

Teaching Tools

SPQ Snaps: Discussion Questions

The Age-Graded Nature of Advice: Distributional Patterns and Implications for Life Meaning

- (1) Drawing on Erik Erikson's theory of psychosocial development and the "mattering" perspective, why would it better to "give" than to "receive advice" at later stages (i.e., older adulthood) of the life course?
- (2) "Life meaning" was used as a dependent variable in this study to understand the differential implications of advice giving at different ages. Propose two other dependent variables that could be considered in future research, and suggest some reasons how your proposed dependent variables could be linked to advice provision over the life course.
- (3) One of the limitations mentioned in the current study was that the authors could not assess aspects of the social interaction where advice provision took place, nor did they have knowledge of whether the advice provided was useful, solicited, or wanted/appreciated by the recipient. Discuss reasons why this might matter in the context of understanding advice provision over the life course. Consider some other features of advice interaction that you would be interested in knowing about, and discuss why you think they would affect the impact of advice provision.
- (4) This paper argued that opportunity structures for advice transmission shift over the life course. Can you identify other examples where opportunity structures limit forms of social interaction that may be beneficial for older adults? In your view, what might be done to rectify these problematic opportunity structures?