

Paper Presentations 2

Tuesday 10:45-12:30, Seminar Room FG 2.024

PERSON / ENVIRONMENT FIT: COMPATIBILITY AS AN ANTECEDENT FOR WELL-BEING AT THE WORKPLACE

Globalization, work values and well-being at work

Mareike Kholin

When investigating on well-being at work, it is important to consider culturally shared beliefs as a relevant context factor. In this contribution, we address current changes in the meaning of gainful employment and work values resulting from economic globalization and its impact on employees' well-being. Based on a broad overview of theoretical and empirical literature we have developed three central theses: (1) New requirements in a globalized economy change the meaning of work and work values in western societies. (2) Changes in job demands and work values provide opportunities for well-being at work, but also lead to increasing levels of stress. (3) Employees search for new resources against stress at work and therefore import strategies from other cultures and integrate them into their own culture. In conclusion, we analyze the practical consequences for work and organizational psychology with reference to personnel selection, training, leadership, and work design."

Promoting positive coaching: Chossing the right focus for feedback

Katharina Ebner

Being among interventions fostering personal resources and supporting well-being at work, coaching is assumed to enhance self-efficacy, self-reflection, and satisfaction with life (Evers, Brouwers, & Tomic, 2006; Greif, 2008; Govindji & Linley, 2007). Psychometric tools providing feedback on career-relevant skills, values, or motives are used frequently during coaching. Congruence between skills, motives, and values fosters well-being at work (Lent & Brown, 2006). Yet effects of tools providing this information have not been studied (Jost, 2008). In order to convey recommendations on how to feedback incongruities between skills, motives, and values gained by diagnostic tools, we investigated foci and factors promoting positive effects on self-efficacy, self-reflection and satisfaction with life due to coaching.

STUDY DESIGN: The study was conducted as pre-post-study. Participants assessed skills, motives, and values on 14 career-relevant dimensions at time 1, and satisfaction with life (Trautwein, 2004), need for self-reflection (Grant & Langford, 2002), and self-efficacy (Krampen, 1991) at time 1 and 2. Participants received feedback on skills, values, and motives as graphical profile and during coaching one month after t1. One month after the coaching, time 2-data was collected. **SAMPLE:** The sample consisted of 206 students (mean age: 17.61) visiting senior level in high school. 89.8% students were enrolled at grammar school ('Gymnasium'), 10.2% were enrolled in equivalent secondary schools ('BOS' and 'FOS'). **HYPOTHESES:** H1: Overall incongruities between skills, values, and motives at time 1 are negatively related to satisfaction with life, self-efficacy, and self-reflection at time 2. H2: Satisfaction with life, self-concept, and self-reflection are related to different incongruities and fostered by feedback-foci set by the coach. To test our hypotheses, linear regression analyses were conducted. Results reveal overall incongruities between skills, values, and motives at time 1 to be related negatively with satisfaction with life (-.30+) and self-efficacy (-.88**) at time 2, but not with self-reflection ($p = .25$). More specifically, satisfaction with life was positively related to skills overall (.23*) and negatively related to differences between skills and motives/ values (-.24*); self-efficacy was positively related to skills overall (.50*) and negatively to any of the three difference measures (ranging from .71** to -.94**). Need for self-reflection was positively related to values overall (.66***) as well as to length of feedback (.10*) and the coach's empathy (.26**). **RESULTS:** To test our hypotheses, linear regression analyses were conducted. Results reveal overall incongruities between skills, values, and motives at time 1 to be related negatively with satisfaction with life (-.30+) and self-efficacy (-.88**) at time 2, but not with self-reflection ($p = .25$). More specifically, satisfaction with life was positively related to skills overall (.23*) and negatively related to differences between skills and motives/ values (-.24*); self-efficacy was positively related to skills overall (.50*) and negatively to any of the three difference measures (ranging from .71** to -.94**). Need for self-reflection was positively related to values overall (.66***) as well as to length of feedback (.10*) and the coach's empathy (.26**). **DISCUSSION AND IMPLICATIONS:** The results show that incongruities between skills, motives, and values feed backed on the basis of diagnostic tools might lower clients' satisfaction and self-efficacy. More specific, results indicate that the desired positive effects of coaching in terms of personal resources might decrease the more specific differences are stressed by the coach.

Fit for Motivation: Task fit predicts work effort and work-related affect

Juliane Strack

Fit for Motivation: Task fit predicts work effort and work-related affect. How does person-job fit impact our emotional well-being? Do discrepancies in task fit affect our effort and emotions? The present research sought to investigate how discrepancies in task fit relate to employees' weekly work effort and emotions. Rather than only looking at task fit, we were interested in task overfit (wanting less than experienced) and task underfit (wanting more than experienced). One hundred and twelve employees provided up to seven weekly assessments regarding their desired task demands, experienced task demands, work effort and emotions. The task dimensions included decision-making autonomy, information processing demands, problem-solving demands, social support, task significance and task variety. In terms of how task overfit and underfit affect effort and emotions we found that overfit was positively associated with effort and positive affect, across all task dimensions. Underfit, on the other hand, demonstrated the opposite pattern: Across most task dimensions, underfit was negatively associated with both effort and positive affect and for some task dimensions even positively associated with negative affect. Interestingly, there were no significant age differences in how overfit and underfit affect emotions and effort at work. These results indicate that there are differences in task overfit and task underfit, and how overfit and underfit affect work effort and emotions. This has implications for future research looking at emotional well-being at work and the concept of person-job fit. An overfit in task demands may provide motivational implications that could be further investigated. The findings also provide practical implications, as they seem to suggest that an overfit is associated with higher effort and positive emotions, which could be of interest to management and HR practices. A challenging job with a variety of task demands, even if these exceed the level of desired task demands, seems to be more beneficial in terms of effort and emotional outcomes than a job with fewer task demands.