International Conference on

Success and Well-Being

in Education and Employment

September 8, 2011

ABSTRACTS

UNIVERSITÄT BASEL

UNI
BASEL

Table of Contents

UNI
BASEL

Conference Program

09.00-09.15	Welcome (Bergman, M.M.)
09.15-10.15	**Keynote 1: Wiese, B.S.: The Interplay of Work and Family during Transitions** (Room 120)
10.15-10.45	Coffee Break

10.45-12.15	**Stream 1A: Education and Development**	**Stream 1B: Well-Being at Work**
	(Samuel, R.)	*(Bergman, M.M.)*
	Room 120	Room 119
	Tynkkynen, L. & Salmela-Aro, K.: Trajectories of Educational Expectations from Adolescence to Young Adulthood in Finland	*Fischer, O., Fischer, L. & Meyenschein, K.:* Emotion Regulation at Work
	Bayard, S., Staffelbach, M. & Buchmann, M: Trajectories in Upper Secondary Education and the Development of Self-Esteem in Switzerland	*Mühlethaler, C., Haiduk, N., Scheuber, N. & Semmer, N.K.:* Goal Attainment and Positive Affect: A Three-Wave Study
	Weiss, D., Wiese, B.S. & Freund, A.M.: Keeping on Track or Throwing the Towel? Adolescents' Self-Regulatory Strategy Use in Mastering Life Transitions	

12.15-13.15	Lunch
13.15-14.15	**Keynote 2: Mortimer, J.T.: Agentic Pathways toward Fulfillment in Work** (Room 120)
14.15-14.30	Break

14.30-16.00	**Stream 2A: Life Satisfaction**	**Stream 2B: Career Development and Well-Being**
	(Hagmaier, T.)	*(Keller, A.)*
	Room 120	Room 119
	Spiess, E., Berger, R., Barcelona, U. & Stroppa, C.: The Role of Well-Being and Life Satisfaction during Foreign Assignment	*Krause, K. & Freund, A.M.:* How Not to Procrastinate: The Influence of Goal Focus on Procrastination and its Consequences for Subjective Well-Being and Academic Success
	Wolbring, T., Keuschnigg, M. & Negele, E.: Material Prosperity and Life Satisfaction in Germany. An Empirical Test of Three Theoretical Mechanisms	*Perdrix, S., Masdonati, J. Massoudi, K., Stauffer, S. & Rossier, J.:* Effectiveness of Career Counseling: Investigation of Career Indecision, Well-Being and Working Alliance

16.00-16.30	Coffee Break

16.30-18.00	**Stream 3: Dropout and Calling**
	(Semmer, N.K.)
	Room 120
	Losa , S., Duc, B. & Filliettaz, L.: Gaining Social Recognition in Vocational Training Practices: An Interactional and Multimodal Perspective
	Duc, B. & Lamamra, N.: Young People's Occupational Integration Four Years after Dropout from Vocational Education and Training: A Longitudinal Qualitative Perspective
	Hagmaier, T. & Abele-Brehm, A.E.: The Construct of Calling: Definition, Measurement and its Relationship to Success and Well-Being

18.00-18.15	Farewell (Semmer, N.K.)

UNI BASEL

Trajectories of Educational Expectations from Adolescence to Young Adulthood in Finland

Tynkynnen, Lotta (University of Jyväskylä)
Tolvanen, Asko (University of Jyväskylä)
Salmelo-Aro, Katariina (University of Helsinki)

The purpose of this person-oriented 5-wave longitudinal study was to examine the trajectories of educational expectations from adolescence to young adulthood in the context of the expectancy-value theory (Wigfield & Eccles, 2000). Altogether 853 (48 % female, M Age = 16) Finnish adolescents reported their educational expectation, first in the last year of comprehensive school and four times during the following five years. Latent Class Analysis showed that five trajectories of educational expectations fitted the data best: stable-university (38 %), stable-vocational (18 %), stable-polytechnic (24 %), increasing-expectations (10 %), and decreasing-expectations (10 %). In line with the expectancy-value theory, adolescents' academic achievement, SES (socioeconomic status), perception of parents' aspirations for them and ability- beliefs were all related to their trajectories of educational expectations. For example, the higher the adolescent's SES, perception of parents' educational aspirations and GPA (grade point average), the more likely the participant was to be in the stable-university trajectory compared to the stable-vocational trajectory. Gender had an indirect effect on the trajectories via GPA. Moreover, participants with higher ability-beliefs were more likely to be in trajectories with high and stable educational expectations compared to the unstable trajectories. Decrease in expectations seems to be a process of adjustment process to re-evaluation of one's abilities. An increase in turn, seems to reflect postponing decisions on further education.

At the last measurement point participants in the stable-university and stable-vocational trajectories differed in general life satisfaction and career-goal related appraisals. Participants in stable-university trajectory were overall more satisfied with their lives and they felt they had progressed more with their career goals. Moreover, participants in the stable-university trajectory considered their career goals as more significant to them, but at the same time they stressed more about their career goals than participants in the stable-vocational track.

Figure 1. Latent trajectories of educational expectations from adolescence to young adulthood. 1 = vocational school; 2 = general upper secondary school; 3 = polytechnic; 4 = university.
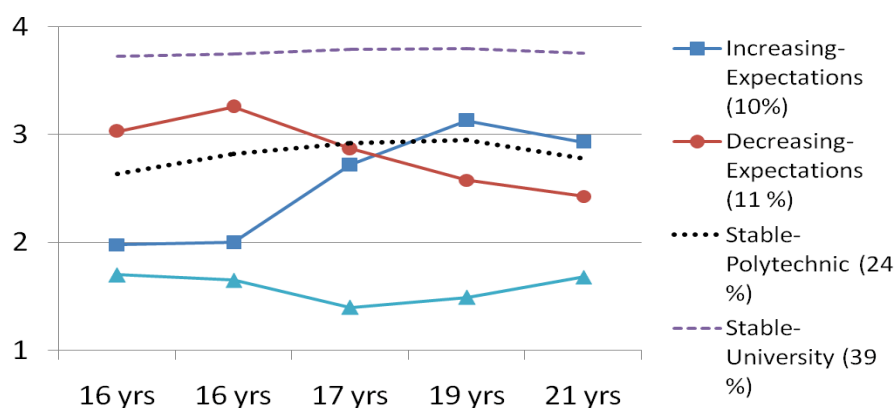
Keywords: developmental trajectories; educational expectations; expectancy–value theory

Upper-Secondary Educational Trajectories and Young Men's and Women's Self-Esteem Development in Switzerland

Bayard, Sybille (Jacobs Center, University of Zurich)
Staffelbach, Monika (Jacobs Center, University of Zurich)
Fischer, Philipp (Jacobs Center, University of Zurich)
Buchmann, Marlis (Jacobs Center, University of Zurich)

Adolescents' self-esteem is an important indicator of their successful development (Baumeister, Campbell, Krueger, & Vohs, 2003; Rosenberg, 1965) and their well-being (Paradise & Kernis, 2002). This paper investigates the impact of educational trajectories on the development of women's and men's self-esteem from mid to late adolescence in Switzerland. We posit that cooling-out processes after educational failure (Solga, 2005), leading to a decrease in self-esteem, are more frequent among women than men attributable to particular institutional characteristics of the stratified educational system in Switzerland and gender differences in the salience of social comparison. Analyses are based on the middle cohort of the *Swiss Survey of Children and Youth* (COCON).The first three survey waves (2006-2009) were conducted when the respondents were 15, 16 and 18 years old. Self-esteem development was examined by using latent growth-curve models. Analyses show a boost of self-esteem both at the mean-level and the intra-individual level for all adolescents. However, the impact of educational success or failure in the years following the transition to post-compulsory education differs by gender. The evidence suggests that women's self-esteem development is more affected by educational attainment than men's.

Keywords: self-esteem; development; educational trajectories; gender; upper-secondary education

Keeping on track or Throwing the Towel? Adolescents' Self-Regulatory Strategy Use in Mastering Life Transitions

Weiss, David (University of Zurich)
Wiese, Bettina S. (University of Zurich)
Freund, Alexandra M. (University of Zurich)

Adolescence and emerging adulthood is a period of life when individuals achieve motivational competence and extend their self-regulatory skills. Graduating from high school is a major transition that is marked by the responsibility to make many far-reaching decisions and requires the appropriate selection of personal goals. In a longitudinal study (N = 513, 64.1% female; 17-22 yrs), including adolescents graduating from high school, we investigated the role of motivational factors that shape adolescents' selection and pursuit of career related goals as well as their adjustment to this transition. By drawing on the model of selection, optimization, and compensation (SOC), we analyzed the pattern of self-regulatory strategy use that positively contributes to adolescents' sense of goal clarity and self-efficacy. Specifically, we tested the idea that self-regulatory processes geared towards gains, namely elective selection and optimization, should be particularly beneficial to adapt to the transition from high school. Results suggest that gain-related self-regulatory strategies are particularly important for successfully mastering career development transitions in adolescence. Optimization and elective selection emerged as the most important factors of adolescents' development of vocational goal clarity during the transition from high school. Optimization also played a crucial role for increasing and maintaining perceptions of self-efficacy during the transition from school to university and work life. The discussion focuses on age-differential patterns of self-regulatory strategies that allow for successful goal selection and pursuit. Furthermore, we provide an outlook on the dynamic interplay of individual and social factors that shape adolescents' employment of self-regulatory strategies during the transition from school to further education or work life.

Keywords: developmental transition; self-regulation; goal selection and pursuit; adjustment

Emotion Regulation at Work

Fischer, Oliver (University of Oxford)
Fischer, Lorenz (University of Cologne)
Meyenschein, Kerstin (University of Cologne)

The tradition of research on job satisfaction has been a strong one for almost 200 years (Ure, 1835), and the concept has been linked to others, such as life satisfaction/ quality of life and well being. The primary focus of this research has been on the situational factors that determine well-being, or job satisfaction respectively. During the 70ies, the focus shifted slightly in the direction of traits and expectancy-value models. Researchers were particularly interested in the psychological mechanisms that apply when high expectations are not met by reality. It has been a relatively recent development in research that emotions are not merely viewed as a result of situational factors, mediated by personal characteristics, but that they are regulated during the day and return to a moderately positive level even after extreme variations. Some authors see a direct link between this phenomenon and the successful resolution of tasks in working life. It is hardly surprising that emotions tend to improve after periods of unhappiness, a phenomenon sometimes labeled ‚self-healing'. That extreme movements towards to positive spectrum are dampened, however, a is much more surprising, and inconsistent with the assumptions of learning theory according to which individuals are generally motivated to achieve the highest level of happiness possible (s. Brickman & Campbell, 1971). The work presented here investigates how frequently a very positive mood level dampened, and how often a very negative mood level is regulated upwards during the course of a working day. We also discuss whether it is possible to describe the exact qualities of emotions that cause such upward or downward regulations. 115 participants were asked to respond to questionnaires on 5 consecutive days This instrument contained questions about their current emotional state. They were then also asked to remember one specific important event that had happened during this day, and to assess their emotional response that resulted from this. Both responses were measured using the SAMs (Lang, 1980), as well as verbal descriptions. The difference between the situation-related and the general emotion was interpreted as emotion regulation. Results show emotion regulation in both directions, i.e. both in a positive and in a negative direction (‚dampening'). Results also indicate that there are systematic relationships between specific categories of situations and emotions.

Keywords: emotion regulation; job satisfaction; personality; situational factors

Goal Attainment and Positive Affect: A Three-Wave Study

Mühlethaler, Céline M. (University of Bern)
Haiduk, Nora(University of Bern)
Scheuber, Nathalie (University of Bern)
Semmer, Norbert K. (University of Bern)

Attaining goals, or making progress towards goals, induces positive experiences (Carver and Scheier, 1990; Sheldon and Elliot, 1999), and goal attainment is an important part of occupational success experiences (Grebner et al., 2010). The effects of goal attainment have, therefore, been investigated extensively in psychology (e.g., Carver and Scheier, 1990; Sheldon and Elliot, 1999; Wiese, 2007). In previous research goal attainment has mostly been measured as actually set goals, with a medium of long-term time (e.g., Holman et al., 2005; Harris et al., 2003; Judge et al., 2005; Maier & Brunstein, 2001; Wiese & Freund, 2005). We focused on goal attainment at work without specifying time-frames, and without asking for explicitly set goals; thus, our measure invites participants to include small scale goal attainments. Data are from a longitudinal study, containing three waves, with a time lag of one month. The sample consisted of 164 Swiss and German employees (40% men) and covers a high variety of different jobs. Thus a diverse set of situations at work was sampled, putting fewer restrictions on the generalizations of the results. Goal attainment as a sub dimension of subjective occupational success was measured with the SUCCESS-scale (Grebner, Elfering, Achermann, Knecht, & Semmer, 2008). And positive affect was measured with the PANAS Scale (Watson, Clark, & Tellegen, 1988). A cross-lagged structural equation model (Amos 18) was used to test our hypothesis. Supporting our proposition, goal attainment predicted positive affect over a time-lag of one and two months. With regard to the reverse path, positive affect could also predict goal attainment, but only over a time-lag of two months. In this longitudinal study we could demonstrate that goal attainment and positive affect influence each other over time, suggesting the possibility of an upward spiral. Furthermore our results suggest that low-level or small-scale goals at work may be important and should receive more attention in research on goal attainment in future research. Our study has important practical implications: Organizations should provide a work environment where the experience of goal attainment is promoted (e.g., by supporting employees in setting challenging goals for themselves and in developing the skills necessary for goal attainment); to the extent that they succeed, the necessity for additional efforts to motivate employees may diminish.

School-to-Work and Agentic Pathways toward Fulfillment in Work

Mortimer, Jeylan T. (University of Minnesota)
Vuolo, Mike (Purdue University)
Staff, Jeremy (Pennsylvania State University)

Studies of career development highlight the importance of finding a good "fit" between individual values, needs, and abilities and the experiences and rewards to be found in particular occupations. Those who succeed in attaining jobs that match their psychological orientations and needs are found to have greater job satisfaction and more stable work careers than those who do not. While there has been much study of vocational development during adolescence, little is known about the psychological orientations and behaviors in the post-adolescent period that foster longer-term success and fulfillment in the world of work. Furthermore, we know little about the linkages between different levels and types of educational attainment (four-year BA/BS degrees, Associates & Vocational degrees, some college, high school graduation) and occupational outcomes. Using innovative multilevel latent class analysis applied to survey data obtained from 1010 youth surveyed by the Minnesota Youth Development Study (YDS), this paper examines the interrelations of psychological orientations and behaviors indicative of agentic striving (high aspirations, crystallization of career goals, and intensive job search) and distinct school-to-work (STW) transition pathways from age 18 to 31 (involving configurations of educational attainment and career establishment over time). We have already found that both the agentic and STW trajectories exert an influence on status-related work outcomes. For example, those who maintained high aspiration and certainty over career goals, and those who attained a Bachelor's or Associates/Vocational degree as well as a "career" job, were better insulated against unemployment and job loss during the recent "Great Recession" than those who began but did not finish college degrees and did not report a career-like job (the "some college floundering" category). Youth who made a successful school-to-work transition with a Bachelor's degree had the highest wages in their early thirties. The paper to be presented will extend this analysis to important quality of work outcomes, including intrinsic rewards (work that is interesting, autonomous, creative, etc.), stressors in the workplace (work overload, role conflict, and other indicators of strain), and subjective occupational evaluations, such as job satisfaction and work commitment. These outcomes may be as important, if not more important, than socio-economic attainments for individual well-being.

Keywords: school-to-work transition; work quality; job satisfaction

UNI
BASEL

The Role of Well-Being and Life-Satisfaction during Foreign Assignment

Spieß, Erika (LMU Munich)
Berger, Rita (University of Barcelona)
Stroppa, Christina (LMU Munich)

Objectives: As a result of globalization well-being and life-satisfaction on international assignments are a new challenge for expatriates. Many foreign assignments fail, because of the discontent of spouses and partners. We hypothesize that family support over a certain time reduces job stress and increases life and job satisfaction.

Work-life balance can be seen as an important source of satisfaction, such as job, career, life, and family satisfaction: Eby, Casper, Lockwood, Bordeaux and Brinleya (2005) describe that several studies suggest that work-family conflict is related to lower family and life satisfaction. Work-family facilitation has been demonstrated throughout the literature to be associated with better health and well-being (Van Steenbergen & Ellemers, 2009). Stephens, Franks, and Atienza (1997) found that higher work-family positive spillover was associated with higher psychological well being

An increasing number of employees are sent abroad in order to represent the company and conduct business. During foreign assignment, the expatriates' business-related success is also affected by cross-cultural adjustment and life satisfaction. Latter is considered as an indicator for psychological well-being. According to Wang and Kanungo (2004), individual psychological well-being is influenced by the availability of interpersonal networks - to be more precise by the relationships to several network members, such as the spouse, friends, co-workers and supervisor.

Supervisors. Social interaction and social support of supervisors is important for expatriates. Supervisors should be accessible for any and all questions relating to a foreign assignment.

Colleagues. Social interaction and social support of co-workers makes expatriates feel that their presence is valued – resulting in a sense of acceptance, belonging and satisfaction and so facilitates cross-cultural adjustment. Colleagues can also teach expatriates the appropriate behaviors to be successful on the job and help in this way with the socialization process.

Spouse / companion. Family support can help expatriates mobilize their psychological resources to deal with emotional problems and raise their confidence that they can successfully manage the cross-cultural transition. It is assumed that the spouse / companion is the primary source of the social support in a foreign country. The majority of empiric studies concerning expatriates' spouses find that well-adjusted spouses have a positive influence on the expatriate and the expatriate's adjustment.

Friends. Expatriates' social networks compromise local ties. Local ties were turned to more often for the management of day-to-day matters, like work and leisure, and the provision of practical, physical assistance (Ong and Ward 2005).

Method: A qualitative and a quantitative approached was used: Guided interviews with 16 employees of small and medium-sized companies were conducted to reveal the special need for support on international assignments. 143 expatriates from small and from large German companies completed an online-questionnaire shortly before, during and after their foreign assignment.

Measures: We used Frese's (1989) 20-item scale of social support to measure support provided by network partners. Frese's scale (1989) differentiates between support of superiors, co-workers, life-

long companions and friends. Cronbach's alpha: For superiors α = .92, for co-workers α = .80, for companions α = .94 and for local friends α = .84. Life satisfaction was measured by Fahrenberg, Myrtek, Schumacher and Brähler (2000), and Job stress by Sosik. and Godshalk (2000).

Received social support was measured with Ong and Ward's 18 item-scale (2005), differentiates between 2 social support factors: socio-emotional and instrumental support. Cronbach's alpha for the scales was high. For socio-emotional support, Cronbach's alpha was .89, for instrumental support .91.

Results: Qualitative results: All respondents attached great value to their families. However it was also emphasized that keeping in contact with family members demanded additional effort during the assignment. Quantitative results: As the results show, within the interpersonal network, the most important predictor of life satisfaction is the relationship to the spouse. Another important predictor is the relationship to friends. Relationships to supervisor and co-workers are less important in order to predict expatriates' life satisfaction.

Table 1: Regression analysis for 4 network partners' social support and instrumental and socio-emotional support in predicting life satisfaction.

	B	SE B	β	
Spouse	.12	.04	.27	***
Friends	.20	.06	.29	***
co-workers	.03	.07	.04	
Supervisors	.08	.05	.15	
socio-emotional	−.03	.08	−.05	
Instrumental	.08	.08	.15	
Coworker x duration	−.01	.01	−.43	
Supervisor x duration	−.01	.01	−.16	
Friends x duration	.00	.00	.21	
Spouse x duration	.00	.01	.44	

R^2adj = .23, p < .001
n = 127. ***p < .001. Two tailed tests.

Conclusion: These findings indicate the influence of network members of the expatriates' private life on life satisfaction and cross-cultural adjustment, which are eventually important conditions for job-related success and success of the company. Implications for future research and practical considerations for multinational organizations sending employees abroad will be discussed in the presentation.

U N I
B A S E L

References

Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., & Brinleya, A. (2005). Work and family research in IO/OB: Content analysis and review of the literature (1980–2002). *Journal of Vocational Behavior, 66*, 124–197.

Fahrenberg, J., Myrtek, M., Schumacher, J. & Brähler, E. (2000). Fragebogen zur Lebenszufriedenheit (FLZ) Handanweisung Hogrefe Test [life satisfaction questionnaire (FLZ) manual]. Göttingen: Hogrefe.

Frese, M. (1989). Gütekriterien zur Operationalisierung von sozialer Unterstützung am Arbeitsplatz. [The Operationalization of social support at work] *Zeitschrift für Arbeitswissenschaften, 43,* 112–121.

Ong, A. S. J., and Ward, C. (2005). The Construction and Validation of a Social Support Measure for Sojourners: The Index of Sojourner Social Support (ISSS) Scale. *Journal of Cross-Cultural Psychology, 36,* 637–661.

Sosik, J. J. & Godshalk, V. M. (2000). Leadership styles, mentoring functions received, and job-related stress: A conceptual model and preliminary study. Journal of Organizational Behavior, 21, 365–390.

Stephens, M. A. P., Franks, M. M., & Atienza, A. A. (1997). Where two roles intersect: Spillover between parent care and employment. Psychology and Aging, 12, 30–37.

Stroppa, C. & Spiess, E. (2010). Expatriates social networks: The role of company size. *The International Journal of Human Resource Management, 21*,13, 2306–2322

Van Steenbergen, E. F. & Ellemers, N. (2009). Is managing the work–family interface worthwhile? Benefits for employee health and performance. *Journal of Organizational Behavior, 30,* 617–642.

Wang, X.& Kanungo, R. N. (2004) Nationality, social network and psychological well-being: expatriates in China. *Journal of Human Resource Management, 15,* 775–793.

Keywords: social support; social networks; expatriation; life satisfaction; international assignments

Material Prosperity and Life Satisfaction in Germany.
An Empirical Test of Three Theoretical Mechanisms

Wolbring, Tobias (LMU Munich)
Keuschnigg, Marc (LMU Munich)
Negele, Eva (LMU Munich)

Referring to the so-called Easterlin paradox, three sociological and psychological mechanisms for the complex association between material prosperity and life satisfaction are discussed: basic human need satisfaction, interpersonal comparison processes, and adaptation. Hypotheses resulting from these considerations are empirically tested on the basis of two datasets: a self conducted cross-sectional survey among the population of Munich and GSOEP panel data. In result, all three mechanisms prove of explanatory value. According to our estimates, the threshold for fulfillment of basic needs lies within the range of approximately 800 Euros disposable income per month in Germany. We also provide evidence for social comparison processes concerning the respondents' city district. In addition, using a new measurement method for social comparisons, we show happiness-relevant comparison processes for colleagues and average citizens, but not for friends and relatives. Furthermore, using panel data we confirm hypotheses of aspiration and adaptation. Moreover, as theoretically expected, income losses have a stronger influence on life satisfaction than income gains – a finding which can also be transferred to social comparisons. Finally, we empirically distinguish a low and high income group and find different group weightings of monetary and nonmonetary factors. Thus, we conclude that higher absolute income does not necessarily increase subjective well-being and that, especially for the rich, nonmonetary factors, such as social networks and marriage, are more influential.

Keywords: adaptation; biological needs; life satisfaction; panel analysis; social comparison

How Not to Procrastinate: The Influence of Goal Focus on Procrastination and its Consequences for Subjective Well-Being and Academic Success

Krause, Kathrin (University of Zurich)
Freund, Alexandra M. (University of Zurich)

Procrastination has been shown to lower performance and well-being. Empirical evidence suggests that procrastination is associated with lower performance, higher perceived stress and poorer health, and lower affective well-being (e.g., Steel, Brothen, & Wambach, 2001). Despite the negative effects of procrastination, it is a common phenomenon, particularly in academic contexts. What contributes to this maladaptive behavior? The current presentation presents a theoretical model of procrastination and first supporting empirical evidence.

Procrastination can be defined as the subjectively aversive inability to initiate or complete a task or pursue a given goal (Solomon & Rothblum, 1984). Previous research on procrastination has identified fear of failure and task aversiveness as central predictors of procrastination (e.g., Steel, 2007). One of the factors, decreasing procrastination, are deadlines (Ariely & Wertenbroch, 2002). Our model takes these factors into account but extends the literature to include a goal-related construct for understanding and predicting procrastination: Goal focus. Goal focus denotes the relative salience of the means compared to the outcome of goal pursuit (Freund, Hennecke, & Mustafic, in press). Process focus involves a cognitive representation of a goal primarily in terms of the means of goal pursuit (e.g., specific learning strategies when preparing for an exam). In contrast, outcome focus is defined as a cognitive representation of a goal primarily in terms of the consequences of goal pursuit (e.g., achieving a good grade in an exam).

Our model assumes that goal focus interacts with the well-known antecedents of procrastination, namely fear of failure, task aversiveness, and self-efficacy (e.g., Steel, 2007; Wolters, 2003). More specifically, we suggest that a process focus might help to dampen the negative effects of fear of failure for initiating and maintaining goal pursuit. Adopting an outcome focus might help to cope with task aversiveness and reduce procrastination when the very process of goal pursuit is perceived as aversive. Finally, we propose that a process-focus might increase self-efficacy, which, in turn, is negatively related to procrastination. Taking a dynamic perspective on procrastination as changing over the course of goal pursuit, we posit that the adaptiveness of goal focus varies by motivational phase. Process focus is more adaptive than outcome focus for reducing procrastination during the *non-urgent*, actional phase. In contrast, outcome focus might help to increase the importance of a goal in the *urgent* phase (i.e., when the deadline is very close), and thereby decrease procrastination.

What are the psychological mechanisms that link deadlines to procrastination? We posit that the construct of *subjective urgency* is particularly fruitful in this regard. How is the subjective aspect of a deadline, subjective urgency, related to procrastination? Based on previous research on deadlines and procrastination, one might assume that subjective urgency reduces procrastination (Ariely & Wertebroch, 2002). Subjective urgency is likely to focus attention on the deadline, which, in turn, might increase the monitoring of the distance to the goal. This should reduce procrastination. In contrast, we hypothesize, that subjective urgency due to a strong focus on the deadline could increase

fear of failure, which, in turn, might increase procrastination. Hence, fear of failure is hypothesized to mediate the relationship between subjective urgency and procrastination.

As a first investigation of some aspects of our model of procrastination, a short-term longitudinal study was conducted. The study comprised 17 measurement points with law students preparing for an exam (at T1: $N = 140$; Mage = 21 yrs; 77 % female). Over a period of nine weeks, we sent out two online questionnaires per week to the participating law students. Among other variables, students rated procrastination, planned and actual study hours, subjective urgency, goal focus, fear of failure, task aversiveness, self-efficacy and subjective well-being. We also assessed whether students passed the exam.

As expected, procrastination declined with an approaching deadline while subjective urgency increased. The more urgent students perceived learning, the more they procrastinated. Preliminary analyses show that the relationship between procrastination and subjective urgency is mediated by fear of failure. There was a significant indirect effect of subjective urgency on procrastination via fear of failure.

Multilevel regression analyses showed that fear of failure, task aversiveness, the interaction of fear of failure and task aversiveness, subjective urgency, and measurement point (time) best predicted procrastination. Regarding the impact on performance, discrimination analyses showed that subjective urgency, task aversiveness, fear of failure, measurement point (time) and procrastination explained 12 % of the variance of passing the exam. The discriminant function significantly differentiated between students who passed the exam and students who did not.

Findings of our study are in line with previous research on the role of procrastination for subjective well-being and performance. Moreover, the current study provides first evidence in support of our procrastination model and the importance for taking a dynamic perspective in the investigation of procrastination. Results are discussed in a framework of successful life-management with regard to self-regulation and motivational processes during goal pursuit.

Keywords: procrastination; goal focus; fear of failure; subjective urgency; task aversiveness; well-being

The Longitudinal Effectiveness of Career Counseling: Theoretical and Practical Implications

Perdrix, Sophie (University of Lausanne)
Masdonati, Jonas (University of Lausanne)
Massoudi, Koorosh (Laval University, Québec)
Stauffer, Sarah (University of Lausanne)
Rossier, Jérôme (University of Lausanne)

An overview of the major results of a longitudinal study on career counseling effectiveness is presented. This study had three main goals: (1) assessing the pre-post effectiveness of a career counseling intervention on both career decision-making difficulties and satisfaction with life; (2) evaluating its long-term effectiveness up to one year after the end of the intervention; (3) investigating the role of the working alliance on the effectiveness of the intervention. Four topics, emerging from the most relevant results of this study, are discussed from the viewpoint of career theory, research and practice: (1) based on the construct of readiness, a distinction is suggested between cognitive and emotional aspects of career indecision; (2) career transitions and career counseling are to be considered as long-term processes, and call for longitudinal perspectives in order to be fully accounted for; (3) the importance of considering the interplay between career and other spheres of life is highlighted; (4) the importance of relational factors for career counseling effectiveness is stressed and discussed. The overall results are then discussed in relation to current career counseling literature.

Keywords: career counseling; cognitive process; affective process; longitudinal effectiveness; career personal interplay; working alliance

Gaining Social Recognition in Vocational Training Practices: An Interactional and Multimodal Perspective

Losa, Stefano (University of Geneva)
Duc, Barbara (Swiss Federal Institute for Vocational Education and Training, SFIVET)
Filliettaz, Laurent (University of Geneva)

In Switzerland, vocational education and training systems are the pathways most followed by young people after compulsory education. The majority engages in the dual VET system, that is often considered as supporting the transition from school to work. Nowadays this seems to have become a matter of concern in Switzerland and in the canton of Geneva, the context of our study, where high levels of exam failures and dropouts from apprenticeship can be observed. From this observation, our contribution focuses on the relationship between trainers and apprentices within training centres and aims to highlight how interactional processes can lead to a legitimate, recognized and valued social position within learning communities of practice. We consider this 'successful' dimension of greater importance in terms of learning processes and construction of learning trajectories. We conceive learning as a situated process (Brown et al., 1989). In this perspective, engagement and participation in activities and social interactions within communities of practice are seen as key contributions to learning, and also to identity construction (Billett, 2001; Lave & Wenger, 1991). However, if social interactions contribute to knowledge, skill and identity construction, learning through collective practices and interactions is seldom settled linearly and harmoniously. Collective learning configurations rather involve heterogeneous and unequal forms of mutual participation and relationships amongst participants. By adopting an interactional and multimodal perspective and by taking into account verbal and non-verbal dimensions in naturally occurring training practices (Filliettaz, 2008; Kress et al., 2001), our contribution aims to capture the conditions of "successful" and "unsuccessful" transitions in vocational training programs. To do so, we will use audio-video data recently collected in a training centre involving 1st year apprentices in industrial trades. Two contrasted case studies will be examined, focusing on apprentices experiencing distinct learning trajectories. The first one leads to valued forms of participation, the other one marginalizes the role of the apprentice within the communities of practice. The comparison we propose is part of a larger project that aims at tracing contrasting trajectories of participation in order to better understand the processes of learning and identity construction in the context of transition from school to work.

Young People's Occupational Integration Four Years after Dropout from Vocational Education and Training: The Issue of Transition at Stake. A Longitudinal Qualitative Perspective

Duc, Barbara (Swiss Federal Institute for Vocational Education and Training, SFIVET)
Lamamra, Nadia (Swiss Federal Institute for Vocational Education and Training, SFIVET)

To a large extent, the Swiss dual system of vocational education and training is viewed positively when considering how it supports smooth transitions from school to work. Nevertheless, the level of dropout from the system – between 10% and 40% – also highlights some of its limitations. It is this phenomenon of dropout, and more particularly its consequences that our contribution seeks to investigate. As a follow up to a qualitative study focusing on the process leading to a premature interruption of dual-track VET (Lamamra & Masdonati, 2009), it aims at analysing youngsters' situation four years after the breach of their apprenticeship contract and the courses they have followed during this period: What can we say about youngsters' situation four years after their premature interruption of VET? What are the courses they have followed made of? How are they experienced by youngsters? We assume that this questioning will allow us to have a better understanding of school-to-work transition. We address this issue from two different angles: the consequences of VET dropout, and the process of occupational integration.

This contribution proposes a longitudinal qualitative perspective. On the methodological level, it means that the 46 youngsters initially interviewed were contacted again four years later. Different methods were used to collect information from most part of the original sample population: semi-structured interviews, questionnaires and file follow-up. As a result, information from 42 youngsters could have been gathered. Semi-structured interviews provided detailed information regarding the current situation and path of 16 youngsters. Questionnaires, that were proposed to those who have refused the interview, enabled us to gather factual information regarding the current situation and path of 6 others. The follow-up of individual files provided information about 20 other youngsters. It told us whether they had resumed training in the Vaud public system, had dropped out one more time, were still in training or had completed training.

Because of the heterogeneity of the data collected, different analyses have been conducted thus far. A first descriptive analysis enables us to portray our population's current situation and to reconstruct the courses, from the time of dropout to the second data collection. Then, a thematic content analysis of the transcribed semi-structured interviews offers a precise vision of the paths followed by the 16 interviewees after dropout and of their experience. These two steps of analysis enable us to reflect on the consequences of VET dropout. They also allow us to address the issues of transition and occupational integration from this particular angle. Moreover, the analyses of our different types of data do not only provide objective but also subjective indications that shed light on the way youngsters, who have gone through a dropout, experience school-to-work transition and perceive their occupational integration.

Concerning the consequences of VET dropout, the analyses we present in this contribution enable us to go beyond the univocal interpretation of dropout as a final break and to underline its possible interpretation as a mere interruption in the educational or career path (Schmid, 2010). However, our analyses also highlight the heterogeneity and complexity of youngsters' courses following a dropout (Rastoldo, Amos & Davaud, 2009): from linear paths (new apprenticeship

position – VET Diploma – first job) to more chaotic ones (new dropout and alternation of unemployment and small unqualified jobs). They also show how a dropout contributes to the phenomenon of complexification and lengthening frequently associated to the processes of transition and integration (Behrens, 2007; Rastoldo, Evrard & Amos, 2007). In addition to these elements, the qualitative approach we adopt through the consideration of youngsters' experiences and perception underlines the uneasiness and suffering often associated with the periods following a dropout. Concerning occupational integration, our analyses force us to discuss the usual criteria used to characterize young people's successful integration. They also enable us to point out the subjective elements young people underline to define their integration.

We conclude in saying that the qualitative and longitudinal perspective we adopt offers a nuanced and subtle portray of school-to-work transition. On one side, the longitudinal inputs offer a globally positive view on the issue of transition, in particular on the paths following a dropout. On the other side, the qualitative approach allows us to address the complexity of the phenomenon. It enables us to take into account the subjective elements that highlight the suffering and distress associated with transition, but also the well-being youngsters experience after having successfully faced the challenge it represents.

References

Behrens, M. (2007). La transition de l'école à la vie active ou le constat d'une problématique majeure. Neuchatel: Institut de recherche et de documentation pédagogique (IRDP).

Lamamra, N., & Masdonati, J. (2009). Arrêter une formation professionnelle: Mots et maux d'apprenti-e-s. Lausanne: Antipodes.

Rastoldo, F., Amos, J., & Davaud, C. (2009). Les jeunes en formation professionnelle. Rapport III: Le devenir des jeunes abandonnant leur apprentissage. Genève: SRED.

Rastoldo, F., Evrard, A., & Amos, J. (2007). Les jeunes en formation professionnelle. Rapport I: Entrée en formation professionnelle et parcours de formation des diplômés. Genève: SRED.

Schmid, E. (2010). Kritisches Lebensereignis "Lehrvertragsauflösung". Eine Längsschnittuntersuchung zum Wiedereinstieg und zum subjektiven Wohlbefinden betroffener Jugendlicher. Bern: h.e.p.

Keywords: VET; transition; occupational integration; dropout, pathways

The Construct of Calling: Definition, Measurement and its Connection to Well-Being and Success

Hagmaier, Tamara (University of Erlangen-Nuremberg)
Abele-Brehm, Andrea E. (University of Erlangen-Nuremberg)

In recent years there has been an increased scientific interest in the perception of having a calling in regard to one's career and its implications for well-being. Experiencing a sense of calling has been seen as the ultimate form of subjective career success. A few studies also suggest that individuals who experience calling are more satisfied with their work, report greater life satisfaction and are less likely to suffer from stress, depression and work-life-conflicts. However, a common understanding of the construct and a multidimensional measure of calling is still lacking and prevents progress in this field. The overall aim of our three studies is to develop an integrative definition of "calling", to construct a calling scale and to test predictions on the impact of calling on well-being related outcomes.

In Study 1 we interviewed 25 professionals for their understanding of "calling" by means of the ladder interview technique. We asked participants for their understanding of the term "calling" and conjointly defined "construct ladders" in an interactive process during the interview. Results suggest that the construct of calling consist of five different facets: identification with one's work, experience of sense and meaning, P-E-Fit, value-driven, pro-social behavior and a transcendent guiding force. Study 2 supported the integrative conceptualization of study 1 by using a different method and a larger and more heterogeneous sample ($N = 211$). Based on this theoretical background we developed a multidimensional calling scale and tested its structure and validity in Study 3. Moreover, we examined and proved its implications for well-being and success related outcomes.

Acknowledgements

Special Thanks to:

The Members of the Scientific Board

Prof. Dr. A. E. Abele-Brehm, University of Erlangen-Nürnberg, Germany

Prof. Dr. V. Gayle, University of Stirling, Scotland

Prof. Dr. A. Grob, University of Basel, Switzerland

Prof. Dr. J. Mortimer, University of Minnesota, USA

Prof. Dr. K. Salmela-Aro, University of Helsinki, Finland

Prof. Dr. E. Widmer, University of Geneva, Switzerland

The Subsidy Scheme for Young Academics of the University of Basel (Ressort Nachwuchsförderung, Universität Basel)

Prof. Dr. Edwin Constable, University of Basel, Switzerland

Agnes Hess, University of Basel, Switzerland

Organizing Committee

Prof. Dr. Manfred Max Bergman, University of Basel, Switzerland

Anita Keller, University of Basel, Switzerland

Robin Samuel, University of Basel, Switzerland

Prof. Dr. Norbert K. Semmer, University of Bern, Switzerland

Vera Truong Dinh, University of Basel, Switzerland