70 Years of Well-Being Through Work
Evaluation of concepts for work-life transitions

Jukka Vuori

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Presentation contents

Introduction

• Work life transitions as challenges for mental health and work ability
• Age differentiated work-life creating transitions

Enhancing health, work ability and career management

• Preparedness for career transitions
• Intervention theory: proximal and long-term effects
• Results during various transition phases

Conclusions
Mental health, work ability and career - challenges during work life transitions

**Work career**

- Early/mid career
  - Depression
  - Burnout
- Seniority
  - Disability
  - Age-discrimination
  - Working or retiring
- Re-employment
  - Notice
  - Unemployment
  - Unstable employment
- Low support at work
- Low quality jobs
- Low adult support
- Notice
- Unemployment
- Unstable employment
- Low support at work
- Low quality jobs
- Low adult support
- Notice
- Unemployment
- Unstable employment
- Low support at work
- Low quality jobs
- Low adult support

**Employee**

- Lack of work life skills
- Lack of vocational interests
- Career choice
- Socialization to organization
- Unemployment
- Unstable employment
- Low support at work
- Low quality jobs
- Low adult support
- Notice
- Unemployment
- Unstable employment
- Low support at work
- Low quality jobs
- Low adult support
- Notice
- Unemployment
- Unstable employment
- Low support at work
- Low quality jobs
- Low adult support

**Career environment**

- Primary education
- Vocational studies
- Retirement

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Life course and age-integrated work life
(Riley & Riley, 1994; Salokangas, Vuori & Huuhtanen, 2005).

<table>
<thead>
<tr>
<th>Age</th>
<th>Age-differentiated</th>
<th>Age-integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old</td>
<td>Leisure</td>
<td>Work</td>
</tr>
<tr>
<td>Middle aged</td>
<td>Work</td>
<td>Education</td>
</tr>
<tr>
<td>Young</td>
<td>Education</td>
<td>Leisure</td>
</tr>
</tbody>
</table>

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Enhancing mental health and career management during work life transitions

**Towards Working Life**
- career choice
- educational career

**Basic education**

**Vocational education**

**School to Work**
- quality employment
- work socialization

**Family leave**
- work and family balance
- return to work

**Unemployment**
- Finnish "JOBS"
- role of job-seeker
- reemployment

**Towards Successful Seniority**
- coping in changing organizations
- enhancing work ability

**Working or Retiring**
- coping with age-discrimination
- working beyond retirement age

Country-wide dissemination since 2006
- new versions

Country-wide and international dissemination since 2002
- new versions

Just published, pilot testing

Country-wide dissemination since 1997

International dissemination from MPRC

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Training for better preparedness for career transitions in a peer group
(Vuori & Vinokur, 2005); based on MPRC group training principles (Price & Vinokur, 1995; Vuori et al., 2005).

1. Identifying work life goals
2. Practising needed skills and actions
3. Defining solutions and tasks for carrying out goals
4. Identifying barriers and setbacks
5. Defining solutions for barriers and setbacks
6. Practising overcoming barriers and setbacks
Proximal effects as mediators of the long-term effects of the interventions

Resource-based career management intervention

Proximal effects

- Increase in preparedness for career transitions.
- New goals and motivation related to own work career.

Better career decisions during critical transitions

Long-term effects

- Better career situation
- Better mental health
- Better work ability
- Longer careers

Main aim:
Enhance employment preparedness
• Quality employment after studies
• Socialization to work life

Effects on employment and mental health:

Mediating model:

Website:
www.ttl.fi/schooltowork
Effects of the School to Work – intervention; RCT-study; n=416

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Employment 20h/week$^a$</th>
<th>Quality of emp.$^a$</th>
<th>Psychol. distress$^b$</th>
<th>Depression$^b$</th>
<th>Work life goals$^a$</th>
<th>Economic goals$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control of outcome variable (T1)</td>
<td>---</td>
<td>1.81$^c$</td>
<td>.33**$^d$</td>
<td>.43**</td>
<td>2.05$^e$</td>
<td>1.92$^f$</td>
</tr>
<tr>
<td>Age (T1)</td>
<td>1.06</td>
<td>1.07</td>
<td>.00</td>
<td>.02</td>
<td>1.00</td>
<td>1.14</td>
</tr>
<tr>
<td>Gender</td>
<td>.89</td>
<td>.59</td>
<td>.00</td>
<td>-.01</td>
<td>.98</td>
<td>.94</td>
</tr>
<tr>
<td>Employment self-efficacy (T1)</td>
<td>1.16</td>
<td>1.40</td>
<td>.23**</td>
<td>-.25**</td>
<td>1.37</td>
<td>.93</td>
</tr>
<tr>
<td>Employment status (T1)</td>
<td>3.18**</td>
<td>0.95</td>
<td>-.09</td>
<td>.05</td>
<td>.50</td>
<td>.95</td>
</tr>
<tr>
<td>Prior education (T1)</td>
<td>1.50</td>
<td>0.94</td>
<td>-.03</td>
<td>-.07</td>
<td>1.28</td>
<td>1.22</td>
</tr>
<tr>
<td>R$^2$ explained by intervention</td>
<td>.01</td>
<td>.01</td>
<td>.02</td>
<td>.00</td>
<td>.03</td>
<td>.03</td>
</tr>
</tbody>
</table>

Interactions$^g$:

| Interv. * psychol. distress | 65 | 1.07 | .28* | -.25* | 1.78 | .83 |

Notes: $^a$Figures are standardised odds ratios (logistic regression, OR), $^b$Figures are non-standardised parameter estimates (linear regression).

School to Work; mediation of effects

Effects of the “Työhön”, the Finnish JOBS-training on reemployment and mental health (RCT; N = 1261) T1=baseline, T3=1/2 year follow-up, T4=2 year follow-up

Reemployment and labour market activity

Symptoms of depression


Employment effects in labour statistics
4 years after the experiment;
JOBS type job search training compared to controls (RCT), participants at risk of depression

Reemployment rate

Dropping out of work force

Job-search preparedness as a mediator of the intervention effects

Towards Successful Seniority (TSS) method (2008; 2014)

Main aim:
Enhance career management preparedness
• Career planning in changing organizations

Effects on career and mental health and work ability:

Mediating mechanisms:


Website:
www.ttl.fi/successfulseniority
Study design

17 participating organizations
-3 private enterprises
-14 public sector organizations

Participants N=718

Randomization

Experimental group

N=369

34 groups

N=302

Immediate effects 7-month follow-up 1.5-year follow-up

N=258

N=321

Register Follow-up

N=292

N=305

N=274

Control group

-88% women
-ka 50,0 (SD 6,4) years
-participant age varied between 31-64 years
Proximal effects of the TSS intervention

Increased very significantly career management preparedness

 Increased very significantly number of work goals

(F(1, 558) = 12.3; p < 0.001)

(F(1, 547) = 23.1; p < 0.001)


Effect of intervention on career preparedness and intrinsic work-goal motivation (SEM; Structural Equation Model, significant paths)

Effects of the Towards Successful Seniority group intervention at 7-month follow-up

Mixed effects model. Organization as a random effect.

<table>
<thead>
<tr>
<th></th>
<th>Depressive symptoms</th>
<th>Work engagement</th>
<th>Mental resources (Work ability)</th>
<th>Intention to retire early</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>-.04*</td>
<td>.13†</td>
<td>.12*</td>
<td>-.10*</td>
</tr>
<tr>
<td>Intervention x Depression</td>
<td>-.26*</td>
<td>.09</td>
<td>.35*</td>
<td>-.07</td>
</tr>
</tbody>
</table>

† p<0.10; *´p<0.05

Preparedness as the proximal mediator of the long-term effects of the intervention
Stepwise regression analysis; Baron & Kenny, 1986; Preacher & Hayes, 2008

<table>
<thead>
<tr>
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<th>Work engagement</th>
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<tbody>
<tr>
<td><strong>Step1:</strong> Preparedness</td>
<td><strong>Step1:</strong> Preparedness</td>
</tr>
<tr>
<td><strong>Step2:</strong> Depressive symptoms</td>
<td><strong>Step3:</strong> Depressive symptoms+Preparedness</td>
</tr>
</tbody>
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<tr>
<th>Intervention</th>
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† p<0.10; *´p<0.05

Prevalence of depression at 7-month follow-up by preventive activity (*; p<0.05)

Long-term (1,5 yrs) main and interaction effects on depressive symptoms
Time2=7 months, Time3=1,5 years

<table>
<thead>
<tr>
<th></th>
<th>F(df1,df3)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main effect</td>
<td>0.78 (1,557)</td>
<td>0.379</td>
</tr>
<tr>
<td>Interaction (medium risk of depression)</td>
<td>4.80 (1,556)</td>
<td>0.029</td>
</tr>
<tr>
<td>Interaction (high risk of depression)</td>
<td>14.55 (1,556)</td>
<td>0.000</td>
</tr>
</tbody>
</table>

![Graph showing time vs depressive symptoms over three time points](image1.png)

![Graph showing time vs depressive symptoms over three time points](image2.png)
Dissemination of the School to Work method

17 500 copies of participant's workbook distributed

505 trained trainers
Dissemination of the Työhön method

Trained trainers 305
(year 2000)

Method packages 3574

Participant’s workbooks 37 028

Trainer networks
Conclusions

• The age-differentiated work life has increased the challenges related to work life transitions. Age-integrated view of work life course supports more sustainable work careers.

• Preparedness for career challenges, such as career transitions can be promoted with interventions.

• Better preparedness results in beneficial long-term effects on career and mental health.
Questions:

1. Why transitional phases are so suitable targets for interventions?

2. Do you identify other possible transitional phases during the work career?

3. What kind of short term effects of interventions in these transitions could result in beneficial long-term effects?
More about interventions for career transitions...
Thank You!

email: jukka.vuori@ttl.fi

Websites:
www.ttl.fi/fromschooltowork
www.ttl.fi/successfulseniority