (Blustein et al., 1995) as well as providing productive and healthy ageing (Parkinson et al., 2010).

As social connection is one of three basic needs leading to meaningful work (Blustein, 2006, 2013), the code of Social was created due to this link and because of the overwhelming response from participants in regard to recognising a personal need to connect with others. As a successful tourism operator (accommodation) who semi-retired when they reached the official retirement age, Participant #25 explained that "the most important thing for still working, is the social side." This participant also stated that they intended to keep working as

long as they could and that they had recently begun additional contract work as a social

worker for disadvantage youth.

Social isolation was a concern mentioned by many participants due to the impact this

would cause on both mental and physical wellbeing. Seeking out social connections that

provide opportunity to find common ground and "challenge each other", was how Participant

#07 described their need to "find their tribe". Similar in seeking out common ground, another

participant (#22) admitted to being very introverted, however was thoroughly enjoying the

opportunity to work on rebuilding a diesel generator with likeminded members of a large and

collaborative community-based mechanic workshop (known as a Men's Shed).

As stated previously in this section, many interview participants immediately upon

retirement, sought out social connections by joining community or sporting clubs. Participant

#27 was one such interviewee that stated that when forced into retirement due to a

redundancy, they immediately signed up at their local golf club to build friendships and

volunteer their first aid skills to other members. The openness and straightforward approach

of this participant was evident in their explanation for seeking out social connections

immediately on retirement, and of which was similar in response to several other participants.

"I'm very social and good with people, ideas and implementing things. I still wake up each

day with a goal. I need that".

4.2.6.3 Stay Active

A strong need to stay active was a motive that ran through many of the interviews,

making it one of the first initial codes used to categorise transcripts. Over half of the

participants admitted to 'semi-retiring' in that they did retire from their full-time employment

but immediately went looking for work (paid or volunteer) again, as they did not want to

stop. Two participants provided examples of retiring, completing university study, and then

re-entering the workforce. Working as a research project manager, Participant #08 retired, completed a PhD and then was offered ongoing contract work with an overseas university as an academic consultant and visiting senior lecturer. Participant #30 retired from banking, studied a degree in nursing and then successfully engaged with work fulltime as a registered nurse, initially in hospitals and then aged care. This participant summed up the sentiment shared by many other interviewees regarding the need to stay active by stating that "if you have the energy and drive, then you don't stop learning".

4.2.6.4 Curiosity/Open to Learn

Jahoda (1982) theorised on how employment provides a person both a sense of well-being and the latent benefit of personal identity. Deprivation of these benefits can account for distress (Hoare & Machin, 2010) and a sense of identity loss may also be experienced during a career transition (Sterner, 2012). These statements regarding career transition link well to the adaptability theme of this research which includes the need to keep learning (curiosity).

Curiosity produces knowledge with which an individual can make choices that fit their career situation. Without this curiosity there is the danger of a person becoming unrealistic in their view of the world of work and will not see the value of new experiences or experimenting with possible selves (Savickas, 2012).

Participants such as #07 and #15, were very animated when responding to the adaptability focused questioning around lifelong learning. Both participants spoke of a personal need to keep learning with every experience they embark on. A "never will retire" professor and a retired "but active volunteer" church minister respectively, these two participants spoke of enjoying the opportunity to learn something every day. The professor vocally displayed their determination to keep learning "otherwise you just go and die", while the church minister showed strong interest in the researcher's career development work and

advised how much they are a strong advocate for encouraging intergenerational learning within their community.

"If you don't read you have no reason", was a statement made by Participant #11 who is focused on continually building on their qualifications and due to this made the decision to take an entrepreneurial approach to post-retirement career opportunities as a vocational educator. Another participant who is focused on the training sector is Participant #01 who explained how keeping up to date on workforce trends, particularly in vocational education needs, is how they can stay relevant with current workforce knowledge and also know "what soapbox to stand on when needing to get the government to listen".

Many participants when asked about their level of curiosity to learning, responded with statements that included explanations of how they organise or plan their learning outcomes. Where participants such as #30 made a decision to formally learn via a three-year nursing degree at university, there were many others who took an informal approach to learning, whereby it was an engagement in work that provided them opportunity to learn new skills. Whether formal or informal learning, each participant that spoke of actively seeking out new knowledge, did so with a plan to achieve this and ensure it was meaningful. Participant #01 explained their approach to post-retirement learning as "oh, when I retired, I had a game plan!"

4.2.6.5 Plan/Goals

Future Time Perspective (FTP; Carstensen, 2006) is noted in this results section due to participant interview responses to questions about planning and goal setting. As a concept that focuses on a person's self-perception of ageing based on their belief of either having little time left (limited FTP) or constantly seeking out new opportunities (Open-ended FTP),

Future Time Perspective strongly impacts on potential post-retirement aged mentors, due to its relationship to generative motives (Kooij & van de Voorde, 2011).

Due to this connection to Future Time Perspective and how it impacts on self-belief in having value to give back to others as well as meaningfulness, these coded interview responses about planning and goal setting were categorised within the theme of Meaningful Work. When interview participants were asked about what their views on post-retirement planning and goal setting were, the responses ranged from strong considerations about future priorities and meaningful work, to some participants not wanting to prioritise any goals, due to perceiving their future as limited.

Participant #07 was one of many who saw planning as an annual process:

If you see me in 12 months' time, and I really hope we do meet up again then, my goals will have changed because I'm always pushing myself, seeking new ideas, opportunities, networks, and so there will be more goals!

Likewise, Participant #05 aims to keep future planning flexible as they are constantly "weighing up all my options". Participant #01 took a very adaptable approach to entering retirement by planning ahead, and explained that "when retiring, start planning and don't walk up to the brick wall and not have a door set up to go through". Other participants however decided that a "day by day" approach was best, due to either believing they had no value that would interest younger generations, or they did not want to consider any future plans due to a focus on their own mortality. Participant #21 expressed resignation when explaining that it was not worth planning anything as:

There is a perception with the young people that us old people can't even operate a toaster; so if I planned to get back into any type of work, these young people wouldn't want to even employ me. I'm sure of that.

Taking the attitude of limited time left, Participant #19 kindly laughed off the idea of setting down any future plans and stated, "I think the older you get the shorter time your planning becomes, so it's sort of a situation of just live merry today, for tomorrow you will die". Participant #20 was similar in their response of "No plans, no projects. Just taking it day by day".

Taking control of their plans and goals was evident in many participant interviews, whether there was an open-ended or limited future time perspective. Participant #16 explained that they had worked for many decades within their church community but when retiring they finally took control of their schedule and decided that they "just wanted to wind down, as I was literally just getting tired and there were younger members who were doing my job anyway". The most direct responses to planning and taking control were provided by Participant #03 who eagerly described how they planned enough to stay in control of any situation "because I know if I don't get it done now, I'm going to be twice as busy next week", and Participant #05 who keeps future planning very flexible as they "weigh up all options and adapt where needed".

4.2.6.6 Control/Stability

As one of the four codes within the theme of Adaptabilities, Control/Stability was also linked to the theme of Meaningful Work due to many interview participants explaining how planning, staying active and finding purpose all required taking control of their life.

All participants were asked about their approach to their current planning and what planning occurred when they either approached retirement or decided to remain within the workforce. As mentioned in the previous section that focused on planning and goal setting, participants described either strong approaches to planning or did not see the reason to take control and stabilise paths to future opportunities.

Participant #01 was one of the strongest proponents of staying in control of your life in retirement and stated, "I like to have control over most things and only coped with retirement by taking control of the situation and my outlook". Seeking stability in their workplace via the building of strong social connections was how Participant #17 explained their previous approach while working as an Intensive Care Nurse, and still does as a leader within their community run men's group.

Keeping active and having purpose was highlighted by Participant #26 who looks forward to now having the opportunity in retirement to take control over their life balance as they never felt they had that before during both their professional work and that of being a "stay-at-home" parent. Participant #29 shared similar views on how they felt that now in retirement they were able to take control of their personal identity and build new social connections while becoming involved in projects that provided strong personal meaning.

In all participant interviews, the focus on control was related in most instances to maintaining social connection, having purpose, and staying active; however, there were a small number of participants who also mentioned the need to control their retirement due to financial reasons. Participant #27 was very focused on keeping themselves physically healthy and being of value to their community, but they did briefly mention their financial situation when explaining how they must keep forward thinking in their planning by continually asking themselves "how can I use my money now to keep it going?"

4.2.6.7 Financial

The Australian Bureau of Statistics' (ABS; 2020) Retirement and Retirement Intentions report highlighted that retirement income for Australians between 2016 and 2019 was mainly via government pensions, and that the main factor influencing the decision to retire was financial security. In research conducted previously (Luke et al., 2016), it is of

interest to note that the motivation of retirees re-entering career was investigated and

financial concern was identified, but never as the main motivation for any of the interview

participants. In the current research, a similar result occurred when each interview participant

was asked about their reasons to consider re-engagement in career and their motivation to

serve others. Linking back into the theme of Meaningful Work, all responses factored in at

least one basic need of survival and power, social connection, or self-determination (Blustein,

2006, 2013). The code of Financial was created due to the various levels of monetary

motivation and basic need of survival and power that were discussed by participants in regard

to job security and stability, provision of a wage, or sense of control within their workplace

(Blustein et al., 2016).

The cohort interviewed for the current study, were all Australian citizens and so had

been involved within a workforce that provided the opportunity to accumulate funds for

retirement. Known as superannuation, this Australian Government system requires employers

to put aside a small portion of an employee's wage as a future income stream for retirement

(Australian Taxation Office, n.d.). All interview participants were very open and generous in

providing an overview of their feelings, motives, and also financial position when they were

reaching the official retirement age. They also explained what level of financial need their

current plans and possible future goals required. There were a number of participants such as

#26, who stated that financial gain was a bonus to any meaningful work they sought now, but

there were also three participants who did identify finance as a high-level motivation in their

search for meaningful work.

Participant #05 explained that the reason for retiring was a financial decision due to

the "good superannuation plan my higher education employer had in place" and which gave

them the "freedom in retirement to focus on all the personal projects". Participants #11 and

#27 also both identified financial as the necessity to provide them opportunity to continue on with their chosen post-retirement plans. With a goal to begin a research degree and pursue the social issues they advocated for, Participant #11 simply stated that "my main concern is not having any money". Similarly, Participant #27 stated that keeping physically fit was the overall goal, but that meant "juggling their finances" due to their reliance on a government pension.

Also included within this code were responses that highlighted a focus on overall health that outweighed financial concerns and initiated early retirement. Participant #18 was relieved to retire in their mid-fifties due to becoming frustrated with work and having "no dependents, owned my home and was financially secure". Participant #18 also retired at a similar early age but did so due to mental health concerns which was cancelling any meaningfulness in their work:

> It got to the stage where work was really getting me down and I decided I did not have to put up with it anymore, so for the sake of my own health, and not thinking about finances, I decided to get out, take a year off and just start feeling like a human being again.

This participant is now a quiet achiever and key member of a community of retired men who work together on machinery projects within a community group that is aimed at creating meaningful work for its membership.

4.3 Discussion

The findings of the thematic analysis led to the development of two conceptual models. The first model addresses the overall research question and posits a pathway to meaningful work. The second model is focused on the adaptability aspect of the first model

and is posited in terms of the chain effects model that is drawn from career construction theory (Savickas & Porfeli, 2012).

The overall question for this research is:

1. What is the relation among career adaptability, generativity, and a post-retirement age worker's interest in mentoring?

The following discussion section for Study 1 will explain how the thematic analysis results of the qualitative interview data were considered, evidence of adaptability, generativity and motivation to mentor were identified, and an initial framework was constructed to demonstrate how the identified themes can relate to achieving either a sense of meaningfulness and successful adaption to work, or an opposing negative state (maladaption).

In previous research focusing on the motivations of Australian retirees re-entering employment (Luke et al., 2016; Caines et al., 2020), it was found that retirees who re-engaged with career did so because of opportunities to "give back" to their community, engage in social interaction, and maintain personal wellbeing both mentally as well as physically. A strong sense of adaptability when exploring workforce opportunities, being mindful of possible discrimination, and having the preparedness to learn new skills, were acknowledged as key to ensuring meaningful work. A path towards decent and dignified meaningful work can be fostered by a sense of meaning and purpose within paid or caregiving roles (Richardson, 2012; Blustein et al., 2019), and is a subjective experience for an individual, via their work being significant, encouraging personal growth, and building towards the greater good (Steger et al., 2012).

Throughout the interviewing stage and then thematic analysis of the collected data for this current study, it is noted that adaptability, generativity, and mentorship were all evident.

Adaptability became a clearly identified theme, with generativity and mentorship present throughout interview comments that were eventually coded within the themes of Social Relevance, Adaptabilities, Prosocial Behaviour and Meaningful Work. When interview participants were asked "what would be most important to you in returning to the workforce as a mentor?", it was Meaningful Work that resonated as the strongest theme.

4.3.1 Concept of Meaningful Work

Meaningful Work was one of the six themes identified in the interviews conducted for this current research and incorporated the codes of Have Purpose, Social, Plans/Goals, Stay Active, Financial, Control/Stability and Curiosity/Open to Learn. Finding meaning as a mentor was investigated by Kennett and Lomas (2015) who posited that meaning was realised through a combination of self-determination and self-reflection. Their focus on Self-Determination Theory (SDT; Ryan & Deci, 2002) linked the act of mentoring to being inherently relational, characterised by autonomy, and conducive to self-efficacy (i.e., competency). Upon reflection of Study 1's thematic analysis results, and the codes within the theme of Meaningful Work, the humanistic tradition of Self-Determination Theory (SDT; Ryan & Deci, 2002) was initially considered, as it outlines intrinsic and extrinsic motivations, with a particular focus on how social factors support or hinder a mentor's basic psychological needs for competence, relatedness, and autonomy. With the identified codes within the theme of Meaningful Work aligning with one or more of the SDT psychological basic needs, the vocational psychology research of Allan et al. (2016) was then considered due to their correlation of SDT motivations and meaningful work.

A key finding of Allan et al. (2016) was that of the positive relation between internal regulation of behaviour and the achievement of psychological wellbeing through meaningfulness. Though meaningful work has been considered as an outcome of self-

determination (Duffy et al., 2016), it is not always accessible to the whole of society, due to

social or economic barriers limiting freedom to find work that meets intrinsic needs (Blustein,

2001, 2013). Older workers are one cohort that face such barriers due to factors such as age

discrimination, and the need for skill-building in emerging technologies (Autin et al., 2020).

When reviewing the results of Study 1, and the codes within the theme of Meaningful

Work, the Psychology of Working Framework (PWF; Blustein, 2006, 2013) became very

evident. With core assumptions such as work being a central aspect of life and mental health,

the PWF also considers the role of work in a person's life as integral to their exploration of

working, that working occurs in various contexts (including caregiving) and that work has the

potential to fulfill core human needs. The focus on fulfilling human needs within PWT are:

survival and power, social connection, and self-determination. These three human needs

within the PWT connect with the basic needs of SDT and of which Blustein (2013) refers to

Ryan and Deci (2002) in describing the need for self-determination when engaging in

"activities that are interesting, stimulating, and meaningful" (p. 9).

4.3.1.1 Meaningful Work and Mentorship

Providing mentorship can impact positively on both the experience of generativity

and meaningfulness, however the development of a fully integrated person involves deriving

meaning from both positive and negative experiences, along with resolving residual feelings

of resentment and regret of past negative experiences (Chan & Nakamura, 2015). A mentor

who is both adaptable to changing environments and understands their narrative (both

positive and negative) will have the flexibility to engage in meaningful activities (Savickas et

al., 2009). Erikson (1963) and Frankl (1969) both argued that a person's meaning is a key

driver in both self and identity. McAdams (1985, 2001) explored this in linking a person's

sense of identity with the creation of their personal narrative, which facilitates both a sense of context and meaningfulness across the life-span.

4.3.1.2 Attaining Meaningful Work

With the Study 1 theme of Meaningful Work leading to the initial consideration of a humanistic focus of SDT (Ryan and Deci, 2002), the theoretical investigation then moved to consider how a person would need to adapt in attaining meaningfulness in their work (such as a post-retirement age mentor).

In reviewing the participant interviews, coding responses and creating six overall themes, consideration was given to the relationship between these themes, and based on the PWF, determined that the theme of Meaningful Work was an outcome that the other themes sought attainment in. The theme Negative Self was the exception as this theme housed the codes of Frustration, Regrets, Pessimism, Egoism, Worries/Concerns and Vulnerability; all of which can detract from attaining meaningful work. To further explore these considerations and lead to answering the research questions, an initial framework was developed to demonstrate how the identified themes of Benefits to Workforce, Adaptabilities, Prosocial Behaviours and Social Relevance can relate to achieving either Meaningful Work, or an opposing state (Negative Self).

4.3.2 Pathway to Meaningful Work Based on Study 1 Findings

Reviewing the emerging themes within the Study 1 interviews and considering the oft mentioned meaningfulness sought by the post-retirement age participants; an initial Meaningful Work conceptual framework based on Study 1 themes was developed. Placing the theme of Meaningful Work as the positive outcome and the theme of Negative Self as the opposite outcome, the other four remaining themes (and their codes) relating to obtaining a

positive meaningfulness or a negative outcome were considered. A visualisation of this initial

conceptual framework is presented in Figure 7.

Figure 7

Initial Meaningful Work Conceptual Framework Based on Study 1 Themes.
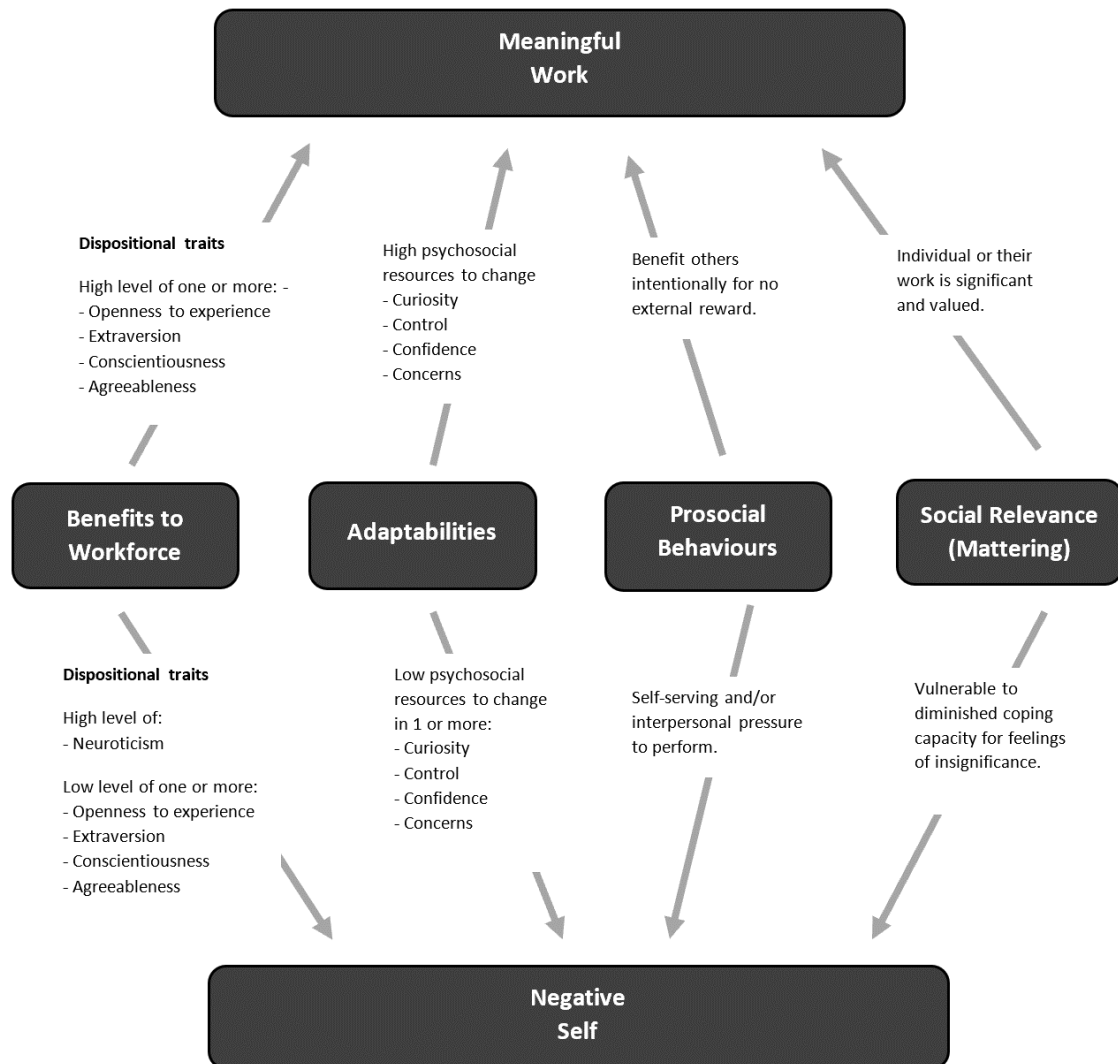
With the themes of Benefits to Workforce, Adaptabilities, Prosocial Behaviours, and

Social Relevance placed between the positive outcome of Meaningful Work and it's opposite

(Negative Self), behaviours or attitudes for each of these four themes were assigned, leading

to either a positive (Meaningful Work) or negative (Negative Self) outcome. These assigned

behaviours or attitudes were based on the codes that formed each of the themes and will be

discussed further in the following sections with theoretical reasoning. Study 2 will focus on

the testing of this conceptual framework and emerging hypotheses.

4.3.2.1 Benefits to Workforce and Dispositional Traits

With the initial codes of Connections/Networks, Experience, Values and

Curiosity/Open to Learn, the theme of Benefits to Workforce collated participant responses

that showcased why they believe they are still relevant, useful, and needed in the workforce.

On review of these codes and the interview responses that created them, it was identified that

the Big Five personality traits (John & Srivastava, 1999; Costa & McCrae, 2008) of

Extroversion, Agreeableness, Conscientiousness, Openness to Experience, and Neuroticism

were intertwined throughout these codes. Five-Factor (Big Five) Model of Personality

focuses on these fundamental underlying trait dimensions that are stable across time, cross-

culturally shared, and explains a person's pattern of thinking, feeling, and behaving (Costa &

McCrae, 2008; McAdams 1994, 2001b).

Research has demonstrated that generative adults possess many positive

characteristics, including good cultural knowledge and healthy adaptation to the world

(Peterson & Duncan, 2007). Scholars focused on using the Big Five personality traits, found

that generative women and men scored high on conscientiousness, extraversion,

agreeableness, openness to experience, and low on neuroticism (de St. Aubin & McAdams,

1995; Peterson et., 1997). The dispositional trait of neuroticism includes characteristics such

as anxiety, angry hostility, depression, self-consciousness, and impulsiveness (Zitny &

Halama, 2011). Judge and Bono (2000) stated that individuals higher on scores of

neuroticism are anxious, fearful, depressed, and moody, and according to Judge (2009),

neuroticism is associated with stress. Soto and John (2017) note that "personality researchers

have used the term Neuroticism to describe an individual's general tendency to experience

negative emotions such as anxiety and sadness" (p. 200).

When considering the codes for the theme Benefits to Workforce, the dispositional

traits of the Big Five are all evident, and based on the level of each, can predict perceptions of

choice meaningfulness (Dishon et al., 2018) or lead to a state of negative self.

4.3.2.2 Adaptabilities and Psychosocial Resources

Career adaptability is both a focus of this research and one of the six final themes to

emerge from Study 1's thematic analysis. Having the readiness and resources to cope with

the change of self and occupational transitions or trauma (Savickas et al, 2009), career

adaptability affects goal setting and the persistence to overcome challenges (Rottinghaus et

al., 2005).

When participants in the Study 1 interviews were asked about their current post-

retirement employment plans, psychosocial resources of career adaptability (concern for the

future, sense of control, curiosity of opportunities, and confidence in adapting to future

occupations), were clearly identified. Similar to the findings of Whiston et al. (2014), career

adaptability provides the psychosocial resources required to encourage the construction of a

meaningful work life. Attaching meaning to situations is how a person both adapts and

regulates their responses (Mischel, 2009).

4.3.2.3 Prosocial Behaviour

Within the theme of Prosocial Behaviour, there were several codes created, including

Empathy and Altruism which were identified due to many interview responses focusing on

volunteering. Volunteering has been associated with increased quality of life, particularly in

the mental health and social connectedness of older women, as well as becoming a key

element of productive, meaningful, and healthy ageing (Parkinson et., 2010). The current

research interview responses that were coded within the theme of Prosocial Behaviours, align with Dik et al. (2012) who posited that meaningful work offers a person the opportunity to promote social harmony directly and indirectly. Prosocial behaviour and ageing was focused on by Midlarsky et al. (2014) in linking to altruistic and generative motives in helping future generations via the passing on of knowledge. Helping others and contributing to society are drivers of meaningful work (Allan et., 2014).

Within the Study 1 interviews, the code of Egoism was included in the Prosocial Behaviour theme due to several participants displaying altruistic behaviour in wanting to volunteer in giving back to the community, however a close-minded attitude to their social environment was evident. An overexertion of control and misreading of one's social environment can lead to unproductive outcomes (Bandura & Locke, 2003) which in turn leads towards the opposite of attaining successful meaningful work.

4.3.2.4 Social Relevance and Mattering

The theme of Social Relevance included codes such as Significance which has been described as the feeling of mattering to the social world (Rothmann et al., 2019), and aligning with a need for relatedness to experiencing meaningful work (Ward & King, 2017). Experiencing positive social relationships have been shown to illustrate the attainment of meaningful work, with situations that offer little social interaction, leading to diminished capacity and vulnerability (Stillman et al., 2009). Having a sense of personal significance and individual meaningfulness encourages a person to experience the feeling of mattering (Bruner, 1990; Froidevaux & Hirschi, 2015). Experiencing a personal sense of significance (mattering) and meaningfulness was posited by Frankl (1969) as not only to be explored during significant life events but also in daily life experiences. Social relationships are core to working life and molded by experiences that provide meaning, mattering, and dignity

(Blustein, 2011), with the alternate experience of feeling only peripheral to one's social

context, with no social validation (Flum, 2015).

4.3.3 Meaningful Work Incorporating Adaptation Model

Meaningful work was evident throughout the Study 1 interviews, and an initial

conceptual framework has developed to incorporate all the interview themes, with the theme

of Meaningful Work as the final outcome, and the theme of Negative Self as the opposing

outcome. As behaviours and attitudes based on each of the remaining themes (Benefits to

Workforce, Career Adaptabilities, Prosocial Behaviour, and Social Relevance) have been

identified, the integration of the Career Construction Adaptation Model (Savickas & Porfeli,

2012) is now to be considered. The following section explains the adaptation model and how

it transposes across the themes of Benefits to Workforce, Career Adaptabilities, Prosocial

Behaviour, and Social Relevance.

The Career Construction Adaptation Model as shown in Figure 8 is described by

Savickas (2013), as the process in which to adapt to social challenges during career

construction, the model of adaptation distinguishes between adaptive readiness, adaptability

resources, adapting responses, and adaptation results.

Figure 8

Career Construction Adaptation Model
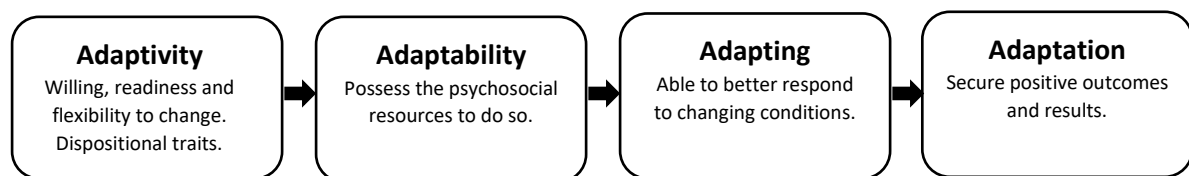
Note: This figure illustrates the Career Construction Adaptation Model (Savickas & Porfeli,

2012).

This path is summarised by Savickas and Porfeli (2012) as "Higher levels of adaptation (outcome) are expected for those who are willing (adaptive) and able (adaptability) to perform behaviours that address changing conditions (adapting)".

Adaptivity is the first factor in a chain of effects posited in the Career Construction Theory (CCT) and involves the dispositional traits of readiness and willingness to proactively change (Hirschi et al., 2015; Perera & McIlveen, 2017; Savickas & Porfeli, 2012). When faced with the need for career adaptation, proactive individuals are likely to successfully prepare for and negotiate career-related changes given their propensity to identify opportunities for improvement and create work environments that are congruent with their vocational needs (Tolentino et al., 2014). Savickas (2013) distinguished career adaptability from related constructs of adaptation and adaptivity in referencing it as the psychosocial resources for coping with tasks, transitions, and traumas (Savickas & Porfeli, 2012). Adapting is the response factor based on adaptive beliefs and behaviours, in which a person will undertake vocational developmental tasks, cope with occupational transitions, and adjust to work traumas. Achieving success, satisfaction, and development are the outcomes of the final factor of adapting (Savickas, 2013; Savickas & Porfeli, 2012).

In tracing the origins of career adaptability, Hartung et al. (2017) observed that adaptivity has been identified as a predictor of adapting and adaptation behaviours (Perera & McIlveen, 2017) with adaptability predicting adapting responses and adaptation results (Rudolph et al., 2017).

Overall, adaptivity is the readiness to cope, adaptability is having possession of psychosocial resources to cope, adapting is the response and adaptation indicates positive outcomes that emerge from adaptivity and adaptability. Figure 9 illustrates the incorporation of the adaptation process by overlaying it onto the initial Meaningful Work Conceptual

Framework. Dispositional traits align with adaptivity as the readiness to cope and predicts

Adaptability. Adaptability predicts Prosocial Behaviour which is the adapting response.

Prosocial Behaviour predicts Mattering (previously labelled Social Relevance) which aligns

with adaptation results. At each stage of the adaptation model (Savickas & Porfeli, 2012),

Meaningful Work can be achieved (Adaption) or the opposite Negative State (Maladaption).

Figure 9

Meaningful Work Conceptual Framework Incorporating Adaptation Model.
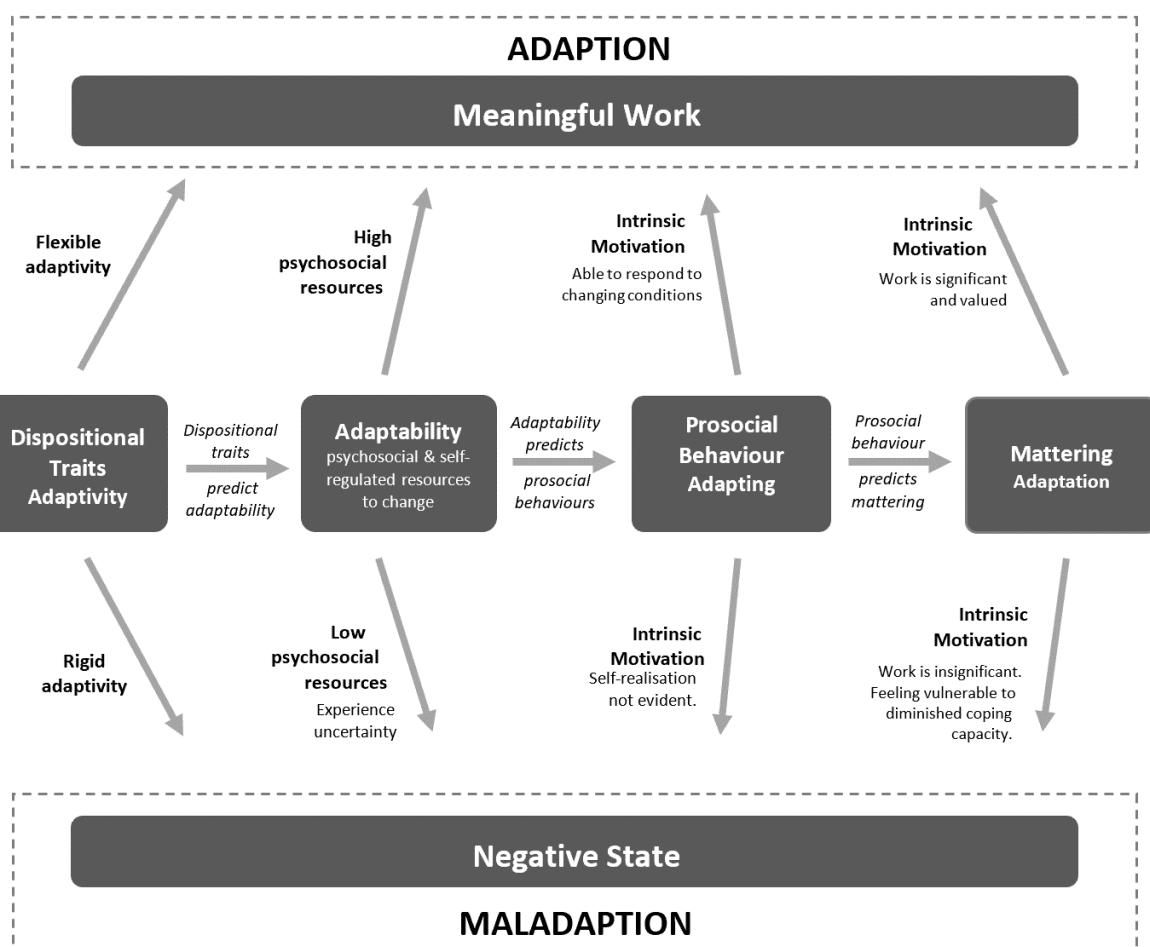
4.3.3.1 Adaptivity in Terms of Dispositional Traits

Flexibility and willingness to make changes in self fosters development of

adaptability resources. Hirschi et al. (2015) showed that adaptivity traits were partially

mediated by adaptability strengths (concern, control, curiosity, and confidence) as well as prosocial behaviours such as effective career planning and occupational self-efficacy.

Adaptivity is the initial trait component within the career adaptation model which expects an individual who are willing (adaptivity) and able (adaptability) to express adapting behaviour in changing conditions (Savickas & Porfeli, 2012). With the current Meaningful Work Conceptual Framework, it is via dispositional traits that encourage flexibility that meaningful work (successful adaption) will be achieved. Those dispositional traits that are more rigid (such as the Big Five personality trait of neuroticism) are more likely to lead a person to a negative (maladaptation) state.

4.3.3.2 Career Adaptability

Career Construction Theory (CCT; Savickas, 2005) explains a career adaptive individual as someone who becomes concerned about their career future, takes increasing control over their vocational future, displays curiosity of possible future selves and scenarios as well as strengthen their confidence to pursue their career aspirations. Concern, control, curiosity, and confidence are the four psychosocial resources of career adaptability, and the proposed Meaningful Work Conceptual Framework proposes that a high level in these resources will lead towards meaningful work (adaptation).

Incorporating an individual's belief in their capacity to successfully perform specific tasks within career decision-making, Deci and Ryan's (2000) self-determination theory also underscores this adaption with the basic human need for competence. A negative effect (maladaption) of career decision-making through career adaptability resources must also be considered though, as highlighted by Neureiter and Traut-Mattausch (2017) when exploring the impostor phenomenon and its avenue towards unpreparedness in coping with change. Similarly, a person with high self-efficacy will have high confidence in their ability to

overcome challenges in the pursuant of meaningful work, rather than see a challenge as a

hurdle to avoid (Bandura, 1997).

4.3.3.3 Adapting Responses in Terms of Prosocial Behaviour

The inclination, reason, and energy to engage are the motivational paths that influence

proactive behaviour (Parker, et al., 2010). Social interactions and relationships are major

influences on prosocial altruistic behaviour (Klimeki et al., 2014). For individuals to obtain

the basic needs of relatedness and competence, the prosocial behaviour of helping or giving

back provides personal replenishment to those who value need-fulfillment and self-

affirmation (Ryan & Deci, 2008). Volunteering and caregiving are seen as outcomes of the

prosocial behaviour of altruism (Burks & Kobus, 2012) where a sense of empathy is felt for

others who are experiencing distress (Klimecki et al., 2013). Throughout the interviews in

Study 1, there were many participants who identified a strong need to give back to others,

where the prosocial behaviours of empathy, optimism and altruism were all apparent. Linking

Prosocial Behaviours to the stage of adapting within the proposed Meaningful Work

Conceptual Framework, the intrinsic motivation to better respond to changing conditions

(Savickas & Porfeli, 2012) would need to be experienced.

A need to give back and have an altruistic tendency does not automatically lead to

meaningful work however. As discovered during the Study 1 interviews, where there were

participants who described a personal need to give back to community and altruistically assist

others, but also illustrated a close-minded attitude to their social environment. Seemingly

altruistic decision-making that is close-minded and non-adapting with displays of

overexertion of control and misreading of the social environment, can unfortunately lead to

unsuccessful mentoring (Bandura & Locke, 2003). Unsuccessfully attaining meaningful work

(adaption) as a mentor due to this close-mindedness where self-realisation was not evident,

would open the path to a maladaptive state. Batson and Powell (2003) describe how an

empathic person who assists others due to remedying personal feelings of distress may be

seen as egotistical. The potential cost of altruistic behaviour can also induce emotional

exhaustion and impact on a person's original prosocial path (Eissa & Lester, 2018), leading to

a maladaptive state.

4.3.3.4 Adaptation via Mattering

Working provides opportunities for supportive relationships (Flum, 2001) and builds

connections to society via a personal sense of contribution (Blustein, 2011). Adaptation is

concerned with securing positive outcomes and results (Savickas & Porfeli, 2012) and within

the proposed Meaningful Work Conceptual Framework, it is Mattering that Adaptation

transposes over. A person feeling that their work is significant and valued by others, aligns

with a need for relatedness to experiencing meaningfulness in work (Ward & King, 2017),

and becomes the positive adaptation outcome to adaption (Meaningful Work). Both paid

employment and social relationships (such as care work) necessitates the creation of healthy

and satisfying lives, as well as acknowledgement of social value to others (Richardson,

1993).

Limited social relatedness or interaction can lead to a sense of vulnerability and

diminished coping capacity (Stillman et al., 2009). The fear of having implicit ageism (Levy,

2001) was highlighted by a number of interview participants who perceived that they were

being devalued by others via unconscious ageist thoughts and behaviours. These same

participants also tended to reflect this feared ageist view upon themselves as well when

explaining their frustrations and vulnerabilities. This personal framing of ageing can lead to

negative health and well-being outcomes (Hausknecht et al., 2019), and when linked to the

process of adaptation, it is this negative self-perception and sense of insignificance that would fuel maladaptation.

4.4 Conclusion and Pathway to Study 2

Study 1 gathered qualitative data via interviews with post-retirement aged participants, thematically analysed the interview transcripts, and reported results on each of the resulting six themes (Benefits to Workforce, Adaptabilities, Prosocial Behaviours, Social Relevance, Meaningful Work, and Negative Self) and their associated (and shared) codes. The outcomes from Study 1 results and the ensuing discussion, led to the emergence of the theme Meaningful Work as the common goal or relation between career adaptability, generativity, and an interest in mentoring. This outcome directly links to and answers the overall research question:

1. What is the relation among career adaptability, generativity, and a post-retirement age citizen's interest in mentoring?

This relationship led to the creation of the initial Meaningful Work Conceptual Framework with the Career Construction Adaptation Model (Savickas & Porfeli, 2012) incorporated. With the themes of Adaptabilities, Social Relevance (Mattering), and Prosocial Behaviour represented within this proposed framework, they were also the themes most evident in participant interview responses concerning motives to mentoring. These themes answer the research sub question of:

2. What motivates generative post-retirement age citizens to have an interest in mentoring others?

The Adaptabilities theme is created from all four career adaptability dimensions (concern, control, confidence, and curiosity) and the themes of Social Relevance and Prosocial Behaviour share the code of Legacy. Viewing the adaptability of concern through

the lens of both CCT and Generativity highlights that a post-retirement age person making

the decision to return to employment, would find value in jobs that provided social relevance,

and opportunities to interact with younger generations so as to transfer knowledge and

experience to them (Mor-Barak, 1995).

Thematic analysis results found the majority of interview participants expressed an

interest in altruistically contributing to society so as to leave a meaningful legacy to younger

generations, however there was a small selection of interview responses that involved

egotistic motives. Negative effects of generativity were illustrated by a small number of

interview participants who had narratives that highlighted close-minded attitudes to their

environment and those they saw as mentees, which would unfortunately impact on their

success to mentor (Bandura and Locke, 2003). This finding was represented by the code

Egoism that was shared between the themes of Negative Self and Prosocial Behaviour, and

answers the sub research question of:

3. Are there negative effects of generativity with post-retirement age citizens who are

   interested in mentoring others?

Based on the findings in Study 1 and the development of an initial Meaningful Work

Conceptual Model, the principal purpose of the following quantitative Study 2 will be to

focus on the testing of the Career Construction Adaptation Model integrated within the

framework, and the emerging hypotheses. Interest in Mentoring and Generativity are not part

of the Career Construction Adaptation Model, so the relationship of these two variables to

each other as well as to the model of Career Adaptation (which includes Career Adaptability),

will also be explored. This will provide further evidence in answering the overall research

question that seeks out the relationship between post-retirement age citizens' career

adaptability, generativity, and interest in mentoring.

CHAPTER FIVE: STUDY 2: QUANTITATIVE DATA

This chapter reports on the method and results from Study 2. The themes identified

from ($N = 30$) post-retirement age participant interviews in Study 1, guided the development

of the Meaningful Work Conceptual Framework that incorporates the Career Construction

Adaptation Model (Savickas, 2013), as illustrated in Figure 9. The findings from Study 1

informed the selection of measures for the construction of a Study 2 survey, with results

initiating the testing of the Meaningful Work Conceptual Framework and emerging

hypotheses. Minor exploratory work is also conducted, regarding the notion of generativity

and its relationship with Adaptation, and Interest in Mentoring.

The Meaningful Work Conceptual Model evolved from the Study 1 themes of

Meaningful Work, Benefits to Workforce, Social Relevance, Prosocial Behaviour, and

Negative Self. As discussed in Study 1, this model provides Meaningful Work as the positive

outcome, with Negative Self as the opposite outcome. Behaviours or attitudes based on the

codes that formed the other remaining themes, led to them being renamed, and justified the

transposing of the Career Construction Adaptation Model over each theme.

Due to the scope of the overall research project and to accommodate an initial testing

of the Meaningful Work Conceptual Model, each of the four variables of the adaptation

model are assigned with a measure that represents both its originating Study 1 theme and a

prominent code within the theme. Adaptivity is represented by the dispositional trait of

Openness to Experience, Adaptability is represented by Career Adaptability, Adapting is

represented by the prosocial behaviour of Altruistic Behaviour, and Adaptation is Mattering.

Figure 10 illustrates this development of the four Career Construction Adaptation Model

variables within the Meaningful Work Conceptual Framework. which is displayed in its final

iteration in Figure 11.

Figure 10

Development of Adaptation Model Variables within Meaningful Work Conceptual
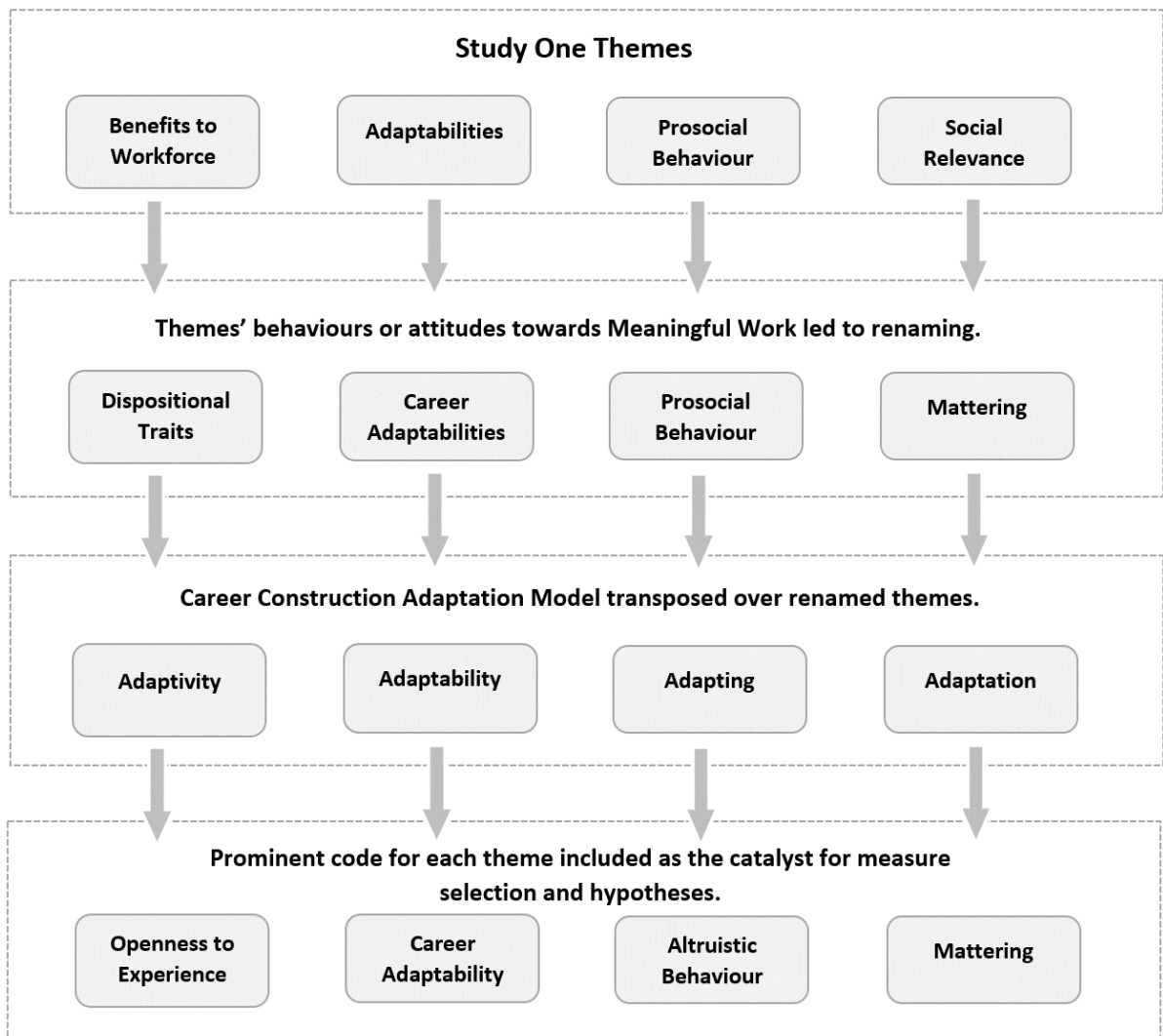
Framework.

Figure 11

Meaningful Work Conceptual Framework Incorporating Adaptation Model with Selected Variables.
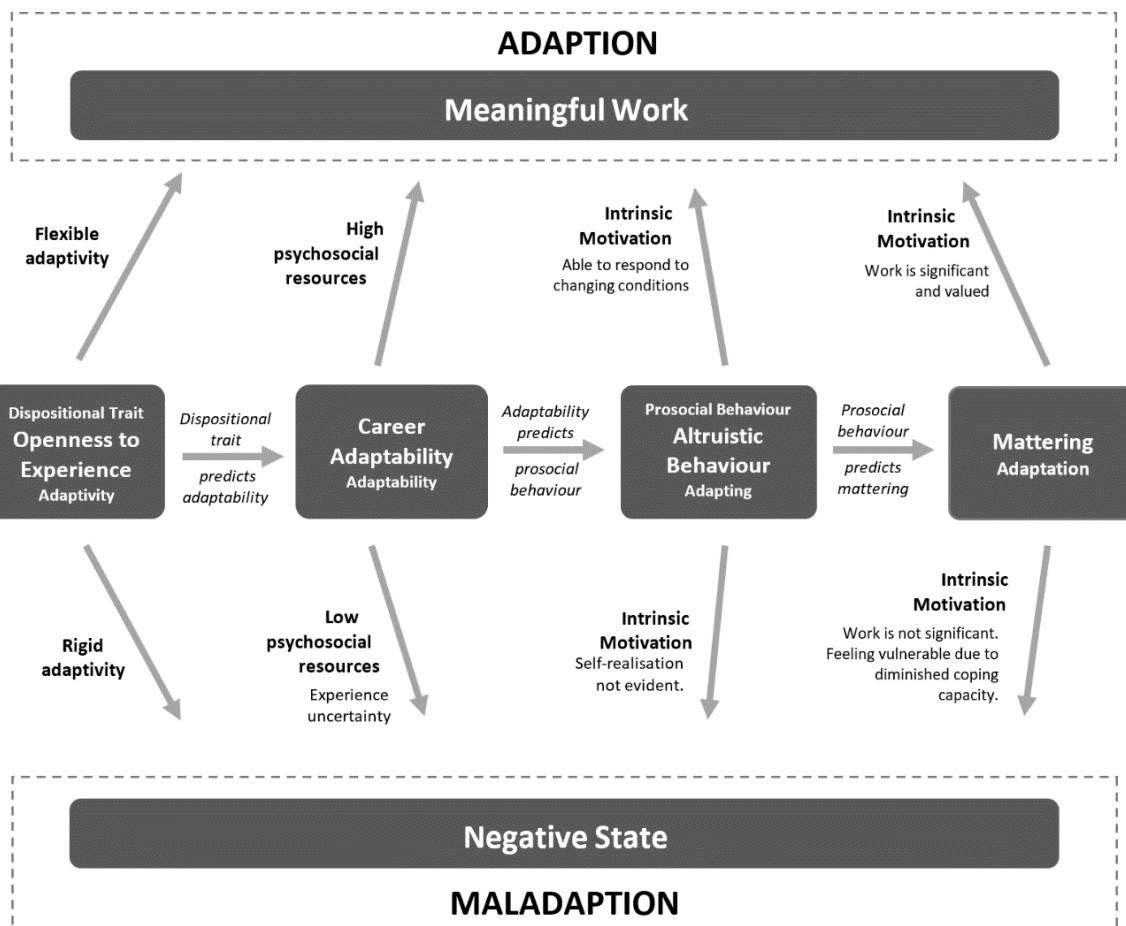
5.1 Method

This section of Study 2 presents an overview of the procedure followed for recruitment of survey participants and data collection. A description of the participants, including their demographic data is given, as well as a summary of the instruments used to measure and test the Career Construction Adaptation Model within the Meaningful Work Conceptual Framework. Additionally, the correlations of generativity to the other measures and its position within the proposed Meaningful Work Conceptual Framework is explored.

5.1.1 Participants

The only criteria for participation in Study 2 was that of having reached the age of 65 years. With a focus on participants from Australia, Canada, New Zealand, United Kingdom, and the United States of America, the retirement age of 65 was selected due to it being the youngest retirement age stated from the selected five countries. The Study 2 sample was composed of ($N = 548$) post-retirement age participants located in Australia ($n = 182$, 33.2%), Canada ($n = 2$, 0.4%), New Zealand ($n = 4$, 0.7%), United Kingdom ($n = 295$, 53.8%), United States of America ($n = 63$, 11.5%), and those that did not indicate a location ($n = 2$, 0.4%). Table 2 provides this overview of country of residence. Participant ages ranged from 65-69 ($n = 310$, 56.6%), 70-74 ($n = 152$, 27.7%), 75-79 ($n = 62$, 11.3%), 80-84 ($n = 19$, 3.5%), 85-89 ($n = 2$, 0.4%), and those that did not respond ($n = 3$, 0.5%). Gender of participants comprised of female ($n = 291$), male ($n = 252$), those who preferred not to say ($n = 2$), and ($n = 3$) that did not respond to the question.

Table 2

Frequency and Percentage Distribution – Survey Participant Country of Residence

Location	Frequency	%
Australia	182	33.2
Canada	2	0.4
New Zealand	4	0.7
United Kingdom	295	53.8
United States of America	63	11.5
Did not indicate	2	0.4
Total	548	100.0

With two separate waves for data collection via the online questionnaire, data was initially gathered via a web-based research recruitment platform (Prolific.co) where an international participant focus was set. A copy of the survey was released a second time via social media networks and utilised online promotions aimed at Australian and New Zealand based participants, as well as colleagues who shared the promotion to interested parties within their personal and professional networks. Further details on the two survey data collection campaigns will be provided in the Procedures section of this chapter.

The following set of tables (Table 3, 4 and 5) provide the additional demographic data of participants ($N = 548$).

Table 3

Frequency and Percentage Distribution – Survey Participant Marital Status

Marital Status	Frequency	%
I am in a relationship (for example: married, de-facto)	408	74.5
I am not in a relationship	129	23.5
Prefer not to say	8	1.5
Did not indicate	3	0.5
Total	548	100.0

Table 4

Frequency and Percentage Distribution – Survey Participant Current Work Status

Current Work Status	Frequency	%
Fully retired (not working in paid or volunteer roles)	214	39.1
I reached retirement age and didn't stop working.	108	19.7

Table 4 (continued).

Retired and then engaged in formal study to gain a qualification.	9	1.6
Retired then returned to paid and/or volunteer work.	215	39.2
Did not indicate	2	0.4
Total	548	100.0

Table 5

Frequency and Percentage Distribution – Survey Participant Previous (or Current) Industry Sector Employed Within.

Industry Sector Employed Within	Frequency	%
Accommodation and food services	4	0.7
Administrative and support services	45	8.2
Agriculture, forestry and fishing.	5	0.9
Arts and recreation services	10	1.8
Construction	5	0.9
Education and Training	173	31.6
Electricity, gas, water and waste services	3	0.5
Financial and insurance services	21	3.8
Health care and social assistance	65	11.9
Information Media and telecommunication	26	4.7
Manufacturing	22	4.0
Other services	62	11.3
Professional, scientific and technical services	39	7.1
Public administration and safety	23	4.2

Table 5 (continued).

Rental, hiring and real estate services	3	0.5
Retail trade	24	4.4
Transport, postal and warehousing	11	2.0
Wholesale trade	4	0.7
Did not indicate	3	0.5
Total	548	100.0

5.1.2 Measures

Building upon the evolving Meaningful Work Conceptual Framework from Study 1, a survey was constructed that incorporated dispositional traits, career adaptabilities, prosocial behaviour, and mattering measures. The overall research question of "What is the relation among career adaptability, generativity, and a post-retirement age citizen's interest in mentoring?" also led to the inclusion of measures for generativity and interest in mentoring. Each of the selected measures are described below. The internal consistency coefficients of the measures (α = Cronbach alpha) are provided both within this section and in the Descriptive Statistics found within the Methods subsection of this chapter. At the conclusion of this measures section, Table 6 provides an overview of all Study 2 variables and their associated measures. All measures are provided in Appendix C within the Likert-scale layout utilised in the online survey.

5.1.2.1 Dispositional Trait of Openness to Experience

The Big Five Inventory-2 Short Form (BFI-2-S; Soto & John, 2017) was selected to measure participants' Openness to Experience. A thirty-item measure built upon a five-point Likert Scale ranging from 1 (*disagree strongly*) to 5 (*agree strongly*), BFI-2-S includes

statements for each of the Big Five personality traits (John & Srivastava, 1999; Costa & McCrae, 2008), known also as dispositional traits (McAdams, 1994, 2001b). With the BFI-2-S including five separate domains of which are the Big Five traits of Extroversion, Agreeableness, Conscientiousness, Openness to Experience, and Neuroticism; it was the items within the domain of Openness to Experience that were incorporated into the final survey. Items included: "Is original, comes up with new ideas" and "Is complex, a deep thinker". Three of the six items were reverse scored and included: "Has little creativity" and "Has few artistic interests". In the current sample this measure's internal consistency (α = 0.75) is deemed to be adequate.

5.1.2.2 Career Adaptability

The Career Adapt-Abilities Scale (CAAS; Savickas & Porfeli, 2012) measures the adaptabilities of concern, control, curiosity, and confidence as found in the Career Construction (Savickas, 2005) theoretical model. This measure is comprised of four scales that each hold six items that measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Due to regular integration of the CAAS within large surveys, a brief 12-item version known as the Career Adapt-Abilities Scale-Short Form (CAAS-SF; Maggiori et al., 2015) was developed to provide an economical alternative to the initial 24-item CAAS. Due to the large number of scales incorporated into the current research survey, the CAAS-SF was used to reduce the time required to complete the survey. This measure is a five-point Likert Scale ranging from 1 (*not a strength*) to 5 (*greatest strength*). The nternal consistency in the current sample for the overall Career Adapt-Ability measure is strong (α =0.85), and the individual subscales range from Control (α = 0.82) as the highest, then Concern (α = 0.70), followed by

Curiosity and Confidence both (α =0.67). Across all of these measures, the internal consistency is deemed adequate.

5.1.2.3 Prosocial Behaviour of Altruism

Altruism resonated within the Study 1 theme of Prosocial Behaviour and so was selected as the behaviour to measure within the survey. The six-item scale to measure the prosocial behaviour of altruism was the Service Motivation Scale (Duffy & Raque-Bogdan, 2010) which uses a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Items include: "I will use my career to help others" and "I will use any career I pursue to serve the greater community". Within the six items there were two reverse scored. The internal consistency of this measure (α = 0.87) for the current sample is deemed adequate.

5.1.2.4 Measuring Mattering

The General Mattering Scale (GMS; Marcus, 1991; Rosenberg & McCullough, 1981) and the Work Mattering Scale (WMS; Jung & Heppner, 2015) were both selected to measure mattering within the survey. General Mattering is a five-item, four-point Likert scale ranging from 1 (*a lot*) to 4 (*not at all*) with questions such as: "How important are you to others?" and "How much would you be missed if you went away?" It is important to note that the GMS had the four-point Likert responses in a reverse direction to how all other study measures were designed. The data screening section of this chapter will explain further. The General Mattering Scale was developed by Rosenberg and McCullough (1981) and finalised by Marcus (1991). The internal consistency of the General Mattering measure for the current sample (α =0.86) is deemed adequate. The Work Mattering Scale (WMS; Jung & Heppner, 2015) is a 10-item, six-point Likert Scale with statements divided into the two subscales of Societal Mattering and Interpersonal Mattering. The five statements within the Societal Mattering subscale were used for this questionnaire due to a focus on well-being in the work

context and included statements such as: "I feel my work meets a society need" and "People say that my work influenced their life". The internal consistency of the Societal Mattering subscale ($\alpha = 0.86$) for the current sample is high and deemed adequate.

5.1.2.5 Generativity

The generativity status of participants was included in the survey via the usage of the twenty-item Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992) that is designed to assess the extent to which an adult is concerned about and actively involved in promoting the well-being of future generations. Designed as a four-point Likert scale ranging from 0 (*never*) to 3 (*very often / nearly always*), the LGS is comprised of five subscales which are: passing on knowledge to the next generation, making significant contributions for the betterment of one's community, doing things that will have an enduring legacy, being creative and productive, and caring for and taking responsibility for other people. All five subscales were integrated into the current research survey with six of the items reverse scored. The five subscales of Generativity vary in their internal consistency for the current sample. Passing on Knowledge ($\alpha = 0.78$) and Doing Things ($\alpha = 0.81$) is deemed adequate. Being Creative ($\alpha = 0.56$) is also deemed adequate, however it is noted that it is sufficiently lower in internal consistency than the two subscales already mentioned. Significant Contribution is deemed low in internal consistency ($\alpha = .43$) and Taking Responsibility will be used with caution in this study as it has a poor internal reliability ($\alpha = -.17$).

5.1.2.6 Mentor Motives

The Mentoring Others scale (Allen, 2003) was used to measure participant motivation levels to mentor. The measure is an eleven-item, five-point Likert scale ranging from 1 (*no extent*) to 5 (*great extent*), and has three subscales: self-enhancement, benefit others, and intrinsic satisfaction. All three subscales were integrated into the survey with statements

including: "To ensure that knowledge and information is passed on to others" and "The personal pride that mentoring someone brings". The internal consistency of the overall Mentoring Others scale is deemed high (α = -.93) and so adequate. The three subscales of Self Enhancement (α = 0.90), Benefit Others (α = 0.92), and Intrinsic Satisfaction (α = 0.92) are also all deemed high in their internal consistency.

5.1.2.7 Control Variables

To properly understand and accurately test the value of variables within the survey, a set of control variables comprising of personal and demographic data were included. Age, gender, marital status, current location of residence, current work status, and previous industry sector were all asked of questionnaire participants. These variables were not of primary interest for this current research but did serve to illustrate context between the other variables when required.

Table 6

Study 2 Variables and their Associated Measures

Variable	Description	Measure
Openness	Openness to Experience subscale of measure.	Big Five Inventory-2 Short Form (Soto & John, 2017)
Career Adapt-Ability	All subscales within short form of Career Adapt-Abilities Scale.	Career Adapt-Abilities Scale Short Form (CAAS-SF; Maggiori, Rossier, & Savickas, 2015)
Concern	Subscale of CAAS-SF	
Control	Subscale of CAAS-SF	
Curiosity	Subscale of CAAS-SF	
Confidence	Subscale of CAAS-SF	
Service Motivation	Measure used for Altruistic Behaviour (Adapting).	Service Motivation Scale (Duffy & Raque-Bogdan, 2010)
General Mattering	Small measure with 5 items.	General Mattering Scale (GMS; Marcus, 1991; Rosenberg & McCullough, 1981)
Work Mattering	Societal Mattering subscale of measure.	Work Mattering Scale (Jung & Heppner, 2015)
Passing on Knowledge	Subscale of LGS	Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992)
Significant Contribution	Subscale of LGS	
Doing Things	Subscale of LGS	
Being Creative	Subscale of LGS2	
Taking Responsibility	Subscale of LGS	
Self Enhancement	Subscale of Mentoring Others measure.	Mentoring Others scale (Allen, 2003)
Benefit Others	Subscale of Mentoring Others measure.	
Intrinsic Satisfaction	Subscale of Mentoring Others measure.	
Interest in Mentoring	Complete measure (all subscales)	

Note. The measures of Big Five Inventory (BFI; Soto & John, 2017), Service Motivation (Duffy & Raque-Bogdan, 2010), and Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992) included reverse-scored items that were re-scored.

5.1.3 Procedure

With human ethics approval through the University of Southern Queensland (H17REA101), a survey was constructed from the aforementioned measures and control variables. The survey was delivered online via the University of Southern Queensland (USQ) Lime Survey platform during two separate promotional campaigns. In both campaigns, participants were advised upon entering the online survey that this was a confidential and anonymous survey for participants aged 65 years or over, with all data collection non-identifiable. With an approximate time of 10 to 15 minutes stated for completion of the survey, participants were also advised that all questions were mandatory and needed to be answered to successfully complete the survey. A copy of the USQ Ethics approved Participant Information Sheet (Appendix B) was also provided for participants to view at the welcome page of the online survey before clicking a required checkbox to signal their agreement to proceed to the survey questions.

The first data collection campaign of the survey to post-retirement age participants was via the USQ survey platform integrating with Prolific.com (research recruitment platform) which the Primary Supervisor of the research project had a USQ ethics approved account. Prolific provided access to an overseas pool of eligible survey participants who were verified and administered by this platform. Participant contact details were protected by the platform and all demographic information gathered was via the control variables within the Study 2 survey. A maximum limit of 350 participants was set within Prolific, with payment of £2.00 required to a participant (plus a small administration fee of £0.67 to Prolific) upon each successful and approved completion of a survey. The maximum limit of participants was set to 350 so as to adhere to the availability of allocated doctoral candidate research funds. This first distribution of the survey collected the required 350 responses within 6 hours, with

the majority of respondents based within the United Kingdom. Due to the significant number of British participant data, a secondary online data collection campaign was decided upon, so as to target Australian and New Zealand post-retirement age participants.

The second data collection campaign was a duplicate of the one created on the USQ survey platform and was launched without the Prolific integration code that was required in the initial campaign. With the title of "Transferring the Knowledge", a targeted social media campaign was launched across LinkedIn, Twitter, and Facebook to attract interest from both an audience of the research target participants as well as colleagues and associates who were willing to share the survey with their networks. Over the course of two weeks with continual promotion online by the researcher and via word of mouth amongst personal and professional networks, the online survey was completed by $N = 193$ post-retirement age participants, with the majority residing within Australia and a minor number from New Zealand, USA and Canada.

The data collected from both surveys occurred between the months of July and September 2020, and the data was then combined into one file in preparation for the data analysis stage.

5.1.4 Plan for Data Analysis

Analyses in the current study was conducted in the following stages: (a) preliminary descriptive analysis including normality and reliability testing of each scale and correlation (b) testing the Career Construction Adaptation Model; (c) testing the relationship of Mattering (Adaptation) to Interest in Mentoring; (d) testing the relationship of Generativity to Interest in Mattering (Adaptation); and (e) explore the mediation of Mattering (Adaptation) to the effect of Generativity to Interest in Mentoring. Table 7 provides a list of all data analysis phases for Study 2,

All data analysis was conducted via SPSS (IBM Corp, 2020) and the Hayes process macro for SPSS (Hayes, 2013), which uses a regression-based approach to mediation. The Significance value for the study was 0.05.

Table 7

List of Data Analysis Phases for Study 2

Phase	Description	Outcome(s)
1	Hypotheses Testing Career Construction Adaptation Model - Serial Multiple Mediation (Hayes Process Model 6).	6 Hypotheses
2	Testing Relationship of Mattering (Adaptation) to Interest in Mentoring - Linear relationship of General Mattering to Interest in Mentoring. - Linear relationship of Work Mattering to Interest in Mentoring,	2 Hypotheses
3	Testing Relationship of Generativity (via five subscales) to Interest in Mentoring - Multiple Linear Regression Model of Passing on Knowledge, Significant Contribution, Doing Things, Being Creative, and Taking Responsibility to Interest in Mentoring.	6 Hypotheses
4	Explore Mediation of Mattering to the Effect of Generativity to Interest in Mentoring - Simple Mediation (Hayes Process Model 4)	1 Research Question

5.1.4.1 Phase 1: Hypotheses Testing Career Construction Adaptation Model

Phase 1 in Study 2 is that of a hypotheses test of the Career Construction Adaptation Model. During the discussion of Study 1's qualitative results, a Meaningful Work Conceptual Framework was proposed. Based on the qualitative themes resulting from Study 1, the Career Adaptation Model was transposed across onto the Meaningful Work Conceptual Framework. Similar to correlation, regression allows an investigation of the relationship between the variables of the Career Adaptation Model.

The selected measures of Openness to Experience, Career Adaptability, Altruistic

Behaviour, and Mattering that represent the Career Construction Adaptation Model variables,

are tested via a serial multiple mediation approach. Figure 12 provides the statistical model

for hypotheses testing the Career Adaptation process with the assigned measures. Following

Figure 12 are the list of hypotheses to be tested.

Figure 12

Phase 1: Hypotheses Testing the Career Adaptation Model
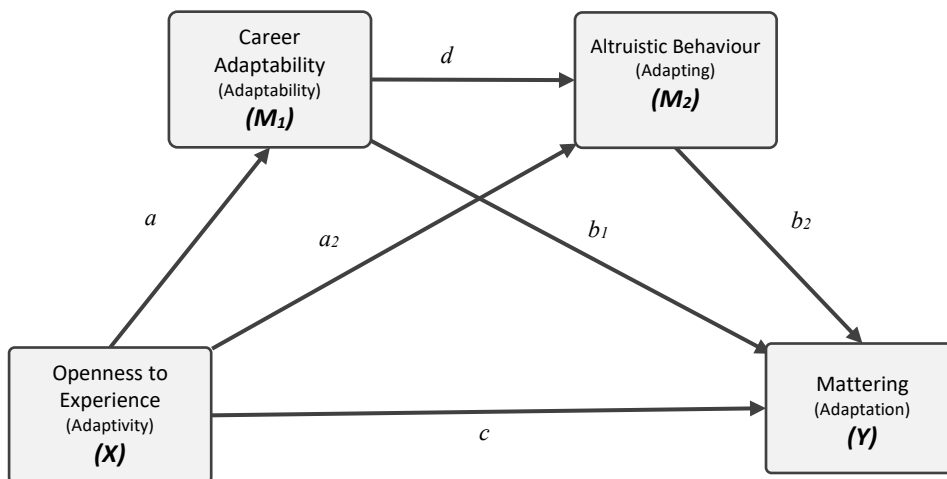
H1: Openness to Experience relates to Career Adaptability.

H2: Career Adaptability will mediate a positive relationship between Openness to

Experience and Altruistic Behaviour.

H3: Openness to Experience relates to Mattering.

H4: Career Adaptability relates to Altruistic Behaviour.

H5: Career Adaptability relates to Mattering.

H6: Altruistic Behaviour relates to Mattering.

5.1.4.2 Phase 2: Testing Relationship of Mattering (Adaptation) to Interest in Mentoring

Phase 2 is that of a hypotheses test of both the General Mattering and Work Mattering

measures that represent Adaptation, and if they each relate to an Interest in Mentoring. The

Meaningful Work Conceptual Framework does not include Interest in Mentoring as a variable, so Phase 2 is focused on investigating the relationship between the final stage of the Adaptation sequence (Mattering) and the variable of Interest in Mentoring. Figure 13 and Figure 14 provide the statistical models for the testing of this relationship and the associated hypotheses follow directly afterwards. There are two models provided as there is a General Mattering (GMS; Marcus, 1991; Rosenberg & McCullough, 1981) and Work Mattering (WMS; Jung & Heppner, 2015) measure included in the survey. Interest in Mentoring is measured by the Mentoring Others scale (Allen, 2003). Testing will also provide evidence of which measure has the stronger relation to Interest in Mentoring.

Figure 13

Phase 2A: Testing Relationship of General Mattering (Adaptation) to Interest in Mentoring

Figure 14

Phase 2B: Testing Relationship of Work Mattering (Adaptation) to Interest in Mentoring

The hypotheses to be tested in Phase 2 are:

H7: General Mattering (Adaptation) relates to Interest in Mentoring.

H8: Work Mattering (Adaptation) relates to Interest in Mentoring.

5.1.4.3 Phase 3: Testing Relationship of Generativity to Interest in Mentoring

Phase 3 is that of a hypotheses test of the relationship between Generativity and Interest in Mentoring. The Meaningful Work Conceptual Framework does not include Generativity or Interest in Mentoring as variables, so Phase 3 is focused on investigating the relationship between Generativity and Interest in Mentoring. Due to the Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992) measure having five subscales, each of these will be tested with Interest in Mentoring. Figure 15 provides the statistical model for the multiple linear relationship testing of the Generativity subscales (Passing on Knowledge, Significant Contribution, Doing Things, Being Creative, and Taking Responsibility) to Interest in Mentoring.

If any of the subscales were found to be not significant during regression, they were removed from the exploratory exercise to be conducted in Phase 4. The hypotheses to be tested in Phase 3 are the following.

H9: Passing on Knowledge (Generativity) relates to Interest in Mentoring.

H10: Significant Contribution (Generativity) relates to Interest in Mentoring.

H11: Doing Things (Generativity) relates to Interest in Mentoring.

H12: Being Creative (Generativity) relates to Interest in Mentoring.

H13: Taking Responsibility (Generativity) relates to Interest in Mentoring.

Figure 15

Phase 3: Multiple Linear Relationship Testing of Relationship of Generativity (via Five Subscales) to Interest in Mentoring.
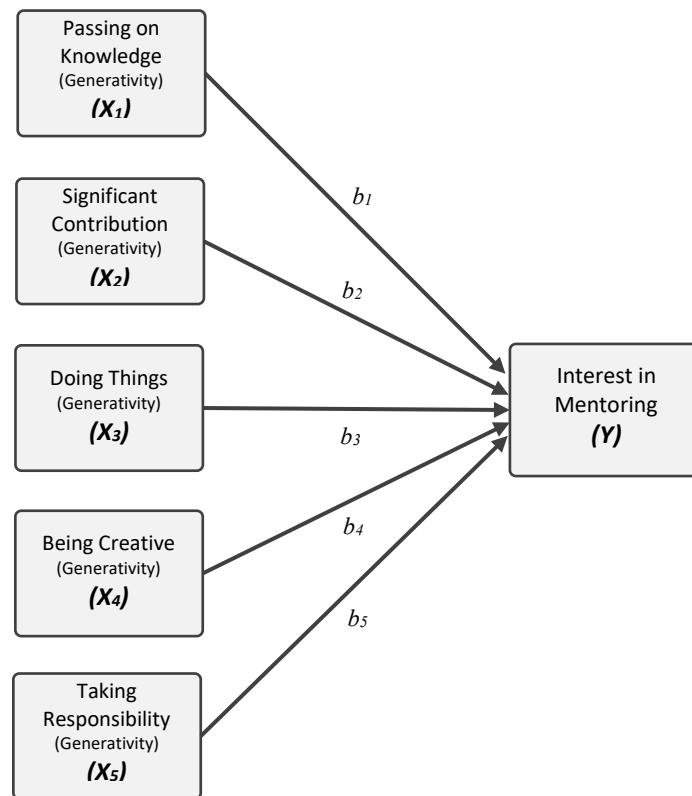
5.1.4.4 Phase 4: Explore Mediation of Mattering (Adaptation) to the Effect of Generativity to Interest in Mentoring

The next and final phase of testing focuses on an exploration of how Mattering mediates a relationship between Generativity and Interest in Mentoring. This phase is being conducted as the first instance of exploring if the final stage of the Adaptation model (Mattering) acts as a mediator for the predictor variable of Generativity and the outcome variable of Interest in Mentoring. There are two measures used for Mattering, these being General Mattering (GMS; Marcus, 1991; Rosenberg & McCullough, 1981) and Work

Mattering (WMS; Jung & Heppner, 2015). The Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992) has five subscales.

Due to the large number of variants of Mattering and Generativity needing to be explored in a Simple Mediation with Interest in Mentoring as the outcome variable, there was a number of exploratory tests completed. Figure 16 illustrates the statistical mediation model that will be structured to Hayes PROCESS Model 4 (Hayes, 2012). Any Generativity variables (subscales) that were found to be insignificant during Phase 3 were not included in the Phase 4 exploratory exercise. As this last phase is exploratory in nature, a research question instead of a set of hypotheses is stated.

Figure 16

Phase 4: Mattering (Adaptation) Mediating the Relationship between Generativity (subscale) and Interest in Mentoring.
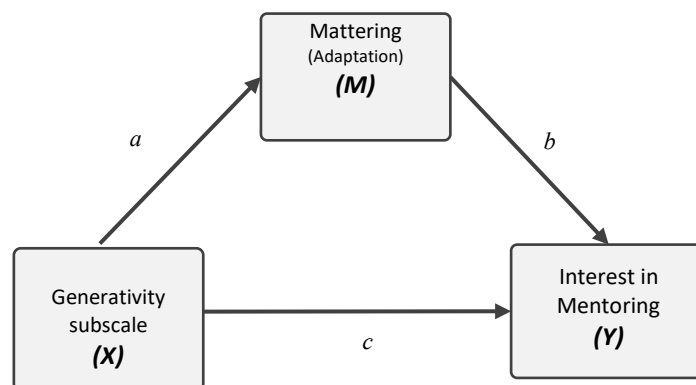
The Phase 4 Research Question is:

Does Mattering (Adaptation) mediate a positive relationship between Generativity and Interest in Mentoring?

5.2 Results

The results presented in this section will describe the data screening process, descriptive statistics of all measures used in data collection, and then the results from each of the four Phases of testing.

5.2.1 Data Screening

The Study 2 sample was initially composed of ($N = 584$) post-retirement age participant responses, however there were a small number ($n = 19$) of online survey attempts for which there was missing data for some but not all items. Each of these incomplete survey attempts was investigated and found to be invalid. Within these invalid cases, there was the possibility of a pattern to the missing data, Missing Not at Random (MCAR; Little & Rubin, 2019). This pattern involved either missing survey responses (and subsequently terminating the survey) at the Career Adapt-Ability section (positioned near the start of the survey) or the final section of the survey focused on Mentoring Motives items. It could be suggested that a participant (a) became overwhelmed with the number of questions asked in the Career Adapt-Ability section and decided not to continue; (b) felt the time commitment required after completing a number of question banks was too excessive, and so quit at the final section (Mentoring Motives); (c) took too long to respond to questions and the system timed out at the Mentoring Motives section of the survey; or (d) could not see the relevance of the questions and so quit at the Career Adapt-Ability section.

The remaining data ($N = 565$) were screened for univariate outliers, with skewness and kurtosis values as well as boxplots examined for the distribution of each descriptive (measure). Standardised of $z > +/-3.29, p < .001$ (Tabachnick & Fidell, 2019) was used for screening. Survey respondents differed in their levels of attention and effort when responding to items. There were $n = 17$ univariate outliers found and removed. To increase the rigor of

analysis and enhance the trustworthiness of the study results, each of the removed cases also had their survey responses reviewed. In reviewing each of these removed cases, the participant was identified as failing to exert sufficient effort in their survey responses. This conclusion was based on completing the survey in an extremely short time frame and the regularity of response selections being the first option for each Likert scale item. After removing missing data and univariate outliers, the final dataset was $N = 548$.

Also, due to the General Mattering Scale (GMS; Marcus, 1991; Rosenberg & McCullough, 1981) designed with a Likert-scale in reverse order to all other current project measures, it's five items were reverse scored before data analysis began.

5.2.2 Descriptive Statistics

Table 8 provides a table of descriptive statistics (including normality and reliability testing) and correlations for each measure (or part measure) used in the data collection for Study 2. Referring to Table 8 and the Descriptive Statistics, the Generativity subscale of Taking Responsibility had a low correlation with all variables, with an average correlation of ($r = 0.15$, and a poor internal reliability ($\alpha = -.17$). Due to both a low range of correlations and insufficient Cronbach's alpha, this sub-scale was treated with some caution. Nonetheless, this sub-scale will remain as part of the Phase 3 testing, to explore its relations with other variables. General Mattering displayed very strong internal reliability ($\alpha = .86$) but showed low correlation with all variables except for the Generativity subscale of Doing Things where a higher degree of correlation was recorded ($r = -.55$). Also displaying strong internal reliability ($\alpha = 85$) was the SF-CAAS, though it is noted that out of the four sub-scales, it was Control that on average had the lowest correlations for all measures. Control had extremely low correlation with General Mattering ($r = -.12$), Generativity's sub-scales of Significant Contribution ($r = .16$), and Taking Responsibility ($r = .10$), as well the Mentoring sub-scale

of Self-Enhancement (r = .16). Also, in regard to the Career Adapt-Ability subscales, it was

Curiosity (α = 67) and Confidence (α = 67) that had the lowest internal reliability out of the

overall four.

It is also interesting to note that both the Generativity sub-scale Taking

Responsibility, and the Career Adapt-Ability Short-Form sub-scale of Control were both

variables that experienced low correlations with many of the other measures. All of the

above-mentioned results and observations will be discussed further in the closing section of

Study 2.

Also, as noted in Table 8, Altruistic Behaviour which is representing Adapting within

the Meaningful Work Conceptual Framework, is named Service Motivation when displayed

as a variable within Table 8, and also in all further data tables within this chapter.

Table 8

Descriptive Statistics and Correlation of all Measures

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Openness	(.75)																	
2. Career Adapt-Ability	.39**	(.85)																
3. Concern	.29**	.79**	(.70)															
4. Control	.16**	.67**	.38**	(.82)														
5. Curiosity	.41**	.81**	.52**	.36**	(.67)													
6. Confidence	.35**	.81**	.47**	.40**	.66**	(.67)												
7. Service Motivation	.32**	.45**	.36**	.20**	.42**	.41**	(.87)											
8. General Mattering	-.13**	-.28**	-.25**	-.12**	-.22**	-.26**	-.31**	(.86)										
9. Work Mattering	.25**	.43**	.40**	.21**	.33**	.36**	.64**	-.39**	(.93)									
10. Passing on Knowledge	.33**	.48**	.37**	.23**	.43**	.43**	.60**	-.35**	.58**	(.78)								
11. Significant Contribution	.20**	.32**	.29**	.16**	.28**	.25**	.45**	-.37**	.49**	.40**	(.43)							
12. Doing Things	.30**	.41**	.33**	.23**	.35**	.36**	.48**	-.55**	.53**	.53**	.60**	(.81)						
13. Being Creative	.50**	.52**	.36**	.28**	.46**	.52**	.38**	-.35**	.34**	.49**	.32*	.51**	(.56)					
14. Taking Responsibility	.05	.11*	.09*	.10*	.08	.07	.09*	.04	.06	.19**	.11*	.05	.14**	(-.17)				
15. Self Enhancement	.15**	.34**	.29**	.16**	.29**	.31**	.32**	-.32**	.30**	.35**	.22**	.36**	.34**	.14**	(.90)			
16. Benefit Others	.24**	.42**	.32**	.30**	.33**	.36**	.43**	-.35**	.43**	.48**	.31**	.38**	.38**	.14**	.56**	(.92)		
17. Intrinsic Satisfaction	.24**	.36**	.30**	.24**	.29**	.29**	.35**	-.29**	.34**	.42**	.24**	.36**	.38**	.13**	.54**	.72**	(.92)	
18. Interest in Mentoring	.24**	.44**	.35**	.27**	.35**	.37**	.43**	-.38**	.41**	.48**	.30**	.43**	.42**	.16**	.84**	.88**	.85**	(.93)
Mean	3.67	4.04	3.59	4.47	4.03	4.07	3.66	1.90	3.81	2.76	2.80	2.69	2.97	2.11	3.17	4.01	4.02	3.71
Standard Deviation	0.65	0.49	0.73	0.58	0.61	0.63	0.75	0.61	1.28	0.67	0.53	0.58	0.66	0.42	1.00	0.90	0.96	0.82
Skewness	-0.37	-0.35	-0.25	-1.16	-0.50	-0.59	-0.30	0.55	-0.36	0.04	-0.22	-0.04	-0.15	0.18	-0.36	-1.04	-1.15	-0.84
Kurtosis	0.33	0.22	-0.05	2.13	0.42	0.44	-0.42	-0.01	-0.65	-0.79	-0.26	-0.30	-0.71	-0.21	-0.32	0.97	1.02	0.78
N of items	6	12	3	3	3	3	6	5	5	4	4	6	2	4	4	4	3	11

Note. Internal consistency Cronbach (α) coefficients are shown on the diagonal. * p < .05; ** p < .01

5.2.3 Phase 1: Testing Career Construction Adaptation Model

As explained in the introduction to this chapter, the variables being tested as the

Adaptation Model for this research study are Openness to Experience (Adaptivity), Career

Adaptability (Adaptability), Altruistic Behaviour (Adapting), and Mattering (Adaptation).

Table 9 provides regression results for the testing of the Career Construction Adaption

Model, with Figure 17 and 18 providing the model for the hypotheses testing conducted with

a serial multiple mediation approach (Hayes PROCESS Model 6; Hayes, 2013),

It is of note that there are two statistical models presented, due to Mattering being

represented by both General Mattering and Work Mattering. Both variables are tested

separately with the complete Adaptation chain.

The hypotheses tested for Phase 1 are listed below:

H1: Openness to Experience relates to Career Adaptability.

H2: Career Adaptability will mediate a positive relationship between Openness to

Experience and Altruistic Behaviour.

H3: Openness to Experience relates to Mattering.

H4: Career Adaptability relates to Altruistic Behaviour.

H5: Career Adaptability relates to Mattering.

H6: Altruistic Behaviour relates to Mattering.

5.2.3.1 Regression and Mediation

To begin the results section for Phase 1, Table 9 provides the regression results for the

adaptation model with both General Mattering and Work Mattering. Note that during the

regression process, Service Motivation (SM) is the variable named used for Altruistic

Behaviour (Adapting).

Table 9

Phase 1: Regression Results for General Mattering [d] and Work Mattering [e]

Variable	β	SE	B	t	p	95% CI for B LL	95% CI for B UL	R	R^2	ΔR^2	R^2 Change	F Change
					General Mattering [d]							
Model 1								.133[a]	.018*	.016	.018	9.785
(Constant)		.148	2.352	15.937	.000	2.062	2.642					
Openness	-.133	.040	-.124	-3.128	.002	-.202	-.046					
Model 2								.279[b]	.078*	.074	.060	35.565
(Constant)		.216	3.321	15.342	.000	2.895	3.746					
Openness	-.029	.042	-.027	-.639	.523	-.109	.055					
CA	-.267	.055	-.328	-5.964	.000	-.436	-.220					
Model 3								.344[c]	.119*	.114	.041	25.223
Constant		.213	3.434	16.123	.000	3.015	3.852					
Openness	.009	.041	.009	.206	.837	-.073	.090					
CA	-.177	.058	-.218	-3.760	.000	-.333	-.104					
SM	-.230	.037	-.187	-5.022	.000	-.260	-.114					
					Work Mattering [e]							
Model 1								.247[a]	.061*	.059	.061	35.535
(Constant)		.303	2.031	6.709	.000	1.436	2.626					
Openness	.247	.081	.484	5.961	.000	.324	.643					
Model 2								.435[b]	.189*	.186	.128	86.161
(Constant)		.426	-.933	-2.191	.029	-1.769	-.097					
Openness	.095	.082	.186	2.273	.023	.025	.348					
CA	.389	.108	1.004	9.282	.000	.792	1.217					
Model 3								.656[c]	.430*	.427	.241	229.538
Constant		.359	-1.509	-4.200	.000	-2.215	-.803					
Openness	.004	.070	.007	.106	.916	-.130	.145					
CA	.173	.098	.446	4.552	.000	.254	.639					
SM	.558	.063	.952	15.151	.000	.828	1.075					

Note: CA = Career Adapt-Ability, SM = Service Motivation (measure for Altruistic Behaviour), a. Predictors: (Constant), Openness, b. Predictors: (Constant), Openness, Career Adapt-Ability, c. Predictors: (Constant), Openness, Career Adapt-Ability, Service Motivation, d. Dependent Variable: General Mattering; R^2 values are adjusted; *$p < .01$, e. Dependent Variable: Work Mattering; R^2 values are adjusted; *$p < .01$.

The regression results for General Mattering and Work Mattering illustrate the weakening of Openness to Experience (Adaptivity) as the other Adaptation Model variables were included. With General Mattering as the outcome variable, Openness to Experience was initially a significant predictor ($\beta = .283$, $SE = .055$, $p<.05$); however, at the completion of the regression testing of the Adaptation Model it had reduced to not significant ($\beta = .009$, $SE = .041$, $p = .837$). Work Mattering as the outcome variable was similar in that Openness to Experience was initially a significant predictor ($\beta = .247$, $SE = .081$, $p<.05$) but at the completion of the regression testing of the Adaptation Model it had reduced to not significant ($\beta = .004$, $SE = .070$, $p = .916$). In both the testing of the Career Adaptation Model with General Mattering as the output variable, and then with Work Mattering as the output variable, the predictor variable of Openness to Experience (Adaptivity) was not significant when Career Adaptability (Adaptability) or Altruistic Behaviour (Adapting) was added.

The relationship between Openness to Experience (Adaptivity) and General Mattering was mediated by Career Adaptability (Adaptability) and Altruistic Behaviour (Adapting). The relationship between Openness to Experience (Adaptivity) and Work Mattering was also mediated by Career Adaptability (Adaptability) and Altruistic Behaviour (Adapting).

The Hayes PROCESS Model 6 (Hayes, 2013) was run in SPSS so as to calculate the standardized indirect effects for each variable and the total effect of the predictor variable of Openness to Experience (Adaptivity) and the outcome variable which is firstly General Mattering (Adaptation) and then Work Mattering (Adaptation). Figure 17 illustrates Phase 1A which tests the Career Adaptation Model with General Mattering (Adaptation) as the outcome variable. Figure 18 illustrates Phase 1B which is the same model but with Work Mattering (Adaptation) as the outcome variable.

The standardized coefficient resulting from the Hayes PROCESS are displayed for each variable effect. The total effect (c) of the predictor (x) variable on outcome variable (y) is also included in italics.

Figure 17

Phase 1A: Results of Hypotheses Testing the Career Adaptation Model – General Mattering as Adaptation.
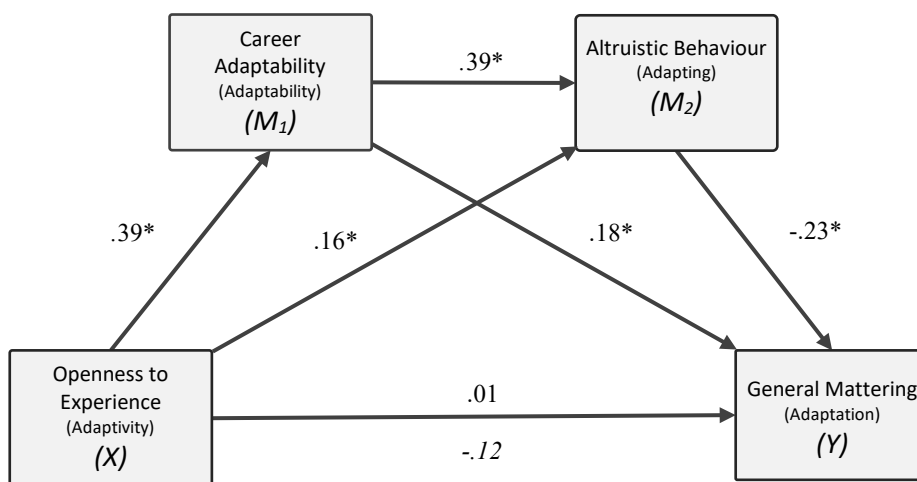
Figure 18

Phase 1B: Results of Hypotheses Testing the Career Adaptation Model – Work Mattering as Adaptation.
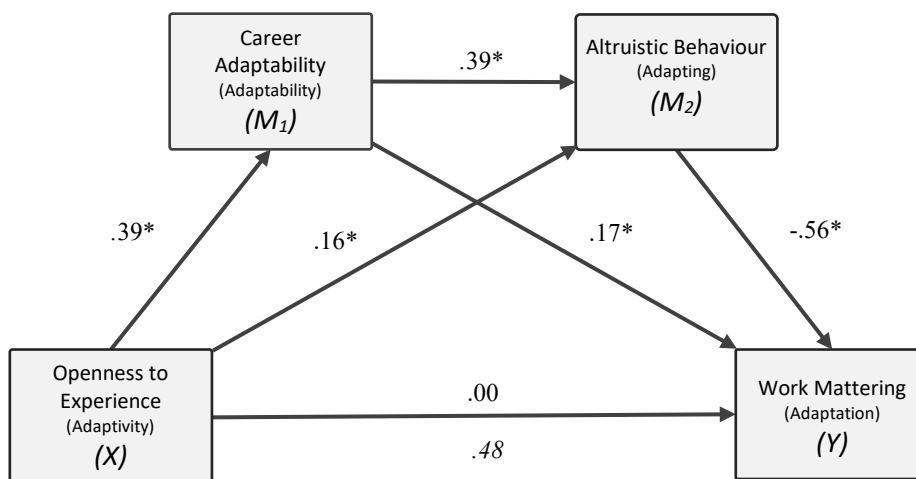
As with any multiple mediation model, the concern is not only with the total effect of X on Y, but also with each specific indirect effect (Preacher & Hayes, 2008). The interpretation of both Phase 1A and 1B results, proves that a mediation effect does exist, due to the direct effect of X on Y being .00 and .01 respectively. The predictor variable of Openness to Experience (Adaptivity) is a significant predictor for the outcome variable of General Mattering (Figure 17) and Work Mattering (Figure 18) but is not significant once mediated by Career Adaptability (Adaptability) and then Altruistic Behaviour (Adapting).

5.2.3.2 Results for Phase 1 Hypotheses

Responding to the hypotheses posed for Phase 1, the following findings are provided.

Hypothesis 1 (H1) stated "Openness to Experience relates to Career Adaptability". This hypothesis is supported as Openness to Experience had a positive relationship ($\beta = .39$, $SE = .03$, $p < .05$) to Career Adaptability.

Hypothesis 2 (H2) stated "Career Adaptability will mediate a positive relationship between Openness to Experience and Altruistic Behaviour". This hypothesis is supported as there was a significant indirect effect of Openness to Experience on Altruistic Behaviour through Career Adaptability (Openness to Experience had a positive relationship ($\beta = .39$, $SE = .03$, $p < .05$) to Career Adaptability.

Hypothesis 3 (H3) stated "Openness to Experience relates to Mattering". The direct effect of Openness to Experience to General Mattering was ($\beta = .01$, $SE = .04$, $p = .84$) and the direct effect of Openness to Experience to Work Mattering was ($\beta = .00$, $SE = .07$, $p = .92$); therefore, Hypothesis 3 is not supported.

Hypothesis 4 (H4) stated "Career Adaptability relates to Altruistic Behaviour". This hypothesis is supported as Career Adaptability had a positive relationship ($\beta = .39$, $SE = .06$, $p < .05$) to Altruistic Behaviour.

Hypothesis 5 (H5) stated "Career Adaptability relates to Mattering". This hypothesis is supported as Career Adaptability had a positive relationship (β = .18, *SE* = .06, *p* < .05) to General Mattering and in the second test with Work Mattering (β = .17, *SE* = .10, *p* < .05).

Hypothesis 6 (H6) stated "Altruistic Behaviour relates to Mattering". This hypothesis is supported as Career Adaptability had a negative relationship (β = -.23, *SE* = .04, *p* < .05) to General Mattering and in the second test with Work Mattering (β = .56, *SE* = .06, *p* < .05). Both relationships are significant but had negative coefficients due to reverse items within the Service Motivation measure (Duffy & Raque-Bogdan, 2010), which the Altruistic Behaviour (Adapting) variable is associated with.

5.2.4 Phase 2: Testing Relationship of Mattering (Adaptation) to Interest in Mentoring

The Meaningful Work Conceptual Framework does not include Interest in Mentoring as a variable, so Phase 2 is focused on investigating the relationship between Mattering (Adaptation) and Interest in Mentoring. The hypotheses posed for Phase 2 are:

H7: General Mattering (Adaptation) relates to Interest in Mentoring.

H8: Work Mattering (Adaptation) relates to Interest in Mentoring.

5.2.4.1 Regression and Mediation

A simple linear regression model investigates the relationship and significance of the predictor variable (Mattering) and outcome variable (Interest in Mentoring). Associated hypotheses follow directly afterwards.

As there is a General Mattering (GMS; Marcus, 1991; Rosenberg & McCullough, 1981) and Work Mattering (WMS; Jung & Heppner, 2015) measure included in the survey, there are two models provided (Figure 19 and 20). Interest in Mentoring is measured by the Mentoring Others scale (Allen, 2003). Testing also provides evidence of which measure of Mattering is the stronger relation to Interest in Mentoring.

Figure 19

Phase 2A: Testing Relationship of General Mattering (Adaptation) to Interest in Mentoring.
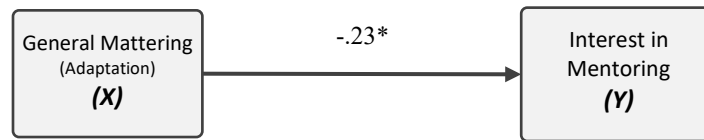
Figure 20

Phase 2B: Testing Relationship of Work Mattering (Adaptation) to Interest in Mentoring.
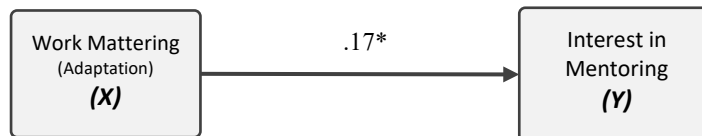
5.2.4.2 Results for Phase 2 Hypotheses

Hypothesis 7 (H7) stated "General Mattering (Adaptation) relates to Interest in Mentoring". This hypothesis was supported as General Mattering (Adaptation) has a significant relation to Interest in Mentoring (β = -.23, *SE* = .05, *p* < .05).

Hypothesis 8 (H8) stated "Work Mattering (Adaptation) relates to Interest in Mentoring". This hypothesis was supported as Work Mattering (Adaptation) has a significant relation to Interest in Mentoring (β = .17, *SE* = .03, *p* < .05).

Both H7 and H8 relationships were significant and General Mattering was the stronger relation.

5.2.5 Phase 3: Testing Relationship of Generativity (via five subscales) to Interest in Mentoring

A hypotheses test of the relationships between Generativity subscales and Interest in Mentoring is the focus of Phase 3. The Meaningful Work Conceptual Framework does not

include Generativity or Interest in Mentoring as variables so Phase 3 investigates the

relationship between Generativity and Interest in Mentoring.

5.2.5.1 Regression and Mediation

Table 10 provides the regression results for the multiple linear relationship testing of

the Generativity subscales (Passing on Knowledge, Significant Contribution, Doing Things,

Being Creative, and Taking Responsibility) to Interest in Mentoring. If any of the subscales

are found to be not statistically significant in regression, they were removed from the follow

up exploratory exercise to be conducted in Phase 4.

Table 10

Phase 3: Testing Relationship of Generativity Measure (via Five Subscales) to Interest in
Mentoring [a]

Variable	β	SE	B	t	p	R	R^2	ΔR^2	R^2 Change	F Change
			Interest in Mentoring [a]							
Model 1						.551[b]	.303*	.297	.303	47.100
(Constant)		.219	1.070	4.889	.000					
Passing on Knowledge	.283	.055	.347	6.277	.000					
Significant Contribution	.021	.069	.032	.461	.645					
Doing Things	.165	.072	.231	3.217	.001					
Being Creative	.186	.054	.231	4.244	000					
Taking Responsibility	.069	.071	.135	1.886	.060					

Note: a. Outcome Variable: Interest in Mentoring; b. R^2 values are adjusted; *$p < .01$

The following Figure 21 provides the standardized coefficient beta coefficient for

each Generativity subscale variable in relation to Interest in Mentoring as well as

significance. The hypotheses for Phase 3 are listed below and will be answered at the

conclusion of this Phase 3 section.

H9: Passing on Knowledge (Generativity) relates to Interest in Mentoring.

H10: Significant Contribution (Generativity) relates to Interest in Mentoring.

H11: Doing Things (Generativity) relates to Interest in Mentoring.

H12: Being Creative (Generativity) relates to Interest in Mentoring.

H13: Taking Responsibility (Generativity) relates to Interest in Mentoring.

Figure 21

Phase 3: Results from Testing Relationship of Generativity (via Five Subscales) to Interest in Mentoring.
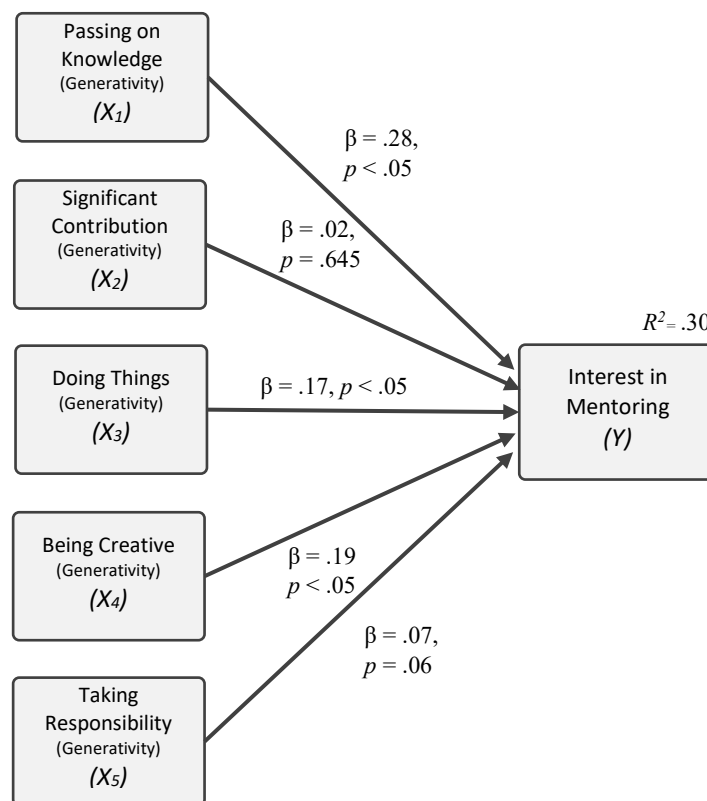
Note. The β coefficient for each is rounded up to 2 decimal places.

Testing the relationship of each Generativity subscale measures to Interest in Mentoring, it was the subscales of Passing on Knowledge ($\beta = .283$, $SE = .055$, $p < .05$), Doing Things ($\beta = .165$, $SE = .072$, $p < .05$), and Being Creative ($\beta = .186$, $SE = .054$, $p < .05$), that were all statistically significant. The Generativity subscales of Significant Contribution ($\beta = .021$, $SE = .069$, $p = .645$) and Taking Responsibility ($\beta = .069$, $SE = .071$, p

=.06) were both not statistically significant and so removed from further exploration in Phase

4. It is of note that the subscale of Taking Responsibility was found to be not significantly

correlated or with a low correlation to all variables, as shown in the descriptive statistics of

Table 8.

5.2.5.2 Results for Phase 3 Hypotheses

Hypothesis 9 (H9) states "Passing on Knowledge (Generativity) relates to Interest in

Mentoring". Based on the findings already reported (β = .283, SE = .055, $p < .05$), this

Generativity subscale does positively relate to Interest in Mentoring.

Hypothesis 10 (H10) states "Significant Contribution (Generativity) relates to Interest

in Mentoring". The relationship of this Generativity subscale to Interest to Mentoring was

found not to be statistically significant (β = .021, SE = .069, p =.645). The Significant

Contribution subscale was removed from any further testing. As noted in the Descriptive

Statistics section, this sub scale was already rating a low correlation to all other measures.

Phase 3 of testing confirmed this variable was not significant.

Hypothesis 11 (H11) states "Doing Things (Generativity) relates to Interest in

Mentoring". Based on the findings already reported (β = .165, SE = .072, $p < .05$), this

Generativity subscale does positively relate to Interest in Mentoring.

Hypothesis 12 (H12) states "Being Creative (Generativity) relates to Interest in

Mentoring". Based on the findings already reported (β = .186, SE = .054, $p < .05$), this

Generativity subscale does positively relate to Interest in Mentoring.

Hypothesis 13 (H13) states "Taking Responsibility (Generativity) relates to Interest in

Mentoring". The relationship of this Generativity subscale to Interest to Mentoring was found

to be insignificant (β = .069, SE = .071, p =.06).. This subscale of Taking Responsibility was

removed from any further analysis. As noted in the Descriptive Statistics section, this

subscale was already rating a low correlation to all other measures. Phase 3 of testing

confirmed this variable's insignificance.

5.2.6 Phase 4: Explore Mediation of Mattering on the Effect of Generativity on Interest

in Mentoring

It was decided that only an exploratory exercise would be conducted as an initial

investigation on (a) the total effect Generativity has to Interest in Mentoring, and (b) the

effect of Generativity to Interest in Mentoring via the mediation of Mattering. Results from

this exploratory exercise would guide recommendation for future research that will be

discussed in the concluding chapter (Chapter Six).

As Generativity and Interest in Mentoring are not included in the Meaningful Work

Conceptual Framework, the following question is sought to understand how Generativity and

Interest in Mentoring could be linked to the Career Adaptation Model within the conceptual

framework. The question being asked in this Phase 4 exploratory exercise is "Does Mattering

mediate a positive relationship between Generativity and Interest in Mentoring?"

5.2.6.1 Mediation Models

Hayes (2013) PROCESS used Model 4 to specify a mediator model with bootstrap

confidence intervals for the effects based on 5000 resamples.

Due to Generativity having three subscales (Passing on Knowledge, Doing

Things, & Being Creative), and Mattering with two separate measures (General Mattering

and Work Mattering), there were six mediation models investigated.

The following exploratory exercises (Figures 22 to 27) will illustrate the effect of a

Generativity subscale to Interest in Mentoring with either General or Work Mattering as the

mediator. Direct and indirect effects will be provided with standard coefficients. Total effect

of predictor (x) variable and outcome (y) variable will also be displayed in italics.

Figure 22

Phase 4A: Results of General Mattering (Adaptation) Mediating the Relationship between

Passing on Knowledge (Generativity) and Interest in Mentoring.
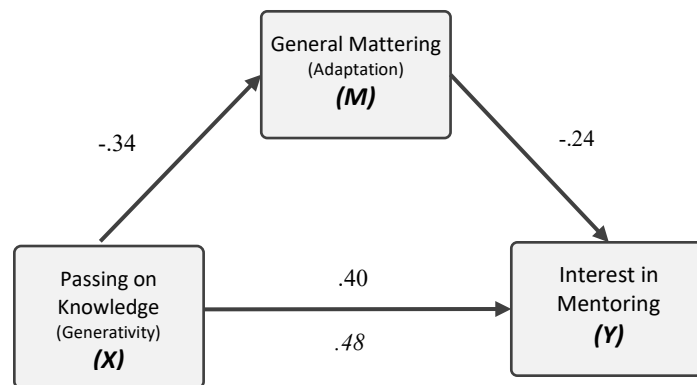
Total effect of Passing on Knowledge to Interest in Mentoring ($\beta = .48$, $b = .40$, 95%

CI [.50, .68], $t = -12.86$, $p < 0.005$).

Figure 23

Phase 4B: Results of General Mattering (Adaptation) Mediating the Relationship between

Doing Things (Generativity) and Interest in Mentoring.
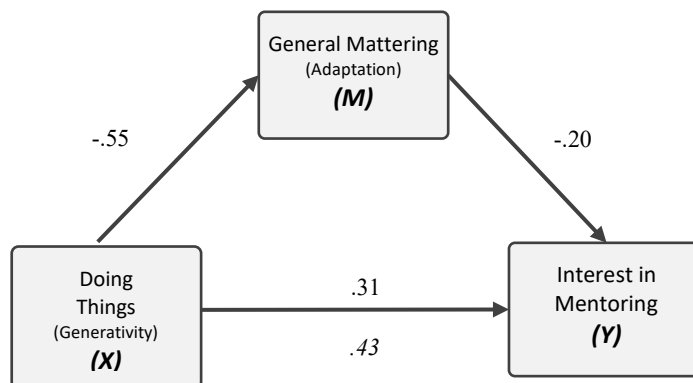
Total effect of Doing Things to Interest in Mentoring ($\beta = .43$, $b = .59$, 95% CI [.49,

.70], t = 10.98, p<0.005).

Figure 24

Phase 4C: Results of General Mattering (Adaptation) Mediating the Relationship between Being Creative (Generativity) and Interest in Mentoring.

Total effect of Being Creative to Interest in Mentoring (β = .42, b = .53, 95% CI [.43, .62], t = 10.94, p<0.005).

Figure 25

Phase 4D: Results of Work Mattering (Adaptation) Mediating the Relationship between Passing on Knowledge (Generativity) and Interest in Mentoring.

Total effect of Passing on Knowledge to Interest in Mentoring (β = .48, b = .59, 95% CI [.50, .68], t = 12.86, p<0.005).

Figure 26

Phase 4E: Results of Work Mattering (Adaptation) Mediating the Relationship between Doing Things (Generativity) and Interest in Mentoring.

Total effect of Doing Things to Interest in Mentoring (β = .43, b = .59, 95% CI [.49, .70], t = 10.98, p<0.005).

Figure 27

Phase 4F: Results of Work Mattering (Adaptation) Mediating the Relationship between Being Creative (Generativity) and Interest in Mentoring.
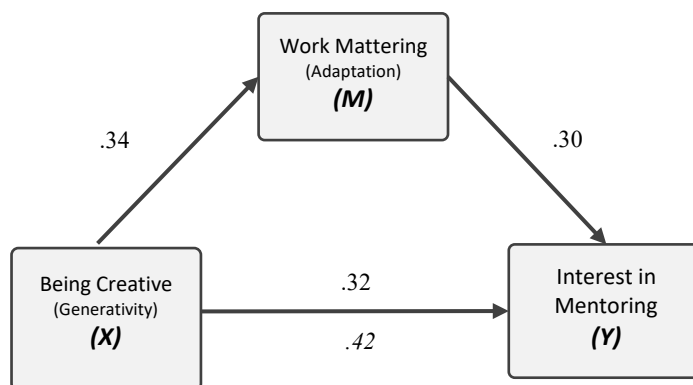
Total effect of Being Creative to Interest in Mentoring (β = .42, b = .59, 95% CI [.43, .62], t = 10.94, p<0.005).

5.3 Summary of Results from Study 2

Study 2 began with a focus on testing the Career Construction Adaptation Model within the Meaningful Work Conceptual Framework. Career Adaptability was included within the testing of the Career Construction Adaptation Model, however due to Generativity and Interest in Mentoring not being positioned within the Meaningful Work Conceptual Framework, there were further tests completed. The additional tests focused on (a) the relationship of Mattering (Adaptation) to Interest in Mentoring; and (b) the relationship of Generativity to Interest in Mentoring. An additional exploratory exercise was also conducted on the mediation of Mattering (Adaptation) to the effect of Generativity to Interest in Mentoring.

5.3.1 Testing the Career Construction Adaptation Model

McAdams et al. (2004) posited that a high level in the dispositional trait of Openness to Experience, may predispose a person's narrative to clearly remember and build from life events of complexity, challenge, and change. A person with limited dispositional Openness to Experience was more cautious and anchored to security, so as to avoid potential undesired life outcomes.

In both the Phase 1 testing of the Career Construction Adaptation Model with General Mattering as the output variable, and then Work Mattering as the output variable, the predictor variable of Openness to Experience (Adaptivity) was not significant when Career Adaptability (Adaptability) or Altruistic Behaviour (Adapting) were added.

Savickas and Porfeli (2012) state that the Career Construction Adaptation Model is based on high levels of adaptation (outcome) expected from those who are willing (adaptive) and able (adaptability) to perform behaviours that address changing conditions (adapting). The effect of Openness to Experience (Adaptivity) to Mattering (Adaptation) was not

significant once the mediation of Career Adaptability (Adaptability) and Altruistic Behaviour (Adapting) was introduced. This result provides evidence of the Career Construction Adaptation Model's chain of effects (adaptivity→adaptability→adapting→adaptation).

5.3.2 Interest in Mentoring, Generativity, and the Adaptation Model

In Phase 2 of the testing, General Mattering and Work Mattering (both tested as the Adaptation variable) were each found to have a significant relationship with Interest in Mentoring; General Mattering being the stronger relationship. The General Mattering measure is focused on a person's belief in their general significance to others (Marcus, 1991; Rosenberg & McCullough, 1981), whereas the Work Mattering measure is societal focused through the lens of work (Jung & Heppner, 2017). General Mattering resulting as the stronger relation of the two mattering measures, encourages future testing of these two measures as (a) both were only small in scale at five items each, and (b) the Study 1 theme of Social Relevance (which was the origin of the Adaptation variable of Mattering) was built upon a number of codes that resonate with both mattering measures.

In the Phase 3 testing of the relationship of Generativity to Interest in Mentoring, it was of note that two of the five sub-scales of the Loyola Generativity Scale (McAdams & de St. Aubin, 1992) were found to be not significant. Taking Responsibility and Significant Contribution were the two Generativity sub-scales found to be not significant in relation to Interest in Mentoring. These results will be discussed further in the General Discussion (Chapter Six) as Study 1 produced results of post-retirement age participants seeking autonomy and opportunities to contribute to society; of which seem to conflict with the results of the Phase 3 testing of Generativity to Interest in Mentoring.

The Phase 4 exploratory exercise focused on Mattering (Adaptation) acting as a mediator for Generativity to Interest in Mentoring. Due to Generativity having three

remaining significant subscales (Passing on Knowledge, Doing Things, & Being Creative), and Mattering with two separate measures (General Mattering and Work Mattering), there was six mediation models investigated. In all six investigations, the total effect remained strong and significant between the Generativity subscale (x) and Interest in Mentoring (y). The mediator of Mattering (either General or Work Mattering) was also significant but each model did not achieve complete mediation.

5.3.3 Conclusion

Chapter Five has reported on the method and results for Study 2. The findings (themes) from Study 1 informed the selection of measures for the construction of the Study 2 survey, with results initiating the (a) testing of the Career Construction Adaptation Model, (a) the relationship of Mattering (Adaptation) to Interest in Mentoring; (c) the relationship of Generativity to Interest in Mentoring; and (d) the initial exploratory investigation into the relationship of Mattering (Adaptation), Generativity, and Interest in Mentoring.

The next and final chapter (Chapter Six) is the General Discussion and will provide insights into the combined Study 1 and 2 results, as well as the limitations within the current research, and recommendations for future research and practice.

CHAPTER SIX: GENERAL DISCUSSION

The purpose of this research has been to explore and identify the required generativity (Erikson, 1959) and career adaptability (Savickas, 2005) of post-retirement aged citizens who initiate a return to the workforce as mentors. This concluding General Discussion chapter includes (a) summary of the overall research findings; (b) the theoretical and practical implications that developed from the evidence; (c) the conceptual framework that evolved from Study 1 themes; (d) the limitations; and (e) and recommendations for future research, practice, and policy.

Policy makers around the world are focused on increasing retirement age, as the solution to workforce shortages (Hennekam & Herrback, 2015; OECD, 2019). The aim of this research has been to gather evidence, ideas, and recommendations that advocates contextualised career support for post-retirement age citizens that are wanting (or have) engaged with work as workforce mentors. It is important to note that this current research is not advocating for all within this age cohort to remain (or return) to work, but instead encourage a holistic vocational psychology approach in identifying, understanding, and supporting older workers that decide to continue engaging (or re-engaging) with work. It is imperative to understand the diverse needs and motivations that influence a person's work choices, the role of work in their lives, and what support is required to assist in their career decision making (Fouad, 2007).

Two studies were conducted using an exploratory sequential design of qualitative data collection (interviews with $N = 30$) and thematic analysis (Study 1) followed by a quantitative data collection (survey). Themes identified in Study 1 guided the development of a conceptual meaningful work theoretical framework and hypotheses that were then tested within Study 2 with quantitative data gathered from post-retirement age participants ($N =$

548) via a survey. The Study 2 survey asked post-retirement aged participants to complete an array of measures aligned with key psychological constructs that included Savickas and Porfeli's Career Adapt-Abilities Scale (CAAS; 2012), McAdams and de St. Aubin's Loyola Generativity Scale (1992).

This mixed methods approach deepened the understanding of attitudes and motives within the overall research (Creswell & Tashakkori, 2007), as well as provide confidence in the validity of results, clear perspective of the cohort, and strong support of the evidence and recommendations (Creswell, 2009). To ensure that skills are retained within the workforce, this research has gathered evidence, ideas, and recommendations that advocates contextualised career support for post-retirement age citizens that are wanting to (or have) engaged with work as workforce mentors.

As a first attempt at testing the Career Construction Adaptation Model with a post-retirement aged cohort, this research adds to vocational psychology literature, however there is still further research needed to expand on both the rich themes resulting from the qualitative Study 1 and the attainment of meaningful work via the conceptual framework developed and tested in Study 2. Findings from both studies provide valuable knowledge for future interventions targeting the successful recruitment of older workers who possess the willingness and career adaptability to provide mentorship and, in the process, attain meaningful work. Further theoretical and practical implications of the overall research results are discussed within the final section of this chapter, along with recommendations for further research.

6.1 Understanding Post-Retirement and Career (Re-) Engagement

Study 1 was qualitative and captured the career history and narrative of post-retirement age interview participants ($N = 30$). "Everyone has a story to tell" (Hartung, 2013,

p. 33), and these interviews allowed participants to share their life stories, make sense of their career, and their narratives provided the opportunity to interpret and better understand their needs.

6.1.1 Feel Insignificant and Seeking Purpose

Blustein (2011) observes that an individual will derive meaning from various life and career roles, to connect themselves into meaningful paths, of which both personal value and perception of mattering, will contribute to give purpose. All thirty Study 1 interview participants generously engaged in discussion about their thoughts on having significance and purpose, though there were a number who admitted to feeling uncertain of having any meaningful skills or knowledge to contribute. Genuinely feeling unsure of their purpose due to a fear that their career history and experience would be of little interest or significance to others, these participants also showed concern of becoming invisible and not relevant within a workplace. Career re-engagement for these participants was hampered by a sense (or fear) of being underutilised, which leads to career disengagement (Neault & Pickerell, 2011). Social Relevance was the theme that housed the codes of Significance, Be of Value, and Have Purpose; and led to the concept of Mattering becoming the Adaptation focus in Study 2.

The Study 2 survey distributed to post-retirement age participants, included the measures of General Mattering (Marcus, 1991; Rosenberg & McCullough, 1981) and Work Mattering (Jung & Heppner, 2017). The results ($N = 548$) from both these measures resulted as significant in their relationship to Interest in Mentoring. General Mattering being the stronger predictor to Interest in Mentoring, included items such as "How much do others pay attention to you?", and "How important are you to others?". The Work Mattering measure that focused on well-being in the work context and its selected sub-measure of Societal Mattering included items such as: "My work influences people's lives" and "I feel my work

meets a society need". In both measures of mattering, the significant result Mattering (Adaptation) has in relationship to Interest in Mentoring highlights the importance of this adaptation to those in post-retirement willing to seek out mentorship opportunities.

6.1.2 Curiosity to Continue Learning

Life is complex and challenging due to social, economic, and political changes, and so a person needs to be open to career exploration, so as to expand (Flum & Blustein, 2006). As one of the four career adaptability constructs (Savickas, 2005), curiosity emerges as the inquiring attitude toward career options and the world of work. An openness to investigating pathways, observing how others approach solutions, and the eagerness to learn new skills, were all integrated into the Study 1 questions asked to interview participants. As mentioned during the thematic analysis of the Study 1 interviews, an openness to gaining knowledge from experience and not just qualifications were mentioned by several participants who shared similar multi-industry careers. Over two thirds of interview participants signalled that they were open to learning new skills, with two of these participants advising that they were planning to begin studies in aged care. During interview discussions about lifelong learning, it was often mentioned by participants that learning new skills gave them a sense of both competence and autonomy, which are basic needs (Ryan & Deci, 2002) that align with meaningful work (Allan et al., 2016).

6.1.3 Seeking Autonomy and Caregiving Responsibilities

During each Study 1 interview, the topic of autonomy (control) was approached. A majority of interview participants stated that they wanted to have control of their time schedule and have flexibility in any work or personal project they involved themselves in. Though not all participants had financial security, they still sought autonomy in their work options due to their dual role as a caregiver. Many participants were involved in some form

of caregiving, with responsibility for one or more of the following: (a) grandchildren; (b)

adult children; (c) spouse or partner; (d) parent; (e) friend; or (f) community member. In

seeking meaningful work, these participants spoke of their values, sense of responsibility, and

fear of becoming overwhelmed due to the juggling of potential paid work and caregiving

responsibilities. The sense of becoming overwhelmed can lead to career disengagement

(Neault & Pickerell, 2011). Seeking purpose through caring responsibilities, was identified as

a clear objective by the majority of Study 1 interview participants who identified as

caregivers, with their high level of motivation to serve others (Duffy & Raque-Bogdan, 2010)

determining their balance of caring responsibilities and social connection. Richardson (1993)

highlighted that both paid and care work necessitates the creation of healthy and satisfying

lives, as well as providing a sense of social value.

6.1.4 Generative Motivations to Mentor

The second overall research question asks:

Research Question 2: What motivates generative post-retirement age citizens to have

an interest in mentoring others?

Generativity was a main discussion point that arose during Study 1 interviews with

participants and resulted in creating the code of Legacy, which became a bridge between the

two themes of Prosocial Behaviour and Social Relevance. Reasoning for Legacy to become a

shared code was due to it being a prosocial behaviour that is displayed by a person seeking to

be leave a positive impression on their community (Hunter & Rowles, 2005).

Erikson (1950) defined generativity as the inherent need to contribute to the

betterment of sociality and leave a legacy via guidance provided to the next generation. The

majority of Study 1 interview participants spoke of leaving a positive impact on either their

previous workplace(s), or within their social activities such as leadership in a sporting club.

Discussing the ideas of legacy provided generous discussion with all participants, however there were a small number who felt unsure that they had anything meaningful to contribute to others. These participants were also the ones who displayed a lack of curiosity in further learning.

Prosocial Behaviour and Social Relevance as the themes linked to generativity, can be provided as the initial answer to the second research question posed. However, it is of note that in Study 2, the Generativity sub-measure of Taking Responsibility was removed from further analysis due to a low internal reliability (α = -.17) and resulting as not significant in both correlation (r = 0.15) and then regression testing (β = .07, p = .06) in relation to Interest in Mentoring. Study 1 interview participants (N = 30) found a strong sense of autonomy over their time schedule in any work or personal projects they were involved in, with caregiving a particular factor that they need to take responsibility for. Due to this conflict in the Study 1 qualitative results and those found within the Study 2 quantitative results, it is of interest to consider further investigation of generativity behaviours such as taking responsibility, via other related measures.

6.1.5 Negative Effects of Generativity and Mentoring

The third overall research question asks:

Research Question 3. Are there negative effects of generativity with post-retirement age citizens who are interested in mentoring others?

Study 1 results highlighted that Egoism was a shared code of both Prosocial Behaviour and also Negative Self. The Study 1 theme of Negative Self was built upon the codes of Frustrations, Regrets, Pessimism, Worries/Concerns, Vulnerability, and Egoism. It was this last theme of Egoism that was also shared with the theme of Prosocial Behaviour.

During the Results section of Study 1, it was mentioned how this shared code of Egoism may seem strange to read. During several Study 1 interviews, the need to give back to the community (Prosocial Behaviour) was mentioned by several participants who also displayed a close-minded attitude to the actual needs of those they wanted to mentor. This singular focused attitude unfortunately would be detrimental to mentorship success and would impact on the ability to nurture or mentor, due to an overexertion of control and misreading of one's social environment (Bandura & Locke, 2003). It was also noted that there was evidence of a small number of participants who wanted to help others as a means of purging their own distress or concerns about themselves, or that of potential mentees. Linking a self-serving attitude to their empathic feelings can be viewed as egotistical, due to the act of helping others to abate their personal distress (Batson & Powell, 2003). To answer the research question, it is Egoism that has shown though Study 1 to be the negative effect of generativity that can occur for a post-retirement age mentor (or potential mentor).

As an additional note, in Study 2, a test of the linear relationship of Generativity to an Interest in Mentoring was conducted (Phase 3). The Generativity subscales of Significant Contribution and Taking Responsibility were found to have no significant relationship to an interest to mentor. Aligning these two not significant variables to that of Egoism would be of interest to consider. What sense of responsibility or level of interest in contributing significant knowledge, does a post-retirement age citizen with egoistic reasons have? This is a question worth considering for future research. It is also worth noting that certain stages of ego development have been found to be related to the dispositional trait of Openness to Experience (McCrae & Costa, 1980), but McAdams (1995) states that in many cases, the dispositional traits must be included with personal concerns, and life stories, to provide a full description of a person.

6.1.6 Career Adaptability, Generativity, and Interest in Mentoring

The Study 1 interview results provided clear evidence of adaptability, generativity, and an interest in mentorship. Adaptability became a clearly identified theme, with generativity and an interest in mentorship present throughout interview comments that were eventually coded within the remaining themes of Social Relevance, Adaptabilities, Prosocial Behaviour, Negative Self, and Meaningful Work. When interview participants were asked about what the main motivation and focus was for them in returning to the workforce as a mentor, it was meaningful work that resonated as the strongest theme.

The themes that emerged from Study 1 interviews, identified meaningful work as a common thread throughout the participant narratives, and so the Meaningful Work Conceptual Framework was developed. The overall research question regarding the relationship of career adaptability, generativity, and interest in mentoring was further investigated via testing in Study 2 as the Meaningful Work Conceptual Framework evolved.

6.2 Development of the Meaningful Work Conceptual Framework

Austrian psychiatrist, professor, and Holocaust survivor Viktor Frankl described the attainment of meaning via three possible sources: purposeful work, love, and courage in the face of difficulty (1959). His practice and academic research encompassed a belief that there was an innate human quest for meaning and purpose in life, that was strong enough to combat the direst of circumstance. "Everything can be taken from a man but one thing; the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way" (Frankl, 1959, p. 86). McAdams (1993) found that those who believe their lives are meaningful tend to have personal narratives defined by growth, communion, and agency, where a positive identity has grown from a feeling of autonomy, social recognition (love), and good outcomes.

Meaningful work is central to mental health and wellbeing, as well as meeting the basic needs of survival and power, social connections, and self-determination (Blustein, 2006, 2013), and was evident throughout the Study 1 interviews when post-retirement age participants spoke of their reasons to engage (re-engage) with work. All interview themes were further contextualised, with particular focus towards the oft-mentioned theme of Meaningful Work. Considering meaningful work as an outcome that all interview participants strived for, a conceptual framework began to evolve, incorporating all the interview themes, with Meaningful Work as the final outcome, and the theme of Negative Self as the opposing outcome. The conceptual framework continued to develop as behaviours and attitudes based on each of the remaining themes (Benefits to Workforce, Career Adaptabilities, Prosocial Behaviour, and Social Relevance) were identified, and of which then led to the Career Construction Adaptation Model (Savickas & Porfeli, 2012) being transposed over them. The updated Meaningful Work Conceptual Framework with selected variables is illustrated in Figure 28.

Figure 28

Meaningful Work Conceptual Framework Incorporating Adaptation Model with Selected Variables.
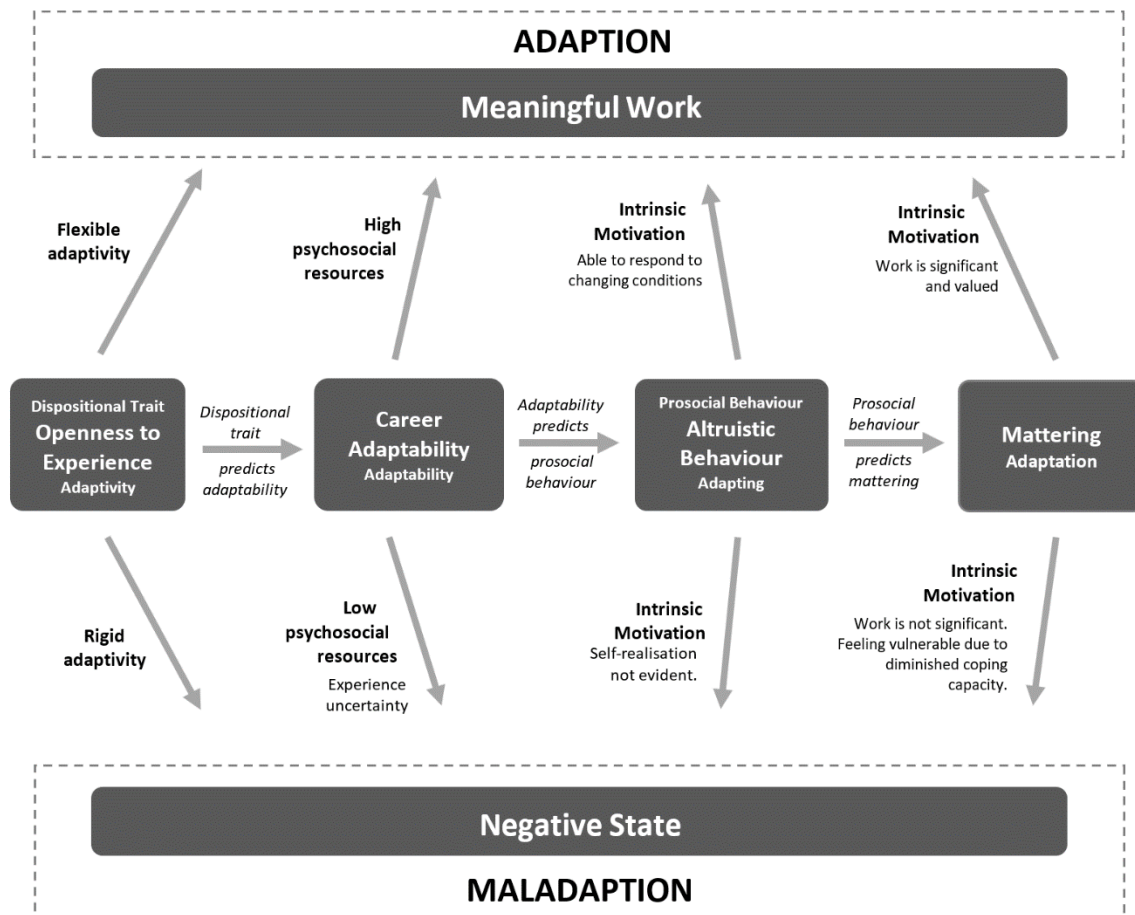
6.2.1 Integration of Career Construction Adaptation Model

The objective of Study 2 was the testing of this newly constructed Meaningful Work Conceptual Framework via a survey built upon measures of career adaptability, generativity, interest in mentoring, the dispositional trait of openness to experience, altruistic behaviour, and mattering. All measures aligned with (a) the three foci of the overall research question (career adaptability, generativity, and interest in mentoring); and (b) the final named variables of the Career Construction Adaptation Model (openness to experience, career adaptability,

altruistic behaviour, and mattering) that was integrated within the Meaningful Work

Conceptual Framework. Due to the scope of the project and time constraints, data collection

and analysis did not include meaningful work as a measure.

Within the qualitative Study 1 of the research, Meaningful Work was a theme created

from the codes of Stay Active, Plans/Goals, Financial, Curiosity/Open to Learn,

Control/Stability, Social, and Have Purpose. It was this last code that also bridged

Meaningful Work with the theme of Social Relevance, which includes codes such as

Significance and Be of Value. Interview participants shared their thoughts on seeking a sense

of significance and social inclusion within their family as well as wider community.

Throughout the participant interviews in Study 1, and then in the analysis of Study 2 survey

responses, the career adaptation process was evident in the adaptive readiness (Openness to

Experience), adaptability resources (Career Adaptability), adapting responses (Altruistic

Behaviour), and adaptation results (Mattering); all of which were apparent within the

narratives of interview participants' who were seeking purpose and meaningfulness in their

career (paid or volunteer). Figure 29 provides the Career Construction Adaptation Model

section of the Meaningful Work Conceptual Framework.

Figure 29

Career Construction Adaptation Model Section of Meaningful Work Conceptual Framework
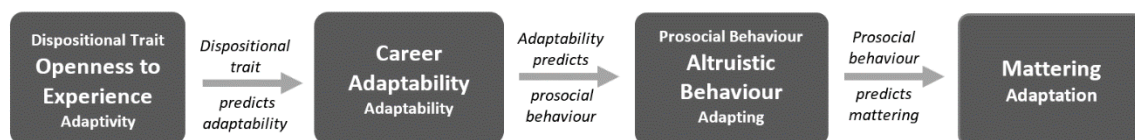
The survey results from $N = 548$ post-retirement age participant when tested within

the Career Construction Adaptation Model (Savickas & Porfeli, 2012), illustrated that the

adaptation chain of effect worked, but also that the adaptive readiness of Openness to

Experience did not have a direct effect on the adaptation of Mattering, once Career Adaptability and then the adapting Altruistic Behaviour were introduced.

After testing the Career Construction Adaptation Model, the following was also completed: (a) testing the linear relationship of Mattering (Adaption) to Interest in Mentoring; (b) conducting multiple linear regression modelling of Generativity to Interest in Mentoring; and (c) exploring the mediation of Mattering to the effect of Generativity to Interest in Mentoring. The overall research question asks: "What is the relation among career adaptability, generativity, and a post-retirement age citizen's interest in mentoring?" Career adaptability is found within the Career Construction Adaptation Model; however Generativity and Interest in Mentoring are not. The additional tests completed in Study 2 were conducted so as to further explore where these constructs would be positioned in the Meaningful Work Conceptual Framework.

6.2.2 Generativity and Interest in Mentoring

Characterised by activities such as supporting others and teaching, generativity impacts greatly on positive behaviour (Erikson, 1963) which can include assigning time and energy to community building and social change (McAdams, 2006). The post-retirement age narratives collated during Study 1 interviews documented a strong sense of mission to give back, be of value and leave a legacy. Teaching and mentoring may be manifestations of generativity, and so central in supporting agency and communion (McAdams, 1993).

During Study 2, an exploratory exercise was conducted (Phase 4), as an initial investigation into how Generativity relates to Interest in Mentoring, and include as a mediator, the final stage of the Career Construction Adaptation Model (Mattering). If was found that the relationship of Generativity to Interest in Mentoring remained significant, even when Mattering was included as a significant mediator.

Due to McAdams' (1993) description of Generativity including the same wording as that of the Study 1 codes within the themes of Prosocial Behaviour (Legacy and Giving Back) and Social Relevance (Significance and Be of Value), it is now suggested within this current research that Generativity be positioned around the Adapting and Adaptation stages of the Meaningful Work Conceptual Framework, as depicted in Figure 30. This suggestion is preliminary as only a brief exploratory exercise was initiated in regard to the relationship of Generativity and Adaptation. Interest in Mentoring is not yet added to the conceptual framework, however as McAdams (1993) described mentoring as a manifestation of generativity and supportive of agency and communion, it is worth further investigation into whether mentoring could sit in a similar position to Generativity or be that final adaption of Meaningful Work.

Figure 30

Meaningful Work Conceptual Framework Incorporating Adaptation Model and Generativity.
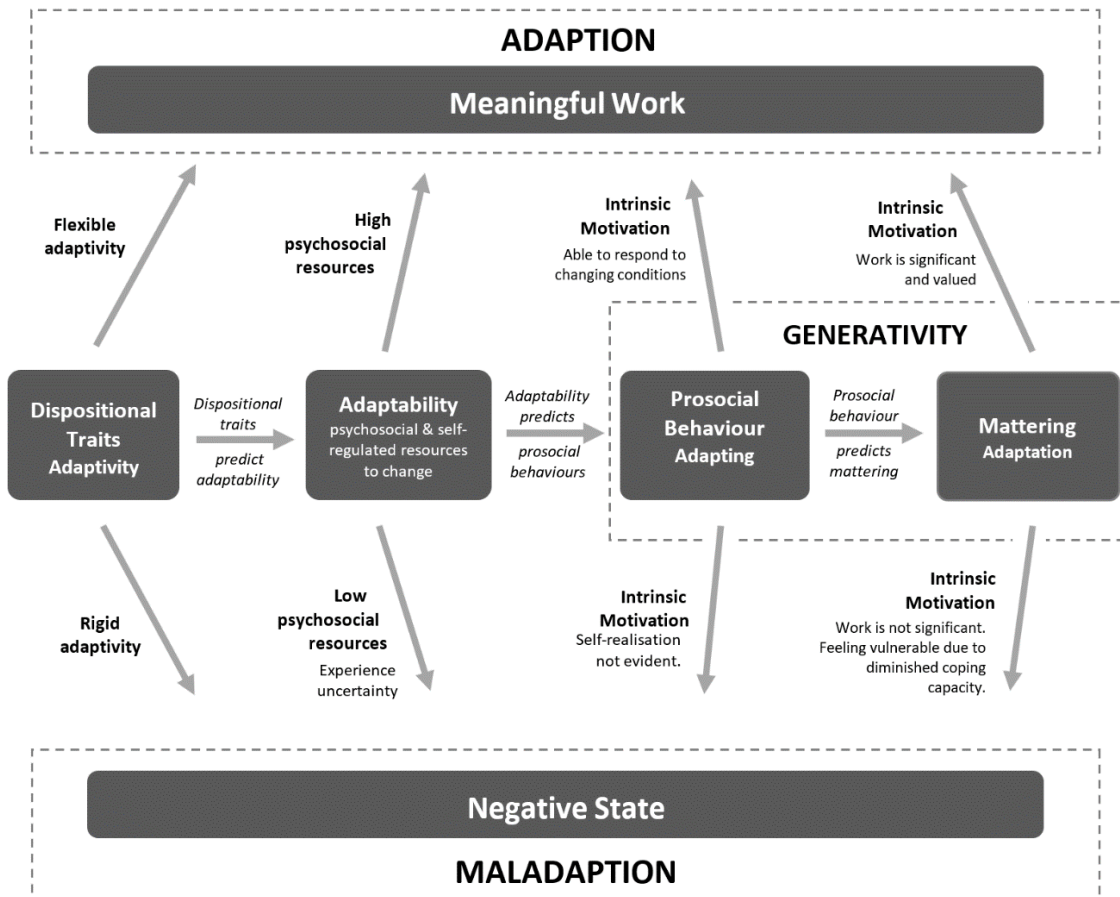
6.3 Limitation of the Current Research

The current research has identified several limitations in terms of the sample, the analysis and the evidence. These will be addressed in this section, with suggested options to consider in the Further Direction for Research and Recommendations section.

6.3.1 Geographical and Socio-Economic Context

Study 1's sample ($N = 30$) of post-retirement age participant interviews was a satisfactory size for a thematic analysis focused study. The limitation of this cohort is that all participants were Australian residents and lived within metropolitan (or semi-rural) regions.

A wider range of geographical and socio-economic regions within Australia and overseas would provide a more in-depth view of both needs and motivations of post-retirement age citizens seeking career engagement. Similarly, Study 2's quantitative survey successfully gathered a substantial sample ($N = 548$) of post-retirement age participants. As discussed in Chapter Five, the survey distributed to potential participants was completed in two separate campaigns. The first distribution of the survey was sent out via an online third-party research recruitment platform (Prolific) where an international base of potential participants was available. The majority of respondents were UK based, and so it was of concern that data could be skewed due to the COVID-19 implications that this region was experiencing. A second campaign of the survey was completed via social media promotion and received a majority of Australian responses. A wider selection of geographical and socio-economic regions globally, would serve to provide deeper levels of data and a broader perspective of career adaptability, generativity, and interest in mentoring within this age cohort.

6.3.2 Selection of Measures

The measures selected for the construction of Study 2's survey were based on the themes and results from Study 1. With samples collected from post-retirement age participants, there was concern raised via feedback from a small number of participants, in regard to the reverse worded items (questions). Service Motivation Scale (Duffy & Raque-Bordan, 2010), the Big Five Inventory Short Form (SFI-2-S; Soto & John, 2017), and the Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992), all included a number of negatively phrased questions that were reverse worded items. These questions were the catalyst for participant feedback such as, "A few questions impossible to answer clearly with negative wording", and "Some of the answers called for double negatives which I found confusing". Overall, participants were satisfied and comfortable with the survey, however the

issue of reverse items was a concern during development of the survey, in that participants may experience confusion in answering the reverse items, and so potentially skew the results. For future research, any surveys constructed from published measures should consider limiting reverse items and ensure clear instruction are provided to participants.

6.4 Future Direction for Research and Recommendations

One goal of the current research was to investigate and provide valuable information for future theoretically sound career interventions, that would assist in the recruitment of post-retirement workers, with the required career adaptability and generativity to succeed as workplace mentors. Meaningful work was evident throughout the narrative responses of Study 1, but further quantitative testing is required in investigating meaningful work as the successful overall aim within the proposed Meaningful Work Conceptual Framework. The positioning of generativity and interest in mentoring within the framework is also requiring further testing as only suggested positioning of these variables within the framework has occurred so far. The overall Meaningful Work Conceptual Framework is a first attempt and both the naming and testing of each variable within it will be conducted in ongoing future research.

Greater understanding of how to identify any negative generativity motives was also noted earlier in this chapter, with Egoism highlighted as a code shared in Study 1's themes of Negative Self and Prosocial Behaviour. With Study 2 providing evidence of Taking Responsibility and Significant Contribution as the two Generativity sub-measures that were not significant in relation to an Interest in Mentoring, it would be recommended that further investigation be undertaken into the notion of negative aspects of generativity (Kotre, 1984), and generativity overall, with particular focus on the post-retirement age cohort.

The role of caregiving has also been a strong emerging area of interest throughout this research as it was a role and responsibility that many Study 1 interview participants had experienced (or still were experiencing). Caregiving is a subjective experience for an individual that can foster a sense of meaning and purpose (Richardson 2012), with social relationships creating satisfying lives, as well as social inclusion and value (Richardson, 1993). The interview participants in Study 1 that identified as caregivers for either a grandchild, adult child, partner, parent, friend, or community member, also highlighted the importance of having autonomy and flexibility with their time schedule. The role of a caregiver, and the relationship of work and personal relationships (including caregiving), has been investigated through a vocational psychology lens (Blustein, 2019a; Cinamon, 2006; Flum, 2015; McIlveen, 2015; Richardson, 1993, 2012), however there is scope to investigate the psychosocial wellbeing, career adaptation and meaningful work of post-retirement aged caregivers who seek out paid work, but also balance their personal responsibilities through a sense of purpose (mattering). Froidevaux et al., (2016) encourages this critical variable of mattering be considered when investigating the self-concept of adults in later life.

Post-retirement age mentors as a solution for retaining skills and knowledge within the workforce has been a focus of this research project. The emergence of the Meaningful Work theme and integration of the Career Construction Adaptation Model (Savickas & Porfeli, 2012) are now the foundation for ongoing development of this research project's initial Meaningful Work Conceptual Model. The continuation of testing and development of this model will be significant for future career development support strategies and policies targeting those of post-retirement age who have positive motives to re-engage with the workforce to assist the younger generations (generativity), and have the career adaptability needed within a changing world of work.

6.5 Future Practice and Policy Recommendations

Regarding future direction for vocational psychology-based practice and policy, one main variable must be added to all considerations and recommendations, and that variable is the COVID-19 pandemic which has produced global challenges both economically and socially within all nations (Autin et al., 2020; Ayalon et al., 2020; Blustein et al., 2020; Kooij, 2020; Luke & Neault, 2020a). In the Introduction (Chapter One), it was stated that political socio-economic contextual factors and public policy were not the focus of this research, and only would be referred to when assisting in better understanding the motivational factors of generative post-retirement age citizens who re-engage with work as mentors. With a global pandemic cementing itself during 2020, the need to address public policy in this concluding chapter of the research is essential. The results from Study 1 and 2, provide insight to what was relevant to the many post-retirement age participants involved during this research project (pre-pandemic to mid pandemic time frames), and also highlight how these findings are further strengthening in relevance, as the COVID-19 socio-economic environment continues to evolve.

Study 1 interviews were completed well in advance of the global pandemic of 2020, but this new socio-economic environment that is emerging has signalled a reminder, that the physical and psychological concerns and risks of older workers are not identical, but molded by socio-economic context (Kanfer et al., 2020; Luke & Neault, 2020a). Study 2's quantitative survey collected data during the global pandemic and so it is now suggested that an upward shift in financial and health concerns may have influenced many participant responses (particularly those within the UK). There is a need to further explore the aims of this current research and all generated hypotheses, via additional longitudinal studies, so as gather greater context within the changing global economic and social environment as well as

better understand where a post-retirement aged job seeker now finds meaning in both work and life in general.

Frankl (1969) posited that a personal sense of significance (mattering), and meaningfulness were not only to be experienced during major life events, but in daily life. Savickas' (2005) Theory of Career Construction evolved to comprehend the changing world of work and was built around three key areas which are vocational personality, life themes and career adaptability. The life theme perspective highlights the view that careers are about mattering, with career counselling aiming to help clients understand how their life matters to themselves and to other people. This aligns well with Froidevaux (2018) who recommends that researchers and career practitioners explore how late-career workers and those in retirement age, can design socially productive and rewarding lives.

Blustein et al. (2019) suggests that career professionals and services can assist people with gaining employment and obtaining sufficient income, but that the development of purposeful lives is equally important. In response to the current research and its target cohort, it is recommended that in any career service development or communication with policy makers, that the importance of meaningful work be an essential part of the conversation. There is scope to design career programs that will encourage and assist post-retirement age job seekers in recognising and using their knowledge and expertise to refresh the labour market (Luke et al., 2016), with a strong focus on personal wellbeing and agency (Duffy et al., 2016; Guilbert et al., 2015), that will assist in providing a broader perspective on employability, and future theory development within vocational psychology (Blustein, 2019).

6.6 Conclusion

Throughout the interviews of Study 1, Meaningful Work was a clear theme that surfaced during a participant's life and career narrative, current outlook via career

adaptabilities, and generative motives for transferring their knowledge to others. It is this

theme of meaningful work that was the driver for the development of the Meaningful Work

Conceptual Framework, which began initial testing in Study 2 of the research. Ongoing

research is now needed to continue development of this framework which includes additional

testing of all variables in relation to meaningful work, and also in the positioning of

generativity and the interest to mentor.

With a global trend of policymakers pushing towards extending the working life span,

it is important to ensure that a vocational psychology focus on the needs of the older

individual, and not policy (Luke et al., 2016) is considered when seeking out post-retirement

aged mentors and their valuable skills and knowledge. As the founder of AARP, Dr Ethel

Percy Andrus believed that it was one thing to recognise that older people represent the

nation's greatest single human resource available, but quite another to do something about it

(Walker, 2018).

Savickas (2012) states in his development of the Career Construction Theory, that

over recent decades, the job market has become an unsettled economy that calls for a career

to be viewed not as a lifetime commitment to one employer, but as a continual re-selling of

services and skills to a series of employers as projects are completed. This statement by

Savickas aligns well with the required innovation and entrepreneurial based skills required of

today's workforce (Rietzshel et al., 2016) and is strengthening in relevance as COVID-19

impacts on both social and economic environments. Encouraging and understanding the need

to develop these skills would allow post-retirement aged workers the opportunity to prepare

for a dynamic workforce and attain meaningful work.

Ageing is not about decline; it is about growth and creating opportunities. Older

workers are not burdens, they are valuable contributors with experience and knowledge to

give. An ageing workforce is not a challenge but an opportunity. It is important to prepare

and support those in post-retirement who are engaged or plan to re-engage in career, to ensure

they have the adaptation, generativity, and sense of meaningfulness to successfully transfer

their knowledge to the workforce.

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APPENDIX A:

STUDY 1: PARTICIPANT INFORMATION SHEET AND CONSENT FORM

University of Southern Queensland

UNIVERSITY
OF SOUTHERN
QUEENSLAND
AUSTRALIA

Participant Information for USQ
Research Project
Interview

Project Details

Title of Project:	Identifying Generative Career Adaptive Retirees as Successful Workplace Mentors
Human Research Ethics Approval Number:	H17REA101

Research Team Contact Details

Principal Investigator Details	**Other Investigator/Supervisor Details**
Jennifer Luke	Associate Professor Peter McIlveen
Email: Jennifer.Luke@usq.edu.au	Email: Peter.McIlveen@usq.edu.au
Mobile: 0400 036 678	Telephone: (07) 4631 2375

Description

- This project is being undertaken as part of a PhD Project.
- The purpose of this project is to explore and identify the attitudes and adaptabilities a retiree requires if initiating a return to the workforce with the intent of imparting their skills and knowledge to a diverse intergenerational workforce.
- The research team requests your assistance because your current perspective as a post-retirement member of the community will provide valuable input to the overall research purpose.
- Interview participants will be in post-retirement and be of adequate physical and mental capacity to handle a return to employment (ie. not incapacitated).
- No formal assessment of inclusion / exclusion criteria will be required as part of the selection process. It will be at the discretion of the primary researcher during the recruitment stage, to approach potential participants.
- All participant responses to questions in the interviews will be de-identified and only provided in summary form to participants requesting the final research findings. No raw and identifiable data will be released into the public domain.
- Future use of collected data from interviews will be limited to the final submitted PhD thesis as well as potential publications and presentations of this research. This data will be de-identified.

Participation

Your participation will involve an interview with the primary researcher that will take approximately 1 hour of your time.

The interview will take place at a time and venue that is convenient to you.
Questions will include
-   Your reasons to unretire and return to the workforce.
-   How you would adapt to a changing workplace.
-   What is your opinion of the younger generations and do you feel you can relate?

The interview will be audio recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You may also request that any data collected about you be destroyed. If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland.

Expected Benefits

It is expected that this project will not directly benefit you, however, it may benefit future intergenerational workforce development that includes the important issue of encouraging post-retirement age workers in transferring their knowledge to the younger generations.

Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project. There is the possible inconvenience of time commitment with up to a maximum of 1hour required of your time to be interviewed.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

An audio recording will be made during your interview unless you request to not be recorded.

- As a participant, you can request the opportunity to verify your interview comments and responses prior to final inclusion.
- All participant recordings will not be used for any other purpose other than this research.
- Access to audio recordings will only be available to the persons listed as investigators for this project and a 3rd party confidential transcription service.
- A participant's full name will not be mentioned in recording. Recording file supplied to transcription service will be marked with an identification number assigned to participant by the primary investigator. Participant's full name will not be included in the file name. Only the primary investigator will have access to the full name of each participant.
- Any data (including audio) collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.

University of Southern Queensland

Consent Form for USQ Research Project Interview

Project Details

Title of Project: Identifying Generative Career Adaptive Retirees as Successful Workplace Mentors

Human Research Ethics Approval Number: H17REA101

Research Team Contact Details

Principal Investigator Details

Jennifer Luke
Email: Jennifer.Luke@usq.edu.au
Mobile: 0400 036 678

Other Investigator/Supervisor Details

Associate Professor Peter McIlveen
Email: Peter.McIlveen@usq.edu.au
Telephone: (07) 4631 2375

Statement of Consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project.

- Have had any questions answered to your satisfaction.

- Understand that if you have any additional questions you can contact the research team.

- Understand that the interview will be audio recorded.

- Understand that you can request and be provided with a copy of the transcript of the interview for your perusal and endorsement prior to inclusion of this data in the project.

- Understand that you are free to withdraw at any time, without comment or penalty.

- Understand that you can contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au if you do have any concern or complaint about the ethical conduct of this project.

- Are over 18 years of age.

- Agree to participate in the project.

Participant Name	
Participant Signature	
Date	

Please return this sheet to a Research Team member prior to undertaking the interview.

Page **1** of **1**

APPENDIX B:

STUDY 2: PARTICIPANT ONLINE INFORMATION AND CONSENT FORM

Project Details

Title of Project:	Identifying Generative Career Adaptive Retirees as Successful Workplace Mentors
Human Research Ethics Approval Number:	H17REA101 - University of Southern Queensland

Project Description

- This project is being undertaken as part of a PhD project.
- The purpose of this project is to explore and identify the attitudes and adaptabilities a retiree requires if initiating a return to the workforce with the intent of imparting their skills and knowledge to a diverse intergenerational workforce.
- All questionnaire participants will identify themselves as post-retirement.
- The research team requests your assistance because your current perspective as a post-retirement member of the community will provide valuable input to the overall research purpose.
- Personal identifiers will not be used within the research, with all questionnaire responses completed anonymously.
- Future use of data: Questionnaire results will be made available to participants, stakeholders, and other researchers upon request after all dissemination and publication activities have been completed by the research team.

Participation
Your participation will involve completion of a questionnaire that will take approximately 15mins of your time. Questions will include:

- Your reasons to unretire and return to the workforce.
- How you would adapt to a changing workplace.
- What is your opinion of the younger generations and do you feel you can relate?

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Please note: that if you wish to withdraw from the project after you have submitted your responses, the Research Team are unable to remove your data form the project (unless identifiable information has been collected). If you do wish to withdraw from this project, please contact the Research Team (contact details at the bottom of this form).

Your decision whether to take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland.

Expected Benefits
It is expected that this project will not directly benefit you, however, it may benefit future intergenerational workforce development that includes the important issue of encouraging post-retirement age workers in transferring their knowledge to the younger generations.

Risks
There are no anticipated risks beyond normal day-to-day living associated with your participation in this project. There is the possible inconvenience of time commitment with up to a maximum 15 minutes required of your time to complete the questionnaire.

Privacy and Confidentiality
All comments and responses will be treated confidentially unless required by law.

The questionnaire will be anonymous with your name not required in any of the responses. Near the conclusion of the online questionnaire, the participant will be clearly provided the opportunity to provide their contact details if they wish; however, this is not a compulsory action.

Any questionnaire data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate
In completing questionnaire via online:

- Clicking on the 'Submit' button at the conclusion of the online questionnaire is accepted as an indication of your consent to participate in this project.

Concerns or Complaints Regarding the Conduct of the Project
If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator at the email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Research Team

Principle Investigator Details	**Other Investigator/Supervisor Details**
Jennifer Luke	Associate Professor Peter McIlveen
Email: Jennifer.Luke@usq.edu.au	Email: Peter.McIlveen@usq.edu.au

Thank you for taking time to help with this research project.

APPENDIX C:

STUDY 2: SURVEY MEASURES

The Big Five Inventory–2 Short Form (BFI-2-S)

Soto, C. J., & John, O. P. (2017). Short and extra-short forms of the Big Five Inventory–2: The BFI-2-S and BFI2-XS. *Journal of Research in Personality*, *68*, 69-81.

Domain Scale (Open-Mindedness). Related Facet Scales (Aesthetic Sensitivity, Intellectual Curiosity, Creative Imagination)

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
1	Is fascinated by art, music, or literature. BFI-2-S					

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
2	Has little interest in abstract ideas. (R) BFI-2-S					

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
3	Is original, comes up with new ideas. BFI-2-S					

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
4	Has few artistic interests. (R) BFI-2-S					

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
5	Is complex, a deep thinker. BFI-2-S					

		1 Disagree strongly	2 Disagree a little	3 Neutral; no opinion	4 Agree a little	5 Agree strongly
6	Has little creativity. (R) BFI-2-S					

Note: (R) = reversed item.

Career Adapt-Abilities Scale – Short Form (CAAS-SF)

1	Thinking about what my future will be like concern	1 Not a strength	2	3	4	5 Greatest strength

2	Preparing for the future concern	1 Not a strength	2	3	4	5 Greatest strength

3	Becoming aware of the educational and vocational choices that I must make concern	1 Not a strength	2	3	4	5 Greatest strength

4	Making decisions by myself control	1 Not a strength	2	3	4	5 Greatest strength

5	Taking responsibility for my actions control	1 Not a strength	2	3	4	5 Greatest strength

6	Counting on myself control	1 Not a strength	2	3	4	5 Greatest strength

7	Looking for opportunities to grow as a person curiosity	1 Not a strength	2	3	4	5 Greatest strength

8	Investigating options before making a choice curiosity	1 Not a strength	2	3	4	5 Greatest strength

9	Observing different ways of doing things curiosity	1 Not a strength	2	3	4	5 Greatest strength

10	Taking care to do things well confidence	1 Not a strength	2	3	4	5 Greatest strength

11	Learning new skills confidence	1 Not a strength	2	3	4	5 Greatest strength

12	Working up to my ability confidence	1 Not a strength	2	3	4	5 Greatest strength

Service Motivation Scale

1	I will use my career to help others.	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

2	I will use my career to transform other people's lives.	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

3	I think it is important to use my career to serve others.	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

4	I do not think it is important to use my career to serve the greater community. (R)	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

5	I will use any career I pursue to serve the greater community.	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

6	The needs of society have no effect on my career choice. (R)	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

Note: (R) = reversed item.

General Mattering Scale (GMS)

Rosenberg, M., & McCullough, C. (1981). Mattering: Inferred Significance and Mental Health among Adolescents. *Research in Community and Mental Health 2*:163-82

Marcus, F. M. (1991). *Mattering: Its measurement and theoretical significance for social psychology*. Paper presented at the annual meeting of the Eastern Sociological Association, Cincinnati, OH.

1	How important are you to others?	1 A lot	2 Somewhat	3 A little	4 Not al all	

2	How much do others pay attention to you?	1 A lot	2 Somewhat	3 A little	4 Not al all	

3	How much would you be missed if you went away?	1 A lot	2 Somewhat	3 A little	4 Not al all	

4	How interested are others in what you have to say?	1 A lot	2 Somewhat	3 A little	4 Not al all	

5	How much do other people depend upon you?	1 A lot	2 Somewhat	3 A little	4 Not al all	

Note: Developed by Rosenberg and McCullough (1981) and finalised by Marcus (1991). Likert-scale is in reverse.

Work Mattering Scale (WMS)

1	I think that society values the work I do. **(Societal Mattering)**	1 Disagree very much	2	3	4	5	6 Very much agree

2	I feel my work meets a society need. **(Societal Mattering)**	1 Disagree very much	2	3	4	5	6 Very much agree

3	I am connected to society through my work. **(Societal Mattering)**	1 Disagree very much	2	3	4	5	6 Very much agree

4	People say that my work influenced their life. **(Societal Mattering)**	1 Disagree very much	2	3	4	5	6 Very much agree

5	My work influences people's lives. **(Societal Mattering)**	1 Disagree very much	2	3	4	5	6 Very much agree

Note: 2 sub scales: Societal mattering & interpersonal mattering. Only societal mattering for this survey.

Loyola Generativity Scale (LGS)

McAdams, D.P., & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioural acts, and narrative themes in autobiography. *Journal of Personality and Social Psychology*, *62*, 1003-1015

1	I try to pass along the knowledge I have gained through my experiences. **(passing on knowledge to the next generation)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

3	I think I would like to be a teacher. **(passing on knowledge to the next generation)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

12	I have important skills that I try to teach others. **(passing on knowledge to the next generation)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

19	People come to me for advice. **(passing on knowledge to the next generation)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

5	I do not volunteer to work for a charity. (R) **(making significant contribution for the betterment of one's community)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

15	I feel as though I have done nothing of worth to contribute to others. (R) **(making significant contribution for the betterment of one's community)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

18	I have a responsibility to improve the neighborhood in which I live. **(making significant contribution for the betterment of one's community)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

20	I feel as though my contributions will exist after I die. **(making significant contribution for the betterment of one's community)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

4	I feel as though I have made a difference to many people. **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

6	I have made and created things that have had an impact on other people. **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

8	I think that I will be remembered for a long time after I die. **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

10	Others would say that I have made unique contributions to society. **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

13	I feel that I have done nothing that will survive after I die. (R) **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

14	In general, my actions do not have a positive effect on other people. (R) **(doing things that will have an enduring legacy)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

7	I try to be creative in most things that I do. **(being creative and productive)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

17	Other people say that I am a very productive person. **(being creative and productive)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

2	I do not feel that other people need me. (R) **(caring for and taking responsibility for other people)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

9	I believe that society cannot be responsible for providing food and shelter for all homeless people. (R) **(caring for and taking responsibility for other people)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

11	If I were unable to have children of my own, I would like to adopt children. **(caring for and taking responsibility for other people)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

16	I have made many commitments to many different kinds of people, groups, and activities in my life. **(caring for and taking responsibility for other people)**	0 Never	1 Occasionally / seldom	2 Fairly often	3 Very often / nearly always

Note: (R) = reversed item. Displayed items are grouped by sub-scale.

Mentor Motives

Allen, T. (2003). Mentoring others: A dispositional and motivational approach. *Journal of Vocational Behavior*, *62,* 134-154. doi:10.1016/S0001-8791(02)00046-5

1	To enhance your visibility within the organization. **(Self-enhancement)**	1 No extent	2	3	4	5 Great extent

2	To enhance your reputation in the department. **(Self-enhancement)**	1 No extent	2	3	4	5 Great extent

3	To earn respect from others in the organization. **(Self-enhancement)**	1 No extent	2	3	4	5 Great extent

4	To increase your support base within the organization. **(Self-enhancement)**	1 No extent	2	3	4	5 Great extent

5	To benefit your organization. **(Benefit Others)**	1 No extent	2	3	4	5 Great extent

6	A desire to build/develop a competent workforce within your organization. **(Benefit Others)**	1 No extent	2	3	4	5 Great extent

7	A desire to help others succeed in the organization. **(Benefit Others)**	1 No extent	2	3	4	5 Great extent

8	To ensure that knowledge and information is passed on to others. **(Benefit Others)**	1 No extent	2	3	4	5 Great extent

9	The personal pride that mentoring someone brings **(Intrinsic satisfaction)**	1 No extent	2	3	4	5 Great extent

10	The personal gratification that comes from seeing the protégé grow and develop. **(Intrinsic satisfaction)**	1 No extent	2	3	4	5 Great extent

11	To gain a sense of self-satisfaction by passing on insights. **(Intrinsic satisfaction)**	1 No extent	2	3	4	5 Great extent

Control Variables

1	Age	65 – 69
		70 – 74
		75 – 79
		80 – 84
		85 - 89

2	Gender	Female
		Male
		Prefer not to say

3	Marital Status	I am in a relationship (for example: married, de-facto)
		I am not in a relationship.
		Prefer not to say

4	Current country of residence	Australia
		Canada
		New Zealand
		United Kingdom
		United States of America
		Other (add country to the provided comments text box)

5	Retirement Status	Fully retired (not working in paid or volunteer roles)
		I reached retirement age and didn't stop working.
		Retired and then engaged in formal study to gain a qualification.
		Retired then returned to paid and/or volunteer work.

6	Industry sector employed in (or was in previously)? Current location (country)	Accommodation and food services
		Administrative and support services
		Agriculture, forestry and fishing.
		Arts and recreation services
		Construction
		Education and Training
		Electricity, gas, water and waste services
		Financial and insurance services
		Health care and social assistance
		Information Media and telecommunication
		Manufacturing
		Other services
		Professional, scientific and technical services
		Public administration and safety
		Rental, hiring and real estate services
		Retail trade
		Transport, postal and warehousing
		Wholesale trade