


ARAŞTIRMA RESEARCH

Examining the Movie “The Intern” in Terms of Changing Life Roles of Older People “Stajyer” Filminin İleri Yaştaki Bireylerin Yaşam Rollerindeki Değişimler Açısından İncelenmesi

Habibe Bilgili¹ , Nurten Karacan Özdemir¹ 

Abstract

This study examines the movie “The Intern” in terms of changing life roles of older people. Document analysis, one of qualitative research techniques, was used in the study. The analysis included two categories; developmental factors based on Super’s life-span life-space approach and the factors related to retirement satisfaction. At developmental factors, two sub categories, life stages and theaters-life roles were obtained. Firstly, under life stages, some examples related to disengagement stage and to mini cycle which experienced in this stage were observed in the film. Besides, theaters and life roles pointed work, home, and leisurite roles, mostly. The factors related to retirement satisfaction were grouped under four sub-categories; individual, job, socio-economic and family factors. When the findings were reviewed context to the literature, it was observed that the findings supported the literature regarding career development of older people and they can be used as a source to provide psychological support services to older adults as well as in counseling education.

Keywords: Changing life roles, older people, retirement satisfaction

Öz

Bu çalışmada, “Stajyer” filmi, ileri yaştaki bireylerin yaşam rollerindeki değişiklikler açısından incelenmiştir. Çalışmada nitel araştırma tekniklerinden doküman analizi kullanılmıştır. Bulgular, Super’ın Yaşam Boyu Yaşam Alanı Yaklaşımına dayanan gelişimsel faktörler ve emeklilikte doyumu etkileyen faktörler olmak üzere iki kategori altında incelenmiştir. Gelişimsel faktörler olarak yaşam dönemi ve yaşam alanı-rolleri alt kategorileri elde edildi. Yaşam dönemine ilişkin geri çekilme dönemine ve bu dönem içinde yaşanan mini döngüye örnekler gözlenmiştir. Bununla birlikte, yaşam alanı ve rolleri olarak; emekli, çalışan ve serbest zaman rolleri öne çıkmıştır. Emeklilikte doyumu etkileyen unsurlar ise; bireysel, işle ilgili, sosyoekonomik ve ailesel faktörler alt kategorileri altında toplanmıştır. Bu bulgular ilgili alan yazın kapsamında değerlendirildiğinde, bulguların ileri yaştaki bireylerin kariyer gelişiminin devam ettiğini desteklediği ve yaşlılara sunulacak psikolojik danışma hizmetleri ve psikolojik danışmanların eğitimleri için bir kaynak oluşturabileceği söylenebilir.

Anahtar sözcükler: Yaşam rolleri, ileri yaş, emeklilikte doyum

¹ Hacettepe University, Ankara, Turkey

✉ Habibe Bilgili, Hacettepe University, Department of Psychological Counseling and Guidance, Ankara, Turkey
habibebilgili@gmail.com

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DEVELOPMENT theories point out the various life roles that interact with each other (Ginzberg et al. 1951, Super 1975, Super 1980). Super's developmental theory (1975, 1980), named life-span life-space approach, defines different life stages and life roles which can appear during the course of lifetime, including career developmental tasks. These stages are growth, exploration, establishment, maintenance, and disengagement. A number of life roles (e.g., child, student, worker, pensioner), which are considered as expressions of the individual's interests, abilities, values, and needs, and theaters in which the roles are played (e.g., the home, the school, the workplace, the retirement community) appear through these developmental stages. In this respect, as the developmental stage older people corresponds to "disengagement" that refers to withdrawing from work and thus diminishing of work roles; the distinctive role is "retirement role" and the theatre showed is "retirement" in this stage (Super 1980).

Although according to traditional perspective, retirement is seen as a period when people lose their professional identity and various life roles (Arpacı 2014); it has been underlined that retirement is a developmental stage, which includes some challenges and opportunities and requires adaptation to changing life roles (Chen 2011). If people perceive their retirement as acquiring new possibilities, having freedom, rest, and doing leisure activities, they approach it positively. However, if they consider that retirement refers to loneliness, financial difficulties, and loss of social status, they would approach retirement as unfavorable (Günay 2006; Hunter et al. 2007). Although retirement provides some opportunities for education and personal growth, it might also rise some physical and mental problems (Halleröd et al. 2013). For this reason, to understand the changes in life roles of retirement people, it would be important to examine the changes in their relationships, social life, and working life. For instance, after leaving job, they might prefer bridge employment, participate to new projects, or do voluntary works (Cook 2015).

In a systematic review conducted by Wang and Shultz (2010), the factors affecting life satisfaction in retirement were divided into four categories: 1) Individual factors (e.g., age, health, personality), 2) Job-related factors (e.g., employment history, financial incentive), 3) Family-related factors (e.g., family support, marital status), and 4) Socio-economic factors (e.g., education level, economic condition, social security system). Considering these factors, it can be stated that retirement is a complex construct affected by a variety of variables, which may change according to individuals and situations. On pre-retirement process, as individuals involve work-related activities less, they spend more time with family and on housework and plan their leisure time and retirement (Şahin and Selvitopu 2012). During retirement, on the other hand, individuals engage with some developmental tasks such as building an identity apart from the world of work, adjusting to retirement, and transferring their knowledge and skills to this process (Cook 2015). Other development tasks include engaging with activities, spending time with family more (Liechty et al. 2017), and adjusting to the loss of spouse (Weiss 2005). In this context, while preparation for retirement comes into prominence on the pre-retirement process, adjustment to retirement becomes important with retirement.

Planning of retirement not only pertains to finding new hobbies but also requires to be prepared for significant changes in values and relationships because of the loss of a work role (Krumboltz 1993). Thus, the retirement period developmentally draws attention of both retired people and employees. For example, employees plan the time for retirement considering their income rates (Post et al. 2013) and retirement expectations

might influence job attitudes and job performance of employees (Chen et al. 2004). Therefore, planning retirement and feeling confident about being old in retirement process could be a crucial factor for motivation to work. In this regard, attributions to or expectations from retirement terms of chances in life roles might affect working life and the relevant roles, also.

Therefore, developing and providing support programs for retirement becomes critically important to prepare people to possible changes in life roles in retirement before transition to retirement. However, it was mentioned that retirement support programs in organizations were inadequate (Chen et al. 2004). In Turkey, it was reported that individuals did not have enough information about planning of retirement and they could not get help from their environment in this regard, and thus, need for retirement support programs (Günay 2006, Şahin and Selvitopu 2012, Çakır et al. 2015). Thus, understanding the developmental characteristics and needs of older people and improving retirement support programs are crucial to foster their mental health and wellbeing in retirement. For this reason, this study aimed to examine the movie named *The Intern* as it narrates the retirement period of older people and changes in their life roles.

Films are seen as an effective tool in counseling as they have strong influences on individuals (Koch and Dollahide 2000, Hebert and Sergent 2005). There are many studies, which explored the shifts in life and professional roles by examining movies. For example, a study conducted by Tosti-Kharas and Levinson (2020) investigated the film named *Downsizing* (Payne 2017) and indicated the link between changes of ones' life, work satisfaction, and life satisfaction. Additionally, some other prior works focused on the developmental characteristics of older people through films. For instance, Chivers (2006) analyzed the film named *What Ever Happened to Baby Jane?* (Aldrich 1962) in terms of physical disability due to aging. Similarly, Chivers (2011) examined several movies about old age such as *About Schmidt* (Payne 2002) in the book named *The Silvering Screen: Old Age and Disability in Cinema*. Vickers (2007) assessed how Western media have reflected older people; Kuruoğlu and Salman (2017) examined this subject on Turkish media, too. Considering all these studies which can contribute to understanding of developmental characteristics of older people, it could be seen that they focused on the picture of aging on films and TV or their content is limited with physical development of older people. Therefore, the purpose of this study was to examine the film named *The Intern* (Meyers 2015) in terms of developmental characteristics and needs of a retired person and the factors related with life satisfaction in retirement. Thus, the main research questions were: 1) What are the developmental characteristics of older people in retirement process, which are prominent in the movie? 2) Which factors are related with life satisfaction in retirement, provided in the movie?

Method

This qualitative study used document analysis. Documents are official reports, historical papers, evidences like diaries, or photograph and films, which have existed before research (Merriam 2013). The documents like films or movies are powerful data sources for qualitative research. Document analysis refers to analyzing a material including data about research topic (Yıldırım and Şimşek 2016).

Sample

In order to determine the sample, the researchers reviewed the movies about older age and retirement in line with the purpose of the study, firstly. Merriam (2013) stated that it is important to find the relevant material for document analysis. Thus, to achieve this, the researchers used the keywords including “old age”, “retirement”, “best films about old age”, “best films for seniors”, “films about retirement”, “films about retirement transition”, and “retirement movies” in Turkish and English to find the most appropriate movie on the internet. During this initial step, 25 films were reached out. After eliminating the films related with life after death, grief, robbery, adventure, action, and travel, seven films remained. Then, the researchers watched these movies and decided on the film named *The Intern* (Meyers 2015) as it includes more content about older people’s developmental characteristics, in the line with research aim.

The Intern is a 2015 American film directed, written, and produced by Nancy Meyers (Beyazperde 2020). The film is about the entering of Ben Whittaker’s (Robert De Niro) to an intern program for individuals aged 65 years and over. Ben Whittaker is retired person for a while and he tries to adjust to his retirement life. He is busy with activities making himself feel good. When he sees an flyer for the intern program, he realizes that he needs to work. Returning to working life as an intern starts a new page on his life. The friendship between Ben and Jules Ostin (Anne Hathaway), a young woman, the owner and the boss of the company, changes both of their life. He builds new relationships, transferring his knowledge and skills to his young colleagues. Briefly, the film explicating internship experiences of Ben Whittaker pictures how might be an older people’s life.

Statistical analysis

Descriptive analysis method was used to analyze data. Descriptive analysis is less detailed method comparing with content analysis and used when conceptual framework is distinctly determined before the study (Yıldırım and Şimşek 2016). In this study, a coding schema was created by reviewing the relevant literature regarding developmental characteristics, tasks and needs in older ages. Then, the researchers analyzed the patterns seen in the film according to this framework and reported the findings by providing frequencies for each code emerged from analysis.

During descriptive analysis, a case seen in the film was considered as an analysis unit. It was accepted that every observation equals to one frequency. For example, two observations, in other words two frequencies were coded under disengagement sub-category regarding Ben’s retirement experiences. The frequencies were counted according to observations obtained under each category and sub-category. While watching the movie, behaviors, dialogs, and events in the scenes were examined to link them to the relevant code. The researchers noted exactly what they observed in the movie related with the topic and predetermined units without adding their own interoperations.

In the descriptive analysis process, four steps suggested by Yıldırım and Şimşek (2016) were followed: (a) creating an analysis framework, (b) processing data according to framework, (c) definition of findings, and (d) interpretation of findings. Firstly, as aforementioned the researchers created a coding schema in the light of relevant literature related to Super’s life-span life-space approach (1975, 1980) and developmental aspects of older age (e.g., Hunter et al. 2007, Wang and Shultz 2010, Pettican and Prior 2011).

Secondly, the researchers separately watched and coded the film by using this schema. In this stage, if needed, the researchers added new codes, eliminated inappropriate codes and organized the categories. The researchers noted each observed unit by referring to the film, using direct quotations from the scene. Then, the researchers came together and discussed about the themes that they coded and finalized the findings. Thirdly, the findings were provided according to observed patterns in the film. Lastly, the findings were discussed based on the related literature.

Reliability

There are various validity and reliability approaches in qualitative studies. The validity in qualitative study refers to credibility, transferability and confirmability (Creswell 2013).

In this research, four basic validation strategies were used. The first strategy is rival explanation, which means that researcher investigates the data, which confirm new categories and new codes more than the data consistent with preliminary categories and code (Creswell 2013). Defining rival explanation increases the credibility of the study (Creswell 2013, Patton 2014). For this reason, the coding process was not delimited with Super's Approach while analyzing the film, the researchers defined assigned any codes regarding developmental traits of older age people. Thus, both the relevant content regarding Super's approach and retirement satisfaction were determined. Second, thick and rich description was used for increasing validity. In qualitative studies, themes should be described as detailed as possible by providing direct quotations from the data to ensure transferability of the findings (Creswell 2013, Merriam 2013). Thus, direct quotations from the scenes of the movie were provided to explain the categories and the codes revealed from the analysis. Finally, it is crucial that researchers clarify their biases, past experiences, attitudes, and possible tendency related to the research group or topic (Creswell 2013, Merriam 2013). Stating personal and professional situations, which may affect data analysis and interpretation, improves study's credibility (Patton 2014). That is why, a separate paragraph stated the researchers' roles by giving information about the researchers' experiences, motivations for this research, and professional identity which may reflect in the study process.

The first researcher of the study had a bachelor's and master's degree in psychological counseling and guidance and she has continued to doctoral education in the same field. The researcher used ethnographic research as the design of her master thesis. She has assisted to both theoretical and practical Vocational Guidance and Psychological Counseling lessons. The second researcher of the study completed her doctoral thesis and her post-doctoral education in career counseling. She has carried out various national and international research studies, projects, written the book chapters in this field and lectured on career counseling bachelor and master degree. In this study, the sources of motivation of both researchers are their interest about films, their curiosity to analyze and to investigate older people's career development, and their willingness to study on career counseling.

Finally, the researchers aimed to enhance research's reliability. Merriam (2013) suggested to analyze data by different researchers in the same way and in the same time to increase reliability. Thus, the researchers separately watched the movie and conducted data analysis by using aforementioned coding schema, and then finalized the categories and codes by discussing on them together.

Results

Through descriptive analysis, the categories, sub-categories and codes about developmental aspects and needs of retired people and the factors related with retirement satisfaction were obtained. The findings observed in the film were presented in two categories: developmental factors ($f=33$, 19.30%) and the factors related to retirement satisfaction ($f=138$, 80.70%). Table 1 illustrated categories, sub-categories, and the codes with their frequency.

Developmental factors

Two sub-categories, Life Stage ($f=6$, %3.51) and Theaters and Life Roles ($f=27$, %15.79) with regard to Super's Life-Span Life-Space approach, were revealed under main category of Developmental Factors ($f=33$, 19.30%).

Life stage

Under this category, the codes of Disengagement ($f=2$) and Mini Cycle ($f=4$) were observed. First, Disengagement, one of the life stages presented in Super's (1984) developmental approach, was observed from the statements of Ben, the main character of the movie, like "I am retirement." The code of Mini Cycle defined by Super as "a situation can be seen at any life stage" followed this code. Some examples of Mini Cycle included Ben's job seeking behavior in retirement process, his seeing a flyer for intern program for retired people, applying it and starting to work. The signs of establishment and maintenance stages in mini cycle can be illustrated by his willingness at new job, becoming the driver of the boss (Jules), and being her consultant, although he is an old intern neglected by the boss at the beginning of the intern program. Finally, his returning to retirement life was observed as a part of this mini cycle.

Theaters and life roles

In this sub-category, the codes of the Workplace ($f=14$), Home ($f=9$), and the Community ($f=4$) described as life roles by Super were determined.

The workplace

Under this code, Worker ($f=11$) and Pensioner ($f=3$) life roles rooted from Super's Developmental Theory were discovered. Ben's starting to work as an intern indicated re-displaying of worker role. Besides, his statement "I want you to know I have been a company man all my life." in his video resume and saying that "Back in action. Thank God!" by looking the briefcase on the first day as the intern might prove that he adopted this role. The worker role were observed in the scene like his always finding duties at the company such as helping the girl delivering paper, his giving some advices to young colleagues, his tidying the office even though nobody ask him to do that, driving the boss to her home. Ben mentioned retirement role frequently through the movie, also.

Home

The life roles of Spouse ($f=4$), Homemaker ($f=3$), and Parent ($f=2$) were revealed under this code. First, the fact that Ben's wife was passed away implied that he spent less time on this role. Likewise, Ben stated this situation: "I am retired and my wife is dead." On the other hand, this role was revealed again with his starting romantic relationship with Fiona, whom he met at the company, on the next scenes of film. Homemaker was anot-

her life role observed at Ben's life. Ben's keeping tidy his house was shown in several times in the movie. For example, Davis, a colleague from his new work, said, "I like that you do the throw pillow think." by surprising the arrangement at the house. Then, Ben answered, "I was married for a long time." Finally, parent role was emerged from his statement like "The only travel I recently do was to go San Diego and see my son and his family."

The community

Leisure time role (f=4) was presented in this code. Some examples of this role were leisure time activities like Ben's working out with a group at the park, making yoga, learning to cook.

Factors related to retirement satisfaction

Under this main category, four sub-categories were emerged as Individual factors (f=81, 47.37%), Job-related factors (f=40, 23.39%), Socio-economic Factors (f=14, 8.19%), and Family-related factors (f=3, 1.75%), respectively.

Individual factors

In this sub-category, the codes of Individual characteristics (f=73) and Perception of retirement (f=8) were determined.

Individual characteristics

Age (f=2), Health (f=5), Personality (f=40), Interests (f=2), Abilities (f=3), Values (f=5), Skills (f=5), and Needs (f=11) were revealed under this code.

Age. While Ben was introducing himself, he said that he was seventy. In addition, at the job interviewing when he was asked that "Where do you see yourself in ten years?" he answered like that "When I am eighty?"

Health. Ben's good health was recognized when Ben met other intern candidates while sitting at the company's waiting room for the interview. As one candidate had a walking stick on his hand, another had come with scuba. Ben was seemed to quite young and healthy despite he was seventy.

Personality. It was observed that Ben was helpful, sensitive, supportive, hardworking, innovative, and disciplined. His personality was particularly distinguished thanks to his interactions with other stuff when he started to the intern program. His helpful and sensitive characteristics were noticed through his behaviors such as his buying meal for Justin, the owner of the company, when he realized that she was tired and neglected to eat, taking Justin's child to the school, inviting own home to Davis who was a young colleagues from his new workplace because Davis had not an accommodation. Ben's supportive characteristic was observed through some examples such as supporting to Jules in order that she did not hand on the company to another manager, rising her belief to herself, and silently hiding the mistakes of his young office friends owing to inexperience. His hardworking was shown at such situations: taking on many tasks, taking new responsibility, performing the tasks, which were not given to him without expecting any regard. Ben's being innovative was seen recording video resume for internship application, stating to being open to improve himself by saying "To learn technology might take a little time. But I am eager to learn." Finally, his disciplined aspect was remarkable in his lying same time on every night, always getting up early, wearing a suit to job at job, and getting shaving every day.

Table 1. Frequencies of the categories, sub-categories, and codes

Category	Sub-category	Code	f
Developmental Factors			
	Life Stages		6
		Disengagement	2
		Mini Cycle	4
	Theaters and Life Roles		27
		The Workplace	14
		Worker	11
		Pensioner	3
		Home	9
		Spouse	4
		Homemaker	3
		Parent	2
		The Community	4
		Leisure	4
	Total		33
The Factors Related to Retirement Satisfaction			
	Individual Factors		81
		Individual Characteristics	73
		Age	2
		Health	5
		Personality	40
		Interests	2
		Abilities	3
		Values	5
		Skills	5
		Needs	11
		Perception of Retirement	8
	Job-related Factors	40	
		Back to Working Life	23
		Sharing Experiences	9
		New Friendship	8
		Success	6
		Problems at Working Life	17
		Newness	10
		Exposure to Prejudices	7
	Socio-economic Factors	14	
		Education	1
		Economic Condition	1
		Place of Residence	1
		Leisure Time Activities	11
		Hobbies	5
		Part-time Works	3
		Social Activities	3
	Family-related Factors	3	
		Lack of Family Support	1
		Loss of Spouse	2
	Total	138	
Total	171		

Interest. This could be notable by the fact that Ben thought that he was appropriate for internship position when he was read the statement, “interested in organization and e-commerce”, at the flyer of internship.

Ability. When Ben read, “you should prepare a video resume instead of application letter and upload it to YouTube or Vimeo” on the flyer of internship, he said, “It is mine.” In addition, he mentioned that he likes communication. Moreover, he said “I have been a company man all my life.” while he was introducing himself, implying his organization and management skills.

Values. He stated, “I am loyal, trustworthy, and useful in a crisis situation.” and “I like communication with people, excitement, and challenge”, which might indicate his values. In addition, he stayed at office by saying “I don’t leave before the boss.” Moreover, his values were observed by that, he did not gossip when he was asked about what was talked on the boss’s office and his saying that his ears did not heard well.

Skills. It was observed that he has some skills like communication, conciliation, and organizational skills. For instance, when his boss, Jules, transferred Betty’s responsibilities to him, and Betty was upset, he said, “I think you do a lot of things right. How about if I help to you just as an experiment. Once you are out from under this mountain of worry a lot of stress will be relieved.” to Betty and convinced her proved, which implied that he has communication skills.

Needs. Ben mentioned, “I think I want to be needed in somewhere”, which could be an example for his need of feeling useful. In addition, he said, “Don’t misunderstand me. I am not unhappy person. Unlike I realized there is a gap in my life to be completed”, which could be a sign of his need for finding meaning and purpose in his life. Lastly, his sentences that “I feel like I am at home. Renewed but home.” by mentioning that his old factory was renewed and turned into a new e-commerce company that he has started to work as an intern could be an example of his need for belonging.

Perception of retirement

Perception of retirement (f=8), was emerged from the analysis. It was seen that Ben liked his free time at the beginning of his retirement process, then he found retirement aimlessness, which was boring for him and he had not satisfaction on retirement, and thus, that he wanted to work. He said that “And retirement. That is an ongoing relentless effort in creativity. I admit I enjoyed the novelty of it at first. I felt like I was playing hooky... The problem was, no matter where I went, that nobody is there as soon as I came home hit me.” Besides, he said that he did not think retirement as a final and that he was prepared to work by mentioning, “I read musicians don’t retire. They stop when the music in their inside finishes. I still have music in me, absolutely I trust myself in that subject.”

Job-related factors

In this category, the codes of Back to working life (f=23) and Problems at working life (f=17) were emerged.

Back to working life

This code concluded advance of returning working life such as Sharing experiences (f=9), New friendship (f=8), and Success (f=6).

Sharing experiences. This code was observed by the fact that Ben was an intern on seventy, transferred his experiences regarding communication, work, relationship, and marriage to the young colleagues at the new job. For example, one of the boy had a

problem with his girlfriend and he advised with Ben by saying, "You are old. You know these situations. You lived a lot of things." When Ben learnt that his advice was useful, he stated his pleasure by saying "It is a good day for an intern."

New friendship. Another contribution of working life was Ben's having new friends at this job. He became friend with his boss, Jules, Fiona (his girlfriend), and three young boys at the office. His social environment was changed. For instance, he met with Jules's husband, had breakfast with her family, and delivered her daughter to school. In addition, Jules' saying for him "intern and best friend" proved their friendships.

Success. It included some examples regarding Ben's returning to working life. In this respect, he was accepted to the senior intern program by distinguishing from many other candidates. He was hired to this position by being said that his interviewing was good and his video's was perfect. When he started to work, he was waiting to be given duties to him. Then he felt, successful by taking some extra responsibilities voluntarily. His boss and colleagues gave different tasks to him, which made him feel successful.

Problems at working life

It was revealed with two sub-codes as Newness (f=10) and (f=7) Exposure to prejudices.

Newness. Newness consisted of changing situations at working life from beginning Ben's retirement to his returning to work. For example, Ben retired a firm producing phone books. One asked him "They still made phonebooks? Do everybody learn numbers on internet?" Ben answered, "I think, they do. But before internet they get the numbers this way." This conversation showed that his previous work has not a function recently. Another example of this situation could be that at first workday, a young intern hired with him put a tablet computer, an external memory, an USB cable, a headphone, and a smart phone on the table. However, Ben put an old model phone, pencil box, a calculator, glasses, and a watch onto the table, by taking them out of his leather suitcase, too. In addition, when he could not open the computer, he got help from one of young colleagues. Other examples of changing working life could be that Ben's new job is established on e-commerce, serves with online, requires using computer, and the workplace has collective workspaces instead of separate offices. However, because of his being open to learn, this newness became an adventure for him rather than compelling and frustrating.

Exposure the prejudices. It was illustrated by the prejudices of younger workers to the older ones. For example, a young woman asked him when he graduated from university during job interview. When Ben answered "1965", she said "Which department, do you remember?" This could be an example for prejudices. Another example of prejudices could be that they gave him dry cleaning duty at first, because Jules did not want to work with him as he reminded her to her mother.

Socio-economic factors

Under this sub category, the codes of Education (f=1), Economic condition (f=1), Place of residence (f=1) and Leisure time activities (f=11) were observed. Firstly, linked with education, he said that he had gone to Northwestern University and he had graduated in 1965. About his economic condition, a direct observation was not done but it can be concluded that he did not have a financial problem considering these statements: "I travelled the world with all the miles I had saved... How I spend rest of the day? Whatever you think, golf, books, films. I try to do yoga, I learnt cooking." As place of residence, it was seen that he lived in Brooklyn and he wished to continue living there. Leisure

time activities included Hobbies (f=5), Part time works (f=3), and Social activities (f=3). He acclaimed his hobbies like “golf, golf, books, and films.” Besides, he mentioned, “I realized that all thing is always acting. Wake up, go out of home, and go somewhere. So, I feel like I was part of something. I am at Starbucks at 07.15 every day.” For this reason, the intern program was a new retirement occupation for him. When he went to the market, he saw an advertisement flyer asking, “Seniors be intern”, applied to this position, and was accepted. Social activities were related how he spend time apart from the job. For example, his spending time with his family, his participating the funeral ceremonies and meeting with Fiona were examples of some social activities.

Family factors

In this sub-category, the codes of Lack of family support (f=1) and Loss of spouse (f=2) were detected. Lack of family support was observed some situations like that Ben has one son and his rarely see his son because he lives in another state. For example, his saying about his son’s family “They are great. I love all of them but should be honest I rely on them too much.” The loss of spouse was emerged from his saying “It’s been three years since my wife died. I miss her anyway you think.” which might imply that he cannot get enough love and support from his family.

Discussion

In this study, which aimed to analyze the movie named “The Intern” in terms of older individuals’ developmental characteristics and life roles, two categories were emerged: developmental factors and the factors related to retirement satisfaction. Developmental factors included sub-categories of disengagement and mini cycle. Disengagement refers to the stage related to age; mini cycle refers to returns among the stages (Super 1984). It was seen that Ben, the main character of the movie, experienced exploration, establishment, and maintenance stages again with internship experience as a seventy years old retired man. Van Solinge and Henkens (2008) emphasized that retirement is multidimensional developmental stage. Similarly, Van der Heijden et al. (2008) mentioned that transition to retirement has been more flexible and varied from person to person, recently. Ben’s transition to mini cycle and achievement life satisfaction while starting to work again was consistent with the previous findings demonstrated that returning to working life fostered to retired people’s life satisfaction (e.g., Kim and Feldman 2000, Dingemans and Henkens 2019).

Another developmental factors observed in the film were theaters and life roles. While the workplace and home appeared as the theaters, worker, homemaker, and leisure emerged as life roles. Although it was known that worker role diminishes toward to retirement (Super 1980) and individuals spend less time for work related activities and spend more time for activities such as doing housework, watching television, and sleeping (Sprod et al. 2017), in the film, it was observed that worker role was more prominent comparing with other roles. However, it could be said that Ben may have spent more time for leisure activities at the beginning of film when he did not still return to working life, and spouse role may have become important for him in a consequence of his relationship with Fiona. In addition, it was observed that he had a friend role with his peers before starting to work as the intern, mostly; but he developed friendship with his younger colleagues at the work, then; thus, his friendship role expanded to share his

knowledge and skills with younger people. This situation was consistent with the fact that transferring knowledge and skill is a developmental task in retirement (Cook 2015).

The factors related with retirement satisfaction were emerged as individual factors, job-related factors, socio-economic factors, and family-related factors, respectively. Firstly, the relevant literature highlighted some individual characteristics, which were revealed in this study also, such as health (Şener et al. 2007, Heo and Lee 2010), age (Borg et al. 2006, Stephan et al. 2011), skills (Cook 2015, Mokgolodi 2015), and needs (Houlfort et al. 2015). It could be said that Ben showed more retirement satisfaction because his health and age did not hinder him to work, his internship experience was compromised with his interests, abilities, values, skills, and fulfilled his needs. The findings regarding personality was consistent with the previous work addressed the effect of personality on life satisfaction in retirement (Robinson et al. 2010, Maurer and Chapman 2018). It was observed that Ben has some personality characteristics such as being proactive, innovative, and supportive, helpful and sensitive. Accordingly, this finding was somewhat similar to the findings indicated that retired people with proactive personality (e.g., being open to new opportunities) showed more retirement satisfaction (Maurer and Chapman 2018). Under the individual factors, perception of retirement was revealed from the analysis as another code. A study carried out by Nuttman-Shwartz (2004) demonstrated that individuals at pre-retirement process perceived the retirement as crises and uncertainty, but then they perceived it as a part of life at the retirement process and positive perception of retirement decreased stress level. Similarly, in the film analyzed, it could be seen that Ben perceived retirement positively thanks to his returning to work. This case in the movie was consistent with the finding showing the link between perception of retirement and life satisfaction (Fouquereau et al. 2005). For example, individuals who believe to have control over their own life and to be able to cope with difficulties showed high-level retirement satisfaction (Price and Balaswamy 2009).

Secondly, with regard to job-related factors, although the film indicated some challenges of returning to the working life, there were more content regarding its' advantages such as sharing experiences, building new friendship, and feeling successful. A review carried out by Maimaris et al. (2010) addressed the positive effects of working on health of older people. Similarly, it could be seen that Ben was bored before he backed to work. On the other hand, he was happier and more effective when starting to work. Ben's providing consultancy and mentorship to his young boss and colleagues resulted in that not only the younger ones utilized from his experiences but also he became successful at work. This was consistent with the previous work showing positive impacts of using transferable skills such as consultancy and mentorship on life satisfaction in retirement (Spiegel and Shultz 2003, Mokgolodi 2015). On the other hand, the film illustrated some difficulties resulted from the changes in the world of work and prejudices about older employees. The prejudices toward older workers may stem from stereotypes such that old people are less productive than young ones (Van Dalen et al. 2010, Dordoni and Argentero 2015). It could be seen that some changes in the business world mentioned in the film were related with using technology. This situation was consistent with previous finding indicated that older workers use technology less; hence, they might have some disadvantages (De Koning and Gelderblom 2006). Moreover, it was underlined that difficulties of using computer could be a vital factor pushing older people to retirement (Friedberg 2003). On the other hand, it could be seen that Ben adjusted to technological

changes easily thanks to his proactive personality and using technology was not a barrier for him to be successful at the job.

Thirdly, socio-economic factors were revealed from analysis. Among these factors, occupations in retirement were observed, frequently. It was observed that Ben had new hobbies and participated to different social activities, which could be possible according to one's educational and financial conditions; that is why they were associated with socio-economic factors in this study. It was emphasized that leisure time activities contribute to physical and mental health of older people, thus to retirement satisfaction (Hunter et al. 2007, Pettican and Prior 2011). On the other hand, it was seen that Ben had difficulties to adjust to retirement although he tried to participate many leisure time activities, which could be explained the fact that he needed to have a purpose and to be useful and feel successful in the life. In retirement, retired people might feel of aimlessness because of loss of vocational identity and they are supposed to develop new identity and adjust to retirement (Jones et al. 2010, Hobbis et al. 2011). In this movie, Ben's starting to work as an intern helped him to gain a new identify and to adjust the retirement.

Lastly, lack of family support and loss of spouse were revealed from the analysis as family-related factors, which affected retirement satisfaction. In the movie, it was seen that Ben has one son who lives in another state with his family and they do not frequently see each other. Besides, the loss of his wife made difficult to adjust to retirement for him. Yet, when he returned to work, he built new friendships, had a new romantic relationship and had new life roles, which all helped him to overcome difficulties adjusting to retirement. This situation was consistent with the previous finding showing the associations between social support and life satisfaction in retirement (Nguyen et al. 2014, Steffens et al. 2016).

This study contributed to the developmental psychology by examining changing life roles of retired people through a movie, yet some limitations should be taken into account while using the findings. The hero of the film was one who was wealthy, living in the Brooklyn, and volunteer to back to working life. Considering that socio-economic factors (Van Solinge and Henkens 2008, Donaldson et al. 2010) and demographic variables (Wu et al. 2005) affect retirement satisfaction, the content of the film has limitations in this regard. The author Fay Gordon, studying on aging, criticized some films including *The Intern*, with these statements "Cinema has illustrated older people as dynamic and young; which does not represent the real situations about older people in the country" (Aging in Film and TV 2020). In this film, it was observed that Ben, the main character of the movie, was quit dynamic and energetic despite his age; his education and income level were good. In this respect, the findings of the current study were limited to characteristics of an old person presented in the film. Therefore, further studies can examine the films in terms of developmental characteristics of older individuals from different socio-economic status and different background. Although very rigorous process was followed to find out the most relevant film in terms of including the most comprehensive and accurate content about older people's development in the current study, the study could be replicated in the future by taking into account that the film industry might produce new movies in this topic. Moreover, considering the association between gender and retirement satisfaction (Smith and Moen 2004), the further studies can examine movies including the content about developmental process of retired women from different socio economic conditions.

Conclusion

This study can provide some implications for research and practice, considering the findings that indicated developmental aspects of retired people, changing life role and life satisfaction in retirement. Firstly, as seen in the film analyzed, career development continues on retirement (Harper and Shofnerr 2004, Van der Heijden et al. 2008). In this respect, it is suggested to investigate the changes in life roles and career development of older people from different cultural backgrounds including age, gender, socio-economic status etc. empirically. It would be useful to examine the associations between personality and retirement satisfaction, including other factors regarding retirement satisfaction such as perceived social support, marital status etc. In addition, it would be essential to develop and test retirement support programs as well as psychological support programs for older people before and during retirement. In this regard, the findings of the current study, including categories and codes revealed from the analysis could be used to develop these programs. In practice, watching this movie and discussing on it could be used in psychological counseling process with older people. In addition, considering the impacts of self-help strategies (e.g., Cuijpers et al. 2010, Bolier et al. 2013) this movie could be recommended to people in pre-retirement and retirement process. Moreover, this movie could be used in the training of professionals who provide psychological and social support to older people in order to help them understand developmental characteristics and needs of older people. Lastly, by following suggestion for using movies in counselor education (Koch and Dollarhide 2000), group activities can be developed by using the categories and codes revealed from this study to integrate the lectures regarding development of older people. Similarly, the codes regarding retirement and developmental needs of older people can be discussed with students in the classroom.

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