

Project Summary for IAL Website

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Project Title:	Regulatory Focus and SSG Career Development Course Use: A Brief Online Intervention
Project Number:	GA18-03
Year of Approval:	2019
Funding Source:	WDARF
Objectives and intended outcomes of the project:	Design, implement, and test an online intervention to encourage Singaporean adults' use of SSG resources.
Project Team	
Principal Investigator:	Asst Prof Jia Lile
Summary of Project (up to 300 words)	
<p>Career development allows individuals to maximise personal growth and prepare themselves for career uncertainties in the fast-changing global economy. Given the complex demands in everyday life, career development calls for a high ability to self-regulate to motivate the planning, the monitoring, and the use of available resources (e.g., SkillsFuture resources). Regulatory focus theory (RFT) postulates that individuals have two parallel regulatory systems that underlie different strategies in ongoing personal goal pursuit: a promotion system that focuses on accomplishing ideals, and prevention system that highlights fulfilling duties and obligations. While RFT has been applied to improve workplace outcomes, it has yet to be tested as an intervention to influence the process of career development. Our team designed an RFT-based intervention to motivate career development and planning. We then test the intervention in a two-year study within the sample of 24- to 40-year-old Singaporean working adults. Participants are randomly assigned to one of four intervention conditions presenting varying information about the relevant of regulatory focus for career goal pursuit. During the 24 months, participants are regularly assessed on career development outcomes of the intervention. This includes their usage of career resources, current career status and job satisfaction; career challenges (e.g., unexpected layoffs, changes in management), and well-being variables (e.g., self-efficacy, resilience, and general health). Changes in participants' cognition, feelings and communication styles are also recorded to understand the psychological process underlying the effect chronic regulatory focus and the regulatory focus intervention. We predict that the best career development outcome will occur when the type of regulatory focus intervention matches the individual participant's motivational style, thus, providing insights to motivation research on career development. Preliminary results suggest the superiority of interventions that inculcate a promotion focus among participants.</p>	