Human Resource Studies

Kooij, Dorien

Human Resource Studies:
A balanced, inclusive and strengths-based approach over the lifespan

Inaugural address, spoken by

Prof. dr. Dorien Kooij

Tilburg University

Understanding Society

Dorien (T.A.M.) Kooij is Professor of Human Resource Studies at the Department of Human Resource Studies of Tilburg University, the Netherlands. She graduated with distinction in Business Economics at the University of Amsterdam. She worked about three years as HR practitioner in various jobs before she started with her Ph.D. project entitled "Motivating older workers: a lifespan perspective on the role of perceived HR practices" at the VU University Amsterdam. Her Ph.D. thesis was awarded with the WAOP Dissertation Award 2010 and the HRM Network Best Dissertation Award 2011. Her research focuses on aging at work, and in particular on HR practices for older workers, on how work motivation changes with aging, on future time perspective, and on job crafting. In 2014 she received an NWO-VENI grant for the project: "Retaining older workers: the role of job crafting". She has published in international peer reviewed journals such as Journal of Applied Psychology, Journal of Organizational Behavior, Work & Stress, and Psychology and Aging.

Human Resource Studies:

A balanced, inclusive and strengths-based approach over the lifespan

Prof. dr. Dorien Kooij

Inaugural lecture delivered in adapted form during the public acceptance of the appointment of Professor in Human Resource Studies at the Department of Human Resource Studies of the School of Social and Behavioral Sciences of Tilburg University on March 13th 2020 by Dorien Kooij.

Human Resource Studies:

A balanced, inclusive and strengths-based approach over the lifespan

ISBN: 978-94-6167-420-3

www.tilburguniversity.edu/nl

Content

Dear Rector Magnificus, dear Dean, dear colleagues, dear friends and family,

I would like to start my inaugural lecture with two short stories.

50 years ago, a young man called John started working as a carpenter. Due to the high physical demands inherent to the job, coupled with his own physical abilities he soon realized that he would not last long in this job. He also realized that he had a talent for organizing and managing. Therefore, he decided to go back to school in order to get additional diplomas next to working as a carpenter. After joining a new employer, he developed his knowledge and skills in leading construction sites and progressed in the organization ultimately becoming the head of construction sites. In addition to this high profile job, he started his own construction advisory company, thereby further using and expanding his knowledge, skills, and experience. Today, he is still working part time both at his previous employer and in his own company at the age of 68.

30 years ago, a middle-aged woman called Theresa worked as a medical assistant for a general practitioner. She generally liked her job, but realized that working as an assistant would not be challenging anymore at some point in her career. Therefore, she started looking for opportunities to develop herself. When the organization was looking for assistants who wanted to retrain as a nurse practitioner, she happily volunteered. The organization offered the training as well as the time needed for her to study. She got her diploma and today she works as a nurse practitioner at the same health care center. She enjoys having more autonomy and challenge and, therefore, she recently decided to continue working instead of retiring. Nevertheless, she did want to have more leisure time and has reduced her number of workdays.

These positive examples illustrate how both organizations and workers alike take responsibility when it comes to successful aging at work (in Dutch duurzame inzetbaarheid), which is my main topic of expertise. Organizations need to invest in their workers by providing HR practices, such as developmental opportunities, flexible work times, and participation in decision-making, whereas workers need to invest their personal resources, such as time, abilities, and motivation at work. These mutual responsibilities form the basis for the employment relationship between organizations and workers which represents the central focus in the field of human resource studies (HRS).

In this inaugural lecture, I will first elaborate on the broad field of human resource studies and how it has evolved over the past 30 years, how I think it needs to progress in the future, and which particular themes we focus on within our research group in the pursuit of achieving this progress. In the second part of this inaugural lecture, I will focus on my main topic of expertise within these themes, which is successful aging at work. I will explain what we mean by the term successful aging at work, what organizations and workers can do to realize successful aging at work, and discuss future research directions in this particular subfield of HRS. Finally, I would like to discuss the professional field of academia and how it is currently being practiced and managed. I think this is an area we can significantly improve and the time is ripe to practice more what we preach. By addressing this in my inaugural lecture, I hope to contribute to this improvement. But that is for later. First, I will focus on the inspiring and important field of human resource studies.

I.

Human resource studies: past and progress

The field of human resource studies: where do we come from?

Human resource studies addresses the employment exchange relationship between employers and employees from the viewpoints of multiple stakeholders including the individual, the organization and the wider society. As such, this employment exchange relationship is subject to the influence of the psychological context at the individual level, the business context at the organizational level, and the institutional context at the societal level. The field of HRS thus focuses on investigating the relationships between Human Resource (HR) practices and relevant outcomes for workers, organizations, and society as a whole, such as employee well-being, organizational performance, and labor market participation. HR practices refer to instruments and activities to manage, motivate, and develop employees, and may include training and development, performance management, flexible work schedules, information sharing, autonomy, and opportunities for promotion. The field of HRS started about 30 years ago with researchers arguing (Guest, 1987) and subsequently empirically demonstrating (e.g., Huselid, 1995) that HR practices lead to organizational performance. Notwithstanding debates about the rigor of this research (e.g., Becker & Gerhart, 1996; Dyer & Reeves, 1995), many studies showed that the more HR practices an organization offers to their employees, the more profit it makes (Boselie, Boon, & Dietz, 2005; Combs, Liu, Hall, & Ketchen, 2006). Although studies in HRS initially focused on organizational performance, it became clear that employees were considered an afterthought and more needed to be done to address this imbalance (Guest, 1999; Peccei & Van de Voorde, 2019b).

HRS scholars thus started to take a multidimensional perspective on the concept of performance including employee wellbeing and social legitimacy. This balanced approach to strategic human resource management (HRM) was at the heart of the research program of the department of Human Resource Studies entitled “Human Resource Management and Performance: In search of balance” (Paauwe, 2007), advocating that HR practices should not only lead to organizational performance, but also to employee wellbeing, motivation, and development, and even to social legitimacy (Paauwe, 2004; Van de Voorde, 2010; Van Veldhoven, 2012). In order to study the influence of HR practices on performance as a multidimensional concept, multiple actors at multiple levels of analysis needed to be taken into account, such as trade union representatives at the sector level, HR professionals at the organizational level, line managers at the team level, and employees at the individual level. To do justice to all these different actors and levels as well as their respective contexts, the field of HRS is a multidisciplinary one which draws on insights from many disciplines such as business and management studies, work and organizational psychology, educational sciences, economics, sociology, and law.

Building on these foundations, in the years thereafter, the field advanced, by using more sophisticated theories and research methods in order to examine the interrelationship between HR practices, employee wellbeing, and organizational performance (e.g., Bowen & Ostroff, 2004; Croon & Van Veldhoven, 2007; Jackson, Schuler, & Jiang, 2014; Nishii & Wright, 2008; Peccei & Van de Voorde, 2019a). Notwithstanding the tremendous progress that has been made in the field of HRS so far, many challenges lie ahead of us (Paauwe, 2009; Paauwe, Wright & Guest, 2013). I will just mention a few of these challenges.

Future research directions in human resource studies

First, many researchers in the field of HRS advance the contingency or best fit approach to strategic HRM and argue that HR practices are most effective when they are in alignment with the context at different levels. The particular context in this regard may include individual differences, the type of job, the strategy of the organization, and the institutional setting. For example, since both John and Theresa wanted to develop themselves, development HR practices, such as training and development on the job, had a greater impact on their work attitudes compared to coworkers with lower developmental needs. Although this reasoning makes sense, we still know relatively little about when HR practices are most effective for individual, organizational, and societal outcomes (Guest, 2011; 2017). Previous research has particularly focused on organizational and environmental factors, such as business strategy, organization culture, and industry context (Schuler & Jackson, 2014). Since we know that individual, job, and workgroup factors are of profound importance for worker outcomes (Parker, Wall, & Cordery, 2001), future research would significantly benefit from examining the role of personal resources, life events, workload, line manager values, and workgroup diversity, in the relationship between HR practices and worker outcomes.

Second, most researchers in the field of HRS take a process approach to HRM and argue that HR practices lead to important organizational outcomes through employee attitudes and behaviors. However, there remains much to be learned about the underlying processes through which HR practices lead to important outcomes, which trade-offs are involved, and how we can design and implement HR practices in such a way that multiple outcomes at different levels are optimized (Grant, Christianson & Price, 2007; Peccei, Van de Voorde & Van Veldhoven, 2013; Van de Voorde, Paauwe & Van Veldhoven, 2012). Future research should embark on distinguishing different underlying mechanisms of the relationship between HR practices and different outcomes. For example, to optimize wellbeing and performance, future research could focus on job characteristics as underlying mechanisms; to optimize work-related learning, future research could focus on the role of team learning as an underlying mechanism; and to optimize labor participation, future research could focus on inclusive climate as an underlying mechanism. By investigating the different processes through which HR practices exert their influence and in particular, by distinguishing the underlying mechanisms for different outcomes, greater theoretical precision and a more focused practical understanding of how HR practices work will be established.

Third, although most HR research to date assumes that HR practices influence worker attitudes and behaviors, and not the other way around, HR scholars have started to acknowledge that employees are not passive recipients of HR practices; they are active agents with their own needs, goals, personality, and abilities. Although there is a lot of research on these active dispositions and behaviors (e.g., Parker & Collins, 2010), we still know little about how these dispositions and behaviors influence HR practices, and in turn, their consequent effect on different outcomes (e.g., Jiang & Messersmith, 2018; Sapegina & Weibel, 2017). For example, an employee might negotiate with his manager that he will work 4 days of 9 hours in order to be able to spend one day a week with his children. We call this an idiosyncratic deal, or a personalized non-standard agreement (e.g., Kroon, Freese, & Schalk, 2015). Negotiating this deal will influence the employee's perception of the HR practice flexible work schedule, and might substitute or enhance the effects of this HR practice. Future research should examine which active behaviors workers engage in at work, how these behaviors influence and are stimulated by HR practices, and how these behaviors promote or hinder the effects of HR practices on important outcomes at different levels (e.g., Kooij, Van Woerkom, Wilkenloh, Dorenbosch, & Denissen, 2017).

Finally, we face a number of methodological challenges, such as how and among who should HR practices be measured, how to capture day-to-day experiences of HR practices and consequent behaviors, how to take into account all relevant factors at different levels and how to co-create with practice (e.g., Croon, Van Veldhoven, Peccei, & Wood, 2014; Paauwe et al., 2013; Peccei & Van de Voorde, 2019). I see a few ways forward here. To capture the day-to-day experiences and behaviors of employees, future research should make greater use of experience sampling in order to be able to measure in the moment and at multiple time points (Spanouli & Hofmans, 2016; Van der Kruijssen, van den Bergh, Kooij, Van Woerkom, & Van Veldhoven, 2019). To be able to take all the relevant factors at different levels into account, future research should employ person-centered and configurational methodological approaches (e.g., Pak, Kooij, De Lange, Van Veldhoven, & Geuskens, under review; Peccei & Van de Voorde, 2019a). These sophisticated methodological approaches allow researchers to identify subgroups of individual employees, workgroups, or organizations which score similarly on a set of variables, and compare them with respect to how effective they are on different outcomes in order to better understand why. To co-create with practice, future research should use intervention studies to run controlled field experiments and test the effect of a particular (personalized) HR intervention on different outcomes. These could be interventions aimed at triggering positive emotions, such as strengths use and gratitude (e.g., Van Woerkom & Meyers, 2019; Tobias, Van Woerkom, Runhaar, & Bakker, 2019), interventions aimed at stimulating particular behavior, such as job crafting (e.g., Kooij et al., 2017; Kuijpers, Kooij & van Woerkom, 2020), or more structural interventions aimed at implementing particular HR practices, such as a new performance management system or task enrichment.

These are just some of the challenges we face and some of the future research directions that we are engaging in, as an academic field. In addition to these scientific challenges, there are a number of wider societal trends that influence the field of human resource studies, such as globalization and migration, technological developments, and aging populations. These trends lead to a number of practical challenges which have profound implications for societies, organizations, and workers alike. For example, due to globalization and rapid technological developments, the context of work is much more competitive, dynamic and unpredictable. Two of my students wrote their Master thesis within a high-tech company aiming to help the company attract sufficient engineers. However, halfway through their research, trade sanctions against China influenced the company business and all of a sudden it had to downsize, thereby shifting its strategic priorities. These dynamics require societies, organizations, and workers to be proactive and adaptive, because they need to actively anticipate changes and act upon them decisively, but also have the capability of adapting to new circumstances, such as technology-driven changes in work design. Workers need to be proactive and adaptive not only in doing their job, but also in managing their own career (Kooij, Tims, & Akkermans, 2017). This situation is especially pertinent now as long-term careers at the same company are becoming more rare and exclusive. These dynamics also necessitate that organizations hire more temporary workers or freelancers, thus requiring unprecedented flexibility in employment relationships. This brings accompanying challenges such as inequality between core and flexible workers and raises questions about the sustainability of such flex workers' careers (e.g., Verberne & Van den Groenendaal, 2017). In addition, increased competition raises performance pressure necessitating important steps from organizations to curb employee ill-health and wellbeing. At the same time, an aging population means that we are dealing with vast worker shortages in a number of sectors such as healthcare and education. This requires workers to work harder and longer, thereby compounding existing work pressure. Population aging also means that our pension system is no longer affordable and thus workers need to work longer and postpone their retirement. Finally, migration and aging populations mean that the workforce is aging and diversifying. This again raises inequality issues, requiring more inclusive approaches to HRM and using alternative forms of performance management and talent development, for example by focusing to a greater extent on employees' strengths rather than their deficits (e.g., Bauwens, Audenaert, & Decramer, 2018; Meyers, 2016; Van Woerkom, Els, Mostert, Rothman, & Bakker, 2016).

Research program of the Department of Human Resource Studies

Following these societal developments and building on the expertise within our group, the research program of the department of Human Resource Studies will cover the following four themes in the next five years, aiming to tackle the aforementioned challenges head on.

1. Aligning strategic HRM, wellbeing and performance

Following the societal developments related to increased performance and work pressure and building on our expertise as a group which takes a balanced approach to HRM, the core issue within this theme is how organizations can jointly optimize organizational performance and worker wellbeing through the implementation of HR practices. The relationship between HRM and performance is central to the strategic HRM literature and has attracted a great deal of interest over the past 20 years (e.g., Schuler & Jackson, 2014). However, as also outlined above, many questions remain unanswered. I will mention a few examples of the questions that we will focus on in our future research within this theme:

- How to conceptualize and measure HRM (e.g., Beijer, Peccei, Van Veldhoven, & Paauwe, 2019)? Should we, for example, focus on the use, the availability or the effectiveness of HR practices (Van Beurden, Van Veldhoven, & Van de Voorde, 2018)?
- Can HRM jointly optimize organizational performance and employee wellbeing? And if so, which particular combinations of HR practices, such as high-involvement, high-commitment, or high-performance HR systems or control/compliance oriented HR systems can achieve this (e.g., Van de Voorde et al., 2012)?
- Which underlying mechanisms, such as the psychological contract, decent work indicators, or job demands and resources, explain why these HR systems optimize organizational performance and employee wellbeing (e.g., Kilroy, Flood, Bosak, & Chênevert, 2016; Schalk, & De Ruiter, 2019)?
- Which contextual factors at different levels, such as personal resources and behaviors, line manager values, and type of organization and sector, play a role in shaping these relationships (e.g., Bauwens, Audenaert, & Decramer, 2019; De Reuver, Van de Voorde, & Kilroy, 2019; Kroon, Van de Voorde, & Timmers, 2013)?
- How can we use HR analytics, a recent but rapidly growing trend in organizations, in order to more comprehensively study the aforementioned relationships together with organizations, such as what Tina Peeters and Rubin Steegh currently do with ING and DSM?

2. Enhancing worker health and wellbeing over the lifespan

Following the societal developments related to increased dynamics of the work context and workforce aging and building on our expertise in taking a lifespan approach to HRM, the core issue within this theme is how organizations can help individual workers to self-regulate and adapt to changing situational and personal circumstances in order to age successfully at work. Within this theme, we see workers as active agents and organizations as actors which facilitate or hinder workers' active behavior. In order to maintain or enhance health, wellbeing, and sustained performance, this behavior needs to be both proactive and adaptive, anticipating and influencing changes, but also effectively adjusting to changes. Changes in situational circumstances refer to changes in the work context, such as technology-driven changes in work design and changes in job requirements and work pressure. Changes in personal circumstances refer to changes in the personal context, such as life events and age-related changes in motives and abilities. This is a rather unexplored theme within HRS and thus many questions are unanswered. I will mention a few examples of the questions that we will focus on in our future research within this theme:

- How do changes in the work context, such as changes in job demands and resources and technological developments, influence employees' health, wellbeing, and sustained performance over the lifespan (Van Veldhoven, Van den Broeck, Daniels, Bakker, Tavares, & Ogbonnaya, 2020)?
- How do life events, such as surviving cancer, experiencing mental health problems, or becoming a parent, influence health, wellbeing, and sustained performance over the lifespan (e.g., Joosen, Brouwers, van Beurden, Terluin, Ruotsalainen, Woo et al., 2015)?
- What type of proactive and adaptive behaviors do workers engage in to cope with these changes (Van der Kruijssen et al., 2019)?
- Which of these behaviors are effective and does this depend on the particular type of change (e.g., Kooij et al., 2017)?
- How can organizations stimulate and facilitate these behaviors through HRM interventions (e.g., Kooij, Nijssen, Bal, Van der Kruijssen, 2020)?

3. Learning, development, and the strengths-based approach
Following the societal developments related to increased unpredictability and diversity of the work context and building on our expertise which takes a strengths-based approach to HRM, the core issue within this theme is how organizations can optimally identify, use and develop the knowledge, skills, and abilities of workers, building on workers' self-initiated/directed learning and strengths development. This issue is at the heart of the human resource development literature. Although this literature, starting in the 1990s, has been quite rich (Kessels & Poell, 2011), many questions remain unanswered. In addition, the strengths-based approach is novel and a burgeoning area of research with many questions unanswered. I will mention a few examples of the questions that we will focus our future research on within this theme:

- Which talent management approaches do organizations engage in and what are their effects (e.g., Meyers, Van Woerkom, & Dries, 2013; Nijs, Gallardo-Gallardo, Dries, & Sels, 2014)?
- How can organizations stimulate individual and collective strengths use at work, for example with strengths-based interventions (e.g., Van Woerkom & Meyers, 2019; Tobias et al., 2019)?
- How do employees manage their own learning and development in the context of their work and employing organization (e.g., Poell, 2017)?
- Which socialization practices do organizations engage in and what are their effects on employees and organizations (e.g., Batistič, 2018)?
- How can organizations stimulate knowledge sharing, prevent knowledge hiding, and enhance innovation and creativity to stay competitive (e.g., Batistič, & Poell, 2018)?

4. Inclusive HRM
Following the societal developments related to increased flexibility and diversity of the work context and building on our expertise which takes an inclusive approach to HRM, the core issue within this theme is how organizations can create inclusive workplaces to include and provide equal opportunities to all (potential) workers on the labor market (e.g., precarious/non-standard workers, women, minorities, parents, people with a disability, refugees, and flexible workers). This is a rather recent approach in the field of HRS focused on outcomes related to societal legitimacy and sustainability, such as workforce participation, equality and fairness. As such, many questions are unanswered. I will mention a few examples of the questions that we will focus on in our future research within this theme:

- How can inclusion and participation in organizations be stimulated and embedded in the institutional context (e.g., Blonk, 2018)?
- How can organizations be stimulated to become an inclusive employer and which HR practices are part of an inclusive HRM approach (e.g., Borghouts & Freese, 2016)?
- How to establish an inclusive climate and inclusive leadership within organizations (e.g., Harzing, Vinkenburg, & Van Engen, 2018)? And what is the role of workers themselves in establishing an inclusive work context (van Engen, Bleijenbergh, & Beijer, 2019)?
- What are the motives and challenges for organizations employing vulnerable workers? How can organizations create decent work for vulnerable workers (e.g., Kroon & Paauwe, 2014)?
- How should solo self-employed workers be "managed" by organizations (e.g., Van den Groenendaal, Kooij, Poell, & Freese, 2018)?

Of course, these four themes are highly interrelated, which means that department members working on different themes also collaborate. For example, we collaborate on how talent management leads to employee wellbeing and performance, on strengths-based approaches to include vulnerable employees, and on the influence of HR systems on active behaviors (e.g., Batistič, Černe, Kaše, & Zupic, 2016). In addition, our themes also relate to the themes of the Herbert Simon Research Institute of the Tilburg School of Social and Behavioral Sciences (TSB), such as Adaptive societies, organizations, and workers, and the Impact Themes of Tilburg University (TiU), such as Enhancing health and wellbeing and Empowering the resilient society. This helps us to collaborate with researchers from other departments within TSB and TiU. Together, we can examine the complex issues in the field of human resource studies and we would like to invite researchers of other departments to collaborate with us on these four themes. Last but certainly not least, we not only conduct research on these themes, but we also teach our students about these themes preparing them for their future role as HR professionals and we try to have an enduring societal impact related to these themes by co-creating with HR practitioners.

2. Successful aging at work: the role of workers and organizations

For the second part of my inaugural lecture, I would like to focus on my main topic of expertise, which is successful aging at work. I started this research endeavor in 2006 at the VU University Amsterdam under the supervision of Paul Jansen, Annet de Lange, and Josje Dikkers. So why did I focus on this topic? I already mentioned that populations and workforces around the world are aging (Bal, Kooij, & Rousseau, 2015). As a result, the proportion of the Dutch population older than 65 years of age will increase from 18% to 26% between 2018 and 2060 (Ekamper & Van Nimwegen, 2018). This is due to declining fertility rates, the aging of the baby boomer cohorts, as well as increasing life expectancy. These demographic changes pose serious challenges for societies, organizations, and workers (Hertel & Zacher, 2018). For example, workforce growth is slowing and starting to lag behind the total employment growth, which is leading to long-term worker shortages. In addition, the Dutch social security system is no longer affordable, because there will be fewer than three people of working age to pay the pension of one retired person. Finally, since labor market participation traditionally decreases from the age of 50 onwards (Eurostat, 2017), it is increasingly important to motivate and retain older workers. To deal with these challenges, it is paramount to facilitate successful aging at work and, therefore, to conduct research on this important topic. Before I zoom in on successful aging at work, I would like to firstly elaborate on what it means to age at work more generally.

What does it mean to age at work?

Let's go back to John and Theresa. In the 50 years that have passed since they started working, not only has their age changed. In addition to their age, their general knowledge, experience, working memory, emotional stability, career stage, and number of children and grandchildren has also changed. This illustrates that the aging process does not only involve changes in *chronological age,* but also in physical, cognitive, and emotional abilities as well as in perceptions, and in social roles (Schwall, 2012). Consequently, to understand the process of aging at work, we need to consider multiple perspectives. Therefore, I broadly define aging at work as all the biological, psychological, and social changes across time that influence work outcomes (De Lange, Taris, Jansen, Smulders, Houtman, & Kompier, 2006; Sterns & Doverspike, 1989). To capture all these changes, I follow other researchers (e.g., De Lange et al., 2006; Sterns & Doverspike, 1989) in using five conceptualizations of aging at work (Kooij, De Lange, Jansen, & Dikkers, 2008; 2013). The first is *chronological age*, which refers to one's calendar age. Calendar age is an important indicator at work, because pension age is determined by calendar age. In addition, in some sectors and organizations, calendar age determines whether employees are eligible for certain HR practices, such as exemption from working overtime or in shifts. The second conceptualization of aging at work is *functional age*, a performance-based definition of age, which refers to changes in physical and cognitive abilities. Previous research has demonstrated that physical abilities (e.g., muscle strength and energy levels) and fluid cognitive abilities (e.g., working memory and speed of information processing) decline with age (Maertens, Putter, Chen, Diehl, & Huang, 2012; Salthouse, 2012). In contrast, crystallized cognitive abilities (e.g., general knowledge and experiential judgment), certain personality traits (i.e., conscientiousness, emotional stability, and social dominance), and socioemotional abilities (e.g., emotion regulation) tend to improve with age (Grossmann, Na, Varnum, Park, Kitayama & Nisbett, 2010; Lucas & Donnellan, 2011; Roberts, Walton, & Viechtbauer, 2006). The third conceptualization of aging at work is *psychosocial age*, which refers to the self and social perception of age. Here, the self perception of age refers to how old an individual feels and with which age group she or he actually identifies. Previous research shows that older workers tend to feel older and identify with an older age group (Gaillard & Desmette, 2008), which has detrimental effects for their work attitudes, performance, and motivation to continue working (e.g., Kunze, Raes & Bruch 2015). Self perception of age also refers to time perspective, which shifts with age from an open-ended future time perspective full of opportunities towards a more limited future time perspective with restricted opportunities (e.g., Kooij, Kanfer, Betts & Rudolph, 2018; Lang & Carstensen, 2002). Social perception of age refers to stereotypical views. Stereotypical views of older workers are, for example, that older workers are less motivated, less productive, and more resistant to change compared to their younger worker counterparts (Posthuma & Campion, 2009). Although many studies have invalidated these stereotypical views (Kunze, Boehm, & Bruch, 2013; Ng & Feldman, 2008; 2010; 2012), these age stereotypes still influence employment decisions about hiring and retaining older workers (e.g., Abrams, Swift, & Drury, 2016; Henkens, 2005). The fourth conceptualization of aging at work is *organizational age*, which refers to the aging of workers in jobs and organizations, as indicated by job and organization tenure and career stage. Individuals progress through distinct career stages during their organizational careers (Super, 1984). With increasing age, workers will likely be in the maintenance stage of their career placing an emphasis on earlier achieved accomplishments and maintaining their self-concept. Since opportunities for growth and advancement are lacking at this career stage, workers may seek greater opportunities for involvement, more meaningful assignments, and more interesting jobs (Conway, 2004). The final conceptualization of aging at work is *lifespan age*, which refers to the life stage of a particular individual in terms of psychological development as well as their family life span. The family lifespan refers to the family career with its distinct stages and transitions (e.g., Mederer & Hill, 1983). With increasing age, workers will likely be in the middle years characterized by an empty nest. Levinson (1978) distinguished psychological life stages in adult development with different goals and concerns. With increasing age, workers will likely be in the midlife transition and adulthood stages, whereby they recognize limits on achievements and become senior members of society with a focus on supporting the next generation.

In summary, aging at work involves many changes and thus it is conceptualized in many different ways. To understand the impact of these changes, literature on aging at work widely uses lifespan developmental theories of the lifespan psychology literature. These theories build on a number of assumptions. A first key assumption is that age-related changes can take different forms, such as gains in emotional stability and losses in muscle strength. These age-related losses are important, because they can result in adaptive capacity and the use of proactive strategies (deficits-breed-growth mechanism; Baltes, Staudinger, & Lindenberger, 1999; Charles, 2010). For example, a shorter future time perspective results in a focus on pleasant experiences and feelings and thus improved emotion regulation. A second important assumption is that developmental trajectories of psychological outcomes, such as cognitive and emotional abilities, can change, for example due to individual agency or the control that an individual has over their environment and their self. For example, there is solid evidence which highlights that older adults who train their fluid cognitive abilities can slow down age-related cognitive decline (Baltes & Kliegl, 1986; Hertzog, Kramer, Wilson, & Lindenberger, 2009; Lindenberger, 2014). A final assumption of lifespan developmental theories is that lifespan development not only depends on age-graded normative influences, such as biological maturation, but also on non-normative influences, such as life events, which do not follow a general and predictable course.

Three lifespan developmental theories are particularly relevant to understand how goals and motives change with age: the selection optimization and compensation (SOC) model (Baltes & Baltes, 1990), the socioemotional selectivity theory (Carstensen, 1995), and the motivational theory of lifespan development (Heckhausen, Wrosch, & Shulz, 2010). Briefly, these theories propose that individuals deal with the aging process by using different strategies to invest their limited resources in an optimal way. For example, they might select and prioritize fewer goals at work, they might invest in goal engagement by hiring an assistant or using external aids, or they might invest in goal disengagement by devaluing an unattainable work goal (e.g., Freund & Baltes, 2002; Zacher & Frese, 2011). In addition, these theories propose that goals will shift due to the aging process. Individuals tend to invest their resources into three overall lifespan goals: growth (i.e., reaching higher levels of functioning), maintenance (i.e., maintaining levels of functioning in the face of a new challenge or returning to previous levels of functioning after a loss), and regulation of loss (i.e., functioning adequately at lower levels when maintenance or recovery are no longer possible). Since losses start to outnumber gains as people age, they will allocate fewer resources towards the lifespan goal of growth and more resources towards the goals of maintenance and regulation of loss (Baltes et al., 1999). Previous research has indeed shown that younger adults rated their personal goals as having a stronger growth focus (e.g., I want to improve my physical fitness), while older adults reported a higher focus on maintenance (e.g., I want to stay physically fit) and prevention of loss (e.g., I do not want my physical fitness to deteriorate). Building on these lifespan developmental theories and empirical findings, research on aging at work has argued that work motivation will also change with age (e.g., Kooij, De Lange, Jansen, Kanfer, & Dikkers, 2011). For example, these studies found that growth work motives, such as learning new things and making promotion, and extrinsic work motives, such as compensation, decrease with age. On the other hand, intrinsic and social work motives, such as accomplishing worthwhile tasks, utilizing skills, helping others, and transferring knowledge to the next generation, increase with age (e.g., Kooij et al, 2011; Kooij, Bal, & Kanfer, 2014; Kooij & Van de Voorde, 2011; Zacher, Degner, Seevaldt, Frese, & Lüdde, 2009). In summary, aging at work is a complex process, involving profound changes in abilities and motives. So when do workers age successfully at work?

Successful aging at work

Yvonne Brehmer (2019) already mentioned in her inaugural lecture that scholars do not yet agree upon the definition of successful aging and sometimes even criticize the term. The same holds true for successful aging *at work*. Abraham and Hansson (1995) first introduced the concept of successful aging at work to challenge age discriminatory notions of universal age-related decline and to take a more positive perspective on the aging process in the work context. Abraham and Hansson (1995) defined successful aging at work as competency maintenance which they operationalized as ability/performance maintenance compared to same-aged peers and goal attainment in performance domains that workers *themselves* consider to be important. Similarly, according to Van der Klink, Bültmann, Burdorf, Schaufeli, Zijlstra, Abma et al. (2016), sustainable employability, a term closely related to successful aging at work, means that throughout their working lives, workers can achieve tangible opportunities to achieve and maintain work outcomes that they *themselves* consider as important. Robson, Hansson, Abalos, and Booth (2006; see also Robson & Hansson, 2007) proposed five criteria that were related to workers *self-perceived* successful aging at work: adaptability and health, positive relationships, occupational growth, personal security, and continued focus on and achievement of personal goals. More recently, Zacher (2015) conceptualized successful aging at work from a comparative perspective as positive deviations from the average intra-individual age-related trajectory of certain work outcomes. Finally, De Vos, Van der Heijden, and Akkermans (2018) define a sustainable career, a term also closely related to successful aging at work, as a career characterized by happiness, health, and productivity.

Refining these earlier conceptualizations on successful aging at work, drawing on the lifespan psychology literature, and taking the aging process into account, I together with Hannes Zacher, Mo Wang, and Jutta Heckhausen propose the following definition of successful aging at work: the proactive maintenance of, or adaptive recovery (from decline) to, high levels of ability and motivation to continue working among older workers (Kooij, Zacher, Wang, & Heckhausen, 2020). As such, we take a multilevel and multi-actor perspective and perceive success both from the worker as well as from the employer's perspective. Here, we define older workers as workers aged 45 years or older, because that is when individuals start to experience age-related changes (WHO, 1993). As outlined above, maintenance (including recovery) is one of three major goals of developmental adaptation and refers to maintaining high levels of functioning in the face of new challenges, such as declining physical health or information processing abilities. Since many aging employees increasingly experience these challenges, they tend to allocate more of their resources, such as time and energy, to this important goal (Ebner, Freund, & Baltes, 2006). Ability to continue working refers to being physically and psychologically capable of working, resulting from the fit between the requirements and/or demands of the work environment and the capacities of the employee (i.e., demands-abilities fit). For example, when the work environment is too demanding in terms of physical demands for older workers (i.e., physical demands are greater than physical abilities), their physical health might subsequently deteriorate, potentially resulting in a physical inability to continue working. On the other hand, when the work environment does not require the utilization of the knowledge, skills, and abilities of older workers, cognitive capacities (e.g., working memory) may decline, potentially resulting in a psychological inability to continue working (e.g., Hertzog et al., 2008). Some examples of variables that have been used to operationalize the ability to continue working in the literature are physical and cognitive capacities and work ability (e.g., Leijten, Van den Heuvel, Ybema, Robroek & Burdorf., 2014; Trevisan & Zantomio, 2016). Motivation to continue working refers to wanting to work (Kanfer, Beier & Ackerman, 2013), often resulting from the fit between what the work environment offers and what the employee desires (i.e., needs-supplies fit). When the work environment fulfills the motives of older workers, they are more likely to be attracted to continue working. In the existing literature, typical examples of variables operationalizing the motivation to continue working are work engagement and job satisfaction (e.g., Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

We thus propose that successful aging at work is the result of person-environment fit at work. More specifically, we propose that employees can maintain their ability and motivation to continue working when they experience a continuous fit between themselves and their work environment. Continuously maintaining and restoring person-environment fit is critical for successful aging at work, because work motives and abilities change with age, requiring the work environment to match these changes. Theresa, for example, wanted more leisure time and, therefore, reduced her number of workdays. Another reason why continuous fit is so important for successful aging at work is because of the individualized approach of person-environment fit theory (Edwards, 1991), taking into account differences in work motives and abilities between *individual* workers; although work related motives and abilities similarly change with age, individual differences in motives and abilities increase with age due to individual agency and non-normative influences (Caspi, Roberts, & Shiner, 2005; Van Lieshout, 2000). Finally, continuous fit is important for successful aging at work because it leads to the sustainable use of personal resources (Kooij, 2015); maintaining and restoring continuous fit means that workers fulfill present needs and optimally use current skills and knowledge without compromising the fulfillment and use of future needs, skills, and knowledge, such as in the example of John who anticipated decreasing physical abilities and therefore further developed his talent for organizing and managing.

Successful aging at work: the role of organizations and workers

As illustrated by the short stories of John and Theresa, both organizations and workers play an active role in achieving successful aging at work by aiming to maintain continuous person-environment fit. In line with this view, together with my co-authors Hannes Zacher, Mo Wang, and Jutta Heckhausen, we proposed a multilevel and multi-actor process model which depicts factors that facilitate successful aging at work (e.g., Kooij et al., 2020). To start with the role of the worker, in my research, I build on the notion of individual agency which means that workers will actively control their environment and their self. As outlined above, lifespan developmental theories propose that older people indeed self-regulate in dealing with the aging process by using particular strategies aimed at goal (dis)engagement. It is likely that they also use these strategies at work (Zacher & Frese, 2011). Therefore, I propose that successful aging at work will result from a self-regulation process that involves goal engagement and goal disengagement strategies in order to maintain and restore person-environment fit (e.g., Kooij et al., 2020). Although we know relatively little about such relevant strategies in the workplace, one suitable strategy is job crafting. Job crafting refers to the self-initiated changes that individuals make in their work aimed at improving person-job fit, such as an HR advisor who took on the role of career counselor to increase the meaningfulness of her work. Together with my co-authors Marianne van Woerkom, Daphne van der Kruijssen, Jaap Denissen, Evy Kuijpers, Matthijs Bal, Luc Dorenbosch, Julia Wilkenloh, and Helen Nijsen, we introduced job crafting towards strengths and interests, or the self-initiated changes that individuals make in their work to make better use of their strengths and to make it more enjoyable. In our studies, we showed that job crafting indeed leads to improved person-job fit, work engagement, and job performance among (older) workers, which is indicative of the relevance and importance of job crafting for successful aging at work (Kooij et al., 2017; 2020; Kuijpers et al., 2020).

Proactive action and adaptation should also occur at the level of the organization (e.g., company or employer) or at the societal level (e.g., governments or trade unions), because individual efforts are not sufficient to combat age discrimination and improve the situation of older workers. Together with Karen Pak, Annet de Lange, Josje Dikkers, Paul Jansen and Marc van Veldhoven, I focused on the level of the organization and particularly examined the role of HR practices and work design. In our studies, we distinguish four bundles of HR practices with a specific aim based on the lifespan goals as distinguished in lifespan developmental theories: 1) development HR practices, such as regular training, continuous development on the job, and career planning, aimed at helping individual workers to achieve higher levels of functioning ("growth"); 2) maintenance HR practices, such as good ergonomic working conditions, health checks, and flexible work schedules, aimed at helping individual workers to maintain their current levels of functioning in the face of new age-related challenges ("maintenance"); 3) utilization HR practices, such as task enrichment, lateral job moves, and opportunities to participate in decision-making, designed to help workers to recover to prior levels of functioning after a loss ("recovery"). For example, utilization practices might help a worker to deal with the loss of physical abilities by removing job demands that have become unachievable and replacing them with other demands that utilize already existing, but not yet applied, individual resources; and 4) accommodative HR practices, such as additional leave, exemption from working overtime, and working part time, aimed at helping workers to function adequately at lower levels of job demands in order to regulate losses when maintenance and recovery are no longer possible ("regulation of loss"). Although more research on the role of these bundles of HR practices and work design in successful aging at work is needed, Karen Pak showed in her PhD dissertation that development HR practices, job resources, and challenging job demands are important drivers of successful aging at work. In addition, HR practices and work design can help maintain a continuous person-environment fit by stimulating self-regulation behavior. For example, together with my co-authors Marianne van Woerkom, Daphne van der Kruijssen, Jaap Denissen, Evy Kuijpers, Matthijs Bal, Luc Dorenbosch, Julia Wilkenloh, and Helen Nijsen, we found that an active job (characterized by high autonomy and high work pressure) and offering a job crafting workshop, can stimulate subsequent job crafting behavior (Kooij et al., 2017; 2020; Kuijpers et al., 2020).

Future research on successful aging at work

Despite the significant progress made in this subfield of HRS, we do still lack knowledge on successful aging at work and, hence, governments, organizations, and individual workers have little guidance on how to effectively facilitate it. Particularly building on the conceptualization and research outlined above, I will mention a few research directions on successful aging at work that I will be actively engaged in for the upcoming years.

Subgroups of older workers and inequality

Research on successful aging at work treats older workers as a homogeneous group. However, older workers are a very heterogeneous group; inter-individual differences increase with age (e.g., Light, Grigsby, & Bligh, 1996) and there is much variability in how older adults respond to the aging process and, thus, the extent to which they age successfully (e.g., Baltes & Baltes, 1990; Kooij, 2015; Morack, Ram, Fauth, & Gerstorf, 2013). In a work context, there are even more potential factors on which older workers can differ. For example, older workers with the same chronological age may differ in terms of occupational future time perspective, career stage, and organization tenure amongst others. Therefore, general statements that describe the average trends of older workers as a group may not adequately describe processes of aging at work. This line of reasoning is supported by the fact that research in this area shows (very) small effects of age and mixed and inconsistent results in terms of its impact on important worker and organizational outcomes. To address these issues, together with Karen Pak and Eva Kunst, we will take a person-centered approach to identify subgroups of successful, average, and unsuccessful older workers based on the trajectories of their ability and motivation to continue working and examine which individual and organizational factors predict subgroup membership. This will help us to understand why older workers age successfully at work, identify vulnerable older workers, and which interventions are necessary to help the vulnerable older workers to age successfully at work. In another project, together with Hans van Dijk, Maria Karanika-Murray, Ans de Vos, and Bertolt Meyer, we take a cumulative (dis)advantage perspective to examine which interventions (e.g., aimed at fostering inclusive workplaces) might be helpful for vulnerable older workers. According to the cumulative (dis)advantage perspective, initial inequalities increase over time, and thus with age, because workers with an initial advantage have increasing access to resources and opportunities, whereas those with initial disadvantages have diminished access to resources and opportunities (Van Dijk, Kooij, Karanika-Murray, De Vos, & Meyer, 2018). For example, older women are overrepresented in lower income groups across Europe due to early life employment possibilities and choices that, over time, restrict their subsequent opportunities (Doorslaer & Koolman, 2004). By examining the role of workplaces in rising social inequalities with age, we can identify interventions to counteract this.

The role of (older) workers: self-regulation behaviors
As previously mentioned, in my research, I build on the notion of individual agency. Although lifespan developmental theories propose particular strategies that older people use to self-regulate in dealing with the aging process, we lack knowledge on relevant strategies in the workplace. Therefore, I aim to conduct qualitative studies to examine the specific self-regulation behaviors that older workers engage in to maintain or restore their person-environment fit. In addition, together with Annet de Lange, I will examine the role of goal (dis)engagement in the successful aging at work of post-retirement workers. Moreover, as illustrated by the short stories of John and Theresa, self-regulation behavior *aimed at development* is very relevant in successful aging at work. However, a well-documented research finding is that growth work motives pertaining to development and advancement tend to decrease with age (Kooij et al., 2011). On the other hand, intrinsic motives pertaining to accomplishment and use of skills and the importance of development HR practices, increase with age. Together with Marianne van Woerkom and Ruth Kanfer, we will try to unravel these contradictory findings by examining growth work motives in terms of self-initiated development based on interests and strengths rather than development based on combating deficiencies. Another challenging issue in successful aging at work is deteriorating physical abilities, which makes successful aging at work in physically demanding jobs very difficult to achieve. Together with Renee the Reuver, we will examine self-regulation behaviors aimed at improving the fit between physical abilities and the job. Finally, experience sampling studies could be very valuable in furthering our understanding of self-regulation behaviors. For example, adopting a daily diary research design to examine older workers' behavioral responses to day-to-day stressors at work, such as work demands or age-related bias, may advance our understanding about how their self-regulation behaviors develop and interact at the workplace. Together with Daphne van der Kruijssen, Marianne van Woerkom, and Marc van Veldhoven, we will focus on job crafting as an exemplar of self-regulation behavior and examine the relationship between job crafting and employee wellbeing using experience sampling methods.

The role of the organization: Human resource management
More research is needed on the relationship between human resource management and successful aging at work and particularly on the underlying mechanisms involved. HRM can play a vital role in successful aging at work by directly influencing person-environment fit (De Lange, Kooij, & Van der Heijden, 2015). Together with Karen Pak, Annet de Lange, and Marc van Veldhoven, we will examine whether and how HR practices can help to restore person-environment fit after workers experience a major life event. HRM can also play an indirect role by enabling self-regulation behaviors. Although previous research has examined enabling factors of proactive behavior at work (e.g., Bindl & Parker, 2011), this research did not focus on self-regulation behaviors aimed at maintaining or restoring person-environment fit. Together with Annet de Lange and Karina van de Voorde, we will focus on the role of opportunity-enhancing HR practices. Opportunity-enhancing HR practices, such as flexible work design and employee participation in decision-making, stimulate pro-activity and flexibility and are thus likely to stimulate job crafting behavior among older workers. HRM might play out differently in different countries due to differences in the institutional and cultural context. Together with Steven Kilroy, Bernadeta Goštautaitė, Heike Schröder, and Matthew Flynn, we will examine enabling factors at the societal level, such as cultural values. More particularly, we will conduct a cross-national study comparing HRM and the self-regulation behaviors of older workers in countries with different cultural values and socioeconomic policies. Finally, intervention studies are needed to identify which HR practices are effective in maintaining continuous person-environment fit or stimulate older workers' self-regulation behaviors. Building on previous research demonstrating that offering a job crafting workshop stimulates job crafting behavior among (older) workers (Kooij et al., 2017; Kuijpers et al., 2020), together with Evy Kuijpers, Daphne van der

Kruijssen, Maria Karanika-Murray and Marianne van Woerkom, we will examine the effects of self-administered job crafting interventions. In addition, since these studies showed that the effectiveness of the job crafting workshop depended on individual (i.e., age) and contextual factors (i.e., workload), we need future studies that examine when and why these interventions are effective, for example using a realist evaluation (Nielsen & Miraglia, 2017), and future studies that examine how we can personalize interventions using experienced sampling methods (e.g., Van Roekel, Vrijen, Heininga, Masselink, Bos, & Oldehinkel, 2017).

These are just some of the future research directions in this burgeoning subfield of human resource studies in which I also take a balanced, inclusive, and strengths-based approach by focusing on both the ability and motivation to continue working, on vulnerable older workers, on self-regulation, and on strengths and development of older workers.

3. The world of academia: practicing what we preach

To age successfully in the professional field of academia, we need to apply our research findings in practice. Therefore, in this last part of my inaugural lecture, I would like to discuss the professional field of academia and how it is currently being practiced and managed. There are many signs that this is an area we can significantly improve (Bal, Dóci, Lub, Van Rossenberg, Nijs, Achnak et al., 2019). The professional field of academia is characterized by rapid economic, demographic, and political changes, such as globalization, marketization of higher education, the introduction of systematic and nationwide quality evaluations, and budget cuts. Although these changes provide opportunities in terms of increasing student numbers, international classrooms and increased quality of education, these changes also cause financial problems and put increasing pressure on universities (Barnett, 2004; Bovens, 2019; Gioia & Thomas, 1996; Jaremka, Ackerman, Gawronski, Rule, Sweeny, Tropp, et al., 2020). Consequently, the current academic environment is characterized by a high workload and increased performance expectations; the student/staff ratio is increasing and academics are required to demonstrate excellence in at least four domains: research, education, management, and generating societal impact. As a result, academics worldwide report low levels of wellbeing and high levels of psychological distress (e.g., Biron, Brun, & Ivers, 2008; Winefield, Gillespie, Stough, Dua, Hapuarachchi, & Boyd, 2003). For example, 78% of Dutch university employees (N = 2,500) sacrifice free evenings and weekends to work, seven out of ten university employees (academic and support staff) indicate experiencing high to very high work pressure, 59% of employees indicate having experienced mental or physical complaints in the previous three years due to high work pressure and 62% indicate that they cannot afford to be ill (FNV, 2017). Despite plans to reduce the workload, which were drawn up at the end of 2017, the workload seems to have increased rather than decreased over the past two years (FNV, 2019). In addition, the current academic environment is characterized by fierce competition between academics, who compete for limited funding opportunities due to reduced first money streams. It is also characterized by low job security due to highly competitive tenure track systems and an increase in temporary contracts. This is particularly stressful for early career academics, who often work in temporary jobs without career prospects and who need to compete for a limited number of permanent positions. Finally, the current academic environment is characterized by low diversity in terms of gender, ethnic minorities, and nationality. For example, about 43% of Dutch PhD students and assistant professors are female, but this percentage drops to 28% among associate and 23% among full professors. Although the percentage of female full professors in the Netherlands is increasing, we still rank 24th out of 28 EU-countries.

Besides demonstrating that serious investments in first money streams are urgently needed, these issues raise the question about whether the current HR practices are still appropriate for the performance and wellbeing of Dutch university employees (Biron et al., 2008; Levecque, Anseel, De Beuckelaer, Van der Heyden & Gisle., 2017). I also deal with these issues in my role as Head of Department. To me it is important to practice what we preach. Thus, I propose a balanced, inclusive and strengths-based approach over the lifespan in the professional field of academia. This means that we need HR practices that jointly optimize worker performance and wellbeing, that help individual workers self-regulate and adapt to changing situational and personal circumstances, that facilitate workers in developing and applying their strengths at work, and that include and provide equal opportunities to all (potential) workers on the labor market.

Such an approach in academia requires a number of significant changes. First, we need to refrain from evaluating all academics on the same set of performance criteria. Rather, workers should set individual goals together with their supervisor about how to use their strengths to contribute to the team goals, while balancing both their performance and wellbeing. This will help them to create a job role in which they can fulfill their motives and use their strengths to contribute to the overall aims of their team, department, school and university as a whole, while keeping an eye on their work-life balance. Setting individual goals and crafting job roles on a regular basis will also allow individual workers to self-regulate and to continuously maintain their person-environment fit at work. Since a few months I apply the strengths-based approach in the performance and development conversations of department members and I can already see the benefits in terms of its effects on strengths use and employee wellbeing. Second, we need to emphasize teamwork by evaluating team performance and make sure that all workers are included in a diverse team in which team members have different strengths. Working in teams of academics would allow to distribute tasks in such a way that the best possible fit with the strengths of each individual is realized. In addition, it would give supervisors more room to establish tailored evaluation criteria per team member. This team can also provide feedforward, or future focused feedback, to individual workers within the team about how to use their strengths and reach their goals. Third, we need to allow for more diversified career paths, specializing and building a career in either education, impact, research or management. Thus, rather than only promoting academics with excellent performance in all these four domains, it should be possible to promote academics who perform excellent in one of these domains while performing satisfactory to good in the other domains.

In addition to improving employees' performance, wellbeing, and development (e.g., Borghouts-van de Pas & Freese, 2017; Kooij et al., 2020; Van de Voorde et al., 2012; Van Woerkom, Bakker, & Nishii, 2016), designing HR practices in line with a balanced, inclusive, and strengths-based approach over the lifespan has some additional positive consequences. Evaluating employees based on individual goals on how they contribute to team performance instead of on the same set of performance criteria, and distributing work in teams based on individual strengths, will foster a work environment in which individual differences are valued and which will allow for more diversity and inclusion (Van Woerkom, 2020). In addition, organizing work in teams will reduce competition and increase the possibilities for multidisciplinary collaboration, not only multidisciplinary in terms of scientific discipline but also in terms of functional discipline (e.g., education, research or impact). Taking this one step further, I would be in favor of NWO and other grant providers reducing the number of individual research grants and emphasizing team grants which are also open to (teams within) one department or school. Moreover, such an approach reduces the need for tenure track systems and other temporary positions, because it assumes an inclusive approach to talent management (Meyers, 2016). Departments no longer need to search for academic superheroes or "five-legged sheep", but for academics who have a complementary fit with the other team members (De Cooman, Vantilborgh, Bal, & Lub, 2016) and thus have unique strengths that should be further developed. This will enhance job security and reduce the length of temporary contracts in which early career academics tend to work. Of course this does require academic departments to design thorough recruitment and selection procedures for assistant professor positions. Finally, by allowing academics to build a career in management, we develop good academic leaders. In the current professional field of academia, academics are often promoted to leadership positions mainly based on their academic achievements. However, the competences that are needed to be a good researcher are very different from the competences that are needed to be a good manager and supervisor. Allowing academics to establish a career in management by building on their strengths, will thus improve academic leadership. This is particularly needed if we adopt a balanced, inclusive, and strengths-based approach over the lifespan which requires a more coaching role of the academic leader.

In line with these ideas, the Association of Universities in the Netherlands (VSNU, 2019) has recently published a plea to re-evaluate the way in which academic staff is evaluated and rewarded, taking into account both individual and team performance, and to allow academics to build their careers in just one of the four before-mentioned domains. This is a very good start and so I am optimistic that we can indeed implement a balanced, inclusive and strengths-based approach over the lifespan in the professional field of academia.

4. Acknowledgments

I would like to end my inaugural lecture with a word of thanks. I would like to thank the Rector Magnificus and the Executive Board of Tilburg University and the Dean and the Management Team of the School of Social and Behavioral Sciences for appointing me to this Chair and with this showing their trust in me. I would also like to thank the Dean for her support in my role as Head of Department.

I started my academic journey about 15 years ago, first as an interim HR advisor at the VU University. I soon realized that I actually wanted to do the job of the people I was advising. A colleague HR advisor helped me and passed my CV to her husband who worked at the Faculty of Economics. He then passed my CV to Paul Jansen who invited me for a talk and involved Annet de Lange. This was the start of an inspiring and fruitful collaboration. When Annet left the VU University, Josje Dikkers got involved and the team was complete. Paul, Annet, and Josje, thank you for raising me as a good academic and for all your support throughout my career.

Already during my PhD I was attracted by the high quality and (very important to me) inclusive department of Human Resource Studies at Tilburg University. Jaap, I still remember the HR conference in Spain where you explicitly invited me to apply for the vacancy at your department of Human Resource Studies. I gladly accepted the invitation and here I still am. Although Tilburg is not very close to my house and many people think I am crazy for commuting about 4 hours a day, I still work here with such pleasure, it is absolutely worth the commute. Dear HRS colleagues, you are such a great group of people, thank you for making my work life so much fun and thank you for supporting me in my role as Head of Department.

I also would like to thank all my co-authors and PhD students for working with me. One of the reasons I love to work as an academic is because I can work together with so many knowledgeable and inspiring people and I learn every day.

I also love my life outside of academia. Dear friends and family, thank you for all your support, for the dinners, drinks, (birthday) parties, joint holidays, etc. Dear Monique, my bff as Esmée would say, we have been friends for 38 years and experienced many age-related changes together! Thank you for listening to my stories and for keeping me running.

Dear mom and dad (Theresa and John), I hope to age as successfully as you are doing! You are a very good example: aging successfully at work, but also in life by staying fit, eating healthy, engaging in many fun and interesting activities and going on many many holidays. Thank you for all your support and advice and for being so proud of me.

The most important in my life is of course my own family, Robert, Esmée and Tijmen. You make me start every day with a smile. We have such great times together and I also learn a lot from you. Dear Tijmen, thank you your hugs, for being such a sports fan and for your interest in animals. Dear Esmée, thank you for always wanting to play games with me, your interest in music, and for making me do things a bit more slow. Dear Robert, thank you for all your support and flexibility. I ask a lot of you by working fulltime in Tilburg, but you never complain and are always willing to help me. But above all, thank you for keeping me in balance and for making my life so much fun! We are a great team and I have no doubt we will age successfully together.

I have spoken

5. References

Abraham, J. D., & Hansson, R. O. (1995). Successful aging at work: An applied study of selection, optimization, and compensation through impression management. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 50(2), P94-P103. doi: 10.1093/geronb/50B.2.P94

Abrams, D., Swift, H. J., & Drury, L. (2016). Old and unemployable? How age-based stereotypes affect willingness to hire job candidates. *Journal of Social Issues, 72*(1), 105-121. doi: 10.1111/josi.12158

Bal, P. M., Dóci, E., Lub, X., Van Rossenberg, Y. G., Nijs, S., Achnak, S., ... & De Gieter, S. (2019). Manifesto for the future of work and organizational psychology. *European Journal of Work and Organizational Psychology, 28*(3), 289-299. doi: 10.1080/1359432X.2019.1630480

Bal, P. M., Kooij, D. T., & Rousseau, D. M. (Eds.). (2015). *Aging workers and the employee- employer relationship* (pp. 129-144). Amsterdam: Springer.

Baltes, P. B., & Baltes, M. M. (1990). Psychological perspectives on successful aging: The model of selective optimization with compensation. In P. B. Baltes & M. M. Baltes (Eds.), *Successful aging: Perspectives from the behavioral sciences*. (pp. 1-34). Cambridge: Cambridge University Press

Baltes, P. B., & Kliegl, R. (1986). On the dynamics between growth and decline in the aging of intelligence and memory. In *Neurology* (pp. 1-17). Springer, Berlin, Heidelberg.

Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual functioning. *Annual review of psychology*, 50(1), 471-507.

Barnett, R. (2004). Learning for an unknown future. *Higher education Research & development, 23*(3), 247-260. doi: 10.1080/0729436042000235382

Batistič, S. (2018). Looking beyond-socialization tactics: The role of human resource systems in the socialization process. *Human Resource Management Review, 28*(2), 220-233. doi: 10.1016/j.hrmr.2017.06.004

Batistič, S., erne, M., Kaše, R., & Zupic, I. (2016). The role of organizational context in fostering employee proactive behavior: The interplay between HR system configurations and relational climates. *European Management Journal*, 34(5), 579-588. doi: 10.1016/j.emj.2016.01.008

Batistič, S., & Poell, R. (2018). HR Systems and Relational Climates as Moderators between Co-Worker Support and Knowledge Hiding. In *Academy of Management Proceedings* (Vol. 2018, No. 1, p. 16276). Briarcliff Manor, NY 10510: Academy of Management. doi: 10.5465/AMBPP.2018.16276

Bauwens, R., Audenaert, M., & Decramer, A. (2018). Wees vooral fair: hoe je burn-out onder jonge academici tegengaat. *TH&MA*, (1), 48-51.

Bauwens, R., Audenaert, M., & Decramer, A. (2019). Challenged by great expectations?: Examining cross-level moderations and curvilinear influences in the public sector job demands-resources model. *Review of Public Personnel Administration*. doi: 10.1177/0734371X19884102

Becker, B., & Gerhart, B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal*, 39(4), 779-801.

Beijer, S., Peccei, R., Van Veldhoven, M., & Paauwe, J. (2019). The turn to employees in the measurement of human resource practices: A critical review and proposed way forward. *Human Resource Management Journal*. doi: 10.1111/1748-8583.12229

Bindl, U. K., & Parker, S. K. (2011). Proactive work behavior: Forward-thinking and change-oriented action in organizations. In *APA handbook of industrial and organizational psychology, Vol 2: Selecting and developing members for the organization*. (pp. 567-598). American Psychological Association. doi: 10.1037/12170-019

Biron, C., Brun, J. P., & Ivers, H. (2008). Extent and sources of occupational stress in university staff. *Work*, 30(4), 511-522.

Blonk, R. W. (2018). *We zijn nog maar net begonnen*. Tilburg University.

Borghouts-van de Pas, I., & Freese, C. (2017). Inclusive HRM and employment security for disabled people: An interdisciplinary approach. *E-Journal of International and Comparative Labour Studies, 6*(1).

Borghouts, I., & Freese, C. (2016). Inclusief HRM:(hoe) past de Participatiewet in de organisatie-en HR-strategie. *Tijdschrift voor HRM*, 7, 1-20.

Boselie, P., Dietz, G., & Boon, C. (2005). Commonalities and contradictions in HRM and performance research. *Human resource management journal, 15*(3), 67-94. doi: 10.1111/j.1748-8583.2005.tb00154.x

Bowen, D. E., & Ostroff, C. 2004. Understanding HRM–firm performance linkages: The role of the "strength" of the HRM system. *Academy of Management Review, 29*(2), 203-221. doi: 10.5465/amr.2004.12736076

Brehmer, Y. (2019). *Sucessful aging: individual and societal challenges (?)*. Tilburg University.

Carstensen, L. L. (1995). Evidence for a life-span theory of socioemotional selectivity. *Current directions in Psychological science, 4*(5), 151-156.

Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annu*. Rev. Psychol., 56, 453-484. doi: 10.1146/annurev.psych.55.090902.141913

Charles, S. T. (2010). Strength and vulnerability integration: A model of emotional well-being across adulthood. *Psychological Bulletin*, 136, 1068–1091. doi:10.1037/a0021232

Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high performance work practices matter? A meta analysis of their effects on organizational performance. *Personnel psychology*, 59(3), 501-528. doi: 10.1111/j.1744-6570.2006.00045.x

Conway, E. (2004). Relating career stage to attitudes towards HR practices and commitment: Evidence of interaction effects? *European Journal of Work and Organizational Psychology*, 13, 417–446.

Croon, M. A., & van Veldhoven, M. J. (2007). Predicting group-leveloutcome variables from variables measured at the individual level: A latent variable multilevel model. *Psychological methods*, 12(1), 45. doi: 10.1037/1082-989X.12.1.45

Croon, M. A., van Veldhoven, M., Peccei, R., & Wood, S. J. (2014). Researching individual well-being and performance in context: Multilevel mediational analysis for bathtub models. In *Well-being and performance at work* (pp. 137-162). Psychology Press.

De Cooman, R., Vantilborgh, T., Bal, M., & Lub, X. (2016). Creating inclusive teams through perceptions of supplementary and complementary person–team fit: Examining the relationship between person–team fit and team effectiveness. *Group & Organization Management*, 41(3), 310-342. doi: 10.1177/1059601115586910

De Lange, A. H., Kooij, D. T. A. M., & Van der Heijden, B. I. J. M. (2015). Human resource management and sustainability at work across the lifespan: An integrative perspective. *Facing the challenges of a multi-age workforce: A use-inspired approach,* 50-79.

De Lange, A. H., Taris, T. W., Jansen, P., Smulders, P., Houtman, I., & Kompier, M. (2006). Age as a factor in the relation between work and mental health: Results from the longitudinal TAS survey. *Occupational health psychology: European perspectives on research, education and practice, 1,* 21-45.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology, 86*(3), 499. doi: 10.1037/0021-9010.86.3.49

De Reuver, R., Van de Voorde, K., & Kilroy, S. (2019). When do bundles of high performance work systems reduce employee absenteeism? The moderating role of workload. *The International Journal of Human Resource Management,* 1-21. doi: 10.1080/09585192.2019.1616594

De Vos, A., Van der Heijden, B. I., & Akkermans, J. (2018). Sustainable careers: Towards a conceptual model. *Journal of vocational behavior.* doi: 10.1016/j.jvb.2018.06.011

Doorslaer, E. V., & Koolman, X. (2004). Explaining the differences in income related health inequalities across European countries. *Health economics, 13*(7), 609-628. doi: 10.1002/hec.918

Dyer, L., & Reeves, T. (1995). Human resource strategies and firm performance: what do we know and where do we need to go?. *International Journal of human resource management, 6*(3), 656-670.

Ebner, N. C., Freund, A. M., & Baltes, P. B. (2006). Developmental changes in personal goal orientation from young to late adulthood: from striving for gains to maintenance and prevention of losses. *Psychology and aging, 21*(4), 664. doi: 10.1037/0882-7974.21.4.664

Edwards, J. R. (1991). Person-job fit: *A conceptual integration, literature review, and methodological critique.* John Wiley & Sons.

Ekamper, P., & Van Nimwegen, N. (2018). Demografie in het kort: vergrijzing. *Demos: bulletin over bevolking en samenleving, 34*(6), 4-7.

Eurostat (2017). Retrieved October 10, 2017, available from http://www.ec.europa.eu/eurostat.

FNV (2017). *Werkdruk medewerkers universiteiten ongezond hoog* [Work pressure among employee of universities alarmingly high]. Retrieved from https://www.fnv.nl/over-fnv/nieuws/nieuwsarchief/2017/januari/Werkdruk-medewerkers-universiteiten-ongezond-hoog-2/

FNV (2019). *Werkdruk universiteiten* [Work pressure universities]. Retrieved from https://fnvsawebprd.blob.core.windows.net/fnvmediacontainer/fnv/files/57/57966a6b-cd4e-4532-a3cb-5f05fb0fd5a7.pdf

Freund, A. M., & Baltes, P. B. (2002). Life-management strategies of selection, optimization and compensation: Measurement by self-report and construct validity. *Journal of personality and social psychology, 82*(4), 642. doi: 10.1037/0022-3514.82.4.642

Gaillard, M., & Desmette, D. (2008). Intergroup predictors of older workers' attitudes towards work and early exit. *European Journal of Work and Organizational Psychology, 17*(4), 450-481. doi: 10.1080/13594320801908564

Gioia, D. A., & Thomas, J. B. (1996). Identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative science quarterly*, 370-403.

Grant, A. M., Christianson, M. K., & Price, R. H. (2007). Happiness, health, or relationships? Managerial practices and employee well-being tradeoffs. *Academy of management perspectives, 21*(3), 51–63. doi: 10.5465/amp.2007.26421238

Grossmann, I., Na, J., Varnum, M. E. W., Park, D. C., Kitayama, S., & Nisbett, R. E. (2010). Reasoning about social conflicts improves into old age. *Proceedings of the National Academy of Science*, 107(16), 7246-7250. doi: 10.1073/pnas.1001715107

Guest, D. E. (1987). Human resource management and industrial relations. *Journal of management Studies, 24*(5), 503-521.

Guest, D. E. (1999). Human resource management-the workers' verdict. *Human resource management journal, 9*(3), 5-25.

Guest, D. E. (2011). Human resource management and performance: Still searching for some answers. *Human resource management journal, 21*(1), 3-13. doi: 10.1111/j.1748-8583.2010.00164.x

Guest, D. E. (2017). Human resource management and employee well-being: Towards a new analytic framework. *Human Resource Management Journal, 27*(1), 22-38. doi: 10.1111/1748-8583.12139

Harzing, A. W., Vinkenburg, C., & Van Engen, M. (2018). How to make career advancement in Economics more inclusive. *Economisch Statistische Berichten, 103*(4767S), 42-18.

Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological review, 117*(1), 32. doi: 10.1037/a0017668

Henkens, K. (2005). Stereotyping older workers and retirement: The managers' point of view. *Canadian Journal on Aging/La Revue canadienne du vieillissement, 24*(4), 353-366. doi: 10.1353/cja.2006.0011

Hertel, G. & Zacher, H. (2018). Managing the aging workforce. In D. S. Ones, N. Anderson, C. Viswesvaran, & H. K. Sinangil (Eds.), *The SAGE handbook of industrial, work and organization psychology* (2nd ed., Vol. 3: Managerial psychology and organizational approaches, pp. 396-428). Thousand Oaks, CA: Sage.

Hertzog, C., Kramer, A. F., Wilson, R. S., & Lindenberger, U. (2009). Fit body, fit mind?. *Scientific American Mind, 20*(3), 24-31.

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of management journal, 38*(3), 635-672.

Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *The Academy of Management Annals, 8*(1), 1-56. doi: 10.1080/19416520.2014.872335

Jaremka, L. M., Ackerman, J. M., Gawronski, B., Rule, N. O., Sweeny, K., Tropp, L. R., ... & Vick, S. B. (2020). Common Academic Experiences No One Talks About: Repeated Rejection, Impostor Syndrome, and Burnout. *Perspectives on Psychological Science, in press.*

Jiang, K., & Messersmith, J. (2018). On the shoulders of giants: a meta-review of strategic human resource management. *The International Journal of Human Resource Management, 29*(1), 6-33. oi: 10.1080/09585192.2017.1384930

Joosen, M. C., Brouwers, E. P., van Beurden, K. M., Terluin, B., Ruotsalainen, J. H., Woo, J. M., ... & van Weeghel, J. (2015). An international comparison of occupational health guidelines for the management of mental disorders and stress-related psychological symptoms. *Occup Environ Med, 72*(5), 313-322. doi: 10.1136/oemed-2013-101626

Kanfer, R., Beier, M. E., & Ackerman, P. L. (2013). Goals and motivation related to work in later adulthood: An organizing framework. *European Journal of Work and Organizational Psychology, 22*(3), 253-264. doi: 10.1080/1359432X.2012.734298

Kessels, J., & Poell, R. (2011). *Handboek human resource development.* [Handbook human resource development]. Bohn Stafleu van Loghum.

Kilroy, S., Flood, P. C., Bosak, J., & Chênevert, D. (2016). Perceptions of high-involvement work practices and burnout: The mediating role of job demands. *Human Resource Management Journal, 26*(4), 408-424. doi: 10.1111/1748-8583.12112

Kooij, D. T. (2015). Successful aging at work: The active role of employees. *Work, Aging and Retirement, 1*(4), 309-319. doi: 10.1093/workar/wav018

Kooij, D. T., Bal, P. M., & Kanfer, R. (2014). Future time perspective and promotion focus as determinants of intraindividual change in work motivation. *Psychology and aging, 29*(2), 319. doi: 10.1037/a0036768

Kooij, T.A.M., De Lange, A.H. de, Jansen, P.G.W., & Dikkers, J.S.E. (2008). Older workers' motivation to continue to work: Five meanings of age. A conceptual review. *Journal of Managerial Psychology, 23* (4), 364–394. doi: 10.1108/02683940810869015

Kooij, D. T., De Lange, A. H., Jansen, P. G., Kanfer, R., & Dikkers, J. S. (2011). Age and work-related motives: Results of a meta-analysis. *Journal of Organizational Behavior, 32*(2), 197-225. doi: 10.1002/job.665

Kooij, T. A. M., De Lange, A. H., Jansen, P. G. W., & Dikkers, J. S. E. (2013). Beyond chronological age: Examining time and health as age-related mediators in relations to work motives. *Work and Stress, 27*, 88–105. doi: 10.5465/AMBPP.2012.12230

Kooij, D. T., Kanfer, R., Betts, M., & Rudolph, C. W. (2018). Future time perspective: A systematic review and meta-analysis. *Journal of Applied Psychology, 103*(8), 867. doi: 10.1037/apl0000306

Kooij, D., Nijssen, H., Bal, P. M., & van der Kruijssen, D. (2020). Crafting an interesting job: Stimulating an active role of older workers in enhancing their daily work engagement and job performance. *Work, Aging and Retirement*, 1-38.

Kooij, D. T., Tims, M., & Akkermans, J. (2017). The influence of future time perspective on work engagement and job performance: the role of job crafting. *European Journal of Work and Organizational Psychology, 26*(1), 4-15. doi: 10.1080/1359432X.2016.1209489

Kooij, D., & Van De Voorde, K. (2011). How changes in subjective general health predict future time perspective, and development and generativity motives over the lifespan. *Journal of Occupational and Organizational Psychology, 84*(2), 228-247. doi: 10.1111/j.2044-8325.2010.02012.x

Kooij, D. T., van Woerkom, M., Wilkenloh, J., Dorenbosch, L., & Denissen, J. J. (2017). Job crafting towards strengths and interests: The effects of a job crafting intervention on person–job fit and the role of age. *Journal of Applied Psychology, 102*(6), 971. doi: 10.1037/apl0000194

Kooij, D., Zacher, H., Wang, M., & Heckhausen, J. (2020). Successful aging at work: A process model to guide future research and practice. *Industrial and Organizational Psychology*, in press.

Kroon, B., Freese, C., & Schalk, R. (2015). A strategic HRM perspective on i-deals. In *Idiosyncratic deals between employees and organizations* (pp. 73-91). Routledge.

Kroon, B., & Paauwe, J. (2014). Structuration of precarious employment in economically constrained firms: The case of Dutch agriculture. *Human Resource Management Journal, 24*(1), 19-37. doi: 10.1111/1748-8583.12024

Kroon, B., Van De Voorde, K., & Timmers, J. (2013). High performance work practices in small firms: A resource-poverty and strategic decision-making perspective. *Small Business Economics, 41*(1), 71-91.doi: 10.1007/s11187-012-9425-0

Kuijpers, E., Kooij, D. T., & van Woerkom, M. (2020). Align your job with yourself: The relationship between a job crafting intervention and work engagement, and the role of workload. *Journal of Occupational Health Psychology, 25*(1),1. doi: 10.1037/ocp0000175

Kunze, F., Boehm, S., & Bruch, H. (2013). Age, resistance to change, and job performance. *Journal of Managerial Psychology, 28*(7-8), 741-760. doi: 10.1108/JMP-06-2013-0194

Kunze, F., Raes, A. M., & Bruch, H. (2015). It matters how old you feel: Antecedents and performance consequences of average relative subjective age in organizations. *Journal of Applied Psychology, 100*(5), 1511. doi: 10.1037/a0038909

Lang, F. R., & Carstensen, L. L. (2002). Time counts: future time perspective, goals, and social relationships. *Psychology and aging, 17*(1), 125. doi: 10.1037/0882-7974.17.1.125

Leijten, F. R., van den Heuvel, S. G., Ybema, J. F., van der Beek, A. J., Robroek, S. J., & Burdorf, A. (2014). The influence of chronic health problems on work ability and productivity at work: A longitudinal study among older employees. *Scandinavian journal of work, environment & health,* 473-482. doi: 10.5271/sjweh.3444

Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy, 46*(4), 868-879. doi: 10.1016/j.respol.2017.02.008

Levinson, D. J. (1978). The seasons of a man's life. Random House Digital, Inc.

Light, J. M., Grigsby, J. S., & Bligh, M. C. (1996). Aging and heterogeneity: Genetics, social structure, and personality. The Gerontologist, 36(2), 165-173.

Lindenberger, U. (2014). Human cognitive aging: corriger la fortune?. *Science, 346*(6209), 572-578. doi: 10.1126/science.1254403

Lucas, R. E., & Donnellan, M. B. (2011). Personality development across the life span: Longitudinal analyses with a national sample from Germany. *Journal of Personality and Social Psychology, 101*(4), 847-861. doi: 10.1037/a0024298

Maertens, J. A., Putter, S. E., Chen, P. Y., Diehl, M., & Huang, Y. H. E. (2012). 12 Physical Capabilities and Occupational Health of Older Workers. *The Oxford handbook of work and aging, 215.*

Mederer, H., & Hill, R. (1983). Critical transitions over the family life span: Theory and research. *Marriage & Family Review, 6*(1-2), 39-60.

Meyers, M. C. (2016). Talent management: Towards a more inclusive understanding. *Tijdschrift voor HRM, 2016*(12), 1-12.

Meyers, M. C., Van Woerkom, M., & Dries, N. (2013). Talent—Innate or acquired? Theoretical considerations and their implications for talent management. *Human Resource Management Review, 23*(4), 305-321. doi: 10.1016/j.hrmr.2013.05.003

Morack, J., Ram, N., Fauth, E. B., & Gerstorf, D. (2013). Multidomain trajectories of psychological functioning in old age: A longitudinal perspective on (uneven) successful aging. *Developmental psychology, 49*(12), 2309. doi: 10.1037/a0032267

Ng, T. W., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. *Journal of applied psychology, 93*(2), 392. doi: 10.1037/0021-9010.93.2.392

Ng, T. W., & Feldman, D. C. (2010). The relationships of age with job attitudes: A meta-analysis. *Personnel Psychology, 63*(3), 677-718. doi: 10.1111/j.1744-6570.2010.01184.x

Ng, T. W., & Feldman, D. C. (2012). Evaluating six common stereotypes about older workers with meta-analytical data. *Personnel psychology, 65*(4), 821-858. doi: 10.1111/peps.12003

Nielsen, K., & Miraglia, M. (2017). What works for whom in which circumstances? On the need to move beyond the 'what works?'question in organizational intervention research. *Human relations, 70*(1), 40-62. doi: 10.1177/0018726716670226

Nijs, S., Gallardo-Gallardo, E., Dries, N., & Sels, L. (2014). A multidisciplinary review into the definition, operationalization, and measurement of talent. *Journal of World Business, 49*(2), 180-191. doi: 10.1016/j.jwb.2013.11.002

Nishii, L. H., & Wright, P. M. 2008. Variability within organizations: Implications for strategic human resources management. In D. B. Smith (Ed.), *The people make the place: Dynamic linkages between individuals and organizations* (pp. 225-248). Mahwah, NJ: Erlbaum.

Paauwe, J. (2004). *HRM and performance: Achieving long-term viability*. Oxford University Press on Demand.

Paauwe, J. (2007). *HRM and performance: in search of balance*. Tilburg.

Paauwe, J. (2009). HRM and performance: Achievements, methodological issues and prospects. *Journal of Management studies, 46*(1), 129-142. doi: 10.1111/j.1467-6486.2008.00809.x

Paauwe, J., Wright, P., & Guest, D. (2013). HRM and performance: What do we know and where should we go. *HRM and performance: Achievements and challenges,* 1-13.

Pak, K., Kooij, D.T.A.M., De Lange, A.H., Van Veldhoven, M.J.P.M., & Geuskens, G. (under review). Successful Ageing at Work: the Role of Work Design in Growth Trajectories of Older Workers.

Panek, P.E., Staats, S., & Hiles, A. (2006). College students' perceptions of job demands, recommended retirement ages, and age of optimal performance in selected occupations. *International Journal of Aging and Human Development, 62*(2), 87–115. doi: 10.2190/A6J7-XU4E-V5B0-V9WE

Parker, S. K., & Collins, C. G. (2010). Taking stock: Integrating and differentiating multiple proactive behaviors. *Journal of management, 36*(3), 633-662. doi: 10.1177/0149206308321554

Parker, S. K., Wall, T. D., & Cordery, J. L. (2001). Future work design research and practice: Towards an elaborated model of work design. *Journal of occupational and organizational psychology, 74*(4), 413-440. doi: 10.1348/096317901167460

Peccei, R., & Van De Voorde, K. (2019a). The application of the multilevel paradigm in human resource management–outcomes research: Taking stock and going forward. *Journal of Management, 45*(2), 786-818. doi: 10.1177/0149206316673720

Peccei, R., & Van De Voorde, K. (2019b). Human resource management–well-being–performance research revisited: Past, present, and future. *Human Resource Management Journal*. doi:10.1111/1748-8583.12254

Peccei, R., Van De Voorde, K., & van Veldhoven, M. (2013). HRM, well-being and performance: A theoretical and empirical review. In J. Paauwe, D. Guest, & P. Wright (Eds.). *HRM and performance: Achievements and challenges*. Chichester: Wiley.

Poell, R. F. (2017). Time to 'flip' the training transfer tradition: Employees create learning paths strategically. *Human Resource Development Quarterly*. doi: 10.1002/hrdq.21279

Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. *Journal of management, 35*(1), 158-188. doi: 10.1177/0149206308318617

Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin, 132*(1), 1-25. doi: 10.1037/0033-2909.132.1.1

Robson, S. M., & Hansson, R. O. (2007). Strategic self-development for successful aging at work. *The International Journal of Aging and Human Development, 64*(4), 331-359. doi: 10.2190/Q303-171U-7686-8517

Robson, S. M., Hansson, R. O., Abalos, A., & Booth, M. (2006). Successful aging: Criteria for aging well in the workplace. *Journal of Career Development, 33*(2), 156-177. doi: 10.1177/0894845306292533

Salthouse, T. (2012). Consequences of age-related cognitive declines. *Annual review of psychology, 63*, 201-226. 10.1146/annurev-psych-120710-100328

Sapegina, A., & Weibel, A. (2017). The good, the not so bad, and the ugly of competitive human resource practices: a multidisciplinary conceptual framework. *Group & Organization Management, 42*(5), 707-747. doi: 10.1177/1059601117730238

Schalk, R., & De Ruiter, M. (2019). Mutuality and reciprocity in the psychological contract: A critical review and analysis. In *Handbook of Research on the Psychological Contract at Work*. Edward Elgar Publishing.

Schuler, R., & Jackson, S. E. (2014). Human resource management and organizational effectiveness: yesterday and today. *Journal of Organizational Effectiveness: People and Performance*. doi: 10.1108/JOEPP-01-2014-0003

Schwall, A. R. (2012). Defining age and using age-relevant constructs. In J. W. Hedge & W. C. Borman (Eds.), *The Oxford Handbook of Work and Aging* (pp. 169-186). New York: Oxford University Press.

Spanouli, A., & Hofmans, J. (2016). Walking the tightrope: counterproductive work behavior as compensation for citizenship demands. Frontiers in psychology, 7, 1530.

Sterns, H. L., & Doverspike, D. (1989). Aging and the training and learning process. In I. L. Goldstein (Ed.), *Training and development in organizations* (pp. 299-332). San Francisco, CA: Jossey-Bass.

Super, D.E. (1984). Career and life development. In Brown, D. and Brooks, L. (Eds), *Career choice and development* (pp. 192–234). San Francisco: Jossey-Bass.

Tobias, V. Y., van Woerkom, M., Runhaar, P., & Bakker, A.B. (2019). *Enhancing Teacher Commitment to Professional Development: A HRM-Process Approach to Study the Role of the Strengths-Based Approach*. Presentation HRM Network conference, Tilburg University, Tilburg, the Netherlands.

Trevisan, E., & Zantomio, F. (2016). The impact of acute health shocks on the labour supply of older workers: Evidence from sixteen European countries. *Labour Economics, 43*, 171-185. doi: 10.1016/j.labeco.2016.04.002

Van Beurden, J., Van Veldhoven, M., & Van De Voorde, K. (2018,. When are HR practices effective for job performance? The role of employee HR Effectiveness ratings. In *Academy of Management Proceedings* (Vol. 2018, No. 1, p. 14185). Briarcliff Manor, NY 10510: Academy of Management. doi: 10.5465/AMBPP.2018.14185

Van den Groenendaal, S. M. E., Kooij, D., Poell, R., & Freese, C. (2018). A model of solo self-employed career development. In *Academy of Management Proceedings* (Vol. 2018, No. 1, p. 13903). Briarcliff Manor, NY 10510: Academy of Management. doi: 10.5465/AMBPP.2018.13903

Van de Voorde, K. (2010). *HRM, employee well-being and organizational performance: A balanced perspective*. Ridderkerk: Ridderprint.

Van de Voorde, K., Paauwe, J., & van Veldhoven, M. (2012). Employee well-being and the HRM-organizational performance relationship: A review of quantitative studies. *International Journal of Management Reviews, 14*(4), 391–407. doi: 10.1111/j.1468-2370.2011.00322.x

Van der Klink, J. J., Bültmann, U., Burdorf, A., Schaufeli, W. B., Zijlstra, F. R., Abma, F. I., ... & Van der Wilt, G. J. (2016). Sustainable employability—Definition, conceptualization, and implications: A perspective based on the capability approach. *Scandinavian journal of work, environment & health, 42*(1), 71-79.

Van der Kruijssen, D. T. F., van den Bergh, J. M., Kooij, T. A. M., van Woerkom, M., & van Veldhoven, M. J. P. M. (2019). *Workload, stress, and the role of job crafting in enhancing workers' health: A daily diary study.* Presentation HRM Network conference, Tilburg University, Tilburg, the Netherlands.

Van Dijk, J., Kooij, D.T.A.M., Karanika-Murray, M., De Vos, A., & Meyer, B.M. (2018). Cumulative social (in)equality through work. Academy of Management Proceedings (Vol. 2018, No. 1). Briarcliff Manor, NY 10510: *Academy of Management*. doi: 10.5465/AMBPP.2018.277

Van Engen, M. L., Bleijenbergh, I. L., & Beijer, S. E. (2019). Conforming, accommodating, or resisting? How parents in academia negotiate their professional identity. *Studies in Higher Education,* 1-13. doi: 10.1080/03075079.2019.1691161

Van Lieshout, C. F. M. (2000). Lifespan personality development: Self-organising goal-oriented agents and developmental outcome. *International Journal of Behavioral Development, 24*, 276–288.

Van Roekel, E., Vrijen, C., Heininga, V. E., Masselink, M., Bos, E. H., & Oldehinkel, A. J. (2017). An exploratory randomized controlled trial of personalized lifestyle advice and tandem skydives as a means to reduce anhedonia. *Behavior Therapy, 48*(1), 76–96. doi: 10.1016/j.beth.2016.09.009

Van Veldhoven, M. J. P. M. (2012). *Over knipogen, badkuipen en kampeertenten: Arbeidsgedrag als fundament van strategisch human resource management*. Tilburg: Prismaprint.

Van Veldhoven, M., Van den Broeck, A., Daniels, K., Bakker, A. B., Tavares, S. M., & Ogbonnaya, C. (2020). Challenging the universality of job resources: Why, when, and for whom are they beneficial?. *Applied Psychology, 69*(1), 5-29. doi: 10.1111/apps.12211

Van Woerkom, M. (2020). *Bouwen op unieke kwaliteiten. Versterken van ontwikkeling en welbevinden in organisaties*. [Building on unique qualities. Strengthening development and work engagement in organizations]. Inaugural lecture Erasmus University Rotterdam.

Van Woerkom, M., Els, C., Mostert, K., Rothman, I. & Bakker, A.B. (2016). The development and validation of a strengths use and deficit improvement questionnaire. *European Journal of Work and Organizational Psychology, 25* (6), 960-975. doi: 10.1080/1359432X.2016.1193010

Van Woerkom, M., Bakker, A. B., & Nishii, L. N. (2016). Accumulative job demands and support for strength use: Fine-tuning the job demands-resources model using conservation of resources theory. *Journal of Applied Psychology, 101*(1), 141-150. doi:10.1037/apl0000033

Van Woerkom, M., & Meyers, M. C. (2015). My strengths count! Effects of a strengths-based psychological climate on positive affect and job performance. *Human Resource Management, 54*(1), 81-103. doi:10.1002/hrm.21623

Van Woerkom, M., & Meyers, M. C. (2019). Strengthening personal growth initiative: The effects of a strengths intervention on personal growth initiative. *Journal of Occupational and Organizational Psychology, 92*(1), 98-121. doi: 10.1111/joop.12240

Van Woerkom, M., Oerlemans, W. G. A., & Bakker, A. B. (2016). Strengths use and work engagement: A weekly diary study. *European Journal of Work and Organizational Psychology, 25*(3), 384-397.doi:10.1080/1359432X.2015.1089862

Verberne, E. L., & van den Groenendaal, S. M. E. (2017). Career ambitions of solo self-employed workers: A qualitative study in the construction industry. *Gedrag & organisatie, 30*(4), 305-322.

VSNU. (2019). *Ruimte voor ieders talent. Naar een nieuwe balans in het erkennen en waarderen van wetenschappers*. [Room for everyone's talent. Towards a new balance in the recognition and rewards of academics]. Retrieved from https://www.vsnu.nl/files/documenten/Domeinen/Onderzoek/Position%20paper%20Room%20for%20everyone's%20talent.pdf

Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management, 10*(1), 51. doi: 10.1037/1072-5245.10.1.51

Wolverton, M., Ackerman, R., & Holt, S. (2005). Preparing for leadership: What academic department chairs need to know. *Journal of Higher Education Policy and Management, 27*(2), 227-238. doi: 10.1080/13600800500120126

World Health Organization (WHO) (1993). Aging and working capacity: report of a WHO study group WHO technical report series 835. World Health Organization, Geneva.

Zacher, H. (2015). Successful aging at work. *Work, aging and retirement, 1*(1), 4-25. doi: 10.1093/workar/wau006

Zacher, H., Degner, M., Seevaldt, R., Frese, M., & Lüdde, J. (2009). Was wollen jüngere und ältere Erwerbstätige erreichen? Altersbezogene Unterschiede in den Inhalten und Merkmalen beruflicher Ziele [What do younger and older workers want to accomplish? Age-related differences in content and characteristics of occupational goals]. *Zeitschrift für Personalpsychologie, 8*(4), 191-200. doi: 10.1026/1617-6391.8.4.191.

Zacher, H., & Frese, M. (2011). Maintaining a focus on opportunities at work: The interplay between age, job complexity, and the use of selection, optimization, and compensation strategies. *Journal of Organizational Behavior, 32*(2), 291-318. doi: 10.1002/job.683